



KINGDOM OF CAMBODIA
Nation Religion King

MINISTRY OF EDUCATION, YOUTH AND SPORT

EDUCATION CONGRESS



THE EDUCATION, YOUTH AND SPORT PERFORMANCE
IN THE ACADEMIC YEAR 2015-2016
AND GOALS FOR THE ACADEMIC YEAR 2016-2017

21-22-23 March 2017

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PART 1
ACHIEVEMENT AND DIRECTION

1. INTRODUCTION

Ministry of Education, Youth and Sport has reached the half of ESP 2014-2018 implementation, which was developed in a more in-depth and better targeted manner in the context of education reform towards building a prosperous, knowledge-based society, following the development pathways of the Royal Government of the 5th Legislature of the National Assembly. Policies, strategies, programs and priority clusters of activities 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.

Responsibilities of entities at national and sub-national levels in monitoring and evaluating performance by sub-sector are clearly defined in monitoring and evaluation framework for dynamics. Annual Education Congress has provided all stakeholders with the opportunities to review work progress and challenges and to set directions for the year ahead. Sub-sectoral achievements and implementation of Annual Operational Plans (AOP) 2016 have been validated to provide basis for the review and setting of activities and targets.

Sub-sector progress and AOP 2016 progress reviews are incorporated into the Education 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.

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

In academic year 2015-2016, MOEYS made the following major achievements:

2. PROGRESS

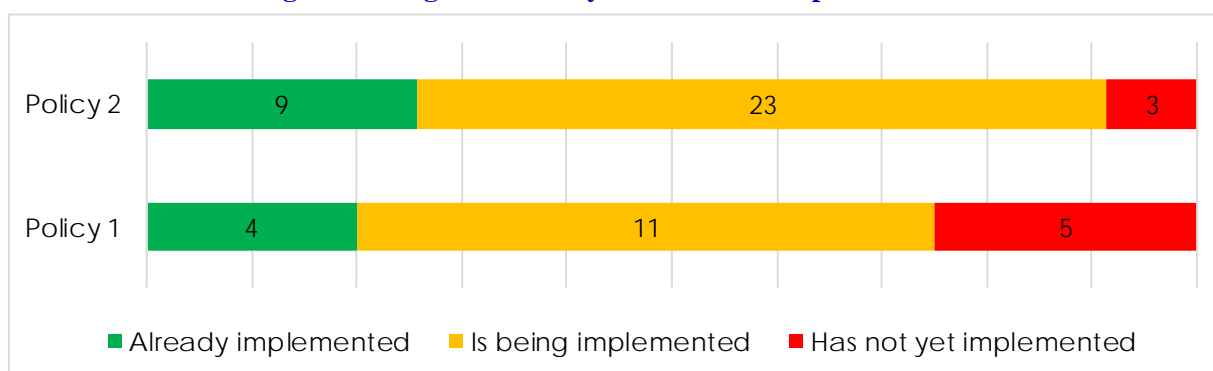
2.1. OVERALL ACHIEVEMENTS OF EDUCATION, YOUTH AND SPORT SECTORS

2.1.1. PROGRESS OF THE IMPLEMENTATION OF POLICY ACTIONS 2016

MOEYS planned to implement 55 policy actions in 2016, of which 13 (23.6%) completed, 34 (61.8%) on-going and 8 (14.5%) not yet implemented (Figure 1).

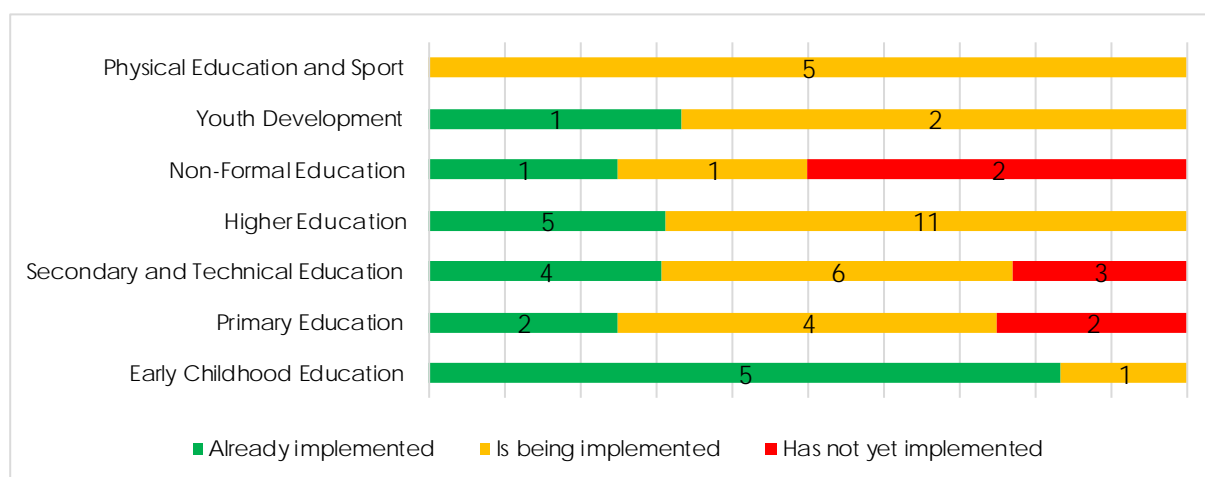
The first policy consisted of 20 actions, 4 (20%) completed, 11 (55%) on-going and 5 (25%) not yet implemented. The second policy consisted of 35 actions, 9 (25.7%) completed, 23 (65.7%) on-going and 3 (8.6%) not yet implemented.

Figure 1: Progress of Policy Actions 2016 Implementation



Early childhood education sub-sector had 6 actions, 5 (83.3%) completed and 1 (16.7%) not yet implemented. Primary education sub-sector had 8 actions, 2 (25%) completed, 4 (50%) on-going and 2 (25%) not yet implemented. Secondary and technical education sub-sector had 13 actions, 4 (30.8%) completed, 6 (46.1%) on-going and 3 (23.1%) not yet implemented. Higher education sub-sector had 16 actions, 5 (31.2%) completed and 11 (68.8%) on-going. Non-formal education sub-sector had 4 actions, 1 (25%) completed, 1 (25%) on going and 2 (50%) not yet implemented. Youth development sub-sector had 3 actions, 1 (33.3%) completed and 2 (66.7%) on-going. Physical education and sport sub-sector had 5 actions, all 5 (100%) are on-going.

Figure 2: Progress of the Implementation of Policy Actions, 2016 (by Sub-Sector)



Policy actions completed include Review of the management and distribution of basic textbooks of all subjects to all primary schools across the country; Review and formulation of regulations related to school health at primary education; Formulation of regulations and establishment of mechanisms for expanding the number of general and technical education high schools; Formulation of regulations and establishment of mechanisms of career counsellors in secondary schools; Revision and formulation of regulations related to school health at secondary education; Formulation of Prakas on revision of duties and functioning of the Department of Vocational Orientation; Improvement of accreditation system and establishment of higher education institutions; Development of guidelines on tracking studies of graduates; Development of guidelines on regular class-based assessment; Development of guidelines on internship program; Introduction of structure and mechanisms for the implementation of the Policy on Research and Development; Development of standards for Community Learning Centers and Formulation of plan on youth participation in volunteering activities. Details on policy action implementation progress can be found in Annex 8.

2.1.2. PROGRESS OF CORE BREAKTHROUGH INDICATORS

Table 1: Progress of Core Breakthrough Indicators

Core Breakthrough Indicators	Status 2015-16	Targets 2016-17	Actual 2016-17	Targets 2019-20
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
1. Percentage of five-year-old children enrolled in all forms of Early Childhood Education Program	64.1%	66%	66.35%	72%
2. No. of districts with primary education repetition rate of 10% or lower.	171	176	173	193
3. No. of provinces with lower secondary education completion rate at least 40%	8	9	11	14
4. Adult literacy rate (over 15 years of age)	78.1% (2014)	79.8%	78.1%*	85%
5. National assessment on Mathematics and Khmer Language for grade 3				

Reading	42.7		35.2 (2014-15)	Increase of 5 points
Mathematics	43.4		41.0 (2014-15)	Increase of 5 points
6. No. of Higher Education Institutions assessed	10	30	38**	90
7. % of primary school teachers with upper secondary education degree + 2	57%	58%	69.62%	61%
8. % of teacher trainers with Master degrees	10%	15%	20.2%***	24%
Policy Area 2: Ensure effective Leadership and Management of education staff at all levels				
9. No. of primary and secondary school Principals trained on result-based school management	N/A	500	948	500
10.% of budget liquidation	94.3% (2015)	95%	94%****	95%

Source: * CSES 2015

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

The number of five-year-old children accessing any form of ECE services accounted for 66.35% of the population of this age group, an increase of 2.25% from 2015-2016 (ESP target: 66%).

No. of districts with primary education repetition rate of 10% or lower is 173 (Target: 176 districts), an increase of 2 districts from 2015-2016.

11 out of 25 capital/provinces had lower secondary completion rate at least 40%.

Adult literacy rate (over 15 years of age) was 80.70% in 2013 and 78.1% in 2014. Progress of the two indicators requires expansion of functional literacy classes.

National assessments on Khmer Language, Mathematics and Physics for grade 8 were carried out in a sample of 230 schools and 5,902 students (54.5% female) in 25 capital/provinces. Percentage of correct answers given by students were 55.6% for Khmer Language, 44.0% for Mathematics and 52.8% for Physics in 2013-2014.

National assessments on Khmer Language and Mathematics for grade 3 were carried out in a sample of 228 schools and 5,851 students (52.8% female) in 25 capital/provinces. Percentage of correct answers given by students were 35.2% for Khmer Language and 41.0% for Mathematics in 2014-2015.

National assessments on Khmer Language and Mathematics for grade 6 were carried out in a sample of 230 schools and 5,939 students (54.6% female) in 25 capital/provinces. Percentage of correct answers given by students were 52.1% for Khmer Language and 48.3% for Mathematics in 2015-2016.

38 Higher Education Institutions were assessed on pilot basis by the Accreditation Committee of Cambodia, 28 more than the number of HEIs assessed in 2015-2016.

Percentage of primary school teachers with upper secondary education degree + 2 was 69.62%, which was 11.62% higher than the target (Target: 58%).

Percentage of teacher trainers with Master degrees was 20.2%, which was 5.2% higher than the target (Target: 15%).

948 primary and secondary school principals were trained on result-based school management, 448 persons more than the target, including 618 primary school principals and 330 secondary school principals.

In 2016, MOEYS implemented full PB and issued payment orders for a total amount of Riels 1,908.0 Billion or 94% (indicative Figure) and implemented procurement for Riels 109,967,105,802. Entities at the central level implemented Riels 244.9 Billion or 84.2%, while POEs implemented Riels 1,663.1 Billion or 95.6% .

2.1.3. PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2016

AOP 2016 presented 916 activities to be implemented, 265 more activities than in 2015 (651 activities in 2015). As of December 2016, 767 activities or 83.7% completed, 8.6% higher than in 2015 (75.1% in 2015), 85 activities or 9.3% on-going and 64 activities or 7.0% not yet implemented. Details on the implementation of AOP 2016 can be found in Annex 1 and 6.

Figure 3: Progress of AOP 2016 Implementation (by program of entities at the national level)

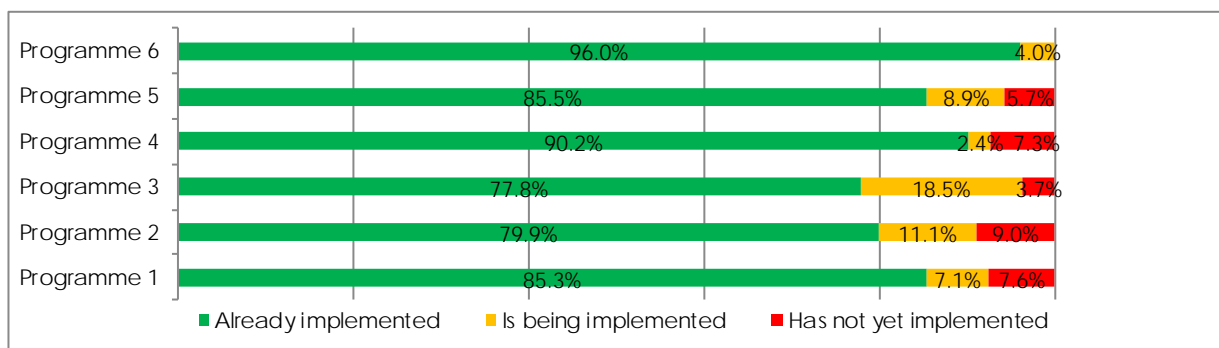
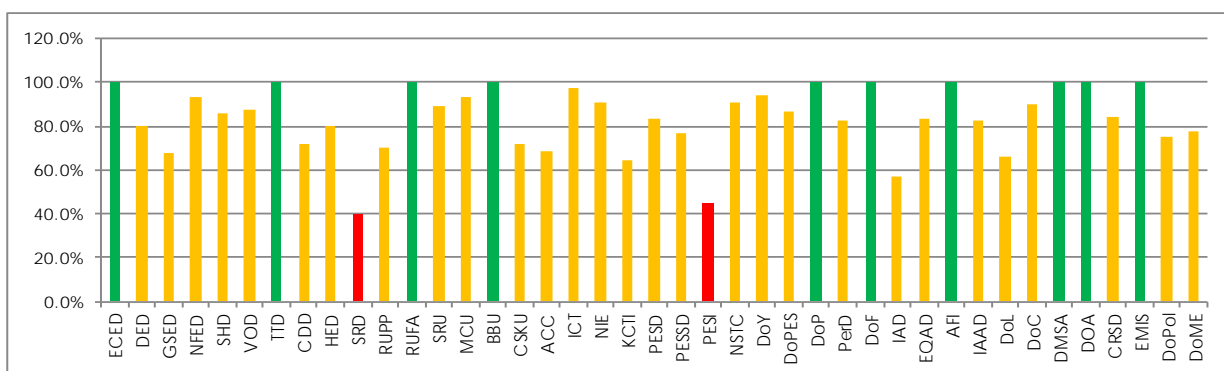


Figure 4: Progress of AOP 2016 Implementation (by entity)



Program 1 - Development of General Education and Non-Formal Education: 8 entities planned 225 activities, of which 192 activities or 85.3% completed; 16 or 7.1% ongoing and 17 or 7.6% not yet implemented. Early Childhood Education Department and Teacher Training Department completed 100% of activities. (See Figure 5)

Figure 5: Progress of AOP 2016 Implementation of Program 1



Program 2 - Development of Higher Education and Scientific Research: 12 entities planned 289 activities, of which 231 activities or 79.9% completed; 32 or 11.1% ongoing and 26 or 9.0% not yet implemented.

Royal University of Fine Arts and University of Battambang completed 100% of activities, while Department of Scientific Research implemented less than 50%. (See Figure 6)

Figure 6: Progress of AOP 2016 Implementation of Program 2



Program 3 - Development of Physical Education and Sports: 4 entities planned 54 activities, of which 42 activities or 77.8% completed; 10 or 18.5% ongoing and 2 or 3.7% not yet implemented. National Institute of Physical Education and Sports completed less than 50%.

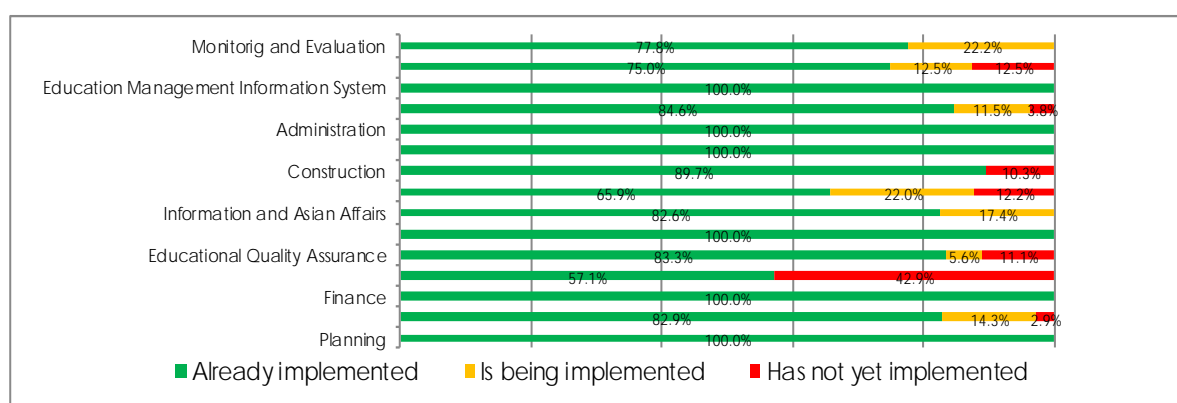
Program 4 - Development of Youths: 2 entities planned 41 activities, of which 37 activities or 90.2% completed; 1 or 2.4% on-going and 2 or 7.3% not yet implemented. (See Figure7)

Figure 7: Progress of AOP 2016 Implementation of Program 3 and 4



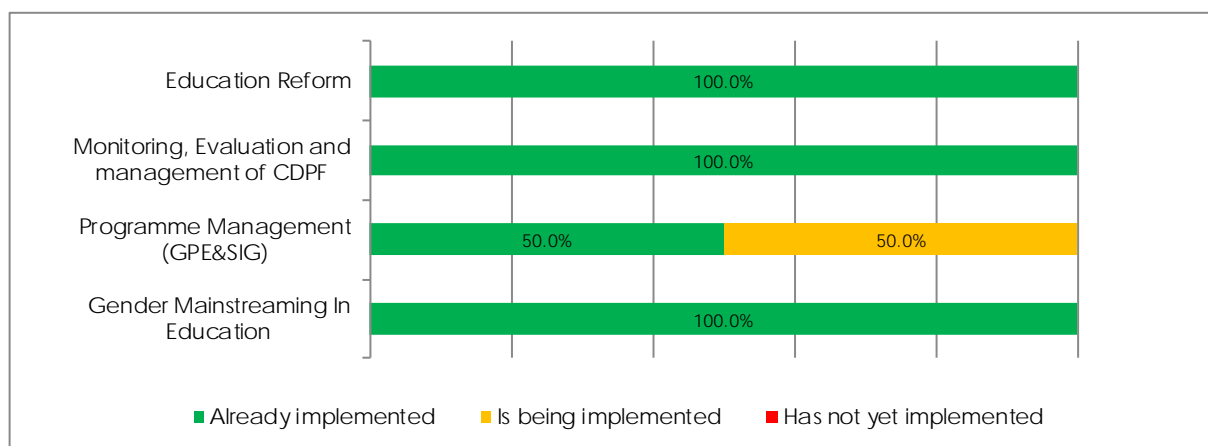
Program 5 - Education Management Support and Good Governance: 15 entities planned 282 activities, of which 241 activities or 85.5% completed; 25 or 8.9% ongoing and 16 or 5.7% not yet implemented. Department of Planning, Department of Finance, Inspectorate of Administration and Finance, Department of State Assets and Property, Department of Administration and Department of EMIS completed 100% of activities. (See Figure 8)

Figure 8: Progress of AOP 2016 Implementation of Program 5



Program 6 - Other Programs: 25 entities planned 25 activities, of which 24 activities or 96.0% completed and 1 activity or 4.0% ongoing. Education reform, M&E, CDPF and gender mainstreaming in education programs completed 100% of activities. (See Figure 9)

Figure 9: Progress of AOP 2016 Implementation of Program 6



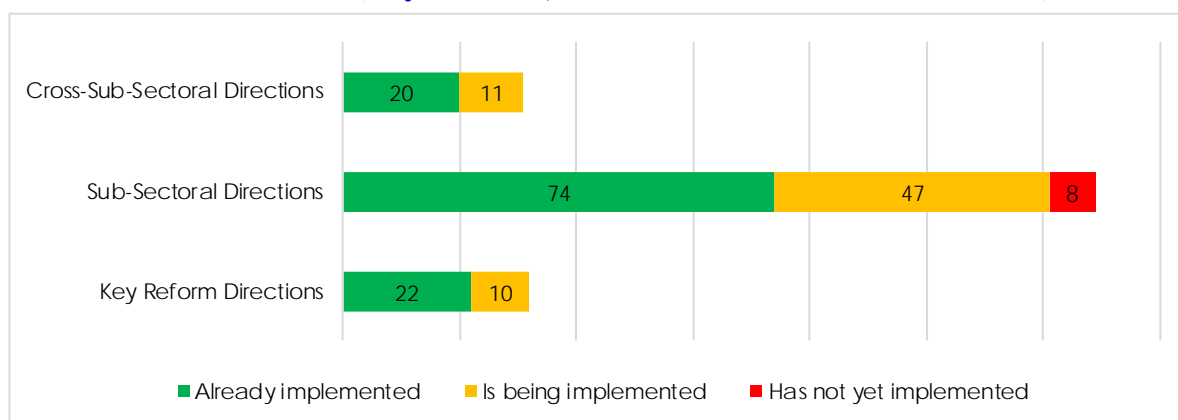
2.1.4. PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF ACADEMIC YEAR 2015-2016

Education Congress 2016 proposed 192 directions including 32 directions for key reforms; 129 directions for sub-sectors and 31 directions for cross sub-sectors. 116 directions (60%) were completed; 68 (35%) ongoing and 8 (4%) not yet implemented.

22 directions (69%) for key reforms; 74 (57%) for sub-sectors and 20 (65%) for cross-sub-sectors were completed. 10 directions (31%) for key reforms; 47 (36%) for sub-sectors and 11 (35%) for cross-sub-sectors were ongoing. 8 directions (6%) for sub-sectors were not yet implemented. (Figure 10)

Details on the progress of implementation of directions set in Education Congress 2016 can be found in Annex 2, 3, 4 and 5.

Figure 10: Progress of the Implementation of Directions Set In Education Congress 2016 at National Level (Key Reforms, Sub-Sectors and Cross Sub-Sectors)



Progress of the Implementation of Directions for Key Reforms

There were 32 directions in total for key reforms including 13 directions for planning system strengthening; 6 for D&D; 6 for personnel management and 7 for public financial management. 22 directions (69%) were completed (8 for for planning system strengthening; 4 for D&D; 6 for personnel management and 4 for public financial management). 10 directions (31%) were on ongoing. (Figure 11)

Details on the progress of implementation of directions for key reforms in 2016 can be found in Annex 2 and 3.

