



KINGDOM OF CAMBODIA
Nation Religion King



MINISTRY OF EDUCATION, YOUTH AND SPORT

EDUCATION CONGRESS



THE EDUCATION, YOUTH AND SPORT PERFORMANCE
IN THE ACADEMIC YEAR 2020-2021
AND GOALS FOR THE ACADEMIC YEAR 2021-2022

25-26-27 April 2022

CONTENTS	Page
Part 1 : ACHIEVEMENT AND DIRECTION	
1. INTRODUCTION	1
2. PROGRESS	1
2.1. Overall Achievements of Education, Youth and Sport Sectors	1
2.1.1 Progress of Joint Monitoring Indicators	1
2.1.2 Progress of Core Breakthrough Indicators	2
2.1.3 Progress of the Implementation of Education, Youth and Sport Sectors Reform Strategy Based on 5 Pillars	3
2.1.4 Progress of the Management and Implementation of Education Strategic Plan	10
2.1.4.1 Progress of the Implementation of Policies, Plans, Statistics, Monitoring and Evaluation	10
2.1.4.2 Progress on the Implementation of Cooperation Financing	12
2.1.4.3 Progress of the Implementation of Legal, Decentralization and Deconcentra Reform	24
2.1.4.4 Progress of Public Administration Reform	26
2.1.4.5 Progress of Public Financial Management Reform	29
2.1.5 Progress of Operational Plan at National Level in 2021	35
2.1.6 Progress of Directions of Education Congress for School Year 2020-2021 at National Level	38
2.1.7 Progress of the Implementation of Policy Actions in 2021	39
2.1.8 Progress of Action Plan for School Year 2020-2021 in Capital-Provinces	41
2.2 Results by Sub-Sector	44
2.2.1 Sub-Sector : Early Childhood Education	44
2.2.2 Sub-Sector : Primary Education	53
2.2.3 Sub-Sector : Secondary and Technical Education	73
2.2.4 Sub-Sector : Higher Education	97
2.2.5 Sub-Sector : Non-Formal Education	110
2.2.6 Sub-Sector : Youth Development	123
2.2.7 Sub-Sector : Physical Education and Sports	129
3. DIRECTION FOR THE ACADEMIC YEAR 2021-2022	137
3.1 Sub-Sectoral Directions	137
3.1.1 Early Childhood Education Sub-Sector	137
3.1.2 Primary Education Sub-Sector	137
3.1.3 Secondary and Technical Education Sub-Sector	137
3.1.4 Higher Education Sub-Sector	138
3.1.5 Non-Formal Education Sub-Sector	138
3.1.6 Youth Development Education Sub-Sector	138
3.1.7 Physical Education and Sport Sub-Sector	138
3.2 Challenges and Directions for Cross-Sub-Sector Reform	139
3.2.1 Strengthening Policy, Planning, Statistics and Monitoring and Evaluation	139
3.2.2 Decentralization and Deconcentration	139
3.2.3 Personnel Management	139
3.2.4 Public Financial Management	140
3.2.5 Procurement	141
3.2.6 Training and Teacher Education	141
3.2.7 Curriculum Development	142
3.2.8 Administrative	142
3.2.9 School Construction	142
3.2.10 Printing and Distribution	142
3.2.11 Inspectorate of Administration and Finance	143
3.2.12 Internal Auditing	143
3.2.13 Education Quality Assurance	143
3.2.14 Material and State Property Management	144
4. CONCLUSION	144

PART 2: ANNEX	145
Annex 1: Progress of the Implementation of Annua Operational Plan 2021 (National Level)	147
Annex 2: Number of Activities of Directions of the Academic Year 2020-2021 (National Level)	148
Annex 3: Progress of the Implementation of Annua Operational Plan 2021 (Sub-National Level)	149
Annex 4 Number of Activities of Directions of the Academic Year 2020-2021 (Sub-National Level)	150
Annex 5: Progress of the Implementation of Directions Set in Education Congress 2020-2021: Key Reforms and Cross Sub Sectors	151
Annex 6: Progress of the Implementation of Directions Set in Education Congress 2020-2021 by Sub-Sectors	160
Annex 7: Progress of Implementation of Policy Action 2020 and 2021	165
Annex 8: Progress of the Implementation of Annual Operational Plan 2021 (National Level)	170
PART 3: DISCUSSION TOPIC	201
Topics for Discussion	203

PART 1
ACHIEVEMENT AND DIRECTION

1. INTRODUCTION

2020-2021 is the 3rd year that the Ministry of Education, Youth and Sports has 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 Framework of Cambodia's Education 2030 Roadmap of the Sustainable Development Goals 2030.

Work performance in line with sub-sector and operational plan application in 2021 has been shown in the content of this educational conference report as a review of activities progress and measurement in comparison to targets of key performance indicators, which Ministry of Education, Youth and Sport, institutions and relevant partners have tried to achieve in context of Covid-19, in line with Education Sector Reform Phase 3, which is "Establishing of Education System and Capacity Development", as a precondition for Phase IV, "Human Resource Training for Revolution of Digital Economy".

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, Public Investment Plan and Annual Operational Plan.

In School Year 2020-2021 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 2019-2020	Actual 2020-2021	Target 2021-22	Actual 2021-22	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 7.0% (8.7% male. 5.3% female) in School Year 2019-2020 to 4.9% (5.6% male. 3.4% female) for School Year 2021-2022	6.3% in total (7.8% male. 4.7% female) (2018-2019)	7.0% in total (8.7% male. 5.3% female) (2019-2020)	5.3% in total (5.3% male. 6.2% female) (2020-21)	7.98% in Total (9.77% male 6.09% Femal) (2020-21)	↓
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 6. -Writing: Decreased from 39.6% in School Year 2017-18 to 33.6% in School Year 2020-21 - Mathematics: Decreased from 53.2% in School Year 2017-18 to 47.2% in School Year 2020-21	Writing 39.6% (2017-2018) Mathematics 53.2% (2017-2018)		Writing 33.6% (2020-2021) Mathematics 47.2% (2020-2021)	Writing 53.9% (2020-2021) Mathematics 74.3% (2020-2021)	↓
	2.2 Percentage of students achieving at the "below basic "proficiency level for grade 8 - Writing: Decreased from 71% in School Year 2017-18 to 65% in School Year 2021-22 - Mathematics: Decreased from 36.3% in School Year 2017-18 to 30.3% in School Year 2021-22				Implementing 2023-2024	
3. Student enrolment in lower secondary increased. and dropout rate	3.1 Lower secondary gross enrolment rate (GER) increased from 60.7% (55.3% male. 66.6% female) in School Year 2020-21 to 66.7% (65% male. 72% female) in School Year 2022-23	59.9% in total (55.1% male. 65.1% female)	60.7% in total (55.3% male. 66.6% female)	63.7% in total (61.1% male. 68.6% female)	68.55% in Total (63.53% male 73.81% female)	↑

reduced	3.2 Dropout rate at Lower Secondary Education decreased from 18.2% (19.6% male, female 16.9%) in School Year 2019-20 to 10.3% (10.9% male, 9.2% female) in School Year 2021-22.	18.6% in total (20.0% male, 17.4% female) (2018-19)	18.2% in total (19.6% male, 16.9% female) (2019-20)	11.6% in total (12,3% male, 10,5% female) (2020-21)	16.6% in total (16.92% male, 16.31% female) (2020-21)	→
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Note: ↑ Achieved → Likely to Achieve ↓ Unlikely to Achieve

Table 1 shows that the enrolment at Lower Secondary Education increases higher than the target (68.55 percent); flow rate of students in primary education does not achieve the target; flow rate of students in lower secondary education is likely to achieve; result of performance assessment of student in Grade 6 on Khmer Language and Mathematics cannot achieve the target (Writing 53.9 percent and Mathematics 74.3 percent).

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	Actual 2020-21	Target 2021-22	Actual 2021-22	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)	%	61,1	63,2	59,58	↓
	<i>Male</i>	%	58,6	62,5	59,88	→
	<i>Female</i>	%	62,3	64,0	59,27	↓
2.	Completion rate in primary education	%	87,4*	85,5	91,72 *	↑
	<i>Male</i>	%	83,4*	83,8	89,21 *	↑
	<i>Female</i>	%	91,6*	90,1	94,36 *	↑
3.	Completion rate in lower secondary education	%	48,1*	51,4	56,50*	↑
	<i>Male</i>	%	43,1*	48,5	51,91*	↑
	<i>Female</i>	%	53,4*	55,3	61,30*	↑
4.	Percentage of students achieving "below basic" proficiency level for Khmer language, Mathematics and Physics					
	<i>Khmer Reading in Grade 3</i>	%				
	<i>Khmer Writing in Grade 3</i>	%				
	<i>Mathematics in Grade 3</i>	%				
	<i>Khmer Reading in Grade 6</i>	%		25,5***	36,3	↓
	<i>Khmer Writing in Grade 6</i>	%		33,6***	53,9	↓
	<i>Mathematics in Grade 6</i>	%		47,2***	74,3	↓
	<i>Khmer Reading in Grade 8</i>	%	Implement 2022-23			
	<i>Khmer Writing in Grade 8</i>	%	Implement 2022-23			
	<i>Mathematics in Grade 8</i>	%	Implement 2022-23			
	<i>Physics in Grade 8</i>	%	Implement 2022-23			
	<i>Khmer Reading in Grade 11</i>	%	Implement 2023-24			
	<i>Khmer Writing in Grade 11</i>	%	Implement 2023-24			
	<i>Mathematics in Grade 11</i>	%	Implement 2023-24			
	<i>Physics in Grade 11</i>	%	Implement 2023-24			
5.	Percentage of primary teacher qualified according to national standard	%	75,0	77,0	77,75	↑
6.	Gross enrolment rate in higher education	%	13,3**	15,1	12,43***	↓
	<i>Male</i>	%	15,5**	17,8	11,89***	↓
	<i>Female</i>	%	11,9**	12,7	12,08***	→
7.	Adult Literacy Rate (15-above)	%	87,8	86,9	87,7***	↑
Policy 2: Ensure Effective Leadership and Management of Education Staff at all levels						
8.	Numbers of school principals trained in School Based Management (in primary and secondary)	No	630	700	605	↓

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

* Including private schools. ** statistic School year 2019-2020 *** statistic School year 2020-2021 (included private)

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

Table 2 shows that the completion rate at primary and lower secondary educations increases higher than the target (primary education 91.72 percent and lower secondary school 56.5 percent), and qualified primary teachers according to national standard increase higher than the target (primary education 77.0 percent). For other core breakthrough indicators which cannot achieve the target, it requires efforts in providing support from all relevant actors.

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

Curriculum and Teaching Methodology

- Adopting and piloting teacher training program at basic level, teaching at senior secondary school 12+2 according to credit System;
- Including early-grade reading and mathematics in teacher training program at primary school;
- Adopting framework of teacher training program Bachelor+2;
- Practicing learning and teaching in educational establishment via online, school principals training via online and writing research thesis to reflect the capacity of applying technology and studies in context of covid-19; and
- Adopting a Manual on Establishment of Biological Community in Public Educational Establishments.

Capacity Development and Strengthening Quality of Teaching Trainers

- Adopting a principle for authorization of mechanism for implementing the National and International Scholarship Program for Master's Degree in Education in order to achieve Diplomas of Master's Degree and Doctorate Degree;
- Promoting qualification of teacher trainers in National Institute of Education of Phnom Penh and Battambang Teacher Education College to achieve Diploma of Master's Degree in Japan;
- Promoting qualification of teacher trainers at Regional Teacher Training Center and Pre-School Teacher Training Center to achieve Diploma of Master's Degree in Education in Australia;
- Entering into the Agreement on Promoting Educational Capacity of Information Technology at Provincial Regional Teacher Training Center and Junior Secondary Schools in Cambodia between the Ministry of Education, Youth and Sports and Korea International Cooperation Agency (KOICA);
- Promoting qualification of teacher trainers at Regional Teacher Training Center and Provincial Teacher Training Center in Qualification Promoting Program for Teachers and Management;
- Promoting qualification of teacher trainers at Regional Teacher Training Center and Pre-School Teacher Training Center to achieve Master's Degree in Education, Curriculum and Teaching Methodology at Royal University of Phnom Penh;
- Implementing capacity building for management and teacher trainers at Regional Teacher Training Center and Pre-School Teacher Training Center in cooperation with UNICEF;
- The revising Teacher Career Pathway policy was approved by HE Minister, MoEYS on 29 January 2021. Currently, the policy is being piloted and to date: 21 school directors and 80 teachers have been accredited as 'Good School Director' and 'Good Teacher' respectively, and accredited into TCP on 29 January 2022;
- The Continued Professional Development (CPD) system was approved by HE Minister, MoEYS on 30 August 2021. The system is outlined in the approved: CPD policy, CPD action plan, CPD handbook and CPD credit system. To track the progress of each CPD submission through the system a CPD-database linked HRMIS was established and piloted in October 2021 and officially launched with mobile application on 01 February 2022. The database can be accessed at national and sub-national level. It is supported and maintained by the CPD-Management Office (CPD-MO) in the Department of Personnel; and

- Disseminating information about regular professional development and Manual on Regular Professional Development and Technology for Human Resource Development for Primary Schools.

Improvement of Learning Resources and Infrastructure

- Putting National Institute of Education of Phnom Penh Capital and Battambang Teacher Education College into official infrastructure practice;
- Equipping information technology equipment for learning and teaching in Regional Teacher Training Center and Pre-School Teacher Training Center;
- Providing of tablets with sim card slot and data to support learning and teaching at Provincial Teacher Training Centers;
- Providing scholarship to 30 student teachers, 10 student teacher per school, at Svay Rieng, Kampong Thom and Prey Veng Provincial Teacher Training Centers (25 US dollars); and
- Providing scholarship to 51 indigenous student teachers, 27 females, being trained at Kratie and Preah Vihear Teacher Training Centers, Stung Treng Regional Teacher Training Center and Pre-School Teacher Training Center.

Leadership

- Compiling book of experiences in applying school-based management; and
- Giving opportunity to school principals with good work performance to develop capacity through regular professional development.

Connecting Teacher Training Establishments with School of Practice

- Adopting the Instruction on Pedagogical Internship for Training Secondary Student Teachers Bachelor +2;
- Preparing tool for assessment of teacher work performance and connecting good teachers with good principals and good schools;
- Preparing principles, procedures and methods for assessment of student teachers based on learning outcomes; and
- Promoting the application of mixed pedagogical internship (in person and via online) for student teachers at teacher training establishments in response to Covid-19.

Ensuring Quality Teacher Training Establishments

- Adopting the In-Principle Authorization for Giving ranks of teacher trainers and assistant teacher trainers to 40 education staff, 14 females, at National Institute of Education of Phnom Penh Capital and Battambang Teacher Education College; and
- Adopting standard of teacher trainers at National Institute of Education.

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

Review of Curriculum and Basic Textbooks

Review of Curriculum

- Review of shorten curriculum for Khmer Language, Mathematics, Sciences and Social Studies;
- Creation and adjustment of existing curriculum in response to educational contexts, including Curriculum Framework for General and Technical Education (2018), STEM Education Program, Development of Curriculum for Media Design and App Design;
- Development of Application (App) for STEM Network Training Center, Online Teaching Methodology (Guiding Documents for New Teaching Methodology) based on Constructivist Teaching Methodology;
- Improvement of detailed curriculum for Mathematics, Sciences, Khmer Language and Social Studies;
- Capacity development for capital department officials on development of prescribed curriculum and development of document of performance assessment for students in grade 9; and

- Development of documents of performance assessment for students in grade 9 for Khmer Language, Physics, Chemistry, Biology, Geology, Environmental Studies, Geography, History, Morals-Civics and Home Economy.

Preparation of Documents and Basic Textbooks

- Achieved 100% of development of basic textbooks for art studies in grades 1, 2 and 3, and 100% of development of 1st draft for grades 4, 5 and 6;
- Development of sample documents for process of teaching local life skills;
- Development of “Environment and Climate Change Education” book for teachers and students in grades 4, 5 and 6 in primary schools;
- Improvement of basic textbooks for Khmer Language, Mathematics, Sciences and Social Studies as well as development of extensive reading books, practicing books and a number of teaching materials;
- Enhancement of school enrollment in Basic Textbook Supply Management System;
- Strengthening mechanism for preparing a list of needs, list of distribution of basic textbooks according to school’s request and timely supply;
- Publication of 30,000 pieces of tourism documents for grade 11;
- Publications of 3,121,420 books with 177 titles, equal to 681,620,680 pages;
- Development and pilot of “Basic Textbook Supply Management System” in cooperation with World Education;
- Supply of 5,076,830 basic textbooks; among them, 3,380,544 books for primary education, 922,224 book for junior secondary education and 774,062 books for senior secondary education;
- Entry of book data in Table of Distribution of Basic Textbooks for School Year 2021-2022 at 9,085/9,085 schools, equal to 100 percent; and
- Complement of transporting 1,215,000 basic textbooks (100 percent) of PB-2021 for Phases 1 and 2 to all capital-provinces.

Preparation of Instruction and Teaching Methodology

- Preparation of Instruction on Implementation of Local Life Skill Program and publication for distribution.

Improvement of Learning Environment

Project Budget of the Royal Government

- Repair and renovation of infrastructure of Battambang Teacher Education College;
- Repair and renovation of infrastructure of National Institute of Education of Phnom Penh Capital;
- Repair and renovation of a 2-story building, equal to 8 classrooms, of Anuwat High School within the compound of National Institute of Education;
- In 2021 a community construction scheme for school improvement was been established with the MoEYS Community Construction Manual approved in July 2021. Prioritisation of the construction programme is directed by the School Construction Assessment Committee (SCAC) established by HE Minister in March 2020. The committee has established criteria and procedures for the selection of education facilities for repair and construction based on annual EMIS data. A key focus is on overcrowded, incomplete, dilapidated and remote schools, with water and sanitation infrastructure also being prioritised. In March 2021, the SCAC approved prioritised support for community construction of 50 schools with a total cost of KhR 15,640 million. In November 2021, following extensive shortlisting the SCAC approved the selection of support for community construction of a further 100 schools with a total cost of KhR 33,751.2 million. Construction of 19 buildings of primary schools equal to 127 rooms, 5 offices equal to 25 rooms; 6 buildings of secondary schools equal to 49 rooms and 1 library, and 2 buildings of high schools equal to 15 rooms in Kandal, Kampong Cham, Kampot, Ratanakiri, Prey Veng, Svay Rieng provinces and Phnom Penh capital; and

- Number of schools at all levels rated zero level of WASH (Water, Sanitation, and Hygiene) standards decreased from 2 509 (27%) in school year (SY) 2019/2020 to 2 068 (22,2%) in SY 2020-2021, and to 1 655 (17,7%) in SY 2021-2022.

Project Budget under Cooperation Financing Framework

- Construction of new Samdech Sangha Raja Chuon Nath Library (USES DP-II);
- Repair of buildings of resource high schools in 50 locations, equal to 100 rooms to be used as science laboratories (USES DP-II);
- Repair and renovation of infrastructure of National Institute of Education, including one three-story school building equal to 15 rooms, one-story building E equal to 3 rooms, 9 school buildings equal to 44 rooms, 2 restroom buildings equal to 16 rooms; construction of one gate, layout design, preparation of sewage system, concrete road, garden and fence of the institute (USES DP-II);
- Repair of resource buildings in 36 locations, 2 laboratories, 1 library, 2 computer rooms, achieved 10.15 percent (USES DP-II);
- Repair of 25 multipurpose rooms, achieved 87 percent (USES DP-II);
- Repair restrooms and wash basin of resource buildings in 18 locations (USES DP-II);
- Installation of solar energy in 50 locations (20 locations of resource high schools and 30 locations of network high schools) (USES DP-II);
- Repair of school buildings of network high schools in 87 locations, 87 libraries and 87 laboratories;
- Repair of 2 buildings, 8 rooms, of primary schools, and repair of 3 dormitories, 54 rooms, of high schools in Kandal province (USES DP-II);
- Renovation of library in line with standard of library for the 21st century;
- Improvement of education infrastructure at Teacher Training Centers in 11 provinces, including Kampot, Kampong Thom, Banteay Meanchey, Pursat, Kampong Chhnang, Kratie, Stung Treng, Preah Vihear, Svay Rieng, Kampong Speu and Preah Sihanouk provinces;
- Construction 4 school buildings, equal to 20 rooms, in Kandal province; 1 building of 5 rooms in Mondul Kiri province; 2 buildings, equal to 10 rooms, in Ratanak Kiri province; 5 buildings, equal to 25 rooms in Tbaung Khmum province; 3 buildings, equal to 15 rooms, in Svay Rieng province; 1 building, equal to 5 rooms, in Preah Vihear province; 1 building, equal to 5 rooms, and teacher guesthouse building in Kampong Chhnang province;
- Construction of a building of Center for Study, Research and Training, one dormitory building; repair of laboratory; and a workshop building at Institute of Technology of Cambodia is under construction (HEIP);
- Construction of one dormitory building, a building of Business Startup Training Center; repair of laboratory of Building A and Science, Technology, Engineering, and Mathematics (STEM) Building; and construction of vegetable garden at Royal University of Phnom Penh (HEIP);
- Construction of 2 dormitory buildings for female and male students, multipurpose building, building of Business Startup Training Center and repair of 4 laboratories and one vegetable garden at Royal University of Agriculture;
- Construction of one dormitory building and one Science, Technology, Engineering, and Mathematics (STEM) building; repair of three laboratories, laying of Karola tiles around the edge of pond and construction of one security post at University of Battambang (HEIP);
- Construction of one new school building, one workshop building, one building for hatching subject, fence, vegetable garden, pig pen, land filling at Svay Rieng University and construction of a two story building, equal to 8 rooms, at new Agricultural Station (HEIP); and
- Construction of 23 school buildings, equal to 299 rooms; 17 resource building, equal to 255 rooms; 5 teacher guesthouse buildings, equal to 15 rooms; 1 student guesthouse building, equal to 48 rooms; 32 restroom buildings, equal to 160 rooms; 23 wells; school fence measured 610 meters in length; a

concrete road measured 750 meters in length; 15 basketball courts and 8 football pitches in Phnom Penh capital, Kandal and Kampong Cham provinces (China Aid).

As of 04 April 2022, 4,487 school buildings, equal to 28,810 rooms, are high-esteemed donation from *Samdech Akka Moha Sena Padei Techo HUN SEN*, the Prime Minister of the Kingdom of Cambodia, and *Samdech Kete Prith Bandith BUN RANY HUN SEN*.

Pillar 3: Putting Inspection System into Practice

Inspection system, which ensures education quality and good school process, plays an important role in promoting education quality.

Inspection by Topics

- Dissemination of result of inspection report by topics, provision of feedback to all stakeholders on timely manner in order to contribute to improvement, such as management and supply of basic textbooks at schools, improvement of writing teaching methodology, provision of teachers to schools in need; and
- Conducting inspection by topics for two topics per schools, one topic for primary education and another one for secondary education. Each topic is based on National and Regional Test Assessment Report and Periodic Inspection Report.

Periodic Inspection

- Periodic inspection responds to cycle of inspection from 3 to 5 years at every school;
- School periodic inspection has provided outcomes of reports to schools and City-District-Khan Offices of Education, Youth and Sports after having conducted an inspection for no longer than 3 weeks in order to take action and improvement in timely manner for schools in need;
- Strengthening and monitoring groups of the Office of Education, Youth and Sports of City-District-Khan Administration are capable to monitor and evaluate school progress based on recommendations for quality periodic inspection;
- School principals are fully capable to conduct electronic school self-evaluation;
- Updating Guideline on Periodic Inspection, disseminating and putting it into official practice;
- Harmonizing and updating inspection tools at all levels (25 indicators in total);
- Adoption and putting Aide Memoire for School Inspection into official practice;
- Examining and improving school monitoring tools during the spread of Covid-19;
- Reviewing contents of Guideline on Implementation of Education Quality Inspection System for Capital-Province;
- Disseminating Guideline on Implementation of Education Quality Inspection System for Capital-Province; and
- Disseminating Internal School Inspection and Internal Inspection System to all stakeholders at national and sub-national levels.

Activities Supporting Inspection

- Training of 247 Educational Inspection Officials of the 5th Batch;
- Capacity building for officials of Inspection Office on analysing and writing quality inspection report by conducting actual inspection in schools;
- Capacity building for educational inspection on student performance assessment in 25 capital-provinces;
- Capacity building for national teacher trainers on analysing and writing a report on school inspection in order to arrange content and materials for providing further training to officials of Inspection Office in 2nd path;
- Building capacity on school assessment via electronic system or school data management system for strengthening and monitoring groups of city-district-Khan levels;

- Strengthening capacity of inspection officials in helping strengthen standardized grade test and examine monitoring tools via Google Form;
- Introducing and training on how to enter data of outcome of periodic inspection report and online inspection report in the context of Covid-19 to all inspection officials in all capital-provinces;
- Monitoring online learning of vulnerable students in the context of Covid-19 at 407 schools; among them, there are 223 primary schools and 184 secondary schools, and conducting on-site monitoring at 20 schools in 10 capital-provinces; and
- Ministry of Civil Service supports and continues the training on educational inspection in accordance with Letter No. 791 មស្ត.ជំនំ, dated March 10, 2021, in response to the need of the Ministry of Education, Youth and Sport.

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

Examination

- Strengthening monthly and semi-annual student assessment by examination with participation of stakeholders;
- Building capacity and deconcentrating Junior Secondary School Certificate Examination;
- Improving the guideline and system of Senior Secondary School Certificate Examination;
- Strengthening examination data management system to be more effective and modern;
- Preparing Instruction on Standardized Test for Junior Secondary School Certificate Examination; and
- Recording, adding and announcing the examination outcome via technology to improve its efficiency and credibility.

National Assessment (NLA)

- Reviewing contents of national test for grade 6 and making it consistent with the Global Proficiency Framework (GPF);
- Applying the national student assessment on Khmer Language and Mathematics for grade 6 in 230 model public and private primary schools; and
- The national Grade 6 Khmer and Mathematics learning assessments were conducted (directly) in November 2021 when the situation of Covid-19 became better. Over 6,000 students (53% female and 47% male) from 230 public and private schools across 25 provinces were assessed in Khmer literature and Math subject area. The preliminary results have been disseminated and consulted (directly) among 90 (09 female) relevant stakeholders on 31 January 2022, then the results were reviewed and approved by the Learning Assessment Steering Committee, chaired by H.E Minister. The official launching and publication of the findings was on 14th March 2022 chaired by H.E Minister, (directly) with 63 participants (4 females) of MoEYS leaders, relevant technical departments, DPs; and online mode with officials from PoEYS, DoEYS, PTTCs, and the target schools. All total participants is 710.

Regional Assessment (SEA-PLM)

Disseminating the result of regional assessment SEA-PLM to education staff members and stakeholders via online and in person, with 150 participants, 23 females.

International Assessment (PISA)

- Preparing test and questionnaire in Khmer language for piloting PISA-2022 Program;
- Choosing 35 sample schools for piloting PISA-2022 Program; and
- Preparing Aide Memoire on Instruction and Teaching in response to PISA-2022 Program and Sustainable Development Goal (SDG4) to help teachers in teaching students to achieve global basic knowledge and skills.

Early Grade Assessments (EGRA & EGMA)

- Strengthening capacity on techniques for early grade assessments (EGRA-EGMA) by using tablet to 66 test inspectors, 12 females;
- Collecting school information and preparing a student name list for early grade assessments (EGRA-EGMA) in 340 primary schools; and
- Completing the preparation of an initial report on early grade reading assessment and early grade mathematics assessment (EGRA & EGMA).

Impact of Assessment Reform

- Teachers of all educational levels are capable to develop national, regional and international assessment;
- The Inspection Office of the Capital-Provincial Department of Education, Youth and Sports is capable to develop national, regional and international assessment;
- Student teachers are capable to develop national, regional and international assessment;
- Technical training for the Inspection Office of the Department of Education, Youth and Sports in 25 Capital-Provinces to be capable to apply standardized test at capital-provincial level during the process of periodic inspection;
- Technical training for kindergarten, primary and secondary school teachers to be capable for conducting a specific standardized student learning outcome assessment at school level;
- Strengthening education assessment system at kindergarten and general education levels in order to improve the quality of education at school level and respond to Learning Outcomes Assessment Framework;
- Training on analysing and using result of standardized test at school level to improve teacher and learning, which might be the best method, and to help lead and facilitate the technique for preparation of 1) documents for self-study based on content of the lesson; 2) documents for self-study based on prescribed lesson; 3) documents for self-training; and 4) document for self-assessment to motivate teachers to conduct further study and research on lessons, and students to be able to do self-study and assessment with true effectiveness; and
- Long-term intervention via consultation on curriculum of student learning outcome assessment for teacher training program; Draft Aide Memoire for Development of Standardized Test for Teacher Training Centre (Primary School Teacher 12+2) and for Teacher Upgrading Program (TUP) of the Royal University of Phnom Penh.

Pillar 5: Higher Education Reform

Training and Credit System

- Creating best practice at higher education institutions, such as creating digital programs, sharing online learning experiences, practicing learning and teaching, establishing regular online classrooms, Cyber Online / Program, enrolment and payment of tuition fees;
- Follow-up on the study on student status after graduation and the preparation of reports on outcomes prepared by 5 higher education institutions; and
- Transformation of public higher education institutions into 6 public administrative institutions by providing financial management system, human resource management system, internal quality assurance system and information technology management system.

Research and Innovation

- Establishment of the Centre of Excellence for Hydrological Research at the Institute of Technology of Cambodia, the Centre of Excellence for Curriculum, Learning and Teaching and Assessment at the Royal University of Phnom Penh, and the Centre for Excellence for Research and Innovation at the National University of Management;
- Construction and equipping materials in 8 laboratories for research on STEM and agriculture in 5 targeted public higher education institutions;

- Implementation of 53 research projects focusing on stem and agriculture, of which 44 projects are linked to industry, including energy technology and management, mechatronics and information technology, agriculture and biodiversity and environment, water and environment, sciences of matter and structure, energy technology and management and food and nutrition technology; and
- Preparation of the 3rd National Research Forum on Building Ecosystem for Higher Education Research.

Internal and external higher education quality Accreditation system

- Implementation of higher education quality assurance system by preparing self-assessment reports on higher education institutions at 14 higher education institutions; and
- Strengthening the implementation of accreditation of 10 higher education institutions.

International Relations

- Authorization for 12 higher education institutions, 5 public and 7 private institutions, to cooperate in the implementation of joint curricula at national and international levels, including 40 curricula; and
- Improvement of curriculum to have good quality and meet the needs of labour market, in cooperation and partnership with International University.

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 the Capacity Development Master Plan (CDMP 2020-24)) on 11 May 2021 by HE Minister which was redesignated from the original planned CDMP 2019-23 due to Covid-19. Minister. Following this technical departments have conducted CDMP 2021 annual review to prioritise education staff capacity development needs. Between 2020 and 2024 the government budget supporting the CDMP is planned to incrementally rise from the 2020 baseline of \$51.9 million to \$124.3 in 2024.
- Prepared a Mid-Term Review Report on the Implementation of the Education Strategic Plan 2019-2023 and provided input for the review of the National Strategic Development Plan 2019-2023 to the Ministry of Planning.
- Approved the Cambodia's Secondary Education Roadmap 2030;
- Approved and disseminate the strategic budget plan for 2022-2024;
- Approved the Indicators for Program Budget 2021 and the National Operational Plan 2021;
- Approved the introduction of Education Monitoring and Evaluation Tool in the context of Covid-19 at national and sub-national levels;
- Provided technical support on preparation of Mid-Term Review Report on the Implementation of the Education Strategic Plan 2019-2023 at capital-provincial levels;
- Monitored and evaluated the implementation of Capacity Development Plan 2020-2024;
- Prepared a Performance Report on the Application of Budget for 2021 for the Ministry of Economy and Finance;
- Provided technical support on preparation of Annual Operational Plan at capital-provincial levels and updated system (Software) for the preparation of Annual Operation Plan for 2022 by sub-sectors at national, provincial, municipal, district and Khan levels;
- Provided technical support on preparation of Strategic Plan for School Development and Annual Action Plan, which 61% of schools had the Strategic Plan for School Development and 68% had 2021 Annual Action Plan;
- Prepared 3-Year Rolling Public Investment Program 2022-2024 for the Ministry of Planning;

- Updated the Joint Monitoring Indicator (JMI) to the Council for the Development of Cambodia;
- Prepared a Book on Cooperation and Partnership in Education Sector in 2021;
- Developed Result-Based Policy Framework and Public Investment Plan in Education Sector 2022-2030
- Approved 5-year prioritized and scheduled budget plan for infrastructure repair and construction by HE Minister in January 2022;
- Drafted Policy Framework for School-Based Management;
- Revised the Draft National Policy on School Meals;
- Prepared Tool for Educational Problem Analysis at school level;
- Organized STEM Education Policy Discussion Forum;
- Conducted study and research on factors influencing student decision on choosing sciences and social studies at upper secondary education in Cambodia;
- Conducted study and research on situation and challenges of multidisciplinary education at upper secondary education during Covid-19 in Cambodia;
- Conducted study and research on strengthening resilience that can quickly respond to obstacles;
- Conducted study and research on women's representation in teaching, leadership and management at upper secondary schools;
- Published Education Bulletin Vol 4, No. 1 and No. 2;
- Provided scholarships to 13 doctoral candidates, 7 females, to study in France;
- Provided capacity building on inclusive policy development for education staff members at central level, Phnom Penh and Battambang Teacher Education Colleges at capital-provincial levels and 56 development partners, 12 females;
- Provided training on practical study and research to 166 education staff members, 25 females, at the capital-provincial and municipal-district-Khan levels,
- Approved the Master Plan for Monitoring and Evaluation;
- Drafted framework for monitoring and evaluating the performance budget;
- Draft monitoring and evaluation tools for youth development sub-sector and physical education and sports sub-sector;
- Organized an online Orientation Workshops on Preparation of Performance Report in response to achievement indicators and dissemination of Performance Report for the first semester of 2021, with 120 participants;
- Completed the pilot implementation of Student Tracking Survey in Puok District, Siem Reap Province;
- Established the Primary Scholarship Management Information System (SMIS) managed by Primary department. It has been established in all 25 provinces and has provided training to schools with scholarship programs in 11 provinces. The Secondary Scholarship Program Management Information System managed by Secondary department and is operational in all 25 provinces. Training of school staff is scheduled in 2022 to allow data entry at sub-national level.
- Reviewed and edited questionnaires and launched an education data collection system for a complete online school;
- Produced Book of Education Statistics and Indicators at national and capital-provincial levels (public, private, community kindergarten, brochure, data on school cluster and school database).

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 2022-2024 with 36 projects; among them, 30 projects are in progress while the other 6 projects are for implementing the National Strategic Development Plan, with total budget of 250,281 million US dollars.

Table 3: Public Investment Program (PIP) for the Last 5 Years, from 2018-2020 to 2022-2024
(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		
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
2022-2024	36	250,281	6	46,307	24	95,094	6	108,880

We observed that number of projects of the Public Investment Program in 2022-2024 were 36, the same as those for 2021-2023; of which, capital investment project decreased by 3 projects, and technical aid project decreased by 1 project; however, the projects for implement NSDP increased by 4 projects.

Cooperation financing for education sector in 2021 had a total budget of over 144 million US dollars, which showed a decrease if it is compared to that in 2020. Among the 10 development partners, UNICEF and the People's Republic of China contributed the largest amount of budget followed by supporting projects of World Bank and Asian Development Bank.

The 10 cooperation financing agents for education sector of top ranks in 2021 are shown in the table below:

Table 4: 10 Development Partners contributed the most cooperation financing to support the education sector in 2021
(Unit: Thousand US dollars)

No.	Donor	Actual Expenses 2019	Actual Expenses 2020	Actual Expenses 2021	Plan for 2022	Plan for 2023
1	European Union	26,462	25,796	4,992	35,029	2,395
2	World Bank	15,669	16,868	8,288	20,926	23,240
3	UNICEF	12,022	13,372	9,905	14,246	10,734
4	Asian Development Bank	27,030	9,361	6,587	10,213	N/A
5	Japan	9,005	8,836	5,666	5,710	691
6	Sweden	8,613	8,446	5,263	N/A	N/A
7	People's Republic of China	3,879	4,819	9,905	N/A	N/A
8	United States Agency for International Development	9,517	4,509	5,301	9,801	9,801
9	Australia	5,906	4,115	5,529	1,213	N/A
10	UNESCO	4,336	3,300	2,641	3,193	219
Total Budget of the 10 Partners		122,439	99,422	64,077	100,331	47,080
Total Budget of other Partners		74,041	45,878	80,500	57,695	35,206
Total Budget of Non-Governmental Organization		61,769	53,070	58,306	27,518	10,962
Grand Total		258,249	198,370	144,577	185,544	93,248

(Source: CDC, Extracted from the Data on Official Development Assistance on February 17, 2022)

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 (USESDP1), 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 2022 in order to improve the quality of education services at upper secondary education. This project focuses on 1. increase in enrollment at upper secondary education, 2. improvement of quality and responsive education at upper secondary education, 3. Strengthening of institutional capacity in planning, managing and providing educational services. Key progresses include:

- Provided materials to 84 school buildings, teacher houses and repair of school buildings, including constructed new 14 resource buildings, 5 new school buildings (one 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; and 11 high school buildings are being repaired. Construction and repair works have been achieved 100 percent, including equipping of furniture, computer, laboratory, library;
- Provided 52 sets of tablets to 50 resources high schools and (2 sets for) the National Institute of Education;
- Expansion of scope and capacity of the website of the Ministry of Education, Youth and Sports by 92% (e-education website) and improve the capacity of 7,529 teachers, 2,791 females, to use online teaching;
- Provided materials to newly established departments and units, which the Department of Policy has received 3 tables, 10 chairs, 2 computers, 1 photocopier and 411 books; the Department of Information Technology has received equipment for producing STEM Experiment Video and content of digital education; the Department of Examination Affair and the Department of Quality Assurance have received materials for holding meeting and producing Blueprint for examination and assessment;
- Provided scholarship to 6,408 students, 3,872 females, equal to 60.42 percent; among them, there were 74 indigenous students, 36 females (the target was 6,000 students);
- Provided allowance of 20 dollars/month to 789 STEM teachers, 240 females, (all female teachers were provided), teaching in the 7 target provinces, and encouraged them to continue staying and teaching in disadvantaged areas, where there was lack of teacher (the target was 938 teachers);
- Provided scholarship to 496 student teachers, 246 females, equal to 49.60 percent (the target was 500 student teachers), at the National Institute of Education and Teacher Training Center, at an amount of 80 dollars/month for 10 months;
- Provided 6,038 sets of grade-12 basic textbooks of 12 subjects to grade-12 students in 7 target provinces, consisting of 6,883 students, 3,435 females, each of them got one set of basic textbooks; for the remaining textbooks, 5 percent of them have been kept in libraries of target high schools, and continued distributing to other high schools, who lacked of them;
- Published 21,000 grade-12 teacher books (11 subjects) and provided to 3,000 grade-12 teachers in 7 target provinces; for the remaining books, 5 percent of them have been kept in libraries of target high schools, and continued distributing to other high schools, who lacked of them;
- Improved curriculum of upper secondary education on Sciences, Mathematics and Information and Communication Technology (ICT) to meet regional/international standard, which achieved 100 percent; and training programs and training of upper secondary school teachers achieved 97.30 percent;
- Developed capacity of 250 upper secondary school teacher trainers, 103 females (target was 250), on STEM; 4,693 upper secondary school teachers, 1,461 females (target was 9,934 teachers), on STEM, and 7,047 teachers of career guidance and entrepreneurship education, 2,707 females (target was 13,300); and 891 Secondary School Management (target was 864), 485 monitoring and evaluation

officials, 68 females, (target was 450 officials); 1,279 Officials of Education Management Information System, 226 females; and 579 Financial Management Officials, 116 females;

- Provided School Improvement Fund (SIF) of 500 dollars/year to 50 resource high schools (target was 48 schools) and 247 network schools (target was 240 schools);
- Published Cambodia Education Research Journal (Journal) in Khmer and English languages in 6 volumes (2 volumes/year), Published 6 Summarized Policies and Prepared 5 Research Reports in Khmer Language and 7 Research Reports in English Language;
- Organized Annual Research Forum for 6 times, with 975 participants, 251 females, and on Facebook and Online Live with thousands of participants.

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:

- Finalized the Draft Sub-Decree on Modification to Structure of the National Institute of Education to be submitted to the Ministry of Civil Service;
- Adopted the Strategic Plan 2021-2025;
- Adopted Guideline on Career Consultation for School Management and School Advisors;
- Adopted Guideline on School Self-Reflection;
- Adopted Guideline on Management and Operation of Additional Curriculum on STEM Subjects at Resource Schools;
- Adopted Guidelines on Career and Consultation for School-Based Management and School Management;
- Developed Guidelines on Development Assessment Criteria and guidelines for application of assessment criteria on examination works;
- Produced materials and teaching documents for STEM subjects, with participation of professors from the National Institute of Education and international technical experts from VSO;
- Recruited 2 professors from the National Institute of Education to pursue Master's Degree in Library Management and 5 candidates for Doctorate Degree in Sciences (Physics, Chemistry, Biology);
- Prepared an inventory of required materials for training on New Regional Inspection System (training materials, training mechanism and various programs);
- Provided training on career and consultation for the Management of 50 Resource Schools, 11 females, and opened training on vocational consultation for 100 teachers, 52 females;
- Provided training on school self-reflection for 216 Management and teachers of 5 resource schools and 5 regional advisors;
- Provided training on use of documents of career guidance and consultation in schools, for 12 teacher trainers, 6 females;
- Renovated the existing classrooms into multi-purpose classrooms and life skills classrooms at 25 Resource Schools;
- Inspected and evaluated high school facilities, including 18 resource buildings, to improve water and sanitation facilities;
- Procured Bill of Quantity (BOQ) for improving Science Classrooms and Libraries at 87 Network High Schools;

- Procured package of materials for renovation of school library and contract for equipping furniture and various equipment for library at resource high school;
- Procured solar panel supply for 20 resource high schools and 30 network high schools;
- Prepared database, both hardware and software, for management and pilot work on professional development for teachers and software installation, achieved 70 percent.

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 management and improvement of school equipment, which has been implementing in 100 target secondary schools in 25 capital-provinces. Key progresses include:

- Target schools under the support of SEIP Project have applied distance learning and teaching online; 79 schools achieved effective standard, exceeded the plan by 40 schools;
- There were 1,972 new students' enrolment, 1,335 females, at target schools in the School Year 2020-2021; regarding the implementation of school reform in SEIP Project, number of students increased, more students received Grade A, B, and C in mathematics;
- National teacher trainers received training and more knowledge to be competent and give support to sub-national staff and target schools; so that, all target schools can achieve effective standards;
- 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 methods; involvements of community, parents and local authorities; and prepared internal self-assessment and assessment from World Bank;
- Organized Workshop on School-Based Management and Transformation from School-Based Management to Strategy of School Community;
- Cooperated with Higher Education Improvement Project, by cooperated 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 higher education; 2) students sharpen skills according to their propensity; 3) students have appropriate daily livelihood, and 4) students are affordable for pursuing higher education;
- Student teachers, who were teachers enrolled at the Royal University of Phnom Penh of the 1st, 2nd and 3rd batches, increased to 2,348 students, 987 females, it increased more than the plan (2,200 students). Up to the end of 2021, 885 teacher students, 352 females, have completed courses of both batches;
- Student teachers, who were teachers graduating from Teacher Upgrading Program for the 1st Batch (TUP1) and TUP2, participated in training at TUP3 to share experiences and receive digital literacy training from TUP3;
- Provided training to student teachers, who were teachers, on how to keep in touch with students and parents in the context of Covid-19 to enable students to continue their study and complete assignments and return them to school;
- 605 student teachers, 78 females, who were School Principals and Vice Principals (LUP) and Officials of Municipal-District Office of Education, were enrolled in program for the 1st and 2nd Batch at the Royal University of Phnom Penh; 150 student teachers, 10 females, of the 1st batch took graduation exam; student teachers of the 2nd batch will graduate in May 2022;
- Provided training to school principals on how to work with the community and how to motivate teachers at schools;
- Provided training to student teachers, who were School Principals and Vice Principals, on how to gather information related to school objectives - requirements, expected outcomes, outcomes and actions to be taken by all stakeholders at schools in order to write down this information as an experience document;

- Constructed 106 school buildings; of which, 68 buildings were located in 54 schools, consisting of 350 rooms; and 38 buildings consisted of 195 rooms (30 of which were constructed on new location, not among the target schools of the project, and the other 8 were constructed on the 100 target schools);
 - Constructed 30 buildings of teacher houses, consisting of 90 rooms;
 - Repaired and equipped experimental materials on Sciences (Physics, Chemistry and Biology) on 92 locations, consisting of 437 rooms;
- Published Books of tests, student questionnaires and school questionnaires for pilot data collection of PISA-2022;
- Organized a Workshop on Introducing Test Supervisors about “Pilot of Program for International Student Assessment (PISA) 2022”;
- Piloted test of PISA-2022 at 35 target schools in 13 capital-provinces with participation of 1,087 students (82.5%) in total, and 35 sample School Management completed the school questionnaire;
- Organized a Workshop on Answer Coding and Correcting Techniques for PISA-2022;
- Organized a Technical Workshop on Technique and Data Entry for PISA-2022;
- Organized a Workshop on Technique and Career Coding for PISA-2022;
- Sent data of Pilot PISA-2022 to the International Consultation Group of Educational Testing Service.

4. Fund of Global Partnership for Education 3 (GPE3) has 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) have an amount of 14.4 million US dollars (while result of variable part is included in the implementation of CDPF). Key progresses include:

- Adopted Credit System and Guidelines on Continuing Professional Development; the Continuing Professional Development System has been piloted in 5 primary schools in Puok district, Siem Reap province for Phase 1 and other 95 schools for Phase 2 in line with the Piloting Human Resource Management Information System, which has just upgraded its scope for online use; the Continuing Professional Development Management Office (CPDMO) and the Continuing Professional Development Accreditation Committee have been established and operated. 60 national teacher trainers (15 females), 30 officials of the Department of Education, Youth and Sports (8 females), 111 officials of the Office of Education, Youth and Sports of Municipal-District-Khan Administrations, and 2,874 school principals and teachers have received Training on Continuing Professional Development and Human Resource Management Information System;
- 67 trainers completed the Bachelor’s Degree in Education; completed four modules for multidisciplinary training for development of the professional capacity of teacher trainers in information and communication skills, teaching methodology focusing on pedagogical practice, student motivation, and training of 465 teacher trainers and the Management of Teacher Education College and Provincial Teacher Training Colleges ; edited the curriculum of 12 + 2 mathematics teaching methods and integrating the first-grade mathematics into student teacher training program at Provincial Teacher Training Colleges; handed over 380 tablets with SIM cards to the training targets; Prepared packages of curricula for Master's Degree in Education and Bachelor's Degree in Higher Education for the Provincial Teacher Training Colleges;
- Expanded the implementation of Reading Package for Grade 2 by provided training to 188 teacher trainers, 1,100 teachers, and 287 pedagogical advisors in Preah Vihear, Oddar Meanchey, Kratie and Stung Treng provinces. 115 teacher trainers, 2,066 grade-1 teachers, and 458 pedagogical advisors received training on packages of Early Grade Mathematic Teaching and Learning Materials. 101 teacher trainers, 824 grade-2 teachers, and 184 pedagogical advisors received training on packages of Second Grade Math Teaching and Learning Materials. Orientation on Early Grade Mathematic Teaching and Learning Packages for the Management of 1,362 schools in Siem Reap, Kratie, Oddar Meanchey, Preah Vihear and Stung Treng provinces

- Provided training on data analysis and report writing for early grade reading assessment to 15 officials of the Ministry of Education; finalized four reports on assessment of primary data on mathematics and Khmer language (reading) in Grades 1 and 2; in which 5,776 students took a test;
- Established a new system for primary school pedagogical counseling in schools by training 186 teacher trainers who were senior pedagogical advisors and continuing training 467 professional pedagogical advisors and 1,336 school pedagogical advisors in Siem Reap, Oddar Meanchey, Kratie, Preah Vihear and Stung Treng provinces. In addition, the pedagogical counseling data management system using Kobo Toolbox and Power BI has been designed to record and track pedagogical counseling data;
- Distributed 85,035 Grade-1 and Grade-2 mathematic textbooks to Grade-1 and Grade-2 students in target provinces, which supported home study during the spread of Covid-19; produced and disseminated 252 happy math video clips, short video explaining the exercises in the first- and second-grade smart monkey book, on the Ministry's website and UNESCO social media, to help parents regarding children study at home; donated 176 additional tablets to the Ministry of Education, Youth and Sports to facilitate online training and meetings on early grade learning and early grade management at school;
- Piloted student data recording system in 132 schools in Puok district, Siem Reap province and trained 264 staff members on the use of student data recording system;
- Completed the repair of 11 Provincial Teacher Training Colleges and equipped experimental equipment and information and communication equipment; trained the Management of Teacher Training Colleges on maintenance and repair of infrastructure and been prepared a training on the use of experimental equipment.

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 officials and institutions at national and sub-national levels in preparing plan, monitoring, managing public finance, implementing policies and reforms. In 2021, this fund gave an emergency support to 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 the context of Covid-19. Key progresses included:

- 49% of the budget for the 2021 plan was diverted to support teaching and learning in the context of the widespread of Covid-19. 760,000 home study packages were distributed to all grade-1 and grade-2 students with guidelines for parents to support children learning during the school closure for Khmer language and mathematics;
- 5,000 packages were distributed to indigenous students in grades 1 to 3 at multilingual schools (four indigenous languages);
- 742,761 grade-1 and grade-2 students (348,145 females) and 21,870 teachers in 25 capital-provinces received home study packages. 4,872 bilingual students (2,400 females) and 243 teachers received home study packages for bilingual classes in 4 provinces;
- The provision of this study package also included soap and information on vaccines that support the implementation of the Covid-19 prevention measures;
- Supported the Capacity Development Plan for 2020-2024;
- Supported the mid-term review of the implementation of the Education Strategic Plan 2019-23, with extensive consultation at the national and lower levels, by paying attention to responding to the effects of Covid-19 and change of priority;
- Supported the Workshop on “Change Management” and the development of a new database system (EFMIS) linking the budget to policy, which has been expanding the implementation;
- Supported teacher trainers at teacher training colleges and provided scholarships of Master’s Degree at local and international universities, as well as multidisciplinary studies organized by the International Institute for Educational Planning (IIEP);

- Supported Human Resource Management Information System (HRMIS) and Career Path Policy Framework, collaboration with other development partners;
- Supported inclusive education, including preparation of training documents for teachers of inclusive education and the National Institute of Special Education;
- Supported the assessment of standardized test results of students in grade 6 in Khmer language and mathematics at public and private schools;
- Supported the capacity development of 19,240 officials at national, sub-national and school levels;
- Within the framework of the Global Partnership Fund (GPE3), of the three variables, only the “Opening Scholarship” indicator was achieved. The other two indicators of “supporting teaching at schools” and “schools implementing early grade teaching method” could not be implemented and achieved within the time frame due to the spread of Covid-19. With approval of the Secretariat of the Global Partnership Fund, the implementation of these indicators would be postponed to mid-2022;

6. Project of Establishment of Teacher Education Colleges in Phnom Penh Capital and Battambang Province (E-TECs) has budget of 37 million US dollars, supported by Japan International Cooperation Agency (JICA), with implementation period from 2017 to 2022, for strengthening capacity of new teachers in Cambodia. Key progresses include:

- Developed the curriculum framework for Bachelor of Vocation for Primary and Secondary School Teachers, full credit education, GPA assessment, promoted self-study, and research of student teachers;
- Developed detailed curriculum by subject, including education package, specialized subjects, curriculum study (teaching methods), common subjects, writing skill, presentation skill, educational research skill, and pedagogical internship, as well as preparation of teaching documents, materials, textbooks according to these subjects;
- Developed capacity of teacher trainers on a regular basis, focusing on competency of teaching method, executive research, information technology for teaching and learning, and learning assessment;
- Sent teacher trainers to pursue Master’s Degree in Japan under the auspices of the Scholarship of Japan International Cooperation Agency (JICA);
- Sent teacher trainers to pursue Master’s Degree at local institutions, such as the Royal University of Phnom Penh and the National Institute of Education under the auspices of Scholarship of the Ministry of Education, Youth and Sports;
- Recruited teachers with minimum qualification of Master’s Degree serving in education system to be transferred to work as teacher trainers in the institute;
- Established an internal quality assurance system to regularly monitor and evaluate the quality of education and prepare self-assessment reports to apply for accreditation from the Accreditation Committee of Cambodia
- Practiced vocational learning community among teacher trainers through study, research, operation, dissemination and publication of research newsletters;
- Exchanged student teachers in conducting executive research with student teachers of the University of Belgium;
- Established a communication system that provided opportunities for teacher trainers and student teachers to exchange knowledge, experience and solve problems by using telegram and Facebook page. This work provided an opportunity for teacher trainers, student teachers, former student teachers to participate in discussing, sharing documents, experiences and solving problems with aim to continue supporting student teachers, who had graduated from the Institute to work at schools and as part of supporting continuing capacity development of teachers.

Construction and material and furniture equipping has achieved 100 percent, and outcomes of the two Teacher Education Colleges are as follows:

Phnom Penh Teacher Education College:

- An administrative building with 3 floors, consisting of 17 rooms, including Office of the Board of Directors, Office of Administration and Accounting Staff, Office of Academic Affairs and Training, Internal Quality Assurance Office, Advisory Room, Student Teachers Wellbeing Room, Archive Room, Meeting Room, and Conference Hall;
- A school building with 2 floors, consisting of 7 rooms, as scientific laboratory, home economics and art building, which includes elementary scientific laboratory, chemistry, biology, home economics, drawing, and music rooms;
- A library and information and communications technology building with 2 floors, including library, self-study room equipped with one computer, and four information and communications technology rooms;
- A multipurpose hall with one big floor, which can be used for meeting, conference, art performance or sports, including volleyball, basketball and badminton;
- Many other infrastructure improvements using budget of the Royal Government of Cambodia, including repair of existing school buildings, gates, entrance fences, gardens, drainage systems, football fields, basketball courts, concrete roads, and restoration of reservoirs, and so on.

Battambang Teacher Education College:

- One administrative building with 3 floors, consisting of 29 rooms, including Office of the Board of Directors, Office of Administration and Accounting Staff, Office of Academic Affairs and Training, Internal Quality Assurance Office, Department, Big Meeting Hall, Small Meeting Hall, Advisory Room, Student Teachers Wellbeing Room, Archive Room;
- A school building with 3 floors, divided into 29 rooms of classrooms, scientific laboratory, home economics and art room, which includes elementary scientific laboratory, chemistry, biology, home economics, drawing, and music rooms;
- A library and information and communications technology building with 3 floors, including a big library, 4 self-study and information and communications technology rooms, and 2 conference halls;
- A multipurpose hall with one big floor, which can be used for meeting, conference, art performance or sports, including volleyball, basketball and badminton;
- A 4-storey female dormitory building with 22 rooms, including bedroom, kitchen and laundry room.

7. Project of Improving School Environment and Supplying Material and Equipment for Education in Cambodia was a grant of the People's Republic of China, had budget of 22.83 million US dollars; of which, 20.69 million US dollars was supported by the Government of People's Republic of China, and 2.14 million US dollars was a shared support of the Royal Government of Cambodia, with implementation period from 2018 to 2022. Key progresses included 26 school buildings, including 10 buildings in Kandal province, 10 buildings in Kampong Cham province and 6 buildings in the capital. This project covered 26 high schools and one Regional Teacher Training Center, where 23 school buildings, equal to 289 rooms, 17 resource buildings, 1 dormitory, 5 teacher houses, 8 football fields, 15 volleyball courts, 32 restroom buildings equal to 160 rooms, 23 wells, 640-meter-long fence, 750-meter-long concrete road and culvert were constructed; furniture and water supply equipment had been equipped. To date, the project has achieved 55.47 percent as follows.

Phnom Penh Capital:

- Tuol Ampil High School: Constructed 1 school building with 3 floors equal to 18 rooms, 1 resource building with 2 floors, school fence with 255 meters long, 1 basketball court, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- **Bun Rany Hun Sen Koh Dach High School:** Constructed 1 school building with 2 floors equal to 12 rooms, 1 resource building with 2 floors, 1 restroom building equal to 5 rooms, 1 well, 1 basketball court, 1 football pitch, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;

- Prek Thmey High School: Constructed 1 school building with 2 floors equal to 12 rooms, 1 resource building, 1 restroom building equal to 5 rooms, 1 well, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- Prek Eng High School: Constructed 1 school building with 3 floors equal to 15 rooms, 1 resource building with 2 floors, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- **Chea Sim** Chhouk Va High School: Constructed 1 school building with 2 floors equal to 12 rooms, 1 resource building with 2 floors, 1 restroom building equal to 5 rooms, 1 well, 1 basketball court, 1 football pitch, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- Russey Keo High School: Constructed 1 school building with 3 floors equal to 15 rooms, 1 resource building with 2 floors, 2 restroom buildings equal to 10 rooms, 1 well, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers.

Kandal Province:

- **Hun Sen** Serey Pheap High School: Constructed 1 school building with 3 floors equal to 18 rooms, 2 restroom buildings equal to 10 rooms, 1 well, and equipped furniture;
- Sony Wu High School: Constructed 1 school building with 2 floors equal to 12 rooms, 1 resource building with 2 floors, 1 restroom building equal to 5 rooms, 1 well, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- Prek Sleng High School: Constructed 1 school building with 3 floors equal to 15 rooms, 1 restroom building equal to 5 rooms, 1 well, and equipped furniture;
- Thnal Totoeng High School: Constructed 1 school building with 2 floors equal to 12 rooms, 1 restroom building equal to 5 rooms, 1 well, and equipped furniture;
- **Hun Sen** Kampong Phnom High School: Constructed 1 school building with 2 floors equal to 12 rooms, 1 resource building with 2 floors, 1 restroom building equal to 5 rooms, 1 basketball court, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- Jayavarman VII High School: Constructed 1 school building with 3 floors equal to 18 rooms, 2 restroom buildings equal to 10 rooms, 1 well, and equipped furniture;
- **Hun Sen** Prek Ambil High School: Constructed 1 school building with 2 floors equal to 10 rooms, 1 resource building with 2 floors, 1 restroom building equal to 5 rooms, 1 well, 1 basketball court, 1 football pitch, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- **Hun Sen** Prek Taten High School: Constructed 1 school building with 2 floors equal to 12 rooms, 1 resource building with 2 floors, 1 restroom building equal to 5 rooms, 1 well, 1 basketball court, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- **Hun Sen** Koh Thom High School: Constructed 2 restroom buildings equal to 10 rooms, 1 well, 1 basketball court and 1 football pitch;
- **Hun Sen** Sa-ang High School: Constructed 1 school building with 2 floors equal to 12 rooms, 1 resource building with 2 floors, 1 restroom building equal to 5 rooms, 1 basketball court, 1 football pitch, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- Kandal Regional Teacher Training Center: Constructed 1 dormitory building with 3 floors and equipped furniture.

Kampong Cham Province:

- **Hun Sen** Pdao Chum High School: Constructed 1 school building, 1 resource building with 2 floors, 1 teacher house, 1 restroom building equal to 5 rooms, 1 well, 1 basketball court, and equipped

library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;

- **Hun Sen** Peam Chikang High School: Constructed 1 school building with 1 floor equal to 5 rooms, 1 resource building with 2 floors, 1 teacher house, 2 restroom buildings equal to 10 rooms, 1 well, 1 basketball court, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- **Hun Sen** Kchao High School: Constructed 1 school building with 2 floors equal to 10 rooms, 1 well, 1 basketball court, 1 football pitch, 750-meter-long concrete road/ditch, 385-meter-long school fence, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- **Hun Sen** Kangtanoeng High School: Constructed 1 resource building with 2 floors, 2 restroom buildings equal to 10 rooms, 1 well, 1 basketball court, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- Tamang High School: Constructed 1 school building with 3 floors equal to 18 rooms, 1 restroom building equal to 5 rooms, 1 well, 1 basketball court, and equipped furniture;
- **Hun Sen** Kampong Cham High School: Constructed 1 school building with 2 floors equal to 8 rooms, 1 restroom building equal to 5 rooms, 1 well, and equipped furniture;
- Sreng Kim High School: Constructed 1 school building with 2 floors equal to 10 rooms, 1 resource building with 2 floors, 1 teacher house, 1 restroom building equal to 5 rooms, 1 well, 1 basketball court, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- **Samdech Chuon Nath** High School: Constructed 1 school building with 3 floors equal to 18 rooms, 1 resource building with 2 floors, 2 restroom buildings equal to 10 rooms, 1 well, 1 basketball court, 1 football pitch, and equipped library with furniture and reading books, laboratory with experimental equipment, computer lab with computers;
- Moha Mongkul **Hun Sen** Mohaseak High School: Constructed 1 school building with 2 floors equal to 10 rooms, 1 teacher house, 1 restroom building equal to 5 rooms, 1 well, 1 basketball court, and equipped furniture;
- Vong Teuk High School: Constructed 1 school building with 2 floors equal to 10 rooms, 1 teacher house, 1 restroom building equal to 5 rooms, 1 well, and equipped furniture.

8. Higher Education Improvement Program (HEIP) had 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 also supported target private higher education institutions to improve learning and teaching capacity and governance system. Key progresses included:

- Signed Partnership Agreements between the 5 public institutions with local and foreign higher education institutions; to date, 10 New Bachelor's Degree Curricula have been developed, and 10 Bachelor's Degree Curricula have been improved and put into practice. 99 education officials were pursuing their studies; among them, 50 officials were pursuing Master's Degree and 49 pursuing Doctorate Degree with local and foreign partnership institutions, and other 51 education officials would go to pursue their Master's Degree in the upcoming 2022. 46 teachers were receiving training for one year in order to become teacher trainers in teaching and learning, teacher and learning assessment and preparing lesson plan (Master Teacher) from a foreign partnership institution (Hong Kong University of Education). 68 teachers and students of secondary education had received training in agriculture and technology and were practicing skill of income generating via participation in Local Partnership Program for STEM Education;

- Repaired, renovated and equipped modern equipment of 95 laboratories for research and experimentation at 5 target higher education institutions. 8 private higher education institutions have been taking the first step in implementing their curriculum improvement projects, assessing the status of existing curricula and the new curricula they planned to develop. The institutions were also finalizing the draft partnership program between these private higher education institutions and 15 local and foreign higher education institutions to be prepared for the assessment application to continue taking the second step of curriculum improvement project, which would be started from the beginning of 2022 onwards;
- Developed 847 subjects and put them into online practice in the 5 target higher education institutions to provide distance learning to students by modifying components of the project to respond to the spread of Covid-19, which 35,819 students, 16,373 females, gained benefits from learning the subjects, which had been developed above;
- The construction of new school buildings at the five-target public higher education institutions and dormitories at the Royal University of Phnom Penh, the Royal University of Agriculture and the Institute of Technology of Cambodia were in the final stage of plan design to be submitted for construction bidding. The construction site was planned to be opened in early 2022. These school buildings and dormitories would help facilitate the institutions in promoting learning, teaching and research, and provide accommodation for students, especially female students from various provinces;
- Preparation of Sub-Decree on the Establishment of Cambodian Cyber University Network and its recognition by the Royal Government of Cambodia. The conceptual document and detailed action plan for implementing the Cyber University Network would be ready in the second quarter of 2022. The Ministry of Education, Youth and Sports has initiated and launched the Cyber University Network to expand the network of six universities of the project, as well as other local higher education institutions to provide online education;
- Approval of 53 research projects, including 44 research projects related to private sector and 14 projects led by female teachers;
- Development of support system for the implementation of institutional strategies as well as sub-sector strategies, including Operational Manual on Internal and External Quality Assurance, Higher Education Data Management Framework, Guidelines for Resolving Student Complaint, Guidelines on Study on Working Condition of Alumni, Human Resource Development Plan, Continuing Professional Development Framework of Officials, and Operational Manual on Financial Management;
- Evaluation of internal education quality of 14 higher education institutions and evaluation of external education quality of 10 higher education institutions with accreditation of the Accreditation Committee of Cambodia.

9. The Project of Establishment of Business Training System between Universities and Industries in Cambodia had a budget of 7.91 million US dollars, supported by the Korea International Cooperation Agency (KOICA), with implementation period from 2019 to 2024, in order to build a new Technology and Business Training Center and strengthen the operational capacity of the Center for the New Business Ecosystem by establishing a business training system in Cambodia. Key progress included:

- The project was implemented in collaboration with the Ministry of Education, Youth and Sports and the Royal University of Phnom Penh. The main activities of the project were to build a Techo Startup Center, strengthen the capacity new potential entrepreneurship and business centers, and promote business startup activities;
- The project steering committees, including KOICA and the Ministry of Education, Youth and Sports, decided to name the said center as the National Incubation Center of Cambodia (NICC) and implemented the official registration procedures;
- Construction of the center on the campus of the Royal University of Phnom Penh has achieved 25%;
- The Center recruited and trained 14 staff members, including 7 operational staff members and 7 experts, and completed the development of 20 curricula to support Business Startup Group;

- The Center organized Startup Competition, Startup Networking Day, Tech Startup Sharing Conference and Korean-Cambodia University Exchange Program (Kor-Cam University Exchange Program);
- Recruitment of 28 new entrepreneurs and businesspersons to support business startup, provide education in key areas related to tech startup, such as STEM IOT and Bigdata entrepreneurship for potential entrepreneurs, as well as provide relevant certifications;
- Selection of business startup through the Startup Competition: The winning team will receive a lot of supports, including consulting with experts on using the capital for the initiative of joint office project and the budget to start a business of 10,000 US dollars. Currently, a temporary location has been established on the campus of the Royal University of Phnom Penh to provide training to the first generation of business startup group before the center is completely constructed;
- Provision of STEM education program for teachers and students at New Generation Schools (NGS) to raise awareness of startup ecosystem to increase business capacity.

10. The Global Partnership Fund for Education in the context of Covid-19 (GPE-Covid 19) had budget of 7 million US dollars, a grant from GPE, with the implementation period from October 2020 to March 2022, to support accelerate learning during the spread of Covid-19. Key progresses included:

- Budget of 4,198,959 US dollars had been provided to 7,258 primary schools and 1,755 lower secondary schools to support student learning upon the school closure by providing learning and supplementary materials, as well as arranging hygiene, safety and protection and creating a flexible learning environment;
- Supported the production of 1,555 learning videos for Khmer language and mathematics for students in grades 1 to 6 and 219 for students in grades 7 to 9, including sign language;
- Supported packages for supplement study of students in grade 1 to 6 and put them in the Ministry's e-learning platform;
- Distributed 1,640 radios to indigenous students in northeastern provinces, including Kratie, Ratanakiri and Mondulakiri provinces for multilingual education program via radio;
- Supported the National Back to School Campaign to encourage Cambodian children to go to school by implementing safe behaviors against Covid-19 as well as activities to make schools safer, healthier and more conducive to children.

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 2021, there were 15 technical advisors in total, 2 females, serving at units under the supervision of the Ministry; among them, 6 were national advisors and 9 were international advisors. There were 7 male technical assistants 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 2021, the National Joint Technical Working Group on Education held meeting for three times via ZOOM to hold discussions and seek solutions regarding the implementation of education reforming policies and plans, strengthen the effectiveness of cooperation financing and show key progresses as well as monitor them. This working group paid attention on 1) learning solutions during the spread of Covid-19, 2) resource mobilizing to support the implementation of education reform, 3) implementation of cooperation financing project, monitoring the implementation of education strategic plan, and so on. Cambodia received grant from the Global Education Fund for Education divided into three packages: 1) 2.7 million US dollars for System Capacity Development, 2) 13.39 million US dollars for System Transformation Grant, and 3) 30 million US dollars for Multiplier Grant, as well as supports from other development partners.

The Capital-Provincial Joint Technical Working Group on Education had achieved different outcomes from one province to another. 9 capital-provinces, equal to 36 percent, updated composition of their working groups; 15 capital-provinces, equal to 60 percent, had prepared Action Plan for 2021; 4 provinces had held meeting for three time; and 5 provinces had held meeting once. The capital-provincial working groups had held discussion on online teaching and learning and school reopening, preparation of annual operational plan, and so on.

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 had prepared:

- Sub-Decree No. 114 S.E., dated July 16, 2021, on the Establishment of the Royal University of Phnom Penh as a Public Administrative Institution;
- Sub-Decree No. 115 S.E., dated July 16, 2021, on the Establishment of Chea Sim Kamchay Mear University as a Public Administrative Institution;
- Sub-Decree No. 202 S.E., dated October 19, 2021, on Promotion of Phnom Penh Teacher Education College to have the same rank as the General Department;
- Sub-Decree No. 203 S.E., dated October 19, 2021, on Promotion of Battambang Teacher Education College to have the same rank as the General Department;
- Sub-Decree No. 237 S.E., dated December 2, 2021, on Organization and Functioning of the General Secretariat of the National Committee for Lifelong Learning;
- Sub-Decree No. 288 S.E., dated December 31, 2021, on the Establishment of the University of Battambang as a Public Administrative Institution;
- Sub-Decree No. 289 S.E., dated December 16, 2021, on the Establishment of the Svay Rieng University as a Public Administrative Institution;
- Prakas No. 120 EYS.P., dated January 18, 2021, on Using Round Stamp and Seal and Logo of the National University of Banteay Meanchey;
- Prakas No. 121 EYS.P., dated January 18, 2021, on Using Round Stamp and Seal and Logo of the National University of Battambang;
- Prakas No. 415 EYS.P., dated March 5, 2021, on the Use of Logo of Education, Youth and Sports, Abbreviation of Units under the Supervision of the Ministry of Education, Youth and Sports, and Abbreviation on the Official Administrative Letter of the Ministry of Education, Youth and Sports and Capital-Provincial Departments of Education, Youth and Sports;
- Prakas No. 720 EYS.P., dated July 19, 2021, on Provision of Equivalent Diploma to Special Education Teachers;
- Prakas No. 756 EYS.P., dated August 2, 2021, on the Determination of Provision of Diploma for Bridging Program to General and Technical Education High Schools;
- Prakas No. 775 EYS.P., dated August 11, 2021, on the Organization and Functioning of the Office of the Southeast Asian Center for Technical Education Development;
- Prakas No. 815 EYS.P., dated August 30, 2021, on the Training of Master's Degree in Professional Education for Higher Education Teachers (Bachelor + 2) at the National Institute of Education;
- Prakas No. 1117 EYS.P., dated November 24, 2021, on the Management of Multilingual Program;
- Prakas No. 1100 EYS.P., dated November 22, 2021, on Regulations and Levels of Discipline for Candidates of Upper Secondary Diploma Examination, with examination session on December 27, 2021;
- Prakas No. 974 EYS.P., dated October 27, 2021, on Implementation of Duties of the Jury and Committees for Upper Secondary Diploma Examination;

- Directive No. 07 EYS.D., dated January 28, 2021, on Prevention of Threats and Cheating on Children;
- Directive No. 10 EYS.D., dated February 17, 2021, on Prohibition of the Use, Advertising, Display for Sale of Tobacco Products and Cooperation with the Tobacco Manufacturers;
- Directive No. 75 EYS.D., dated November 17, 2021, on Health and Safety Measures for the Upper Secondary Diploma Examination, with Exam Session on December 27, 2021;
- Directive No. 61 EYS.D., dated October 27, 2021, on Measures to Implement Duties of Governors of the Board of Governors of Capital-Provinces, Municipalities-Districts-Khans for Upper Secondary Diploma Examination;
- Directive No. 31 EYS.D., dated June 17, 2021, on Preparation of Examination Registration Documents and Candidates for Upper Secondary Diploma Examination for the School Year 2020-2021;
- Directive No. 70 EYS.D., dated November 12, 2021, on Implementation of Prakas No. 155 EYS.P., dated January 29, 2019, on the Organization and Functioning of Upper Secondary Diploma Examination for 2020-2021;
- Directive No. 48 EYS.D., dated September 2, 2021, on Provision of Online Public Services in Fields of Education, Youth and Sports;
- Decision No. 31 EYS.D., dated June 9, 2021, on Composition of Secretariat of Policy and Technical Advisory Committee on School Reform;
- Decision No. 33 EYS.D., dated July 29, 2021, on the Establishment of Technical Committee for Assessing and Determining the Number of Credits for Equivalent Diploma for Special Education Teachers;
- Decision No. 48 EYS.D., dated December 8, 2021, on the Establishment of the Rector Council of Cambodia for the 5th Mandate;
- Draft Prakas on the Organization and Functioning of the Department of Education, Youth and Sports.

Implementation of Decentralization and Deconcentration Reform Program

The Ministry had prepared:

- Workshop on Dissemination of Sub-Decree on Functions and Structures of Municipal-District-Khan Administration and Principles for the Implementation of Education Functions Transferred to Sub-National Administrations, to the 14 Municipal-District Administration and Department of Education, Youth and Sports of Battambang Province, with 180 participants, 52 females;
- Consultation Meeting on Formalities, Principles and Procedures for the Implementation of Education Functions Transferred to Municipal-District Administration of Battambang Province, with 27 participants, 5 females;
- Discussion Meeting on Draft Prakas on the Organization and Functioning of Capital-Provincial Departments of Education, Youth and Sports;
- Discussion Meeting of Working Group of Decentralization and Deconcentration Reform of Education Sector with Working Group of NCDD Secretariat, Working Group of the Ministry of Economy and Finance and Working Group of the Ministry of Civil Service to solve some challenges of the 14 Municipal-District Administrations of Battambang Province;
- Training documents on principles, formalities and procedures for the implementation of education functions transferred to the sub-national administration, with participation of the National School of Local Administration (NASLA), GIZ, Inter-Ministerial Working Groups and 6 Specialized Departments of Sub-Sectors (Early Childhood Education, Non-Formal Education, General Secondary Education, Youth and Sports);
- Action and Budget Plans for 2022 on Decentralization and Deconcentration Reform in Education Sector in accordance with the content of Letter No. 248 R/NCDD., dated August 30, 2021.

Strengthening the Implementation of Principles of Good Governance in Education Sector, Social Accountability and One Window Service

The Ministry had:

- Revised package of indicators of Information for Citizens (I4C) for Primary Schools for the National Committee for Sub-National Democratic Development (NCDD);
- Organized a Training Course on the Implementation of Social Accountable Work for Phase 2 (2019-2023) for Teacher Trainers at Sub-National and Provincial levels in Kampot, Siem Reap and Battambang Provinces, with 135 participants, 34 females;
- Revised document on “Accountability of Leadership and Management within the Framework of Good Governance”;
- Adjusted the monitoring and evaluation tools on the implementation of good governance program in public education institutions;
- Issued licenses to open 113 new education institutions and changed new Prakas for 31 private education institutions (18 for validity renewal, 3 for change of directors, 5 for change of location, 4 for change of school name and 1 for announcement of closure).

