



KINGDOM OF CAMBODIA
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MINISTRY OF EDUCATION, YOUTH AND SPORT

EDUCATION CONGRESS



THE EDUCATION, YOUTH AND SPORT PERFORMANCE
IN THE ACADEMIC YEAR 2019-2020
AND GOALS FOR THE ACADEMIC YEAR 2020-2021

28-29 April 2021

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PART 1
ACHIEVEMENT AND DIRECTION

1. INTRODUCTION

Academic year 2019-2020 is the 2nd year that the Ministry of Education, Youth and Sports implemented the Education Strategic Plan 2019-2023 in line with the National Strategic Development Plan 2019-2023, within the framework of Rectangular Strategy Phase 4 of the Royal Government of the 6th Legislature of the National Assembly, and policy, strategy and prioritized programs in line with Cambodia's Education Roadmap 2030 with an aim to achieve the Sustainable Development Goals 2030.

By applying the Education Strategic Plan 2019-2023 and Strategic Reform, with anticipation that after graduation, students will have standardized knowledge as well as be competitive in regional and global employment market, and will be a core force to promote social and economic development of the nation.

Work performance in line with sub-sector and monitoring of progress of operational plan application in 2020 has reflected the content of educational conference report as a basis for reviewing activities and targets of key performance indicators. Despite the impacts of Covid-19 pandemic, the education, youth and sport sectors, with cooperation from the Ministry, relevant institutions, development partners and private sector, still progressed with the study and learning, by promoting online learning and blended learning.

Report of Educational Conference reflected progresses, challenges and joint recommendations of the Ministry and 7 sub-sectors, including Early Childhood Education, Primary Education, Secondary Education and Technical Education, Higher Education, Non-Formal Education, Youth Development, and Physical Education and Sports. The result of the Educational Conference will become an important basis for reviewing the Educational Policy, preparing Budget Strategic Plan and Annual Operational Plan.

In School 2019-2020 so far, the Ministry of Education, Youth and Sports have obtained major achievements as follows:

2. PROGRESS

2.1 OVERALL ACHIEVEMENTS OF EDUCATION, YOUTH AND SPORT SECTORS

2.1.1 PROGRESS OF JOINT MONITORING INDICATORS

The Ministry has achieved strategies, programs and cluster of prioritized activities through Join Monitoring Indicators as follows:

Table 1: Progress of Joint Monitoring Indicators

Result 2018-2019	Result Indicators	Actual 2018-2019	Actual 2019-2020	Target 2020-21	Actual 2020-21	Status
Achieved results for 2019-2023: Completion Rate in Basic Education is increased along with better learning outcome.						
1. Decreased student repetition rate in Primary, particularly in early grades	1.Repetition rate in Primary reduced from 6.2% (7.7% male, 4.7% female) in School Year 2017-2018 to 5.7% (6.8% male, 4.1% female) for School Year 2019-2020	6.2% in total (7.7% male, 4.7% female) (2017-2018)	6.3% in total (7.8% male, 4.7% female) (2018-2019)	5.7% in total (6.8% male, 4.1% female) (2019-2020)	7.0% in total (8.7% male, 5.3% female) (2019-2020)	↓
2. Increased student learning achievement in primary education (reading and maths in grade 3, and writing and maths in grade 6)	2.1 Percentage of students achieving at "below basic" proficiency level for grade 3. - Reading: Decreased from 52.6% in School Year 2014-15 to 46.6% in School Year 2019-20 - Mathematics: Decreased from 44.9% in School Year 2014-15 to 38.9% in School Year 2019-20		Reading 50.5% (2018-2019) Mathematics 40.9% (2018-2019)	Reading 46.6% (2019-2020) Mathematics 38.9% (2019-2020)	Implementing 2023-2024	
	2.2 Percentage of students achieving at the "below basic" proficiency level for grade 6 - Writing: Decreased from 39.6% in School Year 2015-16 to 33.6% in School Year 2020-21 - Mathematics: Decreased from 53.2% in School Year 2015-16 to 47.2% in School Year 2020-21			Writing: 33.6% Mathematics: 47.2% (2020-21)	Implementing 2021-2022	
3. Student	3.1 Lower secondary gross	59.1% in total	59.9% in total	63.7% in total	60.7% in total	→

enrolment in lower secondary increased, and dropout rate reduced	enrolment rate (GER) increased from 59.1% (54.9% male, 63.8% female) in School Year 2018-19 to 62.2% (59.1% male, 66.8% female) in School Year 2019-20	(54.9% male, 63.8% female)	(55.1% male, 65.1% female)	(61.1% male, 68.6% female)	(55.3% male, 66.6% female)	
	3.2 Dropout rate at Lower Secondary Education decreased from 15.8% (17.6% male, female 14.2%) in School Year 2017-18 to 12.8% (13.8% male, 11.7% female) in School Year 2019-20.	15.8% in total (17.6% male, 14.2% female) (2017-18)	18.6% in total (20.0% male, 17.4% female) (2018-19)	12.8% in total (13.8% male, 11.7% female) (2019-20)	18.2% in total (19.6% male, 16.9% female) (2019-20)	↓

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

Table 1 shows that the enrolment at Lower Secondary Education increases close to the target (63.7%) aimed to achieve; flow rate of students in primary and lower secondary educations does not achieve the target; result of performance assessment of student in Grade 6 on Khmer Literature and Mathematics has delayed its implementation to 2021-2022.

2.1.2 PROGRESS OF CORE BREAKTHROUGH INDICATORS

The Ministry has achieved policies, strategies, programs and cluster of prioritized activities through Core Indicators as follows:

Table 2: Progress of Core Breakthrough Indicators

Core Breakthrough Indicators		Unit	Baseline 2019-20	Target 2020-21	Actual 2020-21	Status
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all						
1.	Age-specific enrolment rate of five-year-old children in all aspects of ECE, (Public, Community, Private Pre-school)	%	62.9	61.9	61.1	↓
	Male	%	62.0	61.3	58.6	↓
	Female	%	63.6	62.7	62.3	↓
2.	Completion rate in primary education	%	88.2*	84.8	87.4*	↑
	Male	%	84.1*	82.6	83.4*	↑
	Female	%	92.7*	89.2	91.6*	↑
3.	Completion rate in lower secondary education	%	47.3*	50.2	48.1*	↓
	Male	%	42.4*	46.9	43.1*	↓
	Female	%	52.5	54.2	53.4*	↓
4.	Percentage of students achieving “below basic” proficiency level for Khmer literature, Mathematics and Physics					
	Khmer Reading in Grade 3	%	50.5% (2018-19)	Not yet implement	Implement 2023-24	
	Khmer Writing in Grade 3	%	62.1 (2018-19)	Not yet implement	Implement 2023-24	
	Mathematics in Grade 3	%	40.9 (2018-19)	Not yet implement	Implement 2023-24	
	Khmer Reading in Grade 6	%	Not yet implement	25.5	Implement 2020-21	
	Khmer Writing in Grade 6	%	Not yet implement	33.6	Implement 2020-21	
	Mathematics in Grade 6	%	Not yet implement	47.2	Implement 2020-21	
	Khmer Reading in Grade 8	%	Not yet implement	Implement 2021-22		
	Khmer Writing in Grade 8	%	Not yet implement	Implement 2021-22		
	Mathematics in Grade 8	%	Not yet implement	Implement 2021-22		
	Physics in Grade 8	%	Not yet implement	Implement 2021-22		
	Khmer Reading in Grade 11	%	Not yet implement	Implement 2022-23		
	Khmer Writing in Grade 11	%	Not yet implement	Implement 2022-23		
	Mathematics in Grade 11	%	Not yet implement	Implement 2022-23		
	Physics in Grade 11	%	Not yet implement	Implement 2022-23		
5.	Percentage of primary teacher qualified according to national standard	%	79.0	76.0	75.0	↓
6.	Gross enrolment rate in higher education	%	11.6**	14.2	13.3***	→

		<i>Male</i>	%	12.2**	16.6	15.5***	→
		<i>Female</i>	%	11.8**	12.3	11.9***	↓
7.	Adult Literacy Rate (15-above))		%	82.5	85.8	87.8****	↑
Policy 2: Ensure Effective Leadership and Management of Education Staffs all levels							
8.	Numbers of school principals trained in School Based Management (in primary and secondary)	No		691	700	630	↓

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

* Including private schools, ** statistic School year 2018-2019 (Included private) *** statistic School year 2019-2020 (Included private)

Source:**** Cambodia Socio-Economic Survey 2019/20, National Institute of Statistics, Ministry of Planning

The enrolment rate of 5-year-old children almost reaches the target while completion rate in primary education and literacy rate of adults (15 years old or over) increase to exceeding the target. Other core indicators do not achieve the target, which require efforts from all stakeholders.

2.1.3 PROGRESS OF THE IMPLEMENTATION OF EDUCATION, YOUTH AND SPORT SECTORS REFORM STRATEGY BASED ON 5 PILLARS

The one-year progresses of education, youth and sport sectors reforming strategy of the Ministry of Education, Youth and Sports within the framework of 5 pillars are as follows:

Pillar 1: Implementation of Teacher Policy Action Plan

- Adoption of framework of teacher career pathway and Operational Guidelines on Teacher Career Pathway;
- Application of internal quality assurance system at Pedagogy Institute;
- Preparation of lessons for online teaching for teacher trainees at training establishments;
- Preparation of Guidelines on Continued Professional Development;
- Preparation of Credit System for Continued Professional Development;
- Preparation of Continued Professional Development Service Provider Recognition System;
- Preparation of Draft of Directives on Establishment of Professional Learning Community for School Principals and Teachers;
- Preparation of Draft of Framework of 21st Century Teaching Skills;
- Creation of HRMIS System for recording continued professional development and teacher career pathway;
- Increasing in credit for early grade reading in teacher training program on Khmer literature at primary school according to 12+2 System;
- Adding 3 more credits for program of promoting qualifications of teachers and School Management at Royal University of Phnom Penh, focusing on applying Information and Communications Technology for distance learning;
- Matching between framework of teacher career pathway and credit system of framework of continued professional development;
- Establishment of Management Office of Continued Professional Development;
- Preparation of medium-term plan on upgrading teacher qualification to Bachelor's Degree of Education in Teaching Profession;
- Inclusion of income-earning skill into programs on upgrading qualification of teachers and school management at Royal University of Phnom Penh;
- Development of Teacher Training Program at Basic Level;
- Study and research on 21st-century moral conduct for teacher trainers in teacher training institutions;
- Promoting E-Learning and E-Teaching in teacher training institution in context of the spread of Covid-19;
- Preparation of online training courses for 90 national teacher trainers;

- Capacity building for 250 teacher trainers, 8434 senior secondary teachers on Science, Mathematics and Information and Communications Technology, and Career guidance to 13,300 people;
- Establishment of Teacher Resource Development Commission;
- Placing all kinds of pedagogical schools and practical schools under the direct supervision of the Ministry.

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

Review of Curriculum and Basic Textbooks

- Preparing an effective basic textbook management system;
- Improving teaching aids and foreign literature learning;
- Examining and improving new curriculum of Sciences and Mathematics;
- Strengthening the enforcement of detailed curriculum at Private General Education Institutions;
- Adopting the principle of online lesson preparation for teacher trainees at training institutions;
- Including package of early grade reading in Primary School Teacher Training Program at Provincial Teacher Training College;
- Developing aide memoire for learning and teaching on Social Studies of grades 3 and 6;
- Developing one copy of aide memoire of English teaching for grades 4-6;
- Developing 3 copies of aide memoire on mainstreaming climate change into curriculum of primary school for grades 4, 5 and 6;
- Developing 3 copies of basic textbooks of art education for students and teachers of grades 1 to 3;
- Developing documents for assessing curriculum and school rank;
- Developing one copy of aide memoire for learning and teaching Mathematics according to STEM-Based Teaching Method of senior secondary education;
- Improving aide memoire for teaching and learning foreign literature of Romeo and Juliet, Hamlet, and Macbeth;
- Developing aide memoire for learning and teaching Sciences according to STEM-Based Teaching Method for grades 10-12;
- Developing guidance documents on applying Life Skill Curriculum in locality and guidance documents on teaching life skills in locality;
- Preparing documents on applying curriculum during Covid-19 on Khmer literature, Mathematics, Sciences, Social Studies and English;
- Developing basic textbooks of all subjects at kindergarten;
- Revising detailed curriculum and development of basic textbooks of all subjects for community kindergartens;
- Compiling Teachers' Aide Memoires on Social Psychological Learning at Kindergartens;
- Revising Curriculum of Training Program for Promotion of Teacher's Qualification and School Management in context of Covid-19;
- Publishing 21,000 Grade-12 Teacher Books (11 Subjects) and Handing to 3,000 Grade-12 Teachers at 7 Target Provinces, in cooperation with the 1st Second Upper Secondary Education Sector Development Program;
- Providing 6,038 Grade-12 Textbooks, with 12 subjects, to 6,883 Grade-12 students, 3,435 females, in 7 target provinces, which each student received a set of basic textbooks, in cooperation with the 1st Second Upper Secondary Education Sector Development Program;
- Improving Curriculum of Upper Secondary School on Sciences, Mathematics, Information and Communications Technology to reach Regional Standard, and Teacher Training Program for Upper Secondary Education, in cooperation with the 1st Upper Secondary Education Sector Development Program;

- Making Video Clips to Support Learning and Teaching regarding Questionnaires on Learning and Teaching Processes;
- Writing Book on History Teaching Methodology;
- Developing basic textbooks of Khmer Literature from black and white to color, with 4 titles, for grades 4, 5 , 6, 7;
- Developing Additional Reading Books with 10 Titles for Primary Education;
- Developing Practice Book on Sciences, with 9 Titles for Secondary Education;
- Receiving International Standard Book Number (ISBN) from National Library for Teacher Books with 32 Titles;
- Receiving Certificate of Copyright Protection for 40 Titles from the Ministry of Culture and Fine Arts;
- Publishing 3,764,060 Basic Textbooks, Additional Reading Books and Practice Books;
- Transporting 2,530,000 basic textbooks to capital-provinces by using Program Budget 2019 (PB-2019), and 1,450,000 basic textbooks by using Program Budget 2020 (PB-2020);
- Registering 9,070 schools in Management System on Supply of Basic Textbook to schools (TnT).

Improvement of Learning Environment

- Renovating library to be in line with Library Standard of the 21st Century at 9 schools, including Preah Sisowath High School, 2. Preah Yukunthor High School, 3. Prek Leap High School, 4. Prek Anhchanh High School in the Capital, 5. **Hun Sen** Peam Chi Kang High School, 6. **Hun Sen** Kampong Cham High School (including Anuwath Primary School), 7. Angkor Ban Primary School in Kampong Cham province, 8. Kok Pring Junior High School (including Svay Prahout Primary School) in Svay Rieng province, and 9. **Preah Bat Samdech Preah Boromneath Norodom Sihamoni** Primary School in Kampong Speu Province;
- Updating statistics of 5,740 Libraries, 4,488 of them at Primary Schools and 768 at Junior High Schools and 484 at High Schools, in 18 capital-provinces;
- Repair and renovation of 7 school buildings, equivalent to 41 rooms, at Cambodian National Youth Centre in Siem Reap Province, and maintenance of football field, supported by the budget of the Royal Government;
- Repair and renovation of 13 school buildings, equivalent to 98 rooms, as well as some infrastructure at Phnom Penh Teacher Education College and Battambang Teacher Education College, supported by the budget of the Royal Government;
- Renovation of one school building for experiment and education, and one dormitory at Institute of Technology of Cambodia, in cooperation with Higher Education Improvement Project;
- Construction of buildings of Startup Training Center and one dormitory, and repairing 39 laboratories at Royal University of Phnom Penh, in cooperation with Higher Education Improvement Project;
- Construction of 2 dormitories for students, especially female, multipurpose building for being office, library and classroom at Royal University of Agriculture, in cooperation with Higher Education Improvement Project;
- Construction of one dormitory for students, especially female, and one building for Sciences, Technology, Engineering and Mathematics at Battambang University, in cooperation with Higher Education Improvement Project;
- Construction of one new school building and expansion of agriculture station at Svay Rieng University, in cooperation with Higher Education Improvement Project;
- Repair and renovation of 11 Provincial Teacher Education Colleges, with 63 buildings and 348 rooms, 14 toilet buildings with 314 rooms, by equipping office supplies, dormitory and experimental materials and equipment, in cooperation with 3rd Global Partnership for Education and Strengthening Teacher Education Program in Cambodia (GPE3-STEPCam);

- Construction of 3 new school buildings with 9 rooms, by Japan Relief for Cambodia and World Assistant for Cambodia (JRfC-WAfC);
- Construction of 2 new school buildings with 10 rooms with aids from ACLEDA-Jardines Education Foundation (AJF);
- Construction of a new school building with 5 rooms by Embassy of Japan under Grant Assistance for Grassroots Human Security Project (“KUSANONE”);
- Construction of a new school building and scientific laboratory with 2 floors, equal to 8 rooms; one administrative building with 3 floors, equal to 16 rooms; one library building with 2 floors, equal to 8 rooms; and one meeting hall at Phnom Penh Teacher Education College, in cooperation with Japan International Cooperation Agency (JICA);
- Construction of a new school building and scientific laboratory with 3 floors, equal to 29 rooms; one administrative building with 2 floors, equal to 29 rooms; one library building with 9 rooms; one grand meeting hall and one dormitory with 3 floors, equal to 24 rooms, at Battambang Teacher Education College, in cooperation with Japan International Cooperation Agency (JICA);
- Repair of 2 school buildings with 8 rooms; construction of a building of Office of Education, Youth and Sports of District Administration; construction of 2 school buildings, equivalent to 10 rooms; and construction of 5 school buildings with 2 floors, equal to 52 rooms, in Kandal, Svay Rieng, Kampong Cham provinces and the capital, in cooperation with the Ministry of Economy and Finance.

As of March 2021, 4,435 school buildings, equal to 28 218 rooms, are high-esteemed donation from **Samdech Akka Moha Sena Padei Techo HUN SEN**, Prime Minister of the Kingdom of Cambodia, and **Samdech Kete Prith Bandith BUN RANY HUN SEN**.

Pillar 3: Putting Inspection System into Practice

- Monitoring inspection with limited time set by Capital-Provincial Departments of Education, Youth and Sports;
- Building Capacity of Inspection Officers on Electronic School Assessment;
- Creating Lesson Network and Assessment Test for 6 Subjects at Lower Secondary Education;
- Building Capacity of Teacher Trainers and Focal Points at Municipal-District-Khan Levels regarding Monitoring School Achievement by using 9 Standards of Effective School;
- Improving Aide Memoire on School Inspection with Limited Time;
- Harmonizing School Inspection Tools with Limited Time and School Management Tools, Child Friendly Schools Program and Standard of Effective School;
- Summarizing the result of School Inspection with Limited Time and Inspection by Topics;
- Building Capacity of Inspection Officers on Inspection and Report Writing;
- Building Capacity of Inspection Officers on using Monitoring and Evaluation Program of Child Friendly School via Mobile Devices and School Strategic Development on Internet;
- Conducting inspection on administrative works, staff, finance, State’s property at national and sub-national levels.

Pillar 4: Strengthening Learning Assessment in various Forms, such as Examination; National, Regional and International Assessments

- Learning and Teaching Assessment and Implementation of STEM at Primary Education, and General and Technical Secondary Education;
- Disseminating Performance Assessment Framework and Making Standard Test Questions at School Level;
- Enhancing Student Performance Assessment at Schools;
- Checking and revising Documents of Performance Assessment Test for Grade 6 at National Level;
- Preparing documents of the Program for International Student Assessment (PISA);

- Developing Semester Test Paper for Lower Secondary Education on Khmer Literature, Mathematics, Physics, Chemistry, Biology and History for Grades 7, 8 and 9;
- Developing Monthly Test Paper for Primary Education;
- Providing Aide Memoire on Model of 1st and 2nd Semester Exam Papers to 17 Provincial Departments of Education, Youth and Sports and 38 Schools;
- Giving technical advice and entering data of Assessment Test for Grade-11 Students on Khmer Literature, Mathematics and Physics;
- Giving consultation on Assessment Test for Grade-3 Students on Khmer Literature and Mathematics;
- Disseminating Result of the National Assessment Test of Grade-11 Students;
- Disseminating Result of the Program for International Student Assessment for Developing Countries.

Pillar 5: Higher Education Reform

- Preparing the procedures for transforming 4 Higher Education Establishments to be Public Administrative Establishments, including Royal University of Phnom Penh, Chea Sim Kamchay Mear University, Svay Rieng University and Battambang University;
- Organizing the Center for Excellence at Royal University of Phnom Penh and Institute of Technology of Cambodia;
- Completing Higher Education Sub-Sector Strategy for 2021-2030 and 5 High Education Establishment Strategies for 2021-2030;
- Providing 53 Research Projects to 5 Higher Education Establishments; among them, 45 projects were connected to industry, and 22 of which were led and co-led by women;
- Organizing STEM Education Partnership Program between Higher Education Establishments and Secondary Schools through Higher Education Improvement Project and Secondary Education Improvement Project;
- Preparing Guidelines on Center for Excellence at Higher Education Establishments;
- Improving teaching and learning capacities through Partnership Program between Local and International Higher Education Establishments;
- Finalizing the Draft Policy on Research and Development at Higher Education;
- Preparing Procedures for Implementing the *Prakas* on Professor Ranking in Education Sector;
- Preparing Guidelines on Implementation of Financial and Human Resource Management System to provide Autonomy to Administrative Public Higher Education Establishments;
- Preparing Guidelines on Implementation of Internal Education Quality Assurance System for Higher Education Establishments;
- Preparing Guidelines on Study about Student Condition after Graduation from Higher Education Establishments;
- Preparing Master Plan for Human Resource Development at Higher Education;
- Preparing Management Information System for Postgraduate Degree, Study and Research.

2.1.4 PROGRESS OF THE MANAGEMENT AND IMPLEMENTATION OF EDUCATION STRATEGIC PLAN

2.1.4.1 Progress of the Implementation of Policies, Plans, Statistics, Monitoring and Evaluation

The Ministry has:

- Adopted Framework of Monitoring and Evaluation of Education Strategic Plan;
- Adopted and Disseminated Response Plan to the Spread of Covid-19;
- Adopted and Disseminated Basic Plan on Capacity Development in Education Sector for 2020-2024;
- Adopted and Disseminated Operation Plan for 2020 of the Ministry of Education, Youth and Sports;

- Adopted and Disseminated Budget Strategic Plan for 2021-2023;
- Adopted Indicators of Budget Program for 2021 and Performance Indicators regarding Implementation of Program Budget for 2020;
- Adopted a Book on Key Techniques for Operational Researches for Education Staff;
- Drafted Roadmap for 2030 on Secondary Education;
- Drafted Master Plan on Development of Monitoring and Evaluation Capacities;
- Drafted Monitoring and Evaluation Frameworks for Youth and Sport Sub-Sectors;
- Prepared Performance Report on Implementation of Annual Operational Plan for 2020;
- Adopted and Disseminated Research Report on Education Condition in Stage of Covid-19;
- Prepared Report on Effective Use of Framework and Tools for Monitoring and Evaluation of Secondary Resource Schools;
- Prepared Tools for Monitoring and Evaluation in Education Sector in Stage of the Spread of Covid-19;
- Conducted Study and Research on Learning Obligation at Primary Education;
- Conducted Study and Research on Disadvantaged Areas in Education Sector;
- Conducted Study and Research on Possibility of Including Jarai Language into Multilingual Education Program and Transformation of Community Multilingual Kindergarten to be Public Kindergarten;
- Conducted Study and Research on Challenges and Opportunities of Female Students at Higher Education;
- Conducted Study and Research on Implementation of School-Based Management;
- Conducted Study and Research on STEM Education, by Analyzing Geographical Area of Resource Secondary Schools;
- Conducted Study and Research on Regional and Global Education Policy;
- Put the System of Online Education Data Collection from Schools into operation;
- Brought out Statistics Books and Education Indicators at National and Capital-Provincial levels (public, private and community kindergarten, brochure, statistics of school cluster and school data card).

2.1.4.2 PROGRESS ON THE IMPLEMENTATION OF COOPERATION FINANCING

Public Investment Program

The Ministry has prepared a Three-Year Rolling Public Investment Program for 2021-2023 with 36 projects; among them, 34 projects are in progress while the other 2 projects are for implementing the National Strategic Development Plan, with total budget of 257,497 million US dollars.

**Table 3: Public Investment Program (PIP) for the Last 5 Years, from 2017-2019 to 2021-2023
(In thousand US dollars)**

Year	Total Aid Project		Projects in Progress				Project for Implementing NSDP	
	Project	Budget	Investment Project		Technical Aid Project		Number of Project	Projected Budget
			Project	Budget	Project	Budget		
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
2020-2022	28	345,977	12	219,237	11	98,690	5	28,050
2021-2023	36	257,497	9	107,463	25	141,694	2	8,340

The table above shows that number of projects of the Public Investment Program in 2021-2023 increases by 8 projects; technical aid project increases by 14 projects, but the investment project decreases by 3 projects, in comparison to that in 2020-2022.

Cooperation financing for education sector in 2020 has a total budget of more than 198 million US dollars, which shows a decrease compared to that in 2019. Among the 10 development partners, the European Union has contributed the largest amount of budget followed by supporting projects of the World Bank and UNICEF.

The 10 cooperation financing agents for education sector of top ranks in 2020 are shown in the table below:

Table 4: 10 Development Partners contributed the most cooperation financing to support the education sector in 2020 (Unit: Thousand US dollars)

No.	Donor	Actual Expenses 2018	Actual Expenses 2019	Actual Expenses 2020	Plan for 2021	Plan for 2022
1	European Union	20,078	26,462	25,796	38,109	5,038
2	World Bank	3,160	15,669	16,868	22,400	24,200
3	UNICEF	6,568	12,022	13,372	20,804	5,835
4	Asian Development Bank	18,755	27,030	9,361	16,021	12,283
5	Japan	19,038	9,005	8,836	8,192	7,315
6	Sweden	5,884	8,613	8,446	7,637	1,552
7	People's Republic of China	N/A	3,879	4,819	8,247	3,092
8	United States Agency for International Development	8,893	9,517	4,509	3,951	300
9	Australia	6,862	5,906	4,115	6,488	N/A
10	UNESCO	809	4,336	3,300	2,726	235
Total Budget of the 10 Partners		90,047	122,439	99,422	134,575	59,850
Total Budget of other Partners		53,302	74,041	45,878	45,108	39,770
Total Budget of Non-Governmental Organization		67,165	61,769	53,070	32,110	7,964
Grand Total		210,514	258,249	198,370	211,793	107,584

(Source: CDC, Extracted from the Data on Official Development Assistance on February 18, 2021)

Progress of Implementation of Cooperation Financing Project

In order to support the implementation of Education Strategic Plan 2019-2023 and reforming strategy, the Ministry has been implementing some projects as follows:

1. Upper Secondary Education Sector Development Program (USESDP 1), a loan of the Royal Government of Cambodia and Asian Development Bank, has budget of 48 million US dollars (45 million US dollars supported by the Asian Development Bank and 3 million US dollars supported by the Royal Government of Cambodia), with its implementation period from 2017 to 2021 in order to improve the quality of education services at upper secondary education. This project focuses on 1. Increase in enrollment in upper secondary education, 2. Improvement of quality and responsive education at upper secondary education, 3. strengthening institutional capacity in planning, managing and providing educational services. Key progresses include:

- Materials provided to 84 school buildings, teacher houses and repair of school buildings, including constructed 14 resource buildings, 5 new school buildings (1 floor with 5 rooms), which has been upgraded from Junior High School to High School; constructed 10 new school buildings (2 floors with 10 rooms) for high schools with many students; constructed 44 new teacher houses, of which 20 are already constructed while the other 24 are in progress; and 11 high schools buildings are being repaired;
- 24 sets of tablets provided to 24 new resources high schools;
- Materials provided to newly established departments and units: Department of Examination Affair, Department of Information Technology, Department of Policy and Education Research Council;

- Scholarship provided to 4,314 students, 2,578 females, equivalent to 72.23 percent; among them, 35 are indigenous students, 13 females (target is 6,000 students);
- Allowance of 20 dollars per month provided to 446 STEM teachers, 190 females, (all female teachers are provided), and encouraged them to continue staying and teaching in disadvantaged areas, where there is lack of teacher (target is 938 teachers);
- Scholarship provided to 298 student teachers, 118 females, equivalent to 59.60 percent (target is 500 student teachers), at the National Institute of Education and Teacher Training Center, at an amount of 80 dollars per month for 10 months;
- 6,038 sets of grade-12 basic textbooks for 12 subjects provided to grade-12 students in 7 target provinces consisting of 6,883 students, 3,435 females, each of whom received one set of basic textbooks;
- 21,000 grade-12 teacher books (11 subjects) published and provided to 3,000 grade-12 teachers in 7 target provinces;
- Curriculum of upper secondary education on Sciences, Mathematics and Information and Communication Technology (ICT) improved to meet regional/international standard, and training programs and training of upper secondary school teachers;
- Capacity of 1,007 upper secondary school teachers, 279 females (target being 8,434 teachers), on STEM, built and career guidance provided to 838 teachers, 246 females (target being 13,300);
- School Improvement Fund (SIF) of 500 dollars per year provided to 50 resource high schools (target is 48 schools) and 247 network schools (target is 240 schools).

2. Upper Secondary Education Sector Development Program, Step 2 (USESDP 2), a loan of the Royal Government of Cambodia and Asian Development Bank (ADB), has budget of 53.5 million US dollars (50 million US dollars supported by the Asian Development Bank and 3.5 million US dollars supported by the Royal Government of Cambodia), with its implementation period from 2019 to 2024. This project focuses on 1. Improvement of teacher quality at upper secondary education, 2. Improvement of quality and employment market responsive education at upper secondary education, and 3. strengthening institutional capacity in planning, managing and providing educational services. Key progresses include:

- Adopted and disseminated information on Framework of Teacher Career Pathway and Operational Guidelines on Teacher Career Pathway;
- Prepared Draft Sub-Decree on Modification to Structure of the National Institute of Education to be submitted to the Ministry of Civil Service;
- Prepared master plan for development of the National Institute of Education as well as plan designed for construction of 21st century library and building repair;
- Procuring materials to be equipped at resource secondary schools and network schools as well as materials for STEM and library;
- Equipped materials and equipment of Information and Communication Technology of both software and hardware at the National Institute of Education, including laptops in classrooms and room applying video conference system;
- Prepared Seminar on Quantitative-Qualitative Research, Operational Research, Creating Research Project and Requesting Research Fund, Writing and Publishing Research Articles for 23 teacher trainers, 5 females, of the National Institute of Education;
- Established a commission for the selection of two trainers from the National Institute of Education to pursue their Master Degree in Library Science, 7 trainers to pursue Doctorate Degree in STEM, Curriculum and Teaching Methodology, through Project of Scholarship to Study Abroad;
- Prepared an inventory of required materials for STEM for learning and teaching processes at the National Institute of Education;
- Disseminated information of construction work bidding, including bidding on (1) improvement and instalment of laboratories and computer rooms at 36 resource high schools; (2) upgrading classrooms to be laboratories and libraries at network schools; (3) installment of life-skill multipurpose room at 25 resource high schools; (4) equipping clean water system and sanitary equipment at 18 resource

high schools; and (5) instalment of solar power system at 20 resource high schools and 30 network high schools;

- Adjusted curriculum on STEM, which is planned to train career education program, STEM and life skills to 153 teacher trainers, 54 females, through training activities;
- Adopted practicing and training monitoring tool at resources high schools, and training on guide book for 16 Principals of Resource Schools and 5 Regional Officers;
- Finalized Instruction on Management and Operational Process of Providing STEM Additional Skill Training Services for Upper Secondary School;
- Prepared a list of required support materials for learning and teaching at resource high schools and network high schools, including science experiment and ICT class, scientific classroom, library and life-skill classroom, based on project;
- Adopted a joint plan for improving human resource management system with participation of USESDP2, STEPCam/GPE3 and CDPF on July 3, 2020;
- Entered into a Contract with a consulting company for developing website of the Ministry of Education, Youth and Sports and continued designing the website;
- Preparing drawing up framework and guide book to accelerate the implementation of school management at target resource high schools;
- Granted contracts on 9 packages of goods, worth 0.486 million dollars and 19 packages of counselling service worth 4.72 million dollars. There are remaining 17 packages of goods and materials worth 6.43 million dollars as well as 11 packages of construction works worth 10.24 million dollars, whose contracts will be granted in 2021 and 2022.

3. Secondary Education Improvement Project (SEIP), has total budget of 40 million US dollars, supported by World Bank, with its implementation period from 2017 to 2022. This project focuses on strengthening School-Based Management (SBM) by providing fund for school improvement, improvement of qualification of lower-secondary school teachers and school managements and improvement of school equipment, which has been implementing in 100 target secondary schools in 25 capital-provinces. Key progresses include:

- 57 national teacher trainers have received additional training in order to be competent for helping and supporting sub-national staff and target schools in order for all target schools to achieve an effective standard;
- All target schools have conducted standardized student performance assessment test and helped slow learners; prepared school development program; established School Management Committee; prepared agreements for teachers and school management; held meetings for regularly monitoring plan application; improved teaching and learning methodologies; mobilized involvements of community, parents and local authorities; and prepared self-assessment (at school level), internal assessment (at interdepartmental level) and external assessment (from World Bank). As a result, for the School Year 2019-2020, 36 target schools were selected as Effective Standardized Schools. This number exceeded the annual plan of the project which was only 20 schools;
- While preventing the spread of Covid-19, Secondary Education Improvement Project has produced task papers, video for grades 7 to 12 on 6 basic subjects for distance and e-learning and teaching as well as distributed them to schools, students and teachers as well as promoted online and broadcasted on national televisions;
- Cooperated with Higher Education Improvement Project in cooperation with 6 public universities on agricultural skill and income generating programs in order to connect secondary education with higher education, with aim to [ensure that] 1) students are well prepared for pursuing their higher education; 2) students sharpen skills according to their propensity; 3) students have appropriate daily livelihood, and 4) students are affordable for pursuing their studies at higher level;
- Student teachers who are teachers enrolled at the Royal University of Phnom Penh of 1st, 2nd and 3rd batches were increased to 2,277 students; among them 960 are females. The amount has been increased exceeding the plan, which were only 2,200 students. Up to the end of 2020, 855 student teachers, 348 females, have completed their studies of the two batches;

- 605 student teachers (78 females) of the 1st and 2nd batches who are Principals, Vice Principals and Officer of Municipal-District Education Office were enrolled at the Royal University of Phnom Penh, the 150 1st-batch student teachers, 10 females, completed final examination. The 2nd-batch student teachers will complete their studies in May 2022;
- Constructed 38 school buildings, equivalent to 195 rooms (30 of which were constructed on new location, not among the 100 target schools of the project, and the other 8 were constructed on the 100 target schools);
- Constructed 30 buildings of teacher houses, equivalent to 90 rooms;
- Repaired and equipped experimental materials on Sciences (Physics, Chemistry and Biology) on 92 locations, equivalent to 437 rooms;
- Organized a Workshop for disseminating information to target schools on “Result of Program for International Student Assessment for Developing Countries (PISA-D) for target schools, Departments of Education, Youth and Sports, to 162 national teacher trainers, trainers, Management of Teacher Training Institutions, 19 females;
- Monitored and helped strengthen the implementation of distance and online student assessment in response to the Program for International Student Assessment for Developing Countries (PISA-D) in 11 provinces, including Battambang, Banteay Meanchey, Mondulkiri, Stung Treng, Siem Reap, Preah Sihanouk, Koh Kong, Pursat, Kampot, Pailin and Preah Vihear provinces.

4. Fund of Global Partnership for Education 3 (GPE3) has the budget of 20.6 million US dollars, focusing on development of teacher capacity and education program, with its implementation period from 2018 to 2022. This project focuses on strengthening School-Based Management (SBM), Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) and renovation of infrastructure of Teacher Training Colleges in 11 provinces. Important progresses of fixed part (strengthening teacher education program in Cambodia) with an amount of 14.4 million US dollars (while result of variable part is included in the implementation of CDPF). Key progresses include:

- Arranged Credit System for Continued Professional Development and integrated it with human resource management information system as well as was preparing Continued Professional Development Handbook (CPD handbook);
- Prepared and disseminated information on Policy on Teacher Career Pathway and Operational Guidance on Career Pathway;
- Directly pursuing Bachelor’s Degree in Education for Year One has successfully been completed. Operational research and direct learning for Year 2 has been delayed to 2021 due to impact of Covid-19;
- Provided Teacher Training on Teaching Methods for Early Grade Reading to 1189 teachers of grade 1, 863 females, in 4 provinces (excluding Siem Reap province); 2027 teachers of grade 2, 1393 females in Kratie, Siem Reap, Stung Treng, Oddar Meanchey and Preah Vihear provinces;
- Provided Teacher Training on Teaching Methods for Grade-1 Mathematics to 2,033 teachers, 1390 females in 5 provinces (Siem Reap, Kratie, Stung Treng, Oddar Meanchey and Preah Vihear provinces) and Grade 2 to 827 teachers, 637 females in Siem Reap province;
- Published 2,130 teacher guidebooks and 3,400 sets of student aid books for study of Khmer Literature in Grade 2; published 77,000 student aid books; published 1,470 sets of learning and teaching documents, 24,546 work books, 80,500 task papers for Grade-1 Mathematics; published 1,863 teacher guidebooks, 1,080 sets of learning and teaching documents, 9,614 work books, 38,456 students aid books for Grade-2 Mathematics;
- Packages of teaching and learning materials for Khmer Literature of Grade 1 have been put into practice in 4 provinces, and Grade 2 in Siem Reap province; first-grade Mathematics was also piloted in Siem Reap province;
- Repaired Teacher Training College in 11 provinces; among them, the repairs in Kampot, Kampong Speu, Kampong Thom, Pursat, Banteay Meanchey and Kratie provinces were completed, while those in Kampong Chhnang, Svay Rieng, Preah Vihear, Preah Sihanouk and Stung Treng provinces are in progress;

- Completed the pilot of Student Tracking System (STS) at primary and secondary schools in Puok district, Siem Reap province;
- Completed Baseline Assessment Test on Early Grade Reading and Mathematics (EGRA& EGMA) at 340 schools in 9 target provinces with technical support from KAPE Organization on report making;
- Total budget which has been distributed in Agreements on Partnership for Implementation, which have been signed since the beginning of the project until December 31, 2020, was 10,587,741.10 US dollars; of which, an amount of 5,403,935.87 US dollars was transferred to an account of the Ministry of Education, Youth and Sports. The expense on implementation by December 31, 2020 was 4,909,060.62 US dollars, equivalent to 46.37 percent. Rate of implementation is low due to some activities, such as workshop, training and consultation have been cancelled or delayed due to the outbreak of Covid-19.

5. Capacity Development Partnership Fund Phase 3 (CDPF 3) has budget of 32 million US dollars, supported by European Union, the Government of Sweden, UNICEF, Fund of Global Partnership for Education (on variable part, with an amount of 6.2 million US dollars) and United States Agency for International Development, with implementation period from 2017 to 2023. This fund is for strengthening capacity of officers and institutions at national and sub-national levels in preparing plan, monitoring, managing public finance, implementing policies and reforms. In 2020, this fund provided an emergency support to the efforts of the Ministry of Education, Youth and Sports in response to the widespread of Covid-19. This countrywide support gave a mean for children to continue their studies during the school closure and supported school reopening in context of Covid-19. Key progresses included:

- Completed the review of position of the Ministry of Education, Youth and Sports, which was a big and thorough work, by providing key and specific recommendations to the Ministry for strengthen the development at institutional level in more effective manner;
- Basic Plan on Capacity Development 2020-2024 will be completed in early 2021. This document will provide a framework for supporting the Ministry of Education, Youth and Sports towards achieving its policy objectives of Education Strategic Plan;
- Supported the Ministry of Education, Youth and Sports to continue producing inclusive distance learning documents, by producing video and electronic lessons, in response to the widespread of Covid-19. Due to greater impact of this disease in Cambodia, resources of Education Capacity Development Partnership Fund have been used for supporting reschooling, maintaining local safety and hygiene at 13,482 public schools, and supporting school reopening in safe and comfortable manner as well as campaign to promote good hygiene and Covid-19 preventive measures;
- Conducted Joint Assessment on Need for Educational Sector on Impact of the Widespread of Covid-19 on Children, by focusing on schooling, quality and effectiveness of distance learning and need for teacher capacity development, with 15,000 respondents around the country;
- The widespread of Covid-19 has changed and delayed the implementation of some action plans; however, work progress still moved forward, by supporting 22 Specialized Departments or Educational Institutions, 2 International Non-Governmental Organizations (VSO and Save the Children), 1 partner of United Nations (IIEP) and 34 international technical assistance (individuals and institutions). 14 network groups of Non-Governmental Organizations have supported Covid-19 Impact Assessment;
- In budget framework GPE3, the variable part has not met the target in timely manner due to impact of Covid-19, which supporting activities was delayed with approval from Board of the Global Partnership for Education.

To sum up, this fund has supported capacity development of officers of the Ministry and Capital-Provincial, Municipal-District-Khan Departments of Education, Youth and Sports, and 12,750 schools in 6 strategic achievement points of the Global Partnership for Education. 72 percent of this fund has benefitted education staff at national level, both directly and indirectly. Only 30 percent of all education staff were females, who would continue receiving supports, by focusing on gender mainstream and supporting female leadership of the Ministry of Education, Youth and Sports at all levels; has spent a total budget of about 5.5 million US dollars in 2020.

6. Project of Establishment of Teacher Education Colleges in Phnom Penh Capital and Battambang Province (E-TECs) has a budget of 37 million US dollars, supported by Japan International

Cooperation Agency (JICA), with the implementation period from 2017 to 2022, for strengthening the capacity of new teachers in Cambodia. Key progresses include:

Capacity Building:

- Sent 5 trainers, 1 female, to pursue Master Degree in Quality Improvement of Basic Education in Japan for 2020-2022;
- Developed detailed curriculum of all subject of education program for primary school teachers and of Teaching Methodology of education program for lower secondary school teachers;
- Built Capacity of Trainers on Preparation of Detailed Curriculum, Drawing Up Lesson Plan by applying supporting teaching methodology for 21st century;
- Trained and supported capacity of trainers on operational research (education);
- Built leading, managing and accessing capacities for Management and trainers;

Construction and Material Equipping: completed 100 percent of construction and material equipping, and results at the Teacher Education Colleges are as follows:

Battambang Teacher Education College:

- Built one administrative building with 3 floors, equal to 29 rooms, equipped with office supplies, such as tables, cabinets, chairs, air conditioners and computers;
- Built one school building with 3 floors, equal to 29 rooms, including laboratory, art, music and housekeeping rooms;
- Built a library building with 3 floors, including library, self-study room, two shared learning hall and four computer rooms;
- Built a multifunctional building with 1 floor, which can be used as meeting hall, sport and art hall;
- Built one dormitory building with 4 floors, equal to 22 rooms, including 17 bedrooms, each of which contained 8 bunk beds and 1 long table and 8 chairs, while the other five rooms included one kitchen, one laundry room, one bathroom, one restroom and one teacher room;
- Equipped 32 computers in one room;
- Equipped materials and equipment at laboratory, art, music and housekeeping rooms;
- Provided reading books to library.

Phnom Penh Teacher Education College:

- Built one administrative building with 3 floors, equal to 16 rooms, equipped with office supplies, such as tables, cabinets, chairs, air conditioners and computers;
- Built one school building with 2 floors, equal to 7 rooms, including laboratory, art, music and housekeeping rooms;
- Built a library building with 2 floors, including book hall, reading hall and four computer rooms;
- Built a multifunction building with 1 ground floor, which can be used as meeting hall, sport and art hall;
- Equipped 32 computers in one room;
- Equipped materials and equipment at laboratory, art, music and housekeeping rooms;
- Provided reading books to library.

7. Project of Improving School Environment and Supplying Material and Equipment for Education in Cambodia had budget of 20 million US dollars, supported by People's Republic of China, with implementation period from 2019 to 2021. Key progresses included: built 27 school buildings in 3 capital-provinces, including 11 buildings in Kandal province, 10 buildings in Kampong Cham province and 6 buildings in the capital. This project covered 26 high schools and one Teacher Training Center, where 23 school buildings, equal to 299 rooms, 17 resource buildings, 1 dormitory, 5 teacher houses, 8 football fields, 15 volleyball fields, 32 toilets, 23 wells, 640-meter-long fence, 750-meter-long concrete road and culvert were constructed; teaching equipment, furniture and water supply equipment were provided for use. To date, the project has completed 26.84 percent.

8. Higher Education Improvement Program (HEIP) has budget of 92.5 million US dollars (90 million US dollars was supported by World Bank, and 2.5 million US dollars was counterpart budget of the Royal Government of Cambodia), with implementation period from 2018 to 2024. Purposes of this project were to improve capacity of learning and teaching and research based on STEM and agriculture, and strengthen governance system of Higher Education Sub-Sector. This project supported: 5 target higher education institutions (Royal University of Phnom Penh, Royal University of Agriculture, Institute of Technology of Cambodia, Svay Rieng University and Battambang University), Accreditation Committee of Cambodia, the General Department of Higher Education in strengthening capacity of governance system of all higher education institutions. This project would also support target private higher education institutions to improve capacity of learning, teaching and governance system. Key progresses included:

- This project had 31 Partnership Agreements; 15 of which had been signed while the other 16 were planned to be signed in early 2021; among them, 28 were agreements with foreign partners while the other 3 were with domestic partners. Agreements with 12 international partners had already been signed, 4 of which with Thailand, 2 with France, 2 with the Philippines and 1 with Australia, the United States of America, Japan and Hong Kong. 3 Agreements with Domestic Partners had also been signed, 2 of which with the Institute of Technology of Cambodia and the other one with the Royal University of Phnom Penh);
- 16 International Partnership Agreements being in progress included 3 with Australia, 3 with Korea, 2 with Hong Kong, 2 with Thailand and 1 with France, Indonesia, Japan, the Philippines, the United States of America and Sweden;
- Provided 53 research projects to 5 Public Higher Education Institutions; among them, 45 projects were connected to industry, and 22 of which were led and co-led by women;
- All target higher education institutions established Industrial Consultation Committee;
- All target higher education institutions completed Draft Guidelines on Student Appeal Procedures, Student Feedback Collecting and Report Submission to the Department of High Education;
- All target higher education institutions had completed Draft Guidelines on Study Monitoring;
- 8 private higher education institutions had been selected for providing grant aid for Phase 1;
- More than 2,500 video clips had been produced as a part of e-learning program in order to lessen and tackle the educational institution closure during the widespread of Covid-19;
- 10 higher education institutions had been completely accredited;
- Guidelines on Internal Financial Management and Human Resource Management for Administrative Public Higher Education Institutions had been developed;
- All target higher education institutions had been preparing Draft Guidelines on Internal Education Quality Assurance System, and the General Department of Higher Education was prepared a General Guidelines on Internal Education Quality Assurance System for Higher Education Sub-Sector;
- 26 indicators had been drafted in order to promote the quality standard at program level for Internal Quality Assurance System;
- Disseminated Guidebook on Process and Procedure for Education Quality Accreditation on Higher Education Institutions for Accreditation Officers;
- Completed 5 strategies for 2021-2030 Higher Education Sub-Sectors and 2021-2030 Higher Education Institution;
- Arranged Partnership for STEM Education between higher education institutions and secondary schools through Higher Education Improvement Project and Secondary Education Improvement Project.

National and International Technical Advisors serving in units under the supervision of the Ministry and at Sub-National Level

The Ministry collected and documented Information on National and International Technical Advisors serving under the supervision of the Ministry of Education, Youth and Sports and Capital-Provincial Departments of Education, Youth and Sports for monitoring the progress of work performance of technical advisors. In 2020, there were 24 technical advisors in total, 3 females, serving at units under the supervision of the Ministry; among them, 11 were national advisors and 13 were international advisors. There were 18

technical assistants, 9 females, most of them are volunteers, at Capital-Provincial Departments of Education, Youth and Sports.

To sum up, number of technical advisors serving at the Ministry has gradually decreased from one year to another in accordance with the Principle of Effective Cooperation Financing.

Work Performance of Joint Technical Working Group on Education

In 2020, the National Joint Technical Working Group on Education held meeting twice to hold discussions and seek solutions regarding the implementation of education reforming policies, strengthening the effectiveness of cooperation financing and showing key progresses as well as monitoring them. This working group paid attention on activities in relation to sustainability of students' studies regarding e-learning and resource mobilizing for study in context of Covid-19. Cambodia received grant aid of 7-million US dollars for solving learning issue in context of Covid-19 and other 10 million US dollars for developing education sector from the Global Education Fund.

The National Joint Technical Working Group on Education in 11 capital-provinces, equivalent to 44 percent updated their compositions. 22 capital-provinces had prepared Action Plan for 2020, and 10 provinces had processed quarterly meetings. This provincial working group had held meetings for discussion on strengthening online learning and school reopening, preparation of budget strategic plan and preparation of responsive educational plan to impacts of Covid-19 pandemic.

2.1.4.3 PROGRESS OF THE IMPLEMENTATION OF LEGAL, DECENTRALIZATION AND DECONCENTRATION REFORM

Preparation of Regulations to Support Sub-Sectors in Response to the Law on Education and Education Sector Reform

The Ministry has prepared:

- Royal Decree No. NS/RD/0820/924, dated August 29, 2020, on Organization and Functioning of the National Committee for Lifelong Learning;
- Sub-Decree No. 46 S.E., dated April 1, 2020, on Organization and Functioning of the Department of Sport Event Organization and Management and National Center for Sport News and Statistics under the supervision of the General Department of Sports, the Ministry of Education, Youth and Sports;
- Sub-Decree No. 206 S.E., dated December 15, 2020, on Name Change from University of Battambang to National University of Battambang;
- Sub-Decree No. 207 S.E., dated December 15, 2020, on Name Change from Meanchey University to National University of Meanchey;
- Sub-Decree No. 130 S.E., dated August 25, 2020, on Organization and Functioning of the Inter-Ministerial Committee on School Health;
- Sub-Decree No. 143 S.E., dated September 7, 2020, on Transfer of 4 Regional Teacher Training Centers, Northeast Regional Teacher Training Center in Stung Treng Province, 15 Provincial Teacher Training Centers and Practice School to be under the supervision of the Ministry of Education, Youth and Sports;
- *Prakas* No. 1641 EYS.P., dated September 10, 2020, on Organization and Functioning of Offices under the supervision of the Department of Sport Event Organization and Management and Center for Sport News and Statistics;
- *Prakas* No. 382 EYS.P., dated February 27, 2020, on Creation of Research, Creativity and Innovation Fund of the Ministry of Education, Youth and Sports;
- *Prakas* No. 1487 EYS.P., dated August 28, 2020, on the Recruitment and Ranking of Professors in Education Sector;
- Decision No. 45 EYS.D., dated April 28, 2020, on Establishment of Rector Council of Cambodia for the 4th Mandate;
- Decision No. 55 EYS.D., dated July 28, 2020, on Establishment of Management Committee of Research, Creativity and Innovation Fund of the Ministry of Education, Youth and Sports;

- Decision No. 56 EYS.D., dated August 5, 2020, on Establishment of Management Committee of the National University of Battambang;
- Decision No. 71 EYS.D., dated December 16, 2020, on Establishment of Teacher Resource Development Committee;
- Prakas No. 1887 EYS.P., dated September 22, 2020, on Transfer of the Management of Anuwath Secondary School and Anuwath Primary School of Battambang Provincial Department of Education, Youth and Sports, to be under the supervision of Battambang Teacher Education College;
- Prakas No. 306 EYS.P., dated February 27, 2020, on Motivating Talented or Gifted Learners;
- Prakas No. 642 EYS.P., dated March 27, 2020, on Putting Detailed Curriculum of Food Processing at Upper Secondary Education Level, Majoring in Technical Education, into Practice;
- *Prakas* No. 643 EYS.P., dated March 27, 2020, on Determination of Technical and Professional Certificates and Technical and Professional Diplomas;
- Prakas No. 1886 EYS.P., dated September 22, 2020, on Transfer of Management of Anuwath Secondary School and Anuwath Primary School of Phnom Penh Capital Department of Education, Youth and Sports, to be under the supervision of Phnom Penh Teacher Education College;
- Prakas No. 2954 EYS.P., dated December 15, 2020, on Mechanism and Procedure for Management of Teacher Training Institutions;
- Decision No. 54 EYS.D., dated July 27, 2020, on (2021-2025) 5-Year Strategic Plan Organizing and Developing Committee of SEAMEO Regional Centre for Technical Education Development (SEAMEO TED);
- Instruction No. 01 EYS.I., dated January 20, 2020, on Strengthening the Application of Internal Regulations at Public and Private Education Institutions;
- Instruction No. 46 EYS.I., dated September 5, 2020, on Role and Duty Performances by the Board of Governors of Capital-Provincial, Municipal-Khan Board of Governors in the Process of High School Examination;
- Took part in checking the opening capital of **Chea Sim** University of Kamchay Mear, Svay Rieng University, Royal University of Phnom Penh, National University of Battambang, as a basis for preparing Regulations for Transferring Public Higher Education Establishment to Public Administrative Establishments.

Implementation of Decentralization and Deconcentration Reform Program

The Ministry has:

- Prepared standardized procedures for performing functions of education sector and providing Capacity Training on Management, Arrangement and Performance of Functions of Providing Education Services, to Sub-National Administrations;
- Drafted minimum standard for performing functions of education sector, which had been transferred to the Sub-National Administrations;
- Conducted a study on opening data of functions of education sector, which had been transferred to the Sub-National Administrations;
- Drafted Instruction on Procedures and Formalities for Management, Arrangement and Performance of Functions of the Ministry of Education, Youth and Sports, which had been transferred to Municipal-District-Khan Administrations;
- Drafted Prakas on Organization and Functioning of the Capital-Provincial Department of Education, Youth and Sports and Guidelines to support Sub-Decrees No. 182, 183, 184 S.E., dated December 2, 2019, on Municipal-District-Khan Functions and Structures;
- Disseminated Sub-Decrees No. 182, 183, 184 S.E., dated December 2, 2019, on Municipal-District-Khan Functions and Structures to 100 Staff, 20 Females, of Sub-National Administration and 156 Leaders, 27 Females, of the Ministry of Education, Youth and Sports;

- Organized an Inter-Ministerial Working Group with the Ministry of Education, Youth and Sports and National Committee for Sub-National Democratic Development Secretariat (NCDDS) and National School of Local Administration;
- Drafted Documents for Training on Principles, Formalities and Procedures for performing functions of education sector, which had been transferred to the Sub-National Administrations.

Strengthening the Implementation of Principles of Good Governance in Education and Social Accountability

The Ministry has:

- Revised documents of management work orientation in line with the Principle of Good Governance;
- Prepared medium-term strategic plan on good governance;
- Revised indicators of Information for Citizens (I 4 C) in Education Sector;
- Provided customer services regarding the requests for License for Opening 114 Private General Education Institutions at all levels and 5 Higher Education Institutions;
- Provided customer services regarding the requests for license renewal, change of Director's name and school relocation of 27 private education establishments.

Strengthening Capacity of Collecting Information on Impact of Regulations

The Ministry has:

- Prepared Workshop of Capacity Building on Legal Frameworks and Regulations in Education Sector for Sub-National Education Staff, with 96 participants, 12 females, in Kampong Thom province;
- Provided consultation on Draft Prakas on Determination of Roles and Duties of Capital-Provincial Departments of Education, Youth and Sports, with 37 participants, 5 females, in Kampong Cham, Kampong Chhnang and Battambang provinces;
- Prepared a Book on Prevention of Human Trafficking and Teaching Model for Primary and Lower Secondary Education.

2.1.4.4 PROGRESS OF PUBLIC ADMINISTRATION REFORM

Status of Education Staff

There were 123,250 education staffs, 57,363 females, of all types of frameworks, equivalent to 46.55 percent; of which, 3,786 staff, 1,057 females, worked at national level while 119,464 staff, 56,306 females worked at sub-national level. There were 3,820 kindergarten teachers, 3,718 females; 53,263 primary school teachers, 27,882 females; 43,508 (general knowledge) basic education teachers, 18,855 females; 2,503 (physical education and sport) basic education teachers, 525 females; 18,224 higher education teachers (teaching at high schools), 5,950 females, 1,662 higher education teachers serving at public higher education institutions, 394 females; 40 primary school inspectors, 6 females; 230 secondary school inspectors, 33 females.

The Ministry has:

- Used 704 contracted officers, 272 females; among them, 450 officers, 166 females worked at national level, and 254 officers, 106 females, worked at sub-national level;
- Used 13,941 contracted teachers, 7,807 females; among them, there were 11,291 contract general education teachers, 6,936 females; 2,472 contracted literacy teacher, 821 females; and 178 Khmer-Islamic contracted teachers, 50 females;
- Used 10,200 two-class-two-shift teachers, 4,772 females; 2,661 combined-two-classes teachers, 920 females; and 94 combined-three-classes teachers, 13 females;
- Put the Principle of New Teacher Recruitment into Practice, for which candidates were required to obtain permission from Director of Education Establishment and Units with teacher shortage, before applying for all levels of teacher examination;
- Deployed 18 teachers, 13 females, from school with teacher surplus to school with teacher shortage of all levels;

- Announced the retirement of 1,186 education staff, 610 females; among them, 177 staff, 88 females, from all capital-provinces, prematurely retired;
- Requested change of retirement information sheet for 384 staff, 193 females;
- Requested a Principle for Publishing 2019-2020 Retirement Information Sheet for 199 staff, 94 females;
- Announced change of workplace of 50 civil servants, 16 females;
- Announced transfer of framework of 41 education staff, 12 females, to ministries-institutions; 8 of them, 2 females, had primary school teacher frameworks; 16 of them, 6 females, had basic frameworks; and 17 of them, 4 females, had higher education frameworks;
- Announced 14 staff, 4 females, accepted frameworks from ministries-institutions; 13 of them, 3 females, accepted higher education framework, and 1 of them, 1 female, accepted primary education framework;
- Announced that 3 staff, 3 females, resumed their works in the same framework;
- Announced under 15-days authorization for leave of absent for 1 staff, 1 female;
- Announced delisting 276 education staff, 78 females;
- Announced to set 169 civil servants, 70 females, free without salary;
- Announced the authorization for 69 civil servants, 26 females, to resume their works;
- Announced the authorization for 46 civil servants, 27 females, to take sick leave;
- Announced the authorization for 9 civil servants, 5 females, to take leave due to personal reason;
- Announced the authorization for 26 civil servants to take maternity leave;
- Provided recommendation to 4 staff, 2 females, to work at New Generation Schools;
- Provided recommendation to 13 staff, 4 females, to work at former units of New Generation Schools;
- Provided recommendation to 4 staff, 3 females, to work at Maryknoll Organization;
- Provided recommendation to 483 staff, 38 females, to work at National Election Committee;
- Provided recommendation to 32 education staffs, 13 females, to pursue Master Degree in Education, majoring in Pedagogical Consultation for one year, School Year 2019-2020, at New Generation Pedagogical Research Center, National Institute of Education;
- Provided recommendation to 52 education staff, 11 females, to pursue their studies to be Education Inspector for the 5th Batch at the National Institute of Education;
- Provided recommendation to 86 staff, 22 females, to study abroad; among them, 1 staff were pursuing PostDoctorate Degree; 21 staffs, 6 females, were pursuing Doctorate Degree; 57 staff, 14 females, were pursuing Master Degree; and 8 staff, 2 females, were pursuing Bachelor's Degree;
- Provided recommendation to 117 education staff, 20 females, to pursue their studies abroad;
- Provided recommendation to 107 civil servants, 15 females, who graduated domestically, to resume their works; among them, 40 staff, 4 females, were 3rd Batch Education Inspectors; and 67 staff, 11 females, were Royal Administrative Officers.

Recruitment of Education Staff

The Ministry has:

- Conducted examination for completion of training of Higher Education Teachers, teaching at high school (Bachelor's Degree + 1) for 994 teachers, 458 females;
- Conducted examination for completion of training of Basic Education Teachers (physical education and sports 12+2) for the 28th Batch, for 148 teachers, 11 females;
- Conducted examination for completion of training of Basic Education Teachers for the 29th Batch, for 471 teachers, 249 females;

- Conducted examination for completion of training of 12+2 Primary Education Teachers for the 37th Batch, for 1,347 teachers, 929 females;
- Conducted examination for completion of training of 12+2 Kindergarten Teachers for the 32th Batch, for 200 teachers, 191 females.

Incentive for Education Staffs

The Ministry has:

- Announced the appointment of 88 Management Officers, 16 females;
- Announced the appointment of 2,865 intern teachers, 1,724 females, of all levels;
- Announced the appointment of 49 Education Inspectors, 10 females, for the 5th Batch;
- Requested full-fledged appointment for 613 Higher Education Teachers, 311 females;
- Requested full-fledged appointment for 753 Basic Education Teachers, 370 females;
- Requested full-fledged appointment for 1,813 Primary Education-Kindergarten Teachers, 1,243 females;
- Requested rank and class promotion for 1,161 education staff, 536 females, according to Degree;
- Requested rank and class promotion for 94,213 education staff, 42,186 females, according to shift of recruitment;
- Provided Employment Legion of Honor to 819 education staff, 207 females;
- Handed Letter of Appreciation to 2020 Retired Education Staff, 507 females, for 2020;
- Handed Letter of Appreciation to 475 student teachers, 260 females, who had performed duty as vigilance assistant, examination date: August 19, 2019;
- Handed Letter of Appreciation to 13 teachers of grades 9 and 12, 5 females, who volunteered to teach online, 4 education staff, and 49 student teachers, 34 females, at Pre-School Teacher Training Center, and 76 staff, which had contributed and supported Parachute Brigade 911 and 44 donors, organizations and honorary speakers;
- Proposed Employment Legion of Honor for 45 donors and development partners, and 30 Certificates of Appreciation for Non-Governmental Organizations;
- Proposed Employment Legion of Honor for School Year 2019-2020 for 9,282 education staff, 3,777 females, at national and sub-national levels, equivalent to 40.9 percent; Certificates of Appreciation for 506 Units, and 123 1st Winner Flags and 147 2nd Winner Flags.

2.1.4.5 PROGRESS OF PUBLIC FINANCIAL MANAGEMENT REFORM

Financial Work

In 2020, the Ministry of Education, Youth and Sports has spent program budget by publishing money order of 94.3 percent in comparison to Budget Law and 96.2 percent in comparison to credit after expenditure rationalization; among them, the Central Administration had spent 75.2 percent in comparison to Budget Law and 83.0 percent in comparison to credit after expenditure rationalization; the Capital-Provincial Departments of Education, Youth and Sports had spent 98.1 percent in comparison to Budget Law and 98.5 percent in comparison to credit after expenditure rationalization.

The Ministry has:

- Disseminated and Put into Practice Guidebook on Management of Fund for School Operation;
- Put Education Financial Management System (EFMS) of the Ministry of Education, Youth and Sports into Practice at General Department of Sports, General Department of Policy and Plan, and Department of Education, Youth and Sports of Phnom Penh Capital, Kandal, Kep, Kampot, Svay Rieng and Tbaung Khmum Provinces;
- Provided Fund for School Operation at an amount of 140,158.3 million riels, by increasing 1 million riels/school on Letter No. 8015 MEF, and given 4,065 million riels to prioritized schools for development of education establishments;
- Accelerated the transfer of school improvement fund of 22,503.9 million riels, aid from Sweden, to public schools throughout the country;

-
- Provided scholarships to 50,360 primary education students of 205 schools in 6 provinces, worth 7,072.4 million riels;
 - Provided budget for purchasing materials and equipment of information technology to 64 newly established schools, including 64 computers and 64 printers;
 - Increased number of scholarship primary and secondary education students to 20,141 students, equivalent to budget credit of 4,833.8 million riels;
 - Increased budget units from 62 to 63;
 - Given more rights to make decision to Budget Units for expenditure and petty cash advance payment;
 - Increased budget for constructing 144 toilets and clean water systems, by spending budget of 2,000 million riels;
 - Formed a working group for solving challenges in relation to use of Financial Management Information Systems for Public School Operation (Help Desk);
 - Formed a Working Group for Preparing Budget Strategic Plan for 2021-2023 and Budget Plan for 2021 in line with Letter No. 2525 MoSVY.AL, dated June 1, 2020;
 - Summed up the Budget Plan for Public School Operation throughout the country through information technology;
 - Summed up Budget Plan for 2021 of Offices of Education, Youth and Sports of Municipal-District-Khan Administrations throughout the country and the 3 Functions (Early Childhood Education, Primary Education and Non-Formal Education) of Battambang Provincial Department of Education, Youth and Sports as well as submitted it to the Ministry of Economy and Finance in timely manner;
 - Summed up 2021 Budget Plan of Regional Teacher Training Center, Provincial Teacher Training Centers and Practice School as well as submitted to the Ministry of Economy and Finance in timely manner;
 - Updated and put Financial Management Information System for Public School Operation into practice in compliance with Letter No. 8015 MEF.GDB., dated August 18, 2019, and added functions of making detailed partnership budget plan for each partnership project and information on school building of public schools;
 - Updated Video Lesson on Using Financial Planning and Reporting System for School Operational Funds for the Department of Education, Youth and Sports; Municipal-District-Khan Offices of Education, Youth and Sports; and Public Schools throughout the country;
 - Updated financial management system through information technology system regarding financial report and preparation of staff-burdened budget plan (Chapter 64);
 - Updated and Put a Reporting System in connection with ESP, AOP into practice, and reported accomplishments to Central Units;
 - Updated information technology system of budget plan and financial report for management of fund for public school operation in line with the spirit of Letter No. 8015 MEF.GDB., dated August 19, 2019, of the Ministry of Economy and Finance;
 - Updated information technology system for preparing an Annex of Petty Cash Advance according to ranks of program and economy on Budget Contents for the Central Administrative Unit, in compliance with Prakas No. 663 MEF.P., dated July 28, 2020, of the Ministry of Economy and Finance;
 - Harmonized Education Strategic Plan of Capital-Provincial Departments of Education, Youth and Sports, for preparing Annual Budget Plan through information technology system, by matching it with Education Strategic Plan, Budget Strategic Plan and Annual Operation Plan in cooperation with General Department of Policy and Plan;
 - Documented Guidelines on Procedures for Implementing Ministerial Internal Budget for Central Administrative Unit;
 - Developed Education Financial Management System (EFMS) of the Ministry of Education, Youth and Sports, on Function of Petty Cash Advance Management for Central Administrative Unit and

Capital-Provincial Departments of Education, Youth and Sports, and prepare Guidebook on Use of EFMS System on Function of Petty Cash Advance Management;

- Prepared procedures for transfer of mission budget via ACLEDA banking system for Central Administrative Unit;
- Prepared Detailed Action Plan for implementation of Joint Transition Action Plan 2021 (MAP-2021) in order to support the Public Reform Program;
- Arranged information technology system for making financial report in line with sub-sectors, by connecting it with expenditure program and reflecting it on Achievement Report for Central Administrative Unit;
- Arranged information technology system for controlling mission performance domestically and abroad for Central Administrative Unit and Capital-Provincial Departments of Education, Youth and Sports;
- Arranged flow of procedures for budget application and modified the flows from all Budget Units;
- Drafted Book of Procedures for Standard Financial Management for the Project (Planning, Implementing and Reporting);
- Prepared Letter No. 313 EYS.F., dated January 25, 2021, regarding Authorization in Principle for Granting the Rights to Make Decision to the Director of Budget Unit regarding Expense and Petty Cash Advance Payment;
- Prepared Letter No. 543 EYS.F., dated February 8, 2021, on the Request for Authorization in Principle for Renewal of Letter No. 287 MEF.L., dated January 19, 2015;
- Prepared Letter No. 763 EYS.F., dated February 6, 2020, regarding the Request for Accelerating the Implementation of Full Program Budget of Units under the Supervision of the Ministry of Education, Youth and Sports at Central Administrative Level in 2020 and the following years;
- Prepared Letter No. 847 EYS.F., dated February 11, 2020, on Request for Authorization in Principle and Provision of Allowance to 23 Cambodian Scholarship Students Residing in Wuhan Municipality, Hubei Province of the People's Republic of China, from January 2020 onwards, with approval from the Ministry of Economy and Finance via Letter No. 1239 MEF.GDB., dated February 24, 2020;
- Prepared Decision No. 12 EYS.D., dated March 18, 2020, on Formation and Functioning of Working Group of Education Financial Management System (EFMS) of the Ministry of Education, Youth and Sports;
- Prepared Letter No. 1653 EYS.F., dated March 17, 2020, on Preparation of Budget Credit Package for Spending on Purchasing Materials for Prevention of the Spread of Covid-19 in 2020;
- Prepared Letter No. 1712 EYS.F., dated March 23, 2020, on Rationalizing and Strengthening Cost Effectiveness for Enforcing the Law on Financial Management for 2020, of Units under the Supervision of the Ministry of Education, Youth and Sports;
- Prepared Letter No. 1970 EYS.F., dated April 17, 2020, on Rationalizing and Strengthening Cost Effectiveness for the 2nd Time for Enforcing the Law on Financial Management for 2020, of Units under the Supervision of the Ministry of Education, Youth and Sports;
- Prepared Letter No. 1982 EYS.F., dated April 20, 2020, on Request for Authorization in Principle to Solve Some Challenges in relations to the Implementation of Budget for Management for 2020 and the following years at the Ministry of Education, Youth and Sports, with Approval from the Ministry of Economy and Finance via Letter No. 5559 MEF.GDB., dated June 25, 2020;
- Prepared Letter No. 2399 EYS.F., dated May 29, 2020, on Request for Authorization in Principle for Exemption from Credit Saving Deduction of 1,193.3 Million Riels for Spending on Prioritized Activities, with Approval from the Ministry of Economy and Finance via Letter No. 6907 MEF.GDB., dated August 5, 2020;
- Prepared Letter No. 3815 EYS.F., dated August 28, 2020, on Authorization in Principle for Inclusion of Budget Credit of 28,226 million riels in 2021 Budget Plan of the Ministry of Education, Youth and Sports;

- Prepared Letter No. 4237 EYS.F., dated September 14, 2020, on Request for Encouraging Full Budget Payment for 2020 of the Budget Unit under the Supervision of the Ministry of Education, Youth and Sports;
- Prepared Letter No. 4514 EYS.F., dated September 23, 2020, on Request for Delaying the Closure of List of Advance Payment for Spending on High School Examination for 2020, with Approval from the Ministry of Economy and Finance via Letter No. 10225 MEF.GDB., dated December 10, 2020;
- Prepared Letter No. 4628 EYS.F., dated September 25, 2020, on Request for Authorization in Principle for the Ministry of Education, Youth and Sports to withdraw money for purchasing hygiene products for the Directors of Examination Center, Correction Center and Scoring Center via computer, for using during the process of High School Examination, with Approval from the Ministry of Economy and Finance via Letter No. 9020 MEF.GDB., dated November 2, 2020;
- Prepared Letter No. 5469 EYS.F., dated October 21, 2020, on Request for Authorization in Principle for Entrusting Right to Financial Inspection Officers attached to the Ministry of Education, Youth and Sports, to examine and make decision on granting permission for some expense target in relation to Regional Teacher Training Center, Teacher Training Centers and Practice School from 2021 onwards;
- Prepared Letter No. 5847 EYS.F., dated October 30, 2019, regarding the Request for Modification to Budget Unit at Central Administrative Level, for implementation from 2020 onwards, at the Ministry of Education, Youth and Sports, with approval from the Ministry of Economy and Finance;
- Prepared Letter No. 5940 EYS.F., dated November 16, 2020, regarding the Creation of Petty Cash Advance for Full Program Budget of Units at Central Administration under the Supervision of the Ministry of Education, Youth and Sports for budget implementation for 2020;
- Prepared Letter No. 7100 EYS.F., dated December 17, 2019, regarding the Request for Transfer of Budget Credit of the Budget Unit of General Department of Youth and Department of Scientific Research to the Budget Unit of Financial Department for Financial Management in 2020; with Approval from the Ministry of Economy and Finance via Letter No. 588 MEF.GDB., dated February 1, 2021;
- Prepared Letter No. 7101 EYS.F., dated December 17, 2019, on Authorization in Principle to Provide Allowances for Training Courses of Doctorate Degree in Educational Management from 2020 onwards; with Approval from the Ministry of Economy and Finance via Letter No. 2732 MEF.GDB., dated April 9, 2020;
- Prepared Letter No. 7095 EYS.F., dated December 17, 2019, on Request for Authorization in Principle to Provide Allowance to Professors leading thesis writing and conducting research for training Master Degree students, at an amount of 4 million riels/person; with Approval from the Ministry of Economy and Finance via Letter No. 5864 MEF.GDB., dated July 2, 2020;
- Prepared Letter No. 6890 EYS.F., dated December 24, 2020 on Authorization in Principle for the Ministry of Education, Youth and Sports to use advance budget for spending on High School Examination for 2020, in order to spend on process of and allowance for Committee of High School Diploma Issuance, Exam Session: December 21, 2020, and with Approval from the Ministry of Economy and Finance via Letter No. 11342 MEF.GDB., dated December 1, 2020;
- Disseminated Circular No. 03 IC., dated June 9, 2020, on Budget Strategic Plan for 2021-2023 for all Units under the Supervision of the Ministry of Education, Youth and Sports, as well as Collecting and Summing up for the Ministry of Economy and Finance in Timely Manner;
- Disseminated Circular No. 04IC., dated June 9, 2020, on Draft Financial Management Law for 2021 for all Units under the Supervision of the Ministry of Education, Youth and Sports, as well as Collecting and Summing up for the Ministry of Economy and Finance in Timely Manner;
- Disseminated Inter-Ministerial Prakas No. 093 MEF.P., dated January 28, 2020, on Putting Budget Unit into Practice at the Ministry of Education, Youth and Sports;
- Disseminated Sub-Decree No. 31 S.E., dated March 16, 2020, on Modification to and Increase in Emolument of Civil Servants;
- Disseminated Prakas No. 090 (Bis) MEF.P., dated January 23, 2020, on Implementation of School Feeding Program by Using Community Agricultural Products;

- Disseminated Sub-Decree No. 09 S.E., dated February 13, 2020, on Table of Division of Annual Taxable Income Chart and Monthly Taxable Income;
- Disseminated Instructive Circular No. 001 MEF.GDB., dated March 6, 2020, on Rationalizing and Strengthening Cost Effectiveness for Enforcing the Law on Financial Management for 2020;
- Disseminated Instructive Circular No. 003 MEF.GDB., dated April 8, 2020, on Rationalizing and Strengthening Cost Effectiveness for the 2nd Time for Enforcing the Law on Financial Management for 2020;
- Disseminated Letter No. 3554 MEF.GDT., dated May 4, 2020, regarding the Encouragement for Revising the Annex on Petty Cash Advance for 2020;
- Disseminated Letter No. 03 IC., dated June 9, 2020, on Preparation of Budget Strategic Plan for 2021-2023;
- Disseminated Instructive Circular No. 014 MEF., dated December 29, 2020, on Enforcement of the Law on Financial Management for 2021;
- Disseminated Inter-Ministerial Prakas No. 663 MEF.P., dated July 28, 2020, on Procedure for Spending Petty Cash Advance of National Administration for Budget Units under the Supervision of the Ministry;
- Coordinated with the Ministry of Economy and Finance on Addition of Credit of 1,611.3 Million Riels as Scholarship Allowance for Poor Students at Primary Education of Grades 1 to 6, and Secondary Education of Grade 7 for the 1st Time in 2020;
- Cooperated in Preparation of Inter-Ministerial Prakas No. 521, dated June 15, 2020, on Financial Condition, Technical Condition and Financial Procedures for the Transfer of Conditional Financial Resources to 14 Municipal-District Administrations in Battambang Province for Performing the Functions of Managing Early Childhood Education, Primary Education and Non-Formal Education as well as Disseminated it to Units under the Supervision of the Ministry;
- Strengthened Capacity of Leadership and Financial Officers in Units under the Supervision of the Ministry regarding Orienting Activities and Cluster of Activities of Each Sub-Program in line with Purposes and Policies of the Ministry;
- Given Training on Information Technology System for Management of Public School Operation Fund to 456 Specialized Officers at Provincial Departments and Specialized Officers at Offices of Education, Youth and Sports of Municipal-District-Khan Administration as well as 2,500 School Principals and Treasurers;
- Given Training on and Putting Information Technology System for Planning Budget and Annual Budget Strategic Plans into Practice, by Connecting to ESP, BSP, ABP, AOP and Quarterly and Annual Income-Expense Program to 180 Leaders of Units and Financial Officers at Medium Level;
- Given Training on and Putting Information Technology System for Planning Budget and Annual Budget Strategic Plans into Practice to 100 Leaders of Units and Financial Officers at Capital-Provincial Departments.

