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1. INTRODUCTION

Ministry of Education, Youth and Sport is in the process of implementing Education Strategic Plan (ESP) 2014-2018, which is relevant with reform and development processes of the Royal Government of the 5th Legislature of the National Assembly as outlined in the National Strategic Development Plan, 2014-2018. Policies, strategies and the fifteen-point prioritized reform measures of MOEYS were tailored and sharpened to develop an equitable and inclusive, quality education system through close collaboration with development partners and stakeholders in order to maximize the utilization of potential resources.

Periodical and regular monitoring and review of ESP implementation are essential to guide all activities towards achieving education objectives as planned. Annual Education Congress has provided all stakeholders with the opportunities to review work progress and challenges and to set directions for the future. Education Congress's technical committees are established to provide concrete working framework and objectives for the congress. Quality of Education Congress is improved through more simplified, analytical and result-oriented summary report.

Sub-sector progress and Annual Operational Plans (AOP) 2015 progress reviews are incorporated into the Congress Report to serve as the basis for the review of activities and targets of key performance indicators. Education Congress Report reflects progress, challenges and overall recommendations for MOEYS as a whole and for the seven sub-sectors including early childhood education, primary education, secondary and technical education, higher education, non-formal education, youth development and physical education and sport. Outcomes of the Education Congress will be essential as the basis for the formulation of Budget Strategic Plan and Annual Operational Plan.

In 2014-2015, MOEYS made the following major achievements:

2. PROGRESS

2.1. OVERALL ACHIEVEMENTS OF EDUCATION, YOUTH AND SPORT SECTORS

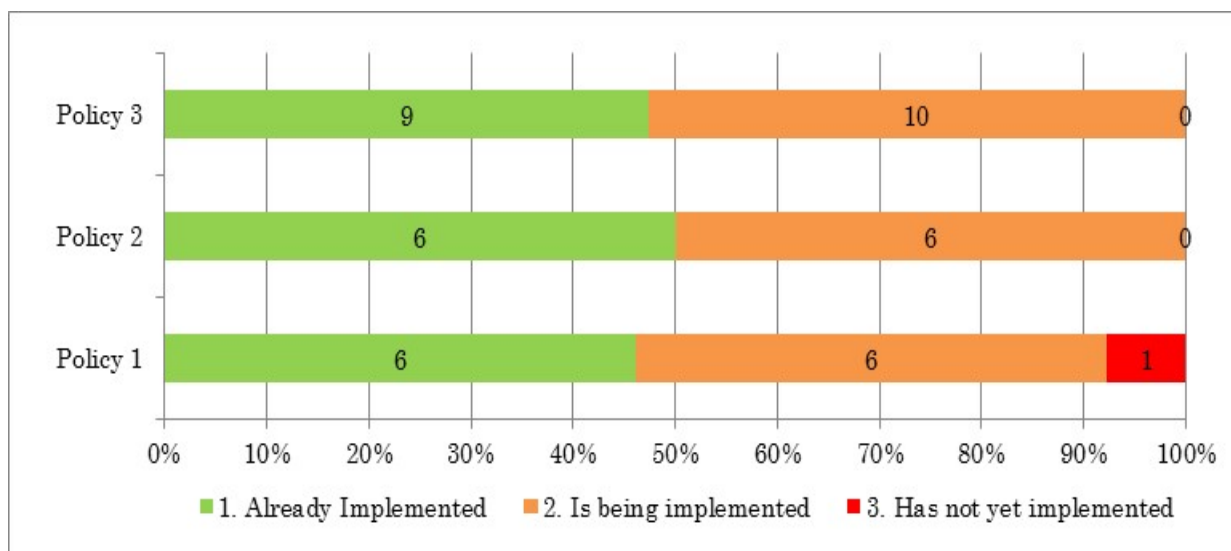
2.1.1. PROGRESS OF THE IMPLEMENTATION OF POLICY ACTIONS 2015

MOEYS planned to implement 74 policy actions in 2015 including 44 policy actions, which were carried over from 2014 to 2015, of which 21 (47.7%) were completed, 22 (50.5%) were on-going and 1 (2.3%) was not yet implemented (Figure 1). In 2015, there were 30 policy actions, of which 11 (36.7%) were completed, 16 (53.3%) were on-going and 3 (10%) was not yet implemented (Figure 2). In summary, 32 policy actions (43.2%) were completed; 38 (51.4%) were ongoing and 4 (5.4%) were not yet implemented.

The first policy consisted of 16 actions, 7 (43.8%) completed, 8 (50%) ongoing and 1 (6.2%) not yet implemented. The second policy consisted of 25 actions, 11 (44%) completed, 12 (48%) on-going and 2 (8%) not yet implemented. The third policy consisted of 33 actions, 14 (42.5%) completed, 18 (54.5%) on-going and 1 (3%) not yet implemented. (Figure 1).

This calls for more attention on program expansion to increase enrolment and access to services in every sub-sector, development of guidelines and enhanced effective teaching and learning especially, development of planning, management, monitoring and evaluation systems for sub-sectors.

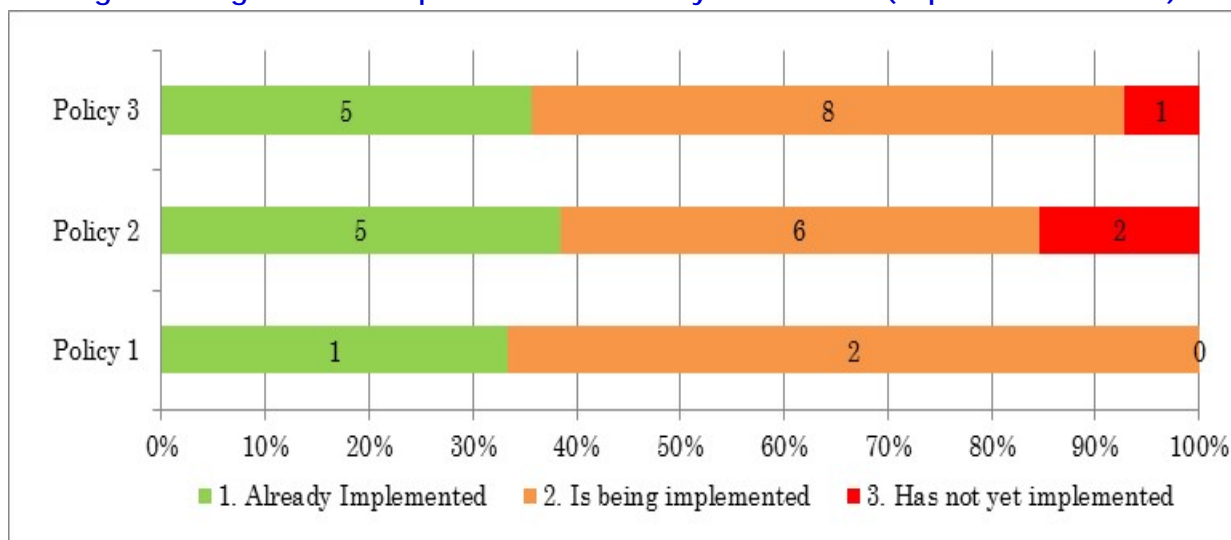
Figure 1: Progress of Policy Actions 2014 Implementation, carried over to 2015



Compared with 2014, percentage of completed policy action increased by 1.5%; ongoing policy action increased by 9.8% and not-yet-implemented policy action decreased by 11.3%. (Figure 2)

This requires acceleration of the implementation to meet the timeline and needs on the ground.

Figure 2: Progress of the Implementation of Policy Actions 2015 (Implemented in 2015)



Early childhood education sub-sector had 10 actions, 4 (40%) completed, 5 (50%) on-going and 1 (10%) not yet implemented. Delay of the formulation of guidelines to strengthen management and functioning of organizations contributed to non-achievement of targets of this sub-sector.

Primary education sub-sector had 10 actions, 8 (80%) completed and 2 (20%) on-going. More attention on the formulation of statutes for establishing public and private primary education establishments is an immediate challenge to be addressed.

Secondary and technical education sub-sector had 22 actions, 10 (45.5%) completed and 12 (54.5%) on-going. Delay in the formulation of regulations and working mechanisms led to lower scope of technical education than expected.

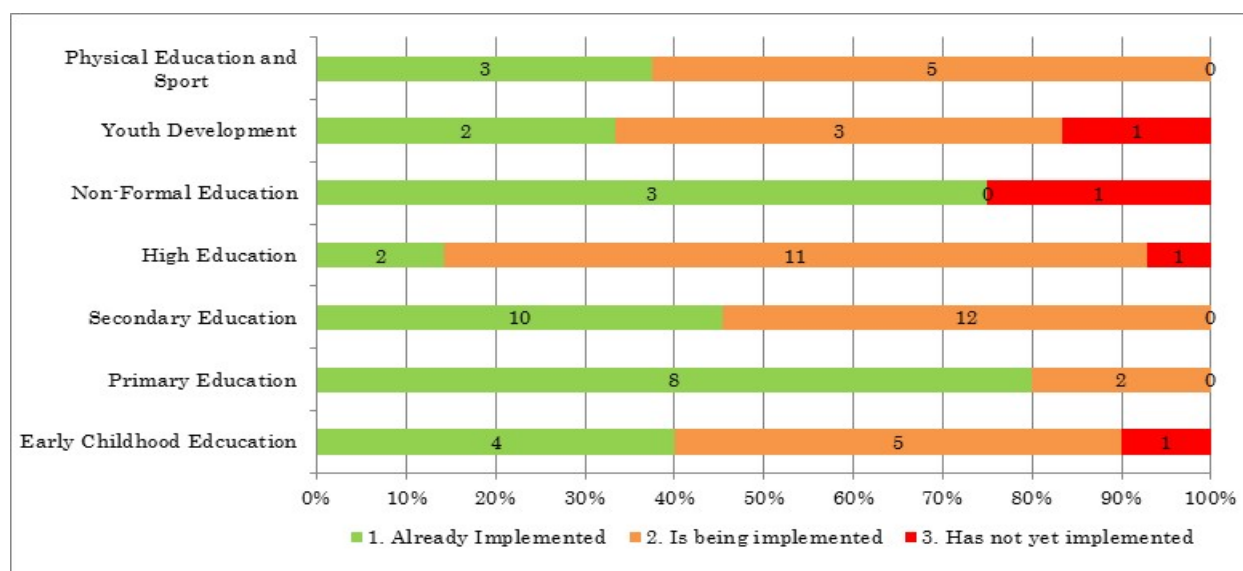
Higher education sub-sector had 14 actions, 2 (14.3%) completed, 11 (78.6%) on-going and 1 (7.1%) not yet implemented. *This requires speeding up of the formulation of guidelines to promote quality and management of higher education institutions.*

Non-formal education sub-sector had 4 actions, 3 (75%) completed and 1 (25%) not yet implemented. Guidelines on Scholarship for Learners in Non-Formal Education Program should be discussed to increase the number of vocational skill learners in Community Learning Centers.

Youth development sub-sector had 6 actions, 2 (33.3%) completed, 3 (50%) on-going and 1 (16.7%) not yet implemented. *This requires more efforts to strengthen student and youth council mechanism and standards for vocational skill training.*

Physical education and sport sub-sector had 8 actions, 3 (37.5%) completed and 5 (62.5%) on-going. Development of master plan on sport development towards SEAGAME 2023 and formulation of regulations on transfer of physical education and sport functions to sub-national level are priorities.

Figure 3: Progress of the Implementation of Policy Actions, 2015 (by Sub-Sector)



Policy actions completed include: Formulation of the Master Plan for Children with Disabilities; Amendment of the Sub-Decree on Scholarship for Primary Education; Formulation of School-level Quality Assurance Framework; Introduction of Quality Assurance System; Improvement of Regulations on Construction and Furnishing of Education Establishments Based On Quality Standards for Primary Schools; Improvement of Primary Education Curriculum; Formulation of Sub-Decree on Increased Incentives for Teachers in Disadvantaged and Remote Areas; Development of Master Plan for Technical Education Development; Formulation of Guidelines on Child Friendly School Program for Secondary Education; Formulation of Guidelines on Examination for Students Enrolled in Technical Education; Improvement of Guidelines on National Examination; Establishment of Civil Service Status for Technical Education Teachers in General and Technical High Schools; Formulation of Regulations on Private Secondary Education Establishment Management; Formulation of Guidelines on Strengthened Management and Implementation of Technical Education in Secondary School; Formulation of Result-based Plan for Higher Education; Revision of Guidelines on the Implementation of Re-Entry Program; Revision of Guidelines on Regulation of Private School; Establishment of Result-based Management System for Non-Formal Education Program; Youth Center Infrastructure Management Planning; Formulation of the National Policy on Development of Physical Education and Sport Sector; Formulation of Guidelines on Sport Competition in Education Establishments and Improvement of Guidelines on Establishment of Sport Clubs, Associations and Federations. Details on policy action implementation progress can be found in Annex 7.

2.1.2. PROGRESS OF CORE BREAKTHROUGH INDICATORS

Table 1: Progress of Core Breakthrough Indicators

Core Breakthrough Indicators	Status 2013-14	Status 2015-16	Targets 2017-18
Policy Area 1: Ensure Equitable Access to Education			
1. Percentage of five-year old children enrolled in any form of Early Childhood Education Program	59.9%	64.07%	80%
2. No. of districts with primary education completion rate at least 80%	119	95	144
3. No. of provinces with lower secondary education completion rate at least 40%	7	8	17
Policy Area 2: Promote quality and relevance			
4. Youth literacy rate (15-24)	92.1% (2012)	90.1% (2014)	97.5%
5. Adult literacy rate (15-45)	77.6% (2008)	78.1%* (2014)	90.5%
6. National learning assessment of students at grade 3, 6 and 8 for Khmer and Math subjects	Implementing for grade 3	Disseminate Assessment result for grade 6	Implement for grade 8
7. No. of teachers at higher education level with Master degree	6,311 persons	8,321 persons	7,311 persons
8. No. of teachers at higher education level with PhD degree	808 persons	971 persons	1,058 persons
Policy Area 3: Ensure effective leadership and management of education officials at all levels			
9. Percentage of PB against total budget of MOEYS	13.69% (2013)	100% (From 2015 onward)	100%
10. Percentage of BP liquidation	93.2%	90.3%**	100%

Source: *Cambodia Socio-Economic Survey, 2014

**Indicative Figures

The number of five-year-old children accessing any form of ECE services accounted for 64.07% of the population of this age group, which was an increase of 4.17% from 2014-2015 (ESP target: 71%). Some constraints, which led to retarded achievements of targets, include services were not broadly expanded; there were lacks of schools, classrooms, pre-school teachers; inputs did not address requirements; and issues of migration along the border.

The number of districts with primary completion rate at least 80% was 95 out of 197 districts. This is a decrease of 9 districts.

There were 8 out of 25 capital/provinces with lower secondary completion rate at least 40%. Completion rate in Phnom Penh, Kampot and Takeo was more than 45%.

Youth literacy rate (15-24 years of age) decreased from 92.1% in 2012 to 90.1% in 2014. Adult literacy rate (15-45 years of age) increased from 77.6% in 2008 to 78.1% in 2014. Progress of the two indicators requires expansion of functional literacy classes.

National assessment of Khmer and Math at grade 6 was carried out in a sample of 210 schools and 5,984 students (53.7% female). Students achieved 45.7% for Khmer and 43.4% for Math subject. MOEYS is in the process of analysing data from national assessment of grade 8 in a sample 200 schools in 25 provinces conducted in 2014 and plans to disseminate results in 2016.

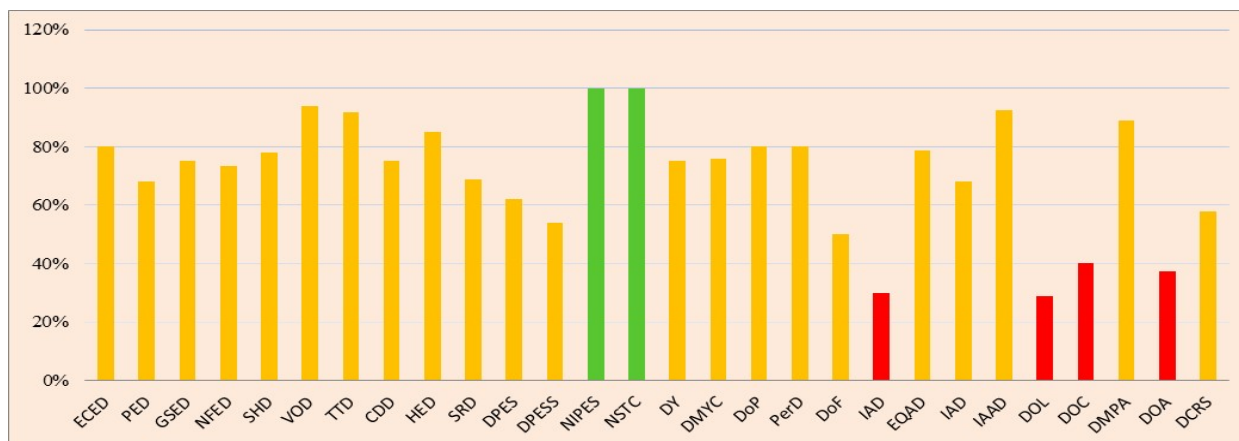
The number of higher education teachers with Master Degrees increased by 2,010 compared with 2012-2013. The number of higher education teachers with Ph.D Degrees increased by 163 compared with 2012-2013.

In 2015, MOEYS implemented full PB and issued payment orders for a total amount of Riels 1,514,943.73 Million or 90.3% and implemented procurement for 110.90%. The liquidation rate of central administration units accounted for 70.9% and POEs 93.4%.

2.1.3. PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2015

AOP 2015 presents 651 activities to be implemented. As of December 2015, there were 489 activities completed, 68 on-going and 94 not yet started. National Institute of Physical Education and Sport and National Sport Training Center finished their activities 100%. Details information on the progress of AOP 2015 implementation, please refer to Annex 1 and 6.

Figure 4: Progress of AOP 2015 Implementation (National-Level Entities)



2.1.4. PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF ACADEMIC YEAR 2014-2015

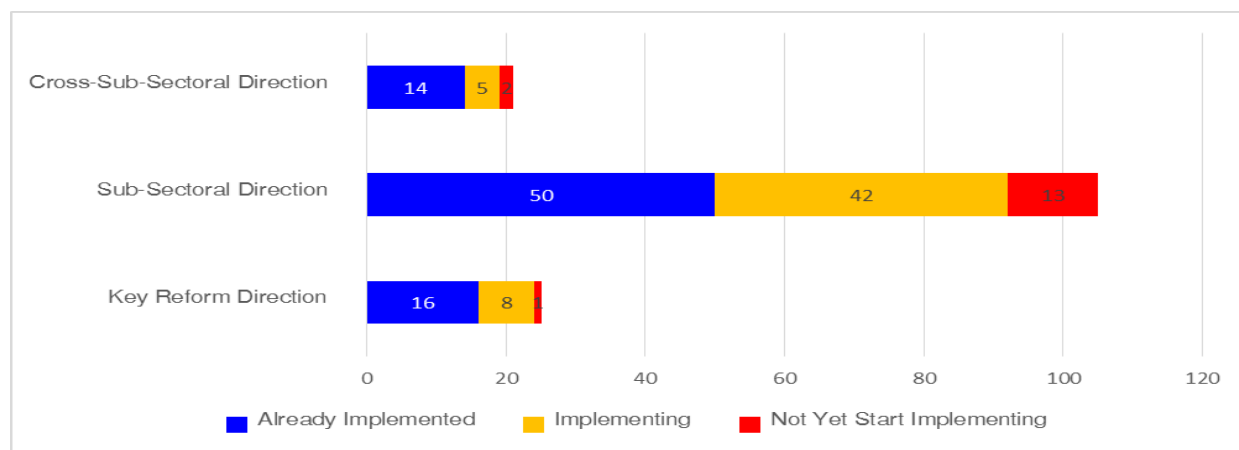
Education Congress 2015 proposed 151 directions including 25 directions for key reforms; 105 directions for sub-sectors and 21 directions for cross sub-sectors. 80 directions (53%) were completed; 55 (36%) ongoing and 16 (11%) not yet implemented.

16 directions (68%) for key reforms; 50 (48%) for sub-sectors and 14 (76%) for cross-sub-sectors were completed. 8 directions (28%) for key reforms; 42 (40%) for sub-sectors and 5 (24%) for cross-sub-sectors were ongoing. 1 directions (4%) for key reforms; 13 (12%) for sub-sectors and 2 (10%) for cross-sub-sectors were not yet implemented. (Figure 5)

Details on the implementation of directions set in Education Congress 2015 are found in Annex 2, 3, 4 and 5.

Figure 5: Progress of the Implementation of Directions Set In Education Congress 2015 at National Level

(Key Reforms, Sub-Sectors and Cross Sub-Sectors)

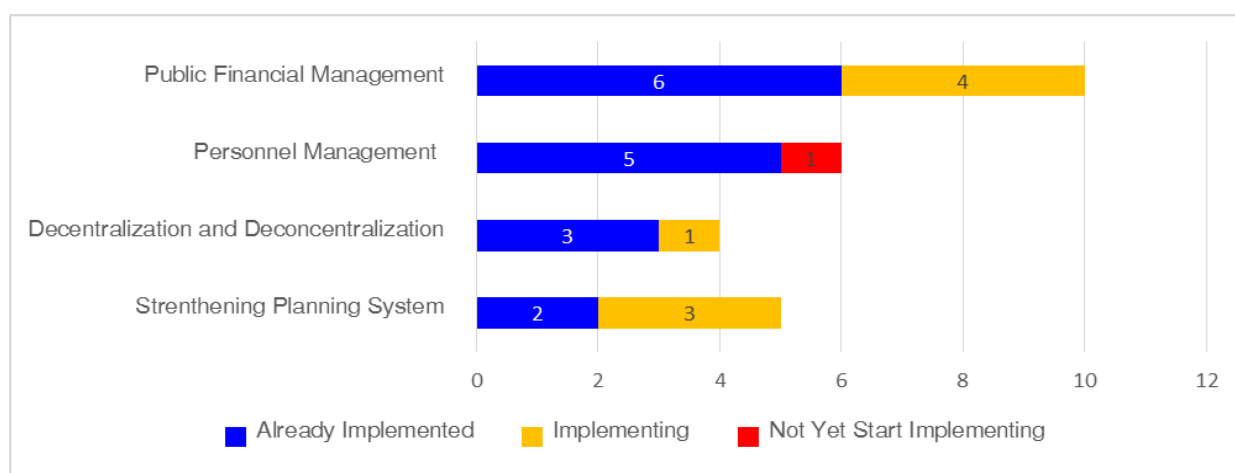


- **Progress of the Implementation of Directions for Key Reforms**

There were 25 directions for key reforms including 5 directions for planning system strengthening; 4 for D&D; 6 for personnel management and 10 for public financial management. 17 directions (68%) were completed (2 for for planning system strengthening; 3 for D&D; 5 for personnel management and 6 for public financial management). 8 directions (32%) were on ongoing and 1 direction was not implemented yet. (Figure 6)

Details on the implementation of directions for key reforms in 2015 are found in Annex 2 and 3.

Figure 6: Progress of the Implementation of Directions for Key Reforms 2015



- **Progress of the Implementation of Directions for Sub-Sectors**

105 directions were set for sub-sectors including 18 directions for early childhood education; 15 for primary education; 22 for secondary and technical education; 11 for higher education; 7 for non-formal education; 14 for youth development; and 18 for physical education and sport. 50 directions (48%) were completed; 42 (40%) were on going and 13 (12%) were not implemented yet.

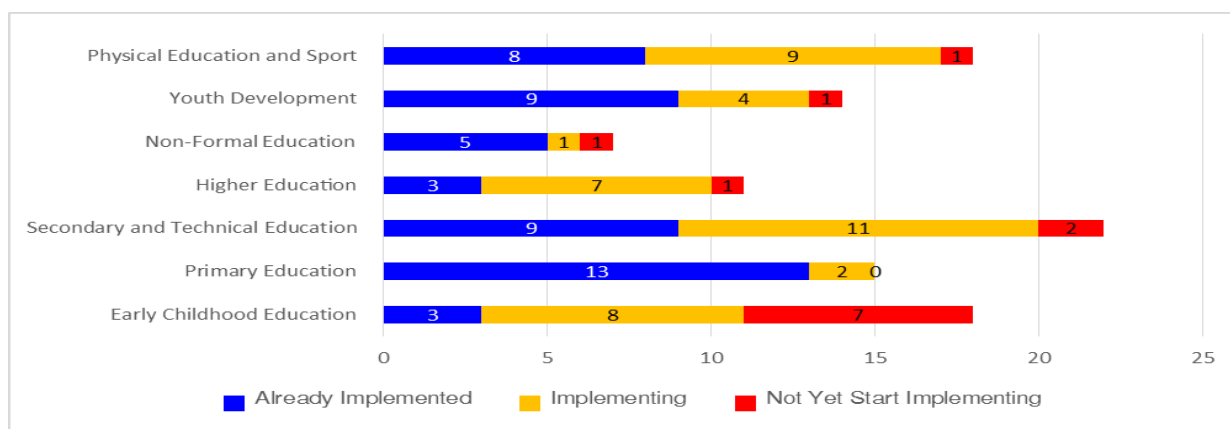
3 directions (17%) for ECE sub-sector; 13 (87%) for primary education sub-sector, 9 (41%) for secondary and technical education sub-sector, 3 (27%) for higher education sub-sector, 5 (71%) for non-formal education sub-sector, 9 (64%) for youth development sub-sector and 8 (44%) for physical education and sport sub-sector were completed.

8 directions (44%) for ECE sub-sector; 2 (13%) for primary education sub-sector, 11 (50%) for secondary and technical education sub-sector, 7 (71%) for higher education sub-sector, 1 (14%) for non-formal education sub-sector, 4 (29%) for youth development sub-sector and 9 (47%) for physical education and sport sub-sector were ongoing.

7 directions (39%) for ECE sub-sector; 2 (9%) for secondary and technical education sub-sector, 1 (9%) for higher education sub-sector, 1 (14%) for non-formal education sub-sector, 1 (7%) for youth development sub-sector and 1 (6%) for physical education and sport sub-sector were not implemented. (Figure 7)

Details on the implementation of directions for sub-sectors in 2015 are found in Annex 2 and 4.

Figure 7: Progress of the Implementation of Directions for Sub-Sectors 2015

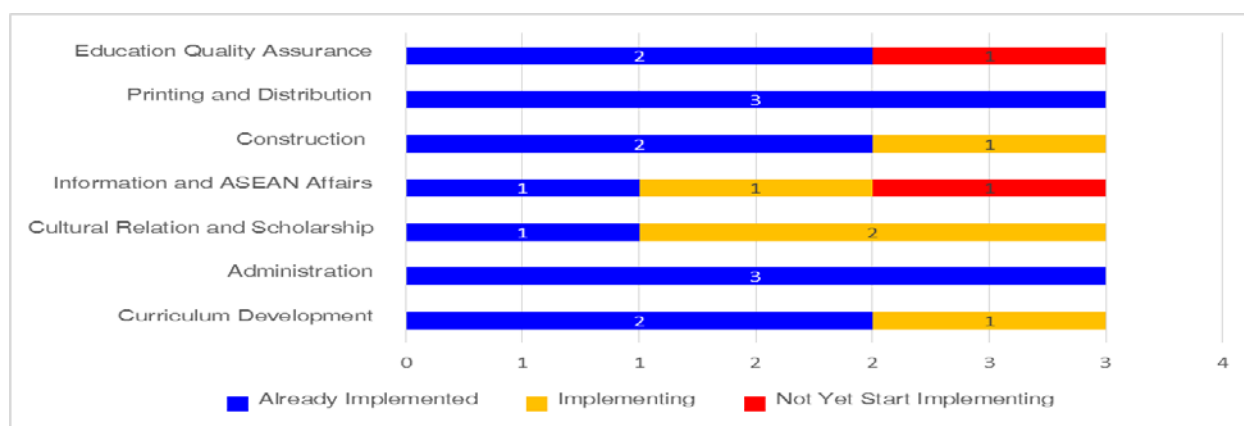


- Progress of the Implementation of Directions for Cross Sub-Sectors

21 directions were set for cross sub-sectors including 3 directions for curriculum development; 3 for administration; 3 for cultural relation and scholarship; 3 for information and ASEAN affairs; 3 for school construction; 3 for printing and publishing; and 3 for education quality assurance. 14 directions (67%) were completed; 5 (24%) were ongoing and 2 (10%) were not yet implemented. (Figure 8)

Details on the implementation of directions for cross sub-sectors in 2015 are found in Annex 2 and 5.

Figure 8: Progress of the Implementation of Directions for Cross Sub-Sectors 2015



2.1.5. PROGRESS OF AID MANAGEMENT AND EFFECTIVENESS

- Public Investment Program (PIP) 2016-2018

For 2016-2018, MOEYS formulated 27 public investment programs including 20 projects were ongoing and 7 were being negotiated (new requests) with the total amount of USD 186,291,000.

Table 2: Public Investment Program (PIP), 2012-2014 to 2016-2018 (in USD Thousands)

Year	Total No. of Assistance Projects		On-Going Projects				Projects being negotiated	
	Project	Amount	Investment Project		Technical Assistance Project		Project	Planned Budget
			Project	Amount	Project	Amount		
2012-2014	39	181,665	7	56,882	18	47,523	14	77,260
2013-2015	41	231,833	1	1,190	22	141,972	18	88,671
2014-2016	29	266,571	2	21,500	14	116,792	13	128,278
2015-2017	27	198,292	5	49,570	13	98,109	9	50,619
2016-2018	27	186,291	7	57,953	13	37,969	7	90,369

It was observed that the number of projects of public investment programs for 2016-2018 was not decreasing compared with the last two years, especially technical assistance project; However, there was a decrease of projects being negotiated from 9 in 2015-2017 to 7 in 2016-2018.

- **Progress of Aid Financing**

Aid financing for education sector in 2015 amounts to more than USD 74 Million. The amount increased compared to 2014. Among the nine development partners, Japan provided the most financial support followed by World Food Program and European Union.

The top 9 development partners financing education sector are presented in the table below:

Table 3: Aid Financing of 9 Development Partners in Education Sector (in USD Thousand)

No.	Donors	Expenditure 2013	Expenditure 2014	Expenditure 2015	Planned 2016	Planned 2017	Planned 2018
1	Japan	2,654	6,503	8,987	619	N/A	N/A
2	World Food Program	20,565	9,958	8,910	14,910	N/A	N/A
3	European Union	14,768	1,021	8,498	38,717	30,208	239
4	Sweden	11,999	11,948	7,914	3,175	N/A	N/A
5	USA	3,671	6,334	7,206	2,233	N/A	N/A
6	UNICEF	1,709	7,227	6,997	N/A	N/A	N/A
7	ADB	17,700	509	5,500	21,000	21,000	2,300
8	Republic of Korea	9,071	1,432	3,723	1,130	3,650	N/A
9	World Bank	6,000	7,489	1,736	3,878	8,571	11,201
Total amount from 9 donors		88,405	52,421	59,471	85,662	63,429	13,740
Total amount from all donors		88,739	53,180	74,348	104,567	65,701	13,741

(Source CDC: Extracted from ODA Database on Jan 21, 2016)

The Government of Japan approved 1 project requested by MOEYS in 2015, which is the project to construct satellite building to expand the roles of CJCC to support business networks. In 2015, MOEYS proposed 2 projects to be financed by Japan ODA:

- Foundation for teacher education reform
- Training on education system for University of Engineering to contribute to industrial development

At the same time, MOEYS also proposed 3 projects to be financed by grants from Republic of Korea in 2017:

- Technical Education Expansion at Upper Secondary Education Level Project
- Regular Development and In-Service Project
- Physical Education and Sport Infrastructure Construction Project for Human Resource Training

- **National and International Consultants working in National and Sub-National Entities within MOEYS**

MOEYS collected and compiled information on national and international technical advisors to monitor progress and performance of technical advisors. In 2015, there were 17 national and international advisors or 123 person-month working under MOEYS and 34 technical advisors, most of whom were volunteers at POEs.

The number of technical advisors working for MOEYS has decreased from one year to another in line with the Principle of Aid Effectiveness.

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

JTWG-E met regularly every quarter to openly discuss the implementation of policies and plans, education sector reform, aid effectiveness and key progresses. Sub-national JTWG-E in the 25

provinces improved their performance from one year to another. This mechanism was used to prepare and review progress of the implementation of AOP, ESP, Education Congress organization and resource mobilization. This technical working groups have also strengthened their capacity through annual training workshops and have also proposed directions for subsequent years.

2.1.6. PROGRESS OF THE IMPLEMENTATION OF D&D REFORM

Promoting governance at all levels

MOEYS has strengthened education management officials' capacity on good governance for education service delivery for 294 participants, 45 female, who were school management from Kratie, Stung Treng and Kampong Speu provinces and conducted monitoring and evaluation on school management and leadership based on good governance principles in 9 provinces.

47 private education establishment applied for licenses through MOEYS's single-window mechanism. MOEYS monitored public service delivery through single-window mechanisms in target districts in Kampong Chhnang, Takeo, Kep, Siem Reap, Battambang and Pursat provinces.

D&D Reform

MOEYS:

- Conducted functional mapping and functional review and submitted for endorsement from NCDD for 573 functions;
- Prepared final draft of the Policy on D&D for Education Sector;
- Proposed 3 education functions including pre-school function, primary education function and non-formal education function to be transferred to sub-national administration;
- Shared experiences on functional transfers in education sector of Indonesia to leadership of MOEYS and sub-national administration from Battambang province, with 100 participants, 11 female;
- Developed capacity of 110 employees of sub-national administrations in Battambang, 38 female, to prepare them for education functions to be transferred;
- Trained 140 school management, 40 female, on result-based school management to support D&D reform in education sector;
- Draft Sub-Decree on transfer of functions and resources in education sector to district administrations in Battambang province.

Formulation of Regulations and Enforcement

MOEYS:

- Formulated 1 Royal Decree, 7 Sub-Decrees, 14 Prakas, 3 Decisions and 2 Circulars;
- Disseminated the Law on Education and Sub-Decree on Teacher Code of Ethics in Siem Reap and Takeo provinces with 175 participants, 29 female;
- Disseminated Anti-Human Trafficking Legal Framework in Pursat and Kampot provinces with 189 participants, 22 female;
- Disseminated grievance procedures in Mondulkiri, Kampot, Siem Reap and Kampong Chhnang provinces with 339 participants, 51 female;
- Followed up on disputes involving education staff in 12 provinces;
- Monitored the implementation of education law and teacher code of ethics in 15 provinces.

2.1.7. PROGRESS OF THE IMPLEMENTATION OF PUBLIC ADMINISTRATIVE REFORM

Overview of Education Staff

There were 115,305 educational staff, including 50,145 female, including 3,051 at national level, 825 female and 112,254 at sub-national level, 49,320 female. There were 3,369 pre-school teachers, including 3,301 female. There were 56,423 primary teachers, including 26,923 female. There were 41,466 basic education teachers, including 16,005 female. There were 13,751 teachers at higher

education level, 3,858 female. There were 179 technical teachers, 31 female; 77 primary inspectors, 14 female and 42 secondary inspectors, 13 female.

There were 7,816 contract staff and temporary staff including 3,203 female, including 123 contract staff, 10 female; 2,800 contract teachers for general education, 1,446 female; 4,417 contract literacy teachers, 1,562 female; 178 equivalency primary program teachers, 38 female and 298 temporary staff, 147 female. There were 17,374 two-shift teachers, 7,756 female and 2,609 multi-grade teachers, 869 female and 85 three-grade teachers, 14 female.

MOEYS:

- Recognized 33,417 teachers in remote and disadvantaged areas, 13,037 female;
- Deployed 42 teachers, 25 female, from areas with surplus of teachers to areas with shortage of teachers;
- Deployed 4,239 newly recruited teachers, 2,653 female;
- Reinstated 472 education staff, 174 female;
- Moved 886 education staff, 335 female and provided leave permission to 64 education staff, 16 female;
- Transferred 107 education staff, 22 female to other ministries/institutions.

Recruitment of Education Staff

MOEYS:

- Allocated number of staff to be recruited through examination in 2015: 3,015 regular staff with civil service status, 3,509 contract staff and 300 temporary staff for national and sub-national entities;
- Recruited 22 higher education teachers, 4 female, to teach at higher education level

Motivation for Education Officials

MOEYS:

- Cooperated with Ministry of Civil Service to prepare salary for 4,239 newly recruited teachers, 2,653 female;
- Appointed 86 management officials, 13 female for entities under MOEYS and as POE directors;
- Reviewed eligibilities for appointment of 202 management officials, 25 female, at sub-national level;
- Provided full appointment into civil service category for 4,123 graduate teacher trainees, 2,404 female and 2,156 staff members, 1,054 female, who took exams to change their civil service categories;
- Provided 7,478 decorations to officials at POE level including 3,195 education officials, 29.38% female;
- Provided recognition to 377 outstanding entities in 2013-2014 including 90 entities wared with the first prize, 109 with the second prize and 177 with recognition letters;
- Provided recognition to 365 outstanding entities in 2014-2015;
- Provided recognition letters to 782 teachers, 17.13% female, who volunteered to teach students to prepare for uppder secondary education examination on Oct 13, 2014;
- Provided **Samdech Techo Sen Award** to 3 outstanding school directors and 5 outstanding teachers.

2.1.8. PROGRESS OF THE IMPLEMENTATION OF PUBLIC FINANCIAL MANAGEMENT REFORM PROGRAM

Financing

In 2015, MOEYS implemented full PB and issued payment order for the amount of Riels 1,514,943.73 Million, which accounted for 90.3% of the total adjusted credit of Riels 1,643,393.10 Million. Central administration implemented 70.9%, while POEs implemented 93.4%.

MOEYS:

- Opened bank accounts for all schools across the country in 2015;
- Set up IT-based Financial Management System and selected 9 budget entities at central administration level and 9 at provincial level for the pilot in 2015;
- Disseminated Sub-Decree No. 34 អនក្រឹត្យ.បក្សី dated March 17, 2015 on Scholarship for Poor Students at Primary and Secondary Education Levels;
- Implemented Inter-Ministerial Prakas No. 366 សំណៅ dated April 06, 2015 on Budget Execution for State Schools;
- Developed Manual on Financial Procedures for Scholarship Management for implementing budget support of Education Sector Support Project II for 2015 for scholarship for poor and outstanding students at primary and secondary education levels for 2014-2015;
- Developed Manual on Financial Procedures for for implementing budget support of Education Sector Support Project II for 2015 for community pre-school building management;
- Revised Sub-Decree No. 102 អនក្រឹត្យ.បក្សី dated June 22, 2001 on Separate Expenditures for Priority Action Programs of MOEYS;
- Revised Inter-Ministerial Prakas No. 505 សំណៅ on Principles for Examination at General Secondary Education, Higher Education Examination, Technical and Vocational Secondary Education Examination, Teacher Examination and Scholarship Examination;
- Carried out goods procurement processes of Chapter 60 for 36 projects with the amount of Riels 59,248,008,253 and signed contracts for 36 projects with the amount of Riels 54,021,329,535 and issued payment orders for 36 projects with the amount of Riels 54,020,755,535;
- Carried out construction procurement processes of Chapter 61 for 24 projects with the amount of Riels 20,170,880,850 and signed contracts for 12 projects with the amount of Riels 16,708,447,988 and issued payment orders for 12 projects with the amount of Riels 16,708,447,988;
- Carried out construction procurement processes of Chapter 21 for 18 projects with the amount of Riels 35,941,807,200 and signed contracts for 18 projects with the amount of Riels 33,084,163,723 and issued payment orders for 17 projects with the amount of Riels 24,569,881,118;

Construction

Financed by State Budget:

MOEYS:

- Is in the process of constructing new school buildings in Battambang, Pursat, Preah Vihear, Udon Meanchey, Siem Reap, Banteay Meanchey, Kampong Chhnang and Kampong Thom provinces;
- Repaired some school buildings in Udon Meanchey, Preah Vihear and Kampong Cham provinces and achieved 100%;
- Took part in assessing handover of supplies of tables, chairs for primary and secondary schools and furniture and libraries for 25 POEs;
- Checked the repairs of foundations at ITC;

- Checked the handover of seven-floor administrative building in Ponhea Hok School and school buildings in Tbong Khmum province;
- Repaired and improved sport fields and furnished additional plastic chairs for VIP stage in Olympic Stadium;
- Studied the layout of a seven-floor building and provided 75% cost estimate for RUPP;
- Checked the location and assessed the project to construct, repair and improve school buildings and 50 exam centers for 25 provinces.

Education Sector Development Project III (ESDP III)

Is constructing school buildings for Phase 1 and 2, dormitories, teacher guesthouses and restrooms in Kampong Speu, Kampong Chhnang, Pursat, Battambang, Banteay Meanchey, Pailin and Phnom Penh with the 90% achievement and finished surveying locations for Phase 3 in Udon Meanchey and Kampong Thom provinces for 100% (ESDP III).

Global Partnership for Education (GPE)

- Conducted study on school building work for GPE
- Provided training to 199 school management, 105 female, on school construction
- Is constructing 101 community preschool buildings, 34 resources pre-schools, 14 primary/lower secondary school buildings and 7 DOE buildings in Kampong Thom, Preah Vihear, Pailin, Udon Meanchey, Siem Reap, Kampong Chhnang, Pursat, Battambang and Banteay Meanchey provinces.

As of May 04, 2015, there are 3,623 school buildings with 18,886 rooms supported by **Samdech Akka Moha Sena Padei Techo Hun Sen, Prime Minister of the Kingdom of Cambodia and Samdech Kiti Prith Bandith Bun Rany Hun Sen.**

State Asset Management

MOEYS:

- Received approval in principle from **Samdech Akka Moha Sena Padei Techo Hun Sen** for produce MOEYS's Property Ownership Certificates with all service fees covered by the state.
- Developed minimum facility standards for school administration.
- Determined teacher guesthouse management and use.
- Determined management and supplies of materials and equipment and inventory.
- Determined revenue mobilization over the medium term 2014-2018 within MOEYS.
- Collected revenue from property rental and paid to the state budget with the amount of USD 45,080.
- Prepared ownership certificates for 30 out of 33 properties.
- Organized imports for 7 times with taxes covered by the state.
- Cleared 1 old building from the inventory in Boeung Kok Lower Secondary School in Kampong Cham province.
- Collected data of properties in 2014 in 9,091 locations.
- Provided capacity training state material and properties management to 972 participants, who were responsible officers at national and sub-national levels and school directors including 84 women.

Enforcing Internal Audit

MOEYS:

- Collected information on internal control and financial management data management for implementing school improvement grant at 73 sub-national auditees (16 PoEs, 18 DoEs and 39 Schools).

- Organized practicum to strengthen auditing activities after being trained by MEF on internal control and financial management data management for the management and utilization of PB in 105 sub-national auditees (5 PoEs, 19 DoEs, 2 RTTCs, 4 PTTCs and 75 Schools).
- Implemented standardized auditing reports issued by MEF and audited the management and utilization of PB in 32 sub-national auditees (3 PoEs, 8 DoEs, 3 PTTCs and 18 Schools).
- Monitored and evaluated audit performance of internal auditors in 78 sub-national auditees (2 PoEs, 10 DoEs, 1 RTTC, 1 PTTC and 66 Schools).
- 2 male internal audit officers participated in the Workshop on Standardized Auditing Report organized by MEF.
- 20 internal audit officers, 8 female, participated in the Workshop on Internal Audit Theory organized by the General Directorate of Internal Audit of MEF.

Administration and Financial Inspection

MOEYS:

- Conducted inspection in 9 PoEs, 44 DoEs, 242 Education Establishments, 7 PTTCs and 1 RTTC.
- Review progress of the improvement and inspection of personnel, administrative, financial and state asset management in 4 PoEs, 10 DoEs, 52 Education Establishments and 2 PTTCs.
- Investigated 20 cases of irregularities in provinces.
- Provided training on procedures to investigate and resolve disputes and disseminated inspection reports in Ratanakiri province and disseminated inspect reports and guidelines on inspection procedures at regional level in Battambang province to 285 participants including 29 female.

2.1.9. PROGRESS OF THE IMPLEMENTATION OF 15 POINT REFORM PROGRAMS

Reform 1: Public Financial Management

MOEYS:

- Piloted full PB in 10 ministries.
- Established 39 budget entities at national level and 25 budget entities at provincial level.
- Extended good communication with MEF in providing disbursement and facilitating expense and liquidation procedures.
- Officially introduced IT-based Financial Management System in phases.
- Reviewed the linkage between priority policies and school operational budget through collaboration with MEF and SNEC.
- Determined management and supplies of materials and equipment at national and sub-national level.
- Determined minimum standard of facilities for school administration.

