



KINGDOM OF CAMBODIA
Nation Religion King



MINISTRY OF EDUCATION, YOUTH AND SPORT

EDUCATION CONGRESS



THE EDUCATION, YOUTH AND SPORT PERFORMANCE
IN THE ACADEMIC YEAR 2021-2022
AND GOALS FOR THE ACADEMIC YEAR 2022-2023

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PART 1
ACHIEVEMENT AND DIRECTION

1. INTRODUCTION

The Education Strategic Plans 2014-2018 and 2019-2023 have marked significant phases of the Ministry in the reform implementation to be in line with the policy and reform framework of the Royal Government during the 5th and 6th legislature of the National Assembly.

10 years of implementing the Education Strategic Plans, the Ministry and stakeholders have achieved significant accomplishments, such as increased enrolments in all school levels, in particular the nine-year basic education reflecting through the creation of favourable access for disadvantaged children to learning and continued learning, strengthening of governance in educational institutions, addressing the loss of learning opportunities in the context of Covid-19, and increasing scholarships for students from poverty-stricken families. The Ministry has narrowed down its measures to improve the quality and responsiveness of education services via promotion of teachers' professionalism and incentives, as well as to increase autonomy, accountability and leadership in the management of education services at all levels.

Clearly, this review report on the results of education, youth and sport from 2013 to 2022 demonstrates the progress of expanding education services through the expanded infrastructure, increased number of students in all school levels and the accomplishment of key indicators, resulted from the collection of inputs during the capital/provincial education conventions. The progress of the education strategic plans have effectively and remarkably responded to the Royal Government's Rectangular Strategies Phase III and Phase IV. The progress of the education strategic plan implementation during these 2 phases has also been reflected through the reform implementations in 4 phases: 1st Phase at the national level in 2014, containing 8 points; 2nd Phase at the school level between 2015 and 2018, containing 15 points; 3rd Phase on the development of system and human resources is based on the 5 Pillars between 2019 and 2022; and 4th Phase on human resource training for the transformation of the digital economy from 2022; and the progress of the implementation of action plans at both national and sub-national levels. Key achievements from the 10 years' implementation are as follows:

2. PROGRESS

2.1. OVERALL ACHIEVEMENTS OF THE EDUCATION, YOUTH AND SPORT SECTOR

2.1.1. PROGRESS IN THE DELIVERY OF EDUCATION, YOUTH AND SPORT SERVICES

The Ministry has strived to implement the education strategic plans and the education reform strategies to keep with the national development strategic plan and has attained the significant achievements as of the following:

2.1.1.1. Quantitative section

Schools at all levels have steadily been increased in almost every geographical location across the country in an effort to bring them closer to people's homes in line with noble recommendations of **Samdech Dechor Prime Minister**. Therefore, over the past 10 years, the education sector has achieved, through a number of interventions, campaigns on collecting school-aged children, construction of school buildings, provision of teachers, provision of fund for school operations, and provision of scholarships to students from poor families, which has made it possible for the students to have greater access to education at all levels. Kindergartens and general education schools (public-, community- and private-owned) increased from 14,852 in the 2013-2014 academic year to 18,830 in the 2022-2023 academic year; of which 8,607 were kindergartens in all form, 8,067 were primary schools, 1,340 were lower secondary schools, 816 were high schools, and 19 were general and technical high schools. As of April 2023, 4,522 school buildings equivalent to 29,351 rooms, which are precious gifts from **Samdech Akka Moha Sena Padei Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia, and **Samdech Kittipritpunndit Bun Rany Hun Sen**, have been built.

Higher education institutions were increased from 110 in the academic year 2013-2014 to 132 in the academic year 2021-2022; of which the public higher education institutions were increased from 67 to 84. 5 state-owned institutions have become public administrative institutions, namely Royal University of Phnom Penh, National University of Battambang, Svay Rieng University, Chea Sim University of Kamchay Mear and Institute of Technology of Cambodia.

The number of early childhood receiving education services in all form was increased from 249,499 (121,912 girls) in the 2013-2014 academic year to 387,279 (194,072 females) in the academic year 2022-2023. The number of 5-year-old children was increased from 170,521 (82,689 girls) to 213,83 (105,536 girls) in the academic year 2022-2023.

The number of primary school students was around 2.1 million in the 2013-2014 academic year to 2.2 million in the academic year 2022-2023. The exact primary school enrollment rate achieved in the 2022-2023 academic year was around 95.7%.

The number of lower secondary school students was increased from 540,454 (268,805 girls) in the academic year 2013-2014 to 694,161 (362,655 girls) in the academic year 2022-2023. The gross enrollment rate at the lower secondary level was increased from 55.3% (55.0% girls) in the 2013-2014 academic year to 83.7% (85.9% girls) in the 2022-2023 academic year.

The number of upper secondary school students was increased from 293,937 in the 2013- academic year 2014 to 401,605 (218,516 girls) in the academic year 2022-2023. The gross enrollment rate in upper secondary education was increased from 24.9% (24.9% girls) in the academic year 2013-2014 to 39.4% (49.2% girls) in the academic year 2022-2023.

The number of general and technical upper secondary students was increased from 653 (238 girls) in the academic year 2013-2014 to 3,259(1,160 girls) in the academic year 2022-2023. Students receiving skills training include 1,206 (135 girls) in electrical skills, 499 (110 girls) in electronic skills, 315 (176 girls) in aquaculture skills, 530 (312 girls) in agricultural skill, 128 (23 girls) in mechanical skills, 83 (56 girls) in tourism skills, 165 (95 girls) in computer skills, 125 females (99 girls) in in accounting skills, 151 (136 girls) in in food processing skills,and 57 (18 girls) in digital media design skills.

The number of higher education students was 249,092 (103,674 females) in the 2013-2014 academic year and 209,059 (95,619 females) in the 2021-2022 academic year. In the academic year 2021-2022, the number of associate degree students was 20,235 (7,863 females) and the number of bachelor degree students was 175,962 (84,538 females), while the number of master degree students was 9,483 (3,158 females).

Ph.D students accounted for 1,213 (133 females). The number of students majoring in Science, Technology, Engineering, and Mathematics (STEAM) was increased from 19.6% in the 2013-2014 academic year to 33.20% in the 2021-2022 academic year.

Hosting national literacy campaigns, raising pay for non-formal education contract teachers, establishing community learning centers, providing simple vocational skills to the community to improve their livelihoods, and expanding non-formal education Programs to disadvantaged areas have created greater access to education at all levels.

The number of students enrolled in non-formal education Programs was 50,555 (26,677 females), and 38,800 (21,614 females) graduated.

The Cambodian Children's Councils in 8,954 educational institutions contain 1,576,686 members (811,577 females), and the Cambodian Youth Councils in 593 educational institutions contain 360,617 members (196,474 females). The Cambodian National Scouts contain 175,000 members (49% of whom are females), including 17,623 junior scouts, 120,229 teen scouts, 21,514 senior scouts, 13,197 scout leaders, and 2,337 honorary members based in the educational institutions and communities.

The Ministry has gathered coaches, assistant coaches, and athletes for a total of 1,036 (283 females) to train and improve their technical skills in 39 sport categories and 6 para sport categories to get them ready for the 32nd SEA Games and the 12th ASEAN Para Games 2023 and for other international sport events.

Education staff was increased from 112,704, (46,748 females) in 2013 to 125,597 (59,137 females) in 2022. In 2022, the education staff at the national level accounted for 5,078 (1,768 females), and 120,519 (57,369 females) at the sub-national level.

2.1.1.2. Qualitative section

To enhance the quality of education and responsiveness, the Ministry has introduced and has been implementing a number of tasks, such as the adoption of detailed curricula for all subjects in all forms, the improvement of teacher training, the development of the National Institute of Education, the pedagogical institute, and the formulation of action plan for developing regional pedagogical centers and provincial pedagogical and teacher training colleges, the establishment of 100 model schools (School-based management - SBM), the expansion of 11 new generation schools (4 primary schools and 7 secondary schools), and the improvement of teaching methods and the study of science, technology, engineering and mathematics. The Ministry has been implementing school management towards increasing accountability, autonomy and community participation through the establishment of 100 model schools, the implementation of student assessment, and the improvement of teaching methods, and expanding the network of 1,700 model schools.

Six-year-old children who had gone through all form of early childhood education services attending Grade 1 was increased from 50.3% (59.2% girls) in the academic year 2013-2014 to 69.9% (87.9% girls) in the academic year 2022-2023.

The completion rate at the primary education was 88.9% (90.2% girl) for the academic year 2013-2014. In the academic year 2022-2023, the primary school graduation rate was 86.8% (89.4% girls).

The student-teacher ratio of primary education was decreased from 46.2 in the academic year 2013-2014 to 39.9 in the academic year 2022-2023.

The completion rate at at the lower secondary level was increased from 39.09% (40.02% girl) in the academic year 2013-2014 to 59.7% (64.5% girl) in the academic year 2022-2023.

The student-teacher ratio of the lower secondary level was decreased from 23.4 to 23.1 and of the upper secondary level was increased from 23.0 to 23.6. The student-classroom ratio at the lower secondary level was increased from 43.3 to 43.6 and at the upper secondary level was increased from 40.7 to 45.2. The student-classroom ratio at lower secondary level was increased from 48.3 to 48.4 and upper secondary level was increased from 47.4 to 48.2.

In academic year the 2021-2022, 153,649 students (84,281 females), equivalent to 94.75%, passed the lower secondary school examinations with good, fairly good and average remarks. The total candidates for the upper secondary level examination were 125,735 (67,743 females); of which 90,950 candidates (52,512 females), equivalent to 72.33%, passed the exam.

1,049 students (552 females), equivalent to 52.62%, passed the exam with A notation; 7,232 students (4,498 females) with B; 19,053 students (11,777 females) with C; 31,166 students (18,381 females) with D; and 32,450 students (17,304 females) with E. Those with A notation received incentive awards from **Samdech Akka Moha Sena Padei Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia.

In the academic year 2021-2022, 2,615 students (1,041 females) passed the technical and vocational examinations in the first and second years; of which there were 924 (377 females) in the first year and 918 (354 females) in the second year. 9 students (6 females) received A notation, 61 students (34 females) received B, 193 students (95 females) received C, 315 (115 females) received D, and 195 students (60 females) received E.

In the academic year 2021-2022, 46,255 students (20,253 females) graduated from universities; of which 9,426 students (4,128 females) graduated with associate degrees, 33,248 students (15,975 females) with bachelor degrees, 3,489 students (131 females) with master degrees, and 92 students (19 females) with Ph.D. degrees.

The Ministry organized 3 Good competition movements, "Good children, good students, good friends", in which 1,696 people (49% female) obtained annual outstanding awards respectively.

The Ministry organized 3 national sport competitions and the 1st National Paralympic Games, in which 2,673 medals were won, including 812 gold, 812 silver, and 1,049 bronze medals. International sport competitions were also held domestically in which 34 medals were won, including 7 gold, 7 silver and 20 bronze medals.

International sport competitions conducted overseas were participated in which 1,370 medals were won, including 326 gold, 363 silver and 681 bronze. At the World Petanque Championships for Youth and Women, Legendary Ms. **Ke Leng** won 4 gold medals and Legenday Ms. **Ouk Srey Mom** won 5 gold medals in a row respectively.

2.1.2. PROGRESS OF JOINT MONITORING INDICATORS

The Ministry has implemented activities and strengthened partnership by achieving joint monitoring indicators as of the following:

Table 1 indicates that the gross enrolment rate and dropout rate at the lower secondary level are well above the target. The repetition rate for the primary education was increased slightly in the 2020-2021 and 2021-2022 academic years, the years affected by Covid-19 pandemic, but was improved in the following academic years, although the target has not yet been realized. Based on the academic assessment of 6th grade students, their Khmer language and mathematics study performance did not meet the target (53.9% for writing and 74.3% for mathematics). Tests for students in 8th and 11th grades in Khmer reading and mathematics were implemented in the 2021-2022 academic year, but were put off due to Covid-19 pandemic.

Table 1: Progress of Joint Monitoring Indicators

Result	Result Indicators	Actual 2013-14	Actual 2014-15	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Actual 2021-22	Target 2022-23	Actual 2022-23	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	Total 4,8 Male 6,0 Female 4,1	Total 5,1 Male 8,1 Female 5,3	Total 6,7 Male 8,1 Female 5,1	Total 6,6 Male 8,0 Female 5,1	Total 6,5 Male 8,0 Female 4,9	Total 6,2 Male 7,7 Female 4,7	Total 6,3 Male 7,8 Female 4,7	Total 7,0 Male 8,7 Female 5,3	Total 7,98 Male 9,77 Female 6,09	Total 5,0 Male 6,4 Female 4,2	Total 5,9 Male 7,5 Female 4,2	→
2. Increased student learning achievement in primary education (reading and maths in grade 3. and writing and maths in grade 6)	2.1 % 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	Reading 50,5		Writing 53,9			
	2.2 % 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							Math 53,2	Math 40,9		Math 74,3		
3. Student enrolment in lower secondary increased. and dropout rate reduced	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	Total 55,1 Male 52,1 Female 55,0	Total 55,1 Male 51,5 Female 56,2	Total 56,5 Male 53,8 Female 59,4	Total 57,6 Male 53,9 Female 61,5	Total 59,2 Male 55,2 Female 63,4	Total 59,1 Male 54,9 Female 63,8	Total 59,9 Male 55,1 Female 65,1	Total 60,7 Male 55,3 Female 66,6	Total 68,55 Male 63,5 Female 73,81	Total 66,7 Male 65,0 Female 72,0	Total 83,7 Male 81,4 Female 85,9	↑
	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.	Total 21,2 Male 21,5 Female 20,9	Total 21,0 Male 21,7 Female 20,3	Total 19,2 Male 20,3 Female 18,2	Total 17,0 Male 18,5 Female 15,5	Total 15,4 Male 16,6 Female 14,2	Total 15,8 Male 17,6 Female 14,2	Total 18,6 Male 20, Female 17,4	Total 18,2 Male 19,6 Female 16,9	Total 16,6 Male 16,9 Female 16,3	Total 14,1 Male 15,8 Female 12,5		

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

2.1.3. PROGRESS OF CORE BREAKTHROUGH INDICATORS

The Ministry of Education, Youth and Sport has formulated 2019-2023 Education Strategy by determining 2 key policy objectives for the education sector and introducing priority strategies, Programs, and cluster of activities through 8 core breakthrough indicators as follows:

Table 2: Progress of Core Breakthrough Indicators

Core Breakthrough Indicators		Based line	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Actual	Status
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23	
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement													
1.	% of five-year old children enrolled in any form of Early Childhood Education Program	59,9	61,4	64,1	66,4	58,0	63,1	62,9	61,1	59,6	63,1	64,8	↑
	Male	48,5	50,3	50,8	49,4	58,7	63,6	63,6	62,3	59,3	60,8	65,5	↑
	Female	64,8	59,0	60,0	63,0	57,7	59,8	62,0	58,6	59,9	63,7	64,4	↓
2.	Completion rate in Primary education	88,9	84,1	80,6	79,9	82,7	82,1	88,2	87,4	91,7	88,7	86,8	↓
	Male	87,8	81,8	77,5	76,7	79,1	78,2	84,1	83,4	89,2	84,2	85,3	↑
	Female	90,2	86,6	83,9	83,2	86,4	86,0	92,7	91,6	94,4	92,3	89,4	↓
3.	Completion rate in lower Secondary education	39,1	40,3	39,23	44,5	46,5	45,26	44,5	48,1	56,50	53,1	55,7	↑
	Male	38,28	38,9	37,33	41,22	42,20	40,67	39,7	43,1	51,91	47,1	51,0	↑
	Female	40,0	41,8	41,27	48,0	51,1	50,19	49,5	53,4	61,30	55,7	60,4	↑
4.	% of students achieving at “below basic proficiency level (Khmer, Mathematic and Physic Subjects)												
	Khmer reading in Grade 3				35,2	52,6 (2015)		50,5					Implement 2023-24
	Khmer writing in Grade 3					64,8		62,1					Implement 2023-24
	Mathematics in Grade 3				41,0	44,9 (2015)		40,9					Implement 2023-24
	Khmer reading in Grade 6		52,5			31,5			36,3				Implement 2024-25
	Khmer writing in Grade 6					39,6			53,9				Implement 2024-25
	Mathematics in Grade 6		42,8			53,2 (2016)			74,3				Implement 2024-25
	Khmer reading in Grade 8					18,9 (2017)					Analysing		
	Khmer writing in Grade 8					71,0 (2017)					Analysing		
	Mathematics in Grade 8					36,3					Analysing		
	Physics in Grade 8					52,1 (2017)					Analysing		
	Khmer reading in Grade 11					20,5							Implement 2022-23
	Khmer writing in Grade 11					58,9							Implement 2022-23
	Mathematics in Grade 11					72,3							Implement 2022-23

	<i>Physics in Grade 11</i>					79,6 (2018)					Implement 2022-23		
5.	% of Primary Teachers qualified according to national standard					72,06	62,3	79,00	75,00	77,75	76,5	77,80	↑
6.	Gross enrolment ratio (18-22) in higher education	12,5	13	15	10,86	10	11,6	12,0	13,3	12,43	15,1	15,7	↑
	<i>Male</i>	N/A	N/A	N/A	N/A	13,2	13,2	12,2	15,5	11,89	17,8	18,3	↑
	<i>Female</i>	N/A	N/A	N/A	N/A	11,3	11,3	11,8	11,9	12,08	12,7	14,0	↑
7.	Adult literacy rate (15-Above)	91,5%	92,1%	93,%	90,1%	78,1%	82,5	82,5	87,8	87,7	90,7	84,7	↓
Policy 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels													
8.	Number of School principals trained in SBM (Annual, Primary and Secondary)	Number	180	151	584			691	630	605	584	2 520	↑

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

Table 2 indicates that 5 of 8 core breakthrough indicators achieved the target, namely the enrolment rate of 5-year-old children (public, community and private institutions), the graduation rate at the lower secondary level, the percentage of primary school teachers with qualification based on national standards, the gross rate of higher education (18-22), and primary and secondary school principals received school-based management training. 2 of the corebreakthrough indicators are on the edge of achieving the target, namely the primary school graduation rate and adult literacy rate (15 years and older), while the indicator on the % of students achieving at “below basic proficiency level (Khmer, Mathematic ans Physic Subjects) has not yet been implemented.

2.1.4. PROGRESS OF IMPLEMENTATION OF EDUCATION, YOUTH AND SPORT REFORM STRATEGIES

2.1.4.1. PHASE 1: REFORM AT THE NATIONAL LEVEL (2014)

In 2014, the Ministry introduced and implemented the 8-point priority reform, achieving the following results: high school

1. Improvement of efficient delivery of education services

- Adoption of national policy and national action plan on early childhood protection and development,
- Initiation and formulation of a new generation school at Preah Sisowath High School,
- Increase of scholarships for poor students in lower secondary schools,
- Formulation of policy and action plan for teachers, and
- Formulation of a framework to develop a new curriculum framework.

2. Personnel management

- Commencement of the payment of payroll to education staff through the banking system,
- Increase of the education staff's pay by cutting costs and saving in the education sector,
- Introduction of staffing norms (new), and
- Introduction of principles for appointing management officers based on the assessment methods by rating their capacity, performance, and characteristics.

3. Exam reform

- Transfer of responsibilities to the sub-national level for the 9th grade examination,
- Commencement of implementation of reform for 12th grade exams, and
- Reform of teacher recruitment exams.

4. Proviision of technical and soft skills to the youth

- Formulation of an action plan on youth development and
- Formulaiton of skills documents and training in youth centers.

5. Higher education reform

- Formulation of Higher Education Vision 2030,
- Commencement of transfer of authority to higher education institutions to be in charge of issuing certificates, and
- Commencement of requiring higher education institutions to develop strategic plans and research activities.

6. Public Financial Management

- Increased of school operational budget based on Inter-Ministerial Prakas No. 508,
- Commencement of transfer of responsibilities to the Capital/Provincial Department of Education, Youth and Sport for the formulatin and implementation of the 2015 budget,
- Establishment of procurement entities, and
- Review and formulation of new mechanisms for managing state property and assets.

7. Physical education and sport prepared for the upcoming 2023 SEA Games

- Adoption of Physical Education and Sport Policy,
- Establishment of the National Olympic Stadium Management Committee and the commencement of the development of the National Olympic Stadium, and
- Commencement of increased prize money for winners.

8. Establishment of thinktank for education sector

- Establishment of an Educational Research Council.

2.1.4.2. PHASE 2: SCHOOL LEVEL REFORM (2015 To 2018)

Based on the progress of the implementation of the 2014 education sector reform Program, in particular, the results of the upper secondary schools diploma exams, the Ministry has set forth the 15-points reforms within the 5pillars for the education, youth and sport sector:

Reform 1: Public financial management

- Pilot implementation of the full-fledged program budget at the Ministry of Education, Youth and Sport,
- Establishment of 39 budget entities at the national level and 25 at the capital/provincial level,
- Official launch of the ICT-based financial management system for 36 budget entities at the central level and 25 at the capital/province level,
- Implementation of Minimum Tool Standards to serve for school administration
- Procurement training on the construction of restrooms and clean water systems for officials from 216 schools,
- Training of internal audit officers on standard writing of audit reports based on the model of the Ministry of Economy and Finance,
- Preparation of ICT-based budgeting system, in particular Chapter 64,
- Preparation of budget implementation books for school improvement funds and provision of supplementary courses on their use to 12 capital/provinces,
- Strengthening of the public procurement system,
- Establishment of audit and inspection system,
- Revision of the draft Inter-ministerial Prakas No. 508 SHV.Br.K and No. 366 SHV.Br.K for the implementation of program budgets and procedures for the implementation of school operational budget,
- Pilot implementation of ICT-based registration of state property inventory,
- Establishment of ICT-based petty cash advancement monitoring systems for implementation in the central and capital/provincial budget entities,
- Establishment of the website www.fmismoeys.com for disseminating documents related to budget formulation and implementation procedures in the form of e-Library,
- Funding for purchases of computers for schools, and
- Increase of the operational budget of District/Khan Offices of Education, Youth and Sport from 12 to 24 million Khmer Riels.

Reform 2: Deployment of teachers

- Evaluation and self-declaration on the status (in excess or lack) of primary and tertiary teachers in secondary and upper secondary schools throughout the country,
- Monitoring of the use of civil servants, contract teachers, teachers teaching two shifts and combined-class teachers,
- Incorporation of 1,441 Khmer Muslim teachers and 20 indigenous teachers into the government scheme,
- Pilot implementation of the education staffing norms (new) in 5 capital/provinces,
- Update of the management framework and exchange of education staff,
- Formulation of human resource management guidelines, and
- Introduction of guidelines on staffing norms.

Reform 3: Teacher training center reform

- Transformation of Phnom Penh and Battambang Regional Teacher Training Centers into Pedagogical Institutes,

- Adoption of teacher training institution standards and teacher standards,
- Upgrade of basic level teacher training from 12+2 to 12+4,
- Establishment of the National Institute of Special Education
- Development of Bachelor Degree Training Program (12+4) at Pedagogical Institute,
- Improvement of primary school teacher training documents on inclusive education Programs,
- Formulation of teacher training Programs at Battambang and Phnom Penh Institute of Pedagogys, and
- Recruitment and development of master trainers to service for Phnom Penh and Battambang Institute of Pedagogys.

Reform 4: Promotion of teacher qualifications

- Establishment of Teacher Resource Development Committee;
- Implementation of the credit-based system for assessing the capability of the education staff;
- Development of Programs for training teachers at the basic to higher level through the BA Accelerating System in 6 subjects, namely Mathematics, Physics, Chemistry, Biology, Khmer Literature and History;
- Enhancement of teacher recruitment criterior;
- Training of 56 master trainers (20 females) to have a master's degree;
- Training of 1,700 basic level teachers who are teaching in upper secondary schoolss through the Accelerating System to become teachers at a higher level;
- Training of 36 master trainers (13 females) in Singapore on professional development in curriculum and basic textbooks, STEM teaching methodologiess, and school management;
- Supplementary courses of year-12 teachers in Mathematics and Science across the country;
- Supplementary capacity building of pedagogical teacher trainers in mathematics, science, and pedagogical internships;
- Enhancement of qualifications of 215 basic level teachers (107 females) towards a bachelor's degree;
- Completion exam of 988 students, (350 females), enrolled in the 2nd Generation of the BA Accelerating System;
- Recruitment and training of 998 students (382 females), enrolled in the 3rd Generation of the BA Accelerating System; and
- Participation of 3 master trainers in the master's degree Program in Japan.

Reform 5: Inspection

- Adoption of provisions for quality assurance of pre-school and general education in Cambodia,
- Adoption of aid memoir manual for periodic inspection,
- Adoption of guidelines on the implementation of education quality assurance inspections for capital/provinces,
- Formulation of inspection structure into 8 Inspection Areas at the sub-national level, namely Phnom Penh, Takeo, Preah Sihanouk, Battambang, Siem Reap, Prey Veng, Kampong Cham and Stung Treng provinces,
- Formulation of thematic inspection tools on "Teaching English at Grade 4" and "Teaching and Learning at Grade 12",
- Training of 1st, 2nd, and 3rd generations of education inspectors for a total of 142 inspectors (16 females),
- Supplementary capacity building of 230 non-inspector officials in the Inspector Offices (53 females) on education quality assurance provisions,

- Supplementary capacity building for the supplementary and monitoring teams at the municipal/district/Khan level on Giving Recommendation Method to 281 school principals and teachers(46 females), and
- Thematic inspections:
 - Inspection of “Grade 6 Writing Skills” in 75 schools, “Primary School Completion Rate” in 66 schools,
 - “Grade 4 Teaching and Learning English” in 42 primary schools, “Grade 12 Teaching and Learning” in 40 secondary schools,
 - “Teaching of Physics” in 39 secondary schools and “Teaching of Mathematics” in 124 high schools,
 - Periodic inspections in 2,723 primary schools, and
 - Monitoring of the periodic inspections in the capital/provinces.

Reform 6: Learning assessment

- Formulation of result-based assessment framework;
- Formulation of procedures for measuring competence at equivalency level;
- Improvement of the test questions of the Program for International Student Assessment (PISA-D);
- Supplementary capacity building on the alignment between learning assessment test and curriculum to 95 participants (9 females);
- Supplementary capacity building on pilot analysis of data of the Southeast Asia Primary Learning Metrics (SEA-PLM) to 21 participants (1 female);
- 3rd, 6th, 8th and 11th National Assessment Tests on Khmer Language and Mathematics and dissemination of their results;
- PISA tests for Pilot implementation and consultation on the results of the tests;
- Pilot tests for regional primary school level in 35 schools;
- Speed tests in Reading for 4,129 students in Grades 1, 2 and 3;
- Dissemination of national assessment test results of the 8th grade on Khmer language, Mathematics and Physics; and
- Monitoring and strengthening of the implementation of the PISA-D tests in the target schools in Tbong Khmum, Kep, Prey Veng, Svay Rieng, Kampot, Takeo, Koh Kong, Kampong Speu and Preah Sihanouk provinces for a total of 26 schools.

Reform 7: Upper secondary school examination reform

- Transformation of the Examination Bureau into the Department of Examination Affairs;
- Commencement of the exam reform in alignment with the law, judiciary, transparency and acceptable results in line with the Slogan "Those who know pass";
- Adoption of 2 Khmer language subjects, namely Essay Writing and Dictation, for lower secondary school exams;
- Adoption of the subject model for grade-9 exams;
- Adoption of summary lessons on Khmer History for grade-12 students;
- Decentralization of responsibilities to the capital and provinces and the preparation of thematic standards for lower secondary school exams;
- Update on upper secondary school exam management system and data entry software;
- Update of the manual on exam management system and data entry software;
- Development of Student Capacity Development System in Mathematics and Geography (www.bacii.moeys.gov.kh);

- Development of mobile app "Learning Games for Grade 12 Biology" on Android OS to support the learning for grade-12 students;
- Establishment of math and science study clubs in secondary schools;
- Increase of funding for students winning national and international competitions; and Promotion of sharing and providing of exam-related information, importantly the results of the e-exams via the Ministry's official website and social media, whose views were only 20,000 in 2014 and were increased to 2,300,000.

Reform 8: Curriculum and core textbook reform

- Adoption of curriculum framework for general and technical education from kindergarten to secondary school levels;
- Adoption of detailed curriculum for primary, lower secondary and upper secondary education in all subjects and all grade levels;
- Adoption of guidelines on the implementation of STEM education policies;
- Adoption of English syllabus from Grades 4 to 9;
- Adoption of detailed syllabus for public kindergartens;
- Adoption of Essay Writing method from Grades 3 to 12;
- Adoption of documents on STEM learning and teaching methods at Grades 4 to 6;
- Adoption of learning materials for literature texts for Grades 7 to 12;
- Formulation of information and communication technology syllabus for Grades 4 to 12;
- Formulation of curriculum framework and detailed bilingual syllabus (French-Khmer);
- Formulation of detailed tourism syllabus for Grade 11;
- Preparation of essay templates for primary, lower secondary and upper secondary education;
- Preparation of climate change documents in the education sector for Grades 10 to 12;
- Preparation of guidelines on the implementation of free gambling activities in kindergartens;
- Preparation of guidelines on Literature teaching in primary and lower secondary schools;
- Preparation of guidelines on History teaching for Grades 10 to 12;
- Preparation of documents on inclusive education for kindergarten teacher trainees;
- Preparation of guidelines on parenting education programs;
- Improvement of the non-formal primary education equivalency program;
- Improvement of 65 titles of basic textbooks for all subjects from grades 1 to 12;
- Improvement of 6 titles of Korean storybooks;
- Pilot implementation of whole-day teaching and learning in primary schools;
- Dissemination of 34 episodes of "Love your child" Program in collaboration with the Ministry of Information;
- Production of short video clips on teaching and learning First-Level Reading and Math Programs;
- Intergration of anti-corruption education in the syllabus for Grades 4 to 12;
- Mainstreaming of Global Citizen Education and Financial Management in the syllabus;
- Development of a data management system to monitor the supply and planning of core textbooks;
- Development of 15 titles of exercise books;
- Development of 46 additional titles of reading books; and

- Pilot use of core textbook supply management system for TnT schools in 2017 for school principals to request for and confirm the delivery of the core textbooks online.

Reform 9: Construction and renovation of school buildings

- Construction of 43 buildings of resource kindergartens and 15 buildings of district offices of education, youth and sport with 100% completion;
- Construction of 264 primary, lower secondary and upper secondary school buildings, equivalent to 1,542 rooms; 62 teachers' houses, equivalent to 90 rooms; 28 restrooms, equivalent to 110 rooms; and 53 wells; and repair and renovation of 50 school buildings, equivalent to 262 rooms; and 1,177 meter-long school fence with 100% completion;
- Construction of a 6-storey school building at the Institute of Technology of Cambodia, an 8-storey STEM building at the Royal University of Phnom Penh, 3 school buildings at Heng Samrin Tpong Khmum University, a 3-storey dormitory a 3-story teachers' house, and 1 laboratory with 100% completion;
- Construction of 1 study hall, equivalent to 5 rooms, at Samdech Chea Sim Angkor Chey High School, Kampot Province, with 100% completion;
- Repair and renovation of 100 school buildings, equivalent to 709 rooms, into upper secondary school exam centers; 3 offices; 8 bathrooms and restrooms; electricity network connection in 385 rooms; and construction of 1,002 meter-long of school fences in 25 capital/provinces, with 100% completion; and
- Repair and renovation of 4 office buildings of the Ministry of Education, Youth and Sport with 100% completion.

Reform 10: Higher education institution (HEI) assessment

- Adoption of standards and formulation of manuals on the HEI assessment;
- Introduction of standards for accrediting Ph.D. education following Decision No. 01/18 K.T.K SSR, dated 09 May 2018;
- Implementation of quality assurance in accordance with the internal quality assurance standard for HEIs with 42% among all HEIs;
- Development of Higher Education Database Information Management System;
- Formulation of English syllabus for students not specializing in English;
- Training on accreditation procedures in 17 educational institutions;
- Training of 140 assessors (18 females) on the alignment between the academic results at the subject and the curriculum levels with the national qualification framework;
- Assessment on the training processes of 5 HEIs;
- Pilot accreditation assessment on 11 HEIs;
- Dissemination of Skills Guidebooks for Students Admissions to HEIs;
- Integration of information technology and communication technology in mathematics education; and
- Monitoring and strengthening of the results-based planning and monitoring and evaluation system in 6 HEIs.

Reform 11: Promot of sport sector

- Preparation of Sub-Decree and Annex on the Special Executive Agency of the National Stadium;
- Revision of the inter-ministerial Prakas on the expenditure guideline for the national team mobilization and training and for awarding prizes to the winners taking part in international competitions;
- Adoption of physical education Program in lower secondary schools;
- Implementation of physical education curriculum in and out of school hours at educational institutions;

- Compilation of physical education textbooks for primary school students;
- Compilation of detailed physical education curriculum for upper secondary schools;
- Organization of training programmes for physical education and sport coaches at higher education;
- Compilation of technical books and rules on football and basketball matches;
- Training of physical education and sport coaches based on the formula (12+4) in keeping with Prakas No. 1466 AYK.Br.K, dated 11 September 2018;
- Preparation of 9 sport nurseries: Football, Taekwondo, Petanque, Swimming, Basketball, Wrestling, Athletics, Volleyball and Boxing, for 172 players;
- Adoption of organizing national sport competitions to be held every 2 years;
- Decentralization of budget to 21 qualified national sport federations;
- Establishment of sport associations and sport clubs in educational institutions;
- Repair and renovation at National Olympic Stadium: Construction of 3 basketball courts, 2 tennis courts, 2 volleyball courts, athletics court, football field and its lighting, drainage systems, seating, safety fences, and arched roof hall;
- Repair and renovation at Preah Sisowath High School: Construction of 3 basketball courts and 3 volleyball courts;
- Repair and renovation at National Institute of Physical Education and Sport: 1 arched roof Hall;
- Repair and renovation of Veal Sbov Phnom Penh Sport Nursery: two 5-story buildings;
- Mobilization of potential athletes for 30 types of sport;
- Mobilization of national athletes for 34 types of sport;
- 2nd national games with the participation of sport delegates from 25 capital/provinces and from the Ministry of Interior, Ministry of National Defense and Ministry of Economy and Finance; and
- Research and compilation of Physical Education Day book for primary schools.

Reform 12: Implementation of Youth Policy Action Plan

- Establishment of the Department of Scout Cooperation;
- Establishment of Job Centers in Banteay Meanchey and Preah Sihanouk provinces;
- Establishment of Cambodia-Japan Friendship Technical Center in Siem Reap;
- Establishment of youth development councils in 20 out of 33 ministries and establishment of 4 inter-ministerial expert committees;
- Launch of Market Information Centers in Kandal, Kampong Cham and Kampong Thom provinces;
- Formulation of documents of Cambodia Youth Development Index;
- Development of ICT-based Basic Education Equivalency Program (BEEP);
- Implementation of the community enterprise development Program and entrepreneurship Program in upper secondary schools in Kandal, Takeo, Kampong Chhnang and Phnom Penh in line with the 110-hour curriculum on Understanding about Business subject;
- Strengthening of the Cambodian Scout Patrol System in schools;
- Incorporation of entrepreneurship education activities into the national curriculum; and
- Development of youth and child educational articles to be broadcasted on the National Radio of Cambodia every Monday.

Reform 13: Technical education

- Adoption of master plan and action plan on technical education in upper secondary schools;

- Adoption of curriculum and basic textbooks on 5 majors, including electricity, electronics, mechanics, agriculture, accounting, agronomy and aquaculture;
- Adoption of standards for resource secondary schools;
- Adoption of standards for general and technical upper secondary schools;
- Adoption of Life Skills Education Curriculum Framework for Grades 4 to 9 and Life Skills Education Curriculum;
- Adoption of documents on career counseling and information on vocational education based on best practices from 4 secondary schools in Battambang province;
- Adoption of Life Skills Curriculum Framework at local level;
- Expansion of 13 public and private general and technical upper secondary schools;
- Establishment of Agricultural Training Center at Reaksmeay Sophoan High School in Kampong Thom province and training of agricultural skills to students and the community surrounding the school;
- Establishment of Kampong Chheu Teal Institute of Technology and Kampong Speu Institute of Technology;
- Development of TEST app for reading tests for Grades 1 and 2;
- Development of a smart phone app on Biology (Biology app) for Grade 12;
- Preparation of standards for life skills workshops and facilities in secondary schools;
- Preparation of a manual for the implementation of the Child Friendly School Program in Life Skills Education; and
- Development of career counseling materials and information on academic skills to train professional counselors in upper secondary schools.

Reform 14: Establishment of new generation schools

- Increase of 9 new generation schools in 9 provinces, including 4 primary schools and 5 secondary schools;
- Implementation of the New Generation Secondary School Program with the focus on school governance, information technology, and ICT;
- Strengthening of the implementation of new generation of schools in primary schools with the focus on:
 - Setting up of laboratories, installation of computers, provision of guiding instructors, and setting up of e-library;
 - Implementation of the curriculum in which the students move to the subject classrooms; and
 - Strengthening and expansion of life skills teaching and learning, career counseling, youth councils, and study clubs on subjects of study: Mathematics, Khmer Literature, Physics, Chemistry, Biology, Journalism and History.
- STEM competitions in lower and upper secondary schools in Battambang, Kampong Cham and Siem Reap provinces;
- Organization of exhibitions to promote and enhance STEM; and
- Development of ICT curriculum on coding for Grades 7 to 9.

Reform 15: Career path planning and school principal training

- Adoption of policy framework on Teacher Career Path,
- Formulation of a credit savings system for professional development of school principals,
- Formulation of an action plan framework for the implementation of the policy on regular professional development for school principals and teachers,
- Establishment of 5 new Early Training Programs and 8 further training Programs,

- Establishment of committees and secretariats for promoting school-based management at all levels,
- Training on School-based Management (SBM) for 472 primary school principals (72 females),
- Training on "Educational Management and Use of Information Technology for Teaching-Learning" for 20 school principals (3 females) in the Republic of Korea, and
- Research on 29 topics and the publication of 3 educational research bulletins of the National Institute of Education.

2.1.4.3. PHASE 3: SYSTEM FORMULATION AND HUMAN RESOURCE REVELPMENT REFORM (2019 TO 2022)

Pillar 1: Implementation of the teacher policy action plan

Curriculum and teaching methodologies

- Adoption and implementation of basic training Program for lower secondary teachers (12+2) through the credit system;
- Adoption of training program framework for teachers at higher level (BA+2);
- Adoption of the manual on the establishment of vocational learning communities in public educational institutions;
- Adoption of BA training Program framework for master trainers;
- Adoption of guidelines on Teaching Career Paths for Teachers;
- Adoption of pedagogical internship guidelines for training higher level teacher trainees (BA+2);
- Implementation of the internal quality assurance system at the Pedagogical Institute;
- Establishment of Teacher Resource Development Committee;
- Introduction and implementation of the Master's Degree Training Program in French Teaching Methodologies and the Master's Degree in Pedagogical Counseling Specialized Education at the National Institute of Education;
- Introduction and implementation of the BA physical education training Program for coaches (12+4) at the National Institute of Physical Education and Sport;
- Preparation of assessment principles for ranking master trainers at the Pedagogical Institute;
- Development of a joint framework on periodic capacity development for teachers and school principals;
- Preparation of operational guidelines on the Establishment of Professional Learner Community;
- Preparation of manuals on periodic professional development;
- Preparation of medium-term plan on upgrading teacher qualifications to Bachelor of Education in Teaching Professionals;
- Preparation of a credit system for periodic professional development;
- Preparation of a system for acknowledging service providers for periodic professional development;
- Preparation of a framework for 21st Century Qualifications for Master Trainers;
- Establishment of a human resource management information system to record periodic professional development and teacher career paths;
- Preparation of an action plan on the development of regional pedagogical centers and provincial pedagogical and teacher training schools for the period of 5 years (2019-2023);
- Development of training Program for basic level teachers;
- Development for Master's Degree curriculum in Primary Education for Master Trainers at Teacher Training Schools;

- Development of detailed thematic syllabus by subject, including Educational Study Package, Specialized Subject, Curricula (Teaching Methodologies), Common Subjects (Writing Skills, Presentation, Academic Research and Pedagogical Internships), and the development of teaching materials, visual aids and core subject textbooks;
- Development of core ICT textbooks for training of basic teacher trainees (12+2);
- Implementation of the curriculum framework for BA of Vocational Education for primary and basic teacher trainees;
- Provision of vocational training to 100 school principals (18 females) at the National Institute of Education;
- Addition of 1st grade reading credit in the 12+2 primary school teacher training program in Khmer language
- Addition of 3 more credits in the Program for improving the qualifications of teachers and school management at the Royal University of Phnom Penh, focusing on the use of information and communication technology for long distance learning;
- Alignment between the Teacher Career Path Framework and the Credit System of the Periodic Professional Development Framework;
- Incorporation of income-generating skills into the Teacher and School Management Qualification Program at the Royal University of Phnom Penh;
- Research on 21st Century Qualifications for Master Trainers in Teacher Training Institutions;
- Organization of online training courses for 90 national master trainers;
- Capacity building for 250 master trainers, 8,434 upper secondary school teachers on Science, Mathematics and ICT, and vocational guidance for 13,300 participants;
- Incorporation of reading and math materials for first graders into 12+2 and 12+4 teacher training Programs;
- Capacity building on reading and math material teaching methods for first graders to national master trainers, master teachers of pedagogical schools, and Samdech Techo Sen Award for Outstanding Teachers;
- Training of teacher trainers on reading and math material teaching methods for first graders at pedagogical schools; and
- Training on reading and math material teaching methods for first graders to 1st and 2nd grade teachers at application primary schools and cooperative primary schools.

Capacity development and quality strengthening of master trainers

- Adoption of the mechanism principle for the implementation of the National and International Education Master's Degree Scholarship Program for achieving master's and doctoral degrees;
- Adoption of a periodic professional development system with support documents, such as policies, action plans, operational documents, and a credit rating system;
- Training on science-based teaching methods, social science-based teaching methods, development of regulation-based syllabus and training on information communication technology for 49 officers and national master trainers (20 females) in Singapore;
- Capacity development of 941 basic level teachers (373 females) and 173 school principals (9 females) for bachelor's degree (1st and 2nd generations) at the Royal University of Phnom Penh;
- Capacity development of 5 master trainers (1 female) of the Pedagogical Institute for a master's degree, conducted in Japan;
- Capacity development of 68 master trainers (33 females) of provincial pedagogical and teacher training schools at Phnom Penh Institute of Pedagogy;

- Capacity development of 143 national master trainers (41 females) on 15 subjects in secondary schools;
- Capacity development of 9 education staffs and teachers on ICT curriculum and textbook development, conducted in the Republic of Korea;
- Capacity building of master trainers and school teachers on the evaluation of students' academic achievement, including 1st grade reading and mathematics;
- Enhancement of the qualifications of 26 master trainers (6 females) working at the Phnom Penh and Battambang Institute of Pedagogys to receive a Master's Degree, conducted in Japan;
- Capacity development of 67 master trainers (31 females) working at pedagogical and teacher training schools to get BA in Education, conducted at Phnom Penh Institute of Pedagogy;
- Capacity development of 20 master trainers and teachers (8 females) pursuing a master's degree in curriculum and teaching method specializations at the Royal University of Phnom Penh
- Capacity development of 2,168 primary school teachers and principals (564 females) on the human resource management information system and the periodic professional development management system;
- Capacity development of 39 librarians (12 females) of teacher training institutions on Library Management, 595 master trainers (248 females) on the Use of Information and Communication Technology and Multidisciplinary Teaching and Learning Pedagogy, and 206 master trainers (72 females) on 9 topics: (1) Education for adults, (2) Understanding Pedagogical Content and Technology, (3) Student-center Pedagogy, (4) Understanding Pedagogical Content, (5) Pedagogical Counseling Program and Policy and Management Leadership, (6) Master Trainer Professional Standards, (7) Improving Education Leadership training Programs, (8) Professional Reading, and (9) Operational Research;
- Capacity development of 25 master trainers (4 females), 1 pursuing a master's degree in Social Studies, 2 in Education Psychology, 1 in Information and Communication Technology in Education, 1 in Science conducted in Japan, 2 (1 female) in Early Childhood Education, 1 (1 female) in Inclusive Education, and 2 in STEM Education conducted in Australia, and Information Technology Education conducted in the Republic of Korea; and
- Capacity development of 10 education staffs on Information Technology Capacity Building Project for lower secondary education in Cambodia, conducted in the Republic of Korea.

Improvement of academic resources and infrastructure

- Official launch of infrastructure construction at Phnom Penh Institute of Pedagogy and Battambang Provincial Pedagogical Institute;
- Construction and renovation of 11 buildings of provincial pedagogical schools and teacher training centers and regional pedagogical centers;
- Installation of information technology equipment for learning and teaching at regional pedagogical centers and Pre-school Teacher Training Center; and
- Connection of with internet; provision of SIM-based tablets and data; installation of scientific laboratory equipment to support learning and teaching at provincial pedagogical and teacher training schools; installation of 122 computers, tools and equipments in laboratories, and art, music, and homework rooms at Battambang and Phnom Penh Institute of Pedagogys.

Leadership

- Adoption of guidelines on pedagogical internship for training of pedagogical students at the higher education and at bachelor's degree level+2;
- Development of tools for evaluating teachers' performance and the alignment between good teachers, good school principals and good schools;
- Preparation of principles, procedures and methods for evaluating teacher trainees based on their academic results;

- Quality accreditation of periodic professional development services delivery for management training Programs in schools in accordance with Certificate No. 1779 AYK.BL, dated 29 March 2022;
- Capacity development for 84 (16 females) leaders and principals from pedagogical institutes and regional pedagogical centers on the Management of Teacher Training Institutions;
- Capacity development for 84 (16 females) leaders and principals from pedagogical institutes on Professional Development Program, conducted in Japan;
- Capacity development of the management team of 9 pedagogical institutes on institutional management in Japan
- Capacity development of 14 school principals (3 females) of teacher training institutions on subjects of: (1) Policy and Management Leadership and (2) Leadership in Education; and
- Capacity development of 28 school principals (9 females) from 5 application primary schools in Puok district, Siem Reap province, on "School management.

Alignment of teacher training institutions and application schools

- Preparation of policies, procedures and methods for evaluating teacher trainees based on their on academic results;
- Preparation of tools for evaluating teacher performance and alignment between good teachers, good school principals and good schools;
- Implementation of diversified pedagogical internships (onsite and online) for teacher trainees at teacher training institutions in response to the Covid-19 context;
- Recruitment of 17 outstanding teacher trainees (9 females) to work at the application schools of Phnom Penh Institute of Pedagogy, namely 5 primary school teacher trainees (4 females) and 12 basic teacher trainees (5 females); and 15 teacher trainees (8 females) to work at Battambang Institute of Pedagogy, namely 3 primary school teacher trainees (1 female) and 12 basic teacher trainees (7 females);
- Capacity development of 479 application primary school and cooperative school teachers (167 females) on teaching methods;
- Provision of scholarships to 30 teacher trainees (10 per school) in Svay Rieng, Kampong Thom, and Prey Veng Pedagogical Schools (US\$25); and
- Provision of scholarships for 51 indigenous teacher trainees (27 females) being trained at Kratie and Preah Vihear Provincial Pedagogical and Teacher Training Schools, Stung Treng Regional Pedagogical Center, and Pre-school Teacher Training Center.

Quality assurance of teacher training institutions

- Launch of New Generation Pedagogical Research Center at the National Institute of Education;
- Establishment of a periodic professional development management office;
- Transfer of management of regional pedagogical centers, northeastern regional pedagogical center in Stung Treng province, provincial pedagogical and teacher training schools, and application schools to be under the control of the Ministry of Education, Youth and Sport;
- Adoption of the master plan on upgrading the qualification of the education staff 2021-2025
- Adoption of professional standards for master trainers for pedagogical institutes;
- Adoption of school counseling materials for primary and lower secondary education;
- Establishment of an internal quality assurance system to monitor and evaluate the quality of education on a regular basis; and
- Implementation of the vocational learning community among master trainers through research study, dissemination, and publication of research bulletins.

Pillar 2: Review of curriculum and core textbooks and improvement of learning environment

Curriculum review

- Completion of the composing, organizing, reviewing and piloting core textbooks and teachers' books for health education in Grades 1, 4, 7 and 10;
- Completion of the composing, organizing, reviewing and piloting core textbooks and teachers' books for physical education and sport in Grades 10, 11 and 12;
- Revision of detailed syllabus and development of core textbooks for all subjects for community kindergartens;
- Improvement of teaching and learning materials for foreign language literature;
- Preparation and compilation of syllabus in Khmer, Mathematics, Science, Social Studies and English in the context of Covid-19;
- Preparation of materials, teachers' guides, and student handbooks of first grade reading materials;
- Review and improvement of new curricula on science and mathematics;
- Development of English Teaching Aids for Grades 4-6;
- Development of support materials in mainstreaming climate change into primary education syllabus for Grades 4, 5 and 6;
- Development of teaching and learning materials for Social Studies at the primary level of Grades 3-6;
- Development of grade-9 student competency materials in Khmer Language, Mathematics, Physics, Chemistry, Biology, Earth, Ecology, Geography, History, Morality, Civics and Home Economics;
- Development of local-based life skills curriculum implementation manual and local-based life skills teaching manual;
- Development of environmental and climate change education materials and student workbooks for Grades 4, 5 and 6;
- Development of grade-12 student competency materials;
- Development of teaching guides on grade-9 and 12 model lessons;
- Compilation of Teachers' Aids on Psychosocial Studies in kindergartens; and
- Establishment of a STEM Center app for online teaching of methodologies, focusing on constructive teaching methods.

Preparation of materials and core textbooks

- Improvement of core textbooks of Mathematics and Science for Grades 10 to 12;
- Improvement of core textbooks of on Khmer Literature and Social Studies for Grades 7 to 12;
- Development of the core textbook of Arts for Grades 1, 2, 3, and development of the 1st, 4th, 5th and 6th drafts;
- Improvement of core textbooks of Khmer Language, Mathematics, Science and Social Studies, as well as development of additional reading books, exercise books and visual aids;
- Improvement of 3 titles of core textbooks of Khmer Language for Grades 4, 5 and 6;
- Revision of the core textbooks of Information and Communication Technology for Grades 11 and 12 to be in Grades 10, 11 and 12;
- Development of core textbooks of Arts for Grades 1, 2, 3, 4, 5 and 6;
- Development of core textbooks of Art Education for students and teachers in Grades 1 to 3;
- Development of core textbooks for all subjects in kindergartens;
- Development of model materials on the process of teaching local-based life skills;

- Development of the book "Environment and Climate Change Education" for teachers and students in Grades 4, 5 and 6;
- Development of 19 titles of exercise books and 26 additional titles of reading books;
- Improvement of 51 titles of core textbooks of Mathematics, Science, Khmer Language and Social Studies; and
- Collection of data on the demand of core textbooks for the academic year 2022-2023 through the TnT system from 9,109/9,109 schools, 100% success.

Preparation of guidelines and teaching methods

- Completion of guidelines on teaching and learning Science according to the STEM method in primary schools;
- Preparation of guidelines on the implementation of local-based life skills curriculum and distribution of publication;
- Preparation of guidelines on teaching methods for preschool, primary and secondary education;
- Development of 2 regulatory teaching and learning methods per subject for all levels;
- Completion of 4th, 5th and 6th grade English teaching and learning aids;
- Completion of dictation teaching methods for primary and lower secondary education;
- Implementation of Food Processing Syllabus in the first, second and third years in general and technical upper secondary schools; and
- Development of an operational manual on teaching methods for secondary schools by developing 2 model lessons in all subjects.

Digital education

- Development and implementation of policy and strategy documents on information and communication technology in education;
- Development and implementation of school management information technology system in 260 target schools;
- Installation of computers and provision of tablets to 150 public schools in the capital and provinces;
- Internet connection in 560 public educational institutions for enhancing the effectiveness of digital learning and teaching;
- Production and dissemination of 6,000 video clips supporting e-learning and promoting multidisciplinary e-learning education;
- Development of a digital education platform and a mobile app for education staff and students, out-of-school youth and the general public to remotely conduct self-study on electronic systems such as: e-Learning Center (<https://elearning.moeys.gov.kh/>), Lower Secondary Equivalency Program for Non-Formal Education(<https://lsep.moeys.gov.kh/>), online Basic Education Equivalency Program (<https://beep.moeys.gov.kh/>), Capability Testing System for Grade-12 Students (<https://exam.moeys.gov.kh/>);
- Establishment of OER Cambodia(<https://oer.moeys.gov.kh/>) and MoEYS E-learning App;
- Establishment of ICT Club in coding and business education;
- Development of detailed syllabus in Information and Communication Technology from Grades 4 to 12 and revision of the contents of core textbooks of Information and Communication Technology in Grades 7-9 and Grades 11-12 in alignment with the the new curriculum framework;
- Establishment of an educational data center;
- Production of core textbooks specializing in information technology;
- Establishment of 3 digital platforms to run e-education, including the Ministry's official YouTube channel (www.youtube.com/moeys), the Ministry's official Facebook page: (www.facebook.com/

moeys.gov.kh), and the Ministry's E-learning Center (www .clearning.moeys.gov.kh), on which students can easily be enrolled through selection of courses preferred; and

- Production of video clips for students of all levels on 6 core subjects, namely Khmer Language, Mathematics, History, Chemistry, Physics and Biology for Grades 9 and 12.

Improvement of learning environment

Construction and renovation of school buildings in the capital and provinces using the national budget

- Repair and renovation of 71 buildings used for upper secondary examinations, equivalent to 450 rooms; 2 office buildings, equivalent to 6 classrooms; 8 restroom buildings, equivalent to 42 rooms; and 429 meter-long fences in 25 capital/provinces, with 100% completion;
- Repair and renovation of 28 school buildings at Phnom Penh Institute Pedagogy and Battambang Institute Pedagogy, equivalent to 170 rooms; 3 restroom buildings, equivalent to 15 rooms; 1 well; and a 90 X 8 meter concrete road, with 100% completion;
- Repair and renovation of 1 school building with 5 floors and the size of 19.5m X 60m at the National Institute of Education and a hall building size of 23.5m x 60.5m, with 100% completion;
- Renovation of Siem Reap National Youth Center;
- Building of 105 primary, lower secondary and upper secondary school buildings equivalent to 679 classrooms, 5 office buildings; equivalent to 25 classrooms; 37 restroom buildings, equivalent to 183 rooms; 73 wells; 1 library; and 3 dormitories, equivalent to 54 classrooms, with 100% completion;
- Renovation of libraries to be in line with the 21st Century Library Standards at Preah Sisowath High School, Preah Yukanthor High School, Prek Leap High School, and Prek Anchanh High School, Phnom Penh; Hun Sen Peam Chi Kang High School, Hun Sen Kampong Cham High School, and Angkor Ban Primary School, Kampong Cham province; Kork Pring High School, Svay Rieng province; and Samdech Preah Reach Akka Mogesy Norodom Monineath Sihanouk Primary School, Kampong Speu province;
- Establishment of Digital Education and E-Learning Center and Digital Nursery or Platform and production of digital contents for learning and teaching;
- Provision of computers for students' learning from 8 sets per school to 337 schools and provision of 48 desktops to 48 resource secondary schools and provision of minimum standard equipment for school administration to 155 schools; and
- Provision fund for 9,131 public schools to buy 1 set of computer and 1 printer per school;
- Update of libraries statistics in 18 capital/provinces - 5,740 schools owning libraries, including 4,488 primary schools, 768 lower secondary schools and 484 upper secondary schools.

Cooperation Financing Framework

- Construction of 150 school buildings supported by EU-Cambodia Partnership in Education Reform;
- Construction of 38 school buildings, equivalent to 190 rooms; 30 teachers' guesthouses, equivalent to 90 rooms; and 437 subject-teaching classrooms; repair and renovation of 92 school buildings, equivalent to 438 classrooms; and installation of science experiment materials (Physics, Chemistry and Biology) in 92 locations, equivalent to 437 rooms in the capital and provinces supported by SEIP;
- Construction of 14 resource buildings, 15 school buildings with 35 rooms, and 44 teacher homes, and repair of 11 school buildings equipped with furniture and computers supported by USESDP I;
- Construction of 32 school buildings equivalent to 344 rooms, 17 resource buildings equivalent to 255 rooms, 5 teacher guesthouses equivalent to 15 rooms, 1 student guesthouse equivalent to 48 rooms, 37 restroom building equivalent to 185 rooms, 25 wells, 610 meter-long school fence, 750 meter-long concrete road, 15 basketball courts, and 8 football fields, and renovation of 24 buildings to be used as upper secondary exam centers with 131 classrooms and 6 restroom buildings with 30 rooms supported by China Aid and Cambodia-China Friends School Bbuilding Project on Silk Road, with 100% completion;

- Infrastructure construction and renovation at Battambang and Phnom Penh Institutes of Pedagogy, which include 3 academic buildings equivalent to 43 rooms, 2 science laboratories equivalent to 37 rooms, 2 administrative buildings equivalent to 46 rooms, 2 library buildings equivalent to 17 rooms, 2 hall buildings, 2 dormitories equivalent to 46 rooms, 1 teacher's staying room, 1 kitchen, 1 laundry room, 1 bathroom, and 1 restroom, supported by JICA, with 100% completion;
- Infrastructure construction and renovation at the Institute of Technology of Cambodia, Royal University of Phnom Penh, Royal University of Agriculture, University of Battambang and Svay Rieng University, which include 1 academic building equivalent to 8 classrooms, 1 STEM building, 1 Business Offshoot building, 1 vegetable shed, and 1 Knowledge Incubation building, and renovation of 1 academic building equivalent to 47 classrooms into laboratories, and construction of an ITC building, construction of 1 research and training center, 5 dormitories and 2 workshops, supported by HEIP, with 100% completion;
- Infrastructure renovation at the National Institute of Education and upper secondary schools include 160 academic buildings with 352 classrooms, 25 multi-purpose rooms, 87 laboratories, 89 libraries, 2 restroom buildings equivalent to 16 rooms, 1 gate, 3 dormitories equivalent to 54 bathrooms, and 18 washrooms, and installation of solar panel at 50 locations, supported by USESDP-II, with 100% completion;
- Educational infrastructure construction and renovation of 11 provincial pedagogical and teacher training schools include 63 buildings equivalent to 348 rooms, including 18 rooms for deputy school principals, 12 for teachers, 12 for administrations, 2 for emergency rooms, 10 meeting rooms, 4 libraries, 11 computer rooms, 12 science laboratories, 62 rooms for dormitories, 46 kitchens, and 14 restroom buildings equivalent to 314 rooms, and renovation of 46 application school, supported by GPE3/STEP Cam, with 100% completion;
- Construction of 15 community kindergarten buildings with 15 classrooms, 2 primary school buildings with 10 classrooms, 1 lower secondary school building with 5 classrooms, and 6 lower secondary schools with 21 classrooms, supported by Plan.

Philanthropists' sponsorship

- Construction of 1 school building with 2 floors and 10 rooms, 1 building with 2 rooms for an office and a library, 1 restroom building with 10 rooms, and 2 meter-high and 284 meter-long brick fence in Kampong Chhnang province, and 1 school building with 2 floors and 10 rooms, 1 restroom building with 6 rooms, and 1 water tank in Prey Veng province, sponsored by the Royal Palace;
- Construction of 4 school buildings with 60 rooms in Battambang province, a precious gift from **Samdech Krala Hom Sar Kheng**, Deputy Prime Minister and Minister of Interior; and
- Construction of 53 school buildings with 307 rooms, 19 restroom buildings with 71 rooms, a 1-roomed office building, 1 dormitory, and 1 library in Battambang province, supported by partner organizations and philanthropists.

As of April 2023, the construction of the school buildings, precious gifts from **Samdech Akka Moha Sena Padei Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia, and **Samdech Kittiprittpondit Bun Rany Hun Sen**, accounts for 4,522 buildings equivalent to 29,351 rooms.

Pillar 3: Implementation of the inspection system

A well-functioning school quality inspection system plays a key role in improving the quality of education.

Thematic inspection

- Formulation of thematic inspection tools on "Teaching English Grade 4" and "Teaching and Learning Grade 12";
- Thematic inspections on "Writing for Grade 6", "Primary School Completion Rate", "Teaching Physics", "Teaching Methods for General Secondary Schools", "Management and Use of Core Textbooks in Primary Schools", and "Teaching and Learning Writing Grade 5", conducted in 62 schools; and
- Dissemination of the results of thematic inspection reports to provide feedback to the concerned persons.

Periodic inspections

- Update of the periodic inspection manual and adoption for its official implementation;
- Adoption of Education Quality Assurance Inspection System Manual for Capital and Provinces;
- Periodic school inspections shall be provided with the results of the inspection to concerned schools and the Municipal/District/Khan Office of Education, Youth and Sport with 3 weeks at the latest after the inspection so that measures and improvements can be made to the schools in need in a timely manner;
- Periodic school inspections on 4,005 primary schools, equivalent to 54.7% of primary schools;
- Periodic inspections on 1,340 secondary schools, equivalent to 75.87% of secondary schools; and
- Monitoring of the progress of schools experienced periodic inspections; of which 79 primary schools accounted for 1.47% and secondary schools for 54%, accounting for 4.03% of the total 5,345 schools in the 25 capital and provinces experienced periodic inspections.

Activities for supporting inspections

- Training of 122 education inspectors (21 females) in 4th, 5th and 6th generations;
- Improvement of the training program of education inspectors;
- Preparation of guidelines on the implementation of education quality assurance inspection regulations for the capital and provinces;
- Training of 247 education inspection officials for the 5 generations;
- Harmonization and updating of inspection tools available at all levels (25 indicators in total);
- Harmonization of inspection tools with school management tools, child-friendly schools and effective school standards;
- Harmonization and updating of inspection tools available at all levels;
- Regular updating of school-based inspection aid manual, containing 25 indicators;
- Review of the guiding manual for the implementation of the quality assurance inspection system for the capital and provinces, and the adoption for official launch;
- Launch of school-based tracking tools during the Covid-19 pandemic;
- Capacity building of officials in the inspection office on the analysis and writing of quality inspection reports through actual inspections in schools;
- Capacity building of education inspectors in the 25 capital and provinces on students' assesment;
- Capacity building of national master trainers on analysis and writing of school inspection reports to organize contents and materials for further training of inspectors in the second phase;
- Capacity building of training and monitoring teams at the municipal/district/Khan level on electronic school assessment and school database management;
- Capacity building and training of the inspection officials who are inspectors on "Analysis and writing of periodic school inspections", participated by 47 participants (9 females) from 7 target provinces, namely Preah Vihear, Kratie, Kampong Cham, Siem Reap, Koh Kong, Tbong Khmum and Kep;
- Capacity building of training and monitoring teams at the municipal/district/Khan level on "Electronic school evaluation", participated by 1,783 participants (257 females);
- Strengthening of the capacity of inspectors on electronic school assessment;
- Strengthening of the education evaluation system at the pre-school and general education levels to improve the quality of education at school level and respond to the student assessment framework;
- Provision of technical training for kindergarten, primary and secondary school teachers to be able to perform student assesment with specific standards at the school level;

- Training on the implementation of student assessment in a new normal in response to the student assessment at the pre-school and general education levels for a total of 42 schools to promote the implementation of quality student assessment at the school level;
- Provision of technical training for officials the Inspection Office of the Department of Education, Youth and Sport in 25 capital and provinces to be able to perform specific standard student assessment at the capital and provincial level and the periodic inspections;
- Provision of technical training for kindergarten, primary and secondary school teachers to be able to perform student assesement with specific standards at the school level ;
- Online monitoring of learning of vulnerable students in the context of Covid-19 in 407 schools, including 223 primary schools and 184 secondary schools, and onsite inspection of 20 schools in 10 capital/provinces; and
- Review and improvement of school-based tracking tools during the Covid-19 pandemic.

Pillar 4: Strengthening student assessments using varied forms such as examinations, and national, regional and international assessments.

Examinations

- Development of exam subject for lower secondary schools in Khmer Language, Mathematics, Physics, Chemistry, Biology and History for Grades 7, 8 and 9;
- Preparation of Guidelines for Lower Secondary Exam Subject Standards;
- Development of monthly exam subjects at the primary level;
- Improvement of the guidelines and system for the upper secondary school exams;
- Strengthening of mechanism for running upper secondary school exams with the use of the year-1 teacher trainers as assistants to vigilanats;
- Improvement of quality of examination committee at the correction centers;
- Capacity building and deconcentration of lower secondary school exams;
- Strengthening of the examination data management system to be more efficient and modern;
- Setting up of score extracting and calculating center equipped with a new modern computer system by upgrading from Microsoft Access and Visual Basic 6.0 to SQL Server with data storage room and high technical security standards; and
- Implementation of standard QR Code on temporary upper secondary certificates in collaboration with the Ministry of Posts and Telecommunications.

National Assesment (NLA)

- Review of the content of the national grade-6 test questions and the alignment with the Global Proficiency Framework (GPF);
- Finalization of National Assessment Framewor;
- Incorporation of the student assesement into teacher training curriculum;
- Examination and revision of student assessment materials of national grade-6 students;
- National assessment of 6,000 students in Grade 6 (53% female, 47% male) in 230 public and private primary schools on Khmer Language and Mathematics during Covid-19;
- National assessment of 6,761 students in Grade 8 (54.4% female, 45.6% male) in 230 public and private model primary schools on Khmer Language, Mathematics, and Physics.
- National Early Grade Reading and Mathematics Assessment of Grade-3 Student Assessment ussing tablets;
- National assessment of Grade-3 students in Khmer Language and Mathematics;
- National assessment of Grade-5 students with complettion rate of more than 62%;
- National Assessment for Grade 11;

- Strengthening of the monthly and semester student assessment learning through exam organization with the participation of stakeholders;
- Assessment of STEM learning, teaching and practice in primary, secondary, and general and technical education;
- Consultation on "Preliminary Results of National Grade-6 Student Assessment", conducted via Telegram and participated by 126 people (18 females);
- Dissemination of the framework for student assessment at the pre-school level and general education and the preparation of standardized test questions at the school level;
- Dissemination of the results of international student assessment for developing countries;
- Dissemination of national student assessment results for Grade 11;
- Dissemination of the official results of the national grade-6 students, participated virtually by 773 participants of the national education staff, development partners, capital, provinces, pedagogical and teacher training colleges, municipal/district/Khan offices of education, youth and sport, and target schools.

Regional student learning assessment (Southeast Asia Primary Learning Metrics - SEA-PLM)

- Implementation of the national assessment framework for Grades 9 and 12, national assessment for Grade 3, Early Grade Reading, and Mathematics for Grades 1 and 2, SEA-PLM and PISA assessments
- Regional assessment of student learning in the primary education;
- Online and onsite dissemination of SEA-PLM assessment results to 150 education staff and stakeholders (23 females); and
- Online and onsite dissemination of SEA-PLM assessment results to 150 heads of central entities, stakeholders at the capital/provincial levels and development partners (23 females).

Programme for International Student Assessment (PISA)

- Formulation of documents for Programme for International Student Assessment (PISA),
- Preparation of assessment and questionnaires in Khmer for the pilot implementation of PISA-2022,
- Formulation of support documents on teaching guidance in response to PISA-2022 and Sustainable Development Goal 4 (SDG4),
- Selection of 215 sample schools for the implementation of PISA-2022,
- Provision of technical guidance on PISA-2022 to 216 members of assessment monitoring and monitor team (17 Females),
- Collection of PISA-2022 official data across 183 sample target schools in 23 capital and provinces,
- Data entry of questionnaires of students and PISA-2022 for a total of 123 students (12 females), and
- Dissemination of assessment results for Cambodia (PISA-D).

Early grade reading assessment and early grade mathematic assessment (EGRA & EGMA)

- Provision of capacity building on conducting EGRA-EGMA by using tablets to 146 assessment monitors (24 females),
- Collection of school information and compilation of student lists for baseline EGRA-EGMA in 340 primary schools with 193 participants (19 females),
- Implementation of baseline EGRA-EGMA in 340 primary schools,
- Implementation of EGRA and EGMA in 24 target provinces with 249 schools, and
- Preparation of baseline reports EGRA & EGMA.

Impact of implementation student assessment reform

- Officials from the Inspection Office of the Capital/Provincial Department of Education, Youth and Sport the have the ability to generate national, regional and international assessments;

- The training and monitoring team of the Office of Education, Youth and Sport of the Municipal/District/Khan Administration has the ability to monitor and evaluate the progress of schools based on the recommendations of periodic quality inspections;
- School principals have full capability to self-assess schools electronically;
- Teachers in all levels have the capability to generate national, regional and international assessments;
- Teacher trainees have the capability to generate national, regional and international assessments; and
- Long-term intervention through consultation on the syllabus of the student learning assessment subject for the teacher training program and the draft of the standard support documents for test subject development in teacher training institutions (basic level teachers 12+2) and for Teacher Upgrading Program (TUP) of the Royal University of Phnom Penh.

Pillar 5: Higher education reform
Training and credit system

- Formulation of Higher Education Sub-sectoral Strategy 2021-2030 and 5 strategies of Higher Education Institutions 2021-2030;
- Formulation of a master plan for human resource development in higher education;
- Formulation of guidelines on the Center of Excellence in Higher Education;
- Establishment of the Centers of Excellence at the Royal University of Phnom Penh and at the Institute of Technology of Cambodia;
- Improvement of the curriculum for the foundation year;
- Improvement of the curriculum in higher education institutions in accordance with the Cambodian National Qualifications Framework;
- Improvement and promotion of teaching, learning and researching;
- Improvement and development of monitoring and evaluation tools for higher education institutions;
- Improvement and formulation of internal quality assurance mechanisms for higher education institutions;
- Reinforcement of higher education quality through improving learning and teaching, in particular the qualifications of professors and provision of scholarships for master's and doctoral degrees;
- Promotion of the autonomy of public higher education institutions in financial and human resource management;
- The transformation of 6 public higher education institutions into public administrative institutions enables financial management system, human resource management system, internal quality assurance system, and information technology management system;
- Establishment of Cambodian Cyber University Network based on Sub-Decree No. 16 ANKr.BK, dated 14 January 2022;
- Enabling of excellence at higher education level, such as the formulation of digital programs, sharing of online learning experiences, implementation of learning and teaching, establishment of regular Cyber Online/Program, and enrollment and tuition fee payment;
- Authorization of 12 higher education institutions to implement 41 joint curricula, including 6 public and 6 private institutions;
- Increase of resources for training in science, technology, engineering, creative arts and mathematics;
- Formulation of Prakas on Detailed Conditions and Criteria for the Master's Degree Training;
- Setting of the duties and code of ethics of the higher education quality assessment staff;
- Setting of the conditions and procedures for the recruitment of higher education quality assessment officials and higher education institutions for the accreditation;

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- Assessment of accreditation in 10 higher education institutions;
 - Launch of standards for the accreditation of doctoral education;
 - Support of the Higher Education Sub-sectoral Public Investment Program 2022-2023 on the Cambodian Cyber University Network, with the participation of 6 higher education institutions;
 - Preparation of guidelines on the implementation of financial management and human resource management systems to enable autonomy to public higher education institutions;
 - Preparation of guidelines on the implementation of the internal education quality assurance system for higher education institutions;
 - Preparation of guidelines on studying the status of students after graduation from higher education institutions;
 - Preparation of procedures for the implementation of Prakas on the Ranking of Professors in the Education Sector;
 - Formulation of concept paper on the establishment of an internal education quality assurance system for higher education institutions;
 - Formulation of internal quality assurance monitoring tools for graduate and postgraduate training; and
 - Monitoring of the study of status of students after graduation and making of reports prepared by the 5 target higher education institution.

Research and innovation

- Formulation of policy on research and development in higher education;
- Improvement of the criterion of the Executive Director in charge of Research and the Director of Research Center in higher education institutions;
- Establishment of Excellence Research Centers in 4 higher education institutions;
- Establishment of the Center of Excellence for Hydrological Research at the Institute of Technology of Cambodia; the Center of Excellence for Curriculum, Learning and Teaching and Assessment at the Royal University of Phnom Penh; and the Center for Excellence for Research and Innovation at the National University of Management;
- Construction and equipping of 8 laboratories for research on STEM and agriculture in 5 target public higher education institutions;
- Promotion of research to align higher education institutions to industry, establishment of research and innovation funding, organization of annual research forums, compilation of data collection tools, publication of research outcomes and dissemination of analytical research outcomes;
- Implementation of 53 research projects on STEM and agriculture, of which 44 projects being related to industries such as energy technology and management, electronics and information technology, agriculture and biodiversity and the environment, water and environment, physical sciences and components, and food and nutrition technology;
- Organization of National Research Forums on Strengthening Ecosystems for Higher Education Research;
- Provision of 53 research projects to 5 public higher education institutions, of which 45 projects being linked to 22 industries led and co-led by women;
- Adoption and dissemination of an instruction manual on the establishment, management and development of scientific research journals;
- Adoption of an instruction manual on research management in higher education institutions that provides key information on policies and frameworks related to research management in higher education institutions;

- Establishment of booklets on “Cambodian Journal of Educational and STEM Research” for researchers and skills reviewers to find out more about the “Cambodian Journal of Educational and STEM Research”;
- Investment in Higher Education Improvement Project 2018-2024: 53 research projects, of which 44 being aligned with the industry in process in 5 higher education institutions;
- Establishment and improvement of 37 laboratories to support research, 2 of which belonging to the Royal University of Agriculture, which will apply for national standard recognition;
- Establishment of a scientific research journal website Cambodian Journal of Educational and STEM Research, and research articles to be published in Khmer and posted online in the future; and
- Establishment of postgraduate and research study information technology management system.

Internal and external higher education quality assurance system

- Development of curriculum for higher education institutions in keeping with the Cambodian National Qualifications Framework;
- Development of a master plan on human resource development;
- Establishment of the National Qualification Framework Committee;
- Implementation of the Higher Education Quality Assurance System with the making of self-assessment reports for 14 higher education institutions;
- Provision of accreditation to 10 higher education institutions;
- Adoption and implementation of the Higher Education Quality Assurance System Operation Manual;
- Provision of training to 29 higher education institutions on the implementation of the internal education quality assurance system;
- Assessment of accreditation of 29 higher education institutions;
- Guidelines on studying the status of students after graduation; and
- Guidelines on complaints made by students and guardians of students in higher education institutions.

International relations

- Authorization of 12 higher education institutions, including 5 public and 7 private, to cooperate in the implementation of joint curricula at the national and international levels, which contain 40 curricula;
- EU participation in the development of higher education in Cambodia among the top 5 countries in Asia participated in the implementation of higher education capacity building projects under the EU Erasmus+;
- 30 higher education institutions have implemented 34 projects helping build institutional support systems, education staff capacity building, curriculum development, and equipment and materials, and increase opportunities for partnerships with universities in Asia and Europe;
- Per year, an average of 70 students and education staffs receive scholarships to study at EU universities under the International Credit Mobility Program;
- Support for higher education development through EU Support to Education in ASEAN Region (EU-SHARE), in which 61 Cambodian students went to study at foreign universities in the form of credit transfer system and 68 foreign students came to study at local Cambodian universities through EU Erasmus+;
- Investment in a local partnership program for STEM education, a collaboration between 5 higher education institutions and 100 secondary schools to increase STEM knowledge and equip secondary school students with income-generating skills; and

- Establishment of STEM Education Partnership Program between higher education institutions and secondary schools through the Higher Education Improvement Project and the Secondary Education Improvement Project.

2.1.4.4. PHASE 4: HUMAN RESOURCE TRAINING REFORM FOR THE TRANSFORMING DIGITAL ECONOMY (FROM 2022)

Priority 1: School reform

Having piloted the school reform program and based on the experience of combating Covid-19, the Ministry will develop 2 types of school reform models:

Type 1): The new generation schools, focusing on providing autonomy in the implementation of the curriculum to cultivate human resources with 21st century skills, in which the school management and teachers are of (a) high ethics and professional standards, (b) accountability and innovation, (c) knowledge of how to use information technology in learning and teaching, and (D) knowledge of applying new teaching methods. Students of the new generation schools are of (a) creativity and entrepreneurship, (b) communication and writing skills, (c) information analysis and evaluation, (d) curiosity and imagination, (f) in-depth analysis and problem solving skills, (g) collaboration, and (g) agility and knowledgeability.

Type 2): New model schools or effective schools, focusing on (a) schools that are accountable to the community and achieve effective school standards, (b) schools that are of autonomy to formulate school improvement plans and provide regular capacity development to the management and teachers, (c) students are tested on standards that are transparent and fair in order to improve teaching and learning, assisting students who learn slowly and providing information to parents and the community, (d) teachers use test results to improve teaching and regularly develop qualifications, (e) parents and the community participate in supporting and developing the school.

Priority 2: Teacher development through teacher training institution reform

Teachers are at the heart of the education system; they are at the forefront, so 21st century teachers need to have high professional standards through the reform of teacher training institutions that focus on (1) improving teacher training programs; (2) developing capacity of master trainers in terms of rich contents of lessons, pedagogy and teaching methods, and the use of technology in teaching; (3) developing infrastructure in line with new technologies, libraries and modern facilities; (4) developing leadership and management; (5) linking theories with the implementation of pedagogical curricula; and (6) ensuring the quality of training.

Priority 3: Digital education

During Covid-19, Cambodia moved 10 years ahead of its schedule in the use of technology in education. Teachers were working hard to learn how to use technology to teach students when schools were temporarily shut down. As a result, the Ministry will continue to promote digital education through (1) improving existing digital platforms and establishing digital and long-distance education centers; (2) producing instructional video clips for core subjects and for exam classes, as well as posting and disseminating on existing digital platforms, (3) integrating the use of technology in teaching and learning, (4) developing digital infrastructure in schools, such as setting up digital classrooms, equipping learning management systems, and school management systems in schools, and (5) developing digital education programs such as coding, app, robotics and animation, etc.

Priority 4: Science and technology education

Increasing the number of students and attracting secondary and higher level students to study science and technology are key factors in responding to the Industrial Revolution 4.0 and the government's policy to promote digital. As a result, the Ministry will (1) increase the number of new generation and STEM schools and teaching and learning hours with the focus on STEM subjects; (2) invest more in and improve the quality of training of STEM teachers to reach professional standards; (3) improve STEM teaching methods by focusing on scientific methods, research methods, and other methods for teaching Mathematics and Science; (4) invest more in tools and experiments in resource high schools and new generation schools; and (5) promote the establishment of after-school clubs and strengthen youth councils and establish ecosystems such as science fairs, competitions of works, and the establishment of partnerships with higher education institutions and private companies.

Priority 5: Promotion of academic health

In the context of a new normal in the education sector, schools must ensure the sustainability of the process and ensure health safety, including mental health for education staff and students. As a result, schools must (1) establish a health education committee in schools; (2) improve health infrastructure, such as setting up

standard health rooms, green schools, clean and rubbish-free schools; (3) promote the use of clean water and sanitation, focusing on drinking water, hand washing facilities, restrooms, mask wearing and social distancing; and (4) promote nutrition by focusing on food safety and in-school meals; (5) educate about health and the new normal in line with the content of the health subject, physical exercise, and sports.

Priority 6: Youth development to promote 21st Century Skills

Youth in the 21st Century is an offspring and a pillar for the socio-economic development of Cambodia towards achieving the Cambodia Visions 2030 and 2050. Accordingly, youth will be developed in all aspects and in all forms, including (1) youth development programs on both hard and soft skills, focusing on 21st century skills and enhancing leadership; (2) vocational training, including education and vocational and soft skills training, so that youth can have the ability to contribute in solving the nation's common issues, have the courage and intelligence to express themselves, have the ability to think, consider, study, research, and share ideas, and have public speaking skills with ethics and real knowledge; (3) the opportunity for them to express their ideas, show their talents to create a social knowledge and seek harmony for all, establish good relations among the youth, and promote the value of friendship; and (4) establishment of a nursery for youth internships so that they become strong, mature, mindful and thoughtful.

Priority 7: Establishment of the Center of Excellence in higher education institutions

Higher education reform will enable the training of human resources to serve for the socio-economic development of Cambodia, including (1) higher education institutions must focus on strengthening governance, upgrading the qualifications of professors for master's and doctoral degrees; 2) development of a comprehensive strategic plan to promote education, training, and building of digital skills in higher education and at all levels of technical and vocational training, as well as promoting curriculum improvement to align the need for skills with the training; 3) formulation and implementation of national programs and/or initiatives for the development and training of digitally talented human resources, including the establishment of national funding for digital technology scholarships, both domestically and internationally, by mobilizing co-financing from the public sector and educational and training institutions; 4) regular preparation and update of new talents, skills and ideas based on new skills requirement; 5) promotion of research and development activities as well as digital innovation in universities, technical and vocational training institutions, and research institutes and centers through the systematic compilation of the research institutions and institutes; and 6) establishment a partnership framework with the private sector to promote and develop research and development and innovation work, including the establishment of digital research and innovation centers to promote the exchange of data, information and knowledge, coupled with the preparation of support funding through public-private partnership mechanisms.

Priority 8: System building and capacity development

In response to the "The Strategic Framework and Programs for Economic Recovery in the Context of Living with Covid-19 in a New Normal 2021-2023" to stay clear off the Covid-19 crisis with the resilience and return to sustainable growth and development, the education sector requires smart, vibrant, proactive, yet gentle leadership in promptly handling issues and responding to crises disrupting the teaching and learning across the country. The education system needs to be resilient through a vibrant approach to prioritizing both expenditures and performance, as well as seizing opportunities to turn crises into opportunities for reforms.

Priority 9: Development of physical education and sport

The Ministry continues to promote the sport sector to build up health and well-being for everyone, physical fitness, willpower, patience, discipline, team spirit, creativity, and perseverance to achieve better results in sport matches on the international arenas and to enjoy their living in accordance with the slogan "Sport lives in harmony in the society under the shade of peace", and continues to promote the movement "A young person should know how to play at least one kind of sport in his/her life."

The Ministry promotes the implementation of in-depth reforms in the physical education and sport sector by reinforcing physical education and sport management, solidifying existing mechanisms, as well as developing sport infrastructure, training of human resources, establishment of incentives, which are the main factors to increase efficiency and the quality of athletes' readiness, and strengthening the quality of competitions at all levels through the enforcing of the National Sport Federation, the implementation of physical education and sport programs in school hours, and the implementation of sport programs outside of school hours.

The Ministry encourages and cultivates a culture of physical education and sport for the people so that they understand regular physical exercise and sport are significant for health to be linked to social and cultural activities which contribute to eliminating various inactions in the society that the people can live in a civilized and harmonized society.

2.1.5. PROGRESS OF THE MANAGEMENT AND IMPLEMENTATION OF EDUCATION STRATEGIC PLAN

2.1.5.1. PROGRESS OF THE IMPLEMENTATION OF POLICIES, PLANS, STATISTICS AND MONITORING and EVALUATION

The Ministry has:

- Prepared Education Strategic Plan 2019-2023 Mid-Term Report
- Prepared Budget Strategic Plan 2023-2025 and Annual Operational Plan 2023
- Developed Result-Based Policy Framework and Public Investment Program in Education Sector 2022-2030
- Developed 9-year sub-sectoral indicator progress as a basis for analyzing the implementation of education policies and the status of education in Cambodia.
- Prepared indicators and target of the 2022 Program Budget
- Prepared performance indicators of the Budget Strategic Plan 2023-2025 and 2023 performance indicator at national level
- Produced Book of Education Statistics and Indicators for public, private, and community kindergarten and school report card
- Updated school location by online
- Develop school profile and student data management system via smart phone
- Developed Strategic Document on Digital Education
- Developed Monitoring and Evaluating Framework for Performance Budgeting
- Prepared Sub-National Performance Report via online
- Prepared Gender Mainstreaming in Education 2021-2025
- Prepared research report on loss of primary student's learning in reading and mathematics during Covid-19 pandemic in ASEAN.

2.1.5.2. PROGRESS ON THE IMPLEMENTATION OF COOPERATION FINANCING

Public Investment Program

Over the past 10 years, the Ministry has organized three-year rolling public investment programs, 9 times, which is the investment projects and the technical assistance projects, as shown in the table below.

Table 3: Public Investment Program (PIP) for the last 9 years from 2012-2014 to 2022-2024 (Thousand USD)

Year	Total Aid Project		Projects in Progress			
	Project	Budget	Investment Project		Technical Aid Project	
			Project	Budget	Project	Budget
2012-2014	39	181,665	7	56,882	18	47,523
2013-2015	41	231,833	1	1,190	22	141,972
2014-2016	29	266,571	2	21,500	14	116,792
2015-2017	27	198,292	5	49,590	13	98,109
2016-2018	27	186,291	7	57,953	13	37,969
2017-2019	27	208,481	14	157,055	7	5,540
2018-2020	26	280,101	12	139,374	9	8,809
2021-2023	36	257,497	9	107,463	25	141,694
2022-2024	36	250,281	6	46,307	24	95,094

Over the past 10 years, cooperation financing from all donors has made a significant contribution to the development of education reform in Cambodia. The 14 development partners with the most cooperation financing support for education in 10 years are shown in the table below.

**Table 4: 14 Development Partners contributed the most cooperation financing to support the education sector in 10 years
(Unit: Thousand US dollars)**

No	Development Partners	2013 Expenditure	2014 Expenditure	2015 Expenditure	2016 Expenditure	2017 Expenditure	2018 Expenditure	2019 Expenditure	2020 Expenditure	2021 Expenditure	2022 Expenditure	Total Expenditure	Plan for 2023
1	World Food Program	10,861	26,646	25,924	14,910	14,075	N/A	N/A	N/A	N/A	1,561	3,090	1,883
2	Asian Development Bank	8,884	8,600	5,000	4,600	850	18,755	27,030	9,361	6,587	16,072	98,582	18,134
3	European Union	4,521	12,525	15,109	24,149	23,277	20,078	26,462	25,796	4,992	37,631	115,536	2,637
4	Sweden	11,576	11,303	12,657	3,975	1,714	5,884	8,613	8,446	N/A	N/A	22,943	N/A
5	Republic of Korea	1,459	1,455	1,000	2,649	1,215	N/A	N/A	N/A	N/A	11,966	20,658	12,084
6	World Bank	4,729	13,250	27,500	3,888	11,063	3,160	15,669	16,868	8,288	5,250	49,087	56,44
7	USAID	N/A	N/A	N/A	2,233	840	8,893	9,517	4,509	5,301	13,900	49,543	14,249
8	Japan	1,641	1,351	722	3,714	17,567	19,038	9,005	8,836	5,666	14,964	75,560	2,337
9	UNICEF	7,218	5,939	681	9,065	3,124	6,568	12,022	13,372	9,905	9,550	52,587	3,164
10	UNESCO	268	30	20	N/A	N/A	809	4,336	3,300	2,641	2,726	15,451	512
11	France	478	309	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,524	3,133	1,719
12	People's Republic of China	N/A	N/A	N/A	N/A	N/A	N/A	3,879	4,819	N/A	N/A	8,698	N/A
13	Australia	N/A	N/A	N/A	N/A	N/A	6,862	5,906	4,115	N/A	N/A	16,883	N/A
14	New Zealand	N/A	N/A	N/A	2,635	5,529	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total budget of 14 donors		51,634	81,407	88,612	71,820	79,259	90,047	122,439	99,422	64,077	115,144	531,751	113,169
Total budget of other partners		N/A	N/A	N/A	N/A	N/A	53,302	74,041	45,878	80,500	16,324	205,568	17,488
Total budget of NGO		N/A	N/A	N/A	N/A	N/A	67,165	61,769	53,070	58,306	63,991	304,301	34,345
Grand Total		53,892	81,407	99,313	90,484	86,974	210,514	258,249	198,370	144,577	195,459	1,041,620	165,002

(Source: CDC: Excerpted from Official Development Assistance Data on January 30, 2023)

Note: N/A does not mean that donors do not have budget, they are not ranked as the top 10 financing partners

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 from 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, and 3. strengthening of institutional capacity in planning, managing and providing educational services. Key progresses include:

- Contributed to achieve the gross enrollment rate (GER) in secondary school at 39.3%, females 43.6% (target 30%, females 30%). The promotion rate of grade 11th to 12th reached 91.6%, females 91.0% (90% target, females 90%). The promotion rate of grade 10th to 11th grade achieved 86.5%, female 86.8% (target 90%, female 90%)
- 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 %, 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 entities, which the Department of Policy has received furniture, 2 computers, 1 photocopier and books; the Department of Information Technology has received equipment for producing STEM Experiment Video and content of digital education; the Department of Examination Affair has received materials and increase the capacity of exam operating system (SQL) and the Department of Quality Assurance has 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 %; 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 teacher trainees, 246 females, equal to 49.60 % (the target was 500 teacher trainees), 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 % 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 % 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 %; and training programs and training of upper secondary school teachers achieved 100 %;

- Developed capacity of 250 upper secondary school teacher trainers, 103 females (target was 250), on STEM; 10,533 upper secondary school teachers, 5,667 females (target was 8,434 teachers), on STEM, and 13,711 teachers of career guidance and entrepreneurship education, 5,007 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 654 Financial Management Officials, 131 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 (USES DP 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 of institutional capacity in planning, managing and providing educational services. Key progresses include:

- Adopted Sub-Decree on modification to structure of the National Institute of Education and NIE's Strategic Plan
- Completed the master plan and detailed plan for the construction of Samdech Preah Sangkhareach Chuon Nath Library at the National Institute of Education
- Adopted STEM Training Manual for STEM Core Trainers and Teachers for Secondary Resource School (SRS) and Network School
- Adopted the curriculum for lower secondary (BA+1), upper secondary (BA+2), school principal training and master of education administration of training program for non-formal contact teacher (PRESET) at National Institute of Education
- Adopted STEM training manual in English and Khmer
- Adopted guidebook on library management, including language and training of 20 core trainers on library management
- Adopted training documents on school-based management (SBM)
- Implemented HRMIS database system and continuous professional development module (CPD)
- Provides 64 Tablets of Trey Visay program to secondary resource schools, and orientation workshops on tablet use for CGC teachers and school principals
- Installed solar power equipment to 20 secondary resource schools and 30 network schools achieved 64.50%
- Trained STEM core trainers from the National Institute of Education and other relevant education service providers
- Trained on how to use information and communication technology (ICT) for 1,250 upper secondary teachers, 47% female
- Trained on maintenance of computer labs, including server, computer and ICT equipment for 18 upper secondary teachers
- Trained the use of ICT on e-learning and distance teaching to 1,250 secondary resource school teachers and network school teachers, 588 females

- Trained on the use of HRMIS system and HRCPD mobile application for 125 of school principals, vice school principals and SRS professional officers in 50 secondary resource schools, 12 females
- Trained on the use of HRMIS, Continuous Professional Development (CPD) and features of Teacher Career Pathway (TCP) to 541 manager of secondary resource school, 181 females
- Trained on inspection system for 286 Trainers, 79 females of 25 Provincial Departments of Education, Youth and Sport
- Provided doctoral scholarships to 7 professors of the National Institute of Education to study abroad, including 4 in Japan and 3 in Thailand
- Renovated resource buildings in 36 secondary resource schools, achieved 100%
- Renovated and equipped 3 heritage buildings of the National Institute of Education to meet the standards of teaching and learning in the 21st century
- Renovated 2 classrooms into laboratories and library rooms in 87 network schools, achieved 26.50%
- Renovated classrooms into multi-purpose classrooms, life skill classrooms, and material equipment to 25 secondary resource schools, achieved 100%.

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:

- 94 secondary schools achieved school effectiveness standard, exceeded the plan (70)
- Direct beneficiaries of the project increased to 453,838, of which 233,324 were female, equal for 52.3%
- 2,287 teacher trainees, who were teacher, graduated from Teacher Upgrading Program (TUP), exceeded the plan (2,000)
- 310 teacher trainees, who were School Principals and Vice Principals (LUP) and Officials of Municipal-District Office of Education, graduated from Leadership Upgrading Program (LUP)
- There were 6,175 new students' enrolment, 3,309 females, at new lower secondary schools
- All target schools have publicized their school improvement plans.
- All target schools evaluate teachers' performance based on teacher professional 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;
- National core 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
- 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
- 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
- Organized Workshop on School Community Strategy
- Manual on School Improvement Funds was improved in accordance with the implementation of School-Based Management (School Community Strategy)
- 98 Office of Education, Youth and Sport, District Administration, have developed improvement plans based on the school improvement fund manual
- Developed teaching and learning materials and applied distant teaching/learning and school management through open sources technology (Google suite, social media, YouTube) and worked towards mobile apps technology. This distant teaching/learning accelerates learning/teaching speed and technology adaptation. Using technology in school management encourages communities' involvement and participation. The mobile apps are being tested and are planned to pilot in 2022/2023 and are ready to implement 2023/2024.

4. Fund of Global Partnership for Education 3 (GPE3) has budget of 20.6 million US dollars, focusing on teacher 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). Main results include:

- Launched on the online HRMIS system and sub-national smartphone applications for online operations. The launch of the HRMIS program for schools to manage staff information and has key modules such as: 1) continuous professional development 2) contracted teacher management and student teacher information 3) teacher and student analysis 4) Develop a report system on shortage and surplus teacher in schools. Through the HRCPD Smartphone, educators can review and request professional correction data online and can be used to find accredited CPD courses for capacity development. As of December 2022, more than 7,500 teachers and educators have access to HRMIS and CPD via mobile phones
- Adopted Med Curriculum Framework and Curriculum for Primary Education
- Prepared 4 modules for blended pre-set to develop the trainer professional capacity on information and communication, teaching methods focus on pedagogical practice, motivate students, and training of 465 teacher trainers and the Management of Teacher Education College and Provincial Teacher Training Colleges
- Integrated the curriculum of 12+2 mathematics teaching methods and integrating the first-grade mathematics into student teacher training program at Provincial Teacher Training Colleges
- Prepared math visual aid packages and learning mathematics for grades 1, 2 and 3 achieved 100%
- Trained on visual aid packages and learning mathematics for first grade teachers in target 5 provinces: Siem Reap, Preah Vihear, Kampong Thom, Stung Treng and Oddar Meanchey, 3,000 people, of which 2,264 teachers received 4 credits from CPD system and are in the process of evaluation for the remaining teachers
- Trained for 4,000 teachers on the implementation of first grade reading materials for grade 1 and grade 2 teachers in 5 target provinces: Siem Reap, Preah Vihear, Oddar Meanchey, Kratie and Stung Treng, of which 3,774 received 4 credits from CPD and are in the process of evaluation for the remaining teachers
- Established a new system for early grade pedagogical counseling in schools by training 750 teacher trainers who were senior pedagogical advisors and continuing training 934 professional pedagogical advisors and 2,681 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;

- Compared the early and late tests for grade 1 and grade 2, Mathematics and Khmer language (reading) show positive and effective results for the implementation of the early grade curriculum
- Tested the student data recording system in 132 schools in Puok district, Siem Reap province and trained 264 students on the use of student data recording system and installed a new server system at the Department of Education Management Information System
- Renovated 11 Provincial Teacher Training Colleges and equipped experimental equipment and information and communication equipment achieved 100%
- Trained on Management of Teacher Training Colleges on 114 maintenance and repair of infrastructure, got 2 credits through CPD system and internet access to 11 provincial Teacher Training Colleges achieved 100%
- Trained on the experimental equipment using for 40 teacher trainers
- As of December 31, 2022, the expenditure was 10,014,042.24 US dollars, equivalent to 99.76% of the total budget of 10,038,028.57 US dollars.