Procurement Work

The Ministry has:

- Issued *Prakas* on Modification to Compositions, Roles and Duties of 4 Procurement Groups, among the 33 Procurement Groups, of Capital-Provincial Departments of Education, Youth and Sports;
- Implemented procurement works worth 261,474,041.48, equivalent to 99 percent:
 - Implemented procurement of goods and constructions of 25 projects for units of medium level, worth 447,114.8 million riels; among them, there were 20 projects of goods procurement, worth 33,038.54 million riels and 5 projects of construction procurement, worth 11,672.94 million riels;
 - Implemented procurement of goods, constructions and services by Procurement Groups for 233 projects, worth 261,429,330 million riels; among them, there were 154 projects of goods procurement, worth 26,464.51 million riels, 67 projects of construction procurement, worth 37,634.82 million riels, and 5 projects of service procurement, worth 197,330 million riels.

Materials and State's Property Management Works

The Ministry has:

- Finalized the Draft Prakas on Materials and State's Property Management Works then submitted it to the Department of Legislation for examining legal aspects;
- Supplied materials and equipment for school administrative works to 142 schools, 26 Teacher Education Colleges and given computers to students in 9 schools (85 computers for school administration, 75 computers for student learning, 149 printers, 50 photocopy machines and 221 cabinets for teachers' documents);
- Coordinated the formalities for 63 cases of imports whose taxes and duties are under the State's burden;
- Built capacity of 237 officers, 43 females, in charge of State's Property Works at Central and Capital-Provincial Administrations;
- Monitored and evaluated State's Property Management Works of Capital-Provincial Departments of Education, Youth and Sports;
- Checked and verified data of State's Property of 225 schools in Choam Khsan district, Preah Vihear province, Keo Seyma district of Mondulkiri province, Chhlaung district of Kratie province, Stung Treng Municipality of Stung Treng province, Ban Lung municipality of Ratanakiri province and Tang Kork of Kampong Thom province;
- Cleared 14,357 old furniture from the inventory;
- Formed State Property Inventory Working Group of Moderate Using Units;
- Already Made State's Property Inventories for 2019 for 31 Units (26 of Medium Level and 6 Capital-Provinces);
- Updated State's Property of the 27 Teacher Education Colleges Throughout the Country and 50 Resource High School;
- Updated data of vehicles of the Ministry, including 427 cars, 1,995 motorbikes, 286 generators, 127 pumping machines, 13 automatic cultivators, 14 elevators, 24 vessels, 8 tractors, 33 weed cutters, 16 printers and cutters;
- Collected revenues paid into State Budget of 316,584 US dollars and 15,964,700 riels;
- Disbursed 125,000 liters of petroleum and diesel in total.

Strengthening Internal Audit Work

The Ministry has:

- Audited 196 auditorium, by evaluating and improving the Internal Inspecting System, including;
 - 4 Provincial Department of Education, Youth and Sports;
 - 3 Provincial Teacher Education Colleges;
 - 38 Municipal-District-Khan Offices of Education, Youth and Sports;
 - 151 General Education Schools.
- Audited Pilot Information Technology System for Missionary Management System with technical support from the General Department of Audit of the Ministry of Economy and Finance;
- Conducted internal audit on information sheet in order to understand about auditorium environment at Technical Institute 1;
- Finalized the Draft and been preparing a request for approval in order to put it into practice;
- Piloted audit by using auditing equipment prepared by Domestic Technical Council at 1 Department of Education, Youth and Sports and 6 General Education Schools;
- Directly piloted audit with district technical advisors of Banteay Meanchey Provincial Department of Education, Youth and Sports, and Chup Vary High School;

- Trained 8 internal auditors on Information Technology Audit at Tech Lay Institute of Cambodia;
- Monitored and improved recommendations at 19 auditoriums; among them, there were 3 Offices of Education, Youth and Sports of Municipal-District-Khan and 16 General Education Schools, where internal audit had provided 178 recommendations in total; among them, 57 percent were completely applied.

Administrative and Financial Governance

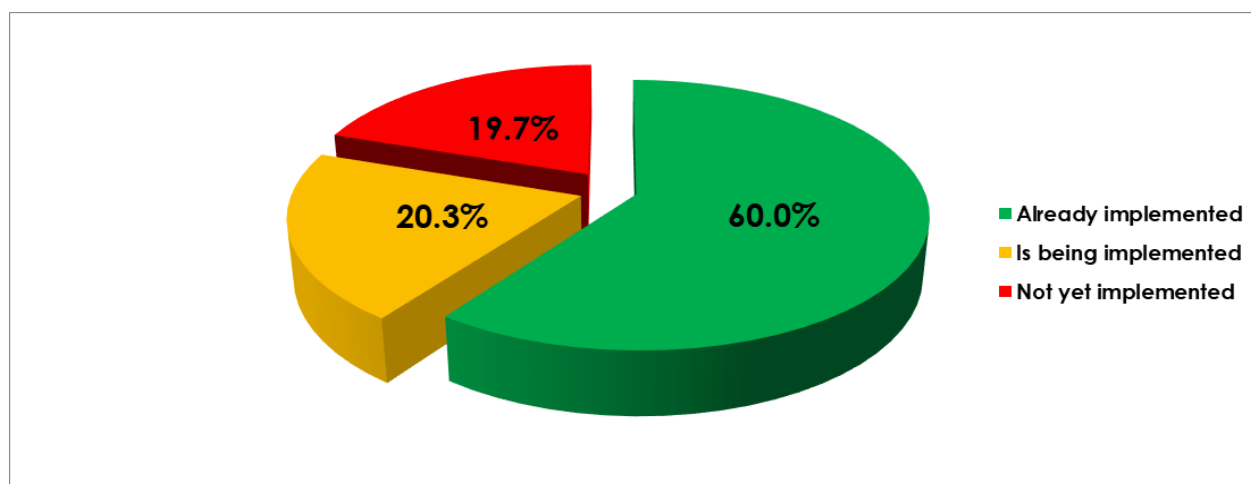
The Ministry has:

- Developed governance standard by using guidebook on Procedure for Inspection on Administrative, Staff and Financial Management Works;
- Accepted about 30 percent of appeal;
- Inspected Administrative, Staff, Financial and State Property Management Works at 238 units, including 2 universities, 9 Provincial Department of Education, Youth and Sport, 40 Offices of Education, Youth and Sports of Municipal-District-Khan Administration, 60 High Schools, 33 Junior High School and 94 Primary Schools;
- Inspected the progress of improvement in line with recommendations of 89 sub-national units and public educational institutions, including 4 Provincial Department of Education, Youth and Sport, 17 Municipal-District-Khan Offices of Education, Youth and Sports, 20 High Schools, 16 Junior High School and 32 Primary Schools;
- Conducted investigation on 8 cases of complaints or irregularities in relation to education sector, through complaints and indication of the Ministry Leadership.

2.1.5 PROGRESS OF 2020 ANNUAL OPERATIONAL PLAN AT NATIONAL LEVEL

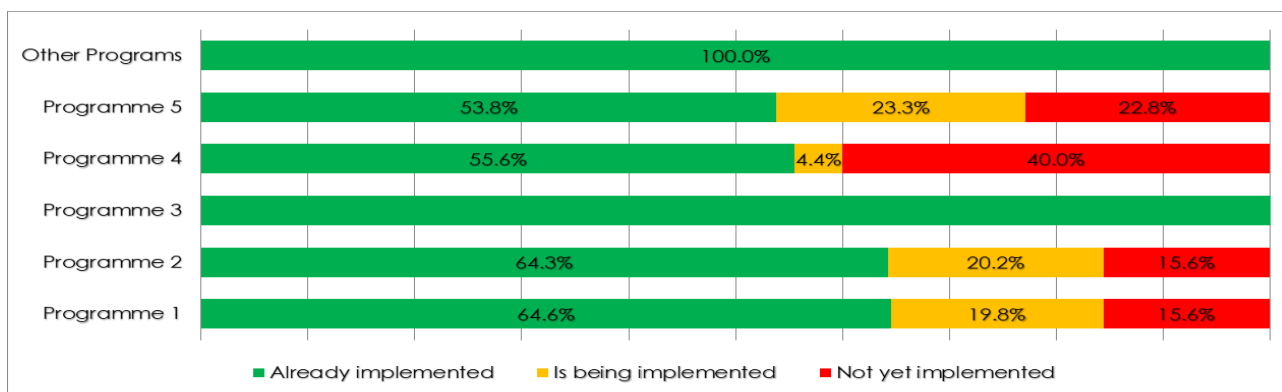
The Ministry prepared the Annual Operational Plan for 2020 with 1,167 activities, increased by 190 in comparison to 2019; amongst all, 700 equivalent to 60 percent were completed, 237 equivalent to 20.3 percent were in progress, and 230 equivalent to 19.7 percent were not implemented (Annex 1).

Figure 1: Progress of AOP 2020 Implementation



If we examined each program, it was revealed that in **Program 1**, there were 257 activities, of which 64.6 percent were completed, 19.8 percent were in progress, and 15.6 percent were not implemented. In **Program 2**, there were 347 activities, of which 64.3 percent were completed, 20.2 percent were in progress, and 15.6 percent were not implemented. In **Program 3**, there were 85 activities, of which 60 percent were completed, and 16.5 were in progress, and 23.4 percent were not implemented. In **Program 4**, there were 45 activities, of which 55.6 percent were completed, 4.4 percent were in progress, and 40 percent were not implemented. In **Program 5**, there were 429 activities, of which 53.8 percent were completed, 23.3 percent were in progress, and 22.8 percent were not implemented. For other programs, there were 4 activities, of which 100 percent were completed.

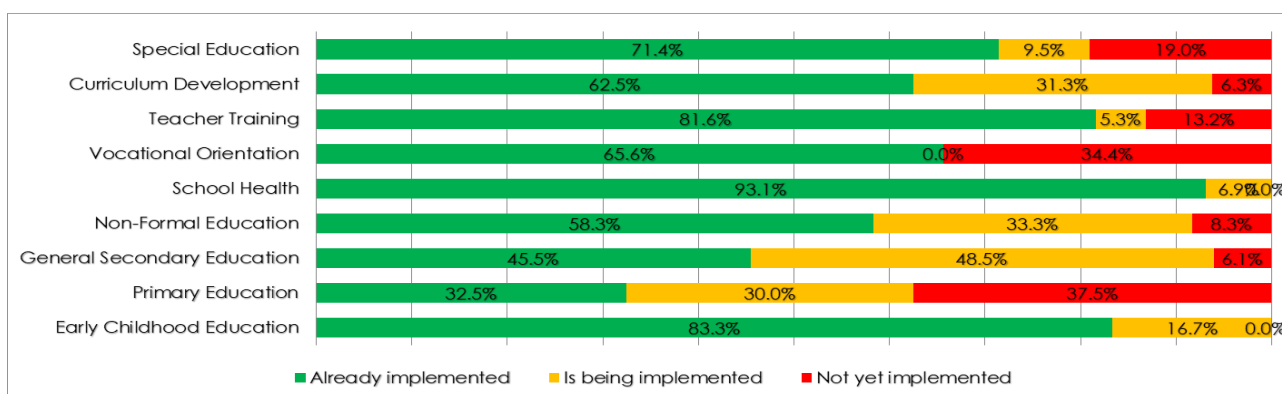
Figure 2: Progress of AOP 2020 Implementation (by program)



If we examined units of each program, it was revealed that:

Program 1: For the development of formal, non-formal and informal education, 9 units planned 257 activities; of which, 166 equivalent to 64.6 percent were completed, 51 equivalent to 19.8 percent were in progress, and 40 equivalent to 15.6 percent were not implemented. Units completed the activities of 90 percent or over included School Health Department.

Figure 3: Progress of AOP 2020 Implementation of Program 1



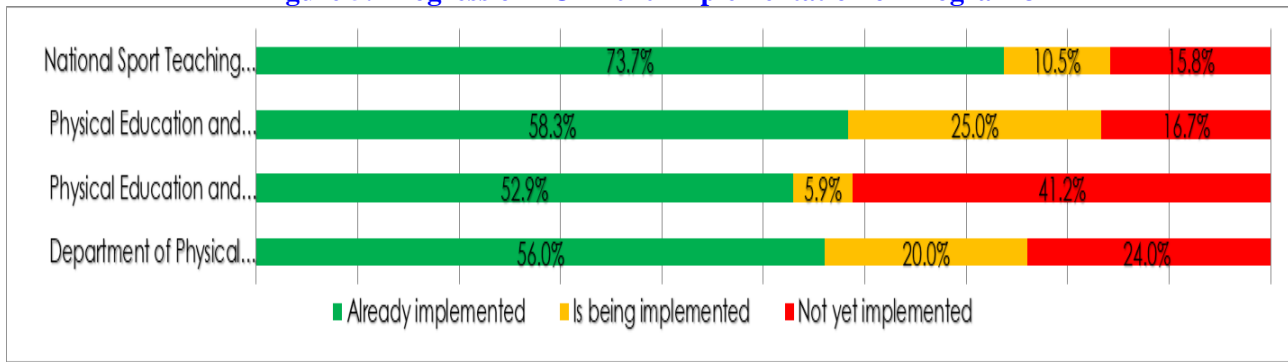
Program 2: For the Development of Higher Education and Research, 16 units planned 347 activities; of which, 223 equivalent to 64.3 percent were completed, 70 equivalent to 20.2 percent were in progress, and 54 equivalent to 15.6 percent were not implemented. **Heng Samrin Tbaung Khmum University** and **Institute of Technology of Cambodia** completed 100 percent.

Figure 4: Progress of AOP 2020 Implementation of Program 2



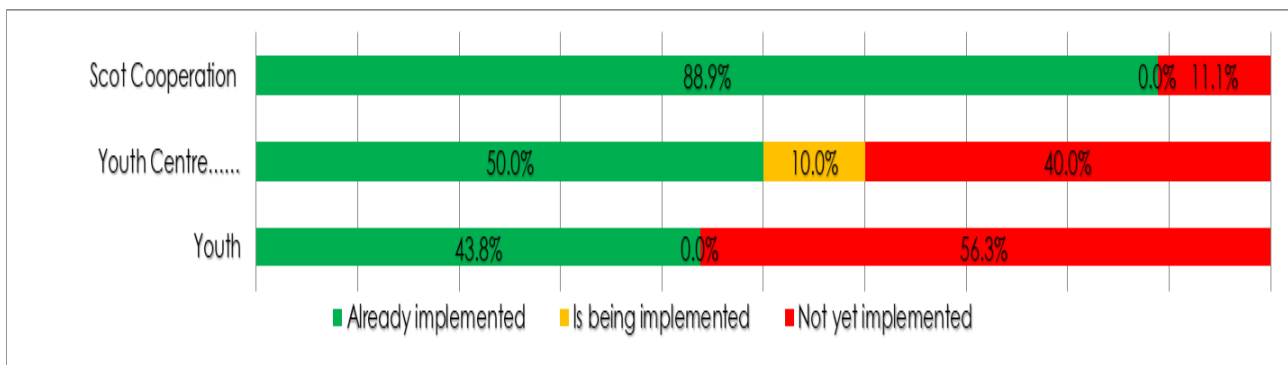
Program 3: For the Development of Physical Education and Sport Sector, 4 units planned 85 activities; of which, 51 equivalent to 60 percent were completed, 14 equivalent to 16.5 percent were in progress, and 20 equivalent to 23.5 percent were not implemented.

Figure 5: Progress of AOP 2020 Implementation of Program 3



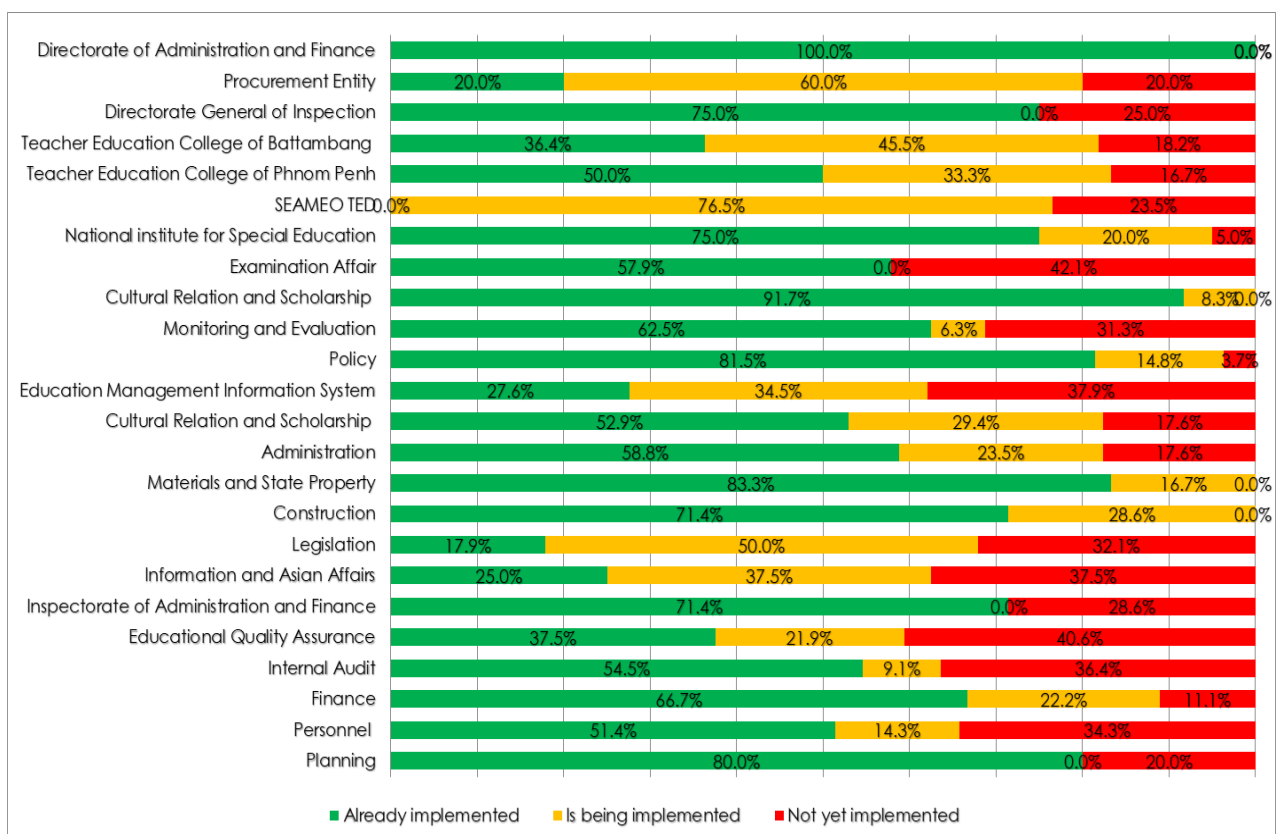
Program 4: For the Development of Soft Skill, Technique and Soft Skill for Youth, 3 units planned 45 activities; of which, 25 equivalent to 55.6 percent were completed; 2 equivalent to 4.4 percent were in progress, and 18 equivalent to 40 percent were not implemented.

Figure 6: Progress of AOP 2020 Implementation of Program 4



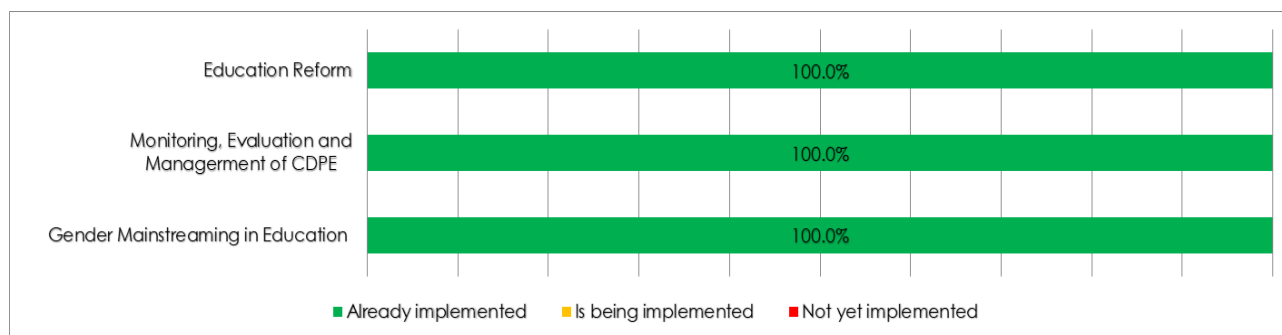
Program 5: For Supporting Good Educational Service and Governance, 24 units planned 429 activities; of which, 232 equivalent to 53.8 percent were completed, 100 equivalent to 23.3 percent were in progress, and 98 equivalent to 22.8 percent were not implemented. The General Department of Administration and Finance completed 100 percent.

Figure 7: Progress of AOP 2020 Implementation of Program 5



Other Programs: For other programs, there were 4 activities; 100 percent were completed. Education Sector Reform, Gender Mainstreaming in Education, and monitoring and evaluation were 100-percent completed.

Figure 8: Progress of AOP 2020 Implementation of Program 6 (other programs)

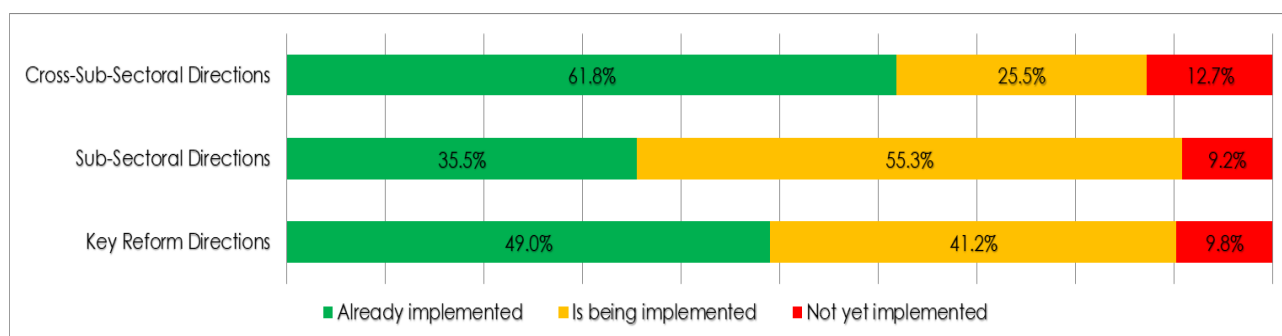


2.1.6 PROGRESS OF THE IMPLEMENTATION OF DIRECTIONS SET IN EDUCATION CONGRESS IN 2019-2020 AT NATIONAL LEVEL

The 2020 Education Congress set 182 directions; of which, 51 for key reforms, 76 for sub-sectors, and 55 for cross sub-sectors. Amongst all, 86 directions, equivalent to 47.3 percent, were completed, 77 equivalent to 42.3 percent were in progress, and 19 equivalent to 10.4 percent were not implemented.

25 directions for key reforms, equivalent to 49 percent; 27 directions for sub-sectors, equivalent to 35.5 percent; and 34 directions for cross sub-sectors, equivalent to 61.8 percent were completed. 21 directions for key reforms, equivalent to 41.2 percent; 42 directions for sub-sectors, equivalent to 55.3 percent; and 15 directions for cross sub-sectors, equivalent to 25.5 percent were in progress. 5 directions for key reforms, equivalent to 9.8 percent; 7 directions for sub-sectors, equivalent to 9.2 percent; and 7 direction for cross sub-sectors, equivalent to 12.7 percent were not implemented (Annexes 2, 3, 4 and 5).

Figure 9: Progress of the Implementation of Directions Set in Education Congress 2020 at the National Level (Key Reforms, Sub-Sectors and Cross Sub-Sectors)



Progress of Congress Directions for Key Reforms

There were 51 Directions for Key Reforms; of which, 7 for Strengthening Planning System, 6 for Decentralization and Deconcentration Works, 7 for Staff Management, 20 for Public Financial Management, and 20 for Teacher Training Works. Decentralization and Deconcentration Works and Staff Management achieved the highest completion rate of 85.7 (Annexes 2 and 3).

Figure 10: Progress of the Implementation of Directions for Key Reforms in 2020

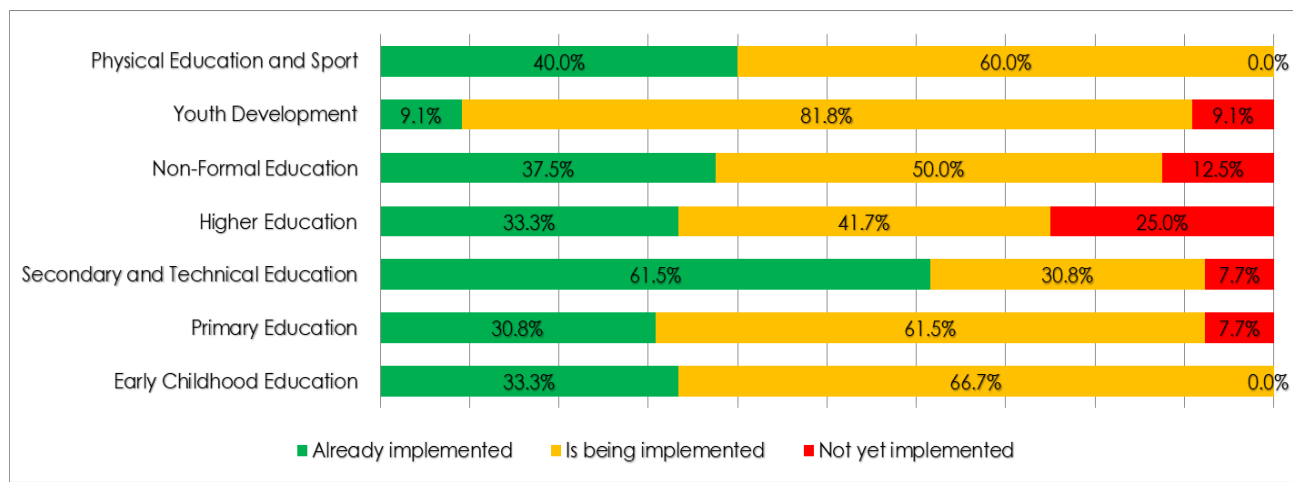


Progress of the Implementation of Congress Directions for Sub-Sectors

In overall, 76 directions were set; of which, 27 equivalent to 35.5 percent were completed; 42 equivalent to 54.3 percent were in progress, and 7 equivalent to 9.2 percent were not implemented.

There were 9 directions for Early Childhood Education Sub-Sector; of which, 3 equivalent to 33.3 percent were completed, 6 equivalent to 66.7 percent were in progress. There were 13 directions for Primary Education Sub-Sector; of which, 4 equivalent to 30.8 percent were completed, 8 equivalent to 61.5 percent were in progress, and 1 equivalent to 7.7 percent were not implemented. There were 13 directions for Secondary and Technical Education Sub-Sectors; of which, 8 equivalent to 61.5 percent were completed, 4 equivalent to 30.8 percent were in progress, and 1 equivalent to 7.7 percent were not implemented. There were 12 directions for Higher Education Sub-Sector; of which, 4 equivalent to 33.3 percent were completed, 5 equivalent to 41.7 percent were in progress, and 3 equivalent to 25 percent were not implemented. There were 8 directions for Non-Formal Education Sub-Sector; of which, 3 equivalent to 37.5 percent were completed, 4 equivalent to 50 percent were in progress, and 1 equivalent to 12.5 percent was not implemented. There were 10 directions for Youth Development Sub-Sector; of which, 1 equivalent to 9.1 percent were completed, 9 equivalent to 81.8 percent were in progress, 1 equivalent to 9.1 percent was not implemented. There were 10 directions for Physical Education and Sport Sub-Sector; of which, 4 equivalent to 40 percent were completed, and 6 equivalent to 60 percent were in progress (Annexes 2 and 4).

Figure 11: Progress of the Implementation of Directions for Sub-Sectors 2020

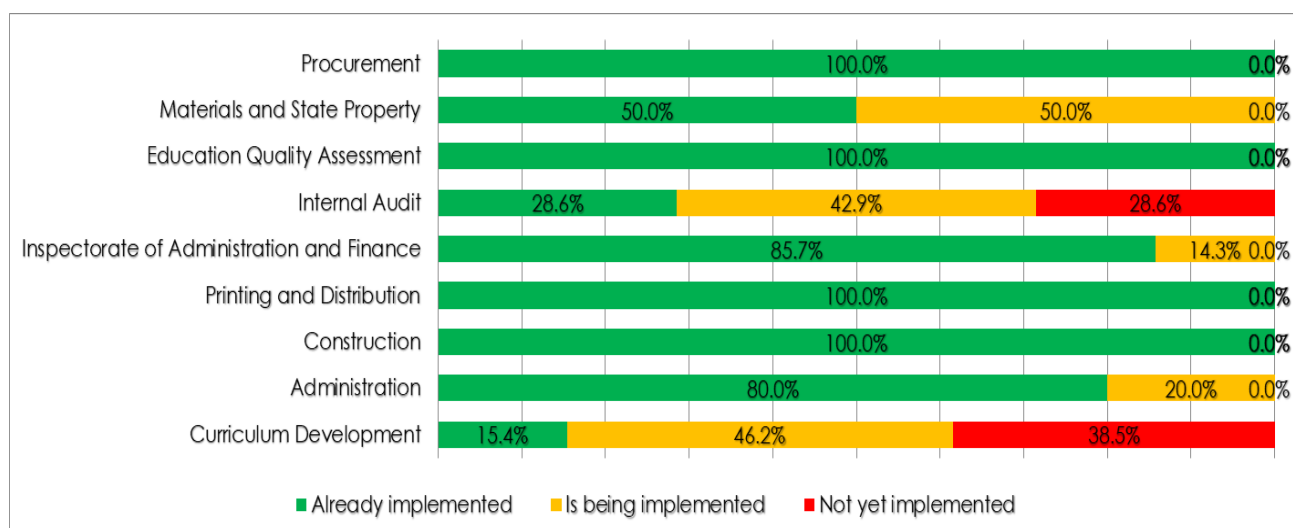


Progress of the Implementation of Directions for Cross Sub-Sectors

In overall, there were 55 directions for cross sub-sectors; of which, 34 equivalent to 61.8 percent were completed, 14 equivalent to 25.5 percent were in progress, and 7 equivalent to 12.7 percent was not implemented.

There were 13 directions for Curriculum Development, 5 for Administrative Works, 3 for Study on Construction Work, 5 for Publication and Distribution, 7 for Administrative and Financial Inspection, 7 for Internal Audit, 4 for Education Quality Assurance, 6 for State’s Property Management, and 5 for Procurement Work. Units which had completed 100 percent of the directions included Procurement, Quality Assurance, Publication and Distribution, and Construction. Curriculum Development Unit had the least rate of completion of 15.4 percent (Annexes 2 and 5).

Figure 12: Progress of the Implementation of Directions for Cross Sub-Sectors 2020

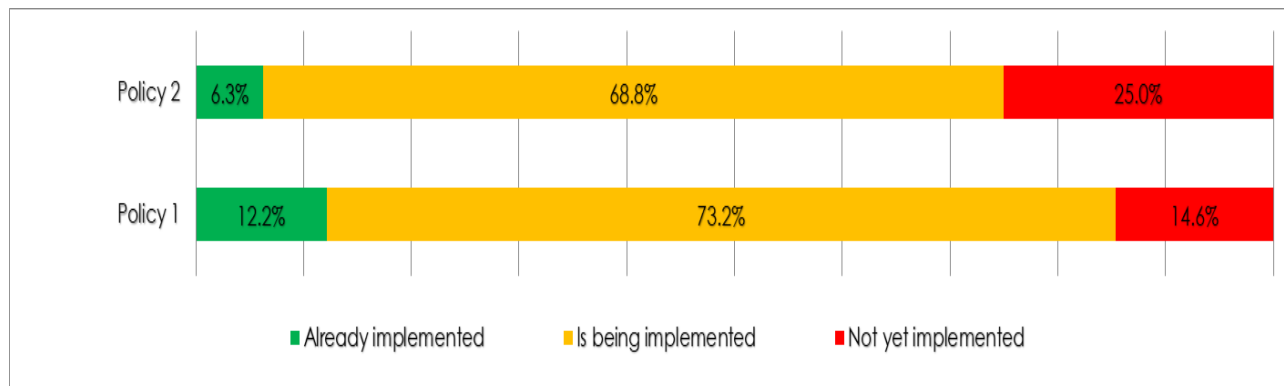


2.1.7 PROGRESS OF THE IMPLEMENTATION OF POLICY ACTIONS IN 2020

The Ministry planned 57 policy actions in total in 2020; of which, Policy 1 had 41 actions and Policy 2 had 16 actions. Amongst all, 6 equivalent to 10.5 percent were completed, 41 equivalent to 71.9 percent were in progress, and 10 equivalent to 17.5 percent were not implemented.

Policy 1 had 41 actions; of which, 5 equivalent to 12.2 percent were completed, 30 equivalent to 73.2 percent were in progress, and 6 equivalent to 14.6 percent were not implemented. Policy 2 had 16 actions; of which, 1 equivalent to 6.3 percent were completed, 11 equivalent to 68.8 percent were in progress, and 4 equivalent to 25.0 percent were not implemented.

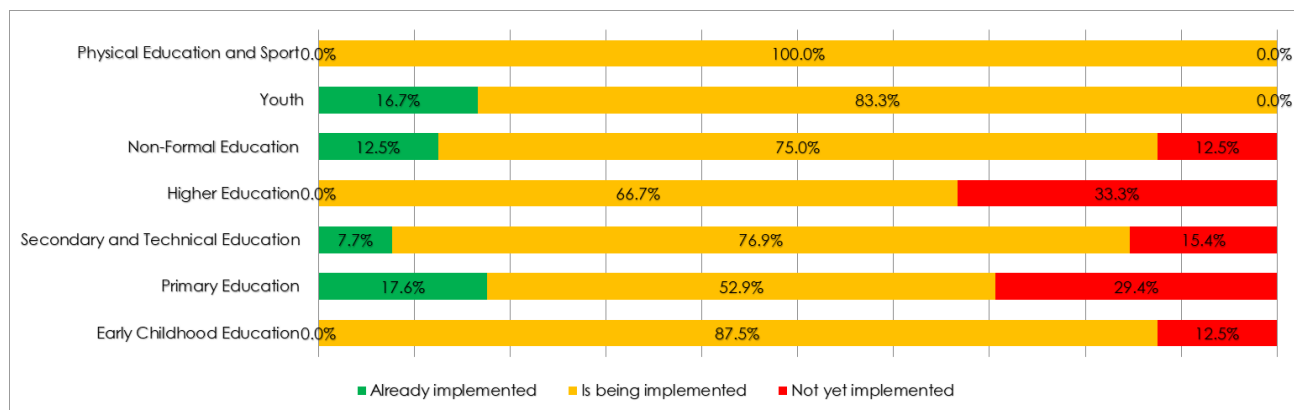
Figure 13: Progress of the Implementation of Policy Actions in 2020



Policy Actions by Sub-Sectors

Early Childhood Education Sub-Sector has 8 actions; of which, 7 equivalent to 87.5% were in progress, and 1 equivalent to 12.5 percent was not arranged yet. Primary Education Sub-Sector had 17 actions; of which, 3 equivalent to 17.6 percent were completed, 9 equivalent to 52.9 percent were in progress, and 5 equivalent to 29.4 percent were not arranged yet. Secondary and Technical Education Sub-Sectors had 13 actions; of which, 1 equivalent to 7.7 percent was completed, 10 equivalent to 76.9 percent were in progress, and 2 equivalent to 15.4 percent were not arranged yet. Higher Education Sub-Sector had 3 actions; of which, 2 equivalent to 66.7 percent were in progress, and 1 equivalent to 33.3 percent was not arranged yet. Non-Formal Education Sub-Sector had 8 actions; of which, 1 equivalent to 12.5 percent was completed, 6 equivalent to 75 percent were in progress, and 1 equivalent to 12.5 percent was not arranged yet. Youth Sub-Sector had 6 actions; of which 1 equivalent to 16.7 percent were completed, and 5 equivalent to 83.3 percent were in progress. Physical Education and Sport Sub-Sector had 2 actions; of which, 2 equivalent to 100 percent were completed.

Figure 14: Progress of the Implementation of Policy Actions 2020 (by sub-sector)



Completed Policy Actions included:

- Adoption of Scholarship Framework based on Principle of Equity at Primary Education;
- Preparation of Instruction on Whole-Day Teaching and Learning at Primary School;
- Adoption of Policy on Teacher Career Pathway;
- Preparation of Operational Instruction on Framework of Teacher Career Pathway;

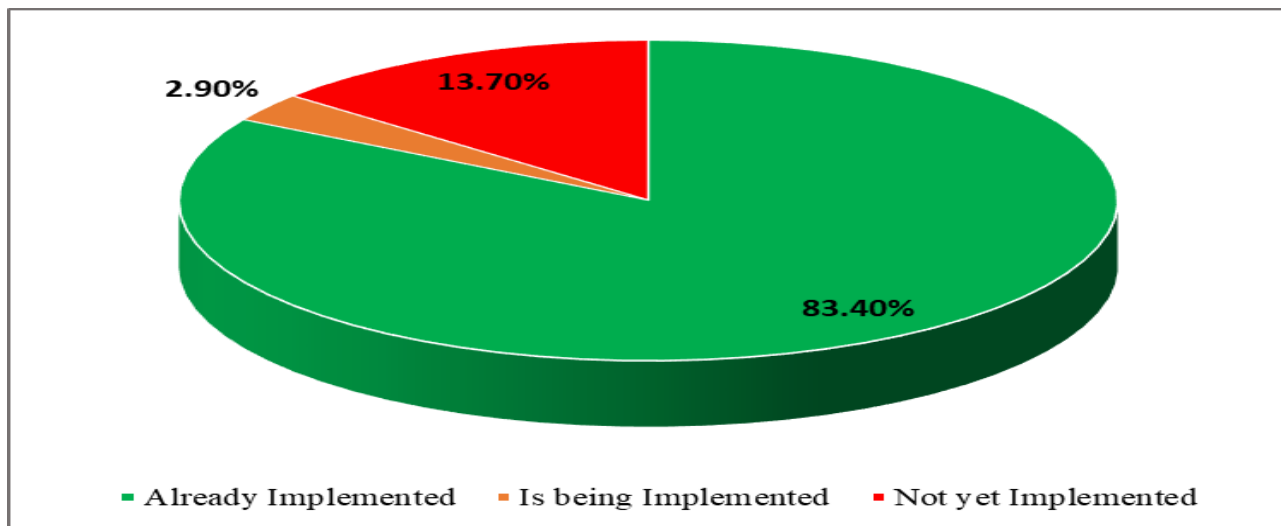
- Preparation of Plan for Piloting Framework of Teacher Career Pathway at 250 Target Schools throughout the Country, from 2021 to 2023;
- Development of Prescribed Learning and Teaching Aide Memoire;
- Issuance of Instruction on Arrangement of Library and Mobile Library;
- Preparation of National Action Plan on Cambodian Youth Development for 2021-2025, with Approval from the Office of the Council of Ministers.

2.1.8 PROGRESS OF THE IMPLEMENTATION OF ACTION PLAN FOR 2019-2020 AT POE LEVEL

Progress of the Implementation of Operational Plan in Capital-Provinces in 2020

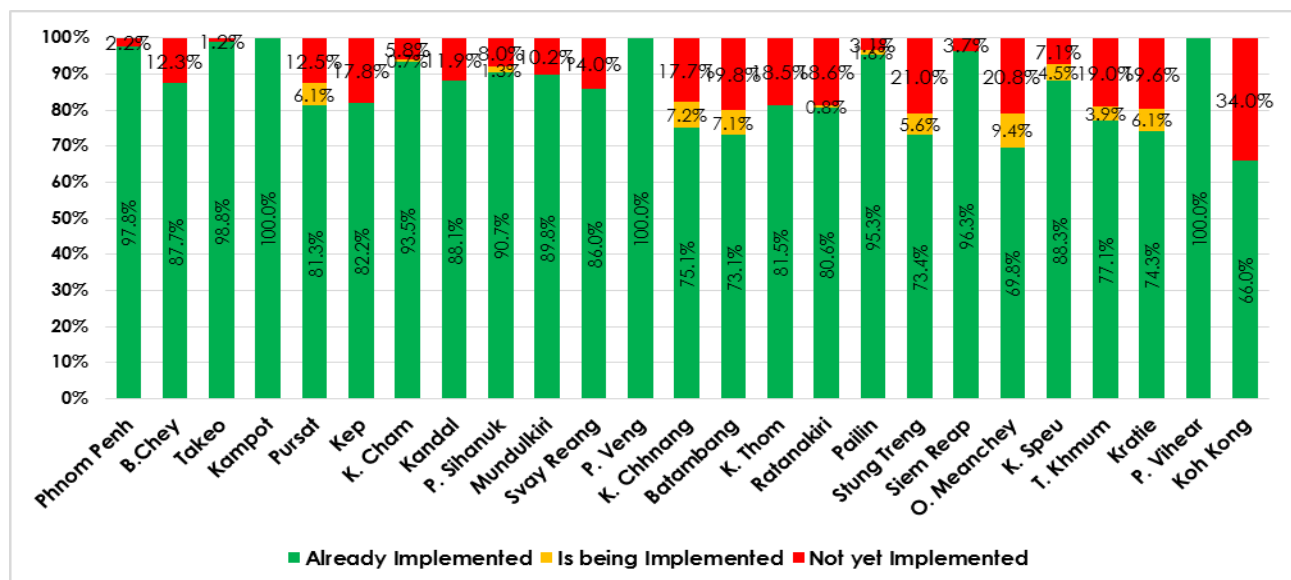
In 2020, all capital-provinces made 4,073 action plans in total, decreased by 280 plans; of which 3,400, equivalent to 83.4 percent, decreased by 8.1 percent, were completed; 117, equivalent to 2.9 percent, increased by 0.4 percent, were in progress; and 556, equivalent to 13.7 percent, increased by 7.7 percent, were not implemented.

Figure 15: Progress of the Implementation of Annual Operational Plan in 2020 of POEs



If we examined in capital-provinces, it was revealed that 3 provinces completed 100 percent, including Preah Vihear, Prey Veng and Kampong Cham provinces. 6 provinces-capital completed more than 90% included Phnom Penh, Takeo, Kampong Cham, Preah Sihanouk, Pailin and Siem Reap provinces. Koh Kong province completed 66.0 percent, while the other 34.0 percent were not implemented.

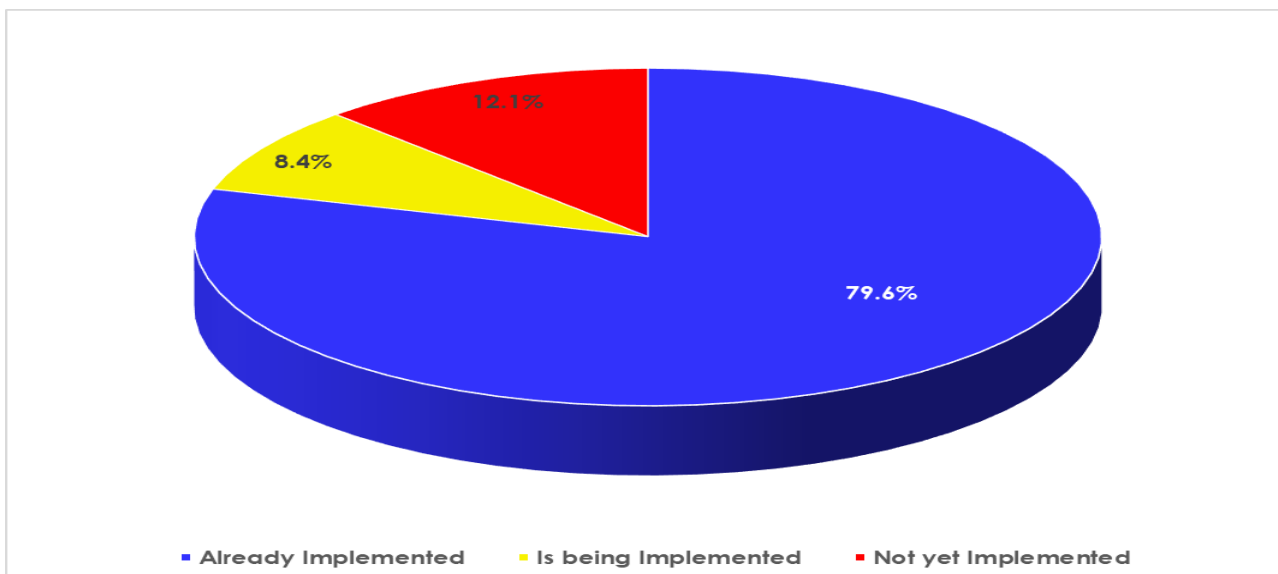
Figure 16: Progress of the Implementation of Annual Operational Plan in 2020 (by entity)



Progress of the Implementation of Directions Set in the Education Congress for School Year 2019-2020 in Capital-Provinces

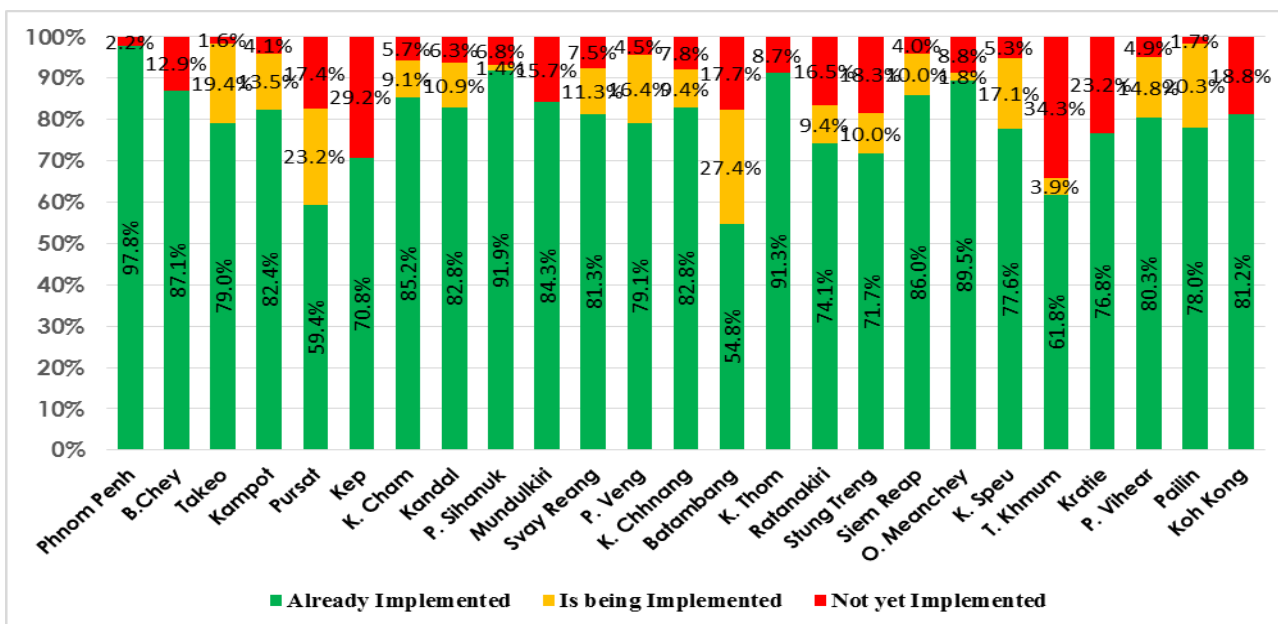
For the School Year 2019-2020, all capital-provinces set 2,143 directions for implementation; of which, 1,705 equivalent to 79.6 percent were completed, 179 equivalent to 8.4 percent were in progress, and 259 equivalent to 12.1 percent were not implemented.

Figure 17: Progress of the Implementation of Directions Set in the Education Congress by POEs



If we examined it in capital-provinces, it was revealed that 3 provinces and the capital completed more than 90 percent included Preah Sihanouk, Kampong Thom and the capital. Pursat province completed only 59.4 percent, and Battambang province completed the least, 54.8 percent.

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 life-long learning opportunities for all

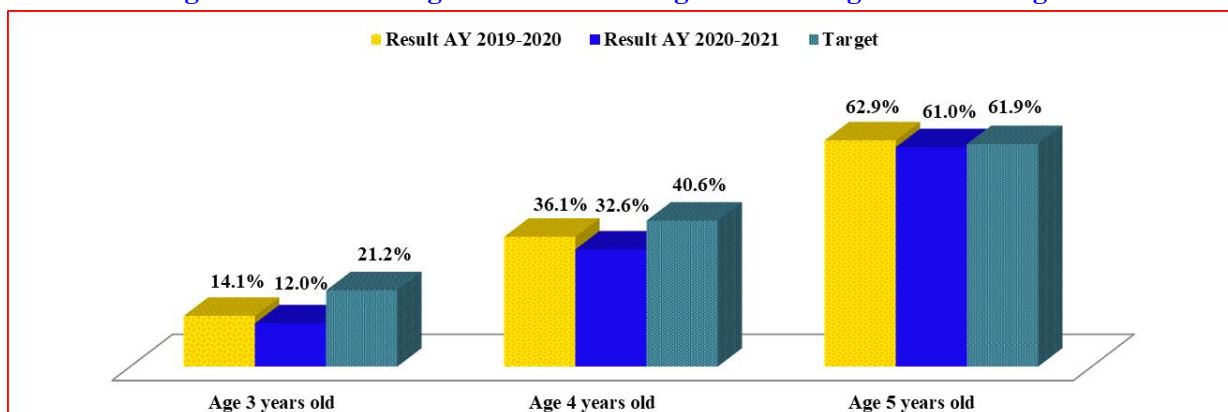
For 2020-2011, all forms of kindergartens had 8,012 schools/locations, decreased by 55; of which there were 4,493 public kindergartens, increased by 84 (211 separated kindergartens, decreased by 2); 519 private kindergartens, decreased by 75, and 3,000 community kindergartens, decreased by 64, located in 1,035 out of 1,646 communes/Sangkats.

There were 14,024 kindergarten classrooms, increased by 470, of all forms. There were 8,830 public kindergarten classrooms, increased by 1,069; 3,145 community kindergarten classrooms, decreased by 52; among them, 1,050 were standardized community kindergarten classrooms, and 2,049 private kindergarten classrooms, decreased by 529.

338,307 children, 170,657 girls, equivalent to 50.44 percent, had received education services. 36,449 three-year-old children, equivalent to 12.07 percent of citizens aged three years old, 19,137 girls, equivalent to 12.88 percent, had received education services. 99,624 four-year-old children, equivalent to 32.64 percent of citizens aged four years old, 50,980 girls, equivalent to 34.10 percent, had received education services. 191,282 five-year-old children, equivalent to 61.08 percent (ESP Target was 61.9 percent) of citizens aged five years old, 95,043 girls, equivalent to 62.33 percent, had received education services.

The overall study rate (of public, community and private kindergartens) was 34.76 percent, 33.12 percent of boys and 35.92 percent of girls.

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



Five-year-old children have noticeably received services of early childhood education by all means. This reflected that early childhood education service responded to the National Policy on Early Child Care and Development in equitable manner, and it was well prepared for receiving education at primary education.

There were 12,842 early childhood education staff, decreased by 1,304 persons, 90.69 were females; among them, 10,929 were teaching staff, decreased by 298 persons, 93.56 percent, and 1,913 non-teaching staff, increased by 143, 74.28 percent were females.

There were 5,717 staff of public kindergarten, increased by 39 persons, 94.78 percent were females; among them, 5,450 were teaching staff, increased by 115 persons, 94.99 percent; there were 3,202 staff of community kindergarten, 94.60 percent; there were 3,923 staff of private kindergarten, decreased by 1,286 persons, 81.52 percent; among them, 2,318 were teaching staff, decreased by 422 persons, 88.56 percent were female.

Public Kindergarten

15,435 three-year-old children, equivalent to 4.71 percent, 8,109 girls, equivalent to 5.07 percent, had received education services. 62,666 four-year-old children, equivalent to 19.77 percent, 31,986 girls, equivalent to 20.60 percent, had received education services. 148,878 five-year-old children, equivalent to 47.93 percent, 73,883 girls, equivalent to 48.94 percent, had received education services.

Private Kindergarten

6,409 three-year-old children, equivalent to 1.95 percent, 3,219 girls, equivalent to 2.01 percent, had received education services. 10,674 four-year-old children, equivalent to 3.37 percent, 5,396 girls, equivalent to 3.50 percent, had received education services. 15,362 five-year-old children, equivalent to 4.95 percent, 7,534 girls, equivalent to 4.99 percent, had received education services.

Community Kindergarten

14,605 three-year-old children, equivalent to 4.50 percent, 7,809 girls, equivalent to 4.88 percent, had received education services. 26,284 four-year-old children, equivalent to 8.29 percent, 13,598 girls, equivalent to 8.80 percent, had received education services. 27,042 five-year-old children, equivalent to 8.70 percent, 13,626 girls, equivalent to 9.02 percent, had received education services.

Implementation of Programs and Actions***Budget of Public School Operation Fund***

The Ministry had provided Public School Operation Fund to 213 different Public Kindergartens, at a total amount of 2,470,213,500 riels; among them:

- State's budget of 1,994,385,500 riels, implemented 1,980,015,600 riels, equivalent to 99.28 percent;
- Public School Operation Fund (budget for school improvement from Development Partners) of 475,828,000 riels, implemented 100 percent.

The Ministry had given allowance to 1,050 teachers, 1,004 females, of standardized community kindergarten, via banking system, at a total amount of 8,440,000,000 riels, and disbursed budget for process of classroom development of 525,000,000 riels in total.

School-Based Management

The Ministry had strengthened the education applying mechanism via new pathway of school-based management at kindergarten level in context of the spread of Covid-19 at 31 schools in 25 municipalities-districts-Khan of 19 provinces and the capital, and equipped 31 smart phones for 31 target kindergartens for applying learning and teaching program via electronic system.

Parent Education Program

The Ministry has:

- Implemented parent and guardian education program at 31 target public kindergartens for school-based management in order to help teach children at home, to support the implementation of distance learning during the spread of Covid-19 pandemic;
- Implemented parent education program, which was connected to 1,050 standardized community kindergartens, increased by 200 kindergartens;
- Strengthened the performance of consultation work with parents on protection and development of young children for teacher trainers at 300 kindergartens.

Multilingual Education and Mobile Kindergarten

The Ministry has:

- Implemented Multilingual Education Program for Indigenous Children in 19 municipalities-districts in 5 target provinces, including Ratanakiri, Stung Treng, Mondulakiri, Preah Vihear and Kratie provinces. This program had been implemented at 4 public kindergartens, increased by one kindergarten, consisting of 119 children, 63 girls, increased by 8 children, 8 girls, and at 119 community kindergartens, increased by 6 kindergartens, consisting of 2,210 children, 1,138 girls, increased by 63 children, 50 girls. Languages which had been used included Tompuon, Kroeng, Pnong, Kuoy, Kroal, Kavet, Prov, Jaray and Kachak;
- Cooperated in implementing seasonal mobile kindergarten program at 5 locations, which helped 132 children, 70 girls, aged from 3 to 5 years old, living in indigenous area, whose families had to be relocated seasonally and lived far from public or community kindergartens, receive services;

- This program was implemented through mobility by using various vehicles and moving seasonally in Taveng Krom and Taveng Leu communes, Taveng district; Koh Peak commune, Veun Sai district; Talao commune, Andong Meas district, Ratanakiri province, and Sre Sambo commune, Siem Pang district, Stung Treng province;

Inclusive Education

The Ministry has:

- Implemented Inclusive Education Program at 851 kindergartens, increased by 306 kindergartens, where there were 446 disabled children, increased by 47 children, 171 girls, and at 311 community kindergarten, where there were 207 disabled children, increased by 40 children, 154 girls, in Siem Reap, Kampong Thom, Ratanakiri, Kratie, Battambang, Banteay Meanchey, Kampong Chhnang, Prey Veng, Preah Sihanouk, Oddar Meanchey provinces and the Capital;
- Built capacity of 584 public kindergarten teachers, 564 females, and 61 community kindergarten teachers, 58 females, on inclusive education and treatment method, communication for young children in inclusive education in Prey Veng, Battambang, Siem Reap, Kampong Thom, Oddar Meanchey, Banteay Meanchey and the Capital, in cooperation with development partners.

Implementation of programs and actions have provided supports for early childhood education sub-sector in order to ensure regularity of learning and teaching in context of the spread of Covid-19.

Study Result

Application of Detailed Curriculum and New Teaching Methodology

The Ministry has:

- Officially adopted the document on social psychology study at kindergarten;
- Drawn up a final draft of Basic Textbooks of all subjects for kindergarten;
- Drawn up a final draft of detailed curriculum for community kindergarten;
- Built capacity of 200 community kindergarten teachers, 192 females, on application of detailed curriculum for community kindergartens for the 1st time in 8 areas, including Svay Rieng, Kampong Cham, Kampong Speu, Kampong Chhnang, Kampong Thom, Siem Reap, Ratanakiri and Battambang provinces;
- Built capacity of 200 community kindergarten teachers, 192 females, on application of detailed curriculum for community kindergartens for the 2nd time in 8 areas, including Prey Veng, Kandal, Kampot, Takeo, Stung Treng, Oddar Meanchey, Tbaung Khmum and Pursat provinces.

Study Result at Kindergarten Level

74.45 percent, increased by 3.15 percent, of six-year-old children getting enrolled in Grade 1 of Primary School had undergone early childhood education services by all means. Rate of six-year-old children who had undergone early childhood education services had gradually increased due to the increase in the number of kindergarten classrooms in primary school and standardized community kindergarten classrooms.

Improvement of School Health

The Ministry has:

- Conducted health and physical fitness checkup for 327 children, 48.92 percent were girls, of community kindergartens in Pursat province, in cooperation with development partners;
- Provided 216 first aid boxes to community kindergartens in Siem Reap, Stung Treng, Pursat and Ratanakiri provinces, in cooperation with development partners;
- Organized workshop of capacity development on Guidelines on Application of Minimum Conditions of Clean Water and Hygiene at Schools, for 55 Principals, 92.7 percent were females, of Separated Kindergartens in Pursat, Battambang, Kampong Chhnang, Siem Reap, Preah Vihear and Banteay Meanchey provinces;
- Arranged toilets, wash basin and networks of clean water at 82 schools in capital-provinces, supported by budget of the Royal Government;

- Distributed 50,816 Guidebooks on Safe Operation of Education Establishments in context of Covid-19 to all public and community kindergartens throughout the country, in cooperation with development partners;
- Provided 4,409 temporary hand washing supplies to all public kindergartens throughout the country, 16,975 20-litre water containers for handwashing, 8,157 14-litre water containers, 50,605 pieces of 75-milligram soaps, and packages of other 11 kinds of hygiene supplies and sanitizers for one-month usage, and 4,409 pieces of leaflets of Sanitization Protocol to schools, in cooperation with development partners;
- Provided 3,064 pieces of temporary hand washing supplies to all community kindergartens throughout the country, 3,064 water dispensers for drinking, 6,128 20-liter water containers for handwashing, 3,064 14-litre water containers, 21,448 pieces of 75-milligram soaps, and packages of other 11 kinds of hygiene supplies and sanitizers for one-month usage, as well as 3,095 learning and teaching boxes, and 3,286 pieces of leaflets of Protocol on Sanitization at School, in cooperation with development partners;
- Provided 193,641 pictures of measles and rubella vaccinations for all public kindergartens and 74,545 pictures to all community kindergartens throughout the country, in cooperation with development partners;
- Provided Albendazole to 168,082 students of public kindergartens, equivalent to 72.38 percent, 81,978 girls, equivalent to 70.89 percent, for the first time; and to 87,560 students, equivalent to 37.70 percent, 43,591 girls, equivalent to 37.70 percent, for the second time; provided first aid boxes to 143 separated public kindergartens, equivalent to 67.13 percent, increased by 34.73 percent; provided health room to 6 schools, equivalent to 2.82 percent, increased 2.82 percent in comparison to School Year 2018-2019, in cooperation with the Ministry of Health;
- Distributed task papers and helped directly provide multilingual education to kindergarten students in communities during the prevention of the spread of Covid-19 in Stung Treng province.

School Infrastructure and Supply

The Ministry has:

- Repaired and arranged classroom based on how children like to play and the environment, based on public kindergarten curriculum at 51 target primary schools in Battambang province;
- Renovated playground and game both inside and outside the classrooms at target kindergartens for implement school-based management program in 14 schools in Takeo, Banteay Meanchey, Kampong Cham, Stung Treng, Battambang, Svay Rieng, Prey Veng, Siem Reap, Kampot and Ratanakiri provinces.

Monitoring and Evaluation

The Ministry has:

- Monitored the work performance of early childhood education in Stung Treng, Kampong Chhnang, Ratanakiri, Mondulkiri, Pursat, Oddar Meanchey, Banteay Meanchey, Battambang and Kampong Speu provinces;
- Monitored the implementation of Consultation on Early Child Care and Development Program in Kampong Cham, Prey Veng, Kratie, Kandal, Takeo, Preah Sihanouk, Battambang and Siem Reap provinces;
- Collected data and information on Early Child Care and Development Program in Cambodia by interviewing parents and testing children in target areas of Ratanakiri province;
- Monitored works of Parent Education Program in Kampong Cham and Stung Treng provinces;
- Examined and collected information on condition of kindergarten establishments and education services in Battambang, Takeo, Kep, Pursat, Kampong Chhnang, Kampong Speu, Preah Sihanouk, Koh Kong, Kampot, Prey Veng, Svay Rieng, Kandal, Kampong Thom, Pailin, Siem Reap, Preah Vihear, Banteay Meanchey and Oddar Meanchey provinces;
- Monitored and Evaluated Condition of Public Education Establishments regarding Authorization for Reopening for Phase 2 in the Capital;

- Monitored the implementation and process of standardized community kindergartens in 200 locations in capital-provinces;
- Monitored Multilingual teaching and learning at kindergarten level of 16 schools in 12 districts of Ratanakiri, Mondulakiri, Kratie, Stung Treng and Preah Vihear provinces;

Monitoring and Evaluation Actions have encouraged and strengthened the implementation of quality early childhood education.

A.2. Ensure Effective Leadership and Management of Education Staff at All Levels

Supporting Mechanism for Early Childhood Education Service

The Ministry has:

- Held Workshops on Consultation and Collection of Data and Information on Preparation of Basic Textbooks of All Subjects of Kindergarten Education for 125 Officers in charge of Early Childhood Education at National and Sub-National Levels, School Principals and Kindergarten Teachers, 98 females, at Target Schools of School-Based Management in Kampong Cham, Siem Reap, Battambang, Prey Veng and Kampot Provinces;
- Held Workshop on Consultation on Preparation and Compilation of Basic Textbooks of All Subjects of Public Kindergarten Education for 150 Officers in charge of Early Childhood Education at National and Sub-National Levels, School Principals and Kindergarten Teachers, 124 females, in Koh Kong Provinces;
- Held Workshop on Final Consultation on Preparation and Compilation of Basic Textbooks of All Subjects of Public Kindergarten Education for 90 Officers in charge of Early Childhood Education at National and Sub-National Levels, School Principals and Kindergarten Teachers, 73 females, in Kampong Cham Provinces;
- Held Workshop on Announcement of Putting the Project on Governance Support of Commune Council and Community on Mainstreaming of Gender Equality into Practice, with 58 participants, 38 females, in the Capital;
- Held Workshop on Announcement of Putting the Project on Establishment of Community Daycare for Children of Factory Workers into Practice, with 67 participants, 31 females, in the Capital;
- Held Workshop on Announcement of Putting the Project on Building Foundation for Practicing Learning Theory into Practice via Playing and Environment, based on Public Kindergarten Education Program, with 165 participants, 85 females, in Battambang Province;
- Created and Disseminated Aide Memoire for Identifying Children with Disabilities aged Under 6 Years Old, with 125 participants, 52 females, in the Capital;
- Produced 38 short video clips of teaching model on psychological mobility, sciences, social studies, pre-arithmetic and Khmer literature;
- Broadcasted Video of Teaching Model for Kindergarten Education on National Television of Kampuchea 2 (TVK2) Channel and Official Social Media of the Ministry of Education, Youth and Sports and the National Committee for Early Child Care and Development;
- Directed and Produced 15 Education Short Films on Parent Education Program and Broadcasted them on Cambodian Radio Station 69 MHZ of the Ministry of Information and Office Social Media of the Ministry of Education, Youth and Sports and the National Committee for Early Child Care and Development;
- Produced 20 Videos of Inclusive Education Games for Kindergarten Education to help teachers and children's guardians who have difficulty in teaching and learning and supported them to go to school and learn at home;
- Produced 293 Audio Teaching Clips of Multilingual Kindergarten Education (83 clips in Pnong language, 105 clips in Kroeng and 105 clips in Tompuon) during the Prevention of Spread of Covid-19;
- Broadcasted and re-broadcasted Audio Teaching Clips of Multilingual Kindergarten Education in Tompuon, Kroeng and Pnong Languages via 4 Radio Stations and distributed Task Papers to

Kindergarten Students during the Prevention of Spread of Covid-19 in Ratanakiri, Mondulkiri and Kratie Provinces;

- Given 567 radios to students of multilingual kindergarten education in Ratanakiri, Mondulkiri and Kratie provinces, in cooperation with development partners;
- Given packages of materials to multilingual kindergarten classrooms at 26 places and students of multilingual kindergarten education, including 598 picture books, 1,300 novels and painting books, 312 boxes of colored pencils, materials for education games and 182 sets of animal pictures, and 207 kits of study materials (notebooks, colored pencils, pencils, erasers, pencil sharpeners, masks, soaps), for Ratanakiri, Mondulkiri and Kratie provinces, in cooperation with development partners;
- Provided kits of study materials and hygiene supplies for public kindergarten education at 4,409 schools and community kindergarten education at 3,064 places, in cooperation with development partners;
- Produced 3 video clips on multilingual education at indigenous area for training kindergarten teachers at Pre-School Teacher Training Center.

Development of Teacher Capacity

The Ministry has:

- Conducted examination for completion of training of 200 Student Teachers, 95.5 percent were females, of Kindergarten Education, for the 32nd Batch for 994 teachers, 458 females;
- Provided Training to 200 Student Teachers, 96.5 percent were females, of Kindergarten Education, for the 33rd batch;
- Built Capacity of 31 School Principals and Kindergarten Teachers, 21 females, on Preparation of School Renovating Plan in Kratie, Kampong Speu, Siem Reap, Prey Veng and Kandal Provinces;
- Built Capacity of 50 Sub-National Officers, 27 females, on Social Psychological Learning at Kindergarten Level in Kampong Thom Province;
- Built Capacity of 214 Kindergarten Teachers, 197 females, on Social Psychological Learning at Kindergarten Level in target municipalities-districts, including Ba Phnom, Kanh Chriech, Preah Sdach and Kampong Trabek districts, Prey Veng province;
- Built Capacity of 57 Kindergarten Teachers, 40 females, on Teaching Methodology for Multilingual Classes of Kindergarten Education in Ratanakiri Province;
- Built Capacity of 15 Kindergarten Teachers, 9 females, on Teaching Technical Works and Classroom Management according to Standards in Stung Treng Province, in cooperation with development partners;
- Trained 237 Kindergarten Teachers of Higher Level, 225 females, on Teaching Aids on Khmer Literature in Kampot Province, in cooperation with development partners;
- Taken part in Online Meeting (Webinar) on Response of Education to Covid-19 Pandemic and Quality Assurance of Early Childhood Education Service in Context of Covid-19, organized by UNESCO Paris;
- Taken part in Technical Dialogue on “Promoting Agenda of Young Child: Dialogue on Inclusive Innovation towards Global Partnership Strategy” organized by organized by UNESCO Paris;
- Taken part in Online Meeting under the topic on Various Measures of Policy and Program for Early Childhood Education in Context of Covid-19, organized by Asia-Pacific Regional Network for Early Childhood;
- Attended the 3rd Online Meeting of Board of Directors (via Webinar), organized by Centre for Early Childhood Care, Education and Parenting (SEAMEO CECCEP);
- Sent 2 education staff, one female, to attend the Training Course on Early Childhood Development in Japan;
- Sent 2 female education staff to attend the Online Regional Training Course on New Pathway for Early Childhood Education and Parenting, Organized by Centre for Early Childhood Care, Education and Parenting;

- Sent 2 education staff, to attend the Meeting on Development of Documents for Early Childhood Education on Social Psychological Learning of Regional Expert Level via Electronic System, in Thailand.

Drawing Up Regulations

The Ministry had prepared:

- Decision No. 57 EYS.D., dated August 11, 2020, on Establishment of Project Management Committee for Building Foundation of Practicing Theory of Learning Through Play and Environment, based on Public Kindergarten Program;
- Instruction No. 37 EYS.IC., dated August 25, 2020, on Reopening of Kindergarten Establishments and Early Child Education Service Phase 2;
- Prakas No. 2282 EYS.P., dated October 9, 2020, on Accreditation of Standardized Community Kindergarten;
- Prakas No. 2598 EYS.P., dated November 20, 2020, on Putting Veal Sleng Kindergarten as Annex to Andong Dai Primary School, Kampong Cham Province;
- Instruction No. 65 EYS.IC., dated December 3, 2020, on Opening of Kindergarten Establishments and Operation of Early Childhood Education Service for School Year 2020-2021;
- Prakas No. 3201 EYS.P., dated December 29, 2020, on Acknowledgement of Contracted Officers (Standardized Kindergarten Teachers for 2020).