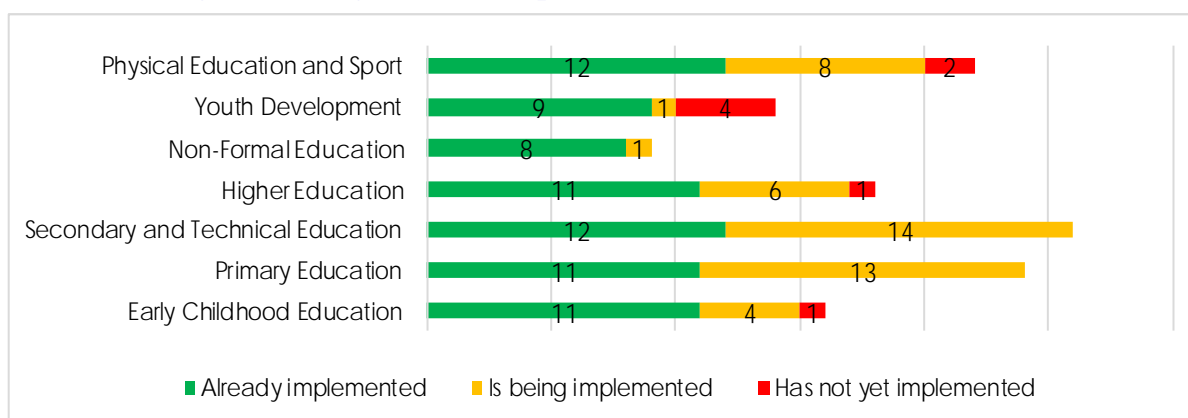
Figure 11: Progress of the Implementation of Directions for Key Reforms 2016

Progress of the Implementation of Directions for Sub-Sectors

129 directions were set for the 7 sub-sectors including 16 directions for early childhood education; 24 for primary education; 26 for secondary and technical education; 18 for higher education; 9 for non-formal education; 14 for youth development; and 22 for physical education and sport. 74 directions (57%) were completed; 47 (36%) were on going and 8 (6%) were not implemented yet.

11 directions (69%) for ECE; 11 (46%) for primary education, 12 (46%) for secondary and technical education, 11 (61%) for higher education, 9 (89%) for non-formal education, 9 (64%) for youth development and 12 (55%) for physical education and sport sub-sector were completed.

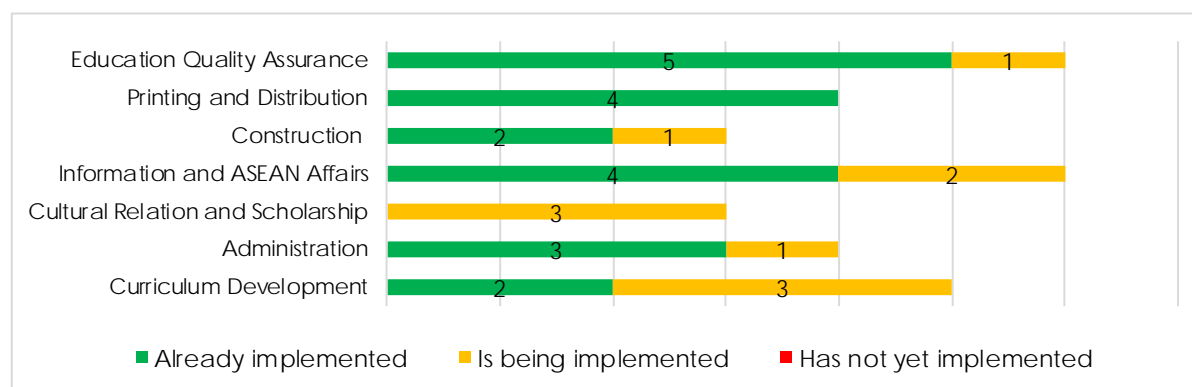
Details on the progress of implementation of directions for key reforms in 2016 can be found in Annex 2 and Annex 4.

Figure 12: Progress of the Implementation of Directions for Sub-Sectors 2016

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

31 directions were set for cross sub-sectors including 5 directions for curriculum development 4 for administration; 3 for cultural relation and scholarship; 6 for information and ASEAN affairs; 3 for school construction; 4 for printing and publishing; and 6 for education quality assurance. 20 directions (65%) were completed and 11 (35%) were ongoing. (Figure 13)

Details on the progress of implementation of directions for cross-sub-sector in 2016 can be found in Annex 2 and Annex 5.

Figure 13 : Progress of Implementation of Cross-Sub-Sectoral Directions

2.1.5. PROGRESS OF AID MANAGEMENT AND EFFECTIVENESS

- Planning and Reporting**

MOEYS formulated Budget Strategic Plan, 2017-2019, AOP 2017, Mid-Term Review Report 2016 of ESP 2014-2018 Implementation and is in the process of localizing Sustainable Development Goals (SDG 4 on Education) 2030 and provided inputs for mid-term review report 2016 of NSDP 2014-2018 and developed and sent reports on achievements of education, youth and sports to relevant ministries/institutions.

- Public Investment Program 2017-2019**

In the three year rolling public investment program, 2017-2019, MOEYS formulated 27 projects, of which 21 projects were ongoing and 6 (newly requested) were being negotiated with the total amount of USD 208.5 Million.

Table 2: Public Investment Program (PIP), 2013-2015 to 2017-2019 (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		
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
2017-2019	27	208,481	14	157,055	7	5,540	6	45,885

It was observed that the number of projects of public investment programs for 2017-2019 was not decreasing compared with the last three years. The number of investment projects has increased twice, while technical assistance projects have decreased in number.

- Progress of Aid Financing**

Aid financing for education sector in 2016 amounts to more than USD 90 Million. The amount increased compared to 2015. Among the ten development partners, European Union provided the most financial support followed by World Food Program and UNICEF.

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

Table 3: Aid Financing of Top 10 Development Partners in Education Sector (in USD Thousand)

No	Donors	Expenditure 2014	Expenditure 2015	Expenditure 2016	Planned 2017	Planned 2018	Planned 2019
1	European Union	1,021	8,498	24,149	28,615	361	N/A
2	World Food Program	9,958	8,910	14,910	N/A	N/A	N/A
3	UNICEF	7,227	6,997	9,065	6,560	3,375	N/A
4	ADB	509	5,500	4,600	5,200	3,200	N/A
5	Sweden	11,948	7,914	3,975	139	N/A	N/A
6	World Bank	7,489	1,736	3,888	9,171	10,801	N/A
7	Japan	6,503	8,987	3,714	2,834	2,719	N/A
8	Republic of Korea	1,432	3,723	2,649	2,800	N/A	N/A
9	New Zealand	3,082	1,128	2,635	550	852	N/A
10	USA	6,334	7,206	2,233	N/A	N/A	
Total amount from the 10 donors		55,503	60,599	71,820	55,871	21,310	N/A
Total amount from all donors		55,837	61,358	90,484	58,258	21,624	N/A

(Source: CDC, ODA Database accessed on Jan 30, 2017)

- **Approved Externally Financed Projects**

- Japan approved one official development assistance project to be implemented in 2017, “Building the foundation for teacher education college” in the form of technical assistance.
- United State Agency for International Development approved a USD 6.9 Million “Promoting Early Grade Reading in Primary Education” Project for 2016-2018,
- Asian Development Bank approved a USD 48 Million “Upper Secondary Education Sector Development” for 2017-2021.

- **Requested Externally Financed Projects**

- 2 grant projects are requested from Republic of Korea for 2018:
 - Early Grade Reading in Cambodia
 - Promoting Health and Health Education for Female Students in Public Schools
- 2 grant projects are requested from China:
 - School Environment and Education Facility Improvement Project: USD 40 Million
 - New Generation School in Sisowath High School: USD 6 Million
- Global Partnership for Education, Phase 3: USD 20.6 Million
- Budget support from EU: USD 100 Million for 2018-2021
- USD 40 Million Loan from World Bank for “Improving Secondary Education” for 2017-2021

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

MOEYS collected and compiled information on national and international technical advisors performed in entities under MOEYS and in POEs to monitor progress of performance of technical advisors. In 2016, there were 15 national and international advisors or 121 person-month working in MOEYS and 29 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 3 times and in one retreat as planned in the annual workplan for effective education reform. JTWG-E at POE level also convened regular meetings on quarterly basis with important agendas to address education issues in their respective province.

2.1.6. PROGRESS OF THE IMPLEMENTATION OF D&D REFORM

Promoting governance at all levels

MOEYS:

- Disseminated the Law on Counter Human Trafficking among 329 participants, 15.50% female;
- Disseminated principles on good governance for strengthening education delivery among 190 participants, 13.68% female;
- Strengthened capacity of education staff on education law and regulations with 761 participants, 35.34% female;
- Disseminated information on procedures for formulating regulations in education sector with 67 participants, 10.44% female;
- Disseminated information on grievance procedures among 75 participants, 14.66% female;
- Strengthened capacity on dispute management among education staff with 130 participants, 17.69% female;
- Monitored good governance based education service delivery in 11 provinces;
- Monitored the implementation of education law and regulations in 7 provinces;
- Investigated disputes among education staff both in and out the court system in Svay Rieng, Kampong Cham, Preah Vihear, Battambang, Koh Kong and Kampong Chhnang provinces. 12 cases were investigated, of which 8 cases were with the court (3 acquitted and 5 were being processed) and 4 cases were settled outside the court system (3 successfully resolved and 1 was referred to further procedures);
- Provided legal support for 2 land dispute cases (1 case with DOE of Kampong Tralach District, Kampong Chhnang Province and another case with Chaktomuk College, Phnom Penh);
- Provide legal counselling for 6 cases: 1. Dispute among education staff in 8 March Pre-School; 2. Dispute over inheritance; 3. Land dispute in Preah Yukunthor Lycée; 4. Land dispute at Sleik Rith Institute in Boeung Trabek Lycée; 5. Dispute related to underground parking space in Olympic Stadium and 6. Changes of name and date of birth on degrees;
- Conducted a study on vulnerabilities to human trafficking in 7 provinces;
- Monitored the implementation of education law and impacts of education regulations and policies in 5 provinces.

D&D Reform

MOEYS:

- Disseminated Sub-Decree No. 191 អនក្រឹត្យ ចុះថ្ងៃទី ១៤ ខែ កញ្ញា ២០១៦ លើ ការ ផ្ទេរ មុខងារ និង ធនធាន ដល់ គ្រឹះស្ថាន បឋមសិក្សា និង ការ បណ្តុះបណ្តាល មិន ប្រកាស ក្នុង ខេត្ត បាត់ដំបង;
- Disseminated the Policy on D&D Reform in Education Sector with 299 participants, 11.03% female;
- Disseminated information on the transfer of functions and resources to 150 education staff and administrative staff, 10.66% female, in Kratie, Tbong Khmum, Pursat and Kampot, provinces;
- Provided capacity building on functional transfer to 157 sub-national administrative staff, 25.47% female;
- Produced 325 copies of books on good governance-based education service delivery;
- Drafted the policy action plan on D&D reform in education sector;
- Conducted assessment on impacts and challenges associated with the transfer of functions and resources in education sector to district/municipal administrations of Battambang province.

Formulation of Regulation and Enforcement

MOEYS:

- Developed 28 regulations including 5 sub-decrees, 19 prakas, 7 decisions, 2 guidelines and 1 notification;

- Conducted impact assessment of 7 education regulations and issued 82 licenses;
- Sub-decree No. 156 អនក្រឹត្យ.ប្រកាស dated July 18, 2016 on the Organization and Functioning of Ministry of Education, Youth and Sport;
- Sub-decree on Rewards for Champoins in Outstanding Student Competitions on Khmer Literature, Mathematics and Science;
- Sub-decree No. 24 អនក្រឹត្យ.ប្រកាស dated Feb 05, 2016 on the Establishment of Heng Samrin Tbong Khmum University;
- Sub-decree No. 137 អនក្រឹត្យ.ប្រកាស dated July 06, 2016 on Rewards for Champoins in Outstanding Student Competitions on Khmer Literature, Mathematics and Science;
- Prakas No. 86 អយក្រឹត្យ.ប្រកាស dated Jan 22, 2016 on the Organization and Functioning of the Office of Regulation Impact Assessment of the Department of Legislation;
- Prakas No. 82 អយក្រឹត្យ.ប្រកាស dated Jan 22, 2016 on the Organization and Functioning of the Department of Vocational Orientation;
- Prakas No. 175 អយក្រឹត្យ.ប្រកាស dated Feb 23, 2016 on Transfer of Prey Taloy Primary School and Bostaphong Primary School from the Management of Kampot, POE and Sre Choeung Reas annex school from the management of Kompong Speu, POE to under the Management of Takeo POE;
- Prakas No. 282 អយក្រឹត្យ.ប្រកាស dated March 21, 2016 on Recognition of Outstanding School Principals and Teachers of **Samdech Techo Sen** Champoinship for the academic year of 2014-2015;
- Prakas No. 347 អយក្រឹត្យ.ប្រកាស dated March 31, 2016 on the Organization and Functioning of Kampong Chheur Teal Institute of Technology;
- Prakas No. 407 អយក្រឹត្យ.ប្រកាស dated April 19, 2016 on the Use of Wet Round Seal and Logo of Kampong Chheur Teal Institute of Technology;
- Prakas No. 465 អយក្រឹត្យ.ប្រកាស dated May 03, 2016 on the Establishment of Cambodia National Youth Center;
- Prakas No. 700 អយក្រឹត្យ.ប្រកាស dated July 11, 2016 on Disciplines for Education Staff during Upper Secondary Education Examination;
- Prakas No. 726 អយក្រឹត្យ.ប្រកាស dated July 18, 2016 on the Organization and Functioning of the Institute of Technology of Cambodia;
- Prakas No. 727 អយក្រឹត្យ.ប្រកាស dated July 18, 2016 on Disciplines for Education Staff during Upper Secondary Education Examination;
- Prakas No. 772 អយក្រឹត្យ.ប្រកាស dated July 29, 2016 on the Organization and Functioning of the Teacher Training Department;
- Prakas No. 773 អយក្រឹត្យ.ប្រកាស dated Aug 01, 2016 on the Organization and Functioning of the Department of Curriculum Department;
- Prakas No. 965 អយក្រឹត្យ.ប្រកាស dated Oct 14, 2016 on the Organization and Functioning of the Office of Finance of the Department of Finance;
- Prakas No. 986 អយក្រឹត្យ.ប្រកាស dated Oct 26, 2016 on Equivalent Value of Upper Secondary Education Degree;
- Prakas No. 1002 អយក្រឹត្យ.ប្រកាស dated Oct 28, 2016 on the Use of Round Seal of the Department of Information Technology;
- Prakas No. 1003 អយក្រឹត្យ.ប្រកាស dated Oct 28, 2016 on the equivalent certificate of the Teacher Training Department;

- Prakas on the Organization and Functioning of the Department of Post-Graduate Education Accreditation;
- Inter-Ministerial Prakas on the Management of Community Pre-School;
- Prakas on the Organization and Functioning of Capital/Provincial Offices of Education, Youth and Sport;
- Decision No. 95 ស្រីសីវ ចេតនា ២០១៦ dated Sep 02, 2016 on Logo and Seal of the Cambodia National Council for Youth Development;
- Decision No. 20 ស្រីសីវ ចេតនា ២០១៦ dated July 20, 2016 on the Establishment of the Human Right Commission of MOEYS;
- Decision No. 36 អ៊ុយ.ស្រីសីវ ចេតនា ២០១៦ dated Nov 28, 2016 on the Organization and Functioning of the Teacher Policy Action Plan Steering Working Group;
- Decision No. 01 ក្រសួង ចេតនា ២០១៦ dated Sep 27, 2016 on the Internal Regulation of the Cambodia National Council for Youth Development;
- Decision No. 03 ក្រសួង ចេតនា ២០១៦ dated Sep 27, 2016 on the Establishment of Ministry/Institution-based Council for Youth Development;
- Decision No. 04 ក្រសួង ចេតនា ២០១៦ dated Sep 27, 2016 on the Establishment of Provincial Council for Youth Development;
- Decision No. 35 អ៊ុយ.ស្រីសីវ ចេតនា ២០១៦ dated Nov 28, 2016 on Technical Arrangement and Implementation of Teacher Policy Action Plan;
- Guidelines No. 15 អ៊ុយ.ស្រីសីវ ចេតនា ២០១៦ dated March 02, 2016 on National Reading Day on March 11;
- Guidelines No. 45 អ៊ុយ.ស្រីសីវ ចេតនា ២០១៦ dated Dec 02, 2016 on the Organization of National Day for Countering Human Trafficking, Dec 12, in education institutions across the country;
- Notification No. 578 ស្រីសីវ ចេតនា ២០១៦ dated June 07, 2016 on the Provision of Rewards to Champions in Reading, Poem Recital and Writing Competitions and Presentation of Rewards on the National Reading Day;
- Draft Technical Guidelines on Implementation of Education Functions delegated to sub-national administrations;
- Draft Prakas on the Organization and Functioning of DOEs under the supervision of municipal/district administration.

2.1.7. PROGRESS OF THE IMPLEMENTATION OF PUBLIC ADMINISTRATIVE REFORM

Overview of Education Staff

There were 116,457 education staff, 44.54% female, including 3,082 at national level, 27.25% female and 113,375 at sub-national level, 45.26% female. There were 3,487 pre-school teachers, 98.25% female; 56,880 primary school teachers, 48.91% female; 41,296 basic education teachers, 39.89% female; 14,551 higher education teachers, 28.23% female; 116 technical teachers, 15.51% female; 62 primary inspectors, 20.96% female; and 65 secondary inspectors, 21.53%.

MOEYS used 469 contract staff, 37.31% female including 270 persons, 35.92% female, at the central level. There were 5,842 contract teachers for general education, 51.64% female and 2,472 contract literacy teachers, 34.83% female. There were 13,473 double shift teachers, 44.06% female, 2,905 two-grade teachers, 33.32% female and 140 three-grade teachers, 16.42% female.

MOEYS:

- Established the Working Group for Administrative Reform;
- Revised the Sub-decree on Number of Teaching Hours, Overtime Hours and Overtime Rate for Public Education Institutions;
- Tools for assessing performance of sub-national administration staff;
- Opened payroll accounts for newly recruited teachers at all levels so that they can get their salary through banking system;
- Management structure and positions in entities under MOEYS and POEs in line with the context of the reform.

Recruitment of Education Staff

MOEYS:

- Recruited 27 higher-education-level teachers to teach in higher education institutions, 14.81% female;
- Deployed 94 teachers, 39.36% female, from schools with surplus of teachers to schools with shortage of teachers and deployed 5,344 new teachers, 60.32% female;
- Appointed 4,325 practicum teachers at all levels, 73.29% female;
- Provided civil service status to 16 teachers, 43.75% female;
- Provided civil service status to 1,391 Khmer-Muslim teachers, 24.08% female;
- Recruited 3,488 teachers in the teacher recruitment exam, 2016.

Motivation for Education Officials

MOEYS:

- Provided **Samdech Techo Sen Award** to 3 outstanding school principals and 5 outstanding teachers;
- Prepared paperwork to provide salary to 4,964 new teachers, 62.63% female;
- Revised civil servant data in HRMIS for 50 entities;
- Appointed 166 management officials, 19.27% female, at national levels and provided promotion to 86,413 education staff, 43.43% female;
- Provided full appointment into civil service category for 6,350 graduate teacher trainees, 57.40% female;
- Provided full appointment into civil service category for 499 newly graduated higher-education-level teachers, who were former education staff, 27.65% female and 1,525 basic education teachers, who were former education staff, 53.04% female;
- Provided promotions and ranks to 94,318 education staff, 41.90% female;
- Reviewed and issued eligibilities for appointment of 5,718 management officials, 11.08% female, at sub-national level;
- Placed 663 civil servants, 34.23% female, vacant without salary and reinstated 604 civil servants, 30.62% female;
- Allowed 105 civil servants, 48.57% to take sick leave; 29 civil servants, 75.86% female to take leave for personal commitments and 23 civil servants to take maternity leave;
- Swapped workplaces of 796 civil servants, 36.93% female and transferred 186 civil servants, 13.97% to other ministries/institutions;
- Placed into retirement 1,779 civil servants, 32.15% female and deleted names of 477 civil servants, 28.72% female;
- Provided decorations to 2,448 education staff members, 29.86% female, including 815 persons, 26.01% female at national level and 1,611 persons, 31.65% female, at sub-national level and 22 development partners, 40.90% female;
- Provided recognition to 328 outstanding entities in 2014-2015 including 94 entities awarded with the first prize, 94 with the second prize and 140 with recognition letters;

- Provided recognition letters to 564 teachers, 24.29% female, who volunteered to teach remedial classes for grade 12 students in Kandal and Phnom Penh;
- Provided Thank You letters to 750 members of upper secondary education examination committees, 9.86% female;
- Provided recognition letters to 1,733 outstanding education staff members who reach the age of retirement, 40% female;
Requested for decorations for recognizing performance of 8,814 education staff members at national and sub-national levels, 24.53% female and recognition letters for 352 entities.

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

Financing

In 2016, MOEYS implemented full PB and issued payment order for the amount of Riels 1,908.0 Billion, which accounted for 94% and implemented procurements for Riels 109,967,105,802. Entities at the central level implemented Riels 244.9 Billions or 84.2%, while POEs implemented Riels 1,663.1 Billion or 95.6% (indicative Figure).

MOEYS:

- Implemented FMIS in 36 budget entities at central administration level and 25 POEs;
- Created M&E system for assessing the implementation of FMIS at central administration level and in POEs;
- Developed a procedural guide for school improvement grant;
- Revised the Sub-Decree on the Threshold of Teaching Hours, Overtime and Overtime Rate in Public Education Institutions;
- Developed special rules for full-time teaching on pilot basis in 3 primary schools in Siem Reap province;
- Prepared Letter No. 2466 SHV.HK on permission in principle to provide scholarship to support living of students with disabilities who are staying in dormitories and pursuing higher education in Phnom Penh;
- Prepared Letter No. 4905 SHV.AT on permission in principle to increase allowances for all committees involved in teacher examination at all levels;
- Accepted the rules to provide overtime allowance of Riels 35,000 per hour to master trainers teaching Master of Education Management and basic education teachers based on accelerated system to become higher-education-level teachers, following the Letter No. 8149 SHV.HK dated Sep 23, 2016;
- Implemented contract procurements for 60 projects in the amount of Riels 104,056,520,000 including 1) Good procurement for 39 projects in the amount of Riels 53 709 100 000 and 2) Work procurement for 21 projects in the amount of Riels 50,347,420,000;
- Created 34 procurement groups in 25 POEs and 9 institutes;
- Implemented work procurement for urgent priorities covering 21 work procurement packages including: 1) Construction of new administrative buildings of Battambang POE; 2) 4 examination building construction and furnishing in Phnom Penh, Kampot, Kampong Speu and Kandal; 3) Repairing 47 exam centers and 4) Repairing school buildings vulnerable to storms in 8 schools.
- Provided trainings to procurement groups on procedures for implementing procurement and procedures for obtaining quotations to 216 schools and price assessment procedures for procurement under Riels 20 Million for 25 budget entities at central level.