Strengthening Capacity of Collecting Information on Impact of Regulations

The Ministry had:

- Drafted Sub-Decree on the Establishment of the Board of Directors of the National Institute of Special Education;
- Drafted Prakas on the Use of Logo of the Ministry of Education, Youth and Sports, Abbreviations of Units under the Supervision of the Ministry of Education, Youth and Sports, and Abbreviations of Capital-Provincial Departments of Education, Youth and Sports;
- Drafted Prakas on Transfer and Transformation of Hands of Hope School and Tonsay School to be Special Education High Schools;
- Drafted Prakas on Exclusion of Education Institutions in Talor and Khnar Toteung Communes of Bakan District and in Phteah Rong Commune of Phnom Kravanh District from being under the Supervision of the Office of Education, Youth and Sports of Bakan and Phnom Kravanh District Administration, to be under the Supervision of the Office of Education, Youth and Sports of Talo Sen Chey District Administration of Pursat Province;
- Drafted Prakas on Establishment of the Office of Education, Youth and Sports of Taing Kork District, Kampong Thom Province;
- Drafted Prakas on Establishment of the Office of Education, Youth and Sports of Bokor Municipality, Kampot Province;
- Drafted Decision on Establishment of the Capital-Provincial Committee of School Health;
- Agreement on Education Cooperation between the Kingdom of Cambodia and the Republic of Turkey.

2.1.4.4 PROGRESS OF PUBLIC ADMINISTRATION REFORM

Condition of Education Staff

There was a total of 116,603 education staff members at all levels, 54,285 females, accounting for 46.55%, including 5,072 at national level, 1,761 females; and 111,531 at sub-national level, 52,524 females. There were 3,628 kindergarten teachers, 3,533 females; 46,761 primary school teachers, 25,352 females; 42,556 basic level teachers, 18,239 females (2,524 basic education teachers in physical education and sports, 530 females); 14,000 higher education teachers (teaching at high school), 5,041 females; 1,651 higher education teachers working at public higher education institutions, 399 females; 40 primary inspectors, 6 females; 279 secondary inspectors, 43 females.

The Ministry had:

- Used 704 contracted officers, 272 females; among them, 450 officers at national level, 166 females; and 254 officers at sub-national level, 106 females;
- Used 14,689 contracted teachers, 9,095 females, including 12,055 contracted teachers of general education, 7,927 females; 2,458 contracted teachers of non-formal education, 1,118 females; and 176 Khmer-Muslim contracted teachers, 50 females;
- Used 9,414 two-class-two-shift teachers, 4,408 females; 2,632 combined-two-classes teachers, 870 females; and 96 combined-three-classes teachers, 16 females;
- Announced the putting 149 unemployed education staff, 59 females, on unpaid leave;
- Announced the delist of 345 education staff, 106 females;
- Announced the Authorization for 97 education staff, 36 females, to resume their works;
- Announced the Authorization for Sick Leave for 53 education staff, 24 females;
- Announced the Authorization for Leave of Absence for Personal Reason for 5 education staff, 3 females;
- Announced the retirement of 581 education staff, 282 females;
- Announced the change of workplace of 107 education staff, 34 females;
- Recommended 4 education staff, 1 female, to work at New Generation Schools;
- Announced the putting of 11 education staff, 4 females, in the same framework;
- Announced the work resuming of 11 education staff, 3 females, in the same framework;
- Announced the transfer of framework of 73 education staff, 18 females, to ministries-institutions; 8 of them, 3 females, had primary education framework; 23 of them, 7 females, had basic education framework; and 42 of them, 8 females, had higher education framework;
- Announced that 5 education staff, 1 female, accepted frameworks from ministries-institutions;
- Recommended 1,537 education staff, 141 females, to do election works;
- Recommended 64 education staff, 18 females, to pursue their studies abroad, including 1 postdoctoral student, 1 female; 25 doctoral students, 5 females; 34 master's degree students, 11 females; 5 bachelor's degree students, 1 female;
- Recommended 33 education staff, 2 females, to pursue their studies locally;
- Recommended 73 education staff, 6 females, to return to work;
- Recommended 40 education staff, 4 females, who graduated locally, including 40 education inspectors, 4 females; and 502 staff graduated from the Royal School of Administration, 42 females;
- Recommended 33 education staff, 2 females, who graduated abroad, including 11 doctoral graduates, 2 females; 19 master graduates, 3 females; and 3 bachelor graduates, 1 female.

Recruitment of Education Staff

The Ministry had:

- Divided new frameworks for 3,600 posts for 2021 recruitment examination and training;
- Conducted examination for recruitment of 85 higher education teachers, 21 females, serving at public higher education institutions (including 11 former staff);
- Deployed 51 teachers, 27 females, from school with teacher surplus to school with teacher shortage of all levels; of which, there were 32 primary school teachers, 20 females; 11 basic education teachers, 4 females; and 6 higher education teachers, 3 females.

Incentive for Education Staffs

The Ministry had:

- Announced the appointment of 2,092 new teachers, 1,311 females, of all levels, including 200 kindergarten teachers, 193 females; 1,293 primary school teachers, 869 females; 374 basic education teachers, 216 females; 151 teachers of basic physical education and sports, 14 females; and 74 higher education teachers, 21 females, serving in higher education institutions;
- Requested full-fledged appointment for 5,666 teachers, 2,887 females, including 676 higher education teachers, 279 females; 288 former staff, 103 females; appointment through accelerated system for 996 teachers, 351 females; 186 basic education teachers, 54 females; 1,519 former staff, 764 females; and 2001 primary school teachers, 1336 females;
- Announced the Appointment of 40 Education Inspectors, 4 females, of the 6th Batch;
- Promoted ranks of 18,140 education staff nationwide, 9,035 females, including promotion by Royal Decree for 95 staff, 19 females; by Sub-Decrees for 371 staff, 68 females; and by Prakas for 17,674 staff, 8,948 females;
- Announced the appointment of 159 Managing Officers, 28 females;
- Given Certificates of Appreciation to 337 generous persons and units;
- Given Certificates of Appreciation to 105 generous persons who sponsored Covid-19 vaccines, 456 TYDA volunteer doctors and 530 youth volunteers who vaccinated Covid-19 vaccines to 1,305 education staff, generous persons and units;
- Requested work medals for 56 generous persons and units;
- Requested work legion of honor for the School Year 2020-2021 for 7,591 national and sub-national education staff, 3,935 females; Certificates of Appreciation for 236 units, 147 first-place flags and 189 second-place flags.

Implementation of Teacher Reform

In response to the goal of teacher policy, the Teacher Resource Development Committee has set out six teacher reform strategies: 1. Curriculum and teaching methods, 2. Capacity development and improvement of quality of teacher trainers, 3. Improving academic resources and infrastructure, 4. Leadership, 5. Linking teacher training institutions to practical school; and 6. Quality assurance of teacher training institutions.

The Ministry had:

- Upgraded qualification of 20 teacher trainers at Regional Teacher Training Center and Pre-School Teacher Training Center, who have obtained Master's Degrees in Education, Curriculum and Teaching Methodology at the Royal University of Phnom Penh;
- Upgraded qualification of 20 teacher trainers at Regional Teacher Training Center and Pre-School Teacher Training Center, who have obtained Master's Degrees in Education, Early Childhood Education, Stem Education and Inclusive Education; and 5 teacher trainers in QUT, Australia;
- Upgraded qualification of 15 teacher trainers at Regional Teacher Training Center, who have obtained Master's Degrees in ICT Education from KNUE University, Korea (KOICA);
- Upgraded qualification of teacher trainers and the Management of the Teacher Education College in Teacher Upgrading Program (TUP) and Leadership Upgrading Program (LUP) at the Royal University of Phnom Penh;
- Upgraded qualification of student teachers studying 12+4 formula at the Teacher Education College to obtain a Bachelor's Degree in Teaching Profession;
- Upgraded qualification of teacher trainers of Phnom Penh Teacher Education College and Battambang Teacher Education College, who obtained Master's Degree in Japan;
- Developed capacity of about 180 teacher trainers and the Management of Regional Teacher Training Center and Pre-School Teacher Training Center, through regular integrated professional development in 11 subjects;
- Developed capacity of 380 teacher trainers at Teacher Training Colleges through integrated professional development (GPE STEPCam);

- Requested “A” Framework for student teachers studying 12+4 formula at the Teacher Education College;
- Requested to create a stipend for student teachers for the first training;
- Organized credit training programs for teacher training institutions, National Institute of Education, Teacher Education College, Regional Teacher Training Center and Teacher Training Colleges;
- Integrated early grade reading into the Primary Teacher Training Program (Provincial Teacher Training Colleges) in cooperation with RTI;
- Integrated early grade mathematics into the Primary Teacher Training Program (Provincial Teacher Training Colleges) under STEPCam (GPE3) Project;
- Prepared a book on experience of implementing school-based management;
- Provided opportunities for School Principals to do good work, develop capacity through continuing professional development;
- Prepared a Directive on Pedagogical Internship for the training of student teachers of Bachelor+2;
- Developed principles, procedures and methods for student teacher’s result-based assessment;
- Promoted the implementation of integrated pedagogical internship (directly and remotely via online) for student teachers in teacher training institutions in response to the context of Covid-19;
- Developed tools for assessment of work performance of teachers and link between good teachers, good principals and good schools;
- Approved the standard of teacher trainers at Teacher Education College;
- Approved In-Principle Authorization for Granting the Status of Teacher Trainers and Deputy Teacher Trainers to 40 education staff, 14 females, at the Phnom Penh Teacher Education College and Battambang Teacher Education College;
- Organized a Working Group of the Secretariat of Teacher Resource Development Committee;
- Improved infrastructure of Phnom Penh Teacher Education College and Battambang Teacher Education College (JICA and Royal Government);
- Improved infrastructure of the National Institute of Education (ADB and Royal Government);
- Constructed and repaired Regional Teacher Training Centers (supported by budget of the Royal Government);
- Improved infrastructure and environment of 11 Provincial Teacher Training Colleges (STEPCam);
- Equipped the Regional Teacher Training Center and Pre-School Teacher Training Center with ICT equipment.

2.1.4.5 PROGRESS OF PUBLIC FINANCIAL MANAGEMENT REFORM

Financial Work

In 2021, the Ministry of Education, Youth and Sports has spent program budget by publishing money order of 93.83 percent in comparison to the Budget Law and 94 percent in comparison to credit after expenditure rationalization; among them, the Central Administration had spent 80.73 percent in comparison to the Budget Law and 84.19 percent in comparison to credit after expenditure rationalization; and the Capital-Provincial Departments of Education, Youth and Sports had spent 96.02 percent in comparison to the Budget Law.

The Ministry had:

- In accordance with the School Operating Fund (SOF) funding procedures outlined in MEF letter No. 8015, dated 19 August 2019, a total KhR 126,821.3 million was released to Pre-schools and ECE resource schools, Primary, Colleges, Lycees and resource centres in Lycees, and General and technical education Lycees in financial year 2021. This shows an increase on the KhR 124,865.4 million released in financial year 2020.

- An additional allocation of KhR 22,276,900,000 was provided to public schools and General and technical education Lycees in 2021. The funding approach was in accordance with MoEYS guidelines.
- Given Fund for School Operation at an amount of 141,224.1 million riels in 2022, by increasing 1 million riels/school and given 4,065 million riels to prioritized schools for development of education institutions in addition to the content of MEF Letter No. 8015
- Transferred budget of School Block Grant (UNICEF/GPE3) of 17,025,276,700 Riels to Primary and Lower Secondary Schools in 25 Capital-Provinces;
- Transferred budget of 7,560,069,069,700 Riels of the Public School Operation Fund sponsored by Sweden (SOF/SIDA);
- Provided nutrition to primary school students in 9 provinces, consisting of 290 schools with 73,903 students, with budget of 11,731.2 million Riels;
- Provided fund for purchasing IT equipment for 34 newly established schools, including 34 computers and 34 printers;
- Increased the number of budget units from 63 to 65 units, including 29 completely delegated budget unit, 30 incompletely delegated budget unit and 6 administrative public education institutions;
- Coordinated with 4 higher education institutions to become public education institutions (Royal University of Phnom Penh, Svay Rieng University, National University of Battambang and Chea Sim Kamchay Mear University)
- Increased the budget for the construction of 144 toilets and water system at a cost of 2 billion riels;
- Established a working group to help solve challenges related to the use of information systems to manage public school operation funds (Help Desk);
- Summarized the strategic budget plan for 2022-2024 and the budget plan for 2022 of units under the supervision of the Ministry of Education, Youth and Sports;
- Summarized the projects of Public School Operation Fund for 2022 of public education institutions across the country, via information technology;
- Summarized the 2022 Budget Plan of the Office of Education, Youth and Sports of Municipal-District-Khan Administration, and the Three Functions (Early Childhood Education, Primary Education and Non-Formal Education) of the Department of Education, Youth and Sports of Battambang Province as well as submitted it to the Ministry of Economy and Finance in timely manner;
- Summarized the 2022 Budget Plan of the Regional Teacher Training Center and Provincial Teacher Training Colleges and Practical Schools as well as submitted it to the Ministry of Economy and Finance;
- Updated and provided training on budget planning system of staff burden (Chapter 64) for preparing strategic budget plan and annual budget plan;
- Developed and provided training on information technology system for standardized strategic budget planning, to be linked to Education Strategic Plan for Departments of Education, Youth and Sports of Capital-Provinces;
- Developed and provided training on information technology system for annual budget planning, to be linked to strategic budget plan, annual operational plan, annual revenue and expenditure programs, and to be matched with the Education Strategic Plan of Central Administration Unit and Departments of Education, Youth and Sports of Capital-Provinces;
- Developed and provided training on information technology system for annual budget planning of the Regional Teacher Training Center and Provincial Teacher Training Colleges;
- Developed and provided training on Financial Management Information System of the Ministry of Education, Youth and Sports (EFMS) on Function of Management of Petty Cash Advance for the

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- Central Administrative Unit and the Department of Education, Youth and Sports of Capital-Provinces; and prepared a Manual on Use of EFMS for Management of Petty Cash Advance;
- Developed and provided training on Financial Management Information System of the Ministry of Education, Youth and Sports (EFMS) on Function of Budget Management at the Regional Teacher Training Center and Provincial Teacher Training Colleges;
 - Updated the program budget structure to be consistent with the mission and vision of each unit, to be in line with purposes and policies of the Ministry;
 - Updated and provided training on information technology system for financial reporting in connection with the Education Strategic Plan (Sub-Sector) and the Annual Operational Plan for the Central Administrative Unit;
 - Updated and provided training on public school financial management monitoring and evaluation system;
 - Reviewed and revised the Guidelines on Management of Public School Operational Fund;
 - Implemented FMIS automation on low-risk expenses, such as salary, water and electricity consumption fees, telephone fee, scholarship...;
 - Conducted a feasibility study on reconciliation of EFMS and FMIS with FMIS Working Group of the Ministry of Economy and Finance;
 - Compiled a Guidebook on Procedures for Budget Implementation at Central Administrative Level of the Ministry of Education, Youth and Sports;
 - Promoted the payment of domestic missions through ACLEDA Bank Plc. to education officers of all levels under the supervision of the Ministry in accordance with letter No. 4512 EYS.F., dated November 23, 2021;
 - Coordinated with ACLEDA Bank Plc. and Teacher Training Institutions to open monthly scholarship accounts for student teachers from 2022 onwards;
 - Developed a detailed action plan for the implementation of the 2022 Transitional Joint Action Plan (MAP-2022) to support public financial reform program;
 - Organized the flow of procedures for budget implementation and adjusted the flow from all budget units;
 - Prepared a Book of Standard Financial Management Procedures for projects (planning, implementing and reporting);
 - Prepared Letter No. 543 EYS.F., dated February 8, 2021, on Request for In-Principle Authorization for Continuity of Letter No. 287 MEF.Úř., dated January 19, 2015, and obtained an approval from the Ministry of Economy and Finance through Letter No. 306 MEF.GDB., dated January 20, 2022;
 - Prepared Letter No. 861 EYS.F., dated February 26, 2021, on Official Launching of the Financial Management System of the Ministry of Education, Youth and Sports (EFMS) on Function of Management of Petty Cash Advance at the Central Administrative Unit and the Department of Education, Youth and Sports of Capital-Provinces;
 - Prepared Letter No. 974 EYS.F., dated March 9, 2021, Regarding the Request for In-Principle Authorization for Entrusting Rights to Financial Inspecting Officers attached to the Ministry of Education, Youth and Sports to Examine and Make Decision on Issue of Visas for some Expenses Related to Regional Teacher Training Center, Northeastern Regional Teacher Training Center in Stung Treng Province, Provincial Teacher Training Colleges and Schools, which will be implemented from 2022 onwards, and obtain an approval from the Ministry of Economy and Finance via Letter No. 6045 MEF.GDB., dated July 27, 2021;
 - Prepared Letter No. 1514 EYS.F., dated May 3, 2021, regarding the Request for In-Principle Authorization for Providing Allowance for Organizing Online Training Courses and Workshops for budget implementation for 2021 and subsequent years, and obtained an approval from the Ministry of Economy and Finance via Letter No. 12223 MEF.GDB., dated December 31, 2021;

- Prepared Letter No. 1705 EYS.F., dated May 24, 2021, regarding the Rationalization and Strengthening of the National Budget Expenditure for the Implementation of the Law on Financial Management 2021 of the Central Unit;
- Prepared Letter No. 1831 EYS.F., dated June 4, 2021, regarding the Request for In-Principle Authorization for Waiving the Reduction for Credit Savings of 665,772,750 Riels for expenses on necessary activities and priorities of the Ministry of Education, Youth and Sports in 2021, and obtained an approval from the Ministry of Economy and Finance via Letter No. 9138 MEF.GDB., dated November 3, 2021;
- Prepared Letter No. 2376 EYS.F., dated July 14, 2021, regarding the Request for Transformation of Phnom Penh Teacher Education College and Battambang Teacher Education College into Public Administrative Institutions, and obtained an approval from the Ministry of Economy and Finance via Letter No. 8421 MEF.GDB., dated October 13, 2021;
- Prepared Letter No. 3330 អឃ្លីណ៍ស៊ីស៍., dated September 13, 2021, regarding the Request for In-Principle Authorization for the Ministry of Education, Youth and Sports to re-allocate the budget credit for purchasing antigen rapid test kits and materials for Covid-19 prevention in 2022, and obtained an approval from the Ministry of Economy and Finance via Letter No. 9419 MEF.GDB., dated November 12, 2021;
- Prepared Inter-Ministerial Prakas No. 620 MEF.P., dated October 13, 2021, on Putting the Budget Unit of the Ministry of Education, Youth and Sports into Operation from 2022 onwards;
- Prepared Letter No. 3831 EYS.F., dated October 18, 2021, on Request for In-Principle Authorization for Continuity of Letter No. 9020 MEF.GDB., dated November 2, 2020, of the Ministry of Economy and Finance for continuing the implementation in 2021, and obtained an approval from the Ministry of Economy and Finance via Letter No. 10703 MEF.GDB., dated December 17, 2021;
- Prepared Letter No. 3832 EYS.F., October 18, 2021, on Request for Solution of Challenges related to the Implementation of Petty Cash Advance for the Budget Implementation for 2021 and the following years, at the Ministry of Education, Youth and Sports;
- Prepared Letter No. 3899 EYS.F., dated October 20, 2021, on In-Principle Authorization for Leaders and Education Staff to Go on a Mission to Examine the General Situation for Reopening of Education Institutions for the School Year 2020-2021;
- Prepared Letter No. 3949 EYS.F., dated October 21, 2021, on the Request for Expediting the Full Payment of Program Budget by the Budget Unit under the Supervision of the Ministry of Education, Youth and Sports, for the 2021 Budget Implementation;
- Prepared Letter No. 4204 EYS.F., dated November 3, 2021, regarding the Request for Postpone of Closure of List of Expenditures on Scholarship for Poor Students in 2021 at the Ministry of Education, Youth and Sports, and obtained an approval from the Ministry of Economy and Finance via Letter No. 10702 MEF.GDB., dated December 17, 2021;
- Prepared Letter No. 4447 EYS.F., dated November 15, 2021, regarding the Request for Postpone of Closure of List of Advance Payment on Upper Secondary Diploma Examination in 2021 at the Ministry of Education, Youth and Sports, and obtained an approval from the Ministry of Economy and Finance via Letter No. 10701 MEF.GDB., dated December 17, 2021;
- Prepared Letter No. 4494 EYS.F., dated November 17, 2021, regarding the Establishment of Petty Cash Advance for Full Budget Program of the Budget Unit of the Central Administration under the Supervision of the Ministry of Education, Youth and Sports, for 2022 Budget Implementation;
- Prepared Letter No. 4512 EYS.F., dated November 23, 2021, on Request for Promotion of Payment of Domestic Mission Allowance through ACLEDA Bank Plc. to education staff of all levels under the supervision of the Ministry's Office from 2021 onwards;
- Prepared Letter No. 4970 EYS.F., dated December 16, 2021, regarding the Provision of Antigen Rapid Test Kits and Materials for Covid-19 Prevention to Public Education Institutions, the Office of Education, Youth and Sports of Municipal-District-Khan Administration and the Department of Education, Youth and Sports of Capital-Province;

- Prepared Letter No. 4971 EYS.F., dated December 16, 2021, on Opening Scholarship Account in Riels (₺) at ACLEDA Bank Plc. for Student Teachers at Teacher Training Institutions of All Levels from 2022 onwards;
- Prepared Letter No. 5447 EYS.F., dated December 27, 2021, on Request for Authorization for Issue of Guidelines on Procedures for Budget Implementation of Central Level of the Ministry of Education, Youth and Sports;
- Disseminated Sub-Decree No. 242 S.E., dated December 14, 2021, on Increase in Number of Budget Units and Right Entrustment as Delegated Budget Officer to the Budget Unit;
- Disseminated a detailed 2021 Budget Law at budget units and public general education schools on the website www.fmismoeys.com;
- Disseminated Directive Circular No. 03 DC., dated April 9, 2021, on the Preparation of the Strategic Budget Plan for 2022-2024 for Units under the Supervision of the Ministry of Education, Youth and Sports;
- Disseminated Directive Circular No. 004 MEF.GDB., dated May 4, 2021, on Rationalization and Strengthening of Effective National Budget Expenditure for the Implementation of the Law on Financial Management 2021 for Units under the Supervision of the Ministry of Education, Youth and Sports;
- Disseminated Circular No. 05 D.C., dated June 8, 2021, on the Preparation of the Draft Law on Financial Management 2022 for Units under the Supervision of the Ministry of Education, Youth and Sports;
- Disseminated Prakas No. 544 MEF.P., dated September 9, 2021, on Authority, Responsibility and Procedure for Budget Implementation of the Budget Unit;
- Disseminated Circular No. 010, dated October 4, 2021, on the Closure of Revenue-Expense Statement and the Report on the Summary of Implementation of the National Revenue-Expense in 2021;
- Disseminated Letter No. 016 MEF., dated November 17, 2020, on the Procedures for Recording of Payment Mandate and Procedures for Recording in Information Technology System for Public Financial Management;
- Introduced and disseminated Circular No. 013 MEF., dated December 24, 2021, on the Implementation of the Law on Financial Management 2022.

Procurement Work

The Ministry had:

- Issued *Prakas* on Modification to Compositions and Roles of 2 New Procurement Groups, among the 33 Procurement Groups, of Capital-Provincial Departments of Education, Youth and Sports;
- Implemented procurement worth 117,336.74 million riels, equal to 95 percent, on the following works:
 - Implemented procurement of goods and constructions of 24 projects for the Central Unit, worth 46,888.58 million riels; among them, there were 19 projects of goods procurement, worth 31,969.58 million riels and 5 projects of construction and service procurement, worth 14,919 million riels;
 - Implemented procurement of goods, constructions and services by Procurement Groups for 350 projects, worth 70,448.16 million riels; among them, there were 229 projects of goods procurement, worth 28,255.39 million riels, 83 projects of construction procurement, worth 41,132.98 million riels, and 38 projects of service procurement, worth 1,059.79 million riels.

Materials and State's Property Management Works

The Ministry had:

- Supplied materials and equipment of school administration in 25 provinces and supplied them to 57 schools in 22 provinces, 22 Teacher Education Colleges; 22 Practical Schools (13 laptops, 113

desktops, 88 printers, 22 photocopy machines, 21 LCD Projectors and 39 cabinets of teachers' documents);

- Coordinated the formalities for 16 cases of imports where taxes and duties are under the State's burden;
- Built capacity of 293 officers in charge of State's Property Works at Central and Capital-Provincial Administrations;
- Monitored and evaluated State's Property Management Works of Departments of Education, Youth and Sports of 25 Capital-Provinces;
- Updated the condition of facilities of 55 education institutions in Kang Meas district, Kampong Cham province;
- Updated materials and equipment of 27 training institutions, 50 resource high schools and 87 network high schools;
- Compiled 2021 Equipment Tracking Lists of Central and Capital-Provincial Administrative Units;
- Received and provided materials of 9,680,768 units to the Central Administrative Unit;
- Cleared 1,426 m2 of land, 31 buildings and 5 automobiles from the inventory of state property;
- Formed and updated State Property Inventory Working Group of 40 Moderate Using Units;
- Finalized the table of increase and decrease of state property in 2020;
- Updated the location of state land in State Property Inventory for 2020;
- Made state license plates for 12 automobiles and 89 motorbikes;
- Updated data of vehicles of the Ministry, including 437 automobiles, 2,073 motorbikes, 274 generators, 145 pumping machines, 33 weed cutters, 13 automatic cultivators, 8 tractors, 34 vessels, 16 printers and cutters and 15 elevators;
- Collected revenues paid into State Budget of 321,884 US dollars and 12,150,000 riels;
- Disbursed 101,291 liters of petroleum and diesel.

Strengthening Internal Audit Work

The Ministry had:

- Conducted internal audit at 164 auditoriums, by evaluating and improving the Internal Inspecting System, including 1 Provincial Department of Education, Youth and Sports, 7 Municipal-District-Khan Offices of Education, Youth and Sports, and 156 General Education Schools;
- Monitored the compliance with recommendations at 7 auditoriums; among them, 51 recommendations have been implemented by 71 percent of auditoriums;
- Provided distance training on pilot performance audit on case study and pilot information technology audit on case study organized by the General Department of Internal Audit, the Ministry of Economy and Finance;
- Revised the Draft Guidelines on Internal Auditing Procedures for Implementation in the Ministry of Education, Youth and Sports;
- Revised the Internal Audit Strategic Plan 2022-2024;
- Piloted audit on information technology at 6 General Education Schools;
- Enhanced the Internal Auditing Procedures by complying with the tools of internal audit.

Administrative and Financial Governance

The Ministry had:

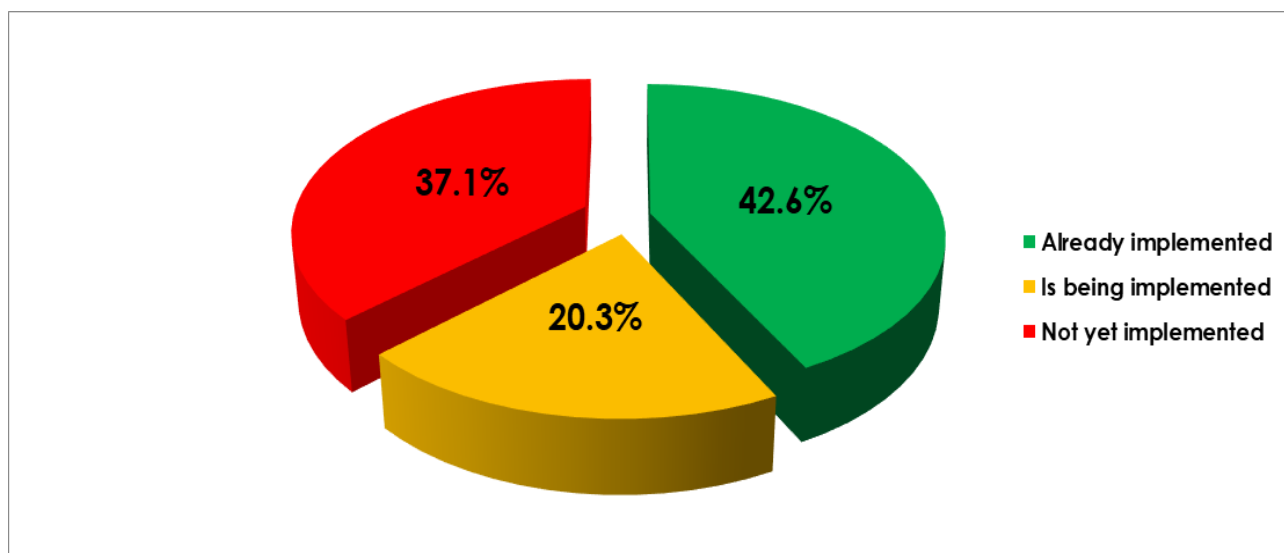
- Opened capacity building course on inspection framework, with participation of 30 inspecting officers, 2 females;

- Provided training to professional officers on national inspection framework about 50%;
- Workshop on Dissemination of Inspection Report on Administrative Management, Personnel, Finance and State Property of Region 1, with participation of Leaders of the Department, Chief of Specialized Office, Chief of Office of Education, Youth and Sports of the District-Municipal-Khan Administration, Directors and specialized officers in Kampong Cham Province;
- Inspected the administrative management, personnel, finance and state property in 266 sub-national units, including 2 universities, 2 Regional Teacher Training Centers, 4 Provincial Teacher Training Colleges, 12 Provincial Departments of Education, Youth and Sports, 23 Offices of Education, Youth and Sports of District-Municipal-Khan Administration, 80 high schools, 41 junior high schools and 102 primary school;
- Inspected the progress of improvement in line with recommendations for external inspection in 8 provinces, including Pursat, Kampot, Kampong Chhnang, Battambang, Kandal, Mondulhiri, Stung Treng and Siem Reap provinces;
- Inspected randomly/settled complaints and made official note to the Ministry leaders to examine and decide on 3 cases, including Sophoan Secondary School in Ponghre Prasab district of Kratie Province, O Bek Kam Junior High School, Toul Ampil High School, of Phnom Penh Capital;
- Motivated and encouraged the filing of complaints according to the hierarchy, of which, 3 complaints have been received.

2.1.5 PROGRESS OF OPERATIONAL PLAN AT NATIONAL LEVEL IN 2021

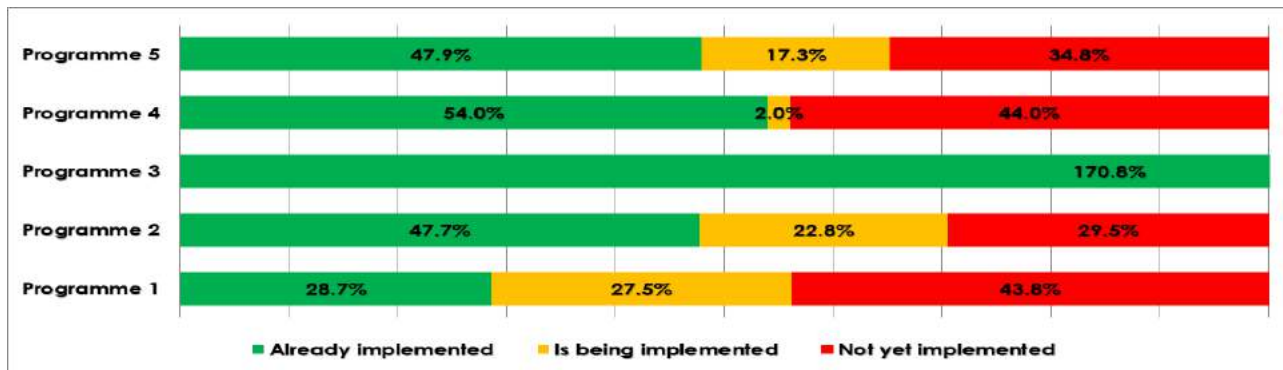
The Ministry of Education, Youth and Sports prepared Annual Operational Plan 2021 with 1,057 activities, decreased by 110 in comparison to 2020; among them, 450 equal to 42.6 percent were completed, 215 equal to 20.3 percent were in progress, and 392 equal to 37.1 percent were not yet implemented (Annex 1). In comparison to 2020, the completed implementation decreased by 17.4 percent, and to 2019, it decreased by 37.9 percent.

Figure 1: Progress of Annual Operational Plan 2021 Implementation



If we examined each program, it was revealed that in **Program 1**, there were 251 activities, of which 28.7 percent were completed, 27.5 percent were in progress, and 43.8 percent were not yet implemented. In **Program 2**, there were 285 activities, of which 47.7 percent were completed, 22.8 percent were in progress, and 29.5 percent were not yet implemented. In **Program 3**, there were 81 activities, of which 29.6 percent were completed, and 17.3 were in progress, and 53.1 percent were not yet implemented. In **Program 4**, there were 50 activities, of which 54 percent were completed, 2 percent were in progress, and 44 percent were not yet implemented. In **Program 5**, there were 382 activities, of which 47.9 percent were completed, 17.3 percent were in progress, and 34.8 percent were not implemented. For other programs, there were 8 activities, of which 100 percent were completed.

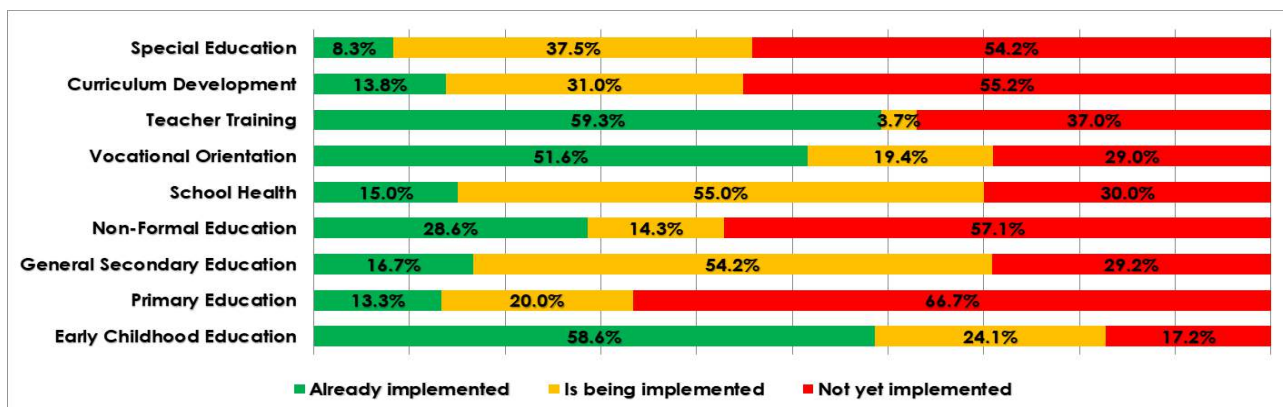
Figure 2: Progress of Annual Operational Plan 2021 Implementation (by Program)



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

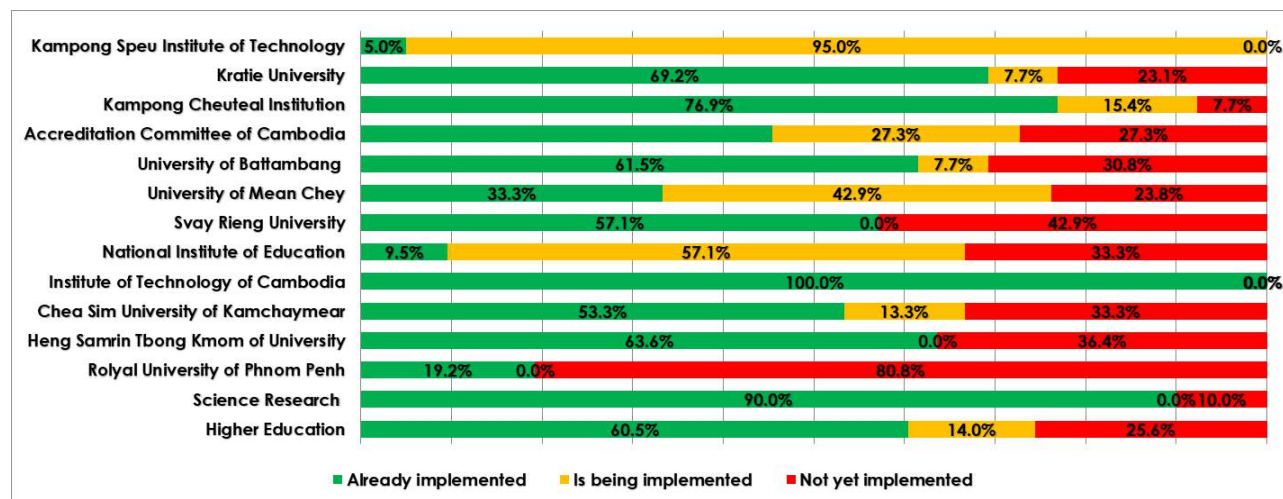
Program 1: For the development of formal, non-formal and informal education, 9 units planned 251 activities; of which, 72 equal to 28.7 percent were completed, 69 equal to 27.5 percent were in progress, and 110 equal to 43.8 percent were not yet implemented. Units completed the activities of 50 percent or over included Department of Early Childhood Education, Department of Orientation and Department of Training.

Figure 3: Progress of Annual Operational Plan 2021 Implementation of Program 1



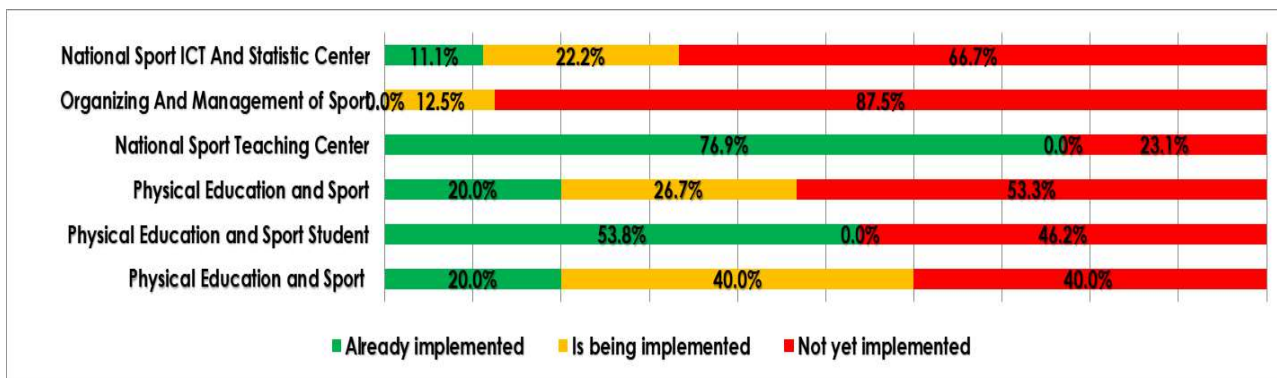
Program 2: For the Development of Higher Education and Research, 14 units planned 285 activities; of which, 136 equal to 47.7 percent were completed, 65 equal to 22.8 percent were in progress, and 84 equal to 29.5 percent were not implemented. Research Department has completed 90 percent, and the Institute of Technology of Cambodia completed 100 percent.

Figure 4: Progress of Annual Operational Plan 2021 Implementation of Program 2



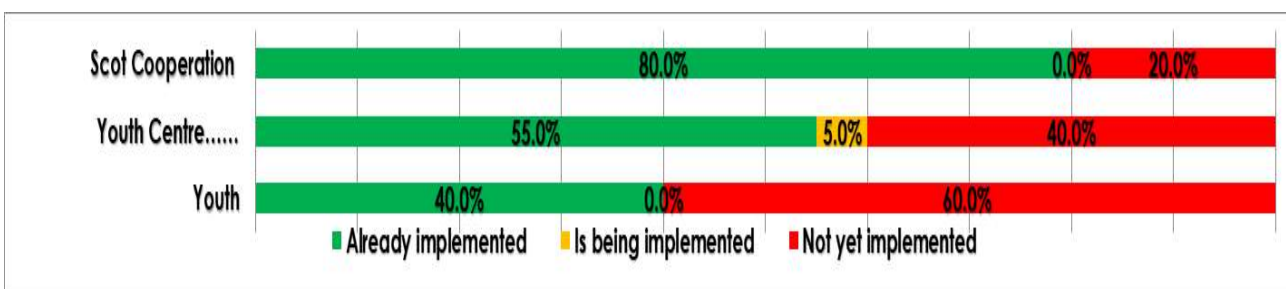
Program 3: For the Development of Physical Education and Sport Sector, 6 units planned 81 activities; of which, 24 equal to 29.6 percent were completed, 14 equal to 17.3 percent were in progress, and 43 equal to 53.1 percent were not yet implemented.

Figure 5: Progress of Annual Operational Plan 2021 Implementation of Program 3



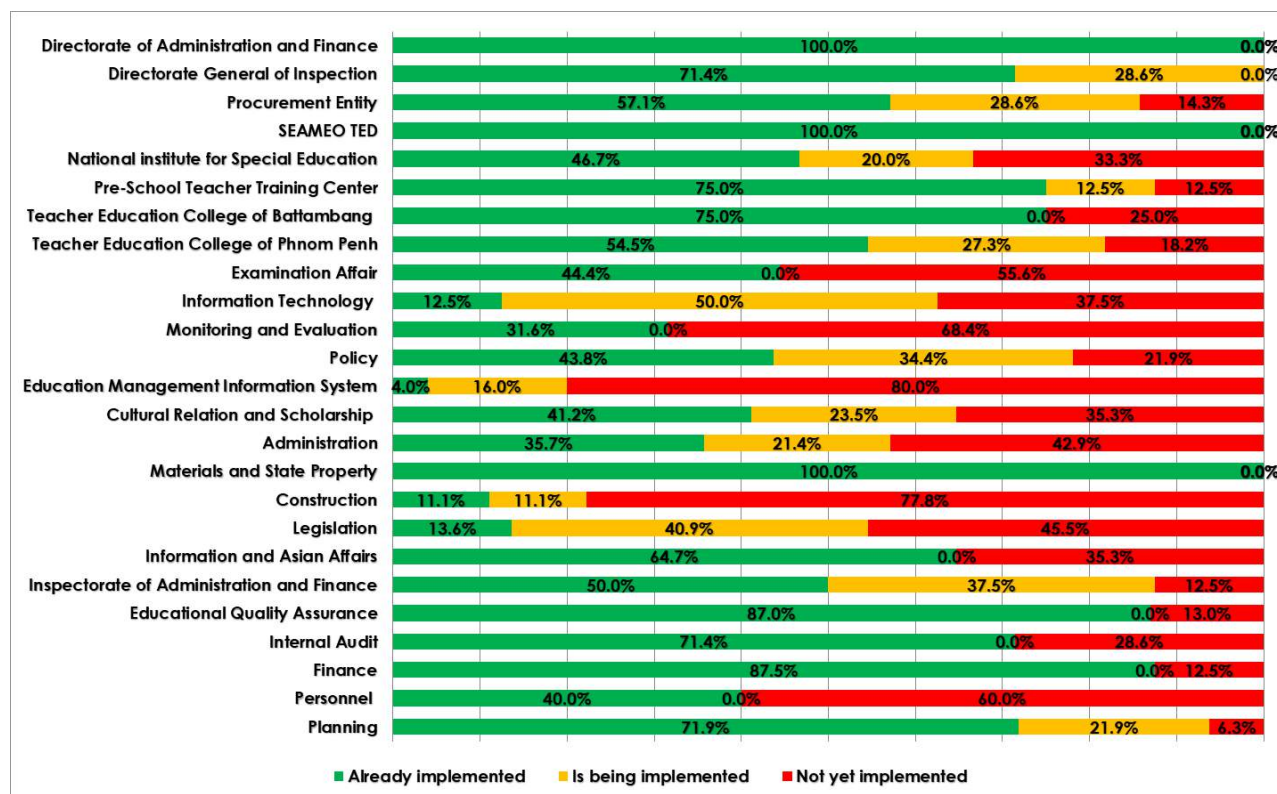
Program 4: For the Development of Soft Skill, Technique and Soft Skill for Youth, 3 units planned 50 activities; of which, 27 equal to 54 percent were completed; 1 equal to 2 percent was in progress, and 22 equal to 44 percent were not yet implemented.

Figure 6: Progress of Annual Operational Plan 2021 Implementation of Program 4



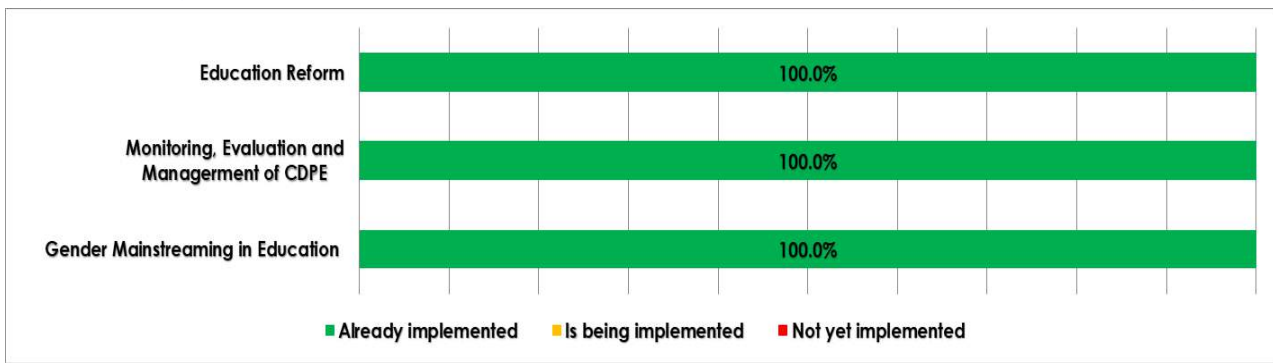
Program 5: For Supporting Good Educational Service and Governance, 25 units planned 382 activities; of which, 183 equal to 47.9 percent were completed, 66 equal to 17.3 percent were in progress, and 133 equal to 34.8 percent were not yet implemented. Units completed 100 percent of activities included Department of Materials and State’s Property, Southeast Asian Regional Centre of SEAMEO TEP and the General Department of Administration and Finance.

Figure 7: Progress of Annual Operational Plan 2021 Implementation of Program 5



Other Programs: For other programs, there were 8 activities; among them, 8 activities, equal to 100 percent, were completed.

Figure 8: Progress of Annual Operational Plan 2021 Implementation of Program 6 (Other Programs)

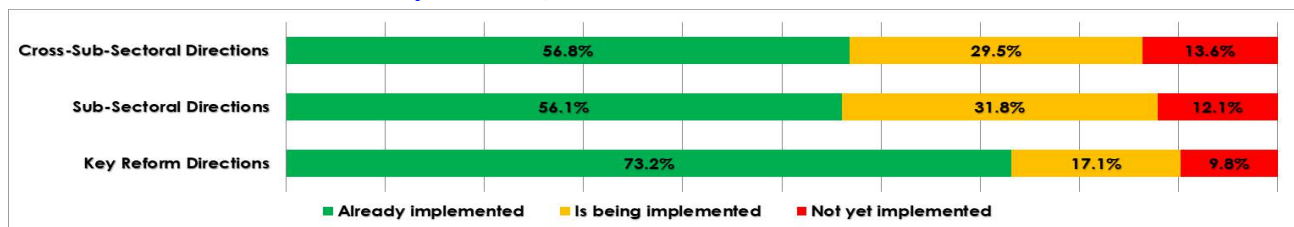


2.1.6 PROGRESS OF DIRECTIONS OF EDUCATION CONGRESS FOR SCHOOL YEAR 2020-2021 AT NATIONAL LEVEL

The Education Congress of 2021 set 150 directions; of which, 41 for key reforms, 66 for sub-sectors, and 44 for cross sub-sectors. Amongst all, 92 directions, equal to 60.9 percent, were completed, 41 equal to 27.2 percent were in progress, and 18 equal to 11.9 percent were not yet implemented.

30 directions for key reforms, equal to 73.2 percent; 37 directions for sub-sectors, equal to 56.1 percent; and 25 directions for cross sub-sectors, equal to 56.8 percent, were completed. 7 directions for key reforms, equal to 17.1 percent; 21 directions for sub-sectors, equal to 31.8 percent; and 13 directions for cross sub-sectors, equal to 29.5 percent were in progress. 3 directions for key reforms, equal to 9.8 percent; 8 directions for sub-sectors, equal to 12.1 percent; and 7 directions for cross sub-sectors, equal to 13.6 percent, were not yet implemented (Annexes 2, 3, 4 and 5).

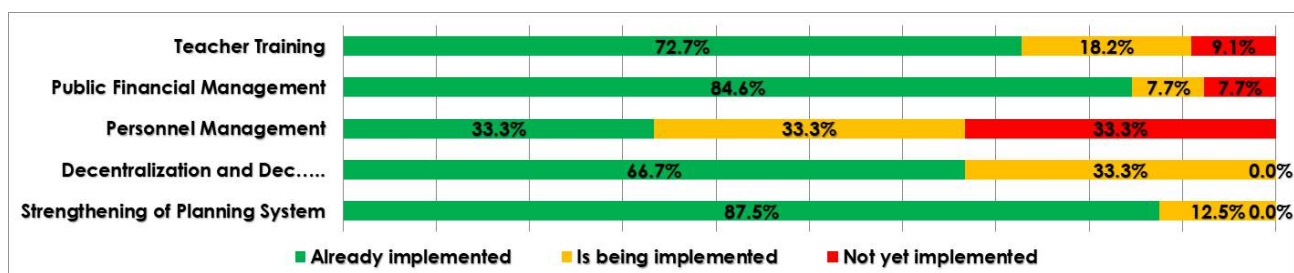
Figure 9: Progress of the Implementation of Directions Set in Education Congress 2021 at the National Level (Key Reforms, Sub-Sectors and Cross Sub-Sectors)



Progress of Congress Directions for Key Reforms

There were 41 Directions for Key Reforms; of which, 8 for Strengthening Planning System, 3 for Decentralization and Deconcentration Works, 6 for Staff Management, 13 for Public Financial Management, and 11 for Teacher Training Works. Strengthening Planning System achieved the highest completion rate of 87.5 (Annexes 2 and 3).

Figure 10: Progress of the Implementation of Directions for Key Reforms in 2021



Progress of the Implementation of Congress Directions for Sub-Sectors

In overall, there were 66 directions for sub-sectors; of which, 37 equal to 56.9 percent were completed; 21 equal to 32.3 percent were in progress, and 8 equal to 12.1 percent were not yet implemented.

There were 7 directions for Early Childhood Education Sub-Sector; of which, 5 equal to 71.4 percent were completed, 2 equal to 28.6 percent were in progress. There were 17 directions for Primary Education Sub-Sector; of which, 12 equal to 70.6 percent were completed, 4 equal to 23.5 percent were in progress, and 1 equal to 5.9 percent were not yet implemented. There were 12 directions for Secondary and Technical Education Sub-Sectors; of which, 7 equal to 58.3 percent were completed, 3 equal to 25 percent were in progress, and 2 equal to 16.7 percent were not yet implemented. There were 5 directions for Higher Education Sub-Sector; of which, 1 equal to 20 percent were completed, 4 equal to 80 percent were in progress. There were 10 directions for Non-Formal Education Sub-Sector; of which, 1 equal to 10 percent were completed, 5 equal to 50 percent were in progress, and 4 equal to 40 percent was not yet implemented. There were 6 directions for Youth Development Sub-Sector; of which, 6 equal to 100 percent were completed. There were 9 directions for Physical Education and Sport Sub-Sector; of which, 5 equal to 55.6 percent were completed, and 3 equal to 33.3 percent were in progress, and 1 equal to 11.1 percent was not yet implemented (Annexes 2 and 4).

Figure 11: Progress of the Implementation of Directions for Sub-Sectors 2021

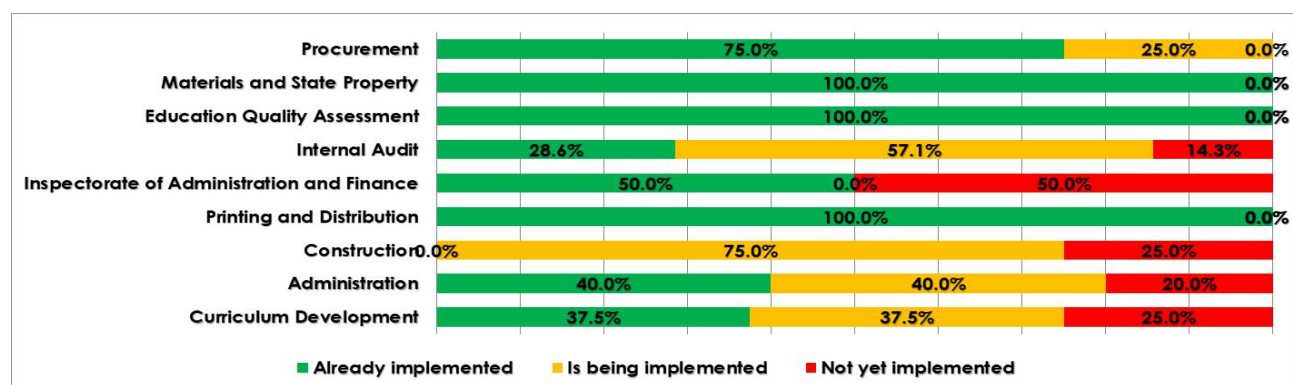


Progress of the Implementation of Directions for Cross Sub-Sectors

In overall, there were 44 directions for cross sub-sectors; of which, 25 equal to 56.8 percent were completed, 13 equal to 29.5 percent were in progress, and 6 equal to 13.6 percent was not yet implemented.

There were 8 directions for Curriculum Development, 5 for Administrative Works, 4 for Study on Construction Work, 4 for Publication and Distribution, 2 for Administrative and Financial Inspection, 7 for Internal Audit, 4 for Education Quality Assurance, 6 for State's Property Management, and 4 for Procurement Work (Annexes 2 and 5).

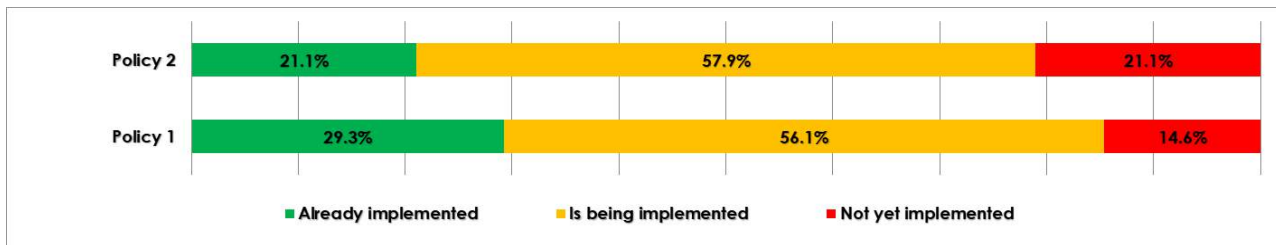
Figure 12: Progress of the Implementation of Directions for Cross Sub-Sectors 2021



2.1.7 PROGRESS OF THE IMPLEMENTATION OF POLICY ACTIONS IN 2021

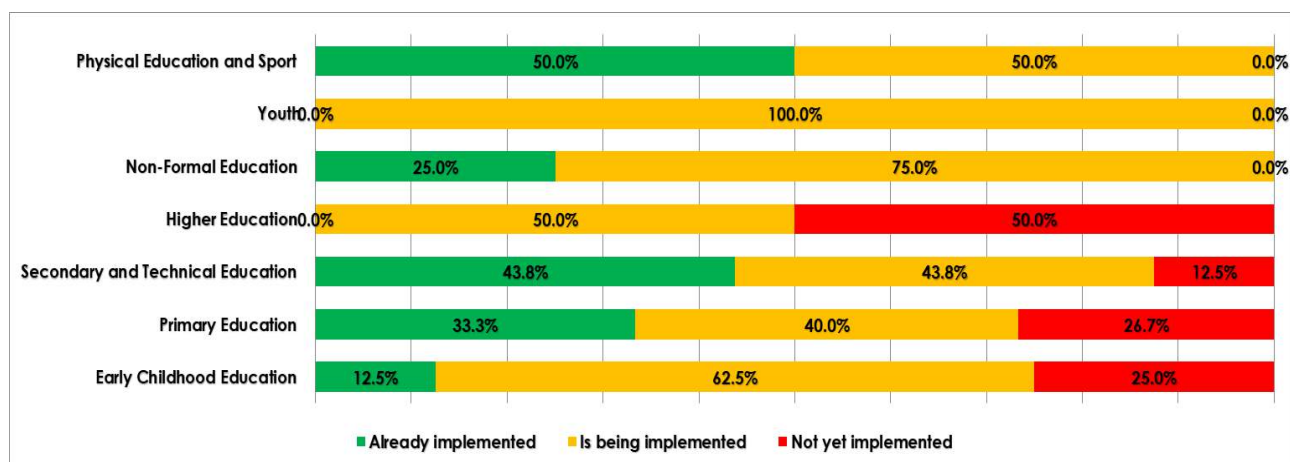
The Ministry of Education, Youth and Sports planned 60 policy actions for 2021; of which, Policy 1 had 41 actions and Policy 2 had 19 actions. Amongst all, 16 equal to 26.7 percent were completed, 34 equal to 56.7 percent were in progress, and 10 equivalent to 16.7 percent were not yet implemented.

Policy 1 had 41 actions; of which, 12 equal to 29.3 percent were completed, 23 equal to 56.1 percent were in progress, and 6 equal to 14.6 percent were not yet implemented. Policy 2 had 19 actions; of which, 4 equal to 21.1 percent were completed, 11 equal to 57.9 percent were in progress, and 4 equal to 21.1 percent were not yet implemented.

Figure 13: Progress of the Implementation of Policy Actions in 2021

Policy Actions by Sub-Sectors

Early Childhood Education Sub-Sector had 8 actions; of which, 1 equal to 12.5% was completed, 5 equal to 62.5 percent were in progress, and 2 equal to 25 percent were not yet arranged. Primary Education Sub-Sector had 15 actions; of which, 5 equal to 33.3 percent were completed, 6 equal to 40 percent were in progress, and 4 equal to 26.7 percent were not yet arranged. Secondary and Technical Education Sub-Sectors had 16 actions; of which, 7 equal to 43.8 percent were completed, 7 equal to 43.8 percent were in progress, and 2 equal to 12.5 percent were not yet arranged. Higher Education Sub-Sector had 4 actions; of which, 2 equal to 50 percent were in progress, and 2 equal to 50 percent were not yet arranged. Non-Formal Education Sub-Sector had 8 actions; of which, 2 equal to 25 percent was completed, 6 equal to 75 percent were in progress. Youth Sub-Sector had 7 actions; of which 7 equal to 100 percent were in progress. Physical Education and Sport Sub-Sector had 2 actions; of which, 1 equal to 50 percent was completed, and 1 equal to 50 was in progress.

Figure 14: Progress of the Implementation of Policy Actions 2021 (by sub-sector)

Completed Policy Actions included:

- Adoption of Guidelines on the Implementation of School Community Strategy for Early Childhood Education sub-sector;
- Development and use of textbook supply management system for schools (TnT);
- Development of Policy on New Generation Schools in response to primary school standard;
- Development of Child-Friendly School Policy Framework linked to the 4th Sustainable Development Goal and in line with education reform, especially at school level;
- Preparation of Directive on Implementation of the Early Grade Reading Package and Directive on Implementation of the Early Grade Mathematic Package;
- Preparation of Directive on Establishment and Functioning of the School Management Committee and preparation of Directive on Establishment and Change of the School Management Committee to the School Council;
- Launch of the Executive Guidance on Career Guide and Counseling for School Management and School Counselors;
- Introduction of training documents to school counselors;

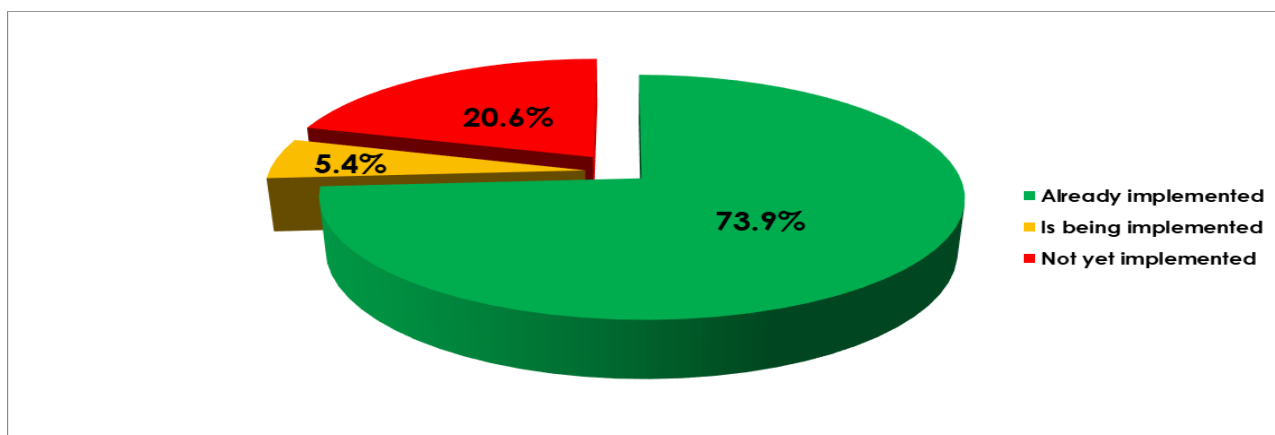
- Introduction of school counselor qualification documents;
- Approval of the Framework of Bridging Program to General and Technical High School;
- Preparation of Guidelines on the Management and Use of Basic Textbooks in 2020;
- Adoption of Policy of Career Guide and School Counseling;
- Preparation of Directive on Preparation of Technical Education Examination;
- Preparation of Directive on Technical and Vocational Diploma Examination Mechanism Level 3;
- Implementation of General Regulations for Candidates of Year-1 and Year-2 Examination and Technical and Vocational Diploma Examination Level 3;
- Implementation of Regulations and Levels of Discipline for Candidates Committed Mistake during Year-1 and Year-2 Examination and Technical and Vocational Diploma Examination Level 3;
- Implementation of Levels of Discipline for Education Staff during Year-1 and Year-2 Examination and Technical and Vocational Diploma Examination Level 3;
- Preparation of Additional Directive on Duties of Jury and Committees for Year-1 and Year-2 Examination and Technical and Vocational Diploma Examination Level 3;
- Preparation of Executive Guidelines on the Implementation of School-Based Management;
- Preparation of *Prakas* on the Determination of Technical and Vocational Certificates and Technical and Vocational Diploma;
- Preparation of Directive on Exam Preparation for Lower Secondary Equivalent Program;
- Preparation of Directive on Preparation of Examination of General Secondary Education and Complementary Education;
- Preparation of Sub-decree and *Prakas* on Project of Providing Additional Nutrition and Allowances for National and International Trainings and Competitions.

2.1.8 PROGRESS OF ACTION PLAN FOR SCHOOL YEAR 2020-2021 IN CAPITAL-PROVINCES

Progress of the Implementation of Annual Operational Plan in Capital-Provinces in 2021

Capital-provinces planned a total of 4,249 actions in the annual operation plan 2021, increased by 176 actions in comparison to 4,073 actions in 2020; of which 3,142, equal to 73.9 percent, were completed; 230, equal to 5.4 percent, were in progress; and 877, equal to 20.6 percent, were not yet implemented. If it was compared to the completed actions in 2020, it decreased 9.5 percent, and for unimplemented actions, it increased 7 percent; if it was compared to the completed actions in 2019, it decreased 17.6 percent. (Figure 15)

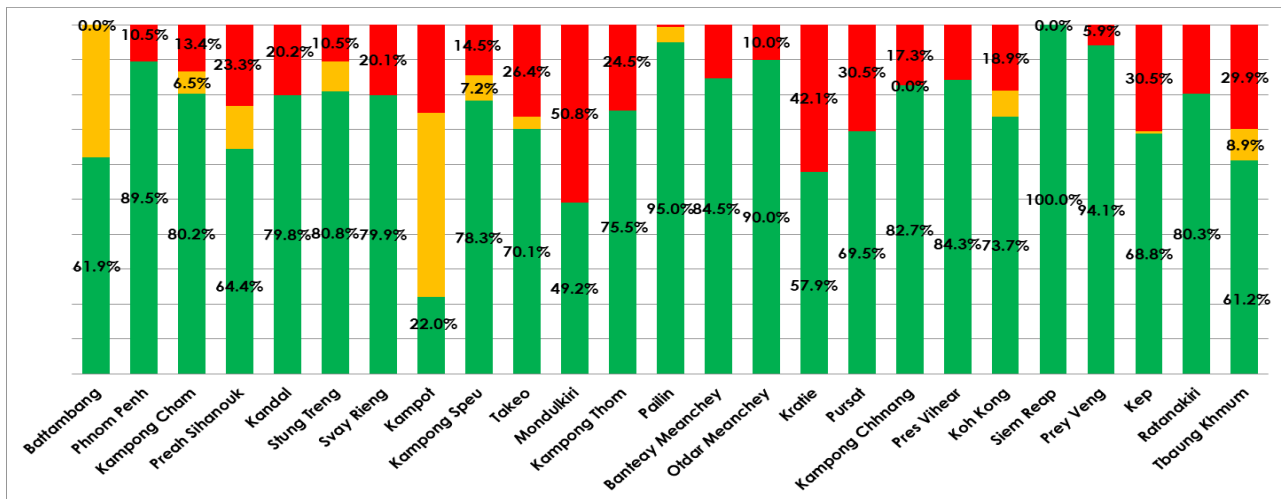
Figure 15: Progress of the Implementation of Annual Operational Plan in 2021 of POEs



The figure below showed that two provinces had completed actions of more than 90 percent, including Pailin province (95%) and Prey Veng province (94%). There were 17 capital-provinces have been implementing

actions of less than 5 percent. 4 provinces had unimplemented actions of less than 10 percent; as for Monduliri province, there were 51 percent, the most unimplemented actions. (Figure 16)

Figure 16: Progress of the Implementation of Annual Operational Plan in 2021 in Capital-Provinces



Capital-Provinces planned to take actions in 4 programs in 2021, including:

Program 1 “Development of Formal, Non-Formal, Informal Education” with 2,232 actions in total; of which 1,678 equal to 75.2 percent were completed, 112 equal to 5 percent were in progress, and 442 equal to 19.8 percent were not yet implemented. Capital-Provinces completed more than 90 percent included the Capital, Kampong Cham, Uddar Meanchey and Prey Veng provinces. 8 capital-provinces did not implement less than 10 percent, and Monduliri province did not implement 58.7 percent, the more unimplemented province.

Program 3 “Development of Physical Education and Sports” with 320 actions in total; of which, 175 equal to 54.7 percent were completed, 14 equal to 4.5 percent were in progress, and 131 equal to 40.9 percent were not yet implemented. 4 capital-Provinces completed 100 percent included the Capital, Takeo, Pailin, Uddar Meanchey and Kampong Chhnang provinces. 6 capital-provinces did not implement less than 10 percent, and Monduliri province did not implement 85.7 percent, the more unimplemented province.

Program 4 “One youth has at least one life skill” with 379 actions in total; of which, 255 equal to 67.3 percent were completed, 16 equal to 4.2 percent were in progress, and 108 equal to 28.5 percent were not yet implemented. 4 capital-Provinces completed 100 percent included Kampong Speu, Pailin, Prey Veng and Ratanakiri provinces; and Kandal province completed 95 percent. 7 capital-provinces did not implement less than 10 percent, and Monduliri province did not implement 68.2 percent.

Program 5 “Supporting Education Service and Good Governance” with 1,318 actions in total; of which, 1,034 equal to 78.5 percent were completed, 88 equal to 6.7 percent were in progress, and 196 equal to 14.9 percent were not yet implemented. 4 capital-Provinces completed more than 90 percent included Phnom Penh capital, Svay Rieng, Pailin and Pailin, Prey Veng provinces. 9 provinces did not implement less than 10 percent.

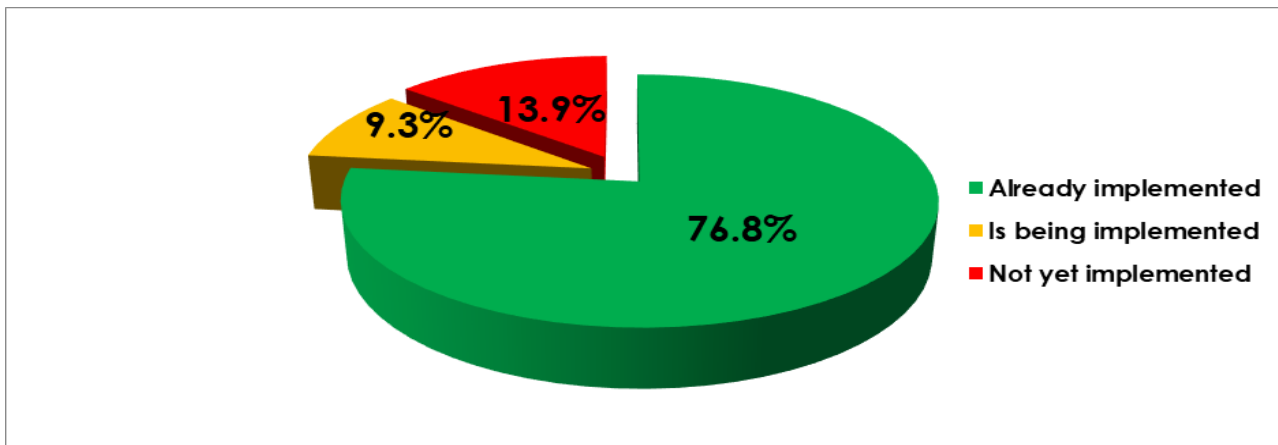
Figure 17: Progress of Implementation of Annual Operational Plan in 2021 in Capital-Provinces by Programs



Progress of the Implementation of Directions Set in the Education Congress for School Year 2020-2021 in Capital-Provinces

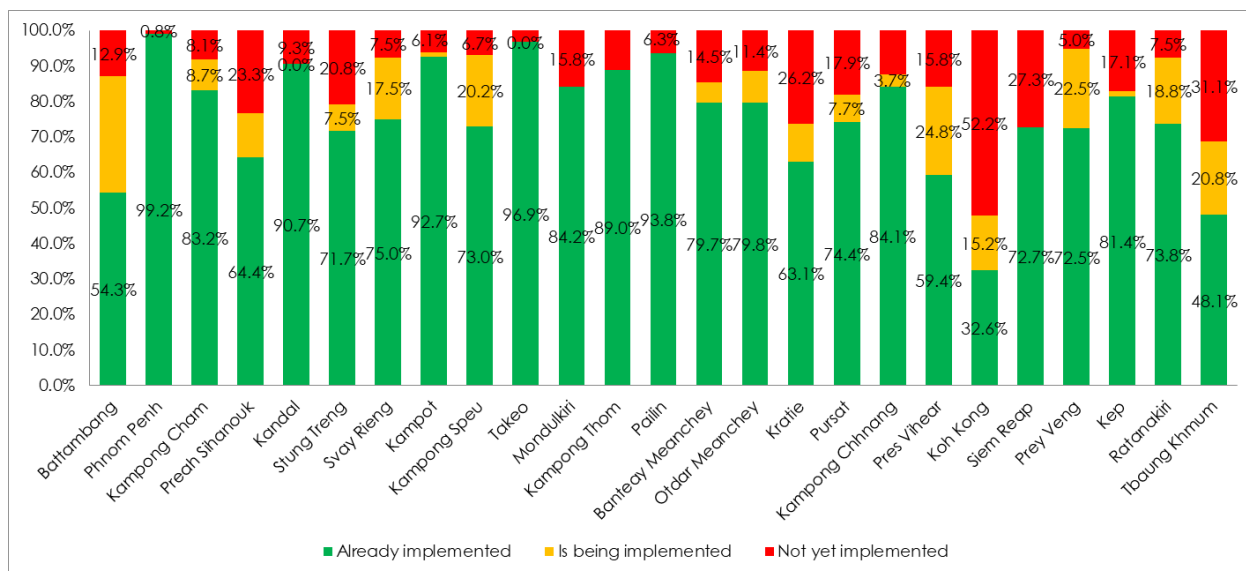
For the School Year 2020-2021, capital-provinces set 2,106 directions for implementation; of which, 1,617 equal to 76.8 percent were completed, 196 equal to 9.3 percent were in progress, and 293 equal to 13.9 percent were not yet implemented.

Figure 18: Progress of the Implementation of Directions Set in the Education Congress of Capital-Provinces



If we examined by capital-provinces, we found that 4 capital-provinces completed the directions of more than 90 percent included Phnom Penh capital, Kandal, Kampot, Takeo and Pailin Provinces. As for Koh Kong province, it completed 32.6 percent.

Figure 19: Progress of Implementation of Directions Set in the Education Congress by Capital-Provinces



2.2 RESULTS BY SUB-SECTOR

2.2.1. SUB-SECTOR: EARLY CHILDHOOD EDUCATION

A. ACHIEVED OUTCOME

A.1 ENSURING INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTING LIFELONG LEARNING FOR ALL

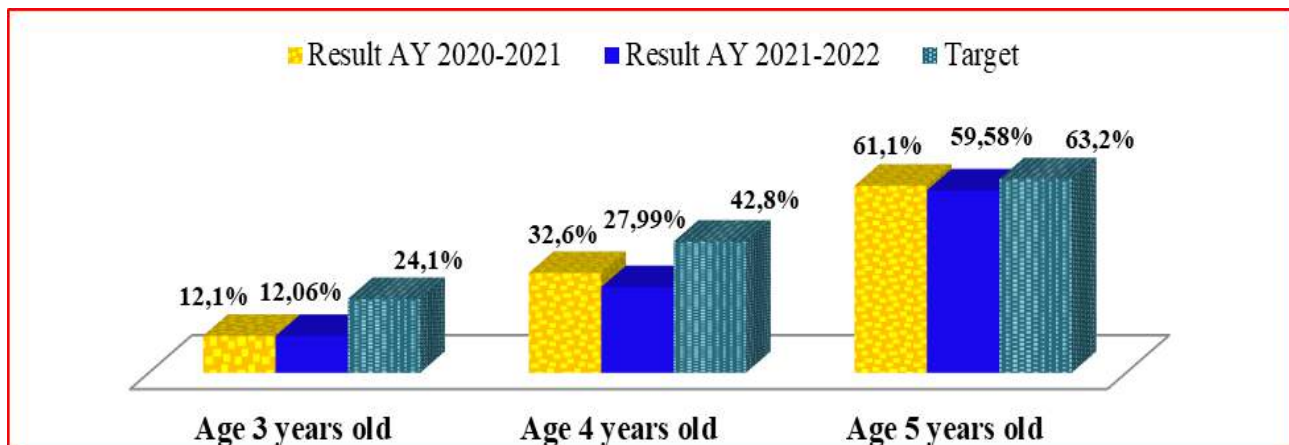
In the academic year 2021-2022, all forms of kindergartens had 8,334 schools/locations, an increase of 322. Of which, there were 4,563 public kindergartens, an increase of 70 (233 separated kindergartens, an increase of 22); 688 private kindergartens, an increase of 169; and 3,083 community kindergartens, an increase of 19 located in 1,053 communes/Sangkats out of 1,646 communes/Sangkats.

There were 14,151 kindergarten classrooms, an increase of 470, of all forms. There were 8,482 public kindergarten classrooms, a decrease of 348; 3,311 community kindergarten classrooms, an increase of 114; among them, 1,250 were standardized community kindergarten classrooms, and 2,358 private kindergarten classrooms, an increase of 300.

330,801 children, 164,540 girls, equivalent to 49.74 percent, had received education services. 37,839 three-year-old children, equivalent to 12.06 percent of citizens aged three years old, 19,718 girls, equivalent to 12.87 percent, had received education services. 94,174 four-year-old children, equivalent to 27.99 percent of citizens aged four years old, 48,278 girls, equivalent to 29.41 percent, had received education services. 198,917 five-year-old children, equivalent to 59.58 percent (ESP Target was 63.2 percent) of citizens aged five years old, 96,570 girls, equivalent to 59.27 percent, had received education services.

