

**KINGDOM OF CAMBODIA  
NATION RELIGION KING**



**Ministry of Education, Youth and Sport**



**Gender Mainstreaming  
Strategic Plan in Education  
2021-2025**

## Preface

The Ministry of Education, Youth and Sport has implemented the Gender Mainstreaming Strategic Plan in Education Sector 2016-2020 with significant progresses in terms of ensuring gender equality and positive educational environment, including the reduction of the gender gap in access to education services and access to quality learning, increasing the participation of female education personnel in the provision of education services and the development of social positive attitudes towards gender in education sector.

Responding to the Rectangular Strategy - Phase 4 of the Royal Government, the National Strategic Development Plan 2019-2023, the Neary Rattanak 5 Strategic Plan 2019-2023, which aim to strengthen gender equality at all levels and in all sectors and to strengthen the role of women as the backbone of the economy and society, the Ministry has committed to promoting gender equality in access to inclusive and equitable quality education and to promoting lifelong learning opportunities for all, increasing women participation in delivering education services, and establishment of gender-responsive learning environment and social positive attitudes.

The Gender Mainstreaming Strategic Plan in Education Sector 2021-2025 is developed based on the progresses and challenges, which have been made during the implementation of the Gender Mainstreaming Strategic Plan in Education Sector 2016-2020 and covered all sub-sectors in order to eliminate violence, children and women trafficking, exploitation and sexual abuses; to provide inclusive and equitable quality education services and to empower and further promote women in leadership and management level. This strategic plan applies shows the logical relationships between objectives, strategic frameworks and activities which will facilitate the monitoring and evaluation process, and mechanisms for feedback and continuous quality improvement.

The Ministry of Education, Youth and Sport would like to thank the ministry's leaders, education officials at all levels, development partners and other stakeholders, who have supported and contributed to the development of a Gender Mainstreaming Strategic plan in Education Sector 2021-2025. The Ministry calls for the support and involvement from all stakeholders to carry out a successful implementation of this strategic plan for the sake of next generation of Cambodian children and youth.



Phnom Penh,

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## ACRONYMS

CDD	Curriculum Development Department
CEDAW	Convention on the Elimination of All forms of Discrimination against Women
DEO	District Education Office
DGE	Directorate General of Education
DGPP	Directorate General of Policy and Planning
DGS	Directorate General of Sport
DGY	Directorate General of Youth
DIT	Department of Information Technology
DoC	Department of Construction
DoF	Department of Finance
DoL	Department of Legislation
DoP	Department of Planning
DoPer	Department of Personnel
DoPo	Department of Policy
ECE	Early Childhood Education
EMIS	Education Management Information System
ESP	Education Strategic Plan
GMSP	Gender Mainstreaming Strategic Plan
GPI	Gender Parity Index
GSED	General Secondary Education Department
HEI	Higher Education Institution
IAAD	Information and Affair ASEAN Department
ICT	Information and Communication Technology
INSET	In-Service Teacher Training
JTWG	Joint Technical Working Group
LS	Lower Secondary
M&E	Monitoring and Evaluation
MoEYS	Ministry of Education, Youth and Sport
MSPD	Materials and State Property
NCST	National Center for Sport training
NFED	Non-Formal Education Department
NGO	Non-Government Organization

NIE	National Institute of Education
NISPE	National Institute of Sport and Physical Education
NSDP	National Strategic Development Plan
PED	Primary Education Department
PEO	Provincial Education Office
PRESET	Pre-Service Teacher Training
PTTC	Provincial Teacher Training College
RGC	Royal Government of Cambodia
RTTC	Regional Teacher Training College
SBM	School-Based Management
SPED	Sport and Physical Education Department
SPESD	Sport and Physical Education for Student Department
STEM	Science, Technology, Engineering and Mathematics
SY	School Year
TD	Technical Department
TEC	Teacher Education College
TTD	Teacher Training Department
UNESCO	United Nation Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
US	Upper Secondary
VOD	Vocational Orientation Department
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
WG	Working Group
YD	Youth Department

## 1. Introduction

The Ministry of Education, Youth and Sport has been implemented the Strategic Plan on Gender Mainstreaming in Education Sector, 2016-2020 in order to achieve gender equality in education sector, increasing of women participation in delivering education service, and establishment of social positive attitude in response to the Millennium Development Goal-3 on promoting gender equality and empowerment of women, with target 1 stipulated “reducing much more gender disparities in secondary and higher education”; the Convention on the Elimination of All forms of Discrimination against Women (CEDAW); Rectangular Strategy, Phase III and Phase IV; Neary Rattanak Strategic Plan, Phase IV; and Education Strategic Plan 2014-2018 to contribute to the promotion of gender equality and women empowerment. The angle #4 of Rectangle 1 “Human resource development”, RGC’s Rectangular Strategy, Phase IV, focuses on “strengthen gender equality and social protection to enhance social-economic situation and strengthen the role of women, who are the backbone of the economy and society”.

The recommendations for Education Sector, within the 57 conclusions of the 6<sup>th</sup> national reports on the implementation of Convention to Eliminate all forms of Discrimination Against Women (CEDAW) in Cambodia 2019, are:

- a) Continue to take steps to increase the availability and accessibility of high-quality secondary schools, especially in rural areas, and eliminate the specific barriers faced by girls to enrolling and remaining in school at the secondary and tertiary levels, including poverty, negative parental attitudes and preference given to the education of boys, disability, child marriage and early pregnancy;
- b) Promote and encourage girls and women to enroll in non-traditional fields of study, such as science, technology, engineering and mathematics, including through orientation programmes and career counselling in secondary and higher education;
- c) Ensure that teachers receive regular and comprehensive training on gender equality to eliminate gender bias and discriminatory gender stereotypes, especially in technical education, vocational training and life skills programmes, and encourage the portrayal of women role models who have excelled in non-traditional career paths.

In promoting gender mainstreaming and empowering women in education at the national and sub-national levels, the Ministry of Education, Youth and Sport has implemented action plans and practical measures through education program planning, service delivery and management leadership in education to ensure that boys and girls to full and equal access to education.

## 2. Achievement 2016-2020

There were achieved major outcomes to be made through the implementation of the Gender Mainstreaming Strategic Plan (GMSP) in Education Sector as follows:

The implementation of GMSP 2016-2020, the Ministry aims to “ensure all children and adults with equitable and inclusive access to education and achieving quality and effective learning outcomes” including three goals: 1) Ensure gender equality in access to education and good of learning outcome at all levels of the formal, non-formal and informal education; 2) Ensure increase of women participation in delivering education services; 3) ensure the establishment of gender-sensitive educational environment and social behavior.

Key indicators and major results were measured the progress to achieve goals and objectives are as follows:

## **2.1 Encourage social positive attitude toward girl's education and gender equality among key stakeholder in education**

### ***Early Childhood Education***

Access to early childhood education has been improved incrementally on a yearly basis, with 363,681 children receiving education, 50.08% girls in the 2019-2020 school year. The number of five-year-old children accessing any form of education was 193,823 or 62.9% of the population of this age group including 63.6% girls and 62.0% boys. In 2019-2020, there were 8,067 pre-schools/pre-school facilities of all types in 1,042 out of 1,646 communes/sangkats, which increased from 6,913 in SY 2015-2016.

Overall, enrolment of boys and girls in any form of pre-school education is similar for the past 5 years, given the Gender Parity Index remain equally at 1.0. The results were achieved in last 5 years through interventions, such as campaigning for enrolment of school-age children, construction of school buildings, provision of teachers, various support programs, and the active participation of parents, guardians, communities, and local authorities, which students have greater access to education.

### ***Primary Education***

Primary schools are largely available in all geographic locations, which increased from 7,442 in the 2015-2016 school year to 7,856 in the 2019-2020 school year, and made improvement to student traveling to and from school and pursue learning with the provision of scholarships and school meals, increased school infrastructure and the provision of school health promotion programs, inclusive education, and other support programs. In the 2019-2020 school year, 99.3% of primary schools have access to latrines, 90.4% safe water, and 74.7% for hand-washing facilities, especially 40.6% of primary schools meeting WASH minimum standards in Star 1. Toilets have been more built and placed separately for female and male students in schools to support the learning environment for female students to come to school more regularly.

The Ministry has been implementing child-friendly school policy in primary schools to improve the learning environment and ensure safety and security for students while increasing awareness of the importance of educating female students in the community.

The Ministry has been implementing school-based management with cooperation of local authorities, NGOs, school management committees, teachers, parents, students and the community in increasing primary school enrollment as well as improving the quality of education.

The Royal Government of Cambodia had introduced a policy to provide scholarships to outstanding and poor students, of which at least 60% are female students. Scholarships for poor students who have utilized the national budget cover 4,951 primary schools with 110,156 students, 54% female. There were 56% of female students who received WFP scholarships in form of food.

The enrolment at primary education for the past five years has achieved the net enrolment ratio of around 98% and completion rate of around 80%. In SY 2019-2020, a total of 2,163,143 primary school students, 1,039,936 females (48.1%). In terms of primary education, girls represent: 47.9% of students in public schools and 49.4% in private schools; 48.8% of Indigenous students in multi-lingual programmes; 43.7% of students in accelerated learning programmes; and 40.5% of students with disabilities. The promotion rate is 89.4% for girls and 84.5% for boys, the repetition rate is 4.7% for girls and 7.8% for boys, the drop-out rate is 5.9% for girls and 7.7% for boys, and the completion rate is 92.7% for girls and 84.1% for boys.

In overall, the enrolment at primary education of boys and girls is gender equality given the gross and net enrolment ratio of Gender Parity Index remain within a range of 1.0.

### **Secondary Education**

In the 2019-2020 school year, there were 655,055 lower secondary school students including 52.5% for female (52.6% of female students in public lower secondary schools and 51.4% in private lower secondary schools). The enrollment of female students in lower secondary school has been improved than that of male students in the past five years, with the gap in the gross enrolment ration gap widening (from 1.1 to 1.18). The gap in lower secondary school completion rates between female and male students is also widening, with Gender Parity Index rising from 1.1 in SY 2015-2016 to 1.24 in SY 2019-2020. The completion rate at lower secondary education is 42.4% for male students and 52.5% for female students, which means that the female completion rate is about 24% higher than the male student rate.

While, there were 358,553, with female 54.5% (54.8% of female students in public upper secondary schools; and 51.2% in private upper secondary schools). The GPI gap in the gross enrolment ratio remains large at 1.3 in SY 2019-2020. In 2019, the number of candidates who passed the upper secondary certificate exam increased to 79,052 (68.62%) and 43,728 females (73.21% is slightly higher than the national average). There were passed candidates with 443 A-level A, 223 females (50.3%), 2,430 B-level candidates, 1,306 females (53.7%), and 5,847 C-level candidates, 3,414 females (58.4%).

There were 868 technical education students with female 326 in SY 2015-2016 increased to 2,717 with females 1,042 in SY 2019-2020, which showed that the number of female students enrolled in technical education was stable, with more than 38%.

The government provides scholarships to poor students in public lower secondary schools (72,418) and upper secondary schools (10,967), with 60% of the recipients being female. NGOs and development partners also provide a much smaller number of scholarships, reaching about 50% girls on average.

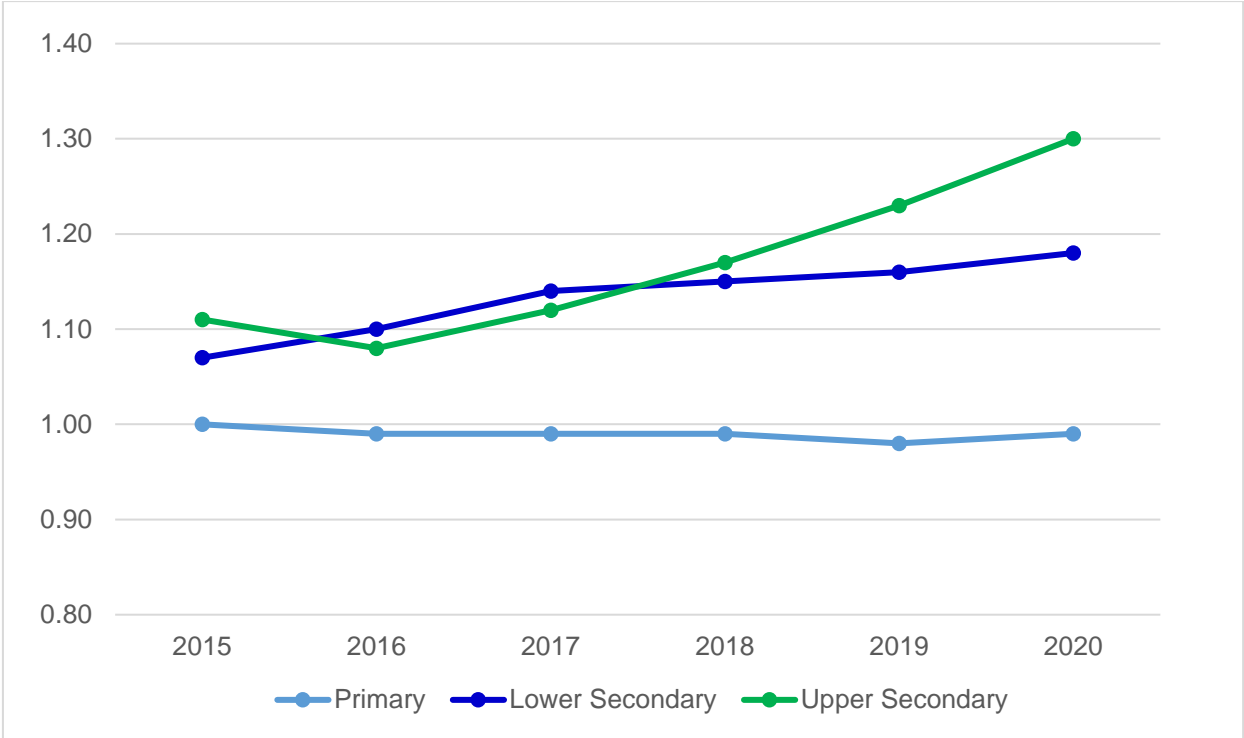
The Ministry aims to contain colleges in communes and lycées in all cities, districts and Khans. Currently, there are 2,049 secondary schools (1,334 colleges and 715 lycées), an increase of 184 (40 colleges and 144 lycées) compared to SY 2015-2016. 115 out of 1,646 communes are yet to have college including 46 in the capital and 27 in Rattanakiri province that are not required to have college. On the other hand, 2 out of 203 districts, in equivalent to 0.98%, are yet required to have lycée including Borei O'Svay Sen Chey District of Steung Treng and Koh Rong City of Preah Sihanouk due to geographical and demographic situations.

