



KINGDOM OF CAMBODIA
Nation Religion King



MINISTRY OF EDUCATION, YOUTH AND SPORT

EDUCATION CONGRESS



THE EDUCATION, YOUTH AND SPORT PERFORMANCE
IN THE ACADEMIC YEAR 2017-2018
AND GOALS FOR THE ACADEMIC YEAR 2018-2019

25-26-27 March 2019

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PART 1
ACHIEVEMENT AND DIRECTION

1. INTRODUCTION

Ministry of Education, Youth and Sport has reached the final phase of Education Strategic Plan (ESP) 2014-2018, which is aligned with the National Strategic Development Plan (NSDP), 2014-2018 of the Royal Government of the 5th Legislature of the National Assembly. Policies, strategies, programs and clusters of priority activities of MoEYS have been achieved to prepare for the implementation of Sustainable Development Goals (SDGs) 2030.

Monitoring and evaluation framework has defined responsibilities of the national and sub-national levels to jointly accomplish major tasks through eight-point reform measures introduced in 2014 and the progress of the fifteen-point reform from 2015 to 2018, as manifested through more hard work and better performance of students and teachers.

Results of the sub-sector progress and AOP 2018 progress reviews are incorporated into the Congress Report to serve as the basis for the review of activities and targets of key performance indicators. Education Congress Report reflects progress, challenges and overall recommendations for MoEYS as a whole and for the seven sub-sectors including early childhood education, primary education, secondary and technical education, higher education, non-formal education, youth development, and physical education and sport. Outcomes of the Education Congress will be essential for the formulation of the Budget Strategic Plan and Annual Operational Plan.

Quality of Education Congress has also been enhanced through more simplified, analytical and result-oriented consolidated reporting approach.

In 2017-2018, MoEYS made the following major achievements:

2. PROGRESS

2.1. OVERALL ACHIEVEMENTS OF EDUCATION, YOUTH AND SPORTS

2.1.1. PROGRESS OF JOINT MONITORING INDICATORS

MoEYS has achieved policies, strategies, programs, and clusters of priority activities through the following Joint Monitoring Indicators:

Table 1: Progress of Joint Monitoring Indicators

Results 2017-2018	Result Indicators	Actual 2015-16	Actual 2017-18	Target 2018-19	Actual 2018-19	Status
Outcome 2014-2018: Completion rate in basic education is increased along with improved learning outcomes						
1. Primary promotion rate is increased, especially in early grades.	1. Primary promotion rate is increased from 87.0% in 2014-15 to 89.8% in 2017-18	87% (2014-15)	89.4% (2016-17)	89.8% (2016-17)	89.8% (2017-18)	↑
2. Enrolment in lower secondary education is increased, while dropout is reduced.	2.1. Gross enrolment rate in lower secondary education is increased from 53.8% in 2015-16 to 54.6% in 2017-18	53.8%	59.2%	54.6%	59.1%	↑
	2.2. Dropout rate is decreased from 19.2% 2014-15 to 17.5% in 2016-17	19.2% (2014-15)	15.4% (2016-17)	17.5% (2016-17)	15.8% (2017-18)	↑

Note: ↑ Achieved → Likely to Achieve ↓ Unlikely to Achieve

Table 1 presents the following positive trends: (1) Primary promotion rate is increasing; (2) Lower secondary gross enrolment rate is significantly increasing; and (3) Lower secondary dropout rate is decreasing.

Primary promotion rate has risen steadily from 87% in 2015-2016 to 89.4% in 2018-2019. Reforms of early grade reading and math have driven a significant increase of promotion rate between 2015-2016 and 2018-2019: From 83.5% to 85.3%, from 87.1% to 88.6% and from 87.0% to 89.7% for grade 1, grade 2 and 3 respectively.

Enrolment rate in lower secondary education has increased from 57.6% in 2016-2017 to 59.1% in 2018-2019.

These results are attributed to: 1) Increase of education facilities in terms of quantity and quality; 2) Reinforcement of early grade reading and math in primary education; 3) Provision of scholarship to poor students in primary and secondary education; 4) Implementation of dropout prevention program; 5) Inspection reinforcement; 6) Implementation of Teacher Policy Action Plan.

2.1.2 PROGRESS OF CORE BREAKTHROUGH INDICATORS

MoEYS has achieved policies, strategies, programs, and clusters of priority activities through the following Core Breakthrough Indicators:

Table 2: Progress of Core Breakthrough Indicators

Core Breakthrough Indicators	Status 2017-18	Target 2018-19	Actual 2018-19	Target 2019-20
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
1. Percentage of five-year-old children enrolled in any form of Early Childhood Education Program	68.50%	70%	63.1%	72%
2. No. of districts with primary education repetition rate of 10% or lower.	173	188	180	193
3. No. of provinces with lower secondary education completion rate at least 40%	13	12	15	14
4. Adult literacy rate (over 15 years of age)	80.5% *	83.1%	82.5% **	85%
5. National assessment on Mathematics and Khmer Language for grade 3				
Reading	Implemented in 2019-20		Implemented in 2019-20	Increase by 5 points
Mathematics	Implemented in 2019-20		Implemented in 2019-20	Increase by 5s
6. No. of Higher Education Institutions assessed	5	70	0	90
7. % of primary school teachers with upper secondary education degree + 2	72.06%	60%	62.53%	61%
8. % of teacher trainers with Master degrees	18.17%	21%	30.39%	24%
Policy Area 2: Ensure effective leadership and management of education staff at all levels				
9. No. of primary and secondary school teachers trained in result-based school management	752 (585 primary schools and 167 secondary schools)	500	705 (668 primary schools and 37 secondary schools)	500
10.% of budget liquidation	95.17%	95%	95.65%	95%

Source: CSES 2015

Note: ** Pilot Assessment *** Does not include NIE

The number of five-year-old children accessing any form of ECE services was 191,832 or 63.10% of the population of this age group, which is 6.90% lower than the target (70%), 94,288 female or 63.60%. The rate declined as some partner organizations finished home-based parenting program.

No. of districts with primary education repetition rate of 10% or lower is 180 (Target: 188 districts), an increase of 7 compared with 2017-2018.

15 out of 25 capital/provinces (Target: 12) had lower secondary completion rate at least 40%, a rise of 2 compared with 2017-2018.

Adult literacy rate (15 years of age and over) increased from 80.5% in 2015 to 82.5% in 2017. Such increase is attributed to the efforts made by both MoEYS and development partners through National Literacy Campaign in 2015.

National assessments on Khmer Language, Mathematics and Physics for grade 11 were carried out in a sample of 230 schools (200 public schools and 30 private schools) in 25 capital/provinces. MoEYS is analyzing data and preparing a preliminary report. The third round of national learning assessment will be done in 2019-2020.

Percentage of primary school teachers with upper secondary education degree + 2 was 62.53%, which was 2.53% higher than the target (Target: 60%).

Percentage of teacher trainers with Master degrees was 30.39%, which was 9.39% higher than the target (Target: 21%).

705 primary and secondary school principals, 93 female, were trained on result-based school management (target: 500), including 668 primary school principals, 88 female, and 37 secondary school principals, 5 female.

In 2018, MoEYS implemented full PB and issued payment orders for a total amount of Riels 2,989,510.9 Million or 95.65% of the total amount at the beginning of the year of Riels 3,125,456.5 Million. Entities at the central level implemented Riels 653,157.4 Million or 86.42%, while POEs implemented Riels 2,336,353.5 Million or 98.60%.

2.1.3 PROGRESS OF THE IMPLEMENTATION OF 15 POINT REFORM PROGRAMS

The progress of the implementation of the fifteen-point reform of the education sector within the five pillars is as follow:

Pillar 1: Implementation of Teacher Policy Action Plan

- Training of physical education and sport teachers using the formula (12+4)
- Principles for assessing and designing status to master trainers in the Institute of Pedagogy.
- Policy framework on teacher career pathway.

Pillar 2: Review of Curriculum and Basic Textbooks and Improvement of Learning Environment

- Adopted syllabuses for all subjects for all education levels.
- Adopted syllabuses for public pre-schools.
- Finalized the draft guidelines on the parenting education program.
- Finalized the draft curriculum framework and syllabus for bilingual class (French-Khmer).
- Drafted materials on inclusive education for pre-school teacher trainees.
- Formulated action plan for implementing the curriculum framework, 2018-2023.

Pillar 3: Introduction of Inspection

- Regular and thematic inspections on the following topics “teaching writing for grade 6”, “primary completion rate”, “teaching physics subject” in secondary schools.
- Analysis of the linkage between management and learning performance in primary schools.
- Thematic inspection tools for the topics “Teaching English for grade 4” and “Teaching and learning for grade 12”.

Pillar 4: Strengthening Learning Assessment including national, regional and international assessments

- Finalized the national assessment framework.
- Learning assessment tests and curriculum.
- PISA-D for students aged 15.
- Disseminated the results of PISA-D in Cambodia.

Pillar 5: Reform of Higher Education

- Improved curriculum for foundation year.

- Improved curriculum used in HEIs in line with the Cambodian Qualification Framework.
- Strengthened teacher qualification.
- Improved learning, teaching, and research.
- Improved ToR for director in charge of research and director of research center in HEIs.
- Improved and developed M&E tools for HEIs.
- Improved and developed internal quality assurance mechanisms for HEIs.
- Strengthened management and leadership capacity.
- Strengthened education quality assurance capacity.
- Introduced standards for Ph.D. training accreditation.
- Improved systems and mechanisms for collecting higher education data using HEMIS.
- Strengthened annual budget formulation and implementation.

These five pillars are the foundation for the implementation of the fifteen-point reforms:

Reform 1: Public Financial Management

- Revised the draft Prakas No. 508 SHV.PrK and No. 366 SHV.PrK on the implementation of program budget and procedures for implementing school operational budget.
- Piloted ICT-based state asset inventory registration.
- Introduced ICT-based petty cash advance monitoring system for budget entities at the central and provincial level.
- Developed website: www.fmismoeys.com for sharing materials related to the procedures for formulating and executing budgets in the form of E-Library.
- Provided funds to purchase computers for schools.
- Increased operational budget for DOEs from Riels Million 12 to Riels Million 24.

Reform 2: Teacher Deployment

- Updated the framework for managing and moving education staff.
- Developed human resource management principles.
- Introduced the guidelines on staffing norms.

Reform 3: Teacher Training Center Reform

- Developed teacher training program in Battambang and Phnom Penh Institutes of Pedagogy.
- The organization and functioning of offices and departments under Battambang Institute of Pedagogy through Prakas No. 448 AYK.PrK dated April 3, 2018.
- The organization and functioning of offices and departments under Phnom Penh Institute of Pedagogy through Prakas No. 449 AYK.PrK dated April 3, 2018.
- Recruited 14 master trainers, 3 female, for Phnom Penh Institutes of Pedagogy and 7 master trainers, 1 female, for Battambang Institute of Pedagogy.

Reform 4: Promoting Teachers' Qualification

- Improved the qualification of 215 basic education teachers, 107 female, through fast track program toward Bachelor degree.
- 36 master trainers, 13 female, participated in professional development program on curriculum, basic textbooks, STEM teaching methodologies and school management in Singapore.
- Organized final examination for 988 trainees, 350 female, enrolled in the 2nd generation of the fast track program.
- Selected and trained 998 trainees, 382 female, to enroll in the 3rd generation of the fast track program.
- 3 master trainers pursued Master degrees in Japan.

Reform 5: Inspection

- Thematic inspection:
 - Teaching and learning of English language at grade 4 in 42 primary schools.
 - Teaching and learning of grade 12 in 40 schools.
 - Teaching and learning at pre-school level in 14 schools.
 - Review test questions for grade 12 semester 1 and 2 examinations in 8 schools.
- Developed guidelines on education quality assurance and inspection for POEs.
- Developed thematic inspection tools for the topics “Teaching and learning of English language at grade 4” and “Teaching and learning of grade 12”.
- Developed consolidated reports on regular inspections in 670 primary schools in 25 provinces and on thematic inspections with the topic “teaching writing at grade 6” in 36 schools in 16 provinces; “primary completion rate” in 32 schools in 10 provinces; and “teaching physics” in 39 schools in 14 provinces.
- Conducted research and monitored the quality of education provided in community learning centers and 12 public and private general and technical schools (4 private schools) in Kandal, Pailin, Kampong Chhnang, Svay Rieng, Banteay Meanchey, and Tbong Khmum provinces.
- Conducted regular inspection on new generation school in Preah Sisowath Lycee.
- Monitored the implementation of education quality assurance concept in 16 schools in Stung Treng, Kampong Thom, Kratie Kampong Chhnang, Takeo, Battambang, and Siem Reap provinces.
- Conducted thematic inspection on “pre-school teaching and learning” in 14 schools in Stung Treng, Kampong Thom, Kep, Kampong Chhnang, Kampong Cham, Sihanouk Ville and Banteay Meanchey provinces.

Reform 6: Learning Assessment

- Drafted the framework for learning assessment.
- Drafted procedures for measuring competence at equivalency level.
- Disseminated the results of the national learning assessment on grade 8 Khmer, math and physics subjects.
- Improved test questions for PISA-D.
- Provided training on the alignment between learning assessment test and curriculum to 95 participants, 9 female.
- Provided training on the concept of education quality assurance to 230 officers, who were not inspectors, 53 female, from inspection offices from 25 POEs.
- Provided training on pilot analysis of data of SEA-PLM to 21 participants, 1 female.
- Monitored and reinforced learning assessments in 26 target schools of PISA-D in Tbong Khmum, Kep, Prey Veng, Svay Rieng, Kampot, Takeo, Koh Kong Kampong Speu, and Sihanouk Ville provinces.

Reform 7: Grade 12 Examination Reform

- Updated secondary examination MIS.
- Updated the guidelines on examination MIS.
- Developed a system for developing students’ capacity in Math and history (www.bacii.moeys.gov.kh).
- Developed mobile application “learning gams for grade 12 biology” on Android OS to support grade 12 learning.

Reform 8: Curriculum and Core Textbook Reform

- Adopted the syllabus for public pre-school.

- Finalized the guidelines on parenting education.
- Finalized the curriculum framework and syllabus for bilingual class (French-Khmer).
- Drafted materials on inclusive education for pre-school teacher trainees.
- Developed an action plan for implementing the curriculum framework, 2018-2023.
- Developed a system for monitoring the delivery of basic textbooks to ease the monitoring of the delivery of basic textbooks for all grades and all subjects.
- Developed and revised national literacy program.
- Improved non-formal primary education equivalency program.
- Improved 65 titles of basic textbooks from grade 1 to 12 for all subjects.
- Developed additional 16 titles of supplementary reading books.
- Developed 4 titles of practice books.
- Developed 3 titles of teaching materials.
- Improved 6 titles of Korean storybooks.
- Printed 4,285,000 copies of basic textbooks, supplementary reading books and practice books.
- Organized 3 book fairs (national reading day, Angkor Sangkran and national library).
- Sold 1,928,063 copies of textbooks, 4,441 pieces of posters, 49 boxes of teaching materials, and 326 sets of physic experiment materials to general customers.

Reform 9: School Building Construction and Repair

- Repaired and renovated school buildings used as grade 12 examination centers: 10 centers, 22 buildings with 195 rooms and 2 restrooms in Phnom Penh.
- Repaired and renovated school buildings used as grade 12 examination centers: 17 centers, 27 buildings with 124 rooms, 2 office buildings with 6 rooms, 2 restroom buildings with 10 rooms and a new fence with 429 meters in length in Kampong Cham, Kampong Speu, Kampong Chhnang, Tbong Khmum, Kampong Thom, Kandal, Takeo and Siem Reap provinces.
- Repaired and renovated 4 buildings of MoEYS headquarter.
- Repaired and renovated 4 school buildings with 30 rooms in Phnom Penh.
- Repaired and renovated 1 school building with 3 rooms in Kang Meas DOE and sport field, resource pre-school in Kang Meas district, 13-meter concrete access road and constructed 526-meter long fence with barbed wire in Kampong Cham province.
- Repaired and renovated 2 school buildings with 10 rooms in **Heng Samrin** Chak Lycee in O’Raing Ov district, Tbong Khmum province.
- Repaired and renovated 3 school buildings with 13 rooms in Sihanouk Ville, Takeo, and Kandal provinces.
- Repaired brick fence with the dimension of 315 meters in length and 2 meters in height in Tep Pranam primary school in Kandal province and brick fence with the dimension of 114 meters in length and 2 meters in height in Prek Talork primary school in Kampong Cham province.
- Repaired building B and fence in the Secondary Pre-School Teacher Training College.
- Repaired the fence of the National Youth Center of Cambodia in Siem Reap province.
- Repaired 1 workshop (100m x 70m) and set up electrical system with the installation of Hybrid Transfusion System with Solar Power in Kampong Chheur Teal Institute of Technology.
- Repaired and renovated student restrooms with piped water connection, wells, flower and decorative plant breeding house, organic vegetable nurseries and constructed outdoor infrastructure in **Heng Samrin** Tbong Khmum University and organic vegetable nurseries in the University of Kratie.
- Repaired academic workshops in Pursat Prey Veng, Battambang and Kampong Thom provinces and technical workshops in Banteay Meanchey province.

- Continued to construct 1 STEM building at RUPP.
- Constructed 2 new school buildings with 17 rooms, 2 restroom buildings with 10 rooms, 2 reservoirs and wells in Mongkul Rokar Ram primary school and **Hun Sen** Svay Chrum lycee in Svay Rieng province.
- Constructed 1 new school building with 18 rooms, 2 restroom buildings with 10 rooms, 1 reservoir and well in **Samdech Hun Sen** Peam Chikang lycee in Kampong Cham province.
- Constructed 1 new school building with 6 rooms, 1 restroom building with 5 rooms, 1 reservoir and well in 911 paratrooper brigade base in Phnom Penh.
- Constructed 1 new multi-purpose building with 5 rooms in **Samdech Chea Sim** Angkor Chey lycee in Kampot province.
- Constructed 2 new school buildings with 14 rooms, 2 restroom buildings with 10 rooms, 2 reservoirs and wells in Bandav primary school and Anuwat college in Takhmao municipality, Kandal province.
- Constructed 1 new school building with 6 rooms, 1 restroom building with 5 rooms, 1 reservoir and well in Ke Chong college in Borkeo district in Ratanakiri province.
- Constructed 68 new school buildings with 350 rooms including restrooms in colleges through the Secondary Education Improvement Project.
- Constructed 31 new school buildings with 135 rooms, 14 restroom buildings with 70 rooms and 6 buildings of teacher guesthouses with 18 rooms including restrooms in colleges through ESDP3 project.
- Constructed a two-floor resource center with 6 rooms in lycee through the Secondary Education Improvement Project.
- Constructed 21 school buildings with 124 rooms in 21 primary schools including restrooms through Silk School Project.
- Constructed 6 school buildings with 40 rooms in 6 colleges including restrooms through Silk School Project.
- Constructed 8 school buildings with 75 rooms in 8 lycées including restrooms through Silk School Project.
- Constructed 24 buildings of teacher guesthouses with 72 rooms (1 building can accommodate 11 visitors) through Silk School Project.
- Constructed 5 school buildings with 25 rooms in 5 primary schools including restrooms in Sihanouk Ville province through China Fund for Peace and Development.

As of September 2018, 4,310 school buildings, comprising of 26,538 rooms, have been donated by **Samdech Akka Moha Sena Padei Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia, and **Samdech Kitti Prit Bandith Bun Rany Hun Sen**.

Reform 10: Higher Education Institution Assessment

- Implemented education quality assurance based on the education internal quality assurance standards in 42% of all HEIs.
- Assessed training in 15 HEIs in provinces.
- Monitored and reinforced result-based planning and M&E system in 6 HEIs.
- Introduced standards for accrediting Ph.D. education following Decision No. 01/18 dated May 09, 2018.

Reform 11: Promoting Sport Sector

- Provided incentive bonus to champions and allowance to coaches who took part in international competitions.
- Mobilized potential athletes for 30 types of sports.

- Mobilized national athletes for 34 types of sports.
- Organized the 2nd national games with the participation of sport delegates from 25 provinces and from the Ministry of Interior, Ministry of National Defense and Ministry of Economy and Finance.
- Developed sport syllabuses for grade 7 to 9.
- Developed physical education syllabuses for lycées.
- Conducted research and produced books for physical education day for primary schools.
- Compiled technical books and laws on volleyball and basketball competitions.
- Organized training for physical education and sport teachers using the formula 12+4 based on Prakas 1466 AYK.PrK dated Sep 11, 2018.

Reform 12: Youth Policy Action Plan Implementation

- Reinforced Cambodian scout patrol system in schools.
- Provided neckerchief to 1,010 Cambodian scouts, 485 female.
- Integrated entrepreneurship education into the national curriculum.
- Developed Cambodian youth development index.
- Cooperated with relevant ministries/institutions, national and international organizations and CSOs on matters related to youths and children.
- Developed articles for youth and children education show every Monday on the national radio.
- Developed an ICT-based basic education equivalency program (BEEP).

Reform 13: Technical Education

- Adopted standards for resource secondary schools.
- Adopted standards for general and technical lycées.
- Printed and distributed the CFS manual on life skill education.
- Disseminated the curriculum framework on local life skills.
- Provided career orientation and counseling to grade 9, 11 and 12 students.
- Developed basic textbooks for technical education for five fields of studies including electricity, mechanics, electronics, agronomy, and veterinary for year 1.
- Reinforced career counseling work in Battambang province.
- Developed career counseling materials on fields of studies to provide training to career counseling teachers in lycées.
- Expanded the number of public and private general and technical lycées to 13

Reform 14: Establishing New Generation Schools

- Developed ICT curriculum on coding for grade 7-9.
- Established one new generation school in **Hun Sen** Peam Chi Kang Lycee in Kampong Cham province.
- Reinforced the implementation of NGS in primary schools by:
 - Setting up labs, providing computers, designating guiding teachers by subject and setting up e-library.
 - Implementing a curriculum in which students move to subject rooms.
 - Reinforcing and expanding life skill teaching and learning, career counseling, youth counsel and learning clubs for math, Khmer literature, physics, chemistry, biology, journalism and history.

Reform 15: Career Pathway and Training for School Principals

- Adopted the policy framework on teacher career pathway.

- Decision on the establishment of committees and secretariat for promoting school-based management at all levels.
- 472 primary school directors, 72 female, participated in the training on School-Based Management (SBM).
- Sent 20 members of school management, 3 female, to participate in the training course on “education management and the use of ICT for teaching and learning” in the Republic of Korea.

2.1.4 PROGRESS OF THE MANAGEMENT AND IMPLEMENTATION OF THE EDUCATION STRATEGIC PLAN

2.1.4.1 PROGRESS OF AID MANAGEMENT AND EFFECTIVENESS

• Planning and Reporting

MOEYS :

- Adopted the Roadmap for SDG 2030 on education in Cambodia.
- Adopted the National Strategy on Education Statistic Development.
- Adopted Budget Strategic Plan, 2019-2021.
- Adopted Annual Operational Plan, 2019.
- Adopted M&E Framework for Resource Secondary Schools.
- Adopted the Policy on Inclusive Education.
- Drafted the Education Strategic Plan, 2019-2023.
- Drafted the Policy on Life-Long Learning.
- Drafted the Policy on School Health.
- Drafted the equity-oriented scholarship framework for primary education.
- Developed a report on achievements in education, youth, and sport sectors and submitted to relevant ministries/institutions.

• Public Investment Program

MoEYS developed three-year rolling Public Investment Program, 2019-2021, covering 23 projects, of which 20 projects are in operation, and 3 projects are for the implementation of the National Strategic Development Plan (NSDP) with the total amount of USD 395 Million.

**Table 3: Public Investment Program (PIP), 2015-2017 to 2019-2021
(in USD Thousand)**

Year	Total Aid Projects		Project in Operation				Projects (NSDP)	
	No. of Project	Amount	Investment Project		Technical Assistance Project		No. of Projects	Planned Budget
			No. of Project	Amount				
2015-2017	27	198,292	5	49,570	13	98,109	9	50,619
2016-2018	27	186,291	7	57,953	13	37,969	7	90,369
2017-2019	27	208,481	14	157,055	7	5,540	6	45,885
2018-2020	30	390,306	12	139,374	9	8,809	9	242,123
2019- 2021	23	395,419	12	279,899	8	76,831	3	38,688

The number of PIP projects in 2019-2021 is decreased compared to 2018-2020 including technical assistance projects and projects for implementing NSDP as some projects have completed.

• The Progress of Aid Financing

Aid financing for the education sector in 2018 amounts to more than USD 119 Million, which is higher than that in 2017.

The top 10 development partners financing education sector are presented in the table below

Table 4: Aid Financing of Top 10 Development Partners in Education Sector (in USD Thousand)

No.	Donors	Actual Expenditure 2016	Actual Expenditure 2017	Actual Expenditure 2018	Planned 2019	Planned 2020	Planned 2021
1	European Union	24,149	23,277	25,350	391	244	n/a
2	Japan	3,714	17,567	19,038	9,221	10,182	8,398
3	ADB	2,649	850	18,755	13,687	10,075	9,704
4	World Food Program	14,910	14 075	14 459	n/a	n/a	n/a
5	Republic of Korea	3,975	1,215	8,697	11,257	9,839	9,839
6	Sweden	9,065	1,714	8,126	7,164	4,060	180
7	USA	4,600	840	7,907	3,500	1,500	855
8	Australia	6,862	6,862	6,862	5,985	5,985	n/a
9	UNICEF	2,635	3,124	6,568	n/a	n/a	n/a
10	World Bank	3,888	11,063	4,227	15,608	11,790	15,740
Total amount from the 10 donors		76,447	80,587	119,989	66,813	53,675	44,716
Total amount from all donors		90,484	86,974	130,872	71,481	71,275	44,947

(Source: CDC, ODA Database accessed on Feb 08, 2019)

MoEYS also proposed 4 projects for ODA financing by the Government of the Republic of Korea for 2020, of which only one project, School Feeding Program Using Local Produce, was chosen by the Korean Government for feasibility study.

To support the implementation of ESP 2014-2018 and education, youth and sport management reform strategies, the Royal Government will allocate more funds for MOEYS. In addition to the Program-based Budget funded by the Royal Government, 9 projects funded by major development partners will also contribute to the implementation of these strategies including:

1. Upper Secondary Education Sector Development Program (USD 15 Million for programs and USD 30 Million for projects) funded by ADB with the implementation period from 2017-2021. In addition to this project, there is another project which is Upper Secondary Education Sector Development Program 2 with the amount of USD 50 Million (USD 15 Million for programs and USD 35 Million for projects) with the implementation period from 2018 to 2024.
2. Secondary Education Improvement Project with the amount of USD 40 Million funded by the World Bank with the implementation period from 2017 to 2022.
3. Global Partnership for Education 3 with the amount of USD 20.6 Million focusing capacity development and teacher education program.
4. Capacity Development Partnership Fund 3 with the amount of USD 27.3 Million with the implementation period from 2017 to 2022.
5. Projects to establish Institutes of Pedagogy in Phnom Penh and Battambang with the amount of USD 30 Million supported by Japan International Cooperation Agency with the implementation period from 2017 to 2022.
6. Project to improve school environment and supply education materials in Cambodia with the amount of USD 40 Million funded by China with the implementation period from 2016 to 2018.
7. Higher Education Improvement Project with the amount of USD 92.5 Million funded by the World Bank with the implementation period from 2018 to 2024.
8. Project for Home Grown School Feeding with the amount of USD 10.0 Million funded by the Government of the Republic of Korea with the implementation period from 2020 to 2024
9. Project for Establishment of Business Incubation System between University and Industry in Cambodia, with the amount of USD 7.0 Million funded by the Government of the Republic of Korea with the implementation period from 2019 to 2023.

MoEYS collected and compiled information on national and international technical advisors deployed in entities under MoEYS and in POEs to monitor the progress and performance of technical advisors. In 2018, there were 32 national and 21 international advisors, 7 female, working in MoEYS. There were 16 technical advisors, 3 female, at POEs. The number of technical advisors working for MoEYS has increased compared with last year.

- **Outcomes of Joint Technical Working Group on Education**

National JTWG-E convened quarterly meetings as set in the Annual Work Plan to discuss and address challenges associated with the implementation of reform-related policies and plans, strengthen aid effectiveness and present and monitor key progress. JTWG-E Retreat was organized in Kep for policy-level discussion on the following key topics: 1) Reviewing overall progress in education sector in 2017 focusing on core breakthrough indicators and joint monitoring indicators; 2) Defining priorities for education reforms (teachers and school-based management); 3) Financial management in education sector; 4) School support and classroom practices; 5) Equitable and inclusive education; 6) Cross-sectoral discussion (gender, WASH, nutrition and disabilities); and 7) Discussion on key points for formulating Education Strategic Plan, 2019-2023.

25 POEs developed Annual Action Plans of Provincial J-TWG-E, which include the following key agenda points: 1) Updating membership of the J-TWG-E; 2) Disseminating information on the roles and duties of the J-TWG-E; 3) Progress report of Education Sector Working Group; 4) Formulation of 2018 Annual Operational Plan; 5) Quarterly Progress Report by Sub-Sector; 6) Management of community pre-schools, home-based program, and private schools; 7) Speeding up the formulation of school operational plan and strategic development plan; 8) Supply of basic textbooks for 2017-2018; 9) Traffic and street safety of students; 10) Analysis of quarterly results against the Annual Operational Plan; 11) Mainstreaming awareness on drug control; 12) School sanitation and environment; 13) Measures for small vacations; 14) Formulation of Education Strategic Plan, 2019-2023; and 15) Discussion on the organization of annual education congress.

Overall, provincial JTWG-E is a very important mechanism for speeding up education sector reform of MOEYS through 1) Enhancing cooperation between POEs with relevant local development partners and other line provincial departments; 2) Serving as a platform for consultation and resolving challenges in a timely and effective manner; 3) Facilitating the mobilization of funding to fill in the gaps; and 4) Sensitizing all stakeholders about the importance of education and enabling them to contribute to the major goals of MOEYS and the government.

2.1.4.2 PROGRESS OF D&D REFORM

Regulatory Framework to Support the Transfer of Functions and Resources in Education Sector to Sub-National Administration

MoEYS:

- Drafted an Inter-Ministerial Prakas on transferring of DOEs and delegating school management functions to the unified administration of municipalities and districts of Battambang province.
- Drafted Prakas on roles, duties, and structure of DOEs, to be transferred to the unified administration of municipalities and districts of Battambang province.
- Drafted a list of functions of DOEs to be transferred to the unified administration of municipalities and districts.
- Drafted the action plan on D&D reform in the education sector.

Formulating and Reinforcing Good Governance in Education Sector

MoEYS:

- Drafted guidelines on good governance for school.
- Conducted assessment on the effectiveness of public service delivery and legal framework in private schools in Takeo, Kampong Thom, Kampong Cham, Kampot, Banteay Meanchey, Battambang, and Sihanouk Ville provinces.

Strengthening the Delivery of Public Services in the Education Sector

MoEYS:

- Integrated compendium of public services in the education sector to the e-gateway developed by the Ministry of Civil Service.
- Monitored the implementation of delegated functions and assessed other education sector related functions for delegating to the target municipal/district administration of one-window offices (5 provinces).
- Provided services related to the opening of private education establishments to 135 education establishments including 3 licenses for the opening of day care centers and pre-schools; 26 licenses for opening primary schools; 25 licenses for the opening of schools from pre-school to primary education level; 56 licenses for the opening of schools from pre-school to upper secondary level; 2 licenses for the opening of schools from primary to upper secondary level; 3 licenses for the opening of upper secondary schools; 10 licenses for the opening of secondary schools; and 10 licenses for the opening of Higher Education Institutions.

Formulating Regulations to Support Sub-Sectors and Education Sector Reform

MoEYS formulated:

- Sub-decree No. 136 ANKr.TT, dated Feb 12, 2018 on the appointment of the Board of Directors for **Chea Sim** Kamchay Mear University.
- Prakas No. 90 AYK.PrK, dated Jan 18, 2018 on formalities and procedures for assessing community pre-schools.
- Prakas No. 91 AYK.PrK, dated Jan 18, 2018 on the introduction of community pre-school standards.
- Prakas No. 95 AYK.PrK, dated Jan 23, 2018 on specialized and vocational trainings for school directors at the National Institute of Education.
- Prakas No. 137 AYK.PrK, dated Jan 30, 2018 on fast track training for basic education teachers so that they will be graduated with Bachelor degree.
- Prakas No. 138 AYK.PrK, dated Jan 30, 2018 on the Organization and Functioning of Departments and Offices of the National Institute of Special Education.
- Prakas No. 325 AYK.PrK, dated March 13, 2018 on **Samdech Techo Sen** awards for champions in outstanding school director and teacher contests.
- Prakas No. 326 AYK.PrK, dated March 13, 2018 on **Samdech Techo Sen** awards for clean school champions.
- Prakas No. 461 AYK.PrK, dated April 9, 2018 on the Organization and Functioning of Undergraduate Faculties, Departments, Offices, Secretariats and Procurement Units of the Royal University of Law and Economics.
- Prakas No. 447 AYK.PrK, dated April 3, 2018 on the Organization and Functioning of Monduliri POE.
- Prakas No. 449 AYK.PrK, dated April 3, 2018 on the Organization and Functioning of Offices and Departments under Phnom Penh Institute of Pedagogy.
- Prakas No. 448 dated April 3, 2018 on the Organization and Functioning of Offices and Departments under Battambang Institute of Pedagogy.
- Prakas No. 710 AYK.PrK, dated June 7, 2018 on the Organization and Functioning of Offices under the Department of Scout Cooperation.
- Prakas No. 1466 AYK.PrK, dated Sep 11, 2018 on training courses for physical education and sport teachers using formula 12+4.
- Prakas No. 1899 AYK.PrK, dated Nov 26, 2018 on the prevention of trafficking, smuggling and labor and sexual exploitation on women and children.
- Prakas No. 2061 AYK.PrK, dated Dec 11, 2018 on the Organization and Functioning of the Quality Assurance Office of the Royal University of Phnom Penh.

- Prakas No. 2063 AYK.PrK, dated Dec 11, 2018 on changing the title of Bachelor of Geography to Bachelor of Geography and Land Management of the Faculty of Sociology and Humanity.
- Prakas No. 2118 AYK.PrK, dated Dec 17, 2018 on roles, duties and structure of the University of Kratie.
- Decision No. 04 AYK.SSR, dated Feb 19, 2018 on the Establishment of Committee for Managing and Leading Library-related Work.
- Decision No. 06 AYK.SSR, dated Feb 23, 2018 on the Establishment of Human Right Committee of MOEYS.
- Decision No. 17 AYK.SSR, dated July 31, 2018 on the Establishment of Equivalency Level Competence Assessment Committee.
- Decision No. 38 AYK.SSR, dated Nov 26, 2018 on the Establishment of the Working Group to Prevent Trafficking, Smuggling and Labor and Sexual Exploitation on Women and Girls.
- Guidelines No. 14 AYK.SN dated April 24, 2018 on the Promotion of Women Leadership in Education, Youth and Sport Sector.

Capacity Development on D&D Reform

MoEYS:

- Revised the draft Prakas on roles, duties and structure of DOEs transferred to the unified administration of municipalities/districts.
- Drafted training materials on education functions to be transferred to the unified administration of municipalities/districts.
- Strengthen capacity of 4 technical officers on D&D reform.

2.1.4.3 PROGRESS OF PUBLIC ADMINISTRATIVE REFORM

Overview of Education Staff

There were 120,299 education staff members, 54,958 female, including 3,416 at national level, 939 female and 116,883 at sub-national level, 54,019 female. There were 59,739 teachers at primary education level, 32,127 female, including 3,834 pre-school teachers, 3,731 female; 56,105 primary school teachers, 28,589 female; 41,556 basic education teachers, 17,396 female; 2,296 basic education teachers for physical education and sport, 481 female; 16,557 higher education teachers, 4,926 female; 59 primary inspectors, 11 female; and 92 secondary inspectors, 17 female.

MoEYS used 633 contract staff members, 239 female, including 411 contract staff members, 160 female, at the national level, and 222 contract staff members, 79 female, at sub-national level.

MoEYS used 10 658 contract teachers, 4 682 female, including 8,008 contract teachers, 3,671 female, for general education; 2 472 contract teachers, 953 female, for literacy and 178 contract teachers, 58 female, for Khmer-Islamic education.

MoEYS used 2,598 two grade combined teachers, 914 female, and 120 three grade combined teachers, 17 female:

- Prakas to place 181 education staff members, 58 female, vacant with salary.
- Prakas to remove 447 education staff members, 121 female.
- Prakas to re-instate 227 education staff members, 71 female.
- Prakas to provide sick leave to 151 education staff members, 85 female.
- Prakas to provide leave for personal commitment to 27 education staff members, 15 female.
- Prakas to place 1,362 education staff members, 672 female, into retirement.
- Prakas to change the workplace of 724 education staff members, 315 female.

- Prakas to accept 21 education staff members, 2 female, back to their civil service category.
- Prakas to transfer 115 education staff members, 22 female, to other ministries or institutions, including 19 primary level teachers, 8 female, 43 basic level teachers, 7 female, and 52 higher education level teachers, 7 female.
- Prakas to accept 13 staff members, 10 female, from other ministries.
- Prakas to recognize the civil service category of 54 full-day teachers, 41 female, for 2017-2018.
- Issued nomination letters for 2,597 education staff members, 117 female, to work on election.
- Issued nomination letters for 120 education staff members, 46 female, to pursue education overseas including 3 members of post-PhD, 1 female; 27 for Ph.D, 4 female; 45 for Master Degree, 17 female; 22 for Bachelor Degree, 10 female; and 23 for short training courses, 14 female.
- Issued nomination letters to 371 education staff members, 89 female, to pursue education in the country.
- Issued nomination letters to reinstate 342 education staff members, 105 female.

Recruitment of Education Staff Members

- Organized examination to select 47 higher education teachers, 10 female, to teach at HEIs.
- Distributed new 3,600 staff members allowed to be recruited in 2018 for staff recruitment examination and training.
- Deployed 42 teachers, 16 female, from schools with surplus of teachers to schools with shortage of teachers.
- Provided civil service status to 124 teachers of students with disabilities, 56 female.

Motivation for Education Officials

- Issued Prakas to appoint 3,088 new teacher interns for all levels, 1,789 female.
- Requested the Ministry of Civil Service for full appointment in civil service category for 7,503 teachers, 3,571 female, at the three education levels, including 551 higher education teacher interns, 235 female; 315 former staff members, 104 female; 692 teachers, 198 female, through fast track system; 961 basic level teacher interns, 510 female; 1,493 former staff members, 716 female; and 3 491 primary level teachers, 2,366 female.
- Provided promotion to and increased the ranks for 93,980 teachers, 4 135 female, across the country, including: 1,852 teachers, 433 female, through Royal Decrees; 5,240 teachers, 1,282 female, through Sub-Decrees; and 86,653 teachers, 39,513 female, through Prakas; and Provided increased ranks to 235 teachers, 70 female, who hold degrees higher than equivalent civil service status, including: 6 teachers, 1 female, through Royal Decrees; 17 teachers, 1 female, through Sub-Decrees and 212 teachers, 68 female, through Prakas.
- Reviewed and provided legitimacy for the appointment of 653 management staff members, 121 female.
- Issued Prakas to appoint 162 management staff members, 42 female.
- Provided recognition for 363 entities with outstanding performance in 2016-2017 including 89 entities awarded with flag no. 1, 112 with flag no. 2 and 162 with recognition letters;
- Provided recognition to 7 entities for submitting reports on time.
- Provided decorations to 5,386 education staff members, 2,026 or 37.61% female, including 520 persons, 155 or 29.80% female at national level and 4 866 persons, 1,871 or 38.45% female, at sub-national level.
- Provided medals to 121 private donors and development partners, 13 or 10.74% female.
- Provided **Samdech Techo Sen** awards to 5 outstanding school directors, 5 outstanding teachers, 4 or 80% female; 5 grade 1, 2 and 3 teachers, 4 or 80% female, who were outstanding in Khmer language teaching; and 5 grade 1, 2 and 3 teachers, 4 or 80% female, who were outstanding in math teaching.

- Provided clean school awards to 5 schools including 1 in Phnom Penh, 1 in Prey Veng, 1 in Kampot, and 2 in Battambang.
- Provided recognition letters 5 outstanding school directors, 5 outstanding teachers, 3 or 60% female; 5 grade 1, 2 and 3 teachers, 3 or 60% female, who were outstanding in Khmer language teaching; and 5 grade 1, 2 and 3 teachers, 4 or 80% female, who were outstanding in math teaching;
- Provided prizes to 5 lycées, which had the highest number of students with Grade A in grade 12 examination on Aug 20, 2018.
- Provided the Order of Moni Saraphorn Thibdin to 11 teachers with outstanding work in teaching students to pass grade 12 examination on Aug 20, 2018 with highest scores in all eleven subjects.
- Provided recognition letters to 108 education staff members, 36 or 33.33% female, from Battambang Institute of Pedagogy and 137 education staff members, 60 or 43.79% female, from Phnom Penh Institute of Pedagogy.
- Provided recognition letters to 106 management staff members, 8 or 7.54% female, from national and sub-national entities.
- Provided recognition letters to 1,384 retirees who had outstanding performance in education, youth and sport sectors until their retirement.
- Proposed decorations for outstanding performance in 2017-2018 for 8,366 education staff members at national and sub-national levels, 2,263 or 27.04% female; recognition letters for 151 entities; and flags for 229 entities.

2.1.4.4 PROGRESS OF THE IMPLEMENTATION OF PUBLIC FINANCIAL REFORM PROGRAM

Financing

In 2018, MoEYS implemented PB and issued payment order for the amount of Riels 2,989,510.9 Million which accounted for 95,65% of the total amount of Riels 3,125,456.5 Million at the beginning of the year. Entities at the central level implemented Riels 653,157.4 Million or 86,42% while POEs implemented Riels 2,336,353.5 Million or 98.60%.

School improvement grant funded by Sweden in the amount of Riels 34,557.77 Million or 100% was transferred to public schools across the country.

MoEYS:

- Updated FMIS on financial report and budget formulation for Chapter 64.
- Updated the action plan for financial management reform.
- Developed IT system for national budget liquidation report on annual basis.
- Developed system for budget planning and financial reporting to facilitate the management of school operational fund and the management of mission through ICT system for POEs.
- Developed ICT system for annual budget planning by linking budget strategic plan with annual operational plan.
- Adopted guidelines on the management of public school operational budget after obtaining approval from the Ministry of Economy and Finance through Letter No. 10043 SHV.AT dated Oct 25, 2018.
- Developed Prakas on the establishment of the secretariat for public financial management reform.
- Tallied funds for budget strategic plan, 2019-2021, for entities at the central level and POEs.
- Tallied funds for annual budget plan for 2019 for for entities at the central level and POEs.
- Tallied funds for public school operational budget for the whole country using ICT.
- Provided scholarship to poor students at grade 1, 2 and 3 through the Inter-Ministerial Prakas No. 1245 SHV.PrK dated Nov 6, 2018 of the Ministry of Economy and Finance and Ministry of Education, Youth and Sport.

- Provided ICT equipment including 197 sets of computers and 197 printers to the 197 DOEs through Letter No. 5747 AYK.HV dated Oct 26, 2018 and 125 sets (of computers and printers) to Institutes of Pedagogy, PTTCs and RTTCs.
- Prepared Letter No. 1711 AYK.HV dated March 28, 2018 on the requests for solving challenges and suggestions related to the implementation of budget for 2018 and subsequent years in the Ministry of Education, Youth and Sport, with approval from the Ministry of Economy and Finance.
- Prepared Letter No. 1965 AYK.APS dated April 11, 2018 on the request for approval in principle for special expenditure on learning and teaching materials and for the operation of the five special education lycées for students with visual and hearing impairments in, in collaboration with the Department of Special Education and obtained approval from the Ministry of Economy and Finance.
- Prepared Letter No. 3436 AYK.HV dated June 25, 2018 on the request for review and endorsement on the draft manual on financial management for implementing school improvement grant to be used in the Ministry of Education, Youth and Sport, after obtaining approval from the Ministry of Economy and Finance.
- Prepared a Letter No. 3065 AYK.HV dated June 06, 2018 on the introduction of ICT for school operational budgeting and financial reporting in state schools, DOEs and POEs.
- Prepared Letter No. 6441 AYK.HV dated Dec 24, 2018 on the request to allow DOEs, RTTCs and PTTCs to cash out recurrent fund in Riels from ACLEDA bank branches and obtained approval from the Ministry of Economy and Finance.
- Submitted a letter to the Ministry of Economy and Finance through the letter no. 2400 AYK.HV dated May 09, 2018 on the permission in principle to provide hourly wage to teachers who provide extra tuition to grade 12 students.
- Prepared and submitted a letter to the Ministry of Economy and Finance through the Letter No. 5532 SYK.HV dated Oct 17, 2018 on the request for permission in principle for the use of 2019 budget for providing Ph.D training.
- Disseminated Sub-Decree No. 134 ANKr.BK dated Aug 23, 2017 on requirements, formalities and procedures for providing employment risk benefits to civil servants and health care benefits to civil servants, former civil servants and veterans.
- Disseminated Sub-Decree No. 59 ANKr.BK dated May 08, 2018 on the determination of contribution rate, formalities and procedures for the payment of contribution to the health care social security scheme for civil servants, former civil servants and veterans.
- Disseminated Prakas No. 996 SHV.PrK dated Oct 12, 2017 on the introduction of functional classification and budget classification for national and sub-national administrations to budget entities.
- Disseminated Circular No. 011 SHV dated Dec 28, 2018 on the implementation of procedures for paying salary every two weeks to civil servants and other public officers, issued by the Ministry of Economy and Finance.
- Disseminated Circular No. 07 dated Dec 12, 2018 on the procedures for paying salary every two weeks to civil servants and other public officers of the Royal Government.
- Organized capacity strengthening workshop on the implementation of the IT system for school operational budgeting and financial reporting with 1,660 participants (100 from POEs, 591 from DOEs and 969 from clusters).
- Organized orientation workshop on activities and clusters of activities of each sub-program, aligned with MoEYS's objectives and policies.

Procurement

MoEYS:

- Developed a Prakas on the revision of membership and roles of new procurement teams for 4 POEs out of the 33 procurement teams in total.
- Implemented procurement with the amount of Riels 545,028.93 Million or 99% including:

- Goods and civil work procurements for 51 projects for entities at the national level with the total amount of Riels 479,543.45 Million: Goods procurement for 28 projects with the amount of Riels 48,165.70 Million and civil work procurement for 23 projects with the amount of Riels 431,377.75 Million.
- Goods, civil work and service procurements were done by procurement teams for 236 projects with the amount of Riels 65,485.48 Million: Goods procurement for 161 projects with the amount of Riels 29,887.70 Million, civil work procurement for 67 projects with the amount of Riels 35,142.54 Million and service procurement for 8 projects with the amount of Riels 455.24 Million.
- Organized workshops on public procurement for 34 procurement teams including 25 teams from POEs and 9 teams from universities, institutes and Accreditation Committee of Cambodia.

State Asset Management

MoEYS:

- Provided equipment for administrative work of schools including 216 sets of computers, 169 printers, 32 photocopiers and 156 teacher file cabinets.
- Updated MoEYS's property data in 8,992 locations, including 7,763 locations of the Ministry of Education, Youth and Sport and 1,240 locations in pagodas.
- Updated MoEYS's vehicle data including: 370 cars, 1,664 motorbikes, 273 generators, 145 water pumps, 13 improvised tractors, 14 elevators, 34 engined boats, 8 tractors, 33 grass cutting machines and 16 printing and cutting machines.
- Provided training to 809 officers, 153 female, in charge of state asset management in central administration and POEs.
- Collected the rental of USD 10,374.00 from leasing land to Total.
- Resolved two cases of disputes.
- Monitored and evaluated the management of state assets in 3 POEs and 30 DOEs.
- Organized 56 cases of imports with taxes covered by the state.

Enforcing Internal Audit

MOEYS:

- Conducted internal audit in 313 auditees or 104.33% (against the plan), including 2 central entities (as per necessity), 15 POEs or 83.34%, 10 RTTCs and PTTCs or 125%, 67 DOEs or 131% and 219 general schools or 103.79% (as per necessity). The audit covered:
 - The implementation of PB in 254 auditees including 2 departments, 13 POEs, 10 RTTCs and PTTCs, 56 DOEs and 173 general schools.
 - The implementation of CDFP Fund in 20 auditees including 2 POEs and 18 general schools.
 - The implementation of School Improvement Grant in 39 auditees including 11 DOEs and 28 general schools.
- Developed internal audit manual for the Ministry of Education, Youth and Sport, in collaboration with the Ministry of Economy and Finance.
- Provided training to internal audit officers on MEF's internal audit manual, in collaboration with the General Directorate for Internal Audit of the Ministry of Economy and Finance.
- Provided training to internal audit officers on staff management, budget execution procedures, procurement procedures and law enforcement in education sector.
- Organized workshop for internal audit officers to understand ESP, BSP, ABP and AOP.
- Organized internal workshop to review audit result and the implementation of the annual action plan to formulate annual audit plan for 2019.

Administrative and Finance Inspection

MoEYS:

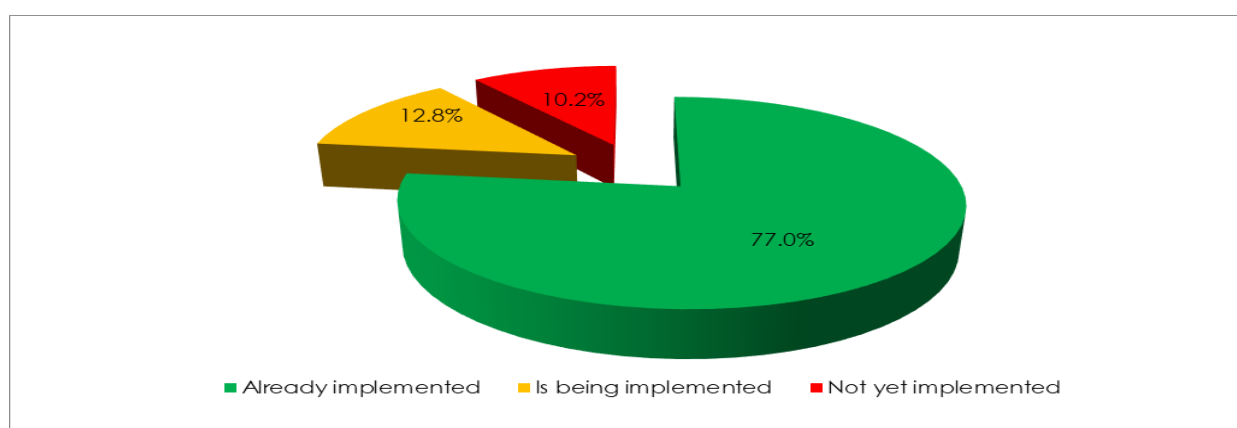
- Investigated 25 cases of complaints or irregularities related to education sector based on complaints, media and instruction of MoEYS's leadership.
- Reviewed the progress of the recommended improvement in 160 sub-national entities and public education establishments.
- Conducted inspection on administrative, personnel, financial and state asset management in 433 national and sub-national entities.
- Organized disseminating workshop on inspection procedure manuals in 3 provinces with 85 participants, 10 female.
- Organized disseminating workshop on inspection report in 1 region of 3 provinces with 191 participants, 16 female, from POEs, DOEs and schools.
- Organized capacity strengthening workshop on inspection framework.

2.1.5 PROGRESS OF THE IMPLEMENTATION OF THE AOP 2018 AT THE NATIONAL LEVEL

MOEYS developed AOP 2018 with 836 activities to be implemented, 7 fewer activities than in 2017 (845 activities in 2017). 644 activities or 77% completed, 1.9% higher than that in 2017 (75.1% in 2017), 107 activities or 12,8% on-going and 85 activities or 10.2% not implemented. (Figure 1)

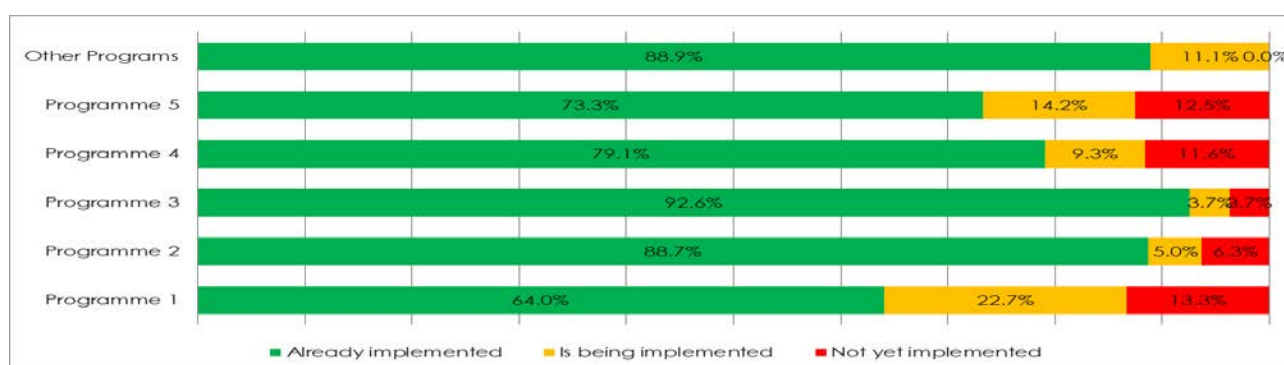
Details on the implementation of AOP 2018 can be found in Annex 1 and 6.

Figure 1: Progress of AOP 2018 Implementation



Program-wise, there were 203 activities in **Program 1**, 64% completed, 22.7% ongoing and 13.3% not implemented. There were 222 activities in **Program 2**, 88.7% completed, 5% ongoing and 6.3% not implemented. There were 55 activities in **Program 3**, 92.6% completed, 3.7% ongoing and 3.7% not implemented. There were 43 activities in **Program 4**, 79.1% completed, 9.3% ongoing and 11.6% not implemented. There were 296 activities in **Program 5**, 73.3% completed, 14.2% ongoing and 12.5% not implemented. **Other programs** had 18 activities, 88.9% completed and 11.1% ongoing (figure 2).

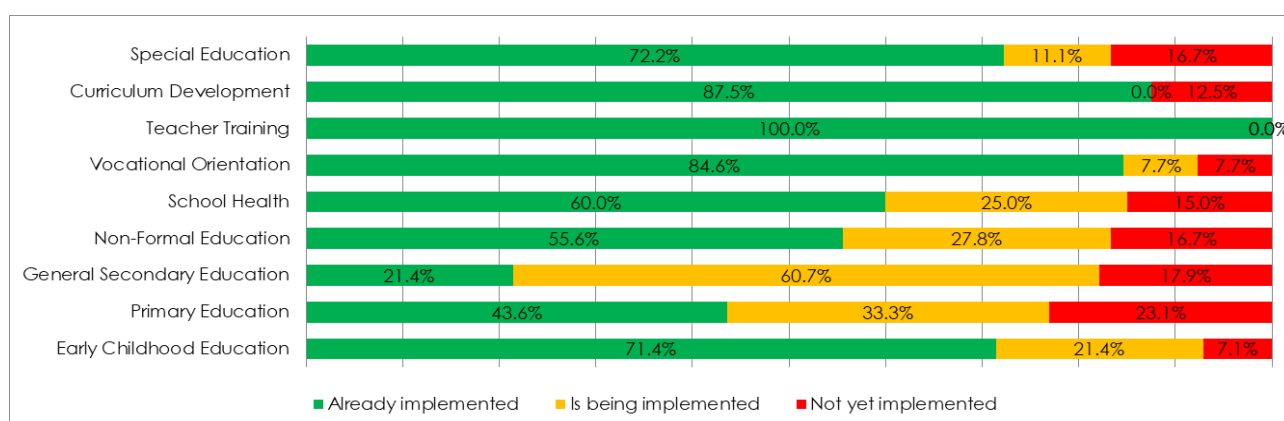
Figure 2: Progress of AOP 2018 Implementation (by program)



By entity involved in the implementation of each program:

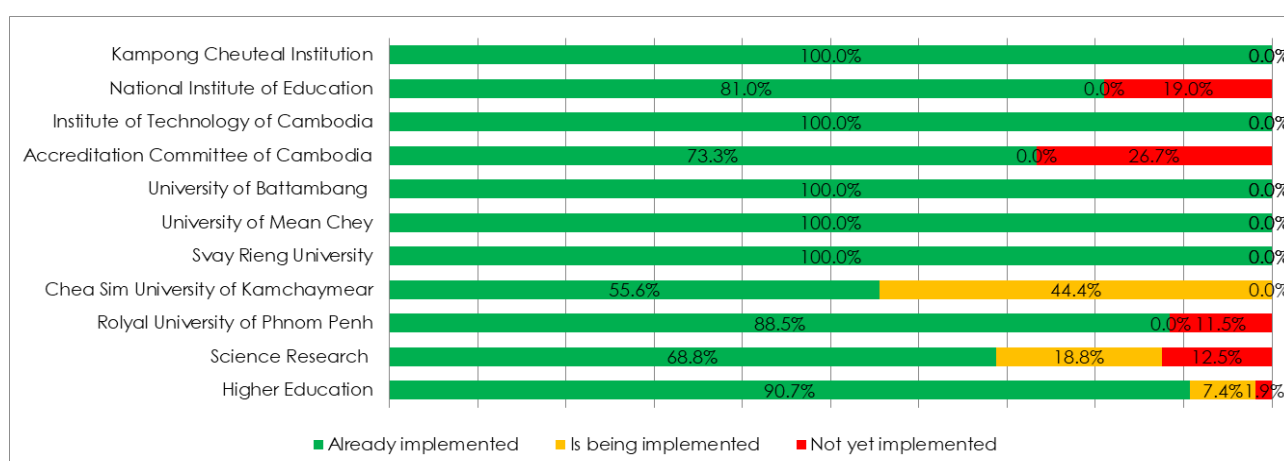
Program 1 - General Education and Non-Formal Education Development: There were 203 planned activities, of which 130 activities or 64% completed; 46 or 22.7% ongoing and 27 or 13.3% not implemented. Teacher Training Department completed 100% of activities. (See Figure 3)

Figure 3: Progress of AOP 2018 Implementation of Program 1



Program 2: Higher Education and Scientific Research Development: There were 222 planned activities, of which 197 activities or 88.7% completed; 11 or 5% ongoing and 14 or 6.3% not implemented. Meanchey University, University of Battambang, Insitute of Technology of Cambodia and Kampong Chheur Teal Institute completed 100% of activities, while **Chea Sim** Kamchay Mear University completed 55.6%, which is the least percentage. (See Figure 4)

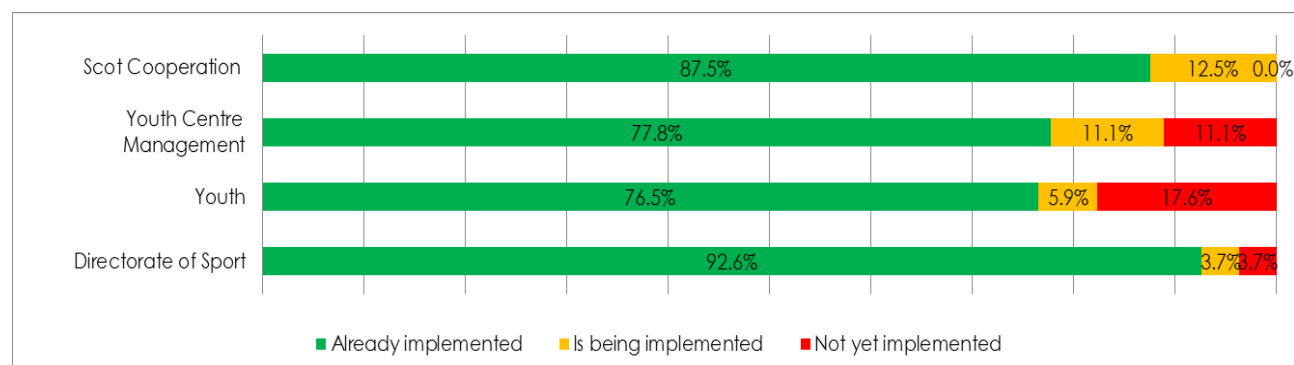
Figure 4: Progress of AOP 2018 Implementation of Program 2



Program 3 - Physical Education and Sports Development: There were 54 planned activities, of which 50 activities or 92.6% completed; 2 or 3.7% ongoing and 2 or 3.7% not implemented.