Works of the National Committee for Early Child Care and Development

The Ministry has:

- Modified compositions of the National Committee for Early Child Care and Development;
- Appointed 4 compositions of Management Officers, 1 female, for framework of General Secretariat of the National Committee for Early Child Care and Development;
- Prepared General Employment Framework for Establishment and Management of Daycare in Establishment Enterprise of the Kingdom of Cambodia;
- Prepared Final Draft National Action Plan on Early Child Care and Development for 2019-2023;
- Putting Project on Establishment of 22 Community Daycares for Children of Factory Workers (CBCC) into Practice in Kampong Speu, Kandal and Kampong Cham provinces and Project of 100 Community Kindergartens in Kampong Speu, Kampot, Pursat and Preah Sihanouk.

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

No.	Early Childhood Education	Unit	Actual 2019-20	Target 2020-21	Actual 2020-21	Status
Policy Area 1: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all						
Sub-Sector Objective 1: Improve access to quality, equitable and inclusive early childhood education						
1	Enrolment rate of five-year-old children (state, community and private pre-schools)	%	62.9	61.9	61.1	↓
	<i>Male</i>	%	62.0	61.3	58.6	↓
	<i>Female</i>	%	63.6	62.7	62.3	↓
2	Enrolment rate of four-year-old children (state, community and private pre-schools)	%	36.1	40.6	32.6	↓
	<i>Male</i>	%	34.5	39.5	30.0	↓
	<i>Female</i>	%	37.8	41.5	34.1	↓
3	Enrolment rate of three-year-old children (state, community and private pre-schools)	%	14.1	21.2	12.1	↓
	<i>Male</i>	%	13.4	20.3	10.3	↓
	<i>Female</i>	%	14.9	22.2	12.9	↓
4	Gross enrolment rate (state, community and private pre-schools)	%	38.4	41.9	34.8	↓
	<i>Male</i>	%	37.3	41.3	33.1	↓
	<i>Female</i>	%	39.4	43.8	35.9	↓
5	%age of pre-schools with access to electricity (state pre-school)	%	45.1	37.3	77.9	↑

No.	Early Childhood Education	Unit	Actual 2019-20	Target 2020-21	Actual 2020-21	Status
6	%age of pre-schools with handwashing facilities meeting minimum standards (detached state pre-school)					
	Level 1	%	23.9	44.2	33.7	→
	Level 2	%	27.2	27.2	37.0	↑
	Level 3	%	0.5	1.3	3.8	↑
7	%age of pre-schools with the following facilities (detached state pre-school)					
	Latrines	%	96.7	56.8	100	↑
	Safe drinking water	%	90.1	44.1	85.3	↑
	Handwashing facilities	%	67.6	47.5	84.4	↑
	First aid boxes	%	12.2	17.5	44.1	↑
Sub-Sector Objective 2: Improve quality of pre-school services based on standards						
8	%age of state pre-schools meeting minimum standards (detached state pre-school)	%	13.87	18.0	19.9	↑
9	No. of community pre-schools meeting minimum standards	No.	1,050	1,140	1,250	↑
10	%age of state and community pre-schools where five-year-old children are assessed	%	50.57	45.1	67.1	↑
11	%age of pre-school children provided with nutrition (state, community and private pre-schools)	%	37.62	36.0	41.4	↑
12	%age of pre-school teachers with qualifications based on national standards (12+2)	%	66.0	70.0	68.9	→
13	No. of MLE teachers	persons	116	119	123	↑
14	Student-teacher ratio in state pre-schools	Ratio	43.1	31.0	42.0	↓
Policy Area 2: Ensure effective leadership and management of education staff at all levels						
Sub-Sector Objective 3: Strengthen capacity of managerial officers in early childhood education sub-sector						
15	No. of state pre-school principals trained on school-based management	persons	31	50	43	→
16	No. of state pre-schools implementing school-based management	persons	43	55	43	→

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

C. Challenges

Along with the achievements, some challenges required efforts to solve them. Those challenges included:

- Setting policies, principles and directions for school-based management for kindergarten education was not clear yet;
- Supporting mechanism for changing community kindergarten as annex to public education establishment still had defect;
- Investment in Early Childhood Education Service was yet to be equitable and inclusive in response to joint goals of education sector;
- Cooperation and Coordination in Inter-Sectoral Management Structure of Early Childhood Care and Development were not intertwined yet.

2.2.2 SUB-SECTOR: PRIMARY EDUCATION

A. Achievements

A.1. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

For School Year 2020-2011, there were 7,304 Public Primary Schools, increased by 22 schools in comparison to School Year 2019-2020. 382 schools, decreased by 57 schools, did not have all levels. There were 539 private primary schools at province and capital. 1,747 public education establishments were declared open; among them, there were 3 new schools, and 93 private education establishments were accredited.

Public school had 62,936 classrooms, increased by 534 classrooms, and there were 45,802 learning rooms, increased by 548 rooms. of all forms. There were 8,830 public kindergarten classrooms, increased by 1,069; 3,145 community kindergarten classrooms, decreased by 52; among them, 1,050 were standardized community kindergarten classrooms, and 2,049 private kindergarten classrooms, decreased by 529.

There were 2,010,286 primary school students, 964,152 females, equivalent to 48.0 percent, decreased by 13,187 students, females were decreased by 5,901 students. There were 118,436 private primary school students, 58,478 females, equivalent to 49.4 percent, decreased by 19,201 students, females were decreased by 9,516 students. Total net admission rate was 87.4 percent⁽¹⁾, decreased by 9.0 percent, 88.0 percent of them were females, decreased by 8.3 percent; among them, 82.7 percent, decreased by 8.0 percent, were in public schools, 83.3 percent were female, decreased by 7.2 percent, and 4.7 percent were in private schools, decreased by 1.0 percent, 4.7 percent were females, decreased 1.1 percent. Total net admission rate was 91.9 percent, decreased by 5.4 percent; 92.3 percent were females, decreased by 5.6 percent; among them, 86.7 percent, decreased by 4.3 percent, were in public schools; 87.0 percent were female, decreased by 4.4 percent; and 5.2 percent were in private schools, decreased by 1.1 percent; 5.3 percent were females, decreased 1.2 percent.

There are noticeable number of students of Grade 1 going to school as per the set age. This shows that investment of the Royal Government on Education Sector was fruitful, by providing opportunity to citizens to have enough and equal luck to build livelihood.

There were 57,300 staff, 29,960 females, equivalent to 52.3 percent, among them, 44,875 were teaching staff, decreased by 39 staff, 26,189 females, increased by 267 staff.

There were 10,200 two-class-two-shift teachers, 4,772 females; 2,661 combined-two-classes teachers, 920 females; and 94 combined-three-classes teachers, 13 females, and 11,291 contracted general knowledge teachers, 6,936 females.

Need of qualified teachers remains a challenge, which must be solved in the following years.

Implementation of Programs and Actions

Budget of Public School Operation Fund

The Ministry has:

- Provided Public School Operation Fund
 - State's budget of 78,401,372,900 riels, implemented 78,214,587,400 riels, equivalent to 99.8 percent;
 - Budget from Development Partners of 14,006,734,800 riels, implemented 100 percent.
- Given training on Financial Procedures and Information Technology System for Managing Public School Operation Fund to 1,055 Schools;
- Provided Budget for School Feeding Program by Using Community Agricultural Products to 205 schools, with State's budget credit of 7,072,832,400 riels, implemented 3,322,666,470 riels, equivalent to 47 percent, and Development Partner Credit of 181,029,880 riels, in cooperation with World Food Program;
- Provided budget for scholarship program to poor and disadvantage students at an amount of 29,575,100,000 riels, implemented 29,334,720,000 Riels, equivalent to 99.2 percent;
- Encouraged all schools to transfer money via banking system;
- Recommended each school to prepare Annual Operational Plan and Annual Budget Plan, directly prepared with participation of stakeholders. All incomes from various sources and expenses must be

recorded in Accounting List via Computer System in accountable manner. Schools had a widely posted Table of Transparency.

This encourages schools to improve their Budget Management System, especially Financial Autonomy, based on achievement of the school's policy and quality of students' studies in accountable manner.

School Infrastructure and Supply

The Ministry has:

- Built 3 new school buildings with 21 rooms, 3 toilet buildings with 15 rooms, 3 water reservoirs or pump wells in Takeo, Banteay Meanchey provinces and the Capital;
- Built one office building with 3 rooms at Punley Primary School, Phnom Srok district, Banteay Meanchey province;
- Repaired and renovated 3 school buildings with 25 rooms in Kandal province and the Capital;
- Repaired and renovated 2 school buildings with 28 rooms to be New Generation Schools, including Angkor Ban Primary School, Kang Meas district, Kampong Cham province, and **Samdech Preah Reach Akka Mohasei Norodom Monineath Sihanouk** Primary School in Oudong district, Kampong Speu province;
- Repaired and renovated 10 school buildings; of which 5 building in Prey Veng province, 5 buildings in Kratie province, and 8 library buildings, 3 of them in Prey Veng province and the other 5 in Kratie province, in cooperation with ChildFund Cambodia;
- Built 5 new school buildings with furniture, two of them in Battambang province, 2 in Kratie province, 1 in Prey Veng province, in cooperation with ChildFund Cambodia;
- Built 8 new library buildings and equipped them with reading books, study games and furniture, one of which in Battambang province and 7 in Kratie province, in cooperation with ChildFund Cambodia;
- Built 3 standardized kitchens and 3 standardized dinning buildings in Kampong Chhnang and Pursat provinces, in cooperation with Korea International Cooperation Agency and World Food Program;
- Supplied school administrative materials and equipment to 108 institutions, including 51 computers, 98 printers, 25 photocopy machines and 138 cabinets;
- Provided 580,657 packages of early grade reading materials to 2,300 schools in Siem Reap, Battambang, Kampong Thom, Kampot, Preah Vihear, Oddar Meanchey, Stung Treng and Kratie provinces;
- Built capacity of Officers in charge of State's Property on State's Property, with 237 participants, 43 females at Medium Level, in Provinces and Capital;
- Inspected State's Property of 225 Schools in Preah Vihear, Mondulkiri, Kratie, Stung Treng, Ratanakiri and Kampong Thom provinces;
- Produced 6,279 Teacher Guidebooks and distributed packages of materials for Grade-1 and Grade-2 Mathematics to School Principals, Teachers and Students; of which, there were 2,550 sets of teaching and learning materials, 34,155 work books, 123,372 student task book in Siem Reap, Preah Vihear, Oddar Meanchey, Kratie and Stung Treng provinces, in cooperation with Strengthening Teacher Education Programmes and UNESCO;
- Produced 2,200 Operational Guidebooks on First-Grade Pedagogical Consultation, and distributed them to Expert Pedagogical Advisor, School-Based Pedagogical Advisor, in cooperation with Strengthening Teacher Education Programmes and UNESCO;
- Produced and distributed Grade-2 Textbook on Khmer Literature to School Principals, Teachers and Students; among them, 2,310 Teacher Guidebooks, 3,400 sets of Student Aid books, 77,000 Reading Books in Preah Vihear, Kratie, Oddar Meanchey and Stung Treng Provinces, in cooperation with Strengthening Teacher Education Programmes and UNESCO;
- Produced packages of Kounsvachhlat work book for First Grade Mathematics (Group C with 4 books), and Grade 2 (Group T with 4 books), in cooperation with Strengthening Teacher Education Programmes of UNESCO and Open Institute.

This reveals the attention of the Royal Government and Development Partners to invest in school infrastructure to increase school admission.

Child Friendly School

The Ministry has:

- Accredited 5,424 Child Friendly School of Medium and Development Level according to criteria of digital system;
- Held workshop to reflect on the result of Child Friendly School Program from all provinces and capital, with 153 participants, 32 females in Prey Veng province;
- Implement Child Friendly Program in Context of Sustainable Development Goal No. 4 by using Application for Assessment of Child Friendly School and Strategic Plan;
- Built Capacity of Applying Positive Disciplines and Effective Classroom Management to Group of Trainers and Monitors at Municipal, District and Khan Levels, School Principals and Teachers; among them, there were 6 districts, 288 schools 392 School Principals and 2,154 Teachers in Battambang, Kampong Speu and Prey Veng Province, in cooperation with UNICEF;
- Published 7,990 Books of Positive Disciplines for Teachers and School Principals;
- Help Orientation Workshop on Applying Self-Assessment of Child Friendly School in order to make School Development Strategic Plan on Internet (on Website), with 392 participants, 68 females, in Stung Treng, Kratie, Kampong Thom, Kampong Cham, Battambang, Pursat, Koh Kong, Preah Sihanouk, Prey Veng, Banteay Meanchey, Siem Reap, Svay Rieng, Kampong Chhnang, Kampong Speu and Takeo Provinces, in cooperation with UNICEF;
- Prepared Instruction on Child Protection in Schools (Piloting at Target Schools) in cooperation with Save the Children Cambodia, ChildFund Cambodia, World Vision, Plan International Cambodia and UNICEF.

This shows that the Ministry has paid attention on the rights of the child, especially child safety and protection in schools in an equitable manner.

New Generation Schools

The Ministry has:

- Cooperated with Development Partners in order to apply it at **Hun Sen** Anuwath Primary School in Kampong Cham municipality, Kampong Cham province; Svay Prohout Primary School, Svay Chrum district, Svay Rieng province; Angkor Ban Primary School, Kang Meas district, Kampong Cham province, and **Samdech Preah Reach Akka Mohasei Norodom Monineath Sihanouk** Primary School in Oudong district, Kampong Speu province;
- Built Capacity on Standard of Reading, Constructionist Learning, Cooperative Learning, Using Level of Questions, Teaching and Learning via Tablet Program on Khmer Literature and Mathematics, Using ICT, Reading Coach and Career Pathway for 105 School Principals and Teachers, 58 Females, in Kampong Speu, Kampong Cham and Svay Rieng Provinces;
- Built Capacity on Teaching Methodology and Using Packages of Materials for Early Grade Mathematics for 105 School Principals and Teachers, 58 Females, in Kampong Speu, Kampong Cham and Svay Rieng Provinces;
- Built Capacity on Teaching Methodology, Subject Club and Life skill to be Mainstreamed in Studies for 105 Teachers, 58 Females, in Kampong Speu, Kampong Cham and Svay Rieng Provinces;
- Repaired 32 study buildings, arranged 2 libraries, provided 60 tablets, 58 set of teaching materials, 10 LCDs, 3 televisions to libraries, equipped study buildings, libraries and offices with CCTV for Angkor Ban Primary School and **Samdech Preah Reach Akka Mohasei Norodom Monineath Sihanouk** Primary School in Kampong Cham and Kampong Speu provinces.

The 4 Primary Schools above had 2,184 students, 1,074 females.

The application of New General Schools has so far responded to Education Sector Reform in accordance with new context.

Whole-Day Learning and Teaching at Primary Education

The Ministry has:

- Issue Prakas on Accreditation of Whole-Day Teacher at Kork Kreul, Trapaing Svay and Daun Ov Primary Schools in Angkor Thom District, Siem Reap Province, and Angkor Ban Primary School in Kang Meas District, Kampong Cham Province;
- Piloted whole-day teaching and learning at Daun Ov, Trapaing Svay and Kork Kreul Primary Schools in Siem Reap Province, and Angkor Ban Primary School, Kampong Cham Province, by providing lunch to students;
- Applied whole-day teaching and learning, by using budget of equitable fund of students' parents or students' guardians at Kumrou Krong Primary School and Kiri Sovann Vong Primary School in Kampong Chhnang province, and Anuwath Krong Preah Vihear Primary School and Rong Roeung Primary School in Preah Vihear Province;
- Monitored the Teaching and Re-Learning Processes for Phase 2 of Whole-Day Schools, and tested to assess the study result of students in Grades 1, 3 and 6 on Khmer Literature and Mathematics in Kampong Cham, Kampong Chhnang, Preah Vihear and Siem Reap Provinces;
- Given allowance of 60 percent per month in addition to salary to schools piloting whole-day teaching and learning and budget package for supporting the process at an amount of 20 million riels per school per year in Siem Reap and Kampong Cham provinces;
The 8 Primary Schools above had 5,236 students, 2,501 female.

This has increased the number of class hours and helped promote quality study result, with the participation and support from the community.

School-Based Management

The Ministry has:

- Built Capacity on School-Based Management for National Teacher Trainers in order to Help other 160 Target Schools regarding the Forming of School Management Committee, Conducting Tests for Student Assessment and Preparation of School Development Plan, with 130 Participants, 24 Females in Siem Reap Province;
- Built Capacity on Questionnaires related to Students' Studies, with 81 Participants, 7 Females, in Oddar Meanchey Province;
- Provided training to School Management Committee in 15 Districts, 24 Schools, with 347 Participants, 93 Females, in Battambang, Siem Reap, Kampong Thom, Preah Vihear and Oddar Meanchey Provinces;
- Prepared Action Plan and Budget Plan of the State and Development Partners for Expanding the Implementation Target in 2021 and the Following Years in All Provinces and the Capital;
- Arranged a Work Group for Consultation on School Based Management with Compositions of National and Sub-National Education Staff, with 587 Participants in All Provinces and the Capital;
- Compiled Instructions on Implementation of Eco-Friendly School Program for Content Examination and Giving Input before Publication;
- Built Capacity on Implementation of Eco-Friendly School Program for National Officers and School Management, with 64 Participants, 10 Females;
- Built Capacity on Progress Checking, Teacher Assessment for School Management, Teacher Training Center and Teacher Education College, with 34 Participants, 8 Females;
- Built Capacity on Direct Coach Skill and Teacher Assessment for Group of Trainers and Monitors, Officers of Department of Education, Offices of Education and School Management, Teacher Training Center and Teacher Education College, with 61 Participants, 12 Females;
- Held Meeting for Sharing experience in relation to the Implementation of Eco-Friendly School Program from School who Won Eco-Friendly School Awards to School Management, Teacher Training Center and Teacher Education College, with 22 Participants, 6 Females;

- Built Leadership Capacity in response to Gender Equality to Teachers, School Management, Teacher Training Center and Teacher Education College, with 40 Participants, 11 Females;
- Provided Small-Scale Budget for Implementing Eco-Friendly School Program to 13 Schools, 2 Regional Teacher Training Centers and 2 Teacher Education Colleges;
- Celebrated World Environment Day via Social Media, through Promotional Video on Making School Becomes an Eco-Friendly one, and compiled contents for inserting into sets of eco-friendly school promotional materials, with 18 participants, 2 females;
- Held a Reflection Meeting on Teacher, Trainer, Gender and Eco-Friendly School Assessment to Center Management, and Checking Teacher and Trainer Assessment Forms for Internal Quality Assurance Group of the Center Management and Teacher Education College, with 18 Participants, 7 Females;
- Strengthened Quality of Education and Environment and School Self-Assessment of 50 Schools for 1,912 School Principals, Teachers and Communities, 1,178 Females, and Arranged 67 School Management Committee, in cooperation with Save the Children Cambodia;
- Revised Indicators of Information Package for Citizens in order to implement Social Accountability Plan Phase 2 (2019-2023);
- Put supporting project of Social Accountability Implementation Plan Phase 2 and Social Accountability Work Promoting Campaign into Practice;
- Accelerated Governance Reform by decentralizing power to locality in order to provide public services in timely manner, for the best interests of citizens and national construction;
- Implemented decentralization of power to school to ensure that every child and youth go to school, students have good and better capacity and pursue their studies until finished educational levels and are qualified for making a living;
- Strengthened School-Based Management Program, which transferred power from central level to schools and communities because they were aware of true problems, and School-Based Management would make those schools and communities become the ones who seek measures, make decision on solving problems and studies of students in timely manner, and develop schools to respond to people's needs in localities, income generation, decision making for students' study results, school development and use of revenue in maintaining and building capacities of teachers and school principals for them to have working capacity as in advanced countries;
- Built Capacity on Participatory School Self-Assessment, by using Tools of Quality Study Framework, for school principals, teachers, School Management Committee, Children's Council and Communities, with 2,125 participants, 1,041 females, in Kampong Cham, Tbaung Khmum, Kampong Chhnang, Pursat and Koh Kong provinces, in cooperation with Save the Children Cambodia;
- Arranged School Development Committee for 70 Schools of the 70 Target Schools of the Projects, in cooperation with Save the Children Cambodia;
- Arranged 236 Classroom Committee to help schools and equip materials, purchase electric wire, arrange classroom floor for 65 classrooms, given 5 boxes of masks, 216 liters of alcohol, 70 fabric masks and 3 temperature scanners, in cooperation with Save the Children Cambodia;
- Prepared list of children borrowing books and recorded number of children who went to read books, and 20 libraries had been renovated, by adding many new novels, in cooperation with Save the Children Cambodia.

This has helped strengthen school autonomy, community involvement and accountability and students' study result.

Strengthening Teaching and Learning Methodologies

The Ministry has provided capacity building on:

- Teaching Methodology and Using Packages of Materials for Grade-1 Mathematics for the 2nd Semester, for 262 School Principals, Technical Supporting Teachers and Grade-1 Teachers, 132 females, at Piloting Stage in Siem Reap Province, in cooperation with Strengthening Teacher Education Programmes in Cambodia and UNESCO;

- Teaching Methodology and Using Packages of Materials for Grade-2 Mathematics for the 1st Semester, for 167 Technical Supporting Teachers and Grade-2 Teachers, 106 females, at Piloting Stage in Siem Reap Province, in cooperation with Strengthening Teacher Education Programmes in Cambodia and UNESCO;
- Teaching Methodology and Using Packages of Materials for Grade-1 Mathematics for the 1st Semester, for 981 School Principals, Technical Supporting Teachers and Grade-1 Teachers, 863 females, in Siem Reap Province, in cooperation with Strengthening Teacher Education Programmes in Cambodia and UNESCO;
- Mathematics Teaching Methodology for Grades 1 to 6 for a Group of 9 National Mathematics Teacher Trainers, 1 Female, and Compilation of Measures for Measurement and Geometry through Mathematics Study Result Promoting Program and Teaching (SMART), in cooperation with VVOB;
- Piloting Draft Mathematics Teaching Methodology at 11 Schools for 98 Teachers and School Management, 77 Females, in Battambang Province, in cooperation with VVOB;
- Improvement of Packages of Materials for Early Grade Reading, for Grades 1 and 2, for Teachers, National Trainers, School Principals and Stakeholders, in districts of some provinces, under Komar Rien Komar Cheh Program, which is a national and early-grade program, with 6,707 Participants, 3,865 Females, at All Primary Schools in Kampot, Kratie, Kampong Thom, Stung Treng, Siem Reap, Oddar Meanchey and Preah Vihear Provinces, in cooperation with United States Agency for International Development, Strengthening Teacher Education Programmes in Cambodia, UNESCO, World Education, Save the Children Cambodia, Room to Read and World Vision;
- Reading Coach to help teachers on implementation of Packages of Materials for Early Grade Reading at 2,300 Schools in 68 Districts, with 267 Participants, 93 Females, in Siem Reap, Battambang, Kampong Thom, Kampot, Preah Vihear, Oddar Meanchey, Kratie and Stung Treng Provinces;
- Consultation on Draft Consultation on Early-Grade Pedagogy, with 73 Participants, 45 Females, in Kampong Cham, Preah Vihear, Kratie, Stung Treng and Siem Reap Provinces, in cooperation with Teacher Education Program in Cambodia;
- Consultation on Early-Grade Pedagogy for National Trainers in order to Further Train Expert Pedagogical Advisors and School Pedagogical Advisors, with 2,205 Participants, 1,155 Females, in Kampong Cham, Kratie, Oddar Meanchey, Preah Vihear, Stung Treng, Kampong Thom and Siem Reap Provinces, in cooperation with Strengthening Teacher Education Programmes in Cambodia, UNESCO and UNICEF;
- Implementation of Package of Materials for Early Grade Reading and Mathematics in 39 Schools, 4 Districts in Battambang and Prey Veng Provinces, in Cooperation with ChildFund Cambodia;
- Technical Support for Mathematics Teaching Methodology, Way to Produce and Use Teaching Materials in 16 Schools, 118 Teachers, 81 Females; 2,695 Students, 1,317 Females, in Koh Kong Province, in Cooperation with VVOB;
- Technical Supporting Skill through Mathematics Study Result Promoting Program and Teaching (SMART) and Effectiveness of Classroom Management, by Focusing on Flexible Differentiation, Group Divisions and Positive Disciplines for 19 School Principals, 7 Females; and 170 Teachers, 93 Females; Compilation of Documents on Effectiveness of Classroom Management, by Focusing on 5 Topics: Flexible Differentiation, Group Divisions, Positive Disciplines, Time Management and Teaching and Learning Location Management in Kampong Cham and Kandal Provinces, in cooperation with VVOB;
- System for Monitoring Students' Studies for 264 School Principals and Teachers, 115 Females, in Siem Reap Province, in Cooperation with Strengthening Teacher Education Programmes in Cambodia and UNESCO;
- Issuance of 100 Copies of Instruction on Standardized Monthly Tests for Capital and Provincial Departments of Education at All Provinces and Capital, in Cooperation with Save the Children Cambodia;
- Formation of 20 Study Clubs and Provision of Counterpart Budget from the Community at an Amount of 1,500 Dollars to 2,671 Students, 1,506 Females, in Cooperation with Save the Children Cambodia.

This reveals that Foundation of Primary Education had been strengthened by Khmer Literature Study (reading-writing) and Early-Grade Mathematics, with aim to promote educational quality and students' study result.

Inclusive Education Program

Multilingual Education

The Ministry has:

- Implemented Multilingual Education Program at 87 Schools in 15 District for 231 Teachers, 84 Females, 4,765 Students, 2,360 Females, in Ratanakiri, Mondulhiri, Kratie and Stung Treng Provinces;
- Prepared the request for change and addition of some alphabets in order to fulfill the need for use by Tompuon, Kroeng, Prov, Pnong and Kavet, and provided Guidebooks for Teachers of Grades 1 to 3, in 204 book, to Multilingual Education Teachers in Ratanakiri and Kratie provinces, in cooperation with ICC;
- Provided Training on Teaching Methodology for Multilingual Classrooms for 126 Stakeholders and Teachers, 29 Females, and Given Training on Reading and Writing Teaching Methodologies, Lesson Plans and Classroom Management for 145 Teachers and Stakeholders, 48 Females, in Ratanakiri, Mondulhiri, Kratie and Stung Treng Provinces, in cooperation with UNESCO;
- Published 36,896 Basic Textbooks of Multiple Education of Grades 1 to 3 in Pnong and Kroeng Languages;
- Produced 468 Audio Clips of Teaching for Multilingual Education from Grades 1 to 3, 180 in Clips in Pnong, 144 clips in Kroeng and 144 clips in Tompuon in Ratanakiri and Mondulhiri Provinces, in Cooperation with UNICEF;
- Broadcasted and Rebroadcasted Audio Clips of Multilingual Education Teaching in Tompuon, Kroeng and Pnong Languages in 4 Radio Stations, and Distributed Task Papers to Students of Multilingual Education from Grades 1 to 3, in Ratanakiri, Mondulhiri, Stung Treng and Kratie Provinces, in Cooperation with UNICEF; in Cooperation with UNICEF, Care Cambodia, Cambodia, ActionAid Cambodia, iLEAD Education and iLEAD International;
- Monitored Multilingual Teaching and Learning in 22 Languages in 11 Districts in Ratanakiri, Mondulhiri, Kratie and Stung Treng Provinces, in Cooperation with UNICEF.

Study Acceleration

The Ministry has:

- Provided Capacity Building on Study Acceleration to 303 School Principals, Teachers and Stakeholders in Kampot, Kratie, Stung Treng, Kampong Thom, Banteay Meanchey, Koh Kong and Kampong Speu; in Cooperation with UNICEF and ActionAid Cambodia;
- Implemented Study Accelerating Program at 58 Schools in 21 Districts, for 97 Teachers, 33 Females, 2,449 Students, 1,094 Females, in Kampot, Kratie, Stung Treng, Kampong Thom, Preah Vihear, Banteay Meanchey and Koh Kong Provinces, in Cooperation with UNICEF;
- Monitored the Implementation of Study Accelerating Program at 58 Schools in Kampot, Kratie, Stung Treng, Kampong Thom, Preah Vihear, Banteay Meanchey and Koh Kong Provinces, in Cooperation with UNICEF.

Education for Children with Disabilities

The Ministry has:

- Provided Final Consultation on Identifying Documents for Children with Disabilities, with 44 Participants, 10 Females, in Kampong Cham and Battambang Provinces, in Cooperation with UNICEF;
- Provided Capacity Building on Inclusive Education to 485 Stakeholders and Teachers, 141 Females, in Siem Reap, Battambang, Prey Veng, Ratanakiri and Kampong Thom, in Cooperation with UNICEF;
- Provided Capacity Building on Aide Memoire for Educating Children with Intellectual Disability to 86 Stakeholders and Teachers, 31 Females, in Kampong Speu and Kampong Cham Provinces;

- Provided Capacity Building on Teaching Sign Language and Braille to 215 Stakeholders and Teachers, 54 Females, at Special Education High School and Integrated Classroom in Siem Reap Province;
- Provided Capacity Building on Assessment of Children with Disabilities, Methods for Teaching Children with Disabilities, and Teaching and Producing Materials for Teaching Children with Disabilities to 190 Officers of Provincial Department and Office of Education, Youth and Sports, and School Principals, 100 Females, in Cooperation with Save the Children Cambodia;
- Referred 13 Children with Disabilities, 5 Females, to Seek Various Services, including Eye Checkup, Glasses Giving, Receiving Health Supplement, and Created 30 Classrooms for Inclusive Education, in Cooperation with Save the Children Cambodia;
- Recruited and Trained 22 Special Education Teachers, 9 Females; including 11 Teachers for Deaf and Dumb, 6 Females, and 11 Teachers for Blindness, 3 Females, in the Capital;
- Opened Integrated Classrooms of Deaf and Dumb in 12 Classrooms, of 8 Schools, including 30 Students in Svay Rieng, Prey Veng, Preah Sihanouk and Kampong Chhnang Province;
- Opened Integrated Classrooms for Intellectual Disabled at 30 Schools, 51 Classrooms, 871 Students, 300 Females, in Kandal, Kampong Speu, Siem Reap and Kratie Provinces and the Capital;
- Authorized King Kid Private School to Practice Special Education for 205 Students with Intellectual Disability, 24 Females, in Khan Sen Sok, the Capital;
- Applied Special Education Program at 5 Special Education High Schools, with 748 Students, 310 Females; among them 181 were blinds, 72 Females, and 567 were deaf and dumb Students, 238 Females; 505 Primary School Students, 214 Females; among them, 413 were deaf and dumb students, 176 Females, and 92 Blind Students, 38 Females;
- Developed Sign Language and Braille Books, and Reading Books for Grade 1 on Khmer Literature for Implementation at the 5 Special Education High Schools;
- Built one dormitory building with 3 floors, equivalent to 12 rooms, 36 toilets at Kampong Cham Special Education High School, in cooperation with donors;
- Given allowance for 10 months per year for food, accommodation, fare for 733 blind and deaf and dumb students, 295 females, at an amount of 1,466,000,000 riels; of which, each student received 200,000 riels per month at the 5 Special Education High Schools;
- Received sponsors from generous persons at an amount of 47,036,550 riels, implemented 100%; of which, **Samdech Akka Moha Sena Padei Techo HUN SEN** sponsored 6,000,000 riels for Phnom Penh Thmey and Chbar Ampov Special High Schools; His Excellency **PHAN OUN**, the Director-General of Cambodia Import-Export Inspection and Fraud Repression Directorate-General, sponsored 34,036,550 riels, water and electricity services for Phnom Penh Thmey Special Education High School; Siem Reap Provincial Hall sponsored 7,000,000 riels for Siem Reap Special Education High School; **His Excellency KHIEU KANHARITH** sponsored 3,000,000 riels for Kampong Cham Special Education High School;
- Received sponsors of rice from generous persons; of which, 10 tons from **Samdech Techo** and 12 tons from Girl Khatteya for Phnom Penh Thmey Special Education High School; 10 tons from **Samdech Techo** for Chbar Ampov Special Education High School; 5 tons from **Samdech Pichey Sena TEA BANH** for Siem Reap Special Education High School; 12 tons from **Samdech Krala Hom SAR KHENG** for Battambang Special Education High School, and 1 tons from **His Excellency KHIEU KANHARITH** for Kampong Cham Special Education High School;
- Received sponsors of 1,200 masks, 108 student backpacks, 87 teacher backpacks, 20 big boxes of toys, 5 big boxes of sausage, Shredded Fish and dried meat from **His Excellency HUN MANET** for Phnom Penh Thmey Special Education High School;
- Received sponsors of 15 desktop computers, 1 LCD, 1 photocopy machine, 1 color printer, 30 laptops and 18 sound recorder from **His Excellency HOR NAMHONG** for Kampong Cham Special Education High School;
- Received sponsors of 3 tons of rice, 10 bulk of canned mackerel, 20 packs of fish sauce and soy sauce, 10 big boxes of Mama instant noodle, 20 boxes of soft drink, 10 boxes of pure drinking water, 4 footballs, 2 football nets and other food from **His Excellency SAR SOKHA** for Siem Reap Special Education High School;

- Built one new school building with 2 floors, equivalent to 8 rooms, 3 restrooms in Kandal province for Intellectual Integration Classroom at Anuwath Junior High School in Takhmao city, Kandal province, with aid from the Royal Government;
- Repaired one old school building with one floor consisting of 5 rooms, 3 restrooms at Bak Touk Primary School, in cooperation with Rabbit School Organization;
- Conducted eyes checkup for 77 students with low vision, 21 females, and given 78 assistive and optical devices; of which, there were 60 glasses, 18 magnifying glasses, 100 glasses with moveable lens, and 61 non-optical glasses to 4 Special Education High Schools, in cooperation with Krousar Thmey Organization and generous persons in Hong Kong;
- Conducted ears checkup and given 704 hearing aids for 470 deaf students, 119 females, at the 5 Special Education High Schools and Universities, in cooperation with Krousar Thmey Organization and ear physician specialists from France;
- Made film of sign language to be inserted into 100 video clips of distance learning for Grades 4 to 6 on Khmer Literature and Mathematics in the Capital;
- Given materials for preparing a place for making videos, camera, laptop, 55-inch smart TV, headlight and camera support at the Department of Special Education, in cooperation with CRS Organization;
- Given 200 packages of inclusive playing materials in Kampong Thom, Siem Reap, Prey Veng, Battambang and Ratanakiri provinces, in cooperation with Sipar Organization;
- Given 5 sets of 42-inch smart TV, 25 laptops, 25 mouses, 5 digital libraries, 270 novels and 50 ASEAN Books, in cooperation with Aide et Action Organization;
- Given 29 education books for blind and deaf and dumb persons in English to be kept in library for Pedagogical Students to do research at National Institute for Special Education;
- Produced and published 1,896 set of books for supporting the learning of children with low vision and have learning difficulties, in cooperation with RTI Organization;
- Made 25 short movies and 106 short articles in braille letters for Grades 1 and 2, in cooperation with RTI Organization;
- Given 51 new frameworks; of which, 15 for the National Institute for Special Education, 26 for the 5 Special Education High Schools and Takhmao Municipal Special Education High School, and 10 for the Rabbit School;
- Given Sub-Decree No. 31 S.E., dated March 16, 2020, on Modification to and Increase in Emolument for Civil Servants of 800,000 Riels Per Person Per Month for Special Addition to Salaries of Staff and Teachers at the National Institute for Special Education and the 5 Special Education High Schools;
- Adopted Prakas No. 120 EYS.P., dated January 27, 2020, on Appointment of Technical Council of the National Institute for Special Education;
- Adopted Prakas No. 306 EYS.P., dated February 27, 2020, on Promotion for Gifted Students;
- Monitored learning and teaching of inclusive education for deaf and blind students in 10 schools; learning and teaching at the 5 Special Education High Schools consisting of 20 classrooms in Kampong Cham, Siem Reap and Battambang Provinces and the Capital;

This clarifies that inclusive education has received greater awareness and wider support. Inclusive education made indigenous children, children with disabilities and overage children receive full learning opportunity.

Scholarship and School Feeding Programs

The Ministry has:

- Provided scholarship to 122,228 students, 54.2 percent; among them, there were 10,668 students, 52.7 percent were females, in grades 1 to 3, and 5,572 schools in 193 municipalities-districts-Khan in all capital-provinces;
- Provided food to 1,113 schools with 303,150 students, 49 percent were females; of which, breakfast and lunch by using agricultural products in the community were provided to 388 schools with 79,196 students, 49 percent were females, in Kampong Chhnang, Pursat, Battambang, Banteay Meanchey,

Siem Reap, Oddar Meanchey, Kampong Thom, Preah Vihear, Stung Treng and Kampong Cham provinces, in cooperation with World Food Program;

- Provided Capacity Building regarding TOUSAKs on Implementation of Scholarship Program for Poor Students at Primary Schools and Scholarship Student Management Information System for 574 members of Scholarship Management Committee at Capital-Provincial and Municipal-District-Khan Levels, 79 females, in 193 municipalities-districts-Khan in all capital-provinces;
- Provided Capacity Building regarding TOUSAKs on Implementation of Scholarship Program for Poor Students at Primary Schools and Scholarship Student Management Information System for 2 Local Scholarship Management Committees, consisting of 2,872 members, 652 females, in Kampong Cham, Tbaung Khmum, Mondulhiri, Kep Provinces and the Capital;
- Provided Capacity Building to School Feeding Management Committee at Provincial and District Levels and at School regarding Procedures for Selecting Suppliers and Using Management Information System for Selecting Suppliers of School Food, with 24 Members, 4 Females, of School Feeding Management Committee at Provincial Level; 32 Members, 4 Females, at District Level, 605 Members, 52 Females, at Local Schools;
- Made Clips on Procedures for Simple Way to Ask for Quote, School Feeding Program, buy using Agricultural Products in the Community;
- Accompanied the Delegate of Republic of Korea to Monitor the Implementation of School Feeding Program in Kampong Chhnang and Pursat Provinces, in cooperation with World Food Program;
- Checked stove and kitchen models and students in order to prepare a joint layout for implementing School Feeding Program in Kampong Thom, Siem Reap, Pursat and Kampong Chhnang Provinces, in cooperation with the Department of Construction and World Food Program;
- Monitored School Feeding Program at 112 Schools in 38 Districts of Kampong Cham, Banteay Meanchey, Pursat, Battambang, Siem Reap, Preah Vihear, Oddar Meanchey, Kampong Thom, Kampong Cham and Stung Treng Provinces, in cooperation with World Food Program;
- Distributed food (rice) to 205 schools for 4 times during Covid-19, with 51,222 beneficiaries, 52 percent were females, in Battambang, Banteay Meanchey, Siem Reap, Preah Vihear, Kampong Cham and Stung Treng provinces, supported by the budget of the Royal Government; and to 908 schools for 3 times with 203,161 beneficiaries, 52.5 percent were females, in Kampong Chhnang, Pursat, Oddar Meanchey and Kampong Thom provinces and some parts of Siem Reap province, in cooperation with World Food Program.

This has helped promote Nutrition Program for Health Support and Food Safety by using Agricultural Products in the Community for Children at School. Nutrition Program helps poor students at primary schools to pursue their studies until completion of their education level then be able to transition to another level.

Strengthening and Expansion of School Health Promoting Program

The Ministry has:

- Conducted health and physical fitness checkup for 355 student teachers, 225 females, in Kampong Speu, Prey Veng, Preah Vihear and Siem Reap provinces;
- Conducted eye checkup and vision measurement for 6,687 teachers and students, 3,087 females, in the capital, in cooperation with Brien Holden Vision Institute;
- Conducted oral health checkup and treatment for 233 students, 122 girls, at Chaktomuk Primary School in the capital, in cooperation with Group of Dentists of the University of Puthisastra and Dental University in New York City, the United States of America;
- Arranged health room and equipped first aid boxes and recorded comprehensive video of school health works activities, under the Presidency of **His Excellency the Academician HANG CHUON NARON** in cooperation with development partners and private sector;
- Disseminated Food Safety and Welfare Program at School, to teachers and students, with 2,100 participants, 798 females, in Kampong Cham, Kampong Chhnang, Preah Sihanouk and Kandal provinces and the Capital;
- Developed Guidebook on Safe Operation of Education Establishments in context of Covid-19, in cooperation with UNICEF and World Health Organization;

- Produced and Distributed Health Education Materials, including Videos and Banners on Prevention from Covid-19 at Education Establishments, in cooperation with UNICEF and World Health Organization;
- Provided Capacity Building on Safe Operation of Education Establishments in context of Covid-19 for 264 Teachers, 85 Females, in the Capital;
- Developed Capacity regarding Guidelines on Application of Minimum Conditions of Clean Water and Hygiene at Schools, with 338 Participants, 32 Females, in Kampong Cham and Prey Veng Provinces;
- Provided Capacity Building regarding Guidelines on Application of Minimum Conditions of Clean Water, Hygiene and Nutrition at Schools, with 339 Participants, 63 Females, in Kampong Cham, Stung Treng, Mondulhiri, Ratanakiri and Tbaung Khmum Provinces;
- Provided Capacity Building on Piloting the Use of Basic Textbooks on Health Education for Grades 1 to 4, with 116 Participants, 68 Females, in Kampong Cham and Kampong Chhnang Provinces and the Capital, in cooperation with Save the Children Cambodia and FIDR Organization;
- Celebrated Global Handwashing Day and Hygiene Day at Education Establishments, at **Samdech Hun Sen** Peam Chi Kang High School in Kang Meas District, with 100 Participants, 48 Females, in Kampong Cham Province;
- Workshop on Completion of Project of Establishment of School Health System in order to Promote Health Education, with 53 Participants, 22 Females, in Kandal Province and the Capital, in cooperation with the National University of Nagawa, Japan;
- Published 15,000 Books on Prevention of Harm caused by Illegal Drug Use to be Distributed to Education Establishment, in cooperation with Plan International Cambodia;
- Provided Capacity Building on Piloting Assessment Tools Carried out by World Food Program, with 50 Participants, 29 Females, in the Capital;
- Built 380 wash basins, provided 1,225 mobile hand washing supplies, built 19 reservoirs, erected 54 firewood saving stoves and repaired 18 kitchen, in cooperation with World Food Program;
- Built toilets, wash basins and clean water networks in 211 schools in provinces-capital, in cooperation with UNICEF, World Vision and Plan International Cambodia;
- Disseminated and Distributed 50,001 Books on Safe Operation of Education Establishments in context of Covid-19 at Education Establishments, in cooperation with UNICEF;
- Provided 576 temperature scanners, 4,486 hand washing supplies, and 52,232 pieces of 75-milligram soaps in 4 target provinces and the capital, in cooperation with USAID;
- Provided 11,412 temporary hand washing supplies, 33,119 20-liter water containers for handwashing, 14,425 14-litre water containers, 440,055 pieces of 75-milligram soaps, and packages of other 11 kinds of hygiene supplies and sanitizers, and 7,282 pieces of leaflets of Sanitization Protocol at Education Establishments, in cooperation with UNICEF;
- Distributed 2,256,605 pieces of leaflets and pictures of measles and rubella vaccinations to students, in cooperation with World Health Organization;
- Provided Albendazole to 3,083,205 students, 1,512,457 females, twice at educational establishments, in cooperation with the Ministry of Health;
- Provided first aid boxes to 5,859 schools, equivalent to 80.46 percent, increased by 26.96 percent; 145 schools, equivalent to 1.99 percent, increased by 0.76 percent, had health room.

This has helped promote health of students and education staff by instilling resistance in living in New Normal Pathway in the context of Covid-19.

Teacher Training

The Ministry has:

- Conducted examination for completion of training of Primary School Teachers 12+2 of the 37th batch, for 1,357 teachers, 939 females;

- Continued providing training for 1,890 student teachers, 1285 females; 1,296 of them, 871 females, for 12+2 of the 38th Batch in Year 1; 297 of them, 201 females, for 12+4 of the 1st Batch in Year 2; and 297 of them, 213 females, for 12+4 of the 2nd Batch in Year 1;
- Held Meeting on National Mathematic Working Group to Make Documents of Teaching Methodology and to make it via Electronic System, with 35 Participants, 7 Females, in the Capital, in cooperation with VVOB;
- Organized Program for Trainer and Teacher Support on Effectiveness of Classroom Management under the topic Technical Supporting Skill, with 81 Participants, 29 Females, via Zoom Application;
- Held Meeting on Geometry Teaching Methodology, Implementation of Eco-Friendly School and Group of Mathematic at National Level, with 66 Participants, 14 Females, via Zoom Application;
- Organized Program of Improvement of Course of Action and Teaching Methodology on Arithmetics, Measurement of Progress of Program Implementation, via Zoom Application, with 37 Participants, 15 Females, Kratie Teacher Education College and Diakonia Center in the Capital;
- Prepared National Framework of Curriculum for Master Degree in Education for Trainers at Teacher Education College, in cooperation with Strengthening Teacher Education Programmes in Cambodia and UNESCO;
- Organized Programs of Using Application, Methods for Teaching Grade-1 Mathematics, with 93 Participants, 35 Females, at Kampong Cham Teacher Education College;
- Organized Program for Observing Trainers and Teachers on Collection of Primary Data of Mathematics Teaching and Effectiveness of Classroom Management in Regional Teacher Training Center, Teacher Education College and Primary Schools, with 209 Participants, 165 Females in Kampong Cham Province;
- Organized Program of Sharing Experience on Mathematics Teaching, by Gathering Information for Making Documents of Teaching Methodology, with 30 Participants, 18 Females, in Battambang Province;
- Provided Capacity Building on Library Management Skill, with 58 Participants, 30 Females, at Royal University of Phnom Penh;
- Provided Capacity Building on Standard of School Principal, with 47 Participants, 5 Females, in Kampong Thom Province;
- Provided Capacity Building on Assess of Teacher's Work Performance, with 34 Participants, 5 Females, in the Capital;
- Provided Capacity Building on Implementation of Eco-Friendly School, with 34 Participants, 12 Females, in Svay Rieng Province;
- Provided Capacity Building on Electronic Teaching and Learning, with 59 Participants, 23 Females, in Kandal, Kampong Cham, Prey Veng and Svay Rieng Provinces;
- Provided Capacity Building on Making Documents of Arithmetic, with 12 Participants, 1 Female, in Kampong Cham Provincial Teacher Education College;
- Provided Capacity Building on Effectiveness of Classroom Management under the Topic Flexible Group Division and Differentiation for Management and Trainers via Zoom Application, with 367 Participants, 150 Females, in Regional Teacher Training Center and Teacher Education College of Kampong Cham and Kandal Provinces;
- Provided Capacity Building on Assessment of Teacher's Work Performance and Teaching Methodology on Arithmetic, with 52 Participants, 29 Females, at Svay Rieng Provincial Teacher Education College;
- Provided Capacity Building of Pedagogical Advisors and Applied Research Managers, with 31 Participants, 14 Females, in cooperation with Strengthening Teacher Education Programmes in Cambodia and UNESCO;
- Provided Capacity Building of Trainers at Provincial Teacher Education College on Using Education Book on Prevention of Human Trafficking and Teaching Course of Action for Grades 4-6, with 11 Participants, 8 Females;

- Provided Consultation on Classroom Management, with 69 Participants, 15 Females, at Kampong Cham Provincial Teacher Education College;
- Drawn up Detailed Curriculum of Khmer Literature at Primary Education for Training Teacher of Level 12+4 at Teacher Education College of Phnom Penh and Battambang, in cooperation with United States Agency for International Development;
- Drawn up Education Book on Prevention of Human Trafficking and Teaching Course of Action for Grades 4 to 6;
- Developed Qualification of 68 Trainers, 33 Females, of Teacher Education College, who came from Provincial Teacher Education College, to reach Bachelor's Degree in Education and pursue One-Year Study for Successful Graduation, in cooperation with Strengthening Teacher Education Programmes in Cambodia and UNESCO;
- Developed Qualification of 68 Trainers, 33 Females, to reach Bachelor's Degree in Education, and carry out Applied Research with Technical Support from Teacher Education School and Institute of Higher Education, in cooperation with Strengthening Teacher Education Programmes in Cambodia and UNESCO;
- Provided Capacity Building on Using Guidebook to Help the Use of Table for Teaching Khmer Literature, Mathematics, Sciences and Social Studies to Teacher Trainers of Grades 1 to 6, with 136 Participants, 75 Females, at Cha Primary School, **Hun Sen** Svay Pa-Em Primary School, **Hun Sen** Muk Da Primary School;
- Given Consultation on Development of Guidebook to Help the Use of Table and Mobile Education Document Resource Center for Grades 1, 3, 4 and 6, with 30 Participants, 12 Females, at Svay Prohout Primary School in Svay Chrum District, Svay Rieng Province;
- Provided Capacity Building on Methods for Teaching Khmer Literature and Mathematics, Early Grade Reading for Grades 2 and 3, Preparation of Test for 419 Officers of Departments of Education, Youth and Sports, and Offices of Education, Youth and Sports, School Principal and Teachers, 206 Females, in cooperation with Save the Children Cambodia;
- Provided Capacity Building on Child Protection and Use of Equipment for Monitoring Violence Against Children, with 260 Participants, 122 Females, in cooperation with Save the Children Cambodia.

This has helped promote qualification of trainers and develop teachers' capacities to respond to the context of digital education.

Curriculum Development

The Ministry has:

- Updated library statistics in all provinces and the capital;
- Drafted Document on Art Education for Students and Teachers of Grades 4 to 6;
- Drafted Document on Mainstreaming Climate Change into Curriculum of Grades 4 to 6;
- Supplied 3,380,544 basic textbooks in all provinces and the capital;
- Development of Aide Memoire of Teaching Methodology on English Language for Grades 4 to 6, Teaching Methodology on Dictation from Grades 1 to 6, Teaching Methodology on Local Life skill and Teaching Methodology on Mathematics for Primary Education which were connected to STEM Activities;
- Development TOUSAKs on Development of Curriculum and Book of Art Education for Students and Teachers of Grades 1 to 3, Aide Memoire for Learning and Teaching of Social Studies for Grades 3 to 6, and TOUSAKs on Evaluation of Curriculum at School Level;
- Provided Capacity Building on Using and Understanding about Need of Basic Textbooks, with 62 Participants, 12 Females, in Siem Reap Province;
- Provided Capacity Building on Orientation for Teacher Trainers about Curriculum, Basic Textbooks, Aide Memoire for Teaching Methodology on English Language for Grades 4 to 6, Disseminating and Enforcing Curriculum of Social Studies, with 118 Participants, 41 Females, in Siem Reap Province;

- Provided Capacity Building on Mainstreaming Banking Sector into Social Studies, Mathematics, Economy and Life skill, with 40 Participants, 0 Female, in Siem Reap Province;
- Provided Capacity Building on Sharing Experience and Understanding about Content of Constitution of the Kingdom of Cambodia, which had been Included into Curriculum, with 14 Participants, 3 Females, in Kampong Cham Province;
- Disseminated Aide Memoire on Teaching and Learning Sciences by mean of STEM for Grades 4 to 6, with 56 Participants, 23 Females in Kampong Speu Province;
- Disseminated Mine Education, various Dangers and Covid-19, with 6,636 Participants, 3,349 Females, in Pursat, Battambang, Pailin, Banteay Meanchey, Oddar Meanchey, Preah Vihear and Kampong Thom Provinces;
- Disseminated Standard of Library, with 224 Participants, 53 Females, in all Capital-Provinces.

This has helped encourage and promote the implementation of curriculum, basic textbooks and teaching methodology in new context.

Library

Schools have 4,488 libraries; among them, there were 673 buildings, 807 rooms, 807 with Principal's Office, 175 at the class corner classes and 80 mobile libraries.

The Ministry has:

- Celebrated the 5th National Reading Day on March 11, 2020, under the Topic "Reading for cognitive development, research and innovation" under the Presidency of **Her Excellency Kete Sangaha Bandith MEN SAM ORN, Deputy Prime Minister**, Minister of National Assembly-Senate Relations and Inspection, with 2,500 Participants, 1,348 Females, at the Institute of Technology of Cambodia;
- Announced results of 12 Winners of Article Reading, Poem Reading, Composition and Narration, 7 Females, in the Capital;
- Issued Regulations, including Invitation of Relevant Institutions, Decision for the National Reading Day Organizing Committee, Competition and List of Candidates;
- Drafted Operational Guidelines on Library Works at Primary Schools, in cooperation with Room to Read;
- Provided 18,940 books, 9 shelves, and distributed study materials to 4,400 students, in cooperation with the Japan Association of Charitable Organizations;
- Distributed 38,880 English Textbooks in Preah Vihear, Kampong Thom, Kratie and Preah Sihanouk Provinces, in cooperation with Room to Read;
- Received 2,366 readers, 1,393 females, registration of 75 books, 124 newspapers, 28 magazines at **Samdech Akka Moha Sena Padei Techo HUN SEN and Lok Chumteav** Library at Boeung Trabek;
- Held Workshop on Disseminating and Enforcing Curriculum of Social Studies at Primary School, with 41 Participants, 21 Females;
- Held Orientation Workshop for Teacher Trainers of Primary Schools on Curriculum, Aide Memoire for Teaching and Teaching Methodology on English Language for Grades 4 to 6, with 77 Participants, 20 Females;
- Held Workshop on Development of Aide Memoires for Learning and Teaching STEM Approach for Grades 4 to 6, with 56 Participants, 23 Females;
- Held a Discussion Meeting on Aide Memoires for Learning and Teaching Social Studies for Grades 3 to 6, with 40 Participants, 14 Females;
- Held a Workshop for Disseminating Standard of Library for Primary Education, with 224 Participants, 53 Females;
- Provided Capacity Building on Library Work, with 142 Participants, 67 Females, in Kampong Thom Province;

- Given Consultation about Documents on Housekeeping, with 52 Participants, 40 Females, in Siem Reap Province;
- Monitored TOUSAKs on Assessment at School Level, with 64 Participants, 52 Females in Prey Veng and Kampong Thom Provinces;
- Compiled statistics of 17 libraries in provinces and capital.

This has helped instill habits of reading, writing and encourage quality learning and teaching.

Distance Teaching and Learning and E-Learning

The Ministry has:

- Disseminated:
 - Instruction No. 23 EYS.IC., on Distance Learning and E-Learning of Kindergarten, Primary School and Secondary School Students, dated Friday, the 3rd day of the waxing moon, lunar month of Pisak, Lunar Year of Rat, Tousak, BE. 2563, falling on April 24, 2020;
 - Operational Instruction No. 29 EYS.IC., on Support for Distance Learning, dated Monday, the 3rd day of the waning moon of the 7th lunar month, Lunar Year of Rat, TOUSAK, BE. 2564, falling on June 8, 2020;
 - Instruction No. 36 EYS.IC., on Using Project Budget for Improving Higher Education to Support School Operation Fund at Public Primary and Secondary Schools, dated Tuesday, the 7th day of the waning moon of the 9th lunar month, Lunar Year of Rat, TOUSAK, BE. 2564, falling on August 11, 2020;
 - Instruction No. 38 EYS.IC., on Opening Primary Education Establishments for Phase 2, dated Tuesday, the 7th day of the waxing moon of the 10th lunar month, Lunar Year of Rat, TOUSAK, BE. 2564, falling on August 25, 2020;
 - Instruction No. 55 EYS.IC., on Opening Public Education Establishments for Phase 3, dated Tuesday, the 11th day of the waxing moon of the 12th lunar month, Lunar Year of Rat, TOUSAK, BE. 2564, falling on October 27, 2020;
 - Instruction No. 59 EYS.IC., on Opening Public Primary Education Establishments for School Year 2020-2021, dated Wednesday, the 11th day of the waning moon of the 12th lunar month, Lunar Year of Rat, TOUSAK, BE. 2564, falling on November 11, 2020;
- Produced Teaching Videos on Khmer Literature and Mathematics for Grades 1 to 3;
 - Produced 65 Video Clips, 33 of them for Khmer Literature and 32 for Mathematics, in Kampong Thom province, in cooperation with Strengthening Teacher Education Programmes in Cambodia and 3rd Global Partnership for Education;
 - Produced 180 Video Clips, 90 of them for Khmer Literature and 90 for Mathematics, in the Capital, in cooperation with Strengthening Teacher Education Programmes in Cambodia and UNESCO;
 - Produced 1,567 Video Clips, 1,016 of them for Khmer Literature and 551 for Mathematics, in the Capital, in cooperation with the World Bank;
- Produced 543 Homeworks on Khmer Literature for Grades 1 to 3; 173 of them for assessment, 370 for self-study on new subject, in cooperation with the World Bank;
- Produced 595 Teaching Videos on Khmer Literature and Mathematics for Grades 4 to 6, 305 of them for Khmer Literature and 290 for Mathematics;
- Drawn up 540 task papers for Khmer Literature and Mathematics for Grades 4 to 6; 277 of them for Khmer Literature and 263 for Mathematics;
- Monitored and supported reopening of Public Primary Education Establishment and Distance Learning via Electronic in Context of Covid-19, with 507 Schools, 96 Municipalities-districts-Khan, with 2,030 Participants, 873 Females, in All Provinces and Capital;
- Piloted Projects of Distance Learning and E-Learning in Context of Covid-19 to Support Children's Studies by Providing 45 51-Inch Smart TVs, 15 Rachel Tablets, providing Training on Rachel Usage,

- with 30 Participants, 13 Females, at 15 Schools in Svay Rieng Province, in cooperation with ChildFund Cambodia;
- Posted 368 live lesson videos on Krou Facebook Page of the Ministry of Education, Youth and Sports;
 - Prepared the inclusion of 505 videos with education contents on Official Facebook Page of the Ministry of Education, Youth and Sports;
 - Prepared the inclusion of 650 videos with education contents on Office Social Media of the Ministry of Education, Youth and Sports: on youtube.com/moeys;
 - Updated subdomains of elearning.moeys.gov.kh and https://beep.moeys.gov.kh/
 - Upgraded courses to become education levels, such as Primary School, Junior High School and High School; of which, each classroom had subjects in line with the Curriculum of the Ministry of Education, Youth and Sports;
 - Made Lesson Videos on elearning.moeys.gov.kh for 6 courses, from Grade 1 to 6, Sign Language Session and Literacy Session, with 258 videos, with 4,601 participants using their personal accounts;
 - Entered into a Memorandum of Understanding with the Ministry of Information, dated April 8, 2020, in Principle of Promoting Distance Learning and E-Learning Programs on National Television of Kampuchea and App of the Ministry of Information;
 - Disseminated 280 Teaching Videos and 3,000 Exercise Videos for E-Learning, in cooperation with Good Learning General Incorporated Association) E-Learning on Website <https://km.khanacademy.org/>, with aim to promote studies for students in Grades 1 to 6 on Khmer Literature and Mathematics during Prevention of the Spread of Covid-19;
 - Provided 380 boxes of masks, 18,604 fabric masks, 3,415 bottles of hand gel, 191 bottles of alcohol, 152 liters of alcohol and 70 soaps to 70 schools, in cooperation with Save the Children Cambodia;
 - Carried out promotional campaign, taken preventive measures to prevent Covid-19 through voice message, pictures and videos, in cooperation with Save the Children Cambodia;
 - Provided capacity building on using ICT and social networks, including Telegram, Microsoft Teams, Zoom and Messenger to serve distance working, distance learning and training for education officers and teachers of provincial, district and school Levels in Kampong Cham, Tbaung Khmum, Kampong Chhnang, Pursat and Koh Kong provinces, in cooperation with Save the Children Cambodia.

This reveals the attention paid to students' studies in a gentle and flexible manners, by using a variety of way in the context of Covid-19, and applying New Normal in education sector.

Monitoring and Evaluation

The Ministry has:

- Provided capacity building on using from and report making on student assessment test at national level for Grade 3, with 49 participants, 9 females, in Kampong Speu province;
- Provided capacity building on conducting Grade-1 Reading Assessment Test, with 49 participants, 9 females, in the capital;
- Provided Capacity Building on Implementing Child Friendly School Monitoring and Evaluation Program via Mobile Device and System of School Strategic Development Plan on Internet (Website) in the capital, in cooperation with Open Institute;
- Provided Capacity Building on Collecting Inputs, Improving Documents on Enforcing Roles and Duties of Stakeholders in Education Quality Assurance Inspection System, with 117 participants, 20 females, in Kampong Cham, Prey Veng, Kampong Chhnang, Takeo, Battambang, Siem Reap Provinces and the Capital;
- Provided Capacity Building on School Assessment via Electronic System, Techniques for Information Collection and Data Management in line with Guidelines on Child Friendly Tablets in 9 Provinces, 57 Municipalities-Districts, with 1,419 Participants, 206 Females;
- Given Consultation on Questions for Grade-6 Student Assessment Test at National Level, with 41 Participants, 4 Females, in Takeo Province;

- Given Consultation on Report on Early-Grade Reading Assessment Test, with 25 Participants, 3 Females, in Kampong Cham Province, in cooperation with UNESCO and KAPE;
- Given Consultation on Project Piloting Report on Assessment Improvement for Everyone, with 80 Participants, 38 Females, in Kampot Province;
- Given Consultation on Creating Information Collecting Tools for Distance Learning and E-Learning, with participation of General-Inspectorate, Department of Primary School and Department of General Secondary Education;
- Given Consultation on Improvement of Aide Memoire for School Inspection in order to Strengthen Capacity of Inspection Officers at 581 Schools, with 53 Participants, 4 Females, in Preah Vihear, Tbaung Khmum, Banteay Meanchey and Pailin Provinces and the Capital;
- Given Consultation on Report on Assessment Test of 21st Century Skills, with 31 Participants, 6 Females, in Prey Veng Province;
- Given Consultation on Report on Assessment Test of Grade-3 Students on Khmer Literature and Mathematic, with 78 Participants, 15 Females, in Kampong Chhnang Province;
- Conducted National Assessment Test of Grade-3 Students on Khmer Literature and Mathematic at 230 Schools in Provinces and Capital;
- Conducted Assessment Test of South-East Asian Students and Data Analysis as well as Making Test Reports at 179 Schools in All Capital-Provinces, in cooperation with UNICEF;
- Collected Data on Early-Grade Reading Assessment Test for Grade 1 at 200 School by Strengthening Teacher Education Programmes in Cambodia
- Disseminated Result of Grade-3 Assessment Test and Enforcing Student Assessment at Sub-National and School Levels in Response to National Student Assessment in 15 Municipalities-Districts, with 1,043 Participants, 254 Females, in Battambang, Siem Reap and Takeo Provinces, in cooperation with UNICEF;
- Disseminated Student Assessment Framework and Drawing up Standard Test Questions at School Level, with 48 Participants, 7 Females, in Kampong Chhnang Province, in cooperation with Save the Children Cambodia;
- Held Meeting of Management and Leading Committees of Education Assessment System; as a results, had found solution in response to the 10-Point ESA-PLM Result and official disseminated the Student Assessment Result from the distance at Regional Level, led by His Excellency the Academician **HANG CHUON NARON**, with 34 Participants, 3 Females, in the Capital;
- Reviewed Curriculum, Contents and Meaning of the Lessons for Training Education Inspectors, with 14 Participants, 4 Females, in the Capital;
- Monitored the Progress of Implementation of Education Quality Assurance System in Takeo, Stung Treng, Siem Reap, Battambang and Tbaung Khmum Provinces;
- Monitored Distance Learning and E-Learning, focusing on Award-Winning Schools, Good Schools and Good Principals, Samples selected for filling out Assessment Questionnaires consisted of 17 School Principals and 673 Teachers in Provinces and Capital;
- Strengthened Capacity of Education Inspectors and Technical Group Leaders in conducting Student Assessment Test and Work Performance Assessment in response to Education Reform on Prioritized Points, with 102 Participants, 27 Females, in Kampong Cham Province;
- Strengthened Capacity of Inspection Officers on Harmonizing School Inspection Tools with Due Date and School Management Tools, Child Friendly Schools Program and School Quality Standard, with 22 Participants, 4 Females, in the Capital;
- Workshop on Overall Performance Summary of Inspection with Limited Time and Result of Inspection Reports according to Topic, with 125 participants, 12 females, in Kampong Cham province;
- Inspected and conducted feasible study and equipped computer rooms at Tapen Primary and Secondary Schools, located in Sras Khvay village, Tbeng commune, Banteay Srei district, Siem Reap province;
- Monitored distance learning and teaching at school to ensure that education could be performed while school were temporality closing during transitional period, caused by Covid-19, under the Leadership

of His Excellency the Academician **HANG CHUON NARON** in Kandal and Kampong Chhnang Provinces;

- Handed 30 computers to support learning and teaching at Wat Bo Primary School and 25 computers at Banteay Srei Primary School, in cooperation with Kompi Company in Siem Reap Province;
- Conducted Grade-4 Student Assessment at 26 Schools and Showed that Children up to 73 Percent, 81 percent were females, passed Khmer Literature Test in 2020, while the result for 2019 showed that there only 63 percent, 72 percent were females, in Kampong Cham, Tbaung Khmum, Kampong Chhnang, Pursat and Koh Kong, in cooperation with Save the Children Cambodia.

This has helped make improvements to issues that happened in education establishments in timely manner.

Rate of Student Flow

Rate of Student promotion decreased to 85.7 percent, 87.9 percent of female and 83 percent of male; repetition rate increased to 7.0 percent, rate of female decreased to 5.3 percent while rate of males increased to 8.7 percent. Rate of school drop out increased to 7.3 percent, female had 6.8 percent, and the male remained at 7.7 percent.

Table 5: Student Flow Rate

Description	Flow Rate (Total)			Flow Rate (Female)			Flow Rate (Male)			
	Promoted	Repeated	Drop Out	Promoted	Repeated	Drop Out	Promoted	Repeated	Drop Out	
2019-20	National	85.7	7.0	7.3	87.9	5.3	6.8	83.6	8.7	7.7
	Urban	87.3	5.8	7.0	89.4	4.3	6.3	85.3	7.1	7.5
	Rural	85.4	7.3	7.3	87.6	5.5	6.9	83.3	9.0	7.7
2018-19	National	86.9	6.3	6.8	89.5	4.7	5.9	84.5	7.8	7.7
	Urban	89.5	4.8	5.7	91.9	3.4	4.7	87.2	6.1	6.7
	Rural	86.4	6.6	7.0	89.0	4.9	6.1	83.9	8.2	7.9

Note: This Rate of Student Flow did not include Private School.

Graduation Rate

The graduation rate was 87.4 percent, 91.6 percent of female and 83.4 percent of male.

Table 6: Graduation Rate

Description	Graduation Rate for 2019-20			Graduation Rate for 2020-21		
	Total	Female	Male	Total	Female	Male
National	88.2	92.7	84.1	87.4	91.6	83.4
Urban	94.0	98.7	89.7	93.9	98.3	89.8
Rural	86.7	91.0	82.7	85.7	90.0	81.7

Note: This Rate of Student Flow does not include Private School.

A.2 Ensuring Effective of Leadership and Management of Education Staff of All Levels

Education Staff

The Ministry has:

- Deployed 18 teachers, 13 females, from school with teacher surplus to school with teacher shortage;
- Deployed 1,618 Newly-Graduated Primary School Teachers, 1,053 Females, to school in need of teachers.

Incentive for Education Staff

The Ministry has:

- Announced the Appointment of 1,818 Teachers of Primary Education Level, 1,274 females; among them, 1,618 were Primary School Teachers, 1,053 Females, equivalent to 65.1 percent, and 200 Kindergarten teachers; 194 percent, equivalent to 97 percent;
- Full-fledged Appointed 2,001 Teachers, 1,336 Females, in Framework of Primary Education;

- Announced the Promotion of 24,728 Primary Education Teachers, 11,247 Females, 45.5 Percent;
- Implemented the salary disbursement via internet system twice a month;
- Provided incentive for officers on maternity leave, especially contracted officers;
- Provided Legion of Honor to Education Staff at All Level Every Year;
- Assessed Good Principal, Good Teachers, Good Schools, Good Teachers for Grades 1 to 3 and Eco-Friendly School.

This has encouraged and motivated education staff to perform their works with professional conscience.

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

Indicators		Unit	Actual	Target	Actual	Status
			2019-20	2020-21	2020-21	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning for all						
Sub-sector Objective 1: Improve participation until the last grade of primary education, and completion of primary education for all children, especially from disadvantaged groups						
1	Net admission rate	%	96.4*	97.2	87.4*	↓
	Male	%	96.5*	97.2	86.8*	↓
	Female	%	96.3*	97.1	88.0*	↓
2	Net enrolment rate	%	97.3*	98.2	91.9*	↓
	Male	%	96.8*	98.1	91.0*	↓
	Female	%	97.9*	98.6	92.3*	↓
3	Dropout rate	%	6.8**	3.1	7.3***	↓
	Male	%	7.7**	3.4	7.7***	↓
	Female	%	5.9**	2.6	6.8***	↓
4	Repetition rate	%	6.3**	5.3	7.0***	↓
	Male	%	7.8**	6.2	8.7***	↓
	Female	%	4.7**	3.8	5.3***	↓
5	No. of districts with primary education repetition rate less than or equal ≤10%	No	183**	179	170	↓
6	Completion rate at primary education	%	88.2*	84.8	87.4*	↑
	Male	%	84.1*	82.6	83.4*	↑
	Female	%	92.7*	89.2	91.6*	↑
7	Survival rate at primary education	%	78.1 **	83.6	80.2 ***	→
	Male	%	73.4 **	81.3	75.7 ***	→
	Female	%	83.1 **	86.2	85.2 ***	→
8	Transition rate from primary to lower secondary education	%	85.0**	87.8	84.3***	↓
	Male	%	81.5**	85.5	80.1***	↓
	Female	%	88.6**	90.0	88.5 ***	→
9	% of new Grade 1 students with pre-school experience	%	71.3	70.7	74.5	↑
10	% of child-friendly schools at intermediate and developed levels	%	74.3****	82.9	79.3 ****	→
11	% of primary schools with access to electricity	%	88.1	58.8	84.9	↑
12	% of primary schools meeting WASH standards					
	Star 1	%	40.6	50.6	36.0	↓
	Star 2	%	31.0	23.4	38.6	↑
	Star 3	%	2.4	1.6	33.0	↑
13	% of primary schools with:					
	Latrines	%	99.3	93.2	100	↑
	Safe water	%	90.4	62.1	89.6	↑
	Hand-washing facilities	%	74.7	61.7	81.2	↑
	First aid boxes	%	53.5	57.6	57.8	↑
14	No. of primary students receiving food at school	No	52,130	40,000	53,737	↑
15	No. of scholarship students in primary education	No	110,156 (2018-19)	97,000	122,228 (2019-20)	↑
16	No. of multilingual education teachers	No	219	231	231	↑
17	No. of teachers trained in the special education diploma course each year at the National Institute of Special Education	No	20	22	22	↑
Sub-sector Objective 2: Improve the availability of quality inputs in primary education						
18	Pupil-teacher ratio	Ratio	45.1	48	44.8	↓
19	% of primary teachers qualified according to national standards (upper secondary certificate +2)	%	79.0	76.0	75.0	↓
20	No. of primary teachers trained on					
	EGRA package	No	2,025**	3,500	4,100***	↑
	EGMA package	No	856**	3,500	2860***	→
	Other training	No	2,500**	3,000	3,500***	↑
21	% of primary teachers who complete BA through teacher educa-	%	Training	3.0	Training	↑

Indicators		Unit	Actual 2019-20	Target 2020-21	Actual 2020-21	Status
	tion courses		297		594	
22	% of primary school students receiving one set of textbooks	%	98.0	96.0	98.2	↑
23	No. of primary schools with a computer per ROOM for students	No	31	220	76	→
24	No. of primary schools with a standard library	No	1,883	2,800	1,427	↓
Policy 2: Ensure effective leadership and management of education staff at all levels						
Sub-sector Objective 3: Strengthen implementation of primary school standards through school-based management						
25	No. of school principals trained in SBM per year	No	530	500	00	↓
26	No. of public primary schools fully competent in SBM	No	160***	260	160***	→

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

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

*** School Year of 2019-2020

**** Exclude incomplete primary schools

C. Challenges

Along with the achievements, some challenges required efforts to solve them. Those challenges included:

- Implementation of School-Based Management is at Small Scale in comparison to Primary Schools throughout the Country;
- Shortage of teachers for schools in remote area and faced difficulties;
- Problems of teacher surplus and teacher shortage at schools;
- Shortage of Teachers of Grades 1 and 2, Librarians and Library Specialist;
- Capacity of teacher was limited regarding knowledge, teaching methodology, experience and classroom management;
- Regarding Implementation of School Feeding Program, only small amount of food could had been cooked, leading to budget implementation achieved 47 percent of the total budget;
- Management of Scholarship Statistics and Data was late;
- Lack of infrastructure and electronic device;
- Lack of clean water, toilet, toilet usage and maintenance, hygiene supplies, especially hand washing supplies, sanitizers and documents of health education at schools;
- Loss of study time of students and student teachers.

2.2.3 SUB-SECTOR: SECONDARY AND TECHNICAL EDUCATION

A. Achievements

A.1. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

For 2020-2011, there were 1,800 public secondary education establishments, increased by 9; of which, there were 1,256 junior secondary schools, decreased by 1; and 554 high schools, increased by 10 (50 resource high schools and 5 special education high school), 520 high schools consisting of grades 7 to 12, increased by 10, and 34 of grade 10 to 12.