The Ministry of Education, Youth and Sport updates and promotes the implementation of the master plan for technical education in upper secondary schools with the aim of enhancing career orientation and expanding technical education coverage nationwide in line with the concept of "One province has at least one general education and technical high school in the medium term and one district has at least one general education and technical high school in the long term". There were 16 general education and technical high schools in SY 2019-2020, which increased 3 compared to SY 2014-2015, containing majors in electricity, electronics, aquaculture, agriculture, mechanics and food processing. Life skills education programs have been improved and vocational counselors have been trained to provide career guidance and counseling services in general secondary schools.



In overall, the Gender Parity Index (GER) in primary and lower secondary is respectively 0.99 and 1.18, while the GPI in upper secondary is 1.3. This indicates higher female students' continuing education than male students in high school.

**Figure 1: GPI at Gross Enrolment Ratio (GER)**



**Higher Education**

There were 124 Higher Education Institutions (HEIs) across the country, an increase of 6 compared to 2016, of which 48 public higher education institutions (an increase of 2) and 76 private HEIs in 20 capital/provinces. HEIs under the supervision of 16 ministries/institutions.

222,879 students, 106,952 or 48% female, were pursuing higher education. There were 19,575 Associate Degree students, including 52.57% female, of which 2,374 including 55.69% female, are scholarship students. There were 179,258 pursuing Bachelor Degrees, including 50.7% female, 27,338 (51.8% female) are scholarship students. There were 28.3% Bachelor Degree students are studying Science, Technology, Engineering and Mathematics (STEM) Subjects (40.1% for male and 16.9% for female). 23,256 Master students, 24.4% female were pursuing post-graduate studies and 790 PhD students, 7.3% female. The gross enrollment ratio at higher education is 12.0% (12.2% male, 11.8% female) in SY 2019-2020.

Currently, there are a total of 23 dormitories with 1,480 female students, of which 7 are owned by private higher education institutions with 275 female students. Hosted 802 Khmer and foreign scholarship students in dormitory, including 606 or 75.56% female.

MoEYS promoted and increased student access to education in STEM at higher education level through the creation of a new training programme and new higher educational institutions focusing on STEM to respond the needs of the labor market and s reduction the skills gap.

The Ministry of Education, Youth and Sport has focused on improving the quality of education at all education levels and ensuring equitable and inclusive access to education, especially women, through various means, such as providing scholarships that focus on outstanding students, general, poor students, students from remote areas, students with disabilities and female

students, construction of dormitories for female students and the organization of HEIs in the provinces. In addition, the Ministry provides opportunities and encourages female students to pursue higher education through the promotion of women in society, education on morality and gender, education on equal rights between men and women in the family and society within the foundation year program.

### ***Non-Formal Education***

The adult literacy rate for adults aged 15 and over increased from 80.5% (75% female) to 87.7% (84.8% female) in 2019. The literacy rate in rural areas is 83.8% and in urban areas it is 93.3%. Male and female literacy rates vary widely by age group and geographical location, but the rates of women are slightly higher than those of men in the 15-19 age group and the rates of women are significantly lower than those of men 60 and older. There were 19,101 students in the professional literacy program, 65.4% of whom were female. There were 6,760 non-formal education equivalent students, 45.9% female, and 374 non-formal secondary equivalents, 42.5% female.

### ***Youth Development***

MoEYS has wrapped up the three-good movement, Good Child, Good Student, and Good Friend, at the national level attended by 401 participants, 51 percent female and 25 leaders, 20% female, to develop youth and children's skills to become good citizens.

Cambodian Child Councils have defined implementation framework for primary to secondary schools from grade 4 to 9. There were 8,967 Cambodia child councils comprising of 1,552,840 in which girls held 788,901 (50.8%). Cambodian Youth Councils have defined implementation framework for high school. There were 525 Cambodia child councils comprising of 321,145 in which girls held 171,494 (53.4%). The numbers of Cambodian Child and Youth Councils' branches, sub-branches, and members have increased because there are available volunteer programs, local life skills programs, growth of learning institutes and the support from all stakeholders, especially, helped with school self-management, supported learning clubs so as volunteer works and helped grade 12 examination.

MoEYS expanded the Entrepreneurship Education Program Pilot Project on "Business Understanding" to 25 classes of grade 10 and 11, (1 class/municipality and provinces) with the number of 625 students, 52% female, registered to study.

MoEYS launched internet-based learning program called Basic Education Equivalency Program (BEEP) for out-of-school youths to receive learning opportunity and trainings on skills that respond to A Lifelong Learning for All Policy of the Ministry of Education, Youth and Sport in collaboration with Ministry of Labor and Vocational Training and UNESCO Currently, 313 students, 42% female, registered for the program.

MoEYS disseminated education on the danger of illicit drug, STIs and HIV/AIDS prevention, and road safety to 1,300 youths, 60% female, from Cambodian Red Cross, Scout and Youth Councils at secondary schools in 10 provinces.

### ***Physical Education and Sport***

MoEYS organized national student sport championship Primary education with the participation of 1,530 sport delegates and athletes, 684 females on 4 types of sport and Secondary education with the participation of 3,459 sport delegates and athletes, 1,290 females on 11 types of sport.

Capacity Promotion of Coaches and Athletes, MoEYS hosted 500 coaches, assistant coaches, invigilators, and national athletes, 120 females for training on 31 sport types for upgrading

technical capacity readiness towards the 2023 SEA Games; hosted 504 coaches, assistant coaches, invigilators, and national athletes, 117 female for training 34 sport types for upgrading technical capacity readiness to participate in the SEA Para Games and other international competitions; and hosted 52 coaches, assistant coaches, invigilators, athletes and disabled, 12 female for training on 6 sport types for upgrading technical capacity readiness to participate in the SEA Para Games and other international competitions.

Participating in the 30th SEA Games in Philippines, Cambodia has received 4 gold medals, 6 silver medals, and 36 bronze medals. In the Young and Women's Petanque World Championships, Ke Leng, a female athlete is the first ever to have won fourth consecutive gold medals in the world.

**Table 1: Results of International Sport Competition**

Sport Type	Delegates	Male athletes	Female athletes	Medal			Total
				Gold	Silver	Bronze	
World Championship	50	78	39	14	13	15	42
Asia Championship	39	52	39	12	08	12	32
Southeast Asia Championship	11	20	16	00	00	07	07
Open Championship	35	79	31	09	02	05	16
Disability Championship	09	34	02	00	01	02	03
30 <sup>th</sup> SEA Games	123	206	70	04	06	36	46
<b>Total</b>				<b>39</b>	<b>30</b>	<b>77</b>	<b>146</b>

### **Main Interventions for promoting Gender in Education Sector**

These achievements were made through the strategies put in place by the ministry as well as its direct and indirect interventions which aim at promoting girls and women in key subsectors and inter-subsectors such as:

- Constructing schools closer to people's house to enable class attendance of students, particularly girls, of poor households to reduce transportation cost and to ensure safety;
- Constructing separate bathrooms and toilets for female and male students, disable students, particularly at secondary education to promote regular class attendance;
- Slope construction for students with disabilities;
- Constructing dormitories for female students, teacher-students at teacher training colleges, general education and technical high schools and universities;
- Implementing child-friendly school programme and developing girl counseling programme at schools;
- Promoting understanding on importance of women's education that focuses on investment from mothers to children, as well as paying attention to social stereotypes towards daughters;
- Providing scholarships for priority students, outstanding students, female students, priority poor students, priority remote students and disabilities students, particularly female students up to at least 60% of the total scholarship students enrolled at higher education;

- Providing and deployment adequate number of teachers, particularly female teachers to teach low grade pupils (pre-schools and primary schools)
- Developing curriculums, core textbooks, learning materials, improving teaching and learning activities to be more attractive, particularly promoting women, girls without sex discrimination;
- Preparing technical education curriculums on accounting, tourism and foods processing to attract female students;
- Expanding technical education and life skills education at secondary education aiming at providing skills required and beneficial for daily life, particularly for female students both during learning, and in case of not being able to continue higher education;
- Mainstreaming gender into teacher training curriculums at all levels, and building capacity for trainers, teachers and managers on gender knowledge, gender mainstreaming into teaching and learning and education management;
- Providing training on gender-sensitive in education to trainers and principals/vice principals of Teacher Training Colleges (TEC, RTTC, Pre-TTC and PTTC);
- Training on school-based management to principals of primary schools and secondary schools by including gender mainstreaming and school development, gender and people smuggling, gender and domestic violence, gender and health, gender and climate change;
- Providing training on establishment, management and monitoring the girl counseling programme to school principals/vice principals, and teachers at primary education and secondary education;
- Providing sexual health and reproductively health education, prevention of HIV/AIDS transmission, and other communicable diseases;
- Providing priority for girls and women in any competitions and selections;

## **2.2 Increasing gender equality in Education and Empowerment of Women in Leadership and management**

The Ministry have implemented GMSP 2016-2020 in collaboration with Development Partners and stakeholders to increase gender equality in education at all levels and encourage women to take up position in leadership and management. The achievements were in below table.

**Table 2: Progress of increasing gender equality and empowering women in leadership and management**

Indicators	Unit	Baseline	Actual					Target	
		2015	2016	2017	2018	2019	2020	2020	
<b>Women's participation in management at central management, MoEYS</b>									
Director General, University Rector	%	7.1	7.1	6.7	6.7	12.5	12.5	10.0	↑
Deputy Director General, University Vice Rector	%	9.3	6.0	7.5	9.3	5.8	6.0	10.0	↓
Department Director	%	9.7	3.0	3.1	2.9	5.6	11.1	10.0	↑
Deputy Director	%	15.1	14.0	15.6	19.8	18.3	18.2	20.0	→
Office Chief	%	20.7	24.7	24.1	20.4	20.6	19.6	20.0	→
Vice Office Chief	%	24.5	20.6	21.9	23.6	23.7	24.9	25.0	→
<b>Women's participation in management at Provincial Education Office (PEO)</b>									
Director	%	8.0	8.0	0.0	0.0	4.0	4.0	10.0	↓
Deputy Director	%	11.4	14.7	17.6	22.4	22.7	23.5	15.0	↑
Office Chief	%	14.2	14.2	14.6	13.2	13.7	12.9	15.0	→
Vice Office Chief	%	22.1	23.3	23.6	22.6	22.6	23.4	25.0	→
<b>Women's participation in management at the City/District/Khan</b>									
Chief	%	5.6	6.0	5.2	4.7	5.6	5.4	10.0	↓
Vice Chief	%	11.0	12.3	12.6	13.1	12.5	14.1	15.0	→
<b>Women's participation in management at School</b>									
School principal	%	11.3	12.1	12.5	12.7	12.9	13.5	15.0	→
Vice school principal	%	19.3	20.3	20.8	20.8	21.2	21.5	25.0	→
<b>Proportion of female teachers</b>									
Nation wide	%	49.1	43.5	44.5	45.5	45.7	46.2	50.0	→
Urban	%	56.4	47.9	47.9	47.4	47.4	51.7	60.0	→
Rural	%	46.5	44.8	44.0	45.1	45.6	44.9	50.0	→

↑ The target is achieved

→ Acceptable

↓ The target is not achieved

### **Situation of number of female civil servants in 2020**

In 2020, there are 121,680 education staffs of all levels in total, 56,163 females (equivalent to 46.15%); of which, 3,758 staffs, 999 females (equivalent to 26.58%) work at national level while 117,922 staffs, 55,164 females (equivalent to 46.78%) work at sub-national level.

There are 3,721 pre-school teachers, 3,617 females (equivalent to 97.20%); 54,870 primary school teachers, 28,507 females (equivalent to 51.95%); 42,343 basic level teachers, 18,071 females (equivalent to 42.67%); 2,357 (physical education and sport) basic level teachers, 495 females (equivalent to 21%); 16,581 higher education teachers (teaching at lycée), 5,105 females (equivalent to 30.90%); 1,636 higher education teachers serving at public higher education institutions, 343 females (equivalent to 20.96%); 47 primary school inspectors, 6 females (equivalent to 12.76%); 125 secondary school inspectors, 20 females (equivalent to 16%).