Reform 2: Teacher Deployment

MOEYS:

- Trained basic level teachers to become tertiary teachers to be deployed to areas with shortage of teachers.
- Prepared reports on provinces with shortage and surplus of teachers by subjects and education level.
- Prepared policy options for teacher deployment.
- Reviewed conditions, transfer procedures and workplace change.

Reform 3: Teacher Training Center Reform

MOEYS:

- Conducted study on condition of teacher training centers.
- Prepared draft standard on teacher training service providers.
- Prepared requests and concept note on teacher training center development for JICA in collaboration with MEF.

Reform 4: Promoting Teachers' Qualification

MOEYS:

- Trained grade 12 teachers across the country on Math and Science subjects.
- Improved teacher candidate recruitment criteria: Candidates with grade "A", "B", "C", applying to work as teachers will pass automatically without going through examination (In 2015, there were 1,200 candidates with grade "B", "C").
- Trained 56 teacher trainers, 20 female, so that they can earn Master Degree.

Reform 5: Inspection

MOEYS:

- Conducted thematic inspection on Math subject in 124 high schools in 22 provinces. As a result, the working group found that students' learning outcomes were still low; students had lots of absenteeisms; there was not enough teachers at basic education level; students were deployed to teach subjects, which were not their specialization; and there was shortage of learning materials...
- Trained 32 new inspectors at NIE.
- Finalized the concept of education quality assurance and piloted regular inspection in 70 secondary schools in 6 provinces in collaboration with Swedish Education Inspectorate.

Reform 6: Learning Outcome Assessment

MOEYS:

- Finished national assessment for grade 3 on Khmer and Math subjects.
- Entered answer data from tests and questionnaires for students and teachers of grade 3 in database
- Disseminated results of the national assessment for grade 6.
- Analyzed data from national assessment for grade 8 for Khmer, Math and Science subjects.
- Developed assessment instruments for SEA-PLM and piloted.
- Developed assessment instruments for PISA for Development.

Reform 7: Upper Secondary Education Examination Reform

MOEYS:

- Announced the examination results successfully based on the principles of laws, fairness and transparency and acceptable results with the slogan "Those Who Know Will Pass the Exam"
- Increased the public trust on the leadership of the Prime Minister and changed students' attitude to learning.
- Improve quality of learning at higher education.
- Mobilized support from stakeholders.
- Developed model tests for lower secondary examination.
- Created Math and Science subject clubs in secondary schools.
- Advised on two tests for Khmer subject examination: Essay Writing and Dictation for lower secondary education.

Reform 8: Curriculum and Core Textbook Reform

MOEYS:

- Sub-Technical Committee by Subject
- General Curriculum Framework for General and Technical Education from pre-school to upper secondary education
- Disseminated Curriculum Framework for General and Technical Education
- Provided guidance on how to teach history and literature at secondary education

Reform 9: School Building Construction and Repair

MOEYS:

- Surveyed locations for repairing, constructing and improving 50 upper secondary education examination centers.
- Collected information from shelter schools, schools to be established, satellite schools and coalition schools.
- Surveyed location for constructing Faculty of Engineering at RUPP.
- Constructed **Heng Samrin Tbong Khmum** University in Tbong Khmum University.
- Is the process constructing Kratie University in Kratie province.
- Established Kampong Speu Institute of Technology, Kampong Speu province.
- Established Kampong Chheu Teal Institute of Technology, Kampong Thom province.

Reform 10: Higher Education Institution Assessment

MOEYS:

- Disseminated Guidebooks on specialized fields for students to choose to pursue in Higher Education Institutions.
- Disseminated information on the importance of science, engineering, liberal/creative arts and Math studies.
- Included ICT into Math education.
- Develop English curriculum for non English major students.
- Organized Cambodia research and development forum.
- Developed policy on long-term higher education development plan.
- Established data management and result-based monitoring systems and mechanisms.
- Developed guidelines on internal education quality assurance for higher education institutions.
- Approved standards and developed manual on higher education institution assessment.
- Provided trainings on procedures and processes for education accreditation in 17 education establishments.
- Pilot assessment for accrediting 11 higher education institutions.
- Recruited and trained 46 assessment officers, 5 female.

Reform 11: Sport Sector Promotion

MOEYS:

- Received the National Policy on Physical Education and Sport Sector Development from the Royal Government.
- Revised the Inter-Ministerial Prakas on Expenditures Guidelines for National Athletes Training and Guidelines for Providing Prize Awards to Champions in International Competitions.
- Improved sport facilities at the National Stadium including: running field, football field, football field lighting, sewing system, seat furnishing, security fence and boatroof hall.

- Developed physical education curriculum for lower secondary education by collaborating with Golden Heart Organization.
- Prepared Sub-Decree and Annexes on Special Operating Agencies for the National Stadium.
- Revised expenditure rules on all types of annual sport competition.
- Developed curriculum for training physical education and sport trainers at tertiary level.
- Prepared training grounds for 9 sport types.
- Determined rules for national sport competition which will be organized every two years for 4 times from 2016 to 2023 based on the permission of the Royal Government No. 130 សជណ.អវ dated February 01, 2016.

Reform 12: Youth Policy Action Plan Implementation

MOEYS:

- Formulated the National Action Plan for Implementing the National Policy on Cambodia's Youth Development
- Piloted projects on entrepreneurship education, soft skill training, job information and internship services in enterprises by collaborating with development partners
- Created Cambodia-Japan Friendship Technical Center for youths in Siem Reap province
- Hosted the Ship for Southeast Asian and Japanese Program
- Implemented youth development program for education sector and rolled out to all provinces

Reform 13: Technical Education

MOEYS:

- Approved the Master Plan and Action Plan on Technical Education at Upper Secondary Education
- Approved the curriculum and basic textbooks for 5 subjects: Electricity, Electronics, Mechanics, Agriculture and Accounting
- Implemented life skill programs selected from a list of 28 life skills in lower secondary schools
- Disseminated information on vocational orientation and soft skill programs in lower and upper secondary schools
- Piloted career counseling program in Battambang province
- Determined minimum standards for general and technical high school

Reform 14: Establishment for New General School

MOEYS:

- Prepared concept note on new generation school
- Prepared action plan for 2016 and subsequent years
- Implemented new generation school program focusing on school governance, ICT and science in Sisovath High School by collaborating with development partners
- Transformed environment in Sisovath High School as new generation school

Reform 15: Career Pathway and Training for School Directors

MOEYS:

- Prepared concept note on career pathway for teachers
- Developed guidebook for teachers
- Trained school directors at all levels on management, leadership, governance and new inspection system

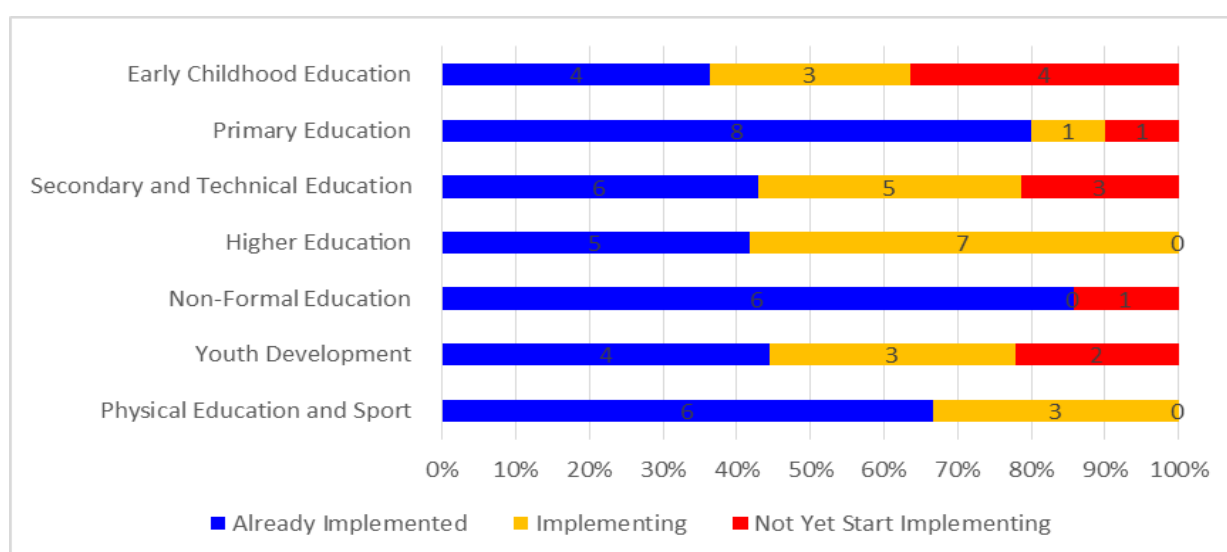
2.1.10. PROGRESS OF THE IMPLEMENTATION OF ACTION PLAN 2015 OF THE JOINT REVIEW MISSION

Action Plan 2015 of the Joint Review Mission elaborated on 72 activities to be implemented in each sub-sector, in which 39 activities were completed, 22 ongoing and 11 not yet implemented.

Early child education sub-sector had 11 activities: 4 completed, 3 ongoing and 4 not yet started. Primary education sub-sector had 10 activities: 8 completed, 1 ongoing and 1 not yet started. Secondary and technical education sub-sector had 14 activities: 6 completed, 5 ongoing and 3 not yet started. Higher education education sub-sector had 12 activities: 5 completed and 7 ongoing. Non-formal education sub-sector had 7 activities: 6 completed and 1 not yet started. Youth development sub-sector had 9 activities: 4 completed, 3 ongoing and 2 not yet started. Physical education and sport sub-sector had 9 activities: 6 completed and 3 ongoing.

Details on the progress of the implementation of the Action Plan are detailed in Annex 9.

Figure 9: Progress of the Implementation of the Action Plan 2015 of the Joint Review Mission



2.2. RESULTS BY SUB-SECTOR

2.2.1. SUB-SECTOR: EARLY CHILDHOOD EDUCATION

A. Achievements

A.1. Ensuring Equitable Access for all to Education Services

In 2015-2016, there were 3,705 state pre-schools (an increase of 262 schools) (244 detached pre-schools, decreased by 2), 321 private pre-schools (an increase of 86 schools) and 2,887 community pre-schools (an increase of 341 schools) in 1,044 out of 1,633 communes/sangkat. In general, there were 6,913 pre-schools of all forms, an increase of 689 schools.

This has helped more school-aged children to enroll at correct age.

There were 10,267 pre-school classes of all forms an increase of 1,349 schools including 5,973 state pre-school classes (an increase of 700 classes), 2,999 community pre-school classes (an increase of 333 classes) and 1,295 private pre-school classes (an increase of 316 classes).

There were 388,794 children from 0-6 years of age receiving education of all forms, which is 20.17% of the total population of this age group including 198,044 girls or 51%.

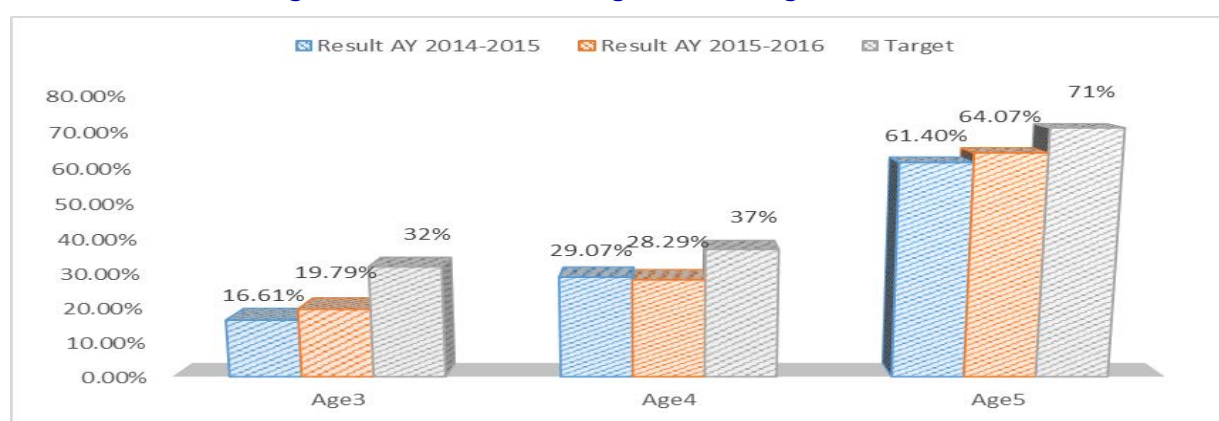
There were 60,949 three-year old children or 19.79% of the population of this age group including 31,770 girls or 52.1%, an increase of 10,511 children, 5,911 are girls.

There were 84,343 four-year old children or 28.29% of the population of this age group including 42,928 girls or 50.8%, a decrease of 1,116 children, 291 are girls.

There were 187,412 five-year old children or 64.07% of the population of this age group (ESP target: 71%) including 95,322 girls or 50.8%, an increase of 10,335 children, 6,192 are girls.

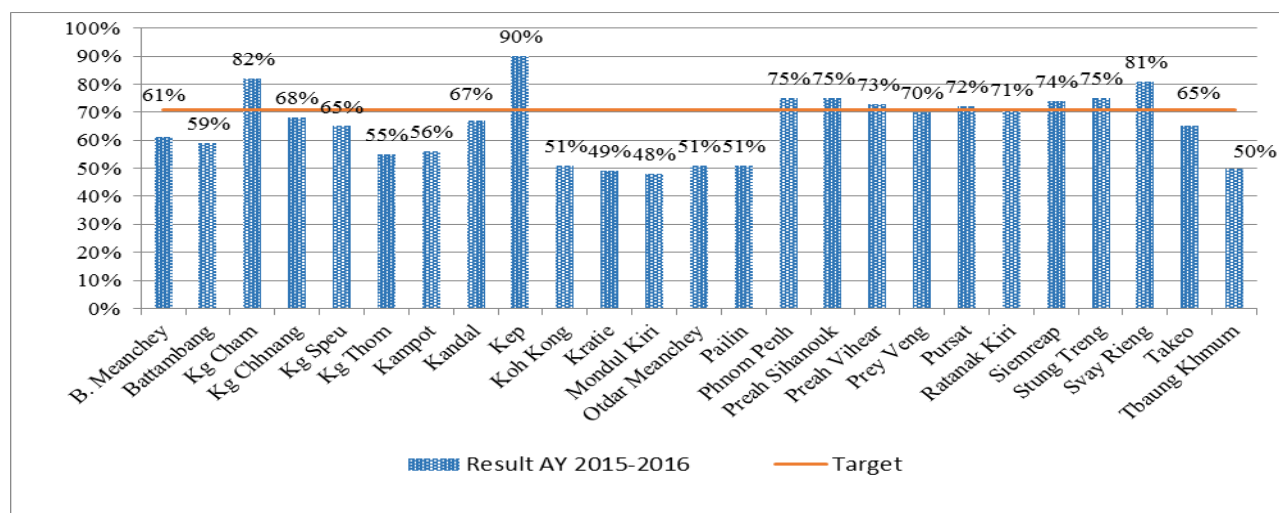
Though ESP target for five-year old children was not met, there was a significant increase compared with 2014-2015.

Figure 10: Achievements against ESP Targets 2015-2016



(Source: Data from EMISD and ECED)

As a result, expanded ECE program has not addressed the target for 2015-2016 as outlined in ESP 104-2018. The reasons include inputs provided by the national level has not responded well to the needs at sub-national level and the capacity for implementing inputs at sub-national level is not comprehensive.

Figure 6: Percentage of Five-Year Old Children Accessing Education in Capital/Provinces

(Source: Data ECED)

There were 11,112 education staff (89.2% female), an increase of 1,097 persons (8.3% female) including 4,724 state-preschool staff (94.9% female), an decrease of 303 persons (7% female); 3,138 community-preschool staff (93.3% female), an increase of 352 persons (9.5% female) and 3,250 private pre-school staff (77.3% female), an increase of 1,048 persons (50.6% female).

This has helped to ensure effective processes of early childhood education.

A.1.1. State Pre-School

There were 3,705 state pre-schools (an increase of 262 schools) (244 detached pre-schools, decreased by 2), with 5,973 state pre-school classes (an increase of 700 classes). There were 6,724 state pre-school staff, 4,483 female, a decrease of 303 persons.

9,037 three-year old children accessed education service from state pre-school or 2.9%, of whom 4,706 were girls. 31,868 four-year old children accessed education service from state pre-school or 10.7%, of whom 16,286 were girls. 132,973 five-year old children accessed education service from state pre-school or 45.5%, of whom 65,815 were girls.

A.1.2. Private Pre-School

There were 321 private pre-schools (an increase of 86 schools), 1,295 private pre-school classes (an increase of 316 classes). There were 3,250 private pre-school staff, 2,512 female, an increase of 1,048 persons.

11,005 three-year old children accessed education service from private pre-school or 3.6%, of whom 5,776 were girls. 12,007 four-year old children accessed education service from private pre-school or 4%, of whom 5,870 were girls. 6,878 five-year old children accessed education service from private pre-school or 2.4%, of whom 3,353 were girls.

A.1.3. Community Pre-School

There were 2,887 community pre-schools in 1,044 out of 1,633 communes/sangkats with 2,999 community pre-school classes (an increase of 333 classes).

18,667 three-year old children accessed education service from community pre-school or 6.1%, of whom 9,933 were girls. 19,171 four-year old children accessed education service from community pre-school or 6.4%, of whom 10,195 were girls. 28,254 five-year old children accessed education service from community pre-school or 9.7%, of whom 16,320 were girls.

There were 3,138 private pre-school staff, 2,928 female, an increase of 352 persons.

A.1.4. Home-Based ECE Program

56,091 zero-to-three-year old children accessed home-based ECE services or 5.4%, of whom 28,025 were girls. 22,240 three-year old children accessed home-based ECE services or 7.2% of whom 11,355 were girls. 21,297 four-year old children accessed home-based ECE services or 7.1%, of whom 10,577 were girls. 19,307 five-year old children accessed home-based ECE services or 6.6%, of whom 9,834 were girls.

Home-based programs were participated by 104,115 parents, 17,425 mother group leaders, 3,815 core parents, 3,771 female and 118,935 children including 59,791 girls.

There were 3,361 out of 14,119 villages in 948 out of 1,633 communes in 174 out of 197 districts implementing home-based programs. This is an increase of 336 villages.

Implementation of Programs

School Operational Budget and School Improvement Grant

All state pre-schools were given full SOB and SIG. Each school prepared its own annual development plan with participation from School Support Committee. Each school was more accountable for its revenue and expenditure through transparent disclosure of their information.

This helped schools to enroll more children and better engage community.

Multi-Lingual Education Program

Multi-lingual education program for indigenous children was implemented in 18 districts, an increase of 6 districts in 5 target provinces including Ratanakiri, Stung Treng, Mondulakiri, Preah Vihear and Kratie provinces. This program was implemented in 4 state pre-schools with 127 students, 66 female and 80 community pre-schools, an increase of 46 with 1,461 students, 782 female, an increase of 252 students (362 girls, an increase of 111 girls). Languages used include Tumpoun, Kroeng, Ponong, Kouy, Kroal, Kavet, Kachok, Laotian and Prao.

Expansion of Multi-Lingual Education Program at pre-school has exceeded the target set in the result framework for ECE sub-sector by 30 schools. This service requires more capacity at national and sub-national levels and service level in the areas of program management, curriculum implementation, inclusion of Khmer language in teaching hour and compilation of pre-school level documentations by indigeneous language.

Inclusive Education Program for Children with Disabilities at Pre-School Level

Inclusive Education Program for children with disabilities was implemented in Siem Reap, Battambang, Kampong Thom, Prey Veng, Ratanakiri and Phnom Penh. This program was implemented in 63 state pre-schools, an increase of 5, with 125 students, 43 female, an increase of 27, decrease of 6 girls. There were 79 qualified state-preschool teachers, 78 female, an increase of 8, 7 more female teachers. There were 17 community pre-schools, with 20 students (9 female,) a decrease of 4, (1 decrease girl). There were 17 qualified community pre-school teachers, 16 female.

Inclusive Education Program for children with disabilities at pre-school level achieved the targets set in the National Action Plan on Early Childhood Care and Development.

Construction

MOEYS identified locations to construct state pre-schools (model pre-school at district level) in 76 districts, in which 34 buildings were being constructed in 10 provinces. The remaining 42 buildings are expected to finish in 2016 in target districts in 14 provinces.

101 community pre-schools were being constructed in 6 provinces out of 500 planned locations with participation from communities in management and construction.

These state pre-school and community pre-school buildings allowed pre-school classes to be implemented and fulfill environmental standards for each service.

A.2. Enhancing Quality and Relevance of Learning

Learning Achievement

There were 166,587 five-year-old children completing advance pre-school classes including 83,533 girls (an increase of 7,062 children, 3,354 for girls). Five-year-old children experienced any form of early childhood education and 61.85% of them enrolled in grade 1.

Improving school environment and learning materials

Detached pre-schools and community pre-schools in capital/provinces were renovated with improvement of learning environment, supplies of learning materials and sanitation according to pedagogical standards and pre-school standards.

Curriculum Development and Documentation

MOEYS:

- Published 3,000 copies of Math and drawing books for pre-writing at pre-school and distributed to capital/provinces (1,500 copies each)
- Prepared pre-service training materials for pre-school teachers for the standard 35-day training
- Prepared training materials for primary school teachers and contract teachers teaching pre-school classes for the standard 30-day training
- Prepared training materials for state pre-school teachers for the standard 15-day trainings
- Prepared training materials for core parents in the standard 35-day parenting education program
- Finalized the Guidelines for Pre-School Resource Center
- Finalized M&E system material for ECE sub-sector and took the final review
- Draft new curriculum framework (from pre-school up)

Learning Hours and Curriculum

Implementation of curriculum and timetable in state pre-schools and pre-school classes accounted for 71.64% for low level pre-school, 78.64% for intermediate level pre-school and 86.96% for advance level pre-school against the annual curriculum.

Implementation of curriculum and timetable in community pre-schools or pre-school classes accounted for 85.4% against the annual curriculum.

Teacher Capacity Development

202 state pre-school teachers graduated from the 27th generation training, 191 female. 265 teacher trainees were being trained in year 2 of the 28th generation training, 255 female. 200 teacher trainees were selected to join year 1 of the 29th generation training, 189 female.

1,161 state pre-school teachers and pre-school directors were trained on new curriculum standard, 1,143 female. 1,051 primary teachers teaching pre-school classes were trained based on the standard, 938 female. 1,016 community pre-school teachers were trained based on the standard, 931 female. 704 core parents were trained based on the standard, 660 female.

Monitoring and Research

National monitoring was undertaken in 20 provinces, 44 municipalities/districts, 80 detached pre-schools and home-based programs in 20 villages, accounting for 80% of M&E plan. Monitoring focused on performance of target capital/provinces including:

- Planning and plan implementation at provincial level
- Personnel management
- Library and teaching instrument management
- Construction and management
- Financial management, disbursement and expenditure
- Monitoring and evaluation

- Performance of DoEs
- Effective budget utilization of schools
- Reports and feedback

Environmental assessment of ECE service was being conducted with a sample of 50 state-preschools and 100 pre-school classes.

Overall, ECE monitoring and evaluation are essential to address challenges in a timely manner and prepare plans for implementation.

A.3. Ensuring Effective Leadership and Management of Education Staff at All Levels

Local Capacity Development

MOEYS:

- Trained 277 sub-national master trainers, 220 female, on community pre-school curriculum, 220 female
- Trained 20 national master trainers, 17 female, on parenting education
- Trained 295 sub-national master trainers, 225 female, on parenting education
- Provided 35-day standard training on parenting education to 704 core parents, 660 female
- Provided trainings on parenting education linked with community pre-schools for the first phase to 229 core parents, 204 female
- Trained 300 sub-national trainers, 205 female, on result-based M&E system for ECE subsector
- Trained 129 sub-national officers, 121 female, on the Guidelines for Pre-School Resource Center
- Trained 277 sub-national core teachers, 220 female, on community pre-school curriculum, 220 female
- Provided computer training to 4 female ECE officers at IIC.

Overseas Capacity Development

MOEYS:

- Sent 3 education staff, 1 female, to participate in the Regional Workshop on Early Childhood Development Assessment in Southeast Asia in Thailand
- Sent 1 male education staff to participate in the Workshop on Standard Guidelines for Pre-School Teachers in Southeast Asia in Thailand
- Sent 2 female education staff to participate in the Training on Child's Rights-based Classroom and School Management in Indonesia
- Sent 1 female education staff to participate in the Training ECE Service in Singapore
- Sent 1 female education staff to participate in V-Start Project through the World Fellowship of Budthish Yoputh (WFBY) in Thailand
- Sent 2 male education staff to participate in the Regional Consultation on Development of Quality Standard for Early Childhood Care, Development and Education in ASEAN in Malaysia
- Sent 1 male education staff to participate in the 40th Training for Young Leadership from ASEAN in China
- Sent 11 education staff, 4 female, to participate in Regional International Conference on Early Childhood Development in the Republic of China

Formulation of Regulations

- Finalized the standards for state and community pre-schools
- Issued Guidelines on Procedures for Community Participation in Community Pre-School Construction Management

Undertaking of the National Committee for Early Childhood Care and Development

MOEYS:

- Formulated result framework for the National Action Plan on Early Childhood Care and Development, 2014-2018
- Prepared concept note on setor-based reporting by relevant ministry on the implementation of the National Policy on Early Childhood Care and Development
- Disseminated the National Policy and the National Action Plan on Early Childhood Care and Development, 2014-2018 to 5,508 participants, 2,171 female, who were members of Capital-Provincial/Municipal-District-Khan/Commune-Sangkat Councils, Boards of Governors of Capital-Provinces/Municipality-District-Khan and Commune/ Sangkat Chies in 13 out of 25 Capital/Provinces

B. Progress of Outcome Indicators

Progress Analysis of Outcome Indicators

	Early Childhood Education	Actual	Target	Actual	Status
		2014-15	2015-16	2015-16	
1	Percentage of five-year old children accessing any form of early childhood education	61.4%	71%	64.07%	→
2	Percentage of four-year old children accessing any form of early childhood education	29.1%	37%	28.29%	→
3	Percentage of three-year old children accessing any form of early childhood education	16.6%	32%	19.79%	→
4	Percentage of ECE programs following quality standard	N/A	60%	11%	↓
5	Percentage of ECE programs implementing regular assessment test for five-year old children	N/A	60%	20%	↓
6	Percentage of children in early childhood care and development services with nutritional status	N/A	60%	N/A	↓
7	Percentage of children in state pre-schools given deworming pills	87.8%	90%	95%	↑

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

The number of three-year and five-year-old children accessing services increased significantly, except that of four-year-old children, which was slightly decreased.

Overall, Indicators 4, 5 and 6 were not achieved as planned in the targets. Reasons included supporting regulations, management capacity and mobilization of resources and inputs were still limited both at national and sub-national levels.

C. Challenges

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

- Results of the implementation of quality standards for each ECE service did not address the targets
- There was a shortage of regulations to support teaching and learning process in community pre-schools and private pre-schools
- The implementation of M&E system was not comprehensive .

2.2.2. SUB-SECTOR: PRIMARY EDUCATION

A. Achievements

A.1. Ensuring Equitable Access for all to Education Services

In 2015-2016, there were 7,085 public primary schools, an increase by 34 compared with 2014-2015. The number of incomplete schools decreased from 743 to 679. The number of child friendly schools (intermediate and advance levels) increased from 5,149 to 5,177 and 60,224 classes, an increase of 570 classes. There were 42,129 classrooms, a decrease of 351.

There were 357 private primary schools in all capital/provinces, an increase of 60.

There were 2,010,673 primary students including 971,812 (48.3%), a decrease of 1,502 students, but increase of 813 girls. The number of students in private primary schools was 95,230 including 46,853 girls (49.2%). Net admission rate was 95.9%, 95.4% for girls, a decrease of 3.5%. Including Net admission rate in public primary schools was 91.3% (90.9% for girls), an increase of 4.6% (5.6% for girls), while that in private primary schools was 4.6% (4.5% for girls).

This demonstrates that Cambodian children have increased equitable and inclusive access to education.

There were 56,421 primary education staff, 27,573 female (48.8%), an increase of 633 staff, while the number of female staff increased by 1,142. There were 44,884 teaching staff, 24,301 female (54.1%), an increase of 592, 1,074 for female. The number of two-shift teachers was 17,374, 7,656 female. There were 2,609 two-grade teachers was, 869 female. There were 85 three-grade teachers was, 14 female.

Implementation of Programs and Activities

Management of School Operational Budget and School Improvement Grant

All schools were given full SOB and SIG fund. Each school developed their annual development plan with participation from School Support Committee. Information on revenue and expenditure was transparently disclosed.

This has helped schools to enroll children and engage communities more actively.

Multi-Lingual Education Program

Multi-lingual education program for indigenous children was implemented in 15 districts, a decrease of 1 district, in 4 target provinces including Ratanakiri, Mondulakiri, Stung Treng and Kratie. This program was implemented in 67 schools, an increase of 2 schools for 4,115 students, 2,128 female, an increase of 62 students, 14 female. MOEYS finalized the National Action Plan on Multi-Lingual Education, 2015-2018.

This allowed indigenous students to pursue their education in an equitable manner.

Learning Acceleration Program

Learning acceleration program was implemented 32 schools in 9 districts in Kampot, Preah Vihear and Kratie provinces in collaboration with Pour un Sourire d'Enfant NGO with 117 students, 43 female, an increase of 25 students, 6 female.

MOEYS collaborated with Pour un Sourire d'Enfant to implement Learning Acceleration Program in 23 districts in 5 provinces (6 districts in Kampong Speu, 9 districts Prey Veng, 1 district in Preah Sihanouk, 4 Khans in Phnom Penh and 3 districts in Siem Reap) covering 86 schools, 98 teachers, 37 female, 18 national focal points, 6 female and 47 sub-national focal points, 9 female as well as

printed 100 copies of teacher manuals and 6,000 copies of student books for learning acceleration program.

This has helped overage students to learn at appropriate grade according to their age.

Inclusive Education Program

Inclusive education program for children with disabilities was implemented in 300 schools, an increase of 4 schools for 913 students (267 girls), an increase of 123 students (46 girls). 820 teachers, 218 female, received training on inclusive education in collaboration with UNICEF and CRS.

MOEYS printed 11,771 textbooks in Braille for blind children and sign language textbooks for deaf children. In addition to providing education services to blind and deaf children, the joint partner program for marginalized children in Cambodia also provided education service to intellectual impaired children.

This helped marginalized children with disabilities to access education as children without disabilities and complete their education at all levels.

School Feeding and Scholarship Programs

School feeding program was implemented in target primary schools and pre-school classes in 12 provinces with support from World Food Program. 1,006 schools with 244,631 students including 120,501 girls were given breakfast, while 2 schools with 1,063 students including 532 girls were given breakfast using agricultural produce in the community. 1,595 schools with 31,103 students, 17,432 female, were given food scholarship and 426 school with 5,022 students including 2,801 girls received cash scholarship. This program supported children from poor households and children facing food insecurity to have equitable access to education. School feeding program developed a roadmap to ensure sustainable implementation.

The joint partner program for marginalized children in Cambodia provided scholarship in cash, food and learning materials to 10,583 children, 4,133 female, in 19 provinces.

In addition, Food for Education Program of IRD under support from US Department of Agriculture provided school-based food support program in 73 primary schools in Kampong Chhnang province, in which 20,000 students and teachers, 9,200 female, received refreshment every learning day. 2,474 parents, 1,115 female, who encouraged their children to finish primary education and move to lower secondary education were given food support (Food Scholarship). 2,005 parents, 1,115 female, who enrolled their children early (before the age of 7), were given food support (Food Scholarship). The organization also provided food support (Food Scholarship) to all teachers who stayed far from home and teachers with regular attendance.

The Royal Government issued the Sub-Decree on Scholarship for Poor Students at Primary and General Secondary Education and MOEYS issued Prakas on Criteria and Procedures for the Provision of Scholarship to Poor Students at Primary and General Secondary Education. Through primary scholarship program implementation supported by Education Sector Support Project II and PB fund, 68,234 students, 35,962 female from 2,934 primary schools were given scholarship.

This has enabled children from poor households to come to class regularly to increase enrolment and reduce dropout rates.

Health Education

MOEYS:

- Received 3,500 copies of Life Skill Books on Reproductive and Sexual Health for Grade 5 and 6 of Primary Education
- Organized official launch of the Guidebook for Schools and Communities of the "School-Based Sanitation Model" project in Phnom Penh in collaboration with relevant partners with 125 participants, 28% female

- Celebrated Handwashing Day in Ponhea Hok Primary School with 700 participants, 52% female, who were national level education officers, staff from relevant agencies, developemtn partners, PoEs from all provinces, teachers and students
- Organized meeting on the progress of school health program implementation in Preah Sihanouk province with 29 participants, 16%, who were national and sub-national education officers in 25 provinces
- Provided training on reproductive and sexual health including HIV/AIDS and drug prevention to 1,756 primary school teachers, 59% female in 3 provinces
- Provided training on malaria prevention to 325 provincial trainers, 21% female in 14 provinces, 2,155 primary school teachers, 47% female, in 8 provinces and 1,515 teacher trainees, 29% female, in 11 PTTCs
- Raised awareness on hygiene and oral health care as well as handwashing to 125 primary school teachers, 32% female and distributed hygiene and sanitation materials including soaps, brushes and toothpaste supported by Colgate company to 89,795 third and fourth graders, 48% female, in Phnom Penh, Kampot and Preah Sihanouk province.
- Organized orientation workshop on handwhasing and oral health program in primary schools for 2,471 participants, 52% female, including school directors, teachers and participants in Phnom Penh, Kampot, Kampong Chhnang, Kampong Thom, Take, Siem Reap and Preah Vihear and 66,162 students, 47% female
- Provided trainings on school-based food safety to 778 participants, 45% female, who were education officers at POEs and DOEs and primary school directors and 1,209 cooks in primary schools, 60% female
- Trained 15,237 national and provincial master trainers and school-based teachers from primary schools, 37% female, on eye care in 5 provinces and developed 44,000 copies of health care booklets for grade 1 to 3 with support from Fed Hollow Foundation
- Received 1,240 first aid boxes of which 240 boxes supported by state budget and 1,000 boxes supported by ESSP2
- Collaborated with MoH to provide deworming pills for two rounds to primary school students: 1,499,604 students in the first round and 1,144,402 students in the second round
- Cooperated wto distribute learning materials under the project "smart children in worming prevention" supported by FHI 360 in some primary schools in all provinces
- Trained 1,224 education workers and health workers, 41% female, on how to use health and physical checkup booklets for first graders and how to manage first aid boxes in Kep, Pailin and Takeo provinces with support from ESSP2
- Cooperated with health workers to provide health and physical checkup to 27,201 first graders, 48% female, in 571 schools in Kampong Chhnang and Kampot provinces
- Received and distributed 60,971 copies of the books entitled "Growth and Transformation" for grade 4, 5 and 6 female students in 5 provinces
- Provided health and physical checkup to 1,835 teacher trainees, 44% female, in PTTCs
- Undertook quarterly monitoring on shool health promotion activities including education on the prevention of communicable diseases, non-communicable diseases, accidents, first aids, hygiene and sanitation in all provinces

This has helped students to develop health-related skills.

A.2. Enhancing Quality and Relevance of Learning

Promotion rate in primary schools increased to 87.0%, 89.4% for girls and 84.7% for boys. Repetition rate increased to 6.7%, 5.3% for girls and 8.1% for boys. Dropout rate decreased to 6.2%, 5.2% for girls and 7.2% for boys.

Table 4: Flow Rates in Primary Education by Academic Year, Geography and Gender

		Flow Rates (Total)			Flow Rates (Female)			Flow Rates (Male)		
		Promo-tion	Repeti-tion	Drop-out	Promo-tion	Repeti-tion	Drop-out	Promo-tion	Repeti-tion	Drop-out
2-14-2015	National Level	87.0	6.7	6.2	89.4	5.3	5.2	84.7	8.1	7.2
	Urban	90.9	4.6	4.5	93.2	3.4	3.5	88.8	5.8	5.5
	Rural	86.3	7.2	6.6	88.7	5.7	5.6	84.0	8.5	7.5
2-13-2014	National Level	86.5	5.1	8.3	88.5	4.3	7.2	84.7	6.0	9.4
	Urban	90.6	3.7	5.7	92.4	2.9	4.7	89.0	4.5	6.5
	Rural	85.8	5.4	8.8	87.8	4.5	7.7	83.9	6.2	9.9

Completion rate in primary education decreased to 80.62%, 83.97% for girls and 77.45% for boys. Decreasing patterns of completion rate in primary education are identical for national level, both in rural and urban areas.

Table 5: Completion Rate in Primary Educaiton by Academic Year, Geography and Gender

	Completion Rate, 2014-2015			Completion Rate, 2015-2016		
	Total	F	M	Total	F	M
National Level	84.1	86.6	81.8	80.62	83.97	77.45
Urban	74.1	76.6	71.8	72.61	75.21	70.21
Rural	86.5	88.8	84.2	82.50	86.00	79.18

Teacher Pre-Service and In-Service Trainings:

MOEYS:

- Completed trainings of primary school teachers 12+2 and 9+2 for 2,309 teacher trainees (69.94% female). Trainings were being provided to 3,118 trainees, 66.51% female. Organized examination to select 1,813 primaryschool teachers 12+2, 60.61% female.
- Printed 7,804 copies of materials for training basic education teachers
- Trained 82 master trainers, 77.8% female and 1,822 grade 2 teachers, 38.4% female on inclusive education
- Trained 3,675 grade 4 teachers, 42.2% female, on English language teaching methodology.
- Trained 10,704 grade 2 teachers and stakeholders including 3,835 female in 10 provinces on how to use new "Read - Write" Khmer subject textbook for early reading program.
- Trained 22,747 grade 3 teachers and stakeholders including 7,387 female in at district level of the 25 capital/provinces on the used of new "Read - Write" Khmer subject textbook for grade 3.

This has helped to promote quality of teaching by teachers.

Supplies of Core Textbooks and Curriculum

MOEYS:

- Set English language to be taught at primary education from grade 4
- Determined reading standards for Khmer subject for grade 1 and 2
- Distributed 4,020,000 copies of core textbooks to schools across the country with the textbook-student ratio of 1:1 for grade 1-3, with a set of 3 books per student (Target 3) (Actual achievement: 3 per student) and for grade 4-6 with a set of 4 books per student (Target 4) (Actual achievement: 4)

- Trained 223 officials in charge of managing and supplying textbooks, 59% female, on M&E and supply of core textbooks
- Developed capacity of 12 English book authors for grade 5, 8.3% female
- Provided 1,170 tablets and 73 printers to students in 73 schools and provided 23,000 copies of standard reading books for grade 1 and 2 to grade 1 and 2 teachers across the countries and for storing in POEs, DOEs and schools
- Mainstreamed disaster reduction actions at primary education

This has helped improved reading capacity of students and promoting quality of teaching.

Library

MOEYS:

- Implemented library standard for primary school in 3,896 libraries across the country
- Monitored the implementation of primary school library standards in 50 schools in 5 provinces
- Drafted guidelines and guidebooks on how to promote reading at schools
- Provided training on library management and standards in primary education to 662 trainers, school directors and librarians, 38.1% female and training on how to draw for primary education to 348 national and sub-national officers, 24.7% female
- Trained 98 librarians in primary schools, 34.7% female, on library techniques
- Received 1,461 copies of reading books supported by Japanese donors and 21,330 copies from Room to Read for use in libraries

Room to Read constructed 23 libraries, set up 77 libraries and expanded reading program in 69 schools including 33 schools in Kampong Cham, 6 schools in Tbong Khmum, 15 schools in Kampong Thom and 15 schools in Prey Veng province. Children book publishers consulted with stakeholders to explore the requires for low level children books in order to expand scope in Cambodian market.

This has nurtured habits in reading and research.

Monitoring and Evaluation

MOEYS:

- Conducted inspection in 13 primary schools in Phnom Penh
- Administered pilot national assessment of grade 3 for Khmer and Math subjects in 20 schools in Phnom Penh, Svay Rieng, Kratie, Preah Sihanouk and Banteay Meanchey provinces
- Administered and did data entry for the national assessment of grade 3 for Khmer and Math subjects in a sample of 228 primary schools in 25 provinces including 210 public primary schools and 18 private schools
- Disseminated the results of the SEA-PLM for primary education
- Disseminated and launched the concept of education quality assurance for pre-school and general education in Cambodia to relevant departments and POEs in 25 provinces
- Disseminated results of the national assesment of grade 6 to stakeholders

A.3. Ensuring effective Leadership and Management of Education Staff at All Levels

MOEYS:

- Trained 294 school management, 15.3% female, on good governance for education service delivery in Kratie, Stung Treng and Kampong Speu provinces
- Trained 270 school management, 17% female, on result-based management in Battambang, Takeo and Kampong Thom provinces
- Undertook monitoring and evaluation on good governance based school leadership and management in Kampong Thom, Mondulhiri, Kampong Chhnang, Kampot, Svay Rieng, Preah Vihear, Takeo, Battambang and Preah Sihanouk provinces

- Provided capacity building to 1,616 members of primary school support committees, 253 female, on roles and responsibilities of school support committee
- Organized study tours for 50 members of primary school support committees, 10 female, from Ratanakiri province to learn about participation and good practices of school support committees in Kampot province

B. Progress of Outcome Indicators

B.1. Progress of Core Breakthrough Indicators

There were 95 out of 197 districts with primary completion rate of at least 80 percents.

Progress Analysis of Outcome Indicators

	Primary Education	Actual	Target	Actual	Status
		2014-15	2015-16	2015-16	
1	Percentage of child friendly schools at intermediate and developed levels	73.63%	90%	73.45%	→
2	Net Admission Rate	95.4% (99.4%)*	100%	91.3% (95.9%)*	→
	Net Admission Rate (F)	96.5% (100%)*	100%	90.9% (95.4%)	↓
3	Net Enrolment Rate	94.5% (97.9%)*	99%	93.9% (98.4%)*	→
	Net Enrolment Rate (F)	94.9% (98.4%)*	99%	94.7% (99.3%)	↑
4	Dropout Rate	8.3%**	3%	6.2%***	→
	Dropout Rate (F)	7.2%**	3%	7.2%***	→
5	Repetition Rate	5.1%**	3%	6.7%***	↓
	Repetition Rate (F)	4.3%**	3%	8.1%***	↓
6	Completion Rate	84.1%	100%	80.6%	↓
	Completion Rate (F)	86.6%	100%	83.9%	↓
7	Percentage of new grade 1 students with pre-school experience	N/A	90%	61.85%	↓
8	Transition rate from primary to lower secondary education	78.7%	91%	82.1%	→
	Transition rate from primary to lower secondary education (F)	81.2%	92%	85%	→
9	Percentage of primary schools with				
	Latrines	80.9%	87%	85.9%	→
	Safe Water	56.8%	87%	58.1%	→
	Handwashing Facilities	47.2%	60%	47.2%	→
	First Aid Boxes	29%	70%	54.3%	→

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

- * Include private schools
- ** Academic year 2013-2014
- *** Academic year 2014-2015

C. Challenges

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

- Facilities available at Teacher Training Centers did not address actual needs
- Specialized capacity of trainers needed to be promoted
- OT rate of trainers was not improved
- Effectiveness of reading-related activities in primary school was still limited

- Provision and expansion of education services to disadvantaged areas and disadvantaged group of children
- Effective learning hour implementation in primary education
- Effective leadership and management in some primary schools with newly appointed school directors
- Three-grade classes were less implemented due to difficulties in teaching and in proposing for allowances
- No allowances for teachers in accelerated learning classes
- Capacity of multi-lingual teachers is still limited
- Participation of students' parents, school support committees, communities and local authorities in providing supports to children with disabilities and disadvantaged children and school monitoring system is limited
- Lack of budget for strengthening school cluster.

2.2.3. SUB-SECTOR: SECONDARY AND TECHNICAL EDUCATION

A. Achievements

A.1. Ensuring Equitable Access for all to Education Services

In 2015-2016, there were 1,714 secondary education institutions including 1,251 colleges and 463 lycées, which were divided into two categories (433 lycées from grade 7 to 12 and 30 lycées from grade 10 to 12). The number of colleges increased by 2 and lycées by 8. Out of 463 lycées, there were 36 resource lycées.

139 out of 1,633 communes/sangkats or 8.5% did not have a college and 5 out of 197 districts or 2.5% did not have a lycée due to their unfavourable geographical and demographical situation, especially sparsely populated islands and mountainous areas. Those districts included Thmar Baing district in Koh Kong province, Ta Veng, O'Chum, O'Ya Dav and Lumphat districts in Ratanakiri province. Currently, MOEYS is constructing new additional 14 buildings and has been constructing new buildings to address the issues of shortage of buildings in communes/sangkats with no college and districts with no lycée.