Program 4 - Youth Development: There were 43 planned activities, of which 34 activities or 79.1% completed; 4 or 9.3% ongoing and 5 or 11.6% not implemented. (See Figure 5)

Figure 5: Progress of AOP 2018 Implementation of Program 3 and 4



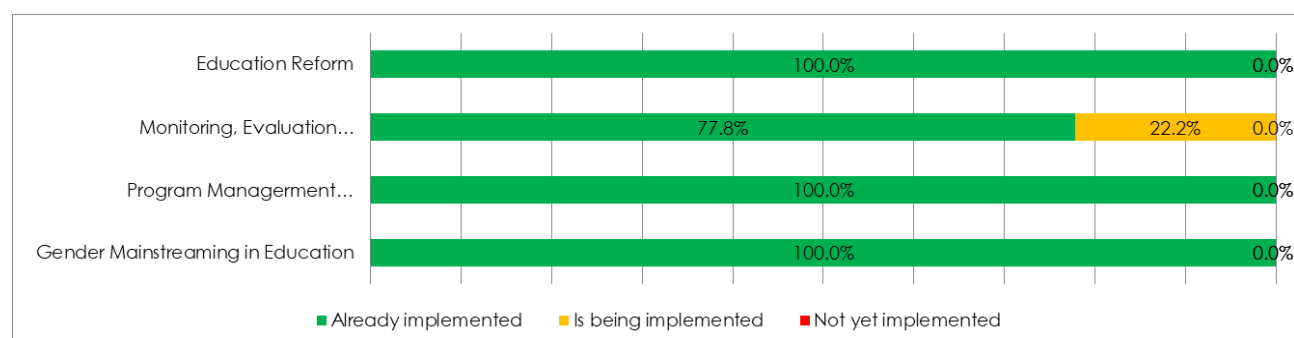
Program 5 - Education Management Support and Good Governance: There were 296 planned activities, of which 217 activities or 73.3% completed; 42 or 14.2% ongoing and 37 or 12.5% not implemented. Department of Finance, Department of State Asset and Properties, Department of Administration and Department of Cultural Relation and Scholarship completed 100% of activities. (See Figure 6)

Figure 6: Progress of AOP 2018 Implementation of Program 5



Program 6 - Other Programs: There were planned 18 activities, of which 16 activities or 88.9% completed and 2 or 11.1% ongoing. Education reform, project management, CDPF and gender mainstreaming in education sector programs completed 100% of activities, excepted M&E and CDPF. (See Figure 7)

Figure 7: Progress of AOP 2018 Implementation of Program 6 (other programs)



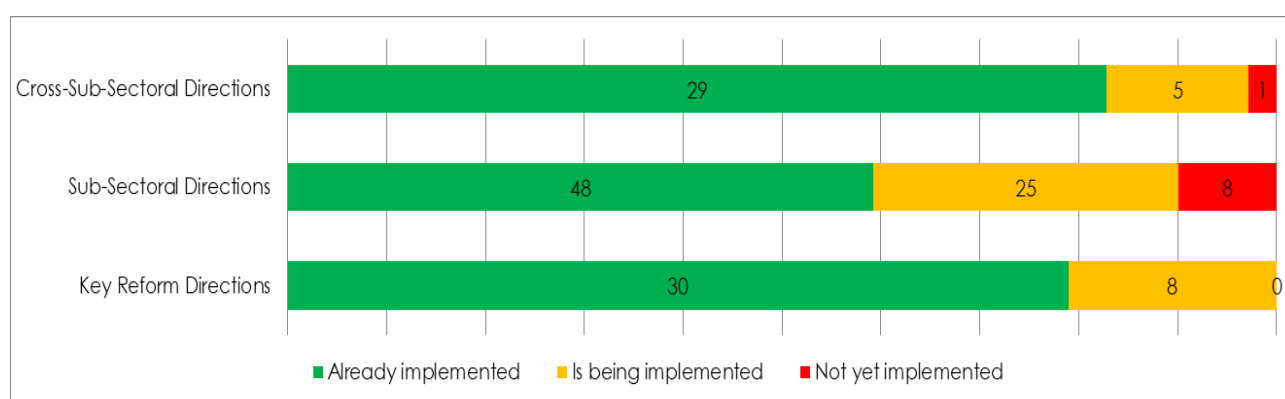
2.1.6 PROGRESS OF THE IMPLEMENTATION OF ACEDMIC YEAR 2017-18AT THE NATIONAL LEVEL

Education Congress in 2018 proposed 154 directions including 38 directions for key reforms; 81 directions for sub-sectors and 35 directions for cross sub-sectors. 107 directions (69.5%) were completed; 38 (24.7%) ongoing and 9 (5.8%) not implemented.

30 directions (78.9%) for key reforms; 48 (59.3%) for sub-sectors and 29 (82.9%) for cross-sub-sectors were completed. 8 directions (21.1%) for key reforms; 25 (30.9%) for sub-sectors and 5 (14.3%) for cross-sub-sectors were ongoing. 8 directions (9.9%) for sub-sectors and 1 direction (2.9%) for cross sub-sectors were not implemented. (Figure 8)

Details on the implementation of directions can be found in Annex 2, 3, 4 and 5.

Figure 8: Progress of the Implementation of Directions Set In Education Congress 2018 at the National Level (Key Reforms, Sub-Sectors and Cross Sub-Sectors)

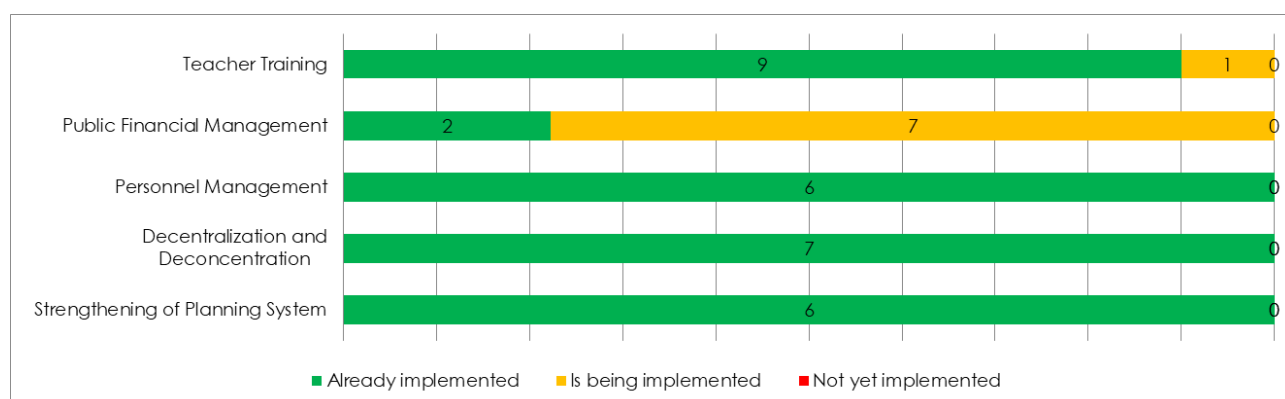


- **Progress of the Implementation of Directions for Key Reforms**

There were 38 directions in total for key reforms including 6 directions for planning system strengthening; 7 for D&D; 6 for personnel management; 9 for public financial management; and 10 for teacher pre-service and in-service training. 30 directions (78.9%) were completed (6 for planning system strengthening; 7 for D&D; 6 for personnel management, 2 for public financial management; and 9 for teacher pre-service and in-service training). 8 directions (21.1%) were on ongoing. (Figure 9)

Details on the implementation of directions can be found in Annex 2 and 3.

Figure 9: Progress of the Implementation of Directions for Key Reforms in 2018



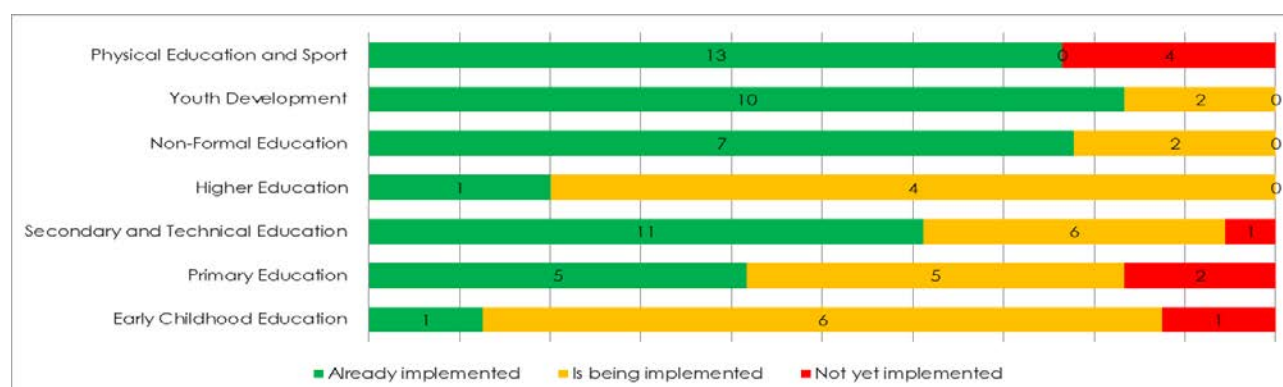
• Progress of the Implementation of Directions for Sub-Sectors

Overall, 81 directions were set: 48 directions (59.3%) were completed; 25 (30.8 %) were ongoing and 8 (9.9%) were not implemented.

There were 8 directions for ECE sub-sector: 1 or 12.5% completed; 6 or 75% ongoing and 1 or 12.5% not implemented. There were 12 directions for primary education sub-sector: 5 or 41.7% completed; 5 or 41.7% ongoing and 2 or 16.7% not implemented. There were 18 directions for secondary and technical education sub-sector: 11 or 61.1% completed; 6 or 33.3% ongoing and 1 or 5.5% not implemented. There were 5 directions for higher education sub-sector: 1 or 20% completed; 4 or 80% ongoing. There were 9 directions for non-formal education sub-sector: 7 or 77.8% completed; 2 or 22.2% ongoing. There were 12 directions for youth development sub-sector: 10 or 83.3% completed; 2 or 16.7% ongoing. There were 17 directions for physical education and sport sub-sector: 13 or 76.5% completed; 4 or 23.5% not implemented. (See figure 10)

Details on the implementation of directions can be found in Annex 2 and Annex 4.

Figure 10: Progress of the Implementation of Directions for Sub-Sectors 2018



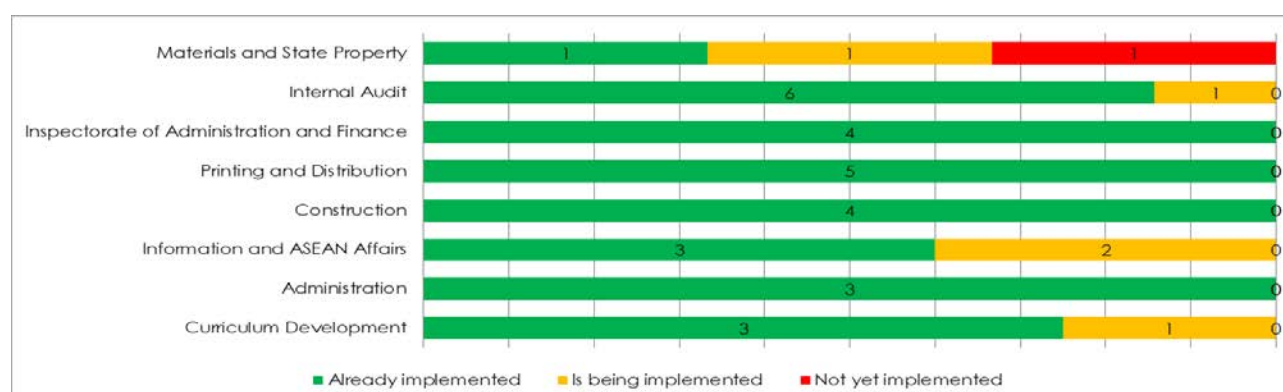
• Progress of the Implementation of Directions for Cross Sub-Sectors

Overall, there were 35 directions for cross sub-sectors: 29 or 82.9% completed; 5 or 14.3% ongoing and 2.9 or 2.9% not implemented

There were 4 directions for curriculum development; 3 for administration; 5 for school construction; 4 for printing and publishing; 5 for administration and finance inspectorate; 4 for internal audit; 7 for education quality assurance and 3 for state asset management. (See Figure 11)

Details on the implementation of directions for key reforms can be found in Annex 2 and Annex 5.

Figure 11: Progress of the Implementation of Directions for Cross Sub-Sectors 2018

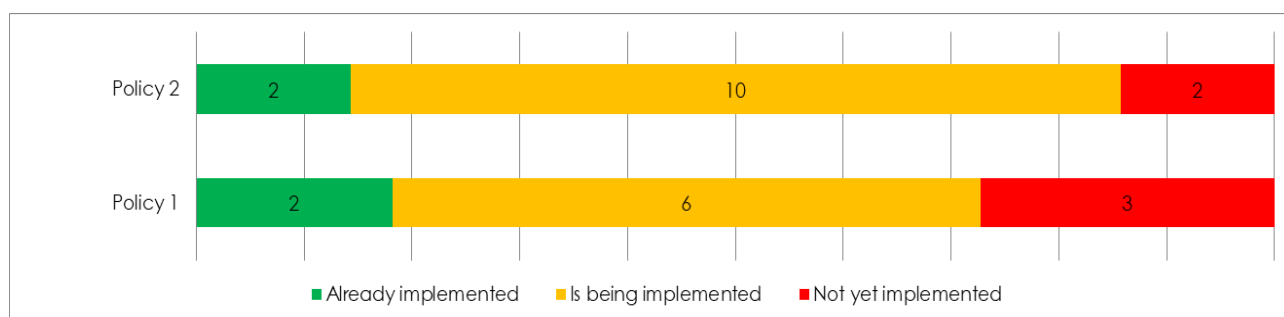


2.1.7 PROGRESS OF THE IMPLEMENTATION OF POLICY ACTIONS IN 2017 AND 2018

MoEYS planned to implement 25 policy actions in 2018 (the implementation of 16 policy actions in 2017 carried forward to 2018 and 9 policy actions were planned in 2018), of which 4 (16%) completed, 16 (64%) on-going and 5 (20%) not implemented.

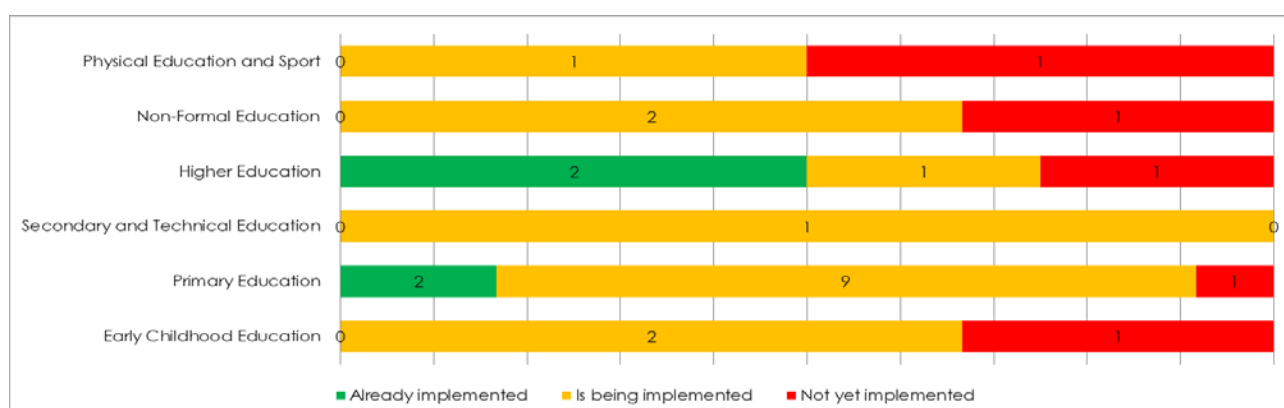
The first policy consisted of 11 actions, 2 (18.2%) completed, 6 (54.5%) on-going and 3 (27.3%) not implemented. The second policy consisted of 14 actions, 2 (14.3%) completed, 10 (71.4%) on-going and 2 (14.3%) not implemented. (Figure 12)

Figure 12: Progress of the Implementation of Policy Actions in 2017 and 2018



Early childhood education sub-sector had 3 actions, 2 (66.7%) on-going and 1 (33.3%) not implemented. Primary education sub-sector had 12 actions, 2 (16.7%) completed, 9 (75%) on-going and 1 (8.3%) not implemented. Secondary and technical education sub-sector had 1 action, 1 (100%) on-going. Higher education sub-sector had 4 actions, 2 (50%) completed, 1 (25%) on-going and 1 (25%) not implemented. Non-formal education sub-sector had 3 actions, 2 (66.7%) completed and 1 (33.3%) not implemented. Physical education and sport sub-sector had 2 actions, 1 (50%) completed and 1 (50%) not implemented. (Figure 13)

Figure 13: Progress of the Implementation of Policy Actions 2018 (by sub-sector)



Policy actions completed include:

- Development of disaster management plan in 2018
- Funding for INSET/ONSET is integrated into school operational budget in 2018
- Designing a master plan for establishing a National University in 2018
- Developing a master plan for establishing a National University in 2018

2.1.8 PROGRESS OF THE IMPLEMENTATION OF ACTION PLAN 2017-18 BY POES

Progress of the Core Breakthrough Indicators

Progress of achieving core breakthrough indicators was made in 25 POEs through provincial education congress reports, except Koh Kong province. Each POE defined core breakthrough indicators related to between 3 to 7 core breakthrough indicators at the national level for evaluation purpose. Core breakthrough indicators achieved by POEs include:

- **Core Breakthrough Indicator 1:** “Percentage of five-year-old children accessing any form of early childhood education” – 9 out of 24 POEs.
- **Core Breakthrough Indicator 2:** “Number of districts with a primary completion rate of at least 80%” – 10 out of 23 POEs.
- **Core Breakthrough Indicator 3:** “Number of districts with a secondary completion rate of at least 40%” – 9 out of 23 POEs
- **Core Breakthrough Indicator 4:** “Adult literacy rate (15 years of age and over)” – 11 out of 21 POEs.
- **Core Breakthrough Indicator 5:** “No. of teachers enrolled in fast track program” – 8 out of 15 POEs.
- **Core Breakthrough Indicator 6:** “The number of school directors trained on result-based school management” – 6 out of 17 POEs.
- **Core Breakthrough Indicator 7:** “Budget liquidation” – 17 out of 23 POEs

6 provinces achieved most core breakthrough indicators including Svay Rieng (6 out of 7), Mondulakiri (6 out of 7) Kampong Thom, (4 out of 7) Tbong Khmum, (4 out of 7) Kampong Speu, (5 out of 7) and Sihanouk Ville, (4 out of 7). (Figure 14 and 15)

Figure 14: Progress of Core Breakthrough Indicators of POEs

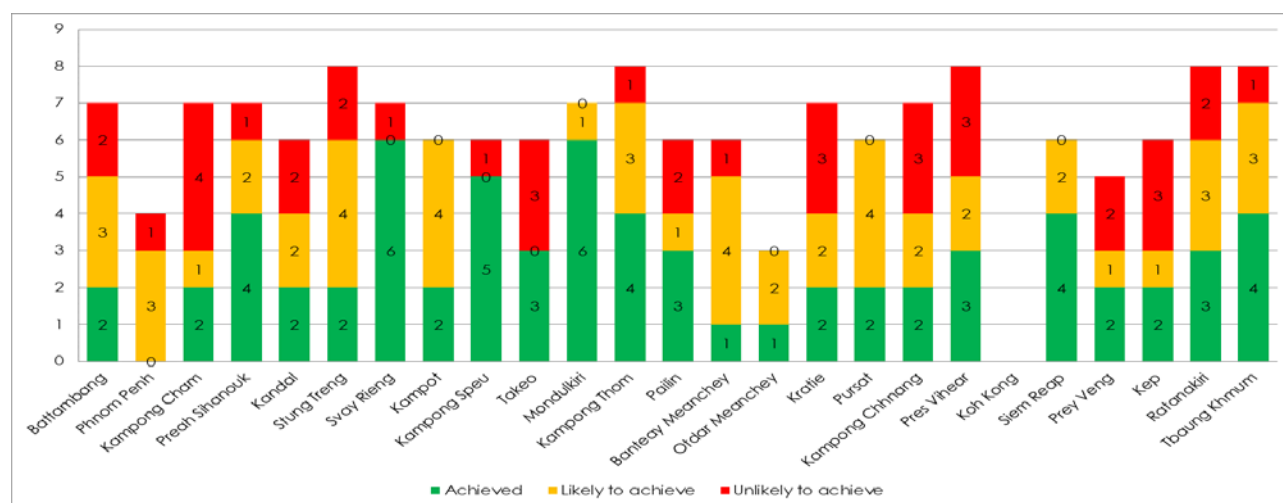
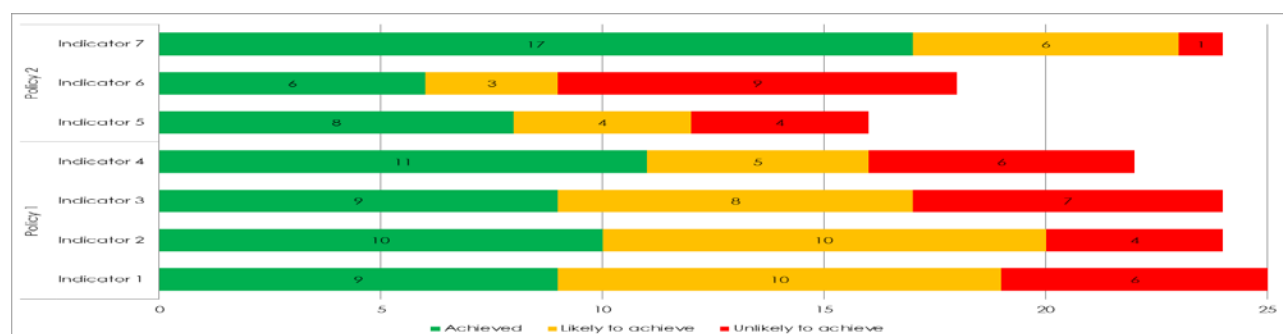


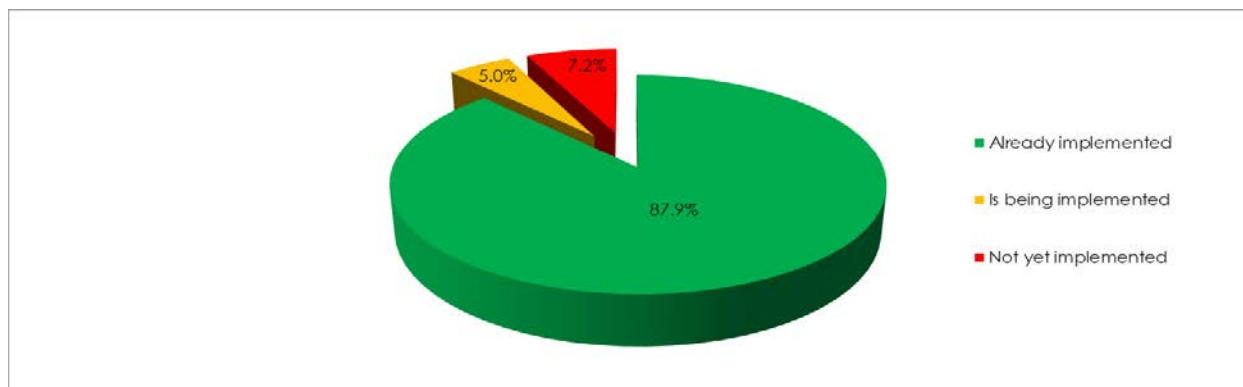
Figure 15: Progress of Core Breakthrough Indicators of POEs by Policy



• Progress of the Implementation of Annual Operational Plan in 2018

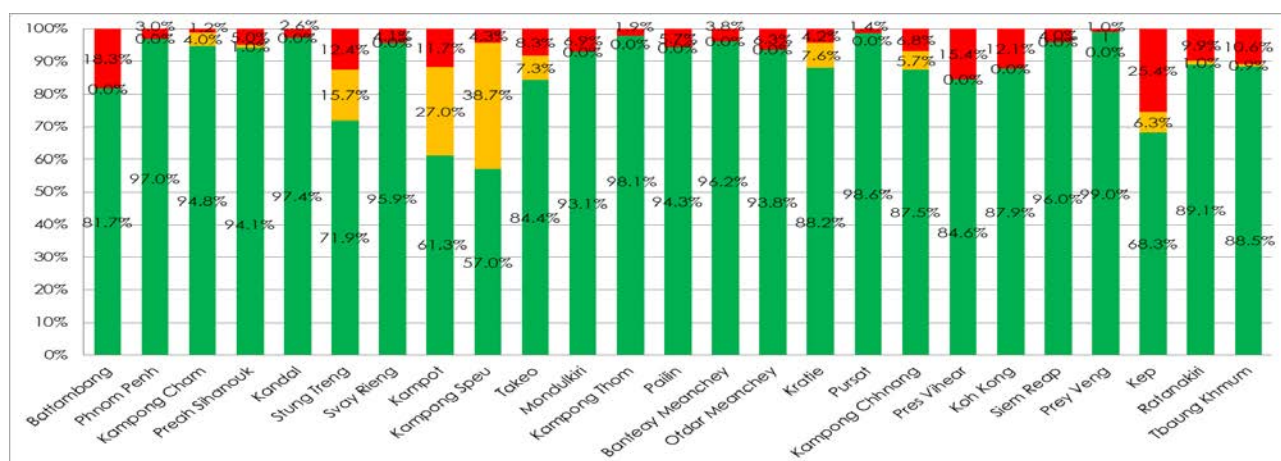
In 2018, all 25 POEs planned 4,306 activities, a decrease of 154 activities compared with 2017 (4 460 in 2017). 3 783 activities or 87,9% were completed, a decrease of 0.1% compared to 2017 (87,8% in 2017); 215 activities or 5% on-going; and 308 or 7,2% not implemented. (Figure 16)

Figure 16: Progress of the Implementation of Annual Operational Plan in 2018 of POEs



The following graph shows that 14 POEs implemented more than 90% including Phnom Penh Pailin, Kampong Cham, Sihanouk Ville, Kandal, Svay Rieng, Mondulhiri, Kampong Thom, Banteay Meanchey, Oddar Meanchey, Pursat Siem Reap, and Prey Veng provinces. 12 POEs implemented more than 50% including Kampot, Battambang, Kep, Stung Treng, Kratie Kampong Speu, Takeo, Kampong Chhnang, Preah Vihear, Koh Kong Ratanakiri, and Tbong Khmum provinces. (Figure 17)

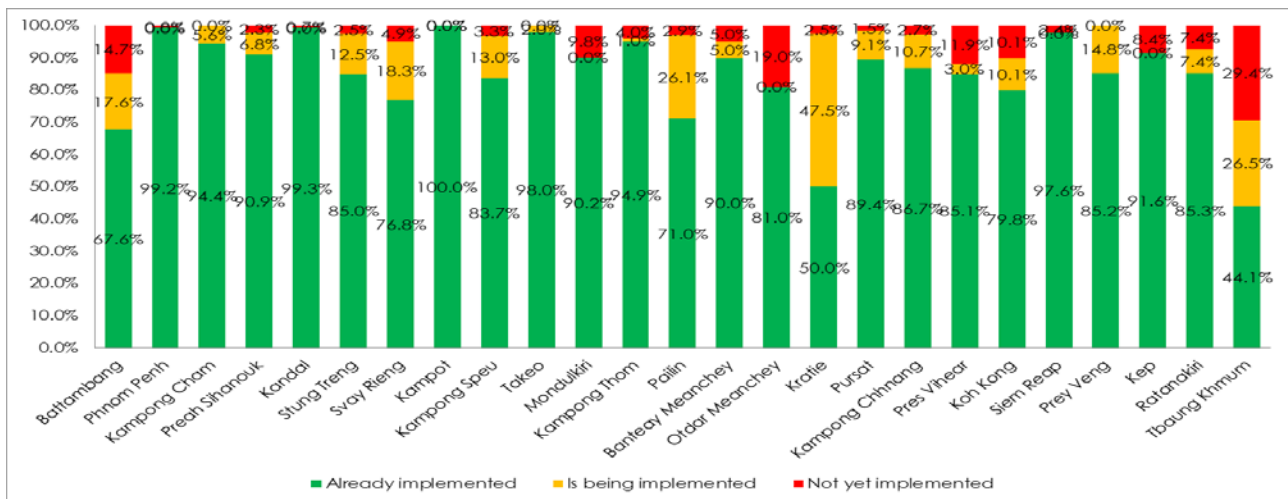
Figure 17: Progress of the Implementation of Annual Operational Plan in 2018 (by entity)



• Progress of the Implementation of Directions Set in the Education Congress, 2017-18. by POEs

In 2017-2018, POEs proposed 2 186 directions, of which 1,803 or 82.5% completed, 255 or 11.7% on-going and 128 or 5.9% not implemented. 11 POEs achieved more than 90% Phnom Penh, Kampong Cham, Sihanouk Ville, Kandal, Takeo, Mondulhiri, Kampong Thom, Siem Reap, Banteay Meanchey, Kep, and Kampot provinces (100%). 15 provinces completed less than 90% including Battambang, Stung Treng, Svay Rieng, Kampong Speu, Pailin, Oddar Meanchey, Kratie Pursat Kampong Chhnang, Preah Vihear, Koh Kong Prey Veng, and Ratanakiri provinces, while Tbong Khmum province completed less than 44.1% for the directions. (figure 18)

Figure 18: Progress of the Implementation of Directions Set in the Education Congress by POEs



2.2. RESULTS BY SUB-SECTOR

2.2.1. SUB-SECTOR: EARLY CHILDHOOD EDUCATION

A. Achievements

A.1. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

In 2018-2019, there were 7,780 pre-schools/pre-school facilities of all types, an increase of 193, including 4,301 public pre-schools, an increase of 125 (199 detached pre-schools, an increase of 13); 509 private pre-schools, an increase of 53; and 2,970 community pre-schools, an increase of 15 in 1,089 out of 1,646 communes/sangkats.

It shows that parents, guardians and community increasingly understand the value of early childhood education.

There were 12,268 pre-school classes of all types, an increase of 486, including 7,122 public pre-school classes, an increase of 297; 3,095 community pre-school classes, an increase of 20; and 2,051 private pre-school classes, an increase of 169. There were 184 disadvantaged pre-school classes.

There were 425,403 children receiving education of any form, 212,457 or 49.94% girls. The number of three- to five-year-old children accessing any form of education was 373,153 or 39.90% of the population of this age group including 186,089 or 40.90% girls.

The number of three-year-old children accessing any form of education was 59,363 or 18.50% of the population of this age group including 30,255 or 19.20% girls. The number of four-year-old children accessing any form of education was 121,958 or 39.40% of the population of this age group including 61,546 or 40.40% girls. The number of five-year-old children accessing any form of education was 191,832 or 63.1% of the population of this age group (ESP: 70%) including 94,288 or 63.60% girls.

Figure 19: % of Young Children Accessing Education against ESP Targets

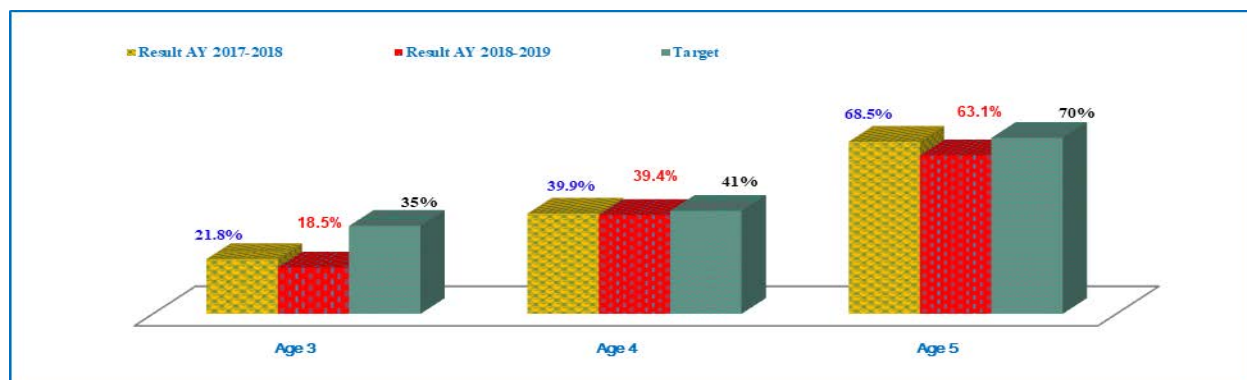
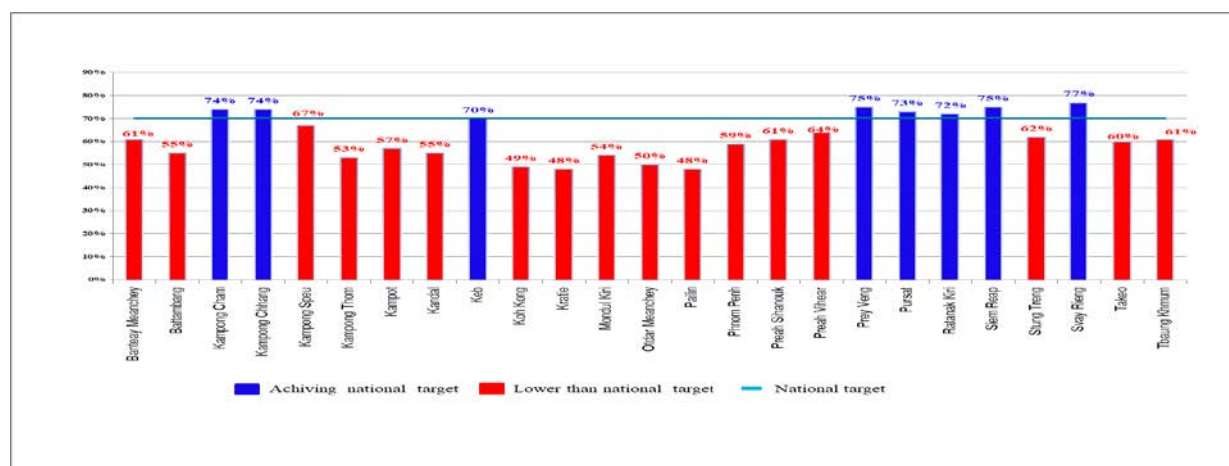


Figure 20: % of Five-year-old Children Accessing Education by Province



Early childhood education requires multi-sectoral engagement, particularly from sub-national administration.

There were 13,003 education staff for early childhood education (90.44% female), an increase of 372 persons, including 11,233 teaching staff for early childhood education (93.75% female), an increase of 550 persons, 1,770 non-teaching staff (69.32% female), a decrease of 178 persons, 2,841 primary school teachers teaching pre-school classes (97.99% female), an increase of 42 persons, 3,834 specialized pre-school teachers (92.27% female), an increase of 200 persons.

There were 5,335 teaching staff in public pre-schools (95.38% female), an increase of 1,171 persons, and 224 non-teaching staff (94.64% female), a decrease of 10 persons. There were 3,158 teaching staff in community pre-schools (98.35% female), an increase of 55 persons, and 72 non-teaching staff (81.33% female), an increase of 5 persons. There were 2,740 teaching staff in private pre-schools (85.32% female), an increase of 324 persons, and 1,474 non-teaching staff (64.72% female), a decrease of 173 persons.

This requires more attention to human resource training in early childhood education sub-sector.

Public Pre-School

The number of three-year-old children accessing education was 15,132 or 4.7%, including 7,950 girls. The number of four-year-old children accessing education was 63,886 or 20.6%, including 32,341 girls. The number of five-year-old children accessing education was 136,056 or 44.8%, including 66,584 girls.

Private Pre-Schools

The number of three-year-old children accessing education was 8,126 or 2.5%, including 3,857 girls. The number of four-year-old children accessing education was 13,587 or 4.4%, including 6,988 girls. The number of five-year-old children accessing education was 17,676 or 5.8%, including 8,549 girls.

Community Pre-Schools

The number of three-year-old children accessing education was 16,987 or 5.3%, including 8,995 girls. The number of four-year-old children accessing education was 27,223 or 8.8%, including 14,091 girls. The number of five-year-old children accessing education was 22,894 or 7.5%, including 11,495 girls.

Implementation of Programs

School Operational Budget

In the school year of 2017-2018, pre-schools were provided with school operational budget in the amount of Riels 3,411,473,373 including Riels 1,568,963,000 from the national budget and Riels 1,842,510,378 from the school operational fund.

The funding was intended to strengthen school operation and improve quality, especially to support increased production and utilization of teaching materials, teachers' capacity building on teaching methodologies, improvement of learning environment and health-related support to children including health care, food safety and protection against risks in a more effective and equitable fashion to address the aspiration of parents and improve the satisfaction of the broader communities.

This has promoted effective and equitable management, learning and teaching quality and compliance with public pre-school quality standards.

Home-Based Program

The number of children aged zero to under 6 accessing education was 89,662 or 4.4%, including 44,455 girls. Home-based programs were participated by 81,019 parents, 12,674 mother group leaders, 2,701 core parents, 2,431 female.

There were 2,612 out of 14,119 villages in 801 out of 1,646 communes in 165 out of 197 districts implementing home-based programs.

Parent Education Program Linked with Community Pre-Schools

MoEYS implemented parent education program linked with 600 community pre-school classes covering 15,691 children including 8,158 girls in 585 villages, 402 communes and 127 districts.

Development partners implemented parent education program in 341 villages in Siem Reap, Tbong Khmum, Ratanakiri and Stung Treng provinces covering 7 154 children, 5,513 female, 341 core parents, 253 female and 672 facilitators, 377 female. A network of 25 father groups of 315 members were playing important roles in taking care of and educating children and sharing the work of mothers. 25 children clubs were established in 25 villages in Ratanakiri province to support early childhood care and development.

Parent education program focused on key contents including the rights of the children, early stimulation, health care, nutrition, hygiene and child protection.

Early Childhood Care and Development Counseling Program

MoEYS piloted early childhood care and development counseling program for pre-school classes in 300 primary schools covering 8,192 children, 53.33% girls, in order to improve counseling mechanism with parents. 300 school directors, 11.33% female and 300 trainers, 90% female, were trained on the parent education program. This program strengthened school directors' and trainers' capacity to put in place a program structure and develop an implementation plan.

Community Pre-School in Flooded Areas

MoEYS has worked with development partners to implement community pre-school program in 21 flooded areas, an increase of 10 areas, covering 742 children, 379 girls, in Kampong Chhnang, and Pursat provinces. 31 community pre-school teachers, 100% female, received standardized training for 35 days. Through this program, pre-school buildings were constructed in 4 areas, 2 of which were completed and 2 were under construction.

Multilingual Education Program and Mobile Pre-School Program

Multi-lingual education program for indigenous children was implemented in 18 districts in 5 target provinces including Ratanakiri, Stung Treng, Monduliri, Preah Vihear and Kratie. This program was implemented in 3 public pre-schools, covering 115 students (57 girls), an increase of 13 (a decrease of 1 girl) and 104 community pre-schools, an increase of 10, with 2,022 students (1,027 girls), an increase of 263 (128 girls). Languages used include Tumpoun, Kroeng, Ponorn, Kouy, Kroal, Kavet, Brao, Charay and Kachok.

Mobile pre-school program covered 132 children between 3 and 5 years of age, 62 girls, in indigenous areas, where their families migrated, and there was a long distance between home and public pre-schools or community pre-schools. This seasonal and vehicle-based mobile program was implemented in and Taveng Kroam and Taveng Leu communes in Taveng district, Koh Peak commune in Voeun Sai district and Ta Lao commune, Andoung Meas district, Ratanakiri province. Early childhood education in the indigenous area in the form of mobile pre-school classes implemented in cooperation with development partners has provided best practices for ECE sub-sector.

Inclusive Education Program

Inclusive Education Program for pre-school was implemented in Siem Reap, Banteay Meanchey, Battambang, Kampong Chhnang, Kampong Thom, Prey Veng, Ratanakiri, Kratie, Preah Sihanouk, Oddar Meanchey and Phnom Penh. This program was linked with 542 public pre-schools, an increase of 359 schools, covering 453 children with disabilities (208 girls), an increase of 85 (41 girls). 1,334 public pre-school teachers received training on inclusive education, an increase of 1,204 (1,236 girls), an increase of 1,114. The trainings covered general health screening, functional impairments, delayed development and how to support the learning and teaching of children with disabilities so that they are able to develop as other children. 302 community pre-schools implemented inclusive education program, an increase of 238, covering 121 children with disabilities (85 girls), a decrease of 13 children (36 more girls). 365 community pre-school teachers, 348 female, were trained on inclusive education, an increase of 341 persons, 324 girls.

Early Childhood Education Program increasingly covered all target groups ensuring equitable and inclusive education.

Learning Outcomes

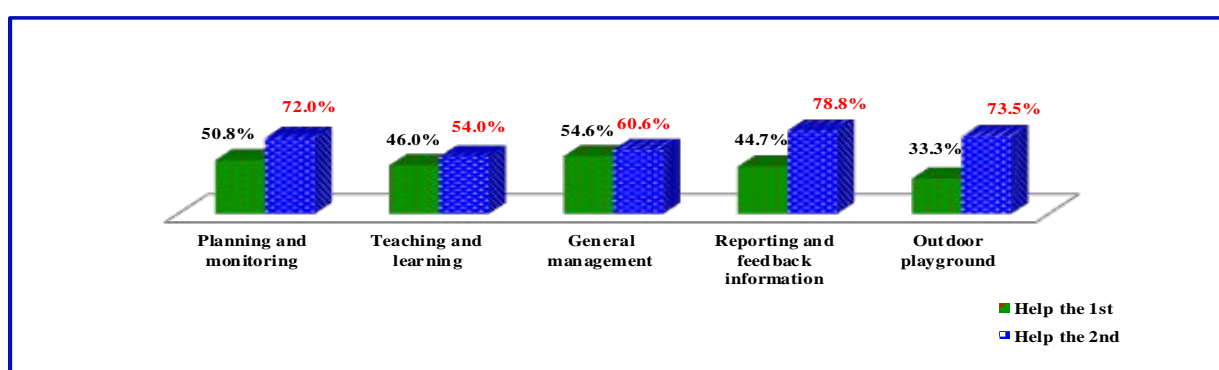
There were 201,283 five-year-old children, 99,700 girls, completing pre-school education at the end of the school year of 2016-2017, an increase of 7,577 children (4,727 girls). Six-year-old children enrolled in grade 1 with pre-school experience, accounted for 68.37%, an increase of 3.37%.

The ratio of six-year-old children with ECE experience increased. Such experience gives them full preparation to learn in primary school effectively.

Improving the school environment and learning materials

MoEYS conducted result-based monitoring and evaluation to help improve the quality of 33 target public pre-schools, amounting to 63 classes, in 22 districts in 11 provinces including Banteay Meanchey, Kratie, Pailin, Ratanakiri, Siem Reap, Svay Rieng, Preah Vihear, Tbong Khmum, Oddar Meanchey and Mondulkiri, focusing on 1) planning and monitoring; 2) teaching and learning; 3) general management; 4) reporting and feedback; and 5) space and extra-curricula games.

Figure 21: Results of the Public Pre-School Standard Implementation



Results presented in the figure above require additional capacity strengthening for sub-national staff in the areas of monitoring and supervision so that the services can be provided with quality.

This shows that pre-school standardized tools enabled significance transformation of public pre-schools in the areas of management and learning environment.

Curriculum Development and Documentation

MoEYS:

- Endorsed the syllabus for public pre-school.
- Endorsed the standards for community pre-school.
- Finalized school and classroom standards for public pre-school.
- Drafted the syllabus for community pre-school.

Implementation of Instructional Hours and Curriculum

Implementation of curriculum and timetable in public pre-schools and pre-school classes accounted for 73.84% for lower level pre-school, 76.61% for mid-level pre-school and 81% for upper level pre-school against the annual curriculum.

Implementation of curriculum and timetable in community pre-school accounted for 79.76% against the annual curriculum, an increase of 1.26% compared to the previous academic year.

Teacher Capacity Development

MoEYS:

- Organized graduation examination for 200 pre-school teacher trainees, 96.50% female, of the 30th generation.
- Is providing year 2 training to 200 pre-school teacher trainees, 97% female, of the 31st generation.

- Is providing year 1 training to 200 pre-school teacher trainees, 95.50% female, of the 32nd generation.
- Provided training on inclusive education to 1 334 public pre-school teachers and 365 community pre-school teachers, 95.34% female.

Monitoring and Research

MoEYS:

- Monitored management related work of schools and classroom organization following public pre-school minimum standards in 75 schools in 25 provinces.
- Collected data on socio-emotional development of young children in 22 public pre-schools and 27 pre-school classes from 960 children, 505 girls, in Rattanakiri, Kratie, and Stung Treng provinces.
- Assessed 600 standardized community pre-schools.
- Monitored the implementation of inclusive education 64 pre-schools, covering 25 children with disabilities, 14 girls, in Takeo, Svay Rieng, Preah Vihear, and Koh Kong provinces.
- Monitored multilingual learning and teaching in 25 community pre-schools in Kratie, Stung Treng, Rattanakiri, Mondulakiri and Preah Vihear provinces.
- Organized joint monitoring mission between the Royal Government and UNICEF to review performance in social protection service delivery (health care, child protection, community development, WASH in schools and health centers) and to identify challenges for next planning cycle 2019-2023 in 2 community pre-school classes and 2 home-based program areas in Kratie, Kampong Cham, Battambang and Phnom Penh.

A.2. Ensure effective leadership and management of education staff at all levels

ECE support services

MoEYS:

- Organized stock-taking meeting on five-year progress of early childhood education sub-sector (2014-2018): 185 participants, 36.21% female.
- Organized consultation to review the implementation of community pre-school program: 16 participants, 38.46% female.
- Organized workshop on ESP 2019-2023 for ECE sub-sector: 42 participants, 21.42% female.

Capacity Development

MoEYS:

- Provided capacity training on the piloted implementation of parent education program linked with public pre-school to 739 sub-national ECE focal points, school directors and pre-school teachers, 56% female, in Takeo, Kampong Cham, Kratie and Battambang provinces.
- Provided capacity training on early childhood development in the area of socio-emotional development at pre-school level to 182 sub-national ECE focal points, public pre-school teachers and community pre-school teachers, 94.50% female.
- Provided capacity training on the collection of data on socio-emotional development of young children to 42 sub-national ECE focal points, 66.66% female.
- Provided capacity training on the curriculum for public pre-school to 1,404 sub-national ECE focal points and public pre-school teachers, 92.80% female.
- Provided capacity training on the collection of data on socio-emotional development of young children to 31 sub-national ECE focal points, 67.74% female, in collaboration with University of Hong Kong.
- Provided capacity training on inclusive education for pre-school level to 79 participants, 62% female, from MoEYS, POEs and DOEs and other stakeholders.

- Nominated 2 education officers, 1 female, to participate in the training on socio-emotional and welfare support for childhood development in Israel.
- Nominated 2 education officers (male) to participate in the International Conference on Readiness to Learn of Every Child in New Zealand.
- Nominated 3 education officers, 1 female, to participate in the Asia-Pacific Conference on Early Childhood Development in 2018 in Nepal.
- Nominated 2 education officers (male) to participate in the workshop on socio-emotional development of young children enrolled in pre-schools in Vietnam.
- Nominated 1 education officer (female) to participate in the workshop on trends and challenges of early childhood education in Singapore.
- Nominated 3 education officers, 1 female, to participate in the training on overcoming challenges in early childhood education in Thailand.
- 6 leaders and technical officers, 1 female, participated in the 6th International Conference on Poverty Reduction and Early Childhood Development in the People Republic of China.

Formulation of Regulations

MoEYS in collaboration with relevant ministries/institutions formulated relevant regulations to implement Sub-Decree No. 245 ANKr.BK dated Dec 29, 2017, on the management of community pre-school:

- Prakas on the introduction of minimum standards for community pre-school.
- Prakas on formalities and procedures for assessing community pre-school.
- Draft inter-ministerial Prakas on principles and rates of support for standardized community pre-schools.
- Draft inter-ministerial Prakas on procedures for disbursement and payment of a monthly allowance for community pre-school, funding for children and community pre-school operation and development fund.
- Draft Prakas on criteria for transforming community pre-school classes as an annex of a public school.
- Draft Prakas on mechanisms, procedures and requirements for the recruitment of community pre-school teachers.

MoEYS formulated:

- Guidelines No. 26 AYK.SNN dated Oct 06, 2018 on the Functioning of Public Primary Schools and Pre-Schools for the School Year of 2018-2019.
- Final draft of the guidelines on parenting program.
- Final draft on the guidelines on resource pre-schools.
- Draft guidelines on how to complete education statistics sheet for private pre-schools and community pre-school.
- Draft ESP 2019-2023 early childhood education sub-sector.

The National Committee for Early Childhood Care and Development

- Organized workshop on multi-sectoral monitoring and evaluation framework for the national action plan on early childhood care and development with 50 participants, 18% female.
- Organized meeting to review the implementation of the national action plan on early childhood care and development, 2014-2018, with 18 participants from 18 ministries/institutions, 44.44% female.
- Recruited consultant to review the results of the implementation of the national action plan on early childhood care and development, 2014-2018, and developed of the national action plan on early childhood care and development, 2019-2023.

- Organized consultative workshop on the implementation of the national action plan on early childhood care and development, 2014-2018, and the review of the national action plan on early childhood care and development, 2019-2023, with 26 participants, 46.15% female, from relevant ministries/institutions.
- Organized consultative workshop on the draft national action plan on early childhood care and development, 2019-2023, with 92 participants, 41.30% female, from relevant ministries/institutions.
- Drafted national action plan on early childhood care and development, 2019-2023.
- Conducted study tour on general aspects of community pre-school classes and had friendly chats with community pre-school teachers, student councils, commune focal points for women and commune councils together with the delegation from the Ministry of Interior in Tbong Khmum province.
- Conducted study tour on general aspects of community pre-school classes and had friendly chats with community pre-school teachers in Rattanakiri province.

B. The Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

Early Childhood Education		Actual	Target	Actual	Status
		2017-18	2018-19	2018-19	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	Percentage of 5 yrs old children enrolled	68.5%	70%	63.1%	↓
2	Percentage of 4 yrs old children enrolled	39%	41%	39.4%	↓
3	Percentage of 3 yrs old children enrolled	21.8%	35%	18.5%	↓
4	No. of pre-school teachers trained (pre-service and in-service trainings) following the formula of 12+4 each year	Not yet implemented	200	Not yet implemented	Not yet implemented
5	% of pre-school teachers with at least Bachelor degree each year	3.4%	3.3%	6%	↑
6	No. of pre-school teachers receiving continued professional development each year	199	200	200	↑
7	% of ECE programs following quality standard	23.5%	28.8%	32.24%	↑
8	% of ECE programs implementing regular assessment test for five-year-old children	39.2%	36%	43.33%	↑
9	% of children in early childhood care and development services with nutritional status	30%	70%	38.8%	↓
10	% of children in public pre-schools given deworming pills	90%	90%	90%	↑
Policy Area 2: Ensure effective leadership and management of education staff at all levels					

Note: ↑ Achieved → Likely to Achieve ↓ Unlikely to Achieve

C. Challenges

While there were significant achievements, some challenges require more efforts to solve including:

- The number of newly trained pre-school teachers and infrastructure are not sufficient to meet the needs for ECE service expansion for children aged 3, 4 and 5 years.
- School-based management implementation at pre-school level does not address the quality of learning and teaching.
- There are not enough resources to implement M&E system.
- The implementation of multi-sectoral early childhood care and development is not consistent.
- Some ECE intervention programs are not sustained.

2.2.2. SUB-SECTOR: PRIMARY EDUCATION

A. Achievements

A.1. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

In 2018-2019, there were 7,228 public primary schools, an increase of 39 compared with 2017-2018. The number of incomplete schools was 464, a decrease of 68. The number of child-friendly schools (middle and advanced levels) was 5,552, an increase of 230. There were 488 private primary schools in all capital/provinces. MoEYS issued Prakas to open, change and terminate 765 state schools in Siem Reap, Oddar Meanchey, Kampong Chhnang, Battambang, Banteay Meanchey, Takeo, Kampot, Stung Treng, Kampong Thom, Tbong Khmum, Prey Veng, and Mondulkiri provinces. There were 55 disadvantaged primary schools.

There were 62,208 public primary school classes, an increase of 573 and 44,395 public primary school classrooms, an increase of 818.

There were 2,040,257 public primary school students including 978,800 girls (48.0%), an increase of 11,563 students, 3,237 girls. The number of students in private primary schools was 122,886 including 61,136 girls (49.8%). Net admission rate was 97.5%, 97.5% for girls, an increase of 2.3%, 2.4% increase for girls, including 1.1% increase for private schools, 1.1% increase for girls and 1.2% increase for public schools, 1.3% increase for girls. Net admission rate in public primary schools was 91.5% (91.5% for girls), while that in private primary schools was 6.0% (6.0% for girls). Net enrolment rate was 98.0%, 98.5% for girls, an increase of 0.2%, 0.4% increase for girls, including 0.4% increase for private schools, 0.5% increase for girls and 0.2% decrease for public schools, 0.4% decrease for girls. Net enrolment rate for public schools was 92.4%, 92.8% for female and was 5.6% for public schools, 5.7% for female.

The number of students enrolled at the grade-appropriate age has increased. It means Cambodians are providing more value to education; schools are brought closer to their home, especially in rural and disadvantaged areas, and learning environment has become more child-friendly.

There were 57,811 primary education staff members, 29,653 female (51.3%), including 45,836 teaching staff members, 26,120 female (57%), an increase of 83 for female. The number of two-shift teachers was 128,997 female (796). There were 2,598 two combined grade teachers, 914 female and 120 three combined grade teachers, 17 female or 14% and 8,008 contract general education teachers, 3,671 female, 45% female.

The number of female primary education staff has significantly increased; which means, women are more attracted to work in the education sector.