The ministry has been provided 5,944 training teacher trainees, 3,845 females (64.68%) at various teacher training colleges including 400 pre-school teachers of which 386 (96.5%) are

female, 3,255 teachers at primary education of which 2,243 (68.90%) are female, 1,274 teachers of which 730 (57.29%) are female, and 1,015 higher education teachers, 480 females (47.29%).

The ministry has trained 569 basic education teachers, 254 females (44.63%) of the 3<sup>rd</sup> promotion to graduate bachelor's degree.

All teacher training colleges (TEC, NIPS, RTTC, PTTC, and Pre-school teacher secondary center) are contained dormitories for student teachers.

### ***Proportion of women appointed at decision-making position***

Management officials at the national level (from vice office chief to general director) are 1,334 of which 272 (20.39%) are female.

Management officials at the sub-national level (from vice chief of Municipal/District/Khan Education office of Education, Youth and Sport to director of the Capital/Provincial Department of Education, Youth and Sport) are 1,314 of which 205 (16.36%) are female.

Principals and vice principals of pre-school, primary, and secondary schools is 12,723 of which 2,127 (16.72%) are female.

Prakas the retirement of 1,221 education staffs, 667 females (equivalent to 54.62%); of which 168 staffs, 89 females (equivalent to 52.97 percent) prematurely retired.

Issued Prakas to appoint internships for 3,178 new teachers of all levels, 1,927 females (60.63 percent); of which there are 200 kindergarten teachers, 194 females (equivalent to 97 percent); 1,618 primary school teachers, 1,053 females (equivalent to 65.08 percent), 750 basic-level teachers, 369 females (equivalent to 49.20 percent); 610 higher-level teachers, 311 females (equivalent to 50.98 percent);

Requested the full appointment for 5,666 teachers, 2,887 females (equivalent to 50.95 percent); of which there are 676 higher-education intern teachers, 279 females (equivalent to 41.27 percent); 288 former staffs, 103 females (equivalent to 33.76 percent); 996 teachers through fast track system, 351 females (equivalent to 35.24 percent); 186 basic-level intern teachers, 54 females (equivalent to 29.03 percent); 1,519 former staffs, 764 females (equivalent to 50.29 percent) and; 2,001 primary school teachers, 1,336 females (equivalent to 66.76 percent);

Promoted ranks for 25,472 education staffs, 11,398 females (equivalent to 44.74 percent) throughout the country; of which, 447 staffs, 76 females (equivalent to 14.98 percent) were promoted by Royal Decree; 288 staffs, 84 females (equivalent to 29.16 percent) were promoted by Sub-Decree; and 24,728 staffs, 11,247 females (equivalent to 45.48 were promoted by Prakas; Issued Prakas to appoint of 40 Education Inspectors, 4 females (equivalent to 10 percent); Issued Prakas to appoint of 109 Management Officers, 28 females (equivalent to 25.68 percent).

Given Employment Legion of Honor to 2,010 employment staffs, 651 females equivalent to 32.39 percent; of which 298 staffs, 72 females equivalent to 24.16 percent, serving at national level; 1,712 staffs, 579 females equivalent to 38.82 percent serving at sub-national level.

Handed Letters of Appreciation to 1,080 education staffs, 585 females, who have good work achievement in serving the Education, Youth and Sport sectors until retirement; and

Provided **Samdech Techo Sen** wards to 3 good principals; 5 good teachers, 2 females; 5 good female Khmer language teachers of grades 1, 2 and 3; and 5 good female mathematics teachers of grades 1, 2 and 3.

### ***Capacity Strengthening for women in leadership***

The Ministry of Education, Youth and Sport has been implementing the letter No. 14 dated 24 April 2018 on promoting women in leadership in education sector which aims at paying attention to recruiting female civil servants to take up leadership position in the education sector, particularly at the sub-national level.

36 trainers of which 13 trainers were female attended the professional development programme focusing on curriculum and core textbooks, STEM teaching methodologies, and school management conducted in Singapore.

Development of scientific inquiry-based learning, socio-scientific inquiry-based learning, provision-based curriculum development and information technological curriculum development for 49 national teacher trainers, 20 females, in Singapore. There were 5 teacher trainers, 1 female, TEC to graduate Master Degree at Japan.

The ministry has trained 68 teacher trainers, 33 females, of Provincial teacher training colleges, in Bachelor's Degree at the Phnom Penh Teacher Education College. MoEYS has provided capacity development for 143 national teacher trainers, 41 females, on 15 subjects of secondary education.

Provide opportunity for 95 education staffs, 47 females (equivalent to 49.47%) to study abroad; of which 2 staffs are pursuing Postdoctoral Degree; 26 staffs, 10 females, equivalent to 38.46 percent) are pursuing Doctoral Degree; 27 staffs, 15 females (equivalent to 55.55%) are pursuing Master's Degree; 22 staffs, 14 females (equivalent to 63.63%); and 18 staffs, 8 females (equivalent to 44.44%) are taking short courses. 495 education staffs, 165 females (equivalent to 33.33%) have chance to pursue their education locally.

The ministry sent 5 officials of which 3 were female to attend a regional refresher course on promoting gender equality in teacher education in Asia and the Pacific organized in Uzbekistan. The ministry sent its education officials, including women to attend many national, regional and international workshops, conferences, education platforms, study tours and meetings to develop leadership capacity.

### ***Implementation of strategy and action plan***

- The Ministry of Education, Youth and Sport has mainstreamed gender contents into 15 hours of teacher training programmes at all Teacher Training Colleges.
- The Ministry of Education, Youth and Sport has been promoting teachers' qualifications, teachers' competency and teaching career pathway by upgrading Teacher Colleges Institutional capacity and established Phnom Penh and Battambang TEC, which provided training formula 12+4 for primary education and basic education teacher training.
- The Ministry of Education, Youth and Sport has encouraged and trained 2,686 basic education teachers of which 934 are females (34.7 percent) who are teaching in secondary education school through the fast-track system to become higher education teaches, trained 965 basic education teachers of which 380 are females (39.4 percent) in Bachelor of Education, and trained 247 (female 25 equal to 10.1%) new education inspectors in 5 promotions (2016-2020) and existing 51 education inspectors of which 5 (9.8 percent) are females.
- The Ministry of Education, Youth and Sport has collaborated with development partners and Non-Governmental Organizations to improve teaching quality further, particularly on

Math and Science, Laboratories, Computer Science, Foreign Languages and Library through the pilot programme of the New Generation Schools at selected secondary schools at nationwide.

- The Ministry of Education, Youth and Sport has put in place personnel management reform measures to respond to the implementation of national public administrative reform programme of the Royal Government. During the past 5 years, education staffs nationwide has been satisfied with the implementation of the national programme and reform measures, and continued to increase quality of education service provision at all education levels along with encouragements of the Royal Government by all means, such as: salary for civil servants and contracted officials was paid through banking system on a regular basis which is usually in the 2<sup>nd</sup> and 4<sup>th</sup> week of each month; the salary for education staff has been increased triple from a minimum of 310,000 riels in 2013 to 1,200,000 riels in 2019; allowance for wellbeing of education staffs at disadvantaged and remote areas has been increased double; and the hour rate for overtime has also been increased double. Maternity allowance for female civil servants, interns and contract staffs has increased from 600,000 Riels to 800,000 Riels.
- The National Policy on School Health has been adopted by the Royal Government in 2019.
- The Ministry of Education, Youth and Sport has put in place the implementation of life skills curriculum at primary education (grade 5-6), Lower Secondary School (grade 7-8), Upper Secondary School (grade 10-11) for out of school youths. The curriculum is available at all education levels including reproductively health education, basic sexual health, HIV/AIDS, sanitation and gender perspective (from grade 5-6), gender roles, sex characters, sex and gender identities (from grade 7-8) and human rights gender equality, gender roles, sexual abuse and gender-based violence (from grade 10-11).
- In 2016, the Ministry of education, Youth and Sport supplied 3,500 books on life skills about sexual and reproductive health for grade 5-6 students and trained 1,756 teachers (59 percent were females) at primary education in 3 provinces. The ministry also distributed training manuals and conducted awareness meeting on how to implement the life skills curriculum that focuses on sexual and reproductive health for teachers at secondary education.
- The training manual for youth on gender equality and human rights titled as “Package of tools for youth” has been used at public schools which is part of the Ministry of Women’s Affairs’ effort to seek for supports to increase understanding on the importance of participation of girls in social, economic and political life.

### **2.3 Challenges**

- Some schools lack of possibility and capacity in implementing Science, Technology, Engineering and Math (STEM) education
- Social stereotypes related to age of marriage and female responsibility in the family are the key barriers of ensuring gender equality and equity in education
- Ability to establish a higher education institution in some provinces needs a completed set of requirements such as demography, teachers, and number of students, etc.
- Few women are holding management positions at both national and sub-national levels



- Ability to accept poor students, particularly female students to stay in the dormitories is still limited.
- Knowledge on foreign language, technology and computer of some students at grade 12 is still limited, which makes them challenging in their studies, particularly during the first and second year
- Few Female students studying STEM subject
- Lack of infrastructure in some units and educational institutions, such as standard toilets, clean water system, electricity, internet.

### 3. Vision

Eliminating gender disparities with a focus on full and equal access to education services.

### 4. Mission

To provide equal opportunities for children and adults with same benefits in terms of enrolment, retention and better learning outcomes at all levels and aspects through:

- Increasing the focus on demand-side intervention and improving quality of education at all levels; formal, non-formal and informal education from all stakeholders.
- Increasing the focus on women empowerment in education from all stakeholders.

### 5. Objective

Ensuring all children and adults with equitable and inclusive access to education and achieving quality learning outcome and efficiency. To achieve the objective, Ministry put out three goals as below:

- Ensure gender equality, equitable, and inclusive access to education and good quality of learning outcomes at all levels in formal, non-formal, and informal education
- Ensure the increase of women's participation in delivering education services
- Ensure the establishment of a gender-sensitive educational environment and social behavior.

### 6. Strategic Framework

The GMSP in Education Sector 2021-2025 is focus to address all forms of difficulty and obstacles, which lead to gaps in gender inequality in education sector. The plan is developed strategies to ensure the achievement of gender equality in education sector, to increase the participation of women in management and education services at all levels, and to enhance positive social attitudes towards gender responsiveness. MoEYS set out strategies and sub-strategies as below:

#### **Strategy 1: Research, Analysis, Dissemination and Raise Gender Awareness**

##### **Sub-strategy 1.1: Research and analyze on Gender status**

- Strengthen to collect and manage data and information on the education needs and status of in and out of school children and youth and education quality, especially vulnerable children, disabled children, ethnic minority children, and disadvantaged children;
- Conduct research on the gender situation in education sector;
- Analyze the gender in education sector.

##### **Sub-strategy 1.2: Increase gender information dissemination at national to sub-national levels**

- Collect the information, develop education materials and disseminate gender information by using all types of mass media;
- Disseminate the gender policies, principles, gender mainstreaming strategic plan, regulations, and progress reports related to women's empowerment;
- Increase awareness on prevention and against the human trafficking, women and child labor trafficking and trading, the use of illegal drugs and combating various diseases;

- Conduct open forum to solve women's issues in education via school counseling and other forums such as developing Homepages for female educators and social networks.

### Sub-strategy 1.3: Raise Gender Awareness

- Update gender working groups at all levels;
- Integrate gender education into all programs, projects, textbooks, strategic plans, policies and other regulations in education;
- Mainstream promoting gender positive attitudes toward women and girls' education and gender equality in all institutions at national and sub-national levels;
- Mainstream gender awareness and disseminate CEDAW, law on human trafficking and violence against women and girls, and climate change effecting girls and women to all stakeholders.

## Strategy 2: Lobby and Advocate

### Sub-strategy 2.1: Lobb and advocate

- Create a forum to advocate for more women in key management positions and to promote gender equality in leadership and management;
- Strengthen and expand school counseling, children councils, and youth councils at schools;
- Conduct a campaign for gender equality by showing role models of successful women and girls, good female leaders and heroines
- Review and strengthen the implementation of the legislative papers to promote management officers in response to women in leadership positions.

### Sub-strategy 2.2: Increase cooperation and participation

- Provide incentives to institutions and staff with good performance in Gender work at national and sub-national levels;
- Provide priority and opportunity to teacher recruitment, especially candidates in disadvantaged, remote and indigenous areas;
- Strengthen cooperation with the governors of the capital-province, city/district/Khan in supporting the appointment of women in leadership positions at all levels of administrative and educational institution management positions;
- Increase women and girls' participation and empowerment in experience sharing and decision-making;
- Increase female and disabled students' contribution in all activities;
- Increase men and women's involvement in all activities of physical education and sports at capital-province, city/district/khan levels, especially girls;
- Provide priority and opportunity to female teachers in selecting teaching posts at their own hometowns which are disadvantaged and remote areas;
- Provide support and encourage the ideas' women who are members of School Management Committee, Disciplinary Council of District Education Office and PEOs;
- Prioritize female candidates to replace women who retire and change places of work;

- Mobilize communities to support men's participation in child care-giving and education in order to provide women a chance to participate in social works.