Construction**State Budget:****MOEYS:**

- Expanded some primary schools as colleges and furnished them;
- Repaired 3 school buildings in Preah Sisowath Lycée;
- Repaired administrative buildings of entities under MOEYS;
- Repaired a six-floor school building of 60 rooms in the Institute of Technology of Cambodia;
- Provided laboratory equipment to 4 higher education institutions;
- Rrenovated a number of school buildings in Oddor Meanchey, Preah Vihear and Kampong Cham province;
- Repaired 46 school buildings of 304 rooms and 37 toilet buildings of 148 rooms;
- Filled in a pond and installed sewage system in the Regional Teacher Training Center in Kandal province;
- Constructed 14 school buildings of 95 rooms and 14 toilet buildings of 56 rooms (12 buildings in Kandal province, 1 building in Bavet Lycée and 1 building in Svay Sokhor primary school);
- Constructed one more three-floor building of examination office in the Department of Secondary Education;
- Installed drainage system in the Regional Teacher Training Center in Phnom Penh;
- Constructed one eight-floor STEM building in the Royal University of Phnom Penh;
- Constructed one three-floor administrative building in Battambang POE;
- Constructed concrete road in the dormitories for foreign students and female students in Phnom Penh;
- Constructed concrete road, filled in a pond and installed drainage in a stadium in Prey Veng province;
- Constructed concrete road, rennovated fence of 203.6 meters and repaired 5 school building sof 28 rooms in Tuol Ampil Lycée in Phnom Penh;
- Repaired and inaugurated 47 exam centers in capital/provinces;
- Repaired 10 school buildings affected by natural disasters including 2 buildings in Banteay Meanchey, 2 in Pailin and 1 each in Preah Sihanouk, Kandal, Svay Rieng, Tbong Khmum, Battambang and Preah Vihear provinces;
- Proposed to construct 38 school buildings in 2016-2017;
- Proposed priority projects for repairing 51 school buildings in 2016-2017;
- Proposed priority projects for constructing new 22 school buildings in 2016 including 2 buildings in Prey Veng, 3 in Kampong Thom, 3 in Kampong Cham, 6 in Oddor Meanchey, 2 in Siem Reap, 1 in Kandal, 1 in Preah Vihear, 1 in Kratie, 1 in Battambang, 1 in Svay Rieng and 1 in Takeo province;

Education Sector Development Project 3 (ESDP-III/ADB)

MOEYS finished constructing buildings in 14 colleges in communes without colleges, 13 colleges with many students, 6 colleges covered from primary schools, 11 guesthouses and 24 toilet buildings, a total of 68 buildings.

Global Partnership for Education/Fast Track Initiative II (GPE/FTI-II)**MOEYS:**

- Constructed and repaired 73 resource preschool buildings and 500 community pre-school buildings and constructed 37 primary school buildings and 20 DOE buildings, a total of 630 buildings;
- Trained 1,216 community members including 222 women on construction management process with;
- Trained 456 community members including 117 women on construction of buildings for resource pre-schools, primary schools and DOEs using community participatory approach;

During his visit with people in provinces 2016, **Samdech Akka Moha Sena Padei Techo HUN SEN**, Prime Minister of the Kingdom of Cambodia and **Samdech Kiti Prith Bandith BUN RANY HUN SEN** donated 306 new school buildings of 3,364 rooms and repaired 27 school buildings of 101 rooms and 3 meeting halls. As of February 2017, there were 3,932 school buildings with 22,250 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:

- Updated the property database to cover 9,120 plots of land including 7,899 plots of MOEYS (1,721 plots with land titles and 631 plots already measured) and 1,221 plots in pagodas and the vehicle database to cover 353 cars and 1,539 motorcycles;
- Provided capacity building of 1,131 participants, 2.38% female, who are experts from POEs and DOEs and school principals on state asset and property management;
- Collected revenue from property rental and disposed old furniture to generate USD 53,528.50 and Riels 1,794,000.
- Cleared 6 buildings of 42 rooms and 2,892 units of furniture from the inventory and obtained approval to dispose 28 vehicles and machineries;
- Resolved land disputes in 7 schools;
- Monitored and evaluated state asset and property management related work of 24 POEs, 32 DOEs and 256 schools;
- Organized 22 imports with taxes covered by the state.

Enforcing Internal Audit

MOEYS:

- Designed preliminary reporting form on the performance of auditing staff in auditees;
- Conducted internal audits using standardized reports provided by MEF in 406 auditees (16 PoEs, 89 DoEs, 10 RTTCs and PTTCs and 291 Schools);
- Conducted audits on the implementation of SIG projects in 72 auditees (8 POEs, 20 DOEs and 44 general schools);
- Conducted audits in 3 lycées in Phnom Penh to assess capacity of officers from the Internal Audit Department using the standardized reports provided by MEF as the basis for designing capacity strengthening and training plan;
- Cooperate with MEF to pilot audit on performance in Kampot, POE and in 1 school;
- Monitored performance of internal audit staff in 12 sub-national auditees and schools (5 POEs, 57 DOEs, 3 PTTCs, 3 RTTCs and 127 general schools).

Inspection and Education Inspectors

MOEYS:

- Conducted inspection and provided inspection reports on 430 entities (91.88% of the target);
- Monitored the progress of recommended improvements in 50 entities (64.10% of the target);
- Investigated and resolved 27 disputes (90% of the target);
- Collected information on administrative and financial information from 8 entities at the central level and 8 higher education institutions (100% of the target);
- Disseminated inspection reports in Preah Sihanouk province with 175 participants, 25% female;
- Conducted thematic inspection on “Mathematics Teaching in Grade 9” in 40 schools and “Chemistry Teaching in Grade 12” in 35 schools;
- Piloted thematic inspection tools on “Chemistry Teaching in Grade 12” in 3 schools in Kep, Koh Kong and Ratanakiri provinces;

- Piloted regional assessments in 35 primary schools in Kampot, Kampong Speu, Kampong Thom, Koh Kong, Preah Sihanouk, Prey Veng, Tbong Khmum, Ratanakiri, Kratie, Battambang, Banteay Meanchey, and Phnom Penh;
- Conducted national assessments for grade 6 on Khmer Language and Mathematics in 212 public primary schools and 8 private schools;
- Disseminated information on “the concept of education quality assurance at pre-school and general education level in Cambodia” to 128 participants, 20.31% female, who were management of POEs and inspectors from 25 provinces, in Kampot province;
- Consulted with delegates from education inspectorate of the Kingdom of Sweden and provided trainings on “inspection and analysis tools” to 53 inspectors, 22.64% female;
- Organized consultation on the results of the national assessment for grade 8 on Khmer Language, Mathematics and Physics in Preah Sihanouk with 54 participants, 25.92% female;
- Provided capacity building to 87 officers at national level and inspectors at provincial level, 14.94% female on “Program for International Student Assessment for Development” including 66 officers at national and sub-national levels, 9.09% female, 9 representatives from development partners, 44.44% female, 7 delegates of NEQMAP (Butan, Laos PDR, Mongolia, Myanmar, Nepal, Pakistan and Srilanka), 28.57% female and 5 Korean trainers from Korean Institute of Curriculum and Evaluation (KICE), 40% female;
- Prepared test items for grade 6 with 48 participants, 14.58% female, in collaboration with trainers from Republic of Korea;
- Organized consultation on the results of the national assessment for grade 3 on Khmer Language and Mathematics with 44 participants, 20.45% female;
- Disseminated the results of the national assessment for grade 3 and grade 8 with 138 participants, 23.18% female;
- Implemented PISA for Development with 87 participants, 20.68% female;
- Provided capacity training to 142 officers, 19.71% female, from inspection office of POEs on the concept of education quality assurance at pre-school and general education level in Cambodia;
- Provided capacity training on PISA for Development to 124 education officers at national and sub-national levels, 29.03% female;
- Provided capacity training to 36 education staff from POEs, 5.55% female, on Mathematics assessment;
- Trained DTMTs and school principals on piloted inspection in 60 schools in Takeo, Stung Treng and Siem Reap provinces in collaboration with Swedish Education Inspectorate;
- Piloted SEA-PLM at primary education with 148 participants, 29.72% female;
- Piloted the provision of advice and guidance for regular inspection to 281 school principals, inspectors and DTMTs, 14.94 % female in Siem Reap, Stung Treng and Takeo provinces;
- Sent 6 male education staff to attend training on advance data analysis in the Republic of Korea and sent 3 male ducation staff to attend the third International Advisory Group Meeting and the National Project Steering Committee for PISA for Development Meeting in Paraguay;
- Sent 3 male education officers to attend the National Project Steering Committee for PISA for Development Meeting in Zambia;
- Sent 8 education officers, 12.5% female, to participants in the Workshop on Regional Code to prepare SEA-PLM test in Thailand;
- Sent 20 education delegates, 10% female, to participate in the Workshop on the Student Learning Outcome Assessment at National and Regional Level of Cambodia in Republic of Korea;
- Sent 3 female education officers, 33.33% female, to participate in the Workshop on Writing and Publishing Learning Outcome Assessment at Generic Level in Thailand.

2.1.9. PROGRESS OF THE IMPLEMENTATION OF 15 POINT REFORM PROGRAMS

Based on the progress made in education sector reform programs so far, MOEYS is committed to continuing the 15 point reforms of education, youth and sport sectors based on the 5 pillars with the following progress:

Pillar 1 : Implementation of Teacher Policy Action Plan

- Is in the process of training 700 basic education teachers using accelerated learning system so that they could become higher-education-level teachers;
- Is in the process of developing RTTCs in Phnom Penh and Battambang province to become Institutes of Pedagogy;
- Adopted standards for teacher training institutions, is in the process of developing teacher standards and discussed the concept note on teacher pathway.

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

- Adopted and disseminated the curriculum frameworks for general education and technical education;
- Adopted and disseminated guidelines on the teaching of history and literature in secondary education;
- Adopted parenting education program;
- Adopted the concept note on full-day teaching;
- Adopted and launched the guidelines on minimum standards on school WASH;
- Adopted and implemented the guidelines on clean school contest;
- Disseminated information on traffic law;
- Installed internet equipment in 224 education institutions;
- Repaired and renovated 47 upper secondary education examination centers;
- Launched New Generation School in Preah Sisowath Lycée;
- Constructed community pre-school buildings, pre-school resource centers, primary schools, teacher accommodation and buildings of DOEs;
- Supplied equipment and materials for school administrative work following the minimum standards to some lycées in 11 provinces.

Pillar 3: Introduction of Inspection

- Adopted and introduced the concept of education quality assurance at pre-school and general education level;
- Drafted the Prakas on the Organization and Functioning of Regional Education Inspectorate;
- Developed inspection tools, guidebooks on inspection and inspection reporting forms;
- Provided capacity training to 51 existing education inspectors, 5 female;
- Finished the training of 31 education inspectors, 3 female;
- Is in the process of training 73 education inspectors, 9 female;
- Trained 379 officers, 56 female, who are not education inspectors working in provincial education offices and Education Quality Assurance Department;
- Trained 164 Lycées' principals, 4 female, on inspection procedures and process in 9 provinces;
- Created the structure of regional inspectorate.

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

- Trained 395 technical officers, 77 female, on learning assessments at national, regional and international levels;
- Disseminated national assessment reports for grade 3 and 8 on Khmer Language and Mathematics;
- Conducted reading speed tests of grade 1, 2 and 3 in primary schools;
- Conducted regional assessments of primary education and prepared tests for PISA for Development.

Pillar 5: Reform of Higher Education

- Improved procedures and process for accrediting higher education institutions;
- Assessed 38 HEIs on pilot basis;
- Developed HEMIS;
- Drafted the guidelines on internal education quality assurance at program level in higher education institutions;
- Drafted Prakas on the Establishment of Cambodia Science Committee for Research and Development at PhD level and created PhD school;
- Drafted accreditation standards for PhD education;
- Operated **HENG SAMRIN** Tbong Khmum University, Kampong Chheur Teal Institute of Technology and Kampong Speu Institute of Technology;
- Strengthened STEM subjects in RUPP and ITC.

Below are achievements by each reform:

Reform 1: Public Financial Management

- Introduced IT-based Financial Management System in 36 budget entities at central level and 25 POEs;
- Trained procurement staff involved in latrine construction from 216 schools;
- Trained financial officers on all financial skills and internal audit officers on how to write audit reports following the samples provided by MEF;
- Piloted internal audit in 231 out of 360 auditees.

Reform 2: Teacher Deployment

- Reviewed job descriptions of education staff dealing with administration;
- Reviewed and revised requirements and procedures for transferring and changing workplaces of education staff;
- Assessed and self-declared the status of surplus or shortage of teachers at basic education and higher education levels in colleges and lycées across the country;
- Reviewed the use of teachers with civil service status, contract teachers, double-shift teachers and multi-grade teachers in 25 POEs, 40 DOEs and 100 schools;
- Cooperated with POEs to monitor deployment of new teachers and transfer of teachers in provinces;
- Promoted the implementation of education staff performance appraisal;
- Deploy 94 teachers, 39.36% female, from schools with surplus of teachers to schools with shortage of teachers and 5,344 teachers at all levels, 60.32% female;
- Included 1,400 Khmer-Muslim teachers and 20 indigenous teachers into civil service category;
- Included 50 multilingual community schools as public schools.

Reform 3: Teacher Training Center Reform

- Developed RTTCs in Phnom Penh and Battambang as the Teacher Education Colleagues;
- Adopted standards for teacher training institutions, developed teacher standards and formulated the concept note on teacher career pathway.

Reform 4: Promoting Teachers' Qualification

- Developed capacity of master trainers in TTC on Mathematics and Science and pedagogy practicum;
- Introduced credit system for assessing capacity of education staff;
- Created Teacher Support Office and developed the policy on teacher career pathway;
- Developed program to train basic education teachers to become higher-education-level teachers using accelerated system towards Bachelor level for 6 subjects including Mathematics, Physics, Chemistry, Biology, Khmer Literature and History;

- Trained 700 basic education teachers teaching in Lycées to become higher-education-level teachers using accelerated system;
- Trained 56 master trainers from TTCs to have master degree;

Reform 5: Inspection

- Developed the concept of education quality assurance at pre-school and general education levels;
- Developed guidebooks on regular inspection and inspection tools;
- Developed capacity of 51 existing education inspectors, 5 female, from 25 POEs;
- Trained 85 officers, 16 female, who are not education inspectors working in the 25 POEs on concept of education quality assurance;
- Trained 281 DTMT members, 46 female, onow to provide advice to school principals and teachers;
- Provided trainings to education inspectors and set up inspection structure at sub-national level by creating 8 regional inspectorates including Phnom Penh, Takeo, Preah Sihanouk, Battambang, Siem Reap, Prey Veng, Kampong Cham, and Stung Treng;
- Conducted pilot regular inspection in 70 schools to review and improve inspection tools;
- Improved curriculum for teacher trainings and other result-based management areas based on the results of education inspection.

Reform 6: Learning Outcome Assessment

- Disseminated the results of the national assessments for grade 3 and grade 8 on Khmer Language Physics and Mathematics;
- Designed test subjects, printed test books and administered the test for grade 6 on Khmer Language and Mathematics in 228 schools including 210 public schools and 18 private schools;
- Conducted regional sessement at primary eduction level on pilot basis in 35 schools;
- Conducted PISA-D on pilot basis in 56 schools;
- Conducted reading speed test for grade 1, 2 and 3 of primary schools. The result showed that 35% of grade 1, 2 and 3 students were able to read, including 10% out of 1,358 grade 1 students sitting for the test, 34% out of 1,384 students in grade 2 and 60% of 1,387 students in grade 3.

Reform 7: Lower and Upper Secondary Education Examination Reform

- Improved the guidelines on national upper secondary education examination;
- Continued to delegate responsibilities to POEs to prepare tests for lower secondary education examination;
- Improved reform mechanism and monitoring system for upper secondary education examination;
- Improved summary lesson for Mathematics, Physics, Chemistry and Biology for upper secondary education examination;
- Strengthened the selection of members of adjudicating committees at the stage of test correction and correction reviewer;
- Improved computer-based score calculation;
- Approved summary lesson on Khmer history for grade 12 students.

Reform 8: Curriculum and Core Textbook Reform

- Introduced new English textbooks for grade 5, 6, 7, 8 and 9;
- Disseminated information on general and technical education curriculum framework to all subject sub-committees;
- Disseminated guidelines on the teaching of history and literature at secondary education level;
- Prepared model essay for primary education, lower secondary education and upper secondary education;
- Prepared syllabus and standards for specialized subjects.

Reform 9: School Building Construction and Repair

- Repaired and renovated 47 upper secondary education examination centers;
- Launched New Generation School in Preah Sisowath Lycée;
- Constructed toilets and WASH facilities in 216 schools in 25 provinces;
- Constructed community pre-school buildings, pre-school resource centers, primary schools, teacher accommodation and DOEs buildings;
- Collected information on shelter schools, to-be-established schools, annex schools and satellite schools;

Reform 10: Higher Education Institution Assessment

- Improved procedures and processes for accrediting higher education institutions;
- Developed HEMIS;
- Drafted documents on internal education quality assurance at program level in higher education institutions;

Reform 11: Sport Sector Promotion

- Implemented the national policy on physical education and sport development;
- Disseminated the book on physical education in primary education;
- Human resource training:
 - o Trained 172 sportsmen in 9 sports including football, taekwondo WTF, petanque, swimming, wrestling, athletics, volley ball and boxing;
 - o Trained 417 national sport team members in 26 sports;
 - o Organized trainer courses for basket ball, badminton, gymnastics and Sepak Takraw;
 - o Organized training for referees and judges for volleyball, boxing and taekwondo;
 - o Trained basic level trainers on physic education and sport specialization.
- Repair, renovation and construction of sport infrastructure:
 - o Renovation and construction of sport infrastructure:
 - National Olympic Stadium: Constructed 3 basketball courts, 2 badminton courts and 2 volleyball courts;
 - Sisowath Lycée: Constructed 3 basketball courts and 3 volleyball courts;
 - National Institute of Physical Education and Sport: 1 hall
 - Constructed sport training ground in Boeung Snor area, Phnom Penh
- Improved the structure of competition: Organized competition in 2016 and organized competition every 2 years;
- Adopted curriculum for physical education in lower secondary education;

Reform 12: Youth Policy Action Plan Implementation

- Established Council for Youth Development in 20 out of 33 ministries and established 4 technical inter-ministerial committees;
- Promoted three-good contest movement among youth councils and child councils by selecting 10 outstanding youths per province;
- Provided leadership training to youth councils and child councils through national camping;
- Updated the number of youth councils and child councils in 23 provinces;
- Promoted learning clubs in lycée and prepared labels for students by subject;
- Provided short course trainings in Siem Reap, Kampong Cham, Kampong Chhnang, Kampong Thom, Takeo and Kandal provinces, where there were centers and infrastructure in place. These were computer and electrical skill trainings for 800 students;
- Operated market information centers in Kandal, Kampong Cham and Kampong Thom provinces with support from National Employment Agency of Sweden. This program provided computers and installed internet for the centers to produce leaflets on labor market information and distribute to

upper secondary education students and provided internship opportunities to grade 10 and 11 students in different companies;

- Cooperated with ILO to implement community-based enterprise development program and entrepreneurship program in 5 lycées in Kandal, Takeo, Kampong Chhnang and Phnom Penh based on the 110-hour curriculum on understanding business;
- Selected 10 youth councils' presidents per province to attend camping and study tour programs.

Reform 13: Technical Education

- Adopted life skill curriculum frameworks for grade 4 to grade 9 and life skill curriculum (content, teaching hours and methodologies);
- Trained 20 life skill teachers on veterinary and ICT (Kampong Chheur Teal Institute of Technology);
- Monitored the implementation of life skill programs using assessment tools;
- Developed workshop standards for life skills and equipments in lower secondary schools;
- Expanded career counseling program for secondary school students;
- Adopted documents on career counseling and information on best practice-based skill studies in 4 secondary schools in Battambang province;
- Produced teacher manual and trained 13 national trainers to expand the activities to other target provinces;
- Disseminated information on vocational orientation for secondary school students;
- Trained 25 provincial master trainers from 7 provinces;
- Organized vocational orientation forums for 4,983 secondary school students including 2,296 girls, in Svay Rieng and Siem Reap;
- Organized forums on career selection and pursuance of higher education in Prey Veng, Takeo, Kampot, Kep and Banteay Meanchey provinces;
- Disseminated the draft standards on general and technical lycées;
- Improved curriculum based on labor market demands for mechanical, electrical, electronic, agronomy and veterinary skills;
- Strengthened technical education program in general and technical education lycées;
- Provided capacity building to 8 agricultural teachers and 22 electrical and electronic teachers;
- Expanded 3 general and technical education lycées;
- Established agriculture training center in Rasmey Sorphorn Lycée in Staung district, Kampong Thom province and provided agricultural skill training to students and community members around the school by collaborating with Royal University of Agriculture.

Reform 14: Establishment for New Generation School

- Adopted the policy on new generation schools;
- Ran new generation school in Preah Sisowath Lycée by setting up subject-based laboratories, computer labs with computers equipped, subject rooms, teacher rooms and library. New generation school implemented curriculum in which students moved to subject rooms following the schedule with increased learning hours from 32 to 42 hours per week. The school selected 314 grade 7 and 8 students, including 139 girls, from 8 classes and 265 grade 10 and 11 students, including 114 girls, from 8 classes. In total, there were 579 students including 253 girls from the two levels.

Reform 15: Career Pathway and Training for School Principals

- Developed the concept note on teacher career pathway;
- Developed guidebook for school principals;
- Trained school principals from all levels on governance, management, leadership and education inspection system;
- Developed credit system for school principals' professional development.

2.2. RESULTS BY SUB-SECTOR

2.2.1. SUB-SECTOR: EARLY CHILDHOOD EDUCATION

A. Achievements

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

In 2016-2017, there were 7,241 pre-schools/pre-school facilities of all types, an increase of 328, including 4,014 state pre-schools, an increase of 309 (158 detached pre-schools, an increase of 7); 393 private pre-schools, an increase of 72; and 2,834 community pre-schools, a decrease of 51 in 1,021 out of 1,646 communes/sangkats.

The increase of the number of pre-schools has helped build foundation for more children to be ready to enrol in primary school correctly for their age.

There were 10,663 pre-school classes of all types, an increase of 396, including 6,403 state pre-school classes, an increase of 430; 2,966 community pre-school classes, a decrease of 33; and 1,294 private pre-school classes, a decrease of 1.