Implementation of Programs and Activities

School Operational Budget and School Improvement Grant

MoEYS provided:

- SOB fund in the amount of Riels 48,128,480,400, in which Riels 47,786,226,110 was executed, accounting for 99.29%.
- The amount of SIG fund was Riels 21,617,871,000, with 100% execution rate. This fund was provided to all schools through the banking system. Each school has developed an annual development plan with the participation of the School Support Committee. Information on income from all sources and expenditure was disclosed transparently.
- Funding was provided to the five special lycées in Battambang, Siem Reap, Kampong Cham and Phnom Penh.

This has motivated schools to improve school-based management with more focus on improved budget management.

School Infrastructure and Supplies

MoEYS:

- Repaired 16 school buildings with 97 rooms in 11 schools in Kampong Chhnang, Kampong Thom, Tbong Khmum, Kandal, Siem Reap, Kampong Cham, and Phnom Penh.
- Repaired 3 school buildings with 17 rooms, 3 restroom buildings with 15 rooms, 3 reservoirs and 3 pump wells in Kandal, Svay Rieng, and Phnom Penh.
- Constructed 1 school building with 6 rooms, 1 library with 1 room equipped with facilities, furniture, whiteboard, tables, chairs, books, 20 tablets and solar system in Kratie province in collaboration with Child Fund Cambodia.
- Built 5 library rooms equipped with furniture, whiteboard, tables, chairs, books, and solar system and renovated 23 classrooms as libraries, supplied 466 tablets and 17 TVs in Svay Rieng, Kratie and Battambang provinces in collaboration with Child Fund Cambodia, KAPE and Khmer Association for Rural Development in Cambodia.
- Constructed 18 school buildings with 45 rooms, 10 restroom buildings with 20 rooms, 13 rainwater harvest systems and handwashing facilities in Battambang and Koh Kong provinces in collaboration with Child Fund-EDUCO Cambodia, Khmer for Education and Mlup Prom Vihear Thor Center.
- Constructed 16 biodiversity gardens, 11 playgrounds, repaired and constructed ramps for children with disabilities in 10 schools in Battambang and Kratie provinces in collaboration with Child Fund-EDUCO Cambodia.
- Constructed 14 restroom buildings, 49 handwashing facilities in Kandal and Kampot provinces in collaboration with Cambodia Organization for Children and Development.
- Constructed 2 school buildings with 7 rooms in Phnom Penh, in Collaboration with the Organization for Hope and Justice.
- Constructed 1 school building with 2 rooms in 10 schools and provided 12 sets of furniture in Siem Reap province, in collaboration with Yau Heko Hutten Company, Japan.
- Supplied administrative equipment to 149 primary schools including 164 computers, 123 printers, 3 copiers, 113 twelve-drawer file cabinets in Kampong Cham, Kandal, Siem Reap, Kampot, and Prey Veng provinces.
- Constructed 3 restroom buildings with 12 rooms and handwashing facilities in 2 schools, provided furniture (tables, cabinets, chairs) to 10 schools, repaired doors and windows in 6 schools, painted walls in 2 schools, constructed concrete floors in 4 schools, filled soil in 6 schools, provided swings and slides to 6 schools, provided one pump well and renovated gardens in 10 schools in Siem Reap, and Pursat , in collaboration with Bandos Komar Organization.

This reflects the attention of the Royal Government and Development Partners on the investment in education infrastructure, especially at the school level.

Child-Friendly School Program

MoEYS:

- Launched and introduced the policy and action plan for implementing the Policy on Child Protection at School.
- Provided training on positive disciplines to 2,999 teachers, 1,520 female, in 395 schools in 9 districts in Battambang, Kampot, Prey Veng provinces.
- Provided training on self-assessment and feedback to 251 participants, 34 female, from schools and DTMTs in Ratanakiri, Kampot, Oddar Meanchey, Preah Vihear, and Sihanouk Ville provinces.
- Provided training on strengthening the roles and responsibilities of student councils to 52 participants, 18 female, who are teachers in charge of student councils and school directors in Battambang province and trained 297 members of student councils, 184 female in Kratie province, in collaboration with Child Fund-EDUCO Cambodia.
- Provided training on classroom decoration to 135 teachers, 93 female, in Battambang, in collaboration with Child Fund-EDUCO Cambodia.

This shows that MoEYS has focused on learning and teaching in the framework of school-based management.

New Generation Schools

In collaboration with development partners, MoEYS implemented New Generation School in:

- **Hun Sen** Anuwat Primary School in Kampong Cham City, Kampong Cham Province.
- Svay Prohout Primary School in Svay Chrum District, Svay Rieng, Province.
- Angkor Ban Primary School in Kang Meas District, Kampong Cham province.
- **Samdech Preah Reach Akka Mohesei Norodom Monineath Sihanouk** Primary School in Odung District, Kampong Speu province.

There were 2,602 students, 1,284 female, in the four primary schools

This reflects the transformation of advanced child-friendly schools to new generation schools to address the objectives of the education sector reform.

Full-day teaching and learning in primary school

MoEYS:

- Established a Steering Committee, Technical Committee, and Committee in schools piloting full-day teaching and learning in Siem Reap and Kampong Cham provinces.
- Developed guidelines on full-day teaching and learning for 2018-2019.
- Organized consultation on strategies and approaches to reinforce and support full-day teaching and learning with 27 participants, 12 female, in Siem Reap province.
- Piloted full-day teaching and learning in Doun Ov, Trapeang Svay and Kork Kreal primary schools in Siem Reap province and in Angkor Ban primary school in Kampong Cham province.
- Introduced full-day teaching and learning by using equity fund collected from parents in Komrou Krong Primary School and Kiri Sovann Vong Primary School in Kampong Chhnang.
- There were 4,323 students, 2,058 female, in the six primary schools.

This shows emphasis on school-based management in primary school.

School-Based Management

MoEYS:

- Provided training on school-based management to 472 participants, 76 female, in Kampong Cham province, in collaboration with European Union, UNICEF, and SIDA through CDPF.
- Provided training on SIG implementation to 217 participants, 27 female, from DOEs and clusters in Kampong Thom and Kampot provinces, in collaboration with SIDA, through CDPF.
- Provided training on school-based management to 125 provincial trainers, 14 female, in Kampong Cham, in collaboration with UNICEF.
- Provided training on leadership, management and resource mobilization to 106 school directors and school support committee members, 46 female, from 34 schools in Siem Reap and Pursat provinces, in collaboration with Bandos Komar Association.
- Provided training on leadership and child-for-child approach to 875 members from student councils, 441 female, from 34 schools for two times a year in Siem Reap and Pursat provinces, in collaboration with Bandos Komar Association.

This has helped strengthened school management and leadership with engagement from stakeholders, especially parents and local authorities.

Strengthening learning and teaching methodologies

MoEYS:

- Collected baseline data for grade 1 reading assessment with samples of students from Siem Reap, Kampong Thom and Battambang provinces.

- Developed early grade reading package including teacher manual, student book, letter-picture cards and 41 titles of short story books and training materials for school directors, grade 1 teachers and reading coaches.
- Organized orientation meeting with 51 participants, 16 female, who are officers from POEs and DOEs and trainers from teacher training centers in Siem Reap and Kampong Thom provinces.
- Provided early grade reading package to grade 1 teachers including teacher manual, student book, letter-picture cards and story books to all schools in Siem Reap and Kampong Thom provinces, in collaboration with ROOM TO READ, World Education, and KAPE.
- Implemented reading-writing skill strengthening program for grade 1 and 2 in 279 schools and trained 1,623 grade 1 and 2 teachers, school directors, officers from DOEs and POEs, 812 female, in Tbong Khmum, Prey Veng, Banteay Meanchey, Kampong Thom and Kampong Speu provinces, in collaboration with Room to Read.
- Provided 68,172 sets of teaching and learning materials, storybooks, posters, resource materials for teachers and mats to 228 schools in Kampong Thom and Siem Reap provinces, in collaboration with World Education.
- Produced 9 videos on teaching approaches for grade 1-3 Khmer language and provided 268 books on reading standards and 71 boxes of learning games to 51 schools in Kampong Thom and Siem Reap provinces, in collaboration with World Education.
- Developed and piloted IT system for improving the delivery of core textbooks and Built capacity to 1,470 participants, 187 female, from DOEs, POEs, school directors and school support committees in Prey Veng and Banteay Meanchey provinces, in collaboration with World Education.
- Provided 60 tablets to 3 schools to strengthen early grade readings and phase-based testing in Kratie province, in collaboration with Child Fund Cambodia.
- Developed early grade Math package (teacher manual and guidelines on teaching materials) and piloted training with 267 trainers, grade 1 teachers and school directors in Siem Reap province.
- Provide training on early grade reading package to 2,829 grade 1 trainers, school directors and reading coaches, 1,729 female.
- Provided training on reading standards to 740 grade 1-3 teachers, school directors and DTMTs, 383 female, in Kampong Thom, Siem Reap, Kratie and Battambang, in collaboration with World Education and Child Fund Cambodia.
- Provided training on questionnaires on learning of grade 1-3 students in Khmer and Math subjects to 226 DTMTs and school directors, 37 female, in Kampong Thom, Tbong Khmum and Koh Kong provinces.
- Provided training on reading reinforcement and phase-based testing with grade 1-3 students to 441 reading coaches, grade 1-3 teachers, school directors and librarians, 260 female, in Battambang and Kratie provinces, in collaboration with CHILD FUND-EDUCO CAMBODIA and Khmer for Education.
- Provided training on early grade reading to 2,500 teachers and librarians, 1,723 female, and provided training on teaching and learning observation to 714 school directors, 159 female, in Kampong Thom and Siem Reap provinces, in collaboration with World Education.
- Provided training on mainstreaming arts in Math teaching to 75 participants, 20 female, in Siem Reap and Koh Kong provinces, in collaboration with VVOB.
- Provided training on learning and teaching material production and provided production materials to 30 schools in Siem Reap and Pursat provinces, in collaboration with Bandos Komar Association.
- Provided training on budget management and business start-ups to 71 focal teachers, 48 female, from 18 schools and provided extra teaching to 1,110 slow learners, 466 girls, from grade 1 to 3 after the first semester on Khmer and Math subjects in 25 schools in Siem Reap and Pursat provinces, in collaboration with Bandos Komar Association.

This has improved the teaching approaches of teachers and learning styles of students.

School-based Operational Activities

MoEYS:

- Developed draft guidelines on sewing, cooking, crop farming, and animal husbandry.
- Developed draft documents on art education with 52 titles of children songs.
- Provided training on accountability, effective learning, and teaching, health, safety and child protection to 463 participants, 282 female, in Kratie province, in collaboration with NEP and Kafdoc.
- Disseminated policy and syllabus on local life skills to 65 participants, 14 female, in Koh Kong , in collaboration with Mlob Prom Vihear Thor Center.
- Provided training on picture drawing to 186 officers from national and sub-national levels, 49 female, from Kratie and Kampong Thom provinces.
- Provided training on picture drawing to 650 children, 284 girls, in Koh Kong province, in collaboration with Mlob Prom Vihear Thor Center.

This has helped improve teachers' and students' capacity on simple life skills and increase their confidence in learning.

Multi-lingual Education Program

MoEYS:

- Implemented multi-lingual education program for indigenous students with 205 teachers, 83 female, 5 004 students, 2 421 girls, 15 districts, 80 schools in Ratanakiri, Mondulkiri, Stung Treng, and Kratie provinces.
- Organized workshop on the implementation of the national multi-lingual education action plan with 41 participants, 16 female, in Stung Treng province, in collaboration with UNICEF.
- Organized workshop on the evaluation of the national multi-lingual education action plan, 2015-2018, in collaboration with UNICEF.
- Organized consultative workshop on the development of national multi-lingual education action plan, 2019-2023, with 178 participants, 61 female, in Ratanakiri and Kampong Cham, in collaboration with CARE and UNICEF.
- Provided training on teaching approaches and mother tongue to 226 multi-lingual education teachers and stakeholders, 60 female, in Ratanakiri, Mondulkiri, and Kratie provinces, in collaboration with UNICEF and by using state budget.
- Provided training on multi-lingual learning and teaching approaches to 54 teachers, 16 female, in Ratanakiri, in collaboration with UNICEF.
- Provided training and organized consultation on M&E tools for multi-lingual classes to 295 stakeholders and multi-lingual teachers, 95 female, in Ratanakiri, Mondulkiri, Kratie and Stung Treng, in collaboration with UNICEF.
- Monitored the implementation of multi-lingual education program in 4 provinces, 13 districts, 38 schools, in collaboration with UNICEF.

This reflects the broader responsibilities of the state to ensure equity and inclusion.

Learning Acceleration Program

MoEYS:

- Implemented learning acceleration program in 164 classes, in 92 schools with 4,250 students, 1 830 girls, and printed 573 copies of teacher manual and 2,272 copies of student books in Kampot, Kratie, Kampong Thom, Banteay Meanchey, Preah Vihear, Stung Treng, Koh Kong, in collaboration with UNICEF.
- Provided training on accelerated learning program to 348 teachers, school directors and stakeholders, 97 female, in Kampot, Kratie Preah Vihear, Stung Treng, Kampong Thom, Koh Kong, and Banteay Meanchey provinces, in collaboration with UNICEF.

This has given the second chance to overage students and dropout students to stay in school.

Inclusive Education Program

MoEYS:

- Adopted the policy on inclusive education and disseminated it.
- Developed manual to support documents to support students with intellectual impairment and disseminated them.
- Provided pre-service and in-service training to special education teachers at the National Institute for Special Education.
- Built capacity on inclusive education to 292 provincial trainers, 70 female, from Prey Veng, Battambang, Kampong Thom, Siem Reap, and Ratanakiri provinces.
- Built capacity on inclusive education to 1, 206 school directors and class-based teachers, 435 female, in Takeo, Prey Veng, Battambang, Kampong Thom, Siem Reap, Kandal and Ratanakiri provinces, in collaboration with CRS and Association for Aid and Relief, Japan, RTI and UNICEF.
- Built capacity on children with visual impairment to 77 provincial and district trainers, 34 female in Kampong Cham.
- Developed statistics of 510 primary school students, 198 female, who have visual and hearing impairments for Special Education Lycées.

This has enabled marginalized children with disabilities to enroll and study in line with the Sustainable Development Goals.

School Feeding and Scholarship Programs

MoEYS:

- Adopted Inter-Ministerial Prakas No. 1,245 SHV.PrK dated Nov 06, 2018 on the scholarship for poor students at grade 1, 2 and 3.
- Paid cash in the amount of Riels 25,527,240,000 or 98,70% to scholarship students.
- Provided scholarship to 96,507 students, 53.3% female, in 4,611 schools in 171 districts in 25 provinces. The World Food Program provided scholarship to 14 237 students, 56% female, including food scholarship to 8,402 students, 56% female, in 443 schools and cash scholarship to 5,835 students, 55% female, in 525 schools.
- Provided food to 1,211 schools with 304,755 students, 49% female. School feeding program with breakfast cooked with produce from communities is implemented in 205 schools, with 40,998 students, 49% female, in 9 provinces, in collaboration with the World Food Program.
- Provided 861 bicycles to poor students, disadvantaged students and students living far from schools in Kratie, Pursat and Kampot, in collaboration with Child Fund Cambodia – Korea and Cambodian Organization for Children and Development.
- Provided monthly stipends to 350 vulnerable children, 177 female and learning materials and clothes to 736 students, 356 female, in Kampot provinces, in collaboration with Cambodian Organization for Children and Development.
- Provided learning materials and clothes to students as a reward for their hard work in 7 schools in Takeo province, in collaboration with CCT.

This has helped children from poor households to enroll and regularly learn and improve the quality of education.

Expanding and Strengthening School Health Promotion Program

MoEYS:

- Organized handwashing day with 800 students, 51% female, in Kampong Chhnang, in collaboration with UNICEF and GIZ.
- Organized contest on food cooking and food safety by selecting 72 breakfast cooks, 65% female and trained 144 school directors, 65% female, in Battambang and Preah Vihear provinces.
- Provided health and physical screening to 1,190 primary teacher trainees, 60% female.

- Provided de-worming pills two times per year to 88.26% of students in schools in collaboration with the Ministry of Health.
- Raised awareness on water, sanitation and hygiene, handwashing, oral health, food safety and latrines to 9,120 students, 3,692 girls, in Kratie and Battambang, in collaboration with Child Fund Cambodia.
- Disseminated information on School WASH to 42 schools and provided training on WASH to 147 school directors, teachers and members of School WASH Committees, 82 female, in Kandal and Kampong Speu provinces, in collaboration with Cambodian Organization for Children and Development.
- Provided school-based health-related supplies in schools including handwashing soaps, toilet cleaning detergents, brushes, towels, toilet repair service, shoes, rubbish bins, tissues, in collaboration with CTT.
- Strengthened capacity of officers in charge of mental health and provided counseling on mental health.
- Coordinated the construction of toilets in 241 primary schools and took action on group handwashing in 500 target schools in 8 target provinces.
- Organized handwashing day in 5 schools with 1,537 participants, 729 female, and organized campaign to clean villages around schools in Pursat province, in collaboration with Bandos Komar Association.
- Provided training on child-for-child approach and health education to 131 teachers, 64 female, and provided first aids and hygiene supplies to 34 schools Siem Reap and Pursat provinces, in collaboration with Bandos Komar Association.
- Provided training on the guidelines for implementing WASH minimum standards to 841 school directors, 264 female, in Kratie, Banteay Meanchey, Kep, Kampong Chhnang, Takeo, Kampong Speu and Svay Rieng, provinces.
- Monitored the implementation of school health program and conducted interventions when there were disease outbreaks in schools.

This has helped improve the health of learners and education staff by instilling the habits of clean eating, clean drinking and clean living.

Teacher Training

MoEYS:

- Organized completion examination for 1,516 primary school teachers 12+2 from the 35th generation.
- Continued to train 1,626 year 2 teacher trainees of the 36th generation, 1 057 female.
- Organized examination to recruit 12+2 primary teachers, for the 37th generation and 1,653 12+4 primary school teachers, 1,114 female, for the 1st generation.
- Implemented lesson research program with 786 management, trainers and cooperating teachers, 467 female, in PTTCs in Kampong Speu, Kampong Chhnang, Pursat Battambang, Banteay Meanchey, Takeo, Kampong Cham, Kratie and Stung Treng, , in collaboration with Cambodia Charitable Trust.
- Set up a training program using 12 +2 and 12+4 system.
- Provided training to 2,997 primary teachers, 1,417 female, holding upper secondary education certificate to become basic education teachers.
- Provided training on vocational skills, administrative management and leadership to 71 school directors, 8 female, in Kampong Cham province.
- Provided training technical library work to 62 librarians of PTTCs, 45 female, in Tbong Khmum province.
- Provided training on research methodologies for teacher peer support program to 175 teachers, 61 female, in collaboration with UNICEF;

- Provided training on positive discipline to 18 trainers, 4 female, and pedagogical counseling methods to 26 trainers, 9 female, in Battambang Institute of Pedagogy, in collaboration with VOB.
- Provided training to 75 school directors, 7 female, on good governance for strengthening education services in Ratanakiri provinces.

This has developed the capacity of school directors and teachers so that they can change their behavior and be more aware of school-based management practices.

Curriculum Development

MoEYS:

- Finalized syllabus from grade 1 to 6 and developed curriculum standards for grade 3 and 6 for health education subject and developed draft lessons on reproductive health and sexual health for grade 5 and 6.
- Finalized and printed general education syllabuses for all subjects from grade 1 to 6.
- Finalized science subject teaching materials using STEM approaches for grade 4 to 6 and learning and teaching support materials in Kampong Cham province.
- Finalized Math learning and teaching methodology documents by linking with learning materials and integrating STEM activities in Battambang, Kampong Thom, and Takeo provinces.
- Supplied 3,563,000 copies of basic textbooks.
- Finalized dictation methodologies documents for grade 3 to 6.
- Collected information on impacts of disasters at school level from 72 school directors, teachers, students, members of school support committees and community members, 35 female.
- Conducted simulation exercise in target schools with 101 teachers, 40 female, and 1,348 students, 834 female, in Sihanouk Ville and Koh Kong provinces.
- Nominated 5 students and 1 focal point of Sihanouk Ville POE to participate in World Tsunami Awareness Program in Japan.
- Organized International Day for Disaster Risk Mitigation and Disaster Management with 398 participants, 182 female, in Stung Treng province, in collaboration with CRS and Plan International Cambodia.
- Provided training on disaster risk preparedness and simulation exercise to 26 teachers and stakeholders, 9 female.
- Provided training on anti-corruption education to 454 teachers, 145 female, in Battambang and Prey Veng provinces.
- Provided training on the development of new textbooks using the approach of Hiroshima project to 210 members of the working group, 86 female in Phnom Penh and Japan.
- Provided training on basic textbooks management and utilization to 94 officers, 15 female, from DOEs in Kampong Cham and Kampong Chhnang provinces.
- Built capacity on English teaching methodologies and how to write lesson plans for grade 4 to 6 to 61 teachers, 21 female, in Prey Veng province and Phnom Penh.

This has helped improve the curriculum and teaching methodologies in line with the new context.

Library Work

There were 3,937 libraries in schools, including 338 as building, 2,537 as library rooms, 807 as offices, 175 as learning corners in the classroom and 80 mobile libraries.

MoEYS:

- Disseminated information on the organization of National Reading Day with 55 participants, 16 female, in Siem Reap province.
- Organized the National Reading Day under the theme “Reading is a marvelous treasure of knowledge” with 3,966 participants, 1,337 female.

- Printed 1,767 copies of old books to supply to **Samdech Akka Moha Sena Padei Techo Hun Sen and Lorkchumteav** libraries with 27,864 visitors, 13,561 female.
- Set up libraries in 10 schools in Prey Veng, Takeo, Svay Rieng, Kandal, Pursat, Kampong Speu, Kampong Cham, and Kratie provinces, in collaboration with Prassac MFI.
- Printed 80 titles of reading books for children and supplied 273,002 copies of reading books to 300 schools and provided 55 sets of furniture to newly established libraries, in collaboration with Room to Read.
- Constructed 1 school buildings with 2 rooms and supplied learning materials to 448 students in Muk Neak primary school in Siem Reap province, in collaboration with the Association of Private Donors from Japan.
- Provided 7,046 copies of reading books and learning materials to 2,250 students in Kampong Cham, Takeo, and Battambang, in collaboration with Association of Private Donors from Japan.
- Delivered 132,614 copies of reading books to 306 schools in Kratie province, in collaboration with Child Fund Cambodia, Kafdoc and Room to Read.
- Organized reading and drawing contests in 34 schools in Siem Reap and Pursat provinces, in collaboration with Bandos Komar Association and trained 455 librarians and school directors, 446 female, on library management in Tbong Khmum, Prey Veng, Banteay Meanchey, and Kampong Speu provinces, in collaboration with Room to Read.
- Provided training on library techniques to 49 librarians and school management, 18 female, and delivered 12,304 books for libraries in Kratie province, in collaboration with Child Fund Cambodia and Khmer Association for Rural Development.
- Built capacity on reading activities to 633 teachers and school directors, 318 female, in collaboration with Room to Read.
- Built capacity on library management to 178 librarians, 99 female, in Preah Vihear and Kampong Thom province.

This has nurtured a culture of life-long learning for new generation youths.

Monitoring and Evaluation

MoEYS:

- Strengthened learning and teaching, positive disciplines and effective school management to provide protection to children in schools.
- Conducted thematic inspection on “the teaching of writing for grade 6” in 36 schools in 16 provinces; “dropout rate in primary schools” in 32 schools in 10 provinces; and “grade 4 English language learning and teaching” in 42 schools in 20 provinces.
- Developed thematic inspection tools on “grade 4 English language teaching”.
- Collected and analyzed regular inspection reports from 411 schools.
- Strengthened capacity for assessing learning outcomes of grade 3 students in Khmer and Math subjects in 200 schools.
- Participate in a meeting on the Regional Primary Student Assessment Test in Thailand.
- Finalized the research report on the linkage between the management and students’ learning performance in primary schools.
- Created school board in 6 schools in 6 districts in Kampong Cham, Kampong Speu, Kampot and Siem Reap provinces in collaboration with European Union UNICEF, SIDA, through CDPF.
- Provided training on data entry through mobile phones to 60 officers at sub-national levels, 15 female, from 9 schools in 3 districts in Prey Veng province, in collaboration with the World Food Program.
- Attended training on learning and teaching database and regional meeting of the “Improve assessment test for all” project in Malaysia.

- Provided training on data analysis of the piloted SEA-PLM in Kampot province.
- Provided training on orientation and selection of samples for SEA-PLM to 43 participants, 8 female.
- Attended training on improving learning assessment test for all in Nepal.
- Provided training on research on completion rate of under 62% to 27 relevant officers, 7 female, in Takeo province, in collaboration with European Union UNICEF, SIDA, through CDPF.
- Provided training on early grade reading assessment data management to 24 stakeholders, 6 female, in Kampong Thom province.
- Conducted research and collect information from districts with completion rate of less than 62 percent, with 19 participants, 5 female, in Stung Treng, Ratanakiri, Sihanouk Ville, Koh Kong Kampong Chhnang, Pailin, Banteay Meanchey, and Phnom Penh, in collaboration with European Union, UNICEF, SIDA, through CDPF.
- Monitored the implementation of school feeding program in Kampong Chhnang, Pursat Battambang, Banteay Meanchey, Siem Reap, Oddar Meanchey, Preah Vihear, Stung Treng, and Kampong Thom provinces.
- Administered early grade reading test with 1,520 grade 1, 2 and 3 students, 750 girls in 38 schools in Phnom Penh, Kandal, Kampot, Battambang, Preah Vihear, Kampong Cham, and Monduliri provinces.
- Organized mid-term project evaluation meeting for the pilot full-day teaching and learning in Siem Reap province.
- Organized study tour to schools piloting full-day learning and teaching in Siem Reap province, in collaboration with allied schools.
- Assessed the learning outcomes of grade 3 students in 21 schools in Siem Reap, Kandal, Takeo, Sihanouk Ville, Kampong Chhnang, Battambang, and Stung Treng provinces, in collaboration with UNICEF and Cambodia Charitable Trust Project.
- Assessed child-friendly school program and provided technical reinforcement of learning and teaching, demonstration class and reading standards in 10 schools in Kratie, in collaboration with Child Fund Cambodia and Khmer Association for Rural Development.
- Assessed the implementation of school-based good governance program to 282 school directors and teachers, 53 female, in Pailin, Tbong Khmum, Oddar Meanchey, Kampot, Takeo, Preah Vihear, Siem Reap, and Kampong Cham provinces.
- Monitored the implementation of early grade reading program in 36 schools in Siem Reap, Kampong Thom, Kandal Takeo provinces.
- Monitored and pushed for the implementation of full-day learning and teaching in Siem Reap, and Kampong Cham provinces.

This has improved quality and effective teaching and learning and the implementation of the curriculum research program in PTTCs as well as improve the cooperation among primary schools.

Student Flow Rates

Promotion rate in primary schools remained 89.4%, 91.6% for girls and 87.3% for boys. Repetition rate decreased to 6.2%, 4.7% for girls and 7.7% for boys. Dropout rate increased to 4.4%, 3.7% for girls and 5.0% for boys.

Table 5: Flow Rates

		Flow Rates (Total)			Flow Rates (Female)			Flow Rates (Male)		
		Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout
2017-18	National	89.4	6.2	4.4	91.6	4.7	3.7	87.3	7.7	5.0
	Urban	91.9	4.4	3.7	93.8	3.1	3.1	90.2	5.5	4.3
	Rural	88.9	6.6	4.5	91.2	5.0	3.8	86.8	8.1	5.1
2016-17	National	89.4	6.5	4.1	91.6	4.9	3.5	87.3	8.0	4.7
	Urban	93.1	4.4	2.5	93.8	3.2	3.0	92.4	5.6	2.0
	Rural	88.6	6.9	4.4	91.2	5.3	3.6	86.3	8.5	5.3

Note: The flow rate does not include private schools.

This shows that positive outcomes are attributed to the emphasis on school-based management.

Completion Rate

Completion rate was 86.19%, 90.35% for girls and 82.28% for boys

Table 6: Completion Rate

	Completion Rate, 2017-2018			Completion Rate, 2018-2019		
	Total	Female	Male	Total	Female	Male
National	82.72	86.43	79.23	86.19	90.35	82.28
Urban	84.76	88.68	81.15	90.44	95.88	85.45
Rural	82.13	85.80	78.65	85.15	89.02	81.49

A.2. Ensure effective leadership and management of education staff at all levels

Education Staff

MoEYS:

- Allocated 1,653 recruits to serve as primary school teachers
- Redeployed 25 teachers, 12 female from schools with a surplus of teachers to schools with shortages of teachers;

Education Staff Motivation

MoEYS:

- Issued Prakas to appoint 1,506 primary teacher interns, 947 female;
- Provided full civil service category to 3 491 primary teachers, 2,366 female;
- Revised personnel profiles of 55,122 primary teachers, 28,303 female;
- Issued Prakas on promotion and increased ranks for 38,890 teachers, 45.4% female;
- Issued Prakas to transfer workplace of 236 primary schools teachers, 120 female.
- Prepared paperwork to provide salary to 1,506 teachers (interns), 947 female;
- Organized study tour for 13 winners of outstanding principals and teachers, who received **Samdech Techo Sen** award, 6 female, to Vietnam;
- Assessed clean schools, good school directors and good teachers for grade 1, 2 and 3 Khmer and Math subjects to receive **Samdech Techo Sen** award in Kampong Thom, Siem Reap, Preah Vihear, Kratie, Kandal, Takeo, Kampong Cham, Tbong Khmum, Prey Veng and Phnom Penh.
- Increased minimum salary for teachers to Riels 1,114,500.
- Organized the participation of students in the 15th Olympiad Math and Science in 2018 for 24 primary students. As a result, 2 students were awarded with silver medal for Math and Science; 5 with the bronze medal, 3 for Math and 2 for Science in China.

This has motivated education staff to do their job with professionalism and conscience.

Community Participation

MoEYS:

- Provided training on the implementation of roles and responsibilities to 426 members of school support committees, 67 female, in Kampot and Kampong Speu, in collaboration with European Union UNICEF, SIDA, through CDPF.
- Organized consultative workshop on the establishment of the school board with 48 participants, 9 female, in Kampong Chhnang province, in collaboration with European Union UNICEF, SIDA, through CDPF.
- Monitored the implementation of roles and responsibilities of school support committees.

- Reinforced the roles of 137 school support committee members, 28 female, from 41 schools in Battambang province, in collaboration with Child Fund – Educo Cambodia.
- Organized meetings of school support committees for school development in 54 schools with 270 participants, 95 female, in Battambang province, in collaboration with CHILD FUND-EDUCO CAMBODIA.

This has enabled communities to take part in the school development and take responsibilities for students' learning outcomes.

B. The Progress of Outcome Indicators

180 out of 203 districts have primary repetition rate of 10% or lower.

Analysis of the Progress of Outcome Indicators

Primary Education		Actual	Target	Actual	Status
		2017-18	2018-19	2018-19	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	Net Admission Rate	95.2%*	99%	97.5%*	→
	Net Admission Rate (female)	95.1%*	99%	97.5%*	→
2	Net Enrolment Rate	97.8%*	100%	98.0%*	→
	Net Enrolment Rate (female)	98.1%*	100%	98.5%*	→
3	Dropout Rate	4.1%**	5%	4.4%***	↑
	Dropout Rate (female)	3.5%**	5.2%	3.7%***	↑
4	Completion Rate	82.72%	84%	86.19%	→
	Completion Rate (female)	86.43%	85%	90.35%	↑
5	Repetition Rate	6.5%**	4%	6.2%***	→
	Repetition Rate (female)	4.9%**	4%	4.7%***	→
6	Transition rate from primary to lower secondary education	86.0%**	89.8%	85.7%***	→
	Transition rate from primary to lower secondary education (female)	88.5%**	89.8%	88.4%***	→
7	The number of districts with primary completion rate of at least 80%	91	126	122	→
8	% of new grade 1 students with pre-school experience	65.0%	72%	68.4%	↑
9	% of child friendly school at middle and advance levels	81.3%****	81.4%	83.4%****	↑
10	% of primary school with				
	Latrines	90.6%	87%	92.2%	↑
	Safe Water	59.3%	87%	58.9%	→
	Handwashing Facilities	52.9%	57.8%	56.7%	→
	First Aid Boxes	54.0%	68%	70.8%	↑
11	No. of students receiving scholarship in primary education	86,126	75,000	96,507	↑
12	No. of primary school teachers trained using the formula of 12+4 each year	Recruit in 2018	2 000	1,800	↓
13	% of primary school teachers with at least a Bachelor degree each year	7.0%	7.2%	7.9%**	↑
14	No. of primary school teachers receiving continuous professional development each year	1,827	1 500	1,611	↓
Policy Area 2: Ensure effective leadership and management of education staff at all levels					

Note. ↑ Achieved → Likely to Achieve ↓ Unlikely to Achieve

* Include private schools ** School Year of 2017-2018 *** School Year of 2018-2019

**** Do not include incomplete primary schools

C. Challenges

While there were significant achievements, some challenges require more efforts to solve including:

- Implementation guidelines on school-based management have not been disseminated widely.
- There is a shortage of teachers in schools in rural and disadvantaged areas.

- There is a shortage of librarians and library skills.
- School directors have not done school self-assessment regularly.
- English language teaching has not processed smoothly.
- Some schools lack sources of safe water and cannot afford to collect clean water for drinking and for handwashing and toilets.
- Some schools do not have sufficient handwashing facilities, restrooms, toilets, soaps and other sanitary supplies.

2.2.3. SUB-SECTOR: SECONDARY AND TECHNICAL EDUCATION

A. Achievements

A.1. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

In 2018-2019, there were 1,771 secondary education institutions, an increase of 23, including 1,246 colleges, an increase of 9, and 525 lycées, an increase of 14 (36 secondary resource centers and 5 special education lycées). There were 493 lycées from grade 7 to 12, an increase of 9, and 32 lycées from grade 10 to 12.

There were 225 private secondary education institutions, an increase of 37, including 78 colleges, an increase of 12, and 147 lycées, an increase of 25. There were 145 lycées from grade 7 to 12 and 2 lycées from grade 10 to 12.

121 out of 1,646 communes/sangkats or 7.35% did not have a college (a decrease of 16 communes). 46 sangkats in Phnom Penh and 29 communes in Ratanakiri province do not require colleges. 4 out of 203 districts or 1.97% did not have a lycée including Ta Veng and O'Chum districts in Ratanakiri province, Borey O'Svay Senchey in Stung Treng province and Koh Rong municipality in Sihanouk Ville province due to their geographical and demographical conditions.

MoEYS

- Constructed additional school buildings including 2 buildings for colleges and 3 buildings for lycées to address the overcrowdedness issue.
- Constructed 4 buildings for colleges and 64 buildings for lycées through Secondary Education Improvement Project.
- Constructed 6 resource buildings with two floors each in lycées.
- Completed the repair and furnishing of electrical equipment in one building of college and 14 buildings of lycées to be used as grade 12 examination centers.
- Completed the repair and furnishing of electrical equipment in 22 buildings of lycées to be used as grade 12 examination test correction centers.
- Completed the repair of 7 old buildings to address the overcrowdedness issue.

8.7% of colleges and 1.9% of lycées did not have latrines. 60.5% of colleges and 51.0% of lycées did not have safe water facilities. 59.1% of colleges and 45.1% of lycées did not have handwashing facilities. 22% of colleges and 22% of lycées did not have first aid boxes. There were 9 disadvantaged colleges.

There were 49,399 education staff members (19,387 female), an increase of 1,042 (585 female), including 33,638 (14,345 female), an increase of 457 (32 female) at lower secondary level and 15,761 (5,042 female), an increase of 585 (262 female) at upper secondary level.

There were 42,532 teaching staff members (17,601 female), an increase of 1,018 (553 female), including 28,758 (13,116 female), an increase of 467 (307 female) at lower secondary level and 13,774 (4,485 female), an increase of 551 (246 female) at upper secondary level.

MoEYS deployed 1,377 new teachers, 657 female, including 99 physical education and sport teachers, 19 female, 404 English language teachers, 237 female, 44 French language teachers, 31 female, and 313 teachers specialized in other subjects, 149 female, for colleges and lycées and 517 teachers, 221 female, were deployed to schools with shortage of teachers.

The number of education staff has increased in proportion to the increased number of students both at lower and upper secondary level, especially the increased number of female teachers, which reflects more attention on the promotion of gender equality.

Gross enrolment rate at lower secondary education was 59.1%, an increase of 0.1%; 63.8% for girls, an increase of 0.4%, in which GER of public lower secondary schools was 56.5%; 61.1% for girls and GER of private lower secondary schools was 2.6%; 2.7% for girls.

Transition rate at lower secondary education level was 85.7%, a decrease of 0.3%; 88.4% for girls, decreased 0.1%.

Gross enrolment rate at upper secondary education was 29.7%, 32.9% for girls, in which GER of public upper secondary schools was 28.1%, 31.2% for girls and GER of private upper secondary schools was 1.6%, 1.7% for girls.

This indicates that investment in physical infrastructure together with scholarship program and community participation has improved the internal efficiency of lower and upper secondary education.

Table 7: Secondary Education Statistics, Comparison between 2017-2018 and 2018-2019

Description	2017-2018	2018-2019	Increase - Decrease (+/-)
Colleges			
Schools	1,237	1,246	+9
Classrooms	6,799	6,945	+146
Total number of education staff in colleges	17,520	17,518	-2
Number of female education staff in colleges	7,069	7,147	+78
Number of classes in lower secondary education	13,218	13,388	+170
Total number of education staff in lower secondary education	33,181	33,638	+457
Number of female education staff in lower secondary education	14,022	14,345	+323
Total number of teaching staff in lower secondary education	28,291	28,758	+467
Number of female teaching staff in lower secondary education	12,809	13,116	+307
Total number of students in public lower secondary schools	605,173	610,261	+5,088
Number of female students in public lower secondary schools	314,713	318,897	+4,184
Total number of students in private lower secondary schools	25,928	28,451	+2,523
Number of female students in private lower secondary schools	12,492	14,139	+1,647
Lycées			
Schools	511	525	+14
Classrooms	11,375	12,175	+800
Total number of education staff in lycées	30,837	31,881	+1,044
Number of female education staff in lycées	11,733	12,240	+507
Number of classes in upper secondary education	6,685	7,179	+494
Total number of education staff in upper secondary education	15,176	15,761	+585
Number of female education staff in upper secondary education	4,780	5,042	+262
Total number of teaching staff in upper secondary education	13,223	13,774	+551
Number of female teaching staff in upper secondary education	4,239	4,485	+246
Total number of students in public upper secondary schools	303,893	321,145	+17,252
Number of female students in public upper secondary schools	159,175	171,494	+12,319
Total number of students in private upper secondary schools	18,107	18,702	+595
Number of female students in private upper secondary schools	8,744	9,456	+712

There were 14 general and technical lycées. The number of students enrolled in technical education is 2,103, 784 female including:

- 586 students, 273 female, in Kampong Chheur Teal Institute of Technology in Kampong Thom province.

- 296 students, 41 female, in **Samdech Akka Moha Sena Padei Techo Hun Sen - Rota, Ksach Kandal, General and Technical Lycée**.
- 332 students, 116 female, in **Preah Bath Borom Neath Norodom Sihamoni** General and Technical Lycée, Kampong Chhnang province.
- 99 students, 37 female, in Private Sant Franscios General and Technical Lycée, Takeo province.
- 83 students, 1 female, in Pouk General and Technical Lycée, Siem Reap province.
- 110 students, 14 female, in **Hun Sen** Chumpou Voin General and Technical Lycée, Phnom Penh.
- 77 students, 28 female, in Bavet General and Technical Lycée, Svay Rieng, province;
- 20 students, 5 female, in **Preah Reach Samphear** General and Technical Lycée, Kampot Province;
- 154 students, 85 female, in **Preah Norodom Sihamoni** General and Technical Lycée, Kampot Province
- 33 students, 14 female, in Poipet Don Bosco Private General and Technical Lycée, Banteay Meanchey.
- 140 students, 76 female, in Community Development Institute of Chea Sim Kamchay Mear University, Prey Veng province.
- 108 students, 57 female, in Technical and Vocational Training Institute of **Heng Samrin** Tbong Khmum, Tbong Khmum province.
- 49 students, 26 female, in **Chea Sim** Tbeng Meanchey General and Technical Lycée, Preah Vihear province.
- 16 students, 11 female, in ACT Private General and Technical Lycée, Phnom Penh.

This shows that the Royal Government pays great attention to technical education. Communities and stakeholders are more interested in and understand the benefits of technical education to provide young people with effective skills for job opportunities in line with the Cambodian Industrial Development Policy, 2015-2025.

Table 8: Student Statistics in General and Technical Lycées

Description	2017-18		2018-19		Increase/Decrease (+/-)	
	Total	F	Total	F	Total	F
Anuwat General and Technical Lycée of the Kampong Chheur Teal Institute of Technology	650	312	586	273	-64	-39
Samdech Akka Moha Sena Padei Techo Hun Sen - Rota, Ksach Kandal , General and Technical Lycée	248	32	296	41	+48	+9
Preah Bath Borom Neath Norodom Sihamoni General and Technical Lycée	239	94	332	116	+93	+22
Private Sant Franscios General and Technical Lycée	77	26	99	37	+22	+11
Pouk General and Techncial Lycée	37	0	83	1	+46	+1
Hun Sen Chumpou Voin General and Technical Lycée	75	10	110	14	+35	+4
Bavet General and Technical Lycée	49	14	77	28	+28	+14
Preah Reach Samphear General and Technical Lycée	12	0	20	5	+8	+5
Preah Norodom Sihamoni General and Technical Lycée	84	38	154	85	+70	+47
Chea Sim Tbeng Meanchey General and Technical Lycée	-	-	49	26	+49	+26
ACT Private General and Technical Lycée	-	-	16	11	+16	+11
in Poipet Don Bosco Private General and Technical Lycée	-	-	33	14	+33	+14
Community Development Institute of Chea Sim Kamchay Mear University	-	-	140	76	+140	+76
Technical and Vocational Training Institute of Heng Samrin Tbong Khmum	-	-	108	57	+108	+57
Total	1,471	526	2,103	784	+632	+258

Table 9: Statistics of Students Enrolled in the First Year of Technical Education by Specialization from 2013 to 2019

Specialization	Aca. Year 2013-14	Aca. Year 2014-15	Aca. Year 2015-16	Aca. Year 2016-17	Aca. Year 2017-18	Aca. Year 2018-19
Electricity	132	201	163	192	249	321
Electronics	62	66	124	94	123	175
Veterinary	76	115	86	86	88	159
Agronomy	38	48	170	95	186	294
Mechanics	-	-	-	-	17	15
Tourism	-	-	-	-	-	34
Computer	-	-	-	-	-	54
Accounting	-	-	-	-	-	56

Table 10: Statistics of Students Enrolled in Technical Education by Specialization from 2013 to 2019

Specialization	Aca. Year 2013-14	Aca. Year 2014-15	Aca. Year 2015-16	Aca. Year 2016-17	Aca. Year 2017-18	Aca. Year 2018-19
Electricity	248	373	259	298	493	625
Electronics	144	167	229	220	334	367
Veterinary	89	93	244	267	386	573
Agronomy	178	234	229	262	239	306
Mechanics	-	-	-	-	17	33
Tourism	-	-	-	-	-	45
Computer	-	-	-	-	-	80
Accounting	-	-	-	-	-	74

Programs

New Generation School (NGS)

MoEYS:

- Continued to implement the policy on new generation school.
- Operated 7 new generation schools including:
 - o **Hun Sen** Kampong Cham Lycée, Kampong Cham province
 - o **Preah Sisowath** Lycée, Phnom Penh
 - o **Hun Sen** Prek Leap Lycée, Phnom Penh
 - o **Samdech Akka Moha Porthisal Chea Sim** Prek Anchanh Lycée, Kandal province
 - o Kork Pring College, Svay Rieng, province
 - o **Hun Sen** Peam Chikorng Lycée, Kampong Cham province
 - o Preah Yuk Kunthor Lycée, Phnom Penh (E2STEM)
- Introduced an integrated management approach with involvement from stakeholders and school management.
- Implemented flexible curriculum to provide students with the knowledge, technical skills, life skills, soft skills, and good behaviors.
- Developed a teacher training curriculum by providing them with training on inquiry-based teaching methodologies and how to use ICT in teaching.
- Set up subject-based laboratories, computer lab and computer equipment, subject rooms, teacher rooms, and 21st-century library. New generation schools implemented the curriculum in which students move to subject rooms.
- Expanded life skill teaching and learning, STEM education, career counseling, youth councils, first aid room, learning clubs including Mathematics clubs, Khmer literature clubs, Physics clubs, Chemistry clubs, Biology clubs, ICT clubs, and History clubs.

Table 11: Statistics of Students in New Generation Schools

Description	2017-18		2018-19		Increase/ Decrease (+/-)	
	Total	F	Total	F	Total	F
Hun Sen Kampong Cham Lycée	427	228	402	216	-25	-12
Preah Sisowath Lycée	756	341	921	407	+165	+66
Hun Sen Prek Leap Lycée	373	224	527	292	+154	+68
Chea Sim Prek Anchanh Lycée	371	173	564	293	+193	+120
Kork Pring College	362	171	333	156	-29	-15
Hun Sen Peam Chikorng Lycée			340	193	+340	+193
Yuk Kunthor Lycée, Phnom Penh			76	41	+76	+41
Total	2,289	1,137	3,163	1,598	+874	+441

NGS Schools were chosen by MoEYS as an application school for providing training to teachers, improving teaching methodologies, reinforcing school-based management and as model schools for other schools to follow in order to provide knowledge, skill and behavior development to students to become citizens and to address the needs for socio-economic development in the 21st century.

School-Based Management (SBM)

- **Improving learning and teaching for strengthening the quality of education**
 - **Students' learning assessment**
 - Conducted standard tests with grade 7 students who had just moved from grade 6 and conducted monthly standard tests.
 - Organized monthly meetings with parents or guardians and communities to mobilize them and worked together with teachers and schools to take immediate actions to assist slow learners and support fast learners.
 - Disseminated the results of monthly tests in schools, communities and public places.
 - **Improving school administrative management**
 - Divided the curriculum to fill in the ability gaps at primary level for new grade 7 students.
 - Divided the curriculum into monthly chunk per academic year for all subjects from grade 7 to 9
 - **Improving learning management of the school**
 - Developed lesson plan for each lesson, linked with teaching methodologies and developed a learning system adapted to students for teachers to develop lesson plan for one session by integrating teaching techniques based on the circumstances of each class.
 - Developed a research action plan.
- **Establishing School Management Committee to strengthen autonomy and accountability of schools**
 - Organized election to select members of the School Management Committee.
 - Disseminated information about roles, responsibilities and tasks of the School Management Committee to community members and teachers.
 - Disseminated information about the past achievements and commitments of candidates in the School Management Committee election.
 - Disseminated information about the six elected members of the School Management Committee, who represent communities to work with schools.
- **Developing and Implementing the School Improvement Plan to Promote the Participation of Communities**
 - Disseminated information about the objectives and process for developing a school improvement plan to students, parents or guardians, group chiefs, village chiefs, commune councils, health centers, police, and other stakeholders before the planning took place.

- Organized consultative meetings with students, parents or guardians, group chiefs, village chiefs, commune councils, health centers, police, and other stakeholders to draft the school improvement plan.
- Shared the draft school improvement plan with citizens in all groups and villages so that they were informed about the draft plan and provided additional suggestions on the school improvement plan.
- The school improvement plan was endorsed by the School Management Committee and submitted to DOE to validate.
- Posted the school improvement plan in the school, communities and other institutions in the locality.

Outcomes of School-Based Management

- Administered tests with new grade 7 students in 26 out of 100 target schools in order to develop curriculum breakdowns to fill the ability gaps and improve teachers' teaching methodologies.
- Changed behaviors and rolled out school-based management to other local schools.
- Encouraged students to study harder, follow teachers' advice, go to class regularly and almost reduce absenteeism.
- Motivated teachers to pay attention to teaching students and learn more about teaching styles, especially how to provide support to slow and fast learners.
- Made school management committee proud of the steadily improved learning outcomes, and students' and teachers' hard work as well as the sense of responsibilities of parents, community members and local authorities in planning, implementing the plan and evaluating the outcomes made by the school.
- Enhanced the responsibilities and contribution of community members in reducing the difficulties facing teachers in school development with the School Management Committee serving as the bridge between communities and school.
- Urged POEs and DOEs to scale up school-based management to educational institutions which are not the target of the project and to link the implementation with primary schools in their jurisdiction.

This program has improved students' learning outcomes through strengthening the capacity of teachers and school management committee and regular participation of school management committee in the development of the plan, the implementation of the plan and the implementation of standard test to ensure quality.

Science, Technology, Engineering and Math (STEM) Teaching Program

MoEYS:

- Pushed for the implementation of the policy on STEM education.
- Developed and disseminated operational guidelines and basic documents on STEM education in Secondary Technical Education Institutions.
- Disseminated information on STEM learning and teaching methodologies to teachers from colleges and lycées.
- Provided training to technical group chiefs and vice chiefs on experimentations for science subjects and Math teaching methodologies.
- Arranged students to do a science experiment, practice graphic design in a computer by using ICT in mobile STEM vehicles, in collaboration with British Embassy, US Embassy and SMART.
- Developed STEM educational books, engineering books, and STEM storybooks and distributed them to students in colleges and lycées and to libraries.
- Organized workshop on strengthening the quality and effective teaching and learning of science, technology, engineering and math with 250 participants.
- Organized the 4th STEM festival with STEM Cambodia with 30,000 participants at the National Olympic Stadium.

- Developed Android-based App for Grade 12 biology.
- Developed student capacity development system for science and math subjects for grade 12 students.
- Develop 10 digital education content for grade 12 math subject for e-learning.
- Continued to test ICT application for Math, physics, chemistry, biology and history subjects.

The program has contributed to promoting the quality of education and encouraged students, especially female students to enroll in STEM program.

Promoting Technical Education and Career Counseling

Contributing to the implementation of the Rectangular Strategy to allow a youth to possess at least one skill in their life, MoEYS introduced two priorities: (1) strengthening technical education and (2) providing career counseling.

MoEYS:

- Adopted standards for general and technical lycées.
- Strengthened teacher training and the implementation of technical education in target lycées.
- Worked with private companies to link technical training provided in educational institutions with the labor market.
- Provided facilitation so that students could take an internship in private companies.
- Built connections with private companies to find work for students who finished their studies.
- Developed guidelines on career guide and counseling for upper secondary education .
- Issued Decision No. 41 AYK.SSR on the establishment of the Steering Committee and Mechanism for Career Counseling.
- Organized vocational orientation fora with 4,399 students, 2,512 female, in Phnom Penh, Kampot, Kampong Chhnang, Takeo, Siem Reap, Koh Kong Banteay Meanchey, and Svay Rieng, provinces.
- Monitored and provided guidance on the implementation of vocational orientation education to 107 management staff members and teachers in Kampong Cham, Stung Treng, and Battambang provinces.
- Built capacity to 35 career counselors, 15 female, from general and technical lycées, educational institutions, youth centers, and job centers.
- Built capacity on effective classroom management to 35 career counselors, 12 female, in Battambang province.
- Organized workshop to disseminate the guidelines on career counseling for 30 officers, 8 female, from POEs and DOEs.
- Organized workshop on the progress of career guidance and counseling at secondary education in 2018 with 83 participants, 20 female.

This program has provided technical and vocational skills, created employment and helped youths to find jobs based on their skills as well as helped strengthen the capacity of teachers and career counselors, provided orientation on occupations and allowed students to choose career pathway for the future and contributed to building best practices on student counseling.

Child-Friendly School Program and Dropout Prevention Program

MoEYS:

- Finalized the final draft of the operational guidelines on child-friendly school.
- Implemented CFS program in 412 schools or 23.69% of 1 739 lower secondary schools, including 215 schools at basic level or 52.18%, 157 schools at mid-level or 38.10% and 40 schools at developed level or 9.70%, in collaboration with UNICEF, in target provinces including Takeo, Siem Reap, Kampot, Ratanakiri, Sihanouk Ville, and Stung Treng provinces.
- Finalized the final draft of the guidelines on the early warning system for dropout prevention.

- Implemented a school improvement program in all public secondary schools so that the fund can be used to address the schools' actual need in a flexible manner.
- Implemented dropout prevention program at secondary level.
- Implemented the documents on school cluster, secondary school support committee and job skills.

The program contributed to improving the quality of education and effective school-based management and to the reduction of dropout at the secondary education level.

Scholarship for Poor Students Program

Scholarship program for poor, lower secondary students was implemented in 812 schools with 72,418 students, 60% female. Scholarship program for poor, upper secondary students was implemented in 123 schools with 29,035 students, 60% female, with Program-based Budget. In addition, there was also scholarship program supported by development partners including:

- UNICEF provided a scholarship to 1,058 grade 10, 11 and 12 indigenous students, 51.70% female, in Preah Vihear, Stung Treng, Mondulakiri, Ratanakiri, and Kratie province.
- Scholarships for poor and outstanding students and outstanding students in science and Math were provided to 2,744 students, 60% female, in disadvantaged areas including Koh Kong Pailin, Ratanakiri, Oddar Meanchey, Preah Vihear, Stung Treng, and Mondulakiri provinces and in non-disadvantaged areas in 18 provinces/capital.
- Room to Read provided learning materials to 1,104 disadvantaged girls in Kampong Thom, Siem Reap, Kampong Cham, and Prey Veng provinces.

This program has increased enrolment rate and reduced dropout rate at secondary education, especially among female students.

Life Skill Education

MoEYS:

- Developed materials on standards for life skill workshops.
- Developed syllabuses on local life skills for primary and secondary education.
- Printed 6 titles of life skill manuals on entrepreneurship and distributed them to 87 target schools.
- Printed CFS manuals and guidelines on local life skill education and distributed them to 97 target schools.
- Organized workshops to take stock of the implementation of local life skill education program in 3 target provinces including Takeo, Siem Reap and Stung Treng provinces with 82 participants, 14 female.
- Organized experience sharing workshops on the implementation of local life skill education program in 22 provinces with 126 participants, 14 female.
- Provided 2 training courses on how to use life skills on entrepreneurship to 111 management members and teachers, 16 female.
- Built capacity on how to use life skills on entrepreneurship to 49 participants, 8 female, in 3 target provinces including Kampong Thom, Kampong Speu, and Tbong Khmum provinces.
- Provided training on how to use life skills on job skills to 50 management members and teachers, 10 female, in Kampong Chhnang province.
- Built 2 life skill workshops in Kampong Cham and Takeo provinces.
- Monitored life skill learning and teaching in 71 schools in 14 provinces.

This has contributed to providing opportunities to students to develop employability capacity, which they can apply in their daily life in the community, to improve the well-being of the families and society.

Student Flow Rates

- Promotion rate in lower secondary education decreased by 0.4%, 0.1% increased for female and in upper secondary education increased by 1.8%, 1.7% increased for female.

- Repetition rate in lower secondary education decreased by 0.1%, 0.1% decreased for female, and in upper secondary education decreased by 0.4%, 0.4% decreased for female.
- The dropout rate in lower secondary education increased by 0.4%, remained unchanged for female (14.2%) and in upper secondary education decreased by 1.4%, 1.3% decreased for female.

This indicates that education sector reform, especially promotion of teacher qualification, teaching methodologies and creation of learning clubs have promoted effective learning and teaching.

Table 12: Flow Rate in Secondary Education between 2016-2017 and 2017-2018

Description	Lower Secondary Education			Upper Secondary Education		
	2016-17	2017-18	Increase/Decrease	2016-17	2017-18	Increase/Decrease
Promotion Rate	82.1	81.7	-0.4	79.3	81.1	+1.8
Repetition Rate	2.5	2.5	0.0	2.4	2.0	-0.4
Dropout Rate	15.4	15.8	+0.4	18.3	16.9	-1.4
Transition Rate	86.0	85.7	-0.3	76.8	75.4	-1.4

- Student-teacher ratio decreased from 21.4 to 21.2 in lower secondary education and increased from 23.0 to 23.3 in upper secondary education.
- Student-class ratio in lower secondary education decreased from 45.8 to 45.6 and in upper secondary education decreased from 45.5 to 44.7.
- Student-classroom ratio increased from 50.1 to 48.5 in lower secondary education and decreased from 50.1 to 49.6 in upper secondary education.

Table 13: Key Ratios in Secondary Education between 2017-2018 and 2018-2019

Description	Lower Secondary Education			Upper Secondary Education		
	2017-18	2018-19	Increase/Decrease	2017-18	2018-19	Increase/Decrease
Student-teacher ratio	21.4	21.2	-0.2	23.0	23.3	+0.3
Student-class ratio	45.8	45.6	-0.2	45.5	44.7	-0.8
Student-classroom ratio	50.1	48.5	-1.6	50.1	49.6	-0.5

Examinations: General Education, Complimentary Education, Technical Education and Outstanding Student Selection.

Passing rate in lower secondary examination was 94.21%, a decrease of 0.29%, 96.35% for female, an increase of 0.30%. Passing rate in grade 12 examination accounted for 67.07% (an increase of 3.23%), 69.38% for female (an increase of 3.46%). 408 students (194 female), a decrease of 16 (decrease of 17 female).

26 candidates with visual and hearing impairment, 4 female, took part in the grade 12 examination and all of them passed (100%).