### **Strategy 3: Strengthen Capacity Development and Monitoring**

#### **Sub-strategy 3.1: Analyze on the needs of capacity development**

- Conduct research on the needs of gender capacity development in education sector;
- Identify priority target groups for capacity development on Gender;
- Prepare plans, programs and contents of gender-responsive capacity development;
- Conduct study visit to gain experience in and out country.

#### **Sub-strategy 3.2: Strengthen Gender capacity development activities**

- Provide trainings to gender working groups and relevant educational staff on gender and organizational change in education;
- Provide capacity development for gender working groups, school counselors, child councils, youth councils, red cross youths, and scout youths at schools and communities on gender equality in education sector;
- Conduct training for managers and technical staff on developing gender-responsive programme, action plan, training courses, meetings, and budgeting at all levels;
- Conduct training for in-school and out-of-school youth and female educators on management and leadership to make decision and take part in all activities;
- Conduct training on gender awareness for staff involved in the national sports federation;
- Develop capacity of educators, especially women in foreign languages and ICT;
- Conduct training for policy-makers, strategists, programmers, action planners, budget planners and managers at all levels on gender-responsive sensitiveness;
- Conduct training for educators at capital-province, city/district/khan, and school levels on Gender Mainstreaming in Education;
- Increase gender awareness among youth, especially girls via basic life skill program, reproductive health and sex health education and other programmes;
- Conduct training to core trainers and trainers on gender mainstreaming into teacher education.

### **Strategy 4: Mainstream Gender in teaching and learning process**

#### **Sub-strategy 4.1: Mainstream Gender in general curriculum and teacher training curriculum**

- Mainstream gender in curriculum and textbooks at all grades and technical education;
- Mainstream gender in programmes of early childhood education, primary education, secondary education and technical education, and non-formal education by all means;
- Mainstream gender in curriculum and textbooks of non-formal education;
- Mainstream gender in curriculum and research in higher education;
- Mainstream gender in all kinds of youth programmes;
- Mainstream gender in sport training programmes, physical education and sport teacher training curriculum;

- Mainstream gender in teacher training programmes.

#### Sub-strategy 4.2: Mainstream gender in teaching and learning activities

- Conduct training for teachers and trainers on gender-sensitive responsiveness pedagogy and gender equality-responsive education;
- Enhance teacher's capacity on producing teaching materials to assist gender-responsive teaching and learning process;
- Provide trainings on gender equality-responsive teaching mythology and lesson plan;
- Conduct training for gender working groups, school principals and teachers on gender-responsive digital education.

#### Sub-strategy 4.3: Mainstream gender in leadership and management at institutions and schools and preparation of gender-responsive education environment

- Conduct training on gender-responsive school leadership and management;
- Provide training on developing gender-responsive terms of reference and ensuring gender equality in the work environment;
- Develop a gender-responsive institutions and school infrastructure;
- Organize a gender-responsive institutions, schools and classroom management structure;
- Improve gender-responsive institutions, school-environments including nutrition programs, clean water, slope for students with disabilities, separate latrine and hygiene facilities for girls and women.

### Strategy 5: Promote Gender responsive activities and monitoring

#### Sub-strategy 5.1: Promote women and girls' courage and participation

- Increase number of scholarships in primary, secondary education, and higher education, particularly for female students;
- Provide sports scholarships to sport-talented girls at schools, who have potential to become national sports women;
- Provide necessary public health services to girls and female staff such as vaccinations and free health consultation services;
- Cooperate with partners to provide fund for women who have finished their training at community learning centers;
- Provide scholarships for qualification development, especially for female staff;
- Expand basic-skills training to women at community learning centers;
- Encourage female students to enroll in STEM Education;
- Update gender-responsive report of the annual education congress.

#### Sub-strategy 5.2: Build infrastructure

- Build separately dormitories for female students, female teacher trainees and accommodation for teachers.

### Sub-strategy 5.3: Allocate budget for gender mainstreaming

- Conduct research on resources to support gender work;
- Develop a budget plan for gender mainstreaming at technical departments;
- Collaborate with Development Partners to mobilize resources for gender mainstreaming.

### Sub-strategy 5.4: Monitoring and evaluation (M&E)

- Prepare an M&E framework and data collection tools
- Monitor and evaluate gender mainstreaming activities;
- Review annual gender mainstreaming achievement in education;
- Review gender mainstreaming strategic plans mid-and final term;
- Publish and disseminate the results of gender reviews in education.

## **Strategy 6: Strengthen Partnership**

### Sub-strategy 6.1: Expand partnership expansion

- Forge good relations with national and international development partners, and support dissemination of gender information using all available resources especially via mass media;
- Cooperate with Council for Children and Women at capital-province, city/district/khan, capital-province Gender Committee, Commune/Sangkat Committee for Women and Children, and strengthen the relationship with youth within and outside the country;
- Promote women's networks in communities to help them generate more income for families.

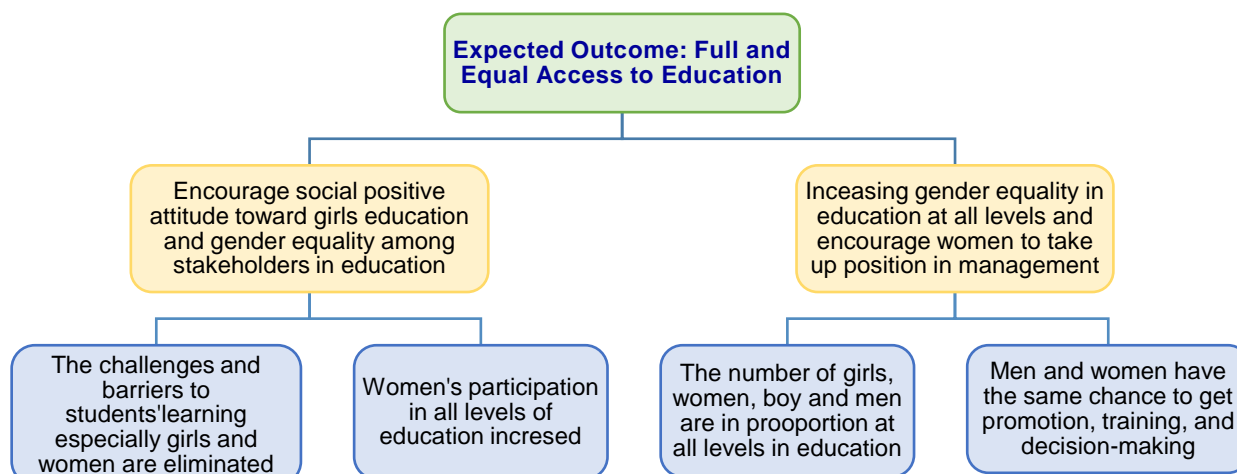
### Sub-strategy 6.2: Increase cooperation and support

- Increase cooperation between the PEOs, DEOs, and school with communities, local authorities, commune councils, and parents/guardians to support gender by all means;
- Collaborate with line ministries, national and international organizations, Development Partners, civil society and other stakeholders to support and mobilize resources for gender mainstreaming.

## 7. Action Plan

### 7.1 Expected Outcome

The implementation of activities and programs of GMSP 2021-2025 are to achieve expected outcomes as below:



### 7.2 Indicators and targets

**Table 3: Girls and women have full and equal access to basic education**

Indicators	Baseline	Target				
	2020	2021	2022	2023	2024	2025
Gender Parity Index						
Gross enrolment ratio at primary	0.99	0.99	0.99	1.00	1.00	1.00
Net enrolment ratio at primary	1.01	1.01	1.01	1.00	1.00	1.00
Gross enrolment ratio at LS	1.18	1.15	1.11	1.08	1.04	1.01
Gross enrolment ratio at US	1.30	1.25	1.19	1.14	1.08	1.03
Completion rate at LS	1.24	1.20	1.16	1.11	1.07	1.03
Completion rate at US	1.27	1.22	1.17	1.13	1.08	1.03
% of female students at Higher Education	47.98	48.38	48.79	49.19	49.60	50.00
Literacy rate (Female) (15-19 yrs)	96.30	96.64	96.98	97.32	97.66	98.00

**Table 4: Gender equality is increasing in all levels of education and empowering women in gender-responsive management**

Indicators	Unit	Baseline	Target				
		2020	2021	2022	2023	2024	2025
<b>Women's participation in management at the Central Level</b>							
- Director General	%	12.5	12.6	12.7	12.9	13.0	13.1
- Deputy Director General	%	6.0	6.8	7.6	8.4	9.2	10.0
- Department Director	%	11.1	11.4	11.7	12.1	12.4	12.7
- Deputy Director	%	18.2	19.1	20.1	21.1	22.0	23.0
- Office Chief	%	19.6	20.5	21.4	22.3	23.2	24.1
- Vice Office Chief	%	24.9	25.9	26.8	27.7	28.7	29.6
<b>Women's participation in management at the Capital/Provincial Level</b>							
- Director	%	4.0	5.2	6.4	7.6	8.8	10.0
- Deputy Director	%	23.5	24.3	25.2	26.0	26.8	27.6
- Office Chief	%	12.9	13.4	14.0	14.6	15.1	15.7
- Vice Office Chief	%	23.4	24.2	25.0	25.8	26.5	27.3
<b>Women's participation in management at the City/District/Khan Level</b>							
- Chief	%	5.4	7.4	9.4	11.3	13.3	15.3
- Vice Chief	%	14.1	15.9	17.7	19.5	21.3	23.1
<b>Women's participation in management at School Level</b>							
- School principal	%	13.5	14.3	15.0	15.7	16.5	17.2
- Vice school principal	%	21.5	22.6	23.6	24.7	25.7	26.8
<b>Percentage of female teachers</b>							
- Nation wide	%	46.5	47.2	47.9	48.6	49.3	50.0
- Urban	%	51.7	53.4	55.0	56.7	58.3	60.0
- Rural	%	44.8	45.8	46.9	47.9	49.0	50.0



## 7.3 Result and Activities

Outputs/Strategies	Activity (begin 2021)	Target 2025	Means of Verification	Responsible Persons
<b>Output 1: By 2025, Encouraging positive social attitudes toward girl's education and gender equality among key stakeholders in education</b>				
Output 1.1: Obstacles and barriers of children's education, especially girls are eliminated				
Strategy 1: Research, Analyze, Disseminate and Raise Gender Awareness	Strengthen to Collect, and manage data and information on the education needs and status of children and youth and education quality, especially vulnerable, disadvantaged children and ethnic minority children	100%	Research finding report	DoEMIS, MoEYS Gender WG
	Conduct research on the gender situation in education sector	100%	Research finding report	DoPo MoEYS Gender WS
	Analyze the gender in education sector	100%	Report on gender analysis in education sector	DGPP, DoP, GWG
	Disseminate gender policies, GMSP, regulation papers, progress report and regulations related to the women empowerment.	100%	MoEYS Gender Evaluation Report	TTD and relevant TDs MoEYS Gender WG
	Integrate gender into all programs, projects, textbook, strategic plan, policy and other regulations in education	100%	MoEYS Gender Evaluation Report	CDD, DoP Relevant TDs
	Mainstream promoting gender positive attitudes toward women and girls' education and gender equality in all departments at national and sub-national levels.	70%	MoEYS Gender Evaluation Report	Relevant TDs
Strategy 2: Lobby and Advocate	Strengthen and expand school counseling, children council, and youth council at schools	100%	MoEYS Gender Evaluation Report	YD, PED, GSED
	Promote women and girls' empowerment in decision-making and sharing experience	Girls 60% Women 20%	Local Gender Evaluation Report	PED, Relevant TDs PEOs
	Increase girls' contribution in all activities	100%	Annual Evaluation Report; School report	PED, GSED, PEOs
Strategy 3: Strengthen Capacity Development	Train gender working group, school counselor, child council, youth council, red cross youths, and scout youths at schools and community on gender equality in education sector	100%	Local Gender Evaluation Report	Relevant TDs

Outputs/Strategies	Activity (begin 2021)	Target 2025	Means of Verification	Responsible Persons
	Train gender working group and relevant education staff on gender and organizational change in education	100%	Local Gender Evaluation Report	MoEYS Gender WS
	Conduct training on for managers and technical staff on developing gender-responsive programmes, action plan, training courses, meetings and budgeting at all levels	100%	Local Gender Evaluation Report	MoEYS Gender WS
	Raise gender awareness among youth, especially females via basic life skill on reproductive health, sex health and other programs.	100%	Local Gender Evaluation Report	DGY, SHD, NFED
Strategy 4: Mainstream gender in teaching and learning process	Mainstream gender concept in the curriculum and textbook at all grades and technical education	80%	Review and evaluation of curriculum and textbook report	CDD MoEYS Gender WG
	Mainstream gender concept in youth program by all means	100%	Annual, semester and monthly report	DGY Relevant TDs
	Mainstream gender concept in sport person-training program and sport and physical trainers	40%	Monitoring and Evaluation Report on Gender Mainstreaming	DG of Sport
	Train on pedagogy of gender sensitive responsiveness to trainers and teachers	50%	Annual report	TTD, DPs Relevant TDs
	Improve gender responsive institutions, school-environment including nutrition program, clean water, slope for students with disabilities, separate latrine and hygiene facilities for girls and women.	70%	Annual report	SHD, EMISD, DoC
Strategy 5: Promote of Gender responsive activity and program	Increase number of scholarships in primary education, secondary education, and higher education, particularly for female students	60%	TDs and Gender WG report	PED, GSED, HED
	Build separately dormitory for female students and accommodation for teachers	50%	TDs report	DoC