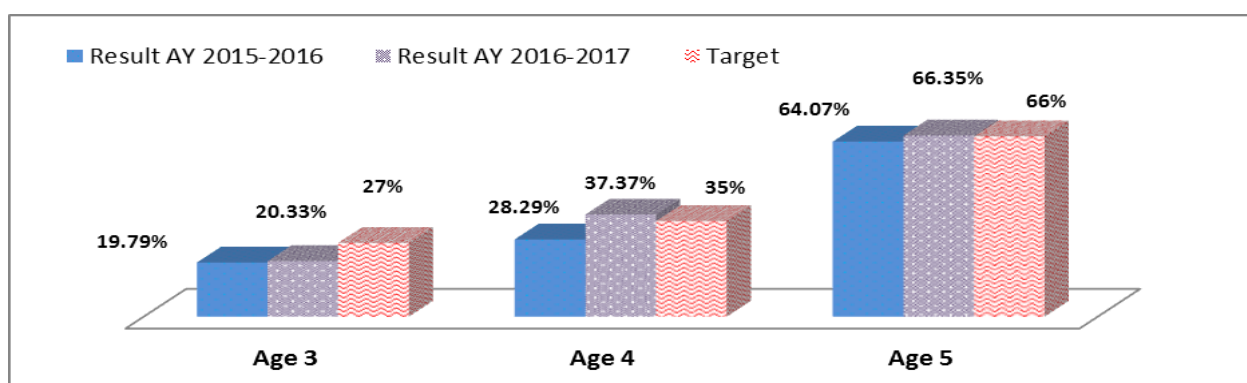
There were 426,025 children from 0-5 years of age receiving education of all forms, which is 21.79% of the total population of this age group including 214,249 girls or 50.29%.

The number of three-year-old children accessing any form of education was 63,509 or 20.33% of the population of this age group including 32,800 girls or 51.64%, an increase of 2,560 children, 1,030 were girls.

The number of four-year-old children accessing any form of education was 113,010 or 37.37% of the population of this age group including 57,709 girls or 51.06%, an increase of 28,667 children, 14,781 were girls.

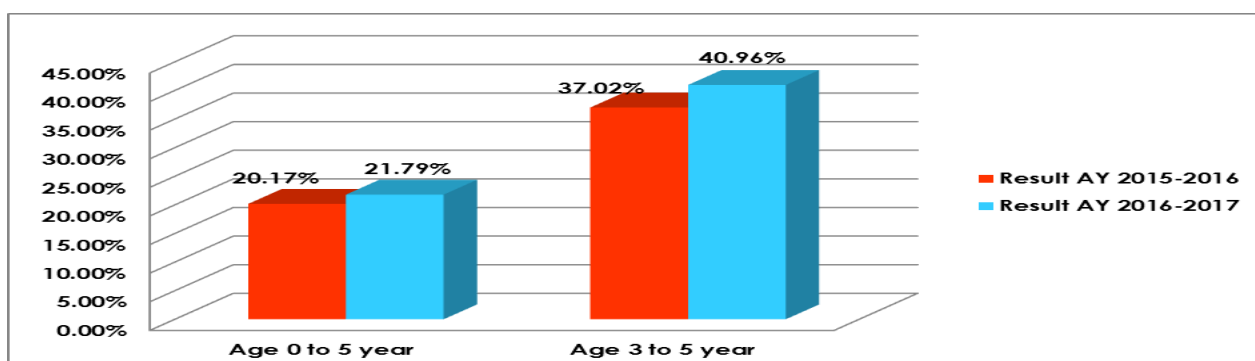
The number of five-year-old children accessing any form of education was 196,669 or 66.35% of the population of this age group (ESP: 66%) including 97,127 girls or 49.38%, an increase of 9,257 children, 1,805 were girls.

Figure 14: % of Young Children Accessing Education against ESP Targets

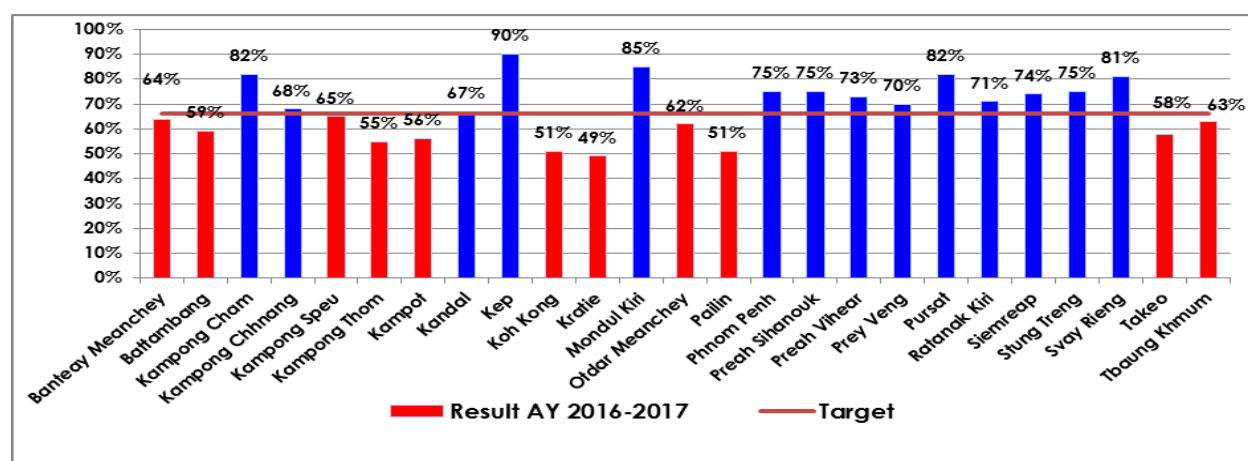


(Source: Data from EMISD and ECED)

Figure 15: % of Young Children Enroled in 2016-2017 against that in 2015-2016



(Source: Data from EMISD and ECED)

Figure 16: % of Five-year-old Children Accessing Education in Capital/Provinces

Source: ECED

The above Figures show that enrolment of four and five-year-old children was improved and higher than the targets. This reflects efforts of the Royal Government, communities, parents and stakeholders through construction of school buildings and provision of equipment. Enrolment of five-year-old children is higher than the target in 14 provinces.

There were 11,151 education staff for early childhood education (91.17% female), an increase of 39 persons (2.5% female) including 5,084 state-preschool staff (95.65% female), an increase of 360 persons (8.5% female); 3,014 community-preschool staff (95.71% female), a decrease of 124 persons (1.5% female) and 3,053 private pre-school staff (79.23% female), a decrease of 197 persons (3.7% female).

Shortage of staff in early childhood education is a concern for sub-national level to expand early childhood education service. This requires a proper assessment on the needs and appropriate deployment of early childhood education staff based on the long-term plan of sub-national level.

State Pre-School

13,470 three-year-old children accessed education or 4.3%, including 7,486 girls. 52,693 four-year-old children accessed education or 17.4%, including 27,044 girls. 123,995 five-year-old children accessed education or 41.8%, including 60,906 girls.

Private Pre-School

6,815 three-year-old children accessed education or 2.2%, including 3,358 girls. 15,294 four-year-old children accessed education or 5.1%, including 7,710 girls. 16,380 five-year-old children accessed education or 5.5%, including 7,803 girls.

Community Pre-School

19,059 three-year-old children accessed education or 6.1%, including 9,885 girls. 23,549 four-year-old children accessed education or 7.8%, including 12,127 girls. 22,130 five-year-old children accessed education or 7.5%, including 11,059 girls.

Home-Based Program

52,837 zero-to-three-year-old children accessed education or 5.1%, including 26,613 girls. 24,165 three-year-old children accessed education or 7.7%, including 12,071 girls. 21,474 four-year-old children accessed education or 7.1%, including 10,828 girls. 34,164 five-year-old children accessed education or 11.5%, including 17,359 girls.

Home-based programs were participated by 95,148 parents, 15,904 parents group leaders, 3,462 core parents, 3,402 female and 132,640 children including 66,871 girls.

There were 3,114 out of 14,119 villages in 896 out of 1,633 communes in 170 out of 197 districts implementing home-based programs.

Implementation of Programs

School Operational Budget and School Improvement Grant

All pre-schools and pre-school classes were given SOB and SIG and were required to follow procedures and guidelines properly. 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.

SOB and SIG grants were limited, which required more consideration for long-term investment.

Multi-Lingual Education Program

Multi-lingual education program for indigenous children was implemented in 19 districts, an increase of 1 district in 5 target provinces including Ratanakiri, Stung Treng, Mondulakiri, Preah Vihear and Kratie provinces. This program was implemented in 3 state pre-schools, a decrease of 1 pre-school, with 94 students, including 51 girls and 80 community pre-schools, with 1,474 students, including 784 girls, an increase of 13, including 2 girls. Languages used include Tumpoun, Kroeng, Ponong, Kouy, Kroal, Kavet, Kachok, Brao,...

Mobile pre-school program covered children between 3 and 5 years of age in indigenous areas, where their families migrate and there is a long distance between home and state pre-schools or community pre-schools. This vehicle-based mobile program covered 2 villages in Koh Peak commune, Vooun Sai district and Taveng Kroam commune, Taveng district and the seasonal mobile program covered 3 villages in Ta Lao commune, Andoung Meas district and Taveng Leur commune, Ratanakiri province.

The results this year is similar to previous year and this service has not been expanded to cover indigenous areas.

Early childhood education in indigenous areas in the form of mobile pre-school classes in cooperation with development partners has provided best practices for early childhood education sub-sector.

Inclusive Education Program

Inclusive Education Program for children with disabilities was implemented in Siem Reap, Battambang, Kampong Thom, Prey Veng, Ratanakiri, Kratie and Phnom Penh. This program was implemented in 176 state pre-schools, an increase of 113, with 165 children including 49 girls, an increase of 40 children, including 6 girls.

There were 235 state-preschool teachers trained on inclusive education including 223 female teachers, an increase of 124, including 113 female teachers.

Inclusive education program was implemented in 41 community pre-schools, an increase of 24, with 35 children including 21 girls, an increase of 15 children, including 12 girls. There were 41 community pre-school teachers trained on inclusive education including 37 female teachers, an increase of 24, including 20 female teachers.

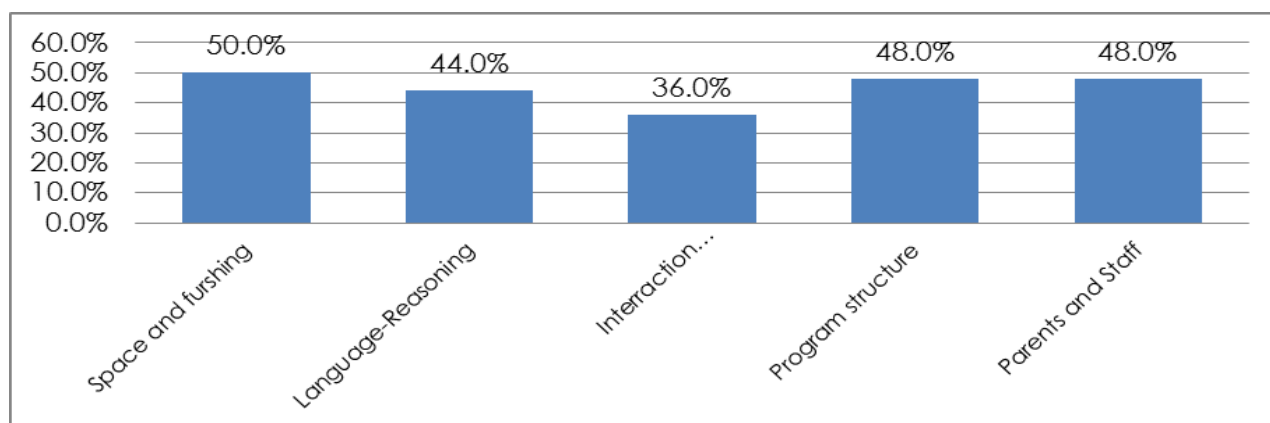
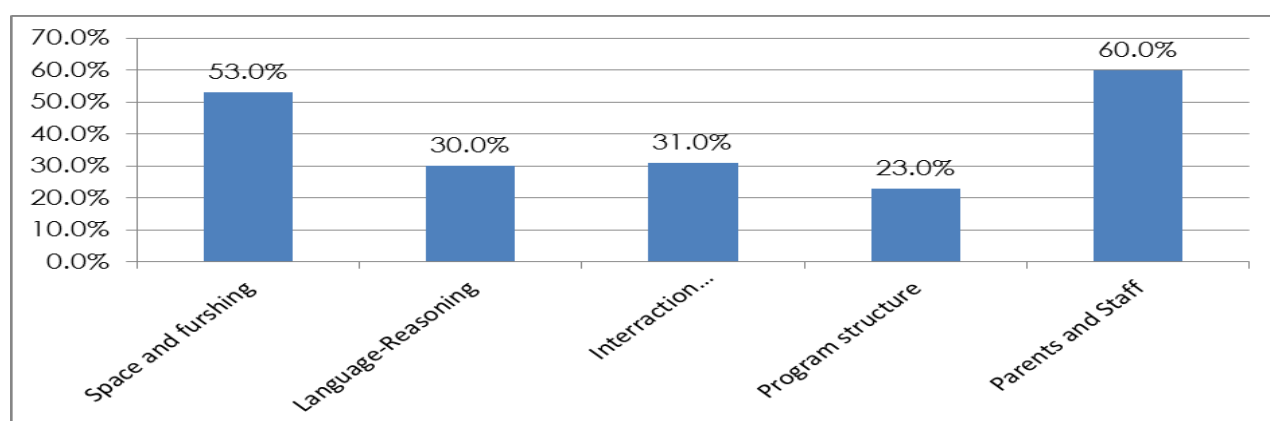
Inclusive education at pre-school level has achieved good results, enabling children with disabilities to have equitable access to education.

Learning Outcomes

There were 172,067 five-year-old children completing advance level of pre-school education including 85,575 girls, an increase of 5,480 students including 2,042 girls. The rate of grade 1 students enrolled in primary schools with pre-school experience is 64.01%, an increase of 2.16%.

Improving school environment and learning materials

MOEYS assessed school and classroom environment and learning materials of 50 state pre-schools and 100 community pre-schools as a sample representing pre-schools across the country. The assessment criteria include 1) Premise and furniture; 2) Language and consideration; 3) Interaction between teachers and children; 4) Curriculum structure and 5) Parents and teachers.

Figure 17: Results of State Pre-School Assessment**Figure 18: Results of Community Pre-School Assessment**

Based on the above figures, technical support and inputs are required for state pre-schools and community pre-schools to promote school and classroom environment quality and learning materials.

Curriculum Development and Documentation

MOEYS:

- Drafted the guidelines on free game activities at pre-school level;
- Adopted curriculum framework for general and technical education (from pre-school to secondary school);
- Produced and aired 34 sessions of “Love Children” program in cooperation with the Ministry of Information and is airing the program on TVK every Monday and Friday at 5.00 pm;
- Developed guidelines for parenting education;
- Printed 13 chapters of parenting education materials;
- Re-drafted the guidelines on pre-school classes.

Learning Hours and Curriculum

Implementation of curriculum and timetable in state pre-schools and pre-school classes accounted for 72.20% for low level pre-school, 76.45% for middle level pre-school and 87.24% for advance level pre-school against the annual curriculum.

Implementation of curriculum and timetable in community pre-schools or pre-school classes accounted for 77% against the annual curriculum, an increase of 8.4% compared to the previous academic year.

Free game activities were implemented in 19 state pre-school classes including 10 classes in Phnom Penh.

Teacher Capacity Development

MOEYS:

- Organized graduation examination for 249 pre-school teacher trainees, 96.36% female, of the 19th generation;
- Is providing year 2 training to 199 pre-school teacher trainees, 94.97% female, of the 29th generation;
- Organized examination to select 200 pre-school teacher trainees, 95% female, for the 30th generation;
- Provided capacity buildings to 4,342 principals, 22.57% female, of pre-schools, primary schools with pre-school classes on pre-school management based on standards of quality;
- Trained 125 state pre-school teachers, 81.6% female, on inclusive education;
- Trained 52 state pre-school and community pre-school teachers, 82.69% female, on multi-lingual program;
- Provided standardized trainings to 277 community pre-school teachers, 95.30% female, and 245 core parents including 218 women;
- Trained 1,482 community pre-school teachers, 97.97% female, on monthly meetings for pre-school program.

Monitoring and Research

MOEYS monitored the implementation of SIG projects in 63 pre-schools and pre-school classes in primary schools in Banteay Meanchey, Battambang, Kampong Chhnang, Kampot, Kampong Speu, Oddor Meanchey, Koh Kong, Pailin, Preah Sihanouk, Stung Treng and Takeo provinces with the following outcomes:

- 78% of local SSCs participated in one or more monthly meetings;
- 77% of local SSCs were supervised by District Grant Coordinating Committee;
- 60% of local SSCs were supervised by Provincial Grant Coordinating Committee;
- 80% of local SSCs followed the technical and financial guidelines for implementing SIG projects;
- 70% of pre-schools and primary schools with pre-school classes had lesson plans based on the guidelines.

MOEYS monitored the performance of 35 private pre-schools in Prey Veng, Kampong Cham, Kampot, Siem Reap, Preah Sihanouk and Kampong Chhnang provinces to urge them to follow MOEYS's curriculum, of which 32 private pre-schools had license; 25 schools already prepared development plan; 30 schools had compiled student statistics and regular meetings. 23 female pre-school teachers received pre-school pedagogy training and 21 prepared lesson plan.

MOEYS monitored and evaluated community pre-school program implementation linked with parenting program in Kampong Speu, Stung Treng, Koh Kong, Takeo, Kampong Chhnang, Kratie, Monduliri, Svay Rieng, Ratanakiri, Prey Veng, Preah Sihanouk, Kandal and Kampot provinces in 34 districts, 69 communes/sangkats, 75 villages in order to monitor the implementation of early childhood education program, teaching of teachers and learning of children in community pre-schools linked with parenting program. MOEYS interviewed 75 community pre-school teachers, including 60 women, 6 male commune councilors, 58 core parents including 54 women, 75 village chiefs including 10 women to explore quality of services and supports by communities.

A.2. Ensure effective Leadership and Management of education staff at all levels

Capacity Development

MOEYS trained:

- 25 sub-national focal points, 80% female, on multi-lingual education program in Kratie province;
- 10 ECE officers, 80% female, on collection of data and information for assessing early childhood development and learning environment in early childhood education service;
- 245 people, 59.18% female, on environment and nutrition for children in target villages;

- 34 sub-national trainers, 73.52% female, on the implementation of result-based M&E system for early childhood sub-sector;
- 245 education officers, 59.18% female, on environment and nutrition for children in target villages;
- 65 sub-national trainers, 70.76% female, on pre-school inclusive education;
- 249 national and sub-national trainers, core mothers, mother group leaders, 51.80% female, including 199 core parents, 89.44% female, on home-based early childhood education program and parenting program;
- 424 education officers, 66.74% female, on M&E system for early childhood education sub-sector;
- 102 sub-national education officers, 85.29% female, on guidelines for pre-school resource centers;
- 875 education officers, 93.6% female, on monthly meeting for parenting program;
- 14 education officers, 85.71% female, on reporting and data analysis for ECE environment assessment;
- 302 education officers, 69.20% female, on parenting program for parents with children under 2 and pregnant women;
- 65 sub-national trainers, 70.76% female, on pre-school inclusive education program;
- 76 participants, 31.65% female, who were administration officers at sub-national level, members of district boards of governors and district councils on management of early childhood education service.

MOEYS sent the following education officers:

- 4 officers, 23.74% female, to attend the Workshop on Guidelines for ECE Standards and Capacity in Thailand;
- 1 male officer to participant in the International Conference on Multilingual Education Policy in Myanmar;
- 2 female officers to participate in the Consultative Meeting on the Establishment of SEAMEO Center for ECCE in Indonesia;
- 1 male officer to participate in the International Education Forum on Pre-School Education in Republic of Korea;
- 2 male officers to participate in the Regional Conference on ECD in Malaysia;
- 1 male officer to participate in the Regional Conference on ECD in Indonesia;
- 7 officers, 71.42% female, to join the study tour on ECE in Japan;
- 2 officers, 50% female, to join the Forum on Challenges and Strategies for Children and Youths in ASEAN in Malaysia.

Formulation of Regulations

MOEYS drafted guidelines on:

- Implementation standards for ECE;
- Weekly technical meetings;
- Regular test for pre-school;
- Enrolment of children in community pre-schools;
- Performance of children in teaching and learning processes;
- Interaction between pre-school teachers and parents and Sub-Decree on Community Pre-School Management.

Work done by the National Committee for Early Childhood Care and Development

MOEYS:

- Convened a meeting of the National Committee for Early Childhood Care and Development with 63 participants, 28.57% female;

- Organized a Review Workshop on the Result Framework of the National Action Plan on Early Childhood Care and Development, 2014-2018, in Siem Reap province with 35 participants, 42.85% female;
- Organized consultation between development partners and Asia-Pacific Regional Network for Early Childhood to organize the International Regional Conference on Early Childhood Education in Siem Reap;
- Published annual progress report 2015 of the National Committee for Early Childhood Care and Development.

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

	Early Childhood Education	Actual	Target	Actual	Status
		2015-16	2016-17	2016-17	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	Percentage of 5 years old children enrolled	64.1%	66%	66.35%	↑
2	Percentage of 4 years old children enrolled	28.7%	35%	37.37%	↑
3	Percentage of 3 years old children enrolled	19.79%	27%	20.33%	↓
4	No. of pre-school teachers trained (pre-service and in-service trainings) following the formula of 12+4 each year	N/A	N/A	implemented in 2018	
5	% of pre-school teachers with Bachelor degree each year	3%	3.1%	2.0%	↓
6	No. of pre-school teachers receiving continued professional development each year	N/A	200	152	↓
7	% of ECE programs following quality standard	11%	16.9%	15.17%	↑
8	% of ECE programs implementing regular assessment test for five-year-old children	20%	25.3%	25.65%	↑
9	Percentage of children in early childhood care and development services with nutritional status	N/A	40%	27%	↓
10	Percentage of children in state pre-schools given deworming pills	95%	90%	89%	→
Policy Area 2: Ensure effective leadership and management of education staff at all levels					
	N/A				

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

C. Challenges

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

- Capacities and resources for implementing M&E system are not responsive;
- The number of newly trained pre-school teachers is not responsive to the service expansion;
- Buildings and classrooms both existing and newly created are not enough;
- Teaching and learning materials for pre-school classes have not responded to the needs for early childhood development.

2.2.2. SUB-SECTOR: PRIMARY EDUCATION

A. Achievements

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

In 2016-2017, there were 7,144 public primary schools, an increase by 59 compared with 2015-2016. The number of incomplete schools was 598, a decrease of 81. The number of child friendly schools (middle and advance levels) was 5,196, an increase of 19. There were 417 private primary schools in all capital/provinces.