Table 14: The number of candidates passing upper secondary education national examination by rank between academic year 2016-2017 and 2017-2018

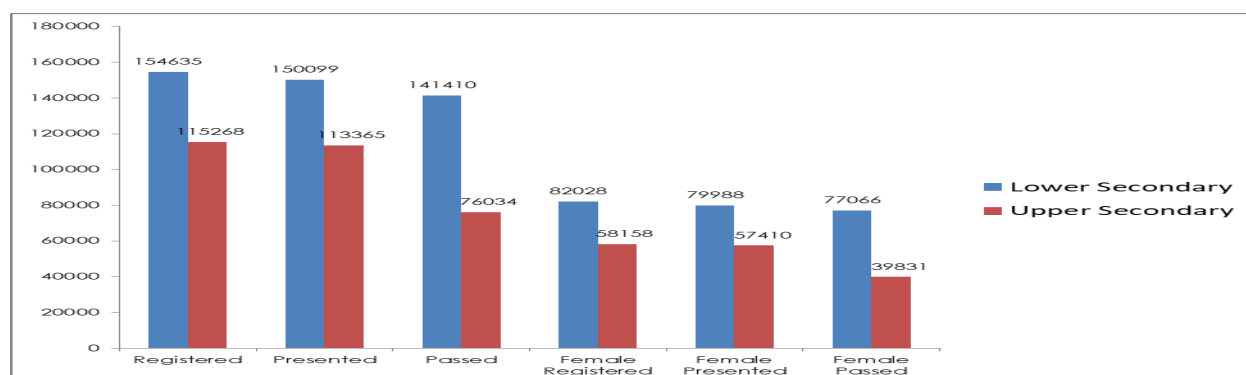
និរ្ញេស	Academic year 2016-2017		Academic year 2017-2018		Status
	Total	Female	Total	Female	
A	423	211	408	194	↓
B	2,464	1,247	2,222	1,130	↓
C	5,000	2,584	6,041	3,337	↑

D	9,123	4,937	15,180	8,488	↑
E	46,657	23,621	52,183	26,682	↑
Total	63,668	32,600	76,034	39,831	↑

Noted : ↑ Increased ↓ Decreased

This indicates that the human resources have grown steadily.

Figure 22: Result of Secondary Education Examination, 2017-2018



The number of candidates passing technical and vocational education level 3 examination included 84 candidates, 15.47% female, for electricity specialization; 34, 35.29% female, for electronics specialization; 23, 82.60% female, for agronomy specialization; and 54, 81.48% female, for veterinary specialization.

Figure 23: Results of Year 1 and Year 2 Examination and Technical and Vocational Education Level 3 Examination, 2017-2018

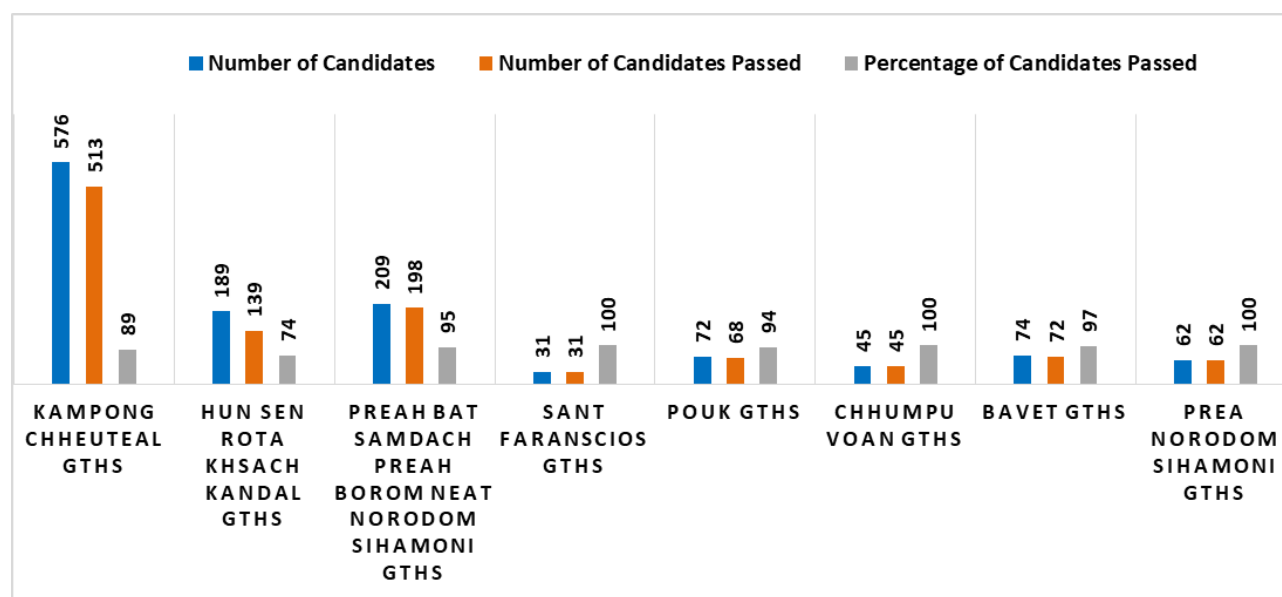
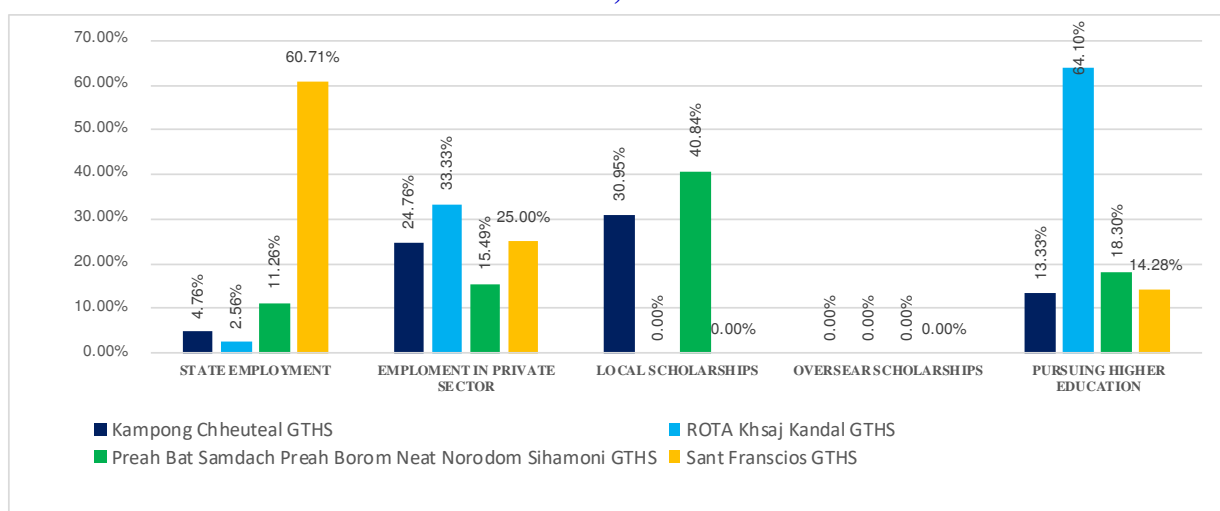


Figure 24: Flow of Students After Graduating from Technical and Vocational Education Level 3, 2017-2018



In the national outstanding student examinations and Olympiad examination, MoEYS:

- Selected 60 outstanding national students, 28 female, for Khmer literature, Math and Physics subjects for grades 9 and 12, which means 10 students per subject per grade were selected;
- Sent 4 outstanding students (1 female) in Physics and Maths to join the 11th Regional Congress Search for SEAMEO Young Scientists and Mathematicians in Malaysia, with the award of 4 special prizes.
- Sent 8 outstanding students in Physics (4 female) to join the 19th Asian Physics Olympiad Competition in Vietnam.
- Sent 6 outstanding students in Math (3 female) to join the 59th International Mathematics Olympiad Competition in Romania.
- Sent 5 outstanding students in Physics (2 female) to join the 49th International Physics Olympiad Competition in Portugal.
- Sent 6 students (2 female) to join the 7th ASEAN+3 Young Scientist Competition in Malaysia. They were awarded 9 medals including 1 gold, 1 silver, and 7 bronze medals;

This shows more competitiveness and potentials of Cambodian human resources in international arena.

Curriculum Implementation and Development

MoEYS:

- Finalized the syllabus on food processing skill.
- Developed curriculum breakdowns for year 1 for the five specializations: electricity, electronics, agronomy, mechanics and veterinary.
- Organized workshop on the development of basic textbooks for year 1 for 3 specializations: mechanics, agronomy and veterinary.
- Developed tourism curriculum focusing front office, housekeeping, food production, food service, and tour operator skills in collaboration with the Ministry of Tourism.
- Developed general education syllabus for all subjects from grade 7-12.
- Finalized the draft supporting materials for science learning and teaching using STEM approaches at the lower secondary level.
- Finalized supporting materials for literature article learning and teaching focusing on 15 titles including Tum Teav, Preah Atit Thmey Ras Leu Dendei Chas (New Sun on the Old Earth), Thoake Chet Chor (A Rogue Boss), Mealea Doung Chet (Beloved Mealea), Kolap Pailin (Rose of Pailin), Sophat, Techo Yort, Thunchey, Ream Ker, Mohor Soth Cheatok, Sovannsam Cheatok, Temekh Cheatok, Vessandor Cheatok, Angkor Temple and History of Phnom Penh City.

- Finalized educational materials on climate change for the upper secondary level.
- Finalized life skill materials on tourism for grade 11.
- Finalized the analytical report of the research on the implementation of curriculum in general secondary education.
- Developed draft curriculum standards for health education subject for grade 8 and 11.

This shows that MoEYS has paid attention to the curriculum review and provision of sufficient materials for learning and teaching in line with the improvement of the curriculum for the 21st century.

Supplies of Basic Textbooks and ICT Equipment

MoEYS:

- Reviewed procedures for giving and receiving and delivering basic textbooks to clusters so that they can reach students.
- Supplied 5,889,000 copies of basic textbooks based on the textbook-student ratio of 1:1 for lower secondary education (One student receives one basic textbook for every subject). At upper secondary education, the textbook-student ratio is 2:1 (Two students receive one basic textbook for every subject), except in disadvantaged provinces, where seven students receives one basic textbook for every subject.
- Develop a system for monitoring the delivery of basic textbooks by using ICT in order to strengthen the effectiveness of the delivery to target schools.
- Distribute 120 copies of the book on how to use ICT in teaching and learning to teachers in lycées in target schools.
- Supplied 18 sets of computers, LCDs, screens and 1,652 copies and 2,420 copies of basic textbooks on the French language in Khmer-French bilingual program for primary and secondary education levels respectively.
- Installed and equipped 109 sets of ICT equipment to 5 lycées in Kampong Cham province and Phnom Penh.
- Connected internet to 384 secondary schools.

This shows that MOEYS has paid attention on providing basic textbooks to every student and on supplying teaching materials to improve learning and teaching.

Library

MoEYS:

- Set up 9 libraries in Svay Chrum college, Prey Yuthka college, Boeung Khnar college, Andoung Samreth college, Tbong Damrei college, Chamkar Doung college, Krachab college, Hun Sen Peam Chikorng lycée and University of Kratie, in collaboration with Prassac MFI.
- Strengthened mechanisms for the management and leadership in **Samdech Akka Moha Sena Padei Techo Hun Sen and Lorkchumteav** libraries with 27 864 visitors, 13 561 female.
- Organized the National Reading Day on March 11, 2018 under the theme “Reading is a marvelous treasure of knowledge” with 3,966 participants, 1,337 female.
- Provided **Samdech Techo Sen** awards to 9 students and incentive bonuses to 3 teachers on the topic: “Universal Value of the Literature: Tum Teav”.
- Registered 1,767 copies of old books into the system.
- Provided training to 22 librarians on library technical work.

This has helped nurture reading and research habits of teachers, students, and the public.

Teacher Pre-Service and In-Service Training**MoEYS:**

- Trained 1 489 basic education teachers, 747 female, for the 11th generation, 2nd intake and 1,501 basic education teachers, 720 female, for the 12th generation, 1st intake.
- Finished training the 2nd generation of 988 basic education teachers, 350 female, through fast-track system to provide them with Bachelor degree.
- Selected 998 basic education teachers, 382 female, to enroll in the third generation of the fast-track system to provide them with Bachelor degree.
- Selected 676 basic education teachers, who were teaching in college (12+2), 357 female, to enrol in year 1 of the 29th generation.
- Continued to train 678 basic education teachers, who were teaching in college (12+2), 376 female, in year 2 of the 28th generation.
- Organized graduating examination for 805 upper secondary teachers (Bachelor + 1), 324 female.
- Organized examination to select 867 upper secondary teachers (Bachelor + 1), 408 female.
- Provided training on how to use the English program and English teaching methodologies to 614 teachers and English trainers, 160 female.
- Provided training on how to use ICT to 54 lycée teachers, 27 female.
- Provided training to 400 Math and science teachers, 159 female, from colleges.
- Provided training on vocational skills, administrative management and leadership to 37 secondary school directors and vice directors, 5 female.
- Provided training on local life skills to 60 master trainers, 22 female, from RTTCs.
- Provided training on pedagogical psychology, classroom management, inclusive education, professional conduct, academic administration and teaching methodologies for 10 credits or 150 hours to 20 basic education teachers, 7 female, from PSE centers.
- Provided training on environmental education to 12 members of the management and science trainers, 9 female.
- Provided training on how to use standards to 70 school directors, 8 female.
- Provided training on how to use guidelines for Math and science teachers to 1,817 college teachers, 273 female.
- Provided training on the 6 specialized subjects to 45 national trainers, 8 female.
- Provided training on how to produce teaching and learning materials to 49 national trainers, 10 female.
- Provided training on the development of monthly test questions on 6 subjects for grade 7, 8 and 9 to 101 national trainers, 17 female.
- Organized workshops on the development of a syllabus for Institutes of Pedagogy with 771 participants, 225 female.
- Organized workshop on strategic planning for 2019-2023 for Institutes of Pedagogy with 36 participants, 8 female.
- Organized workshop on the development of materials for the operation of the Institute of Pedagogy with 64 participants, 14 female.
- Organized workshop on research activities for the management and staff of the Institutue of Pedagogy with 37 participants, 10 female.
- Organized workshop to take stock of the training provided to directors and vice-directors from target colleges of the Education Sector Development Project with 310 participants, 48 female.
- Provided coaching to 16 target schools of ESDP3.
- Organized workshop to take stock of teacher training work with 95 participants, 16 female.

- Organized consultative workshop on guidelines on the improvement of qualification of school management with 12 participants, with support from the Secondary Education Improvement Project.
- Helped developed the School Development Plan for target schools in 5 provinces including Kampong Chhnang, Kep, Kandal, Kampong Cham, and Preah Vihear provinces.
- Provided scholarship to 36 trainers, 13 females, working in TTCs to receive capacity strengthening on science subject (STEM) teaching, curriculum and teaching methodology implementation and school management at the National Institute of Education, Singapore.
- Provided scholarship to 215 basic education teachers, 107 female, to receive training at Bachelor level in RUPP with support from the Secondary Education Improvement Project.

This has promoted teachers' qualification and contributed to the implementation of teacher reform program, which is the first reform pillar.

Inclusive Education

MoEYS:

- Collected statistics of 168 students with disabilities, 74 female, in Special Education Lycée.
- Provided training on inclusive education to 367 teachers, 75 female, to support students with special education needs in lower secondary schools.
- Provided training on inclusive education teaching methodologies to 32 teachers, 12 female, to teach students with visual and hearing impairment, in collaboration with Kruosar Thmey.

This has provided students with disabilities access to quality, equitable and inclusive learning.

A.2. Ensure effective leadership and management of education staff at all levels

Strengthening result-based management and monitoring system

MoEYS:

- Monitored the implementation of a scholarship program for poor students in secondary education in 25 schools in 5 provinces.
- Monitored management, teaching and learning related work in 35 secondary schools in 10 provinces.
- Monitored the implementation of French-Khmer bilingual program in 10 secondary schools and 8 primary schools in 7 provinces.
- Monitored the situation and collected information on the request for opening, expanding and changing the name of 36 secondary schools in 16 provinces.
- Monitored the use and operation of 36 resource centers and 181 network secondary schools in 25 provinces.
- Monitored the progress of regular inspection in 59 schools in 25 provinces.
- Monitored the effective use of ICT and school management database in lycées in 6 provinces.
- Monitored teaching and learning and semester exam in general and technical lycées.
- Monitored the short course final examination of students enrolled in Cambodia-Japan Friendship Technical Education Center, Siem Reap.
- Monitored the effective management and use of basic textbooks for upper secondary education in 7 provinces including Koh Kong Oddar Meanchey, Pailin, Preah Vihear, Stung Treng, Ratanakiri, and Monduliri provinces.
- Monitored the implementation of environment-friendly schools in 10 lycées in 4 provinces including Kampong Chhnang, Kampot, Stung Treng, and Svay Rieng, provinces.
- Monitored the use of ICT training rooms and ICT facilities in Ratanakiri province and Phnom Penh.
- Monitored and reinforced learning assessment tests in 26 target schools of PISA-D in 9 target provinces.

- Collected data from schools implementing French-Khmer bilingual program in 18 schools including 2 colleges, 8 lycées, and 8 primary schools in 7 provinces to do SWOT analysis.
- Consolidated regular inspection reports from 373 schools in 25 provinces including 158 lycées and 215 colleges.
- Monitoring the implementation of teaching and learning life skills in 71 schools in 14 provinces.
- Conducted thematic inspection on grade-twelve teaching and learning in 40 schools in 20 provinces.
- Conducted thematic inspection and reviewed test questions for grade-twelve semester 1 and 2 examinations in 22 schools in 11 provinces.
- Conducted a national assessment test for grade 11 in 230 schools in 25 provinces.
- Conducted survey on Social Studies subjects teaching methodologies by cooperating with Hiroshima project in Kampong Chhnang and Phnom Penh for lower secondary education.
- Conducted feasibility assessment on the installation of Video Conferencing technology to enable long-distance learning and teaching in Preah Sisowath Lycée (New Generation School) and Hun Sen Peam Chikang Lycée.

This has enabled school management to perform their tasks effectively and improve learning and teaching.

Capacity Development

MoEYS:

- Provided training on computer techniques for grade 12 examination to 200 participants, 18 female.
- Provided technical training on the extraction of grade 12 examination score data from computer to 56 participants, 17 female.
- Provided training on secret codes for grade 12 examination to 100 participants, 17 female.
- Provided training on the analysis of test questions and results of grade 12 examination to 352 participants, 66 female.
- Provided training on teaching methodologies and preparation of experiment lesson to 274 science and Math teachers, 75 female, from resource lycées.
- Provided training on guidelines for secondary school and secondary school cluster support committee to 1,404 school directors/vice directors and members of school support committees, 146 female.
- Provided training on guidelines of technical group management and leadership to 126 heads of technical groups in secondary schools and RTTCs' trainers, 40 female.
- Provided training on the management of scholarship for poor students and secondary education reporting to 80 sub-national focal points, 10 female.
- Participated in the training on improving assessment test for all in Malaysia.
- Provided pedagogical training using ICT to 56 lycée teachers, 28 female.
- Provided training on network maintenance and management to 9 lycée teachers.
- Provided training on gender awareness, the formation, and management of girl counselors to 180 college teachers, 81 female.
- Provided training on class observation methodologies for grade 7 and 9 and teaching methodologies with Hiroshima Project, Japan to 17 participants, 2 female.
- Provided training on linking testing with curriculum to 11 curriculum development officers, 2 female, in collaboration with Korea (KICE)
- Provided training on carbon emission and climate resilience in urban areas to 3 curriculum development officers.
- Provided training on a system for monitoring the delivery of basic textbooks to 12 curriculum development officers, 4 females in collaboration with World Education.

- Provided training on disaster management and updating disaster preparedness plan for the education sector to 25 curriculum development officers.
- Provided training on syllabus development for the Institute of Pedagogy to 22 curriculum development officers.
- Sent 18 curriculum development officers to attend training courses in Japan, Australia, Malaysia, China, India, and Singapore.
- Provided training on technical guidelines and process for grade 11 assessment result data entry to 35 participants, 8 female.
- Provided training on the use of ICT in administrative work to 185 national and sub-national education officers, 43 female.
- Organized consultation on CFS technical guidelines with 48 members of secondary school management committees, 5 female, in collaboration with UNICEF.
- Organized consultation on curriculum framework for French-Khmer bilingual program with 163 participants, 61 female.
- Organized consultation on national learning assessment test reporting with 45 participants, 4 female.
- Organized consultation on the integration of the learning assessment test into a teacher training program with 36 participants, 5 female.
- Organized consultation on resource center operation with directors from 36 resource lycées with 184 participants, 11 female, through the Upper Secondary Education Sector Development Project.
- Organized consultation on the selection of 212 scholarship students, 29 female, part of the Upper Secondary Education Sector Development Project.
- Organized a workshop on climate change education for grade 10, 11 and 12 in 10 schools with 76 participants, 26 female, from Kampot, Svay Rieng, Kampong Chhnang and Stung Treng provinces.
- Organized a workshop on basic textbook management and use with 94 participants, 15 female, from 25 provinces.
- Disseminated information on field of studies in French language using HEIs to 1,200 lycée students in 7 provinces.
- Disseminated information on the result of PISA-D to 104 participants.
- Disseminated information on how to develop new basic textbooks following Hiroshima approach to 210 participants.
- Disseminated information on the National Reading Day in Siem Reap province to 55 participants, 16 female.
- Distributed 6,900 copies of Climate Change books for grade 10 to 12 to 65 lycées in Kampot, Svay Rieng, Kampong Chhnang, and Stung Treng provinces.
- Disseminated documents on health education, prevention of communicable and non-communicable diseases, nutrition, illicit drug use, HIV prevention, prevention of traffic accidents and other public health topics.
- Sent 20 members, 1 female, of secondary school support committees to receive training on education management and ICT in Korea.
- Sent 30 education officers, 8 female, to participate in training in Japan, Korea, Singapore, the Philippines and Vietnam.
- Sent 1 female officer, 2 officers and 5 officers (3 female) to participate in trainings on vocational and technical education in Korea, China, and Japan, respectively.
- Sent 24 education officers, 5 female, on technical education study tour in China.
- Sent 2 education officers and 5 officers on a technical education study tour in China and Japan, respectively.
- Sent 11 education officers, 3 female, to participate in training in Indonesia, Japan, and Singapore.

- Sent 82 education officers, 28 female, to participate in training in Indonesia, Vietnam, Thailand, Korea, Myanmar, the Philippines, Japan, China, and Singapore.

This has strengthened the capacity of education officers in school management, curriculum implementation, and students' learning assessment to achieve Sustainable Development Goals.

B. The Progress of Outcome Indicators

There were 15 provinces with at least 40% lower secondary completion rate.

Analysis of the Progress of the Indicators

	Secondary Education and Technical Education	Actual	Target	Actual	Status
		2017-18	2018-19	2018-19	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	Gross enrolment rate in lower secondary education	59.2%	54.9%	59.1%*	→
	Gross enrolment rate in lower secondary education (female)	63.4%	57.9%	63.8%*	↑
2	Gross enrolment rate in upper secondary education	28.5%	29.5%	29.7%*	↑
	Gross enrolment rate in upper secondary education (female)	30.9%	29.5%	32.9%*	↑
3	Transition rate from lower to upper secondary education	76.8%	77.1%	75.4%	↓
	Transition rate from lower to upper secondary education (female)	79.2%	77.1%	78.0%	↓
4	Completion rate in lower secondary education	46.5%	44.8%	47.6%*	↑
	Completion rate in lower secondary education (female)	51.1%	44.8%	52.6%*	↑
5	Dropout rate in lower secondary education	15.4%	14%	15.8%***	→
	Dropout rate in lower secondary education (female)	14.2%	13.4%	14.2%***	→
6	Completion rate in upper secondary education	23.6%	--	23.6%	→
	Completion rate in upper secondary education (female)	25.4%	--	26.0%	↑
7	No. of lower secondary students receiving scholarships	72,071 ***	60,000	72,418	↑
8	% of secondary education institutions implementing CFS program	23.54%	34.3%	23.69%**	→
9	Secondary schools with latrines				
	<i>Lower secondary</i>	65.1%	72.4%	90.86%	↑
	<i>Upper secondary</i>	97.1%	100%	95.50%	↓
9	Secondary schools with safe water				
	<i>Lower secondary</i>	30.5%	42.7%	42.60%	↑
	<i>Upper secondary</i>	54.6%	79%	54.01%	↓
10	No. of general and technical lycées	9	7	14	↑
11	No. of students enrolled in technical education	1,471	1,746	2,104	↑
	No. of students enrolled in technical education (female)	526	529	784	↑
12	No. of lower secondary teachers trained through the formula of 12 +4	Implemented in 2018	1,000	1,200	↑
13	% of lower secondary teachers with at least Bachelor degree each year	39.58%	37%	42.95%	↑
14	No. of secondary teachers receiving continuous professional development each year	1,691	1,500	2,339	↑
Policy Area 2: Ensure effective leadership and management of education staff at all levels					

Note. ↑ Achieved → Likely to Achieve ↓ Unlikely to Achieve

* Include private schools ** School Year of 2017-2018 *** School Year of 2018-2019

C. Challenges

While there were significant achievements, some challenges require more efforts to solve including:

- There is a shortage of technical officers and education officers specialized in ICT to update personnel and teacher trainee data management system in teacher training institutions for the purposes of management, planning, and deployment and re-deployment of new teachers.
- Technical capacity on teaching methodologies of secondary school teachers is not on par with new curriculum requirements.
- Most secondary schools do not have science labs, computer rooms, libraries, teaching materials, workshops, water and electricity connection and latrines as required by the curriculum.
- There is a shortage of officers with expertise in curriculum, development, planning, and management of basic textbook data.
- There is a shortage of IT system including materials and human resources for implementing testing work at the sub-national level.
- Most schools do not have enough subject teachers, technical education teachers, life skill teachers, career counselor teachers, career counseling rooms and teaching materials.
- Dissemination of vocational orientation program is not adapted to the new context.
- STEM approaches are not implemented widely.
- Enterprises, farms and private sector do not extend full cooperation for an internship, scholarship, experience sharing and study tour to students.

2.2.4 SUB-SECTOR: HIGHER EDUCATION

A. Achievements

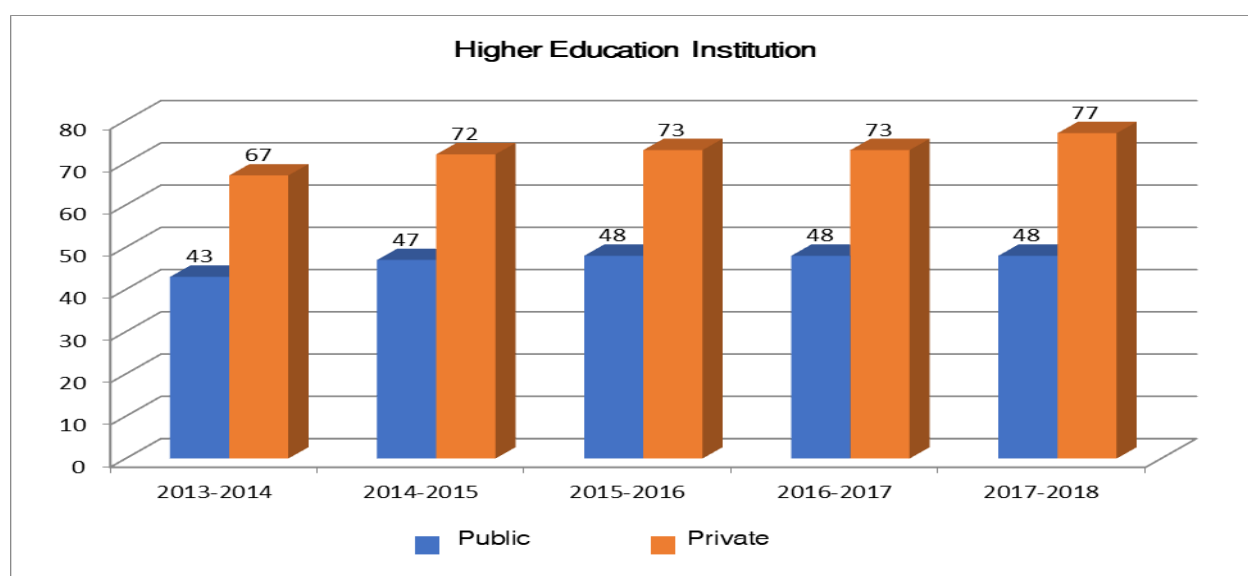
A.1. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

There were 125 Higher Education Institutions (HEIs) across the country, including 48 public HEIs and 77 private HEIs in 20 capital/provinces. HEIs were under the supervision of 16 ministries/institutions. 76 HEIs were under the management of MoEYS including 13 public and 63 private HEIs. 41 HEIs provided post-graduate courses.

Table 15: No. of HEIs under the Oversight of Relevant Ministries/Institutions

No.	Ministries/Institutions	Public	Private	Total
1	Ministry of Education, Youth and Sport	13	63	76
2	Ministry of Labor and Vocational Training	12	14	26
3	Ministry of National Defense	5	0	5
4	Ministry of Cult and Religion	3	0	3
5	Ministry of Agriculture, Forestry and Fishery	3	0	3
6	Ministry of Health	2	0	2
7	Ministry of Culture and Fine Arts	1	0	1
8	Ministry of Interior	1	0	1
9	Office of the Council of Minister	1	0	1
10	Ministry of Public Work and Transport	1	0	1
11	National Bank of Cambodia	1	0	1
12	Ministry of Social Affairs, Veterans and Youth Rehabilitation	1	0	1
13	Ministry of Mine and Energy	1	0	1
14	Ministry of Post and Telecommunication	1	0	1
15	Ministry of Economy and Finance	1	0	1
16	Ministry of Land Management, Urban Planning and Construction	1	0	1
	Total	48	77	125

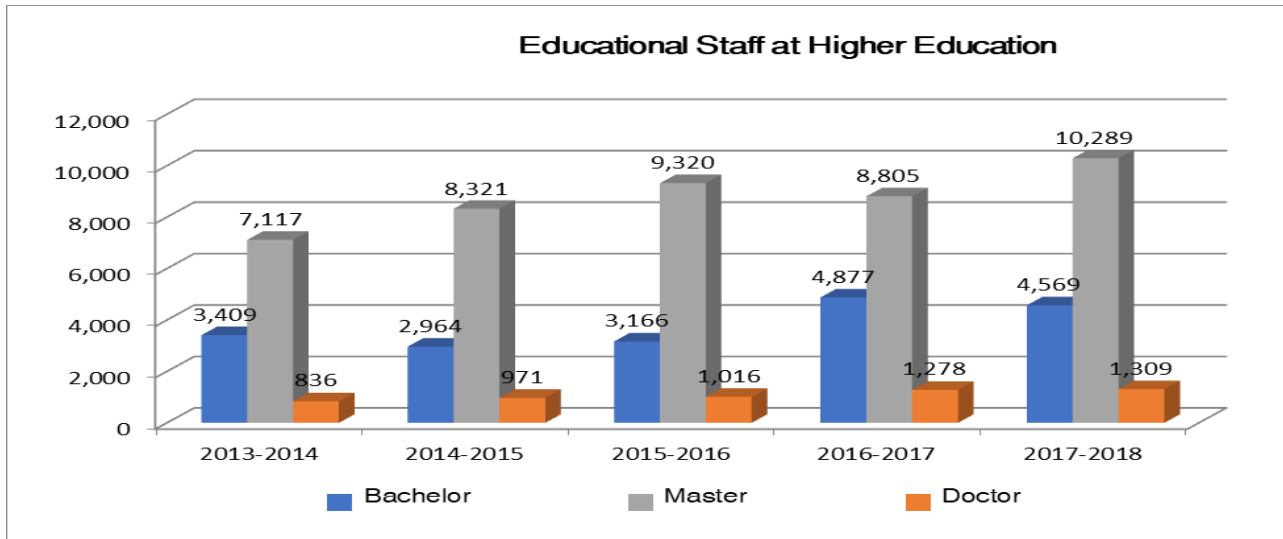
Figure 25: Comparison of No. Of HEIs from 2013-14 to 2017-18



There were 16,167 teachers at higher education level, including 3,308 or 20.46% female, including 4,569 teachers or 28.26% with Bachelor Degrees, 1,780 female; 10,289 or 63.64% with Master Degrees, including 1,393 female; and 1,309 or 8.10% with Ph.D. Degrees including 135 female.

Qualifications of teachers at higher education level have not changed significantly, requiring measures to be taken to increase their qualifications further.

Figure 26: Comparison of Education Staff at Higher Education Level from 2013-14 to 2017-18

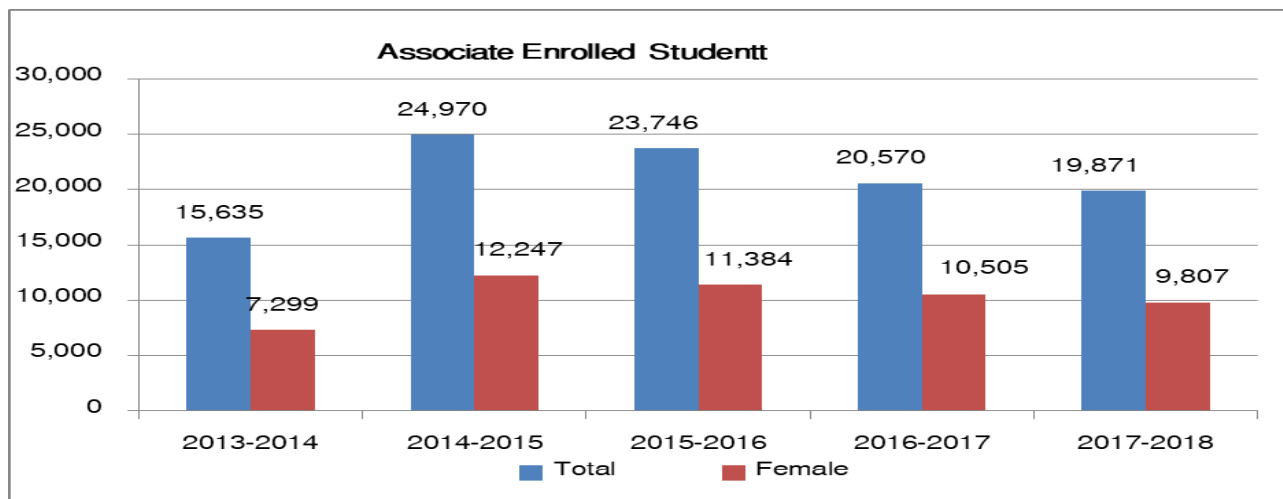


211,484 students, 98,630 or 46.63% female, were pursuing higher education. Compared to 2016-2017, there was an increase of 4,050 students or 1.95%, including 158 foreign scholarship students, 60 or 37.97% female.

There were 19,871 Associate Degree students, including 9,807 or 49.35% female, of which 2,885 including 1,255 or 43.50% female, are scholarship students and 16,986 including 8,552 or 50.34% female. Compared to 2016-2017, there was a decrease of 699 students, or 3.39%, 698 for female.

The number of Associate Degree students decreased as the number of students passing grade 12 examination kept increasing.

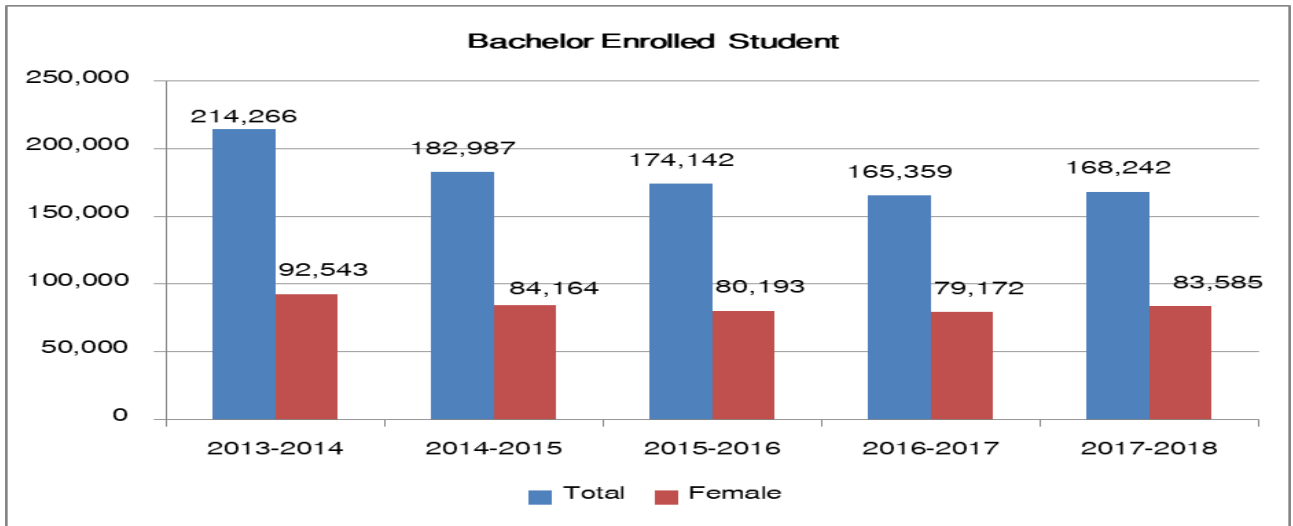
Figure 27: Associate Degree Students between 2013-14 and 2017-18



There were 168,242 pursuing Bachelor Degrees, including 83,585 or 49.68% female. Compared with 2016-2017, the number of Bachelor students increased by 2,883 or 1.7%, female increased by 4,413. There were 24,637 scholarship students, including 12,467 or 50.60% female. Compared with 2016-2017, the number of scholarship students increased by 69 or 2.80%. The number of female scholarship students increased by 297. The number of Year 1 Bachelor students was 49,256, including 24,893 or 50.53% female. Compared with 2016-2017, the number of Year 1 students increased by 5,228 or 11.87% overall. The number of female students increased by 3,198.

In general, the number of female students awarded with scholarships has increased as MOEYS prioritized female students in the scholarship program.

Figure 28: Bachelor Degree Students from 2013-14 to 2017-18



23,371 students were pursuing post-graduate studies (an increase of 8.73%), 22.41% female, including 22,022 Master Degree students (an increase of 8.63%), 23.43% female and 1,349 Ph.D students (an increase of 10.39%), 5.86% female.

Overall, the number of Master Degree and Ph.D. Students has increased.

Figure 29: Master Degree Students from 2013-14 to 2017-18

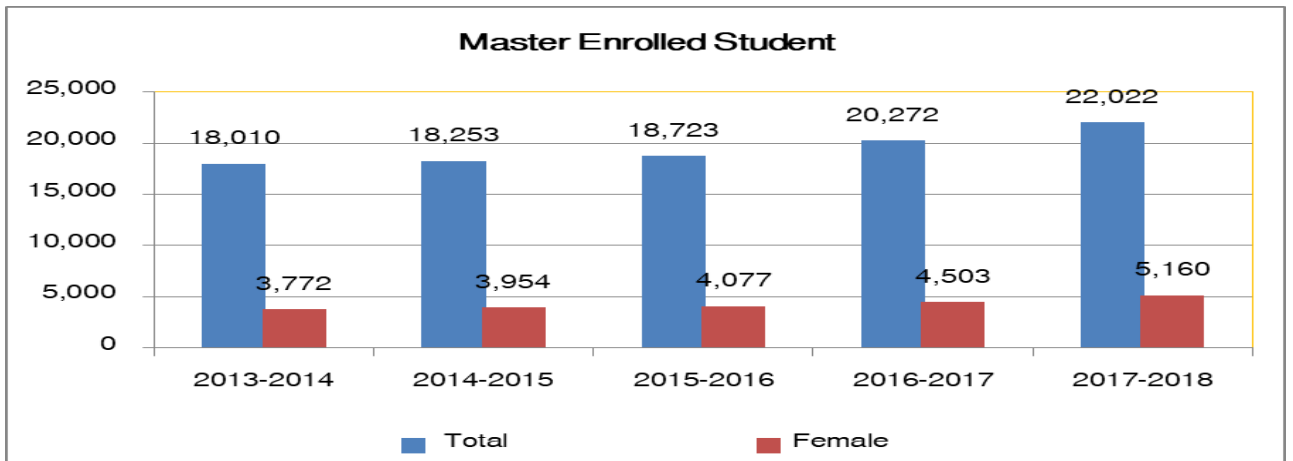
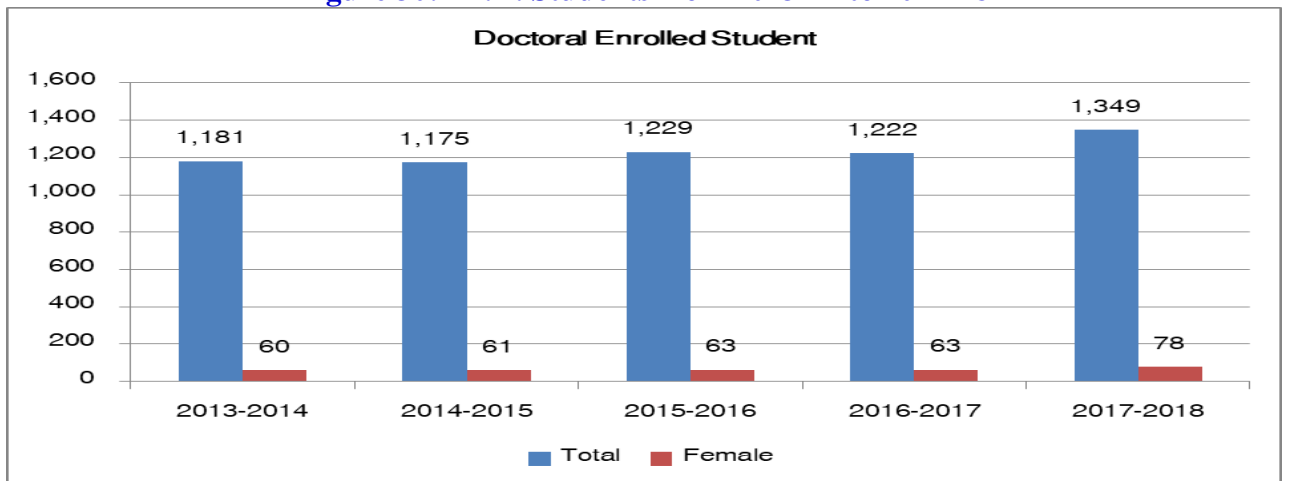
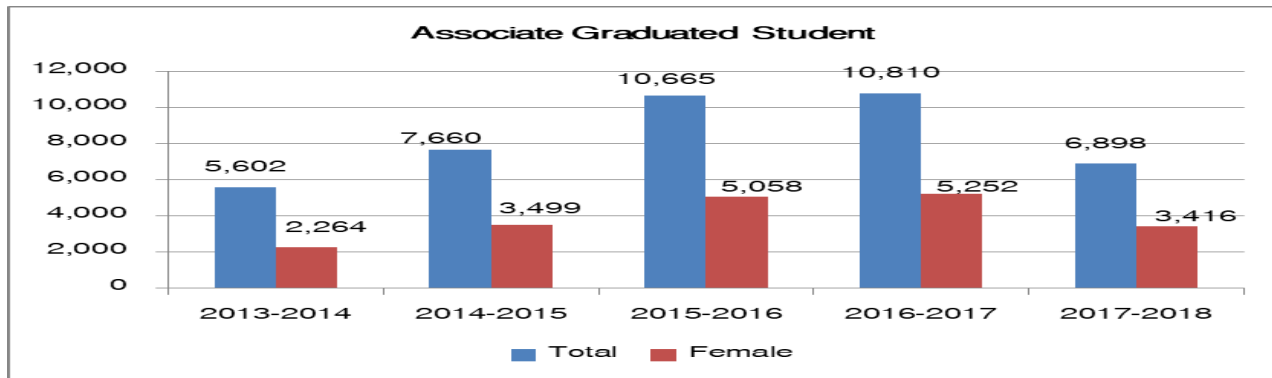


Figure 30: Ph.D. Students from 2013-14 to 2017-18



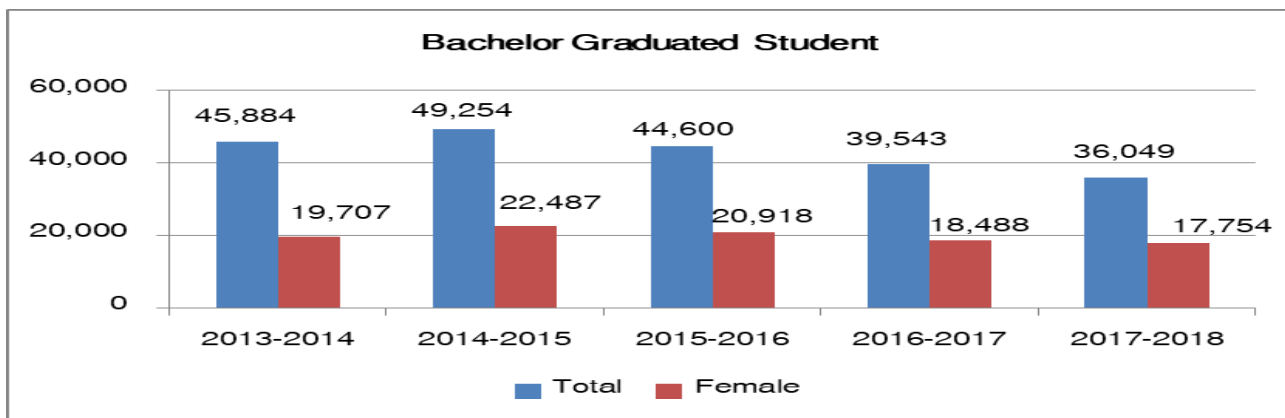
There were 6,898 Associate graduates, including 3,416 or 49.52% female. Compared with 2016-2017, this number decreased by 3,912, including 1,836 or 34.95% female.. There were 512 scholarship students, including 248 or 48.43% female. In comparison with 2016-2017, the number of scholarship students decreased by 799 students or 60.94%. The number of female students decreased by 197 or 44.26%.

Figure 31: No. of Students Graduated with an Associate Degree between 2013-14 and 2017-18



There were 36,049 Bachelor graduates, including 17,754 or 49.24% female. Compared with 2016-2017, this number decreased by 3,494, including 734 or 3.97% female. There were 3,729 scholarship students, including 2,006 or 53.79% female. In comparison with 2016-2017, the number of scholarship students decreased by 2,110 students or 36.13%. The number of female students fell by 547 or 21.42%.

Figure 32: No. of Students Graduated with Bachelor Degree between 2013-14 and 2017-18



There were 3,847 post-graduates, 25.40% female, a decrease of 7.88%, 14.52% decrease for female, including 3,832 Master Degree graduates, a decrease of 7.86%, 25.44% female, a decrease of 14.70% (198 students wrote a thesis to complete their degrees, an increase of 72.17%, including 42.24% female, an increase of 92.00%) and 15 Ph.D graduates, a decrease of 11.76%, 13.33% female, a decrease of 100%.

Figure 33: No. of Students Graduated with Master Degree between 2013-14 and 2017-18

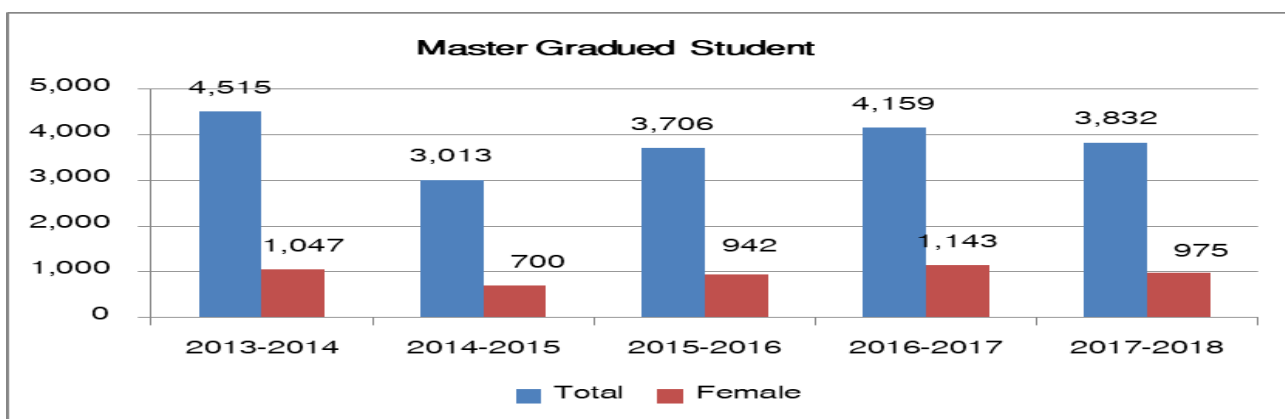


Figure 34: No. of Students Graduated with Ph.D. between 2013-14 and 2017-18

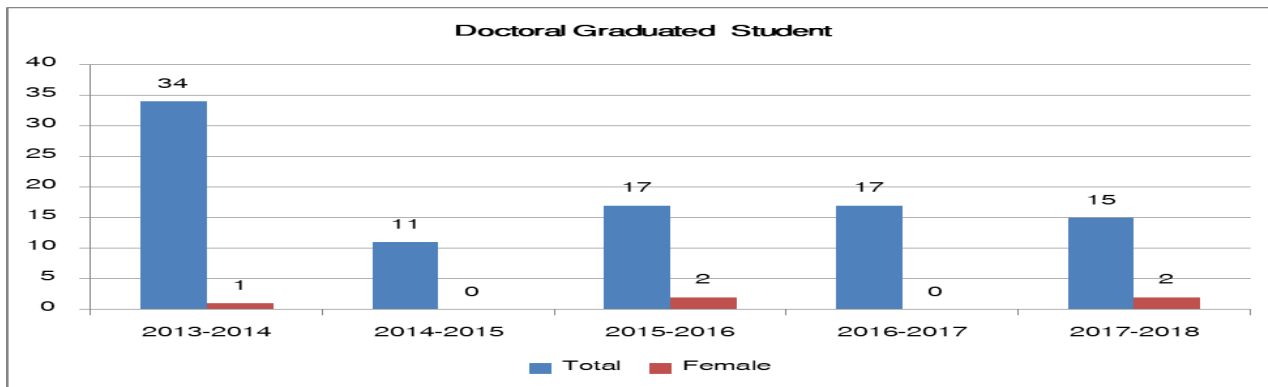
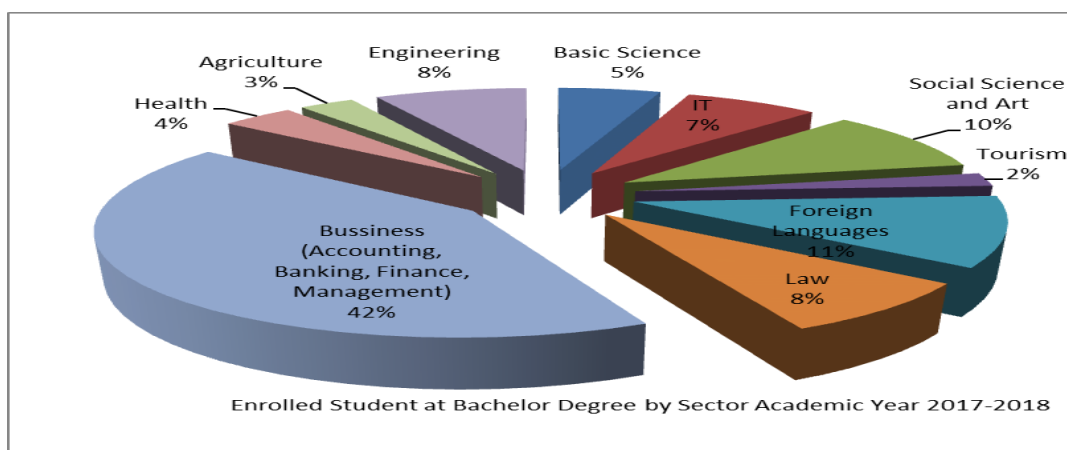


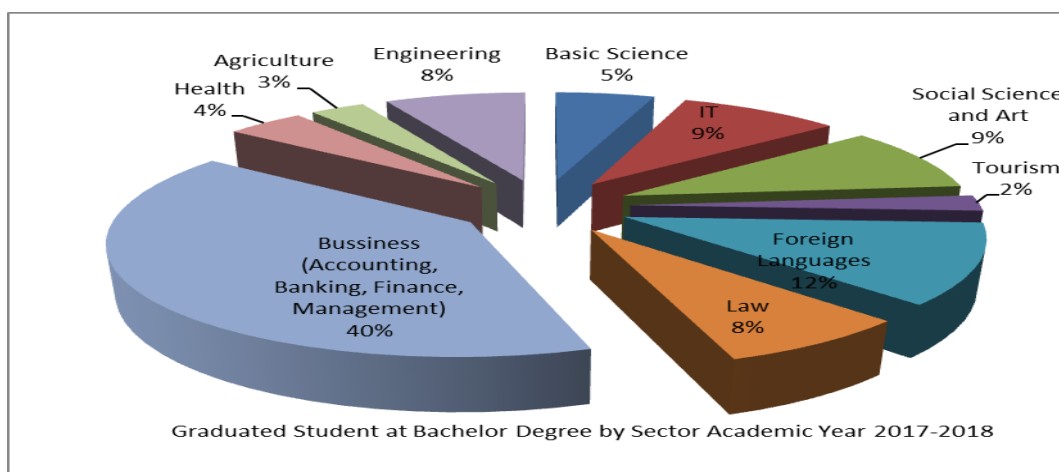
Figure 35: Status of Students Doing Master Degree by Sector in 2017-2018



Concerning to Bachelor Degree course, there were 42% of students undertaking Business Courses, of which including Accounting, Banking, Finance and Management. 27% of students pursued the STEM courses of which 5% in Basic Science, 7% in ICT, 8% in Engineering, 3% in Agriculture and 4% in Health. In case excluded Application Science such as Agriculture and Health, there were only 20% of students undertaking STEM. In conclusion, percentage of students undertaking STEM courses has been remarkably increased from 18% in 2012-2013 to 27% in 2017-2018 in the last five years.

In this regard, the Government needs to pay more attention on strengthening the investment in Science, Technology, Engineering, Art (innovation and social science) and Mathematics (STEAM) as to respond to economic and social development.

Figure 36: No. of Students Graduated with Master Degree by Sector in 2017-2018

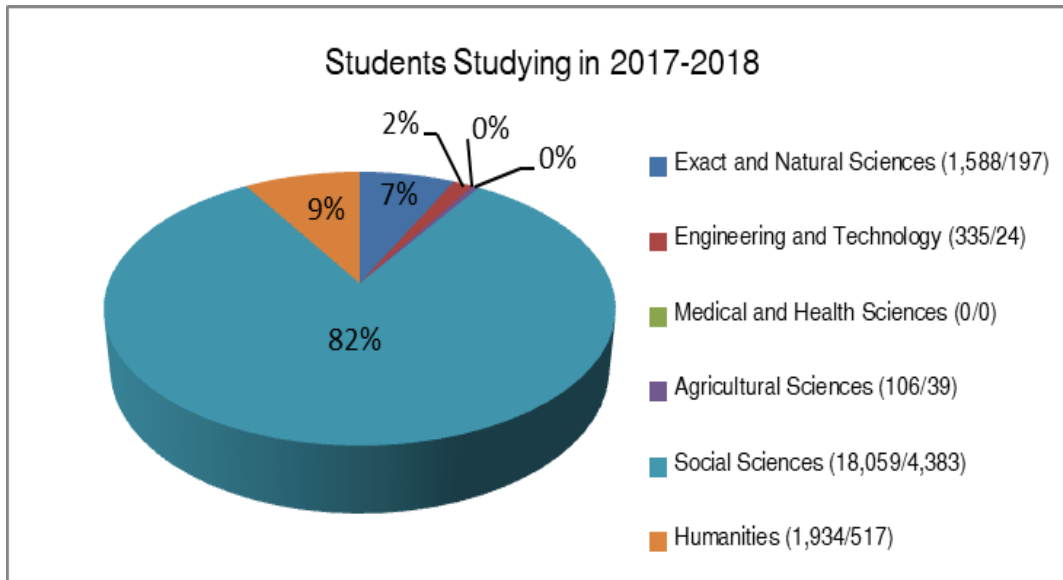


There were only 20% of students undertaking STEM if excluded Application Science such as Agriculture and Health. This has been increased in the last five years.

Of all Bachelor Degree graduates, 40% from Business including Accounting, Banking, Finance and Management. 27% of students were from STEM skills, of which 5% in Basic Science, 9% in ICT, 8% in Engineering, 3% in Agriculture and 4% in Health. In case excluded Application Science such as Agriculture and Health, there were only 22% of students undertaking STEM. In addition, there were some percentage of graduates completing other courses such as 9% in Social Science and Arts, 12% in Foreign Languages, 8% in Law and 2% in Tourism.