The overall study rate (of public, community and private kindergartens) was 33.63 percent, 33.02 percent of boys and 34.26 percent of girls.

Figure 20: % of Young Children Accessing Education against ESP Targets



This reflected that the Ministry of Education, Youth and Sports continued its efforts to cooperate with stakeholders at all levels to promote the provision of quality, equitable and inclusive early childhood education services in the context of Covid-19

There were 13,630 early childhood education staff, an increase of 785 persons, 90.69 percent females. Among them, 11,508 were teaching staff, an increase of 298 persons, 92.95 percent females; and 2,122 non-teaching staff, an increase of 143 persons, 74.28 percent females.

There were 5,934 public kindergarten staff, an increase of 217 females, 94.38%, of which 5,621 teaching staff, an increase of 171 females, 95%. 4,421 private kindergarten staff, an increase of 495 females, 80.86%, of which 1,790 teaching staff, an increase of 313 females, 86.77%. 3,275 community kindergarten staff, an increase of 73, 94.38% females.

There were 5,934 staff of public kindergarten, an increase of 217 persons, 94.38 percent females. Among them, 5,621 were teaching staff, an increase of 171 persons, 94.99 percent females. There were 4,421 staff of private kindergarten, an increase of 495 persons, 80.86 percent females; among them, 1,790 were teaching staff, an increase of 313 persons, 86.77 percent females. There were 3,275 staff of community kindergarten, an increase of 73 persons, 94.38 percent females.

Public Kindergarten

217,787 children, including 109,005 girls had received government kindergarten education programs. 15,061 3-year-old children, equivalent to 4.80%, including 7,990 girls, equivalent to 5.22%; 57,867 4-year-old children, equivalent to 17.20%, including 29,445 females, equivalent to 17.94%; and 144,859 5-year-old children, equivalent to 43.39 percent, including 71,570 females, equivalent to 43.92 percent, had received education services.

Private Kindergarten

41,615 children, including 18,588 girls, had received private kindergarten programs. 3,320 3-year-old children, equivalent to 2.01%, including 3,106 girls, equivalent to 2.03%; 9,781 4-year-old children, equivalent to 2.91%, including 4,912 girls, equivalent to 2.99%; and 25,643 5-year-old children, equivalent to 7.68%, including 10,596 females, equivalent to 6.50%, received education services.

Community Kindergarten

71,399 children, including 36,947 girls, had received community kindergartens. 16,458 3-year-old children, equivalent to 5.24%, including 8,622 females, equivalent to 5.63%; 26,526 4-year-old children, equivalent to 7.88%, including 13,921 girls, equivalent to 8.48%; and 28,415 5-year-old children, equivalent to 8.51%, including 14,404 girls, equivalent to 8.84%, had received education services.

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

The Ministry has provided Public School Operation Fund to 217 separated Public Kindergartens, at a total amount of 2,445,251,940 Riels; among them:

- State's budget of 2,198,400,000 Riels, implemented 2,198,000,000 Riels, equivalent to 100percent;
- Public School Operation Fund (budget for school improvement from Development Partners) of 246 851 940 riels, implemented 38 percent.

In accordance with Prakas No: 468, dated 31 March 2021 salaries were provided to 1,250 community pre-schools (CPS) teachers (female 1,201) which met the agreed minimum standards through banking system with amount of 10,675,000,000 riels and in accordance with Prakas No: 469, dated 31 March 2021 1,250 CPS received school operational budget 625,000,000 riels during financial year 2021. On 18 January 2022 Prakas No 98 and Prakas No 99 were issued providing a further 1,250 operational budgets for CPS meeting the minimum standards and 1,250 salaries for teachers in these CPS.

School-based management

The Ministry has:

- Developed and transformed the implementation of school-based management in 31 schools into the implementation of school-community strategies for the early childhood education sub-sector;
- Approved and disseminated guidelines for implementing school-community strategies for the early childhood education sub-sector; and
- Identified 213 target public kindergartens for implementing school-community strategies for the early childhood education sub-sector.

Parent Education Program

The Ministry has:

- Implemented parent and guardian education program at 31 target public kindergartens schools for school-based management to help provide home-based teaching to children to support distance learning practices in the context of Covid-19;
- Implemented parent education program connected to 1,250 standard community kindergartens, an increase of 200;
- Improved the parent education program textbook on early childhood parenting framework;
- Provided training of trainers of parent education program for community kindergartens in 26 villages, 7 communes and 4 districts, namely Boribour district and Kampong Leng district of Kampong Chhnang province; Kampong Svay district, Kampong Thom province; and Krakor district,

Pursat province, to 36 teacher trainers, 30 females, and 53 facilitators, 44 females, collaborating with development partners;

- Implemented parent education program in 123 villages, 32 communes, and 11 districts in Stung Treng, Ratanakiri and Siem Reap provinces with the participation of 4,060 parents, 3,654 females, in cooperation with development partners;
- Implemented parent education program through health education support groups in 19 villages in Rovieng district, Preah Vihear province, and 56 villages in Sandan district, Kampong Thom province, in collaboration with development partners;
- Prepared a handbook on caregivers for early childhood aged from 0 to 3, a handout for male caregivers, a handout for training of trainers, and a handout for education game for caregivers for children aged 0 to 3 years old, in collaboration with development partners; and
- Enforcing the implementation of consultation work with parents on the protection and development of early childhood for teacher trainers at 300 schools.

Multilingual Education and Mobile Kindergarten

The Ministry has:

- Implemented Multilingual Education Program for Indigenous Children in 19 municipalities-districts in Ratanakiri, Stung Treng, Mondulakiri, Preah Vihear and Kratie provinces. This program had been implemented at 4 public kindergartens, consisting of 122 children, 61 girls, an increase of 3 children, and at 124 community kindergartens, an increase of 5 kindergartens, consisting of 2,092 children, 1,147 girls. Languages used included Tompuon, Kroeng, Pnong, Kuoy, Kroal, Kavet, Prov, Jaray and Kachak;
- Produced 360 audio clips for multilingual education kindergartens (120 clips in Pnong, 120 clips in Kroeng, and 120 clips in Tampuon) in the context of Covid-19;
- Broadcasted multilingual education audio clips in Tompuon, Kroeng and Pnong languages through 4 radio stations and distributed 97,119 task papers to kindergarten students in the context of Covid-19 in Ratanakiri, Mondulakiri, and Kratie provinces;
- Provided an additional allowance for \$50 to multilingual education kindergarten teachers for the preparation of monthly student task papers and making of 228 copies of task papers for 228 multilingual kindergarten students in Stung Treng province, in collaboration with development partners; and
- Provided learning kits, consisting of pencils, erasers and colored pencils to 228 multilingual kindergarten students, including 123 girls, and provided teaching materials to kindergarten teachers, consisting of printing paper and colored printing paper in Stung Treng province, in collaboration with development partners.

Inclusive Education

The Ministry has:

- Increased the number of multilingual education pre-school teachers from 123 in the academic year 2020-2021 to 128 in the academic year 2021-2022;
- Implemented inclusive education program for 886 public kindergartens, an increase of 35 kindergartens, consisting of 624 children with disabilities, an increase of 178 people, 80 girls; and 363 community kindergartens, consisting of 185 children with disabilities, a decrease of 22 children, 13 girls, in Siem Reap, Kampong Thom, Ratanakiri, Kratie, Battambang, Banteay Meanchey, Kampong Chhnang, Prey Veng, Preah Sihanouk, and Oddor Meanchey provinces, and Phnom Penh;
- Built capacity on inclusive education, treatment methods and communication for early childhood in inclusive education classes to 477 public kindergarten teachers, 448 females, and 31 community kindergarten teachers, 28 females, in Prey Veng, Siem Reap, Kratie, Ratanakiri and Phnom Penh Phnom Penh, in cooperation with development partners;
- Provided learning and hygiene kits to 3,064 community kindergartens in collaboration with development partners;

- Provided learning and teaching materials and hygiene materials to 5,000 children, 2,550 girls, in Stung Treng, Ratanakiri and Siem Reap provinces, in collaboration with development partners; and
- Provided detailed curriculum for 4,493 public kindergartens, including 211 separated kindergartens.

Implementation of programs and actions attracted the support and participation of stakeholders. This demonstrated the progress of investing in multidisciplinary early childhood education with multi-faceted intertwinement to ensure quality structure, process and educational results of early childhood.

Application of Detailed Curriculum and New Teaching Methodology

The Ministry has:

- Adopted and disseminated detailed curriculum for community kindergartens;
- Provided training for 205 state and community kindergarten teachers, 188 females, on social psychology education in Ratanakiri and Kratie provinces;
- Drafted the final draft on creating a learning environment through storytelling and making of toys for early childhood in collaboration with development partners;
- Drafted pre-school curriculum for 5-year-old children before entering primary school (for 5-year-old children who have not passed kindergarten) in collaboration with development partners; and
- Drafted final handbook for child caregivers for community-based childcare nurseries in collaboration with development partners.

Study Result at Kindergarten Level

The overall rate for 6-year-old children passing through all forms of early childhood education services to attend grade 1 of primary school was 55.8%, 57.7% females. Of these, 43.4 percent were in public kindergartens, 44.8 females; 4.5 percent were in private kindergarten, 4.6 percent females; and 7.9 percent were in community kindergartens, 8.3 percent females.

Improvement of School Health

The Ministry has:

- Renovated and improved school environment at 3 kindergartens and constructed 34 community kindergartens in Kampong Speu province in cooperation with development partners;
- Renovated classrooms at 5 community kindergartens in Kampong Speu and 1 in Koh Kong in collaboration with the community;
- Constructed 10 school buildings, equivalent to 16 rooms, for public kindergartens and community kindergartens and equipped them with curricular and extracurricular games and learning materials in Chhep and Chey Sen districts of Preah Vihear province; and constructed and renovated kindergarten classrooms at 1 primary school in Botum Sakor district and another place in Sre Ambel district of Koh Kong province in cooperation with development partners;
- Constructed 4 nursery buildings for the children of workers/employees in Kampong Speu province in cooperation with development partners;
- Constructed of 1 building with 12 classrooms for a resource kindergarten in Kandal province in collaboration with philanthropists;
- Received 2 community kindergartens in Bakan and Phnom Kravanh districts, Pursat province, in cooperation with development partners;
- Constructed 60 community kindergarten buildings and renovated 45 classrooms in Kampot, Kampong Speu, Preah Sihanouk, Pursat and Siem Reap provinces, in collaboration with development partners; and
- Reduced the percentage of pre-schools with WASH (water, sanitation, and hygiene) minimum standard "Level Zero" from 25.6% (54 out of 211 schools) in the 2020-2021 academic year to 23.6% (55 out of 233 schools) in the academic year 2021-2022.

Monitoring and evaluation

The Ministry has:

- Approved the decision on the Establishment of Monitoring Working Group on Teaching and Learning Process for Kindergartens and Early Childhood Education Facilities in the context of Covid-19 and beyond;
- Monitored and evaluated the situation of private educational institutions before allowing for the reopening of the second phase in Phnom Penh;
- Collected data on early child care and development in Ratanakiri and Stung Treng provinces;
- Conducted studies on community-based nursery project for factory workers/employees in Kampong Speu, Kandal and Kampong Cham provinces;
- Monitored the teaching and learning in the context of Covid-19 in Banteay Meanchey, Siem Reap, Preah Sihanouk, Kampong Cham, Kratie, Pailin, Battambang and Kampot provinces;
- Updated to validate 1,250 standard kindergarten teachers, 1,201 females, for the academic year 2021;
- Monitored and evaluated 800 standard community kindergartens; and
- Evaluated and issued licenses to set up 94 private general education institutions from kindergarten to high school levels.

Both technical and learning physical resource supports and monitoring and evaluation actions helped promote the quality and recognition of early childhood education program.

A2. ENSURING EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF EDUCATION OFFICIALS OF ALL LEVELS

Supporting Mechanism for Early Childhood Education Service

The Ministry has:

- Organized a workshop on reviewing the final draft textbook for 94 national, sub-national officials, 73 females, in Kampong Cham province.
- Produced 100 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 Childhood Care and Development;
- Directed and Produced 100 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 Childhood Care and Development;
- Conducted field research and lesson writings on multilingual education in indigenous areas for 56 national and sub-national level kindergarten teachers, 33 females, in Bor Keo and O'Chum districts, Ratanakiri province;
- Produced video clips on multilingual education in indigenous areas for the training of kindergarten teachers ;
- Provided training to 36 national trainers, 7 females, on a regular professional development system and human resource management information management system, in Kampong Speu province;
- Provided capacity building of officials in charge of early childhood education at the sub-national level on the selection principle and roles, duties and norms of the Kindergarten Management Committee;
- Provided online training on and dissemination of the implementation of school-community strategies for early childhood education sub-sector to 541 sub-national early childhood education principals and kindergarten teachers, 459 females, of the target schools;

- Developed documentation, including creating a learning environment through early childhood play, storytelling, making of toys, and pre-school program for 5-year-old children, in collaboration with development partners;
- Produced 40 education short films and prepared for broadcasting on National Radio of Cambodia, in collaboration with development partners;
- Provided training for 30 standard community kindergarten teachers, 27 females, in Angkor Chum, Angkor Thom, Srey Snom and Banteay Srey districts, Siem Reap province, in cooperation with development partners; and
- Provided training for 21 community kindergarten and primary school teachers, 17 females, on the Social Psychological Learning at Kindergarten Level in Thala Barivat, Borey Osvay Senchey and Sesan districts, Stung Treng province, in cooperation with development partners.

Development of Teacher Capacity

The Ministry has:

- Conducted examination for completion of training of 206 Student Teachers, 96.11 percent females, of Kindergarten Education, for the 33th;
- Provided training to 204 Student Teachers, 97.54 percent females, of Kindergarten Education, for the 34rd batch;
- Built Capacity of 205 Kindergarten Principals and Teachers, 21 females, on Social Psychological Learning at Kindergarten Level in Kratie and Ratanakiri provinces;
- Built capacity of 91 national and sub-national kindergarten principals and teachers, 65 females, on School-Community Strategy, online;
- Built capacity for 14 management officers and trainers from 14 middle schools, 10 girls, on online environmental education;
- Built capacity for 40 national and sub-national officials, state kindergarten and community kindergarten teachers, 36 females, on the Implementation of detailed curriculum for kindergartens and observation of parent group meetings in the target areas of the project on promoting resilient environment and socio-economic enhancement in the eastern part of Tonle Sap Lake in Kampong Thom, Kampong Chhnang and Pursat provinces, in collaboration with development partners;
- Sent 25 education staff, 13 females, to participate in the First Batch of Early Childhood Education training program at the Royal University of Phnom Penh under the cooperation between the University of Hong Kong and the Royal University of Phnom Penh in Higher Education Improvement Project;
- Sent 6 education staff, 4 females, to participate in the Second Batch of Bachelor Degree of Leaders and Teachers Qualification Building at the Royal University of Phnom Penh in Secondary Education Improvement Project;
- Sent 22 education staff, 20 females, to participate in the Third Batch of Bachelor Degree of Leaders and Teachers Qualification Building at the Royal University of Phnom Penh, supported by Secondary Education Improvement Project;
- Sent 4 education staff, 1 female, to participate in online Policy Development Course on Early Childhood Education, in collaboration with development partners;
- Sent 2 education staff, 1 female, to participate in online Early Childhood Education Development Course in Asia, in collaboration with development partners;
- Sent 38 education staff, 23 females, to participate in online Course on Early Childhood Behavior Building Starting with Politeness and Patience, organized by SEAMEO-CECEEP; and
- Send 7 education staff, 4 females, to participate in the training of child caregivers in community centers.

Drawing Up Regulations

The Ministry has:

- Approved Prakas No. 468 OYKBr.K, dated 31 March 2021, on the Accreditation of Standardized Community Kindergartens;
- Approved Prakas No. 882 I OYKBr.K, dated 22 September 2021, on the Permission for the Publication of Detailed Curriculum for Community Kindergartens;
- Approved Decision No. 32 OYK.SSR, dated 20 July 2021, on the Establishment of a Working Group for the Management and Implementation of the School-Community Strategy for Early Childhood Education Sub-Sector;
- Approved Decision No. 39 OYK.SSR, dated 22 September 2021, on the Establishment of a Joint Technical Committee for the Training of Early Childhood Education Resources;
- Launched guidelines for implementing school-community strategy for early childhood education sub-sector on 22 September 2021;
- Approved Instruction No. 28 OYK.SNN, dated 28 May 2021, on Distance and Electronic Teaching and Learning for Public Kindergartens and Early Childhood Education Services; and
- Approved Instruction No. 88 OYK.SNN, dated 20 December 2021, on Opening of Kindergarten Establishments and Early Childhood Education Services for the academic school year 2021-2022.

Works of the National Committee for Early Childhood Care and Development

The Ministry has:

- Organized online workshops on the implementation of early childhood care and development for Capital/Provincial/Municipal/District/Khan Council members, education officers and sub-national administration officers of 4,654 people, 491 females;
- Implemented Project on Establishment of Community-based Childcare (CBCC) for children of factory workers/employees in 22 locations in Kampong Speu, Kandal, and Kampong Cham provinces, and 100 community kindergartens in Kampong Speu, Kampot, Pursat and Preah Sihanouk provinces;
- Drafted handbook for caregivers in community-based childcare centers with participants from Ministry of Education, Youth and Sports, Ministry of Health, Ministry of Women's Affairs and Ministry of Labor and Vocational Training;
- Drafted a handbook for trainers to further build up capacity of community-based childcare caregivers;
- Built capacity of 14 trainers, 9 females, on community-based childcare for 15 days, participated by composition from Ministry of Education, Youth and Sports, Ministry of Health, Ministry of Women's Affairs, Ministry of Labor and Vocational Training and Ministry of Interior;
- Furthered build capacity for 16 child caregivers (16 females) in Kampong Speu province;
- Participated in online technical-level dialogues on the development of global partnership strategies;
- Participated in the online Opening Speech at the 2021 China-ASEAN Education Cooperation Week, under the theme "Gathering knowledge and activities to jointly create a vision for education under sustainable cooperation";
- Announced the launch of the Global Partnership Strategy for Early Childhood Development, online, in collaboration with development partners;
- Participated and shared experience of distance learning for kindergartens in Cambodia in the context of Covid-19 with the Centre for Early Childhood Care, Education and Parenting of SEAMEO;
- Attended online Meeting of Board of Directors of the Center for Early Childhood Education and Parenting of SEAMEO;
- Participated in sharing experiences on learning in the context of Covid-19 and preparedness of opening kindergartens, online; and

- Drafted the final draft of the National Action Plan on the Early Childhood Care and Development for 2023-2025.

The development of coherent implementation mechanisms and qualification development activities for education staff at all levels yielded the potential for the implementation of early childhood education program to realize all aspects of early childhood development needs.

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

N°	Early Childhood Education	Unit	Actual 2020-21	Target 2021-22	Actual 2021-22	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 4-year-old children (state, community and private kindergartens)	%	61,1	63,2	59,58	↓
	Male	%	58,6	62,5	59,88	→
	Female	%	62,3	64,0	59,27	↓
2	Enrolment rate of four-year-old children (state, community and private kindergartens)	%	32,6	42,8	27,99	↓
	Male	%	30,0	42,0	26,64	↓
	Female	%	34,1	43,5	29,41	↓
3	Enrolment rate of 3-year-old children (state, community and private kindergartens)	%	12,1	24,1	12,06	→
	Male	%	10,3	23,1	11,28	→
	Female	%	12,9	25,2	12,87	→
4	Gross enrolment rate (state, community and private kindergartens)	%	34,8	44,0	33,63	↓
	Male	%	33,1	43,5	34,02	→
	Female	%	35,9	46,0	34,26	↓
5	Percentage of kindergartens with access to electricity (state kindergartens)	%	77,9	39,1	80,5	↑
6	Percentage of Pre-Schools with water, sanitation, and hygiene (WASH) minimum standards (separated public Pre-Schools)					
	Level 1	%	33,6	47,1	39,1	→
	Level 2	%	37,0	27,7	34,3	↑
	Level 3	%	3,8	1,4	3,0	↑
7	Percentage of kindergarten with available facilities (separate public kindergartens)					
	Latrines	%	100	68,4	99,6	↑
	Safe drinking water	%	85,3	54,0	78,5	↑
	Hand washing facilities	%	84,4	53,8	88,4	↑
	First aid boxes	%	44,1	21,3	39,1	↑
Sub-Sector Objective 2: Improve quality of kindergarten services based on standards						
8	Percentage of state kindergartens achieving the minimum standard (separate state kindergartens)	%	19,9	24,0	20,18	→
9	Community Kindergarten achieving minimum standards	Number	1 250	1 320	1 250	→
10	Percentage of state and community kindergartens in which capacity of 5-year-old children had been assessed	%	67,1	47,0	78,67	↑
11	Percentage of kindergarten children receiving nutrition (state, community and private kindergartens)	%	41,4	38,0	53,27	↑
12	Percentage of kindergarten teachers with qualification based on national standards (12 + 2)	%	68,9	72,0	69,95	→
13	Multilingual teachers	Person	123	123	128	↑
14	Student-teacher ratio in state kindergartens	Ratio	42,0	24,0	39,0	→
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 kindergarten principals trained on school-based management	Persons	43	50	213	↑
16	No. of state kindergartens implementing school-based management	Number	43	67	213	↑

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

C. CHALLENGES

At the same time of achievement, there were some challenges, which required efforts in solving them. Those challenges include:

- The structure of early childhood education programs was not yet consistent with the needs of services;

- The implementation of kindergarten curriculum was not yet complete and does not cover all aspects;
- Process support resources and techniques have not yet met the need for expanding and improving the quality of early childhood education program;
- The capacity of early childhood education staff has not yet met the quality framework for early childhood education; and
- Parent activities contributing to early childhood support in the context of new normal in education were still limited.

2.2.2 SUB-SECTOR: PRIMARY EDUCATION

A. ACHIEVED OUTCOME

A.1 ENSURING INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTING LIFELONG LEARNING FOR ALL

In the academic year 2021-2022, there were 7,306 public primary schools, an increase of 2 compared to the academic year 2020-2021. 333 schools, a decrease of 49, did not have all levels. There were 655 private primary schools in all capital and provinces. The Ministry declared 5 new schools – 1 complete school, 1 school with change of name, and 508 school accredited.

There were 63,263 classrooms of public schools, a decrease of 401, and 46,192 learning rooms, an increase of 390.

There were 2,036,566 public school students, an increase of 26,280 students, including 998,416 females, equivalent to 49.0 percent, an increase of 34,264 students. There were 130,586 private school students, an increase of 12,150 students, including 64,643 females, equivalent to 49.5%, an increase of 6,165 students.

Total new net admission rate was 85.7 percent, a decrease of 1.7 percent, 85.5 percent females, a decrease of 2.5 percent. Of which, 79.6 percent were in public schools, a decrease of 3.1 percent, 79.4 percent females, a decrease of 3.9 percent; 6.1 percent were in private schools, an increase of 1.4 percent, 6.1 percent females, an increase of 1.4 percent. The total net admission rate was 93.0 percent, an increase of 1.1 percent, 94.2 percent females, an increase of 1.9 percent. Of which, 86.8 percent were in public schools, an increase of 0.1 percent, 87.9 percent females, an increase of 0.9 percent; 6.2 percent were in private schools, an increase of 1.0 percent, 6.3 percent females, an increase of 1.0 percent.

There were 58,040 public primary education staff, including 30,573 females, equivalent to 52.7 percent. Of which, there were 45,148 teaching staff, an increase of 269, including 26,590 females, equivalent to 58.9%, an increase of 399; 9,462 two-class-two-shift teachers, including 4,408 females; 2,639 combined-two-classes teachers, including 870 females; 97 combined-three-classes teachers, 16 females; and 12,013 contract general education teachers, 7,927 females.

Implementation of Programs and Activities

Budget of Public School Operation Fund

The Ministry has:

- Provided Public School Operation Fund
 - State budget 87,940,100,000 Riels, implemented 87,624,900,000 Riels, equivalent to 99.6%
 - Budget from development partners of 14,006,734,800 Riel, 100% implemented
- Given training on Financial Procedures and Information Technology System for Managing Public School Operation Fund to 1,055 Schools;
- Provided budget for in-school meal program using community agricultural products to 205 schools, with State's budget credit of 7,072,400,000 Riels, implemented 2,934,194,200 Riels, equivalent to 41.5 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 35,658,480,000 Riels, implemented 35,637,630,000 Riels, equivalent to 99.2 percent;
- Encouraged all schools to implement cash transfers through banking system;
- Instruct each school to prepare an annual operational plan and annual budget in accordance with the Excel system, which is prepared directly with the participation of stakeholders. All revenues and expenditures are accounted for using a computerized accounting system. The school has an extensive, transparent list posted; and
- Recommended each school to prepare Annual Operational Plan and Annual Budget Plan by using Excel, directly prepared with participation of stakeholders. All incomes from various sources and expenses must be recorded in computerized accounting register in an accountable manner. Schools had a widely posted Table of Transparency.

This enhanced school accountability in keeping with school-level reform of school management.

School Infrastructure and Supply

The Ministry has:

- Repaired 2 school buildings with 8 classrooms in Phnom Penh;
- Reduced the percentage of primary schools with WASH minimum standard "zero level" from 22.1 percent (1,612 out of 7,304 schools) in the academic year 2020-2021 to 17.6 percent (1,288 out of 7 316 schools) in the academic year 2021-2022;
- Supplied school administration equipment to 53 educational institutions, including 81 sets of computer, 61 printers, 12 overhead projectors, 12 photocopying machines, and 23 cabinets with 12 drawers, for a total of 311, 300,000 Riels;
- Published 85,035 Grade 1 and Grade 2 mathematics work books and provided them to Grade 1 students in Siem Reap, Oddar Meanchey, Preah Vihear, Kratie and Stung Treng provinces and to Grade 2 students in Siem Reap, in collaboration with Strengthening Teacher Education Programmes;
- Provided 176 tablets to trainers of early grade reading and mathematics training packages in collaboration with Strengthening Teacher Education Programmes;
- Provided 49 laptops to working group in charge of distance training and data management of pedagogical counseling programme at the Department of Primary Education and the 37 municipalities and districts of Siem Reap, Oddar Meanchey, Preah Vihear, Kratie and Stung Treng provinces, in collaboration with Strengthening Teacher Education Programmes;
- Provided Early Grade Reading and Mathematics Aid packages for Grade 1 and Grade 2 for home study to approximately 750,000 students, in collaboration with the Capacity Development Partnership Fund;
- Provided 15 hand washing facilities and 2 water reservoirs in Pursat, Siem Reap and Kep provinces, in collaboration with Bandos Komar Association and Aide et Action Cambodia;
- Constructed 3 new school buildings with 9 classrooms, repaired 8 school buildings with 27 classrooms and 1 new classroom in Phnom Penh, Kampong Thom, Kampong Speu and Koh Kong, in collaboration with Aide et Action in Partnership, BSDA, BLCP and the Rabbit School;
- Published 80 books with titles, equivalent to 46,055 books, and purchased 62,003 books various publishers to provide for 204 libraries in Tbong Khmum, Prey Veng, Kampong Speu and Banteay Meanchey provinces, in collaboration with Room to Read Cambodia;
- Provided 107,926 low-level English books to 597 primary schools in Kampong Chhnang, Pursat, Battambang, and Banteay Meanchey provinces and Phnom Penh, in collaboration with Room to Read Cambodia;
- Published 1,404,090 additional reading books to be distributed to 93,606 primary school students in grades 1 to 6 in Tbong Khmum, Prey Veng, Kampong Speu and Banteay Meanchey provinces, in collaboration with Room to Read Cambodia;
- Provided child-friendly furniture to 79 libraries, in which each library received 4 double-faced shelves, 2 single-faced shelf, 4 reading tables, and 1 librarian chair, in collaboration with Room to Read Cambodia.

This underscored the interest of the Royal Government and development partners in investing in hardware, in spite of being in the context of Covid-19, to increase enrollment.

Child Friendly School Program

The Ministry has:

- Developed a comprehensive curriculum on positive discipline teaching methods, in collaboration with UNICEF and VVOB Cambodia;
- Prepared training guidebooks for trainers on multidisciplinary training on positive discipline education and effective classroom management in collaboration with UNICEF and VVOB Cambodia;

- Organized a national workshop on disseminating the National Social Protection Policy Framework 2016-2025 in Ratanakiri province;
- Prepared guidelines on Child Protection to End Violence against Children in Schools in Siem Reap and Preah Vihear provinces, in collaboration with Save the Children Cambodia, World Vision and Plan International;
- Provided training on Positive Discipline Education and Effective Classroom Management for Municipal/District Capacity Building and Monitoring Team with 961 participants, 213 females, in Battambang and Prey Veng provinces, in collaboration with UNICEF;
- Built capacity on Positive Discipline Education and Effective Classroom Management for school principals and teachers with 1,689 participants, 389 females, in Battambang province, in collaboration with UNICEF;
- Built capacity of principals and teachers from grades 1 to 6 on Child Friendly Schools (2nd Composition) on the classroom management and children's learning methods, participated by 53 participants, 25 females, in Preah Sihanouk province, in cooperation with the Bandos Koma Association;
- Built capacity of municipal/district/Khan capacity building and monitoring team, school principals, and teachers on data tracking tools for students at risk of dropping out in 35 target schools in Kampot province, in collaboration with Aide et Action Cambodia in partnership with CAPE; and
- Implementing child friendly school program in all public primary schools. According to the assessment, there were 5,369 child friendly schools at intermediate and advanced level, equivalent to 77.6%; of which, there were 3,502 child friendly schools at intermediate level, equivalent to 50.6%, and the 1,867 schools at advanced level, equivalent to 27.0%.

This demonstrated that the ministry has paid attention to children's rights, in particularly child safety and protection in schools in an equitable manner.

New Generation School

The Ministry has:

- Implemented at Hun Sen Anuwat Primary School, Kampong Cham Municipality, Kampong Cham Province; Svay Prahout Primary School, Svay Chrum district, Svay Rieng province; Angkor Ban Primary School, Kang Meas district, Kampong Cham province; and Samdech Preah Reach Akka Moheesy Norodom Monineath Sihanouk Primary School, Udong district, Kampong Speu province. The four primary schools had 2,451 students, 1,193 girls;
- Built capacity on the use of Google Meet, GoogleForm, STEM, reading standard, constructive learning, collaborative learning, use of question levels, teaching and learning, tablet apps, Khmer and mathematics teaching, use of ICT, and career paths for 51 principals and teachers, 32 females, in Kampong Cham, Kampong Speu and Svay Rieng provinces;
- Built capacity on teaching methodology and use of Early Grade Mathematics Aid package for 21 principals and teachers, 16 females, in Kampong Speu province; and
- Prepared 2 computer rooms, containing 50 sets of computer; prepared 2 libraries; provided 60 tablets; provided teaching and learning materials to 27 classes; and provided 8 LCDs, and 2 TVs to be equipped at the libraries and to be used with CCTV cameras at classroom buildings, libraries, and head offices to Angkor Ban Primary School and Samdech Preah Reach Akka Moheesy Norodom Monineath Sihanouk Primary School.

The implementation of new generation schools had an impact on students' achievement through leadership, management, teaching and learning, and community engagement and support.

Whole-Day Learning and Teaching at Primary Education

The Ministry has:

- Adopted Prakas on the Recognition of Whole-day Teachers at Daun Ov, Trapeang Svay, and Kork Kreul Primary Schools, Angkor Thom district, Siem Reap province; and Angkor Ban Primary School, Kang Meas district, Kampong Cham province;

- Implemented pilot whole-day teaching and learning at Daun Ov, Trapeang Svay, and Kork Kreul Primary Schools, Siem Reap province; and Angkor Ban Primary School, Kampong Cham province, by providing lunch for the students;
- Implemented whole-day teaching and learning using the equity fund of parents or guardians at the Kampong Chhnang Primary School and Kirisovanvong Primary School, Kampong Chhnang province; Preah Vihear Aknuwat Primary School and Rong Roeung Primary School, Preah Vihear province;
- 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;
- Evaluated students' academic performance was improved, students came to school in the morning and afternoon and cut down the use of electronic devices, students with slow learning received additional training, parents had more time to do other things, and the community fully supported; and
- The above-mentioned 8 primary schools had 5,231 students, 2,524 girls.

This increased the learning time and helped improve the quality outcomes of students' learning.

School-Based Management

The Ministry has:

- Studied and evaluated the environmental and social situation to prepare a document on environmental and social safety protection plan for the implementation of general education improvement project, in collaboration with the World Bank;
- Organized online consultative workshops on school-community strategy development for primary education sub-sector participated by more than 500 participants;
- Organized orientation and capacity building workshops for school management consultants on the implementation of school management and school-community strategies in Prey Veng province taken part by 214 participants, 43 females, in collaboration with the EU-Cambodia Education Sector Reform Partnership;
- Conducted intership and monitoring on the implementation of school management in 520 target schools in 9 target provinces, including Oddar Meanchey, Banteay Meanchey, Monduliri, Preah Vihear, Kampong Thom, Battambang, Kratie, Stung Treng and Ratanakiri provinces, in collaboration with the EU-Cambodia Education Sector Reform Partnership;
- Held online meetings on recommending establishment of school management committee for target school management consultants and principals to ready for the implementation of general education improvement project, taken part by 1,345 participants, 324 females;
- Issued Decision No. 37 OYK.SSR, dated 13 September 2021, on the Establishment of Working Group for Managing and Leading Implementation of School-community Strategy for Primary Education Sub-sector;
- Put the Operational Guidelines on School-Community Strategies for Primary Education Sub-sector, dated 10 September 2021, into use;
- Issued Instruction No. 49 OYK.SNN, dated 10 September 2021, on the Establishment and Functioning of the School Management Committee;
- Organized working groups to develop standardized tests at the beginning of the year, weekly, monthly, quarterly, semi-annually, and self-assessment at the primary education level, with compositions from the Department of Primary Education, Education Quality Assurance Department, teacher trainers from pedagogical and teacher training schools, and primary school principals and teachers for a total of 311, 137 females;
- Developing standardized test subjects at the beginning of the year, monthly, quarterly, semi-annually, and self-study activities based on lessons and weeks of Khmer language and mathematics subjects from Grades 1 to 6; and

- Provided training programs to improve school management qualifications at bachelor's degree level for the education staff of the Department of Primary Education, the Department of Training and Education Quality Assurance Department.

This strengthened school autonomy, community involvement and building of a new school culture.

Strengthening Teaching and Learning Methodologies

The Ministry has provided capacity building on:

- Improvement of instructional materials for trainers on Teaching Methodology and Using Mathematics Aid package for Grade 1 and Grade 2 for the 2nd Semester, in which 34 participants, 13 females, participated online, in collaboration with Strengthening Teacher Education Programmes in Cambodia;
- Teaching Methodology and Using Mathematics Aid package for Grade 1 for trainers to provide capacity building to pedagogical advisers, school principals, 1st grade teachers and stakeholders, in which 132 participants, 39 females, participated online, in collaboration with Strengthening Teacher Education Programmes in Cambodia;
- Teaching Methodology and Using Early Grade Mathematics Aid package for Grade 2 for trainers to provide capacity building to pedagogical advisers, school principals, 2nd grade teachers and stakeholders, in which 119 participants, 33 females, participated online, in collaboration with Strengthening Teacher Education Programmes in Cambodia;
- Introductory workshop on Early-Grade Pedagogy for Expert Pedagogical Advisors and School Pedagogical Advisors, in which 818 participants, 529 females, participated in Siem Reap province, in collaboration with Strengthening Teacher Education Programmes in Cambodia;
- Teaching Methodology and Using Mathematics Aid package for Grade 1 and Grade 2 for 1,633 participants, 363 females, school principals and stakeholders in Kratie, Stung Treng, Oddar Meanchey and Preah Vihear and Siem Reap provinces, in collaboration with Strengthening Teacher Education Programmes in Cambodia;
- Teaching Methodology and Using Mathematics Aid package for Grade 2 Mathematics for 1,154 participants, 723 females, Grade 2 teachers and stakeholders in Siem Reap province, in collaboration with Strengthening Teacher Education Programmes in Cambodia;
- Consultation with trainers and partner organizations to review the content of Kounsvachlat Task Book of Grade 3 mathematics, 1st semester, with 43 participants, 17 females, in cooperation with Strengthening Teacher Education Programmes in Cambodia;
- Introduction to Using Mathematics Aid Package to trainers of Phnom Penh Pedagogical Institute and Battambang Provincial Pedagogical Institute, with 16 participants, 1 female, online;
- Introduction to Using Mathematics Aid Package to mathematics trainers from 16 pedagogical institutes with a total of 30 participants, 12 females, online;
- Online meeting with mathematics trainers and line departments to prepare guidelines on how to teach mathematics, participated by 30 participants, 12 females;
- Implementation of Early Grade Reading Aid package for national trainers to further train Grade 2 school teachers and stakeholders, participated by with 318 participants, 215 females, in Kampong Cham and Kampot provinces, in collaboration with Strengthening Teacher Education Programmes in Cambodia;
- Implementation of teaching methodology and using Early Grade Reading Aid package for Grade 2 teachers and stakeholders, participated by 1,758 participants, 879 females, in Oddar Meanchey, Kratie, Stung Treng and Preah Vihear provinces in collaboration with Strengthening Teacher Education Programmes in Cambodia;
- Preparation of draft guidelines on teaching methodology of Khmer language and mathematics at the primary education level;

- Preparation of guidelines for parents and guardians to help teach children more about the implementation of home-based learning kits in Khmer language and mathematics in Grades 1 and 2, in collaboration with RTI;
- Using home-based learning kits for national trainers to further train the sub-national level, participated by 52 participants, 24 females, online, in collaboration with RTI;
- Using home-based learning kits to the Office of Education, Youth and Sports of Municipal/District/Khan Administration, participated by 456 participants, 132 females, online, in collaboration with RTI;
- Introduction of the implementation of early grade pedagogical consultation to trainers and further training to expert pedagogical advisors and school pedagogical advisors, participated by 2,613 participants, 1,239 females, online, in Kampong Thom, Preah Vihear, Oddar Meanchey, Kratie, Stung Treng and Siem Reap provinces, in collaboration with the project Strengthen teacher education programs in Cambodia and UNICEF;
- Introduction of the implementation of early-grade pedagogical consultation Part 1, participated by 904 participants, 560 females, in Siem Reap province, in collaboration with Strengthening Teacher Education Programmes in Cambodia;
- Teaching methodology and using Early Grade Reading Aid package for Grade 1 and Grade 2 teachers and stakeholders, with 676 participants, 379 females, in Tbong Khmum, Prey Veng, Banteay Meanchey, and Kampong Speu provinces, in collaboration with Room to Read Cambodia;
- Introduction to the using Early Grade Reading and Mathematics Aid package for the 2 pedagogical institutes and the 16 provincial pedagogical and teacher training schools, and further training for teacher trainees, online;
- Preparation of teaching and learning aid packages and review and edit aid memores of Grade 1 and Grade 2 mathematics, online, in collaboration with Cape and VVOB;
- Preparation of aid package of supplementary learning for students with slow learning from grades 2 to 6, in collaboration with UNICEF and CAPE;
- Cha-Ching Basic Financial Education Program for Kids to trainers at the capital/provincial and municipal/district/Khan levels, with 22 participants, 5 females, in Phnom Penh;
- Cha-Ching children Basic Financial Education Program for Kids to school principals and Grade 4 teachers, with 505 participants, 283 females, in Kandal, Kampong Cham and Phnom Penh;
- Implementation of teaching methodology and using Early Grade Reading and Mathematics Aid package for Grade-1 and Grade-2 teachers and stakeholders from 317 schools in Kampong Thom and Kampong Chhnang provinces, in collaboration with Bandos Komar Association;
- Implementation of collaborative teaching methodology, classroom management, study by asking research questions, and school development planning to 35 target schools in Kampot province, in collaboration with Aide et Action Cambodia in partnership with CAPE;
- Implementation of aid package for supplementary learning for students with slow learning to Grade 2 and Grade 6 teachers in order to further train teachers of 178 target schools in Kep, Koh Kong, Preah Sihanouk, Battambang and Kampot provinces, in collaboration with Aide et Action Cambodia; and
- 2-day pedagogical consultations for school principals and school pedagogical advisors to support grade 1 and grade 2 teachers and librarians, with 105 participants, 38 females, in Prey Veng, Banteay Meanchey and Kampong Speu provinces, in collaboration with RoomT to Read Cambodia.

This demonstrated that the basics of primary education have been strengthened through the study of early-grade Khmer language (reading and writing) and mathematics to help promote the quality of education and students' learning outcomes.

Inclusive Education Program

Multilingual Education

The Ministry has:

- Increased 231 multilingual primary school teachers in the academic year 2020-2021 to 242 in the academic year 2021-2022. 22 primary school teachers received special education diploma courses at NISE in the academic year 2020-2021 and 20 more in the academic year 2021-2022;

- Implemented multilingual education program in 88 schools in 15 districts with 242 teachers, 101 females, and 4,930 students, 2,428 females, in Ratanakiri, Mondulkiri, Kratie and Stung Treng provinces;
- Approved Prakas No. 1 117 OYK.Br.K on the Management of Multilingual Education Program;
- Provided training on Multilingual Education for Stung Treng Northeast Regional Teacher Training Center, in collaboration with UNICEF and CARE Cambodia;
- Built capacity on reading teaching methodology for grade-2 and grade-3 multilingual classes, with 128 participants, 42 females, in Ratanakiri and Kratie provinces, in collaboration with UNICEF;
- Built capacity on teaching methodology for multilingual classrooms for 63 teachers and stakeholders, 17 females, in Ratanakiri province, in collaboration with UNICEF;
- Held technical meeting on the use of teaching and learning materials for multilingual classrooms, with 153 participants, 69 females, in Mondulkiri province, in collaboration with UNICEF;
- Published 90,751 basic textbooks of multilingual education for grades 1 to 3 in Pnong, Tompuon, Kavet and Kroeng languages, in collaboration with Plan International;
- Produced 720 audio clips of multilingual education program from grades 1 to 3 in Pnong, Kroeng and Tompuon languages in Ratanakiri and Mondulkiri provinces, in collaboration with UNICEF;
- Broadcasted and re-broadcasted audio clips of multilingual education program in Tampuon, Kroeng and Pnong at 6 radio stations and distributed 532,432 task papers to multilingual students in grades 1 to 3 in Ratanakiri, Mondulkiri, Stung Treng, and Kratie provinces, in collaboration with UNICEF, Aide et Action Cambodia, and Plan International Cambodia;
- Provided e-library equipment including 8 55-inch smart TVs, 8 TV stands, 8 2-MB storage devices, 8 sets of network connecting devices, and 8 sets of solar power systems for 8 schools implementing multilingual education program in Ratanakiri, Mondulkiri, Kratie and Stung Treng provinces, in collaboration with UNICEF;
- Provided 600 bags of milled rice, equivalent to 12,000 kg; 3,600 cans of canned fish; 600 bottles of cooking oil; 600 toothbrushes; 600 tubes of toothpaste; and 600 bars of soap to 600 students for schools implementing multilingual education program in Kratie province, in collaboration with Aide et Action Cambodia;
- Provided distance learning materials to multilingual students in grades 1 to 3, consisting of 1,839 radios and 55,552 home-based learning kits (storybooks) for indigenous children in primary schools in Ratanakiri, Mondulkiri, Stung Treng and Kratie provinces, in collaboration with UNICEF and Aide et Action Cambodia;
- Provided more than 200 rechargeable radios to indigenous children in Kratie for distance learning and supported the broadcasting of multilingual education program in 3 provinces: Kratie, Mondulkiri and Ratanakiri, in collaboration with Aide et Action Cambodia; and
- Monitored teaching and learning of multilingual classes in 22 schools in 11 districts of Ratanakiri, Mondulkiri, Kratie and Stung Treng provinces, in collaboration with UNICEF.

Inclusive education program for children with disabilities

The Ministry has:

- Implemented special education program in 6 special education high schools with 993 students, 444 females. Among them, 180 students were visually impaired, 71 females; 598 were speech- and hearing-impaired, 254 females; and 215 were with intellectual disabilities and autism, 63 females (63 females). There were 591 students, 243 females, in primary schools. Among them, 424 students were visually impaired, 182 females; 99 were speech- and hearing-impaired, 40 females; and 68 were with intellectual disabilities and autism, 21 females;

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- Established 5 integrated schools for the speech- and hearing-impaired students with 7 classes and 34 students, 19 females, in Svay Rieng, Prey Veng, Preah Sihanouk and Kampong Chhnang provinces;
 - Established 34 integrated schools for students with intellectual disabilities with 69 classes, 755 students, 245 females, in Kandal, Kampong Speu, Siem Reap, Kampot, Kratie and Phnom Penh;
 - Allowed King Kids School to provide special education for 164 students with intellectual disabilities, 130 females, in Khan Sen Sok, Phnom Penh;
 - Organized the online 9th National Forum on Teacher Capacity Building for Teaching People with Special Needs in All Forms of Study, with 480 participants, 152 females, in collaboration with NEP;
 - Organized closure of the project on bridging and integrated classes with 128 participants, 87 females, online, in collaboration with RTI;
 - Edited aid package of Khmer language and mathematics learning, with 30 participants, 7 females, online, in collaboration with CAPE;
 - Provided general, oral, and dental check-ups and deworming for 463 students, 199 girls, at special education high school, in collaboration with One-2-One Organization;
 - Prepared a document on the situation of inclusive education in Cambodia, which had been approved on 30 September 2021, and a self-assessment tool on the progress of special education, which had been approved on 27 July 2021;
 - Produced 60 short video clips of early-grade storytelling in simple language, in collaboration with RTI;
 - Provided online training on emergency response to educational needs of students with disabilities, participated by 121 people, 65 females, in collaboration with SEAME OCEN;
 - Edited aid package of supplementary teaching for speech- and hearing-impaired and visually impaired students for the 5 special education high schools with 45 participants, 23 females, in Siem Reap and Battambang provinces, in collaboration with UNICEF;
 - Produced 15 clips of inclusive educational video games for guardians to help children with disabilities in Takeo province, in collaboration with Catholic Relief Services (CRS);
 - Built capacity on inclusive education for 156 stakeholders and teachers, 73 females, in Ratanakiri, Prey Veng and Battambang provinces, in collaboration with UNICEF;
 - Recruited and trained 20 special education teachers, 11 females, of which 10 specializing in speech and hearing impairment, 4 females, and 10 specializing in visual impairment, 4 females, in Phnom Penh;
 - Prepared draft documents on special education for the intellectual disability and autism for the training of teacher trainees at the National Institute of Special Education, in collaboration with UNICEF;
 - Sent 4 officials, 1 female, to study English at the Australian Center for Education, in collaboration with UNICEF;
 - Built capacity on communication methods and conditions for the inclusive development of disability, the basics of inclusive education, and the use of new products to help people with visual impairment for 4 people, 1 female, online, in collaboration with UNRPT, experts from Kingdom of Thailand and Krousar Thmey;
 - Received 3 licenses of Braille Publishing Apps, 850 cases of paper for Braille printing, and 2 licenses of Book Scanner Apps for the National Institute of Special Education and Special Education High School; in collaboration with UNICEF;
 - Produced 245 video clips in sign language on Covid-19 Update, 3 Dos and 3 Dons Preventive Measures, and Blessing Messages for Khmer New Year Celebrations at National Institute of Special Education;

- Conducted research on new signs for 4 times at Battambang Special Education High School, Kampong Cham, Chbar Ampov and Hearing-impaired Development Program;
- Produced 596 books in Braille on the academic subjects of the Ministry of Education, Youth and Sports and on other documents, equivalent to 44,772 pages;
- Published and distributed 1,000 books in sign language for grades 5 and 6 in all subjects to the 5 special education high schools;
- Provided 2 laptop and desktop computer for the National Institute of Special Education, in collaboration with UNICEF and Krousar Thmey;
- Adopted the School Development Strategic Plan 2021-2023 on 05 March 2021 for Takhmao Special Education High School;
- Provided 4 training courses for 10 days on intellectual disability and autism for 7 trainers and stakeholders, 4 females, at Takhmao Special Education High School;
- Monitored and inspected inclusive and integrated education in Prey Veng, Svay Rieng, Siem Reap, Preah Sihanouk, Kampong Chhnang, Kampong Thom and Battambang provinces in 12 districts and 20 schools;
- Received donation of 200,040,000 Riels from philanthropists for repairing 5 school buildings, constructing fences and gates, adding sand, organizing additional infrastructure, and installing security system at the branch of Takhmao Special Education High School. Among which, 30,000,000 Riels was from Samdech Techo Hun Sen's Cabinet; 40,000,000 Riels from H.E Vong Soth, Minister of Social Affairs, Veterans and Youth Rehabilitation; 50,000,000 Riels was from philanthropists and guardians of children with autism and intellectual disability; and 80,040,000 Riels was from the Polish Embassy in Bangkok;
- Provided allowances for food, accommodation and travel expenses of 1,125,156,700 Riels to 953 visually impaired, speech- and hearing-impaired and intellectually impaired students, 378 females, and the 6 special education high schools, and provided Public School Operation Fund of 300,000,000 Riels to 5 Special Education High Schools;
- Provided 14,214,000 Riels for school operations during the Covid-19 pandemic, such as masks, alcohol, soap, thermometers, photocopying documents and questionnaires, etc. for the 6 special education high schools, in collaboration with World Bank and GPE;
- Received financial support from Samdech Akka Moha Sena Padei Techo Hun Sen and Samdech Kittiprithbondit Bun Rany Hun Sen for a sum of 72,000,000 Riels for Phnom Penh Thmey Special Education High School and Chbar Ampov Special Education High School;
- Received donation from Samdech Pichey Sena Tea Banh for a sum of 12,000,000 Riels for annual water and electricity services of Siem Reap Special Education High School; and received donation from H.E Pan Sosak, Minister of Commerce, for water and electricity services of Phnom Penh Thmey Special Education High School and Chbar Ampov Special Education High School, from Battambang Provincial Department of Education, Youth and Sports for water and electricity services of Battambang Special Education High School, from Lok Chumteav Khieu Tep Rainsy Kanharith, Honorary President of the Women's Association for Peace and Development of Ministry of Information Branch, and from the ASEAN-Cambodia Women's Association of the Ministry of Foreign Affairs, for a sum of 72,000,000 Riels for water, electricity and food Services of Takhmao Special Education High School;
- Received donation of 10 tons of milled rice from philanthropists and 10 tons from Samdech Krala Hom Sar Kheng through HE Khan Maner for Battambang Special Education High School; and
- Supported the integrated teaching and learning process of 35 children with disabilities in Siem Reap, Kandal, Pursat and Phnom Penh, in collaboration with Aide Et Action Cambodia in partnership with Rabbit School, and DDSP.

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

Study Acceleration

The Ministry has:

- Provided capacity building on the use of accelerating textbooks for online teachers, participated by 203 participants, 123 females, in Siem Reap, Tbong Khmum, Kratie and Ratanakiri provinces, in collaboration with CAPE; and
- Provided capacity building on study accelerating education program for teachers, participated by 231 participants, 64 females, in Kampot, Kampong Thom, Kratie, Koh Kong and Banteay Meanchey provinces, in collaboration with UNICEF.

Scholarship and In-School Meal Programs

The Ministry has:

- Provided scholarships to 148,489 primary school students, 54.09% females in 5,963 schools within 203 municipalities/districts/Khans in the academic year 2020-2021. Of which, 31,470 were in grades 1 to 3, 52.68% females,
- Provided scholarships to 148,901 primary school students, 53.9% females in 5,977 schools within 204 municipalities/districts/Khans in the academic year 2021-2022. Of which, 35,612 were in grades 1 to 3, 52.6% females,
- Provided in-school meals in 1,113 schools with 300,150 students, 49% females. Among them, in-school breakfast and lunch using agricultural products in the community were in 887 schools with 239,203 students, 49% females, in Kampong Chhnang, Pursat, Battambang, Banteay Meanchey, Siem Reap Kampong Thom, Oddar Meanchey, Preah Vihear, Stung Treng and Kampong Cham provinces, and 908 schools, with 247,020 students, was co-sponsored by World Food Program;
- Improved and ungraded in-school meal program management information systems and piloted them in target schools implementing the program by using state and target schools' budget, in collaboration with the World Food Program;
- Providing capacity building on supplier selection procedures and data management system of competitors requesting costs of in-school food supply to the Provincial, Municipal/District In-School Meal Program Management Committee and 205 target schools implementing the program, in which 659 people, 96 females, participated in Battambang, Banteay Meanchey, Siem Reap, Kampong Cham, Stung Treng and Preah Vihear provinces;
- Launched the making of meals for students for 2 times: the first time cost 405,630,659 Riels and the second time was to resume making food for students which cost 618,042,075 Riels;
- Provided capacity building on the Implementation of Operational Guidelines on Scholarship Program for Poor Students and Scholarship Management Information System, participated by 8,446 participants, 1,491 females, in Kampong Cham, Tbong Khmum, Kep, Mondulhiri, Banteay Meanchey, Kratie, Kampong Speu, Kampot, Preah Sihanouk, Prey Veng and Phnom Penh, in collaboration with the Capacity Development Partnership Fund and technical cooperation in the training of scholarship information management system from the World Food Program;
- Provided training for the Local Scholarship Committee and the In-School Meal Program Management Committee on the use of the Scholarship Operation Guidelines for Poor Students, focusing on the principle of equity and scholarship data management information system;
- Distributed provision "milled rice" to chefs and students from poor families with Levels 1 and 2 and other equity cards for 2 times: The first time, there were 14,293 beneficiaries, using 357,325 kg of "milled rice" and 746,947 Riels; and the second time there were 14,293 beneficiaries, using 357,325 kg of "milled rice" and 754,341,925 Riels; and edited and updated Operation Guidelines on In-school Meal Program Using Community Agricultural Products;
- Prepared draft Sub-decree on In-School Meal Program Using Community Agricultural Products to provide in-school meals, in collaboration with the National Social Protection Council and line ministries and institutions;
- Developed draft strategic plan for transfer-handover of target schools implementing in-school meal program, in collaboration with the World Food Program, so that it could be implemented as a national program;

- Awarded scholarships to 2,815 students, 1,473 females, in collaboration with the Bandos Kumar Association; and
- Awarded scholarships to 9,128 students, 4,560 females, in collaboration with Aide et Action Cambodia.

This helped promote Nutrition Program for Health Support and Food Safety by using Agricultural Products in the Community for Children at School in line with the Policy Framework on National Social Protection.

Strengthening and expanding educational health promotion program

The Ministry has:

- Coordinated the online First Meeting of the Inter-Ministerial School Health Committee (IMSHC), presided over by **His Excellency the Academician Hang Chuon Naron** and Chair of the IMSHC, participated by 60 participants, 14 females online;
- Drafted a standard operating principle on health promotion in general education institutions, participated by 143 participants, 89 females;
- Brought to awareness Chaktomuk Primary School as a model school for implementing health education activities in all fields, participated 200 participants, 98 females, in Phnom Penh;
- Provided training to 36 teachers, 12 females, in Kampong Speu province, on pilot contents of textbooks on health education for all grade levels in Kampong Speu province;
- Providing capacity building of grade 1 and grade 4 teachers on health education on nutrition, with 16 participants, 12 females, in Kampong Cham province;
- Providing capacity building on Data Collection and Analysis of Application of Minimum Conditions of Clean Water, Hygiene and Nutrition at Schools for 48 sub-national education staff, 16 females, in Kep and Kampong Cham provinces, in cooperation with development partners;
- Inaugurated and launched the introduction of latrine and hand washing facilities, with 100 participants, 27 females, in Kampong Chhnang and Prey Veng provinces, in collaboration with partner organizations;
- Provided capacity building on model hygiene measures at schools, with 33 participants, 6 females, in Kampong Thom province, in collaboration with partner organizations;
- Checked the draft of the picture books of hand washing facilities in educational institutions, in collaboration with GIZ;
- Provided capacity building on guidelines for application of minimum conditions of clean water, hygiene and menstrual hygiene management at schools for 217 education staff, 36 females, in Takeo province;
- Assessed the provision of latrines at schools, with 3 participants in Stung Treng province, in collaboration with Plan International Cambodia;
- Conducted online Workshop on Dissemination and Official Launch of the Operation Guidelines for Preliminary Mental Health Relief, participated by 100 participants, 47 females, in educational institutions;
- Provided online capacity building on Prevention of Harm caused by Illegal Drug Use and mental health, with 361 participants, 197 females;
- Received 30,000 booklets on the growth and transformation of young girls and 30,000 booklets of the evolution of young boys into adolescents to be distributed to students in Takeo province in collaboration with UNICEF;
- Provided capacity building on food hygiene and safety in the context of Covid-19 to officials in charge of educational health, participated by 314 participants, 268 females, in Stung Treng, Preah Vihear, Kampong Cham, Banteay Meanchey, Battambang, Siem Reap, Kampong Chhnang, Oddar Meanchey, Pursat and Kampong Thom provinces;

- Conducted eye examinations and measured reading glasses for 4,202 participants, 1,947 girls, in 4 school in Phnom Penh, in collaboration with Brien Holden Institute;
- Coordinated Sinovac Covid-19 Vaccination Deployment within the framework of the Ministry of Education, Youth and Sports to education staff under the Ministry of Education, Youth and Sports, as well as public and private educational institutions, staff of other ministries, and the general population in 15 vaccination centers. 30,209 people, 15,271 females, were vaccinated with the first dose; and 71,030 people, 35,905 females, were vaccinated with the second dose in Phnom Penh;
- Participated in an online wrap-up meeting to summarize the results of the Second Dose Vaccination Deployment of Sinovac to public and private education staff, as well as staff of various ministries and the general population at the 15 vaccination centers, with 30 participants, 14 females, in Phnom Penh;
- Organized an online consultation meeting on the establishment of health rooms in 2 target schools, with 36 participants, 24 females, in Kampot province, in collaboration with RHAC;
- Organize an online meeting to review the Vision and Hearing Strength Program, with 6 participants, 4 females, in cooperation with General Education Improvement Program;
- Monitored and evaluated the work of educational health and implementation of the Ministry of Health's standard operating principles for the reopening of schools in the context of Covid-19 in some educational institutions in Kampong Thom and Tbong Khmum provinces;
- Sent an education official to participate in a training course on Sweet Drink Research among Students at Schools, at the National Center for Health Promotion of the Ministry of Health, Phnom Penh;
- Provided first aid kits and hygiene equipment to 48 schools in Pursat and Siem Reap provinces, in collaboration with Bandos Kumar Association;
- Provided hygiene supplies such as 2,960 boxes of face masks for teachers, 5,920 boxes of face masks for students; 592 five-litre containers of alcohol; 1,184 alcohol spray bottles; and 11,840 bars of hand washing soap to 106 target schools in Kep, Kampot, Pursat, Battambang, Kampong Thom, and Kratie provinces, in collaboration with Aide et Action Cambodia;
- Sent an education official to observe in-school sales of food in 40 schools in Phnom Penh, in cooperation with the National Center for Health Promotion of the Ministry of Health;
- Sent an education official to participate in a consultative workshop to develop a national policy on in-school meals in Kampong Cham province;
- Sent one education official to join an online consultation meeting on the initial draft of the national policy in-school meals; and
- Participated in supporting the dissemination of Covid-19 prevention measures to the community by promoting mobile library activities in 6 target provinces, namely Ratanakiri, Kampong Thom, Siem Reap, Kep, Kandal, Pursat and Kampot, in collaboration with Aide et Action Cambodia.

This underscored the importance of improving the health of students and education staff by instilling resilience in new normal of living.

Teacher training

The Ministry has:

- Conducted examination for completion of training of Primary School Teacher Trainees 12+2 of the 38th batch, for 1,297 teachers, 872 females;
- Recruited and provided training for 1,519 primary school teacher trainees, 1,109 females. Among them, 1,219 teacher trainees, 881 females, were 12+2 of the 39th Batch in Year 1, including 5 partners – 4 females; and 300 teacher trainees, 228 females, were 12+4 of the 3rd Batch in Year 1;
- Continued to train 594 primary school teacher trainees, 406 females. Among them, 297 teacher trainees, 193 females, were 12+4 of the 1st Batch in Year 4; and 297 teacher trainees, 213 females, were 12+2 in Year 3;

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- Provided capacity building on reviewing the 2021 progress and annual planning to reflect the work results and analyze the challenges, with 62 participants, 21 females, in Phnom Penh;
 - Provided capacity building on orientation on micro-budget for implementing eco-friendly school programs and updating of teacher assessment tools, with 33 participants, 11 females;
 - Provided capacity building on making compost at schools for the management of training institutions, school teachers, and principals of target schools, with 57 participants, 7 females, in Battambang province;
 - Provided online capacity building on gender-responsive school leadership, with 131 participants, 58 females;
 - Provided online capacity building on professional practice and research, with 14 participants, 7 females;
 - Provided online capacity building on progress of monitoring teacher evaluation work, with 49 participants, 9 females;
 - Provided online capacity building on the use of Google Meet, with 35 participants, 5 females;
 - Provided capacity building on crediting system for regular professional development, with 61 participants, 15 females, in Kampong Cham province;
 - Provided capacity building on regular professional development system and human resource management information system for school principals and teachers, with a total of 3,243 participants, 1014 females, in Siem Reap, Kratie, Oddar Meanchey, Preah Vihear and Stung Treng provinces, in collaboration with Strengthening Teacher Education Programmes;
 - Piloted the regular professional development system to support the development of sustainable and quality teaching capacity in Cambodia in line with the professional standards of teachers in Cambodia and international level, in collaboration with Strengthening Teacher Education Programmes;
 - Implemented system of accreditation of service providers and regular professional development activities, in collaboration with Strengthening Teacher Education Programmes;
 - Implemented crediting system for regular professional development activities and recorded in the human resource management information system, in collaboration with Strengthening Teacher Education Programmes;
 - Provided capacity building on professional development guidelines, participated onsite and online for a total of 186 participants, 53 females;
 - Provided online capacity building on regular professional development system and human resource management information system, with 154 participants, 27 females;
 - Provided online capacity building on needs assessment tools, with 141 participants, 24 females;
 - Provided capacity building on regular professional development system and human resource management information system, with 285 participants, 52 females;
 - Organized a national working group for mathematics, developed teaching materials and methodologies, provided capacity building on numeracy and geometry, and prepared instructional materials for 262 participants, 13 females, via an online app;
 - Provided online capacity building on consultation on methodology documents on teaching math numeracy, with 395 participants, 68 females;
 - Provided capacity building on mathematics teaching methodologies for education staff and teachers, 153 participants, 22 females;
 - Provided capacity building on teaching and learning management via electronic system; with 24 participants, 5 females;
 - Provided capacity building on teaching methodologies on geometry and numerics, with 299 participants, 37 females;

- Approved the Textbooks for Teaching Geometry;
- Prepared 2021 plan and developed teaching methodology materials and instructional materials; with 24 participants, 12 females;
- Produced effective classroom management documents and formulated technical support tools, with 23 participants, 11 females, via an online app;
- Reflected the implementation of classroom management methods in teaching and learning and reviewed documents on the effectiveness of classroom management, with 12 participants, 6 females, via an online app;
- Provided online capacity building on the implementation of classroom management methods in teaching and learning, with 675 participants, 91 females;
- Provided capacity building on the development of detailed content of the subjects for training 12+2 primary school teachers via credit system, with 108 participants, 35 females, in Kampong Chhnang province;
- Provided capacity building on E-teaching and E-learning, with 151 participants, 22 females;
- Provided online capacity building on teaching methodologies in geometry, measurement and numerics to 670 trainers and teachers, 285 females;
- Organized an online meeting of the National Working Group for Mathematics, with 20 participants, 5 females;
- Provided online capacity building on the implementation of classroom management methods in teaching and learning with 315 participants, 86 females;
- Provided online capacity training on professional practice and research, with 17 participants, 8 females,
- Provided online capacity building on integrating Early Grade Mathematics Aid package into a mathematics training program for 12+2 primary school teachers, with 36 participants, 7 females;
- Provided online capacity building on consultation of curriculum framework and detailed curriculum for Master of Education for Trainers at Technical Training College for Primary Education, with 67 participants, 4 females; and
- Provided capacity building on improving the master plan on increasing qualifications of teachers for 2021-2025, with 13 participants, 1 female, and integrating the Early Grade Mathematics Aid package into the mathematics training program, with 39 participants, 5 females, in Kampong Speu province.

This helped develop teachers' capacity to understand learning and teaching in new contexts.

Curriculum Development

The Ministry has:

- Prepared draft documents on education of art for students and teachers in grades 4 to 6;
- Completed 3 sets of guideline materials on environmental education and climate change for students in grades 4 to 6;
- Supplied 3,288,000 basic textbooks;
- Supplied basic textbooks based on the ratio of 1/1 for primary schools, achieving 100% success;
- Prepared guideline and teaching methodology materials for numerics at the primary education level;
- Developed teaching methodology capacity for Early Grade Reading and Mathematics Aid package - Children learn, children know;
- Provided capacity building on strengthening and monitoring the implementation of life skills locally, with 150 participants, 29 females, in Kampot and Takeo provinces, Battambang, Siem Reap and Stung Treng provinces;

- Provided capacity building on curriculum and Early Grade Reading Aid package to Grade-2 teachers, credit-based literacy education program, and education and prevention human trafficking, with 22 participants, 8 females, in collaboration with VVOB; and
- Brought awareness to household on mine, incident, and Covid-19 education, and National Mine Action Day, with 3,270 participants, 316 females, in Pursat, Battambang, Pailin, Banteay Meanchey, Oddar Meanchey, Preah Vihear and Kampong Thom provinces.

This helped promote and enhance the implementation of the curriculum, basic textbooks, and teaching methodologies in line with the new contexts.

Library

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

The Ministry has:

- Approved the implementation Operational Guidelines on Libraries at Primary Schools, based on Prakas No. 416 OYKBr.KIK, dated 05 March 2021;
- Provided capacity building on library management and reading activities for provincial trainers in Siem Reap, in collaboration with World Vision;
- Provided capacity building on library management and reading activities for trainers at national level, school principals, librarians, and teachers in Prey Veng and Kampong Speu provinces in collaboration with Room to Read;
- Provided capacity building on library work for trainers at national level in Kampong Cham province, in collaboration with Room to Read;
- Received 491 visitors, 306 females, visiting Library of **Samdech Akka Moha Sena Padei Techo Hun Sen and Lok Chumteav**;
- Celebrated the 6th National Reading Day on March 11, 2021, under the Topic "Reading in the Context of Covid-19", via an online app, under the Presidency of **His Excellency the Academician Hang Chuon Naron**. The competitions for text reading, poem recitation, composition and analysis of literature, participated by 25 contestants were also held, and the results were 3 winners, 2 girls, for text reading; 3 winners, 2 girls, for poem recitation; 3 female winners for composition; and 4 winners for analysis of literature. The total winners of the 4 competitions were 13, 7 girls;
- Developed Khmer Library App to provide distance learning support to children, youth and adults in collaboration with Aide et Action Cambodia;
- Supported mobile library programs in target provinces including Kep, Pursat, Ratanakiri, Kandal and Kampong Thom provinces, in collaboration with Aide et Action Cambodia;
- Provided 7-day capacity building training on library management and standard skills for school librarians and principals, with 430 participants, 140 females, in Tbong Khmum, Prey Veng, Banteay Meanchey and Kampong Speu provinces, in collaboration with Room to Read Cambodia;
- Provided 20-day capacity building training on library and reading activity management skills for 10 national trainers to develop human resources in library work and further train school librarians in collaboration with Room Tour Cambodia;
- Provided 7-day capacity building training on library reading activities to 902 teachers for Grades 1 to 6 and schools principals, 408 females. This training increased the capacity of teachers in target schools towards effective reading activity leadership, in collaboration with Room to Read Cambodia;
- Produced educational videos and incorporated them to the Document Center; and
- Disseminated library standards to 224 librarians, 53 females.

This helped instill habits of reading and composition and promoted quality learning and teaching.

Distance Teaching and Learning and E-Learning

The Ministry has:

- Produced and disseminated 910 short instructional video clips on distance learning on science and social studies at all levels, edited 3,222 video clips video for all subjects, and shared them on social media, such as YouTube, Facebook, and the official website of the Ministry of Education, Youth and Sports, under the financial support of the Royal Government and UNICEF;
- Developed 255 task papers for Khmer language in Semester 1 and Mathematics for Grades 1 to 3, in collaboration with with UNICEF;
- Developed 365 self-study task papers on science and social studies and 245 homework assignment task papers on science and social studies for Grades 1 to 6, with the financial support of the Royal Government;
- Uploaded aid packages of Khmer language, mathematics, science and social studies on MoEYS digital education platform (elearning.moeys.gov.kh). So far, there were about 68,504 students participating;
- Disseminated aid package of supplementary learning for poor learners in Khmer language and mathematics from Grades 2 to 6 to primary schools via Telegram and uploaded them on the official website of the Ministry;
- Participated in developing short, medium and long term school opening strategies; and
- Gathered reports on distance teaching and learning in the second quarter via an online app from all the capital and provinces and made a summarized report to Ministry leaders and stakeholders.

This underscored the importance of promoting student learning in a gentle, flexible, multi-faceted manner in the context of Covid-19.

Monitoring and Evaluation

The Ministry has:

- Monitored and gathered information from 5 primary schools that had been handed over to the State by United World Schools Cambodia in Ratanakiri province;
- Conducted Assessment of Techo Sen Award 2019-2020 for Krou La Or (Good Teachers) of Khmer Language and Mathematics for Grades 1 and 2;
- Participated in monitoring and evaluation of students' learning conducted by Jay Pritzker Academy (JPA) Siem Reap;
- Inspected the general situation for reopening of educational institutions in the academic year 2020-2021 in Prey Veng, Kep, Siem Reap, Kampong Chhnang, Takeo, Preah Vihear, Svay Rieng, Kampong Speu, Preah Sihanouk, Kandal, Kampot, Oddar Meanchey, Banteay Meanchey and Battambang provinces;
- Monitored and evaluated the distribution of aid packages of learning for home-based study to Grade-1 and Grade-2 students, with 70 participants, 17 females, in Svay Rieng, Banteay Meanchey, Oddar Meanchey, Koh Kong, Kratie, Kampot, Kampong Thom, Preah Vihear, Tbong Khmum, Kampong Cham, Stung Treng, Mondulkiri, Pursat and Preah Sihanouk provinces, in collaboration with Capacity Development Partnership Fund;
- Held online technical meeting on the development of students' assessment test subjects;
- Held technical meeting on the development of students' assessment test subjects;
- Participated in the development of standardized test subjects to assess the study results of students in Grades 1 to 6;
- Developed draft questionnaires related to the study of Grade-4 to Grade-6 students on Khmer language and mathematics and prepared guidelines for teachers in Grades 4 to 6l
- Provided capacity building on electronic self-assessment of schools to education inspectors, support and monitoring teams at the municipal/district/Khan levels, and school principals, with 2,575 participants, 387 females, in 126 municipalities/districts and 21 Capital and provinces;

- Conducted electronic self-assessment tests for 770 schools. Among them, 65 schools were at the developed level, equivalent to 8.4 percent; 417 schools were at the intermediate level, equivalent to 54.2 percent; 270 schools were at the basic level, equivalent to 35.1 percent; and 18 schools were below basic level, equivalent to 2.3 percent;
- Completed the harmonization of school inspection tools by the due date by updating the inspection aide memoir and putting it into use;
- Consulted on the formulation of online school inspection tools in the context of Covid-19 for the Capital and Provincial Inspection Teams;
- Organized a meeting to review and improve the Handbook on Education Quality Assurance Inspection System with the participation of leaders of the Ministry, specialized General Departments, line departments, and education inspectorate for a total of 53, 5 females, in cooperation with UNICEF;
- Complete the development of the manual on the education quality assurance inspection system for the provincial capital and approve its official use;
- Monitored and followed up the online study of vulnerable students at 407 schools;
- Assessed the situation of Kampong Prasat Community School in Kandal Province;
- Disseminated the implementation of the roles and responsibilities of stakeholders in the Quality Assurance Inspection System, with 204 participants, 38 females, in Takeo, Kandal, Preah Sihanouk, Koh Kong, Kampot, Kep, Svay Rieng, Prey Veng, Kampong Speu and Phnom Penh;
- Conducted online school inspections in the context of Covid-19 as specified and made reports on 391 schools; and
- Prepared draft guidelines on the Students' Assessment in Primary Schools by incorporating pictures of teaching and learning activities based on the content of each lesson, and production of and how to use teaching and learning materials for Grade 1 Mathematics.

This helped make improvement to the problems that had occurred at educational institutions in a timely manner.

Rate of Student Flow

Rate of students' promotion decreased by 84.9 percent, 88.2 percent increased for females and 83 percent decreased for males; repetition rate increased by 8.0 percent, 6.1 persons increased for females and 9.8 percent increased for males; and rate of dropouts increased by 7.2 percent, 5.7 percent decreased for females, and 8.6 percent increased for males.

Table 5: Rate of Student Flow

	Description	Flow Rate (Total)			Flow Rate (Female)					
		Promoted	Repeated	Dropped Out	Promoted	Repeated	Dropped Out			
2020-21	National level	84,9	8,0	7,2	88,2	6,1	5,7	81,6	9,8	8,6
	Urban	84,1	7,5	8,5	86,5	5,9	7,5	81,7	8,9	9,4
	Rural	85,0	8,1	6,9	88,6	6,1	5,3	81,6	10,0	8,4
2019-20	National level	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

Note: This Rate of Student Flow did not include those in private schools.

Graduation Rate

The graduation rate was 91.7 percent, 94.4 percent for females and 89.2 percent for males.

Table 6: Graduation Rate

	Description	Graduation Rate for 2019-20	
		Total	Female
Nation level	87,3	91,6	76,4
Urban	93,9	98,3	89,8
Rural	85,7	90,0	81,7

Note: This graduation rate included those in private schools.

Changes in the Quality of Education Services

- The transition rate was 85.0 percent, 81.4 percent for males, 88.5 percent for females, compared to the 2019-2020 academic year, a total decrease of 0.7 percent, 1.3% decreased for males while the percentage of females remained the same;
- Teacher-class ratio was 0.71, pupil-class ratio was 32.2, and pupil-teacher ratio was 45.1;
- Implementation of shortened curriculum by teaching and learning only the basic subjects of Khmer language and mathematics; and teaching hours reduced due to school cancellations, and sometimes combined classes, and students divided into 2 or 3 groups;
- Teachers (teachers' qualifications, training and capacity building of new teaching methodologies); and
- Planning and development of teaching methodology materials, guidelines on effective classroom management, and online technical support tools; reflecting the implementation of classroom management methods in teaching and learning; reviewing documents on the effective classroom management; developing detailed content of subjects for training 12+2 primary teachers through credit system; teaching and learning methodologies; national working group meetings on professional practice and research; integrating Early Grade Khmer Literature and Mathematics Aid package into the training program; providing pedagogical consultation to school principals and school pedagogical advisors to support school teachers and librarians; consultation on curriculum framework and detailed curriculum of Master Degree Education for Trainers; improvement of the master plan; increasing qualifications of teachers in 2021-2025; and disseminating aid packages of learning to help students with slow learning study Khmer and Mathematics from Grades 2 to 6 and uploading them on the official website of the Ministry to help develop teachers' capacity on learning and teaching at schools based on the principles of digital education.

A2. ENSURING EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF EDUCATION OFFICIALS OF ALL LEVELS

Strengthening the Results-based Management and Monitoring System

The Ministry has:

- Distributed 1,514 new positions to primary school teachers, including 1,214 positions for 12+2, and 300 positions for 12+4;
- Deployed 41 teachers, 25 females, from school with teacher surplus to school with teacher shortage;
- Deployed 1,293 newly-graduated primary school teachers, 1,053 females, to schools in need of teachers.