39 sangkats in Phnom Penh were not required to establish colleges because of geographical situation. 36 communes in Ratanakiri were not required to establish because of geographical and demographic situation.

11.8% of colleges and 1.5% of lycées did not have latrines. 55% of colleges and 42.8% of lycées did not have safe water facilities.

At lower secondary education, there were 33,164 education staff, 13,811 female or 41.64%, an increase of 639 staff, 878 for female. There were 28,354 teaching staff, 12,656 female or 44.63%, an increase of 561, 812 for female staff.

The number of education staff and teaching staff increased in proportion with the number of students.

At upper secondary education, there were 14,434 education staff, 4,334 female or 30.02%, an increase of 379 staff but a decrease of 171 female. There were 12,570 teaching staff, 3,852 female or 30.64%, an increase of 343 staff but a decrease of 201 female staff.

Despite increase of teachers, the number of grade 12 teachers in Chemistry and Physics in some lycées was not sufficient, especially there was a serious shortage of teachers in earth science and environmental subjects.

There were 558,621 students in public lower secondary schools, 285,478 female or 51.10% female, an increase of 11,757 students, 23,406 female. There were 28,235 students in private lower secondary schools, 13,797 female or 48.86%.

Gross enrolment rate at lower secondary education accounted for 56.5% (59.4% for female), in which GER for public lower secondary school was 53.8% (56.7% for female) and for private lower secondary school was 2.7% (2.7% for female).

Transition rate at lower secondary education level was 82.1%, an increase of 3.4%, 85% for female, an increase of 3.8%. Transition rate at upper secondary education level was 72.4%, an increase of 1.3%, 74.6% for female, an increase of 1.7%.

There were 266,449 students in public upper secondary schools, 133,657 female or 50.165% female, an increase of 4,377 students, 5,063 for female. There were 8,691 students in private upper secondary schools, 4,198 female or 48.3%.

Gross enrolment rate at upper secondary education accounted for 25.1% (26% for female), in which GER for public upper secondary school was 24.3% (25.2% for female) and for private upper secondary school was 0.8% (0.8% for female).

This indicates that investment in social and infrastructure sectors including construction of college and lycées together with more effective and attractive scholarship program as well as recognition of value of education of communities contributed to increasing transition rate both at lower secondary education and upper secondary education.

Table 6: Secondary Education Statistics, Comparison between 2014-2015 and 2015-2016

Discription	2014-2015	2015-2016	Increase - Decrease
Colleges			
Schools	1,249	1,251	+3
Classrooms	6,591	6,640	+49
Total number of education staff in colleges	18,096	18,347	+251
Number of female education staff in colleges	6,986	7,308	+322
Classes in lower secondary education	12,390	12,590	+200
Total number of education staff in lower secondary education	32,525	33,164	+639
Number of female education staff in lower secondary education	12,933	13,811	+878
Total number of teaching staff in lower secondary education	27,793	28,354	+561
Number of female teaching staff in lower secondary education	11,844	12,656	+812
Total number of students in public lower secondary schools	546,864	558,621	+11,757
Number of female students in public lower secondary schools	275,222	285,478	+10,256
Total number of students in private lower secondary schools	18,608	28,235	+9,627
Number of female students in private lower secondary schools	9,053	13,797	+4,744
Lycées			
Schools	455	463	+8
Classrooms	10,096	10,301	+205
Total number of education staff in lycées	28,484	29,251	+767
Number of female education staff in lycées	10,452	10,837	+385
Classes in upper secondary education	5,933	6,020	+87
Total number of education staff in upper secondary education	14,055	144,34	+379
Number of female education staff in upper secondary education	4,505	4,334	-171
Total number of teaching staff in upper secondary education	12,227	125,70	+343
Number of female teaching staff in upper secondary education	4,053	3,852	-201
Total number of students in public upper secondary schools	262,072	266,449	+4,377
Number of female students in public upper secondary schools	128,594	133,657	+5,063
Total number of students in private upper secondary schools	11,947	8,691	-3,256
Number of female students in private upper secondary schools	5,733	4,198	-1,535

There were 319 students, 156 female, newly enrolled in Kampong Chheur Teal Technical Lycée in Kampong Thom province, 82 students, 6 female, in **Samdech Akka Moha Sena Padei Techo Hun Sen - Rota**, Ksach Kandal, General and Technical Lycée, 102 students, 48 female, in **Preah Bath Samdech Preah Borom Neath Norodom Sihamony** General and Technical Lycée, Kampong Chhnang province and 36 students, 17 female, in Private Sant Franscios General and Technical Lycée.

MOEYS established Kampong Chheur Teal Institute of Technology, Kampong Thom province.

This shows that communities were increasingly interested and understood the benefits of technical education, which allowed youths to have decent employment to respond to the demands of labor markets.

Table 7: Student Statistics in General and Technical High Schools

Discription	2014-2015	2015-2016	Increase - Decrease
No. of students in Kampong Chheur Teal Lycée (Total)	597	680	+83
No. of students in Kampong Chheur Teal Lycée (Female)	273	329	+56
No. of students in Samdech Akka Moha Sena Padei Techo Hun Sen - Rota, Ksach Kandal, General and Technical Lycée (Total)	175	166	-9
No. of students in Samdech Akka Moha Sena Padei Techo Hun Sen - Rota, Ksach Kandal, General and Technical Lycée (Female)	7	10	+3
No. of students in Preah Bath Borom Neath Norodom Sihamony General and Technical Lycée (Total)	96	184	+88
No. of students in Preah Bath Borom Neath Norodom Sihamony General and Technical Lycée (Female)	46	88	+42
Private Sant Franscios General and Technical Lycée (Total)	0	36	0
Private Sant Franscios General and Technical Lycée (Female)	0	17	0

Figure 12: Variation of No. of Students Enrolled in Technical Education

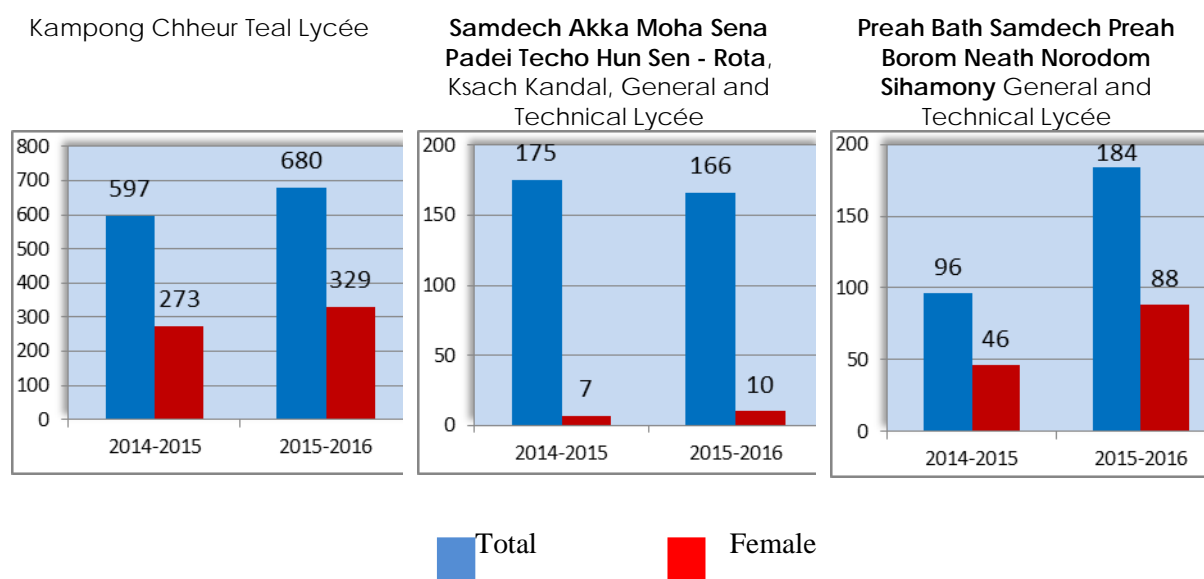


Table 8: Newly Enrolled Students in Technical Education by Skills, 2015-2016

No.	Specialization	Academic Year					
		2014-2015		2015-2016		Increase-Decrease	
		Total	Female	Total	Female	Total	Female
1	Electricity	377	53	373	63	-4	+10
2	Electronics	167	34	231	55	+64	+21
3	Agronomy	93	67	232	154	+139	+87
4	Veterinary	234	172	230	172	-4	0
	Total	871	326	1,066	444	+195	+118

Implementation of Programs

Scholarship Program for Poor Students in Secondary Education

Scholarship Program for Poor Students in Lower Secondary Education covered 809 schools with 70,494 scholarship students including 42,381 girls or 60.1% with support from state budget. Scholarship Program for Poor Students in Upper Secondary Education covered 120 schools with 3,600 scholarship students including 2,160 girls or 60% with support from state budget. In addition, there were also different forms of scholarships supported by development partners including:

- World Vision through Child Labor Elimination Project provided transportation means, uniforms, shoes and learning materials including 134 bicycles and scholarships to 6,555 students, 3,386 female in Banteay Meanchey, Battambang, Kampong Cham, Pursat and Siem Reap provinces.
- Buddhism for Development provided scholarship to 40 students, 24 female, in Oddor Meanchey province.
- Children Dream Organization provided scholarship to 32 students, 19 female, to students in public secondary schools.
- Room to Read provided learning materials to 2,648 disadvantaged girls and 684 bicycles to girls, who lived further than 3 kms from schools in Kampong Cham, Kampong Thom, Siem Reap and Prey Veng provinces.
- Women Crisis Center provided learning materials to 315 girls and 84 bicycles in Phnom Penh and Siem Reap provinces.

This program has helped increasing enrolment rate and reducing dropout rate in secondary education, especially among female students.

Child Friendly School Program in Lower Secondary Education

- Prepared and approved CFS implementation support documents for lower secondary education including Guidelines for DTMTs, Guidelines for Chief of Technical Groups and Teachers and Guidelines for Local Life Skill Teachers to promote quality of students' learning through technical strengthening of teachers and transform schools as Child Friendly Schools.
- Developed and used questionnaires to monitor CFS implementation in Takeo, Kampot, Preah Sihanouk, Siem Reap, Stung Treng and Ratanakiri provinces.
- Implemented CFS in 347 schools or 20.60% of 1,684 lower secondary schools, of which 88 schools were of basic level or 25.36%, 229 were of intermediate level or 66% and 30 were of advance level or 8.64% supported by UNICEF in Takeo, Kampot, Preah Sihanouk, Siem Reap, Stung Treng and Ratanakiri province.
- Provided training to 835 education officers, 125 female, at provincial, district and school levels on the implementation of CFS program at secondary education level including 187 persons, 25 female, in Takeo province, 231 persons, 41 female, in Siem Reap province, 115 persons, 31 female, in Stung Treng province, 109 persons, 6 female, in Kampot province, 40 persons, 14 female, in Preah Sihanouk province and 153 persons, 8 female, in Ratanakiri province with support from UNICEF.
- Provided training on local life skill education to 445 lower secondary school teachers, 86 female, including 137 persons, 14 female, in Takeo province, 224 persons, 57 female, in Siem Reap province and 84 persons, 15 female in Stung Treng province with support from UNICEF.

This program promoted quality of education and reduced dropout rate at lower secondary education level.

New Generation School

After successfully implementing New Generation School program in application college in Kampong Cham province in areas of management, teacher capacity development, learning outcome, completion of curriculum, school environment and regular student learning outcome assessment, MOEYS expanded new generation school program to Preah Sisovath High School in Phnom Penh by setting up a Board of Directors with KAP as advisor to provide services and support for the new generation school project. This program targets school's good governance, especially in areas of budget management, teaching and learning, computer skills, scientific experiment, Math, computer lab, e-library, life skill garden, career advisor, youth council and input contribution from communities for school development.

Dropout Prevention Program

MOEYS:

- Continued implementing school improvement program in all state secondary schools by using funds to respond to actual requirements of schools in a flexible manner.
- Continued to implement dropout prevention program in 215 secondary schools in 45 districts of Banteay Meanchey, Battambang, Kampong Speu, Prey Veng, Pursat and Svay Rieng provinces. 107 schools had implemented early warning system; 108 schools implemented early warning system with computer labs
- Implemented Education Sector Development Project 3 in 100 schools in Battambang, Siem Reap, Kampong Thom, Preah Vihear, Stung Treng, Tbong Khmum, Ratanakiri, Monduliri, Pursat, Kampong Speu, Pailin, Banteay Meanchey and Oddar Meanchey provinces to allow schools to propose action plan to prevent school dropout;
- Prepared guidelines on early warning system for dropout prevention for rolling out across the country.

Life Skill Education Program

MOEYS:

- Implemented five types of local life skill programs including (1) Saving and expense; (2) Cash management (teacher manual and student book); (3) My marketing skill (teacher manual and student book). 4,500 copies of books were produced and distributed to secondary schools in Takeo, Siem Reap and Stung Treng provinces with UNICEF support.
- Implemented Life Skill Program in educational establishments.
- Printed 6,320 copies of teaching and learning materials covering 23 topics and distributed to POEs.
- Developed concept notes and curriculum framework on life skill education for educational establishments.
- Developed materials on soft skills and employment skills for training life skill teachers in secondary schools.

This has contributed to promoting quality of daily life and reducing dropout at secondary education.

Vocational Orientation

MOEYS

- Printed 5,000 copies of vocational orientation materials for lower secondary education and distributed to lower secondary schools in provinces.
- Provided trainings on vocational orientation program for lower secondary education in Kampot and Kampong Cham provinces to 228 school management and class-based teachers, 54.80% female, to lead vocational orientation activities in lower secondary schools.
- Monitored delivery of vocational orientation services in Prey Veng, Kampong Chhnang, Kampot and Svay Rieng provinces.

This program helped enabling students to understand employment, be able to select employment and education pathway in the future correctly based on their preference, ability and propensity.

Career Counseling and Bridging Program

MOEYS:

- Led 15 career counseling trainers, 6 female, on a study tour to Thailand.
- Developed a concept note on career counseling program in collaboration with FINN CHURCH AID and piloted it in 4 secondary schools in Battambang province.
- Disseminated information on career counseling through student gathering; trained students to be teachers' assistants and brought 62 students, 37 female, to visit some universities,

hospitals, vocational training schools and hotels in Siem Reap province and provided teachers with capacity building on ICT, ICT supplies and connected internet by working with Care for Cambodia.

- Developed a concept note on bridging program to pilot in general and technical high schools.

This program contributed to providing knowledge to teachers to provide counselling to students in their learning.

A.2. Enhancing Quality and Relevance of Learning

Promotion rate in lower secondary education increased by 1.4%, 2% for female and in upper secondary education increased by 4.5%, 3.9% for female. Repetition rate in lower secondary education increased by 0.4%, 0.1% for female, and in upper secondary education decreased by 0.8%, 1.3% increased for female. Dropout rate in lower secondary education decreased by 1.8%, 2.1% decreased for female, and in upper secondary education decreased by 3.7%, 3.2% decreased for female.

This indicates that reform of upper secondary education program brings more quality and effectiveness to learning and teaching.

Table 9: Flow Rate in Secondary Education between 2013-2014 and 2014-2015

Description	Lower Secondary Education			Upper Secondary Education		
	2013-2014	2014-2015	Increase/Decrease	2013-2014	2014-2015	Increase/Decrease
Promotion Rate	77.2	78.6	+1.4	68.5	73.0	+4.5
Repetition Rate	1.8	2.2	+0.4	4.0	3.2	-0.8
Dropout Rate	21	19.2	-1.8	27.5	23.8	-3.7
Transition Rate	78.7	82.1	+3.2	71.1	72.4	+1.3

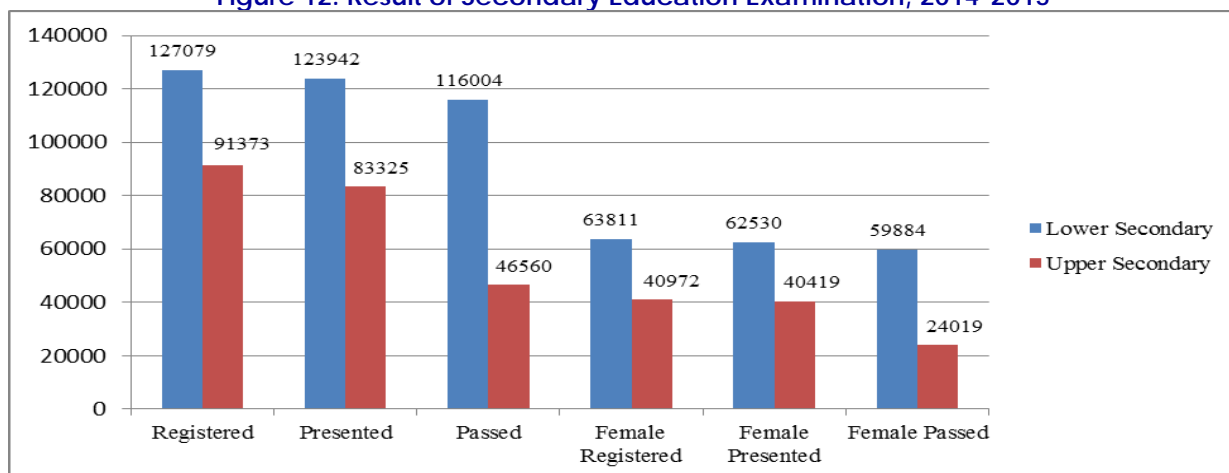
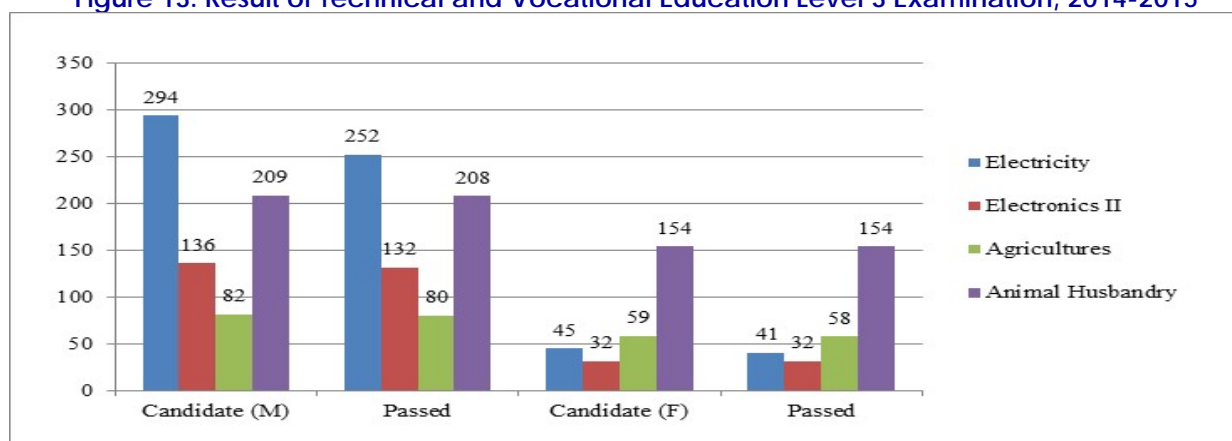
Student-teacher ratio remained 19.1 in lower secondary education and decreased from 21.4 to 21.2 in upper secondary education. Student-class ratio in lower secondary education varied from 44.1 to 44.4 and in Upper Secondary Education from 44.2 to 44.3. Student-classroom ratio increased from 48.5 to 48.7 in lower secondary education and increased from 48.5 to 48.7 in upper secondary education.

Table 10: Key Ratios in Secondary Education between 2013-2014 and 2014-2015

Description	Lower Secondary Education			Upper Secondary Education		
	2013-2014	2014-2015	Increase/Decrease	2013-2014	2014-2015	Increase/Decrease
Student-teacher ratio	19.7	19.7	0	21.4	21.2	-0.2
Student-class ratio	44.1	44.4	+0.3	44.2	44.3	+0.1
Student-classroom ratio	48.5	48.7	+0.2	48.5	48.7	+0.2

Passing rate in lower secondary examination accounted for 93.6%, 95.77% for female (a decrease of 0.37%).

Passing rate in upper secondary examination accounted for 55.88% (an increase of 15.21%), 59.43% for female (an increase of 13.7%). 108 students, 49 female, with rank A, received awards from **Samdech Akka Moha Sena Padei Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia.

Figure 12: Result of Secondary Education Examination, 2014-2015**Figure 13: Result of Technical and Vocational Education Level 3 Examination, 2014-2015**

The number of candidates passing technical education level 3 examination included 69 candidates, 6 female, for electricity specialization; 31, 2 female, for electronics specialization; 19, 12 female, for agronomy specialization; and 59, 41 female, for veterinary specialization.

Results of National Outstanding Student Examination and Olympiad

MOEYS:

- Organized national outstanding student examination for Khmer literature, Math and Physics subjects for grades 9 and 12 and selected 60 champions, 24 female, out of 480 outstanding student candidates, 301 female. 10 outstanding students were selected per subject per grade.
- Sent 5 students, 2 female, to join 16th Asian Physics Olympiad Competition in China. A student was awarded bronze medal and 1 student was given honorable award.
- Sent 5 students, 2 female, to join the 46th International Physics Competition in India. A student was awarded bronze medal and 1 student was given honorable award.
- Sent 6 students, 1 female, to join the 56th International Math Competition in Thailand. Two students were given honorable award.
- Sent 6 students, 1 female, to join the 12th International Youth Scientist Competition in Republic of Korea. Three students were awarded bronze medals.

This means students manifested their potentials to compete for prizes at national, regional and international levels.

Curriculum Development and Implementation

MOEYS:

- Developed curriculum framework for general and technical education.
- Improved core textbooks at all levels for all subjects.
- Mainstreamed anti-corruption at lower secondary education.
- Advised teaching some whole literature texts at lower and upper secondary education.
- Mainstreamed climate change at grade 7 and 8.
- Determined that dictation be taught at lower secondary education.
- Strengthened road safety for education officers and learners.
- Curriculum was implemented at 96% for grade 9, between 95 and 97% for other grades and 99.5% for grade 12.
- Implemented learning and teaching focusing on computer skills, scientific experimentation and libraries in 36 resource high schools.
- Reduced two-shift learning from 14.4% to 13.2% in lower secondary education and from 37.1% to 31.1% in upper secondary education.
- Developed core textbooks for technical education for 5 subjects including electricity, electronics, mechanics, agriculture and accounting.
- Printed and published core textbooks for technical education to general and technical high schools.
- Mainstreamed disaster risk reduction at secondary education.

Supplies of Core Textbooks and Supplementary Reading Materials

MOEYS:

- Supplied core textbooks based on the textbook-student ratio of 1:1 for grade 7-9 (A student receives a set of 4 books) by achieving the 100% of the target; the ratio of 1:1 for grade 10 (A student receives a set of 7 books) by achieving the 97.85% of the target; and the ratio of 2:1 for grade 11-12 (Two students receive a set of 10 books) by achieving the 98.7% of the target.
- Distributed life skill books on reproductive health and sexual health to teachers at secondary education level.
- Distribute books on growth and body transformation to students in target schools.
- Distributed 109,000 copies of anti-corruption booklets to lower secondary schools in 25 provinces.

This allowed students to understand about family planning, disease prevention and research.

Teacher Pre-Service and In-Service Trainings

MOEYS:

- Trained 3,315 teachers, 34.90% female, from 673 colleges on guidelines for Math and Science teachers, Part IV, supported by STEPSAM3 Project.
- Trained 3,345 teachers, 34.91% female, from 677 colleges on guidelines for Math and Science teachers, Part V, supported by STEPSAM3 Project.
- Trained 102 master trainers and teachers from colleges and lycées, 27.45% female, on ICT.
- Printed 7,804 copies of training materials for basic level teachers of generation 9, intake 1, for 13 subjects.
- Developed training materials for basic level teachers for Physics, History and Geography subjects.
- Developed training materials for basic level teachers for Psychology and Pedagogy subjects for training basic level teachers who teach at colleges.

- Organized one-year in-service training for former 12+2 college teachers with upper secondary education degree to become tertiary level teachers with support from CDPF.
- Trained 3,175 grade 12 teachers teaching Math, Physics, Chemistry and Biology subjects, 20.12% female with support from CDPF.
- Trained 322 directors and deputy directors of secondary schools, 9.93% female, on management and leadership with support from CDPF.
- Trained 12 officers, 25% female, in charge of scientific experimentation on experimentation process with support from VSO.
- Completed 12+2 basic education teacher training for 957 teacher trainees of generation 25, 60.50% female and 1,183 Bachelor+1 teacher trainees of generation 20, 26.5% female and continued to train 12+2 basic education teacher training for 793 teacher trainees of generation 26, 57.62% female
- Trained primary and pre-school teachers with upper secondary education certificates to become basic education teachers: 1,500 trainees, 50.20% female, of generation 9, intake 1 and 1,492 trainees, 52.61% female, of generation 8, intake 2.
- Provided trainings on basic level and intermediate level computer skills to 730 education officers at national and sub-national level, 28.21% female.
- Provided trainings on ICT in education sector to 90 management officers and education officers at sub-national level in 25 provinces, 5.55% female.

This has helped promoting quality and capacity of teachers at secondary education level.

Library

MOEYS:

- Organized National Reading Day based on Sub-Decree No. 120 អនក្រឹត្យ ១២០ ចេញថ្ងៃទី ១៤ ខែ កញ្ញា ២០១៥ of the Royal Government.
- Collected statistics on school libraries in Kandal, Kampong Cham, Kampong Thom, Kampong Speu, Kampot, Kratie, Banteay Meanchey, Pursat, Preah Vihear, Preah Sihanouk, Prey Veng, Siem Reap, Svay Rieng, Oddar Meanchey and Phnom Penh.
- Cooperated with Care for Cambodia Organization in school library program to strengthen library management capacity and monitor librarians by providing some library materials and promote reading of students.

This enabled library to function better and nurture reading habits and culture of reading, promote reading and writing capacity to contribute to protecting and strengthening Khmer culture.

A.3. Ensuring Effective Leadership and Management of Education Staff at All Levels

Strengthening result-based management and monitoring system

MOEYS:

- Conducted inspection on grade 12 Math teaching in 111 lycées in 22 provinces.
- Conducted thematic inspection in 86 lycées and regular inspection in 25 lycées in 7 provinces.
- Monitored management, teaching and learning in 85 secondary schools in 14 provinces including 63 lycées.
- Monitored learning and teaching in Kruosar Thmey schools in Kampong Cham, Battambang and Phnom Penh and Hope schools in Kandal province.
- Monitored life skill education program implementation 100 schools in 6 target provinces.
- Monitored teaching and learning processes and semester examination of technical education in Kampong Chheur Teal Lycée, **Samdech Akka Moha Sena Padei Techo Hun Sen - Rota** Ksach Kandal General and Technical Lycée and **Preah Bath Samdech Preah Borom Neath Norodom Sihamony** General and Technical Lycée, Kampong Chhnang province.
- Monitored the implementation of life skill education programs in 63 schools in 11 provinces for Home Economics, Art, Agriculture, Computer and Workshop subjects.

This has helped strengthen quality and effective delivery of technical education in general and technical lycée.

Capacity Development

MOEYS:

- Provided capacity building to 120 directors of colleges and lycées, 5 female, in 6 provinces on financial management, school development planning and progress reporting for school improvement grants with support from CDPF.
- Provided capacity building to 708 lower secondary teachers, 123 female, on life skill education program in 3 target provinces.
- Cooperated to organize training on anti-corruption in secondary education program for 320 participants, 105 female.
- Provided trainings on road safety education program for 260 participants, 113 female.
- Provided trainings on dictation for lower secondary education for 304 participants, 105 female.
- Organized workshop on the development of model examination tests for grade 9 for 88 participants, 38 female.
- Provided capacity building to 142 officers, 28 female, from 25 provincial inspection offices on concept of education quality assurance at pre-school and general education levels.
- Sent 23 education officers from Education Quality Assurance Department and education inspectors at provincial level to participate in the training on assessment test in the Republic of Korea.
- Trained 209 officers in charge of examination computerization, 16 female, from POEs and high schools with grade 12.
- Provided capacity building to 160 heads of written test centers, 16 female, to prepare for upper secondary education examination with support from CDPF.
- Provided capacity building on how to set up secret codes for upper secondary education examination to 107 education staff, 20 female.
- Organized awareness raising workshop on how to analyze results of the 2015 upper secondary education examination for 522 participants, 18 female, who were chiefs of the office of exam and secondary education of POEs and lycée directors with support from CDPF.
- Provided trainings to 125 directors and financiers of secondary schools from remote provinces, 5 female, on school improvement grant and school operational budget.
- Provided capacity buildings on M&E system for 2,222 participants, 160 female, who were officers from POEs' office of secondary education, officers from DOEs, school directors/deputy directors and secretaries of secondary schools from across the country with support from ESSP2 project.
- Sent 2 education officers, 1 female, to participate in a training course on vocational and technical education in Japan; 1 male education officer to pursue Master education in Australia; 10 education officers and technical education teachers from general and technical lycées, 1 female, to participate in workshops on technical and vocational education and training in Southeast Asia in Thailand, Indonesia, Myanmar and Laos; 1 male education officer and 15 education officers of relevant organizations, management and technical education teachers from general and technical lycées, 1 female, to participate in the workshop on technical education development in the Republic of Korea. Provided capacity building to 312 teachers in charge of life skill education, 284 female, on Home Economics, Agriculture, Tailoring and Mushroom Culture. Sent 1 male education officer to participate in trainings for technical and vocational education operators in Vietnam, Thailand and Germany. Sent 1 male education officer to participate in the training on industrial technology education in Japan.
- Provided training on life skill education, reproductive health, sexual health, HIV and drug prevention through IT system to secondary school teachers.

This has helped enhance working capacity, especially related to upper secondary education examination and education sector reforms.

B. Progress of Outcome Indicators

Progress Analysis of Outcome Indicators

	Secondary Education and Technical Education	Actual	Target	Actual	Status
		2014-15	2015-16	2015-16	
1	Dropout rate in lower secondary education	21%**	11%	19.2%***	↓
	Dropout rate in lower secondary education (F)	20.3%**	11%	18.2%***	↓
2	Gross enrolment rate in lower secondary education	53.3 % (55.1%)*	67%	53.8% (56.5%)*	↓
	Gross enrolment rate in lower secondary education (F)	55.3% (56.2%)*	66%	56.7% (59.4%)*	↓
3	Gross enrolment rate in upper secondary education	24.2% (25.3%)*	31%	24.3% (25.1%)*	↓
	Gross enrolment rate in upper secondary education (F)	24.6% (26.9%)*	28%	25.2% (26%)*	↓
4	Transition rate from lower to upper secondary education	71.1%**	83%	72.4%	↓
	Transition rate from lower to upper secondary education (F)	72.9%**	83%	74.6%***	→
5	Completion rate in lower secondary education	40.3%	52%	39.23%	↓
	Completion rate in lower secondary education (F)	41.8%	52%	41.27%	↓
6	Percentage of lower secondary students receiving scholarships	10.97%	9%	12.62%	↑
7	No. of secondary education institutions implementing CFS program	53.1%	60%	20.60%	↓
8	Secondary schools with latrines				
	Lower secondary	63.1%	90%	65.5%	→
	Upper secondary	95.8%	100%	98.5%	→
9	Secondary schools with safe water				
	Lower secondary	34.5%	90%	33.4%	↓
	Upper secondary	59.9%	100%	57.2%	↓
10	No. of general and technical education lycées	3	5	4	→
11	No. of students in secondary technical education	868	1,492	1,066	→
	No. of students in secondary technical education (F)	326	458	444	→

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

* Include private schools

** Academic Year 2013-2014

*** Academic Year 2014-2015

C. Challenges

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

- Facilities, teaching and learning materials and specialized teachers for some subjects, especially science subjects and specialized teachers in general and technical lycées were not sufficient.
- Dropout prevention programs at secondary level was not effective enough.
- The number of child friendly schools at secondary level was not expanded.
- Life skill education, vocational orientation and career counselling were not expanded.
- Results of Baccalaureate examination for Math and Science subjects were still low.
- Inspection of secondary education was not done comprehensively.
- Technical education teachers for some subjects did not have enough experiences.
- Technical education was not very attractive.

2.2.4. SUB-SECTOR: HIGHER EDUCATION

A. Achievements

A.1. Ensuring Equitable Access for all to Education Services

There were 118 Higher Education Institutions (HEIs) across the country, an increase of 8, 46 of which were state HEI and 72 were private HEIs in 19 capital/provinces. HEIs were under supervision of 15 ministries/institutions. There were 71 HEIs under MOEYS, 12 state and 59 private HEIs. 38 HEIs provided post-graduate courses.

Table 11: No. of HEIs under Relevant Ministries/Institutions

No.	Ministries/Institutions	State	Private	Total
1	Ministry of Education, Youth and Sport	12	59	71
2	Ministry of Health	2	0	2
3	Ministry of Culture and Fine Arts	1	0	1
4	Ministry of Agriculture, Forestry and Fishery	3	0	3
5	Ministry of Cult and Religion	3	0	3
6	Ministry of National Defense	5	0	5
7	Ministry of Interior	1	0	1
8	Office of the Council of Minister	1	0	1
9	Ministry of Public Work and Transport	1	0	1
10	National Bank of Cambodia	1	0	1
11	Ministry of Social Affairs, Veterans and Youth Rehabilitation	1	0	1
12	Ministry of Mine and Energy	1	0	1
13	Ministry of Labor and Vocational Training	12	13	25
14	Ministry of Post and Telecommunication	1	0	1
15	Ministry of Economy and Finance	1	0	1
	Total	46	72	118

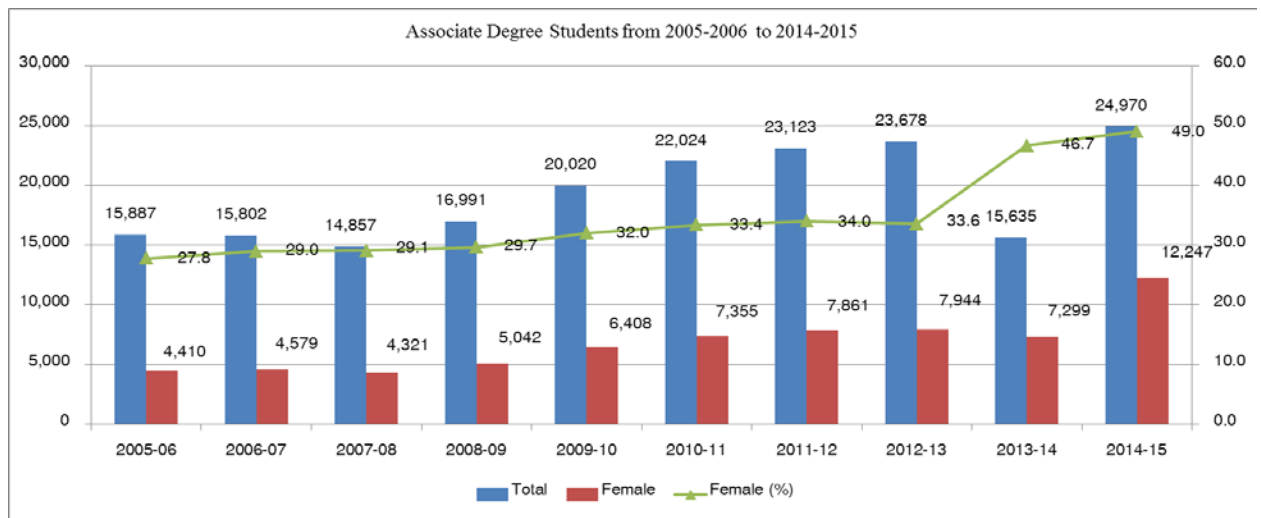
There were 12,256 teachers at higher education level including 1,918 women (15.66%): At Bachelor level: 2,964 teachers, 894 female (30.16%); at Master level: 8,321 teachers, 929 female (11.17%) and at PhD level: 971 teachers, 95 female (9.78%).

Table 12: Comparison of Teachers at Higher Education Level

Teachers	2013-2014				2014-2015			
	Bachelor	Master	Ph.D	Total	Bachelor	Master	Ph.D	Total
Local teachers	3,139	6,632	717	10,488	2,772	7,990	906	11,668
Foreign teachers	270	485	119	874	192	331	65	588
Total	3,409	7,117	836	11,362	2,964	8,321	971	12,256

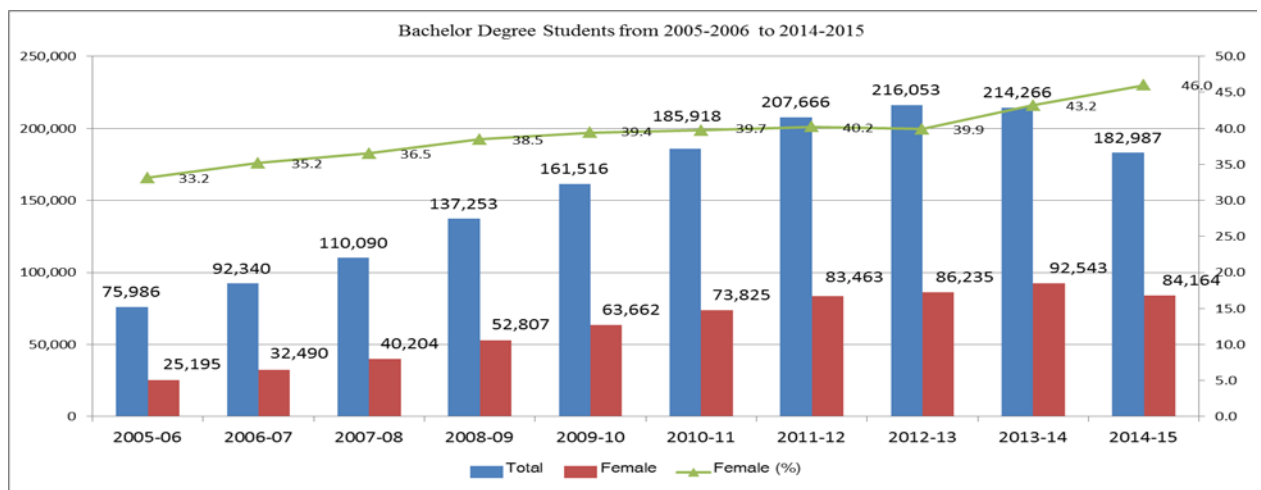
There were 24,970 Associate Degree students, 12,247 female or 49.05% including 2,491 scholarship students, 1,154 female or 46.33%. Compared with previous year, the number of Associate Degree students increased by 9,335 students, 4,948 female or 59.71%.

Figure 13: Associate Degree Students from 2005-2006 to 2014-2015



The number of students pursuing Bachelor Degree was 182,987 including 84,164 female students or 45.99%. Compared with the previous academic year, the number of Bachelor students decreased by 14.6%, while the number of female students decreased by 9.05%. There were 24,009 scholarship students, 11,244 female or 46.83%. Compared with the previous academic year, the number of scholarship students decreased by 16.27%, while the number of female students decreased by 11.84%. The number of Year 1 Bachelor students was 41,352 including 19,443 female students or 47.02%. Compared with the previous academic year, the number of Year 1 students decreased by 32.22% and the number of female students decreased by 25.49%.

Figure 14: Bachelor Degree Students from 2005-2006 to 2014-2015



19,428 students were pursuing post-graduate studies (an increase of 1.23%), 20.66% female (an increase of 4.77%), including 18,253 Master students (an increase of 1.35%), 21.66% female (an increase of 4.82%) and 1,175 PhD students (a decrease of 0.51%), 5.19% female (an increase of 1.67%). The number of first year students in post-graduate studies was 3,246 (a decrease of 45.66%), 26.4% female (a decrease of 41.94%): 3,241 Master students (a decrease of 44.52%), 26.41% female (a decrease of 41.77%) and 5 PhD students (a decrease of 96.21%), 20% female (a decrease of 83.33%).

Figure 15: Master Degree Students from 2005-2006 to 2014-2015

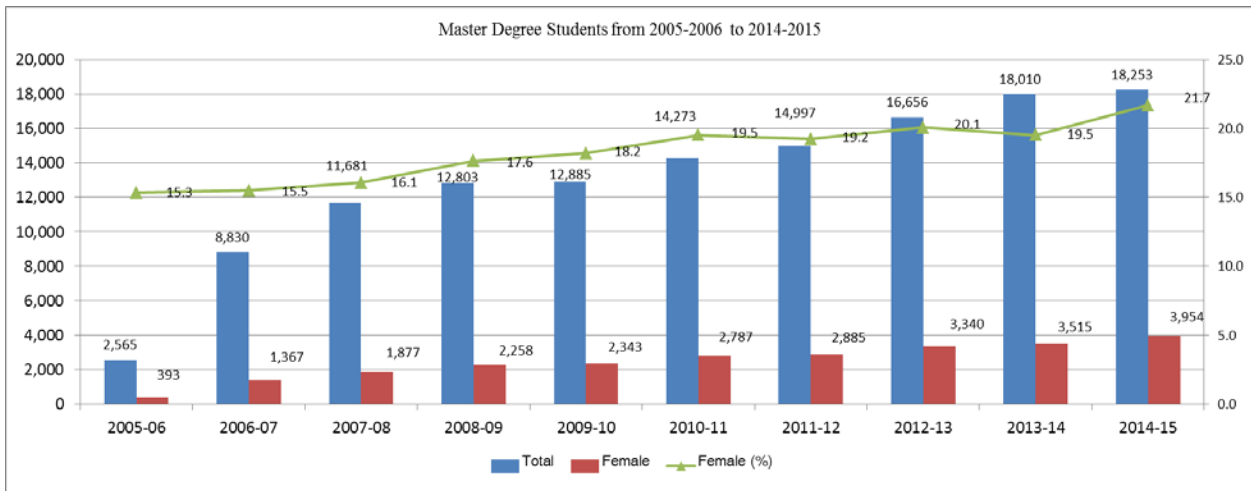
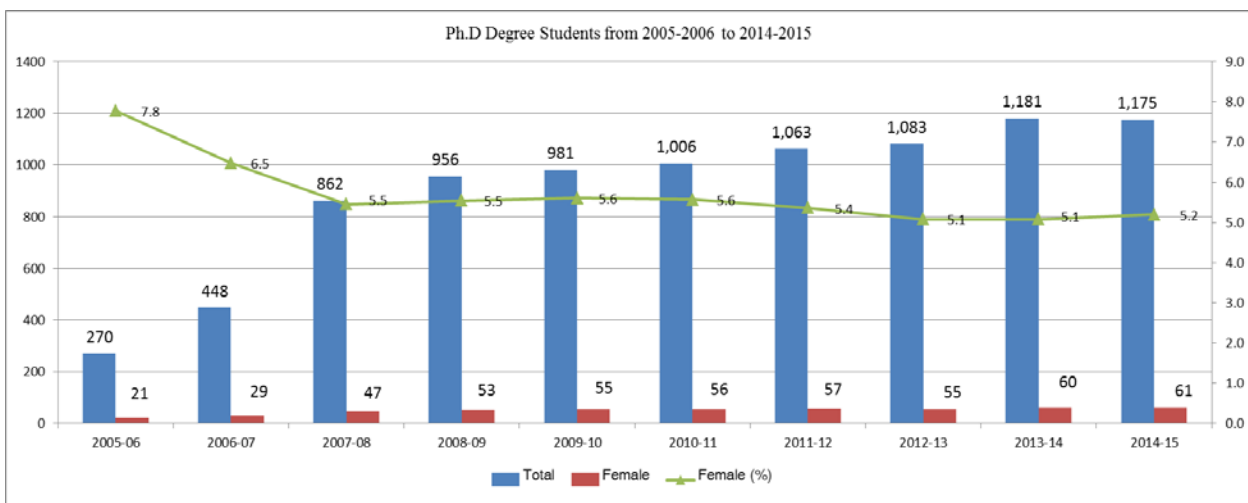


Figure 16: Ph.D Degree Students from 2005-2006 to 2014-2015



There were 7,660 Associate graduates, 3,499 female or 45.68% including 1,083 scholarship students, 419 female or 38.69%. There were 49,254 Bachelor graduates, 22,487 female or 45.66% including 6,880 scholarship students, 2,816 female or 40.93%. There were 227 graduates from overseas, an increase of 59.86%, 14.97% female.