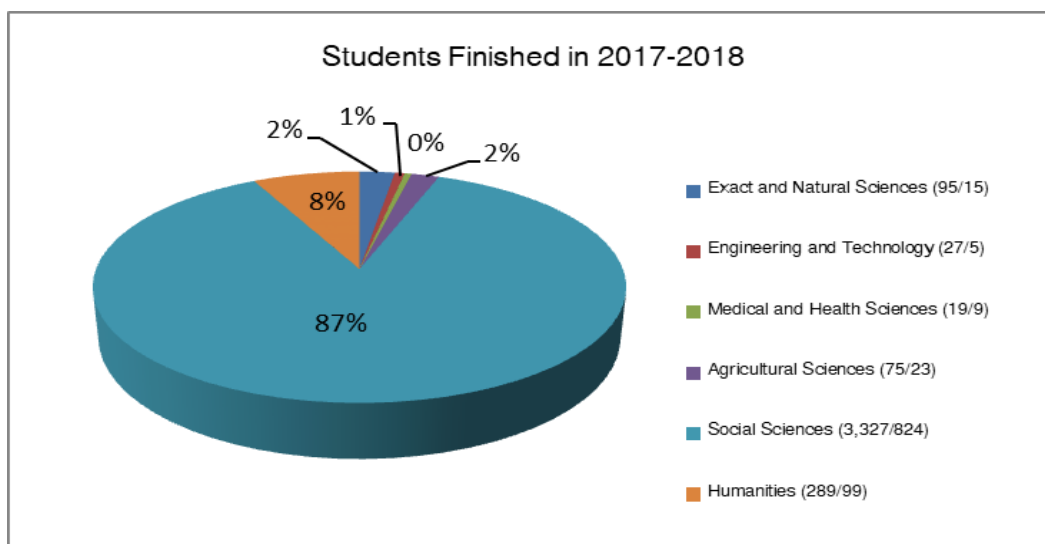
This can be concluded that these graduates contribute significantly to economic and social development.

Figure 37: No. of Students Doing Master Degree by Sector in 2017-2018

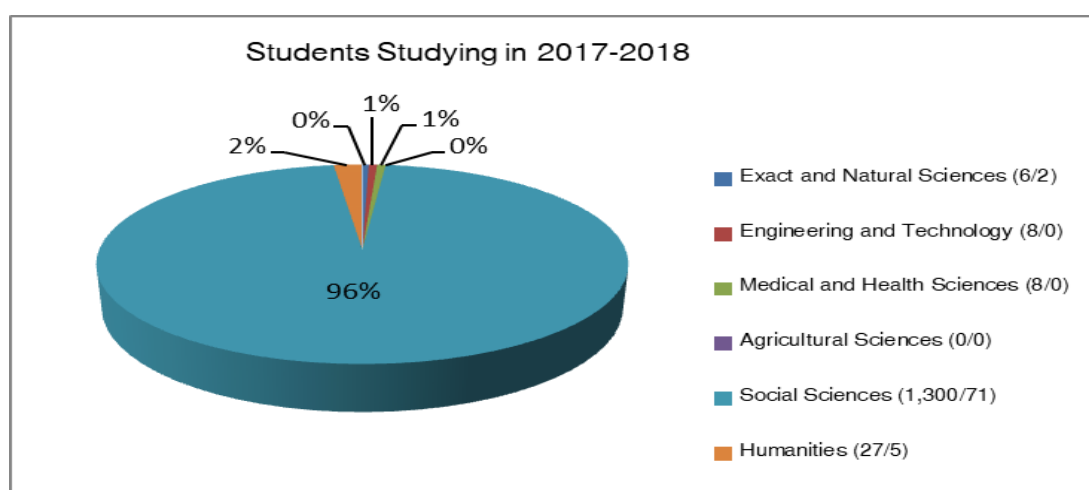


Among the students pursuing Master Degree, 82% studying Social Sciences, 9% studying Art Humanities, 7% studying Exact and Natural Sciences and 2% studying Engineering and Technology.

Figure 38: No. of Students Completed Master Degree by Sector in 2017-2018



Only 1% of Master students graduated in engineering and technology; 2% in real science; and the rest in social science. Therefore, Cambodia is still facing skill gaps at the Master level, requiring the Royal Government to invest more in STEM.

Figure 39: No. of Students Doing Ph.D. by Sector in 2017-2018

100% of Ph.D. graduated in social science.

Strengthening Student Selection Mechanism

MoEYS:

- Printed 10,000 copies of guidebooks, 80,000 copies of a compendium on scholarships, 100,000 copies of scholarship application forms, 100,000 copies of scholarship application receipts, 90,000 copies of personal information slips and 93,000 application forms for poor students and 1,000 copies of a compendium of successes of students given special priorities for dissemination in 2018-2019.
- Organized training on procedures and mechanisms for completing scholarship application forms for 2018-2019 for 662 participants, 42 female, from 25 POEs and lycées.
- Organized examinations and selected 49,256 students, including 49,256 female, to enroll in bachelor classes including 7,172 scholarship students, 4,349 or 60.63% female: 5,292 priority students, 2,934 female; 8 outstanding students, 3 female; 890 female priority students; 627 priority poor students, 396 female; and 355 priority students, from remote areas, 126 female. There were 10,401 Associate degree students, 5,195 or 49.94% female.

Foreign students studying in Cambodian and Cambodian students studying overseas

- There were 158 foreign students in Cambodia, 60 female: 94 Vietnamese students, 49 Laotian students, 15 students from the People Republic of China. 54 students successfully completed their studies, 19 or 35.19% female.
- Sent 854 Cambodian scholarship students, 255 or 29.86% female, to study in 11 countries including Thailand, China, Vietnam, Australia, Laos PDR, Federation of Russia, Indonesia, Czech Republic, European Union, and the United Kingdom.
- Hosted 816 Khmer and foreign scholarship students in the dormitory, including 593 or 72.67% female.

This indicates that the number of students in the country has increased and exchange of students in the framework of cooperation is improved and broadened.

Formulating Policy Framework on Higher Education

MoEYS:

- Issued sub-decree on the appointment of the board of directors for Chea Sim Kamchay Mear University.
- Issued Prakas on specialized and vocational training for school directors at the National Institute of Education.

- Issued Prakas on Bachelor training for basic education teachers through a fast track system.
- Issued Prakas on the organization and functioning of departments and offices under the National Institute of Education.
- Issued Prakas on the organization and functioning of under-graduate faculties, departments, offices, secretariat, and procurement unit as part of a university structure.
- Issued Prakas on the organization and functioning of offices and departments under Phnom Penh Institute of Pedagogy.
- Issued Prakas on the organization and functioning of offices and departments under Battambang Institute of Pedagogy.
- Issued Prakas on the organization and functioning of the quality assurance office of the Royal University of Phnom Penh.
- Issued Prakas to change the title of Bachelor of Geography to Bachelor of Geography and Land Management of the Faculty of Sociology and Humanity of the Royal University of Phnom Penh.
- Issued sub-decrees to provide recognition to 3 private Higher Education Institutions including University of Management of East Asia, Oknha Mong Rithy Institute of Agriculture and Sihanouk Ville Institute of Agriculture.
- Issued Prakas to provide recognition to 2 private Higher Education Institutions including International Institute of Batheay and Cambodia-Japan Institute of Technology.
- Issued sub-decree to recognize the change of the name of Chamroeun University of Polytechnique to Indratevi University and provide recognition to the Institute of Learning for Success.
- Issued decision on the appointment of members of boards of directors of 12 Higher Education Institutions.

This indicates that management and training at higher education level are based on a clear legal basis.

Higher Education Accreditation

MoEYS:

- Introduced accreditation standards for Ph.D. training through Decision No. 01/18 KTK.SSR dated May 09, 2018 of the Accreditation Committee of Cambodia.
- Reviewed and recognized foundation year curriculum of 3 HEIs including ACLEDA Business Institute, Institute of Learning for Success and Tbong Khmum **Heng Samrin** University.
- Reviewed the implementation of the foundation year curriculum and authorized Tbong Khmum **Heng Samrin** University to issue certificates for foundation year.
- Provided training on HEI monitoring and evaluation tools to 92 officers, 18 female, from the General Department of Higher Education.
- Assessed training in 15 HEIs. in provinces.
- Monitored and reinforced result-based planning and M&E system of 6 HEIs.

This indicates that MOEYS has continued to reinforce education quality assurance mechanisms at higher education.

Teaching and Research

MoEYS:

- Implemented researches on 210 topics including: agriculture, banking, finance, economy, market, business, tourism, construction, industry, mine, energy, environment, food science, history, geography, health science, technology, biology, social science, education science, leadership, management, entrepreneurship, law, telecommunication and students' labor market study.
- Published 131 research publications: 54 domestic publications and 77 international publications.
- Sent 11 education staff members, 1 female, to participate in the training on research methodologies on science, technology and innovation policies in one-belt, one-road countries, and data analysis.

- Introduced TOR for directors for research and directors of research centers in HEIs.
- Introduced standards for Ph.D. training accreditation.

This indicates that the culture of research in higher education is gradually strengthened.

A.2. Ensure effective leadership and management of education staff at all levels

Participation in Overseas Conferences, Meetings and Workshops

MoEYS:

- Sent 5 officers, 2 female, to participate in the Conference on Project Management and Journey Toward Education in Korea.
- Sent 6 leaders and officers to participate in the conference on qualification framework and education quality assurance in Thailand.
- Sent 2 leaders and officers to participate in the Conference on Higher Education Era in Europe and International Conference on Math and Math Education in France.
- Sent 10 officers to participate meeting on ASEAN quality assurance network in Malaysia; meeting on student mobility and quality assurance at higher education in ASEAN plus three in Myanmar; capacity building on education quality assurance in India; meeting of young ASEAN quality assurance officers in Indonesia; and meeting of Asia Pacific quality assurance network in Thailand.
- Sent 1 officer to participate in the 75th meeting of ASEAN Sub-Committee on Science and Technology and the 10th Informal Meeting of ASEAN Ministers for Science and Technology in the Philippines.
- Sent 3 officers, 1 female, to participate in the 4th Asia Pacific Meeting on Education 2030 to facilitate study exchange in response to skill requirements to achieve sustainable development goals in the Asia Pacific in Thailand.
- Sent 1 officer to participate in the 91st meeting of the ASEAN Committee on Services and relevant meetings in Myanmar.
- Sent 10 officers to participate in the meeting on leadership and management in the areas of human resource, finance, and cooperation in Myanmar.
- Sent 9 officers to participate in the 4th and 5th Meetings of the ASEAN Committee on Qualification Framework on the Implementation of National Qualification Framework in Thailand and the International Meeting on Higher Education Qualification Accreditation in Brunei.
- Sent 2 officers to participate in the Consultative Workshop on ASEAN-European Higher Education in Indonesia and on Cambodian Fund for Higher Education in the USA.
- Sent 6 officers, 3 female, to participate in the Workshop on International Cooperation Development on Teacher Professional Development in China; the Workshop on Higher Education Information for Korea-ASEAN in Korea and the Workshop on Leadership Development in Myanmar.

Promoting Governance in Higher Education Institutions

MoEYS:

- Advised all HEIs under MoEYS to develop and improve their curriculum in line with the Cambodian National Qualification Framework.
- Regularly monitored advertisement on areas of studies in HEIs.
- Provided permission for the advertisement on areas of studies in 19 HEIs.
- Signed MoU with 63 NGOs.
- Provided facilitation to 118 education officers and students to participate in workshops, international commercial arbitration competition, conferences, training courses, mock trials, world human right day events, forums, conferences and meeting sin 21 countries.
- Provided facilitation to obtain visas for 122 volunteers working in 11 entities of MOEYS and NGOs.

- Facilitated the study visits of 158 foreign students from China, Vietnam and Laos PDR, 60 female, awarded with scholarships by the Royal Government of Cambodia in historic cultural areas and ecotourism areas.
- Provided orientation to 49 new foreign students, 27 female, awarded with scholarships by the Royal Government of Cambodia on learning and living in Cambodia.
- Cooperated with education ministries and bilateral partner governments of 11 countries on the scholarship program.
- Disseminated information on scholarship and organized examination to select scholarship students for overseas studies.
- Organized 2 sessions of pre-departure orientation to 599 scholarship students, 214 female.
- Cooperated with the Francophonie Organization to organize annual Francophonie event.

This indicates that the governance of higher education institutions and international cooperation have been further strengthened and broadened over the years.

Capacity Development for Higher Education Officers

MoEYS:

- Sent 5 officers, 1 female, to participate in train-the-trainer courses on curriculum development and higher education teaching and learning in Indonesia and the design and implementation of results-based education framework and training program evaluation in Thailand.
- Sent 5 officers to participate in the study tours on leadership, management and online learning in Korea.

This indicates capacity improvement in the areas of leadership, management, technical work, training, research, information and experience exchange through local and overseas events.

B. The Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

No.	Higher Education	Actual	Target	Actual	Status
		2017-18	2018-19	2018-19	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	Percentage of state scholarship students enrolled in Year 1	10.53%	14%	9.7%	↓
2	Gross Enrolment Rate of Higher Education (18-22 years of age)	10.49%	16%	11.57%*	→
3	Teachers with qualification of Master Degree increase by 1,000 and Ph.D. Degree increase by 250				
	<i>Local Master Degree</i>	8,737	8,535	8,991*	↑
	<i>Local PhD</i>	871	986	883*	→
	<i>Overseas Master Degree</i>	367	110	621	↑
	<i>Overseas PhD</i>	68	120	112	→
4	Percentage of graduates who are able to get jobs	N/A	82%	N/A	N/A
Policy Area 2: Ensure effective leadership and management of education staff at all levels					
5	Percentage of HEIs achieving internal quality standards	41%	41.4%	42%	↑
6	Percentage of HEIs with annual budget plans	40%	38%	62%	↑
7	Budget for higher education sub-sector	13.6%	14%	12.76%	↓

Note: ↑ Achieved → Likely to Achieve ↓ Unlikely to Achieve

*Statistics of the Academic Year and Implementation in the Academic Year of 2016-2017

C. Challenges

While there were significant achievements, some challenges require more efforts to solve including:

- There are still gaps in the quality of graduates, which is not sufficient to respond to the requirements in the labor market and the society.
- The setup of internal education quality assurance system and the implementation of internal education quality assurance mechanisms in some HEIs did not go very well.
- Investment in Bachelor training on priority skills including science, technology, engineering and math to address socio-economic development is still limited.
- Inter-Ministerial Prakas on allowances for higher education assessment officers has not been finalized.
- There are not enough qualified officers to conduct an assessment in higher education institutions.

2.2.5. SUB-SECTOR: NON-FORMAL EDUCATION

A. Achievements

A.1. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The functional literacy program was implemented in 25 provinces; post-literacy program in 17 provinces; re-entry program in 22 provinces; CLC-based income generating program in 24 provinces; primary equivalency program in 24 provinces; secondary equivalency program in 8 provinces; and complementary program in 21 provinces.

Table 16: Number of Provinces Implementing Programs

Program	Provinces	
	2016-2017	2017-2018
Functional literacy	25	25
Post-literacy	18	17
Re-entry	22	22
Income generating	24	24
Primary equivalency	22	24
Lower secondary equivalency	0	8
Complementary	21	21

Functional literacy program remained stable and received more interest from learners, with an expanded scope on literacy program in factories and prisons, funding supports for contract teachers, teaching and learning materials and participation from all stakeholders.

The number of primary equivalency program has increased as learners from functional literacy were able to enroll in the equivalency classes to complete their primary education.

Lower secondary equivalency program has started to allow those who are not fortunate to enroll in the formal education system to be able to continue learning and complete basic education.

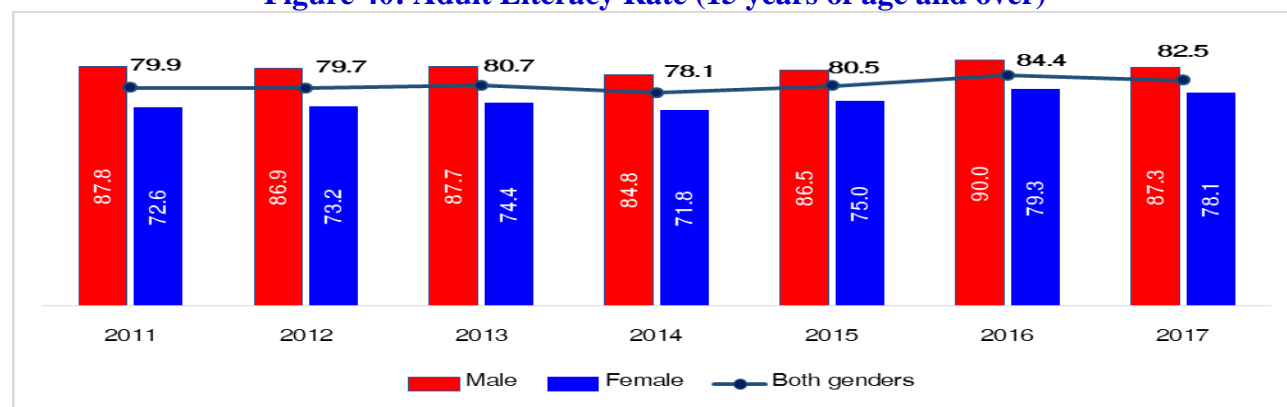
Complementary education program provided the second opportunities for learners to pursue higher education based on the spirit of lifelong learning.

Functional Literacy Program

Ministry of Planning's CSES 2017 showed that the illiteracy rate among people at the age of 15 and over rose from 80.5% in 2015 to 84.4% in 2016 and 82.5% in 2017. This increase was attributed to the efforts of the Ministry of Education, Youth and Sport, relevant ministries, UNESCO and other development partners.

The National Literacy Day, September 8, helped drive the success of this program. MoEYS celebrated the National Literacy Day on Sep 8, 2018 on the theme "Literacy Toward Life Long Learning", with 1,600 participants, 50% female, in Kampong Speu province.

Figure 40: Adult Literacy Rate (15 years of age and over)



Source: CSES 2017

979 functional literacy classes were operated in 902 villages in 589 communes in 183 districts across the country. 909 classes were managed by MoEYS and 70 classes by development partners. MoEYS launched a literacy program for factory workers, in collaboration with UNESCO, Sipa, development partners and factories in Phnom Penh, Kampong Chhnang, Kandal, Kampong Speu, Kampong Cham, Tbong Khmum, Svay Rieng, Siem Reap, and Prey Veng provinces. MOEYS operated 26 literacy classes in prisons and correctional centers with 529 learners, 33 female; 19 classes in factories with 404 learners, 394 female; and 1 class in a brick factory with 20 learners, 16 female.

There were 994 (40.95% female) literacy teachers, of which, 909 teachers (40.70% female) were managed by MoEYS and 85 literacy teachers, 43.53% female, managed by development partners. 954 literacy teachers, 391 female, were trained, of which 870 teachers, 355 female, received training managed by MOEYS and 84 literacy teachers, 36 female, including 24 literacy teachers for garment workers, 9 female, and 49 literacy teachers for prisons, 5 female, received training managed by development partners.

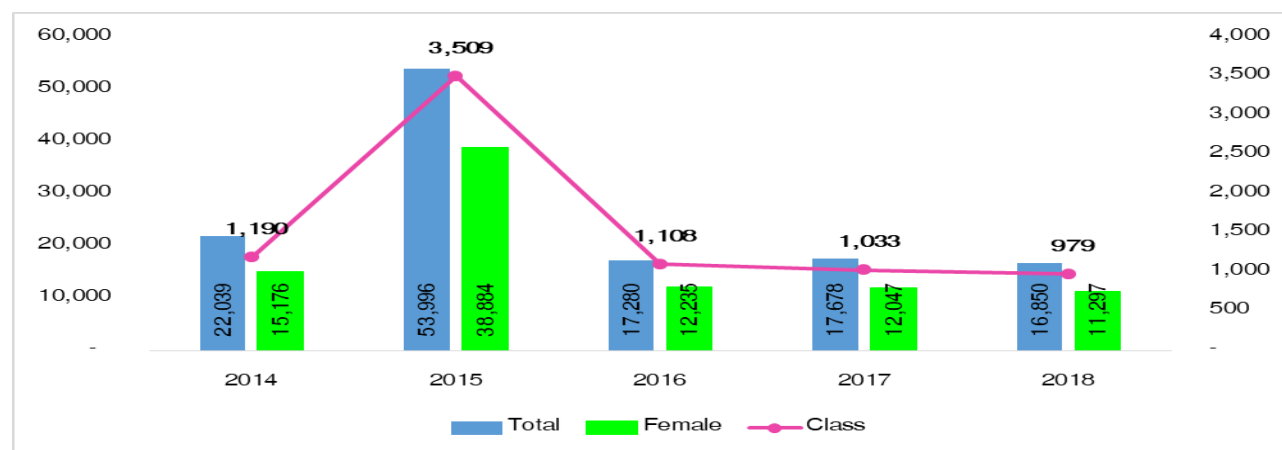
There were 19,783 (66.42% female) learners. 16,850 of them, 67.04% finished the courses. 15,637 learners successfully passed the standard graduation tests, accounting for 92.80% of all learners who finished the courses, 67.36% female. There were 12,628 learners with literacy proficiency or 74.94% of all learners who finished the courses, 68.01% female. There were 11,429 learners with numeracy proficiency or 67.83% of all learners who finished the courses, 68.04% female..

These results show that those who have successfully finished literacy courses show more proficiency in literacy. Numeracy proficiency requires more attention.

Table 17: Numbers of Classes, Teachers and Learners in the Functional Literacy Program

Description		2016-2017		2017-2018		Increase(+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
Literacy classes	MoEYS	935		909		-26	
	Partners	98		70		-28	
	Total	1,033		979		-54	
Literacy teachers	MoEYS	935	371	909	370	-26	-1
	Partners	116	65	85	37	-31	-28
	Total	1051	436	994	407	-57	-29
Literacy learners	MoEYS	18,987	12,763	18,248	12,213	-739	-550
	Partners	2,079	1,344	1,535	926	-544	-418
	Total	21,066	14,107	19,783	13,139	-1,283	-968

Figure 41: Results of Learners who completed the functional literacy program



Note: Results in 2015, the year when the National Literacy Campaign was launched from March 02, 2015 to March 02, 2016

Figure 42: Results of Learners of Functional Literacy in 2018 by Age Group

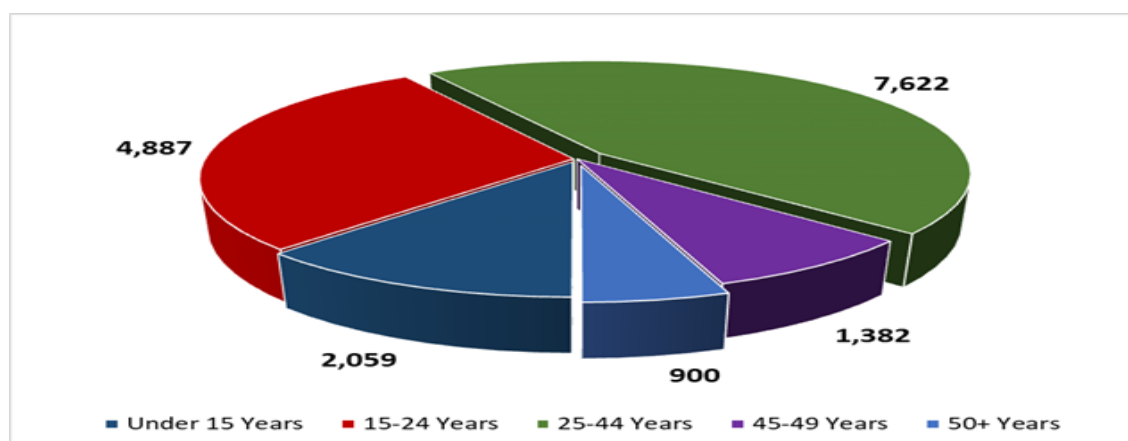
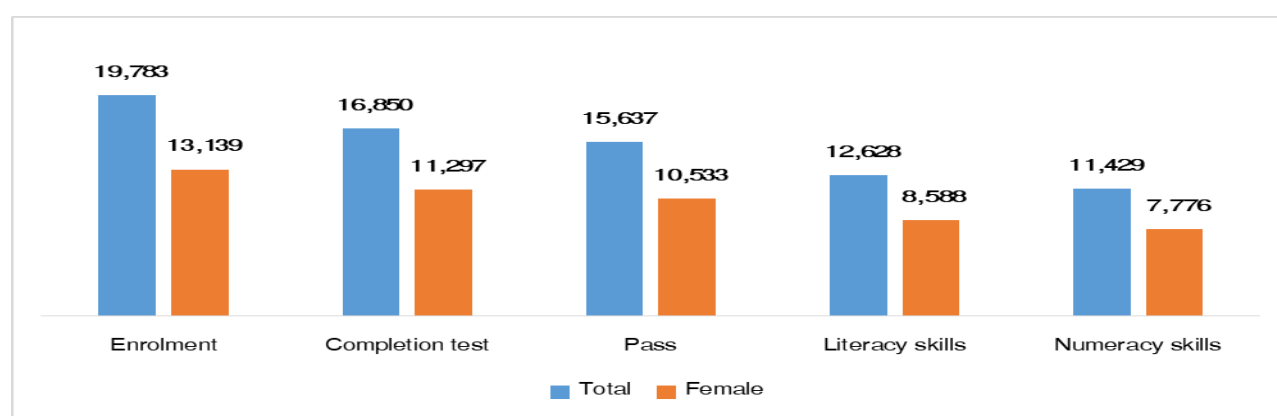


Figure 43: Results of Learners of Literacy Classes in 2018



This indicates that the number of adult illiterate (15 years of age and over) has decreased. The quality and effectiveness of formal education have improved in line with the education sector reform.

Post-literacy program

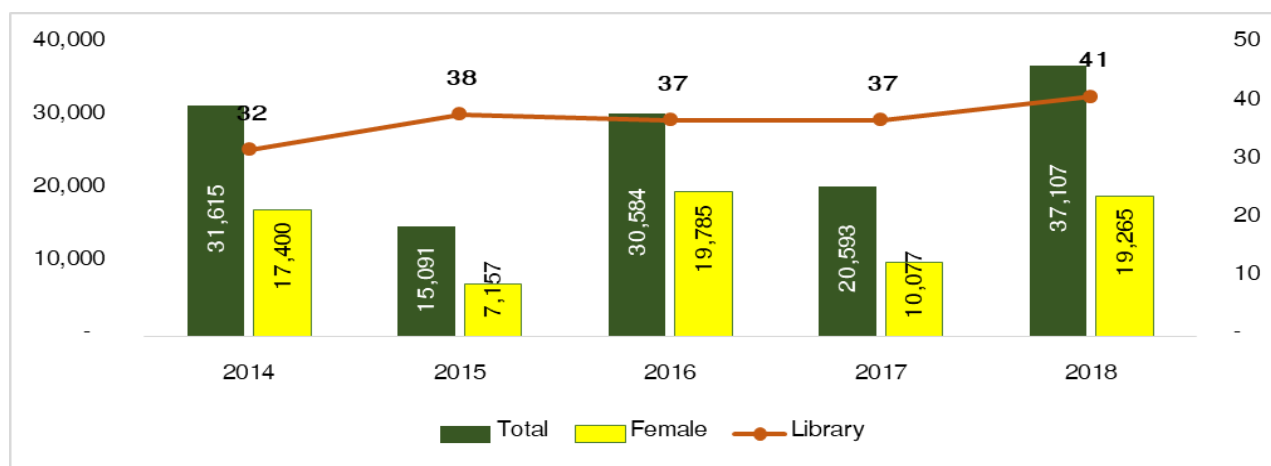
This program helped to increase knowledge and prevent new literates and community members from forgetting how to read and write. MoEYS and partners operated 41 libraries, 39 (95.12%) of which were functioning. 27 libraries are managed by MoEYS, 92.59% functioning. All the 14 (100%) libraries supported by development partners were operating.

37,107 people (51.92% female) were recorded to have been to libraries, an increase 16,514 (80.19%), 91.18% female. 25,470 (48.14% female) people used the libraries managed by MoEYS, an increase of 7,541 users (42.06%), 42.24% female. 11,637 (60.19% female) people went to the libraries supported by development partners, an increase of 8,973 people (a triple increase compared to 2017), also three-time increase for female.

Table 18: Statistics of Libraries and Library Users

Description			2016-2017		2017-2018		Increase(+) / Decrease(-)	
			Total	Female	Total	Female	Total	Female
Libraries	MoEYS	Total	28		27		-1	
		Operational	26		25		-1	
	Partners	Total	9		14		5	
		Operational	9		14		5	
	Total	Total	37		41		4	
		Operational	35		39		4	
Library Users	MoEYS		17,929	8,620	25,470	12,261	7,541	3,641
	Partners		2,664	1,457	11,637	7,004	8,973	5,547
	Total		20,593	10,077	37,107	19,265	16,514	9,188

Figure 44: The Number of Readers in Libraries



This has enabled learners who finished literacy programs and community members to read to increase their knowledge and prevent illiteracy from happening again.

Vehicle-based mobile life quality improvement program was also implemented with 106 participants, 52 or 49.06% female, an increase of 27 or 34.18%. The number of female participants decreased by 18 or 25.71% female.

Table 19: Participants in Life Quality Improvement Program

Description	2016-2017		2017-2018		Increase(+) / Decrease(-)	
	Total	Female	Total	Female	Total	Female
Participants	79	70	106	52	27	-18

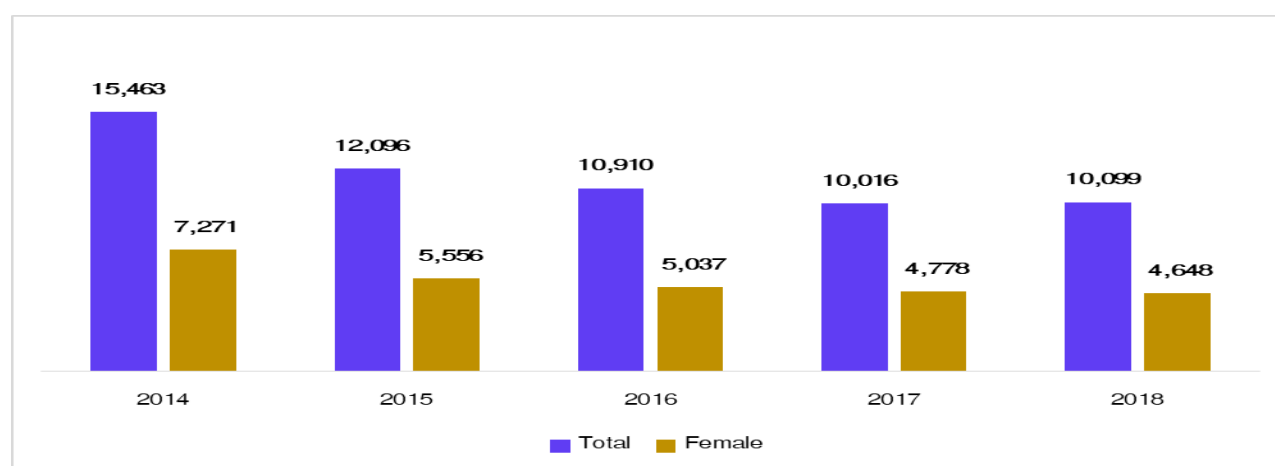
Re-entry Program

The re-entry program has enabled children who dropped out from grade 3 to 6 to pursue their education back into the formal education system. Education statistics and data, 2017-2018, showed that primary dropout rate was 4.4%, 3.7% for girls, equaling to 89,771 children including 36,216 girls. The lower secondary dropout rate was 15.8%, 14.2% for girls, equaling to 51,732 children including 24,438 girls.

636 re-entry classes were supported by MoEYS, a decrease of 22 (3.34%) classes. 636 re-entry program teachers, 24.37% female, were deployed, a decrease of 22 (3.34%), 7.19% female. 11,404 (45.18% female) students attended the re-entry program. 10,659 (45.50% female) students completed the program. There were 10,099 (46.02% female) referred students, accounting for 12.14% of dropouts in 2016-2017.

Table 20: Statistics of Classes, Teachers, and Students in the Re-entry Program

Description		2016-2017		2017-2018			Increase(+) / Decrease(-)	
		Total	Female	Total	Female	Female	Total	Female
Dropouts	Primary	83,176	34,144	89,771		36,216		
	Secondary	99,627	47,066	51,732		24,438		
Classes	MoEYS	658		636			-22	
	Partners							
	Total	658		636			-22	
Teachers	MoEYS	658	167	636		155	-22	-12
	Partners							
	Total	658	167	636		155	-22	-12
Students	MoEYS	11,410	5,172	11,404		5,152	-6	-20
	Partners							
	Total	11,410	5,172	11,404		5,152	-6	-20

Figure 45: Referred Students of the Re-Entry Program

This has enabled students who dropped out in grade 3 and 6 to study again in the formal education system.

Income Generating Programs

Community learning centers are regarded as schools in non-formal education. There were 356 CLCs, an increase of 6 (1.71%). 315 CLCs or 94.03% were managed by MoEYS and 21 CLCs managed by partners, an increase of 1 and all were operational. In 2018, only POE of Banteay Meanchey province provided an operational fund to CLCs based on the Inter-Ministerial Prakas No. 508 SHV.BrK dated May 20, 2013, on the Rule of Expenditure for PB Implementation in MOEYS.

647 vocational skills classes were operated, an increase of 61 or 10.41%. 613 classes were managed by MoEYS, an increase of 53 (9.46%). 34 classes were supported development partners, an increase of 8 (30.77%).

590 vocational skills teachers, 54.75% female, were deployed, an increase of 39 (7.08%) teachers, and a decrease of 24 (6.92%) female teachers. 562 (55.34% female) vocational skills teachers were managed by MoEYS, an increase of 37 (7.05%) teachers, a decrease of 19 female teachers, (5.76%) of whom were female. 28 (42.86% female) vocational skills teachers were supported by development partners, an increase of 2 teachers (7.69%), a decrease of 5 female teachers (29.41%).

10,199 (65.08% female) learners attended vocational skills classes, an increase of 1,183 (13.12%) learners, among whom 563 (9.27%) were female learners. 9,217 (66.82% female) learners were managed by MoEYS, an increase of 917 (11.05%), 499 or 8.82% female. 982 (48.78% female) vocational skills learners were supported by development partners, an increase of 266 (37.15%) learners, 64 or 15.42% female.

There were 1,756 members of CLC management committees, 22.84% female, an increase of 44 members of 2.57%, 2 members of 0.50% female. Management committees of CLCs managed by MOEYS had 1,594 members, 20.70% female, an increase of 15 or 0.95%. The number of female members decreased by 13 or 3.79%. Management committees of CLCs managed by development partners had 162 members, 43.83% female, an increase of 29 or 21.80%, 15 or 26.79% female.

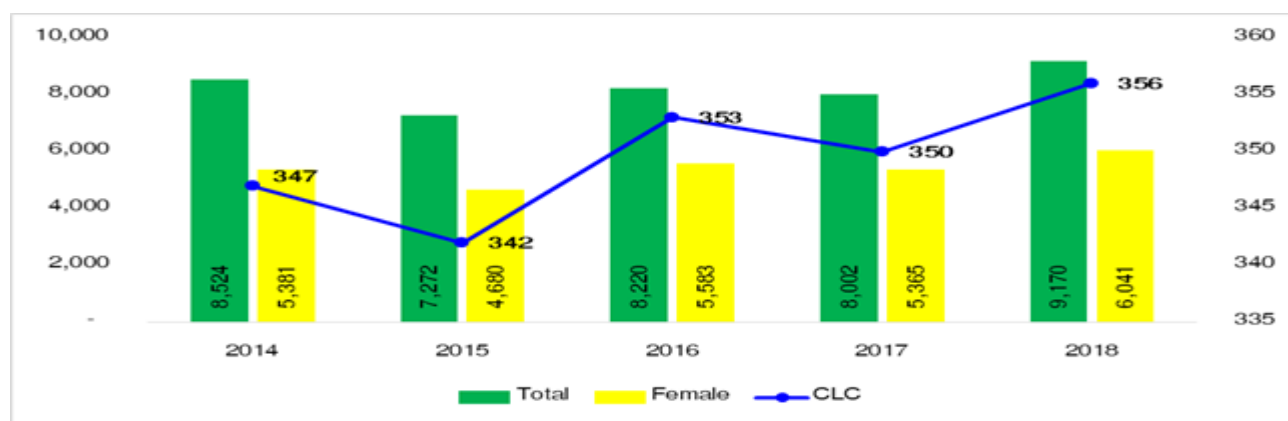
Table 21: Statistics of CLCs, classes, teachers and vocational learners

Description		2016-2017		2017-2018		Increase(+) / Decrease(-)	
		Total	Female	Total	Female	Total	Female
CLCs	MoEYS	330		335		5	
	Partners	20		21		1	
	Total	350		356		6	
Vocational Skill Classes	MoEYS	560		613		53	
	Partners	26		34		8	
	Total	586		647		61	
CLC Management	MoEYS	1579	343	1589	330	10	-13

Committees	Partners	133	56	162	71	29	15
	Total	1,712	399	1,756	401	44	2
Vocational skill Teachers	MoEYS	525	330	562	311	37	-19
	Partners	26	17	28	12	2	-5
	Total	551	347	590	323	39	-24
Vocational skill Students	MoEYS	8,300	5,660	9,217	6,159	917	499
	Partners	716	415	982	479	266	64
	Total	9,016	6,075	10,199	6,638	1,183	563

9,170 vocational skill learners (65.88% female) completed their study, an increase of 1,168 (14.60%) student, 676 or 12.60% female.

Figure 46: Results of Vocational Skill Learners who Completed the Income-generating Program



This has enabled community members to gain vocational skills, competencies, and knowledge to improve their living standards in the context of lifelong learning.

There were 10,199 learners, 65.08% female, enrolled in 38 vocational skills courses and 647 vocational skill classes, in which 231 tailoring skill classes were operated with 3,708 (40.23%) learners, 3,421 or 92.23% female. 8,246 learners passed the exams, 5,442 or 66.00% female, including 2,979 (80.34%) sewing skill learners, 2,790 or 93.66% female.

Income generating program, especially sewing skill classes, is the most attracting.

Table 22: Vocational Skill Learners in 2018

No.	Vocational Skills	Classes	Enrolled		Passed the Exam	
			Total	Female	Total	Female
1	Sewing	232	3,712	3,424	2,979	2,790
2	Beautifying	79	1,187	1,155	965	940
3	Computer	65	1,396	708	1,268	652
4	Traditional music	46	549	147	384	111
5	Pinpeat music	34	357	77	303	67
6	Hair cutting	26	374	42	310	36
7	Chicken and duck raising	20	307	123	270	101
8	Farming	17	280	138	246	130
9	Machine repair	13	152	0	135	0
10	Motorcycle repair	12	162	1	106	1
11	Metal welding	11	193	1	136	1
12	Crop planting	10	146	92	133	83
13	Small machine repair	7	91	0	73	0
14	Weaving	7	112	92	99	79
15	Mushroom culture	7	115	69	103	63
16	Wedding embellishment	6	95	94	87	86
17	Construction	5	61	7	60	7

18	Make up	5	63	60	58	57
19	Fish and prawn farming	4	65	11	58	11
20	Rice bank	4	107	68	0	0
21	Pig raising	3	36	19	28	15
22	Flower decoration	3	90	76	81	68
23	Phone repair	3	49	7	49	7
24	Radio and TV repair	3	36	0	31	0
25	Foreign language	3	54	32	52	30
26	Micro credit	3	100	65	0	0
27	Cow bank	3	31	12	0	0
28	Food processing	2	43	12	32	11
29	Carpenter	2	26	0	25	0
30	Contemporary music	2	20	4	20	4
31	Vegetable growing	2	23	19	13	10
32	Blessing dance	2	32	32	32	32
33	Chhaiyam	1	24	13	24	13
34	Veterinary	1	18	1	12	1
35	Chanting	1	15	15	14	14
36	Electricity	1	25	0	7	0
37	Hospitality	1	38	10	38	10
38	Accounting, administration	1	15	12	15	12
Total		647	10,199	6,638	8,246	5,442

In 2017, 934 learners started their own business, accounting for 11.67% of learners who completed the program, 512 female. Some of them went to work in garment factories.

Equivalency and Complementary Programs

Non-formal Primary Equivalency Program

332 non-formal primary equivalency program classes were operated, an increase of 43 (14.88%). 309 classes, a surge of 30 (10.75%), were managed by MoEYS, and 23 classes, an increase of 13 (130.00%), were supported by development partners. The number of students enrolled in year 1 of the non-formal primary equivalency program was 228, an increase of 104 (83.87%) and 104 in year 2, a decrease of 61 (57.55%). MOEYS implemented 9 primary equivalency classes in prisons with 206 learners, 20 female, in Kampong Cham, Koh Kong Mondulhiri, Preah Vihear, Pursat Siem Reap, and Takeo provinces.

There were 332 teachers, 30.12% female, an increase of 43 or 14.88%, 20 or 25% increase for female. 309 teachers were managed by MOEYS, an increase of 30 or 10.75%, 16 or 21.05% female. 23 teachers, 34.78% were managed by development partners, an increase of 13 or 130%, 4 or 100% increase for female.

6,394 (47.28%) learners, an increase of 1,119 (21.21%), attended the non-formal primary equivalency program, with an increase of 356 (13.35%) female learners. 5,838 learners (47.28% female) were managed by MoEYS, an increase of 783 (15.49%) learners, with a rise in 190 (7.39%) female learners. 556 (47.30%) learners, an increase of 336 (152.73%), and an increase of 166 (171.13%) female learners, were supported by development partners.

Table 23: Statistics of Classes, Teachers and Learners in Primary Equivalency Program

Description		2016-2017		2017-2018		Increase(+) / Decrease(-)	
		Total	Female	Total	Female	Total	Female
Classes	MoEYS	279		309		30	
	Partners	10		23		13	
	Total	289		332		43	
Teachers	MoEYS	279	76	309	92	30	16
	Partners	10	4	23	8	13	4
	Total	289	80	332	100	43	20
Learners	MoEYS	5,055	2,570	5,838	2,760	783	190
	Partners	220	97	556	263	336	166
	Total	5,275	2,667	6,394	3,023	1,119	356

Non-formal primary equivalency program requires 2 years to complete, and hence learners who complete this program are learners who have completed year-2 classes.

In 2018, 1,676 learners, 48.33% female, completed this primary equivalency program, a decrease of 2,896 or 63.34% female, 1,536 or 65.47% female, of whom, 1,590 or 94.87% passed the exams, 776 or 48.81% female.

5,681 learners, 47.60% female, completed the academic year, an increase of 1,109 or 24.26%, 358 or 15.26% increase for female learners. 5,144 learners, 47.57% female, were supported by MoEYS's PB, an increase of 693 or 15.57%, 164 or 7.18% increase for female learners. 537 learners, 47.86% female, were supported by development partners, an increase of 416, 194 female.

Table 24: Learners Who Completed the Academic Year

Description		2016-2017		2017-2018		Increase(+) / Decrease(-)	
		Total	Female	Total	Female	Total	Female
Classes	MoEYS	279		309		30	
	Partners	10		23		13	
Teachers	MoEYS	279	76	309	92	30	16
	Partners	10	4	23	8	13	4
Learners	MoEYS	4,451	2,283	5,144	2,447	693	164
	Partners	121	63	537	257	416	194
Total No. of Classes		289		332		43	
Total No. of Teachers		289	80	332	100	43	20
Total of Learners Who Completed the Courses		4,572	2,346	5,681	2,704	1,109	358

Non-formal primary equivalency program is very attracting and gains support from all stakeholders.

Non-Formal Lower Secondary Equivalency Program

This program just started in 2018. Non-formal lower secondary equivalency program requires learners to spend 2 years to complete.

This program was implemented in 9 provinces in 24 classes, of which 23 classes or 95.83% managed by MoEYS and 1 class or 4.17% supported by development partners. There were 57 teachers, 17.54% female and 520 learners, 39.62% female, of whom 502 learners, 37.45% female, managed by MoEYS and 18 learners, 100% female, supported by development partners. There were 250 learners, 42% female, enrolled in year 1 and 270 learners, 37.41% female, in year 1.

Table 25: Classes, Teachers and Learners in Non-Formal Lower Secondary Equivalency Program

Description		2016-2017		2017-2018		Increase(+) / Decrease(-)	
		Total	Female	Total	Female	Total	Female
Classes	MoEYS			23		23	
	Partners			1		1	
	Total	0		24		24	
Teachers	MoEYS			57	10	57	10
	Partners			NA	NA		
	Total	0	0	57	10	57	10
Learners	MoEYS			502	188	502	188
	Partners			18	18	18	18
	Total	0	0	520	206	520	206

198 learners, 84 female, finished the program. 151 learners, 65 female, passed the exam.

Table 26: No. of Learners Sitting for Lower Secondary Equivalency Final Examination

Finishing the Program		Sitting for the Exam		Passing the Exam	
Total	Female	Total	Female	Total	Female
198	84	171	72	151	65

Non-formal lower secondary equivalency program has helped out-of-school children and youth to finish lower secondary education and pursue higher education.

Complementary Lower Secondary Education

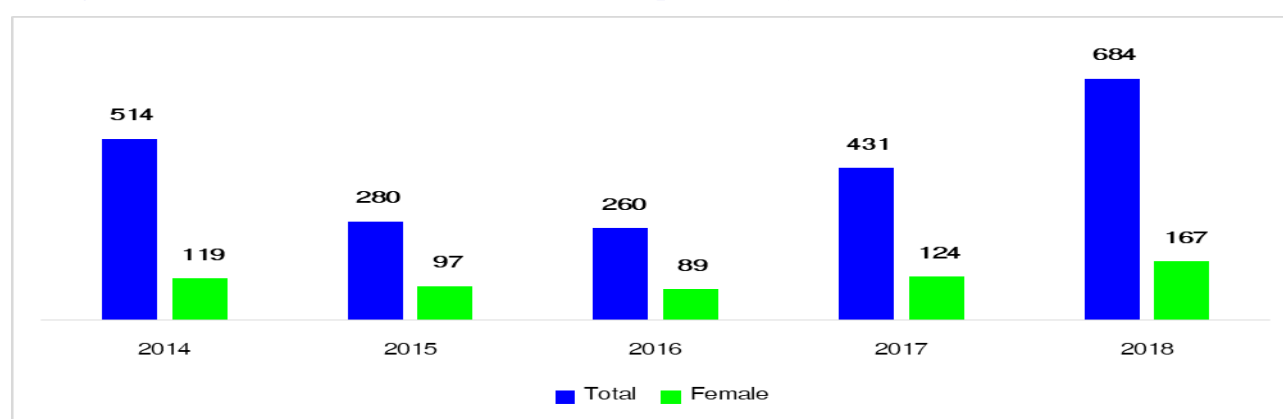
1,094 learners, 22.12% female, attended complementary lower secondary education, an increase of 445 (68.57%) students and an increase of 59 (32.24%) female learners.

Table 27: Classes, Teachers, and Learners in Complementary Lower Secondary Education

Description	2016-2017		2017-2018		Increase or Decrease	
	Total	Female	Total	Female	Total	Female
Teachers	Mobilizing Teachers in Formal Education					
Number of learners attending classes	649	183	1,094	242	445	59
Number of learners taking exams	517	144	860	190	343	46
Number of learners passing exams	431	124	684	167	253	43

860 complementary lower secondary education and self-learning candidates, 22.09% female, took exams, an increase of 343 (66.34%), including 46 (31.94%) female. Among those candidates, 684, 24.42% female, passed the exams, an increase of 253 (58.70%), 43 (34.68%) female.

Figure 47: Results of Students Who Passed Complementary Lower Secondary Education Exams



Complementary Upper Secondary Education

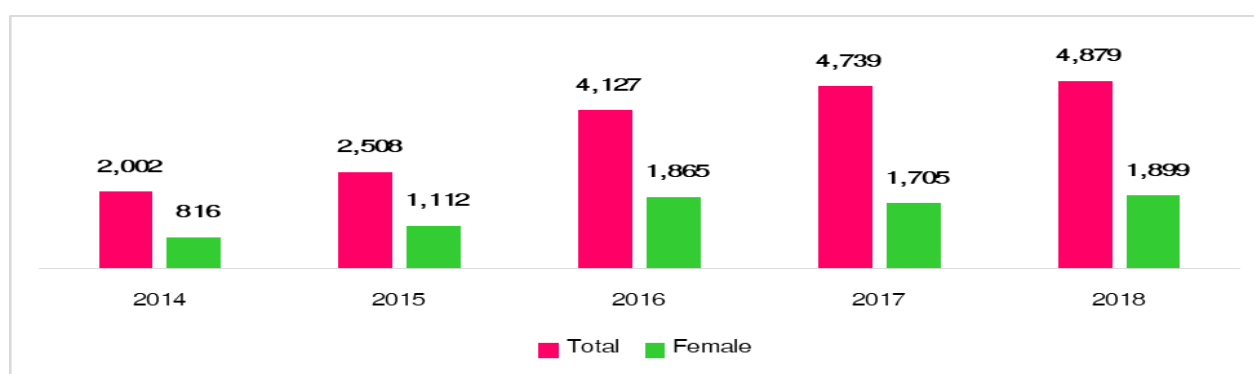
5,333 learners, 35.44% female, attended complementary lower secondary education, an increase of 534 (11.13%) students and an increase of 274 (16.96%) female learners.

Table 28: Classes, Teachers, and Learners in Complementary Upper Secondary Education

Description	2016-2017		2017-2018		Increase or Decrease	
	Total	Female	Total	Female	Total	Female
Teachers	Mobilizing Teachers in Formal Education					
Number of learners attending classes	4,799	1,616	5,333	1,890	534	274
Number of learners taking exams	6,913	2,348	7,624	2,693	711	345
Number of learners passing exams	4,739	1,705	4,879	1,899	140	194

7,624 complementary lower secondary education and self-learning candidates, 35.32% female, took exams, an increase of 711 (10.28%), including 345 (14.69%) female. Among those candidates, 4,879, 38.92% female, passed the exams, an increase of 140 (2.95%), 195 (11.38%) female.

Figure 48: Results of Students Who Passed Complementary Upper Secondary Education Exams



Complementary upper secondary education allows marginalized learners to continue their studies and pass grade 12 exam.

A.2. Ensure effective leadership and management of education staff at all levels

MoEYS has managed and administered all teaching services in non-formal education programs in compliance with Sub-decree N 20 ANKr.BK dated 05 March 2015, of the Royal Government of Cambodia. The sub-decree provides an increase of the remuneration for contract teachers in non-formal education programs from 50% to 100% of the monthly salary of fresh primary school teacher recruits and the provision of incentive allowance for the management committees of CLCs equivalent to 12 months.

To ensure smooth and effective implementation of non-formal education sub-sector with good quality, MoEYS:

- Implemented the curriculum and basic textbook for the literacy program for factory workers;
- Developed the National Policy on Lifelong Learning.
- Developed basic textbooks and detailed program for the literacy program.
- Developed non-formal education sub-sector section of the ESP 2019-2023.
- Enhanced capacity of 62 non-formal education officers on the implementation of non-formal education.
- Provided training on how to write curriculum for simple vocational skill training to 20 non-formal education officers at the national level, 4 female.
- Issued Prakas to provide recognition to 2,472 NFE contract teachers.
- Issued Prakas to introduce the curriculum framework for simple vocational skills.
- Developed an action plan for strengthening the non-formal equivalency program, 2019-2023.
- Provided training to 24 factory-based literacy teachers, 9 female.
- Provided training to 49 prison-based literacy teachers, 5 female.
- Aired 28 articles related to the annual activities of the non-formal education program on the national radio.
- Updated basic curriculum for the re-entry program.
- Provided training to 228 teachers, 59 female, for non-formal primary equivalency program.
- Organized a consultative workshop on the curriculum for non-formal primary equivalency program with 76 participants, 10 female.
- Organized a workshop on the development of a training framework for contract teachers of the non-formal literacy program using a credit system with 82 participants, 15 female.
- Organized a review meeting on the training framework for contract teachers of the non-formal literacy program using a credit system with 36 participants, 6 female.
- Organized a workshop on the alignment between NFEMIS and EMIS with 48 participants, 10 female.
- Updated non-formal education questionnaires to respond to SDG indicators.
- Improved NFE program M&E tools.
- Developed an evaluation framework for CLCs and transform 5 CLCs as the Life-Long Learning Centers.
- Participated as a member in the Counter-Drug Committee and wrote stories and produced pictures to sensitize community members on the dangers of illicit drug use.

This has strengthened the capacity and improved NFE documents to respond to SDGs in the context of lifelong learning.

B. The Progress of Outcome Indicators

50% of NFE sub-sector's outcome indicators were achieved, and 50% were almost achieved against the AOP 2018.

Analysis of the Progress of Outcome Indicators

No.	Non-Formal Education	Actual	Target	Actual	Status
		2017	2018	2018	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	No. of illiterate completing literacy classes	17,678	20,000	16,850	↓
2	No. of learners in equivalency program	5,275	6,409	6,914	↑
3	No. of CLCs	350	367	356	→
4	No. of children completing re-entry program and referred to formal education	10,016	11,000	10,099	→
5	No. of learners completing skill training courses	8,002	7,784	9,170	↑
Policy Area 2: Ensure effective leadership and management of education staff at all levels					
6	POEs with NFE MIS	25	25	25	↑

Note: ↑ Achieved → Likely to Achieve ↓ Unlikely to Achieve

C. Challenges

While there were significant achievements, some challenges require more efforts to solve including:

- Literacy program for factory workers was not widely implemented.
- NFE equivalency program was not operated in all provinces.
- Some CLCs did not function fully and there were no standards for vocational skill learning and teaching.
- Budget allocation was not done on time and did not follow the Inter-Ministerial Prakas No. 508 SHV.PrK dated May 20, 2013.
- Post-literacy program implementation was not fully implemented due to not enough librarians and not diverse and interesting materials.
- Development partners submitted their data to NFEMIS late.

2.2.6. SUB-SECTOR: YOUTH DEVELOPMENT

A. Achievements

Good Child, Good Student and Good Friend Program

Cambodian Student Councils

MOEYS has updated the Child Councils in Cambodia as follow:

Table 29: No. of Child Councils in 2016-2017 and 2017-2018

Description	2016-2017	2017-2018	Increase/Decrease % (+/-)
No. of Student Councils	8,726	8,821	95
No. of Branches	47,608	48,221	613
No. of Sub-Branche	285,648	289,326	3,678
No. of Members	1,545,864	1,567,932	22,068

The above table shows that the number of student councils, branches, sub-branches, and members has increased among grade 4 to 9 students, thanks to the efforts made by all stakeholders.

This shows that the three-good movement has had positive impacts on students, school management, and school support committees.

Cambodian Youth Councils

MoEYS has updated information on Cambodian Youth Councils as follow:

Table 30: No. of Youth Councils in 2016-2017 and 2017-2018

Description	2016-2017	2017-2018	Increase/Decrease (+/-)
No. of Youth Councils	462	506	44
No. of Branches	6,780	7,470	690
No. of Sub-Branche	40,680	44,820	4,140
No. of Members	297,302	302,923	5,621

The above table shows that the number of child councils, branches, sub-branches, and members has increased among grade 10 to 12 students through volunteerism program, local life skill program and participation of stakeholders.

This shows that all educational institutions have considered Youth Council as an important mechanism to support school self-management, supported youth councils, learning clubs and provided supports to students who took part in grade 12 examination.

MoEYS:

- Monitored activities of student and youth councils in Takeo, Kep, Kampong Cham, Svay Rieng, Prey Veng, Pursat, Kampong Chhnang, and Kampong Thom provinces.
- Organized meetings to take stock of the “good child, good student, good friend” movement at the national level and issued recognition certificates to 50 outstanding schools, 319 outstanding staff members, 51.63% female. Such stock-taking meetings were also organized in Phnom Penh, Kandal, Prey Veng, and Kampong Cham provinces. In Takeo province, such meetings were organized in some districts and schools.

- Provided motivation to youths and children who were outstanding members of student and youth councils in Cambodia by inviting them to join the talk shows on the rights of children and youth to protection through Cambodian national radio every Monday.
- Provided 4,100 books, 84 boxes of pens and 450 bags to 450 children and youths, 40% female, as rewards for their participation in the quiz shows of the three-good movement contest.
- Organized review workshop on student and youth council development with 108 leaders and youth focal points, 6.50% female, from 25 provinces.
- Provided opportunities to children and youths to take part in local and international study tours and camping.
- Provided Cambodian Red Cross membership to 21,976 youths, 55.88% female, from 16 provinces.
- Provided training on first aid, prevention of violence on women and children, prevention of gangster activities, psychological education, rights of the child, prevention of child labor, prevention of human trafficking and sexual exploitation, fundamental principles of Red Cross movements to 85 936 children, 48,67% female.
- Sensitize and raise awareness on the meaning of Valentines Day, Feb 14, to young people and people in the whole society.

Youth Action Dissemination Program

MoEYS:

- Cooperated with the Ministry of Information to create youth and child education program to air on National Radio with Q&A session with participation from outstanding students.
- Printed 2 530 copies of the second edition of Youth Bulletin, Volume 2, to distribute to POEs.
- Organized the 19th Anniversary of the International Day of Youths on Aug 12, 2018, under the theme “Safe Environment for Youth” with 1,500 youths, 48,68% at the Institute of Technology of Cambodia.
- Organized the 69th Anniversary of the International children Day on June 1, the 17th Anniversary of the World Day Against Child Labor on June 12 and Children Day in Cambodia in 2018, in collaboration with Cambodian National Council for Children with 1,500 participants, 50% female.
- Raised awareness on the impact of illicit drug use and road safety, in collaboration with the National Authority for Combating Drugs and the National Committee for Road Safety for 401 youths, 44.39% female.