Outputs/Strategies	Activity (begin 2021)	Target 2025	Means of Verification	Responsible Persons
	Make budget plan for gender mainstreaming in technical departments.	100%	Financial reprot Relevant TDs	Relevant TDs
<b>Output 1.2: Women's participation in all levels of education increased</b>				
<b>Strategy 2: Lobby and Advocate</b>	Conduct advocacy forum for more women in management positions and to promote gender equality in management	45%	Review Report on Gender Mainstreaming in Education	DoPer MoEYS Gender WG
	Campaign for gender equality by showing models of good woman and girls, good female leaders and heroines	70%	MoEYS Gender Report	DoPer Relevant TDs
	Review and strengthen the implementation of the legislative papers to promote management officers in response to women in leadership positions	100%	Review Report on Gender Mainstreaming in Education	DoPer MoEYS Gender WG Relevant TDs
	Encourage women and girls to be courage and contribute experience and decision-making	85%	MoEYS Gender Report	Relevant TDs
	Increase girls' contribution in all activities	90%	MoEYS Gender Report	Relevant TDs
	Mobilize community, especially men's participation in child's care-giving and education in order to provide women chance to participate in social works	85%	MoEYS Gender Report	Relevant TDs
	<b>Strategy 3: Strengthen Capacity Development</b>	Train on management and leadership to in-school and out of school youth and female educators to make decision and take part in all activities	85%	Review Report on Gender Mainstreaming in Education
Develop educators' capacity, especially women's capacity on foreign languages and ICT		85%	Review Report on Gender Mainstreaming in Education	DoASEAN
Raise gender awareness among youth, especially females via basic life skill on reproductive health, sex health and other programs.		95%	MoEYS Gender Report	SHD, VOD Relevant TDs

Outputs/Strategies	Activity (begin 2021)	Target 2025	Means of Verification	Responsible Persons
Strategy 4: Mainstream gender in teaching and learning process	Mainstream gender in teacher training programme	100%	Review report on Gender mainstreaming in Education	TTD MoEYS Gender WG
	Enhance teacher's capacity of teaching materials produce to assist gender responsive teaching and learning process.	40%	Review report on Gender mainstreaming in Education	PED, GSED, TTD
Strategy 6: Increase partnership	Forge development partnerships with national and international organizations and persuade them to support gender dissemination by all means, especially via Mass Medias	70%	MoEYS Gender Report	DoP, TTD Relevant Dept.
	Promote women's network in community to help them generate more income for families.	65%	Gender evaluation report	NFED
<b>OUTPUT 2: Increasing gender equality in education at all levels and encourage women to take up position in management in 2020</b>				
Output 2.1: The number of girls, women, boy, and men are well proportioned at all levels in education.				
Strategy 5: Promote Gender responsive activity and program	Increase number of scholarships in primary education, secondary education, and higher education, particularly for female students	Girls 60%	TD and DP annual report	PED, GSED, HED DPs
	Provide public health service to girls and female educators such as vaccination and free health consultation service	100%	TD and DP annual report	SHD
	Expand basic-skills training to women at community learning center	Girls 60%	TD and DP annual report	NFED DPs
Output 2.2: Men and women have the same chance to get promotion, training, and decision-making				
Strategy 2: Lobby and Advocate	Lobbying and advocacy	Women in leadership and management are increased: - Central level increased 10% - PEO level increased 10% - DEO level increased 10%	HRMIS report	DoPer MoEYS Gender WG

Outputs/Strategies	Activity (begin 2021)	Target 2025	Means of Verification	Responsible Persons
		<ul style="list-style-type: none"> <li>- School level increased 10%</li> </ul>		
<p>Strategy 3: Strengthen Capacity Development</p>	<p>Analysis on the needs of capacity development</p>	<ul style="list-style-type: none"> <li>- Documents on the status and capacity development needs in education are produced</li> <li>- Targeted national priorities and national women's special 100% is set and training</li> <li>- Gender capacity development is organized and updated 100%</li> </ul>	<p>MoEYS Gender Analysis Report</p>	<p>DoPer MoEYS Gender WG</p>
	<p>Capacity development activities</p>	<ul style="list-style-type: none"> <li>- Capacity development courses are organized at the national and sub-national</li> <li>- Annual review of Gender Mainstreaming</li> </ul>	<p>Annual Gender Report Annual Congress Report</p>	<p>MoEYS GWG PEOs</p>

## 7.4 Action Plan Matrix 2021-2025

2021	2022	2023	2024	2025
<b>Strategy 1: Research, Analyze, Disseminate and Raise Gender Awareness</b>				
Sub-strategy 1.1: Research and analyze on Gender status				
<ul style="list-style-type: none"> <li>Analyze the gender in education sector. (MoEYS GWG, DGPP, DoP)</li> <li>Conduct research on gender situation in education sector (MoEYS GWG, DoPer)</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research on gender situation in education (MoEYS GWG, DoPer)</li> <li>Strengthen to Collect, and manage data and information on the education needs and status of children and youth and education quality (DGE&amp;DGPP)</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research on gender situation in education (MoEYS GWG, DoPer)</li> <li>Analyze gender in education sector. (MoEYS GWG, DGPP, DoP)</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research on gender situation in education (MoEYS GWG, DoPer)</li> <li>Strengthen to Collect, and manage data and information on the education needs and status of children and youth and education quality (DGE&amp;DGPP)</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research on gender situation in education (MoEYS GWG, DoPer)</li> <li>Analyze the gender in education sector. (MoEYS GWG, DGPP, DoP)</li> </ul>
Sub-strategy 1.2: Increase disseminate Gender information				
<ul style="list-style-type: none"> <li>Collect the information, develop education materials and disseminate gender information by using all types of mass media (TTD, CDD)</li> <li>Disseminate the gender policies, principles, gender mainstreaming strategic plan, regulations, and progress reports related to women's empowerment (MoEYS GWG, DoL)</li> <li>Increase awareness on prevention and against the human trafficking, women and child labor trafficking and trading, the use of</li> </ul>	<ul style="list-style-type: none"> <li>Collect the information, develop education materials and disseminate gender information by using all types of mass media (TTD, CDD)</li> <li>Disseminate the gender policies, principles, gender mainstreaming strategic plan, regulations, and progress reports related to women's empowerment (MoEYS GWG, DoL)</li> <li>Increase awareness on prevention and against the human trafficking, women and child labor trafficking and trading, the use of</li> </ul>	<ul style="list-style-type: none"> <li>Collect the information, develop education materials and disseminate gender information by using all types of mass media (TTD, CDD)</li> <li>Disseminate the gender policies, principles, gender mainstreaming strategic plan, regulations, and progress reports related to women's empowerment (MoEYS GWG, DoL)</li> <li>Increase awareness on prevention and against the human trafficking, women and child labor trafficking and trading, the use of</li> </ul>	<ul style="list-style-type: none"> <li>Collect the information, develop education materials and disseminate gender information by using all types of mass media (TTD, CDD)</li> <li>Disseminate the gender policies, principles, gender mainstreaming strategic plan, regulations, and progress reports related to women's empowerment (MoEYS GWG, DoL)</li> <li>Increase awareness on prevention and against the human trafficking, women and child labor trafficking and trading, the use of</li> </ul>	<ul style="list-style-type: none"> <li>Collect the information, develop education materials and disseminate gender information by using all types of mass media (TTD, CDD)</li> <li>Disseminate the gender policies, principles, gender mainstreaming strategic plan, regulations, and progress reports related to women's empowerment (MoEYS GWG, DoL)</li> <li>Increase awareness on prevention and against the human trafficking, women and child labor trafficking and trading, the use of</li> </ul>

2021	2022	2023	2024	2025
<p>illegal drugs and combating various diseases (DoL, MoEYS GWG)</p> <ul style="list-style-type: none"> <li>• Conduct open forum to solve women’s issues in education via school counseling and other forums such as developing Homepages for female educators and social networks. (MoEYS GWG &amp; DoPer)</li> </ul>	<p>illegal drugs and combating various diseases (DoL, MoEYS GWG)</p> <ul style="list-style-type: none"> <li>• Conduct open forum to solve women’s issues in education via school counseling and other forums such as developing Homepages for female educators and social networks. (MoEYS GWG &amp; DoPer)</li> </ul>	<p>illegal drugs and combating various diseases (DoL, MoEYS GWG)</p> <ul style="list-style-type: none"> <li>• Conduct open forum to solve women’s issues in education via school counseling and other forums such as developing Homepages for female educators and social networks. (MoEYS GWG &amp; DoPer)</li> </ul>	<p>illegal drugs and combating various diseases (DoL, MoEYS GWG)</p> <p>Conduct open forum to solve women’s issues in education via school counseling and other forums such as developing Homepages for female educators and social networks. (MoEYS GWG &amp; DoPer)</p>	<p>illegal drugs and combating various diseases (DoL, MoEYS GWG)</p> <ul style="list-style-type: none"> <li>• Conduct open forum to solve women’s issues in education via school counseling and other forums such as developing Homepages for female educators and social networks. (MoEYS GWG &amp; DoPer)</li> </ul>
<p><b>Sub-strategy 1.3: Raising Gender Awareness</b></p>				
<ul style="list-style-type: none"> <li>• Update the Gender Working Groups at all level (MoEYS GWG, TTD)</li> <li>• Integrate gender education in all programs, projects, textbooks, strategic plans, policies and regulations in education. (CDD, DoL, TTD, NFED, NISPE, HED, &amp; MoEYS GWG)</li> <li>• Mainstream gender awareness and disseminate the CEDAW reports, law on human trafficking and violence against woman and girls; effect of climate change on girls and women to all</li> </ul>	<ul style="list-style-type: none"> <li>• Update the Gender Working Groups at all level (MoEYS GWG, TTD)</li> <li>• Integrate gender education in all programs, projects, textbooks, strategic plans, policies and regulations in education. (CDD, DoL, TTD, NFED, NISPE, HED, &amp; MoEYS GWG)</li> <li>• Mainstream gender awareness and disseminate the CEDAW reports, law on human trafficking and violence against woman and girls; effect of climate change on girls and women to all</li> </ul>	<ul style="list-style-type: none"> <li>• Update the Gender Working Groups at all level (MoEYS GWG, TTD)</li> <li>• Integrate gender education in all programs, projects, textbooks, strategic plans, policies and regulations in education. (CDD, DoL, TTD, NFED, NISPE, HED, &amp; MoEYS GWG)</li> <li>• Mainstream gender awareness and disseminate the CEDAW reports, law on human trafficking and violence against woman and girls; effect of climate change on girls and women to all</li> </ul>	<ul style="list-style-type: none"> <li>• Update the Gender Working Groups at all level (MoEYS GWG, TTD)</li> <li>• Integrate gender education in all programs, projects, textbooks, strategic plans, policies and regulations in education. (CDD, DoL, TTD, NFED, NISPE, HED, &amp; MoEYS GWG)</li> <li>• Mainstream gender awareness and disseminate the CEDAW reports, law on human trafficking and violence against woman and girls; effect of climate change on girls and women to all</li> </ul>	<ul style="list-style-type: none"> <li>• Update the Gender Working Groups at all level (MoEYS GWG, TTD)</li> <li>• Integrate gender education in all programs, projects, textbooks, strategic plans, policies and regulations in education. (CDD, DoL, TTD, NFED, NISPE, HED, &amp; MoEYS GWG)</li> <li>• Mainstream gender awareness and disseminate the CEDAW reports, law on human trafficking and violence against woman and girls; effect of climate change on girls and women to all</li> </ul>

2021	2022	2023	2024	2025
stakeholders (TTD, DoPer, DoL & MoEYS GWG) • Mainstream promoting gender positive attitudes toward women and girls' education and gender equality in all institutions at national and sub-national levels. (TTD, MoEYS GWG)	stakeholders (TTD, DoPer, DoL & MoEYS GWG) • Mainstream promoting gender positive attitudes toward women and girls' education and gender equality in all institutions at national and sub-national levels. (TTD, MoEYS GWG)	stakeholders (TTD, DoPer, DoL & MoEYS GWG) • Mainstream promoting gender positive attitudes toward women and girls' education and gender equality in all institutions at national and sub-national levels. (TTD, MoEYS GWG)	stakeholders (TTD, DoPer, DoL & MoEYS GWG) • Mainstream promoting gender positive attitudes toward women and girls' education and gender equality in all institutions at national and sub-national levels. (TTD, MoEYS GWG)	stakeholders (TTD, DoPer, DoL & MoEYS GWG) • Mainstream promoting gender positive attitudes toward women and girls' education and gender equality in all institutions at national and sub-national levels. (TTD, MoEYS GWG)
<b>Strategy 2: Lobby and Advocate</b>				
Sub-strategy 2.1: Lobby and advocate				
• Strengthen and expand school counseling, children councils, and youth councils at schools. (YD, TTD & MoEYS GWG) • Conduct a campaign for gender equality by showing role models of successful women and girls, good female leaders and heroines. (MoEYS GWG) • Review and strengthen the implementation of the legislative papers to promote management officers in response to women in leadership positions. (DoPer, MoEYS GWG)	• Create a forum to advocate for more women in key management positions and to promote gender equality in leadership and management (MoEYS GWG & DoPer) • Strengthen and expand school counseling, children councils, and youth councils at schools. (YD, TTD & MoEYS GWG) • Conduct a campaign for gender equality by showing models of successful women and girls, good female leaders and heroines. (MoEYS GWG)	• Strengthen and expand school counseling, children councils, and youth councils at schools. (YD, TTD & MoEYS GWG) • Conduct a campaign for gender equality by showing models of successful women and girls, good female leaders and heroines. (MoEYS GWG)	• Create a forum to advocate for more women in key management positions and to promote gender equality in leadership and management (MoEYS GWG & DoPer) • Strengthen and expand school counseling, children councils, and youth councils at schools. (YD, TTD & MoEYS GWG) • Conduct a campaign for gender equality by showing models of successful women and girls, good female leaders and heroines. (MoEYS GWG)	• Strengthen and expand school counseling, children councils, and youth councils at schools. (YD, TTD & MoEYS GWG) • Conduct a campaign for gender equality by showing models of successful women and girls, good female leaders and heroines. (MoEYS GWG)