5. Capacity Development Partnership Fund Phase 3 (CDPF 3) has budget of 32 million US dollars, as a grant financing 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. Key progresses included:

In 2021, this fund gave an emergency support to efforts of the Ministry of Education, Youth and Sport 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.

- In 2022, supported for early grade learning (EGL), teacher development, digital education improvement initiatives, promotion of inclusive education, and support for schools in indigenous areas
- Continued to contribute to the MoEYS reform priority, especially for teacher development. 35 % of the budget supports education management reform, including: education management reform, financial management reform, policy and planning reform, and education management information system improvement. 5% of the budget supports the 3 pillars of priority reform, including: implementation of teacher policy action plan, curriculum reviews, and strengthening of learning assessment
- Contribution to support other reform priorities, such as 1% of budget to support the promotion of digital education, 9% of budget to support the objectives and priorities of the sub-sectoral, 2% of budget to support the implementation of education strategic plan priorities and 19% of budget support teacher training reform in teacher training institutions. 18% of budget support the implementation of monitoring, quality assurance and communication activities of the fund
- 18,273 education officials at all levels and schools, 5,429 females (30%) have developed capacity, the highest female beneficiaries in 2022 at school level, equal to 22% (4 078), 2% (277 person) from the District Office of Education, Youth and Sport, 3% (538 person) from the Provincial Department of Education, Youth and Sport, and 3% (509 person) from the Central Unit of the Ministry of Education, Youth and Sport.

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

- Prepared Prakas on the promotion of teacher qualifications to the bachelor's degree in teacher vocational education
- Developed professional development guidelines, instruction manuals for staff and pedagogical students and guideline on trainers' evaluation, etc.

- Development of manuals on pedagogical practicum, executive research and define co-operation school
- 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 teacher trainees;
- 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;
- Sending teacher trainers to pursue Master's Degree in Japan under the auspices of the Scholarship of Japan International Cooperation Agency (JICA);
- Sending trainers to pursue postgraduate studies at institutions in the country such as the Royal University of Phnom Penh and the National Institute of Education under the auspices 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
- Establishment of an internal quality assurance system to regularly monitor and evaluate the quality of education and prepare self-assessment reports for requesting accreditation from the Accreditation Committee of Cambodia
- Practiced vocational learning community among teacher trainers through study, research, operation, dissemination and publication of research newsletters;
- Exchange of pedagogical students in conducting executive research work with pedagogical students of the University of Belgium
- Established a communication system that provided opportunities for teacher trainers and teacher trainees to exchange knowledge, experience and solve problems by using telegram and Facebook page. This work provided an opportunity for teacher trainers, teacher trainees, and former teacher trainees to participate in discussing, sharing documents, experiences and solving problems with aim to continue supporting teacher trainees, 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 %, 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, Teacher trainees 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, Teacher trainees 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, has 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. The main results include:

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 Project (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-sectoral. 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 25 local and foreign higher education institutions and implementing. By 2022, 72 of the 68 planned undergraduate programs have been developed and revised. The 304 education officers at target higher education institutions are pursuing master and doctoral degrees at local and international partner institutions, and 24 officers have completed master's degrees. In addition, 588 education officers at target higher education institutions also attended additional skills training courses. The 46 teachers have been successfully trained for one year to become core trainers in teaching and learning, assessment on teaching and learning, curriculum development (Master Teacher) from overseas partner institutions (Hong Kong University of Education)
- Developed 65 undergraduate and postgraduate programs under the 5 target partnership programs with overseas higher education Institutions and prepare for the assessment of 21 foreign experts in early 2023
- Local partnership program for STEM education; 6 target higher education institutions have trained both methodology and practicing of agricultural skill and 21st to 391 trainees from 102 secondary schools, of which 300 core trainers trained 5,836 secondary school students, prepared 300 business plans, 6,725 students enrolled in skills training at their secondary school. Currently, there are 5 secondary schools practicing income-generating skill
- The 5 target higher education institutions have prepared 55 business plans, of which 44 business plans have been implemented and monetized
- Signed fund agreement between the 5 higher education institutions and the Ministry of Education, Youth and Sport to implement the local partnership program for STEM Education with a total amount of 1,492,980 US dollars and 114 school funds between higher education institutions and 5 target secondary schools to implement business plan and income-generating skill with the amount of 834,011.70 US dollars have approved

- Renovated laboratories and classrooms and equip them with modern equipment for research and experimentation in the 5 target higher education institutions, as well as for teaching and learning.
- The 8 private higher education institutions have implemented the first step in implementing their curriculum improvement projects: evaluating existing curriculum and new curriculum. The 6 higher education institutions have selected for Second Phase with the amount of 2,248,514 US dollars
- Conducted bidding for the construction of new school buildings at the 5 target public institutions and the construction of dormitories at the Royal University of Phnom Penh, Royal University of Agriculture and the Institute of Technology of Cambodia. These buildings and dormitories will facilitate the promotion of learning, teaching, research and provide accommodation for students, especially female students from the provinces
- Approved 53 research projects and ongoing implementation, of which 44 research projects are industry-related and 14 projects are industry-related are led by female researchers. In 2022, 5 research projects for the first round have been completed, 1 research project have been requested for closing and 3 research projects have been postponed. This research project also has many positive effects on institutional and socio-economic development by providing experimental materials to support research, which are all modern and unprecedented materials in the Kingdom of Cambodia
- Published 41 scientific research articles in international research journals and 10 articles in national research journals
- Produced 11 agricultural products and 28 prototypes from 22 research projects with the participation of private companies
- Prepared supporting documents for the implementation of the institution's strategy as well as the strategy of the sub-sectoral, including: 1). Operational manual on education quality assurance (internal and external) 2). Framework of higher education database management, guidelines for resolving student complaint 3). Guidelines on the tracer study in public and private higher education institutions under the Ministry of Education, Youth and Sport 4). Human resource development plan 5). Framework of continuous professional development 6). Operational manual on financial management and 7). Manual on research management in higher education institutions.
- Evaluated the internal education quality on 29 public and private higher education institutions and evaluated the external education quality on 29 higher education institutions are recognized by the Accreditation Committee of Cambodia through Decision No. 01, dated January 25th, 2015, on the implementation of the National Standards for Accreditation of Higher Education Institutions and Instruction No. 01, dated July 08th, 2019 on the implementation of standards and procedures of assessment for education accreditation in higher education institutions.

9. The Project of Establishment of Business Training System between Universities and Industries in Cambodia has 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:

- Constructed National Incubation Center of Cambodia (NICC) for supporting new business and technology entrepreneurship achieved 67%
- Successfully incubated 4 startups in 1 year and is continuing to train 7 more new businesses through training, financial support, consulting and network building.
- Short-term trained for 181 students on the basics of ICT-related technologies and business startups for young entrepreneurs
- Supported and Improved in Innovative Business Ecosystems with Startup Networking Day
- The Kor-Cam University Exchange Program, the Startup Technology Sharing Conference, and the Startup Technology Sharing Conference are attended by supporting stakeholder of startup young entrepreneurs, new businesses, students and other stakeholders.

10. The Global Partnership Fund for Education in the context of Covid-19 (GPE-Covid 19) has budget of 7 million US dollars, a grant from GPE, with the implementation period from October 2020 to March

2022. The project covers the primary education level (kindergarten, primary and secondary education) with more than 2.67 million children to support the acceleration of education in the spread of Covid 19. The aim is to ensure that girls and boys receive quality education and continue their education in a safe, protective and inclusive to reduce the impact of the Covid 19 epidemic. Main results included:

Component 1: Children's learnings keeping

- Supports students' studies from Grade 2 to grades 6 in Khmer language and mathematics (<https://elearning.moeys.gov.kh/rean/>). These reached 62,402 copies of all 25 provinces and instructed teachers on the use of training packages to six remote provinces
- Produced resources for distance learning and e-learning, such as video tutorials at each level and on the topic for early childhood, primary and secondary education, broadcasting multilingual education on the radio, and printing worksheets for students
- The production of videos has 1,031 and 350 sheets. All of these videos are availed on the website of the Ministry of Education, Youth and Sports

Component 2: The Children are ready to safe school return

- Production of Materials for School Return Campaigns for Media Broadcasts Nationwide in January 2021 to Promote Safe School Return and Implement Health Measures. These materials have been updated and redesigned for the 2022 School Return Campaign. The material was developed with the support of an outside agency (Melon Rouge) in close consultation with the Ministry of Education, Youth and Sports, especially the Department of Health Education, including videos, billboards, televisions, radios and message. To optimize the various platforms from large media to websites and Telegram Chat box
- The evaluation of the campaign highlighted that the message was received positively by the audience, appreciating the creativity and content quality was seen as encouraging and easy to understand.

Component 3: Clean school environment, hygiene, safety, protection for education

- \$ 4.2 million donations have opened to all 9,013 primary and secondary schools to support student studies white during school closures, an external evaluation report showed that the procedure for using this fund was flexible and effective during the course of the year
- School hygiene provisions are highly beneficial to tackle learning during the epidemic of covid19.

Component 4: Create a stronger and more resilient learning environment

- Support for grade 6 on the national study evaluation of more than 6,000 students at 230 schools, the evaluation found Children's study declined during pandemic compared to the final grade 6 of national study assessment of 2016
- The % of failed students to demonstrate basic skills increased. 34% to 45% in Khmer and 49% to 74% in mathematics while the occurred educational loss. Urban school scores dropped more than rural schools, private schools had higher dropout rates than public schools and higher
- With this negative outcome, the Ministry has taken effective and resilient measures to address study losses.

11. General Education Improvement Project (GEIP) has a budget of 70.25 million US dollars, of which 60 million US dollars is a loan from the World Bank (IDA) and 9.25 million US dollars is a grant from the Global Fund for Education (GPE) and 1 million US dollars is the contribution of the Royal Government, valid for 5 years from 2022 to 2026. The objective of the project is to improve and enhance the learning outcomes of students, improve the quality and equity of general education to achieve the minimum standards in the target areas that are being implemented, focusing on 1,633 target schools, including 213 public kindergartens, 1,000 public primary schools and 420 public secondary schools. These target schools are located in 203 districts in 25 provincials. Key progress includes:

- Performed pilot assessment tests at the beginning and end of the school year for the three sub-sectors at the 1,633 target schools, online and face to face

- Established IT Team: regional, provincial, and school teams of the three sub-sectors (a total of 81 people) to assist the project management team, school management, and teachers in managing the recording of teaching data and distance learning to generate accurate and timely data for ministry leaders and decision-making projects
- Established a working group of 10 specialized subjects in total 650 secondary school
- Produced worksheets to support teaching and learning by monthly, quarterly, semi-annually assessments. Currently, all four worksheets on all levels from grade 7th to grade 12th achieved 100% for eight subjects. Except Khmer language and mathematic did 90% and planned to complete 100% the end of February 2023.
- Prepared monthly and semester standard test on 10 subjects from grade 7th to grade 12th, achieved 80%.
- Prepared self-study worksheet level 2 (Worksheet 2) on 10 subjects from grade 7th to grade 12th, achieved 95%
- Provided training support to 277 target schools in 87 districts of 15 provinces to self-assess and collected school data
- Selected 160 schools committed to achieving effective school standards by 2023.
- Provided School Community Strategies 1 to principals and school management, officials of education office district in city or khan, officials of the Department of Education, Youth and Sports of Phnom Penh, Capital and Provincial Administration, Governor Cities, Districts, Khans and Trainer ICT by 2 session days in total 3,953 (Female 722) from 21 provinces.

12. The Project for ICT Capacity Building of Lower Secondary Education in Cambodia, is a grant project, with a budget of 7 million US dollars, implemented from 2021 to 2026, supported by the Korea International Cooperation Agency. It aims to enhance the overall quality of ICT education for pre-service (PRESET) and lower secondary education in Cambodia. The project has six components as; 1) Improvement of ICT teaching environment for teachers and students in RTTCs, 2) Development of pre-service ICT major curriculum and teaching materials, 3) Capacity building program for trainers and teachers in target schools, 4) Improving ICT education environment for teachers and students in target schools, 5) Development of Lower Secondary School ICT curriculum and textbooks, and 6) Reinforcing ICT education support programs. Key progresses include:

- Renovation of classrooms into computer labs and equipping ICT equipment at the Kandal RTTC and to other RTTC and then to the 20 target schools in 4 provinces
- Hourly-based RTTC curriculum for pre-service ICT teacher training curriculum has been revised into a credit-based system and got the approval from MoEYS
- 9 ICT major textbooks have been developed in English and got approval from the PMU. The approved curriculum and textbooks will be used for training 4 RTTC trainers from 2023. ICT Textbooks contain 9 subjects as follows: (1) Introduction to Computers, (2) Data Communication and Computer Networks, (3) Educational Multimedia, (4) Artificial Intelligence Programming, (5) Database, (6) Python Programming, (7) Informatics Education, (8) Digital Literacy Foundation, and (9) STEAM Education based on ICT
- Sent 15 ICT teacher educators and 3 officers from department of IT to study in Korea for their Master degree
- Selection of 20 target secondary schools for renovating and ICT equipment
- Review the Lower Secondary ICT curriculum and this improvement plan has been adopted by PMU. The improvement of ICT curriculum from grade 7 to grade 9 ICT textbooks are under developed by the Korean and Cambodian Curriculum
- Development of action plans to support 20 target secondary schools which will be implemented from 2023.

13. Project for the Establishment of Environmental Engineering in RUPP to Foster the Human Resources of Higher Education in Cambodia, is a grant project with a budget of 6.9 million US dollars, under supported by the Korea International Cooperation Agency (KOICA and implemented from 2021 to 2026). This project aims to establish higher education system in the field of environmental engineering in Cambodia by establishing and operating the Department of Environmental Engineering in RUPP. Key progresses include:

- Organizing capacity building program at Guangyu Institute of Science and Technology for the implementation of the Royal University of Phnom Penh's plan. The purpose of this capacity building program is to support participants in learning about Korean higher education systems and programs and to provide opportunities to build relationships with professors at the Gwangyu Institute of Science and Technology (GIST) by sending eight educators. From the Ministry of Education, Youth and Sports and RUPP to visit the Republic of Korea
- Recruitment of departmental staff and supporting their undergraduate and doctoral studies at the School of Earth Sciences and Environmental Engineering (SESE), GIST, Republic of Korea (3 candidates for PhD and 5 for Master's degree, 7 of them Enroll in 2022 and another enroll in 2023). Department staff selects one of three research skills: Earth and Earth Climate Change, Renewable Energy and Water Science and Engineering for GIST's SESE, Republic of Korea
- Organizing a workshop on capacity building of the staff of the Department of Guangyu Institute of Science and Technology in the field of environmental engineering. This workshop GIST staff and national and international experts in the field Environment such as wind, climate, land, ecosystem and energy resources of Cambodia are invited to share knowledge and experience with 40 RUPP staff from the Ministry of Environment, KOICA RUPP and UNDP, UNIDO International University and Technical Institute of Cambodia and GIST .

National and international technical advisors work in entities under the Ministry and sub-national level

The Ministry has collected and compiled information on national and international technical advisors working under the auspices of the Ministry of Education, Youth and Sports and at the provincial office of Education, Youth and Sports to monitor the progress of the technical advisors. In 2022, it has a total of 9 technical advisors, 2 females, including 4 national and 5 international consultants working in the unit under the Ministry. The Provincial Office of Education, Youth and Sports has 6 technical assistants, 1 female. Overall, the number of technical advisors working in the Ministry has been steadily decreasing from year to year, in line with the principle of co-financing efficiency.

Result of Education Technical Working Group

According to the plan, the technical working group for education must hold meetings at least four times a year. Due to the spread of Covid 19, the meeting was not scheduled four times. In fact, in 2022, the National Education Technical Working Group will hold two meetings on the ZOOM system to discuss and address the implementation of education reform policies and plans, strengthening the effectiveness of cooperation financing, and highlighting key progress, including follow-up. Topics discussed at the two meetings included: Progress Report on the Implementation of the 2022 Budget Program, Results of the National Education Assessment for Sixth Grade Students, Study on Loss of Education and Support, prepare for the 5th Global Partnership Fund (GPE5), Organizing educational congress, approving the content of the statement for the education transformation summit, progress report on the implementation of the GPE3 project and the studied results on out-of-school children.

The Education technical working group at the provincial level has updated the composition of the working group of 12 provinces, prepared the action plan for 2022, and 13 provinces held 4 meetings.

The Ministry is launching a science and technology project for secondary education of US \$ 78.24 million, financing US \$ 70 million in loans from the Asian Development Bank and US \$ 8.24 million from the Royal Government for two years 2023 to 2028.

The Ministry is preparing a cooperation program with development partners, including: 1) Formulating and requesting funding from the Global Partnership Fund for Education (GPE), a three-pronged grant: System Capacity Development Fund 2.7 US \$, US\$13.39 million for education system development, US \$ 30 million in Contribution financing, 2) EU funding of US \$ 30 million in grants to support technical skills

development and financial reform, 3) US \$ 30 million grant from Japan to continue to support teacher capacity development.

2.1.5.3. PROGRESS IN THE IMPLEMENTATION OF LEGAL AND DECENTRALIZATION AND DECONCENTRATION REFORMS

Formulation and updating of additional legal regulations for implementation in public educational institutions

The Ministry has prepared:

- Sub-Decree No. 260 ANKr.BK, dated 28 December 2021, on the Organization and Functioning of the Anti-Doping Commission of Cambodia;
- Sub-Decree No. 288 ANKr.BK, dated 31 December 2021, on the Establishment of the National University of Battambang as a Public Administration Institute;
- Sub-Decree No. 289 ANKr.BK, dated 31 December 2021, on the Establishment of Svay Rieng University as a Public Administration Institute;
- Sub-Decree No. 183 ANKr.BK, dated 7 September 2022, on the Change of name "Chea Sim University of Kamchay Mear " to "Chea Sim National University of Kamchay Mear";
- Sub-Decree No. 189 ANKr.BK, dated 12 September 2022, on the Organization and Functioning of the National Institute of Education;
- Sub-Decree No. 229 ANKr.BK, dated 3 November 2022, on the Provision of Subsidies during Training at Public Training Institutions;
- Sub-Decree No. 22 ANKr.BK, dated 9 January 2023, on the Organization and Functioning of the Institute of International Studies and Public Policy;
- Prakas No. 851 AYK.Br.K, dated 22 July 2022, on the Establishment of Samdech Akka Moha Sena Padei Techo Hun Sen Cheang Sar General and Technical High School
- Prakas No. 1454 AYK.Br.K, dated 10 August 2022, on the Opening of Kindergartens in public primary schools;
- Prakas No. 1750 AYK.Br.K, dated 31 October 2022, on the Training of Master Degree of Education for Primary School Teachers;
- Prakas No. 1785 AYK.Br.K, dated 31 October 2022, on the Organization and Functioning of Offices and Departments under the Faculty of Pedagogy, Postgraduate School, Educational Research and Innovation Center and General Affairs Unit of the National Institute of Education;
- Decision No. 06 AYK.SSR, dated 7 March 2022, on the Organization and Functioning of the Secretariat of the Inter-Ministerial Committee on Health Education;
- Decision No. 07 AYK.SSR, dated 7 March 2022, on the Internal Regulations of the Inter-Ministerial Committee on Health Education;
- Decision No. 57 AYK.SSR, dated 22 August 2022, on the Establishment of Operation Committee of Chea Sim Kamchay Mear Education and Training Center Project;
- Prakas on Licensing for 138 private educational institutions (2 kindergartens, 32 kindergartens-primary schools, 27 primary schools, 59 kindergartens-upper secondary schools, 1 lower secondary school, 9 upper secondary schools, 4 secondary schools and 4 higher education institutions);
- Revision of 33 licensing Prakas (change of 8 school principal, change of 12 locations, validity renewal of 11 facilities, change of names of 2 educational institutions); and
- Amendment of the decision on the establishment of the Anti-Corruption Focal Group at the Ministry of Education, Youth and Sport.

The Ministry has formulated a drafts on:

- Royal Decree on the Separate Statute of Higher Education Teachers, and sent it to the Ministry of Public Service via Letter No. 7134 AYK.NK, dated 6 December 2022;

- Law on Physical Education and Sport;
- Sub-Decree on the Amendment of Article 11 of Sub-Decree No. 180 ANKr.BK, dated 2 December 2019, on the Establishment of the National University of Management as a Public Administration Institute;
- Sub-Decree on the Organization and Functioning of the National University of Management;
- Sub-Decree on the Organization and Functioning of the Royal University of Law and Economics;
- Sub-Decree on the Organization and Functioning of the ASEAN Economic Research Institute of the National University of Management;
- Sub-Decree on the Organization and Functioning of Svay Rieng University;
- Sub-Decree on the Prohibition of Advertising of Alcohol Products in Sport Events and Venues;
- Sub-Decree on the Organization and Functioning of the Secretariat of the Anti-Doping Committee of Cambodia;
- Inter-Ministerial Prakas on the Organization and Functioning of Centers and Departments under Svay Rieng University;
- Inter-Ministerial Prakas on the Organization and Functioning of the Offices for the Faculties under the Royal University of Law and Economics;
- Inter-Ministerial Prakas on the Organization and Functioning of the Offices for the Faculties under the National University of Management
- Prakas on the rules and procedures for the preservation and protection of state property and assets;
- Prakas on the Organization and Functioning of the Offices under the Secretariat of the Anti-Doping Committee of Cambodia;
- Prakas on the Establishment of Examination Office in the structure of the Provincial Department of Education, Youth and Sport;
- Prakas on the Organization and Functioning of Takeo National Youth Center;
- Prakas on the Definition of Logo and Seal of Public and Private Educational Institutions;
- Prakas on the Type of Educational Institutions;
- Prakas on the Organization and Functioning of the Capital/Provincial Department of Education, Youth and Sport.

The Ministry has produced reports on the implementation of international laws and conventions:

- Report on the Implementation of the International Covenant on Socio-economic and Cultural Rights to the Cambodian Human Rights Committee;
- Provision of comments on the draft report of the UN Secretary-General on the role and achievements of the Office of the United Nations High Commissioner for Human Rights in assisting the Cambodian government and people to promote and protect human rights;
- 18th, 19th and 20th Combined National Reports in Response to the Recommendations of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD); and
- Closing report on the declaration of assets and liabilities under the 2-year regime for 2022 to the Anti-Corruption Unit.

Establishment of a legal framework to support decentralization and deconcentration reform at the national and sub-national levels

The Ministry has:

- Formulated technical training documents on principles and procedures for the implementation of education functions transferred to the sub-national administration;
- Drafted Prakas on the organization and functioning of the Capital/Provincial Department of Education, Youth and Sport;

- Organized workshops and disseminated the Law on Education and Sub-decree on Professional Ethics for Teachers to the management, master trainers, teachers and teacher trainees for a total of 1,186 (760 females);
- Conducted research on 8 cases of education staff involved in criminal offenses in 4 provinces; and
- Advised and participated in court hearings on 2 cases involved in dispute of school land in Takeo province: 1. Land of the former Khla Krahim High school (taking part in the oral argument procedure at the Supreme Court) and 2. Land for Prahout Kindergarten (taking part in the oral argument procedure at Phnom Penh Court of Appeal).

Establishment of mechanisms to support the implementation of decentralization and deconcentration reform programs in the education sector

The Ministry has:

- Formulated a study report on the challenges faced during the implementation of education functions in the municipal/districts of some target provinces, namely Battambang, Pursat, Preah Sihanouk and Kep;
- Formulated a joint decision between the NCDD and the Ministry of Education, Youth and Sport on the implementation of the 2022 Action and Budget Plan within the framework of decentralization and deconcentration reform in the education sector;
- Established an inter-ministerial technical working group to study the principles and identify specific options for addressing challenges related to the management and use of the budget of the Office of Education, Youth and Sport of the Municipal/District/Khan Administration (Letter No. 509 AYK.NK, dated 3 February 2022);
- Revised primary school information indicators to be incorporated in the Information for Citizens Table (I4C) on Social Accountability Performance; and
- Organized dissemination workshops for education staff of the Department of Legislation on the principles and procedures for the management of sub-national administrative personnel.

Between 2013 and 2022, the Ministry has prepared 259 legal regulations, including 3 Royal decree, 39 sub-decrees, 2 circulars, 150 Prakas, 29 guidelines, and 36 decisions.

Table 5: Formulation of legal regulations from 2013 to 2022

Year	Royal Decree	Sub-decree	Circular	Prakas	Decision	Guidelines	Total
2013	2	2	1	9	1	1	16
2014	0	1	1	7	5	3	17
2015	0	6	0	17	1	5	29
2016	0	4	0	17	1	2	24
2017	0	7	0	26	2	2	37
2018	0	1	0	20	4	2	27
2019	0	2	0	29	8	4	43
2020	1	5	0	8	6	6	26
2021	0	7	0	10	3	4	24
2022	0	4	0	7	5	0	16
Total	3	39	2	150	36	29	259

2.1.5.4. PROGRESS OF IMPLEMENTATION OF PUBLIC ADMINISTRATION REFORM

Status of the education staff

During the 10 years' implementation of the education reform, the number of education staff nationwide was increased from 112,704 (46,748 females), equivalent to 41.47% in 2013 to 125,597 (59,137 females), equivalent to 47.08% in 2022. At the national level, the number of employees was increased to 5,078 (1,768

females), equivalent to 34.81%, and 120,519 (57,169 females), equivalent to 47.60%, at the sub-national level.

Minimum pay of teachers was increased from 2013 to 2022, in which the minimum pay for primary school teachers was increased from 310,800 Riels to 1,227,500 Riels, the minimum pay for teachers at the basic level was increased from 438,010 Riels to 1,370,000 Riels, and the minimum pay for higher level teachers was increased from 629 180 Riels to 1,492,500 Riels.

Teachers with the lowest employment category working in disadvantaged areas were paid 1,352,500 Riels (primary school teachers C10) and those in the highest employment category were paid 2,252,500 Riels (teachers at higher level A1.1).

Teachers with the lowest employment category working in remote areas were paid 1,372,500 Riels (primary school teachers C10) and those in the highest employment category were paid 2,292,500 Riels (teachers at higher level A1.1). Separately, newly-recruited teachers at the basic level were paid 1,370,000 Riels and newly-recruited teachers at the higher level were paid of 1,492,500 Riels in 2022.

Improving the livelihood of teachers in remote and disadvantaged areas was doubled to 80,000 Riels, 100,000 Riels, and even 120,000 Riels, depending on the level of the disadvantaged areas. On average, contract teacher allowances were increased by 250,000 Riels per month and contract staff allowances were increased to 670,000 Riels per month. Overtime tuition pay has been doubled since April 2022.

Table 6: Status of Education Staff from 2013 to 2022

Description	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
1. Education staff										
National level total	3,006	3,023	3,051	3,082	3,237	3,416	3,758	3,786	5,072	5,078
Female	826	837	825	840	883	939	999	1,057	1,761	1,768
Sub-national level total	109,698	110,963	111,992	113,375	116,131	116,883	117,922	119,464	111,531	120,519
Female	45,922	47,505	49,300	51,038	52,259	54,019	55,164	56,306	52,524	57,369
Grand total	112,704	113,986	115,043	116,457	119,368	120,299	121,680	123,250	116,603	125,597
Female	46,748	48,342	50,125	51,878	54,313	54,958	56,163	57,363	54,285	59,137
2. Teachers										
pre-school total	3,178	3,322	3,440	3,487	3,578	3,634	3,721	3,820	3,628	4,110
Female	3,132	3,248	3,380	3,426	3,517	3,538	3,617	3,718	3,533	4,006
Primary school total	59,373	58,124	56,135	56,880	56,325	56,105	54,870	53,263	46,761	53,099
Female	26,497	26,701	26,745	27,822	28,289	28,589	28,506	27,882	25,352	28,999
Basic level total	36,540	38,200	39,494	39,255	41,294	41,556	42,343	43,508	42,556	44,458
Female	13,668	14,711	15,708	16,062	17,412	17,396	18,070	18,855	18,239	18,928
Sport facility total	1,851	1,946	1,981	2,098	2,302	2,296	2,357	2,503	2,524	2,574
Female	340	374	412	417	483	481	495	525	530	530
Primary inspection total	97	82	77	62	57	59	47	40	40	40
Female	19	20	14	13	12	11	06	06	06	06
Secondary inspection total	49	46	42	34	41	92	125	230	279	279
Female	14	14	13	11	11	17	20	33	43	43
High level total	11,616	12,266	13,874	14,641	15,771	16,557	18,210	19,886	20,815	21,037
Female	3,078	3,274	3,853	4,127	4,589	4,926	5,448	6,344	6,582	6,625
Grand total	112,704	113,986	115,043	116,457	119,368	120,299	121,680	123,250	116,603	125,597
Female	46,748	48,342	50,125	51,878	54,313	54,958	56,163	57,363	54,285	59,137
3. Contact teachers and contract staff										
General education affairs total	1,852	1,731	2,800	5,842	6,352	8,008	9,884	11,290	11,945	12,425
Female	877	919	1,446	3,017	3,541	3,687	5,847	6,936	7,927	8,561
Literacy affairs total	1,184	1,269	4,595	2,472	2,472	2,472	2,472	2,472	2,472	2,472
Female	424	458	1,600	901	874	876	898	821	984	882
Contract staff total	410	451	421	469	543	581	668	704	704	704
Female	129	149	157	175	206	247	266	272	272	278
Grand total	3,446	3,451	7,816	8,783	9,367	11,061	13,024	14,466	15,121	15,601
Female	1,430	1,526	3,203	4,093	4,621	4,810	7,011	8,029	9,183	9,721
4. Appointment of practicum										
pre-school total	195	197	194	249	199	200	200	200	200	00
Female	191	192	182	240	189	190	194	191	193	00
Primary school total	1,945	2,206	2,304	3,240	1,784	1,506	1,618	1,347	1,293	286

Description	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Female	1,276	1,537	1,619	2,127	1,130	957	1,053	929	869	192
Basic level total	1,445	1,328	1,053	960	100	830	750	601	502	182
Female	778	767	591	507	22	431	369	254	207	108
Higher level total	502	538	684	513	536	517	610	717	74	785
Female	186	247	276	230	233	221	311	350	21	389
Grand total	4,087	4,269	4,235	4,962	2,619	3m053	3,178	2,865	2,069	1,263
Female	2 431	2,743	2,668	3,104	1 574	1 799	1 927	1 724	1 304	689
5. Permanent employment of teachers										
pre-school total	197	196	196	194	199	198	199	200	189	180
Female	191	191	191	187	191	189	192	194	180	180
Primary school total	2 021	1,945	2,203	2,305	3,319	1,830	1,532	1,613	1/287	1,302
Female	1 279	1,248	1,481	1,611	2,454	1,156	993	1,049	883	888
Basic level total	3 423	3 250	2,879	3,416	1,226	1,705	832	753	599	498
Female	1 656	1 614	1,584	1,424	507	821	435	370	253	231
Higher level total	1 586	1 302	1,071	1,287	1,254	1,960	1,882	648	718	97
Female	481	405	389	436	436	933	724	318	350	39
Grand total	7 227	6,693	6,349	7,202	7,226	5,693	4,445	3,214	2/793	2,077
Female	3 607	3,458	3,645	3,658	4,040	3,193	2,344	1,931	1/666	1,338
6. Transfer of staff										
Termination	791	1,030	593	508	504	447	427	276	345	404
Female	226	315	178	127	145	121	127	78	106	108
In the ministry	685	786	886	796	838	724	574	50	107	90
Female	218	296	335	294	268	315	200	16	34	34
Out of the ministry	101	187	125	204	154	136	209	44	82	100
Female	30	41	23	40	29	24	42	12	20	23
Retiree total	1,994	2,210	1,852	1,779	1,541	1,362	1,221	1,186	581	450
Female	501	296	543	572	661	672	667	610	282	236
Grand total	3,571	4,213	3 456	3,287	3,037	2,669	2,431	1,556	1/215	1,044
Female	975	948	1 079	1 033	1,103	1,132	1,036	716	442	401

In 2022, there were a total of 125,597 education staff at all levels (59,137 females), accounting for 47.08%; of which 5,078 staffs (1,768 females) were at the national level and 120,519 staffs (57,369 female were at the sub-national...

There were 4,110 kindergarten teachers, including 4,006 females; 53,099 primary school teachers, including 28,999 females; 47,032 basic level teachers, including 19,458 females (2,574 physical education staffs, including 530 females); 19,350 higher education teachers (teaching at upper secondary schools), including 6213 females; 1,687 higher education teachers (working in public higher education institutions), including 412 females; 40 primary inspectors, including 6 females; and 279 secondary inspectors, including 43 females.

The Ministry has:

- Utilized 704 contracted officials (278 females); among them 461 officials (166 females) were at the national level, and 243 officials (112 females) were at the sub-national;
- Utilized 15,071 contract teachers, including 9,496 females; among them 12,425 contract teachers (8,561 females) were general education contract teachers, 2,472 teachers (882 females) were non-formal contract teachers, and 174 teachers (53 females) were Khmer Muslim contract teachers;
- Utilized 9,255 teachers teaching two shifts (4,462 females), 2,509 teachers teaching combined classes with 2 levels (897 females), and 97 teachers teaching combined classes with 3 levels (97 females);
- Placed 262 education staff (123 females) on leave without pay;
- Removed 404 education staff (108 females) from the ministry;
- Allowed the return of 96 education staff (32 females);
- Allowed 132 education staff (77 females) to be on sick leave;
- Allowed 23 education staff (17 females) to be on personal leave;
- Announced the retirement of 450 education staff (236 females);
- Announced the transfer of 90 education staff (34 females)
- Nominated 51 education staff (29 females) to work for new generation schools;
- Placed 52 education staff (2 females) to be out of the ministry's framework;
- Allowed 10 education staff (1 female) to work at their original body;
- Announced the transfer of 92 education staff (18 females) to other ministries and institutions: 9 primary school teachers (5 females), 29 basic level teachers (8 females), and 54 higher level teachers (5 females);
- Announced the acceptance of 4 staff (0 female) from other ministries and institutions;
- Nominated 6,517 education staff (731 females) to work as contract officers within the NEC framework;
- Nominated 53 education staff (29 females) to pursue their study overseas, including 32 (7 females) for PhDs, 47 (19 females) for Master's degrees, 4 (3 females) for Bachelor's degree;
- Nominated 93 education staff (32 females) to pursue their study locally; and
- Nominated 34 education staff (7 females) so that they could return to their jobs (10 PhDs (1 female), 12 Master's degrees (4 females), 12 Bachelor's degrees (3 females).

Recruitment of education staff

The Ministry has:

- Formulated the staffing plan for 2023 and the draft plan for allocating 3,000 new positions for 2023 for the recruitment and training in 2023;

- Formulated the plan for recruiting and training 100 general administrative officials to work in the administration and educational institutions for 2023; and
- Deployed 116 teachers (61 females) from school with surplus amount at all levels, including 49 primary school teachers (33 females) 36 basic level teachers (18 females) and 3 higher education teachers (10 females).

Motivation for education staff

The Ministry has:

- Announced the probation of 1,263 newly-recruited teachers at all levels (689 females), including 296 primary school teachers (12+4) (192 females), 182 basic level teachers (12+4) (18 females), 785 higher education teachers (389 females);
- Proposed for permanent employment for 2,206 teachers (1,338 females), including 80 higher education teachers (23 females) 224 former education staff (89 females), 498 basic level teachers (228 females), 3 former employees (0 female), and 1,404 primary school teachers (998 females);
- Requested the rank promotion of 89,944 education staff nationwide (40,685 females); of which 4,698 staff (1,098 females) were promoted by Royal decree, 5,781 (1,777 females) by sub-decrees, and 79,465 (37,810 females) by Prakas;
- Announced the appointment of 112 management officials (21 females);
- Awarded 402 certificates of appreciation to philanthropists and organizations;
- Awarded 549 letters of appreciation to education philanthropists;
- Requested for work medals for 125 philanthropists and organizations; and
- Requested for the academic year 2021-2022 work medals for 11,097 national and sub-national education staff (4,197 females), certificates of appreciation for 31 entities, and champion flags for 22 entities and runner-up flags for 22 entities.

2.1.5.5. PROGRESS OF IMPLEMENTATION OF PUBLIC FINANCIAL MANAGEMENT REFORM Finance

In 2022, the Ministry of Education, Youth and Sport spent the program budget with the issuance of money order for 102.87% against the Budget Law. Of which, the Central Administration implemented 118.21% against the Budget Law, and the Department of Education, Youth and Sport implemented 100.59% compared to the Budget Law.

The current budget for the Ministry of Education, Youth and Sport was increased from 1,119,565.5 million Riels in 2013 to 3,040,826.0 million Riels in 2022. During this span of time, the increased amount was 1,921,260.5 million Riels, equivalent to 271.6%. The budget performance was increased from 94.37% in 2013 to 102.87% in 2022.

The national budget for education was increased from 15.52% in 2013 to around 17% in previous years and to 15.91% in 2022.

Table 7: Status of education budget from 2013 to 2022 (Unit: Million Riels)

Year	State budget				Capital budget			National (Education) Budget
	Budget Law	Correction	Implemented	%	Budget Law	Implemented	%	%
2013	1,119,565.5	1,129,279	1,056,556.7	94.37	Outside the Ministry	Outside the Ministry	Outside the Ministry	15.52
2014	1,342,049.0	1,383,413.1	1,250,727.5	93.20	Outside the Ministry	Outside the Ministry	Outside the Ministry	16.23
2015	1,583,308.4	1,642,033.2	1,493,504.6	94.33	35,000	26,383.7	75.38	17.07
2016	2,029,896.9	2,040,611.5	1,851,402.6	91.21	40,000	31,859.0	79.65	18.19

2017	2,383,672.6	2,389,410.5	2,259,860.7	94.8	90,000	176,843	196.5	18.3
2018	2,705,456.5	2,752,899.7	2,675,125.9	98.9	420,000	433,491.1	103.2	17.8
2019	2,949,604	3,021,892	2,974,791.8	100.9	280,000	203,728	72.0	17.5
2020	3,207,220	3,90,128.6	3,022,943.3	94.3	185,000	180,016.2	97.3	17.8
2021	3,024,413	3,030,676.5	2,840,034.9	93.9	90,000	119,010.5	132.2	17.3
2022	3,040,826.2	3,102,783.1	3,115,517.8	102.87	60,000	74,733.2	124.6	15.9*

NB: - Outside the Ministry means outside the jurisdiction of the Ministry of Education, Youth and Sport.

- * This figure does not include the budget of functions transferred to the Office of Education, Youth and Sport of the Municipal/District/Khan Administration of the Capital/Provincial Administration, including the 3 functions transferred to the Office of Education, Youth and Sport of the 14 Municipal/District Administrations of Battambang Provincial Administration.

The Ministry has:

- Provided funding for school operation in the amount of 148 332.5 million Riels by increasing 2 million Riels per school through letter No. 8015 SHV, dated 19 August 2019;
- Provided nutrition to 110,645 primary school students in 427 schools of 11 provinces, , amounting to 17,079.5 million Riels;
- Provided funding for the purchase of IT equipment for 38 newly-established schools, including 38 computers and 38 printers;
- Provided scholarships to poor students at the primary and secondary levels for the budget loan of 64,287.1 million Riels;
- Formulated procedures to provide funding to support the Municipal/District/Khan Office of Education, Youth and Sport in the amount of 30 million Riels per municipal/district/Khan, a total of 6,120.0 million Riels;
- Formulated procedures to provide funding to support outstanding public schools in the amount of 4,506.0 million Riels;
- Provided 1,620.5 million Riels to support the operation of the new generation schools transferred from E2STEM at Preah Yukunthor High School;
- Provided funding for the training of 30 national master trainers at teacher training institutions for their study in Singapore in the amount of 1,613.7 million Riels;
- Increased additional budget credit for teacher trainees who are studying at teacher training institutions in accordance with the spirit of Sub-Decree 229 ANKr.BK, dated 3 November 2022, amounting to 11,272.6 million Riels;
- Provided additional budget for November 2022 pay to teachers and contract teachers for the delay of the academic year 2021-2022 in the amount of 27 092.9 million Riels;
- Installed video conferencing systems and set up smart rooms for Phnom Penh Institute of Pedagogy, Battambang Institute of Pedagogy, National Institute of Special Education, Region 1 Pedagogical Center and 12 pedagogical colleges;
- Developed and improved the digital libraries for the Region 4 Teacher Training Center and the Region 1 Teacher Training College;
- Arranged for the connection of internet and intranet network, which is to connect the internal network from one building to another to 3 pedagogical institutes, 3 regional pedagogical centers and 4 pedagogical and teacher training colleges;
- Developed computer labs and installed information equipment for 9 teacher training institutions to facilitate learning and teaching;
- Set up a laboratory to support the learning and teaching of foreign languages at the Phnom Penh Institute of Pedagogy;

- Established a digital platform at www.duraseksa.com, which can also be downloaded from the App Store and Play Store, linked a secondary education self-test system;
- Produced and revised 12,1295 digital contents of educational video clips;
- Produced 67,000 pages and 2,495 worksheets of self-study materials and finalized the making of digital textbooks at the primary and secondary levels;
- Equipped and operated 20 classrooms with synchronization-based syllabus;
- Established a working group to tackle challenges related to the use of ICT-based fund management system for public school processes and education financial management systems EFMS (Help Desk);
- Reviewed the strategic budget plan for 2023-2025 and the budget plan for 2023 of the entities under the Ministry;
- Reviewed the 2023 Public School Operation Fund Project across the country through the information technology system;
- Reviewed the 2023 budget for the 3 functions (Early Childhood Education, Primary Education and Non-formal Education) in Battambang province and submitted it to the Ministry of Economy and Finance in a timely manner;
- Reviewed the 2023 budget of the regional pedagogical centers, provincial pedagogical and teacher training colleges, and application schools, and submitted them to the Ministry of Economy and Finance in a timely manner;
- Organized consultative workshops on updating the instruction manual on the management of public school process funds;
- Organized supplementary training courses on financial management of global partnership projects for education;
- Updated and provided training on staff budgeting system (Chapter 64) for strategic budget planning and annual budget planning.
- Updated and provided training on information technology system for the annual budget planning by linking the strategic budget plan, annual operational plan, annual revenue and expenditure program in line with the strategic plan for education for the entities at the central administration level and the Capital/Provincial Department of Education, Youth and Sport;
- Updated and provided training on the information technology system on the annual budget planning of the regional pedagogical centers and provincial pedagogical and teacher training colleges;
- Developed and provided training on the financial management system on budget allocation (BA), purchase orders (PO), accounts payable (AP), financial and accounting reports, and budget implementation reports reflecting the education strategic plan and annual operational plan for the central and provincial administrative entities, and formulated instruction manual on the use of EFMS;
- Updated and provided training on information technology system on financial management system on management function on petty cash advance, budget at regional pedagogical centers and provincial pedagogical and teacher training colleges;
- Updated and provided training on financial management monitoring and evaluation system of public schools and implementation of the automated FMIS system on low-risk expenses such as salary, water, electricity and telephone bills, and scholarships;
- Conducted feasibility study on the reconciliation between EFMS and FMIS of the Ministry of Economy and Finance;
- Formulated a detailed action plan for the implementation MAP4-2023 to support the public financial reform program;
- Formulated the procedures for implementing the budget and adjusted the flow from all budget entity;

- Collected and reviewed the financial statements for the year 2022 based on the account contents of the public accounting plan for the development partner project/program to be submitted to the Ministry of Economy and Finance;
- Formulated a manual on standard financial management procedures for development partner financing;
- Formulated procedures and paid scholarship money in Riels at ACLEDA Bank Plc. to teacher trainees at all levels of teacher training institutions from 2022 in according to Letter No. 4971 AYK.HV, dated 16 December 2021;
- Formulated Guidelines No. 23 AYK.S, dated 6 April 2022, on the Use of Detailed Targets at Regional Pedagogical Centers and Pedagogical and Teacher Training Colleges;
- Formulated Letter No. 2403 AYK.HV, dated 3 May 2022, on the official launch of the financial management system on budget allocation (BA), purchase order (PO), accounts payable (AP) and reports to the budget entities of Central and Capital Administration Levels;
- Formulated Letter No. 6610 AYK.HV, dated 10 November 2022, to the Ministry of Economy and Finance requesting for permission in principle for the Ministry of Education, Youth and Sport to expand 3 more new generation schools for implementation from academic year 2022-2023;
- Formulated Letter No. 6696 AYK.HV, dated 15 November 2022, on the case of establishing full program petty advance cash of the central budget entity for the implementation of the 2023 budget;
- Formulated Letter No. 7107 AYK.HV, dated 5 December 2022, requesting for additional budget credit for spending on allowances to teacher trainees who are being trained at all levels of teacher training institutions in 2023;
- Formulated Letter No. 7887 AYK.HV, dated 22 December 2022, requesting for permission in principle for the Ministry of Education, Youth and Sport to increase and expand overtime fees and allowances for professors chairing dissertation and research sessions at the National Institute of Education from 2023;
- 20 May 2013 on the principle of expenditure for the implementation of the program budget based on Letter No. 6609 AYK.HV, dated 10 November 2022;
- Been formulating guidelines on budget implementation procedures in the Capital/Provincial Department of Education, Youth and Sport
- Updated the instruction manual on public school fund management;
- Brought to awareness the 2022 budget law to the budget entities and public schools on the website www.fmismoeys.com; and
- Brought to awareness Letter No. 11223 SHV.AT, dated 31 December 2021, requesting for permission in principle to provide support money for organizing online training courses and seminars for the implementation of the budget for 2021 and the following years.

Procurement

The Ministry has:

- Formulated a Prakas on the Adjustment of the Composition and Roles of 4 New Procurement Groups of the Capital/Provincial Department of Education, Youth and Sport among the 33 procurement groups that have already announced;
- Implemented procurement of goods and constructions of 30 projects at the central level, amounting to 51,448.19 million Riels; of which, procurement of goods of 21 projects was worth 34,990.83 million Riels, procurement of 9 projects was worth 16,457.36 million Riels, procurement of constructions and services of 5 projects was worth 11,964 million Riels, and procurement of construction of 4 projects was worth 4,493.36 million Riels;
- Implemented procurement of construction materials and services of 362 projects by the procurement groups worth a total value of 70,082.28 million Riels; of which, procurement of goods of 235 projects was worth 27,598.90 million Riels, procurement of 74 projects was worth 40,896.42 Million Riels and procurement of 53 projects was worth 1,586.96 million Riels.

Table 8: Procurement Implementation from 2013 to 2022 (Unit in Million Riels)

Year	Procurement	Goods	Construction	Services	Total
2014	Projects	34	16	2	52
	Money	55,485.17	35,567.81	115.0	91,167.8
2015	Projects	36	30	-	66
	Money	54021.33	49,752.61	-	103,773.94
2016	Projects	39	21	-	60
	Money	53,709.10	50,347.42	-	104,056.52
2017	Projects	37	20	-	57
	Money	48,641.69	44,846.60	-	93,488.29
2018	Projects	28	23	-	51
	Money	48,165.70	431,377.75	-	479,543.45
2019	Project	27	15	-	42
	Money	41,834.90	13,442.10	-	55,277.00
2020	Projects	20	5	-	25
	Money	33,038.54	11,672.94	-	44,711.48
2021	Projects	19	5	-	24
	Money	31,969.58	14,919.00	-	46,888.58
2022	Projects	21	7	2	30
	Money	34,990.83	13,145.36	3,312.00	51,448.19
Total	Projects	261	142	4	407
	Money	401, 856.84	665, 071.59	3.427.00	1,070,355.43

Management of state property and assets

The Ministry has:

- Prepared a draft Prakas on the rules and procedures for the use, maintenance and protection of state property and property;
- Checked and verified the list of increase and decrease of state assets according to SARMIS 2021;
- Issued guidelines on the management of state property and assets in public educational institutions;
- Provided training on the use of SARMIS system and on the management of state property and assets for 100 central administrative entities;
- Finalized the list of increase and decrease of state assets via SARMIS system at the central level for 2021;
- Checked and verified the list of increase and decrease of state property in 2021 of 3 local consumption entities, namely Phnom Penh, Kampong Speu and Kampong Thom, equivalent to 12%;
- Updated data of immovable assets in 2022 (3,133 title deeds) 8,505 sites, including 70 sites at the central level (35 title deeds), 18 public legal entities (15 title deeds), 8,417 sites (3,083 title deeds) in the capital/provincial level, and 141 lands in dispute;
- Participated in resolving disputes in the Supreme Court and won the court case of land in dispute of 1 Osaphea School, located in Khla Kraham village, Taphem commune, Tram Kak district, Takeo province, and is seeking the procedures to implement the judgment;
- Established an inter-ministerial commission to review and discuss the case of handing over state property as gifts to 40 families and officials of Koh Kong province;
- Made a report on the implementation of revenue collected from state assets in detail according to the budget content for 2022 and forecast for 2023-2024-2025;

- Collected \$209,484 as the state budget in 2022 from Total Oil Company, OCIC and Fuhai Company) and 3,843,200 Riels as the proceeds from the auction of out-of-order furniture and electronic equipment which had been requested for write-off;
- Bought in 8,603,521 entities of materials, goods and fuel in the amount of 31,841,986,800 Riels;
- Released 8,576,762 entities of goods worth of 31,461,988,146 Riels, of which 1,037,833 entities worth of 7,081,261,746 Riels being at central level and 7,538,929 entities worth of 24,663,640,450 Riels being at the capital/provincial level;
- Facilitated the importation of goods whose tariff was rendered by the state for 6 times to support the education sector worth of 2,509,379,531 Riels;
- Had 23 license plates (State-16) for vehicles and 69 state license plates for motorcycles produced;
- Updated 459 vehicles, 2,147 motorcycles, 274 generators (34 at the central level and 1 public entity), and 287 others (153 water pumping machines, 47 lawn mowers, 14 power tillers (1 at the central entity), 8 tractors, 34 motor boats, 16 printers and cutters and clippers, and 15 elevators); and
- Supplied school administration equipment to 104 educational institutions (4 laptops, 95 desktop computers, 61 printers, 9 photocopiers and 132 file cabinets).

Table 9: Management of state property and assets from 2013 to 2022

Year	Inventory		Real Estate				Vehicles and motorcycles	
	Central level	Capital / Province	Land Register	Pagoda land	Land title	Revenues (in USD)	Vehicles	Motor.
2013	100	83.3	7,761	1,330	1,265	106,192.50	302	1,525
2014	100	75	7,761	1,330	1,489	168998.75	315	1,529
2015	100	83.3	7,761	1,330	1,492	142,205.00	337	1,530
2016	100	56	7,761	1 330	1,537	53,528.50	353	1,539
2017	100	80	7,992	1 330	1,554	63,602.25	356	1,627
2018	100	72	7,992	1330	1,554	10,374.00	370	1,627
2019	100	92.3	7,992	1 330	2,323	444,149.33	398	1,832
2020	100	64.6	8,142	1 330	2,879	320,575.18	427	1,995
2021	100	76.4	8,142	1 330	3,028	315,921.50	436	2,073
2022	100	50	8,142	1 330	3,133	340,444.80	459	2,147
Total	100	73.29	8,142	1 330	3,133	1,965,991.81	459	2,147

Strengthening of internal audit

The Ministry has:

- Adopted guidelines on internal audit procedures of the Ministry of Education, Youth and Sport;
- Adopted the Internal Audit Strategic Plan 2022-2024 and the Internal Audit Plan for 2022;
- Conducted internal audit on performance, information technology and projects, including: 2 pilot performance audits, 8 information technology audits, and 3 development partner financing audits;
- Conducted audit on 86 auditees by evaluating and improving the internal monitoring system, including 3 projects, 6 Capital/Provincial Departments of Education, Youth and Sport, 5 regional pedagogical centers, and 72 general education schools;
- Conducted pilot audit on information technology at 8 general education schools;
- Monitored recommendation-based improvement and evaluated 10 general education schools;
- Developed capacity and equipped technical equipment to support performance, information technology, and project audits;

- Hosted training on audit procedures on financial management of development partner projects; and
- Hosted training on audit procedures and risk management.

Table 10: Auditees audited from 2013 to 2022

		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	
Source of fund	Auditees	Number of audit										Total
PB	Project	0	0	0	0	0	0	0	0	0	3	3
	Central lev.	0	0	0	0	0	2	1	0	0	0	3
	Depart.	0	0	3	16	6	13	4	4	1	6	53
	Peda. Insti	0	0	0	10	0	3	1	0	0	0	14
	Peda. sch.	0	0	3		1	7	2	3	0	5	21
	Off. EYS	0	0	8	89	57	55	64	22	7	0	302
	School	0	0	18	294	219	170	268	93	120	72	1,254
	Total (1)	0	0	32	409	283	250	340	122	128	86	926
CDPF	Depart.	0	0	0	0	21	2	0	0	0	0	23
	Off. EYS	0	0	0	0	41	11	0	0	0	0	52
	school	0	0	0	0	82	46	0	0	0	0	128
	Total (2)	0	0	0	0	144	59	0	0	0	0	203
SIG	Depart.	0	0	0	8	8	0	0	0	0	0	16
	Off. EYS	0	0	0	20	20	0	16	16	0	0	72
	school	0	0	0	44	44	0	52	58	30	0	228
	Total (3)	0	0	0	72	72	0	68	74	30	0	316
Total (1+2+3)		0	0	32	481	499	309	408	196	158	86	1,445

Administrative and financial inspection

The Ministry has:

- Printed and disseminated the 2021 Booklet of Legal Regulations on Management of Personnel, Administration, Finance, and State Assets to the national, sub-national entities and public educational institutions to be used for managing their respective entities;
- Organized a training course to strengthen the skills of inspection officers and linked to 2 practical sessions, participated by 60 inspectors (4 females);
- Organized a workshop to disseminate the inspection procedure booklet on the management of personnel, administration, finance, and state property to the staff under the Departments of Education, Youth and Sport of Takeo, Prey Veng, and Svay Rieng provinces with the participation of 84 participants (12 females)
- Conducted 320 inspections on the management of personnel, administration, finance, and state property at the sub-national level, including 2 universities, 1 institute, 10 provincial departments of education, youth and sport, 1 regional pedagogical center, 5 provincial pedagogical and teacher training colleges, 106 upper secondary schools, 55 lower secondary schools, and 140 primary schools;
- Conducted random inspection or handled complaints and reported to the Ministry's leadership for review and decision on 05 cases (Preah Bat Suramarit High School, Kampong Chhnang; Tuol Ampil High School, Tuol Prasat Sen Sok High School, Chbar Ampov High School, Phnom Penh; and the Department of Youth); and
- Monitored the progress of the improvement based on the recommendations of the external and internal inspections of 19 entities, including 12 provincial departments of education, youth and sport,

1 regional pedagogical center, 1 provincial pedagogical and teacher training college, 2 upper secondary schools, 1 lower secondary schools, and 2 primary schools.

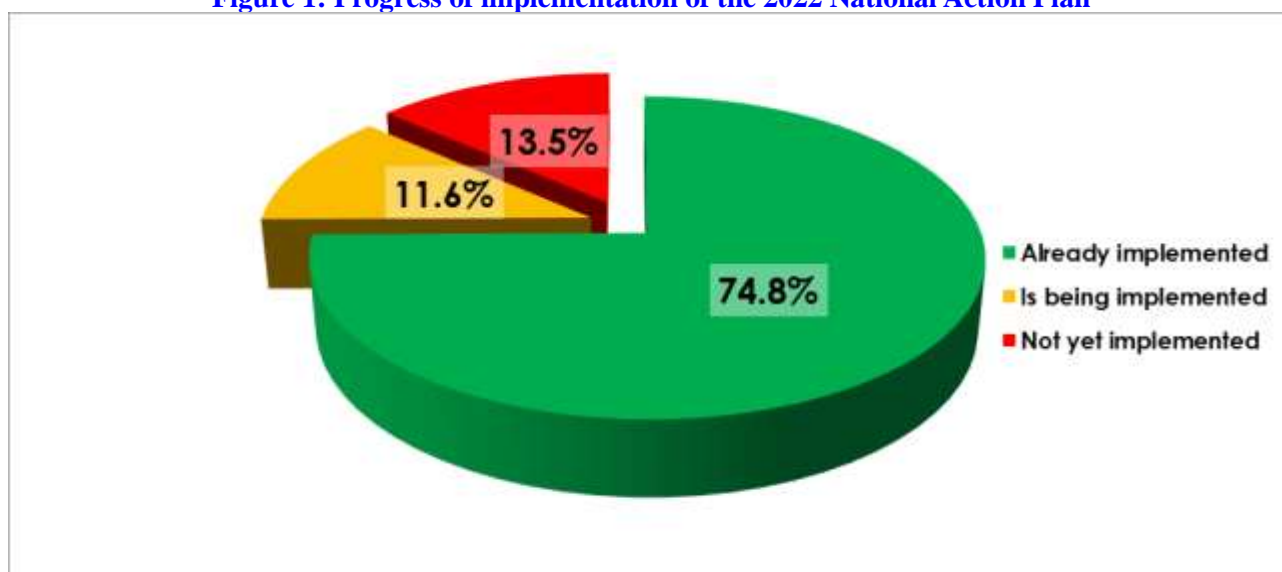
Table 11: Entities inspected on management of personnel, administration, finance and state assets from 2013 to 2022

Year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	
Entity	1. Number of Inspection										Total
Central level	0	0	0	0	4	15	3	2	2	3	29
Department	12	10	9	14	14	12	16	9	12	10	118
Peda center	5	1	1	0	1	5	0	0	2	1	16
Peda school	4	5	7	3	3	5	0	0	4	5	36
Off. EYS	44	52	44	60	54	60	61	40	23	0	438
School	238	273	242	353	310	336	285	187	223	301	2,748
Total (1)	303	341	303	430	386	433	365	238	266	320	3,385
Entity	2. Progress inspection										Total
Department	6	5	4	1	3	2	2	4	8	12	47
Peda school	0	3	2	1	2	0	1	0	0	2	11
Off. EYS	16	14	10	8	16	18	18	17	0	0	117
School	63	72	52	40	95	108	90	68	0	5	593
Total (2)	85	94	68	50	116	128	111	89	8	19	768
Entity	3. Random inspection										Total
National lev.	0	0	0	0	0	1	1	2	0	1	5
Sub-na. lev.	15	27	20	27	25	22	14	6	3	4	163
Total (3)	15	27	20	27	25	23	15	8	3	5	168
Total (1+2+3)	403	462	391	507	527	584	491	335	277	344	4,321

2.1.6. PROGRESS OF IMPLEMENTATION OF THE 2022 NATIONAL ACTION PLAN

The Ministry has formulated an action plan for 2022, containing 990 activities to be implemented, a decrease by 67 compared to 2021; Among which, 741 have already been implemented, equivalent to 74.8%; 115 are being implemented, equivalent to 11.6%; and 134 have not yet been implemented, equivalent to 13.5% (Annex 2). Compared to 2021, the completion rate was increased by 32.3% and was decreased by 5.7% in 2019.

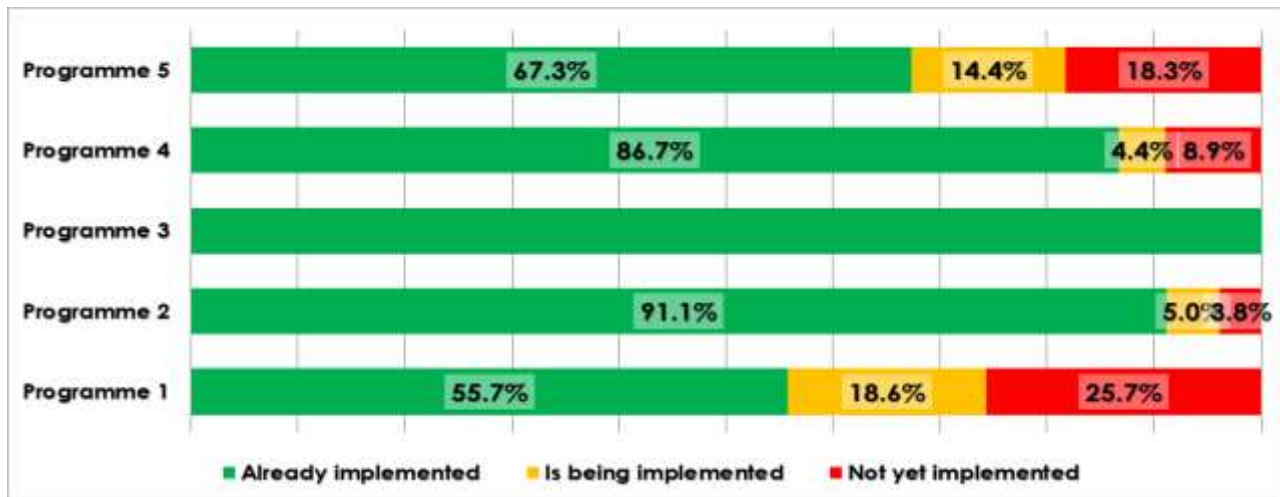
Figure 1: Progress of implementation of the 2022 National Action Plan



Examining each program, the Programme 1 consists of 183 activities; of which 55.7% of them have been completed, 18.6% is being implemented, and 25.7% has not yet been implemented. Programme 2 one consists of 338 activities; of which 91.1% of them has been completed, 5% is being implemented, and 3.8% has not yet been implemented. Programme3 consists of 57 activities; of which 78.9% of them have been completed, 15.8% is being implemented, and 5.3% has not yet been implemented. Programme 4 consists of

45 activities; of which 86.7% of them have been completed, 4.4% is being implemented, and 8.9% has not yet been implemented. Programme 5 consists of 367 activities; of which 67.3% of them have been completed, 14.4% is being implemented and 18.3% has not yet been implemented.

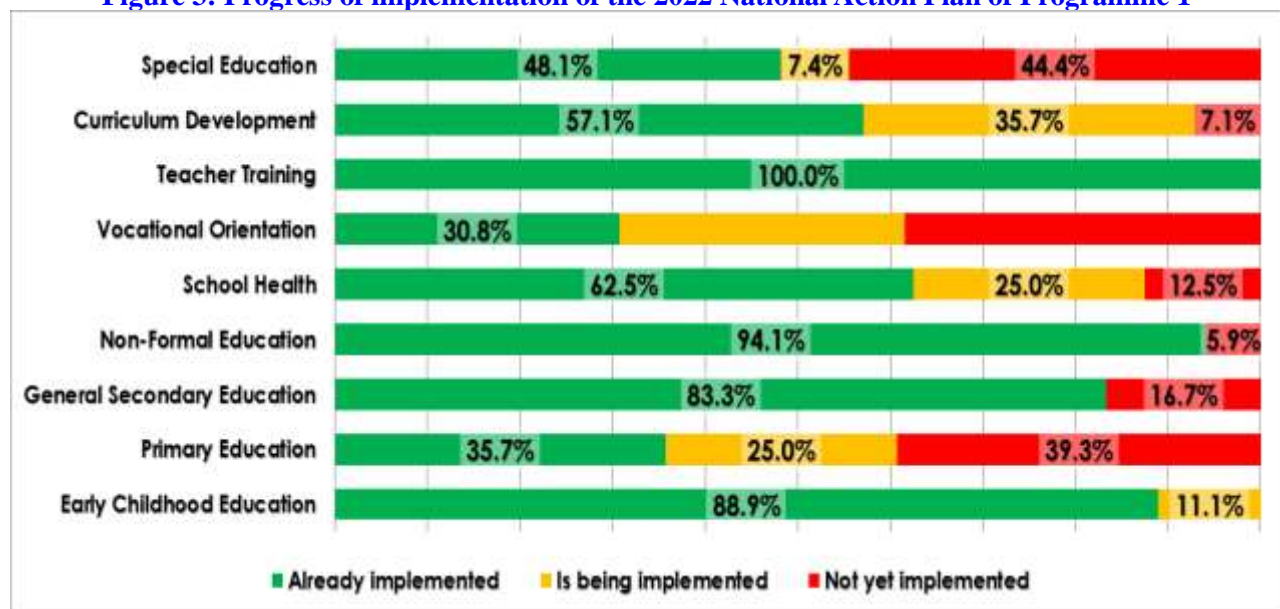
Figure 2: Progress of implementation of the 2022 National Action Plan (by Programme)



Examining each of the programmes, it demonstrates:

Programme 1: Development of formal and non-formal education: 9 entities have planned 183 activities, of which 102 having been completed (55.7%), 34 being implemented (18.6%), and 47 not yet implemented (25.7%). The entity implemented their planned activities with more than 90% success is the Department of Non-Formal Education, and 100% success is the Department of Training and Vocational Training.

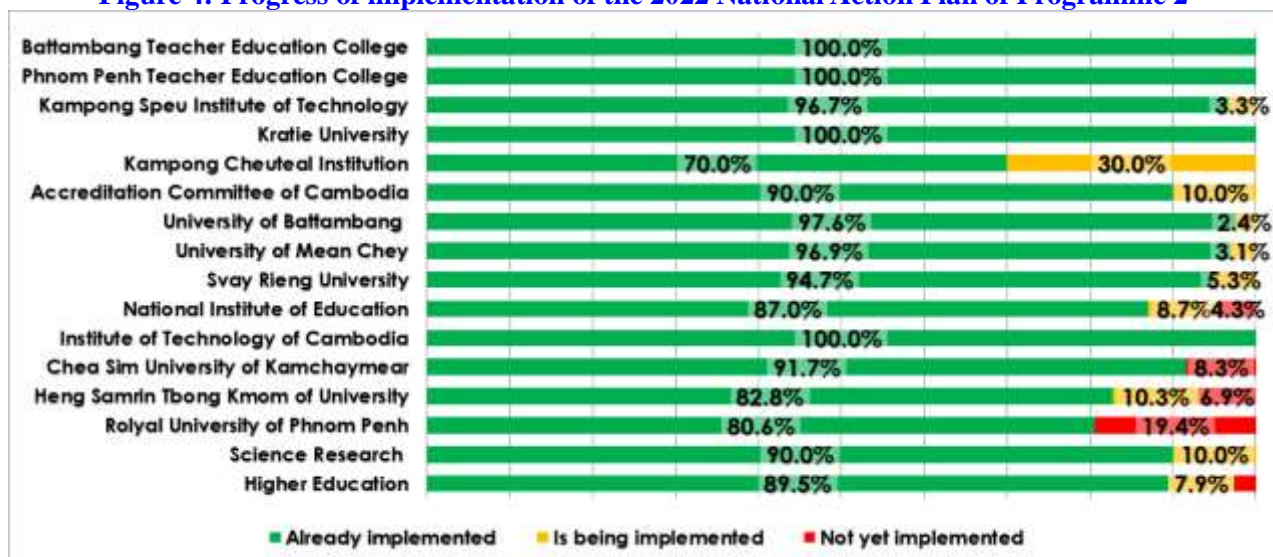
Figure 3: Progress of implementation of the 2022 National Action Plan of Programme 1



Programme 2: Higher Education Development and Research: 16 entities have planned 338 activities, of which 308 having been completed (91.1%), 17 being implemented (5%), and 13 not yet implemented (3.8%).

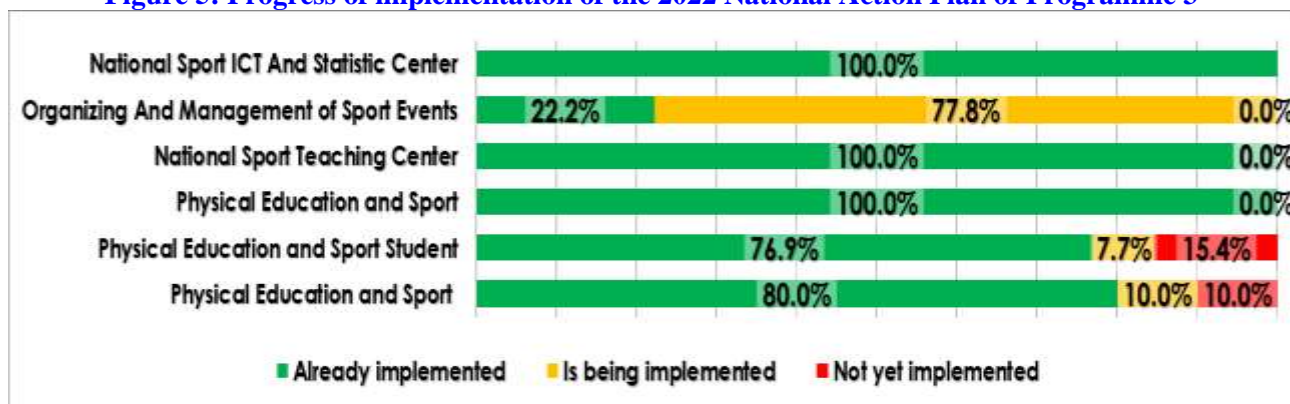
The entities implemented their planned activities with more than 90% success are Chea Sim University of Kamchay Mear, Svay Rieng University, Meanchey National University, National University of Battambang, Kampong Speu Institute of Technology, and 100% success are Kratie University, Institute of Technology of Cambodia, Phnom Penh Institute of Pedagogy, and Battambang Institute of Pedagogy.

Figure 4: Progress of implementation of the 2022 National Action Plan of Programme 2



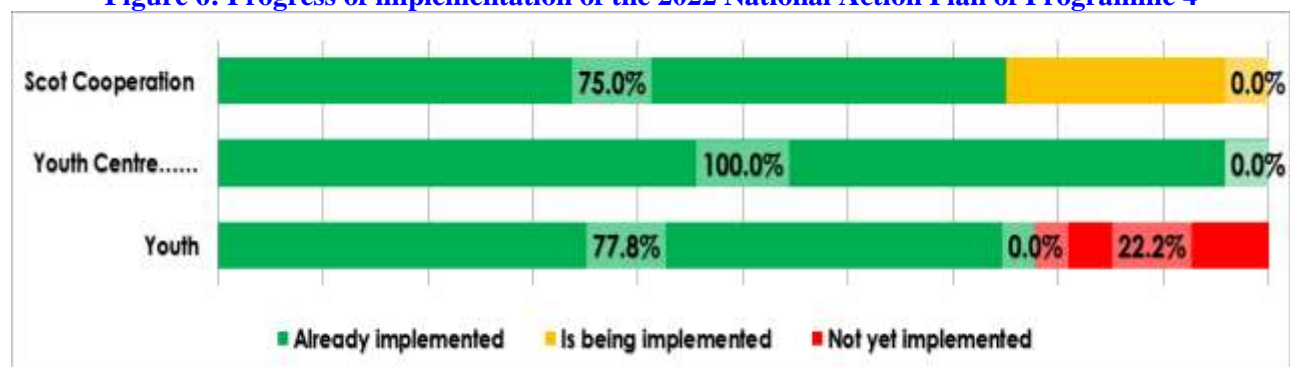
Programme 3: Development of physical education and sport: 6 entities have planned 57 activities, of which 45 having been completed (78.9%), 9 being implemented (15.8%), and 3 not yet been implemented (5.3%). National Institute of Physical Education and Sport, National Sport Teaching Center, and National Center for Information Technology and Sport Statistics all have completed their activities with 100% success.

Figure 5: Progress of implementation of the 2022 National Action Plan of Programme 3



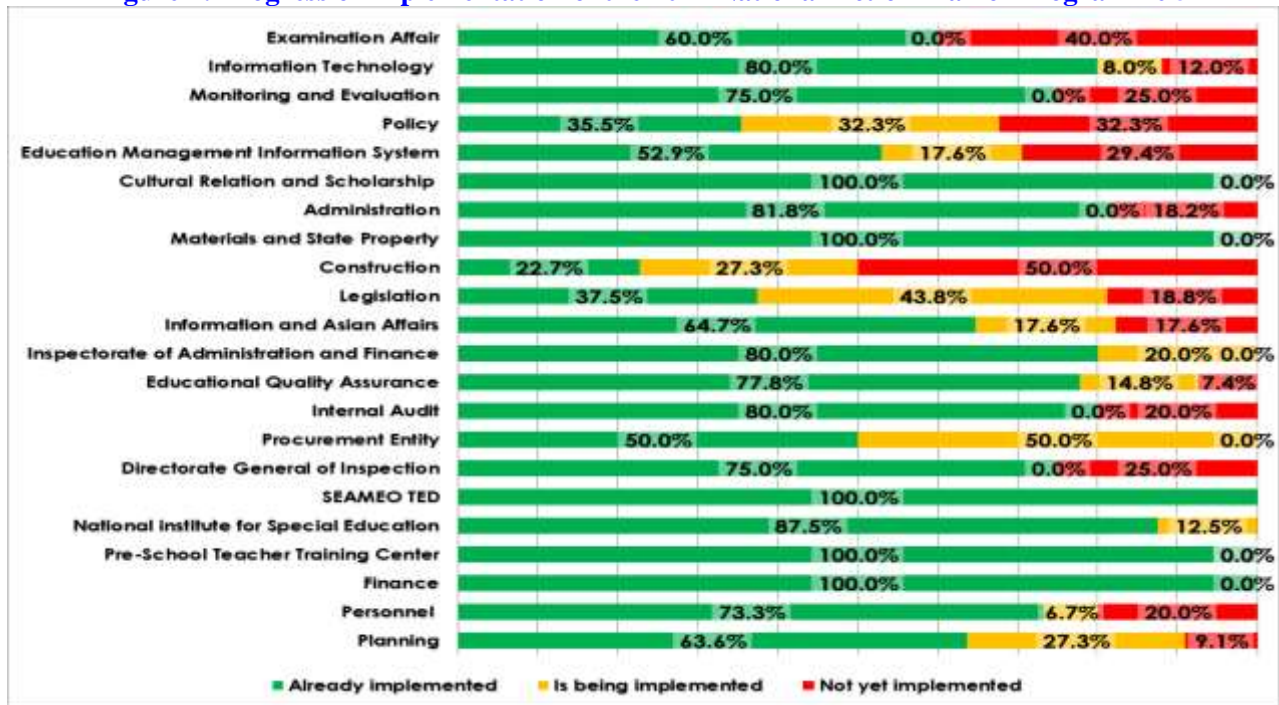
Programme 4: Development of soft and technical skills for youth: 3 entities have planned 45 activities, of which 39 having been completed (86.7%), 2 being implementing (4.4%), and 4 not yet been implemented (8.9%). The Department of Youth Center Management has implemented its activities with 100% success.

Figure 6: Progress of implementation of the 2022 National Action Plan of Programme 4



Programm 5: Support for education services and good governance: 22 entities have planned 367 activities, of which 247 having been completed (67.3%), 53 being implemented (14.5%), and 67 not having been implemented (18.3%). The entities implemented their planned activities with 100% success are the Department of Finance, the Department of Materials and State Assets, the SEAMEO TEP Center, the Southeast Asia Center, the Pre-school Teacher Training Center, and the Department of Cultural Relations and Scholarships.

Figure 7: Progress of implementation of the 2022 National Action Plan of Programme 5

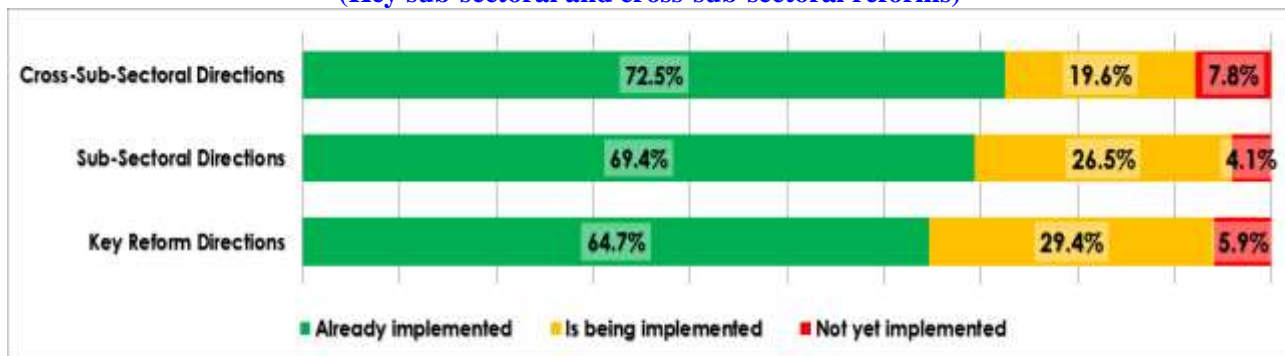


2.1.7. PROGRESS OF IMPLEMENTATION OF THE NATIONAL EDUCATION CONGRESS 2021-2022

The Education Congress 2021-2022 came up with 134 directions, including 34 major reform directions, 49 sub-sectoral directions and 51 cross-sub-sectoral directions. The 93 directions have been completed (69.4%), 33 being implemented (24.6%) and 8 not yet been implemented (6%).

Curriculum development 7 Administrative work 5 Academic construction work 3 Printing and publishing work 6 Administrative and financial inspection work 3 Internal audit work 5 Education quality assurance work 10 and State property management work 7 and Procurement work 5 (Appendix I) 3 and 5).

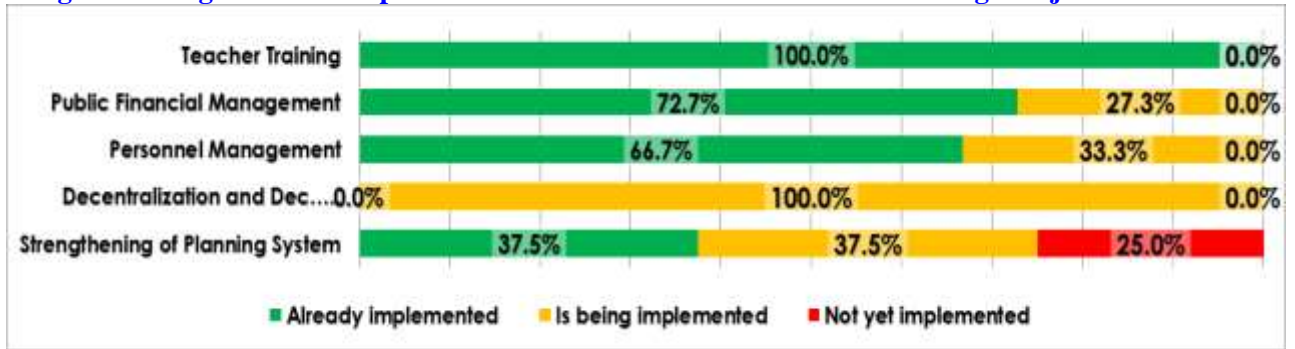
Figure 8: Progress of implementation of the 2022 National Action Plan (Key sub-sectoral and cross-sub-sectoral reforms)



Progress in the implementation of the convention directions through major reforms

Among the 34 reform directions, including 8 policies, planning, statistics and monitoring and evaluation directions; 3 decentralization and deconcentration directions, 3 personnel management directions, 3 public financial management directions, 11 training directions, and 9 teacher training directions, the raining ang teacher training directions have been 100% implemented (Annexes 3 and 4).

Figure 9: Progress in the implementation of the convention directions through major reforms 2022

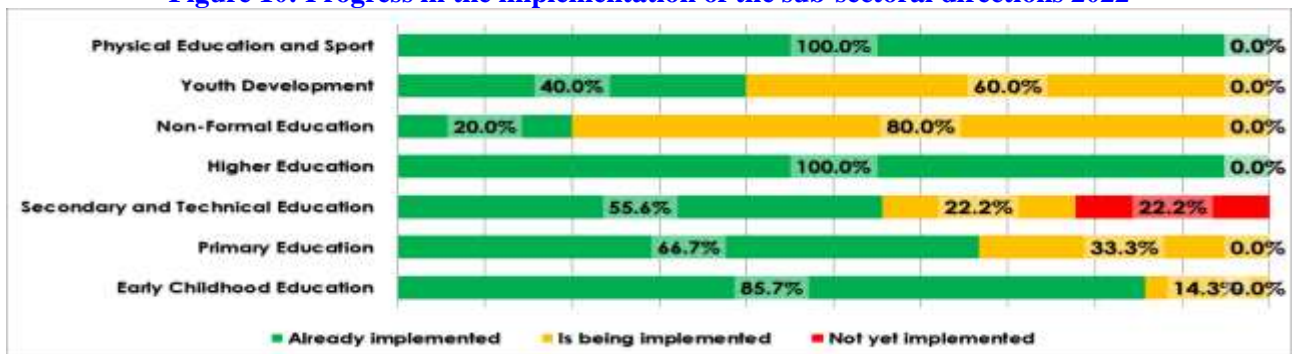


Progress of implementation of sub-sectorial directions of the conference

In general, out of 49 sub-sectorial directions, 34 has been implemented, equivalent to 69.4%, 13 is being implemented, equivalent to 26.5%, and 2 has not yet been implemented, equivalent to 4.1%.

Among the 7 sub-sectorial directions of early childhood education, 6 has been implemented, equivalent to 85.7%, and 1 is being implemented, equivalent to 14.3%. Out of 9 sub-sectorial directions of primary education, 6 has been implemented, equivalent to 66.7%, and 3 is being implemented, equivalent to 33.3%. Among the 9 sub-sectorial directions of secondary and technical education, 5 has been implemented, equivalent to 55.6%, 2 is being implemented, equivalent to 22.2%, and, 2 has not yet been implemented, equivalent to 22.2%. All 7 sub-sectorial directions of higher education have been 100% completed. Out of 5 sub-sectorial directions of non-formal education, 1 has been implemented, equivalent to 20%, and 4 is being implemented, equivalent to 80%. Out of 5 sub-sectorial directions of youth development, 2 has been implemented, equivalent to 40%, and 3 is being implemented, equivalent to 60%. The 7 sub-sectorial directions of physical education and sport have been 100% completed (Annexes 3 and 5).

Figure 10: Progress in the implementation of the sub-sectorial directions 2022

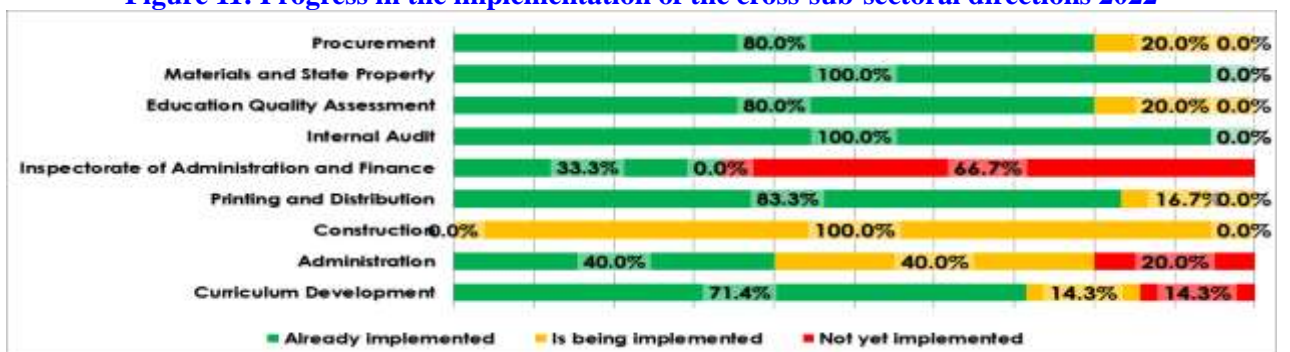


Progress of implementation of cross-sub-sectorial directions

Overall, out of 51 cross-sub-sectorial directions, 37 has been implemented, equivalent to 72.5%, 10 is being implemented, equivalent to 19.6%, and 4 has not yet been implemented, equivalent to 7.8%.

7 curriculum development directions, 5 administrative directions, 3 academic construction directions, 6 printing and publishing directions, 3 administrative and financial inspection directions, 5 internal audit directions, 10 education quality assurance directions, 7 state property management work, and 5 procurement directions (Annexes 3 and 5).

Figure 11: Progress in the implementation of the cross-sub-sectorial directions 2022



2.1.8. PROGRESS OF 2013-2022 POLICY ACTION PLANNING

The Ministry has set out Policy Actions in the education sector plan from 2013 to 2022, a total of 467 activities. Among them, 147 actions, equivalent to 30.6%, have been completed. Examining the annual results, it reflects that out of the 25, 17 actions, equivalent to 68%, were completed in 2013; out of 72, 26 actions, equivalent to 36.1%, were completed in 2014; out of 74, 23 actions (equivalent to 31.1%) were completed in 2015; out of 55, 13 actions, equivalent to 23.6%, were completed in in 2016; out of 67, 21 actions, equivalent to 31.3%, were completed in 2017; out of 25, 3 actions, equivalent to 12.0%, were completed in 2018; out of 37, 8 actions, equivalent 21.6% were completed in 2019; out of 30, 7 actions, equivalent 23.3%, were completed in 2020; out of 60, 12 actions, equivalent to 20%, were completed in 2021; and out of 22, 13 actions, equivalent to 59.1%, were completed in in 2022. (As shown in Table 12 and Figure 12)

Table 12: Progress of Policy Actions Completed from 2013 to 2022

Year	Completed policy actions
2013	<ol style="list-style-type: none"> 1. Guideline on the implementation of accelerated learning for special target groups; 2. Technical education policy for secondary schools; 3. Guidelines for the implementation of vocational orientation; 4. Guidelines for Assessing Educational Partnerships in Non-Formal Education based on Non-Formal Education Management Information System; 5. Guidelines on the Establishment of Sport Associations in Primary and Secondary Institutions; 6. Legal regulations for establishing and managing libraries; 7. Legal regulations developing sport medical programs; 8. Reform of the system of sport competitions of all kinds and at all levels; 9. Guidelines on Education Strategic Planning 2014-2018; 10. Update of the plan of action on the public financial management reform program of the Ministry of Education, Youth and Sport; 11. OWSO Guidelines; 12. Guidelines on administrative management and documentation procedures; 13. Disaster prevention plans 14. Inspection program updated; 15. Preparation of educational function analysis register; 16. Policy on human resources in education; and 17. Teacher policy.
2014	<ol style="list-style-type: none"> 1. National Action Plan on Early Childhood Protection and Development; 2. Training framework for kindergarten teachers; 3. Principles of good governance in kindergarten institutions; 4. Legal regulations on the use of school operational budget for primary school 5. Guidelines on the use of questionnaires related to student learning; 6. Legal regulations on foreign language teaching for primary school from Grade 4; 7. Amendments to the standard of the use of education staff; 8. Guidelines on the implementation of nutrition programs in primary schools; 9. Formulation of roles, responsibilities and action plans of the Child Friendly School Management Committee; 10. Pilot implementation of employee performance appraisal system; 11. Master Plan for Education Management Information System Development; 12. Guidelines for the Selection of Students for Admission and Graduation, Establishment of the Faculty of Education in the Royal University of Phnom Penh; 13. Action plan on accelerating literacy; 14. Guidelines on the implementation of vocational literacy program; 15. Guidelines on the implementation of the lower secondary equivalency program; 16. Guidelines on the Leadership and Management of Community Learning Centers; 17. Guidelines on the use of non-formal education management information system; 18. Work plan of the Non-Formal Education Technical Sub-Working Group; 19. National Action Plan on Youth Development in Cambodia; 20. Establishment of National Council for Youth Development and Councils of Youth Development of ministries, institutions, capital/provinces, municipals/districts/Khans; 21. Strategic Plan for the National Council for Youth Development;

Year	Completed policy actions
	22. Establishment of vocational orientation and study orientation services; 23. Guidelines on the organization and functioning of the Youth Centers; 24. Guidelines on the preparation of playgrounds for physical education and sport; 25. Guidelines on physical education and sport during and after school hours; 26. Action plan for implementing the policy on teacher development.
2015	1. Master plan for assisting children with disabilities; 2. Amendments to the Sub-Decree on the Provision of Scholarships for Primary Education; 3. School Quality Assurance Framework; 4. Updates of Quality Assurance System; 5. Improvement of the legal regulations on the construction and installation of school facilities in accordance with the quality standards of primary schools; 6. Improvement of the curriculum in primary schools; 7. Sub-Decree on Increasing Incentives for Employees in Disadvantaged and Remote Areas; 8. Master plan for developing of technical education; 9. Guidelines on the Child Friendly School Program in Secondary Education; 10. Guidelines on Technical Education Student Examination; 11. Improvement of National Examination Guidelines; 12. Technical education teachers in general and technical upper secondary schools; 13. Legal regulations on managing private secondary education institutions; 14. Guidelines on strengthening the management and implementation of technical education in upper secondary schools; 15. Formulation of result-based plans for higher education; 16. Guidelines on the implementation of the re-enrolment program; 17. Guidelines on managing private schools; 18. Formulation of result-based management system of the non-formal education program; 19. National Action Plan on the Development of the Cambodian National Scout Movement; 20. Infrastructure development plan for Youth Centers; 21. National policy on the development of physical education and sport; 22. Guidelines on sport competitions in educational institutions; 23. Guidelines on the compilation of sport federations, associations and clubs.
2016	1. Review of the management and distribution of core textbooks in all subjects to all primary schools throughout the country; 2. Update on legal regulations related to health education in primary schools; 3. Legal regulations and mechanisms on the expansion of general and technical secondary schools; 4. Legal regulations and mechanisms of occupational advisors in secondary schools; 5. Update on legal regulations related to health in secondary education; 6. Amendment of Prakas on the amendment of duties and functions of the Department of Vocational Orientation; 7. Improvement of the system for accreditation and establishment of higher education institutions; 8. Guidelines on studying the status of students after graduation; 9. Guidelines for Periodic Classroom Assessment; 10. Guidelines for the development of internship programs; 11. Formulation of structure and policy implementation mechanism on research and development; 12. Formulation of standardization of Community Learning Centers; 13. Formulation of plans for youth participation in volunteer activities.
2017	1. Adoption of results-based monitoring and evaluation system for early childhood education sub-sector; 2. Legal regulations for supporting all forms of early childhood education services; 3. Development of standardized teacher training, curriculum for decentralization, training of kindergarten teachers, including private kindergarten teachers; 4. Alignment of Community Kindergarten Framework to Annex Primary Schools; 5. Inter-Ministerial Prakas on Funds for Community Kindergarten, Facilities and Allowances; 6. Pilot implementation and revision of minimum standards for clean water in schools, selection of provinces, and implementation of minimum standards for clean water throughout the

Year	Completed policy actions
	country; 7. Development of National Framework for Scholarships in Primary Schools; 8. Update of the training system and program for primary school teacher trainees; 9. Development of inspection action plan for primary education; 10. Formulation of standards for primary school teacher education programs; 11. Development of a medium-term plan to strengthen the education of primary school teachers in 2017-2021; 12. Update of roles, duties, names and transforming of provincial pedagogical and teacher training colleges to become a faculty of teacher education; 13. Guidelines on result-based management in general secondary and technical secondary education; 14. Standards and working mechanisms of secondary career advisors 15. Plan to increase the number of students in Science, Technology, Engineering, Creative Arts and Mathematics; 16. Plan to expand services and resources of regional higher education institutions; 17. Development of action plans to reduce the gap between graduates and labor market needs; 18. Governance and Financial Management Policy in Higher Education; 19. Guidelines for Higher Education Curriculum Development; 20. Mechanisms for monitoring and evaluating youth development; 21. Master plan on sport development towards 2023.
2018	1. 2018 Disaster Management Plan, 2. 2018 Master plan for the establishment of national universities, and 3. 2018 Master plan for the establishment of the National University in 2018.
2019	1. Framework for implementing in-school meal programs using community-based agricultural products, 2. Action plan on multilingual education, 3. Action plan on inclusive education, 4. 4. Prakas on the implementation of general and technical upper secondary school standards, 5. National Policy on Lifelong Learning 6. Guidelines for facilitating and supporting volunteer practices for My Community 7. Update of Circular No. 5 and Guidelines No. 406 on the Operation of the Cambodia Youth and Children Councils, 8. Law on the Management of Physical Education and Sport.
2020	1. Scholarship framework focusing on the principle of equity at the primary education, 2. Guidelines on whole day teaching and learning in primary schools, 3. Policy on teacher career path, 4. Guidelines for the implementation of the teacher career path framework, 5. Action plan for teacher career path, 6. Guidelines on setting up libraries and mobile libraries, and 7. National Action Plan on Youth Development of Cambodia 2021-2025.
2021	1. Guidelines for the implementation of school community strategies for early childhood education sub-sector; 2. Textbook Supply Management System (TnT) for schools; 3. Policy of the new generation of schools in line with the standards of primary schools; 4. Child-friendly school policy framework linked to the Sustainable Development Goal 4 and in line with education reforms, in particular at the school level; 5. Guidelines on the implementation of the Early Reading and Mathematics Material Packages; 6. Guidelines on the Establishment and Operation of the School Management Committee and Guidelines on the Establishment and Amendment of the School Management Committee to become School Council; 7. Framework for bridging to general and technical upper secondary school; 8. Guidelines on the Management and Use of Textbooks in 2020; 9. Policies, career guidance and school counselling; 10. Operational Guidelines on School Management Practices; 11. Prakas on determining technical and vocational certificates and technical and vocational degrees;

Year	Completed policy actions
	12. Sub-decree and Prakas on the project to provide supplementary nutrition and allowances for national and international sport training and competitions.
2022	<ol style="list-style-type: none"> 1. Operational Guidelines for Child Protection in Schools, 2. Roadmap on strategy for transferring and receiving in-school meal programs, 3. Prakas on the organization and functioning of secondary schools, 4. Guidelines on the development and management of science journals in higher education institutions, 5. Guidelines on Comprehensive Budget Strategic Planning, 6. Inter-Ministerial Prakas on Human Resource Management in Public Higher Education Institutions, 7. Guidelines on the National Scout Council of the National Scouts, 8. Guidelines on the 3 Goods Competition Movement of the Cambodian Children’s Council and Youth Council; 9. Prakas on Determining Principles, Criteria and Assessment Procedures for outstanding Cambodian Children’s Council and the Youth Council for the Award in the National Review Meeting; 10. Inter-ministerial Prakas on the revision of the inter-ministerial technical sub-working groups for leading, coordinating and implementing the online basic education equivalency program (BEEP); 11. Instruction manual on the implementation of volunteer work in community learning centers and youth centers; 12. Draft Law on the Management of Physical Education and Sport; 13. Technical regulations on Competition and Concentration in the Context of Covid-19 pandemic.