Figure 17: No. Students Graduated with Associate Degree from 2005-2006 to 2014-2015

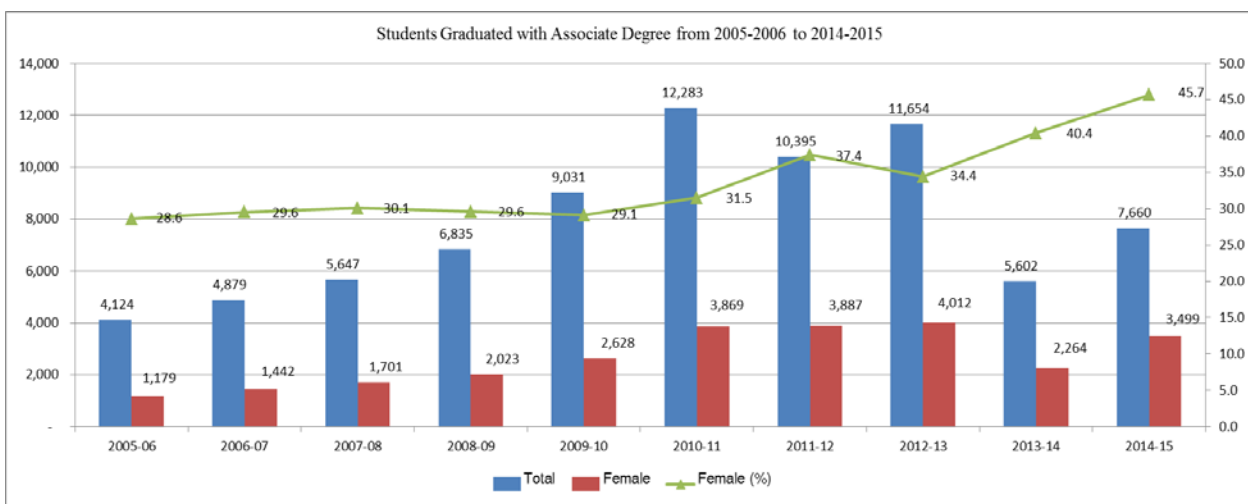
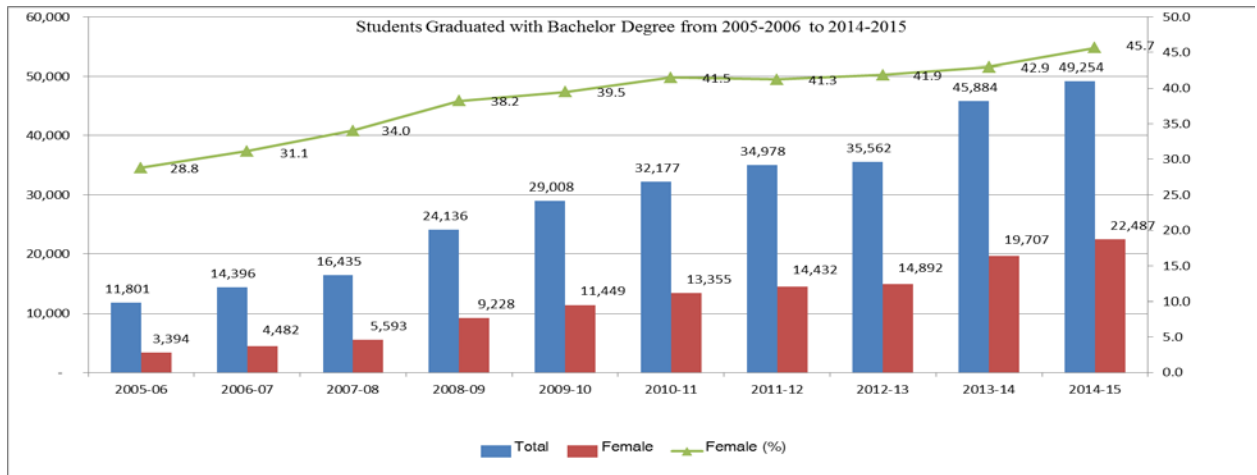


Figure 18: No. Students Graduated with Bachelor Degree from 2005-2006 to 2014-2015



There were 3,024 post- graduates, a decrease of 33.52%, 23.15% female including 3,013 Master graduates, a decrease of 33.27%, 23.23% female, a decrease of 33.14% (76 students wrote thesis for their graduation, a decrease of 41.54%, 25% female, a decrease of 20.83%) and 1 PhD graduates, a decrease of 67.65.

This indicates that the number of students enrolled in higher education increased significantly.

Figure 19: No. Students Graduated with Master Degree from 2005-2006 to 2014-2015

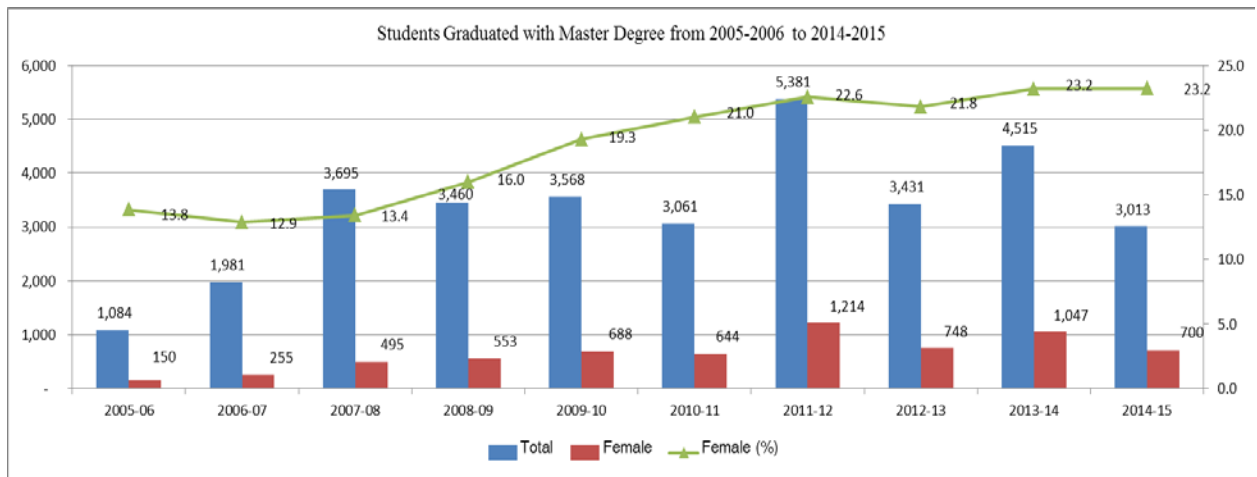


Figure 20: No. Students Graduated with Ph.D Degree from 2005-2006 to 2014-2015

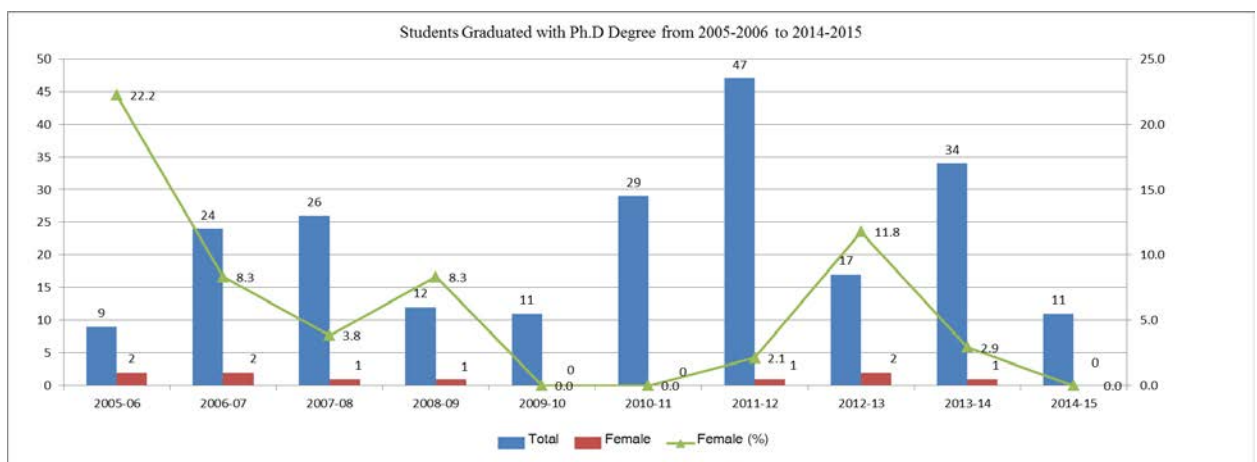


Figure 21: No. of Students Doing Master Degree by Sector

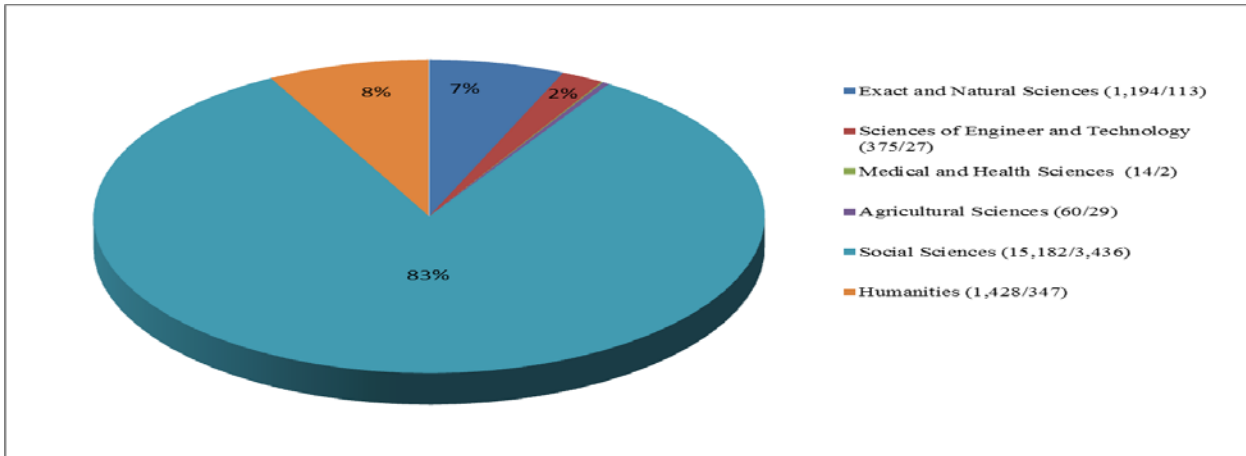


Figure 22: No. of Students Graduated with Master Degree by Sector

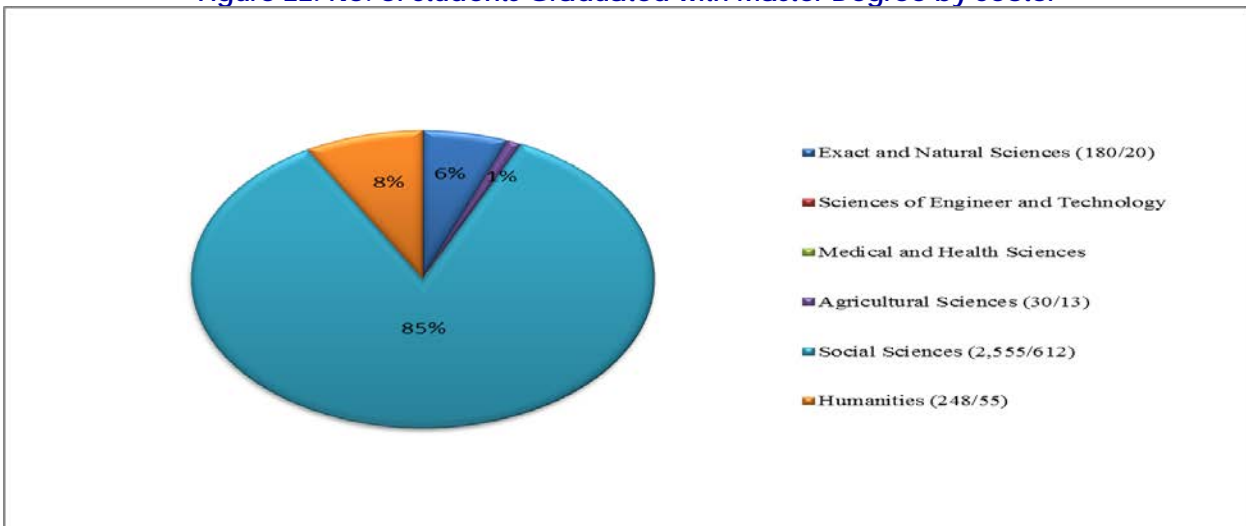


Figure 23: No. of Students Doing Ph.D Degree by Sector

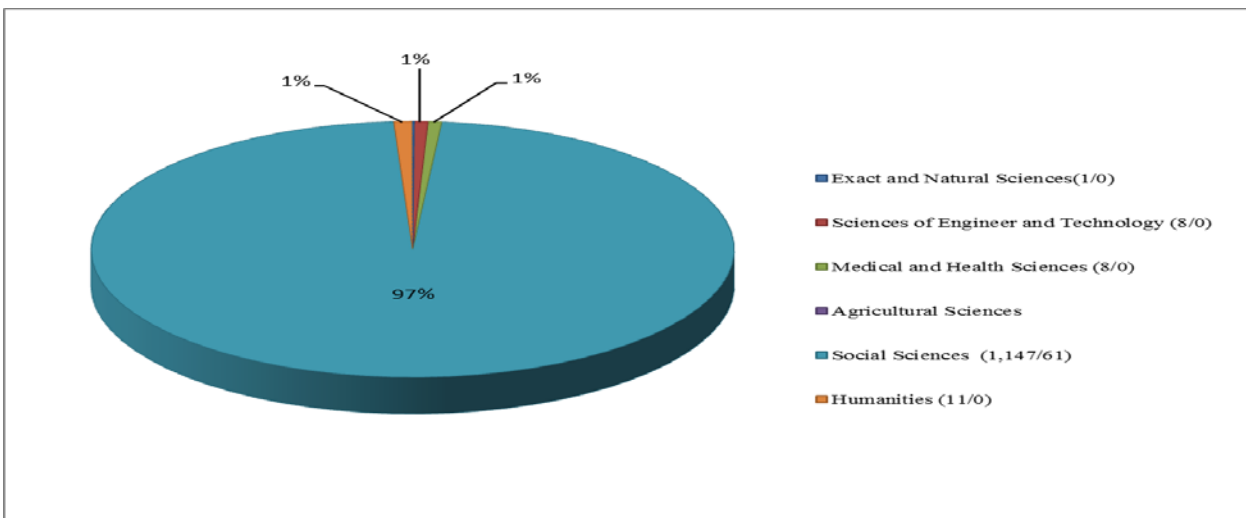
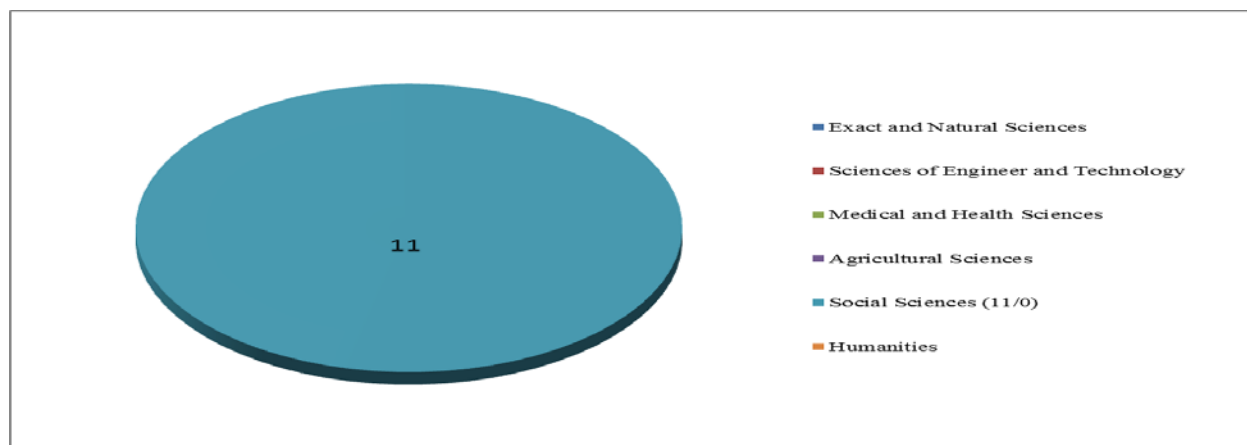


Figure 24: No. of Students Graduated with Ph.D Degree by Sector

Strengthening Student Selection Mechanism

MOEYS:

- Printed 80,000 copies of guidebooks for candidates applying for bachelor scholarship and 3,000 copies of guidebooks on selection of Higher Education Institutions and specializations.
- Monitored learning performance of 796 special priority scholarship students, 45% female, in 33 HIEs.
- Trained 496 officers in charge of allocating and receiving scholarship applications across the country, 27 or 5.44% female.
- Organized examinations and selected 4,520 scholarship students, 2,729 or 60.37% female, to enrol in bachelor classes including 3,327 priority students, 1,816 or 54.58% female, 565 female students, 449 poor priority students, 261 or 58.12% female and 179 priority students from disadvantaged areas, 79 or 44.13% female.
- Received 152 foreign scholarship students to study in Cambodia, an increase of 1.97%, 37.5% female including: 87 Vietnamese students, 35.64% female; 50 Laotian students, 20% female and 15 students from People Republic of China, 93.34% female.
- Received 11 tuition-paying foreign students, 18.18% female, including 6 from Korea, 4 from Vietnam and 1 from Japan.
- Sent 552 students, a decrease of 1.51%, 26.64% female, to study in Thailand, People Republic of China, Vietnam, Japan, Laos, Russia, Hungary and Singapore.
- Hosted 826 Khmer and foreign scholarship students in female dormitory, an increase of 4.96%, 67.62% female.

This indicates that exchange of students in the framework of cooperation is broader.

A.2. Enhancing Quality and Relevance of Learning

Formulating Policy Framework on Higher Education

MOEYS:

- Presented result of the research on governance and financing at higher education level.
- Organized the 2nd Forum on Policy and Cooperation between Higher Education in Cambodia and European Union.
- Conducted a situation assessment on scholarship, subsidies and loans for higher education learners.

Accrediting Higher Education

MOEYS:

- Developed national standards for accrediting higher education in Cambodia.
- Improved guidelines for higher education accreditation.
- Disseminated the national standards for higher education accreditation to 135 participants, 9 female.
- Organized the 2nd consultation on the guidelines for higher education accreditation for 62 participants, 6 female.
- Organized the final consultation on the guidelines for higher education accreditation for 64 participants, 6 or 9.40% female.
- Trained 64 education quality assessment officers, 4 or 6.30% female.
- Trained 88 education quality assurance officers and auditors, 15 female.
- Trained officers from 15 HEIs on how to write self-assessment report.
- Piloted the assessment on the implementation of the national standard for higher education accreditation in 11 HEIs.
- Developed details of M&E system and result-based planning for HEIs and higher education sub-sector.
- Developed M&E methodologies and mechanisms for higher education sub-sector for 37 participants, 13 female.
- Trained 199 participants, 30 female, from 68 HEIs on result-based planning and M&E system.
- Developed internal education quality assurance system at program level for HEIs based on ASEAN university network's tools.
- Monitored trainings and management in 52 HEIs.

This indicates that quality assurance system at higher education was developed and improved.

Promoting Research Activities

MOEYS:

- Organized the workshop on research promotion policy for HEIs with 100 participants, 18 female.
- Encouraged 20 HEIs to develop research promotion policy.
- Organized the 2nd Cambodia Education Research Forum with 116 participants, 44 female.
- Organized the 1st Cambodia Science and Engineering Festival with 11,000 participants, 4,950 female.
- Organized public forums on science and research under the theme the future of calculation and knowledge with 1,485 participants, 727 female.
- Shared experiences and lessons learned from research projects with 45 sub-projects and provided prizes and certificates to champion sub-projects.
- Advised HEIs to develop and improved curriculum based on Cambodia National Qualification Framework.
- Advised HEIs to develop operational guides on library management and laboratory management.
- Advised private HEIs to set up a board of directors and recognized Boards of Directors of 27 private HEIs.
- Established Institute of Technology in Kampong Chheur Teal, National Institute of Post, Telecommunication and Information, University of Kratie and recognized Acleda Institute of Commerce and Institute for Care Science in Battambang province.

- Disseminated decision on temporary suspension of licensing for opening of management, accounting, banking and finance courses in HEIs.

A.3. Ensuring Effective Leadership and Management of Education Staff at All Levels

Promoting Governance in HEIs

MOEYS:

- Achieved 90% of HEI MIS and provided training to all HEIs.
- Monitored advertisement of HEIs and provided approval to 20 HEIs.
- Extended cooperation with overseas HEIs in the area of exchange of students, professors, curriculum, research and exchange of experience including Republic of Korea, Thailand, USA, People Republic of China, France, Vietnam, the Philippines, Malaysia, etc.
- Provided training on how to write report on situational analysis, review criteria for establishing HEIs and provide validation to 21 participants, 5 female.
- Provided training on English testing and assessments to 120 participants, 15 female.
- Provided training on how to use Ms. Excel for analyzing data of projects and activities of departments to 32 participants, 8 female, from Department of Higher Education and Department of Scientific Research.
- Determined priority activities for long-term plan of higher education sub-sector with 27 participants, 6 female.
- Provided training on higher education governance and financing to 27 participants, 7 female.
- Discussed the agreement between KOICA and Royal Government of Cambodia on the Quality Promotion Project for National School of Agriculture, Kampong Cham using new village movement approach.
- Drafted the operational guidebook and financial guidebook for research and innovation funding process.
- Published collection of information on Ph.D training including data on teachers, mentors, students and Ph.D thesis topics.

Developing Capacity of Higher Education Staff

MOEYS:

- Triggered interests in writing proposal for research funding among 74 participants, 17 female.
- Provided training on research methodologies and research proposal writing to 77 participants, 7 female.
- Organized the 2nd National Mathematics Conference on Promoting Quality and Effective Math Education in Cambodia with 151 participants, 31 female.
- Disseminated information on new trends of English teaching and learning to 114 participants, 14 female.
- Provided training on mainstreaming environment and natural resource management issues into HEI curriculum to 56 participants, 11 female.
- Organized consultation to seek mechanisms for strengthening students' capacity from secondary to higher education level in science, technology, engineering and math subjects with 47 participants, 6 female.
- Provided training on how to develop English language for specific purpose books to 78 participants, 7 female.
- Provided capacity building to national math master trainers on mainstreaming ICT into Math education in Cambodia to 51 participants, 1 female.

- Provided training on research and project management in post-graduate education to 34 participants, 7 female.
- Officially launched math intelligence program with 400 participants, 120 female.
- Organized the 2nd National Conference on Strengthening Quality and Effective Math Education in Cambodia with 180 participants, 25 female.
- Provided trainings on how to assess results of Math intelligence questions to 390 participants, 118 female.
- Sent 5 male officers from Department of Higher Education and state and private HEIs to attend training courses on program and project management and monitoring in Malaysia.
- Sent 5 male officers from Department of Higher Education and state and private HEIs to attend the 7th Conference on "Math Education in East Asia" in the Philippines.
- Sent 4 male officers from the General Department of Higher Education and state and private HEIs to attend trainings on leadership: project management team to achieve transformation" in Malaysia.
- Sent 3 male officers from Department of Higher Education to attend international workshop on science, technology and management in China.
- Sent 8 male officers from Department of Higher Education and HEIs to attend trainings on Higher Education for Tomorrow in Hong Kong.
- Sent 13 male officers from Department of Higher Education and state HEIs to attend international conference on quality of higher education, global expectations and best practices in Vietnam.
- Sent 13 male officers from the General Department of Higher Education and state and private HEIs to attend the 6th International Conference on Teaching English as Second Language in Vietnam.
- Sent 4 male officers from the General Department of Higher Education to attend the 8th International Conference on Industry and Math Practices in People Republic of China.
- Sent 30 education officers, 2 female, to participate in workshop and exchange on higher education quality management and monitoring in Thailand.
- Sent 4 male education officers to participate in the conference on learning for sustainable future: communication in UK.
- Sent 5 officers, 2 female, from Department of Higher Education and state and private HEIs to attend the 7th Conference on Higher Education in Singapore.
- Sent 3 male officers from the General Department of Higher Education to participate in the International Conference on Inter Higher Education: Mobility of Change in Italy.
- Sent 10 male officers from Department of Higher Education and state and private HEIs to attend study tours on science, technology, engineering, creative arts and math (STEAM) at higher education level in Malaysia.
- Sent 13 officers, 2 female, from Department of Higher Education and state and private HEIs to attend study tour on governance and higher education autonomy in Thailand and Singapore.
- Sent 13 officers, 4 female, from Department of Higher Education, state and private HEIs and Ministry of Economy and Finance to attend exchange visit on scholarship and student loan in the Philippines.
- Sent 61 senior higher education officers and technical officers, 8 female, to attend exchange visit on higher education quality management and M&E in Thailand.
- Sent 9 officers, 4 female, from Department of Higher Education, Department of Curriculum Development and Institute of Technology, Kampong Chheur Teal, to attend trainings on curriculum development to align with labor market in Thailand.

This has enabled exchange of experiences on leadership, management and technical expertise.

B. Progress of Outcome Indicators

Progress Analysis of Outcome Indicators

	Higher Education	Actual	Target	Actual	Status
		2014-15	2015-16	2015-16	
1	Percentage of state scholarship students enrolled in Year 1	8%	11%	10.55%	↑
2	Gross Enrolment Rate of Higher Education (18-22 years of age)	15%	15%	12%	↓
3	Teachers with Master degree qualification increased by 1,000 and PhD by 250.				
	- Local Master Degree	70	80	41	↓
	- Local PhD	30	30	3	↓
	- Overseas Master Degree	70	80	18	↓
	- Overseas PhD	20	20	17	↓
4	Percentage of students graduated in ASEAN priority programs	88%	89%	6.9%	↓
5	Percentage of graduates with employment	72%	74%	89.6%	↑
6	Percentage of HEIs with annual budget plans	20%	40%	25%	→
7	Percentage of HEIs achieving internal quality standards	20%	20%	21.9%	↑
8	Budget for higher education sub-sector	8%	12%	9%	→

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

C. Challenges

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

- HEIs providing courses in science, technology, engineering, creative art and Maths account for only 7%.
- Most HEIs do not have full capacity in promoting research.
- Teacher resource at higher education, facilities and science laboratories in HEIs are not in proportion with the number of students.
- There is insufficient regulation on HEI autonomy.

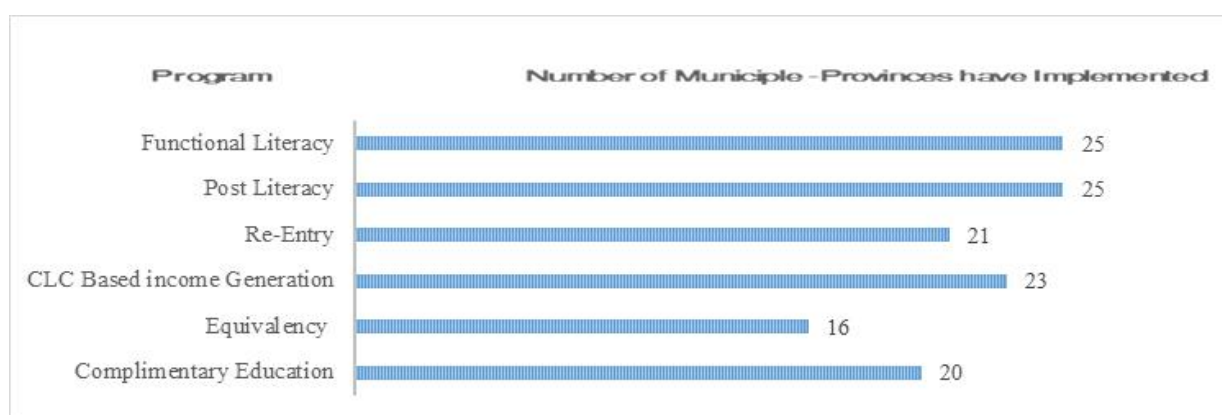
2.2.5. SUB-SECTOR: NON-FORMAL EDUCATION

A. Achievements

A.1. Ensuring Equitable Access for all to Education Services

MOEYS implemented Non-Formal Education (NFE) in capital/provinces including 25 functional literacy programs, 25 post-literacy programs, 21 re-entry programs, 23 CLC-based income generation programs, 16 primary equivalency programs and 20 complementary education programs.

Figure 25: Implementation of Non-Formal Education Program in Provinces

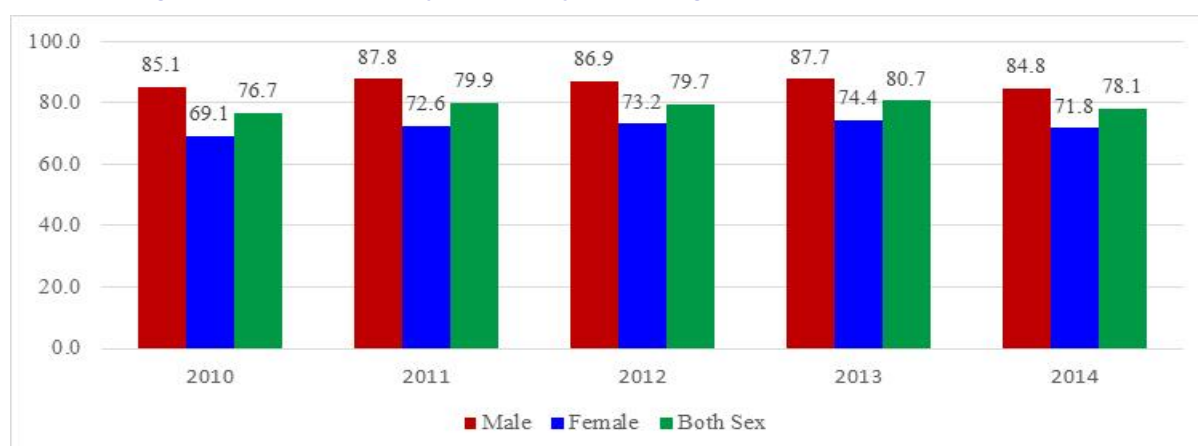


Compared with 2013-2014, the number of post-literacy program increased by 2, re-entry program decreased by 2, income generating program decreased by 2, primary equivalency program decreased by 2 and complementary education program decreased by 2.

Functional Literacy Program

Ministry of Planning's Cambodian Social-Economic Survey 2015 shows that adult literacy rate (15 years of age and over) decreased from 80.70% in 2013 to 78.10% in 2014. In 2015, MOEYS in collaboration with UNESCO, relevant ministries and development partners organized the National Literacy Campaign to increase adult literacy rate (for 15 years of age and over) to 84.4% to achieve Goal 4 of Education for All. This campaign liberated 92,125 illiterate persons from illiteracy. MOEYS organized the National and International Literacy Day on September 08 in Prey Veng under the theme "Literacy Contributes to Reducing Risky Migration" with 1,200 participants, 509 female.

Figure 26: Adult Literacy Rate (15 years of age and over) from 2010 to 2014



Source: CSES 1015 (Oct, 2015)

There were 3,509 functional literacy classes, an increase of 2,319 or 194.87%. There were 3,415 functional literacy classes managed by MOEYS, increasing by 2,307 classes or 208.21% and 94 classes supported by 8 development partners, an increase of 12 classes or 14.63%.

Functional literacy classes were conducted in 2,885 villages in 1,040 communes/sangkats in 190 municipalities/districts/khans in 25 provinces.

There were 3,534 functional literacy teachers, 1,225 female (34.66%), an increase of 2,323 or 191.82%, 742 for female teachers (153.62%). There were 3,415 functional literacy teachers managed by MOEYS, 1,172 female (34.32%), an increase of 2,307 (208.21%), 747 female (175.76%) and 119 functional literacy teachers supported by development partners, 53 female (44.54%), an increase 16 (15.53%) while the number of female teachers decreased by 5 or 8.62%.

There were 74,899 functional literacy learners, 52,741 female (70.42%), an increase of 48,298 (181.56%), 34,730 female or 192.83%. There were 72,832 learners, 51,488 female (70.69%), an increase of 48,039 (192.83%), 34,629 female (205.40%) were supported by MoEYS. There were 2,067 learners, 1,253 female (60.62%), an increase of 259 (14.32% female), an increase of 101 (8.77%) were supported by PB.

This increased adult literacy rate 15 years of age and over to reach Goal 4 of EFA 2015.

Post Literacy Program

There were 38 libraries through out the country, an increase of 6 or 18.75%, of which 8 supported by development partners or 21.62 and 202 reading centers, a decrease of 2 or 0.98%, in which 22 reading centers or 10.89% supported by development partners.

Table 13: Statistics of Libraries, Reading Centers and Readers

Description		2013-2014		2014-2015		Increase (+)/ Decrease (-)	
		Total	F	Total	F	Total	F
Library	MOEYS	31		30		-1	
	Partners	1		8		+7	
	Total	32		38		+6	
Reading Center	MOEYS	174		180		+6	
	Partners	30		22		-8	
	Total	204		202		-2	
Readers (Library)	MOEYS	22,201	12,708	14,967	7,053	-7,234	-5,655
	Partners	9,414	4,692	124	104	-9,290	-4,588
	Total	31,615	17,400	15,091	7,157	-16,524	-10,243
Readers (Reaching Center)	MOEYS	76,282	39,098	37,598	20,164	-38,684	-18,934
	Partners	8,560	4,814	1,432	644	-7,128	-4,170
	Total	84,842	43,912	39,030	20,808	-45,812	-23,104
Total Number of Readers		116,457	61,312	54,121	27,965	-62,336	-33,347

There were 54,121 readers, 27,965 or 51.67% female, a decrease of 62,336 or 53.53%, 33,347 for female or 54.39%. There were 1,556 readers in libraries and reading centers supported by development partners, 748 or 48.07% female, a decrease of 16,418 or 91.34%, 8,758 for female or 92.13%.

This program helped increasing knowledge and prevent illiteracy among new literate persons.

Re-Entry Program

Re-entry program consisted of 817 classes, 817 teachers, 229 female or 28.03%, in which 99.61 classes supported by MOEYS functioned compared with the plan. Re-entry program supported by development partners had 47 teachers, 14 or 29.79% female.

EMIS showed that there were 125,651 dropouts at primary education level, 50,837 or 40.46% female and 104,981 dropouts at lower secondary level, 49,957 or 47.58% female.

Table 14: Statistics of Classes, Teachers and Students of Re-Entry Program

Description		2013-2014		2014-2015		Increase (+)/ Decrease (-)	
		Total	F	Total	F	Total	F
Classes	MOEYS	1,046		770		-276	
	Partners	13		47		+34	
	Total	1,059		817		-242	
Re-Entry Teachers	MOEYS	1,046	329	770	215	-276	-114
	Partners	13	2	47	14	+34	+12
	Total	1,059	331	817	229	-242	-102
Students	MOEYS	17,625	8,201	13,586	6,152	-4,039	-2,049
	Partners	313	151	234	104	-79	-47
	Total	17,938	8,352	13,820	6,257	-4,118	-2,096

There were 817 re-entry classes, a decrease of 276 or 22.85%. 770 re-entry classes were managed by MOEY, a decrease of 258 or 26.39%. 47 classes were supported by development partners, an increase of 34 or 261.54%.

There were 817 re-entry teachers, 229 or 28.03% female, a decrease of 242 or 22.85%, 102 for female or 30.81%. There were 770 re-entry teachers managed by MOEYS, 215 female or 27.92%, a decrease of 276 or 26.38%, 114 for female or 34.65%. There were 47 re-entry teachers, 14 or 29.79% female, supported by development partners, an increase of 34 or 261.54%, 12 for female or 600%.

There were 13,820 re-entry students, 6,256 or 45.27% female, a decrease of 4,118 or 22.95%, 2,096 decrease for female or 25.09%. There were 13,586 re-entry students managed by MOEYS, 6,152 or 45.28% female, a decrease of 4,039 or 22.91%, 2,049 decrease for female or 24.98%. There were 234 re-entry students supported by development partners, 104 or 44.44% female, a decrease of 79 or 25.24%.

Training for dropouts at primary education level contributes to re-enrolment of students in formal education.

CLC-based Income Generation Program

There were 342 community learning centers (CLCs), of which 324 or 94.74% were managed by MOEYS and of which 279 or 81.58% were functioning. 18 CLCs or 5.26% were managed by development partners. There were 544 skill classes, a decrease of 127 or 11.92%, of which 499 were managed by MOEYS for 45 skills. There were as many as 168 tailoring skill classes with 2,701 learners or 40.56%, 2,564 or 94.92% female. There was a masonry and plant culture class with 11 learners or 0.41%. 45 skill classes were managed by development partners, an increase of 4.

There were 568 skill teachers, 282 or 49.65% female, a decrease of 107 or 15.85%, 71 decrease for female or 20.11%.

The high percentage of enrolment in tailoring course was because majority of CLCs were equipped with sewing machines and it was easy to find community trainers. Majority of learners were women who intended to work in garment factories.

Table 15: Statistics of Classes, Skill Trainers, Learners and CLCs

Description		2013-2014		2014-2015		Increase (+)/ Decrease (-)	
		Total	F	Total	F	Total	F
CLCs	MOEYS	324		324		0	
	Partners	23		18		-5	
	Total	347		342		-5	
Vocational Skill Classes	MOEYS	630		499		-131	
	Partners	41		45		+4	
	Total	671		544		-127	
Vocational Skill Teachers	MOEYS	634	337	505	262	-129	-75
	Partners	41	16	63	20	+22	+4
	Total	675	353	568	282	-107	-71
Skill Learners	MOEYS	8,802	5,626	7,066	4,552	-1,736	-1,074
	Partners	1,114	640	1,024	560	-90	-80
	Total	9,916	6,266	8,090	5,112	-1,826	-1,154

There were 8,090 learners, a decrease of 1,826 or 18.41%, 5,112 female, 1,154 decrease for female or 18.42%.

Equivalency Program - Complimentary Education

Non-Formal Equivalency Program at Primary Level

Non-Formal Equivalency Program at Primary Level had 207 teachers, 45 or 21.74% female, an increase of 29 or 16.29%. 178 classes or 85.99% supported by MOEYS were functioning with 178 teachers, 33 or 18.54% female, an increase of 37 or 26.24%. 29 classes were supported by development partners with 29 teachers, 12 or 41.38% female, a decrease of 12 or 32.43%.

There were 4,228 learners in Non-Formal Equivalency Program at Primary Level, 2,156 or 50.99% female, an increase of 82 or 1.98%, 146 increase for female or 7.26%. 3,247 learners were managed by MOEYS, an increase of 432 or 15.35%, 1,626 female, an increase of 229 or 16.39%. 981 learners were managed by development partners, a decrease of 350 or 26.30%, 532 female, a decrease of 83 or 13.50%.

Table 16: Statistics of Classes, Trainers and Learners of Equivalency Program at Primary Education Level

Description		2013-2014		2014-2015		Increase (+)/ Decrease (-)	
		Total	F	Total	F	Total	F
Classes	MOEYS	141		178		+37	
	Partners	37		29		-12	
	Total	178		207		+35	
Teachers	MOEYS	141	32	178	33	+37	+1
	Partners	37	15	29	12	-8	-3
	Total	178	47	207	45	+29	-2
Students	MOEYS	2,815	1,397	3,247	1,626	+432	+229
	Partners	1,331	615	981	532	-350	-83
	Total	4,146	2,012	4,228	2,158	+82	+146

This program helped learners who did not have opportunities to enrol in formal schools to complete primary education.

Complimentary Education Program at Lower Secondary Level

There were 524 learners in Complimentary Education Program at Lower Secondary Level, 156 or 29.77% female, a decrease of 256 or 32.82%, 4 decrease for female or 2.50%.

Complimentary Education Program at Upper Secondary Level

There were 3,089 learners in Complimentary Education Program at Upper Secondary Level, 1,179 or 38.16% female, a decrease of 4,132 or 57.22%, 1,159 decrease for female or 49.57%.

Table 17: Statistics of Classes, Teachers and Students of Complimentary Education Program at Lower and Upper Secondary Levels

Description	Complimentary Educatin Program at Lower Secondary Level						Complimentary Educatin Program at Upper Secondary Level					
	2013-2014		2014-2015		Increase or Decrease		2013-2014		2014-2015		Increase or Decrease	
	Total	F	Total	F	Total	F	Total	F	Total	F	Total	F
Teachers	Teachers were from formal education sytem											
Students	780	160	524	156	-256	-4	7,221	2,338	3,089	1,179	-4,132	-1,159

This program provided secondary education to marginalized learners so that they could enroll and completed each education level and be given certificates with equivalent value as general secondary education.

Life Improvement Program Through Mobile Schools

Table 18: Statistics of Teaching Outreach and Particiapnts in Life Improvement Program

Description	2013-2014			2014-2015			Increase or Decrease			Increase or Decrease in %		
	No.	Total	F	No.	Total	F	No.	Total	F	No.	Total	F
Teaching Outreach	10			5			-5			-50		
Participants		1436	925		508	364		-928	-561		-64.62	-60.64

Life improvement program through mobile schools was implemented 5 times, a decrease of 5 times or 50% with 508 participants including 364 female participants (71.65%), a decrease of 928 persons (64.62%) including 561 women (60.64%).

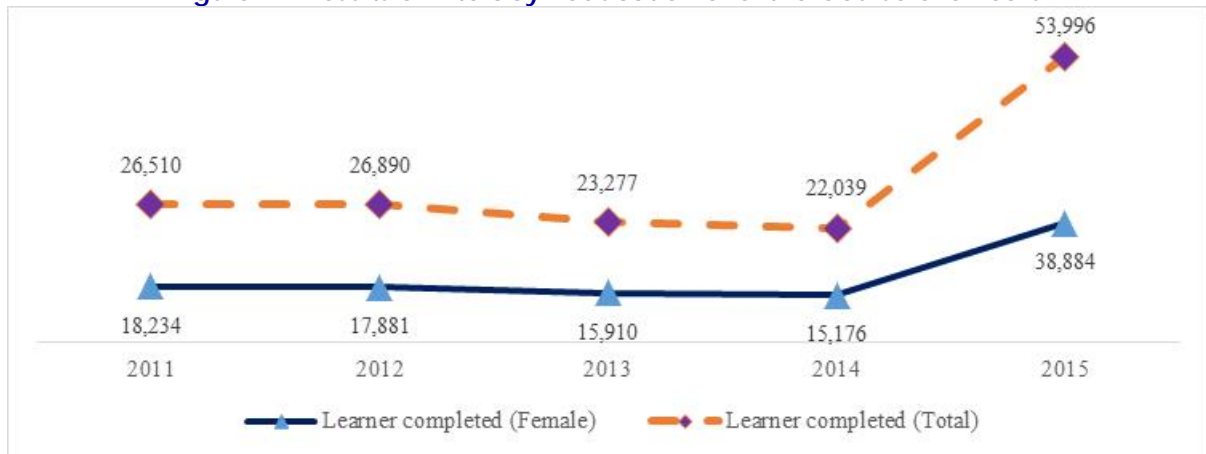
This program provided every citizens knowledge, attitude, value and key life skills so that they can improve quality of their life.

A.2 Enhancing Quality and Relevance of Learning

Functional Literacy Program

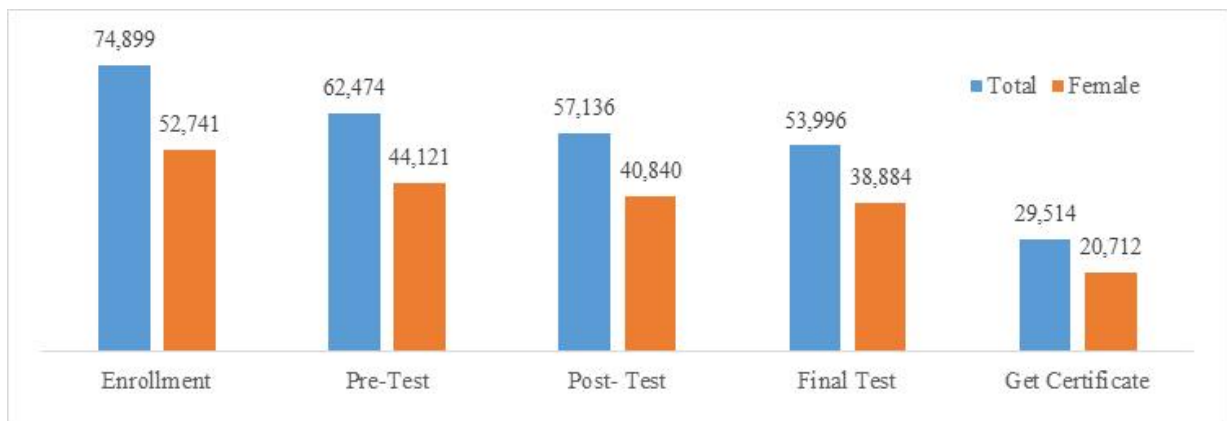
There were 53,996 functional literacy graduates, 38,884 or 72.01% female, an increase of 31,957 or 145%, 23,708 increase for female or 156.22%.