There were 249 private secondary education establishments, decreased by 9; of which, there were 62 junior high school, decreased by 25, and 187 high schools, decreased by 16; 182 high schools consisting of grades 7 to 12, increased by 15, and 5 of grade 10 to 12, increased by 1.

114 out of 1,646 communes-Sangkat, equivalent to 6.92 percent, were yet to have junior high schools (decreased by 1 commune-Sangkat); among them, 46 Sangkat in the capital were not required establish junior high school, and 26 communes in Ratanakiri Province did not require junior high school establishment. 2 out of 203 districts, equivalent to 0.98 percent, were yet to have high school, including Borey O Svay Sen Chey, Stung Treng District and Koh Rong Municipality in Preah Sihanouk Province, due to geographical and demographic conditions.

The Ministry has:

- Built 2 study buildings for high schools with many students, with 2 floors, equivalent to 20 rooms, 2 toilets equivalent to 10 rooms and 2 wells;
- Been in progress of building 44 teacher houses with 132 rooms;
- Constructed 14 resource buildings with 2 floors in 14 provinces, and 5 study buildings, equivalent to 25 rooms, 5 toilet buildings equivalent to 15 rooms, and 5 wells for Junior High Schools who were being prepared to upgrade to High Schools of the Upper Secondary Education Development Project;
- Repaired study buildings with 72 rooms, teacher's house with 4 rooms, newly constructed 5 rooms, repaired 24 rooms, at 11 places of 6 provinces in remote area of the Upper Secondary Education Development Project;
- Transformed classrooms to be multipurpose rooms at 25 resource high schools of the Upper Secondary Education Development Project 2;
- Been in progress of constructing 17 resource buildings with 2 floors, and 23 study buildings, equivalent to 299 for high schools with many students, 5 teach houses, equivalent to 15 rooms, 32 toilet buildings, equivalent to 160 rooms, in Kandal and Kampong Cham provinces and the capital of Assistance Project of People's Republic of China;
- Repaired 1 study building with 6 rooms at one junior high school, and arranged drainage system at another high school, and renovated infrastructure of study building at two high schools;
- Constructed one study building with 6 rooms, 1 toilet building with 5 rooms, at one high school of General Education Improvement Project (GPE);
- Education Sector Reform Program supported by European Union (EU-ESRP) would conduct study on construction plan of 18 junior high school and high schools;

100% of junior high schools and high schools had toilets. 10.40 percent of junior high schools and 8.8 percent of high schools were yet to have clean water. 19.8 percent of junior high schools and 14.60 percent of high schools were yet to have wash basin. 54.70 percent of junior high schools and 31.90 percent of high schools were yet to have first aid box.

The Ministry has:

- Piloted the teaching by using basic textbooks for Health Education in Grades 8 and 11 in Kampong Speu province, with 66 participants, 38 females;
- Cooperated in promotion campaigned of World AIDS Day on December 1, 2020;
- Developed and published 6,000 Books on Teaching Documents for Preventing the Danger of Illegal Drug Abuse for Distribution to Target Secondary Schools, in cooperation with Plan International Cambodia;

- Disseminated information about danger and prevention from illegal drug abuse to 2 high school in Preah Vihear province, and 2 high schools in Stung Treng province, with 410 participants, 219 females;
- Facilitated arrangement of toilets, wash basin and clean water network at 115 schools in all capital-provinces, by national budget;
- Distributed 12,179 Books on Safe Operation of Education Establishments in Context of Covid-19 to all secondary schools throughout the country, in cooperation with UNICEF;
- Provided 225 temperature scanners, 1,709 hand washing supplies, and 20,043 pieces of 75-milligram soaps to secondary schools in 4 target provinces and the capital, in cooperation with USAID;
- Provided Albendazole to 811,137 students, equivalent to 85.02 percent, 410,320 females, equivalent to 80.61 percent, of public secondary schools for the 1st time; and to 377,904 students, equivalent to 39.63 percent, 202,569 females, equivalent to 39.80 percent, for the second time; in cooperation with the Ministry of Health;
- Prepared first aid boxes to 1,116 public secondary schools, equivalent to 62.31 percent, increased by 16.97 percent; 99 schools, equivalent to 5.53 percent, increased by 4.58 percent, had health room.

For School Year 2020-2021, there 51,153 Secondary Education Staff increased by 1,091 persons, 20,430 females increased 559 persons; among them, 33,274 were Lower Secondary Education Staff increased by 654 persons, 14,171 female increased by 477 persons, and 17,879 were Upper Secondary Education Staff, increased by 437 persons, 6,259 females, increased by 82 persons.

There were 43,631 teaching staff increased by 734 persons, 18,431 females increased by 456 persons; among them, 28,174 were Lower Secondary Education Staff increased by 436 persons, 12,451 female increased by 406 persons, and 15,457 were Upper Secondary Education Staff, increased by 298 persons, 5,574 females, increased by 50 persons.

The Ministry had divided 3,443 newly-graduated teachers, 2,021 females; of which, there were 101 teachers, 5 females, of basic level majoring in Education Study and Sports, and 678 teachers, 376 females, of other majors of basic level; 846 Upper Secondary Education Teachers, 393 females; and 3,178 newly-graduated teachers who needed to intern, 1,927 females.

Education staff have increased at Lower Secondary Education and decreased at Upper Secondary education, and were completely trained in line with Curriculum Reform and New Teaching Methodology.

The overall rate of study in lower secondary education was 60.70, increased by 0.80 percent, 66.60 percent of female increased by 1.50 percent; of which, 57.40 percent, 63.20 percent of female, at public education establishments, and 3.30 percent, 3.40 percent of female, at private establishments.

Transitional rate at lower secondary education was 81.30 percent increased by 6.40 percent, 82.40 percent of female increased by 3.80 percent.

The overall rate of study in upper secondary education was 32.20 percent increased by 1.30 percent, 36.40 of female increased by 1.30 percent; of which, 30.10 percent, 34.20 percent of female, at public education establishments, and 2.10 percent, 2.20 percent of female, at private establishments.

Table 7: Comparative Statistics of Secondary Education between School Years 2019-2020 and 2020-2021

Description	2019-2020	2020-2021	Increase/Decrease (+/-)
Junior High School			
School*	1,334	1,308	-26
Classroom*	7,103	7,327	224
Total Education Staff at Junior High School	17,260	17,295	35
Female Education Staff at Junior High School	7,153	7,168	15
Classroom of Lower Secondary Education*	15,131	15,773	642
Total Education Staff of Lower Secondary Education	32,620	33,274	654

Female Education Staff of Lower Secondary Education	13,694	14,171	+477
Total Teaching Staff of Lower Secondary Education	27,738	28,174	436
Female Teaching Staff of Lower Secondary Education	12,451	12,857	406
Total Students in State's Lower Secondary Education	618,968	632,303	+13,335
Female Students in State's Lower Secondary Education	325,504	335,972	+10,468
Total Students in Private Lower Secondary Education	36,087	36,334	247
Female Students in Private Lower Secondary Education	18,546	18,341	-205
High School			
School*	715	741	+26
Classroom*	14,156	15,590	+1,434
Total Education Staff at High School	32,802	33,858	+1,056
Female Education Staff at High School	12,718	26,145	+13,427
Classroom of Lower Secondary Education*	8,400	9,064	+664
Total Education Staff of Upper Secondary Education	17,442	17,879	+437
Female Education Staff of Upper Secondary Education	6,177	6,259	+82
Total Teaching Staff of Upper Secondary Education	15,159	15,457	+298
Female Teaching Staff of Upper Secondary Education	5,524	5,574	+50
Total Students in State's Upper Secondary Education	334,712	351,794	+17,082
Female Students in State's Upper Secondary Education	183,394	191,973	+8,579
Total Students in Private Upper Secondary Education	23,841	24,898	+1,057
Female Students in Private Upper Secondary Education	12,209	12,576	+367

* Including Private Schools

There were 17 education establishments provided technical education service through Program 9+3; of which, there were 12 Public General and Technical High Schools, 3 Private General and Technical High Schools, and 2 institutes, including Community Development institute of **Chea Sim** University of Kamchay Mear, and Technical and Vocational Training Institute of **Heng Samrin** Tbaung Khmum University, with 3,324 students, 1,269 females, of technical education, increased by 624 students equivalent to 23.11 percent, 233 females, and 210 technical teachers, increased by 52 teachers equivalent to 32.91 percent, 52 females increased by 8 females, in comparison to previous school year.

Cambodia-Japan Friendship Technical Education Center in Siem Reap Province had given short-term vocational training to 87 youths, 40 females, on crop planting, mushroom cultivation, front office, computer administrative, food and beverage services, Japanese language, baking and beverage making.

The Ministry had equipped technical materials for operation and training, use of agronomic technical materials and equipment at **Chea Sim** Tbeng Meanchey General and Technical High School and food processing at Kampong Chhuteal Institute of Technology and Kampong Speu Institute of Technology.

Table 8: Student Statistics at General and Technical High School

Description	2019-2020		2020-2021		Increase/Decrease (+/-)	
	Total	Female	Total	Female	Total	Female
General and Applied Technical High School of Kampong Chheuteal Institute of Technology	554	276	593	295	+39	+19
Samdech Akka Moha Sena Padei Techo Hun Sen -ROTA Khsach Kandal General and Technical High School	317	43	376	41	+59	-2
Samdech Preah Reach Akka Mohasei Norodom Monineath Sihanouk General and Technical High School	421	172	472	216	+51	+44
St. Francis Xavier University Private General and Technical High School	116	52	144	71	+28	+19
Puok General and Technical High School	115	2	194	6	+79	+4
Hun Sen Chumpou Voan General and Technical High School	230	30	274	41	+44	+11
Bavet General and Technical High School	124	44	163	64	+39	+20
Preah Reach Samphea General and Technical High School	50	8	92	22	+42	+14
General Knowledge and Technical Norodom Sihanouk High school	158	96	112	72	-46	-24
Chea Sim Tbeng Meanchey General and Technical High School	91	44	141	64	+50	+20
ACT Private General and Technical School (ACT)	32	19	58	37	+26	+18
Private Don Bosco General and Technical High School of Poipet	73	32	100	43	+27	+11
Community Development institute of Chea Sim University of Kamchay Mear	191	103	260	135	+69	+32
Technical and Vocational Training Institute of Heng Samrin Tbaung Khmum University	141	79	135	81	-6	+2
Banteay Chhmar General and Technical High School	15	0	24	0	+9	0
Hun Sen Peam Chi Kang High School	72	36	138	71	+66	+35
Techo Hun Sen Koh Kong General and Technical High School			48	10	+48	+10
Total	2,700	1,036	3,324	1,269	624	233

Table 9: Table of Comparative Statistics of Students in Technical Education in Each Major for Year 1 from 2016-2021

No.	Skills	Academic Year					
		2016-17	2017-18	2018-19	2019-20	2020-2021	
						Total	Female
1	Electricity	192	249	321	490	443	62
2	Electronic	94	123	175	155	224	37
3	Animal Husbandry	86	88	159	117	94	57
4	Agronomy	95	186	294	266	263	152
5	Mechanic		17	15	49	54	9

6	Tourism			34	28	32	26
7	Computer			54	57	65	44
8	Accounting			56	28	50	44
9	Food Processing				57	56	49
10	Digital Media Design				13	14	3
Total		543	663	663	1,260	1,295	483

Table 10: Table of Comparative Statistics of Students in Technical Education in Each Major for Year 1 from 2016-2021

No.	Skills	Academic Year					
		2016-17	2017-18	2018-19	2019-20	2020-2021	
						Total	Female
1	Electricity	398	493	625	880	1,151	151
2	Electronic	220	334	367	391	508	96
3	Animal Husbandry	262	239	304	301	317	207
4	Agronomy	267	386	575	709	726	437
5	Mechanic		19	33	80	121	10
6	Tourism			45	68	86	63
7	Computer			80	127	159	105
8	Accounting			74	74	108	86
9	Food Processing				57	122	105
10	Digital Media Design				13	26	9
Total		1,147	1471	2,103	2,700	3,324	1,269

Table 11: Statistics of Teacher in Technical Education for 2020-2021

No.	Education Establishments	Number	
		Total	Female
1	General and Applied Technical High School of Kampong Chheuteal Institute of Technology	27	11
2	Samdech Akka Moha Sena Padei Techo Hun Sen -ROTA Khsach Kandal General and Technical High School	24	3
3	Preah Bat Samdech Preah Boromneath Norodom Sihamoni General Knowledge and Technical High school	34	13
4	St. Francis Xavier University Private General and Technical High School	9	4
5	Puok General and Technical High School	9	0
6	Hun Sen Chumpou Voan General and Technical Hight School	29	5
7	Bavet General and Technical High School	18	3
8	Preah Reach Samphea General and Technical High School	6	0
9	General Knowledge and Technical Norodom Sihamoni High school	7	2
10	Chea Sim Tbeng Meanchey General and Technical High School	8	1
11	ACT Private General and Technical School (ACT)	7	2
12	Private Don Bosco General and Technical High School of Poipet	9	1

13	Community Development institute of Chea Sim University of Kamchay Mear	7	1
14	Technical and Vocational Training Institute of Heng Samrin Tbaung Khmum University	6	0
15	Banteay Chhmar General and Technical High School	1	0
16	Hun Sen Peam Chi Kang High School	7	3
17	Techo Hun Sen Koh Kong General and Technical High School	2	0
Total		210	49

This shows that students and guardians understand the advantages of technical education. Companies, factories and enterprises have taken parts in providing technical training in response to employment market.

Programs and Actions Implementation

New Generation School (NGS)

The Ministry has:

- Continued implementing the Policy on New Generation School;
- Put 7 New Generation Schools into practice, including:
 - **Hun Sen** Kampong Cham High School, Kampong Cham Province;
 - **Preah Sisowath** High School, Phnom Penh Capital;
 - **Hun Sen** Prek Leap High School, Phnom Penh Capital;
 - **Samdech Akka Moha Thomak Pothisal Chea Sim** Prek Anhchanh High School, Kandal Province;
 - **Kok Pring** Junior High School, Svay Rieng Province;
 - **Hun Sen** Peam Chi Kang High School, Kampong Cham Province;
 - **Preah Yukunthor** High School, Phnom Penh Capital, E2 STEM.
- Formed Mixed Management with participation of Relevant Partners, School Management and School Board of Directors;
- Applied curriculum in gentle way in order to provide students knowledge, technical skill, life skill, soft skill and good behaviors;
- Arranged Teacher Training Program by providing Capacity Building on Teaching Methodology regarding Searching and Applying Information Technology in Teaching Students by Experts in NGS program;
- Applied mixed teaching methodology;
- Held Weekly, Monthly and Annual Technical Meetings of Teachers at New General School to Further Develop Teachers' Capacities;
- Arranged laboratory for each subject, computer room and equipped computers, subject room, teacher room and 21st century library. New Generation School had applied curriculum in form of mobile students in subject room;
- Enhanced teaching and learning, life skill education, STEM education, career consultation, Youth Council, first aid room and study clubs on Mathematics, Khmer Literature, Physics, Chemistry, Biology, Journalism, Information Technology and History.

Table 12: Statistics of Students at New Generation Schools

Description	2019-2020		2020-2021		Increase/Decrease (+/-)	
	Total	Female	Total	Female	Total	Female
1- Hun Sen Kampong Cham High School, Kampong Cham Province	416	210	468	235	+52	+25
2- Preah Sisowath High School, Phnom Penh Capital	1,004	492	1,002	488	-2	-4

3- Hun Sen Prek Leap High School, Phnom Penh Capital	741	387	1,040	550	+299	+163
4- Chea Sim Prek Anhchanh High School, Kandal Province	803	444	1,092	601	+289	+157
5- Kok Pring Junior High School, Svay Rieng Province	369	186	412	209	+43	+23
6- Hun Sen Peam Chi Kang High School, Kampong Cham Province	540	309	790	485	+250	+176
7- Preah Yukunthor High School, Phnom Penh Capital	151	75	237	123	+86	+48
Total	3,020	2,103	5,041	2,691	2,021	588

Table 13: Study Result for School Year 2019-2020

School Name	Number of Students		Number of Passed Students		Number of Failed Students	
	Total	Female	Total	Female	Total	Female
1- Hun Sen Kampong Cham High School, Kampong Cham Province	416	210	357	193	59	17
2- Preah Sisowath High School, Phnom Penh Capital	1,004	492	994	488	10	4
3- Hun Sen Prek Leap High School, Phnom Penh Capital	741	387	678	354	63	33
4- Chea Sim Prek Anhchanh High School, Kandal Province	803	444	803	444	0	0
5- Kok Pring Junior High School, Svay Rieng Province	369	186	348	176	21	10
6- Hun Sen Peam Chi Kang High School, Kampong Cham Province	540	309	509	275	31	34
7- Preah Yukunthor High School, Phnom Penh Capital	151	75	140	72	11	3
Total	4,024	2,103	3,926	2,053	98	50

New Generation School has become a model school for teacher training, improvement of teaching methodology, strengthening autonomy and accountability, school-based management and involvement of community.

School-Based Management

The Ministry has:

- Conducted New Test for Students in Grade 6 to be Promoted to Grade 7 at 100 Target Schools in comparison to 90 targets, with aim to divide curriculum for completing capacity gap and improving teachers' teaching methodologies;
- Made School Improvement Plan and Modified 100 Compositions of the School Management Committee in comparison to 100 Targets;
- Assessed school results for those, which 36 school passed the Standard of Effective Schools, in comparison to 20 targets;
- Made behavioral change and expanded school-based management to other local schools;
- Encouraged students to study harder and listen to teachers' instructions more than before as well as to be punctual and almost completely reduced number of absence;
- Encouraged teachers to pay attention to teaching and try to learn from teaching methodology, which mainly focuses on helping slow learners and fast learners;
- Made the School Management and School Management Committee feel proud due to constantly better study results and students' study hard and efforts of teachers in teaching, together with

responsibilities of parents, community and territorial authorities regarding planning, plan implementation and school assessment;

- Promoted assessment, autonomy, accountability of implementers and contribution of community in reducing teachers' difficulties regarding school development through School Management Committee, which is a bridge between community and school;
- Encouraged Management Committee at Departments and Offices of Education of Municipal-District-Khan Administration expand their scopes in implementing school-based management at education establishments which were not the project target and connected their implementation to primary schools under their supervisions;
- Made videos of 6 subjects from Grades 7 to 9 to support distance learning and teaching via television, Facebook, Telegram, Zoom Google Meet...;
- Produced task papers, consisting of questionnaires, exercises, quizzes on every subject and for every grade, for student's self-study;
- Created life skill program for generating incomes at target schools.

This program has helped expand and promote good school management, strengthen capacities of teachers, School Management, Involvement of School Management Committee on Building and Implementation of School Improvement Plan, Implementation of Strict Standard Test in order to improve the students' results.

Program for Teaching Sciences, Technology, Engineer and Mathematics

The Ministry has:

- Implemented the Policy on Sciences, Technology, Engineer and Mathematics Education;
- Strengthened the Performance of Sciences, Technology, Engineer and Mathematics Education Committees at every High School, especially at Resource Secondary School;
- Disseminated methods for learning and teaching Sciences, Technology, Engineer and Mathematics to Junior High School and High School Teachers;
- Organized STEM Exhibition online with participation of 50 education officers and students at resource high schools;
- Arranged demonstration classrooms on Mathematics, Physics and Chemistry for 681 teachers, 309 females, and 2,360 students, 1,248 females.

This program has contributed to promotion of education quality as well as helped encourage Resource Secondary Schools and Secondary Schools to apply STEM Teaching Methodology.

Promotion of Technical Education, Professional Orientation, Career Guide and Consultation

The Ministry has:

- Issued *Prakas* on Transforming Koh Kong High School to be **Techo Hun Sen** Koh Kong General and Technical High School;
- Issued *Prakas* on Determination of Certificate of Technique and Profession, and Diploma in Technique and Profession;
- Put into Practice TOUSAK on Internship of Students of General and Technical High Schools;
- Put into Practice TOUSAK on Selecting Sciences, Social Sciences or Professional Technical Skills;
- Put into Practice Detailed Curriculum on Food Profession at Upper Secondary Education, Majoring in Technical Education;
- Put in Use Document of Soft Skills and Foundation in Production for Teaching and Learning at General and Technical High Schools;
- Printed 2,000 Pieces of Diploma in Technique and Profession Level 3;
- Added more skills:
 - Animal Husbandry and Electricity at **Chea Sim** Tbeng Meanchey General and Technical High School;

- Mechanic at **Preah Reach Samphea** General and Technical High School;
- Food Process at Bavet General and Technical High School;
- Animal Husbandry at General Knowledge and Technical **Norodom Sihamoni** High School in Kampong Province;
- Sent
 - 20 students in Agronomy, 18 females, to intern at Farm Cambodia Co., Ltd.;
 - 2 students in Electronic, 1 female, and 1 student in Accounting, 1 female, to intern at Winsun (Cambodia) Co., Ltd., in Phnom Penh Special Economic Zone;
 - 106 students, 14 females, of **Hun Sen** Chumpou Voan General and Technical High School, to Practice their studies at National Polytechnic Institute of Cambodia;
- Assessed 2 General and Technical High Schools in Kampong Thom and Kandal Provinces;
- Arranged library and electric network at **Hun Sen** Peam Chi Kang High School;
- Trained 164 Teacher Advisors, 71 Females, at Schools and Implemented Career Guiding Program and Given Consultation to 65 Secondary Establishments in 11 Capital-Provinces;
- Organized a Platform of Career Orientation for 2,275 Students, 1,349 females, in Grades 9 and 12 in Mondulhiri, Preah Vihear and Oddar Meanchey Provinces;
- Organized a Platform for Disseminating “Compass” Electronic Counseling Application to 8,053 Students, 4,744 Females in 11 Provinces, and 11,290 persons in total who have created accounts for this application;
- Organized a Platform for Disseminating TOUSAKs on Selecting Sciences, Social Sciences or Professional Technical Skills to 4,290 Students, 2,400 Females in 9 Provinces;
- Organized Klahan 9 Study Tour in Siem Reap, Battambang, Kampong, Kampong Thom and Pursat Provinces, consisting of 5,805 students, 3,762 females, and 15,144 visitors on Facebook, in cooperation with BBC Media Action;
- Organized “Study Skill and Career Fair and Information about US Scholarship for 2019-2020”, with participation of 396 students, 223 females, in Siem Reap and Kampong Cham Provinces and 261,204 visitors on Facebook, in cooperation with United State Alumni Association of Cambodia.

This Program has helped orient students about foundation for making decisions on their study choice and future career in keeping with their capacity, preference, fortune and need of employment market.

Child Friendly School Program and School Dropout Prevention Program

The Ministry has:

- Operationalize an Operational Guide on Early Warning System in order to Prevent Students from Dropping Out of their Studies at Secondary Education;
- Implemented Child Friendly School Program at 422 Schools, equivalent to 24.01 Percent; of which, there were 1,757 Lower Secondary Schools, 130 Inspected Schools; among them, 62 schools, equivalent to 47.69 percent, of basic level, 56 schools, equivalent to 43.08 percent, on Medium Level, and 12 schools, equivalent to 9.23 percent, of developed level, in target provinces, including Takeo, Siem Reap, Kampot, Ratanakiri, Preah Sihanouk and Stung Treng Provinces, in cooperation with UNICEF.

This Program has contributed to reduction of school dropout rate at secondary education.

Resource Secondary School Program

The Ministry has:

- Provided budget package of 40 million riels for the operation of Resource Building per school year for operational works; of which, 239,528 students, 134,000 females, accessed the library; 185,660 students, 89,765 females, accessed computer room; 121,507 students, 66,186 females, accessed laboratory; laboratory had been used three times per class per year for physics, 10 times per class per year for chemistry, 15 times per class per year for biology; 1 times per class per year for geology;

- Provided additional budget of 500 dollars per year for the 50 Resource High Schools and 247 School Networks to do experiment once or twice a year on four subjects at all levels at Resource High School;
- Formed School Improvement Working Group in 5 Areas (Kampong Cham, Battambang, Kandal, Takeo and Siem Reap Provinces), to help promote Administrative Management, Operation of Resource Building and Participation of Network Schools;
- Monitored and evaluated 36 Resource High Schools; of which 22 high schools received vary good results, 11 received good results and 3 received fair result;
- Monitored and evaluated conditions of school buildings and classrooms in order to upgrade 25 classrooms of Resource High Schools to be multipurpose rooms;
- Improved infrastructure of resource buildings, laboratories, libraries and computer rooms at 36 Resource High Schools;
- Upgraded 2 classrooms per school to be laboratories at 50 Resource High Schools;
- Upgraded one classroom per school to be laboratory and another one to be library at 87 Resource High Schools;
- Evaluated the location for installing solar panel at 20 Resource High Schools and 30 Network High Schools;
- Provided 1,152 tablets to 24 Resource High Schools.

This program has contributed to promotion of quality and effective of management, learning and teaching and provided equity to learners.

Scholarship Program for Poor Students

The Ministry has:

- Provided scholarship to 79,567 poor students, 47,376 females, of lower secondary education at 1,392 schools, and 11,070 students, 6,647 females, of upper secondary education at 200 schools;
- Provided scholarship to 548 students in dormitory, 298 females, in Ratanakiri and Mondulhiri provinces, by program budget;
- Provided scholarship to 459 indigenous students, 243 females, in Grades 11 and 12, in 5 provinces, in cooperation with UNICEF;
- Provided scholarship to 2,874 poor outstanding students and outstanding students on Sciences and Mathematics, 1,714 females, in difficult areas of 7 provinces, and normal areas of 18 capital-provinces;
- Provided learning materials to 4,291 students facing difficulties at lower secondary education and 3,517 students at upper secondary education in Kampong Thom, Siem Reap, Kampong Cham and Prey Veng provinces, in cooperation with Room to Read;
- Provided learning materials to 55 students, 33 females, in lower secondary education and 126 students, 84 females, at upper secondary education in Battambang, Pailin, Siem Reap and Kampong Thom provinces, in cooperation with Buddhism for Development;

This program has helped reduce school dropout rate.

Life Skill Education

The Ministry has:

- Provided instruction and training on Life skill Education Program regarding Entrepreneurship to 62 Principals, 8 Vice Principals, 290 teachers to 70 schools in 15 capital-provinces;
- Prepared and provided consultation on the Guide to **School-to-School Partnership, Province-to-Province Partnership**, in implementing Life skill Education Program in the Locality.

Life skill education regarding entrepreneurship has helped instill the youth spirit of becoming good citizens with knowledge, skill and attitude in creating works by themselves and creating works for the others.

Student Flow Rate

- Student promotion rate at lower secondary education increased by 2.80 percent, female increased by 1.90 percent; and rate at upper secondary education increased by 9.90 percent, female increased by 7.60 percent;
- Repetition rate at lower secondary education decreased by 2.40 percent, female decreased by 1.30 percent; and rate at upper secondary education decreased by 1.40 percent, female increased by 0.90 percent;
- Dropout rate at lower secondary education decreased by 0.40 percent, female decreased by 0.50 percent; and rate at upper secondary education decreased by 8.50 percent, female decreased by 6.70 percent.

Table 14: Student Flow Rate at Secondary Education between the School Years 2018-2019 and 2019-2020

Description	Lower Secondary Education			Upper Secondary Education		
	2018-2019	2019-2020	Increase/Decrease (+/-)	2018-2019	2019-2020	Increase/Decrease (+/-)
Promotion Rate	78.6	81.40	+2.80	81.5	91.40	+9.9
Repetition rate	2.8	0.40	-2.40	1.6	0.20	-1.4
Dropout rate	18.6	18.20	-0.40	16.9	8.40	-8.5
Transition Rate	85.0	84.30	-0.7	74.9	81.30	-6.4

- Student-teacher ratio at lower secondary education increased from 22.30 to 22.40 and at upper secondary education increased from 22.10 to 22.80;
- Student-classroom ratio at lower secondary education decreased from 45.20 to 44.20 and at upper secondary education decreased from 45.20 to 43.80;
- Student-room ratio at lower secondary education decreased from 50.0 to 48.10 and at upper secondary education decreased from 49.6 to 48.10.

Table 15: Ratios at Secondary Education between the School Years 2019-2020 and 2020-2021

Description	Lower Secondary Education			Upper Secondary Education		
	2019-2020	2020-2021	Increase/Decrease (+/-)	2019-2020	2020-2021	Increase/Decrease (+/-)
Student-teacher ratio	22.3	22.4	+0.1	22.1	22.8	+0.7
Student-classroom ratio	45.2	44.20	-1.0	45.2	43.8	-1.4
Student-room ratio	50.0	48.10	-1.9	49.6	48.10	-1.5

This reveals that education sector reform, especially promotion of teacher qualification, teaching methodology, formation of study club, promote effective teaching and learning.

General Secondary School Diploma Exam, Swairin, Technical Exam and Outstanding Exam

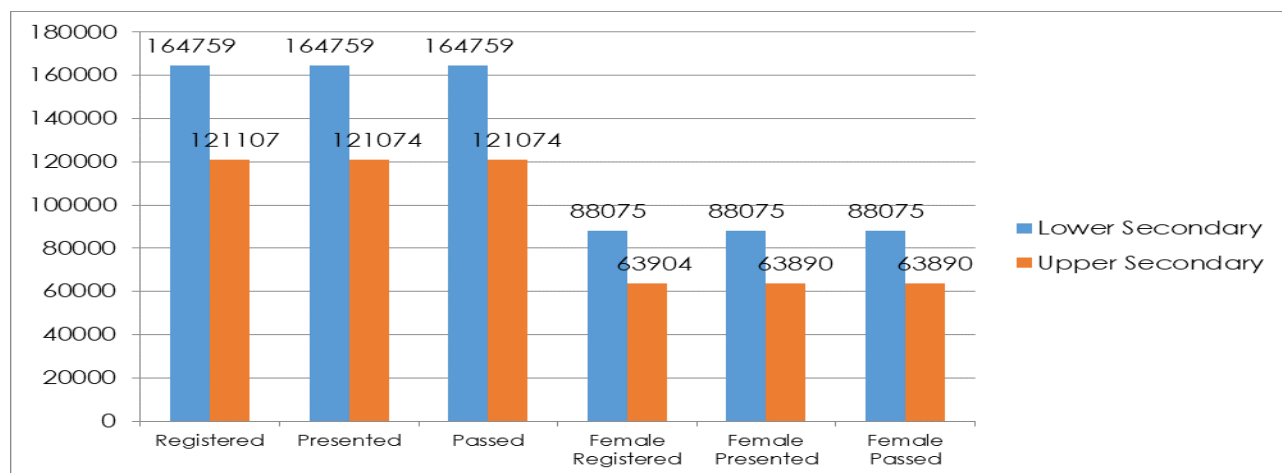
100 percent of candidates passed General Lower and Upper Secondary School Diploma Exam without grade. 54 Blind and Deaf and Dumb Candidates, 27 females, equivalent to 100 percent, passed General Upper Secondary School Diploma Exam.

Table 16: Statistics of Candidates and Swairin who Passed General Upper Secondary School Diploma Exam for School Years 2018-2019 and 2019-2020

Passed	School Year 2018-2019		School Year 2019-2020		Status
	Total	Female	Total	Female	
Total	79,052	43,728	121,074	63,890	↑

Note: ↑ Increase ↓ Decrease

Figure 20: Result of Secondary Education Examination, 2019-2020



Technical Education Graduation Exam

568 candidates, 209 females, applied for Level-3 Technical and Profession Diploma Exam. 559 candidates, 205 females, came to take exam. 537 candidates equivalent to 96.06 percent, 200 females equivalent to 97.56 percent, passed Level-3 Technical and Profession Diploma Exam; of which, 161 candidates, 17 females, majoring in electricity; 84 candidates, 26 females, majoring in agronomy; 174 candidates, 87 females, majoring in agronomy; 56 candidates, 42 females, majoring in animal husbandry; 17 candidates, 0 females, majoring in mechanic; 22 candidates, 14 females, majoring in computer; 13 candidates, 7 females, majoring in accounting; and 10 candidates, 7 females, majoring in tourism.

Figure 21: Final Examination of Technical and Vocational Education Level 3 Result, 2019-2020

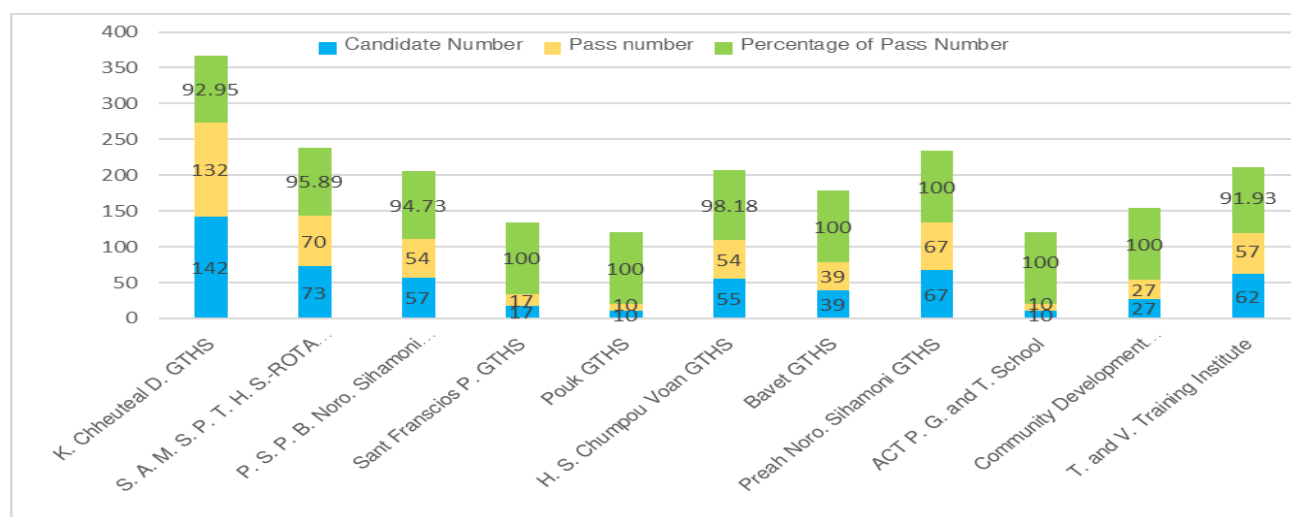
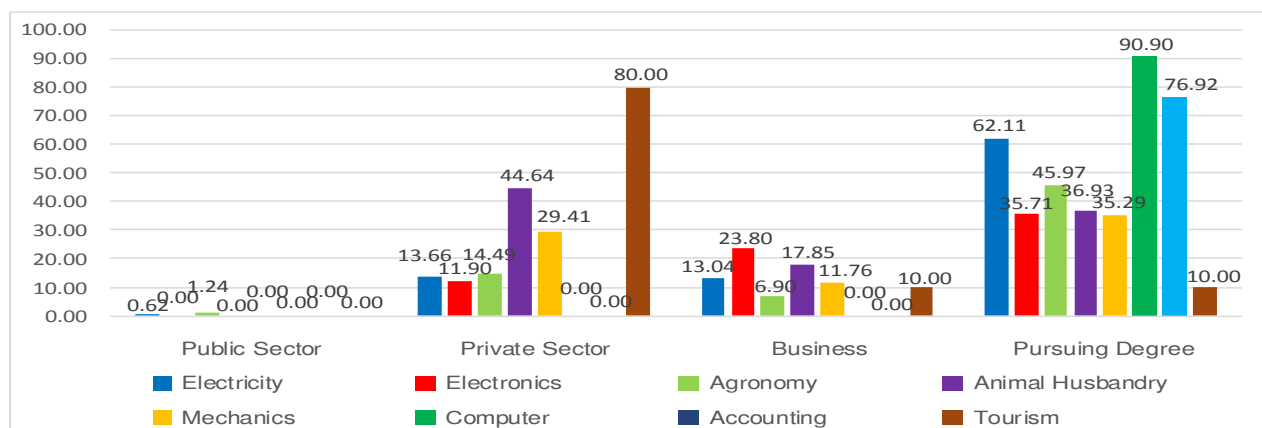


Figure 22: Flow of Students After Graduating from Technical and Vocational Education Level 3 Examination, 2019-2020



This showed that potential of human resource in Cambodia had greater superiority for contest on international stage.

Development and Application of Curriculum

The Ministry has:

- Finished writing basic textbooks on health education for Grades 8 and 11 for teachers and students;
- Improved detailed curriculum on Mathematics and Sciences according to Constructivist Teaching;
- Developed Aide Memoire for Learning and Teaching Mathematics according to STEM Approach at Lower Secondary Education;
- Developed TOUSAK on Teaching Life skill Program in Locality;
- Drafted Instruction on Application of Curriculum on Mathematics, Khmer Literature, Sciences, Social Studies, English Language and Life skill Program in Locality for Semester 2;
- Drafted Documents of Foreign Literature Study of 3 Stories: Romeo and Juliet, Hamlet, and Macbeth;
- Drafted Aide Memoire on Learning and Teaching Sciences according to STEM Approach for Upper Secondary Education;
- Drafted Guideline on Implementation of Education Quality Inspection System for Capital-Province;
- Harmonized Aide Memoire on School Inspection Tool for Capital-Province;

The shows that the Ministry has updated curriculum and teaching documents to respond to new context of constructionism.

Supply of Basic Textbooks and Technical Materials

The Ministry has:

- Transported basic textbooks to target schools for primary education, and to each school for secondary education;
- Supplied 2,215,000 basic textbooks to public schools according to ratio 1:1 (each student received one basic textbook of every subject for lower secondary education) and 2:1 (two students received one basic textbook of every subject for upper secondary education), save for 7 provinces, including Koh Kong, Pailin, Oddar Meanchey, Preah Vihear, Stung Treng, Ratanakiri and Monduliri provinces, which received basic textbooks according to ratio 1:1 as at lower secondary education;
- Completed the Development of Management System and Monitoring Basic Textbooks by using Information Technology, in cooperation with World Education Organization and with budget support for payment of service fee for using Management System from Publishing and Distribution House.

This shows the supply of study materials and basic textbooks to students and teachers as well as teaching materials in a more effective manner via Management System on Supply of Basic Textbook to schools (TnT).

Library

Library of *Samdech Akka Moha Sena Padei Techo Hun Sen* and *Lok Chumteav*:

- Received 2,366 readers, 1,393 females;
- Received 1,796 Newspapers;
- Received 143 Magazines/Journals;
- Received 701 books with 286 titles;
- Received 39 Royal Decrees (Royal Gazettes);
- Had arranged 8 new libraries;
- Celebrated the National Reading Day on March 11, 2020, under the Topic Reading for Cognitive Development, Research and Innovation, with 50,000 Participants;
- Organized Contests of Article Reading, Poem Reading and Composition, with 75 Participants, 35 Females, from 25 Capital-Provinces;
- Organized Article Writing Contest and selected 9 winners;

Documentation Center of the Ministry of Education, Youth and Sports

- Collected information and statistics of library and compile them in 19 capital-provinces;
- Enter inventory of books on computer, with 127 titles, equal to 400 books.

Table 17: Statistics of Libraries in Secondary Education, 2020

No.	City/Province	Lower Secondary School					Upper Secondary School					Total				
		Number of School	Number of Library	Open	Number of Librarian	Trained	Number of School	Number of Library	Open	Number of Librarian	Trained	Number of School	Number of Library	Open	Number of Librarian	Trained
1	Banteuy Meanchey	54	43	23	19	0	30	29	25	33	3	84	72	48	52	3
2	Battamban	96	38	35	49	27	28	25	21	40	17	124	63	56	89	44
3	Kompong Cham	81	18	18	24	0	43	33	33	77	2	124	51	51	101	2
4	Kompong Chhang	61	23	17	13	1	16	16	15	27	6	77	39	32	40	7
5	Kompong Speu	72	26	21	21	2	24	22	20	38	8	96	48	41	59	10
6	Kompong Thom	67	34	33	11	0	25	18	18	35	12	92	52	51	46	12
7	Kompot	76	70	70	76	8	24	24	23	44	8	100	94	93	120	16
8	Kondal	102	93	93	61	11	39	39	39	90	32	141	132	132	151	43
9	Kep	4	4	4	7	1	2	2	2	4	2	6	6	6	11	3
10	Khos Kong	19	0	0	0	0	12	5	5	12	2	31	5	5	12	2
11	Kratie	43	20	10	0	0	12	11	11	14	3	55	31	21	14	3
12	Mundulkiri	8	8	0	0	0	5	5	1	1	0	13	13	1	1	0
13	Oddar Meanchey	29	6	0	0	0	9	7	6	9	0	38	13	6	9	0
14	Pailin	7	4	3	3	0	2	2	2	4	1	9	6	5	7	1
15	Phnom penh City	27	24	20	21	1	40	39	39	76	12	67	63	59	97	13
16	Sihanouk Ville	18	14	5	5	2	9	9	9	11	4	27	23	14	16	6
17	Preach Vihear	47	40	18	6	1	17	11	8	7	3	64	51	26	13	4
18	Prey Veng	92	43	43	44	44	32	32	32	64	64	124	75	75	108	108
19	Pursat	44	38	21	23	8	16	14	12	30	11	60	52	33	53	19
20	Ratanakiri	16	9	8	8	1	11	11	10	11	4	27	20	18	19	5
21	Siemreap	82	58	45	25	1	41	35	34	46	10	123	93	79	71	11
22	Stung Treng	30	30	4	5	0	8	5	3	7	1	38	35	7	12	1
23	Svayrieng	54	45	25	30	8	20	19	19	34	6	74	64	44	64	14
24	Takeo	67	62	54	48	7	52	52	51	89	22	119	114	105	137	29
25	Tboung Khmum	52	18	18	4	0	27	19	19	27	0	79	37	37	31	0
Total		1248	768	588	503	123	544	484	457	830	233	1792	1252	1045	1333	356

Inclusive Education Program

The Ministry has:

- Implemented Inclusive Education Program at Public General Secondary Schools with 3,582 Students with Disabilities, 1,916 Females; of which, 2,026 Students with Disabilities, 1,058 Females, were at Lower Secondary Education; and 1,556 Students with Disabilities, 858 Females, were at Upper Secondary Education;
- Implemented Special Education Program at the 5 Special Education High School, with 153 students, 51 females, at Lower Secondary Education; among them, 51 students, 14 females, were blind, 102 students, 37 females, were deaf and dumb; 74 students, 36 students, with disabilities at Upper Secondary Education; among them, 34 students, 17 females, were blind, 40 students, 19 females, were deaf and dumb;
- Provided opportunity to gifted students, Boy **HEU Tiengkimhong**, 10 years old, studied in Grade 10 at Beltie International School, Brand 9, Steung Meanchey, got scholarship from **Samdech Akka Moha Sena Padei Techo Hun Sen**, the Prime Minister of the Kingdom of Cambodia;
- 20 students, 4 females, of Special Education High School passed the Junior High School Diploma Exam; among them, there were 5 blind students, 3 females, and 7 deaf and dumb, 2 females;
- Taken 167 videos of sign language for insertion into activities video of Grade 9 on Khmer Literature, Mathematics, Physics, Chemistry and Biology, in cooperation with UNICEF;
- Taken 166 videos of sign language for insertion into activities video of Grade 12 on Khmer Literature, Mathematics, Physics, Chemistry and Biology, in cooperation with UNICEF;
- Translated 57 videos on Mathematics into braille, of which 31 videos for Grade 9, 26 videos for Grade 12, in cooperation with UNICEF;
- Developed Document on Inclusive Upper Secondary Education for Training Student Teachers at National Institute of Education (Student Teachers and Trainers);
- Given Consultation on Preparation of Lesson Content for Given Instruction on Training Documents regarding Inclusive Upper Secondary Education, with 56 participants, 10 females, in the capital, in cooperation with UNICEF;

This has helped manage and provide opportunity to students with disabilities and gifted students to provide quality, equitable and inclusive education.

Strengthening Management System and Monitoring Based on Result

The Ministry has:

- Monitored scholarship of indigenous students at 28 schools in 5 provinces, in cooperation with UNICEF;
- Monitored and collected information as well as document of 1st and 2nd payments of Scholarship for Poor and Outstanding Students Program on Sciences and Mathematics at 76 schools in 25 capital-provinces, in cooperation with Upper Secondary Education Sector Development Program;
- Monitored the implementation of Scholarships for Poor Students Program at Secondary School at 55 schools in 11 provinces;
- Monitored the implementation of French-Khmer Bilingual Classes in 15 Secondary Establishments, 7 Primary Schools and 8 High School in 7 provinces-capital;
- Prepared High School Diploma Exam for French-Khmer Bilingual Classes in 7 Provinces-Capital; 398 students, 210 females, equivalent to 100 percent, passed Junior High School Exam; 245 students, 134 females, equivalent to 100 percent, passed High School Exam;
- Monitored distance learning and teaching of French-Khmer Bilingual Class at 16 Schools in 7 Provinces-Capital;
- Monitored actual situation and collected information on request for opening, expansion, name change and recognition of 43 Public General Secondary Education Establishments in 14 provinces;

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- Monitored actual situation and collected information on request for opening, expansion, name change and recognition of 72 public establishments from kindergarten to upper secondary education in 14 provinces;
 - Monitored works for operation of resource buildings in 36 schools in 25 capital-provinces;
 - Assigned national teacher trainers to help target school for implementation of Secondary Education Improvement Project (SEIP) at 100 Schools in 25 Capital-Provinces;
 - Chaired Weekly Meeting for Distance Monitoring Progress of School Leadership and Management via Zoom Link of Leaders of General Secondary Education Department and Offices and Principals of 100 Target Schools, in stage of Combating Covid-19;
 - Monitored inclusive education at 12 target secondary schools in Prey Veng and Kampong Chhnang provinces;
 - Monitored distance learning and e-learning at Special Education High School in Kampong Cham, Siem Reap and Battambang provinces;
 - Monitored the application of curriculum of Social Studies in Takeo province;
 - Monitored library work at 31 schools;
 - Monitored the implementation of teaching foreign literature at Lower and Upper Secondary Education at 24 schools in Prey Veng and Svay Rieng provinces;
 - Collected statistics of libraries at secondary schools and monitored the application of library standard at 28 schools in Kampot, Preah Sihanouk and Takeo provinces;
 - Monitored the supply, management and use of basic textbooks at 21 schools in Kampong Thom provinces;
 - Monitored the implementation of Life skill Program in locality at 35 schools in Battambang and Takeo provinces;
 - Monitored drawing up of Junior High School Diploma Exam Paper on Sciences for Grades 7-9 in Takeo province;
 - Monitored distance learning and e-learning at good school and good principal of 9 secondary education establishments (1 junior high school and 8 high schools);
 - Carried out inspection according to topics at 16 Resource Secondary Schools in 9 capital-provinces;
 - Conducted research and collected information in order to identify skills according to employment market at 15 schools in 5 provinces and 16 private companies;
 - Conducted research and collected information on need of STEM at 7 schools in target provinces;
 - Given consultation on preparation of detailed curriculum of Electricity in Kampong Province and Electronics in Kampong Thom province;
 - Given Instruction on Implementation of Career Guide Program and given consultation to 37 Advising Teachers, 13 Females, in 2 provinces;
 - Strengthened teaching and learning quality at 8 General and Technical High Schools in 8 province;
 - Chaired Discussion Meeting and given additional technical advice on distance teaching to 135 School Management and teachers of technical education, 32 females, in 8 provinces;
 - Checked and given advice before carrying operational learning and teaching at General and Technical High Schools in stage of combating Covid-19 in 5 provinces;
 - Chaired the Meeting on Review of Progress of Leadership and Management of Technical Education, and Sharing of Experiences and Experimental Lessons to the Management of 26 General and Technical High Schools throughout the country at Community Development Institute of Chea Sim University of Kamchay Mear, Prey Veng Province;
 - Chaired Weekly Meeting in order to monitor the progress of leadership and management of distance learning via ZOOM for the Management of 16 General and Technical High Schools in stage of combating Covid-19;

- Monitored Computer Room and Information Technology Equipment for equipping in computer rooms at upper secondary education of CBR&D Project at Hun Sen Wat Svay High School;
- Examined and Studied about Technique and Information Technology Equipment at the Place for Producing Khmer Computer, KOOMPI;
- Monitored, evaluated and handed-received computers for equipping at resource buildings of 8 Resource High Schools in 8 provinces, supported by Secondary Education Improvement Project;
- Checked and installed Computer V Cloud for equipping at 14 new resource buildings of 14 Resource High Schools in 14 provinces, supported by Secondary Education Improvement Project;
- Examined the internet connection at 300 locations, in cooperation with the Ministry of Post and Telecommunications;
- Prepared Table of Primary Data consisting of address, locations of 500 high school, junior high school and primary schools, in cooperation with Metfone Company;
- Handed and installed technical equipment for public establishments throughout the country, handed 456 tablets, 86 laptop and 108 monitors and 3 chargers, in cooperation with various companies;
- Inspected 210 Exam Center for High School Diploma Exam at all Capital-Provinces;

This has helped improve and promote leadership, management, teaching and learning, especially by a combined way of distance teaching and learning, by strengthening autonomy and accountability of the school.

A.2 Ensuring Effective of Leadership and Management of Education Staff at All Levels

Capacity Building

The Ministry has:

- Disseminated information on study subject at Secondary Education Establishments which used French language to Students in French-Khmer Bilingual Class of 13 High Schools in 6 province;
- Provided Capacity Building on Methods for Teaching Mathematics and Scientific Experiment on 4 Subjects and Disseminated Information of Basic TOUSAK on Sciences, Technique, Engineering and Mathematics Education to 81 Teachers, 18 Females, of Resource High Schools, at Kampong Cham Province;
- Provided Capacity Building for National Teacher Trainers, School Management and Technical Group Leader on Documents of Technical Group, to 88 Resource High Schools and Network High Schools, in Kampong Cham Province;
- Provided Capacity Building for 59 National Teacher Trainers and Focal Points in 5 Regions and School Management of Resource High Schools on School Self-Reflection, 12 Females, in Kampong Thom Province;
- Held the 3rd and 4th Workshop on School-Based Management for 977 Officers, 103 Females, of Capital-Provincial Departments of Education, Youth and Sports, and Education Offices of Municipal-District-Khan Administration, in Siem Reap Province, in cooperation with Secondary Education Improvement Project;
- Held Workshop on Strengthening Management Work of Secondary Education Sub-Sector with 82 Participants, 15 Females, in Kampong Cham Province;
- Held Workshop on Strategic Development Plan, School-Based Management for Secondary Education and Technical Education Sub-Sectors, with 66 Participants, 10 Females, in Kampong Cham Province;
- Provided Capacity Building on Inclusive Education for 65 Students, 12 Females, with Disabilities at Low Secondary Education, in Kampong Cham Province;
- Built Capacity of Officers of Inspecting Office on Electronic School Assessment for 49 Officers, 5 Female, of Inspecting Office and Specialized Office of Provincial Department of Education, Youth and Sports from 5 Provinces, in Kampong Cham Province;

- Built Capacity on Electronic School Assessment for 1,419 Office Leadership, Officers, Training and Monitoring Groups at District Level, Management and Technical Groups, 218 Females, from 60 Municipalities-Districts of 9 Provinces;
- Built Capacity of 36 Principals and Teachers of Resource High Schools on Implementation of Entrepreneurship Education Program, in Kampong Chhnang and Kampong Speu Provinces, with 64 Participants, 15 Females;
- Built Capacity on Orientation of Career Guide Program and Given Consultation regarding Secondary Education to 835 Teachers of Sciences and Mathematics, 247 Females;
- Built Capacity on Making Video of Career Guide Program and Given Consultation on 22 Action Videos, in cooperation with Finn Church Aid;
- Built Capacity on Career Guide Program and Given Consultation regarding Secondary Education, with 66 Participants, 33 Females, in cooperation with Swedish International Development Cooperation Agency;
- Built Capacity on Teaching Methodology for 12 Technical Teachers, 7 Females, in Kampong Chhnang Province;
- Built Capacity on Methods for Dried and Smoked Food Producing for 12 Technical Teachers, 7 Females, in Kampong Chhnang Province;
- Built Capacity on Making Liquor from Vegetable and Fruit to 9 Technical Teachers, 7 Females, in Kampong Chhnang Province;
- Built Capacity of 5 Female Food Processing Technical Teachers, on Baking, Making Meatball, Sausage and Birthday Cake at KSK Food Processing Center in the Capital;
- Built Capacity on Using Google Classroom to 253 Management and Teachers, 68 Females, of Technical Education at General and Technical High Schools in 9 Provinces;
- Built Capacity on Updating Registration Program for 610 Candidates, Commentators and Various Committees, 46 Females, by using Computer for Taking High School Diploma Exam in 6 Provinces, including Takeo, Kampot, Kampong Cham, Battambang, Siem Reap and Prey Veng Provinces;
- Built Capacity on Duty of Subject Committee in preparing passwords for the process of High School Diploma Exam, for 273 persons, 47 females, in the capital;
- Built Capacity on Roles and Duties of Vigilance Committee and Vigilance Assistant throughout the Country for High School Diploma Exam, for 3,275 persons, in 18 Capital-Provinces;
- Built Capacity on Giving Instruction on English Program for Grades 7, 8 and 9 to 276 Member of English Language Technical Group Leaders, 62 Females;
- Built Capacity on School-Based Management to 100 Secondary School Principals, 5 Females;
- Built Capacity on Life skill Education Program in Locality for 72 Trainers of Life skill Subject, 10 Females;
- Built Capacity on Environmental Education to 14 Trainers of Sciences, 11 Females;
- Built Capacity on E-Learning and Teaching to 299 Persons, 110 Females;
- Built Capacity on Skills for E-Learning and Teaching to 177 Persons, 53 Females;
- Built Capacity on Library Management Skill to 16 Persons, 5 Females;
- Built Capacity on Gender Sensitivity in Education to 38 Persons, 14 Females;
- Provided Training on Distance Learning and Using Tablet to Support Learning and Teaching, with 20 Participants, 5 Females, in Banteay Meanchey Province;
- Provided Training on Distance Teaching via Electronic System to Teachers of 16 Resource High Schools and 23 Networking Schools, with 400 Participants, 48 Females, in 9 Provinces;
- Built Capacity on Techniques for Video Conference to 6 General Departments under the supervision of the Ministry of Education, Youth and Sports, with 6 Participants, 1 Female, at the Department of Information Technology;

- Provided Training via Online Video on Usage of Social Media, Methods for Producing and Controlling Digital Contents for Learning and Teaching, and Using Tablet for Teaching and Learning English Language, with 321 Participants, 42 Females, at the Department of Information Technology;
- Piloted Training on Student Data Management System Online for 30 Target Schools, with 116 Participants, 90 Females, in Siem Reap Province;
- Provided Training to Teacher Trainers on Reading and Using Map for 15 Teachers, 2 Females, of Target High Schools, in Siem Reap Province;
- Provided Training on Classroom Management, Information and Communications Technology, and Computer Repair, with 97 Participants, 7 Females, in Siem Reap Province;
- Provided Training on Management of Computer Repair and Maintenance to 28 Teachers, 15 Females, of 14 High Schools in Kampong Speu Province;
- Provided Distance Training via Electronic System on Using (LMS) NAVER BAND Application to Serve Online Learning to 40 Persons, 5 Females, at the Department of Information Technology, in cooperation with Department of Education of Busan Municipality, Republic of Korea;
- Provided Training on Capacity Enhancing System for Grade-12 Students, with link <https://exam.moeys.gov.kh>, and other Technical Applications to help the preparation for High School Diploma Exam in 3 Capital-Provinces, with 1,046 Participants, 541 Females;
- Built Capacity of 28 National Trainers, 14 Females, on Teaching Methodology and Using Basic Textbooks of Health Education Subject for Grades 7 and 10, at the Department of School Health;
- Built Capacity of 98 Teachers of Grades 7 and 10, 49 Females, from 12 Junior High Schools and High Schools in Kang Meas District, and 2 High Schools in Srey Santhor District, on Teaching Methodology and Using Basic Textbooks of Health Education Subject, in Kampong Cham Province;
- Built Capacity on Finding Methods to 9 Teachers, 2 Females, from 3 Target Schools in the Capital, at the Department of School Health, in cooperation with Brien Holden Vision Institute;
- Built Capacity on Safe Operation of Education Establishments in context of Covid-19 to 365 School Management and Teachers, 123 Females, from Secondary Schools in the Capital;
- Sent 34 Teachers, 11 Females, of Technical Education to Attend the Workshop on Capacity Building for Cambodian Teachers on Information and Communications Technology, and Development of Digital Study Materials, in cooperation with SEAMEO TED;
- Sent 35 Teachers of Technical Education to Attend the Workshop on Understanding about Employment Need in Industrial Revolution 4.0 Era, between the Representative of Private Sector and Teachers of Technical Education, and Conducted Study Tours in 3 Factories in Koh Kong Special Economic Zone, in cooperation with SEAMEO TED;
- Arranged 1 Digital Library for Prevention of Danger Caused by Illegal Drug Abuse within the compound of Boeung Trabek High School, in the Embassy of the Peoples Republic of China in Cambodia.

This has helped strengthen capacity of Education Officers in leading and controlling the effective application of curriculum and student assessment in new context.

B. Progress of Outcome Indicators

Not less than 40 percent of 15 Provinces and Capital had Junior Secondary Education Completion Rate.

Analysis of the Progress of Outcome Indicators

Indicator		Unit	Actual	Target	Actual	Status
			2019-20	2020-21	2020-21	
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all						
Sub-sector Objective 1: Improve access to and retention in equitable and inclusive secondary education						
1.	Gross enrolment rate at lower secondary education	%	59.9*	63.7	60.7*	→
	<i>Male</i>	%	55.1*	61.1	55.3*	→
	<i>Female</i>	%	65.1*	68.6	66.6*	→
2.	Gross enrolment rate at upper secondary education	%	30.9*	34.2	32.2*	→
	<i>Male</i>	%	27.1*	32.2	28.5*	→

Indicator	Unit	Actual	Target	Actual	Status	
		2019-20	2020-21	2020-21		
	Female	%	35.1*	36.4	32.3*	↓
3.	Transition rate from lower to upper secondary education	%	74.9	82.3	81.3	→
	Male	%	70.8	80.7	80.1	→
	Female	%	78.6	83.9	82.4	→
4.	Completion rate at lower secondary education	%	47.3*	50.2	48.1*	→
	Male	%	42.4*	46.9	43.1*	→
	Female	%	52.5*	54.2	53.4*	→
5.	Dropout rate at lower secondary education	%	18.6	11.6	18.2	→
	Male	%	20.0	12.3	19.6	→
	Female	%	17.4	10.5	16.9	→
6.	Survival rate at lower secondary education	%	42.2	55.8	43.1	→
	Male	%	38.1	51.2	40.0	→
	Female	%	48.9	60.8	46.4	↓
7.	Survival rate at upper secondary education	%	24.5	38.7	24.7	→
	Male	%	20.5	36.5	22.6	→
	Female	%	28.9	42.0	27.0	↓
8.	No. of districts with lower secondary dropout rate above 18.9	No	96	36	96	→
9.	Number of students with scholarships at lower secondary	No	72,418 (2018-19)	75,418	79,567 (2019-20)	↑
10.	% of secondary schools implementing Child-Friendly School policy	%	24.1	24.4	24.0	→
11.	% of secondary schools meeting WASH minimum standards					
	College					
	Star 1	%	50.4	58.9	47.7	↓
	Star 2	%	17.2	13.4	26.7	↑
	Star 3	%	1.0	1.8	1.6	→
	Lycée					
	Star 1	%	46.7	49.3	42.6	↓
Star 2	%	28.1	26.7	36.5	↑	
Star 3	%	2.8	1.9	3.1	↑	
12.	% of colleges with:					
	Latrines	%	99.2	93.1	100	↑
	Safe water	%	86.5	47.0	89.6	↑
	Hand-washing facilities	%	55.3	43.4	80.2	↑
13.	% of Lycée with:					
	Latrines	%	98.9	98.8	100	↑
	Safe water	%	87.9	57.8	91.2	↑
	Hand-washing facilities	%	70.6	58.0	85.4	↑
14.	% of secondary schools with access to electricity:					
	College	%	94.3	73.0	93.3	↑
	Lycée	%	98.7	93.7	98.9	↑
15.	Number of new-generation schools	No	7	8	7	→
16.	Number of general and technical high schools	No	16	15	17	↑
17.	Number of general and technical high school students	No	2,717	2,388	3,324	↑
	Female	No	1,042	583	1,269	↑
18.	Number of schools implementing the career guidance and counselling programme	No	65	185	65	→
19.	Number of schools implementing local life-skills programmes	No	590	788	650	→
Sub-sector Objective 2: Improve the quality of teaching and learning in line with 21st century skills						
20.	% of lower secondary qualified teachers according to national standards (12+2)	%	87.0	92.0	88.2	→
21.	Number of secondary teachers who have received in-service training	No	2,498	1,700	1,387	↓
22.	% of upper secondary schools using ICT as a tool to support teaching and learning	%	17.0	17.0	24.6	↑
23.	% of lower secondary teachers who complete BA in education, teacher training college	%	26.2	11.7	Training 384	→
Policy 2: Ensure effective leadership and management of education staff at all levels						
Sub-sector Objective 3: Strengthen leadership and management in secondary education						
24.	Number of secondary school principals trained in SBM	No	180	200	180	→
25.	Number of public primary schools fully competent in SBM	No	100	225	100	→

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

* Include private schools

C. Challenges

Along with the achievements, some challenges required the efforts to solve them. Those challenges included:

- Some School Principals were yet to have full capacity for implementing School-Based Management;
- Implementing STEM Education Program remained a problem of the school;
- Budget of State and Development Partners did not respond to basic needs for expanding the scope and capacity of inclusive education;
- Framework of General and Technical Education Program could not be completely implemented;
- Assistants did not receive capacity building, were often changed and had different specialty regarding management of each laboratory;
- Enterprises, farms and some private sectors were yet to be able to provide support as per actual need of the school, regarding preparing curriculum, internship and study tour;
- Secondary schools were yet to be able to well implement life skill program due to capacity of Management and teachers, and lack of cooperation from stakeholders;
- Some technical education teachers did not have enough ability to use experimental equipment, apply pedagogy and new teaching methodology;
- Lack of Technical Officers in Information and Communications Technology (ICT) to update Management System for Data of Staff and Student Teachers at Teacher Training Establishment;
- Lack of technical officers in term of Management System for Distance Learning;
- Capacity of Technical Officers in Information and Communications Technology (ICT) for the Process of High School Diploma Exam was not sufficient as needed;
- Structures and Officers in charge of School Health at National and Sub-National Levels did not respond to needs of actual work scope.

2.2.4 SUB-SECTOR: HIGHER EDUCATION

A. Achievements

A.1. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

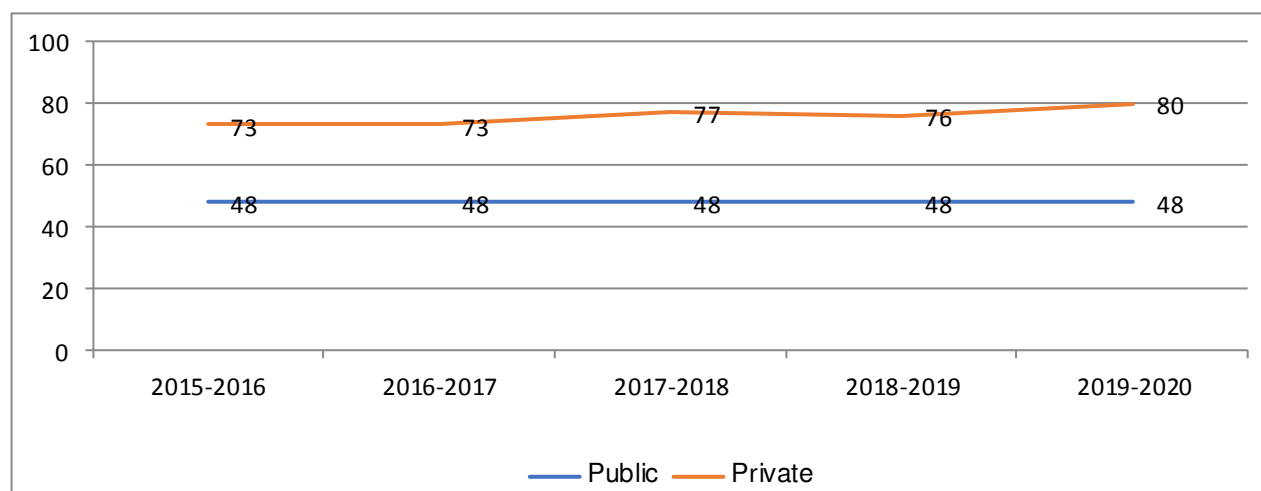
There were 128 higher education institutions nationwide, including 48 public and 80 private higher education institutions, located in 20 provinces and the capital. Higher education institutions are under the control of 16 ministries and institutions.

80 higher education institutions were under the control the Ministry of Education, Youth and Sport, of which, 13 are public and 67 were private, with 16,676 educators (3,475 females) and 201,900 students (102,599 females equivalent to 50.8%). 45 higher education institutions provided postgraduate education services, of which, 21 institutions provided doctorate level education.

Table 17: Number of Higher Education Institutions Under the Control of Relevant Ministries and Institutions

N°	Ministries / Institutions	State	Private	Total
1	Ministry of Education, Youth and Sport	13	67	80
2	Ministry of Labor and Vocational Training	12	13	25
3	Ministry of National Defense	5	0	5
4	Ministry of Cult and Religion	3	0	3
5	Ministry of Agriculture, Forestry and Fisheries	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 Ministers	1	0	1
10	Ministry of Public Works 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 Mines and Energy	1	0	1
14	Ministry of Posts and Telecommunications	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	80	128

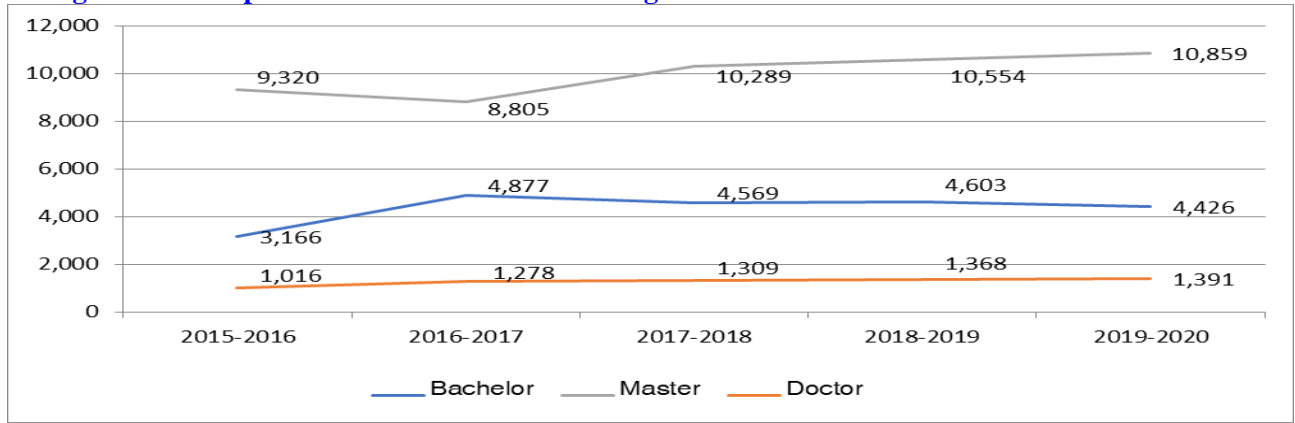
Figure 24: Comparison of No. Of HEIs from 2015-16 to 2019-2020



There were 16,676 higher education staff (3,475 females, equivalent to 20.84%), of whom, 4,426 (equivalent to 26.54%, and 1,825 females) were bachelor degree holders, 10,859 master degree holders (equivalent to 65.12% and 1,503 females) and 1,391 PHDs (equivalent to 08.34% and 147 females). Compared to the 2018-2019 academic year, there was an increase of 305 lecturers holding a 305 master degree, equivalent to 2.89 %, and of 23 professors holding a PHD, equivalent to 1.68%.

Overall, the qualifications of higher education staff in higher education institutions changed little, requiring more investment with a specific master plan to achieve the Policy on Higher Education Vision 2030.

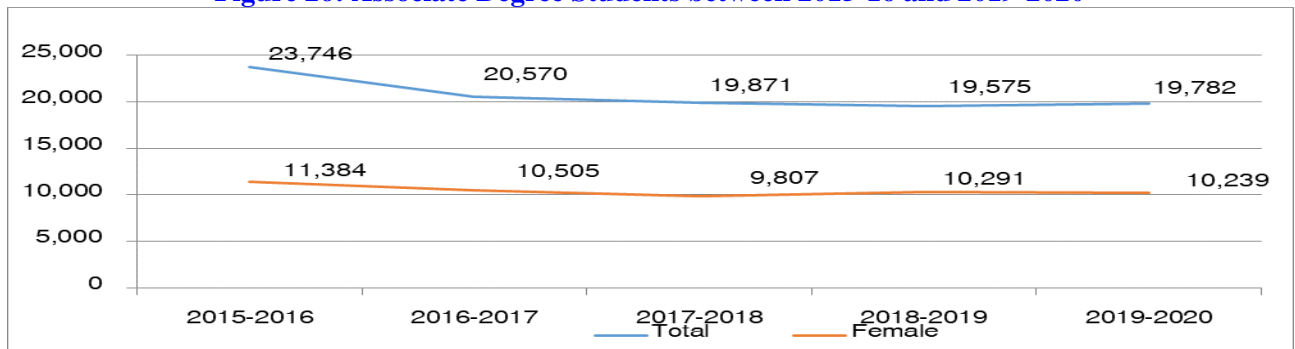
Figure 25: Comparison of Education Staff at Higher Education Level from 2015-16 to 2019-2020



There were 201,900 students studying in higher education, including 102,599 females, equivalent to 50.8%, of whom, 155 were foreign students, including 71 females, equivalent to 45.80%. Compared to the academic year 2019-2020, there was a decrease of 20,979 students, equivalent to 9.40 %.

19,782 were associate degree students, including 10,239 females, equivalent to 51.76%, of whom, 2,197 were scholarship students, including 1,059 females, 48.20%; and 17,585 paying students, including 9,180 females, equivalent to 52.20%. Compared to the 2018-2019 academic year, there was an increase in the number of associate degree students by 207, equivalent to 1.06%, but a decrease of 52 female students, equivalent to 0.50%

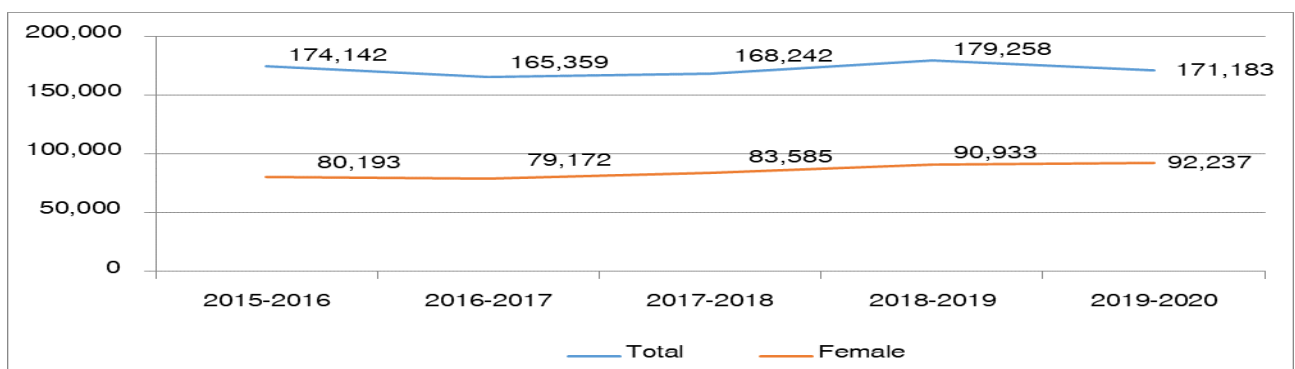
Figure 26: Associate Degree Students between 2015-16 and 2019-2020



171,183 were bachelor degree students, including 92,237 females, equivalent to 53.88%. Compared to the 2018-2019 academic year, there was a decrease of 8,075, equivalent to 4.50%, and an increase of 1,304 females, equivalent to 1.43%. Of all which, 27,391 were scholarship students, including 15,057 females, equivalent to 54.97%. Compared to the 2018-2019 academic year, there was an increase of 53 students, equivalent to 0.20%, and an increase of 898 females, equivalent to 6.34%. 58,767 bachelor degree students, including 32,555 females, equivalent to 54.88% were studying in the first year, and compared to the 2018-2019 academic year, there was an increase of 4,171, equivalent to 7.64%, and an increase of 4,339 females, equivalent to 15.54%.

The number of bachelor degree students decreased in the 2019-2020 academic year due to the effects of Covid-19 pandemic.

Figure 27: Bachelor Degree Students from 2015-16 to 2019-2020



A decrease of 54.48%, 10,945 were postgraduate students, including 3,123 females, equivalent to 28.53%, of whom, 9,984 were master degree students, including 3,035 females equivalent 30.40%, and 961 were doctorate degree students, including 88 females equivalent. 9.16%. Compared to 2018-2019 academic year, there was a decrease of master degree students by 57.07%, but an increase of doctorate students by 21.6%.