2021	2022	2023	2024	2025
<b>Sub-strategy 2.2: Increase cooperation and participation</b>				
<ul style="list-style-type: none"> <li>• Provide priority and opportunity to teacher recruitment, especially candidates in disadvantaged, remote and indigenous areas (TTD, DoPer)</li> <li>• Strengthen cooperation with the governors of the capital-province, city/district /Khan in supporting the appointment of women in leadership positions at all levels of administrative and educational institution management positions (PEOs)</li> <li>• Increase women and girls' participation and empowerment in experience sharing and decision-making (TDs)</li> <li>• Increase men and women's involvement in all activities of physical education and sports at capital-province, city/district/khan levels, especially girls (DGS)</li> <li>• Provide priority and opportunity to female teachers in selecting teaching posts at their own</li> </ul>	<ul style="list-style-type: none"> <li>• Provide incentives to institutions and staff with good performance in Gender work at national and sub-national levels (MoEYS GWG &amp; DoPer)</li> <li>• Provide priority and opportunity to teacher recruitment, especially candidates in disadvantaged, remote and indigenous areas (TTD, DoPer)</li> <li>• Increase women and girls' participation and empowerment in experience sharing and decision-making (TDs)</li> <li>• Increase men and women's involvement in all activities of physical education and sports at capital-province, city/district/khan levels, especially girls (DGS)</li> <li>• Provide priority and opportunity to female teachers in selecting teaching posts at their own hometowns which are disadvantaged and remote areas (DoPer)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide incentives to institutions and staff with good performance in Gender work at national and sub-national levels (MoEYS GWG &amp; DoPer)</li> <li>• Provide priority and opportunity to teacher recruitment, especially candidates in disadvantaged, remote and indigenous areas (TTD, DoPer)</li> <li>• Strengthen cooperation with the governors of the capital-province, city/district /Khan in supporting the appointment of women in leadership positions at all levels of administrative and educational institution management positions (PEOs)</li> <li>• Increase women and girls' participation and empowerment in experience sharing and decision-making (TDs)</li> <li>• Increase men and women's involvement in all activities of physical education and sports at capital-province,</li> </ul>	<ul style="list-style-type: none"> <li>• Provide incentives to institutions and staff with good performance in Gender work at national and sub-national levels (MoEYS GWG &amp; DoPer)</li> <li>• Provide priority and opportunity to teacher recruitment, especially candidates in disadvantaged, remote and indigenous areas (TTD, DoPer)</li> <li>• Strengthen cooperation with the governors of the capital-province, city/district /Khan in supporting the appointment of women in leadership positions at all levels of administrative and educational institution management positions (PEOs)</li> <li>• Increase women and girls' participation and empowerment in experience sharing and decision-making (TDs)</li> <li>• Increase men and women's involvement in all activities of physical education and sports at capital-province,</li> </ul>	<ul style="list-style-type: none"> <li>• Provide incentives to institutions and staff with good performance in Gender work at national and sub-national levels (MoEYS GWG &amp; DoPer)</li> <li>• Provide priority and opportunity to teacher recruitment, especially candidates in disadvantaged, remote and indigenous areas (TTD, DoPer)</li> <li>• Strengthen cooperation with the governors of the capital-province, city/district /Khan in supporting the appointment of women in leadership positions at all levels of administrative and educational institution management positions (PEOs)</li> <li>• Increase women and girls' participation and empowerment in experience sharing and decision-making (TDs)</li> <li>• Increase men and women's involvement in all activities of physical education and sports at capital-province,</li> </ul>

2021	2022	2023	2024	2025
<p>hometowns which are disadvantaged and remote areas (DoPer)</p> <ul style="list-style-type: none"> <li>• Provide support and encourage the ideas' women who are members of School Management Committee, Disciplinary Council of DEOs and PEOs (TDs)</li> <li>• Mobilize communities to support men's participation in child care-giving and education in order to provide women a chance to participate in social works (TDs)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support and encourage the ideas' women who are members of School Management Committee, Disciplinary Council of DEOs and PEOs (TDs)</li> <li>• Prioritize female candidates to replace women who retire and change places of work (DoPer, TDs)</li> <li>• Mobilize communities to support men's participation in child care-giving and education in order to provide women a chance to participate in social works (TDs)</li> </ul>	<p>city/district/khan levels, especially girls (DGS)</p> <ul style="list-style-type: none"> <li>• Provide priority and opportunity to female teachers in selecting teaching posts at their own hometowns which are disadvantaged and remote areas (DoPer)</li> <li>• Provide support and encourage the ideas' women who are members of School Management Committee, Disciplinary Council of DEOs and PEOs (TDs)</li> <li>• Prioritize female candidates to replace women who retire and change places of work (DoPer, TDs)</li> <li>• Mobilize communities to support men's participation in child care-giving and education in order to provide women a chance to participate in social works.</li> </ul>	<p>city/district/khan levels, especially girls (DGS)</p> <ul style="list-style-type: none"> <li>• Provide priority and opportunity to female teachers in selecting teaching posts at their own hometowns which are disadvantaged and remote areas (DoPer)</li> <li>• Provide support and encourage the ideas' women who are members of School Management Committee, Disciplinary Council of DEOs and PEOs (TDs)</li> <li>• Prioritize female candidates to replace women who retire and change places of work (DoPer, TDs)</li> <li>• Mobilize communities to support men's participation in child care-giving and education in order to provide women a chance to participate in social works.</li> </ul>	<p>city/district/khan levels, especially girls (DGS)</p> <ul style="list-style-type: none"> <li>• Provide priority and opportunity to female teachers in selecting teaching posts at their own hometowns which are disadvantaged and remote areas (DoPer)</li> <li>• Provide support and encourage the ideas' women who are members of School Management Committee, Disciplinary Council of DEOs and PEOs (TDs)</li> <li>• Prioritize female candidates to replace women who retire and change places of work (DoPer, TDs)</li> <li>• Mobilize communities to support men's participation in child care-giving and education in order to provide women a chance to participate in social works.</li> </ul>
<p><b>Strategy 3: Strengthen Capacity Development and Monitoring</b></p>				
<p>Sub-strategy 3.1: Analysis on the needs of capacity development</p>				
<ul style="list-style-type: none"> <li>• Conduct research on the needs of gender capacity development in education sector (MoEYS GWG, TTD, DoPer)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify priority target groups for capacity development on Gender (MoEYS GWG, TTD, DoPer)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research on the needs of gender capacity development in education sector (MoEYS GWG, TTD, DoPer)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify priority target groups for capacity development on Gender (MoEYS GWG, TTD, DoPer)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify priority target groups for capacity development on Gender (MoEYS GWG, TTD, DoPer)</li> </ul>

2021	2022	2023	2024	2025
<ul style="list-style-type: none"> <li>• Identify priority target groups for capacity development on Gender (MoEYS GWG, TTD, DoPer)</li> <li>• Prepare plans, programs and contents of gender-responsive capacity development (MoEYS GWG, TTD, DoPer)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare plans, programs and contents of gender-responsive capacity development (MoEYS GWG, TTD, DoPer)</li> <li>• Conduct study visit to gain experience in and out country (TTD &amp; DoPer)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare plans, programs and contents of gender-responsive capacity development (MoEYS GWG, TTD, DoPer)</li> <li>Conduct study visit to gain experience in and out country (TTD &amp; DoPer)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare plans, programs and contents of gender-responsive capacity development (MoEYS GWG, TTD, DoPer)</li> <li>Conduct study visit to gain experience in and out country (TTD &amp; DoPer)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare plans, programs and contents of gender-responsive capacity development (MoEYS GWG, TTD, DoPer)</li> <li>Conduct study visit to gain experience in and out country (TTD &amp; DoPer)</li> </ul>
<p><b>Sub-strategy 3.2: Strengthen gender capacity development activities</b></p>				
<ul style="list-style-type: none"> <li>• Provide trainings to gender working groups and relevant educational staff on gender and organizational change in education (GWG)</li> <li>• Provide capacity development for gender working groups, school counselors, child councils, youth councils, red cross youths, and scout youths at schools and communities on gender equality in education sector (MoEYS GWG, TTD)</li> <li>• Conduct training for managers and technical staff on developing gender-responsive programme, action plan, training</li> </ul>	<ul style="list-style-type: none"> <li>• Provide trainings to gender working groups and relevant educational staff on gender and organizational change in education (GWG)</li> <li>• Provide capacity development for gender working groups, school counselors, child councils, youth councils, red cross youths, and scout youths at schools and communities on gender equality in education sector (MoEYS GWG, TTD)</li> <li>• Conduct training for managers and technical staff on developing gender-responsive programme, action plan, training</li> </ul>	<ul style="list-style-type: none"> <li>• Provide capacity development for gender working groups, school counselors, child councils, youth councils, red cross youths, and scout youths at schools and communities on gender equality in education sector (MoEYS GWG, TTD)</li> <li>• Conduct training for managers and technical staff on developing gender-responsive programme, action plan, training courses, meetings, and budgeting at all levels (MoEYS GWG, TTD)</li> <li>• Conduct training for in-school and out-of-school youth and female educators</li> </ul>	<ul style="list-style-type: none"> <li>• Provide trainings to gender working groups and relevant educational staff on gender and organizational change in education (GWG)</li> <li>• Provide capacity development for gender working groups, school counselors, child councils, youth councils, red cross youths, and scout youths at schools and communities on gender equality in education sector (MoEYS GWG, TTD)</li> <li>• Conduct training for managers and technical staff on developing gender-responsive programme, action plan, training</li> </ul>	<ul style="list-style-type: none"> <li>• Provide capacity development for gender working groups, school counselors, child councils, youth councils, red cross youths, and scout youths at schools and communities on gender equality in education sector (MoEYS GWG, TTD)</li> <li>• Conduct training for managers and technical staff on developing gender-responsive programme, action plan, training courses, meetings, and budgeting at all levels (MoEYS GWG, TTD)</li> <li>• Conduct training for in-school and out-of-school youth and female educators</li> </ul>

2021	2022	2023	2024	2025
<p>courses, meetings, and budgeting at all levels (MoEYS GWG, TTD)</p> <ul style="list-style-type: none"> <li>• Conduct training for in-school and out-of-school youth and female educators on management and leadership to make decision and take part in all activities (MoEYS GWG, YD &amp;NIE)</li> <li>• Develop capacity of educators, especially women in foreign languages and ICT (MoEYS GWG, DIT, DoPer, TTD)</li> <li>• Conduct training for policy-makers, strategists, programmers, action planners, budget planners and managers at all levels on gender-responsive sensitiveness (MoEYS GWG, DGPP, DoF, DoL, DoP)</li> <li>• Conduct training for educators at capital-province, city/district/ khan, and school levels on Gender Mainstreaming in Education (MoEYS GWG &amp;TTD)</li> </ul>	<p>courses, meetings, and budgeting at all levels (MoEYS GWG, TTD)</p> <ul style="list-style-type: none"> <li>• Conduct training for in-school and out-of-school youth and female educators on management and leadership to make decision and take part in all activities (MoEYS GWG, YD &amp;NIE)</li> <li>• Develop capacity of educators, especially women in foreign languages and ICT (MoEYS GWG, DIT, DoPer, TTD)</li> <li>• Conduct training for educators at capital-province, city/district/ khan, and school levels on Gender Mainstreaming in Education (MoEYS GWG&amp;TTD)</li> <li>• Increase gender awareness among youth, especially girls via basic life skill program, reproductive health and sex health education and other programmes (GWG, TTD, YD, SHD &amp; NFED)</li> </ul>	<p>on management and leadership to make decision and take part in all activities (MoEYS GWG, YD &amp;NIE)</p> <ul style="list-style-type: none"> <li>• Develop capacity of educators, especially women in foreign languages and ICT (MoEYS GWG, DIT, DoPer, TTD)</li> <li>• Conduct training for educators at capital-province, city/district/ khan, and school levels on Gender Mainstreaming in Education (MoEYS GWG&amp;TTD)</li> <li>• Increase gender awareness among youth, especially girls via basic life skill program, reproductive health and sex health education and other programmes (GWG, TTD, YD, SHD &amp; NFED)</li> </ul>	<p>courses, meetings, and budgeting at all levels (GWG, TTD)</p> <ul style="list-style-type: none"> <li>• Conduct training for in-school and out-of-school youth and female educators on management and leadership to make decision and take part in all activities (MoEYS GWG, YD &amp;NIE)</li> <li>• Develop capacity of educators, especially women in foreign languages and ICT (MoEYS GWG, DIT, DoPer, TTD)</li> <li>• Increase gender awareness among youth, especially girls via basic life skill program, reproductive health and sex health education and other programmes (MoEYS GWG, TTD, YD, SHD &amp; NFED)</li> <li>• Conduct training to core trainers and trainers on gender mainstreaming into teacher education. (MoEYS GWG &amp; TTD)</li> <li>• Conduct training on gender awareness for staff</li> </ul>	<p>on management and leadership to make decision and take part in all activities (MoEYS GWG, YD &amp;NIE)</p> <ul style="list-style-type: none"> <li>• Develop capacity of educators, especially women in foreign languages and ICT (MoEYS GWG, DIT, DoPer, TTD)</li> <li>• Conduct training for policy-makers, strategists, programmers, action planners, budget planners and managers at all levels on gender-responsive sensitiveness (MoEYS GWG, DGPP, DoF, DoL, DoP)</li> <li>• Conduct training for educators at capital-province, city/district/ khan, and school levels on Gender Mainstreaming in Education (MoEYS GWG&amp;TTD)</li> <li>• Increase gender awareness among youth, especially girls via basic life skill program, reproductive health and sex health education and other</li> </ul>