There were 61,255 public primary school classes, an increase of 1,031 classes and 42,712 public primary school classrooms, an increase of 565 classrooms.

There were 2,022,061 public primary school students including 974,231 girls (48.18%), an increase of 11,388 students, 2,419 girls. The number of students in private primary schools was 89,570 including 44,095 girls (49.3%). Total net admission rate was 95.1%, 94.0% for girls, a decrease of 0.1% (decrease of 1.4% girls), including 0.5% decrease for private schools, 0.6% decrease for girls and 0.3% decrease for public schools, 0.8% for girls. Net admission rate in public primary schools was 91.0% (90.1% for girls), while that in private primary schools was 4.1% (3.9% for girls).

This requires parents or guardians and stakeholders to pay bring their children to enroll in grade 1 at appropriate age as the number of over-age students in grade 1 is quite high.

There were 57,844 primary education staff, 29,007 female (50.2%), an increase of 1,401 staff, while the number of female staff increased by 1,427. There were 46,149 teaching staff, 25,713 female (56%), an increase of 1,243, 1,402 for female. The number of two-shift teachers was 11,413, (5,087 female). There were 2,654 multi-grade teachers, 901 female.

Implementation of Programs and Activities

Management of School Operational Budget and School Improvement Grant

SOB and SIG funds were provided to schools through banking system.. Each school developed their annual development plans with participation from School Support Committees. Information on revenue and expenditure was transparently disclosed. Some schools in 300 communes, 51 districts, implemented social accountability program.

This has helped the school to use resources to better respond to their actual needs.

Multi-Lingual Education Program

MOEYS:

- Implemented multi-lingual education program for indigenous children in 80 schools, an increase of 13 with 216 teachers, 36.1% female and 4,818 students, 47.4% female, in 15 target districts in Ratanakiri, Mondulakiri, Stung Treng and Kratie. This program is the bridge between mother tongue and national language and covered four languages including Kroeung, Tumpuon, Pornong and Kavet from grade 1 to grade 3;
- Launched the National Action Plan on Multi-Lingual Education, 2015-2018 by including 50 community schools as public schools;
- Provided technical trainings to multi-lingual teachers every year with support from UNICEF and partners to provide opportunities to disadvantaged children in Cambodia with technical cooperation with CARE.

This has helped indigenous children to enroll in public primary schools in equitable manner.

Accelerated Learning Program

MOEYS implemented:

- Accelerated learning program in 7 districts in Kampot, Kratie and Preah Vihear provinces covering 16 schools, 500 students, 48.2% female, in collaboration with UNICEF;
- Accelerated learning program in 141 schools, with 247 teachers, 28.5% female and 6,733 students, 46.56% female, and 5 focal points at national level and 40 focal points at sub-national level, 25.5% female in 30 district/khans of Phnom Penh, Kampong Speu, Prey Veng, Preah Sihanouk and Siem Reap provinces. Printed 720 copies of teacher guide for accelerated learning program and 14,400 copies of student books. Created 1,641 classes of remedial program for slow learners and re-learning program for dropouts and students falling under the average grades in 1,000 primary schools in Siem Reap, Kratie, Tbong Khmum, Ratanakiri, Koh Kong and Kampong Thom provinces with 10,962 students, 50% female, in cooperation with Pour un Sourire d'Enfant;
- Bridging program for grade 6 and grade 7 students with focus on Khmer Language, Mathematics, Physics and Chemistry to prepare them for grade 7, covering 806 students, 40% female, in 27 schools in 4 districts in Siem Reap and Tbong Khmum provinces and bridging program to prepare pre-school students for grade 1, covering 772 students, 45.5% female, in 29 primary schools in Tbong Khmum province. 704 of these students enrolled in grade 1, 50.4% female, through the cooperation with Plan International Cambodia;
- Reading program for 4,431 slow learners, 40% female, in 650 primary schools in 9 provinces and organized National Reading Day with participation of 35,392 students, 45% female in 43 districts and provided WASH facilities to 20 schools in cooperation with World Vision Cambodia.

This has helped average students and dropout students to learn in age-appropriate classes.

Inclusive Education Program

MOEYS:

- Trained 1,999 teachers, 39.8% female, on inclusive education for children with disabilities;
- Screened vision, provided treatment and referred to 2,500 grade 6 students, 54% female, in 12 districts in 3 provinces, including 383 students needing glasses, 68% female, and 25 students with eye problems, 60% female, by cooperating with Japan International Center for the Rights of the Child, Catholic Relief Services, Vision Screening, Treatment and Referral Project and School Health Improvement Project;
- Conducted eye health screening for 1,244 students, 39% female, as a result, 72 students, 45.8% female, were given glasses and 18 students, 61% female, were referred to hospitals in cooperation with School Health Improvement Project;
- Implemented inclusive education program in 98 schools in 12 districts, 6 provinces, covering 105 students, 35% female and provided education to children with visual and hearing impairments in 5 special schools in Phnom Penh, Battambang, Siem Reap and Kampong Cham provinces with 116 teachers, 44.8% female and 688 students with disabilities, 26.3% female, in cooperation with Kruosar Thmey;
- Provided education to children with intellectual impairment in Phnom Penh, Kandal, Kampong Speu, Kampot, Kratie, Pailin, Siem Reap and Pursat provinces covering 165 schools, 750 teachers, 48.7% female and 1,737 students, 39.6% female, in cooperation with Partnership for Educating Disadvantaged Children in Cambodia Project.

This has helped students with disabilities to enrol and learn as children with disabilities.

School Feeding and Scholarship Programs

MOEYS provided:

- Scholarship to poor students in 3,253 primary schools, which accounts for 45.9% primary schools across the country with a total number of 77,654 students, 55% female, using PB funding;
- Cash scholarship in 1,251 primary schools, which accounts for 17.7% primary schools across the country with a total number of 24,600 students, 54.9% female, and food scholarship to 762

primary schools, which accounts for 10.8% of primary schools across the country with a total number of 15,844 students, 56.6% female, in cooperation with World Food Program;

- Scholarship for 2,325 poor and vulnerable students, 50% female, in cooperation with Child Fund Cambodia, KAPE, Easy Learn Project and New Generation School;
- Scholarship to 287,130 students, 49.3% female in 1,138 schools, who were given breakfast and 12,632 students, 50% female in 59 schools were given breakfast cooked with agricultural produce in community in cooperation with World Food Program;
- Scholarship in cash and learning materials to 22,878 students, 48% female, who were overage children and children from poor households, children with disabilities, children from indigenous communities, street children in Phnom Penh and 21 provinces by cooperating with Partnership for Educating Disadvantaged Children in Cambodia Project, under the coordination of Aide et Action, which aimed to reach 50,000 students, 35% female;
- Daily refreshments for 73 schools in Kampong Chhnang province covering 20,000 students and teachers, 46% female, and food scholarship to 2,474 students, 55% female. Provided food incentives to all teachers living in teacher accomodation and teachers who had taught regularly in cooperation with Food for Education Program of the International Relief and Development with support from USDA through school feeding program.

This has helped children from poor households to enrol and learn regularly until they complete education level and transit to the next level.

Health Education

MOEYS:

- Organized handwashing day in Kampong Krong Primary School, Kampong province, with 700 participants, 52% female, who were education staff at national and sub-national level, development partners, stakeholders, teachers and students;
- Provided training on malaria prevention education to 369 primary school teachers, 51% female, in Battambang and Siem Reap;
- Provided hygiene materials including brushes, soaps and toothpaste for handwash and toothbrushing practices to grade 3 and 4 students in 164 primary schools in 12 khans of Phnom Penh with participation of 64,519 teachers and students, 46% female;
- Organized contests on safe and hygienic food cooking in some primary schools implementing school feeding program in 11 districts Siem Reap province with 762 participants, 52% female;
- Drafted the syllabus for “health education” subject from grade 1 to 6 for the national curriculum;
- Provided 224 first aid boxes and materials including guidebooks on first aids using PB fund and 1,000 boxes with support from ESSPII. Currently, there were 4,833 first aid boxes along with the guidebook on first aids or 682% of the total number of primary schools, including 1,223 boxes supported by PB fund, 610 boxes donated by private donors directly and supported by school budget and 3,000 boxes supported by ESSPII. Schools given first aid boxes also used SOB to buy complimenting materials. Provinces in which 100% of primary schools have first aid boxes include Phnom Penh, Pailin, Kampong Chhnang, Kampot, Preah Sihanouk, Kep and Preah Vihear provinces;
- Organized orientation on handwhasing and oral health program in primary schools for 1,668 participants, 47% female, including school principals, teachers and community members from 146 primary schools in Phnom Penh, Kampong Chhnang, Kampong Thom, Takeo and Kratie provinces and 45,618 students, 45% female
- Constructed toilets and WASH facilities for 216 primary schools in all capital/provinces;
- Organized consultation on school WASH minimum standards with 1,553 school principals, teachers and community members, 27% female, in 210 primary schools in Phnom Penh, Takeo, Kratie, Kampong Chhnang, Kampong Thom and Kampot provinces;
- Received 41,381 copies of “growing as a mature boy” books from UNICEF and distributed to grade 5 and 6 male students in primary schols in Pailin, Kampong Chhnang, Preah Sihanouk, Pursat and Banteay Meanchey provinces;

- Provided health and physical screening to 1,336 teacher trainees, 55% female in PTTCs;
- Provided trainings on reproductive and sexual health, HIV and drug prevention to 794 grade 5 and 6 teachers, 28% female, in cooperation with RHAC;
- Provided health and physical screening to 47 159 grade 1 students, 85.5% female, in 1,030 schools in Kampong Chhnang, Kampot, Kep, Pailin, and Takeo provinces in cooperation with health officers;
- Provided deworming pills to primary school students across the country twice per year in cooperation with Ministry of Health.

This has helped promote students' health to ensure quality and effective learning.

Analysis of Student Flow Rate

Promotion rate in primary schools increased to 88.7%, 91.1% for girls and 86.4% for boys. Repetition rate decreased to 6.6%, 5.1% for girls and 8.1% for boys. Dropout rate decreased to 4.6%, 3.8% for girls and 5.5% for boys.

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

		Flow Rates (Total)			Flow Rates (Female)			Flow Rates (Male)		
		Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout
2014-15	National	88.7	6.6	4.6	91.1	5.1	3.8	86.5	8.1	5.5
	Urban	91.3	4.6	4.0	93.7	3.4	2.9	89.1	5.8	5.1
	Rural	88.2	7.0	4.8	90.6	5.5	3.9	85.9	8.5	5.5
2015-16	National	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

Analysis of Completion Rate

Completion rate in primary education decreased to 79.87%, 83.22% for girls and 76.71% 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, Area and Gender

	Completion Rate, 2015-2016			Completion Rate, 2016-2017		
	Total	Female	Male	Total	Female	Male
National	80.62	83.97	77.45	79.87	83.22	76.71
Urban	72.61	75.21	70.21	71.03	74.01	68.28
Rural	82.50	86.00	79.18	81.98	85.38	78.74

Teacher Pre-Service and In-Service Trainings

MOEYS:

- Completed trainings of primary school teachers 12+2 and 9+2 for 3,244 teacher trainees (65.6% female). Trainings were being provided to 1,783 trainees, 61.3% female;
- Organized examination to select 1,513 primaryschool teachers 12+2, 62% female;
- Provided professional skill training on administrative management to 618 management staff, 17.8% female;
- Printed 7,804 copies of materials for training basic education teachers
- Trained 384 master trainers, 41.1% female and printed 7,847 copies of training materials for basic level teachers;
- Trained 1,297 grade 4 teachers, 44.9% female, on English language teaching methodology;
- Trained 1,758 school principals and grade 1, 2 and 3 teachers and stakeholders, 58.4% female, in some districts in Phnom Penh, Kampot, Kandal, Preah Vihear and Kampong Cham provinces on Khmer Language teaching methodologies for early grades;

- Provided advice on enrolment of out-of-school children including children with disabilities to 971 primary school principals, 12.3% female, in Banteay Meanhcey, Kratie and Kampot provinces;
- Provided training on reading standards for grade 1-3 to 123 primary school teachers, 49.6% female;
- Provided training on teaching aids production to 29 trainers, 34.4% female;
- Provided training on professional development to 302 master trainers and primary school teachers, 75.5% female, on how to use teacher professional standards;
- Provided training on feedback methodologies and disseminated regulations on practicum to 318 primary school teachers, 65.7%;
- Organized consultation at national and regional level on standards of primary schools to 273 education officers and school principals, 15% female;
- Provided trainings on the guides for Mathematics teaching for early grades for 1,154 grade 1, 2 and 3 teachers, 60.5% female;
- Provided trainings on positive discipline to 1,848 school principals and teachers, 44.9% female;
- Provided training on checklists to 119 members of DTMTs, 10.8% female;
- Provided training in phases to 3,461 teachers, 35% female in 1,094 target schools in cooperation with the Partnership for Educating Disadvantaged Children in Cambodia Project;
- Provided training on how to use aids for reading and how to use core textbooks to teach Khmer language for grade 1 and 2 to 520 DOEs' officers, school principals, grade 1 and 2 teachers, 28.2% female, from 169 schools in Siem Reap, Banteay Meanchey, Kampong Thom, Kampong Cham, Tbong Khmum and Prey Veng provinces and trained 1,345 grade 1-6 teachers, 44.4% female, on how to lead students in reading activities in cooperation with Room to Read Organization;
- Trained 248 teachers, 34.6% female and 37 community-based teachers, 73% female, on reading standards, CFS teaching approach, student-center approach, cooperative learning approach and student need responsive teaching approach by cooperating with Child Fund Cambodia and KAPE.

This has helped developing capacity of schools' principals and teachers to improve their quality in response to education reforms.

Curriculum Development

MOEYS:

- Adopted new curriculum framework and developed syllabus for all subjects for grade 1 to 6 and documents on how to write essays for grade 3 to 6;
- Supplied 5,268,000 copies of core textbooks to schools across the country the textbook-student ratio of 1:1 for grade 1-3, with a set of 3 books per student (Target: 3 books) and for grade 4-5 with a set of 5 books per student and for grade 6 with a set of 4 books per student (Target: 4 books);
- Adopted English books for grade 5 and 6;
- Adopted the concept note on full-day teaching and learning.

This has helped teaching and learning as every student has textbooks and ensuring quality of their learning.

Library

There were 3,552 libraries in schools, including 673 library buildings, 2,326 library rooms 764 in offices, 175 as learning corners in the classroom and 80 mobile libraries.

MOEYS:

- Printed 27,000 copies of books on library standards for primary education and distribute to DOEs, primary schools and TTCs across the country;
- Drafted guidelines and guidebook on promoting reading in school;

- Trained 2,235 librarians, 55.3% female, out of the total number of 3,487 librarians, 58.8% female and provided trainings to 220 trainers, school principals and librarians, 48.2% female, on library management and standards in primary schools;
- Trained 330 national and sub-national officers, 28.4% female, on how to do drawings in primary education;
- Supplied 4,165 reading books to libraries and for reading activities in 17 schools in Svay Rieng and Kratie provinces in cooperation with Educo Organization;
- Trained 38 writers, organized the 5th National Book Exhibitions, constructed and repaired 21 school buildings of 108 rooms and created new libraries in 96 schools and continued to support existing libraries in 157 schools in collaboration with Room to Read;
- Constructed and repaired 20 library rooms in Svay Rieng and Kratie provinces and trained 110 librarians, 29.1% female in collaboration with Child Fund Cambodia and KAPE;
- Constructed 4 school buildings, 4 standardized library rooms and repaired 239 classrooms and libraries in cooperation with Partnership for Educating Disadvantaged Children in Cambodia Project;
- Created e-library in 10 schools for e-learning and teaching in cooperation with Aide et Action;
- Implemented family reading activities to support the National Reading Day in 253 schools in cooperation with Room to Read.

This has strengthened reading activities in libraries and expanded reading and writing skills to nurture the habit of reading in primary schools.

Monitoring and Evaluation

MOEYS:

- Conducted research on English Language teaching for grade 4 to 6 and teaching methodologies for primary education to promote early grade reading;
- Conducted classroom observation, provided pedagogical advice, provided demonstration classes, convened technical meetings, interviewed teachers on the use of Khmer Language textbooks for grade 1, 2 and 3;
- Tested students on reading and writing in 353 target schools and tested reading speed at the beginning and end of the academic year on grade 1, 2, 3 and 6 students in 36 target schools;
- Helped grade 1, 2 and 3 teachers on teaching and producing teaching aids for early grade mathematics in 140 target schools;
- Monitored the implementation of library standards for primary schools in 18 schools in 10 provinces and the use of core textbooks in 8 provinces and monitored good governance based school leadership and management in 10 provinces;
- Monitored and assisted school principals in the use of result-based monitoring tools for primary education sub-sector across the country;
- Disseminated the report of the national assessment for grade 3 on Khmer Language and Mathematics;
- Wrote tests, printed test books and administered test for grade 6 on Khmer Language and Mathematics in 228 schools including 210 public schools and 18 private schools;
- Strengthened the leadership and management of 13 primary schools in Kratie by cooperating with Educo;
- Provided education opportunities to disadvantaged children in Cambodia by strengthening leadership and management in 194 primary schools in 22 provinces by cooperating with Partnership project;

This has helped promote quality and effective learning and teaching.

A.2 Ensure effective Leadership and Management of education staff at all levels.

MOEYS:

- Trained 190 school management, 11% female, on governance for strengthening education service delivery;
- Trained 35 school management , 14.3% female, on result-based school management;
- Developed capacity on school leadership and management, school governance, planning and budgeting and the nine standards of teacher quality assesment to 5,000 school management from 1,200 schools so that they could pay more attention on the quality of education and support disadvantaged children by working with 23 organizations of the Partnership for Educating Disadvantaged Children in Cambodia Project, Child Fund Cambodia and Educo.

This has helped disadvantaged children to have equitable access to education.

Community Participation

MOEYS:

- Brought 208 members of primary school support committees, 18.3% female, from 11 provinces to visit Wat Bo, Muk Neak, Tia Banh Kumrou and Chambak He primary schools in Siem Reap province;
- Organized annual stocktaking meeting on child friendly schools and community participation in education with 138 participants, 20.3% female;
- Provided capacity building to 1,351 primary school support committee members, 64.4% female;
- Provided training to 3,114 members of school support committees, 32% female, on roles and duties of school support committee to better engage parents in students' learning in 2,000 target schools in 25 provinces by cooperating with 23 organizations of the Partnership for Educating Disadvantaged Children in Cambodia Project, Child Fund Cambodia, World Vision and Educo.

This has helped improved social accountability in schools.

B. Progress of Outcome Indicators by Sub-Sector

173 out of 176 districts has a repetition rate of 10% or lower at primary education level.

Analysis of the Progress of Outcome Indicators

Primary Education		Actual	Target	Actual	Status
		2015-16	2016-17	2016-17	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	Net Admission Rate	95.9% *	97.4%	95.1% *	→
	Net Admission Rate (female)	95.4% *	97.4%	94.0% *	→
2	Net Enrolment Rate	98.4% *	99.0%	97.7% *	→
	Net Enrolment Rate (female)	99.3 *	99.0%	98.2% *	→
3	Dropout Rate	6.2% **	5.8%	4.6% ***	↑
	Dropout Rate (female)	7.2% **	6.5%	3.8% ***	↑
4	Completion Rate	80.6%	82.0%	79.9%	→
	Completion Rate (female)	83.9%	84.0%	83.2%	→
5	Repetition Rate	6.7% **	4.4%	6.6% ***	→
	Repetition Rate (female)	8.1% **	4.4%	5.1% ***	→
6	Transition rate from primary to lower secondary education	82.1%	86.2%	85.5%	↑
	Transition rate from primary to lower secondary education (female)	85.0%	86.2%	88.3%	↑
7	The number of districts with primary completion rate of at least 80%	95	105	90	↓
8	% of new grade 1 students with pre-school experience	61.85%	64.1%	64.01%	↑

9	% of child friendly school at middle and advance levels	73.5%	76.1%	79.37%****	↑
10	% of primary school with				
	Latrines	85.9%	87.0%	81.5%	→
	Safe Water	58.1%	87.0%	59.1%	↓
	Handwashing Facilities	47.2%	50.7%	60.0%	↑
	First Aid Boxes	54.3%	58.9%	70.0%	↑
11	No. of students receiving scholarship in primary education		75 000	77,654***	↑
12	No. of primary school teachers trained using the formula of 12+4 each year	N/A	N/A	implemented in 2018	
13	% of primary school teachers with at least Bachelor degree each year	6.9%	7%	6.2%	→
14	No. of primary school teachers receiving professional development each year	1 500	500	1 492	↑
Policy Area 2: Ensure effective leadership and management of education staff at all levels					
	N/A				

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

* Include private schools ** School Year of 2014-2015

*** School Year of 2015-2016

**** Do not include incompleting primary schools

C. Challenges

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

- There is a shortage of teachers with civil service status in rural schools and disadvantaged areas;
- Teachers' capacity in implementing teaching methodologies is still limited;
- School management does not have full capacity on result-based school leadership and management;
- Action plans and reports of MOEYS and development partners are not fully integrated both at national and sub-national level;
- Accelerated learning program did not cover all provinces;
- Training on inclusive education and teaching methodologies for children with disabilities is not broad enough;
- Curriculum and teaching hours are not fully followed;
- There is a shortage of school buildings in disadvantaged areas;
- Physical infrastructure including water system, toilets... in public primary schools is not responsive to the current context.

2.2.3. SUB-SECTOR: SECONDARY AND TECHNICAL EDUCATION

A. Achievements

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

In 2016-2017, there were 1,731 secondary education institutions including 1,245 colleges and 486 lycées (36 secondary resource centers). There were 454 lycées from grade 7 to 12 and 32 lycées from grade 10 to 12. The number of colleges decreased by 6 and lycées increased by 23.

138 out of 1,646 communes/sangkats or 8.45% did not have a college and 5 out of 197 districts or 2.53% 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. MOEYS constructed additional 9 buildings in overcrowded colleges and furnished 7 primary schools so that they can become colleges and is currently constructing more school 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 colleges because of geographical and demographic situation.

16.6% of colleges and 8.8% of lycées did not have latrines. 56.6% of colleges and 46.1% of lycées did not have safe water facilities.

At secondary education, there were 48,220 education staff, 38.66% female, out of whom 33,763 staff, 42.12% female worked at lower secondary education, an increase of 599 persons, 409 for female and 14,457 staff 30.59% female, at upper secondary education, an increase of 23 persons, 89 for female.