Incentive and Appointment for Education Staff

The Ministry has:

- Announced the appointment of 1,293 primary school teachers, 869 females, equivalent to 67.2%;
- Appointed 2,001 teachers as full-fledged primary school teachers, 1,336 females;
- Implemented wage payment through banking system twice a month;
- Given incentives for officials on maternity leave, in particular contract officials;
- Awarded medals to education staff at all levels on a yearly basis;
- Promoted ranks and positions of 18,140 education staff nationwide, including 9,035 females. Among them, 95 staff, 19 females, were promoted with Royal Decrees; 371 staff, 68 females, with Sub-Degrees; and 17,674 staff, 8,948 females, with Prakas; and
- Announced the appointment of 159 staff, 28 females, as management staff.

This encouraged and motivated education staff to work with professional conscience.

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

Indicators		Unit	Actual	Target	Actual	Status
			2020-21	2021-22	2021-22	
Policy 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 for disadvantaged groups						
1	Net admission rate	%	87.4 *	97.8	85.63*	↓
	Male	%	86.8 *	97.8	85.75*	↓
	Female	%	88.0 *	97.8	85.61*	↓
2	Net enrolment rate	%	91,9 *	98.4	92.98 *	→
	Male	%	91,0 *	98.3	91.83 *	→
	Female	%	92.3 *	98.8	94.20 *	→
3	Dropout rate	%	7.3 **	2.8	7.2 ***	→
	Male	%	7.7 **	3.0	8.6 ***	↓
	Female	%	6.8 **	2.3	5.7 ***	→
4	Repetition rate	%	7.0 **	4.9	7.98***	↓
	Male	%	8.7 **	5.6	9.77 ***	↓
	Female	%	5.3 **	3.4	609***	↓
5	No. of districts with primary education repetition rate less than or equal ≤10%	No.	170**	181	150	↓
6	Completion rate at primary education	%	87.3*	85.5	91.72 *	↑
	Male	%	76.4*	83.8	89.21 *	↑
	Female	%	91.6*	90.1	94.36 *	↑
7	Survival rate at primary education	%	80.2 **	84.8	76.4 ***	↓
	Male	%	75.7 **	82.9	77.8 ***	→
	Female	%	85.2 **	87.1	74.8 ***	↓
8	Transition rate from primary to lower secondary education	%	84.3**	88.4	85.0 ***	→
	Male	%	80.1**	86.2	81.4 ***	→
	Female	%	88.5**	90.5	88.5 ***	→
9	% of new Grade 1 students with pre-school experience	%	74.5	72.6	55.8	↓
10	% of child-friendly schools at intermediate and developed levels	%	79.3****	83.5	77.6 ****	↓
11	% of primary schools with access to electricity	%	84.9	61.9	86.8	↑
12	% of primary schools meeting WASH standards					
	Star 1	%	36.0	52.4	34.1	↓
	Star 2	%	38.6	23.7	43.2	↑
	Star 3	%	3.3	1.7	5.1	↑
13	% of primary schools with:					
	Latrines	%	100	94.1	99.9	↑
	Safe water	%	89.6	63.1	88.2	↑
	Hand-washing facilities	%	81.2	63.3	85.9	↑
	First aid boxes	%	57.8	58.8	56.9	↓
14	No. of primary students receiving food at school	No.	53,737	40,000	53,737	↑
15	No. of scholarship students in primary education	No.	148,489	99,000	148,901	↑
16	No. Multilingual teachers	No.	231	242	242	↑
17	No. of teachers trained in the special education diploma course each year at the National Institute of Special Education	No.	22	20	20	↑
Sub-sector Objective 2: Improve the availability of quality inputs in primary education						
18	Pupil-teacher ratio	Ratio	44.8	44	45.1	→
19	% of primary teachers qualified according to national standards (upper secondary certificate +2)	%	76.0	77.0	77.75	↑
20	No. of primary teachers trained on					
	EGRA package	No.	4,100**	3,500	3,637	↑
	EGMA package	No.	2,860**	3,500	3,971	↑
	Other capacity building	No.	3,500**	3,000	3,185	↑
21	% of primary teachers completed BA through teacher education courses	%	894 under training	5.0	5.0	↑
22	% of primary school students receiving one set of basic textbooks	%	98.2	98.0	98.4	↑
23	No. of primary schools with a computer room for students	No.	76	320	80	→

Indicators		Unit	Actual	Target	Actual	Status
			2020-21	2021-22	2021-22	
24	No. of primary schools with a standard library	No.	1,427	3,300	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.	0	500	520	↑
26	No. of public primary schools fully competent in SBM	No.	160**	360	520	↑

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

* Included private schools ** Academic Year of 2019-2020 *** Academic Year of 2020-2021

**** Excluded primary schools without all grades

C. CHALLENGES

At the same time of achievement, there were some challenges, which required efforts in solving them. Those challenges include:

- Shortage of teachers in remote schools and difficulties and problems of teacher surplus in schools in urban areas;
- Online training, teaching and learning and distance learning being less effective and the gap between student and teacher trainees capacity being larger;
- About 65% of early grade teachers not yet received capacity training on the implementation of Early Grade Reading Aid package, and about 80% not yet received capacity training on the implementation of Early Grade Mathematics Aid package;
- School-based management implementation being still minimal compared to primary schools across the country;
- Primary school teachers yet had the appropriate level of knowledge, teaching methodologies, and classroom management experience;
- The implementation of in-school meal program being low, making the budget implementation achieve 47% of the total budget;
- Lack of infrastructure for teaching and learning and online teaching purposes, and electronic devices;
- Lack of clean water, latrines, use and maintenance of latrine, hygiene supplies, especially hand washing supplies, disinfection equipment, and health education documents at schools.

2.2.3 SUB-SECTOR: SECONDARY AND TECHNICAL EDUCATION

A. ACHIEVED OUTCOME

A.1 ENSURING INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTING LIFELONG LEARNING FOR ALL

In the academic year 2021-2022, there were 1,812 public secondary schools, an increase of 12. Among them, 1,253 were junior high schools, an increase of 7; 559 were high schools, an increase of 5 (50 resource schools and 5 special education high schools); 524 were high schools with grades 7 to 12, an increase of 4; and 35 were high schools with grades 10 to 12, an increase of 1.

There were 323 private secondary schools, an increase of 74; of which, 112 were junior schools, an increase of 50, and 211 were high schools, an increase of 24. 206 were high schools with grades 7 to 12, an increase of 24, and 5 were high schools with grades 10 to 12.

111 out of 1,652 communes/Sangkats, equivalent to 6.71%, did not have a junior high school (a decrease of 3 communes/Sangkats); of which 46 communes in Phnom Penh did not require a junior high school and so did 23 communes in Ratanakiri province. Separately, 2 out of 204 districts, equivalent to 0.98%, did not have high school, namely Borei O'Svay Sen Chey of Stung Treng province and Koh Rong municipality of Preah Sihanouk province, thanks to geographical and demographic situation.

The Ministry has:

- Been constructing buildings for high schools in Kandal, Kampong Cham and Phnom Penh through the People's Republic of China's assistance project on improvement of school environment and provision of educational facilities in Cambodia; among them, there were 17 resource buildings, with 2 floors and 25 school buildings, equivalent to 299 rooms, including 13 buildings with 5 rooms and 2 floors for a total of 144 rooms, 7 buildings with 3 floors and 150 rooms, 30 toilet and hygiene buildings with 120 rooms; and 19 clean water wells; 5 teachers' dormitory buildings (55 teachers were staying); 1 dormitory building with 3 floors for teacher trainees of Hun Sen Takhmao Regional Teacher Training Center, Kandal Province; 15 basketball courts; 8 football fields; 610 meters of school fence; and 750 meters of roads and drainage system;
- Developed documents and prepared for the construction of school buildings from 2022 to 2024 for junior and high schools in the project of general education improvement. There would be 440 school buildings, of which 30 new buildings to be built, equivalent to 150 rooms, and 410 buildings, equivalent to 2050 rooms, to be renovated;
- Renovated school buildings and resource buildings of Resource High Schools through Upper Secondary Education Development Project 2, including renovation of 25 classrooms of Resource High Schools into multi-purpose rooms, 36 resource buildings, 2 laboratories, 1 library, 2 computer rooms; transformation of 50 Resource High School buildings, equivalent to 100 rooms, into science laboratories; renovation of school buildings of Network Schools in 87 locations, 1 location with 2 rooms (1 science laboratory and 1 library room), 87 library rooms and 87 laboratory rooms, equivalent to 174 rooms; renovation of bathrooms and handwashing rooms in 18 resource buildings; and installation of solar power at 50 locations (20 Resource High Schools and 30 Network Schools)
- Constructed school buildings for junior high schools and high schools through Construction and Renovation of Secondary School Buildings Project, including 5 school buildings with 1 floor, equivalent to 39 rooms; 4 school buildings with 2 floors, equivalent to 44 rooms; 1 school building with 3 floors, equivalent to 18 rooms; constructed 1 building with a bathroom and equipment for the Office of Education Municipality/District/Khan Administration; renovated 3 student and teacher dormitories with 54 rooms, 7 toilet buildings with 35 rooms, and 11 wells;
- Reduced the percentage of lower secondary schools with WASH minimum standard "zero level" from 24.1 percent (300 out of 1,246 schools) in the academic year 2020-2021 to 18.6 percent (233 schools out of 1 253 schools) in the academic year 2021-2022; and
- Reduced the percentage of upper secondary schools with WASH minimum standard "zero level" from 18.4% (102 out of 554 schools) in the academic year 2020-2021 to 14.1% (79 out of 559 School) in the academic year 2021-2022.

100 percent of junior high schools and high schools had toilets. 11.6 percent of junior high schools and 8.8 percent of high schools did not have access to clean water. 19.2 percent of junior high schools and 14.6 percent of high schools did not have handwashing facilities. 54.7 percent of junior high schools and 31.9 percent of high schools did not have first aid kits.

In 2021-2022's secondary education, there were 51,575 education staff, an increase of 422, including 20,658 females, an increase of 228; of which 33,386 were lower secondary school staff, an increase of 112, including 14,252 females, an increase of 81, and 18,189 were upper secondary school staff, an increase of 310, including 6,406 females, an increase of 147.

There were 43,949 teaching staff, an increase of 318, including 18,618 females, an increase of 187; among them, 28,236 were lower secondary school staff, an increase of 62, including 12,920 females, an increase of 63, and 15,713 were upper secondary school staff, an increase of 256, including 5,698 females, an increase of 124.

Education staff who had been trained based on the curriculum reform and new teaching methodologies made significant changes in the quality of students' education in the context of Covid-19.

The net admission rate at the lower secondary level was 68.6 percent, an increase of 7.9%, including 73.8 percent females, an increase of 7.2 percent; of which public institutions had 64.6 percent, 69.7 percent females, and private institutions had 4.0 percent, 4.1 percent females.

The transition rate in lower secondary school was 78.2 percent, a decrease of 3.1 percent, and 79.6 percent for females, a decrease of 2.8 percent.

The net admission rate for secondary education was 39.3 percent, an increase of 7.1 percent, including 43.6 percent for females, an increase of 7.2 percent; of which, public institutions had 36.6 percent, 40.7 percent for females, and private institutions had 2.7 percent, 2.9 percent for females.

Table 7: Comparative Statistics of Secondary Education between Academic Years 2020-2021 and 2021-2022

Description	2020-2021	2021-2022	Increase/Decrease (+/-)
Junior High School			
School*	1,308	1,365	+57
Classroom*	7,327	7,859	+532
Total Education Staff at Junior High School	17,295	17,702	+407
Female Education Staff at Junior High School	7,168	7,377	+209
Classroom of Lower Secondary Education*	15,773	17,002	+1,229
Total Education Staff of Lower Secondary Education	33,274	33,386	+112
Female Education Staff of Lower Secondary Education	14,171	14,252	+81
Total Teaching Staff of Lower Secondary Education	28,174	28,236	+62
Female Teaching Staff of Lower Secondary Education	12,857	12,920	+63
Total Students in State's Lower Secondary Education	632,303	662,106	+29,803
Female Students in State's Lower Secondary Education	335,972	348,637	+12,665
Total Students in Private Lower Secondary Education	36,334	40,899	+4,565
Female Students in Private Lower Secondary Education	18,341	20,714	+2,373
High School			
School*	741	770	+29
Classroom*	15,590	16,056	+466
Total Education Staff at High School	33,858	33,873	+15
Female Education Staff at High School	13,262	13,281	+19
Classroom of Lower Secondary Education*	9,064	9,933	+869
Total Education Staff of Upper Secondary Education	17,879	18,189	+310
Female Education Staff of Upper Secondary Education	6,259	6,406	+147
Total Teaching Staff of Upper Secondary Education	15,457	15,713	+256
Female Teaching Staff of Upper Secondary Education	5,574	5,698	+124
Total Students in State's Upper Secondary Education	351,794	360,617	+8,823
Female Students in State's Upper Secondary Education	191,973	196,474	+4,501
Total Students in Private Upper Secondary Education	24,898	25,171	+273
Female Students in Private Upper Secondary Education	12,576	13,034	+458

* Including private schools

There were 18 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 3 institutes, including Community Development institute of Chea Sim, University of Kamchay Mear, and Technical and Vocational Training Institute of Heng Samrin, Tbong Khmum University, and Kampong Speu Institute of Technology. There were 3,294 technical education students, 1,149 females, a decrease of 30, equivalent to 0.9%, and a decrease of 120 females, compared to the academic year 2020-2021; and there were 215 technical teachers, an increase of 5, equivalent to 2.32%, and a decrease of 50 females.

Cambodia-Japan Friendship Technical Education Center in Siem Reap Province had given short-term vocational training to 127 youths, 40 females, on mushroom cultivation, aquatic plants, administrative computer skills, PhotoShop, food processing, tourism and Japanese language skills.

Table 8: Student Statistics at General and Technical High School

Description	2020-2021		2021-2022		Increase/Decrease (+/-)	
	Total	Female	Total	Female	Total	Female
General and Applied Technical High School of Kampong Chheteul Institute of Technology	593	295	533	188	-60	-107
Samdech Akka Moha Sena Padei Techo Hun Sen General and Technical High School-ROTA, Khsach Kandal	376	41	403	57	+27	+16
Samdech Preah Reach Akka Mohasei Norodom Monineath Sihanouk General and Technical High School	472	216	409	194	-63	-22
St. Francis Xavier University Private General and Technical High School	144	71	135	69	-9	-2
Puok General and Technical High School	194	6	234	11	+40	+5
Hun Sen Chumpou Voan General and Technical High School	274	41	314	51	+40	+10
Bavet General and Technical High School	163	64	160	67	-3	+3
Preah Reach Samphea General and Technical High School	92	22	106	28	+14	+6
Norodom Sihanouk General and Technical High School	112	72	66	38	-46	-34
Chea Sim Tbeng Meanchey General and Technical High School	141	64	104	48	-37	-16
ACT Academy of Careers and Technology	58	37	74	46	+16	+9
Don Bosco Private General and Technical High School of Poipet	100	43	116	50	+16	+7
Community Development institute of Chea Sim, University of Kamchay Mear	260	135	218	119	-42	-16
Technical and Vocational Training Institute of Heng Samrin, Tbong Khmum University	135	81	177	104	+42	+23
Banteay Chhmar General and Technical High School	24	0	39	15	+15	+15
Hun Sen Peam Chi Kang High School	138	71	152	55	+14	-16
Techo Hun Sen Koh Kong General and Technical High School	48	10	42	2	-6	-8
Technical and Vocational Training Institute of Heng Samrin, Tbong Khmum University			12	7	+12	+7
Total	3,324	1,269	3,294	1,149	-30	-120

Table 9: Table of Comparative Statistics of Students in Technical Education in Each Major from 2017-2022

N°	Skills	Academic year					
		2017-18	2018-19	2019-20	2020-21	2021-22	
						Total	Female
1	Electricity	249	321	490	443	411	41
2	Electronic	123	175	155	224	231	55
3	Animal Husbandry	88	159	117	94	108	27
4	Agronomy	186	294	266	263	189	100
5	Mechanic	17	15	49	54	48	15
6	Tourism		34	28	32	21	15
7	Computer		54	57	65	80	55
8	Accounting		56	28	50	30	28
9	Food Processing			57	56	65	63
10	Digital Media Design			13	14	21	9
Total		663	663	1,260	1,295	1,204	408

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

N°	Skills	Academic year					
		2017-18	2018-19	2019-20	2020-21	2021-22	
						Total	Total
1	Electricity	493	625	880	1,151	1,090	130
2	Electronic	334	367	391	508	640	125
3	Animal Husbandry	239	304	301	317	276	128
4	Agronomy	386	575	709	726	601	331
5	Mechanic	19	33	80	121	128	15
6	Tourism		45	68	86	78	62
7	Computer		80	127	159	190	119
8	Accounting		74	74	108	92	82
9	Food Processing			57	122	156	140
10	Digital Media Design			13	26	43	17
	Total	Total	2,103	2,700	3,324	3,294	1,149

Table 11: Statistics of Teachers in Technical Education for 2021-2022

No.	Educational Institutions	Number	
		Total	Female
1	General and Applied Technical High School of Kampong Chhouteal Institute of Technology	27	11
2	Samdech Akka Moha Sena Padei Techo Hun Sen General and Technical High School-ROTA, Khsach Kandal	24	3
3	Preah Bat Samdech Preah Boromneath Norodom Sihamoni General and Technical High School	34	13
4	St. Francis 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 High School	29	5
7	Bavet General and Technical High School	18	3
8	Preah Reach Samphea General and Technical High School	6	0
9	Norodom Sihamoni General and Technical High School	7	2
10	Chea Sim Tbeng Meanchey General and Technical High School	8	1
11	ACT Academy of Careers and Technology	7	2
12	Don Bosco Private 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, Tbong 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
18	Kampong Speu Institute of Technology	5	1
	Total	215	50

This showed that the national and sub-national levels had worked hard to promote technical education in keeping with the Royal Government vision on the production of skilled human resources to meet the needs of the labor market.

Implementation of programs and activities

New Generation School (NGS)

The Ministry has:

- Continued to implement the Policy on New Generation School
- Put 7 new generation schools into practice, namely:
 - Hun Sen High School, Kampong Cham, Kampong Cham Province;
 - Preah Sisowath High School, Phnom Penh;
 - Prek Leap High School, Phnom Penh;
 - Samdech Akka Moha Thamma Pothisal Chea Sim High School, Prek Anchanh, Kandal province;
 - Kork Pring High School, Svay Rieng province;
 - Hun Sen Peam Chi Kang High School, Kampong Cham province; and
 - Preah Yukunthor High School (E2STEM), Phnom Penh

Progress of New Generation School

The Ministry has:

- Increased the dimension of new generation school program to 5,041 students, 2,691 females;
- Assessed the accreditation of which 87% had been accredited;
- Developed an action plan to ensure sustainability by raising funds from parents or guardians in 6 out of 7 schools to support school operations and to reduce the government burden;
- Established mixed management with the participation of stakeholders, school management and school board;
- Applied curriculum in gentle way in order to provide students' knowledge, technical skill, life skill, soft skill and good behaviors;
- Provided training to teachers on teaching Methodology regarding constructing, searching and applying information technology in teaching students by experts in NGS program until 2021;
- Prepared 19 draft documents for teacher training in the New Generation School Program;
- Applied mixed and constructive teaching methodologies and collaborative learning;
- Held weekly and monthly technical meetings of teachers at new general schools to further develop teachers' capacities and reflect annual work achievements;
- Organized science laboratories by subject, computer rooms equipped with computers, subject classrooms, teachers' rooms, and 21st century libraries; implemented curriculum in which students were mobilized based on the Subject Classroom;
- Enforced teaching and learning of life skills, STEM education, career counseling, youth council, first aid rooms and club and project work on Mathematics, Khmer Literature, Physics, Chemistry, Biology, Journalism, Information Technology, and History;
- Increased digital education (Video production);
- Strengthened online teaching and learning on which teachers at all levels were live in the context of Covid-19 and continued to further online teaching and learning in line with the digital age, irrespective of the Covid-19 context;
- Developed student assessment tests for learning and teaching based on specific lesson topics and grades and formulated question banks to be used in new generation school program; and
- Made improvement to education infrastructure and classroom environment inside and outside.

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- Kork 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(E2STEM), Phnom Penh Capital	214	112	227	118	+13	+6
Total	4,087	2,140	5,031	2,686	+944	+546

Table 13: Academic results for the year 2020-2021

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	449	232	429	225	20	7
2- Preah Sisowath High School, Phnom Penh Capital	997	498	995	495	2	3

3- Hun Sen Prek Leap High School, Phnom Penh Capital	1,040	550	1,010	535	30	15
4- Chea Sim Prek Anhchanh High School, Kandal Province	1,023	569	1,007	560	16	9
5- Kork Pring Junior High School, Svay Rieng Province	423	219	399	206	24	13
6- Hun Sen Peam Chi Kang High School, Kampong Cham Province	790	485	781	478	9	7
7- Preah Yukunthor High School(E2STEM), Phnom Penh Capital	227	118	226	118	1	0
Total	4,949	2,671	4,847	2,617	102	54

Table 14: Results of National and International Medals Received by Students for the Academic Year 2019-2020

Name of school	Number of students received					
	Total	Gold	Money	Bronze	Honor	Trophy
1- Hun Sen Kampong Cham High School, Kampong Cham Province	07				05	02
2- Preah Sisowath High School, Phnom Penh Capital	148	24	48	56	9	11
3- Hun Sen Prek Leap High School, Phnom Penh Capital	05			05		
4- Chea Sim Prek Anhchanh High School, Kandal Province	01			01		
5- Kork Pring Junior High School, Svay Rieng Province						
6- Hun Sen Peam Chi Kang High School, Kampong Cham Province	02				01	01
7- Preah Yukunthor High School(E2STEM), Phnom Penh Capital	14	01	02	01	07	03
Total	177	25	50	63	22	17

Table 15: Results of National and International Medals Received by Students for the Academic Year 2020-2021

Name of school	Number of students received					
	Total	Female	Total	Female	Total	Female
1- Hun Sen Kampong Cham High School, Kampong Cham Province	47		09	15	22	01
2- Preah Sisowath High School, Phnom Penh Capital	106	21	11	21	51	02
3- Hun Sen Prek Leap High School, Phnom Penh Capital	15	01	01	13		
4- Chea Sim Prek Anhchanh High School, Kandal Province	24		02	02	08	12
5- Kork Pring Junior High School, Svay Rieng Province	3		02	01		
6- Hun Sen Peam Chi Kang High School, Kampong Cham Province	12	9	01			02
7- Preah Yukunthor High School(E2STEM), Phnom Penh Capital	20		07	01	07	05
Total	227	31	33	53	88	22

Table 16: Results of National and International Scholarships Received by Students for the Academic Year 2019-2020

Name of school	Number of students received					
	Cambodia	Chinese	Thailand	Japan	Vietnam	Australia - Singapore
1- Hun Sen Kampong Cham High School, Kampong Cham Province	7					
2- Preah Sisowath High School, Phnom Penh Capital	35	9	3	7	3	2
3- Hun Sen Prek Leap High School, Phnom Penh Capital						
4- Chea Sim Prek Anhchanh High School, Kandal Province						
5- Kork Pring Junior High School, Svay Rieng Province						
6- Hun Sen Peam Chi Kang High School, Kampong Cham Province						
7- Preah Yukunthor High School(E2STEM), Phnom Penh Capital	1			1	1	4
Total	43	9	3	8	4	6

Table 17: Results of National and International Scholarships Received by Students for the Academic Year 2020-2021

Name of school	Number of students received					
	Cambodia	Chinese	Thailand	Japan	Russia-USA	Australia - Singapore
1- Hun Sen Kampong Cham High School, Kampong Cham Province					1	
2- Preah Sisowath High School, Phnom Penh Capital	57	26	8	6	4	6
3- Hun Sen Prek Leap High School, Phnom Penh						

Capital						
4- Chea Sim Prek Anhchanh High School, Kandal Province						
5- Kork Pring Junior High School, Svay Rieng Province						
6- Hun Sen Peam Chi Kang High School, Kampong Cham Province						
7- Preah Yukunthor High School (E2STEM), Phnom Penh Capital	38			1	2	8
Total	95	26	8	7	7	14

New generation of school had become a model school for other institutions to look up to in order to educate students to have the knowledge, life skills, and good behavior, and to be a good citizen to meet the needs of socio-economic development in the 21st century.

School-based Management (SBM)

The Ministry has:

- Developed online and distance teaching and learning programs and conducted the World Bank Internal Assessment and Direct Assessment through Secondary School Improvement Project on 100 target schools. As a result, 79 schools passed the Standard of Effective Schools, in comparison to 40 projected schools annually;
- Implemented standardized testing programs, determined student learning outcomes, assisted students with poor learning, developed school improvement plans, established school management committees, prepared teacher agreements and Board of Management, and regularly monitored the implementation of teaching methodology and learning improvement plans, and engagement of community, parents and local authorities;
- Trained national trainers to acquire additional knowledge so that they could have sufficient capacity to assist and support sub-national staff and target schools to achieve Standard of Effective Schools;
- Encouraged teachers to pay attention to teaching and learning teaching methodologies, focusing on helping students with slow and fast learning and encouraging them to study harder, pay more attention to teachers, and come to school regularly;
- Made school management and school management committee proud of the continued progress of students' academic results and efforts and teachers' efforts, as well as of the responsibilities of parents, communities and local authorities on participating in school improvement planning, implementation of school plans, and evaluation of school achievements;
- Enabled a change in attitudes and expanded school-based management to other local schools;
- Encouraged 100 schools to prepare three textbook titles, namely New Standard Test Books, School-based Management Books, and School-based Meeting Management Books, and target schools under General Education Improvement Project to prepare New Standard Test Books and School-based Management Books;
- Improved the assessment of autonomy, accountability of practitioners and community contribution in reducing teachers' difficulties in school development through the School Management Committee, which worked as the bridge between the community and school;
- Encouraged the leaderships of the Office of Education of Municipal/District/Khan Administration to expand the scope in implementing school-based management at education establishments which were not the Project targets and connected their implementation to primary schools under their supervisions;
- Supported the production of video clips on 6 subjects for Grades 7 to 9 to assist distance learning and teaching via TV, Facebook, Telegram, Zoom, Google Meet...;
- Encouraged outstanding school management committees in charge of leading the 5 areas in an autonomous manner to help schools within their provinces and regions with standardized tests, school improvement plans, school management committees, classroom management committees, proof-based tools for Standard of Effective Schools, and earning life skills Program;
- Compiled teachers' networks on 10 subjects, consisting of 7,137 teachers, 3,925 females, at each regional and provincial level, and the technical team leader in each subject had organized a subject

network at each grade in order to help the technical team compile and produce documents and share experience with the participation of line departments and Faculty of Education of the Royal University of Phnom Penh;

- Compiled ICT network teams, consisting of 116 members, 21 females, to be in charge of leading the five areas in an autonomous manner to help schools in their capital/provinces and areas with standardized tests at the beginning of the year and monthly and quarterly standardized tests;
- Conducted online standardized test on 6 core subjects, namely Khmer, Mathematics, Physics, Chemistry, Biology, and History with the participation of 300 target schools and volunteer schools, consisting of 122,719 candidates, 70,321 females;
- Conducted online exams for outstanding students on 2 subjects, namely Khmer Language and Mathematics, attended by 44 target schools, consisting of 588 students, 363 females;
- Implemented Teacher Qualification Improvement Program in 6 subjects, namely Khmer Language, Mathematics, Physics, Chemistry, Biology and History at the Royal University of Phnom Penh in 1st, 2nd and 3rd Batches, an increase of 2,348 students, 987 females, exceeding the projected plan of only 2,200 people. In 2021, 885 students, 352 females, completed the course;
- Implement School Management Qualification Improvement Program, consisting of school management compositions and officials of the Office of Education, Youth and Sports of the Municipal/District/Khan Administration, in which 605 students, 78 females, enrolled in the 1st and 2nd Batches at Royal University of Phnom Penh as well. The 1st Batch of teachers, consisting of 150 students, 10 females, passed the graduation exams. The 2nd Batch of teachers would complete their study in May 2022;
- Transformed the risk of Covid-19 into an opportunity for improving the provision of teacher qualification program. Teacher trainees graduated from the 1st and 2nd Batches and acquired experience from their study attended training courses in the 3rd Batch to share experience. The 3rd Batch received training on digital literacy;
- Encouraged cooperation with the Higher Education Improvement Project in collaboration with 6 state universities on Agricultural Skills Programs and Income-generating Programs to link Secondary Education to Higher Education for the purpose of 1). Getting students ready and qualified to continue their studies in higher education, 2). Sharpening students' skills based on their talents, 3). Providing students with decent daily livelihood, and 4). Providing students with enough money to continue their education at the higher education level;
- Provided training teachers on how to maintain communication with students and parents in the context of Covid-19 so that students could continue to study and complete task papers and return them to school;
- Provided training to school management on how to work with the community and how to motivate teachers in schools; and
- Published Standard Test Books, student questionnaires and school questionnaires for PISA-2022 data collection.

The program promoted good school-based management and was best practice for extending other secondary schools.

Science, Technology, Engineering and Mathematics (STEM) Education

The Ministry has:

- Implemented Policy on Science, Technology, Engineering and Mathematics Education;
- Strengthened the implementation of Science, Technology, Engineering and Mathematics Education at secondary schools;
- Organized online National STEM Festival, participated by 60,000 students, in collaboration with Stem Cambodia;
- Organized World Robot Olympiad Cambodia Round 2021;

- Mainstreamed teaching methodology for re-entry class to 67 high schools with 1,005 participants, 329 females;
- Awarded Certificates of Appreciation to 50 high schools implementing Stem Education, establishing Stem Committee, and organizing Stem Room;
- Formulated a self-study app for science and STEM for schools in the capital and provinces; in collaboration with KOICA;
- Coordinated 114 secondary schools to produce 5-minute educational videos for 116 clips to be competed in online Stem Exhibition Festival;
- Prepared a list of Stem materials to supply 50 resource schools and 87 Network Schools;
- Prepared training documents for capacity building of 2,200 Stem teachers on Stem teaching and learning; and
- Organized an online STEM festival, participated by 60,000 students.

This program contributed to promotion of education quality as well as helped encourage secondary schools to apply STEM Teaching Methodology.

Promotion of Technical Education, Professional Orientation, Career Guidance and Counseling

The Ministry has:

- Approved legal documents and supporting documents for Level 3 Technical and Vocational Diploma Examination for the Academic Year 2020-2021;
- Expanded Apps and Web Development Skills at ACT Academy of Careers and Technology, Phnom Penh Capital;
- Sent 109 students, 13 females, of Hun Sen Chumpu Voan General and Technical High School to practice skills at the National Institute of Polytechnology of Cambodia (NPIC) of the Ministry of Labor and Vocational Training;
- Sent 24 students, 22 females, in Tourism Major to do praticum at Orussey One Hotel, Fly Phnom Penh HYATT Regency in Phnom Penh Capital, and at the model restaurant of St. Francis Technical High School in Takeo province;
- Sent 11 Digital Media Design students, 5 females, to do praticum at Khmer Sight Foundation, The Idea and Bread Design Media in Phnom Penh Capital;
- Sent 20 Agronomical students, 2 females, to do praticum at Thansur Phnom Vor Farm, Kampot province;
- Sent 11 computer students, 10 females of Technical and Vocational Training Institute for internship in Kampong Cham and Tbong Khmum provinces;
- Put a new detailed curriculum for Agronomy and Aquaculture into pratice;
- Put into practice policy documents on Career Guidance and Counseling;
- Put into practice operational guidelines on Career Guidance and Counseling for school management and school counselors;
- Put into practice training materials for school counselors and school counselor qualifications framework;
- Researched and collected information to establish 2 general and technical high schools in Chirou Ti 2 and Chikor communes, Tbong Khmum district, Tbong Khmum province;
- Introduced and trained the implementation of Career Guidance and Counseling program at general and technical high schools in Takeo, Kampot, Kandal, Kampong Chhnang and Siem Reap provinces; and
- Organized an online forum on education and professional orientation for Grade-12 students in the Capital and all the provinces for a total of 4,251 participants, 2,595 females.

The program helped build and strengthen youth capacity on study planning, career planning and soft skills to take up future professional and career skills.

Child Friendly School Program

The Ministry has implemented Child Friendly School Program across the country via CFS-Monitoring Dashboard System for 1,698 schools in collaboration with UNICEF. As a result, 279 schools were self-assessed, equivalent to 16.4 percent; of which, 33 were at the advanced level, equivalent to 11.3 percent; 138 were at the intermediate level, equivalent to 49.5 percent; 105 were at the basic level, equivalent to 37.6 percent; and 3 were below the basic level, equivalent to 1.1 percent.

Resource High 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 libraries; 185,660 students, 89,765 females, accessed the computer rooms; 121,507 students, 66,186 females, accessed the laboratories; and laboratories 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; and 1 time per class per year for Geology;
- Organized working groups to improve schools in 5 regions, namely Kampong Cham, Battambang, Kandal, Takeo and Siem Reap provinces to improve the administration management, resource building operations, and participation of Network Schools;
- Monitored and evaluated 50 Resource High Schools; of which, 22 were in very good levels, 11 good levels, and 3 fairly good levels;
- Monitored and evaluated the situation of renovating 25 classrooms to turn them into multi-purpose rooms at 25 resource secondary schools in the Capital and all the provinces;
- Improved the infrastructure of resource buildings, laboratories, libraries, and computer rooms at Resource High Schools;
- Repaired and renovated some classrooms into laboratories at Resource High Schools;
- Repaired and renovated some classrooms into laboratories and libraries at Network Schools;
- Supplied 1,152 tablets to 24 resource secondary schools;
- Supplied science experimental equipment and provided capacity building for science teachers in 4 subjects at 14 Resource High Schools, with 249 participants, 86 females ;
- Provided online capacity building of school management and teachers on mixed teaching methodologies in 5 areas, consisting of 137 schools and 1,236 participants, 302 females;
- Completed the listing of library books for 36 Resource High Schools and 87 Network Schools;
- Completed the listing of experimental equipment for 50 Resource High Schools and 87 Network Schools;
- Completed the listing of furniture and fixture to modernize the libraries into the 21st Century Libraries at 36 Resource High Schools and 87 Network Schools; and
- Supplied computers and computer equipment to 36 Resource High Schools in replace of old computers.

This program contributed to promotion of quality and effective of management, learning, and teaching, and particularly of Science and Technology subjects.

Scholarship Program for Poor Students

The Ministry has:

- Provided scholarships to 101,567 lower secondary school students, 59.42 percent females, in 1,636 schools within 203 municipalities/districts/Khans in the academic year 2020-2021;
- Provided scholarships to 102,164 lower secondary school students, 59.38 percent females, in 1,639 schools within 204 municipalities/districts/Khans in the academic year 2021-2022;

- Provided scholarships to 11,070 upper secondary school students, 60.19 percent females, in the academic year 2021-2022;
- Updated the Scholarship Program Implementation Guidelines in General Secondary Education;
- Provided scholarships to 426 dormitory students, 236 females, in Ratanakiri and Mondulhiri provinces, supported by Program Budget;
- Provided scholarships to 187 poor indigenous students, 99 females, in Grade 12 in Kratie, Preah Vihear, Stung Treng, Ratanakiri and Mondulhiri provinces, in collaboration with UNICEF;
- Provided scholarships to 3,293 outstanding yet poor students and outstanding students in Science and Mathematics, including 2,028 females, in 7 provinces and 18 normal areas in the Capital and provinces;
- Provide learning materials to 2,651 students facing difficulties in lower secondary school and 3,995 others in upper secondary schools in Kampong Thom, Siem Reap, Kampong Cham and Prey Veng provinces, in collaboration with Room to Read; and
- Provided scholarships to 1,557 lower secondary school students, 970 females, and 1 upper secondary school student, 1 female, in Battambang, Pailin, Siem Reap and Kampong Thom provinces, in collaboration with Buddhism for Development.

The program helped reduce dropout and repetition rates.

Life Skills Education

The Ministry has:

- Organized an online meeting on the Implementation of Life Skills Education Program for 128 people with Kampong Speu, Kampong Thom, Tbong Khmum and Phnom Penh;
- Organize an online meeting on the Implementation of Life Skills Education Program with 87 electrical and agricultural teachers;
- Organized an online forum on Teaching Life Skills Leading to Positive Change in Learning, Thinking and Working Approachs, participated by 164 participants;
- Organized, guided and trained the implementation of field life skills education program for 73 management and 12 teachers, 12 females, from 11 schools in Kep, Takeo, and Kampong Cham provinces;
- Organized an online forum on simplified professional skills and 21st Century Skills, participated by 98 participants;
- Organized an online forum on the topic of Learning Life Skills Helps My Study and Daily Life, participated by 318 people;
- Organized an online forum on the topic of Learning Life Skills Helps the Family's Economy and Learning Progress, , participated by 116 participants; and
- Organize an online forum on the topic of Selectiing Topics for Life Skills Teaching, participated by 72 participants.

Life skills education helped instill the spirit of young people to become good citizens with talents, skills, and good behaviors for making of self-employment and entrepreneurship.

Rate of Student Flow

- Rate of student promotion at lower secondary education increased by 0.8 percent, of which females remained the same; and rate at upper secondary education decreased by 11 percent, females increased by 10.5 percent;
- Rate of student repetition at lower secondary education increased by 0.8 percent, of which females increased by 0.5 percent; and rate at upper secondary education increased by 0.9 percent, of which females increased by 0.7 percent; and

- Rate of student dropout at lower secondary education decreased by 1.6 percent, in which females decreased by 0.6 percent; and rate at upper secondary education increased by 10.1 percent, of which females increased by 9.8 percent.

Table 18: Rate of Student Flow at Secondary Education between the Academic Years 2019-2020 and 2020-2021

Description	2019-2020	2020-2021	Increase / Decrease (+/-)	2019-2020	2020-2021	Increase / Decrease (+/-)
	Total	Total		Female	Female	
Lower Secondary Education						
Promotion Rate	81.4	82.2	+0.8	82.9	82.9	Fixed
Repetition rate	0.4	1.2	+0.8	0.3	0.8	+0.5
Dropout rate	18.2	16.6	-1.6	16.9	16.3	-0.6
Transition Rate	84.3	85.0	+0.7			
Upper Secondary Education						
Promotion Rate	91.4	80.4	-11	91.7	81.2	-10.5
Repetition rate	0.2	1.1	+0.9	0.2	0.9	+0.7
Dropout rate	8.4	18.5	+10.1	8.1	17.9	+9.8
Transition Rate	81.3	78.2	-3.1			

- Ratio of student-teacher at lower secondary education increased from 22.4 to 23.4 and at upper secondary education increased from 22.8 to 23;
- Ratio of student-classroom at lower secondary education decreased from 44.2 to 43.3 and at upper secondary education decreased from 43.8 to 40.7;
- Ratio of student-room at lower secondary education increased from 48.1 to 48.3 and at upper secondary education decreased from 48.1 to 47.4.

Table 19: Major Ratios in Secondary Education between the Academic Years 2020-2021 and 2021-2022

Description	Lower Secondary Education			Upper Secondary Education		
	2020-21	2021-22	Increase / Decrease (+/-)	2020-21	2021-22	Increase / Decrease (+/-)
Ratio of student-teacher	22.4	23.4	+1.0	22.8	23.0	+0.2
Ratio of student-classroom	44.2	43.3	-0.9	43.8	40.7	-3.1
Ratio of student-room	48.1	48.3	+0.2	48.1	47.4	-0.7

Exams of General Secondary School, Supplementary, and Technical Diploma and Outstanding Students

141,056 candidates, equivalent to 95.97 percent, including 77,495 females, equivalent to 97.29 percent, passed the lower secondary school diploma examinations with the defining remarks.

109,695 candidates, 58,561 females, had taken upper secondary diploma examinations; among them, 72,064 candidates, equivalent to 65.66 percent, including 41,758 females, equivalent to 71.27 percent, passed the examinations, compared to 68.62 percent in 2019. Grade-A candidates accounted for 1,753, including 1,050 females (While in 2019, there were 443); Grade-B accounted 5,215, including 3,121 females (In 2019, there were 2,430); Grade-C accounted 11,634, including 7,231 females (In 2019, there were 5,847); Grade-D accounted 23,499, including 14,214 females (In 2019, there were 14,100); and Grade-E accounted for 29,915, including 16,117 females (In 2016 there were 56,232).

Table 20: Statistics of Candidates for General Education and Supplementary Upper Secondary Diploma in Academic Years 2019-2020 and 2020-2021

Passed	Academic year 2019-2020		Academic year 2020-2021		Status
	Total	Female	Total	Female	
Total	121,074	63,890	72,016	41,733	↓

Note: ↑ Increase ↓ Decrease

Table 21: Results of Lower and Upper Secondary Education Examinations for the Academic Year 2020-2021

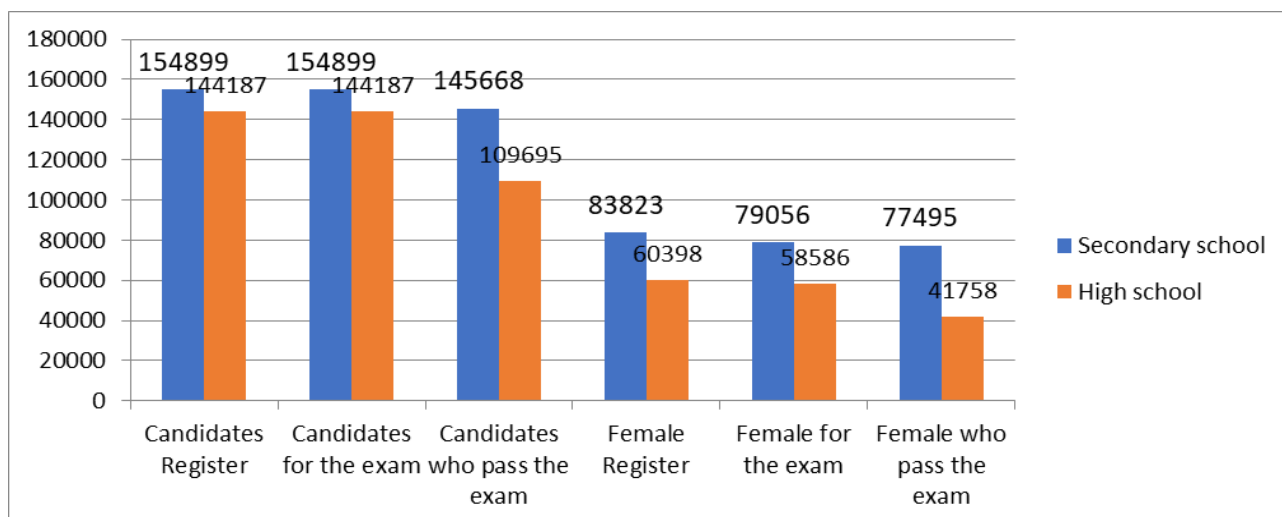


Table 22: Results of Upper Secondary Diploma Examinations in Science and Social Sciences for the Academic Year 2020-2021

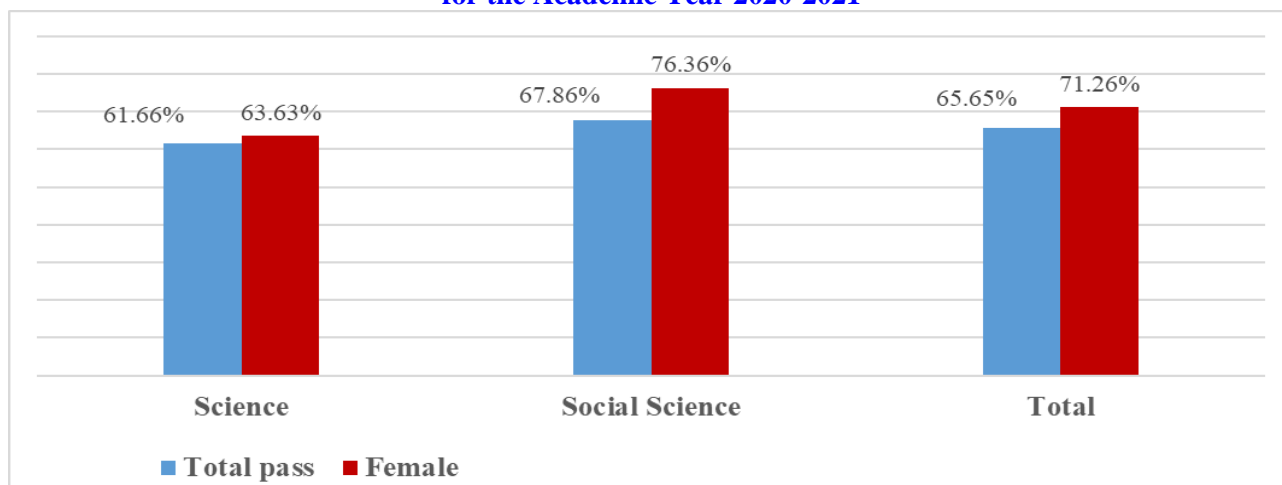


Table 23: Results of Upper Secondary Schools Diploma Examinations of New Generation Schools, Secondary Resource Schools, Schools Implementing SEIP, and Nation-wide Institutions

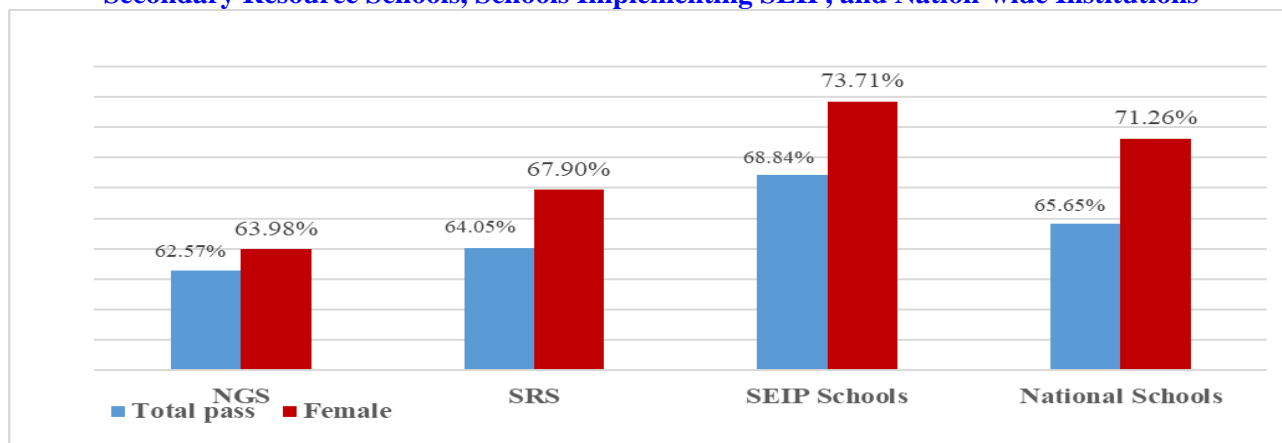
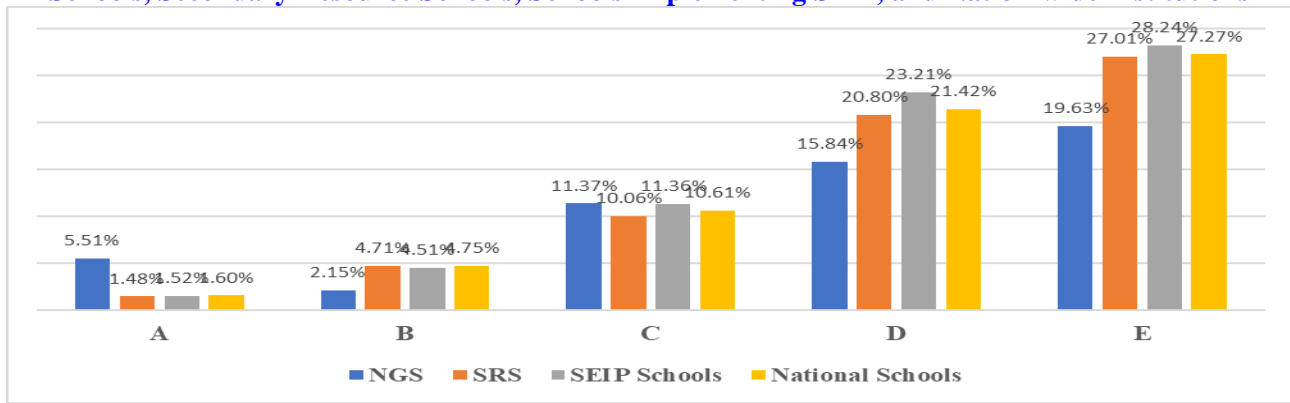


Table 24: Grade-based Results of Upper Secondary Schools Diploma Examinations of New Generation Schools, Secondary Resource Schools, Schools Implementing SEIP, and Nation-wide Institutions



Technical Education Graduation Exam

There were 14 examination centers, equivalent to 61 rooms; 706 candidates, 261 females, applied for Level-3 Technical and Vocational Diploma Exams. 683 candidates, 261 females, had taken the exams.

680 candidates, equivalent to 99.56 person, including 260 females, equivalent to 99.62 percent, passed the Level-3 Technical and Vocational Diploma Exams; Among them, 210 were in Electrical Major, 19 females; 108 in Electronic Major, 20 females; 180 in Agronomy Major, 101 Females; 90 in Animal Husbandry Major, 66 females; 12 in Mechanics, 0 females; 36 in Computer Major, 25 females; 19 in Accounting Major, 16 females; and 25 in Tourism, 13 females.

There were 3 Grade-A candidates, equivalent to 0.44 percent, including 2 females, equivalent to 0.76 percent; 62 Grade-B candidates, equivalent to 9.12 percent, including 33 females, equivalent to 12.70 percent; 180 Grade-C candidates, equivalent to 26.47 percent, including 88 females, equivalent to 33.84 percent; 269 Grade-D candidates, equivalent to 39.55 percent, including 85 females, equivalent to 32.69 percent; and 166 Grade-E candidates, equivalent to 24.42 percent, including 52 females, equivalent to 20.01 percent.

Table 25: Results of Level-3 Technical and Vocational Diploma Exams for the Academic Year 2020-2021

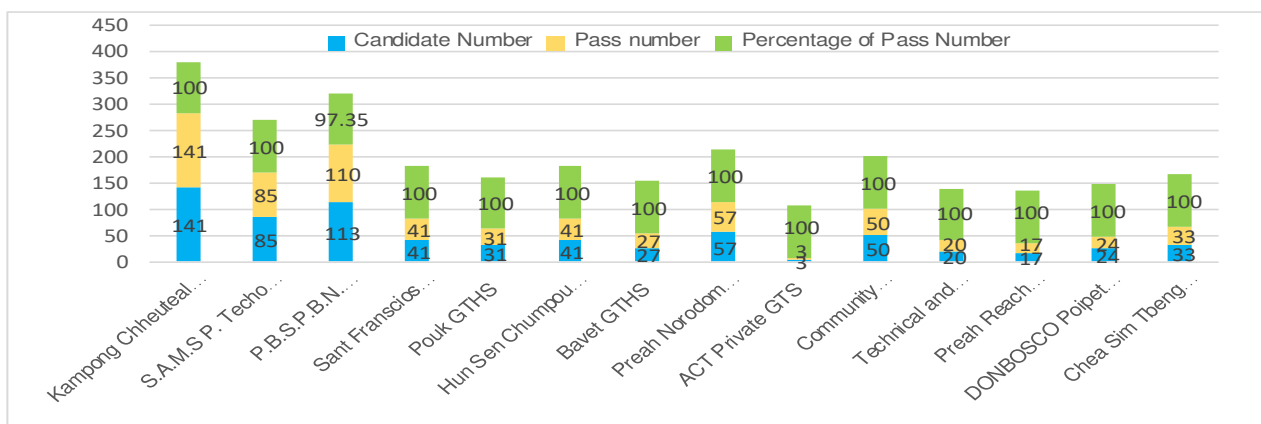
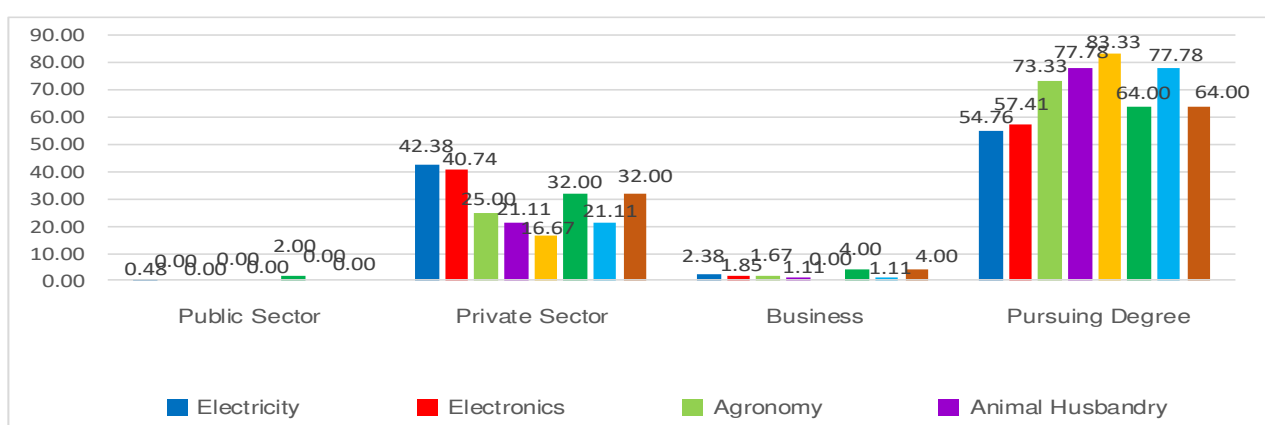


Table 26: Flow of Students upon Graduating Level-3 Technical and Vocational Diploma for the Academic Year 2020-2021



This showed that the number of human resources in technical education was on the rise and had the potential to contribute to meeting market demands and job competition.

Development and Application of Curriculum

The Ministry has:

- Improved detailed curriculum in Mathematics and Science through constructive teaching methodology;
- Developed mathematics teaching and learning aids based on Stem method in lower secondary school;
- Developed guidelines for teaching field life skills program;
- Completed of the 1st draft of 3 foreign literature plays, namely Romeo and Z Juliet, Hamlet, and the Tramp;
- Completed the draft of teaching and learning aids in Science based on Stem method for upper secondary education;
- Prepared documents for capacity ranking of Grade-9 students for Khmer Language, Mathematics, Science and Social Studies;
- Prepared documents on constructive teaching methodology and other methodologies for upper secondary education; and
- Developed basic textbooks for health education for Grades 9 and 12.

This showed that the Ministry has been updating the curriculum and teaching methodologies in alignment with the new context.

Supply of Basic Textbooks and Technical Materials

The Ministry has:

- Personally arranged and delivered basic textbooks to schools;
- Supplied 2.235,000 basic textbooks to public secondary schools with a ratio of 1:1 (one student receiving 1 basic textbook for all subjects for lower secondary school) and 2:1 (2 students receiving 1 basic textbook for all subjects for upper secondary school), except for upper secondary schools in 7 provinces, namely Koh Kong, Pailin, Oddar Meanchey, Preah Vihear, Stung Treng, Ratanakiri and Mondulakiri provinces which received the same ration of 1:1 as in lower secondary school;
- Completed the development of the system for managing and monitoring textbooks using information technology, in collaboration with the World Education Organization and financial support from Publishing and Distributing House for management system service charges;
- Supplied basic textbooks in the ratio of 1/1 for lower secondary school and 2/1 for upper secondary school, achieving 100% success;
- Developed documents on the study environment and supply of learning materials; and
- Prepared documents on climate change education in secondary school and implemented them at 10 schools in 4 provinces and continued to prepare them for primary education in collaboration with the Ministry of Environment.

This showed that the supply of learning materials and basic textbooks to students and teachers as well as teaching materials became more effective via School Textbook Supply Management System (TnT).

Library

The Ministry has:

- Established a new library at Prek Takov Junior High School, Khsach Kandal district, Kandal province;
- Celebrated the National Reading Day on 11 March 2021 under the theme Reading in the Context of Covid-19, via an online app from the Ministry of Education, Youth and Sports under the high presidency of HE the Academician Dr. Hang Chuon Naron, Minister of Education, Youth and Sports, joined by 500 participants;

- Organized contests of text reading, poem recitation and composition, joined by 75 participants, 35 Females, from 25 Capital/Provinces;
- Organized contests of literature analysis, participated by 26 participants, 6 females. There were 13 winners, 7 females; among them, there were 3 winners, 2 females, in text reading; 3 winners, 2 females, in poem recitation; 3 female winners in composition; and 4 male winners in females in the literature analysis; and
- Produced instructional videos and incorporated them into the Documentation Center.

The Samdech Akka Moha Sena Padei Techo Hun Sen and Lok Chumteav Library received 492 readers, 306 females, 1,152 newspapers, 37 magazines/bulletins, and 192 books, consisting of 146 titles.

The Documentation Center collected and compiled information and statistics of libraries in 19 provinces and the capital, and registered via computer system an inventory of 440 books, equivalent to 127 titles.

Table 21: Statistics of Libraries in Secondary Education for 2020-2021

No.	Capital / Province	Junior High School					High School					Total				
		Number of school	Number of library	Open library	Number of librarian	Trained librarian	Number of school	Number of library	Open library	Number of librarian	Trained librarian	Number of school	Number of library	Open library	Number of librarian	Trained librarian
1	Banteay Meanchey	54	43	23	19	0	30	29	25	33	3	84	72	48	52	3
2	Battambang	96	38	35	49	27	28	25	21	40	17	124	63	56	89	44
3	Kampong Cham	81	18	18	24	0	43	33	33	77	2	124	51	51	101	2
4	Kampong Chhnang	61	23	17	13	1	16	16	15	27	6	77	39	32	40	7
5	Kampong Speu	72	26	21	21	2	24	22	20	38	8	96	48	41	59	10
6	Kampong Thom	67	34	33	11	0	25	18	18	35	12	92	52	51	46	12
7	Kampot	76	70	70	76	8	24	24	23	44	8	100	94	93	120	16
8	Kandal	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	Koh 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	Mondulkiri	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	27	24	20	21	1	40	39	39	76	12	67	63	59	97	13
16	Preah Sihanuk	18	14	5	5	2	9	9	9	11	4	27	23	14	16	6
17	Preah 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	Siem Reap	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	Svay Rieng	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	Tbong 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

This helped instill life-long learning habits of teachers, students and the public.

Teacher Training

The Ministry has:

- Conducted graduation examinations for basic level teachers in 30th Batch (12+2), for a total of 407 teachers, including 234 females (Among those, 10 were from partners, 5 females);
- Conducted selection exams and training of 504 basic level teachers, 335 females, teaching at junior high school, including:
 - (12+2) Year 1 of 31st Batch for 304 teachers, 197 females (4 teachers, 2 females, were from Partners) and

- (12+4) Year 1 of 3rd Batch for 200 teachers, 138 females
- Conducted selection examinations for secondary school teachers (Bachelor degree+1) and (Bachelor degree+2):
 - (Bachelor degree+1) 26th Batch for, 1,017 teachers, 483 females
 - (Bachelor degree+2) 1st Batch for 100 teachers, 49 females
- Continued to train 384 basic level teacher trainers, 240 females, teaching at junior high school, including:
 - (12+4) Year 4 of the 1st Batch for 187 teachers, 110 females
 - (12+4) Year 3 of the 2nd Batch for 197 teachers, 130 females.
- Sent 1,232 teachers, 543 females, of the 3rd Batch to continue their bachelor's degree in 6 specialized subjects at the Royal University of Phnom Penh;
- Sent 432 school principals and education officers, 68 females, to study for a Bachelor of Education Management at the Royal University of Phnom Penh;
- Provided scholarships to 198 basic-level teacher trainees, 129 females, teaching at secondary school in 1st and 2nd Batches (12+4) in 4 subjects (Mathematics, Physics, Chemistry and Biology) who were being trained at Phnom Penh Teacher Education College and Battambang Teacher Education College; and
- Requested financial support from NGO Kizuna for pedagogical practicum of pedagogical students (12+2) and (12+4) at Phnom Penh Teacher Education College and Battambang Teacher Education College (440 teachers in Phnom Penh and 370 teachers in Battambang).

This showed that the Ministry increased the qualifications of teachers and management in response to the new context.

Inclusive Education Program

The Ministry has:

- Put into practice Inclusive Education Program at public general secondary schools, consisting of 8,546 students with disabilities, 4,613 females. Of which 4,915 students with disabilities were at the lower secondary, 2,492 females; and 3,631 students with disabilities were at the secondary school, 2,211 females;
- Put into practice Special Education Program at 6 special education high schools, consisting of 227 students with disabilities, including 87 females; 153 students with disabilities, 51 females, were at lower secondary school, including 51 visually impaired students, 14 females, 102 hearing-impaired students, 37 females; and 74 students with disabilities, 36 females, were at upper secondary schools, including 34 visually impaired students, 17 females, 40 speech- and hearing-impaired students, 19 females;
- Provided opportunities for highly talented or intelligent students, namely **Heu Tieng Kimhong**, aged 11 from Takeo Province to study in Grade 11 at BELTEI International School, Branch 9, Stung Meanchey, receiving a scholarship from **Samdech Akka Moha Sena Padei Techo HUN SEN**, Prime Minister of the Kingdom Cambodia, and 9-year-old girl **Bi Banlaxmey** from Kampong Speu province to study in Grade 7 at Samdech Ov Samdech Me Borsedth High School, Kampong Speu province; and
- 40 students, 15 females, from special education high schools passed the lower secondary school examinations. Among them were 16 visually impaired students, 7 females, and 24 speech- and hearing-impaired students, 8 females. 28 students, 13 females, passed secondary school exams. Among them were 17 visually impaired students, 7 females, and 11 speech- and hearing-impaired students, 6 females.

This helped students with special needs have access to quality, equitable and inclusive education.

Strengthening result-based management and monitoring system

The Ministry has:

- Reviewed main contents of shortened curriculum for Khmer Language, Mathematics, Science and Social Studies;
- Monitored and followed up the scholarships for indigenous students at 28 schools in 5 provinces, in collaboration with UNICEF;
- Monitored and followed up and collected information and documents of 1st and 2nd payments of Scholarship for Poor and Outstanding Students Program on Science and Mathematics in 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 education establishments, in 7 provinces/capital;
- Organized Upper Secondary School Diploma Exams for French-Khmer Bilingual Classes in 7 Provinces/Capital; 398 students, 210 females, equivalent to 100 percent, passed Lower Secondary School Exam; 245 students, 134 females, equivalent to 100 percent, passed Upper Secondary School Exams;
- 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 Schools in 14 provinces;
- 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 operational process of resource buildings in 36 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 the fighting stage against Covid-19;
- Selected Year-1 students for the 17 General and Technical High Schools;
- Strengthened the implementation of technical education program in Kampong Chhnang, Kampong Thom, Banteay Meanchey and Kampot provinces;
- Strengthened quality via inspecting learning and teaching process and the arrangement of technical and vocational examination centers at General and Technical High Schools in 12 provinces;
- Organized a review meeting on progress of leading and managing technical education with the principals of 17 General and Technical High Schools;
- Chaired regular online meetings to monitor the progress of leading and managing distance learning with the management board of technical education institutions in the fighting stage against Covid-19;
- Chaired online monthly meetings to review students' learning outcomes with the management board of technical education institutions in the fighting stage against Covid-19;
- Monitored the leadership and management of 17 schools in the implementation of education health safety measures in technical education institutions;
- Monitored teaching and learning in general and technical high schools in 14 provinces;
- Prepared periodic inspection aide memoirs and disseminated them to the inspection offices in all capital/provinces;
- Summarized specified inspection reports on 135 schools in 20 capital/provinces, including 81 junior high schools and 54 high schools;

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- Prepared guidelines for education quality assurance inspection system for capital/provinces and disseminated them to Office of Inspection staff in all capital/provinces;
 - Organized an online meeting of the Technical Commission of the Steering Committee of the Education Assessment System at Kindergarten and General Education Levels on Measures Responding to the Assessment Test Results to Improve the Quality of Education at School Level under the chairmanship of HE the Academician Dr. Hang Chuon Naron, Minister of Education, Youth and Sports;
 - Prepared and collected patterns taught to answer PISA-D Test Questions from the Department of Training and Teacher Training, Department of Secondary Education, National Institute of Education and Phnom Penh Teacher Education College;
 - Prepared and presented progress of the implementation of the Program for International Student Assessment for Developing Countries (PISA-D) for the 8th Mission of World Bank;
 - Prepared the 1st draft aide memoir for Standard Subject Development for 12+2 Basic Teacher Training Institutions and TUP Teacher Qualification Program of the Royal University of Phnom Penh;
 - Reviewed patterns taught to answer the test questions of the Program for International Student Assessment for Developing Countries (PISA-D), achieving 100% success;
 - Put into practice PISA-2022 via Telegram for leaders of the Inspection Office of the Capital/Provincial Department of Education, Youth and Sports and principals of the target schools to update the situation of safety of schools selected for pilot tests and prepared a student follow-up list, conducted by 84 people, 11 females;
 - Monitored and evaluated pilot teaching on health education on nutrition for Grade-10 students in Kampong Cham province;
 - Monitored lower secondary school exams in all capital/provinces;
 - Monitored and evaluated secondary education institutions to be used as upper secondary school examination centers in all capital/provinces;
 - Monitored the progress, identification of challenges, giving of solutions, and support on building reparation work at Battambang Teacher Education College;
 - Monitored teaching and learning management at Kampot Provincial Teacher Training Center;
 - Monitored the situation and needs for teacher development to support the implementation of teacher development program in Kampong Cham, Prey Veng and Takeo Regional Teacher Training Centers.
 - Monitored the implementation of teaching practicum of teacher trainees (12+2) and (12+4) via online app at the Phnom Penh Teacher Education College and Battambang Teacher Education College;
 - Monitored the teaching and learning of teacher trainees (12+2) and (12+4) via an online app at teacher training institutions;
 - Monitored the work of repair and evaluation of equipment at the new building at Battambang Teacher Education College;
 - Monitored and evaluated the handing over of the new building in Battambang Teacher Education College
 - Studied the location and formulated school building construction project, and checked the construction technical work on a weekly basis to ensure the quality of school building construction as specified in the Technical Specification abided by the layout and circumferences, foundation, pillars, beams, roof, doors and windows and other fixture in line with technical standards; and
 - Examined the work of repairing school buildings, resource buildings, and renovating school buildings into science laboratories in all capital/provinces to ensure the correct quality and beauty as stipulated in the technical specifications in line with the specified design.

This helped improve the infrastructure and promote the leadership and management of teaching and learning, in particular multidisciplinary teaching and learning, as well as strengthen the assessment of academic performance, autonomy and accountability of the education institutions.

A2. ENSURING EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF EDUCATION OFFICIALS OF ALL LEVELS

Capacity Building

The Ministry has:

- Organized online workshops on capacity building of Curriculum Development Department staff on Curriculum, Textbooks, Teaching Methodologies and Student Assessment every Friday;
- Organized a workshop on regulation-based teaching and learning methodology for secondary schools in Siem Reap;
- Organized a workshop on strengthening and monitoring the implementation of field life skills program in Kampot, Takeo, Battambang, Siem Reap and Stung Treng provinces;
- Sent 1 education official to study a Bachelor's Degree in Economics in the People's Republic of China and 2 in Education Sector in Japan;
- Disseminated study subjects provided by Secondary Schools using French to students in French-Khmer Bilingual Class in 13 Upper Secondary Schools in 6 provinces;
- Provided capacity building on Methodology for Teaching Mathematics and Science Experiment on 4 subjects and disseminated information of basic education on Science, Technology, Engineering and Mathematics to 81 teachers, 18 females, of Resource High Schools in Kampong Cham province;
- Provided capacity building for national teacher trainers, school management and technical team leader on technical team documents to Resource High Schools and Network Schools, with 88 participants, 26 females, in Kampong Cham province;
- Provided capacity building for national teacher trainers, focal people in the 5 regions and the principals of the Resource High Schools on Self-Reflection, with 59 participants, 12 females, in Kampong Thom province;
- Organized the 3rd and 4th workshops on School-based Management for officials of the Capital/Provincial Department of Education, Youth and Sports and Municipal/District/Khan Office of Education, with 977 participants, 103 females, in Siem Reap province;
- Organized the 5th workshop on School-based Management for officials of the Capital/Provincial Department of Education, Youth and Sports and Municipal/District/Khan Office of Education, with 977 participants, 103 females, in Kampong Cham province;
- Organized a workshop on Strengthening Secondary Education Sub-Sector Management, with 82 participants, 15 females, in Kampong Cham province;
- Organized a workshop on the Development of Strategic Plan, School-based Management for Secondary and Technical Education Sub-Sector, with 66 participants, 10 females, in Kampong Cham province;
- Provided training on career guide and consultation program for 21 new national teacher trainers, 10 females;
- Provided online capacity building on orientation, career guide and consultation program for 3,366 social science teachers, 1,538 females, in 25 provinces/capital;
- Provide training on Coding App for 39 education staff and technical education teachers, 5 females, via an online app in collaboration with CTEP;
- Organized an online consultation workshop on detailed curriculum on Agronomy for Year 1 to Year 3, with 47 participants, 18 females;
- Organized an online consultation workshop on detailed curriculum on Animal Husbandry for Year 1 to Year 3, with 28 participants, 9 females;

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- Organized an online consultation workshop on detailed curriculum on Mechanics for Year 1 to Year 3, with 28 participants, 9 females;
 - Organized an online consultation workshop on detailed curriculum on Electronics for Year 1 to Year 3, with 35 participants, 6 females;
 - Organized an online dissemination workshop on guidelines on the management and operational process of providing additional skills training service in the field STEM at Resource High Schools to the leaders of the Department of Secondary Education and Municipal/District/Khan Office of General Education, school management, and advisors to the five regions, with 170 participants, 34 females;
 - Organized an online workshop on the introduction and training of entrepreneurship education program for 149 teachers of Resource High Schools, 57 females;
 - Provided online capacity building on the use of operational guidelines on Career Guidance and Counseling program for 50 high school resource principals, 11 females, and 105 school counselors, 52 females;
 - Provided capacity building for upper secondary school teachers on the use of guidelines, selection of science, social science and technical education classes, and the use of smart phone compass apps in 6 provinces, with 308 participants, 111 females;
 - Provided online capacity building on uploading life skills education data through Google Form for general upper secondary education, with 66 participants, 19 females;
 - Provided online capacity building on the implementation of field life skills education program for 120 principals, 22 females, of 40 newly extended target schools in Siem Reap, Battambang, Kampong Speu and Takeo provinces;
 - Provided online capacity building on electronic school evaluation for 1,063 monitoring officials at the municipal/district/Khan level, DTMT, and school principals, 196 females;
 - Provided capacity building on procedures for periodically entering inspection report data and inspection reports via online system in the context of Covid-19 to 215 officers of the Capital/Provincial Inspection Offices, 36 females;
 - Sent 6 male education staff to participate in the 3rd data management training course of PISA-2022, via Webinar;
 - Provided online capacity building for invigilators on pilot PISA-2022, with 265 participants, 17 females;
 - Provided capacity building on techniques of coding answers and correcting answer sheets of Program for International Student Assessment (PISA-2022) tests, piloted online with 28 participants, 4 females;
 - Provided online capacity building on data entry techniques of Program for International Student Assessment (PISA-2022), with 54 participants, 10 females;
 - Provided capacity building on techniques of coding parents' occupation of Program for International Student Assessment (PISA-2022), with 28 participants, 4 females, via an online system;
 - Organized an online consultation workshop on the preparation for the Program for International Student Assessment, with 90 participants, 5 females, in Phnom Penh;
 - Provided capacity building of 42 teachers trainers, 11 females, on Inclusive Upper Secondary Education in Kampong Cham province, in collaboration with UNICEF;
 - Provided training for school management, teacher trainers and teachers of 16 resource high schools and winning high schools, with 528 participants, 164 females, on 5 topics, including Electronic Distance Learning, Using Tablets to Assist Science and Mathematics Teaching, Studying School-based Management System, Using School Information System (SIS), and Developing Online Classes (Moodle) and methods of teaching basic textbooks on Information and Communication Technology for Grades 10 to 12;

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- Provided training of IT specialists of 98 Resource High Schools and public institutions with 6,958 participants, 2,504 females, on 10 topics, including Tips on the Use and Security Protection of Telegram, Google Workspace for Education, Setting and Installing V-Cloud Point, E-Learning, Course Design, Lesson Content Development, Use of E-learning Tools, Online Security Protection in the Context of Covid-19, Simple Techniques for Making Online Educational Content and Basics of Data Literacy;
 - Conducted orientation workshop for Grade-10 and -11 students of 260, 68 females, from 7 secondary institutions, on 3 topics: Preparation and Making of Experiment Education Content, Instructional Videos of STEM-based Chemistry and Mathematics, Boot Camp, and Preparation and Making of Experiment Education Lessons and Storyboard on STEM-based Mathematics and Chemistry;
 - Provided capacity training to Grade-10 teachers on Health Education on Nutrition, with 16 participants, 12 females, in Kampong Cham province;
 - Provided capacity training to Grade-7 and -10 teachers on Health Education on Nutrition, with 50 participants, 12 females, in Kampong Speu province, financially supported by RHAC;
 - Prepared pilot teaching on the content of Basoc Health Education Textbooks for Grades 7 to 12 for 36 teachers, 15 females, in Kampong Speu province;
 - Provided online training on Teaching Methodology and Use of Basic Textbooks for Health Education for Grades 7 and 10 to education staff in 15 target provinces, with 730 participants, 308 females;
 - Provided capacity building on Basic Psychiatric First Aid Guidelines at Educational Institutions for 375 teachers, 149 females;
 - Organized a workshop on strengthening the implementation of the roles and responsibilities of the subject committee for the upper secondary examinations, with 226 participants, 50 females;
 - Organized a workshop on strengthening the implementation of the roles and responsibilities of the country vigilance committee and vigilance assistants, with 2,004 participants, 936 females;
 - Provided capacity building on the Introduction of English Language Program for Grades 7 to 9 to the Technical Team Leaders of English Subject in Grades 7 to 9, with 140 participants, 40 females, at Siem Reap Teacher Training College;
 - Organized a workshop on the Instruction to Evaluation of Teacher Trainers, with 95 participants, 30 females, in Kampong Speu province;
 - Organized a workshop on the Use and Function of Health Education Room for 43 school management and teachers, 14 females, of target schools in Phnom Penh Capital and Koh Kong province;
 - Provided online capacity building on Environmental Education for 14 teacher trainers, 11 females, from 11 Teacher Education Colleges;
 - Organized a workshop to review the curriculum, teacher training curriculum, and assessment of colleges' performance, with 857 participants, 390 females, using a mixed program;
 - Provided training on new techniques and tools to determine the quality of construction; and
 - Organize workshops on strengthening the management of educational infrastructure for local officials and school management, and overseas study tours.

This helped strengthen the capacity of education officials in leading, managing, and implementing curriculum, and assessing students' learning outcomes effectively in the new context.

B. Progress of Outcome Indicators

Not less than 40 percent of 23 Provinces and Capital had Junior Secondary Education Completion Rate.