2021	2022	2023	2024	2025
<ul style="list-style-type: none"> <li>• Increase gender awareness among youth, especially girls via basic life skill program, reproductive health and sex health education and other programmes (MoEYS GWG, TTD, YD, SHD &amp; NFED)</li> <li>• Conduct training to core trainers and trainers on gender mainstreaming into teacher education. (MoEYS GWG &amp; TTD)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct training to core trainers and trainers on gender mainstreaming into teacher education. (MoEYS GWG &amp; TTD)</li> <li>• Conduct training on gender awareness for staff involved in the national sports federation. (DGS)</li> </ul>		involved in the national sports federation. (DGS)	programmes (MoEYS GWG, TTD, YD, SHD & NFED) <ul style="list-style-type: none"> <li>• Conduct training to core trainers and trainers on gender mainstreaming into teacher education. (MoEYS GWG &amp; TTD)</li> </ul>
<b>Strategy 4: Mainstream gender in teaching and learning process</b>				
<b>Sub-strategy 4.1: Mainstream gender in general curriculum and teacher training curriculum</b>				
<ul style="list-style-type: none"> <li>• Mainstream gender in curriculum and textbooks at all grades and technical education (ECED, CDD, TTD, GSED &amp; HED)</li> <li>• Mainstream gender in programmes of early childhood education, primary education, secondary education and technical education, and non-formal education by all means (ECED, PED, GSED, NFED)</li> <li>• Mainstream gender in curriculum and textbooks of</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream gender in programmes of early childhood education, primary education, secondary education and technical education, and non-formal education by all means (ECED, PED, GSED, NFED)</li> <li>• Mainstream gender in curriculum and textbooks of non-formal education (NFED)</li> <li>• Mainstream gender in curriculum and research in higher education (HED)</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream gender in programmes of early childhood education, primary education, secondary education and technical education, and non-formal education by all means (ECED, PED, GSED, NFED)</li> <li>• Mainstream gender in curriculum and textbooks of non-formal education (NFED)</li> <li>• Mainstream gender in curriculum and research in higher education (HED)</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream gender in programmes of early childhood education, primary education, secondary education and technical education, and non-formal education by all means (ECED, PED, GSED, NFED)</li> <li>• Mainstream gender in curriculum and textbooks of non-formal education (NFED)</li> <li>• Mainstream gender in curriculum and research in higher education (HED)</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream gender in programmes of early childhood education, primary education, secondary education and technical education, and non-formal education by all means (ECED, PED, GSED, NFED)</li> <li>• Mainstream gender in curriculum and textbooks of non-formal education (NFED)</li> <li>• Mainstream gender in curriculum and research in higher education (HED)</li> </ul>

2021	2022	2023	2024	2025
<p>non-formal education (NFED)</p> <ul style="list-style-type: none"> <li>• Mainstream gender in curriculum and research in higher education (HED)</li> <li>• Mainstream gender in all kinds of youth programmes (DGY)</li> <li>• Mainstream gender in sport training programmes, physical education and sport teacher training curriculum (NSTC, NIPS, PESD &amp; DGS)</li> <li>• Mainstream gender in teacher training programmes (TTD, NIE)</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream gender in all kinds of youth programmes (DGY)</li> <li>• Mainstream gender in sport training programmes, physical education and sport teacher training curriculum (NCST, NIPS, PESD &amp; DGS)</li> <li>• Mainstream gender in teacher training programmes (TTD, NIE)</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream gender in all kinds of youth programmes (DGY)</li> <li>• Mainstream gender in sport training programmes, physical education and sport teacher training curriculum (NCST, NIPS, PESD &amp; DGS)</li> </ul> <p>Mainstream gender in teacher training programmes (TTD, NIE)</p>	<ul style="list-style-type: none"> <li>• Mainstream gender in all kinds of youth programmes (DGY)</li> <li>• Mainstream gender in sport training programmes, physical education and sport teacher training curriculum (NCST, NIPS, PESD &amp; DGS)</li> </ul> <p>Mainstream gender in teacher training programmes (TTD, NIE)</p>	<ul style="list-style-type: none"> <li>• Mainstream gender in all kinds of youth programmes (DGY)</li> <li>• Mainstream gender in sport training programmes, physical education and sport teacher training curriculum (NCST, NIPS, PESD &amp; DGS)</li> </ul> <p>Mainstream gender in teacher training programmes (TTD, NIE)</p>
<p><a href="#">Sub-strategy4.2: Mainstream gender in teaching and learning activities</a></p>				
<ul style="list-style-type: none"> <li>• Conduct training for teachers and trainers on gender-sensitive responsiveness pedagogy and gender equality-responsive education (TTD)</li> <li>• Enhance teacher's capacity on producing teaching materials to assist gender-responsive teaching and learning process (ECED, TTD, PED, GSED &amp; HED)</li> <li>• Provide trainings on gender equality-responsive</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct training for teachers and trainers on gender-sensitive responsiveness pedagogy and gender equality-responsive education (TTD)</li> <li>• Enhance teacher's capacity on producing teaching materials to assist gender-responsive teaching and learning process (TTD, PED, GSED &amp; HED)</li> <li>• Provide trainings on gender equality-responsive</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct training for teachers and trainers on gender-sensitive responsiveness pedagogy and gender equality-responsive education (TTD)</li> <li>• Enhance teacher's capacity on producing teaching materials to assist gender-responsive teaching and learning process (TTD, PED, GSED &amp; HED)</li> <li>• Provide trainings on gender equality-responsive</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct training for teachers and trainers on gender-sensitive responsiveness pedagogy and gender equality-responsive education (TTD)</li> <li>• Enhance teacher's capacity on producing teaching materials to assist gender-responsive teaching and learning process (TTD, PED, GSED &amp; HED)</li> <li>• Provide trainings on gender equality-responsive</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct training for teachers and trainers on gender-sensitive responsiveness pedagogy and gender equality-responsive education (TTD)</li> <li>• Enhance teacher's capacity on producing teaching materials to assist gender-responsive teaching and learning process (TTD, PED, GSED &amp; HED)</li> <li>• Provide trainings on gender equality-responsive</li> </ul>

2021	2022	2023	2024	2025
<p>teaching mythology and lesson plan (TTD)</p> <ul style="list-style-type: none"> <li>• Conduct training for gender working groups, school principals and teachers on gender-responsive digital education (TTD, DIT, MoEYS GWG, TDs)</li> </ul>	<p>teaching mythology and lesson plan (TTD)</p> <ul style="list-style-type: none"> <li>• Conduct training for gender working groups, school principals and teachers on gender-responsive digital education (TTD, DIT, MoEYS GWG, TDs)</li> </ul>	<p>teaching mythology and lesson plan (TTD)</p> <p>Conduct training for gender working groups, school principals and teachers on gender-responsive digital education (TTD, DIT, MoEYS GWG, TDs)</p>	<p>teaching mythology and lesson plan (TTD)</p> <p>Conduct training for gender working groups, school principals and teachers on gender-responsive digital education (TTD, DIT, MoEYS GWG, TDs)</p>	<p>teaching mythology and lesson plan (TTD)</p> <p>Conduct training for gender working groups, school principals and teachers on gender-responsive digital education (TTD, DIT, MoEYS GWG, TDs)</p>
<p><b>Sub-strategy 4.3: Mainstream gender in leadership and management at institutions and schools and preparation of gender-responsive education environment</b></p>				
<ul style="list-style-type: none"> <li>• Conduct training on gender-responsive school leadership and management (TTD, MoEYS GWG)</li> <li>• Provide training on developing gender-responsive terms of reference and ensuring gender equality in the work environment (MoEYS GWG &amp; DoPer)</li> <li>• Develop a gender-responsive institutions and school infrastructure (DoC, MSPD, GWG)</li> <li>• Organize a gender-responsive institutions, schools and classroom management structure (TTD, DoPer, PED, GSED, HED)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct training on gender-responsive school leadership and management (TTD, MoEYS GWG)</li> <li>• Provide training on developing gender-responsive terms of reference and ensuring gender equality in the work environment (MoEYS GWG &amp; DoPer)</li> <li>• Develop a gender-responsive institutions and school infrastructure (DoC, MSPD, GWG)</li> <li>• Organize a gender-responsive institutions, schools and classroom management structure (TTD, DoPer, PED, GSED, HED)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct training on gender-responsive school leadership and management (TTD, MoEYS GWG)</li> <li>• Develop a gender-responsive institutions and school infrastructure (DoC, MSPD, MoEYS GWG)</li> <li>• Organize a gender-responsive institutions, schools and classroom management structure (TTD, DoPer, PED, GSED, HED)</li> <li>• Improve gender-responsive institutions, school-environments including nutrition programs, clean water, slope for students with disabilities, separate latrine and hygiene facilities for girls and women (DoC,</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct training on gender-responsive school leadership and management (TTD, MoEYS GWG)</li> <li>• Develop a gender-responsive institutions and school infrastructure (DoC, MSPD, GWG)</li> <li>• Organize a gender-responsive institutions, schools and classroom management structure (TTD, DoPer, PED, GSED, HED)</li> <li>• Improve gender-responsive institutions, school-environments including nutrition programs, clean water, slope for students with disabilities, separate latrine and hygiene facilities for girls and women (DoC,</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct training on gender-responsive school leadership and management (TTD, MoEYS GWG)</li> <li>• Develop a gender-responsive institutions and school infrastructure (DoC, MSPD, GWG)</li> <li>• Organize a gender-responsive institutions, schools and classroom management structure (TTD, DoPer, PED, GSED, HED)</li> <li>• Improve gender-responsive institutions, school-environments including nutrition programs, clean water, slope for students with disabilities, separate latrine and hygiene facilities for girls and women (DoC,</li> </ul>

2021	2022	2023	2024	2025
<ul style="list-style-type: none"> <li>• Improve gender-responsive institutions, school-environments including nutrition programs, clean water, slope for students with disabilities, separate latrine and hygiene facilities for girls and women (DoC, MSPD, SHD, PED, GSED, HED)</li> </ul>	<ul style="list-style-type: none"> <li>• Improve gender-responsive institutions, school-environments including nutrition programs, clean water, slope for students with disabilities, separate latrine and hygiene facilities for girls and women (DoC, MSPD, SHD, PED, GSED, HED)</li> </ul>	MSPD, SHD, PED, GSED, HED)	MSPD, SHD, PED, GSED, HED)	MSPD, SHD, PED, GSED, HED)
<b>Strategy 5: Promote Gender responsive activities and monitoring</b>				
Sub-strategy 5.1: Promote women and girls' courage and participation				
<ul style="list-style-type: none"> <li>• Increase number of scholarships in primary, secondary education, and higher education, particularly for female students (PED, GSED, HED, DoF)</li> <li>• Provide sports scholarships to sport-talented girls at schools, who have potential to become national sports women (NCST&amp; SPESD</li> <li>• Provide necessary public health services to girls and female staff such as vaccinations and free health consultation services (SHD)</li> <li>• Cooperate with partners to provide fund for women</li> </ul>	<ul style="list-style-type: none"> <li>• Increase number of scholarships in primary, secondary education, and higher education, particularly for female students (PED, GSED, HED, DoF)</li> <li>• Provide sports scholarships to sport-talented girls at schools, who have potential to become national sports women (NCST&amp; SPESD</li> <li>• Provide necessary public health services to girls and female staff such as vaccinations and free health consultation services (SHD)</li> <li>• Cooperate with partners to provide fund for women</li> </ul>	<ul style="list-style-type: none"> <li>• Increase number of scholarships in primary, secondary education, and higher education, particularly for female students (PED, GSED, HED, DoF)</li> <li>• Provide sports scholarships to sport-talented girls at schools, who have potential to become national sports women (NCST&amp; SPESD</li> <li>• Provide necessary public health services to girls and female staff such as vaccinations and free health consultation services (SHD)</li> <li>• Cooperate with partners to provide fund for women</li> </ul>	<ul style="list-style-type: none"> <li>• Increase number of scholarships in primary, secondary education, and higher education, particularly for female students (PED, GSED, HED, DoF)</li> <li>• Provide sports scholarships to sport-talented girls at schools, who have potential to become national sports women (NCST&amp; SPESD</li> <li>• Provide necessary public health services to girls and female staff such as vaccinations and free health consultation services (SHD)</li> <li>• Cooperate with partners to provide fund for women</li> </ul>	<ul style="list-style-type: none"> <li>• Increase number of scholarships in primary, secondary education, and higher education, particularly for female students (PED, GSED, HED, DoF)</li> <li>• Provide sports scholarships to sport-talented girls at schools, who have potential to become national sports women (NCST&amp; SPESD</li> <li>• Provide necessary public health services to girls and female staff such as vaccinations and free health consultation services (SHD)</li> <li>• Cooperate with partners to provide fund for women</li> </ul>