Figure 27: Results of Illiteracy Reduction over the Course of 5 Years



There were 62,474 or 84.41% functional literacy learners taking pre-tests, 44,121 or 83.65% female and 57,136 learners or 76.28% taking final test, 40,840 or 77.43% female compared with the number of learners enrolled. 53,996 learners, 94.50%, 38,884 or 95.21% female, passed the test, of whom, 29,514 learners or 54.66%, 20,712 female, were given literacy certificates, which accounted for 53.26% of learners who passed the tests.

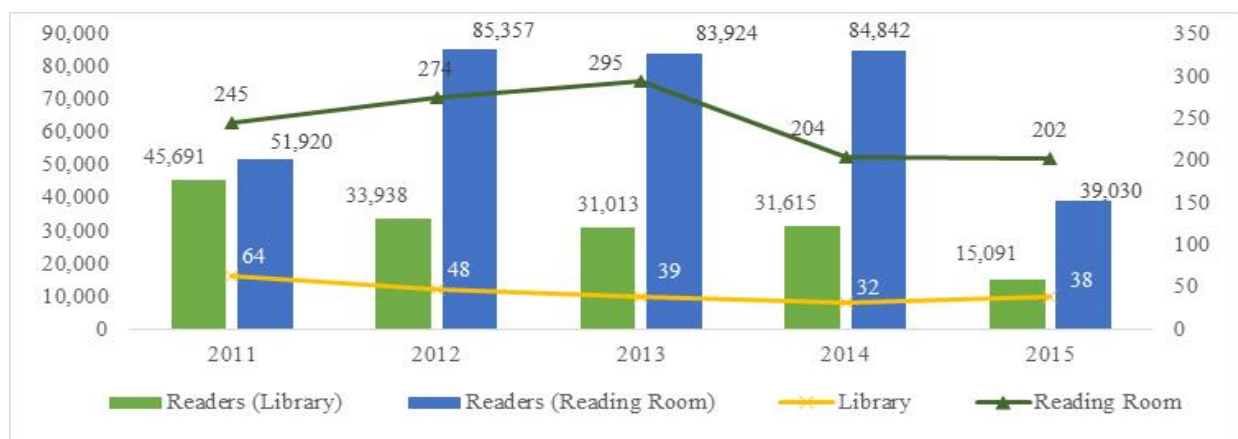
Figure 28: Result of the National Literacy Campaign 2015



The number of learners finishing functional literacy classes increases as a result of the National Literacy Campaign 2015.

Post- Literacy Program

Figure 29: Use of Libraries and Reading Centers in Post-Literacy Program

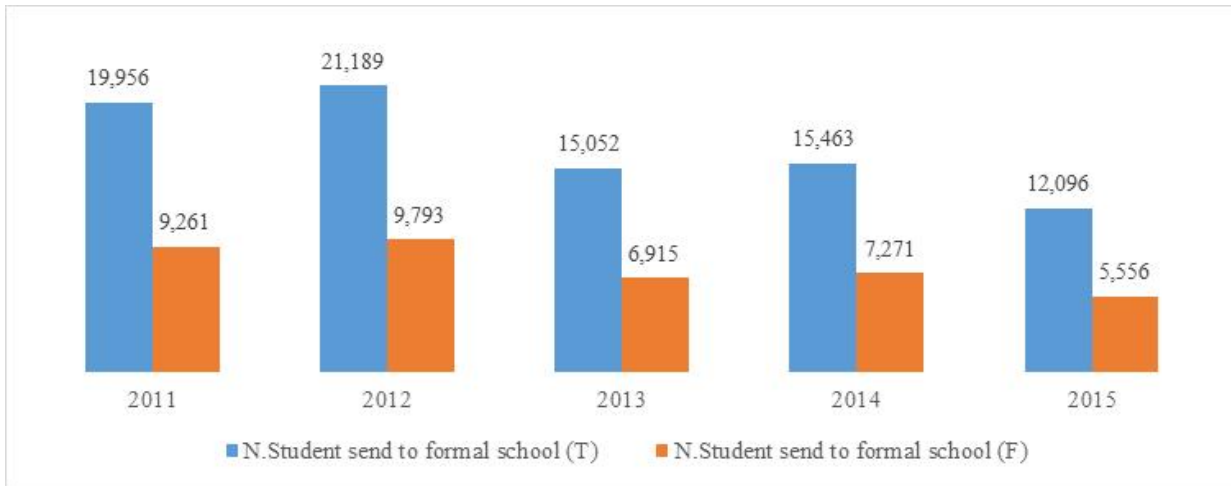


There were 38 libraries or 97.37% functioning and 1 library or 2.73% not functioning. There were 202 reading centers or 85.15% functioning and 30 reading centers or 14.85% not functioning.

Re-Entry Program

12,096 students were re-enrolled in the general education system including 5,556 or 45.93% female, a decrease of 4,739 or 28.15%, 1,866 decrease for female or 25.14%.

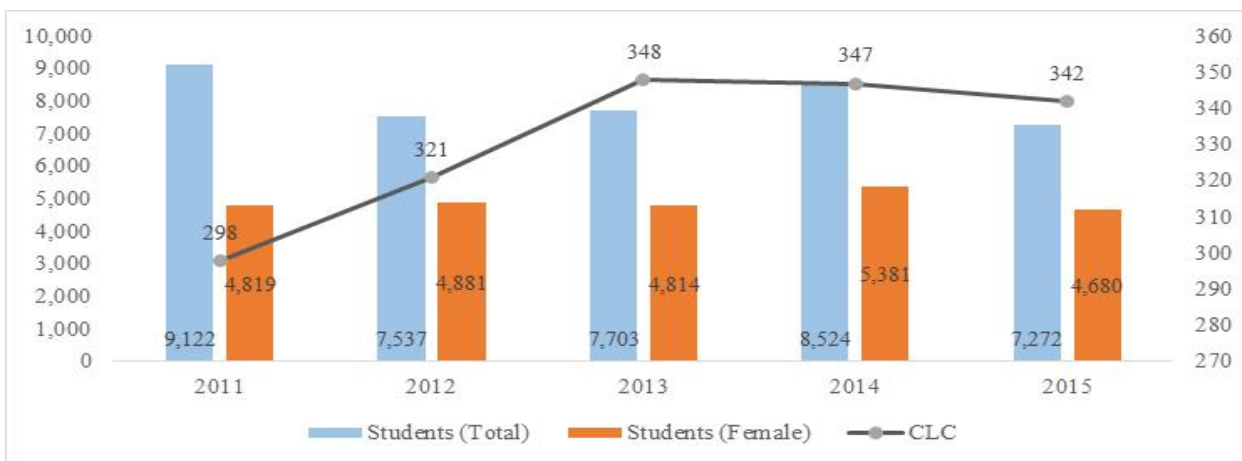
Figure 30: Results of Re-Entry Program



CLC-based Income Generation Program

There were 7,272 learners or 89.89% finishing courses, a decrease of 1,252 or 14.69%, 4,680 female, 701 decrease for female or 13.03%. 725 learners were managed by development partners, a decrease of 65 or 8.23, 468 female, 14 decrease for female or 2.90%.

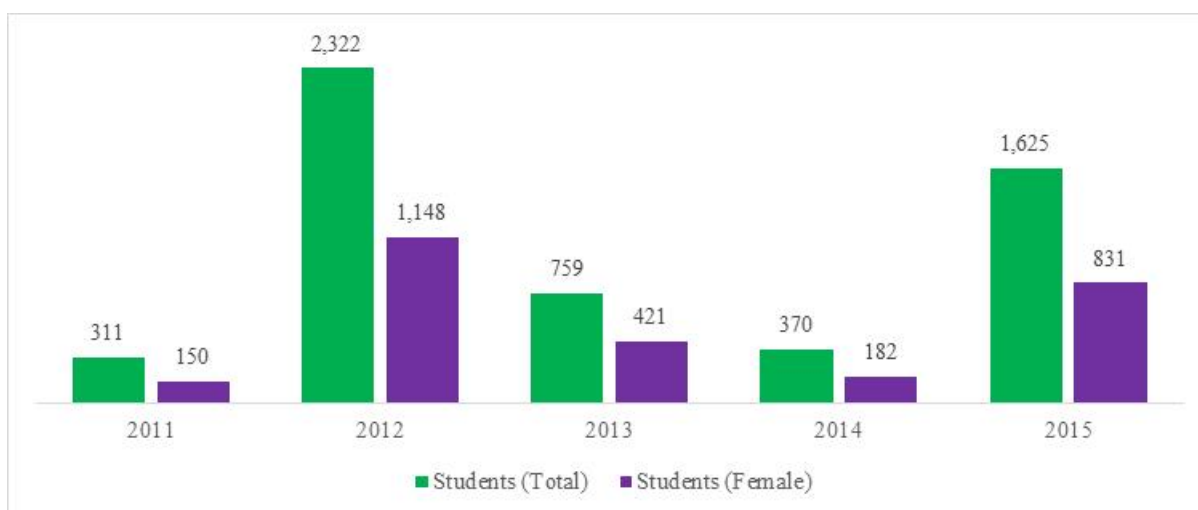
Figure 31: Results of Income Generation Program and CLC



Equivalency - Complimentary Education Programs

Equivalency Program

1,625 students completed equivalency program at primary education level including 831 or 51.14% female, an increase of 1,255 or 339.19%, 649 increase for female or 356.59%. 1,494 students completed classes managed by MOEYS, 762 female, an increase of 1,390, 716 increase for female.

Figure 32: Results of Equivalency Program at Primary Education Level

Complimentary Education Program at Lower Secondary Education Level

There were 413 complimentary education learners at lower secondary education level and self-studying learners, 32.44% female, sitting for the examination. 280 of them or 67.79%, a decrease of 234 or 45.53%, 97 female, 22 decrease for female or 18.49%.

Complimentary Education Program at Upper Secondary Education Level

There were 4,346 complimentary education learners at upper secondary education level and self-studying learners, 1,654 female, sitting for the examination. 2,508 of them or 57.71%, an increase of 506 or 25.27%, 1,112 female, 296 increase for female or 36.27%.

A.3 Ensuring Effective Leadership and Management of Education Staff at All Levels

The Royal Government organized teaching services for all non-formal education programs based on Sub-Decree No. 20 ANKr.BK dated March 05, 2015 by increasing fees for contract teachers of non-formal education and incentives for CLC management.

To promote non-formal education sub-sector across the country with equality and effectiveness, MOEYS provided capacity training leadership and management in charge of non-formal education including:

- Strengthened the implementation of national functional literacy program for 95 participants, 19 or 20% female.
- Trained 660 functional literacy trainers at provincial and district levels, 25.45% female, to participate in the National Literacy Campaign.
- Provided training on national equivalency program at primary level to 120 participants, 32 or 26.66% female.
- Provided training on national equivalency program at secondary level to 112 participants, 10 or 8.92% female.
- Organized the workshop on NFE MIS with 32 participants, 8 or 25% female.
- Trained 138 members of CLC management at sub-national level, 17 or 12.32% female.
- Printed leaflets and posters on non-formal education and distributed to all POEs for the National Literacy Day Sep 8.

B. Progress of Outcome Indicators

Progress Analysis of Outcome Indicators

No.	Non-Formal Education	Actual	Target	Actual	Status
		2014	2015	2015	
1	Adult literacy rate (15-45)	87.0%	88.15%	78.10%	↓
2	% of Illiterate completing literacy classes	82.8%	74%	72.09%	→
3	No. of learners completing skill training courses	8,524	18,305	7,563	↓
4	% of children completing re-entry program and referred to formal education	86.2%	95%	94.93%	↑
5	No. of learners in equivalency program	4,146	6,692	4,228	→
6	POEs with NFE MIS	22	10	25	↑
7	No. of CLCs	347	391	342	→
8	Standardized CLCs	0%	10%	0	↓

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

C. Challenges

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

- Materials for supporting functional literay classes were not provided in a timely manner.
- Slow payment of allowances for NFE contract teachers.
- The number of target NFE learners was not enough to start a class based on the standard and they attended classes irregularly.
- Some libraries and reading centers were not attractive in terms of environment and materials and there were not enough management.
- The number of CLC did not address the actual needs of people on the ground.
- NFE data of some POEs and development partners was not clear and not provided timely.
- Cooperation in NFE program implementation among local authorities and stakeholders was not broad enough.

2.2.6. SUB-SECTOR: YOUTH DEVELOPMENT

A. Achievements

Implementation of the National Policy on Cambodian Youth Development

MOEYS:

- National Action Plan for Cambodia Youth Development, 2016-2018
- Decision on the use of logo and round stamp of the Cambodian National Council for Youth Development
- Internal regulation of the Cambodian National Council for Youth Development
- Established Council for Youth at ministerial level
- Established Council for Youth and provincial level
- Organization and functioning of the joint national sub-committees of the Cambodian National Council for Youth Development
- Organization and functioning of the Cross-Sectoral Technical Coordinating Committee and National Technical Sub-Committee dealing with youth sector

Good Child, Good Student and Good Friend Program

Child Council:

- There were 7,601 councils, 38,237 branches, 224,457 sub-branches and 1,461,027 members, 49% female for children from grade 4 to 9.
- Monitored primary education in Svay Rieng, Kep, Kampong Speu, Kampong Chhnang, Pursat, Kampot, Preah Sihanouk, Banteay Meanchey, Koh Kong, Stung Treng and Kampong Cham provinces.
- Summarized the results of the 3 good movement contest "Good Child, Good Student, Good Friend" at school, DOE and POE levels with 323 members, 45% female.

Youth Council

- There were 444 councils, 6,031 branches, 36,186 sub-branches, 266,293 members, 47.7% female, for youths from grade 10 to 12.
- Monitored colleges and lycées 3 times per year (25 times in the plan).
- Summarized the results of the 3 good movement contest "Good Child, Good Student, Good Friend" in some provinces.
- Provided rewards and recognition certificates to 320 youths and children, 43% female, who were members of youth and child councils and performed well in the three good activities.

Youth Action Dissemination Program

MOEYS developed youth and child education hour, improved and raised awareness on the National Radio with question and answer session to provide reward to students (4 times per month through radio, 30 minutes per time).

Youth Management Center and Vocational Skill Program

MOEYS:

- Furnished and renovated youth centers in 16 provinces
- Constructed and renovated 2 centers in Banteay Meanchey and Siem Reap provinces

Short Skill Training Courses

MOEYS provided 89 short skill training courses to 1,425 youths, 62.52% female on computer skill, phone repair skill, carving, mushroom culture, music note, tailoring, beautification, marble carving, leather carving, heritage education, tangible and intangible culture, Khmer music, Mohori music, Khmer traditional (Pin Peath) music, contemporary music and traditional dance in Kampong Chhnang, Kampong Thom, Siem Reap, Banteay Meanchey, Koh Kong, Battambang, Pursat and Prey Veng provinces.

Marginalized Youth Education Program

MOEYS facilitated youth volunteers to provide short skill training courses to marginalized youths on English, Khmer and entrepreneurship skills.

Youth Volunteer Programs

MOEYS:

- Provided trainings on volunteerism to 1,500 participants, 40.33% female.
- Provided trainings on leadership to 250 participants, 42% female.
- Created youth networks in 73 districts in 24 provinces.
- Organized National Forum and International Volunteer Day, Dec 4-5, with 1,700 participants, 48.57% female in Phnom Penh.
- Provided facilitation to 167 Korean youths, 72.45% female and established libraries in 13 schools in Siem Reap province.

Learning and Employment Orientation

Job market and internship information program in state and private enterprises.

MOEYS:

- Cooperated with the National Employment Agency and Swedish International Development Agency to disseminate job information to 12,000 in-school and out-of-school youths, 55% female (grade 9, 12 and higher education) in Takeo, Kampong Cham and Kampong Thom provinces.
- Set up 2 information centers in Takeo and Kampong Cham province with library and computer so that youths can use websites to search for jobs.
- Piloted career counselling program in Siem Reap province.
- Organized dissemination forum and distributed leaflets about the number of jobs and job demands including factory jobs, domestic work and other types of jobs.
- Trained 188 trainers, 21.80% female, in Takeo and Kampong Cham province.
- Implemented employment orientation program and continued education program with 600 participants, 45% female, in Svay Rieng province.

Entrepreneurship Education Program

MOEYS:

- Finished piloting entrepreneurship education program on understanding business in 5 high schools in Phnom Penh, Takeo, Kandal, Kampong Chhnang and Kampong Thom provinces in collaboration with ILO with 125 grade 10 students, 60% female. As a result, 2 young women started their own fried chicken business (CP) and opened a minimart with support from Understanding Business program in Kampong Thom province.
- Provided training to 25 national trainers, 36% female.
- Translated documents for 11 modules, 1 workbook and 1 teacher manual.
- Sent 2 technical officers, 1 female, to attend training on business teaching methodologies in Italy.
- Provided training on community-based enterprise development to 15 participants, 26.7% female, in Siem Reap province and 25 participants, 48% female, in Svay Rieng province.
- Provided soft skill trainings to 380 youths, 39.50% female in youth centers in Kampong Thom and Kampong Cham provinces with support from SIDA.
- Provided soft skill trainings to 450 in-school and out-of-school youths, 30.9% female, in 12 provinces and helped them to do internship with MOLVT and sent them to appropriate companies.

Study Tour and Camping Programs

MOEYS:

- Organized study tour for youth volunteers in Siem Reap province with 150 participants, 40.66% female under the theme "Youth and Cultural Heritage" and "Youth and Community Work".
- Organized a study tour for youth councils with 160 participants, 50% female.
- Organized two study tours for child councils with 320 participants, 50% female, in Siem Reap province.
- Organized national camping under the theme "Youth Leadership" with 350 participants, 45.71% female, in Ratankiri province..
- Organized provincial camping with 970 participants, 46.60% female, in Kampong Thom province.
- Cooperated with International Youth Coalition (Republic of Korea) to organize camping using English language for 796 participants, 60.30% female, in Phnom Penh and Preah Sihanouk province.
- Cooperated with International Youth Coalition in Cambodia to organize international camping in 2015 on Changing Mindset Among Youths with participation from 1,750 students, 48.57% female from high schools, public and private higher education institutions in ITC.

Attitude Education Program

Scout

MOEYS:

- Trained 288 trainers, 27.87% female, in Kampong Cham, Preah Vihear, Takeo, Ratankiri and Banteay Meanchey provinces.
- Sent 250 students, 43% female, to join cultural and scout exchange for Asia Pacific and Republic of Korea in Asia Pacific, Europe and Arab.

Student Association Strengthening

MOEYS:

- Organized 48 student associations in public higher education institutions.
- Provided technical trainings on how to set up association in Meanchey University and Chea Sim Kamchay Mear University.

International Exchange

MOEYS:

- Received 40 youth delegates from Japan, 60% female.
- Participated in camping in Singapore, China, Japan, Indonesia, Vietnam, Thailand, Malaysia and Republic of Korea by sending 241 participants, 51.45% female.
- Cooperated with Union Federation of Cambodian Youth to organize international youth cultural festival in Siem Reap with 180 delegates, 42% female, from 19 countries.
- Organize the 8th Senior Official Meeting on Youth and the 7th Senior Official Meeting on Youth ASEAN plus 3 in Siem Reap province.
- Sent 6 children, 3 female, to join Children Conference in Japan.
- Sent 28 youths, 50% female and 1 leader to join the 42nd Ship for Southeast Asian Youth Program in ASEAN countries and Japan.
- Sent 7 male delegates to participate in triangle area development program in Laos.

- Celebrated the 16th International Youth Day, 12 Aug, under the theme “Youth and Mental Health” with 1,550 participants, 45% female.
- Sent 1 youth leader to participate in the evaluation meeting of the 42nd Ship for Southeast Asian Youth Program and direction of the 43rd Ship for Southeast Asian Youth Program in Japan.
- Distributed 240 boxes of learning materials and clothes, weighted 720 kgs, from Lions Clubs International of the Republic of Korea to youth center of **Bun Rany Hun Sen** Prey Porn High School in Prey Veng province.

B. Progress of Outcome Indicators

Progress Analysis of Outcome Indicators

	Youth Development	Actual	Target	Actual	Status
		2014-15	2015-16	2015-16	
1	No. of youths receiving short skill courses	2,700	2,900	1,055	↓
2	No. of youths receiving leadership and entrepreneurship trainings	300	300	375	↑
3	No. of youths able to create their own employment per center per year	10	10	7	↓
4	No. of youths receiving trainings on volunteership	2,500	2,700	1,500	↓
5	No. of youth centers	9	15	16	↑
6	Percentage of grade 4-9 students participating in child councils	99%	99%	99%	↑
7	Percentage of grade 10-12 students participating in youth councils	89%	94%	89%	→

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

C. Challenges

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

- Skill trainings on child and youth council management were limited.
- Human resources and supplies and youth centers were not sufficient.
- Some youth centers did not have fence and construction.
- Lack of resources and insufficient mechanisms to implement the national policy on Cambodian youth development.

2.2.7 PHYSICAL EDUCATION AND SPORT SUB-SECTOR

A. Achievements

Student Sport Competition

MOEYS:

- Developed a common regulation for student sport competition at all three levels of education.
- Organized competition for 2014-2015:
 - National student sport championship competition at primary level was organized in Svay Rieng province with 507 delegates, 59 female and 1,878 sportsmen, 816 female.
 - National student sport championship competition at secondary level was organized in Battambang province with 573 delegates, 57 female and 2,172 sportsmen, 1,050 female.
 - National student sport championship competition at higher education and technical education level was organized in Phnom Penh with 177 delegates, 12 female and 890 sportsmen, 221 female.

Sport Competition at Federation Level

MOEYS organized:

- Tennis: 102 sportsmen, 19 female
- Petangue: 311 sportsmen, 62 female
- Wushu: 377 sportsmen, 179 female
- Swimming: 289 sportsmen, 69 female
- Wrestling: 248 sportsmen, 17 female
- Yudo: 93 sportsmen, 23 female
- Baseball: 92 sportsmen, 12 female
- Sepak Takraw: 390 sportsmen, 58 female
- Athletics: 101 sportsmen, 72 female
- Taekwando: 258 sportsmen, 40 female
- Table Tennis: 97 sportsmen, 20 female
- Traditional sport (Ibok tor): 301 sportsmen, 31 female
- Shorinji kempo: 98 sportsmen, 16 female
- Bicycle racing: 570 sportsmen, 135 female
- Karate: 84 sportsmen, 23 female
- Sword Competition: 59 sportsmen, 10 female
- Badminton: 145 sportsmen, 17 female
- Boxing: 545 sportsmen, 8 female
- Triathlon: 150 sportsmen, 18 female
- Kanu kayak: 637 sportsmen, 41 female
- Vovinam: 119 sportsmen, 59 female
- Athletics for all: 184 sportsmen, 92 female

International Sport Competitions

MOEYS participated in:

- The 28th University Student Sport Competition in the Republic of Korea for Taekwando, swimming, athletics and table tennis: 22 sport delegates

- The 16th World Swimming Championship in Russia.
- The 4th World Vovinam Championship in Algeria.
- The 28th Southeast Asian Beach Volleyball Championship in Laos
- Conference and the 15th World Athletics Championship in the People Republic of China
- Asian Rowing Boat Sport Development Program in the People Republic of China
- The 2nd Asian Gymnastics Championship in Vietnam
- The 19th Asian Petangue Championship in Phnom Penh
- Southeast Asian Wrestling Championship in Singapore
- Southeast Asian Karatedo Championship in Lao
- The 2nd Southeast Asian Petangue Championship in Phnom Penh
- The 28th SEA Game in Singapore

Table 19: Results of International Sport Competitions

Sport Types	Participants	Date	Place	Names of Championship	Medals			
					Gold	Silver	Bronze	Total
Karate	9	March 27, 2015	Lao	4 th Southeast Asian Championship			1	1
Petangue	30	April 02-05, 2015	Cambodia	2 nd Southeast Asian Championship	3	3	5	11
Wrestling	5		Singapore	Southeast Asian Championship	1		4	5
28 th SEA Game	145	June 05-17, 2015	Singapore	28 th SEA Game	1	5	9	15
Taekwando, Swimming, Athletics and Table Tennis	22	July 03-14, 2015	Rupublic of Korea	28 th Summer University Championship				
Swimming	5	July 24 - Aug 09, 2015	Russia	16 th Global Championship				
Vovinam	4	July 28 – Aug 02, 2015	Algerie	4 th Global Championship	2		1	3
Beach Volleyball	6	July 10-12, 2015	Laos	28 th Southeast Asian Championship				
Athletics	2	Aug 22-30, 2015	China	15 th Global Championship				
Cambodia Kanu Boat	1	Aug 21 – Sep 27, 2015	China	Asian Championship				
Petangue	6	Nov 04 – 08, 2015	Thailand	Global Championship	1			1
Petangue	36	Nov 16 – 20, 2015	Cambodia	19 th Asian Championship	1	3	5	9
Gymnastics	5	Dec 7 – 14, 2015	Vietnam	5 th Asian Championship			1	1
Total					9	11	26	46

- Results of Global, Asian and Southeast Asian Championships: Cambodia received 30 medals: 7 gold medals, 6 silver medals and 17 broze medals
- Results of the 28th SEA Game: Cambodia received 15 medals: 1 gold medal, 5 silver medals and 9 bronze medals. The results allowed Cambodia to be ranked the 8th among 11 countries. Cambodia received 46 medals from international competitions.

Promoting Physical Exercise and Sport Activities During and Outside Learning Hours

MOEYS:

- Implemented physical education and sport hours during and outside learning hours in primary and secondary education establishments in 25 provinces.
- Organized space for physical education sports for POEs in 25 provinces.
- Advised primary, secondary and higher education and secondary technical education establishments to organize student competitions.
- Included Petangue and table tennis in national competitions for students at general secondary education level and students at higher education and secondary technical education levels.
- Distributed 50,000 copies physical education and sport manuals for grade 1-6 teachers to 25 POEs.
- Advised on the implementation of physical education and sport teacher manuals in target schools in Kampot, Koh Kong, Kampong Thom and Preah Vihear by collaborating with Golden Heart Organization.
- Organized physical education and sport day in Battambang province with participation from 7,800 students, 3,800 female, by collaborating with Golden Heart Organization.
- Participated with JICA to organize Un Dau Kai (physical education sport).

Formulation of Regulations on Physical Education and Sport

MOEYS:

- Prepared to implement the National Policy on Physical Education and Sport Sector Development
- Issued Guidelines on annual organization of the National Physical Education Day in education establishments
- Collected statistics on physical exercise activities of the public in 25 provinces
- Validated the mandate of Executive Committees of the 7 National Sport Federations:
 - Gymnastics Federation – 5th Mandate, 2015-2019
 - Federation of Khmer Iceskating Sport – 1st Mandate, 2015-2019
 - Federation of Boat Racing Sport – 3rd Mandate, 2014-2018
 - Cambodia Federation of Shooting – 1st Mandate, 2015-2018
 - Cambodia Federation of Shorinji kempo Sport – 2nd Mandate, 2015-2019
 - Cambodia Federation of Hokey Sport – 2nd Mandate, 2015-2019
 - Cambodia Federation of Sepak Takraw Sport – 6th Mandate, 2015-2019
- Recognized and provided reward money to champions in the 15th World Petangue Championship for Women in Thailand (1 gold medal), the 4th World Vovinam Championship in Algeria (1 gold medal and 1 bronze medal), 2015 Southeast Asian Wrestling Championship in Singapore (1gold medal and 4 bronze medals), 2nd Southeast Asian Petangue Championship in Phnom Penh (3 gold medals, 3 silver medals and 5 bronze medals), 19th Asian Petangue Championship in Phnom Penh (1 gold medal, 3 silver medals and 5 bronze medals), 5th Asian Aerobics Gymnastics in Vietnam (1 bronze medal).
- Provided guidance on how to establish sport support committee at provincial level
- Suspended the public sport competition at regional level and national public sport championship in 2015 to prepare for national sport competition in 2016.
- Produced 12,000 copies of 06 volumes (volume 081 – 086) of magazines
- Produced 300 copies of Sport Organization Management Manual Part II
- Accepted 4 coaches to trained national teams for ITF, WTF, badminton and wrestiling through agreements with friendly countries

- Improved physical and sport education curriculum for training basic level teachers specialized in physical education and sport
- Established working groups to develop curriculums to upgrade physical education and sport teachers from basic level to bachelor level
- Compiled documents including books on muscle sets, football regulations, anatomy, swimming regulation, keys for basketball training, sport methodologies, football training, gymnastics, basic exercises for volleyball and explanatory note of basketball regulation

Development of Sport Facilities

MOEYS:

- Developed stadiums in Preah Sihanouk and Kampot provinces.
- Renovated sport facilities in Royal University of Phnom Penh
- Modernized gymnastic facilities and football field at the national stadium
- Repaired buildings, roads, gardens, lighting and seats for football fields in the national stadium

Capacity Development for Physical Education and Sport Staff

MOEYS:

- Provided guidance on the implementation of physical education and sport manual for primary schools in 4 rounds in Kep, Kampot, Mondulhiri, Kratie, Siem Reap and Battambang province with 402 participants, 89 female.
- Trained 48 teachers, 28 female, in target schools in Kampot, Koh Kong, Kampong Thom and Preah Vihear provinces.
- Sent technical staff to attend study tours on physical education day in Japan
- Sent 2 male technical officers from Cambodia Basket Ball Federation to participate in the meeting on Mekong Countries Basketball Championship in Thailand.
- Sent 1 male delegate of Cambodia special Olympic to participate in the 2015 Asia Pacific Special Olympic Sport Conference in Indonesia.
- Provided physical testing to 17,500 children aged between 6 to 12 years, 8,750 female, across the country.
- Sent 1 technical Taekwondo officer to participate in Rio Log IR Selection & Training Camp Tree in UAE; 1 male technical Taekwondo officer to participate in the 13th Japan W.A.T.A Open International Taekwondo Championship in Japan; 1 male technical football officer to leader AFC Cup in Malaysia; 1 technical athletics officers to join the 21st Asian Athletics Federation Congress in the People Republic of China; 1 technical basketball officer to participate in the 28th Southeast Asian Competition in Singapore; 2 male technical Taekwondo officers to lead 28th Southeast Asian Competition in Singapore; 1 female technical athletics to participate in the workshop on physiotherapy in Indonesia; 3 male technical badminton officers to participate in BAC 2015 Asian Development Team Training Camp in Malaysia; 2 male WTF coaches to participate in Global Taekwondo Master's Training Program for Developing Countries in Republic of Korea.
- Sent 3 male technical football officers to lead football competition for the 9th **Samdech Akka Moha Sena Padei Techo Hun Sen** Football Championship in 2015 in Phnom Penh, Takeo, Kampong Thom, Prey Veng and Svay Rieng; 2 technical basketball officers to lead provincial championship for secondary education students in Kratie province; 3 male technical football officers to lead international football friendly competition between Cambodian National Team and Hwaseong Football Club in Republic of Korea.
- Monitored and evaluated physical education and sport teacher trainees who did their internship in 30 colleges and lycées in Phnom Penh.

Capacity Promotion of Sportmen

MOEYS:

- Organized friendly chat meeting with national sport teams, who won championship in Peace Palace under the chairmanship of **Samdech Akka Moha Sena Padei Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia.
- Organized friendly chat with coaches, assistant coaches, invigilators, national sportsmen during the first day of the training campaign under the chairmanship of **H.E. Dr. Hang Chuon Naron**, Minister of Education, Youth and Sport at National Institute of Education.
- Provided government incentives to champions of the 1st Southeast Asian Petangue Championship in Laos and the 7th Asian Taekwondo Championship in Nepal at the Office of the Ministry of Education, Youth and Sport under the chairmanship of **H.E. Dr. Hang Chuon Naron**, Minister of Education, Youth and Sport.
- Hosted 392 coaches and sportsmen, 78 female, from 23 national federations for five-month training.
- Collected 29 U15 footballers to stay and train at Bati Football Training Center to prepare for SEA Game 2013 hosted by Cambodia.
- Sent 10 male Chinlone sportsmen to train in Myanmar.
- Sent 11 Sepak Takraw sportsmen, 9 female, to train in Thailand.
- Sent 6 Triathlon sportsmen, 1 female, to train in Thailand.
- Sent 1 male Tennis sportsmen to train in USA.
- Sent 6 Taekwondo sportsmen, 2 female, to train in Republic of Korea.
- Sent 2 male Gymnastic sportsmen to train in Japan.
- Sent 2 male Bicycle racers to train in Republic of Korea.
- Organized ceremonies to provide champion prizes and allowances to the Royal Government to champion coaches, assistant coaches and sportsmen of Petangue sport in the 27th SEA Game under the chairmanship of **H.E. Academician Dr. Sok An**, Deputy Prime Minister, Minister in charge of the Office of the Council of Ministers at the National Institute of Education.

Training of Physical Education Teachers and Technical Officers

MOEYS:

- Developed physical education and sport subjects at college level.
- Organized National Physical Education Day in 8 target schools with 9,050 students, 4,550 female.
- Trained 12 national master trainers and regional physical education and sport master trainers, 7 female, from target schools.
- Trained 25 football coaches, 5 female, in the hall of the national stadium in Phnom Penh.
- Prepared training plans for national sport team with 88 coaches, assistant coaches and invigilators at the National Sport Training Center.
- Provided trainings on disciplines and code of ethics for national sportsmen who compete in the 28th SEA Games in Singapore with 218 participants, 31 female, at the National Sport Training Center.
- Provided trainings on anti-dope in sport sector in Takeo, Kampong Speu, Siem Reap and Kampong Cham provinces to 310 participants, 17 female.
- Provided training on evaluation criteria for national team with 45 participants, 16 female, who were officers of the National Sport Training Center.
- Organized final examinations for 148 teacher trainees, 39 female, from the 23rd Generation.

- Was training 149 teacher trainees, 32 female, from Year 2 of the 24th Generation and 100 teacher trainees, 22 female, from Year 1 of the 25th Generation.
- Provided trainings to 120 physical education and sport teachers, 18 female, in Siem Reap and Kampot provinces.

Promoting Leadership and Management

MOEYS:

- Monitored and evaluated the implementation of physical education and sport hours during and outside learning hours in 16 target primary schools, 2 schools per province, in Takeo, Kampong Thom, Ratanakiri, Stung Treng, Preah Vihear, Tbong Khmum, Mondulakiri and Siem Reap.
- Sent 1 male technical football officer to take part in the training of referees for U13 football championship in Bati National Football Center and Sport; 1 male technical football officer to lead AFC Cup 2015 in Malaysia and 2 male officers to join Discovery Camp Tomorrow's Friends Programme in Japan.
- Sent 5 officers, 1 female, to pursue higher education in sport in Vietnam for 5 years.
- Monitored trainings of physical education and sport teachers in 24 provinces and as a result, improved some areas of the trainings on the ground.

B. Progress of Outcome Indicators

Progress Analysis of Outcome Indicators

	Physical Education and Sport	Actual	Target	Actual	Status
		2014-15	2015-16	2015-16	
1	No. of physical education and sport teachers in a year	150	150	150	↑
2	4 sport fields improved: - National Stadium - Royal University of Phnom Penh - National Institute of Physical Education and Sport - Siem Reap Provincial Stadium		100% Started	100% 80% Started Started	↑ ↑ ↓ ↓
3	Secondary education institutions with the following facilities: - Football field: 10	2	2	1	↓
	- Basketball field: 15	3	3	4	↑
	- Volleyball field: 20	4	4	0	↓
4	No. of medals won in SEA Game	8	8	1	↓

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

C. Challenges

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

- Physical education and sport teachers were not used according to their specializations.
- Training of physical education and sport teachers at primary education was achieved by 0.28%.
- There was not enough equipment for physical education and sport teaching process at school.
- Human resources working for physical education and sport teaching had limited capacity on foreign languages.

- Training grounds were insufficient and was not appropriate to technical standards.
- Training materials were insufficient and was not appropriate to technical standards.
- Some national sport federations did not have regulary training plans.
- Results of the national sport championship were still low compared with achievements made in SEA Game.
- There was a lack of school buildings and dormitories.

3. DIRECTION FOR THE ACADEMIC YEAR 2015-2016

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

3.1 SUB SECTOR DIRECTIONS

3.1.1 *Early Childhood Education Sub-Sector*

- Increase enrolment rates of three-, four- and five-year-old children to address the targets.
- Expand and improve ECE infrastructure with a focus on construction and renovation of school buildings and improvement of learning environment up to the standards and pedagogical norms.
- Develop and implement standards for pre-school services.
- Develop capacity of ECE officers at national and sub-national levels.
- Support sub-national ECE system in the process of functional transfer.
- Strengthen mechanisms of the National Committee for Early Childhood Care and Development.
- Expand parenting program to focus on nutrition service, health promotion, hygiene, care and use of health services.
- Continue to implement deworming program, health and physical checkup for education officers and learners in partnership with Ministry of Health and provide education on health, hygiene, oral health, nutrition and other health services.
- Produce and disseminate videos on parenting program.
- Strengthen mechanisms for implementing inclusive education and multilingual education for preschool.
- Develop detailed curriculum and competency standards.
- Strengthen management capacity of pre-school directors.
- Strengthen quality assurance system for teacher training and distribute bulletins on teacher training evaluation.
- Continue to train pre-school teachers with upper secondary education degree to transform them as basic education teachers.
- Strengthen result-based M&E system, research and analysis for ECE sub-sector.
- Ensure sustainability of community pre-school.

3.1.2 *Primary Education Sub-Sector*

- Improve teacher deployment policy.
- Enhance effective use of school budget.
- Strengthen M&E system to ensure quality education.
- Disseminate results of the National Assessment Test for Grade 3.
- Continue to do the National Assessment Test for Grade 6.
- Strengthen education infrastructure.
- Improve terms and conditions of scholarship for poor students and outstanding students.
- Strengthen reading capacity for grade 1, 2 and 3.
- Incorporate new teaching methodologies into teacher training institutions.
- Use teachers of English from secondary education to help teach students at primary education.
- Supply core textbooks to address students' needs.

- Recruit and train primary school teachers.
- Continue to train primary school teachers on English teaching methodologies for grade 4 and 5.
- Develop detailed curriculum and standard competency for all subjects.
- Transform advance level child friendly school as new generation primary schools.
- Continue to build capacity of primary school principals.
- Strengthen roles and responsibilities of school support committees.
- Trained teachers on how to teach children with special needs.
- Continue to implement deworming program, health and physical checkup for education officers and learners in partnership with Ministry of Health and provide education on health, hygiene, oral health, nutrition and other health services.
- Continue to provide sanitation facilities including handwashing areas, latrines and safe water supply.
- Develop detailed curriculum for health education from grade 1 to grade 6 to incorporate into the national curriculum, 2016-2015.
- Continue to provide necessary health care services and programs in areas of health education, prevention of communicable and non-communicable diseases and traffic safety to education officers and learners.
- Develop regulations to transfer functions to sub-national level.

3.1.3 Secondary and Technical Education Sub-Sector

- Create 2nd opportunity to complete secondary education by creating degree equivalency program.
- Improve teacher deployment policy.
- Continue to prevent student dropout.
- Create learning clubs to promote students' self-learning in Math and Science subjects.
- Continue to implement scholarship program for poor students.
- Expand Child Friendly Program to lower secondary schools.
- Promote and strengthen the implementation of local life skill education program in education establishments.
- Pilot Science, Technology, Engineering and Math (STEM) program.
- Produce and disseminate videos on Math and Science teaching.
- Strengthen the implementation of new generation school program and promote new generation school program in Sisowath High School.
- Strengthen M&E system for education quality assurance.
- Disseminate results of the National Assessment Test for grade 8.
- Continue to implement thematic inspection for grade 9 and 12.
- Develop detailed curriculum and competency standards for all subjects by incorporating soft skills.
- Continue to train lower secondary education teachers with upper secondary education degree to transform them as basic education teachers.
- Train basic education teachers as tertiary level teachers.
- Include dictation in the examinations and teachings at lower secondary education level.

- Strengthen computer-based data management system for upper secondary education examination.
- Piloted bridging program, vocational skill program and career counseling program.
- Expand 3 General and Technical High Schools in Siem Reap, Svay Rieng and Phnom Penh.
- Renovate and improve 50 upper secondary education examination centers.
- Strengthen roles and responsibilities of school support committees.
- Create and promote functioning of secondary school clusters in target provinces.
- Cooperate with relevant development partners in areas of life skill education, career counseling, vocational orientation and vocational training.
- Develop detailed curriculum on health education from grade 7 to grade 12 to incorporate in the national curriculum, 2016-2025.
- Continue to provide necessary health care services and programs in areas of health education, prevention of communicable and non-communicable diseases and traffic safety to education officers and learners.

3.1.4 Higher Education Sub-Sector

- Promote the development of policy framework and mechanism for development of science, technology and innovation.
- Strengthen and build human resource capacity based on the requirements for research and development in technology and industry.
- Introduce competition mechanisms for technology experts, business pioneers and talented engineers.
- Create driving force to promote innovation, especially among engineers and young entrepreneurs.
- Develop Sub-decree on Higher Education Institutions' autonomy.
- Increase the number of students in Science, Technology, Engineering, Creative Arts and Math (STEAM) specializations.
- Formulate governance and management policy for higher education.
- Establish Institute of Technology of Kampong Speu.
- Piloted internal education quality assurance at program level in HEIs.
- Prepare operational guidebook and financial guidebook for the operation of the Research and Innovation Fund to promote research activities.
- Review procedures for appointing and awarding professorship status.
- Promote and motivate HEIs to increase research activities.
- Implement professional code of conduct for higher education quality assessment officers.
- Assess to provide accreditation to 38 HEIs.
- Develop quality assessment standards for post-graduate education.
- Host ASEAN Network on Education Quality Assurance meeting.
- Strengthen education infrastructure.
- Continue to provide necessary health care services and programs in areas of health education, prevention of communicable and non-communicable diseases and traffic safety to education officers and students.

3.1.5 Non-Formal Sub-Sector

- Enhance capacity of non-formal education officers at all levels.
- Increase functional literacy rate by linking with life skill trainings.

- Increase the percentage of children enrolled in re-entry program and referred back to formal education system.
- Implement result-based M&E system.
- Train teachers of equivalency program at primary and secondary levels.
- Train master trainers of functional literacy program and re-entry program.
- Strengthen NFE MIS.
- Develop regulations to transfer functions to sub-national level.
- Continue to provide education on health care, communicable diseases and non-communicable diseases and traffic safety to literacy teachers and CLC teachers.

3.1.6 Youth Development Sub-Sector

- Approve the National Action Plan on Youth Development and regulations of the Cambodia National Council for Youth Development.
- Develop priority operating plan on education, health and employment, which part of the National Action Plan on Youth Development.
- Strengthen entrepreneurship education program: Understanding Business and Local Community Enterprise Development.
- Organize learning and career orientation workshop.
- Continue to organize dissemination workshop on organization of student associations in public and private HEIs.
- Promote trainings of vocational skills, short skills and soft skills in provincial centers.
- Promote development of youth centers at provincial level by planning to construct new youth centers in 3 provinces (Prey Veng, Phnom Penh and Kampong Cham) based on the population and economic factors.
- Develop action plan and matrix on targets for the trainings of vocational skill, computer, electricity skills, electricity connection, water connection and electronics repairs.
- Organize the national forum on volunteerism on Dec 4 and 5.
- Strengthen cooperation with the National Employment Agency on employment orientation, job market information, creation of job center and intership placement for youths.
- Strengthen M&E for the implementation of activities related to child councils, youth councils, youth centers and youth volunteers at provincial level.
- Develop youth development program framework at national and sub-national levels.
- Strengthen and expand international exchange program.
- Continue to provide education on health care, prevention of communicable and non-communicable diseases and traffic safety to target groups.

3.1.7 Physical Education and Sport Sub-Sector

- Disseminate the national policy on physical education and sport sector development.
- Develop the national action plan for implementing the national policy on physical education and sport sector development.
- Organize national sport championship for primary school students in Banteay Meanchey province, for secondary school students in Kampot province and for higher education students in Phnom Penh.
- Provide capacity building on physical education and sport to primary school teachers and sport management officers.
- Continue to renovate sport physical infrastructure and provide facilities.

- Develop student sport associations and strengthen the structure of student sport federation.
- Continue to monitor and evaluate teaching activities of physical education and sport subjects in education establishments.
- Develop documents for physical education day for primary education.
- Develop detailed curriculum for physical education and sport subjects for colleges.
- Organize national sport championships and national sport competitions.
- Develop guidelines on decentralization of sport-related work to national sport federation, guidelines on physical education for health and improve the guidelines on creation of sport club association.
- Create sport training centers towards SEA Game 2023.
- Collect national sportsmen for 23 sport types to prepare for international sport competitions.
- Accelerate the construction of national sport training center and regional sport center.
- Produce 6 volumes of sport magazine and compile sport science materials.
- Provide training to teacher trainees of Generation 24 and 25 and organize final examinations for teacher trainees of Generation 24 and select trainees of Generation 26.
- Formulate training plan to upgrade basic level physical education and sport teachers to be tertiary level teachers.
- Continue to provide education on health care, prevention of communicable and non-communicable diseases and traffic safety to physical education and sport teachers.