Figure 12: Progress in the implementation of the policy actions for 10 years (2013-2022)

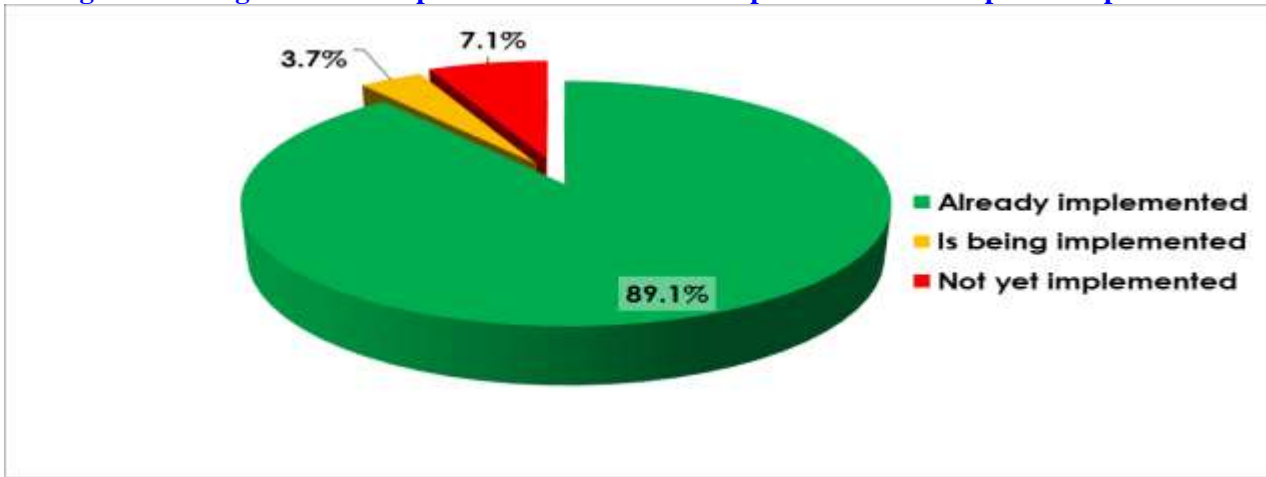


2.1.9. PROGRESS OF THE IMPLEMENTATION OF THE ACTION PLAN FOR THE ACADEMIC YEAR 2021-2022 AT THE CAPITAL/PROVINCIAL LEVEL

Progress of the implementation of the 2022 Annual Action Plan of the Capital and Provinces

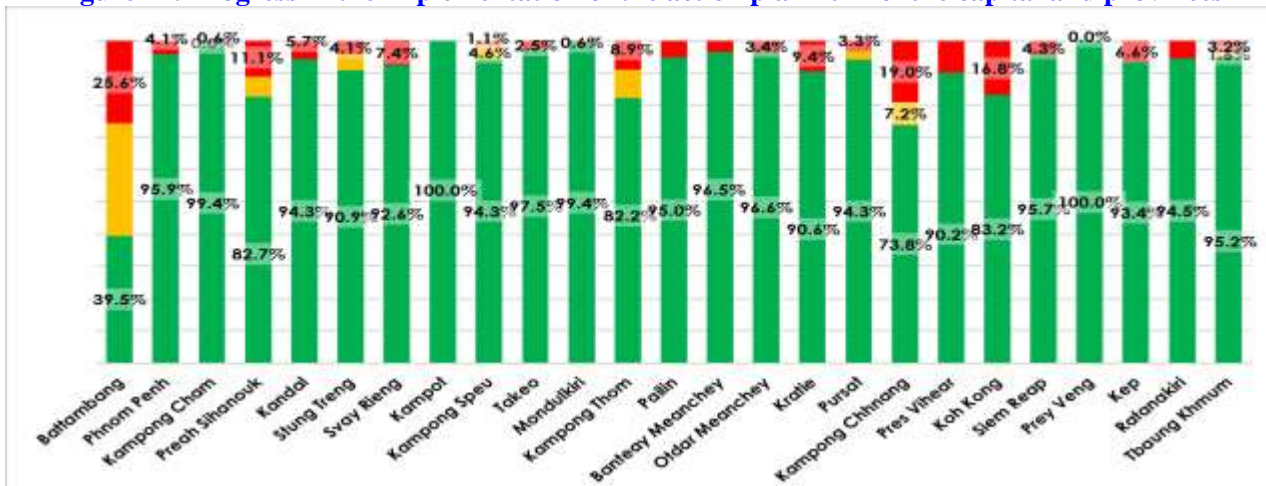
Capital and provinces planned their actions in the 2022 annual action plan for a total of 3,763 actions, a decrease of 486 compared to 2021; among them, 3,354 actions, equivalent to 89.1% have been completed, 141 actions, equivalent to 3.7%, are being implemented, and 268 actions, equivalent to 7.1%, have not yet been implemented. Comparing the completed actions in 2021, there is an increase of 15.2%, and a decrease of 2.4% in 2019.

Figure 13: Progress in the implementation of the action plan 2022 of the capital and provinces



The figure below demonstrates that the 2 provinces implemented their actions with more than 90% completion are Pailin (95 actions) and Prey Veng (94 actions). 17 capital/provinces are implementing their actions at under 5%. 4 provinces not yet implementing their actions are below 10%, while 51% of Mondulakiri's actions have not been implemented, the highest figure.

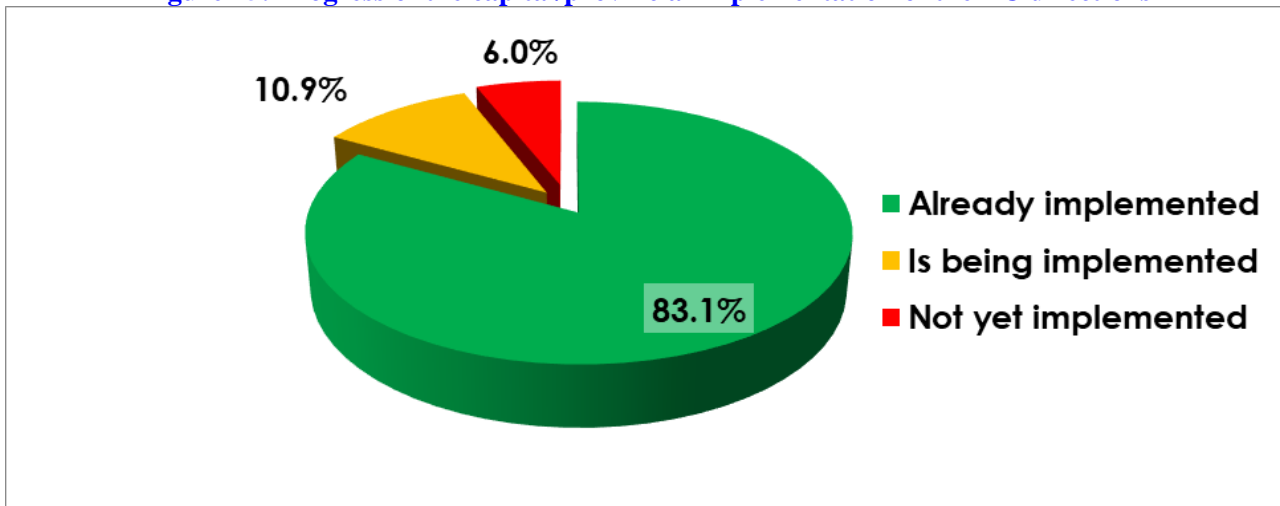
Figure 14: Progress in the implementation of the action plan 2022 of the capital and provinces



Progress of the capital/provincial implementation of the directions set forth by the Education Congress 2021-2022

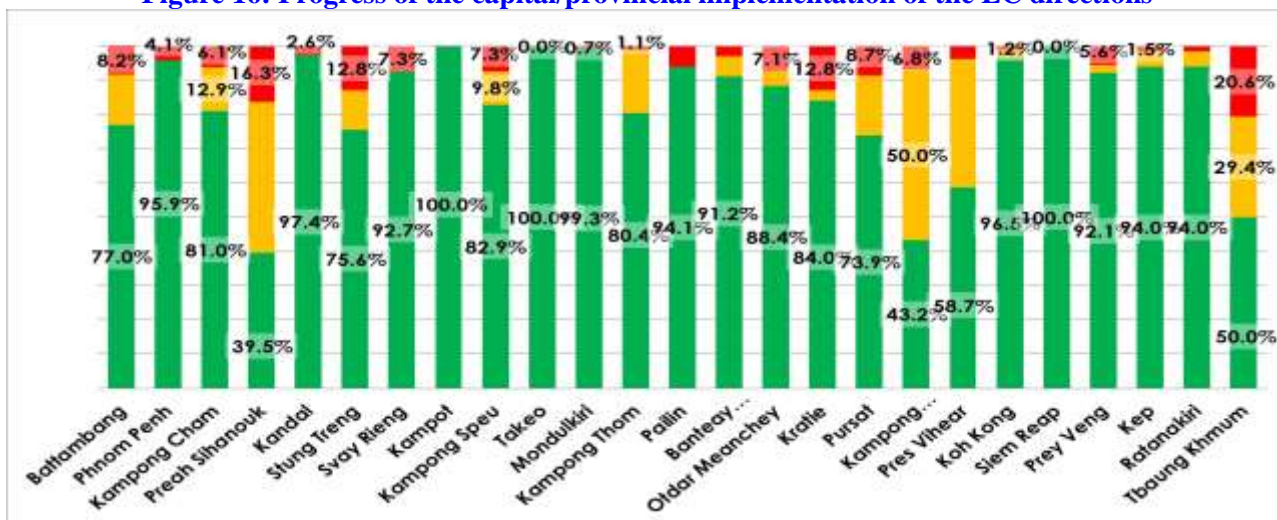
In the academic year 2021-2022, the capital/provinces set out 2,219 directions to be implemented; of which 1,845 directions, equivalent to 83.1%, have been completed, 241 directions, equivalent to 10.9%, are being implemented, and 133 directions, equivalent to 6%, have not yet been implemented.

Figure 15: Progress of the capital/provincial implementation of the EC directions



Examining the capital/provinces, 13 of them have implemented their directions with more than 90% completion, such as Phnom Penh, Kandal, Svay Rieng, Mondulkiri, Pailin, Banteay Meanchey, Koh Kong, Prey Veng, Kep, and Ratanakiri, and those with 100% completion are Kampot, Takeo, Siem Reap.

Figure 16: Progress of the capital/provincial implementation of the EC directions



2.2 RESULTS BY SUB-SECTOR

2.2.1. SUB-SECTOR: EARLY CHILDHOOD EDUCATION

A. ACHIEVEMENT

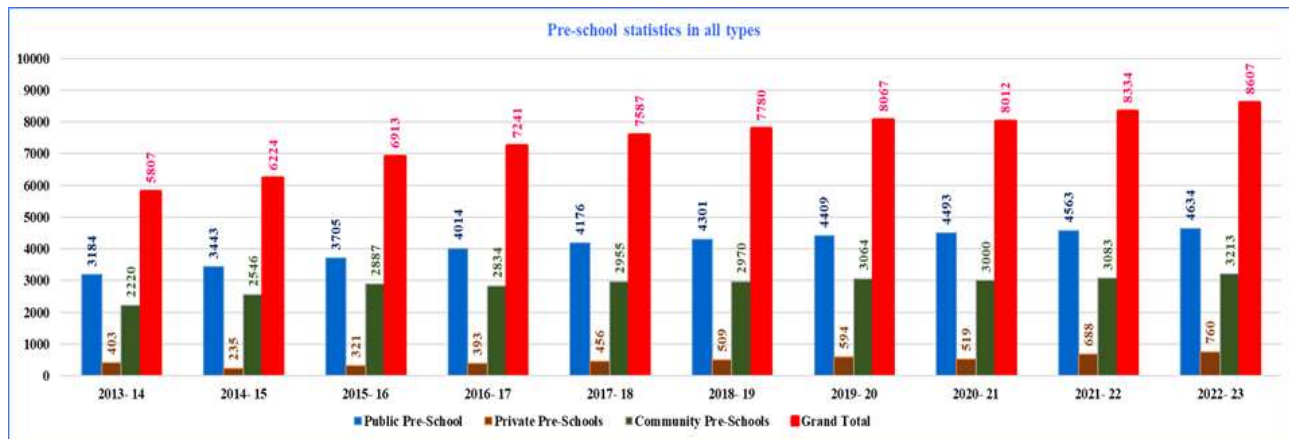
A.1 Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All, Youth Development and Sport Improvement

A.1.1. Quantitative Section

Kindergarten in All Types

Kindergarten in all types have increased from 5,807 schools/location in the school year 2013-2014 to 8,607 schools/location in the school year 2022-2023, increased by 2,800 schools/location; of which there were 4,634 public kindergartens, increased by 1,450 schools (309 separated kindergartens, increased by 171 schools); 760 private kindergartens, increased by 357 schools, and 3,213 community kindergartens, increased by 993 schools, located in 1,071 out of 1,652 communes/Sangkats.

Figure 17: Kindergarten Statistics in All Types from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

Kindergarten in all types has noticeably increased. This shows that early childhood education has reduced egocentrism of children and promoted learning outcome at primary school.

Children have accessed to kindergarten in all types

Children accessed to kindergarten in all types increased from 249,499 children, equal to 33.4%, 121,912 females in the school year 2013-2014 to 387,279, equal to 37.1%, 194,072 females in the school year 2022-2023. There were 50,151 3-year-old children, equal to 14.2%, 26,056 females of the 3-year-old population; there were 116,803 4-year-old children, equal to 34.2%, 59,377 females of the 4-year-old population, and there were 213,834 5-year-old children, equal to 64.8%, 105,536 females of the 5-year-old population.

Public Kindergartens

Children aged from 3 to 5 years old accessed to education services increased from 157,225 children, equal to 17.3%, 75,697 females in the school year 2013-2014 to 254,698 children, equal to 24.8%, 127,518 females, an increase of 7.5% in the school year 2022-2023. There were 20,490 3-year-old children equal to 5.8%, 10,876 females equal to 6.3%. There were 70,509 4-year-old children equal to 20.6%, 35,929 females equal to 21.8%. There were 163,699 5-year-old children equal to 49.6%, 80,803 females equal to 50.1%.

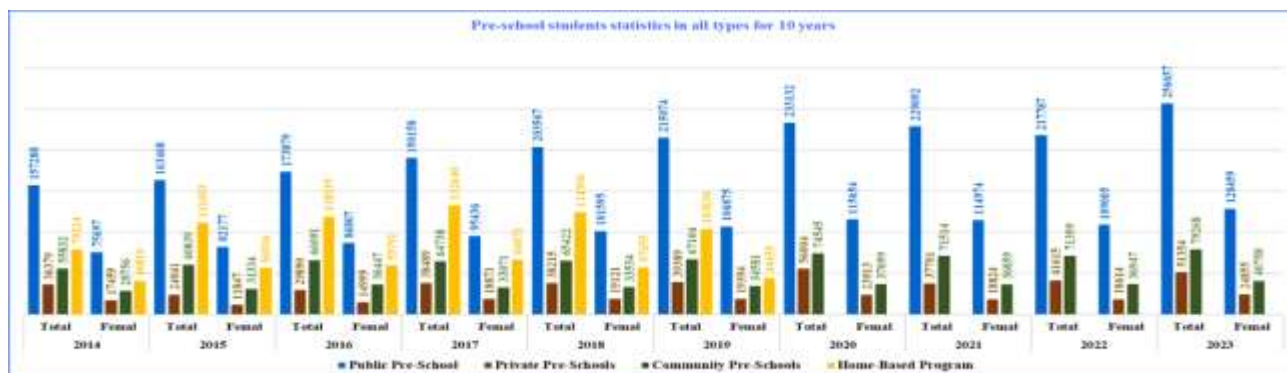
Private Kindergartens

Children aged 3 to 5 years old accessed to education services increased from 36,379 children equal to 4.9%, 17,459 females in the school year 2013-2014 to 48,459 children equal to 4.7%, 23,488 females in the school year 2022-2023. There were 11,823 3-year-old children equal to 3.3%, 5,678 females equal to 3.3%. There were 15,935 4-year-old children equal to 4.7%, 7,800 females equal to 4.7%. There were 20,701 5-year-old children equal to 6.3%, 10,010 females equal to 6.2%.

Kindergartens in the Community

Children aged 3 to 5 years old accessed to education services increased from 55,832 children equal to 6.7%, 28,756 females in the school year 2013-2014 to 77,631 children equal to 7.5%, 39,963 females in the school year 2022-2023. There were 17,838 3-year-old children equal to 5.0%, 9,592 females equal to 5.6%. There were 30,359 4-year-old children equal to 8.8%, 15,648 females equal to 9.4%. There were 29,434 5-year-old children, equal to 8.9%, 14,723 females equal to 9.1%.

Figure 18: Kindergarten Students Statistics in All Types from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System and Department of Early Childhood Education

Public, Private, Community Classes and Classrooms and Home-Based Education Program

Kindergarten classes in all types increased from 8,911 classes in the school year 2013-2014 to 14,956 classes in the school year 2022-2023, of which there were 8,452 public kindergartens, an increase of 3,523 classes, and 3,459 community kindergartens, an increase of 1,027 classes. Community kindergartens had 1,305 standard classes. There were 3,045 private kindergarten classes, an increase of 1,495 classes. There was homebased early childhood education program in 2,612 villages, 801 communes-Sangkats, 165 cities-districts-Khans in the school year 2018-19.

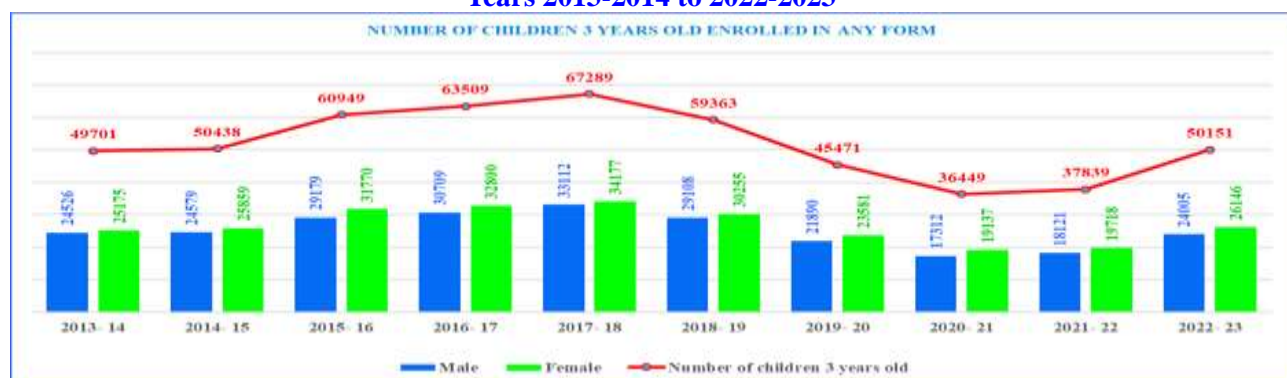
Early Childhood Education Staff

Early childhood education staff increased from 10,158 persons, 9,273 females in the school year 2013-2014 to 14,662 persons, 13,232 females in the school year 2022-2023, of which there were 12,214 teaching staff, an increase of 3,073 persons, 93.39% were females. There were 5,869 public kindergarten staff, an increase of 1,011 persons, 93.84% were females, of which there were 5,547 teaching staff, an increase of 1,010 persons, 94.66% were females. There were 5,348 private kindergarten staff, an increase of 2,430 persons, 83.22% were females, of which there were 3,249 teaching staff, an increase of 1,083 persons, 89.41% females. There were 3,445 community kindergarten staff, an increase of 922 persons, 95.0% were female.

3-Year-Old Children Enrolled in All Types of Education

3-year-old children rolled in all types of education have improved over the past 10 years. In the school year 2013-2014, there were 49,701 3-year-old children, 25,751 females, increased to 50,151 children, 26,146 females in the school year 2022-2023. Based on this progress, it showed that the number of 3-year-old children enrolled in all types of education increased by 45 children, 97 females per school year.

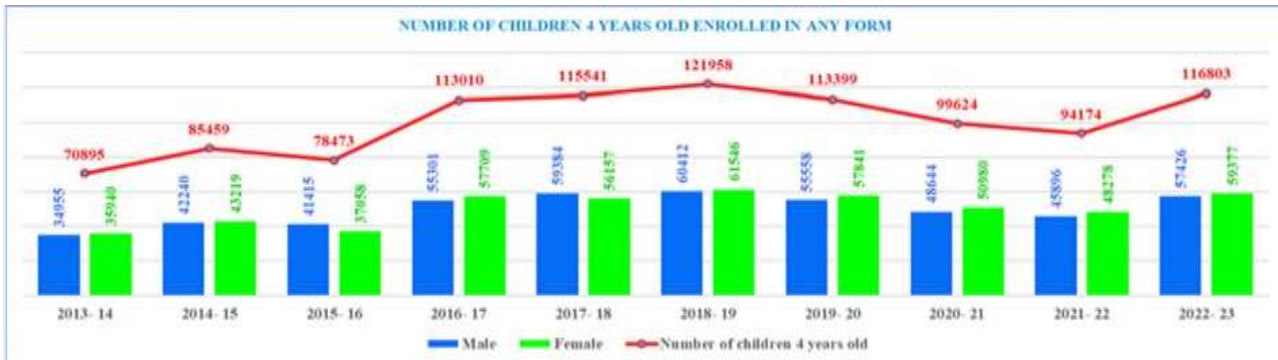
Figure 19: Statistics of 3-Year-Old Children Enrolled in All Types of Education from the School Years 2013-2014 to 2022-2023



4-Year-Old Children Enrolled in All Types of Education

4-year-old children enrolled in all types of education have improved over the past 10 years. In the school year 2013-2014, there were 70,895 4-year-old children, 35,940 females, increased to 116,803 children, 59,377 females in the school year 2022-2023. Based on this progress, it showed that the number of 4-year-old children enrolled in all types of education increased by 4,591 children, 2,344 females per school year.

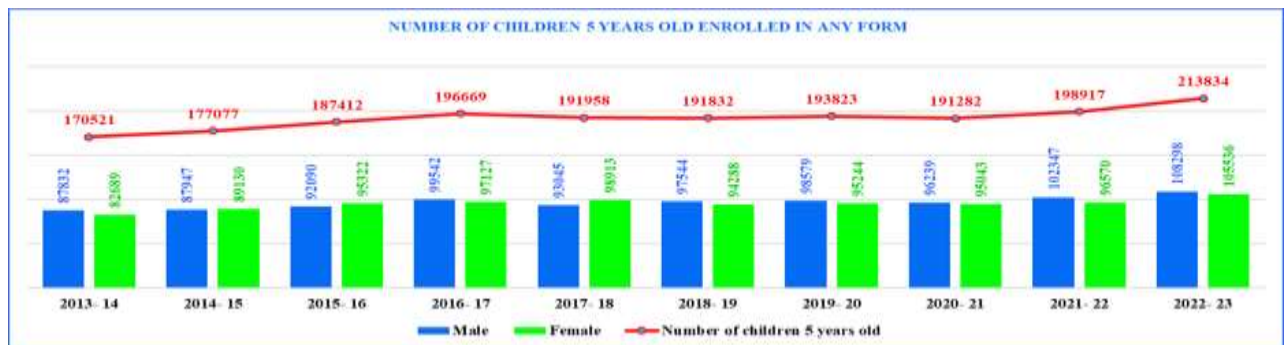
Figure 20: Statistics of 4-Year-Old children Enrolled in All Types of Education from the School Years 2013-2014 to 2022-2023



5-Year-Old Children Enrolled in All Types of Education

5-year-old children enrolled in all types of education have improved over the past 10 years. In the school year 2013-2014, there were 170,521 5-year-old children, 82,689 females, increased to 213,834 children, 105,536 females in the school year 2022-2023. Based on this progress, it showed that the number of 5-year-old children enrolled in all types of education increased by 4,331 children, 2,285 females per school year.

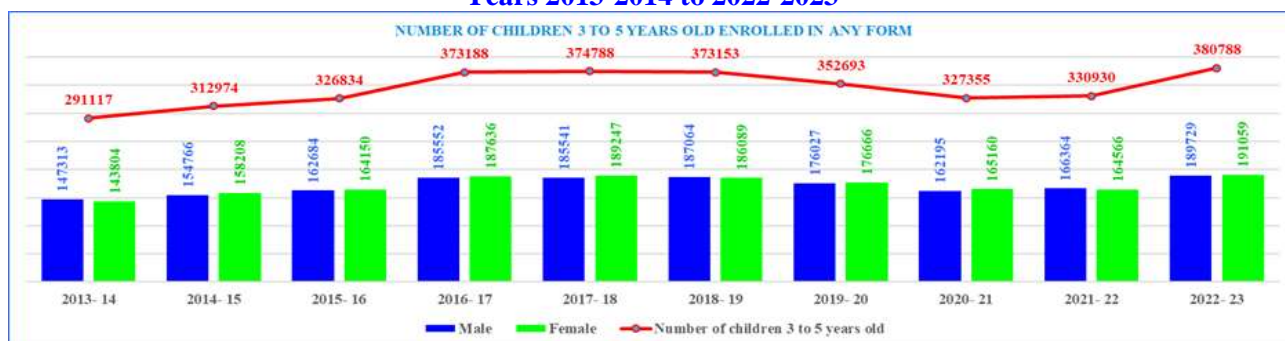
Figure 21: Statistics of 5-Year-Old children Enrolled in All Types of Education from the School Years 2013-2014 to 2022-2023



3 to 5-Year-Old Children Enrolled in All Types of Education

3 to 5-year-old children enrolled in all types of education have improved over the past 10 years. In the school year 2013-2014, there were 291,117 3 to 5-year-old children, 143,804 females, increased to 380,788 children, 191,059 females in the school year 2022-2023. Based on this progress, it showed that the number of 3 to 5-year-old children enrolled in all types of education increased by 8,967 children, 4,725 females per school year.

Figure 22: Statistics of 3 to 5-Year-Old children Enrolled in All Types of Education from the School Years 2013-2014 to 2022-2023

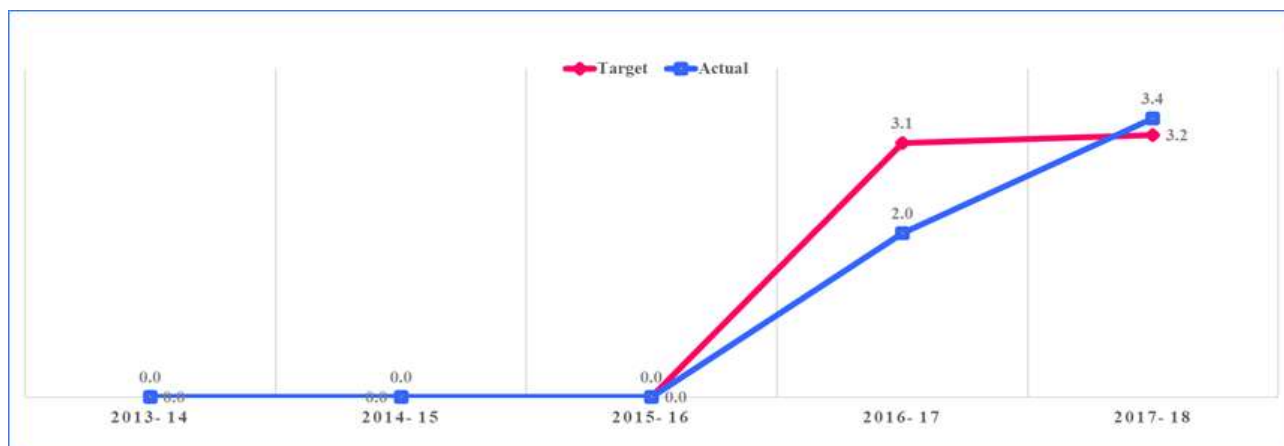


Source: Education Management Information System

Kindergarten Teachers holding at least a Bachelor’s Degree Each Year

The Ministry has developed the qualifications of Kindergarten teachers through reform of training system for kindergarten teachers from the 9+2 to complete 12 + 2 formula. Based on this trend, 3.4% of kindergarten teachers had a bachelor’s degree in 2014-2018. This progress reflected the Ministry’s efforts and was considered a priority.

Figure 23: Kindergarten Teachers holding at least a Bachelor’s Degree Each Year from the School Year 2013-2014 to 2017-2018



Source: Report of Education Congress

Kindergarten Teachers Have Received Continuous Professional Development Each Year

Kindergarten teachers have received continuous professional development from the school years 2016-2017 to 2017-2018 leading to achieving the targets of the implementation of the Education Strategic Plan for 2014-2018. This proved that the Royal Government paid attention to the development of kindergarten teachers’ capacity to improve the effective teaching and learning.

Figure 24: Kindergarten Teachers Have Received Continuous Professional Development Each Year from the School Years 2013-2014 to 2017-2018



Source: Teacher Training Department

Public Kindergartens with access to Electricity

Public kindergartens with access to electricity have increased as the Royal Government has been implementing the National Policy on Expansion of Electricity Grid through the Country by 2025. In addition, the Ministry has developed standard school buildings and continued to follow the standards for new construction schools. Investment in electricity use in kindergartens has grown rapidly to 82.3% in five years. This proved that the Ministry is willing to push it forwards to make all kindergartens have access to electricity in the future.

Figure 25: Public Kindergartens with access to Electricity from the School Years 2017-2018 to 2022-2023

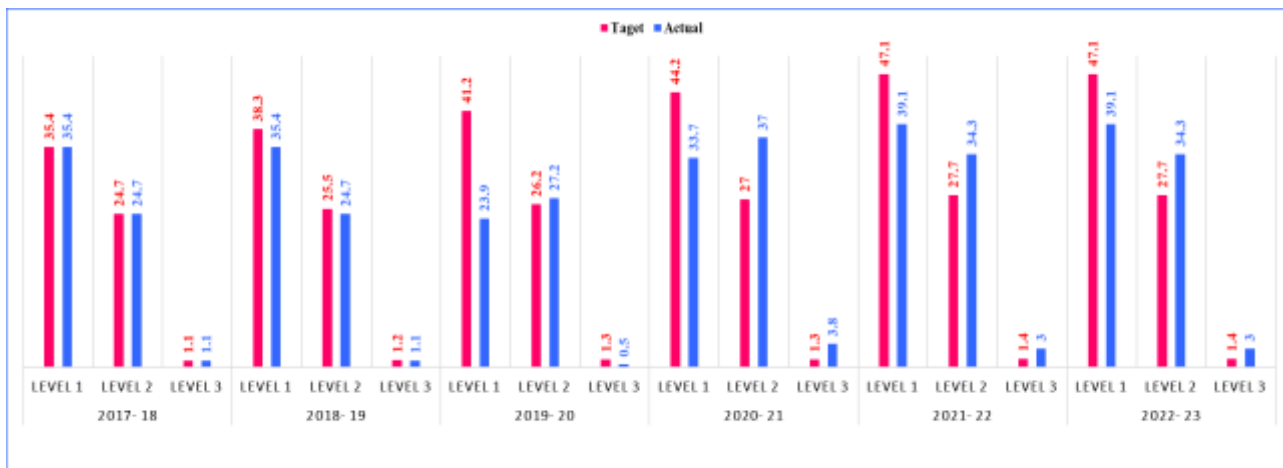


Source: Education Management Information System

Separate Public Kindergartens with Minimum Standard of Hand Washing Facilities

The condition of separate public kindergartens with minimum standard of hand washing facilities has changed during the 5 years leading to achieving the targets of the implementation of the Education Strategic Plan for 2019-2023. In fact, there were 1.1percent of separate public kindergartens have achieved level 3 of minimum standard of hand washing facilities percent in the school year 2017-2018, with an increase of 5.2% compared to the school year 2022-2023.

Figure 26: Separate Public Kindergartens with Minimum Standard of Hand Washing Facilities from the School Years 2017-2018 to 2022-2023



Source: Education Management Information System

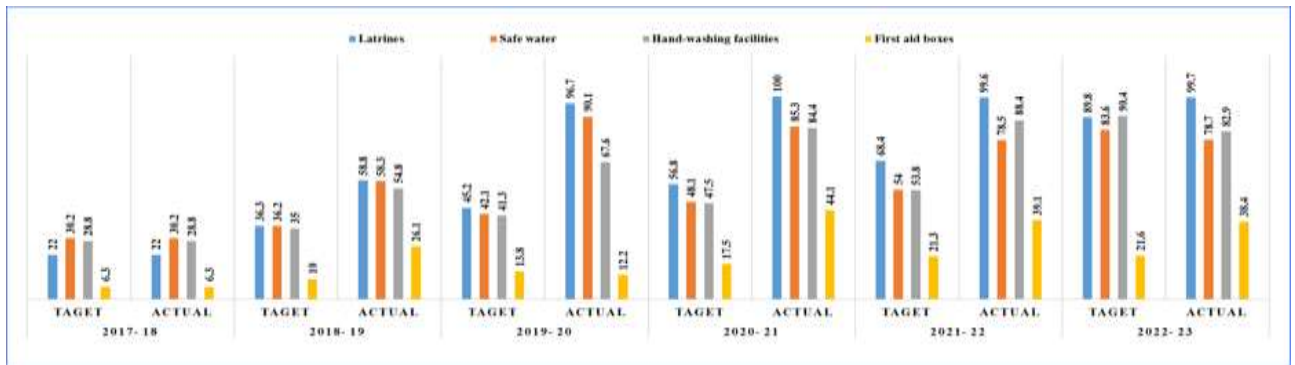
Note: Criteria for Level 1, Level 2 and Level 3 (Level 2 is better than Level 1; Level 3 is better than Level 2)

Separate Public Kindergartens have Toilets, Clean Water, Hand Wash Facilities, First Aid Boxes

The Ministry has invested in sanitary facilities, including toilets, clean water, hand washing facilities, electricity and first aid boxes to improve children’s access to enrollment in kindergartens. In the school year 2022-2023, 99.7% of separate public kindergartens had toilets; 78.7% had enough clean drinking water, 82.9% had hand washing facilities, 38.4% had first aid boxes, while the percentage has yet to achieve the targets for the school year 2022-2023.

In this regard, the Ministry needed to increase investment to encourage all separated public kindergartens to achieve the targets in the next phase.

Figure 27: Separated Public Kindergartens have Toilets, Clean Water, Hand Wash Facilities and First Aid Boxes for the School Years 2017-2018 to 2022-2023



Source: Education Management Information System

Multilingual Teachers

The Ministry has been implementing multilingual education programs for indigenous children for many years. In the school year 2017-2018, the number of multilingual teachers in kindergartens increased from 107 to 133 teachers, higher than the target. Based on this situation, the recruitment of new teachers for multilingual education in kindergartens has improved, but despite higher growth than the target, it has not yet met the actual needs. In this regard, the Ministry must recruit more qualified teachers to meet the expansion of multilingual program in kindergartens.

Figure 28: Multilingual Teachers for the School Years 2018-2019 to 2022-2023



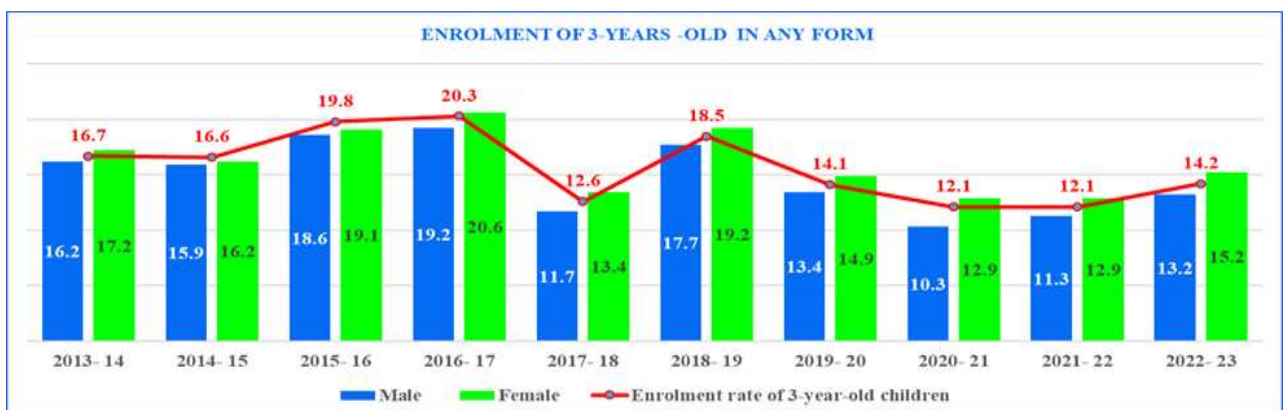
Source: Special Education Department

A.1.2. Qualitative Section

Enrollment Rate of 3-Year-Old Children

Enrollment rate of 3-year-old children in all types of education has changed little over the last 10 years. Based on this trend, it is observed that the progress of change was in the context of reform of data on children accessed to homebased early childhood education services and the context of Covid-19 Pandemic, in which parents or guardians did not send their children to fully receive early childhood education services.

Figure 29: Enrollment Rate of 3-Year-Old Children for the School Years 2013-2014 to 2022-2023

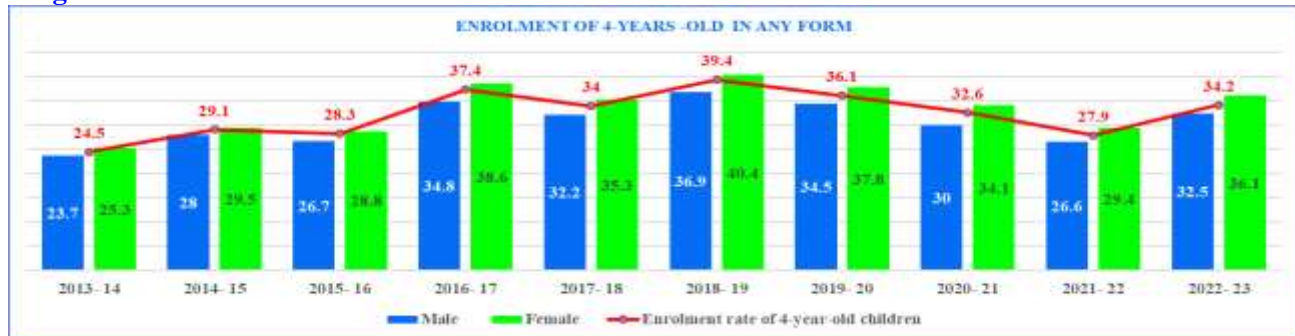


Source: Education Management Information System

Enrollment Rate of 4-Year-Old Children

Enrollment rate of 4-year-old children in all types of education had a great progress over the last 10 years. In the school year 2013-2014, there were 24.5percent of 4-year-old children, 25.3percent were girls, increased to 34.2percent, 36.1percent were girls in the school year 2022-2023. Based on this progress, it showed that the rate of 4-year-old children enrolled in all types of education increased by 1.0%, 1.1% of girls, per school year. This indicated that the enrollment rate of girls was high, while the enrollment rate of boys has changed significantly.

Figure 30: Enrollment Rate of 4-Year-Old Children for the School Years 2013-2014 to 2022-2023

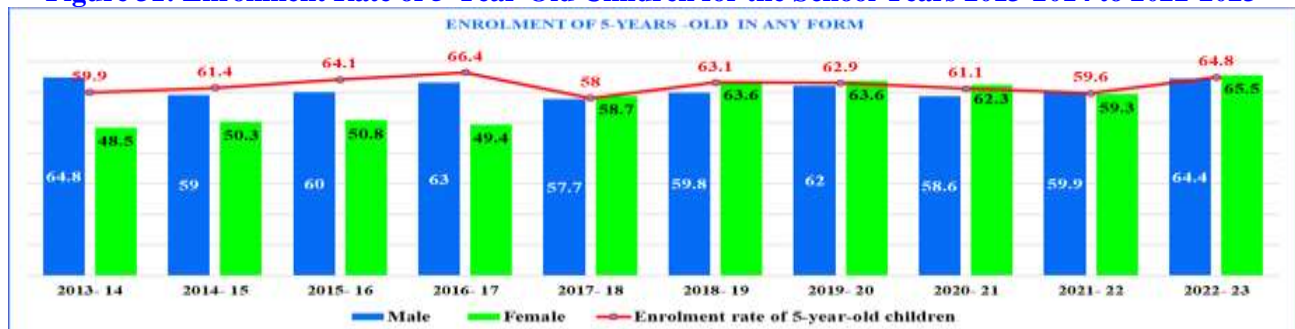


Source: Education Management Information System

Enrollment Rate of 5-Year-Old Children

Enrollment rate of 5-year-old children in all types of education had good progress over the last 10 years. In the school year 2013-2014, there were 59.9% of 5-year-old children, 48.5% were girls, increased to 64.8percent, 65.5% were girls in the school year 2022-2023. Based on this progress, it showed that the rate of 5-year-old children enrolled in all types of education increased by 0.5%, 1.7% of girls per school year. This proved that the enrollment rate of girls was high, while the enrollment rate of boys has changed significantly.

Figure 31: Enrollment Rate of 5-Year-Old Children for the School Years 2013-2014 to 2022-2023

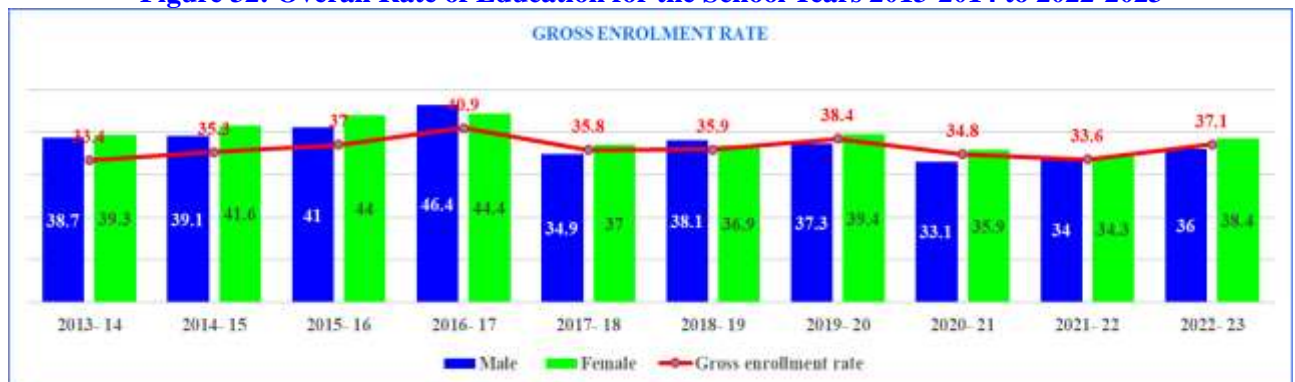


Source: Education Management Information System

Overall Rate of Education

The overall rate of all types of education has changed significantly over the past 10 years. This trend showed that in the school year 2022-2023, 37.1% of children received all types of early childhood education, an increase of 3.7% compared to the school year 2013-2014. This proved that the overall rate of all types of education increased by 0.4% per school year.

Figure 32: Overall Rate of Education for the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

Change in Internal Efficiency

50.3% of 6-year-old children who have accessed to all kinds of early childhood education services were enrolled in primary school, girls 59.2%, in the school year 2013-2014, increased to 69.9%, girls 87.9% in the school year 2022-2023; children enrolled in public kindergartens increased from 36.6%, girls 35.7%, to 50.8%, girls 65.1%; in private kindergartens, increased from 4.0%, girls 3.8%, to 9.0%, girls 9.6%; in community kindergartens, increased from 7.1%, girls 7.6%, to 9.9%, girls 13.1%. In particular, 2.6% of children joined home-based early childhood education program, 3.2% were girls, in the school year 2013-2014, and in the school year 2018-2019, there were 5.4%, 5.5% were girls, and it has become an education counseling program linked to public kindergartens.

Figure 33: Change in Service Efficiency from the School Years 2013-2014 to 2022-2023



Source: Early Childhood Education Department

The number of 6-year-old children who have accessed to all kinds of early childhood education services had a steady upward trend across all services, while there was a slight decrease in the context of the Covid-19 Pandemic. This proved that early childhood education services supported the promotion of quality and effective enrollment in Grade 1 of primary school.

Early Childhood Education Services Adhering to Quality Standards

For early childhood education services adhering to quality standards, there was an increase in the implementation of the Education Strategic Plan for 2014-2018 to achieve the target. Based on this trend, it showed that the provision of early childhood education services paid attention to the enrollment of children as a priority rather than focusing on the quality of services.

Figure 34: Early Childhood Education Services Adhering to Quality Standards from the School Years 2013-2014 to 2017-2018

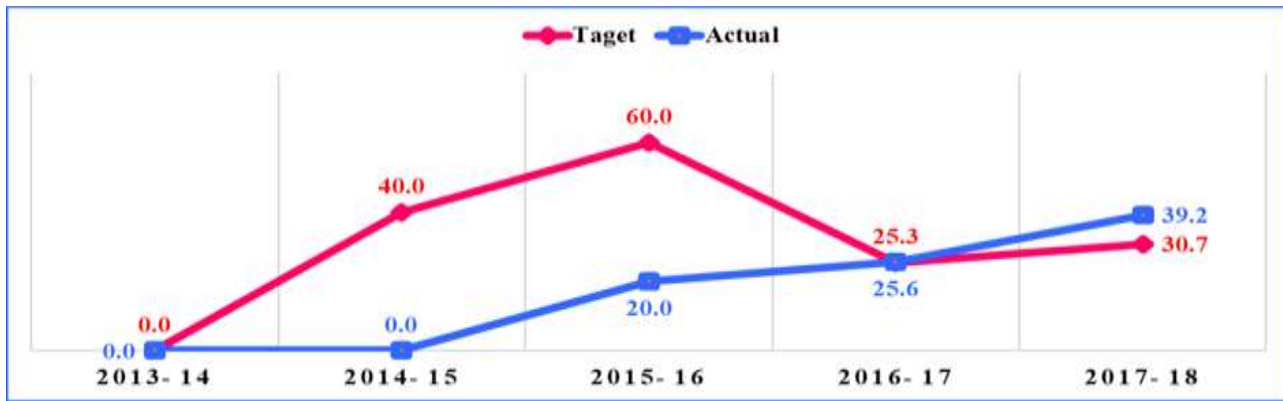


Source: Early Childhood Education Department

Children in early childhood education services who have taken regular tests to measure the capacity of 5-year-old children

The number of 5-year-old children in early childhood education services who has taken regular tests has increased in the last three years of implementation of the Education Strategic Plan for 2014-2018, noting the increase above the target set for the school 2017-2018. This proved that early childhood education services have constantly been improved and promoted its quality.

Figure 35: Children who have taken regular tests to measure the capacity of 5-year-old children from the School Years 2013-2014 to 2017-2018



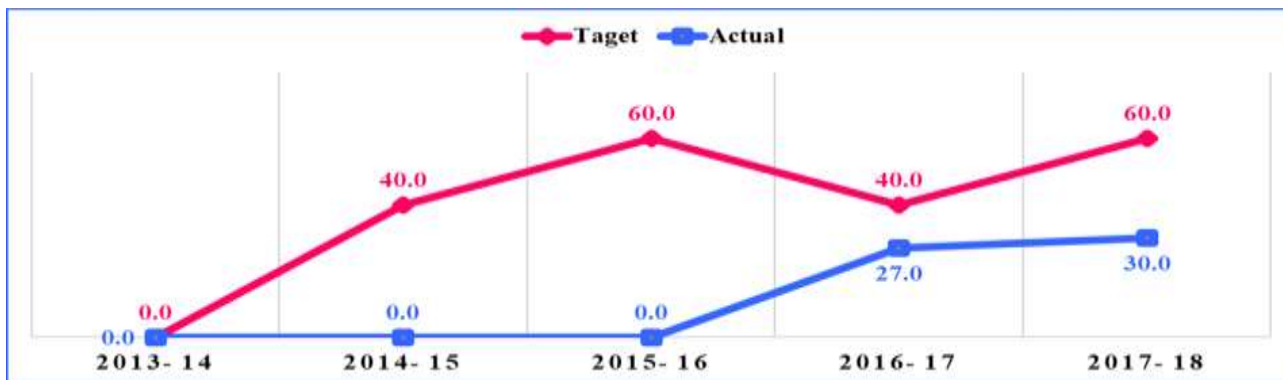
Source: Early Childhood Education Department

Children in Early Childhood Care and Development Services with Nutritional Status

Children in early childhood care and development services had better nutritional status, but could not achieve the target of implementation of the Education Strategic Plan for 2014-2018.

This required attention to be paid to the promotion of nutritional service provision by parents or guardians and all kinds of kindergartens.

Figure 36: Children in Early Childhood Care and Development Services with Nutritional Status from the School Years 2013-2014 to 2017-2018



Source: Early Childhood Education Department

Children in public kindergartens have received deworming medicine

The number of children in public kindergartens receiving deworming medicine made progress during the implementation of the Education Strategic Plan for 2014-2018, noted that the increase was in line with the targets set for each school year. This proved that the Royal Government paid attention to improving the well-being of children so that young children had opportunity to study.

Figure 37: Children in public kindergartens have received deworming medicine from the School Years 2013-2014 to 2017-2018



Source: School Health Department

Separated Public Kindergartens Met Minimum Standards

Separated public kindergartens met minimum standards was an important indicator for measuring the quality of early childhood education services. The Ministry encouraged all separated public kindergartens to strengthen efficiency and quality. In fact, from the school years 2018-2019 to 2022-2023, the percentage of meeting the minimum standard has been increasing continuously. The last two years have not yet achieved the targets of the implementation of the Education Strategic Plan for 2019-2023. This proved that the quality of early childhood education service provision has been continuously improved and promoted; in this regard, further cooperation was needed to push public kindergartens to the full standard level.

Figure 38: Separate Public Kindergartens Met Minimum Standards from the School Years 2017-2018 to 2022-2023



Source: Early Childhood Education Department

Community Kindergartens Met Minimum Standards

Community kindergartens met minimum standards was an important indicator of measuring the quality of early childhood education services. The Ministry has encouraged all community kindergartens to meet the minimum standard, since the school year 2017-2018, 1,305 kindergartens equal to 40.6% of all community kindergartens nationwide have achieved it.

Figure 39: Community Kindergartens Met Minimum Standards from the School Years 2017-2018 to 2022-2023



Source: Early Childhood Education Department

Capacity of 5-year-old children has been assessed

The capacity assessment of 5-year-old children was one among the strategies of the Early Childhood Education Sub-Sector in all early childhood education institutions as a necessary and important factor. In particular situation of the progress of implementation of the Education Strategic Plan for 2019-2023, capacity of 5-year-old children in public kindergartens and community kindergartens, which are standardized, has been assessed. The result showed that in the last five years, the percentage of 5-year-old children in public and community kindergartens has increased to 97.2%, higher than the target, for the school year 2022-2023. The Ministry continued to expand its interventions in planning and managing the quality of early childhood education services to make them better in the coming years.

Figure 40: 5-year-old children's capacity has been assessed from the School Years 2017-2018 to 2022-2023



Source: Early Childhood Education Department

Kindergarten children have nutritional status in accordance with the child health card

Progress indicator showed that the percentage of kindergarten children with nutritional status increased significantly during the start of implementation of the Education Strategic Plan for 2019-2023. 30percent of kindergarten children had nutritional status in the school year 2017-2018, which increased to 55.2percent in the school year 2022-2023, higher than the target. This significant progress was due to the contribution and joint efforts of the Royal Government, development partners and other stakeholders, which must continue to be sustainable in order to improve the well-being, provide opportunities for all children to get access to education and encourage children to come to school regularly.

Figure 41: Kindergarten children have nutritional status in accordance with the child health card from the School Years 2017-2018 to 2022-2023



Source: Early Childhood Education Department

Kindergarten teachers were qualified in accordance to the National Standard (12+2 Formula)

The Ministry continued to implement the 12+2 formula for training of kindergarten teachers. Progress over the past five years showed that the number of qualified public kindergarten teachers in accordance to the standard of training system has increased every year until the school year 2022-2023, which achieved 73.5 percent above the target. This showed that the quality of teaching and learning in kindergarten has been gradually improved by improving the qualification of kindergarten teachers in line with the Education Strategic Plan for 2019-2023.

Figure 42: Kindergarten teachers were qualified in accordance to the National Standard (Formula 12 + 2) from the School Years 2017-2018 to 2022-2023



Source: Teacher Training Department

Ratio of Public Kindergarten Students-Teachers

The ratio of public kindergarten students-teachers during the five years of implementation of the Education Strategic Plan for 2019-2023 still differed from the target for each school year. In fact, one teacher taught 40 students in the school year 2017-2018, compared to the school year 2022-2023, one teacher taught 46 students. This trend showed that the number of kindergarten teachers has not yet met the norm, while the recruitment of new kindergarten teachers each year has not been able to increase to meet the need to expand early childhood education services. In the context of the outbreak of Covid-19, the government has suspended the recruitment of kindergarten teachers for one year, which has affected the ratio of public kindergarten student-teacher in the last year. At the same time, there was only one kindergarten teacher training center and a small number of kindergarten teacher trainers, which was not yet able to increase the number of training for kindergarten teachers to meet the current need to expand early childhood education services. This required review and revision of training program to be in line with the new context of early childhood education and expansion of infrastructure of kindergarten teacher training institution to meet the need.

Figure 43: Ratio of Public Kindergarten Students-Teachers from the School Years 2017-2018 to 2022-2023



Source: Education Management Information System

Implementation of Program of Various Activities

Public School Operation Fund

The Ministry has provided public school operation fund in 2022 to 222 separated public kindergartens with a total amount of 2,445,251,940 riels, including:

- State budget of 2,224,000,000 Riels, 100percent applicable compared to credit at the beginning of the year;
- Provided allowance for 1,250 standardized community kindergarten teachers, 1,201 females, via banking system, with a total amount of 10,050,000,000 Riels and budget for process of classroom development with a total amount of 625,000,000 Riels;

School Management

The Ministry has implemented the school community strategy for 213 early childhood education sub-sector, in which 152 public kindergartens, equal to 71.36percent, have prepared 6-year, 3-year and 1-year school development plans and established a committee for managing 213 kindergartens equal to 100%.

Parent Education Program

The Ministry has:

- Developed capacity of teacher trainers on how to use packages of education materials and taught how to raise young children to 381 teacher trainers, 213 females, including 50 teacher trainers of national level, 32 females, and 331 teacher trainers of sub-national level, 181 females, in cooperation with development partners;
- Disseminated information to 2,546 parent trainers on how to educate parents of children aged from 0 to 3 years old, 1,903 females, in Kampong Siem and Prey Chhor districts, Kampong Cham province, in cooperation with development partners.

Multilingual Education

The Ministry has:

- Implemented multilingual education program for indigenous children in 19 cities-districts in Ratanakiri, Stung Treng, Mondulakiri, Preah Vihear and Kratie provinces. This program has been implemented at 4 public kindergartens with 129 children, 76 females, an increase of 7 children, at 129 community kindergartens, an increase of 5 kindergartens, with 2,496 children, 1,320 females, an increase of 404 children. Languages used included Tompuon, Kroeng, Pnong, Kuoy, Kraol, Kavet, Prov, Jaray and Kachak;
- Held a consultative workshop on document package for training multilingual teachers, with 140 participants, 64 females, in Kampong Cham, Kampot and Preah Sihanouk provinces, in cooperation with development partners.

Inclusive Education

The Ministry has:

- Implemented inclusive education program for 921 public kindergartens, increased by 35 kindergartens, in which there were 563 children with disability, 217 females, decreased by 61 children, 34 females, and at 381 community kindergartens, increased by 18 kindergartens, in which there were 233 children with disability, 106 females, increased by 48 children, 32 females, in Siem Reap, Kampong Thom, Ratanakiri, Kratie, Battambang, Banteay Meanchey, Kampong Chhnang, Prey Veng, Preah Sihanouk, Oddar Meanchey provinces and Phnom Penh capital;
- Developed capacity on inclusive education, communication and identification of children with disability to 92 teacher trainers, 56 females, at capital-provincial and municipal-district-khan levels for Prey Veng, Kratie, Ratanakiri, Battambang, Kampong Thom, Siem Reap provinces and capital, in Kampot and Kampong Chhnang province, in cooperation with development partners;
- Developed capacity on model of inclusive education game for kindergarten to teacher trainers in 23 capital-provinces, with 30 participants, 20 females, in Takeo province, in cooperation with development partners;
- Developed capacity on inclusive education, how to treat, communicate with and identify young children with disability in inclusive classrooms to 515 teachers of public kindergartens, 478 females, 132 teachers of community kindergartens, 124 females, in Prey Veng, Siem Reap, Kampong Thom, Battambang, Kratie, Ratanakiri provinces and the capital, in cooperation with development partners;

Implementation of programs and activities got support and participation of stakeholders. This showed the progress of investing in crosscutting multidisciplinary early childhood education in all aspects.

Implementation of Detailed Curriculum and New Teaching Methods

The Ministry has:

- Approved and disseminated textbooks of the 5 subjects of kindergarten to 160 persons, 132 females;
- Approved and disseminated the putting of document on raising young children into practice;
- Produced video clips on 41 learning and teaching activities of community kindergartens in 5 main subjects, in cooperation with development partners;
- Produced 5 video clips on learning and teaching activities for enrollment preparation of 5-year-old children before starting Grade 1 of Primary School, in cooperation with development partners.

School Infrastructure and Supply

The Ministry has:

- Constructed 4 nursery buildings in Samraong Torng district, Kampong Speu province; 5 nursery buildings were currently under construction, 2 in Bor Seth district, 2 in Korng Pisey district, Kampong Speu province and 1 in Kang Meas district, Kampong Cham province;
- Constructed, renovated and improved school environment and equip study materials for 102 community kindergartens; of which, 34 in Kampong Speu province, 34 in Kampot province, 16 in Preah Sihanouk province, 16 in Pursat province and 2 in Kampong Chhnang province, in collaboration with development partners and philanthropists;

- Constructed buildings and equipped study materials for 3 public kindergartens, 1 in Battambang province and 2 in Prey Veng province, the highly-esteemed donation from *Samdech Krala Hom SAR KHENG*, the Deputy Prime Minister, Minister of Interior.

Monitoring and Evaluation

The Ministry has:

- Collected data and information on preparation of *Prakas* on Transformation of Community Kindergarten into an Affiliate of Public Kindergarten or Public Primary School Institutions;
- Monitored teaching and learning during the context of Covid-19 pandemic in target schools in Pailin, Kratie, Kampong Cham, Siem Reap, Battambang, Preah Sihanouk, Kampot, Ratanakiri, Stung Treng, Preah Vihear, Banteay Meanchey, Kampong Chhnang, Pursat and Kampong Thom provinces;
- Monitored the implementation of detailed curricula for community kindergartens in Ratanakiri, Banteay Meanchey, Preah Sihanouk, Kratie, Preah Vihear, Kampong Chhnang, Kampong Cham, Kampong Thom, Kampong Speu, Koh Kong, Prey Veng, Takeo, Siem Reap, Battambang and Pursat provinces;
- Examined the process of work performance of early childhood education in Pursat and Battambang provinces;
- Examined and evaluated 1,305 classrooms of standardized community kindergartens.

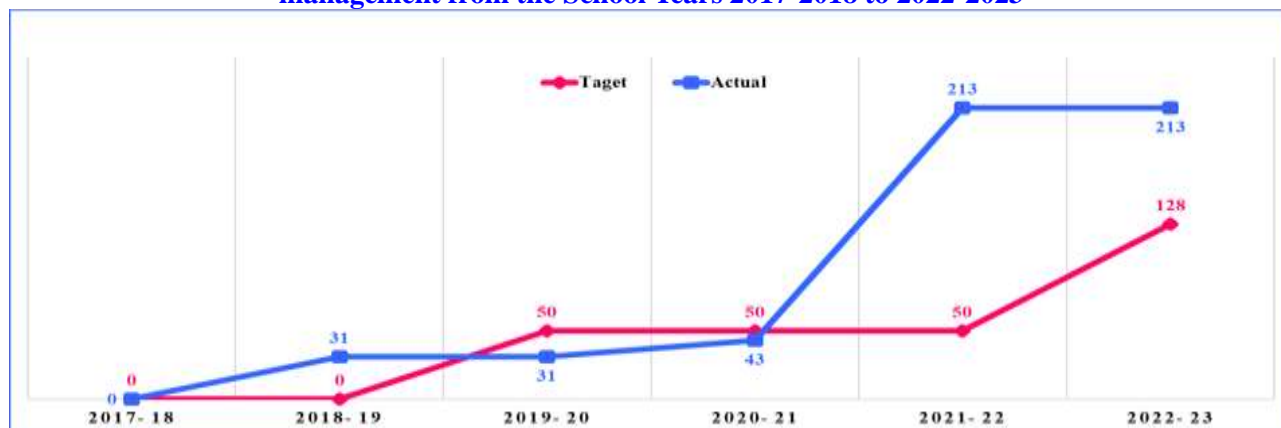
Supports of both technique and learning materials and monitoring and evaluation activities have encouraged and strengthened the implementation of quality early childhood education program.

A.2. Strengthen Institutional Capacity to Ensure Effective Leadership and Management of Education Staff at All Levels

Principals of public kindergarten received annual training on school management

The Ministry has expanded the school management strategy, one of the most important strategic reform priorities in education sector. In fact, in the school year 2017-2018, the early childhood education sub-sector provided training to 31 principals of public kindergartens on school management and continued to train 213 principals of separated public kindergartens, which achieved above the target for the school year 2022-2023 of the Education Strategic Plan for 2019-2023. This showed that separate public kindergartens have been strengthened to respond to quality education with aim to ensure the efficiency of leadership and management of education officials at school level.

Figure 44: Principals of separate public kindergarten have received annual training on school management from the School Years 2017-2018 to 2022-2023

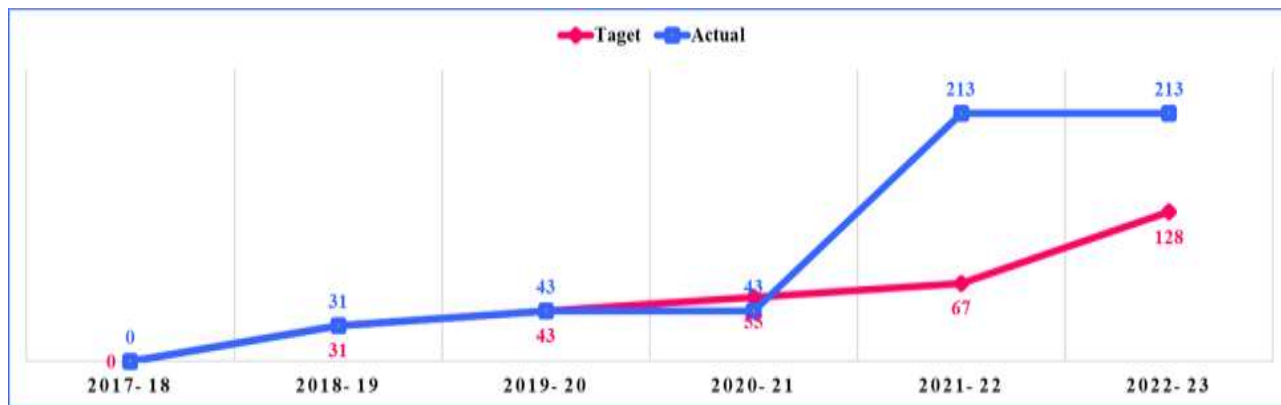


Source: Early Childhood Education Department

Public kindergartens have implemented the school management

School management was one of the Ministry's key priority reforms in the Education Strategic Plan for 2019-2023. Progress over the past five years showed that 213 separated public kindergartens implemented school management in the school year 2022-2023 above the target of the Education Strategic Plan.

Figure 45: Public kindergartens have implemented the school management from the School Years 2017-2018 to 2022-2023



Source: Early Childhood Education Department

Mechanism to Support Early Childhood Education Services

The Ministry has:

- Produced 100 video clips on teaching patterns in psychology, social sciences, pre-mathematics and Khmer language;
- Produced 80 educational short films on parental education program and broadcasted on the National Radio of Cambodia FM 69 MHz of the Ministry of Information and the official social network of the Ministry of Education, Youth and Sports and the National Committee on Early Childhood Care and Development;
- Approved and announced the officially putting kindergarten textbooks into practice;
- Held Consultation Workshop on the Latest Draft *Prakas* on Transformation of Community Kindergartens into an Affiliate of Kindergarten or Primary School Institutions, with 125 participants, 91 females, in Battambang province, in collaboration with development partners.

Teacher Capacity Development

The Ministry has:

- Held a Graduation Exam for 200 Kindergarten Student Teachers of the 34th Batch, 97.50percent were female;
- Developed capacity of 312 sub-national officials in charge of early childhood education and community kindergarten teachers, 247 females, on putting detailed curricula of community kindergartens into practice in Kampong Cham, Svay Rieng, Kampong Speu, Kampong Chhnang, Battambang, Siem Reap, Ratanakiri and Kampong Thom provinces;
- Developed capacity of 391 kindergarten teachers, 381 females, on psychosocial learning at kindergarten level in Kratie, Ratanakkiri and Prey Veng provinces;
- Developed capacity on community school strategy to 613 persons, 490 females, including 47 national officials, 28 females, 566 sub-national officials, 453 females, in cooperation with development partners;
- Provided training to 113 community kindergarten teachers, 112 females, according to the 35-day standard, in cooperation with development partners;
- Provided training course on Associate Degree of the 1st and 2nd Batches for 40 national and sub-national officials, 25 females, supported by Higher Education Improvement Project;
- Provided scholarships for Master's Degree to 45 national and sub-national officials, 35 females, specializing in management and technique for putting of community school strategies at early childhood level into practice;
- Sent 5 education officials, 2 females, to the 1st Annual Conference on Early Childhood Education, Parental Care and Education in Indonesia;

- Sent 12 education officials, 6 females, to attend the Online Training Course on Early Childhood Development and Education in the Asia-Pacific Region, organized by the Human Resource Development Institute of AGA KHAN University, Pakistan;
- Sent 2 male education officials to attend the International Conference on LECO Conceptual Framework in Denmark;
- Sent 1 male education official to attend the Workshop on Early Childhood Development in France;
- Sent 5 male education officials to attend the World Conference on Early Childhood Protection and Education in Uzbekistan;
- Sent 4 education officers, 2 females, to take part in the Training Course on Learning Through Play and Surrounding Environment in Japan.

Drawing Up Regulations:

The Ministry has:

- Issued *Prakas* No. 1098 EYS.P., dated June 22, 2022, on Authorization for Publication of Kindergarten Textbooks;
- Issued *Prakas* No. 1445 EYS.P., dated August 10, 2022, on Establishment of Kindergarten in Public Primary School Institutions;
- Issued Directive No. 44 EYS.D., dated December 5, 2022, on Operation of Kindergarten Institutions and Early Childhood Education Services for the School Year 2022-2023;
- Issued *Prakas* on Recognition of 128 Resource Kindergartens;
- Issued *Prakas* on Recognition of 232 Kindergartens;
- Issued *Prakas* No. 98 EYS.P., dated January 18, 2022, on Recognition of Standardized Community Kindergartens;
- Issued *Prakas* No. 99 EYS.P., dated January 18, 2022, on Recognition of Contractual Officials.

Works of the National Committee on Early Childhood Care and Development

National Committee has:

- Provided training to 33 members of Consultative Committee and stakeholders, 13 females, on Community Daycare Service Management and Knowledge on Early Childhood Development in Kampong Speu Province, in Cooperation with Development Partners;
- Approved and disseminated the implementation of the National Action Plan on Early Childhood Care and Development for 2022-2026 to 305 leaders and professional officials of relevant ministries, institutions, Board of Governors of Capital-Provinces, the Chairperson of the Women's and Children's Consultative Committee and relevant professional officials in all capital and provinces, 214 females, in Phnom Penh capital, in cooperate with development partners;
- Inaugurated 4 community daycare centers in Kampong Speu province with 315 participants, 218 females, in cooperation with development partners;
- Conducted the first study visit to 4 Community-Based Childcare Centers (CBCCs) in Kampong Speu Province, which started their first professional operations, with cooperation and support of relevant ministries, provincial leaders and target commune authorities, in cooperation with development partners;
- Organized training courses on understanding behaviors into practical activities for 41 persons, 21 females, in Kampong Cham province, in cooperation with development partners;
- Organized a Consultative Workshop on Preparation of Flip Charts and Modification to Leaflets for Families of Early Childhood Care Education Packages, with 62 participants, 33 females, in Kampong Cham province, in cooperation with development partners;
- Organized a Multidisciplinary Workshop on Early Childhood Development, organized by UNICEF online;

- Participated as a speaker at the Asia-Pacific Regional Forum on the Promotion of Early Childhood Development and the Establishment of a Professional Working Group via Remote Image and Audio Transmitting System, organized by SEAMEO-RECFON;
- Participated in the Asia-Pacific International Conference on Early Childhood Development under Theme Early Childhood Crisis in Response to the Covid-19 Crisis, Climate Change and Environmental Deterioration via Remote Image and Audio Transmitting System, organized by Asia-Pacific Early Childhood Network;
- Conducted a multidisciplinary study tour, with participation of leaders and professional officials of relevant ministries of the National Committee for Early Childhood Care and Development and Administrations of Preah Vihear, Kampong Thom, Kampong Cham and Ratanakiri provinces, with 138 participants, 66 females, in Kratie province, in cooperation with development partners.

The preparation of crosscutting implementation mechanisms and activities to develop the qualifications of education staff at all levels have provided excellence in comprehensive implementation of early childhood education programs.

B. PROGRESS OF OUTCOME INDICATORS

Analysis of the Progress of Outcome Indicators

Nº	Indicators	Based Line 2012-13	Actual 2013-14	Actual 2014-15	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Actual 2021-22	Target 2022-23	Actual 2022-23	Status
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement														
Sub-Sector Objective 1: Improve access to quality, equitable and inclusive early childhood education														
1	Enrolment rate of 5-year-old children (state, community and private kindergartens)	56,5	59,9	61,4	64,1	66,4	58,0	63,1	62,9	61,1	59,6	63,1	64,8	↑
	<i>Male</i>	56,3	64,8	59,0	60,0	63,0	57,7	59,8	62,0	58,6	59,9	60,8	64,4	↑
	<i>Female</i>	49,5	48,5	50,3	50,8	49,4	58,7	63,6	63,6	62,3	59,3	63,7	65,5	↑
2	Enrolment rate of 4-year-old children (state, community and private kindergartens)	21,6	24,5	29,1	28,3	37,4	34,0	39,4	36,1	32,6	27,9	36,3	34,2	↓
	<i>Male</i>	21,1	23,7	28,0	26,7	34,8	32,2	36,9	34,5	30,0	26,6	33,5	32,5	→
	<i>Female</i>	22,2	25,3	29,5	28,8	38,6	35,3	40,4	37,8	34,1	29,4	37,1	36,1	→
3	Enrolment rate of 3-year-old children (state, community and private kindergartens)	15,7	16,7	16,6	19,8	20,3	12,6	18,5	14,1	12,1	12,1	14,1	14,2	↑
	<i>Male</i>	15,1	16,2	15,9	18,6	19,2	11,7	17,7	13,4	10,3	11,3	12,7	13,2	↑
	<i>Female</i>	16,3	17,2	16,2	19,1	20,6	13,4	19,2	14,9	12,9	12,9	15,0	15,2	↑
4	Gross enrolment rate (state, community and private kindergartens)	32,7	33,4	35,3	37,0	40,9	35,8	35,9	38,4	34,8	33,6	37,4	37,1	→
	<i>Male</i>	34,0	38,7	39,1	41,0	46,4	34,9	38,1	37,3	33,1	34,0	36,1	36,0	→
	<i>Female</i>	35,3	39,3	41,6	44,0	44,4	37,0	36,9	39,4	35,9	34,3	38,0	38,4	↑
5	Percentage of kindergartens with access to electricity (state kindergartens)						31,7	31,7	45,1	77,9	80,5	81,5	82,3	↑
6	Percentage of kindergartens with hand washing facilities meeting minimum standards (separated public kindergartens)													
	Level 1						35,4	35,4	23,9	33,7	39,1	47,2	29,4	↓
	Level 2						24,7	24,7	27,2	37,0	34,3	34,5	41,9	↑
	Level 3						1,1	1,1	0,5	3,8	3,0	5,1	5,2	↑
7	Percentage of kindergarten with available facilities (separate public kindergartens)													
	Latrines						22,0	58,8	96,7	100	99,6	89,8	99,7	↑
	Safe drinking water						30,2	58,3	90,1	85,3	78,5	83,6	78,7	↓
	Hand washing facilities						28,8	54,8	67,6	84,4	88,4	90,4	82,9	↓
	First aid boxes						6,3	26,1	12,2	44,1	39,1	21,6	38,4	↑
Sub-Sector Objective 2: Improve quality of kindergarten services based on standards														
8	Percentage of state kindergartens achieving the minimum standard (separate state kindergartens)						0,0	10,75	13,87	19,9	20,18	35,0	34,27	→
9	Community kindergarten achieving minimum standards						600	850	1050	1 250	1 250	1375	1 305	↓
10	Percentage of state and community kindergartens in which capacity of 5-year-old children had been assessed						39,2	43,3	50,57	67,1	78,67	81,1	97,18	↑
11	Percentage of kindergarten children receiving nutrition (state, community and private kindergartens)						30,0	38,8	37,62	41,4	53,27	46,2	55,21	↑
12	Percentage of kindergarten teachers with						64,0	64	66,0	68,9	69,95	72,5	73,5	↑

N°	Indicators	Based Line	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Actual	Status
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23	
	qualification based on national standards (12 + 2)													
13	Multilingual teachers						94	107	116	123	128	125	133	↑
14	Student-teacher ratio in state kindergartens						40,0	40,8	43,1	42,0	39,0	38,5	46,3	↓
Policy 2: Strengthen institutional capacity to 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						0	31	31	43	213	128	213	↑
16	No. of state kindergartens implementing school-based management						0	31	43	43	213	128	213	↑

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:

- Enrollment of 3- to 5-year-old children in all types of education was still limited;
- Expansion of early childhood education program infrastructure did not meet the needs;
- Implementation of the detailed curriculum for kindergarten and textbooks for kindergarten was incomplete;
- Early childhood care and development in the first 1,000 days has not been given attention;
- Capacity of early childhood education staff has not yet responded to the qualification framework.

2.2.2 SUB-SECTOR: PRIMARY EDUCATION

A. ACHIEVED OUTCOME

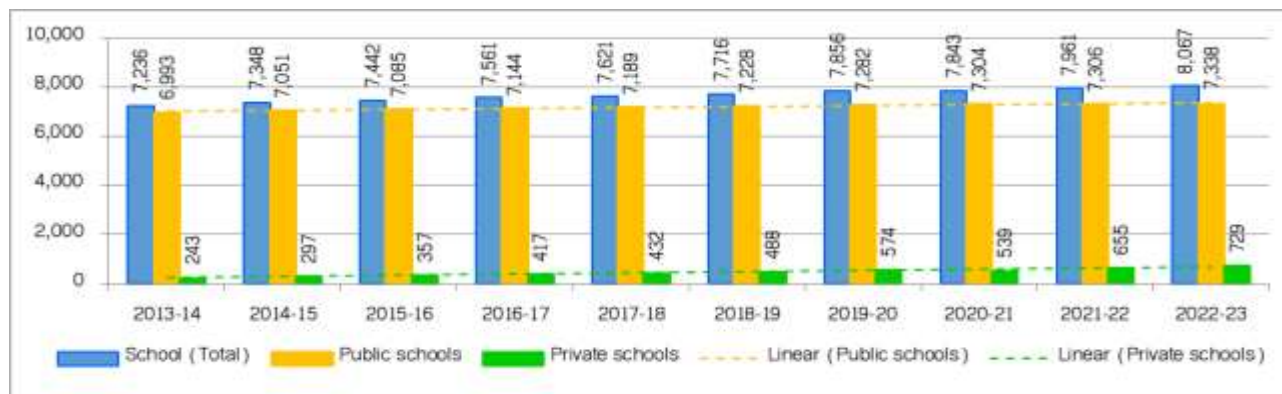
A.1 Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All, Youth Development and Sport Improvement

A.1.1 Quantitative Section

Public and Private Primary Schools

The number of primary schools increased from 7,236 schools, including 6,993 public schools and 243 private schools, in the school year 2013-2014 to 8,067 schools, including 7,338 public schools, equal to 5%, and 729 private schools, in the school year 2022-2023.

Figure 46: Statistic of Public and Private Primary Schools from the School Years 2013-2014 to 2022-2023



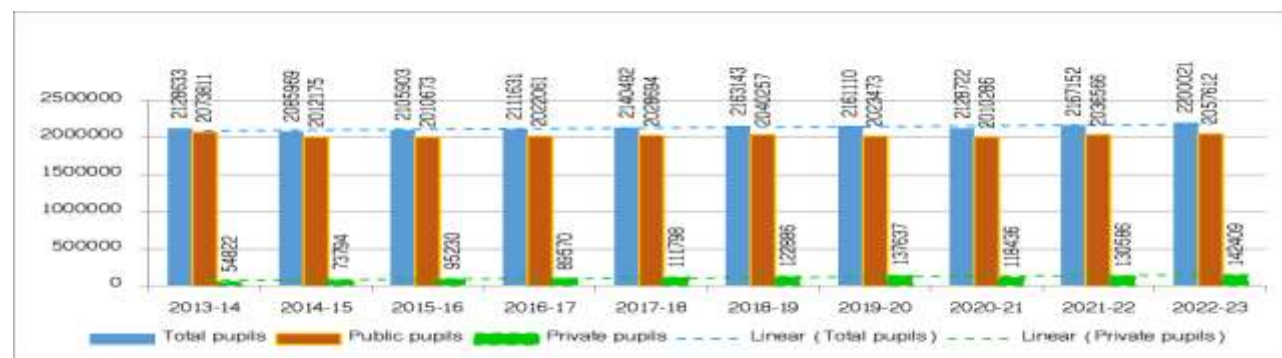
Source: Education Management Information System

In the last 10 years, from the school years 2013-2014 to 2022-2023, public and private primary schools increased by 831 schools or 11.5%, of which public schools increased by 345 schools equal to 5%, and private schools increased by 486 schools equal to 200%. There were 816 incomplete primary schools in the school year 2013-2014, and there were 308 incomplete primary schools in the school year 2022-2023, which decreased by 508 schools or 62.3% in the last 10 years.

Public and Private Primary School Students

There were 2,128,633 primary school students, including 2,073,811 public primary school students and 54,822 private primary school students in the school year 2013-2014. In the school year 2022-2023, the number of primary school students increased to 2,200,021 students, including 2,057,612 public primary school students and 142,409 private primary school students.

Figure 47: Statistics of Public and Private Primary School Students from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

In the last 10 years, from the school years 2013-2014 to 2022-2023, the number of public and private primary school students increased by 71,388 students equal to 3.4%, of which public primary school students decreased by 16,999 students equal to 0.8%, and private primary school students increased by 87,587 students equal to 159.8%.

In the school year 2022-2023, public primary schools had 63,271 classes, increased by 3,817 classes equal to 6.4%, and 47,031 classrooms, increased by 5,299 classrooms equal to 12.7%, compared to the school year 2013-2014. About three-fourths of public schools had enough classrooms. The number of students (student-classroom ratio) decreased by around 4 students, about 8%. Each school had an average of 9 classes and 6 classrooms.

Figure 48: Statistics of Classes and Classrooms throughout the Country from the School Years 2013-2014 to 2022-2023

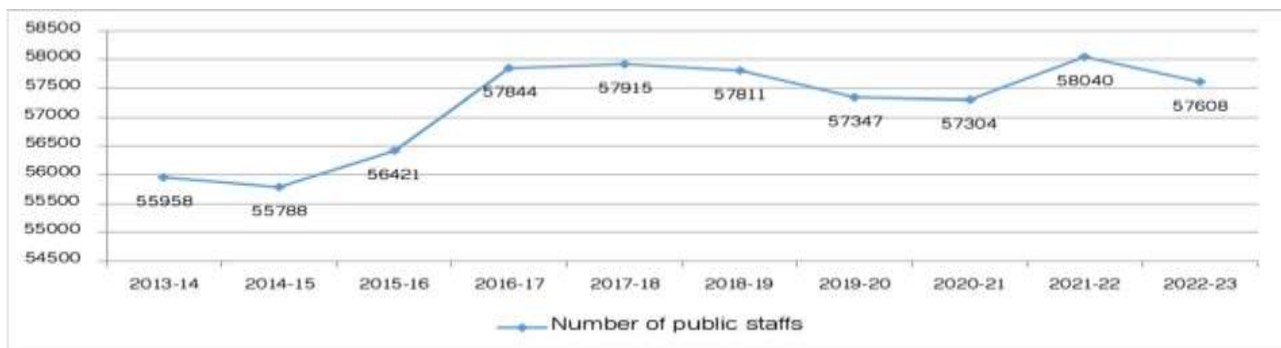


Source: Education Management Information System

Education Staff

There were 55,958 civil servants in the School Year 2013-2014, which increased to 57,608 civil servants in the School Year 2022-2023.

Figure 49: Statistics of Civil Servants from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

In the last 10 years, from the School Years 2013-2014 to 2022-2023, the number of civil servants increased by 1,650 persons equal to 2.9%. The number of civil servants has changed irregularly, such as in the first five years, from the School Years 2013-2014 to 2017-2018, there was an increase of 1,957 persons equal to 3.5%.

There was 44,292 teaching staff, 22,957 females, in the School Year 2013-2014. In the School Year 2022-2023, there were 44,905 teaching staff, 26,626 females. Among the teaching staff, there were 17,374 double-shift teachers, 5,801 females, 1,981 multigrade teachers, 852 females in the School Year 2014-2015. In the School Year 2022-2023, there were 9,255 double-shift-double-class teachers, 4,462 females, 2,606 multigrade teachers, 908 females.

Figure 50: Statistics of Teaching Staff of Public Schools from the School Years 2013-2014 to 2022-2023

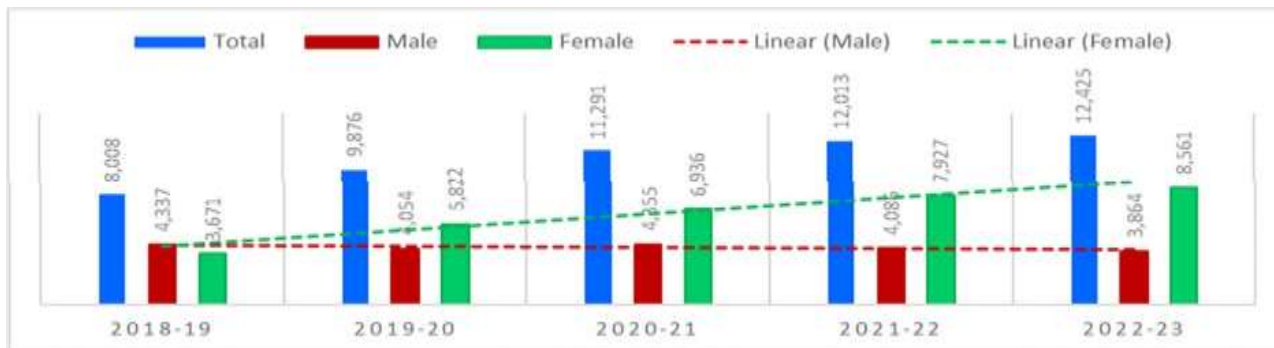


Source: Education Management Information System

In the last 9 years, the number of teaching staff did not changed significantly, but the number of female teachers increased by 3,669 persons equal to 16% (in this regard, the number of male teachers decreased and replaced by female teachers). The number of double-shift-double-class teachers decreased by 7,780 persons equal to 45.7%, of which female teachers decreased by 1,339 persons equal to 23%. The number of multigrade teachers increased by 625 persons equal to 31.6%, of which female teachers increased by 56 persons or 6.6%.

The Ministry used 8,008 contract teachers, 3,671 females in the School Year 2018-2019. In the School Year 2022-2023, there were 12,425 contract teachers, 8,561 females.

Figure 51: Statistics of Contract Teachers of General Knowledge of Public Schools from the School Years 2018-2019 to 2022-2023



Source: Personnel Department

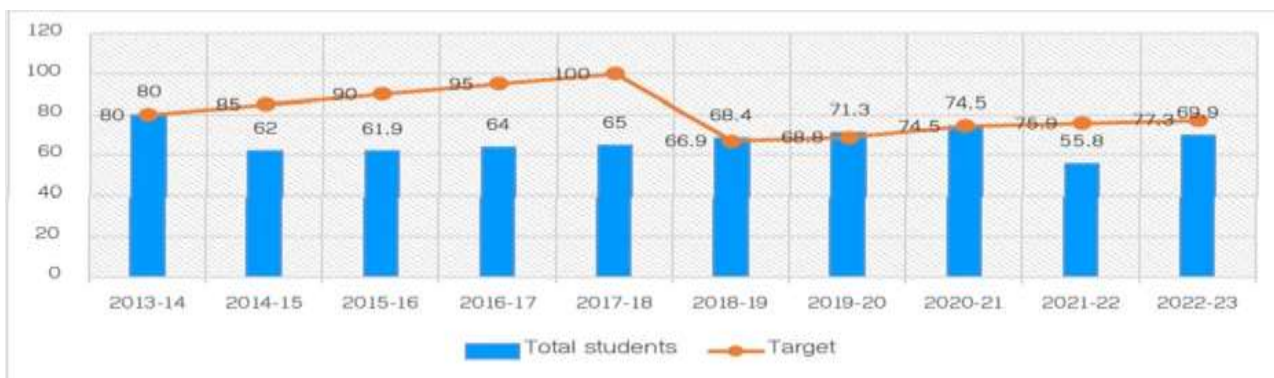
In the last 5 years, the number of contract teachers increased by 4,417 persons equal to 55%, female teachers increased by 4,890 persons equal to 133%.

Internal Change of Effectiveness

Percentage of New Grade-1 Students who had Passed the Public Kindergarten

The percentage of new grade-1 students who had passed the kindergarten decreased during the Education Strategic Plan 2013-2018 and increased during the implementation of the current Education Strategic Plan, an increase of 9.5%. Currently, about 3 out of 4 new grade-one students passed kindergarten. These results were expected to improve student achievement and may have contributed to reducing the repetition rate, especially in the early grades of primary education, where children were based on reading, writing, numeracy, communication, games, teamwork, building courage, physical and intellectual development, so on. This trend was in line with the increase in access to early childhood education services before and at the beginning of the implementation of this strategic education plan, but enrollment in kindergartens had declined and continued to decline in the last school year. As a result, the number of new grade-one students in primary school who had passed kindergarten would not increase.

Figure 52: Percentage of New Grade-1 Students who had Passed the Kindergarten from the School Years 2013-2014 to 2022-2023



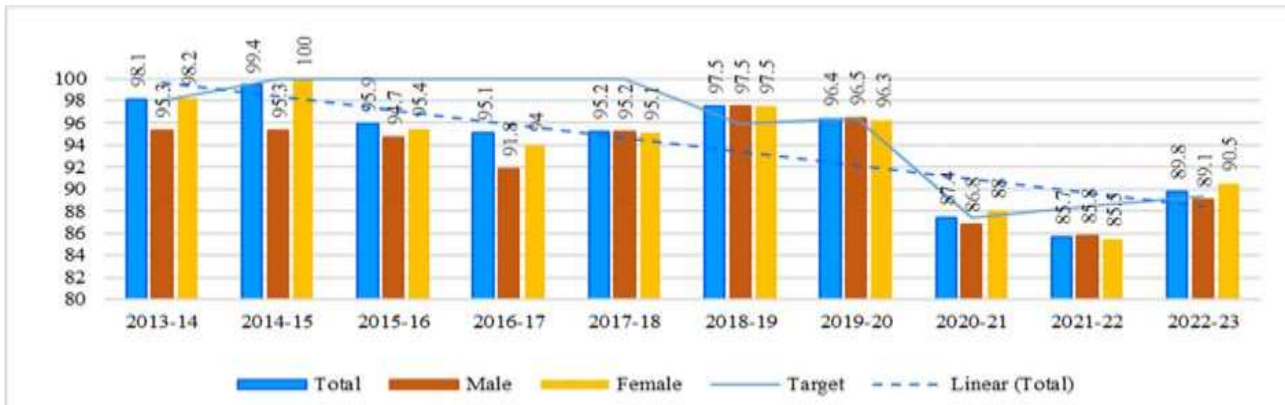
Source: Education Management Information System

Actual New Enrollment Rate

The actual new primary school enrollment rate reached a high level in the first school year of the Strategic Education Plan 2013-2018, reached 97.5%. On the contrary, this rate decreased after the School Year 2014-

2015. In the first school year of the Education Strategic Plan 2019-2023, the actual new enrollment rate in primary schools exceeded the target, but this rate decreased significantly in the School Years 2020-2021 and 2021-2022 due to the school suspension caused by the spread of Covid-19. This trend was similar for female and male students, although the actual enrollment rate of male students had dropped more than female students in the last year.

Figure 53: Actual New Enrollment Rate in Primary Schools from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

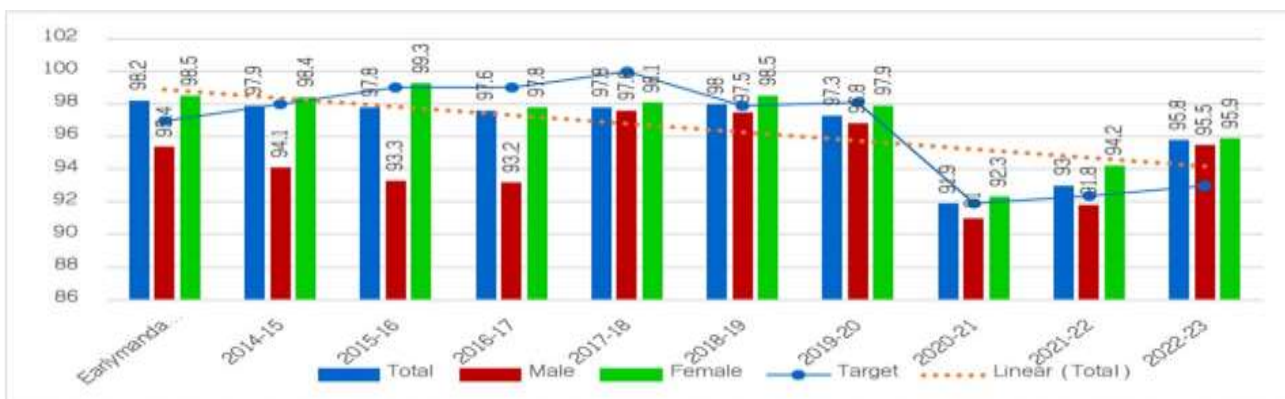
In general, the declining trend of new enrollment rate from the School Year 2014-2015 occurred in almost all over the country. The lowest actual enrollment rates were observed in five provinces, including Kep (71.2%), Koh Kong (57.9%), Mondulkiri (70%), Pailin (53.8%) and Preah Sihanouk (64.5%) due to the increase in enrollment not in line with the age groups (over and under) in primary school. It was necessary to identify groups of children who have reached school age but have yet enrolled in primary schools, such as indigenous children, children with disabilities, children in remote rural areas or children of migrant families. It was particularly necessary to implement a goal-setting approach for these groups through practical research on specific challenges for each group.

First graders attended school according to their ages. This proved that the investment of the Royal Government in the field of education was fruitful, providing opportunities for children of the people to have equal luck to build a life.

Actual Rate of Primary Education

The actual rate of primary education decreased from 98.2%, 98.5% were females, in the School Year 2013-2014 to 95.8%, 95.9% were females, in the School Year 2022-2023.

Figure 54: Actual Rate of Primary Education from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

In the last 10 years, from the School Years 2013-2014 to 2022-2023, the actual rate of primary education decreased by 2.4%, male students decreased by 2.2% and female students decreased by 2.6%. The actual rate of education decreased sharply in the School Year 2019-2020 (5.4%) compared to the School Year 2018-2019 due to the crisis of the Covid-19 pandemic. In the aftermath of the Covid-19 crisis, the actual rate of education increased significantly (93% of the target in 2022-2023).

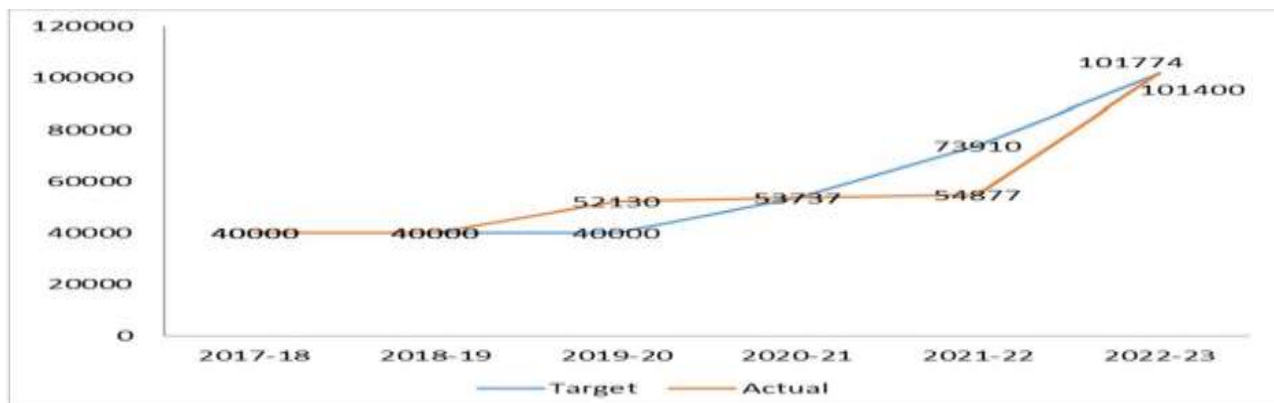
The actual rate of primary education remained high (between 93% and 98%) until the School Year 2019-2020. However, in the School Year 2020-2021, there was a sharp decline up to 6% compared to the first School Year (2013-2014). The said decline was similar for both female and male students. The drop in school enrollment may be due to the impact of the Covid-19 pandemic as schools have been suspended for a long period of time and student incompetence at grade level. The accuracy of data collected during this period might have also been affected, so attention should have been paid to all figures during this period. Decrease in actual rate of education needed to be analyzed in line with other indicators in order to have a picture of the effects of Covid 19 on education. Although challenges for disadvantaged groups of students had been identified before the Covid-19 pandemic, specific strategies needed to be devised to provide education services to these groups of students.

The actual education rate in most capital-provinces had decreased in the last two school years. The actual education rate dropped sharply between the School Years 2019-2020 and 2020-2021 in Phnom Penh (15.5%), Pailin (13.2%), Siem Reap (10%), Koh Kong (9%) and Battambang (8.8%).

Students received school meals and scholarships

The Education Strategic Plans 2014-2018 and 2019-2023 set out a series of strategies to increase enrollment, student attendance, and retention, especially for disadvantaged groups of students. One way to measure the progress of the implementation of these strategies was to examine the number of primary school students received school meals. In the School Year 2017-2018, the School Feeding Program provided 40,000 children with government support and 263,767 children with World Food Program support. Although the Ministry decided to keep this number, but in practice, from the School Year 2019-2020, this program has expanded to 53,737 children received the Royal Government support, and 276,318 children received the World Food Program support. This program was important to provide adequate nutrition to contribute to healthy children, facilitate the learning condition and attract disadvantaged children to go to school.