Analysis of the Progress of Outcome Indicators

Indicators		Unit	Actual	Target	Actual 2021-22	Status
			2020-21	2021-22		
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.	Net enrolment rate at the lower secondary education	%	60.7*	65.2	68.55*	↑
	<i>Male</i>	%	55.3*	63.0	63.53*	↑
	<i>Female</i>	%	66.6*	70.3	73.81*	↑
2.	Net enrolment rate at upper secondary education	%	32.2*	36.1	39.35*	↑
	<i>Male</i>	%	28.5*	34.1	35.30*	↑
	<i>Female</i>	%	32.3*	38.2	43.56*	↑
3.	Transition rate from lower secondary to upper secondary education	%	81.3	84.2	78.2	↓
	<i>Male</i>	%	80.1	82.8	76.5	↓
	<i>Female</i>	%	82.4	85.4	79.6	↓
4.	Completion rate at lower secondary education	%	48.1*	51.4	56.50*	↑
	<i>Male</i>	%	43.1*	48.5	51.91*	↑
	<i>Female</i>	%	53.4*	55.3	61.30*	↑
5.	Survival rate at lower secondary education	%	18.2	10.3	16.6	↑
	<i>Male</i>	%	19.6	10.9	16.9	↑
	<i>Female</i>	%	16.9	9.2	16.3	↑
6.	Survival rate at upper secondary education	%	43.1	56.7	44.59	↓
	<i>Male</i>	%	40.0	52.1	42.64	↓
	<i>Female</i>	%	46.4	61.6	46.65	↓
7.	No. of districts with lower secondary dropout rate above 18.9	%	24.7	40.0	25.19	↓
	Survival rate at lower secondary education	%	22.6	38.6	23.67	↓
	<i>Male</i>	%	27.0	42.8	26.64	↓
8.	<i>Female</i>	No.	96	26	82	↑
9.	Number of scholarship students in lower secondary school	No.	101,567	76,418	102,164	↑
10.	Percentage of secondary schools implementing child-friendly schools	%	24.0	24.7	16.4	↓
11.	% of secondary schools meeting WASH minimum standards					
	Junior High School:					
	<i>Star 1</i>	%	47.7	62.5	45.6	↓
	<i>Star 2</i>	%	26.7	13.7	32.6	↑
	<i>Star 3</i>	%	1.6	1.9	3.2	↑
	High School					
	<i>Star 1</i>	%	42.1	49.7	40.1	↓
	<i>Star 2</i>	%	36.5	27.4	40.4	↑
	<i>Star 3</i>	%	3.1	2.0	5.4	↑
12.	% of junior high schools with:					
	Latrines	%	100	94.1	99.8	↑
	<i>Safe water</i>	%	89.6	48.5	83.6	↑
	<i>Hand-washing facilities</i>	%	80.2	44.2	83.9	↑
	<i>First aid kits</i>	%	45.3	60.4	44.8	↓
13.	% of high school with:					
	Latrines	%	100	99.4	100	↑
	<i>Safe water</i>	%	91.2	58.9	86.9	↑
	<i>Hand-washing facilities</i>	%	85.4	59.0	91.9	↑
	<i>First aid kits</i>	%	68.1	60.4	73.7	↑
14.	% of secondary schools with access to electricity:					
	Junior High School	%	93.3	74.0	94.5	↑
	High School	%	98.9	94.4	99.5	↑
15.	Number of new-generation schools	No.	7	9	7	→

Indicators	Unit	Actual	Target	Actual	Status
		2020-21	2021-22		
16. Number of general and technical high schools	No.	17	17	18	↑
17. Number of general and technical high school students	No.	3,324	2,694	3,294	↑
	<i>Female</i>	No.	1,269	602	1,149
18. Number of schools implementing the career guidance and counseling programme	No.	65	235	67	→
19. Number of schools implementing local life-skills programmes	No.	650	920	774	→
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)	%	88.2	94.0	86.3	↓
21. Number of secondary school teachers trained	No.	1,387	1,700	2,217	↑
22. % upper secondary schools using information and communication technology to support teaching and learning	%	24.6	21.0	15.6	↓
23. % of lower secondary school teachers with a bachelor's degree in education from teacher training college	%	384	13.3	13.3	↑
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 school-based management	No.	180	200	605	↑
25. Number of secondary schools implementing full school-based management program	No.	100	260	100	→

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

* Including private schools

C. CHALLENGES

At the same time of achievement, there were some challenges, which required efforts in solving them. Those challenges include:

- Technical education teachers were not yet qualified enough to use new laboratory equipment and teaching methodologies;
- Practicum and study visits to enterprises, farms and the private sector were not yet comprehensive;
- Dissemination of new curriculum and constructive teaching methodologies based on the rules, STEM principles, and other good methods, including the method of setting the subject, were not yet comprehensive to teachers;
- There was a lack of science teachers, laboratories and laboratory equipment, study time and computer labs, making the process of teaching STEM subjects a problem at schools;
- Subject-based inspection activities and periodic monitoring and inspection of schools and national and international pilot test activities were delayed due to the outbreak of Covid-19 ;
- There was a lack of professional health science and public health officials;
- There was a lack of ICT technical staff to update the information management system of staff and teacher trainees at Teacher Training Colleges; and
- There was a lack of experts in English language skills, information technology and architecture.

2.2.4 SUB-SECTOR: HIGHER EDUCATION

A. ACHIEVED OUTCOME

A.1 ENSURING INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTING LIFELONG LEARNING FOR ALL

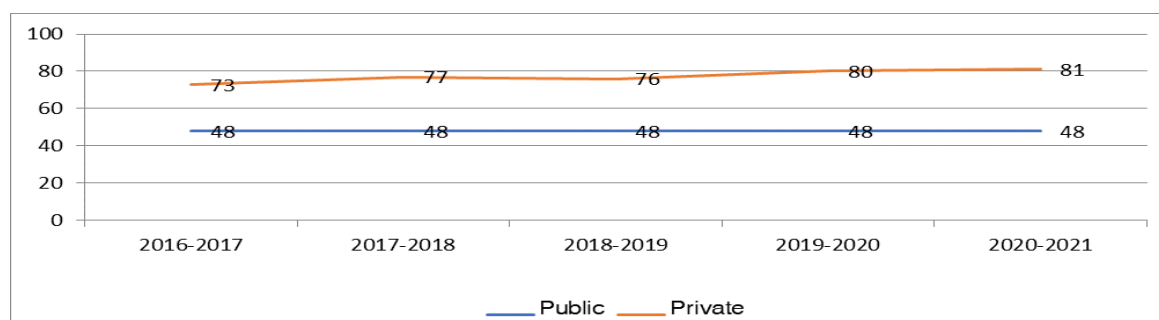
There are 130 higher education institutions throughout the country; among them, there are 48 are public and 82 private institutions, in 20 provinces and Phnom Penh capital. Higher education institutions are under the supervision of 16 ministries-institutions.

There are 82 higher education institutions, 13 public and 69 private, under the supervision of the Ministry of Education, Youth and Sport. 45 higher education institutions, 10 public and 35 private, provide education services of Master's Degree. 21 higher education institutions, 6 public and 15 private, provide education services of Doctorate Degree.

Table 22: Statistics of Higher Education institutions under the Supervision of the Relevant Ministries-Institutions

No.	Names of Ministries-Institutions	Public	Private	Total
1	Ministry of Education, Youth and Sports	13	69	82
2	Ministry of Labor and Vocational Training	12	13	25
3	Ministry of National Defense	5	0	5
4	Ministry of Cults and Religions	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 Affairs 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 Telecommunication	1	0	1
15	Ministry of Economy and Finance	1	0	1
16	Ministry of Land Management, Urban Planning and Construction	1	0	1
	Total	48	82	130

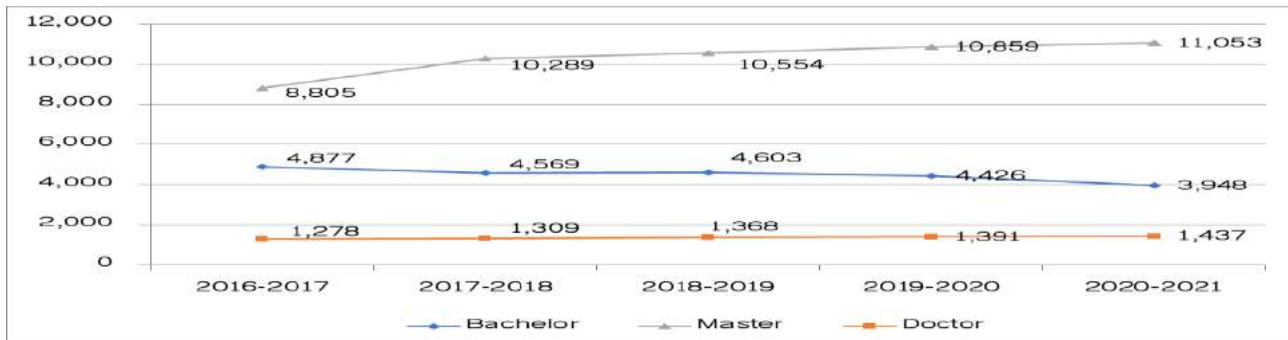
Figure 27: Comparison of Number of Higher Education institutions from School Years 2016-17 to 2020-2021



There are 16,438 educational staff members at higher education, 3,518 females, equivalent to 21.40 percent; of which, there are 3,948 teachers holding Diploma of Bachelor's Degree, equal 24.01 percent, 1,574 females; 11,053 teachers holding Diploma of Master's Degree, equal 67.24 percent, 1,788 females, and 1,437 teachers holding Diploma of Doctorate Degree, equal 8.74 percent, 156 females. In comparison to the School Year 2019-2020, number of teachers holding Diploma of Master's Degree increased 210 persons, equal 1.89 percent, and teachers holding Diploma of Doctorate Degree increased 46 persons, equal 3.30 percent.

To sum up, qualification of teachers of higher education serving at higher education institution has been slightly changed, which requires more investment with specific plan in order to achieve the Framework of Capacity Development for Higher Education institution for 2021-2030.

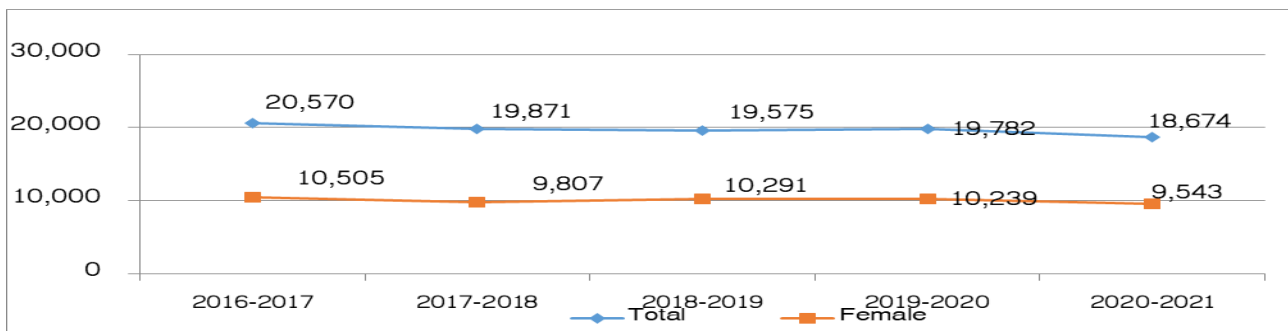
Figure 28: Comparison of Education Staff Members at Higher Education from School Year 2016-2017 to 2020-2021



There were 198,363 students, 98,535 females, equal 49.67 percent, studying in the School Year 2020-2021; among them, there were 159 foreign students, 74 females, equal 46.54 percent; in comparison to the School Year 2019-2020, students decreased 3,537 persons, equal 1.75 percent.

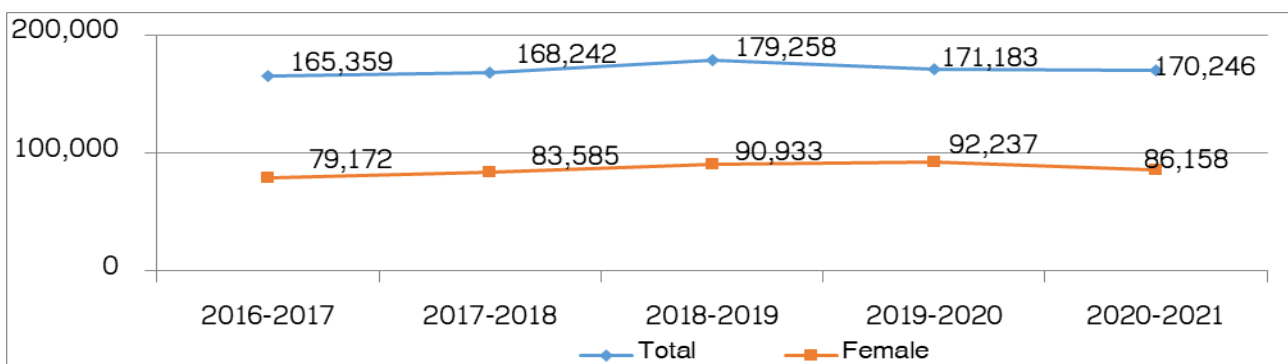
There were 18,674 students, 9,543 females, equal 51.10 percent, pursuing Associate’s Degree; among them, there were 2,025 scholarship students, 949 females, equal 46.86 percent, and 16,649 pay students, 8,594 females, equal 51.61 percent. In comparison to the School Year 2019-2020, number of students of Associate’s Degree decreased 1,108 persons, equal 5.93 percent, females decreased 696 persons, equal 7.29 percent.

Figure 29. Students pursuing Associate’s Degree from School Year 2016-2017 to 2020-2021



There were 170,246 students, 86,158 females, equal 50.60 percent, pursuing Bachelor’s Degree; if it was compared to the School Year 2019-2020, it decreased 937 persons, equal 0.55 percent, females decreased 6,079 persons, equal 7.05 percent. There were 26,043 scholarship students, 13,625 females, equal 52.31 percent; if we compared to the School Year 2019-2020, it decreased 1,348 persons, equal 5.17 percent; female decreased 1,432 persons, equal 10.51 percent. There were 56,101 students, 26,732 females, equal 47.64 percent, starting there Year 1; if we compare to the School Year 2019-2020, it decreased 2,666 persons, equal 4.75 percent; females decreased 4,523 persons, equal 20.66 percent.

Figure 30: Students pursuing Bachelor’s Degree from the School Year 2016-2017 to 2020-2021



There were 9,443 students, decreased 13.72 percent, 2,834 females, equal 30.01 percent, pursuing postgraduate degree; among them, 8,465 students, 2,718 females, equal 32.11 percent, pursuing Master’s Degree, and 978 students, 116 females, equal 11.86 percent, pursuing Doctorate Degree; if we compared to the School Year 2019-2020, students of Master’s Degree decreased 15.21 percent, and students of Doctorate Degree increased 1.77 percent.

To sum up, we observed that number of students pursuing Master's Degree decreased while number of students pursuing Doctorate Degree increased. The Ministry of Education, Youth and Sports and stakeholders are required to conduct further research.

Figure 31: Students pursuing Master's Degree from the School Year 2016-2017 to 2020-2021

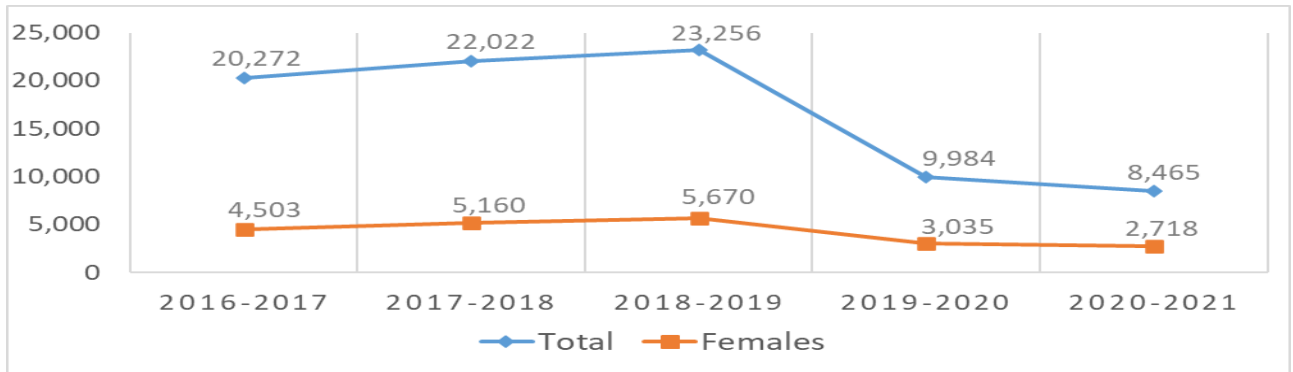
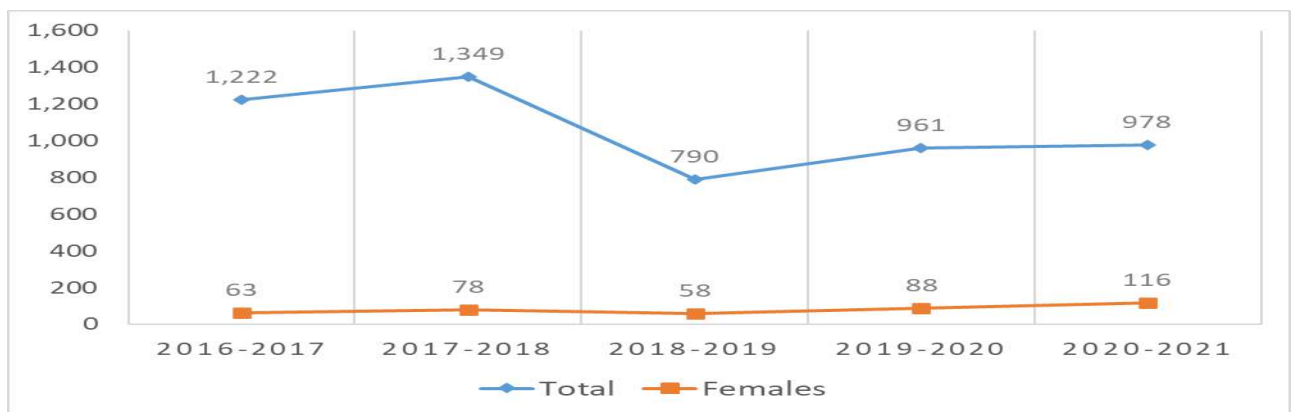
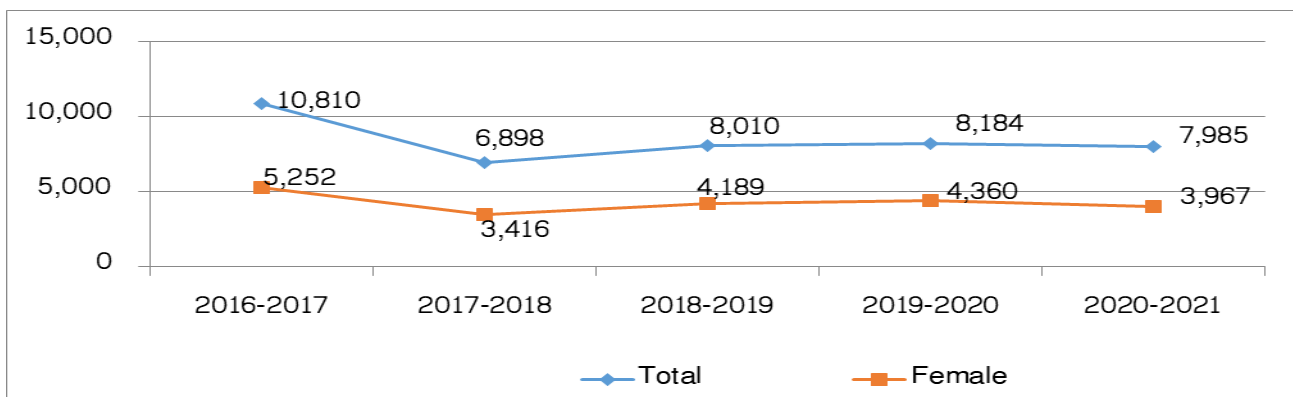


Figure 32: Students pursuing Doctorate Degree from the School Year 2016-2017 to 2020-2021



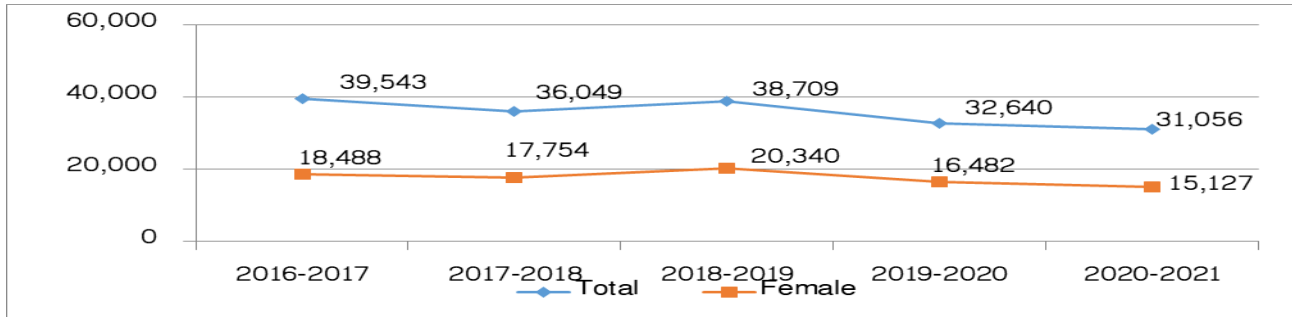
7,985 students, 3,967 females, equal 49.68 percent, graduated from their Master's Degree; among them, there were 893 scholarship students, 406 females, equal 45.46 percent, and 7,092 fee-paying students, 6,561 females, equal 50.21 percent. If we compared to the School Year 2019-2020, students graduated from Master's Degree decreased 199 persons, equal 2.49 percent, females decreased 393 persons, equal 9.90 percent. Scholarship students decreased 31 persons, equal 3.47 percent, females decreased 69 persons, equal 1.69 percent.

Figure 33: Students Graduated from Master's Degree from the School Year 2016-17 to 2020-21



31,056 students, 15,127 females, equal 48.70 percent, graduated from Bachelor's Degree; among them, there were 5,214 scholarship students, 2,528 females, equal 48.48 percent, and 25,842 fee-paying students, 12,599 females, equal 48.75 percent. If we compared to the School Year 2019-2020, students graduated from Bachelor's Degree decreased 1,584 persons, equal 5.10 percent, females decreased 1,355 persons, equal 8.95 percent; among them, scholarship students decreased 373 persons, equal 7.15 percent, females decreased 410 persons, equal 16.21 percent.

Figure 34: Students Graduated from Bachelor's Degree from the School Year 2016-17 to 2020-21



4,214 students graduated from their postgraduate degree, increased 21.05 percent, 31.49 percent are females, increased 41.93 percent; among them, 4,159 students graduated from their Master's Degree, increased 26.18 percent, females 31.79 percent, increased 41.85 percent. 371 students wrote thesis statements for graduation, decreased 20.22 percent, female 39.89 percent, increased 0.68 percent; among them, there were 341 students of public institutions, decreased 9.79 percent, females 39.88 percent; and 30 students of private institutions, decreased 65.52 percent, females 40 percent, decreased 52 percent, and 55 students of Doctorate Degree, increased 77.42 percent, female 9.09 percent, increased 66.67 percent.

Figure 35: Students Graduated from Master's Degree from School Year 2016-17 to 2020-21

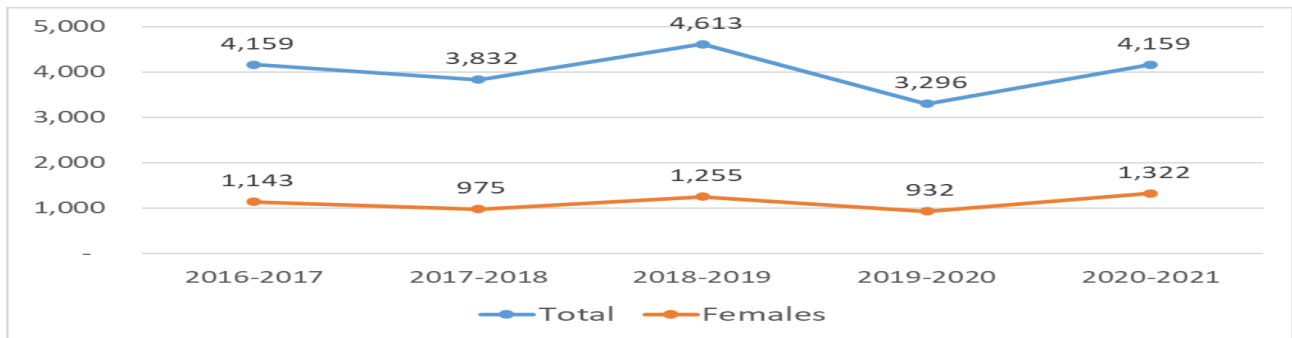


Figure 36: Students Graduated from Master's Degree by Writing Thesis Statement from School Year 2016-17 to 2020-21

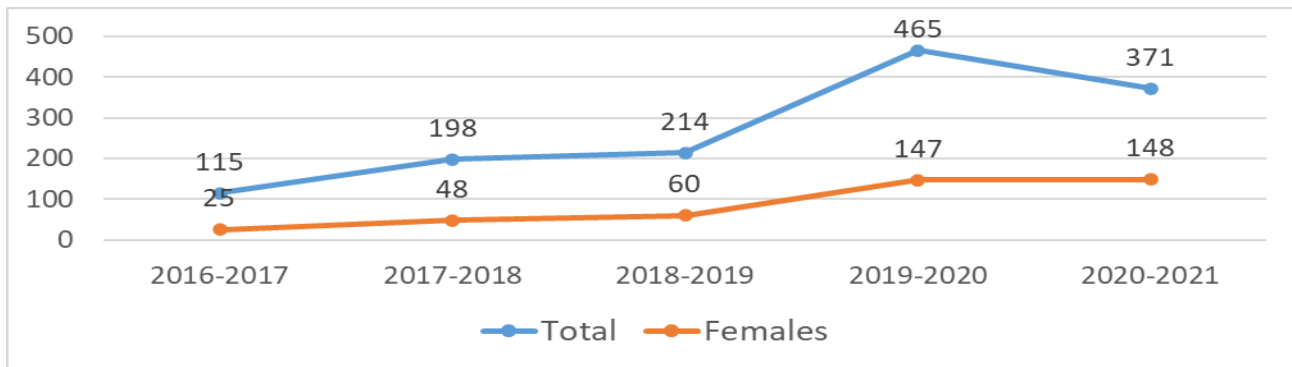
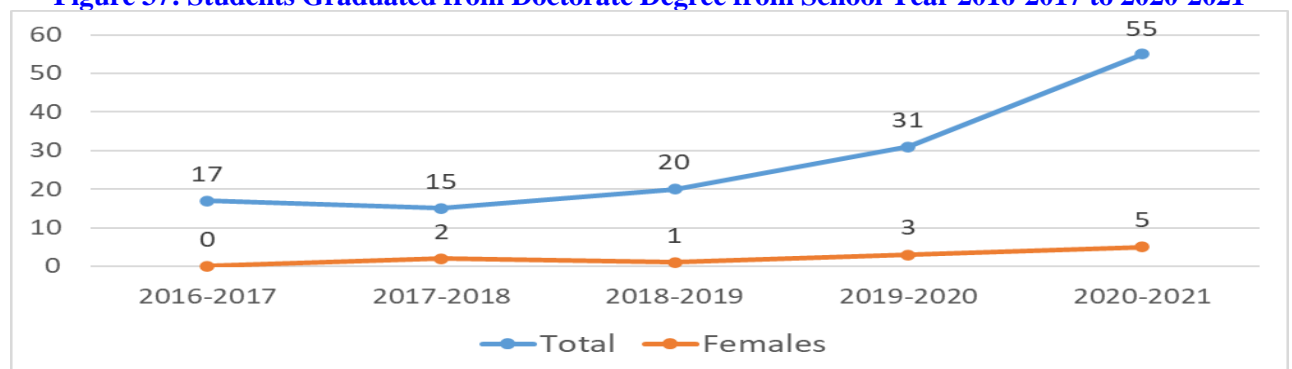
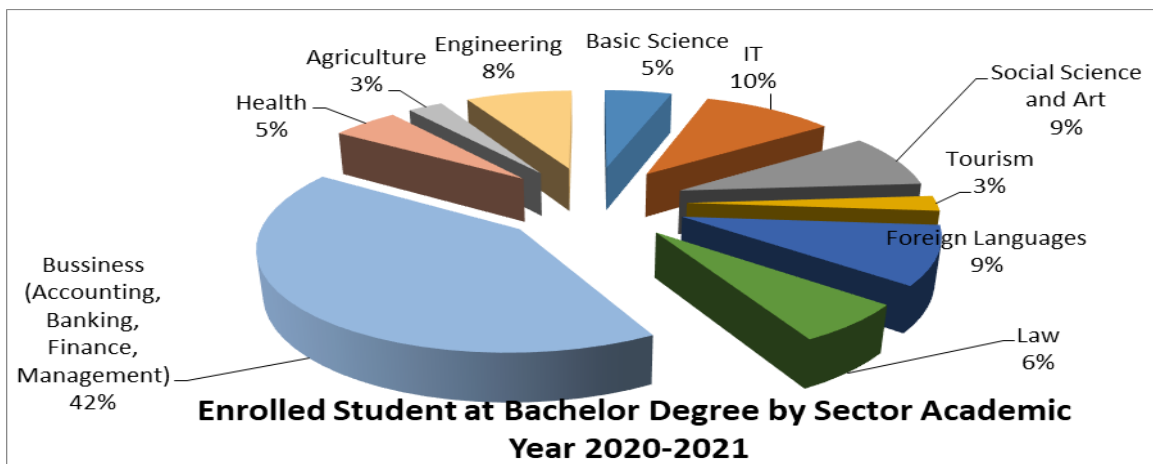


Figure 37: Students Graduated from Doctorate Degree from School Year 2016-2017 to 2020-2021



Student Pursuing Higher Education by Fields in the School Year 2020-21

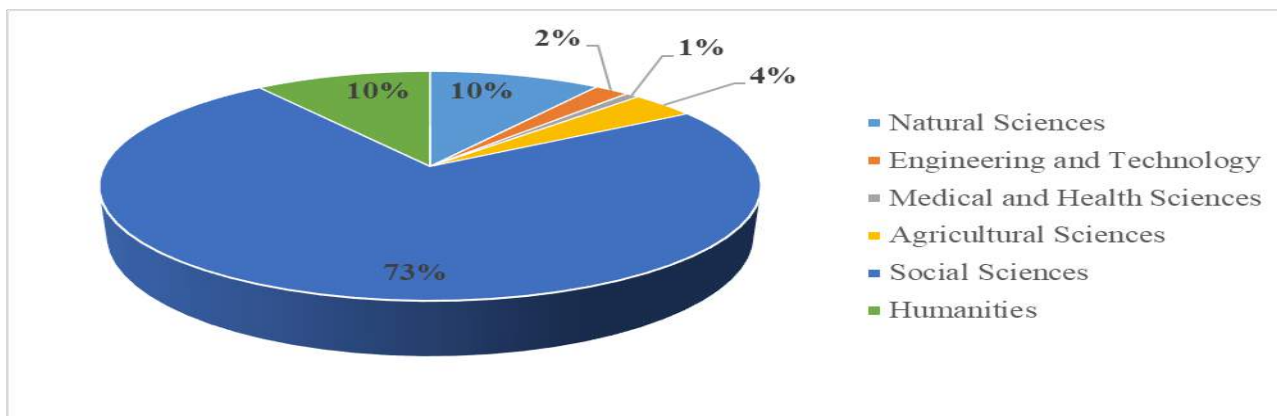
Figure 38: Status of Students pursuing Bachelor’s Degree for the School Year 2020-21



Among students pursuing Bachelor’s Degree, 69 percent majored in Social Studies, 42 percent majored in Business, 6 percent majoring in Law, 9 percent majored in Foreign Languages, 3 percent majored in Tourism and 9 percent majored in other social studies and arts. 31 percent majored in Science, Technology, Engineering, and Mathematics (STEM), among them, 5 percent majored in Basic Sciences, 10 percent majored in Information Technology, 8 percent majored in Engineering, 3 percent majored in Agriculture and 5 percent majored in Health. To sum up, during a five-year period, STEM studies have increased from 26.83 percent in the School Year 2016-2017 to 30.69 percent in the School Year 2020-2021.

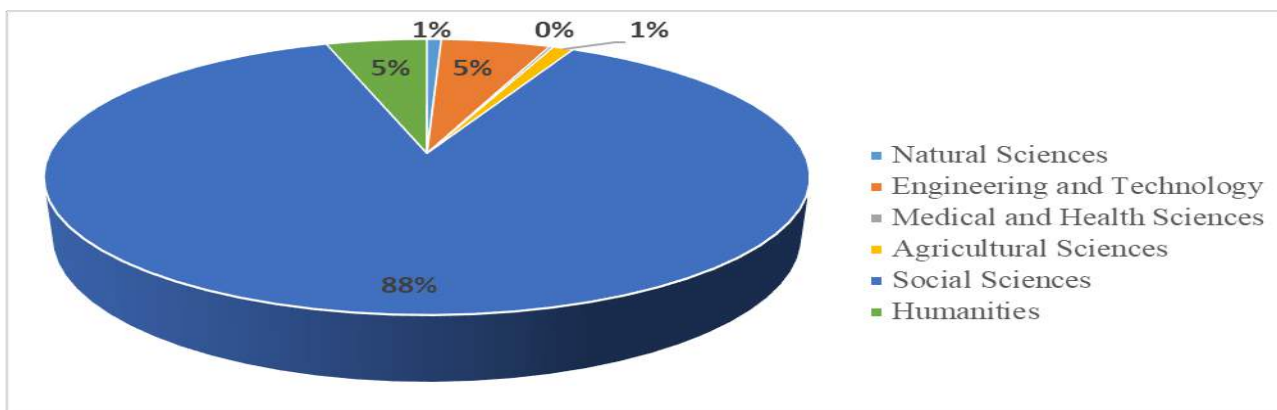
Therefore, this work needs more investment on Sciences, Technology, Engineering and Mathematics (STEM) to respond to the Framework of Digital Socioeconomic Policy 2022-2035.

Figure 39: Status of Students pursuing Master’s Degree for the School Year 2020-21



Among students pursuing Master’s Degree, 73 percent majored in Social Science, 10 percent majored in Human Studies, 10 percent majored in Natural Science, 4 percent majored Agricultural Science, 2 percent majored in Engineering and Technology, and 1 percent majored in Medical and Health Sciences.

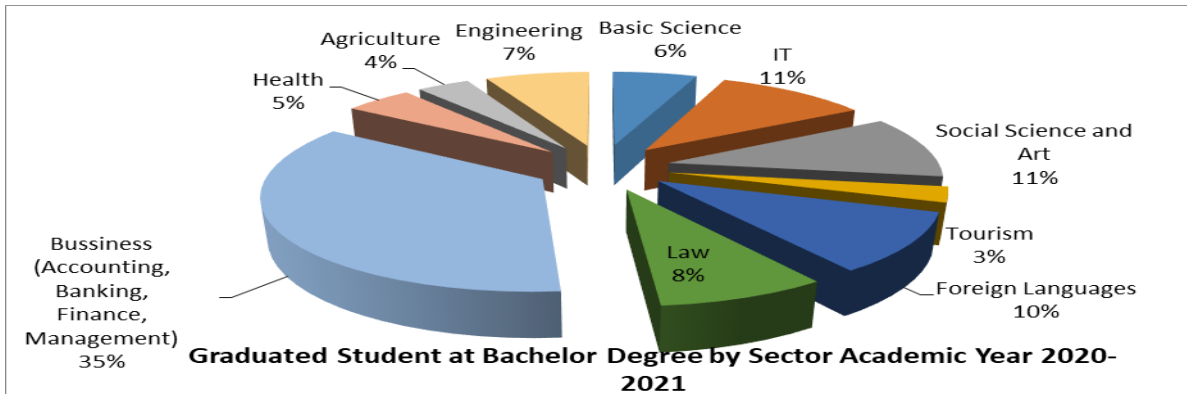
Figure 40: Status of Students pursuing Doctorate Degree for the School Year 2020-21



Among students pursuing Doctorate Degree, 88 percent majored in Social Science, 5 percent majored in Human Studies, 1 percent majored in Natural Science, 1 percent majored Agricultural Science and 5 percent majored in Engineering and Technology. Both public and private higher education institutions have yet to mainly focus on investment in training at Doctorate Degree in Science, Technology, Engineering, and Mathematics (STEM). Therefore, it required more motivation on further investment to respond to the need of work market and research.

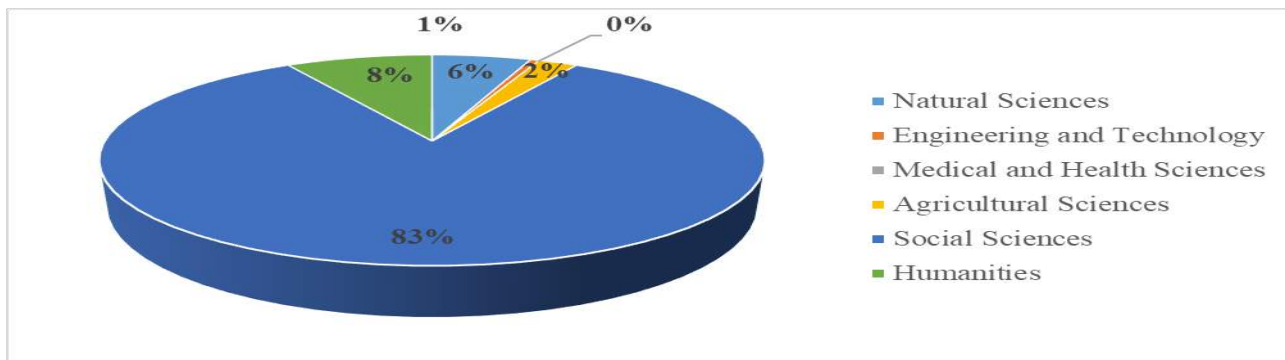
Students Graduated from All Degrees of Higher Education by Fields in School Year 2020-2021

Figure 41: Students Graduated from Bachelor’s Degree in School Year 2020-2021



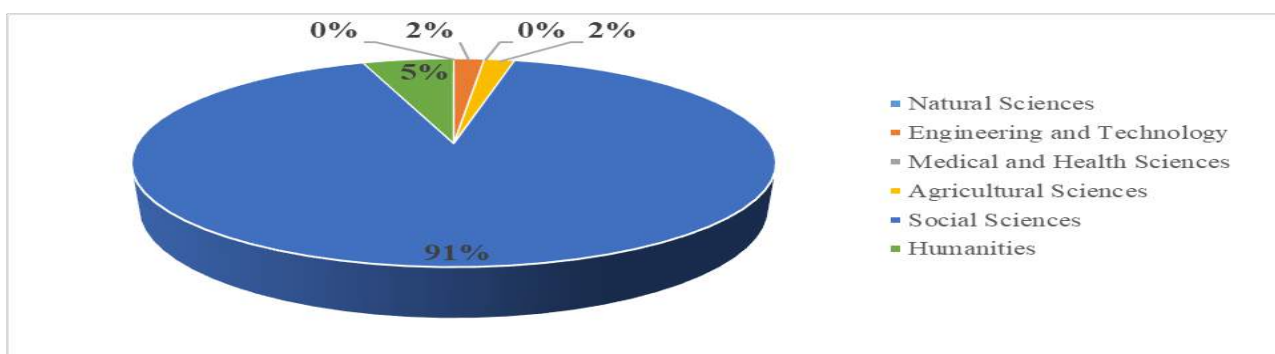
Among students graduated from Bachelor’s Degree, 67 percent majored in Social Science, 37 percent majored in Business, 8 percent majored in Law, 10 percent majored in Foreign Languages, 3 percent majored in Tourism and 11 percent majored in other social studies and arts. 33 percent majored in Science, Technology, Engineering, and Mathematics (STEM), among them, 6 percent majored in Basic Science, 11 percent majored in Information Technology, 7 percent majored in Engineering, 4 percent majored in Agriculture and 5 percent majored in Health.

Figure 42: Students Graduated from Master’s Degree in School Year 2020-2021



Among students graduated from Master’s Degree, only 1 percent majored in Engineering and Technology, 6 percent majored in Natural Science, 2 percent majored in Agricultural Science, 8 percent majored in Human Studies and 83 percent majored in Social Science. Therefore, Cambodia still faced challenge of skills gap in Science, Technology, Engineering, and Mathematics (STEM) at Master’s Degree, which required additional investment.

Figure 43: Students Graduated from Doctorate Degree in School Year 2020-2021



Among students graduated from Doctorate Degree, 2 percent majored in Engineering and Technology, 2 percent majored in Agriculture, 5 percent majored in Human Studies and 91 percent majored in Social Science. Therefore, Cambodia still faced challenge of skills gap at Doctorate Degree, which required additional investment in Science, Technology, Engineering, and Mathematics (STEM).

Strengthening Mechanisms for Student Admission, Graduate Examination and Scholarship Students

The Ministry has:

- Published 14,400 Guidebook, 114,000 Scholarship Books, 110,000 copies of Application for Scholarship, 110,000 copies of Application Receipts, 45,730 copies of Admission Slips, 4,700 copies of Application for Poor Scholarship, 5,000 copies of Application for Disabled Students, and 5,000 Receipts of Application for Disabled Students;
- Improved Capacity on Procedures and Mechanisms for Filling out the Application for Scholarship Admission of Bachelor's Degree at Higher Education institutions for the School Year 2021-2022 for Officials of Departments of Education, Youth and Sports in 25 Capital-Provinces, and for High School, it has been changed from in-person explanation in workshops to explanation and distribution of documents of Application for Scholarship to Grade-12 Students via Telegram Group, and teachers in high schools and Officials of Departments of Education, Youth and Sports in 25 Capital-Provinces;
- Monitored the examination and selection of 61,247 scholarship students and fee-paying students, 34,276 females, equal 56 percent, for admission in 59 higher education institutions and 31 branches; among them, there were 3,409 scholarship students, 2,228 females, equal 6.23 percent, and 55,838 fee-paying students, 32,048 females, equal 93.77 percent, 55,824 students in foundation Year, 21,156 females, and 2,014 students in Year 1 of Associate's Degree, 892 females;
- Monitored examination and thesis defense for graduation of 4,012 students in Associate's Degree, 2,185 females, and 23,379 students in Bachelor's Degree, 14,727 females as well as 4,159 students in Master's Degree, 1,322 females; among them, 371 students defended their thesis, 148 females, and 55 students in Doctorate Degree, 5 females;
- Examined and certified Certificates and Diplomas issued abroad for 862 students, 249 females; among them, 58 students in Doctorate Degree, 12 females; 305 students in Master's Degree, 90 females, 311 students in Bachelor's Degree, 94 females; 129 students in Associate's Degree, 31 females; and Certificate of High School Graduation for 59 students, 22 females.

Foreign Students Studying in Cambodia and Cambodian Students Studying Abroad

The Ministry has:

- Received 159 foreign students to study in Cambodia, 74 females, equal 46.54 percent; among them, 85 students from the Socialist Republic of Vietnam, 58 students from Lao People's Democratic Republic, and 16 students from the People's Republic of China. 43 students successfully graduated, 25 females, equal 58.14 percent;
- Sent 513 Cambodian scholarship students, 176 females, equal 34.31 percent, to pursue their studies from Vocational Training to Doctorate Degree; among them, 17 students, 5 females, of Vocational Training; 11 students, 1 female, of Technical Course; 325 students, 119 females, in Bachelor's Degree; 114 students, 47 females, in Master's Degree; 4 students in Doctorate Degree; and 12 students, 4 females, of Research Course, to 8 countries; 120 students, 55 females, to the Socialist Republic of Vietnam; 14 students, 5 females, to Lao People's Democratic Republic; 113 students, 51 females, to Kingdom of Thailand; 154 students, 31 females, to the People's Republic of China; 61 students, 17 females, to Japan; 12 students, 4 females, to Hungary; 27 students, 5 females, to Russian Federation; and 12 students, 6 females, to Czech Republic. They were selected by the Ministry of Education, Youth and Sports in cooperation with friend parties;
- Accepted 822 Cambodian and foreign students, 611 female equal 74.33 percent, to stay in female dormitory center; among them, there were 159 foreign students, 74 females;
- Welcomed 136 Cambodian scholarship students, 25 females, who have shown up after graduation abroad; among them, one student finished Secondary Education in Technique, 100 students graduated their Bachelor's Degree, 20 females; 32 students graduated from Master's Degree, 5 females and 3 students graduated from Doctorate Degree.

This point showed that quality of training both domestically and abroad have been recognized and have good cooperation.

Preparation of Legal Framework, Regulations and Policies of Higher Education

The Ministry has:

- Facilitated the issue of Sub-Decree No. 44 ANK.BK., dated March 22, 2021, on Recognition of the College of Science and Technology;
- Issued Prakas No. 917 EYS.P., dated October 12, 2021, on Putting Guidelines on Framework for Capacity Development of Higher Education institution 2021-2030 into Practice;
- Issued Prakas No. 1066 EYS.P., dated November 12, 2021, on Establishment of the Institute of International Studies and Public Policy, and Letter of Approval No. 2574 EYS.HE., dated August 2, 2021, on Name of New National Business Training Center of Cambodia sponsored by the Government of Republic of Korea, at Royal University of Phnom Penh;
- Issued Prakas No. 235 and 236 EYS.P., dated January 25, 2021, on Authorization for Opening of 2 Majors of Master's Degree and 1 Major of Doctorate Degree at Royal University of Phnom Penh;
- Issued Prakas No. 286 EYS.P., dated January 27, 2021, on Creating New Majors of Associate and Bachelor's Degrees, and No. 1157 EYS.P., dated December 7, 2021, on Creating New Majors; and Prakas No. 1124 EYS.P., dated November 26, 2021, on Authorization for Opening of Master's Degree in Food Processing and Innovation at the National University of Battambang;
- Issued Prakas No. 1156 EYS.P., dated December 7, 2021, on Establishment of New Departments, New Majors at the National University of Banteay Meanchey;
- Issued Prakas No. 508 EYS.P., dated May 10, 2021, on Authorization for Opening of Master's Degree in Engineering, majoring in Transportation Engineering, at the Institute of Technology of Cambodia;
- Issued Prakas No. 1144 EYS.P., dated December 1, 2021, on Creating New Majors at the Institute of Technology of Kampong Speu;
- Issued Prakas No. 340 EYS.P., dated February 9, 2021, on Recognition of New Majors at the International University;
- Issued Prakas No. 635 EYS.P., dated June 25, 2021, on Recognition of Establishment of New Departments and New Majors; Prakas No. 234 EYS.P., dated January 25, 2021, on Authorization for Opening of 3 Majors of Master's Degree; and Letter No. ០១៥៧.២៧, dated February 4, 2022, on Recognition of Curriculum of Associate's and Bachelor's Degrees at ACLEDA Institute of Business;
- Issued Prakas No. 718 EYS.P., dated 16 July 2021, on Recognition of New Faculties, New Departments and New Majors; and Letter No. 377 EYS.HE., dated January 27, 2021, on Request for Addition of Campus 2, and Letter No. 728 EYS.HE., dated February 18, 2021, on Request for Operation of Civil Aviation University, with 3 Majors, including Major in Airport Management, Major in Airplane Maintenance Engineering and Major of Aviation Management at Beltei International University;
- Issued Prakas No. 1186 EYS.P., dated December 15, 2021, with 20 Majors, on Authorization for Operation of 20 Majors of Master's Degree in 20 Majors, and Prakas No. 1178 EYS.P., dated December 15, 2021, with 25 Majors of Doctorate Degree at Beltei International University;
- Issued Prakas No. 488 EYS.P., dated April 8, 2021, on Authorization for Operation of Master's Degree in Public Health at Chenla University;
- Issued Prakas No. 1127 EYS.P., dated November 26, 2021, on Authorization for Operation of Master's Degree in 2 Majors at CamEd Institute;
- Issued Prakas No. 719 EYS.P., dated July 16, 2021, on Recognition of Creation of New Majors of Associate's Degree at Paññāsāstra University of Cambodia, Battambang Campus, and Letter No. 6843 EYS.HE., dated December 23, 2020, on Recognition of New Building of Main Campus and 2 annexes of Paññāsāstra University of Cambodia;

- Issued Prakas No. 729 EYS.P., dated July 20, 2021, on Recognition of Establishment of New Department and New Majors at the College of Science and Technology of Cambodia;
- Issued Prakas No. 1188 EYS.P., dated December 15, 2021, on Recognition of Arrangement of Structures of Faculties, Departments and Majors at Angkor City Institute, Main Campus and Prey Veng Campus;
- Issued Letter of Authorization for 64 Public and Private Higher Education institutions to Re-Open in the Context of Covid-19, 59 under the Supervision of the Ministry of Education, Youth and Sports and 5 under Other Ministries;
- Issued Decision on Appointment of 3 Boards of Directors, including CamEd Institute, University of Indrawichea and Phnom Penh International University;
- Issued Decision No. 34 EYS.D., dated July 29, 2021, on Modification to Composition of Board of Rectors of Cambodia for the 4th Mandate;
- Approved Strategy of Higher Education Sub-Sector 2021-2030, dated March 1, 2021;
- Approved Guidelines on Framework for Capacity Development in Higher Education institutions 2021-2030;
- Approved Human Resource Development Plan for Higher Education Sub-Sector 2021-2030;
- Approved Performance Plan for 2021 for building capacity of higher education sub-sector in 10-year context, 2021-2030;
- Issued Letter No. 1536 EYS.ស្បី., dated 10 May 2021, on Recognition the Modification to and Change of Names of 6 Majors of Master's Degree, which are being trained at the Institute of Technology of Cambodia;
- Issued Letter No. 406 អណ្ត. ឧស្ស., dated December 30, 2020, on Request for Recognition of Improvement of Curriculum for Associate's and Bachelor's Degree in line with the National Qualification Framework of Cambodia at Southeast Asia University;
- Issued Letter No. 4314 EYS.HE., dated November 8, 2021, to the Office of the Council of Ministers, regarding the Request for Examination and Decision on Request for Recognition of Creation of Network for Cambodia Cyber University;
- Issued Letter No. 451 EYS.HE., dated February 1, 2021, on Request for Authorization on Operation of Samdech Preah Mahasangharaja **Bour Kry** University;
- Issued Letter No. 6850 EYS.HE., dated December 23, 2020, on Recognition of New Campus of University of Management and Economics, Koh Kong Campus;
- Issued Letter No. 2380 EYS.HE., dated July 14, 2021, on Request for Inclusion of Tourist Guide Training Program in Training Program of Foreign Language Schools Recognized by the Ministry of Education, Youth and Sports;
- Issued Letter No. 1757 EYS.HE., dated May 28, 2021, on Request for Recognition of CONTESSA Project, Teaching Methodology for New Era in South Asia, of the University of Cambodia and Paññāsāstra University of Cambodia.

Ensuring Education Quality at Higher Education

The Ministry has:

- Approved the Operational Manual of System for Ensuring Education Quality at Higher Education;
- Evaluated and provided accreditation of education quality at 10 higher education institutions;
- Given supports to 17 institutions in implementing the system for ensuring education quality at higher education;
- Finalized the Final Draft Guidelines on Complaint of Students at Higher Education institutions;

- Finalized the Draft Guidelines on Study about Students Status After Graduation from Higher Education;
- Organized Workshop on Arrangement of System for Ensuring Internal Education Quality, with 670 participants, 102 females;
- Organized Workshop on Review of Ensuring of Internal education Quality at Higher Education, Financial Management at Higher Education and Writing a Mid-Mandate Review Report of Education Improvement Project at Higher Education, with 63 participants, 10 females;
- Provided Training on Initial Implementation of System for Ensuring Internal Education Quality to 11 Privat Higher Education institutions Online, with 100 participants, 25 females;
- Provided Training on Writing a Report on Self-Assessment of Internal Education Quality to 3 Private Higher Education institutions, with 109 participants, 26 females;
- Organized Workshop on Reflection of Assessment for Giving Accreditation of Education Quality to Higher Education institutions, with 50 participants, 8 females;
- Organized Consultation Workshop on Data Analysis and Report Writing on Study about Status of Students after Graduation, with 48 participants, 6 females;
- Held an Online Meeting on Functioning and Action Plan of ASEAN Qualification Reference Framework Sub-Commission, with 25 participants, 4 females;
- Organized Consultation Workshop on Standardized Framework for Model Higher Education institutions of the Kingdom of Cambodia and Standard for Accreditation of Quality of Education Program, with 26 participants, 2 females;
- Organized an Online Consultation Workshop on Examination and Improvement of Explanatory Text for Assessment and Accreditation of Education Quality of Higher Education institutions, with 100 participants, 16 females;
- Provided Training to Higher Education institutions on Application of Instruction on Assessment for Accreditation of Education Quality of 2 Higher Education institutions, with 9 participants, 1 female.

Teaching and Research

The Ministry has:

- Authorized 12 higher education institutions, 5 public and 7 private, to apply 40 joint education programs;
- Implemented 23 Research Projects of STEM and Agriculture for the 2nd Round;
- Published 203 topics; among them, 103 topics have been published domestically, including history, private law, public law, education, research methodology, innovative plan, statistic of international relations, service management and governance, computer, tourism, transportation, public health, finance and banking, economics, management, power technology and management, mechatronics, water and environment, agriculture and food technology and nutrition; 100 topics have been published internationally, including international relation, teaching methodology, education, business, tourism, economy, ecology, public health, sea science and engineering, environment and policy, biology and environment, water and environment, information technology, computer science, mechatronics and information technology, matter and structural sciences, power technology and management, and food technology;
- Been implementing 234 research projects; among them, 44 research projects linked to industries, including education, education management, English pedagogy, entrepreneurship and leadership, public administration, public policy, policy science, human resource management, international relation, social studies, law, digital education, technology and economics, socioeconomics, international business, business, banking, management, accounting science, technology communication network, engineering, information technology, computer science, technology, science, health, quality assurance, power technology and management, food technology and nutrition, mechatronics and information technology, water and environment, matter and structural science, ecology, agroindustry, animal science and veterinary, agriculture and rural development, agricultural engineering and forestry;

- Finalized the Draft Detailed Guidelines on the Establishment of Center for Excellence at Higher Education Institutions;
- Finalized the Draft Policy on Research and Development for Higher Education Sub-Section 2021-2030;
- Finalized the Draft Guidelines on Creation and Operation of Research Magazine;
- Monitored and provided technical support on a quarterly basis to the implementation of 53 research projects of 5 universities, including Royal University of Phnom Penh, Royal University of Agriculture, National University of Battambang, Institute of Technology of Cambodia and Svay Rieng University, in Higher Education Improvement Project;
- Organized the 3rd National Research Forum on Strengthening Ecological System for Online Research at Higher education, with 362 participants, 130 females;
- Arranged a Dialogue on Online Research of STEM and Agriculture, with 150 participants, 60 females;
- Reviewed the Operational Manual on Research for implementation by researcher in Higher Education Improvement Project;
- Prepared Memorandum of Understanding between the Department of Scientific Research and POSCAR Digital Co., Ltd., on Arrangement of Researcher Management System for Higher Education Sub-Sector;
- Organized Dissemination Workshop on Result of Research on Implementation of National Qualification Framework and Education Quality Assurance at Higher Education in the Kingdom of Cambodia, Lao People's Democratic Republic, the Republic of the Union of Myanmar and the Socialist Republic of Vietnam, with 50 participants, 4 females;
- Organized Online Workshop on Strengthening Research Publishing Skill for Higher Education Institutions, with 175 participants, 68 females;
- Draft Guidelines on Research Management at Higher Education Institutions;
- Prepared Conceptual Document on Guiding Program for Research Publishing Skill in international magazine for researcher in Higher Education Improvement Project;
- Drafted Conceptual Document on Creation of Research Magazine in Khmer Language Online;
- Summarized contents of Conceptual Documents on Creation and Operation of Cyber University of 5 higher education institutions under Higher Education Improvement Project;
- Improved capacity of line officials on information management system for postgraduate degrees and research, with 33 participants, 9 females;
- Sent 37 students in total, 14 females, of Master's Degree for exchanging experiences and attending short-term and long-term training abroad, such as to China, France, Spain, South Korea, Italy, Belgium, Japan, Malaysia and Thailand; and 19 students, 9 females, of Doctorate Degree, to France, Japan and South Korea.

Education Sector in New Normal, in the Context of Covid-19, at Higher Education Institutions

The Ministry has:

- Issued Directive No. 52 EYS.D., dated September 27, 2021, on Reopening of Public and Private Higher Education Institutions;
- Examined the condition of online training so far, and examined the reoperation of learning in the context of covid-19 at 36 higher education institutions;
- Trained education staff members on how to use technology for online management and teaching;
- Prepared Guidebook for teachers and students in online learning, management, monitoring and scoring;
- Developed capacity of education staff members and seek new complete teaching methodology to help students gain knowledge, skills and behavior in line with the expected learning outcomes;
- Develop technology for distance learning to be more complete and easier for helping student learning.

A2. ENSURING EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF EDUCATION OFFICIALS OF ALL LEVELS

Attending Conferences, Meetings and Seminars Abroad (Before the Context of Covid-19)

The Ministry has:

- Assigned two male officials to attend online meeting of the 3rd ASEAN-Europe Meeting of Brain Banks Network;
- Attended Online Workshop for Capacity Strengthening for the Phase 1 on Building Strong Reference Process Internationally, with 15 participants from Cambodian party, 3 females.

Promoting Governance of Higher Education Institutions

The Ministry has:

- Held Meeting for Checking Progress and Solution for Implementation of Project Activities with all Project Implementing Projects;
- Collected data and information on training of higher education institutions, with composition of participation of Management, staff members and officials in charge at 6 higher education institutions, with 26 participants, 5 females;
- Organized Online Workshop on Arrangement of Financial Management System for Higher Education Institutions, with 197 participants, 32 females, and Guidebook on Financial Management of the Royal University of Agriculture, with 24 participants, 12 females;
- Prepared Public Investment Plan of Education Sector 2021-2030 for Higher Education Sub-Sector;
- Organized Online Consultation Workshop on Conceptual Documents and Guidelines on Human Resource Management, and Training on Preparation of Guidelines on Framework for Capacity Development for Higher Education Institution, with 193 participants, 39 females;
- Organized Consultation Workshop on Conceptual Documents on Arrangement of Human Resource Management System for Higher Education Institution as Public Administrative Institution, with 38 participants, 8 females;
- Provided Online Training on Writing Report on Progress for 6 months for implementation of Higher Education Improvement Project at 6 targeted higher education institutions and relevant divisions, with 125 participants, 25 females;
- Filled out information and updated about implementation of work plan, the 3rd Initiative for ASEAN Integration, in report on result checking for higher education;
- Prepared Report on Progress and Implementation of various Projects under CLMV framework for higher education sector, and Report on Progress of Implementation of the 7 Prioritized Sectors of SEAMEO;
- Held Online Discussion Meeting on Functioning and Action Plan of ASEAN Qualification Reference Framework Sub-Commission, with 25 participants, 4 females;
- Monitored the implementation of Higher Education Improvement Project and Local Partnership Program for STEM Education at 6 higher education institutions implementing the project, including the National University of Battambang, Svay Rieng University, Royal University of Phnom Penh, Royal University of Agriculture, the University of Heng Samrin Thbongkhmum and Institute of Technology of Cambodia.

This point certified that governance of Higher Education Institutions was more autonomous and accountable. International cooperation has expanded its scope year on year.

Capacity Development of Officials of Higher Education

The Ministry has:

- Held Technical Meeting with experts of World Bank once every two weeks to examine and solve various challenges of project implementation;
- Provided Online Training on Implementation of Higher Education Improvement Project, Writing Report on Progress for 6 months, with 129 participants, 25 females;

- Strengthened capacity on data analysis and writing of research report, with 30 participants, 10 females;
- Provided Distance Technical Training on Protecting Safety, Environment and Society;
- Provided Online Training on Preparation of Guidelines on Framework for Capacity Development for Higher Education Institution, with 53 participants, 12 females; developed capacity of 184 teachers, 22 females, of Master's Degree; 19 teachers, 1 female, of Doctorate Degree; 78 teachers, 25 females, of Master's Degree abroad, including the United States of America, China, England, Japan, South Korea, Australia, France, Switzerland, India, Indonesia, Philippines, Serbia, Singapore, Thailand and Vietnam; and 44 teachers, 8 females, of Doctorate Degree, from China, France, Australia, South Korea, Japan, Philippines, Switzerland, Malaysia, Thailand, Canada and Belgium;
- Sent 22 teachers, 5 females, to exchange experiences abroad, including the United States of America, Spain, Philippines, China, Japan, Thai, Italy and Hong Kong.

This point certified that the Ministry have promoted the capacity of leadership, management, technical works, training, researches, exchange of information and experiences.

B. PROGRESS OF OUTCOME INDICATORS

Analysis of the Progress of Outcome Indicators

Indicators		Unit	Actual	Target	Actual	Status
			2020-21	2021-22	2021-22	
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	%	13.3	15.1	12.43	↓
	Male	%	15.5	17.8	11.89	↓
	Female	%	11.9	12.7	12.08	→
2.	% age of students enrolled in STEM programmes	%	30.4*	31.0	30.69**	→
	Male	%	45.4*	38.2	44.92**	↑
	Female	%	17.5*	21.5	17.74**	→
3.	Number of centres of excellence	N°	2	3	3	↑
4.	% age of full-time academic staff with PhDs	%	4.1*	4.7	4.60**	↑
	Female	%	3.6*	16.5	3.89**	→
5.	Number of HEIs that complete tracer studies	N°	5	8	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°	16	20	17	→
7.	Number of HEIs accredited	N°	10	20	10	→
8.	Number of HEIs that provide input data into the higher education management information system (HEMIS)	N°	24	32	24	→

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

* Statistics for School year 2019-2020

** Statistics for School Year 2020-2021

C. CHALLENGES

At the same time of achievement, there were some challenges, which required efforts in solving them. Those challenges include:

- Human resources specialized in research, information technology, data management and finance are limited;
- Some action plans have been halted, cancelled and delayed their implementation;
- Student admission is yet to be in line with the plan of each education institution;
- Internet system is still limited and does not work well in some provinces or areas;
- Some staff members and students do not have enough equipment for learning and teaching.

2.2.5. SUB-SECTOR: NON-FORMAL EDUCATION

A. ACHIEVED OUTCOME

A.1 ENSURING INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTING LIFELONG LEARNING FOR ALL

There are 25 capital-provinces implementing the Professional Literacy Program, 16 implementing Post-Literacy Program, 6 implementing Re-entry Program, 24 implementing Income Increment Program at Community Learning Center, 24 implementing Equivalent Primary Education Program, 3 implementing Equivalent Lower Secondary Education Program, and 21 implementing Skill Training Program.

Figure 23: Capital-Provinces Implementing Programs

Programs	Capital-Province	
	2019-2020	2020-2021
Professional Literacy	25	25
Post-literacy	17	16
Re-entry	3	6
Income increasing	22	24
Equivalent primary education	23	24
Equivalent lower secondary education	5	3
Complementary learning	20	21

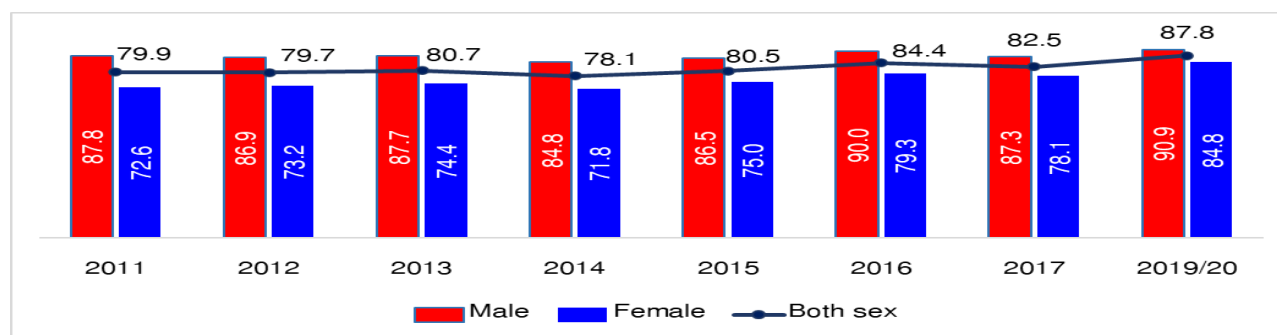
Some non-formal education programs in capital-provinces have changed in positive way due to the condition of covid-19 gets better.

Professional Literacy Program

According to Cambodia Socio-Economic Survey 2019-2020, it revealed that 87.8 percent of adults of both sexes, aged from 15 years old or over, were literate; among them, 84.8 percent were females and 90.9 percent were males; in 2017, there were 82.5 percent of adults of both sexes, 78.1 percent were females. Literacy rate of females increased due to efforts of the Royal Government in promoting gender in education sector. As for the General Population Census of the Kingdom of Cambodia 2019, it showed that literacy rate of adults of both sexes, aged 15 years old or over, was 87.7 percent.

The National Literacy Day, September 8, was a force to make this program more effective and contribute to a noticeable decrease in illiteracy rate. In fact, the Ministry of Education, Youth and Sports have promoted the National Literacy Day, September 8, under the theme “Literacy is the foundation of lifelong learning”. Covid-19 crisis has disturbed learning. In the meantime, the Ministry of Education, Youth and Sports has put distance learning and electronic learning into operation for literacy program in order to continue learning sustainability, based on Khmer language and Mathematics. The Ministry of Education, Youth and Sports in cooperation with UNESCO have produced 84 video clips of literacy. They have been promoted on National Television of Cambodia (TVK2) and official media of the Ministry of Education, Youth and Sports, including Facebook, Youtube and website; which Khmer language has been viewed 4,749 times, and Mathematics has been viewed 558 times. On Youtube and Facebook, Khmer language has been viewed 51,928 times, liked 32,714 times, shared 4,506 times, commented by 130 persons; and Mathematics has been viewed 39,204 times, liked 23,957 times, shared 3,656 times and commented by 115 persons.

Figure 44: Literacy Rate of Adults Aged 15 Years Old or Over



Source: Report on Cambodia Socio-Economic Survey 2019/20 (National Institute of Statistics, December 2020)

There were 909 literacy classrooms in 840 village, 553 commune/Sangkat, 186 municipalities/ district/Khan throughout the country. The Ministry of Education, Youth and Sports supervised 870 literary classrooms,

decreased 8 classrooms, equal 0.91 percent; and development partner supervised 39 classrooms, increased 23 classrooms, equal 143.75 percent. The Ministry of Education, Youth and Sports in cooperation with UNESCO, Sipar, ILO and factories have implemented Literacy Program in 17 classrooms at factories in Kampong Cham, Kampong Chhnang, Kampong Speu, Koh Kong, Siem Reap, Svay Rieng provinces and Phnom Penh capital; and in cooperation with the Ministry of Interior, have implemented Literacy Program in 33 classrooms in prisons in Tbaung Khmum, Uddar Meanchey, Takeo, Svay Rieng, Ratanakiri, Pursat, Prey Veng, Preah Vihear, Kratie, Koh Kong, Kandal, Kampot, Kampong Chhnang, Kampong Cham, Battambang, Banteay Meanchey provinces and Phnom Penh capital, and 7 classrooms in Correction Centers in Tbaung Khmum province and Phnom Penh capital.

There were 928 literacy teachers, 44.18 percent were females; among them, 870 teachers, 44.02 percent were females, were under the supervision of the Ministry of Education, Youth and Sports; and 58 of them, 46.55 percent were females, were under the supervision of development partner. 597 literacy teachers, 43.88 percent were females, have been trained; 540 of them, 43.70 percent were females, have been trained by the Ministry of Education, Youth and Sports, including 15 literacy teachers of factory workers, 73.33 percent were females, have been trained; 24 teachers, 29.17 percent were females, have been trained in prison; 7 teachers, 14.29 percent were females, have been trained in Correction Center. 57 literacy teachers, 45.61 percent were females, have been trained by development partner.

There were 17,544 students, 64.52 percent were females; among them, there were 335 students in factories, 100 percent were females; 673 student, 9.81 percent were females, in prisons; 174 students, 13.79 percent were females, in Correction Center. 14,404 students, 65.14 percent were female, have finished their courses; among them, 13,216 students equal 91.75 percent, 65.90 percent were females, have passed standardized test; 11,354 students equal 78.83 percent, 66.64 percent were females, gained language skill; and 10,212 students equal 70.90 percent, 66.42 percent were females, gain arithmetics skill.

646,267 persons, 51.41 percent were females, aged 15 years old and over were illiterate (statistics from the Capital Department of EYS for 2021). This year, the Literacy Program released 13,216 illiterate persons equal 2.04 percent, 65.90 percent were females.

All institutions and development partners, especially private sector, have actively contributed to releasing illiterate persons for socioeconomic development.

Table 24: Number of Classrooms, Teachers and Learners of Professional Literacy Program

Description		2019-2020		2020-2021		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
Literacy classrooms	EYS	878		870		-8	
	Partner	16		39		23	
	Total	894		909		15	
Literacy teachers	EYS	878	347	870	383	-8	36
	Partner	16	8	58	27	42	19
	Total	894	355	928	410	34	55
Students	EYS	17,285	11,193	16,719	10,775	-566	-418
	Partner	409	305	825	544	416	239
	Total	17,694	11,498	17,544	11,319	-150	-179

Figure 45: Outcome of Students Completing Literacy Program

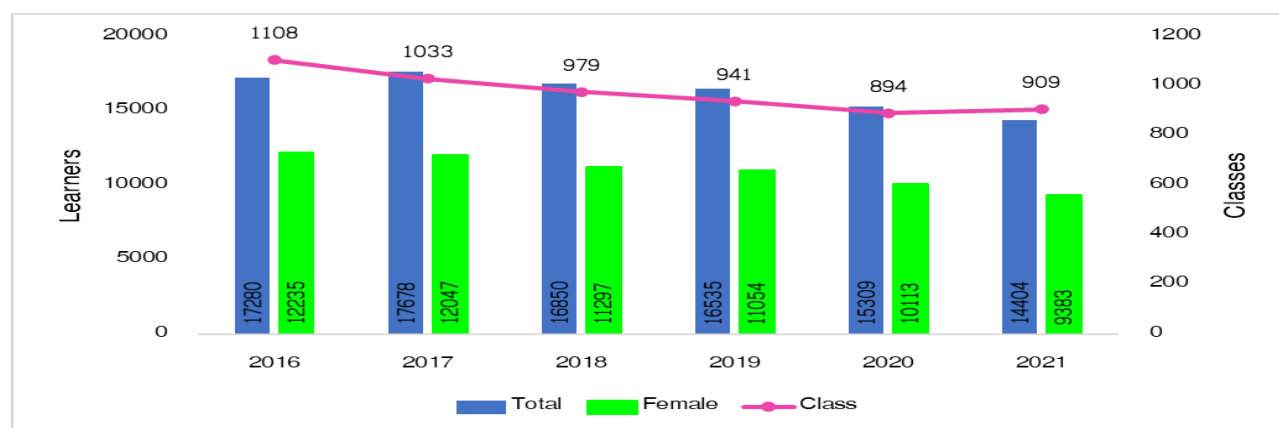
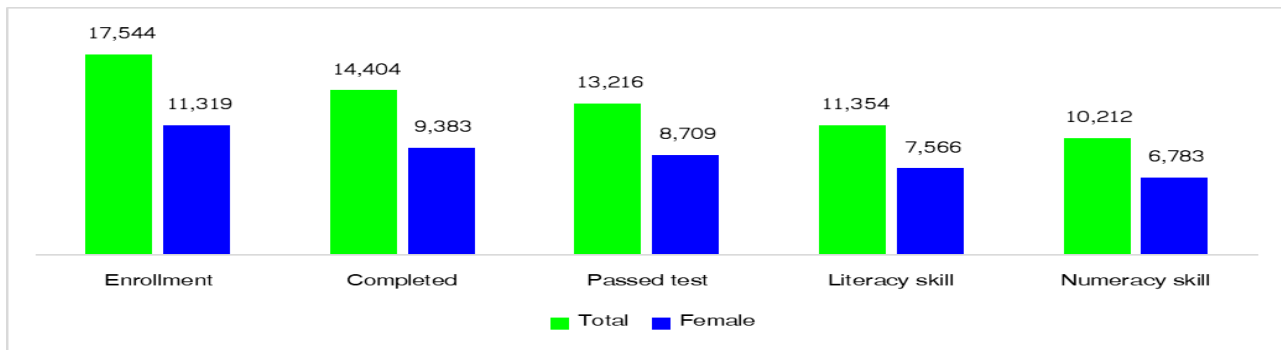
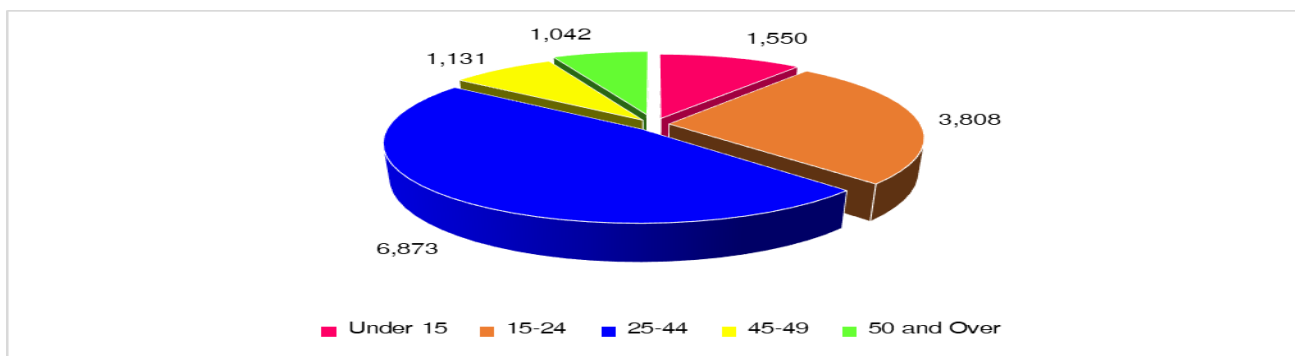


Figure 46: Outcome of Learners of Literacy Program for 2021

This outcome shows that there was still a large number of learners dropping out of the program. Capacity of learning successfully completed the literacy program in numeracy skill was still limited. This point required specific measure to motivate and encourage learners and to pay attention to mixed teaching methodology, teaching materials for numeracy skill in all forms.

Figure 47: Outcome of Learners Completing Literacy Program for 2021 By Age Group

Number of illiterate adults, aged 15 years old and over, decreased. This point showed that Professional Literacy Program has expanded its scope and been attractive, by giving them opportunity to pursue equivalent Basic Internet-Based Program (BIB), equivalent lower secondary education and various other professional skill.