Youth Skill Training Linked with the Society

MoEYS:

- Provided training on “Children and the Development of Family, Society and National Heritage through the Three-Good Movement” to 218 members of Cambodian Youth Councils, 45.74% female.
- Provided training on personal development through the Three-Good Movement on “Children and the Development of Family, Society, and National Heritage” to 206 members of Cambodian Youth Councils, 49.68% female;
- Provided training on growing mindset through the 20th National Stem Youth Camping Program under the theme “Youth Under the Shade of Peace and the 21st Century Skills”, in collaboration with the Department of Information Technology, Kampong Speu Institute of Technology, Kampong Chheur Teal Institute of Technology, New Generation School of Sisowath Lycee, Cambodian National Youth Center, Chamkar Doung Lycee in Kep province, and Cambodian Stem Organization, with 429 youths, 46.15% female.

In Kampong Chhnang and Oddar Meanchey provinces, there were training on soft skills and practical leadership for youths, children and youth focal points through camping and study tours.

Student Association Strengthening

MoEYS provided orientation and technical training on procedures for establishing and operating student associations in Chea Sim, Kamchay Mear University.

Participation in Social Activities

In Phnom Penh, Koh Kong, Oddar Meanchey, Pursat, Kampong Thom, Kampong Speu, Kampot, Svay Rieng, Kampong Cham, Pailin, and Takeo provinces, motivation and coordination were provided to 5,485 children, 51.39% female, to donate their blood, organize road traffic, clean schools and public areas, organize humanitarian events to support natural disaster affected people, celebrate national and international events and receive national and international delegation.

Institutional Development Program

- Organized workshop photography and writing methods for youth bulletins for 246 participants, 36.20% female, in Battambang province.
- Sent 3 leaders and officers, 66.67% female, to participate in the Workshop on Entrepreneurship in Siem Reap province.
- Sent 1 leader and 1 youth to participate in the Asian Leader Conference on “Vision and Leadership for Nation Building and Peace” in Thailand.
- Sent 2 officers to participate in the training on “Program Development and Promotion of Cooperation for Youth Policy and Action” in the Republic of Korea.
- Sent senior officers and officers in charge of youths and children to participate in conferences and youth and child exchange in ASEAN and Europe.

National and International Cooperation

MoEYS:

- Rolled out the pilot entrepreneurship education program to 25 provinces with participation from 625 students, 50% female, to prepare for the integration of this program into the national curriculum, in collaboration with the International Labor Organization.
- Finalized Cambodian Youth Development Index, in collaboration with UNFPA.
- Collected information on supports provided to youths in 18 provinces.
- Piloted online Basic Education Equivalency Program by approving curricular for the 11 subjects, finishing filming all subject teaching activities. Some other filming activities are still ongoing.
- Completed the Cambodian youth poverty reduction project, Phase 1, in collaboration with UN Volunteers in Cambodia.
- Sent 4 leaders and officers, 25% female, to participate in the meeting on the preparation for the International Youth Education and Culture Festival for 2018 in Siem Reap province.
- Sent 2 leaders, 50% female, and 1 officer, to participate in the 9th Senior Officer Meeting and the 8th Senior Officer Meeting Plus 3 in Indonesia.
- Conducted research with a delegation of 18 teachers and students, 50% female, from Japan to a study tour in the Kingdom of Cambodia as part of the Blossom Mission of the Asia-Pacific Conference on Children in Phnom Penh.
- Made announcement to encourage students to apply to participate in the third Summit of Young Leaders of the Asian-European Fund under the theme “Ethical Leadership” in Belgium.
- Made announcement to encourage young Cambodian youths to participate in the International Essay Writing Contest under the theme “Changes I want to do” under Youth Education Program of the Goi Peace Fund.
- Coordinated the exchange of experience and knowledge with a delegation of 22 Japanese youths, 9.10% female, who visited Cambodia as part of East Asia and Japan Youth Exchange Program under the theme “Football Sport”.

- Conducted tests to select youths to participate in the 45th Ship for Southeast Asian Youth Program in ASEAN countries and Japan with 465 applicants, 46.89% female and selected 28 applicants, 14 female.
- Provided administrative facilitation and processed papers for partner organizations involved in youth and children activities.
- Cooperated with other ministries/institutions, national and international organizations, civil society organizations involved in youth and children related activities.
- Allowed youth organizations and POEs to borrow tents for youth camping:
 - o Union of Youth Federations of Cambodia: 90 tents for the “40 km to the history” Event.
 - o Kampong Chhnang POE: 10 tents
 - o Oddar Meanchey POE: 50 tents
 - o Medical Alliance of the Union of Youth Federations of Cambodia: 50 tents for “Free Consultation and Treatment” for 3 500 people led by Lork Chum Teav Yim Chhaylin Hun Mani with 288 volunteer physicians in Pursat province.

Youth Centers and Vocational Skill Training Program

MoEYS:

- Provided library access to youths: 12,081 times-persons, 5,646 times-persons for female.
- Provided library access to youths: 11 353 times-persons, 5,855 times-persons for female.
- Provided 29 units of computers donated by **H.E. Academician Dr. Hang Chuon Naron**, Minister of Education, Youth and Sport, to Youth Centers in Kampong Chhnang and Kampong Cham provinces.
- Monitored the work of the centers in 25 provinces.
- Strengthened and organized youth center development in 25 provinces.
- Repaired infrastructure in Cambodian National Youth Center.

Short Skill Training Courses

MoEYS provided short skill training courses on piano, traditional dance, traditional music, music note, parade music, make-up, English language, Korean language, career orientation for tour guides and basic knowledge about archaeology, Ibokator martial art, how to use internet, email and social media, computer administration, video documentary design, early notion of architecture and computer repair to 1,544 youths, 959 female.

Youth Volunteer Program

MoEYS:

- Led 10 youth volunteers, 20% female, to plant 2,000 Neang Nuon plants, in the premise of Ta Prom temple, organized by the Apasara Authority.
- Trained 1,244 provincial youth volunteers, 54.26% female.

National and International Cooperation

MoEYS sent 226 senior officers, officers, youths and children, 122 female, to participate in international exchange for children and youths in Cambodia and overseas including:

- East Asia – Japan Youth Exchange under the theme “Peace Building”, “Japan-ASEAN Youth Exchange on Sport” and “Exchange on Manufacturing and Technology”.
- ASEAN Youth Network Building and Development and ASEAN Youth Friendship Program.
- ASEAN Buddhist Youth Program.
- The 19th ASEAN-Korea Youth Exchange Program.
- ASEAN-India Youth Exchange Program.
- The 2nd ASEAN Youth Exchange on Economic Philosophy.
- Stepson Best Brain Camping Program.

- TFI Airflight Program.
- Leadership Program for Young Leaders under the theme “Challenges of Leadership”
- International Study Tour for Social Youth Organizations in China.
- Workshop on Cooperation on Social Engagement in the Caring and Sharing of Communities of Youths in Asia.
- Workshop on Social Entrepreneurship, ASEAN Youth Forum
- Workshop on Youth, Peace and Violent Extremism.
- ASEAN Discussion Meeting on the Operational Plan for the 45th Ship for Southeast Asian Youth Program in ASEAN countries and Japan, the 30th Anniversary and the 30th Asia-Pacific Conference on Children.
- ASEAN-Unicef Meeting on the 21st Century Skills.
- ASEAN+3 Youth Summit on Social Business.
- Conference on Youth Model ASEAN.
- The 2nd ASEAN + 3 Youth Entrepreneur Forum.
- The 8th ASEAN-Korean Youth Forum, the 29th International Youth Forum.
- The 2nd ASEAN-China ASEAN Youth Camping.
- Mekong Cultural Camping of Young Leaders.
- ASEAN Youth Camping on Information Literacy.

MoEYS:

- Furnished and launched Career and Job Counseling Centers in Banteay Meanchey and Sihanouk Ville provinces, in collaboration with SIDA.
- Sent 10 national trainers and trainers from Sihanouk Ville and Banteay Meanchey provinces, 40% female, to attend training on how to provide career and job counseling.
- Coordinated online science camping courses run by union schools with 470 participants, 38.51% female.
- Organized Cambodian Entrepreneurship Forum on Sep 21 with 3,942 participants, 58.27% female.
- Provided training on national and sub-national volunteering works to 375 focal youths, 52.53% female.
- Provided training on pilot volunteerism project in Kampong Chhnang, Kampong Thom, Kampong Cham, Takeo, and Kandal provinces to 187 youths, 64.17% female.
- Organized the International Volunteer Day on Dec 05 and National Forum on Volunteerism in Cambodia with 476 youths, 51.89% female.
- Provided facilitation to 26 Korean youth volunteers, 23.07% female, organized the third science camping on IT, electricity, electronics and robotics at the National Youth Center and Korea Tech University with 93 participants, 54.84% female.

Career and Job Counseling Program

MoEYS launched career and job counseling centers in Kampong Cham, Kampong Thom and Takeo provinces with 2,831 participants, 58.71% female, and set up centers in Sihanouk Ville and Banteay Meanchey provinces.

Entrepreneurship and Leadership Program

MoEYS provided training on Community-based Entrepreneurship Development to 432 youths, 61.81% female.

Study Tour and Camping Program

MoEYS led a delegation of 480 volunteer youths, 39.37% female, to participate in the field trip to exchange experiences on volunteerism and community work in Mondulkiri and Battambang provinces.

Attitude Education and Life Skill Program

Scout Development

MoEYS updated the statistics of Cambodian scout members as presented in the below table:

Table 31: Members in 2017-2018 Vs. 2016-2017

Description	2016-2017	2017-2018	Status
Junior scouts (9-11)	10,021	11,023	1,002
Scouts (12-17)	94,311	103,742	9,431
Senior scouts (18-25)	19,131	21,044	1,913
Scout leaders (26 and over)	11,689	12,857	1,168
Honorary Members	2,089	2,297	208
Total	137,241	150,963	13,722

The table shows that the number of members has increased as a result of the establishment of patrol teams in both public and private schools. In 2017-2018, there were 150,963 scout members, 51% female.

Cooperation with Development Partners

MOEYS cooperated with the following organizations, associations and development partners:

Development Partners	Activities	Places	Results	Experience
Book Bridge Foundation	Establish learning centers and libraries	Takeo, Siem Reap, Kampot, Kampong Thom,	Established learning centers and libraries in 8 locations	Youths can speak foreign languages and use IT for research purposes
France Volontaire	Experience exchange and community work	Kep, Sihanouk Ville, Pursat Battambang, Siem Reap, Kandal, Phnom Penh	Implemented 12 projects with participation from 150 senior scouts, 51% female.	Youths received knowledge and skills on how to manage youth projects and programs. Youths made new friends and learned about cultural diversity.
Elite Singapore	Pilot projects on countering illicit drugs and road safety	Phnom Penh	Implemented 2 projects with participation from 450 young scouts, 45% female.	Children are more aware about the consequences of drug use and road traffic law.

Sensitization and Membership Expansion

MoEYS:

- Provided neckerchief to 1,010 scouts and scout leaders, 48% female, in Kang Meas district, Kampong Cham province.
- Provided neckerchief and membership to junior scouts, scouts, senior scouts and scout leaders in 25 provinces.

Volunteerism and Involvement in Social Activities

MoEYS:

- Organized Angkor Sangkran event in Kang Meas district, Kampong Cham province, with participation from 2,000 students and members of the public, 49% female.
- Organized the study tour of 400 Cambodian scouts from Kang Meas district, Kampong Cham province, 53% female, to the Win-Win monument.
- Organized the National Day of Cambodian Scouts to celebrate the 10th Anniversary of Members of the World Scout Organization with 102 participants, 51% female, in Phnom Penh.

- Organized a workshop on drug awareness and prevention for 48 senior scouts, 41.67% female, in Phnom Penh.
- Organized an awareness-raising sessions on drug awareness and prevention in **Hun Neang** Primary School and Tuol Tumpoung Primary School with 983 students, 47.91% female.

Institutional and Staff Development on Scouting Skills

MoEYS:

- Organized a basic training course for 50 scout leaders, 18% female.
- Sent 4 scout leaders to participate in a training course for senior scout leaders (two-part stick sign) in Thailand.
- Sent 1 officer to participate in Asia Pacific Regional Workshop on Adult Human Resource Training Quality in Japan.
- Sent 2 technical officers, 50% female, to participate in the Asia-Pacific regional training course on project proposal writing for peace messengers in Malaysia.
- Sent 1 technical officer to participate in the Asia-Pacific regional workshop on advocacy and positive thinking in Malaysia.
- Sent 1 technical officer to participate in the Asia-Pacific workshop on disaster management in the Republic of Korea.
- Sent 1 technical officer to participate in the Asia-Pacific workshop on cultural diversity in the Philippines.
- Sent 1 scout leader to participate in the Asia-Pacific workshop on youth participation in Australia.
- Sent 1 scout leader to participate in the training for scout leaders (four-part stick sign), which is the highest level of scouting skills of the World Scout Movement in the Philippines.

Youth Capacity Development

MoEYS:

- Organized the 1st Meeting of the National Council of Cambodian Scouts for the 3rd mandate with 150 scout leaders, 30% female.
- Organized the 3rd national scout camping under the theme “Peace and Development” with 500 scouts from provinces, 51% female.
- Organized the 22nd World Online Scout Camping and the 61st Airwave-based Camping under the theme “Life on Earth” with 45 senior scouts, 45% female.

International Cooperation

MoEYS:

- Sent 1 scout leader to receive an outstanding scout leadership award from the President of Singapore in Singapore.
- Assigned 1 scout leader to be part of the Asia-Pacific Committee of the World Scout Movement for 2018-2022.
- Sent 2 scout leaders to participate in the meeting of the committee responsible for organizing the 24th World Scout Camping in the USA.
- Sent 9 youths, 40% female, and 1 leader to participate in the international scout camping in Thailand.
- Sent 2 female scouts to participate in Korean scout camping in the Republic of Korea.
- Sent 1 scout leaders to participate in Thai National Day of Scout in Thailand.
- Sent 3 youths, 1 female, to work as volunteers for 6 months in the Asia-Pacific Regional Scout Center in Sancheong, South Korea.
- Sent 7 scout leaders, 28.57% female, and 50 junior scouts, 46% female, to participate in Cambodia-Vietnam-Lao Summer Camping in Vietnam.

- Sent 4 scout leaders to participate in the 26th Asia-Pacific Scout Conference in the Philippines.

B. The Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

N o.	Youth Development	Actual	Target	Actual	Status
		2017-18	2018-19	2018-19	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	No. of youths receiving short skill courses	565	3,300	1,544	→
2	No. of youths receiving leadership and entrepreneurship trainings	1,100	2,000	1,244	→
3	No. of youth centers	22	19	22	↑
4	No. of youths able to create their employment per center per year	2	10	N/A	↓
5	Percentage of grade 4-9 students participating in child councils	99%	100%	96.89%	↓
6	Percentage of grade 10-12 students participating in youth councils	89%	100%	97.52%	→
7	No. of youths receiving leadership and entrepreneurship trainings	928	300	928	↑
Policy Area 2: Ensure effective leadership and management of education staff at all levels					
N/A					

Note: ↑ Achieved → Likely to Achieve ↓ Unlikely to Achieve

C. Challenges

- There is a shortage of human resources qualified in youth, center and scout-related work.
- There is a shortage of locations for youth centers, camping, and scout centers.
- Supporting materials for technical and vocational skill training, scout member recruitment, youth activity implementation, centers and scout are not sufficient.

2.2.7. SUB-SECTOR: PHYSICAL EDUCATION AND SPORTS

A. Achievements

Student Sports Competition

MoEYS organized the following sports competitions:

- National Championship for primary students in Battambang province with the participation of 1,573 sports delegates and athletes, 612 female.
- National Championship for secondary students in Kampot province with the participation of 3,375 sports delegates and athletes, 1,088 female.
- National Championship for higher education and technical secondary students in Phnom Penh with the participation of 676 sports delegates and athletes, 84 female for the following sports: football, volleyball, basketball, athletics, table tennis, and petanque.

Sports Competition at the Federation Level

MoEYS organized the following sports competitions:

- National female football championship in Preah Vihear province: 230 female athletes.
- National football championship in the national stadium : 156 athletes, 60 female.
- National basketball championship in the national stadium: 116 athletes, 49 female.
- National taekwondo WTF championship in the national stadium: 226 athletes, 102 female.
- National Khmer boxing championship at 7NG: 110 athletes, 6 female.
- National world boxing championship at 7NG: 65 athletes, 6 female.
- National petanque championship in the national stadium: 170 athletes, 45 female.
- National volleyball championship in the national stadium: 120 athletes.
- National wrestling championship in the national stadium: 123 athletes, 45 female.
- National tennis championship in the national stadium: 58 athletes, 7 female.
- National gymnastic championship in the national stadium: 74 athletes, 38 female.
- National swimming championship in the Morodok Techo stadium: 132 athletes, 31 female.
- National Ibokator championship at the Royal University of Phnom Penh: 153 athletes, 69 female.
- National taekwondo ITF championship in the national stadium: 136 athletes, 31 female.
- National badminton championship in the national stadium: 134 athletes, 72 female.
- National table tennis championship in the national stadium: 74 athletes, 32 female.
- National bicycle racing championship in Phnom Penh: 121 athletes, 11 female.
- National Karate championship at the Royal University of Phnom Penh: 122 athletes, 46 female.
- National fencing championship at the Western University: 65 athletes, 13 female.
- National Ice Skating Championship in the AEON mall: 48 athletes, 25 female.
- National Judo championship at the national stadium: 90 athletes, 29 female.
- National boat sailing championship in Koh Kong province: 15 athletes, 1 female.
- National mountain climbing championship in Siem Reap province: 72 athletes, 32 female.
- National Shorinji Kempo championship in Phnom Penh: 40 athletes, 10 female.
- National soft tennis championship in the national stadium: 97 athletes, 40 female.
- National sepak takraw championship in the national stadium: 292 athletes, 57 female.
- National vovinam championship in Phnom Penh: 59 athletes, 23 female.
- National wushu championship in Phnom Penh: 189 athletes, 82 female.

- National tongil modo championship in Phnom Penh: 83 athletes, 21 female.
- National baseball championship in Kampong Thom: 138 athletes.
- National triathlon championship in Koh Kong province: 83 athletes, 23 female.
- National traditional boat and kanu kayak championship in Kandal province: 160 athletes, 9 female.
- National tug of war championship in Phnom Penh: 200 athletes, 90 female.

National Games

MoEYS organized the 2nd National Games of 27 types of sports covering 264 competitions with the participation of 4,163 sports delegates, 1,004 female, from 3 ministries and 25 POEs in Phnom Penh, Kampong Thom, Kep and Kampot provinces.

Sports Day

MoEYS organized:

- Sports for All Day under the theme “Sports for Health” with 5 types of sports, with the participation of 500 sports athletes, 140 female.
- ASEAN Sports Day under the theme “Cycling for Health” with 1,500 participants, 500 female.
- **Academician Dr. Hang Chuon Naron**, Minister of Education, Youth and Sports, Football Championship with the participation from 245 sports delegates from the 6 General Directorates and 1 General Inspectorate.

International Sports Competition in the Country

MoEYS extended cooperation for the organization of Southeast Asian Gymnastic Championship in Siem Reap province with the participation from 43 athletes, 5 female, from Cambodia, Vietnam, Singapore, Indonesia, Laos PDR, Myanmar, Thailand and Malaysia. 4 gold medals, 3 silver medals, and 2 bronze medals were received.

Budget Support of MOEYS to National Sports Federations

MoEYS provided funding support to 34 national sports federations to accelerate the progress towards 2023 including: Football, Volleyball, Basketball, Athletic, Khmer Boxing, World Boxing, Taekwondo WTF, Karate, Petanque, Wrestling, Tennis, Gymnastics, Swimming, Lboktor, Badminton, Sepak Takraw, Taekwondo ITF, Cambodia Kanu and Rowing, Badminton, Triathlon, Table Tennis, Motorbike, Fencing, Baseball, Shorinji Kempo, Soft Tennis, Ice Skating, Tug of War, Wushu, Judo, Sailing, Vovinam, Mountain Climbing and Tongil Modo Federations and student sports federations.

International Sports Competition Overseas

MoEYS sent the following sports athletes and athletes:

- 48 persons, 16 female, to participate in the 10th ASEAN School Games in Malaysia including athletics, table tennis, swimming, and badminton.
- 77 persons, 24 female, to participate in the 19 ASEAN University Games in Myanmar including athletics, swimming, table tennis, petanque, karate and vovinam and received 5 gold medals, 10 silver medals, and 12 bronze medals.
- 7 petanque athletes, 2 female, to participate in the 1st Asian Petanque Championship in India and received 8 silver medals.
- 9 petanque athletes, 4 female, to participate in the World Trophy Championship in France and received 3 gold medals and 2 silver medals.
- 18 soft tennis athletes, 6 female, to participate in the Southeast Asian Championship in the Philippines and received 2 gold medals, 4 silver medals and 5 bronze medals.
- 11 tongil modo athletes, 5 female, to participate in the Asian Championship in Thailand and received 4 gold medals, 3 silver medals and 7 bronze medals.

- 11 dancing athletes, 5 female, to participate in the Asian Championship in Hong Kong and received 1 bronze medal.
- 3 triathlon athletes, 1 female, to participate in the Asian Triathlon and Decathlon Championship in Hong Kong and received 1 silver medal.
- 29 vovinam athletes, 12 female, to participate in the 4th Asian Championship in Indonesia and received 11 gold medals, 11 silver medals, and 14 bronze medals.
- 2 athletes in the World Championship and participated in a meeting to revise the Law on Athletics in the UK.
- 2 fencing athletes in the Asian Youth Championship in the United Arab Emirates.
- 3 taekwondo WTF athletes, 1 female, in the World Championship in Malaysia.
- 4 triathlon athletes, 1 female, in the Asian Championship in Thailand.
- 5 motorcycling athletes in the International Mountain Motorcycle Racing Championship in Vietnam.
- 10 prospective athletes, 5 female, in the 13th Southeast Asian Youth Championship in Thailand.
- 22 karate athletes, 5 female, in the 7th Southeast Asian Championship in Vietnam and received 1 silver medal and 3 bronze medals.
- 27 U21 football athletes to compete in in Brunei and received 1 silver medal.
- 7 motorcycling athletes in the international competition in Singapore.
- 21 national team members and prospective athletes, 2 female, to participate in the 17th Asian Championship in Japan.
- 3 wrestling athletes, 1 female, to compete in Uzbekistan.
- 32 taekwondo athletes, 3 female, in the 9th Asian Championship in Mongolia and received 8 gold medals, 5 silver medals and 8 bronze medals.
- 13 volleyball athletes to compete in Thailand.
- 7 golf athletes to compete in Malaysia.
- 3 ice skating athletes, 1 female, in the Oceania International Basic Competition and participated in a workshop for coaches in Australia.
- 15 taekwondo TWF athletes, 4 female, to compete in in Vietnam.
- 4 Khmer boxing athletes to compete in and martial art show in France.
- 3 athletes in the 18th Asian Youth Athletics Championship in Japan.
- 21 soft tennis athletes, 10 female, in a competition in Thailand.
- 3 gymnastics athletes, 1 female, to compete in Thailand.
- 6 prospective gymnastics athletes to compete in Thailand.
- 5 national swimming team members and prospective athletes, 3 female, to compete in the Philippines.
- 13 national petanque team members and prospective athletes, 4 female, to compete in the 2nd Asian Championship in Malaysia and received 1 silver medal and 3 bronze medals.
- 24 vovinam athletes, 6 female, to compete in Myanmar and received 11 gold medals, 11 silver medal, and 14 bronze medals.
- 71 athletes, 18 female, in the 18th ASEAN Games in Indonesia and received 2 gold medals and 1 bronze medal.
- 19 national taekwondo ITF team members and prospective athletes, 2 female, in the 13th World Championship in Belarus and received 1 silver medal and 1 bronze medal.
- 4 fencing athletes, 3 female, in Southeast Fencing Championship in Malaysia and received 9 medals.
- 16 wrestling athletes, 5 female, to compete in the Philippines and received 3 gold medals, 4 silver medals, and 9 bronze medals.

- 33 basketball athletes, 13 female, to compete in international friendship competition of Mekong countries in Laos PDR.

Table 32: Results of International Sports Competitions

Sports Type	Delegates	Athletes	Female Athletes	Medal			Total
				Gold	Silver	Bronze	
World Championship	10	27	6	00	01	02	03
World Trophy Championship	3	3	3	03	02	00	05
Asian Championship	58	67	32	34	40	47	121
18 th Asian Championship	28	28	15	02	00	01	03
Southeast Asian Championship	45	109	83	15	19	33	67
Univesity Championship	24	29	24	05	05	12	22
Total				59	67	95	221

Key Results of International Competitions:

Cambodia received 2 gold medals and 1 bronze medal from the 18th Asia Games in Indonesia. **Saly Olmert** received 1 gold medal and 1 bronze medal for water motor sports. **Khan Jessa** received 1 gold medal. As a result, Cambodia was ranked 25th out of 45 countries.

Promoting Physical Education During Learning Hours and Sports Activities Outside Learning Hours

MoEYS:

- Implemented physical education and sports instruction during and outside instructional hours in primary and secondary educational institutions;
- Developed guidelines for POEs to organize student sports competitions in primary and secondary schools and for university and technical education students.
- Sent 8 technical officers from the Department of Physical Education and Sports for Students to participate in the study tour on the teaching of physical education subject in upper secondary schools in Japan.
- Printed 9,095 copies of physical education manuals for PTTCs.
- Finalized the physical education syllabuses for upper secondary education.
- Finalized the book on physical education day for primary schools.
- Finalized the physical education manual for lower secondary education in collaboration with Besdoug Meas Organization.

Capacity Development for Physical Education and Sports Officers

MoEYS organized:

- Training for chess coaches: 35 persons, 8 female.
- Training for chess referees: 35 persons, 8 female.
- Training for gymnastic coaches: 34 persons, 10 female.
- Training for gymnastic referees: 34 persons, 10 female.
- Training for rugby coaches: 27 persons, 6 female.
- Training for shooting coaches: 30 persons, 9 female.
- Training for beach volleyball referees: 30 persons, 5 female.
- Training for athletic coaches: 30 persons, 11 female.
- Training for mountain climbing coaches: 25 persons, 5 female.
- Training for wushu coaches: 55 persons, 25 female.
- Training for gymnastic coaches: 30 persons, 9 female.
- Training for basketball coaches: 35 persons, 7 female.
- Training for taekwondo ITF coaches: 34 persons, 3 female.

- Training for taekwondo ITF referees: 34 persons, 9 female.
- Training for vovinam referees and judges: 34 persons, 10 female.
- Training for national football referees: 30 persons, 6 female.
- Training for football coaches level “C”: 17 persons.
- Disseminating workshop on general regulations and technical rules for the 2nd National Games with 185 participants, 30 female.
- Disseminating workshop on the pilot use of physical education teacher manual for lower secondary education with 238 participants, 11 female, in collaboration with Bedoung Meas Organization.
- Workshop on physical screening data of children aged 6 to 12 for 80 teachers, 32 female.
- Workshop on the implementation of physical education teacher manual for primary schools for 255 school directors/deputy directors, 22 female from POEs of Takeo, Kampot, Kep, Kampong Chhnang, and Koh Kong provinces.
- Workshop to collect inputs for the development of physical education and sports syllabuses for upper secondary level with 140 participants, 5 female.
- Workshop on how to manage and register participants in the 2nd National Games through IT system with 28 participants.
- International workshop on the histories of water festival and Khmer boxing with 50 participants, 9 female, from Thailand, the Phillipines, Singapore and ASEAN Secretariat.
- Training courses on anti-doping in sports sectors with 288 participants, 10 female.
- Training courses for 180 physical education and sports teachers, 18 female, in Tbong Khmum, Koh Kong and Stung Treng provinces.
- Sent 15 officers to pursue studies overseas:
 - 1 person for Ph.D. training in clinical psychology in Vietnam.
 - 2 persons for post-graduate studies on sports science in Thailand.
 - 12 persons for graduate studies on sports science including 1 person in Thailand and 11 persons on sports science, sports science management, sports medicine and basketball coaching in Vietnam.
- Sent 10 physical education and sports officers to pursue studies at NIE in order to upgrade their status to higher education teachers:
- Sent 1 officer (female) to attend short training courses on sports psychology in Germany.
- Sent 1 officer (female) to conduct research on gymnastic sports for one month in Japan.
- Sent 1 officer (female) to attend Basketball for people with disabilities referee course in Thailand.
- Sent 2 gymnastic coaches to participate in the international course for judges in Japan.

Formulating Regulations on Physical Education and Sports

MoEYS:

- Pushed for the implementation of Letter No. 7,939 AKSN dated Dec 13, 2017 on sports competitions for primary and secondary students and university and technical education students at national and provincial levels.
- Reinforced the implementation of the common regulations and technical regulations for sports competitions for primary and secondary students and university and technical education students at national, provincial and educational institution levels.
- Provided recognition and bonuses to the champions in the 19th ASEAN University Games in Myanmar.
- Provided recognition and bonuses to the champions in the Southeast Asian Gymnastic Championship in Siem Reap provinces.

- Provided recognition and bonuses to the champions in the 1st Asian Petanque Championship in India.
- Provided recognition and bonuses to the champions in the Southeast Asia Soft Tennis Championship in the Philippines.
- Provided recognition and bonuses to the champions in the Southeast Asian Tongul Modo Championship in Thailand.
- Provided recognition and bonuses to the champions in the Southeast Asian Triathlon and Decathlon Championship in China.
- Provided recognition and bonuses to the champions in the 4th Asian Vovinam Championship in Vietnam.
- Provided recognition and permitted executive committees of 8 national sports federations to fulfill duties in their term including Panchak Seila Sports Khmer Federation, Cambodian Volleyball Federation, Cambodian Snooker Federation, Cambodian Shooting Federation, Cambodian Football Federation, Cambodia Tongul Modo Federation, Cambodian Flying Sports Federation and Khmer Volunteer Athletic Federation.
- Provided recognition and bonuses to the champions in the Southeast Asian Fencing Championship for 2018 in Malaysia.
- Provided recognition and bonuses to the champions in the 18th Asia Games in Indonesia.
- Provided recognition and bonuses to the champions in the 13th World Taekwondo ITF Championship in Belarus.
- Provided recognition and bonuses to the champions in the 7th Southeast Asian Karate Championship in Vietnam.
- Provided recognition and bonuses to the champions in the football championship of the King of Brunei in Brunei.
- Provided recognition and bonuses to the champions in the 9th Asian Taekwondo WTF Championship in Mongolia.
- Printed and distributed 10,000 copies of 5 volumes of sports magazines (vol. 098 to 102) to POEs.
- Prakas No. 1,466 AYK.PrK, dated Sep 11, 2018 on the opening of training courses for physical education and sports teachers using 12+4 formula at the National Institute of Education.
- Printed 500 copies of educational materials to raise awareness on anti-doping in sports sectors and distributed them to participants and for keeping in POEs of Koh Kong Oddar Meanchey, Banteay Meanchey, Kratie, and Monduliri provinces.

Development of Sports Facilities

MoEYS developed sports infrastructure as follow:

- Repaired school building and renovated sports training fields at the National Institute of Physical Education and Sports.
- Prepared to inaugurate the boat-shaped-roof multi-sports hall at the National Institute of Physical Education and Sports.
- Maintained and renovated sports fields and buildings in the National Stadium.
- Prepared to inaugurate the sports training ground in Veal Sbov, Phnom Penh.
- Launched the National Sports Training Center in the national stadium.
- Constructed 16 football fields, in collaboration with the Cambodian Football Federation.
- Repaired the swimming pool in the national stadium, in collaboration with the Swimming Federation.
- Constructed a swimming pool in the National Institute of Physical Education and Sports, in collaboration with Bedoung Meas Organization.

- Continued to construct sports infrastructure in the Morodok Techo Stadium, in collaboration with Cambodian National Olympic Committee.

Capacity Promotion of Athletes

MoEYS:

- Organized meeting with the great sports family under the chairmanship of **Samdech Akka Moha Sena Padei Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia and **Samdech Kitti Prith Bandith Bun Rany Hun Sen** in Koh Pich Exhibition and Conference Center;
- Jointly organized meeting to provide the Royal Government's incentives and awards to the champions in the 18th Asian Games under the chairmanship of **Samdech Akka Moha Sena Padei Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia and **Samdech Kitti Prith Bandith Bun Rany Hun Sen** in the Peace Palace.
- Organized meeting to provide the Royal Government's incentives and awards to petanque coaches and athletes who won the 16th World Female Patanque Championship in China under the chairmanship of **His Excellency Academician Dr. Hang Chuon Naron**, Minister of Education, Youth and Sports.
- Organized meeting to provide the Royal Government's incentives and awards to coaches and athletes who participated in the 8th Francophonie Games, World Shorinji Kempo Championship, World Taekwondo ITF Championship, and World Gymnastic Championship under the chairmanship of **His Excellency Academician Dr. Hang Chuon Naron**, Minister of Education, Youth and Sports.
- Received 469 prospective athletes, 96 female, from 30 national sports federations, for trainings for 11 months.
- Received 465 members of national teams, 77 female, from 33 national sports federations including athletes with disabilities, for trainings for 6 months.
- Received 46 athletes with disabilities, 11 female, for training for 1 month.
- Sent 2 prospective badminton athletes, 3 prospective basketball athletes and 1 prospective fencing athletes to attend trainings in Thailand.
- Sent 6 soft tennis coaches and athletes to attend trainings in Japan.
- Sent 5 Taekwondo WTF coaches and athletes, 2 female, to attend trainings in the Republic of Korea.
- Sent 1 prospective ice skating athletes to attend trainings in USA.
- Sent 1 gymnastic athlete to attend trainings in China.
- Sent 21 sports delegates and athletes, 6 female, to attend trainings in Japan.

Training of Physical Education and Sports Staff

MoEYS:

- Organized graduating exam for 99 teacher trainees from the 26th generation, 19 female.
- Organized examination to enroll 150 teacher trainees for the 28th generation, 11 female, including 20 teacher trainees for the 1st generation of Bachelor training.
- Trained 101 foundation class teacher trainees of the 27th generation, 5 female, 130 teacher trainees of the 28th generation, 11 female and 20 teacher trainees for the 1st generation of Bachelor training.

Promoting Leadership and Monitoring

MoEYS:

- Monitored and evaluated physical education subject teaching in 25 target primary schools and secondary schools.
- Monitored sports competitions of primary and secondary students at provincial level, in collaboration with POEs.
- Monitored the teaching of physical education subject in lower secondary schools in Battambang, Svay Rieng, and Phnom Penh, in collaboration with Besdoug Meas Organization.

- Monitored and evaluated the implementation of out-of-school physical education and sports activities in Battambang, Preah Vihear, Kampot, and Koh Kong provinces.
- Monitored and evaluated sports competitions of the public in Kampot, Pursat, Prey Veng, and Preah Vihear provinces.
- Checked and covered the football field in front of Kampong Chhnang provincial hall with net.
- Collected information about sports activities in 25 provinces.
- Monitored the use of sports magazines in Preah Vihear, Prey Veng, Takeo, Battambang, Ratanakiri, Kampong Thom, Banteay Meanchey, and Mondulakiri provinces.
- Monitored sensitization activities on anti-doping in sports sector in Pailin, Kampot, and Sihanouk Ville provinces.
- Monitored and improved the teaching of physical education and sports teachers in colleges and lycées in Battambang, Sihanouk Ville, Koh Kong Pailin, Preah Vihear, Stung Treng, Tbong Khmum, Pursat Kampong Speu, Siem Reap, Kampong Cham, Ratanakiri, Oddar Meanchey, and Banteay Meanchey provinces.

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

	Physical Education and Sports	Actual	Actual	Status
		2016-17	2017-18	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
1	No. of physical education and sports teachers trained in a year	100	150	↑
2	4 sports fields renovated:			
	- The National Stadium	100%	100%	↑
	- Royal University of Phnom Penh	N/A	100%	→
	- National Institute of Physical Education and Sports	100%	100%	↑

Note U: ↑ **Achieved** → **Likely to Achieve** ↓ **Unlikely to Achieve**
Achievements against 2016-2017

C. Challenges

While there were significant achievements, some challenges require more efforts to solve including:

- There are not sufficient regulations, technical guidelines and dissemination.
- There are shortages of school buildings, sports infrastructure, tools and equipment for training and competition.
- There are shortages of physical education and sports teachers, coaches, judges, referees at national and international levels and officials specialized in sports medicine and science.
- There are shortages of physical education and sports materials in Khmer language.
- The implementation of physical education activities during and outside instructional hours is not fully complying with the curriculum.
- There are few sports associations in educational institutions and in provinces and they are not active enough.
- Some national federations registered for SEA Games 2023 are not strong.
- There is no school focusing on sports professions.
- There is no sports management information system.
- Only few sports events are organized.
- Engagement and support from private partners, private donors and national and international organizations are still limited.

3. DIRECTION FOR THE ACADEMIC YEAR 2018-2019

To address challenges both at sub-sector and inter sub-sector levels, based on the past experiences, MOEYS will promote its efforts with the following directions:

3.1 SUB SECTOR DIRECTIONS

3.1.1 *Early Childhood Education Sub-Sector*

- Expand and improve all kinds of pre-school infrastructure to meet the targets of service delivery to children aged 3, 4 and 5 years.
- Expand pre-school teacher training services in teacher training centers to keep pace with the expansion of ECE services.
- Expand the parent education program on early childhood care and development.
- Develop capacity and qualification development framework for pre-school teachers.
- Strengthen the result-based M&E system.
- Develop guidelines on the assessment of the nutritional status of pre-school children.
- Develop job descriptions of education officers in charge of early childhood education in all administrative hierarchies of education management.
- Develop guidelines on school-based management at the pre-school level.
- Review and revise core textbooks at all levels in consistent with pre-school syllabus.
- Develop and revise syllabus for community pre-school.
- Push for the implementation of the sub-decree on community pre-school management.
- Strengthen the capacity of sectoral technical committees for early childhood care and development.
- Endorse and launch the national action plan on early childhood care and development.
- Harmonize ECE intervention programs.

3.1.2 *Primary Education Sub-Sector*

- Develop an action plan for implementing child-friendly school program within the framework of sustainable development goals.
- Develop guidelines and establish a school board.
- Develop ICT-based core textbook demand and supply plan.
- Continue to transform advance child-friendly school as new generation school.
- Strengthen school-based management implementation.
- Increase the number of latrines in primary schools.
- Transform disadvantaged schools as child-friendly schools.
- Develop capacity of Khmer and Math trainers on early grade reading and Math teaching methodologies.

3.1.3 *Secondary and Technical Education Sub-Sector*

- Review the legal framework and disseminate regulations of education sector.
- Conduct regular curriculum review as a response to the labor market.
- Continue to develop a curriculum framework for French-Khmer bilingual classes and update the basic textbooks.
- Select national trainers for specialized subjects in order to provide training on teaching methodologies to support the implementation of the new concept-based curriculum.
- Provide training to career counselors and create career counseling rooms in colleges and lycées.

- Reinforce the implementation of NGS policy by transforming potential resource secondary schools as new generation schools.
- Strengthen and expand school-based management by focusing standard test, school improvement plan following effective school standards and putting schools under community ownership.
- Reinforce the implementation of STEM education and disseminate guidelines on science learning and teaching in lower secondary schools (STEM Approach) and provide awards to secondary schools, which perform well in STEM education.
- Improve the deployment of teachers in schools with a shortage of teachers by requiring candidates to select schools facing a shortage of teachers, obtaining approval and signing contract with the school management before applying to become a teacher.
- Increase the number of labs in resource centers and improve the effectiveness of the use of multi-purpose rooms and ICT rooms.
- Construct lab rooms and libraries and provide facilities to network schools of the resource centers.
- Reinforce the work of the regional inspectorates by improving effective management and leadership in resource secondary schools and network secondary schools.
- Continue to implement a scholarship program for poor students, child-friendly school program, local life skill education program, vocational orientation program, and career counseling program.
- Monitor the delivery of basic textbooks to schools.
- Continue to strengthen examination mechanisms, especially make technical and regulatory improvement and improve safety and security during grade 12 examination.
- Update the grade 12 examination database.
- Provide training to data entry officers to improve examination mechanism.
- Push for the repair and renovation of school buildings used as grade 12 examination centers.
- Reinforce the two types of education inspection (regular and thematic).
- Reinforce the functioning of the 8 regional inspectorates by providing sufficient means and continued capacity building for inspectors.
- Provide training on how to use national assessment test for grade 11 to resource lycées.
- Pilot PISA to prepare for PISA in 2021.
- Provide health education on communicable and non-communicable disease prevention, food safety, nutrition, mental health, prevention of illicit drug use, HIV prevention and traffic accident prevention to 25 provinces.
- Strengthen the implementation of the short course training program in Cambodia-Japan Friendship Technical Education Center and in general and technical lycées.
- Reinforce the implementation of life skill education curriculum framework and standards for general and technical lycées.
- Strengthen cooperation on an internship with the private sector.
- Put in place bridging program to allow dropouts to enroll in technical skill training.

3.14 Higher Education Sub-Sector

- Formulate Inter-Ministerial Prakas on allowances for higher education quality assessment officers for their assessments in higher education institutions.
- Develop guidelines on higher education institution accreditation assessment.
- Conduct accreditation assessment in 10 HEIs.
- Develop draft documents on internal quality assurance system and mechanisms for HEIs.
- Provide capacity development to higher education quality assessment officers, facilitators and technical assistance on higher education quality assurance and accreditation processes.

- Set up IT database management for HEI accreditation.
- Collect and compile research papers published in local and international journals.
- Set up mechanisms and procedures for managing research processes.
- Piloted entry of data on finance, personnel, students and employment of students in 5 HEIs as part of HEMIS.
- Developed operational manual on M&E framework for the higher education improvement project.
- Continue to attract bilateral cooperation project into the education sector in order to improve the effectiveness of the scholarship program.

3.1.5 Non-Formal Sub-Sector

- Expand the literacy program for factory workers.
- Increase awareness on non-formal equivalency program.
- Ensure effective implementation of the Inter-Ministerial Prakas on expenditure for CLC operation.
- Increase awareness of the national policy on lifelong learning.
- Develop curriculum for NFE upper secondary equivalency program.
- Improve the soft-skill capacity of CLC management committees.

3.1.6 Youth Development Sub-Sector

- Reinforce and expand learning skills, information analytical skills and life skills.
- Develop STEM education.
- Strengthen capacity development for officers in charge of youths and children, centers and scouts at all levels.
- Develop youth-related work monitoring and evaluation framework.
- Expand online Basic Education Equivalency Program and Poverty Reduction Program among youths.
- Cooperate and mobilize resources and support from all stakeholders.

3.1.7 Physical Education and Sport Sub-Sector

To host the 32nd SEA Games in 2023, MoEYS will issue the following measures:

- Continue to develop regulations and technical guidelines and improve the inter-ministerial Prakas on the principles for mobilizing national teams and organizing national and international competitions and disseminate them broadly.
- Furnish the National Sports Training Committee with technical equipment.
- Classify sports for SEA Game competition and training program for prospective athletes.
- Develop training programs for coaches, referees and judges in national sports federations.
- Reinforce the management of Veal Sbov training ground by assigning a Deputy Director General to be in charge.
- Assign officers from the General Directorate of Sports to supervise trainings of prospective athletes and members of the national teams and submit regular reports.
- Reinforce mechanisms for training prospective athletes and national teams.
- Construct school buildings in Veal Sbov training ground.
- Promote a movement to encourage youths to be able to play at least one type of sports in their life.
- Develop sports health science.
- Strengthen cooperation with friendly countries in the region and internationally.

- Continue to organize sports events to nurture the culture of physical education and sports for health among citizens.
- Mobilize supports from partners, private sector, private donors, national and international organizations.
- Continue to strengthen and provide budget support to the national sports federations registered for SEA Games 2023.
- Continue to organize bachelor training in physical education and sports and compile physical education and sports materials in Khmer and publish them.
- Strengthen and expand the implementation of physical education and sports activities during and outside instructional hours.
- Continue to establish sports associations in educational institutions and provinces and make them active.
- Develop sports management information system and monitoring system.

3.2 CHALLENGES AND DIRECTIONS FOR CROSS SUB SECTORS

3.2.1 *Strengthening Policy and Planning Challenges*

- Institutional capacity is still behind the scope of reform work.
- Annual operational planning at the national level is not fully consistent with the sub-national level.
- Planning capacity at national and sub-national levels requires more support and development.
- ICT equipment both at national and sub-national level has not fulfilled the standards for software and hardware.

Directions

- Improve institutional capacity and staff capacity to address the scope of reform work.
- Ensure full consistency of national and sub-national AOPs.
- Provide support and development for planning capacity at national and sub-national levels.
- Provide appropriate ICT technical tools and materials to both national and sub-national levels.
- Develop online system for education data collection.

3.2.2 *Decentralization and Deconcentration*

Challenges

- Regulations formulated so far are not sufficient to support the implementation of education law.
- Cooperation with courts to resolve the disputes of education staff members has to go through complicated process.
- There is not sufficient data for cost-benefit calculation as part of the study on regulatory impacts.

Directions

- Formulate regulations to support the implementation of the Law on Education and D&D reform.
- Strengthen cooperation with courts to resolve disputes of education staff members.
- Strengthen capacity to collect information on regulatory impacts.

3.2.3 Personnel Management

Challenges

- Teachers are not well distributed to education establishments.
- Challenges related to the management of overtime teachers.

Directions

- Develop regulations for implementing human resource management reform in education sector.
- Continue to assess education staff members' performance by linking it with incentives.
- Collect training need assessment to upgrade the qualification of focal points for human resources at national and sub-national levels.
- Continue to reinforce education staff management.

3.2.4 Public Financial Management

Challenges

- Procedures for budget execution are complicated and go through many document checks.
- Budget planning and financial reporting using ICT are still limited.
- Financial controllers attached to the Ministry of Education, Youth and Sport have limited empowerment compared to the scope of work.
- Budget planning of technical entities is not aligned with ESP.
- Knowledge and capacity related to the use of computers and financial procedures of staff members in public entities and schools are not sufficient.
- Participation in the reinforcement of PB by program managers and deputy managers is not sufficient compared to the expenditure and target indicators.

Directions

- Align budget planning of technical entities with ESP.
- Continue to reinforce financial management using IT system.
- Set up an IT system to control local and overseas mission.
- Continue to develop IT capacity and knowledge for financial focal points in public entities and schools.
- Continue to develop manual on IT-based budget planning and financial reporting for budget entities and public schools.
- Continue to develop the manual on standard operating procedures for financial management (construction, procurement and finance).
- Develop Inter-Ministerial Prakas on budget execution procedures for pre-school teacher training center, RTTCs, PTTCs and DOEs.
- Develop procedures for providing allowance to education staff members for monitoring education in disadvantaged schools in their district, which is less than 50 kms and further than 50 kms than their DOEs.
- Developed tools for monitoring budget execution by sub-sector in central entities, POEs, DOEs and schools.
- Finalized books on financial procedures for central entities.
- Establish system for managing funding of development partners.

3.2.5 Procurement

Challenges

- Implementation of public procurement procedures is complicated and time consuming, causing delays in contract implementation, delivery of goods and services, payment and utilization of goods and services.
- Awareness on how to develop technical specification, research on market price and requirements among budget entities is limited.
- Expenditure commitment, approval on bidding document and procurement plan from the Ministry of Economy and Finance arrive late, causing delay of the implementation of procurement procedures.
- Payment for procurement contract using FMIS is difficult.

Directions

- Continue to improve, compile and align procurement documents with relevant regulations.
- Continue to organize trainings and disseminate new regulations on public procurement procedures for procurement teams and budget entities based the needs and practical situation.
- Push for expenditure commitment, approval on bidding document and procurement plan from the Ministry of Economy and Finance so that procurement procedures can be implemented timely.

3.2.6 Pre-Service and In-Service Training

Challenges

- The number of staff members in each office is not sufficient to handle the current scope of work.
- There is a shortage of ICT technical staff members to update the system for managing staff and teacher trainees in teacher training institutions.
- Department buildings are too small for the current scope of work.
- There are three families residing in the premise of the department and there is solution for them.

Directions

- Cooperate with JICA to select and send master trainers and education staff members to receive Master degree trainings on Math, science, social studies, education studies, education psychology and ICT in education in Japan and return to work in Institutes of Pedagogy.
- Select and train 3,500 teachers for all education levels.
- Upgrade 12+2 training program for basic teachers teaching in colleges to a credit system.
- Develop action plan on continuous professional development.
- Continue to train pre-school and primary teachers holding upper secondary certificates to become basic level teachers: 1,500 teachers the 12th generation, 2nd intake and 1,500 teachers for the 13th generation, 1st intake.
- Reinforce management work in training institutes and general schools.
- Provide training on science and math.
- Provide training on the use of English language textbooks for grade 7-9.
- Improve qualifications of and provide training to master trainers by focusing on teaching methodologies.

3.2.7 Curriculum Development

Challenges

- The management, use and supply of basic textbooks are not done correctly as per instruction of MOEYS and proposal on the requirement of basic textbooks is not formulated correctly.

- Librarians in most schools have dual roles (as a teacher and librarian).
- There is a shortage of supplementary reading materials to promote readings at school.
- Allowance for librarians is not provided as a general rule.

Directions

- Supply basic textbooks to general schools following the ratio of 1/1 for grade 1 to 9 and 2/1 for grade 10 to 12.
- Develop teaching methodology manual for life skill subjects for grade 4 and 2 and develop guidelines for curriculum assessment in school.
- Develop study articles for 9 titles of foreign literature.
- Develop Math teaching and learning methodology documents using STEM approach.
- Develop support materials on social study teaching and learning methodologies for grade 1 to 6.
- Develop support materials on English language teaching and learning methodologies for grade 4, 5 and 6.
- Develop and disseminate syllabuses, and teaching methodology materials for dictation and essay writing subjects and teaching methodology materials using STEM approach.
- Improve library standards, support the setup of library and provide training.
- Organize national reading day to promote reading and life-long learning.
- Develop teachers' capacity on ICT-based Math and science teaching for grade 7, 8 and 9.
- Develop teachers' capacity on Math teaching by using teaching materials and integrating STEM activities in primary schools.
- Develop capacity of officers involved in curriculum and textbook planning, administration, research and library.
- Monitor the implementation of curriculum, library, management and use of basic textbooks, learning assessment and the dissemination of the results.

3.2.8 Administration

Challenges

- Provision of decorations in 2014, 2015, 2016, 2017 and 2018.
- There is no system for document data management and archival.

Directions

- Continue to reinforce the management of administrative letter, especially the circulation of letters.
- Push for the awarding of decorations to education staff members at national and sub-national levels.
- Develop capacity related to education administration, archival management and protocols.
- Develop document data management system and archival.

3.2.9 School Construction

Challenges

- There are many requests for constructing and renovation from POEs; however, solutions are limited.
- Education infrastructure management in local entities and schools still needs to be improved.
- There is a shortage of staff members specialized in administration, planning, civil engineering, architecture and IT to help do the work in a timely and effective manner.

Directions

- Construct 97 new school buildings in provinces.
- Repaire 141 school buildings in provinces.
- Construct 30 teacher guest houses.
- Reduce the number of disadvantaged schools gradually.
- Monitor and conduct study to propose priority projects on constructing and rennovating education infrastructure.
- Strengthen education infrastructure management capacity.

3.2.10 Printing and Distribution**Challenges**

- Bidding process for the delivery of basic textbooks for 2018-2019 using PB 2018 in the Ministry of Education, Youth and Sport experiences delay; thus, printed books are still kept in the warehouse and the printing and distribution house is facing shortage of fund for re-investment.

Directions

- Develop basic textbooks, practice books, supplementary reading books and teaching materials.
- Print basic textbooks, pratice books and supplementary reading books.
- Deliver basic textbooks to schools throughout the country.
- Expand the sale of textbooks, teaching materials and office supplies to customers in general.

3.2.11 Administrative and Financial Inspectorate**Challenges**

- There is not enough transportation means for inspection and doing research on disputes in provinces.
- Most complaints are not filed through each level of the hierachy.

Directions

- Organize one training workshop on inspection linked with practice in 1 province for 30 participants.
- Disseminate inspection reports: Dissemination workshop on administrative, personnel, financial and state property inspection reports in one province for 157 participants from POEs, DOEs and schools.
- Conduct inspection on administrative, personnel, finance and state asset management in 365 national and sub-national entities.
- Monitor the implementation progress of the recommended improvements in 107 sub-national entities and public schools.
- Conduct research on 20 cases of complaints or irregularities related to education sector.

3.2.12 Internal Audit**Challenges**

- Capacity of internal audit officers is still limited.
- There is a delay in the recruitment of national technical consultant specialized in internal audit to help develop internal audit manual for the Ministry of Education, Youth and Sport, formulate three-year rolling strategic plan on internal audit and train internal audit officers.

Directions

- Conduct audit in 9 auditees at the national level, 13 POEs, 80 DOEs, 6 RTTCs and PTTCs and 269 schools.

- Speed up the recruitment of national technical consultant specialized in internal audit to facilitate the development of internal audit manual, formulation of three-year rolling strategic plan and training of internal auditors.
- Set up IT-based audit process (IT-based audit office).
- Continue to strengthen capacity of internal auditors.
- Send 8 internal auditors to attend training on IT risk supervision.
- Organize dissemination workshop on internal audit results to heads of 3 entities which are not subject to the audit.
- Organize annual retreat to take stock of audit results.

3.2.13 Education Quality Assurance

Challenges

- There is not enough fund to enable the 8 regional inspectorate to function.
- Equipment to support administrative work of inspection offices at sub-national level including computers and photocopiers are old and out of date.
- Allocation of PB to inspection offices at sub-national level is still limited.

Directions

- Develop Prakas on procedures for measuring equivalency level capacity.
- Develop Prakas on the introduction of learning assessment framework for pre-school and general education.
- Continue to review and certify equivalency level certificates to applicants.
- Prepare topics for researches on education quality.
- Continue to monitor the implementation of new quality assurance system.
- Conduct thematic inspection focusing four priority topics.
- Monitor the implementation of regular inspections in some provinces.
- Provide trainings from Module 1 to 6 on education quality assurance inspection system to officers who are not inspectors from inspection offices at sub-national level, who have never attended such trainings before.
- Monitor community pre-schools, vocational and technical education schools and private schools in some provinces.
- Disseminate the results of the national learning assessment test for grade 11.
- Take stock and disseminate the results of annual education quality assurance inspection work.
- Design, pilot and implement national standard learning assessment test for grade 3.
- Participate in PISA-D, 2019-2023.

3.2.14 State Asset and Property Management

Challenges

Some entities do not follow the Guidelines No. 54 AYK.SNN dated Dec 30, 2014 on the management and supply of equipment and materials.

Directions

- Continue to supply minimum materials and equipment to support administrative work of schools.
- Assess the needs for standard equipment in PTTCs, RTTCs and resource secondary schools.
- Provide training to focal points in charge of state assets in user entities, monitor and evaluate state asset management and update state property database.

- Validate state asset comparison table in 2019 and conduct assessment to clear state assets from the inventory.
- Speed up the processing of property certificate and collect revenue from state property.

4. CONCLUSION

Building on the past achievements, with the potentials and unwavering commitment of education officers at all levels, relevant ministries/institutions and development partners, together with capacity and experiences with professional and conscientious performance as well as in-depth reform of the Royal Government, Ministry of Education, Youth and Sport strongly hopes that the quality of education sector will allow Cambodia to build foundation for promoting sustainable and inclusive socio-economic development.