Figure 55: Number of Students Received School Meals from the School Years 2018-2019 to 2022-2023

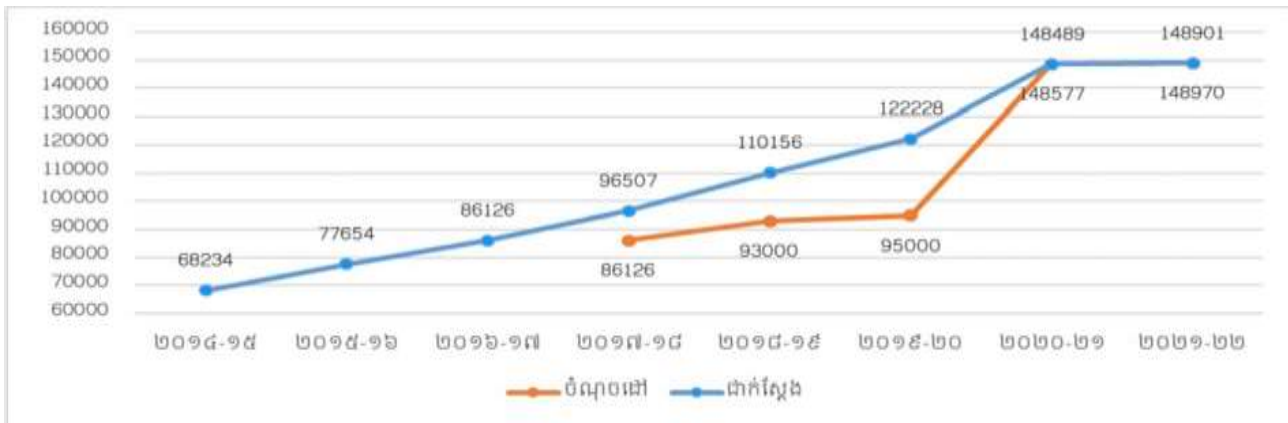


Source: Education Management Information System

Another indicator proving the implementation of the equity-focused strategy was the number of primary school students received scholarships. The number of students received scholarships had increased significantly from the School Year 2017-2018. The increase in annual scholarships was between 11% and 14%, exceeding the target during the implementation period. In fact, the School Year 2019-2020 already surpassed the final target of 100,000 scholarship students. As shown in Figure 56, the number of students received scholarships increased from 68,234 students in the School Year 2014-2015 to 148,901 students in the School Year 2022-2023. This key trend proved the efforts of the Ministry of Education, Youth and Sports and development partners in promoting equity in primary education. Continuing to implement this strategy and expanding the strategy would show relevance to ensure that student retention after the school reopened. Along with the progress, there were still many obstacles to the provision of scholarships, such as the understanding of the scholarship data management system, the inadequacy of training for scholarship management committee, and the delay in preparation of guidelines, that affected the provision of scholarship to outstanding students.

This proved that the Royal Government has paid attention to the National Social Protection Policy Framework by providing scholarships and school meals, despite the economic crisis in the context of Covid 19, still maintained and expanded the scope of implementation of these two programs.

Figure 56: Number of Scholarship Students in Primary Schools from the School Years 2014-2015 to 2021-2022



Source: Education Management Information System

Indigenous Children Received Multilingual Education

Another equity-focused program implemented by the Ministry of Education, Youth and Sports was the Multilingual Education Program for Indigenous Children. According to the plan, the number of multilingual teachers in primary schools had steadily increased since the first year of the implementation of the Education Strategic Plan 2019-2023. The multilingual teacher training system should have been consistent from the kindergarten to junior high school to meet national qualifications and should have increased the recruitment of contract teachers in communities.

Child Friendly Schools

During the two-mandate of education strategic plans, the Child Friendly School Program developed a clean and safe physical infrastructure and learning environment in line with primary school standards. The program increased attendance and provided supportive environment for children learning. The outcome of this implementation could be observed through the percentage of intermediate and developed child friendly schools.

Figure 57: Percentage of Intermediate and Developed Child Friendly Schools in Primary Education from the School Years 2013-2014 to 2022-2023

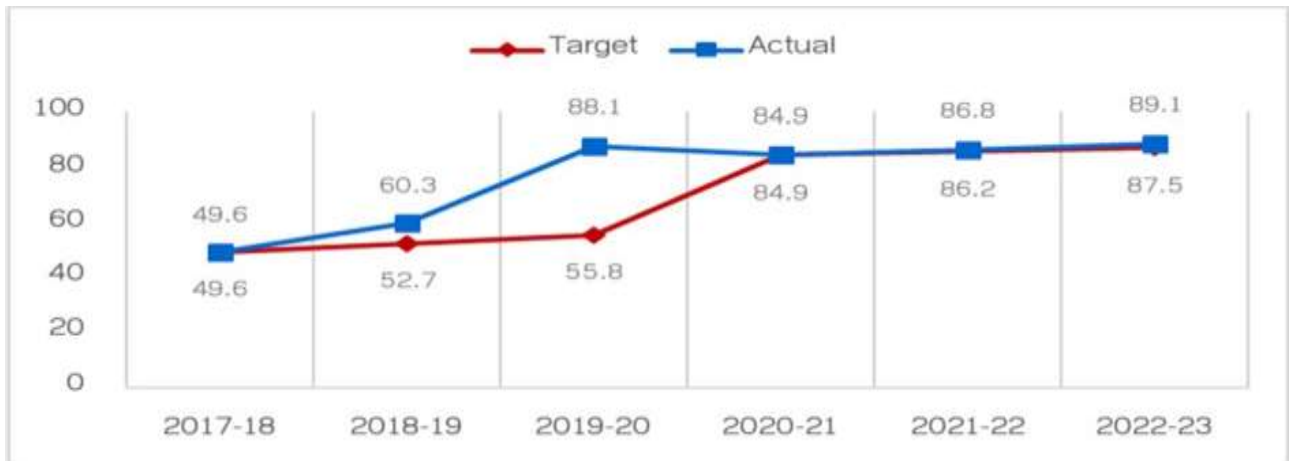


Source: Education Management Information System

Schools with Access to Electricity

Another measure of physical learning environment was the percentage of primary schools that have access to electricity. Significant investments have been made to ensure that primary schools have access to electricity that exceeded the targets set out in the Education Strategic Plan. The growth of more than 80% of primary schools with access to electricity showed remarkable progress and stability from the School Year 2019-2020.

Figure 58: Percentage of Primary Schools with Access to Electricity from the School Years 2017-2018 to 2022-2023

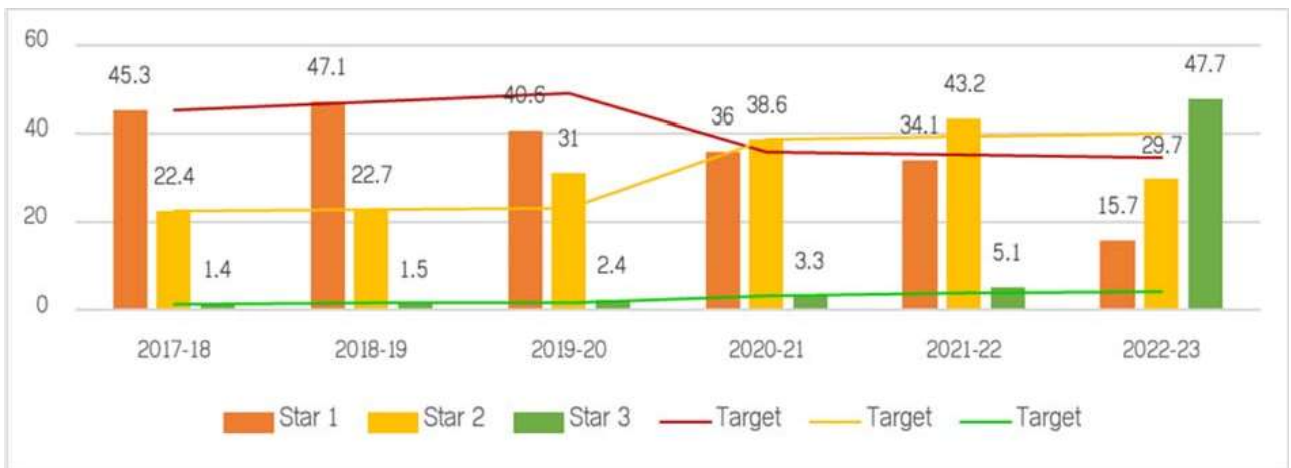


Source: Education Management Information System

Schools Implemented Educational Health Promotion Program

The percentage of primary schools that met the minimum water and sanitation requirements in schools has increased since the School Year 2018-2019. In general, 93.4% of primary schools achieved one of the three levels by the School Year 2022-2023, increased by 24.3% over the first school year. In five years, most schools achieved Level 1 and Level 2 of the standards, but now there was a significant change of percentage of schools with the highest standards, which has more than doubled the expectation. This change was in the right direction and could be achieved even more.

Figure 59: The Percentage of Primary Schools that Met the Minimum Water and Sanitation Requirements from the School Years 2017-2018 to 2022-2023



Source: School Health Department of the School Year

The possibility of providing toilets, drinking water, hand washing facilities and first aid boxes contributed to keeping students healthy and coming to school regularly. Most indicators had been increased every year. Since the School Year 2020-2021, all primary schools had toilets; schools with hand washing facilities increased to more than 80% and schools with drinking water was about 90%. This remarkable progress had been fully supported, especially by the Ministry of Economy and Finance, which had provided additional investment in school health, seen as a key priority in the context of the Covid-19 pandemic. At the same time, the establishment of the School Health Office at Capital-Provincial Departments of Education, Youth and Sports had contributed to the promotion of school health upon the schools reopened.

Figure 60: Percentage of Schools with Toilets and Hand Washing Facilities from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

Figure 61: Percentage of Schools with Drinking Water and First Aid Boxes from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

Student enrollment through distance learning programs during the Covid-19 pandemic still had a number of challenges. These challenges included student inability to read and write, explanation of exercises, lack of student participation in learning activities, and teachers limited capacity for distance teaching due to lack of online teaching materials. Lessons broadcasted on television in Mondulkiri could not regularly be accessed due to limited capacity of students to use technology, and about 20% of students did not study on the radio. With online learning, some students may have been threatened by online violence.

A.1.2 Qualitative Section

Student Flow Rate: Repetition Rate and Dropout Rate

The repetition rate increased during the strategic plan period 2013-2018 and continued to increase during the strategic plan period 2019-2023, from 4.8% in the School Year 2013-2014 to 8% in the School Year 2021-2022 (although a slight decrease from 2016 to 2019). This result exceeded the targets in the previous education strategic plan and did not meet the targets in the current strategic plan, except the female students met the target in the last year. Male students still had poor academic results compared to female students.

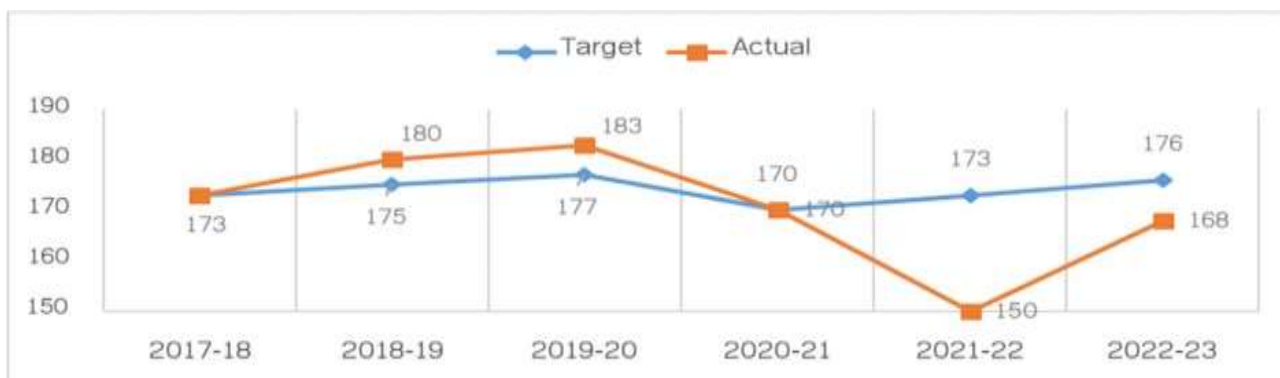
Figure 62: Percentage of Schools with Drinking Water and First Aid Boxes from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

In the first two years of implementing the Education Strategic Plan, an additional 10 municipalities-districts-Khans succeeded in reducing the primary school repetition rate to 10% or less. However, this improvement has slowed down, with only 170 municipalities-districts-Khans achieved this rate in the School Year 2020-2021 and only 150 achieved it in the School Year 2021-2022. Such slowdown was in line with the overall trend of the repetition rate mentioned above.

Figure 63: Number of Municipalities-Districts-Khans with Repetition Rate of 10% or Less from the School Years 2017-2018 to 2022-2023

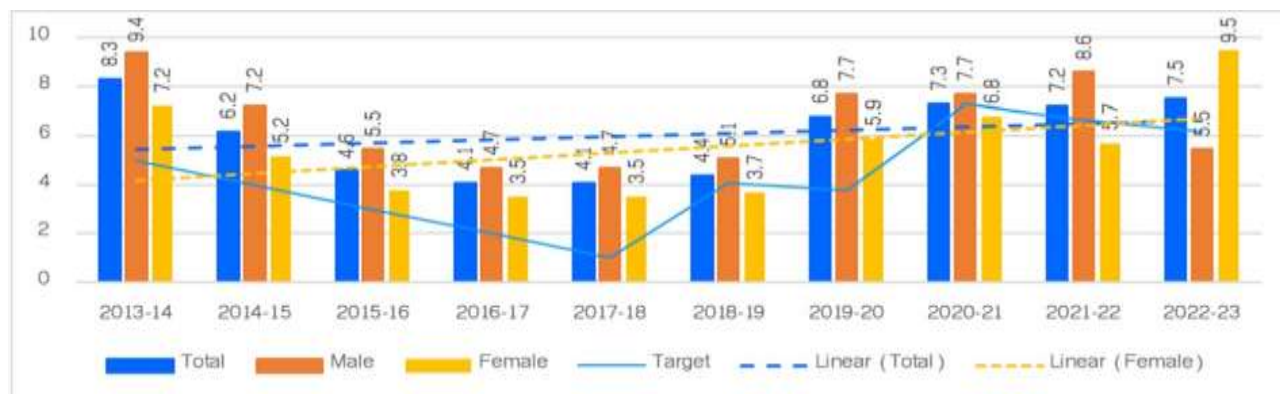


Source: Education Management Information System

Primary School Dropout Rate

The primary school dropout rate was 8.3%, 9.4% for males and 7.2% for females, in the School Year 2013-2014. The primary school dropout rate was 7.5%, 5.5% for males and 9.5% for females, in the School Year 2022-2023.

Figure 64: Primary School Dropout Rate from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

In the last 10 years, from the School Years 2013-2014 to 2022-2023, the primary school dropout rate decreased by 0.8%, male decreased by 3.9% and female increased by 2.3%. Every year, the dropout rate of male students was higher than that of female students; in contrast, in the School Year 2022-2023, the dropout rate of female students was higher than that of male students.

The main factor influencing universal education in primary education was dropout at the first grade. A very relevant trend has been observed in primary school dropout rates. In the past school years, the dropout rate decreased steadily from 8.3% in the School Year 2013-2014 to 4.1% in the School Year 2017-2018. In contrast, this trend changed in the last five years, which the dropout rate at the national level increased by 3.4%. In the early stages, male students continued to drop out at a higher rate than female students, but the dropout rate of female students was observed to be higher than that of male students at this time.

Further examination at the sub-national level would provide a better perspective for judgement in education. In the School Year 2019-2020, 7 provinces had a dropout rate of more than 10%, including Stung Treng 13.8%, Ratanakiri 12.7%, Tbong Khmum 12.3%, Oddar Meanchey 12.1%, Kratie 10.8%, Preah Vihear 10.5% and Pailin 10.2%. These provinces faced challenges in retaining students in primary school. At the beginning of the implementation of the Education Strategic Plan 2019-2023, it was revealed that the dropout

rate increased. In many provinces, it was revealed that the increase happened before Covid-19 outbreaks which such problem continued to be worsen, which Tbong Khmum province had a double dropout rate during the School Years 2017-2018 and 2019-2020, but the highest increase was in the School Year 2018-2019. Preah Sihanouk province had a dropout rate up to 10.4% in the School Year 2018-2019, and it would be better in the next school year.

Although schools had been suspended for a long time due to Covid-19 outbreaks and had a significant impact on student dropout rates, student retention had not improved since before the Covid-19 outbreaks. This crisis had exacerbated the situation among vulnerable children who did not return to school upon the school reopened.

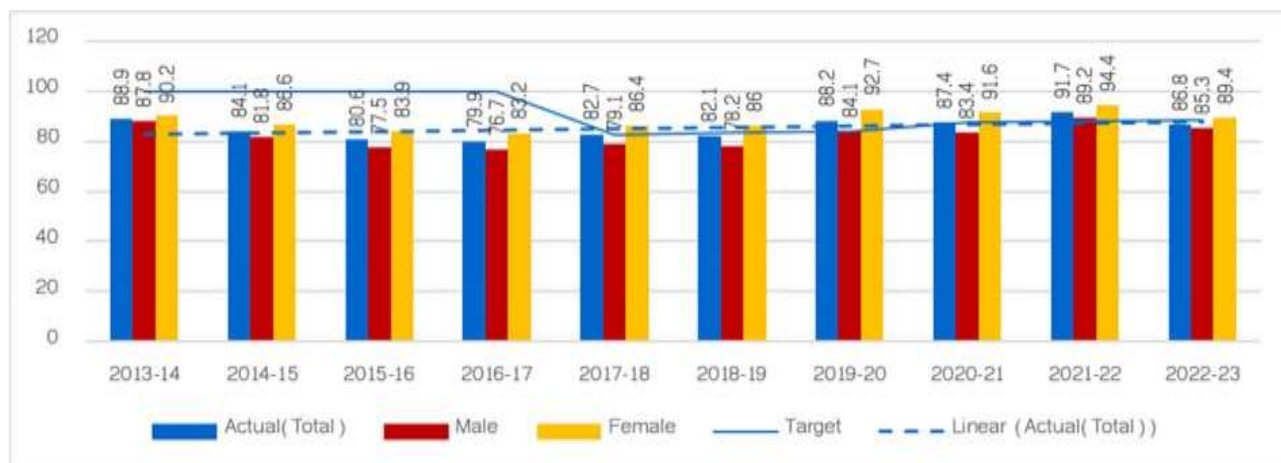
Change of Quality of Education Services

The globalization of primary education can also be measured by rates of graduation, retention and transition to lower secondary school.

Graduation Rate

The primary school graduation rate was 88.9%, 87.8% for males and 90.2% for females in the School Year 2013-2014. In the School Year 2022-2023, the primary school graduation rate was 86.8%, 85.3% for males and 89.4% for females.

Figure 65: Primary School Graduation Rate from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

In the last 10 years, from the School Years 2013-2014 to 2022-2023, the primary school graduation rate decreased by 2.1%, male by 2.5% and female by 0.8%. The primary school graduation rate decreased during the first five years to 80% in the School Year 2016-2017 and increased during the last five years to 91.7% in 2021-2022. However, the primary school graduation rate was on the rise.

Primary school graduation rate decreased at the beginning of the Education Strategic Plan 2013-2018 and continued to decrease over the four school years. However, at the beginning of the Strategic Plan for Education 2019-2023, there was a significant improvement, an increase of 6%. In contrast, in the School Year 2020-2021, some improvement lost, and the rate decreased to 87.4%, despite exceeding the expected target of 2023. This trend was similar for female and male students; however, when the primary school graduation rate reached a high level (91.7%, the highest level in the School Year 2021-2022), efforts needed to be made to improve the academic progress of male students (89.2% in the School Year 2021-2022). A more detailed analysis of the study flow rate would reveal whether the male graduation rate was low due to low or late enrollment, high dropout rate, repetition rate or a combination of these factors.

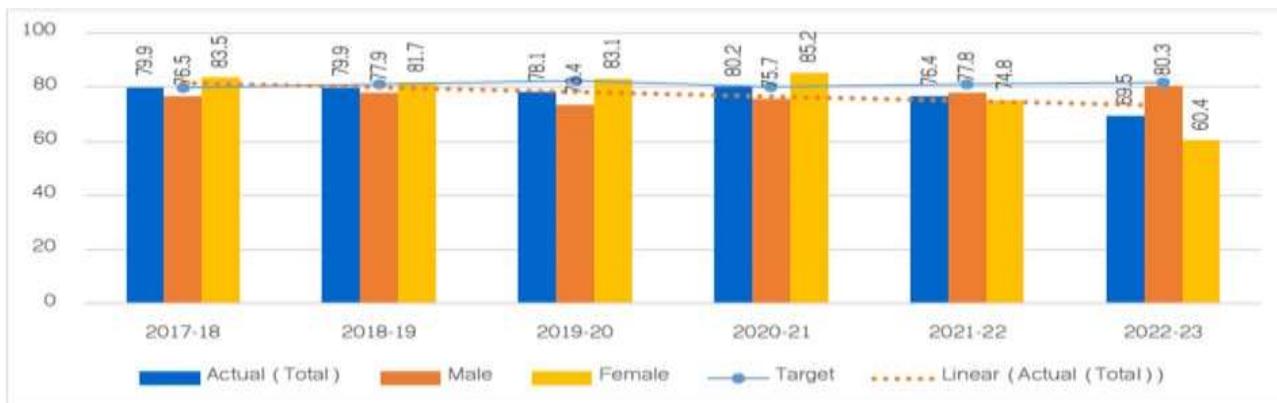
The progress of primary school graduation rate during the review period varied by capital-provinces. There was a great concern for provinces whose rates were less than or equal to 70%, such as Ratanakiri (63.6%), Pailin (65.5%), Stung Treng (70.9%) and Tbong Khmum (73.5%). Therefore, more attention should have been paid to provinces with low graduation rates.

Retention Rate

Primary school retention rate measured the percentage of students enrolled in the first grade of primary school and were expected to reach the final grade, regardless of repetition in any school year. Progress since the

beginning of the implementation of the Education Strategic Plan has shown a slight decrease until the School Year 2019-2020, but in the following school year, the rate increased compared to the baseline year. On the other hand, this indicator was different between female and male students. Female students had a higher retention rate than male students during this period, with a decrease in the first school year, but later tended to increase to 85.2% in the School Year 2020-2021 and then gradually decreased to 60.4% in the School Year 2022-2023. In contrast, in general condition during the same period, retention rate of male students decreased significantly, however, it improved in the last school year (80.3%).

Figure 66: National Primary School Retention Rate from the School Years 2017-2018 to 2022-2023



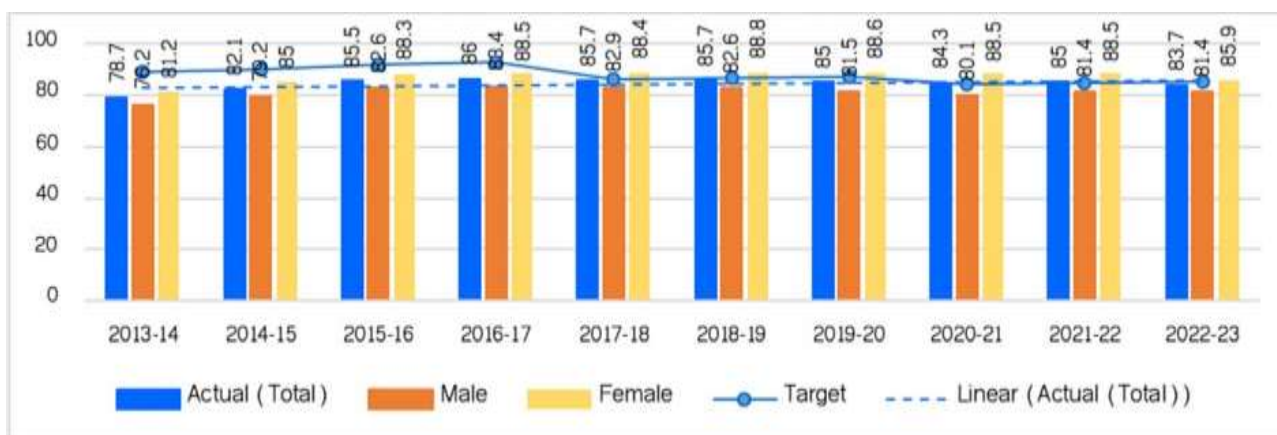
Source: Education Management Information System

Lack of progress in practical measure to prevent dropout and repetition from the early grade or late enrollment may have affected these outcomes. Further analysis by municipality, district and Khan was necessary to identify the most challenging areas and to develop specific measures. To increase graduation and retention rates, it was required to identify appropriate strategies for implementing universal education at primary school. A number of interventions had already been successfully implemented in a number of municipalities, districts and Khans, which needed to be evaluated for scope expansion.

Transition Rate

Changes in transition rate from 2013 to 2022 were observed that the actual practice was lower than the target. The reason was that parents did not understand the value of education, lack of motivation for children to continue their studies and to study at home and school, children helped earn money to support their families, and the implementation of teaching and learning methods was not yet good.

Figure 67: Primary School Transition Rate from the School Years 2013-2014 to 2022-2023



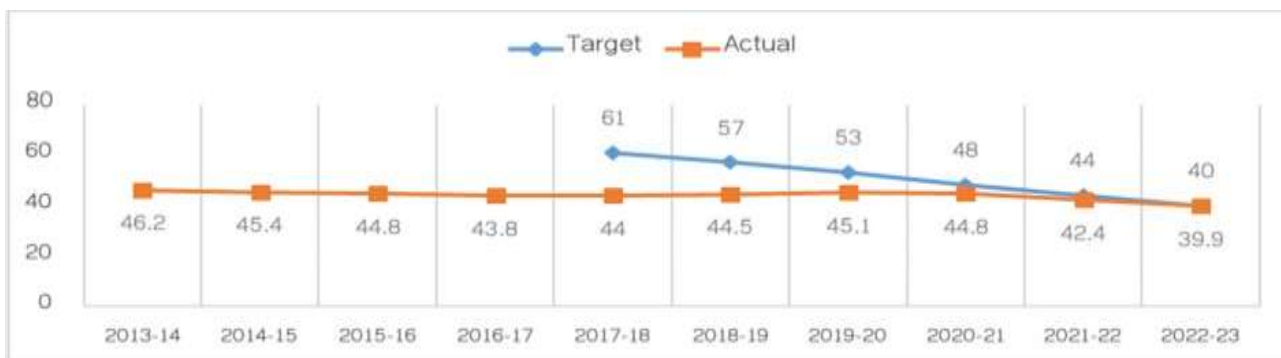
Source: Education Management Information System

Internal efficiency indicators that affected primary school retention and graduation rates were the repetition and dropout rates. The repetition rate had increased until the School Year 2015-2016 then decreased slightly and then increased until the School Year 2021-2022, reflected the impact of school closures. Many children did not go to school for many months and may have not studied online, on television, on worksheets or on radio. Therefore, when they returned to school, they had a hard time and repeated the class. To learn what they had missed out, the Ministry had appropriate strategies for further education being put into practice.

Based on the Joint Assessment Report on Education Needs in the Context of Covid-19 in Cambodia, 61% of children were required to contribute to extra housework, 16% dropped out of school or were willing to drop out of school, 6% had been working full time and 4% had been working part-time since the school suspension.

Given quality input at the primary school was measured by provision of qualified teachers. The student-teacher ratio across the country had made significant progress since the School Year 2017-2018 as a result of the increase in qualifications of primary school teachers. This proportion decreased by 16 people in the School Year 2013-2014, and then this number remained stable at about 45 persons until the School Year 2022-2023, based on staffing norm. However, this picture could show the elimination of inequality at sub-national level and was important for the analysis at municipal, district and khan levels in order to understand which areas have not yet fully provided education services and have not yet provided sufficient qualified teachers.

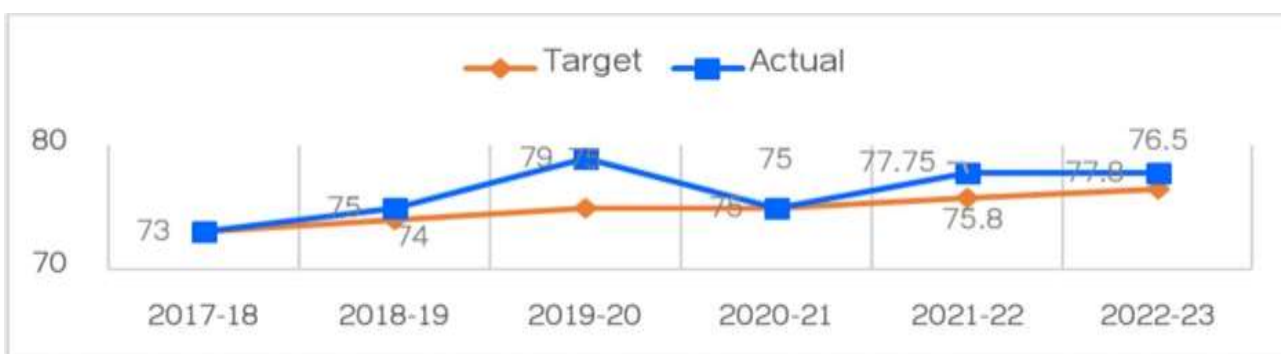
Figure 68: Student-Qualified Teacher Ratio at Primary School from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

The implementation of this sub-sector strategy had a clear purpose of improving the qualification of teachers. Two indicators were used to measure the progress in implementing this strategy, including the percentage of qualified primary school teachers in line with national standard and the percentage of primary school teachers graduated bachelor's degree through teacher training course.

Figure 69: Percentage of Qualified Primary School Teachers in line with the National Standard (12+2) from the School Years 2017-2018 to 2022-2023



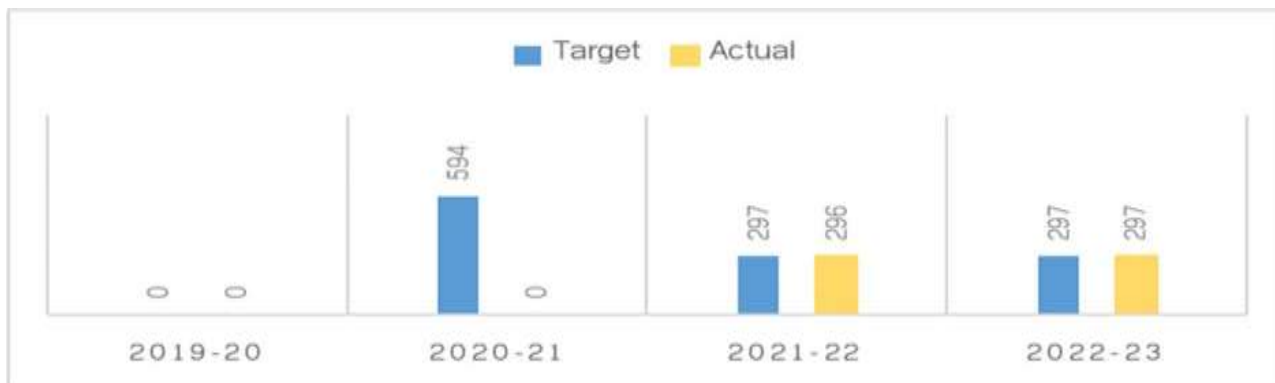
Source: Teacher Training Department

The percentage of qualified primary school teachers in line with the national standard showed a steady increase in the first two years of implementation of the current Education Strategic Plan. In fact, the number of qualified teachers had increased significantly since the School Year 2017-2018, so the percentage of qualified teachers increased from 73 percent in the baseline school year to 79% in the School Year 2019-2020. On the contrary, this indicator decreased in the School Year 2020-2021 due to the participation of primary school teachers in the program to accelerate teacher training at basic level to promote teachers' capacity through the implementation of policies of the Royal Government. That was why there was a decrease or shortage of primary school teachers. However, the status of qualified teachers in line with the standard remained close to the target.

The Education Strategic Plan 2019-2023 focused on strengthening the quality of primary school teacher training in response to the students' learning needs. The number of trained primary school teachers had

increased every year since the School Year 2018-2019, but this number was still below the target. Failure to implement it during the last two school years had slowed the pace of training and may have made it difficult to achieve the target for the last two years of implementing the Education Strategic Plan.

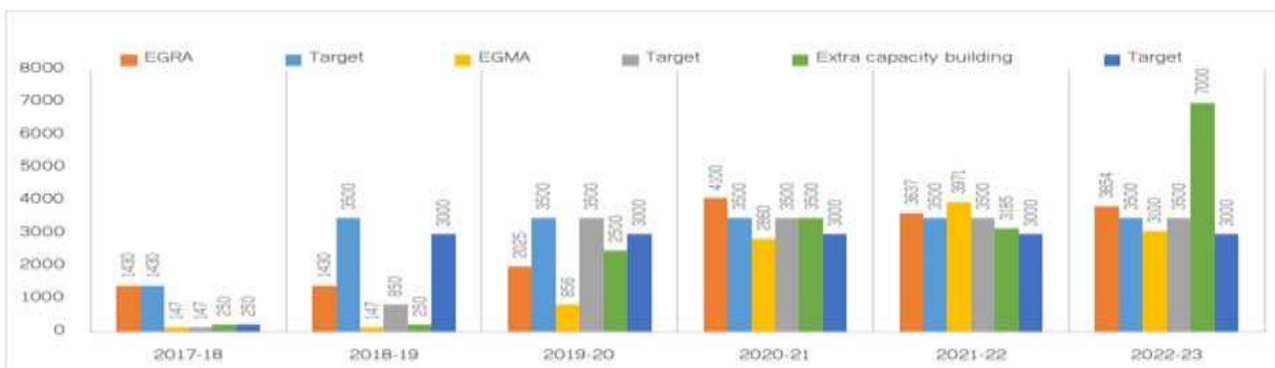
Figure 70: Number of Primary School Teachers Graduated Bachelor’s Degree at the National Institute of Education (12+4)



Source: Teacher Training Department

Teachers received training on application of Khmer language and mathematics teaching methods at early grades, distance learning and teaching, use of information and communication technologies, and classroom management in positive discipline, and so on.

Figure 71: Number of Primary School Teachers Received Further Training from the School Years 2017-2018 to 2022-2023

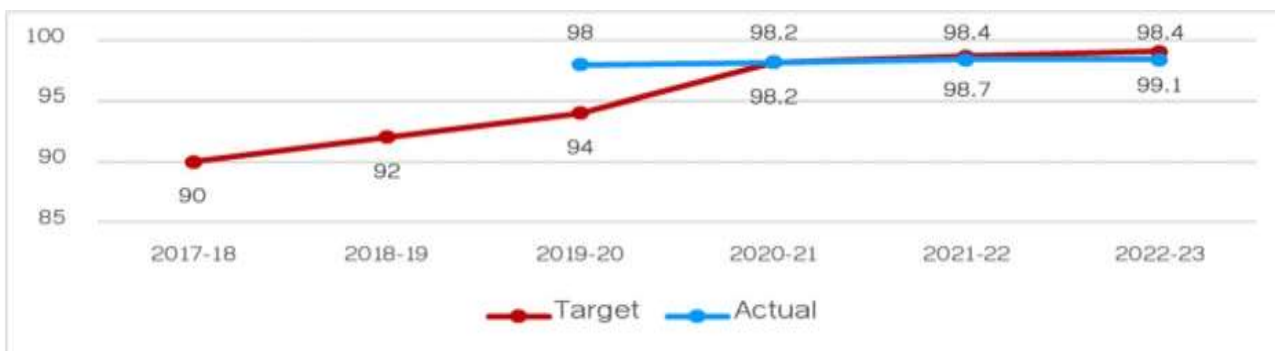


Source: Primary School Department

The demand for teachers was disproportionate to the rate of losing primary school teachers leading to shortage of primary school teachers, and it was exacerbated by the failure to recruit teachers in 2020 and 2022 due to the spread of Covid-19. At the same time, there was a shortage of substitute teachers in the absence of homeroom teachers due to various reasons, such as health problem, maternity leave and so on.

The Education Strategic Plans 2013-2018 and 2019-2023 wished to improve the supply and use of textbooks and teaching and learning materials. Although the provision of textbooks was high, the primary school sub-sector continued to expand the distribution of these learning materials to students.

Figure 72: Percentage of Primary School Students Received One Textbook Per Person from the School Years 2017-2018 to 2022-2023



Source: Department of Curriculum Development

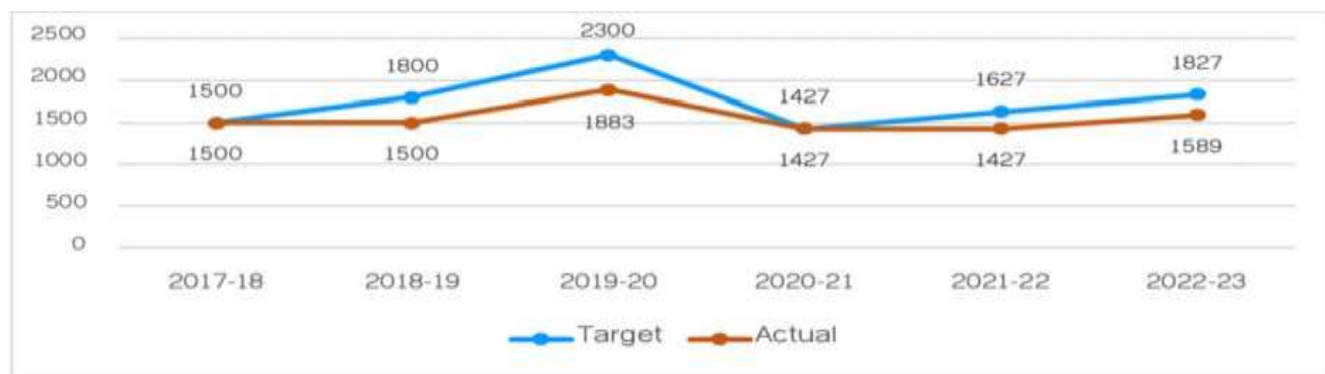
Since the School Year 2019-2020, about 98% of primary school students had received a set of textbooks as planned. Giving textbooks still faced some challenges. The mechanism for distributing textbooks remained complex and had been delayed since the collection of information on textbook demand continued to follow the old norm and some schools did not provide this information to the Offices of Education, Youth and Sports of the Municipal, District, Khan Administrations and the Capital-Provincial Departments of Education, Youth and Sports on time.

In addition, there were problems with book management, lack of book storage space and poor use and maintenance leading to book loss. Besides, printing was limited at national level due to procurement procedures that took much time, from 4 to 6 months. In general, the supply of textbooks took place before the school reopened, from November to December.

Currently, the Ministry developed and piloted the textbook monitoring system in 2020, which was developed by the World Education Organization, supported by the World Bank, and fully implemented in all schools since 2021. This system enabled all schools to collect data on textbook demand in a timely manner.

On the other hand, this progress was measured by access to study materials in the library.

Figure 73: Number of Primary Schools had Standardized Library from the School Years 2017-2018 to 2022-2023

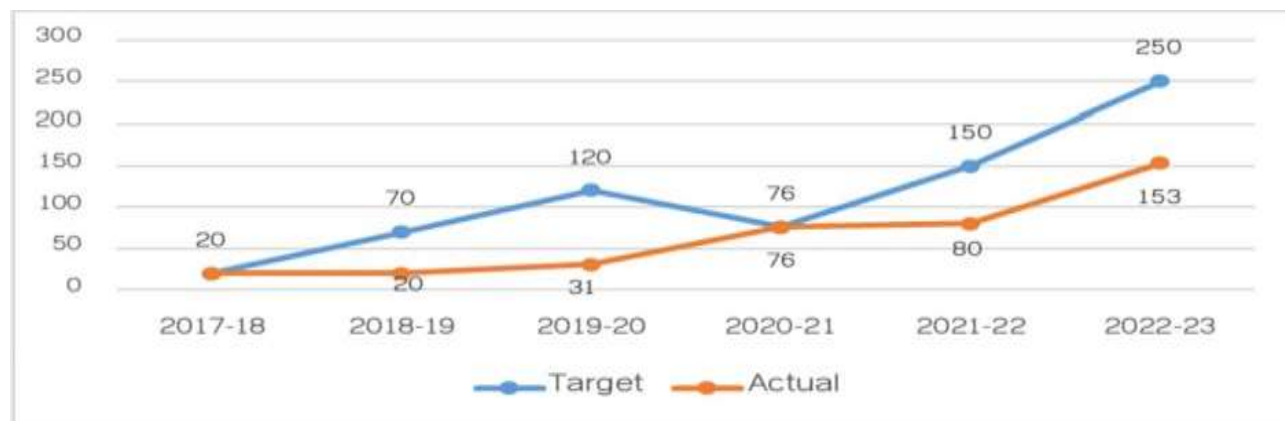


Source: Primary School Department

To date, the implementation of this activity slowed down and was below the target. In general, the ability to manage the library was still a problem due to lack of training on library management as well as lack of specific library standard and insufficient number of textbooks in line with students' education level.

The establishment of computer labs in primary schools was still slow compared to the planned activities. By the School Year 2022-2023, 250 primary schools were expected to have computer labs, but in practice, only 153 primary schools had computer labs.

Figure 74: Number of Primary Schools had Computer Labs for Students from the School Years 2017-2018 to 2022-2023



Source: Primary School Department

Implementation of Programs and Supporting Activities

School Operation Fund

The Ministry had:

- Provided public school operation fund;
- State budget of 85,274,469,850 Riels, implemented 100%;
- Budget of development partners of 10,672,870,191 Riels, used by the third quarter at an amount of 7,994,463,410 Riels equal to 74.9%;
- Provided training on financial procedures and information technology to manage public school operation fund to education officials in 1,320 schools;
- Funded the Home Grown School Feeding Program in 290 communities, with loan of 11,743,020,000 Riels, used 8,950,548,164 Riels equal to 76.2%;
- Provided scholarships to poor disadvantaged students at an amount of 35,736,240,000 Riels;

This ensured that schools were able to perform to achieve the planned achievement.

School Infrastructure and Materials

The Ministry had:

- Constructed 128 new school buildings with 640 classrooms, 5 office buildings with 25 classrooms, 125 toilet buildings with 625 rooms, 125 pump wells or reservoirs, furnished 640 rooms in Kampong Chhnang, Pursat, Battambang, Banteay Meanchey, Siem Reap, Kampong Cham, Preah Vihear, Kampong Thom, Kratie, Mondulhiri, Kampot, Kandal, Takeo, Oddor Meanchey, Stung Treng, Ratanakiri, Preah Vihear, Svay Rieng, Prey Veng, Tbong Khmum provinces and Phnom Penh capital, in collaboration with the Cambodia-EU Education Reform Partnership Program;
- Built 3 kitchens and dining areas for students in Kampong Thom and Pursat provinces, in collaboration with the World Food Program;
- Printed 5,662 food records and 1,203 cook's aprons, in collaboration with the World Food Program;
- Printed 2,345 posters of good practices in food warehouse on food selection and on good practices in school kitchens for distribution to 290 schools implementing school feeding programs in Kampong Chhnang, Pursat, Battambang, Banteay Meanchey, Preah Vihear Oddor Meanchey, Kampong Cham, Preah Vihear, Siem Reap and Kampong Thom provinces;
- Published 2,200 guide books for mathematic teachers in grades 1, 2 and 3, 7,900 mathematic supplementary books for students in grades 1, 2 and 3, and 8,800 Kounsachlat mathematic exercise books for grades 1, 2 and 3, in cooperation with the Teacher Education Program Strengthening Project in Cambodia;
- Published books in Khmer language with 13 titles and reprinted 75 titles equal to 48,550 copies distributed to 171 libraries in Tbong Khmum, Prey Veng, Kampong Speu, Banteay Meanchey and Battambang province, in collaboration with Room to Read Cambodia;
- Created 12 model inclusive classrooms in collaboration with Save the Children Cambodia;
- Provided 9,337 guidebooks for students in grade 1 and 3,682 for grade 2, 9,172 other textbooks, 1,444 guidebooks for teachers in grades 1 and 2, 915 library guide books, 460 posters and 250 sets of leaflets and leaflets to be distributed to grade-1 and grade-2 students and teachers in Prey Veng, Tbong Khmum, Kampong Speu, Banteay Meanchey and Battambang province, in collaboration with Room to Read Cambodia;
- Supplied 15 computers and clothes to Kork Roka School in Phnom Penh capital, in collaboration with Stellar Child Care Organization;
- Supplied study and teaching materials to 498 target primary schools with 111,851 students, 54,326 females, 3,679 teachers, 2070 females, and 835 community reading camps for children in Kandal, Kampong Speu, Takeo, Kampong Chhnang, Battambang, Banteay Meanchey, Siem Reap, Preah Vihear and Kampong Thom provinces, in collaboration with World Vision International-Cambodia;

- Supplied clean water and hand washing facilities, and renovated and constructed new toilets, including equipped 32 hand washing facilities and repaired 3 hand washing facilities, equipped 10 clean water facilities, constructed 16 toilets and repaired 11 toilets, in 33 schools, in collaboration with Aide et Action;
- Provided Covid-19 prevention, sanitation and disinfection equipment, including 32 thermometers, 32 disinfectants, 320 bidons of alcohol and 672 boxes of masks, in collaboration with Save the Children Cambodia.

This proved the attention paid by the Royal Government and development partners to investment in school infrastructure to increase enrollment and improve student achievement despite difficult circumstances.

Child-Friendly School Program

The Ministry had:

- Implemented the child-friendly school program in all public primary schools by evaluating 5,475 intermediate and developed child-friendly schools equal to 78.3%, including 3,620 intermediate child-friendly schools equal to 51.9% and 1,855 developed child-friendly schools equal to 26.6%;
- Developed capacity on positive discipline and effective classroom management for municipal, district and khan training and monitoring teams, with 342 participants, 86 females, in Stung Treng, Siem Reap and Kampong Cham provinces, in collaboration with UNICEF and the Capacity Development Partnership Fund;
- Developed capacity on positive education and effective classroom management for 2,020 teachers in grades 1 to 6 in Kandal, Kampong Speu, Takeo, Kampong Chhnang, Battambang, Banteay Meanchey, Siem Reap, Preah Vihear and Kampong Thom provinces, in collaboration with the World Vision International-Cambodia;
- Developed capacity on child protection for 446 school principals, teachers and school supporting staff, 168 females, in Battambang province, in collaboration with UNICEF;
- Developed capacity on child protection in schools for municipal-district-Khan training and monitoring teams in Kampot, Battambang, Prey Veng and Oddar Meanchey provinces, in collaboration with UNICEF;
- Developed capacity on child protection for school principals, teachers and school support staff in Battambang province, in collaboration with UNICEF;
- Developed capacity on pedagogical classroom management in response to gender equality and facilitation skills for teacher trainers in Kampot province, in collaboration with UNICEF;
- Developed capacity on supplementary learning packages to help slow learners for 363 provincial education staff, education officials of district administration, school management and teachers, 191 females, in collaboration with Save the Children Cambodia;
- Developed capacity on how to make and use questionnaires related to the study of students in grades 1, 2 and 3 in Khmer language and mathematics for training and monitoring teams at municipal-district-Khan level and 76 Presidents of School Clusters, 22 females, in Battambang province, in collaboration with UNICEF;
- Developed capacity on dissemination of the Third Pillar of Child-Friendly School Program on hand washing and proper hygiene practices for 32 target schools, in collaboration with Save the Children Cambodia;
- Developed capacity on statistics and data management for 67 members of the school management board and school management committee, 12 females, in collaboration with Save the Children Cambodia;
- Developed capacity on disaster management, school development plan and emergency response plan for 105 school principals, vice principals, deputy managers and school management committee, 14 females, in collaboration with Save the Children Cambodia;

- Organized a workshop on drawing up guiding documents for teacher trainers in multidisciplinary and positive discipline programs and effective classroom management, with 123 participants, 26 females, in Takeo and Kampong Cham provinces, in collaboration with UNICEF;
- Organized a workshop on multidisciplinary learning on basic life skills and the use of guidebooks for teacher trainers in Kampong Chhnang province, in collaboration with UNICEF;
- Organized a workshop on drawing up guiding documents for teacher trainers in multidisciplinary and positive discipline programs and effective classroom management, with 123 participants, 26 females, in Takeo and Kampong Cham provinces, in collaboration with UNICEF;
- Organized a workshop on the use of supplementary study packages for slow learners or disadvantaged students in target provinces online, in collaboration with Aide et Action;
- Organized workshops on the use of supplementary material and home-based learning packages for teacher trainers for further training to school principals and technical team leaders in Kampong Cham, Banteay Meanchey, Koh Kong, Ratanakiri, Pailin, Svay Rieng and Mondulakiri province, in collaboration with UNICEF.

This showed that the Ministry had focused on rights of children, safety and child protection in schools in equitable manner. Cambodia become a leading member in practice of rights of the child in the Asia-Pacific region in 2022.

New Generation Schools

In the School Year 2022-2023, there were 4 new generation schools, including **Hun Sen** Anuwath Primary School in Kampong Cham Municipality, Kampong Cham Province, **Svay Prohot** Primary School in Svay Chrum District, Svay Rieng Province, **Angkor Ban** Primary School in Kang Meas District, Kampong Cham Province, and **the Queen Mother Norodom Monineath Sihanouk** Primary School in Oudong district, Kampong Speu province, with a total of 2,406 students, 1,150 females. The practice of new generation school was provided with New Generation School Certificate as a model for primary schools to follow and respond to education reform in line with the new context.

The Ministry had:

- Provided a Certificate of Evaluation as a Complete New Generation School to **Hun Sen** Anuwath Primary School in Kampong Cham municipality, **Svay Prohot** Primary School and **the Queen Mother Norodom Monineath Sihanouk** Primary School;
- Improved school infrastructure, office supplies, provided materials and equipment, printed technical documents to serve the learning and teaching in line with digital education;
- Developed capacity of school principals and teachers on the 21st century pedagogical framework for teachers in Cambodia, collaborative learning, teaching practicum that gave students opportunity to work together as a team, make a plan on teacher's career path, project study, question making and assess the learning outcomes via Bloom Theory, multidisciplinary learning, the 21st Century Library, thinking of using problem solving algorithm, with 118 participants, 63 females, in Kampong Cham, Kampong Speu and Svay Rieng provinces;
- Developed integrated management with participation of relevant partners, school management board and the school's Board of Directors, strengthen learning and teaching, life skill education, STEM education, child council, rescue room (clinic);
- Developed an action plan to ensure sustainability by raising supporting funds for school operations from parents or guardians of students in all schools;
- Supported teacher activities through pedagogical advisors by using Obsevic software;
- Developed a new strategy to include pedagogical advisors to participate in making plan for the development of new generation school teachers and towards the establishment of a consistent professional development (CPD) committee in each school.

Obtaining a new generation school certificate was a testament of the excellence of past practice. This might be a model for primary schools to follow.

All-day learning and teaching

The Ministry had:

- Put all-day teaching and learning into practice in 9 primary schools, with 6,211 students, 2,986 females, including **Komrou Krong** Primary School, **Kirisovannvong** Primary School in Kampong Chhnang province, **Anuwath Krong Preah Vihear** Primary School, **Rung Roeung** Primary School in Preah Vihear province, Hun Sen Achar Lak Primary School in Kampong Thom Province, **Daun Ov** Primary School, **Trapaing Svay** Primary School, Kork Kreul Primary School in Siem Reap Province, and **Angkor Ban** Primary School in Kang Meas District, Kampong Cham Province; practiced all-day teaching and learning at **Daun Ov**, **Trapaing Sva**, **Kork Kreul** and **Angkor Ban** Primary Schools using government budget, and at **Komrou Krong**, **Kirisovannvong**, **Anuwath Krong Preah Vihear**, **Rung Reung** and **Hun Sen Achar Lak** Primary Schools using equity fund of students' parents or guardians;
- Issued *Prakas* on the Recognition of All-Day Teachers **Daun Ov**, **Trapaing Sva** and **Kork Kreul** Primary Schools in Angkor Thom District, Siem Reap Province, and **Angkor Ban** Primary School in Kang Meas District, Kampong Cham Province;
- Provided an additional allowance of 60% of the total monthly salary to teachers and education staff, who practiced all-day teaching and learning, and provided a budget package to support the administration, learning and teaching processes of 20,000,000 Riels per school per year in Siem Reap and Kampong Cham provinces;
- Provided lunch to students at the school practicing all-day teaching and learning by using budget of the Royal Government;
- Conducted a visit and evaluated schools to put all-day teaching and learning into practice by using the equity fund of students' parents or guardians.

This increased the study hours, subjects and helped improve the quality of student learning outcomes by using the equity fund.

School Management

The Ministry had:

- Issued Directive No. 45 EYS.D., dated December 5, 2022, on the Operation of Public Primary School Institutions for the School Year 2022-2023;
- Implemented school management program and school community strategy in 1,650 schools, including 1,000 schools in collaboration with the General Education Improvement Project and 650 schools in collaboration with the Cambodia-EU Education Reform Partnership Program;
- Organized an Orientation Workshop on the Implementation of the Standard Testing Method at the beginning of the year for school management consultants, with 217 participants, 43 females, in Prey Veng, Siem Reap, Kampong Thom, Kratie, Stung Treng, Ratanakiri, Preah Vihear, Oddar Meanchey, Battambang and Mondulkiri, in collaboration with the Cambodia-EU Education Reform Partnership Program;
- Organized a Workshop on the Establishment of School Management Committee and Classroom Management Committee, with 112 participants, 21 females, in Kampong Chhnang province, in collaboration with the Inclusive Primary Education Project;
- Organized a Workshop on School Community Strategy, with composition of 2,700 participants from hall management committee, school management committee and stakeholders, in Siem Reap province, in collaboration with the General Education Improvement Project;
- Developed capacity on school management for principals, with 50 participants, 10 females, in Kampong Cham, Takeo, Kampong Speu, Kampong Cham and Kratie provinces;
- Developed capacity on the establishment of School Management Committee, children council, school development planning and disaster prevention planning for school management and school management committee, with 105 participants, 14 females, in collaboration with Save the Children Cambodia;

- Coordinated training on the establishment of school management committee, standard testing, school development planning, preparation of employment agreement, with 713 participants, 267 females, in Battambang, Oddar Meanchey, Siem Reap, Preah Vihear, Kampong Thom, Kratie, Stung Treng, Ratanakiri and Mondulakiri province, in collaboration with the Cambodia-EU Education Reform Partnership Program;
- Established 236 Classroom Management Committees and participated in classroom development, equipped fans, purchased wires and arranged floors for 65 classrooms, and sponsored some materials to prevent the spread of Covid-19 to classrooms, in collaboration with Save the Children Cambodia;
- Monitored the ongoing training on preparation of the Agreement on Annual Work Result in the implementation of school management for 639 school management consultants at national, provincial, district levels, for teachers, school management committee, representatives of parents and students, 112 female, in Kratie, Battambang, Oddar Meanchey, Siem Reap, Preah Vihear, Kampong Thom, Stung Treng, Ratanakiri and Mondulakiri provinces, in collaboration with the Cambodia-EU Education Reform Partnership Program;
- Monitored the progress of school management practices in Battambang, Oddar Meanchey, Kampong Thom, Siem Reap, Preah Vihear, Kratie, Stung Treng, Ratanakiri and Mondulakiri, in collaboration with the Cambodia-EU Education Reform Partnership Program;
- Monitored the implementation of year-end student competency assessment test in Svay Rieng, Battambang, Pailin, Kep and Preah Sihanouk, in collaboration with the General Education Improvement Project;
- Monitored the progress of the school community strategic indicators in the implementation of the General Education Improvement Project for school assessment by effectively verifying the outcomes with indicators of the standardized schools by using school actual data and checking the framework of outcomes with financing operational conditions of the monitoring and evaluation system of the General Education Improvement Project, and discussing about challenges and solutions in implementing the school community strategy to achieve the target groups within the framework of annual results, with 175 participants, 69 females, in Battambang, Pailin, Preah Sihanouk, Kep, Svay Rieng, Kandal, Takeo, Kampong Thom, Koh Kong, Kratie, Ratanakiri, Kampong Chhnang, Kampot, Tbaung Khmum and Mondulakiri provinces, in collaboration with the General Education Improvement Project;

This enhanced community participation, promoted capacity, accountability, autonomy, transparency and ownership, as well as built a new culture at schools.

Strengthening Teaching and Learning Methods and Teaching Materials

The Ministry had:

- Completed the preparation of grade-three reading package in collaboration with the Inclusive Primary Education Project;
- Completed the preparation of grade-three mathematics package, consisting of teacher guidebooks, student textbooks, Kounsvachlat exercise books and happy mathematics videos and training documents for teacher trainers, in collaboration with the Teacher Education Program Strengthening Project in Cambodia. This grade-three mathematics package was designed to get students interested in learning and get good results, to promote the use of new teaching methods and student-centered approaches, which helped students develop calculating skills and actively participate in the classroom;
- Consulted with the team of teacher trainers and partner organizations to review the content of Kounsvachlat exercise books, Grade-3 Mathematics, with 44 participants, 18 females, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Piloted teacher trainer guiding documents on grade-one mathematics packages in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Developed teaching methods and use of grade-one mathematics packages for 161 national teacher trainers, 61 females, in collaboration with UNICEF;

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- Provided training on teaching methods and use of grade-one mathematics package for 1,078 grade-one teachers, professional pedagogical advisors and stakeholders, 604 females, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
 - Provided training on teaching methods and use of grade-two mathematics package for 1,162 grade-two teachers, professional pedagogical advisors and stakeholders, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
 - Developed capacity on data management skill for 72 pedagogical advisors of municipal-district levels in 5 target provinces, 18 females, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
 - Developed capacity on pedagogical counseling program for 1,193 professional pedagogical advisors and school-based pedagogical advisors, 610 females, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
 - Provided training on teaching methods and use of grade-1 and 2 mathematics packages for 3,200 school principals, 1,605 females, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
 - Developed capacity on Khmer language and mathematics teaching methods in grades 1 to 6 for 658 provincial officials, officials of municipal-district administrations, school management and teachers, 311 females, in collaboration with Save the Children Cambodia;
 - Developed capacity on pedagogical counseling program for 48 professional pedagogical advisors and school pedagogical advisors, 14 females, in Kampong Chhnang province, in collaboration with Save the Children Cambodia;
 - Developed capacity on teaching methods for grade-one reading packages to 4,282 education staff, 1,637 females, 170 national teacher trainers, 78 females, 1,855 school principals and stakeholders, 251 females, 2, 257 grade-one teachers, 1,308 females, in collaboration with UNICEF;
 - Developed capacity on the use of grade-one reading packages in Khmer language for 377 provincial teacher trainers and grade-1 and 2 grade teachers, 255 females;
 - Developed capacity on pedagogical counseling for 415 education staff, 84 females, in collaboration with World Vision International-Cambodia;
 - Developed capacity on the use of grade-one reading packages for 1,137 grade-1, 2 and 3 teachers, 632 females, in collaboration with World Vision International-Cambodia;
 - Developed capacity on the use of technology in learning and teaching for 24 grade-4 teachers and school management, 4 females, in collaboration with Save the Children Cambodia;
 - Developed capacity on safe school reopening regarding roles and responsibilities of 318 members of school management committees, 191 females, in collaboration with Save the Children Cambodia;
 - Prepared guiding documents for teacher trainers on teaching methods and use of grade-3 mathematics packages for the first semester, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
 - Trained teacher trainers on grade-1 and 2 reading packages in Phnom Penh capital, in collaboration with the Inclusive Primary Education Project;
 - Disseminated and put grade-3 mathematics teaching and learning packages into practice, with participation of 92 leaders of relevant ministries-departments of provincial level and development partners, 23 females, in cooperation with the Teacher Education Program Strengthening Project in Cambodia;
 - Organized a Workshop on Sharing Best Practices with 110 participants, 15 females, in cooperation with the Teacher Education Program Strengthening Project in Cambodia;
 - Organized a Workshop on Sharing Best Practices of the Implementation of Grade-1 Reading and Mathematics Packages, with 102 participants, 27 females, and with 7,777 participant online, in Phnom Penh capital, in collaboration with the Inclusive Primary Education Project;

- Provided pedagogical counseling to grade-1 and 2 teachers on Khmer language and mathematics in Siem Reap, Preah Vihear, Oddar Meanchey, Kratie and Stung Treng provinces, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Implemented reading and writing skill programs in grades 1 and 2 at 189 schools, expanded to another 75 target schools, and developed capacity on grade-1 reading package for 1,334 grade-1 and 2 teachers, school principals and stakeholders in Tbong Khmum, Prey Veng, Kampong Speu, Banteay Meanchey and Battambang provinces, in collaboration with Room to Read Cambodia;
- Monitored and promoted learning and teaching on the use of grade-1 learning package, with 733 participants, 222 persons in Oddar Meanchey, Kratie, Preah Vihear, Stung Treng and Siem Reap provinces, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;

This showed that the basics of primary education have been strengthened through the study of Khmer language (reading-writing) and first-grade mathematics with new, modern and up-to-date methods that made children happy and active in learning with the support of pedagogical advisor.

Inclusive Education Program for Indigenous Children and Children with Disabilities Multilingual Education Program

The Ministry had:

- Implemented multilingual education programs at 96 schools in 17 districts with participation of 235 teachers, 98 females, 4,696 students, 2,327 females, in Ratanakiri, Mondulakiri, Kratie and Stung Treng provinces;
- Conducted Consultative Workshop on Multilingual Teacher Training Program for Stung Treng Northeastern Regional Teacher Training Center and Multilingual Education Program at Primary Education, with 76 participants, 17 females, in Kampong Cham province, in collaboration with UNICEF;
- Developed capacity on multilingual education teaching methods at the primary education with 75 participants, 26 females, in Mondulakiri province, in collaboration with UNICEF;
- Consulted on the development of Jarai textbooks for primary multilingual education programs with 60 participants, 25 females in Ratanakiri and Kampong Cham provinces, in collaboration with CARE;
- Piloted the publication of 200 Jarai textbooks for grade-1 of multilingual education, in collaboration with CARE;
- Developed teachers' capacity on teaching and learning methods of multilingual education classes at primary education for piloting Jarai language, with 34 participants, 7 females, in Ratanakiri province, in collaboration with UNICEF, CARE and ICC;
- Developed capacity on the basics of using information and communication technologies for 410 multilingual educators and stakeholders, 150 females, in Stung Treng, Ratanakiri, Kratie and Mondulakiri provinces, in collaboration with UNICEF;
- Consulted on the development of storybooks in Kroeng and Pnong languages with 80 participants, 26 females, in Ratanakiri and Kratie provinces, in collaboration with UNICEF;
- Provided e-library equipment, such as 18 smart TVs, 18 storage devices, 18 sets of network connectors, 17 set of solar systems, 25 satellite antennas, 4 computers, 1 set of slide projector to 25 schools implementing multilingual education program in Ratanakiri, Mondulakiri, Kratie, Stung Treng and Stung Treng Northeastern Regional Teacher Training Center, in collaboration with UNICEF;
- Held technical meeting to reflect on the implementation of multilingual education and capacity development on teaching methods and lesson plans for multilingual education program, with 271 participants, 83 females, in Kratie, Stung Treng and Ratanakiri provinces, in collaboration with UNICEF;
- Monitored the teaching and learning of multilingual education classes in 5 districts, 10 schools in Ratanakiri and Mondulakiri provinces, in collaboration with UNICEF.

Education Program for Children with Disabilities

The Ministry had:

- Approved the documents of special education program framework;
- Approved and disseminated guidelines for the implementation of the list of monitoring and evaluation of inclusive education;
- Approved aide memoire to identify children with disabilities;
- Constructed an integrated school building with 2 classrooms in Kandal province, in collaboration with AAR Japan;
- Developed capacity on inclusive primary education for 558 members of school management and teachers, 221 female, in Koh Kong, Pursat and Preah Vihear provinces, in collaboration with UNICEF;
- Developed capacity on deaf students teaching methods to teachers of special education high school of deaf students and inclusive education, with 38 participants, 29 females, in Battambang province, and conducted early-grade reading assessment test for 39 deaf students, 12 females, in Kampong Cham province, in collaboration with the Inclusive Primary Education Project;
- Developed capacity on inclusive education for teachers and stakeholders, with 41 participants, 4 females, in Phnom Penh capital, in collaboration with the Inclusive Primary Education Project;
- Developed capacity on inclusive education for 82 members of Commune and Community Committees for Persons with Disabilities, 36 females, and on physical therapy for 40 health center staff, 24 females, as well as referred 25 children with disabilities, 9 females, to received treatment, in Kandal province, in collaboration with AAR Japan;
- Implemented special education program in 6 special education high schools with 552 students, 234 females, including 104 blind students, 45 females, 448 deaf students, 189 females, and 66 students with intellectual disabilities and autism, 18 females;
- Opened deaf integrated classrooms in 5 schools, 7 classrooms with 34 students, 19 females, in Svay Rieng, Prey Veng, Preah Sihanouk and Kampong Chhnang provinces, as well as intellectual integrated classrooms in 42 schools, 74 classrooms with 768 students, 253 females, in Kandal, Kampong Speu, Siem Reap, Kampot, Kratie, Battambang, Preah Sihanouk, Pursat, Kampong Chhnang, Banteay Meanchey provinces and Phnom Penh capital;
- Organized the 10th National Forum on Teacher Capacity Building for Teaching People with Special Needs in All Education Levels, with 135 participants, 45 females, in Phnom Penh capital, in collaboration with with NEP;
- Recruited and trained 23 special education teachers, 14 females, including 10 teachers of the deaf, 6 females, 8 teachers of blind students, 4 females, and 5 teachers of students with intellectual disabilities, 4 females, in Phnom Penh capital;
- Drafted document on special education for intellectual disabilities and autism for training of 43 student teachers, 15 females, in collaboration with UNICEF;
- Developed capacity of 4 officials of the National Institute of Special Education, 1 female, on English language, in collaboration with UNICEF;
- Conducted a research on new deaf sign language with 15 participants, 5 females, at Chbar Ampov Special Education High School, in Battambang and Kampong Cham provinces;
- Printed and distributed 596 braille textbooks and other documents with 44,772 pages and printed and distributed 1,000 sign language books for grades 5 and 6 in all subjects for 5 special education high schools;
- Provided 3 licenses of braille printing programs and 2 licenses for book scanning programs for the National Institute of Special Education and Special Education High Schools, in collaboration with UNICEF;

- Provided 2 laptop and desktop computers to the National Institute of Special Education, in collaboration with UNICEF and Krousar Thmey;
- Provided training on the use of new braille printing machine, with 16 participants, 4 females, to Special Education High Schools in Siem Reap, Battambang, Kampong Cham provinces and Phnom Penh Thmey, in collaboration with Krousar Thmey and experts from Japan;
- Provided training on application of findings of new signs for 21 teachers, 7 females, 70 students, 35 females, in 5 Special Education High Schools, in collaboration with Krousar Thmey;
- Developed capacity on educating visually impaired children for 120 teachers and stakeholders, 25 females, in collaboration with Krousar Thmey;
- Trained teachers on the basics for educating deaf and blind students to 84 special education teachers, 40 females, in Kampong Cham province;
- Held a Discussion Workshop on the Result of Evaluation Report on Special and Inclusive Education with 36 participants, 7 females, in collaboration with Krousar Thmey;
- Held a Workshop on Curriculum Development for Special Education High Schools with 37 participants, 8 females, in Kampong Cham Province;
- Held a Workshop on Educating Children with Intellectual Disabilities and Autism at Primary Education with 89 participants, 42 females, in Kampong Speu and Kampot provinces, and teaching methods in inclusive education for children with intellectual disabilities at primary education with 25 participants, 11 females, in Kandal province and the capital;
- Produced 245 Sign Language Video Clips on Update of Covid-19, 3 Dos 3 Don'ts Preventive Measures, and Wishing on the Occasion of Khmer New Year's Days at the National Institute of Special Education, Phnom Penh capital;
- Recorded 60 video clips of sign language translation, first-grade storytelling, in collaboration with RTI;
- Given food, accommodation and fare allowances of 2,118,000,000 Riels to 1,059 blind, deaf, intellectual disabled and autistic students, 392 females, and gave public school operation fund of 360,000 Riels to 6 special education high schools;
- Received sponsor of 72,000,000 Riels and 24 tons of rice from *Samdech Techo Hun Sen* and *Samdech Kittipritbandit Bun Rany Hun Sen* for Phnom Penh Thmey Special Education High School and Chbar Ampov Special Education High School every year;
- Received sponsor of 12,000,000 Riels and 9 tons of rice from *Samdech Pichey Sena TEA Banh* and His Excellency **TEA Seiha** for Siem Reap Special Education High School;
- Received sponsor of 10 tons of rice from *Samdech Kralahorm SAR Kheng* and water service from Battambang Provincial Department of Education, Youth and Sports for Battambang Special Education High School;
- Received sponsor of 5,000,000 Riels, 2 thermometers, 2 cases of masks and 60 liters of alcohol from His Excellency the Academician **HANG Chuon Naron** for Siem Reap Special Education High School;
- Received sponsor of 60,000,000 Riels for water and electricity services from His Excellency **PAN Sorasak**, the Minister of Commerce, for Phnom Penh Thmey Special Education High School and Chbar Ampov Special Education High School;
- Received sponsor of 8,400,000 Riels for carola flooring of the school campus and 2 tons of rice from His Excellency **KHIEU Kanharith** and *Lok Chumteav KHIEU Tep Rainsy Kanharith* for Kampong Cham Special Education High School;
- Received sponsor of study materials and one-time lunch from Her Excellency **HUN Mana** for Kampong Cham Special Education High School;
- Conducted ear examinations and given hearing aids to 447 students, 205 females, at 5 special education high schools, in collaboration with ESP and Krousar Thmey;

- Conducted eye examination for 772 children, 406 females, with visual impairment, in Kampot, Siem Reap and Battambang provinces, in collaboration with Krousar Thmey;
- Monitored the teaching and learning of inclusive education classrooms, special education schools, and integrated education classrooms in 15 districts and 52 schools in Battambang, Siem Reap, Banteay Meanchey, Oddar Meanchey, Kampong Speu, Preah Sihanouk, Kampot, Kampong Chhnang, Svay Rieng and Prey Veng provinces, in collaboration with UNICEF.

Study Acceleration

The Ministry had:

- Attended Capacity Development Course on Teaching Methodology for Study Acceleration in Mondulhiri province;
- Printed 2,775 Textbooks of Study Acceleration Program;
- Monitored the implementation of Study Accelerating Program and collected information on establishment of study accelerating classrooms at 116 Schools in 7 provinces;
- Conducted an assessment test of students of Study Accelerating Program in 97 classrooms.

This provided better opportunities for indigenous children, children with disabilities and older children to receive quality and inclusive education from year to year.

Scholarship and Home Grown School Feeding Program

The Ministry had:

- Implemented home grown school feeding program to 269,838 students, 132,540 females, in 1,113 schools in 47 districts in Kampong Thom, Kampong Cham, Kampong Chhnang, Pursat, Battambang, Banteay Meanchey, Preah Vihear, Oddar Meanchey, Siem Reap and Stung Treng provinces, including 290 target schools sponsored by the Government in 19 municipalities-districts with 57,450 beneficiaries, 27,920 females, and 823 target schools sponsored by the World Food Program in 28 districts with 215,318 beneficiaries, 104,529 females, in collaboration with the World Food Program;
- Provided scholarships to 148,362 poor students, 80,271 females, to 5,963 schools in 203 municipalities-districts-Khans in all capital-provinces;
- Developed capacity on operational manual of poor student scholarship program and scholarship management information system to 3,139 local scholarship management committees with 9,415 participants, 1,701 females, covering target provinces, in collaboration with the Capacity Development Partnership Fund and World Food Program;
- Developed capacity on supplier selection procedures and food management information systems in schools with 1,542 participants, 388 females, in collaboration with the World Food Program;
- Held a meeting to summarize the implementation of school feeding program with 104 participants, 26 females, in Kampong Thom province, in collaboration with the World Food Program;
- Held a Consultative Workshop to Conclude the Draft Theory of Change on Implementation of School Feeding Program with 25 participants, 5 females, in collaboration with the World Food Program;
- Participated in a visit to gain experience on implementation of the School Feeding Program in Thailand with 18 participants, 3 females, in collaboration with the World Food Program;
- Provided scholarships in kinds or in cash to 320 children, 166 girls, who were about to drop out of school and who had dropped out of school, in collaboration with Save the Children Cambodia;
- Monitored the implementation of scholarship programs for poor students and school feeding programs in all target provinces throughout the country, in collaboration with the World Food Program;
- Monitored the construction of school kitchens in Kampong Thom and Pursat provinces, in collaboration with KOICA;

- Given home grown breakfast to 849 schools with 215,400 students, female 49%, of which 522 schools received food consisting of rice with micronutrients of vitamins A and D and 327 schools received “home grown” vegetables and protein from meats, in Kampong Chhnang, Pursat, Kampong Thom, Siem Reap and Oddar Meanchey provinces, in collaboration with the World Food Program;
- Built and renovated 2,216 school infrastructure, including 58 kitchens, 129 firewood storage rooms and 2,029 hand washing facilities, in collaboration with the World Food Program;
- Given 3,000 kitchen appliances for sufficient use in the kitchen;
- Given 1.5 tons of vegetable seeds and training on vegetable gardening in schools;
- Provided training on improving the effectiveness of monitoring and reporting program management, using digital software, management and implementation of school feeding program, and how to use management information system of the school feeding program to 4,645 stakeholders from local authorities, teachers and communities, in collaboration with the World Food Program;
- Organized health awareness events for 36,820 child caregivers;
- Signed a strategy on transfer-receipt of school feeding program from the World Food Program for continuation until 2028;
- Accepted another 137 schools into the national program, in collaboration with the World Food Program;
- Conducted overseas study tour for 2 officials to strengthen capacity on design and implementation of the National Home Grown School Feeding Program, including to support the participation of the Government in the 32nd World Nutrition Forum in Benin, and conducted study tour for 14 government delegates to study and gain experiences for 3 decades in Thailand;
- Strengthened the technical capacity on policy framework and implementation of the school feeding program to support the draft National Policy on School Feeding, consulted with stakeholders from various sectors, such as education, social protection, health, agriculture, management and the National Council for Social Protection to develop the theory of change for home grown school feeding program and program documents outlining the key features of school feeding program and development of a monitoring framework for the National Program, in cooperation with the World Food Program.

This helped improve nutrition and help disadvantaged students complete their education levels and have access to transition of education levels.

Strengthening and Expansion of School Health Promoting Program

The Ministry had:

- Developed capacity on Covid-19 preventive measures and Covid-19 syndrome to teachers, school principals, school management committee, with 378 participants, 137 females, in collaboration with Save the Children Cambodia;
- Organized the 2nd Meeting on School Health for the Inter-Ministerial Committee to participate as full-pledged members with 130 participants from relevant units and development partners, 20 females, in the capital;
- Held a workshop to disseminate and officially launch the standard operating manual on school health promotion in education institutions, with 70 participants, 38 females, in the capital;
- Developed capacity on the application of standard operating principles for school health promotion to 294 members of management board of education institutions, 10 females, in Kampot and Takeo provinces and the capital, in collaboration with development partners;
- Celebrated World Sight Day on Loving Your Eyes with 300 participants, 145 females, in Kampong Cham Province;
- Selected 3 model schools to implement comprehensive school health promotion activities with 54 participants, 12 females, in Kampong Cham, Takeo and Svay Rieng provinces;

- Piloted and consulted on the Draft School-Based Cooking Manual with 30 volunteer cooks, school-based cooks and related partners, 25 females, in Kampong Chhnang province;
- Conducted an Orientation Workshop on School-Based Cooking Competition Program with 33 participants, 21 females, in Kampong Chhnang and Pursat Provinces;
- Conducted a workshop to disseminate and officially launch the book on principles of mental health first aid operation in education institutions, with 100 participants, 47 females, online;
- Conducted a Dissemination Workshop on Food Safety and Hygiene to prevent the spread of Covid-19 to 4,117 volunteer cooks, suppliers, warehouse managers, management board of education institutions and local Authorities, 2,904 females, in schools, in collaboration with the World Food Program;
- Piloted and consulted on the Draft Health Care Handbook in Response to Climate Change with 28 participants, 16 females, in Kampong Speu province, in collaboration with development partners;
- Reviewed the draft on eye health for teachers and students with 30 participants, 14 females, in collaboration with development partners;
- Developed capacity on implementation of the principles of minimum requirements for clean water, sanitation and prevention of Covid-19 for 1,455 officials in charge of school health and the management board of education institutions in 16 provinces, 375 females, in cooperation with the Cambodia-EU Education Reform Partnership Program;
- Consulted on the final draft of textbooks for health education in grades 1 to 6, with 60 participants, 20 females, in Kampot province, in collaboration with RHAC and Fred Hollows Foundation;
- Developed capacity on the use of textbooks on health education and vision screening for 2047 master trainers in charge of school health, 965 females, in schools, in collaboration with the Fred Hollow Foundation in Cambodia;
- Developed capacity on menstrual health for 168 teachers and students, 84 girls, on evaluation and study survey on menstrual health in Ratanakiri province, in collaboration with development partners;
- Inaugurated and launched water and sanitation infrastructure in 78 schools in Kampong Speu and Svay Rieng province and the capital, in collaboration with UNICEF and Plan International Cambodia;
- Developed capacity on principles of mental health first aid operation for 336 primary schools teachers, 159 females, in Prey Veng, Takeo, Ratanakiri and Battambang provinces, in collaboration with the World Health Organization;
- Disseminate and trained teacher trainers and education officials at the Offices of Education, Youth and Sports of Municipal-District-Khan Administrations in all capital-province on the use and teaching of the prevention of illegal drug use in education institutions;
- Received 237 hand and foot washing equipment sponsored by Prudential Insurance in collaboration with Plan International Cambodia;
- Monitored and evaluated the school health works and the implementation of Standard Operating Procedures (SOP) for school reopening in the context of Covid-19 in education institutions in Koh Kong, Stung Treng, Kampong Chhnang, Preah Vihear, Kratie and Kampong Cham provinces;
- Monitored the activities of teacher trainers in measuring the vision at schools, the operation of health room, equipping of water supply, sanitation and other facilities under the school-based climate change project and the support from various development partners;
- Monitored cooking at schools implementing breakfast program in Kampong Chhnang, Kampong Thom, Stung Treng, Kampong Cham, Pursat, Battambang, Preah Vihear and Oddar Meanchey provinces, in collaboration with the World Food Program.

This emphasized the importance of promoting the health of students and education staff in all aspects to build healthy eating, drinking and living habits.

Teacher Training

The Ministry had:

- Provided training to 2,107 primary school student teachers, 1,511 females, including:
 - 1,213 student teachers, 877 females, for 12 + 2 of the 39th Batch in Year 1;
 - 296 student teachers, 192 females, for 12 + 4 of the 1st Batch in Year 4;
 - 298 student teachers, 214 females, for 12 + 4 of the 2nd Batch in Year 3;
 - 300 student teachers, 228 females, for 12 + 4 of the 3rd Batch in Year 1;
- Organized graduation exam for 296 student teachers, 192 females;
- Completed the organization of bachelor's degree training courses for 67 teacher trainers, 31 females, in the capital, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Developed curriculum framework and detailed curriculum for Master's Degree in Primary Education. This initiative was the first step in implementing the Master's Degree of Education Program for Teacher Trainers in Cambodia;
- Obtained Certificate No. 1779 EYS.C. dated March 29, 2022, on the Accreditation of the Provision of Regular Professional Development Services, by providing temporary accreditation to the training program on school management;
- Developed curriculum frameworks for Bachelor's Degree in Vocational Education of Primary School Teachers, study in full credit system, assessment by Grade Point Average (GPA) Assessment System, improvement of self-study and Student Teacher Education Research;
- Developed a detailed curriculum by subject, including a package of educational subjects, specialized subjects, discipline-based curriculum (teaching methodology), common subjects (writing skills, presentation, research, education and pedagogical internships) and the development of teaching documents, teaching materials and textbooks by subject;
- Implemented concise curriculum by teaching and learning only the core subjects of Khmer language and mathematics, teaching hours was reduced due to school suspension and sometimes study in combined classes, students were divided into two or three groups;
- Prepared a plan to develop teaching methods and guidelines for effective classroom management;
- Create tools for online technical support;
- Reflected on the implementation of classroom management method in teaching and learning, reviewed documents on the effectiveness of classroom management, developed detailed content by subject for training 12 + 2 primary schools teachers according to credit system of teaching and learning teaching methods;
- Held a National Working Group Meeting on Professional Practice and Research, Mainstreaming of Early-Grade Khmer Language and Mathematics into the Training Program;
- Provided pedagogical counseling to school principals and school pedagogical advisors to support teachers and librarians, consultation on curriculum framework and detailed curricula for Master's Degree for teacher trainers, master plan improvement and promotion of teacher qualification for 2021-2025;
- Disseminated additional packages of study materials for slow learners in learning Khmer language and mathematics from grades 2 to 6 and post them on the official website of the Ministry to help develop teachers' ability to understand about learning and teaching in schools in line with the principles of digital education.

This helped develop teaching profession on a regular basis in response to the evolving context of education.

Curriculum Development

The Ministry had:

- Supplied 3,181,000 textbooks;
- Developed 3 Climate Change Education Books for Grades 4 to 6 of Primary School;
- Organized a consultative workshop on a plan to teach basic life skills on climate change in Kampot province and developed 3 student workbooks on climate change education for Grade 4 of Primary School;
- Developed 6 art education books for students and teachers;
- Implemented environmental-friendly schools and monitored target schools for the implementation of environmental-friendly primary schools, which included 7 schools implementing environmental-friendly school program in Kampong Speu, Battambang, Kratie, Kampong Cham and Kampot province for the implementation of climate change education project;
- Held a meeting to summarize the implementation of the basic financial education program for Cha-Ching Phase 2 for 86 master trainers at the capital-provincial and municipal-district-Khan levels, 18 females, in Kampot province, in collaboration with the Child Rights Foundation and the Prudential Foundation Cambodia;
- Organized regular reflection workshops on the implementation of basic financial education programs for Cha-Ching for 115 members of capital-provincial and municipal-district-Khan working groups, school principal, teachers and partner organizations, 52 females, in collaboration with CRF.

This helped improve the implementation of curricula and research study in response to the digital society.

Library Work

Schools have 4,146 complete libraries and 1,589 standardized libraries.

The Ministry had:

- Established two new libraries in Banteay Meanchey and Takeo provinces in collaboration with PRASAC Microfinance Institution Limited;
- Developed capacity on primary school library management for 71 librarians, 48 females, in Siem Reap and Kampong Speu provinces, and provided training to principals and master trainers of teacher training centers, librarians and teachers, and organized 8 primary school libraries in Kampong Thom, Siem Reap, Kampot, Battambang, Pursat, Kampong Chhnang, Kampong Speu and Takeo provinces, in collaboration with Room to Read Cambodia;
- Provided training on Operational Guidelines for Primary School Library to 152 participants in Kampong Chhnang province, in collaboration with Save the Children Cambodia;
- Celebrated the 7th National Reading Day in person and online under the topic Reading improves life in digital society;
- Implemented library programs for 148 schools in Tbong Khmum, Prey Veng, Kampong Speu and Banteay Meanchey provinces, and expanded to 83 new libraries in Kampong Chhnang, Pursat and Battambang provinces, in collaboration with Room to Read Cambodia;
- Mobilized community to build and renovate 31 libraries in Preah Vihear, Banteay Meanchey, Battambang, Kandal and Takeo provinces, in collaboration with the World Vision International-Cambodia;
- Developed capacity on library management and reading activities for 10 national master trainers to develop human resources for library work and further training to 270 school management and librarians in Tbong Khmum, Prey Veng, Kampong Speu, Banteay Meanchey and Battambang, in collaboration with Room to Read Cambodia;
- Developed capacity on reading activities during library hours and reading activities for 312 teachers and school management, in collaboration with Room to Read Cambodia;

- Provided 155,100 books under 425 titles to libraries of 29 schools to Tbong Khmum, Prey Veng, Kampong Speu, Banteay Meanchey, Battambang, Kampong Cham, Kampong Thom and Siem Reap provinces; 12,000 English books to 100 schools in Tbong Khmum and Koh Kong provinces, in collaboration with Room to Read;
- Allowed children to borrow 1,827,519 books from the library to read at home, with an average of 33 books per student per year, compared to the country data of 4.3 books per student, in collaboration with Room to Read;
- Developed capacity on library management for school management and librarians in 32 schools, with 75 participants, 23 females, in collaboration with Save the Children Cambodia;
- Monitored the curriculum, textbooks, standardized primary school libraries of 62 primary schools in Kampot and Kampong Speu provinces;
- Monitored the operation of primary school libraries in Siem Reap, Kampong Chhnang, Battambang, Kratie, Takeo, Prey Veng and Svay Rieng province, in collaboration with Room to Read Cambodia.

This helped to build the reading habit, connect learning and teaching to the library, research study and writing.

Distance Teaching and Learning

The Ministry had:

- Produced 159 cartoon video clips for teaching vowels, consonants and storytelling;
- Developed QR Code on teacher guidebook of the early-grade reading and mathematics packages, in collaboration with the Open Institute;
- Developed capacity on video production for learning and teaching for technical team with 78 participants, 18 females, in collaboration with Save the Children Cambodia;
- Produced a video report on the implementation of the early-grade reading and mathematics packages for presentation on the 25th Teachers' Day, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Continued to promote the use of teaching videos and worksheets in classroom and at home via instructions;
- Printed digital books, compiled new books and translated children's books from English into Khmer, with 118 titles, and uploaded 72 reading videos on literacy cloud for children, guardians, teachers, readers as needed, in collaboration with Room to Read Cambodia.

This emphasized the attention paid to promoting students' learning and self-study, developing capacity of teachers by all means, at anytime and anywhere.

Monitoring and Evaluation

The Ministry had:

- Inspected the subject of teaching and learning of grade-5 writing skill in 62 schools in 32 districts, based on the results of the 2019 SEA-PLM test;
- Inspected, according to direct identification, 475 schools equal to 6.5% compared to previous year, this activity increased after the spread of Covid-19;
- Summarized the results of periodic inspections in the 5-year cycle (2017-2021) and achieved 48.8% of primary schools nationwide;
- Monitored the online learning of vulnerable students during the school suspension due to the spread of Covid 19 in 223 schools, and conducted on-site inspection of 20 schools with 287 participants in all capital-provinces;
- Monitored the effectiveness of periodic school inspections of the Inspection Office of the Department of Education, Youth and Sports at 68 schools and 40 Municipal-District Offices of Education, Youth and Sports in Svay Rieng, Ratanakkiri, Battambang, Koh Kong, Kampot, Kampong Chhnang, Kep, Preah Sihanouk, Battambang, Pailin and Siem Reap province;

- Collected data from 340 sample schools in 9 target provinces of STEP Cam/GPE3 Project with 1,591 grade-1 students and 2,703 grade-2 students took the test;
- Collected data from 249 sample schools in 12 target provinces of CDPF-III Early Grade Reading and Mathematics Packages, with 1,979 students took the test.

This helped correct the problems occur in education institutions in a timely manner and reflected the students' academic results as a basis for the development of education policy.

A.2. Strengthen Institutional Capacity to Ensure Effective Leadership and Management of Education Staff at All Levels

Institutional Capacity Strengthening and School Reform

Activities towards the implementation of school-based management in public primary schools began with the current Education Strategic Plan. However, schools needed time to become effective schools. In the School Year 2018-2019, 80 primary schools effectively implemented the school-based management, this figure was doubled in the next two years. In the last two school years, progress tripled the target. This trend reflected the achievement of targets in the School Year 2022-2023 by implementing a number of measures and methods upon the spread of Covid-19, such as online and electronic learning and teaching.

Figure 75: Number of Primary Schools Implementing School-Based Management Program from the School Years 2018-2019 to 2022-2023



Source: Primary School Department

Training of school principals was a part of the strategy for implementing school-based management in primary schools. Although in the School Year 2018-2019, many school principals received training, the pace of training slowed down in the following school years. In fact, 994 school principals received training in the first year of implementing the Education Strategic Plan, and another 530 school principals in the following year. Even in the School Year 2020-2021, in the context of the spread of Covid-19, the training could continue in 2022 and 2023 for 2,520 school principals.

At the same time, the Ministry of Education, Youth and Sports has issued guidelines to ensure the provision of educational services to students in response to Covid-19 crisis by revising the official school calendar for the school year 2020-2021, from January 11, 2021 to September 30, 2021. The main content of the learning process focused on: 1) student learning outcomes in response to the curriculum standard of the Ministry of Education, Youth and Sports, 2) hygiene arrangements in education institutions by maintaining the “3 dos 3 don’ts” approach to contribute to the prevention of Covid-19 infection in education institutions on safety, school health, keeping a distance of 1.5 meters and food safety, 3) the implementation of new concept of “new life path in education sector” by providing soft teaching and learning services based on geographical location of Covid-19 pandemic risk and educational status and continued to promote “digital education”, 4) putting concise curriculum into practice by identifying subject options to be studied inside and outside the classroom, 5) ensuring efficiency of leadership and education staff management at all levels as well as management of schools, teachers, budget and implementation of decentralization and deconcentration in education sector and regular professional development, 6) implementation of new teaching methods, which are mixed methods, 7) strengthening the potential of education institutions in all physical infrastructure for effective teaching and learning services and schools, and 8) collaboration with all stakeholders to ensure effective education services and response to the development of knowledge and prosperity economy to ensure the continued education of students during the suspension of public education institutions across the country, to be able to review the feasibility of conducting distance and electronic teaching and learning or

learning in small groups and distribute worksheets depending on the situation and resources created by local teachers.

Strengthening Management System and Result-Based Monitoring

The Ministry had:

- Issued Letter No. 1,258 EYS.P., dated March 27, 2009, on Internal Regulations for Public Primary Schools;
- Issued Letter No. 21 EYS.D., dated March 4, 2010, on the Implementation of the Prakas on Internal Regulations for Public Primary Schools;
- Issued Letter No. 27 EYS.D., dated September 18, 2012, on Education in Emergency Program focusing on Preparation of Safe Learning Place and Safe Classroom during Flood;
- Issued Letter No. 30 EYS.D., dated September 26, 2012, on the Establishment and Operation of Primary School Supporting Committee;
- Issued Letter No. 17 EYS.D., dated May 2, 2013, on the Implementation of Education Acceleration in Primary School;
- Issued Letter No. 31 EYS.D., dated June 30, 2016, on the Implementation of Eye Protection and Care Measures in Public and Private Institutions;
- Issued Letter No. 30 EYS.D., dated June 30, 2016, on the Implementation of Measures to Prevent various Diseases and Accidents Occur Frequently in Rainy Season in Education Institutions;
- Issued Letter No. 26 EYS.D., dated October 16, 2018, on the Operation of Public Primary Schools and Kindergartens for the School Year 2018-2019;
- Issued Letter No. 19 EYS.N., dated May 9, 2019, on Self-Protection Measures against Rain, Thunder, Lightning and Strong Wind during Rainy Season in Public and Private Institutions;
- Issued letter No. 42 EYS.D., dated September 10, 2019, on the Operation of Public Primary Schools and Kindergarten Institutions for the School Year 2019-2020;
- Issued Letter No. 43 EYS.N., dated September 16, 2019, on the Establishment and Operation of Primary School Management Committee;
- Issued Letter No. 38 EYS.D., dated August 25, 2020, on Reopening of Primary Education Institutions Phase 2;
- Issued Letter No. 59 EYS.D., dated November 11, 2020, on Reopening of Public Primary Education Institutions for the School Year 2020-2021;
- Issued Letter No. 23 EYS.D., dated April 24, 2020, on Distance and Electronic Learning of Students in Kindergartens, Primary and Secondary Schools;
- Issued Letter No. 59 EYS.D., dated November 11, 2020, on Reopening of Public Primary Education Institutions for the School Year 2020-2021;
- Issued letter No. 01 EYS.D., dated January 8, 2021, on the Implementation of Concise Curriculum and Study Schedule for Public Primary Education Institutions for the School Year 2020-2021;
- Issued letter No. 07 EYS.D., dated January 28, 2021, on Preventing Threats and Cheating on Children;
- Issued Letter No. 11 EYS.D., dated February 19, 2021, on the Preparation of Score Books and Attendance Lists of Primary School Students;
- Issued Letter No. 13 EYS.D., dated February 23, 2021, on Additional Teaching for Slow Learners in Public Primary Schools;
- Issued Letter No. 26 EYS.D., dated May 28, 2021, on Distance and Electronic Teaching and Learning for Public Primary Education Institutions for the School Year 2020-2021;

- Issued letter No. 49 EYS.D., dated September 10, 2021, on the Establishment and Operation of the Primary School Management Committee;
- Issued Letter No. 60 EYS.D., dated October 21, 2021, on Teaching and Learning in Groups for General Education Institutions at All Levels, Both Public and Private Higher Education Institutions and Teacher Training Institutions;
- Issued Letter No. 85 EYS.N., dated November 23, 2021, On the Closure of School Year 2020-2021 at Public General Education Institutions;
- Issued Letter No. 15 EYS.D., dated February 18, 2022, on Teaching and Learning in the Context of Covid-19 and Covid-19 Vaccination to Education Staff and Students;
- Issued letter No. 25 On the policy measures to respond to the loss of education to improve the education of students at the primary level, dated 6 May 2022.
- Issued letter No. 45 IK.Sanon. On the operation of public primary schools in the academic year 2022-2023, dated December 5, 2022.
- Issued letter No. 84 On the operation of public primary schools in the academic year 2021-2022, dated December 17, 2022.

Capacity Building

The Ministry had:

- Developed capacity on human resource information management system and regular professional development management system (RPD) for 2,168 primary school principals and teachers, 564 females, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Developed capacity on strengthening the implementation of regular professional development at school level for school principals and persons in charge of human resource management system, with 190 participants, 42 females, online, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Developed capacity on the use of technology for teaching and learning for 23 teacher trainers of Phnom Penh Teacher Training Center, 5 females, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Developed pedagogical capacity of teacher trainers for 45 master teacher trainers, education staff of national and sub-national levels, 9 females, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Developed capacity on the use of technology and pedagogy of diversified teaching to 55 management officials of Teacher Training Center, 9 females, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Developed capacity on the use of technology and pedagogy of diversified teaching to 568 teacher trainers of Teacher Training Center, 240 females, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Developed capacity on giving feedback and grading assignments via a model system to 31 teacher trainers for diversified training, 9 females, online, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Developed capacity on the introduction of experimental materials in science, physics, chemistry, biology and earth studies and environmental studies to 64 teacher trainers of Teacher Training Center, 14 females, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Provided vocational training to 289 teachers, 193 females, in Siem Reap province, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Developed capacity on teaching methods to 479 teachers, 167 females, in collaboration with Cambodia Charitable Trust;
- Developed capacity on review of detailed curriculum of Khmer language, advanced reading and writing at primary school and assessment for 133 teachers, 50 females, in collaboration with Triangle Research Institute;

- Developed capacity on inclusive education for 96 teacher trainers at Phnom Penh Teacher Education College and Teacher Training Center, 40 females, in collaboration with UNICEF;
- Developed capacity on the use of technology for teaching and learning for 16 teacher trainers of Teacher Training Center, 4 females, in Takeo province;
- Developed capacity on operational research for 49 teacher trainers of Teacher Training Center, 16 females, in Kampong Speu province;
- Developed capacity on English teaching at primary school and collaboration with Peace Corps volunteers for 30 teachers, 20 females, in collaboration with US Peace Corps in Cambodia;
- Organized a Workshop on Curriculum Framework and Detailed Curriculum of the Master's Degree in Education for Teacher Trainers of Primary Education Teacher Training College, with 32 participants, 3 females, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Organized a Workshop on Manual of Operating System for Regular Professional Development and Updating the Standard of Teacher Education Institutions with 90 participants, 11 females, in Kampong Speu province, in collaboration with the Teacher Education Program Strengthening Project in Cambodia;
- Organized a Workshop on Methods for Teaching Khmer Language, Mathematics and Classroom Management for teachers of the 38th batch who graduated in 2021 and were working, with 51 participants, 35 females, in Kampong Chhnang province, in collaboration with Cambodia Charitable Trust;
- Organized a Workshop on Gender Mainstreaming in Education Sector, with 53 participants, 8 females, in Svay Rieng province;
- Provided school meals with experience in implementing the program, there was still a need to strengthen skills in implementing school feeding program. Therefore, the ongoing training course was a part that paid much attention for all stakeholders, especially at sub-national level, in collaboration with the World Food Program;
- Strengthened the capacity of the school feeding program information management system for technical team, which had been put into practice in all schools, in collaboration with the World Food Program.