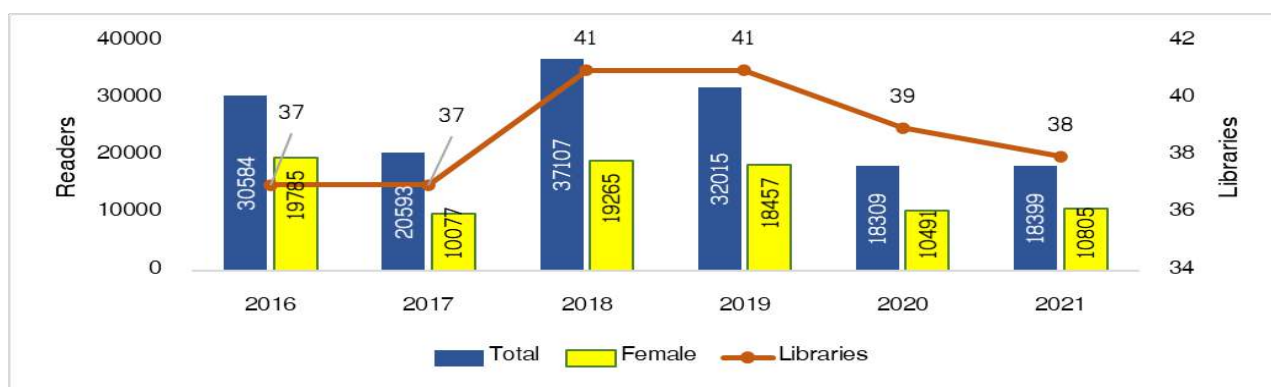
Post-Literacy Program

This program helps improve knowledge and prevent letter forgetfulness for new literates and community members. There were 38 libraries, 32 of them, equal 84.21 percent, were in operation; 25 were under the supervision of the Ministry of Education, Youth and Sports, 19 of them, equal 76 percent, were in operation; 13 were under the supervision of development partner, 13 of them, equal 100 percent, were in operation.

There were 18,399 readers, increased 90 persons, equal 0.49 percent, 58.73 percent were females, increased 314 persons equal 2.99 percent. There were 16,071 readers at libraries supported by the Ministry of Education, Youth and Sports, increased 2,888 persons equal 22 percent, 58.69 percent were females, increased 1,965 persons equal 26.43 percent; and there were 2,382 readers at libraries supported by development partner, decreased 2,798 persons equal 54.02 percent, 58.94 percent were female, decreased 1,651 persons equal 54.04 percent, in comparison to 2020.

Table 25: Statistics of Libraries and Readers

Description		2019-2020		2020-2021		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
Libraries	EYS	Total	25	25		0	
		In operation	20	19		-1	
	Partner	Total	14	13		-1	
		In operation	14	13		-1	
	Total	Total	39	38		-1	
	In operation	34	32		-2		
Readers	EYS	13,129	7,436	16,017	9,401	2,888	1,965
	Partner	5,180	3,055	2,382	1,404	-2,798	-1,651
	Total	18,309	10,491	18,399	10,805	90	314

Figure 48: Outcome of Readers in Libraries

This point showed that despite of the spread of covid-19, it was noticeable that many readers still went to libraries.

In the meantime, quality of life reforming program also contributed to improvement of knowledge of community members, with promotional video on Literary is a Basis for Lifelong Learning, video celebrating the National Literacy Day 8 September and video on Together for Promoting Learning Center in our Community, which have been viewed for 64,088 times, increased 11,263 times equal 21.32 percent; received 3,495 likes, increased 384 likes equal 12.34 percent; and 447 sharers, increased 51 persons equal 12.88 percent, in comparison to 2020.

Re-Entry Program

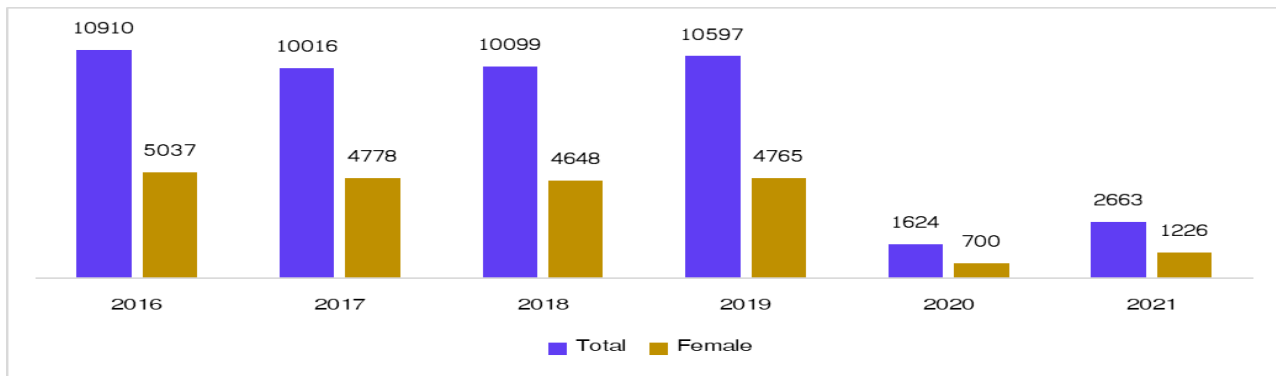
This program gave opportunity to students who had dropped out of school from Grade 3 to Grade 6 to resume their studies in Formal General Education Schools. Statistics and education indicators for the School Year 2020-2021 showed that the dropout rate at primary education, from Grade 3 to Grade 6 was 9.95 percent, female 9.5 percent, of about 125,875 students, 58,104 females.

There were 171 re-entry classrooms, increased 80 classrooms equal 87.91 percent, supported by the Ministry of Education, Youth and Sports. There were 171 teachers of re-entry program, increased 80 persons equal 87.91 percent, female 32.16 percent, increased 30 persons equal 120 percent.

There were 2,888 students, increased 1,146 students equal 65.79 percent, female 44.67 percent, increased 546 persons equal 73.39 percent. There were 2,749 graduated students, increased 1,045 persons equal 61.33 percent, female 45.62 percent, increased 520 persons equal 70.84 percent. There were 2,663 reintegrated students, increased 1,039 persons equal 63.98 percent, female 46.04 percent, increased 526 persons equal 75.14 percent. 2.11 percent of students dropped out of school were reintegrated into schools of formal education for the School Year 2020-2021.

Table 26: Statistics of Classrooms, Teachers and Students of Re-Entry Program

Description		2019-2020		2020-2021		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
Dropped out students	Primary Education	114,874	47,909	125,875	58,104		
	Classrooms						
	EYS	91		171		80	
	Partner	0		0		0	
	Total	91		171		80	
Teachers	EYS	91	25	171	55	80	30
	Partner	0	0	0	0	0	0
	Total	91	25	171	55	80	30
Students	EYS	1,742	744	2,888	1,290	1,146	546
	Partner	0	0	0	0	0	0
	Total	1,742	744	2,888	1,290	1,146	546

Figure 49: Outcome of Reintegrated Students of Re-Entry Program

This point showed that number of re-entry students increased since the condition of covid-19 got better.

Income Increasing Program

There were 349 Community Learning Centers; of which, 330 were under the supervision of the Ministry of Education, Youth and Sports, 304 equal 92.12 percent were in operation; and 19 were under the supervision of development partners, 19 equal 100 percent were in operation. In 2021, only the Department of Education, Youth and Sports of Kampong Speu Province provided budgets for operation of Community Learning Centers in line with Inter-Ministerial Prakas No. 508 MEF.P., dated May 20, 2013, on Principle of Expenditure for Implementation of Program Budget.

There were 595 classrooms of vocational skills, increased 11 classrooms equal 1.88 percent; of which, 590 classrooms were under the supervision of the Ministry of Education, Youth and Sports, increased 16 classrooms equal 2.79 percent; and 5 classrooms under the supervision of development partner, decreased 5 classrooms equal 50 percent.

There were 558 teachers of vocational skills, decreased 26 persons equal 4.45 percent, female 54.12 percent, decreased 12 persons equal 3.82 percent; among them, 553 teachers were under the supervision of the Ministry of Education, Youth and Sports, increased 21 persons equal 3.66 percent, female 54.43 percent, decreased 8 persons; and 5 classrooms under the supervision of development partner, decreased 5 classrooms equal 50 percent, female decreased 4 persons equal 80 percent.

There were 8,270 students, decreased 352 students equal 4.08 percent, female 66.93 percent, decreased 152 persons equal 2.67 percent; among them, 8,214 students were under the supervision of the Ministry of Education, Youth and Sports, increased 2 persons equal 0.02 percent, female 67.13 percent, increased 103 persons equal 1.90 percent; and 56 students were under the supervision of development partner, decreased 354 persons equal 86.34 percent, female 37.50 percent, decreased 255 persons equal 92.39 percent.

There were 1,721 members of Board of Management of Community Learning Centers, increased 427 persons equal 33 percent, female 21.21 percent, decreased 4 persons equal 1.08 percent; among them, 1,577 persons were under the supervision of the Ministry of Education, Youth and Sports, increased 427 persons equal 37.13 percent, female 18.77 percent, decreased 9 persons equal 2.95 percent; and 144 persons were under the supervision of development partner, female 47.92 percent, increased 5 persons equal 7.81 percent.

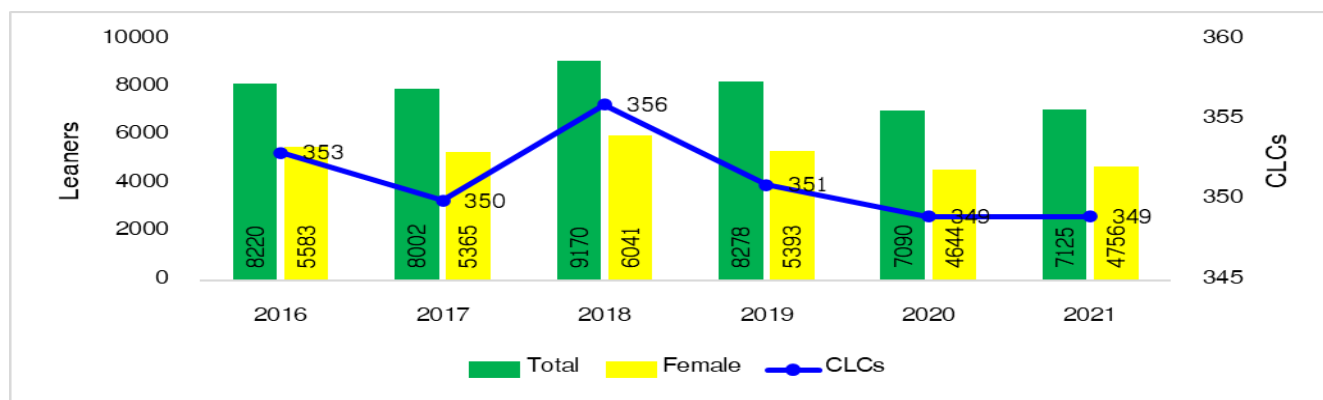
In 2021, the Ministry of Education, Youth and Sports operated Basic Internet-Based (BIB) Equivalent Program at Community Learning Center in Sangkat Wat Kor, Battambang municipality, Battambang province, and Damreul Community Learning Center in Oraing Euv district, Tbaung Khmum province, with 55 learners, female 32.73 percent. This program has strengthened capacity of 6 facilitators, female 16.67 percent, and provided equipment/materials for operating the program, and there were 18 graduated learners, female 44.44 percent.

Table 27: Statistics of Community Learning Centers, Classrooms, Specialized Teachers and Learners of Vocational Skills

Description		2019-2020		2020-2021		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
CLCs	EYS	330		330		0	
	Partner	19		19		0	
	Total	349		349		0	
Classrooms of	EYS	574		590		16	

Description		2019-2020		2020-2021		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
Vocational Skills	Partner	10		5		-5	
	Total	584		595		11	
Board of Management of CLCs	EYS	1,150	305	1577	296	427	-9
	Partner	144	64	144	69	0	5
	Total	1,294	369	1721	365	427	-4
Teachers of Vocational Skills	EYS	574	309	553	301	-21	-8
	Partner	10	5	5	1	-5	-4
	Total	584	314	558	302	-26	-12
Learners of Vocational Skills	EYS	8,212	5,411	8,214	5,514	2	103
	Partner	410	276	56	21	-354	-255
	Total	8,622	5,687	8,270	5,535	-352	-152

Figure 50: Outcome of Learners of Vocational Skills who have completed the Income Increasing Program



7,125 learners (female 66.75 percent) have completed vocational skills, increased 35 persons equal 0.49 percent, female 66.75 percent, increased 112 persons equal 2.41 percent, and 6,581 learners equal 93.36 percent passed the exam, 4,399 females, in comparison to the completed learners.

In 2021, there were 39 vocational skills, 595 classrooms of vocational skills, including 166 classrooms of tailoring skill. There were 2,277 learners of tailoring skill, equal 27.53 percent, 2,138 females equal 93.89 percent. 6,581 learners equal 79.58 percent passed the exam, 4,399 females equal 66.84 percent; among them, there were 1,743 learners, equal 26.48 percent, of tailoring skill, 1,658 females equal 95.12 percent.

Table 28: Statistics of Learners of Vocational Skills for 2021

No.	Vocational Skills	Classrooms	Enrolment		Passed the Exam	
			Total	Female	Total	Female
1	Tailoring	166	2,277	2,138	1,743	1,658
2	Computer	93	1,496	875	1,219	734
3	Foreign language	36	730	468	600	394
4	Beauty skill	55	690	671	492	478
5	Plastic surgery	48	624	590	529	499
6	Pinpeat music	32	326	94	264	76
7	Traditional music	30	320	102	258	79
8	Mixed agriculture	16	233	127	173	91
9	Poultry raising	13	198	81	168	71
10	Repair of small machine	14	159	0	133	0
11	Haircut	11	153	0	128	0
12	Welding	12	128	3	100	3
13	Vegetable growing	6	106	59	96	50
14	Dressing	8	106	102	73	71
15	Motorbike repairing	7	78	3	51	0
16	Blessing dance	3	63	45	63	45
17	Crop growing	3	55	32	46	26
18	Modern music	3	46	13	28	6
19	Small-scale credite	4	46	17	46	17
20	Tile and culvert molding	3	45	0	43	0

No.	Vocational Skills	Classrooms	Enrolment		Passed the Exam	
			Total	Female	Total	Female
21	Fish and shrimp raising	3	44	9	35	8
22	Machine repairing	4	40	16	28	16
23	Pig raising	3	35	19	25	15
24	Mushroom growing	3	33	17	30	14
25	Culvert molding	2	30	0	30	0
26	Frog raising	2	29	9	23	8
27	Construction	2	26	0	18	0
28	Phone repairing	2	25	7	25	7
29	Electricity	1	17	0	17	0
30	Radio and television repairing	1	15	0	9	0
31	Food processing	1	14	6	13	5
32	Cow raising	1	12	0	9	0
33	Cricket raising	1	12	6	12	4
34	Smot chanting	1	12	11	12	11
35	Carpenter	1	10	0	7	0
36	Weaving	1	10	10	8	8
37	Cow bank	1	10	4	10	4
38	Fish trap handicraft	1	10	1	10	1
39	Sculpture	1	7	0	7	0
Total		595	8,270	5,535	6,581	4,399

2,564 learners of vocational skills, equal 36.16 percent, 1,609 females, have operated their own businesses on 39 skills, in comparison to the learners completed the program in 2020; among them, 454 persons, 433 females, operated tailoring business. Income increasing program, especially tailoring skill, was still the more attractive program.

Table 29: Skill Learns have run their own businesses

No.	Vocational Skills	Business Owners		Others
		Total	Female	
1	Tailoring	454	433	
2	Small-scale computer	280	196	
3	Computer	222	120	
4	Rice bank	200	120	
5	Traditional music	163	48	
6	Plastic surgery	158	142	
7	Vegetable growing	125	80	
8	Poultry raising	125	76	
9	Pinpeat music	111	31	
10	Mixed agriculture	108	34	
11	Foreign language	104	52	
12	Beauty skill	96	92	
13	Haircut	74	28	
14	Pig raising	58	43	
15	Crop growing	45	25	
16	Water Hyacinth Handicraft	32	32	
17	Welding	27	0	
18	Modern music	21	5	
19	Repair of small machine	19	10	
20	Construction	18	0	
21	Cricket raising	14	9	
22	Food processing	13	3	
23	Blessing dance	12	10	
24	Motorbike repairing	12	0	
25	Rattan handicraft	10	10	
26	Fish and lobster raising	10	2	
27	Sculpture	9	0	
28	Electricity	9	0	
29	Cow raising	6	0	
30	Machine repairing	6	0	
31	Cow bank	5	2	

No.	Vocational Skills	Business Owners		Others
		Total	Female	
32	Radio and television repairing	5	0	
33	Mushroom growing	3	1	
34	Dressing	2	2	
35	Smot chanting	2	2	
36	Phone repairing	2	0	
37	culvert molding	2	0	
38	Weaving	1	1	
39	Tile and culvert molding	1	0	
Total		2,564	1,609	

This point showed that the Ministry of Education, Youth and Sports and stakeholders have paid attention to development of Community Learning Center and promote the mechanism to change it to Lifelong Learning Center in response to the society, regional trend and digital economy.

Equivalent Program for Complementary Learning

Equivalent Non-Formal Primary Education Program

There were 393 classrooms of equivalent non-formal primary education program, increased 19 classrooms equal 5.08 percent; of which, 381 classrooms were under the supervision of the Ministry of Education, Youth and Sports, increased 18 classrooms equal 4.96 percent; and 12 classrooms were under the supervision of development partner, increased 1 classroom equal 9.09 percent. There were 203 classrooms of equivalent non-formal primary education for Year 1, decreased 15 classrooms equal 6.88 percent, and 190 classrooms for Year 2, increased 40 classrooms equal 25.64 percent. The Ministry of Education, Youth and Sports has cooperated with the Ministry of Interior to run 2 classrooms of equivalent non-formal primary education at Correction Center and 10 classrooms in the prison.

There were 393 teachers, increased 19 persons equal 5.08 percent, female 34.86 percent, increased 8 persons equal 6.20 percent; among them 381 persons were under the supervision of the Ministry of Education, Youth and Sports, increased 18 persons equal 4.96 percent, female 34.12 percent, increased 6 persons equal 4.84 percent; and 12 persons were under the supervision of development partner, increased 1 person equal 9.09 percent, female 58.33 percent, increased 2 persons equal 40 percent.

Number of learners of equivalent non-formal primary education program for Year 1 and Year 2 was 7,262 persons, increased 179 persons equal 2.53 percent, female 41.10 percent, decreased 1 person equal 0.03 percent; among them 7,009 persons were under the supervision of the Ministry of Education, Youth and Sports, increased 140 persons equal 2.04 percent, female 40.79 percent, decreased 19 persons equal 0.66 percent (40 learners at correction center and 204 learners, 5 females, in prison); and 253 learners were under the supervision of development partner, increased 39 persons equal 18.22 percent, female 49.80 percent, increased 18 persons equal 16.67 percent.

Table 30: Statistics of Classrooms, Teachers and Learners of Equivalent Primary Education Program

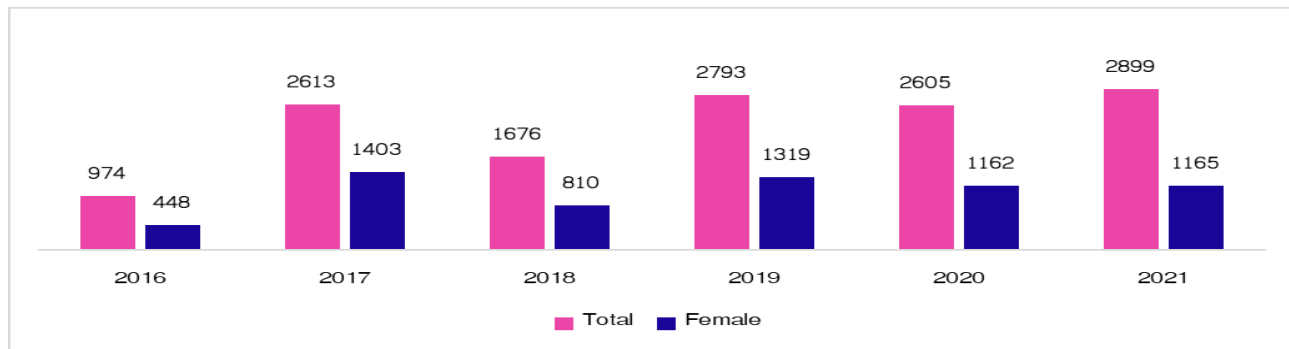
Description		2019-2020		2020-2021		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
Classrooms	EYS	363		381		18	
	Partner	11		12		1	
	Total	374		393		19	
Teachers	EYS	363	124	381	130	18	6
	Partner	11	5	12	7	1	2
	Total	374	129	393	137	19	8
Learners	EYS	6,869	2,878	7,009	2,859	140	-19
	Partner	214	108	253	126	39	18
	Total	7,083	2,986	7,262	2,985	179	-1

The equivalent non-formal primary education program was a two-year program; therefore, learners who have finished this equivalent primary education program were those who have finished Year 2. In 2021, 2,899 learners finished the equivalent primary education program, increased 294 persons equal 11.29 percent, female 40.19 percent, increased 3 persons equal 0.26 percent; among them, 2,682 learners equal 92.51 percent, 1,089 females equal 40.60 percent, passed the exam.

Table 31: Number of Learners Finished by Year

Institution	Year 1		Year 2	
	Total	Female	Total	Female
EYS	3,226	1,359	2,899	1,165
Development Partner	135	60	0	0
Total	3,361	1,419	2,899	1,165

6,260 learners have finished both Year 1 and Year 2, decreased 41 persons equal 0.65 percent, female 41.28 percent, decreased 95 persons equal 3.55 percent; among them, 6,125 learners were under the supervision of the Ministry of Education, Youth and Sports, increased 37 persons equal 0.61 percent, female 41.21 percent, decreased 47 persons equal 1.83 percent; and 135 learners were under the supervision of development partner, decreased 78 persons equal 36.62 percent, female 44.44 percent, decreased 48 persons equal 44.44 percent.

Figure 51: Number of Learners Finished Equivalent Primary Education Program (Year 2)

This point showed an increase in equivalent non-formal primary education program with motivation, support and encouragement from stakeholders and benefits of learning.

Equivalent Non-Formal Lower Secondary Education

Statistics and education indicators for the School Year 2020-2021 showed that dropout rate at lower secondary education was 18.2 percent, female 16.9 percent, of about 115,079 students, 56,779 females.

There were 9 classrooms of equivalent non-formal lower secondary education, increased 4 classrooms equal 80 percent; of which, 9 classrooms were under the supervision of the Ministry of Education, Youth and Sports, increased 5 classrooms equal 125 percent.

There were 13 teachers, decreased 1 person equal 7.14 percent, female 46.15 percent.

There were 183 learners in Year 1 and Year 2, increased 79 persons equal 75.96 percent, female 14.75 percent, decreased 11 persons equal 28.95 percent; among them, 183 persons were under the supervision of the Ministry of Education, Youth and Sports, increased 98 persons equal 125.29 percent, female 14.75 percent. There were 65 learners being enrolled in Year 1, female 1.54 percent, and 118 learners in Year 2, female 22.03 percent.

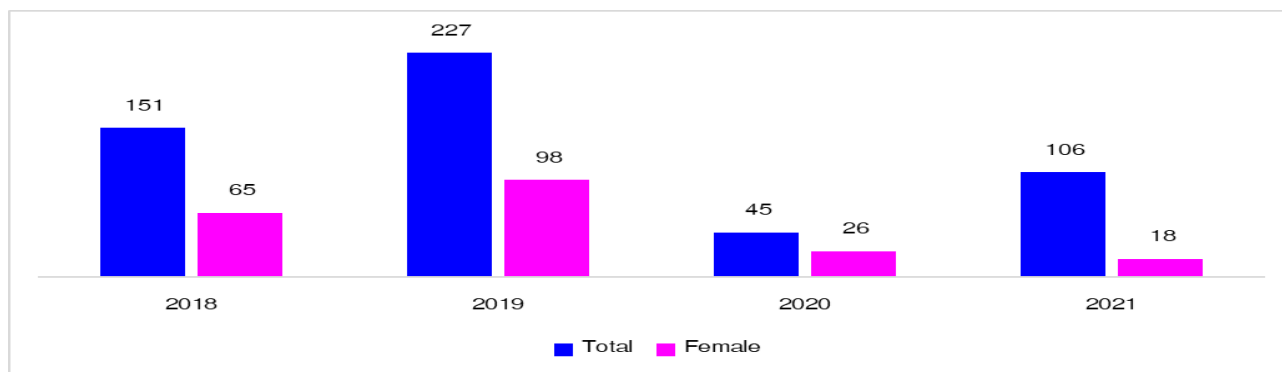
The equivalent non-formal lower secondary education program was a two-year program; therefore, learners who have finished this program were learners who have finished Year 2. 118 learners finished the equivalent lower secondary education program, 26 females; 110 of them, 19 females, took exam; 106 of them, 18 females, passed the examination.

Table 32: Statistics of Classrooms, Teachers and Learners of Equivalent Non-Formal Lower Secondary Education

Description		2019-2020		2020-2021		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
Dropped out students	Lower Secondary Education	115,128	56,638	115,079	56,779	-49	141
Classrooms	EYS	4		9		5	
	Partner	1		0		-1	
	Total	5		9		4	
Teachers	EYS	10	3	13	6	3	3
	Partner	4	3	0	0	-4	-3
	Total	14	6	13	6	-1	0

Description		2019-2020		2020-2021		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
Attending learners	EYS	85	27	183	27	98	0
	Partner	19	11	0	0	-19	-11
	Total	104	38	183	27	79	-11
Learners came to take exam	EYS	29	16	110	19	81	3
	Partner	16	10	0	0	-16	-10
	Total	45	26	110	19	65	-7
Learners passed the exam	EYS	29	16	106	18	77	2
	Partner	16	10	0	0	-16	-10
	Total	45	26	106	18	61	-8

Figure 52: Number of Learners Passed the Examination of Equivalent Non-Formal Lower Secondary Education Program (Year 2)



The Equivalent Non-Formal Lower Secondary Education Program helped children and youths outside the school to have opportunity to learn and completed the Lower Secondary Education, to be able to pursue higher level and take course of vocational skills for a decent occupation in the society.

Complementary Lower Secondary Education

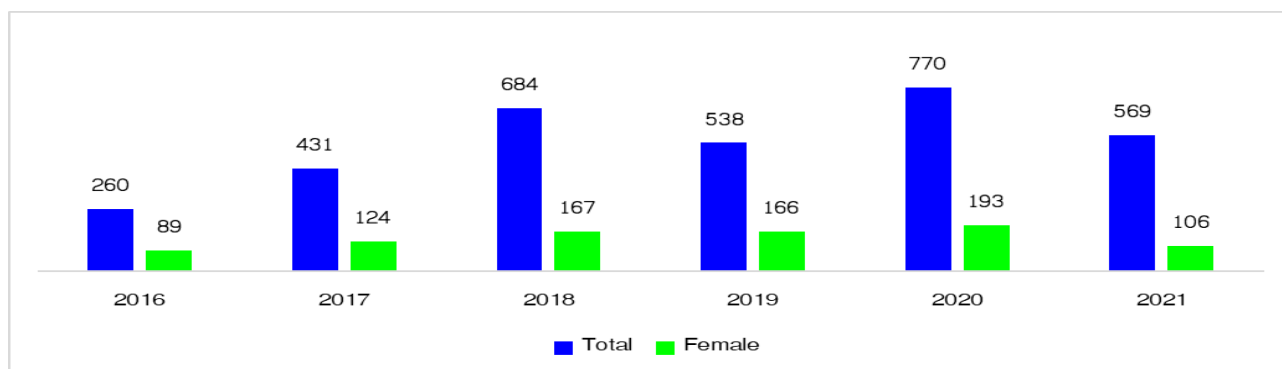
There were 754 learners of complementary lower secondary education, decreased 76 persons equal 9.16 percent, female 16.57 percent, decreased 78 persons equal 35.78 percent.

Table 33: Statistics of Classrooms, Teachers and Learners of Complementary Lower Secondary Education

Description	2019-2020		2020-2021		Increase (+)/Decrease(-)	
	Total	Female	Total	Female	Total	Female
Teachers	Used Teachers of Formal Education					
Attending learners	830	218	754	140	-76	-78
Learners came to take exam	770	193	752	140	-18	-53
Learners passed the exam	770	193	569	106	-201	-87

There were 752 candidates of complementary lower secondary education and learners, who failed their formal examination, came to take exam, decreased 18 persons equal 2.34 percent, female 18.62 percent, decreased 53 persons equal 27.46 percent; among them 569 candidates passed the exam, decreased 201 persons equal 26.10 percent, female 18.63 percent, decreased 87 percent equal 45.08 percent.

Figure 53: Outcome of Learners Passed the Exam of Complementary Lower Secondary Education



Complementary Higher Secondary Education

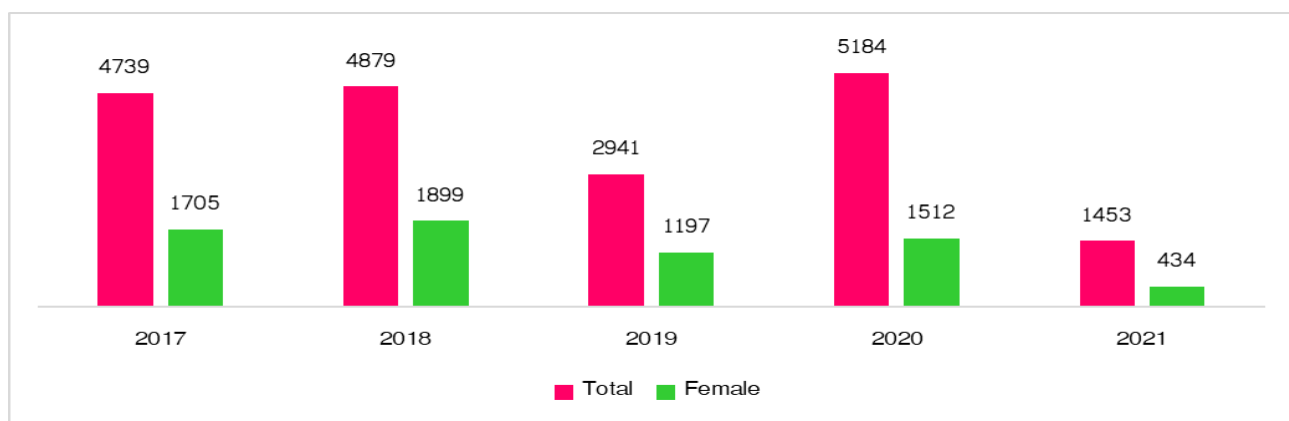
There were 3,727 learners of complementary higher secondary education, decreased 242 persons equal 6.10 percent, female 30.72 percent, decreased 164 persons equal 12.53 percent.

Table 34: Statistics of Classrooms, Teachers and Learners of Complementary Higher Secondary Education

Description	2019-2020		2020-2021		Increase (+)/Decrease(-)	
	Total	Female	Total	Female	Total	Female
Teachers	Used Teachers of Formal Education					
Attending learners	3,969	1,309	3,727	1,145	-242	-164
Learners came to take exam	5,184	1,512	5,404	1,480	220	-32
Learners passed the exam	5,184	1,512	1,453	434	-3,731	-1078

There were 5,404 candidates of complementary higher secondary education and learners who failed their formal exams came to take exam, increased 220 persons equal 4.24 percent, female 27.39 percent, decreased 32 persons equal 2.12 percent; among them 1,453 candidates passed the exam, decreased 3,731 persons equal 71.97 percent, female 29.87 percent, decreased 1,078 percent equal 71.30 percent.

Figure 54: Outcome of Learners Passed the Examination of Complementary Learning at Higher Secondary Education



The complementary higher secondary education program provided learners who did not have enough opportunity to pursue their studies and to take exam to complete their higher secondary education and take course of vocational skills and pursue higher education.

A2. ENSURING EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF EDUCATION OFFICIALS OF ALL LEVELS

The Ministry of Education, Youth and Sports has prepared, managed and arrange teaching services of all programs of non-formal education in compliance with Sub-Decree No. 20 ANK.BK., dated March 5, 2015, of the Royal Government of Cambodia by increasing income for contracted teachers of non-formal education according to programs, from 50 to 100 percent of the new total monthly salary at primary education level as well as allowance for the Board of Management of Community Learning Center for 12 months.

In order to promote the implementation of Smooth, Quality and Effective Non-Formal Education Sub-Sector throughout the country, the Ministry have:

- Celebrated the National Literacy Day, September 8, 2021, online and via national radio and television and social media under the topic “Library is the Basis for Lifelong Learning”;
- Issued Prakas on Recognition of 2,458 Contracted Teachers of Non-Formal Education to Provide Services; 878 Teachers for Professional Literacy Program; 386 Teachers for Equivalent Primary Education Program; 614 Teachers for Re-entry Program and 580 Teachers for Income Increasing Program in 2021;
- Issued Inter-Ministerial Prakas on Putting Online Equivalent Basic Education Program into Operation;
- Issued Inter-Ministerial Prakas on Equivalent Certificate for Online Equivalent Basic Education Program;

- Issued Directives on Distance Learning and Teaching via Electronic System for Non-Formal Education Program and Directives on Operation of Non-Formal Education Program for the School Year 2020-2021;
- Developed and distributed Manual on Management and Operation of Lifelong Learning Centers in all Capital-Provinces and for Stakeholders, Supported by DVV International Organization;
- Developed Conceptual Documents of Adult Education and Learning, Supported by DVV International Organization;
- Organized Workshop on Development of Framework for Training Program for Contracted Literacy Teacher of Non-Formal Education by Credit System, with 108 Participants, 18 females, Supported by the Education Capacity Development Partnership Fund;
- Provided Training for Teacher Trainers on Literacy Program by Credit System, with 36 Participants, 8 females, Supported by the Education Capacity Development Partnership Fund;
- Strengthened capacity for Contracted Literacy Teachers of Non-Formal Education by Credit System, with 36 Participants, 11 females, Supported by the Education Capacity Development Partnership Fund;
- Organized Workshop on Online Data Collection and Management for Non-Formal Education, with 97 Participants;
- Organized Online Workshop on Summary Outcome of Non-Formal Education, with 98 participants;
- Produced Book of Statistics and Indicators of Non-Formal Education Sub-Sector for 2021;
- Produced Book of Detailed Report on Non-Formal Education Works for 2021;
- Taken video and interviewed teachers and learners of literacy and equivalent education courses at Community Learning Center;
- Conducted on-site examination of learning of literacy programs in factories and non-formal education in capital-provinces;
- Solved NFE-MIS System in Sime Reap, Preah Vihear, Pailin and Prey Veng Provinces;
- Produced 3 spot and promotional videos to celebrate the National Literacy Day on September 8, 2021, on Literacy is the Basis for Lifelong Learning, Celebration of National Literacy Day and Together to Promote our Community Learning Center;
- Taken 282 videos of electronic teaching for Equivalent Lower Secondary Education Program;
- Taken part in Training Course on Promoting Non-Formal Education Online, Supported by Japan International Cooperation Agency;
- Provided training to 26 literacy teachers in factories, 8 females, supported by the Cambodia Garment Training Institute;
- Provided Training on Promoting Adult Education to the Commission of Community Learning Center for 3 Times, with 75 participants, 17 females, supported by DVV International Organization.

B. PROGRESS OF OUTCOME INDICATORS

Regarding the outcome indicators of Non-Formal Education Sub-Sector, in comparison to the Operational Plan for 2021, 12.50 percent have achieved the target, 62.50 percent were likely to achieve, and 25 percent failed to achieve the target.

Analysis of the Progress of Outcome Indicators

Indicators		Unit	Actual	Target	Actual	Status
			2020-21	2021-22	2021-22	
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 Programme mes 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 me	N°	15.309*	13.600	14.404**	↑
2.	Number of students studying in equivalency Programme	N°	7.187*	10.300	7.445**	→
3.	Number of community learning centres	N°	14*	40	23**	→
4.	Number of students completed re-entry Programme to be transferred to formal education system	N°	1.624*	10.300	2.663**	→

5.	Number of learners who completed skills training	N°	7.090*	13.100	7.125**	→
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 Programme mes						
6.	Number of provinces implemented the NFE-MIS for M&E	N°	0	20	0	↓
7.	Number of districts implemented the NFE-MIS for M&E	N°	0	120	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*	520	312**	→

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

* Statistics for School year 2019-2020

** Statistics for School Year 2020-2021

C. CHALLENGES

At the same time of achievement, there were some challenges, which required efforts in solving them. Those challenges include:

- Operation of Community Learning Center to be changed to Lifelong Learning Center has yet to be fully operated;
- Framework for Outcome-Based Monitoring and Evaluation has yet to be implemented throughout the country;
- Non-Formal Education Management Information System has yet to be implemented at Municipal-District-Khan levels;
- Equivalent Basic Education Program at Community Learning Center and Literacy Program for garment workers is not widely implemented;
- Post-Literacy Program is not fully implemented.

2.2.6. SUB-SECTOR: YOUTH DEVELOPMENT

A. ACHIEVED OUTCOME

A.1 ENSURING INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTING LIFELONG LEARNING FOR ALL

Good Child, Good Student, Good Friend Program

The Ministry has sum up the Three-Good Movement “Good Child, Good Student Good Friend” Competition at National Level, with 175 participants, female 51 percent, in order to develop skills of youth and children to become good citizens.

Works of Cambodian Child Council

The Cambodian Child Council has set out framework for implementation from Primary Education to Lower Secondary Education, from Grade 4 to Grade 9. The Ministry has updated statistics of Cambodian Child Council as follows:

Table 35: Statistic of Cambodian Child Council for the School Year 2019-2020 and 2020-2021

Description	2019-2020	2020-2021	Increase (+)/Decrease (-)
Number of Cambodian Child Council	8,585	8,690	+105
Number of Branch	37,347	44,170	+6,823
Number of Sub-Branch	240,336	254,500	+14,164
Number of Members	1,347,656 (736,110 Females)	1,583,602 (794,750 Females)	+235,948 (+58,640 Females)

The number of Cambodian Child Council, including members, branches and sub-branches, increased due to specific monitoring and strengthening of mechanism for statistics collection with increase in education institutions organized by the Cambodian Child Council, implementation of life skill program and participation of all stakeholders.

Works of Cambodian Youth Council

The Cambodian Youth Council has set out framework for implementation at Higher Secondary Education. The Ministry has updated statistics of Cambodian Youth Council as follows:

Table 36: Statistic of Cambodian Youth Council for School Year 2019-2020 to School Year 2020-2021

Description	2019-2020	2020-2021	Increase (+)/Decrease (-)
Number of Cambodian Youth Council	543	591	+48
Number of Branch	7,403	8,175	+772
Number of Sub-Branch	44,418	48,673	+4,255
Number of Members	296,597 (183,343 Females)	357,786 (194,714 Females)	+61,189 (+11,371 Females)

The number of Cambodian Youth Council, including branches and sub-branches, increased due to voluntary program, life skill education program in locality, with increase in education institutions organized by the Cambodian Youth Council and participation and support from all stakeholders.

The Cambodian Child Council and Cambodian Youth Council have helped self-management works at schools, supported club activities, voluntary works and helped students taking Grade-12 examination.

Works of Scout

The Ministry has updated statistics of members of Cambodia Scouts as follows:

Table 37: Statistic of Members for School Year 2019-2020 Compared with the School Year 2020-2021

Description	2019-2020	2020-2021	Status (+/-)
Number of Cub-scout (9-11 years old)	12,923	15,223	+2,300
Number of Scout (12-17 years old)	116,642	119,342	+2,700
Number of Rover Scout (18-25 years old)	21,244	21,244	0

Description	2019-2020	2020-2021	Status (+/-)
Number of Adult Leader (26 years old and over)	12,989	12,989	0
Number of Honorable Member	2,337	2,337	
Total	166,135	171,135	+5,000

The table above showed that members of scout increased due to effect management of patrol system at public and private education institutions and communities. In the School Year 2020-2021, there were 171,135 members, female 49 percent, of Cambodia Scouts.

The Ministry has:

- Given 5,000 pieces of merit badge to Cambodia Scouts in capital-provinces to prepare for entry of membership and sash wearing for new cub-scouts and scouts;
- Draft Prakas on Arrangement of a Group of Rover Scouts;

Work of Promoting Volunteer and Youth Involvement

The Ministry has:

- Provided online training for the Program of “Volunteering for my Community 2021” for youths in 25 capital-provinces, with 468 participants, female 47 percent;
- Organized an Online Workshop on Network of Messenger of Peace of Cambodia Scout with participation of 50 officials in charge of youth works, female 16 percent;
- Conducted on-site educational promotion on preventative measure for covid-19 to communities in Phnom Penh capital, Banteay Meanchey, Siem Reap, Preah Vihear, Pailin, Kampong Speu and Kampong Thom provinces, with participation of 100 scouts, female 50 percent;
- Conducted on-site facilitation for Covid-19 vaccination Campaign for education staff in Phnom Penh capital, with participation of 21 officials in charge of scout works, female 42.85 percent.

Entrepreneurship and Leadership Education

The Ministry has:

- Organized “Youth 21” Program under the topic “Digital Entrepreneur” under the initiative of His Excellency the Academician **HANG CHUON NARON**, the Minister of Education, Youth and Sports, with participation of 119 youths, female 43 percent;
- Organized National Business Program for youths, with participation of 4,647 teacher trainers and youths, female 50 percent. The process of program is divided into 6 phases, such as 1- Capacity Strengthening Course for National Teacher Trainers; 2- Capacity Training Course for Teacher Trainers at Provincial-Capital Level; 3- Youth Training on Entrepreneurship and Preparation of Business Plan; 4- Semi-Final Round, 5- Choosing five outstanding groups, 6- Celebrating Cambodia Entrepreneurship Day, Final Round Competition and Online Study Tour;
- Provided Online Training on Soft Skill for Youth, with 108 participants, female 51 percent.

Short-Term Training on Vocational Skill, Digital Skill and Technical Skill

The Ministry has:

- Organized “Equivalent Basic Education Program on Internet” with 116 learners have been enrolled, female 39.39 percent;
- Provided short-term skill training at Cambodian Youth Center and Capital-Provincial Youth Centers on short-term skills, such as piano music instrument, ancient and traditional dancing, ancient music, musical note, parade music, modern music, dressing, English language, Korean language, orientation tour guide and easy basic knowledge about archeology, foundation of Bokator, how to use internet and social media, administrative computer, designing and making video for distance teaching, first drawing plan of architecture, AutoCad, computer maintenance and installation, with participation of 1,008 youths, female 58.23 percent.

Promoting Youth Health and Wellbeing

The Ministry has promoted education of mental health for youth in the context of Covid-19 via Facebook Page of the Ministry of Education, Youth and Sports, with 508,000 viewers.

Youth Capacity Contest

The Ministry has organized:

- National Youth Debate, with 96 participants, female 61 percent, online;
- 21st Century Youth Creative Competition under the topic “Development of Education Sector with STEM Model”, with participation of 193 youths, female 52 percent; and 24 leading teachers, female 40 percent, online;
- Digital Business Plan Contest, entitled “My Business”, with participation of 120 youths, female 66 percent, online.

Camping and Study Tour

The Ministry has organized:

- The 7th Global Youth Camp in Digital Form under the topic “Youth in Digital Context” with participation of 153 youths and volunteers, female 51 percent, online;
- Scouts Jamboree under the topic “Outstanding Cook”, with participation of 84 youths, female 46 percent, online;
- The 64th Jamboree-on-the-air and the 25th Jamboree-on-the-internet (JoTa -Joti) under the topic “Let’s Return to Scout Movement” with participation of 70 youths, female 58 percent, online;
- The 4th National Scouts Jamboree under the topic “Scouts and Food Safety” with participation of 400 youths, female 28 percent, online.

Promoting Youth Activities

The Ministry has produced video of activities and live Youth Contest on official website of the Ministry of Education, Youth and Sports, such as “National Youth Debate”, “Youth 21”, “Business Plan Contest” and “Volunteer for My Community” with about 450,000 viewers.

Strengthening Student Association

All public universities have strengthened cooperation, relationship, preparation, creation, improvement of structures and strengthened the role of Student Association to serve humanitarian activities, order, study and research of students. As for the School Year 2020-2021 so far, the National University of Meanchey, National University of Battambang and **Chea Sim** Kamchay Mear University have also organized the process of these activities.

Cooperation with Development Partners and Stakeholders

The Ministry has:

- Prepared Memorandum of Understanding on Youth Cooperation between the Royal Government of Cambodia and the Royal Government of Sultan and Yang di-Pertuan of Brunei Darussalam;
- Prepared Memorandum of Understanding on Cooperation in Youth Sector between the Ministry of Education, Youth and Sports of the Kingdom of Cambodia and the Ministry of Gender Equality and Family of the Republic of Korea;
- Prepared Draft Monitoring and Evaluation Tools for Youth Development Sub-Sector, in cooperation with EWMI and Department of Monitoring and Evaluation;
- Provided training to facilitators of National Business for Youth Program in cooperation with the International Labor Organization;
- Continued cooperation with development partners, such as UNESCO, UNFPA, UNV, VSO, DVV International, IYF, World Vision, KE, ILO, YEAC, KOICA & BOOKBRIDGE Foundation.

Exchange of Relationship and International Cooperation

The Ministry has:

- Sent 156 youth Leaders and delegates, female 43 percent, to attend the 11th ASEAN Senior Officials Meeting on Youth and the 10th Meeting of SOMY and ASEAN Plus Three on the Launch of Report on Asean Youth Development Index Phase 2: Understanding How Youths See ASEAN, Understanding the Value and Identity; Virtual Meeting on Approval of ASEAN Youth Action Plan for 2021-2025; Trees of Solidarity Planted for Youth of Asia-Europe of ASEFYLS4 Program of ASEM; Meeting for Data Collection to Develop Joint Study on Urban Planning, Human Mobilization and Inclusive Development in both Rural and Urban Areas of ASEAN; the 11th ASEAN Youth Forum; Asean Data Science Explorers Programme, Bridge Summer Camp, the 5th ASEAN University Student Council Union Conference, Asian Youth Leader, Summer Camp, the 2nd ASEAN Young Diplomats Exchange, We Together Awarding Program, Youth Leadership Program, Youth Exchange Program between East Asia and Japan, Virtual Meeting for the 47th Ship for Southeast Asian and Japanese Youth Program in 2021, Youth Exchange Program between Korea-Cambodia for 2021, Political Security Platform for ASEAN-Korea Youth, Online ASEAN Conference for Young Scientists in 2021;
- Sent 36 adult leaders and rover scouts, female 19 percent, to attend the Meeting of Adult Leaders in Asia-Pacific, the 42nd World Scout Conference and the 14th World Scout Forum online.

A2. ENSURING EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF EDUCATION OFFICIALS OF ALL LEVELS

Development of Institutional Capacity and Infrastructure of Center

The Ministry has:

- Organized an Online Education Forum for Youth Development Sub-Sector, with 300 trainees from capital-provinces and stakeholders of work of youth development, female 50%;
- Organized an Online Workshop for Summarization of Works in 2021 and Direction for Implementation in 2022 for Youth Development Sub-Sector, with 200 trainees from capital-provinces and stakeholders of work of youth development, female 50%;
- Organized an Online Consultation Meeting on Mid-Mandate Review of Implementation of Education Strategic Plan 2019–2023, Digital Youth Development Sub-Sector, with 108 participant, female 30 percent;
- Provided an online basic training for Adult Leaders for the 7th Batch, with 54 participant, female 22 percent;
- Provided an online training on Volunteer for My Community 2021 to 115 Officials in charge of youth work and Volunteer Provincial-Capital Focal Points, female 38.26 percent;
- Organized an Online Workshop for Summarization of Management Work Performance of Youth Center in 25 Capital-Provinces, with 120 participants, female 22.5 percent;
- Drafted Royal Decree on Organization and Functioning of the National Council of Cambodia Scouts;
- Drafted Sub-Decree on Organization and Functioning of National Operational Committee of Cambodia Scouts;
- Amended the Constitution and Internal Regulations of the Cambodia Scouts;
- Drafted Inter-Ministerial Prakas on Modification to Inter-Ministerial Technical Working Group to Lead the Facilitation and Implementation of Basic Education Equivalency Program;
- Drafted Prakas on Creation of Cambodia Scouts Fund;
- Drafted Prakas on Creation of Committee for Management of Cambodia Scouts Fund;
- Prepared Guidelines on Implementation of Voluntary Works at Community Learning Center and Youth Center;
- Prepared Guidelines on Facilitating and Supporting the Implementation of Volunteer for My Community Project;
- Drafted Directives on Assessment for Selection of Good Cambodian Child Council and Good Cambodian Youth Council;

- Prepared Procedures to Request for Registration of Intellectual Property Rights on Emblem and Badge of the Cambodia Scouts;
- Drafted Strategic Plan of the Cambodia Scouts for the 4th Mandate, 2022-2026;
- Prepared Guidelines on Youth Debate Program;
- Prepared Guidelines on the Organization of the Cambodian Youth Council;
- Repaired and Renovated Kandal Provincial Youth Center.

Work of the General Secretariat of Cambodian Council for Youth Development

The Ministry has:

- Updated composition of work structure of the Council for Youth Development at Ministries-Institutions;
- Published and launched a Research Book on Analysis of the situation of Cambodian Youth” with 165 participants from relevant ministries, institutions and units, 48 percent female;
- Published Book on Awareness of the Strategic Plan on Sexual Health Education for Out-of-School Youth 2021-2025;
- Established Cambodian Youth Information Management System to collect information and data on development needs for youth;
- Reviewed the Draft National Action Plan on Cambodian Youth Development 2022-2026;
- Reviewed the Draft Monitoring and Evaluation Framework for the Implementation of the National Action Plan on Cambodian Youth Development 2022-2026;
- Organized Capacity Development Workshop of General Secretariat Officials and Stakeholders on Monitoring and Evaluation, with 64 participants, 48 percent female.

B. PROGRESS OF OUTCOME INDICATORS

Analysis of the Progress of Outcome Indicators

Indicators		Unit	Actual 2020-21	Target 2021-22	Actual 2021-22	Status
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all						
Sub-sector Objective 1: Develop digital, entrepreneurship, young leadership and other soft-skills programmes for youth development						
1	Number of youths receiving short-term vocational, digital and technical skills training	N°	2,517	1,644	1,585	↓
2	Number of youths trained in voluntary work	N°	2,324	1,244	723	↓
3	Number of youths trained in entrepreneurship, leadership, financial literacy, study and employment guidance	N°	2,246	9,510	5,519	→
4	Number of youths and children receiving Three Good Movement performance awards “Good Child, Good Student, Good Friend”	N°	319	319	175	↓
5	Percentage of Cambodian Child Councils functioning	%	14.2	17.9	17.9	↑
6	Percentage of Cambodian Youth Councils functioning	%	25.9	28.5	28.5	↑
7	Number of scouts in primary, secondary, higher education and communities attending the scout movement	N°	166,135	310,193	171,135	→
8	Number of out-of-school youth attending the Basic Education Equivalency Programme “Beep”	N°	350	250	116	↓
Sub-sector Objective 2: Enhance youth development through updated centres and facilities						
9	Number of youth centres functioning	N°	6	8	8	↑
Policy 2: Ensure effective leadership and management of education staff at all levels						
-sector Objective 3: Enhance institutional capacity and capacities of officers in charge in youth programmes at national and sub-national level						
10	Number of Trained Officers in charge in youth programmes	N°	542	200	359	↑
11	Number of established ministry-institutional youth development councils	N°	TBD	13	33	↑
12	Number of established provincial youth development councils	N°	TBD	10	1	→

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

C. CHALLENGES

At the same time of achievement, there were some challenges, which required efforts in solving them. Those challenges include:

- Some youth programs fail to be implemented due to the spread of Covid-19;

- Lack of regulations and guidelines for youth and child development programs;
- Lack of materials to support training programs at youth centers;
- Lack of scout merit badge to expand membership;
- Lack of human resources with skills of youth affairs and digital knowledge.

2.2.7. SUB-SECTOR: PHYSICAL EDUCATION AND SPORTS

A. ACHIEVED OUTCOME

A.1 ENSURING INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTING LIFELONG LEARNING FOR ALL

Federal Sports Competition

The Ministry has cooperated with the National Sports Federation to organize the 2021 National Sports Championship at:

- Phnom Penh Capital: Golf with 16 players, no female; dancing sport with 38 players, 20 females; Taekwondo WT with 96 players, 42 females; chess with 66 players, no female; soft tennis with 57 players, 23 females; Global Boxing with 85 boxers, 4 females, Shorinji Kempo with 34 competitors, 12 females; Vovinam with 58 competitors, 23 females; ITF Taekwondo with 132 competitors, 46 females; wrestling with 35 wrestlers, Women home away football league competition with 200 female footballers; Khmer boxing championship with 128 competitors, 11 females; shooting sport with 32 competitors, 9 females; fencing with 48 competitors, 6 females; basketball with 120 players, 35 females; karate with 105 players, 48 females; and tennis with 57 players, 6 females;
- Kep Province: Triathlon with 58 players, 15 females;
- Kandal Province: Sepak takraw and Chinlone with 66 players, 18 females; Tug of war with 81 players, 35 females;
- Kampong Chhnang Province: Gymnastics with 64 athletes, 30 females;
- Kampong Thom Province: Baseball with 68 players, 5 females;
- Kampot Province: Canoeing and rowing sports with 232 competitors, 48 females;
- Battambang Province: Swimming with 112 competitors, 38 females;
- Siem Reap Province: Cycling with 252 competitors, 19 females; Judo with 60 competitors, 21 females; mountain climbing with 82 competitors, 20 females;
- Preah Sihanouk Province: Sailing with 26 competitors, 1 female;
- Kampong Speu Province: Long-distance equestrian sport, with 6 athletes, 2 females.

Domestic International Sport Competition

The Ministry has:

- Been prepared for administrative and technical works and budget plan for the Southeast Asian Championship in four sports, including Khmer boxing, bokator, karate and volleyball, but due to Covid-19 crisis, the abovementioned event was suspended;
- Organized the 2021 Southeast Asian Sailing Championship in Preah Sihanouk Province with 29 athletes, 3 females, from Singapore, Malaysia and Cambodia. In the said competition, Cambodia won 8 medals, including 1 gold medal, 4 silver medals and 3 bronze medals.

Overseas International Sports Competition

The Ministry has sent delegates, coaches and players:

- 4 persons, 1 female, of WT Taekwondo to join Olympic Qualifying Tournament in Sudan;
- 5 persons, 3 females, of WT Taekwondo to join Open Online World Taekwondo Asia in Korea;
- 10 athletes, 3 females, of swimming and athletics to join the 32nd Summer Olympics in Japan;
- 8 jet ski competitors, no female, to join the World Championship in Italy;
- 12 pétanque athletes, 4 females, to join the World Women and Youth Championship in Spain;
- Two competitors, no females, to join the 4th Asian Youth Para Games in Bahrain;
- 10 rowing competitors, 2 females, to join the 2021 Asian Championship in Thailand;
- 5 swimming competitors (short distance, 25-meter swimming pool), 2 females, to joint World Cup in the United Arab Emirates;
- 26 karate players, 9 females, to join the Asian Championships in Kazakhstan;

- Two golf players, no female, to join the Asia-Pacific Championship in the United Arab Emirates.

Table 38: Outcome of International Sports Competition

Types of Sports	Delegate	Athletes	Female	Medal			Total
				Gold	Silver	Bronze	
Pétanque World Championships	04	04	04	01	0	0	01
Asian Karate Championships	11	08	07	0	0	02	02
Asian Para Games	01	01	0	0	01	0	01
Southeast Asian Sailing Championships	03	11	01	01	04	03	08
Total				02	05	05	12

This reflects the quality of training, will and efforts of the athletes, with the encouragement of all stakeholders, especially private sector and the Royal Government of Cambodia in all forms.

Ministry's Budget Support for the National Sports Federation

The Ministry has provided budget supports to 40 National Sports Federations to accelerate the development towards 2023, including the Khmer Federation of Volunteer Athletes, WT Taekwondo, Football, Volleyball, Basketball, Karate, Bowling and Pétanque, Wushu, Swimming, Tennis, Gymnastics, Golf, Wrestling and Boxing, Canoeing and Rowing, ITF Taekwondo, Judo, Shooting, Table Tennis, Fencing, Badminton, Sepak Takraw, Chess, Vovinam, Khmer Boxing, Bokator, Soft Tennis Triathlon, Jet Ski, Mountain Climbing, Sailing, Rugby, Shorinji Kempo, Tug of war, Tong Il Modo, Baseball, equestrian training and cycling at Canadian Paralympic Committee And the Cambodian Student Sports Federation.

Promoting Physical Education Learning and Teaching Activities During School Hours and Extracurricular Sports Training

The Ministry has:

- Compiled textbooks of 15 sub-subjects for physical education teachers at higher secondary education, grades 10 to 12;
- Published 5,741 textbooks for physical education teachers at higher secondary education, grades 10 to 12;
- Organized workshop to strengthen the implementation of physical education teacher textbooks for primary schools in Preah Vihear province, with 30 participants, 1 female;
- Prepared Operational Guidelines on Safety and Health Measures for the implementation of physical education and sports in educational institutions;
- Prepared Sample Statute for Membership of Cambodian Student Sports Federation and Club Association;
- Monitored and evaluated the teaching of physical education in Kampot, Kep and Prey Veng provinces;
- Repaired and renovated football pitches of 8 academies in the capital-provinces.

Capacity Development of Officials of Physical Education and Sports

The Ministry has:

- Strengthened capacity of Primary School Principals and Vice Principals in Preah Vihear province, with 30 participants, 1 female;
- Organized an Online Workshop on Planning and Training Theories for 75 coaches, 15 females;
- Organized a Workshop on Mental Health Care for coaches, assistant coaches of national team, with 80 participants, 25 females;
- Organized an online workshop to disseminate anti-doping measures in sport sector, with 56 participants, 15 females;
- Provided training to officials of the National Sports Training Center, who are the supervisors, to know how to use online technology system to monitor the training;
- Provided training on social media dissemination management, with 19 participants, 3 females;

- Provided training on sport news reports, with 19 participants, 3 females;
- Provided training on the use of Google SEO, with 19 participants, 3 females;
- Provided training on photography techniques for the press, with 19 participants, 3 females;
- Provided training to Level C football coaches at Bati National Football Center and School, with 21 participants, no female;
- Provided training to 3 levels of basketball referees, with 198 participants, 27 females;
- Provided training to volleyball organizers, with 32 participants, 15 females;
- Provided Intermediate Khmer Boxing Referee Training, with 25 participants, 4 females;
- Provided training to Khmer boxing coaches of elementary level, with 25 participants, 4 females;
- Provided training to athletic arbitrators-judges of basic level, with 72 participants, 9 females;
- Provided training to WT Taekwondo Referees, with 40 participants, 21 females;
- Provided training to gymnastics coaches, with 22 participants, 6 females;
- Provided training to canoeing and rowing competition organizers, with 46 participants, 12 females;
- Provided training to triathlon organizers, with 35 participants, 4 females;
- Provided training to baseball coaches, with 26 participants, 2 females;
- Provided training to Shorinji Kempo sport coaches, with 37 participants, 6 females;
- Provided training to Sepak Takraw and Chinlone Competition Organizers, with 7 participants, 4 females;
- Provided training to tug of war competition organizers, with 30 participants, 15 females;
- Provided training to judo coaches, with 15 participants, 5 females;
- Provided training to mountain climbing competition organizers, with 25 participants, 6 females;
- Provided Chess Referee Training, with 32 participants, 3 females;
- Provided Training on Disability Assessment of the National Paralympic Committee of Cambodia, with 43 participants, 14 females;
- Provided Basic Cycling Coach Training, with 25 participants, 2 females;
- Provided training to dancing competition organizers, with 30 participants, 15 females;
- Provided training to equestrian technical officers, with 29 participants, 6 females;
- Developed physical fitness test indicators for students from 7-24 years old to meet ASEAN indicators;
- Conducted an online monthly test of training capability of male and female athletes, with 954 participants, 271 females;
- Performed online training in line with guidelines.

Drawing up Regulation on Physical Education and Sports

The Ministry has:

- Organized an Input Collection Workshop to prepare the Draft Law on Management of Physical Education and Sport Sectors, with 115 participants, 25 females;
- Drafted Law on the Management of Physical Education and Sport Sectors;
- Prepared general rules and technical regulations for the National Primary School Sport Competition in 2021 and the 2nd National Student Sports Competition in 2021;
- Developed standard operating principles for training process during the lockdown;
- Issued Recommendation Letter No. 2904 EYS.R., dated November 4, 2021, on the Appointment of Ad Hoc Committee to be prepared for workshops, traditional sport performances, inauguration of gymnasiums and sports and rhythmic exercises in the 2022 ASEAN Summit;

- Issued Letter No. 2153 អយ្យ.អភិវឌ្ឍ., dated July 02, 2021, on Covid-19 Prevention Measure in Exercise and Sport Activities for Health in Capital-Provinces;
- Issued Letter No. 2153 អយ្យ.អភិវឌ្ឍ., dated February 12, 2021, on Promoting the movement of people playing at least one sport for life;
- Issued Letter No. 4458 អយ្យ.វណ្ណ., dated November 16, 2021, on Organization of Sport Competitions in the Context of Covid-19 by Properly and Strictly Complying with the Standard Operation Principles on Safety;
- Issued Prakas No. 1103 EYS.P., dated November 23, 2021, on Recognition and Awards for Prize Winners of the World Pétanque Championship in Spain;
- Issued Prakas No. 1033 EYS.P., dated November 8, 2021, on Authorization for Publication of Physical Education and Sport Books for Grade 10;
- Issued Prakas No. 1034 EYS.P., dated November 8, 2021, on Authorization for Publication of Physical Education and Sport Books for Grade 11;
- Issued Prakas No. 1035 EYS.P., dated November 8, 2021, on Authorization for Publication of Physical Education and Sport Books for Grade 12;
- Issued Letter No. 73 EYS.D., dated November 15, 2021, on Safety and Health Protection Rules for the 1st National Physical Education Day in Kampot Province;
- Issued Letter No. 573 EYS.PE.S., dated February 9, 2021, on the 3rd Football Tournament of the Ministry of Education, Youth and Sports in 2021;
- Issued Letter No. 625 EYS.PE.S., dated February 12, 2021, on the Organization of Hosting the 3rd Football Tournament of the Ministry of Education, Youth and Sports in 2021;
- Issued Prakas No. 37 EYS.P., dated January 11, 2021, on the Authorization for the Executive Committee of the Cambodia Equestrian Federation to Perform its Duties for the 3rd Mandate, 2020-2024;
- Issued Prakas No. 669 EYS.P., dated July 2, 2021, on the Authorization for the Executive Committee of the Wrestling Federation of Cambodia to Perform its Duties for the 4th Mandate, 2021-2025;
- Issued Prakas No. 685 EYS.P., dated July 7, 2021, on the Authorization for the Executive Committee of the Cambodia Boxing Federation to Perform its Duties for the 4th Mandate, 2021-2025;
- Issued Prakas No. 706 EYS.P., dated July 13, 2021, on the Authorization for the Executive Committee of the Khmer Volunteer Athletics Federation to Perform its Duties for the 7th Mandate, 2021-2022;
- Issued Prakas No. 741 EYS.P., dated July 23, 2021, on the Authorization for the Executive Committee of the Cambodia Sailing Federation to Perform its Duties for the 2nd Mandate, 2019-2023;
- Issued Prakas No. 910 EYS.P., dated October 8, 2021, on the Authorization for the Executive Committee of the Cambodian Federation of Rugby to Perform its Duties for the 4th Mandate, 2021-2022;
- Issued Prakas No. 936 EYS.P., dated October 13, 2021, on the Authorization for the Executive Committee of the Federation of Boules and Pétanque of Cambodia to Perform its Duties for the 7th Mandate, 2021-2025;
- Issued Prakas No. 963 EYS.P., dated October 22, 2021, on the Authorization for the Executive Committee of the Cambodia Chess Federation to Perform its Duties for the 2nd Mandate, 2021-2025;
- Issued Prakas No. 1088 EYS.P., dated November 16, 2021, on the Authorization for the Executive Committee of the Cambodia DanceSport Federation to Perform its Duties for the 4th Mandate, 2021-2025;
- Issued Letter No. 4734 EYS. dated December 2, 2021, on the Authorization for Opening of Fitness Business Club, Exercise Activities in Public Area, Training and Re-Competition;

- Issued Letter No. 4735 EYS. dated December 2, 2021 on the Authorization for the National Sports Federation to Organize Training and Annual Championship;
- Issued Letter No. 3764 EYS. ឡង់ដ័រ, dated December 6, 2021 on the Organization of Football Team to Join the Under-15 and Under-18 Youth Championship for 2022, Organized by the Football Federation of Cambodia;
- Issued Prakas No. 1189 EYS.P., dated December 15, 2021, on the Authorization for the Executive Committee of the Khmer Boxing Federation to Perform its Duties for the 7th Mandate 2021-2025;
- Issued Notification No. 92 EYS. វិញ្ញាបន្តី, dated January 8, 2021, on Sport Competition for Primary and Secondary Students at National and Provincial Levels;
- Issued Recommendation Letter No. 2113 EYS.R., dated September 23, 2021, on the Commission for Monitoring and Evaluation of the National Sports Team for Training to be Qualified for the 32nd Southeast Asian Games in 2023, which Cambodia hosts and is prepared to join various international sports competitions;
- Issued Letter No. 2451 EYS.R., dated October 19, 2021, on the Extension of Mandate of Contracted Coach for Vovinam;
- Issued Letter No. 2452 EYS.R., dated October 19, 2021, on the Extension of Mandate of Contracted Coach for Canoeing-Kayaking;
- Issued Letter No. 4619 អយ្យការណ៍, dated November 26, 2021, on the Request to Terminate the Contract of Foreign Coach of South Korea;
- Received Sub-Decree No. 260, dated December 28, 2021, on the Organization and Functioning of the Cambodia Anti-Doping Committee;
- Received the Inter-Ministerial Prakas No. 301 MEF.P., dated May 3, 2021, on Principles of Sponsorship for the Gathering of National Players, Players, Coaches, Assistant Coaches and Supervisors and the Prize in the Official Domestic and Oversea International Competition.

Development of Sports Physical Infrastructure

The Ministry has:

- Provided the location of the National Stadium to the Covid-19 Committee for Treatment of Covid-19 and cooperated in facilitating the water-electricity system;
- Maintained swimming pool, garden, grass and flowers in the National Stadium;
- Restored drainage system in the National Stadium, in collaboration with Phnom Penh Capital Hall;
- Completed the construction of 8 athletic runways as a grant from the Royal Government of Japan and people of Japan in the Kusanoni project through Golden Heart Organization;
- Completed the construction of a gymnasium equipped with facilities and perimeter around the swimming pool, as a grant from the Government of Japan and people of Japan through Golden Heart Organization;
- Completed the renovation of a long jump course;
- Renovated a Building of National Sports Training Center;
- Renovated the east gate of the National Institute of Physical Education and Sports;
- Repaired and maintained 8 football pitches, 1 high school academy, 1 football pitch in Kampong Speu, Tbong Khmum, Kampong Chhnang, Kampong Cham, Takeo, Prey Veng, Kandal Provinces and Phnom Penh Capital;
- Connected underground fiber optic network in the National Stadium, in collaboration with the Electricité du Cambodge;
- Connected water network in the National Stadium, in collaboration with the Cambodian Water Supply Authority;
- Connected water and electricity networks and washing machine at the athletes' dormitory in the Moradok Techo National Stadium;

- Connected electricity network and renovated restroom and administrative building of Sport Event Organization and Management Department;
- Equip office equipment and facilities at the Sport Event Organization and Management Department, National Center for Information Technology and Sport Statistics, Sponsored by His Excellency SAR Sokha, the Secretary of State.

A2. ENSURING EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF EDUCATION OFFICIALS OF ALL LEVELS

Support and Encouragement for Athletes

The Ministry has:

- Organized a Meeting for the Royal Government to talk and give encouragement to a female athlete, named **OUK Srey Mom**, who won a gold medal in the 18th Women Pétanque World Championships in Spain, under the highly-esteemed presidency of **Samdech Akka Moha Sena Padei Techo HUN SEN**, the Prime Minister of the Kingdom of Cambodia and **Samdech Kittipritthbandit BUN RANY HUN SEN** at the Peace Palace;
- Organized a get-together with delegates, coaches, assistant coaches and athletes to prepare for training under the presidency of **His Excellency the Academician HANG CHUON NARON**, the Minister of Education, Youth and Sports.

Capacity Building for Coaches and Athletes

The Ministry has:

- Received 991 coaches, assistant coaches and athletes, 236 females, for training in 38 sports and 1 sport for disabled to improve their technical skills and be prepared for the SEA Games in Vietnam;
- Encouraged athletes to train according to the self-training plan during the lockdown in order to prevent the spread of Covid-19;
- Formed a technical working team to monitor the online training plan of each sport;
- Formed a technical working team to summarize training works and enter data of sport quality into a database system;
- Formed a supervision team for each sport to supervise and monitor the teaching and training with monitoring equipment, and make a daily report to the unit;
- Prepared a book of daily attendance and Board of Discipline to strengthen the training.

Training Works of Physical Education and Sport Teachers

The Ministry has:

- Sent 13 officials, 3 females, to study abroad, including:
 - o 6 officials of Postgraduate Degree, 2 females, in Vietnam;
 - o 5 students, 1 female, of higher education in Vietnam, 1 student in Thailand and 1 student in Japan;
- Provided scholarships for Bachelor's Degree in Information Technology and Bachelor's Degree in English to 3 teacher trainers, sponsored by His Excellency **SAR Sokha**, the Secretary of State, the Ministry of Education, Youth and Sports;
- Sent an official to participate in an Online Training Course on Quality of Foundation of Physical Education;
- Been providing training to 151 Teacher Students, 14 females, of Basic Education for the 29th Batch, including 20 Piloting Teacher Students, no female, of Bachelor's Degree for the 1st Batch, 25 Piloting Teacher Students, 2 females, of Bachelor's Degree for the 2nd Batch;
- Successfully organized an Online Graduation Examination for 151 Teacher Students, 14 females, for the 29th Batch, under the technical cooperation from the Institute of Technology of Cambodia;
- Successfully selected 125 teacher students, 41 females, to be admitted to the Foundation Course for the 30th batch, and 25 teacher students, 8 females, to be admitted to the Bachelor's Degree for the 3rd batch, online, under the technical cooperation from the Institute of Technology of Cambodia.

Promoting Leadership and Monitoring

The Ministry has:

- Prepared Sample Statute for Membership of Cambodian Student Sports Federation and Club Association;
- Developed framework and tools for monitoring and evaluating physical education and sport activities;
- Monitored and evaluated target schools on physical education and sport activities during school hours in Kampot, Kep and Prey Veng provinces;
- Monitored and studied on traditional sports (Khel Fight) in Preah Vihear, Stung Treng, Kampong Thom, Kratie and Kampong Chhnang Provinces;
- Monitored and evaluated the teaching of physical education at primary school of the targeted school;
- Monitored and evaluated sport competition at primary school in Kampong Speu and Kampot provinces;
- Monitored the dissemination of anti-doping (tonic) in sport sector in Monduliri province;
- Monitored and collected news on the celebration of the official opening ceremony of the swimming center under the highly-esteemed presidency of **Samdech Krala Hom SAR KHENG** and the 2021 National Swimming Championship in Battambang Province;
- Monitored and collected news on the 2021 National Cycling Championship in Siem Reap Province.

B. PROGRESS OF OUTCOME INDICATORS

Analysis of the Progress of Outcome Indicators

Indicators		Unit	Actual	Target	Actual	Status
			2020-21	2021-22	2021-22	
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	80.0	0	↓
	<i>Kampot</i>	%	0	80.0	0	↓
	<i>Kampong Cham</i>	%	0	80.0	0	↓
	<i>Battambang</i>	%	0	80.0	0	↓
	<i>Phnom Penh</i>	%	0	90.0	0	↓
2	Percentage of primary schools implementing physical education and sport programmes	%	80	93.0	80	→
3	Percentage of secondary schools implementing physical education and sport programmes	%	52	62.0	52	→
4	Number of medals in international competition per year	N°	0	546	12	↓
5	Percentage of people participating in physical activity and sport	%	15.9	19.8	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	0		7	↑
7	Number of gold medals in Southeast Asian Games 2023	Number	0	37	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°	509	113	509	↑
9	Number of physical education and sport teacher trainees trained per year	N°	0	140	130	→
10	Number of coaches trained per year	N°	414	1,303	414	↓
11	Number of judges and referees	N°	497	1,345	497	→
12	Number of coaches trained in technical sports aspects, strategic planning and management per year	N°	168	263	168	→
13	Number of physical education and sport teachers trained (short course / in-service training)	N°	80	324	80	→
14	Number of sports officials trained	N°	270	324	270	→
15	Number of high-level athletes	N°	509	941	509	→

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

*The 30th SEA Games Medals in 2019.

C. CHALLENGES

At the same time of achievement, there were some challenges, which required efforts in solving them. Those challenges include:

- The Framework for Physical Education Curriculum for two hours per week at some education institutions has not been fully implemented;
- There were not enough skilled technical officials by types of sports, who have undergone international training;
- People participating in exercise and sport activities for health are still limited;
- Insufficient number of sports medicine officials in healthcare, treatment, diet and anti-doping in sport sector;
- The ability of sports technical officials for conducting study and research, monitoring and analyzing the quality of training is still limited;
- Infrastructure for teaching and training has yet to meet the requirements;
- Human resources in the unit have yet to respond to the need of professional duties performance.

3. DIRECTIONS FOR THE ACADEMIC YEAR 2021-2022

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

- Prepare the structure of early childhood education programs to be consistent with the needs of services;
- Promote complete implementation of pre-school curriculum;
- Provide support resources and techniques to meet the need for expanding and improving the quality of early childhood education program;
- Develop the capacity of education staff to meet the quality framework for early childhood education;
- Enhance and encourage parents to support early childhood education activities in the context of new normal in education sector;
- Finalize the preparation of the National Action Plan for Early Childhood Care and Development 2023-2028.
- Conduct feasibility study to transform community pre-school into an annex of public educational establishment.

3.1.2 Primary Education Sub-Sector

- Supply teachers in remote schools facing difficulties and deploy teachers from schools with surplus of teachers to schools lacking teachers according to the actual situation by sending new teachers of all types, frameworks and specialized subject areas who will complete their training in 2022 to all schools in needs.
- Reduce the use of teachers who teach two classes and two shifts and teachers teaching combined class by increasing contractual teachers for general education who have received suitable training;
- Continue to promote the implementation of education, youth and sport reform strategy, policy on teacher career pathway and policy on continuous professional development;
- Strengthen and expand the scope of the implementation of school management more extensively;
- Strengthen and expand reading package and early grade mathematics and strengthen the implementation at teaching training establishments;
- Strengthen and expand life skill education, basic financial education for children, financial challenge, education, arts, agriculture, management and functioning of library;
- Strengthen teaching and learning methodology through STEM approach on such subjects as mathematics, science and social studies and English language teaching at primary school;
- Expand digital education to potential teacher training establishments and primary education establishments; supply clean water, toilets, use and maintenance of toilets, sanitary kits, in particular, kits for hand-washing, sterilization and health education materials at schools.

3.1.3 Secondary and Technical Education Sub-Sectors

- Develop the capacity of technical education teachers in the use of lab tools, pedagogy and new teaching methodology;
- Develop the capacity of teachers in the subject areas of science and maths and social science teacher on new teaching methodology;
- Fully implement curriculum and study visit at enterprises, farms and private sector;
- Disseminate curriculum and new constructive and rule-based teaching methodology, STEM approach and other good methodologies, including the method of setting the subject in a more comprehensive manner to teachers;

- Supply science teachers, laboratories and laboratory equipment, study time and computer labs, making the process of teaching STEM subjects meet actual needs;
- Prepare subject-based inspection activities and periodic monitoring and inspection of schools and national and international pilot test activities as they are due;
- Provide professional health science and public health officials to perform their duties;
- Provide ICT technical staff to update the management information system of staff and teacher trainees at Teacher Training Colleges;
- Provide human resources with expertise in English language, information technology and architecture.