There were 41,407 teaching staff, 40.98% female, at secondary education level, an increase of 483 persons, 464 for female, of whom 28,782 were teaching staff at lower secondary education, 45.25% female, an increase of 428 persons, 370 for female and 12,625 were teaching staff at upper secondary education, 31.25% female, an increase of 55 persons, 94 for female.

There were 1,855 new teachers, 46.46% female, deployed to schools with shortage of teachers including 984 teachers, 53.04% female to colleges and 871 teachers, 39.03% female to lycées.

The number of education staff and teaching staff increased in proportion with the increased number of students at lower and upper secondary education, especially increased number of female students, which reflects attention on gender.

There were 585,971 students, 51.81% female, in public lower secondary schools, an increase of 27,350 students, 18,167 for girls. There were 22,984 students in private lower secondary schools, 49.47% female.

Gross enrolment rate (GER) at lower secondary education was 57.6%, an increase of 1.1%, 61.5% for girls, an increase of 2.1%, in which GER of public lower secondary schools was 55.7%, 59.6% for girls and GER of private lower secondary schools was 1.9%, 1.9% for girls.

Transition rate at lower secondary education level was 85.5%, an increase of 3.4%, 88.4% for female, an increase of 3.4%. Transition rate at upper secondary education level was 74.5%, an increase of 2.1%, 77.7% for female, an increase of 3.1%.

There were 279,480 students, 51.33% female, in public upper secondary schools, an increase of 13,031 students, 5,064 for girls. There were 17,244 students in private upper secondary schools, 48.26% female.

Gross enrolment rate at upper secondary education was 26.5%, 28.1% for girls, in which GER of public upper secondary schools was 25.1%, 26.7% for girls and GER of private upper secondary schools was 1.4%, 1.4% for girls.

This indicates that investment in physical infrastructure, scholarship program... combined with community participation drives transition rate to increase both at lower and upper secondary education.

Table 6: Secondary Education Statistics, Comparison between 2015-2016 and 2016-2017

Discription	2015-2016	2016-2017	Increase - Decrease (+/-)
Colleges			
Schools	1,251	1,245	-6
Classrooms	6,640	6,704	+66
Total number of education staff in colleges	18,347	18,252	-95
Number of female education staff in colleges	7,308	7,372	+64
Number of classes in lower secondary education	12,590	12,838	+248
Total number of education staff in lower secondary education	33,164	33,763	+599
Number of female education staff in lower secondary education	13,811	14,220	+409
Total number of teaching staff in lower secondary education	28,354	28,782	+428
Number of female teaching staff in lower secondary education	12,656	13,026	+370
Total number of students in public lower secondary schools	558,621	585,971	+27,350
Number of female students in public lower secondary schools	285,478	303,645	+18,167
Total number of students in private lower secondary schools	28,235	22,984	-5,251
Number of female students in private lower secondary schools	13,797	11,371	-2,426
Lycées			
Schools	463	486	+23
Classrooms	10,301	10,759	+458
Total number of education staff in lycées	29,251	29,954	+703
Number of female education staff in lycées	10,837	11,267	+430
Number of classes in upper secondary education	6,020	6,217	+17
Total number of education staff in upper secondary education	14,434	14,457	+23
Number of female education staff in upper secondary education	4,334	4,423	+89
Total number of teaching staff in upper secondary education	12,570	12,625	+55
Number of female teaching staff in upper secondary education	3,852	3,946	+94
Total number of students in public upper secondary schools	266,449	279,479	+13,030
Number of female students in public upper secondary schools	133,657	143,460	+9,803
Total number of students in private upper secondary schools	8,691	17,244	+8,553
Number of female students in private upper secondary schools	4,198	8,322	+4,124

There were 7 general and technical lycées, 5 of which were operating. The number of students enrolled in technical education is 1,148, 40.41% female including 681 students, 49.33% female, in Kampong Chheur Teal Institute of Technology in Kampong Thom province; 681 students, 49.33% female, in **Samdech Akka Moha Sena Padei Techo HUN SEN - Rota**, Ksach Kandal, General and Technical Lycée; 155 students, 6.45% female, in **Preah Bath Samdech Preah Borom Neath NORODOM SIHAMONY** General and Technical Lycée, Kampong Chhnang province; 222 students, 43.69% female, in Private Sant Franscios General and Technical Lycée, Takeo province; 53 students, 39.62% female, in Pouk General and Technical Lycée, Siem Reap province including 37 male students. **HUN SEN** Chumpou Voin General and Technical Lycée, Phnom Penh, introduced elective vocational subjects of electrical skills for 60 male students. Bavet General and Technical Lycée, Svay Rieng province, was in the process of setting up electrical infrastructure and did not have technical teachers yet.

This shows that communities were more interested in and understood the benefits of technical education, which would provide decent jobs to young people as a response to the labor market demand.

Table 7: Student Statistics in General and Technical High Schools

Discription	2015-16		2016-17		Increase/ decrease (+/-)	
	Total	female	Total	female	Total	female
Kampong Chheur Teal Institute of Technology	680	329	681	336	1	7
Samdech Akka Moha Sena Padei Techo HUN SEN - Rota , Ksach Kandal, General and Technical Lycée	166	10	155	10	-11	0
Preah Bath Samdech Preah Borom Neath NORODOM SIHAMONY General and Technical Lycée	184	88	222	97	38	9
Private Sant Franscios General and Technical Lycée	36	17	53	21	17	4

Pouk General and Technicial Lycée	0	0	37	0	37	0
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Figure 19: Statistics of Students Enrolled in Technical Education in 2016-2017

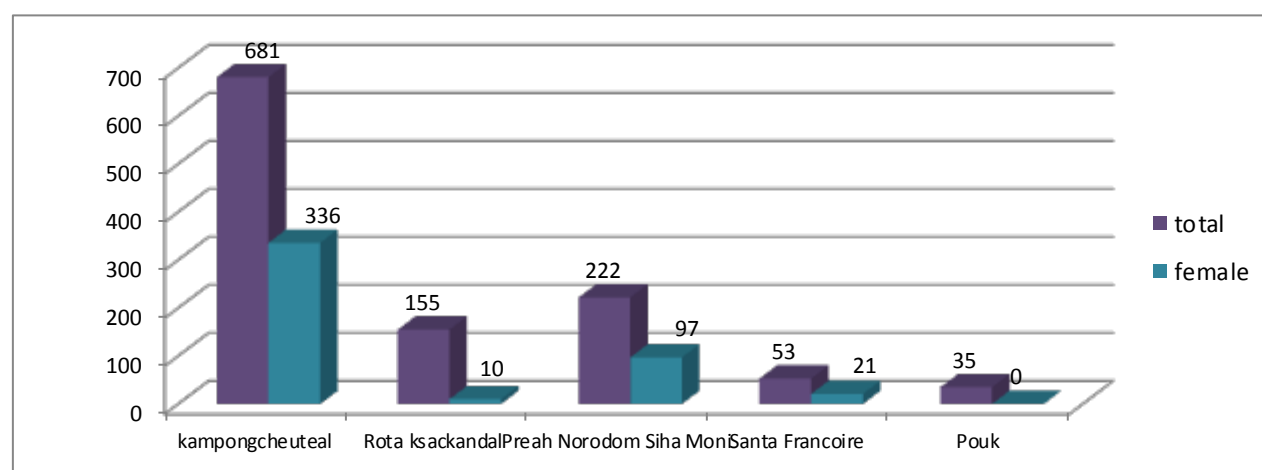


Figure 20: Variation of No. of Students Enrolled in Technical Education

Kampong Chheur Teal Institute of Technology in Kampong Thom province

Samdech Akka Moha Sena Padei Techo HUN SEN - Rota, Ksach Kandal, General and Technical Lycée

Preah Bath Samdech Preah Borom Neath NORODOM SIHAMONY General and Technical Lycée

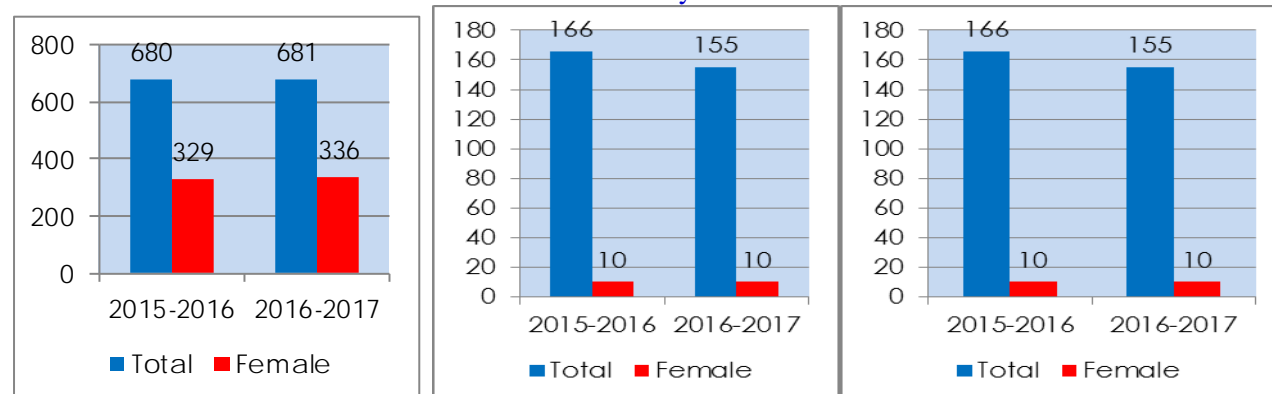


Table 8: Newly Enrolled Students in Technical Education by Skills, 2016-2017

No.	Specialization	Academic Year					
		2015-2016		2016-2017		Increase-Decrease (+/-)	
		Total	female	Total	female	Total	female
1	Electricity	377	53	399	57	+22	+4
2	Electronics	167	34	220	52	+53	+18
3	Agronomy	93	67	267	175	+174	+108
4	Veterinary	234	172	262	180	+28	+8
	Total	871	326	1148	464	+277	+138

Implementation of Programs

Scholarship Program for Poor Students in Secondary Education

Scholarship Program for Poor Students in Lower Secondary Education covered 809 schools with 69,514 scholarship students, 60.0% female. Scholarship Program for Poor Students in Upper Secondary Education covered 120 schools with 3 600 scholarship students, 60% female, with support from state budget. In addition, there were also different forms of scholarships supported by development partners including:

- Unicef sponsored scholarship for 521 grade 11 indigenous students, 46.45% female in Preah Vihear, Stung Treng, Mondulakiri, Ratanakiri and Kratie provinces;
- Mekong Children Organization sponsored scholarship for 208 secondary school students, 54.32% female and Buddhism for Development sponsored scholarship for 32 secondary school students, 65.62% female, in Oddor Meanchey province;
- Room to Read provided learning materials to 2,591 disadvantaged girls, in Kampong Thom and Siem Reap provinces;
- Cambodian Women's Crisis Center provided learning materials to 25 female students in Siem Reap province;
- Caring for Cambodia provided learning materials to 66 secondary school students, 53.03% female.

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

MOEYS:

- Disseminated and used supporting materials for the implementation of CFS program at lower secondary education level including guiding documents for DTMTs and guiding documents for head of technical groups and teachers in Takeo, Kampot, Preah Sihanouk, Siem Reap, Stung Treng and Ratanakiri provinces;
- Disseminated and used teacher guidebooks on local life skills in Takeo, Siem Reap and Stung Treng provinces;
- Implemented CFS program in 397 schools, which accounted for 23.38% of 1,699 lower secondary schools including 178 schools or 10.48% at basic level, 180 schools or 10.60% at middle level and 39 schools or 2.29% at advance level with support from UNICEF in Takeo, Kampot, Preah Sihanouk, Siem Reap, Stung Treng and Ratanakiri provinces;
- Trained 211 education staff, 21.32% female, at POE, DOE and school levels on the implementation of CFS in lower secondary education including 69 persons, 15.94% female, in Takeo province; 77 persons, 25.97% female, in Siem Reap province and 65 persons, 21.53% female, in Stung Treng, with support from UNICEF;
- Trained 44 lower secondary school teachers, 11.36% female, on local life skill education including: 12 persons, 8.33% female, in Takeo province; 14 male officers in Siem Reap province; 6 persons, 16.66% female, in Stung Treng province; 2 male officers in Tbong Khmum province and 10 persons, 30% female, at the central level, with support from UNICEF.

This program promoted quality of education and strengthened effective management and leadership.

New Generation School

MOEYS:

- Adopted the policy on New Generation School by formulating action plan and prioritizing promotion of governance, good schools, accountability, promotion of professional standards of STEM teaching through using varieties of teaching methodologies including critical thinking, project work and researches;
- Operated 3 New Generation Schools including **HUN SEN** Kampong Cham Lycée, Kampong Cham province, Preah Sisowath Lycée, Phnom Penh and Kork Pring College, Svay Rieng province by setting up subject-based laboratories, computer lab and computer equipment, subject rooms, teacher rooms and e-library. New generation schools implemented curriculum in which students move to subject rooms. New Generation School of Preah Sisowath Lycée selected 6 grade 215 students from 7 classes, 43.72% female and 220 grade 6 students from 10 classes, 36.81% female. There were 435 students, 40.22% female, from the two grades;
- Expanded life skill teaching and learning, career counsellors, youth councils and learning clubs including Mathematics clubs, Khmer literature clubs, Physics clubs, Chemistry clubs, Biology clubs and History clubs.

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 ESD3 project in 100 schools in Battambang, Siem Reap, Kampong Thom, Preah Vihear, Stung Treng, Tbong Khmum, Ratanakiri, Mondulkiri, Pursat, Kampong Speu, Pailin, Banteay Meanchey and Oddor Meanchey provinces to allow these schools to propose action plan to prevent dropout;
- Piloted documentation of clusters and secondary school support committees;
- Monitored early warning system to prevent dropout.

Life Skill Education

MOEYS:

- Adopted life skill education framework for secondary schools;
- Expanded local life skill education program for secondary schools;
- Formulated documents on strengthening quality and effective life skill education in lower secondary schools;
- Prepared to implement employability skill program, supported by ESDP 3 of ADB;
- Monitored life skill education teaching and learning in 14 target provinces including Kep, Takeo, Battambang, Prey Veng, Kampong Cham, Kampong Chhnang, Pursat, Tbong Khmum, Kampong Thom, Pailin, Oddor Meanchey, Svay Rieng, Banteay Meanchey and Stung Treng, for Home Economics, Agriculture, Workshop, Art and Computer subjects.

This has contributed to promoting quality of daily life.***Vocational Orientation***

MOEYS:

- Organized vocational orientation session for 4,213 grade 9 students, 44.64% female, in Siem Reap and Svay Rieng provinces;
- Organized forum on selection of career and higher education in Prey Veng, Takeo, Kampot, Kep and Banteay Meanchey provinces;
- Provided capacity building to 25 male trainers on the use of vocational orientation materials for lower secondary education.

This program helped familiarizing students with occupation and enabled them to select employment and education pathway more correctly in the future.***Career Counseling and Bridging Program***

MOEYS:

- Adopted career counselling materials and information on skill studies for secondary education;
- Set up career counseling rooms in the four secondary schools in Battambang province in cooperation with Fin Church Aid.

This program contributed to providing best practices on counselling for students.***Analysis of Student Flow Rates***

Promotion rate in lower secondary education increased by 2.0%, 2.4% for female and in upper secondary education increased by 4.9%, 4.7% for female. Repetition rate in lower secondary education increased by 0.3%, 0.2% for female, and in upper secondary education decreased by 0.4%, 0.4% decreased for female. Dropout rate in lower secondary education decreased by 2.2%, 2.7% decreased for female, and in upper secondary education decreased by 4.4%, 4.3% decreased for female.

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

Table 9: Flow Rate in Secondary Education between 2014-2015 and 2015-2016

Description	Lower Secondary Education			Upper Secondary Education		
	2014-15	2015-16	Increase/Decrease	2014-15	2015-16	Increase/Decrease
Promotion Rate	78.6	80.6	+2.0	73.0	77.9	+4.9
Repetition Rate	2.2	2.5	+0.3	3.2	2.8	-0.4
Dropout Rate	19.2	17.0	-2.2	23.8	19.4	-4.4
Transition Rate	82.1	85.5	+3.4	72.4	74.6	+2.2

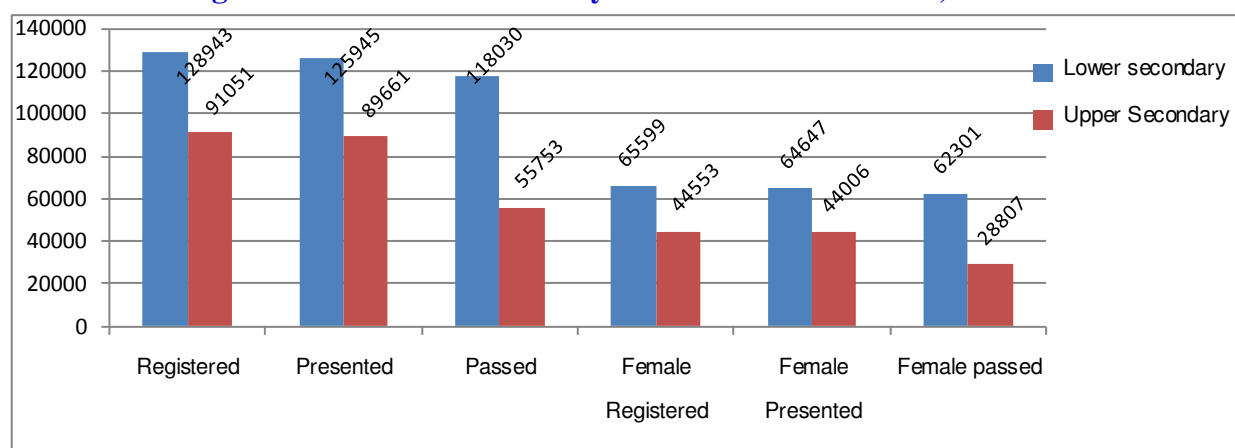
Student-teacher ratio increased from 19.7 to 21.3 in lower secondary education and decreased from 21.2 to 20.7 in upper secondary education. Student-class ratio in lower secondary education increased from 44.4 to 44.5 and in Upper Secondary Education from 44.3 to 46.0. Student-classroom ratio decreased from 48.7 to 48.3 in lower secondary education and increased from 49.7 to 50.3 in upper secondary education.

Table 10: Key Ratios in Secondary Education between 2015-2016 and 2016-2017

Description	Lower Secondary Education			Upper Secondary Education		
	2015-16	2016-17	Increase/Decrease	2015-16	2016-17	Increase/Decrease
Student-teacher ratio	19.7	21.3	+1.6	21.2	20.7	-0.5
Student-class ratio	44.4	44.5	+0.1	44.3	46.0	+1.7
Student-classroom ratio	48.7	48.3	-0.4	49.7	50.3	0.6

- Passing rate in lower secondary examination was 93.72%, an increase of 0.12%, 96.37% for female, an increase of 0.60%;
- Passing rate in upper secondary examination accounted for 62.18% (an increase of 6.30%), 65.46% for female (an increase of 6.03%). 405 students, 204 female, with rank A, received awards from **Samdech Akka Moha Sena Padei Techo HUN SEN**, Prime Minister of the Kingdom of Cambodia.

Figure 21: Result of Secondary Education Examination, 2015-2016



The number of candidates passing technical and vocational education level 3 examination included 84 candidates, 15.47% female, for electricity specialization; 34, 35.29% female, for electronics specialization; 23, 82.60% female, for agronomy specialization; and 54, 81.48% female, for veterinary specialization (Figure 23 and 24)

Figure 22 shows that learning outcomes of female students increased significantly.

Figure 22: Statistics of Students Applying for and Sitting for Technical and Vocational Education Level 3 Examination

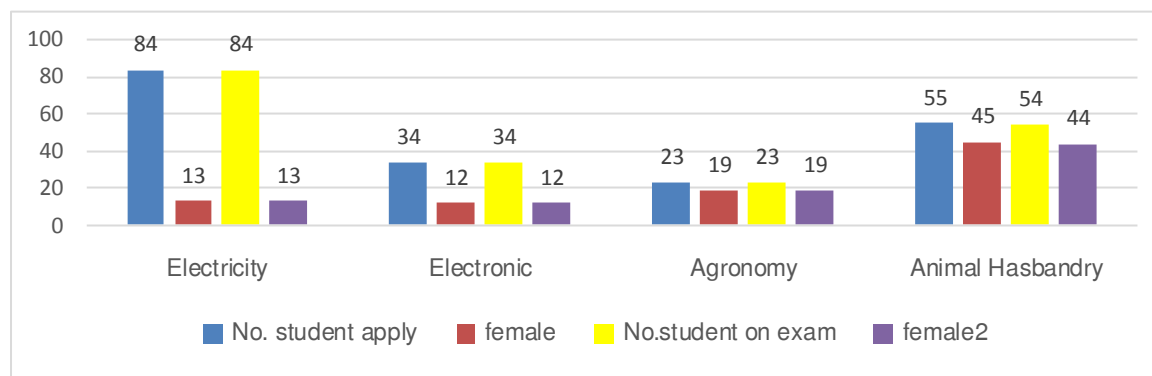
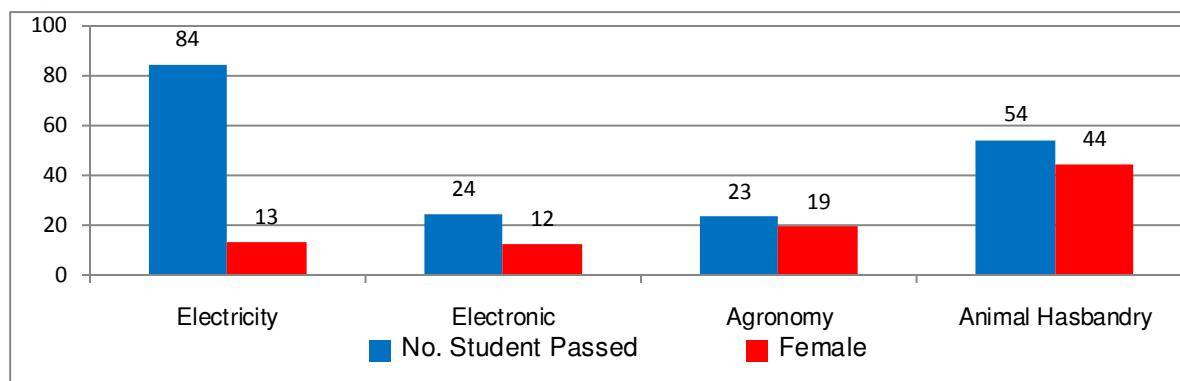


Figure 23: Results of the Technical and Vocational Education Level 3 Examination, 2015-2016



Results of National Outstanding Student Examination and Olympiad

MOEYS:

- Selected national outstanding students for Khmer literature, Math and Physics subjects for grades 9 and 12 and selected 60 champions, 40% female, out of 480 outstanding student candidates, 49.16% female. 10 outstanding students were selected per subject per grade.
- Trained and sent 2 male students for Mathematics and 2 male students for Physics to join the 10th SEAMEO Young Scientist Competition in Malaysia. As a result, Mathematics team received an excellent medal each;
- Trained and sent 6 male students to join International Mathematics Olympiad Competition in Hong Kong, China. As a result, one student was given a prize of honor;
- Trained and sent 5 students, 20% female, to join Asian Physics Olympiad Competition in Hong Kong, China;
- Trained and sent 6 students, 16.66% female, to join International Physics Olympiad Competition in Switzerland;
- Trained and sent 6 students, 50% female, to join the 13th International Junior Science Olympiad Competition in Indonesia. As a result, two students received a bronze medal each;

This showed potentials of Cambodian human resources in international arena.