Incentive and Appointment of Education Staff

The Ministry had:

- Deployed 49 primary school teachers, 33 females, from school with surplus teachers to school with shortage of teachers;
- Deployed 296 new primary school teachers who had been trained according to the formula (12 + 4), 192 females, to schools in need of teachers;
- Regularly applied salary disbursement via banking system twice a month;
- Provided allowance to officials for maternity leave, especially contractual officials;

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

B. PROGRESS OF OUTCOME INDICATORS

Analysis of the Progress of Outcome Indicators

N°	Indicators	BasedLine	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Actual	Sta- tus
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23		
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement														
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	94,3	98,1	99,4	95,9	95,1	95,2	97,5	96,4	87,4	85,7	89,4	89,8	↑
	Male	94,4	95,3	95,3	94,7	91,8	95,2	97,5	96,5	86,8	85,8	88,9	89,1	↑
	Female	94,2	98,2	100,0	95,4	94,0	95,1	97,5	96,3	88,0	85,5	90,5	90,5	↑
2	Net enrolment rate	97,0	98,2	97,9	97,8	97,6	97,8	98,0	97,3	91,9	93,0	93,0	95,8	↑
	Male	96,9	95,4	94,1	93,3	93,2	97,6	97,5	96,8	91,0	91,8	92,0	95,5	↑
	Female	97,0	98,5	98,4	99,3	97,8	98,1	98,5	97,9	92,3	94,2	93,7	95,9	↑
3	Dropout rate	10,5	8,3	6,2	4,6	4,1	4,1	4,4	6,8	7,3	7,2	6,2	7,5	↓
	Male	12,4	9,4	7,2	5,5	4,7	4,7	5,1	7,7	7,7	8,6	6,4	5,5	↑
	Female	8,3	7,2	5,2	3,8	3,5	3,5	3,7	5,9	6,8	5,7	5,4	9,5	↓
4	Repetition rate	4,8	4,8	5,1	6,7	6,6	6,5	6,2	6,3	7,0	7,98	5,0	5,9	→
	Male	5,5	6,0	8,1	8,1	8,0	8,0	7,7	7,8	8,7	9,77	6,4	7,5	→
	Female	4,1	4,1	5,3	5,1	5,1	4,9	4,7	4,7	5,3	6,09	4,2	4,2	↑
5	No. of districts with primary education repetition rate less than or equal ≤10%				95	90	173	180	183	170	150	176	168	→
6	Completion rate at primary education	87,4	88,9	84,1	80,6	79,9	82,7	82,1	88,2	87,4	91,7	88,7	86,8	→
	Male	86,9	87,8	81,8	77,5	76,7	79,1	78,2	84,1	83,4	89,2	84,2	85,3	↑
	Female	87,8	90,2	86,6	83,9	83,2	86,4	86,0	92,7	91,6	94,4	92,3	89,4	→
7	Survival rate at primary education						79,9	79,9	78,1	80,2	76,4	81,6	69,5	↓
	Male						76,5	77,9	73,4	75,7	77,8	77,9	80,3	↑
	Female						83,5	81,7	83,1	85,2	74,8	86,6	60,4	↓
8	Transition rate from primary to lower secondary education	76,8	78,7	82,1	85,5	86,0	85,7	85,7	85,0	84,3	85,0	85,2	83,7	→
	Male	72,7	76,2	79,2	82,6	83,4	82,9	82,6	81,5	80,1	81,4	81,1	81,4	↑
	Female	81,4	81,2	85,0	88,3	88,5	88,4	88,8	88,6	88,5	88,5	89,3	85,9	→
9	% of new Grade 1 students with pre-school experience		80	62	61,9	64,0	65,0	68,4	71,3	74,5	55,8	77,3	69,9	→
10	% of child-friendly schools at intermediate and developed levels	72,3	72,5	73,6	73,5	79,4	81,3	83,4	74,3	79,3	77,6	82,2	78,3	→
11	% of primary schools with access to electricity						49,6	60,3	88,1	84,9	86,8	87,5	89,1	↑
12	% of primary schools meeting WASH standards													
	Star 1						45,3	47,1	40,6	36,0	34,1	34,5	15,7	→
	Star 2						22,4	22,7	31,0	38,6	43,2	40,1	29,7	→
	Star 3						1,4	1,5	2,4	33,0	5,1	4,3	47,7	↑
13	% of primary schools with:													
	Latrines		82,8	80,9	85,9	81,5	90,6	90,6	99,3	100,0	99,9	100	99,9	→

	Safe water			56,8	58,1	59,1	59,3	59,3	90,4	89,6	88,2	90,3	83,6	↓
	Hand-washing facilities		49,6	47,2	47,2	60,0	56,7	56,7	74,7	81,2	85,9	81,7	85,9	↑
	First aid boxes		70,0	29,0	54,3	70,0	54,0	70,8	53,5	57,8	56,9	58,3	57,4	↑
14	No. of primary students receiving food at school						0	0	52 130	53 737	53 737	101 400	269 838	↑
15	No. of scholarship students in primary education					75 000	86 126	96 507	110 156	122 228	148 901	149 970	148 362	→
16	No. Multilingual teachers						197	205	219	231	242	242	235	↓
17	No. of teachers trained in the special education diploma course each year at the National Institute of Special Education						0	18	20	22	20	20	23	↑
Sub-sector Objective 2: Improve the availability of quality inputs in primary education														
18	Pupil-teacher ratio	48,5	46,2	45,4	44,8	43,8	44,0	44,5	45,1	44,8	45,1	39,9	44,8	→
19	% of primary teachers qualified according to national standards (upper secondary certificate +2)						73,0	75,0	79,0	75,0	77,75	76,5	77,8	↑
20	No. of primary teachers trained on													
	EGRA package						1 430	1 430	2 025	4 100	3 637	3 500	3 854	↑
	EGMA package						147	147	856	2 860	3 971	3 500	3 100	↓
	Other capacity building						250	250	2 500	3 500	3 185	3 000	7 000	↑
21	% of primary teachers completed BA through teacher education courses						0	0	0	0	296	297	297	↑
22	% of primary school students receiving one set of basic textbooks						0	0	98,0	98,2	98,4	99,1	100	↑
23	No. of primary schools with a computer room for students						20	20	31	76	80	250	153	→
24	No. of primary schools with a standard library						1 500	1 500	1 883	1 427	1 427	1 827	1 589	→
Policy 2: Strengthen institutional capacity to 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	Number of primary schools implemented school meal providing programmes consisting of kitchen and dining room with standards									MTR	12	12	8	↓
26	No. of school principals trained in SBM per year						472	994	530	0	520	500	2 520	↑
27	No. of public primary schools fully competent in SBM							80	160	160	520	500	1 700	↑

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:

- Shortage of about one-third of the total number of teachers;
- The implementation of early grade reading and mathematics packages as well as pedagogical counseling programs had reached about 28% of grades 1, 2 and 3 grade nationwide only;
- The capacity of teachers on methods for teaching Khmer language, mathematics, STEM education, foreign language, ICT from grades 4 to 6 was still limited;
- Single-shift learning and teaching practice did not yet meet international standards;
- School management practice was still in small scale, about 22% of primary schools nationwide;
- Lack of school buildings and rooms for organizing libraries, laboratories, offices and computer labs and so on;
- Lack of school health infrastructure and awareness of school health in schools;
- Lack of infrastructure and facilities for distance learning and teaching and digital education;
- The implementation of home grown school feeding program and scholarship programs was still inadequate.

2.2.3 SUB-SECTOR: SECONDARY AND TECHNICAL EDUCATION

A. ACHIEVED OUTCOME

A.1 Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All, Youth Development and Sport Improvement

A.1.1. Quantitative Section

Public and Private Secondary School

Public secondary schools increased from 1,244 to 1,248 schools, with some secondary schools expanding into high schools. Private secondary schools increased from 35 to 92 schools.

This responded to the policy of 1 commune-Sangkat, 1 secondary school. The number of communes-Sangkat with at least one secondary school was 1,547 out of 1,6521 communes-Sankgats.

Figure 76: Number of Public and Private Secondary Schools from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

Public and Private High Schools

Public high schools increased from 444 to 571 schools, with each school year being established and expanded from secondary to high school (Resource High School increased from 36 to 67 schools, and Special Education High School increased from 5 to 6 schools). High schools with grades 7 to 12 increased from 415 to 536 schools, and grades 10 to 12, increased from 29 to 35 schools. Two out of 204 districts did not have high schools yet, including Borei O'Svay Sen Chey district, Stung Treng province, and O'Kreang Senchey district, Kratie province, which has just been established.

Private high schools increased from 87 to 245 schools. This showed that the private sector has contributed to the Royal Government in training human resources for secondary education sector.

Figure 77: Number of Public and Private High Schools from the School Years 2013-2014 to 2022-2023



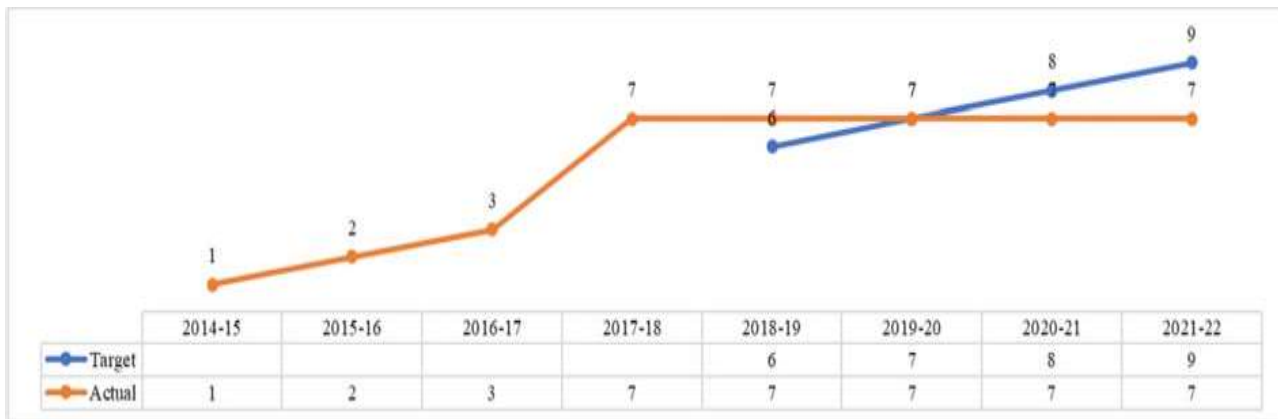
Source: Education Management Information System

New Generation School

The new generation schools increased from 1 school in the School Year 2014-2015 to 7 school in the School Year 2021-2022. The number of students increased from 282 persons, 142 females, to 6,935 persons, 3,692 females.

¹ Sub-Decree No. 167 ANK.BCh., dated August 26, 2021

Figure 78: Number of new generation schools from the academic year 2014-2015 to 2021-2022



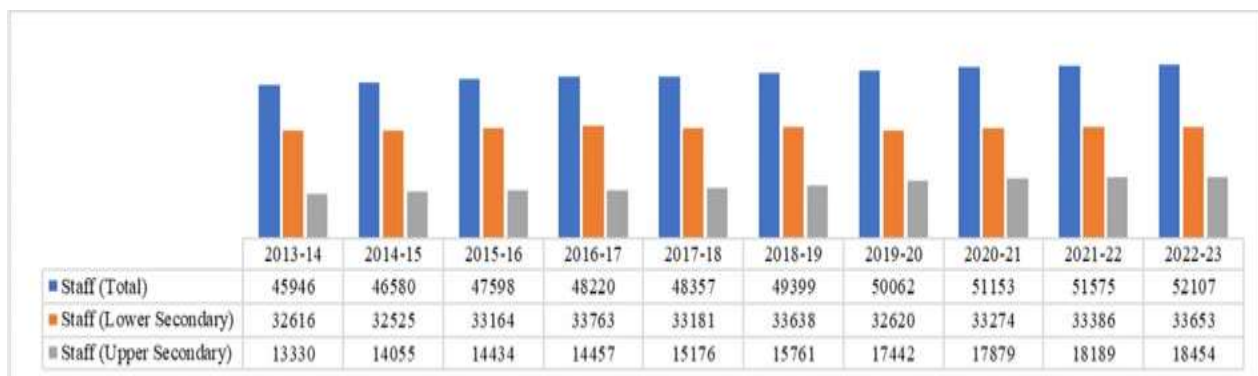
Source: Education Management Information System

Secondary Education Staff

There were 52,107 secondary education staff, an increase of 532 persons, 21,008 females, an increase of 350 persons, of which there were 33,653 lower secondary school students, an increase of 267 persons, 14,420 females, an increase of 168 persons, and 18,454 high school students, an increase of 265 persons, 6,588 females, an increase of 182 persons.

The number of secondary school teachers increased by 1,037 persons, and the number of high school teachers increased by 5,124 persons. The number of education staff increased in line with the growth of students in both lower secondary and upper secondary educations.

Figure 79: Education Staff at Secondary Education Institutions from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

Lower Secondary School Students

The number of lower secondary school students increased from 538,626 persons, 267,773 females, in the School Year 2013-2014, to 694,161 persons, 362,655 females, in the School Year 2022-2023.

Figure 80: Number of Lower Secondary School Students from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

Scholarship and Poor Lower Secondary School Students

The number of lower secondary students received scholarships increased from 59,971 persons in the School Year 2013-2014 to 102,220 person in the School Year 2022-2023, of which 60 percent were females. Figure 81 showed the implementation of strategy focusing on equitable enrollment of the Ministry of Education, Youth and Sports, as well as development partners, in providing equitable opportunities for primary school graduates to attend lower secondary school.

Figure 81: Number of Scholarship and Poor Secondary School Students from the School Years 2013-2014 to 2022-2023

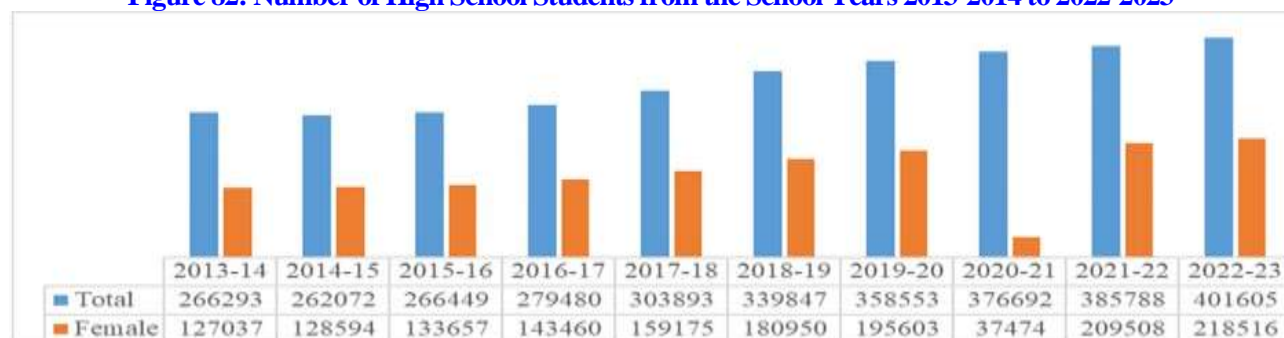


Source: Education Management Information System

High School Students

There were 266,293 high school students, 127,037 females, in the School Year 2013-2014, to 401,605 students, 218,516 females, in the School Year 2022-2023.

Figure 82: Number of High School Students from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

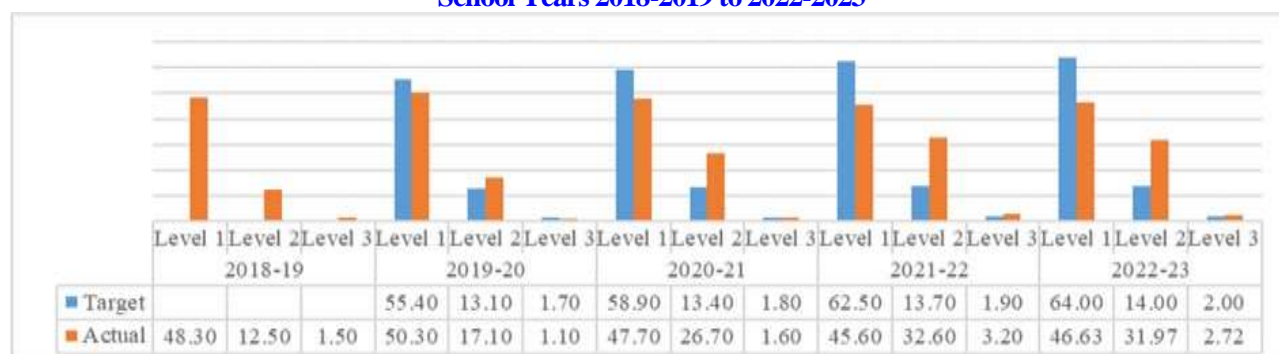
Scholarship and Poor High School Students

The number of high school students received scholarships increased from 3,600 persons in the School Year 2013-2014 to 11,114 persons in the School Year 2022-2023. 545 general and technical high school students, 277 females, received scholarships in the School Year 2021-2022. Figure 82 showed the implementation of strategy focusing on equitable enrollment and efforts of the Ministry as well as development partners in providing equitable opportunities for lower secondary school graduates to attend high school.

Secondary schools met minimum standards of clean water and sanitation

In the last five years, the secondary school had achieved the minimum standard of level 2 of clean water and sanitation, with an average increase of 11.67 percent, with good progress, despite the context of Covid-19 pandemic.

Figure 83: Percentage of secondary schools met minimum standards of clean water and sanitation from the School Years 2018-2019 to 2022-2023

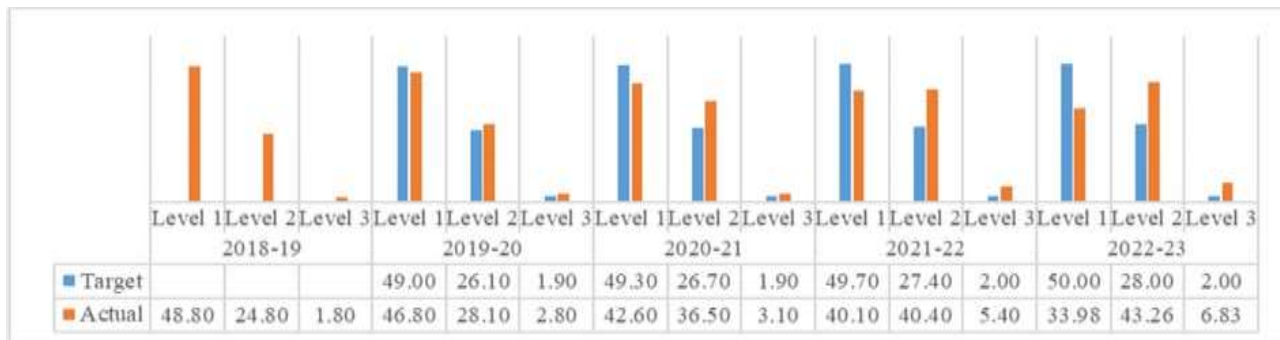


Source: Education Management Information System

High schools met minimum standards of clean water and sanitation

In the last five years, high schools had achieved the minimum standards of level 2 of clean water and sanitation with an average increase of 9.81 percent and Level 3 with an average increase of 2.18 percent, with good progress, despite the context of Covid-19 pandemic.

Figure 84: Percentage of high school met minimum standards of clean water and sanitation from the School Years 2018-2019 to 2022-2023



Source: Education Management Information System

Secondary schools had toilets, clean water, hand washing facilities and first aid boxes

In the last five years, at secondary schools, we have seen a 7.09 percent increase in toilets, a 33.76 percent increase in clean water, a 20.57 percent increase in hand washing facilities and a 5.12 percent increase in first aid boxes. This result showed a high level of attention paid to health and hygiene.

Figure 85: Percentage of secondary schools had toilets, clean water, hand washing facilities and first aid boxes from the School Years 2018-2019 to 2022-2023

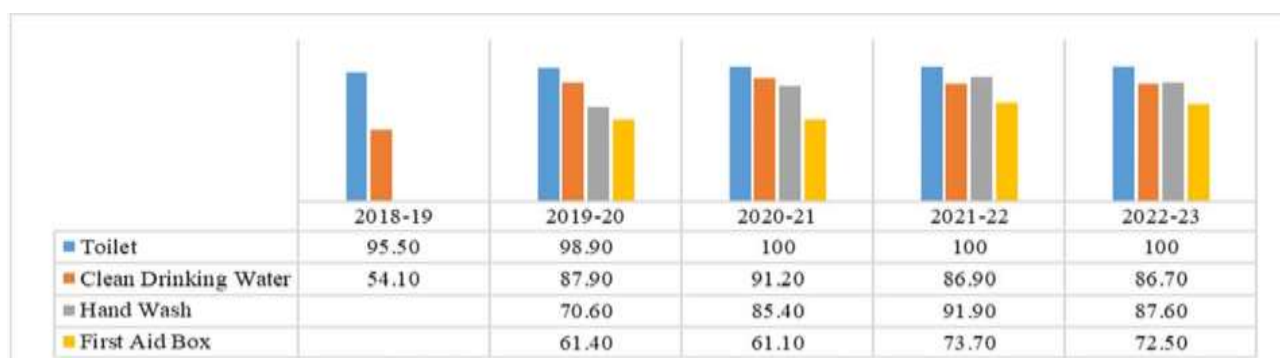


Source: Education Management Information System

High schools had toilets, clean water, hand washing facilities and first aid boxes

In the last five years, at high schools, we have seen a 3.38 percent increase in toilets, a 27.26 percent increase in clean water, a 13.27 percent increase in hand washing facilities and a 5.77 percent increase in first aid boxes. This result showed a high level of attention paid to health and hygiene.

Figure 86: Percentage of high schools had toilets, clean water, hand washing facilities and first aid boxes from the School Years 2018-2019 to 2022-2023



Source: Education Management Information System

Secondary schools had access to electricity

More than 90 percent of secondary schools had access to electricity in the School Year 2021-2022. Secondary schools had access to electricity increased from 69.5 percent to 95 percent, and high school had access to electricity increased from 89.3 percent to 99.5 percent. The Ministry had continued to invest in this infrastructure to provide electricity to all schools across the country and to support the teaching and learning processes.

Figure 87: Percentage of secondary school had access to electricity from the School Years 2018-2019 to 2021-2022

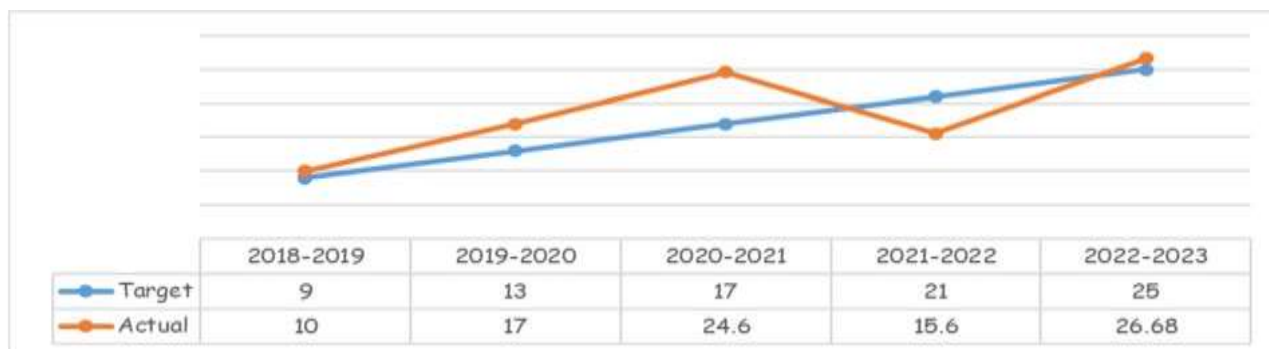


Source: Education Management Information System

High School Used Information and Communication Technologies (ICT)

In the last five years, high schools had used information and communication technologies to support teaching and learning, increased from 10 percent in the School Year 2018-2019 to 26.68 percent in the School Year 2022-2023. The growth in the use of information and communication technologies to support teaching and learning had increased during school closures in the context of Covid 19. At the same time, teaching and learning used a variety of images, including worksheets, Telegram, Zoom, Google Meet, Google Classroom, WhatsApp, Line, E-learning, Facebook...

Figure 88: Percentage of High School Used Information and Communication Technologies (ICT) from the School Years 2018-2019 to 2021-2022



Secondary schools implemented school management program

In recent years, the Ministry had collaborated with development partners to develop a project to improve secondary education within the framework of effective school management, focusing on the evaluation of academic achievement, autonomy of management and successful accountability.

Figure 89: Number of secondary schools implemented effective school management program from the School Years 2017-2018 to 2022-2023



Secondary School Management

605 members of the school management received bachelor's degree training on direct and distant school management through the school management qualification promotion program.

Figure 90: Number of secondary school management had been trained on school management from the School Years 2018-2019 to 2021-2022



Internal Change of Effectiveness

Overall Enrollment Rate at Secondary School

The overall enrollment rate at secondary school increased from 55.3 percent, females 55.0 percent and males 52.1 percent in the School Year 2013-2014 to 83.7 percent, females 85.9 percent and males 81.4 percent in the School Year 2022-2023, with an average annual growth of 2.84 percent, females 3.09 percent and males 2.93 percent. This increase confirmed the attention paid to the enrollment of children in schools, which had been improving year by year in line with the social security situation.

Figure 91: Overall enrollment rate at the secondary school from the School Years 2013-2014 to 2022-2023

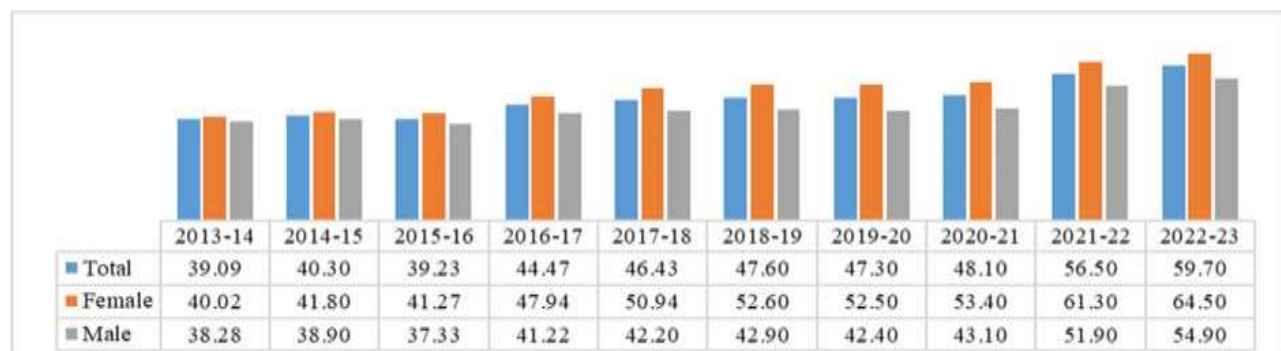


Source: Education Management Information System

Secondary School Graduation Rate

The graduation rate increased from 39.09 percent, females 40.02 percent and males 38.28 percent in the School Year 2013-2014 to 59.7 percent, females 64.5 percent and males 54.90 percent, in the School Year 2022-2023, with an average annual growth of 2.06 percent, females 2.45 percent and males 1.66 percent. The graduation rate of female students was higher than that of male students.

Figure 92: Secondary School Graduation Rate from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

Retention Rate at Secondary School

The retention rate at secondary schools calculated over the last five years showed an average decrease of 1.76 percent per year. This raised concerns that all stakeholders were required to pay attention to and support the teaching and learning processes.

Figure 93: Retention Rate at Secondary School from the School Years 2018-2019 to 2022-2023



Source: Education Management Information System

Dropout Rate at Secondary School

The dropout rate decreased from 21.2 percent, females 20.9 percent, in the School Year 2013-2014 to 18.2 percent, females 17.2 percent, in the School Year 2022-2023, with an average annual decrease of 0.3 percent, females 0.87 percent. This progress showed support and interventions, such as scholarship program for poor students, expansion of school infrastructure, involvement of parents or guardians, communities, and the strengthening of school leadership and management.

Figure 94: Dropout Rate at Secondary School from the School Years 2013-2014 to 2022-2023

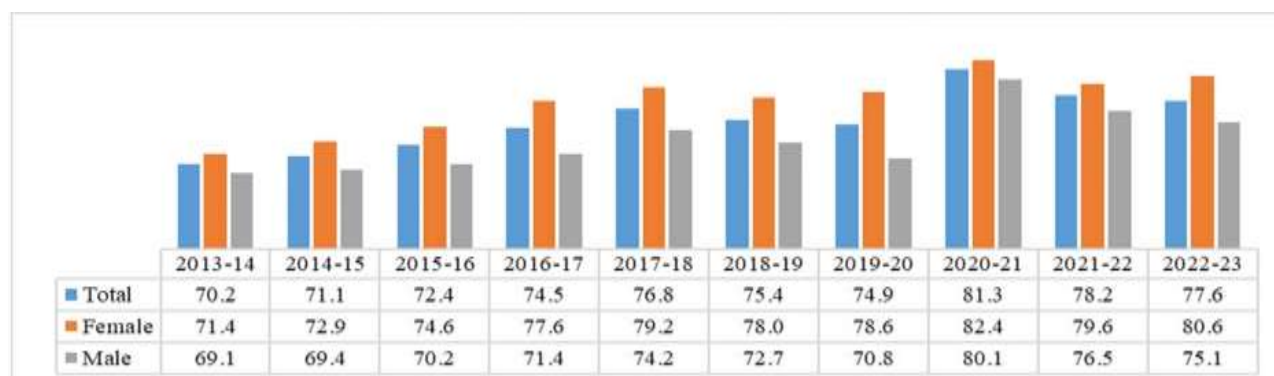


Source: Education Management Information System

Transition Rate from Secondary School to High School

The transition rate from secondary school to high school increased from 70.2 percent, females 71.4 percent, males 69.1 percent in the School Year 2013-2014 to 77.6 percent, females 80.6 percent and males 75.1 percent in the school year 2022-2023, with an average annual growth rate of 0.74 percent, females 0.92 percent and males 0.6 percent. The school transition rate of female students was higher than that of male students.

Figure 95: Transition Rate from Secondary School to High School from the School Years 2013-2014 to 2022-2023

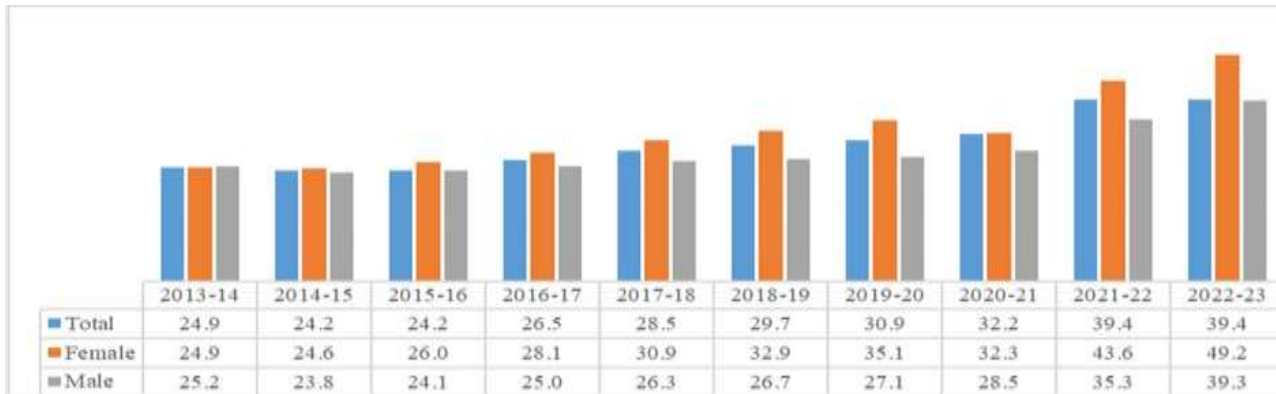


Source: Education Management Information System

Overall Enrollment Rate at High School

The overall enrollment rate at high school increased from 24.9 percent, females 24.9 percent and males 25.2 percent, in the School Year 2013-2014 to 39.4 percent, females 49.2 percent and males 39.3 percent, in the School Year 2022-2023 with an average annual growth of 1.45 percent, females 2.43 percent and males 1.41 percent. This growth proved that an attention paid to child enrollment at schools had improved in 10 years due to effective education system reform, better living standards of citizens, and a peaceful country.

Figure 96: Overall Enrollment Rate at high school from the School Years 2013-2014 to 2022-2023



Source: Education Management Information System

Retention Rate at High School

The retention rate at high schools calculated over the last five years showed an average decrease of 1.96 percent per year. This raised concerns that all stakeholders were required to pay attention to and support the teaching and learning processes.

Figure 97: Retention Rate at High School from the School Years 2018-2019 to 2022-2023



Source: Education Management Information System

A.1.2 Qualitative Section

Student Flow Rate: Promotion Rate, Repetition Rate and Dropout Rate

- Secondary School: Promotion rate decreased by 2.4 percent, females decreased by 0.8 percent, repetition rate increased by 0.8 percent, females increased by 0.4 percent, and dropout rate increased by 1.6 percent, females increased by 0.9 percent;
- High school: Promotion rate increased by 3 percent, females increased by 3.9, repetition rate increased by 0.2 percent, females remained the same at 0.9 percent, dropout rate decreased by 3.2 percent, females decreased by 4.0 percent.

Table 13: Student Flow Rate at Secondary School between the School Years 2020-2021 and 2021-2022

Description	2020-2021	2021-2022	Increase-Decrease	2020-2021	2021-2022	Increase-Decrease
Secondary School	Total			Female		
Promotion Rate	82.2	79.8	-2.4	82.9	81.6	-0.8
Repetition Rate	1.2	2.0	+0.8	0.8	1.2	+0.4
Dropout Rate	16.6	18.2	+1.6	16.3	17.2	+0.9

Transition Rate	85.0	83.7	-1.3			
High School				Female		
Promotion Rate	80.4	83.4	+3	81.2	85.1	+3.9
Repetition Rate	1.1	1.3	+0.2	0.9	0.9	Fixed
Dropout Rate	18.5	15.3	-3.2	17.9	13.9	-4.0
Transition Rate	78.2	77.6	-0.6			

Source: Education Management Information System

Student-Teacher Ratio

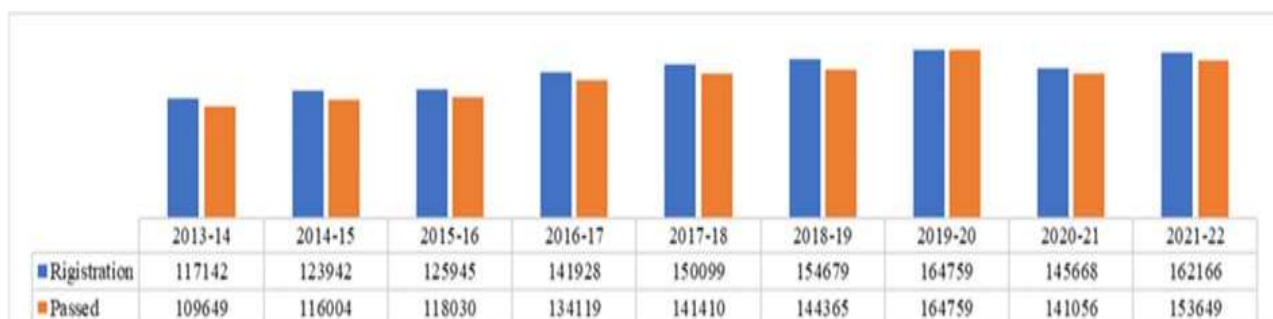
The student-teacher ratio at secondary school decreased from 23.4 to 23.1 and at high school increased from 23.0 to 23.6. The student-class ratio at secondary school increased from 43.3 to 43.6 and at high school increased from 40.7 to 45.2. The student-classroom ratio at secondary school increased from 48.3 to 48.4 and at high school decreased from 47.4 to 48.2.

Secondary School Graduation Examination for General and Complementary Educations

From the School Years 2013-2014 to 2021-2022, at junior high school, the number of candidates who passed the graduation examination increased by 1.15 percent, of which females increased by 0.95 percent, and at senior high school, the number of candidates who passed the graduation examination increased by 31.73 percent, of which female increased by 34.32 percent. In particular, in the School Year 2019-2020, candidates for junior and senior high school graduation examination were allowed to pass 100 percent by **Samdech Techo Hun Sen, the Prime Minister of the Kingdom of Cambodia**, due to the spread of Covid 19.

In the School Year 2021-2022, 153,649 candidates passed the junior high school graduation examination, 84,281 females, equal to 94.75 percent, females 97.05 percent, with good, fairly good and fair grades.

Figure 98: Results of the Junior High School Graduation Examination from the School Years 2013-2014 to 2022-2023



Source: Department of Examination Affairs

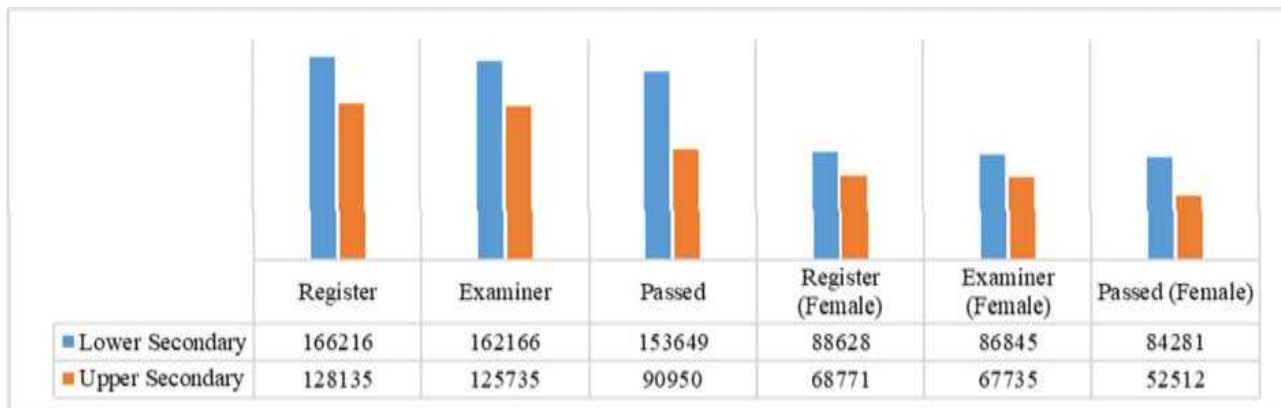
There were 125,735 candidates of senior high school graduation examination, 67,743 females; 90,950 candidates, equal to 72.33 percent, passed the exam, including 52,512 females equal to 77.52 percent; in which 1,049 candidates got Grade A, 552 females equal to 52.62 percent, 7,232 candidates got Grade B, 4,498 females, 19,053 got Grade C, 11,777 females, 31,166 got Grade D, 18,381 females, and 32,450 got Grade E, 17,304 females. Compared to 2021, there were 65.65 percent, 1,753 candidates got Grade A, 1,051 females, 5,215 candidates got Grade B, 3,121 females, 11,634 candidates got Grade C, 7,231 females; 23,499 candidates got Grade D, 14,211 females, and 29,915 candidates got Grade E, 16,126 females.

Figure 99: Results of Senior High School Graduation Examination from the School Year 2013-2014 to 2022-2023



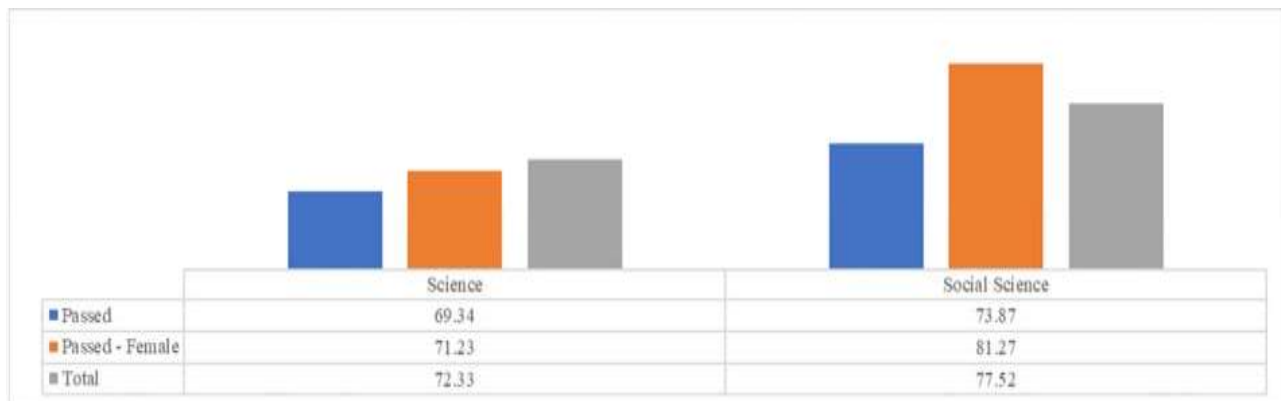
Source: Department of Examination Affairs

Figure 100: Results of Senior High School Graduation Examination from the School Years 2013-2014 to 2022-2023



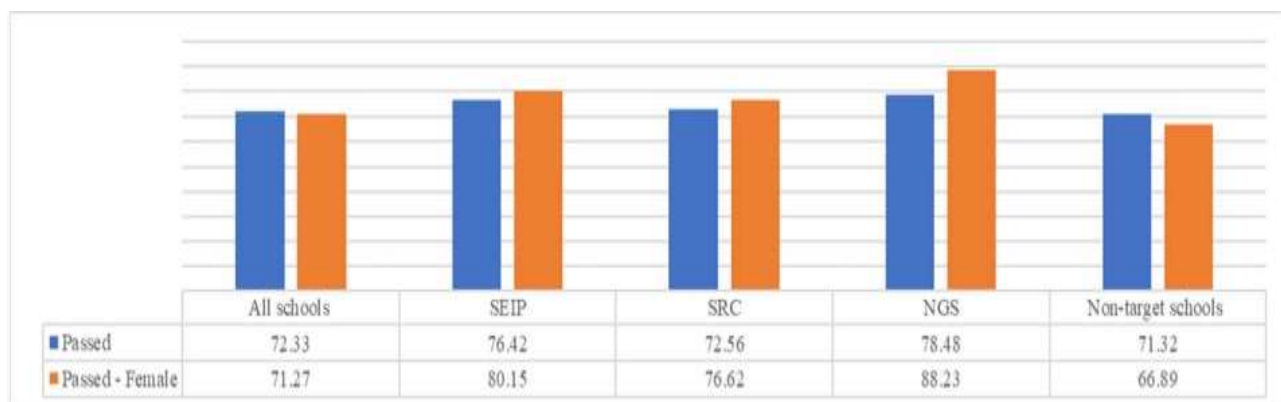
Source: Department of Examination Affairs

Figure 101: Results of Senior High School Graduation Examination for Science and Social Science Classes from the School Year 2021-2022



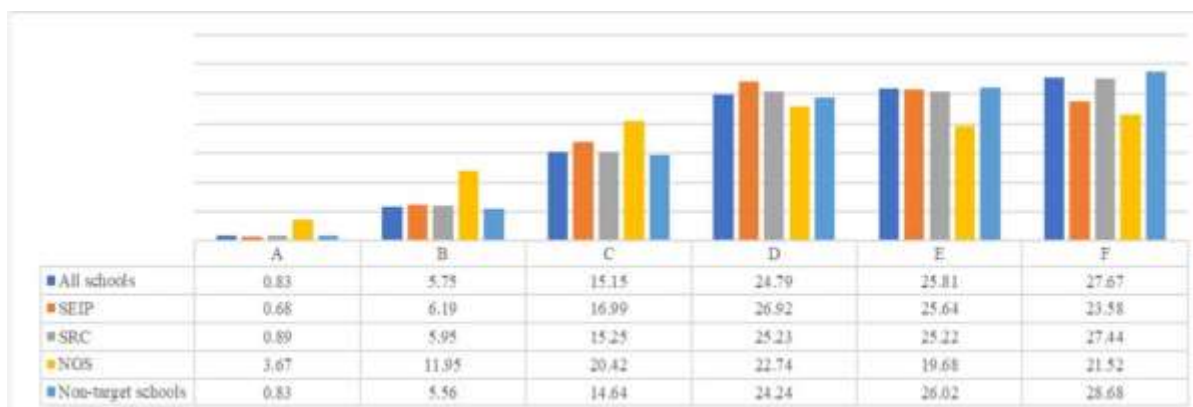
Source: Department of Examination Affairs

Figure 102: Comparison of Results of Passing the Senior High School Graduation Examination between the New Generation School, Resource Secondary School, Schools implemented the Secondary Education Improvement Project, General Education Institutions and Institutions across the Country for the School Year 2021-2022



Source: Department of Examination Affairs

Figure 103: Comparison of Results of Senior High School Graduation Examination throughout the Country between the Schools implemented SEIP Project, Resource Secondary School, New Generation School and General Education Institutions for the School Year 2021-2022



Source: Department of Examination Affairs

Technical Education and Vocational Training

There were 19 education institutions provided technical education services according to (9+3) program, consisting of 13 general education and public technical high schools, including Kampong Chheu Teal General Education and Practical Technical High School, Samdech Akka Moha Sena Padei Techo Hun Sen-ROTA General Education and Technical High School in Khsach Kandal, Preah Bat Samdech Preah Boromneath Norodom Sihamoni General Education and Technical High School, Puok General Education and Technical High School, Hun Sen Chumpouvorn General Education and Technical High School, Bavet General Education and Technical High School, Preah Reach Samphea General Education and Technical High School, Norodom Sihamoni General Education and Technical High School, Chea Sim Tbeng Meanchey General Education and Technical High School, Banteay Chhmar General Education and Technical High School, Hun Sen Peam Chi Kang High School, Techo Sen Koh Kong General Knowledge and Technical High School, and Mondulkiri General Education and Technical High School. There were three private general knowledge and technical high schools, including Saint-François Private General Knowledge and Technical High School, ACT Private General Knowledge and Technical High School and Don Bosco Poipet Private General Knowledge and Technical High School. There were three institutes, including the Community Development Institute of Chea Sim Kamchay Mear University, the Technical and Vocational Training Institute of University of Heng Samrin Thbongkhum and Kampong Speu Institute of Technology.

Technical education students increased from 653 persons, 238 females, in the School Year 2013-2014 to 3,259 persons, 1,160 females in the School Year 2022-2023.

Skills trained included electrical skill with 1206 students, 135 females; electronic skill with 499 students, 110 females; animal husbandry with 315 students, 176 females; agronomy with 530 students, 312 females; mechanical skill with 128 students, 23 females; tourism with 83 students, 53 females; computer skill with 165 students, 95 females; accounting skill with 125 students, 99 females; food processing skill with 151 students, 136 females, and digital media designing skill with 57 students, 18 females.

The Cambodia-Japan Friendship Technical Education Center in Siem Reap Province provided short-term training to 99 young persons, 38 females, on vegetable and mushroom growing, front office, computer administration, food and beverage service, baking and beverage production.

The Food Institute of Cambodia is a culinary vocational training institution that provides students with the basics of both theoretical and practical lessons. In 2022, there were 166 enrolled students, 86 females, 217 interns, 117 females and 51 graduates, 27 females. In total, the institute had 212 graduates, 107 females.

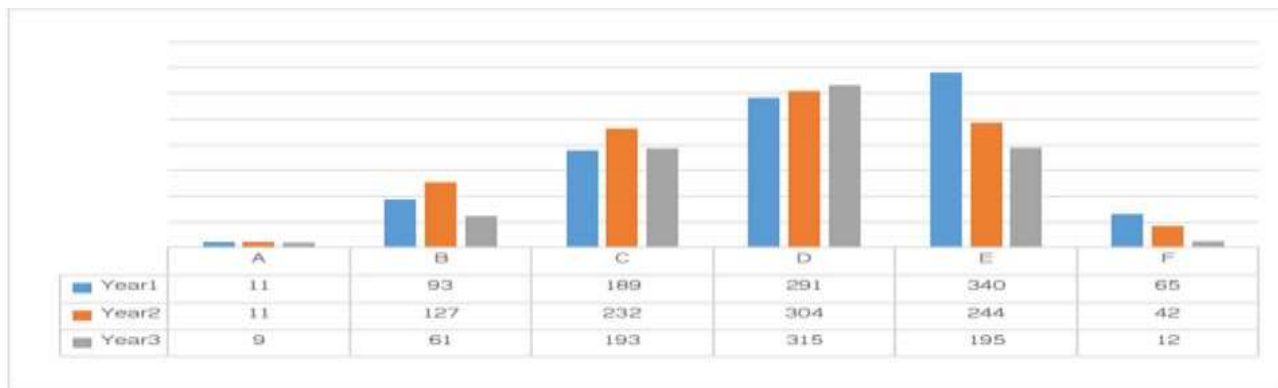
The Ministry had provided technical equipment for students to practice and train regarding the use of technical equipment at Bavet General Education and Technical High School on food processing skill, at Norodom Sihamoni General Education and Technical High School on animal husbandry, and at Chea Sim Tbeng Meanchey General Education and Technical High School on electrical skill.

Technical Education Graduation Examination

There were 2,615 candidates who passed the Year 1, Year 2 and Level 3 Technical and Vocational Education Graduation Examinations, 1,041 females, equal to 95.65%, females 98.39%; of which there were 924 Year-1 students, 377 females; 332 students in electrical skill, 43 females; 152 students in electronic skill, 45 females; 148 students in

agronomy, 90 females; 94 students in animal husbandry, 55 females; 48 students in food processing, 47 females; 37 students in mechanic skill, 15 females; 53 students in computer skill, 38 females; 23 students in accounting skill, 23 females, 19 students in tourism, 13 females, and 18 students in digital media designing skill, 8 females. There were 918 Year-2 students, 354 females, 308 students in electrical skill, 44 females; 152 students in electronic skill, 32 females; 179 students in agronomy, 117 females; 73 students in animal husbandry, 37 females; 42 students in food processing, 34 females; 36 students in mechanic skill, 3 females; 46 students in computer skill, 24 females; 39 students in accounting skill, 36 females, 32 students in tourism, 24 females, and 11 students in digital media designing skill, 3 females. There were 773 Year-3 students, 310 females, 282 students in electrical skill, 39 females; 96 students in electronic skill, 26 females; 157 students in agronomy, 98 females; 74 students in animal husbandry, 50 females; 42 students in food processing, 35 females; 37 students in mechanic skill, 0 female; 36 students in computer skill, 24 females; 17 students in accounting skill, 12 females, 22 students in tourism, 21 females, and 10 students in digital media designing skill, 5 females. 9 students got Grade A, 6 females; 61 students got Grade B, 34 females, 193 students got Grade C, 95 females, 315 students got Grade D, 115 females, and 195 students got Grade E, 60 females.

Figure 104: Results of Graduation Examinations for Year 1, Year 2 and Level 3 Technical and Vocational Graduation Examination for the School Year 2021-2022



Source: Department of Examination Affairs

This showed that human resources in technical education had been increasing and had potential in labor market and acquisition of skills in higher education to increase human capital to develop the country and to compete in the labor market.

Programs and Actions Implementation

New Generation School (NGS)

There were seven new generation secondary schools, including Hun Sen Kampong Cham High School, Kampong Cham Province; Preah Sisowath High School, Phnom Penh Capital; Prek Leap High School, Phnom Penh Capital; Samdech Akka Moha Thamma Pothisal Chea Sim Prek Anchanh High School, Kandal Province; Kork Pring High School, Svay Rieng Province; Hun Sen Peam Chi Kang High School, Kampong Cham Province; and Preah Yukunthor High School, Phnom Penh Capital, with a total of 5,874 students, 3,109 females. The New Generation School was a model school for educating students on knowledge, skills and attitude as good citizens to meet the needs of socio-economic development in the 21st century by improving teaching-learning methods, strengthening autonomy, accountability, community involvement, and model school for other education institutions.

Progress of New Generation School (NGS)

- Expand the scope of the new generation school program to 5,874 students, 3,109 females;
- 87 percent was accredited;
- Develop an action plan to ensure sustainability by raising funds to support the seven school operations from parents or guardians to reduce the burden on the government;
- Create diversified management with participation of relevant partners, school management and school board.

Implementation of New Generation School Program

- Apply soft curriculum to teach students knowledge, technical skills, life skills, soft skills and good attitude;

- Organize teacher training programs by building capacity on constructive teaching methods, such as 5E PBL IBL Blended-Learning and using information technology to teach students by NGS program experts to 2023;
- Prepare 19 draft documents for teacher training in the new generation school program;
- Apply a variety of teaching methods in constructive manner and collaborative learning;
- Organize technical meetings with teachers in the new generation schools to develop capacity of additional PLC teachers every week, month and reflect the annual work results;
- Organize scientific laboratories by subject, computer labs and equip computers, subject room, teacher room and 21st century library, implement a mobile student curriculum in the subject room;
- Strengthened teaching and learning, life skill education, STEM education, career counseling, youth councils, first aid rooms and study clubs and project work on mathematics, Khmer literature, physics, chemistry, biology, journalism, information technology and history;
- Increase digital education (video production);
- Develop student assessment tests for learning and teaching according to lesson topics at grade level and compile a question bank for use in the new generation school program;
- Create a website for each school, so that the school incorporates the progress of new schools;
- Arduino and Robotics software were available in schools along with coding;
- Exreading and Camreading were available for students;
- Onling Plus Mixed Learning Program was available;
- There was a program to support teacher activities through teachers, pedagogical councils (Mentors) by using Obsevic software;
- New strategies had been developed to include pedagogical advisors, take in preparing a development plan for new generation school teachers reaching to establish a Continuous Professional Development (CPD) Committee for teacher in each school;

The New Generation School was a model school for educating students on knowledge, skills and attitude as good citizens to meet the needs of socio-economic development in the 21st century by improving teaching-learning methods, strengthening autonomy, accountability, community involvement, and model school for other education institutions.

School-Based Management

The Ministry had:

- Implemented standardized test program, determined student learning outcomes, helped slow learners, implemented achievement plans of the 6-year key indicators, 3-year achievement indicators, school improvement plan, established school management committee, prepared agreements of teacher and management team, monitored the plan practice, improved teaching and learning methods, engaged with the community, parents and local authorities;
- Conducted online training every Saturday and Sunday on Easy Career Skills, Agricultural Skills, Green Village Technical Skills, Classroom Plan; 3-Year, 1-Year and 3-Month Teacher-Student Plans; 6-Year, 3-Year and 1-Year Key Performance Achievement Plan, Digital Teaching and Learning Plans to help slow learners to eliminate violence, investment programs, agreements, nutrition programs and eye and ear screening programs;
- Organized national and sub-national structures in charge of five regions and each province to coordinate with capital-province regarding the implementation of activities;
- Held a weekly meeting on Friday mornings to report to the leaders of the Department of Education, held bi-weekly night meetings on the progress of the three sub-sectors, and held Monday-Friday night meetings of the five areas to make weekly report about progress of the three sub-sectors;
- Established a network of teachers on 10 subjects to produce self-study sheets, to do self-assessment and monthly, quarterly, semester and yearly test;
- Used Google Form to evaluate monthly study results and manage student study result;

- Organized a training of 100 school management team (SEIP) to gain additional knowledge to have sufficient capacity and help and support target schools in the district, province and area to effectively achieve the school standards;
- Organized a Training Workshop on School Community Strategy for local authorities, school management committees, Provincial Departments of Education and relevant offices, school management of the three sub-sectors in 25 capital-provinces;
- Encouraged teachers to pay attention to teaching and studying hard about methods for teaching students by focusing on helping slow learners, fast learner and encouraging students to study hard and listen to teachers' advice more and come to school regularly;
- Made the School Management and School Management Committee feel proud due to constantly better study results and students' study hard and efforts of teachers in teaching, together with responsibilities of parents, community and territorial authorities involving in planning the school improvement, plan implementation and assessment of school achievement;
- Made behaviour change and expanded the school-based management to other schools in the locality;
- Promoted assessment, autonomy, accountability of implementers and contribution of community in reducing teachers' difficulties regarding school development through School Management Committee, which was a bridge between community and school;
- Encouraged Management Committees of Education Departments and Offices of Municipal-District-Khan Administrations to expand their scopes in implementing school-based management in education institutions which were not the project target, and connected their implementation to primary schools under their supervisions;
- Encouraged the establishment of outstanding school management to be in charge of leading the five areas in an autonomous manner, giving assistance to schools in their provinces and areas on standardized tests, school improvement plans, school management committees, classroom management committees and skills programs by using standard tools of evidence-based school community strategies;
- Arranged 560 ICT working groups, including 10 regional working groups, 72 provincial working groups, 478 school working groups, in charge of leading the five areas in an autonomous manner, to give assistance to schools in the capital-provinces and their areas on beginning of the year, monthly and quarterly standard tests;
- Collaborated with Higher Education Improvement Project together with six public universities on agricultural skill and easy vocational skill programs to link secondary education with higher education in order for: 1) student to become qualified to pursue higher education; 2) students to sharpen their skills according to their talents; 3) students to have a decent daily living condition and 4) students to be able to save enough money to continue their studies at higher education.

This program helped promote effective school management, teacher capacity building, regular school management committee involvement in planning, plan practicing and implementing rigorous standardized tests to improve students' study results and implement easy career skill programs. This program contributed to the transfer of responsibilities to sub-national level with involvement of all stakeholders, both hardware and software, in line with the Rectangular Strategy of Royal Government of Cambodia for employment growth, equity and efficiency.

Scientific, Technology, Engineering and Mathematics Education

The Ministry had:

- Supplied additional stem and experimental materials for 67 resource schools in Physics, Chemistry, Biology, Earth Studies and Environmental Studies;
- Supplied computers and computer equipment to 36 resource schools to replace the old ones;
- Furnished the 21st Century Library at 53 Resource High Schools;
- Equipped solar panels for 20 resource high schools and 30 network schools, given training to 219 members of resource and network high school management, 38 females, on school self-reflective guidance;
- Completed the training document for 2,200 Stem teachers on Stem teaching and learning;

- Trained 80 national teacher trainers, 16 females, on the use of stem materials in Physics, Chemistry, Biology, Earth Studies and Environmental Studies to train science teachers at 50 resource high schools and 87 networks high schools;
- Trained 20 national teacher trainers, 7 females, on library management and use;
- Trained librarians of 50 resource high schools and 87 network high schools with 237 students, 133 females, on library management and use;
- Implemented Stem Exhibition at 50 Resource High Schools;
- Prepared a list of Stem materials at 87 network schools;
- Monitored and evaluated 14 new resource high schools, including 6 good schools and 8 fairly good schools.

This program contributed to improving the quality and efficiency of teaching and learning management, especially helped encourage high schools to implement STEM teaching method.

Poor Student Scholarship Program

The Ministry had provided scholarships to:

- Poor students in 1,635 primary schools with 102,164 students, 60,740 females, and 201 high school with 11,092 students, 6,723 females;
- 576 dormitory students, 343 females, in Ratanakiri and Mondulakiri provinces, provide budget support via indigenous student program for 449 students, 303 females;
- Outstanding poor students in high school and outstanding students in sciences and mathematics at 75 schools with 1,690 students, 1,053 females in disadvantaged areas in 7 provinces and normal areas in 18 capital-provinces for grade-12 students;
- 5,623 female students in Kampong Thom, Siem Reap, Kampong Cham and Prey Veng provinces in grades 7 to 12, in collaboration with Room to Read;
- 1,728 students, 1,081 females, in collaboration with the Cambodian Education Development Foundation;
- 25 junior high school students, 15 females, and 63 high school students, 43 females, in Battambang, Pailin, Siem Reap and Kampong Thom provinces, in collaboration with the Buddhist Organization for Development;
- 545 general and technical high school students, 277 females.

This program helped improve enrollment rate, reduce dropout rates and improve study results of General Knowledge and Technical High School students, especially female students.

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

The Ministry had:

- the Establishment of the Food Institute of Cambodia, the Establishment of Sihanoukville Issued *Prakas* on General Knowledge and Technical High School, the Establishment of **Samdech Akka Moha Sena Padei Techo Hun Sen** General Knowledge and Technical High School, and the Establishment of Mondulakiri General Knowledge and Technical High School;
- Issued *Prakas* on the Establishment of New Skills at the Cambodia-Japan Friendship Technical Education Centre Specialized in Japanese Language, Food Processing and Nursing for the Elderly, Technical and Vocational Bachelor's Degree and Advanced Technical Degree;
- Developed curriculum and detailed curriculum for animal husbandry and agronomy, curriculum of tourism, front office skills;
- Introduced additional skills in Stem to students in grades 10, 11 and 12 of 11 Resource High Schools, enrolled 700 students, 300 females, in 13 skills, including computer skill, electric skill, robot website development, agriculture;
- Sent 322 technical education students, 78 females, majoring in electronics, electrical, mechanical, agronomy and front office Skills to practice skills in institutes and communities;

- Sent 205 technical education students, 80 females, majoring in electrical, electronics, agronomy, tourism, animal husbandry and food processing to intern at farm companies;
- Signed a Memorandum of Understanding with CTEP on the Implementation of Computer Coding Program to be put into practice in General Knowledge and Technical High Schools. This year, it was implemented at Bavet General Education and Technical High School and **Hun Sen** Champouvorn General Education and Technical High School;
- Equipped 50 laptops for **Hun Sen** Chompouvorn General Education and Technical High School to implement coding program, in collaboration with CTEP;
- Organized orientation course on selection of science or social science classes or technical and vocational skills and the selection of higher education majors for 22,316 grade-9 to grade-12 students, 13,450 females, in 16 capital-provinces;
- Assisted the school on the implementation of the career guide program and counselling at 50 resource high schools with the participation of 1,154 teachers, 401 females;
- Strengthened the teaching and learning of 6 technical education at General Education and Technical High Schools;
- Conducted monthly online meetings to monitor the progress of leadership and management of learning outcomes, challenges and solutions with the management of 18 technical education institutions;
- Held a meeting to review the progress of technical education leadership and management with the General Knowledge and Technical High School Management in Siem Reap province.

This showed that the Ministry had strengthened and expanded the technical education mechanism and provided professional orientation education services for students based on their decision to choose a study or vocational skills according to their preferences, talents, needs of the labor market and entrepreneurship.

Life Skill Education

The Ministry had:

- Implemented entrepreneurship skill education program and compass program at 45 schools in Phnom Penh capital, Kampong Speu and Kampong Thom provinces;
- Implemented basic life skill education programs in 40 target schools in Kampot, Takeo, Stung Treng, Siem Reap and Battambang provinces;
- Implemented life skill education program for girls at 50 schools across the country, in collaboration with CAPE;
- Implemented resilient local life skill program at 6 schools in Kampong Thom and Koh Kong provinces, in collaboration with Aide et Action;
- Put 11 e-learning centres on life skill education programs into practice in 11 capital-provinces;
- Compiled case studies from schools that had well implemented the life skill education program, related to the study of life skills that made students change their study habits, career skills which was easy to earn money for school development, soft skills which made students change their attitudes in a positive way, and schools helped schools, provinces help provinces.
- The Life Skills Education program contributes to the advancement of 21st century education and skills, providing students with the skills to use in everyday life, study and entrepreneurship.

Life skill education program contributed to promoting the 21st century education and skills, provided students with skills to use in everyday living, to pursue their study and entrepreneurship.

Development and Application of Curriculum

The Ministry had:

- Reviewed textbooks of grades 10 to 12 for high school students and teachers in Mathematics, Chemistry, Physics, Biology, Earth Studies and Environmental Studies under 18 titles;
- Developed sample documents for teaching grades 9 and 12 in Khmer Language, Mathematics, Physics, Chemistry, Biology, Earth Studies and Environmental Studies, History, Geography, Moral-Civics, Home Economics and English;

- Developed and compiled documents of framework of teaching methods for secondary education;
- Developed documents to identify level of grade-9 student competency in Khmer Language, Mathematics, Physics, Chemistry, Biology, Earth Studies and Environmental Studies, History, Geography, MoraCivics, Home Economics;
- Updated statistics on General Education School Library for 2021-2022;
- Organized a Workshop on “Strengthening and Monitoring the Implementation of Basic Life Skills” with 150 participants, 44 females;
- Organized a Workshop on Teaching and Learning Methods based on Provisions for Secondary Education, with 63 participants, 44 females.

This showed the attention paid to reviewing and improving textbooks and providing adequate documents for teaching and learning.

Library Work

The Ministry had:

- Updated library statistics at lower secondary and upper secondary education;
- Monitored 38 schools on library management and use;
- Received 492 readers, 306 females; received 1,152 copies of newspaper, received 37 magazines and 146 books under 192 titles at the library of *Samdech Akka Moha Sena Padei Techo Hun Sen* and **Her Excellency**;
- Collected and compiled information on statistics of libraries in 19 capitals-provinces and registered books of 127 titles via computer equal to 440 books and kept them in the Archive Centre;
- Celebrated the 7th National Reading Day on March 11, 2022 under the theme “**Reading helps improve life in digital society**” via direct and online participation under the highly-esteemed presidency of His Excellency the Academician **HANG Chuon Naron**, the Minister of Education and Youth and Sports, with competitors from 25 capital-provinces for the following tasks: 24 competitors for reading, 25 competitors for reciting poems, 25 competitors for composing, and 40 competitors for literature works. There were winners of 3 essays, 3 females; 3 winners of poem recitation, one male; and 3 winners of composition, three males, and 3 winners of literary works, 3 males. There were 114 contestants and 12 winners, 8 females.

Table 14: Total Statistics of Library at General Knowledge Secondary School for the School Year 2021-2022

School Level	Number of School	Number of Library				Condition of Librarian					Number of Librarian	
		Total	Processing	Not processing	No librarian	Building	Room	In the office	Class corner	Mobile	Total	Trained
Secondary School	1,254	725	554	171	290	58	513	135	15	4	488	106
High School	558	526	476	50	59	100	375	45	4	2	737	182
Throughout the country	1,812	1,251	1,030	221	349	158	888	180	19	6	1,225	288

This helped build the habit of research study of teachers, students and the public for the whole life.

Teacher Training

The Ministry had:

- Held completion examination for training of 185 teachers of the 1st Batch, 108 females, of basic level (12+4);
- Provided training to 881 student teachers, 571 females, of basic level including:
 - (12+2) Year 1 of the 31st Batch for 298 teachers, 194 females;
 - (12+4) Year 4 of the 1st Batch for 185 teachers, 108 females;
 - (12+4) Year 3 of the 2nd Batch for 198 teachers, 131 females;

- (12+4) Year 1 of the 3rd Batch for 200 teachers, 138 females;
- Trained 100 student teachers (high school teachers, Bachelor+2) for the 1st Batch, Year 2, 49 females;
- Built framework of Bachelor's Degree in Professional Education of Primary School Teacher and Junior High School Teacher, study via full credit system, assessment via Grade Point Average (GPA) assessment system, promoted self-study and research study of student teachers;
- Developed detailed curriculum by subject, including package of education subjects, specialized subjects, subjects, curriculum (teaching methodology), common subjects (writing skill, presentation, education research and pedagogical internship) and built teaching documents, teaching materials and textbook by subject;
- Developed textbook of ICT for training basic teachers of secondary school (12+2), of ICT subjects;
- Developed documents for managing teacher training institutions;
- Authorized 8 American students to give assistance in term of English language at Teacher Education College, Svay Rieng University and high schools in Siem Reap, Battambang, Preah Sihanouk, Kampong Cham, Kampot and Phnom Penh Capital.

This responded to the reform of teacher training program to promote teacher qualification of the 21st century and give opportunity to education staff to exchange experiences.

Inclusive Education Program

The Ministry had:

- Implemented Inclusive Education Program at Public General Secondary Schools with 14,420 Students with Disabilities, 241 Females; of which, 2,894 Students with Disabilities, 1,559 Females, were at Lower Secondary Education; and 11,526 Students with Disabilities, 5,682 Females, were at Upper Secondary Education;
- Implemented Special Education Program at the 6 Special Education High School, with 246 students, 95 females; of which 149 Students with Disabilities, 62 Females, were at Lower Secondary Education; among them, 43 students, 14 females, were blind; 106 students, 48 females, were mute-deaf; 97 students, 33 students, with disabilities at Upper Secondary Education; among them, 35 students, 13 females, were blind, 62 students, 20 females, were mute-deaf;
- Provided opportunity to gifted students, Boy **HEU Tiengkimhong**, 13 years old, came from Takeo province, who passed the high school graduation examination of the exam session: December 5, 2022, got Grade C, to get scholarship to pursue their education at higher education from **Samdech Techo Hun Sen**, the Prime Minister of the Kingdom of Cambodia, and Girl **BE Banleaksmy**, 10 years old, came from Kampong Speu, studied in Grade 9, at Samdech Euv Samdech Mae High School in Baseth, Kampong Speu province, who got 1st place in their study result;
- 43 Students of Special Education High School, 12 females, passed the Junior High School Graduation Examination; among them, there were 16 blind students, 3 females, and 27 mute-deaf, 9 females; and 20 students, 13 females, passed the Senior High School Graduation Examination; among them, there were 9 blind students, 6 females, and 11 mute-deaf students, 7 females;

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

Strengthening Result-Based Management and Monitoring Systems

The Ministry had:

- Created the examination commission to protect the research report of the School Management of the 2nd Batch and the graduation examination of the Junior High School Teachers of the 3rd Batch;
- To study and prepare strategy to promote teaching and learning standard at Battambang Teacher Training Center and Prey Veng and Kampong Cham regional teacher training centers;
- Monitored and evaluated the technical specifications for constructing a computer room at the Regional Teacher Training Center, Practicing School and Cooperated School;

- Monitored the improvement of infrastructure of Phnom Penh and Battambang Teacher Training Colleges;
- Monitored the teaching and learning processes, scholarship program for poor students and bilingual classes, requested school opening and expansion to 18 provinces, with 45 participants, 13 females;
- Monitored the work process of resource building and network at Kampong Chhnang, Pursat, Battambang, Banteay Meanchey, Preah Sihanouk and Koh Kong provinces;
- Monitored scholarship for poor students from grades 1 to 9 in Takeo, Svay Rieng and Takeo provinces;
- Monitored the library work at 16 schools;
- Monitored the implementation of Khmer language, social studies, science and English programs;
- Monitored the implementation of inclusive education in 10 schools in 2 provinces;
- Piloted the health care books in response to climate change in Kampong Speu province, with 28 participants, 16 females, supported by development partners;
- Held a meeting of Inter-Ministerial Committee on School Health, with participation of 90 full-pledged members of relevant units and development partners, 25 females, supported by development partners;
- Disseminated 8 health education videos for Grade 7 “Reproductive and Sex Health”, supported from UNFPA and Rhac Organizations;
- Monitored and evaluated education institutions to be used as Senior High School Graduation Examination Centers, exam session: December 5, 2022, in 25 capital-provinces at 221 education institutions;
- Inspected 151 schools as per the due date; among them, there were 109 junior secondary school and 42 high schools;
- Certified the certificate equivalent to 86 High School Graduation Certificate, 38 females.

This helped support the management process, teaching, learning and helped solve various challenges happened at teacher training centers and education institutions at a timely manner to promote the result of work performance.

A.2. Strengthen Institutional Capacity to Ensure Effective Leadership and Management of Education Staff at All Levels

Capacity Development

The Ministry had:

- Developed guidebook for teacher trainers in in coordinating local life skill courses on U-learning platform;
- Produced and imported 392 experimental video of STEM subjects for upper secondary education;
- Produced 9 videos on reproductive and sexual health lessons for grade 10, in collaboration with RHAC Organization;
- Organized a training program on “School Management” for secondary education improvement project for 150 persons, 18 females;
- Developed the capacity of 158 teacher trainers and directors, 56 females, on 9 topics at Teacher Training Institutions;
- Developed capacity of 153 member of the school management, teachers and gender committees at capital-provincial level, Office of Education, Youth and Sports of Municipal-District-Khan Administration, 49 female, on school counseling;
- Developed capacity of 79 teacher trainers and teachers, 27 females, on library management;
- Developed the capacity of 149 teachers, 42 females, on the Introduction of English and Mathematics Programs for Grades 7 to 9;

-
- Developed capacity of 84 members of the management team of Teacher Training College and Regional Teacher Training Center, 16 females, on the Management of Teacher Training Institutions;
 - Opened a training course of 28 national teacher trainers, 13 females, of career guiding and counselling program;
 - Opened a training course on school-based consulting teachers for 151 school counselors, 69 females, 50 of them came from resource high schools;
 - Opened 18 training courses on “using tablets to assist in teaching science and mathematics” to 549 teachers, 175 females, at target high schools in 14 capitals-provinces;
 - Opened a training course on “Electronic distance learning” with 2,713 participants, 1,192 females in collaboration with USESDP;
 - Opened a training course on basic study of electronic financial knowledge for high school students to 6 high schools in Kandal, Kampot, Kampong Cham, Siem Reap, Kep provinces and Phnom Penh capital, with 400 participants, 230 females;
 - Opened a training course on “Preparation of Experimental Content and Storyboard of Science for Senior High School according to STEM approach”, with 127 participants, 33 females;
 - Organized a workshop on “Curriculum development and documents for training course for early childhood education, primary education and secondary education sub-sectors” with 70 participants, 14 females;
 - Organized a workshop on scholarship programs for 266 participants, 43 females;
 - Organized a workshop on school community strategy with 4,506 participants, 805 females, from 18 capital-provinces;
 - Disseminated general education and technical education framework with 80 participants, 14 females, from 25 capital-provinces;
 - Organized a workshop on the development of teaching methods framework document, with 60 participants, 5 females;
 - Organized a consultation workshop on textbooks for health education from grades 7 to 12 for general secondary education and technical education, with 60 participants, 20 females, in collaboration with RHAC and the Fred Hollows Foundation;
 - Disseminated and officially launched the book “Standard Operating Procedures on Promoting Health Education for General Education Institutions” with 70 participants, 38 females;
 - Organized a consultative workshop on the preparation of student list and student recruitment for evaluating the study outcome of national students in Grade 8 in 2022, with 92 participants, 15 females;
 - Organized a workshop to reflect on the progress, best practice and planning for 2023, career guidance program and counseling and partnership activities between schools and local communities in 50 resource high schools with 175 participants, 69 females;
 - Organized an online capacity building workshop on Constructing Written Test for 33 general and technical education teachers, 6 females;
 - Organized a review workshop on the implementation of entrepreneurship skills education program and compass program, with 43 participants, 9 females;
 - Organized a review workshop on the implementation of basic life skills education program with 63 participants, 12 females;
 - Organized a Workshop on “Collecting Inputs, Developing Content and Reviewing Textbooks on Information and Communication Technology from Grade 7 to Grade 11 to Grade 12” with 92 participants, 17 females;
 - Organized a workshop on document preparation of subject analysis and high school graduation examination results. Exam sessions: 19 August 2019 and 27 December 2021, with 96 participants, 25 females.

- Organized a workshop on “Concept of Learning Assessment” in Kampong Cham province with 30 participants, 8 females, sponsored by USESDP-II Project;
- Organized a workshop on roles and duties of the National Exam Committee and the Assistant to National Exam Committee to 382 officials, 120 females, under the supervision of the Ministry of Education, Youth and Sports;
- Organized a workshop on roles and duties of the National Exam Committee and the Assistant to National Exam Committee to education staff of the Ministry of Education, Youth and Sports in 22 capital-provinces, with 634 participants, 106 females and 2,756 student teachers, 1991 females;
- Organized a workshop on roles and duties of the Subject Committee with 1,497 participants, 486 females;
- Opened a training course on the use of textbooks on health education for grade-7 teachers in Kampot province, with 68 participants, 32 females;
- Opened a training course on the use of “Health Education” textbook for grade 7, with 117 participants, 60 females;
- Opened training courses on teaching methods and use of textbooks on health education to teachers in 9 provinces online, with 641 participants, 378 females;
- Opened a training course on teaching methods and use of textbooks on health education for teachers with 223 participants, 58 females, supported by ADRA budget;
- Opened Grade-7 Teacher Training Course, pattern of teaching adult with composition of “reproductive and sexual health” of the textbook on health education, with 64 participants, 30 females;
- Opened a capacity development course and trained officials of the Inspection Office on “Education Quality Inspection System” with 28 participants, 8 females, in 7 target provinces;
- Opened a teacher trainers’ capacity training course on inclusive education for primary and secondary education in Siem Reap province, with 31 participants, 8 females, from Preah Vihear and Banteay Meanchey provinces;
- Opened a capacity development course for school management and teachers on inclusive education for lower secondary school, with 289 participants, 73 females, in Koh Kong, Preah Vihear, Banteay Meanchey and Pursat provinces;
- Opened an online training course on orientation of career guiding program and secondary education counseling to 2,535 teachers, 1,001 females;
- Opened a capacity building course on “implementing a resistant basic life skill education program” with 106 participants, 21 females;
- Opened a capacity development course on “implementation of basic life skill education program” with 156 participants, 28 females;
- Held a working group meeting on preparation for education and dissemination of guidelines on ban of the use of alcohol and tobacco products in education institutions, with 10 participants, 2 females, online.

This helped support and strengthen leadership, ownership and accountability of education officials in education institutions and teacher training institutions in response to the policy of the Ministry of Education, Youth and Sports.

B. PROGRESS OF OUTCOME INDICATORS

Analysis of the Progress of Outcome Indicators

N°	Indicators	Based Line	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Actual	Status
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23	
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement														
Sub-sector Objective 1: Improve access to and retention in equitable and inclusive secondary education														
1	Gross enrolment rate at lower secondary	55,0	55,3	55,1	56,5	57,6	59,2	59,1	59,9	60,7	68,55	70,4	64,8	↓
	<i>Male</i>	54,5	52,1	51,5	53,8	53,9	55,2	54,9	55,1	55,3	63,53	57,2	60,6	↑
	<i>Female</i>	55,6	55,0	56,2	59,4	61,5	63,4	63,8	65,1	66,6	73,81	69,3	69,4	↑
2	Gross enrolment rate at upper secondary education	28,5	24,9	24,2	25,1	26,5	28,5	29,7	30,9	32,2	39,35	38,6	44,2	↑
	<i>Male</i>	29,4	25,2	23,8	24,1	25,0	26,3	26,7	27,1	28,5	35,30	30,3	39,3	↑
	<i>Female</i>	27,4	24,6	24,6	26,0	28,1	30,9	32,9	35,1	32,3	43,56	34,2	49,2	↑
3	Transition rate from lower to upper secondary education	74,0	70,2	71,1	72,4	74,5	76,8	75,4	74,9	81,3	78,2	84,7	83,7	→
	<i>Male</i>	72,1	69,1	69,4	70,2	71,4	74,2	72,7	70,8	80,1	76,5	83,6	81,4	→
	<i>Female</i>	76,3	71,4	72,9	74,6	77,6	79,2	78,0	78,6	82,4	79,6	86,2	85,9	→
4	Completion rate at lower secondary	40,62	39,09	40,30	39,23	44,47	46,5	47,6	47,3	48,1	56,50	53,1	59,7	↑
	<i>Male</i>	42,23	38,28	38,90	37,33	41,22	42,3	42,9	42,4	43,1	51,91	47,1	54,9	↑
	<i>Female</i>	40,35	40,02	41,80	31,27	47,94	51,1	52,6	52,5	53,4	61,30	55,7	64,5	↑
5	Dropout rate at lower secondary education	20,0	21,2	21,0	19,2	17,0	15,4	15,8	18,6	18,2	16,6	14,1	18,2	↓
	<i>Male</i>	21,2	21,5	21,7	20,3	18,5	16,6	17,6	20,0	19,6	16,9	15,8	19,2	↓
	<i>Female</i>	18,7	20,9	20,3	18,2	15,5	14,2	14,2	17,4	16,9	16,3	12,5	17,2	↓
6	Survival rate at lower secondary	NA	NA	NA	NA	NA	53,1	53,1	43,2	43,1	44,59	45,6	44,3	↓
	<i>Male</i>	NA	NA	NA	NA	NA	48,3	49,2	38,1	40,0	42,64	44,0	49,6	↑
	<i>Female</i>	NA	NA	NA	NA	NA	58,2	56,8	48,9	46,4	46,65	48,2	39,6	↓
7	Survival rate at upper secondary	NA	NA	NA	NA	NA	34,9	34,9	24,5	24,7	25,19	28,9	25,1	↓
	<i>Male</i>	NA	NA	NA	NA	NA	30,4	31,0	20,5	22,6	23,67	26,3	26,9	↑
	<i>Female</i>	NA	NA	NA	NA	NA	39,8	38,9	28,9	27,0	26,64	31,0	23,3	↓
8	Number of districts with lower secondary dropout rate above 18.9% (50 districts)	NA	129	138	111	59	42	50	96	96	82	73	60	↑
9	Number of students with scholarships at lower secondary	56 534	59 971	70 494	69 514	72 071	72 071	72 418	80 198	79 567	102 164	101 871	102 220	↑
10	Percentage of secondary schools meeting WASH minimum standards													
	<i>Collège</i>													
	<i>Star 1</i>	NA	NA	NA	NA	NA	NA	48,3	50,3	47,7	45,6	48,7	46,63	→
	<i>Star 2</i>	NA	NA	NA	NA	NA	NA	12,5	17,1	26,7	32,6	34,7	31,97	↓
	<i>Star 3</i>	NA	NA	NA	NA	NA	NA	1,1	1,1	1,6	3,2	3,1	2,72	↓
	<i>Lycée</i>													
	<i>Star 1</i>	NA	NA	NA	NA	NA	NA	48,8	46,8	42,6	40,1	42,8	33,98	↓
<i>Star 2</i>	NA	NA	NA	NA	NA	NA	24,8	28,2	36,5	40,4	40,2	43,26	↑	
<i>Star 3</i>	NA	NA	NA	NA	NA	NA	1,8	2,8	3,1	5,4	4,8	6,83	↑	

N°	Indicators	Based Line	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Actual	Status
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23	
11	Percentage of colleges with:													
	<i>Latrines</i>	NA	63,6	63,1	65,5	83,4	90,3	90,86	99,2	100	99,8	100	99,9	→
	<i>Safe water</i>	NA	36,4	34,5	33,4	43,4	42,4	42,6	86,5	89,6	83,6	92,0	79,5	↓
	<i>Hand-washing facilities</i>	NA	NA	NA	NA	NA	40,9	NA	55,3	80,2	83,9	88,9	84,1	→
	<i>First aid boxes</i>	NA	NA	NA	NA	NA	22,0	NA	38,3	45,3	44,8	62,7	45,3	→
12	Percentage of Lycée with:													
	<i>Latrines</i>	NA	98,0	95,8	98,5	91,2	97,1	95,5	98,9	100	100	100	100	↑
	<i>Safe water</i>	NA	62,6	59,9	57,2	53,9	54,6	54,1	87,9	91,2	86,9	93,7	86,7	↓
	<i>Hand-washing facilities</i>	NA	NA	NA	NA	NA	54,9	NA	70,6	85,4	91,9	91,8	87,6	↓
	<i>First aid boxes</i>	NA	NA	NA	NA	NA	22,0	NA	61,4	61,1	73,7	78,1	72,5	↓
13	Percentage of secondary schools with access to electricity													
	<i>College</i>	NA	NA	NA	NA	NA	70,0	69,5	94,3	93,3	94,5	95,2		
	<i>Lycée</i>	NA	NA	NA	NA	NA	91,8	89,3	98,7	98,9	99,5	99,5		
14	Number of new generation schools	NA	NA	1	2	3	5	7	7	7	7	7	7	↑
15	Number of general and technical high schools	2	3	3	4	5	9	14	16	17	18	19	19	↑
16	Number of general technical and high school students	611	653	868	1,066	1,148	1,471	2,103	2,700	3,324	3,294	3,000	3,259	↑
	<i>Female</i>	180	238	326	444	464	526	784	1,036	1,269	1,149	621	1,160	↑
17	Number of schools implementing the career guidance and counselling programme	NA	NA	NA	NA	NA	35	35	65	65	67	285	115	↓
18	Number of schools implementing local life skills programmes	NA	NA	NA	NA	NA	391	523	590	650	774	1,052	920	↓
19	Number of LS students STEM	NA	NA	NA	NA	166,816	179,968	190,804	202,872	209,813	222,808	112,000	43,855	↓
20	Number of general and technical high schools	NA	NA	NA	NA	NA	6,0	88,0	87,0	88,2	86,3	90,1	86,89	↓
Sub-sector Objective 2: Improve the quality of teaching and learning in line with 21st century skills														
21	Percentage of upper secondary schools using ICT as tool to support teaching and learning	NA	NA	NA	NA	NA	5,0	10,0	17,0	24,6	15,6	52,3	26,68	↓
Policy 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels														
Sub-sector Objective 3: Strengthen leadership and management in secondary education														
22	Number of secondary schools implementing SBM	NA	NA	NA	NA	100	100	165	195	225	260	435	506	↑

C. CHALLENGES

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

- Most secondary education institution did not have science laboratories, computer labs, libraries, teaching materials and electricity in accordance with the curriculum;
- Lack of professional officials who are capable of responding to the education revolution;
- Enterprises, farms and private sector had yet provided full cooperation in internships and study visits;
- Disseminated new curricula and teaching methods, Stem principle and other good methods as well as subject method of drawing up exam papers had yet widely available to teachers.

2.2.4 SUB-SECTOR: HIGHER EDUCATION

A. ACHIEVED OUTCOME

A.1 Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All, Youth Development and Sport Improvement

A.1.1. Quantitative Section

There were 110 higher education institutions in 2013. By 2022, 132 higher education institutions were located in 21 provinces and the capital. Among them, the number of public higher education institutions increased from 43 to 48, and private institutions increased from 67 to 84. All higher education institutions are under the control of 16 ministries-institutions.

There were 84 higher education institutions under the supervision of the Ministry of Education, Youth and Sports, an increase of 19 compared to 2013, of which 13 were public higher education institutions, an increase of 4, and 71 were private higher education institutions, an increase of 15. There were 49 higher education institutions provided training on Master's Degree, an increase of 14, 10 of which were public higher education institutions and the other 39 were private. 25 higher education institutions provided training on Doctoral Degree, an increase of 10, including 7 public and 18 private higher education institutions.

Table 15: 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	71	84
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 105: Statistics of Higher Education Institutions from Academic Years 2013-2014 to 2021-2022



Education Staff

There were 11,358 education staff, of which 3,405 held Bachelor's Degree equal to 29.97 percent, 7,117 held Master's Degree equal to 62.66 percent, and 836 held Doctoral Degree, equal to 7.36 percent in the Academic Year 2013-14. In the Academic Year 2021-2022, there were 16,471 higher education staff, of

which 3,887 teachers held Bachelor’s Degree, equal to 23.59 percent 11,130 held Master’s Degree equal to 67.57 percent, and 1,454 held Doctoral Degree equal to 8.83 percent. Compared to the Academic Year 2013-2014, staff holding Master’s Degree increased to 4,013 persons equal to 56.00 percent, and staff holding Doctoral Degree increased to 617 persons equal to 73.71 percent.

Figure 106: Statistics of Education Staff at Higher Education from the Academic Years 2016-2017 to 2020-2021



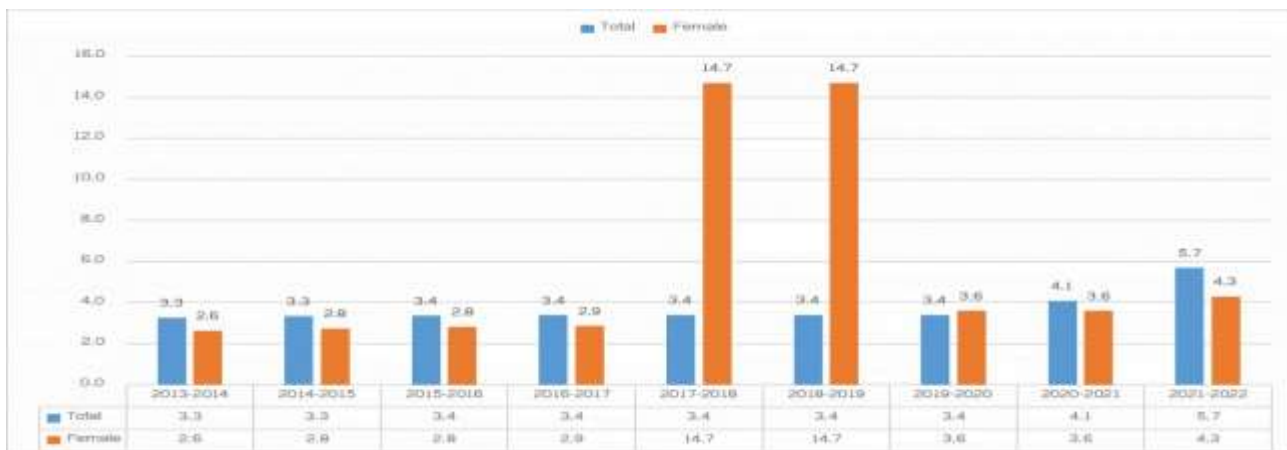
Full-Time Staff with Qualification of Doctoral Degree

In the last 10 years, the number of full-time staff with qualification of Doctoral Degree had increased slightly from 3.3 percent in the Academic Year 2013-2014 to 5.7 percent in the Academic Year 2021-2022.

The Ministry of Education, Youth and Sports strived to mobilize qualified local and international human resources holding Doctoral Degree to work in higher education institutions to promote teaching and learning capabilities, research and development, and student outcomes to respond to the needs of labor market and digital socio-economic development. To meet these needs, the Ministry had added several activities that reflect:

- Increasing in cooperation with partner universities, development partners and friend countries in post-graduate human resource development;
- Development of Doctorate Human Resource Development Plan in Higher Education Institutions;
- Provision of autonomy to higher education institutions in staff recruitment;
- Implementation of job evaluation system and reward for qualified education staff holding Doctoral Degree based on work performance;
- Co-organization of public investment in research in higher education institutions to enhance ownership in promoting research culture.

Figure 107. Percentage of Full-Time Staff with Qualification of Doctoral Degree from Academic Years 2013-2014 to 2021-2022



In overall, the qualification of higher education teachers with Doctoral Degree in higher education had increased slightly, requiring necessary investment based on the human resource need plan and specific capacity development to achieve the 2030 higher education vision.

Higher Education Students

Higher education students decreased from 249,092 students, 103,674 females in the Academic Year 2013-2014 to 209,059 students, 95,619 females, equal to 45.73 percent in the Academic Year 2021-2022. The number of students decreased for three reasons, including 1) student statistics of the Ministry of National Defense, Ministry of Interior and Ministry of Labor and Vocational Training were not included in the report; 2) percentage of high school graduates decreased; 3) Covid 19 was a barrier to students in poor living condition and lack of funds to pay for higher education tuition fee.

The number of associate degree students increased from 15,635 students, 7,299 females, equal to 46.68 percent in the Academic Year 2013-2014 to 20,235 students, 7,863 females, equal 38.85 percent in the Academic Year 2021-2022.

Figure 108: Statistics of Associate Degree Students from the Academic Years 2013-2014 to 2021-2022



The number of bachelor's degree students decreased from 214,266 students, 92,543 females, equal to 43.19 percent in the Academic Year 2013-2014 to 175,962 students, 84,538 females, equal to 48.04 percent in the Academic Year 2021-2022.

Figure 109: Statistics of Bachelor's Degree Students from the Academic Year 2013-2014 to 2021-2022



The number of master's degree students decreased from 18,010 students, 3,772 females, equal to 20.90 percent in the Academic Year 2013-2014 to 9,483 students, 3,158 females, equal to 33.30 percent in the Academic Year 2021-2022.

Figure 110: Statistics of Master's Degree Students from the Academic Year 2013-2014 to 2021-2022



The number of doctoral students increased from 1,181 students, 60 females, equal to 5.08 percent in the 2013-2014 Academic Year, to 1,213 students, 133 females, equal to 10.96 percent in the Academic Year 2021-2022.

Figure 111: Statistics of Doctoral Students from the Academic Year 2013-2014 to 2021-2022



Higher education enrollment was measured by the overall rate of education relevant to people aged from 18 to 22 years old. The overall enrollment rate increased from 9.9 percent, females 9.3 percent and males 10.3 percent in the Academic Year 2013-2014 to 14.9 percent, males 15.5 percent and females 13.2 percent in the Academic Year 2021-2022. The overall enrollment rate increased by an average of 0.55 percent per year, females 0.43 percent and males 0.57 percent.

Figure 112: Overall Enrollment Rate (Aged 18-22 Years Old) from the Academic Years 2013-14 to 2021-2022



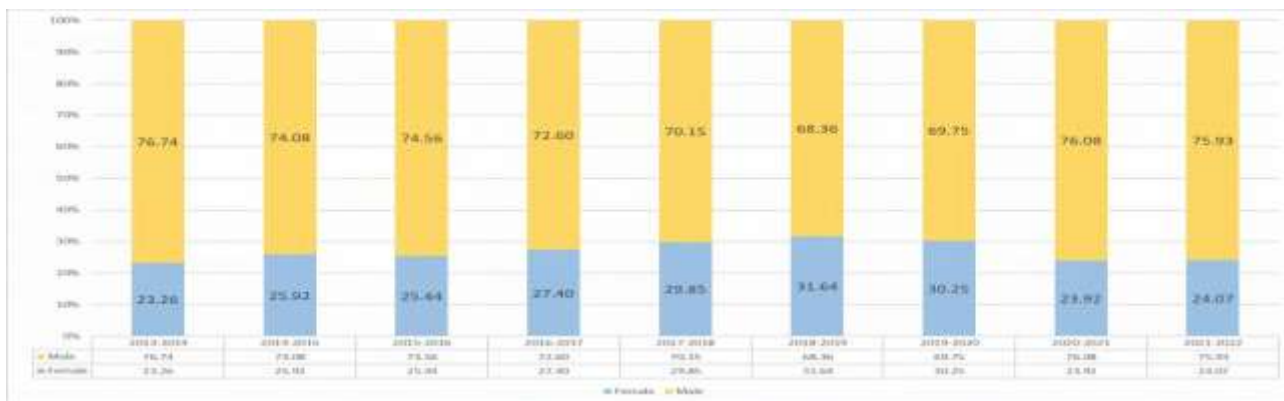
STEM Training

Percentage of STEM training students increased from 19.6 percent, females 11.8 percent, males 25.6 percent in the Academic Year 2013-2014 to 25.6 percent, females 13.8 percent and males 35.6 percent in the Academic Year 2021-2022. There was an average annual increase of 0.66 percent, females 0.22 percent, males 1.11 percent.