3.1.4 Higher Education Sub-Sector

- Develop human resource on research, information technology, data management and financial skills;
- Continue implementing some action plans which have been halted, cancelled and delayed;
- Admit students in line with the plan;
- Improve effectiveness of internet system and to make it work well in some provinces or areas;
- Provide sufficient equipment for learning and teaching to staff members and students;
- Promote research activities at higher education institutions;
- Strengthen System for Ensuring Education Quality at Higher Education.

3.1.5 Non-Formal Education Sub-Sector

- To strengthen and broadly expand the Literacy Program for Garment Workers and Equivalent Basic Education Program online;
- To provide training for Contracted Non-Formal Education Teachers by Credit System;
- To promote the process of changing the Community Learning Center to be Lifelong Learning Center;
- To update and match the Non-Formal Education Management Information System with Education Management Information System;
- To promote the operation of Non-Formal Education Management Information System at Municipal-District-Khan levels.

3.1.6 Youth Development Deduction Sub-Sector

- To modernize multidisciplinary youth development programs to meet the digital education and youth needs of new normal;
- To develop and disseminate regulations and implement the framework for monitoring and evaluation of youth development sub-sector;
- To increase cooperation with development partners and stakeholders to mobilize resources to support youth development programs at youth centers;
- To increase cooperation with the World Scout Movement, development partners and stakeholders to mobilize support for scout membership expansion;
- To continue strengthening and developing the capacity of national and sub-national youth officials through an innovation of internal training program in various forms on youth program management and administrative skills.

3.1.7 Physical Education and Sports Sub-Sector

- To fully implement the Framework for Physical Education Curriculum in education institutions;
- To sufficiently increase the number of technical officials who have undergone international training in each type of sport;
- To motivate and encourage people to do exercise and play sports for health;
- To provide adequate sport medical officials in healthcare, treatment, diet and anti-doping in sport sector;

- To develop capacity of sport technical officials in conducting study and research, monitoring and analyzing the quality of training;
- To develop infrastructure for teaching and training to meet the requirements;
- To develop human resources in the unit to respond to the need in professional work performance.

3.2 Challenges and Directions for Cross-Sub-Sector Reform

3.2.1 Strengthening Policy, Planning, Statistic and Monitoring and Evaluation

Challenges

- Lack of information technology tools and materials at national and sub-national levels;
- Budget gap between plan and requirement of actual implementation;
- Policy formulation is not yet robust and systematically interconnected;
- Lack of officers specialized in statistics and information technology and the number of officers cannot meet the workload.

Directions

- To provide information technology tools and materials to national and sub-national levels;
- To balance budget and plan and budget requirement of actual implementation in accordance with the public investment framework of education sector;
- To develop strong and interconnected policies;
- To provide officers specialized in statistics and information technology to meet the workload;
- To develop a framework for monitoring and evaluating the performance budget;
- To develop system and tool for monitoring and evaluating Youth Development Sub-Sectors and Physical Education and Sports Sub-Sectors;
- To strengthen the capacity of officers on Framework for Monitoring and Evaluating the Education Strategic Plan;
- To improve, modernize and harmonize EMIS systems online.

3.2.2 Decentralization and Deconcentration

Challenges

- Regulations for management and implementation at public education institutions have yet to be updated in accordance with Reform Principle;
- Work performance of education staff at education institutions has yet to respond to the Legal Framework in force.
- The legal framework to support decentralization and deconcentration reforms between the national and sub-national levels are not yet consistent.

Directions

- To prepare and update regulations for implementation at public education institutions;
- To establish a legal framework to support decentralization and deconcentration reforms at national and sub-national levels.
- To continue developing mechanisms to support the implementation of decentralization and deconcentration reform programs in education sector.

3.2.3 Personnel Management

Challenges

- Condition of teacher surplus and shortage is yet to be solved.

Directions

- To conduct study, research and preparation of action plan to solve the condition of surplus and shortage of teachers, contracted teachers, two-shift teachers, combined-classes teachers;

- To promote the implementation of education, youth and sports reform strategies, the Policy on Teacher Career Path and the Policy on Continuing Professional Development;
- To monitor and promote the implementation of the Principle on Teacher Entrance Exam.

3.2.4 Public Financial Management

Challenges

- Covid-19 pandemic has caused some budget units to postpone or fail to implement action plan, affecting planned target indicators;
- The authority of the Financial Inspector attached to the Ministry of Education, Youth and Sports is still limited, which affects the duration of implementation of action plan and budget payment;
- Budget implementation at central unit has not yet achieved the set target indicators;
- Knowledge and ability related to budget planning, computer use, financial procedures and the use of report on budget implementation via information technology by unit financial officers are still limited;
- Understanding and implementation of the Guidelines on Management of Public School Operational Fund of school-based financial officers are still limited;
- Lack of Financial Management Information System of the Ministry of Education, Youth and Sports (EFMS) on Preparation of Annual Budget, Purchase Order (PO), Accounts Payable (AP) and Budget Implementation Report, linking Education Strategic Plan to Annual Operational Plan to be put into practice in budget units;
- Annual budget credit of the Ministry of Education, Youth and Sports does not meet the target indicator of 20% compared to the national current expenditure;
- Changes in financial procedures have affected the development of Financial Management Information System;
- EFMS and FMIS are not yet reconciled.

Directions

- To motivate and encourage some budget units to implement action plans to achieve the target indicators that have been postponed or missed;
- To consider giving authority to the Financial Inspector attached to the Ministry of Education, Youth and Sports to save time in implementing the action plan and budget payment;
- To promote the budget implementation at central unit to achieve the set target indicators;
- To develop the capacity of unit financial officers to be able to plan budgets, use computers, apply financial procedures, and use reports on budget implementation through information technology systems;
- To promote the implementation of the Guidelines on Management of Public School Operational Fund of school-based financial officers;
- To develop the Financial Management Information System of the Ministry of Education, Youth and Sports (EFMS) on Preparation of Annual Budget, Purchase Order (PO), Accounts Payable (AP) and Budget Implementation Report, linking Education Strategic Plan to Annual Operational Plan to be put into practice in budget units;
- To build connected EFMS and FMIS;
- To coordinate the budget plan, implementation and monitoring and evaluation of financial management at the Office of Education, Youth and Sports of Municipal-District-Khan Administration and to transfer three functions, including management of early childhood education, primary education and non-formal education in Battambang province;
- To promote and increase the number of budget units to ensure efficiency, effectiveness, accountability and transparency in financial management with autonomy and high responsibility;
- To develop the capacity of financial officers to better understand the Public Financial Management Reform Program, Phase 4;

- To develop policies on budget implementation procedures at the central administrative level of the Ministry of Education, Youth and Sports in accordance with the principles of the Ministry of Economy and Finance.

3.2.5 Procurement

Challenges

- Large number of budget units and need to use different types of materials make it difficult to be packed into procurement plan and increase the number of projects;
- Understanding of budget units is limited in the preparation of documents, specifications, market prices and requirements, making the implementation of procurement difficult in procurement planning.
- The budget unit that needs to be repaired and provided with relevant documents for planning and requesting in-principle authorization for expenses is not yet appropriate.

Directions

- To prepare standard forms to ensure easy packaging of procurement plans and needs of different types of materials;
- To strengthen the capacity of procurement officers in units to prepare documents, specifications, market prices and requirements;
- To motivate and encourage budget units that are in need of repair and construction to provide relevant documents for planning and requesting an in-principle authorization for appropriate expenses;
- To continue promoting the preparation and provision of costs 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;
- To continue cooperating with the budget unit to be clear about the contents of the economic classification according to the Budget Management Book of the Ministry of Economy and Finance, which has been put into operation to be easy for entering cost guarantee data into the Public Financial Management Information System (FMIS) of the Ministry of Economy and Finance.

3.2.6 Training and Teacher Education

Challenges

- Lack of ICT Technical Officer to update the management system of information of staff and student teachers at teacher training institutions;
- Budget payment takes long hours;
- A large number of activities were inhibited by the spread of Covid-19.

Directions

- To provide ICT Technical Officer to update management system of information of staff and student teachers at teacher training institutions;
- To coordinate and promote timely budget payment;
- To promote the implementation of activities inhibited by Covid-19;
- To develop infrastructure in accordance with standard and technology of new generation at teacher training institutions;
- To develop capacity of staff, teacher trainers and Management of Teacher Education College to meet qualification of the 21st century;
- To improve training program to apply credit system, training materials and new teaching methods in a variety of ways to be consistent in teacher training institutions of all levels and to respond to skills of the 21st century;
- To continue strengthening the capacity of the Director and Deputy Director of the Teacher Training Institutions, Kindergarten, Primary and Secondary General Education Schools, on School Management;

- To pilot CPD and HRMIS at 100 target primary schools;
- To strengthen the quality assurance of teacher training institutions.

3.2.7 Curriculum Development

Challenges

- Failed to carry out planned activities due to Covid-19.

Directions

- To organize National Reading Day;
- To develop the framework of teaching methods and sample lesson plans;
- To develop documents of teaching methods and sample lessons, summarized lessons and curriculum;
- To develop documents for grade-12 students in Khmer language, mathematics, physics, chemistry, biology, geology, environmental study, geography, history, moral-civics, and home economics;
- To develop environmental and climate change education materials for primary schools;
- To produce videos on prescribed teaching and learning;
- To disseminate children's education programs on how to prevent and rescue victims from dangers and other injuries.

3.2.8 Administrative

Challenge

- The spread of Covid-19 inhibited some activities of implementation of Annual Operational Plan for 2021.

Directions

- To continue strengthening the supervision of administrative letters, especially the circular;
- To promote the awarding of Work Legion of Honour to education staff at national and sub-national levels;
- To develop capacity on education administrative management, protocol, reports and archives;
- To manage and operate databases archives through adminms.net;
- To monitor management work of education administration, archives and competitive works.

3.2.9 School Construction

Challenges

- There are many construction and renovation proposals in capital-provinces, but the solution is still limited;
- The management of education infrastructure in schools has not been improved yet;
- Lack of officers specialized in administration, planning, civil engineering, architecture and information technology to promote timely and effective work performance.

Directions

- To repair one school building, with 5 floors, equal to 44 rooms, and one big meeting hall at the National Institute of Education;
- To construct one school building, with 5 rooms, one restroom building with 5 rooms, 1 well and 1 water tank at Sangkum Reastr Niyum Kindergarten, Mondulkiri Province;
- To continue constructing 150 basic education buildings with 750 rooms, 150 restroom and hand washing facilities building with 747 rooms, wells and water tanks in 21 capital- provinces.

3.2.10 Printing and Distribution

Challenges

- Produced textbook less than plan due to Covid-19;
- Institutions must suspend work, suspend production and earn less from general sales due to Covid-19.

Directions

- To promote textbook production and work efficiency;
- To improve textbooks for Khmer language, mathematics, science and social studies, as well as develop training book, extensive reading textbooks and teaching materials;
- To publish textbooks, training and extensive reading books to supply to the state and sell to general customers;
- To collaborate with the World Education Organization to develop and utilize the “Textbook Supply Management System (TnT)”;
- To encourage school principals to plan needs and confirm receipt of textbooks through TnT system;
- To deliver textbooks to capital-provinces according to the plan of the Ministry of Education, Youth and Sports.

3.2.11 Inspectorate of Administration and Finance**Challenges**

- Most complaints are not hierarchical;
- Lack of training of inspecting officers at both national and international levels;
- Repetition of rationalization affects the core activities of the unit.

Directions

- To open training course on capacity building of inspection skills to be link to actual practice;
- To raise funds from development partners and related units;
- To disseminate the procedures for filing a complaint through website of the Ministry of Education, Youth and Sports.

3.2.12 Internal Auditing**Challenges**

- The spread of Covid-19 and budget rationalization;
- Lack of resource and technique to support performance audit, information technology audit and project audit;
- Internal auditing officers are not specialized in relevant skills to support the audits.

Directions

- To promote the implementation of activities that are delayed due to Covid-19;
- To develop human resources and equip technical equipment to support performance audit, information technology audit and project audit;
- To conduct an internal audit of performance, information technology and project;
- To continue improving the quality of internal audit report standard;
- To continue strengthening the capacity of internal auditor on relevant skills and work performance.

3.2.13 Education Quality Assurance**Challenges**

- The National Grade-6 Assessment Test and Pilot International Student Assessment Test (PISA) have been postponed, leading to issue of results on wrong due date;
- Direct subject inspection was suspended due to Covid-19;
- Collecting the name list of some students and teachers is not timely done because the school is far and difficult to contact;
- The capacity of some sub-national inspecting officers on the use of information technology to prepare and enter and submit inspection reports is still limited.

Directions

- To complete and disseminate the results of the National Grade-6 Assessment Test and the Pilot International Student Assessment Test (PISA);
- To continue the subject inspection work directly;
- To try to collect the name list of some students and teachers in timely manner;
- To strengthen the capacity of sub-national inspecting officers on the use of information technology system to prepare, enter and submit inspection reports in timely manner;
- To Continue organizing the Dissemination Workshop to Officially Launch the “Manual of Education Quality Assurance Inspection System for Capital-Provinces”;
- To disseminate the results of the Regional Student Assessment Test (SEA-PLM);
- To conduct End-of-Year Assessment of EGRA-EGMA using Tablets;
- To pilot and implement the National Grade-8 Assessment Test;
- To officially apply the Program for International Student Assessment Test (PISA) for 2022;
- To disseminate Prakas on Equivalent Capacity Measurement Procedures.

3.2.14 Material and State Property Management

Challenges

- Some units did not abide by the Directive No. 44 EYS.D., dated December 30, 2014, on Equipment and Material Management and Supply.

Directions

- To motivate and encourage some units to properly abide by the Directive No. 44 EYS.D., dated December 30, 2014, on Equipment and Material Management and Supply.
- To improve the management of state materials and property at public education institutions at central and capital-provincial administrative levels;
- To update the State Property in 2022, Lease of State Property and Cooperation in Solving Land Disputes
- To check and verify the Table of Comparison of State Property, increase and decrease, in 2021;
- To plan and implement the procedures for clearing state property from the inventory;
- To facilitate the disbursement and entering of materials and goods and import, which taxes and duties payment are under the state’s burden;
- To supervise and supply administrative equipment to education institutions and Teacher Education Colleges.

4. CONCLUSION

The achievements of the School Year 2020-2021 have reflected all of physical efforts with high responsibility, spirit of patriotism, spirit of overcoming all facing challenges, especially the effects of Covid-19, based on restoration, reform and resistance in gentle and independent manner at education institutions in applying new path of education sector. The Ministry of Education, Youth and Sports will continue solving the remaining issues as well as setting important and necessary responsive measures in accordance with the New Normal Approach, in cooperation with relevant ministries-institutions and development partners.



PART 2
ANNEX

ANNEX 1: PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2021 (NATIONAL LEVEL)

No.	Departments	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Early Childhood Education	29	17	7	5
2	Primary Education	60	8	12	40
3	General Secondary Education	24	4	13	7
4	Non-Formal Education	7	2	1	4
5	School Health	20	3	11	6
6	Vocational Orientation	31	16	6	9
7	Teacher Training	27	16	1	10
8	Curriculum Development	29	4	9	16
9	Special Education	24	2	9	13
10	Higher Education	43	26	6	11
11	Science Research	10	9	0	1
12	Royal University of Phnom Penh	26	5	0	21
13	Heng Samrin Tboeng Kmom of University	22	14	0	8
14	Chea Sim University of Kamchaymear	15	8	2	5
15	Institute of Technology of Cambodia	9	9	0	0
16	National Institute of Education	21	2	12	7
17	Svay Rieng University	14	8	0	6
18	National University of Mean Chey	42	14	18	10
19	National University of Battambang	26	16	2	8
20	Accreditation Committee of Cambodia	11	5	3	3
21	Kampong Cheuteal Institution	13	10	2	1
22	Kratie University	13	9	1	3
23	Kampong Speu Institute of Technology	20	1	19	0
24	Physical Education and Sport	15	3	6	6
25	Physical Education and Sport Student	13	7	0	6
26	National Institute of Physical Education and Sport	15	3	4	8
27	National Sport Teaching Center	13	10	0	3
28	Organizing and managing sports events	16	0	2	14
29	National Center for Information Technology and Sports Statistics	9	1	2	6
30	Youth	20	8	0	12
31	Youth Centre Management	20	11	1	8
32	Scot Cooperation	10	8	0	2
33	Planning	32	23	7	2
34	Personnel	30	12	0	18
35	Finance	8	7	0	1
36	Phnom Penh Teacher Education College	11	6	3	2
37	Battambang Teacher Education College	8	6	0	2
38	Central Kindergarten Teacher Training	16	12	2	2
39	National Institute of Special Education	15	7	3	5
40	Southeast Asia Center for Technical Education Development	5	5	0	0
41	Directorate General of Inspection	7	4	2	1
42	Procurement	7	5	2	0
43	Inspection of Finance and Administrative	4	4	0	0
44	Internal Audit	7	5	0	2
45	Educational Quality Assurance	23	20	0	3
46	Inspectorate of Administration and Finance	8	4	3	1
47	Information and Asian Affairs	17	11	0	6
48	Legislation	22	3	9	10
49	School Construction	9	1	1	7
50	Materials and State Property	4	4	0	0
51	Administration	14	5	3	6
52	Cultural Relation and Scholarship	17	7	4	6
53	Education Management Information System	25	1	4	20
54	Policy	32	14	11	7
55	Monitoring and Evaluation	19	6	0	13
56	Information Technology	24	3	12	9
57	Examination Affair	18	8	0	10
58	Program 6: Other programs	8	8	0	0
Total		1 057	450	215	392

**ANNEX 2 : NUMBER OF ACTIVITIES OF DIRECTION OF THE ACADEMIC YEAR 2020-2021
(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	8	7	1	0
2	Decentralization and Deconcentration	3	2	1	0
3	Personnel Management	6	2	2	2
4	Public Financial Management	13	11	1	1
5	Teacher Training	11	8	2	1
Sub Total		41	30	7	4
B. Sub-Sectoral Directions					
1	Early Childhood Education	7	5	2	0
2	Primary Education	17	12	4	1
3	Secondary and Technical Education	12	7	3	2
4	Higher Education	5	1	4	0
5	Non-Formal Education	10	1	5	4
6	Youth Development	6	6	0	0
7	Physical Education and Sport	9	5	3	1
Sub Total		66	37	21	8
C. Cross-Sub-Sectoral Directions					
1	Curriculum Development	8	3	3	2
2	Administration	5	2	2	1
3	Construction	4	0	3	1
4	Printing and Distribution	4	4	0	0
5	Inspectorate of Administration and Finance	2	1	0	1
6	Internal Audit	7	2	4	1
7	Education Quality Assessment	4	4	0	0
8	Materials and State Property	6	6	0	0
9	Procurement	4	3	1	0
Sub Total		44	25	13	6
Total		150	92	41	18

**ANNEX 3: PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2021
(SUB-NATIONAL LEVEL)**

No.	provinces/capital	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Battambang	239	148	91	0
2	Phnom Penh	114	102	0	12
3	Kampong Cham	232	186	15	31
4	Preah Sihanuk	73	47	9	17
5	Kandal	228	182	0	46
6	Stung Treng	219	177	19	23
7	Svay Reang	179	143	0	36
8	Kampot	91	20	48	23
9	Kampong Speu	152	119	11	22
10	Takeo	87	61	3	23
11	Mundulkiri	177	87	0	90
12	Kampong Thom	159	120	0	39
13	Pailin	139	132	6	1
14	Banteay Mean Chey	207	175	0	32
15	Utdor Meanchey	70	63	0	7
16	Kratie	335	194	0	141
17	Pursat	344	239	0	105
18	Kampong Chhnang	248	205	0	43
19	Preah Vihear	191	161	0	30
20	Koh Kong	95	70	7	18
21	Siem Reap	85	85	0	0
22	Prey Veng	101	95	0	6
23	Kep	128	88	1	39
24	Ratanakiri	132	106	0	26
25	Tbong Khmum	224	137	20	67
Total		4 249	3 142	230	877

**ANNEX 4: NUMBER OF ACTIVITIES OF DIRECTION OF THE ACADEMIC YEAR 2020-2021
(SUB-NATIONAL LEVEL)**

No.	provinces/capital	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Battambang	70	38	23	9
2	Phnom Penh	122	121	0	1
3	Kampong Cham	161	134	14	13
4	Preah Sihanuk	73	47	9	17
5	Kandal	107	97	0	10
6	Stung Treng	53	38	4	11
7	Svay Reang	80	60	14	6
8	Kampot	82	76	1	5
9	Kampong Speu	89	65	18	6
10	Takeo	64	62	0	2
11	Mundulkiri	133	112	0	21
12	Kampong Thom	91	81		10
13	Pailin	48	45	0	3
14	Banteay Mean Chey	69	55	4	10
15	Utdor Meanchey	114	91	10	13
16	Kratie	103	65	11	27
17	Pursat	78	58	6	14
18	Kampong Chhnang	82	69	3	10
19	Preah Vihear	101	60	25	16
20	Koh Kong	46	15	7	24
21	Siem Reap	44	32	0	12
22	Prey Veng	40	29	9	2
23	Kep	70	57	1	12
24	Ratanakiri	80	59	15	6
25	Tbong Khmum	106	51	22	33
Total		2 106	1 617	196	293

**ANNEX 5 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION SET IN EDUCATION
CONGRESS 2020-2021 KEY REFORMS AND CROSS SUB SECTORS**

Activities	Status	Reasons
1. Strengthening Policy, Planning, EMIS and M&E System		
- Increase the collection of education data and indicators related to equity and inclusion, which are qualitative for policy-making and education planning,	1	- Education statistics are collected and produced as indicators to meet the needs of the education strategic plan and are officially submitted through the website of the Ministry of Education, Youth and Sports for research and development of education, youth and sports
- Promote research studies on new regulations and principles of regional and global education reforms as a basis for education policy-making.	1	- Research on 4 topics involved in education policy development - Collaboration with international partners, universities and organizations on joint research - Development of National Policy on School Meal, Teacher Career Pathway Framework and Policy Framework on School Based-Management
- Promote the use of research results and educational data in formulating education policies and plans.	1	- Establishing the research result in Cambodia education bulletin Vol 4, 1st and 2nd semester. - Posting the short articles in official website and facebook page of the Ministry of Education, Youth and Sports and Policy Department. - Organizing 8 online education policy discussion forums. - Organizing the first Cambodia Education Policy Forum - Organizing a discuss education policy forum for STEM
- Develop a framework for monitoring and evaluating the implementation of education policies and reforms,	1	- Developing the monitoring and evaluation framework - Developing and preparing the teachers policies implementation tools - Establish mechanisms and support 25 target schools in implementing policies to improve student achievement
- Expand the scope of implementation of national and sub-national education policies,	1	- Mentoring and coaching the sub-national level (PoE, DoE and School) on action research and report writing - Development and launching the educational problem analysis tools at the school level
- Equip with IT tools and equipment, both software and hardware, at national and sub-national levels,	2	- Studying the possibility of updating and planning to equip IT equipment in both software and hardware at national and sub-national levels
- Link the budget to the implementation of education policy, and	1	- Develop budget system linked to national and provincial education policies
- Develop the unit capacity to suit the roles and responsibilities.	1	- Capacity Development Plan for the Policy Department 2021-2025 - Setting up a technology management system for online working - Capacity development for officials through internal and external training as well as ASEAN affairs.
2. Decentralization and Deconcentration		
- 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.	1	- Preparation of 23 legal documents (8 Sub-Decree, 9 Prakas, 3 Instruction, 3 Decision) - Study on the impact on 8 regulatory proposals (1 drafted Sub-Decree, 5 Prakas, 1 Decision, 1 Agreement)
- Plan the action plan with flexibility	1	- Conduct workshops and meetings of decentralization and deconcentration, in total 5

Activities	Status	Reasons
- Provide resources to support the process of decentralization and de-concentration reforms.	2	- Providing regular support to the 14 municipal administrations of Battambang province on the management and implementation of education functions by the municipal administration.
3. Personnel Management		
- Continue to study the preparation of mechanism to review and redefine units and schools in remote and disadvantaged areas.	3	- Activities are delayed due to covid-19 pandemic
- Continue to participate and promote the implementation of education, youth and sport reform strategies on activities to strengthen management and human resource capacity development.	2	- Activities are delayed due to covid-19 pandemic
- Participate in the pilot Teacher Career Pathway Framework and the policy on routine professional development,	2	- Activities are delayed due to covid-19 pandemic
- Review and continue to promote the implementation of the policy on evaluating the educators' performance,	3	- Activities are delayed due to covid-19 pandemic
- Expand the capacity of the human resource management information system to adequately record employee data and enable educators to access their data, and	1	
- Strengthen the distribution of the 2021 framework plan and send new teachers to the target schools.	1	
4. Public Financial Management		
- Build resilience and flexibility in real-life situations by closely cooperating with line ministries and institutions,	1	- Dissemination of Circular No. 004 MEF dated 04 May 2021 on the Translation and Enforcement of National Budget for the Implementation of the Law on Finance for Management 2021 to Units Under the Ministry of Education, Youth and Sports - Dissemination of Letter No. 1705 MoEYS, dated 24 May 2021 on the Translation and Enforcement of National Budget for the Implementation of the Law on Finance for Management 2021 of the Central Unit - Dissemination of Letter No. 3832 MoEYS, dated 18 October 2021 on the request to solve the challenges related to the implementation of the advance budget for implementing in 2021 and upcoming years at the Ministry of Education, Youth and Sports
- Review the authority of the financial supervisors attached to the Ministry of Education, Youth and Sport to implement the action plan and budget,	1	- Dissemination of Letter No. 6045 MEF dated 26 July 2021 on the case of requesting permission in principle to authorize the financial supervisor of the Ministry of Education, Youth and Sports to review and decide to issue visas on certain expenses related to regional teacher training center, northeast regional teacher training center in Stung Treng Province, provincial teacher training school and practicum college from 2021. - Implementation of FMIS automation on low-risk expenses such as salary, water, electricity, telephone, scholarship
- Strengthen the monitoring and implementation of expenditure programmes and target indicators in the budget implementation of the programme and sub-programme managers.	1	- Dissemination of Letter No. 3949 MoEYS dated 21 October 2021 on the request to expedite the payment of the full program budget of the budget unit under the Ministry of Education, Youth and Sports for the implementation of the 2021 budget - Detailed Guidelines on the Budget Implementation Procedures of the Ministry of Education, Youth and Sports - Introductory meeting on the preparation of annual and quarterly revenue and expenditure program for the program director and sub-program director

Activities	Status	Reasons
		<ul style="list-style-type: none"> - Guidance and dissemination meeting on authority, responsibilities and budget implementation procedures of the budget unit - Introductory meeting on the implementation of the program budget for 2021 - Introduction and disseminate Circular No. 010 dated October 4, 2021 on the closing balance and wrap up report of the revenue-expenditure of the national budget in 2021
<ul style="list-style-type: none"> - 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, 	1	<ul style="list-style-type: none"> - Development and training of information technology system for annual budget planning at the central level, provincial of Education, Youth and Sports, teacher training center and public school. - Update and training of staffing budgeting system (Chapter 64) for budgeting strategic planning, and annual budget planning - Preparation of video clips on the use of information technology systems for financial management to increase the capacity of financial officers to better understand
<ul style="list-style-type: none"> - Promote the budget implementation of the central units to achieve the set indicators, 	1	<ul style="list-style-type: none"> - Dissemination of Letter No. 3949 MoEYS dated 21 October 2021 on the request to expedite the payment of the full program budget of the budget unit under the Ministry of Education, Youth and Sports for the implementation of the 2021 budget - Dissemination of Letter No. 3832 MoEYS, dated 18 October 2021 on the request to solve the challenges related to the implementation of the advance budget for implementing in 2021 and upcoming years at the Ministry of Education, Youth and Sports - Dissemination of Letter No. 4494 MoEYS, dated 17 November 2021 on establishment of the full advance pitty cash budget at central level of Ministry of Education, Youth and Sports for budger implementation in 2022 - Introductory meeting on the implementation of the program budget for 2021 - Introduction and disseminate Circular No. 010 dated October 4, 2021 on the closing balance and wrap up report of the revenue-expenditure of the national budget in 2021
<ul style="list-style-type: none"> - Strengthen the understanding and implementation of guidelines on the management of public school operation funds of school finance officials, 	1	<ul style="list-style-type: none"> - Public schools have prepared annual budgets, implemented annual budgets and prepared reports - Collection of quarterly and annual reports on the implementation of public school operational funds through the IT system - Summary of the annual public school operational fund project through the information technology system - Preparation of video clips on the use of information technology for budget planning and preparation of budget implementation reports - Update and training on public school financial monitoring and evaluation management system - Dissemination of documents on school operational fund management and video clips

Activities	Status	Reasons
		on the website www.fmismoeys.com
- 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,	1	- Training and launching on information technology system for budget strategic planning and annual budget in conjunction with the education strategic plan for PoE
- Narrow down activities and indicators in the units in accordance with the strategic education plan,	1	<ul style="list-style-type: none"> - Introductory meeting on the review of programs, sub-programs, main activities and activities to adapt to education strategic plan in collaboration with DGPP - Adjusting the program budget structure by each sub-program has two main activities that are in line with the vision and mission of thier unit - Cooperation with DGPP for harmonize provicial education strategic 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.	3	<ul style="list-style-type: none"> - Expenditure refinement and cost-effectiveness enhancements for the implementation of the budget in accordance with Letter No. 004 have reduced the 2021 budget credit - Defining the basic ceiling of budget strategic plan 2022-2024 in accordance with Letter No. 03 dated April 09, 2021 and Letter No. 05 dated June 08, 2021 - The transfer of financial resources with conditional to 14 district administrations in Battambang province for implement the management functions of early childhood education, primary education and non-formal education and to delegate all DoE to sub-national level - Global outbreak of Covid-19 causes slowing economic growth
- Develop the ability to study and analyze the budget allocation by sub-sector in the units in the 5th programme,	2	- Building information technology system to facilitate sub-sectoral budget allocation
- Prepare the procedures for awarding scholarships for teacher trainees through the banking system,	1	<ul style="list-style-type: none"> - Dissemination of Letter No. 4971.MoEYS dated December 16, 2021 on the case of creating scholarship account in KHR at ACLEDA Bank Plc for students at all levels of teacher training institutions from 2022 onwards - Coordinating with ACLEDA Bank Plc. and Teacher Training Institutions to create monthly scholarship accounts for students from 2022 onwards
- Disseminate the Law on the Annual Budget of the budget units and public educational institutions, and	1	<ul style="list-style-type: none"> - Announcement of the annual budget law on the website www.fmismoeys.com - Preparation of Annual Education Congress Report - Joint Technical Working Group on Education (JTWG) Meeting
- Develop financial management information system of the Ministry of Education, Youth and Sport.	1	<ul style="list-style-type: none"> - Development of EFMS system on functions: Pre-grant petty cash and budget management at regional teacher training centers and provincial teacher training center - Development of information technology system for budget planning at regional teacher training centers and provincial teacher training center - Development of information technology system for budget strategic plan in conjunction with the education strategic plan for PoE - Development of information technology system for annual budget planning by linking with budget strategic plan, annual operational plan, annual revenue and expenditure program and adaptation with education strategic plan for central level and PoE

Activities	Status	Reasons
5. Procurement		
- 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,	2	- February 20 Event of Covid-19
- Continue to properly prepare, edit and compile procurement documents in accordance with legal instruments,	1	- Editing and compiling procurement documents in accordance with legal documents
- 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	1	- Cooperation with the budget unit to be clear about the contents of economic classification according to the budget management book of Ministry of Economy and Finance
- Prepare, plan and request the expenditure principle of the budget units for the repair and construction work in an appropriate manner.	1	- Planning and requesting the expenditure principle of budget unit for repair and construction work
6. Pre-Service and In-Service Training		
- Recruit and train 3,600 teachers in all school villages,	1	- Recruitment exam for 33,331 teachers in all villages, 2,165 females, including: Kindergarten students of 34th generation (12 + 2) 200 people, 195 females, 39 primary school teachers (12 + 2) 1,214, 877 females, 300 primary school students (12+4), 228 females, basic level teachers of 31st (12+2) 300 students, 195 female, basic level teacher of 3rd (12 +4) 200, 138 females, 26th generation of pedagogical students (Bachelor + 1) 1,017, 483 females and 26th generation of pedagogical students (Bachelor + 2), 100 females, 49 females.
- Strengthen good governance and management in teacher training institutions,	1	- Transfer of management of Regional Teacher Training Centre of northeastern in Stung Treng province, Provincial of Teacher Training College and implementing schools under the Ministry of Education, Youth and Sports - Establishment of working mechanisms and management principles of teacher training institutions - Establishment of Teacher Resource Development Committee and Secretariat - Establishment of Education Council at Phnom Penh Pedagogical Institute and Battambang Pedagogical Institute
- Develop infrastructure in accordance with new generation standards and technologies in teacher training institutions,	1	- Construction, renovation and improvement of school buildings and the environment at the Pedagogical Institute of Phnom Penh and Battambang achieved 100% - Handing over and inauguration of new buildings in Phnom Penh and Battambang Teacher Training Institute - Repairing and equipping equipment and experimental equipment in 16 provincial pedagogical and vocational schools - Breaking down technological equipment at 4 Regional Teacher Training Centers and the Central Kindergarten Teacher Training School
- Develop the capacity of staff, teachers, trainers and management of pedagogical schools to attain the 21st century's virtue skills	1	- Training in e-learning and teaching skills for 151 staff, instructors and management of pedagogical schools, 22 females
- Improve the qualifications of staff, teachers, trainers and management in pedagogical schools	1	- 1,232 teachers, 543 females, 3rd generation, continued their bachelor's degree in 6 specialized

Activities	Status	Reasons
		<ul style="list-style-type: none"> subjects at the Royal University of Phnom Penh - 432 principals and education officers, 68 females, pursuing a bachelor's degree in education management at the Royal University of Phnom Penh - 67 trainers at the Pedagogical Institute and Teacher Training School, 32 females received bachelor's degree training at the Phnom Penh Pedagogical Institute
- 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.	1	<ul style="list-style-type: none"> - Improving credit training programs and piloting them at regional teacher training centers - Improving the framework of undergraduate teacher training programs (12 + 4) by adding and subtracting the number of credits in some subjects in response to digital education. Undergraduate teacher training program framework (12 + 4), primary level and lower secondary level, 140 credits each
- 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,	1	- 3 trainers and teachers continue to study for the 5th generation of Master of Education (2021-2023 in Japan)
- 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,	3	- Not trained due to the spread of Covid-19
- Mobilize budget resources to strengthen the capacity of the teacher training center, kindergarten, primary and secondary school principals and vice principals on "School Management"	2	- Preparation of supplementary content on "Management by Teacher Training Institutions" to the management of the Pedagogical Institute and the Regional Teacher Training Center in collaboration with the support of the 1st Higher Secondary Education Development Project
- Increase the capacity of teacher trainers and teachers on teaching methodologies in science and mathematics,	2	- Teacher trainers receive training on "Methods for teaching mathematics in numbers and geometry at the primary level"
- Implement piloting professional development and the teaching career in a regular basis in 100 target primary schools.	1	<ul style="list-style-type: none"> - Training of principals and primary school teachers on Human Resource Management Information System (HRMIS) and CPD Management System at target primary schools in Puok District, Siem Reap Province - Professional training for primary teachers at target schools in Puok district, Siem Reap province, focusing on 5 topics: 1. Education for sustainable development 2. Teaching and student management 3. Linguistics for language teaching in Primary 4. The use of ICT for teaching and learning and 5. Pedagogy and methods in primary science education.
7. Curriculum Development		
- Promote the use of textbook supply chain management system (TnT) for all schools,	1	- Use of textbook supply 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,	1	- Medium and long-term shift planning
- Disseminate Stem-based teaching methodologies more widely,	3	- No budget
- Disseminate the general education curriculum framework more widely.	2	- Insufficient time
- Finalize the basic textbooks for students and teachers of arts in primary level,	2	- Insufficient time
- Build the department staff's capacity about the development of the regulation-based curriculum and the level of students'	1	- Capacity building for department staff on the development of regulation based-curriculum and

Activities	Status	Reasons
capacity, especially the 9th grade, and the model subject exams,		how to develop documents on the level of students' capacity, especially the 9th grade
- Develop the framework of regulation-based teaching methodologies and regulation-based model lessons for each subject, and	2	- Insufficient time
- Develop videos from regulation-based teaching and learning for each subject.	3	- Insufficient time
8. Administrative		
- Accelerate the submission of the request for sub-national medals,	2	- Implementation of action plan to prevent Covid-19 pandemic
- Continue to strengthen the management of administrative letters, especially the letter circulation,	1	- letter circulation is smooth
- Push forward the awarding of employment medals to the education staff at the national and sub-national levels,	2	- Implementation of action plan to prevent Covid-19 pandemic
- Develop capacity to manage education administration, protocol, reports and archives,	3	- Covid-19 pandemic
- Manage and operate the database, documents and archive system of the Ministry, and	1	- Integration of archive management data through ADMIN DMS system: 57,733 declarations in 2014 and 2015 and 742 memorandum in 2020
9. School Construction		
- Study and solve the problems in accordance to priorities on construction, repair and renovation proposals from the capital and provinces	2	- Resource-based solutions
- Improve the management of education infrastructure in schools.	2	- Time management for prioritize tasks
- Provide professional officers in administration, planning, engineering, construction, architecture and information technology to enhance work in a timely and effective manner, and	3	- Did not get professional officers
- 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.	2	- Time management for prioritize tasks
10. Printing and Distribution		
- Rectify 23 basic textbook headings, 2 training textbook headings, 2 additional reading book headings and 2 teaching materials,	1	- Have a clear plan - There are professional officers, sufficient resources, budget and materials
- Print basic textbooks, training books and additional reading books, a total of 3,350,750 copies,	1	- Have a clear plan - There are enough professional staff and printers
- Deliver 1,626,000 textbooks to schools across the country, and	1	- Have a clear plan - There are enough professional officers and transport vehicles
- Expand the sale of textbooks, teaching materials, experimental materials and office supplies to customers in general.	1	- Have a clear plan - Have professional staff and own bookstore
11. Administrative and Financial Inspectorate		
- Provide mainstreaming mechanism of filing complaints through workshops and other training courses and	3	- Not yet implemented due to Covid-19 pandemic across the country
- Train and strengthening the capacity of inspection skills to link with real-life practices.	1	- Capacity building on inspection framework (On the job training) for 30 inspectors (2 females)
12. Internal Audit		
- Develop human resources and equip with technical equipment to support the performance, information technology, and project audits,	1	- Participation in distance learning training on result based-audition, case studies organized by the General Department of Internal Audit, Ministry of Economy and Finance
- Develop the capacity of the internal audit staff to have precise skills relevant to audit implementation support,	1	- Participation in distance learning training on information technology audits, case studies

Activities	Status	Reasons
		organized by the General Department of Internal Audit, Ministry of Economy and Finance
- Prepare the internal audit manual of the Ministry of Education, Youth and Sport,	2	- Due to the termination of consultant's contract and Covid-19 pandemic, it was not approved in time
- Prepare Strategic Audit Plan 2021-2023,	2	- Due to the termination of the consultant's contract and Covid-19 pandemic, the preparation of the Internal Audit Strategic Plan 2021 2023 could not be approved in time, but the Department has updated and requested the approval of the Internal Audit Strategic Plan 2022-2024.
- Provide on the job audit training on performance, information technology and project audits,	2	- Pilot Information Technology Audit - Outbreaks of Covid-19
- Continue to strengthen the capacity of the internal auditors on relevant skills and practical performance, and	3	- Outbreaks of Covid-19
- Continue to strengthen the quality of internal audit reporting standards.	2	- Competence of officials
13. Education Quality Assurance		
- 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;	1	- Review and refinement of test kits to respond to the Covid-19 context and tested in December
- 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;	1	- Capacity building for the test team that has already performed EGRA and EGMA test in January. Test results have strengthened teachers' competency to teach Khmer language and Mathematics
- 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	1	- Joint dissemination with Primary Education Department, dissemination workshops and online dissemination with the participation from PoE to continue to disseminate to schools. At the end of December, H.E Dr. Minister announced the results to all stakeholders
- 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.	1	- Review and revision to move the action plan, and in October, conducted PISA in 35 schools in 13 provinces
14. State Asset and Property Management		
- Furnish, monitor and evaluate the management of state property and assets in the capital/provincial and central administrations,	1	- Training on material and property management for central and provincial levels
- 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,	1	- Monitor the use of equipment
- Plan and promote the implementation of procedures for writing state assets off the inventory,	1	- Strengthening the procedure for clearing state property
- Update state property data and pay road taxes for 2021,	1	- Update the state property data and pay taxes on transportation for 2021
- Facilitate the release of goods and materials and imports by paying taxes and duties imposed by the state, and	1	- Coordinating the release of materials and imports by paying taxes and duties's burden on the state

Activities	Status	Reasons
- Examine, evaluate, select, and supply administrative materials and equipment to educational institutions and teacher training institutions.	1	- Monitor, evaluate, selecting and supplying administrative equipment to educational institutions and teacher training institutions

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
2020-2021 BY SUB-SECTORS**

Activities	Status	Reasons
1. Sub-Sector: Early Childhood Education		
- Define clear policies, principles and directions in school management for pre-school;	1	- Adoption of guidelines for implementing school community strategy of early childhood education sub-sector
- Establish a support mechanism for turning community pre-schools into an annex of public schools;	2	- Preparation of draft Prakas on the transformation of a community pre-school into an annex of public pre-school or primary school
- Invest in equitable and inclusive education services for early childhood;	1	- Prioritizing result based-policy action framework and public investment maps in the education sector 2022-2030
- Reinforce inter-sectoral cooperation and coordination on early childhood protection and development;	1	- Organizing workshops on the implementation of early childhood protection and development at the sub-national level
- Study and develop a strategic reform framework for early childhood education sub-sector in accordance with the context and global trends.	1	- Meeting and obtaining guidelines on school community strategy for early childhood education sub-sector 2030 - Issue the letter No. 32.MoEYS dated July 27, 2021 on the establishment of working group to manage and lead the implementation of the school community strategy for early childhood education sub-sector
- Strengthen the implementation of shortened curricula and new normal education programmes for kindergartens and early childhood education services;	1	- Approval of Letter No. 02.MoEYS dated July 27, 2021 on the implementation of shortened curricula for public pre-school and community pre-school
- Strengthen the implementation of guidelines, minimum conditions on clean water and sanitation in all types of kindergartens.	2	- Has been preparing
2. Sub-Sector: Primary Education		
- Expand the broader implementation dimension of school based management,	1	- Expanding the implementation from 160 schools to 520 primary schools nationwide
- Support teachers in remote and hardship-stricken schools,	2	- New teachers are deployed to schools with teacher shortage, especially in disadvantaged areas
- Deploy teachers from schools with excessive teachers to schools lacking teachers based on the actual situation,	1	- Deployment of 51 teachers, 27 females from schools with surplus teachers to schools with shortage teachers, including 34 primary school teachers, 20 females
- Reinforce the use of first and second grade teachers and librarians,	1	- Training for 1st and 2nd grade teachers on the implementation of EGRA and EGMA materials package - Implementation of Operational Manual on Primary Library through Prakas No. 416.MoEYS dated March 05, 2021
- Develop teachers' ability on knowledge, teaching methodologies, experience, and classroom management,	1	- Training for primary school teachers and principles on positive discipline education - Providing pedagogical counseling and monitoring on the implementation of teaching methods and effective classroom management
- Reinforce the management of scholarship students' statistics and data,	1	- Preparation of Manual on Primary Scholarship Program - Establishment of Primary Scholarship Student Data Management System (PRISM/SIS)
- Supply infrastructure and electronic equipment,	2	- Instructions for nationwide primary school principals to purchase External Hard Drives to copy instructional videos and student worksheets from DoE - Guiding primary schools that can create e-learning classrooms equipped with smart TVs or LCD projectors - Instruction for primary schools that do not yet have IT facilities to connect the electricity, internet

Activities	Status	Reasons
		connection, etc
- Supply clean water, toilets, use and maintenance of toilets, sanitary equipment, especially equipment for hand washing, disinfection equipment and health education materials in schools,	1	- Construction of 360 toilets - Construction of 3,815 hand wash facilities - Printing and disseminating health education documents in schools
- Implement soft and flexible applications using information technology systems and integrated methods	1	- About 7% of primary schools operate online teaching and learning in the context of Covid-19 - About 60% of primary schools have integrated teaching and learning in the context of Covid-19
- 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,	1	- Intergrating the assessment of students' learning outcome, both early-test to help slow learner and monthly, semester assessment into school year guideline
- 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,	2	- Preparing early, monthly, quarterly, semester and final tests, both learning assessment and test to help students for self-study - Incorporating assessments into teacher training programs, especially in EGRA and EGMA
- Integrate Khmer literature (reading and writing) and first grade math into teacher training programmes at the pedagogical schools,	1	- Integrating the implementation of EGRA and EGMA materials package into teacher training programs - Training for all trainers in field of Khmer Literature and Mathematics on EGRA and EGMA material packages
- Establish a training programme for multilingual teachers at Stung Treng Regional Teacher Training Center,	1	- Organizing training programs for multilingual teachers
- Strengthen and expand the implementation of reading and math teaching methodologies at the primary level,	1	- Training for grade 1st and 2nd teachers on the implementation of EGRA and EGMA materials package in Siem Reap, Oddar Meanchey, Preah Vihear, Kratie, Stung Treng, Kampong Thom, Kampot and Kep - Some partner organizations have implemented EGRA and EGMA materials package in their target schools, about 130 schools
- Reinforce STEAM teaching and learning methodologies on mathematics, science and social studies,	2	- Has been collecting data and developing teaching methods according to StEM methodoly, especially integration of the implementation of new teaching methods
- Strengthen English teaching and learning ability for grades 4 to 6, and	3	- Challenges such as time, budget, especially in the context of Covid-19
- Develop the capacity of officers and gender responsiveness leadership to school management team.	1	- Preparation of Operational Manual on School Community Strategy - Issue the Letter No. 49.MoEYS dated September 10, 2021 on establishment and duties of School Management Committee - Disseminate the Letter No. 49.MoEYS to 1,000 Principals and Stakeholders - Training for 520 primary school principals on school based management, especially early-year testing
3 Sub-Sector: Secondary Education and Technical Education		
- Develop the capacity of school management to be fully capable,	2	- Full implementation at SEIP Project Schools, Secodary Resource Schools and 482 network schools
- Promote and support some schools to be able to implement educational programmes in mathematics, science, technology and engineering.	1	- Implementation in the new generation schools, resources secondary schools and target schools, the implementation of school based management and potential schools - Saint-Fransvoir general and technical secondary school sends 20 agronomist students (2 females) to

Activities	Status	Reasons
		internship at Thansur Phnom Vor Farm, Kampot Province, and 20 tourism studnets (18 females) to internships at Model Restaurant in Saint Fransvoir Takeo general and technical secondary school - ACT general and technical private school sends 15 students (9 females) such as 4 tourism students (4 females) to practice at Orussey One Hotel, Fly Phnom Penh and HYATT Regency, 11 digital media design students (5 females) to practice at Khmer Sight Foundation, The Idea and BREAD Design Media in Phnom Penh
- Expand the scope to support basic needs for inclusive education,	1	- Compilation and publication of training materials on upper secondary education (Trainees / trainers) - Organizing training courses for trainers of the National Institute of Education and the Department of Special Education
- Prepare full-fledge preconditions for the implementation of the general education and technical education curriculum framework,	3	- Covid-19 pandemic
- Improve the capacity of assistants,	1	- Implemented at Secondary Resource School
- 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,	1	- Saint-Fransvoir general and technical secondary school sends 20 agronomist students (2 females) to internship at Thansur Phnom Vor Farm, Kampot Province, and 20 tourism studnets (18 females) to internships at Model Restaurant in Saint Fransvoir Takeo general and technical secondary school - ACT general and technical private school sends 15 students (9 females) such as 4 tourism students (4 females) to practice at Orussey One Hotel, Fly Phnom Penh and HYATT Regency, 11 digital media design students (5 females) to practice at Khmer Sight Foundation, The Idea and BREAD Design Media in Phnom Penh
- Strengthen cooperation from all stakeholders to satisfactorily implement life skills education programmes,	2	- A small number of schools and schools with partner continue to teach and learn online theoretically or provide video files on practical activities to student groups - Further promotion of the implementation of life skills education programs in target schools by organizing consultative meetings, workshops, and forums to strengthen the capacity of school management, life skills teachers through the online system
- Develop the capacity of technical education teachers to have sufficient capacity to use new pedagogical laboratory equipment and teaching methodologies,	1	- Sending 2 teachers to guide and set up an operation workshop on electrical and mechanical skills at Techo Sen Koh Kong general and technical secondary school
- Develop the capacity of technical staff in information and communication technology to update the staff and teacher data management system in teacher training institutions,	1	- Training of HRMIS officers in the Capital and Provincial Department - Finishing of HRMIS Master Plan - Updating the system data box to record the personal data of employees from all angles. - Preparation and placement of each relevant unit to access its set of civil servants in the HRMIS system
- Provide technical staff with distance learning management system,	3	- Covid-19 pandemic
- Develop the capacity of information and communication technology staff to be ready for upper secondary diploma examination process, and	2	- The ability of IT professionals is constantly enhanced through technical assistance.
- Organize the structure and education health officers at the national and sub-national levels to meet the actual needs.	1	- Preparation of Guidelines for the Establishment of National and Sub-National Health Education Committees - Establishment of the Inter-Ministerial Health

Activities	Status	Reasons
Education Commission		
4. Sub-Sector: Higher Education		
- 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,	2	- Activities have been replaced by the development of guidelines for research management in higher education institutions at the request of management and specific needs
- Implement digital data management system on research and training work in higher education institutions,	2	- Plan to complete and pilot in 2022
- Develop the ability and experience to write research articles for publication in research journals,	2	- Organized 1 training course in 2021 and prepared capacity development plan on regularly research writing as a guide for 2022
- Promote the process of providing autonomy to public higher education institutions in the financial and human resource management, and	2	- The preparation of the draft guidelines on financial management for public and administrative institutions has been completed - Preparation of Draft Inter-Ministerial Prakas on Human Resource Management for Public Administration Higher Education Institutions
- Establish a better higher education quality assurance system.	1	- Establishment of internal education quality assurance system was approved and implemented by 17 higher education institutions
5. Sub-sector: Non-Formal Education		
- Implement a comprehensive basic education equivalency programme at community learning centers more broadly,	2	- Implementing
- Prepare materials for training teachers of non-formal primary education equivalency programme through the credit system,	2	- Preparing
- Organize and classify leaders and managers of community learning centers,	3	- Not yet implemented
- Promote the process of transforming community learning centers into lifelong learning centers,	2	- Implementing
- Implement the result-based monitoring and evaluation framework throughout the country,	3	- Not yet implemented
- Train non-formal education staff on planning and managing non-formal education services,	3	- Not yet implemented
- Implement non-formal education management information system at the municipal, district and khan levels,	3	- Not yet implemented
- Develop a national action plan and raise awareness on lifelong learning,	2	- Implementing
- Develop non-formal upper secondary education equivalency programme, and	2	- Implementing
- Promote distance and electronic learning for literacy programmes, primary education equivalency and non-formal secondary education equivalency,	1	- Letter No. 28.MoEYS dated on June 08, 2020 - Letter No. 67.MoEYS dated December 23, 2020
6. Sub-Sector: Youth Development		
- Continue updating the annual operating plan to promote digital youth development programmes in response to digital education and learning in new contexts,	1	- Organizing Digital Literacy Workshops, Business Plan Competition (BPC), Online BEEP, Soft Skills Workshops for Youth, Volunteering for My Community (VMC) and Online Camping (JoTa-JoTi) and National Scouts - Organizing program to summarize the movement of 3 good competitions, 21st youth programs, 21st century youth work competitions and national youth debates
- 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,	1	- Update the guidelines and books for the Cambodian Children's Council and the Cambodian Youth Council
- Reinforce the monitoring and evaluation mechanism through finalizing the draft framework for monitoring and evaluation of youth development sub-sector,	1	- Completion of the draft monitoring and evaluation framework and further preparation of monitoring and evaluation tools
- Increase cooperation with partner organizations and the	1	- Collaboration with DVV International,

Activities	Status	Reasons
private sector to mobilize support for training programmes at youth centers,		International Labor Organization (ILO), UNESCO, UNFPA, World Vision, VSO and CCC
- Increase cooperation with the World Scouts, partner organizations, communities and the private sector to mobilize support for the expansion of the scout membership, and	1	- Collaboration with WOSM-APR
- 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.	1	- Strengthening and developing capacity of officers through the centre management program, volunteer training for community program, trainers at BEEP, scout leaders training program, NOBY training program and prepare training programs for official of the General Department of Youth in 2022.
7. Sub-Sector: Physical Education and Sport		
- Strengthen the implementation of the physical education program framework in all educational institutions for a full 2 hours / 1 week,	2	- Preparing guidelines and assessment tools
- Inspire and motivate people to participate in doing exercise and sports for health,	1	- People participate in exercise and sports for health and continue to practice - Dissemination the Letter No. 607.MoEYS dated February 12, 2021
- Train technical staff in sports on medical and anti-dopa skills,	1	- Training for coaches on the fighting against Dopa in sports through information technology - Dissemination to the National Sports Federation on Anti-Dopa rules in sports
- 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,	2	- Gathering to participate in the tournament and Vietnam change schedule due to the spread out of Covid-19
- Continue to repair, improve, maintain and develop sports infrastructure,	1	- Renovation of football fields in 8 provinces - Renovation of football and petanque fields in the National Stadium
- Train physical education and sports teachers and develop the staff's capacity,	1	- 29th Cohort Fina Exam - Sending officers to study abroad - Bachelor Curriculum Development for Physical Education
- Strengthen and expand international cooperation,	1	- Cooperation with Besdong Meas Organization and JICA - Participation in the implementation of the ASEAN Plan - Sending students to study abroad - Reception foreign coaches and sending players to train abroad
- Strengthen the quality of national and international sports competitions, and	3	- Covid-19 pandemic
- Prepare, study, research, compile and disseminate sports data and information.	2	- Publication of 6 sports magazines and ongoing preparation of sports data management system and analysis

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

ANNEX 7: PROGRESS OF IMPLEMENTATION OF POLICY ACTION 2020 and 2021

Policy	Policy Action 2020 and 2021	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	- Final draft preparation
	• Prepare Prakas on Public preschool operation in 2019 (ECE and Legislation)	2	- Final draft preparation
	• Prepare guidelines on the provision of subsidy for ECE teachers through double shift teaching in 2019 (ECE and Personnel)	3	- Not yet prepared
	• 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	- Drafting
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	- Final draft preparation
	• Prepare guidelines on Minimum standard for preschools and Public pre-school classes in 2019 (ECE)	1	- Adoption of guidelines on the implementation of school community strategies for early childhood education sub-sector
	• Prepare guidelines on transforming community pre-schools with standard into annex of public educational institutions in 2019 (ECE and Legislation)	2	- Preparation of drafted Prakas on the transforming community pre-schools into annex of public pre-school or primary school - Preparation of drafted guidelines on transforming community pre-school with standard into annexes of public educational institutions
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	- Prakas No. 1011 MEF.PrK dated December 28, 2012 on the Provision of Public Services by the Ministry of Education, Youth and Sports (Private Primary) - Study of regulatory proposals on the criteria for the establishment of public primary schools
	• Review the management and division of textbooks in 2019 (PE)	1	- Development and use of “ core textbook supply management system for schools (TrT)”
	• Develop eco-friendly standards for pre-primary, primary and secondary schools in 2020 (DoC)	2	- Preparing
	• Develop policy on new-generation primary schools in response to primary school standards in 2020 (PE/DPo)	1	- The policy of the new generation of schools is in line with the standards of primary schools that can be applied at the primary level.
	• Prepare and improve the policy on child-friendly schools in alignment with SDG 4 in 2020 (PE/DPo)	1	- Developing a child-friendly school policy framework in line with the Fourth Sustainable Development Goal and in line with education sector reform, especially at the school level.
	• Develop school meal policy and community agricultural nutrition (DoPo)	2	- First draft revised based on the results of bilateral meetings with relevant ministries, institutions

Policy	Policy Action 2020 and 2021	Status	Reasons
			and development partners - Completion of the first draft of the National School Meal 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	- Not yet prepared, waiting for data on teachers and schools required for teaching foreign languages and information technology, grades 4 to 6
	<ul style="list-style-type: none"> Prepare guidance documents on improving the learning and teaching of core subjects (4 subjects) by 2020. (PE) 	1	- Instructions on the implementation of the first reading material package and instructions on the implementation of the first grade math package
	<ul style="list-style-type: none"> Develop guidelines on improving teaching and learning of foreign languages in 2021 (PED) 	2	- Data collection on foreign language teachers, schools with foreign language classes and training requirements for foreign language teachers
	<ul style="list-style-type: none"> Develop guidelines on improving teaching and learning of ICT in 2021 (PED) 	3	- Not prepared without basic data on learning and teaching of information and communication technology
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	- Not yet prepared
	<ul style="list-style-type: none"> Develop a medium-term plan to strengthen teacher education 2017-2021 in 2020 (PE) 	2	- Final draft preparation
	<ul style="list-style-type: none"> Prepare guidelines on the establishment and function of primary boards of directors in 2020 (PE) 	1	- Instruction on the Establishment and Operation of the School Management Committee and to prepare guidelines for the establishment or amendment of the School Management Committee to the School Council.
	<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	- 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	- Drafting
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 and technical secondary school in 2019 (VOD) 	2	- Draft guideline on the Establishment of General and Technical Secondary School
	<ul style="list-style-type: none"> Prepare and review regulations for supporting the implementation of counselling works in schools in 2019 (VOD) 	1	- The launching of Career Guidelines and Counseling for School Management and School Counselors - The launching of training materials for school counselors - The launching of the qualifications of school counselors
	<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 and technical secondary schools in 2020 (VOD) 	1	- Approval of the framework of bridge program to the general and technical secondary school
	<ul style="list-style-type: none"> Update Master Plan for Technical Education Development at Upper Secondary School in 2020 (VOD) 	2	- Preparation of draft master plan for technical education
	<ul style="list-style-type: none"> Develop guidelines for the implementation of General and Technical 	1	- Approval of Prakas on the implementation of general and

Policy	Policy Action 2020 and 2021	Status	Reasons
	Secondary School standards (VOD)		technical secondary school standards
	<ul style="list-style-type: none"> Develop guidelines on autonomy and accountability for secondary schools in 2020 (GSED) 	3	- Not yet prepared
	<ul style="list-style-type: none"> Develop guidelines on management and utilization of core textbooks (CD) 	1	- Preparation of guidelines on the management and use of textbooks in 2020
	<ul style="list-style-type: none"> Develop the framework of quality assurance by providing technical education services in 2021 (VOD) 	2	- Preparation of draft quality assurance framework through the provision of technical education services
	<ul style="list-style-type: none"> Formulate policy on counselling provision at schools in 2021 (VOD) 	1	- Adoption of policies, career guides and school counseling
	<ul style="list-style-type: none"> Develop regulations and mechanisms on the preparation and function of examinations at general and technical high schools in 2021 (VOD/DoL) 	1	<ul style="list-style-type: none"> - Additional guidelines on organizing technical education examinations - Guideline on organizing technical education examinations - Guideline on mechanism of the technical and vocational level 3 examinations - General regulation for candidates on first, second year final examination and technical and vocational level 3 diploma examination - Regulation and disciplinary restrictions for candidates who make mistakes on first, second year final examination and technical and vocational level 3 diploma examination - Prakas on disciplinary restrictions for education staff on first, second year final examination and technical and vocational level 3 diploma examination - Additional guidelines on the task committees for first, second year final examination and technical and vocational level 3 diploma examination
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	- Updated the guideline and prepared the third draft on good governance in general secondary schools, upper secondary schools and technical schools
	<ul style="list-style-type: none"> Update policy on core textbooks and teachers' guides for core textbooks development in 2019 (CD) 	2	- Insufficient time with new activities organized by covid-19 context
	<ul style="list-style-type: none"> Prepare guidelines for implementation of student tracking system by IT in 2020 (GSED) 	3	- No funding in the context of covid-19
	<ul style="list-style-type: none"> Concept and guidelines on classification of educational institutions in 2020 (Legislation) 	2	- Preparation of impact analysis report and draft Prakas on the classification of educational institutions
	<ul style="list-style-type: none"> Prepare operational guidelines on implementation of SBM in 2021 (GSED) 	1	- Preparation of operational guidelines and implementation in 420 schools
	<ul style="list-style-type: none"> Prepare Prakas on level certificate for technical and vocational education in 	1	- Approval of Prakas on the determination of technical and

Policy	Policy Action 2020 and 2021	Status	Reasons
	2021 (VOD/DoL)		vocational certificates and technical and vocational degrees
4. Higher Education			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	• Develop Prakas on Full-time Academic staff at HEIs in 2019	2	- Preparation of the draft Prakas and scheduled for completion in 2022
	• Develop inter-ministerial Parkas on the establishment of research funding for higher education in 2020	3	- Not yet implemented due to budget cuts in the context of covid-19. This activity was withdrawn because of the Prakas on fund for research and innovation was prepared
	• Develop guideline on the implementation of research funding for higher education in 2020	2	- Not yet implemented due to budget cuts in the context of covid-19
Policy Objective 2: Ensuring effective leadership and management of education staff at all levels	• Prepare the instruction on the Development of a Comprehensive Budget Strategic Plan in 2021	3	- Will be held in 2022
5. Non-formal Education			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	• Prepare guideline on the Implementation of literacy program in 2019.	2	- Drafting
	• Prepare guideline on the implementation of post-literacy program in 2019.	2	- Drafting
	• Prepare guideline on the preparation of exam for lower secondary equivalency program in 2019	1	Guideline No. 67 MoEYS, dated December 23, 2020
	• Prepare guideline on monitoring and evaluation of the implementation of non-formal education program in 2019.	2	- Drafting
	• Prepare guideline on management of private school on foreign language, or basic skills classes in 2019.	2	- Drafting
	• Formulate action plan for the implementation of a national policy on life-long learning in 2020	2	- Drafting
	• Prepare guideline on the implementation of upper secondary equivalency curriculum in 2020	2	- Drafting
	• Prepare guideline on the preparation of exams for the upper secondary equivalency programme in 2021	1	- Preparation of guideline on the preparation of upper secondary equivalency examination
6. Youth Development			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all levels	• Develop policy and guidelines on safe-from-harm and risk management in 2020	2	- Preparation of draft policy and guideline on safety from harm and risk management in 2022
	• 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	- Preparation of a draft guideline on Three Good Movements of Cambodian Children and Youth in 2022
	• Develop guidelines on youth volunteerism accreditation in 2020	2	- Preparation of draft guideline on youth volunteerism accreditation in 2023
Policy Objective 2: Ensuring effective leadership and management of education staff at all levels	• Develop Royal Decree and Sub-decree on National Scouts Council of the Cambodia Scouts in 2020	2	- Preparation of the draft Royal Decree and Sub-decree on National Scouts Council of the Cambodia Scouts in 2022
	• Update the guidelines on the arrangement and functioning of youth centres in 2020 and prepare to conduct vocational and soft skills training in 2020	1	- Updated Guideline on functioning of youth centres and workshops in 2023
	• Develop inter-ministerial Prakas on guidelines of per diem rates for officials in charge of youth works in 2021	2	- Preparation of the draft inter-ministerial Prakas on guidelines of per diem rates for officials in charge of youth works

Policy	Policy Action 2020 and 2021	Status	Reasons
	<ul style="list-style-type: none"> Update the National Training Policy and Scheme of the Cambodian Scouts in 2021 (SCD) 	1	- Preparation of the draft updated policy and training plan for the Cambodian Scouts
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. 	1	- Letter No. 301 MEF.PrK dated May 03, 2021
	<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	- Drafting