2021	2022	2023	2024	2025
<p>who have finished their training at community learning centers (NFED)</p> <ul style="list-style-type: none"> <li>• Encourage female students to enroll in STEM Education (HED, TDs)</li> <li>• Update gender-responsive report of the annual education congress. (M&amp;E, DGPP, MoEYS GWG)</li> </ul>	<p>who have finished their training at community learning centers (NFED)</p> <ul style="list-style-type: none"> <li>• Encourage female students to enroll in STEM Education (HED, TDs)</li> </ul>	<p>who have finished their training at community learning centers (NFED)</p> <ul style="list-style-type: none"> <li>• Encourage female students to enroll in STEM Education (HED, TDs)</li> </ul>	<p>who have finished their training at community learning centers (NFED)</p> <ul style="list-style-type: none"> <li>• Encourage female students to enroll in STEM Education (HED, TDs)</li> </ul>	<p>who have finished their training at community learning centers (NFED)</p> <ul style="list-style-type: none"> <li>• Encourage female students to enroll in STEM Education (HED, TDs)</li> </ul>
<b>Sub-strategy 5.2: build Infrastructure</b>				
<ul style="list-style-type: none"> <li>• Build separately dormitories for female students, female teacher trainees and accommodation for teachers. (DoC, MSPD, DoPer, PED, GSED, TTD, HED, TDs)</li> </ul>	<ul style="list-style-type: none"> <li>• Build separately dormitories for female students, female teacher trainees and accommodation for teachers. (DoC, MSPD, DoPer, PED, GSED, TTD, HED, TDs)</li> </ul>	<ul style="list-style-type: none"> <li>• Build separately dormitories for female students, female teacher trainees and accommodation for teachers. (DoC, MSPD, DoPer, PED, GSED, TTD, HED, TDs)</li> </ul>	<ul style="list-style-type: none"> <li>• Build separately dormitories for female students, female teacher trainees and accommodation for teachers. (DoC, MSPD, DoPer, PED, GSED, TTD, HED, TDs)</li> </ul>	<ul style="list-style-type: none"> <li>• Build separately dormitories for female students, female teacher trainees and accommodation for teachers. (DoC, MSPD, DoPer, PED, GSED, TTD, HED, TDs)</li> </ul>
<b>Sub-strategy 5.3: Allocate budget for gender mainstreaming</b>				
<ul style="list-style-type: none"> <li>• Conduct research on resources to support gender work (MoEYS GWG, TTD)</li> <li>• Develop a budget plan for gender mainstreaming at technical departments (MoEYS GWG, TTD)</li> <li>• Collaborate with Development Partners to mobilize resources for gender mainstreaming. (MoEYS GWG, TTD)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research on resources to support gender work (MoEYS GWG, TTD)</li> <li>• Develop a budget plan for gender mainstreaming at technical departments (MoEYS GWG, TTD)</li> <li>• Collaborate with Development Partners to mobilize resources for gender mainstreaming. (MoEYS GWG, TTD)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research on resources to support gender work (MoEYS GWG, TTD)</li> <li>• Develop a budget plan for gender mainstreaming at technical departments (MoEYS GWG, TTD)</li> <li>• Collaborate with Development Partners to mobilize resources for gender mainstreaming. (MoEYS GWG, TTD)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research on resources to support gender work (MoEYS GWG, TTD)</li> <li>• Develop a budget plan for gender mainstreaming at technical departments (MoEYS GWG, TTD)</li> <li>• Collaborate with Development Partners to mobilize resources for gender mainstreaming. (MoEYS GWG, TTD)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research on resources to support gender work (MoEYS GWG, TTD)</li> <li>• Develop a budget plan for gender mainstreaming at technical departments (MoEYS GWG, TTD)</li> <li>• Collaborate with Development Partners to mobilize resources for gender mainstreaming. (MoEYS GWG, TTD)</li> </ul>

2021	2022	2023	2024	2025
<b>Sub-strategy 5.4: Monitoring and evaluation</b>				
<ul style="list-style-type: none"> <li>• Prepare an M&amp;E framework and data collection tools (MoEYS GWG, TTD)</li> <li>• Monitor and evaluate gender mainstreaming activities (MoEYS GWG, TTD)</li> <li>• Review annual gender mainstreaming achievement in education (MoEYS GWG, TTD)</li> <li>• Publish and disseminate the results of gender reviews in education. (MoEYS GWG, TTD)</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and evaluate gender mainstreaming activities (MoEYS GWG, TTD)</li> <li>• Review annual gender mainstreaming achievement in education (MoEYS GWG, TTD)</li> <li>• Publish and disseminate the results of gender reviews in education. (MoEYS GWG, TTD)</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and evaluate gender mainstreaming activities (MoEYS GWG, TTD)</li> <li>• Review annual gender mainstreaming achievement in education (MoEYS GWG, TTD)</li> <li>• Review gender mainstreaming strategic plans mid-and final term (MoEYS GWG, TTD)</li> <li>• Publish and disseminate the results of gender reviews in education. (MoEYS GWG, TTD)</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and evaluate gender mainstreaming activities (MoEYS GWG, TTD)</li> <li>• Review annual gender mainstreaming achievement in education (MoEYS GWG, TTD)</li> <li>• Publish and disseminate the results of gender reviews in education. (MoEYS GWG, TTD)</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and evaluate gender mainstreaming activities (MoEYS GWG, TTD)</li> <li>• Review annual gender mainstreaming achievement in education (MoEYS GWG, TTD)</li> <li>• Review gender mainstreaming strategic plans mid-and final term (MoEYS GWG, TTD)</li> <li>• Publish and disseminate the results of gender reviews in education. (MoEYS GWG, TTD)</li> </ul>
<b>Strategy 6: Strengthen Partnership</b>				
<b>Sub-strategy 6.1: Expand partnership building</b>				
<ul style="list-style-type: none"> <li>• Forge good relations with national and international development partners, and support dissemination of gender information using all available resources especially via mass media (MoEYS GWG, DGPP, TDs)</li> <li>• Cooperate with Council for Children and Women at capital-province, city/district/ khan, capital-</li> </ul>	<ul style="list-style-type: none"> <li>• Forge good relations with national and international development partners, and support dissemination of gender information using all available resources especially via mass media (MoEYS GWG, DGPP, TDs)</li> <li>• Cooperate with Council for Children and Women at capital-province, city/district/ khan, capital-</li> </ul>	<ul style="list-style-type: none"> <li>• Forge good relations with national and international development partners, and support dissemination of gender information using all available resources especially via mass media (MoEYS GWG, DGPP, TDs)</li> <li>• Cooperate with Council for Children and Women at capital-province, city/district/ khan, capital-</li> </ul>	<ul style="list-style-type: none"> <li>• Forge good relations with national and international development partners, and support dissemination of gender information using all available resources especially via mass media (MoEYS GWG, DGPP, TDs)</li> <li>• Cooperate with Council for Children and Women at capital-province, city/district/ khan, capital-</li> </ul>	<ul style="list-style-type: none"> <li>• Forge good relations with national and international development partners, and support dissemination of gender information using all available resources especially via mass media (MoEYS GWG, DGPP, TDs)</li> <li>• Cooperate with Council for Children and Women at capital-province, city/district/ khan, capital-</li> </ul>

2021	2022	2023	2024	2025
<p>province Gender Committee, Commune/Sangkat Committee for Women and Children, and strengthen the relationship with youth within and outside the country (PEOs)</p> <ul style="list-style-type: none"> <li>• Promote women’s networks in communities to help them generate more income for families. (NFED)</li> </ul>	<p>province Gender Committee, Commune/Sangkat Committee for Women and Children, and strengthen the relationship with youth within and outside the country (PEOs)</p> <ul style="list-style-type: none"> <li>• Promote women’s networks in communities to help them generate more income for families. (NFED)</li> </ul>	<p>province Gender Committee, Commune/Sangkat Committee for Women and Children, and strengthen the relationship with youth within and outside the country (PEOs)</p> <ul style="list-style-type: none"> <li>• Promote women’s networks in communities to help them generate more income for families. (NFED)</li> </ul>	<p>province Gender Committee, Commune/Sangkat Committee for Women and Children, and strengthen the relationship with youth within and outside the country (PEOs)</p> <ul style="list-style-type: none"> <li>• Promote women’s networks in communities to help them generate more income for families. (NFED)</li> </ul>	<p>province Gender Committee, Commune/Sangkat Committee for Women and Children, and strengthen the relationship with youth within and outside the country (PEOs)</p> <ul style="list-style-type: none"> <li>• Promote women’s networks in communities to help them generate more income for families. (NFED)</li> </ul>
<p><b>Sub-strategy 6.2: Increase cooperation and support</b></p>				
<ul style="list-style-type: none"> <li>• Increase cooperation between the PEOs, DEOs, and school with communities, local authorities, commune councils, and parents/guardians to support gender by all means;</li> <li>• Collaborate with line ministries, national and international organizations, Development Partners, civil society and other stakeholders to support and mobilize resources for gender mainstreaming.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase cooperation between the PEOs, DEOs, and school with communities, local authorities, commune councils, and parents/guardians to support gender by all means;</li> <li>• Collaborate with line ministries, national and international organizations, Development Partners, civil society and other stakeholders to support and mobilize resources for gender mainstreaming.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase cooperation between the PEOs, DEOs, and school with communities, local authorities, commune councils, and parents/guardians to support gender by all means;</li> <li>• Collaborate with line ministries, national and international organizations, Development Partners, civil society and other stakeholders to support and mobilize resources for gender mainstreaming.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase cooperation between the PEOs, DEOs, and school with communities, local authorities, commune councils, and parents/guardians to support gender by all means;</li> <li>• Collaborate with line ministries, national and international organizations, Development Partners, civil society and other stakeholders to support and mobilize resources for gender mainstreaming.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase cooperation between the PEOs, DEOs, and school with communities, local authorities, commune councils, and parents/guardians to support gender by all means;</li> <li>• Collaborate with line ministries, national and international organizations, Development Partners, civil society and other stakeholders to support and mobilize resources for gender mainstreaming.</li> </ul>

## 8. Financial Resource

The projected financial needs and available budget for implementing GMSP 2021-2025 are below table:

Items (million riels)	Actual	Projection				
	2020	2021	2022	2023	2024	2025
<b>Program Budget</b>	<b>159.70</b>	<b>161.00</b>	<b>177.10</b>	<b>203.67</b>	<b>244.40</b>	<b>305.50</b>
Gender Mainstreaming	159.70	161.00	177.10	203.67	244.40	305.50
<b>Development Partner</b>	<b>921.60</b>	<b>1,013.76</b>	<b>1,115.14</b>	<b>1,226.65</b>	<b>1,349.31</b>	<b>1,484.25</b>
<b>Total</b>	<b>1,081.30</b>	<b>1,174.76</b>	<b>1,292.24</b>	<b>1,430.31</b>	<b>1,593.71</b>	<b>1,789.74</b>
<b>Total (US\$)</b>	<b>270,325.0</b>	<b>293,690.0</b>	<b>323,059.0</b>	<b>357,578.7</b>	<b>398,428.1</b>	<b>447,435.9</b>

## 9. Monitoring and Evaluation

The Gender Mainstreaming Strategic Plan in Education Sector 2021–2025 is applicable in accordance with context of gender in Royal Government of Cambodia. To successful implement the strategic plan, there are effect monitoring and evaluation.

MoEYS is responsible for the oversight of the technical aspects of the GMSP in Education Sector 2021-2025 implementation and monitoring. The GMSP will have a mid-term review in 2023 and a final review in 2025 to assess the overall impact of the action plan implementation and prepare new GMSP.

Gender Working Group at national and provincial levels must prepare and send a report on the programs and activities related to gender to Gender Committee of the MoEYS at the end of the 1<sup>st</sup> and 2<sup>nd</sup> semester of each year.

The mid-term review of GMSP in Education Sector 2021–2025 will enhance the credibility of the plan by examining the realization of plan through actual review on educational achievement, provision of inputs, programmes, activities, and making necessary updates and adjustments to achieve the objectives. It will serve as a re-adjusted GMSP, and will help accelerate the implementation of the second half of the plan.