Figure 113: Percentage of Student Enrollment in STEM Program from the Academic Years 2013-2014 to 2021-2022



Figure 114: Percentage of Student Enrollment in STEM Program by Sex from the Academic Years 2013-2014 to 2021-2022



Foreign students studying in Cambodia and Cambodian students studying abroad

Over the past 10 years, the Ministry had:

- Sent 6,253 Cambodian scholarship students, 1992 females, equal to 31.86 percent, including 1,607 students to study in Thailand, 638 females, 1,553 students to China, 391 females, 1,073 students to Vietnam, 266 females, 109 students to Laos, 37 females, 633 students to Japan, 168 females, 401 students to Australia, 189 females, 96 students to the Russian Federation, 23 females, 128 students to Hungary, 49 females, 258 students to New Zealand, 111 females, 99 to England, 35 females, 8 to Cuba, 54 to Czech Republic, 23 females, 25 to the Philippines, 6 females, 32 to Singapore, 11 females and 75 to Indonesia, 22 females;
- Received 1,408 foreign scholarship students to study in Cambodia, 550 females, including 821 Vietnamese, 245 females, 462 Laotians, 185 females and 125 Chinese, 120 females;
- Received 7,367 poor Cambodian students and foreign scholarship students to stay in female dormitories, 5,330 females, equal to 72.35 percent, of which 1,408 were foreign students, 550 females;
- Provided scholarships to 27 Doctoral Students in Science to study in France for by using the national budget.

This confirmed that the quality of training, both domestic and foreign ones, was recognized and there was good cooperation.

Table 16: Number of Scholarship Students go to study abroad

Country	2014		2015		2016		2017		2018		2019		2020		2021		2022		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Thailand	219	65	192	61	193	74	286	120	282	121	259	118	59	24	113	51	4	4	1 607	638
China	104	31	171	53	113	25	291	79	190	38	225	53	155	56	154	31	150	25	1 553	391
Vietnam	120	24	100	14	103	17	120	24	130	19	120	36	140	32	120	55	120	45	1 073	266
Laos	10	1	10	1	10	2	10	0	10	3	15	5	15	10	14	7	15	8	109	37
Japan	83	20	92	20	70	15	66	20	53	19	56	19	56	17	61	17	96	21	633	168
Australia	54	23	42	19	44	16	43	22	48	23	44	21	28	16	53	26	45	23	401	189
Russia	0	0	6	0	8	0	0	0	15	7	16	4	0	0	27	5	24	7	96	23
Hungary	7	1	4	2	19	8	15	8	14	4	15	4	15	4	12	4	27	14	128	49
New Zealand	46	13	44	19	63	25	64	34	0	0	33	16	0	0	0	0	8	4	258	111
England	4	2	16	8	20	8	20	7	21	0	18	0	0	0	0	0	0	0	99	35
Cuba	2	0	2	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	8	0
Czech Republic	6	2	6	3	7	2	5	2	8	4	0	0	0	0	12	6	10	4	54	23
Philippines	11	5	0	0	4	1	10	0	0	0	0	0	0	0	0	0	0	0	25	6
Singapore	7	1	4	2	13	4	8	4	0	0	0	0	0	0	0	0	0	0	32	11
Indonesia	21	7	19	6	14	4	21	5	0	0	0	0	0	0	0	0	0	0	75	22
Total	694	195	708	208	682	201	960	325	868	259	801	286	469	159	566	202	505	157	6 253	1 992

Dormitory

- Higher education institutions had 52 dormitory buildings, 28 public and 24 private, could accommodate 3,107 students. In the Academic Year 2013-2014, there were 1,085 female students, 1,498 male students and 413 teachers. In the Academic Year 2022-2023, there were 88 dormitories, 39 public and 49 private, could accommodate 5,493 students, currently there were 1,857 female students, 2,708 male students and 672 teachers;
- In the last 10 years, from the Academic Years 2013-2014 to 2022-2023, the number of dormitory building increased by 36 buildings, public increased by 11 and private increased by 25, the number of residents increased by 2,386 persons;

A.1.2 Qualitative Section

Creation of New Majors

In the last 10 years, from the Academic Years 2013-2014 to 2022-2023, 1,165 new majors had been created, including 440 majors of associate degree, 538 majors of bachelor's degree, 117 majors of Master's Degree and 70 majors of doctoral degree in public and private higher education institutions.

Library

The number of library of higher education institutions had increased from 89, 14 public and 75 private, in the Academic Year 2013-2014 to 109, 21 public and 88 private, in the Academic Year 2022-2023. In the last 10 years, the number of library buildings had increased by 21, of which the public ones had increased by 7 and the private one had increased by 13.

Laboratory

The number of laboratory of higher education institutions had increased from 158, 59 public and 99 private, in the Academic Year 2013-2014 to 260, 127 public and 133 private in the Academic Year 2022-2023. In the last 10 years, from the Academic Years 2013-2014 to 2022-2023, the number of laboratories had increased by 102, of which the public ones had increased by 68 and the private ones had increased by 34.

Center of Excellence

To promote research and innovation in higher education, the Ministry supported the establishment of center of excellence in public higher education institutions. There were four established and operating centers of excellence, including the Center for Excellence on Innovation of Learning and Teaching at the Royal University of Phnom Penh, the Center for Excellence on Intensive Agriculture, Sustainability and Nutrition at the Royal University of Agriculture, the Center for Excellence on Hydrological Research at the Institute of Technology of Cambodia, and the Center of Excellence at the National University of Management. These Centers of Excellence were established to contribute to improving the quality of education and research in priority areas, including improving the qualifications of teachers and school principals in curriculum development, teaching methods and evaluation, agricultural research, support of book writing project and research on digital economy, research on hydrological systems, and student capacity building in preparation of new businesses. To strengthen the operation of the Center of Excellence, the Ministry would continue to implement additional activities such as:

- To strengthen the capacity of each center of excellence according to the criteria of type of center of excellence;
- To organize a forum to disseminate the center's impact with relevant ministries, development partners, private and industrial sectors and the center's business plan for earning income for students, professors and education institutions;
- To implement an incentive system for researchers or experts.

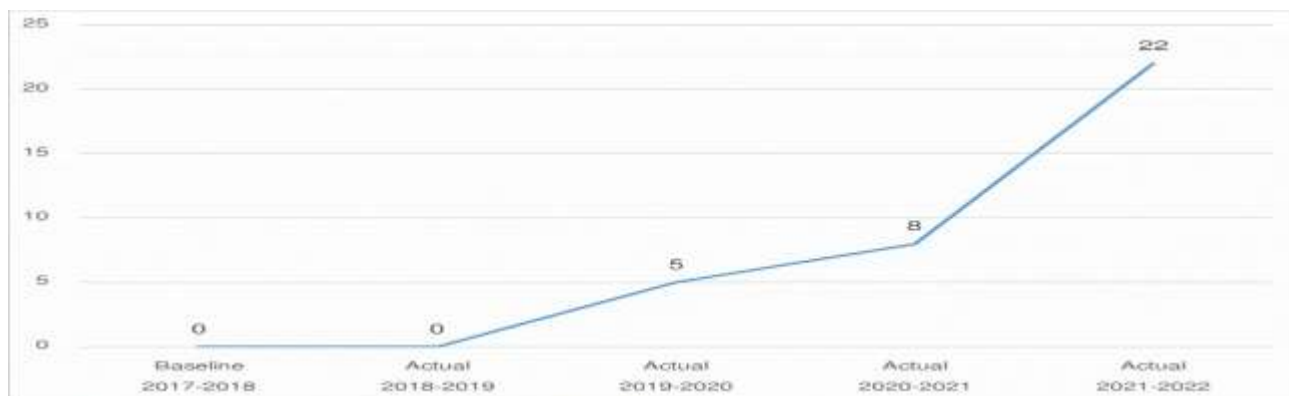
Study on Student Condition after Graduation

Based on the trend of implementing the system for study on student condition after graduation, each higher education institution had studied and explored their respective experiences according to the Ministry's Directive No. 50 EYS.D., dated December 28, 2016, on the Study on Student Condition after Graduation. To establish a common standard for monitoring the condition of students after graduation, the Ministry had approved and implemented the Directive No. 31 EYS.D., on the Study on Student Condition after Graduation in Public and Private Higher Education Institutions under its Supervision in the Academic year 2019-2020.

Higher education institutions that conducted study on student condition after graduation in the form approved by the Ministry to monitor the quality of education and the response of higher education programs to the labor market had increased significantly from 5 institutions in the Academic Year 2019-2020 to 20 institutions in the Academic Year 2021-2022. Student protesting system based on the trend of implementation of the student protest system in the past, each higher education institution had applied its own study, understanding and experience. In 2019, the Ministry issued Letter No. 7417 EYS.HE., dated December 25, 2019, on the Putting Sample Report on Resolution of Student Protest Against Higher Education Institutions under the Higher Education Improvement Project into practice.

During the reform phase, the Ministry developed a Strategy for Higher Education Sub-Sector 2021-2030 and began a research study to develop guidelines for pilot student protests, with five target higher education institutions implementing the system in the academic year 2019-2020, and it increased to 22 higher education institutions in the Academic Year 2021-2022. In 2022, the Ministry approved and implemented the Directives No. 32 EYS.D. on Student Protests in Higher Education Institutions.

Figure 115: Number of Higher Education Institutions with Study Protesting System from the Academic Years 2017-2018 to 2021-2022



Implementation of Internal Education Quality Assurance System

The implementation of the internal education quality assurance system in higher education institutions was carried out in accordance to the Law on Education and regulations of the Ministry. From the Academic Year 2013-2014, the Department of Higher Education had prepared tools for monitoring and evaluating training in higher education institutions by taking *Prakas* No. 1435 EYS.P., dated September 12, 2007, on the Detailed Conditions and Criteria for the Establishment of Higher Education Institutions, as the main reference for the working group to monitor and evaluate the training condition in higher education institutions. Such practice was a part of strengthening the quality of internal education in higher education institutions by improving the quality of teaching and learning and management according to the Ministry's regulations. This showed that the implementation of internal education quality assurance in higher education institutions was still limited and not yet fully prepared and implemented. In the Academic Year 2021-2022, the Ministry has prepared a higher education quality assurance system manual with the participation of higher education institutions.

The implementation of the higher education quality assurance system manual was prepared in connection with the Royal Government's Rectangular Strategy Phase 4, Royal Decree on the Legal Status of Public Administrative Institutions, Sub-Decree on Public Investment Management, Education Strategic Plan, Public Financial Reform Program, Public Administration Reform Program, Industrial Development Policy, Digital Economic and Social Framework and Strategies of Higher Education Sub-sector. The crosscutting of the education quality assurance system would contribute to achieving Cambodia's vision of becoming a high-middle-income country by 2030 and a high-income country by 2050 by providing metrics for measuring and orienting the development of higher education in line with the Rectangular Strategy, which focused on "employment growth, equity and efficiency". The higher education internal quality assurance system manual was approved and implemented in Late 2021, with six public higher education institutions began implementing it. Other public and private higher education institutions had volunteered to participate in implementing this system, and it increased to 29 by 2022, of which 17 higher education institutions (6 public and 11 private) had prepared internal education quality self-assessment report approved by the Chairperson of the Board of Director and prepared a five-year action plan for capacity development of its higher education institutions, while other 12 public higher education institutions had drafted self-assessment reports on the quality of internal education and drafted a five-year action plan for capacity development of their higher education institutions.

Figure 116: Number of Higher Education Institutions Implemented the Higher Education Internal Quality Assurance System from the Academic Years 2013-2014 to 2021-2022

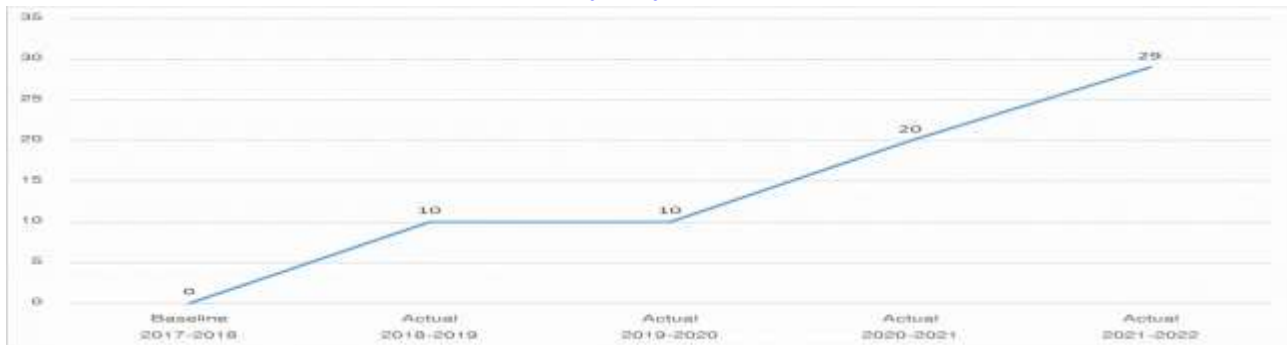


Accreditation of Education

From 2013-2014, the Accreditation Committee of Cambodia had developed legal documents for promoting the quality of higher education, made continuous improvements for several times and conducted pilot evaluations to improve various regulations, achieving the following results:

- Prakas on Determination of Duties and Professional Code of Ethics of the Higher Education Quality Assessment Staff;
- Improvement of regulations, roadmaps and strategic plans for 2020-2030;
- Prakas on Determination of Conditions and Procedures for the Selection of Higher Education Institutions for Evaluation and Accreditation in Cambodia;
- Prakas on Conditions and Procedures for the Selection of Higher Education Quality Assessment Officers;
- Decision on Putting the National Standard for Accreditation of Higher Education into Practice;
- Decision on Putting the Standard for Accreditation of Doctoral Education into Practice;
- Handbook on Accreditation of Higher Education Institutions;
- Handbook for Evaluation Officers on Accreditation of Higher Education Institutions;
- Assessment tool for accreditation of higher education institutions;
- Preparation of Standards for Doctoral Recognition;
- Improvement of the minimum standard into the national standard;
- Establishment of Management Information System (MIS);
- Evaluation of full accreditation of 29 higher education institutions, of which 10 in 2019, 10 in 2021 and 9 in 2022;
- Mid-term evaluation of 5 higher education institutions;
- Evaluation of foundation year of 105 institutions;
- Pilot evaluation of 54 higher education institutions;
- Improvement of standard procedures and assessment tools;
- Creation of new records, instructions and information collection tools;
- Assessment of full accreditation of 29 higher education institutions;
- The results of the pilot evaluation had been used to improve the national standards.

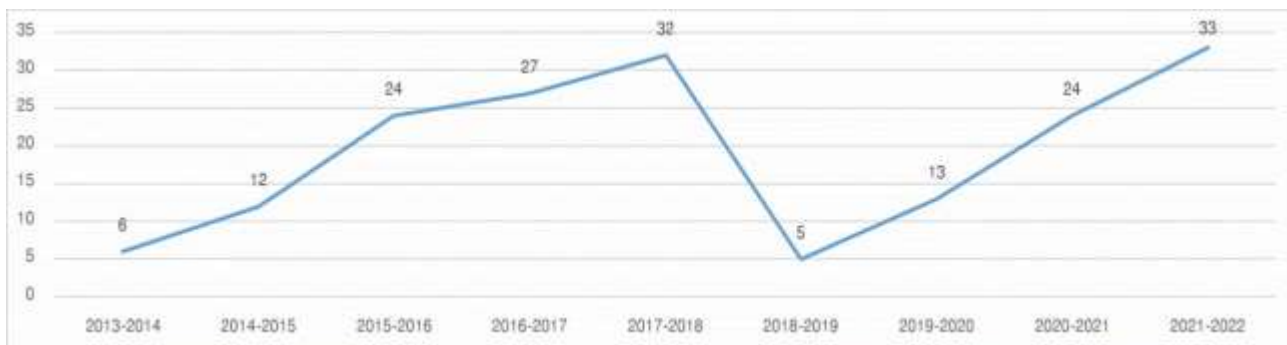
Figure 117: Number of Accredited Higher Education Institutions from the Academic Years 2017-2018 to 2021-2022



Data Management Information Systems

There were 33 higher education institutions that implemented higher education data management information system organized by the Ministry, of which 18 were public and 18 were private higher education, an increase of 20 compared to the Academic Year 2019-2020. The Ministry continued to promote the implementation of higher education data management information system with other higher education institutions as planned in the Strategic Plan 2019-2023.

Figure 118: Number of Institutions Entered Data into Information Technology System from the Academic Years 2013-2014 to 2021-2022



This confirmed that the quality of training, both domestic and foreign ones, was recognized and there was good cooperation.

Capacity Building and System Strengthening

The Ministry had:

- Facilitated the issuance of the Royal Decree No. NS/RKT/092, dated January 23, 2013, on Granting the Rank of Professor;
- Facilitated the issuance of Sub-Decree No. 153 ANK.BK., dated March 28, 2014, on the Cambodian National Qualification Framework;
- Facilitated the issuance of Sub-Decree No. 16 ANK.BK., dated January 14, 2022, on the Establishment of the Cambodian Cyber University Network;
- Facilitated the issuance of Sub-Decree No. 174 ANK.BK., dated May 5, 2020, on Scholarship and Dormitory Living Support for Students Studying in Higher Education Institutions;
- Issued Prakas No. 2633 EYS.P., dated July 8, 2014, on the Establishment of the Committee to Examine the Content and Images of Educational Advertisement of the Ministry of Education, Youth and Sports;
- Issued Prakas No. 410 EYS.P., dated February 27, 2015, on the Organization and Functioning of the Board of Directors of Public Higher Education Institutions of the Ministry of Education, Youth and Sports;
- Issued Prakas No. 246 EYS.P., dated February 20, 2017, on the Establishment of the Cambodian Science Committee for Doctoral Research and Training and the Establishment of Doctoral School of the Ministry of Education, Youth and Sports;

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- Issued Prakas No. 448 EYS.P., dated April 2, 2019, on the Determination of Duties and Code of Ethics of the Higher Education Quality Assessment Staff;
 - Issued Prakas No. 449 EYS.P., dated April 2, 2019, on the Determination of Conditions and Procedures for Selecting Higher Education Institutions for Assessment and Accreditation of Education in Cambodia;
 - Issued Prakas No. 450 EYS.P., dated April 2, 2019, on Conditions and Procedures for Selection of Higher Education Quality Assessment Officers;
 - Issued Prakas No. 3224 EYS.P., dated December 30, 2020, on Putting Strategic Plan of the National University of Battambang for 2021-2030 into Practice;
 - Issued Prakas No. 917 EYS.P., dated December 30, 2020, on Putting the Guidance Policy on the Capacity Development Framework of Higher Education Institutions for 2021-2030 into Practice;
 - Issued Prakas No. 419 EYS.P., dated March 9, 2021, on Putting the Strategic Plan of the Institute of Technology of Cambodia for 2021-2030 into Practice;
 - Issued Prakas No. 424 EYS.P., dated March 10, 2021, on Putting the Strategic Plan of Svay Rieng University for 2021-2030 into Practice;
 - Issued Prakas No. 731 EYS.P., dated April 20, 2022, on the Preparation of Internal Manual of Financial Management for Public Higher Education Institutions;
 - Issued Prakas No. 1326 EYS.P., dated July 15, 2022, on the Education Staff Management at Public Higher Education Institutions;
 - Approved and putting Policy on Vision of Higher Education for 2030 into practice;
 - Approved and implemented the National Standard on Accreditation of Private Higher Education Institutions;
 - Approved the roadmap for higher education in Cambodia for 2030 and after 2030;
 - Approved and put the standard on accreditation of doctoral education into practice;
 - Approved and put the roadmap and strategic plan of the Accreditation Committee of Cambodia for 2020-2030 into practice;
 - Approved and put the Strategic Plan and Human Resource Development Plan of Higher Education for 2021-2030 into practice;
 - Approved and put the Strategic Plan of the Royal University of Phnom Penh and the Royal University of Agriculture for 2021-2030 into practice;
 - Approved and put the Guidebook for Selection of Institutions and Majors to pursue Higher Education into practice;
 - Approved and put the Scholarship Information Booklet since 2006 into practice;
 - Approved and put the Higher Education Sub-Sector Public Investment Program for 2022-2023 into practice;
 - Approved and put the Handbook on Creation, Management and Development of Scientific Research Journal into practice;
 - Approved and put the Handbook on Research Management in Higher Education Institutions into practice;
 - Approved and put the Handbook on Higher Education Quality Assurance System into practice;
 - Issued Directives No. 10 EYS.D., dated February 17, 2015, on the Organization of Board of Directors in Private Higher Education Institutions;
 - Issued Directives No. 48 EYS.D., dated December 28, 2016, on the Establishment of Classroom Evaluation Principles;
 - Issued Directives No. 49 EYS.D., dated December 28, 2016, on the Development of Student Internship Program;

- Issued Directives No. 50 EYS.D., dated December 28, 2016, on the Study on Condition after Graduation;
- Issued Directives No. 01/19 ACC.D., dated July 8, 2019, on the Implementation of National Standards and Guidelines for the Evaluation of the Accreditation of Higher Education Institutions;
- Issued Directives No. 01/20 ACC.D., dated October 5, 2020, on the Process and Procedure of Evaluation of Accreditation of Higher Education Institutions for Evaluation Officials;
- Issued Directives No. 31 EYS.D., dated September 28, 2022, on the Study on Condition after Graduation in Public and Private Higher Education Institutions under the Supervision of the Ministry of Education, Youth and Sports;
- Issued Directives No. 32 EYS.D., dated September 28, 2022, on Student Protest in Higher Education Institutions;
- Issued Letter No. 1164 EYS.HE., dated March 25, 2014, on the Signing of the Diploma;
- Issued Letter No. 850 EYS.HE., dated February 27, 2015, on the Preparation of Curriculum in accordance to the Content of the National Qualification Framework;
- Issuance of Letter No. 4258 EYS.HE., dated September 23, 2015, on the Preparation of Library Management Manual and Laboratory Management Manual in Higher Education Institutions.

Accreditation in Higher Education

The Ministry had:

- Evaluated the accreditation of 29 higher education institutions;
- Provided support to 29 institutions in implementing higher education quality assurance system;
- Organized a training workshop on writing a report on self-assessment of internal education quality assurance to the 386 members of the Management, education staff and higher education institutions, 95 females;
- Organized a training workshop on the implementation of the higher education quality assurance system for 139 members of the Management and education staff and higher education institutions, 34 females;
- Organized a workshop on the implementation of the internal education quality assurance system, assessing the level of capacity development of higher education institutions and preparing action plans for 202 officials of 29 higher education institutions, 65 females;
- Organized a technical meeting on reviewing and advising on the 5-year action plan, 3-year rolling plan and annual operational plan of 28 higher education institutions with 10 participants, 4 females;
- Inspected the training situation in 34 higher education institutions, including their branches, including 5 public and 29 private institutions.

Teaching and Research

The Ministry had:

- Established an excellence research center at 4 higher education institutions, including:
 - Excellence Research Center on Teaching and Learning at the University of Phnom Penh;
 - Excellence Research Center on Research and Innovation focusing on 5 areas of technology and energy management, food and nutrition technology, mechatronics and information technology, physical science and structure, environment and technology, scientific research journal at the Institute of Technology of Cambodia;
 - Excellence Research Center on Intensive Agriculture, Sustainability and Nutrition at the Royal University of Agriculture;
 - Excellence Research Center at the National University of Management;
- Approved and disseminated the Handbook on the Establishment, Management and Development of Scientific Research Journal;

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- Approved the Handbook on Research Management in Higher Education Institutions that provided important information related to policy and framework of work performance related to research management in higher education institutions;
 - Develop a newsletter on the Cambodian Journal of Educational Research and Stem for researchers and professional reviewers seeking details from the Cambodian Journal of Educational Research and Stem;
 - Invested in Higher Education Improvement Project for 2018-2024 with 53 research projects, including 44 ongoing research projects connected with industry in 5 higher education institutions;
 - Established and improved 37 laboratories to support research, including 2 laboratories of the Royal University of Agriculture, which would prepare to apply for national standard of recognition;
 - Created a website for Scientific Research Journal, the name of Cambodia Journal of educational research and Stem, and published research articles in Khmer and online;
 - Published 391 topics, including local publications of 169 topics, including international relations, finance and banking, marketing and banking, accounting, economics and sociology, education, agriculture, health, environment, tourism, public health, commerce, international trade, entrepreneurship, technology, energy and management, megatronics and information technology and physical science and structure. For international publication of 222 topics, including education, tourism, economics, teaching methods, law, political science, law and gender, social sciences, public health, accounting, finance, agriculture, biology, rural development, health sciences, environment, water resources, science, biochemistry, chemistry, wildlife science, technology, data science, entrepreneurship, civil engineering, energy technology and management, megatronics and information technology, physical science and structure, food and nutrition technology, water and environment;
 - Implemented 284 research projects, including 67 joint research projects and 52 industry-connected research projects, including education, education program improvement, digital education development, education program development, law, political science, gender, social sciences, economics, human resources, entrepreneurship and leadership, digital, economics, commerce, banking, taxation, management, accounting, computer science, technology, industry, biology, health, public health, quality assurance, technology and energy management, food and nutrition technology, megatronics and information technology, environment, physical science and structure, marine science, engineering, agriculture, aquaculture, animal science, crop science, rural development, water and environment, engineering, industrial engineering;
 - Published 60 research articles in 20 national research journals and 40 international research journals;
 - Produced 15 agricultural products and 31 sample products, which would be further studied next year with higher education institutions to organize business operations and include them into the public investment plan for 2024-2028;
 - Completed the draft Prakas on Detailed Conditions and Criteria for the Post-Graduate Training Process;
 - Allowed 12 higher education institutions to implement 41 joint curricula, including 6 public and 6 private institutions;
 - Developed capacity of 250 researchers, 15 females, by giving opportunities to participate in research projects, implement various experimental activities by using modern experimental equipment and materials, and write articles for national and international research journals;
 - Organized a Workshop on Cambodian Journal of Educational Research and Stem and Essay Writing Techniques in Education, Social Sciences and Science to provide general guidance to researchers, postgraduate students and professors in higher education institutions for use, with 274 participants, 57 females;
 - Sent 156 teachers abroad to exchange experiences and increase knowledge, 35 females, in Thailand, Vietnam, Philippines, Singapore, Indonesia, Malaysia, China, Japan, India, Turkey, France, the United States of America, Belgium, Czech Republic, Spain, England, Australia, Poland, Romania, Denmark and Italy;

- Sent 116 Master's Degree students abroad, 40 females, to Thailand, Indonesia, Japan, China, Israel, South Korea, Spain, Italy and France;
- Sent 22 doctoral students abroad, 10 females, to Japan, China, Thailand, Indonesia, Malaysia, France, Belgium and Italy.

A.2. Strengthen Institutional Capacity to Ensure Effective Leadership and Management of Education Staff at All Levels

European Union Contribution to Higher Education Development

Through the Erasmus+ program, the European Union had been actively involved in the development of higher education in Cambodia. Key achievements in the last 10 years (2013-2022) included:

- 742 students and staff received scholarships to study and teach at universities in the European Union under the International Credit Movement Program;
- 25 students and staff had been awarded scholarships to pursue Master's Degree at various universities in European Union through the Erasmus Mundus Master's Degree Program;
- More than 30 higher education institutions had implemented 51 higher education capacity building projects, which had contributed to building an institutional support, education staff capacity building, curriculum development, equipping tools and teaching materials, and increasing opportunities for partnerships with universities in Asia and Europe. Cambodia was one of the top five countries in Asia that had participated in this higher education capacity building project.

Besides Erasmus+ program, the EU's ASEAN Higher Education Support Program provided opportunities for 61 Cambodian students from four universities to study on credit transfer system at ASEAN universities, and TTYI 68 foreign students to study at these four universities as well.

Promoting Higher Education Institution Governance

The Ministry had:

- Facilitated the issuance of the Sub-decree on the Establishment of the Cambodian Cyber University Network;
- Issued Prakas on the Preparation of Internal Manual on Financial Management for Public Administrative Higher Education Institutions;
- Issued Prakas on the Management of Education Staff in Public Administrative Higher Education Institutions;
- Issued Decision on Recognition of the Appointment of the Board of Directors of 84 Higher Education Institutions;
- Issued Directive on Student Protest in Higher Education Institutions;
- Issued Directive on the Study on Student Condition after Graduation in Public and Private Higher Education Institutions under the supervision of the Ministry of Education, Youth and Sports;
- Developed the arrangement of QuickBooks Accounting System for financial management of the Royal University of Agriculture, University of Battambang and Svay Rieng University;
- Completed the Draft Guidelines on Center of Excellence in Higher Education;
- Organized a Training Workshop on the Use of QuickBooks Accounting System for Financial Management of the Royal University of Agriculture, University of Battambang and Svay Rieng University, with 62 participants, 28 females;
- Organized a Workshop on Arrangement of Financial Management System for the Royal University of Phnom Penh, National University of Battambang and Svay Rieng University with 114 participants, 53 females;
- Organized a Workshop on Student Protest at Private Higher Education Institutions, with 59 participants, 12 females;
- Organized a Workshop on Data Analysis and Writing a Report on Study on Student Condition in Higher Education Institutions, with 83 participants, 15 females;

- Organized a Workshop on Preparation of an Internal Manual on Financial Management for the Institute of Technology of Cambodia and the University of **Heng Samrin** Thbongkhmum, with 70 participants, 25 females;
- Organized a Workshop on Financial Management for the Implementation of Cyber University Network Program, with 56 participants, 15 females;
- Organized a Consultative Workshop on Organization of Public Investment Program for 2024-2028, with 168 participants, 49 females;
- Organized a Consultative Workshop on Handbook on Research Management in Higher Education, with 30 participants, 8 females;
- Organized a Consultative Workshop on Preparation of Action Plan for the Implementation of the Higher Education Sub-Sector Strategy, with 81 participants, 25 females;
- Organized a Consultative Workshop on Planning of Action for the Development of Higher Education Institutions, with 36 participants, 6 females;
- Organized a Workshop on Young Researcher Guide Program on Writing Research Articles, with 68 participants, 18 females;
- Coordinated the implementation of professional writing and publishing research guide with 6 public higher education institutions, in which 20 experienced researchers volunteered to train and 50 young researchers participated in writing research articles for publication in national and international journals. As a result, 20 research articles had been completed and ready to be published in the international research journal;
- Coordinated the implementation of evaluation of the status of professors in higher education institutions;
- Developed information management system for postgraduate research and training and handbook on using the system and analyzing report writing;
- Monitored and supported the implementation of the 10-year strategy in the target higher education institutions;
- Assisted 14 higher education institutions in implementing student protests and studying the student condition after graduation;
- Assisted 7 public and 5 private higher education institutions on preparation of questionnaires, work performance and report on student protest in higher education institutions.

This confirmed that the governance of higher education institutions and international cooperation had gradually been strengthened and expanded from year to year.

Capacity Development of Officials of Higher Education

The Ministry had:

- Improved qualification of teachers and 29 Master's Degree students and 22 doctoral students through the implementation of research projects of the Higher Education Quality Improvement Project in 5 target public institutions;
- Opened a capacity development course on data analysis and research report writing for 24 staff of the Department of Scientific Research and the Department of Higher Education, 7 females;
- Organized a Capacity Development Workshop on Postgraduate Training Management Information System and Research Masterpiece for leaders and official of the Department of Scientific Research, with 37 participants, 10 females;
- Organized a Capacity Development Workshop on Postgraduate Training Management Information System and Research Masterpiece for technicians in public and private higher education institutions, with 57 participants, 13 females.

B. PROGRESS OF OUTCOME INDICATORS

Analysis of the Progress of Outcome Indicators

N°	Indicators	Based Line	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Actual	Status
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2021-22	
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement												
Sub-sector Objective 1: Enhance access to and improve the quality of higher education programmes towards national and international accreditations												
1.	Gross enrolment rate (18-22)	19,6	21,8	24,7	26,8	10,49	11,6	12,0	13,8	15,1	14,9	→
	Male	25,6	30,1	33,3	36,1	13,2	13,2	12,2	15,5	17,8	15,5	→
	Female	11,8	12,1	14,7	16,7	11,3	11,3	11,8	11,9	12,7	13,2	↑
2.	Percentage of student enrolment in STEM programmes of bachelor degree	19,61	21,79	24,74	26,83	27,1	27,1	28,3	30,4	31,0	25,6	↓
	Male	25,58	30,08	33,29	36,11	36,7	36,7	40,1	45,4	38,2	35,6	↓
	Female	11,77	12,05	14,72	16,73	17,4	17,4	16,9	17,5	21,5	13,8	↓
3.	Number of centres of excellence	N/A	N/A	N/A	N/A	0	1	1	2	0	4	↑
4.	Percentage of full-time staff holding PhD (including local and overseas)	3.3	3.3	3.4	3.4	3,4	3,4	4,1	4,1	4,70	5,7	↑
	Female	2.6	2.8	2.8	2.9	14,7	14,7	3,6	3,6	16,5	4,3	↓
5.	Number of HEIs that complete tracer studies	N/A	N/A	N/A	N/A	N/A	N/A	5	5	6	20	↑
6.	Number of HEIs that have student grievance systems	N/A	N/A	N/A	N/A	N/A	N/A	5	8	8	22	↑
Policy 2: Strengthen institutional capacity to 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												
7.	Number of HEIs that implement internal quality assurance system	13	15	27	27	28	10	10	16	18	17	→
8.	Number of HEIs accredited	N/A	N/A	N/A	N/A	0	0	10	20	14	29	↑
9.	Number of HEIs that provide input data into HEMIS	6	12	24	27	32	5	13	24	32	33	↑

C. CHALLENGES

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

- There were only 8 percent of teachers in higher education institutions holding doctoral degree;
- Lack of in-depth researcher capacity to respond to digital society;
- Lack of principles for conducting research activities in higher education institutions;
- Infrastructure arrangement and equipping of necessary basic physical and technological materials had yet kept up to date;
- Capacity of managers and technicians were still limited for the operation of Cambodian Cyber University Network;
- The implementation of internal education quality assurance system was not yet good;

2.2.5 SUB-SECTOR: NON FORMAL EDUCATION

A. ACHIEVED OUTCOME

A.1 Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All, Youth Development and Sport Improvement

A.1.1 Quantitative Section

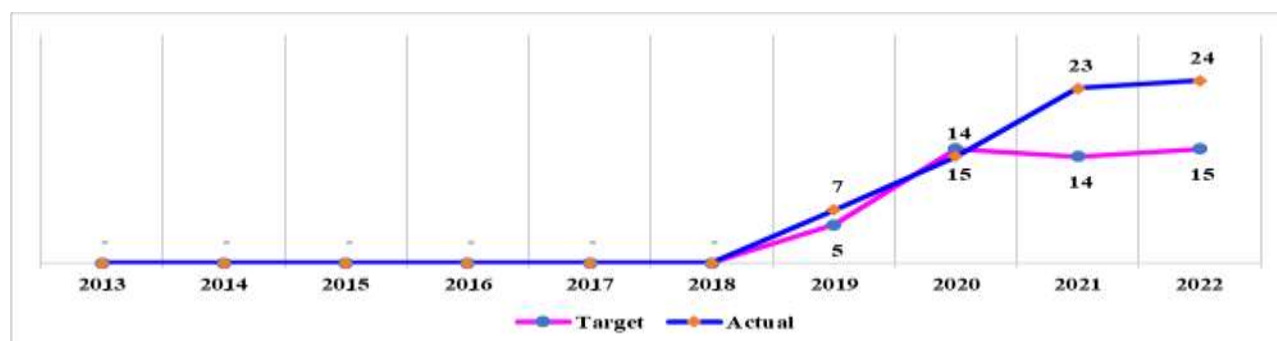
7 programs were implemented in the non-formal education sub-sector, including vocational literacy, post-literacy, re-enrollment, primary school equivalency, lower secondary equivalency, and Complementary education programs.

Table 17: Number of capital/provinces implemented non-formal education programs from 2012 to 2021

Program	Capital/Provinces									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Vocational Literacy	24	25	25	25	25	25	25	25	25	25
Post-literacy	23	23	25	23	18	17	17	17	16	15
Re-enrollment	23	23	21	22	22	22	22	3	6	21
Income generating	24	25	23	23	24	24	25	22	24	25
Primary equivalency	18	18	16	20	22	24	24	23	24	24
Lower secondary equivalency				2	0	8	8	5	3	6
Complementary education	22	22	20	21	21	21	21	20	21	18

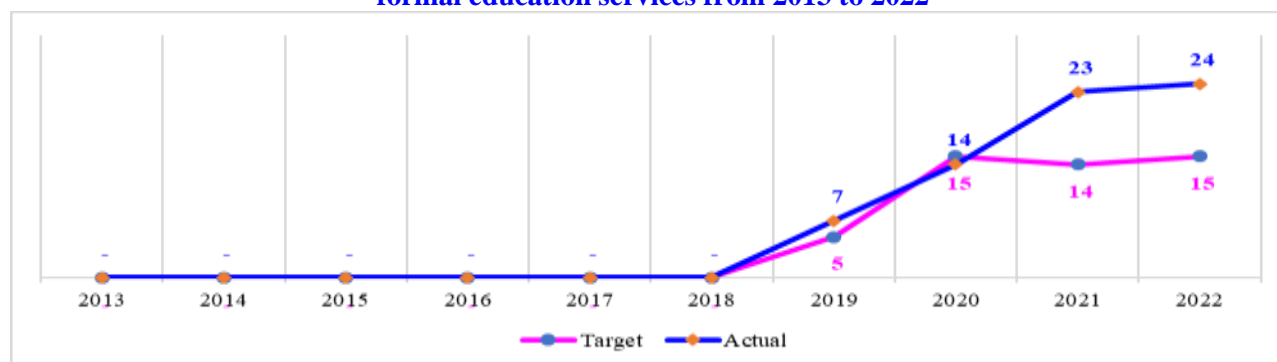
In general, the sub-sector achieved the progress of the target indicators and the sub-sector outcome indicator of the non-formal education sector from the academic year 2012-2013 to the academic year 2021-2022, having had 70,741 students (38,391) in the academic year 2012-2013 and 50,255 students (26,677 females) in the academic year 2021-2022, while 55,808 students 31,361 (females) completed the program in the academic year 2012-2013 and 38,800 students (21,614 females) in the academic year 2021-2022.

Figure 119: Number of community learning centers transformed into lifelong learning centers From 2013 to 2022



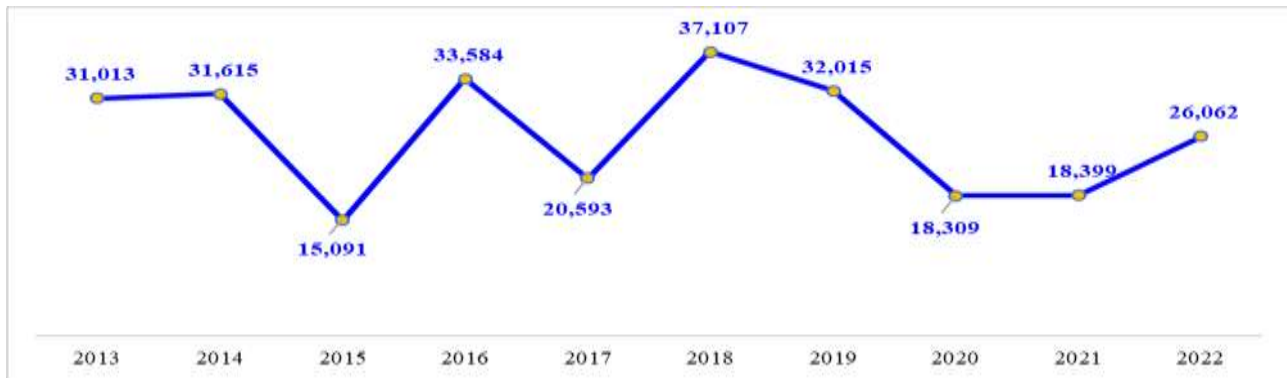
According to the Education Strategic Plan 2019-2023, the community centers would be transformed into lifelong learning centers. 24 community learning centers in 7 provinces (Kampot, Kampong Chhnang, Preah Vihear, Kandal, Pursat, Pailin and Siem Reap) have become lifelong learning centers. In 2022, this indicator was in fact achieved well above the target due to cooperation with various development partners.

Figure 120: Non-formal education officials received training on the planning and management of non-formal education services from 2013 to 2022



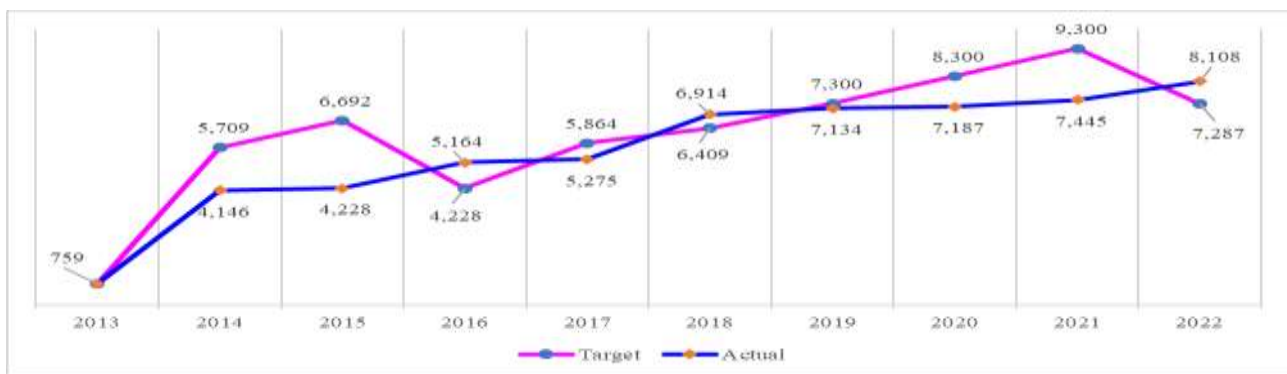
Promoting the capacity to handle non-formal education services, the Ministry has used digital technology to train non-formal education officials to meet urgent needs. In the last two years, 577 non-formal education officials have been trained.

Figure 121: Visitors in librares from 2013 to 2022



The post-literacy program aims to strengthen literacy and prevent for adults. In the past 10 years, there have been 297,726 visitors to libraries. The results show that the number of visitors to the libraries has changed significantly as ministries, institutions and development partners have established additional reading corners and libraries in community learning centers and lifelong learning centers.

Figure 122: Number of students enrolled in equivalency programs from 2013 to 2022



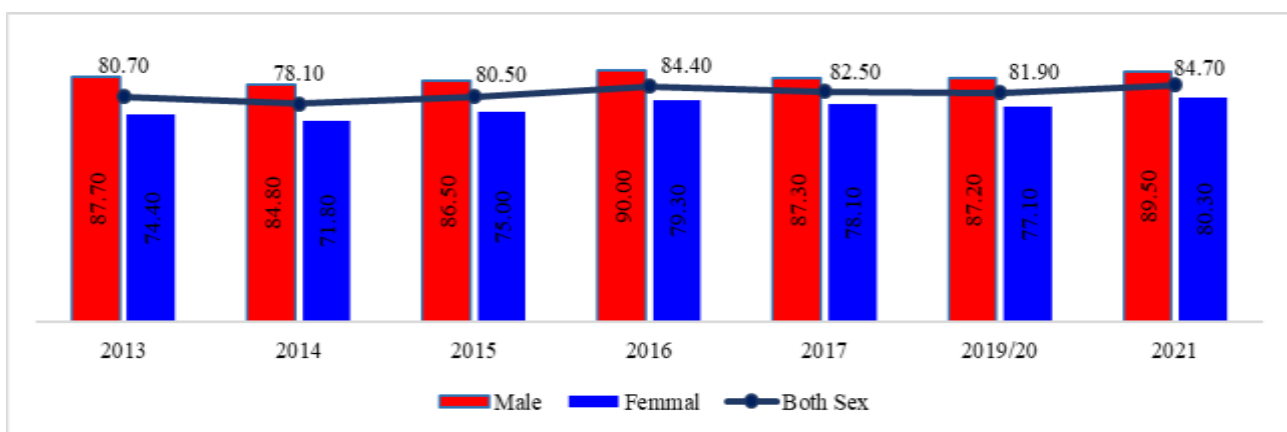
Over the past 10 years, the number of equivalency program students has increased from 759 in 2013 to 8,108 in 2022. This positive progress is due to the giving of opportunity for students to study electronically and conduct distance learning and opening of classes in prisons, correctional centers and private enterprises.

The programs helps out-of-school children and youth with the opportunity to complete lower secondary education through a diverse and flexible curriculum for further study and acquisition of technical and vocational skills.

A.1.2 Qualitative section

The implementation of the education strategic plan over the past 10 years has demonstrated the progress of the non-formal education sub-sector with the following results:

Figure 123: Adult literacy rate (15 years old and older) from 2013 to 2021

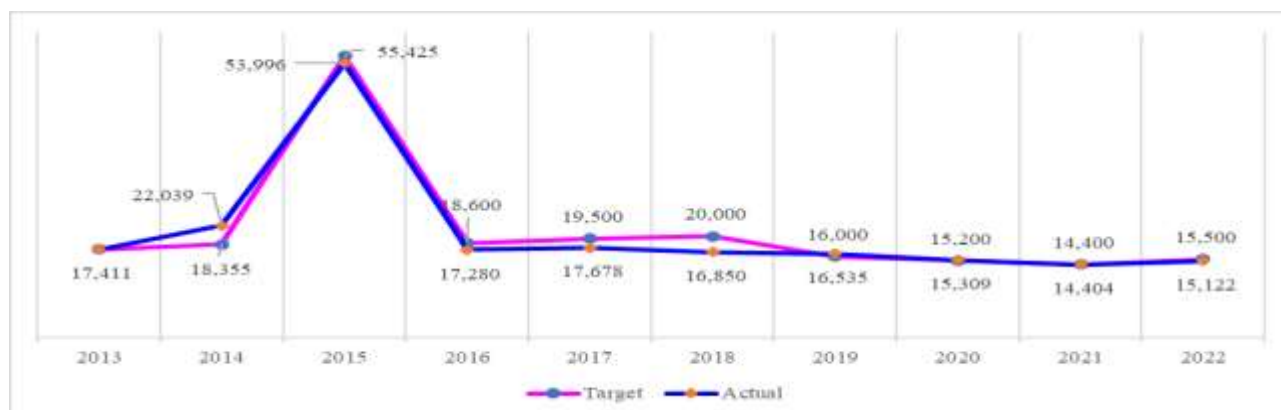


Source: Cambodia Socio-Economic Survey Report 2021 (National Institute of Statistics, December 2022)

The adult literacy rate for adults aged 15 and over in 2013 was 80.7%, a decrease of 78.1% in 2014. In 2015, the Ministry, in collaboration with UNESCO, organized national literacy campaigns, and thus increasing the literacy rate in 2016 to 84.4%. However, this rate marked little progress between 2017 and 2019/2020, but in 2021 this rate was increased to 84.7%.

This result has reflected high commitment of the Ministry of Education, Youth and Sports, in collaboration with line ministries, UNESCO, development partners and the private sector, using various means to improve adult literacy rates in Cambodia. Every year, the Ministry celebrates the National Literacy Day on 8 September, which is a driving force to make this program more effective and contribute to mitigating the illiteracy rate. As a matter of fact, the Ministry declared the National Literacy Day on 8 September 2022 under the theme "Literacy as a Bridge to Career and Further Education." Despite the Covid-19 pandemic, the Ministry of Education, Youth and Sports has pushed for distance and integrated learning programs to provide students with access to literacy programs.

Figure 124: Illiterate people completed literacy classes from 2013 to 2022



In 2013, 17,411 students completed the literacy programs. The programs showed progress the following year and the number of students was increased dramatically in 2015 to 53,996, due to the Ministry's national literacy campaigns. By 2022, the number of students was decreased to 15,122 due to the decrease in the number of contracted literacy teachers.

This shows that the Vocational Literacy Program has expanded the dimension and attention of all line institutions, development partners and the private sector, providing opportunities for students to pursue their careers and further education.

Figure 125: Number of students completed the re-enrollment program and reintegrated to the system from 2013 to 2022



In the academic year 2012-2013, 13,468 students completed the re-enrollment programs and were reintegrated to the schools' system. By the school year 2020-221, the number of students was decreased due to the Covid-19 pandemic and their migration with the parents. Following the 2021 mid-term review on the implementation of the Education Strategic Plan 2019-2023 and the 2025 Projection, the number of students reintegrated into the system has increased to 8,322 students, exceeding the target of 2,164 students in the 2021-2022 academic year. In general, this indicator, although the results in the academic year 2021-2022 were lower than the base year, the target and the policy to mitigate the dropout rate of in primary school were accomplished.

This shows that the number of students re-enrolled has changed positively due to the increase in the implementation of programs of the capital and provinces and development partners and to the re-opening of the socio-economy.

The income-generating program provided training on numerous easy-to-follow business skills and marked similar progress from 2013 to 2022 due to the flexibility of study allowing students to learn some skills outside of community learning centers, such as at teachers' homes, beauty salons and other places where teachers and students could meet and learn. Over the past 10 years, 80,864 community members have been trained in easy-to-follow occupations.

Figure 126: Number of students completed vocational training from 2013 to 2022

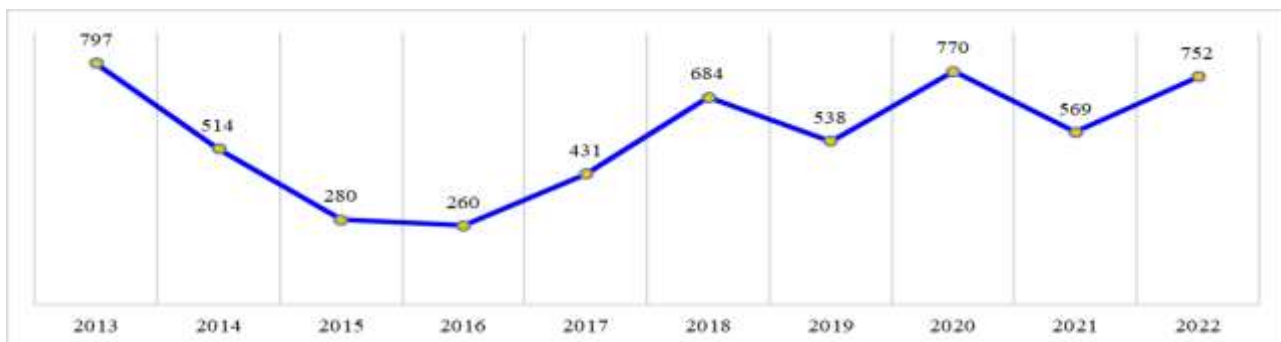


In 2019, there were 1,136 students including 605 females completing skills easy-to-follow businesses. In 2020, there were 2,183, including 1,328 females; in 2021, there were 2,564, including 1,609 females; and in 2022, there were 2,383, including 1,477 females.

This shows that line ministries, institutions and development partners have focused and helped the communities to acquire knowledge, skills and easy-to-follow occupations in community learning centers and lifelong learning centers.

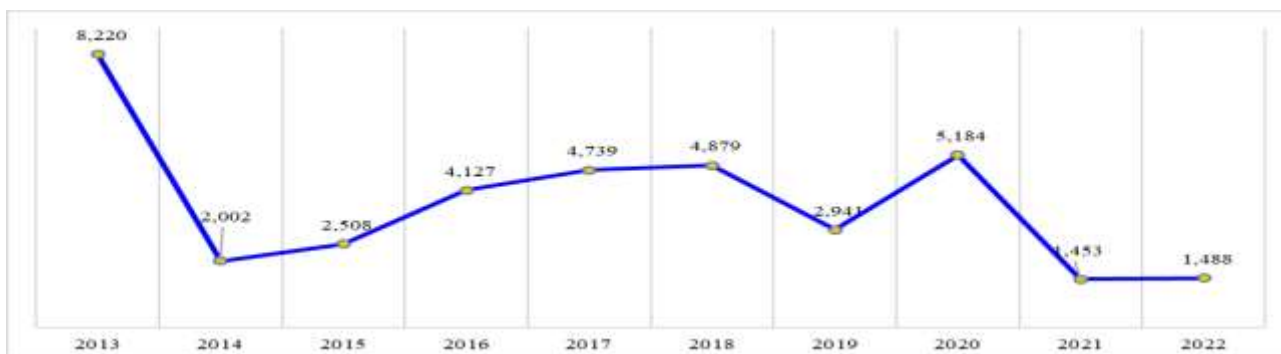
The complementary program provides opportunities for young people, adults, civil servants, teachers, armed forces, workers, monks, and dropouts to continue their education at the secondary level. Students who pass each level will receive a certificate or diploma equivalent to a certificate or diploma in the general education.

Figure 127: Results of students passing the lower secondary school examinations from 2013 to 2022



In the past 10 years, about 600 students passed the primary school examinations. Compared to the academic year 2012-2013, the number of student passing the exams in the 2021-2022 academic year was decreased by only 5.65% due to the decrease in enrollment and exam candidates.

Figure 128: Results students passing complementary upper secondary schools from 2013 to 2022



The complementary upper secondary program provides students who do not have sufficient opportunities to continue their studies and pass their upper secondary exams to further their qualifications to higher education and employment opportunities. In the past 10 years, 44,686 students have passed the upper secondary school diploma examination.

The results show that the number of students pass the exams has changed significantly due to the Ministry's exam reform and the number of enrolment and candidates applying for the exams.

Figure 129: Results of the implementation of the non-formal education program compared to the target



The sub-sector of non-formal education has changed positively, especially the number of students who have completed the non-formal education program has increased and the number of students who have completed the vocational skills can easily pursue their own careers.

This result is attributed to the support of the Royal Government in providing the employment for non-formal education contract teachers and the Ministry's improved curriculum, core textbooks and legal regulations, as well as the support of relevant institutions, development partners and the private sector.

A.2. Strengthen Institutional Capacity to Ensure Effective Leadership and Management of Education Staff at All Levels

The Ministry has organized the management and administration of teaching services for all non-formal education programs in line with the Royal Government's Sub-Decree No. 20 ANKr.BK, dated 5 March 2015, that is to increase the pay of non-formal education contract teachers based on the payrise program ranging from 50% to 100% of the total monthly salary for newly-recruited primary school teachers plus a 12-month incentive for the Community Learning Center Board.

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

- Celebrated the 22nd National Literacy Day on 8 September 2022 at Meanchey Park, Banteay Meanchey province under the theme "Literacy as a Bridge to Career and Further Education", participated by 1,600 people (620 females) and broadcasted on Radio National of Cambodia Southeast Asia, CTN, CNC, National Television of Cambodia, Hang Meas, Bayon, Phnom Penh Channel 3, Channel 9, and the Ministry's official social media network;
- Issued Prakas on the recognition of employment of 2,472 contracted non-formal teachers in 2022 to work at 883 vocational literacy programs, 401 primary equivalency programs, 581 re-enrollment programs and 607 income generating programs;
- Issued guidelines No. 47 AYK.SNN on the operation of non-formal education programs;
- Provided incentives for the outstanding community learning center boards and 5 outstanding literacy teachers and 10 literacy students in the National Literacy Day, 8 September 2022;
- Provided a training course on Youth Rights in the Workplace in the factory literacy program with 52 participants (13 females), supported by ILO;
- Provided training of trainers for Credit Literacy Program via Zoom system with 98 participants (15 females);

- Provided a training course to 20 factory literacy teachers (14 females), supported by Garment Training Institute in Cambodia;
- Provided capacity building training for contracted non-formal education literacy teachers through the credit system with 46 participants (18 females), supported by the Partnership Fund for Capacity Development in Education;
- Provided an online workshop to disseminate and exchange experiences on the Basic Equivalency Education (BEEP) Program with 33 participants (5 females), supported by UNESCO;
- Organized a workshop on the development of BEEP detailed curriculum framework and curriculum for the non-formal upper secondary education, with 43 participants (7 females), supported by DVV International;
- Organized an online workshop on reviewing the non-formal education sub-sector in 2021 and 2022 direction through the zoom system with 97 participants (15 females)
- Organized a dissemination workshop on distance learning program and e-learning system for the pilot implementation of the equivalency program of primary non-formal education with 265 participants (34 females);
- Produced videop clips on Literacy a Bridge to Career and Further Education;
- Produced non-formal education statistics book and indicators in 2022;
- Launched the official formation of a Community Center building into Vor Commune Lifelong Learning Center in and an electronic library in Trapeang Kong commune, Samrong Tong district, Kampong Speu province;
- Monitored the process of distance learning and e-learning for the pilot implementation of non-formal education equivalency program in Kampong Speu, Tbong Khmum, Pursat, Koh Kong and Banteay Meanchey;
- Monitored the implementation of the lower secondary equivalency program, which promotes distance and electronic teaching for out-of-school children and youth; and
- Monitored the learning process of the factory literacy program and the non-formal education program in the capital and provinces.

B. PROGRESS OF OUTCOME INDICATOR

Analysis of the Progress of Outcome Indicator

Indicators		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Actual	Status
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23	
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement													
Sub-sector Objective 1: Increase the number of literate students, and access to NFE Programmes for out-of-school children and youth. Increase access to full NFE services within a framework of life-long learning, knowledge, skills and attitudes													
1	Number of illiterate students completed a literacy programme	17,411	22,039	53,996	17,280	17,678	16,850	16,535	15,309	14,404	15,500	15,122	→
2	Number of students studying in equivalency programmes	759	4,146	4,228	5,164	5,275	6,914	7,134	7,187	7,445	7,287	8,108	↑
3	Number of community learning centres						0	7	14	23	15	24	↑
4	Number of students completed re-entry programmes to be transferred to formal education system	13,468	15,463	12,096	10,910	10,016	10,099	10,597	1,624	2,663	2,164	8,322	↑
5	Number of learners who completed skills training	7,649	8,524	7,272	8,220	8,002	9,170	8,278	7,090	7,125	7,890	9,534	↑
Policy 2: Strengthen institutional capacity to 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													
6	Number of provinces implemented the NFE-MIS for M&E						0	0	0	0	5	0	↓
7	Number of districts implemented the NFE-MIS for M&E						0	0	0	0	30	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						0	130	0	312	130	265	↑

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:

- Lack of resources to speed up the process of transforming community learning centers into lifelong learning centers and
- The capacity of non-formal education officials and the capacity of non-formal education contract teachers are limited.

2.2.6. SUB-SECTOR: YOUTH DEVELOPMENT

A. ACHIEVED OUTCOME

A.1 Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All, Youth Development and Sport Improvement

A.1.1. Quantitative Section

The Ministry has developed and implemented the Strategic Plan for the Development of Cambodian Youth, with a attentive selection of programs focusing on the development of hard and soft skills for youth, in which for the last 10 years the Ministry has trained 21st Century Skills for youth and children, including soft skills, critical thinking skills, teamwork spirit, innovation, hard working, problem solving, leadership, communication skills, languages, digital knowledge, journalism skills, and entrepreneurship to develop Cambodian youth to become "Good citizens", "Global citizens" and "Human capital" with a high sense of patriotism, responsibility, balance and value of the merits of peace and social development of Cambodia. The Ministry has organized a number of key programs to provide for and enable the courage and participation of young people, such as 1) National Youth Debate Program, 2) Youth program 21 "Digital Entrepreneurship", 3) National Business Program for Youth, 4) 21st Century Youth Work Competition, 5) Information Technology and Digital Skills Exchange Workshop (JoTa- JoTi), 6) My Community Peace Messenger Program, 7) My Community Volunteer Program, 8) Business Plan Competition Program, 9) Online Basic Education Equivalency Program, 10) Digital Literacy Program, 11) Financial Literacy Program, and 12) 21st Century Youth Competition Program. In particular in 2022, as Cambodia hosted the ASEAN Summit and Related Meetings, the Ministry of Education, Youth and Sport on behalf of the ASEAN Socio Cultural Community (ASCC) initiated the "Joint Statement of ASEAN Leaders on the Year of ASEAN Youth", adopted at the 40th and 41st ASEAN Summits in Phnom Penh on 11 November 2022, and organized 5 ASEAN Youth Programs, namely (1) the 1st ASEAN Youth Dialogue, (2) the 6th ASEAN Youth Video Competition, (3) the ASEAN Youth Photo Contest, (4) the ASEAN Youth Debate Competition, and (5) ASEAN Principal Leader Meetings with ASEAN Youth Representatives; all of which have contributed significantly to the development of 21st Century Skills for Cambodian youth and the youth in the ASEAN region.

The Ministry has promoted the 21st Century Skills of 48,567 youths and children (49% female), strengthened the Cambodia National Council for Childrens in 8,954 educational institutions, Youth Council of Cambodias in 593 educational institutions, promoted 3 Good Competitions "Good children, Good students, Good friends" in which 1,696 youth and children (49% Female) won Outstanding Award of the Year, and established 175,000 Cambodian National Scout members (49% female) at public and private educational institutions and communities, as well as formulated youth clubs and study clubs to help students get ready for upper secondary school diploma exams.

The Ministry has enhanced the capacity and increased awareness of young people to be able to writing and implemented 2,437 projects, providing opportunities for 41,469 young people (47.5% female) to support the activities in leading, developing socio-economy and protecting the achievements earned by the Royal Government through enhancing effective implementations of My Community Volunteer Program, My Community Peace Messenger Program, and Global Youth Camps And Scout Camps, etc.

The implementation of the Education Strategic Plan (2014-2023) marks the progress of the Youth Development Sub-sector for the past 10 years, focusing on the following indicators:

Objective 1: Developing digital programs, entrepreneurship, young leadership and other soft skills for youth development

**Figure 130: Number of young people received short-term training, digital and technical skills
From the academic year 2013-2014 to 2022-2023**



For the last 10 years, from the academic year 2013-2014 to the academic year 2022-2023, the Ministry has developed a series of programs to promote access to well-defined skills for young people, including digital, entrepreneurship, young leadership and soft skills. As expected, the implementation of all programs in the 1st indicator, shown in the figure above, has really increased the number of young people benefiting from these programs. The number of young people participating in various programs has been fluctuated in some academic years. For example, from 2015 to 2019, there was a decrease due to public financial reforms, reducing some indicators at the central level to meet the budget requirements of the provincial Department of Education, Youth and Sport. From the academic year 2019-2020, it started to increase due to changes in indicators and methods of data collection, the decline in the academic year 2020-2021 and the academic year 2021-2022 was due to the Covid-19 pandemic. Thus, if examining each of the programs, it shows that the participation of young people in these programs varies greatly from year to year.

To ensure the progress of the above-mentioned indicator, the Ministry has:

- Provided short-term and vocational training at the Cambodian National Youth Center and at the Capital/Provincial Youth Centers for short-term skills for 14,509 young men (60.50% female, such as bodybuilding, mobile phone repairs, electronics, piano, classical musical instruments, traditional dance and music lyric writing, march music, contemporary music, make-up skills, English, Korean, career orientation, tour guides, basic knowledge of archaeology, basics of Bokator, how to use the internet, social media, computer, administration, graphic design, video clip making, distance learning, computer science and computer repairs, etc.;
- Provided workshops on digital literacy for 3,443 young people, 53.6% female;
- Hosted Information Technology and Digital Skills Competition (JoTa-JoTi) for 1,200 young people, 49% female;
- Hosted 1st Senior Scout Photo Contest under the theme "Scouts - Thank you Peace" for 200 young men, 50% female;
- Provided dissemination workshops on road traffic safety, the dangers of illicit drug use and reproductive health to 1,951 young people, 38.33% female;
- Provided Skills and Employment Development for Cambodian Youth (SIDA) to 16,681 young female, 19.5% female;
- Produced video clips on activities and broadcasted live youth programs via the official websites of the Ministry of Education, Youth and Sport and the General Department of Youth, with 450,000 viewers, such as National Youth Debate Program, 21 Youth Program Competition, Business Plan Competition, and My community Volunteer Program, etc.;
- Disseminated The Youth Psychological Education Outreach Program in the context of Covid-19, viewed by 508,000 viewers via the official Facebook pages of the Ministry of Education, Youth and Sport and the General Department of Youth;
- Produced monthly programs on children and youth for Radio National of Cambodia since 2001;
- Published 11,530 youth bulletins; and
- Published 10,000 guidebooks on youth debate programs.

Figure 131: Number of young people trained and implementing volunteering projects from the academic years 2013-2014 to 2022-2023

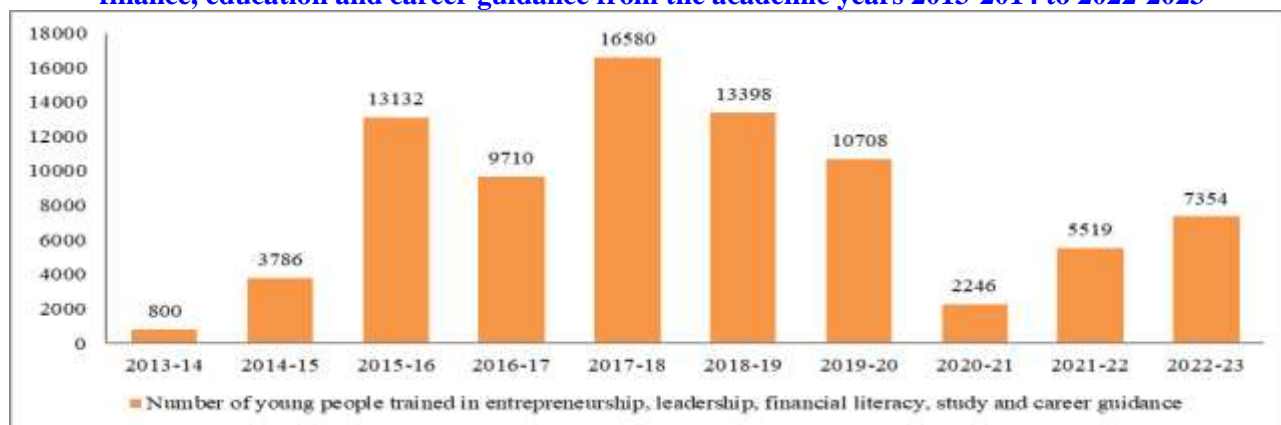


For the past 10 years, from the 2013-2014 academic year to the 2022-2023 academic year, the number of young people receiving training and implementing volunteering projects has decreased compared to the base year 2013-2014 due to the information collection mechanisms on volunteer work of some youth organizations are not under the authority of the Ministry, such as the National Cambodian Scouts being under the control of the Office of the Council of Ministers. Since the 2018-2019 academic year, the number of volunteering projects has been increased significantly, which has provided opportunities for young people to participate in leading, developing socio-economy and protecting the achievements earned by the Royal Government through enhancing effective implementations of My Community Volunteer Program, My Community Peace Messenger Program, and community-based humanitarian activities.

To ensure the progress of the above-mentioned indicator, the Ministry has:

- Provided My Community Volunteer Program to 3,063 youths (55% female) in 30 capital / provinces;
- Disseminated My Community Peace Messenger project to 600 teenage and senior scouts(49% female) from 25 capital/provinces, and established 61 community projects with a total implementation time of 1,500,196 hours, which were posted in World Scout Movement website (<https://sdgs.scout.org/>);
- Produced posters of jobs for the youth through the Youth Volunteer of Cambodia website www.yvc.moeys.gov.kh, which is a volunteer information form and a OWS mechanism for providing information, volunteering opportunities, internships, skills training and skills for Cambodian Youth;
- Hosted International Volunteer Day on 5 December to 689 young people, (51% female);
- Provided study tour of volunteer youth delegates for a total 2,017 youth, (34% female);
- Provided My Community Volunteer Program for 59 young people (100% female);
- Provided volunteer program for 191 young people (63.8% female) during the vacation;
- Provided in-school and out-of-school youth volunteering program for 1,379 young people (47% female);
- Hosted International Peace Day on 21 September under the theme “I am a Scout - I am the Messenger of Peace, and Peace starts from Me” for 1,3000 young people, 48% female, from 25 Capital/Provincial;
- Had Peace Messenger Network the Cambodian National Scout train 600 young men (45% female) officers from 25 Capital/Provincial to function as facilitators;
- Hosted Good Environment Starts from Me program and 60 minute International Day for the Earth to 550 young people, 49% female;
- Hosted 23 April Brave Scout Day to 500 young men (50% female) from 25 Capital/Provincial;
- Promoted and encouraged tree planting movements throughout the country under the theme "One Scout, One Tree", participated by 1,500 scouts (45% female) who planted 1,800 trees;
- Conducted disseminations of road traffic laws, humanitarian activities, disaster relief, awareness raising of Covid-19 prevention methods and participation in Covid-19 vaccination deployment for 1,500 young scouts, (42.85% female);
- Produced instructional handbooks on the implementation of volunteer work in community learning centers and youth centers;
- Produced instructional handbooks on facilitating and supporting My Community Volunteer Practices;
- Drafted the Establishment of a Voluntary Recognition Framework in Cambodia.

Figure 132: Number of young people receiving training on entrepreneurship, leadership, literacy, finance, education and career guidance from the academic years 2013-2014 to 2022-2023



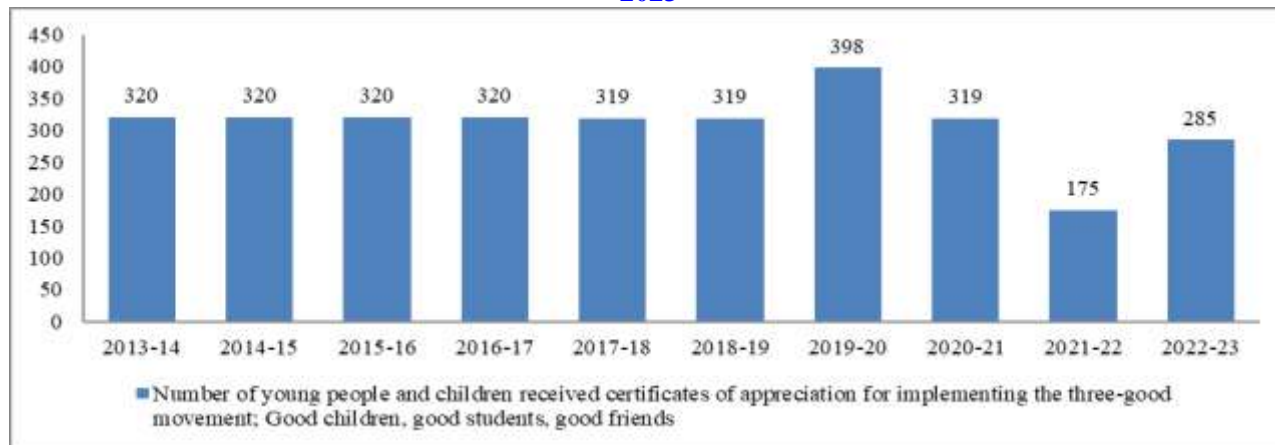
From the academic year 2013-2014 to the academic year 2015-2016, through the collaboration with the Swedish International Development Agency (SIDA) and the International Labor Organization (ILO), a number of youth development programs were developed, such as the Career Market Information Program Know About Business (KAB), and Community Enterprise Development (C-BED), which are attractive to many young people. In the academic year 2016-2017, there was a slight decline as some programs had been finalized and public financial reforms had cut down some of the indicators at the central level to meet the budget requirements of the provincial Department of Education, Youth and Sport. The 2016-2017 2017-2018 saw strong growth due to a number of programs developed in collaboration with the United Nations Volunteers (UNV) and the Department of Scout Cooperation. From the 2018-2019 academic year and the 2019-2020 academic year, there was a decrease due to the revision of some indicators in response to the Education Strategic Plan 2019-2023, and the completion of the cooperation programs with some partners. The academic year 2020-2021, there was a continued decline due to the Covid-19 pandemic in the community, making many programs unable to be implemented as set out in the annual action plan. From the academic year 2021-2022, there has been a steady increase due to newly innovated programs of the General Department of Youth to meet the new normal and needs of young people in Industrial Revolution 4.0 era.

To ensure the progress of the above-mentioned indicator, the Ministry has:

- Set up a Guinness World Record - The Workshop with Largest Business Practices in the World for 2,304 Young (48.5% female);
- Hosted National Youth Debate Program for 402 Youth, (65% female);
- Provided "Youth 21" training program on digital entrepreneurs to 160 young people (43% female);
- Set up National Business Program for 9,771 young people (52% female);
- Set soft skills training program for youth to 378 young people (56.87% female);
- Set 21st Century Youth Work Program for 780 youth (47.3% female) and 72 lead teachers (40% female);
- Hosted Cambodia Entrepreneurship Day on 21 September to 5,756 young people (50.1% female);
- Set up Know About Program (KAB) for 1,266 young people (59% female);
- Set up Community-based Enterprise Development training program (C-BED) for 7,602 young people (52% female);
- Set up business plan writing competition program under the theme "My Business" for 356 young people (56.87%);
- Disseminated career market information to 9,782 young people in and out of school (55% female);
- Set up mental education program for 665 young people (56.4% female);
- Set up financial literacy program for 560 young people (45%);
- Hosted Leadership Forum for 5,967 young people (36.5% female);
- Set up national youth camps for 1,900 youth 50% female);

- Set up global youth camps for 1,420 young people (47.5%);
- Set up adolescent scout and senior scout Camps for 3,150 young people (48% female);
- Set scout leader camps for 350 participants (35% female); and
- Set up International Youth Camp (IYF) to 14,373 youth (53% female).

Figure 133: Number of young people and children received commendations for performing three-good movement "Good children, good students, good friends" from the academic years 2013-2014 to 2022-2023



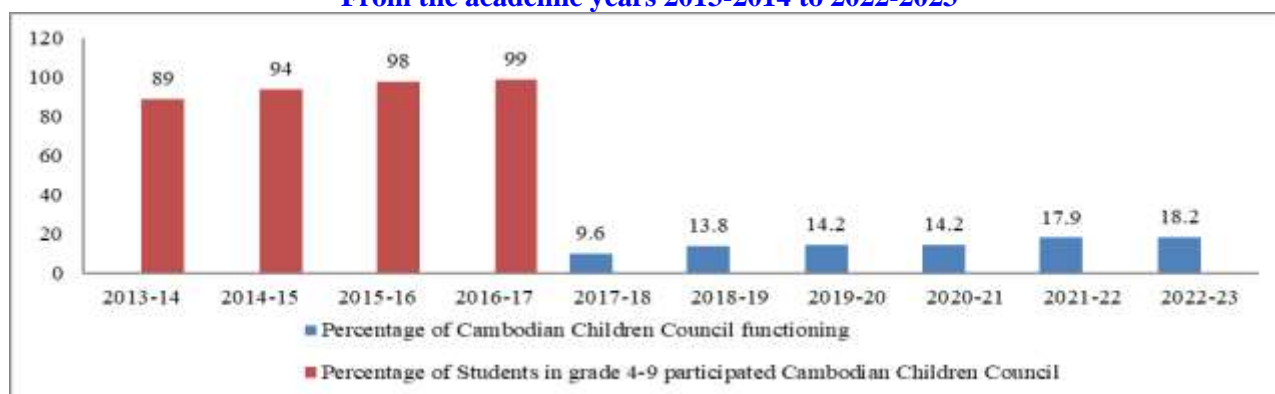
For the last 10 years, from the academic year 2013-2014 to the academic year 2022-2023, the review of the three-good movement "Good children, Good students, Good friends" has been held all over the country, particularly at the national level, with a number of young people and children increasing year by year through the production of youth and children's skills development programs the three-good movement "Good children, Good students, Good friends" to become good citizens. In the academic year 2019-2020 and the academic year 2020-2021, the competitions on the three-good movement was decreased due to the the Covid-19 pandemic and the risk of global economic crisis. Since the academic year 2021-2022, there has been a resurgence of growth as the youth development sub-sector has created a program to review the competition of the three-good movements in an integrated form.

To ensure the progress of the above-mentioned indicator, the Ministry has:

- Set up 3-good movement "Good children, Good students, Good friends" in which the annual awards were won by of 1696 people (49% female) and established youth action clubs and study club to help students get ready for upper secondary school diploma exams;
- Updated Circular No. 05 AYK.SNN and Guidelines No. 406 AYK.SNN on Improving the Effectiveness of the 3-Good Movement "Good Children, Good Students and Good Friends" of the Youth Council of Cambodia and the Council Cambodian children
- Formulate Guidebook on Technical Camping Techniques for STEM and STEN Clubs in the Youth Council of Cambodia and the Cambodia National Council for Children.

A.1.2 Qualitative Section

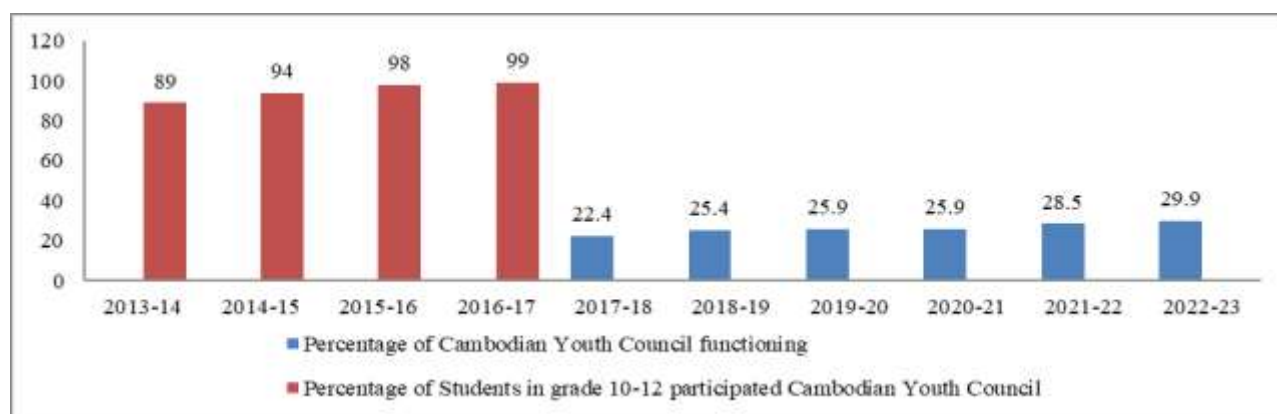
Figure 134: Percentage of the Cambodia National Council for Children in operation From the academic years 2013-2014 to 2022-2023



To ensure the progress of the above-mentioned indicator, the Ministry has:

- Expanded fully operational Cambodia National Councils for Children in 8,954 educational institutions equivalent to 45,044 branches, 258,150 sub-branches, and 1,576,686 members, (811,577 females);
- Formulated Circular No. 37 AYK.SNN on "Implementation of the Statute of the Cambodia National Council for Children" in order to encourage units under the Ministry and the Capital/Provincial Department of Education, Youth and Sport, Municipal/District/Khan Office of Education, Youth and Sport, schools and communities to increase and reinforce the operation of the Cambodia National Council for Children;
- Formulated principles and guidelines on celebrating International Children's Day on 1 June in the capital, provinces and relevant institutions;
- Disseminated mechanism to strengthen the implementation of the work of the Youth Council of Cambodia and the Cambodia National Council of Children of in public educational institutions to the managers and officials in charge of youth affairs of the Capital/Provincial Department of Education, Youth and Sport through online meetings; and
- Published 17,000 books on Children's Friendly School Program and Council of Children operations.

**Figure 135: Percentage of the Youth Council of Cambodia functioning
From the academic years 2013-2014 to 2022-2023**

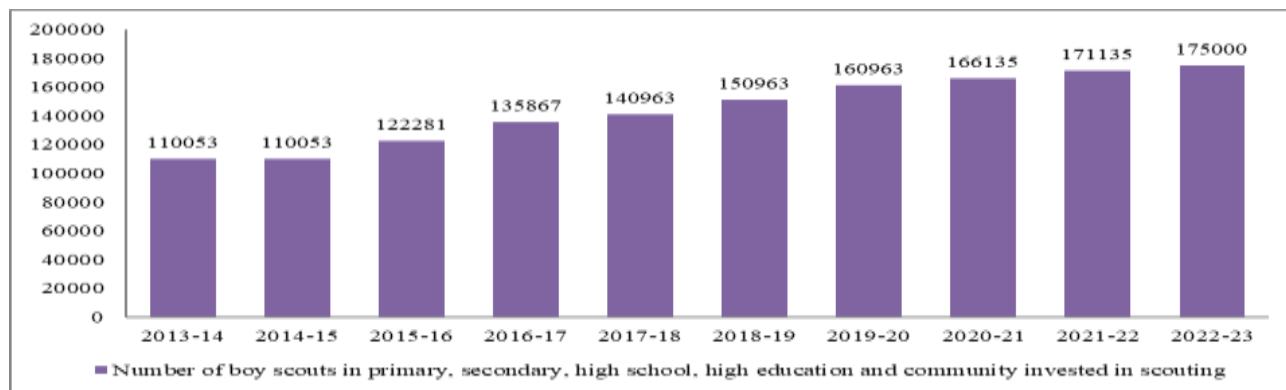


From the academic year 2013-2014 to the academic year 2017-2018, the Youth Council of Cambodia Indicator identified the percentage of students in grades 10-12 to participate in the Youth Council of Cambodia and showed the annual growth along well with the growth of schools. From the academic year 2017-2018 to the academic year 2022-2023, the indicator of the Youth Council of Cambodia including branches and sub-branches was increased due to the establishment of volunteer and basic life skills education programs, institutional growth, and support from all stakeholders. The Youth Council of Cambodia has supported school self-management, school club activities, and volunteer work, and helped 12th grade students pass the exam since 2014.

To ensure the progress of the above-mentioned indicator, the Ministry has:

- Produced 593 Youth Councils of Cambodia in 8,858 educational institutions, 53,148 sub-branches and 360,617 members (196 474 females);
- Set up statutes and guidelines for the implementation of the Youth Council of Cambodia in upper secondary schools;
- Disseminated the implementation mechanism of the Council of Youth of Cambodia and the Cambodia National Council of Children in public schools with the managers and officials in charge of youth affairs of the Capital/Provincial Department of Education, Youth and Sport through online meetings;
- Produced a guidebook on the organization of the Youth Council of Cambodia;
- Provided guidance on the evaluation to select outstanding Cambodia National Councils for Children and Youth Councils of Cambodia; and
- Published 10,200 books of the Youth Council of Cambodia.

Figure 136: Number of boy scouts in primary, secondary, higher education and community participation in the scout movement from the 2013-2014 academic years to 2022-2023



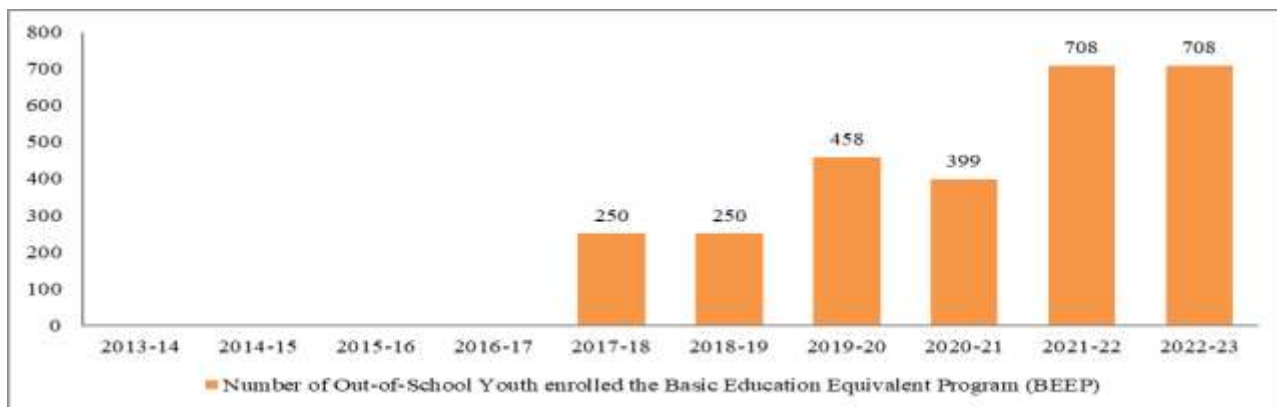
In the last 10 years, from the academic year 2013-2014 to the academic year 2022-2023, the membership of the National Cambodian Scouts was increased due to the effective management and strengthening of the patrol system in public and private educational institutions and communities. From the academic year 2020-2021, the number of members was 166,000, and in the academic year 2021-2022, the number of members was 175,000 (49% female), which was in line with the final objective of the Education Strategic Plan.

To ensure the progress of the above-mentioned indicator, the Ministry has:

- Produced 175,000 members of the National Cambodian Scouts (49% female), including 17,623 cub-scout, 120,229 adolescent scout, 21,514 rover scout, 13,197 adult leader, and 2,337 honorable members in educational institutions and communities;
- Provided 5,000 scout uniforms per year to the National Cambodian Scouts, capital and provinces, public and private higher education institutions and communities for the memberships of cub-scout, adolescent scouts, rover scout, adult leader, and honorable members;
- Published and disseminated scouting policies and textbooks to support the process of expanding the membership of the National Cambodian Scouts, such as 1) Youth Program Policy, 2) Training Policy, 3) Adult Human Resources Policy, 4) Policy and Procedure for Cambodia National Scouts, 5) Scout Concept Book, and 6) Scout Membership Guide, etc;
- Produced membership cards for members of the National Cambodian Scouts;
- Set up 25 membership, swearing-in and scarf wearing ceremonies per year for the National Cambodian Scouts in capital, province, higher education institutions and communities;
- Hosted dissemination workshop on evaluation of scout development certification and strengthening of the 5-year patrol system to 25 capital, provinces, higher education institutions and communities;
- Hosted scarf wearing ceremony for scout leaders from ministries, institutions, capital/provincial, municipal/district/Khans administrations, and departments of education, youth and sport, for a total of 208 (49%) to participate in the 3rd National Scout General Assembly of Cambodia;
- Amended the Constitution and Rules of Procedure of the National Cambodian Scouts, adopted at the 3rd National Assembly of the National Cambodian Scouts in accordance with the Charter of the World Scout Movement;
- Formulated Decision on the Dissolution of the Third Mandate of National Cambodian Scouts;
- Formulated Decision on the Organization and Functioning of the Council and the Executive Committee of the National Cambodian Scouts and the Capital/Provinces of the Fourth Mandate;
- Formulated Decision on the Appointment of the Senior Adviser and the Supreme Adviser of the National Cambodian Scouts;
- Formulated Decision on the Appointment of the Composition of the Council and the Executive Committee of the National Cambodian Scouts, 4th Mandate;
- Formulated Cambodia National Scout Strategic Plan 2023-2027;
- Formulated Draft Prakas on the Establishment of the National Cambodian Scout Fund; and

- Formulated Draft Prakas on the Establishment of the Management Committee of the National Cambodian Scout Fund.

Figure 137: Number of out-of-school youth participating in the Basic Education Equivalency Program (BEEP) from the academic years 2013-2014 to 2022-2023



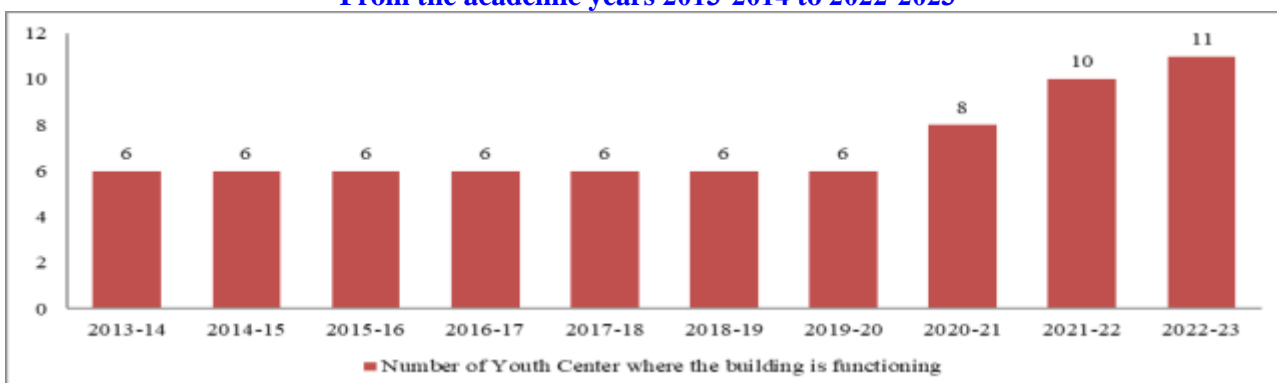
In the last 10 years, from the academic year 2013-2014 to the academic year 2022-2023, i.e. starting from the academic year 2017-2018, the Ministry has cooperated with the Ministry of Labor and Vocational Training and UNESCO to launch the online Basic Education Equivalency Program (BEEP) for free of charge, aimed to help young people drop out of lower secondary school by allowing them to study on their own through a diverse and flexible system. BEEP program graduates can enroll in technical and vocational training institutions or at general and technical upper secondary schools to gain skills in income generation and decent employment opportunities. The number of young people living in the country and in migration is increasing every year, but there was a slight decrease in 2020-2021 due to the Covid-19 pandemic and the difficulty of reaching out to target youth.

To ensure the progress of the above-mentioned indicator, the Ministry has:

- Set up Inter-Ministerial Prakas on the Establishment of an Inter-Ministerial Working Group to Facilitate and Implement Technical and Vocational Education and Training Skills Development and Vocational Orientation between the Ministry of Education, Youth and Sport and the Ministry of Labor and Vocational Training;
- Set up Inter-Ministerial Prakas on the Establishment of the Inter-Ministerial Technical Sub-Working Group to Lead, Coordinate and Implement Online Basic Education Equivalency Program;
- Set up Inter-Ministerial Prakas on the Launch of the Online Basic Education Equivalency Program;
- Set up Inter-Ministerial Prakas on the Condition of Online Certification of BEEP;
- Set up Inter-Ministerial Prakas on the Adjustment of the Inter-Ministerial Technical Sub-Working Group to lead, coordinate and implement the online basic education equivalency program; and
- Established online education equivalency education centers in target youth centers, such as in Takeo, Kampong Speu, Siem Reap, Svay Rieng, Kampong Thom.

Objective 2: Strengthen youth development through youth centers, facilities and modern facilities

Figure 138: Number of youth centers in which the buildings are functioning From the academic years 2013-2014 to 2022-2023



For the last 10 years, from the academic year 2013-2014 to the academic year 2022-2023, the Ministry has set forth the objective to focus on the development of youth centers and other facilities to provide lifelong learning opportunities for young people. To date, the Ministry has improved and equipped the necessary facilities to 5 out of 11 youth centers for youth services delivery in the capital and provinces. This result well responded to the objective.

To ensure the progress of the above-mentioned indicator, the Ministry has:

- Renovated and improved infrastructure and equipment of the National Youth Center of Cambodia as a model center;
- Renovate and improved infrastructure and equipment of target youth centers, such as in Kandal, Svay Rieng, Preah Vihear, Battambang and Kratie;
- Equipped with lifelong learning programs in target youth centers, such as in Takeo, Kampong Cham, Kampong Thom, Kampong Chhnang, and Svay Rieng;
- Hosted workshops on Management of Capital and Provincial Centers with 230 participants (22.5% female);
- Set up Strategic Plan for the Development of the Cambodia National Youth Center; and
- Set up guidelines on the operation of youth centers for vocational training.

A.2. Strengthen Institutional Capacity to Ensure Effective Leadership and Management of Education Staff at All Levels

The Ministry has trained 2,599 youth officials (45% female) that are public and private school management officials, youth teachers, youth officials from the capital/provincial and municipal/district/Khan department of education, youth and sport, and communities;

The Ministry has restructured the Youth Development Councils of ministries, institutions and capital / provinces with an increase of 33 ministries, institutions and 25 capital / provinces.

The implementation of the Education Strategic Plan (2014-2023) shows the progress of the youth development sub-sector for the past 10 years, with focus on the following indicators:

Objective 3: Strengthen the capacity of institutions and officials in charge of work at the national and sub national levels.

**Figure 139: Number of youth officials trained in project management
From the academic years 2013-2014 to 2022-2023**

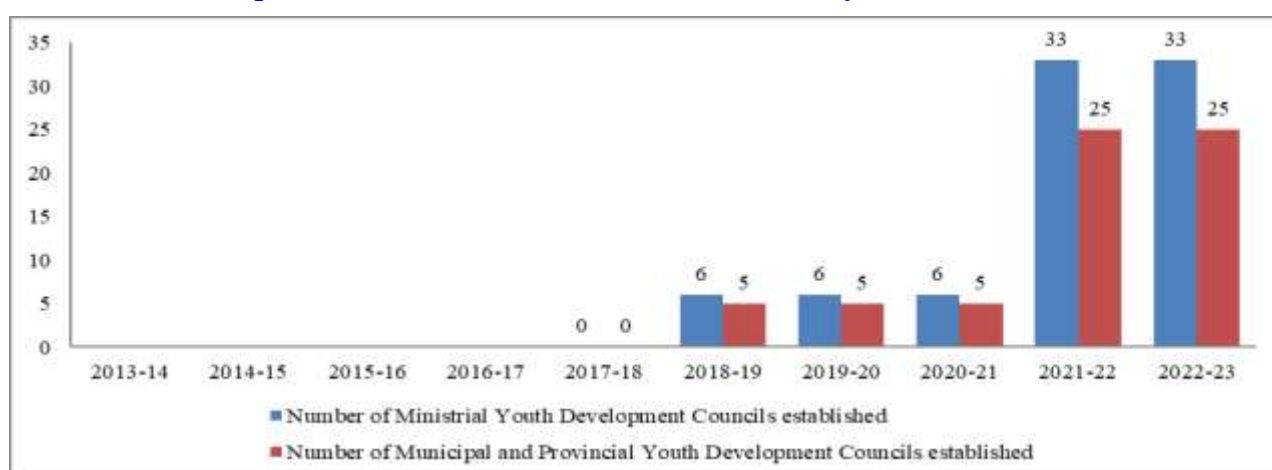


For the last 10 years, from the academic year 2013-2014 to the academic year 2022-2023, the Ministry has enhanced the capacity of officials in charge of youth work, developed training programs or workshops on mobilization of resources to implement youth projects which have been organized regularly and constantly with increased numbers. The Ministry continues to update modules for training on key skills, such as planning, project management, production of youth programs and events, administrative work and reporting, use of computation for administrative work, monitoring and evaluating framework, leadership, and public finance.

To ensure the progress of the above-mentioned indicator, the Ministry has:

- Set up education forums for youth development sub-sector with 600 participants (50% female) from the Capital/Provincial and youth development stakeholders;
- Help Consultative Workshop on Mid-Term Review of the Implementation of the Youth Development Sub-Sector in the Education Sector Strategic Plan 2019-2023 with 108 participants (30% female);
- Provided training of trainers on Youth Program Skills to 652 education officials (35% female);
- Provided capacity development for entrepreneurship education master trainers on KAB, National Business Program for Youth, and Community-based Enterprise Development Program for 329 officials (35% female);
- Provide Training of Scout Trainers in accordance with the World Scout Movement Education Program, in which scout master trainers successfully graduated; among with 98 (36% female) received 2-piece-wooden certificates, 17 (15% female) received 3-piece-wooden certificates, 2 received 4-piece-wooden certificates;
- Provided scout orientation and strengthening of the patrol system for 1,650 scout leaders (36% female) from the National Cambodian Scouts, capital and provinces, public and private schools, Khmer Muslim Community Scouts and Christian Community Scouts;
- Provided training and capacity development of officials in charge of youth work at all levels to strengthen the efficiency of the Cambodia National Council for Children, the Youth Council of Cambodia and the three-good movement competition for 550 education officials (50% female);
- Provided capacity building of officials in charge of volunteer work at all levels and training of youth volunteer focal persons at capital and provincial youth centers for 741 education officials (28.87% female)
- Provided ASEAN Young Leaders Training conducted in the People's Republic of China for 150 education officials (35% Female);
- Provided training with Preston Academy from Singapore to strengthen leadership skills for 60 education officials (50% female); and
- Provided 3 workshops on capacity building for education staff of the General Department of Youth, with 300 participants (35% female).