3.2 CHALLENGES AND DIRECTIONS FOR CROSS SUB SECTORAL REFORMS

3.2.1 *Strengthening Policy and Planning*

Challenges

- Data collection was not done regularly and periodically, especially information concerning quality of education.
- Quality of annual operational plan is not comprehensive and coherent.
- M&E framework has not been developed.
- Policy research is not done fully.
- There is a shortage of technical officers and capacity is limited in areas of IT, policy, planning and M&E at national and sub-national levels.

Directions

- Coordinate the localization of Goal 4 on Education of Sustainable Development Goals.
- Adapt the 15 point priority reforms into the Strategic Plan and annual Action Plans and do progress review by stage.
- Promote the development, implementation and monitoring of progress of the policy actions of sub-sectors and reform programs.
- Introduce online statistics collection in all provinces.
- Enhance effective and quality statistic collection from relevant agencies and private sector.
- Study the impact of MOEYS's policy implementation.
- Conduct research on dropout at lower secondary education level.
- Improve the quality of annual operational planning at national and sub-national levels.

- Cooperate to ensure that budget is more relevant with policy priorities and good coordination between the national level and sub-national level.
- Coordinate and support the functioning of sub-sector working groups and JTWG-E at national and sub-national level.
- Develop M&E framework.
- Improve performance report preparation in PB implementing entities.

3.2.2 Decentralization and Deconcentration

Challenges

- There is a lack of regulations to support functional transfers (funding linked with conditions...)
- Awareness on D&D reform among education officers is not deep enough.
- There is a lack of regulations to strengthen single window mechanism.

Directions

- Transfer functions related to pre-school education, primary education and non-formal education to sub-national administration in Battambang province.
- Prepare supporting regulations by sub-sector and for education sector reform.
- Enforce education law and regulations in education sector.
- Strengthen anti-human trafficking in education sector.
- Strengthen delivery of public services in education sector in line with the principle of good governance and through single window offices.
- Strengthen the implementation of D&D in education sector.
- Strengthen mechanisms for enforcing regulation and resolving disputes among education officers.

3.2.3 Personnel Management

Challenges

- Request for full appointment in civil service for teachers who finish their probation but there has been delay.
- Disbursement of allowances for education officers in some provinces is not timely.
- Management of some education establishments does not have formal appointment letters.

Directions

- Monitor and strengthen the management and utilization of civil servants, contract teachers, two-shift teachers and multi-grade teachers.
- Cooperate with relevant agencies and POEs to oversee the change of work place, distribution of new teachers and disciplinary actions on education officers.
- Organize orientation sessions for teacher trainees and students on the common statutes for civil servants, las and principles to be practiced by civil servants and incentives they will receive.
- Promote the implementation of principles concerning civil servants' performance review.
- Implement the action plan for implementing the policy on human resources in education sector.
- Strengthen capacity of technical officers and management officers at both national and sub-national levels and in education establishments on HR MIS, personnel management and foreign languages.

3.2.4 *Public Financial Management*

Challenges

- Officers in charge of finance in budget entities do not understand clearly the procedures and rules concerning budget utilization.
- Some program and sub-program managers do not participate sufficiently in monitoring the budget utilization.
- IT-based financial management is not rolled out to all provinces.
- Not all requests for education infrastructure construction and repairs have been addressed.
- Education infrastructure management and maintenance in education establishment and entities under MOEYS are still limited.
- Procedures related to the management and utilization of PB have led to changes of many guidelines and regulations concerning public financial management reform.

Directions

- Formulate Medium Term Expenditure Plan, 2017-2019 and 2017 Annual Budget Plan.
- Continue to revise Sub-Decrees and Inter-Ministerial Prakas concerning budget utilization.
- Continue to implement public financial management reform program.
- Continue to develop IT-based financial management.
- Strengthen capacities of budget entities in PB implementation.
- Provide properties ownership certificates of MOEYS.
- Continue to conduct research on regulations related to internal management and financial operations to prepare foundation for internal audits.
- Continue cooperation with the General Directorate of Internal Audit of MEF to strengthen capacity of staff of the Internal Audit Department concerning the Implementation of Internal Audit Reporting Standards of MOEYS and conduct internship on internal audits in auditees.

3.2.5 *Curriculum Development*

Challenges

- Curriculum implementation is not complete as per instruction.
- Schools do not manage, use and supply textbooks correctly as per instruction.
- Libraries in most schools operate either in the morning or afternoon and do not follow standards.
- Librarians in most schools have dual roles (teacher and librarian).
- There is a shortage of supplementary reading materials to promote reading at schools.
- Budget support as incentives for librarians has not been addressed.
- There is a shortage of specialized human resources in areas of modern statistics, curriculum specialization and assessment test specialization.

Directions

- Supply core textbooks for all grades to schools.
- Develop detailed curriculum for all subjects at basic education level.
- Develop English textbook for grade 6.
- Organize the National Reading Day.
- Organize reading promotion events at primary schools.

3.2.6 Administration

Challenges

- Award of medals for 2013, 2014 and 2015 were not done timely.
- There is a lack of data management system and archival system.

Directions

- Continue to strengthen the management of administrative letters, especially circulation of letters.
- Speed up the provision of performance medals to education officers at national and sub-national levels.
- Develop capacity in areas of education administration and archival management.
- Develop document and data management system and archival system for MOEYS.

3.2.7 Cultural Relation and Scholarship

Challenges

- Making of passports for students is time consuming.
- Not all foreign graduates have registered themselves.

Directions

- Continue to cooperate with counterparts to increase the number of Cambodian students pursuing education overseas.
- Continue to cooperate with national and international partners to help develop education sector in Cambodia.
- Continue to strengthen the management of scholarship students who are pursuing education overseas by using IT system.

3.2.8 Information and ASEAN Affairs

Challenges

- Draft Policy on Distance Learning is not completed.
- The update of the Policy on ICT in Education Sector is not finished.
- Furnishing modern technological facilities for producing disseminating information on education, youth and sport has not been implemented.

Directions

- Cooperate and provide technical facilitation on the use of internet – official email of MOEYS.
- Update information on MOEYS's page for sub-national level more broadly and effectively.
- Continue to work on the draft Policy on Distance Learning.
- Continue to update the Policy on ICT in Education Sector.
- Provide modern technological facilities for the production and dissemination of information related to education, youth and sport.
- Develop capacity of management officers and education officers at national and sub-national levels on the use of ICT.

3.2.9 School Construction

Challenges

- Not all requests for education infrastructure construction and repairs were addressed.

- Management and maintenance of education infrastructure in education establishments and entities under MOEYS are still limited.

Directions

- Continue to speed up construction and renovation of education infrastructure in provinces.
- Continue to promote capacity of officers in charge of education infrastructure management at national and local levels.
- Conduct site visit and raise proposals to construct 77 buildings of incomplete schools, repair 100 school buildings, 500 latrines, handwashing facilities and pump wells with support from EU for 2017.

3.2.10 Printing and Publishing

Directions

- Develop core textbooks, practice materials, supplementary reading materials and other teaching aids.
- Print textbooks, practice materials, supplementary reading materials.
- Deliver core textbooks to schools across the country.
- Expand sale of textbooks, teaching materials and office supplies to general clients.

3.2.11 Education Quality Assurance

Challenges

- Officers and inspectors in POEs' inspection office have not been trained on new systematic inspection.
- Most officers working at POEs' inspection office are not equalified enough to pass examinations to be selected to attend the training on new systematic inspection.
- Allocation of PB to inspection offices at sub-national level is still limited.

Directions

- Administer national assessment test for grade 6 for Khmer and Math subjects in 210 schools.
- Conduct thematic inspection for education quality assurance for 4 topics.
- Monitor regular inspections of sub-national levels.
- Research for more information and draft procedures for measuring capacity at equivalency level.
- Disseminate the results of annual inspection work across the country.
- Disseminate the results of the national assessment tests for grade 8 for Khmer, Math and Physics subjects.

4. CONCLUSION

MOEYS is in the stage of significant transformation of the implementation of the five main reform pillars. This requires sector-wide approach to be taken into account when it comes to expanding opportunities, capacities and efficiency in the seven sub-sectors.

ECE sub-sector has demonstrated progress in expanding all forms of ECE services, especially provision of pre-school education service to five-year-old children, dissemination and implementation of the National Policy and National Action Plan on Early Childhood Care and Development.

Primary Education sub-sector has demonstrated progress on equitable and inclusive enrolment of children and interventions to promote early grade reading at primary education and prevention of dropout.

General and Technical Secondary Education sub-sector has presented progress in strengthening quality, preventing dropout, expand awareness on choice of career and technical skills and strengthening learning result assessment mechanism and national examination.

Non-Formal Education sub-sector has demonstrated progress in implementing all forms of NFE program, especially National Literacy Campaign, second chance for completion of secondary education, through degree equivalency system.

Higher Education sub-sector has shown progress in higher education capacity development including promoting governance in HEIs and capacity of higher education officers. Promoting Science, Technology, Engineering, Creative Arts and Math education from primary to post-secondary level is also being promoted.

Youth Development sub-sector has demonstrated progress in improving structure of child and youth councils, hard skill training, soft skill training and career counselling.

Physical Education and Sport sub-sector has demonstrated sport achievement of Cambodia in the region and in the world as well as promotion of physical education and sport activities in schools and among the public.

Thus, achievements presented above expressly reflect our efforts in fulfilling our responsibilities for our roles and duties to bring about education sector development, in line with the Rectangular Strategy Phase 2 of the Royal Government, through the implementation of ESP 2014-2018. Participation from education staff at all levels, relevant ministries/institutions and development partners with the slogan "Education for All and All for Education", under visionary and realistic leadership of **Samdech Akka Moha Sena Padei Techo Hun Sen, Prime Minister of the Royal Kingdom of Cambodia**, brings about hope and high confidence for the future destiny of every citizen, every family and the nation as a whole.



PART 2
ANNEX

ANNEX 1: PROGRESS OF THE IMPLEMENTATION OF ANNUA OPERATIONAL PLAN 2015

No.	Departments	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Early Childhood Education	62	35	22	5
2	Primary Education	75	51	9	15
3	General Secondary Education	40	30	2	8
4	Non-Formal Education	15	11	0	4
5	School Health	26	21	0	5
6	Vocational Orientation	32	30	0	2
7	Teacher Training	36	33	0	3
8	Curriculum Development	20	15	0	5
9	Higher Education	54	46	3	5
10	Science Research	16	11	1	4
11	Physical Education and Sport	8	7	0	1
12	Student Physical Education and Sport	13	7	6	0
13	National Institute of Physical Education and Sport	7	7	0	0
14	National Sport Training Centre	15	15	0	0
15	Youth	16	12	1	3
16	Youth Centre Management	25	19	2	4
17	Planning	54	47	6	1
18	Personnel	25	20	1	4
19	Finance	18	9	4	5
20	Internal Audit	7	4	0	3
21	Educational Quality Assurance	14	11	1	2
22	Inspectorate of Administration and Finance	6	4	2	0
23	Information and Asian Affairs	13	12	1	0
24	Legislation	24	14	4	6
25	Construction	18	11	6	1
26	Materials and State Property	9	8	0	1
27	Administration	8	3	5	0
28	Cultural Relation and Scholarship	21	13	5	3
Total		677	506	81	90

ANNEX 2 : NUMBER OF ACTIVITIES OF DIRECTION OF THE ACADEMIC YEAR 2014-2015

No.	Sectoral-Sub Sectoral	Activities	Already implemented	Is being implemented	Has not yet implemented
A. Key Reform Directions					
1	Strengthening of Planning System	5	2	3	0
2	Decentralization and Deconcentration	4	3	1	0
3	Personnel Management	6	5	0	1
4	Public Financial Management	10	6	4	0
Sub Total		25	16	8	1
B. Sub-Sectoral Directions					
1	Early Childhood Education	18	3	8	7
2	Primary Education	15	13	2	0
3	Secondary and Technical Education	22	9	11	2
4	Higher Education	11	3	7	1
5	Non-Formal Education	7	5	1	1
6	Youth Development	14	9	4	1
7	Physical Education and Sport	18	8	9	1
Sub Total		105	50	42	13
C. Cross-Sub-Sectoral Directions					
1	Curriculum Development	3	2	1	0
2	Administration	3	3	0	0
3	Cultural Relation and Scholarship	3	1	2	0
4	Information and ASEAN Affairs	3	1	1	1
5	Construction	3	2	1	0
6	Printing and Distribution	3	3	0	0
7	Education Quality Assurance	3	2	0	1
Sub Total		21	14	5	2
Total		151	80	55	16

ANNEX 3 : NUMBER OF ACTIVITIES OF ACTION PLAN 2015 JOINT MISSION REVIEW

No.	Sub-Sector	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Early Childhood Education	11	4	3	4
2	Primary Education	10	8	1	1
3	Secondary and Technical Education	14	6	5	3
4	Higher Education	12	5	7	0
5	Non-Formal Education	7	6	0	1
6	Youth Development	9	4	3	2
7	Physical Education and Sport	9	6	3	0
Sub Total		72	39	22	11

**ANNEX 4 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF ACADEMIC YEAR 2014-2015
KEY REFORM**

Activities	Status	Reasons
1. Strengthening Planning System		
- Collect education statistics to respond to needs and urge collection of statistics from education institutions under MOEYS and relevant institutions.	2	- Collected education statistics regular year and student test scores for inspection. - Have been cooperating with relevant ministries to collect statistics.
- Support working group in each sector on the implementation of ESP at national and sub-national levels.	1	- Have been formulating the report of the implementation of the Education Strategic Plan 2014-2018 in each sector. 23 capital/ provincial levels have completed the Educational Strategic Plan 2015-2017
- Strengthen the process of JTWG-Ed at capital/provincial level.	2	- Processed the meeting of JTWG-Ed at capital/ provincial levels.
- Strengthen planning and statistics work at national and sub-national levels.	1	- Provided training and orientated to formulate plans especially for Strategic Plan and Annual Operation Plan for nation and sub-nation levels.
- Strengthen M&E on the implementation of programs in ESP and of projects.	2	- Newly established Department of Monitoring and Evaluation, which has been studied relevant documents.
2. Decentralization and Deconcentration		
- Formulate policy framework and regulations to support assignment of functions to sub-national administration.	2	- Not yet response from NCDD on the final draft policy on decentralization and deconcentration reform in education sector.
- Develop capacity of D&D reform working group.	1	- 29 members of working groups have provided training on the implementation of decentralization and deconcentration reform. - The working group attended training on the implementation of decentralization and deconcentration reform in education sector in Indonesia.
- Enhance awareness on management based on the principle of governance and effective public service delivery.	1	- Provided training to school management committee on management based on the principles of governance with 294 participants included 45 female.
- Mainstream the concept of leadership and management following the approach to leadership and management.	1	- Provided training to school management on the approach of the leadership and school management with 270 participants included 46 female.
3. Personnel Management		
- Cooperate with relevant ministries to implement reform measures of civil servant management, salary and allowances.	1	- Implementing sub-decree 36 អនក្រឹត្យ.ប័ណ្ណ on revising civil servants' function allowance. - Sub-decree 37 អនក្រឹត្យ.ប័ណ្ណ on area allowance for education and health officials. - Cooperated with Ministry of public functions to monitor the use of civil servants , contract teachers, double shift teachers and multi- grade teachers in 23 capital/provinces.

- Implement Sub-decree No. 497 ANKr.BK dated Nov 06, 2013 on the delegation of power to sub-national administration in appointing, changing and terminating civil servants at sub-national level.	1	- Check nomination to 202 sub-national management officials included 25 female. - Appointment to 3 directors of Department of Education Youth and Sport (Phnom Penh, Kompong Cham and Siem Reap)
- Organize examination to select teachers at higher education level to work in higher education institutions.	1	- Organized examination to select 22 teachers with higher education level to teach and work in higher education institutions.
- Formulate and revise some regulations to implement the policy on human resources in education sector.	1	- Organized the final draft of human resource policy action plan
- Expand the scope of the implementation of the new standard on the use of education staff.	3	- New staffing norm pilot has increased the requirement of teachers. - Did not implement other provinces because there are challenges with teacher shortage.
- Introduce education staff performance appraisal system.	1	- Provided 4 regional trainings to core officials on education staff performance appraisal form. - Pilot education staff performance appraisal system at central level.
4. Public Financial Management		
- Revised chart of accounts and reporting templates for internal use in MOEYS.	1	- Revised chart of accounts and statement form for internal use in MOEYS
- Speed up the mechanism and procedure to revise the Inter-Ministerial Prakas and Sub-Decree related to expense procedure.	2	- Have been revising sub-decree 102 អនក្រឹត្យ.ប្រក្រតី dated on October 3 rd , 2002 on determining separate costs for implementation of the priority action programs in MOEYS.
- Strengthen staff capacity in implementing 2015 budget.	1	- Strengthen staff capacity in 2015 budget execution.
- Formulate medium term and long term expenditure plan, 2016-2025 and budget plan 2016.	1	- Formualte medium term expenditure plan 2016-2018 and budget plan 2016
- Continue to develop IT-based financial management.	2	- Continue to develop IT-based financial management.
- Provide trainings to technical staff and school directors and update data on state assets.	1	- Provided training to 972 education staffs at nation and sub-nation levels and school principals included 84 female.
- Issue Inter-Ministerial Prakas on Immovable Properties Titles for MOEYS without charging cadastral fees.	2	- Agreed in principle from Somdech Aka Moha Sena Padei Techo Hun Sen on Immovable Properties Titles for MOEYS with services are the responsibility of the state.
- Promote capacity of auditing staff and strengthen reporting standard on internal auditing.	1	- 2 Audit officials attended the workshop on Audit Report Standard. - 20 Audit officials attended the workshop on Theory of Internal Audit.
- Set inspection standards by using the manual on inspection procedures.	1	- Disseminate manual on inspection procedures and inspection reports in Battambang with 285 participants included 29 female.

- Provide capacity training on procedures to investigate and resolve disputes.	1	- Provided training on procedures to investigate and resolve disputes and disseminate inspection reports in Ratanakiri with 77 participants included 24 female.
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Note: 1- Already implemented; 2- Is being implemented; 3- Has not yet implemented

**ANNEX 5 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF ACADEMIC YEAR 2014-2015
SUB-SECTORAL**

Activities	Status	Reasons
1. Sub-Sector: Early Childhood Education		
- Increase enrolment rate of children aged 5, 4 and 3 years according to the targets.	2	- Children aged 5 years enrolled 64,07%. - Children aged 4 years enrolled 28,29%. - Children aged 3 years enrolled 19,79%.
- Expand and improve early childhood education infrastructure focusing on construction and renovation of school buildings and improving school environment up to the standard and pedagogical norm.	2	- Incomplete service standard.
- Expand parenting program focusing on nutrition service, promotion of health, sanitation and hygiene, care and use of health services.	2	- Prepared modules and disseminated.
- Provide deworming pills and medical and physical checkup to education staff and learners by cooperating with Ministry of Health, provide education on health, hygiene, oral-teeth health, nutrition and other health services.	1	- Provided deworming pill for Pre-school 95%.
- Produce and disseminate videos for parenting program.	2	- Is implementing the program in collaboration with national TV (produce short video clips relevant parents education programs).
- Strengthen implementing program of inclusive education and multi-lingual education at pre-school level.	1	- Inclusive education programs have already implemented through annual operational plan 2015. - Provided capacity training to core teachers at sub-national level for 11 provinces on inclusive education for disable children.
- Develop curriculum, strengthen capacity of pre-school directors and provide capacity training to staff in charge of ECE at all levels including pre-school teachers in state and community pre-schools.	2	- Is developing the draft of general education curriculum framework.
- Provide teachers based on specializations and allowed number of pre-school teachers to be selected.	3	- No support.
- Increase capacity and qualification for master trainers.	3	- No support.
- Provide IT equipment gradually to the Pre-School Teacher Training Center.	3	- No support.
- Provide capacity training to pre-school teachers with Baccalaureate degree so that they can be given category of basic education teachers.	3	- No support.
- Provide capacity training on leadership and management to pre-school directors.	3	- No support.
- Strengthen quality assurance system on teacher training and disseminate information on teacher training assessment bulletin.	3	- No support.
- Increase qualification of pre-school teachers with Baccalaureate degree to become basic education teachers.	3	- No support.
- Strengthen research result and analysis-based M&E system for ECE sub-sector.	2	- Provided capacity training on implementation of M&E system based on result.
- Formulate regulations to support ECE sub-sector.	2	- Issued inter-ministry Prakas 366 សំណុំរៀបរៀង

		dated on Apr 6th, 2015 on the procedures of implementing public school support budget. - Have inter-ministry Prakas on funding community pre-schools, materials and bonus.
- Formulate result framework for the National Action Plan on Early Childhood Care and Development, 2014-2018.	1	- Formulated.
- Promote implementing mechanism of the National Committee for Early Childhood Care and Development.	2	- Is gathering the reports from ministries involved in implementing national policy for Early Childhood Care and Development.
2. Sub-Sector: Primary Education		
- Increase enrolment of children in primary education, especially marginalized children.	1	- Net admission rate increased 0.4 % - Net enrollment rate increased 0.5%
- Provide scholarship and nutrition to poor students in primary schools.	1	- Students got scholarship and breakfast.
- Improve curriculum for primary education.	1	- Developed curriculum framework and signed by His Excellency Minister.
- Strengthen quality assurance system for teacher training.	1	- Disseminated the document of quality assurance system for teacher training to school management and master trainers.
- Develop capacity of teachers, master trainers at capital-provincial teacher training centers on teaching methodologies, especially for Math and Science subjects.	1	- Provided training to master trainers on teaching methodologies and Mathematics especially Mathematics and science.
- Repair and improve facilities at capital-provincial teacher training centers.	2	- Improved some capital-provincial teacher training centers.
- Supply master trainers to capital-provincial teacher training centers and prevent master trainers from moving out through appropriate incentive system.	1	- Encouraged master trainers through providing master degree scholarship and increasing function allowance.
- Provide capacity training on teaching to primary school teachers (teaching English subject for grade 4, teaching students with hearing and visual disabilities).	1	- Trained grade 4 teachers on instructions of using English for grade 4. - Trained grade 2 teachers on inclusive education.
- Strengthen quality assurance system for teacher trainings and disseminate bulletins on teacher training assessment.	1	- Disseminated bulletins on teacher training assessment for capital-provincial teacher training centers school managements.
- Formulate regulations on school health (medical and physical checkup, circular on school health structure at sub-national level, sub-decree on school health).	2	- Being edited draft.
- Provide deworming pills, medical and physical checkup to education staff and learners, especially grade 1 students in Kampot and Kampong Chhnang province by working with Ministry of Health.	1	- 94% of primary school students in whole kingdom got deworming pills two times per year - 95% of grade 1 students in Kampot and Kampong Chhnang province physical checked up
- Provide first aid kits and training on how to use them in education institutions.	1	- 1330 primary schools got first aid kits
- Urge installation of handwashing facilities, water supply facilities and latrines.	1	- 270 schools
- Provide education on health, nutrition, food safety, reproductive health, sexual health, HIV/AIDs, drug, alcohol, cigarette, malaria, dengue fever, flu, worming, eye health, oral-1teeth health and danger prevention.	1	- Implemented annually

- Strengthen leadership and management at school level.	1	- Train school management committees
3. Sub-Sector: Secondary Education and Technical Education		
- Prevent dropouts	2	- Continue to implement after KAPE finish and expand disseminate document guide implementation system to memorize to secondary schools in whole country.
- Expand child friendly school program at lower secondary education level	2	- Continue to implement through disseminate document for 3 child friendly school programs at lower secondary education level and the title that Ministry approved
- Promote the implementation of local life skill program at secondary schools	1	- Implement activities through monitoring and disseminating document that Ministry approved
- Develop capacity of Math and Science teachers at grade 12	1	- Trained 3175 teacher capacities female 20 percent
- Produce and broadcast videos on Math and Science teaching	2	- Produce lesson plans, recruit teachers and place for taking video already to prepare taking video and disseminate
- Develop curriculum standards for technical education for five skills: mechanics, electricity, electronics, agriculture and accounting and finance	3	- No budget for development
- Establish institution for teacher training on technical education	1	- Sub-decree No 46 អនក្រឹត្យ dated April 7, 2015 on establishing institution Kampong Chherteal
- Continue to cooperate with development partners, private sector and stakeholders to develop curriculum for other specializations to respond to emerging targets and regional labor market	2	- Cooperated with KOICA
- Update teacher training manuals for Psycho-Pedagogy subject	1	- Implemented
- Supply master trainers by specialization and enhance qualification of teacher trainers at regional teacher training centers	1	- Trained 56
- Strengthen teacher training quality assurance system and disseminate bulletins on teacher training assessment	1	- Implemented
- Strengthen the implementation of teacher professional standards	2	- Put in school director training course
- Develop teacher career pathway	2	- Being prepared document
- Develop school directors' capacity on leadership, management and communication skills	2	- Being trained school director capacities
- Develop curriculum, standards and core textbooks for general education	2	- Put in school director training course
- Reinforce professional of teacher code of conduct	2	- Being prepared document
- Provide deworming pills and medical and physical checkup to education staff and learners	1	- Being trained school director capacities
- Urge installation of hand washing facilities, water supply facilities and latrines	1	- Implemented
- Provide education on health, nutrition, food safety, reproductive health, sexual health, HIV/AIDs, drug, alcohol, cigarette, malaria,	1	- Implemented

dengue fever, flu, worming, eye health and danger prevention		
- Construct and repair school buildings to respond to actual needs	2	- Have been being Implemented
- Deploy specialized teachers to respond the needs for specialized skills	3	- No implementation because of pilot new staffing norm make increased teacher requiremnet
- Construct teacher houses in disadvantaged areas	2	- Being studied location and making plan
4. Sub-Sector: Higher Education		
- Develop a Sub-decree to provide autonomy to HEIs	2	- Being prepared draft
- Develop standards and guidelines on internal quality assurance	2	- Prepared draft already wait for decision leaders
- Encourage a feasibility studies on expansion of science, technical, engineering, creative art and Math program	2	- Will hold consultative workshops in 2016
- Promote education on health, prevention of communicable and non-communicable diseases, danger prevention and other health services	2	- Implemented in some schools
- Formulate a policy on scholarship, subsidy and loan schemes for students at higher education level	2	- Prepared to issue conceptual documents and will hold consultative workshops in 2016
- Develop guidelines and mechanisms to provide incentives to researchers at higher education level	2	- Being collected relevant documents
- Promote the implementation of the policy on research and development at higher education level	1	- Promoted 16 higher education levels for preparing policy in higher education levels
- Promote the implementation of the Royal Degree on Provision of Professorship status	3	- Not implemented
- Promote the implementation of the national standards on higher education accreditation	2	- Being implemented
- Develop manual on higher education accreditation	1	- Revised
- Continue to assess some HEIs.	1	- Completely implemented for 11 higher education levels
5. Sub-Sector: Non-Formal Education		
- Organize national literacy campaign, 2015	1	- National literacy campaign ceremony presided Samdech Techo Hun Sen, Cambodia Prime Minister and processed 3,509 literacy classes, 74,940 learners
- Expand the scope of equivalency program at primary education level	2	- Increased grade year 1 and grade year 2
- Review training programs at CLCs to address social needs	1	- Impact Evaluation reports of implementation at CLCs
- Formulate requirements for opening CLCs	1	- Prakas No 2429 dated, July 30, 2015 on creation and management CLCs
- Provide education on reproductive health, sexual health, HIV/AIDS, drug, alcohol, cigarette, malaria, dengue fever and danger prevention	1	- Mainstreamed to target at CLCs
- Develop capacity of non-formal education staff at national and sub-national levels	3	- No support for the process
- Increase the amount of allowances for non-formal education teachers.	1	- Sub-decree No 20, letter No 01 and Prakas No 02 on management and division teaching services for non-formal education program

6. Sub-Sector: Youth Development		
- Formulate a regulation to establish National Council for Youth Development and General Secretariat	1	- Finished draft and being submitted to National Council Meeting for Cambodian Youth Development the first dated, March 03, 2016
- Formulate a national plan to implement the National Policy for Cambodian Youth Development	1	- Finished draft and being submitted to National Council Meeting for Cambodian Youth Development the first dated, March 03, 2016
- Formulate a strategic plan for the National Council for Youth Development	1	- Finished draft and being submitted to National Council Meeting for Cambodian Youth Development the first dated, March 03, 2016
- Formulate regulations to establish youth councils at ministerial/institutional, capital, provincial, municipal, district, khan, sangkat, commune levels	1	- Drafted and being submitted to National Council Meeting for Cambodian Youth Development the first dated, March 03, 2016
- Develop short-term and medium-term capacity training programs for staff and youths	1	- Trained and reviewed on " centers and youth management "
- Provide training courses to district youth volunteers in 50 districts	2	- 43 Khans/districts - Budget payment and financial technical execution
- Provide skill training courses in 20 youth centers at capital/provincial level	2	- 8 provinces - Budget payment and financial technical execution
- Promote development of youth centers	2	- Budget payment and financial technical execution
- Provide education on reproductive health, HIV/AIDS, drug, alcohol, cigarette, malaria, dengue fever and danger prevention	3	- Been canceled from plans
- Continue to cooperate with development partners in areas of youth development and youth center at capital/provincial level, volunteerism, vocational training and soft skill training	1	- Well cooperate with development partners and relevant institutions
- Organize exchange visit for volunteers to share and exchange experiences on volunteerism and preservation of Khmer cultural heritage	2	
- Formulate materials, action plan and matrix for vocational trainings and soft skill trainings at youth centers and for training youth volunteers	1	- Youth development program in education sector 2015-2018
- Organize national forum on volunteerism in Cambodia and international volunteer day	1	- Organize national forum on volunteerism in Cambodia and international volunteer day having 750 participants included 100 female
- Organize youth forum on leadership and youth.	1	- Organize youth forum on leadership and youth with 250 participants
7. Sub-Sector: Physical Education and Sport		
- Continue to develop a Prakas on management of public sports and traditional sports	2	- Time constrain - Complex methods
- Promote full implementation of physical education and sport curriculum in primary and secondary education institutions	1	- Guidelines 05 អយ្យក្រឹត្យសណ្ឋាន dated on January 8th 2015
- Promote establishment of sport associations in public and private education institutions	2	- Education institutions increased gradually
- Continue improving the core training program for physical education and sport teachers	2	- Time constrain - Being implemented
- Continue to conduct research and document	2	- Time constrain

national traditional sports		- Collecting inputs complicated
- Develop guidelines on sport competition program and sport championship competition at national and capital/provincial levels in education institutions at 3 levels	1	- Having guidelines
- Promote women's participation in sport activities	1	- Mainstreaming by competition regulations
- Strengthen structure of student sport federation and national sport federation	2	- Has been preparing methods
- Print physical education sport books for primary education institutions	2	- Not have enough physical education and sport books as requirement
- Produce and distribute 6 volumes of sport magazines	1	- Implemented by plan
- Continue to provide physical testing for children aged 6 to 12 years old at capital/provincial levels	2	- Being implemented
- Provide capacity training to sport technical staff, sport management staff and physical education teachers at all levels	1	- Implemented by plan
- Mobilize 392 national sportsmen for 23 sport types to trainings to prepare for SEA Game competition and international competitions	1	- Implemented by plan
- Continue to provide training to teacher trainees in the 23rd and 24th generations and organize graduation examination for teacher trainees of the 23rd generation and examination to select teacher trainees for the 25th generation	1	- Implemented by plan
- Provide facilities and construct and improve infrastructure, sportsfields at national and sub-national levels according to technical standards	2	- Being implemented at sub-national level - Continue to implement at sub-national level
- Provide infrastructure, school buildings and dormitories at the National Institute of Physical Education and Sport	3	- Complicated methods
- Provide education on reproductive health, sexual health, HIV/AIDS, drug, alcohol and cigarette	1	- Implemented by Department of health studies
- Improve governance among sport associations and national sport federations.	2	- Has been preparing methods

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

**ANNEX 6 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF ACADEMIC YEAR 2014-2015
CROSS SUB-SECTORAL**

Activities	Status	Reasons
1. Curriculum Development		
- Organize events to promote readings in primary schools.	1	- Implemented at Tboung Khmom, Kampong Cham, Prey Veng, Siem Reap and Kampong Thom
- Organize consultation on curriculum framework and improve detailed curriculum at basic education level for all subjects.	2	- Waiting for preparing curriculum framework
- Organize national reading day and create leading libraries in capital/provinces.	1	- Having sub-decree on national reading day and broadcasted and made 9 libraries at capital/provinces
2. Administration		
- Strengthen management of administrative letters, especially movement of letters.	1	- Flow of letters is smooth
- Speed up provision of decorations to education staff at national and sub-national levels.	1	- Sub-decree 12 having 8,671 education staffs included female 36.06% and decorations
- Develop management capacity on education administration and archival.	1	- Trained education staffs at national and sub-national levels on education management and archival
3. Cultural Relation and Scholarship		
- Continue to strengthen management of scholarship students both in the country and overseas through IT system.	2	- Lack of Information provided by Cambodia embassy or consulate situated at oversea combined with limited capacity of IT official
- Strengthen cooperation with relevant institutions and development partners in areas of learning and teaching French by finding scholarship for teachers and students using French language.	2	- Continue to strengthen cooperation with development partners and continue finding scholarship for teachers and students learning French in Cambodia
- Develop concrete policy on foreign language studies.	1	- Organized framework on capacity of French teachers
4. Information and ASEAN Affairs		
- Continue to draft the policy on distance learning and strengthen informal education management mechanism.	2	- Being studied and reviewed on forms limited by the Council of Ministers
- Cooperate and provide technical facilitation on the use of formal internet - email of MOEYS and update information on MOEYS's website at sub-national level in a broad and effective manner.	2	- Not all capital/provinces because cash withdrawal methods is not implemented
- Provide modern equipment for producing and broadcasting information on education, youth and sport.	3	- Did not prepared in procurement plan
5. Construction		
- Continue to promote construction and repair of education infrastructure in capital/provinces.	2	- Some companies did not implemented by work calendar
- Continue to promote capacity of staff responsible for managing education infrastructure at national, sub-national and local levels.	1	- Finished as Annual Operational Plan 2015
- Conduct a study on school building standards by types (long-term durable, medium term, temporary, floating,...).	1	- Finished as Annual Operational Plan 2015
6. Printing and Distribution		
- Develop core textbooks, practice books, supplementary reading materials and other materials.	1	- Have concreted plan - Have technical officials, budget and materials
- Print core textbooks, practice books and	1	- Have concreted plan

supplementary reading.		- Have technical officials and enough printing machines
- Delivery core textbooks to schools across the country.	1	- Have concreted plan - Have technical officials and adequate transport vehicles
7. Education Quality Assurance		
- Disseminate information on results of national assessment for grade 8 for Khmer, Physics and Math subjects to staff at national and sub-national levels in 25 capital/provinces.	3	- Disseminate result of national assessment for grade 6
- Create national assessment process for grade 3.	1	- Sample of 210 schools were conducted assessment of result
- Strengthen education quality assurance and inspection at capital/provincial level.	1	- Inspection by definite date and topics for 111 schools

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

ANNEX 7 : PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2015

Main Activities	Results	Sub-Activities	Status		
			1	2	3
1. EARLY CHILDHOOD					
1. ECCD Policy and National Action Plan	2/6	1. ECCD Policy and National Action Plan operationalization		√	
		2. Sub National Lurching Policy and NAP-ECCD 2014-2018	√		
		3. Conduct follow-up data analysis of the results from East Asia and Pacific Region ECD Scale Survey (2013-2014) and CDHS for evidence generation and aVODcacy		√	
		4. CPS evaluation survey (Co-initiative with LGCR Section)	√		
		5. Provide cross-sectorial technical inputs and support for development of Parenting Education Package by MoEYS		√	
		6. Monitoring the mechanism of ECCD Policy and NAP implementation		√	
2. Capacity Development on ECE	19/33	1. Strengthening the quality of ECE service		√	
		2. In-service training to Preschool Principal on School Management and Monitoring		√	
		3. Training to National Trainer on Preschool curriculum for 5 Years Old	√		
		4. Training to Sub-National Trainer on Preschool curriculum for 5 Years Old	√		
		5. In-service training to Formal Preschool teachers, primary teachers teach in preschool class, on 5 years old	√		
		6. Develop teaching program and materials and Finalize review Operational manual for PRC	√		
		7. Regional Training on Operational Manual of Pre-school resource centers to PoE, DoE, School support committee/PRC committee, 5 days 319 people	√		
		8. Training to Preschool resource center network	√		
		9. Budget for investment actions		√	
		10. Local PhD. Education advisor			√
		11. Field visit on Establishing CPS from central level	√		
		12. Orientation training for the network for both CPS & HBE	√		
		13. Training of National Core Trainer of CPS Operational Manual and developing Training Materials for 30 days	√		
		14. Training of Sub National Core Trainer CPS teacher of CPS Operational Manual and developing Training Materials	√		
		15. Monthly technical meeting at district 450 current program, 300 program in 2014		√	
		16. Material's Packages for Community Preschool	√		
		17. Training of National sub national Core Trainer, Core mothers, lead mothers of HB Care and PE Operational Manual and developing Training Materials	√		
		18. Pre-service and In-service training to Core Parents on HBE/ Parental Education	√		
		19. Monthly session on Care, Nutrition, and Used Health services		√	
		20. Material's Packages for Home Based Care	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		Program			
		21. Training on the education of parents associated with the pre-schools community which class location	√		
		22. Program for pregnant mothers and mothers of children 0-2 years old		√	
		23. Support to develop management capacity and framework for ECE	√		
		24. Support implementation of Inclusive ECE National Action Plan 2014-18 for system building, capacity development and programme scale-up	√		
		25. Support integration of IE preschool module to pre-service preschool teacher trainers		√	
		26. Support implementation of Parenting Education and Inclusive ECE programme in urban poor communities in Phnom Penh		√	
		27. Develop capacity of ECD focal staff through participation in training, workshops, exchange Studyvisits in country and overea	√		
		28. Support finalization and implementation of Multi-lingual ECE National Action Plan 2015-18 for system building, capacity development and programme scale-up		√	
		29. ECE support for Sub-national level in Siem Reap, Ratanak Kiri and Kampong Cham (Plan)	√		
		30. Implementation of ECE at Sub national level in Siem Reap. Kampong Cham, Kampong Chhnang, Preah Vihear, Koh Kong, Kratie, and Prey Veng (SC)		√	
		31. Implementation of ECE at sub-national level(CYK)		√	
		32. Develop ECE in sub national level (Bandos Kokar)		√	
		33. Develop ECE in sub national level (KrY)		√	
3. Monitoring and Evaluation	6/9	1. ECE Monitoring	√		
		2. Central supervision (3 times per year)	√		
		3. PoE supervision (3 times per year)	√		
		4. DoE supervision	√		
		5. Support Mid-year and Annual Review of the implementation in ECE Sub-sector and identify future priorities	√		
		6. Support monitoring of ECE programme implementation by ECED as per the newly developed monitoring framework	√		
		7. HACT Assurance activity for Implementation Partner (ECED)			√
		8. Travel for programme implementation and monitoring			√
		9. Technical Assistance to the Ministry			√
4. Communication and Supplies	2/3	1. ECE operation	√		
		2. Printing of ECE document		√	
		3. Equipment for ECE	√		
5. Develop Capacity of management and ECE framework	6/11	1. Support for sub-national systems for Early Childhood Education delivery (in preparation for D&D) (CDPF 5.1.2)	√		
		2. Support ECE quality strengthening in Kampong Cham Zone (on MLE preschools, IE preschool, integrated ECD, teacher training, teaching & learning materials, and quality		√	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		monitoring support)			
		3. Support ECE quality strengthening in Phnom Penh Zone, (inclusive preschools, integrated ECD, teacher training, teaching & learning materials, quality monitoring support)		√	
		4. Support ECE quality strengthening in Siem Reap zone, (inclusive preschools, integrated ECD, teacher training, teaching & learning materials, and quality monitoring support)		√	
		5. Re collection on ECE data workshop all 24 provinces	√		
		6. Training on conducting monitoring Plan, semester/annual review, and reporting	√		
		7. Training Workshop on M&E system on Mid year and annual year review	√		
		8. Training on conducting monitoring activities to using tools, semester/annual review	√		
		9. Studyvisit and training abroad		√	
		10. Local training for capacity development (Data analysis and reporting)			√
		11. Logical Framework for NAP-ECCD 2014-2018	√		
2. PRIMARY EDUCATION					
1. Development of documents and materials for supporting CFS implementation	12/21	1. Dissemination of CFS Maser Plan to DTMTs in 10 provinces	√		
		2. Finalisation of CFS checklist and CFS assessment criteria	√		
		3. Training of DTMT on the use of new CFS by the National Core Trainers (NCT)	√		
		4. National Core Trainers to conduct monitoring of DTMT and the implementation of CFS at primary school	√		
		5. Organisation of the CFS Annual review (including review of IE, MLE, AL programmes and community participation in school development)		√	
		6. Support DTMTs for Primary Schools to conduct CFS assessment in provinces in Phnom Penh zone	√		
		7. DTMTs for Primary Schools to conduct CFS assessment in provinces in Siem Reap zone	√		
		8. DTMTs for Primary Schools to conduct CFS assessment in provinces in Kampong Cham zone	√		
		9. Support the education emergency preparedness, contingency planning, assessment and temporary learning spaces		√	
		10. Workshop and revise tool for testing from grade 1-6 on Mathematique(3steps)	√		
		11. Conduct test for grade 1-6 in 18 provinces on Math	√		
		12. Random , data entry, analysis and report on EGMA	√		
		13. Workshop on Blueprint and develop the manual of EGMA with TGL for 6 days		√	
		14. Revising the EGMA grade 1 with stakeholders for 6 days			√
		15. Copy Math grade 1 for target school among 12,500 books			√
		16. Transportation EGMA book to target schools			√
		17. Design picture for book of EGMA grade1			√