PART 2
ANNEX

ANNEX 1: PROGRESS OF THE IMPLEMENTATION OF ANNUA OPERATIONAL PLAN 2018 (NATIONAL LEVEL)

No.	Departments	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Early Childhood Education	14	10	3	1
2	Primary Education	39	17	13	9
3	General Secondary Education	28	6	17	5
4	Non-Formal Education	18	10	5	3
5	School Health	20	12	5	3
6	Vocational Orientation	13	11	1	1
7	Teacher Training	37	37	0	0
8	Curriculum Development	16	14	0	2
9	Special Education	18	13	2	3
10	Higher Education	54	49	4	1
11	Science Research	16	11	3	2
12	Royal University of Phnom Penh	26	23	0	3
13	Chea Sim University of Kamchaymear	9	5	4	0
14	Svay Rieng University	28	28	0	0
15	University of Mean Chey	6	6	0	0
16	University of Battambang	9	9	0	0
17	Accreditation Committee of Cambodia	15	11	0	4
18	Institute of Technology of Cambodia	29	29	0	0
19	National Institute of Education	21	17	0	4
20	Kampong Cheuteal Institution	9	9	0	0
21	Directorate of Sport	54	50	2	2
22	Youth	17	13	1	3
23	Youth Centre Management	18	14	2	2
24	Scot Cooperation	8	7	1	0
25	Planning	27	26	1	0
26	Personnel	16	15	1	0
27	Finance	20	20	0	0
28	Internal Audit	11	5	0	6
29	Educational Quality Assurance	36	24	6	6
30	Inspectorate of Administration and Finance	6	5	1	0
31	Information and Asian Affairs	17	10	7	0
32	Legislation	28	10	12	6
33	Construction	10	8	1	1
34	Materials and State Property	6	6	0	0
35	Administration	15	15	0	0
36	Cultural Relation and Scholarship	16	16	0	0
37	Education Management Information System	16	7	8	1
38	Policy	16	11	2	3
39	Monitoring and Evaluation	14	9	0	5
40	Information Communication Technology	25	18	3	4
41	Examination Affair	17	12	0	5
42	Other Programs	18	16	2	0
Total		836	644	107	85

**ANNEX 2 : NUMBER OF ACTIVITIES OF DIRECTION OF THE ACADEMIC YEAR 2017-2018
(NATIONAL LEVEL)**

No.	Sectoral-Sub Sectoral	Activities	Already implemented	Is being implemented	Has not yet implemented
A. Key Reform Directions					
1	Strengthening of Planning System	6	6	0	0
2	Decentralization and Deconcentration	7	7	0	0
3	Personnel Management	6	6	0	0
4	Public Financial Management	9	2	7	0
5	Teacher Training	10	9	1	0
Sub Total		38	30	8	0
B. Sub-Sectoral Directions					
1	Early Childhood Education	8	1	6	1
2	Primary Education	12	5	5	2
3	Secondary and Technical Education	18	11	6	1
4	Higher Education	5	1	4	0
5	Non-Formal Education	9	7	2	0
6	Youth Development	12	10	2	0
7	Physical Education and Sport	17	13	0	4
Sub Total		81	48	25	8
C. Cross-Sub-Sectoral Directions					
1	Curriculum Development	4	3	1	0
2	Administration	3	3	0	0
3	Information and ASEAN Affairs	5	3	2	0
4	Construction	4	4	0	0
5	Printing and Distribution	5	5	0	0
6	Inspectorate of Administration and Finance	4	4	0	0
7	Internal Audit	7	6	1	0
8	Materials and State Property	3	1	1	1
Sub Total		35	29	5	1
Total		154	107	38	9

**ANNEX 3: PROGRESS OF THE IMPLEMENTATION OF ANNUA OPERATIONAL PLAN 2018
(SUB-NATIONAL LEVEL)**

No.	Departments	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Battambang	300	245	0	55
2	Phnom Penh	101	98	0	3
3	Kampong Cham	249	236	10	3
4	Preah Sihanouk	101	95	1	5
5	Kandal	152	148	0	4
6	Stung Treng	153	110	24	19
7	Svay Rieng	217	208	0	9
8	Kampot	111	68	30	13
9	Kampong Speu	235	134	91	10
10	Takeo	109	92	8	9
11	Mondulkiri	130	121	0	9
12	Kampong Thom	103	101	0	2
13	Pailin	87	82	0	5
14	Banteay Meanchey	157	151	0	6
15	Otdar Meanchey	96	90	0	6
16	Kratie	331	292	25	14
17	Pursat	296	292	0	4
18	Kampong Chhnang	265	232	15	18
19	Pres Vihear	130	110	0	20
20	Koh Kong	165	145	0	20
21	Siem Reap	177	170	0	7
22	Prey Veng	197	195	0	2
23	Kep	126	86	8	32
24	Ratanakiri	101	90	1	10
25	Tbaung Khmum	217	192	2	23
Total		4 306	3 783	215	308

**ANNEX 4: NUMBER OF ACTIVITIES OF DIRECTION OF THE ACADEMIC YEAR 2017-2018
(SUB-NATIONAL LEVEL)**

No.	Departments	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Battambang	34	23	6	5
2	Phnom Penh	127	126	0	1
3	Kampong Cham	162	153	9	0
4	Preah Sihanouk	44	40	3	1
5	Kandal	138	137	0	1
6	Stung Treng	40	34	5	1
7	Svay Rieng	82	63	15	4
8	Kampot	69	69	0	0
9	Kampong Speu	92	77	12	3
10	Takeo	50	49	1	0
11	Mondulkiri	102	92	0	10
12	Kampong Thom	99	94	1	4
13	Pailin	69	49	18	2
14	Banteay Meanchey	40	36	2	2
15	Otdar Meanchey	121	98	0	23
16	Kratie	244	122	116	6
17	Pursat	66	59	6	1
18	Kampong Chhnang	75	65	8	2
19	Prey Veng	67	57	2	8
20	Koh Kong	89	71	9	9
21	Siem Reap	42	41	0	1
22	Prey Veng	54	46	8	0
23	Kep	83	76	0	7
24	Ratanakiri	95	81	7	7
25	Tbaung Khmum	102	45	27	30
Total		2 186	1 803	255	128

ANNEX 5 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF ACADEMIC YEAR 2017-2018 KEY REFORMS AND CROSS SUB SECTORS

Activities	Status	Reasons
1. Strengthening Planning System		
- Supply ICT equipment;	1	- Received ICT equipment and offer to POE
- Improve the quality of AOP formulation;	1	- Identified 2 main activities according to education policy objective of ESP (2019-2023) - Score evaluation and feedback on AOP preparation of POE - School have prepared AOP
- Improve policy priority relevant budgeting by promoting cooperation and coordination between national and sub-national levels;	1	- Co-operation prepared BSP PB according to strategic of education sector reform and ESP - National and Sub-national are preparing ESP (2019-2023) - Ginline on the preparation of education strategy plan of DOE and School development plan
- Develop M&E capacity of national and sub-national technical officers;	1	- Mentoring and coaching on preparation of achievement report and the monitoring and evaluation at 20 provinces, 638 participations 166 females
- Develop online EMIS;	2	- Preparing online system of education management information system for ensure the need users and respon to policy and plan
- Review and update education policies.	1	- 31 policy of education youth and sport: - National policy 5 - Ministry policy level 26, 5 is being updated
2. Decentralization and Deconcentration		
- Develop regulations to support the process to transfer resources of the education sector to sub-national level;	1	- Draft Prakas on duties and duties of the DOE to be assigned to the unity district administration - Draft Inter-ministerial Prakas on the testing of offer DOE to the administration of unity district, administration of Battambang province. - Draft list of functions for transferring to the unified administration of Municipalities of Battambang province. - Draft D & D Action Plan on Reforming Decentralization and Deconcentration in the Education Sector.
- Develop and strengthen the implementation of good governance principles in the education sector;	1	- Workshop on capacity building of education staff on good governance principles in education sector. - Draft guidelines on the principles of school good governance - Study the effectiveness of public service delivery and the private sector private educational law framework
- Strengthen the implementation of D&D reform in the education sector;	1	- Draft training documents on education functions to be delivered to the unified administration of municipalities.
- Develop regulations to support sub-sectors and education sector reform;	1	- Prepare legal provisions, including sub-decree 1, prakas 20 and decision 5
- Enforce the law on anti-human trafficking in the education sector;	1	- Strengthen enforcement of the legal framework in the education sector - Promote anti-counterfeiting legislation against trafficking in education - Oriented procedures for assessing and drafting legal documents, disseminating results, evaluation of normative letters and preparing of regulatory plannings - Study impact for legal regulation of education regulatory framework 4: - Draft prakas on the structure of administrative hierarchy and management of education - Draft prakas of criteria for types of institutions for

		<p>general education</p> <ul style="list-style-type: none"> - Draft of Inter-Ministerial Prakas on health monitor for academic and educational staff - Draft prakas on the form of providing educational information
- Strengthen the management and resolution of disputes among education officers;	1	<ul style="list-style-type: none"> - Provide legal support and assistance to 1 education staff in Kompong Chhnang province - Monitoring and investigating litigation cases There are 48 cases, including 10 cases, 10 cases, detention and provisional detention, 12 cases, and ongoing 26 cases.
- Strengthen the delivery of public education services in target districts of one-window service offices.	1	<ul style="list-style-type: none"> - Providing services to operate 135 private institutions, including: <ul style="list-style-type: none"> ▪ License to operate nursing and nursery 3 ▪ License to operate primary school 26 ▪ License to operate nursery to elementary 25 ▪ License to operate kindergarten to upper secondary 52 ▪ License to operate from primary to upper secondary 2 ▪ License to operate lower secondary school 3 ▪ License to operate secondary education 10 ▪ License to operate Higher education 10.
3. Personnel Management		
- Continue to strengthen effective human resource management at POE, DOE and school levels;	1	<ul style="list-style-type: none"> - Divide 3,600 new campuses for recruitment and training - Deploying teachers from school with more teacher to schools with less teacher all level, 42 teachers and 16 females - Prakas enter post of disabled teachers 124, 56 females
- Continue to develop capacity of management officers and technical officers from national and sub-national level on the application of HR MIS in teacher management, planning and deployment;	1	- Education staff of sub-national and school 510, 28 females trained on the skill of using and analysis data from management system and planing.
- Continue to strengthen and review the rules governing workplace change, distribution of posts for newly recruited teachers and the implementation of disciplinary measures for education officers;	1	- Controlling the distribution of 3,771 new teachers which 1,907 are female, old teacher 318, 108 are female
- Continue to disseminate the Law on Common Statutes for Civil Servants, operational rules and incentives to teacher trainees, university students and contracted staff;	1	- 2947 students and 1423 females trained
- Continue to review, revise and improve the implementation of performance appraisal system;	1	- Adjust the value recognition chart and put it in place in 2019
- Cooperate with the Royal School Administration to continue training school principals on administration management in some provinces.	1	- Director of General secondary school 160, 13 female from Kandal and Prey Veng provinces trained
4. Public Financial Management		
- Formulate Budget Strategic Plan and Annual Budget Plan of MOEYS;	2	- Reflecting on the rectangular strategy plan phase 4 and national development plan
- Continue to implement financial management reform program;	1	- Follow government guidelines
- Continue to strengthen IT-based financial management;	2	- Strengthen financial management of institution and schools
- Continue to develop staff capacity;	2	- Manage financially with transparency, clarity, accountability in public institutions and public schools
- Continue to develop SIG manual to serve financial management at school level;	2	- Monitor, manage, and utilize for missions of educational officials
- Continue to develop a guidebook on procedures for implementing IT-based budgeting and financial reporting system in budget entities and public schools;	2	- It is the foundation for effective use
- Continue to develop a guidebook on financial management procedures for community-based construction and guidebook on additional financial management procedures for the Secondary Education Improvement Project;	1	- Performs the construction of 68 schools in 54 locations and continues to work at other target schools

- Develop Inter-Ministerial Prakas on budget execution procedures for Pre-School Teacher Training Secondary School, Regional Teacher Training Centers, Provincial Teacher Training Colleges and District Offices of Education;	2	- Decentralize the budget for the implementing institutions
- Review and prepare to implement the Inter-Ministerial Prakas No. 508 SHV.BrK and No. 366 SHV.BrK, which will be combined as a single Inter-Ministerial Prakas.	2	- Strengthen financial management and quality of education at public schools
5. Teacher Training		
- Cooperate with Japan International Cooperation Agency to select and send teacher trainers and education officers to pursue Master Degrees in Science, Math and Curriculum Development in Japan. They are expected to come back and work in the Institute of Pedagogy;	1	- Send 3 teachers and 1 female teacher trainer to train Master of Science in Mathematics in Japan (2018-2021)
- Recruit and train 3,500 teachers in all education levels;	1	- Select and train teachers in all schools level 4,396 and 2 454 females
- Upgrade 12+2 training program for basic education teachers, who will be teaching in colleges, as the credit-based training program;	2	- Prapare the first draft
- Develop syllabus for 12+4 training program and the fast-track program towards Bachelor degree;	1	- Develop detail curriculum for train first year of (12+4)
- Select lower secondary teachers using the fast-track program towards Bachelor degree;	1	- Selected 1 000, 382 females
- Continue to train pre-school and primary teachers who possess upper secondary education certificate to transform them as basic education teachers; 1,500 teachers of Batch 2 of the 11th generation and 1,500 of Batch 1 of the 12th generation are being trained;	1	- Trained teacher 2 997, 1 417 females in 11th generation session 2 amount 1495, 692 females and 12th generation session 1 amount 1502, 725 females
- Continue to strengthen the capacity of directors/deputy directors of teacher training colleges, pre-schools, primary schools and secondary schools;	1	- Trained of 707, 95 females of directors deputy director, including 2 pre-schools, 668 primary schools, 88 females and 37 general secondary schools, 5 females
- Provide training in science and math;	1	- Trained the grade 7 and 9 teachers, there are 1,817 and 273 females
- Provide training on how to use English textbook for grade 7-9;	1	- Trained the grade 7 and 9 teachers, there are 614 and 160 females
- Upgrade qualification of teacher trainers in Teacher Training Institutions.	1	- 5 teachers, 2 female teachers, masters in math, science, and training from Japan.

Note: 1- Already implemented; 2- Is being implemented; 3- Has not yet implemented

ANNEX 6 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF ACADEMIC YEAR 2017-2018 BY SUB-SECTORS

Activities	Status	Reasons
1. Sub-Sector: Early Childhood Education		
- Increase the enrolment rate of three-, four- and five-year-old children to meet the targets;	2	- 58.0% of 5-year-old children enrolled - 30.7% of 4-year-old children enrolled - 12.5% of 3-year-old children enrolled
- Increase the number of pre-school classes inside primary schools;	2	- Drafting guidelines on extension of Pre-school in Primary schools
- Explore the feasibility to provide more trainings to pre-school teachers to address the needs on the ground;	3	- Not yet implemented
- Expand and improve ECE infrastructure;	2	- Learning about the infrastructure needs for early childhood education - Prepare capital budget plan for the construction of infrastructure for early childhood education
- Disseminate and enforce the Sub-Decree on community pre-school management;	2	- Adoption and dissemination apply: <ul style="list-style-type: none"> ▪ Prakas on the introduction of the standard of Community pre-school standard ▪ Prakas on the procedure and procedures of the Community pre-school assessment - Draft: <ul style="list-style-type: none"> ▪ Inter-ministerial Prakas on Principles and rate of support to Community pre-school which have standard. ▪ Inter-ministerial Prakas on opening procedures and payment of monthly support funds for community pre-school teachers, fund for children, and budget for operate and develop community pre-school. ▪ Prakas on the definition of qualifications for community pre-school as an annex of the public educational institution ▪ Prakas on defining mechanisms, procedures and conditions for recruitment of teachers of community pre-school.
- Strengthen the implementation of result-based M&E system;	2	- Apply supportive monitoring to improve the quality of public pre-schools in 33 provinces, equivalent to 63, in 22 districts in 11 provinces, Banteay Mean Chey, Kratie, Pailin, Rattanakiri, Siem Reap, Svay Rieng, Stung Treng, Oddar Meanchey, Monduliri and Tbong Khmum. - Strengthening the results-based monitoring for the Early Childhood Sub-sector at national level, sub-national and school level.
- Expand parenting program by linking it with state and community pre-schools;	1	- Pre-test on parent education programs, connect to public pre-school - Provide training for 300 director directors and 10% female teachers on parent education, management and ownership of services. The program has 8,192 children, 4,369 girls. - 300 women trainers have focused on the implementation of programs focusing on nutrition, care, education, health, hygiene
- Expand parenting program with focus on nutrition, health promotion, hygiene and access to health services through National ECCD Committee mechanism.	2	- The relevant ministries and institutions are implementing a multi-sectoral mechanism in the National Plan of Action on Protection and early childhood development 2014-2018
2. Sub-Sector: Primary Education		
- Improve CFS policy under SDG framework;	3	- Implemented in 2019 by 2018 there is no budget
- Establish School Board;	2	- Consultative workshop on board of Primary School, 48 participants, 8 females - Support 6 schools for the establishment of schools boards in Kampong Cham, Kampong Speu, Kampot and Prey Veng
- Piloted early grade reading material package;	1	- Provide early grade reading materials to grade 1

		<p>teachers, including 64,000 student handbooks and 144,200 books in Siem Reap and Kampong Thom.</p> <ul style="list-style-type: none"> - Produce early grade reading materials package including teacher guides, student handbooks, drawings and short stories, 41 titles, and develop training materials for principals, teachers, and trainers. - Capacity training on the implementation of early grade reading material package for grade-level instructors, 1 829 directors and trainers, 1 729 female.
- Improve requirement for the provision of scholarship to poor students and outstanding students;	2	- Continuing to implement and plan to implement in 2019, conditions for granting scholarships to primary school and continuing to provide scholarships to the poor and outstanding students.
- Strengthen grade 1, 2 and 3 reading and math;	2	<ul style="list-style-type: none"> - Collect basic data for reading program assessment of student grade 1 students by sampling students in Siem Reap, Kampong Thom and Battambang. - Capacity-building on reading standards for grade 1 to 3 teachers, 288 participants, 97 females - Capacity building on grade 1 maths application for primary school teachers and principals, 269 participants, 147 female
- Develop ICT-based core textbook demand and supply plan;	2	<ul style="list-style-type: none"> - Training on demand and supply planning of core textbooks by (TnT) to: - Official of POE and DOE 14 and 1 female - Directors and deputy directors 624, 62 female - The School Commission supports 832, 124 female
- Piloted disbursement of fund to schools to purchase basic textbooks based on their needs;	3	- No budget support
- Provide capacity training to primary teachers on grade 4, 5 and 6 foreign language teaching methodologies;	2	- Capacity building on English teaching method and how to write Tutorials for grade 4 to 6, 61 participants, 21 female
- Transform advance child-friendly school as new generation school;	1	<ul style="list-style-type: none"> - Child Friendly School are developed into new generation schools. There are 4 primary schools with 2,602 students including 1,284 girls. - Kompong Cham Hun Sen Aknuvat primary school krung Kampongcham, Ankorban primary school Kang Meas district - Svay Rieng Svay Prehol Primary School, Svay Chrum District - Kompong Speu Samdech Preah Norodom Monineath Sihanouk primary school, Oudong District
- Strengthen school-based management;	1	<ul style="list-style-type: none"> - Capacity Building on SBM for Director, Deputy Director of primary school, 472 Participants, 76 female - Implement supporting program 5 households of Siem Reap, Kampong Thom, Takeo, Battambang and Stung Treng
- Disseminate and pilot standards for primary schools	1	- dissemination of primary school standard to 8 location and participation from 25 provinces, total 575, 108 female
- Construct toilets 226 primary schools and str	1	<ul style="list-style-type: none"> - Build 237 latrines - Strengthening the Capacity of the Director on the Guidelines for the Implementation of the Minimum Standards on clean water and sanitation at Schools, 509 Schools of 841 participants, 264 female
3. Sub-Sector: Secondary Education and Technical Education		
- Increase the number of new generation schools;	1	- Hun Sen Peam Chikang High School
- Enter data on life skills and CFS in EMIS;	2	- Implementing SY (2018-2019)
- Develop an action plan to implement STEM policy;	2	- Is being implemented
- Improve the operation of learning clubs for math, science, history and Khmer literature subjects;	1	- Implemented 72 club and continue implement in SY (2018-2019)
- Continue to implement the scholarship program for poor	1	- Providing scholarships to lower secondary

students and outstanding students;		students, 72,418, 60% female - Providing scholarships to poor upper secondary school student 29,035, 60% female
- Continue to expand CFS to lower secondary schools;	1	- Expanded child friendly schools in 8 lower secondary schools
- Strengthen the implementation of local life skill program in schools;	1	- 117 institutions have been implemented, of which 97 are carrying out basic life skills training programs
- Strengthen school-based management;	3	- Will implement in SY (2018-2019)
- Conduct PISA-D testing;	1	- Sample Assessment Rate: 170 schools with 5,162 students
- Continue to train pre-school teachers and primary teachers who hold upper secondary education certificates so that they become basic education teachers;	1	- Continue to train 1,500
- Continue to provide necessary health services to education officers and learners including health checking, deworming pills, vaccines, first aid boxes and first aid methods;	2	- Provided powdered pills 90%
- Continue to develop mobile app to promote learning in science, technology, engineering and math;	2	- Is being implemented
- Develop standards for secondary schools;	2	- Draft standard of secondary school
- Finalize the development of curriculum standards for local life skill program;	1	- Finalize the development of curriculum standards for local life skill program
- Develop curriculum framework for French-Khmer bilingual classes and update basic textbooks;	2	- Is being implemented
- Add two more general and technical lycées;	1	- Add 3 general and technical lycées: ▪ Chea Sim Thmey Mean Chey ▪ Private ACT ▪ Private Don Bosco Poipet
- Develop standards for general and technical lycées;	1	- Final draft
- Strengthen the implementation of life skill programs by collaborating with stakeholders, construct workshop for life skill education purpose, continue to recruit life skill teachers and provide training to teachers on how to develop teaching materials.	1	- Strengthen the capacity of management and teachers on the use life skills. - construct 2 workshop for life skill at Kompung Cham and Takoe - Prepare standard of workshop for life skill
4. Sub-Sector: Higher Education		
- Promote the culture of higher education quality assurance;	2	- Received Higher Education Improvement Project in 2018 and plan to implement in 2019
- Increase resources for STEAM training;	2	- Received Higher Education Improvement Project in 2018 and plan to implement in 2019
- Establish a higher education research fund;	2	- Received Higher Education Improvement Project in 2018 and plan to implement in 2019
- Increase the number of dormitories for female students and poor students;	2	- Received Higher Education Improvement Project in 2018 and plan to implement in 2019
- The number of research has decreased as a result of the decreased number of students in higher education.	1	- Research the cause of declining students in higher education
5. Non-Formal Sub-Sector		
- Disseminate information on equivalency program more widely;	1	- Disseminate widely on equivalency programs to 24 provinces
- Advocate for the efficient and effective implementation of the Inter-Ministerial Prakas No. 508 SHV.BrK dated May 20, 2013, on the Rule of Expenditure for PB Implementation in MOEYS;	2	- The allocated budget is not timely and inadequate
- Update CLC-based income generating program to address the situation on the ground;	1	- Have a detailed curriculum, simple business skills
- Motivate and mobilize stakeholders to take part in the implementation of non-formal education program;	1	- Implement literacy programs at prison factories and brick handicrafts
- Finalize the national policy on lifelong learning;	1	- Submit to the Council of Ministers
- Develop national literacy curriculum and basic textbooks;	2	- Preparing the first draft
- Introduce curriculum framework for basic vocational skills;	1	- Prakas No.175 នរោត្តម on 12 February 2018
- Broaden the literacy program for factory workers;	1	- Expand of implement from 4 to 9 provinces

- Trained literacy teachers to teach in prisons.	1	- Trained 46 literacy teacher for teach in prison, 5 female
6. Sub-Sector: Youth Development		
- Urge POEs to develop appropriate infrastructure for youth centers;	3	- Budget factor
- Provide material resources to support members and scouting activity implementation of the Cambodian National Scouts;	2	- Is being implemented
- Develop human resources in the areas of youth and scouting;	1	- Provide basic training courses for leaders of 48 Scarves, 7 females - Training of Trainer provides 8 labor market information
- Look for appropriate venues for scouting skill trainings;	2	- Is studying the possibility of locating in Kampong Thom
- Develop training materials, regulations and policies for development capacity of scout leaders and strengthen effective scouting;	1	- Policy on: <ul style="list-style-type: none"> ▪ Adult resource management ▪ Youth program ▪ Training on Scouting Skills - Training Program for Scouting
- Continue to implement the National Action Plan for Youth Development in Cambodia;	1	- Develop the Youth Development Index - Prepare a review report on the implementation of the National Action Plan - Facilitate the establishment of councils at line ministries, institutions and provincial level
- Strengthen the work of youth councils and child councils in public education institutions in Cambodia;	1	- Conclusion of three good movements in Rattanakiri - Monitoring the organization of school boards - Workshop on strengthening youth and children councils
- Strengthen soft skills and leadership of youths and children;	1	- Camping and study tours for youth and children
- Expand the number of centers to provide labor market information and career counseling;	1	- Establishment of labor market information center and professional consultancy in Sihanoukville and Banteay Meanchey
- Continue providing training on community-based enterprise development and include Understanding Business of the Entrepreneurship Education Program into life skill curriculum;	1	- Training 625 students on entrepreneurship - Training 432 out-of-school youth and 276 females on community development
- Expand the work of youth volunteers;	1	- Volunteer Training for 1,244 youths and 642 girls
- Strengthen regional short skill training for youths;	1	- Trained short skill to 6,657 out of school youth and 4,003 girls
- Implement the Strategic Action Plan on Cambodian National Scouts, 2018-2022.	1	- Expanding 150,963 members - Prepare training activities for leaders of scout
7. Sub-Sector: Physical Education and Sport		
- Advocate for full implementation of activities and utilization of instructional hours for physical education and sport in schools;	1	- Prepared the guideline
- Explore the possibilities to establish sport fields for implementing physical education and sport activities;	3	- Transfer budget to improve sport fields at RUPP
- Advocate for timely purchase of training materials based on technical standards;	1	- Supply of training material to national team
- Provided training and capacity building to technical officers based on the plan;	1	- 2,411 specialized officials have been trained
- Mobilize resources from development partners and the private sector to support physical education and sport sector;	3	-
- Promote the culture of regular training among national sport federations;	1	- Prepared guideline and monitored
- Disseminate information on the schedule of the national and sub-national championships in the three education levels;	1	- Prepared the notification No.7939.អវវជ្ជ
- Celebrate physical education day with primary students across the country;	1	- At provincial
- Organize national and international sport competitions and	1	- At Phnom Penh, Kampot, Kep, and Kampong

the second national game;		Thom
- Organize ASEAN Sport Day, ASEAN for Health Day and Sport for All Day;	1	- At Phnom Penh
- Continue to fund national sport federations to expedite the progress towards SEA Games 2023;	1	- 34 sport federations received support fund
- Gather coaches and national athletes of 33 sport types for training to prepare for international competitions;	1	- 465 athletes have trained
- Continue training young athletes and gather coaches and young athletes of 30 sport types for training for preparation when Cambodia hosts SEA Games, 2023;	1	- 469 young athletes have trained
- Organize training on a training plan for coaches and national athletes and training on anti-doping in sport to education, youth and sport officers in 5 provinces;	1	- 288 specialist official have trained
- Advocate for the establishment of regional sport centers;	3	- Human resource and budget factor
- Continue to train teacher trainees of the 26th and 27th generations and organize graduating examination for teacher trainees of the 26th generation and select new teacher trainees for the 28th generation;	1	- Continuing to train 26th, 27th generation trainees and final exam of 26th generation student and 28th generation selection exam.
- Continue to provide education on communicable diseases, non-communicable diseases and traffic safety to athletes and physical education and sport teachers.	3	- Time factor

Note: 1- Already implemented; 2- Is being implemented; 3- Has not yet implemented

**ANNEX 7 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF ACADEMIC YEAR 2017-2018
CROSS SUB-SECTORAL (NATIONAL LEVEL)**

Activities	Status	Reasons
1. Curriculum Development		
- Develop curriculum standards;	2	- Request approval in early 2018
- Supply basic textbooks for all grades to replace damaged books, which account for 25% to 30% of the total number of textbooks;	1	- Supply the textbook based on the ratio : <ul style="list-style-type: none"> ▪ Studentbook 1:1 for grade 1 to 3, actual 3 on the target ▪ Studentbook 1:1 for grade 4 to 6, actual 4 on the target ▪ Studentbook 1:1 for grade 7 to 9, actual 4 on the target ▪ Studentbook 1:1 for grade 10, actual 7 on the target ▪ Studentbook 2:1 for grade 11 to 12, actual 10 on the target
- Strengthen the work of school-based libraries and referral libraries;	1	- Strengthening the capacity to manage and use textbooks, participants 94, and 15 females.
- Adopt essay writing materials for primary, lower secondary and upper secondary education and text study materials;	2	- Final draft
- Develop subject-based teaching methodology materials and disseminate them;	1	- Printing the detailed general curriculum of all subjects in grade 1 to 12. - Finalize 15 lesson text and study tips. - Printing education materials on climate change for upper secondary education grade 10 to 12. - Finalize drafting of "Mathematics teaching and learning methodology, linking the use of rigorous academic activities" at the primary level.
- Disseminate syllabuses and teaching and learning manual for science subject using STEM approach;	1	- Finalize file of teaching science (STEM) at Primary 4-6 (1 Copy) - Finalize draft of teaching and learning science (STEM) at low secondary 7 to 9 (1 copy)
- Develop guiding material on disaster management for the education sector.	1	- Printing 10000 copy
2. Administration		
- Continue to strengthen the management of administrative letter, especially the circulation of letters;	1	- Strengthen the management of administrative letter especially the circulation of letters;
- Advocate for the awards of decorations to education officers at national and sub-national level;	1	- Awarded the medal of honor to 5 386 education staffs and 2 026 femals (national level total 520 and 155 femals (29.8%). Sub-national level total 4 666 and 1 871 femals (38.4%) - Awarded Samdech Techo Hun Sen to Good school directors, Good Teachers, Khmer Teachers Grade 1, 2 & 3, Mathematics Teachers Grades 1, 2 and 3 - Provide great school prize - Provide praise letter to director - Provide praise letter to education staff
- Develop capacity on education administration management, archival management and protocols.	1	- Capacity building on administrative management, archives and protocols to national and sub-national officials
3. School Construction		
- Construct 52 new school buildings in provinces;	1	- Constructing 68 new buldings at lower secondary school equal 350 rooms including toilet. - Constructing 31 buldings get 134 rooms, 14 toilet equal 70 rooms, 6 teacher house building equal 18 rooms. - Constructing 21 building equal 124 classrooms for primary. 6 building of lower secondary school equal 40 rooms. 24 building of upper secondary school equal 75 rooms.
Continue to construct STEM building in RUPP;	1	- Complete STEM building.
Repair 36 school buildings in provinces;	2	- Continue to repair 36 old buildings in provinces by 2019.
Repair 1 building at MOEYS headquarters;	1	- Finalize Repairing 1 building at MOEYS headquarters.
Strengthen education infrastructure management capacity.	2	- Continue to Strengthen education infrastructure management capacity.
4. Printing and Distribution		
- Develop basic textbooks, workbooks, supplementary reading materials and teaching materials;	1	- Improve basic textbook (correct spelling and content) from Grade 1 to Grade 12 in all subjects.

Activities	Status	Reasons
		65 Title.
- Print basic textbooks, workbooks and supplementary reading materials;	1	- Print basic textbooks, workbooks and supplementary reading materials 4 285 000 copy.
- Deliver basic textbooks to schools across the country;	1	- Deliver basic textbooks 5 596 900 to schools. And deliver basic textbooks 2 383 000 to schools by Hun Sin Digital Export company.
- Expand the sale of textbooks, teaching materials and office supplies to general customers.	1	- Sale 1 928 063 textbooks , 49 box of teaching materials, 4 441 pictures, 326 type of physical experimental materials and to general customers.
5. Administration and Finance Inspection		
- Conduct inspection on administrative, personnel, financial and state asset management in 16 entities at national level and 417 entities at sub-national level and public schools;	1	- Inspection on administration, finance and state assets in 365 unite at national and sub-national level.
- Review the progress of the recommended improvements in 160 sub-national entities and public schools;	1	- Review the progress of the recommended improvements in 107 uninit at sub-national entities and public schools.
- Investigate into 25 cases of complaints or irregularities based on complaints on the media and indication of MOEYS leaders (20 cases using the budget of the Administration and Finance Inspectorate and 5 cases using the budget of relevant entities);	1	- Prepare to investigate 20 cases of complaints or irregularities.
- Trained 60 inspection officers on practical inspection program;	1	- Strengten of capacity on Inspection program.
- Disseminate administration, personnel, finance and state asset inspection reports.	1	- Disseminated administration, personnel, finance and state asset inspection reports, participate 157.
6. Internal Audit		
- Conduct audits in 11 entities at the national level, 18 entities at provincial level, 51 entities at district level, 211 schools and 8 PTTCs and RTTCs;	1	- conduct internal auditing at 313 auditees, 2 central entities, 15 POEs, 10 teacher training centers, 67 DOEs and 219 general high schools.
- Develop three-year rolling internal audit strategic plan;	1	- Establish the committee to organize and prepare the 3 year-rolling strategic auditing plan - Prepare annual auditing plan
- Coordinate with MEF to review internal audit manual;	1	- Provide training to internal audit officers on the ministry of economic and finance's internal audit guidebook presented by the directorate of internal audit of the ministry of economic and finance - Adaptation the internal audit guidebook for the ministry of education youth and sports has not been properly and fully done due to the lack of national technical auditing counsellors
- Develop capacity of internal audit officers.	1	- provide training to internal audit officers on staff management, regulations of budget implementation, procurement procedures and the practice of education law - internal workshop on the review of procurement result and annual action plans in order to prepare 2019 audit plan
7. Education Quality Assurance		
- Conduct thematic inspection focusing on four priority topics;	1	- Conduct inspection in schools on 4 topics: ▪ English teaching in grade4 ▪ teaching and learning in grade12 ▪ preparing semester test ▪ teaching and learning in pre-schools
- Monitor the implementation of regular inspection in some provinces;	1	- Monitor the implemetation of inspection in 12 provinces
- Conduct research on the test preparation for lower secondary examination and grade 12 semester examinations in some schools;	1	- Conduct study in 22 schools in the 11 target provinces
- Provide training to sub-national officers, who are not inspectors, on Module 5 and 6 "inspection system for education quality assurance" and DTMTs in target provinces;	1	- Strengten the capacity to sub-level staffs who are not inspectors on education assurance and inspection system(module 5) in Siem Reap- 113; 26 females and in Kampong Chnang 117; 27 females
- Conduct monitoring in Community Learning Centers, Technical and Vocational Schools and private schools in some provinces;	2	- Monitor 5 provinces - Not as many as planned
- Prepare to pilot and conduct national learning assessment test for grade 11;	1	- Administer test at 230 sample schools in all 25 provinces
- Conduct research on the effectiveness of national, regional and international testing in some provinces.	1	- Monitor and strengthen the implementation of student assessment test in the target schools of PISA-D program in 9 target provinces with a total

Activities	Status	Reasons
		number of 29 schools.
8. State Asset Management		
- Continue to supply materials and equipment at minimum level for school administrative purpose;	1	- Provide office supply to 200 schools including 32 copying machines, 169 printers, 216 computers, and 156 document cabinets
- Conduct studies on standards of equipment in PTTCs, RTTCs and resource lycées;	1	- Develop facilities standard for resource high schools - Gather information concerning the needs for material and equipment at regional teacher training centers in the 25 provinces
- Expedite property titling process and collection of revenue from state assets.	1	- Issue real estate ownership identification cards at central and provincial entities for 2202 locations - Collect income of 238 724 dollars and 25 738 200 riel

Notice : **1. Already implemented**

2. Is being implemented

3. Not yet implemented

**ANNEX 8 : PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2018
(NATIONAL LEVEL)**

Main Activities	Results	Sub-Activities	Status		
			1	2	3
1. EARLY CHILDHOOD EDUCATION					
1. Expansion Early Childhood Education and Monitoring.	10/11	1 Strengthen the Community Pre-school classes	✓		
		2 Provide Capacity development / training to manager and in-service training on ECCD	✓		
		3 Monitor teaching and learning on ECCD	✓		
		4 Support for ECCD NAP operationalization at national level, including review the implementation and revision (in 2018) of the ECCD National Action Plan and guidelines for mainstreaming of ECCD in sub-national Development and Investment Plans (includes TA)	✓		
		5 Develop guideline of ECE operation (such as guidance on operationalisation of the CPS sub-decree).	✓		
		6 Provide Technical assistance to the National Committee on the review of the National Action Plan ECCD 2019-2023, Improve curriculum for community pre-school and Develop upgraded CPS standards guidelines assessment.	✓		
		7 Support small scale research and dissemination of evidence-based advocacy on the key recommendations generated from study and evaluation on ECCD; for example, inclusion of baseline data collection using ECD Scale in target districts to measure impact of SEL and MLE (combined with activity 2.3.10)	✓		
		8 Support the contribution to ARNEC ECCD Conference in Cambodia including printing ECD Scales policy brief, ECCD NC reports, CPAP IECD brief, CPS Evaluation Executive summary, and ECCD committee members participation in the regional ECCD Conference 2018	✓		
		9 Support monitoring of child performance testing in ECE to improve teaching practice, using agreed tools.	✓		
		10 Support for the development of a preschool teacher training master plan, drawing on the findings of the feasibility analysis in activity 2.3.1.			✓
		11 Development of, and teacher training on, the use of teacher support materials; and the development of a guidelines for introducing SEL in preschools where MLE is implemented (including monitoring)	✓		
2. Revision of Curriculum and core teacher guide's book for Preschool level.	0/3	1 Revise the curriculum of Community pre-school		✓	
		2 Prepare Formal Pre-school standard based on new curriculum revised		✓	
		3 Review and develop the core curriculum text book of ECE level		✓	
2. PRIMARY EDUCATION					
1. Strengthen capacity of educators and community members to improve teaching and learning techniques.	12/24	1 Test students at the start and end of school year for Grades 1, 2, 3 and 6 on reading and writing of the EGRA Program		✓	
		2 Monitor teaching and learning (24 provinces); and provide hands-on support to teachers of grade 1, 2 and 3 (358 schools)		✓	
		3 Conduct awareness workshop on data entry, analysis and reporting; Disseminate EGRA outputs	✓		
		4 Support overseas missions of students to participate in various programs	✓		
		5 Support mission to learn experience abroad of Primary Education Department officials	✓		
		6 Conduct consultative workshop to revise monitoring tool and build operational capacity of Cambodia's Children Council	✓		
		7 Support MoEYS to deliver training to DTMTs to provide feedback to schools in relation to CFS implementation	✓		
		8 Conduct refresher training on reading standards for provincial level	✓		
		9 Conduct refresher training on use of Mathematics teaching aid (EGMA)			✓
		10 Support MoEYS to develop Child Protection Policy Action			✓
		11 Conduct workshop to disseminate guidance to implementing school based management for the piloting full-day teaching schools; and conduct review	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		workshop			
		12 Provide training to produce and use questionnaire related to learning for Grade1 to 3 on Khmer language and mathematics		✓	
		13 Conduct mid-term review on piloting of full-day teaching and learning	✓		
		14 Strengthen primary school drawing	✓		
		15 Strengthen primary library standard	✓		
		16 Support MoEYS to deliver teacher training on Positive Discipline, including training to teachers to address all forms of violence affecting boys and girls			✓
		17 Conduct consultative workshops on establishment of Merit Scholarship Program and review of the guideline on provision of scholarship to poor students; and build capacity to the local scholarship support committees		✓	
		18 Visit national program on School Fooding in a neighboring country			✓
		19 Monitor implementation and conduct a review meeting of the School Fooding Program; and conduct annual reflection workshop on scholarship program	✓		
		20 Train and coach sub-national officials on the implementations of the result based M&E system and realtime data collection system and monitor the implementations		✓	
		21 Build capacity of the sub-national and school levels on the effective implementation of School Improvement Funds in the context of School Based Management and monitor the implementation		✓	
		22 Pilot School Boards (SB) establishment in primary schools, that is aligned with the harmonized approach to school-based management (SBM) approach	✓		
		23 Conduct a field survey and consultative workshop to develop Primary School Standard Guidline and implementation scheme			✓
		24 Conduct action reseach on PCR issue of the bottom quintile districts (40 districts) to facilitate interventions		✓	
2. Strengthen the institutional improvement of primary education quality.	5/15	1 Supply office facilities and technical equipment (computers, photocopiers, printers, tablets and the Internet) and repairs.		✓	
		2 Award outstanding teachers (10 grade1 teachers) of Semdach Hun Sen rewards		✓	
		3 Conduct Consultative workshop to revise cluster school documents			✓
		4 Support MoEYS to revise and disseminate of the CFS policy for basic education in the context of SDG4			✓
		5 Organize CFS national annual review meeting focuses on specific thematic areas such student council, positive discipline, WASH in school, accelerated learning, etc.		✓	
		6 Create new generation primary schools		✓	
		7 Design, print and disseminate a Knowledge Attitude Practice (KAP) Positive Discipline survey report			✓
		8 Provide breakfasts and lunches and food and cash scholarships		✓	
		9 Support the dissemination and printing of the Child Protection Policy Action Plan		✓	
		10 Support the printing of AL textbooks of 4 subjects (Khmer, Math, Social Study and Science?) for Year 1 (grade 1&2), Year 2 (grade 3&4) and Year 3 (grade 5&6)	✓		
		11 Print the positive discipline training manuals for facilitators, teachers and school directors	✓		
		12 Revise existing positive discipline manuals to include focus on School-Related Gender-Based Violence			✓
		13 Support the implementation of Accelerated Learning (AL) in five provinces	✓		
		14 Support AL monitoring at national-level	✓		
		15 Support and monitor Positive Discipline implementation at national level	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
3. GENERAL SECONDARY EDUCATION					
1. Development of documents and materials for supporting CFS implementation	2/2	1 Operation of GSED	✓		
		2 Operation of General Directorate of Education	✓		
2. Improving Secondary School Quality.	4/26	1 Conduct Secondary School Workshop.		✓	
		2 Review and dissemination Workshop			✓
		3 Organize Scholarship Program Strengthening Workshop and Outcome Achievement	✓		
		4 Conduct Workshop on teaching and learning experiments in subjects of science and mathematics		✓	
		5 Provide training to teachers on the subjects of science and Internet technology		✓	
		6 Support the adaptation of early warning system to prevent school dropout in lower secondary schools in five provinces		✓	
		7 Support the revision of CFS practical implementation manual for basic education and expansion of CFS to secondary schools		✓	
		8 Support MoEYS in student scholarships for upper secondary students from ethnic minority communities		✓	
		9 Support the design and printing of early warning manual			✓
		10 Support the design and printing of CFS policy for basic education			✓
		11 Support CFS national core trainers to conduct training workshop/s on the revised CFS practical implementation manual and school self assessment			✓
		12 Provide LMC scholarships for students in upper secondary school and review scholarship management		✓	
		13 Train the capacity of leadership, leadership management of the principal, secondary school resources, campus directors, chief technical staff, secondary school resource, and school network.	✓		
		14 Strengthen the management and operation of 36 intermediate-level schools (periodic review and teacher training on pre-test preparation).	✓		
		15 Strengthen the use of resource buildings on funding of \$ 500 per year to 48 resources of High School and 240 schools.	✓		
		16 Strengthen central, provincial, municipal, district and school-based management (SBM)		✓	
		17 improve Capacity development and teacher qualifications at upper secondary education		✓	
		18 Strengthen the STEM and experimental materials		✓	
		19 Monitor process of PED		✓	
		20 Monitor of the General Department of Education program		✓	
		21 Study Tour Abroad		✓	
		22 Implement Bilingual classes.		✓	
		23 Expand New generation schools and provide experimental materials		✓	
		24 Conduct training workshop for Technical Group Leader for 10 Subjects on leadership and management for 48 secondary resource schools and some upper secondary schools in 6 provinces Battambang, Banteay Meachey, Uddar Meanchey, Siem Reap, Preah Vihear, Kampong Cham .		✓	
		25 Review SSC Guideline to in line with SBM, provision of training for SSC and monitoring supports in 150 target schools (outside 50 schools which are supported by ADB)		✓	
		26 Support financial and personnel management			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
4. NON-FORMAL EDUCATION					
1. Strengthening Capacity of NFE Officials.	3/5	1 Provide Capacity building course for NFE Officials on writing NFE's syllabus	✓		
		2 Provide Capacity building for NFE (5 provinces) on M & E system of NFE			✓
		3 UNESCO: Develop National Policy on LLL		✓	
		4 Conduct M&E throughout 25 Provinces-Municipality	✓		
		5 Prepare Organization process	✓		
2. Strengthen the Process of Functional Literacy, Income Generation, Re-Entry, and Equivalency Program.	7/13	1 Develop capacity for Literacy trainers from 25 municipality-provinces			✓
		2 Update detailed course syllabus of Literacy Program	✓		
		3 Build capacity for in-factory Literacy trainers for 12 municipality-provinces	✓		
		4 Select and reward CLC management committee and Literacy trainers	✓		
		5 Build capacity for CLC management committee		✓	
		6 Produce spot on the best practice of CLC management			✓
		7 Produce news to broadcast via national radio and Mobile Learning Van	✓		
		8 Develop capacity for Re-Entry staff and update course book	✓		
		9 Hold ToT training of Primary Equivalency Program and disseminate Lower-Secondary Equivalency Program	✓		
		10 Revise NFE equivalency program	✓		
		11 Prepare PRESET framework of NFE sub-sector for training in RTTC and PTTC		✓	
		12 Modify NFE EMIS system to reflect SDG4 indicators and facilitate inclusion of NFE data in reporting by EMIS systems. Integration of NFEMIS into EMIS		✓	
		13 Develop NFE plan and organize stocktaking and evaluation meetings		✓	
5. SCHOOL HEALTH					
1. Research, Monitoring and Evaluation	2/2	1 Organize Department Operational	✓		
		2 Monitor and evaluate the implementation of school health promoting program and urgent intervention of diseases happened in institutions.	✓		
2. Development and Promoting of School Health.	10/18	1 Develop school health regulations and strengthen school health implementation mechanism (National School Health Policy, Guideline on Management of School Health Services in General School, Inter Ministry Prakas on Health Check Up, Term of references of School Health at Sub-national levels, and Nutrition Policy).	✓		
		2 Provide Training workshop to school health officials at sub-national level on the roles, responsibilities, framework, work plan development, monitoring and evaluation, and sharing exchange workshop on the implementation of school health programs.	✓		
		3 Provide Health check up to students, pre-service teachers, and the educational staffs.	✓		
		4 Organize Cooking Competition, Cooking Demonstration, Food safety monitoring, and wash (BB, Prah Vihear, and Steung Treng province)	✓		
		5 Prepare Mental Health Counseling Room in the Department of School Health.	✓		
		6 Disseminate Workshop to Youth Council, Red Cross Youth Council, and Scout on Strengthening Education of Drug Prevention, Prevention of HIV / AIDS, Preventing Traffic Accidents in Battambang, Oddar Meanchey, Svay Rieng, Monduliri and Preah Vihear provinces. (1000 participants)		✓	
		7 Develop Learning Standard on Health Education for grade 3, 6, 9, and 12, and Develop curriculum text book for grade 1 to 12.			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		8 Procure supplies for Hygiene and Sanitation for 10 schools in 5 provinces.	✓		
		9 Strengthen and expand the implementation guideline to the minimum requirement on clean water, hygiene and sanitation (New installation on WinS at 220 schools, Construction of toilet and group hand washing facilities at 6 schools in Kompong Speu province) and Support coordination mechanisms and TWG at national, particularly at sub-national level to improve the provision of WASH in school.	✓		
		10 Join meeting, training, workshop, conferences other events both national and international with stakeholders.	✓		
		11 Capacity development on Mental Health.	✓		
		12 Provide Capacity development on Mental Health.		✓	
		13 As part of school based management, develop a school health training package for school directors to support integration of water, sanitation, hygiene and nutrition in school development plans (Nutrition, food safety, WinS, MHM, green school, health care room...);		✓	
		14 Develop learning standards for grades 3,6,9,12, with TA assistance			✓
		15 Support the School Health Department's implementation of Minimum Requirements for WASH in primary schools to achieve at least 1 star level in target provinces	✓		
		16 Support School Health Department (SHD) to monitor the implementation of Minimum Requirements, with focus on baseline data collection			✓
		17 Support the Global Hand-Washing campaign		✓	
		18 Develop school health regulations and strengthen school health implementation mechanism (National School Health Policy, Guideline on Management of School Health Services in General School, Inter Ministry Prakas on Health Check Up, Term of references of School Health at Sub-national levels, and Nutrition Policy).		✓	
6. VOCATIONAL ORIENTATION					
1. Capacity development, monitoring and evaluation.	4/4	1 Operate the department	✓		
		2 Run school budget of Cambodia-Japan Training Center, Siemreap	✓		
		3 Provide The capacity development (life-skills, technical education, vocational orientation, and career counselling)	✓		
		4 Conduct Monitoring and evaluation	✓		
2. To strengthen and enhance technical education programs.	7/9	1 Organize National and international internship and study visit	✓		
		2 To strengthen and enhance life-skill programs	✓		
		3 To strengthen and enhance the programs of technical education	✓		
		4 To strengthen and enhance vocational orientation	✓		
		5 To develop the programs of technical education		✓	
		6 Support the review of life skills syllabus and standards as well as life skills textbook and teacher's guide development			✓
		7 Support National Core Trainers to conduct training workshops with DTMTs and teachers, to assist with implementation of entrepreneurship skills by teachers in Phnom Penh.	✓		
		8 Support the organization of national review workshops on local life skills programme with national core trainers, DTMTs and teachers (target provinces and new provinces)	✓		
		9 Support the printing of seven selected MoEYS-USAID IBEC programme life skills manuals for lower secondary school teachers and students	✓		
7. TEACHER TRAINING					
1. Capacity	31/31	1 Organize Seminar on teachers helping teachers and annual sum on the implementation of the training program	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
development and teacher evaluation.		2 Conduct Workshop Close the English Professional Development Project	√		
		3 Develop Content and Review Apps Training	√		
		4 Develop teacher supporting materials	√		
		5 Provide Training on the development of teachers	√		
		6 Train teachers and secondary schools about ICTs	√		
		7 Train librarians at the School of Teachers.	√		
		8 Refine the use of the handbook Mathematics and Science	√		
		9 Refresh on the use of English-language grades 7-9	√		
		10 Organize Workshop on Review of Gender Mainstreaming	√		
		11 Train Director / Deputy Director and school teachers about gender mainstreaming	√		
		12 Refine the director / deputy director school of equity managing director (CDPF 5.12)	√		
		13 Train the director / dupty director about the School Principal	√		
		14 Support integration of Inclusive ECE module to pre-service and in-service preschool teacher and teacher trainers, including field test and printing of the training manual	√		
		15 Finalize of inclusive education teacher training materials (national diploma for Special Needs Teachers for deaf and blind) and refresher ToT for core trainers	√		
		16 Develop documentation for TEC process	√		
		17 Support to the MoEYS in monitoring of pre-service training on 28h Inclusive Education manual in PTTCs and RTTCs	√		
		18 Provide Training for PTTC, RTTC trainers on revised inclusive education 28h manual	√		
		19 Organize Training for at least 20 teachers to obtain national diploma on Special Needs Teachers (includes printing of trainer manual and trainee booklets)	√		
		20 Support capacity building workshop on strengthening the role of the school cluster to support mentoring.	√		
		21 Support the national core trainers to monitor and quality assure mentoring at school cluster and in schools.	√		
		22 Support annual review workshop on CFS implementation through QA (inspection) and mentoring through school cluster system.	√		
		23 Participate in training seminars and programs other in the country	√		
		24 Attend workshops and courses abroad.	√		
		25 Monitor the implementation of the training program and Training curriculum at Pedagogy School. Teachers take the basics and Gender Mainstreaming in Education.	√		
		26 Organize Training on teaching and learning methodology on gender responsive and monitoring targeted lower secondary schools, PTTCs; RTTCs and TECs.(560 teachers of LSS and teacher educators of 4 RTTCs, 2 TECs are trained)	√		
		27 Hire Local senior TA to administer and support the process of TECs organizational development (6 months)	√		
		28 Support technical Consultative workshop on development of technical documents for operationalization of TECs and ensure TECs meet TEPS. (total 11 technical documents/guidelines and proposed 11 sub-activities (mainly technical consultative workshops)	√		
		29 Support TECs to develop Strategic Plan 2018-2023	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		30 Provide Training and monitoring on Girl Counseling Programme to female teachers of lower secondary schools (560 teachers of LSS in 4 provinces are trained)	√		
		31 Support the organization of a sensitization workshop/s on local life skills to the six RTTC trainers/trainees	√		
2. Strengthening workTeacher training	6/6	1 Provide Funding for the Institute of Pedagogy of Phnom Penh	√		
		2 Provide budget for the Institute of Pedagogy of Battambang	√		
		3 Provide secondary school budget Pedagogy of kindergarten	√		
		4 Provide Scholarship at the school about 400 middlemen	√		
		5 conduct Final exam and recruiting teachers	√		
		6 Supply printing materials, repair fee for unit operations, and training and car maintenance	√		
8. CURRICULUM DEVELOPMENT					
1. Capacity development and teacher evaluation.	5/7	1 Develop secondary school curriculum development standard 3rd, 6th, 9th and 12th grade levels and disseminate detailed curricula and documentary teaching method, essay and STEM teaching method.	√		
		2 Monitoring curriculum implementation, textbooks usage and its management, library affairs and evaluation	√		
		3 Organize national reading day and events	√		
		4 Develop disaster management guidance	√		
		5 Overseas missions	√		
		6 Partnership to support in-country and outside country on curriculum development and hand on training textbook development and Curriculum assessment courses of Education for DCD staffs.			√
		7 Technical assistance to improve coordination on curriculum revision across all subject areas			√
2. Strengthening Curriculum Implementation, Library Affairs and Researches.	2/2	1 Develop teaching materials, textbooks and publishing	√		
		2 Office supply	√		
3. Mainstreaming Climate Change in Education.	7/7	1 Piloting CC Syllabus (grade 10, 11 and 12)	√		
		2 Conduct evaluation on the pilot of CC Syllabus (to improve the contents and teaching approaches)	√		
		3 Organize workshop to improve the CC Syllabus and training materials	√		
		4 Organize workshop with relevant Departments of the MoEYS to integrate the climate change topics into education curriculum	√		
		5 Climate change IEC material printing	√		
		6 Field monitoring	√		
		7 Organize project closing	√		
9. SPECIAL EDUCATION					
1. Support and develop Special Education Task.	13/17	1 support for process of the Special Education Department	√		
		2 support workshop for developing the materials policy and plan	√		
		3 Conduct capacity building, dissemination and workshop on inclusive education	√		
		4 Conduct capacity building, dissemination and workshop on MLE	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		5 Conduct Monitoring and Broad Mission.	✓		
		6 Develop and disseminate on MENAP 2019-2022	✓		
		7 Develop action Plan of special Education (inclusive for children with disability)	✓		
		8 Provide Training on the MLE M&E to the teachers in Mondulkiri Stuong Treng and Kratie (primary school)	✓		
		9 Train on MLE teaching skills and monitoring for MLE pre school/ primary teachers and POE/ DOE official.	✓		
		10 Provide Training and refesing on inclusive Education 10 provinces to ToTs , POEs DoEs in Prey Veng, Batambong, Kratie, Siem reap, Kompong thom Ratanakiri, Phnom Penh.... (pre school)	✓		
		11 Train on new IE development for community and pre-school teachers including in urban poor areas.		✓	
		12 Provide Training on DTMT, principles, teachers primary school on 03 provinces (primary schools)	✓		
		13 Train to lower- secondary school teachers by using 28 hours IE Manual.	✓		
		14 Monitor inclusive Educaton at pre- school			✓
		15 Conduct Multilingual Education Monitoring for MLE at pre-school using tool of MLE	✓		
		16 Monitor inclusive Education at primary school			✓
		17 Monitor inclusive Education at secondary school			✓
2. Building Capacity of national and sub-national primary education officers for development of CFS implementation.	0/1	1 Suport printing the sign landguge and spport krousar thmey		✓	
10. HIGHER EDUCATION					
1. Promote Equity of Quality Education.	30/31	1 Print scholarship information booklets and scholarship request forms for 2019	✓		
		2 Print guide books for 2019 for HE Study	✓		
		3 Monitor to support student admission: -transporting scholarship request forms -transporting scholarship results	✓		
		4 Monitor the process of student admission at HEIs in provinces	✓		
		5 Select and recruit scholarship students to study bachelor degree for HEIs via computer system	✓		
		6 Monitor HE filling scholarship form for high school students	✓		
		7 Monitor study results of scholarship students in each year	✓		
		8 Monitor state exam and thesis defense at HEIs	✓		
		9 Conduct Workshops on Guidelines, internal regulations and study regulations.	✓		
		10 Strengthen the mechanism for Foundation year entrance exam, mid term exam and other exams.	✓		
		11 Guide workshop on curriculum development aligning with CNQF	✓		
		12 Monitor curriculum aligning with CNQF at HEIs	✓		
		13 Design AOP results based monitoring and evaluation system and procedure on financial management	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		14 Design and develop policy and procedure in performance evaluation and officers and teaching staff incentives.	✓		
		15 Organize the Workshop on Education quality accreditation for staff and students	✓		
		16 Construct livestock farms and workshop breeding decorative plants, fruit plants and others and animal feed supplies to serve the practical needs of students.	✓		
		17 Conduct workshop on procedure and mechanism of filling scholarship forms to study bachelor degree at HE	✓		
		18 Conduct Trainings on designing action plans to decrease the gap between graduates and job markets		✓	
		19 Develop Curriculum align with CNQF and Job market needs, gather inputs and public dissemination	✓		
		20 Attend national and international workshops and conferences	✓		
		21 Construct Practice farms, laboratory, and experiment tools for promoting research from teaching staff and students and Producing university products	✓		
		22 Attend national and international trainings, workshops, and conferences.	✓		
		23 Conduct the Workshops and short course trainings for community on agriculture techniques	✓		
		24 Establish Consultative Climate Change Unit	✓		
		25 Attend national and international meetings, workshops, and conferences	✓		
		26 Conduct workshop on major selection and mechanism on filling scholarship forms	✓		
		27 Conduct Workshop on capacity improvement for students related to science and social science	✓		
		28 Organize the equipment in the classrooms, computer lab, library, and internet for learning, teaching and researching process.	✓		
		29 Print books, information booklet, brochures, and letter heads	✓		
		30 Organize the grand opening of Kratie University and public campaigns on the operation of the university	✓		
		31 Organize meetings, workshops, and trainings to advertise and strengthen the knowledge on skills for students, officers, and the public.	✓		
2. Strengthening Institutional Capacity and Monitoring & Evaluation.	19/23	1 Conduct Consultative and dissemination workshop on HEIs monitoring and evaluation tools	✓		
		2 Conduct the Workshop on designing AOP and monitoring for HEIs		✓	
		3 Conduct Workshop on National Policy of HE Scholarship, Subsidies, and Students loan		✓	
		4 Monitor the establishment of HEIs, new branches, new subjects/skills, relocation, and new appendices	✓		
		5 Conduct On-going Monitoring of HEIs	✓		
		6 Monitor and strengthen the result-based Planning monitoring and evaluation for HEIs	✓		
		7 Compile and Develop 5-year moving strategic plan (2018-2022) and Policy on promoting research	✓		
		8 Explain and collect statistics on Academic staff, administrative staff, and MOUs from HEIs	✓		
		9 Monitor and further explain to designated staff at HEIs on HEMIS use	✓		
		10 Conduct workshop on the integration of Result-based monitoring system and HEMIS for DHE staff	✓		
		11 Print statistic books on students and administrative staff and brochures 2017-2018		✓	
		12 Conduct Consultative workshop on the set-up and the usage of DHE statistics			✓
				13 Compile and print statistic books on the management, teaching staff, and students, and other books	✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		14 Provide Office equipment's, technical equipment's, furniture, and petrol	✓		
		15 Provide Electricity, water supply, telephone, and the internet, Sanitation, Maintenance, and Repair	✓		
		16 Provide Expense on welcoming national and foreign guests and other events	✓		
		17 Provide Office equipment, furniture, and items supporting sanitation for the university	✓		
		18 Supply Maintaining facilities, the use of utility and petrol	✓		
		19 Conduct Research, scholarship and year-end trip	✓		
		20 Provide Supporting tools, maintenance, repair, transportation, petrol, technical tools, and furniture.	✓		
		21 Provide Payment on utility, Internet, and telephones.	✓		
		22 Supply and Install the facilities (IT equipment and non-information technology equipment), furniture and basic laboratory equipment necessary to support the university's operation.	✓		
		23 Welcome national and international guests (souvenires and renting transportations) and host other events	✓		
11. SCIENTIFIC RESEARCH					
1. Monitoring the quality and efficiency of graduate program training.	5/7	1 Purchases of materials and equipment for office supplies, printing, publications, cleaning, books, and foodstuffs, as well as supporting sick staff	✓		
		2 Maintain and repair networks, office materials, and technical equipment and tools	✓		
		3 Expend on clean water, electricity, phones, garbage, and postal services	✓		
		4 Strengthen Public relations and propagation (extending hospitality and holding/celebrating traditional ceremonies/events)	✓		
		5 Monitor examinations and thesis/dissertation defenses of students at graduate schools	✓		
		6 Collect data, statistics, and information on graduate training		✓	
		7 Monitor the internal quality assurance of training/education of graduate schools			✓
2. Promoting Research in Higher Education and STEM.	6/9	1 Conduct Research and innovation (promoting and incentivizing research at higher education institutions)		✓	
		2 Formulate the (operation and finance) manuals and announcement of research projects		✓	
		3 Organize a training workshop on capacity development for volunteer teachers and volunteer students	✓		
		4 Attend international conferences/ workshop abroad	✓		
		5 Organize a training workshop on research capacity development for DSR's staff members			✓
		6 Publish documents and research papers	✓		
		7 Coordinate and assist the creation, continuous support, and strengthening of mathematics and science study clubs	✓		
		8 Purchase reading books (6,000)	✓		
		9 Organize the 3rd Cambodia and Engineering Festival	✓		
12. ROYAL UNIVERSITY OF PHNOM PENH					
1. Expand the Quantity and Strengthen the Quality of Bachelor Degree and Post Graduate	19/22	1 Publish Books Magazines and News.	✓		
		2 Provide Supplies and STEAM Equipment.	✓		
		3 Provide Teaching Equipment.	✓		
		4 Provide Missions in the Country (for Field Visits).	✓		