Figure 140: Number of Ministerial/Institutional Youth Development Councils and Capital/Provincial Youth Development Councils established from the academic years 2013-2014 to 2022-2023



Although the "National Policy on Youth Development" was adopted by the Council of Ministers at its plenary session on 24 June 2011, due to the lack of legal regulations and framework to monitor and evaluate the implementation of the National Action Plan on Cambodian Youth Development, a challenge for the structure of the ministerial/institutional and capital/provincial Youth Development Councils. From the academic year 2017-2018, the Ministry has identified and added the 11th and 12th indicators "Number of Ministerial/Institutional and Capital/Provincial Youth Development Councils" in the Education Strategic Plan

2019-2023. From the academic year 2018-2019 to the academic year 2022-2023, the number of Ministerial/Institutional and Capital/Provincial Youth Development Councils was restructured and increased from year to year to all the 33 ministries, institutions and 25 capital and provinces.

To ensure the progress of the above-mentioned indicator, the Ministry has:

- Updated the composition of the coordination team and the leadership in the structure of the Council for Youth Development by ministries, institutions and provincial capitals;
- Set up Cambodian Youth Forum on 21st Century Skills Nursery for 440 youth participants (30% female);
- Set up workshops on Partnership between NGO and Youth Development in Cambodia, with 820 participants (37% female);
- Set up workshop on the Development of the National Plan for the Cambodian Youth Development and the Monitoring and Evaluation Framework, with 510 participants (30% female);
- Hosted capacity development workshops for NCDD officials and stakeholders on monitoring and evaluation, with 164 participants (48% female);
- Published 800 research books on the analysis of the situation of Cambodian youth;
- Published 947 books on understanding the strategic plan for sexual health education for out-of-school youth in 2021-2025;
- Published 11,545 books on National Action Plan on Youth Development of Cambodia 2022-2026;
- Printed 8,515 books on monitoring and evaluating framework on the implementation of the National Action Plan on Youth Development in Cambodia 2022-2026;
- Set up Cambodian Youth Information Management System to collect information and data on youth development needs; and
- Set up smartphone app (Youth Health) to provide health and employment information to young people.

Cooperation with development partners and stakeholders

The Ministry has:

- Formulated ASEAN Leaders Joint Statement on ASEAN Youth Year and adopted at the 40th and 41st ASEAN Summits in Phnom Penh;
- Formulated Joint Statement on Youth Development in the Cambodia-Laos-Vietnam Triangle Development Area to be submitted to the Joint Coordinating Committee for the 12th Meeting of the Senior Officials of the Development Triangle through the Youth Forum of the Cambodia-Laos-Vietnam Development Triangle in Kratie province, participated by 55 people (13% female);
- Hosted the 11th ASEAN Scout Leaders Meeting in Siem Reap attended by 27 Scout leaders (15% female);
- Formulated Project Agreement between Bookbridge German Foundation, National Cambodia Scouts, and the Ministry of Education, Youth and Sport to establish 8 study centers and libraries, including 4 in Takeo, 1 in Kampot and 3 in Siem Reap, totalling 190,000 USD;
- Co-implemented 5 community projects between the British Association of Scouts and the National Cambodian Scouts in Siem Reap, such as the renovation of Thlok Andong Primary School, Bakong Primary School, and a community project in Bakong district, totalling US \$ 2,300;
- Co-implemented Project Sunshine between the Singaporean Association of Scouts and the National Cambodian Scouts to renovate a center and provide learning materials and food for orphans in Daun Keo, Takeo province, totalling US\$15,000;
- Co-implemented the project between the Korean Association of Scouts and the National Cambodian Scouts to install information technology and radio communication for the on-air camp, totalling US\$15,000;

- Collaborated a project between the French Volunteers and the National Cambodian Scouts to provide opportunities for 115 French volunteers per year to volunteer in communities, such as in Kampot, Kep, Battambang, Pailin, Pursat, Banteay Meanchey and Siem Reap;
- Formulated Project Agreement between the Cambodian International Life Education Organization of Singapore, the National Cambodian Scouts, and the Ministry of Education, Youth and Sport to provide 3 years of education to Cambodian youth and children on English language learning, leadership, arts, and computer skills (2022 - 2025), totalling 181,408 US dollars;
- Signed Memorandum of Understanding and Cooperation on Youth Policy between the Federation of National Agencies on Youth Affairs of the Russian Federation and the Ministry of Education, Youth and Sport;
- Signed Memorandum of Understanding between the Royal Government of Cambodia and the Royal Government of the Sultanate and Yang Dipertuan of Brunei Darussalam on Youth Cooperation;
- Signed Memorandum of Understanding between the Ministry of Education, Youth and Sport and the Ministry of Gender Equality and Family of the Republic of Korea on Youth Cooperation;
- Formulated Project Agreement between the Ministry of Education, Youth and Sport and BBC Media Action on the Brave 9 Space Project (SPACE)
- Collaborated on project implementation between EWMI and the General Department of Youth to develop monitoring and evaluation framework of the Youth Development Sub-sector;
- Collaborated on project implementation between the International Labor Organization (ILO) and the Department of Youth to train master trainers to coordinate the National Business Program for Youth in collaboration with the International Labor Organization;
- Continued to cooperate with development partners, such as UNESCO, UNFPA, UNV, VSO, DVV, World Vision, KE, ILO, YEAC, KOICA & BOOKBRIDGE Foundation.

B. PROGRESS OF OUTCOME INDICATOR

Analysis of the Progress of Outcome Indicator

N	Indicators	Based Line	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Actual	Status
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23	
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement													
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	2,700	2,900	1,055	1,389	1,644	1,644	2,809	2,517	1,585	2 775	2,074	→
2.	Number of youths trained and implemented in voluntary work project	2,500	2,400	1,500	1,100	1,244	1,244	1,828	2,324	723	1 750	2,044	↑
3.	Number of youths trained in entrepreneurship, leadership, financial literacy, study and employment guidance	800	3,786	13,132	9,710	16,580	13,398	10,708	2,246	5,519	8 165	7,354	→
4.	Number of youths and children receiving Three-good movement performance awards	320	320	320	320	319	319	398	319	175	200	285	↑
5.	Percentage of Cambodian Child Councils functioning	89	94	98	99	9,6	13,8	14,2	14,2	17,9	18,2	18,2	↑
6.	Percentage of Youth Council of Cambodias functioning	89	94	98	99	22,4	25,4	25,9	25,9	28,5	29,9	29,9	↑
7.	Number of scouts in primary, secondary, higher education and communities attending the scout movement	110,053	110,053	122,281	135,867	140,963	150,963	160,963	166,135	171,135	175,000	175,000	↑
8.	Number of out-of-school youth attending the Basic Education Equivalency Programme	N/A	N/A	N/A	N/A	250	250	313	458	399	708	708	↑
Sub-sector Objective 2: Enhance youth development through updated centres and facilities													
9.	Number of youth centres where the building is functioning	6	6	6	6	6	6	6	6	8	10	11	→
Policy 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels													
Sub-sector Objective 3: Enhance institutional capacity and capacities of officers in charge in youth programmes at national and sub-national level													
10.	Number of youth workers trained on project management	120	150	150	170	200	200	338	542	359	245	623	↑
11.	Number of ministry-institutional Youth Development Councils	N/A	N/A	N/A	N/A	0	6	6	6	33	33	33	↑
12.	Number of provincial Youth Development Councils	N/A	N/A	N/A	N/A	0	5	5	5	5	25	25	↑

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:

- Lack of legal regulations and organizational structure at the Capital/Provincial Youth Centers,
- Support materials for scout training programs, equipment, uniforms, and infrastructure at youth centers not yet meeting the needs of young people, and
- Ability to manage and lead youth programs and digital skills of officials in charge of youth work not meeting the needs of youth programs.

2.2.7. SUB-SECTOR: PHYSICAL EDUCATION AND SPORTS

A. ACHIEVED OUTCOME

A.1 Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All, Youth Development and Sport Improvement

A.1.1. Quantitative Section

The Ministry co-organized 3 national-level sports competitions, including:

The 1st national sports competitions conducted in Phnom Penh and Kampong Cham consisted of 15 categories of sport, equivalent to 189 disciplines: Football, Volleyball, Basketball, Athletics, Wrestling, Boxing, Taekwondo WTF, Petanque, Table Tennis, Bokator, Gymnastics, Swimming, and Sorinzi Campo attended by all 2,700 people (609 females) delegates from all capital and provinces, Ministry of Interior and Ministry of National Defence, during which a total of 572 medals were won, including 174 gold, 174 silver and 224 bronze medals.

The 2nd national sports competitions conducted in Phnom Penh, Kampong Thom, Kep and Kampot provinces consisted of 27 categories of sport, equivalent to 264 disciplines. 4,163 athletes (1,004 females) and delegates from 25 participating capital/provinces and 3 ministries participated, 885 medals were won, including 264 gold, 264 silver and 357 bronze medals.

The 3rd national sports competitions conducted in Phnom Penh, Siem Reap, Preah Sihanouk, Kampot and Kep provinces consisted of 38 categories of sport, equivalent to 331 disciplines, and the 1st National Paralympic Games consisted of 7 categories of sport, equivalent to 43 disciplines. Sports delegates from 25 capital/provinces, and 3 ministries and institutions accounted for 4,559 people (1,378 females). As a result, during the 3rd national sports competition 1,088 medals were won, including 331 gold, 331 medals and 426 bronze medals, while during the 1st Paralympic Games 128 medals were won, including 43 gold, 43 silver and 42 bronze medals.

Policy objectives include: 1. Increase access to Physical Education and Sport in educational institutions and communities to improve well-being and living standards of people living in harmony, 2. Improve the quality of the national sports teams to win more gold medals in 2023, and 3. Develop capacity of the institutions, managers and technicians in charge of physical education and sport sub-sector with quality and efficiency. The progress of sub-sector objectives is measured by the following indicators:

Public participation in Physical Education and Sport activities

The percentage of people participating in Physical Education and Sport activities exceeded the objective at the kick-off of the implementation of the Educational Strategic Plan. However, this participation was decreased in 2019 and 2020 due to the Covid-19 pandemic. The percentage of people participating in Physical Education and Sport activities was increased with due to the organization of Sports Day to promote the importance of physical exercise and sports for health, Sports Day for all, ASEAN Day for Fitness and ASEAN Sports Day.

This shows that people support and participate in physical exercise and sports for health, contributing to the development of the country under the slogan of Sport Lives in Peace.

A.1.2 Qualitative Section

**Figure 141: Percentage of people participating in physical exercise and sports
From academic year 2013 to 2022**



Implementation of physical education programs during school hours in educational institutions

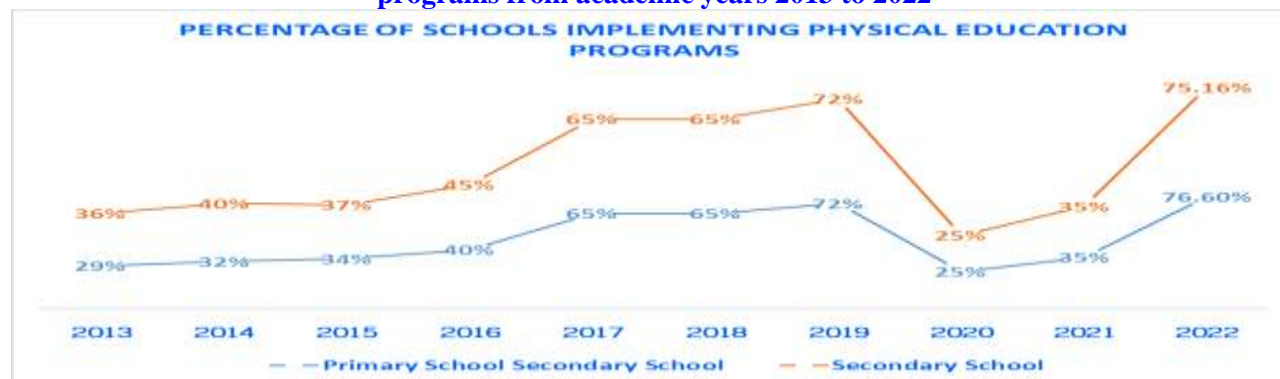
The Ministry has officially launched a physical education program during school hours in public schools since 2015.

The percentage of primary and secondary schools implementing physical education programs in educational institutions was increased; of which the number of primary schools was increased from 40% in the academic year 2016-2017 to

76.60% in the academic year 2021-2022, and the secondary school was increased from 45% in the academic year 2016-2017 to 75.16 percent in the academic year 2021-2022. However, in academic year 2020 and 2021, the percentage of primary and secondary schools implementing physical education programs was decreased due to the Covid-19 pandemic.

This shows that there were not enough physical education teachers to implement full-time physical education programs and full-time sports in public and private public schools.

Figure 142: Percentage of educational institutions implementing Physical Education and Sport programs from academic years 2013 to 2022



Domestic International Sports Competitions

Over the past 10 years, the Ministry has co-organized international sports competitions in the country, winning 201 medals, including 68 gold, 57 silver and 76 bronze medals. Among those events were the Southeast Asian Petanque Championships conducted in Phnom Penh, in which 3 gold, 3 silver and 5 bronze medals were won; the World Youth and Females's Petanque Championships conducted in Phnom Penh, in which 1 gold and 1 bronze medals were won; Asian Patanque Championship conducted in Phnom Penh, in which 1 gold, 3 silver, 5 bronze medals were won; Southeast Asian Wrestling Championship conducted in Phnom Penh, in which 3 gold, 10 silver and 17 bronze medals were won; Southeast Asian Taekwondo Championships conducted in Phnom Penh, in which 31 gold, 10 silver and 11 bronze medals, were won; Southeast Asian Wrestling Championships conducted in Siem Reap, in which 8 gold, 7 silver and 11 bronze medals were won; World Wrestling Championships conducted in Phnom Penh, in which 9 gold, 10 silver and 12 bronze medals were won; Southeast Asian Bodybuilding Championships Southeast in Siem Reap, in which 4 gold, 3 silver and 2 bronze medals were won; Southeast Asian Sailing Championships Southeast conducted in Sihanoukville, in which 1 gold, 4 silver and 3 bronze medals were won; Southeast Asian Championships was conducted in Sihanoukville and participated by 4 countries - Cambodia, Malaysia, Thailand and Indonesia - and 60 athletes, 17 of whom are Cambodian. As a result, Cambodia won 3 gold, 3 silver and 2 bronze medals, ranked 2nd among the 4 countries. The 1st Southeast Asian Wrestling Championships conducted in Phnom Penh were attended by 7 countries - Cambodia, Vietnam, Indonesia, the Philippines, Thailand, Singapore and Laos - and 118 men (38 females), including 29 Cambodians (10 females) winning 3 gold, 3 silver and 13 bronze medals, ranked 3rd among the 7 countries.

The 9th Southeast Asian Karate Championships conducted in Phnom Penh were attended by 8 countries - Cambodia, Indonesia, Malaysia, Vietnam, Thailand, the Philippines, Laos and Singapore, with Cambodia winning 1 gold, 1 silver and 5 bronze medals, ranked 4th.

Overseas International Sports Competitions

International sports competitions conducted overseas have enhanced the national prestige on the international arena. The Ministry has dispatched athletes to participate in international sports events conducted overseas for the past 10 years in categories of 45 sport and won 1,370 medals, including 326 gold, 363 silver and 681 bronze medals. In World Championships events, it has won 39 gold, 52 silver and 65 bronze medals; 77 gold, 77 silver and 127 bronze medals for Asian Championships events; 77 gold, 78 silver and 127 bronze medals from the Southeast Asian Games biennial events; 3 medals and 1 bronze medal from the Asian Multi-sports Games; 25 medals, 37 silver and 127 bronze medals from Southeast Asian Multi-sports Games; 13 medals, 47 silver and 43 bronze medals from The ASEAN Para Games; 83 medals, 63 silver and 174 bronze medals from the Open Games, and 9 silver and 9 silver, and 17 bronze medals from the Southeast Asian University Games. Cambodia ranks 8 within the International Sports Competition.

At the World Petanque Championships for Youth and Females, legendary sportswoman **Ke Leng** has won 4 gold medals and legendary sportswoman **Ouk Srey Mom** has won 1, allowing Cambodia to hold the title for 5 times in a row.

For the past 10 years (2013-2022), the Ministry has sent athletes to participate in international sports competitions and won 1,370 medals, including 326 gold, 363 silver and 681 bronze medals, as shown in the table below.

Table 18: Number of medals won during international sports competitions from 2013 to 2022

Type of Events	Medal			Total
	Gold	Silver	Bronze	
World Championships	39	52	65	156
Asian Games (Continent)	77	77	127	281
ASEAN Games (Region)	77	78	127	282
Asian Multi-sports Games	3	0	1	4
ASEAN Multi-sports Games	25	37	127	189
Asian Para Games	13	47	43	103
Open Games	83	63	174	320
ASEAN Secondary and Univeristy Games	9	9	17	35
Total	326	363	681	1 370

Training and coaching

The Ministry has provided training and coaching to get ready for the 32nd SEA Games and the 12th ASEAN Para Games in 2023, which are hosted by Cambodia, achieving remarkable results such as having increased from 274 advanced athletes in the academic year 2013 to 414 in the academic year 2022. The number of coaches receiving sports technical training, strategic planning and management was increased from 68 in the academic year 2013 to 170 in the academic year 2022. Athletes trained in one year was increased from 20 in 2014 to 392 in 2022. The training of judges and referees, which was the responsibility of the National Sports Federation, was increased from 173 in 2013 to 755 in 2022. However, this number was decreased slightly compared to 2021 due to strick selection of quality for participating in the 32nd SEA Games and the 12th ASEAN Para Games in 2023.

It can be concluded that the progress of advanced athlete training over the past 10 years Cambodia stands ready to host the 32nd SEA Games and the 12th ASEAN Para Games 2023 through the strategic plan of training, high quality national teams based on the categories of sport and disciplines included in the sport program of activities towards the defined medal index.

Figure 143: Number of advanced athletes, trainers, sports coaches, and athletes trained from academic years 2013 to 2022



The training of 110 sport category-based coaches was conducted in 2013, but this number was increased to 1,260 in 2022. Training of 173 sport officials was carried out in 2013, but this number was increased to 1,406 by 2022.

The training of coaches is to increase their capability to train athletes effectively to participate in the 32nd SEA Games 2023.

The training of technical officials, referees and judges is to make have high capability to participate in leading the 32nd SEA Games 2023.

This shows that the training of technical officials has increased compared to the objective, with the Ministry providing funding to accelerate the development of the National Sports Federation towards the 32nd SEA Games 2023.

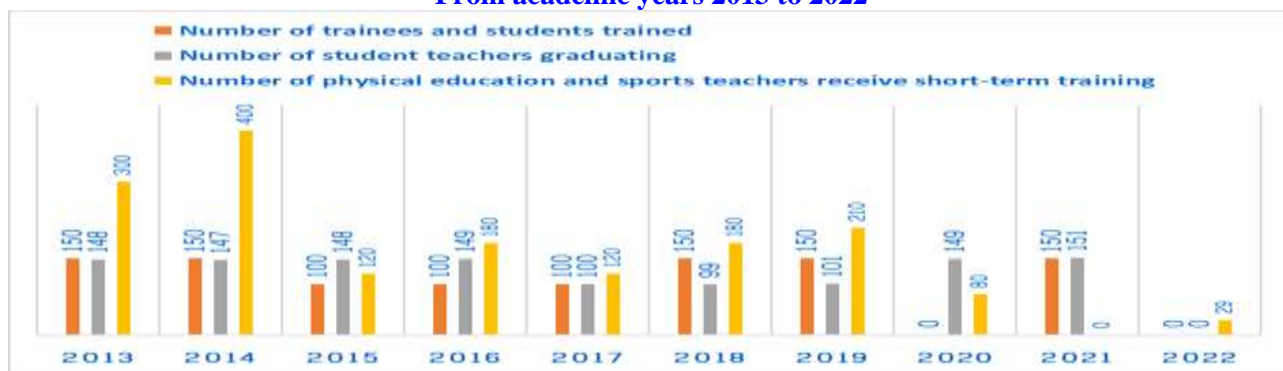
Figure 144: Number of sports officials and coaches trained From academic years 2013 to 2022

Training of Physical Education and Sport teachers

The Ministry of Education, Youth and Sport provides training to between 100 and 150 basic education and sports teachers every year to work in secondary schools in the capital and provinces. For the past 10 years, 9 generations of Physical Education and Sport teachers, accounting for 1,192 people (241 females) have been trained.

The training of teachers at Bachelor of Physical Education and Sport (12+4) has produced 3 generations with 66 pedagogical students (10 females). In particular, in 2020 and 2022, no recruitment of Physical Education and Sport teachers was made due to Covid-19. The number of physical education teacher trainings has decreased compared to the target due to the reduction in the number of recruitment.

This shows that the Ministry's in-depth reforms in the recruitment of Physical Education and Sport teacher trainees, training and graduation exams are becoming more effective every year.

Figure 145: Number of teacher trainees graduating and completing short courses From academic years 2013 to 2022

Implementation of programs and activities

Ministry budget support to National Sports Federation

The Ministry has provided 3,100 million Riels to support the 42nd National Sports Federations to speed up their development towards the 2023 SEA Games, including the Federations of Khmer Amateur Athletics, Taekwondo WT, Football, Basketball, Volleyball, Karate, Bowling, Petanque, Swimming, Tennis, Gymnastics, Golf, Wrestling, Global Boxing, Canoeing and Rowing, Taekwondo ITF, Judo, Shooting, Table Tennis, Fencing, Badminton, Sepak takraw, Chess, Vovinam, Khmer Boxing, Bokator, Water Motorsports, Mountaineering, Soft Tennis, Sailing, Rugby, Shorinji Kempo, Tug of war, Tennis, Tong-Il Moo-Do, Triathlon, Baseball, Horse Racing, Cycling, Gigi Torsu Dancing, Paralympic and Cambodian Student Sports Federations.

National Sports Competitions

The Ministry:

- Hosted National Primary School Sports Competitions 2013-2022 with 7,898 athletes (2,359 females);
- Hosted National Upper Secondary School Sports Competitions 2013-2022 with 21,015 athletes (6,288 females);
- Hosted Higher Education and Technical Secondary Sports Competitions 2013-2022 with 9,928 athletes (1972 females);
- Conducted the 1st national sports competitions in Phnom Penh and Kampong Cham consisting of 15 categories of sport, equivalent to 189 disciplines: Football, Volleyball, Basketball, Athletics, Wrestling, Boxing, Taekwondo WTF, Petanque, Table Tennis, Bokator, Gymnastics, Swimming,

and Sorinzi Campo attended by all 2,700 people (609 females) delegates from all capital and provinces, Ministry of Interior and Ministry of National Defence;

- Conducted the 2nd national sports competitions in Phnom Penh, Kampong Thom, Kep and Kampot provinces consisting of 27 categories of sport, equivalent to 264 disciplines. 4,163 athletes (1,004 females) and delegates from 25 participating capital/provinces and 3 ministries; and
- Conducted the 3rd national sports competitions in Phnom Penh, Siem Reap, Preah Sihanouk, Kampot and Kep provinces with the participation of 25 capital/provinces and 3 ministries. There were 38 categories of sport and 7 categories of Paralympic sport with 405 disciplines, with 4,338 athletes (1,203 females).

Championships at National Sports Federations:

- Phnom Penh: Cambodian mountaineering was participated by 21 participants (6 females), Cambodian volleyball 147 participants, Cambodian Bokator 113 participants (45 females), Cambodian basketball 80 (28 females), Cambodian bowling and Petanque 89 participants (42 females), Cambodian boxing 91 participants (8 females), Cambodian tennis 49 participants (6 females), Cambodian Gymnastics 64 participants (23 females) Cambodian Taekwondo ITF 138 participants (48 females), Cambodian Badminton 138 participants (31 females), Cambodian Wrestling has 58 participants 24 females, 88 Cambodian table tennis players (13 females), Cambodian Judo 39 participants (15 females), Cambodian Rugby 185 participants (100 females), Cambodian Golf 23 participants (9 females), Cambodian Paralympics 54 participants (18 females), and Cambodian Dancing 40 participants (21 females)
- Kampot province: Cambodian Canoeing and Rowing with 214 participants (43 females);
- Kep province: Cambodia Triathlon with 54 participants (14 females);
- Siem Reap province: Cambodian Cycling with 285 participants (15 females);
- Preah Sihanouk province: Cambodian Tug-of-war with 170 participants (65 females) and Cambodian Water Motorsports with 54 participants (18 females); and
- Capital and provinces: U-18 football with 975 participants.

Organizing Sports Day

The Ministry has:

- Organized National Physical Education and Sport Day in Kampot and Siem Reap provinces with 1,000 teachers (500 females),
- Organized Sports Day for All with 816 participants (348 females) in Phnom Penh,
- Organized the ASEAN Sports Day with 600 participants (290 females) in Battambang province, and
- Organized the ASEAN Sports Day for Fitness with the participation of 1,000 people (450 females) in Kampot province.

Development of legal documents

The Ministry has:

- Issued a Prakas on recognizing and allowing the Executive Committee of the National Sports Federation to perform its duties in the 77th mandate;
- Issued 30 Prakas on the recognition and awarding of prizes to coaches and athletes participating in the Southeast Asian Championships, Asian Championships, World Championships;
- Issued decisions on the establishment of 7 national sports federations, the Cambodian Federations of Bowling, Para Basketball, Kick Boxing, Skating, Mah-jong, Table Football, and Obstacle Sports;
- Issued Decision No. 11 AYK, SNN, dated 21 March 2017, on the Procedure for Allocation of Support Budget of the Ministry of Education, Youth and Sports to Accelerate the Development of the National Sports Federations;

- Issued Prakas No. 1518 AYK.Br.k, dated 5 September 2022, of the Ministry of Education, Youth and Sports on the Recognition and Awarding Winners of the 20th ASEAN University Games in Ubon Ratchathani Province, Kingdom of Thailand;
- Received Sub-Decree No. 260 ANKr.BK, dated 28 December 2021, on the organization and functioning of the Anti-Doping Committee of Cambodia;
- Obtained Decision No. 45 SSR, dated 28 June 2022, on the appointment of the composition of the Anti-Doping Committee of Cambodia;
- Issued Decision No. 19 AYK.SSR, dated 22 July 2022, on the appointment of the members of the Sub-Committee on Exception of Use of Drug for Treatment and the Sub-Committee on Doping Dispute Resolution;
- Amended the Inter-Ministerial Prakas No. 716 SHV.Br.k, dated 7 July 2018, on the Principles for Gathering the National Teams and the Official Annual International Competitions, which was changed to Inter-Ministerial Prakas No. 301 SHV.Br.k, dated 3 July May 2021;
- Established a new department under the General Department of Sports through Sub-Decree No. 46 ANKr.BK, dated 1 April 2020;
- Issued Letter No. AYK.SSN, dated 28 January 2015, on the Physical Education and Sport subject during and after school hours at primary schools;
- Issued Letter No. 05 AYK.SSN, dated 28 January 2015, on the Physical Education and Sport subject during and after school hours at primary schools;
- Issued Letter No. 19 AYK.SSN, dated 27 February 2015, on Student Sports Competitions at Secondary Schools;
- Issued Letter No. 08 AYK.SSN, dated 6 February 2015 on Student Sports Competitions at Primary Schools;
- Issued Letter No. 06 AYK.SSN, dated 8 January 2015, on the Preparation of Space for Physical Education and Sport;
- Issuance of Letter No. 42 AYK.SSN, dated 28 August 2020, on the Annual Organization of National Physical Education Day in the capital/provincial primary schools throughout the country;
- Issued Letter No. 49 AYK.SSN, dated 5 October 2020, on the Implementation of Physical Education and Sport Curriculum and the Use of Physical Education and Sport Teachers in Private Secondary Schools;
- Signed a Memorandum of Understanding between the Ministry of Education, Youth and Sports and the Golden Heart NGO on Physical Education Development for All, dated 31 March 2021;
- Signed Memorandum of Understanding between the Ministry of Education, Youth and Sports and the Golden Heart NGO on the project to develop the National Institute of Physical Education and Sport to become a higher education institution, dated 17 December 2018;
- Signed Memorandum of Understanding between the National Institute of Physical Education and Sport and Negeri Semarang University of Indonesia; and
- Signed Memorandum of Understanding between the National Institute of Physical Education and Sport with Srinakharinwirot University and Kasetsart University of the Kingdom of Thailand.

Development of sports physical infrastructure

The Ministry has:

- Repaired 1 administrative building with 3 floors, 55 restrooms, 18 bathrooms and installed electricity and water system in the National Stadium;
- Repaired a dormitory building under a grant from the Government of Japan and the people of Japan in collaboration with Golden Heart Organization;
- Renovated football fields at Royal University of Phnom Penh, Kampong Chhnang province and Takeo province

- Renovated basketball courts in Kampong Chhnang and Takeo provinces and volleyball court in Takeo province;
- Constructed football field and basketball court at Preah Sisowath High School;
- Constructed 25 football fields in Orientation Schools in all capital and provinces (one upper secondary school has 1 football field);
- Constructed of a football field with natural and artificial grass at the National Institute of Physical Education and Sport, sponsored by H.E Sar Sokha, Secretary of State, Ministry of Education, Youth and Sport;
- Constructed 100 meter-long athletic runway with 8 lines and 4 concrete pathways and renovated a dormitory building at the National Institute of Physical Education and Sport with 100% completion;
- Constructed and renovated an administrative building, 218 meters long of the southern fence, and 12 restrooms, drainage system, landfill, construction of 1 gymnasium, installation of equipment, and 1 swimming pool at the National Institute of Physical Education and Sport; and
- Constructed 5 swimming pools in Battambang, Kampong Cham, Kandal, Moradok Techo Stadium, and National Olympic Stadium.

A.2. Strengthen Institutional Capacity to Ensure Effective Leadership and Management of Education Staff at All Levels

Support and Encouragement of Athletes

The Ministry held a get-together with 135 coaches and athletes, including 17 coaches, 25 assistant coaches, 64 male and 29 female athletes who won medals at the 31st SEA Games 2022 in Vietnam, presided over by Samdech Pichey Sena Tea Banh, Deputy Prime Minister and Minister of National Defense, High Representative of **Samdech Akka Moha Sena Padei Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia and **Samdech Kittiprittundit Bun Rany Hun Sen** at the Ministry of National Defense.

Physical Education and Sport capacity building

The Ministry has:

- Provided supplementary training courses for 1,6119 Physical Education and Sport teachers who went to work in capital/ provincial secondary schools, equivalent to 58.8% of 2,752 Physical Education and Sport teachers nationwide (30 generations);
- Compiled and improved teacher's book for Physical Education and Sport for educational institutions;
- Compile physical education teacher books for preschoolers with low mobility, moderate mobility and high mobility.
- Organized a workshop on "Compilation of ASEAN Fitness Test Data Collection from people aged 7 to 24 in general and higher education institutions", with 50 participants (1 female)
- Organized workshops to disseminate the use of physical education teacher's book in 31 primary schools, with 2,250 participants (164 females)
- Organized 8 workshops to disseminate the use of teacher's book on physical education for teachers in lower secondary and upper secondary schools, with 259 participants (30 females);
- Organized a workshop on formulating a physical education development plan in educational institutions with 31 participants (1 female) in collaboration with Golden Heart Organization
- Organized workshops on the implementation of the development plan for Physical Education and Sport in educational institutions, with 160 participants (10 females) in collaboration with Golden Heart Organization;
- Organized workshops on physical education assessment, with 606 participants (143 females) in collaboration with Golden Heart Organization;
- Provided a training course on academic research methods for 45 education staff of the National Institute of Physical Education and Sport (16 females)

- Provided a training course on the use of information technology level 1 for data collection and sports statistics, with 40 participants (6 females);
- Provided a training course for National Sports Federation officials on the organization and management of 50 sports events (15 females);
- Provided a training course for officials in charge of Physical Education and Sport on the organization of competitions and sports events for 65 people (25 females) from all capital and provinces;
- Sent 8 education staff (2 females) to receive short-term training in physical education in Japan;
- Sent 10 officers to continue their postgraduate studies (2 females) in Vietnam;
- Established a technical team to review the work in training and entering the quality sports data in the database;
- Established a team of invigilators for each category of sport to manage and monitor training and learning, and have monitoring tools and make reports;
- Organized a national primary school sports competitions in Phnom Penh with 1,677 delegates, (431 females) in 8 categories of sport (Football, Basketball, Volleyball, Athletics, Badminton, Table Tennis, Taekwondo WT, Taekwondo ITF) with 34 disciplines, in which 34 gold, 34 silver and 34 bronze medals were won;
- Organized National Higher Education and Technical Secondary Sports Competition in Phnom Penh with 1,650 delegates (253 females) in 12 categories of sports (Football, Basketball, Volleyball, Athletics, Badminton, Table Tennis, Taekwondo WT, Taekwondo ITF, Patanque, Swimming, Karate and Sepak Takraw) with 88 disciplines, in which 88 gold, 88 silver and 110 bronze medals were won;
- Published 10,600 textbooks of detailed syllabus in lower secondary schools;
- Published 143,010 physical education teacher's books for primary schools, 10,600 for lower secondary schools, and 20,000 for upper secondary schools;
- Published 7,000 textbooks of detailed syllabus for primary schools, 400 primary school textbooks and 19,044 teacher's books for physical education in collaboration with Golden Heart Organization;
- Published 9,094 teacher's books on physical education at pedagogical and teacher training colleges;
- Published 1,000 English-Khmer sports dictionary; and
- Published 96,028 sports magazines.

Follow-up

The Ministry has:

- Monitored the teaching of Physical Education and Sport in lower and upper secondary and schools in Preah Sihanouk, Mondulhiri, Preah Vihear, Tbong Khmum, Pursat, Kampot, Koh Kong, Kampong Cham, Kampong Speu, Kampong Chhnang and Takeo;
- Monitored physical education activities during school hours in Battambang, Svay Rieng, Siem Reap, Pailin, Pursat, Kampot, Kep, Kampong Speu, Takeo, Kampong Cham, Oddar Meanchey, Mondulhiri, Kampong Chhnang and Kratie;
- Monitored and evaluated the teaching and learning of physical education subjects in primary and secondary schools in Battambang, Svay Rieng and Phnom Penh, supported by Golden Heart;
- Monitored the counter of the use of doping in sports in Mondulhiri province;
- Monitored the organization of primary and secondary school sports competitions in Takeo, Pursat, Kampong Chhnang, Battambang and Banteay Meanchey provinces; and
- Monitored sports fields, eating places, and staying places of coaches and athletes during the 3rd National Sports Competitions in Siem Reap, Kampot, Kep and Sihanoukville.

B. PROGRESS OF OUTCOME INDICATORS

Analysis of the Progress of Outcome Indicators

N°	Indicators	Based Line	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Actual	Status
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23	
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement													
Sub-sector Objective 1: Increase access to Physical Education and Sport in schools and communities													
1.	5 sports fields have been improved												
	<i>Siem Reap</i>	N/A	N/A	N/A	N/A	0	20,0	0	0	0	100	0	↓
	<i>Kampot</i>	N/A	N/A	N/A	N/A	0	20,0	0	0	0	100	0	↓
	<i>Kg Cham</i>	N/A	N/A	N/A	N/A	0	20,0	0	0	0	100	0	↓
	<i>Battambang</i>	N/A	N/A	N/A	N/A	0	20,0	0	0	0	100	0	↓
	<i>Phnom Penh</i>	N/A	N/A	N/A	N/A	50	60,0	70,0	0	0	100	0	↓
2.	Percentage of primary schools implementing physical education and sport programmes	29	32	34	40	65	65	72	25	35	40	75.16	↑
3.	Percentage of secondary schools implementing physical education and sport programmes	36	40	37	45	65	65	72	25	35	40	76.60	↑
4.	Number of medals in international competitions per year	82	82	92	179	239	221	146	0	237	45	92	↑
5.	Percentage of people participating in physical activities and sports	0.58	0.7	1.12	2.60	7	12,80	10.20	14,60	15,90	20,45	18,20	→
6.	Number of traditional sports studied and compiled	8	0	8	0	8	0	8	0	8	5	N/A	→
Sub-sector Objective 2: Promote the performance of national sports teams to win more gold medals by 2023													
7.	Number of gold medals in Southeast Asian Games 2023	8	0	1	0	3	0	4	0	9	66	Prepare	
Policy 2: Strengthen institutional capacity to 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 physical education and sport trainees trained per year	0	20	25	138	229	365	392	392	392	451	392	→
9.	Number of trainees One year Physical Education and Sport training	150	150	100	100	100	110	150	0	195	195	180	→
10.	Number of coaches trained per year	110	210	220	625	915	1 012	1 178	1230	1230	1 403	1260	→
11.	Number of judges, coaches referees and technical staff trained	173	180	25	210	925	1 030	599	497	1 103	1 218	755	↓
12.	Number of coaches trained in technical sports aspects, strategic planning and management per year	68	80	88	94	143	173	165	168	168	433	170	→
13.	Number of Physical Education and Sport teachers trained (Short Course / Training)	300	400	120	180	180	216	210	80	0	80	29	↓
14.	Number of sports officers trained per year	173	180	25	210	180	216	10	270	318	365	310	→
15.	Number of athletes high levels	274	217	305	322	288	353	377	386	337	941	414	→

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:

- Sports infrastructure not yet be in place in potential provinces,
- Limited capacity and number of some high level professional sports officials,
- Sports data and statistics management system not yet fully implemented, and
- The implementation of physical education programs during school hours and extracurricular sports at some educational institutions not yet fully implemented.

3. DIRECTIONS FOR THE ACADEMIC YEAR 2022-2023

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

- To expand enrollment in public kindergartens;
- To draw up regulation on the organization and functioning of daycare center;
- To promote the opening of kindergartens in primary schools;
- To promote the transformation of standardized community kindergartens into an affiliate to kindergartens and/or primary schools;
- To promote full implementation of detailed curricula and textbooks for kindergartens;
- To expand training program and kindergarten teacher training in teacher training institutions;
- To develop the capacity of education staff to respond to the early childhood education qualification framework;
- To strengthen the implementation of performance-based monitoring and evaluation system.

3.1.2. Primary Education Sub-Sector

- To implement a strategic framework on management of contractual teachers and strengthen capacity of teachers at teacher training centers;
- To strengthen and expand the implementation of strategy on implementation of early-grade reading and mathematics packages as well as pedagogical counseling programs;
- To improving teachers' capacity to teach Khmer language, mathematics, STEM education, foreign language, ICT, computer, from grades 4 to 6;
- To expand all-day learning and teaching practices by using equity fund;
- To strengthen and expand the implementation of school management based on past best practice;
- To strengthen the planning on the needs of school buildings, increase the construction of additional school buildings and classrooms according to actual needs;
- To promote hygiene and school health in schools;
- To build infrastructure for distance learning and equip digital education facilities;
- To strengthen and expand the implementation of home grown school feeding program and scholarship program;
- To expand the training of 12 + 4 primary school teachers and Bachelor Plus 1 teachers.

3.1.3. Secondary and Technical Education Sub-Sectors

- To prepare secondary schools to have science laboratories, computer labs, libraries, teaching materials, workshops and electricity in accordance to the curriculum;
- To develop the capacity of professional officers to respond to the educational revolution;
- To motivate and encourage enterprises, farms and the private sector to provide full cooperation in internships and study visits;
- To disseminate new curricula and teaching methods, Stem principles and other good methods, including drawing up a wide range of exam papers;
- To train teachers according to the bachelor plus 1 formula for lower secondary school;
- To train teachers according to the bachelor plus 2 formula for high school.

3.1.4. Higher Education Sub-Sector

- To develop a budget package to invest in capacity of teachers in higher education institutions in response to the higher education strategic plan;
- To develop an in-depth researcher capacity to respond to digital society;
- To encourage higher education institutions to develop research operational principles;
- To arrange infrastructure, equip necessary physical and technological equipment to respond to the update;
- To develop the capacity of managers and technicians to respond to the operation of the Cambodian Cyber University network;
- To implement the internal education quality assurance system in proper manner;
- To effectively implement the system for monitoring the student condition after graduation;
- To promote the construction of dormitories for disadvantaged students, especially female students.

3.1.5. Non-Formal Education Sub-Sector

- Mobilize resources to accelerate the process of transforming community learning centers into lifelong learning centers,
- Develop the capacity of non-formal education officers and non-formal education contract teachers on information technology and adult teaching methods,
- Widely strengthen and expand the literacy program for factory workers and the online and the secondary education equivalent program, and
- Strengthen and continue strategic cooperation with the private sector and relevant institutions.

3.1.6. Youth Development Deduction Sub-Sector

- Continue to prepare and update legal regulations for organizing the management structure at the Capital/Provincial Youth Centers;
- Innovate youth development programs, promote digital youth programs, and coordinate interactions between ministries, institutions, development partners, civil society organizations, private sector, communities, parents, or guardians, to mobilize resources to support youth development and youth needs in the new formal as well as repair and equip facilities at youth centers;
- Modernize the annual operational plan, focusing on performance, strengthen institutional capacity, develop integrated training plans, and share best practice on youth development; and
- Strengthen the implementation of performance-based monitoring and evaluation system.

3.1.7. Physical Education and Sports Sub-Sector

- Promote the construction of sports infrastructure in potential provinces;
- Sufficiently develop the capacity of senior sports officials,
- Fully implement sports statistics collection system,
- Fully implement physical education programs during school hours and extracurricular sports,
- Win more medals at the 32nd SEA Games and the 12th ASEAN Para Games in 2023, and
- Promote the formulation of Law on Physical Education and Sport.

3.2. CHALLENGES AND DIRECTIONS FOR CROSS-SUB-SECTORAL REFORM

3.2.1. POLICY, PLANNING, STATISTICS AND MONITORING AND EVALUATION

Challenges

- The results of the implementation not yet realized the directions s set out in the education strategic plan,

- The budget gap between the plan and implementation requirements,
- Incomplete and incomprehensive policy implementation,
- Incomplete and incomprehensive monitoring and evaluation of program/project implementation, and
- Lack of ICT tools and equipment, both software and hardware, for processing and storing information at both national and sub-national levels.

Directions

- Reinforce the preparation and implementation to meet the directions of the education strategic plan,
- Strengthen the performance budget planning,
- Develop action plans in response to policies,
- Enhance the implementation of the monitoring and evaluation framework of the performance budget implementation,
- Provide ICT tools and equipment, both software and hardware, for processing and storing information at both the national and sub-national levels, and
- Update online school locations and smart phone app-based school bulletins, and expand smart phone app-based student data management system.

3.2.2. DECENTRALIZATION AND DECONCENTRATION

Challenges

- Existing legal regulations not yet responding to education reform and sub-sectoral policies,
- Limited understanding and implementation of legal regulations,
- Delayed and inconsistent mechanisms and technical documents supporting the work of decentralization and deconcentration reforms, and
- Limited capacity of education staff in handling and resolving conflicts.

Directions

- Promote the establishment of legal regulations to support education sector reform and sub-sectoral policies;
- Develop capacity and strengthen the implementation of laws and regulations,
- Promote the establishment of mechanisms to support the implementation of decentralization and deconcentration reform programs in the education sector, and
- Develop the capability of education staff for handling and resolving conflicts.

3.2.3. PERSONNEL MANAGEMENT

Challenge

- Lack of support for the implementation of the periodic professional development system, the career path of teachers, and the human resource management information system.

Directions

- Solidify the implementation of the periodic professional development system, the career path of teachers, and the human resource management information system by collaborating with line entities,
- Expand the dimension of implementing periodic professional development system and planning,
- Introduce the strategic framework on the management of contract teachers,
- Finalize pilot teacher deployment measures, disseminate, put into action by the end of 2023, and
- Monitor and evaluate the implementation of the strategic plan for the development of human resource management information system.

3.2.4. PUBLIC FINANCIAL MANAGEMENT

Challenges

- The Ministry's current expenditure budget not meeting the target indicator of the 20% of the national current expenditure;
- Non-staff expenditure budget not yet meeting the target indicator of at least 22% of the Ministry's total budget for capacity and institutional development expenditure;
- Some principles and laws in the Ministry of Education, Youth and Sport not yet been amended in accordance with socio- economic development;
- Limited the assignment of right to the financial inspectors attached to the Ministry of Education, Youth and Sport, thus affecting the time to implement the action plan and budget clearance;
- Limited understanding of supervisors and officials in charge of finance in some public entities and schools about the financial procedures and the use of ICT system;
- Technical and ICT equipment, and internet in public schools not yet meeting the requirements of the online EFMS;
- Implementation of expenditure procedures of petty cash advance as specified by Prakas No. 663 SHV.Br.K;
- The amount of money for the establishment of petty cash advance in some sub-accounts not allowed to exceed 30%, so the remaining 70% of the budget credit being compelled to go through procurement procedures that require multiple procedures and take a long time;
- No synchronization between the EFMS system and the FMIS system of the Ministry of Economy and Finance made, which has resulted in increased workload for users;
- Some entities not yet narrowed down their actions in accordance with the vision and mission of line entities and not yet responded to the education strategic plan; and
- Occasional difficulties encountered by the entities in Programme 5, which is about, educational services support and good governance, in allocating sub-sectoral and functional classification budgets.

Directions

- Narrow down priority actions in response to education sector reform and digital education context to mobilize and increase the annual budget of the Ministry of Education, Youth and Sport to meet the target indicators of 20% of national current expenditures;
- Participate in the implementation of the MAP4-2023) to support the Public Financial Reform Program Phase 4, namely the performance budget;
- Amend the legal regulation pertaining to financial management in public entities and schools;
- Compile a guidebook on budget implementation procedures at the capital and provincial levels and continue to prepare booklets on standard financial management procedures for the Ministry's development partner financing;
- Develop the financial management system of the Ministry of Education, Youth and Sport (EFMS) on the management function of public school operation funds, domestic and overseas missions, and development partner budgets;
- Develop the flexible online EFMS for public schools, especially schools without the internet access;
- Mediate between the Financial Management System of the Ministry of Education, Youth and Sport (EFMS) and the FMIS system of the Ministry of Economy and Finance;
- Motivate and cooperate with program and sub-program managers on monitoring and implementing the budget in keeping with the revenue-expenditure program, and identified direction indicators;

- Strengthen financial management of the organization through training and creation of instruction manuals and video clips to ensure efficiency, accountability, transparency and effectiveness with autonomy and high responsibility, as well as in line with applicable laws; and
- Continue to bring awareness to the 2023 Budget Law of the budget entities and public educational institutions through the website www.fmismoeys.com, and formulate the Ministry's budget book.

3.2.5. PROCUREMENT WORK

Challenge

- Planning on construction procurement in Chapter 61 and Chapter 21 often faces with the difficulty in terms of project selection due to limited annual budget, but the need for repair and construction is high.

Directions

- Review and compile procurement documents in a correct manner in accordance with legal regulations,
- Plan the annual procurement need in a timely manner,
- Push forward the implementation of procurement procedures during the plan implementation in a timely manner, and
- Strengthen the use of information technology system for entering data for public financial management of the Ministry of Economy and Finance.

3.2.6. TRAINING AND TEACHER TRAINING

Challenge

- Lack of ICT technical officers in teacher training institutions.

Directions

- Recruit and train 2,800 teachers in all school levels;
- Conduct final exams for 2,217 teacher trainees of kindergartens, primary and basic level 12+2;
- Dispatch master trainers and education officials to pursue their master's degree training in Japan in order to work at pedagogical institutes;
- Develop infrastructure in accordance with new standards and technologies in schools so that they become new generation schools;
- Continue to train 1,500 pre-school and primary teachers who have upper secondary school diplomas to become basic school teachers in the 2nd Batch of the 13th Generation, and 1,500 students in 1st Batch of the 14th generation;
- Continue to strengthen the capacity of the principals and deputy principals of teacher training institutions, kindergartens, primary and secondary schools on "School Management";
- Develop the capacity of education staff, teachers, master trainers and the leadership of pedagogical colleges to have the 21st century qualifications,
- Formulate training program and train contract teachers;
- Review training programs and materials in teacher training institutions;
- Develop infrastructure in accordance with new standards and technologies in teacher training institutions; and
- Set up more training courses than the number of employees in teacher training institutions to meet the needs of teachers at private public schools, in particular those in disadvantaged areas.

3.2.7. CURRICULUM DEVELOPMENT

Challenges

- Incomprehensive curriculum development,
- Limited capacity of professional officers, and

- Lack of writers, editors, review teams

Directions

- Develop a comprehensive curriculum;
- Develop the capacity of professional officers in specialized subjects;
- Thoroughly select writers, editors, reviewers ...;
- Establish a list detailing the need for core textbook;
- Organize consultation forums on the effect of the curriculum implementation in primary schools;
- Develop capability assessment documents of grade-6 students in Khmer language, Mathematics, Science and Social studies;
- Improve core textbooks for Grades 7 to 12 in Khmer Literature, Geography, History, Ethics, Civics, and Home Economics;
- Provide technical support and policy orientation on the implementation of eco-friendly schools to 17 schools;
- Provide technical support and capacity building on the use of climate change materials to 7 schools; and
- Bring awareness to children's education programs on prevention, rescue techniques, and injuries.

3.2.8. ADMINISTRATION

Challenges

- Limited handling of administrative letters, in particular the circulation of incoming and outgoing letters and
- Limited awarding of work medals to education staff at the national and sub-national levels.

Directions

- Continue to strengthen the handling of administrative letters, in particular the circulation of incoming and outgoing letters,
- Promote the awarding of work medals to education staff at the national and sub-national levels,
- Develop capacity of education administration management, protocol, reporting and archiving,
- Manage and operate the database system and archives through the administrative system, and
- Inspect and monitor the education administration management, archives and competitions.

3.2.9. EDUCATION CONSTRUCTION WORK

Challenges

- Limited solutions to many construction and renovation proposals from the capital and provinces,
- Poor management of educational infrastructure in schools,
- Lack of specialized staff in administrative work, planning, electrical engineering (water, electricity), architecture and information technology to speed up work in a timely and efficient manner,
- Inavailability of construction information management system to monitor and evaluate the need for construction and repair.

Directions

- Promote the construction of inter-campus for students at both secondary and higher education levels in provincial towns and Phnom Penh,
- Formulate school layouts,
- Develop a master plan for school constructions,
- Repair and renovate administrative buildings of the Ministry of Education, Youth and Sport and dilapidated school buildings in the capital/provinces,

- Repair and renovate school buildings in Siem Reap Teacher Training College and Battambang Teacher Training Institute, and
- Build new school buildings and teachers' homes.

3.2.10. PRINTING AND DISTRIBUTION

Directions

- Improve core textbooks for Khmer Language, Mathematics, Science and Social Studies, as well as develop additional workbooks, reading textbooks and visual aids;
- Publish core textbooks, workbooks and additional reading books for supplying to the state and sell to the customers in general;
- Collaborate with the World Education Organization to develop and implement “Core Textbook Supply Management System (TnT)”,
- Encourage school principals to request for and confirm the receipt of core textbooks through the TnT system,
- Deliver core textbooks to capital/provinces according to the plan of the Ministry of Education, Youth and Sport, and
- Sell textbooks, visual aids and other office supplies to customers in general.

3.2.11. ADMINISTRATION AND FINANCE INSPECTORATE

Challenges

- Most of the complaints not being filed in a hierarchical order and
- Lack of training of inspection officers at both national and international levels.

Directions

- Encourage the filing of complaints in a hierarchical order,
- Provide training to inspection officials at both national and international levels,
- Monitor the progress of recommendation-based improvement of the external inspection of 12 provinces,
- Regularly inspect the management of administrative staff, finance and state assets in 11 national entities and 334 sub-national entities,
- Conduct random inspection on 12 cases,
- Gather information from 10 private schools in the capital and provinces,
- Conduct workshop on for disseminating of Kampong Cham Regional Inspection Report, and
- Provide training on capacity building and inspection skills, linked with practical implementation.

3.2.12. INTERNAL AUDIT

Challenges

- Capacity of the Internal Audit Officers has not yet responded to the performance audit, IT system, and project audit financing from development partners and
- The implementation of the internal audit methods and procedures does not yet meet the internal audit standards.

Directions

- Develop a 3-year rolling audit strategic plan,
- Establish the audit plan for 2023,
- Formulate performance audit, information technology, and project programs,
- Conduct internal audit and follow-up on planned recommendations,
- Continue to strengthen the capacity of internal audit officials,

- Continue to strengthen the implementation of the internal audit in accordance with the guidelines on internal audit procedures, and
- Perform duties as determined by the leadership of the Ministry of Education, Youth and Sport.

3.2.13. WORK TO ENSURE THE QUALITY OF EDUCATION

Challenges

- Inspection of 2 themes but only one was implemented due to lack of fund,
- Incomplete implementation of education quality research actions,
- Decreased periodic inspections by Capital and Provincial Inspection Offices, and
- Online inspections in the capital and provinces faced with difficulty due to phone reception.

Directions

- Select themes and inspect schools by theme,
- Review and update the provisions of the quality assurance of education,
- Bring to awareness the assessment results of students in the 8th grade,
- Implement national student assessment for Grade 11,
- Implement the SEA-PLM, and
- Finalize the preparation of research tools on quality standards, efficiency, education, life skills.

3.2.14. MANAGEMENT OF STATE PROPERTY AND ASSETS

Challenges

- The formulation of the state property inventory through the ICT system for managing the state property inventory at the local level is still slow and limited.
- The certification of real estate owners is slow.
- Some utility entities do not yet have a clear understanding of the legal regulations and guidelines on the management of state property and assets.

Directions

- Finalize the formulation of the table of increased and decreased state assets in 2022 via the SARMIS system and implement the procedure of writing off state assets from the inventory,
- Provide training and monitoring on the management of state assets and property to utility entities,
- Update state property and collect non-tax revenue from state property,
- Bring in and discharge materials and products, facilitate the import of equipment whose tariff is borne by the state, and prepare tax payment for transportation means for 2023,
- Supply school administration equipment to educational institutions and teacher training institutions, and
- Promote the write-off of damaged and out-of-order inventory.

4. CONCLUSION

Achievements in education, youth and sport sector reflect the hard work of the body, mind, intellect, high sense of responsibility, conscience, and spirit of patriotism, overcoming all challenges.

The Ministry of Education, Youth and Sport will strive to address the remaining issues based on the "Rehabilitation, Reform and Resilience" approach and set out the necessary response measures in line with the Royal Government's reform priorities and in collaboration with relevant ministries and institutions, and development partners to further develop the education, youth and sport sector to contribute to achieving the Cambodia Visions 2030 and 2050 towards a prosperous civilized society.



PART 2
ANNEX

ANNEX 1 : STATISTIC OF KINDERGARTEN, GENERAL EDUCATION, TECHNICAL EDUCATION AND HIGHER EDUCATION

School Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Public Kindergarten										
School/Place	3 184	3 443	3 705	4 014	4 176	4 301	4 409	4 493	4 563	4 634
Students (1)	157 288	163 468	173 879	190 158	203 567	215 074	232 207	226 979	217 787	254 698
Teachers	4 717	5 027	4 724	5 084	5 398	5 559	5 678	5 717	5 934	5 869
Private Kindergarten										
School/Place	403	235	321	393	456	509	594	519	688	760
Students (2)	36 379	24 041	29 890	38 489	38 215	39 389	48 072	32 445	41 744	48 459
Community Kindergarten										
School/Place	2 220	2 546	2 887	2 834	2 955	2 970	3 064	3 000	3 083	3 213
Students (3)	55 832	60 839	66 091	64 738	65 422	67 104	72 414	67 931	71 399	77 631
Total Students (1, 2, 3)	249 499	248 348	269 860	293 385	307 204	321 567	352 693	327 355	330 930	380788
Percentage of 5 Years Old										
Total	59,9	61,4	64,1	66,4	58,0	63,1	62,9	61,1	59,6	64,8
Male	48,5	50,3	50,8	49,4	58,7	63,6	63,6	62,3	59,3	65,5
Female	64,8	59,0	60,0	63,0	57,7	59,8	62,0	58,6	59,9	64,4
Primary										
Public	6 993	7 051	7 085	7 144	7 189	7 228	7 282	7 304	7 306	7 338
Private	243	297	357	417	432	488	574	539	655	729
Total School	7 236	7 348	7 442	7 561	7 621	7 716	7 856	7 843	7 961	8 067
Student (Public)	2 073 811	2 012 175	2 010 673	2 022 061	2 028 694	2 040 257	2 023 473	2 010 286	2 036 566	2 057 612
Student (Private)	54 822	73 794	95 230	89 570	111 798	122 886	137 637	118 436	130 586	142 409
Total Students	2 128 633	2 085 969	2 105 903	2 111 631	2 140 492	2 163 143	2 161 110	2 128 722	2 167 152	2 200 021
Teacher (Public)	55 958	55 788	56 421	57 844	57 915	57 811	57 347	57 304	58 040	57 608
Net Enrolment Rate at Primary										
Total	98,2	97,9	97,8	97,6	97,8	98,0	97,3	91,9	93,0	95,8

School Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Male	95,4	94,1	93,3	93,2	97,6	97,5	96,8	91,0	91,8	95,5
Female	98,5	98,4	99,3	97,8	98,1	98,5	97,9	92,3	94,2	95,9
Completion Rate at Primar										
Total	88,9	84,1	80,6	79,9	82,7	82,1	88,2	87,4	91,7	86,8
Male	87,8	81,8	77,5	76,7	79,1	78,2	84,1	83,4	89,2	85,3
Female	90,2	86,6	83,9	83,2	86,4	86,0	92,7	91,6	94,4	89,4
Drop Out Rate at Primary										
Total	8,3	6,2	4,6	4,1	4,1	4,4	6,8	7,3	7,2	7,5
Male	9,4	7,2	5,5	4,7	4,7	5,1	7,7	7,7	8,6	5,5
Female	7,2	5,2	3,8	3,5	3,5	3,7	5,9	6,8	5,7	9,5
Lower Secondary Education										
College (Public)	1 244	1 249	1 251	1 245	1 237	1 246	1 247	1 246	1 253	1 248
College (Private)	34	46	43	48	66	78	87	62	112	92
College (Total)	1 279	1 295	1 294	1 293	1 303	1 324	1 334	1 308	1 365	1 340
Student (Public)	538 626	546 864	558 621	585 971	605 173	610 261	618 968	632 303	662 106	655 299
Student (Private)	1 828	3 615	28 235	22 984	25 928	28 451	36 087	36 334	40 899	38 862
Total Students	540 454	58 299	586 856	608 955	631 101	638 712	655 055	668 637	703 005	694 161
Teacher (Public)	32 616	32 525	33 164	33 763	33 181	33 638	32 620	33 274	33 386	33 653
Gross Enrolement Rate at Lower Secondary										
Total	55,1	55,1	56,5	57,6	59,2	59,1	59,9	60,7	68,55	83,7
Male	52,1	51,5	53,8	53,9	55,2	54,9	55,1	55,3	63,53	81,4
Female	55,0	56,2	59,4	61,5	63,4	63,8	65,1	66,6	73,81	85,9
Completion Rate at Lower Secondary										
Total	39,1	40,3	39,23	44,5	46,5	45,26	44,5	48,1	56,50	55,7
Male	38,28	38,9	37,33	41,22	42,20	40,67	39,7	43,1	51,91	51,0
Female	40,0	41,8	41,27	48,0	51,1	50,19	49,5	53,4	61,30	60,4

School Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Drop Out at Lower Secondary										
Total	21,2	21	19,2	17,0	15,4	15,8	18,6	18,2	16,6	
Male	21.5	21.7	20.3	18.5	16.6	17,6	20,0	19,6	16,9	
Female	20,9	20,3	18,2	15,5	14,2	14,2	17,4	16,9	16,3	
Lower Secondary Diploma Exam Results										
Candidates for the total exam	117 142	123 942	125 945	141 928	150 099	154 679	164 759	145 668	162 166	
Female	58 267	62 530	64 647	74 201	79 988	83 526	88 075	79 056	86 845	
Total Candidates	109 649	116 004	118 030	134 119	141 410	144 365	164 759	141 056	153 649	
Female	56 018	59 884	62 301	71 712	77 066	79 900	88 075	77 495	84 281	
Upper Secondary Education										
Lycee (Public)	444	455	463	486	511	525	544	554	559	571
Lycee (Private)	87	86	108	129	122	147	171	187	211	245
Lycee (Total)	431	541	571	615	633	672	715	741	770	816
Student (Public)	266 293	262 072	266 449	279 479	303 893	321 145	334 712	351 794	360 617	374 694
Student (Private)	27 644	26 940	8 691	17 244	18 107	18 702	23 841	24 898	25 171	26 911
Students (Total)	293 937	289 012	275 140	296 723	322 000	339 847	358 553	376 692	385 788	401 605
Teacher (Public)	13 330	14 055	14 434	14 457	15 176	15 761	17 442	17 879	18 189	18 454
Gross Enrolment Rate at Upper Secondary										
Total	26,0	25,3	25,1	26,5	28,5	29,7	30,9	32,2	39,35	41,2
Male	25,2	23,8	24,1	25,0	26,3	26,7	27,1	28,5	35,30	36,5
Female	25,7	26,9	26	28,1	30,9	32,9	35,1	32,3	43,56	46,1
Upper Secondary Diploma Exam Results										
Candidates for the total exam	83 599	83 325	89 661	99 728	113 365	115 206	121 073	109 695	125 739	
Female	41 324	40 422	44 012	49 467	57 413	59 733	63 893	58 561	67 743	
Total Candidates	33 997	46 560	55 753	63 668	76 034	79 052	121 073	72 016	90 950	

School Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Female	17 881	24 020	28 816	32 610	39 834	43 729	63 893	41 733	52 512	
General Education and Technical										
School	3	3	4	5	9	14	16	17	18	19
Total Students	653	868	1 066	1 148	1 471	2 103	2 700	3 324	3 294	3 259
Female	238	326	444	464	526	784	1 036	1 269	1 149	1 160
Higher Education										
Institution Public (1)	43	46	48	48	48	48	48	48	48	
institution Private (2)	67	72	73	73	77	76	80	82	84	
Total (1+2)	110	118	121	121	125	124	128	130	132	
Associate's Degree	15 635	24 970	23 746	20 570	19 871	19 575	19 780	18 674	20 235	
Female	7 299	12 247	11 384	10 505	9 809	10 291	10 239	9 543	9 863	
Bachelor's Degree	214 266	182 987	174 142	165 359	168 242	179 258	171 183	170 246	175 962	
Female	92 543	84 164	80 193	79 172	83 585	90 933	92 237	86 158	84 538	
Master's Degree	18 010	18 253	18 723	20 272	22 022	23 256	9 984	8 465	9 483	
Female	3 772	3 954	4 077	4 503	5 160	4 670	3 035	2 718	2 718	
Doctorate's Degree	1 181	1175	1 229	1 222	1 349	790	961	978	1 213	
Female	60	61	63	63	78	48	88	116	116	
Students Total	249 092	227 385	217 840	207 423	211 484	222 879	201 908	198 363	206 893	
Female	103 674	100 426	95 717	94 243	98 632	105 942	105 599	98 535	97 235	

ANNEX 2: PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2022**(NATIONAL LEVEL)**

No.	Departments	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Early Childhood Education	18	16	2	0
2	Primary Education	28	10	7	11
3	General Secondary Education	6	5	0	1
4	Non-Formal Education	17	16	0	1
5	School Health	8	5	2	1
6	Vocational Orientation	52	16	16	20
7	Teacher Training	13	13	0	0
8	Curriculum Development	14	8	5	1
9	Special Education	27	13	2	12
10	Higher Education	38	34	3	1
11	Science Research	10	9	1	0
12	Royal University of Phnom Penh	36	29	0	7
13	Heng Samrin Thong Kom of University	29	24	3	2
14	Chea Sim University of Kamchaymear	24	22	0	2
15	Institute of Technology of Cambodia	10	10	0	0
16	National Institute of Education	23	20	2	1
17	Svay Rieng University	19	18	1	0
18	National University of Mean Chey	32	31	1	0
19	National University of Battambang	42	41	1	0
20	Accreditation Committee of Cambodia	10	9	1	0
21	Kampong Cheuteal Institution	10	7	3	0
22	Kratie University	19	19	0	0
23	Kampong Speu Institute of Technology	30	29	1	0
24	Physical Education and Sport	10	8	1	1
25	Physical Education and Sport Student	13	10	1	2
26	National Institute of Physical Education and Sport	8	8	0	0
27	National Sport Teaching Center	12	12	0	0
28	Organizing and managing sports events	9	2	7	0
29	National Center for Information Technology and Sports Statistics	5	5	0	0
30	Youth	18	14	0	4
31	Youth Centre Management	19	19	0	0
32	Scot Cooperation	8	6	2	0
33	Planning	33	21	9	3
34	Personnel	30	22	2	6
35	Finance	24	24	0	0
36	Phnom Penh Teacher Education College	3	3	0	0
37	Battambang Teacher Education College	3	3	0	0

38	Central Kindergarten Teacher Training	3	3	0	0
39	National Institute of Special Education	8	7	1	0
40	Southeast Asia Center for Technical Education Development	10	10	0	0
41	Directorate General of Inspection	8	6	0	2
42	Procurement	4	2	2	0
43	Internal Audit	8	4	0	1
44	Educational Quality Assurance	27	21	4	2
45	Inspectorate of Administration and Finance	5	4	1	0
46	Information and Asian Affairs	17	11	3	3
47	Legislation	16	6	7	3
48	School Construction	22	5	6	11
49	Materials and State Property	6	6	0	0
50	Administration	11	9	0	2
51	Cultural Relation and Scholarship	16	16	0	0
52	Education Management Information System	34	18	6	10
53	Policy	31	11	10	10
54	Monitoring and Evaluation	12	9	0	3
55	Information Technology	25	20	2	3
56	Examination Affair	20	12	0	8
Total		990	741	115	134

**ANNEX 3 : NUMBER OF ACTIVITIES OF DIRECTION OF THE ACADEMIC YEAR 2021-2022
(NATIONAL LEVEL)**

No.	Sectoral-Sub Sectoral	Activities	Already implemented	Is being implemented	Has not yet implemented
- Key Reform Directions					
1	Strengthening of Planning System	8	3	3	2
2	Decentralization and Deconcentration	3	0	3	0
3	Personnel Management	3	2	1	0
4	Public Financial Management	11	8	3	0
5	Teacher Training	9	9	0	0
Sub Total		34	22	10	2
- Sub-Sectoral Directions					
1	Early Childhood Education	7	6	1	0
2	Primary Education	9	6	3	0
3	Secondary and Technical Education	9	5	2	2
4	Higher Education	7	7	0	0
5	Non-Formal Education	5	1	4	0
6	Youth Development	5	2	3	0
7	Physical Education and Sport	7	7	0	0
Sub Total		49	34	13	2
- Cross-Sub-Sectoral Directions					
1	Curriculum Development	7	5	1	1
2	Administration	5	2	2	1
3	Construction	3	0	3	0
4	Printing and Distribution	6	5	1	0
5	Inspectorate of Administration and Finance	3	1	0	2
6	Internal Audit	5	5	0	0
7	Education Quality Assessment	10	8	2	0
8	Materials and State Property	7	7	0	0
9	Procurement	5	4	1	0
Sub Total		51	37	10	4
Total		134	93	33	8

**ANNEX 4: PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2022
(SUB-NATIONAL LEVEL)**

No.	provinces/capital	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Battambang	238	94	83	61
2	Phnom Penh	121	116	0	5
3	Kampong Cham	171	170	0	1
4	Preah Sihanuk	81	67	5	9
5	Kandal	229	216	0	13
6	Stung Treng	121	110	6	5
7	Svay Reang	108	100	0	8
8	Kampot	114	114	0	0
9	Kampong Speu	175	165	8	2
10	Takeo	80	78	0	2
11	Mundulhiri	181	180	0	1
12	Kampong Thom	180	148	16	16
13	Pailin	100	95	0	5
14	Banteay Mean Chey	171	165	00	6
15	Utdor Meanchey	88	85	0	3
16	Kratie	309	280	0	29
17	Pursat	245	231	6	8
18	Kampong Chhnang	195	144	14	37
19	Preah Vihear	184	166	0	18
20	Koh Kong	107	89	0	18
21	Siem Reap	69	66	0	3
22	Prey Veng	109	109	0	0
23	Kep	91	85	0	6
24	Ratanakiri	110	104	0	6
25	Tbong Khmum	186	177	3	6
Total		3 763	3 354	141	268

**ANNEX 5: NUMBER OF ACTIVITIES OF DIRECTION OF THE ACADEMIC YEAR 2021-2022
(SUB-NATIONAL LEVEL)**

No.	provinces/capital	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Battambang	61	47	9	5
2	Phnom Penh	121	116	0	5
3	Kampong Cham	147	119	19	9
4	Preah Sihanuk	86	34	38	14
5	Kandal	114	111	0	3
6	Stung Treng	78	59	9	10
7	Svay Reang	82	76	0	6
8	Kampot	77	77	0	0
9	K.ampong Speu	82	68	8	6
10	Takeo	74	74	0	0
11	Mundulkiri	136	135	0	1
12	Kampong Thom	92	74	17	1
13	Pailin	51	48	0	3
14	Banteay Mean Chey	68	62	4	2
15	Utdor Meanchey	112	99	5	8
16	Kratie	125	105	4	16
17	Pursat	69	51	12	6
18	Kampong Chhnang	74	32	37	5
19	Preah Vihear	104	61	39	4
20	Koh Kong	86	83	2	1
21	Siem Reap	55	55	0	0
22	Prey Veng	89	82	2	5
23	Kep	67	63	3	1
24	Ratanakiri	67	63	3	1
25	Tbong Khmum	102	51	30	21
Total		2 219	1 845	241	133

**ANNEX 6: PROGRESS OF THE IMPLEMENTATION OF DIRECTION SET IN EDUCATION CONGRESS
2021-2022 KEY REFORMS AND CROSS SUB SECTORS**

Activities	Status	Reasons
<i>1. Strengthening Policy, Planning, EMIS and M&E System</i>		
- To provide information technology tools and materials to national and sub-national levels;	3	- Lack of funding for IT equipment and materials
- To balance budget and plan and budget requirement of actual implementation in accordance with the public investment framework of education sector;	1	- Approve the policy framework based on the results and programs of public investment in the education sector.
- To develop strong and interconnected policies;	1	- Approve the master plan on capacity development in the education sector
- To provide officers specialized in statistics and information technology to meet the workload;	2	- Continue to recruit statistics and information technology officers
- To develop a framework for monitoring and evaluating the performance budget;	1	- Draft draft framework for monitoring and evaluating the achievement budget
- To develop system and tool for monitoring and evaluating Youth Development Sub-Sectors and Physical Education and Sports Sub-Sectors;	2	- Factors of time and lack of funding
- To strengthen the capacity of officers on Framework for Monitoring and Evaluating the Education Strategic Plan;	3	- Time factor and no budget
- To improve, modernize and harmonize EMIS systems online.	2	- Continue to update and modernize EMIS online
<i>2. Decentralization and Deconcentration</i>		
- To prepare and update regulations for implementation at public education institutions;	2	- Update other standard documents to be prepared to support the implementation in the educational institution
- To establish a legal framework to support decentralization and deconcentration reforms at national and sub-national levels.	2	- Establish a legal framework to support decentralization and deconcentration reforms
- To continue developing mechanisms to support the implementation of decentralization and deconcentration reform programs in education sector.	2	- Continue to develop and disseminate mechanisms to support the implementation of the decentralization and deconcentration reform program to the municipal administration.
<i>3. Personnel Management</i>		
- 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;	2	- Organize rolling activities
- To promote the implementation of education, youth and sports reform strategies, the Policy on Teacher Career Path and the Policy on Continuing Professional Development;	1	- Training course for management officers at the Royal School of Administration - Training of officers on English and IT skills - Review the position qualifications and job descriptions of Central Management Officer - Regular Workshop on Orientation from Professional Development Database - Regular Workshop on Reflection on Professional Development Database - Prepare training provider certification - Record good teachers and good school principals in the professional development management system on a regular basis.
- To monitor and promote the implementation of the Principle on Teacher Entrance Exam.	1	- Track new teachers to target schools - Study the difficulties of candidates applying for the entrance exam in the school selection framework before applying
<i>4. Public Financial Management</i>		

Activities	Status	Reasons
<ul style="list-style-type: none"> - To motivate and encourage some budget units to implement action plans to achieve the target indicators that have been postponed or missed; 	1	<ul style="list-style-type: none"> - Review of sub-programs, clusters of activities and activities to adapt to the strategic plan of the education sector in collaboration with the General Policy and Plan - Dissemination of Circular No. 03 Saron dated 08 June 2022 on the preparation of the strategic budget plan for 2023-2025 - Dissemination of Circular No. 004 MEF dated 08 June 2022 on the Preparation of the Draft Law on Finance for Management in 2023 - Update the information technology system for strategic budget planning in conjunction with the education strategic plan for the Department of Education, Youth and Sports of the Capital and Provinces with a common standard. - Update the information technology system for annual budget planning by linking strategic plan, budget, annual operational plan, annual revenue and expenditure program and adaptation with strategic plan for education for units at the central administrative level and the Department of Education, Youth and Sports of the Capital and Provinces.
<ul style="list-style-type: none"> - 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; 	2	<ul style="list-style-type: none"> - Letter No. 3878 IK.Hov dated 22 July 2022 on the request to solve the challenges related to the implementation of the 2022 budget - Build resilience and flexibility in real situations in close cooperation with relevant ministries and institutions
<ul style="list-style-type: none"> - To promote the budget implementation at central unit to achieve the set target indicators; 	1	<ul style="list-style-type: none"> - Letter 5769 IKH dated 7 October 2022 on the request to expedite the full budget payment of the unit under the Ministry of Education, Youth and Sports for the implementation of the 2022 budget - Letter No. 6696 IK.V dated 15 November 2022 on the Case of Establishment of Pre-Budget Rehabilitation, Full Program of the Budget Unit at the Central Administration Level Under the Supervision of the Ministry of Education - Youth and Sports for the implementation of the 2023 budget - Dissemination of Circular No. 010 MEF dated 27 September 2022 on the closing of the list of income-expenditure budget and the report summarizing the revenue-expenditure of the national budget 2022 - Disseminate Circular No. 03 of MEF.A.R. Rattan dated 3 February 2023 on the date of termination of the 2022 payment mandate, regulatory mandate and budget expenditure operation in the FMIS system for national budget (middle level administration) and Preparation of summary report (implementation of national budget for 2022) - Instruction No. 23 <small>អបវ.សណន.</small>, dated April 06, 2022, on the use of detailed expenditures at regional pedagogical centers and pedagogical schools and training

Activities	Status	Reasons
<ul style="list-style-type: none"> - 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; 	1	<ul style="list-style-type: none"> - Develop and develop information technology system for annual budget planning at the central administrative level, Department of Education, Youth and Sports, Capital, Province, Teacher Training Institution, Office of Education, Youth and Sports of Municipal, District, Khan and Public Administration - Update and train staffing budgeting system (Chapter 64) for strategic planning, budgeting and annual budget planning. - Prepare 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"> - To promote the implementation of the Guidelines on Management of Public School Operational Fund of school-based financial officers; 	1	<ul style="list-style-type: none"> - Strengthen the capacity of leaders and treasurers in public schools on the use of information technology for budgeting and report preparation for 1,400 people - Public schools have prepared annual budgets, implemented annual budgets and prepared reports by the relevant public educational institutions. - Collect quarterly and annual reports on the implementation of public school operating funds through the IT system. - Summarize the annual public school operation fund project through information technology system - Prepare video clips on the use of information technology systems for budget planning and budget performance reporting. - Update and train public school financial management monitoring and evaluation system - Disseminate documents on fund management, running public schools and video clips on the website www.fmismoeys.com
<ul style="list-style-type: none"> - 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; 	1	<ul style="list-style-type: none"> - Letter 2403 នៅថ្ងៃទី០៣ ខែ ឧសភា ២០២២ dated 03 May 2022 on the Official Launch of the Financial Management System of the Ministry of Education, Youth and Sports, 3rd Generation (EFMS V3) on Budget Allocation (BA), Order (PO) Accounts Payable (AP) and Report to Central Administrative Budget Unit and Capital and Provincial Departments of Education, Youth and Sports
<ul style="list-style-type: none"> - To build connected EFMS and FMIS; 	2	<ul style="list-style-type: none"> - Letter No. 386 នៅថ្ងៃទី២៥ ខែ មករា ២០២៣ dated 25 January 2023 on the request for permission in principle to the Ministry of Education, Youth and Sports to mediate between EFMS and FMIS of the Ministry of Economy and Finance for implementation from 2023 onwards
<ul style="list-style-type: none"> - 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; 	2	<ul style="list-style-type: none"> - Collect budgets and reports on the implementation of public school operating budgets for the three functions transferred to the sub-national level in Battambang province.

Activities	Status	Reasons
- To promote and increase the number of budget units to ensure efficiency, effectiveness, accountability and transparency in financial management with autonomy and high responsibility;	1	- Inter-Ministerial Prakas No. 620 <small>NS/UF.13/21</small> dated 13 October 2021 on the implementation of the budget unit at the Ministry of Education, Youth and Sports for implementation from 2022 onwards
- To develop the capacity of financial officers to better understand the Public Financial Management Reform Program, Phase 4;	1	<ul style="list-style-type: none"> - Letter No. 10502 <small>NS/UF.46</small> dated 01 November 2022 of the Ministry of Economy and Finance - Letter No. 9839 <small>NS/UF</small> dated October 17, 2022 of the Ministry of Economy and Finance - Letter No. 534 <small>NS/UF/44/22</small> dated 11 November 2022 of the Ministry of Economy and Finance - Letter No. 11531 <small>NS/UF</small> dated December 2, 2022 of the Ministry of Economy and Finance
- 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.	1	- Approved by the Ministry of Economy and Finance by letter No. 6061 <small>NS/UF.46</small> dated 04 July 2022
5. Procurement		
- To prepare standard forms to ensure easy packaging of procurement plans and needs of different types of materials;	1	- Provide standard tables to budget entities with procurement expenditure requirements to prepare according to the requirements of each budget classification for inclusion in the annual procurement plan.
- To strengthen the capacity of procurement officers in units to prepare documents, specifications, market prices and requirements;	1	- Consult with the professional officers of the procurement unit and the officer in charge of the procurement expenditure project according to the budget unit
- 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;	1	- The Procurement Committee has issued a letter of notification to all budget units on the preparation of the annual procurement plan.
- 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;	2	<ul style="list-style-type: none"> - Completed the implementation of Chapter 60 Procurement of Goods and Chapter 61 of Construction Procurement in the implementation year 2022 - Construction Procurement and Procurement of Services Chapter 21 shall continue to be implemented until 2023
- 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.	1	- All procurement guarantee policies are recorded in the FMIS system.
6. Pre-Service and In-Service Training		
- To provide ICT Technical Officer to update management system of information of staff and student teachers at teacher training institutions;	1	- Provide ICT technical officers to work in departments and teacher training institutions
- To coordinate and promote timely budget payment;	1	- 95.98% implementation cost
- To promote the implementation of activities inhibited by Covid-19;	1	- Implement the activities mentioned in the annual action plan 100%

Activities	Status	Reasons
<ul style="list-style-type: none"> - To develop infrastructure in accordance with standard and technology of new generation at teacher training institutions; 	1	<ul style="list-style-type: none"> - Renovation of equipments, experimental equipment and Internet service in 11 provincial pedagogical and vocational schools - Renovation of computer room and equipping of technological equipment at regional pedagogical centers, practice schools, cooperative schools and secondary kindergartens.
<ul style="list-style-type: none"> - To develop capacity of staff. teacher trainers and Management of Teacher Education College to meet qualification of the 21st century; 	1	<ul style="list-style-type: none"> - Develop the capacity of 634 21st century pedagogical school educators, teachers and trainers, 260 females
<ul style="list-style-type: none"> - 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; 	1	<ul style="list-style-type: none"> - Develop a curriculum framework for bachelor's degree, vocational education, primary and secondary school teachers, full credit system education - Approved the master plan on upgrading the education staff 2021-2025 - Approved the professional standard document for trainee teachers for pedagogical institutes - Develop curriculum at the master's degree level in education
<ul style="list-style-type: none"> - 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; 	1	<ul style="list-style-type: none"> - Strengthen the capacity of 121 directors, deputy directors of teacher training institutions, primary, secondary and general education teachers on school management, 26 females
<ul style="list-style-type: none"> - To pilot CPD and HRMIS at 100 target primary schools; 	1	<ul style="list-style-type: none"> - Pilot CPD and HRMIS at 100 Target Primary Schools in Kratie, Preah Vihear, Oddar Meanchey, Stung Treng and Siem Reap
<ul style="list-style-type: none"> - To strengthen the quality assurance of teacher training institutions. 	1	<ul style="list-style-type: none"> - Establish an internal quality assurance system to monitor and evaluate the quality of education on a regular basis
7. Curriculum Development		
<ul style="list-style-type: none"> - To organize National Reading Day; 	1	<ul style="list-style-type: none"> - Organizing National Reading Day under the theme Reading - Helps Improve Life in Digital Society 114 exam participants in 4 disciplines
<ul style="list-style-type: none"> - To develop the framework of teaching methods and sample lesson plans; 	1	<ul style="list-style-type: none"> - Support teaching methods and curriculum implementation in 89 schools
<ul style="list-style-type: none"> - To develop documents of teaching methods and sample lessons. summarized lessons and curriculum; 	1	<ul style="list-style-type: none"> - Developing instructional materials for teaching methods for secondary school by preparing 2 sample lessons in all subjects
<ul style="list-style-type: none"> - To develop documents for grade-12 students in Khmer language. mathematics. physics. chemistry. biology. geology. environmental study. geography. history. moral-civics. and home economics; 	2	<ul style="list-style-type: none"> - Developing the ability level documents of 12th grade students - Developing lesson patterns for 9th-12th grade lessons
<ul style="list-style-type: none"> - To develop environmental and climate change education materials for primary schools; 	1	<ul style="list-style-type: none"> - Development of environmental and climate change education materials for grades 4, 5 and 6 and student workbooks
<ul style="list-style-type: none"> - To produce videos on prescribed teaching and learning; 	3	<ul style="list-style-type: none"> - No budget support
<ul style="list-style-type: none"> - To disseminate children's education programs on how to prevent and rescue victims from dangers and other injuries. 	1	<ul style="list-style-type: none"> - Disseminate children's education programs on prevention, rescue, and other injuries to 4,720 out-of-school children, 2,690 females
8. Administrative		
<ul style="list-style-type: none"> - To continue strengthening the supervision of administrative letters. especially the circular; 	1	<ul style="list-style-type: none"> - Smooth letter traffic

Activities	Status	Reasons
- To promote the awarding of Work Legion of Honour to education staff at national and sub-national levels;	2	- Implement the activities of the plan with obstacles by Covid-19 pandemic
- To develop capacity on education administrative management. protocol. reports and archives;	3	- Covid-19 pandemic
- To manage and operate databases archives through adminrms.net;	1	- Enter the archive management data through the adminrms system of 3,576 copies of 2013 declarations and write the contents of 2020 letters 16,978 copies
- To monitor management work of education administration. archives and competitive works.	2	- Covid-19 pandemic
9. School Construction		
- To repair one school building. with 5 floors. equal to 44 rooms. and one big meeting hall at the National Institute of Education;	2	- Renovation of educational infrastructure at the National Institute of Education, including the design of drainage systems, roads, gardens, fences and gates - Construction of a new building, the new Samdech Preah Sang Reach Chuon Nath Library, and renovating 8 school buildings with 40 rooms, achieving 60%
- 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. Monduliri Province;	2	- Prepare construction contract
- 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.	2	- Construction of 150 school buildings by the community, including school buildings (1 building, 5 rooms, 5 toilets, reservoir or well) in 21 capitals and provinces, achieved 90%
10. Printing and Distribution		
- To promote textbook production and work efficiency;	1	- Have a clear plan
- To improve textbooks for Khmer language. mathematics. science and social studies. as well as develop training book. extensive reading textbooks and teaching materials;	2	- Have a clear plan - Waiting to include the 4 items in the social textbook
- To publish textbooks. training and extensive reading books to supply to the state and sell to general customers;	1	- Have a clear plan - There are enough professional staff and printers
- To collaborate with the World Education Organization to develop and utilize the “Textbook Supply Management System (TnT)”;	1	- Have a clear plan - TnT textbook management system
- To encourage school principals to plan needs and confirm receipt of textbooks through TnT system;	1	- Have a clear plan - TnT textbook management system
- To deliver textbooks to capital-provinces according to the plan of the Ministry of Education. Youth and Sports.	1	- Have a clear plan - There are enough professional officers and transport vehicles
11. Administrative and Financial Inspectorate		
- To open training course on capacity building of inspection skills to be link to actual practice;	1	- Opening of 2 refresher courses with 60 inspectors, 4 females
- To raise funds from development partners and related units;	3	- No support partner
- To disseminate the procedures for filing a complaint through website of the Ministry of Education. Youth and Sports.	3	- Technical issues and time
12. Internal Audit		
- To promote the implementation of activities that are delayed due to Covid-19;	1	- Approved the implementation of the Internal Audit Strategic Plan 2022-2024

Activities	Status	Reasons
		- Approve the use of the internal audit plan for 2022
- To develop human resources and equip technical equipment to support performance audit, information technology audit and project audit;	1	- Develop human resources and equip technical equipment to support audit achievements, information technology audits and project audits, both financial and technical support from higher education improvement projects.
- To conduct an internal audit of performance, information technology and project;	1	- Internal audit of information technology achievements and projects 13
- To continue improving the quality of internal audit report standard;	1	- Training on Audit Procedures on Financial Management, Development Partners Project
- To continue strengthening the capacity of internal auditor on relevant skills and work performance.	1	- Training on audit procedures and risk management
13. Education Quality Assurance		
- To complete and disseminate the results of the National Grade-6 Assessment Test and the Pilot International Student Assessment Test (PISA);	1	- Disseminate the results of the 6th National Assessment Test and the International Student Assessment Test
- To continue the subject inspection work directly;	2	- Inspect the subject of teaching and learning writing of 5th grade students directly.
- To try to collect the name list of some students and teachers in timely manner;	1	- Collect the list of students and teachers in a 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;	1	- Capacity building of sub-national inspectors on the use of information technology in preparing, submitting and submitting inspection reports to 1,783 participants, 257 females
- To Continue organizing the Dissemination Workshop to Officially Launch the "Manual of Education Quality Assurance Inspection System for Capital-Provinces";	1	- Disseminate and officially launch the "Education Quality Assurance Inspection System Manual for Capital and Provinces
- To disseminate the results of the Regional Student Assessment Test (SEA-PLM);	1	- Disseminate the results of the evaluation of the results of regional students (SEA-PLM), 81 participants, 7 females
- To conduct End-of-Year Assessment of EGRA-EGMA using Tablets;	1	- End-of-Year Assessment of EGRA & EGMA Using 340 Primary School Tablets
- To pilot and implement the National Grade-8 Assessment Test;	1	- Implemented the test to evaluate the results of the 8th grade in 230 schools at the lower secondary level.
- To officially apply the Program for International Student Assessment Test (PISA) for 2022;	2	- Prakas on Equivalent Level Measuring Procedure
- To disseminate Prakas on Equivalent Capacity Measurement Procedures.	1	- Disseminate the results of the 6th National Assessment Test and the International Student Assessment Test
14. State Asset and Property Management		
- 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.	1	- Some units to implement Instruction No. 54 <small>අගය</small> dated 30 December 2014 on the proper management and supply of equipment
- To improve the management of state materials and property at public education institutions at central and capital-provincial administrative levels;	1	- Training on the management of state property and assets and study tours abroad
- To update the State Property in 2022, Lease of State Property and Cooperation in Solving Land Disputes	1	- Update on state property in 2022, lease of state property and cooperation in resolving land disputes
- To check and verify the Table of Comparison of State Property, increase and decrease, in 2021;	1	- Checking the comparison table of the increase and decrease of state assets in 2021 and planning and implementing the procedure of

Activities	Status	Reasons
		clearing state assets from the inventory.
- To plan and implement the procedures for clearing state property from the inventory;	1	- Prepare procedures to clear state property from inventory
- To facilitate the disbursement and entering of materials and goods and import. which taxes and duties payment are under the state's burden;	1	- Facilitate the release of materials, goods and imports by paying taxes and duties of the state
- To supervise and supply administrative equipment to education institutions and Teacher Education Colleges.	1	- Supervise the supply of administrative equipment to educational institutions and teacher training institutions and pay the tax on travel means for 2022.

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

**ANNEX 7 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION SET IN EDUCATION CONGRESS
2021-2022 BY SUB-SECTORS**

Activities	Status	Reasons
1. Sub-Sector: Early Childhood Education		
- Prepare the structure of early childhood education programs to be consistent with the needs of services;	1	- Proclamation on the Accreditation of Kindergarten, Resources and Kindergarten 358 - Issuing Prakas on the establishment of kindergartens in public primary schools
- Promote complete implementation of pre-school curriculum;	1	- Officially approved the textbook for kindergarten and officially announced the implementation.
- Provide support resources and techniques to meet the need for expanding and improving the quality of early childhood education program;	1	- Publish and provide textbooks for 5 kindergarten subjects to 358 kindergartens - Approve and disseminate the implementation of the package of materials on raising young children
- Develop the capacity of education staff to meet the quality framework for early childhood education;	1	- Send early childhood education officers to attend training courses in Japan, Pakistan, Indonesia and the University of Hong Kong - Training sub-national and sub-national trainers on how to use educational materials and teaching about raising young children
- Enhance and encourage parents to support early childhood education activities in the context of new normal in education sector;	1	- Issuing guidelines on the operation of public kindergartens and early childhood education services
- Finalize the preparation of the National Action Plan for Early Childhood Care and Development 2023-2028.	1	- Approve the National Action Plan on the Protection and Development of Young Children
- Conduct feasibility study to transform community pre-school into an annex of public educational establishment.	2	- Prepare a draft prakas on the transformation of community kindergartens into public school annexes
2. Sub-Sector: Primary Education		
- 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.	1	- New teachers are deployed to schools that lack teachers, especially in disadvantaged areas
- 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;	2	- Deploy teachers from school, more teachers to schools, 51 teachers at all levels, 27 females, including 34 primary school teachers, 20 females
- Continue to promote the implementation of education. youth and sport reform strategy. policy on teacher career pathway and policy on continuous professional development;	2	- Implement 5 provinces to provide pedagogical counseling to primary school teachers on the use of reading and mathematics materials and continue to expand to 8 more provinces in response to teachers' career path policies.
- Strengthen and expand the scope of the implementation of school management more extensively;	1	- Expand implementation from 160 schools to 520 primary schools nationwide - Schools need time to become effective schools. - Strengthen the implementation of school community strategies and evaluate the implementation of school management.
- Strengthen and expand reading package and early grade mathematics and strengthen the implementation at teaching training establishments;	1	- Integrate the implementation of first aid reading and math materials into teacher training programs - Train all instructors of the Khmer Literature and Mathematics Teacher Training School on

Activities	Status	Reasons
		<ul style="list-style-type: none"> the implementation of the first grade reading and math kit. - Improve the capacity of 1st and 2nd grade teachers on the implementation of first grade reading and math kit in Siem Reap, Oddar Meanchey, Preah Vihear, Kratie, Stung Treng, Kampong Thom, Kampot and Kep - Some partner organizations have implemented first grade reading materials in their target schools in about 130 other schools.
<ul style="list-style-type: none"> - Strengthen and expand life skill education. basic financial education for children. financial challenge. education. arts. agriculture. management and functioning of library; 	1	<ul style="list-style-type: none"> - Signed an agreement between the Ministry of Education, Youth and Sports and the Child Rights Foundation on the implementation of the basic financial education program for Cha-Ching children. - Publish teacher manuals, student handbooks and materials for the implementation of the basic financial education program for Cha-Ching children. - Making video learning and teaching basic financial education program for Cha-Ching children - Select target schools to implement Cha-Ching Basic Financial Education Program in Phnom Penh, Kandal and Kampong Cham for the first phase Capacity building on basic financial education programs for Cha-Ching children to national, sub-national working groups, school principals and teachers of target schools - Organize a workshop on the annual project reflection of the basic financial education program for Cha-Ching children - Expand the implementation of basic financial education programs for Cha-Ching children in 58 target schools for the second phase of the first year in Kampot, Siem Reap and Kampong Cham provinces. - Inauguration of the project on the implementation of basic financial education program for Cha-Ching children, the second phase in Kampot province - 58 target primary schools implementing Cha-Ching Basic Financial Education Program, Phase 2, Year 1 in Kampot, Siem Reap and Kampong Cham Provinces
<ul style="list-style-type: none"> - Strengthen teaching and learning methodology through STEM approach on such subjects as mathematics, science and social studies and English language teaching at primary school; 	2	<ul style="list-style-type: none"> - Curriculum The teacher training program can focus on the core subjects of mathematics, Khmer language, social studies, science and English, information technology, communication and arts to meet the standard of teachers.
<ul style="list-style-type: none"> - 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. 	1	<ul style="list-style-type: none"> - Instruct primary school principals across the country to purchase an External Hard Drive to copy instructional videos and student worksheets from the ECCC office. Of Municipal, District and Khan Administration - Introduce elementary schools with the ability to create e-learning classrooms equipped with

Activities	Status	Reasons
		smart TVs or LCD projectors. - Introduce primary schools that do not yet have networks to be connected to the Internet.
3. Sub-Sector: Secondary Education and Technical Education		
- Develop the capacity of technical education teachers in the use of lab tools, pedagogy and new teaching methodology;	1	- Online capacity building workshop on Constructing Written Test for 33 general and technical teachers, 6 females - Strengthen the teaching and learning of technical education in 6 high schools, general education and technology
- Develop the capacity of teachers in the subject areas of science and maths and social science teacher on new teaching methodology;	2	- Prepare a list of Stem materials to supply a network of 87 schools - Training 80 national trainers, 16 females on the use of stem materials in physics, biochemistry and geology - Completed the training of 2 200 Stem teachers on Stem teaching - Implement Stem Exhibitions at 50 Resource High Schools - Prepare a list of 127 new schools to supply Stem materials - Supply of Stem materials for 50 resource schools on Physics, Chemistry, Biology and Earth Science - Implementing Stem Exhibitions at 50 Resource High Schools
- Fully implement curriculum and study visit at enterprises, farms and private sector;	1	- Send 322 technical education students, 78 females, majoring in Electronics, Electrical, Mechanical, Agronomy and Front Office Skills to practice skills in institutes and communities. - Send 205 technical education students, 80 females, majoring in electricity, electronics, agriculture, tourism, aquaculture and food processing to train at farm companies
- 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;	2	- Workshop to disseminate general education and technical education framework to participants from 15 capitals and provinces, a total of 80 people, 14 females - Workshop on teaching and learning methods based on regulations for high school in Siem Reap province with 63 participants, 44 females. - Dissemination of Stem Principles, Other Teaching Methods and Course Design Methods Not yet disseminated due to lack of funding and the Covid-19 Crisis
- Supply science teachers, laboratories and laboratory equipment, study time and computer labs, making the process of teaching STEM subjects meet actual needs;	1	- Provide 185 science teachers - Repairing and equipping equipment and experimental equipment in 11 provincial pedagogical and vocational schools
- Prepare subject-based inspection activities and periodic monitoring and inspection of schools and national and international pilot test activities as they are due;	1	- Apply the topic on "5th grade writing teaching" - Monitor the regular inspection of 8 schools - Disseminate the results of the 6th National Assessment Test and the International Student Assessment Test
- Provide professional health science and public health	3	- No new health officials to work in the field of

Activities	Status	Reasons
officials to perform their duties;		study health
- Provide ICT technical staff to update the management information system of staff and teacher trainees at Teacher Training Colleges;	1	- Choose 1 candidate for ICT subject to work in the department and to continue to study ICT in Korea
- Provide human resources with expertise in English language, information technology and architecture.	3	- Not getting experts yet
4. Sub-Sector: Higher Education		
- Develop human resource on research, information technology, data management and financial skills;	1	<ul style="list-style-type: none"> - Not getting experts yet - Sub-Sector: Higher Education - Develop the financial accounting system of the Royal University of Agriculture, University of Battambang and Svay Rieng University - Workshop on the use of QB accounting system of financial management with 62 participants, 28 females - Workshop on Financial Management System for Royal University of Phnom Penh, National University of Battambang and Svay Rieng University with 114 participants, 53 females
- Continue implementing some action plans which have been halted, cancelled and delayed;	1	<ul style="list-style-type: none"> - Workshop on Data Collection of Target Higher Education Institutions 9 - Examined training in 34 higher education institutions, including branches, including 5 public and 29 private institutions. - 17 higher education institutions conducted a study on the status of students after graduation - Nine higher education institutions set up student protest system
- Admit students in line with the plan;	1	- Examination and recruitment of 7,533 scholarship students to study in higher education institutions, 4,912 females
- Improve effectiveness of internet system and to make it work well in some provinces or areas;	1	- 84% of higher education institutions increase internet speed
- Provide sufficient equipment for learning and teaching to staff members and students;	1	- Construction and renovation of 34 laboratories in target 5 higher education institutions
- Promote research activities at higher education institutions;	1	<ul style="list-style-type: none"> - Approve and launch manuals on the creation, management and development of scientific research journals - Approve the handbook on research management in higher education institutions - Establishing a Cambodian Magazine for Research, Education and Stem ” - Establish and improve research laboratories 37 - Create a website for scientific research magazine, the name of Cambodia Magazine for research, education and Stem will publish research articles in Khmer and online - Publish 60 research articles in 20 national research journals and 40 international research journals - Publish 391 topics, including 169 local editions on food technology and nutrition, water and environment - Develop the capacity of 250 researchers, 15 females

Activities	Status	Reasons
<ul style="list-style-type: none"> - Strengthen System for Ensuring Education Quality at Higher Education. 	1	<ul style="list-style-type: none"> - Evaluate the accreditation of higher education institutions 9 - Provide support to 29 institutions in implementing the higher education quality assurance system - Workshop on Internal Education Quality Assurance Report Writing Workshop with 386 participants, 95 females - Workshop on the implementation of the higher education quality assurance system with 139 participants, 34 females - 3 workshops on "Implementation of the Internal Education Quality Assurance System: Assessing the Level of Higher Education Capacity Development and Action Planning" for 29 Higher Education Institutions with 202 participants, 65 females
5. Sub-sector: Non-Formal Education		
<ul style="list-style-type: none"> - To strengthen and broadly expand the Literacy Program for Garment Workers and Equivalent Basic Education Program online; 	1	<ul style="list-style-type: none"> - Update literacy programs and textbooks - Produce and upload instructional videos for literacy programs and primary equivalents - Provide e-learning and official media of the Ministry of Education, Youth and Sports - Expand online basic education equivalents and non-formal secondary education equivalents in community learning centers
<ul style="list-style-type: none"> - To provide training for Contracted Non-Formal Education Teachers by Credit System; 	2	<ul style="list-style-type: none"> - Drafting training documents for contract teachers, literacy programs and equivalents of primary education, non-formal education through the credit system
<ul style="list-style-type: none"> - To promote the process of changing the Community Learning Center to be Lifelong Learning Center; 	2	<ul style="list-style-type: none"> - Issued Inter-Ministerial Prakas No. 521 dated 15 June 2020 - Prepare a draft document to assess the status of the Community Learning Center
<ul style="list-style-type: none"> - To update and match the Non-Formal Education Management Information System with Education Management Information System; 	2	<ul style="list-style-type: none"> - Review and decide on common principles by the education management information system, provide statistical and information forms, and the non-formal education management information system.
<ul style="list-style-type: none"> - To promote the operation of Non-Formal Education Management Information System at Municipal-District-Khan levels. 	2	<ul style="list-style-type: none"> - Disseminate to the Department of Education, Youth and Sports of the Capital and Province through online and provide further guidance to the municipalities, districts and Khans
6. Sub-Sector: Youth Development		
<ul style="list-style-type: none"> - To modernize multidisciplinary youth development programs to meet the digital education and youth needs of new normal; 	2	<ul style="list-style-type: none"> - Update on 2022 Action Plan activities such as: National Youth Debate, 21st Century Youth Achievement, 21 Youth Program, ASEAN Youth Dialogue, ASEAN Youth Video Competition, ASEAN Youth Photo Contest, ASEAN Youth Debate, Camp by Internet - Leadership training, short-term training courses, digital skills, entrepreneurship, leadership, literacy, finance and basic "Beep" equivalent education programs for youth recruiters, youth centers and scouts.