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		18. Develop guideline on Positive discipline	√		
		19. Revise supported document of CFS with focus on equity		√	
		20. Support the innovation related to school monitoring by DTMTs	√		
		21. Support the printing of Positive Discipline training manuals and materials		√	
2. Strengthen the implementation of Accelerated Learning implementation in targeted provinces	1/2	1. logistics and organization of Primary Learning Matrix initiative		√	
		2. Printing of AL textbook of 4 subjects (Khmer, Math, Social Study and Science) for Year 1 (grade 1&2), Year 2 (grade 3&4) and Year 3 (grade 5&6)	√		
4. Building Capacity of national and sub-national primary education officers for development of CFS implementation	15/22	1. Evaluate pupil's achievement : Conduct training on the questionnaires which concerned with pupils' learning achievement and others tools	√		
		2. Accelerate Education workshop training to DTMT	√		
		3. Inclusive Education for children with disability training workshop to DTMT	√		
		4. Training for provincial trainer (technical group leader) 6 provinces which includes 46 participants about drawing	√		
		5. Training for provincials trainer 6 provinces which include 36 participants about standard library	√		
		6. Training workshop on EGRA Grade 2 textbook methodology (13 Provinces)	√		
		7. Workshop on methodology in disability and out of school children collection data to the facilitator POE, DOE levels in 5 provinces	√		
		8. Trainer training on try out EGMA book			√
		9. Workshop on guiding EGMA try out for grade 1 and stakeholder in 8 provinces			√
		10. Training DTMTs in 25 provinces on EGMA			√
		11. Analysis, data entry by quarterly and semester and year			√
		12. Quarterly meeting of Sub-Committees on CFS in Primary and Lower Secondary schools	√		
		13. Support the organization of CFS Steering Committee semester meetings	√		
		14. Review meeting on EGMA implementation			√
		15. Training and Workshop trainers national and sub-national math grade 4 Solving.	√		
		16. Conduct survey on effective of budget utility in school	√		
		17. Annual Review meeting/workshops, trainings, IT equipment and data development, operational cost and supplies on Scholarship Programme			√
		18. Training and Workshop IT team for M&E entry.			√
		19. Trainers Training Workshop National and Sub-national to use data collected from school to finalize the Sub-sector Result Matrix.	√		
		20. Training workshop for national and sub-national trainers: System and Tools for monitoring and reporting.	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		21. Training workshop for national and sub-national trainers: Using system and tools for semester and annual review.	√		
		22. Training to national and sub-national trainers and local school support committee on scholarship implementation for PB & GPE	√		
5. Strengthened demand side and community participation for access and quality education through Multimedia	0/3	1. Awareness raising of Government policies through		√	
		2. Local events profiling student and community feedback opportunities			√
		3. Support the promotion of community accountability forums linking SSCs and DOEs			√
6. Monitoring and education review to enhance implementation of CFS	10/12	1. Strengthen the monitoring of Multilingual Education (MLE) programme in the 5 northeastern provinces at national level	√		
		2. Quarterly meeting of Sub-Committee on Inclusive Education	√		
		3. Inclusive Education for children with disability Monitoring and evaluation	√		
		4. Monitoring EGRA grade 1, 2, 3 for 25 provinces (6days/per time, 3 times/per province)	√		
		5. Mission and visits to approach to share and receive experience.	√		
		6. PoE and DoE support grade 1 teacher to target schools and DTMTs			√
		7. National level conduct test and support teacher grade 1 in target schools			√
		8. Conducting semester and Annual Sub-sector review central and provincial level (3 regional)	√		
		9. Monitoring and follow up the scholarship, WFP & PB .	√		
		10. Following up ETL implementation and monitoring teaching and learning activities on a quarterly basis.	√		
		11. Conducting actual monitoring visits by central, provincial and district education officials .	√		
		12. Technical Assistance	√		
7. Equipments, office supplies and budgets allowance for supporting program	4/4	1. Office Equipment (Computer, Photocopy machine)	√		
		2. Office Material of PED (Procurement budget)	√		
		3. Operational cost for PoE, DoE and Primary Education Department support by GPE, WFP & SIG.	√		
		4. Operational cost for PoE, DoE and Primary Education Department support by GPE, WFP & SIG.	√		
8. Training and development of professional principals	6/7	1. Support Studyvisit for SD and SSC to Kampot or Kampong Cham to review best practices in schools planning connected with CARE or KAPE project. (CDPF 3.3.4 a)	√		
		2. Strengthening Capacity of SSCs and communities to participate in school management and development (CDPF 3.3.4 b)	√		
		3. Conduct refresher training for national training, sub national trainers and LCSC on	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		SIG (CDPF 3.3.4 c)			
		4. Monitoring and follow up on SIG implementation at school level and SOB /SIG and annual reflection workshop (CDPF 3.3.5)	√		
		5. Conduct SIG annual review workshop (CDPF 3.3.4 d)	√		
		6. Support SIG implementation by PED (CDPF 3.3.2 b)	√		
		7. Situation analysis of multilingual education and dissemination of Multilingual Education National Action Plan 2014 2018; strengthening coordination between national and sub-national levels; technical support for management of multilingual education at provincial and district levels (CDPF 5.1.1)		√	
9. Support capacity development of primary SSCs in Ratanakiri and Mondulakiri (CDPF 5.3.1)	3/4	1. ToT training for MoEYS core trainers and co-train DTMT core trainers (CDPF 5.3.1.1)	√		
		2. Train and support SSCs to take up their responsibilities as per Guideline (CDPF 5.3.1.2)	√		
		3. Strengthen the capacity of Phase I SSCs with additional responsibilities (CDPF 5.3.1.3)	√		
		4. Co-monitor and evaluate outcomes with MoEYS; provide technical support to further strengthen training materials and guideline (CDPF 5.3.1.4)		√	
3. SECONDARY EDUCATION					
1. Operating Unit	2/2	1. Operating Department of General Secondary Education	√		
		2. Operating Directorate General of Education	√		
2. School Operating Budget, Resource Building, and National Bilingual Program	3/5	1. To provide Allowance to Primary & Secondary Teachers	√		
		2. To Monitor the Implement of Bilingual High School	√		
		3. To Arrange Examination of Bilingual Education	√		
		4. StudyTour Oversea			√
		5. To Conduct Training on Capacity Building			√
3. Strengthen the capacity of learning- teaching and Management	8/15	1. To provide Allowance to Primary & Secondary Teachers	√		
		2. To Monitor the Implement of Bilingual High School			√
		3. To Arrange Examination of Bilingual Education	√		
		4. StudyTour Oversea			√
		5. To Conduct Training on Capacity Building			√
		6. To provide Allowance to Primary & Secondary Teachers			√
		7. To Monitor the Implement of Bilingual High School			√
		8. To Arrange Examination of Bilingual Education	√		
		9. StudyTour Oversea			√
		10. To Conduct Training on Capacity Building	√		
		11. To provide Allowance to Primary & Secondary Teachers	√		
		12. To Monitor the Implement of Bilingual High School		√	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		13. To Arrange Examination of Bilingual Education	√		
		14. StudyTour Oversea	√		
		15. To Conduct Training on Capacity Building	√		
4. Examination for Secondary School Students	4/4	1. To Arrange Grade12 National Examination	√		
		2. To Arrange National Outstanding Student Contest at Mathematics, Physics, and Literature in Grade9 and Grade12	√		
		3. To Train Capacity of Outstanding Students for Olympiad Competition.	√		
		4. To Convey Outstanding Students for Olympiad Competition Oversea.	√		
5. Expand CFS in Lower Secondary Schools	5/5	1. Review of school-based life skills negotiated curriculum that implemented in three provinces.	√		
		2. Printing of life skill manuals, including school-based life skills negotiated curriculum and three selected IBEC manuals (business management, financial management and marketing) for Lower Secondary Schools	√		
		3. Support the DTMT to conduct monitoring and quarterly review meeting on life skills implementation in the targeted provinces	√		
		4. Support the National Core Trainers (NCT) to support and monitor DTMTs in supporting the implementation of CFS and life skills in Lower Secondary Schools in targeted provinces	√		
		5. Support the training of life skill for teachers and TGLs on thew 3 selected MoEYS/IBEC manuals (business management, financial management and marketing) in 3 targeted provinces	√		
6. Review school-based Life Skills negotiated curriculum	5/6	1. review of CFS training manuals (ETL manual for TGLs and Guideline for DTMT)	√		
		2. adaptation of Early Warning System to prevent school dropout in Lower Secondary Schools in six provinces	√		
		3. development of micro teaching videos on Mathematics and Science for grade 7-9.		√	
		4. Provincial Working Group to monitor life skills and assess CFS in Lower Secondary Schools against the CFS standards in targeted provinces	√		
		5. printing of CFS manuals including ELT manual for TGLs and guideline for DTMT	√		
		6. Support DTMTs to assess lower secondary schools using CFS checklists in the six provinces.	√		
7. Monitoring	3/3	1. To Monitor on Student Learning in the beginning of School Year, School Management, Teaching and Learning, Both Semester Examinations	√		
		2. To Monitor on The Poorest Scholarship , Special Education, Resource Building Program, and Survey of Special Education	√		
		3. To Monitor on Selecting Exam Centers, and Opening/ Closing High Schools (private / NGOs/ Public Schools	√		
4. NON FORMAL EDUCATION					
1. Strengthening Capacity	1/2	1. Capacity Training Course for 113 NFE			√

Main Activities	Results	Sub-Activities	Status		
			1	2	3
of NFE Officials in Sub-national Level		Officials in Municipal/ Provincial Levels			
		2. Sustainability of the Institutions	√		
2. The Evolutionary Process Expansion of Functional Literacy and Life Skill Programs	2/4	1. Training for 177 teachers in literacy program	√		
		2. Capacity training for 180 people on CLC Standard Dissemination and Implementation			√
		3. Post literacy documenting	√		
		4. Training for 93 people on how to write article for publishing			√
3. Development and Progress of Re-entry and Equivalency Programs	2/3	1. Training for 120 teachers in re-entry program			√
		2. Training for 100 contract teachers in primary equivalency program	√		
		3. Training for 100 teachers in lower secondary equivalency program	√		
4. Monitoring of Strategic Result-based Program	2/2	1. Monitoring and evaluation by the central level	√		
		2. Development of NFE-MIS	√		
5. CD Formal and Non-Formal Education service delivery is managed effectively with clear quality assurance	2/2	1. Research/Analysis on equivalence programmes (CDPF 5.1.3)	√		
		2. Capacity Development CLC managers (CDPF 5.1.4)	√		
6. National Literacy Campaign 2015	2/2	1. 5-day training of 660 core literacy trainers for the operation of 3685 literacy classes	√		
		2. Launch the literacy campaign, training of 3685 literacy teachers, 3685 literacy classes operations and M&E	√		
5. SCHOOL HEALTH					
1. Enabling policy, strategic and operational plan on school health including reproductive health, sexual health, HIV/AIDS, and drug	3/4	1. Training the staff in charge of school health on health promotion program in three provinces (Takeo, Prey Veng, and Banteay Meanchey)	√		
		2. Training Workshop on de-worming management to students and pre-service teachers throughout the country.	√		
		3. Developing AOP on school health including AOP for HIV/AIDS and Drugs 2015.	√		
		4. Training health staff on monitoring and evaluation, and activity plan development. (Pursat, Stung Treng, Kampong Thom, and Preah Sihanouk provinces)			√
2. Strengthening life skill education program on reproductive health, sexual health, HIV/AIDS, and drugs to children and youth	3/3	1. Strengthening and expanding the implementation of life skill education program on reproductive health, sexual health, HIV/AIDS, and drugs to children and youth and printing life skill manuals on reproductive and sexual health	√		
		2. Promoting knowledge and skills of pre-service teacher trainees of 6 Regional Teacher Training Centers on Teaching and Learning about Sexuality Education including HIV/AIDS and Drugs	√		
		3. Support capacity building for SHD to deliver a comprehensive School-WASH practice through conducting Studyvisit and develop a School-WASH Roadmap (CDPF 5.2.2)	√		
3. Health education program on communicable and non-communicable diseases prevention, incidents	6/10	1. Training on health education, hygiene, nutrition, and first aid method to corps teachers in teacher training institution.			√
		2. Training pre-service teachers on bird flu prevention education. (Kampot, Kampong			√

Main Activities	Results	Sub-Activities	Status		
			1	2	3
prevention, hygiene, nutrition, and first aid method to educational institutions		Cham, Prey Veng and Svay Reing provinces)			
		3. Malaria Education Prevention to educational institutions and non-formal education.	√		
		4. Education on food safety and nutrition to primary schools. (Battambang, Siem Reap and Kampong Thom provinces)	√		
		5. Orientation Training to sub-national staff on the usage of health check booklets for grade 1 student.	√		
		6. Expansion and implementation of Positive Discipline in 3 provinces including training of teachers, school directors, DTMTs and SSC and monitoring			√
		7. Printing and dissemination of gender sensitive materials of girls and boys puberty books	√		
		8. Implementation of Cost Minimum Package of WASH in schools in 4 target provinces (Takeo, Kg. Thom, Kg. Chhnang, Kampot)	√		
		9. Support for minimum standard of education in urban poor			√
		10. Eyes health care education to primary schools. (Kampong Speu, Kampong Chhnang, Kampong Thom, Kandal, Prey Veng and other provinces)	√		
		4. Promoting health services and school facilities including health and physical check-up, first aid, vaccination and urgent intervention	6/6	1. Health and physical check-up to students, pre-service teachers and staff before formally appointed and students before stuDoYing abroad.	√
2. Health and physical check-up to students starting grade 1.	√				
3. Printing health check booklets for students starting grade 1.	√				
4. Providing first aid kits and reserved equipments to primary schools.	√				
5. Developing materials and school health documents (hygiene facilities for 10 model schools, 420 first aid kits and manuals on health, hygiene, nutrition, and first aid methods.	√				
6. The operation of the department including materials supply for administration, facility maintenance and repairing, communication, and social budget support.	√				
5. Monitoring and Evaluation	3/3	1. Monitoring and Evaluation on the implementation of health promotion program. (PB)	√		
		2. Monitoring and Evaluation on health and physical check-up, the provision of deworming tablets and vaccination to grade 1 students.	√		
		3. Monitoring and Evaluation on the implementation of life skill program on reproductive health, sexual health, HIV/AIDS, and drugs to children and youth and other health promotion programs.	√		
6. VOCATIONAL ORIENTATION					
1. Internal Support to VOD	10/10	1. Maintenance and supply of equipment	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2. Supply of equipment for administration	√		
		3. Furniture, technical equipment...	√		
		4. Water and power	√		
		5. Agreement with enterprises for service supply	√		
		6. Rental transportation	√		
		7. Maintenance and repair	√		
		8. Public affairs and information dissemination	√		
		9. Expenses on news agencies and document	√		
		10. Expenses on telecommunication and post	√		
2. Enhancing Technical Education	11/12	1. develop and aDoPt master plan and action plan for technical education at upper secondary level with national consultative workshops	√		
		2. Install Facilities in new GTHS	√		
		3. Printing Supplementary Document in 4 trades (1000 book per each trades)	√		
		4. Printing 4000 books of Vocational Orientation Guideline	√		
		5. Final Exam for technical Students in 3 GTHSs	√		
		6. Survey and Research the relevant information to implement the CC program	√		
		7. Survey and Research the relevant information to expand GTHS	√		
		8. Survey and Research the relevant information to implement Bridging Programs	√		
		9. Support the mission and process of registration technical students	√		
		10. Support the Study visiting and Capacity Development in abroad	√		
		11. Support the scholarship in country	√		
		12. Support the scholarship in abroad			√
3. Capacity Development of Technical Education	5/6	1. Capacity development of the teachers on Life skill program	√		
		2. Capacity development of the teacher on Soft skill program			√
		3. Disseminating Vocational Orientation Guideline in LS school (6provn)	√		
		4. Implement the career counseling program in secondary school	√		
		5. StudyVisit in Finland of MoEYS delegation (7 people)	√		
		6. StudyVisit in Thailand of MoEYS delegation (20 people)	√		
4. Monitoring and Evaluation	4/4	1. Monitoring and Improving on teaching and Learning life skill programs	√		
		2. Monitoring and Evaluating the Semesters Exam in target schools	√		
		3. Monitoring and Evaluating the teaching and Learning GTHS in targeted provinces	√		
		4. Monitoring the implementation the vocational orientation program 8 provinces (FCA 3 provinces)	√		
7. TEACHER TRAINING					
1. Teacher training Center Operation	7/7	1. Provide Operational budget to NPTTC	√		
		2. Prepare annual workshop on implementation of teacher training curriculum	√		
		3. Conduct the rap up workshop on the use of budget for teacher training	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		4. Conduct the dissemination on quality assurance for teacher training	√		
		5. Conduct the dissemination on the set of bulletin for inspectorate for teacher training institution	√		
		6. Prepare the final and recruitment exam	√		
		7. Provide scholarship to 450 teacher trainees for Pre school TTC	√		
2. Provide materials and document for teacher training	4/5	1. Provide materials service and maintenance for teacher training	√		
		2. Printing of manual for BET and specialized Education Courses	√		
		3. Printing set of manual and certificate for school director			√
		4. Review pedagogy in relation to teacher training (PRESET/INSET) (CDPF 4.3.2)	√		
		5. Develop manual for BET	√		
3. School Principal Training on leadership, management and gender mainstreaming (CD5.3)	1/1	1. Secondary School Principal Training on leadership, management and gender mainstreaming(CDPF 5.3.2)	√		
4. Development of capacity of school directors, teacher, and staff	7/7	1. Support the implementation of the TPAP(CDPF 4.3.3)	√		
		2. Training national Master teachers of Master Teachers Math's and Science Grade 12 (CDPF4.3.3.1)	√		
		3. Training of Provincial Master Teachers Math's and Science Grade 12 (CDPF 4.3.3.2)	√		
		4. INSET for Grade 9 and Grade 12 teachers in Math's and Science (CDPF4.3.3.3)	√		
		5. Scholarships for to upgrade Science and Math's trainers from BA to Masters(CDPF4.3.3.4)	√		
		6. Institutional development of RTTCs and PTTCs to become universities and teacher development centres (CDPF4.3.4)	√		
		7. Support to develop new curriculum for teacher training / education degrees and in-service training (CDPF 4.3.5)	√		
5. Improve capacity of staff school director and teachers	13/15	1. Train secondary teachers on lesson Study			√
		2. Train secondary teachers on science and mathematics	√		
		3. Train for School Principals/ Deputy Principals and teacher on gender mainstreaming	√		
		4. Training librarian	√		
		5. Train trainers and secondary teachers on ICTs / IT basic skill	√		
		6. Support RTTC trainers to follow up newly graduated teachers in applying ETL and inclusive education	√		
		7. Support the inclusive education training to all trainers in the six RTTCs	√		
		8. Train on CFS for teachers (cooperative school)	√		
		9. Capacity development of PTTCs in Mathematics, Science and Teaching Practice	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		10. Train on inclusive education for grade 2 teachers	√		
		11. Train on teaching English for grade 4, 5 and 7 teachers	√		
		12. Train trainers on inclusive education by Support the KrousarThmey	√		
		13. Train of teachers in Teacher Training Colleges and interactive videos by the trainers	√		
		14. Support to systematize and consolidate professional development records for school (CDPF 5.3.3)			√
		15. Participate the workshop and training course at oversea	√		
6. Monitoring and Evaluation	1/1	1. Monitoring on implementation of the teacher training curriculum, lesson Study and teaching practice, and gender mainstreaming	√		
8. CURRICULUM DEVELOPMENT					
1. Development Curriculum and Document	3/3	1. Develop English textbook grade 5	√		
		2. Develop the climate change integration document grade 7-9 and 10-11	√		
		3. Conduct decree on Reading National Day	√		
2. Capacity building and Dissemination	6/7	1. Capacity building the implementation of curriculum framework	√		
		2. Capacity building on management of book supply and book using	√		
		3. Consultation on Basic syllabuses			√
		4. Workshop on writing a detailed curriculum English (grade 10, 5 and 4)	√		
		5. Workshop implementation of the Road Safety Education Program	√		
		6. Workshop on implementation of anti-corruption programs for lower secondary school	√		
		7. Provincial Trainer Workshop on dictation for lower secondary school (grade 7-9)	√		
3. Monitoring, Research and Evaluation	2/3	1. Research study hours in Primary and Secondary education			√
		2. Monitoring the implementation curriculum (Textbooks and Library)	√		
		3. Monitoring the implementation curriculum (Textbooks and Library)	√		
4. Development Material and Text book, and Printing	2/3	1. Subscribe textbooks	√		
		2. Base-education curriculum details / General secondary curriculum printing			√
		3. Test all subjects grade 9	√		
5. Capacity building	2/4	1. Improve the general education curriculum framework (2015-2018)	√		
		2. Curriculum skill and Material			√
		3. Library skill			√
		4. Test and evaluation (3 people From KICE)	√		
9. HIGHER EDUCATION					
1. Increase number of state scholarship enrollment for	10/17	1. Printing scholarship booklet for 2015	√		
		2. Printing scholarship application forms	√		
		3. Printing guidelines books	√		

Main Activities	Results	Sub-Activities	Status				
			1	2	3		
year1 in HEIS		4. Monitor and supervise admission, state exams and government scholarship	√				
		5. Delivery scholarship booklet and monitoring the filling process	√				
		6. Selection and entrance exam for bachelor decree in HEIS	√				
		7. Survey the poor status of scholarship			√		
		8. Monitoring scholarship students for their Studyin HEIS			√		
		9. Analysis of affected SPS			√		
		10. Monitoring SPS for HEQCIP	√				
		11. SPS payment for stipend and tuition fess	√				
		12. Scholarship Training	√				
		13. Workshop on professional works		√			
		14. SPS printing book on successful scholarship		√			
		15. SPS Meeting			√		
		16. Materials	√				
		17. Consultative workshop on expanding scholarship scheme		√			
		2. Strengthening Capacity for state exams	1/1	1. Dissemination guidelines on state exams, monitoring regulation implementation, monitoring the mechanism of state exams in HEIS	√		
		3. Set up teachers and students book for 2014-2015 and booklets for dissemination on Higher Education	1/2	1. Data collection on students national and international cooperation and others priority data	√		
				2. Printing books on statistic of students, teaching staff and other booklets			√
4. Monitor and follow up on leadership, technical application and other standard rules of HEIS	3/3	1. Monitor on general status on Management, students training, strengthening for effective of implementation on technical and standard rules of HEIS	√				
		2. Capacity strengthening for Internal Quality Assurance for HEIs	√				
		3. Monitor on advertising and other issues in HEIS	√				
5. Strengthen research capacity, and implement development and innovation grants.	2/2	1. Management of DI Grants	√				
		2. DI Grant implementation by HEIs	√				
6. Prepare operation guideline book on Library Management	3/3	1. Manage workshop on Library Management	√				
		2. Trainers Meeting for discussion on Library Management	√				
		3. Printing guidelines books on Library Management	√				
7. Prepare operation guideline book on experimental management	3/3	1. Manage workshop on Experimental Management	√				
		2. Trainers Meeting for discussion on preparation guidelines on Experimental Management	√				
		3. Printing guidelines books on Experimental Management	√				
8. Monitor and supervise on exchange and expansion of HEIs location	4/4	1. Supervise HEIS on exchange new location	√				
		2. Supervise HEIS on Expansion location	√				
		3. Supervise HEIS on new annexation	√				
		4. Supervise HEIS on establishment of new branches	√				
9. Participating in an inauguration events, workshops, trainings and conferences	4/4	1. Participating in an inauguration events	√				
		2. Participating in workshops	√				
		3. Participating in conferences	√				
		4. Participating in trainings	√				

Main Activities	Results	Sub-Activities	Status		
			1	2	3
10. Capacity Development through Overseas Activities	4/4	1. Overseas conferences and trainings	√		
		2. Overseas Fellowships	√		
		3. In-country workshops and trainings	√		
		4. Physical capacity improvement for priority HEIs	√		
11. HED Coordination and Operation activities	11/11	1. Supplies Maintenance and Furniture	√		
		2. Electricity and communication	√		
		3. Salary to workers	√		
		4. Allowance to accidental staff, baby birth	√		
		5. Hygiene	√		
		6. Operating costs	√		
		7. Consultants	√		
		8. Development of the accreditation system.	√		
		9. M&E	√		
		10. Planning and governance	√		
		11. HEMIS	√		
10. SCIENCE RESEARCH					
1. Entity Operations /Performance	5/5	1. Office supplies	√		
		2. Maintenance of office equipment, electronic equipment, building supporting materials, and means of transportation	√		
		3. Base salaries, functional allowances, and various social allowances	√		
		4. Base salaries for temporary staff	√		
		5. Expenditures on energy, clean water, fuels, engine oil, and posts and telecommunications	√		
2. Promoting research at higher education	4/9	1. Research and Innovation			√
		2. Training Course on the Management of Graduate Program Training and Research		√	
		3. Verifying and reviewing research works/results for the publication in Cambodia Research Journal one issue per year			√
		4. Verification, review, and publication of Compendium of Information on Graduate Program Training one issue per year	√		
		5. Collecting data on research groups and conducting studies on needs and research works/ results undertaken by higher education institutions			√
		6. Organizing the National Conference on Mathematics and Technology: Research, Education, and Applications	√		
		7. Organizing a scientific research forum on the competition of research works/results carried out by higher education institutions once per year			√
		8. Conducting overseas visits in order to gain experience of managing and training graduate programs as well as developing research	√		
		9. Organizing Cambodia Education Research Forum	√		
3. Monitoring the quality and effectiveness/ efficiency of graduate program training	2/2	1. Conducting visits to 36 higher education institutions in order to monitor examinations, thesis/dissertation defenses for graduate program training	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2. Conducting visits to higher education institutions twice per year so as to undertake monitoring and evaluation of supporting resources for graduate program training	√		
11. PHYSICAL EDUCATION AND SPORT					
1. The Process of Unit	1/1	1. Improve the task effectiveness of the unit	√		
2. Improving Sports Infrastructure	1/1	1. Fix administrative building, training complex (roof hall)	√		
3. Strengthening Sport Capacity of Technical Officers	1/1	1. Train the capacity of coaches on technical for modern and traditional sports for the sub-national levels	√		
4. Public Sport Competitions	3/4	1. Competitions of tennis, boules petanque archery, Wu Su, swimming, wrestling, table tennis, badminton, embroidery, judo, gymnastics, karatedo, traditional sports, Sori, Campo, boxing, Vovinam, taekwondo, badminton, canoe Kayani and traditional boat (Phnom Penh)	√		
		2. Competitions of cycling in Kampot, TRIATHLON sport in Kep, baseball in Kampong Thom	√		
		3. Competitions in 5 Regional Centers (Phnom Penh, Preah Vihear, Svay Rieng, Kampong Speu and Oddar Meanchey--football, volleyball, basketball and athletics)			√
		4. National championship competitions in Siem Reap (football, volleyball, basketball and athletics)	√		
5. Monitoring and Evaluation	1/1	1. Monitor and evaluate	√		
12. PHYSICAL EDUCATION AND SPORT FOR STUDENTS					
1. Processing Unit	0/1	1. Office Equipment Needs		√	
2. To renovate sport facilities in schools	0/1	1. Sport facilities in Royal University of PP, Departments of Battambang, Svay Reing Province has been new building		√	
3. To develop students sport associations	2/3	1. National championship competitions, elementary secondary and higher education students	√		
		2. Students sport associations in Capital-Provincial are established with structure and abilities to manage for joining the competitions.		√	
		3. Contributing payments to the International student sport Federation	√		
4. Capacity development of PES teacher in primary school	5/5	1. Instruction PES book for primary school.	√		
		2. Administration officials and technical officials of PES have capacity leading the team joined the National Games.	√		
		3. Documenting physical test Artificial boDoY to children aged 6 to 12 year	√		
		4. The Day of Physical Education in Takeo and Svay Reing Province, 1,000 students attend.	√		
		5. Participants University and friendly Games.	√		
5. Monitoring and assessment	0/1	1. Monitoring and assessment all activities in the projects		√	
6. National trainers teacher	0/1	1. Control Capacity National Trainers Teacher		√	
7. media system and monitoring, control system	0/1	1. Supplement and strengthen the pole school for zones 2 and 3		√	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
13. NATIONAL INSTITUTE FOR PHYSICAL EDUCATION AND SPORT					
1. Processing Office	1/1	1. Office Equipment Needs	√		
2. Equipment for Training and Office Equipment Needs	1/1	1. Equipment for Training and Office Equipment Needs	√		
3. Strengthening Course on Physical Education and Sport Instructor Nation-Wide	2/2	1. Course in Siem reap Province	√		
		2. Course in Kampot Province	√		
4. Processing of Researching Center for Physical Education and Sports Science	2/2	1. Documentation	√		
		2. Documentation and Translation	√		
5. Inspection	1/1	1. Inspection on PES Training in Lower and Upper Secondary Schools Nation-wide	√		
14. NATIONAL SPORT TRAINING CENTER					
1. Organization Process	4/4	1. Office equipment and training field maintenance	√		
		2. Furniture purchase	√		
		3. Energy and water	√		
		4. Staff responsibility	√		
2. Capacity training course for technical officials - national players and competition strategy	5/5	1. Support and provide snack for training course	√		
		2. Support and organize the training for national team	√		
		3. Formal uniform for SEA GAMES	√		
		4. Cover local and oversea expenses	√		
		5. Public communication and publicity	√		
3. Process and development works of National Sports Training Center	5/5	1. Purchase sports equipment for training	√		
		2. Awarding winner for international competition	√		
		3. Book purchase and Sport Magazine printing	√		
		4. To hire foreign coaches for 5 sport events	√		
		5. Maintenance service and Annual subscription	√		
4. Monitoring and evaluation	1/1	1. Cover local expenses	√		
15. YOUTH					
1. The Process of the Unit	0/1	1. The process of the unit		√	
2. Strengthen and process the children and youth council (3 goods)	2/4	1. Prepare a Studytour of Cambodian Children Delegates and Youth Council			√
		2. Organize a national 3 emulation competitions			√
		3. Organize a national youth camp	√		
		4. Organize children programs for educating children and youth on radio	√		
3. Understanding Entrepreneurship	0/1	1. Provide training courses of awareness of entrepreneurship			√
4. The changing national and international youth	9/9	1. Celebrate the 65th International Children's Day	√		
		2. Celebrate the 15th International Day for Youth	√		
		3. Youth Attend the Triangle Development forum of Cambodia, Laos, Vietnam	√		
		4. Send 29 youth delegates to attend youth voltage in Southeast Asia	√		
		5. Prepare the meeting of AMMY and AMMY+3	√		
		6. Welcome oversee visitors	√		
		7. Missions in and out of the country (to	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		participate in the exchange program to exchange experience, workshop, Studytour and camping abroad)			
		8. Students to participate in the exchange program to exchange experience, workshops, Studytours and camping abroad	√		
		9. Conduct international youth cultural festival	√		
5. Monitoring	1/1	1. Youth department will visit the provinces to check the work of the Youth and Children Council	√		
16. YOUTH CENTER MANAGEMENT					
1. Unit Process	7/7	1. Equipment of supply, and care	√		
		2. Equipment of administration supply	√		
		3. Small equipments, fans, other furniture	√		
		4. Transportation rent	√		
		5. Care and repair	√		
		6. Public contact and advertisement	√		
		7. Basic salary ,a pay function, the framework and the outside framework staff and other allowances for their families and officers	√		
2. Youth and center development	7/7	1. 200 persons of the voluntary youth visiting for two time	√		
		2. 1000 persons of the International volunteer day in 5 ECEDmber	√		
		3. 750 persons of the international Cambodian Volunteer Day	√		
		4. 250 persons of the youth leadership day and youth	√		
		5. Strengthening and improving the provincial centre process	√		
		6. Mission for the general department and the national council for youth development	√		
		7. The oversea of the general department and the department	√		
3. Building the capacities, skills and entrepreneurship	2/7	1. Supplement and reviewing on " Centre and Youth Management"	√		
		2. The middle class as teachers and coordinator in the voluntary youth training and the project development		√	
		3. Coordinating in the vocational skills		√	
		4. Put the media about job markets for youths			√
		5. Workshop about the Activity Plans of the Youth Development	√		
		6. Put the media about the policy and the plans of youth development			√
		7. Training officers, councils for the youth development, Ministries, institutes, and provinces/cities			√
4. Monitoring and Evaluation	3/4	1. Monitoring and pushing the voluntary work	√		
		2. Monitoring the provincial youth management	√		
		3. Monitoring the skills training	√		
		4. Monitoring the implement of national youth policy about the Cambodian youth development			√
17. PLANING					
1. Development of Educational Plan and Budget at National and	10/11	1. Develop policy and strengthen the educational planning	√		
		2. Research education policy		√	

Main Activities	Results	Sub-Activities	Status				
			1	2	3		
Sub-national Levels		3. Review and dissemination of research to feed into policy development (CDPF 1.1.6)	√				
		4. Supply and equipment for PACO for use of planning formulation and capacity development process	√				
		5. Support for Planning and Aid Coordination Tasks	√				
		6. Develop sub-sector AOP at all levels (CDPF 2.1.2)	√				
		7. Support Development of Provincial ESPs (CDPF 2.2.3)	√				
		8. Direct support to POEs on planning Supporting EMIS, DOEs and school leadership, financial management, school student and youth council (CDPF 2.1.5)	√				
		9. Education management advisers to 10 POEs to support planning and management including a focus on 20 districts (CDPF 2.1.4)	√				
		10. Prepare PIP 2015-2017 sub-sector formulation	√				
		11. Coordination amongst NGO members to participate in Education Sector Reform	√				
		2. Capacity Development for Planning Staff at all Levels on Educational Planning and Management	20/24	1. Develop the EMIS	√		
				2. Train planning staff at central and POE, DOE (CDPF 2.2.1)	√		
3. 4 MoEYS staff participate in IIEP ATP 2014-2015, Paris (CDPF 2.3.3)	√						
4. 15 MoEYS staff take part in two IIEP Specialized Courses in Paris (CDPF 2.3.4)	√						
5. Support for MoEYS staff to complete RUPP MEd (cohort 8 & 9) (CDPF 2.2.2)	√						
6. Training on EMIS database administration, user administration, and report generation with Crystal Report (CDPF 2.5.8.1)	√						
7. Training on server security, data security, firewall security, and internet sharing with WIFI and Hotspot (CDPF 2.5.8.2)	√						
8. EMIS data verification WS (CDPF 2.5.9.1)	√						
9. EMIS follow up/monitoring (CDPF 2.5.9.2)	√						
10. Train TOT on QEMIS (CDPF 2.5.10)	√						
11. National Firm/consultant to develop QEMIS Database (CDPF 2.5.12.4)				√			
12. Train on data analysis for EMIS staff at all levels (CDPF 2.5.12.2)				√			
13. Train on ASCF and QEMIS for new school principals (CDPF 2.5.12.3)	√						
14. Train on MYSQL software and network in AIT (CDPF 2.5.12.1)				√			
15. Support for Management Information System Tasks	√						
16. Office supply, for EMIS	√						
17. International TA on EMIS (3 months) (CDPF 2.5.7)				√			
18. EMIS facilities in Tbong Khmum (new province) (CDPF 2.5.13)	√						
19. Senior Planning TA to strengthen sub-sector planning, M&E and coordinating sector reporting (4 months) (CDPF 2.1.1)	√						
20. AMIS development at POE level-National TA to develop AMIS software (CDPF 2.4.2)	√						

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		21. Train on AMIS for staff at all levels (CDPF 2.4.3)	√		
		22. Training for POEs on UN HACT (CDPF 2.4.4)	√		
		23. Handover ceremonies for supplies (CDPF MGT)	√		
		24. Office supply, supporting and maintenance AMIS system	√		
3. Monitoring of the Efficiency and Impact of the Implementation of Educational Plans and Policies	17/19	1. Produce and distribute EMIS year books	√		
		2. Monitor the efficiency and the impact on project implementation	√		
		3. Support for Annual Education Congress (CDPF 2.1.6)	√		
		4. School Tracking System activities	√		
		5. Studyvisit on School Tracking System in Asian Country	√		
		6. Support SIG implementation by DoP (CDPF 3.3.2 a)	√		
		7. Conduct annual review on EMIS (CDPF 2.5.16)	√		
		8. Support provincial JTWG and ESWG Network (CDPF 2.4.1)	√		
		9. Operational support for JTWG-Ed secretariat to conduct quarterly meetings	√		
		10. Conduct annual JTWG retreat		√	
		11. Support for Project Management and Monitoring Tasks	√		
		12. Policy-Based Research / OOSC StuDoY	√		
		13. Develop of results-based M&E Manual & tools (CDPF 2.5.1)	√		
		14. Train on result-based M&E (CDPF 2.5.2)	√		
		15. Support for M&E of Master Plan on Capacity Development (CDPF 2.5.3)	√		
		16. Review progress of sub-sector implementation (CDPF 2.5.4)	√		
		17. Review of ESP program implementation on thematic areas (e.g. scholarships) (CDPF 2.5.5)			√
		18. Support for joint sector reviews (CDPF 2.5.6)	√		
		19. Dissemination of findings of evaluation of CDPF (CDPF MGT)	√		
18. PERSONNEL					
1. Work process in the unit	1/1	1. Operating Department of Personnel	√		
2. The program supports the deployment of teachers	2/2	1. Deployment of 4,239 new teachers (Femal 2,653)	√		
		2. Clutter 42 old teacher from the addition to the lack of teachers	√		
3. Strengthening capacity human resources	2/2	1. Building the management Capacity of educational staff.	√		
		2. Studytour, Workshop, short course training.	√		
4. Teacher recruitment by examination	1/1	1. 22 High educational teachers recruitment by examination	√		
5. Monitoring	4/4	1. Monitoring the using Monitoring the use contract, double shift and combine class teachers teachers and school combined of 135 schools	√		
		2. Monitoring the implementation of the new guard on the utilization of educational staff of 8 schools in 2 provinces	√		
		3. Monitoring the changing work place of 17 POEs	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		4. Controls division 18 new teacher of 18 POEs	√		
6. Strengthening accuracy in use of HRMIS	8/11	1. Training and Setup of HRMIS in remaining districts (CDPF 4.2.1)	√		
		2. Training how to use of HRMIS system to control and management staff to DoE and PoE (CDPF 4.2.2)			√
		3. Conducts 2 days training workshop on how to develop and implement the payroll system with an integrated HRMIS (CDPF 4.2.3)	√		
		4. 1 day training to selected POEs , DoEs and school principals on data collection and questionnaires filling (CDPF 4.2.4)	√		
		5. Support to monitor and spot check at selected POEs and DoEs on HRMIS using and data collection (CDPF 4.2.5)	√		
		6. Support training and set up new software for developing HRMIS (CDPF 4.2.6)	√		
		7. Training and set up HRMIS\ database to selected High School (CDPF 4.2.7)			√
		8. Refresher training on HRMIS and troubleshooting regarding data collection for updating HRMIS database to selected DoE (CDPF 4.2.9)	√		
		9. Regional Workshop on using HRMIS statistics, booklets, etc. (CDPF 4.2.10)	√		
		10. Development of Human Resource Action Plan Activity: three consultative workshops X 2 days each Number of Participants: 40 X 3 (CDPF 4.2.11)	√		
		11. Strengthening management capacity amongst MoEYS middle managers (CDPF 4.1.3)			√
7. Strengthening personnel management and performance (CDPF 4.1(2/4	1. International TA to support MoEYS Human Resource Policy Action Plan Review including functions, roles, responsibilities of staff transfer under D&D (CDPF 4.1.1)	√		
		2. Support related to the staff performance appraisal system (CDPF 4.1.2)		√	
		3. Consultation and dissemination on JD/JS (CDPF 4.1.4)			√
		4. Support for English learning for national and sub-national level (CDPF 4.1.5)	√		
19. FINANCE					
1. Operational Costs	2/4	1. Administration and financial management (SIG)	√		
		2. Budget by Bank system	√		
		3. Technical Support for FMIS implementation			√
		4. Implementation FMIS advisor local			√
2. Capacity Strengthening and Meetings	3/5	1. Training for school principal and SSCs on school financing, school development plan(CDPF 3.3.3)	√		
		2. Training on procedure how to plan budgetary program based on PB activities in accordance with new budgetary contents to schools and all districts for 5 provinces (K Speu, K Thom, Takeo, Prey Veng, and Siem Reap).	√		
		3. Capacity strengthening and meetings		√	
		4. Strengthen financial accountability through	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		roll out of FMIS to larger budget entities (CDPF 3.2.2)			
		5. Study on school financing policy by SNEC and MoEYS (CDPF 3.3.1)		√	
3. Materials, equipments, and printings	0/1	1. Materials, equipments, and printings		√	
4. Social Affairs and Unexpected Costs	1/1	1. Social affairs and unexpected costs	√		
5. Monitoring	1/1	1. Monitoring	√		
6. Support for implementation of PFM reform (CDPF 3.1)	1/2	1. Technical assistance to strengthen budget policy linkages (CDPF 3.1.2)		√	
		2. Training on new financial control guidelines for programme budget execution and new economic budget classification, internal audit, MEF M&E framework ... (CDPF 3.1.3)	√		
7. Support for piloting of FMIS (CDPF 3.2)	1/4	1. International TA on FMIS (3 months) (CDPF 3.2.1)			√
		2. Supporting for technical backstopping/ troubleshooting on FMIS (CDPF 3.2.3)			√
		3. Server and computers related to FMIS (CDPF 3.2.4)	√		
		4. Study trip to learn about PFM and financial accountability in a relevant country (CDPF 3.2.5)			√
20. INTERNAL AUDIT					
1. Support the unit process	1/2	1. Provide support material and equipment to the Internal Audit Department	√		
		2. Internal audit transport			√
2. Support audit work	1/3	1. Internal audit advisor of national and international support of the Internal Audit Department			√
		2. Print documents and meetings for dissemination			√
		3. Train personnel and training workshop on auditing theory	√		
3. Audit processes	2/2	1. Performance monitoring of internal audit	√		
		2. Monitoring, evaluation and recommendation	√		
21. EDUCATION QUALITY ASSURANCE					
1. Department process	3/3	1. Administration supply	√		
		2. Technical equipment and furniture	√		
		3. staff	√		
2. Strengthening capacity of monitoring system	2/3	1. Strengthening officers' capacity at national and under national level on techniques of monitoring and evaluation for quality assurance	√		
		2. Developing and consulting on principles and mechanisms of equivalence competency evaluation		√	
		3. Disseminating concept of education quality assurance in Preschool and General education in Cambodia	√		
3. Monitoring evaluation and inspection of education quality assurance	1/3	1. Monitoring and evaluation for quality assurance			√
		2. Monitoring and evaluation of youth council, sport and professional vocation.			√
		3. School supporting inspection	√		
4. National assessment test	5/5	1. Writing item test and printing test book grade 3 on subject of Khmer and Mathematics.	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2. Conducting workshop for collecting information from schools which are chosen for grade3 testing.	√		
		3. Testing grade3 for subject of Khmer and Mathematics	√		
		4. Data entry data analysis and test result dissemination	√		
		5. International technical assistance on data analysis and report of result test for grade 3 (for 2 months)	√		
22. ADMINISTRATIVE AND FINANCIAL INSPECTION					
1. Processing department	0/1	1. Materials for processing department		√	
2. Strengthening and Capacity development	1/2	1. Workshop on Disseminating inspectial report andResearch procedural complaints	√		
		2. Send staffs to be trained on IT and public finance		√	
3. Monitoring	3/3	1. Continuous inspection the entities at sub-national level and public institutions	√		
		2. Follow-up the inspected entities	√		
		3. Investigate the complaints	√		
23. INFORMATION AND ASEAN AFFAIRS					
1. Processing department	0/1	1. Processing department		√	
2. Dissemination of Education Information	3/3	1. Monitoring and supporting for MoEYS's information	√		
		2. Training on IEC to educators	√		
		3. Printing MoEYS's newsletter	√		
3. Capacity Development of ICT in Education	7/7	1. Mainstreaming on ICT Intel Teach Program	√		
		2. Training of Khmer UNICODE and Khmer Office Program to MoEYS's Staff	√		
		3. Training of Internet and E-mail usage to MoEYS's administrators	√		
		4. Product Khmer UNICODE and Khmer Office Program to parcitipants	√		
		5. Monitoring on using Khmer UNICODE and Khmer Office program of MoEYS's staff	√		
		6. Develop and publish ODL policy in the Ministry	√		
		7. Capacity Development of ICT in Education	√		
4. Disseminating awareness of ASEAN to students	1/1	1. Awareness disseminatiion of ASEAN to students	√		
5. Strengthening ICT and Teaching	1/1	1. Workshop on ICT in teaching to 180 upper and lower secondary school teachers	√		
24. LEGISLATION					
1. Department processing	1/1	1. Department processing	√		
2. Strengthening Educational Service delivery through good governance	2/2	1. Strengthen the capacity of educational management staff on good governance principles	√		
		2. Develop training materials to enhance educational service delivery through good governance	√		
3. The implementation of the D&D in education sector	5/14	1. Capacity Development to national management staff and identify inputs to develop School-based Management Manual	√		
		2. Capacity Development to sub-national management staff and identify inputs to develop School-based Management Manual		√	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		3. Piloting training on School Based Management (SBM) in two provinces (CDPF 3.4.4)	√		
		4. Studyvisit by school principals to Siem Reap in light of SBM			√
		5. Studyvisit by central staffs to Care support-project in Ratanakiri on functioning of School Support Committees			√
		6. Professional and Individual capacity development to staff of the department of legislation in regards to D&D reform	√		
		7. Capacity development for piloting D&D in BB (CDPF 3.4.2)	√		
		8. Support the expansion of the functional transfer training (CDPF 3.4.3)		√	
		9. Studyvisit by SNS and sub-national from 4 provinces Battambang to review the piloting (CDPF 3.4.5)			√
		10. Disseminate the D&D Policy in the education, youth and sport sector			√
		11. Support to develop D&D Policy Action Plan			√
		12. Strengthen the educational service delivery through one window service office mechanism at targeted municipalities, districts and khans		√	
		13. Review additional function for transfer (CDPF 3.4.6)			√
		14. International TA to support D&D reform (6 months) (CDPF 3.4.1)	√		
4. Strengthening the implementation of law on education and legal regulations in education sector	4/5	1. Composing preparing and developing legal regulation in education. sector.	√		
		2. strengthening the implementation of law on education and legal regulations.	√		
		3. Capacity Development for educational personnel on legal framework of anti human trafficking	√		
		4. Consultation meeting on developing legal regulations in education sector.		√	
		5. Develop training document course on legal framework on anti human trafficking and law on education and legal regulations in education sector	√		
5. Strengthening legal procedure management and education personnel disputes solution	2/2	1. Strengthening the implementation the regulations on procedures for requests, protests and solutions.	√		
		2. Strengthening the management and solving education personnel disputes	√		
25. SCHOOL CONSTRUCTION					
1. Capacity Development	0/3	1. Training for staff at regional level		√	
		2. Training for school principal		√	
		3. To survey and Studythe information of school in provinces		√	
2. Monitoring and evaluation about projects and unit processes	0/3	1. Monitoring and evaluation on the educational infrastructure management and construction and repair		√	
		2. Administrative operations and buy equipments		√	
		3. Inspection and repair of school buildings and administrative buildings were destroyed by nature		√	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
3. The development of educational infrastructures	11/12	1. Construction of secondary schools and furniture at provinces	√		
		2. Constructing more floors of the high school buildings in Phnom Penh	√		
		3. Construction of the dormitory RTTC in Phnom Penh	√		
		4. Construction of toilets and wells in schools	√		
		5. Repairing the Educational Administrative buildings under the Unit	√		
		6. Repairing the educational administrative buildings in provincial and municipal			√
		7. Construction of the secondary and high school buildings in provinces	√		
		8. Construction of the community pre school buildings in provinces	√		
		9. Construction of the resource pre school buildings in provinces	√		
		10. Construction of new school building in Cambodia	√		
		11. Building family houses in provinces	√		
		12. Building District education offices	√		
26. MANAGEMENT OF MATERIALS AND STATE PROPERTIES					
1. Department Operation	5/5	1. Fuel	√		
		2. Materials and equipment	√		
		3. Travel Taxes for vehicles	√		
		4. Other budget support	√		
		5. Other Services	√		
2. Capacity Development	2/3	1. Training technical officers at region levels	√		
		2. Training staff at national levels.			√
		3. Training School Principals.	√		
3. Monitoring	1/1	1. Monitoring and updating Materials and State Property	√		
27. ADMINISTRATION					
1. Institution implement	1/1	1. Supply equipment for daily operation	√		
2. Support educational services	1/2	1. Provide support to the process of preparing annual educational congress	√		
		2. National festivals		√	
3. Capacity building to educational staffs on education management	0/1	1. Conduct the training on education management to the educational staffs		√	
4. Capacity building to educational staffs on achieve management	0/1	1. Conduct the training on achieve management to the educational staffs		√	
5. Attend the inauguration competition, exams for students and the assessment of the working - National Competition at Sub-national level	0/2	1. Collect relevant to data and sum-up report for leader		√	
		2. Advise and inspect the request of medal from sub-national level		√	
6. Monitor and evaluate education administration affairs	1/1	1. Investigate and evaluate the administrative management and archive at sub-national level	√		
28. CULTURAL RELATIONSHIP AND SCHOLARSHIP					
1. Management of scholarship students inside and outside the country	10/15	1. Disseminating overseas scholarship programs and information	√		
		2. Selection exam procedure for scholarship students to Studyoverseas	√		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		3. Providing pre-departure orientation programs to scholarship students and foreign scholarship students coming to Study in Cambodia	√		
		4. Sending off the teachers from Kampong Chheutiel High School to attend training courses, camping, and Studytour in Thailand	√		
		5. Providing food to 68 new foreign scholarship students	√		
		6. Providing health service to 149 foreign scholarship students		√	
		7. Water and electric bills (foreign scholarship students and disadvantaged female students)	√		
		8. Garbage bills (foreign scholarship students and disadvantaged female students)	√		
		9. Salaries for 152 foreign scholarship students	√		
		10. Studytour for foreign scholarship students	√		
		11. Transportation for Cambodian and foreign scholarship students (vehicles + air tickets)	√		
		12. Per Diem for foreign graduates' tour			√
		13. Maintenance of the dormitory for foreign students and disadvantaged female students		√	
		14. Welcoming / Courtesy Meetings			√
		15. National Festivals of friendly countries			√
2. Improving the effectiveness of cooperation	2/4	1. Organizing ceremonies and honorable prizes for local and international philanthropists		√	
		2. Expense on visiting delegation to Cambodia		√	
		3. Expense on organizing national and international holidays	√		
		4. Contribution fee for membership of CONFEMEN	√		
3. Monitoring and Evaluating	1/2	1. Monitoring and collecting accomplishments of partner NGOs in English		√	
		2. Monitoring and collecting accomplishments of partner NGOs in France	√		