Curriculum Development and Implementation

MOEYS:

- Adopted curriculum framework for general education and technical education;
- Adopted methods for essay writing for grade 7 to grade 12;
- Implemented STEM policy;
- Adopted core textbook of English language for grade 9;

- Developed syllabus for all subjects from grade 7 to grade 12. 90% achieved;
- Developed core textbooks for mechanical and electronical skills;
- Developed curriculum outline for technical education for general and technical lycées;
- Mainstreamed materials on climate change for teachers from grade 10 to grade 12;
- Finished 90% of the syllabus for all subjects from grade 7 to 12

Supplies of Basic Textbooks

MOEYS Supplied basic textbooks based on the textbook-student ratio of 1:1 for lower secondary education (One student receives one basic textbook for every subject). At upper secondary education, the textbook-student ratio is 2:1 (Two students receive one basic textbook for every subject). For the academic year of 2016-2017, secondary school students received enough basic textbooks based on the above ratios.

This reflects effectiveness of students through examinations in all education levels.

Teacher Pre-Service and In-Service Trainings

MOEYS:

- Trained 28 teachers, 14.28% female, on development of training programs on ICT and English language;
- Adopted standards of teacher education institutions;
- Trained 104 trainers, 26.92% female, from RTTCs and PPTCs on ICT;
- Trained 38 teachers, 60.52% female on how to organized library books with IBO;
- Trained 47 teachers, 42.55% on how to use basic teacher training program for English subject by cooperating with Kizuna;
- Printed 7,847 copies of training materials for 13 subjects for basic teachers of intake 1 of the 10th Generation;
- Took stock of teacher training in 2015-2016 with 145 participants, 32.41% female;
- Adopted accelerated learning program to transform basic level teachers to become higher-education-level teachers;
- Trained 700 basic level teachers, 28.71% female, through accelerated system, so that they will be equipped with Bachelor degree;
- Trained 56 trainers with Bachelor degree, 35.71% female, to obtain Master degrees in Mathematics and Science;
- Completed 12+2 basic education teacher training for 840 teacher trainees of the 26th generation, 58.57% female and 871 Bachelor+1 teacher trainees of the 21st generation, 39.03% female;
- Continued to provide 12+2 basic education teacher training for 768 teacher trainees of the 27th generation, 55.07% female and provide Bachelor+1 higher-education-level teacher training for 880 teacher trainees of the 22nd generation, 40.56% female;
- Trained 2,992 primary school and pre-school teachers, 50.53% female, with upper secondary education degrees to become basic level teachers, of intake 2 of the 9th generation and intake 1 of the 10th generation;
- Disseminated information on MOEYS's website and social media to 800 teacher trainees of NIE, 43.75% female.

This has helped to promote qualification of teachers and quality of education.

Library

MOEYS:

- Organized the National Reading Day with the theme “Nurture Reading Habit, Promote Reading of Culture” ;

- Constructed libraries in 12 schools including 1 in Kampong Cham; 2 in Kampong Speu; 1 in Preah Vihear; 2 in Takeo and 6 in Kampong Thom province;
- Provided equipment and furniture including 4 desktops, 1 printer, 38 librarian desks, 110 reading tables, 18 computer desks, 300 chairs and 240 shelves to libraries in Phnom Penh, Kandal, Battambang, Takeo and Kampong Chhnang provinces;
- Took stock of referral library works in Kandal, Takeo, Prey Veng, Kampong Cham, Kampong Thom, Svay Rieng, Battambang, Pursat, Kampong Chhnang provinces with 65 participants 65, 41.53% female.

This has helped facilitate teaching and learning of teachers and students, especially their research work.

A.2 Ensure effective Leadership and Management of education staff at all levels

Strengthening result-based management and monitoring system

MOEYS:

- Monitored the provision of vocational orientation service in Kampot, Battambang, Svay Rieng, Kampong Cham, Prey Veng, Monduliri and Siem Reap provinces;
- Monitored life skill teaching and learning in Kep, Takeo, Battambang, Prey Veng, Kampong Cham, Kampong Chhnang, Pursat, Tbong Khmum, Kampong Thom, Pailin, Svay Rieng, Oddor Meanchey, Banteay Meanchey and Stung Treng provinces for home economics, agriculture, workshop, art and computer subjects;
- Monitored the implementation of scholarship program for poor students in Kratie, Tbong Khmum, Stung Treng, Koh Kong, Pursat, Banteay Meanchey, Kampot, Kampong Cham, Prey Veng, Svay Rieng, Kampong Thom, Siem Reap, Takeo, Kampong Speu provinces and Phnom Penh;
- Monitored lower secondary education examination on August 08, 2016 in 12 capital/provinces including Phnom Penh, Kampong Cham, Banteay Meanchey, Takeo, Kandal, Preah Sihanouk, Monduliri, Kampong Thom, Kampot, Stung Treng, Prey Veng and Kampong Speu provinces;
- Monitored SOB spending in 40 schools in Takeo, Kampot, Kampong Cham, Banteay Meanchey, Kandal, Preah Sihanouk, Monduliri, Kampong Thom, Stung Treng, Prey Veng and Kampong Speu provinces in cooperation with ADB through ESDP 3;
- Monitored and evaluated good governance based school leadership and management in Banteay Meanchey, Kratie, Kampong Thom, Svay Rieng, Kep, Battambang, Preah Sihanouk, Stung Treng, Tbong Khmum and Koh Kong provinces;
- Conducted thematic inspection on Mathematics for grade 9 in 40 schools in Phnom Penh, Kampot, Battambang, Kampong Cham, Kampong Speu, Takeo, Siem Reap, Pursat, Kampong Thom, Tbong Khmum, Kampong Chhnang, Kratie, Prey Veng, Svay Rieng, Banteay Meanchey and Kandal provinces;
- Conducted thematic inspection on Chemistry for grade 12 in 35 schools in Kampot, Battambang, Kampong Cham, Takeo, Siem Reap, Kampong Thom, Tbong Khmum, Kampong Chhnang, Svay Rieng, Koh Kong, Preah Vihear and Kandal provinces;
- Conducted regular inspection in 29 schools in Takeo, Siem Reap and Stung Treng provinces;
- Conducted Program for International Student Assessment for Development on 2,015 15-year-old students, 49.9% female, in a sample of 56 schools including 39 colleges and 17 lyce'es across the country and already completed data entry.

This has helped enable school management to perform more effectively.

Capacity Development

MOEYS:

- Trained 13 national trainers for career counseling, 46.15% female;
- Organized consultation on documents related to clusters of secondary schools and SSCs in 3 provinces with 127 participants, 11.02% female, in cooperation with ADB through ESDP 3;

- Trained 47 national trainers, 19.14% female, on documents related to clusters of secondary schools and SSCs, in cooperation with ADB through ESDP 3;
- Trained 478 principals, 13.17% female, of target schools (100 schools) on documents related to clusters of secondary schools and SSCs, in cooperation with ADB through ESDP 3;
- Trained 212 principals/vice principals of secondary schools, 12.73% female, on leadership and management, in cooperation with CDPF;
- Provided additional trainings on how to use DTMT tools in Kampot province to 47 participants, 6.38% female, in cooperation with UNICEF;
- Trained 44 POEs' staff and school principals, 11.36% female, on life skill education, in cooperation with UNICEF;
- Trained 211 DOEs' officers and school principals, 21.32% female, on district monitoring, in cooperation with UNICEF;
- Provided training on report writing and management of poor scholarship students in Kampong Chhnang and Prey Veng with 104 participants, 20.19% female;
- Provided training on computer skills for the upper secondary education examination, 2015-16, to 418 participants, 2.63% female;
- Provided capacity building on how to set up secret codes for upper secondary education examination to 240 education staff from different entities of MOEYS, 20% female;
- Disseminated the results of 2016 upper secondary education examination to 142 participants, 12.67% female, who were chiefs of exam and secondary education offices of POEs and lycée principals, in cooperation with CDPF;
- Developed guiding document and disseminated information on how to use Mathematics and Science teaching videos for grade 9 and 12 to 87 participants, 13.79% female, in cooperation with CDPF;
- Provided capacity building on management to 1,120 officers at national and sub-national levels, 33.92% female;
- Trained 190 management, 11.05% female, on good governance for strengthening education service delivery;
- Connected internet to 100 entities and public secondary schools;
- Posted educational videos, reading books, lesson plans and research documents in e-education resource center (teacher website) and teacher social media with the total of 904 articles;
- Posted 8 videos clips on Mathematics, Physics, Chemistry and Biology teachings for grade 9 and 12 in e-education resource center (teacher website) and teacher social media;
- Provided capacity building to 85 officers from inspection offices, 18.82% female, on 2 modules of the Concept of Education Quality Assurance, to assist provinces with shortage of inspectors;
- Provided capacity building to DTMTs on how to provide advice in order to pilot with 281 school principals and teachers, 16.37% female.

This has helped strengthen self-study capacity of students and teachers and nurture the habit of life-long learning.

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

	Secondary Education and Technical Education	Actual	Target	Actual	Status
		2015-16	2016-17	2016-17	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	Gross enrolment rate in lower secondary education	53.8%*	54.2%	57.6%*	↑
	Gross enrolment rate in lower secondary education (female)	56.7%*	57.1%	61.5%*	↑

2	Gross enrolment rate in upper secondary education	24.3%*	25.8%	26.5%*	↑
	Gross enrolment rate in upper secondary education (<i>female</i>)	25.2%*	25.8%	28.1%*	↑
3	Transition rate from lower to upper secondary education	71.1%	73.19%	74.5%	↑
	Transition rate from lower to upper secondary education (<i>female</i>)	72.9%	73.19%	77.6%	↑
4	Completion rate in lower secondary education	39.2%	42%	42.6%	↑
	Completion rate in lower secondary education (<i>female</i>)	41.2%	42%	46.0%	↑
5	Dropout rate in lower secondary education	19.2%**	17.54%	17.0%***	↑
	Dropout rate in lower secondary education (<i>female</i>)	18.2%**	16.66%	15.5%***	↑
6	No. of lower secondary students receiving scholarships		60 000	69 514***	↑
7	% of secondary education institutions implementing CFS program	22.86%	26.7%	23.38%	→
8	Secondary schools with latrines				
	<i>Lower secondary</i>	65.5%	67.8%	83.4%	↑
	<i>Upper secondary</i>	98.5%	100%	91.2%	↓
9	Secondary schools with safe water				
	<i>Lower secondary</i>	33.4%	36.5%	43.4%	↑
	<i>Upper secondary</i>	57.2%	66.7%	53.9%	↓
10	No. of general and technical lycées	4	6	7	↑
11	No. of students enrolled in technical education	1 066	1 238	1 148	→
	No. of students enrolled in technical education (<i>female</i>)		515	464	↑
12	No. of lower secondary teachers trained through the formula of 12+4	N/A	N/A	Implemented in 2018	
13	% of lower secondary teachers with at least Bachelor degree each year	34.5%	35%	35.18%	↑
14	No. of secondary teachers receiving continued professional development each year	N/A	500	698	↑
Policy Area 2: Ensure effective leadership and management of education staff at all levels					
N/A					

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

* Include private schools ** School Year of 2013-2014

*** School Year of 2014-2015

C. Challenges

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

- Technical capacity and teaching approaches of secondary school teachers are not responsive to the new context;
- Some school management do not have full capacity on result-based leadership and management;
- Physical infrastructure, teaching and learning materials, specialized teachers in some subjects, especially Science subject and technical teachers in general and technical lycées are not enough to respond to the needs;
- Vocational orientation and career counseling programs are not included into the curriculum;
- Most schools are not able to set up career counseling room;
- Inspection at secondary education level is not implemented broadly.

2.2.4 SUB-SECTOR: HIGHER EDUCATION

A. Achievements

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

There were 121 Higher Education Institutions (HEIs) across the country, an increase of 3, 48 of which were state HEIs and 73 were private HEIs in 20 capital/provinces. HEIs were under supervision of 16 ministries/institutions. There were 73 HEIs under MOEYS, 13 state and 60 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	13	60	73
2	Ministry of Labor and Vocational Training	12	13	25
3	Ministry of National Defense	5	0	5
4	Ministry of Cult and Religion	3	0	3
5	Ministry of Agriculture, Forestry and Fishery	3	0	3
6	Ministry of Health	2	0	2
7	Ministry of Culture and Fine Arts	1	0	1
8	Ministry of Interior	1	0	1
9	Office of the Council of Minister	1	0	1
10	Ministry of Public Work and Transport	1	0	1
11	National Bank of Cambodia	1	0	1
12	Ministry of Social Affairs, Veterans and Youth Rehabilitation	1	0	1
13	Ministry of Mine and Energy	1	0	1
14	Ministry of Post and Telecommunication	1	0	1
15	Ministry of Economy and Finance	1	0	1
16	Ministry of Land Management, Urban Planning and Construction	1	0	1
	Total	48	73	121

The number of education staff at higher education level, both Cambodian and foreign nationals, is 13,502 (2,310 or 17.16% female) including 3,166 teachers or 23.51% with Bachelor degrees including 967 or 30.54% female; 9,320 teachers or 69.23% with Master degrees including 1,165 or 12.50% female and 1,016 teachers or 7.54% with Ph.D degrees including 99 or 9.74% female.

Table 12: Comparison of Teachers at Higher Education Level

Teachers	2014-2015				2015-2016			
	Bachelor	Master	Ph.D	Total	Bachelor	Master	Ph.D	Total
Khmer	2,772	7,990	906	11,668	2,990	8,985	941	12,916
Foreigners	192	331	65	588	176	335	75	586
Total	2,964	8,321	971	12,256	3,166	9,320	1,016	13,502

Figure 24: Comparison of Education Staff at Higher Education Level between 2014-2015 and 2015-2016

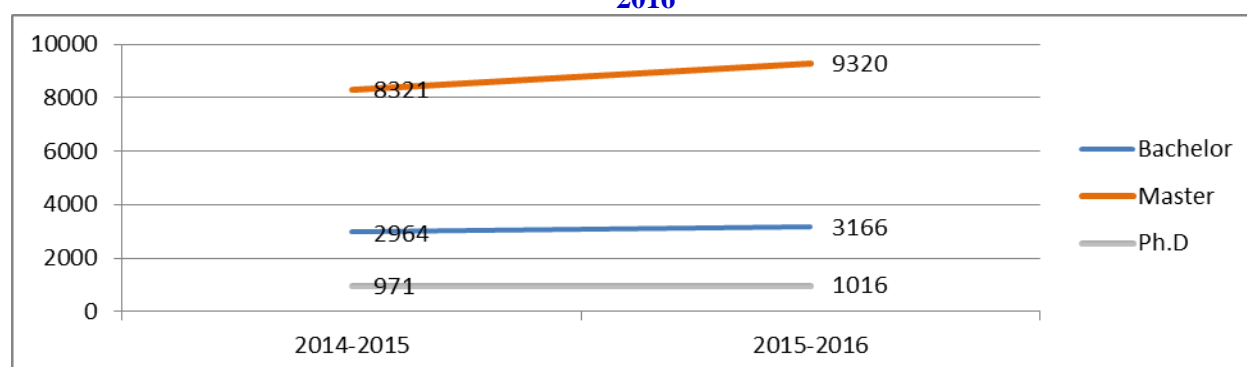


Figure 24 shows that qualification of education staff has responded to the education quality reform at higher education level

The total number of students is 219,069, 43.69% female including 23,746 Associate Degree students, 47.94% female. There were 1,599 scholarship students, 37.71% female and 22,147 tuition-paying students, 48.67% female. Compared with previous year, the number of Associate Degree students decreased by 1,224 students, 70.50% female.

Figure 25: Associate Degree Students between 2006-07 and 2015-16

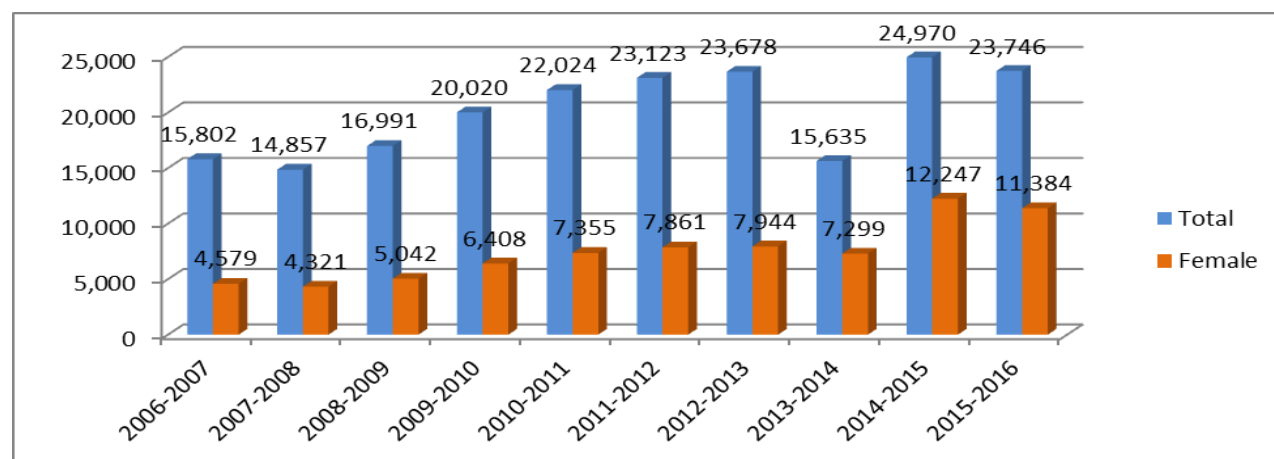


Figure 25 shows that the number of Associate Degree students has responded to education sector reform.

The number of students pursuing Bachelor Degree was 174,142, 46.05% female. Compared with the previous academic year, the number of Bachelor students decreased by 8,845, 44.79% female. There were 26,177 scholarship students, 45.94% female. Compared with the previous academic year, the number of scholarship students increased by 2,185, 30.93% for female. The number of Year 1 Bachelor students was 44,659, 46.88% female. Compared with the previous academic year, the number of Year 1 students increased 3,307, 45.23% for female.

Figure 26: Bachelor Degree Students between 2006-07 and 2015-16

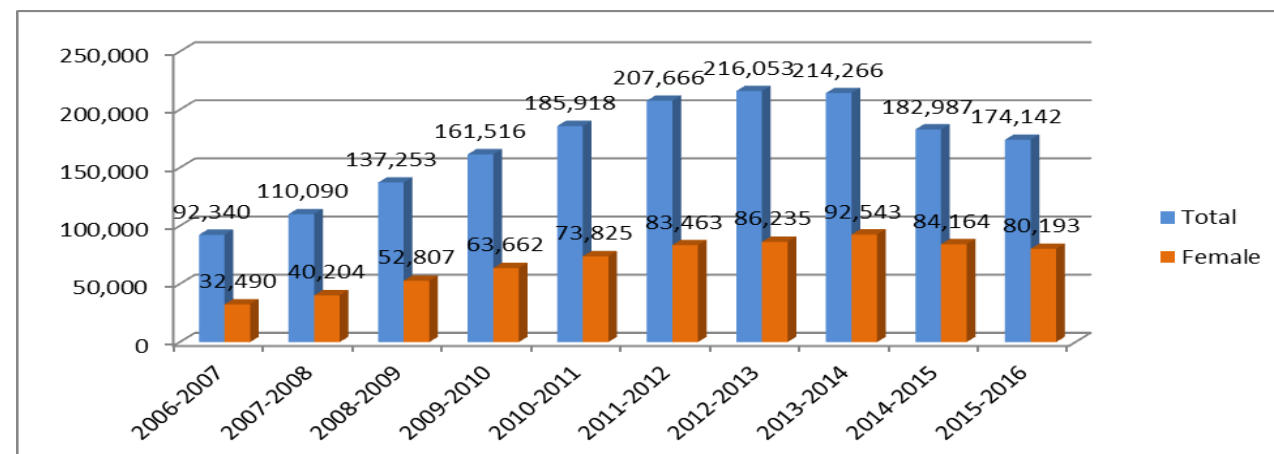


Figure 26 shows female students had more opportunities to pursue their education at higher level

19,952 students were pursuing post-graduate studies (an increase of 2.70%), 20.75% female (an increase of 3.11%), including 18,723 Master students (an increase of 2.57%), 21.78% female (an increase of 3.11%) and 1,229 Ph.D students (an increase of 4.60%), 5.13% female (an increase of 3.28%). The number of first year students in post-graduate studies was 4,265 (an increase of 31.39%), 25.84% female (an increase of 28.59%): 4,194 Master students (an increase of 29.40%), 26.18% female (an increase of 28.27%) and 71 PhD students (an increase of 1,320%), 5.63% female (an increase of 300%).