Activities	Status	Reasons
<ul style="list-style-type: none"> - To develop and disseminate regulations and implement the framework for monitoring and evaluation of youth development sub-sector; 	2	<ul style="list-style-type: none"> - Draft framework for monitoring and evaluation of youth development sub-sector - Collect input and test the equipment on monitoring and evaluation of youth development sub-sector - Complete the amendment of the Constitution and Internal Rules of the Cambodian National Scout for approval at the General Assembly of the CNCC. Third mandate, October 10, 2023 - Draft book of Youth Council of Cambodia - Review and collect input on evaluation guidelines to select good Cambodian Children's Council and Good Cambodian Youth Council, including assessment tools
<ul style="list-style-type: none"> - To increase cooperation with development partners and stakeholders to mobilize resources to support youth development programs at youth centers; 	1	<ul style="list-style-type: none"> - Collaborate with DVV International to develop 5 centers in Takeo, Kampong Thom, Kampong Chhnang, Kampong Cham and Svay Rieng on Lifelong Education and Volunteering
<ul style="list-style-type: none"> - To increase cooperation with the World Scout Movement. development partners and stakeholders to mobilize support for scout membership expansion; 	2	<ul style="list-style-type: none"> - Prepare a project implementation agreement for the year 2022-2027 between the Ministry of Education, Youth and Sports of the Cambodian National Scouts and the Cambodian International Life Education Organization (ELIC) of Singapore to increase cooperation in the implementation of projects on youth programs, cultural exchanges between young people of Cambodia and Singapore. And Leadership Development for Cambodian Youth - Send 5 officials to join the Asia-Pacific World Organization Structure to enhance regional and global cooperation
<ul style="list-style-type: none"> - 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. 	1	<ul style="list-style-type: none"> - Collaborate with ILO to train national and sub-national trainers on entrepreneurship programs through the National Youth Business Program - Disseminate and consult to update the evaluation guidelines for the selection of the Good Cambodian Children's Council and the Good Cambodian Youth Council. - Organize leadership training and youth program skills training for scout and youth recruiting officers. - Training national and sub-national officials on youth project management skills, leadership and technology.
7. Sub-Sector: Physical Education and Sport		
<ul style="list-style-type: none"> - To fully implement the Framework for Physical Education Curriculum in education institutions; 	1	<ul style="list-style-type: none"> - Prepare guidelines on the implementation of physical education and sports activities during and after school hours at primary, lower secondary and upper secondary schools. - Distribute curricula on physical education subjects at primary, lower secondary and upper secondary schools.
<ul style="list-style-type: none"> - To sufficiently increase the number of technical officials who have undergone international training in each type of sport; 	1	<ul style="list-style-type: none"> - Training 90 technical officers, 14 females
<ul style="list-style-type: none"> - To motivate and encourage people to do exercise and play sports for health; 	1	<ul style="list-style-type: none"> - Organize ASEAN Sports Day, Sports Day for All and ASEAN Fitness Day for Health

Activities	Status	Reasons
- To provide adequate sport medical officials in healthcare. treatment. diet and anti-doping in sport sector;	1	<ul style="list-style-type: none"> - Disseminate to coaches on the fight against doping in sports. - Disseminate to the National Sports Federation on anti-doping rules in sports
- To develop capacity of sport technical officials in conducting study and research. monitoring and analyzing the quality of training;	1	<ul style="list-style-type: none"> - Send officers to study and attend short-term refresher courses abroad - Organize a team to monitor and evaluate the quality of the national sports team
- To develop infrastructure for teaching and training to meet the requirements;	1	<ul style="list-style-type: none"> - Improve and maintain football pitches in 8 provincial oriented schools - Organize a patent sports field at the National Institute of Physical Education and Sports - Completed the renovation of the dormitory building in the National Institute of Physical Education and Sports under the assistance of the Government of Japan and the people of Japan through the Golden Heart NGO.
- To develop human resources in the unit to respond to the need in professional work performance.	1	<ul style="list-style-type: none"> - Training 40 sports officers in information technology, 6 females - 3 officers sent to study in Vietnam, 8 Japanese - Training of 45 trainers on educational research methods, 16 females - Capacity building of 80 sports officers in the field of event management and management, 25 females - Cooperation with NGO Golden Heart and JICA

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

ANNEX 8: PROGRESS OF IMPLEMENTATION OF POLICY ACTION 2022

Policy	Policy Action 2020	Status	Reasons
1. EARLY CHILDHOOD EDUCATION (No policy action plan for 2022)			
2. PRIMARY EDUCATION			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	- Update child friendly programme framework in 2022 (PE)	3	- Continue to implement the existing child-friendly school program strategy - Not organized because school reform has been implementing school management programs / school community strategies
	- Prepare operational guidelines on child protection in schools in 2022 (PE)	1	- Executive Guidelines Approved June 15, 2022
	- Update roadmap on transferring strategies and receiving school meal programme in 2022 (PE/WFP/Inter Ministries)	1	- School Food Transfer and Implementation Strategy Approved March 17, 2022 - Operational Manual on School Food Program Approved November 06, 2019 - The last draft sub-decree on the implementation of the school feeding program using agricultural products in the community has been submitted to the inter-ministerial and has been requesting a decision from the head of the Royal Government.
	- Prepare operational manuals on management and promote student's learning outcome in 2022 (PE)	2	- Producing standardized tests from 1st to 6th grade in Khmer language, mathematics, social studies and science - Incorporate phase tests into the implementation of first-grade reading and math materials
	- Improve the operational guidelines on school clusters in 2022 (PE)	2	- Submit a request for budget to run a school series to the Ministry of Economy and Finance - Implementing the first level pedagogical advisory function as part of the school series mechanism
	- Prepare and review a guidelines of accelerated learning programme in 2022	2	- Organize input collection workshops to improve guidance
3. SECONDARY AND TECHNICAL EDUCATION			
Policy Objective 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	- Prepare a Prakas on providing and rejecting secondary student certificates in 2022	3	- No activity
	- Prepare a Prakas on organizing and processing secondary schools in 2022 (GSED)	1	- Prepare to declare the recognition of 25 public general secondary schools
4. HIGHER EDUCATION			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	- Develop a Prakas on full-time academic staff at HEIs in 2022	1	- Approve and disseminate the manual on the creation, management and development of the scientific research journal 2022
	- Guidelines on Criteria for	2	- Completed the draft guidelines on the

Policy	Policy Action 2020	Status	Reasons
	Center of Excellence in Higher Education Institutions 2022		Center of Excellence in Higher Education - Establish excellence research centers in 4 higher education institutions
Policy Objective 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	- Prepare the Instruction on the Development of a Comprehensive Budget Strategic Plan in 2022	1	- Issued the Strategic Document for Higher Education Sub-sector 2021-2030, signed on March 1, 2021
	- Develop an inter-ministerial Prakas on human resource management in 2022	1	- Proclamation No. 1326 IK.Prak dated 15 July 2022 on the Management of Educational Personnel in Public Administration Institutions
5. NON-FORMAL EDUCATION (No policy action plan for 2022)			
6. YOUTH DEVELOPMENT			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	- Develop the guidelines on safety from harm and risk management in 2022 (DoSC)	2	- First Draft Guidelines on Safety and Risk Management of the Cambodian National Scouts
	- Develop the guidelines on the National Scout Council in 2022 (DoSC)	1	- Decision No. 35/22 of the NCC On the organization and functioning of the CNCC Council 4th mandate
	- Update the guidelines on the Three Good Movements of Cambodian Child and Youth councils in 2022 (DoY)	1	- Prepare evaluation guidelines to select the Good Cambodian Children's Council and the Good Cambodian Youth Council 2022
	- Develop a Prakas on setting the criteria principle and procedure for evaluating Cambodian good children and youth councils to reward motivated incentives in the national sum-up meeting in 2022 (DoY)	1	- Prepare evaluation guidelines to select the Good Cambodian Children's Council and the Good Cambodian Youth Council 2022
	- Develop inter-ministry prakas on revising the sub technical working group to lead, facilitate and implement Basic Equivalency Education Programme (BEEP) though online in 2022 (DoCM)	1	- Prepare an inter-ministerial prakas on the revision of the inter-ministerial technical sub-working group to lead, coordinate and implement the online basic education equivalency program (BIP). - Prepare an inter-ministerial prakas on the revision of the inter-ministerial technical sub-working group to lead, coordinate and implement the online basic education equivalency program (BEEP).
	- Develop a manual on the implementation of volunteering works at community learning centers and youth centers in 2022 (DoCM)	1	- Prepare a guidebook on the implementation of volunteer work at community learning centers and youth centers in 2022
	- Prepare and compile operational manuals on facilitating and supporting the implementation of the project of volunteering works for my communities in 2022 (DoCM)	2	- Preparing a handbook on facilitating and supporting the implementation of volunteer projects for my community

Policy	Policy Action 2020	Status	Reasons
7. PHYSICAL EDUCATION AND SPORT			
Policy Objective 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	- Develop legal regulations on sports management by 2022	1	- Draft law on the management of physical education and sports
	- Develop technical regulations on competition and gathering in the context of Covid-19 pandemic by 2022	1	- The principle of gathering 38 national sports teams and 1036 disabled sports teams - Regulation of National Sports Team Gathering
	- Revise inter-ministries Prakas on defining sport types, committee and competition norm at provinces, national and sub-national levels by 2022	3	- Not prepared by Covid-19

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

**ANNEX 9 : PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2022
(NATIONAL LEVEL)**

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
1. EARLY CHILDHOOD EDUCATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	15/15	1.1 Supply of office supplies and sanitary ware	✓		
		1.2 Repair and maintenance of equipment. means of transportation and technical equipment	✓		
		1.3 Supply of electricity. water. postage and telecommunication	✓		
		1.4 Plenary Meeting of the National Committee for Early Childhood Protection and Development	✓		
		1.5 Publish children's name book	✓		
		1.6 Supply of IT equipment and means of transportation	✓		
		1.7 Workshop on Compact Curriculum Development and New Education	✓		
		1.8 Workshop on Network Structure Management. Parent Education Program. Linking Educational Institutions	✓		
		1.9 Production of educational stories on parent education	✓		
		1.10 Pay monthly stipend to standard community kindergarten teachers	✓		
		1.11 Costs for standardized community-based kindergarten operations	✓		
		1.12 Community Kindergarten Teacher Training Course on Standard Community Kindergarten Implementation Process	✓		
		1.13 Standard Community Kindergarten Assessment Process	✓		
		1.14 Monitor and evaluate the process of kindergartens	✓		
		1.15 Meeting to review and evaluate. monitor and evaluate the operation of kindergartens	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	1/3	2.1 Workshop to review the implementation guidelines of the first phase	✓		
		2.2 Consultation on the overall framework of the work system of the Early Childhood Education Sub-sector		✓	
		2.3 Workshop on Examination and Compilation of Compact Curriculum		✓	
2. PRIMARY EDUCATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	2/7	1.1 Supply PED operation	✓		
		1.2 Conduct consultative meeting in national level on food providing program implementation in primary school.			✓
		1.3 Visit national program on school food program in the neighbour country			✓
		1.4 Conduct Monitoring to implement accelerated learning program and collect information to establish accelerated class.			✓
		1.5 Conduct Assessment test on accelerated learning program			✓
		1.6 Printing Course book for accelerated learning program			✓
		1.7 New Generation School	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	8/21	2.1 Conduct Refresher training on early grade literacy	✓		
		2.2 Conduct DTMTs refresher training for school directors and teachers on positive discipline and class management		✓	
		2.3 Conduct refresher training on library in primary	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		education.			
		2.4 Conduct refresher training how to use questionnaires relevant to primary students learning on Khmer and Maths subjects at grade 1, 2 and 3	✓		
		2.5 Conduct Sub-national consultative workshop on drafting document about how to produce grade 1 teaching and learning materials			✓
		2.6 Officers participant workshop. Conference and study tour abroad.	✓		
		2.7 Conduct workshop on teaching methodology and using EGMA package to school director. mentor and grade 1 and grade 2 teachers		✓	
		2.8 Conduct monitoring to support mentor assisted teachers implementing EGMA and EGRA package		✓	
		2.9 Conduct annual reflection workshop for financial education program for Cha-Chhing child	✓		
		2.10 Conduct refresher training for sub-national core trainer on Cha-Chhing child financial education program.	✓		
		2.11 Conduct refresher training for sub-national core trainer on Cha-Chhing child financial education program.			✓
		2.12 Conduct refresher training on Cha-Chhing child financial education program to grade 4 teachers and school director.			✓
		2.13 Conduct Capacity training workshop in provinces, districts and target school on Food information management system for breakfast using homegrown in community.	✓		
		2.14 Conduct Capacity training workshop in provinces, districts and target school on Food information management system for breakfast using homegrown in community.			✓
		2.15 Conduct Capacity building workshop for committee scholarship management for target schools on scholarship program provided to poor primary students.		✓	
		2.16 Students participate an international Maths and Science competition			✓
		2.17 Conduct analysis workshop and disseminate Early grade test	✓		
		2.18 Conduct workshop on teaching and learning full day implementation			✓
		2.19 Annual meeting child friendly school and community participate to develop education sector		✓	
		2.20 Conduct Capacity building on School Communities Strategy (SCS). National SBM mentors. Sub-national SBM mentors and SMC of target schools.		✓	
		2.21 Conduct monitoring on teaching and learning process		✓	
3. GENERAL SECONDARY EDUCATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and	5/6	1.1 Materials for operation of DGSE/ Directorate General of Education and Procurement	✓		
		1.2 Monitor leadership and management. teaching-learning. open schools. scholarship. bilingual classes and cooperation	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
sport improvement		1.3 Mission to overseas	✓		
		1.4 Exam of Secondary diploma of Bilingual language in Frenh-Khmer	✓		
		1.5 New Generation Schoolin Secondary Education	✓		
		1.6 Strengthen capacity of producing School Improvement Plan			✓
4. NON-FORMAL EDUCATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	9/10	1.1 The organizerion's operation	✓		
		1.2 Implement NFE's M&E system nationwide	✓		
		1.3 Monitor the literacy program operations at factory	✓		
		1.4 Monitor BEEP operations in CLCs	✓		
		1.5 Have discussion meeting on leaflet development at DNFE	✓		
		1.6 Print National Action Plan on LLL	✓		
		1.7 Hold meeting with National Committee of LLL	✓		
		1.8 Produce video spots on the best practice of CLCs	✓		
		1.9 Produce video clips on distance and e-learning for non-formal Primary Equivalency Program	✓		
		1.10 Revise the the curricular			✓
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	7/7	2.1 Build capacity of the officials of all levels	✓		
		2.2 ToT training workshop on Credit-based Literacy Program	✓		
		2.3 Orientation workshop on How to Use Manual on Management and Operation of Lifelong Learning Centers	✓		
		2.4 Workshop on Adult Education and Learning	✓		
		2.5 Workshop on Curriculum Development for Non-Formal Upper-Secondary Equivalency Education Program	✓		
		2.6 Develop National Action Plan on Lifelong Learning	✓		
		2.7 Disseminate National Action Plan on Lifelong Learning	✓		
5. SCHOOL HEALTH					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	3/5	1.1 Maintenance supplies	✓		
		1.2 Participation in meetings. trainings. seminars. conferences. domestic and foreign with relevant institutions		✓	
		1.3 Health and fitness checks for students. teachers. students. officers. appointments and scholarship students going abroad	✓		
		1.4 Exchanging workshops on the implementation of educational health promotion programs			✓
		1.5 Monitor and evaluate the implementation of educational health promotion programs in educational institutions	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	2/3	2.1 Inter-Ministerial Meeting to Review National Action Plan on Health Education	✓		
		2.2 Dissemination Workshop for Youth Council. Red Cross Youth. Scouts and Teacher Training on Illegal Drug Use and Road Traffic Law		✓	
		2.3 Director Capacity Building Workshop on Implementation of Minimum Conditions on Water and Sanitation in Schools	✓		
6. VOCATIONAL ORIENTATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for	16/52	1.1 Support the organization's operatlons		✓	
		1.2 Technical education teaching and learning	✓		
		1.3 Semester Examination in Technical Education	✓		
		1.4 Applying Stem Extra Skills		✓	

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
all, youth development and sport improvement		1.5 Purchase cleaning and sanitation equipment		✓	
		1.6 Buy office supplies		✓	
		1.7 Print flyers		✓	
		1.8 Text books and other documents		✓	
		1.9 Varieties and seedlings		✓	
		1.10 Plant health protection products and fertilizers		✓	
		1.11 Land maintenance. gardens. forests. coastal areas and fishing grounds		✓	
		1.12 Maintenance and repair of other buildings and temples		✓	
		1.13 Network maintenance		✓	
		1.14 Transporting materials and goods			✓
		1.15 Fuel and lubricants			✓
		1.16 Materials and Equipment		✓	
		1.17 Food for Administration			✓
		1.18 School budget for additional STEM skills		✓	
		1.19 Operational budget. implementation of the Career Guide and Counseling program	✓		
		1.20 Train and guide the implementation of basic life skills and entrepreneurship education programs	✓		
		1.21 Reflective Workshop on Implementing Career Guidance and Counseling Programs	✓		
		1.22 Recruit students for technical education	✓		
		1.23 Teachers lead students to internship and practice student theory in technical education			✓
		1.24 Internship of technical education students		✓	
		1.25 Students practice student theory in technical education		✓	
		1.26 Test of high school general and technical standards	✓		
		1.27 Seek cooperation with companies. factories enterprises	✓		
		1.28 Equipping technical equipment in general and technical high schools	✓		
		1.29 Strengthen the leadership and management of technical education	✓		
		1.30 Publish Food Processing Curriculum Textbook and Mechanical Textbook First Year	✓		
		1.31 Develop a textbook on mechanical skills	✓		
		1.32 Introduce and train activities. career guides and counseling in schools	✓		
		1.33 Organize technical education forums with the private sector (companies. factories. enterprises or farms in the country)	✓		
		1.34 Research and collect information on the need for additional skills in the field of Stem		✓	
		1.35 Print instructions. management and operational procedures. provide additional training services for Stem skills at Resource High School			✓
		1.36 Stem Instruction Workshop			✓
		1.37 Expand the implementation of life skills education program at the new school in Takeo. Kampot. Siem Reap ang Battambang province.			✓
		1.38 Workshop to Review 60 Basic Life Skills Education Programs and Entrepreneurship Skills	✓		
		1.39 Mid-Term Reflection Workshop			✓
		1.40 Select technical advisors to support the development of model schools. basic life skills for resilience			✓

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		1.41 Print / produce teaching and learning materials for selected schools			✓
		1.42 Organize 4 outreach workshops (each school)			✓
		1.43 Support teachers' training on innovative learning methods			✓
		1.44 Provide funding for model schools. basic life skills education to strengthen resilience to target schools			✓
		1.45 Organize inspections of the Ministry of Education. Youth and Sports to target schools			✓
		1.46 Conduct awareness and PRS workshop to SSC			✓
		1.47 Support SSC and school management to conduct PRS assessments Provide small grants to SSC to implement annual reception and their oversight plan			✓
		1.48 Implement community schools and government forums to promote basic life skills education for resilience			✓
		1.49 Organize outreach workshops at the provincial level			✓
		1.50 Organize national outreach workshop			✓
		1.51 Carry out research. activities / experimental studies on model schools. basic life skills for strengthening resilience			✓
		1.52 First year final exam. second year and Technical and Vocational Diploma Examination Level 3	✓		
7. TEACHER TRAINING					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	13/13	1.1 Provide materials. service. printing and maintenance for teacher training and institution	✓		
		1.2 Prepare the final exam	✓		
		1.3 Annual workshop on implementation of teacher training curriculum and update teacher training curriculum	✓		
		1.4 Upgrade capacity of trainers	✓		
		1.5 Train teachers on Math and Science grade 7 to 9	✓		
		1.6 Train on the use of English language textbook for grade 7-9	✓		
		1.7 Train on SBM to pre school. primary and secondary school principle	✓		
		1.8 Improve and evaluation on distance teaching and learning	✓		
		1.9 Final the module and train on girl counselling	✓		
		1.10 Review workshop on gender mainstreaming in education	✓		
		1.11 Participate in the workshop and training course	✓		
		1.12 Train on lybrary to TTC librarian	✓		
		1.13 Monitor the implementation of training programs and internships for first-year pedagogical teachers. new teachers. basic level teachers. and gender mainstreaming in education.	✓		
8. CURRICULUM DEVELOPMENT					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	8/12	1.1 Support on maintenance and administration unit	✓		
		1.2 Provide technical support on textbook management	✓		
		1.3 Support on curriculum and teaching methodologies implementation		✓	
		1.4 Support strengthening on library management and participations		✓	
		1.5 Conduct awareness raising to be prevention and rescuing injured from mine to children		✓	

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		1.6 The new target schools and established Eco-schools are strengthened for sustainable implementation.		✓	
		1.7 Organize 7th national reading day	✓		
		1.8 Develop teaching methodologies. sample lessons. recapitulated lessons and accelerated curriculum	✓		
		1.9 Develop environmental and climate change education of grade 4, 5 and 6	✓		
		1.10 Support the development of teaching methodology framework including theories and practices with at least two samples of session plan by subjects and grade levels.	✓		
		1.11 Support the development of videos on concept-based teaching and learning at least two videos by subjects and grade levels			✓
		1.12 Support textbook distributions	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	1/2	2.1 Support in house capacity development of MoEYS/DCD on concept-based teaching and learning. and development of student proficiency levels at grade 3, 6, 9 & 12 including field testing, implementation and monitoring	✓		
		2.2 Support the implementation of Professional Learning Community (PLC) to develop teachers' competencies and networking by sharing experience, good practice and lesson learnt in life skills education to change mindset and practice that contribute to CPD at workplace		✓	
9. SPECIAL EDUCATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	4/9	1.1 Support materials for progress the Organization	✓		
		1.2 Supporting monitoring of implementation Inclusive Education activities (Preschool, Primary, and Secondary)			✓
		1.3 Support national level monitoring of MLE activities (preschool and primary)	✓		
		1.4 Outreach meeting on declaration letter on Managing Multilingual Education Program in Steung Treng province			✓
		1.5 Develop textbooks and teacher guide of MLE for primary level (included Charay)		✓	
		1.6 Develop curriculum and documents for MLE at RTTC Steung Treng	✓		
		1.7 Develop documents and marterial digital for MLE Preschool level	✓		
		1.8 Develop curriculum for Special Education High School and Integration class			✓
		1.9 Review and update documents on Inclusive Education (28 hours) for Primary and Secondary level (Included TA)			✓
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	9/18	2.1 Training on Inclusive Education to Preschool teachers and stakeholders			✓
		2.2 Training on Inclusive Education to Primary teachers and stakeholders	✓		
		2.3 Training on Inclusive Education to Secondary teachers and stakeholders			✓
		2.4 Training on methodology teaching of MLE to primary teachers			✓
		2.5 Capacity building MoEYS national and sub national official on IE or MLE and capacity building on English for national level.			✓
		2.6 Training preschool teachers on methodology			✓

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		teaching of MLE			
		2.7 Training primary school teachers on methodology teaching skill MLE and Monitoring MLE teachers and PoEs and DoEs's official in 5 target province (Primary level)	✓		
		2.8 Training MLE primary teachers on the using technology for learning and teaching		✓	
		2.9 Training PoEs, DoEs, and preschool teachers on Inclusive Education and Study about inclusive education service providing for preschool level	✓		
		2.10 Traing pre-school teachers on Inclusive Education in urban and rural area in Kratie and Ratanakiri provinces	✓		
		2.11 Traing preschool teachers on Inclusive Education in urban and rural area in BMC, OMC.SHV and PP			✓
		2.12 Prepare identification children with disabilities tool for preschool level and training central, PoEs, DoEs and stakeholders (Preschool level)	✓		
		2.13 Training primary teachers on Inclusive Education using document 28 hours in urban and rural area in Prey Veng, Battambang, Kampong Thom, Siem Reap, Ratanakiri and Phnom Penh.	✓		
		2.14 Training primary teachers on methodology teaching of Inclusive Education for students with intectual disabilities in Kampong Thom province.	✓		
		2.15 Final draft meeting and training on Pre-identification for children with disabilities tool to working group from PoEs, DoEs, and stakeholders in Kep province			✓
		2.16 Training lower secondary teachers on Inclusive Education by using document 28 hours	✓		
		2.17 Training secondary teachers on Inclusive Education by using document 28 hours	✓		
		2.18 Review meeting and prepare annual planning for MLE and IE in target provinces UNICEF			✓
10. HIGHER EDUCATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	13/15	1.1 Monitor the final exams and thesis with all HEIs	✓		
		1.2 Printing of the Scholarship Announcement - Scholarship Application Form and HEIs Guide Book 2023	✓		
		1.3 Monitoring the admission process at higher education institutions	✓		
		1.4 Seminar on mechanisms and procedures for applying and selecting scholarship students	✓		
		1.5 Follow-up to support mission on scholarship registration: - Shipping the scholarship application form - Shipping of government scholarships result	✓		
		1.6 Selection and Examination based enrolling of bachelor degree scholarships to Higher Education Institutions		✓	
		1.7 Visit HEIs for the request of new establishment of HEIs, new branch, new majors, HEI transformation and change of HEI location	✓		
		1.8 Follow up the development of curriculum at higher education institutions (HEIs)	✓		
		1.9 Support mission to target HEIs to implement STEM education local partnership program	✓		
		1.10 Support mission to target secondary schools to	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		implement STEM education local partnership program			
		1.11 Training workshop on developing annual workplan for 2023 for target HEIs	✓		
		1.12 End year sharing finding workshop on best practices from target HEIs and secondary schools	✓		
		1.13 Conducting workshops on environmental and social safeguard to strengthen the capacity of safeguards' officers to ensure that is safety when construction begins.	✓		
		1.14 Supporting mission of target HEIs on Safeguards implementation by Incorporating Results into Project Progress Reports	✓		
		1.15 Send Cambodian students to study under AIM program		✓	
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	21/23	2.1 Cleaning, maintenance and repair. purchase of office equipment. technical equipment. appliances. furniture and fuel.	✓		
		2.2 Payment on electricity. telephone and internet.	✓		
		2.3 Expenditure on supporting World Bank Mission meetings. National and International Visitors and Festivals.	✓		
		2.4 Payment of technical advisor for environmental and social Safeguards.	✓		
		2.5 Incentive of drivers. security guards and cleaners.	✓		
		2.6 Monitor assets implementation performance and include the progree/results in project progres reports.	✓		
		2.7 Refresher Workshop (Online) on data collection manual with target HEIs.		✓	
		2.8 Workshop (Online) on HEMIS data collection manual with additional HEIs	✓		
		2.9 Support Misson on IQA Implementation	✓		
		2.10 Training workshops on implementation of IQA system for non target HEIs	✓		
		2.11 Refresher Training on Operational Manual on IQA System for target HEIs	✓		
		2.12 Follow up the implementation of financial management and capacity development guideline at target HEIs	✓		
		2.13 Training workshops on implementing tracer study and student grievances for target private HEIs and non target HEIs (both buplic and private HEIs)	✓		
		2.14 Refresher workshop on implementation of tracer study and student grievance with 5 target HEIs and non target HEIs			✓
		2.15 Training workshops on implementing university research management	✓		
		2.16 Refresher workshop on implementation of university research management with 5 target HEI	✓		
		2.17 Support HEIs to implement tracer study. student grievances and University Research Management with 5 target HEIs	✓		
		2.18 Technical workshops on BSP and development of result-based M&E system	✓		
		2.19 Technical workshops on preparing budget strategic plan and 3 years rolling plan to support the implementation of strategy	✓		
		2.20 Technical Workshops on the draft Concept Paper of public investment program (Pre design	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		and detail design)			
		2.21 Participate in training courses, seminars, conferences, inaugural meetings at home and abroad	✓		
		2.22 Training workshops on FM manual development for HEIs.	✓		
		2.23 Training on capacity development framework for HEIs and private HEIs	✓		
11. SCIENTIFIC RESEARCH					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	8/9	1.1 The Organization's operations		✓	
		1.2 Monitoring and evaluation of graduate/postgraduate program training and research	✓		
		1.3 Collection, verification, and analysis of data and information, as well as compilation and publication of the compendium of information on graduate/postgraduate program training, research, and innovation	✓		
		1.4 Organizing the (4th) National Conference on Research and Innovation in Cambodia	✓		
		1.5 Attending workshops, conferences, forums, study visits, and national and international meetings related to the development of research, innovation, and STEM	✓		
		1.6 Organizing the orientation/guiding program/workshop for young/junior researchers	✓		
		1.7 Organizing the workshop on templates/platforms of the information technology system for the management of research and graduate program training	✓		
		1.8 Organizing the workshop on the formulation of University Research Management Manual in Higher Education Institutions	✓		
		1.9 Organizing the workshop on supporting higher education institutions in the creation, management, and development of research journals	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	1/1	2.1 Organizing the workshop on data management and report writing	✓		
12. ROYAL UNIVERSITY OF PHNOM PENH					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	19/22	1.1 Supply of clining, materials, food, clothing and decoration.	✓		
		1.2 Books and documentations	✓		
		1.3 Water and fuel power supply	✓		
		1.4 Supply of office supplies printing, furniture, medical drug and pharmaceutical material.	✓		
		1.5 Provides expenses for sanitation, postal, telecommunication, banking and zoom service.	✓		
		1.6 Supply of transportation costs, health insurance costs, national & international reception expenses of Festival expenses and souvenir purchases	✓		
		1.7 Supply of maintenance and repair	✓		
		1.8 Provide allowances, overtime and other benefits to civil servants and contracted staff.	✓		
		1.9 Funding for Red Cross and other institutions	✓		
		1.10 Taxes and Excises	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		1.11 Public Media (TV, radio, leaflets and internet) for the training process at RUPP			✓
		1.12 Scholarships for domestic study and research	✓		
		Meetings, Workshops and conferences: 1.Improving current Job market- specific curriculum. 2.Workshop on Current Job Market Based Curriculum Development	✓		
		1.14 Local mission costs	✓		
		1.15 Implement research projects by conducting theoretical experiments	✓		
		1.16 Safety clothes	✓		
		1.17 Gas and Oxygen pipes	✓		
		Fees for experimental research: .Lead students to study research project at Smart Village Laboratory in Kirirom 4 times. 1.18 .Research project : +Tracer study +Publishing Department 's ELT Journal +Reviewing Students' excellent research paper.	✓		
		1.19 Study tour			✓
		1.20 Supply of IT equipment and materials.	✓		
		1.21 Supply of telecommunication costs	✓		
		1.22 Zoom service provider.			✓
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	10/14	2.1 Local and foreign training fees: Phonetic Linguistics in Information Technology			✓
		2.2 Local mission costs	✓		
		Meetings .Workshops and Conferences: 1.Preparation of accounting manual for PAI 2.Effective management of science laboratory . 2.3 3.Improve Organizational structure and personnel management 4.The 21st. Century Teaching Methods in Higher Education.	✓		
		Local and foreign training fees: 1.Robot parts for STEM 2.Mobile Technology .Web & IT 2.4 3.Statistical Mathematics 4.Human Resource Management and Development. 5.Using ICT in teaching science subjects.			✓
		Local and foreign training fees: 2.5 1.Strengthen internal education quality assurance system.			✓
		Meetings .Workshops and Conferences: 1.Curriculum improvement to strengthen teacher capacity of IFL 2.Curriculum Reform consultation Workshop. 3.Workshop for research activities of Master program of IFL 2.6			✓
		2.7 Local mission costs	✓		
		Local and foreign training fees: 1.Online Tools and Teaching Methodologies 2. The use of ICT to teach science subjects 3. Capacity building of education staff to strengthen the quality of education system within the institution 2.8	✓		
		2.9 Pay for examinations	✓		
		2.10 Meetings, Workshops and Conferences. Strengthen monitoring and evaluation system in	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		RUPP.			
		2.11 Local and foreign training fees: 1. Planning and managing human resource development to strengthen the monitoring and evaluation system 2. Prepare annual internal performance evaluation and report 3. Training of officers in charge of planning and monitoring system	✓		
		2.12 Local mission costs	✓		
		2.13 Meetings , Workshop and Conferences. 1. Workshop on internal assessment 2. Evaluate training 3. Monthly and annual technical meetings	✓		
		2.14 Other outside staff (staffing service): Monitor student employment rates	✓		
13. HENG SAMRIN TBONG KHMUM UNIVERSITY					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	22/25	1.1 Support water supply, electricity, phone and Internet uses	✓		
		1.2 Equip with equipment, furniture and support building, and electronics maintenance	✓		
		1.3 Support office materials, petroleum and administration supplies	✓		
		1.4 Support university environment, sanitation, and staff uniform	✓		
		1.5 Strengthen national and international cooperation	✓		
		1.6 Establish E-teaching and learning system		✓	
		1.7 Establish student information data base system		✓	
		1.8 Install studio for digital learning			✓
		1.9 Produce digital curriculum to improve online teaching methods	✓		
		1.10 Improve technology network to support online teaching and learning	✓		
		1.11 Develop farming application with teaching and practice	✓		
		1.12 Develop laboratory and classroom	✓		
		1.13 support social and science workshops	✓		
		1.14 connect higher education to secondary schools to attract students	✓		
		1.15 Strengthen foundation year students in all skills	✓		
		1.16 Cooperate with secondary school partners to attract students into higher education	✓		
		1.17 Support vocational education over teaching services	✓		
		1.18 Ensure exit exam quality for all students	✓		
		1.19 Equip students with life skills and sport activities	✓		
		1.20 Support study visit	✓		
		1.21 Create an income plan for university students	✓		
		1.22 Update all curriculum from Vocational education to master	✓		
		1.23 Update Study guideline and other guidelines	✓		
		1.24 Compile, develop and publish text books	✓		
		1.25 Collaborate with partner universities to develop master's degree programs	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	2/4	2.1 Improve education officer with Digital Education	✓		
		2.2 Join international trainings, workshops and conferences	✓		
		2.3 Monitor and evaluate institutional management		✓	

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		2.4 Evaluate internal programs			✓
14. CHEA SIM KAMPCHAYMEAR UNIVERSITY					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	18/18	1.1 Supply of sanitary ware, fuel, food and medicine	✓		
		1.2 Office Supplies & Printing	✓		
		1.3 Equipment and facilities	✓		
		1.4 Water, electricity and internet	✓		
		1.5 Repair and maintenance	✓		
		1.6 Rents and charges	✓		
		1.7 Student Selection Promotion Workshop	✓		
		1.8 Conduct Outreach to recruit students	✓		
		1.9 Student Scholarship Payment	✓		
		1.10 Print Brochures for Promotion	✓		
		1.11 Students internship	✓		
		1.12 Student related workshops	✓		
		1.13 Overtime	✓		
		1.14 Organize exams and defend graduation thesis	✓		
		1.15 Outreach Workshop for Teachers and Students	✓		
		1.16 Library Development	✓		
		1.17 Farms Development	✓		
		1.18 Develop Labor and Research Center	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	4/6	2.1 Hosting Service			✓
		2.2 Relations with national and international institutions	✓		
		2.3 Disseminate public information	✓		
		2.4 Training, meetings, seminars and conferences	✓		
		2.5 Write, edit and improve textbooks			✓
		2.6 Employee benefits and incentives	✓		
15. INSTITUTE OF TECHNOLOGY OF CAMBODIA					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	4/4	1.1 Supply consummables, furniture, and equipment	✓		
		1.2 Provide scholarships to students for study and research in Cambodia	✓		
		1.3 Conduct the research projects, develop infrastructure, Organize scientific conferences	✓		
		1.4 Pay for TEIN service	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	6/6	2.1 Supply consommables, Furniture, and equipment	✓		
		2.2 Supply electricity and water	✓		
		2.3 Maintain and repair	✓		
		2.4 Pay incentive for faculty and administrative staffs	✓		
		2.5 Participate in and organize trainings, workshops. and scientific conferences	✓		
		2.6 Evaluate the educational training	✓		
16. NATIONAL INSTITUTE OF EDUCATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	6/7	1.1 Provide books, teaching and learning materials, Water, electricity, food, and more for unit operation	✓		
		1.2 Repair, maintenance, improvement of physical equipment. internet service, infrastructure, and environment	✓		
		1.3 Draw a master plan for the renovation and redevelopment of the National Institute of Education		✓	
		1.4 Scholarships for student teachers and students	✓		
		1.5 Entrance exam and exit exam for the training in National Institute of Education	✓		
		1.6 Overtime teaching fee for Khmer and foreign lecturers	✓		
		1.7 Master degree training program in pedagogical mentoring	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	14/16	2.1 Training of officials of POEs and DOEs on planning teacher needs	✓		
		2.2 Training of officials of POEs on education planning	✓		
		2.3 High school principals training on school management	✓		
		2.4 Train education inspectors on analysis and writing inspection report	✓		
		2.5 Capacity building of principals, deputy principals. and administrative officers on school management		✓	
		2.6 Train Maths and Science high school teachers on constructivism teaching methods	✓		
		2.7 Train science teachers at resources school on science experiments	✓		
		2.8 Train subject leaders in upper secondary schools	✓		
		2.9 Train STEM teachers from resource schools. network schools, and administrative staff from resource schools on curriculum reform for 10th to 12th grades			✓
		2.10 Capacity building of trainers, librarians. and education staff of the National Institute of Education on library management	✓		
		2.11 Capacity building of trainers, librarians and education staff of the National Institute of Education on library management. evaluation of new teaching-learning methods. and other skills abroad	✓		
		2.12 Train staff of the National Institute of Education new teaching methods on concept-based teaching and the STEM education program for 10th to 12th grades	✓		
		2.13 Train staff of the National Institute of Education on research, conducting research, organizing conferences, disseminating research results and other meetings	✓		
		2.14 The missions of the management team and staff of the National Institute of Education in the country and abroad	✓		
		2.15 Author, translate and compile documents	✓		
		2.16 Improve and update the curriculum framework for Bachelor + 1 and Bachelor + 2	✓		
17. SVAY RIENG UNIVERSITY					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	11/11	1.1 Organize national festivals and receive national guests	✓		
		1.2 Supply of materials, seedlings, fertilizers and animal breeds	✓		
		1.3 Maintenance and repair of technical equipment and equipment and rental of transportation	✓		
		1.4 Maintenance and repair of university road network	✓		
		1.5 Provide scholarships for student study and student sports activities	✓		
		1.6 Prepare for other publications	✓		
		1.7 Support learning and teaching activities	✓		
		1.8 Prepare workshops, training courses and lectures	✓		
		1.9 Equip materials in lab room for leaning and teaching	✓		
		1.10 Supply of textbooks and documents	✓		
		1.11 Prepare Test and State Exam	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	7/8	2.1 Supply of cleaning and sanitation equipment, of- fice equipment, Electricity, water, fuel	✓		
		2.2 Missions for Domestic and international	✓		
		2.3 Support learning and teaching activities	✓		
		2.4 Prepare and compile handbooks		✓	
		2.5 Prepare for research and experimentation	✓		
		2.6 Prepare to improve the laboratory	✓		
		2.7 Maintenance and repair of infrastructure	✓		
		2.8 Provide internet services for research	✓		
18. MEAN CHEY NATIONAL UNIVERSITY					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	22/23	1.1 Office Supplies, Lubricants & Sanitary Supplies	✓		
		1.2 Maintenance and repair of school buildings, Gardens, water supply system	✓		
		1.3 Establish experimental farms, research and workshops		✓	
		1.4 Maintenance and repair of laboratory laboratory equipment	✓		
		1.5 Build. maintain and improve sports infrastructure	✓		
		1.6 Procurement	✓		
		1.7 Electricity & Water Supply & Telephone Internet	✓		
		1.8 Encourage education officials to participate in local and international training courses	✓		
		1.9 Development of Qualifications of Education and Research Officer	✓		
		1.10 Establish a STEAM and Agriculture Research Project	✓		
		1.11 Open orientation courses for students through Elearning system	✓		
		1.12 Establish student management information system and use of digital Elearning curriculum	✓		
		1.13 Provide scholarships to students	✓		
		1.14 Disseminate information to students and public students about services and missions	✓		
		1.15 Provide students with small experimental studies	✓		
		1.16 Compilation of video lessons by profession	✓		
		1.17 Curriculum Development Consultation Workshop	✓		
		1.18 Compile textbooks and documents to support online learning	✓		
		1.19 Create an entrepreneurial and business gathering event	✓		
		1.20 Experimental study project, both equipment and materials	✓		
		1.21 Encourage students to self-study and study club	✓		
		1.22 Encourage teachers to create research projects for students to implement	✓		
		1.23 Create both virtual and virtual internships	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	9/9	2.1 Prepare annual internal performance evaluation and report	✓		
		2.2 Develop a book on the principles of internal quality assurance of Meanchey National University	✓		
		2.3 Expand cooperation between public, Private, community and NGO partners. national and international partners	✓		
		2.4 Exchange experiences of teachers, staff and students	✓		
		2.5 Provide students at cultural exchanges with foreign universities	✓		
		2.6 Sign a memorandum of understanding with the	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		factory			
		2.7 Increase communication with parents, higher education community Relevant authorities and institutions	✓		
		2.8 Strengthen and expand cooperation and exchange experiences with higher education institutions and related institutions in and outside the country	✓		
		2.9 Organize sporting events in the community	✓		
19. NATIONAL UNIVERSITY OF BATTAMBANG					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	23/23	1.1 Administrative and organizational work	✓		
		1.2 Unit power supply	✓		
		1.3 Water supply for unit use	✓		
		1.4 Internet Service Provider	✓		
		1.5 Procurement	✓		
		1.6 Construction Procurement	✓		
		1.7 Provide scholarships to students	✓		
		1.8 Equipped with infrastructure to support information technology (ICT) teaching	✓		
		1.9 Buy textbooks to support teaching and learning	✓		
		1.10 Research on the situation of students after graduation	✓		
		1.11 Research on student Grievance	✓		
		1.12 Study the practical room of some curriculum with supporting equipment	✓		
		1.13 Training of pedagogical skills of education officials	✓		
		1.14 Prepare to create international courses between international partner universities	✓		
		1.15 Improve some curricula to respond to social and employment updates	✓		
		1.16 Develop some new curricula to expand the potential to meet the needs of the Northwest	✓		
		1.17 Improve some subject lesson plans in line with the current version of the reference	✓		
		1.18 Collaborate with local enterprises to use laboratories	✓		
		1.19 Collaborate with enterprises, companies and educational institutions to conduct research	✓		
		1.20 Organize a conference on experimental and research results	✓		
		1.21 Prepare to equip online teaching equipment	✓		
		1.22 Prepare some subjects to teach digitally		✓	
		1.23 Organize teaching content in technology to teach digitally	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	19/19	2.1 Monthly meeting results and training results	✓		
		2.2 Annual Summit	✓		
		2.3 Meeting to review and resolve work as needed	✓		
		2.4 Summarize and print reports	✓		
		2.5 Evaluate the curriculum to get accreditation	✓		
		2.6 Meeting to prepare the policy for evaluating the selected curriculum	✓		
		2.7 Meeting to disseminate curriculum evaluation standards	✓		
		2.8 Selected Curriculum Evaluation Process	✓		
		2.9 Technical meeting to summarize the report on the evaluation results of the evaluated curriculum	✓		
		2.10 Meeting to Disseminate Curriculum Evaluation Results	✓		
		2.11 Dissemination meeting of institutional evaluation	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		standards			
		2.12 Institutional evaluation process	✓		
		2.13 Technical meeting to summarize the report on the results of the institution	✓		
		2.14 Dissemination meeting of institutional evaluation results	✓		
		2.15 Prepare for the assessment team to conduct external evaluation	✓		
		2.16 Institutional evaluation process for quality recognition	✓		
		2.17 Send education officers to other training courses	✓		
		2.18 Organize in-house training courses to improve the capacity of education officers	✓		
		2.19 Send education officers to study locally and abroad to increase qualification level	✓		
20. ACCREDITATION COMMITTEE OF CAMBODIA					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	5/5	1.1 Equipped with Technology Equipment, other Consumables, furniture and Office Supplies	✓		
		1.2 Maintenens. Repairs and other Expense	✓		
		1.3 International Quality Assurance Network Membership Fee	✓		
		1.4 05 Higher Education Institutions will be Mid-Term Review	✓		
		1.5 10 Higher Education Institutions will be assessed	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	4/5	2.1 Meetings with Higher Education Institutions and other Local Events	✓		
		2.2 Participation in International Quality assurance (Workshops, Trainings and International Meetings)		✓	
		2.3 Pre-Assessment on 5 Higher Education Institutions	✓		
		2.4 Conduct Training on how to use Guidelines and Rubric for Institutional Accreditation.	✓		
		2.5 Conduct Workshop on ACC Staff on Management Information System for Accreditation	✓		
21. INSTITUTE OF KAMPONG CHHOEU TEAL					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	6/8	1.1 Provide instructional materials for teaching and learning especially focused on distance learning	✓		
		1.2 Provide sufficient administration snack, office supplies, sanitation equipment, fuel and other facilities in order to operate the institution	✓		
		1.3 Repair the physical infrastructure. school buildings, water and electricity supply, internet maintenance, study environment and other technical equipment		✓	
		1.4 Modernize classrooms, operating rooms, farms, libraries and other study areas		✓	
		1.5 Provide qualified and quality skills in order to respond to the industry 4.0	✓		
		1.6 Monitor and evaluate the management system. work performance and efficiency of education staffs on teaching and learning as well as institute operations	✓		
		1.7 Provide 100% scholarships to students in all majors	✓		
		1.8 Increase work activities in collaboration with local and international institutions to support the institute's training and research		✓	

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	2/2	2.1 Provide training courses and workshops for technical skills. teaching. research and administrative work for educators	✓		
		2.2 Get education staff to attend seminars. training courses and continue their studies both nationally and internationally to improve their capacity and qualifications	✓		
22. KRATIE UNIVERSITY					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	16/17	1.1 Publishing and printing (Documents, Brochures, and leaflet...etc) to support operation of University of Kratie	✓		
		1.2 Providing the needed items for supporting the operation of University of Kratie as following: - Office Supplies - Cleanning and sanitation supplie - Fuel and Lubrication supplies - Food and Beverage for administration purpose.	✓		
		1.3 Payment for water, electricity, telephone and internet usage	✓		
		1.4 Supply of laboratory general use items	✓		
		1.5 Supplying the tools and maintenance the physical infrastructure of the University	✓		
		1.6 Rental transportation fee and fee for the delivery service charge.	✓		
		1.7 Supply of Laboratory equipment to University of Kratie	✓		
		1.8 Supply of furniture to University of Kratie	✓		
		1.9 Supply of Motorcycle to University of Kratie	✓		
		1.10 Supply of IT equipment to University of Kratie	✓		
		1.11 Broadcasting the promotion of Kratie University and scholarships offer via radio, TV, and online...etc	✓		
		1.12 Supplementary overtime teaching fund to lecturer in University of Kratie.	✓		
		1.13 Conduct workshops or trainings course to disseminate the relevant topic and enhance their knowledge on various technical skills.	✓		
		1.14 Supplementary stipend for scholarship students			
		1.15 Preparation of study tour for officials, staff, lecturer and students in private and higher education institutions in the Cambodia.	✓		
		1.16 Develop research projects led by professors and students of Kratie University in collaboration with relevant authorities, industry and / or partner higher education institutions. both domestic and / or foreign.	✓		
		1.17 Conducting workshop and trainings to officials and staff related to the quality assurance system for University	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	3/3	2.1 Conduct workshops or trainings to enhance and develop the capacity of officials, lecturer, and staff in relation to require IT system in Higher Education Institution.	✓		
		2.2 Conduct workshops or trainings to enhance and develop the capacity of officials, staff and lecturer in relation to the M&E system.	✓		
		2.3 Attending in meetings, seminars, training courses and conferences locally and internationally	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
23. KAMPONG SPEU INSTITUTE OF TECHNOLOGY					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	27/28	1.1 Disseminate academic information		✓	
		1.2 Organize the examination	✓		
		1.3 Foster practical learning in the basic technical workshop	✓		
		1.4 Foster practical learning in Animal Science	✓		
		1.5 Foster practical learning in Fisheries Science	✓		
		1.6 Foster practical learning in Food Technology	✓		
		1.7 Foster practical learning in Electrical Technology	✓		
		1.8 Foster practical learning in Business Computer	✓		
		1.9 Foster practical learning in Plant Science	✓		
		1.10 Promote the student affairs	✓		
		1.11 Support wage for overtime teaching	✓		
		1.12 Increase research activities	✓		
		1.13 Enhance student experience through study tours, workshop and short term training programs	✓		
		1.14 Support the operational work of the administration	✓		
		1.15 Promote clean and hygienic environment	✓		
		1.16 Maintain the vehicles of the institute	✓		
		1.17 Maintain technical equipment	✓		
		1.18 Maintain physical infrastructures	✓		
		1.19 Support students with scholarship stipend	✓		
		1.20 Expand and enhance cooperation with partners	✓		
		1.21 Install equipment in networking laboratory	✓		
		1.22 Provide existing laboratories with additional equipment	✓		
		1.23 Equip workshop with additional materials.	✓		
		1.24 Equip and provide the telecommunication services.	✓		
		1.25 Develop and revise the curriculum.	✓		
		1.26 Online Learning Management System(LMS).	✓		
		1.27 Develop Digital Learning Contents.	✓		
		1.28 Foster research and innovation	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	2/2	2.1 Develop monitoring and evaluation tool for internal education quality	✓		
		2.2 Strengthen professional development of education staff	✓		
24. PHYSICAL EDUCATION AND SPORT					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	6/7	1.1 Office Operation	✓		
		1.2 Monitoring and evaluate	✓		
		1.3 Study, research and compile traditional sports		✓	
		1.4 Inspected exercise and sports activities for health and physical health test of people in the capital and provinces	✓		
		1.5 Organizing a sports day for all	✓		
		1.6 Organize ASEAN Sports Day	✓		
		1.7 Organizes ASEAN Gym Day	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	2/3	2.1 Workshop to summarize the results of work Physical Education and Sports Sub-sector	✓		
		2.2 Training of trainers and fitness tests			✓
		2.3 Input Collection Workshop on Draft Law on Management of Physical Education and Sports Sub-Sector	✓		
25. PHYSICAL EDUCATION AND SPORT STUDENT					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong	6/8	1.1 Unit operation		✓	
		1.2 Procurement	✓		
		1.3 Monitor and evaluate the implementation of phys-	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
learning opportunities for all, youth development and sport improvement		ical education activities in / out of school hours			
		1.4 Celebrate National Physical Education and Sports Day in provincial capitals	✓		
		1.5 Develop and improve sports infrastructure maintenance of sports fields on school premises	✓		
		1.6 Participate in Southeast Asian University Games	✓		
		1.7 Participate in Asean Schools Games			✓
		1.8 Compilation of physical education textbooks at educational institutions	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	4/5	2.1 Workshop to strengthen the implementation of physical education textbooks in primary school	✓		
		2.2 Workshop to introduce the implementation of physical education textbooks in lower secondary school			✓
		2.3 Workshop on introductory books Physical education in high school	✓		
		2.4 Physical Test Data Collection Workshop Fitness for children 6 to 12 years old	✓		
		2.5 Strengthen national and international cooperation	✓		
26. NATIONAL INSTITUTE OF PHYSICAL EDUCATION AND SPORT					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	6/6	1.1 Unit operation	✓		
		1.2 Print worksheets, exams, jackets.sport equipment and office supplies	✓		
		1.3 Monitor the training of physical education and sports teachers in secondary and high schools	✓		
		1.4 Scholarships, final exams, recruitment exams and overtime services	✓		
		1.5 Improve infrastructure in the institute	✓		
		1.6 Curriculum development	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	2/2	2.1 Physical Education and Sports Teacher Training Course	✓		
		2.2 Study tour to Japan and Thailand	✓		
27. NATIONAL SPORT TEACHING CENTER					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	6/6	1.1 Office Operation	✓		
		1.2 Building materials, office equipment and sports equipment	✓		
		1.3 Monitoring the understanding of anti-doping in sports in the capital and provinces	✓		
		1.4 Gather 995 national and international training teams	✓		
		1.5 Winning prize money	✓		
		1.6 Document progress at Sports Culture Hall	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	6/6	2.1 Hire 6 contract foreign coaches to coach the national team	✓		
		2.2 Workshop to disseminate and introduce new principles.	✓		
		2.3 Annual contribution payment	✓		
		2.4 Urine Testing Service	✓		
		2.5 Urine delivery service to overseas laboratories. Rent Server and rent License for Zoom	✓		
		2.6 Attend overseas conferences	✓		
28. ORGANIZING AND MANAGEMENT OF SPORT EVENT					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and	2/8	1.1 Operation Support		✓	
		1.2 Follow the capital and provincial sports competitions	✓		
		1.3 Organize the National Primary School Sports Competition	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
sport improvement		1.4 Organize National Higher and Secondary Technical Student Sports Competition		✓	
		1.5 Organize the 3rd National Sports Competition		✓	
		1.6 Design and registration of primary sports competitions through information technology systems		✓	
		1.7 Design and registration of National Higher and Secondary Technical Student Sports Competitions through information technology systems		✓	
		1.8 Design and registration of the 3rd National Sports Competition through information technology systems		✓	
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	0/1	2.1 Capacity building on organizing and managing sports events		✓	
29. NATIONAL SPORT ICT AND STATISTIC CENTER					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	4/4	1.1 Center operation	✓		
		1.2 Undertake on-field mission for sport competitions news in municipalities-provinces	✓		
		1.3 Undertake oversea mission for sport competitions	✓		
		1.4 Publish sport magazines and compile sport documentation	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	1/1	2.1 Train sport-educational officials on IT skills	✓		
30. YOUTH					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	14/17	1.1 Office supply	✓		
		1.2 Repair and maintenance facilities and transportation.			✓
		1.3 Organisational performance meeting	✓		
		1.4 Print and publish documents, manuals of Cambodia Youth Councils and Cambodia Child Councils. Know About Business modules	✓		
		1.5 Supply IT equipments and office stationary	✓		
		1.6 Monitor and evaluate the performance of Cambodia Youth Councils and Cambodia Child Councils	✓		
		1.7 Consultation Workshop on the Draft of the Supporting Documents and guidelines for the implementation of the Cambodia Youth Council and Cambodia Child Council development	✓		
		1.8 Three Good Movement annual congress	✓		
		1.9 Workshop on financial literacy			✓
		1.10 Workshop on emotional management	✓		
		1.11 Produce 21st century youth clip video	✓		
		1.12 Celebrate the 22nd International Youth Day	✓		
		1.13 Celebrate the 72nd International Children's Day			✓
		1.14 Organise 21st century youth competition	✓		
		1.15 Organise national youth debates	✓		
		1.16 Organise 21st Century Youth programme (Boot Camp)	✓		
		1.17 Youth and children are better equipped with knowledge.	✓		
A.C 2: Strengthen institutional capacity to	0/1	2.1 KAB facilitator training course.			✓

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
ensure effective leadership and management of education staff at all levels					
31. MANAGEMENT YOUTH CENTER					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	11/11	1.1 Provide administrative supplies and organizational operation	✓		
		1.2 Renovate provincial Youth Centre in Battambang province	✓		
		1.3 Conduct career guidance workshop for youth	✓		
		1.4 Conduct Bussiness Plan Contest	✓		
		1.5 Develop youth capacities on basic-level, life-skill, and vocational skill such as computer, tour guide, national heritage,	✓		
		1.6 Conduct Community-Based Enterprise Development (C-BED) training	✓		
		1.7 Conduct Digital literacy workshop	✓		
		1.8 Supporting technical for BEEP Center	✓		
		1.9 Conduct capacity training for youth volunteer	✓		
		1.10 Conduct volunteer day celebration, 5 December	✓		
		1.11 Conduct soft skill training for youth	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	8/8	2.1 Conduct capacity training on technical and management	✓		
		2.2 Monitor and encourage the implementation of national policy and national action plan on the development in youth sub-sector	✓		
		2.3 Monitor and encourage organizational operation for the Youth Centre	✓		
		2.4 Develop the monitoring and evaluation tool	✓		
		2.5 Develop Cambodian Youth database	✓		
		2.6 Conduct promotion on National Policy on Cambodia Youth Development. National Action Plan on the Developmnt of Cambodia Youth and the other guidedline	✓		
		2.7 Conduct Cambodian youth forum	✓		
		2.8 Conduct orientation workshop on youth employment	✓		
33. SCOUT COOPERATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	5/7	1.1 Supporting department	✓		
		1.2 Procurement	✓		
		1.3 Strenthening the troop		✓	
		1.4 National Scout Jamboree	✓		
		1.5 Cambodia Scouts Congress	✓		
		1.6 Support to Girl Guide Association of Cambodia	✓		
		1.7 International Exchange Relationship activities		✓	
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	1 /1	2.1 training Camboidan Scout Leaders	✓		
33. PLANNING					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	19/28	1.1 Support the organization process of DoP	✓		
		1.2 Support the organization process of DGPP	✓		
		1.3 Provide technical support on MTR-ESP 2019-2023 report preparation for PoEs	✓		
		1.4 Monitor the implementation of GPE-Covid19 context	✓		
		1.5 Provide technical support on the preparation of AOP by sub-sector at Provincial and District level	✓		
		1.6 Support the preparation of School development			✓

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		strategy plan and Annual Operation Plan			
		1.7 Evaluate the quality of Provincial AOP 2022	✓		
		1.8 Monitoring and supporting the implementation of P-JTWG		✓	
		1.9 Monitor and supporting for the use of the AMIS database system at National and provincial level	✓		
		1.10 Study on the effectiveness of the implementation of P-ESWG	✓		
		1.11 Monitor the implementation of the Strategic Plan for Gender Mainstreaming in the Education Sector 2021-2025 at Provincial level			✓
		1.12 Monitor the effectiveness of the implementation of Policy. Planning. Education Statistic	✓		
		1.13 Prepare mid-term report 2022 of the implementation of the master plan on capacity development in the education sector 2020-2024		✓	
		1.14 Prepare Budget strategic plan 2023-2025	✓		
		1.15 Develop ranking assessment tool of provincial ESP 2019-2023		✓	
		1.16 Review the implementation of education strategies and policies	✓		
		1.17 Observating the implementation of policies and education plan	✓		
		1.18 Conduct technical consultation workshop on the development of strategies to implement the policies and plans of MoEYS	✓		
		1.19 Conduct National consultation workshop on the development of strategies to implement the policies and plans of MoEYS		✓	
		1.20 Capacity development on the formulation and implementation of education policies at resource schools		✓	
		1.21 Compile education policy documents to support implementation at the school level	✓		
		1.22 Dissemination workshop on Gender mainstreaming in education sector	✓		
		1.23 Develop AOP 2023 by sub-sector through software system at national and provincial level linked to MTR-ESP. BSP. PB	✓		
		1.24 Develop the analy tool for SDSP and SAOP development		✓	
		1.25 Dissemination Workshop on the Quality Assessment Results of Provincial AOP 2022 Level		✓	
		1.26 Develop M&E framework of the Strategic Plan for Gender Mainstreaming in Education 2021-2025	✓		
		1.27 Join international conference meetings	✓		
		1.28 Support and coordinate meetings of the JTWG at National and Provincial levels	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	2 / 5	2.1 Training on the development of education strategic plan for provincial and district level		✓	
		2.2 Develop the document on Education plan for education officials training at provincial level	✓		
		2.3 Training on the preparation of AOP by sub-sector through software at National. provincial. district level and school plan	✓		
		2.4 Capacity development on guidance and counseling for provincial level		✓	
		2.5 Capacity development of the Secretariat of JTWG-Ed at Provincial Levels			✓

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
34. PERSONAL					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	15/23	1.1 Perform tasks on a regular basis	✓		
		1.2 Fill out the form for the student teachers who are ready to work to prepare the salary	✓		
		1.3 Inspected and verified the structure of units, positions and division of duties of civil servants in units under the supervision of the Office of the Ministry, Department of Capital, Provinces and schools, a total of 150 units / schools			✓
		1.4 Inspected and verified the distribution of new teachers in 20 capitals, provinces and 250 schools	✓		
		1.5 Monitor and expedite the establishment of new teachers and the promotion of education staff (15 capitals and provinces)			✓
		1.6 Monitor and evaluate the implementation of the principles on overtime teaching (150 institutions) and the implementation of standards on the use of educational staff (50 institutions)	✓		
		1.7 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 (25 administrative units and 200 educational institutions).	✓		
		1.8 Study and evaluate the implementation of the instruction on the appointment of management officers (20 capitals-provinces) to revise the principle of re-appointment	✓		
		1.9 Develop an HRMIS strategic plan and implement policies, including monitoring and evaluation	✓		
		1.10 Consultation workshop on the development of effective and efficient teacher deployment		✓	
		1.11 Dissemination and Policy Implementation Workshop			✓
		1.12 Overseas study tour to understand human resource management (7 officers)			✓
		1.13 Organize orientation sessions for student teachers (3,000) who have completed the pre-employment graduation exam	✓		
		1.14 Disseminate and implement the principles of the evaluation system for units under the supervision of the Ministry and the Department of Capital and Provinces			✓
		1.15 Observe and evaluate the implementation of the principles on the management of civil servants in the central units, departments, capital, provinces and schools	✓		
		1.16 Organize training courses on the principles of human resource management in the field of education for the central management officers of the Capital-Provincial Departments, Municipal, District, Khan and School Management Committees (3 areas, 450 people)	✓		
		1.17 Sub-national training on personnel management, discipline and response systems			✓
		1.18 Implementing functional review recommendations, including development and change management		✓	
		1.19 Support the development and implementation of CPD and TCP frameworks in collaboration with DoPo and TTD	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		1.20 Conduct regular teacher census and professional development management	✓		
		1.21 Workshop on Reflecting the Database of Professional Development	✓		
		1.22 Regular Workshop on Orientation from Professional Development Database	✓		
		1.23 Monitor and support resource high schools in the use of professional development databases on a regular basis	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	7/7	2.1 Arrangement of salaries and other salaries of civil servants and contracted children	✓		
		2.2 Preparation of salaries and other salaries of civil servants and primary contracted officials	✓		
		2.3 Arrangement of salaries and other salaries of civil servants and secondary contracted officials	✓		
		2.4 Preparation of salaries and other salaries of civil servants and contracted higher education officers	✓		
		2.5 Arrangement of salaries and other salaries of civil servants and non-formal education contracted officials	✓		
		2.6 Arrangement of salaries and other salaries of civil servants and youth contract officers	✓		
		2.7 Arrangement of salaries and other salaries of civil servants and contracted officers for physical education and sports	✓		
35. FANANCE					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	15/15	1.1 Office operations	✓		
		1.2 Cabinet operation	✓		
		1.3 Monitor the use of budget performance reports	✓		
		1.4 Monitor the management of public school operating funds	✓		
		1.5 Monitor the use of EFMS	✓		
		1.6 Training on financial management procedures and the use of information systems for unit planning and implementation	✓		
		1.7 Development of priority public schools	✓		
		1.8 IT training on budget implementation linked to policy	✓		
		1.9 Training on EFMS IT Management and Change Management	✓		
		1.10 Capacity development of trainers and teachers in teacher training institutions	✓		
		1.11 Training on financial management	✓		
		1.12 Training of pedagogical students at pedagogical centers and training	✓		
		1.13 Technical meeting in practice schools	✓		
		1.14 Develop and train EFMS on budget management function. advance budget. budget management function. regional pedagogical center and provincial pedagogical school and training. upload function. budget law and annual operation plan. order function (PO) and payable account (AP)	✓		
		1.15 Training on Procedures and Information Systems for Public School Management Fund Management	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of	9/9	2.1 Technical meeting in practice schools	✓		
		2.2 Development of staff capacity at pedagogical centers. pedagogical schools	✓		
		2.3 Operation of pedagogical centers and training	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
education staff at all levels		2.4 Operation of pedagogical schools and training	✓		
		2.5 Practice school process	✓		
		2.6 Infrastructure development for digital education	✓		
		2.7 Provide scholarships to poor students in need	✓		
		2.8 Public service incentives	✓		
		2.9 Provide scholarships to students with disabilities	✓		
36. PHNOM PHNOM TEACHER EDUCATION COLLEGE					
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	3/3	2.1 Institutional Operation	✓		
		2.2 Development of the institution and improvement of capacity educational staff capacity	✓		
		2.3 Student Scholarship	✓		
37. BATTAM BANG TEACHER EDUCATION COLLEGE					
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	3/3	2.1 Institutional Operation	✓		
		2.2 Student Scholarship	✓		
		2.3 Development of the institution and improvement of capacity educational staff capacity	✓		
38. PRE-SCHOOL TEACHER TRAINING CENTER					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	2/2	1.1 Support the Pre-school Teacher Training Center processing	✓		
		1.2 Support the Anuvat pre-school processing	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	1/1	2.1 Support teacher training institutions and improve teacher qualifications	✓		
39. NATIONAL INSTITUTE FOR SPECIAL EDUCATION					
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	7/8	2.1 Office operations		✓	
		2.2 Technical support for teaching and learning and the use of assistive devices	✓		
		2.3 Capacity building on good governance and education of children with disabilities	✓		
		2.4 Organize training programs and teacher training	✓		
		2.5 Implement training programs and training	✓		
		2.6 Provide study and employment counseling services for students with disabilities	✓		
		2.7 Research, produce educational materials and other resources related to learning and teaching students with disabilities	✓		
		2.8 Support for eco-education programs for visually impaired students	✓		
40. SOUTHEAST ASIA MINISTERS OF EDUCATION ORGANIZATION REGIONAL CENTER FOR TECHNICAL EDUCATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	10/10	1.1 Undertaking research studies on technical education	✓		
		1.2 Instilling research culture for teachers and school management team at technical and vocational high schools	✓		
		1.3 Organizing research forums such as multi-disciplinary research conferences and symposia	✓		
		1.4 Training courses for Cambodian technical teachers on agriculture, electricity, electronics, mechanics, ICT, tourism and Hospitality	✓		
		1.5 Workshops on Labor Market Needs and Technical Education Development with relevant partners	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		1.6 Capacity Building Training for School Principals of Technical and Vocational Schools in Cambodia and SEAMEO region (face-to-face and online)	✓		
		1.7 SEA Vocational-Technical Webinar on “Labor Demand and Supply in ASEAN Region: Public and Private Partnership”	✓		
		1.8 Participating in regional and international conferences and forums and meeting on technical education with partners both face-to-face and online	✓		
		1.9 SEAMEO TED’S Governing Board Meetings	✓		
		1.10 Participating in regional and international conferences and forums and meeting on technical education with partners both face-to-face and online	✓		
41. DIRECTORATE GENERAL INSPECTION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	6/8	1.1 office supplies for organization operation	✓		
		1.2 The evaluations of Outstanding principals, outstanding teachers, Khmer and mathematics outstanding teachers in grade 1, grade 2 and grade 3 and clean schools digitally and personally.	✓		
		1.3 Data and information collections at abnormal institution operations and institution management conflicts for top leadership and management's decisions and solutions	✓		
		1.4 The institution progress evaluations after inspections digitally and personally	✓		
		1.5 participations of other organization's invitations and top leaders' Accompanies	✓		
		1.6 Staff Capacity building Seminars			✓
		1.7 Field study Trips and exchange program digitally and personally			✓
		1.8 Provide budget awards to encourage good principals, good teachers, good teachers of Khmer language and mathematics, 1st, 2nd, 3rd grade and clean school	✓		
42. PROCUREMENT					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	2/4	1.1 Support unit operations	✓		
		1.2 Participate in the procurement of procurement teams under the Ministry	✓		
		1.3 Monitor and evaluate the implementation of contracts for the procurement of goods and construction		✓	
		1.4 Monitor, evaluate, deliver and receive procurement of goods and construction throughout the capital-province		✓	
43. INTERNAL AUDIT					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	3/3	1.1 Organization's operation	✓		
		1.2 Follow up for improvement	✓		
		1.3 Audit	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	1/2	2.1 Dissemination Workshop on Risk Management			✓
		2.2 Workshop on summarizing the work results for the year 2022 and the target for 2023	✓		
44. EDUCATIONAL QUALITY ASSURANCE					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong	20/21	1.1 Buy equipment use in departments	✓		
		1.2 Use, maintenance and repair service in department	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS				
			1	2	3		
learning opportunities for all, youth development and sport improvement		1.3 Procurement budget	✓				
		1.4 Education Quality Research			✓		
		1.5 Measurement of equivalent capacity and determine equivalent certificates in collaboration with relevant institutions	✓				
		1.6 Workshop on Test Booklets Development (2 times)	✓				
		1.7 Piloting	✓				
		1.8 Workshop on Test Administration	✓				
		1.9 Main Test (230 schools)	✓				
		1.10 Workshop on test scoring & coding	✓				
		1.11 Disseminate Test Results	✓				
		1.12 Conduct regional primary metrics (SEA-PLM)	✓				
		1.13 Participation fee to OECD	✓				
		1.14 Flight fee and international mission rates	✓				
		1.15 Material and test printing for main PISA	✓				
		1.16 Workshop on school information collection and labeling for main PISA	✓				
		1.17 Workshop on Test Administration for main PISA	✓				
		1.18 Conduct main PISA (150 schools)	✓				
		1.19 Capacity building on national, regional and international learning assessment implementation	✓				
		1.20 Monitor the implementation of the framework for evaluating the academic results of students in resource high schools and network schools	✓				
		1.21 Conduct early grade Khmer & Math assessments	✓				
		A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	1/6	2.1 Two Consultative workshop on inspection tools producing		✓	
				2.2 Quality assurance inspection for secondary school			✓
2.3 Quality assurance inspection for primary school				✓			
2.4 Quality assurance for regular inspection to all 25 PoE				✓			
2.5 Inspection Annual review and dissemination				✓			
2.6 Inspection officer capacity building and coaching	✓						
45. INSPECTORATE OF ADMINISTRATION AND FINANCE							
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	3/4	1.1 Supplies, repairs, and transportation equipments		✓			
		1.2 Follow up (Monitor progress of improvements) of external inspections in both national levels and sub-national levels	✓				
		1.3 Conduct formal inspection on administration, personnel, financial management and public properties at national and sub-national level	✓				
		1.4 Disputes/conflicts resolution	✓				
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	1/1	2.1 Capacity development on the inspection framework	✓				
46. INFORMATION AND ASEAN AFFAIRS							
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	9/12	1.1 Organization operation		✓			
		1.2 Procurement	✓				
		1.3 Monitor and Evaluate ASEAN Knowledge	✓				
		1.4 Monitor and Evaluate SEAMEO Knowledge	✓				
		1.5 Report and disseminate all activities of the Ministry of Education, Youth and Sport in and outside country.	✓				
		1.6 Hold press conference for education, youth and sport sector.	✓				

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		1.7 Produce educational spot film	✓		
		1.8 Produce educational posters	✓		
		1.9 Produce educational leaflets	✓		
		1.10 Disseminate educational information to relevant stakeholders in 12 target provinces	✓		
		1.11 Produce archived education, youth and sport documentary			✓
		1.12 Produce education, youth and sport achievement books			✓
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	2/5	2.1 Attend oversea seminars, trainings and meetings	✓		
		2.2 Contribute to SEAMEO Secretariat	✓		
		2.3 Organize virtual seminars on ASEAN knowledge		✓	
		2.4 Organize virtual seminars on SEAMEO knowledge			✓
		2.5 Training skills in writing, collecting, and responding information through digital devices		✓	
47. LEGISLATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	3/4	1.1 Support the organization's operations	✓		
		1.2 Consult for preparing legal regulation to support the mechanism of public service in education sector		✓	
		1.3 Prepare legal regulations for providing full autonomy to public higher education institutions in financial management through implementation of package budget system testing	✓		
		1.4 Prepare legal regulations for implementing health program including reproductive health and prevention rights, drug prevention, and understanding of AIDS, and for supporting physical education and sports	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	4/12	2.1 Monitor on the implementation of school good governance program at public school		✓	
		2.2 Monitor on the implementation of legal framework in providing education service at private school	✓		
		2.3 Monitor the implementation of social accountability in education at primary school		✓	
		2.4 Provide technical supporting of providing education services at Krong district Khan One Window Service	✓		
		2.5 Monitor and investigate on dispute cases of education staffs		✓	
		2.6 Research on efficiency of implementing education framework in primary education sub-sector			✓
		2.7 Research on efficiency of implementing education framework in secondary education sub-sector			✓
		2.8 Workshop on capacity building on management and dispute solving of education staffs			✓
		2.9 Workshop on strengthening education legal frameworks and regulatory	✓		
		2.10 Workshop on Procedures, Procedures and Principles for Implementing Education Functions Transferred to Municipalities of Battambang Province		✓	
		2.11 Provide regular support to the 14 municipal administrations of Battambang province on the management and implementation of education functions by the municipal administration.		✓	
		2.12 Monitor and prepare research reports on the implementation of education functions by the mu-		✓	

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		municipal administration.			
48. SCHOOL CONSTRUCTION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	2/6	1.1 Monitor the repair work of the new school building and the administrative building of the Ministry of Foreign Affairs	✓		
		1.2 Maintenance of roads, roads, bridges and sewers			✓
		1.3 Network maintenance		✓	
		1.4 Maintenance and repair of means of transportation		✓	
		1.5 Maintenance and repair of technical equipment and tools		✓	
		1.6 Maintenance and repair of school buildings in capitals, provinces and other administrative buildings	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	3/16	2.1 Services for departmental meetings through Zoom Meeting			✓
		2.2 Cleaning & Sanitation Supplies		✓	
		2.3 Maintenance supplies		✓	
		2.4 Fuel and lubricants			✓
		2.5 Office Supplies	✓		
		2.6 Food for Administration			✓
		2.7 Safety clothing			✓
		2.8 Clothing and accessories			✓
		2.9 Non-Information Technology Equipment and Supplies			✓
		2.10 Quotes and study of school information in the provincial capital	✓		
		2.11 Telecommunication costs			✓
		2.12 Furniture			✓
		2.13 Experimental study expenses		✓	
		2.14 IT Equipment & Supplies	✓		
		2.15 Study tour related to educational infrastructure abroad			✓
		2.16 Training of principals and relevant officials on strengthening the management of education infrastructure			✓
49. MATERIAL AND STATE PROPERTY					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	1/1	1.1 Equipment and Furniture for schools and Teacher Training Institutions	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	5/5	2.1 The organization's operations	✓		
		2.2 Monitoring and Updating State Property	✓		
		2.3 Monitoring and evaluation on state property management	✓		
		2.4 Training workshop on state property management and abroad study visit	✓		
		2.5 Hand over and facilitate to import materials and equipment which Tax and VAT are the charge of the government.	✓		
50. ADMINISTRATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	7/7	1.1 Equipment office, material, and equipment for department work performance	✓		
		1.2 Maintenance and repairs services	✓		
		1.3 To print education congress and others in 2021	✓		
		1.4 To supply an support in Education Congress	✓		
		1.5 To participate in annual congress of education	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		and objective for year 2018-2019 of POES and collect information relevant reports			
		1.6 To print annual activities of the minister of ministry of education youth and sport	✓		
		1.7 To participate in various national ceremony and social works performance	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	2/4	2.1 Administration management and archivement management was monitored and evaluated by Administration Department)	✓		
		2.2 To introduce and patrol for request the medal in Education Sector	✓		
		2.3 To conduct training workshop on administration management System to educational staffs sub-national			✓
		2.4 To conduct training workshop on archive management and archivement Management System to educational staffs sub-national			✓
51. CULTURAL RELATION AND SCHOLARSHIP					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	1/1	1.1 Scholarship students selection examinations	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	15/15	2.1 Support organization operations	✓		
		2.2 Monitor the activities of the projects to support the education sector of the partner organizations	✓		
		2.3 Disseminate information scholarship programs and scholarship students recruitment to study abroad	✓		
		2.4 Training selected scholarship students before going abroad to study and foreign students to study in Cambodia	✓		
		2.5 Receives national and international delegations in education activities	✓		
		2.6 Award medals, certificates and letters of appreciation/gratitude to partner organizations and philanthropists	✓		
		2.7 Organize activities and national, international festivals and events	✓		
		2.8 Pay the membership to an international organization	✓		
		2.9 Organize an gathering event with foreign scholarship students	✓		
		2.10 Provide student's scholarship living allowance and study visits for foreign scholarship students and provide scholarships to Cambodian students abroad	✓		
		2.11 Provide excursion for foreign scholarship students after successfully completed their study	✓		
		2.12 Strengthen the capacity of officials through training courses and workshops	✓		
		2.13 Send off selected scholarship students to study abroad	✓		
		2.14 Send off foreign scholarship graduates to return home for good	✓		
		2.15 Operation of female student dormitory center and first aid health support for dormitory students	✓		
52. EDUCATION MANAGEMENT INFORMATION SYSTEM					
A.C 1: Ensure inclusive and	14/21	1.1 Maintenance Supplies	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement		1.2 Administrative Supplies	✓		
		1.3 Food and agricultural products	✓		
		1.4 Small items. Furniture & Equipment	✓		
		1.5 Energy and Water		✓	
		1.6 Maintenance and Repair	✓		
		1.7 Post and Telecommunication Expenses	✓		
		1.8 Office Equipment	✓		
		1.9 Printing	✓		
		1.10 Furniture	✓		
		1.11 Transportation & Equipment Supplies	✓		
		1.12 IT Equipment & Supplies	✓		
		1.13 Support and maintenance for Scholarship Information System (Primary Education Sub-sector)		✓	
		1.14 Provision of Internet Service for Scholarship Information System (Primary Education Sub-sector)		✓	
		1.15 Support and Maintenance for Student Tracking System (Pre-school. Primary & Secondary School)			✓
		1.16 Support the operation of the online Education Management Information System to the Municipality. Provincial Departments of Education. Youth and Sports	✓		
		1.17 Support for improving the quality and accuracy and coverage of education data for private schools and community pre-school	✓		
		1.18 Strengthen the capacity to use tools for collecting data of ASCF-Annual School Census Form for Public schools			✓
		1.19 Supporting and monitoring data collection for updating location school mapping			✓
		1.20 Support and monitoring to help manage and use the online Education Management Information System		✓	
		1.21 Supporting the data entry and production of Student Tracking System in target cities. district in Siemreap Province	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	4/13	2.1 Disseminate EMIS database through online to national and sub-national levels for (ASCF-Annual School Census Forms of Public and Private and Community Pre-school)	✓		
		2.2 Workshop on feeding of education data with line ministries and the Ministry of Education. Youth and Sports			✓
		2.3 EMIS Review Workshop for validation data of Education Statistics and Indicators for Educational Congress			✓
		2.4 Training on management and use of Scholarship Information System (Primary Education sub-sector)	✓		
		2.5 Orientation Guidelines of Scholarship Information System (Primary Education Sub-sector)	✓		
		2.6 Support for expanding the Student Tracking System in the target Municipality-Provinces			✓
		2.7 Consultation Workshop on Harmonization of Education Management Information System Database			✓
		2.8 Guidance and training on the entry and production of Student Tracking System by Target cities. districts in Siemreap Province	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		2.9 Training on Education Management Information System through online to Sub-national level		✓	
		2.10 Training on the collection and production of educational data for private schools and community pre-school			✓
		2.11 Training on filling ASCF- Annual School Census Form for Public School			✓
		2.12 Consultation Workshop on Harmonization of Education Management Information System Database			✓
		2.13 Training on production of statistics and indicators of climate change in schools		✓	
53. POLICY					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	7/19	1.1 Administration materials supplies		✓	
		1.2 Procurement	✓		
		1.3 Develop Education Policy Implementation M&E Framework	✓		
		1.4 Monitor, evaluate and coordinate the implementation of educational policy on information and telecommunication technology in education sector	✓		
		1.5 Technical Support and face to face Capacity Development on education policy implementation for PoEs, DoEs and 25 Schools to improve student learning outcomes of 25 targeted schools in 25 capital-provinces			✓
		1.6 Establish effective school support interventions towards improving student learning outcomes of 25 targeted schools in 25 capital-provinces		✓	
		1.7 Capacity Development on M&E education policy implementation			✓
		1.8 Developing the Policy Framework on SBM			✓
		1.9 Developing the National Policy on School Meal		✓	
		1.10 Developing Policy Guideline on AI in Education		✓	
		1.11 The study on recompensation of slow-learning students after school-reopening			✓
		1.12 Review the school model in the context of school reform	✓		
		1.13 Research on education technology for better teacher development	✓		
		1.14 Action Research Capacity Building for sub-national staff (DoEs)	✓		
		1.15 Coaching and Mentoring on writing action research articles for sub-national staff (PoEs, DoEs, School Principal, Teacher)	✓		
		1.16 Cambodia Research Forum			✓
		1.17 STEM Education Forum			✓
		1.18 Journal Publication (Cambodia Education Review)			✓
		1.19 Action Research Capacity Building for sub-national staff (School principal and teacher)		✓	
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	4 /12	2.1 Coaching and Mentoring on SBM implementation in 5 regions	✓		
		2.2 National Training of Trainers on TCP implementation			✓
		2.3 Provincial Training of Trainers on TCP implementation in 5 target regions		✓	
		2.4 Coaching and Mentoring 100 target schools for piloting TCP (Normal schools, SRS, schools under projects_GPE, UNICEF)			✓
		2.5 Support prospect and potential teachers, school			✓

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
		directors. and specialists on TCP			
		2.6 Policy Forum (twice)	✓		
		2.7 Training on School Diagnosis Tool at School Level (SRS)	✓		
		2.8 M&E school diagnosis tool at school level for SRS and HS in 5 target provinces (KP, ST, KT, SvR, and PL)		✓	
		2.9 Capacity Building Workshop on Understanding the Policy and Policy implementation and Special Strategic Seminar on Education Policy forfor Sub-national Level and School Level		✓	
		2.10 Capacity building cworkshop on communication and advocacy skill based on preparing and policy implemented.		✓	
		2.11 Retreat education		✓	
		2.12 15-PhD candidates to study in France	✓		
54. MONITORING AND EVALUATION					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	9/11	1.1 Purchase office supplies in oder to support the unit process	✓		
		1.2 Expense on other services and repair	✓		
		1.3 Monitor and Evaluate the implementation of MoEYS development projects			✓
		1.4 Evaluate the sub-national result-based report preparation	✓		
		1.5 Monitor the result-based report preparation at provincial. district and school levels	✓		
		1.6 Workshop on preparation of result-based report form linked to the sub-sectors budget for inclusion in online system for national level.	✓		
		1.7 Capacity development Workshop on acheivement report form to technical officials and other relevant at provincial level	✓		
		1.8 Mentoring and Coaching on Education congress report preparation at provincial level	✓		
		1.9 First consultation workshop on monitoring and evaluation framework on result-based budget	✓		
		1.10 Finalized consultation workshop on monitoring and evaluation framework on result-based budget	✓		
		1.11 Develop the monitoring and evaluation system and tools of Youth development sub-sector and Physical education and sport sub-sector			✓
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels.	0 /1	2.1 Develop the national and sub-national official capacity on provincial ESP monitoring and evaluation framework			✓
55. INFORMATION TECHNOLOGY					
A.C 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, youth development and sport improvement	2/4	1.1 Unit operation		✓	
		1.2 Provide IT equipment to support the server room of the Ministry and the Department of Information Technology	✓		
		1.3 Production of digital educational content for e-learning and teaching		✓	
		1.4 Update of digital education content for publica-tion on the official website and social network of the Ministry of Education	✓		
A.C 2: Strengthen institutional capacity to ensure effective leadership and management of	18/21	2.1 Build and develop information technology systems	✓		
		2.2 Competitive and Dissemination Program for Information and Telecommunication Research	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
education staff at all levels		Achievements in Education			
	2.3	Providing technical assistance to monitor and evaluate the use of technology in education and the connection of ICT physical infrastructure by national and sub-national units and institutions	✓		
	2.4	Inspection and evaluation of the use of school infrastructure in schools			✓
	2.5	Provide ToW Tablet to National Institute of Education and New Resource High School	✓		
	2.6	Integrated training on the use of information technology and tablets. digital education content development and 12th grade student proficiency testing (LMS) for teaching-learning and for work Education Administration	✓		
	2.7	Integrated training course on the process of managing the implementation of e-learning projects	✓		
	2.8	Training course on repair. maintenance and management of ICT equipment	✓		
	2.9	Receiving an International Delegation on Cooperation. Partnership on ICT Development in Education	✓		
	2.10	Sending management and education officials to study, workshops, meetings, conferences and training courses abroad	✓		
	2.11	Consultation Workshop. Input Collection. Content Development. Lessons. Textbook. Information and Communication Technology. Grade 7 (New Activity)	✓		
	2.12	Electronic training for learning and teaching (new activities)	✓		
	2.13	Dissemination Workshop on Self-Management Systems (MOOCs) and the use of e-learning and teaching aids	✓		
	2.14	Training on course creation in Platform Elearning. moeys.gov.kh. In learning and teaching for use Tablets for STEM subjects (Video. presentation. reading and questions)			✓
	2.15	Consultation Workshop on "Preparation of Experimental Lessons and Production of Experimental Educational Content" for eLearning platform	✓		
	2.16	Training on Integration of Information Technology for Education Administration			✓
	2.17	Consultation Workshop on Editing the Content of Textbook for Information and Communication Technology. 11th and 12th Grade	✓		
	2.18	Online distance learning e-learning for Resource High School (SRS) and Online High School (USNWS)	✓		
	2.19	Training on the use of information technology tablets (ToWs) for ICT. science and mathematics (STEM subjects)	✓		
	2.20	Capacity Development Training for Officials of Information Technology Department	✓		
	2.21	Purchase subscription service on e-learning portal to develop the capacity of Information Technology Department officials	✓		
	56. EXAMINATIO AFFAIRS				
A.C 1: Ensure inclusive and equitable quality education and promote lifelong	5/10	1.1 Materials and Equipment for the Outstanding Student Examination and High School Diploma Examination (Procurement)	✓		

CLUSTER OF ACTIVITIES	RESULT	ACTIVITIES	STATUS		
			1	2	3
learning opportunities for all, youth development and sport improvement		1.2 High School Diploma Exam	✓		
		1.3 Nationwide Outstanding Student Examination in Mathematics, Physics and Khmer Language	✓		
		1.4 National Outstanding Student Olympiad Exam			✓
		1.5 Training of Outstanding Olympiad Students for Overseas Competitions			✓
		1.6 Sends Outstanding Olympiad Students to Compete Abroad			✓
		1.7 Overtime pay for Olympiad Outreach Teachers			✓
		1.8 Overseas Mission for Exam Work			✓
		1.9 Minimum Assistance for High School Diploma Examination	✓		
		1.10 Winner Student Prize	✓		
		A.C 2: Strengthen institutional capacity to ensure effective leadership and management of education staff at all levels	7/10	2.1 Materials and equipment for the operation of the Department of Examination	✓
2.2 Materials and equipment for the operation of the Department of Examination Affairs (Procurement)	✓				
2.3 Examining examination centers for high school diploma exams	✓				
2.4 Improve the ability to update the student-teacher registration program using a computer for the high school diploma exam					✓
2.5 Computerized Scoring Test for High School Diploma Exam	✓				
2.6 Capacity building on the duties of the subject group committee for the high school diploma examination	✓				
2.7 Workshop on Writing and Analyzing the Results of the 2021 High School Diploma Exam	✓				
2.8 Workshop on Dissemination of Analysis of 2021 High School Diploma Examination Results					✓
2.9 Print the analysis of the results of the 2021 High School Diploma Examination					✓
2.10 Workshop on the Roles and Duties of Assistants and Assistants Nationwide for the High School Diploma Examination Process	✓				

Notice : 1. Already implemented

2. Is being implemented

3. Not yet implemented

PART 3
TOPIC For DISCUSSION

ប្រធានបទពិភាក្សា

TOPIC FOR DISCUSSION

1. បាបកថាស្តីពី **បរិវេណកម្មនៃវិស័យអប់រំ**
Intervention on Transforming Education
2. បទអន្តរាគមន៍ស្តីពី **ដំណើរឆ្ពោះទៅកីឡាស៊ីហ្គេមលើកទី៣២ ឆ្នាំ២០២៣**
Intervention on Toward to the 32nd SEA Games 2023
3. បទបង្ហាញស្តីពី **ការគាំពារ និងការអភិវឌ្ឍកុមារតូចតាមគ្រប់រូបភាព**
Presentation on Early Childhood Care and Development in all Services
4. បទបង្ហាញស្តីពី **វិធានការស្តារការខាតបង់ការសិក្សាប្រកាសការរីករាលដាលជំងឺកូវីដ១៩**
Presentation on Post Covid-19 Learning lost Intervention
5. បទបង្ហាញស្តីពី **ការអប់រំបរិស្ថានបៃតង**
Presentation on Green Environment Education
6. បទបង្ហាញស្តីពី **កំណែទម្រង់សាលារៀន**
Presentation on School Reform
7. បទបង្ហាញស្តីពី **កំណែទម្រង់សាលាគ្រូបង្រៀន**
Presentation on Teacher Training College Reform
8. បទបង្ហាញស្តីពី **ការគ្រប់គ្រងការផ្លាស់ប្តូរនៅក្នុងស្ថាប័ន**
Presentation on Managing Changes in the Institution
9. បទបង្ហាញស្តីពី **ការផ្សារភ្ជាប់បឋមសិក្សានឹងឧត្តមសិក្សា**
Presentation on Linking Secondary to Higher Education
10. បទបង្ហាញស្តីពី **អក្ខរកម្មជាស្ថានភាពឆ្ពោះទៅរកជំនាញមុខរបរ និងការសិក្សាបន្ត**
Presentation on Literacy as a bridge toward vocational skills and continuing education
11. បទបង្ហាញស្តីពី **បំណិនសតវត្សរ៍ទី២១ សម្រាប់យុវជន**
Presentation on 21st Century Skills for Youth
12. បទបង្ហាញស្តីពី **ការលើកកម្ពស់សុខភាពសិក្សា**
Presentation on Promoting School health