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

ANNEX 8 : PROGRESS OF THE IMPLEMENTATION OF POLICY ACTION MATRIX 2015

Early Childhood Education Sub-Sector	2015	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	• Prepare guidelines on the management and operation of resource pre-schools in 2014. (ECED)	2	• Not yet adopted
	• Prepare annual work plan of the National Committee for early childhood care and development in 2015. (ECED)	1	
Policy 2: Enhancing the quality and relevance of learning	• Revise the public preschool curriculum, community pre-school and home-based program in 2014. (ECED)	2	• Formulated overall one and be formulating pre-school
	• Prepare guidelines for parents and guardians education on nutrition, care, child protection and use of health services in 2014. (SHD)	2	• Not yet adopted. SHD, ECED and Maternal care center of Ministry of Health are cooperating to prepare draft.
	• Prepare action plan for implementing teacher policy in 2015. (TTD)	1	• Prepared Teacher Policy Action Plan and approved by Ministry leader on 12 January 2015
Policy 3: Ensuring effective leadership and management of education staff at all levels	• Introduce a result-based monitoring and evaluation system of early childhood education sub-sector in 2014. (ECED)	2	• Improving capacity to use system
	• Revise the functions for the Early Childhood Department of Education, responding to the policy of decentralization and deconcentration in 2014. (DOL, ECED)	1	• Prakas 421 អយ្យក្រឹត្យ ចេញថ្ងៃទី ០៤ ខែ មីនា ឆ្នាំ ២០១៥
	• Revise the term of reference, function of early childhood education at sub-national level in 2014. (DOL, ECED)	1	• Prakas 140 អយ្យក្រឹត្យ ចេញថ្ងៃទី ២៦ ខែ មិថុនា ឆ្នាំ ២០១៥
	• Prepare guidelines enabling the private sector, farm and big enterprises to be engaged responsibly in early childhood. (ECED)	3	• Has not yet prepared
	• Prepare guidelines on the management and operation of community preschool and home-based education program in 2015. (ECED)	2	• Not yet adopted

Primary Education Sub-Sector	2015	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	• Revise master plan to help children with disabilities from 2014. (PED)	1	
	• Revise sub-decree on scholarships for primary schools in 2014. (DOL, DoF)	1	• Sub-decree N° 34 អនក្រឹត្យ ចេញថ្ងៃទី ១៧ ខែ មីនា ឆ្នាំ ២០១៥ លើ ប្រាក់សិក្សាសម្រាប់ កុមារ ក្រីក្រ ក្នុង មណ្ឌល បឋមសិក្សា
Policy 2: Enhancing the quality and relevance of learning	• Prepare a framework on school quality assurance by 2014. (EQAD)	1	• Change to concept of Education Quality Assurance for pre-school and general education in Cambodia.
	• Pilot the full day teaching and	2	• On-going

Primary Education Sub-Sector	2015	Progress	Reasons
	learning at primary education from 2014. (PED)		
	<ul style="list-style-type: none"> Disseminate and implement teacher training quality assurance system in 2014. (TTD) 	1	<ul style="list-style-type: none"> Letter N° 1626 អប្បកិ.ប្រី dated 24 April 2015.
	<ul style="list-style-type: none"> Revise the regulation on school construction and facility equipment according to the quality standard for primary schools in 2015. (DOL) 	1	<ul style="list-style-type: none"> Prakas N° 2337 dated 25 June 2015 on standard minimum equipment for school administration.
	<ul style="list-style-type: none"> Revise curriculum of primary education in 2015. (EDD) 	1	
Policy 3: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> Prepare result-based monitoring system for primary education by 2014. (PED) 	1	
	<ul style="list-style-type: none"> Prepare action plans for implementing teacher policy in 2015. (TTD) 	1	<ul style="list-style-type: none"> Prepared action plans for implementing teacher policy and approved by MoEYS leader on 12 January 2015.
	<ul style="list-style-type: none"> Prepare a statute on the establishment of public and private primary schools in 2015. (DOL) 	2	<ul style="list-style-type: none"> Be preparing

Secondary and Technical Education Sub-Sector	2015	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	<ul style="list-style-type: none"> Prepare national policy on scholarship, subsidy and loan scheme in 2014. (GSED) 	2	<ul style="list-style-type: none"> Be preparing
	<ul style="list-style-type: none"> Prepare a sub-decree on increasing incentives for teachers in disadvantaged and remote areas in 2014. (PerD) 	1	<ul style="list-style-type: none"> Sub-decree N° 37 អនក្រឹ.ប្រី dated 18 March 2015 on incentive areas for civil servants in health sector.
	<ul style="list-style-type: none"> Prepare a master plan on Technical Education development in 2014. (VOD) 	1	
	<ul style="list-style-type: none"> Prepare a regulation and mechanism on the expansion of GTHS in 2015. (GSED) 	2	<ul style="list-style-type: none"> Be preparing
	<ul style="list-style-type: none"> Prepare a regulation, mechanism and framework on vocational training for dropout student at secondary education in 2015. (VOD) 	2	<ul style="list-style-type: none"> Preparing and implement to nationwide in early 2016.
Policy 2: Enhancing the quality and relevance of learning	<ul style="list-style-type: none"> Prepare policy framework and guidelines on child-friendly schools at secondary education by 2014. (GSED) 	1	<ul style="list-style-type: none"> Final draft for approval and print and disseminate nationwide in 2016.
	<ul style="list-style-type: none"> Prepare a guideline on the examination of technical education student in 2014. (VOD) 	1	
	<ul style="list-style-type: none"> Revise a guideline on national exam by 2015. (VOD) 	1	<ul style="list-style-type: none"> Guidelines 2014 still valid. Writing for grade 12 revised. Strengthen correction mechanisms in Grade 12, selected correction

Secondary and Technical Education Sub-Sector	2015	Progress	Reasons
			committee with competency. <ul style="list-style-type: none"> Prepared sample exam subjects and provincial exam subject (Grade 9) The organizing committee for provision temporary certificate 2015-2016 by real signature (Grade 12)
	<ul style="list-style-type: none"> Update master plan on the implementation of ICT in education in 2015. (IAAD) 	2	<ul style="list-style-type: none"> Is on the process of preparation
	<ul style="list-style-type: none"> Prepare action plan to implement the teacher policy by 2015. (TTD) 	1	<ul style="list-style-type: none"> Prepared Teacher Policy Action Plan and approved by MoEYS leader on 12 January 2015.
	<ul style="list-style-type: none"> Prepare a standard for GTHS in 2015. (VOD) 	2	<ul style="list-style-type: none"> Prepared draft and submitted suggestions from development partners.
Policy 3: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> Prepare standardized equipment supply to serve to school administration by 2014. (DMSA) 	1	<ul style="list-style-type: none"> Prakas N° 2337 អយ្យក្រឹត្យ ចេញថ្ងៃទី ២៥ ខែ មិថុនា ឆ្នាំ ២០១៥
	<ul style="list-style-type: none"> Prepare result-based planning, monitoring and evaluation system at secondary education by 2014. (GSED) 	2	<ul style="list-style-type: none"> Prepared final draft for approval to implement in 2016.
	<ul style="list-style-type: none"> Prepare teacher framework for technical education teacher who teaching in GTHS by 2014. (PerD, VOD) 	1	<ul style="list-style-type: none"> The MoEYS has nominated new technical teacher and transfer appropriate teacher to General Secondary and Technical Education High Schools. Nowadays, technical education teacher are sustainable in the school.
	<ul style="list-style-type: none"> Prepare the regulation on management of private secondary education institutions in 2014. (GSED) 	1	<ul style="list-style-type: none"> Letter N° 10 អយ្យក្រឹត្យ ចេញថ្ងៃទី ២៩ ខែ មិថុនា ឆ្នាំ ២០១៤ លើ ការ អនុវត្ត ប្រកាស លេខ ២៧៩២ អយ្យក្រឹត្យ ចេញថ្ងៃទី ៣១ ខែ កក្កដា ឆ្នាំ ២០១៣.
	<ul style="list-style-type: none"> Prepare a guideline on autonomy and responsibility of secondary schools by 2014. (GSED) 	2	<ul style="list-style-type: none"> Is on the process of preparation
	<ul style="list-style-type: none"> Prepare the good governance principles for general secondary education and GTHS by 2014. (EQAD) 	2	<ul style="list-style-type: none"> Guidelines on strengthening management at secondary education institutions.
	<ul style="list-style-type: none"> Update policy on ICT in education in 2014. (IAAD) 	2	<ul style="list-style-type: none"> IAAD and KOICA technical adviser are updating and finalize in 2016
	<ul style="list-style-type: none"> Prepare a prakas on revised TOR of Technical and Vocational Orientation Department in 2014. (DOL) 	2	<ul style="list-style-type: none"> Is on the process of studying.
	<ul style="list-style-type: none"> Prepare a guideline on the strengthening of management and implementation of technical education at secondary schools in 	1	<ul style="list-style-type: none"> Letter N° 39 អយ្យក្រឹត្យ ចេញថ្ងៃទី ២៩ ខែ មិថុនា ឆ្នាំ ២០១៤ លើ ការ អនុវត្ត ប្រកាស លេខ ២៧៩២ អយ្យក្រឹត្យ ចេញថ្ងៃទី ៣១ ខែ កក្កដា ឆ្នាំ ២០១៣.

Secondary and Technical Education Sub-Sector	2015	Progress	Reasons
	2015. (VOD)		capital and provinces.
	<ul style="list-style-type: none"> Prepare a regulation and mechanism on career counseling at schools in 2015. (VOD) 	2	<ul style="list-style-type: none"> Preparing under supported by technical assistance, FCA (Finland Churches).
	<ul style="list-style-type: none"> Prepare a guideline on result-base management for general and technical secondary education in 2015. (GSED) 	2	<ul style="list-style-type: none"> Being approval to use.

Higher Education Sub-Sector	2015	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	<ul style="list-style-type: none"> Prepare national policy on scholarship, subsidy and loan scheme at higher education in 2014. (HED) 	2	<ul style="list-style-type: none"> Studied situation analysis and preping report, concept note of Policy on scholarships, subsidy and loan scheme at higher education (Finalize report in December 2015)
	<ul style="list-style-type: none"> Prepare a plan for increasing student at science, technology, engineering, creative arts and mathematics in 2014. (HED) 	2	<ul style="list-style-type: none"> Conducted workshop on capacity building and training for HEI staffs which related STEAM. Prepared proposal to requested funds from Chinese to strengthen STEAM (Waiting approval from CDC).
Policy 2: Enhancing the quality and relevance of learning	<ul style="list-style-type: none"> Prepare guideline on Tracer Study by 2014. (HED) 	2	<ul style="list-style-type: none"> Studied and analysed situation of 4,000 students in HEIs (Completed writing report).
	<ul style="list-style-type: none"> Prepare operational manual for research proposal by 2015. (HED) 	2	<ul style="list-style-type: none"> Conducted workshops to 57 HEIs that be possible to do research.
	<ul style="list-style-type: none"> Prepare a guideline on regular class room evaluation in 2015. (HED) 	3	<ul style="list-style-type: none"> HEIs prepare a guideline by themselves.
	<ul style="list-style-type: none"> Prepare a policy on human resource development at higher education in 2015. (HED) 	2	<ul style="list-style-type: none"> Is on the process of preparation
	<ul style="list-style-type: none"> Prepare guideline for Practicum Program Development by 2015. (HED) 	2	<ul style="list-style-type: none"> Has prepared a legal letter of transfer to HEIs for implementation.
	<ul style="list-style-type: none"> Prepare a standard and guideline on internal quality assurance in 2015. (HED) 	2	<ul style="list-style-type: none"> Studied the status of implementation of existing standards. Finished writing the first draft in Khmer and English.
Policy 3: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> Prepare a structure and mechanism to implement a policy on research and development in 2014. (SRD) 	2	<ul style="list-style-type: none"> Lack of working group members and support institutions.
	<ul style="list-style-type: none"> Prepare a result-base HE plan 2014-2018 in 2014. (HED) 	1	<ul style="list-style-type: none"> Conduced workshop result-base planning 2014-2018 in order to improve capacity of HEI's staff.
	<ul style="list-style-type: none"> Improve accreditation system for the establishment of HEI in 2014. (HED) 	2	<ul style="list-style-type: none"> Studied the status of implementation of existing standards and finalize November 2015.

Higher Education Sub-Sector	2015	Progress	Reasons
	<ul style="list-style-type: none"> Prepare a regulation on the HEI autonomy in 2014. (HED) 	2	<ul style="list-style-type: none"> Has Studied 2 main parts-situation analysis and prepare manual on financial management in Higher Education (Finalized). Has studying situation and prepare policy on good governance and management in higher education.
	<ul style="list-style-type: none"> Prepare a mechanism to implement Royal decree on professor status in 2015. (DOL) 	2	<ul style="list-style-type: none"> Has preparing Royal Decree on professor status. Royal decree on national council to give the status of professor. Sub-decree on organization and function of the General Secretariat of the National Council giving status of professor.
	<ul style="list-style-type: none"> Prepare a guideline on result-base monitoring and evaluation system in 2015. (HED) 	1	<ul style="list-style-type: none"> Prepared tools for monitoring and evaluation system.

Non-Formal Education Sub-Sector	2015	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	<ul style="list-style-type: none"> Revise guideline on re-entry program by 2014. (NFED) 	1	<ul style="list-style-type: none"> Circular letter N° 01 អង្គការសិស្ស dated 02 June 2015
	<ul style="list-style-type: none"> Prepare guideline on scholarship for NFE learners by 2014. (NFED) 	3	<ul style="list-style-type: none"> Not have budget support to NFE learners.
Policy 2: Enhancing the quality and relevance of learning			
Policy 3: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> Revise guideline on management of private school in 2014. (NFED) 	1	<ul style="list-style-type: none"> Decentralized to the capital-provinces and follow one-stop service.
	<ul style="list-style-type: none"> Prepare NFE result-based management system by 2015. (NFED) 	1	<ul style="list-style-type: none"> Has cooperated with World Bank to prepare the system.

Youth Development Sub-Sector	2015	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	<ul style="list-style-type: none"> Prepare plan on the participation of youth in volunteer activities in 2014. (DY) 	2	<ul style="list-style-type: none"> Discussed with Department of Legislation to prepare in accordance with format of the council of ministers.
	<ul style="list-style-type: none"> Prepare national action plan on the development of the national scout in 2014. (DY) 	1	<ul style="list-style-type: none"> National action plan on the development of the national scout 2013-2020 since 2013.
Policy 2: Enhancing the quality and relevance of learning	<ul style="list-style-type: none"> Prepare regulations on strengthening the mechanisms for children and youth council and prepare concerning documents in 2014. (DY) 	2	<ul style="list-style-type: none"> CFS program, Component 5: The participation of children, families and community. (Document support the implementation on 16 December 2013).
	<ul style="list-style-type: none"> Prepare minimum norm for 	3	<ul style="list-style-type: none"> Not yet implemented

Youth Development Sub-Sector	2015	Progress	Reasons
	vocational training in 2015. (VOD)		
Policy 3: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> Set up a mechanism for monitoring and evaluating the implementation in 2014. (DY) 	2	<ul style="list-style-type: none"> Prepared questionnaire for students, school director and PoEs.
	<ul style="list-style-type: none"> Prepare infrastructure development plan of youth centers in 2014. (DMYC) 	1	<ul style="list-style-type: none"> Letter N° 16 អយក. សណន dated 25 February 2014 on organization and function of the Youth Center

Physical Education and Sport Sub-Sector	2015	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	<ul style="list-style-type: none"> Prepare guideline on technical activities of physical education and sports in 2014. (DPES) 	2	<ul style="list-style-type: none"> Collected data and guide coach, sport exercises gone through training courses by technical standards.
Policy 2: Enhancing the quality and relevance of learning	<ul style="list-style-type: none"> Prepare national policy on physical education and sport development in 2014. (DPES) 	1	<ul style="list-style-type: none"> Policy was approved by the council of minister.
	<ul style="list-style-type: none"> Prepare master plan on sport development toward year 2023 in 2014. (DGS) 	2	<ul style="list-style-type: none"> Insufficient time and lack of inputs from development partners.
	<ul style="list-style-type: none"> Prepare guideline on sport competitions in education institutions in 2014. (DPES) 	1	<ul style="list-style-type: none"> Letter N° 05 អយក. សណន dated 28 April 2015
Policy 3: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> Prepare the legal letters related to transfer the physical education and sport tasks to sub-national level in 2015. (DGS) 	2	<ul style="list-style-type: none"> Functional analysis is complicated.
	<ul style="list-style-type: none"> Prepare guideline on protecting of ethics and profession in physical education and sport activity in 2015. (DGS) 	2	<ul style="list-style-type: none"> Insufficient time and lack the inputs from development partners.
	<ul style="list-style-type: none"> Revise guideline on establishment of sport club, association and federation in 2015. (DGS) 	1	<ul style="list-style-type: none"> Motivate and creating support committees sport in capital, province and develops association and sport club in districts
	<ul style="list-style-type: none"> Prepare guideline for decentralization of sport tasks to national sport federation in 2015. (DGS) 	2	<ul style="list-style-type: none"> Motivate and inspire the organization of sporting events as many in provinces to get ready compete in national games.

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

Early Childhood Education Department	ECED	Department of Finance	DOF
Primary Education Department	PED	Department of Legislation	DOL
General Secondary Education Department	GSED	Department of Materials and Public Assets	DMSA
Non Formal Education Department	NFED	Information and ASEAN Affairs Department	IAAD
School Health Department	SHD	Department of Youth	DOY
Higher Education Department	HED	Department of Planning	DOP
Science Research Department	SRD	Vocational Orientation Department	VOD
Directorate General of Sport	DGS	Education Quality Assurance Department	EQAD
Department of Physical Education and Sport	DPES	Department of Youth Center Management	DYCM
Directorate General of Youth	DGY	Teacher Training Department	TTD
Personnel Department	PerD	Curriculum Development Department	CDD

ANNEX 9 : PROGRESS OF THE IMPLEMENTATION OF ACTION PLAN 2015 JOINT MISSION REVIEW

Sub-Sector Goals	ACTIVITIES	Responsible TDs	Progress	Reasons
1. Sub-sector: Early Childhood Education		ECE-SSWG		
1.1 Efficient School Budget implemented to improve quality of ECE				
Budget transparency	<ul style="list-style-type: none"> Review regulation for pre-school SOB management in public pre-school classes locating in primary school 	DOF/ECED	1	- Issued Inter-Prakas No. 366 Dated 06 April 2015 on Procedure of School Operational budget execution
	<ul style="list-style-type: none"> Development of a result-based M&E system and tools 	DoME	2	- To be finalized 2 nd quarter 2016
Budget planning and implementation	<ul style="list-style-type: none"> Guideline on allowances for pre-school teachers who teach two shifts 	DoPer	3	<ul style="list-style-type: none"> To review on pre-school teacher status in 2016 To be relevant sub-decree no. 309 on managing and organizing teacher service in public education institutions
1.2 ECE teacher provision and utilization				
Provision should match demand for ECE teachers	<ul style="list-style-type: none"> Mapping of ECE services and strategies to expand ECE coverage 	ECED/DoP	2	- ECED is preparing the form for collecting online data, but there is a need to improve staff capacity
	<ul style="list-style-type: none"> Assessment paper on the additional qualified pre-school teachers needed 	ECED/DoPer/DoP	3	
Expand training of ECE teachers	<ul style="list-style-type: none"> Assessment the capacity of 6 RTTCs to offer more pre-service training for pre-school teachers 	TTD/ECED/DoP	3	- Haven't implemented yet since the registration decreased. Training can be done at Pre-school teacher training
1.3 Sustainable community pre-schools				
Strengthen role /function of CPS training	<ul style="list-style-type: none"> Inter-ministerial Prakas on CPS funding (budget), facilities and allowances 	DoL/ECED	3	
	<ul style="list-style-type: none"> Expansion of ECE training including CPS teachers 	ECED/TTD	1	- Provided 15-day training to public PS teachers with standard and train CPS with standard of 35 days
Clarify legal status, funding and CPS sustainability	<ul style="list-style-type: none"> Development of legislation/regulations for budget support to CPS and teachers 	DoF/ECED	2	<ul style="list-style-type: none"> ECED is collecting inputs from relevant stakeholders Conducted meeting among MoEYS, Mol, and MoEF.
	<ul style="list-style-type: none"> Development of a cost-effective design and construction of CPS facilities and learning materials 	DoC/ECED	1	<ul style="list-style-type: none"> There are 500 places in CPS project but only 101 buildings are being constructed, while other 399 building will be conducted in 2016 Procedures in implementing construction

				<p>bid are done through international procurement, however, because the bid company set price higher than the expected cost of the project. Therefore heads of project along with WB's chair transferred the construction to community level.</p> <ul style="list-style-type: none"> - Construction with community contract doesn't consume much time in betting by international firm and it also increase ownership of the community. - GPE project and WB technical officers designed a manual on construction project implementation procedure with the community and conducted workshop before kicking off the job. - During construction, site engineers will stand by, check and instruct on constructing techniques as well as other compensation methods. - Construction is on process with support from GPE project.
	<ul style="list-style-type: none"> • Dissemination of CPS roles to parents/commune councils 	ECED	1	
Sub-Sector Goals	ACTIVITIES	Responsible TDs	Progress	Reasons
2. Sub-sector: Primary Education		PE-SSWG		
2.1 Efficient school budget implemented to improve quality of primary education				
Adequacy of School Program Budget	<ul style="list-style-type: none"> • Reviewing and increasing of PB and supports for school with flexibility and including WASH facilities 	DoPri	2	<ul style="list-style-type: none"> - Policy of training low level teachers to be teachers with higher education in order to reallocate staff from lower secondary school. - MoEYS established a teamwork to manage training process and lesson content.
	<ul style="list-style-type: none"> • Guideline on SSC/community participation in budget planning and usage 	DoPri/DGE	1	
	<ul style="list-style-type: none"> • Study on Equity funds to encourage children to complete their studies. 	ERC	3	
2.2 Effective implementation of staffing norm to improve quality of teaching				
Teacher utilization conforms with	<ul style="list-style-type: none"> • Review on schools with surplus teachers; reallocate staff to schools in need 	DoPer	1	<ul style="list-style-type: none"> - Has a principle for basic teacher training to upper secondary teachers in order to

staffing norms				deploy to colleges.
	• Pilot on school based personnel management	DoPri/DGPP	1	
	• Study on multi-grade teaching	ERC/DoPri	1	
2.3 Adequacy of school budget				
Efficient use of teaching hours	• Guideline on implementation of school calendar with flexibility	DoCurr	1	<ul style="list-style-type: none"> - Sub-decree on Reading Day March 11th - Framework of General Education Curriculum - Grade 9 sample exam test for all subjects - Documents on climate change: <ul style="list-style-type: none"> - Grade 4: a set for teacher - Grade 5: a set for teacher - Grade 6: a set for teacher • Disseminate: <ul style="list-style-type: none"> - A set of road safety document - A set of mainstreaming document on anti-corruption - A set of dictation document
	• Review on options for full-day schooling	DoPri	1	
	• Assessment of textbook distribution	DoCurr	1	<ul style="list-style-type: none"> - Supply 6,031,000 textbooks - Training on textbook management to 25 capital-provinces (188 trainees) - Following up textbook using and management to 17 provinces, 304 primary and secondary schools. - Evaluate on library standard with 50% standard and 50% below standard.
	• Assessment of activities which improve student learning including EGRA, EGMA	DGE	1	
Sub-Sector Goals	ACTIVITIES	ResponsibleTDs	Progress	Reasons
3. Sub-sector: Secondary Education and Technical Education		SEC-SSWG		
3.1 Strengthening teaching and learning in Mathematics and Sciences				
Improving teacher performance (better teachers: better learning!)	• Review the implementation of curriculum through DTMT and school inspection	EQAD	2	- Implementing
	• Redefinition of life skill concept and re-examine the implementation	DoSEC	2	- Final draft and implementing
	• Assessment of current teacher deployment	DoPer	1	- studied on allowance offering principle, sub-degree No. 102

	<ul style="list-style-type: none"> Development of a strategic paper to address teacher shortages including introduction of a mobile teaching team, a system of school autonomy at secondary education level 	ERC/DoPer/DoSEC	3	
	<ul style="list-style-type: none"> Development of action plan to produce qualified and trained Math and Science teacher 	TTD/NIE	1	- completed implementation with 100% result against expected outcome.
	<ul style="list-style-type: none"> Assessment of effective use of learning hours at secondary education level 	DoCurr	1	<ul style="list-style-type: none"> Research on grade 12 learning hours on all subjects comparing with curriculum in each subject in 4 provinces with result below: School taught content to the highest level (more) against 82% of curriculum School taught content to lowest extent (less) against curriculum of 60%
3.2 Strengthening and expanding technical education				
	<ul style="list-style-type: none"> Provision of pre-service and in-service training to the technical education and life skill teachers 	TTD/DoVO	2	<ul style="list-style-type: none"> Trained life skill capacity building to teacher on tailoring, mushroom production and introduction to teaching and teacher of agriculture at general education and technical Preah Bath Samdech Norodom Sihamoni high school continue implementation in 2015, VOD implemented 80% against the expected result.
	<ul style="list-style-type: none"> Guideline on teaching hours and life skill subjects 	DoSEC/DoVO/DoVO	1	<ul style="list-style-type: none"> Already disseminated (2-5 hours per week) and studying other one Issued guidelines No. 32 EYS G. on assigning and preparing teaching and learning life skill education to secondary level
	<ul style="list-style-type: none"> Review budget for purchasing the materials for technical education and life skill subjects 	DoF/DoVO	2	<ul style="list-style-type: none"> Is on the process of procurement Prepared budget plan for equipping materials in targeted schools, which expand to general secondary education and technical high school.
3.3 Strengthening quality of secondary education through exam reforms				
	<ul style="list-style-type: none"> Assessment of effectiveness of scholarship coverage and amount at lower secondary 	DGE	3	
	<ul style="list-style-type: none"> Guideline on expansion of school dropout prevention program including early warning system 	DoSEC	3	- No yet have plan or guidelines for preparation process.

	and improvement of computer labs			
	<ul style="list-style-type: none"> Review of SOB and supports to school including WASH facilities 	DoSEC/DoF	1	- Issued guidelines for implementing program budget for secondary education institution in 2004
	<ul style="list-style-type: none"> Upgrading the EMIS to feed into and support the new M&E system 	DoEMIS	1	- Upgrade EMIS for 25 capital-provinces
	<ul style="list-style-type: none"> Review of DTMT role as an internal monitoring team and provincial inspectors as external school inspection team 	DoEOA	2	- Being piloted
Sub-Sector Goals	ACTIVITIES	Responsible TDs	Progress	Reasons
4. Sub-sector: Higher Education		HE-SSWG		
4.1 Improvement of quality of Higher Education				
Quality in Higher Education	<ul style="list-style-type: none"> Practice of HEI autonomy on financial management 	HEIs	1	<ul style="list-style-type: none"> Private HEI got autonomy on financial management There are two public HEI: <ol style="list-style-type: none"> Administrative HEI (NUM and RULE) has autonomy on school fee, while salary is the government's sole burden. Public HEI is program budget institution (obtained budget from MoEF (on behalf of) from MoEYS
	<ul style="list-style-type: none"> Practice of HEI autonomy on personnel management 	HEIs	2	<ol style="list-style-type: none"> Private HEIs have autonomy on personnel management Public HEIs which employed teachers in terms of paid school fee has autonomy on contract staff/teachers, except for teachers of government.
	<ul style="list-style-type: none"> Review of HE legislative and governance framework 	DGHE/DoL	2	- Revised legislative letters and policy document
	<ul style="list-style-type: none"> Establishment of demand-side financing model to attract most talented students to priority programs 	ERC/DHE	2	- Have been preparing guidelines
	<ul style="list-style-type: none"> Establishing HE standards including participation, quality of learning, examination standards and graduate employability 	DHE	2	- Is on the process of preparation
Funding for Teaching, Research and Employment	<ul style="list-style-type: none"> Research capacity development which relevant to development needs 	DSR/DHE	1	- Prepared 2nd Cambodia education research forum with total participant of 116, of whom 3 are female)
	<ul style="list-style-type: none"> Pilot research grant activity or potential public funding or private sector support 	DHE/RUPP	1	- Implemented
Role of the Scientific	<ul style="list-style-type: none"> Update framework and reform structure of the 	DSR	2	- Prepared draft Prakas and to be

Research Department	Scientific Research Department including research capacity			approved by DoL
Accreditation	• Capacity development for internal quality assurance and accreditation within State and Private HE institutions.	ACC/DHE	2	- Documents are already prepared and will be conducted training in 2016.
	• Implementation of HEI accreditation system	HEIs	2	- Have been preparing
4.2 Quality assurance				
Strengthening and Sustaining Higher Education	• Revision of the higher education reform action plan 2015-2018	DHE	1	- Already implemented
	• Short term HE-SSWG action plan 2015-2016	HE-SSWG	1	- Already implemented
Sub-Sector Goals	ACTIVITIES	Responsible TDs	Progress	Reasons
5. Sub-sector: Non Formal Education		NFE-SSWG		
5.1 National literacy campaign				
Recruitment of literacy contract teachers	• Guideline on community/local authority participation in term of funding, material support and training.	DoNFE	1	- Guidelines No. 20 dated Feb 27th 2015
Develop functional literacy for adults, school drop-outs	• Action plan to increase awareness of adult functional literacy program	DoNFE	1	- Using documents speeding up literacy in Cambodia
5.2 Strengthen community learning centers				
Role of CLCs in encouraging learning	• Guideline on management of CLC	DoNFE	1	- Prakas No. 2429 dated July 30 2015 on establishing CLCs
	• Capacity development for CLC leaders in term of funding, planning and management;	DoNFE	1	- Conducted 2 regional Trainings with total participants of 138
	• Study on actual needs of community and employers in line with the commune development plans and D&D	DoNFE	1	- Impact evaluation report in CLC implementation
5.3 Promote equivalency program				
Identify needs and develop target programs	• Review of the purpose and relevance of NFE programs	DoNFE	1	- Study report on program implementation equivalency of NFE
	• Action plan for expansion of equivalency program	DoNFE	3	- Not yet prepared
Sub-Sector Goals	ACTIVITIES	Responsible TDs	Progress	Reasons
6. Sub-sector: Youth development		Youth-SSWG		
6.1 Ensuring access for all youth to post school opportunities				
Soft Skills training for Youth	• Action plan on implementation of youth development policy	DoYC	2	- Prepared draft and is on approval process
	• Campaign action plan to encourage participation in community, scouting, camping, study visits	DoYouth	2	- Put in AoP - Arranging camping in each province

				- Preparing study visits in provinces
	<ul style="list-style-type: none"> Provision of Labor market information and skills/apprenticeship opportunities. 	DoYouth	3	- Activities have been prepared
Guidelines on Youth Policy and Development	<ul style="list-style-type: none"> Action plan on expansion of child and youth councils and study clubs 	DoYouth	1	<ul style="list-style-type: none"> Prepared 444 study clubs of youth councils at schools 7,978 child councils 444 youth councils
	<ul style="list-style-type: none"> Action plan on provision of training opportunities for youth 	DoYC	1	- 1055 participants at 16 cities/provinces
6.2 Enhancing the quality of vocational/technical skills and labor market opportunities				
Develop labor skills to match current/projected employment and career needs	<ul style="list-style-type: none"> Conduct survey on the training needs 	ERC/DoYC	1	- 3,200 participants at 16 cities/provinces
	<ul style="list-style-type: none"> Action plan to develop skill training to be responsive to labor market 	DoYC	2	- Prepared draft and is on process of approval
6.3 Ensuring effective leadership and guidance from education staff at all levels				
Achieve balance between society and labor needs.	<ul style="list-style-type: none"> Review of roles and responsibilities children and youth council at all levels 	DoYouth	1	<ul style="list-style-type: none"> Annual statistics of child council is 6,978 which exist 1,461,027 members 444 youth council which there are 266,293 members with 127,037 female
	<ul style="list-style-type: none"> Action plan for recruiting teachers on counseling skill or career guides 	DoYouth	3	- Activities haven't been prepared
Sub-Sector Goals	ACTIVITIES	Responsible TDs	Progress	Reasons
7. Sub-sector: Physical education and sport		Sport-SSWG		
7.1 Preparation of a national policy on the development of physical education and sport				
Finalization of national policy	<ul style="list-style-type: none"> Inclusion of Sport industry in the national policy 	Sport-SSWG	1	- National policy on development of physical education and sport dated Nov 06th 2015
	<ul style="list-style-type: none"> Conservation and development of all kinds of sports in the national policy 	Sport-SSWG	1	- National policy on development of physical education and sport dated Nov 06th 2015
	<ul style="list-style-type: none"> Inclusion of National Federation roles in the national policy 	Sport-SSWG	1	- National policy on development of physical education and sport dated Nov 06th 2015
- 7.2 Reforming of the sport games, preparation of the national sports for the SEA GAMES 2023				
Preparation for national sports for the SEA GAMES 2023	<ul style="list-style-type: none"> Action plan to develop human resource in sport sector including officials, coaches, referees and judge 	DoPES	2	- Trained capacity building to 3 kinds of technical officials: athletes, boxing, and basket ball
	<ul style="list-style-type: none"> Provision of a budget package for cities and 	DoF/NSTC	1	

	provinces in organizing and participating the National Games 2016			
	<ul style="list-style-type: none"> Review of National Federation roles in order to provide autonomy and ensure the development of all kinds of sports to prepare the National Games 2016 tournament 	NSTC	2	<ul style="list-style-type: none"> Provided autonomy to Football federation (U13) in late 2015 at National Football School Bati and Taekwondo is getting ready to join Olympic Games
- 7.3 Strengthening the physical education and sport activities inside and outside school hours				
Improving sport facilities	<ul style="list-style-type: none"> Guideline on strengthening the sport club structure management 	DoPES	1	<ul style="list-style-type: none"> Promote and create Sport Supporting Committee in capital and provinces and develop association of public sport club in districts
	<ul style="list-style-type: none"> Guideline on national federation and community participation in physical education and sport activities 	DoPES	2	<ul style="list-style-type: none"> collected data and instruct physical exercise coaches to join training course with technical standard
	<ul style="list-style-type: none"> Action plan on preparation and repairing of sport field and equipping tools for practicing the physical education and sport 	DoPES	1	<ul style="list-style-type: none"> Prepared sport field, marathon field including field lights, seat, protecting fence and field cleaning Prepared repairing projects for sport field at RUPP.

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

Abbreviation

ECE-SSWG: Early Childhood Education Sub-Sector Working Group
 ECED: Early Childhood Education Department
 DoF: Department of Finance
 DoEMIS: Department of Education Management Information System
 DHE: Department of Higher Education
 DSR: Department of Science Research
 DoL: Department of Legislation
 TTD: Teacher Training Department
 Dop: Department of Planning
 DoPer: Department of Personnel
 DoME: Department of Monitoring and Evaluation
 DoPri: Department of Primary Education
 DoSEC: Department of General Secondary Education
 DoCurr: Department of Curriculum Development
 DGE: Directorate General of Education
 RUPP: Royal University of Phnom Penh

ERC: Education Research Council
 PE-SSWG: Primary Education Sub-Sector Working Group
 DoVo: Department of Vocational Orientation
 EQAD: Department of Education Quality Assurance
 ACC: Accreditation Committee of Cambodia
 HEI: Higher Education Institution
 DoNFE: Department of Non Formal Education
 DoYouth: Department of Youth
 DoYc: Department of Youth Center
 DoPES: Department of Physical Education and Sport
 DoPESS: Department of Physical Education and Sport for Student
 DoC: Department of Construction
 DGPP: Directorate General of Policy and Planning
 NIE: National Institute of Education
 DGHE: Directorate General of Higher Education
 NSTC: National Sport Training Center



PART 3
DISCUSSION TOPIC

ប្រធានបទពិភាក្សា

Discussion Topic

I- **អនុវត្តស័យ ការអប់រំកុមារតូច**

Sub-sector: Early Childhood Education

ប្រធានបទទី១ ៖ ការរៀបចំនិងអនុវត្តស្តង់ដារសាលាមត្តេយ្យសិក្សា។

Topic 1: Preparation and implementation of pre-school standards

ប្រធានបទទី២ ៖ និរន្តរភាពមត្តេយ្យសិក្សាសហគមន៍។

Topic 2: Sustainable of community pre-schools.

II- **អនុវត្តស័យការអប់រំមធ្យមសិក្សា**

Sub-sector: Primary Education

ប្រធានបទទី១ ៖ ប្រសិទ្ធភាពនៃការប្រើប្រាស់លទ្ធផលរកឃើញនៃការវាយតម្លៃការសិក្សារបស់សិស្ស

Topic 1: Effective use of learning assessment findings.

ប្រធានបទទី២ ៖ ការរៀបចំស្តង់ដារសាលាបឋមសិក្សារដ្ឋនិងឯកជន សម្រាប់ការងារអធិការកិច្ច។

Topic 2: Preparation of public and private primary school standard for inspection

III- **អនុវត្តស័យ ការអប់រំមធ្យមសិក្សា និងអប់រំបច្ចេកទេស**

Sub-sector : Secondary and Technical education

ប្រធានបទទី១ ៖ ការអនុវត្តគោលនយោបាយឱ្យមានប្រសិទ្ធភាព ដើម្បីបង្កើនការចុះឈ្មោះ

ចូលរៀន ការបន្តការសិក្សា និងការបញ្ចប់ការសិក្សានៅកម្រិតមធ្យមសិក្សា

Topic 1: Effective implementation of policy to increase enrollment, retention, and completion in secondary.

ប្រធានបទទី២ ៖ ការអនុវត្តកំណែទម្រង់កម្មវិធីសិក្សាសម្រាប់ STEM (វិទ្យាសាស្ត្រ បច្ចេកវិទ្យា វិស្វកម្ម និងគណិតវិទ្យា) ពិសេស ការកសាងសមត្ថភាពសម្រាប់គ្រូបង្រៀន។

Topic 2: Implementation of curriculum reform for STEM (Science, Technology, Engineer and Mathematics) especially for capacity building for teachers.

IV- **អនុវត្តស័យ ការអប់រំខ្ពស់សិក្សា**

Sub Sector: Higher Education

ប្រធានបទទី១ ៖ រៀបចំយន្តការធានាគុណភាពឱ្យមានប្រសិទ្ធភាពសម្រាប់ការបង្រៀន ការរៀន

ការស្រាវជ្រាវសម្រាប់ប្រព័ន្ធធានាគុណភាពខាងក្នុងនិងខាងក្រៅ

Topic 1: Developing effective quality assurance mechanism for teaching, learning, research for internal and external quality assurance system.

ប្រធានបទទី២ ៖ ស្វ័យភាពនិងគណនេយ្យភាពនៃគ្រឹះស្ថានខ្ពស់សិក្សា។

Topic 2: Autonomy and accountability of higher education institutions.

V- **អនុវត្តស័យ ការអប់រំក្រៅប្រព័ន្ធ**

Sub-sector: Non-formal Education

ប្រធានបទទី១ ៖ លើកកម្ពស់ដំណើរការមជ្ឈមណ្ឌលសិក្សាសហគមន៍ ដើម្បីផ្តល់ជំនាញអប់រំក្រៅប្រព័ន្ធស្របទៅនឹងស្តង់ដារ

Topic 1: Enhancing the function of CLC to deliver NFE skill program in line with CLC standard.

ប្រធានបទទី២ ៖ កែលម្អការអនុវត្តការងារអប់រំក្រៅប្រព័ន្ធរួមមាន៖ កម្មវិធីអក្ខរកម្ម កម្មវិធីសមមូល និងកម្មវិធីចូលរៀនឡើងវិញ។

Topic 2: Improving implementation of NFE including literacy, equivalency programs, and re-entry program.

VI- **អនុវត្តស័យ ការអភិវឌ្ឍយុវជន**

Sub-sector: Youth Development

ប្រធានបទទី១ ៖ វឌ្ឍនភាពនៃការអនុវត្តគោលនយោបាយជាតិស្តីពីការអភិវឌ្ឍយុវជន និងសកម្មភាពគោលនយោបាយជាតិយុវជន

Topic 1: Implementation progress of National Policy on Youth Development and National Youth Policy Action.

ប្រធានបទទី២ ៖ សមត្ថភាព និងប្រសិទ្ធភាពនៃមជ្ឈមណ្ឌលយុវជន ក្នុងការអភិវឌ្ឍន៍ ជំនាញសម្រាប់យុវជន (ស្របនឹងគោលនយោបាយយុវជន និងផែនការសកម្មភាពគោលនយោបាយយុវជន)។

Topic 2: Capacities and effectiveness of Youth Centers in Skill Development for Youth (in line with the Youth Policy and Youth Policy Action Plan)

VII- **អនុវត្តស័យ ការអប់រំកាយ និងកីឡា**

Sub-sector: Physical education and Sport

ប្រធានបទទី១ ៖ ពង្រឹងការអនុវត្តការអប់រំកាយនិងកីឡា ក្នុងម៉ោងនិងក្រៅម៉ោងសិក្សា។

Topic 1: Strengthen the implementation of physical education and sport activities in and out teaching hour.

ប្រធានបទទី២ ៖ បណ្តុះបណ្តាលធនធានមនុស្សគ្រប់ប្រភេទកីឡា ឆ្ពោះទៅស៊ីហ្គេមឆ្នាំ ២០២៣។

Topic 2 : Human resource training all sports toward the SEA-Games 2023.