Note : **1. Already implemented**

2. Is being implemented

3. Not yet implemented

**ANNEX 8 : PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2021
(NATIONAL LEVEL)**

Main Activities	Results	Sub-Activities	Status		
			1	2	3
1. EARLY CHILDHOOD EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	16/24	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Review of results-based monitoring and evaluation system for early childhood education sub-sectors		✓	
		1.4 Monitor and evaluate the work of early childhood education sub-sector	✓		
		1.5 Monitor the implementation of multi-sectoral early childhood protection and development		✓	
		1.6 Monitor the implementation of curriculum in 250 community kindergartens and 200 new community kindergarten teachers	✓		
		1.7 Monitor the implementation of school operation fund	✓		
		1.8 Monitor the implementation of distance learning level Kindergarten	✓		
		1.9 Evaluate the cross-sectoral cooperation process for early childhood protection and development		✓	
		1.10 Inter-sectoral visit on early childhood protection and development in the Northeast		✓	
		1.11 Improving teaching methods on the implementation of textbooks for public kindergartens	✓		
		1.12 Evaluate the implementation of a detailed curriculum for public kindergartens	✓		
		1.13 Produce educational videos for distance learning at the level Kindergarten	✓		
		1.14 Produce educational videos for early childhood / parent education focusing on early year care			✓
		1.15 Produce an educational speech for distance learning at the kindergarten level	✓		
		1.16 Training on Psychosocial Learning at Kindergarten Level	✓		
		1.17 Training of Kindergarten Teachers in Targeted State Education on Parent Education (on Modified Models)			✓
		1.18 Monitor and evaluate the implementation of the consulting program On the protection and development of young children in target schools		✓	
		1.19 Capacity building of counseling trainers on early childhood protection and development in target schools			✓
		1.20 Select a technical assistant to improve the content and tools of the parent education program	✓		
		1.21 Provide monthly stipend for standard community kindergarten teachers	✓		
		1.22 Supply of materials for the operation and development of community kindergartens	✓		
		1.23 Community Kindergarten Teachers Training on Standard Curriculum Implementation for Community Kindergartens	✓		
		1.24 Evaluate standard community kindergartens	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	1/5	2.1 Capacity building of school management committee		✓	
		2.2 Training on Outcome-Based Planning for Early Childhood Education Sub-Sector		✓	
		2.3 Hold an annual meeting to review the results of the early childhood education sub-sector			✓
		2.4 Review the work results of the Technical Committee for Early Childhood Education by sector			✓
		2.5 Attend SEMEO-CECCEP member meeting	✓		
2. PRIMARY EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	6/43	1.1 Processing unit		✓	
		1.2 Procurement		✓	
		1.3 Monitor the teaching and learning process		✓	
		1.4 First Reading Assessment Test in Khmer Language, Grade 1, 2			✓
		1.5 Monitor and support the implementation of the package Early Grade Reading Assessment (EGRA)			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.6 Monitor and evaluate efforts to Reply to Kovid-19			✓
		1.7 Monitor and support the implementation of child-friendly school programs, self-assessment of schools, online school improvement plans, school management and implementation of early warning systems			✓
		1.8 Meeting of Child Friendly Schools and Communities Participating in Education Development			✓
		1.9 Monitor the implementation of positive discipline in the target districts			✓
		1.10 Regularly monitor and support the implementation of the package Early Grade Mathematics Assessment Mathematics (EGMA)			✓
		1.11 Monitor the implementation of accelerated education programs in 7 provinces, Kampot, Banteay Meanchey, Preah Vihear, Kratie, Koh Kong, Stung Treng and Kampong Thom			✓
		1.12 Monitor the implementation of student scholarship programs Poor in primary school			✓
		1.13 Monitor the implementation of the school operation fund	✓		
		1.14 New Generation Primary School	✓		
		1.15 Support and strengthen the mechanism for implementing school food programs	✓		
		1.16 Meeting to review the implementation of school food program and poor student scholarship program in primary school			✓
		1.17 Offer regular breakfast Breakfast consumption Community Agriculture Lunch and Scholarships In cash		✓	
		1.18 Prepare instructional materials for 6th grade teachers on teaching methods of science subjects			✓
		1.19 Set up monitoring and promotion tools Teaching and learning materials			✓
		1.20 School-based pedagogical advisor assists teachers in implementing EGRA			✓
		1.21 Workshop on the Implementation of 1st and 2nd Grade Reading Materials for 1st, and 2nd Grade Teachers and Stakeholders		✓	
		1.22 Develop teaching and learning materials and teaching methods of the third grade EGRA			✓
		1.23 Training on reading standards for grades 1, 2 and 3			✓
		1.24 Training on teacher-teacher mechanism in the cluster school			✓
		1.25 Training on first aid reading methods			✓
		1.26 Pedagogical advisors assist teachers on the implementation of first grade materials (EGMA & EGRA)			✓
		1.27 Workshop on the Implementation of the First Grade Mathematical Materials Package (EGMA) for the Director of Pedagogical Advisors, 1st and 2nd Grade Teachers		✓	
		1.28 Print a positive discipline document	✓		
		1.29 Support the pilot implementation of child protection guidelines in schools		✓	
		1.30 Develop a new model on positive discipline and effective classroom management online			✓
		1.31 Video recording and production of worksheets for 4th, 5th and 6th grade students (Khmer and Mathematics)	✓		
		1.32 Train on reading standards at the provincial level (1st, 2nd and 3rd grade) (train on 1st, 2nd and 3rd reading standards)			✓
		1.33 Train on positive discipline for DTMTs Principals and Teachers (train on Positive Discipline and Positive Classroom Management)	✓		
		1.34 Publish 360 accelerated textbooks and 2550 first, second and third year student textbooks in mathematics, Khmer language, science and social studies			✓
		1.35 Test of Student Outcomes in Kampong Thom, Preah Vihear, Stung Treng, Kampot, Koh Kong, Banteay			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		Meanchey and Kratie			
		1.36 Training on Primary Library			✓
		1.37 Train on Primary Painting Method			✓
		1.38 Consultation Workshop on homework at Primary Level			✓
		1.39 Capacity building for 309 education officers and teachers in 7 provinces (Kampong Thom, Preah Vihear, Stung Treng, Banteay Meanchey, Koh Kong, Kampot and Kratie)			✓
		1.40 Train on how to produce and use questionnaires related to the study of primary, secondary and tertiary students in Khmer language and mathematics			✓
		1.41 Consultation Workshop on Questionnaire Related to the Study of 4th, 5th and 6th Grade Students on Khmer Language and Mathematics in Kampong Cham, Prey Veng, Takeo			✓
		1.42 Develop documents on how to produce and use teaching and learning materials in primary schools and practice in primary schools			✓
		1.43 Sub-National Consultation Workshop on Draft Document on How to Produce Teaching and Learning Materials in Primary 1 (Consultation Workshop on How to Produce Teaching and Learning Materials in Primary 1) Production of teaching and learning materials for 1st grade)			✓
AC 2: Ensuring effective leadership management of education staff at all levels	2/17	2.1 Participate in seminars, conferences and overseas visits of civil servants			✓
		2.2 Students participate in international math and science competitions			✓
		2.3 Workshop on Analysis and Dissemination of Primary Test Data			✓
		2.4 Train on improve basic financial education program for Cha-Ching children to school principals and 4th grade teachers in Phnom Penh, Kandal and Kampong Cham	✓		
		2.5 Organize annual local visits on basic financial education programs for Cha-Ching children			✓
		2.6 Monitor the implementation of basic financial education programs for Cha-Ching children in Phnom Penh, Kandal and Kampong Cham			✓
		2.7 Workshop to review the implementation of basic financial education program for Cha-Ching children	✓		
		2.8 Workshop to review teaching and learning practices throughout the day			✓
		2.9 National Consultative Workshop on Implementing School Catering Program			✓
		2.10 Watch the national program on school food programs in neighboring countries			✓
		2.11 Capacity Building Workshops in Provinces, Districts and Target Schools on Community-Based Breakfast Management Information System Program			✓
		2.12 Capacity building workshops in target provinces, districts and schools on the school food program implementation manual		✓	
		2.13 Capacity Building Workshop for Local Scholarship Management Committees in Target Schools with Programs Scholarships on the implementation of scholarships for poor primary school students		✓	
		2.14 Consultation Workshop on Handbook on School Management Program		✓	
		2.15 Capacity building of National and Sub-National School Management Advisers (SBM Mentors) and School Management Committees (SMCs) of target schools		✓	
		2.16 Capacity building for civil servants. District Governor, Principal and Special Officer on School Development Planning Online			✓
		2.17 Disseminate and enhance the operational handbook on child protection in schools		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
3. GENERAL SECONDARY EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	3/23	1.1 Processing unit	✓		
		1.2 Procurement		✓	
		1.3 Leadership, Management and teaching – learning, open schools, Scholarship, builingual and Cooperation		✓	
		1.4 Overseas Mission			✓
		1.5 Meeting with 50 secondary resource shool principals on the implementation process	✓		
		1.6 Monitor secondary resource schools on operational processes and budget management	✓		
		1.7 Secondary Diploma Examination in French-Khmer language			✓
		1.8 Implement the new generation school program		✓	
		1.9 Provide scholarships to indigenouse students in high school in 5 target provinces and monitor the management of scholarship programs		✓	
		1.10 Provide scholarships for outstanding students in mathematics and science, 11th and 12th grade		✓	
		1.11 Update the program operating manual Scholarship		✓	
		1.12 Integrate basic education scholarship students		✓	
		1.13 Strengthen school improvement planning capacity			✓
		1.14 Strengthen capacity on school based management (100 schools)			✓
		1.15 Strengthen the capacity on school based management and support to schools, DoE and PoE offices.		✓	
		1.16 Provide school operating budget, DoEs and PoEs		✓	
		1.17 Capacity building of secondary resource school principals and school network on school self-reflection documents			✓
		1.18 Strenthening capacity Workshop on Self-Reflecting Schools for secondary resources school Principals 50 and Network schools		✓	
		1.19 Purchase books for the 36 resource buildings		✓	
		1.20 Purchase laboratory equipment for 36 resource buildings		✓	
		1.21 Purchase laboratory equipment for 50 resource buildings		✓	
		1.22 Purchase laboratory equipment for 87 Network schools			✓
		1.23 Training of Provincial Officers and secondary resource school principals			✓
AC 2: Ensuring effective leadership management of education staff at all levels	1/1	2.1 Strengthen the staff capacity on school based management and STEM	✓		
4. NON-FORMAL EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	2/6	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Implement a nationwide system for monitoring and evaluating the implementation of non-formal education programs		✓	
		1.4 Develop detailed curricula and core textbooks for easy business skills			✓
		1.5 Improve curriculum details, core textbooks for primary and secondary education equivalents, non-formal education			✓
		1.6 Develop a framework for post-literacy curricula and related documents			✓
AC 2: Ensuring effective leadership management of education staff at all levels	0/1	2.1 Develop the capacity of non-formal education officers at all levels and stakeholders			✓
5. SCHOOL HEALTH					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	3/13	1.1 Processing unit		✓	
		1.2 Procurement		✓	
		1.3 Monitor and evaluate the implementation of health promotion programs in schools Kindergarten, primary, secondary and high school		✓	
		1.4 Check the health and fitness of students, teachers and student teachers at teacher training institutions		✓	
		1.5 Check the health and fitness of civil servants, students to study and visit abroad	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.6 Check the health and fitness of athletes and candidates for sports coaches	✓		
		1.7 Promote food safety of school food programs		✓	
		1.8 Celebrate Handwashing and Hygiene Day at Institutions		✓	
		1.9 Equipped with clean water and toilet infrastructure in educational institutions	✓		
		1.10 Develop textbooks for "Health Education" 3rd and 6th grade		✓	
		1.11 Test teaching content of "Health Education" subject, 2nd and 5th grade		✓	
		1.12 Exchanging workshops on the implementation of educational health promotion programs			✓
		1.13 Develop core textbooks for "Health Education" for 9th and 12th grade		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	0/7	2.1 Workshop to disseminate and promote the implementation of national policies and national action plans on health education			✓
		2.2 Develop a National Action Plan on Health Education 2020-2030		✓	
		2.3 Workshop on the preparation of legal documents and working mechanisms for the implementation of national policy on Health Education National Policy on Health Education			✓
		2.4 Workshop on consulting and strengthening the implementation of guidelines on the implementation of minimum water and sanitation conditions in educational institutions (implementation of model school-based sanitation projects, including measures to respond to climate change in schools)		✓	
		2.5 Dissemination workshop for senior educators on food safety, safe food and balanced diet			✓
		2.6 Training of national trainers, primary school teachers and primary school teachers on education to prevent illegal drug use in educational institutions			✓
		2.7 Dissemination Workshop for Youth Council, Youth, Red Cross and Scouts on Prevention of Illegal Drug Use and Road Safety			✓
6. VOCATIONAL ORIENTATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	15/30	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Cambodia-Japan Friendship Technical Education Center	✓		
		1.4 School operational budget	✓		
		1.5 School Operational Budget for STEM skills	✓		
		1.6 Introduce and train the implementation of services, career guidance and counseling		✓	
		1.7 Introduce and train on the implementation of life skills education programs for entrepreneurship 57 and basic skills 30 schools	✓		
		1.8 Introduce and train the use of experimental materials			✓
		1.9 Introduce and train entrepreneurship education programs to 36 target secondary schools	✓		
		1.10 Introduce and train programs, career guides and local enterprise partnerships			✓
		1.11 Recruit students for technical education	✓		
		1.12 Disseminate the implementation of the compass program		✓	
		1.13 National Technical Education and Exhibition of Student Achievements with the Ministry of Labor			✓
		1.14 Participate in International Regional Technical Education Forum Abroad			✓
		1.15 Organize technical education forums with the private sector (companies, factories, enterprises or farms in the country)	✓		
		1.16 Teachers lead students to internship and practice student theory in technical education			✓
		1.17 Internship of technical education students			✓
		1.18 Students practice student theory in technical education			✓
		1.19 Consultation workshop on 5 detailed curricula (agrono-		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		my, electrical engineering, electronics and mechanics)			
		1.20 Consultation Workshop on Guidelines on Local Career Guidance and Enterprise Partnership Programs	✓		
		1.21 Preparatory Workshop for Career Guides and Local Enterprise Partnerships	✓		
		1.22 Training on guidance documents on career guides and local enterprise partnerships	✓		
		1.23 Reflective Workshop on Career Guidance Program and Local Enterprise Partnership			✓
		1.24 Dissemination Workshop on STEM guideline			✓
		1.25 Research and gather information on market needs and skills	✓		
		1.26 Support the expansion of local life skills in 20 new schools through school partnerships	✓		
		1.27 Support the implementation of the Compass Program to 81 target secondary schools		✓	
		1.28 Organize an annual review workshop on basic life skills education and the implementation of the compass program		✓	
		1.29 Review of Life Skills Teacher Training Program at Kampong Chheu Teal Institute of Technology		✓	
		1.30 1st year, 2nd year final exam and level 3 technical and vocational degree exam	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	1/1	2.1 Training entrepreneurship education programs for principals and teachers in all 36 target secondary schools	✓		
7. TEACHER TRAINING					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	16/27	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Monitor the implementation of training programs and internships for pedagogical students, first year, second year, new teachers, basic level teachers, and gender mainstreaming in Education		✓	
		1.4 Final exam and Recruit teachers	✓		
		1.5 Summarize and improve training programs			✓
		1.6 Capacity building of trainers	✓		
		1.7 Training on the instruction to use the handbook for math and science teachers, 7th to 9th grade			✓
		1.8 Training on English Language Teaching and Learning for Grades 7-9	✓		
		1.9 Training of Principals of Secondary, Primary and Preschool School Based Management (SBM)			✓
		1.10 Promote and evaluate distance learning and teaching	✓		
		1.11 Prepare school guidance and refresher documents for primary and lower secondary school	✓		
		1.12 Workshop on reviewing gender mainstreaming in education			✓
		1.13 Attend seminars, meetings and other events	✓		
		1.14 Training on the use of library standards and techniques			✓
		1.15 Implement HRMIS CPD and TCP system	✓		
		1.16 Capacity building of trainers to obtain a bachelor's degree in education	✓		
		1.17 Capacity building of trainers as needed Capacity building	✓		
		1.18 Develop a Master of Education Program Framework	✓		
		1.19 Capacity building for trainers, teachers and management to get a bachelor's degree in specialization and education management	✓		
		1.20 Assisting target schools on site and check Project monitoring and evaluation	✓		
		1.21 Training on basic life skills			✓
		1.22 Assisting in the implementation of teacher-assisted teacher programs in primary schools in Takeo, Battambang, Stung Treng and Siem Reap			✓
		1.23 Develop documentation and capacity building of trainers based on basic level teacher training program (12 + 2) through KREDIT system			✓
		1.24 Implement SBM on 160 primary schools in 9 provinces			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.25 Develop CPD guidelines in schools and disseminate in 160 primary schools			✓
		1.26 Training of Managers in School Management Training Institutions (SBM)	✓		
		1.27 Provide scholarships to 198 basic education students (12 + 4) at the Pedagogical Institute	✓		
8. CURRICULUM DEVELOPMENT					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	3/26	1.1 Processing unit		✓	
		1.2 Procurement			✓
		1.3 Monitor the use and supply of textbooks		✓	
		1.4 Monitor the implementation of teaching and learning methods of Khmer language (reading, writing, grammar), 7th grade			✓
		1.5 Monitor the implementation of mathematics curriculum			✓
		1.6 Monitor library work			✓
		1.7 Monitor the implementation of teaching and learning aids according to the Stem / Sample Guidelines			✓
		1.8 Monitor and support the implementation of teaching plans and lesson plans in social studies			✓
		1.9 Monitor the implementation of the curriculum at private institutions in private / public institutions			✓
		1.10 Strengthen the method of teaching English through research and other methods			✓
		1.11 Strengthen based local education			✓
		1.12 Monitor the implementation of basic life skills curriculum		✓	
		1.13 Support climate change education		✓	
		1.14 Organize National Reading Day and other festivals	✓		
		1.15 Develop lesson plans for teaching and learning Khmer language for 7th grade lower secondary school	✓		
		1.16 Develop teaching and learning aids Stem and sample lessons			✓
		1.17 Develop teaching plans and essays according to the rules of social studies		✓	
		1.18 Develop documents to support the teaching and learning of English, 4th-6th grade			✓
		1.19 Development of framework documents, teaching methods and sample lessons		✓	
		1.20 Produce videos on learning and teaching the rules of social studies and science			✓
		1.21 Development of primary climate change learning and teaching materials	✓		
		1.22 Develop and disseminate model life skills education lessons		✓	
		1.23 Develop an assessment document for the development of 12 skills for basic life skills education			✓
		1.24 Disseminate guidelines for implementing basic life skills curriculum			✓
		1.25 Strengthen the ability to use teaching aids and teach mathematics and science using ICT Grades 7-9			✓
		1.26 Capacity building on textbook needs and management			✓
AC 2: Ensuring effective leadership management of education staff at all levels	1/3	2.1 Provide e-learning training for basic life skills teachers and principals		✓	
		2.2 Capacity building on curriculum development, teaching and learning methods and textbooks according to the regulations		✓	
		2.3 Disseminate educational programs for children on how to prevent and rescue victims of various classes or injuries	✓		
9. SPECIAL EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	2/13	1.1 Processing unit	✓		
		1.2 Procurement		✓	
		1.3 Monitor of inclusive education at the kindergarten, primary and secondary levels	✓		
		1.4 Monitor the implementation of pre-primary education programs at the kindergarten, primary and secondary levels, including the study of the implementation of KAP pre-primary education programs (KPT, PVG, SRP, BAT,		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		PP, RAT, KRT)			
		1.5 Monitor the implementation and data collection, information of special education high schools and integration classes		✓	
		1.6 Monitor the implementation of multilingual education programs Kindergarten and Primary		✓	
		1.7 Overseas Mission			✓
		1.8 Prepare documents to develop Jarai language			✓
		1.9 Consult Jarai language documents and curricula for Jarai language			✓
		1.10 Develop textbooks and teacher manuals for 5 languages			✓
		1.11 Curriculum and document development at RTTC Stung Treng			✓
		1.12 Develop documents for the training of multilingual education teachers at the kindergarten level		✓	
		1.13 Curriculum development for special education high schools Integration class (including TA)		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	0/11	2.1 Capacity building of teachers on environmental education for Kindergarten, Primary and Secondary			✓
		2.2 Capacity building of teachers on multilingual education for primary school			✓
		2.3 Capacity building at the central, provincial and district levels on pre-primary education or multilingual education			✓
		2.4 Capacity training at the provincial, district and teacher levels on pre-primary education for kindergarten			✓
		2.5 Capacity training on pre-primary education for kindergarten teachers, including in remote areas in Kratie and Ratanakkiri provinces		✓	
		2.6 Capacity building on pre-primary education for kindergarten teachers in BMC, OMC, SHV and PP, including poor suburbs			✓
		2.7 Capacity building for primary school teachers in suburban and remote areas) Use 28-hour documents		✓	
		2.8 Teacher Training (Lower Secondary School Teachers) on Informal Education Using 28 Hours of Documents			✓
		2.9 Capacity building on multilingual teaching skills and monitoring of multilingual and provincial teachers in 5 provinces (primary)		✓	
		2.10 Train multilingual educators on the use of technology to assist in learning and teaching (GPE covid 19)			✓
		2.11 Annual Review Meeting for Multilingual Education and Inclusive Education (UNICEF Target Provinces)			✓
10. HIGHER EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	18/25	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Monitor the registration process at higher education institutions	✓		
		1.4 Workshop on mechanisms and procedures for selecting undergraduate scholarship students	✓		
		1.5 Monitor to support registration, delivery, scholarship application, collection of scholarship application		✓	
		1.6 Recruit and select of scholarship students for bachelor studies in higher education institutions		✓	
		1.7 Monitor exams or defend dissertations at higher education institutions	✓		
		1.8 Monitor the issuance of diplomas to students in higher education institutions			✓
		1.9 Monitor the establishment of new higher education institutions, new branches, new professions, relocation and annexes	✓		
		1.10 Monitor the development of curriculum development in higher education institutions	✓		
		1.11 Consultation Workshop on Preparation of Standards Letter on Establishment of Higher Education Institutions		✓	
		1.12 Workshop on ASEAN Qualification Reference Framework Matching	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.13 Provide direct technical training to all target higher education institutions in preparing safety equipment for construction work	✓		
		1.14 Monitor and monitor the implementation of environmental and social safety protection by incorporating the results into the project progress report	✓		
		1.15 Monitor the training situation in higher education institutions	✓		
		1.16 Organize a workshop on the development of a guidebook on ensuring the quality of internal education of higher education institutions	✓		
		1.17 Mission to support higher education institutions and monitoring the implementation of internal education quality assurance	✓		
		1.18 2 training workshops for Internal Education Quality Assessment Officers on self-assessment report writing for internal education quality assessment and evaluation practice	✓		
		1.19 Assist higher education institutions in 5 projects and public higher education institutions under the Ministry to prepare reports on resolving student complaints	✓		
		1.20 Workshop on Guidelines for Resolving Student Complaints in Public Higher Education Institutions Under the Ministry	✓		
		1.21 Assist 5 higher education institutions in HEIP project and public higher education institutions under the Ministry to prepare reports on the status of students after graduation	✓		
		1.22 Consultation Workshop on Preparation of Guidelines on Postgraduate Student Status for Public Higher Education Institutions Under the Ministry			✓
		1.23 Training on data analysis and report writing on post-graduate student status for public higher education institutions under the Ministry			✓
		1.24 Technical meeting to review the report on the status of postgraduate students with 5 higher education institutions in HEIP project	✓		
		1.25 Send Cambodian students to study under AIMS program		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	8/18	2.1 Collect statistics, professors, students, academic staff and cooperation information in higher education institutions		✓	
		2.2 Zoom Technical Meeting with 5 Target Higher Education Institutions to Develop HEMIS Tools, Data Entry and Reporting	✓		
		2.3 Supporting higher education missions on HEMIS data entry	✓		
		2.4 Consultation Workshop, Technical Meeting and Dissemination Workshop on 10-Year Higher Education Strategic Plan	✓		
		2.5 Workshop on 3-Year Rolling Planning and Budget for Higher Education Sub-Sectors and Target Institutions			✓
		2.6 Technical meetings and workshops on monitoring system and result-based planning			✓
		2.7 Officers training workshop on strategic plan for sub-sector higher education and implementation monitoring			✓
		2.8 Monitor project implementation, attend workshops and trainings of project implementation units	✓		
		2.9 Technical Discussion Meeting and Consultation Workshop on the Draft Executive Manual on Financial Management in Public Institutions	✓		
		2.10 Technical Discussion Meeting on the Draft Inter-Ministerial Prakas on Human Resource Management		✓	
		2.11 Technical Discussion Meeting and Consultation Workshop on the Draft Executive Manual on Human Resource Management in Public Institutions	✓		
		2.12 Participate in training on financial management			✓
		2.13 Assist the Public Administration to prepare the Executive Manual on Financial Management			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.14 Assist the Public Administration in preparing the Executive Manual on Human Resource Management			✓
		2.15 Workshop on good experiences in human resource management in higher education			✓
		2.16 Meetings and workshops on the draft master plan for human resource development in the higher education sub-sector with the five higher education institutions in the relevant projects and technical institutions	✓		
		2.17 Consultation Workshop on Master Plan for Human Resource Development in Higher Education Sub-sector	✓		
		2.18 Attend local and international seminars and conferences			✓
11. SCIENTIFIC RESEARCH					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	8/9	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Follow up on postgraduate training	✓		
		1.4 2nd Consultation Workshop on Equipment Monitor the quality of postgraduate training			✓
		1.5 Collect, review, analyze and compile publications on postgraduate training as well as research and innovation	✓		
		1.6 National Conference on Research and Innovation in Cambodia	✓		
		1.7 Dissemination Workshop on Information Management System Forms Research Postgraduate Training	✓		
		1.8 Participate in seminars, conferences, forums, study tours and national and international meetings related to research development, innovation and STEM	✓		
		1.9 Organize capacity building workshops on data analysis and research report writing	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	1/1	2.1 Capacity Building Workshop on Information System Management, Research Management and Postgraduate Training	✓		
12. ROYAL UNIVERSITY OF PHNOM PENH					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4/16	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Publicity and dissemination of public information			✓
		1.4 Scholarships for study and research in the country	✓		
		1.5 Cost of using the service	✓		
		1.6 Improving the curriculum for the first meetings, seminars and conferences			✓
		1.7 Improving the curriculum for the second meetings, seminars and conferences			✓
		1.8 Animal feed			✓
		1.9 Varieties and seedlings			✓
		1.10 Plant and Fertilizer Protection Products			✓
		1.11 Animal species			✓
		1.12 Medicines and supplies for veterinarians			✓
		1.13 Safety clothing			✓
		1.14 Gas and oxygen pipes			✓
		1.15 Study visit			✓
		1.16 Other outsourcing services			✓
AC 2: Ensuring effective leadership management of education staff at all levels	1/10	2.1 Exam fees - Competitive exam	✓		
		2.2 Training in the country: budgeting procedures, financial management and state assets			✓
		2.3 Training in the country: Acoustics, Linguistics, Information Technology			✓
		2.4 Training in the country: General management through information technology			✓
		2.5 Workshop 1: Improving the responsibilities of the unit			✓
		2.6 Workshop 2: 21st Century Higher Education Teaching Methods			✓
		2.7 Mission in the country: 75 teachers lead 571 4th year students to internships in the provinces			✓
		2.8 Domestic mission on training procedures of budget planning, financial management and state assets			✓
		2.9 Domestic Mission on Workshop on Improving Organizational Tasks			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.10 Overseas Mission Overseas Meetings or Conferences			✓
13. HENG SAMRIN TBONG KMOM OF UNIVERSITY					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	12/18	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Support meetings and outreach on recognition Quality of education for officials and students	✓		
		1.4 Organize workshops and disseminate curriculum in accordance with national qualifications	✓		
		1.5 Support the monitoring and evaluation of semester exams, final exams and final exams	✓		
		1.6 Disseminate applications and provide scholarships to students entering basic education	✓		
		1.7 Improve the curriculum for the basic school year	✓		
		1.8 Meeting and dissemination of accreditation to education staff and students	✓		
		1.9 Curriculum Development Workshop and Curriculum Dissemination in Accordance with National Qualifications			✓
		1.10 Dissemination Workshop for Students on True and Social Sciences			✓
		1.11 Support scholarships, research and study tours of students of all majors	✓		
		1.12 Dissemination the selection of appropriate skills and the application for scholarships	✓		
		1.13 Workshop and dissemination of research on modern agriculture and industry			✓
		1.14 Improving the curriculum in collaboration with local and international partner higher education institutions	✓		
		1.15 Collaborate with partner enterprises to develop curriculum tailored to market needs			✓
		1.16 Support agricultural research process	✓		
		1.17 Provide scholarships for students to study and research			✓
		1.18 Support the promotion and development of research by staff, teachers and students			✓
AC 2: Ensuring effective leadership management of education staff at all levels	2/4	2.1 Prepare, compile and disseminate institutional monitoring and evaluation tools to lecturers			✓
		2.2 Strengthen the capacity of management officers through participation in meetings and workshops on strengthening the monitoring system in higher education institutions	✓		
		2.3 Strengthen the qualifications of management staff to attend trainings and seminars in the country and abroad			✓
		2.4 Collaborate to exchange education officials with domestic and foreign higher education institutions	✓		
14. CHEA SIM KAMPCHAYMEAR UNIVERSITY					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	6/9	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Library Development	✓		
		1.4 Farm development		✓	
		1.5 Development of Laboratories and Research Centers	✓		
		1.6 Promote IT capacity development	✓		
		1.7 Establish research projects in all colleges and institutes			✓
		1.8 Workshop on disseminating research results and publishing works			✓
		1.9 Development of Audiovisual Room and Computer Hall	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	2/6	2.1 Hosting Services			✓
		2.2 Training, meetings, seminars and conferences		✓	
		2.3 Write books for study	✓		
		2.4 Relations with national and international institutions	✓		
		2.5 National and International Reception Souvenirs			✓
		2.6 Disseminate public information			✓
15. INSTITUTE OF TECHNOLOGY OF CAMBODIA					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	7/7	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Evaluate training	✓		
		1.4 Dissemination to high school students and stakeholders	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.5 Supply of equipment and technical equipment	✓		
		1.6 Implement research projects	✓		
		1.7 Organize scientific conferences	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	2/2	2.1 Hold meetings of the International Science Council and the Board	✓		
		2.2 Participate in refresher courses, seminars and scientific conferences	✓		
16. NATIONAL INSTITUTE OF EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	1/7	1.1 Processing unit		✓	
		1.2 Procurement			
		1.3 Enhance research capacity		✓	
		1.4 Produce teaching and learning materials and documentations		✓	
		1.5 Provide scholarships for student teachers, vocational training courses, principals		✓	
		1.6 Selection exam and completion of all trainings at the National Institute of Education	✓		
		1.7 Overtime allowance		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	1/15	2.1 Monitor and evaluate former performance Student teachers, student teachers, students who have received Training at National Institute of Education			✓
		2.2 Consultation Workshop on Improving and Updating the Curriculum Framework, Detailed Curriculum and Lesson Content for All Initial and Continuing Training			✓
		2.3 Training of office staff of the Department of Education, Youth and Sports on education planning			✓
		2.4 Training the Technical Team Leader of the High School on Specialties and Teaching Methods			✓
		2.5 Master's training, specialized education, pedagogical counseling	✓		
		2.6 Training of National Institute of Education trainers on new teaching methods		✓	
		2.7 Capacity training of trainers, librarians and educators of the National Institute of Education on library management, evaluation of new teaching and learning methods and skills abroad		✓	
		2.8 Capacity training of trainers, librarians and education staff of the National Institute of Education on library management			✓
		2.9 Capacity training of trainers of the National Institute of Education on STEM program reform, grades 10 to 12			✓
		2.10 Training of officials in the capital and provinces on the new education inspection system		✓	
		2.11 Training Director, Deputy Director and Technical Officer at Resource High School and Network School on Resource Building Management and Network School		✓	
		2.12 Training of education inspectors on analysis and writing inspection reports			✓
		2.13 Training of high school teachers in mathematics and science on new teaching methods		✓	
		2.14 Training of National High School Instructors in Mathematics, Science and ICT on Capacity Development on Teaching Methods and Use of Materials		✓	
		2.15 Training of math and science teachers in secondary schools Resources to build learning and teaching materials to support experiments		✓	
17. SVAY REANG UNIVERSITY					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	5/9	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Increase classrooms, infrastructure, study services, research services, sports administration services for students	✓		
		1.4 Capacity building for teachers to organize lecture workshops			✓
		1.5 Support research activities of teachers and students	✓		
		1.6 Contact with national and international partners to increase research			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.7 Pay for the graduation exam and defend the dissertation	✓		
		1.8 Establish a system of post-graduate student employment status			✓
		1.9 Organize internal evaluation of 01 specialties and receive assessments to recognize the quality of education			✓
AC 2: Ensuring effective leadership management of education staff at all levels	3/5	2.1 Organize training courses for data management and IT of the institution			✓
		2.2 Organize training systems, research systems and support services for research	✓		
		2.3 Organize and send for local and international training courses	✓		
		2.4 Prepare, compile and translate research papers			✓
		2.5 Domestic and international missions	✓		
18. NATIONAL UNIVERSITY OF MEAN CHEY					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	12/28	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Monthly technical meeting	✓		
		1.4 Regular problem-solving meetings	✓		
		1.5 Exam monitoring	✓		
		1.6 Monitor students learning achievement	✓		
		1.7 Monitor student employment rates	✓		
		1.8 Participate in monitoring and evaluation workshop	✓		
		1.9 Increase scholarships from the Ministry of Education, Youth and Sports for high school students	✓		
		1.10 Increase scholarships for leaders and philanthropists	✓		
		1.11 Disseminate information to students and public students about services and missions		✓	
		1.12 Orientation Workshop for Career Selection Students			✓
		1.13 Provide students at cultural exchanges with foreign universities			✓
		1.14 Provide students with internships and research			✓
		1.15 Provide student living allowance	✓		
		1.16 Increase and innovate teaching materials for students		✓	
		1.17 Establish an online registration service		✓	
		1.18 Provide students with small experimental studies		✓	
		1.19 Library Development		✓	
		1.20 Participate in a textbook writing workshop		✓	
		1.21 Consultive workshops on curriculum development		✓	
		1.22 Compile books and learning materials		✓	
		1.23 Relationship partner for research		✓	
		1.24 Create an entrepreneurial and business gathering event			✓
		1.25 Experimental study project	✓		
		1.26 Participate in internal quality training			✓
		1.27 Participate in Internal Evaluation Workshop			✓
		1.28 Prepare documents according to standard 1 to standard 9		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	2/14	2.1 Development of IT information management system		✓	
		2.2 Workshop on the use of information technology management system			✓
		2.3 Workshop on Information Technology Data Management System Verification Workshop			✓
		2.4 Organize annual internal performance evaluation and report	✓		
		2.5 Organize a workshop on reviewing the final strategic plan 2021 to 2025	✓		
		2.6 Organize a workshop on internal evaluation			✓
		2.7 Strengthen operational efficiency		✓	
		2.8 Expand cooperation between public, private, community and NGO partners, national and international partners		✓	
		2.9 Exchange experiences of teachers, staff and students			✓
		2.10 Participate in seminars, conferences, forums, study tours and national and international meetings to enhance the capacity of leaders, teachers and students related to research and STEM		✓	
		2.11 Increase project involvement with the European Union		✓	
		2.12 Promote learning linked to practice		✓	
		2.13 Training on Determining Expected Outcomes of Subject		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		Programs and Lessons			
		2.14 Workshop on Determining the Expected Outcomes of the Program, Subjects and Lessons by Each Skill		✓	
19. NATIONAL UNIVERSITY OF BATTAMBANG					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	7/14	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Technical meetings by colleges, monthly, quarterly, semi-annual and annual best practices	✓		
		1.4 Organize entrance exam for students	✓		
		1.5 Organize experimental studies on market management and business implementation			✓
		1.6 Organize workshops to assess student resources to meet the needs of the labor market	✓		
		1.7 Organize agricultural experiments	✓		
		1.8 Organize Information Technology experiments			✓
		1.9 Organize student social work program			✓
		1.10 Organize student study tours			✓
		1.11 Develop and improve 6 Bachelor and 3 master's degree curriculums		✓	
		1.12 Research process			✓
		1.13 Disseminate research results			✓
		1.14 Purchase research equipment	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	9/12	2.1 Organize training courses for educators at all levels on the use of information systems	✓		
		2.2 Training officers on leadership management	✓		
		2.3 Training and assigning teachers on IT skills in and outside the country	✓		
		2.4 Organize training courses for officers and staff on budget planning through information technology	✓		
		2.5 Organize training course for data entry staff			✓
		2.6 Hold monthly, quarterly, semi-annual and annual meetings	✓		
		2.7 Training of educators on the management mechanism of public administrative institutions	✓		
		2.8 Educators participate in training courses to increase knowledge in the country		✓	
		2.9 Educators participate in training courses to increase knowledge abroad			✓
		2.10 Provide scholarships to education and research staff in the country	✓		
		2.11 Provide scholarships to education and research staff abroad	✓		
		2.12 Meeting and evaluation of educational staff performance	✓		
20. ACCREDITATION COMMITTEE OF CAMBODIA					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	3/7	1.1 Processing unit		✓	
		1.2 Procurement	✓		
		1.3 Evaluate and provide accreditation of higher education institutions	✓		
		1.4 Mid-term evaluation on higher education institutions that have been fully accredited			✓
		1.5 Workshop on the preparation of draft standards for accreditation of educational programs	✓		
		1.6 Monitor foundation year training at higher education institutions		✓	
		1.7 Implement guidelines for evaluation and accreditation of higher education institutions		✓	
AC 2: Ensuring effective leadership management of education staff at all levels	2/4	2.1 Participate and collaborate with the International Education Quality Assurance Network			✓
		2.2 Participate in meetings with higher education institutions and other national programs	✓		
		2.3 Gather information on training of officials in charge of higher education institutions	✓		
		2.4 Capacity Building Workshop on Information Technology Systems for Accreditation of Higher Education Institutions and Educational Programs			✓
21. INSTITUTION OF TECHNOLOGY OF KAMPONG CHEUTEAL					

Main Activities	Results	Sub-Activities	Status		
			1	2	3
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	8/12	1.1 Processing unit	✓		
		1.2 Procurement		✓	
		1.3 Monitor and evaluate the management system and performance of education staff	✓		
		1.4 Evaluate performance and reward employees	✓		
		1.5 Provide 100% scholarships to technology students	✓		
		1.6 Increase the number of dormitories to accommodate students from far away	✓		
		1.7 Provide clear and quality technology skills with a focus on practical implementation and hands-on experience from various business locations	✓		
		1.8 Participate in ASEAN Student Mobile Program			✓
		1.9 Improve curriculum, materials and teaching materials for teaching and learning in line with the labor market and technological advances	✓		
		1.10 Strengthen the quality of technology education by modernizing classrooms, operating rooms, farms, libraries and study areas, as well as organizing additional activities	✓		
		1.11 Expand cooperation with other institutions, both domestic and foreign, to support the Institute's technology training and research		✓	
		1.12 Collaborate with communities and development partners to provide support for community service delivery and technology scholarship exhibitions			✓
AC 2: Ensuring effective leadership management of education staff at all levels	2/2	2.1 training courses and workshops for technical skills, teaching, research and administrative work for educators	✓		
		2.2 Send education staff to attend seminars, training courses and continue their studies both inside and outside the country to improve their capacity and improve their qualifications	✓		
22. KRATIE UNIVERSITY					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	6/9	1.1 Processing unit	✓		
		1.2 Procurement		✓	
		1.3 Organize workshops or training courses for education officers and staff related to monitoring and evaluation mechanisms	✓		
		1.4 Advertising (radio, television, and internet) to promote the University of Kratie process and scholarships for students	✓		
		1.5 Overtime allowance for teachers	✓		
		1.6 Organize workshops or training sessions to disseminate and strengthen students' knowledge on various technical skills	✓		
		1.7 Scholarships for students			✓
		1.8 Organize study visits for education staff and students at private and higher education institutions in the country	✓		
		1.9 Organize workshops or training courses related to the preparation of the internal education quality assurance system to the officials and education staff of Kratie University			✓
AC 2: Ensuring effective leadership management of education staff at all levels	3/4	2.1 Organize workshops or trainings to strengthen and develop the capacity of officials, educators and teachers related to the IT data management system of higher education institutions	✓		
		2.2 Organize workshops or training courses to strengthen and develop the capacity of officials, educators and teachers related to the monitoring and evaluation system of higher education institutions			✓
		2.3 Send officials, education staff and teachers for training at home and abroad to strengthen and develop capacity	✓		
		2.4 Attend meetings, seminars, trainings and conferences both inside and outside the country	✓		
23. INSTITUTE OF TECHNOLOGY OF KAMPONG SPEU					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning	1/17	1.1 Processing unit		✓	
		1.2 Procurement		✓	
		1.3 Increase research activities in the library		✓	

Main Activities	Results	Sub-Activities	Status				
			1	2	3		
opportunities for all		1.4 Enhance student experience through study visits, workshops and short training sessions		✓			
		1.5 Provide dormitory subsistence allowance for students	✓				
		1.6 Promote the operation of local technical workshops		✓			
		1.7 Promote animal science operations		✓			
		1.8 Promote fisheries science operations		✓			
		1.9 Promote food technology execution		✓			
		1.10 Promote the operation of electrical technology		✓			
		1.11 Promote Business Computer Operations		✓			
		1.12 Promote crop science operations		✓			
		1.13 Promote the operation of scientific labs		✓			
		1.14 Support extra-curricular teaching based norm		✓			
		1.15 Increase the dissemination of academic information		✓			
		1.16 Prepare for the exam		✓			
		1.17 Promote student activities		✓			
		AC 2: Ensuring effective leadership management of education staff at all levels	0/3	2.1 Develop and improve teaching and learning system and management system through information technology system		✓	
				2.2 Develop a unit performance monitoring tools		✓	
				2.3 Staff capacities development		✓	
24. PHYSICAL EDUCATION AND SPORT							
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	2/12	1.1 Processing unit		✓			
		1.2 Procurement	✓				
		1.3 Participate in sports competitions and monitoring (Department)		✓			
		1.4 Participate in sports competitions and monitoring programs (General Department)		✓			
		1.5 Monitor physical education and extracurricular activities (public)		✓			
		1.6 Research on traditional sports		✓			
		1.7 Report on sports activities in the capital and provinces			✓		
		1.8 Organize sports day for all			✓		
		1.9 Organizes ASEAN Sports Day			✓		
		1.10 Organizes ASEAN Gym Day			✓		
		1.11 Funding to support the National Sports Federation	✓				
		1.12 Participate in meetings and international sports competitions abroad		✓			
AC 2: Ensuring effective leadership management of education staff at all levels	1/3	2.1 Workshop to summarize the results of the sub-sector of physical education and sports in 2021 and set the direction for 2022			✓		
		2.2 Training to trainer fitness test physical health			✓		
		2.3 Input Collection Workshop to Prepare Draft Law on Management of Physical Education and Sports Sub-sector in Kingdom of Cambodia	✓				
25. PHYSICAL EDUCATION AND SPORT STUDENT							
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	6/8	1.1 Processing unit	✓				
		1.2 Procurement	✓				
		1.3 Monitor physical education teaching activities during school hours	✓				
		1.4 Celebrate National Physical Education and Sports Day in the Capital	✓				
		1.5 Develop and improve sports infrastructure, maintenance School-based sports field	✓				
		1.6 ASEAN University Games Thailand ASEAN Schools Games in the Philippines			✓		
		1.7 ASEAN Schools Games in the Philippines			✓		
		1.8 Compile a detailed physical education curriculum book at Kindergarten	✓				
AC 2: Ensuring effective leadership management of education staff at all levels	1/5	2.1 Workshop to strengthen the implementation of physical education textbooks for teachers in primary schools	✓				
		2.2 Workshop to compile fitness tests for children aged 6 to 12 in primary school			✓		
		2.3 Workshop to introduce the implementation of physical education textbooks in lower secondary school			✓		
		2.4 Workshop to introduce the implementation of textbooks on physical education and sports for high school			✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.5 Strengthen national and international cooperation			✓
26. NATIONAL INSTITUTE OF PHYSICAL EDUCATION AND SPORT					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	3/13	1.1 Processing unit		✓	
		1.2 Procurement	✓		
		1.3 Monitor the training of physical education and sports teachers in secondary and high schools		✓	
		1.4 Scholarship		✓	
		1.5 Final exam and selection exam	✓		
		1.6 Participate in higher education sports and other events			✓
		1.7 Fill the yard, fill the yard, prepare the garden			✓
		1.8 Building renovation			✓
		1.9 Road and sewer repair			✓
		1.10 Water, electricity, telephone and internet repair			✓
		1.11 Pool maintenance and repair		✓	
		1.12 Buy textbooks related to the Bachelor of Physical Education curriculum	✓		
		1.13 Meeting on the implementation of the bachelor's degree program in physical education			✓
AC 2: Ensuring effective leadership management of education staff at all levels	0/2	2.1 Physical Education and Sports Teacher Training Course in Kampot Province			✓
		2.2 Study tour to Japan and Thailand			✓
27. NATIONAL SPORT TEACHING CENTER					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	3/3	1.1 Monitor the promotion of anti-doping in sports	✓		
		1.2 Gather 1,025 national sports teams in 35 sports	✓		
		1.3 International competitions	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	7/10	2.1 Contracted foreign teachers	✓		
		2.2 Workshop on training planning and theory	✓		
		2.3 Workshop on Discipline and Ethics			✓
		2.4 Outreach Psychology Course for Coaches and Players	✓		
		2.5 Great Family Sports Program			✓
		2.6 Workshop on combating the use of DOPA in sports	✓		
		2.7 Annual contribution payment	✓		
		2.8 Laboratory Services	✓		
		2.9 Delivery service	✓		
		2.10 Strengthen and expand national and international cooperation			✓
28. ORGANIZING AND MANAGING SPORTS EVENTS					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	0/15	1.1 Processing unit		✓	
		1.2 Procurement			✓
		1.3 Inspected the organization of sports competitions in the capital and provinces		✓	
		1.4 Organize National Primary School Sports Competition			✓
		1.5 Organize National Intermediate Student Sports Competition			✓
		1.6 Organize International Karate Competition			✓
		1.7 Organize International Basketball Tournament			✓
		1.8 Organize International Khmer Boxing Competition			✓
		1.9 Organize international bokator competition			✓
		1.10 Prepare registration of primary sports competitions through information technology system			✓
		1.11 Prepare registration of secondary school sports competitions through information technology system			✓
		1.12 Prepare registration for international karate competition through information technology system			✓
		1.13 Prepare registration of international basketball matches through IT system			✓
		1.14 Prepare registration of international Khmer boxing competition through information technology system			✓
		1.15 Prepare registration of international bokator competition through information technology system			✓
AC 2: Ensuring effective leadership management of education staff at all levels	0/1	2.1 Training educators on the organization and management of sports events			✓
29. NATIONAL CENTER FOR INFORMATION TECHNOLOGY AND SPORTS STATISTICS					
AC 1: Ensure inclusive and	1/5	1.1 Processing unit		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
equitable quality education and promote lifelong learning opportunities for all		1.2 Procurement		✓	
		1.3 Report on sports competitions in provincial capitals			✓
		1.4 Overseas sports news coverage			✓
		1.5 Produces sports magazines and sports archives	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	0/4	2.1 Capacity training on sports data collection and statistics management			✓
		2.2 Capacity training on sports magazine articles			✓
		2.3 Capacity training on distand data management			✓
		2.4 Capacity training on Office Skills 4.0			✓
30. YOUTH					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	8/19	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Monitor and evaluate the performance of the Cambodian Youth Council and the Cambodian Children's Council			✓
		1.4 Check the location of the event, report, prepare a magazine or newsletter and participate at the invitation of relevant institutions	✓		
		1.5 Monitor and evaluate the implementation of the Entrepreneurship Education Program (Understanding KAB Business)			✓
		1.6 Consultation Workshop on Draft Supporting Documents and Legal Standards for Council Implementation Cambodian Youth and the Cambodian Children's Council			✓
		1.7 Workshop on understanding the working mechanism of the Cambodian Youth Council and the Cambodian Children's Council			✓
		1.8 Organize a meeting to summarize the movement of three good races, good children, good students, good friends at the national level	✓		
		1.9 Dissemination Workshop on Magazine or Bulletin Preparation			✓
		1.10 Organize a workshop to disseminate financial literacy			✓
		1.11 Organize educational workshops on mental management			✓
		1.12 Produce video clips on 21st century youth			✓
		1.13 Celebrates 22nd Anniversary of International Youth Day			✓
		1.14 Celebrating the 72nd Anniversary of International Children's Day			✓
		1.15 Disseminate education on the effects of drug use, traffic, HIV and STIs in target schools			✓
		1.16 21st Century Youth Competition	✓		
		1.17 Organize a youth debate program	✓		
		1.18 Organize 21st Century youth programs (Boot camp)	✓		
		1.19 Send education staff, youth and children to participate in local and international experience exchange programs	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	0/1	2.1 Entrepreneurship Education Coordinator Training Course			✓
31. YOUTH CENTER MANAGEMENT					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	10/20	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Monitor and promote the implementation of policies and action plans for the development of youth sub-sectors	✓		
		1.4 Monitor, orient and promote the management of administrative plans and programs	✓		
		1.5 Workshop on youth labor market information			✓
		1.6 Business plan competition			✓
		1.7 Capacity training on basic skills, life skills and professions such as computer, administration, tour guide, traditional dance, national heritage	✓		
		1.8 Training on Community Enterprise Development			✓
		1.9 Workshop on Soft Skills for Youth	✓		
		1.10 Workshop on Digital Literacy			✓
		1.11 Expand Basic Education Equivalent Program (BEEP)	✓		
		1.12 Training to enhance the capacity of young volunteers to participate in community development	✓		
		1.13 Celebrate International Volunteer Day 05 December	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.14 Edit monitoring and evaluation tools	✓		
		1.15 Develop a youth information management system (Database)		✓	
		1.16 Disseminate employment counseling, counseling services and information to young people in and out of school			✓
		1.17 Disseminate the National Action Plan on Youth Development in Cambodia			✓
		1.18 អង្កេតស្ថានភាពយុវជន និងយុវជនងាយរងគ្រោះ			✓
		1.19 Hold the annual meeting of the National Council of Cambodia for Youth Development	✓		
		1.20 Review the performance of the General Department of Youth			✓
32. SCOUT COOPERATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	8/10	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Strengthen the Scout Patrol System			✓
		1.4 Training of Cambodian National Scout Leaders	✓		
		1.5 Peace Messenger for my community	✓		
		1.6 Workshop on Cambodia National Scout Strategic Planning	✓		
		1.7 Disseminate workshop and Experience Exchange through digital system	✓		
		1.8 6th National Scout Camp	✓		
		1.9 Scout Leaders Meeting			✓
		1.10 Exchange International Relations	✓		
33. PLANNING					
AC 2: Ensuring effective leadership management of education staff at all levels	23/32	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Technical support on strategic planning for education at the municipal, district and khan levels	✓		
		2.4 Review and collect information on the progress and challenges of the implementation of the Strategic Plan for Education Sector 2019-2023 at the Capital and Provincial Levels	✓		
		2.5 Implement testing of assessment tools, scoring, strategic plan for education sector 2019-2023, capital, province		✓	
		2.6 Technical support for the preparation of the mid-term review report on the strategic plan for education sector 2019-2023 at the capital and provincial levels	✓		
		2.7 Technical support on the preparation of annual operational plans by sub-sector at the capital, province and municipal level	✓		
		2.8 Support the development of the school's strategic development plan and annual action plan	✓		
		2.9 Monitor and support the implementation of the work of multidisciplinary technical working groups in the field of education at the capital and provincial levels	✓		
		2.10 Monitor and support the use of data management systems for national and provincial cooperation financing projects	✓		
		2.11 Develop strategic budget plan 2022-2024	✓		
		2.12 Review and revise the strategic plan for education for the Office of Education, Youth and Sports	✓		
		2.13 Revise the assessment tool to score the strategic plan for education sector 2019-2023 Capital and Province		✓	
		2.14 Prepare mid-term report 2021 of the implementation of the education sector strategic plan 2019-2023	✓		
		2.15 Analyze education trends / core breakthrough indicators in the education sector strategic plan 2019-2023	✓		
		2.16 Develop annual operational plan by sub-sector through software system at the capital and provincial level in connection with ESP, BSP, PB	✓		
		2.17 Develop a school strategic development plan and annual action plan	✓		
		2.18 Harmonize school plans and educational indicators		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.19 Capacity training on strategic planning for national, capital, province, municipality, district and Khan	✓		
		2.20 Develop strategies for improving the implementation of policies and reform strategies of the Ministry of Education, Youth and Sports		✓	
		2.21 Gender Mainstreaming in Education (Dissemination of the Strategic Plan for Gender Mainstreaming in Education 2021-2025 and STEM Education in Response to Gender)		✓	
		2.22 Collect and compile policy documents for resource schools and network schools	✓		
		2.23 Assess the need for capacity building of sub-national education staff	✓		
		2.24 Develop documents for training sub-national education staff on education planning work		✓	
		2.25 Review the results of education monitoring and evaluation in the context of Kovid 19 for national and sub-national levels; and		✓	
		2.26 Capacity training on annual operational planning by sub-sector through software system at the national level, capital, province, city, district, Khan and school	✓		
		2.27 Review the implementation of the Joint Technical Working Group Capital, Provincial Education, Semi-Annual and Capacity Development, Secretarial Team	✓		
		2.28 Quarterly National Multidisciplinary Education Technical Working Group Meeting	✓		
		2.29 Organize the annual meeting of the multi-sectoral technical working group on education			✓
		2.30 Review the implementation of information system for information management, financing, cooperation in education in the annual	✓		
		2.31 Support and coordinate meetings of the National Technical Working Group on Education at the National and Capital Levels			✓
		2.32 Participate in international conference and meeting	✓		
34. PERSONNEL					
AC 2: Ensuring effective leadership management of education staff at all levels	12/30	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Accelerate the preparation of new teachers' salaries by preparing the completion of civil service certificates for student teachers before the end of the exam	✓		
		2.4 Cooperate to verify the implementation of the policy of changing the place of work of teachers in the capital and provinces			✓
		2.5 Cooperate to verify the division of new basic and primary school teachers	✓		
		2.6 Monitor and expedite the establishment of new teachers and the promotion of education staff (15 capitals and provinces)	✓		
		2.7 Monitor and evaluate the implementation of the policy On teaching overtime and the implementation of norms On the use of educational staff (100 educational institutions)			✓
		2.8 Monitor and evaluate the implementation of the guidelines on the management and use of civil servants, contract teachers, teachers of two classes, two shifts and teachers (administrative unit 85 and 100 educational institutions).			✓
		2.9 Workshop to review and improve the quality evaluation system			✓
		2.10 Dissemination Workshop on the Career of Teachers, Regular Career Development Policy for 75 sub-national education staff and schools			✓
		2.11 Prepare salaries and other salaries of civil servants and mid-level contracted officials	✓		
		2.12 Annual analysis on oversupply / shortage in resource high schools	✓		

Main Activities	Results	Sub-Activities	Status			
			1	2	3	
		2.13 Consultation workshop on the development of effective and efficient teacher deployment			✓	
		2.14 Dissemination and Policy Implementation Workshop			✓	
		2.15 Co-study the situation of remote and disadvantaged areas to find measures to reduce the area			✓	
		2.16 Consultation Workshop on Remote Areas and Demarcation Areas (Participants) 100 people, Kampong Thom Province)			✓	
		2.17 Study Abroad (ASEAN) Find out about human resource management and attend meetings			✓	
		2.18 Organize student-teacher orientation sessions on staff work	✓			
		2.19 Organize training courses for management and human resources officers on staff work (2 areas)			✓	
		2.20 Sub-national training on personnel management, discipline and response systems			✓	
		2.21 Implement functional review recommendations, including development and change management			✓	
		2.22 Support the development and implementation of CPD and TCP frameworks in collaboration with DoPo and TTD	✓			
		2.23 Workshop to disseminate special promotion and degree promotion principles to educators (100 participants, Kampong Chhnang and Takeo)			✓	
		2.24 Develop census forms for teachers and administrators for resource schools			✓	
		2.25 Regular Workshop on Orientation from Professional Development Database			✓	
		2.26 Workshop on Reflecting the Database of Professional Development			✓	
		2.27 Consultation Workshop on Continuous Professional Development Data collection	✓			
		2.28 Monitor and support school resources in the use of professional development databases on a regular basis			✓	
		2.29 Recruitment Exam for 85 Higher Level Teachers in Public Higher Education Institutions and 15 Civil Servants for the National Institute of Special Education	✓			
		2.30 Develop an HRMIS strategic plan and implement recommendations, including monitoring and evaluation	✓			
35. FINANCE						
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	5/6	1.1 Provide scholarships to students with disabilities	✓			
		1.2 Provide scholarships to poor students in need	✓			
		1.3 Supporting student life in Wuhan			✓	
		1.4 Participate in solving various social problems	✓			
		1.5 Provide scholarships to student teachers at provincial pedagogical schools	✓			
		1.6 Provide scholarships to student teachers at regional pedagogical centers	✓			
	2/2	CABINET				
		1.1 Expenditure on social benefits, secondary education sub-sector	✓			
		1.2 Participate in solving various social problems	✓			
36. PHNOM PENH TEACHER EDUCATION COLLEGE						
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	6/11	1.1 Processing unit		✓		
		1.2 Institutional development and capacity building of officials			✓	
		1.3 Consultation Workshop on reviewing Curriculum Framework		✓		
		1.4 Consultation Workshop on Guidelines for Continuous Professional Development of Institutional Education Staff			✓	
		1.5 Consultation workshop on staff performance evaluation tool	✓			
		1.6 Consultative Workshop on Executive Research Guidelines	✓			
		1.7 Train institute trainers on the use of technology for teaching and learning	✓			

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.8 Training of institute trainers on the preparation of standardized tests for evaluating pedagogical student learning outcomes	✓		
		1.9 Training of Institute Instructors on Teaching Methods: Teaching and Learning Guide	✓		
		1.10 Rent a technical assistant (TA) to support internal quality assurance	✓		
		1.11 Consultation workshop on staff performance evaluation guidelines		✓	
37. BATTAMBANG TEACHER EDUCATION COLLEGE					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	6/8	1.1 12 + 2 primary teacher training, 2nd year	✓		
		1.2 12 + 2 basic teacher training, 2nd year	✓		
		1.3 12 + 4 primary teacher training, 3rd year	✓		
		1.4 12 + 4 primary teacher training, 2nd year	✓		
		1.5 12 + 4 basic teacher training, 3rd year	✓		
		1.6 12 + 4 basic teacher training, 2nd year	✓		
		1.7 Training of short-term trainees from elementary teacher to basic level teacher 13th generation, 2nd shift			✓
		1.8 Training of short-term trainees from elementary teachers to 14th generation basic level teachers, 1st shift			✓
38. CENTRAL KINDERGARTEN TEACHER TRAINING					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	1/1	1.1 Student Teacher Scholarship	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	11/15	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Monitor the use of budget performance reports	✓		
		2.4 Monitor SOF implementation	✓		
		2.5 Monitor the use of EFMS	✓		
		2.6 Training on Procedures and Information Systems for Public School Management Fund Management		✓	
		2.7 Development of priority public schools	✓		
		2.8 IT training on budget implementation linked to policy	✓		
		2.9 Training on EFMS IT Management and Change Management	✓		
		2.10 Train national trainers on scientific, social, and curriculum-based teaching methods development			✓
		2.11 Capacity development of trainers and teachers in teacher training institutions			✓
		2.12 Develop an Innovation and Innovation Research Fund	✓		
		2.13 Training on financial management	✓		
		2.14 Development and training of EFMS system on budget management function, advance management, mission management function, budget management function, regional pedagogical center and provincial pedagogical and vocational school, order function (PO) and accounts payable (AP)			✓
		2.15 Training on financial management procedures and the use of information systems for budget planning and implementation in public units and institutions	✓		
39. NATIONAL INSTITUTE OF SPECIAL EDUCATION					
AC 2: Ensuring effective leadership management of education staff at all levels	7/15	2.1 Processing unit	✓		
		2.2 Procurement		✓	
		2.3 Monitor and improve curriculum for teacher training			✓
		2.4 Follow student teachers during internships			✓
		2.5 Monitor the implementation of new student teachers and integration teachers			✓
		2.6 Eye and ear examinations for blind and deaf students at 5 special education high schools			✓
		2.7 Strengthen the capacity of trainers on skills education for children with disabilities			✓
		2.8 Learn more about curriculum development at home and abroad		✓	
		2.9 Strengthen the capacity of signal research staff on research and publishing skills	✓		
		2.10 Compile and produce documents for student teacher	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		training			
		2.11 Training of 3rd generation blind and deaf students	✓		
		2.12 Teacher training on inclusive education	✓		
		2.13 Teacher training for deaf and blind students from 5 special education high schools	✓		
		2.14 Develop training programs for students with intellectual disabilities		✓	
		2.15 Teacher training, students with mental retardation, class teachers Integration	✓		
40. SOUTHEAST ASIA CENTER FOR TECHNICAL EDUCATION DEVELOPMENT					
AC 2: Ensuring effective leadership management of education staff at all levels	5/5	2.1 Processing unit	✓		
		2.2 Workshop to match the training skills needs of technical education teachers and the needs of industry skills	✓		
		2.3 Capacity building for ICT teachers on Digital Learning Material Development	✓		
		2.4 Attended the 26th Annual Meeting of the Directors of CMO Centers	✓		
		2.5 Attending the 43rd CMO Senior Officials Meeting	✓		
41. DIRECTORATE GENERAL OF INSPECTION					
AC 2: Ensuring effective leadership management of education staff at all levels	4/8	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Evaluate good principals, good teachers, teachers of Khmer language and mathematics, 1st, 2nd and 3rd grade and clean schools	✓		
		2.4 Monitor the progress of improvements in accordance with the recommendations of the external inspection, internal inspection		✓	
		2.5 Progress on inspection work		✓	
		2.6 Collaborate with relevant units			
		2.7 Officer Capacity Building Workshop	✓		
		2.8 Exchange work experience			✓
42. PROCUREMENT					
AC 2: Ensuring effective leadership management of education staff at all levels	5/7	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Participate in the procurement implementation of the procurement team under Ministry Advice	✓		
		2.4 Monitor and evaluate the implementation of contracts for the procurement of goods and construction	✓		
		2.5 Monitor, evaluated, handed over and received procurement of goods and construction throughout the capital-province		✓	
		2.6 Inspected, evaluated, handed over and received procurement of goods and construction throughout the capital-province		✓	
		2.7 Disseminate legal documents on procurement implementation Public to procurement teams throughout the capital-province	✓		
43. INSPECTION OF FINANCE AND ADMINISTRATIVE					
AC 2: Ensuring effective leadership management of education staff at all levels	4/4	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Participate in the activities of subordinate units	✓		
		2.4 Participate in training courses	✓		
44. INTERNAL AUDIT					
AC 2: Ensuring effective leadership management of education staff at all levels	5/7	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Review, improve and evaluate as recommended	✓		
		2.4 Audit and Information Collection	✓		
		2.5 Workshop on Dissemination of Audit Report			✓
		2.6 Workshop on summarizing the work results and preparing the implementation plan for the next year			✓
		2.7 Internal Audit Officer Training	✓		
45. EDUCATIONAL QUALITY ASSURANCE					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	20/23	1.1 Processing unit	✓		
		1.2 Procurement	✓		
		1.3 Research the quality of education			✓
		1.4 Measure competency, equivalent level and determine	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		equivalent certificates in collaboration with relevant institutions			
		1.5 Take a test	✓		
		1.6 Introductory Workshop for Test Supervisors and Directors	✓		
		1.7 Tested nationwide	✓		
		1.8 Editing and coding workshop	✓		
		1.9 Disseminate 3rd grade test results	✓		
		1.10 Perform regional testing (SEA-PLM)	✓		
		1.11 Monitor the implementation of the framework for evaluating the academic results of students in high schools, resources and schools Network	✓		
		1.12 Early Grade Reading and Mathematics Assessment (EGRA & EGMA)	✓		
		1.13 International Program on the Evaluation of Student Outcomes for Developing Countries (PISA-D)	✓		
		1.14 OECD contribution	✓		
		1.15 International Valuation Test (PISA) Test	✓		
		1.16 Capacity training of officials on the implementation of national, regional and international student assessment tests and inspections	✓		
		1.17 Strengthen the ability to evaluate students' academic performance standards	✓		
		1.18 Capacity training of inspectors and DTMT team) on feedback reporting methods And report writing	✓		
		1.19 Strengthen the capacity of DTMT team to implement school self-assessment and report analysis	✓		
		1.20 Inspecting the quality of education in secondary subjects			✓
		1.21 Inspecting the quality of education by topic in primary schools			✓
		1.22 Periodic Education Quality Inspection 25 Capital-Province	✓		
		1.23 Summarize the results of periodic inspection work	✓		
46. INSPECTORATE OF ADMINISTRATION AND FINANCE					
AC 2: Ensuring effective leadership management of education staff at all levels	4/8	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Monitor the progress of improvements in accordance with the recommendations of the external inspection of 20 units at the national and sub-national levels	✓		
		2.4 Inspection of 326 sub-national administrative, financial and asset management personnel at the sub-national level		✓	
		2.5 Inspection of personnel management, administration, finance and state property at the national level of 15 units		✓	
		2.6 8 random inspections		✓	
		2.7 Dissemination of Kampong Cham Provincial Inspection Report			✓
		2.8 Strengthen professional skills on the on-the-job training framework (On the Job Training) in Phnom Penh	✓		
47. INFORMATION AND ASIAN AFFAIRS					
AC 2: Ensuring effective leadership management of education staff at all levels	11/17	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Monitor and evaluate ASEAN and CMO knowledge			✓
		2.4 Collect information on the collection of children aged 6 years or at least 72 months, free admission			✓
		2.5 Report and disseminate all activities of the Ministry of Education, Youth and Sports	✓		
		2.6 Hold press conference interviews for education, youth and sports	✓		
		2.7 Produce educational spots	✓		
		2.8 Organize educational forums on the following topics: 1. The value of reading 2. Teacher's Day			✓
		2.9 Print educational posters	✓		
		2.10 Folding card printing			✓
		2.11 Distribute and disseminate educational information directly in target 12 provinces	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.12 Produce a documentary on educational achievements, youth and sports under the theme: "Educational achievements of youth and sports" for broadcast at the 2022 Education Conference			✓
		2.13 Produced a book on educational achievements, youth and sports under the theme: "Leaders' work in 2021" distributed to the 2022 Education Conference			✓
		2.14 Participate in workshops, trainings and meetings abroad	✓		
		2.15 Organize a dissemination workshop on ASEAN and CMO knowledge	✓		
		2.16 Contribute to the contribution of member countries to the SEAMEO Secretariat for the 2020-2021 operating budget	✓		
		2.17 Training skills in writing, collecting and responding to information	✓		
48. LEGISLATION					
AC 2: Ensuring effective leadership management of education staff at all levels	3/22	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Monitor the implementation of good school governance programs in public schools		✓	
		2.4 Monitor the implementation of the legal framework for the provision of educational services in private educational institutions		✓	
		2.5 Monitor the implementation of social accountability in the education sector of primary schools		✓	
		2.6 Provide technical support for education services in cities, districts, Khans of the OWSO		✓	
		2.7 Support the protection of rights and counseling for educators			✓
		2.8 Monitor and study cases of disputes between educators		✓	
		2.9 Study the effectiveness of the implementation of the legal framework for education, sub-sectors of primary education			✓
		2.10 Study the effectiveness of the implementation of the legal framework for education, sub-sector, secondary education			✓
		2.11 Consultation to study the impact of legal documents Five Education Sectors (05)	✓		
		2.12 Consultation Workshop on Preparation of Standards Support the mechanism of providing public services in the field of education (OWSO)			✓
		2.13 Provide full autonomy to public higher education institutions to manage finances through pilot budgets		✓	
		2.14 Implement health education programs, including reproductive and sexual health, and the right to drug prevention and awareness of HIV and AIDS.		✓	
		2.15 Dissemination Workshop on Social Accountability Performance in Education			✓
		2.16 Workshop on Implementing Good School Governance Program			✓
		2.17 Organize workshops on management capacity development and Dispute resolution of education staff			✓
		2.18 Workshop on Dissemination of Anti-Counterfeit Law Framework			✓
		2.19 Workshop on Strengthening the Implementation of Legal Frameworks and Legislation, Education Sector, Primary Education Sub-Sector			✓
		2.20 Dissemination and Consultation Workshop on Impact Assessment of Education Legal Standards			✓
		2.21 Provide regular support to the 14 municipal administrations of Battambang province on the management and implementation of education functions by the municipal administration.		✓	
		2.22 Monitor and prepare research reports on the implementation of education functions by the municipal administration.		✓	
49. SCHOOL CONSTRUCTION					

Main Activities	Results	Sub-Activities	Status		
			1	2	3
AC 2: Ensuring effective leadership management of education staff at all levels	1/9	2.1 Processing unit	✓		
		2.2 Procurement			✓
		2.3 Monitor the work of repairing and constructing new school buildings and administrative buildings under the auspices of the Ministry			✓
		2.4 Study tour related to educational infrastructure abroad			✓
		2.5 Maintenance and repair of school buildings affected by disasters			✓
		2.6 Maintenance of roads, roads, bridges and sewers			✓
		2.7 Maintain other networks			✓
		2.8 Maintenance and repair of means of transportation		✓	
		2.9 Maintenance and repair of technical equipment and tools			✓
50. MATERIALS AND STATE PROPERTY					
AC 2: Ensuring effective leadership management of education staff at all levels	4/4	2.1 Check, verify and update state materials and assets	✓		
		2.2 Evaluate the management of state property	✓		
		2.3 Training on Management of State Property and Property and Study Abroad	✓		
		2.4 Handing over - Receiving equipment and coordinating procedures Imported by tax and excise duty	✓		
51. ADMINISTRATION					
AC 2: Ensuring effective leadership management of education staff at all levels	5/14	2.1 Processing unit	✓		
		2.2 Supervise the administration and archives in the 25 provincial capitals			✓
		2.3 Guide and evaluate the application of medals of the capital-province and participate in the decoration of medals			✓
		2.4 Participate in organizing degree programs at universities - Office and Inauguration of Educational Achievements - Opening of seminars and work related to education	✓		
		2.5 Participate in opening-closing programs and gather information in various sports competitions and student excellence exams			✓
		2.6 Participate in the composition of the delegation of the Ministry's leadership in inspecting education, youth and sports		✓	
		2.7 Print flags, certificates of appreciation for outstanding organizations and certificates for national organizations Print flags, certificates and certificates	✓		
		2.8 Participate in organizing national festivals and social activities		✓	
		2.9 Print 2021 Conference and Related Documents	✓		
		2.10 Supply and support annual meeting services		✓	
		2.11 Participate in the meeting to review and evaluate the results of education Youth and sports in the capital-province and collect relevant reports			✓
		2.12 Publish the work book of His Excellency the Minister of Education, Youth and Sports	✓		
		2.13 Training on National and Sub-National Administration Management			✓
		2.14 Training on archive and database management, national and sub-national administrative document management			✓
52. CULTURAL RELATION AND SCHOLARSHIP					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	1/1	1.1 Selection of scholarship students to study abroad	✓		
AC 2: Ensuring effective leadership management of education staff at all levels	6/16	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Monitor the implementation of partner organizations' education assistance projects		✓	
		2.4 Monitor poor female student families who are selected to provide accommodation in female student dormitories			✓
		2.5 Disseminate information and scholarship programs and recruit students to study abroad			✓
		2.6 Sending scholarship students to study abroad	✓		
		2.7 Training scholarship students before going abroad to study and foreign students to study in Cambodia			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.8 Receive national and international delegations			✓
		2.9 Operation of Student Dormitory Center and Health Services Support		✓	
		2.10 Give medals (medals to philanthropists)		✓	
		2.11 Organize national and international festivals			✓
		2.12 Pay membership contribution to international organizations	✓		
		2.13 Meet and chat with foreign scholarship students			✓
		2.14 Provide scholarships and study visits for foreign scholarship students and Cambodian students abroad	✓		
		2.15 Support for leisure trips and repatriation for foreign scholarship students		✓	
		2.16 Attend training courses and workshops	✓		
53. EDUCATION MANAGEMENT INFORMATION SYSTEM					
AC 2: Ensuring effective leadership management of education staff at all levels	1/25	2.1 Processing unit		✓	
		2.2 Procurement			✓
		2.3 Support the operation of online education statistics management system to the Department of Education, Youth and Sports of the Capital and Provinces		✓	
		2.4 Support for quality and accuracy and control Covers educational data for private schools and community kindergartens			✓
		2.5 Strengthen the capacity to use tools to collect public education statistics		✓	
		2.6 Monitor the use of educational indicators and data to prepare school development plans			✓
		2.7 Support the completion and production of school statistics, textbooks, water resources, sanitation and services Climate change			✓
		2.8 Support the input and production of student data in target schools in Puok district, Siem Reap province	✓		
		2.9 Support and monitor the management and use of online data management systems			✓
		2.10 Support the collection of educational data on schools, NGOs and religious schools at the sub-national level			✓
		2.11 Disseminate online data management systems to national and sub-national levels (census, public and private schools and community kindergartens)			✓
		2.12 Workshop on the provision of education data of the Ministry related to the Ministry of Education, Youth and Sports			✓
		2.13 Workshop on reviewing and validating data, statistics and educational indicators for educational work			✓
		2.14 Workshop on disseminating statistics on national and sub-national education indicators			✓
		2.15 Consulting Workshop on Reporting System Online for school			✓
		2.16 Consultation Workshop on Developing a Climate Change Questionnaire in Schools			✓
		2.17 Orientation Workshop on data management system climate change in schools			✓
		2.18 Consultation Workshop on Technical Support for Editing / Modifying Student Database Management Systems to Reduce Overlap and Synchronization			✓
		2.19 Training on online education data management to sub-national level			✓
		2.20 Training on the collection and production of educational data for private schools and community kindergartens			✓
		2.21 Training on completing public school education census			✓
		2.22 Training on the use of educational indicators and data to develop school development plans		✓	
		2.23 Review the work of education management information system and raise the direction for national and sub-national level			✓
		2.24 Select Technical Assistance to Support Online Database Management			✓
		2.25 Training on using EMIS Online to target schools			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
54. POLICY					
AC 2: Ensuring effective leadership management of education staff at all levels	14/33	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Monitor and coordinate the implementation of the policy on teachers		✓	
		2.4 Monitor and coordinate the implementation of continuous professional development policies for educators		✓	
		2.5 Dissemination Workshop on Monitoring Report Implement policies		✓	
		2.6 Technical support on monitoring the implementation of policies at 5 provincial IQs			✓
		2.7 Test problem analysis tools at school level	✓		
		2.8 Publish a handbook on the use of diagnostic tools at the school level	✓		
		2.9 Organize a dissemination workshop on problem analysis tools at school level			
		2.10 Develop executive guidelines on teacher career paths	✓		
		2.11 Develop policy on school meal		✓	
		2.12 Organize workshops on special strategies on policy reform for district, district and school leaders		✓	
		2.13 Holds Policy Discussion Forum 4 at Resource High School	✓		
		2.14 Develop policy on school based management		✓	
		2.15 Teacher Career Policy Dissemination Workshop		✓	
		2.16 Training on the implementation of the teaching career framework for national trainers in 5 areas, including Sihanoukville, Prey Veng, Battambang, Stung Treng and Siem Reap			✓
		2.17 Training course on the implementation of the teacher career path framework to the target schools, 2 courses equal to 100 schools			✓
		2.18 Issued 2 Cambodia Education Review	✓		
		2.19 Cambodia Education Policy Forum - Input for Education Conference	✓		
		2.20 Research on the topic: Decrease in the number of science students in high school	✓		
		2.21 Research related to teaching and learning at Resource High School	✓		
		2.22 Teacher Training Institute Entrance Exam: Policies and Practices for Teacher Education Reform			✓
		2.23 Impact of one-shift, two-shift teachers and contracts on student achievement			✓
		2.24 Training and support on executive research to the level of IKE Department, Capital, Province and IEC Office	✓		
		2.25 Research on 1 priority topic of the Ministry of Foreign Affairs (will determine the next step)		✓	
		2.26 Women's representation in teaching, leadership and management in high school		✓	
		2.27 Research on resilience that can respond quickly to obstacles in the field of education	✓		
		2.28 Workshop to disseminate research results in 2021 and research topics in 2022		✓	
		2.29 Capacity Building Workshop on Education Policy Development and Writing		✓	
		2.30 Capacity Building Workshop on Development of Education Policy Implementation Monitoring Tool			✓
		2.31 Capacity Building Workshop for Researchers high level (Advanced Research) and Educators at the Education Research Council (ERC)	✓		
		2.32 Exchange local and global experiences			✓
		2.33 15 PhD candidates to study in France	✓		
55. MONITORING AND EVALUATION					
AC 2: Ensuring effective leadership management of education staff at all levels	6/19	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Monitor and evaluate minimum water and sanitation conditions in kindergartens, primary and secondary schools			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.4 Monitor and evaluate the minimum standard of early childhood education services			✓
		2.5 Monitor and evaluate the implementation of a comprehensive school management program			✓
		2.6 Monitor and Evaluate the Effectiveness and Effectiveness of the Capacity Building Fund for Phase 3 (CDPF Phase 3)			✓
		2.7 Monitor and evaluate the effectiveness and efficiency of the food scholarship program			✓
		2.8 Mentor and monitor the preparation of the achievement report of the implementation of the annual action plan to the officials in charge and stakeholders at the sub-national level.	✓		
		2.9 Mentor and Coach on the preparation of reports and monitor the process of the Capital, Provincial Education, Youth and Sports Conference	✓		
		2.10 Monitor the progress of education reform strategy			✓
		2.11 Survey the requirements of the performance report form Online			✓
		2.12 Mentor and Coach on the use of secondary school monitoring and evaluation framework, resources and network	✓		
		2.13 Orientation workshop on preparation and dissemination of sub-national achievement reports	✓		
		2.14 Consultation Workshop on the preparation of achievement report forms linked to sub-sector budgets for inclusion online			✓
		2.15 Consultation Workshop on National Online Achievement Report Form			✓
		2.16 Consultation Workshop on Online Achievement Report Form for Capital and Provincial Levels			✓
		2.17 Consultation Workshop on Online Achievement Report Forms for Municipal, District and School Levels			✓
		2.18 Capacity development of capital and provincial officials on monitoring and evaluation framework			✓
		2.19 Reflective Workshop on Design and Use of Secondary School Monitoring and Evaluation Framework, Resources and Networks			✓
56. INFORMATION TECHNOLOGY					
AC 2: Ensuring effective leadership management of education staff at all levels	3/24	2.1 Processing unit		✓	
		2.2 Procurement	✓		
		2.3 Provide technical assistance to monitor and evaluate the use of technology in education and the connection of physical ICT infrastructure through national, sub-national units and public educational institutions.		✓	
		2.4 Update digital education content for publication on the official website and website of the Ministry of Education	✓		
		2.5 Provide new computer labs and IT equipment to Resource High School 36 (USES DP2)		✓	
		2.6 Provides ToW tablets and IT equipment to New Resource High School 26 and NIE 2 (USES DP)			✓
		2.7 Workshop to introduce the development of digital materials and the use of e-Education Resource Centers		✓	
		2.8 Build and develop information systems		✓	
		2.9 Competitive and Outreach Program in Information Technology and Telecommunication Research in Education		✓	
		2.10 Produce digital educational content for e-learning and teaching		✓	
		2.11 Dissemination Workshop on Self-Management Systems (MOOCs) and the use of e-learning and teaching aids			✓
		2.12 Consultation Workshop on "Preparation of Lesson Content for Experiments and Production of Educational Content in Experiments" for dissemination on the official website of the Ministry of Education, Youth and Sports		✓	
		2.13 Consultation Workshop on Editing Textbooks for Information and Communication Technology, 10th, 11th and 12th grade			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.14 Mixed training on the use of information technology and tablets, the creation of digital education content and the 12th grade student proficiency test (LMS) for teaching-learning and for work Education Administration		✓	
		2.15 Mixed training course on management process Implement e-learning project			✓
		2.16 Training on repair, maintenance and management of ICT equipment			✓
		2.17 Workshop on ICT Policy Action Plan for Education			✓
		2.18 Electronic Distance Learning Training for Resource High School (SRS) and Network High School (USNWS)		✓	
		2.19 Training on the use of information technology tablets (ToWs) for ICT, science and mathematics (STEM subjects)		✓	
		2.20 Training on the production of digital educational content and the use of the Electronic Education Resource Center (Teacher Website) for science and math teachers (STEM subjects)			✓
		2.21 Training Course on Textbook Teaching Methods for 11th and 12th Grade Information and Communication Technology	✓		
		2.22 Training on course creation in Platform Elearning. moeys.gov.kh for learning and teaching for tablet use for STEM subjects (video, presentation, reading and questions)		✓	
		2.23 Receives International Delegation on ICT Development Partnership in Education			✓
		2.24 Send management team and education officials to study abroad, workshops, conferences, meetings and training courses abroad			✓
57. EXAMINATION AFFAIR					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	2/9	1.1 High School Diploma Examination Process	✓		
		1.2 Outstanding Student Examination in Mathematics, Physics and Khmer Language			✓
		1.3 National Outstanding Student Olympiad Exam			✓
		1.4 Training for Outstanding Olympiad Students			✓
		1.5 Send outstanding students abroad			✓
		1.6 Minimum Assistance for High School Diploma Examination	✓		
		1.7 Winner Student Prize			✓
		1.8 Hourly Salary for Outstanding Student Teacher Olympiad			✓
		1.9 Overseas Mission			✓
AC 2: Ensuring effective leadership management of education staff at all levels	6/9	2.1 Processing unit	✓		
		2.2 Procurement	✓		
		2.3 Monitor the semester exam process			✓
		2.4 Monitor the process of lower secondary school diploma examination	✓		
		2.5 Examining examination centers for high school diploma exams	✓		
		2.6 Capacity training on the ability to update the student-teacher registration program using a computer for the high school diploma exam			✓
		2.7 Workshop on Writing, Analyzing and Disseminating Analysis of the Results of the 2020 High School Diploma Examination			✓
		2.8 Workshop on the Roles and Duties of Assistants and Assistants Nationwide for the High School Diploma Examination Process	✓		
		2.9 Capacity training on cryptography for the high school diploma examination process	✓		
58. GENDER MAINSTREAMING IN EDUCATION					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	2/2	1.1 Develop gender and leadership skills	✓		
		1.2 GMSP 2016-2020 Annual Gender-Based Education Review Workshop	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
59. MONITOR, EVALUATE AND MANAGE PARTNERSHIP FUNDS FOR CAPACITY DEVELOPMENT IN THE EDUCATION SECTOR					
AC 2: Ensuring effective leadership management of education staff at all levels	4/4	2.1 Strengthen community capacity to demand and take responsibility for quality basic education, especially in target districts	✓		
		2.2 Provide technical support to develop life skills programs in lower secondary schools and complete early warning manuals and child-friendly schools	✓		
		2.3 Supports NGO coordination and facilitates civil society participation and dialogue in the preparation and implementation of the ESP / AOP / JTWG	✓		
		2.4 Support Education Services (CDPF)	✓		
60. EDUCATION REFORM					
AC 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	2/2	1.1 Support education research by the Education Council on priority reforms	✓		
		1.2 Support school-based management	✓		

Note: 1. Already implemented

2. Is being implemented

3. Not yet implemented

PART 3
TOPIC FOR DISCUSSION

ប្រធានបទពិភាក្សា

TOPIC FOR DISCUSSION

១. បាត់កថាស្តីពី សម្រួលអាទិភាពសកម្មភាពផ្ដោតលើលទ្ធផល ដើម្បីកសាងមូលធនមនុស្សកម្ពុជា
Intervention on Sharpen Priority Activities by implementing the Result-based Management for Human Capital Development in Cambodia
២. បទបង្ហាញស្តីពី យុទ្ធសាស្ត្រឆ្ពោះទៅកីឡាស៊ីហ្គេមលើកទី៣២ ឆ្នាំ២០២៣ តាមគន្លងប្រក្រតីភាពថ្មី
Presentation on Strategies toward the 32nd SEA Games 2023 in New Normal
៣. បទបង្ហាញស្តីពី កម្មវិធីអភិវឌ្ឍន៍យុវជនដើម្បីលើកកម្ពស់បំណិនសតវត្សរ៍ទី២១
Presentation on Youth Development Programs for enhancing the 21st Century Skills
៤. បទបង្ហាញស្តីពី ការអប់រំក្រៅប្រព័ន្ធផ្សារភ្ជាប់នឹងការសិក្សាពេញមួយជីវិតតាមគន្លងប្រក្រតីភាពថ្មី
Presentation on Non-formal education linked to lifelong learning in New Normal
៥. បទបង្ហាញស្តីពី មជ្ឈមណ្ឌលឧត្តមភាព និងគុណភាពអប់រំនៅឧត្តមសិក្សា
Presentation on Center of Excellence and Education Quality in Higher Education
៦. បទបង្ហាញស្តីពី វិធីសាស្ត្របង្រៀនតាមបែបឌីជីថលនៅឧត្តមសិក្សា
Presentation on Digital Teaching methods in Higher Education
៧. បទបង្ហាញស្តីពី សាលារៀនមានដំណើរការល្អ និងការអភិវឌ្ឍអាស្រ័យលើការរៀនសូត្រនិងការឆ្លើយតបតម្រូវការសិស្ស
Presentation on Schools are well-performed and developed based on students' learning and responding their needs
៨. បទបង្ហាញស្តីពី ការអប់រំនៅមធ្យមសិក្សាឆ្ពោះទៅរកនវានុវត្តន៍ស្របតាមឧបនិស្ស័យរបស់សិស្ស ទីផ្សារការងារ និងការអភិវឌ្ឍសេដ្ឋកិច្ច
Presentation on General Secondary Education toward innovation in line with student talent, market place needed and economy development.
៩. បទបង្ហាញស្តីពី គ្រូបង្រៀនល្អជួយសិស្សបានគ្រប់កាលៈទេសៈ
Presentation on Good teachers assist students in all circumstances
១០. បទបង្ហាញស្តីពី ការអប់រំកុមារតូចក្នុងបរិបទកំណែទម្រង់វិស័យអប់រំ
Presentation on Early childhood education in the context of education reform
១១. បទបង្ហាញស្តីពី សុខភាពសិក្សាក្នុងការរស់នៅតាមគន្លងប្រក្រតីភាពថ្មី
Presentation on School health in living with a new normal
១២. បទបង្ហាញស្តីពី កំណែទម្រង់ការអភិវឌ្ឍគ្រូបង្រៀន
Presentation on Teacher Development Reform