Overall, we saw a significant decrease in the number of bachelor degree students as the institutions updated the list of students who were overdue, dropped out and, in particular, were affected by Covid-19. However, there was an increase of doctorate degree students.

Figure 28: Master Degree Students from 2015-16 to 2019-2020

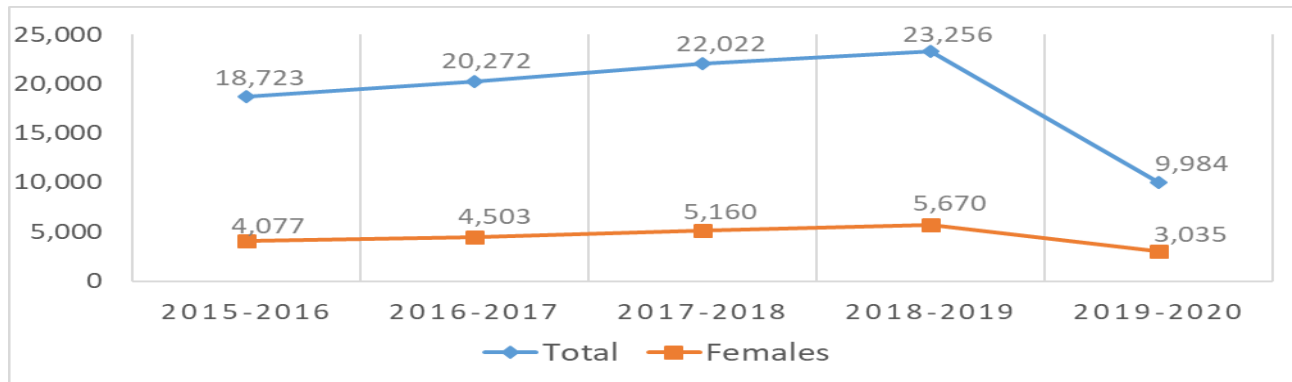
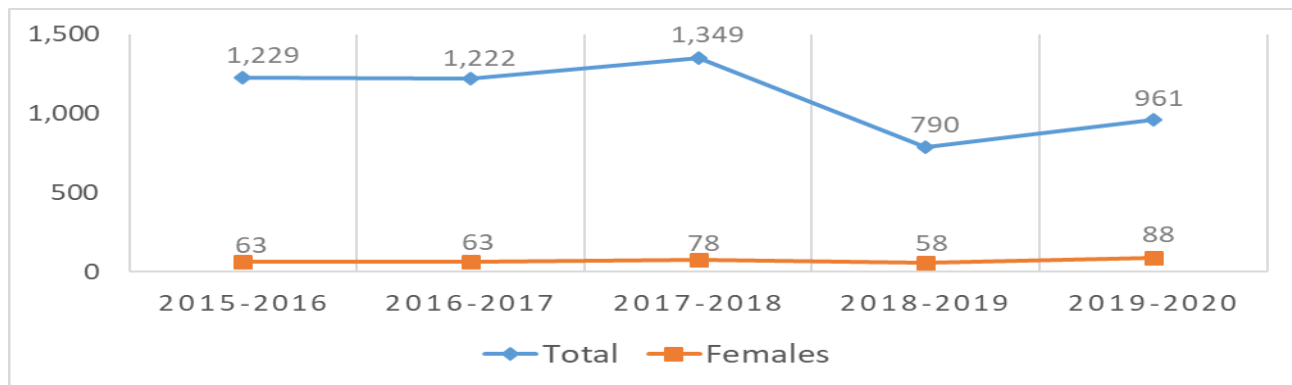
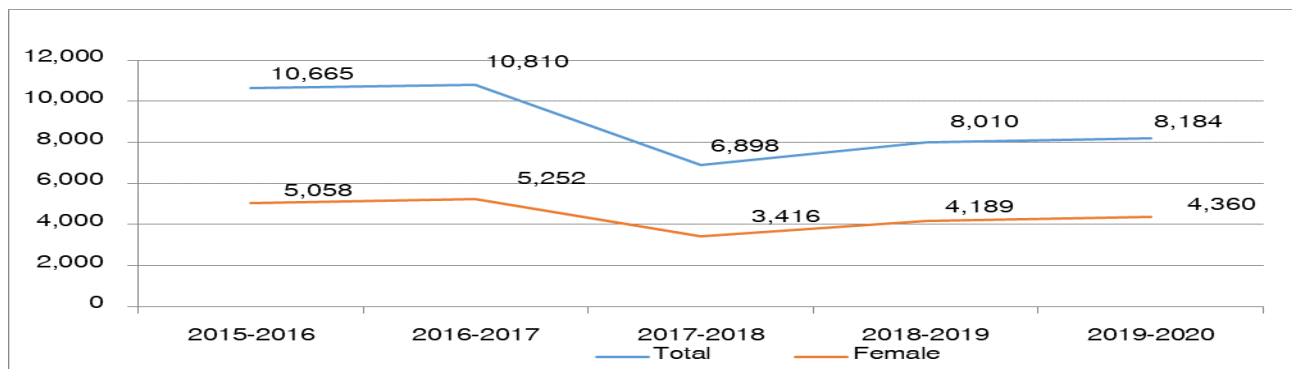


Figure 29: Ph.D. Students from 2015-16 to 2019-2020



8,184 were associate degree graduates, including 4,360 females, equivalent to 53.27%, of whom, 924 were scholarship students, including 475 females, equivalent 51.40%, and 7,260 were paying students, including 3,885 females, equivalent 53.51%. Compared to the 2018-2019 academic year, the number of undergraduate students increased by 174, equivalent to 2.17%, which included 171 females, equivalent to 4.08%, but the number of scholarship students decreased by 23, equivalent to 2.42%, which included 128 females, equivalent to 21; 22 %.

Figure 30: No. of Students Graduated with Associate Degree between 2015-16 and 2019-2020



32,640 were bachelor degree students, including 16,482 females, equivalent to 50.49%, of whom, 5 587 were scholarship students, including 2,938 females, equivalent to 52.58%, and 27,053 paying students, including 13,544 females, equivalent to 50.06%. Compared to the 2018-2019 academic year, the number of undergraduate students decreased by 6,069, equivalent to 15.67%, which included 3,858 females, equivalent to 18.96%, of whom, there was a decrease of 212 scholarship students, equivalent to 3.65%, including a decrease of 23 females, equivalent to 0.77%.

Figure 31: No. of Students Graduated with Bachelor Degree between 2015-16 and 2019-2020

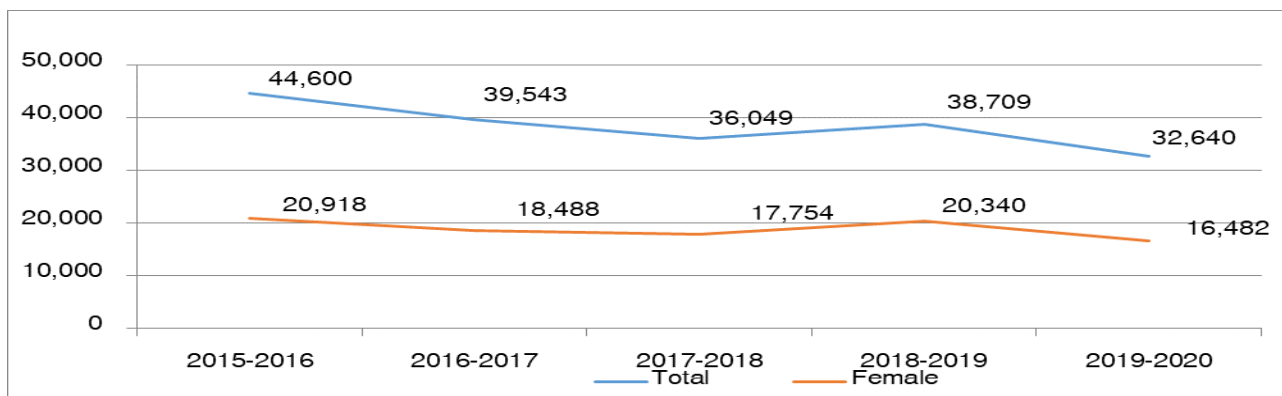


Figure 32: No. of Students Graduated with Master Degree between 2015-16 and 2019-2020

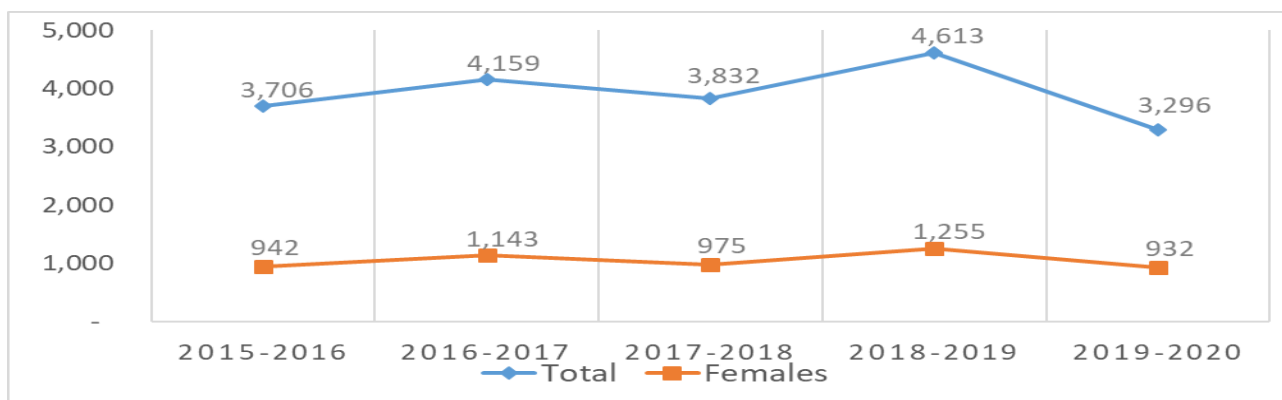


Figure 33: No. of students Graduate writing a thesis between 2015-2016 and 2019-2020

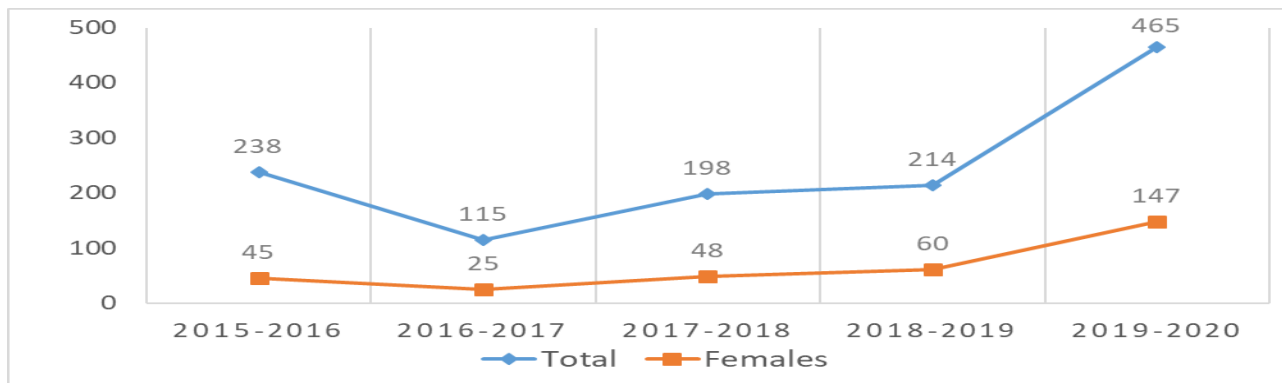
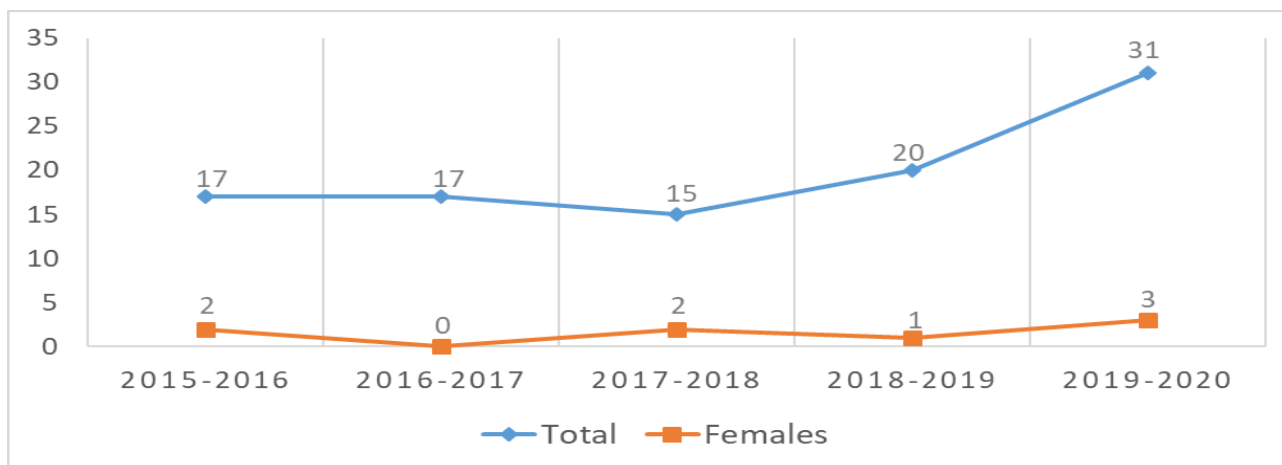
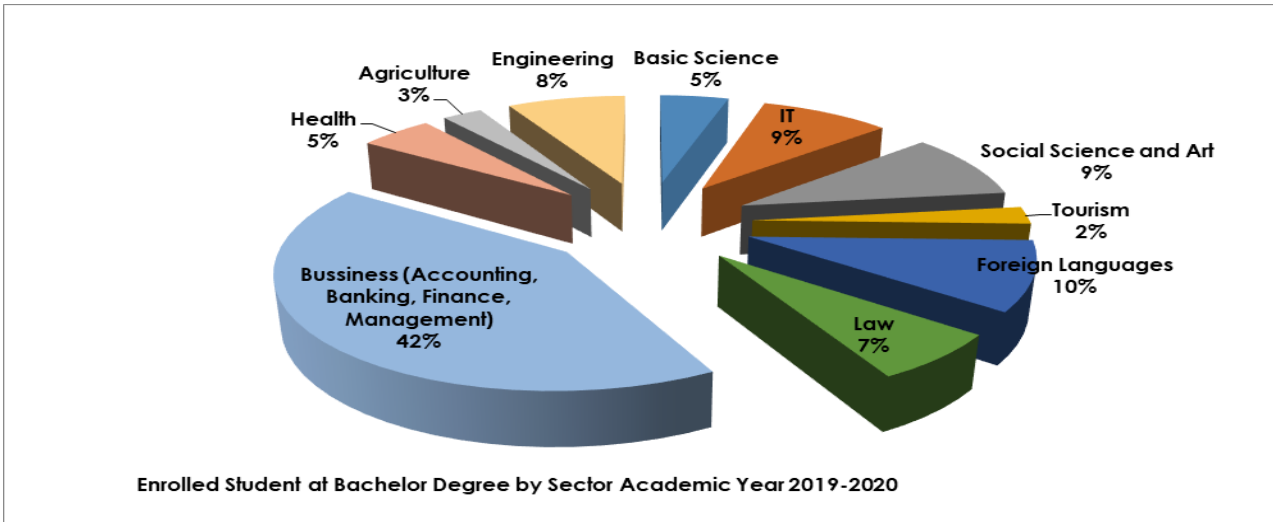


Figure 34: No. of Students Graduated with Ph.D. between 2015-16 and 2019-2020



Students studying in higher education by sector academic year 2019-2020

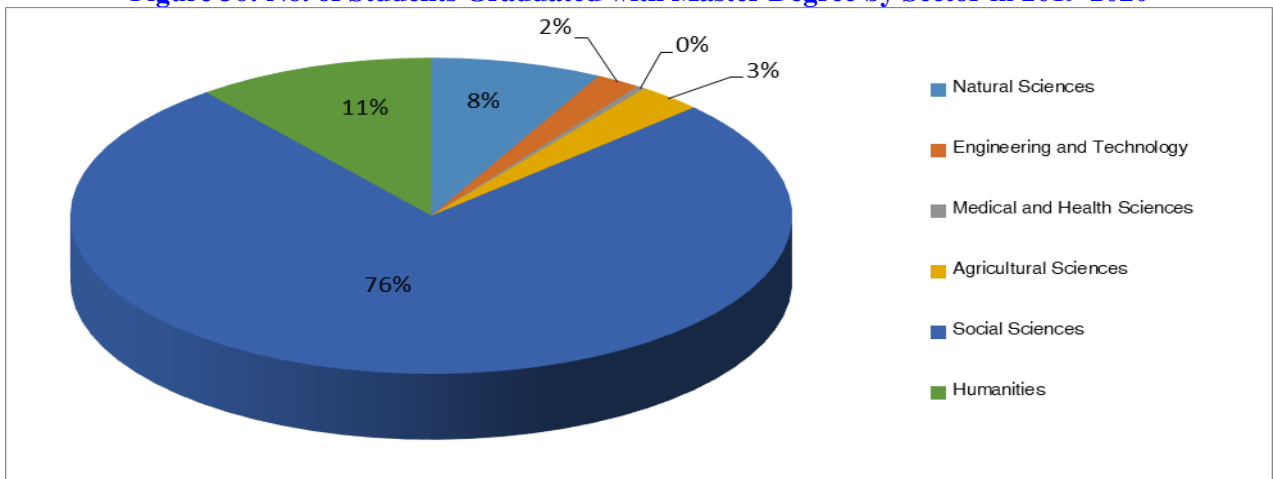
Figure 35: Situation of Students Doing Bachelor Degree in 2019-2020



About 70% of bachelor degree students studied social sciences, of whom, 42% studied business-related subjects, 7% law, 10% foreign languages, 2% tourism, and 9% other social sciences and arts. 30% of them studied STEAM, of whom, 5% studied basic science, 9% information technology, 8% engineering, 3% agriculture, and 5% health. Overall, in a 5-year period, STEAM skills learning increased from 22% in the 2015-2016 academic year to 30% in the 2019-2020 academic year.

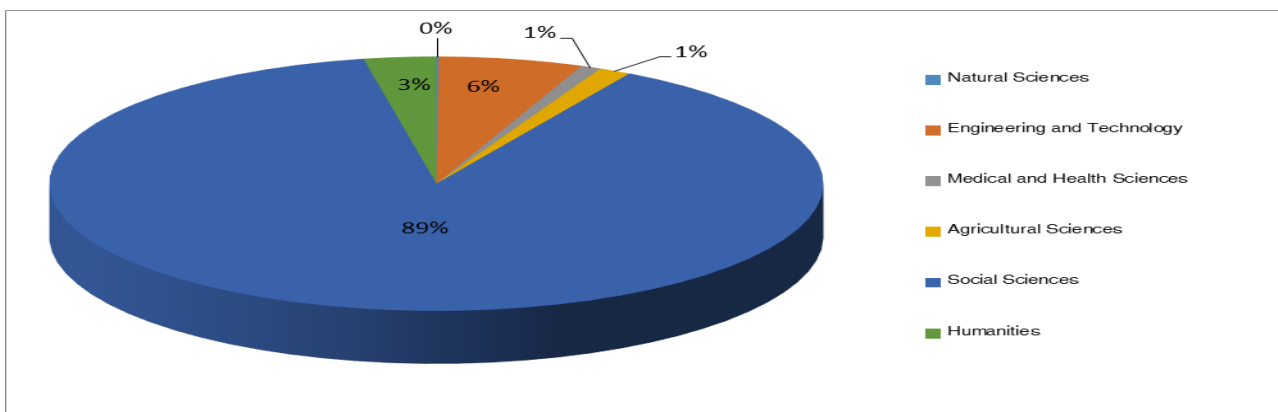
Therefore, efforts will be further strengthened from year to year to invest in science, technology, engineering, arts and mathematics (STEAM) to respond to socio-economic development.

Figure 36: No. of Students Graduated with Master Degree by Sector in 2019-2020



Of the master degree students, 76% studied social sciences, 11% humanities, 8% natural sciences, 3% agricultural science, and 2% engineering and technology.

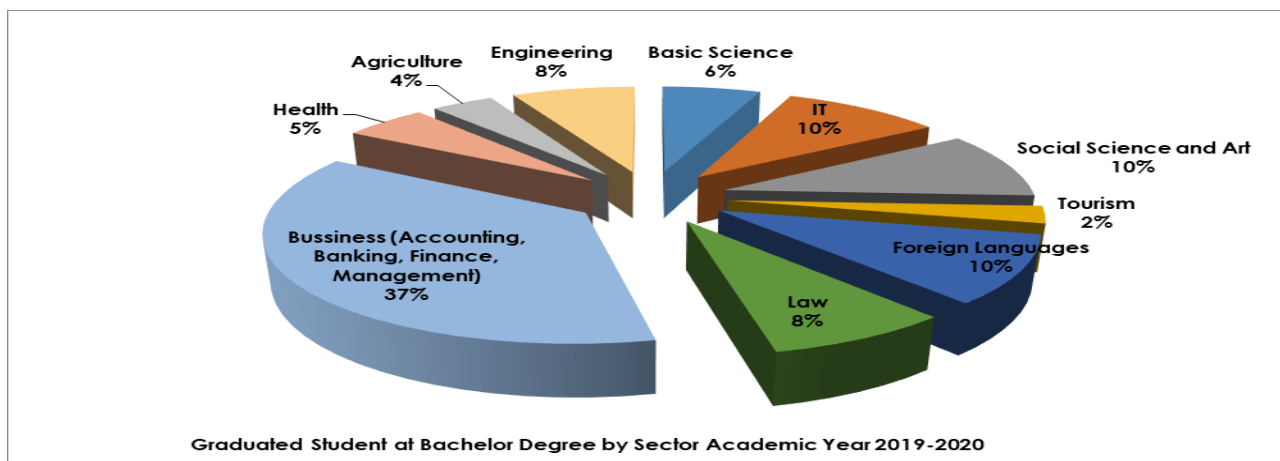
Figure 37: No. of Students Doing Ph.D. by Sector in 2019-2020



89% of PhD students studied social sciences. Higher education institutions, both public and private, did not yet focus on investing in doctorate training in science, technology, engineering and mathematics (STEM). Therefore, more investment is needed to meet the needs of the labor market.

Graduates of all levels of higher education by the sector in the academic year 2019-2020

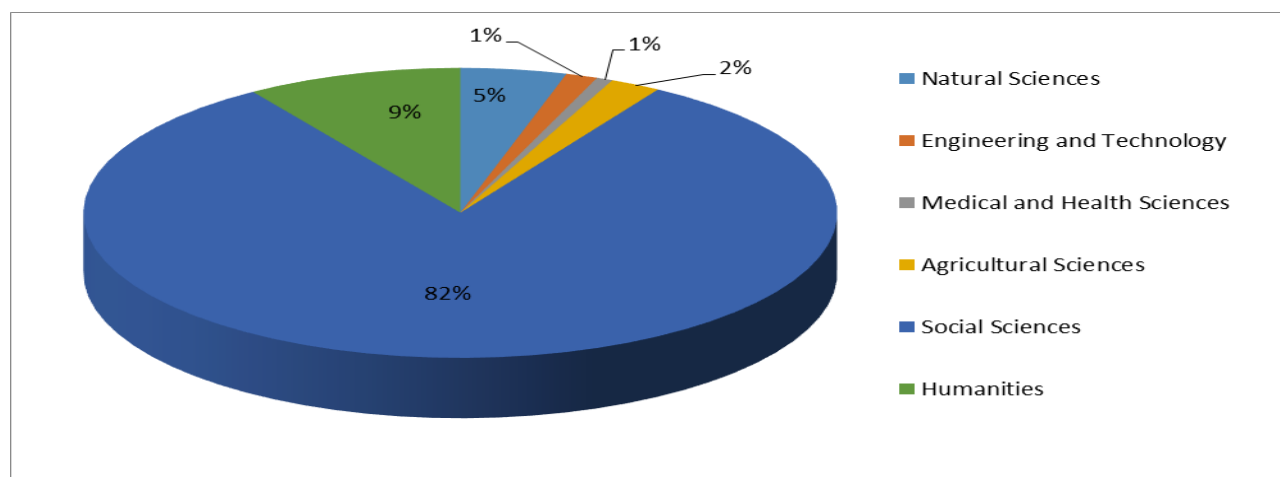
Figure 38: No. of Students Graduated with Bachelor Degrees in 2019-2020



About 67% of bachelor degree graduates had studied social sciences, 37% business-related skills, 8% law, 10% foreign languages, 2% tourism, and 10% other social sciences and arts. 33% of them studied STEAM, including 6% studying basic science, 10% information technology, 8% engineering, 4% agriculture, and 5% health.

The abovementioned results reflect that the number of students who have graduated Bachelor of Science, Technology, Engineering and Mathematics (STEM) remains minimal and thus does not fully meet the needs of the labor market.

Figure 39: No. Of Students Graduated with Master Degrees in 2019-2020



Only 1% of master degree students graduated in engineering and technology, 1% in science, medicine, and health, 2% in agricultural science, 5% in natural sciences, 9% in humanities, while the rest in social sciences. Therefore, Cambodia continues to face the challenge of master degree gap, which requires more investment in science, technology, engineering and mathematics (STEM).

For PhD students in the academic year 2019-2020, 100% of them graduated in social sciences.

Strengthening the mechanism for selecting students for admission, graduation exams and scholarships

The Ministry has:

- Published 24,400 guide books, 110,000 scholarship information booklets, 110,000 scholarship application forms and 110,000 copies of application receipts, 45,000 copies of study records, 45,000 scholarship application forms for poverty-stricken students, and 2,500 application forms and 2,500 receipts for students with disabilities,
- Provided capacity building on procedures and mechanisms for completing bachelor degree application forms for higher education institutions for the academic year 2020-2021 to the officials of the Department of Education, Youth and Sports in 25 capital and provinces and upper secondary schools with 736 participants, including 58 females,

- Examined and selected 6,051 associate degree students, including 3,033 females, equivalent to 50%, to study in the first year, and 25,399 foundation year students, including 14,549 females, equivalent to 57%, and 9,130 scholarship students,
- Examined the graduation exams of 2,963 associate degree students, including 1,714 females defending their thesis; 11,151 bachelor degree students, including 5,597 females; 3,296 master degree students, including 932 females and 465 defending their thesis, including 147 females; and 31 PhD students, including 3 females.

Foreign students studying in Cambodia and Cambodian students studying abroad

The Ministry has:

- Accepted 155 foreign students to study in Cambodia, including 71 females, equivalent to 45.81%, of whom, 86 were Vietnamese, 54 Laos, and 15 People's Republic of China. 47 students successfully graduated, including 28 females, equivalent 59.57%
- In collaboration with friendly parties, sent 437 Cambodian scholarship students, including 143 females, equivalent to 32.43%, to study abroad ranging from vocational training to doctorate levels, of whom, 13 were doctorate students, including 1 female; 112 master degrees, including 39 females; 280 bachelors, including 93 females; 12 technical students, including 2 females; 9 vocational students, including 3 females; and 11 researchers, including 5 females, in 7 countries. Of those countries, 140 were sent to Vietnamese, including 32 females; 15 to Lao, including 10 females; 59 to Thai, including 24 females; 155 students to the People's Republic of China, including 56 females; 56 to Japan, including 17 females; 15 to Hungary, including 4 females; and 1 to Cuba;
- Accepted 823 Cambodian and foreign students, including 608 females, equivalent to 73.88%, to stay in female dormitories, of whom, 155 were foreign students, including 71 females; and
- Issued letters certifying certificates of upper secondary school, technical and functional upper secondary school, bachelor degree, master degree and doctorate degree from overseas to 380 holders, including 94 females.

This confirms that the number of scholarship students studying overseas remains unchanged, while the number of exchange students within the framework of cooperation with friendly parties has decreased due to Covid-19. However, the cooperation is being constantly promoted.

Development of legal framework, legal instruments and policy on higher education

The Ministry has:

- Received Sub-Decree No. 132, dated August 27, 2020, on the RGC Accreditation of the Lanmei University of Cambodia;
- Issued Prakas No. 2106 MoEYS.P, dated September 30, 2020, allowing Svay Rieng University to conduct a Master degree training program in Food Processing and Innovation;
- Issued Prakas No. 2107 MoEYS.P, dated September 30, 2020, allowing the Kirirom Institute of Technology to conduct a master degree training program in data science, information technology management, and cyber security;
- Issued Prakas No. 2108 MoEYS.P, dated 30 September 2020, allowing Heng Samrin Tbong Khmum University to conduct Master degree training program in Food Processing and Innovation;
- Issued Prakas No. 2478 MoEYS.P, dated November 2, 2020, allowing the Phnom Penh International Arts Institute to conduct a master degree training program in painting, design and music;
- Issued Praks No. 2025 MoEYS.P, dated 30 September 2020, on the Recognition of New Skills and Extension of Associate Degree on Existing Skills of BELTEI International University
- Issued Prakas No. 1060 MoEYS.P, dated 24 July 2020, on the Accreditation of Civil Engineering and Bachelor degree at Limkokwing University and University of Creative Technology;
- Issued Prakas No. 579 MoEYS.P, dated 10 March 2020, on the Recognition of Tux Global Institute;
- Issued Prakas No. 237 MoEYS.P, dated 25 February 2020, on the Establishment of the Faculty of Business Administration and Entrepreneurship of Bachelor and Associate Degree of Heng Samrin University, Tbong Khmum;
- Issued Prakas No. 640 MoEYS.P, dated March 26, 2020, on the Establishment of the Faculty of Digital Technology Economics at the National University of Management;

- Issued Prakas No. 703 MoEYS.P, dated April 07, 2020, on the Establishment of New Skills at Kampong Speu Institute of Technology;
- Issued Prakas No. 2024 MoEYS.P, dated September 29, 2020, on the Establishment of a New Department and Skills at Svay Rieng University
- Issued Prakas No. 2955 MoEYS.P, dated 15 December 2020, on the Accreditation on The Establishment of Accounting Skills of ACLEDA Business Institute;
- Issued Praks No. 2414 MoEYS.P, dated October 19, 2020, on the Recognition of the Organization of Structure of the Faculty at the University of Science;
- Issued Prakas on the Establishment of the Foundation Department at the Sihanoukville Institute of Business and Technology and East Asia University of Management, and the foundation year's updated curriculum at the University of Puthisastra;
- Issue a decision on the appointment of a new board of directors of the Institute for Learning for Success Institute, and the SETEC Institute;
- issued a Certificate of Accreditation for Associate, Bachelor and Master Degree Programmes of ACLEDA Business Institute, Associate Degree of Cambodian Institute of Japanese Technology, Associate Degree of Sachak Asia Development Institute, Associate and Bachelor Degrees of Build Bright University, Associate Degree of Phnom Penh International University, Associate Degree of PCL Management Institute, Bachelor Degree of Human Resource University, and Associate and Bachelor Degrees of South East Asia University;
- Issued of Letter of Consent in Principle No. 3859 OYK.OS, dated 01 September 2020, on the Request for Examination and Support for the Opening Project of a Nursing Training School Supported by Humanitarian Actions by Hebron International NGO, Hebron Medical Center;
- Issued of Letter of Consent No. 56600 OYK.OS, dated 27 October 2020, on the Request for Relocation of PCL Management Institute from Phnom Penh to Siem Reap province;
- Organized a workshop on disseminating the Education Strategic Plan 2019-2023 for the higher education sub-sector, participated by 132 participants, including 32 females; and
- Organized a consultative workshop on the preparation of concept documents on research and policy on research and development in the higher education sub-sector with 46 participants, including 9 females.

Ensuring The Quality Of Higher Education

The Ministry has:

- Introduced the Cambodia's Education Roadmap and Strategic Plan 2020-2030 of the Accreditation Committee, dated 14 August 2020;
- Issued Instruction No. 01/20 K.T.K SNN, dated 05 October 2020; on the Process and Procedure of Evaluation for Evaluation Officers for Higher Education Institution Accreditation;
- Produced draft handbook on internal education quality assurance system for higher education institutions;
- Organized a workshop on the implementation of student protests in higher education institutions, with 64 participants, including 12 females;
- Conducted pre-evaluation on the quality of the self-assessment report and inspected and verified the qualifications of 14 higher education institutions, including the Royal University of Phnom Penh, Royal University of Law and Economics, Svay Rieng University, Chea Sim Kamchay Mear University, Royal Cambodian Armed Forces Health Science Institute, Paragon International University, BELTEI International University, International University, Angkor University, Vanda Institute, ACLEDA Business Institute, and Cambodian Specialized University in Phnom Penh and two other branches;
- Organized a consultation workshop to finalize the guidance handbook for higher education quality assessment officers, with 45 participants, including 7 females;
- Organized a training workshop for assessors on the implementation of the guidance handbook for assessors in assessing the accreditation of higher education institutions, with 47 participants, including 8 females; and
- Examined the training situation in 4 higher education institutions.

Teaching and Research

The Ministry has:

- Organized the 2nd National Conference on Research and Innovation in Cambodia under the theme "The Roles of Universities in Cambodia in the Transferring of Online Knowledge and Technology ", with 347 participants, including 52 females;
- Organized consultative workshops, participate by 49 participants (6 females), on postgraduate training and research information management system formats, including 1. Pilot implementation of postgraduate training and research information management systems and 2. Draft Prakas on the conditions and Detailed criteria for the postgraduate training process;
- Provided training on teaching methodology and assessment to adapt to the PISA_D test and a guidance-based training course with 87 participants, including 37 females;
- Monitored and evaluated the implementation of 30 research projects of 5 target educational institutions, including National University of Battambang, Svay Rieng University, Royal University of Phnom Penh, Institute of Technology of Cambodia, and Royal University of Agriculture;
- Organized workshops on technical support for implementation, monitoring of research projects and orientation sessions on research project preparation, with 77 participants, 5 females;
- Published 153 topics, including 95 local publications on social sciences, law, education, tourism, women, economic development, English, good governance, international relations, economy, technology, agriculture, water and environment, food and nutrition technology, physical science and components, mechatronics and information technology, and energy technology and management, and 58 international publication topics on law, education, international relations, economy, technology, engineering, tourism, water and environment, food and nutrition technology, physical science and components, electronics and information technology, and energy technology and management;
- Is implementing 294 research projects, including research projects with 115 partners on topics on education, law, sociology, anthropology, development studies, foreign languages, institutional capacity building, international relations, social development, tourism management, business management, banking, finance, economy, technology-related network, agriculture, industry and technology, science, technology, engineering and mathematics, water and environment, food and nutrition technology, physical science and component, electronics and technology, information, and energy and management technology;
- Provided training to 107 full-time researchers (27 females), and 30 part-time researchers (2 females), and 49 full-time research support staff (17 females) and 104 part-time researchers (14 females)
- Evaluated and funded 53 research projects for 5 public higher education institutions, of which, 45 projects being linked to 22 industries led and co-led by women;
- Organized a consultative workshop on drafting the principles of the Center of Excellence in higher education, with 61 participants, including 11 females; and
- Organized a workshop on guidelines for studying the situation of students after graduating from higher education, with 35 participants, including 6 females.

A new normal education in the context of Covid-19 in higher education institutions

The Ministry has:

- Organized the process of providing e-learning services by adopting Microsoft Office 365 (Microsoft Teams), Google Meet, Google Classroom and Hangout Meet/Zoom, BlueJeans and other programs with the permission from the Ministry;
- Developed tools of guiding students in the use of long-distance learning formats;
- Organized network, size, and speed of internet for learning and teaching
- Prepared guidance booklets for long-distance learning and instructional videos on teaching methodologies for teaching staff and learning methods for students;
- Provided training to teachers and assistant teachers on the use of digital-based programs by producing video, lesson plans and other teaching materials;
- Established a management committee and technical team to support the provision of e-learning services with clear-cut roles and responsibilities;
- Created an online application to communicate and provide students information about study, enrollment and tuition fees

- Furnished and provided automatic thermometers, disinfection machines, hand washing facilities, hand-wash alcohol, social distancing, and correct and consistent application of SOP standards, in particular, in higher education institutions; and
- Monitored and evaluated the digital teaching and learning to ensure the quality of students' education.

Challenges of the new normal education in the context of Covid-19

Despite all concerted efforts to address these challenges, practical ones remain, including:

- Physical infrastructure for the digital training process is in lack of software, video recording equipment for teaching and management, as well as overrunning costs;
- In some educational institutions, the enrollment of students is minimal or incomplete and students face problems related to documents, study materials, expensive but poor internet services, lack of funds, as well as communication barriers between the management, teachers, and students;
- The teachers' capacity remains limited, lacking of experience in planning the lessons, preparing digital teaching videos and pictures, while some foreign teaching staff cannot travel to class;
- The mechanism of students' data management, attendance monitoring and score management remains unclear; and
- It is difficult to organize practice-based theoretical studies in farms, workshops and laboratories.

A2. Ensure Effective Leadership and Management of Education Staff at All Levels.

Attending overseas conferences, meetings and seminars (prior to Covid-19)

The Ministry has:

- Sent 7 officials (2 females) to participate in the training workshop on curriculum development and evaluation in Romania, Italy, and Malaysia;
- Sent 4 male officials to attend the ASEAN Quality Assurance Network Executive Committee Meeting and the Extraordinary Roundtable of the ASEAN Quality Assurance Network 2020 in Indonesia, and on the Higher Education Integration and Accreditation Technical Meeting in Vietnam;
- Sent 2 male officials to attend the 13th ASEAN International Mobility Annual Review Meeting in Thailand; and
- Sent 1 a male official to attend the ASEAN-Japan Science, Technology and Innovation Conference on Scientific Policy for Sustainable Development in the ASEAN Region in Vietnam.

Promoting Governance of Higher Education Institutions

The Ministry has:

- Organized a workshop on the results-based monitoring and evaluation system for the sub-sector for higher education, with 100 participants, including 21 females;
- Organized a workshop on the preparation of information collection forms on gender strategies in the project to improve higher education, with 36 participants, including 12 females;
- Monitored and collected information and data on the implementation of the project of improving higher education in 5 higher education institutions and prepared progress reports;
- Issued a decision on the Appointment of the Board of Directors of 2 institutions;
- Provided training to 3 higher educational officials on the implementation of the guidelines for evaluation on accreditation;
- Provided training on how to write self-assessment reports at Angkor University and National University of Battambang;
- Conducted a research on the effectiveness of the quality of education after the evaluation of the foundation year.

This confirms that the governance of higher education institutions and international cooperation are gradually strengthened and expanded from year to year.

Capacity development of higher education officials

The Ministry has:

- Strengthened the capacity of 36 officers (3 females) for activity and budget planning;

- Sent 2 male officers to attend a workshop on data management and analysis using SPSS software;
- Sent 11 officers (3 females) to participate in the workshop on technical support on implementation and monitoring of research projects;
- Provided a 6-month training course on Progress Report Writing for Higher Education Improvement Project Implementation Unit to 50 participants, including 13 females; and
- Provided training of to 16 higher education institutions on how to write self-assessment reports, with 47 participants, including 9 females.

This reflects that it helps enhance the capacity of leadership, management, technical work, training, research, and exchange of information and experience.

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

Indicators		Unit	Actual	Target	Actual	Status
			2019-20	2020-21	2020-21	
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all						
Sub-sector Objective 1: Enhance access to and improve the quality of higher education programmes towards national and international accreditations						
1.	Gross enrolment rate	%	12.0	14.2	13.3	→
	<i>Male</i>	%	12.2	16.6	15.5	→
	<i>Female</i>	%	11.8	12.3	11.9	→
2.	Percentage age of students enrolled in STEM programmes	%	28.3*	30.0	30.4**	↑
	<i>Male</i>	%	40.1*	37.8	45.4**	↑
	<i>Female</i>	%	16.9*	20.5	17.5**	→
3.	Number of centers of excellence	N ^o	1	2	2	↑
4.	Percentage age of full-time academic staff with PhDs	%	4.1*	4.4	4.1**	→
	<i>Female</i>	%	3.6*	16.1	3.6**	→
5.	Number of HEIs that complete tracer studies	N ^o	5	6	5	→
Policy 2: Ensure effective leadership and management of education staff at all levels						
Sub-sector Objective 2: Develop the governance and management system to support HEIs to become fully autonomous						
6.	Number of HEIs that implement internal quality assurance system	N ^o	10	15	16	↑
7.	Number of HEIs accredited	N ^o	10	15	10	→
8.	Number of HEIs that provide input data into the higher education management information system (HEMIS)	N ^o	13	24	24	↑

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

* Data for School year 2018-2019 ** Data for School year 2019-2020

C. Challenges

Along with the achievements, some challenges required the efforts to solve them. Those challenges included:

- Some public higher education institutions have not yet received the investment in researching teaching staff resources as required;
- Digital data management system for postgraduate research and training has not yet been implemented in higher education institutions;
- There is lack of ability and experience to write research articles for publication in research journals;
- The process of providing autonomy in financial and human resource management to public higher education institutions has not yet been finalized as planned; and
- Higher education quality assurance system is not yet effectively operational.

2.2.5. SUB-SECTOR: NON-FORMAL EDUCATION

A. Achievements

A.1. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

The capital and provinces implemented 25 vocational literacy programmes, 17 post-literacy programmes, 3 re-entry programmes, 22 income generation programmes at community learning centers, 23 primary equivalency programmes, 5 secondary equivalent programmes, and 20 complementary programmes.

Table 19: Capital and provinces that implemented the programme

Programmes	Capital / Provinces	
	2018-2019	2019-2020
Functional Literacy	25	25
Post-literacy	17	17
Re-Entry	22	3
Income Generation	25	22
Primary education equivalency	24	23
Lower Secondary education equivalency	8	5
Complementary education	21	20

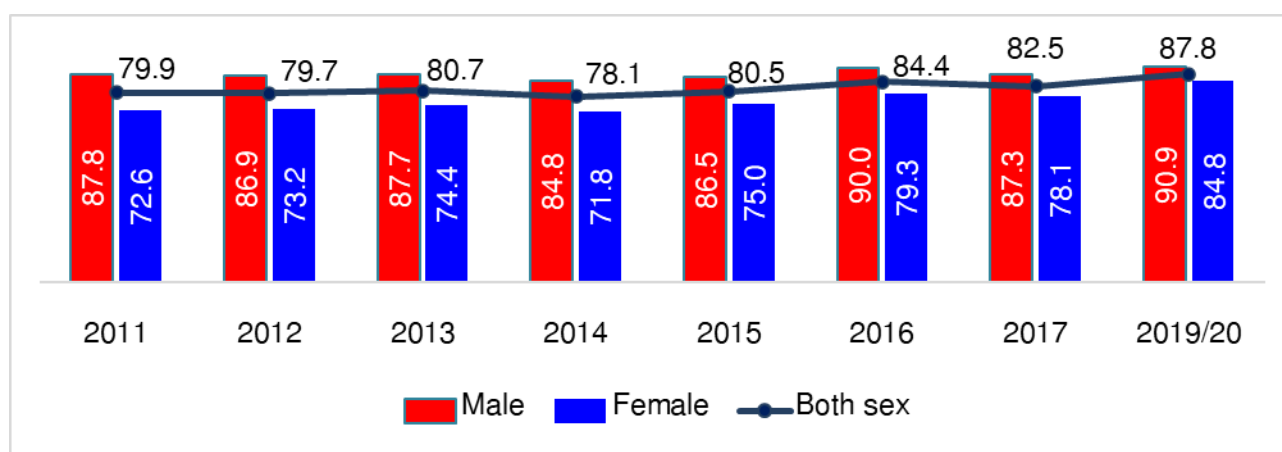
Non-formal education programmes in some capital and provinces declined due to the spread of Covid-19 pandemic.

Functional Literacy Programme

According to the 2019-200 Cambodian Socio-Economic Survey, the literacy rate for adults aged 15 and over was 87.8% for adults of both sexes, of whom, 84.8% being women and 90.9% being men. In 2017, for adults of both sexes, it was 82.5% (78.1% females). The female literacy rate increased due to the Royal Government's efforts to promote gender in education. In particular, the 2019 Cambodian Census showed that the adult literacy rate for adults aged 15 and over was 87.7%.

September 8 National Literacy Day is the force driving this programme to be more effective and to significantly reduce the illiteracy rate. In fact, the Ministry declared the September 8, 2020 National Literacy Day under the theme "Literacy is the foundation of lifelong learning."

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



There were 894 literacy classes, covering 830 villages in 551 communes and 186 districts/Khans throughout the country. The Ministry controlled 878 literacy classes, a decrease of 11 classes, equivalent to 1.24%. and development partners controlled 16 literacy classes, a decrease of 36 classes, equivalent to 69.23%. The Ministry, in collaboration with UNESCO, SIPAR, ILO and Factories, implemented 13 literacy classes in factories in Phnom Penh, Kandal, Kampong Cham, Kampong Chhnang, Svay Rieng and Kampong Speu. Also, the Ministry, in collaboration with the Ministry of Interior, implemented 33 literacy classes in the prisons in 18 capital/provinces such as Phnom Penh, Banteay Meanchey, Battambang, Kampong Cham, Kampong Chhnang, Kampong Thom, Kampot, Kandal, Koh Kong, Kratie, Pursat, Ratanakiri, Siem Reap, Svay Rieng, Takeo, Oddar Meanchey, and Tbong Khmum, and 7 classes at correctional centers in Phnom Penh and Tbong Khmum.

There were 894 literacy teachers, 39.71% of whom were female, of whom, 878 teachers (39.52% females) were under the control of the Ministry and 16 (50% females) were under the development partners. 819 (38.46% females) literacy teachers were trained, of whom, 803 (36.99% females) by the Ministry, 24

(66.67% females) for factory workers, 32 (15.63% females) for prisons, and 7 (14.29% females) for correctional centers. 16 literacy teachers (50% females) were trained by 16 development partners.

There were 17,697 students (64.98% females), of whom, 277 were factory students (100% female), 677 prison students (7.53% females), 160 correctional facility students (13.12% females). 15,309 students (66.06% females) successfully completed the course, of whom, 14,110 students, equivalent to 92.82% (66.16% females) passed the standard test, with 12,194 students with literature skills, equivalent to 79.65% (66.35 females) and 10,889 students with numerical skills, equivalent to 71.13% (female 66.39%).

There were 568,775 illiterate people aged 15 and over, including 51.78 % females (statistics from the Capital/Provincial Department of EYS in 2020). This year, the literacy programme liberated 14,210 people with illiteracy, equivalent to 2.5% (66.16% females).

This number requires additional attention from all institutions and partners involved in liberating the illiterates so that they can contribute to socio-economic development.

Table 20: Number of teachers and students of functional literacy programme

Details		2018-2019		2019-2020		Increase/Decrease (+/-)	
		Total	F	Total	F	Total	F
Literate Classes	MoEYS	889		878		-11	
	Partners	52		16		-36	
	Total	941		894		-47	
Teachers for literacy	MoEYS	889	352	878	347	-11	-5
	Partners	69	31	16	8	-53	-23
	Total	958	383	894	355	-64	-28
Students	MoEYS	1,7922	11,768	17,285	11,193	-637	-575
	Partners	1,179	728	409	305	-770	-423
	Total	19,101	12,496	17,694	11,498	-1,407	-998

Figure 41: Results of Learners who Completed the Functional Literacy Programme

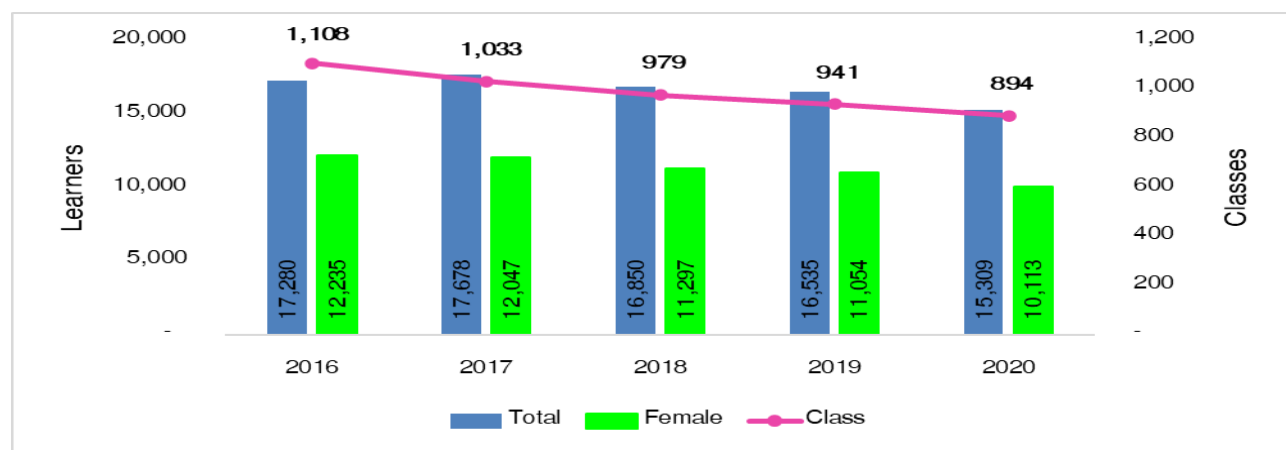
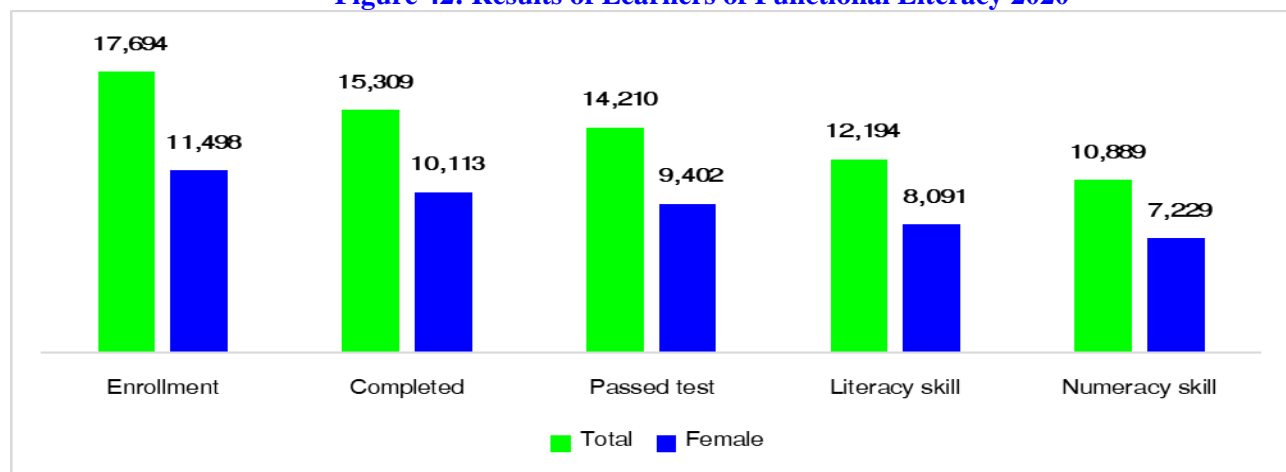
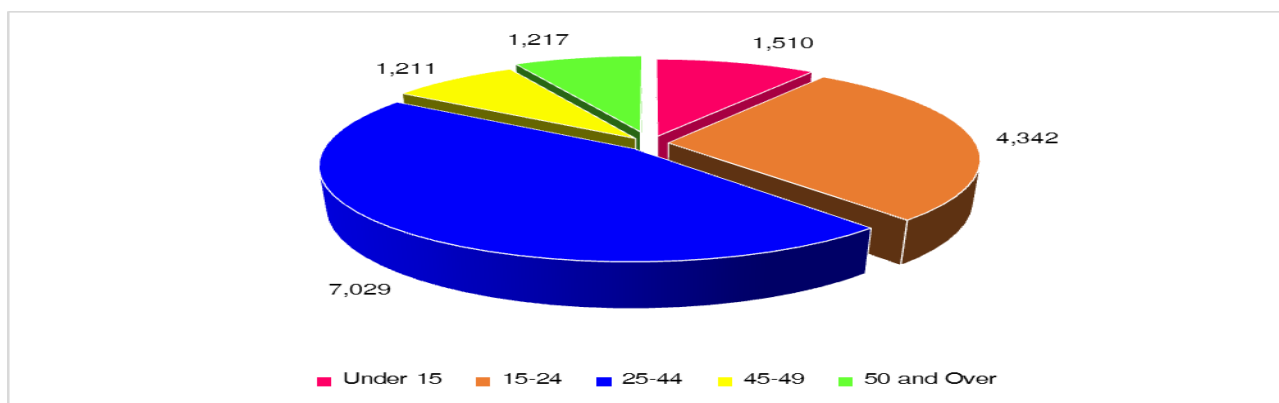


Figure 42: Results of Learners of Functional Literacy 2020



These results indicate that the level of competency of successful graduates in literature skills programmes is higher than in the numerical skills. This requires more attention focused on methodologies and materials for teaching numeracy skills.

Figure 43: Results Functional Literacy Completion 2020 by Age Group



Illiteracy of adults aged 15 years and over declined. This proves that functional literacy programmes were expanded and attractive as from year to year they could release about 2.5% of new literates, giving them the opportunity to continue their education through various programmes and skills.

Post-literacy programmes

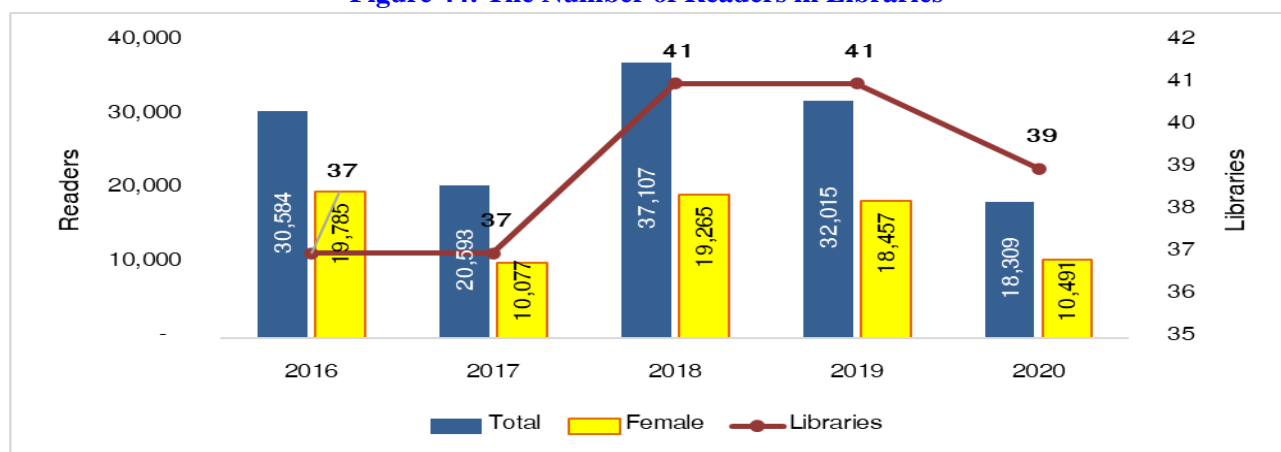
This programme helped increase knowledge and prevent the forgetfulness of new literates and community. The Ministry and development partners had 39 libraries and 34 of which, equivalent to 87.18%, were operational. 25 ministry-run libraries, equivalent to 80%, were operational, while all the 14 development partner-run libraries, equivalent to 100 %, were operational.

There were 18,309 readers, a decrease of 13,706, equivalent to 42.81%, of whom, 57.30% were females, a decrease of 7,966, equivalent to 43.16%. Of 13,129 readers to the ministry-run libraries, there was a decrease of 6,815, equivalent to 34.17%, and, of which, 56.64% were females with a decrease of 3,796, equivalent to 33.80%. Of 5,801 readers visiting the development partner-run, there was a decrease of 6,891, equivalent to 57.09%, including 58.98% females with a decrease of 4,170, equivalent to 57.72%, compared to 2019.

Table 21: The Number of Libraries and Readers

Details			2018/2019		2019-2020		Increase/Decrease (+/-)	
			Total	Females	Total	Females	Total	Females
Libraries	MoEYS	Total	25		25		0	
		Operational	25		20		-5	
	Partners	Total	16		14		-2	
		Operational	14		14		0	
	Total	Total	41		39		-2	
		Operational	39		34		-5	
Readers	MoEYS		19,944	11,232	13,129	7,436	-6,241	-3,411
	Partners		12,071	7,225	5,180	3,055	-6,891	-4,170
	Total		32,015	18,457	18,309	10,491	-13,132	-7,589

Figure 44: The Number of Readers in Libraries



This indicates that the number of readers to the library decreased due to the spread of Covid-19 pandemic. Instead, live library readers could read and research electronically.

In the meantime, the quality of life improvement programme also contributed to the increased knowledge and prevention of the risk of forgetfulness to the community, in which 9 related articles were broadcast on the National Radio of Cambodia, a decrease of 38, equivalent to 80.85 %. Also, 3 video clips, an increase of 1 equivalent to 50%, were broadcast. The clips were on literacy as a basis for lifelong learning, on inclusion and education, and on working together to promote our community learning center. The clips were viewed by 52,825, an increase of 20,269, equivalent to 60.66%, and 3,111 likes and 396 shares.

Re-Entry Programme

This programme provided an opportunity for students in grades 3 to 6 to resume their education at the general education system. Education statistics and indicators for the 2019-2020 academic year showed that the dropout rate at the primary level from grades 3 to 6 is 8.98%, including 7.7% females, equivalent to 114,874 students (47,909 females), and that the dropout rate at the lower secondary level is 18.6%, including 17.4% females, equivalent to 115,128 students (56,638 females).

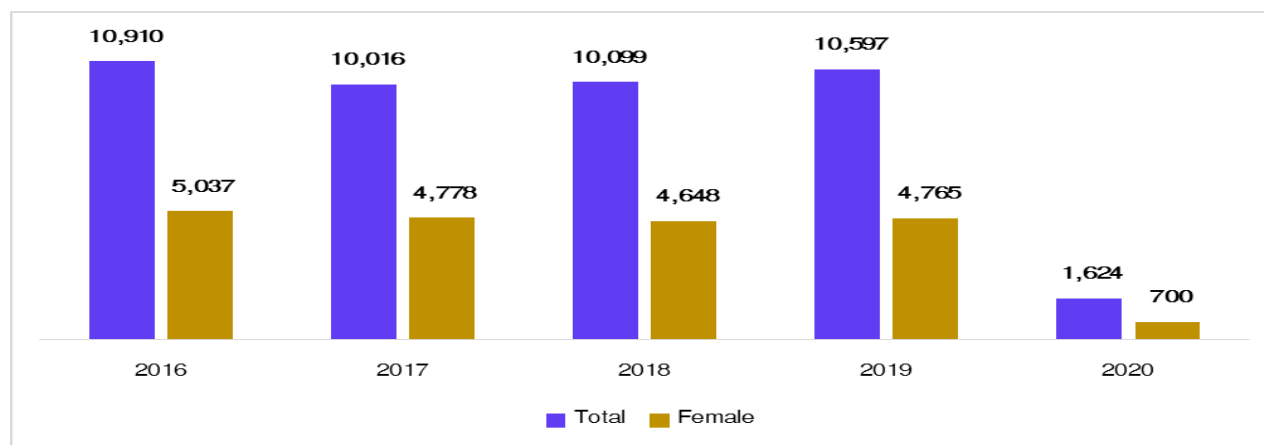
The number of ministry-run re-entry classes was 91, a decrease of 539, equivalent to 85.56%, while development partner-run classes were not implemented. There were 91 re-entry class teachers, a decrease of 570, equivalent to 86.23%, including 27.47% females, a decrease in female of 84.47%.

There were 1,742 students enrolled, a decrease of 10,069, equivalent to 85.25%, including 42.71% females, a decrease in female of 4,509, and equivalent to 85.84%. There were 1,704 graduates, a decrease of 9,316, equivalent to 84.54%, including 43.08% females, a decrease in female of 4,262, and equivalent to 85.31%. There were 1,624 students, a decrease of 8,973, equivalent to 84.67%, including 43.10% females, a decrease of 4,065 females, and equivalent to 85.31%. 1.41% of dropout students for the 2019-2020 academic year were enrolled in the system.

Table 22: The Number of Re-Entry Programme Teachers and Students

Details		2018-2019		2019-2020		Increase/Decrease (+/-)	
		Total	Females	Total	Females	Total	Females
Dropouts	Primary	89,771	36,217	114,875	47,909		
	Secondary	51,732	24,438	115,128	56,638		
Classes	MoEYS	630		91		-539	
	Partners	31		0		-31	
	Total	661		91		-570	
Teachers	MoEYS	630	153	91	25	-539	-128
	Partners	31	8	0	0	-31	-8
	Total	661	161	91	25	-570	-136
Students	MoEYS	11,300	5,018	1,742	744	-9,558	-4,274
	Partners	511	235	0	0	-511	-235
	Total	11,811	5,252	1,742	744	-10,069	-4,509

Figure 45: Referred Students of the Re-Entry Programme



This indicates that the number of re-entry students decreased, with only three provinces being implemented as schools were suspended in the prevention and control of the spread of Covid-19 as the programme would be implemented in primary schools during the holidays.

Income-Generation Programme

The community learning center is considered a non-formal education school. There were 349 community learning centers, a decrease of 0.57%. Among the 330 ministry-run centers, 303 were operational, equivalent to 91.82%, and among the 19 development partner-run centers, 18 were operation, equivalent to 94.74%. In 2020, only the Departments of Education, Youth and Sport of Banteay Meanchey, Kampong Speu, Koh Kong and Phnom Penh funded the operations of community learning centers in accordance with Inter-Ministerial Prakas No. 508 MEF.P, dated May 20, 2013, on Expenditure Principles for Programme Budget Implementation.

There were 584 occupational skills classes, a decrease of 25, equivalent to 4.11%, of which, 574 classes were run by the Ministry, a decrease of 9, equivalent to 1.54%, and 10 classes were run by the development partners, decrease of 16, equivalent to 61.54%.

There were 584 occupational skills teachers, an increase of 20, equivalent to 3.55%, and 53.77% females, an increase of 4, equivalent to 4.29%, of whom, 574 teachers were under the Ministry, an increase of 36, equivalent to 6.69%, and 53.83% females, an increase of 14, equivalent to 4.75%, and 10 teachers were under the development partners, a decrease of 16, equivalent to 61.54%, and 50% females, a decrease of 10, equivalent to 66.67%.

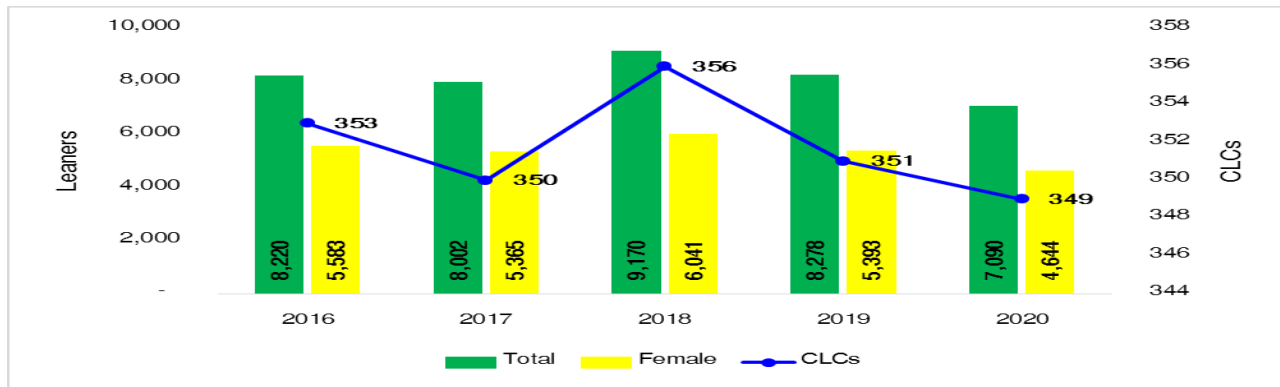
There were 8,622 students, a decrease of 755, equivalent to 8.05%, and 65.96% females, a decrease of 377, equivalent to 6.22%, of whom, 8,212 students were under the Ministry, a decrease of 426, equivalent to 4.93%, and 65.89% females, a decrease of 274, equivalent to 4.82%, and 410 students were the development partners, a decrease of 329, equivalent to 44.52%, and 67.32% females, a decrease of 103, equivalent to 27.18%.

There were 1,294 community learning center management members, a decrease of 400 members, equivalent to 23.61%, and 28.52% females, a decrease of 14 members, equivalent to 4.75%, of whom, 1,150 members were under the Ministry, a decrease of 401, equivalent to 25.85%, and 26.52% females, a decrease of 32, equivalent to 9.50%, and 144 members were under the development partners, an increase of 1, equivalent to 0.70 %, and 44.44% females, a decrease of 4, equivalent to 5.88 %.

On a separate note, in 2020 the Ministry launched the Basic Education Equivalency Programme (BEEP) at the Sangkat Watkor Community Learning Center in Battambang Municipality, Battambang Province, and the Damrel Community Learning Center in Ou Raing Ov District, Tbong Khmum Province, with a total of 35 students, including 42.86% females.

Table 23: The Number of Community Learning Centers for Occupational Skills Teachers and Students

Details		2018-2019		2019-2020		Increase/Decrease (+/-)	
		Total	Females	Total	Females	Total	Females
CLCs	MoEYS	330		330		0	
	Partners	21		19		-2	
	Total	351		349		-2	
Occupational Skills Classes	MoEYS	583		574		-9	
	Partners	26		10		-16	
	Total	609		584		-25	
CLC Members	MoEYS	1,551	337	1,150	305	-401	-32
	Partners	143	68	144	64	1	-4
	Total	1,694	405	1,294	369	-400	-36
Occupational Skills Teachers	MoEYS	538	295	574	309	36	14
	Partners	26	15	10	5	-16	-10
	Total	564	310	584	314	20	4
Occupational Skills Students	MoEYS	8,638	5,685	8,212	5,411	-426	-274
	Partners	739	379	410	276	-329	-103
	Total	9,377	6,064	8,622	5,687	-755	-377

Figure 46: Results of Income-generation Programme Completion

7,090 occupational skills students graduated, a decrease of 1,188, equivalent to 14.35%, and 65.50% females, a decrease of 749, equivalent to 13.89%, and 6,478, students passed, equivalent to 91.37%, including 4,236 females, compared to the overall completion.

By 2020, there were 40 occupational skills, with 584 occupational skills classes and 171 garment skills classes. There were 2,470 students in the garment class, equivalent to 28.65%, including 2,259 females, equivalent to 91.46%. 6,478 students passed the exam, equivalent to 91.37%, including 4,236 females, equivalent to 65.39%, of whom, 1,671 were garment students, equivalent to 25.79%, including 1,544 females, equivalent to 68.35%.

Table 24: The Number of Occupational Skills for Year 2020

N	Occupational Skills	Classes	Enrolled		Passed the exam	
			Total	Females	Total	Females
1	Garment	171	2,470	2,259	1,671	1,544
2	Computer	84	1,360	774	977	570
3	Beauty	41	585	555	408	389
4	Cosmetics	40	508	503	403	401
5	Traditional music	30	352	90	244	61
6	Pin Peat music	29	292	79	228	63
7	Foreign languages	27	596	305	458	237
8	Barber	19	240	34	192	27
9	Wedding Embellishment	18	232	232	206	206
10	Mixed agriculture	16	222	122	165	84
11	Engine repair	16	176	8	161	8
12	Welding	14	187	7	135	0
13	Chicken and duck raising	12	176	79	159	77
14	Fruit tree growing	5	78	40	61	30
15	Wishing dance	5	94	73	93	72
16	Small-size machinery repair	4	61	0	40	0
17	Motorbike repair	4	41	16	37	16
18	Vegetable repair	4	60	41	55	39
19	Contemporary music	4	74	41	60	35
20	Rice bank	4	240	160	240	160
21	Pig raising	3	37	27	24	21
22	Radio and TV repair	3	43	0	37	0
23	Weaving	3	35	32	10	10
24	Mushroom growing	3	34	22	31	22
25	Drainage pipe construction	3	45	0	40	0
26	Construction	3	42	3	40	3
27	Cricket raising	2	22	13	21	12
28	Flower design	2	35	35	16	16
29	Cow bank	2	10	6	10	6
30	Rattan handicraft	2	53	33	48	30
31	Microfinance	2	110	80	110	80
32	Sculpture	1	15	0	15	0
33	Culvert construction	1	11	0	11	0
34	Cow raising	1	12	0	10	0
35	Coconut shell design	1	10	0	10	0
36	Carpenter	1	10	0	8	0

N	Occupational Skills	Classes	Enrolled		Passed the exam	
			Total	Females	Total	Females
37	Phone repair	1	19	7	19	7
38	fish net handicraft	1	10	1	0	0
39	Recitation	1	10	10	10	10
40	Electricity	1	15	0	15	0
Total		584	8,622	5,687	6,478	4,236

There were 2,181 occupational students, equivalent to 30.76%, including 1,327 females, created their own businesses in 37 categories, compared to 553 programme graduates, including 518 females. Income generation programmes, especially garment skills, remain the most attractive.

Table 25: Skills Learners Creating Their Own Businesses

N°	Occupational Skills	Personal Businesses	
		Total	Females
1	Garment	553	518
2	Computer	341	186
3	Traditional music	178	64
4	Pin Peat Music	131	31
5	Chicken and duck raising	130	46
6	Beauty salon	126	116
7	Cosmetics	95	91
8	Barber	62	12
9	Foreign languages	58	38
10	Wishing Dance	52	36
11	Crop growing	51	22
12	Vegetable growing	42	34
13	Mixed agriculture	37	18
14	Weaving	29	21
15	Small-size machinery repair	26	0
16	Sculpture	24	0
17	Pig raising	20	17
18	Cricket raising	20	10
19	Engine repair	19	0
20	Giant river prawn raising	18	7
21	Welding	18	4
22	Dried water hyacinth handicraft	16	16
23	Carpenter	14	0
24	Motorcycle Repair	14	4
25	Construction	14	0
26	Contemporary music	13	7
27	Cow raising	12	0
28	Mushroom growing	12	11
29	Wedding embellishment	11	10
30	Lathing	10	2
31	Coconut shell design	10	0
32	Electricity	8	0
33	Veterinarian	6	0
34	Food processing	5	4
35	Radio and television repair	3	0
36	Recitation	2	2
37	Drainage pipe production	1	0
Total		2,181	1,327

This shows that although facing with the risk of spreading Covid-19 this programme still plays an important role in helping the community, especially those who are at risk and facing difficulties, to acquire knowledge, life skills and easy occupational skills to improve their living standard with dignity and global citizenship in accordance with the context of lifelong learning. This requires more attention to the development of community learning centers and their transformation into lifelong learning centers whose curricula need to be updated to provide, review, and develop technology-based skills to respond to the digital society and economy.

Complementary Equivalency Programme

Non-formal education equivalency programme

There were 374 non-formal primary education equivalency programmes, an increase of 16 (4.47%), of which, 363 were administered by the Ministry, an increase of 10, equivalent to 2.83%, and 11 were run by development partners, an increase of 6, equivalent to 120%. There were 218 non-formal education equivalency programmes for Year 1, an increase of 25, equivalent to 12.95 %, and 156 programmes for Year 2, a decrease of 9, equivalent to 5.45 %. The Ministry, in collaboration with the Ministry of Interior, operated 2 classes of these programmes at the correctional centers and 11 classes at the prisons.

There were 374 teachers, an increase of 16, equivalent to 4.47%, and 34.49% females, an increase of 22, equivalent to 20.56%, of whom, 363 teachers were managed by the Ministry, an increase of 10, equivalents 2.83%, and 34.16% females, an increase of 19, equivalents 18.10%, and 11 teachers were run by the development partners, an increase of 6 people, equivalent to 120%, and 45.45% females, an increase of 3, equivalent to 150%.

The non-formal education equivalency programmes contained 7,083 students in the first and second years, an increase of 323 (4.78%), and 42.16% females, a decrease of 122 (3.93%), of whom, 6,869 students were administered by the Ministry, an increase of 215, equivalent to 3.23%, and 41.90% females, a decrease of 179, equivalent to 5.86% (38 students in correctional centers (No females) and 231 in prisons (13 females)), and 214 students were run by the development partners, an increase of 108, equivalents 101.89%, and 50.47% females, an increase of 57, equivalent to 111.76%.