Main Activities	Results	Sub-Activities	Status				
			1	2	3		
Program.		5 Organize Field Visits (Students).	✓				
		6 Provide Scholarships for Studying in.	✓				
		7 Provide Allowances for examination exam.	✓				
		8 Buy Supplies and Furniture .	✓				
		9 Expend on Energy and Water.	✓				
		10 Provide Office Supplies and Printing.			✓		
		11 Provide for Cintry Service.	✓				
		12 Expend on Maintenance and repairing.			✓		
		13 Provide Budget for National and International Delegation-Souvenir Supplies local & Oversea and Ceremony .			✓		
		14 Expend on Telecommunication fee.	✓				
		15 Provide Donation and Drugs.	✓				
		16 Publish Books Magazines and News	✓				
		17 Provide Supplies and Equipment.	✓				
		18 Provide Missions in the country .	✓				
		19 Sign Contract for National and International agent.	✓				
		20 Organize Field Visits (Students).	✓				
		21 Provide Scholarships for Studying in.	✓				
		22 Provide Allowances for Examination.	✓				
		2. To Strengthen and Improve the Ability of Teachers and Staff.	4/4	1 To Train Teacher and Staff in All Positions Acorrding to their Specailists.	✓		
				2 conduct Workshops to Strengthen Ability.	✓		
				3 Provide Mission in the Country and at the Oversea.	✓		
				4 Support Writers Translaters and Editors.	✓		
13. CHEA SIM KAMPCHAYMEAR UNIVERSITY							
1. Strengthening the Capacity of Management, Leadership and Services by Quality and Development.	3/4	1 Train 50 domestic and foreign faculty members	✓				
		2 Repair infrastructure and supply equipment	✓				
		3 Prepare for the study of 25 articles and studied MOU as three foreign higher education institutions.		✓			
		4 Establish of a database of administrative, financial data management and study data	✓				
2. Strengthening quality training and research.	2/5	1 Organize seminars and disseminate information to students for selecting 13 majors in the capital	✓				
		2 Participate in four sports competitions, cultural exchanges and social activities.	✓				
		3 Organize student research, experimentation and internship annually		✓			
		4 Conduct Workshop on Employment labor and the Improvement of Curriculum in accordance with the Labor Market		✓			
		5 Organize 20 domestic and foreign students exchange		✓			
14. SVAY RIENG UNIVERSITY							

Main Activities	Results	Sub-Activities	Status		
			1	2	3
1. To strengthen the quality of teaching and reseach,and increase the students'enrolment.	13/13	1 To supply the furniture and to renovate and material maintenance.	√		
		2 To renovate the building,dormitory and other infra structures	√		
		3 Provide transportation service for study tours and practicum/ field visit	√		
		4 supply cleaning materials and themaintenance of institution's environment	√		
		5 supply of gas,power,and water for institution	√		
		6 Provide Telecommunication service ,Reading books and reference books	√		
		7 To provide the crop seed ,plants,fertilizer and other equipment.	√		
		8 To provide stationery,ICT and none ICT materials for teaching and Learning.	√		
		9 To ogranize the national event annually and international visitors'reception	√		
		10 To supply material in the exam procedure.	√		
		11 To organize examination process and thesis defense	√		
		12 To support scholarship students	√		
		13 to provide support of sport equipment and athlects for higher education cup.	√		
2. The support of sport equipment and athlects for higher education cup.	15/15	1 To maintain transportation	√		
		2 send staff and teacher to participate in exchanging information and knowledge	√		
		3 improve institution's qualitiyby sending both staff and teachers to participate with international partners	√		
		4 Strengthen Institution's development and capacity building of staff and teacher with the EU project (SICA, UNICAM, HR4ASIA, HUB4GROWTH).	√		
		5 support capacity building for both staff and teacher locally and Internationally.	√		
		6 strengthen the institution 's quality through meetings seminars and conferences	√		
		7 Provide office material in the process of documentation	√		
		8 supply drinks for the meeting	√		
		9 supply the equipment and material for both ICT and non-ICT	√		
		10 To supply office material in database management	√		
		11 To install furniture	√		
		12 Provide Telecoomunication service for research both staff and teachers	√		
		13 Support health service for both staff and teachers	√		
		14 To supply reading books and reference books for both staff and teachers	√		
		15 To compile Books and thesis books both teachers and students	√		
15. MEAN CHEY UNIVERSITY					
1. Outstanding students study abroad to exchange experience by skills.	4/4	1 Promote good governance and financial effectiveness	√		
		2 Increase and improve the quanity and quality of staff, teachers and students	√		
		3 Develop physical and academic infrastructure	√		
		4 Promote life values, cultural exchange in national and international arena	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
2. Activities students, professor, and staff.	2/2	1 Encourage research and development	√		
		2 Promote and extend sustainable interaction with stakeholders	√		
16. BATTAMBANG UNIVERSITY					
1. Capacity building, quality assurance, equity and equity And improving the quality of research.	4/4	1 Train students to be equitable quality	√		
		2 Strengthen the students' research and experiment	√		
		3 Conduct The final exam semester examinations and prevention thesis graduates	√		
		4 Strengthen staff and Professor capacity	√		
2. Support and promoting training in spelling research With efficiency.	5/5	1 Provide Institutions support	√		
		2 Develop materials and equipment and laboratory equipment	√		
		3 Maintain Infrastructure, repair facilities	√		
		4 Strengthen management	√		
		5 Conduct Monitoring and Evaluation	√		
17. ACCREDITATION COMMITTEE OF CAMBODIA					
1. Support the Institutional Operation.	6/6	1 Support supplied materials	√		
		2 Support service usage	√		
		3 Support for local meeting	√		
		4 Support for AQAN & APQN	√		
		5 Support for oversea meeting	√		
		6 Support for transportation	√		
2. Enhancing higher education accreditation.	5/9	1 Train on how to write self-assessment report for HE institutions	√		
		2 Monitor on HE institution assessment			√
		3 Train on the consistence between student's achievement, teaching method and evaluation	√		
		4 Conduct Survey on the training at HE institutions	√		
		5 Conduct Workshop on Assessment of Affective Domain	√		
		6 Support for meeting and study visit	√		
		7 Conduct Workshop on the training for assessment, facilitation, technical and secreteriate staff			√
		8 Train for assessment staff			√
		9 Monitor the training of HE institutions			√
18. INSTITUTE OF TECHNOLOGY OF CAMBODIA					
1. Promote the efficiency and effectiveness of institutional support.	19/19	1 Supply materials for cleaning and hygiene	√		
		2 Supply materials for maintenance	√		
		3 Supply fuel oils and lubricant	√		
		4 Supply office stationery	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		5 Supply equipments and facilities	√		
		6 Install furniture	√		
		7 Supply laboratory apparatus and consummables	√		
		8 Supply electricity	√		
		9 Supply water	√		
		10 Repair bathrooms	√		
		11 Renovate roads and drainage systems	√		
		12 Maintain aire conditioners	√		
		13 Maintain and repair vehicles	√		
		14 Maintain and repair ICT equipments	√		
		15 Provide extra allowance for personnels and workers	√		
		16 Provide medical support for staff's welfare	√		
		17 Pay tax	√		
		18 Copy and publish books and documents	√		
		19 Unplanned expense	√		
2. Improve the quality and capacity of educational training and researches.	10/10	1 Supply laboratory apparatus and consummables	√		
		2 Conduct the research projects	√		
		3 Organize meeting, training, workshop, and conference	√		
		4 Provide Local and foreign-country missions	√		
		5 Provide scholarships to students for study and research in Cambodia	√		
		6 Organize field visits	√		
		7 Evaluate the educational training	√		
		8 Pay for TEIN service	√		
		9 Provide Running cost for Master program and research	√		
		10 Install laboratory equipments for research	√		
19. NATIONAL INSTITUTE OF EDUCATION					
1. Strengthening Capacity and Research Development.	13/17	1 Provide equipment supply for operational institution	√		
		2 Supply Maintenance, Repairs, Public Relations and Internet	√		
		3 Provide Overtime bonus/insentives			√
		4 Improve capacity of the trainers - NIE's trainers	√		
		5 Train Master's degree in Educational Management	√		
		6 Train to provincial offices of Education (POEs) on Educational Strategic Plan Preparation	√		
		7 Organize Training on Data Analysis and Report Writng to the national and sub-national level inspectors	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		8 Organize Training on Human Resource Management and Resource Allocation to national and sub-national level of education	√		
		9 Conduct Training on Systemic Inspection to existing inspectors	√		
		10 Provide Training to new inspectors	√		
		11 Conduct Training on Budget Allocation and Management	√		
		12 Conduct Training on new inspection system to head/deputy head school			√
		13 Provide Capacity development to secondary school teacher on the new teaching methods and innovation	√		
		14 Provide Hospitality of ASEAN conference and other mission of the institution	√		
		15 Provide Capacity building workshop to NIE's trainers on Educational Planning and Management with DGPP and IIEP support			√
		16 Support scholarships to bachelor+1 students, fast track students and professional skill of secondary school principals	√		
		17 Publish, translate and prepare documentation for teaching and learning			√
2. Entrance and Final exam of the training.	4/4	1 Conduct Entrance and final exam for secondary school teacher "bachelors+1"	√		
		2 Organize Entrance and final exam for inspector students	√		
		3 Organize Entrance and final exam for Master's degree of education students	√		
		4 Organize Entrance and final exam for professional skill of secondary school principals	√		
20. KAMPONG CHEUTEAL INSTITUTION					
1. Promote the quality, efficiency and effectiveness of institutional operation and community service provision.	4/4	1 Support office maitenance	√		
		2 Equip office materials	√		
		3 Develop staff capacity	√		
		4 Inspect and monitor on the service implementation.	√		
2. Promote teaching and learning quality.	5/5	1 Develop curriculum and teaching materials	√		
		2 Develop teaching capacity	√		
		3 Conduct inspection to improve the quality of teaching and learning.	√		
		4 Create partnership network with other institutions	√		
		5 Enhance standard quality	√		
21. DIRECTORATE OF SPORT					
1. Develop physical education and monitoring activities.	3/3	1 Implement Institutional function	√		
		2 Research, compile, publish, and publish physical education and sports	√		
		3 Conduct Monitoring	√		
2. Develop Human Resources, Infrastructure and Competition.	47/51	1 Conduct Workshop on sport administration		√	
		2 Conduct Workshop on rules and regulations of Second National Games	√		
		3 Organize Workshop on Second National Games	√		
		4 Conduct Workshop on National Sport Policy			√
		5 Conduct Workshop on subsidized budget to NFs	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		6 Conduct Workshop on PE manual practice to primary school principals and vice principals	✓		
		7 Conduct Workshop on physical body testing for children age 6-12 at primary schools in Koh Kong and Kampong Cham province	✓		
		8 Organize Training on selection of target school, curriculum development at high school (Kampot, Takeo, Kampong Cham, Prey Veng)	✓		
		9 Conduct Workshop on collection of inputs on physical education and sport at high school	✓		
		10 Provide Capacity building for PE teachers at Tbaung Khmum province	✓		
		11 Provide Capacity building for PE teachers at Koh Kong province	✓		
		12 Provide Capacity building for PE teachers at Steung Treng province	✓		
		13 Conduct Training for PE teacher trainees to prepare for competition at higher education institutions	✓		
		14 Gather and train 447 national players in 6 months	✓		
		15 Gather and train 469 national youth players in 11 months	✓		
		16 Conduct Training on planning and training theories to 144 participants in Phnom Penh	✓		
		17 Organize Training on anti-doping to 72 participants in Mondulkiri	✓		
		18 Organize Training on anti-doping to 72 participants in Koh Kong	✓		
		19 Organize Training on anti-doping to 72 participants in Kratie	✓		
		20 Conduct Training on anti-doping to 72 participants in Udormeanchey			✓
		21 Hire foreign trainer to train national players	✓		
		22 Organize Annual meeting with national plyers by Samdech Techo	✓		
		23 Train coaches in shooting	✓		
		24 Train referees and judge in shooting	✓		
		25 Train coaches in rugby	✓		
		26 Train referees and judge in rugby	✓		
		27 Train coaches in body building	✓		
		28 Train referees in body building	✓		
		29 Train coaches in chess	✓		
		30 Train referees and judge in chess	✓		
		31 Train core trainer in aerobics	✓		
		32 Train core trainer in aerobics	✓		
		33 Provide Scholarship fee for teacher trainees in batch 26	✓		
		34 Provide Scholarship fee for teacher trainees in batch 27	✓		
		35 Provide Scholarship fee for teacher trainees in batch 28	✓		
		36 Administer Final exam for teacher trainees in batch 26	✓		
		37 Administer Entrance exam for teacher trainees in batch 28	✓		
		38 Visit to foreign countries	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		39 Equip sport equipment		✓	
		40 Maintain and repair	✓		
		41 Organize Second National Games	✓		
		42 Prepare Sport for all	✓		
		43 Hold ASEAN Sports Day	✓		
		44 Organize Annual championship for primary school students at Battambang	✓		
		45 Organize Annual championship for secondary school students at Kampot	✓		
		46 Organize Annual championship for university and vocational school students	✓		
		47 Attend University Games in Myanmar	✓		
		48 Participate in ASEAN School Games in Malaysia	✓		
		49 Participate in International competitions	✓		
		50 Subsidize 31 National federations: Football, Volleyball, Basketball, Kun Khmer, Athletics, Taekwondo WTF, Karate-do, Petenque, Wrestling, Boxing, Tennis, Gymnastics, Swimming, Labokator, Sepak Takraw, Taekwondo ITF, Traditional rowing boat, Badminton, Triatlong, Table Tennis, Cycling, Fencing, Baseball, Shorinji Kempo, Soft Tennis, Ice Hockey, Tug of War, Wushu, Judo, Vovinam, Tongil Modo	✓		
		51 Subsidize Cambodian Student Sports Federation	✓		
22. YOUTH					
1. The Process of the Unit.	1/2	1 Process Unit		✓	
		2 Monitor process of the Council for Children, Youth in the provincial capital	✓		
2. The development of youth policies and expertise.	12/15	1 Celebrates 68th anniversary of International Children's Day	✓		
		2 Disseminate traffic laws for drug trafficking And HIV / AIDS	✓		
		3 Hold consultative meetings with Phnom Penh to prepare the standards for strengthen the Youth Council of Cambodia			✓
		4 Arrange a meeting with the provinces to prepare regulations to strengthen Youth Council			✓
		5 Celebrate 19th International Day for Youth August 12	✓		
		6 Organize the Junior, Youth and Children Education Program On national radio	✓		
		7 Organize the Youth Skills Training Program Society (3 times)	✓		
		8 Organize a good animation of "Good children, Good friends, Good students"	✓		
		9 Conduct Workshop on Child and Youth Review	✓		
		10 Prepare Angkor Sankranti Program	✓		
		11 Meet youth representatives CLV triangle			✓
		12 Print magazine Youth and Children's Books Council	✓		
		13 Send students to participate in exchange programs experienced international meetings, workshops and camping	✓		
		14 Meet with International delegates	✓		
		15 Welcome international delegates	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
23. MANAGEMENT YOUTH CENTRE					
1. Unit Process.	3/3	1 Implement unit processing	✓		
		2 Renovate the National Center for Cambodian Youth in Siem Reap	✓		
		3 Monitor and promote the implementation of National Youth Policy Councils, Center for Youth Volunteer Training and Skills Training.	✓		
2. Developing policies, capacity, infrastructure, and youth skills.	11/15	1 Youth Volunteer organizers Route (2 times)	✓		
		2 Celebrate Volunteer Day 05 December 1000		✓	
		3 Organize Forums with 800 volunteers to Cambodia		✓	
		4 Organize Youth Forum on Leadership and Youth 500			✓
		5 Conduct Review workshops on Management Center and the Youth	✓		
		6 Disseminate job market information, career and soft skills for youth	✓		
		7 Conduct C-BED training	✓		
		8 Conduct Youth Capacity Building on Plans and Volunteer Work	✓		
		9 Provide Youth Capacity Building on Youth Planning and Volunteer Work and Technical Skills to Youth	✓		
		10 Officially announced the Cambodian National Council for Youth Development	✓		
		11 Organize Consultation Workshop on the Organization and Functioning of Capital Councils	✓		
		12 Prepare annual meeting of Cambodian National Council for Youth Development			✓
		13 Capacity Fostering Ministers Secretariat	✓		
		14 Conduct Work-oriented workshop for provincials that have universities	✓		
		15 Organize Workshop on Youth and Entrepreneurship	✓		
24. SCOUT COOPERATION					
1. Organization supporting and monitoring.	2/2	1 Implement Department Operation	✓		
		2 Conduct Monitoring	✓		
2. Strengthening the Scouting System and Community Scout.	5/6	1 Organize Training on Scout animation basics	✓		
		2 Conduct National workshop on Scouting program reviewing	✓		
		3 Organize Scout Congressional			✓
		4 Organize Regional workshop (International) for scout leader	✓		
		5 Second national scout camping	✓		
		6 Strengthen cooperation and experience exchange programs (domestic and international)	✓		
25. PLANNING					
1. Main activities of department.	19/19	1 Support the organization process	✓		
		2 Prepared the workshop of Annual School Development Strategic Plan (SBM model) and Mentoring Program	✓		
		3 Prepare workshop on using of quality tools of Annual Operational Plan of Provinces, Municipalities, Districts and Khans	✓		
		4 Organize Workshop on Results, Quality Values, Annual Operational Plans for Provinces, Municipalities, Districts and Khans	✓		
		5 Support the development of a Strategic Development Plan and School annual operational Plan (Mentoring Program)	✓		
		6 Prepare Quarterly Technical Working Group Meeting	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		7 Prepared the Joint Technical Working Group on Education/ Retreat	✓		
		8 Conduct National Workshop on Joint Technical Education Technical Working Group (2 times)	✓		
		9 Monitor the Joint Technical Working Group on Education at the Capital and Provinces.	✓		
		10 Conduct Training on Strengthening Capacity of the Secretariat of the Joint Technical Working Group on Education at the Capital and Provinces	✓		
		11 Prepare the co-operation analysis report Project Financing Cooperation at the Capital / Provinces	✓		
		12 Strengthen the ability to work out results based on the results of the ASEAN Regional Study Tour	✓		
		13 IIEP support to individual capacity development of DGPP staff through Specialized courses	✓		
		14 IIEP provide technical support during the ESP preparation process (TA for ESP 2019-2023)	✓		
		15 Support and mentor to formulate national and sub-national BSPs in align with ESP	✓		
		16 Conduct semester and annual review on provincial JTWG function in order to harmony the education sector at national and provincial	✓		
		17 Support and coordinate the JTWG meeting at national and provincial	✓		
		18 Support quarterly JTWG policy and advocacy dialogues with MoEYS leaders, relevant ministries and DPs in education sector	✓		
		19 Support for professional development and quality assurance related to Planning, Policy, EMIS and M&E Tasks	✓		
2. Develop Strategic Plan and Annual Operational Plan.	7/8	1 Disseminate a road map of the Sustainable Development Goals on Education 2030 (SDG4) in Cambodia	✓		
		2 Develop national and sub-national Education Strategic Plan 2019-2023 in line with SDG4 policy priorities	✓		
		3 Prepare the budget Strategic Planning 2019-2021 Workshop for National and sub-national Levels	✓		
		4 Prepare the Workshop on Annual Operational Planning for National and Sub-National Levels 2019	✓		
		5 Prepare the workshop on development of strategic planning for capital level		✓	
		6 Formulate a linkage of the national and sub-national sub-national planning	✓		
		7 Provide technical support and support for 2019-2023 Education Strategic Plan Development for the Capital	✓		
		8 Provide technical support and mentoring to update CANPRO model for national and sub-national ESP 2019-23	✓		
26. PERSONEL					
1. Process Unit	0/1	1 Support Unit process		✓	
2. Improving human capacity and monitoring.	15/15	1 Salary for central education staff.	✓		
		2 Provide Salary for central education staff.	✓		
		3 Conduct Workshop on "strengthening the capacity of managers in HR management" to PoEs, DoEs and school principals and HR officers.	✓		
		4 Studies tours, oversea training and Others attending.	✓		
		5 Organize Orientation to graduated students from NIE, RPTTCs and TTCs before start working.	✓		
		6 Organize higher education recruitment exam for teaching in Higher Education.	✓		
		7 Document filling for new teachers are learning in PTTc and RPTTC at PoEs.	✓		
		8 Follow up controlling on education staff using including contract teachers, double shift and multi grades classes.	✓		
		9 Control on the education staff transfers.	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		10 Cooperate with PoEs to definite the post for new teachers.	√		
		11 Control and Evaluate procedures and legal document practices for education staff management.	√		
		12 Produce quality information and to inform decision-making on promotion, transfer, deployment and succession planning of PoEs and DoEs.	√		
		13 Consult and Finalize and disseminate workshop on Staffing Norm's modification both guideline: 256 and 33.	√		
		14 To review and finalise Human Policy Action Plan (HRPAP) by International Technical Assistant (TA) in the line with policy makers, practitioners, and impementors from national and subnational level and key stakeholders.	√		
		15 Train the sub-national level units on the procedure of HR management, strengthening work discipline and answering system.	√		
27. FINANCE					
1. Operational Capacity building and monitoring.	19/19	1 Operational DoF budget Entity	√		
		2 Prepare National TA for FM consultant	√		
		3 Incremental Oprating Cost	√		
		4 National TA support for Interfacing of MoEYS FMIS with MEF FMIS	√		
		5 TA Support to COA coding on Software development for DOE FMIS & SIF	√		
		6 Conduct FMIS master training for CBE & POE finance key staff	√		
		7 Contracting of International PFM / CM Advisor to support Outcomes 3.1, 3.2 & 3.3	√		
		8 Support to DOEs for monitoring schools on SBM/SIF & maintaining a reporting data base system (\$200/DOE/year x 3.5 yrs)	√		
		9 Conduct Change Management Workshops to each level: (for common understanding of CM concepts, PFMR change goals and strategies) - 1) Top Management; 2) DoF & other PFMR Departments	√		
		10 Create a Budget-Policy Technical Working Group tasked to formulate guidelines and present to MoEYS leaders and MEF.	√		
		11 MoEYS PB structure revised based on sub-sector allocation or ESP structure	√		
		12 Provide Capacity building to Schools.	√		
		13 Conduct FM SEIP training	√		
		14 Offer English course	√		
		15 Prepare Peachthree Course for Working Group.	√		
		16 Refresh FM SEIP training	√		
		17 Conduct Monitoring and Evaluation on budget excution.	√		
		18 Conduct External Audit	√		
		19 Organize FMIS Installation, Monitoring and hand-on-mentoring to CBEs and PoEs levels.	√		
2. Social Affairs and Unexpected Costs.	1/1	1 Expend on Social Affairs and Unexpected Costs	√		
28. INTERNAL AUDIT					
1. Support the unit process	1/1	1 Provide support material and equipment to the Internal Audit Department	√		
2. Strengthen	4/10	1 Organize Traning and Workshop	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
staff capacity.		2 Monitor the performance of Internal Audit	✓		
		3 Training provided by MEF to build capacity of IAD staff to implement the new IA manual	✓		
		4 Revisit annually the ESP, BSP, annual budget and AOP at national and sub-national level in cooperation with DoP & DoF through a mini workshop within IAD office.	✓		
		5 Develop an internal audit manual specifically suited to MoEYS budget structure (including internal control system, objectives, audit process and audit reporting system)			✓
		6 Organize On-the-job audit training covering central, POE, DOE & selected schools and up to audit report preparation.			✓
		7 Participate in FMIS trainings conducted by DoF at CBE, POE, DOE and schools for improved knowledge of IAD staff on IT-based financial management system.			✓
		8 Perform field audit at central budget entities, POEs, DOEs and schools by observing the audit process complete with audit internal control questionnaires.			✓
		9 Conduct Annual review to discuss progress, identify challenges and recommend for improvement based on audit findings/recommendations			✓
		10 Coach and mentor on audit report to auditees			✓
		29. EDUCATIONAL QUALITY ASSURANCE			
1. Reducing educational outcomes and measuring the equivalency capability.	6/7	1 Process Unit	✓		
		2 Test for grade 11 on Khmer language, Mathematics and Physics Sample School of 192)	✓		
		3 Releases the 8th National Test Results	✓		
		4 Support regional and in country capacity building activities for the SEA-PLM mini trial for mathematics organized by ACER	✓		
		5 Administer International Student Assessment Test for Development (PISA-D)	✓		
		6 Provide Capacity Building on Questionnaire Analysis and Grade 11 Test Results	✓		
		7 Disseminate a Prakas on the Equivalency Measurement Procedure		✓	
2. Inspection and Quality Education Research.	17/29	1 Conduct Quality Education Inspection 4 subjects (160 schools)	✓		
		2 Monitor of regular inspection of 25 provinces and cities	✓		
		3 Report the Quality Inspection Report	✓		
		4 Train Capacity of Provincial Inspection Office staff on New Inspection System (Module 5 and 6)	✓		
		5 Implement Quality Assurance (Inspection Internal Surveillance) Target of 4 Provinces Purpose	✓		
		6 Provide training of national trainers and summarize the results of systematic inspection	✓		
		7 Support capacity building workshop to mentors, senior mentors and school inspectors on how to establish a baseline for Grade 3 student learning in maths and Khmer, drawing from the National Learning Assessment. May include follow-up data collection and reporting activities.	✓		
		8 Support capacity building to POE staff working in school inspection offices to do interim inspection activities (while new school inspectors are being trained by NIE)	✓		
		9 Train Capacity of the Capital Inspectorate on provincial budget planning, activities and research			✓
		10 Disseminate the e-results of student learning assessment on MoEYS website and within NEP networking.	✓		
		11 Conduct A Longitudinal Study: The analysis on Report Writing of National Student Learning Assessments: A focus on Formatting, Contents, Sequences	✓		
		12 Conduct the consultation to socialize the results of student learning with all relevant stakeholders at national level.	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		13 Conduct the policy dialogues on reducing student learning outcome disparities among various socio-economic, gender, ethnic minority and other disadvantaged groups based on the results of assessments from each year			✓
		14 Disseminate and strengthen coordination and utilization the information of student learning to inform and guide policy reform and resource allocation within MoEYS and all relevant stakeholders.			✓
		15 Develop and Disseminate National Learning Assessment Manual/Operational Guideline.		✓	
		16 Develop and update the E-Based Assessment	✓		
		17 Strengthen the capacity on student learning assessment in pre-school implementation, data analysis, reporting and utilization the results.	✓		
		18 Update software and documentation		✓	
		19 Train staff through coaching/mentoring/on-the job training	✓		
		20 Train DTMT on quality assurance concept Internal and external inspection	✓		
		21 Design, make adaptation and implement the assessment tools for inclusive education	✓		
		22 Pilot the QEMIS reports at each level of government, monitor and mentoring on the semester test development, refine QEMIS for the purpose of identifying underperforming schools.			✓
		23 Develop and implement the class-based learning assessments technical manual		✓	
		24 Develop the syllabus of student learning assessment for teacher training institutes and centers: -Tentative topic 1: A focus on test blueprint and Items development -Tentative topic 2: A focus on item analysis, and interpretation the results to improve teaching and learning.	✓		
		25 Improving the Capacity of producing/developing student learning report(s) to school principals and teachers on student learning results.		✓	
		26 Use the data at sub-national levels to inform decision making for planning and budget allocation.			✓
		27 Support capacity building-refresher training on coding, data analysis and report writing for mini trial			✓
		28 Support the review of inspection tool to harmonize with CFS checklist, as well as monitoring visit procedures led by EQAD with involvement of PED and GSED		✓	
		29 Technical support review and findalize pre/in-service inspector training programme, provincial-based QA inspection system and report writing	✓		
30. INSPECTORATE OF ADMINISTRATION AND FINANCE					
1. Development for inspection officers' abilities (On-the-job training) and regional dissemination on inspection reports.	3/3	1 Develop inspection officers' abilities (On-the-job training)	✓		
		2 disseminate regional inspection reports	✓		
		3 Process of Unit	✓		
2. Regular inspection, follow-up check and random inspection.	2/3	1 Conduct Regular inspection	✓		
		2 Follow-up check		✓	
		3 Conduct Random inspection	✓		
31. INFORMATION AND ASIAN AFFAIRS					
1. Supporting the	2/5	1 Support the Unit Process	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
Unit Process and Capacity Building Development.		2 Co-host national, regional, and international workshop on other particular skills and programs	✓		
		3 Disseminate Workshop on ASEAN and SEAMEO Awareness		✓	
		4 Disseminate Workshop on Vission and the Result of ASEAN-SEAMEO Summit		✓	
		5 Conduct Training on Public Media and Relations		✓	
2. Documentary Production, Information Dissemination, and Strengthening ASEAN-SEAMEO Cooperation.	3/5	1 collect data and disseminate information in education, youth and sport sector	✓		
		2 Conduct M&E for ASEAN and SEAMEO Awareness		✓	
		3 Conduct M&E and Make educational Campaigns in the remote and affected areas to gather 6-year-old or 72-month-children for enrollment		✓	
		4 Produce educational documentary and newsletters	✓		
		5 Strengthen ASEAN-SEAMEO Cooperation	✓		
3. Supporting the Unit Process and Capacity Building.	1/3	1 Support the working process of TED	✓		
		2 Conduct Consultative Work on Technical Education and awareness of SEAMEO TED's vision, mission and activities		✓	
		3 Organize Regional Workshop on Research Capacity Building on Technical education for TED Officers and Educators in the region		✓	
4. Researching and Technical Education Development and Enhancing the good Cooperation with SEAMEO member countries and centers.	4/4	1 Conduct an M&E on Technical education	✓		
		2 Strengthen the good cooperation on technical education in the SEAMEO region	✓		
		3 Attend the SEAMEO meetings	✓		
		4 Organize the SEAMEO TED's Governing Board Meeting	✓		
32. LEGISLATION					
1. Supporting legislative and preparing legal regulation.	1/2	1 Support department process		✓	
		2 Develop legal regulation in education sector	✓		
2. Capacity Building and Strengthening Implementation of Education Law.	9/26	1 Organize Workshop on Capacity Development for Education Personnel on Principle of Good Governance in Education		✓	
		2 Monitor and provide technical support for strengthening roles and duties with principle of good governance		✓	
		3 Provide technical support to strengthen the roles and responsibilities of sub-national administration staff on the function and resources transfer of education in Battambang province.		✓	
		4 Organize dissemination workshop on Decentralization and Deconcentration policy in Education			✓
		5 Consult and design guidelines for supporting the functional transfer of education		✓	
		6 Study the educational function for delegation to the administration of the target district of the One Window Service Office		✓	
		7 Study the effectiveness of public service delivery and education law in private school		✓	
		8 Organize Workshop on Strengthening the Implementation of the Education Law		✓	
		9 Orientation workshop on the procedures for assessing and drafting legal regulations	✓		
		10 Consult for Drafting Legal Regulation of the Education Sector		✓	
		11 Monitor the effectiveness of implementation of legal regulation in education sector		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		12 Organize workshop on Strengthening Capacity on Counter Trafficking in Person Law in Education sector		√	
		13 Review workshop on result of working on counter trafficking in person law of interministry teamwork			√
		14 Conduct Survey on the impact of trafficking in persons in education sector	√		
		15 Discuss workshop on regulation impact assessment in education sector	√		
		16 Disseminate workshop on the result of legal regulation assessment in education sector	√		
		17 Conduct survey on impact before preparing legal regulation in education sector	√		
		18 Study on the impact of legal regulation and legal framework implementation in education sector	√		
		19 Conduct Workshop on strengthening capacity of managing and solving education personnel disputes	√		
		20 Consult workshop on integration of intellectual property rights law at higher education school			√
		21 Disseminate workshop on legal framework against fake products	√		
		22 Provide supporting and legal assistant for education personnel		√	
		23 Monitor and research on education personnel disputes	√		
		24 Develop 8 relevant regulation instruments to support the transfer process, particularly the regulation on the management of educational budget as conditional grant for district and municipality			√
		25 Develop D&D reform Action Plan and Capacity Development plan for Educational Decentralization			√
		26 Revisit educational function review and conduct consultation meeting two times (Battambang and Takeo) to revise sub decree 191 on the transfer of ECE, Primary Education and NFE functions			√
33. SCHOOL CONSTRUCTION					
1. Support the Department and Develop the staff ability.	2/4	1 Support deparment process	√		
		2 Organize International training of Educational Infrastructure			√
		3 Train School Directors and Related staffs in improvement of the management of Educational Infrastructure		√	
		4 Ask for and study the information of Schools in Capital and Provincial Level	√		
2. Improvement of Adminstrative office and School Building.	6/6	1 Renovate and Improve 30 buildings of the central examination of High School	√		
		2 Renovate a central MOEYS Building in Phnom Penh	√		
		3 Renovate 6 schools of Lower Secondary School and Upper Secondary School in province	√		
		4 Build 52 New Buildings of Lower Secondary school and High School in province and Capital	√		
		5 Construct one building and provide the furniture for faculty of Engineering and STEM for RUPP	√		
		6 Monitor of Renovation work, Construct new School Building and Evaluate the management of educational infrastructure	√		
34. MATERIALS AND STATE PROPERTY					
1. Support the Department and Develop the staff ability	2/2	1 Support deparment process	√		
		2 International training of Educational Infrastructure	√		
2. Improvement of Adminstrative office and School	4/4	1 Renovate and Improve 30 buildings of the central examination of High School	√		
		2 Renovate a central MOEYS Building in Phnom Penh	√		
		3 Renovate 6 schools of Lower Secondary School and Upper Secondary School in province	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
Building.		4 Construct 52 New Buildings of Lower Secondary school and High School in province and Capital	✓		
35. ADMINISTRATION					
1. To support the education sector services.	7/7	1 Equip Office Material and equipments for department work performance	✓		
		2 To print 233 victory sflags and 230 satisfactory certificates to 461 national and sub-national levels, and 50 appreciation letters to national level	✓		
		3 Join organizing various national ceremonies and social works performance	✓		
		4 To print Letter head for all the departments and other documentations	✓		
		5 To support to the process of preparing annual education congress 2018	✓		
		6 To participate in annual congress of education and objective for school year 2016-2017 of POES and collect relevant reports	✓		
		7 To print education congress and relevant documents	✓		
2. Capacity building and Monitoring and evaluation.	8/8	1 Conduct training workshop on administartion management and Protocol for education to 120 educational staffs at sub-national level	✓		
		2 Conduct training worshop on archive management and Archievement Management System to 172 education staff at sub-national level	✓		
		3 Conduct training worshop on Flow Documentation to 70 education staff at sub-national level	✓		
		4 Participate in opening and closing ceremony during sport matches and intellegent student examination, and collect the relevant information to sum-up report for leaders and council of ministers	✓		
		5 Join as a member of the delegation with the leadership of ministry team during his/her inspection mission at sub-national level	✓		
		6 Conduct monitoring and evaluation on administration, achieve management, and Competition office	✓		
		7 Conduct monitoring and evaluation on requesting work medals and medal award ceremony	✓		
		8 Join organizing the certificates launching ceremony universities and opening ignauration ceremony - school opening and deal with education sector.	✓		
36. CULTURAL RELATION AND SCHOLARSHIP DEPARTMENT					
1. Supporting and Monitoring	2/2	1 Support Unit Operation	✓		
		2 Monitor and evaluate the partners' education projects implementation and attending the inauguration ceremony of the NGOs' project achievements	✓		
2. Scholarship student management and capacity improvement for cooperation.	14/14	1 Dissiminate overseas scholarship programs	✓		
		2 Support scholarship examination on students selection to study overseas and safety teams	✓		
		3 Conduct Pre-departure orientation for scholarship students and meeting with foreign students	✓		
		4 Support health service to foreign scholarship students and disadvantaged/poor female students	✓		
		5 Support operation of the Dormitories	✓		
		6 Provide Staff supplementary salary	✓		
		7 Welcome courtesy meetings with foreign delegations and students	✓		
		8 Provide medals (Honorariums to phillanthropists)	✓		
		9 Organize national festivals (Khmer and Lunar New Years) - Organize international festival (Francophonie)	✓		
		10 Support of transportation for delegations, Cambodian and foreign scholarship students, and their accommodation	✓		
		11 Provide scholarship allowances for local research (sleeping materials and salaries for foreign students)	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		12 Provide scholarship allowances for overseas research	✓		
		13 Support for study tours and study	✓		
		14 Contribute to international NGOs (CONFEMMEN)	✓		
37. EDUCATION MANAGEMENT INFORMATION SYSTEM					
1. Support for Education Management Information System and Monitoring.	3/8	1 Support unit process		✓	
		2 Strengthen EMIS System		✓	
		3 Monitor education data		✓	
		4 Strengthen central EMIS with additional staffs for managing EMIS. One or two software developers from software development company both public, private school and CPS.			✓
		5 Hire International TA to support EMIS Master Plan implementation, with an emphasis on using EMIS data for planning and analysis.	✓		
		6 Provide Equipment supply of DEMIS	✓		
		7 Support to national and sub-national level for EMIS to produce and distribute Educational Statistics and Indicators 2018	✓		
		8 Provide Technical support to finalize Q-EMIS system (Ronnie Andersson)		✓	
2. Development of Education Management Information System and Produce of Education Statistics and Indicators.	4/8	1 Strengthen the Capacity of Developing Information Management Information System		✓	
		2 Support on the capacity for produce education statistics and indicators of public school		✓	
		3 Support on the capacity for produce education indicators of private schools and community preschool		✓	
		4 Conduct training to strengthen the capacity of EMIS staff on management and analysis data (USESDP)		✓	
		5 Develop the EMIS software incorporating the NFE data system (and other data system) to respond to data need and data requirement (through local TA contracted by MoEYS, TA should be on demand and respond to MoEYS need)	✓		
		6 Develop a rollout plan for decentralization of EMIS to district administrative offices.	✓		
		7 Sthrengthen data collection from private schools, community prechools, orther line ministries with existing EMIS.	✓		
		8 Involve inspectors in the verification of school data	✓		
38. POLICY					
1. Preparation and Revision on Education, Youth and Sport policies	3/4	1 Support unit process	✓		
		2 Revise on inclusive education policy	✓		
		3 Develop Primary and secondary scholarship policy framework		✓	
		4 Attend regional and international conference	✓		
2. Research and Monitor the trends of the education changes in the country, regional and global.	8/12	1 Monitor on MoEYS's policies' actions implementation		✓	
		2 Research on regional and gobal policies and Capacity Building	✓		
		3 Process resources center	✓		
		4 Co-finance scholarship for 09 doctoral studies in France	✓		
		5 Research on the equity and quality in education service delivery by POEs and POEs	✓		
		6 Research on the evaluation of the implementation of the primary and secondary scholarship program	✓		
		7 Research on mega data mapping of development partners' supports since the inception			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		8 Conduct consultative workshop, publishing and conduct dissemination workshop on the results of the research on The Correlation of Primary School Principal Leadership and Management with Student's Achievement in Cambodia			✓
		9 Publish and conduct dissemination workshop on the results of the research on The Effectiveness and Efficiency of Scholarship Program at Primary School and Secondary School			✓
		10 Communicate the study results to MoEYS' leaders/decision makers and all involved stakeholders at the national and sub-national levels	✓		
		11 Support for translation, copy editing, graphic design of publication of policies and research reports as series publication and dissemination	✓		
		12 Conduct timely and high quality research studies on priority education agendas by DoPo	✓		
39. MONITORING AND EVALUATION					
1. Support of monitoring and evaluation mechanism development.	5/10	1 Support of organization operation	✓		
		2 Conduct a workshop to review monitoring and evaluation tools by sub-sector	✓		
		3 Implement M&E framework (conduct monitoring and evaluation using newly updated ME tools by sub-sector)	✓		
		4 Conduct Mentoring and coaching on RBM for under-performing POE/DOE	✓		
		5 Conduct Mentoring and coaching on RBM for technical staff at sub-national level POE/DOE	✓		
		6 Provide Technical assistance to develop ME Master Plan, ME Tools and Action Plan including strengthening the capacity of ME staff to implement this ME Master Plan.			✓
		7 Organize a consultation workshop on M&E tool development guideline at national level			✓
		8 Organize dissemination workshop on M&E tool development guideline			✓
		9 Organize a consultation workshop on Monitoring and Evaluation Framework for Youth and Sport sub-sector at national level			✓
		10 Organize dissemination workshop on Monitoring and Evaluation Framework for Youth and Sport sub-sector			✓
2. Capacity development on monitoring and evaluation.	4/4	1 Organize capacity development workshop on monitoring and evaluation for key officers at provincial level	✓		
		2 Organize orientation workshop on result-based report preparation	✓		
		3 Conduct monitoring and evaluation on congress process at POEs	✓		
		4 Conduct monitoring and evaluation on implementation of AOP at sub-national levels	✓		
40. INFORMATION TECHNOLOGY					
1. Organizational Supports, Service Provision and Informal Education	7/11	1 Organizational Process of Dept. of Information Technology	✓		
		2 Equip ICT infrastructure and facilities for National Education Data Center and Internet connection		✓	
		3 Connect and maintain the ICT infrastructure and facilities, internet network for MoEYS central, provincial and school levels	✓		
		4 Conduct Introductory workshop on e-learning importance and the use of teaching-learning through e-learning and distance learning	✓		
		5 Produce Educational videos and mobile app development to assist in teaching and learning in kindergarten			✓
		6 Develop science educational game for 12 graders through mobile application	✓		
		7 Send DIT's leadership level to join regional/international training/workshop on e-Learning and distance learning to ensure the development of e-Learning and distance learning guideline by 2020.			✓
		8 Printing guidebook of Intel Teach Getting Started	✓		
		9 Localize and implement SMAS: School Management Administrative System		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		10 develop Educational content to be broadcasted in the MoEYS website, OER and other MoEYS social media channels	✓		
		11 Print stickers promoting MoEYS website, OER and social media channels	✓		
2. International Cooperation, Professional Development, Monitoring and Evaluation	11/14	1 Welcome educational officials to visit MoEYS on ICT education cooperation	✓		
		2 Study visits of MoEYS/DIT officials to attend training programs, workshops, and congress on ICT education	✓		
		3 Conduct Consultative worksop on ICT Curriculum Development	✓		
		4 Conduct Introductory Workshop on the Use of MoEYS OER, website and social medias	✓		
		5 Offer training on ICT for educational administration to enhance DoE and PoE in 8 remaining provinces			✓
		6 Offer training on ICT in pedagogy to 200 teacher trainers to enhance 21st century teaching and learning methodology at Teacher Training Institutions			✓
		7 Offer Training on the integration of ICT in teaching-learning pedogogies	✓		
		8 Offer Training on computer preparation and maintenance for sub-natinal levels	✓		
		9 Provide Technical service on ICT infrastructure and facilities in MoEYS departments, provicial offices of education and school levels	✓		
		10 Monitor and evaluate result and effectiveness of the ICT training program as well as in-site coaching	✓		
		11 Monitor and evaluate the effectiveness on the use of ICT textbook grade 11 and 12		✓	
		12 Disseminate the use of ICT and the production of electronic education news through MoEYS educational broadcasting channels	✓		
		13 implement digital monitoring of schools	✓		
		14 Monitor and evaluate SMAS-implementing schools	✓		
41. EXAMINATION AFFAIR					
1. Unit Operation	1/1	1 Support deparment process	✓		
2. Improving Quality of Secondary Education	11/16	1 Organize Workshop on The capacity building for Examination	✓		
		2 Conduct Monitoring			✓
		3 Organize Overseas Study Tour			✓
		4 Operate Upper secondary degree examination	✓		
		5 Administer Outstanding students exam of Mathematics, Physics, Khmer	✓		
		6 Organize Olympiads student contest in the country	✓		
		7 Supplement Olympiads student	✓		
		8 Send students abroad	✓		
		9 Finance Upper secondary exam observer	✓		
		10 Program entry students and teacher grade 12 for secondary exam (Using computer)			✓
		11 Develop data entry, verification and edit final score for upper secondary examination			✓
		12 Conduct Workshop on Writing and Analysis of upper secondary examing results in 2017	✓		
		13 Conduct Workshop on Dissemination of the analysis of upper secondary examing results in 2017	✓		
		14 Organize Training on update of program entry secondary degree examination and teacher by ICT for upper at provincial level and upper secondary schools			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		15 Conduct Training on Coding skills for running of upper secondary degree exam correction	✓		
		16 Provide Training on The data entry by computerization for running of upper secondary degree exam correction	✓		
42. GENDER MAINSTREAMING IN EDUCATION					
1. Plan orientation on Implementation of Gender Mainstreaming Strategic Plan 2016-2020	3/3	1 Provide Capacity building on Gender	✓		
		2 Support for Ministry executive and technical leadership to attend international, regional education and policy, research and other priority reform related forums	✓		
		3 Support for inclusive education for children with disabilities through partnership with NGO	✓		
43. PROGRAM MANAGERMENT (GPE & SIG)					
1. SIG Implementation			✓		
2. Manage SESSP II			✓		
44. MONITORING, EVALUATION AND MANAGERMENT OF CDPE					
1. Capacity development for planning staff all levels	2/2	1 Conduct Results-oriented Planning - Development, implementation and monitoring of education plans and budgets at all levels is results-based and of high quality.	✓		
		2 Directly support the provincial capitals on educational planning	✓		
2. Monitoring, evaluation and Management of CDPF	5/7	1 UNICEF management, administration and, Recovery Cost	✓		
		2 enhanced community capacity to demand for and accountability of inclusive quality basic education, particularly in target districts.		✓	
		3 Provide Technical support to develop life skills curriculum and finalize early warning and CFS manuals	✓		
		4 Support NGOs Coordination and facilitate civil society inputs and dialogue in Provincial ESP/AOP/JTWG preparation and implementation	✓		
		5 Tablet procurement for CFS impact assessment		✓	
		6 Scale-up digitalising CFS assessment tool and online platform (for target provinces) for improved accountability and management / PCA with Open Institute	✓		
		7 Support Education Service	✓		
45. EDUCATION REFORM					
1. Support for and research by Education Research Council on priority reform areas	4/4	1 Support for and research by Education Research Council on priority reform areas	✓		
		2 Support for School Based Management	✓		
		3 Support revision and develop of current Emergency Preparedness and Response Plan (EPRP) and capacity building for MoEYS Disaster Management Committee	✓		
		4 Support national core trainers to conduct baseline study on local life skills in Phnom Penh, Takeo, Siem Reap and Stung Treng	✓		

Notice : 1. Already implemented

2. Is being implemented

3. Not yet implemented

**ANNEX 9: PROGRESS OF IMPLEMENTATION OF POLICY ACTION 2017 CONTINUE TO IMPLEMENT
IN 2018**

Policy	Policy Action 2017 Continue to Implement in 2018	Status	Reasons
1. Early Childhood Education			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	• Prepared guidelines enabling the private sector, farm and big enterprises to be engaged responsibly in early childhood education in 2017. (ECED)	2	• Edit this guidelines to sub-decree
	• The guideline to provide incentive for two-shifted pre-school teachers prepared in 2017. (ECED)	3	• Request a principle from the leader of MoEYS
Policy 2: Ensuring effective leadership and management of education staff at all levels	• Revised the public pre-school curriculum, community pre-school and home-based program in 2017. (ECED)	2	• MoEYS has approved the curriculum of pre-school and is preparing a detailed curriculum of community pre-school.
2. Primary Education			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	• A study on The Primary Completion Rate should be conducted in 2017. (DoPo)	2	• Data analysis and drafting on finding about 80% • Preparing the draft of report
	• Eco-friendly standards for pre-school, primary school and secondary school developed in 2017. (DoC)	3	• Time factor
	• A Disaster Management Plan developed in 2017. (DoC/DMSP)	1	• Plan of preparedness response to disaster for education sector in 2019 • Action plan for Disaster Management Mechanism, Ministry of Education, Youth and Sport
Policy 2: Ensuring effective leadership and management of education staff at all levels	• Harmonizing standards and school inspection tools from all stakeholders and implementing gradually focus on the 9 minimum standards in 2017. (PED/DEQA)	2	• Preparing
	• A framework and capacity development for using student's learning achievement results to strengthen the quality of learning developed in 2017. (DGE/DEQA)	2	• Preparing
	• A medium-term plan on the implementation plan of B.Ed Fast Track model developed in 2017.	2	• Preparing
	• TPAP implementation strategy developed in 2017. (TPAP)	2	• Preparing
3. Secondary and Technical Education sub-sector			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	• Revised teacher training system and program in Secondary Education in 2017. (TTD)	2	• Preparing
4. Higher Education sub-sector			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	• Prepared a guideline on minimum learning cost by subjects at higher education in 2017. (HED)	3	• Time factor
	• Improved accreditation system for the establishment of HEI in 2017. (ACC)	2	•
5. Non Formal Education			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	• Prepared guideline on Equivalency program for Upper Secondary education by 2017. (NFED)	3	• Time factor
	• Prepared guideline on the separate examination for lower secondary equivalency program by 2017. (NFED)	2	•
6. Youth Development			
7. Physical Education and Sport			
Policy 2: Ensuring effective leadership and management of education staff at all levels	• Preparation of regulations to transform the National Institute of physical education and sport to training	2	• Time factor

Policy	Policy Action 2017 Continue to Implement in 2018	Status	Reasons
	institutions for sport teacher with equivalence to higher education in 2017. (DGS)		

Notice : 1. Already implemented**2. Is being implemented****3. Not yet implemented**

Department /Unit name	Abbreviation	Department /Unit name	Abbreviation
Department of Early Childhood Education	ECED	Department of Legislation	DL
Department of Primary Education	PED	Department of Materials and State Assets	DMSA
Department of General Secondary Education	GSD	Department of Information and ASEAN Affairs	IAAD
Department of Nonformal Education	NFED	Department of Plan	DP
Department of School Health	DoSH	General Directorate of Sport	GDS
Department of Vocational Orientation	VOD	Department of Physical Education and Sport	DPhES
Department of Higher Education	DoHE	Department of Physical Education and Sport for students	DPES
Department of Scientific Research	SRD	General Directorate of Youth	GDY
Department of Teacher Training	TTD	Department of Youth	DY
Department of Curriculum Development	DoCD	Department of Center Management	DCM
Department of Personnel	DoPe	Department of Education Quality Assurance	EQAD
Department of Finance	DF		

ANNEX 10 : PROGRESS OF IMPLEMENTATION OF POLICY ACTION 2018

Policy	Policy Action 2018	Status	Reasons
1. Early Childhood Education			
2. Primary Education			
Policy 2: Ensuring effective leadership and management of education staff at all levels	• A policy on educational Professional Development developed in 2018. (TPAP)	2	• Preparing
	• A master plan on continuous professional development (systematic INSET/ONSET) prepared in a coordinated manner in 2018. (TPAP)	2	• Preparing
	• The INSET/ONSET Budget will be incorporated in the School Budget in 2018. (TPAP)	1	• The budget is included in the school operation budget
	• A policy on Cambodia Teacher Career Pathway developed in 2018. (TPAP)	2	• Preparing
	• A guideline on Teacher Professional Development issued in 2018. (TPAP)	2	• Preparing
3. Secondary and Technical Education			
4. Higher Education			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	• Prepare a master plan on establishment of national university in 2018. (HED)	1	• Master Plan was created
Policy 2: Ensuring effective leadership and management of education staff at all levels	• Prepare the basics plan on establishment of national university in 2018. (HED)	1	• Main plan was prepared
5. Non Formal Education			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	• Prepare guideline on Post-literacy program by 2018. (NFED)	2	• Basic curriculum reform
6. Youth Development			
7. Physical Education and Sport			
Policy 2: Ensuring effective leadership and management of education staff at all levels	• Prepare the legal letters related on national sport management in 2018. (DGS)	2	• Time factor

Notice : 1. Already implemented

2. Is being implemented

3. Not yet implemented

Department /Unit name	Abbreviation	Department /Unit name	Abbreviation
Department of Early Childhood Education	ECED	Department of Legislation	DL
Department of Primary Education	PED	Department of Materials and State Assets	DMSA
Department of General Secondary Education	GSD	Department of Information and ASEAN Affairs	IAAD
Department of Nonformal Education	NFED	Department of Plan	DP
Department of School Health	DoSH	General Directorate of Sport	GDS
Department of Vocational Orientation	VOD	Department of Physical Education and Sport	DPhES
Department of Higher Education	DoHE	Department of Physical Education and Sport for students	DPRESS
Department of Scientific Research	SRD	General Directorate of Youth	GDY
Department of Teacher Training	TTD	Department of Youth	DY
Department of Curriculum Development	DoCD	Department of Center Management	DCM
Department of Personnel	DoPe	Department of Education Quality Assurance	EQAD

PART 3
TOPIC FOR DISCUSSION

TOPIC FOR DISCUSSION

1. National Forum

Topic 1: School-Based Management

Topic 2: Effectiveness, quality of education and implementation measures

Topic 3: Teaching methods in the new context

Topic 4: Higher education Improvement

Topic 5: Accreditation Standard of Higher Education Quality

Topic 6: Turning community learning centers into lifelong learning centers

Topic 7: One youth having at least one skill for life

Topic 8: Towards the SEA Game 2023

Topic 9: One youth having at least one sport skill in life

2. Provincial Forum

Topic 1: Teacher Deployment

Topic 2: Appointment of Educational Staff

Topic 3: Management of Clean schools Throughout the Provinces/Municipality

Topic 4: Preparing Annual Operational Plan

Topic 5: Efficiency of Provincial Joint Technical Working Group

Topic 6: Inspection

Topic 7: Resource Mobilization to Develop the Education Sector at Provincial Level

Topic 8: Support to High School Students for Baccaalaureat exam

3. School Forum

Topic 1: Good School Principal

Topic 2: Clean School

Topic 3: Good Khmer Language Teacher