Table 26: Number of Primary Education Equivalency Teachers and Students

Details		2018-2019		2019-2020		Increase/Decrease (+/-)	
		Total	Females	Total	Females	Total	Females
Classes	MoEYS	353		363		10	
	Partners	5		11		6	
	Total	358		374		16	
Teachers	MoEYS	353	105	363	124	10	19
	Partners	5	2	11	5	6	3
	Total	358	107	374	129	16	22
Students	MoEYS	6,654	3,057	6,869	2,878	215	-179
	Partners	106	51	214	108	108	57
	Total	6,760	3,108	7,083	2,986	323	-122

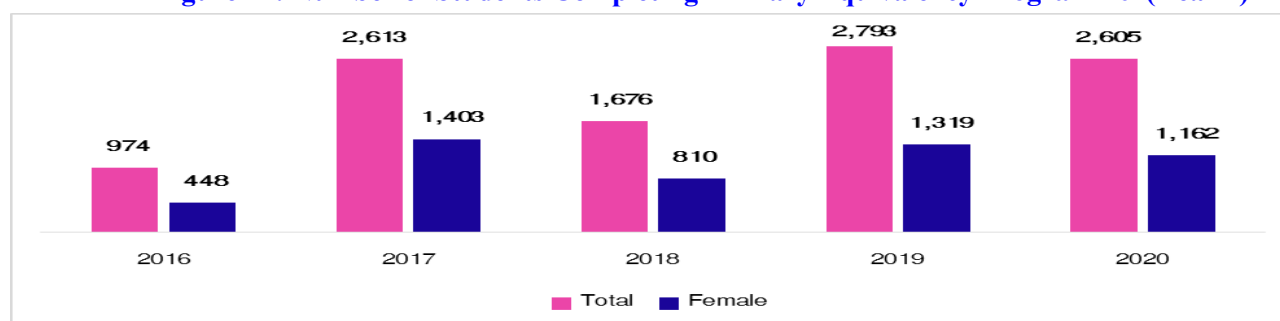
Having lasted for two years, the non-formal education equivalency programme was just ended, so the students completed this programme were year-2 graduates. In 2020, 2,605 students completed the programme, a decrease of 188 students, equivalent to 6.73%, and 44.61% females, a decrease of 157, equivalent to 11.90%, of whom, 2,418 students passed the exam, equivalent to 92.82%, including 1,086 females, equivalent to 93.43 %.

Table 27: Number of Graduates by Level Annually

Institutions	Year 1		Year 2	
	Total	Females	Total	Females
MoEYS	3,573	1,451	2,515	1,120
Development Partners	123	66	90	42
Total	3,696	1,517	2,605	1,162

There were 6,301 graduates in both the first and second years, an increase of 160, equivalent to 2.61%, with 42.52% females, a decrease of 176, equivalent to 6.16%. Among them, 6,088 graduates were under the Ministry, an increase of 51, equivalent to 0.84%, with 42.23% females, a decrease of 233, equivalent to 8.31%, and 213 graduates were run by the development partners, an increase of 109, equivalent to 104.81%, with 50.70% females, an increase 57, equivalent to 111.76%.

Figure 47: Number of Students Completing Primary Equivalency Programme (Year 2)



This indicates that the non-formal education equivalency programme increased due to the interest of long-distance learning and e-learning groups and the promotion and support from all stakeholders.

Non-formal Lower Secondary Education Equivalency Programme

There were 5 non-formal lower secondary education equivalency classes, a decrease of 14, equivalent to 73.68%, of which, 4 classes were managed by the Ministry, a decrease of 13, equivalent to 76.47%, 1 was run and supported by the development partners, a decrease of 1, equivalent to 50%.

There were 14 teachers, a decrease of 41, equivalent to 74.54%, with 42.86% females, a decrease of 2, equivalent to 25%, of whom, 10 teachers were managed by the Ministry, a decrease of 42, equivalent to 80.77%, with 30% females, a decrease of 3, equivalent to 50%, and 4 were managed by the development partners, an increase of 33.33%, with 75% females, an increase of 50 %.

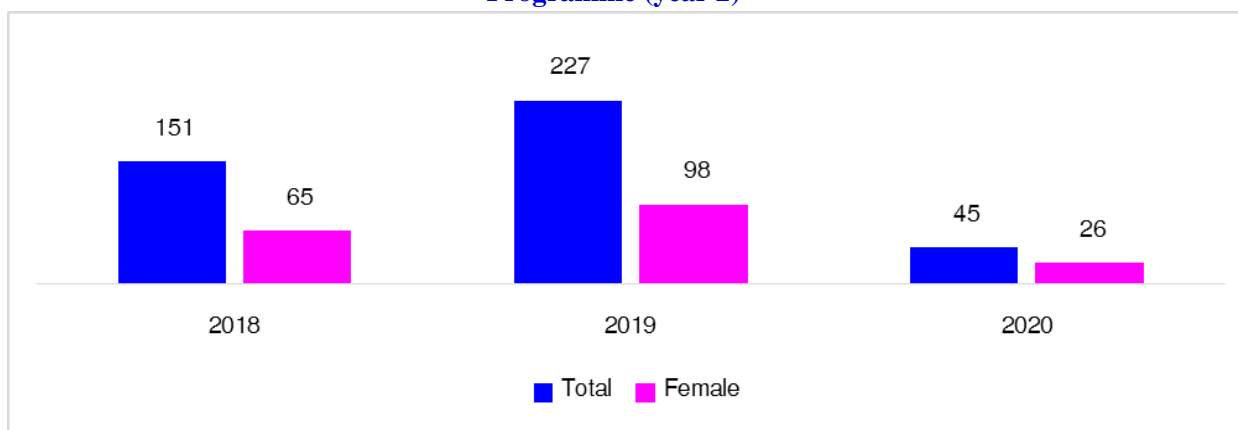
There were 104 first-year and second-year students, a decrease of 270, equivalent to 72.19%, with 36.54% females, of whom, 85 were administered by the Ministry, a decrease of 253, equivalent to 74.85%, with 31.76% females, a decrease of 104, equivalent to 79.39%, and 19 were run by the development partners, a decrease of 17e, equivalent to 47.22 %, with 57.89% females, a decrease of 17, equivalent to 60.71%. There were 43 enrolments for year one (25.58% female) and 61 for year two (44.26% females).

The non-formal lower secondary education equivalency programme takes two years to complete, so the students who complete the programme are year-2 graduates. There were 56 students completing the programme, with 26 females. 45 sat for the exams, including 26 females, and all of them passed the exam.

Table 28: Number of Lower Secondary Education Equivalency Programme Teachers and Students

Details		2018-2019		2019-2020		Increase/Decrease (+/-)	
		Total	Females	Total	Females	Total	Females
Classes	MoEYS	17		4		-13	
	Partners	2		1		-1	
	Total	19		5		-14	
Teachers	MoEYS	52	6	10	3	-42	-3
	Partners	3	2	4	3	1	1
	Total	55	8	14	6	-41	-2
Students learning	MoEYS	338	131	85	27	-253	-104
	Partners	36	28	19	11	-17	-17
	Total	374	159	104	38	-270	-121
Students sitting for exams	MoEYS	216	81	29	16	-187	-65
	Partners	16	16	16	10	0	-6
	Total	232	97	45	26	-187	-71
Students passing exams	MoEYS	212	83	29	16	-183	-67
	Partners	15	15	16	10	1	-5
	Total	227	98	45	26	-182	-72

Figure 48: Number of Students Who Passed Non-formal Lower Secondary Education Equivalency Programme (year 2)



The Non-formal Lower Secondary Education Equivalency Programme provides children and youth out of school with the opportunity to graduate from lower secondary school and to pursue a higher education level and acquire technical occupational skills. The declining number of learners suggests the challenges that learners are not be able to adapt to new normal studies that require self-study and digital research. Therefore, students need to learn more about the skills of using electronic systems and adapt to a new normal learning in the context of Covid-19.

Complementary Lower Secondary Programmes

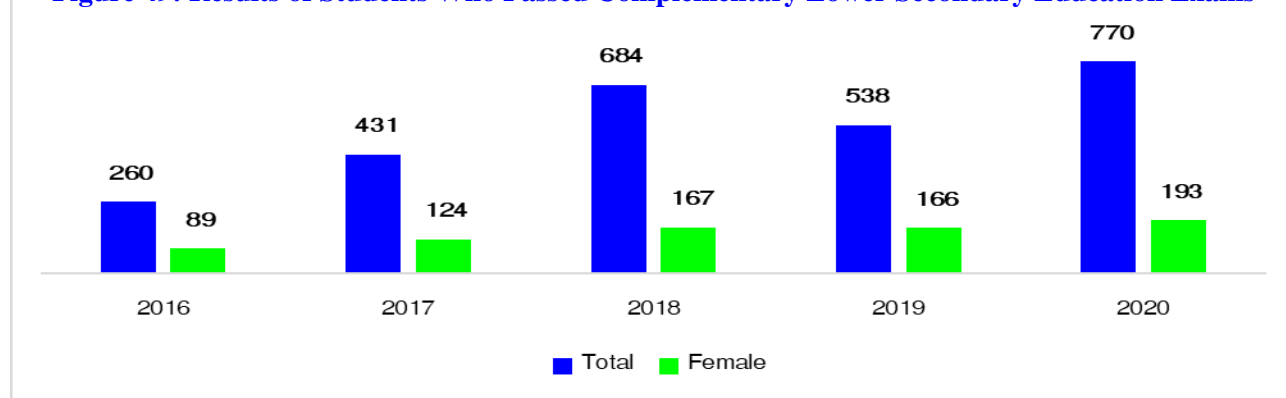
There were 830 students enrolled in the complementary lower secondary education programme, a decrease of 149, equivalent to 15.22%, with 26.27% females, a decrease of 25, equivalent to 10.29%.

Table 29: Number of Complementary Lower Secondary Programme Teachers and Students

Details	2018-2019		2019-2020		Increase/Decrease (+/-)	
	Total	Females	Total	Females	Total	Females
Teachers	Using formal teaching staff					
Students learning	979	243	830	218	-149	-25
Students sitting for exams	810	210	770	193	-40	-17
Students passing exams	538	166	770	193	232	27

There were 770 candidates of complementary lower secondary education and self-study, a decrease of 40, equivalent to 4.94%, with 25.06% females, a decrease of 17, equivalent to 8.10%, sitting for the exams, of whom, 770 passed, an increase of 232, equivalent to 43.12%, with 25.06% females, an increase of 27, equivalent to 16.27%.

Figure 49: Results of Students Who Passed Complementary Lower Secondary Education Exams



Complementary Upper Secondary Programmes

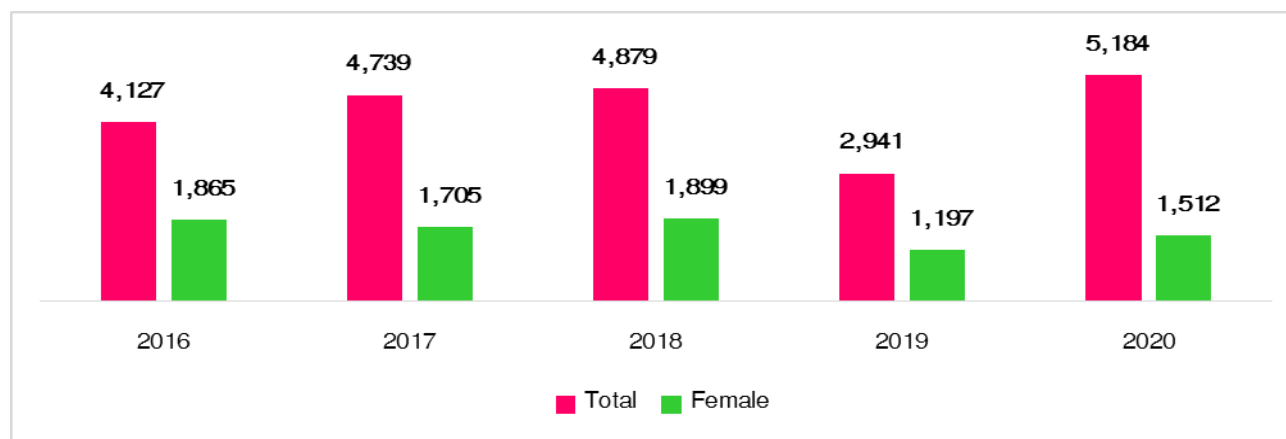
There were 3,969 students enrolled in the complementary upper secondary programmes, a decrease of 1,649, equivalent to 29.35%, with 32.98% females, a decrease of 506, equivalent to 27.88%.

Table 30: Number of Complementary Upper Secondary Programmes Teachers and Students

Details	2018-2019		2019-2020		Increase/Decrease (+/-)	
	Total	Females	Total	Females	Total	Females
Teachers	Using formal teaching staff					
Students learning	5,618	1,815	3,969	1,309	-1,649	-506
Students sitting for exams	7,751	2,502	5,184	1,512	-2,567	-990
Students passing exams	2,941	1,197	5,184	1,512	2,243	315

There were 5,184 candidates for complementary upper secondary education and self-study, a decrease of 2,567, equivalent to 33.12%, with 29.17% females, a decrease of 990, equivalent to 39.57%, of whom, 5,184 passed the exam, an increase of 2,243, equivalent to 76.27%, with 29.17% females, an increase of 315, equivalent to 26.32%.

Figure 50: Results of Students Who Passed Complementary Upper Secondary Education Exams



The Complementary Upper Secondary Programme provides students who do not have sufficient opportunities to pursue a higher education level, take upper secondary education exams, take up functional skills and advance to higher education.

A2. Ensure Effective Leadership and Management of Education Staff at All Levels.

The Ministry organized the management and administration of teaching services for all non-formal education programmes in accordance with the Royal Government's Sub-Decree No. 20 SD, dated March 05, 2015, which is to increase the salaries of contract teachers of non-formal education under the programme from 50 to 100% of the total basic monthly salary of primary school teachers, as well as a 12-month bonuses for each community learning center management.

To promote the smooth, quality and effective implementation of non-formal education sub-sector throughout the country, the Ministry has:

- Recognized 2,472 non-formal education contract teachers, including 899 in functional literacy programmers, 359 in primary equivalency programmers, 637 in re-entry programmes and 577 in income-generation programmes;
- Trained 223 non-formal education equivalency programme teachers, including 73 females;
- Signed an agreement with GNI of Korea;
- Signed an agreement with UNESCO Phnom Penh;
- Signed an agreement with Lion Club, Korea;
- Signed an agreement with DVV International for 2020;
- Selected 10 Managing Officers as Bureau Chiefs and Deputy Chiefs;
- Produced and disseminated 84 video clips on long-distance learning on functional literacy and equivalency primary non-formal education programmes;
- Issued a guideline on the re-operation of non-formal education programmes in 2020;
- Issued guidelines on long-distance and e-learning for literacy, equivalency primary non-formal education, equivalency lower secondary non-formal education, and equivalency upper secondary non-formal education;
- Integrated equivalency upper secondary non-formal education into One Window Service Office;
- Disseminated September 8, 2020 National Literacy Day on national radio and television under the theme "Literacy is the foundation of lifelong learning";
- Reviewed the equivalency literacy class processes and the activities of community learning centers in 8 provinces;
- Examined the implementation of NFE-MIS system in Stung Treng, Pursat and Prey Veng provinces;
- Distributed Posters and Promoted Covid-19 awareness in 13 Provinces;
- Reviewed Prakas No. 2429 on the Establishment and Management of Community Learning Centers;
- Produced 3 video spots on the inclusion and education of community learning centers in connection with occupational skills and management of community learning centers and broadcast them to celebrate September 8, 2020 National Literacy Day;
- Conducted technical Working Group on National Action Plan on Lifelong Learning with 22 participants, including 2 females
- Selected and awarded bonuses to 5 outstanding community learning center management members;
- Trained 44 factory literacy teachers, including 19 females;
- Broadcast 9 articles on non-formal education activities on National Radio of Cambodia
- Had a meeting on Non-formal Lower Secondary Equivalency Education with UNESCO Phnom Penh, UNESCO Bangkok and GNI Korea, electronically; and
- Participated with the Committees on Anti-Drug, Counter Trafficking, Road Traffic Accident Prevention in writing picture stories to educate the people in the community.

This has strengthened the capacity and collaboration and promoted a new normal non-formal education in the context of the digital age.

B. Progress of Outcome Indicators

Compared to the 2019 operation plan, the outcome indicators of the non-formal education sub-sector were 12.50% achievable, 25% acceptable, and 62.50% non-achievable.

Analysis of the Progress of Outcome Indicators

Indicators		Unit	Actual	Target	Actual	Status
			2019-20	2020-21	2020-21	
Policy 1: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all						
Sub-sector Objective 1: Increase the number of literate students, and access to NFE Programmes for out-of-school children and youth. Increase access to full NFE services within a framework of life-long learning, knowledge, skills and attitudes						
1.	Number of illiterate students completed a literacy Programme	N°	16,535*	15,200	15,309**	↑
2.	Number of students studying in equivalency Programme	N°	7,134*	8,300	7,187**	→
3.	Number of community learning centers	N°	7*	15	14**	→
4.	Number of students completed re-entry Programme to be transferred to formal education system	N°	10,597	10,180	1,624**	↓
5.	Number of learners who completed skills training	N°	8,278	11,100	7,090**	↓
Policy 2: Ensure effective leadership and management of education staff at all levels						
Policy Objective 2: Implement a fully functioning results-based management system of non-formal education Programmes						
6.	Number of provinces implemented the NFE-MIS for M&E	N°	0	10	0	↓
7.	Number of districts implemented the NFE-MIS for M&E	N°	0	60	0	↓
Sub-sector Objective 3: Enhance the planning and management capacity of NFE staff at all levels						
8.	Number of NFE officials trained on planning and management of NFE services	N°	130*	260	0	↓

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

* Data for School year 2018-2019 ** Data for School year 2019-2020

C. Challenges

Along with the achievements, some challenges required the efforts to solve them. Those challenges included:

- The implementation of the Basic Education Equivalency Programme (BEEP) in community learning centers is not yet widespread;
- Training materials for teachers in credit-based Basic Education Equivalency Programme has not yet been prepared;
- The community learning center leading officers are not the ones who lead a separate community learning center and who is fully responsible for the leadership and management process;
- The process of transforming a community learning center into a lifelong learning center is of limited resources;
- Result-based monitoring and evaluation framework has not yet been implemented throughout the country;
- Non-formal education officials are not trained in the planning and management of non-formal education services;
- Non-formal education management information system has not been implemented at the municipal, district and khan levels; and
- The total illiteracy rate for those aged 15 and over is still high, compared to the annual illiteracy release rate of only around 2.5 %.

2.2.6. SUB-SECTOR: YOUTH DEVELOPMENT

A. Achievements

A.1. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

Good children, Good students, and Good friends

The Ministry promoted the movement of three good competition "Good children, Good students, and Good friends" from primary to lower secondary schools for the academic year 2019-2020 and organized the finale of the three good competition movement at the capital/provincial level.

Cambodian Council for Children

The Cambodian Council for the Children set out the implementation framework from primary to lower secondary schools, namely from grades 4 to 9. The Ministry updated the following number the Cambodian Councils for the Children:

Table 31: Number of Cambodian Councils for Children for the 2018-2019 And 2019-2020 Academic Years

Description	2018-2019	2019-2020	Increase/Decrease (+/-)
Number of Cambodian Councils for Children	8,967	8,585	-382
Number of branches	42,728	37,347	-5,381
Number of sub-branches	256,368	240,336	-16,032
Number of members	1,552,840 (788,901 Females)	1,347,654 (736,110 Females)	-205,186 (-52,791 Females)

The Cambodian Councils for Children, including branches, sub-branches, and child members, decreased as the Ministry of Education, Youth and Sport updated their number by separating the number of students from incomplete and complete primary schools and that of lower secondary and upper secondary schools.

Cambodian Youth Councils

The Cambodian Youth Councils set out a framework for implementation in upper secondary schools. The Ministry updated the following number of Cambodian Youth Councils:

Table 32: Number of Cambodia Youth Councils for The Academic Year 2018-2019 And 2019-2020

Description	2018-2019	2019-2020	Increase/Decrease (+/-)
Number of Cambodian Youth Councils	525	543	+18
Number of branches	7,179	7,403	+224
Number of sub-branches	43,074	44,418	+1,344
Number of members	321,145 (159,225 Females)	296,597 (183,343 Females)	-24,548 (+24,118 Females)

The Cambodian Youth Councils, including their branches and sub-branches, were increased with volunteer programmes, basic life skills education programmes, institutional growth, and support from all stakeholders.

The Youth Council of Cambodia and the Children's Council of Cambodia support school self-management, support volunteer club activities, and help 12th graders.

Scouts

The Ministry updated the number of the members of the Cambodian National Scouts as follows:

Table 33: The Number of Membership for the 2018-2019 Academic Year, Compared to The 2019-2020 Academic Year

Description	2018-2019	2019-2020	Increase/Decrease (+/-)
Number of Younger Scouts (9-11 years old)	12,023	12,923	+900
Number of Scouts (12-17 years old)	112,542	116,642	+4,100
Number of Senior Scouts (18-25 years old)	21,144	21,244	+100
Number of Scout leaders (26 years and older)	12,937	12,989	+52
Number of Honorary Members	2,317	2,337	+20
Total	160,963	166,135	+5,172

The table above shows that the number of scout membership increased due to the strengthening of patrol structures in public and private educational institutions. In the 2019-2020 academic year, the members of the Cambodian National Scouts were 166,135 (49% females).

The Ministry has organized:

- membership session to 344 new scouts (52.32% females) in Kep Province and
- membership session to 108 new community-based scouts (55.55% females) of the Cambodian Education Center Unit, in Kampong Cham Province.

The Promotion of Youth Volunteerism and Involvement

The Ministry has:

- Recruited 264 young people (53.40% females) to participate in the project “Volunteer for my community”;
- Recruited 30 young volunteers and 16 volunteer coaches to coordinate and lead 16 groups of students from 16 upper secondary schools to do argumentative researches on 15 topics;
- Organized a seminar to disseminate “Messengers of peace for my community”, in which 211 scouts (70.6% females) participated;
- Disseminated messengers of peace and World Peace Day under the theme “Building peace together”, in which 130 scout leaders (11.54% females) participated;
- Disseminated how to prevent Covid-19 to 19 young scouts (42.85% females);
- Participated in crop harvesting and donated gifts from the National Scout Fund of Cambodia to poor people, where 5 scout leaders took part in Kampong Cham province;
- Helped flood victims in Pursat, Battambang, Banteay Meanchey, Pailin, Kampong Thom, Oddar Meanchey, Siem Reap, Kampong Speu, and Preah Sihanouk; and
- Organized Cambodia Entrepreneurship Day on September 21 with 1,666 participants (59.60% females).

Entrepreneurship and Leadership Education

The Ministry has:

- Provided entrepreneurship training programme on business awareness to 27 trainers (33.3% females),
- Provided training on community enterprise development to 340 participants (58.2% females), and
- Provided training on business plan competition called “My Business” to 90 participants (46.7% females).

Short-Term Functional Training on Digital and Technical Skills

The Ministry has:

- Launched the Basic Education Equivalency Programme (BEEP), participated by 350 students (47.1% females);
- Organized a digital literacy workshop, participated by 600 people (58.8% females);
- Organized a workshop on soft skills, participated by 90 people (61.1% females);
- Organized a workshop on the information on the career market, participated by 150 people (58.0% females)
- Organized the 63rd On-Air Information Technology Forum and the 24th Internet System Forum, participated by 50 scouts (44.0% females);
- Accepted 5,579 youth readers (53.9% females) in Youth Center Libraries;
- Accepted 3,694 child readers (66.1% females) in Youth Center Libraries;
- Organized and provided internet service to 11,511 young people (50.5% females)
- Provided short-term skills training at the National Youth Center to 1,545 young people (64.4% females) on piano, classical and traditional dance/music and arts, musical script, marching music, contemporary music, bodybuilding, English, Korean, career orientation, tour guide and basic archaeological knowledge, Bokator, internet and social media usage, computer administration, video and documentation design, the primary concept of architecture, and computer repair.

Promoting youth health and well-being

The Ministry organized:

- A dissemination workshop on the Impact of Drug Use, HIV/AIDS and STDs Prevention, and Road Safety for 50 Red Cross Youth Scouts and the Cambodian Youth Council (56.0% females),

- A workshop on psychological education for 300 young people (61.3% females), and
- A live broadcast on the Ministry's official Facebook page on Youth's Mental Education in the context of Covid-19, viewed 508,000 viewers.

Youth Ability Competition

The Ministry has:

- Organized the programme "National Youth Debate Competition 2020", in which 80 young people (75.5 % females) divided into 16 groups participating in the first round. The second round was attended by 40 young people, divided into 8 groups. The semi-finals were attended by 20 young people, equivalent to 62.5%, divided into 4 groups, and the final round was attended by 10 young men (75.0% females) divided into 2 groups to win the Ministry's reward; and
- A business plan writing competition programme under the theme "My business", in which 90 young people (46.7% females) divided into 15 groups participating in the semi-finals, and the final round was participated by 30 young people (43.3% females) to win the Ministry's reward.

Camping and Study Tour

The Ministry organized the first scout leaders' camp trip under the theme of Change Management, which was participated by 114 people (20.17 % females).

Dissemination of Youth Affairs Activities

The Ministry has:

- Produced a short educational video clip on "21st Century Youth" for broadcasting on TVK and social media;
- Produced video clips on the activities and live broadcasts of youth competitions on the National Youth Debate Competition 2020, attracting 450,000 viewers;
- Produced billboards on youth activities to be disseminated through the Youth Bulletin and the Youth Volunteer for Cambodia website www.yvc.moeys.gov.kh, which is an information platform for volunteer work and an "OWSO" mechanism for providing information on volunteer work opportunities, internships, and skills and life skills training Cambodian youth.

Strengthening Students' Associations

The Ministry strengthened the structure and activities of the Students' Associations of Meanchey National University and Chea Sim Kamchay Mear University.

Cooperation with development partners and stakeholders

The Ministry has:

- Drafted a monitoring and evaluation framework of the Youth Development Sub-sector in collaboration with EWMI and the Department of Monitoring and Evaluation;
- Organized a seminar to disseminate and establish a network of Muslim community scouts, participated by 25 people (24% females), in collaboration with the Muslim Association of Cambodia;
- Drafted a Memorandum of Understanding with the Republic of Korea and Brunei Darussalam on Youth Cooperation;
- In principle, allowed the Ministry of Environment to organize a youth forum to discuss and challenge the 2020 environment issues for upper secondary school students in Phnom Penh;
- Provided training to teachers for coordinating Entrepreneurship Education Programme and Entrepreneurship Day on September 21, in collaboration with International Labor Organization; and
- Continued cooperate with development partners such as UNESCO, UNFPA, UNV, VSO, DVV & BOOKBRIDGE Foundation.

Exchanging Relations And International Cooperation

The Ministry has:

- Sent 10 leaders (20% females) and 27 youth delegates (37% females) to participate in regional and global forums, meetings, workshops and exchange programmes through online meetings, such as the 75th UN Plenary Meeting On Youth, ASEAN Youth Leaders Meeting; ASEAN and ASEAN Plus 3 Senior Youth Officials Consultation Meeting; Meeting On the Draft ASEAN Action Plan on Youth 2021-2025; the 10th ASEAN Senior Youth Officials Consultation Meeting and the 9th ASEAN Plus 3 Meeting; ASEAN Youth Forum 2020, the Asian Youth Leaders Forum 2020; the Launch of the

Dissemination Documents on South-South volunteer as a driving force for development: Experiences from the Asia-Pacific; the 12th ASEAN Youth Ministers' Meeting and the 3rd ASEAN Plus 3 Meeting; the Young Scientists Forum and participation in the forum 9th ASEAN Regional Level 12th ASEAN Youth Ministers' Meeting and the 8th ASEAN Plus Three Young Scientists Forum and the 9th ASEAN Regional Forum; and

- Sent 16 scout leaders (18.8% females) to participate in visual meetings with the Asia-Pacific Scout Movement World Organization, such as the Cambodia Scout Standards Assessment Meeting, the Asia-Pacific Scout Membership Growth Meeting, and the 2nd Forum on Asia-Pacific Scout Education.

A.2. Ensure Effective Leadership and Management of Education Staff at All Levels

Institutional Capacity and Center Infrastructure Development

The Ministry has:

- Organized a meeting on the mechanism for strengthening the implementation of the Cambodian Youth Councils and the Cambodian Children Councils in public educational institutions with the leaders and officers in charge of youth affairs of the Capital/Provincial Department of Education, Youth and Sport through an online conference (Video Conference);
- Organized principles and procedures for the Knowledge About Business (KAB) Programme to be incorporated into the curriculum;
- Organized Principles and Guidelines on the Celebration of the 71st Anniversary of International Children's Day, June 1, to the capital, provincial and relevant institutions;
- Organized principles, guidelines and relevant Letters for the Celebration of the 21st Anniversary of the International Youth Day on August 12, 2020 to the capital, provincial and relevant institutions;
- Organized principles, guidelines and relevant letters on Establishing the 7 Expert Committees of the Cambodian National Scouts
- Provided training to the 3rd generation senior scout leaders, participated by 76 people (25.0% females);
- Organized a review workshop on the implementation of the Cambodian National Scout Policy, participated by 56 people (17.9% females);
- Finalized the process of repairing and renovating the infrastructure of the National Youth Center of Cambodia in Siem Reap province;
- Monitored and evaluated the work of youth centers in 4 provinces and reinforced the implementation of development programmes in 25 youth centers in the capital/provinces; and
- Oversaw the operational progress of the Bookbridge Learning Center and the organization of the Scout Unit in the Bookbridge Study Centers in Takeo, Kampong Thom and Siem Reap;

Work of the General Secretariat of the Cambodian National Council for Youth Development

The ministry has:

- Organized workshop on Education and Employment to 1,800 youth (45.0% females) in Battambang, Kampong Thom, Banteay Meanchey, Siem Reap, Ratanakiri and Mondulakiri provinces;
- Organized a workshop on "Partnership with NGOs and Youth Development of Cambodia", participated by 220 people (37.0% females);
- Organized a workshop on Development of Monitoring and Evaluation Equipment, participated by 110 people (30.0% females);
- Organized a consultation workshop on the Draft National Action Plan on Youth Development of Cambodia 2021-2023, participated by 160 participants (47.0% females);
- Drafted National Action Plan on Youth Development of Cambodia 2021-2025; and
- Drafted Monitoring and Evaluation Framework for the Implementation of the National Action Plan on Youth Development in Cambodia 2021-2025.

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

Indicators		Unit	Actual 2019-20	Target 2020-21	Actual 2020-21	Status
Policy :1 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all						
Sub-sector Objective :1Develop digital, entrepreneurship, young leadership and other soft-skills programmes for youth development						
1	Number of youths receiving short-term functional, digital and technical skills training	N°	2,809	1,644	2,517	↑
2	Number of youths trained in voluntary work	N°	1,828	1,244	2,324	↑
3	Number of youths trained in entrepreneurship, leadership, financial literacy, study and employment guidance	N°	9,510	9,510	2,246	↑
4	Number of youths and children receiving Three Good Movement performance awards “Good Child, Good Student, Good Friend”	N°	398	319	319	↑
5	%age of Cambodian Child Councils functioning	%	14.2	15.8	14.2	→
6	%age of Cambodian Youth Councils functioning	%	25.9	27.0	25.9	→
7	Number of scouts in primary, secondary, higher education and communities attending the scout movement	N°	160,963	270,385	166,135	→
8	Number of out-of-school youth attending the Basic Education Equivalency Programme “Beep”	N°	313	250	350	↑
Sub-sector Objective :2Enhance youth development through updated centers and facilities						
9	Number of youth centers functioning	N°	6	8	6	→
Policy :2Ensure effective leadership and management of education staff at all levels						
-sector Objective :3Enhance institutional capacity and capacities of officers in charge in youth programmes at national and sub-national level						
10	Number of Trained Officers in charge of youth programmes	N°	338	200	542	↑
11	Number of established ministry-institutional youth development councils	N°	TBD	10	TBD	→
12	Number of established provincial youth development councils	N°	TBD	7	TBD	→

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

C. Challenges

Along with the achievements, some challenges required the efforts to solve them. Those challenges included:

- Failure of some youth programmes to be implemented due to Covid-19 pandemic,
- Lack of legal instruments and guidelines for youth and child development programmes,
- Lack of materials to support training programmes at youth centers,
- Lack of Scout Medal to expand membership, and
- Lack of human resources with skills in youth affairs and digital knowledge.

2.2.7. SUB-SECTOR: PHYSICAL EDUCATION AND SPORTS

A. Achievements

A.1. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

Federal Sports Competitions

The Ministry co-organized the 2020 National Championship Competitions, participated by:

- Phnom Penh: 975 U-18 Youth Cup football players, 205 track-field athletes (75 females), 139 Badminton players (25 females), 90 WT Taekwondo artists (41 females), 99 swimmers (34 females), 61 gymnastics athletes (28 females), 41 universal boxers (5 females), 34 Shorin Ji Kempo athletes (13 females), 145 ITF Taekwondo artists (41 females), 164 Karate artists (54 females), 93 Khmer boxers, 85 rugby players, 76 Vovinam athletes (28 females), 62 soft tennis (24 females), 104 Tongil Modo artists (31 females), 131 table tennis players (18 females), 65 chess players, 53 Sepaktakraw and Chinlone players (16 females), 105 tug-of-war- players (50 females), 30 dancers (20 females), 216 volleyball players (84 females), 64 wrestlers (16 females), 350 bowling and petanque players (70 females), 706 bokator artists (46 females), 300 traditional boat and kayak racers (64 females), 57 Judo artists (25 females), 32 fencers (9 females), 15 golfers, 30 Wushu artists (20 females), 93 volleyball players with disability (43 females), 61 rifle shooters (18 females), 61 tennis players (28 females) and 120 basketball players (60 females);
- Kep province: 54 athletes (16 females) in National Triathlon Championships;
- Kampong Thom province: 91 baseball players (5 females);
- Siem Reap province: 72 mountaineers (27 females) and 314 cyclists (19 females);
- Preah Sihanouk province: 24 sailing racers (2 females);
- Kampong Chhnang province: 16 equestrian trainers (8 females); and
- Kampot province: 12 motorsports racers.

International Sports Competitions

The Ministry sent:

- 6 beach volleyball coaches and players (4 females) to participate in the 3rd 2-Star International Beach Volleyball Tournament in Siem Reap province;
- 12 Delegates, coaches, and players (2 females) to participate in the 11th International Youth Tennis Tournament in Phnom Penh; and
- 6 Cambodian coaches and volleyball players to participate in a two-star international beach volleyball tournament in Phnom Penh.

Overseas International Sports Competitions

The Ministry sent a delegation of 7 coaches and cyclists to participate in the 26th Asian Cycling Championships and another delegation of 7 (2 females) to participate in the NTT ASEAN Triathlon Competitions in Thailand.

Ministry's budget support to the National Sports Federation

The Ministry provided fund to 42 national sports federations to accelerate development towards 2023, including sports federations of Amateur Athletics, Taekwondo, Badminton, Basketball, Volleyball, Karate, Bowling and Petanque, Swimming, Tennis, Gymnastics, Golf, Wrestling, Universal Boxing, Canoeing And Rowing, ITF Taekwondo, Shooting, Table Tennis, Judo, Fencing, Badminton, Sepaktakraw and Chinlone, Wushu, Chess, Vovinam, Khmer Boxing, Bokator, Soft Tennis, Sailing, Rugby, Shorin Ji Kempo, Tug-Of-War, Tongil Modo, Football, Triathlon, Baseball, Mountaineering, Horse-riding, Jet Skiing, Cycling, The Paralympic Committee, Student Sports, Dance, And Jujitsu.

Promoting physical learning and teaching activities during school hours and after-school sports training

The Ministry has:

- Issued Letter No. 49 OYK.SCN, dated October 05, 2020, on the implementation of the physical education curriculum and the use of physical education and sports teachers in private secondary schools;
- Issue Letter No. 42 OYK.SCN, dated August 28, 2020, on the organization of National Physical Education Day every year in the capital and provincial primary schools throughout the country;
- Published 14,000 books of Physical Education Day for primary schools; and
- Compiled the textbook on physical education for teachers in upper secondary schools, equivalent to 60%.

Capacity development of physical education and sports officers

The Ministry has:

- Organized a workshop to strengthen the implementation of physical education textbooks in primary schools for 166 directors, deputy directors, 6 females in Tbong Khmum, Prey Veng and Pursat provinces;
- Organized a workshop on the implementation guidelines on physical education textbooks in lower secondary schools at the Takeo Department of Education, Youth and Sport, participated by 30 people;
- Organized a consultative workshop on the preparation of monitoring and evaluation framework and evaluation tools for physical education and sport sub-sector in Svay Rieng province, participated by 19 peoples (3 females);
- Organized a discussion meeting on compiling physical education textbooks in upper secondary school with the President of Golden Heart Organization and 11 national trainers through the Zoom App;
- Sent 8 national physical education trainers to cooperate and organize physical education teaching at Chaktomuk Primary School;
- Sent 2 male educators to participate as trainers in the 2nd Football Referees' Course at Bati National Football Center and School;
- Sent a male educator to participate in the national football referee's course at the National Sports Training Center;
- Sent 1 sports coach to participate in a workshop in Malaysia;
- Sent 11 officials (3 females) to study bachelor and master degrees in Vietnam;
- Sent 1 official to pursue the study on sports science management in Thailand;
- Sent 1 official to study physical education in Japan;
- Provided a capacity building session conducted in Siem Reap province for physical education and sports teachers, participated by 40 people (11 females), including 20 from Siem Reap (5 females), 10 from Oddar Meanchey (3 females), and 10 from Preah Vihear (3 females);
- Provided a capacity building session conducted in Battambang province for physical education and sports teachers, participated by 40 people (8 females), including 20 from Battambang province (5 females), 10 from Banteay Meanchey (3 females) and 10 from Pailin;
- Awarded 249 certificates to 27th and 28th generation basic education teachers in physical education and sport (16 females);
- Led teacher trainees to conduct a rehearsal before the opening ceremony of the 3rd National Sport Events;
- Led teacher trainees to perform in the closing ceremony of the inter-ministerial-institutional youth friendly football match at the National Olympic Stadium; and
- Organized a workshop on "Physical fitness and Aerobics" with trainers, and pedagogical students, in collaboration with the University of Tokyo, Japan, participated by 39 people (7 females).

Development of Standard Instruments for Physical Education and Sports

The Ministry has:

- Established two new departments under the General Department of Sport through Sub-Decree No. 46 SD, dated April 1, 2020;
- Rectified the Inter-Ministerial Prakas No. 716 MEF.P, dated July 07, 2015, on the Principles for Gathering and Training of the National Teams and Annual Official International Competitions;
- Issued Letter No. 7110 OYK.OKS, dated December 17, 2019, on the National Sports Championship Competitions for Students;
- Prepared general rules and technical regulations for the national sports competitions for primary schools and the first national sports competitions for universities;
- Published general rules and technical regulations for the national sports competitions for primary schools 2020;
- Issued Letters No. 1635 and 1636 OYK, dated September 09, 2020, on the permission to publish the Physical Education Day books for primary schools;

- Issued Letter No. 2977 OYK.OKSN, dated July 15, 2020, on the Provision of Detailed Curriculum Textbooks for Physical Education for Upper secondary school and Physical Education Textbooks for Teachers from Grades 7, 8, 9 to the Capital/Provincial Department of Education, Youth and Sport;
- Organized an input collection workshop to prepare the second draft law on the management of physical education and sport sub-sector, participated by 110 people (10 females), in Phnom Penh;
- Drafted law on the management of physical education and sport sub-sector in Banteay Meanchey and Kampot provinces, respectively
- Issued of Letter No. 4553 OYK.OKL, dated September 23, 2020, for the Capital and Provinces to provide the number of people doing physical exercise and playing sports and the traditional sports for health;
- Issued Decision No. 66 OYK.SSR, dated December 27, 2019, authorizing the establishment of the Bowling Federation of Cambodia;
- Issued Prakas No. 224 MoEYS.PR, dated February 18, 2020, on Authorizing the Executive Committee of the Bowling Federation of Cambodia to Perform the Tasks of the First Mandate 2019-2023;
- Issued Decision No. 66 OYK.SSR, dated November 25, 2020, on Authorizing the Establishment of the Cambodian Wheelchair Basketball Federation;
- Issues Decision No. 59 OYK.SSR, dated August 26, 2020, on Authorizing the Establishment of the Cambodian Boxing Federation;
- Issued Prakas No. 1967 MoEYS.P, dated September 29, 2020, on authorizing the Executive Committee of the Boxing Federation of Cambodia to perform its duties for the first mandate 2020-2024;
- Prepared an agreement between the Ministry of Education, Youth and Sport and the 42 National Sports Federations, dated September 1, 2020, on the implementation of the support budget of the Ministry of Education, Youth and Sport for the development of the National Sports Federations;
- Issued Decision No. 63 OYK.SSR, dated November 11 2020, on the Establishment of Committee of the Swimming Pool Management and Utilization of the National Stadium;
- Issued Prakas No. 304 MoEYS.P, dated February 27, 2020, on authorizing the Executive Committee of the Wrestling Federation of Cambodia to perform its duties for the third mandate 2017-2021;
- Issued Prakas No. 634 MoEYS.P, dated March 23, 2020, on authorizing the Executive Committee of the Wushu Federation of Cambodia to perform its duties for the 5th mandate 2017-2021;
- Issued Prakas No. 1054 MoEYS.P, dated July 21, 2020, on authorizing the Executive Committee of the Weightlifting Federation of Cambodia to perform its duties for the first mandate of 2018-2022;
- Issued Prakas No. 1966 MoEYS.P, dated September 29, 2020, on authorizing the Executive Committee of the Yutkramkhorm Federation of Cambodia to perform its duties for the second mandate 2020-2024;
- Issued Prakas No. 1007 MoEYS.P, dated June 29, 2020, on authorizing the Executive Committee of the Mountaineering Federation of Cambodia to fulfill its duties for the third mandate 2020-2024;
- Issued Prakas No. 1053 MoEYS.P, dated July 21 2020, on authorizing the Executive Committee of the Tug-of-War Federation of Cambodia to perform its duties for the fourth mandate 2020-2024;
- Issued Prakas No. 1006 MoEYS.P, dated June 29 2020, on authorizing the Executive Committee of ITF Taekwondo Federation of Cambodia to perform its duties for the 6th mandate 2020-2024;
- Issued Prakas No. 2719 MoEYS.P, dated November 25, 2020, on authorizing the Executive Committee of the Taekwondo Federation of Cambodia to perform its duties for the 6th mandate 2020-2024;
- Issued Prakas No. 1052 MoEYS.P, dated July 21 2020, on authorizing the Executive Committee of the Boxing and Chinlon Federation of Cambodia to fulfill its duties for the seventh mandate 2020-2024;
- Issued Prakas No. 1645 MoEYS.P, dated September 10, 2020, on authorizing the Executive Committee of the Badminton Federation of Cambodia to perform its duties for the seventh mandate 2020-2024;
- Issued Prakas No. 1080 MoEYS.P, dated July 30, 2020, on authorizing the Executive Committee of the Basketball Federation of Cambodia to perform its duties for the 8th mandate 2020-2024;
- Issued Prakas authorizing the Executive Committee of Bodybuilding and Physical Exercise Federation of Cambodia to fulfill its duties for the third mandate 2020-2024;
- Issued Prakas No. 1055 MoEYS.P, dated July 21 2020, on authorizing the Executive Committee of the Karate Federation of Cambodia to perform its duties for the ninth mandate 2020-2024;

- Issued Prakas No. 1059 dated July 24, 2020, on recognizing and awarding prizes to the Winners of the Tongil Modo World Championships, Asian Petanque Championships, and World Vovinam Championships; and
- Reviewed year-one curriculum for bachelor degree of Arts and Humanities, specializing in physical education, and compiled detailed curriculum and teaching materials for second and third years.

Development of Sports Physical Infrastructure

The Ministry has:

- Renovated and maintained football fields of orientation schools in 25 capital/provinces (There is one orientation upper secondary school in each capital/province.);
- Renovated the administrative building, lighting systems and toilets of the National Stadium;
- Renovated the administrative building, training ground, and southern fence; prepared the drainage system; filled up the front yard; completed the construction of 4 concrete roads and toilets; and maintained swimming pool at the National Institute of Physical Education and Sport, under the grant from the Government of Japan via Golden Heart Organization; and
- Donated digital taekwondo training tools to the National Institute of Physical Education and Sports, in collaboration with KOICA.

A2. Ensure Effective Leadership and Management of Education Staff at All Levels.

Support and Encouragement for The Players

The Ministry has:

- Awarded incentives to 30 coaches and champions (10 females) in Southeast Asian University Fencing Championships, the 8th Southeast Asian Karate Championships, the 18th Asian Karate Championships, and Asian University Fencing Championships;
- Awarded government incentives to 22 Coaches and athletes (6 Females) in the 1st Asian Youth Soft Tennis Championships in the Philippines, the 17th Petanque World Youth and Women's Championships in Phnom Penh, the 14th ITF Taekwondo Junior Championships and the 21st Grand Prix in Bulgaria, the 1st Asian Upper Secondary School Soft Tennis Championships in the Philippines, Para-Athletic Games in the People's Republic of China; and
- Awarded government incentives to 4 Coaches and athletes (1 Female) in the World Tongil Modul Championships in the Republic of Korea, 14 Petanque players (2 females) in the Asian Championships in the Socialist Republic of Vietnam, and 26 Vovinam athletes (9 females) in the Asian Championships in Vietnam.

Capacity Building for Coaches and Players

The Ministry has:

- Gathered 509 coaches, assistant coaches, caretakers, and athletes (108 females) in 32 sport categories to train to increase technical ability to prepare for the 2023 SEA Games;
- Gathered 509 coaches, assistant coaches, caretakers, and athletes (104 females) in 33 sport categories, including 1 category for the disabled. They would spend 5 months and 16 days to increase the technical capacity for the 31st SEA Games in 2021 in Vietnam and for other international competitions;
- Send 1 badminton player and 1 swimmer to train in Thailand;
- Sent 2 junior Jujitsu artists (1 female) to train in the United States
- Sent 9 coaches, assistant coaches, and motor ski racers to train in Thailand, 1 boxer to train in Vietnam, 1 WT taekwondo artist to train in the United States, 1 swimmer to train in Thailand, and 4 horse riders (2 females) to train in the People's Republic of China, USA, UK and Thailand;
- Sent 75 coaches and assistant coaches for junior teams (6 females) to participate in the workshop on planning and training theory;
- Sent 10 officers (1 female) to participate in a special course on the use of muscle-based training equipment
- Sent 75 national team coaches (9 females) to participate in the workshop on planning and training theory; and

- Sent 20 triathlon players for junior and national teams (7 females) to sit for a technical test in Kep province.

Training of physical education and sports teachers

The Ministry has:

- Organized graduation exams for 289 student teachers (11 females) of the 28th generation;
- Conducted a survey of bachelor degree of Arts and Humanities specializing in physical education;
- Trained teachers and teacher trainees electronically, using Zoom and Telegram; and
- Prepared detailed curriculum and compiled teaching materials for bachelor degree of Arts and Humanities specializing in Physical Education for 2nd and 3rd year, in collaboration with Golden Heart NGO.

Promoting Leadership and Monitoring

The Ministry has:

- Monitored and evaluated physical education activities during school hours in Pursat, Siem Reap, Oddar Meanchey, Prey Veng, Battambang, Kampong Speu, Kep, Kampot, Takeo, Stung Treng, Kratie, Ratanakiri, Banteay Meanchey and Pailin provinces;
- Monitored physical education activities at the lower secondary level at 10 target schools in Battambang, Svay Rieng and Phnom Penh, in cooperation with Golden Heart Organization
- Monitored and evaluated exercise and sport activities for health, tested the indicators of ASEAN people's physical health, collected data from 500 sport players and physical exercise doers (250 females) in Kampong Cham, Prey Veng, Ratanakiri, Preah Vihear, and Stung Treng provinces;
- Had a meeting with 315 participants (15 females) in Phnom Penh to review the work of the physical education and sport sub-sector for the 2018-2019 academic year and to set out directions for the 2019-2020 academic year;
- Collected information on physical education and sports activities and monitored the use of sports magazines in Kep and Siem Reap;
- Monitored and modified the training of physical education and sports teachers in secondary schools in Pailin, Ratanakiri, Mondulakiri, Stung Treng, Tbong Khmum, and Kampong Thom;
- Collected a list of requirements of physical education and sports teachers in 25 provinces;
- Collected data on physical education and sports teachers in Kampot, Pursat, Kampong Thom, Battambang, Koh Kong, Kratie, Kampong Cham, Takeo, Siem Reap, Ratanakiri, Mondulakiri, Pailin, and Preah Vihear;
- Monitored the practicum of the teacher trainees of the 28th generation in Phnom Penh and made a feedback report;
- Monitored online teaching and learning and made attendance reports;
- Evaluated the practicum 10 pedagogical students (1 female) specializing in physical education and sports, from the National Institute of Education at the National Institute of Physical Education and Sports;

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

	Indicator	Unit	Actual	Target	Actual	Status
			2019-20	2020-21	2020-21	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning for all						
Sub-sector Objective 1: Increase access to physical education and sports in schools and communities						
1	5 sport fields were improved:					
	<i>Siem Reap</i>	%	0	60.0	0	↓
	<i>Kampot</i>	%	0	60.0	0	↓
	<i>Kampong Cham</i>	%	0	60.0	0	↓
	<i>Battambang</i>	%	0	60.0	0	↓
	<i>Phnom Penh</i>	%	70.0	80.0	0	↓
2	Percentage of primary schools implementing physical education and sport programmes	%	79.0	86.0	80	→

	Indicator	Unit	Actual	Target	Actual	Status
			2019-20	2020-21	2020-21	
3	Percentage of secondary schools implementing physical education and sport programmes	%	50.0	54.0	52	→
4	Number of medals in international competition per year	N°	146	492	0	↓
5	Percentage of people participating in physical activity and sport	%	21.0	16.6	15.9	→
Sub-sector Objective 2: Promote the performance of national sports teams to win more gold medals by 2023						
6	Ranking in Southeast Asian Games among ASEAN countries	Rank	8		0	↓
7	Number of gold medals in Southeast Asian Games 2023	Number	46*	28	0	↓
Policy Area 2: Ensure effective leadership and management of education staff at all levels						
Sub-sector Objective 3: Develop the institutional, managerial and technical capacities of the physical education and sport sub-sector for improved effectiveness and quality						
8	Number of female athletes trained per year (long term)	N°	500	93	509	↑
9	Number of physical education and sport teacher trainees trained per year	N°	150	130	0	↓
10	Number of coaches trained per year	N°	1,178	1,206	414	↓
11	Number of judges and referees	N°	599	1,240	497	↓
12	Number of coaches trained in technical sports aspects, strategic planning and management per year	N°	165	233	168	→
13	Number of physical education and sport teachers trained (short course / in-service training)	N°	210	288	80	↓
14	Number of sports officials trained	N°	10	288	270	→
15	Number of high-level athletes	N°	504	883	509	→

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

* The 30th SEA Games Medals in 2019.

C. Challenges

Along with the achievements, some challenges required the efforts to solve them. Those challenges included:

- The implementation of the physical education programme framework in some educational institutions is not 2 hours/1 week complete;
- There is lack of professional technical officers in sports categories who have undergone international training;
- The number of people participating in exercise and sports for health is still limited;
- There is lack of sports medical staff in health care, diet and anti-doping in sports
- There is lack of sports technical staff to study, research, monitor and analyze the quality of training;
- Infrastructure for teaching and training is not yet met; and
- The institutional human resources do not yet meet the requirements for professional performance.

3. Directions for the Academic Year 2020-2021

To address both sub-sectoral and inter-sectoral challenges and based on past experience, the Ministry of Education, Youth and Sport will accelerate its efforts in the following directions:

3.1 Sub-Sectorial Directions

3.1.1 Early Childhood Education Sub-Sector

- Define clear policies, principles and directions in school management for kindergartens;
- Establish a support mechanism for turning community kindergartens into an annex to public schools;
- Invest in equitable and inclusive education services for early childhood;
- Reinforce inter-sectoral cooperation and coordination on early childhood protection and development;
- Study and develop a strategic reform framework for early childhood education sub-sector in accordance with the context and global trends.
- Strengthen the implementation of shortened curricula and new normal education programmes for kindergartens and early childhood education services; and
- Strengthen the implementation of guidelines, minimum conditions on clean water and sanitation in all types of kindergartens.

3.1.2 Primary Education Sub-sector

- Expand the broader implementation dimension of school management,
- Support teachers in remote and hardship-stricken schools,
- Deploy teachers from schools with excessive teachers to schools lacking teachers based on the actual situation,
- Reinforce the use of first and second grade teachers and librarians,
- Develop teachers' ability on knowledge, teaching methodologies, experience, and classroom management,
- Reinforce the management of scholarship students' statistics and data,
- Supply infrastructure and electronic equipment,
- Supply clean water, toilets, use and maintenance of toilets, sanitary equipment, especially equipment for hand washing, disinfection equipment and health education materials in schools,
- Implement soft and flexible applications using information technology systems and integrated methods
- Prepare guidelines on the implementation of national, capital/provincial, municipal, and district/khan assessments in response to the student assessments in regional and international programmes, both phase-based assessment and total assessment,
- Incorporate the implementation of national, capital, provincial, municipal, district/Khan, and school assessments in response to the student assessment in regional and international Programmes, both phase-based assessment and total assessment, into the teacher training programmes at the pedagogical schools,
- Integrate Khmer literature (reading and writing) and first grade math into teacher training programmes at the pedagogical schools,
- Establish a training programme for multilingual teachers at Stung Treng Regional Teacher Training Center,
- Strengthen and expand the implementation of reading and math teaching methodologies at the primary level,
- Reinforce STEAM teaching and learning methodologies on mathematics, science and social studies,
- Strengthen English teaching and learning ability for grades 4 to 6, and
- Develop the capacity of officers and gender responsiveness leadership to school management team.

3.1.3 Secondary and Technical Education Sub-sectors

- Develop the capacity of school management to be fully capable,

- Promote and support some schools to be able to implement educational programmes in mathematics, science, technology and engineering.
- Expand the scope to support basic needs for inclusive education,
- Prepare full-fledge preconditions for the implementation of the general education and technical education curriculum framework,
- Improve the capacity of assistants,
- Promote close cooperation with the private sector so that they can provide support according to the actual needs of the school in designing curriculum, practicum and study tours,
- Strengthen cooperation from all stakeholders to satisfactorily implement life skills education programmes,
- Develop the capacity of technical education teachers to have sufficient capacity to use new pedagogical laboratory equipment and teaching methodologies,
- Develop the capacity of technical staff in information and communication technology to update the staff and teacher data management system in teacher training institutions,
- Provide technical staff with distance learning management system,
- Develop the capacity of information and communication technology staff to be ready for upper secondary diploma examination process, and
- Organize the structure and education health officers at the national and sub-national levels to meet the actual needs.

3.1.4 Higher Education Sub-Sector

- Develop new policies on research and development in higher education sub-sector and comprehensive strategic budget plan through the establishment of research funds for higher education and implementation principles,
- Implement digital data management system on research and training work in higher education institutions,
- Develop the ability and experience to write research articles for publication in research journals,
- Promote the process of providing autonomy to public higher education institutions in the financial and human resource management, and
- Establish a better higher education quality assurance system.

3.1.5 Non-Formal Education Sub-Sector

- Implement a comprehensive basic education equivalency programme at community learning centers more broadly,
- Prepare materials for training teachers of non-formal primary education equivalency programme through the credit system,
- Organize and classify leaders and managers of community learning centers,
- Promote the process of transforming community learning centers into lifelong learning centers,
- Implement the result-based monitoring and evaluation framework throughout the country,
- Train non-formal education staff on planning and managing non-formal education services,
- Implement non-formal education management information system at the municipal, district and khan levels,
- Develop a national action plan and raise awareness on lifelong learning,
- Develop non-formal upper secondary education equivalency programme, and
- Promote distance and electronic learning for literacy programmes, primary education equivalency and non-formal secondary education equivalency,

3.1.6 Youth Development Deduction Sub-sector

- Continue updating the annual operating plan to promote digital youth development programmes in response to digital education and learning in new contexts,

- Update the guidelines and books of the Cambodian Children's Council and the Cambodian Youth Council, especially the guidelines on the establishment of debate clubs in the capital's schools and the strengthening of study clubs in the capital/provincial schools,
- Reinforce the monitoring and evaluation mechanism through finalizing the draft framework for monitoring and evaluation of youth development sub-sector,
- Increase cooperation with partner organizations and the private sector to mobilize support for training programmes at youth centers,
- Increase cooperation with the World Scouts, partner organizations, communities and the private sector to mobilize support for the expansion of the scout membership, and
- Continue to strengthen and develop the staff's capacity through the creation of digital curricula and internal training using online classrooms on a number of subjects, such as 1). program planning and development, 2). youth program development and event management, 3). administrative work and reporting, 4). administration and office computer skills, 5). monitoring and evaluation framework, 6). leadership and management behavior, and 7). public financial affairs.

3.1.7 Physical Education and Sports Sub-sector

- Strengthen the implementation of the physical education program framework in all educational institutions for a full 2 hours / 1 week,
- Inspire and motivate people to participate in doing exercise and sports for health,
- Train technical staff in sports on medical and anti-doping skills,
- Strengthen the gathering of the national team members to participate in the 31st SEA Games in the Socialist Republic of Vietnam and other international competitions,
- Continue to repair, improve, maintain and develop sports infrastructure,
- Train physical education and sports teachers and develop the staff's capacity,
- Strengthen and expand international cooperation,
- Strengthen the quality of national and international sports competitions, and
- Prepare, study, research, compile and disseminate sports data and information.

3.2 Challenges and Directions for Cross-Sub-Sector Reform

3.2.1 Strengthening Policy, Planning, Statistics and Monitoring and Evaluation

Challenges:

- There is lack of education data and indicators related to the inclusion and equity, which are qualitative for policy-making and education planning,
- There is lack of research on new regulations and principles of regional and global education reforms as a basis for education policy-making,
- Research results and educational data are not yet used in the development of education policies and plans,
- There is no framework for monitoring and evaluating the implementation of education policies and reforms,
- Implementation of national and sub-national education policies is still limited,
- There is lack of IT tools and equipment, both software and hardware, at national and sub-national levels, and
- There is a gap between the policy and budget supports for the implementation of education policy.

Directions:

- Increase the collection of education data and indicators related to equity and inclusion, which are qualitative for policy-making and education planning,
- Promote research studies on new regulations and principles of regional and global education reforms as a basis for education policy-making.
- Promote the use of research results and educational data in formulating education policies and plans.
- Develop a framework for monitoring and evaluating the implementation of education policies and reforms,
- Expand the scope of implementation of national and sub-national education policies,

- Equip with IT tools and equipment, both software and hardware, at national and sub-national levels,
- Link the budget to the implementation of education policy, and
- Develop the unit capacity to suit the roles and responsibilities.

3.2.2 Decentralization and De-concentration

Challenges:

- The standard instruments prepared standard instruments prepared in the legal instrument establishment planning process of the Ministry of Education, Youth and Sport (2019-2023) have not been completed as planned,
- The action plan has not been properly implemented due to Covid-19 pandemic, and
- There is lack of resources to support the process of decentralization and de-concentration reforms.

Directions:

- Push forward the finalization of the standard instruments prepared in the legal instrument establishment planning process of the Ministry of Education, Youth and Sport (2019-2023) to achieve as planned.
- Plan the action plan with flexibility
- Provide resources to support the process of decentralization and de-concentration reforms.

3.2.3 Personnel management

Directions:

- Continue to study the preparation of mechanism to review and redefine units and schools in remote and disadvantaged areas.
- Continue to participate and promote the implementation of education, youth and sport reform strategies on activities to strengthen management and human resource capacity development.
- Participate in the pilot Teacher Career Pathway Framework and the policy on routine professional development,
- Review and continue to promote the implementation of the policy on evaluating the educators' performance,
- Expand the capacity of the human resource management information system to adequately record employee data and enable educators to access their data, and
- Strengthen the distribution of the 2021 framework plan and send new teachers to the target schools.

3.2.4 Public Financial Management

Challenges:

- Expenditure rationalization and cost optimization for budget implementation in accordance with Circulars 001 and 003 have reduced the budget credit for 2020 and required the revision of petty cash advancement annex and the procurement plan, as well as the abolition of some proposed expenditure guarantee principles, which have already severely affected the implementation of the Ministry's priority activities;
- The authorization toward financial supervisors attached to the Ministry of Education, Youth and Sport is still limited, which affects the time to implement the action plan and budget clearance,
- The participation of the programme manager and sub-programme director in the budget implementation is still limited as they are required to reinforce the monitoring and implementation in conforming to the expenditure programme and target indicators;
- Knowledge and ability related to budget planning, computer use, financial procedures and the use of IT-based financial statements of the officials in public units and schools are limited;
- The budget implementation of the central units has not yet achieved the set target indicators,
- The understanding and implementation of guidelines on the management of public school operation funds of school finance officials are limited;
- There is no information technology system for the annual budget and financial reports linking the education strategic plan, strategic budget plan, and annual operational plan of the Capital/Provincial Departments of Education, Youth and Sport,

- Some units have not yet narrowed down their activities to meet the education strategic plan;
- The 2021 budget credit of the Ministry of Education, Youth and Sport has not met the 20% target indicator, compared to national current expenditure; and
- The units under the 5th programme, which is education and good governance support service, often find it difficult to allocate sub-sector budgets.

Directions

- Build resilience and flexibility in real-life situations by closely cooperating with line ministries and institutions;
- Review the authority of the financial supervisors attached to the Ministry of Education, Youth and Sport to implement the action plan and budget,
- Strengthen the monitoring and implementation of expenditure programmes and target indicators in the budget implementation of the programme and sub-programme managers.
- Develop knowledge and ability related to budget planning, computer use, financial procedures and the use of IT-based financial statements of the officials in public units and schools,
- Promote the budget implementation of the central units to achieve the set indicators,
- Strengthen the understanding and implementation of guidelines on the management of public school operation funds of school finance officials,
- Develop information system for the annual budget and financial reports linking the education strategic plan, strategic budget plan, and annual operational plan of the Capital/Provincial Departments of Education, Youth and Sport,
- Narrow down activities and indicators in the units in accordance with the strategic education plan,
- Narrow down priority activities in response to the reform and context of digital education in order to mobilize and increase the annual budget of the Ministry of Education, Youth and Sport to meet the 20% target indicator, compared to national current expenditure.
- Develop the ability to study and analyze the budget allocation by sub-sector in the units in the 5th programme,
- Prepare the procedures for awarding scholarships for teacher trainees through the banking system,
- Disseminate the Law on the Annual Budget of the budget units and public educational institutions, and
- Develop financial management information system of the Ministry of Education, Youth and Sport.

3.2.5 Procurement

Challenges:

- The implementation of procurement procedures takes a long time, delaying the implementation of contracts, delivery-handover, payment and utilization,
- There are numerous budget units and they require different types of supply and materials, thus making it difficult to incorporate into a procurement plan package,
- The budget units' understanding in preparing documents in line with specifications, market prices and requirements is limited, thus making the procurement implementation difficult in procurement planning, and
- The relevant and necessary documents related to planning and requesting the expenditure guarantee principle provided by the budget units requiring repair/construction work are not yet appropriate.

Directions

- Promote the provision of expenditure guarantee, bidding document visa, and contract approval from the Ministry of Economy and Finance to implement procurement procedures in a timely manner during the implementation year of the plan,
- Continue to properly prepare, edit and compile procurement documents in accordance with legal instruments,
- Collaborate with the budget units to make it clear about the contents of the economic classification according to the budget management manual of the Ministry of Economy and Finance, which has

been put into use and is easy to incorporate the expenditure guarantee data into the financial management information system (FMIS) of the Ministry of Economy and Finance, and

- Prepare, plan and request the expenditure principle of the budget units for the repair and construction work in an appropriate manner.

3.2.6 Pre-Service and In-Service Training

Challenges:

- Suspend the 13th generation's 2nd shift and 14th generation's 1st shift training of primary school teachers who have upper secondary school diplomas to become basic level teachers,
- Lack of financial resources to train primary school principals on "School management", and
- Lack of specialized trainers at pedagogical institutes.

Directions

- Recruit and train 3,600 teachers in all school villages,
- Strengthen good governance and management in teacher training institutions,
- Develop infrastructure in accordance with new generation standards and technologies in teacher training institutions,
- Develop the capacity of staff, teachers, trainers and management of pedagogical schools to attain the 21st century's virtue skills
- Improve the qualifications of staff, teachers, trainers and management in pedagogical schools
- Improve training programmes to the credit system and new integrated teaching methodologies to be consistent in teacher training institutions at all levels and respond to 21st century's virtue skills.
- Continue to cooperate with JICA to develop pedagogical institutes, recruit and send trainers and education staff to be trained for master degrees in Japan to work at pedagogical institutes,
- Continue training 1,500 kindergarten and primary school teacher trainees who have upper secondary school diplomas to become basic level teachers in the 13th generation's 2nd shift, and 1,500 teacher trainees in the 14th generation's 1st shift,
- Mobilize budget resources to strengthen the capacity of the teacher training center, kindergarten, primary and secondary school principals and vice principals on "School Management"
- Increase the capacity of teacher trainers and teachers on teaching methodologies in science and mathematics,
- Implement piloting professional development and the teaching career in a regular basis in 100 target primary schools.

3.2.7 Curriculum Development

Challenges:

- Textbook requirement is not made in a timely manner,
- Frequent change of librarians results in some school principals be in charge of the textbooks,
- Dissemination of teaching methods according to the Stem method is not yet widespread, and
- The general education curriculum framework has not been widely disseminated.

Directions

- Promote the use of textbook supply chain management system (TnT) for all schools,
- Develop medium-and-long-term rotation plans for the use of librarians and school principals in charge of textbooks,
- Disseminate Stem-based teaching methodologies more widely,
- Disseminate the general education curriculum framework more widely.
- Finalize the basic textbooks for students and teachers of arts in primary level,
- Build the department staff's capacity about the development of the regulation-based curriculum and the level of students' capacity, especially the 9th grade, and the model subject exams,

- Develop the framework of regulation-based teaching methodologies and regulation-based model lessons for each subject, and
- Develop videos from regulation-based teaching and learning for each subject.

3.2.8 Administration

Challenges:

- The submission of the request for sub-national medals is late.

Directions

- Accelerate the submission of the request for sub-national medals,
- Continue to strengthen the management of administrative letters, especially the letter circulation,
- Push forward the awarding of employment medals to the education staff at the national and sub-national levels,
- Develop capacity to manage education administration, protocol, reports and archives,
- Manage and operate the database, documents and archive system of the Ministry, and
- Supervise the administration, education, archive and competition work.

3.2.9 School Construction

Challenges:

- There are many construction and renovation proposals from the capital and provinces, but the solution is still limited,
- The management of education infrastructure in schools has not yet been favorable, and
- There is lack of professional staff in administration, planning, engineering, construction, architecture and information technology to reinforce work in a timely and efficient manner.

Directions

- Study and solve the problems in accordance to priorities on construction, repair and renovation proposals from the capital and provinces
- Improve the management of education infrastructure in schools.
- Provide professional officers in administration, planning, engineering, construction, architecture and information technology to enhance work in a timely and effective manner, and
- Continue to strengthen the capacity to manage the educational infrastructure for the principals, vice principals, and education staff of the municipal, district and khan administration.

3.2.10 Printing and Distributions

Directions

- Rectify 23 basic textbook headings, 2 training textbook headings, 2 additional reading book headings and 2 teaching materials,
- Print basic textbooks, training books and additional reading books, a total of 3,350,750 copies,
- Deliver 1,626,000 textbooks to schools across the country, and
- Expand the sale of textbooks, teaching materials, experimental materials and office supplies to customers in general.

3.2.11 Administration and Finance Inspection

Challenges:

- Most of the complaints are not hierarchically executed and
- There is lack of training, at both national and international levels, for inspection staff.

Directions

- Provide mainstreaming mechanism of filing complaints through workshops and other training courses and
- Train and strengthening the capacity of inspection skills to link with real-life practices.

3.2.12 Internal Audit

Challenges:

- There is lack of resources and techniques to support the performance, information technology, and project audits
- Each of internal audit staff have not yet had precise skills relevant to audit implementation support.

Directions

- Develop human resources and equip with technical equipment to support the performance, information technology, and project audits,
- Develop the capacity of the internal audit staff to have precise skills relevant to audit implementation support,
- Prepare the internal audit manual of the Ministry of Education, Youth and Sport,
- Prepare Strategic Audit Plan 2021-2023,
- Provide on the job audit training on performance, information technology and project audits,
- Continue to strengthen the capacity of the internal auditors on relevant skills and practical performance, and
- Continue to strengthen the quality of internal audit reporting standards.

3.2.13 Education Quality Assurance

Challenges:

- The spread of Covid-19 in Cambodia disrupted almost all of the activities of the National Assessment Test for Grade 6 students for the 2019-2020 academic year,
- It was the first time for the Ministry of Education, Youth and Sport to prepare and implement the first national reading and math assessment test using the tablet under the full technical assistance of the Research Triangle Institute (RTI), which required the test technical team of Department of Education Quality Assurance to conduct regular research and capacity development,
- The summarized and detailed report of the national primary education student assessment based on Southeast Asia Primary Learning Metrics (SEA-PLM) has not yet been finalized due to lack of key data, which requires the team to request for and confirm from the regional technical assistance and time to review the content and terms translated from English into the national language;
- The Organization for Economic Co-operation and Development (OECD) and its member states decided to roll the 8th Cycle of the PISA programme due to the global epidemic of Covid-19; thus, the action plan and budget for the implementation of Programme for International Student Assessment (PISA) in 2020 was rolled to 2021, and the 2021 PISA was also rolled to 2022; and
- The implementation of student assessment at the sub-national level did not correspond to the framework for assessing students in the kindergarten and general education levels due to the limited capacity of staffs at the capital, provincial, municipal, district and school levels.

Directions

- Review the national student assessment toolkit for the 6th grade to respond to the study in the context of Covid-19 and the regional student assessment for the primary education and the implementation of the national student assessment for the 6th grade in Khmer and mathematics subjects with 230 sample schools in 25 capital/provinces;
- Strengthen the capacity of the assessment team to be able to implement and manage the process of Early Grade Reading Assessment and Early Grade Mathematics Assessment (EGRA & EGMA) as well as data analysis and report writing, especially the examining of the feasibility of setting up a data management system by the Ministry of Education, Youth and Sport, and to implement the ending EGRA & EGMA of the Global Partnership for Education III and Strengthening Teacher Education Programmes in Cambodia (STEPCam / GPE3) with 340 sample schools in 9 target provinces;
- Finalize the summarized and detailed report of the national primary education student assessment based on Southeast Asia Primary Learning Metrics (SEA-PLM) to be ready for official dissemination under the high presidency of H.E Dr. Minister and continue to disseminate to all Stakeholders, especially at the school level, to improve the academic performance of primary school students in response to the quality of education in Southeast Asia, and

- Conduct a review and revision to roll the five-year action plan and budget of the 2019-2023 Programmes for International Student Assessment (PISA) to 2020-2024 and implement pilot PISA 2022 with 25 sample schools in 14 target provinces.

3.2.14 State Material and Asset Management

Challenges:

- Some local units did not complete the inventory of state property in 2019,
- Some units did not pay attention to the Directive No. 54 OYK.SNN, dated December 30, 2014, on the management and supply of equipment, writing off, and settlement of land disputes,
- Some units did not precisely update the state property data in 2020, and
- Administrative equipment and materials for some educational institutions and teacher training institutions are still limited.

Directions

- Furnish, monitor and evaluate the management of state property and assets in the capital/provincial and central administrations,
- Strengthen the monitoring of equipment twice a year in accordance with the instructions of the Ministry and promote the planning and implementation of procedures for writing off state property,
- Plan and promote the implementation of procedures for writing state assets off the inventory,
- Update state property data and pay road taxes for 2021,
- Facilitate the release of goods and materials and imports by paying taxes and duties imposed by the state, and
- Examine, evaluate, select, and supply administrative materials and equipment to educational institutions and teacher training institutions.

4. CONCLUSION

The past academic year 2019-2020 reflected the physically and mentally hard work with high sense of responsibility, patriotism, spirit of overcoming all the upcoming challenges, especially the impact of Covid-19 pandemic, and with the building of resilience and flexibility in educational institutions to implement a new normal life in education. In collaboration with line ministries, institutions and development partners, the Ministry of Education, Youth and Sport will continue to address the remaining issues and set out the necessary measures, including responding to the new normal way of life, and continue to work hard to fulfill the extraordinary and noble tasks with a sense of high responsibility and professionalism.

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PART 2

ANNEX

ANNEX 1: PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2020 (NATIONAL LEVEL)

No.	Departments	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Early Childhood Education	24	20	4	0
2	Primary Education	40	13	12	15
3	General Secondary Education	33	15	16	2
4	Non-Formal Education	24	14	8	2
5	School Health	29	27	2	0
6	Vocational Orientation	32	21	0	11
7	Teacher Training	38	31	2	5
8	Curriculum Development	16	10	5	1
9	Special Education	21	15	2	4
10	Higher Education	41	16	18	7
11	Science Research	13	9	1	3
12	Royal University of Phnom Penh	29	24	0	5
13	Heng Samrin Tpong Kmom of University	22	22	0	0
14	Chea Sim University of Kamchaymear	21	7	9	5
15	Svay Rieng University	28	25	1	2
16	University of Mean Chey	44	38	5	1
17	University of Battambang	18	9	6	3
18	National University of Management	6	5	1	0
19	Royal University of Law and Economic	10	9	1	0
20	Kratie University	13	10	0	3
21	Accreditation Committee of Cambodia	17	5	4	8
22	Institute of Technology of Cambodia	12	12	0	0
23	National Institute of Education	30	10	12	8
24	Kampong Cheuteal Institution	16	6	4	6
25	Kampong Speu Institute of Technology	27	16	8	3
26	Department of Physical Education and Sport	25	14	5	6
27	Physical Education and Sport Student	17	9	1	7
28	Physical Education and Sport	24	14	6	4
29	National Sport Teaching Center	19	14	2	3
30	Youth	16	7	0	9
31	Youth Centre Management	20	10	2	8
32	Scot Cooperation	9	8	0	1
33	Planning	25	20	0	5
34	Personnel	35	18	5	12
35	Finance	36	24	8	4
36	Internal Audit	11	6	1	4
37	Educational Quality Assurance	32	12	7	13
38	Inspectorate of Administration and Finance	7	5	0	2
39	Information and Asian Affairs	16	4	6	6
40	Legislation	28	5	14	9
41	Construction	7	5	2	0
42	Materials and State Property	6	5	1	0
43	Administration	17	10	4	3
44	Cultural Relation and Scholarship	17	9	5	3
45	Education Management Information System	29	8	10	11
46	Policy	27	22	4	1
47	Monitoring and Evaluation	16	10	1	5
48	Cultural Relation and Scholarship	24	22	2	0
49	Examination Affair	19	11	0	8
50	National institute for Special Education	20	15	4	1
51	SEAMEO TED	17	0	13	4
52	Teacher Education College of Phnom Penh	6	3	2	1
53	Teacher Education College of Battambang	11	4	5	2
54	Directorate General of Inspection	8	6	0	2
55	Procurement Entity	10	2	6	2
56	Directorate of Administration and Finance	5	5	0	0
57	Gender Mainstreaming in Education	1	1	0	0
58	Monitoring, Evaluation and Management of CDPE	2	2	0	0
59	Education Reform	1	1	0	0
Total		1,167	700	237	230

**ANNEX 2 : NUMBER OF ACTIVITIES OF DIRECTION OF THE ACADEMIC YEAR 2019-2020
(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	7	6	1	0
2	Decentralization and Deconcentration	6	0	5	1
3	Personnel Management	7	6	1	0
4	Public Financial Management	20	9	9	2
		11	4	5	2
Sub Total		51	25	21	5
B. Sub-Sectoral Directions					
1	Early Childhood Education	9	3	6	0
2	Primary Education	13	4	8	1
3	Secondary and Technical Education	13	8	4	1
4	Higher Education	12	4	5	3
5	Non-Formal Education	8	3	4	1
6	Youth Development	11	1	9	1
7	Physical Education and Sport	10	4	6	0
Sub Total		76	27	42	7
C. Cross-Sub-Sectoral Directions					
1	Curriculum Development	13	2	6	5
2	Administration	5	4	1	0
3	Construction	3	3	0	0
4	Printing and Distribution	5	5	0	0
5	Inspectorate of Administration and Finance	7	6	1	0
6	Internal Audit	7	2	3	2
7	Education Quality Assessment	4	4	0	0
8	Materials and State Property	6	3	3	0
9	Procurement	5	5	0	0
Sub Total		55	34	14	7
Total		182	86	77	19

**ANNEX 3: PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2020
(SUB-NATIONAL LEVEL)**

No.	provinces/capital	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Phnom Penh	90	88	0	2
2	B.Chey	187	164	0	23
3	Takeo	86	85	0	1
4	Kampot	90	90	0	0
5	Pursat	375	305	23	47
6	Kep	101	83	0	18
7	K. Cham	139	130	1	8
8	Kandal	244	215	0	29
9	P. Sihanuk	75	68	1	6
10	Mundulkiri	197	177	0	20
11	Svay Reang	193	166	0	27
12	P. Veng	109	109	0	0
13	K. Chhnang	265	199	19	47
14	Batambang	212	155	15	42
15	K. Thom	146	119	0	27
16	Ratanakiri	129	104	1	24
17	Pailin	127	121	2	4
18	Stung Treng	124	91	7	26
19	Siem Reap	82	79	0	3
20	O. Meanchey	106	74	10	22
21	K. Speu	154	136	7	11
22	T. Khmum	279	215	11	53
23	Kratie	327	243	20	64
24	P. Vihear	83	83	0	0
25	Koh Kong	153	101	0	52
Total		4,073	3,400	117	556

**ANNEX 4: NUMBER OF ACTIVITIES OF DIRECTION OF THE ACADEMIC YEAR 2019-2020
(SUB-NATIONAL LEVEL)**

No.	provinces/capital	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Phnom Penh	45	44	0	1
2	B.Chey	62	54	0	8
3	Takeo	62	49	12	1
4	Kampot	74	61	10	3
5	Pursat	69	41	16	12
6	Kep	89	63	0	26
7	K. Cham	176	150	16	10
8	Kandal	128	106	14	8
9	P. Sihanuk	74	68	1	5
10	Mundulkiri	127	107	0	20
11	Svay Reang	80	65	9	6
12	P. Veng	67	53	11	3
13	K. Chhnang	64	53	6	5
14	Batambang	62	34	17	11
15	K. Thom	92	84	0	8
16	Ratanakiri	85	63	8	14
17	Stung Treng	60	43	6	11
18	Siem Reap	50	43	5	2
19	O. Meanchey	57	51	1	5
20	K. Speu	76	59	13	4
21	T. Khmum	102	63	4	35
22	Kratie	112	86	0	26
23	P. Vihear	122	98	18	6
24	Pailin	59	46	12	1
25	Koh Kong	149	121	0	28
Total		2,143	1,705	179	259

**ANNEX 5 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION SET IN EDUCATION
CONGRESS 2019-2020 KEY REFORMS AND CROSS SUB SECTORS**

Activities	Status	Reasons
<i>1. Strengthening Planning System</i>		
- To strengthen consistency between Education Strategic Plan (ESP AOP BSP), Budget Strategic Plan through Result-Based Management(RBM);	1	- Strengthened the planning based on the results and consistency between ESP 2019-2023, BSP 2021-2023 and AOP 2021. - Harmonized ESP at the provincial and capital levels - Harmonized the ESP 2019-2023 of the 25 capitals and provinces as a common standard for building a budgeting system linked to policies
- To conduct functional analysis of units and departments under the supervision of the Ministry and make Institutional Capacity Development Plan;	1	- Prepared a master plan on capacity development in the education sector 2020-2024 - Has been preparing strategic plans and capacity development plans of the Planning Department
- To improve the preparation of AOP in response to indicators which have been set, and ensure budget execution according to priority and education policy;	1	- Strengthen the preparation of annual operational plans by sub-sector by defining the code linking the activities in the education sector strategic plan and the annual operational plan at the national, capital, provincial and municipal levels.
- To improve and update education indicators according to SDG;	1	- Examined and revised some educational indicators that do not have clear data sources for the Sustainable Development Goals 2030 under the coordination of the Ministry of Planning
- To strengthen institutional capacity in statistic analysis and strengthen research on policy;	1	- Trained policy department officers to strengthen institutional capacity for statistical analysis and policy research
- To make Information Technology Modernization Plan;	1	- Prepared and implemented the annual operational plan by software sub-sector at the national, capital, provincial and municipal levels in connection with ESP, BSP, PB and AOP
- To recruit ICT line officers and organize training course for the existing officers.	2	- Strengthen the capacity of ICT officers on the spot through their work - There is no ICT official provided by the Ministry due to the spread of Covid-19
<i>2. Decentralization and Deconcentration</i>		
- To prepare standard procedures for implementing functions of education sector and providing capacity training to sub-national administration on managing, arranging and implementing functions of education sector;	2	- Prepared standard procedures to implement education functions - Prepared draft guidelines on procedures in the management and implementation of education functions transferred to the sub-national administration. - Disseminate Sub-Decree No. 182, 183, 184 on the functions and structure of districts
- To strengthen the provision of education service in accordance with the principle of good governance and framework of social accountability;	2	- Editing work orientation documents in accordance with the principles of good governance - Adjusting IFC indicators in the education sector - Licensing to reopening 114 general education institutions, 05 higher education - Providing services for requesting renewal, changing the name of the director, changing the location of 27 schools
- To organize Training Course on Education Management for Sub-National Administration;	3	- Risk of Covid-19 epidemic
- To strengthen the control and solution of dispute between education staffs;	2	- Coordinated 15 cases of education staff disputes
- To prepare sub-sectoral supporting regulations in response to indications of the Education Law and education sectoral reform;	2	- Completed the preparation of 24 legal documents
- To strengthen capacity in legal framework and regulations	2	- Organized a workshop on legal framework and

Activities	Status	Reasons
of education sector, and to conduct study on effectiveness of implementation of legal framework.		legal documents for education, 96 participants, 12 females - Organized a consultative workshop to prepare a draft Prakas on the roles and responsibilities of the POEs in Siem Reap province, 37 participants, 05 females - Prepared a book on the prevention of human trafficking
3. Personnel Management		
- To strengthen the policy of human resource management in education sector, especially recruitment of two-shift teachers, combined-classes teachers, contract teachers;	1	- Divide the figure of 10 229 teachers in 2 shifts for 22 capitals - 2,766 multigrade teachers for 18 provinces - 11,290 contract teachers for 22 capitals and provinces/ capitals - 704 contracted officers for 450 middle level units and 254 provincial capitals.
- To continue strengthening the teacher deployment and transfer of education staffs;	1	- Deploy 18 teachers from over school to sortage school, 3 girls and 994 higher level (newly released) teachers, 458 females, to the schools selected by the applicants before applying for the exam - Issue letter No. 2482 dated 5 June 2020 on the suspension of relocation of educators in 2020 - Issue letter No. 2081 dated 28 April 2020 on the temporary suspension of the transfer of civil servants and teachers in the field of education, youth and sports to various ministries and institutions
- To re-study and prepare Prakas on Determination of Units and Schools in Remote and Disadvantaged Areas;	1	- Established an inter-ministerial commission - Prepared declaration determining the area criteria
- To continue promoting the implementation of Education, Youth and Sport Sector Reforming Strategy, Policy of Teacher Career Pathway (TCP), and Policy of Regular Professional Development;	1	- Organized a workshop on strengthening the new framework (for 2021) - Established a professional development management office on a regular basis to facilitate the implementation of career path policies.
- To continue strengthening the management and update of data of education staffs in Human Resource Management Information Technology (HRMIS);	1	- Training of officers in charge of HRMIS at the POEs - Completed HRMIS master plan - Updated the data box in the system to record all personal data of employees. - Prepared and made available to each concerned unit to access its set of civil servants in HRMIS system
- To continue promoting the implementation of education staff performance assessment in order to link it with various dividends;	2	- Reviewed the progress of pilot implementation and discussed the strategy to implement 2021 successfully and continue to expand the implementation to other units.
- To continue monitoring, evaluating and promoting the implementation of principle and directive in relation to human resource development.	1	- Disseminate the principles on the division of the framework for 2020 - Inspected and promoted the organization within the framework of promotion and management of civil servants, contracted officials - Draft instruction on relocation of education staffs
4. Public Financial Management		
- To discuss with the Ministry of Economy and Finance in order to increase authority for Financial Inspection Officers attached to the Ministry of Education, Youth and Sport, in accordance with regulations in force;	1	- Letter No. 1982, dated April 20, 2020 - Letter No. 5469, dated October 21, 2020
- To make a request to the Ministry of Economy and Finance regarding setting a date for disbursement of scholarship budget to disadvantaged poor students;	1	- Letter No. 5559 MEF dated 25 June 2020

Activities	Status	Reasons
- To strengthen budget execution by Program Manager, Program Deputy Manager and Budget Unit in order to respond to expenditure, target indicator and Annual Operational Plan;	1	- Letter No. 313, dated 25 January 2021 - Letter No. 763, dated 6 February 2020 - Letter No. 4247, dated 14 September 2020
- To continue inspecting and monitoring the management and implementation of Guidelines on Management of Public School Operational Funds of officers in charge of finance in public schools;	2	- Collect quarterly and annual reports on the implementation of the public school operation fund through the IT system. - Trained principals and officers in charge of finance in public schools on procedures and information systems to manage public school operating funds
- To continue strengthening capacity of leadership and officers in charge of finance in budget planning, implementing the accounting record and using financial report through IT system;	2	- Collaborated with the Planning Department to update the IT system for strategic budget planning and annual budget planning by revising the programs and activities of some budget units. - Introductory meeting on the preparation of strategic budget plan and annual budget plan in accordance with the guideline, Circular No. 03, dated 09 June 2020 and Circular No. 04, dated 09 June 2020 Government of Cambodia - EFMS Information System is being prepared and the budget management function will be officially launched in the first quarter of 2021. - Developing EFMS information system to manage domestic and international missions
- To prepare procedures for providing allowances to education officers who conduct on-site monitoring of education in municipality-district-Khan concerned, which the distance from Municipality-District-Khan Office of Education, Youth and Sports to schools facing difficulties is less than 50 kilometers and from 50 kilometers and over;	3	- DOEs transferred to sub-national level
- To conduct study and assessment of challenges in preparing report on monthly budget execution of the Budget Unit;	2	- Facilitated the preparation of reports in some POEs that face challenges. - Online training in some central administrative budget units that face challenges
- To strengthen monitoring and updating information technology system for management of public school operational funds in order to help the POEs divide annual budget plan to schools;	1	- Updated the information technology system for the management of public school operation fund in accordance with the letters No. 8015 MEF and No. 5559 MEF.
- To create reporting system through IT system on sub-sectors for Central Administrative Units;	1	- The budget unit at the Central Administration uses the information technology system for preparing sub-sector reports in 2020
- To hold a meeting discussion on preparation of information technology system to link the ESP, BSP, AOP with ABP, and to create reporting system on sub-sectors at POEs.	2	- Collaborated with the Planning Department to organize a consultative workshop on the development of the budget system linked to ESP, BSP, AOP and ABP - Preparing sub-sector reporting system for POEs
- To continue preparing mechanism and procedure for making payment of missionary budget by bank transfer at central level;	2	- Salary and payroll account opened at ACLEDA Bank for Central Administration Education Officer - Has been preparing the procedure to pay the mission fee to the salary account of the education officer
- To strengthen the preparation of action plan of all units at central level to respond to ESP through IT system;	2	- Has been updating the action plan of the central unit in response to the Education Strategic Plan (ESP) through the information technology system.
- To prepare IT system for planning budget for exams of all levels;	3	- Insufficient resources to organize
- To update and address challenges in using SOF budget management system of public schools;	1	- Updated IT system for public school process fund management - Trained on basic financial procedures for using computers and information systems to manage public school operating funds

Activities	Status	Reasons
		<ul style="list-style-type: none"> - Produced a video clip of a lesson on the use of information systems to manage public school process funds - There is a team to help coordinate the challenges in using the SOF budget management system.
- To update all kinds of information technology system;	1	- Updated the Financial Management System of the Ministry of Education, Youth and Sports (EFMS), General Budget System, Chapter 64 Budget System, Public School Operations Fund, and monthly, quarterly and annual budget implementation reports.
- To prepare information technology system for budget planning of Teacher Education College and Regional Teacher Training Center;	2	- Has been preparing information technology systems for budgeting and reporting of pedagogical and vocational schools and RTTCs
- To prepare Overtime Remuneration Planing System (POEs, DOEs and schools);	1	- Updated the budget system of Chapter 64 on overtime plan, double class and two shifts.
- To prepare IT system for managing budget of all kinds of development partners;	2	- Studying and collecting data from higher education institutions related to all kinds of development partner budgets
- To continue increasing autonomy for public schools in financial management and increase in school budget;	1	<ul style="list-style-type: none"> - Provided autonomy to public schools in budgeting - Increased the budget by 1 million Riels / school in addition to letter No. 8015 MEF for 2021
- To prepare detailed financial procedure for units at central level.	2	- Draft guidelines on budget implementation procedures of the Ministry of Education, Youth and Sports for the Central Administrative Unit
5. Procurement		
- To promote the procurement in accordance with Annual Procurement Plan;	1	<ul style="list-style-type: none"> - Procurement of goods (Chapter 60) 21 projects worth 36,297.57 million Riels - Procurement of construction (Chapter 61) 05 projects worth 2,775.70 million Riels - Procurement of construction (Chapter 21) 02 projects worth 8,959.09 million Riels
- To continue cooperating in giving technical assistance to Procurement Group of the Capital-Provincial Office of Education, Youth and Sports and universities, institutes, 8 Accreditation Committees, with a total of 33 Procurement Groups;	1	-
- To promote the Request for In-Principle Authorization for Ensuring Expenditure of Goods and Construction Procurements to the Ministry of Economy and Finance;	1	-
- To check and verify demand for consumption of units who need to be packed into one project in proper and appropriate manner;	1	-
- To promote the procurement implementation for budget units of central administration in order for them to receive goods as per their needs and in timely manner.	1	-
6. Pre-Service and In-Service Training		
- To select and train 3,600 teachers of all education levels;	3	- Follow the decision of the Royal Government to temporarily suspend the selection of the new framework for 2020 (Letter No. 1927, dated 21 May 2020 of the Ministry of Civil Service)
- To include and implement package of early grade reading and mathematics in Primary School Teacher Training Program;	1	<ul style="list-style-type: none"> - Collaborated with the Department of Primary Education to increase the number of credits (1 credit) in the training program for primary school teachers in Khmer language through the credit system 12 + 2 and approved by the Ministry on April 29, 2020 - Incorporated the first grade math teaching and learning materials in the detailed curriculum for the teacher training program (12 + 2) and approved by the Ministry's leadership on August 31, 2020. The Ministry requested the support of

Activities	Status	Reasons
		UNESCO to select consultants or NGOs to assist in the technical integration of the first grade math teaching and learning package in the detailed math curriculum (12 + 2) and capacity building of trainers in pedagogical schools
- To strengthen good governance and management at Teacher Training Institutions;	2	- Implemented to Sub-Decree No. 143 dated September 07, 2020 on the transfer of the management of the Regional Teacher Training Center, Northeast Regional Teacher Training Center in Stung Treng Province, the Provincial Teacher Training College and the practice school are under the control of the Ministry of Education, Youth and Sports
- To cooperate with JICA in order to promote the construction of infrastructure, selecting and sending teacher trainers, education staffs at the Teacher Education Colleges (TECs) to receiving training of Master's Degree in Japan;	1	- Construction and installation of equipment and laboratory equipment at both pedagogical institutes 100% - 5 trainers, 1 female, to train for a master's degree in Japan
- To continue training 1,500 kindergarten and primary school teachers holding High School Diploma to become basic-level teachers of Batch 13, Shift 2, and 1,500 teachers for Batch 14, Shift 1;	3	- Implemented to the letter No. 195, dated 25 May 2020 of the Ministry of Civil Service on the temporary suspension for the payment of overtime teachers' salaries - Pursuant to Letter No. 3713, dated August 24, 2020, on the suspension of the training course for primary school teachers with high school diplomas to become Basic level teachers, 13th generation, 2nd shift and 14th generation. 1st turn
- To continue building capacity for Director and Deputy Director of TECs, Principals and Vice Principals of Kindergarten, Primary and General Secondary Schools on "School-Based Management";	2	- Training 100 high school principals, 5 girls - Principals of kindergartens and primary schools are not trained due to lack of funds
- To develop infrastructure to be in accordance with standards and new-generation technologies;	2	- Equipped with computers, printers and photocopiers in pedagogical schools
- To build capacity of staffs, teacher trainers, Management Team of TECs to have qualifications of 21st century;	2	- Management team, trainers, training on teaching and learning management, e-learning system
- To improve scientific and mathematics capacities;	2	- Introduce detailed instructional materials at the pedagogical school
- To improve capacity in using English books of grades 7-9;	1	- 276 English Language Technical Team Leaders, Grade 7-9, 62 females received training on the introduction of English program from 7th to 9th grade
- To promote qualifications and capacities of teacher trainers at Teacher Training Institutions	1	- 68 trainers, 34 females, trained for Bachelor of Education
7. Curriculum Development		
- To strictly implement the procurement process and supply basic textbooks according to curriculum and responsibility of each unit;	1	- Procurement for 2019-2020
- To improve plan of basic textbook supply and using the result of inspection for solving surplus and shortage of basic textbooks;	2	- The school has updated the TnT system but is not yet available nationwide. - Inspected 2 provinces
- To develop capacity in managing basic textbooks at sub-national level;	2	- Training twice for 62 people, 12 females
- To supply textbooks for using in public education institutions according to ratio 1/1 from grade 1 to grade 9 and ratio 2/1 from grade 10 to grade 12;	1	- Supply of textbooks for 2019-2020 : - 3,380,544 Primary textbooks - 922,224 lower secondary education textbooks - 774,062 upper secondary education textbooks - 512 literary articles - Total: 5,077,344 copies (Get all the books required by the school)
- To strengthen institutional capacity in applying teaching methods and ensure harmonization in application of curriculum;	2	-

Activities	Status	Reasons
- To prepare new teaching methods according to subjects at secondary education in order to apply Concept-Based Curriculum and review curriculum of each subject;	2	- Development of teaching and learning materials according to the regulations - Art Education Program for Grades 1-3 - Climate change mainstreaming document in 4th, 5th and 6th grade primary school curriculum - Development of teaching and learning materials for social studies subjects at the primary level, grades 3-6. - Detailed curriculum improvement curriculum in mathematics, science, Khmer language and social studies based on the opinions of Singaporean experts and updates. - Introduction to the implementation of basic life skills curriculum. - Guide to teaching basic life skills
- To organize workshop for consultation on application of new curriculum;	3	- Covid-19
- To organize training course on new teaching methodology in TECs and NIE;	3	- Covid-19
- To develop aide memoire for Khmer language teaching and learning methods for primary education of grades 1-2, and aide memoire for foreign literature;	3	- Continuing 3 articles of literature and 3 art
- To develop aide memoire for STEM-Based Teaching Method and guidebook on producing teaching materials for sociology subject, and aide memoire on climate change for primary education;	2	- Climate change mainstreaming document in 4th, 5th and 6th grade primary school curriculum - Development of teaching and learning materials for social subjects at the primary level, grades 3-6. - Detailed curriculum improvement curriculum in mathematics, science, Khmer language and social studies based on the opinions of Singaporean experts and updates. - Introduction to the implementation of basic life skills curriculum. - Guide to teaching basic life skills
- To monitor and support the application of curriculum of English language, Khmer language, mathematics, science, library and basic textbooks;	3	- Covid-19
- To disseminate aide memoire for teaching and learning English language 4-6, standard of primary library, application of life skills in locality, educate children about prevention of various accidents and mines, and Emergency Preparedness Response Plan (EPRP);	3	- A total of 10 workshops related to teaching methods and detailed curriculum for 520 people, 136 females - Disseminate library standards to 224 people, 53 females. - Educated mine and covid-19, 6636 people, 2732 females
- To organize National Reading Day and Reading Forum.	2	- Prepare for a reading day with about 200 participants
8. Administrative		
- To continue strengthening management of administrative letters, especially letter circulation;	1	- Smooth letter transfer
- To promote the provision of employment legion of honor to education staffs at national and sub-national levels;	1	- Received 28 sub-decrees with 9,145 educators, 3,584 females, equal to 39.19%
- To develop work capacity of education administrative management, protocol, report and archives;	2	- Trained 56 national and sub-national education staff on education administration management, 14 females
- To manage and operate database and archives;	1	- Compile 315 sets of letters - Scanned 21,542 documents in 2019 - Enter 21,482 files in the Admindms.com archive management system in 2019 and 2,552 posts in 2016, 2017.
- To monitor works of education administrative management, archives and competitions.	1	-

Activities	Status	Reasons
9. School Construction		
- To rationalize the solution for prioritized and urgent requests and put all efforts in raising resources from all sources;	1	- Adequate and appropriate school buildings can be used to reduce requests and needs from all sources.
- To strengthen the attention on management, maintenance and repair of education infrastructure through workshop on these work to school management, teachers, students and school management;	1	- School directors have sufficient knowledge to effectively manage the local infrastructure.
- To recruit specialized officers in administration, planning, civil engineering, architecture and information technology, and organize training course for existing officers.	1	- There are enough professional officers to be effective and efficient on current work.
10. Printing and Distribution		
- To develop basic textbooks for practicing, extensive reading and other teaching materials;	1	- There are professional officers, resources, budget and materials
- To publish basic textbooks for practicing and extensive reading;	1	- There are professional staff and printers
- To collect demand and distribute basic textbooks to schools;	1	- There are professional officers, sufficient resources, budget and materials
- To transport basic textbooks to school across the country;	1	- There are professional officers and transport vehicles
- To expand sale of textbooks, teaching materials and stationery to general customers.	1	- There are professional staff and own bookstore.
11. Administrative and Financial Inspectorate		
- To develop standard of national inspection;	1	- Guidebook on Inspection Procedures on Administration, Personnel, Finance and State Property, Recognized by His Excellency Academician Minister of Education, Youth and Sports
- To motivate and encourage complaint filing in accordance with hierarchy;	2	- Received complaints to the Administration and Finance Inspectorate about 30%
- To improve capacity of inspecting officers on inspecting program to be linked with actual practice;	1	- Capacity building of inspectors on inspection programs linked to the implementation of 1 local province, 32 participants
- To disseminate report on inspection of administration, staff, finance and State property at regional level;	1	- Disseminated the report of inspection, administration, management, staff, finance and state property in 1 region, 138 participants
- To inspect works of administrative management, staffs, finance and State property at national and sub-national levels;	1	- Implemented 238 national and sub-national units (2 universities, 9 POEs, 40 DOEs, 60 lower secondary schools, 33 upper secondary schools and 94 primary schools)
- To check the progress of improvement in accordance with recommendations in units at national and sub-national levels;	1	- Reviewed the progress on improvement as recommended by 89 sub-national units and public educational institutions (4 POEs, 17 DOEs, 20 High Schools, 16 Lower secondary Schools and 32 Primary schools).
- To conduct investigation on complaint and/or irregularity in relation to education sector.	1	- Investigated complaints or irregularities related to the education sector in 08 cases through media complaints and indications of the Ministry's leadership
12. Internal Audit		
- To recruit internal audit officers for IT system and organize training course for existing officers;	1	- Prepared a letter of request for 6 relevant professional officers - Eight internal audit officers have successfully trained on information technology audits.
- To improve capacity of audit officers;	1	- Nine Internal Audit Officers participated in a pilot audit with the local technical advisor at the Banteay Meanchey's POE and Chub Vary High School - Conducted a pilot audit using audit equipment prepared by the local technical advisor at General Education School 05 - Participated in auditing information technology on Mission Management System with local technical advisor of the General Department of Internal Audit, Ministry of Economy and Finance

Activities	Status	Reasons
		- Has been conducting pilot audits of achievements and financing projects from development partners with local technical advisors at the General Department of Internal Audit, Ministry of Economy and Finance.
- To prepare modernizing plan for audit through technology system;	3	- Capacity of officers not yet able to perform information technology audit
- To adopt guidebook on internal audit;	2	- Draft completed and preparing for approval
- To adopt three-Year Rolling Auditing Strategic Plan;	2	- Draft completed and preparing for approval
- To disseminate process of risk management to Chief of Auditees who have not been audited or have been audited on small part in target provinces;	3	- Epidemiology of Covid 19
- To improve standard quality of report on internal audit.	2	- Strengthen internal audit procedures by following internal audit tools.
13. Education Quality Assurance		
- To provide some modern and fashionable technical materials and equipment to sub-national level;	1	- Provided 25 desktop computers and 25 printers to the inspection offices of all capitals and provinces. - Provided 25 desktop computers to the 25 provincial and municipal inspection offices for regional testing (SEA-PLM) in collaboration with UNICEF
- To recruit officers who have capacity in data analysis of higher level test and organize training course for existing officers;	1	- Selected a contract officer who specializes in advanced test data analysis - Officers training on inspection work and evaluation test for non-inspectors
- To improve capacity in using information technology system for preparing the process of taking national, regional and international tests to officers of the Office of Inspectorate at sub-national and school levels;	1	- Capacity building of departmental staff using information technology through tablets on Reading Assessment (EGRA) and Mathematics (EGMA) at the primary level in collaboration with CAPE - Improved the capacity of principals and teachers on test implementation through tablets
- To improve capacity in writing report on inspection.	1	- Training of inspectors from 25 capitals and provinces on report writing
14. State Asset and Property Management		
- To complete the Table of Comparison of the Increase or Decrease in State Property in 2018 for remaining units-institutions;	2	- Verify the state property data of 225 schools
- To motivate and encourage some units to comply with the Guideline No. 54 AYK.SN., dated December 30, 2014, on Management and Supply of Materials and Equipment;	2	- Establish a working group to inventory the state property of the central level utility unit
- To prepare standard of administrative equipment for training institution, and supply materials and equipment for administrative work and computer for learning and teaching to educational institutions;	2	- Supply of administrative equipment for 142 schools, 26 teacher training establishments and computers for 9 schools
- To improve capacity of officers in charge of State property work in using, evaluating management work and updating data of State property;	1	- Capacity building for 237 officers in charge of state property in the central and provincial administrations, 43 females
- To check and verify State property inventory for 2019 (major record), implement the procedures for state property clearing and enter data of State property inventory through State Property Inventory Data Management Information System (SARMIS);	1	- Inventory of State Property 2019 completed 31 units (Central 26 and provincial/ capital 05)
- To motivate the issue of Certificate of Real Estate and collection of revenue from State property	1	- Collected revenue to pay into the state budget 316 584 US dollars and 15 964 700 Riels

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

**ANNEX 6 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION SET IN EDUCATION CONGRESS
2019-2020 BY SUB-SECTORS**

Activities	Status	Reasons
1. Sub-Sector: Early Childhood Education		
- Continue to improve and expand all forms of pre-school facilities.	2	- Renovation and improvement of 14 classrooms in Takeo, Banteay Meanchey, Kampong Cham, Stung Treng, Battambang, Svay Rieng, Prey Veng, Siem Reap, Kampot and Ratanakkiri provinces - Equipped with 31 smart TVs in each target school
- Strengthen the implementation of the new syllabus and teaching methodologies for pre-school.	1	- Implement detailed curricula for formal kindergartens throughout the country and the document "Study of social psychology in kindergartens" in Ratanakkiri, Kratie and Prey Veng provinces.
- Continue to develop syllabus for community pre-school and core textbooks for pre-school.	1	- Develop textbooks for all subjects - Kindergarten study and review and edit the detailed curriculum for community kindergarten
- Strengthen result-based M&E system for ECE sub-sector.	2	- Strengthen the implementation of monitoring and evaluation system based on the results for the early childhood education sub-sector
- Continue to implement school-based management reform for state pre-schools.	2	- Draft guidelines on the implementation of school management reform for kindergartens
- Development guidelines to assess nutrition status of pre-school children.	2	- Draft guidelines on assessing the nutritional status of children at the kindergarten level
- Continue to develop mechanisms and regulations to support the establishment of child care centers in factories, enterprises and community.	2	- Draft Sub-Decree on the Organization and Management of Nurseries in Factories, Enterprises and Public Institutions
- Review and improve multi-sectoral support mechanisms, regulatory framework and human resources in ECE sub-sector.	2	- Studying inter-sectoral implementation mechanisms on early childhood protection and development
- Approve and launch the National Action Plan on Early Childhood Care and Development, 2019-2023.	2	- Plenary Meeting of the National Committee for the Protection and Development of Early Childhood of the Second Mandate to Approve and Disseminate the Implementation of the National Action Plan on the Protection and Development of Early Childhood 2019-23
2. Sub-Sector: Primary Education		
- Incorporate EGR and EGM into teacher training program in Provincial Teacher Training College;	2	- Trained pedagogical school trainers on the implementation of reading and math materials for first grade - To be expanded in 2021 and subsequent years
- Create multilingual education teacher training program in Steung Treng Regional Teacher Training Center;	2	- Trained on multilingual education teaching methods for teachers and stakeholders
- Strengthen and expand the implementation of SBM;	2	- Developed an operational manual on school management for the first stage and trained national and sub-national trainers. - Implemented a full school management program at 160 primary schools on activities 1) Establish and supplement school management committees 2) Train on the school development strategic planning process 3) Train on assessment and assessment - Continue to develop operational guidelines on school management for the next phase to expand the implementation of an additional 1,500 target schools across the country
- Study, analyze and resolve the issue of surplus and shortage of teachers;	2	- Deployed primary school teachers from school to school, shortage of 18 teachers, 13 girls
- Strengthen the roles and duties of school clusters on pedagogy consultation tasks;	2	- Prepared executive guidelines on primary level pedagogical advisors - First training for senior pedagogical advisors and further training for professional pedagogical advisors and pedagogical advisors in schools in 6 provinces - Continue to set up a data management system for monitoring and evaluation of pedagogical counseling and training for the second time
- Strengthen and expand the implementation of EGR and EGM teaching methods;	1	- Opened refresher courses on the implementation of reading and math teaching methods for first grade teachers for first and second grade teachers in 7 provinces

Activities	Status	Reasons
- Strengthen and expand the implementation of full-day teaching and learning process;	1	- Continued to support the implementation of the teaching and learning process throughout the day at 3 target schools
- Strengthen and expand the excellence of Cha-Ching basic financial literacy program in primary school;	1	- Continued refresher courses for school management, teachers and communities in target schools
- Develop mathematics teaching and learning capacity following STEM approach, science, social studies of grade 5,	3	- Not yet implemented
- Strengthen English teaching and learning capacity from grade 4 to 6;	2	- Collaborated with development partner organizations on piloting English language teaching methods - Organized an English subject committee to research and compile teaching methods. - Prepare to collect data on teachers who are proficient in English and study the possibility of organizing classes.
- Strengthen dictation teaching capacity from grade 1 to 6;	2	- Tested using advanced reading and writing methods (copy, copy, write words instead of pictures, write words, fill in sentences, etc.) - Continue to prepare draft guidelines.
- Develop local life skill teaching and learning capacity;	2	- Researched and compiled documents for teaching and learning basic life skills - Continue researching and compiling additional documents
- Update School Support Committee and establish classroom development committee as well as Children Council.	1	- Approved the guidelines for the establishment and operation of the School Management Committee and the Classroom Development Committee and the Children's Council. - Included in the guidelines on the operation of public primary schools
3 Sub-Sector: Secondary Education and Technical Education		
- Continued training and expanding the implementation of STEM education;	1	- Trained the technical team leader in mathematics and science at 50 resource secondary schools
- Compiled and disseminate aide-memoire on science teaching and learning methods in the secondary education;	2	- Has been preparing to compile and will Disseminate in 2021
- Increase science laboratories, computer labs, libraries, materials, workshops in secondary education institutions;	1	- Provide technical equipment for students to practice and train the use of agricultural equipment, agricultural skills at Chea Sim Tbeng Meanchey General and Technical High School and food processing skills at Kampong Chheu Teal Institute of Technology and Kampong Speu Institute of Technology.
- Develop capacity of school management to be fully competent in implementing SBM;	1	- Developed the capacity of school management to implement 4 workshops
- Develop capacity of technical education teachers to be fully competent in using experiment tool, pedagogy and new teaching methods;	1	- Capacity building on teaching methods to 12 technical teachers, 7 females - Training of food processing technicians on food storage methods, dry and roasted food production methods, wine, vegetable, fruit and bread making, meatballs, sausages and birthday cakes - Capacity building of Google Classroom for 253 management and technical education teachers, 68 females in general and technical high schools in Kampong Cham, Kampong Thom, Siem Reap, Preah Vihear, Banteay Meanchey, Kandal, Svay Rieng, Takeo and Kampot provinces.
- Develop capacity of specialized officers and teachers on the creation process of subject-based and skill-based questions related to the 21st century skill;	2	- Consultative Workshop on "21st Century Skills Test Report"
- Develop capacity of inspection officers at capital, provincial and school level are still limited on the ICT application in implementing international, regional and national test preparation;	1	- Trained Capital, Provincial and School Inspection Officers on the use of national, regional and international test results - Disseminate the results of national, regional and international assessment tests to office and school officials on the implementation of technology assessment tests in response to the Covid-19
- Develop capacity of education staff on curriculum framework, detailed curriculum, implementation of curriculum, and teaching approach;	2	- Preparing for the beginning of the second quarter of 2021

Activities	Status	Reasons
- Encourage and support some schools to have more access and capacity in implementing STEM education;	2	- Disseminating basic education guide documents to secondary schools
- Develop physical infrastructure and materials in learning institutions in implementing technical education, life-skill education and career counseling;	1	- Set up a laboratory and install electricity network at Hun Sen Peam Chi Kang High School, Kampong Cham Province - Equipped with technical equipment for executive students: <ul style="list-style-type: none"> • Agronomy at Chea Sim Tbeng Meanchey General and Technical High School, Preah Vihear Province • Food processing skills at Kampong Chheu Teal Institute of Technology, Kampong Thom Province and Kampong Speu Institute of Technology, Kampong Speu Province.
- Develop capacity of ICT technical officer for updating data management system of staff and teacher trainees in teacher training institutions;	1	- Trained of officers in charge of HRMIS at the POEs - Completed HRMIS master plan - Updated the data box in the system to record the personal data of employees from all angles. - Prepared and placed for each relevant unit to have access to their civil servants in the HRMIS system
- Strengthen data management of grade 12 students and improve data management system through technology system;	1	- Organized a workshop on data entry of scoring by computer using, 150 participants, 50 females - Organized a workshop on the roles and responsibilities of the subject committee, 273 participants, 47 females - Organized workshops, roles and responsibilities of the Ministries and Ministries Assistants across the country, 3275 participants
- Strengthen mechanism and process of upper secondary education examination.	3	- Closing the high school diploma exam due to the Covid-19
4. Sub-Sector: Higher Education		
- Develop internal education quality assurances for HEIs and implementation mechanism (ESP-P59);	2	- Drafted manual on internal education quality assurance system for higher education institutions
- Provide training for management staff and officers responsible for education quality assurances	2	- Trained management officers and officers in charge of the education quality assurance system in 5 target institutions in the project to improve higher education
- Conduct accreditation assessment in 16 HEIs	2	- Preliminary evaluation of 14 higher education institutions and plans to re-evaluate higher education institutions in 2021 by Covid-19
- Develop information technology system for accreditation assessment on HELs level and curriculum level;	3	- Scheduled for implementation in 2021 by Covid-19
- Piloted the Management Information System	1	- Fourteen higher education institutions participated in piloting the information management system, research and training of postgraduate students
- Develop an inter-ministerial Prakas on a research fund for higher education and implementation guidelines	3	- Not implemented by Covid-19
- Organize the second workshop on the Draft Guidelines of Centres for Excellence at HEIs	1	- Developed guidelines for excellence centers in higher education institutions
- Draft Prakas on full-time academic staff at HEIs	2	- A draft proclamation has already been prepared, but no consultation workshop has been held with stakeholders and is scheduled to be implemented in 2021 by Covid-19.
- Develop platform for to higher education related-work;	3	- Scheduled for implementation in 2021 by Covid-19
- Organize the second National Conference on Research and Innovation in Cambodia;	1	- Organized the 2nd National Conference on Research and Innovation in Cambodia through Zoom Online on "The Role of Universities in Cambodia in the Transfer of Knowledge and Technology" with a total of 181 participants, 40 females.
- Conduct research training on teaching methodology and assessment to align the PISA_D;	1	- Leaders, 87 educators and pedagogical students, 37 females, participated in Battambang Pedagogical Institute, Battambang Province
- Study on the feasibility for constructing more dormitories.	2	- The company is preparing to bid
5. Sub-sector: Non-Formal Education		
- Expand the implementation of Basic Education Equivalency Programme (BEEP) at the community	1	- Implemented 2 centers in Battambang and Tbong

Activities	Status	Reasons
learning centers;		Khnum
- Prepare inter-ministerial Prakas on procedure and budget expensituren for community learning centers;	1	- Inter-Ministerial Prakas No. 521 MEF dated 15 June 2020
- Develop national action plan and raise awareness regarding life-long learning;	2	- Prepared 30%
- Develop Non-Formal Upper Secondary Equivalency Programme;	2	- Draft framework and detailed curriculum
- Establish mobile library at northeast region;	1	- Issuance of instruction No.....Dated
- Train librarians, provide documentation and equip materials for post-literacy Programme process;	2	- Provided documents and materials - No budget for librarian training
- Enhance the capacity on the use of results-based monitoring and evaluation frameworks;	3	- No training budget
- Promote community learning center work in the digital age.	2	- Collaborate with development partners to build new community learning centers and improve existing community learning centers
6. Sub-Sector: Youth Development		
- Strengthen the three-good movement, Cambodian Youth and Child Council clubs, study clubs, learning skills, information analysis skills, and life skills;	2	- Prepared draft guidelines and training documents for officers in charge of youth affairs at the POEs, such as: <ul style="list-style-type: none"> • Guidelines on 3 good competition movements • Guidelines on the operation of study clubs, debate clubs, information analysis and life skills clubs in the Council of Children of Cambodia and the Youth Council of Cambodia.
- Establish Cambodia Child and Youth Councils at learning institutions that have not been operated;	2	- Organized meetings with the leaders of the POEs and prepared draft guidelines and updated books on the Council of Children of Cambodia and the Council of Youth of Cambodia.
- Continue renovating and expanding infrastructure of Cambodian National Youth Center;	1	- Completed the renovation of the infrastructure of the National Youth Center, such as: administrative building, fences and gardens.
- Participate and support education, science, technology, engineering, arts and mathematics;	2	- Implemented the 21st Century Youth Achievement Competition in the 2019-2020 school year and continued to implement for the new school year
- Strengthen capacity development program for officers in charge of youths and children affairs, centers and scouts at all levels;	2	- Organized internal training courses for officers of the General Department of Youth and continued to implement training programs for officers on new skills such as administrative and financial affairs skills, program development skills for youth, information technology and digital skills, etc.
- Develop monitoring and evaluation framework based on youth performance outcomes;	2	- Prepared the first draft of the framework for monitoring and evaluation of youth development sub-sectors.
- Strengthen BEEP and poverty reduction program among youths;	2	- Established BEEP centers in Kampong Speu province and continued to expand in provincial capitals at youth centers and community learning centers.
- Develop programs and activities for youths and children responding to digital education;	2	- Prepared a draft training and capacity development program for youth officers on digital program management skills.
- Strengthen One Window Service Information System for youths through the website of 'Youth Volunteer for Cambodia'	3	- Updated some technical issues of the website "Volunteer Youth of Cambodia" and prepared draft guidelines to the relevant departments and the POEs.
- Strengthen the dissemination on the promotion of youth health and well-being;	2	- Organized a psychological education program for young people and continue to update the psychological education program for young people through live broadcasts on social media and the Ministry's website.
- Strengthen National Council Coordination Mechanisms for Cambodian development at the ministry, institution and sub-national levels.	2	- Prepared draft guidelines on the implementation of the National Action Plan on Youth Development 2021-2025.
7. Sub-Sector: Physical Education and Sport		
- Increase the quantity of physical education teacher manual in educational institutions and sport science documents;	1	-
- Continue repairing, renovating and maintaining sport infrastructure, fields, materials for training and	2	- No sports competitions were organized in educational institutions due to the problem of Covid-19

Activities	Status	Reasons
competition purpose in education institutions;		
- Provide training for physical education and sport teachers;	2	- Implemented only 2 provinces, lack 1 province
- Strengthen the full implementation of physical education and sport in primary and secondary education;	1	-
- Strengthen and support national sport federation mechanisms as listed in the 2023 SEA Games;	1	-
- Develop human resource capacity in the field of communication, medical science and sport science;	2	- Continuing training
- Continue repairing, renovating, and maintaining sport infrastructure and equipping standard technical equipment of some sport types as listed in the 2023 SEA Games;	2	- Continuing repairs
- Strengthen management, training, maintenance, nourishment, and encouragement for female coaches and athletes;	2	- Continuing to revise the inter-ministerial prakas on supporting the national team
- Develop sport information management system;	2	- Continuing repairs
- Mobilize and attract the donation and participation from private partners, philanthropist, and national and international organizations.	1	-

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

ANNEX 7: PROGRESS OF IMPLEMENTATION OF POLICY ACTION 2019 and 2020

Policy	Policy Action 2019 and 2020	Status	Reasons
1. Early Childhood Education			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	• Prepare operational manual on implementation the parental education program in 2019 (ECE)	2	- Drafted
	• Prepare Prakas on Public preschool operation in 2019 (ECE and Legislation)	2	- Drafted
	• Prepare guidelines on the provision of subsidy for ECE teachers through double shift teaching in 2019 (ECE and Personnel)	2	- Drafted
	• Develop guidelines on the establishment of pre-school classes in primary schools in 2019 (ECE and Legislation)	3	- Not yet prepared
	• Formulate Sub-decree on the establishment of centres for early childhood care and development at public institutions, factories and enterprises in 2020 (ECE and legislation)	2	- Drafted
Policy Objective 2: Ensuring effective leadership and management of education staff at all levels	• Develop TOR on roles and responsibilities of ECE officials at all levels in 2019 (ECE and Personnel)	2	- Drafted
	• Prepare guidelines on Minimum standard for preschools and Public pre-school classes in 2019 (ECE)	2	- Final Draft
	• Prepare guidelines on transforming community pre-schools with standard into annex of public educational institutions in 2019 (ECE and Legislation)	2	- Developed a database of textbook requirements for distribution to schools - Databases are being rolled out in schools across the country
2. Primary Education			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	• Prepare the statute on establishment of public and private primary institutions in 2019 (DoL)	2	- Drafted
	• Review the management and division of textbooks in 2019 (PE)	2	- Developed a database of textbook requirements for distribution to schools - Databases are being rolled out in schools across the country
	• Prepare policy on scholarship in 2019	1	- Approved the scholarship framework focusing on the principle of equity at the primary level in May 2019 - Issued Prakas No. 1240 July 2019 on the Establishment of Committees at Sub-National Level and School Level - Prepared executive guidelines to be implemented at the school level - Continued training to PoE DoE level
	• Develop eco-friendly standards for pre-primary, primary and secondary schools in 2020 (DoC)	3	- Not yet prepared (Covid-19)
	• Prepare guidelines on full day teaching and learning in primary schools in 2020 (PE)	1	- These guidelines are prepared and approved for each school year. - From the academic year 2020-2021, this instruction is included in the instruction on the opening of public primary schools
	• Develop policy on new-generation primary schools in response to primary school standards in 2020 (PE/DPo)	3	- The development of this policy was suspended after the working group of the relevant

Policy	Policy Action 2019 and 2020	Status	Reasons
			departments discussed the feasibility and necessity remains unclear.
	<ul style="list-style-type: none"> Prepare and improve the policy on child-friendly schools in alignment with SDG 4 in 2020 (PE/DPo) 	2	<ul style="list-style-type: none"> Edited action plans and assessment and self-assessment tools The Management Committee and the Executive Committee set clear directions for improving this policy
	<ul style="list-style-type: none"> Develop school food policy and community agricultural nutrition (DoPo) 	2	<ul style="list-style-type: none"> Prepared the first draft of the school food policy.
	<ul style="list-style-type: none"> Develop guidelines on the use of teachers and the preparation of subject classes for teaching foreign languages and ICT for grade 4 to 6 by 2020 (PE) 	3	<ul style="list-style-type: none"> Requirements for competent teacher information data on foreign languages that can be used in teaching and requirements for foreign language classrooms and classrooms No funds have been received to support the document preparation process.
	<ul style="list-style-type: none"> Prepare guidance documents on improving the learning and teaching of core subjects (4 subjects) by 2020. (PE) 	2	<ul style="list-style-type: none"> Guidelines for improving the teaching of Khmer language and Mathematics for primary students produced and implement Continue to prepare documents in 2021
Policy Objective 2: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> Establish a teachers' council to assess the accreditation of teacher education program standards by 2020. (PE) 	3	<ul style="list-style-type: none"> Not yet prepared
	<ul style="list-style-type: none"> Develop a medium-term plan to strengthen teacher education 2017-2021 in 2020 (PE) 	2	<ul style="list-style-type: none"> Prepared final draft
	<ul style="list-style-type: none"> Develop a policy on the teaching career pathway of teachers in 2020 (DoPo / PE) 	1	<ul style="list-style-type: none"> Officially approved on January 29, 2021 Prepared guidelines for the implementation of the teacher career path framework. Prepared a pilot plan with 250 target schools nationwide from 2021 to 2023
	<ul style="list-style-type: none"> Prepare guidelines on the establishment and function of primary boards of directors in 2020 (PE) 	2	<ul style="list-style-type: none"> Tested, established and functioned the primary school board in the new generation of primary schools and good principal schools.
	<ul style="list-style-type: none"> Review the Child-Friendly School Policy and action plan in the context of SDG 4 by strengthening DTMTs and school clusters in 2020 (PED) 	3	<ul style="list-style-type: none"> Not yet prepared
	<ul style="list-style-type: none"> Develop online school improvement plans based on child-friendly school automatic recommendations and inspection report in 2020 (TTD) 	2	<ul style="list-style-type: none"> Preparing
	<ul style="list-style-type: none"> Prepare and implement early grade learning national scale-up plan (reading, writing and mathematics) in 2020 	3	<ul style="list-style-type: none"> Not yet prepared
	3. Secondary and Technical Education		
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	<ul style="list-style-type: none"> Develop regulations and mechanism on the expansion of general secondary and technical education in 2019 (VOD) 	2	<ul style="list-style-type: none"> Drafted Instruction on the Establishment of General and Technical High School
	<ul style="list-style-type: none"> Prepare and review regulations for supporting the implementation of counselling works in schools in 2019 	2	<ul style="list-style-type: none"> Drafted policy, career guide and school counseling

Policy	Policy Action 2019 and 2020	Status	Reasons
	(VOD)		
	<ul style="list-style-type: none"> Develop regulation, mechanism and terms of reference for providing students who drop out of secondary school with opportunities to acquire vocational training at general secondary and technical schools in 2020 (VOD) 	2	<ul style="list-style-type: none"> Established a committee to prepare the framework for the bridge program to the general and technical high school Prepared the draft program for the bridge to the General and Technical High School
	<ul style="list-style-type: none"> Update Master Plan for Technical Education Development at Upper Secondary School in 2020 (VOD) 	2	<ul style="list-style-type: none"> Drafted master plan for technical education
	<ul style="list-style-type: none"> Develop guidelines for the implementation of General Secondary and Technical Education standards (VOD) 	2	<ul style="list-style-type: none"> Approved the Prakas on the implementation of general and technical high school standards and evaluation of general and technical high schools in Kampong Thom and Kandal provinces.
	<ul style="list-style-type: none"> Develop guidelines on autonomy and accountability for secondary schools in 2020 (GSED) 	2	<ul style="list-style-type: none"> Draft policy, career guide and school counseling
	<ul style="list-style-type: none"> Prepare standards for General Secondary and new-generation schools in 2020 (GSED) 	3	<ul style="list-style-type: none"> Not yet prepared
	<ul style="list-style-type: none"> Develop guidelines on management and utilization of core textbooks (CD) 	2	<ul style="list-style-type: none"> 9,070 registered school management members in the TnT textbook management system
	<ul style="list-style-type: none"> Prepare instructional manuals on implementation of teaching and learning for all subjects in accordance with curriculum (CD) 	1	<ul style="list-style-type: none"> Development of teaching and learning materials according to the regulations Art Education Program for Grade 1-3 Climate change mainstreaming in the 4th, 5th and 6th grade primary school curriculum Development of teaching and learning materials for social studies subjects at the primary level, grades 3-6 Detailed curriculum improvement curriculum in mathematics, science, Khmer language and social studies Introduction to the implementation of basic life skills curriculum Guide to teaching basic life skills
Policy Objective 2: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> Prepare guideline on good government at General secondary and Upper Secondary and Technical Schools in 2019 (Legislation) 	2	<ul style="list-style-type: none"> Preparing instructional documents in line with school management
	<ul style="list-style-type: none"> Update policy on core textbooks and teachers' guides for core textbooks development in 2019 (CD) 	2	<ul style="list-style-type: none"> Covid-19 and budgeting issues
	<ul style="list-style-type: none"> Prepare guidelines for implementation of student tracking system by IT in 2020 (GSED) 	3	<ul style="list-style-type: none"> Not yet implemented
	<ul style="list-style-type: none"> Concept and guidelines on types of educational institutions in 2020 (Legislation) 	2	<ul style="list-style-type: none"> Prepared a draft prakas on the classification of educational institutions
4. Higher Education			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	<ul style="list-style-type: none"> Develop Prakas on Full-time Academic staff at HEIs in 2019 	2	<ul style="list-style-type: none"> Prepared a draft declaration but did not discuss the workshop with stakeholders due to the Covid-19 issue
	<ul style="list-style-type: none"> Develop inter-ministerial Prakas on the establishment of research funding for higher education in 2020 	3	<ul style="list-style-type: none"> Ministry budget adjustment Covid-19 issue

Policy	Policy Action 2019 and 2020	Status	Reasons
			- Will start in 2021
	<ul style="list-style-type: none"> Develop guideline on the implementation of research funding for higher education in 2020 	2	- Prepared draft policy but did not pass the workshop due to Covid-19 issue
5. Non-formal Education			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	<ul style="list-style-type: none"> Prepare guideline on the Implementation of literacy program in 2019. 	2	- Editing Prakas 2429 on Establishment and Management of Community Learning Centers
	<ul style="list-style-type: none"> Prepare guideline on the implementation of post-literacy program in 2019. 	2	- Drafted
	<ul style="list-style-type: none"> Prepare guideline on the preparation of exam for lower secondary equivalency program in 2019 	2	- Drafted
	<ul style="list-style-type: none"> Prepare guideline on monitoring and evaluation of the implementation of non-formal education program in 2019. 	2	- Prepared questionnaire
	<ul style="list-style-type: none"> Prepare guideline on management of private school on foreign language, or basic skills classes in 2019. 	2	- Drafted
	<ul style="list-style-type: none"> Formulate action plan for the implementation of a national policy on life-long learning in 2020 	2	- Prepared 30%
	<ul style="list-style-type: none"> Prepare NFE library and mobile library in 2020 	1	- Issuing instructions
	<ul style="list-style-type: none"> Prepare guideline on the implementation of upper secondary equivalency curriculum in 2020 	3	- Developing the Curriculum Framework for the High School Equivalent Program
6. Youth Development			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	<ul style="list-style-type: none"> Develop policy and guidelines on safe-from-harm and risk management in 2020 	2	- Prepared a draft for approval from the National Council of Cambodian Scouts.
	<ul style="list-style-type: none"> Update guidelines on the implementation of Three Good Movements of Cambodian Children and Youth in 2019 and the establishment of youth volunteers in 2020 	2	- Prepared draft guidelines and updating the three good competition movement books of the Council for the Youth and Children of Cambodia and the Cambodian Youth Volunteers.
	<ul style="list-style-type: none"> Develop guidelines on youth volunteerism accreditation in 2020 	2	- Prepare a draft framework to recognize Cambodian youth volunteer work.
	<ul style="list-style-type: none"> Update National Action Plan on Cambodian Youth Development in 2020 	1	- National Action Plan on Youth Development of Cambodia 2021-2025 Approved by the Office of the Council of Ministers
Policy Objective 2: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> Develop Royal Decree and Sub-decree on National Scouts Council of the Cambodia Scouts in 2020 	2	- Prepare draft royal decree and sub-decree.
	<ul style="list-style-type: none"> Update the guidelines on the arrangement and functioning of youth centres in 2020 and prepare to conduct vocational and soft skills training in 2020 	2	- Prepare draft guidelines for the operation of youth centers and vocational training and soft skills
7. Physical Education and Sport			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	<ul style="list-style-type: none"> Revise the sub-decree and Prakas on the supplementary feeding scheme and bonuses of national and international trainings and competitions by 2019. 	2	- Continuing preparing
	<ul style="list-style-type: none"> Develop legal regulations on the establishment of regional sport centers to support gathering with effectiveness and high quality by 2019. 	2	- Continuing preparing

Note : 1. Already implemented

2. Is being implemented

3. Not yet implemented

**ANNEX 8 : PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2020
(NATIONAL LEVEL)**

Main Activities	Results	Sub-Activities	Status		
			1	2	3
1. EARLY CHILDRENHOOD EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	18/19	1.1 Support processing unit	√		
		1.2 Curriculum and core text book publish	√		
		1.3 Stationary, equipment, and vehicle supply	√		
		1.4 ECE Sub Sector Monitoring	√		
		1.5 ECCD cross-sectional monitoring	√		
		1.6 CPS curriculum implementation monitoring focus on 250 CPS teaches trained and new train 200 CPS teachers	√		
		1.7 School operational Budget	√		
		1.8 Improvement of pre-school structure	√		
		1.9 Review the core text book at pre-school		√	
		1.10 Evaluation and review the state pre-school curriculum	√		
		1.11 Conduct the training on pre-school curriculum implementation	√		
		1.12 Conduct the training ECCD counseling network	√		
		1.13 Operating the parental education attached to public pre-school	√		
		1.14 Prepare the resource book on social and emotional learning at pre-school	√		
		1.15 Conduct the training on social and emotional learning at pre-school level	√		
		1.16 Monthly Salaries for community pre-school teachers who met standard	√		
		1.17 Community pre-school operation and supply	√		
		1.18 Conduct the training to CPS teachers on CPS curriculum implementation	√		
		1.19 Field trip for CPS standard evaluation	√		
AC 2: Ensuring effective leadership management of education staff at all levels	2/5	2.1 Conduct the training on ECE sub sector result base monitoring and evaluation		√	
		2.2 Conduct the training on school base management	√		
		2.3 Conduct the training for ECE staff on role and responsibility		√	
		2.4 Support the ECED, GS-NC ECCD participation the international conference on ECD	√		
		2.5 Review the ECE sub sector Result base monitoring and evaluation		√	
2. PRIMARY EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	8/20	1.1 Supply PED operation	√		
		1.2 PED procurement plan		√	
		1.3 Monitoring activities of teaching and learning		√	
		1.4 Monitoring and supporting of EGRA implementation	√		
		1.5 LC support teacher on EGRA implementation	√		
		1.6 SOF Monitoring		√	
		1.7 Monitoring and supporting CFS implementation, school self assessment, school improvement plan, school management and reminding system for provincial level and DTMTs			√
		1.8 Annual meeting CFS and community participants to develop education sector	√		
		1.9 Monitoring positive decipline on target districts.	√		
		1.10 Monitoring and supporting on Early Grade Math Packang implementation (EGMA)			√

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.11 Math Coaching teachers to assist Early Grade Math package (EGMA) implementation			✓
		1.12 Improving and printing positive discipline documentation.	✓		
		1.13 Supporting policy action plan implementation on school child prevention.			✓
		1.14 Improving, printing and producing EGMA package		✓	
		1.15 Supporting New Generation School (NGS)	✓		
		1.16 Printing course books for accelerated class 360 and student's books for year 1, 2 and 3 on Math, Khmer, Science and Social subject 2,550			✓
		1.17 Monitoring accelerated program implementation in 7 provinces including: Kampot, Banteaymeanchey, Preahvihea, Kratie, Stung Treng and Kampong thom			✓
		1.18 Supporting and Strengthening mechanism of food program implementation and scholarship for poverty students in primary school.		✓	
		1.19 Meeting on food program implementation and scholarship for poverty students in primary school.			✓
		1.20 Providing School Feeding and Home Grown School Feeding programs (breakfasts and lunches) and cash scholarships	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	5/20	2.1 National core trainers and sub-national trainers and mentors refresher training on School Based Management (SBM)		✓	
		2.2 Develop teaching and learning materials package and teaching methodology of EGRA grade 3			✓
		2.3 Workshop on EGRA package implementation for grade 1 and grade 2 teachers and stakeholder.		✓	
		2.4 Participate workshop, conference and study tour of education staff at abroad.			✓
		2.5 Students participate Math and Science competition.			✓
		2.6 Workshop on Early Grade Math package (EGMA) to school principals, supporting teachers and grade 1 and grade 2 teachers.		✓	
		2.7 Preparing new training model on positive discipline for school principals and teachers		✓	
		2.8 Refresher training on positive discipline for DTMTs, school principals and teachers		✓	
		2.9 Refresher training on how to paint for primary education			✓
		2.10 Consultative workshop on Housewifery in Primary level.	✓		
		2.11 Capacity Refresher Training on Educational staff and accelerated teachers in 7 provinces (Stung Treng, Rattanak Kiry, Kampong Cham, Prey Veng, Koh kong and Bantey Meanchey)		✓	
		2.12 Improving guideline, Curriculum course book and establish assessment tool for students in accelerated class (exercise and question and answer)			✓
		2.13 Training how to produce and use questionnaire relating to the students in grade 1, 2 and 3 on Khmer and Math subject.	✓		
		2.14 Training on teaching and learning methodology about the effectiveness of classroom management for full day schools			✓
		2.15 Consultative workshop on relevant questionnaire and students' result of all subjects in grade 4 (Improving questionnaires implementation and disseminated workshop)			✓
		2.16 Workshop to review the implementation of Chaching Basic Financial Education Program and Documentation	✓		
		2.17 Watch the national program on school food programs in neighboring countries			✓
		2.18 Capacity workshop for committee scholarship management PoE and DoE about scholarship program provided		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		for poor primary students.			
		2.19 Workshop to introduce e-learning and distance learning, and to provide additional school funding to public primary schools across the country	✓		
		2.20 Workshop on Primary level pedagogical counseling for professional pedagogical advisors and school pedagogical advisors	✓		
3. GENERAL SECONDARY EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	16/34	1.1 Support processing unit	✓		
		1.2 Procurement of operation of department of secondary general education	✓		
		1.3 Procurement of operation of directorate general of education	✓		
		1.4 Procurement of operation of French-Khmer bilingual examination	✓		
		1.5 Open, expand and rename public and private secondary schools		✓	
		1.6 Implementation of the scholarship program	✓		
		1.7 Leader and management of teaching and learning		✓	
		1.8 Cooperation with other organizations and partners		✓	
		1.9 Overseas missions			✓
		1.10 Monitoring implementation of French-Khmer bilingual programs		✓	
		1.11 Monitoring of scholarship program management		✓	
		1.12 Meeting with the Directors of 50 Secondary Resource Schools on operation processes	✓		
		1.13 Monitoring secondary resource schools on operational processes and budget management		✓	
		1.14 Monitoring, coaching and executive instruction to enhance teaching through teaching demonstration to 50 secondary resource schools	✓		
		1.15 Monitoring the implementation of the CFS & EWS Handbook with POEs, DTMT to strengthen plan self-evaluation and online form completion		✓	
		1.16 French-Khmer Secondary Examination	✓		
		1.17 Support overtime teaching			✓
		1.18 Implementation of New Generation School			
		1.19 Provides scholarship to science outstanding students of grade 11th and 12th		✓	
		1.20 Strengthen the capacity of STEM and social science teachers of 50 secondary resource schools and some high schools	✓		
		1.21 Strengthen budget support processes of USD 500 per year to 50 secondary resource schools and 247 school networks		✓	
		1.22 Strengthen management of secondary schools and teaching methodologies		✓	
		1.23 Strengthen the management of scholarship programs	✓		
		1.24 Strengthen implementations of Early Warning System and Child Friendly School Programs		✓	
		1.25 Strengthen building of school improvement planning	✓		
		1.26 Workshop of French capacity building			
		1.27 Strengthen capacity of technical team leaders of 10 subjects on leadership and management of 50 secondary resource schools and other high schools	✓		
		1.28 Workshop on capacity building and online planning and implementation of CFS & EWS for 50 resource schools and networks	✓		
		1.29 Purchase books to library the 14 resource	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.30 Purchase laboratory equipment for 14 resource schools	✓		
		1.31 Strengthen capacity of SBM to 150 schools		✓	
		1.32 Strengthen capacity of SBM and support schools, DOE and POE		✓	
		1.33 Provide budget implementation to schools, DOE and POE	✓		
		1.34 Consolidate workshop on SBM implementation and revise SBM handbook		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	0/2	2.1 Strengthen official capacity of SBM and STEM		✓	
		2.2 Consolidate meeting of sub sector of secondary education performance		✓	
4. NON-FORMAL EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	9/15	1.1 Support processing unit	✓		
		1.2 Organize National Literacy Day 8 September 2020	✓		
		1.3 Printing literacy textbooks, textbooks for equivalency programme		✓	
		1.4 Printing textbooks for simple vocational skills training programme			✓
		1.5 Printing textbooks for Re-entry programme	✓		
		1.6 Purchase stationery and furniture	✓		
		1.7 Purchase motor-bike	✓		
		1.8 implement M&E system for non-formal education throughout the country.		✓	
		1.9 Printing poster COVID 19	✓		
		1.10 Revise the Prakas No. 2429 on the establishment and management of CLCs		✓	
		1.11 Produce Video Spots about CLCs	✓		
		1.12 Support 10 CLCs to become the model CLCs	✓		
		1.13 Review the detail curriculum and textbooks for non-formal primary and secondary equivalency programme.			✓
		1.14 Develop post-literacy materials		✓	
		1.15 Distance teaching for literacy and equivalency program	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	5/9	2.1 Develop the capacity of CLC management committee		✓	
		2.2 Develop the national action plan for implementing national policy on LLL		✓	
		2.3 Printing LLL policy (Kh & Eng)	✓		
		2.4 Conduct the interview for selecting CLC managers	✓		
		2.5 Capacity development workshop on utilization of non-formal literacy curriculum	✓		
		2.6 Training of primary equivalency programme teachers	✓		
		2.7 Develop the capacity of NFE staff at all levels and others stakeholders		✓	
		2.8 Develop teachers's training materials Training of trainers (TOT) Training literacy teachers		✓	
		2.9 Annual Publication of NFE brochure by NFED	✓		
5. SCHOOL HEALTH					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	20/22	1.1 Support processing unit	✓		
		1.2 Health care materials	✓		
		1.3 Meeting, training, workshop and conference in the country	✓		
		1.4 Meeting, training, workshop and conference abroad	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.5 Support processing Procurement	✓		
		1.6 Conducting M&E for health promotion program at schools	✓		
		1.7 Health check-up for students and pre-service teachers	✓		
		1.8 School cooks competition	✓		
		1.9 Celebrating Hand-washing and Sanitation Day in schools	✓		
		1.10 Meeting of WinS technical working group	✓		
		1.11 Trial of comprehensive school health program at Chaktomuk primary school	✓		
		1.12 Developing health education Tx and TM for Gr. 2 and 5	✓		
		1.13 Testing health education Tx and TM for Gr. 2 and 5	✓		
		1.14 Teaching trial for health education Tx and TM for Gr. 1 and 4	✓		
		1.15 Developing health education Tx and TM for PTTC	✓		
		1.16 Exchange workshops on school health promotion program		✓	
		1.17 Developing health education Tx and TM for Gr. 8 and 11	✓		
		1.18 Testing health education Tx and TM for Gr. 8 and 11	✓		
		1.19 Teaching trial for health education Tx and TM for Gr. 7 and 10	✓		
		1.20 Developing health education syllabus for PTTC	✓		
		1.21 Developing teaching and learning IEC materials on drugs education for teachers, students and pre-service teachers		✓	
		1.22 Printing and disseminating "Growth and Change" and "To Become a Young Man"	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	7/7	2.1 Dissemination workshop on National School Health Policy	✓		
		2.2 Developing Nation Action Plan on School Health for 2020-2030	✓		
		2.3 Workshop to development legal documents and implementation mechanism for National School Health Policy	✓		
		2.4 Printing National School Health Policy	✓		
		2.5 Consultation and Capacity building workshop on the implementation of the Minimum Requirements on WASH in schools	✓		
		2.6 Dissemination workshop on food safety, healthy food and balanced food to elderly education personnel	✓		
		2.7 Dissemination workshop on illegal drugs prevention and traffic safety to youth council, Red Cross youth, scouts and pre-service teachers	✓		
6. VOCATIONAL ORIENTATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	18/28	1.1 Support processing unit	✓		
		1.2 Support processing procurement	✓		
		1.3 Supply teaching and learning materials and ICT (Tablet)	✓		
		1.4 Teaching and learning in technical education	✓		
		1.5 Mentoring and coaching on local life-skills programs	✓		
		1.6 Implementing Trey Visay programme	✓		
		1.7 Mentoring and coaching on career guidance and counselling programme	✓		
		1.8 Mentoring and coaching on career guidance and counselling programme			✓
		1.9 Cambodia-Japan Friendship Technical Education Center operation	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.10 Scholarship Program	✓		
		1.11 Organize final examination for Year 1, Year 2 and Level 3 of Technical education	✓		
		1.12 Do research and gather information for general and technical high schools expansion			✓
		1.13 Seek for private sector collaboration	✓		
		1.14 Make standard test for general and technical high schools			✓
		1.15 Study on building location and intall equipment for technical work room	✓		
		1.16 Organize vocational orientation forums for students	✓		
		1.17 Do research and gather information to define skills based on market demand	✓		
		1.18 Make consultation on technical education programs curriculum			✓
		1.19 Organize exhibition of students technical education programs achievements and national exhibition with Ministry of Labor			✓
		1.20 Organize Study tours and attend local technical education events and in abroad	✓		
		1.21 Training and coaching of 6 step teaching methods			✓
		1.22 Practical Review of Life Skills Education Program			✓
		1.23 Build electronic teaching methods for teaching, learning and learning			✓
		1.24 Reflective workshops review program implementation, career guides, and mentoring			✓
		1.25 Consultation Workshop «Career Guide Activity»	✓		
		1.26 Publish a cookbook curriculum	✓		
		1.27 Disseminate food processing curriculum	✓		
		1.28 Provide support material on food processing skills			✓
AC 2: Ensuring effective leadership management of education staff at all levels	3/4	2.1 Provide training on resource guides and teachers in charge of career guidance on planning and implementation of career guidance activities.		✓	
		2.2 Train national trainers for career guidance and counseling	✓		
		2.3 Capacity Career Counselor	✓		
		2.4 Training of technical trainers on food processing skills	✓		
7. TEACHER TRAINING					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	31/38	1.1 Support processing unit	✓		
		1.2 Support processing procurement	✓		
		1.3 Procurement work for Pre school teacher training center	✓		
		1.4 Monitoring on implementation of the teacher training curriculum, teaching practice, new teachers, basic education teacher and gender mainstreaming	✓		
		1.5 Support from central level to quality assure development and implementation of standardized school development plans and budgets in target schools in GPE3 districts	✓		
		1.6 On site training on SBM	✓		
		1.7 Train pre-school teachers	✓		
		1.8 Prepare the final and recruitment exam	✓		
		1.9 Annual workshop on implementation of teacher training curriculum and update teacher training curriculum	✓		
		1.10 Annual workshop on implementation of teacher training curriculum and guide how to use	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.11 Train on new methodology to TTC director, trainers and teachers	✓		
		1.12 Train on IBL trainers and teachers	✓		
		1.13 Train on the use of English language textbook for grade 7-9	✓		
		1.14 Train on SBM to secondary school principle	✓		
		1.15 Train on school director standard to secondary school principle	✓		
		1.16 Train on ICT in teaching and learning	✓		
		1.17 Train secondary teachers on gender mainstreaming focus on girl counselling	✓		
		1.18 Review workshop on gender mainstreaming in education	✓		
		1.19 Participate in the workshop and training course	✓		
		1.20 Train on library standard to TTC librarian	✓		
		1.21 Workshop on development teaching materials	✓		
		1.22 Orientation workshop on test assessment and SBM	✓		
		1.23 Establishment of unified CPD system	✓		
		1.24 Training of BA (Ed.) for PTTC trainers		✓	
		1.25 Training needs analysis of PTTC trainers		✓	
		1.26 Support to develop school development plans	✓		
		1.27 Training on gender responsive	✓		
		1.28 Develop teaching methodology for primary	✓		
		1.29 Develop manual on school counseling	✓		
		1.30 Support to implementation a viable school-based mentoring model in target GPE provinces, in line with the CPD framework and action plan	✓		
		1.31 Conduct comprehensive INSET need Assessment and develop INSET delivery options for RTTCs	✓		
		1.32 Support TEC and TTCs and NIE to establish professional learning communities (PLC) by subject	✓		
		1.33 Support rolling out of COD Action Plan: School based CPD for teachers and principals			✓
		1.34 Develop digital and visual training aids to improve pre-school teacher training (teacher training on MLE, IE, CPS).	✓		
		1.35 Implement SBM in primary school			✓
		1.36 Support the integration of local life skills curriculum into pre-service curriculum through consultations with TECs, RTTCs, and PTTCs			✓
		1.37 Support capacity building workshop (preparatory task) on strengthening the role of the school cluster in providing mentoring to improve teaching and learning (group mentoring and individual mentoring)			✓
		1.38 Support the organization of an annual review (preparatory task) with focus on implementation, coordination by POE and DOE and technical support from TTC trainers			✓
8. CURRICULUM DEVELOPMENT					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	10/14	1.1 Support offices supply	✓		
		1.2 Supply textbooks	✓		
		1.3 Support offices equipments	✓		
		1.4 Supply equipments are non-information technologies	✓		
		1.5 Supply equipments are included information technologies	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.6 Supply furnitures	✓		
		1.7 Conduct monitoring, evaluation and mentoring on text-books management, curriculum implementation, library management at public and private school at all levels		✓	
		1.8 Take involvement with relevant organizations and departments		✓	
		1.9 Organize national reading day and national curriculum forum	✓		
		1.10 Develop teaching methodology on Khmer subject for grade 1 and 2, foreign literature, STEM approach, teaching aids on social study, math, local lifeskills, curriculum implemenation and it's evaluation tools, art education and textbook policy reform		✓	
		1.11 Develop teaching materials on climate change for primary education	✓		
		1.12 Conduct awareness raising to be prevention and rescuing injured from mine to children	✓		
		1.13 .Disseminate EPRP to sub-national at level of PoEs	✓		
		1.14 Disseminate methodology of teaching English, standard of library, local lifeskills, using ICT in teaching Math and Science, STEM education, learning outcome evaluation and curriculum implementation at private schools		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	0/2	2.1 Provide technical support on researching of curriculum development and implementation planning, road map and capacity building on curriculum development and implementation			✓
		2.2 Capacity development on curriculum and textbook, curriculum evaluation, textbooks management, library, local lifeskills by following E-Learning and school exchange programmes		✓	
9. SPECIAL EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	8/10	1.1 Support for process the Organization	✓		
		1.2 Support process procurement	✓		
		1.3 Monitoring Inclusive education for preschools	✓		
		1.4 Monitoring inclusive teaching and learning for preschool and primary	✓		
		1.5 Monitoring of multy languages teaching and learning activites (Preschool and Primary)	✓		
		1.6 Support the development of pre-service teacher training framework, train curriculum and syllabus for MLE teacher training at RTTC Stung Treng (incl TA)		✓	
		1.7 Support the review and revision of student textbooks and teacher guides in 5 languages and support the development of student			✓
		1.8 Support the development of Tools to identify with children with disabilities types of disabilities for the use of, primary and lower and upper	✓		
		1.9 Intergration of IE within pre-service teacher training for upper-secondary teacher trainees(with NIE)	✓		
		1.10 Support materials for teaching and learning, accomodation, food and transportation, and process for Special Education High school. (primary level)	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	7/11	2.1 Train and Refresh on multilingual education in five Province	✓		
		2.2 Train POEs and DOEs on intellectual disabilities	✓		
		2.3 Train teachers on Inclusive Education for secondary school	✓		
		2.4 Participate on Inclusive and Multilingual Education in Conferenec or Training at Foriegn			✓
		2.5 Train teachers on student with low vision in Inclusive class for primary school			✓
		2.6 Support hand-on training to sub-national trainers on inclusive education for pre-school with focus on inclu-	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		sive education of children with disabilities in Urban			
		2.7 Train on new IE development of community and pre-school teachers oncluding in BMC OMC SHV and PNP, including in urban poor areas.	✓		
		2.8 Support in service teacher training (primary teachers located in rural and urban areas) on inclusive educatoin using approved 28 hours trainng module	✓		
		2.9 Support the improvement of MLE preschool in service teacher training, including training materail revision and training of sub-national trainers in NE		✓	
		2.10 Support training on MLE teaching skills and monitoring for MLE primary school teachers and POE and DOE officials in 5 north eastern province (New teachers in Kratie and Mathematic and Khmer language methodologies)	✓		
		2.11 Support the annual planing and review meeting on MLE and MEAP progress with national and subnational authorities			✓
10. HIGHER EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	14/23	1.1 Office supply and Maintenace for Department 's Operation	✓		
		1.2 Publish book on Annual Plan and Stratergy in Higher Education		✓	
		1.3 Procument of stationary equipment and fuel	✓		
		1.4 Publication of the Scholarship Announcement - Scholarship Application Form and HEIs Guide Book 2020	✓		
		1.5 National and international Salary	✓		
		1.6 Monitoring the enrollment process in higher education institutions	✓		
		1.7 Monitoring the exit examinations and the defence of academic report/paper/thesis	✓		
		1.8 Follow up the implementation of student grievances at HEIs	✓		
		1.9 Workshop on the implementation of student grievances at HEIs	✓		
		1.10 Meeting and Workshop on tracer study guidelines	✓		
		1.11 Seminar on Mechanisms and Procedures for Bachelor Scholarship Recruitment	✓		
		1.12 Follow-up to support scholarship registration - Shipping the scholarship application form - Shipping of government scholarships result		✓	
		1.13 Selection and Examination of Bachelor Degree Scholarships to Higher Education Institutions		✓	
		1.14 Visit higher education institutions for the request of new establishemant of HEI, new branch, new majors, HEI transformation and change of HEI location	✓		
		1.15 Dessimination workshop on Education Strategic Plan 2019-2023	✓		
		1.16 Workshop Training on online education at HEIs			✓
		1.17 Monitoring the online education at HEIs	✓		
		1.18 Internal Technical Meeting and workshop to revise the draft and finalize IQA Manual for HEIs		✓	
		1.19 Dissemination workshop on IQA manual for HEIs		✓	
		1.20 Training workshop for IQA administrators and IQA assessors		✓	
		1.21 Coaching HEIs on IQA Implementation		✓	
		1.22 Follow-up HEIs on IQA Implementation		✓	
		1.23 AIMS Send Cambodian students to study under AIM program	✓		
AC 2: Ensuring effective leadership management of education staff at all	2/18	2.1 Collect data on students, professors, study staff and information of cooperation at higher education institutions		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
levels		2.2 Development of HEMIS Manual		✓	
		2.3 Workshop on the current status of HEMIS system and its implementation	✓		
		2.4 Review required data as part of result based M&E in HEMIS system		✓	
		2.5 Study the skills report and make a table on skills required by labor market			✓
		2.6 Workshop with HEIs or more on inputting required data into M&E system			✓
		2.7 Local training on computer programming, networking and security, and web base system among HEMIS core team.			✓
		2.8 Institutional follow-up on HEMIS data entry		✓	
		2.9 HEMISData collection and reporting on HEMIS System			✓
		2.10 Capacity Development for M&E team			✓
		2.11 Consultative workshop to discuss draft concept paper on autonomy and accountability in financial management		✓	
		2.12 Consultative workshop to discuss draft concept paper on autonomy and accountability in human resource management		✓	
		2.13 Consultative workshop on draft inter-Ministrial prakas on Financial Management		✓	
		2.14 Consultative workshop on draft inter-Ministrial prakas on Huma Resource Management		✓	
		2.15 Meeting and consultative Workshop on concept paper preparaton for Research and Development Policy		✓	
		2.16 Workshop and meeting on the development of the draft for Human Resource Development Master Plan		✓	
		2.17 Workshop on Leadership and Management			✓
		2.18 Attend local and international meetings, workshops, Conferences	✓		
		11. SCIENTIFIC RESEARCH			
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	8/11	1.1 Supplies of materials and equipment for offices, cleaning, and foodstuffs, as well as various support /allowances	✓		
		1.2 IT-related materials and technical equipment	✓		
		1.3 Monitoring graduate program training/education	✓		
		1.4 Collecting, verifying, reviewing, analysing data, statistics, and information for compiling and publishing the compendium of information on graduate program training/education and research and innovation		✓	
		1.5 Organizing the 2nd National Conference on Research and Innovation in Cambodia	✓		
		1.6 Organizing the 2nd consultative workshop on the formulation of the principles for centers of excellence at higher education institutions	✓		
		1.7 Organizing the 2nd consultative workshop on forms/templates of the information technology system for the management of research and graduate program training/education	✓		
		1.8 Attending workshops, conferences, forums, study visits, and national and international meetings related to the development of research, innovation, and STEM	✓		
		1.9 Organizing the training workshop on teaching methods and assessment for the alignment with PISA_D tests	✓		
		1.10 Prepare the inter-ministrial Prakas on the Establishment of Research Grants for Public Higher Education Institutions			✓
		1.11 Prepare the guideline on the establishment of research grants for public higher education institutions			✓
AC 2: Ensuring effective leadership management of education staff at all	1/2	2.1 Develop the capacity of institutions and officials in charge of research in higher education			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
levels		2.2 Organizing the capacity development workshop on the development of action plans and budgeting for DSR staff members	√		
12. ROYAL UNIVERSITY OF PHNOM PENH					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	15/18	1.1 Support processing unit	√		
		1.2 Office supplies procurement	√		
		1.3 Cost of using the service			√
		1.4 Public media			√
		1.5 Scholarships for domestic study and reseach	√		
		1.6 Fees for services	√		
		1.7 Curriculum reforms: Meetings, workshops and conferences	√		
		1.8 Curriculum reforms: Meetings, workshops and conferences	√		
		1.9 Animal food	√		
		1.10 Seed and seedlings	√		
		1.11 Phytosanitary products and fertilizers	√		
		1.12 Animal breeds	√		
		1.13 Medicine and veterinary products	√		
		1.14 Safety clothes	√		
		1.15 Gas and Oxygen pipes	√		
		1.16 Contracted foreign consultants			√
		1.17 Support for excursion and study tours	√		
		1.18 Meetings, workshops and conferences	√		
AC 2: Ensuring effective leadership management of education staff at all levels	9/11	2.1 Strengthen the implementation of higher education Institutions 'IT management systems.	√		
		2.2 Pay for examinations	√		
		2.3 Local training fees	√		
		2.4 Local training fees	√		
		2.5 Local training fees			√
		2.6 Meetings, workshops and conferences	√		
		2.7 Local missions : Directs students to internship in provinces.	√		
		2.8 Local missions	√		
		2.9 Local missions	√		
		2.10 Local missions			√
		2.11 Overseas missions	√		
13. HENG SAMRIN TBONG KMOM OF UNIVERSITY					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	18/18	1.1 Support Office Operation	√		
		1.2 Procure Office materials for office uses	√		
		1.3 Organize monthly meeting and disseminate accreditation to staff, lecturers and students	√		
		1.4 Organized workshop and disseminate curriculum in line with nationla quality	√		
		1.5 Support Monitoring and Evaluation and evaluate examination process	√		
		1.6 Disseminate filling forms process and give scholarship for grade 12 students	√		
		1.7 Revise foundation year curriculum	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.8 Organize meeting and disseminate of quality assurance to education staff and students	✓		
		1.9 Organize revised-curriculum workshop and disseminate of national quality of education	✓		
		1.10 Organize workshop to students in social and science subjects	✓		
		1.11 Support research scholarship and study visit	✓		
		1.12 Announce for major selection and scholarship form filling	✓		
		1.13 Organize training workshop on agriculture and industry	✓		
		1.14 Cooperate with international universities to improve agriculture curriculum	✓		
		1.15 Cooperate with national and international partners to develop and revise curriculum	✓		
		1.16 Support agriculture research and application	✓		
		1.17 Support research scholarship and study visit	✓		
		1.18 Strengthen and develop lecturers and students' research	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	4/4	2.1 Documentize and disseminate institution monitoring and evaluation tools	✓		
		2.2 Strengthen capacity of management staff through attending higher education monitoring and evaluation system	✓		
		2.3 Improve work performance through national and international seminars	✓		
		2.4 Cooperate staff exchange with national and international institutions	✓		
14. CHEA SIM KAMPCHAYMEAR UNIVERSITY					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	6/15	1.1 Organizational Transactions	✓		
		1.2 Procurement	✓		
		1.3 Monitoring and evaluation			✓
		1.4 Dissemination workshop on student scholarship selection			✓
		1.5 Mission student scholarship dissemination			✓
		1.6 Sponsor student scholarships	✓		
		1.7 Publish brochure	✓		
		1.8 implement the intership			✓
		1.9 workshop relevant with student		✓	
		1.10 compile print the curriculum		✓	
		1.11 Develop audiovisual and computer labs		✓	
		1.12 Developing libraries		✓	
		1.13 Develop the farm	✓		
		1.14 Exams and graduation thesis defense	✓		
		1.15 workshop disseminate to teachers and students		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	1/6	2.1 Hosting service			✓
		2.2 Annual meeting review results and targets		✓	
		2.3 Training, meetings, seminars and conferences		✓	
		2.4 Editor a book for study		✓	
		2.5 Relationships with national and international institutions	✓		
		2.6 disseminate public information		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
15. INSTITUTE OF TECHNOLOGY OF CAMBODIA					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	9/9	1.1 Organizational Transactions	✓		
		1.2 Make procurement of goods	✓		
		1.3 Evaluate the educational training	✓		
		1.4 Outreach to high school students and stakeholders	✓		
		1.5 Supply consummables and equipment	✓		
		1.6 Run the department of infrastructure and transportation engineering	✓		
		1.7 Conduct the research projects	✓		
		1.8 Organize scientific conference	✓		
		1.9 Organize workshop about internal quality assurance system	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	3/3	2.1 Organize and participate in workshop about HEMIS system	✓		
		2.2 Organize international consortium meetings and the board of trustees	✓		
		2.3 Participate in trainings, workshops, and scientific conferences	✓		
16. NATIONAL INSTITUTE OF EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	5/14	1.1 supply books, teaching and learning materials, water, electricity, food for school operation and expenses on AsTEN's membership, RCC's membership and Francophonie's membership.	✓		
		1.2 Maintain infrastructure, facilities, NIE's environment and internet services.		✓	
		1.3 ADB USESDP2 (NIE project management). Facilities for the project		✓	
		1.4 Supply teaching and working facilities (technical materials and office facilities)		✓	
		1.5 Maintain and design NIE's infrastructure to have good environment.			✓
		1.6 NIE Organizational and functional review		✓	
		1.7 Hire research consultant	✓		
		1.8 Hire financial consultant	✓		
		1.9 Research on teaching methodologies which are consistent with new national new curriculums, regional and international education trends.		✓	
		1.10 Produce teaching and learning materials.	✓		
		1.11 Inter-university research			✓
		1.12 Scholarship for Lower Secondary teacher trainees, Upper Secondary teacher trainees, Education inspectors, school principals.	✓		
		1.13 Selection and final exams for Ph. D., Master's Degree in Education Management, French Teaching Methodologies, USS teacher training (Bachelor +1), education inspectors and school principals.		✓	
		1.14 Teaching incentive		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	5/16	2.1 Monitor and evaluate the application of teaching methodologies for Upper Secondary School teacher training, education inspectors training, school principals training.	✓		
		2.2 consultative workshops on revising and updating training programs and contents for education inspectors, school principals and master's degree students.	✓		
		2.3 consultative workshops on revising and updating PH. D training program and contents.	✓		
		2.4 Train PoE, DoE levels and school principals in education planning, teacher management, budgeting, School-based management and roles and responsibilities			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		of new systemic inspectors.			
		2.5 Train teacher trainers, librarians and education staff of NIE in library management, assessment and evaluation, new teaching and learning methodologies and other skills in both inside the country and abroad.		✓	
		2.6 Train subject leaders of Upper Secondary schools in specialized subjects and teaching methodologies.	✓		
		2.7 Consultative workshops on reviewing USS training syllabi and contents to train upper secondary school trainees.		✓	
		2.8 Deliver INSET to 25 POEs on new Region Inspection System and train 80 staffs from 25 POEs			✓
		2.9 Provide master degree in teaching methodology.	✓		
		2.10 Provide professional development training to 250 USE teacher educators (217 science & math & 33 ICT)		✓	
		2.11 Provide professional development training to 6650 USE teachers (1750 Math; 4850 science & 50ICT)		✓	
		2.12 Provide training for trainers for math & science			✓
		2.13 Provide school-level training (at SRS-based training)			✓
		2.14 (Provide school management training to school directors, vice directors & key teachers of SRS)		✓	
		2.15 NIE Organizational and functional review			✓
		2.16 INSET to Librarian-Teachers in SRS and USNWS			✓
17. SVAY REANG UNIVERSITY					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	20/21	1.1 Fuel Cleaners and Hygiene Supplies; Power, water, telephone service and printing	✓		
		1.2 Equipped with office furniture and technical equipment for teaching and learning	✓		
		1.3 Provides seed, plant protection products, plant health and fertilizer	✓		
		1.4 Organized at national and international reception	✓		
		1.5 Student Services Infrastructure	✓		
		1.6 Office equipment procurement	✓		
		1.7 Construction Procurement	✓		
		1.8 Improving assessment procedures and learning and teaching assessment processes	✓		
		1.9 Organize classrooms, sanitary facilities, infrastructure, services	✓		
		1.10 Organize study services, research services, student administration services	✓		
		1.11 Curriculum reform and teacher qualification	✓		
		1.12 Increase student scholarships	✓		
		1.13 Organize college and clinical seminars		✓	
		1.14 Provides Internet services	✓		
		1.15 Participate in sports competitions for athletes, higher education students or other competitions	✓		
		1.16 Improving the curriculum in collaboration with tertiary institutions both locally and / or internationally	✓		
		1.17 Support the research activities of teachers and students	✓		
		1.18 Support research activities of teachers and students	✓		
		1.19 Contact national and international partner institutions for further research	✓		
		1.20 Costs graduate exams and dissertation protection	✓		
		1.21 Organize a system for studying the status of graduates employed	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
AC 2: Ensuring effective leadership management of education staff at all levels	5/7	2.1 Strengthen the implementation of higher education institutions' IT data management systems			✓
		2.2 Strengthening the institution's M&E system			✓
		2.3 Prepare research materials, research systems and support services for research	✓		
		2.4 Organize 'Local and International Training'	✓		
		2.5 Design, compile and translate research papers	✓		
		2.6 Local Mission	✓		
		2.7 External missions	✓		
18. MEAN CHEY UNIVERSITY					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	25/27	1.1 To supply the office	✓		
		1.2 To purchase office supplies and IT equipments	✓		
		1.3 To hold monthly meetings	✓		
		1.4 To hold regular meetings to solve problems immediately	✓		
		1.5 To monitor the examine	✓		
		1.6 To monitor study results	✓		
		1.7 To monitor student employment rates	✓		
		1.8 To attend the Evaluation Monitoring Workshop	✓		
		1.9 To ncrease Ministry of Education, Youth and Sport scholarships for high school students	✓		
		1.10 To increase scholarships from the high ranking leaders and charities	✓		
		1.11 To disseminate information to students and the public on services and mission	✓		
		1.12 To conduct orientation workshops for students to choose skills	✓		
		1.13 To provide students with cultural exchanges opportunities with overseas universities			✓
		1.14 To provide students with internships and research studies	✓		
		1.15 To provide student with living allowance	✓		
		1.16 To enhance and innovate teaching materials	✓		
		1.17 To create an Online Registration Service	✓		
		1.18 To provide students with small experimental studies	✓		
		1.19 Experiment Project on Smart Building Based Air Conditiong Control System Room in Mean Chey University	✓		
		1.20 To contact the curriculum development partners	✓		
		1.21 To participate in curriculum development seminars	✓		
		1.22 To attend a curriculum development consultation workshop		✓	
		1.23 To prepare study materials	✓		
		1.24 To build partnership for research	✓		
		1.25 To participate in internal quality trainings	✓		
		1.26 To attend an internal assessment workshop	✓		
		1.27 To prepare QA book from standard 1 to standard 5	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
AC 2: Ensuring effective leadership management of education staff at all levels	13/17	2.1 To develop an IT database	✓		
		2.2 To hold seminars on the use of information management systems	✓		
		2.3 To prepare annual internal performance appraisals and prepare reports	✓		
		2.4 To conduct strategic planning seminars	✓		
		2.5 To conduct internal assessment seminars	✓		
		2.6 To enhance operational performance	✓		
		2.7 To expand the cooperation with public, private, community and NGO organizations	✓		
		2.8 To create teachers, staff and student exchanges		✓	
		2.9 To attend seminars, conferences, study tours, and national and international meetings for capacity building for leaders, teachers and students concerning research and STEM.	✓		
		2.10 To increase project engagement with the European Union	✓		
		2.11 To promote theory and practice study	✓		
		2.12 To prepare a training on how to identify positive outcomes of program and lessons		✓	
		2.13 To hold seminars on defining the outcomes of programs and lessons in each specialization		✓	
		2.14 To prepare a Curriculum Development Consulting Workshop	✓		
		2.15 To support the Red Cross and Culture		✓	
		2.16 To participate in curriculum development seminars	✓		
		2.17 To organize sport competition for university prize, provincial prize and higher education prize.	✓		
19. BATTANGBANG UNIVERSITY					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	6/13	1.1 Supply of food, administration, office supplies and other facilities for running the unit		✓	
		1.2 Research students	✓		
		1.3 Administrative work activities in the unit			✓
		1.4 Monitor, improve and evaluate learning and teaching	✓		
		1.5 Organize student services, internships, social work, research and services	✓		
		1.6 Publish textbooks for teaching and learning	✓		
		1.7 Provides scholarships for STEM students and general scholarships	✓		
		1.8 Improving Technical Education (STEM) integration with practice		✓	
		1.9 Provides housing for poor students and students from afar	✓		
		1.10 Develop the curriculum through partnering universities, both locally and internationally		✓	
		1.11 Support student and teacher research activities		✓	
		1.12 Collaborates with local and international development partners on research and service delivery		✓	
		1.13 Strengthen the institution's internal quality assurance system		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	3/5	2.1 Training of management and IT staff to manage the database			✓
		2.2 Manage your organization data effectively			✓
		2.3 Train officials in charge of evaluation, teaching and learning	✓		
		2.4 Local Mission	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.5 Overseas missions	✓		
20. NATIONAL UNIVERSITY OF MANAGEMENT					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	1/1	1.1 Organizational process	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	4/5	2.1 Expansion of new branch location		✓	
		2.2 Construction, administration and improvements	✓		
		2.3 Support the research of professors and students	✓		
		2.4 Professors and students to study abroad	✓		
		2.5 Student Scholarship Support	✓		
21. ROYAL UNIVERSITY OF LAW AND ECONOMIC					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	9/10	1.1 DSA training on qualitative research methods	✓		
		1.2 Sponsored overseas training on research and capacity building		✓	
		1.3 Expenses to study the construction of new buildings	✓		
		1.4 Provides general service us	✓		
		1.5 Sponsor the use of rights	✓		
		1.6 Office supplies and equipment	✓		
		1.7 Conducting quality education seminars, soft skills and specialties to officials and students	✓		
		1.8 Supply administrative services	✓		
		1.9 Sponsor social benefits	✓		
		1.10 Paying taxes and taxes	✓		
22. ACCREDITATION COMMITTEE OF CAMBODIA					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	0/9	1.1 Membership fees: AQAN, APQN and other communi-ties			✓
		1.2 Supplies for maintenance, administration, Food, furniture and facilities		✓	
		1.3 Repair for transportation, equipment and other technical facilities		✓	
		1.4 Publishing documents including National standard, guidelines and rubric.		✓	
		1.5 Purchasing technical facilities, excluding ICT facilities and ICT facilities			✓
		1.6 Assessment for accreditation on HEIs			✓
		1.7 Assessment for Doctoral Program Accreditation			✓
		1.8 Dissemination workshop on Management Information System			✓
		1.9 Develop an information management system for higher education quality assessment (MIS)			✓
AC 2: Ensuring effective leadership management of education staff at all levels	6/8	2.1 Participating in capacity development on program bud-get management, projects, higher education improvement and national-level community engagement.	✓		
		2.2 Pre-Assessment	✓		
		2.3 Monitoring on Foundation Year program	✓		
		2.4 Study impact on the effectiveness of Foundation Year program assessment	✓		
		2.5 Training workshop on student's learning outcomes relevant to academic programs (Standard 4)			✓
		2.6 Implementing guideline for accreditation for HEIs	✓		
		2.7 Collecting information and data related to HEIs for the MIS			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.8 Participating in international cooperation		✓	
23. KAMPONG CHEUTEAL INSTITUTION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	5/13	1.1 Support the Unit's Process	✓		
		1.2 Renovate, upgrade and expand the administrative building			✓
		1.3 Monitoring and evaluating the education management system and staff performance	✓		
		1.4 Evaluating the performance and remuneration for the good staff	✓		
		1.5 Offering 100% scholarship to high school students technical students of higher education	✓		
		1.6 Increasing the number of dormitories for the students from afar		✓	
		1.7 Providing the skills in technology with a focus on authentic practice and hands-on experience in business	✓		
		1.8 Participating Student Mobility Program in the ASEAN region			✓
		1.9 Improving curriculum, documents and teaching materials for teaching and learning in line with the job market and the advancement of technology		✓	
		1.10 Enhancing the quality of technology education by equipping and modernizing classrooms, executive rooms, farms, libraries and other facilities of study		✓	
		1.11 Expanding collaboration with other institutions both nationally and internationally to support the training and research of technology of education staff, high school students and students of higher education			✓
		1.12 Collaborating with communities and development partners to provide support for community service and 1 achievement exhibitions of technica students			✓
		1.13 Developing and operating the Institute's Internal Education Quality Assurance System			✓
AC 2: Ensuring effective leadership management of education staff at all levels	1/3	2.1. Conducting training and seminars on technical skills, teaching and research to education staff	✓		
		2.2. Sending educational staff to take part in seminars and programs both locally and internationally to further enhance their skills			✓
		2.3 Develop institutional capacity and improve the qualifications of education staff		✓	
24. KRATIE UNIVERSITY					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	7/9	1.1 Support processing unit	✓		
		1.2 Support Procurement	✓		
		1.3 Broadcasting the promotion of Kratie University and scholarships offer via radio, TV, and online...etc	✓		
		1.4 Supplementary overtime teaching fund to lecturer in University of Kratie.			✓
		1.5 Conduct workshops or trainings course to disseminate the relevant topic and enhance their knowledge on various technical skills.	✓		
		1.6 Supplementary stipend for scholarship students	✓		
		1.7 Mission to Overseas Higher Education to review and discuss curriculum development in Kratie University			✓
		1.8 Preparation of study tour for officials, staff, lecturer and students in private and higher education institutions in the Cambodia.	✓		
		1.9 Strengthen the institution's internal quality assurance system	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	3/4	2.1 Strengthen the implementation of higher education institutions' IT data management systems	✓		
		2.2 Strengthening the institution's M&E system	✓		
		2.3 Participating in training course in country or abroad to strengthen their capacity.			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.4 Attending in meetings, seminars, training courses and conferences locally and internationally	√		
25. KAMPONG SPEU INSTITUTE OF TECHNOLOGY					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	16/25	1.1 Support processing unit	√		
		1.2 Facilitating the constructional work of the institute		√	
		1.3 Procurement of goods	√		
		1.4 Promoting reading activities and research in library.	√		
		1.5 Revising the curricular			√
		1.6 Organizing study local and international trips.		√	
		1.7 Organizing the study tour and short course training abroad.			√
		1.8 Requesting Scholarship grants for students		√	
		1.9 Practicing basic technical workshop	√		
		1.10 Practising Safety vegetables	√		
		1.11 Practising fruit trees	√		
		1.12 Practising soil quality improvement	√		
		1.13 Practising the animal husbandry tasks	√		
		1.14 Practising fisheries tasks	√		
		1.15 Practising food technology tasks	√		
		1.16 Practising electrical installation system	√		
		1.17 Practising Business Computers	√		
		1.18 Practicing experimental tasks	√		
		1.19 Practising the teaching norms	√		
		1.20 Scholarship dissemination	√		
		1.21 Examination Processes	√		
		1.22 Student Development Projects		√	
		1.23 Personnel's teaching assesment		√	
		1.24 Development of internal quality assurance tools		√	
		1.25 Compiling the documents for supporting external quality evaluation by external committees.			√
AC 2: Ensuring effective leadership management of education staff at all levels	0/2	2.1 Revising academic data management system		√	
		2.2 Developing personnel capacity		√	
26. DEPARTMENT OF PHYSICAL EDUCATION AND SPORT					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	3/14	1.1 The administrative process	√		
		1.2 Procurement Budget	√		
		1.3 Monitoring and Evaluation sport activities (DPES)		√	
		1.4 Monitoring and Evaluation sport activities (DGOS)		√	
		1.5 Monitoring Sport activites in community		√	
		1.6 Data Collection on traditional sport/games			√
		1.7 Data collection on PE and sport participation		√	
		1.8 Organise Sport Day's for all			√
		1.9 Organise ASEAN Sport Day			√
		1.10 Organise Fit ASEAN			√

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.11 Maintenance of sport field at the national stadium	✓		
		1.12 Organise 3rd National Games			✓
		1.13 National federation official participant in the international meeting and competition		✓	
		1.14 Organise International Championship Taekwondo ITF			✓
AC 2: Ensuring effective leadership management of education staff at all levels	11/11	2.1 Input workshop for Law drafting on Physical Education and Sport's Management, in the Kingdom of Cambodia	✓		
		2.2 Annual workshop on PES sector	✓		
		2.3 Training Course of coach/referee in international level	✓		
		2.4 Senior Officials Meeting on Sport in Philippines	✓		
		2.5 ASEAN Ministerial Meeting on Sports in Philippines	✓		
		2.6 ASEAN-Japan Senior Official Meeting on Sport in Philippine	✓		
		2.7 SOC-COM/ASCC Meeting in Indonesia	✓		
		2.8 Japan Cooperation Meeting	✓		
		2.9 ARNIS Workshop in Philippines	✓		
		2.10 ASEAN Fitness Indicator workshop in Thailand	✓		
		2.11 ASEAN Active Citizens Workshop in Singapore	✓		
27. DEPARTMENT OF PHYSICAL EDUCATION AND SPORT STUDENT					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	5/12	1.1 Organizational Transactions	✓		
		1.2 Support procurement	✓		
		1.3 Publish Physical Education and Sport book days	✓		
		1.4 Monitoring of teaching Physical education activities during and after school hours	✓		
		1.5 Develop and improve Sports infrastructure, maintenances sports fields in schools.	✓		
		1.6 1st Primary School National GAMES			✓
		1.7 1st National University GAMES			✓
		1.8 Participate in the 12th ASEAN Schools GAMES in Philippine			✓
		1.9 Participate in the 2020 ASEAN University GAMES in Thailand.			✓
		1.10 Award for winner of the 1st Primary School National GAMES			✓
		1.11 Award for winner of the 1st National University GAMES			✓
		1.12 Compile Physical Education Teacher Manual at Higher Secondary Education		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	4/5	2.1 Workshop on the Enhancement of Physical education Teacher Mannual in primary school.	✓		
		2.2 Workshop on Guideline to Practicing Physical education teacher mannual in lower secondary school.	✓		
		2.3 Study tour and seminar in Thailand			✓
		2.4 Workshop on Physical Education Teacher Mannual in lower secondary school.	✓		
		2.5 Monitoring and Evaluation	✓		
28. NATIONAL INSTITUTE OF PHYSICAL EDUCATION AND SPORT					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	9/16	1.1 Support organizational process	✓		
		1.2 Support process procurement	✓		
		1.3 Monitoring the training of physical education teachers in sports in secondary school and high school		✓	
		1.4 Scholarship	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.5 Selective Examination and Final Examination		✓	
		1.6 Extra Hour service	✓		
		1.7 Training the participants to participate in competition			✓
		1.8 Repair the building	✓		
		1.9 Renovate the training grounds		✓	
		1.10 Repairing water,electricity and internet	✓		
		1.11 Fill in the training grounds with soil	✓		
		1.12 Swimming pool maintenance	✓		
		1.13 Translate documents		✓	
		1.14 Buy books related to sport techniques	✓		
		1.15 Organize training of officers in the organization		✓	
		1.16 Produce video clips			✓
AC 2: Ensuring effective leadership management of education staff at all levels	5/8	2.1 Capacity Training Course for Physical Education and Sport Instructors in Kampot Province			✓
		2.2 Capacity Training Course for Physical Education and Sport Instructors in Battambang Province	✓		
		2.3 Capacity Training Course for Physical Education and Sport Instructors in Siem Reap Province	✓		
		2.4 Capacity Training Courses to NIPES officials		✓	
		2.5 Study tour in Japan			✓
		2.6 International Reception	✓		
		2.7 National Reception	✓		
		2.8 Buy souvenirs	✓		
29. NATIONAL SPORT TEACHING CENTER					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	6/9	1.1 Support NSTC process	✓		
		1.2 Support procurement process	✓		
		1.3 Getting sports Magazines coverage and Anti Doping developments		✓	
		1.4 There are 31 sport categories in grassroots team, total 500 athletes.	✓		
		1.5 There are 35 sport categories in national team, total 504 athletes.	✓		
		1.6 International Competitions			✓
		1.7 Award and Prize from the medals			✓
		1.8 Documenting Sports	✓		
		1.9 Establish a sport museum	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	8/10	2.1 Contracted Foreign Coaches	✓		
		2.2 Seminar on Planning and Theory of training	✓		
		2.3 Seminar on Discipline and Ethics	✓		
		2.4 Outreach sessions for coaches and athletes	✓		
		2.5 Sports Family Party			✓
		2.6 Seminar on Anti Doping in Sports	✓		
		2.7 Make an annual contribution	✓		
		2.8 Laboratory services	✓		
		2.9 Sending service	✓		
		2.10 Strengthening and expanding national and international Cooperation		✓	

Main Activities	Results	Sub-Activities	Status			
			1	2	3	
30. DEPARTMENT OF YOUTH						
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	7/15	1.1	Administrative supply provision and small repair expenses for organizational operation.	✓		
		1.2	Procurement	✓		
		1.3	Monitor and evaluate the progress of the Cambodia Youth and Child Councils at provincial level.			✓
		1.4	Consultative workshop on the guidelines and legal framework of Cambodia Youth and Child Councils			✓
		1.5	Workshop on youth emotional management	✓		
		1.6	Workshop on youth financial literacy			✓
		1.7	Workshop on the implementation mechanism of the Council of Youth of Cambodia and the Council of Children of Cambodia			✓
		1.8	Produces 21st Century Youth Video Clips Broadcasted on TV and Youth Magazine	✓		
		1.9	The 21st Anniversary of International Youth Day			✓
		1.10	The 71st Anniversary of International Children's Day			✓
		1.11	Dissemination Workshop on the Impact of Illegal Drug Use, Road Safety, AIDS and Sexually Transmitted Infections	✓		
		1.12	The Three Good Movement annual congress			✓
		1.13	21st century youth STEM project competition			✓
		1.14	National youth debates	✓		
		1.15	Send youth and children officials and receive international youth delegates to exchange national and international relations	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	0/1	2.1	Training course on entrepreneurship education programme: "Know About Business - KAB"			✓
31. DEPARTMENT OF YOUTH CENTER						
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	10/20	1.1	Provide administrative supplies and organizational operation	✓		
		1.2	Support procurement	✓		
		1.3	Monitor and encourage the implementation of national youth policy for development			✓
		1.4	Monitor and encourage youth sub-sector implementation			✓
		1.5	Monitor and encourage organizational operation for the Youth Centre	✓		
		1.6	Improve and develop youth centre		✓	
		1.7	Develop youth capacities on basic-level, life-skill, and vocational skill	✓		
		1.8	Review the implementation of youth-subsector program			✓
		1.9	Conduct Community-Based Enterprise Development (C-BED) training	✓		
		1.10	Conduct soft skill training for youth	✓		
		1.11	Conduct career guidance workshop for youth	✓		
		1.12	Conduct Digital literacy workshop	✓		
		1.13	Conduct Business Plan Contest	✓		
		1.14	Develop Basic Education Equivalency Programme	✓		
		1.15	Enhance volunteer for community development		✓	
		1.16	Conduct volunteer day celebration, 5 December			✓
		1.17	Develop the monitoring and evaluation tool			

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.18 Develop Cambodian Youth database			✓
		1.19 Conduct orientation workshop on youth employment			✓
		1.20 Conduct annual meeting on National Youth Development Council			✓
AC 2: Ensuring effective leadership management of education staff at all levels	0/1	2.1 Develop the capacity of institutions and officials in charge of youth work at the national and sub-national levels			✓
32. SCOUT COOPERATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	8/9	1.1 Support the organization	✓		
		1.2 Support unit material and equipment	✓		
		1.3 Strengthen the Scout Patrol System	✓		
		1.4 Training of senior leaders of the Cambodian National Scouts at the level of 2 wooden cards	✓		
		1.5 Workshop on the implementation of the Cambodian National Scout Policy	✓		
		1.6 Peace Messenger for my community	✓		
		1.7 4th National Scout Camp			✓
		1.8 Information Technology and Robot Competition	✓		
		1.9 International Relations Exchange	✓		
33. PLANNING					
AC 2: Ensuring effective leadership management of education staff at all levels	20/25	2.1 Support the organization process	✓		
		2.2 Procurement of office supply, document print, ICT equipment, non-ICT equipment, furniture and transport	✓		
		2.3 Support and mentor to formulate ESP at district level	✓		
		2.4 Monitoring on implementation of ESP at provincial level	✓		
		2.5 Study and design a scoring tool for assessing ESP 2019-2023 at provincial level	✓		
		2.6 Study and collect data on Leader and Management of Woman			✓
		2.7 Support and mentor to formulate AOP at provincial level	✓		
		2.8 Support and mentor to formulate School Development Strategic Plan and Annual Operational Plan	✓		
		2.9 Study and design a scoring tool for assessing AOP by sub-sector at provincial level	✓		
		2.10 Monitoring and supporting the implementation of P-JTWG	✓		
		2.11 Monitoring and supporting for the use of the AMIS database system at provincial level	✓		
		2.12 Conduct workshop on The education strategic plan of DOEs	✓		
		2.13 Conduct consultative workshop on The tool for assessing PESP 2019-2023	✓		
		2.14 Prepare The Capacity Development Master Plan	✓		
		2.15 Conduct consultative workshop on The tool for assessing AOP 2020 by sub-sector at provincial level	✓		
		2.16 Conduct training on The Strategy Plan Development for National and Sub-national level			✓
		2.17 Implement policy and education reform strategy			✓
		2.18 Gender mainstreaming in education sector			✓
		2.19 Conduct training on The AOP preparation of National, Sub-national and School level	✓		
		2.20 Conduct training on PB indicator preparation of National and Sub-national level			✓
		2.21 Offer training to secretariate of P-JTWG	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.22 Conduct workshop on The review of P-JTWG semester and annually	✓		
		2.23 Conduct JTWG-Ed quarterly meeting	✓		
		2.24 Conduct JTWG-Ed Retreat on Education	✓		
		2.25 Joing international conference meetings	✓		
34. PERSONNEL					
AC 2: Ensuring effective leadership management of education staff at all levels	18/35	1.1 Support the organization process	✓		
		1.2 Goods Procurement	✓		
		1.3 Speed up preparation budget for newly graduated teachers via filling in factsheet for readying students before ending exam.	✓		
		1.4 Collaborate and examine on guideline of workplace transferred implementing for education staff in the province.			✓
		1.5 Collaborate and examine in providing work place for pre-school, primary and basic education newly graduated teachers.		✓	
		1.6 Collaborate and distribute new framework for the 2020 entrance exam		✓	
		1.7 Continue to inspect and evaluate the implementation of policies, guidelines and regulations related to human resource management	✓		
		1.8 Research and revise the principles of appointment, change and norms on the use of education staff	✓		
		1.9 Examine the current performance of national and sub-national human resource officers with the professional skills of stakeholders to prepare training plans (10 national units, 20 sub-national units and 50 schools)		✓	
		1.10 Monitor the performance of directors who have received training on personnel management in 9 provinces	✓		
		1.11 Preparation salary and other allowance of MoEYS staff and contractual staff at Central Level.	✓		
		1.12 Inter-ministerial committee inspects oversupply of teachers and holds consultation meeting on current sponsorship principles	✓		
		1.13 Consultation Workshop on Teacher Deployment Principles			✓
		1.14 Co-study the situation of remote and disadvantaged areas to find measures to reduce the area			✓
		1.15 Consultation Workshop on Remote areas and Disadvantage Areas (150 participants, Kampong Cham Province)	✓		
		1.16 Study tour at overseas (ASEAN) to find out the Human Resource Management and attend the meeting.		✓	
		1.17 Prepare orientation workshop to graduated students on personnel task.	✓		
		1.18 Organize training courses for management and human resources officers on staff work (2 areas)	✓		
		1.19 Workshop on Solving Challenges in Dividing the Framework in 2019 and Consulting on Dividing the Framework in 2020 (2 Areas)	✓		
		1.20 Workshop to disseminate and promote the evaluation of the quality of education staff at the national level and pilot at the sub-national level			✓
		1.21 Organize mandatory training on gender responsive management for unit heads			✓
		1.22 Train and support sub-national education staff in 9 districts on human resource management and development in the unit (Siem Reap)			✓
		1.23 Train soft skills and support education staff in 10 sub-national districts on human resource management in the unit (Banteay Meanchey)			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.24 Consultation Workshop on Draft Principles for Appointment and Change of Workplace (200 participants)	✓		
		1.25 Workshop to disseminate special promotion principles to talented teachers			✓
		1.26 Collaborate to disseminate and promote teacher evaluation and propose principles, discipline and promotion			✓
		1.27 Dissemination Workshop on the Career of Teachers, Regular Career Development Policy for 150 sub-national education staff and schools			✓
		1.28 Exam to select higher education teachers for teaching in public higher education institute. (100 participants)		✓	
		1.29 Continue to install HRMIS system in high schools that do not yet have the system	✓		
		1.30 Training courses on the production of quality information to decision encouraging change deployment and education planning staff at the sub-national level (56 participants, Kampt Province)			✓
		1.31 Training on Capacity Building for Professional Officers of the Department of Public Administration, Municipal, District, Khan and School Director on Data Collection (AESCF), Repair and Use of Software and Hardware for HRMIS	✓		
		1.32 Training the developers for HRMIS Management and its security online in Thailand.(3 participants)			✓
		1.33 Workshop on upgrading and maintaining HRMIS at sub-national level to include information on women participation, people with disabilities, people from ethnic minorities etc.(51 participants at Mondoliri Province)	✓		
		1.34 Deploy and build capacity on use and analysis of HRMIS data to sub-national.(39 participants)	✓		
		1.35 Monitoring and Trouble shooting include on the job tanning at PoEs and DoEs level.(85 participants)	✓		
35. FINANCE					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	5/6	1.1 Provide scholarship to poor student	✓		
		1.2 Provide scholarship for disability students at higher education institution	✓		
		1.3 ROBOT competition ceremony in Cambodia			✓
		1.4 One-window service reward	✓		
		1.5 Material and Materialism	✓		
		1.6 Other subsidies	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	19/30	2.1 Support the organization process (Primary Sub Sector)	✓		
		2.2 Improving the school and unit environment	✓		
		2.3 Celebrate world teacher's day 5 October	✓		
		2.4 Pre-school, Primary school and secondary school operation funds	✓		
		2.5 Support to SOF implementation at pre-school	✓		
		2.6 Non-sub-program entities under the Department of Finance	✓		
		2.7 Office supply, IT and Non-IT Equipment procurement	✓		
		2.8 Procurement of non-IT technical equipment	✓		
		2.9 Strengthen to the finance management	✓		
		2.10 Monitor to budget implementation of ECE sub-sector and FMIS through collaborate with POEs and DOEs	✓		
		2.11 Support to DOEs for monitoring schools on SBM/SOF & maintaining a reporting data base system		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.12 Mentor and coaching to POEs on EFMS system	✓		
		2.13 Monitor to 126 contraction groups on the procedure of financial management		✓	
		2.14 Monitor to public school implement a SEIP project		✓	
		2.15 Research work within the framework of the Ministry of Education, Youth and Sports		✓	
		2.16 Develop for digital education by 2020	✓		
		2.17 Strengthen to education officer on The Financial Management through IT system (secondary schools)			✓
		2.18 Capacity building the doctoral education	✓		
		2.19 Strengthen to principal and treasurer capacity of school on The Financial Management by IT	✓		
		2.20 Staff capacity building on Finance implementation	✓		
		2.21 Capacity building on Financial Management System of MoEYS to the budget entities at national level and POEs implementing the budget have yet respond to target indicator	✓		
		2.22 Conduce workshop on Change Management for DoF's staff and unit implement change management reform programme			✓
		2.23 Capacity building on Procedures of Finance Unit Management			✓
		2.24 National technical advisor and auditor	✓		
		2.25 Develop financial management IT system	✓		
		2.26 Continue to adjust financial management procedures		✓	
		2.27 Annual SOF budget performance review meeting		✓	
		2.28 Support performance by international technical advisor	✓		
		2.29 Prepare IT system for financial report linkage ESP and AOP reflect to performance report (Collaborate with DGPP)		✓	
		2.30 Collaborate with the budget system planning linked to the policy.		✓	
36. INTERNAL AUDIT					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	7/12	1.1 Purchase Supplies and maintenance	✓		
		1.2 Office Supplies	✓		
		1.3 Improve and evaluate recommendation	✓		
		1.4 Audit and information collection	✓		
		1.5 Capacity development of audit officers			
		1.6 Conduct a pilot perform audit, audit, achievement audit And on information technology			✓
		1.7 Review and Revise the internal audit procedure that are in line with the ministry of Education Youth and sport budget structure		✓	
		1.8 Conduct a pilot audit using a draft of the internal audit procedure manual	✓		
		1.9 Training in language or information technology			✓
		1.10 Disseminate Internal Audit report			✓
		1.11 Training in information technology Audit	✓		
		1.12 Workshop on Performance audit and Information Technology audit			✓
37. EDUCATIONAL QUALITY ASSURANCE					
AC 1: Ensure inclusive and	12/32	1.1 Purchase Supplies and maintenance	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
equitable quality education and promote lifelong learning opportunities for all		1.2 Office supply Material,Transport and ICT equipment	√		
		1.3 Research on Educational quality		√	
		1.4 Monitor AOP of Inspection Office	√		
		1.5 Conduct workshop on Testing Book Writing			√
		1.6 Conduct Pilot test			√
		1.7 Workshop for Test Supervisors and Directors			√
		1.8 Conduct nationwide test			√
		1.9 Editing and coding workshop			√
		1.10 Disseminate national result assessment in Grade 3			√
		1.11 Implement regional test (SEA-PLM)	√		
		1.12 Make a donation to OECD International Organization	√		
		1.13 Conduct international assessment (PISA) pilot			√
		1.14 Monitor learning assessment framework at Resource high school	√		
		1.15 Conduct 21st Century professional assessment test	√		
		1.16 International ceremony on Learning assessment for developing country	√		
		1.17 Capacity building on Implementation of learning assessment	√		
		1.18 Evaluate EGRA & EGMA programme of target provicnes	√		
		1.19 Thematic inspection and monitor at secondary school		√	
		1.20 Thematic inspection and monitor at primary school		√	
		1.21 Train to Inspection official and DTMT group (short couse)		√	
		1.22 Train to official of Inspection office throug mentoring and performance			√
		1.23 Build capacity of core trainers from POEs, DOEs, Clusters, PTTC, TEC and RTTC on Leadership and relevant subjects			√
		1.24 Refresh training on Observations methods, feedback and report writing		√	
		1.25 Train DTMT group on implementation of school self-assessment and analysis through practical	√		
		1.26 Study research on The motivation of DOE, school and method of identity setting (DOE's DTMT level)			√
		1.27 Train DTMT group on The commandments of educational quality assurance (Internal and External)			√
		1.28 Train officials of Inspection office are not inspector			√
		1.29 Conduct annual meeting on Thematic Inspection	√		
		1.30 Regional Inspection (08 Areas)			√
		1.31 Capacity building of inspectors and DTMT team			
		1.32 Measure equivalent capacity and determine equivalent certificates in collaboration with relevant institutions		√	
		AC 2: Ensuring effective leadership management of education staff at all levels	0/1	2.1 Capacity building of officials on the implementation of national, regional and international student performance assessment test	
38. INSPECTORATE OF ADMINISTRATION AND FINANCE					
AC 2: Ensuring effective leadership management of education staff at all levels	5/7	2.1 Process of Unit	√		
		2.2 Procurement budget	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.3 Monitor progress of improvements	✓		
		2.4 Regular inspection	✓		
		2.5 Accidental inspection.	✓		
		2.6 Workshop on Dissemination of Regional Inspection Report			✓
		2.7 Strengthening skills of the inspection framework			✓
39. INFORMATION AND ASIAN AFFAIRS					
AC 2: Ensuring effective leadership management of education staff at all levels	4/16	2.1 Support the organization process	✓		
		2.2 Procurement budget			✓
		2.3 Monitor and evaluate on Awareness of ASEAN-SEAMEO			✓
		2.4 Collect information on the collection of children age 6 to free enrollment and disseminate information on Leader activities of MoEYS to 24 POEs		✓	
		2.5 Buy to the magazine for ministry leaders		✓	
		2.6 buy newspaper for ministry of leaders		✓	
		2.7 Reporters and media activities of the Ministry of Education, Youth and Sports, local and international	✓		
		2.8 Product education, youth and sport achievement documentary film			✓
		2.9 Product the achievement book of education, youth and sport			✓
		2.10 Printing of education newsletter of education, youth and sport			✓
		2.11 Collect information of education, youth and sport to product folding card			✓
		2.12 Folding printed cards of Education, Youth and Sports Performance		✓	
		2.13 Print educational posters		✓	
		2.14 Disseminate education posters	✓		
		2.15 Train capacity of education official and student on ASEAN-SEAMEO cooperation, preparation, creation support and the ASEAN room processing		✓	
		2.16 Develop capacity on Writing skill, Information collection and disseminate information, ASEAN-SEAMEO awareness, vision and achievement	✓		
40. LEGISLATION					
AC 2: Ensuring effective leadership management of education staff at all levels	5/28	2.1 Support the organization process	✓		
		2.2 Support the procurement process	✓		
		2.3 Survey on effectiveness of educational legal framework implementation for primary, secondary and technical education sub-sector			✓
		2.4 Provide technical support and strengthen accountability of leadership and management in good governance framework			✓
		2.5 Monitor the implementation of legal framework on providing education service in private sector		✓	
		2.6 Monitor the implementation of social accountability for education sector in public primary schools		✓	
		2.7 Provide technical supporting of services delivery at target Krong district Khan of one window service		✓	
		2.8 Survey and analyze of impact assessment for preparing legal framework in education sector		✓	
		2.9 Support rights protection and consult for education personnels		✓	
		2.10 Monitor and survey the dispute cases of education officials		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.11 Survey on impact assessment for preparing education legal framework		✓	
		2.12 Consult for preparing educational legal framework	✓		
		2.13 Workshop on education legal framework for primary, secondary and technical education sector		✓	
		2.14 Review workshop on the result of legislation working in education sector			✓
		2.15 Orientation workshop on procedure of assessment and establishing legal framework			✓
		2.16 Consult to design, publish and dissemination booklet on prevention of trafficking in persons	✓		
		2.17 Dissemination workshop on the implementation of education social accountability for public primary school			✓
		2.18 Workshop on the implementation of good governance programe in education sector			✓
		2.19 Consultation and disseminationn workshop on regulatory impact assessment			✓
		2.20 Workshop on strengthening of management and solving dispute of personnel education			✓
		2.21 Workshop on legal framework against fake products			✓
		2.22 Dissemination Workshop of implementation Decentralization and Deconcetration reform in education sector	✓		
		2.23 Build legal framewok for supporting educational function transfer to sub-national administration		✓	
		2.24 Pepare technical guideline on standard principle, policy, and procedure of the implementation of educational function transfered to sub-national administration		✓	
		2.25 Prepare medium strategic activity plan and education decentralization and deconcentration reform activity plan		✓	
		2.26 Strengthen mechanism of education implementation of sub-national administration in new organizational structure		✓	
		2.27 Disseminate enacted legal framework especially adusting organizational and act of provincials department of education, youth and sport		✓	
		2.28 Provide regular support to 14 administration of Krong/District of Battambang Province on management and implementation of educational function by Krong/district administration		✓	
41. SCHOOL CONSTRUCTION					
AC 2: Ensuring effective leadership management of education staff at all levels	5/7	2.1 Support the organization process	✓		
		2.2 Support the procurement process	✓		
		2.3 Monitor, prepair, new school construction and administrative building under MoEYS	✓		
		2.4 Study visit relate to educational infrastructure at oversea		✓	
		2.5 Train school principals and relevant officials on strengthening education infrastructure management		✓	
		2.6 Maintenance and repair of school building affected by disasters	✓		
		2.7 Maintenance, repair of roads, trail, bridge and sewers	✓		
42. MATERIALS AND STATE PROPERTY					
AC 2: Ensuring effective leadership management of education staff at all levels	5/6	2.1 Organizational Operation Support	✓		
		2.2 Goods Procurement	✓		
		2.3 Monitor and Update State Property	✓		
		2.4 Monitor and Evaluate State Property Management	✓		
		2.5 Training on state property management and abroad study visit		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.6 Hand Over and Facilitate the import which TAX and VAT are the charge of the state	✓		
43. ADMINISTRATION					
AC 2: Ensuring effective leadership management of education staff at all levels	10/17	2.1 Organizational Operation Support	✓		
		2.2 Procurement	✓		
		2.3 Administration and archivement management in the Kingdom of Cambodia		✓	
		2.4 To introduce and patrol for request the medal in Education Sector	✓		
		2.5 To join organizing the certificates launching ceremony University and opening ceremony-school opening and deal with education sector	✓		
		2.6 Participate in opening and closing ceremony during sport matches and intelligent students examination			✓
		2.7 Join as a member of the delegation with the leadership of ministry team during his/her inspection mission at sub-national level	✓		
		2.8 To print 233 victory flags and 230 satisfactory certificates to 461 national and sub-national levels, and 250 appreciation letters to the national levles	✓		
		2.9 To parcitpate in various national ceremony and social works performance		✓	
		2.10 To print education congress and otheers	✓		
		2.11 To supply an support in Education Congress	✓		
		2.12 To participate in annual congress of education and objective for year 2018-2019 of POES and collect information relevant reports	✓		
		2.13 To print annual activities of the minister of ministry of education youth and sport	✓		
		2.14 To conduct training workshop on administration management to 100 educational staffs		✓	
		2.15 To conduct training workshop on archive management and archivement Management System to 170 educational staffs sub-national			✓
		2.16 To conduct training workshop on Flow-documentation to 70 euducation staffs			✓
		2.17 To conduct training workshop on Protocol Management to 80 national education staffs		✓	
44. CULTURAL RELATION AND SCHOLARSHIP DEPARTMENT					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	1/1	1.1 Scholarship selection examination processes to study abroad	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	8/16	2.1 Support administration process	✓		
		2.2 Products	✓		
		2.3 Monitor the partners' education projects implementation and attend the inauguration ceremony of the NGOs' project achievements		✓	
		2.4 Monitor poor student families which the students stay at the female dormitory			✓
		2.5 Disemmination of scholarship programs to study abroad	✓		
		2.6 Send off scholarship students to study abroad		✓	
		2.7 Pre-departure orientation for scholarship students and meeting with new foreign scholarship students to Cambodia	✓		
		2.8 Welcome courtesy meetings with foreign delegations and students	✓		
		2.9 Process of the dormitory and healthcare services	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.10 Honor madels and certificate of appreciation to phillanthropists		✓	
		2.11 National (Khmer and lunar) and international (Francophonie) events/festivals		✓	
		2.12 Contribute to international NGO's membership	✓		
		2.13 Meet and gather activities with foreign scholarship students			✓
		2.14 Provide scholarship allowances for foreign students	✓		
		2.15 Provide excursion and study tour to foreign scholarship students			✓
		2.16 Attend trainings and workshops		✓	
45. EDUCATION MANAGEMENT INFORMATION SYSTEM					
AC 2: Ensuring effective leadership management of education staff at all levels	8/29	2.1 Organizational Operation Support		✓	
		2.2 Office materials	✓		
		2.3 Printing	✓		
		2.4 Furniture			✓
		2.5 Materials and Information Technology Facilities		✓	
		2.6 Printing annual school census forms (ASCF)	✓		
		2.7 Check the education statistics and indicators for sub-national		✓	
		2.8 Support on process for the education management information system		✓	
		2.9 Monitoring the effectiveness of education data private and community pre-school and NGO			✓
		2.10 Monitoring the effectiveness of education data private and community pre-school and NGO			✓
		2.11 Set up on strengthen process filling, entering and manage online data			✓
		2.12 Supports the filling and producing of school statistical data, textbooks, and Clean water, sanitation in target schools		✓	
		2.13 Support the process of managing individual student data			✓
		2.14 Strengthen data collection on private school, community pre-school and data from line ministries		✓	
		2.15 Identifying schools in flood-prone areas: revising ASCF, Visit data collection to schools located in flood-prone areas			✓
		2.16 Conduct interviews and consulting on the questionnaire collecting inputs for the implementation of student data collection system at target schools in Puok district of Siemreap province	✓		
		2.17 Verify educational data validation with line ministries		✓	
		2.18 Publish the data management system by online			✓
		2.19 Workshop to disseminate on education statistics and indicators in national and sub national level	✓		
		2.20 Consultation Workshop on Strengthening Climate Change Database Management to Support the Ministry of Education Youth and Sporst with Contingency Planning	✓		
		2.21 Consultation Workshop on "Input Collection Process from Relevant Departments to Implement the Student Tracking System"			✓
		2.22 Improving the effectiveness of education data, general private school and community pre-school		✓	
		2.23 Strengthen the use of educational data collection tools			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.24 Strengthening data system management techniques by online			✓
		2.25 Conduct training on data processing through online system		✓	
		2.26 Conduct training on management, analysis and use of educational data		✓	
		2.27 Conduct training, verification and validation of data to target capital province municipality and district			✓
		2.28 Conduct training the principal and the school secretary on managing individual student data	✓		
		2.29 Conduct training on the use of pilot student data collection system (STS)	✓		
46. POLICY					
AC 2: Ensuring effective leadership management of education staff at all levels	22/27	2.1 Provide sufficient office supplies and technical equipment and ensure good services	✓		
		2.2 Office supplies, Electronic and Non-electronic Equipment	✓		
		2.3 Monitor and Evaluate on policy implementation No.1	✓		
		2.4 Monitor and Evaluate on policy implementation No. 2	✓		
		2.5 Disseminate policies and interventions on distance learning during the Covid-19 crisis at the community level (promote the participation of students, parents, guardians and stakeholders in distance learning)		✓	
		2.6 Formulate school meal policy		✓	
		2.7 Disseminate teacher career pathway policy C11			✓
		2.8 Develop teacher career pathway guideline		✓	
		2.9 Develop and revise education policy		✓	
		2.10 Attend workshops, trainings, study tours, education experiences exchange in the regional and global context (Early Childhood Education)	✓		
		2.11 Research study on the first topic: The Impact of Covid-19 on the School Operation System and Conditions for Reopening School in Cambodia	✓		
		2.12 Research study on the second topic: 21st Century qualifications for teacher trainers at teacher training institute	✓		
		2.13 Research study on the third topic: Review the policies pertaining to SRSS: rethinking the SRCs policies toward the improvement of student learning outcome (USESDP 3.7.2.1)	✓		
		2.14 Research study on the fourth topic: Impact of scholarship provided to teacher trainees on student learning at NIE (USESDP 3.7.2.2)	✓		
		2.15 Research study on the fifth topic: Tablet on wheels initiative Impact Evaluation (USESDP 3.7.2.3)	✓		
		2.16 Publish and Disseminate the research study results (CDPF 1.1.3.5)	✓		
		2.17 Four Policy Debates at Resource Schools (USESDP 3.6.1)	✓		
		2.18 Develop policy analysis tools (USESDP 3.6.2)	✓		
		2.19 Education forum: Disseminate all research findings (USESDP 3.7.3)	✓		
		2.20 Produce two policy briefs in Khmer and English (USESDP 3.7.4.1)	✓		
		2.21 Produce Action Research Guidebook (CDPF 1.1.1.1)	✓		
		2.22 Capacity building workshop for officials in order to prepare the policy analysis tools	✓		
		2.23 Capacity building workshop for officials in order to prepare the monitoring policy implementation tools	✓		
		2.24 Capacity building workshop for officials on education policy development	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.25 Capacity building workshop for staffs and SRS principals on practical data management and analysis skills Using SPSS (USES DP 3.7.5.1)	√		
		2.26 Capacity building workshop for staffs and SRS principals on action research (USES DP 3.7.5.1)	√		
		2.27 Offer 15 candidates to study PhD degree in France	√		
47. MONITORING AND EVALUATION					
AC 2: Ensuring effective leadership management of education staff at all levels	10/16	2.1 Organizational Operation Support	√		
		2.2 Procurement budget	√		
		2.3 Conduct mentoring and coaching to on result-based reporting the relevant officials at Sub-national level	√		
		2.4 Conduct mentoring and coaching to strengthen the capacity for school leaders and technical staff at the resource schools and network schools on the Monitoring and Evaluation Framework and tools for the resource secondary schools	√		
		2.5 Conduct the evaluation on performance of resource secondary school how to use the monitoring and evaluation framework and tools for the resources secondary schools.	√		
		2.6 Monitor the process and organization of the Provincial Education Congress	√		
		2.7 Monitor the preparation of result-based reports and the progress of the implementation of the annual operational plan			√
		2.8 Monitor the progress of education, youth and sport strategy reform implementation at all levels			√
		2.9 Monitors and evaluates the implementation of monitoring and evaluation tools for early childhood, primary, secondary and non-formal education sub-sectors.	√		
		2.10 Conduct workshop to disseminate the result-base report and orient on the preparation of the result-based report at national and sub-national levels	√		
		2.11 Consultative workshop on the preparation of a result-based report form in conjunction with the sub-sector budget to be accessible online			√
		2.12 Develop M&E tools for Youth and Physical Education and Sports sub-sector.		√	
		2.13 Finalize master plan on M&E	√		
		2.14 Develop the capacity of the departmental staffs on M&E			√
		2.15 Updated monitor and evaluation framework (2019-2023)	√		
		2.16 Conduct workshop to reflect on the implementation of monitoring and evaluation framework and tools for resource secondary schools.			√
48. INFORMATION TECHNOLOGY					
AC 2: Ensuring effective leadership management of education staff at all levels	22/24	2.1 Support the organizational process	√		
		2.2 Support the procurement process	√		
		2.3 Monitoring and evaluation on technical service provisions on ICT usage and infrastructure in national and sub-national as well as school levels	√		
		2.4 Collecting data of the update of ICT in education system	√		
		2.5 Dissemination workshop on Massive Open Online Courses (MOOCs) and utilization of e-learning portal	√		
		2.6 Introductory workshop on ICT in education services, MoEYS OER, e-learning portal, and MoEYS media portal and channel networks	√		
		2.7 Establishment and development of information technology systems		√	
		2.8 Organizing exhibition and competition relating with	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		science and technology			
		2.9 Installation and maintenance of educational multimedia studios for producing digital educational content, ICT facilities and infrastructure for national and subnational levels	✓		
		2.10 Producing digital contents and broadcasting live work relating to education, youth and sport via MoEYS web portal and social media network	✓		
		2.11 Introductory workshop on how to create multimedia contents for teaching and learning	✓		
		2.12 Dissemination Workshop on Self-Management Systems (MOOCs) and the use of electronic teaching and learning aids	✓		
		2.13 Blended training course on how to utilize e-learning platform and massive open learning courses (MOOCs)	✓		
		2.14 Consultative workshop on proceeding of ICT textbook grade 11	✓		
		2.15 Training course on the utilization of tablets in teaching and learning and ICT use for administration		✓	
		2.16 Training course on computer repair and maintenance, and guidebook development	✓		
		2.17 Training course on how to teach ICT courses and ICT lab management	✓		
		2.18 Equipping computers and ICT equipment to support ICT teaching and learning in secondary education level	✓		
		2.19 Welcoming education partners to visit MoEYS Cambodia on ICT in education cooperation	✓		
		2.20 Study visits of MoEYS/DIT officials to attend training programs, workshops, and congress on ICT education in local and oversea	✓		
		2.21 Workshop on standard roadmap of the utilization of ICT in SRSs	✓		
		2.22 DIT Staff continuous profesional development	✓		
		2.23 Blended training on the integration of e-learning on STEM subject	✓		
		2.24 Blended training on how to integrate MoEYS e-learning portal in teaching and learning for secondary education	✓		
49. EXAMINATION AFFAIR					
AC 2: Ensuring effective leadership management of education staff at all levels	11/19	2.1 Support upper secondary examination process			✓
		2.2 Support outstanding student examination in math, physics, and Khmer			✓
		2.3 Support olympiad examination in local	✓		
		2.4 Train olympiad outstanding students	✓		
		2.5 Send outstanding students abroad			✓
		2.6 High School Diploma Assistant			✓
		2.7 Sponsorship of Olympiad winners	✓		
		2.8 Support the DEA process	✓		
		2.9 Materials and equipments for secondary education examination	✓		
		2.10 Material and equipment for DEA process	✓		
		2.11 Monitor the processing of semester examination			✓
		2.12 Monitor the processing of lower secondary examination			✓
		2.13 Monitor the examination centers for upper secondary examination	✓		
		2.14 Capacity building on the update of student enrollment software for upper secondary exam	✓		
		2.15 Conduct workshop on the role of superior and assistant superior for upper secondary exam in 2020	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.16 Capacity building on anonymous letters for upper secondary exam	✓		
		2.17 Conduct workshop on writing, analysis and disseminate the upper secondary exam result 2019			✓
		2.18 Overseas Mission			✓
		2.19 Over time salary for teacher teaching outstanding student Olympiad	✓		
50. SPECIAL EDUCATION INSTITUTE (DEPARTMENT OF FINANCE)					
AC 2: Ensuring effective leadership management of education staff at all levels	15/20	2.1 Procurement of goods	✓		
		2.2 Shopping for day-to-day activities	✓		
		2.3 Training of 2nd generation blind and deaf teachers	✓		
		2.4 Search for signs in deaf communities and special education high schools	✓		
		2.5 Research on Khmer script to support the teaching and learning of blind students	✓		
		2.6 Teacher training for deaf students from 5 special education high schools	✓		
		2.7 Teacher training for blind students from 5 special education high schools	✓		
		2.8 Organize Disability Day and other days			✓
		2.9 Books and other materials to support student learning	✓		
		2.10 Support the education of children with disabilities in college and employment services	✓		
		2.11 Set up a modern library: Internet and computer		✓	
		2.12 Meeting to prepare various plans for strengthening the National Institute of Special Education	✓		
		2.13 Teacher training on environmental education	✓		
		2.14 Monitor and improve curricula for teacher training	✓		
		2.15 Follow student trainees during internships	✓		
		2.16 Follow up on the performance of the newly released student teachers	✓		
		2.17 Strengthen the capacity of trainers on skills education for children with disabilities	✓		
		2.18 Strengthen the capacity of signal research staff on research and printing skills		✓	
		2.19 Learn more about curriculum development at home and abroad		✓	
		2.20 Strengthen mechanisms and develop information technology systems on financial management		✓	
51. SOUTHEAST ASIA CENTER FOR TECHNICAL EDUCATION DEVELOPMENT "SEAMEO TED"					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	0/3	1.1 Social benefit spending		✓	
		1.2 Unit Support Costs		✓	
		1.3 Procurement of goods, equipment, technical information and non-information technology			✓
AC 2: Ensuring effective leadership management of education staff at all levels	0/14	2.1 Expand partnership between private schools on skills requirements		✓	
		2.2 Perform internships and internships with stakeholders		✓	
		2.3 Capacity building of teachers to provide technical education on curricula based on capacity and use of materials to support teaching and learning		✓	
		2.4 Monitor and evaluate the effectiveness of the implementation of general and technical high school standards		✓	
		2.5 Develop a quality assurance framework to provide secondary education technical education services		✓	
		2.6 Develop distance education systems, mobile		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		applications, open education resources and digital contexts to promote lifelong learning			
		2.7 Expand vocational and soft skills education forum for students			✓
		2.8 Participate in the ASEAN International Student Mobile Program			✓
		2.9 Develop research projects in collaboration with industry and higher education partners, both domestic and foreign		✓	
		2.10 Provide opportunities for young people to participate in and organize national and international programs			✓
		2.11 Develop digital literacy and soft skills training programs		✓	
		2.12 Develop the qualifications of teaching staff on teaching and learning and research in collaboration with local and foreign partner higher education institutions		✓	
		2.13 Develop and implement a performance management system for educators		✓	
		2.14 Study the capacity development needs of officials at all levels		✓	
52. TEACHER EDUCATION COLLEGE OF PHNOM PENH (DEPARTMENT OF FINANCE)					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	1/3	1.1 Support the organization process	✓		
		1.2 Procurement budget			✓
		1.3 Scholarship for teacher trainees		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	2/3	2.1 Training to improve the qualifications of primary school teachers to lower secondary school teachers (trainee fees and OT fees)	✓		
		2.2 Develop guidelines and supporting documents for the institute process		✓	
		2.3 Workshop on capacity building staff of institute	✓		
53. TEACHER EDUCATION COLLEGE OF BATTEMBANG (DEPARTMENT OF FINANCE)					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	0/2	1.1 Social benefit spending		✓	
		1.2 Institute Supplies		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	4/9	2.1 12 + 2 primary teacher training	✓		
		2.2 12 + 4 primary teacher training	✓		
		2.3 12 + 2 basic level teacher training	✓		
		2.4 12 + 4 basic level teacher training	✓		
		2.5 Training for short-term trainees from elementary level teachers to basic level teachers (1st shift and 2nd shift, 1st shift 1.5 months)			✓
		2.6 Monitor and evaluate the implementation of the detailed curriculum and the performance of staff in the Battambang Pedagogical Institute		✓	
		2.7 Capacity building and implementation of Action Research and Educational Research		✓	
		2.8 12 + 2 and 12 + 4 pedagogical internships at all levels		✓	
		2.9 Teacher training and new teachers at the primary and local levels in target schools on education and teaching methods			✓
54. DIRECTORATE GENERAL OF INSPECTION (DEPARTMENT OF FINANCE)					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	1/1	1.1 Provide the awards, money with awards, and incentive award to good principal, good teacher, good school, good teacher in Khmer and Math of Grade 1, 2, and 3	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	5/7	2.1 Support the organization process	✓		
		2.2 Procure Office supply, ICT equipments and non-ICT (motor)	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.3 Progress on inspections	✓		
		2.4 Evaluate good principal, good teacher, good school, good teacher in Khmer, Math of Grade 1, 2, and 3	✓		
		2.5 Select the information of unusual incidents in education to Ministry leaders	✓		
		2.6 Collaborate with relevant organizations			✓
		2.7 Exchange experience of working			✓
55. PROCUREMENT ENTITY (DEPARTMENT OF FINANCE)					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	0/1	1.1 Social affair and contribution		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	2/9	2.1 Support processing unit	✓		
		2.2 Support procurement	✓		
		2.3 Participate in the procurement of procurement teams under the Ministry			✓
		2.4 Monitor and evaluate the implementation of contracts for the procurement of goods and construction		✓	
		2.5 Inspected, evaluated, handed over and received procurement of goods and construction throughout the capital-province		✓	
		2.6 Inspected and evaluated the validity of procurement of goods and construction throughout the capital-province		✓	
		2.7 Conduct workshop on public procurement procedures			✓
		2.8 Attend workshops outside the organization		✓	
		2.9 Strengthen mechanism and develop IT system of financial management		✓	
56. GENERAL DIRECTORATE OF ADMINISTRATION AND FINANCE (DEPARTMENT OF FINANCE)					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	1/1	1.1 Social benefit spending	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	4/4	2.1 Unit Support Costs	✓		
		2.2 Procurement cost support	✓		
		2.3 Strengthen financial management	✓		
		2.4 Study tour on financial reform	✓		
OTHER PROGRAMS					
57 GENDER MAINSTREAMING IN EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	1/1	1.1 Capacity building on Gender and leadership	✓		
58. MONITORING, EVALUATION AND MANAGEMENT OF CDPF					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	1/1	1.1 Monitoring of CDPF by CDPF Steering Committee and MOEYS Coordination for CDPF	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	1/1	2.1 UNICEF management, administration and, Recovery Cost	✓		
59. EDUCATION REFORM					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	1/1	1.1 Support SBM	✓		

Note: 1. Already implemented

2. Is being implemented

3. Not yet implemented

PART 3
TOPIC FOR DISCUSSION

TOPIC FOR DISCUSSION

ប្រធានបទទី១៖ បរិវត្តកម្មនៅក្នុងអេកូស៊ីស្តេមនៃការអប់រំឌីជីថល៖ ដោយបច្ចេកវិទ្យាអប់រំ និងការសិក្សាតាមប្រព័ន្ធ អេឡិចត្រូនិក

Topic1: Transformation in digital education ecosystem: EduTech and E-Learning

ប្រធានបទទី២៖ សុខភាពសិក្សាក្នុងបរិបទថ្មី

Topic2: School Health in New Context

ប្រធានបទទី៣៖ ការអនុវត្តវិធីសាស្ត្របង្រៀនតាមបែបបញ្ញត្តិ និងវិធីសាស្ត្របង្រៀនបែបថ្មី

Topic3: Implementation of concept-based and new teaching methodology

ប្រធានបទទី៤៖ កំណែទម្រង់គ្រឹះស្ថានបណ្តុះបណ្តាលគ្រូបង្រៀន

Topic4: Teacher Training Institution Reform

ប្រធានបទទី៥៖ ការលើកកម្ពស់ការគ្រប់គ្រងតាមសាលារៀនប្រកបដោយប្រសិទ្ធភាព

Topic5: Promoting Effective School Based Management

ប្រធានបទទី៦៖ ការត្រៀមរៀបចំកីឡាស៊ីហ្គេម៖ វឌ្ឍនភាព និងបញ្ហាប្រឈមនៃដំណើរឆ្ពោះទៅកីឡាស៊ីហ្គេមឆ្នាំ២០២៣

Topic6: Preparing for the SEA Games: Progress and challenges Towards the SEA Games 2023