Figure 27: Master Degree Students from 2006-07 to 2015-16

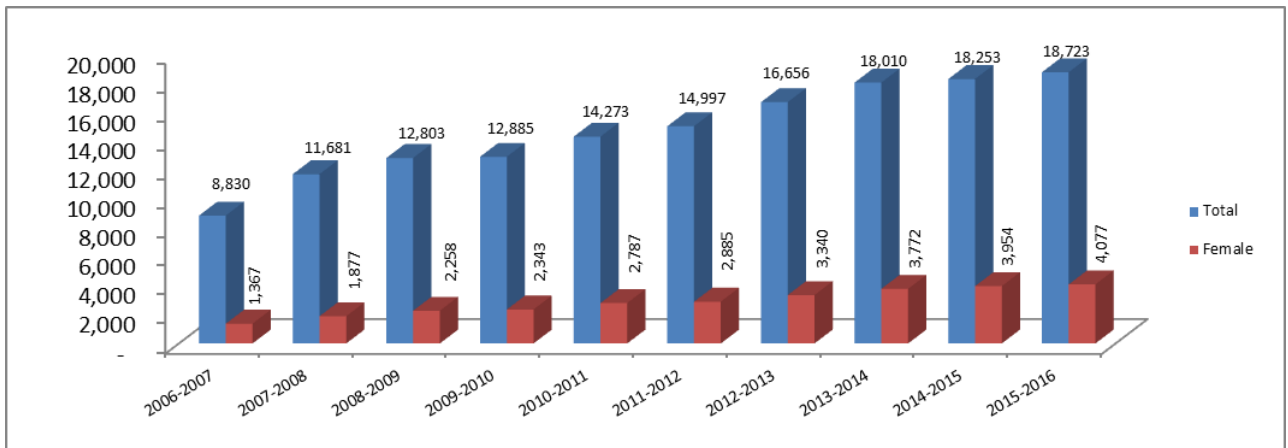


Figure 28: Ph.D Degree Students between 2006-07 and 2015-16

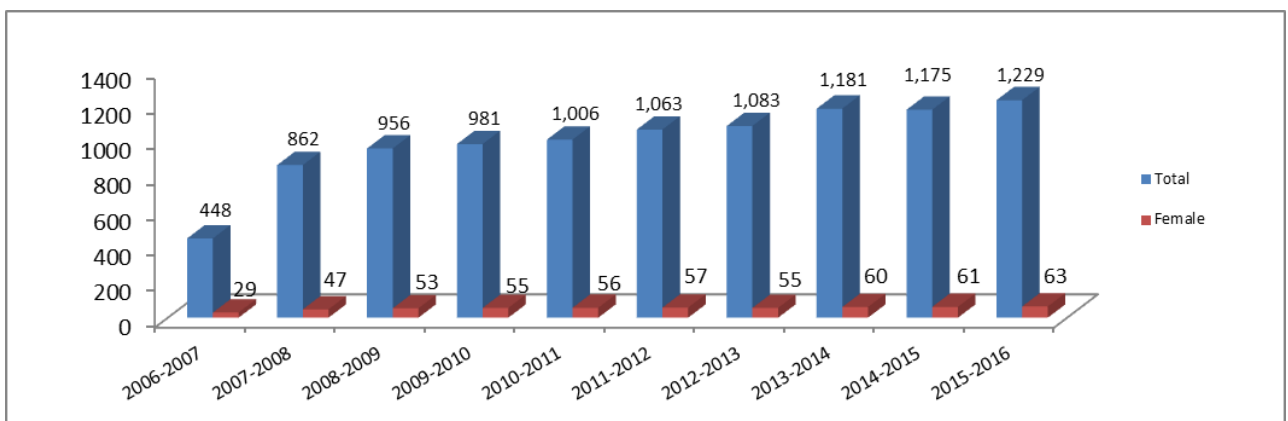


Figure 27 and 28 show post graduate students were responsive to socio-economic development needs

There were 10,665 Associate graduates, 47.42% female. Compared with the previous year, this number increased by 3,005, 51.88% for female. The number of scholarship students was 726, 33.33% female, a decrease of 357 students, 49.57% decrease for female, compared with the previous year.

Figure 29: No. Students Graduated with Associate Degree between 2006-07 and 2015-16

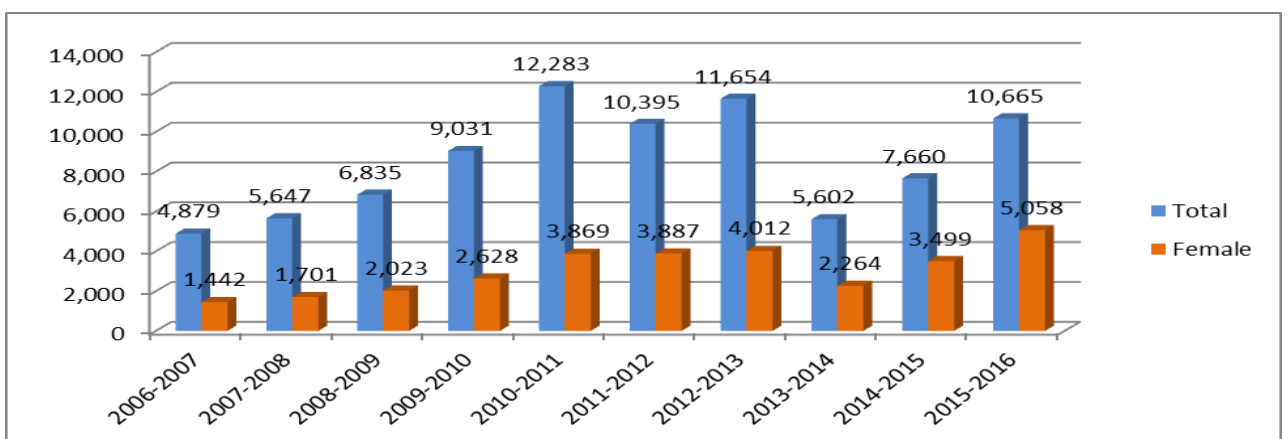
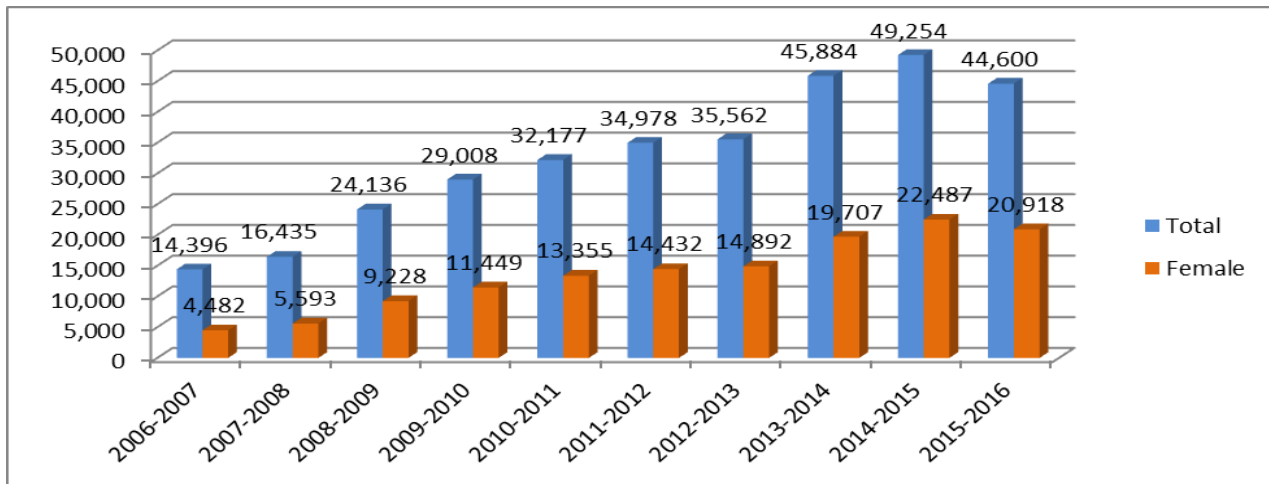


Figure 29 shows that the number of female students graduated with Associate degrees increased significantly

There were 44,600 Bachelor graduates, 20,918 or 46.90% female. Compared with the previous year, this number decreased by 4,654, 1,569 or 33.71% female. The number of scholarship students was 7,404, 3,187 or 43.04% female, an increase of 524 students, 371 or 70.80% female.

Figure 30: No. Students Graduated with Bachelor Degree between 2006-07 and 2015-16



There were 3,723 post-graduate graduates, an increase of 23.12%, 25.36% female, including 3,706 Master graduates, an increase of 23%, 25.42% female, an increase of 34.57% (238 students wrote thesis to complete their degrees, an increase of 213.16%, 18.91% female, an increase of 136.84%) and 17 Ph.D graduates, an increase of 54.55%.

Figure 31: No. Students Graduated with Master Degree between 2006-07 and 2015-16

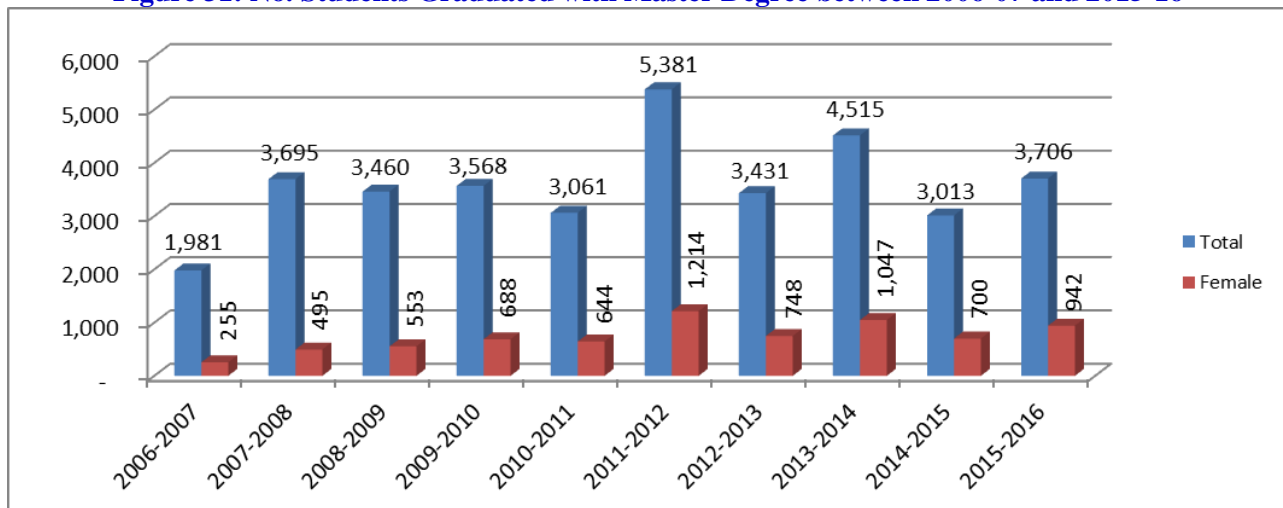


Figure 32: No. Students Graduated with Ph.D Degree between 2006-07 and 2015-16

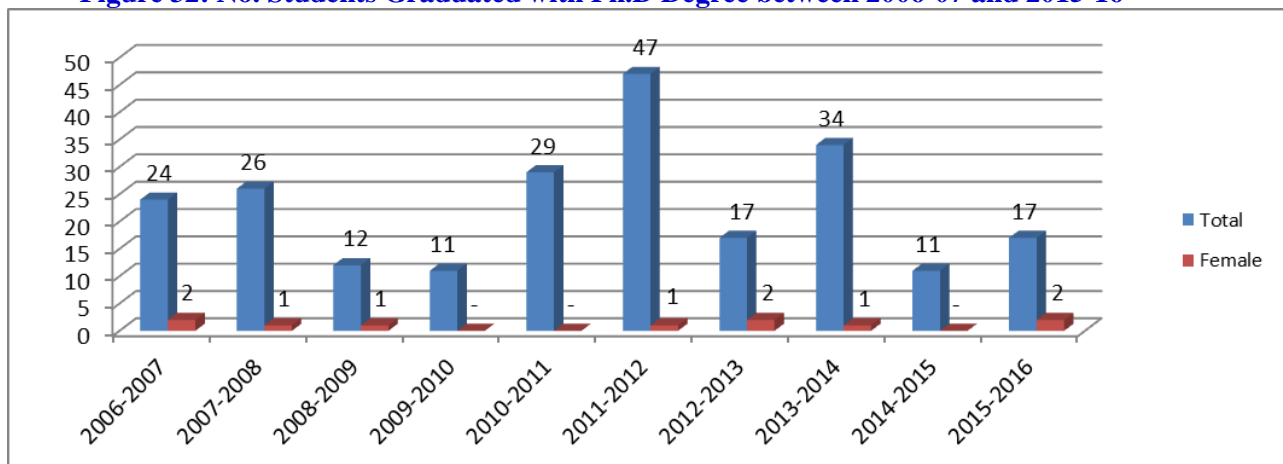
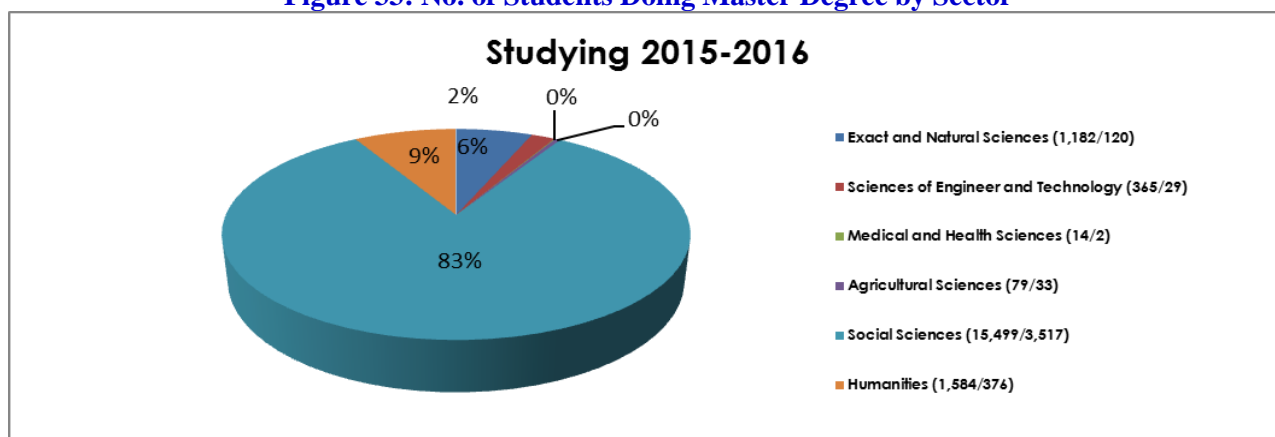
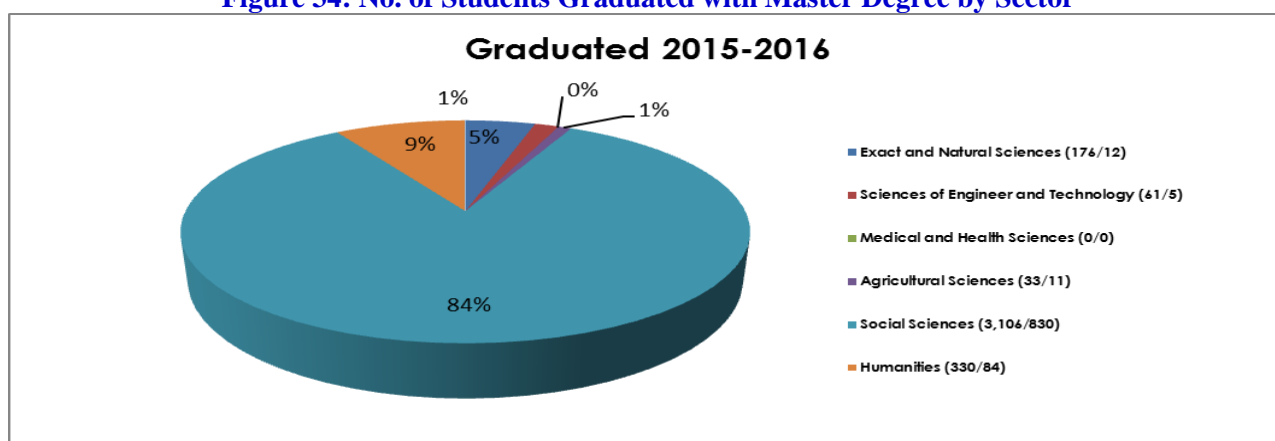
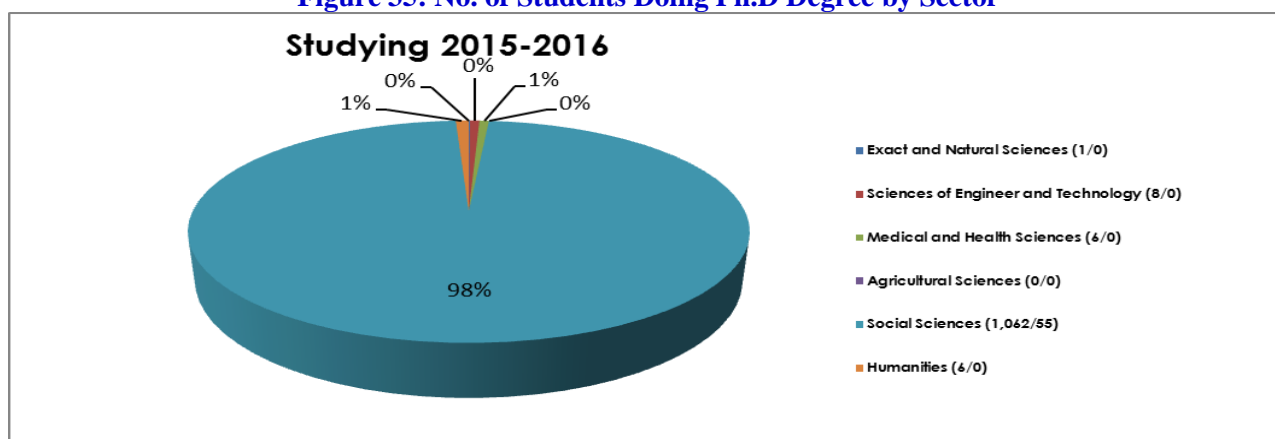


Figure 33: No. of Students Doing Master Degree by Sector**Figure 34: No. of Students Graduated with Master Degree by Sector****Figure 35: No. of Students Doing Ph.D Degree by Sector****Strengthening Student Selection Mechanism****MOEYS:**

- Printed 70,000 copies of guidebooks for candidates applying for bachelor scholarship, 4,000 copies of guidebooks on selection of Higher Education Institutions and specializations and 240,000 copies of scholarship application forms;
- Trained 529 officers in charge of allocating and receiving scholarship applications across the country, 9.45% female;
- Organized examinations and selected 4,781 scholarship students, 59.61% female, to enrol in bachelor classes including 3,524 priority students, 54.43% female, 577 female students, 470 poor priority students, 57.80% female and 202 priority students from disadvantaged areas, 37.62% female;

- Received 180 foreign scholarship students to study in Cambodia, 16.66% female including 161 scholarship students, an increase of 5.60%, 36% female: 97 Vietnamese students, 28.86% female; 49 Laotian students, 32.65% female and 15 students from People Republic of China, 93.34% female. Received 19 tuition-paying foreign students, 42.10% female, including 13 from Korea and 6 from Vietnam;
- Sent 527 students, 28.60% female, to study in Thailand, People Republic of China, Vietnam, Japan, Laos, Russia, Singapore, Cuba and the Philippines.
- Hosted 826 Khmer and foreign scholarship students in female dormitory, 72.40% female.

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

Formulating Policy Framework on Higher Education

MOEYS:

- Drafted the policy on governance and financing at higher education level;
- Drafted the policy on scholarship, subsidy and credit for higher education learners based on researches in 5 Asian countries;
- Drafted the road map for higher education sector development in Cambodia, 2017-2030 in a workshop with 111 participants, 26.31% female.

Accrediting Higher Education

MOEYS:

- Monitored management and training activities in 64 HEIs;
- Assessed 38 HEIs on pilot basis by ACC;
- Drafted guidelines on internal quality assurance at program level for HEIs in a workshop with 191 participants, 11.51% female;
- Provided trainings in 46 HEIs on how to write analytical self-assessment reports;
- Provided laboratory equipment to 3 HEIs including University of Battambang, University of **CHEA SIM** Kamchay Mear and Institute of Technology of Cambodia;
- Repaired laboratory in the University of Health Science;
- Created **HENG SAMRIN** University, Tbong Khmum and supported its operation;
- Accredited University of Science, Institute of Technology of Kirirum and Vocational Training Schools;
- Revoked the accreditation of the Institute of Science of Care and Paramedicine, Phnom Penh;
- Permitted the establishment of new faculties, new departments and new specializations of 5 HEIs.

No.	Activities	No. of Participants	
		Total	Female
1	Training 14 HEIs on learning outcome oriented curriculum development both from theoretical and programming point of views	66	11
2	2 training workshops for both public and private HEIs on HEI accreditation and how to write analytical reports	232	51
3	4 training workshops for assessment officers	287	50
4	Hosted 2016 roundtable discussion of ASEAN Quality Assurance Network with participants from ASEAN member countries including Thailand, Malaysia, the Philippines, Vietnam, Laos PDR and Timore Leste	135	28
5	2 training workshops for liaison officers and technical assistants on how to review assessment reports, assessment coordination methods and education quality assurance information and data management	70	16
6	2 consultative workshops on accreditation standards for Ph.D education	124	20
7	Sent education staff to participate in the training on capacity strengthening of university quality assurance system towards promoting quality in GMS countries	45	1

This shows that higher education quality assurance system is gradually designed and improved towards progress.

Promoting Research

MOEYS:

- Established a research foundation in Southeast Asian and European Research Networks;
- Promoted and monitored the implementation of research projects within Erasmus+
- Promoted STEM studies in 66 lycées in capital/provinces

No.	Activities	No. of Participants	
		Total	Female
1	Cambodia Forum on Research and Development of Research and Capacity Building Networks	78	13
2	Workshop on Sharing of Knowledge and Research Results	118	25
3	Workshop on "Introduction of ASEAN Citation Index"	65	10
4	Jointly organized the 3rd National Science Conference on "Agriculture and Rural Development" in Svay Rieng University	70	25
5	Sent education staff to join the 2016 Conference of the International Network of Research Management Society in Malaysia	3	0
6	Sent education staff to participate in the annual meeting of the Permanent Committee of ASEAN Citation Index in Thailand	5	0
7	Sent education staff to participate in the 9th International Conference on Science and Mathematics in Developed Countries in Myanmar	5	0

A.2 Ensure effective Leadership and Management of education staff at all levels

Promoting Governance in HEIs

MOEYS:

- Developed data entry software for Scholarship MIS for lycées;
- Built HEMIS to link with result-based M&E system for HEIs;
- Issued guidelines on 1. Rules for classroom assessment; 2. Development of internship program for students; 3. Tracking studies of graduates; 4. Structures and mechanisms for implementing the policy on research and development of HEIs;
- Prepared criteria for internal education quality assurance to support HEIs;
- Drafted the guidebook on financial management in HEIs and guidebook on HR management in HEIs to support governance and autonomy reforms in public HEIs;
- Monitored academic advertisement of HEIs;
- Approved academic advertisement of 14 HEIs.

No.	Activities	No. of Participants	
		Total	Female
1	Consultative workshop on the guidebook on financial management in HEIs and guidebook on HR management in HEIs to support governance and autonomy reforms in public HEIs	38	7
2	Workshop on the Impacts of Qualification Framework and Learning Outcomes on Higher Education in ASEAN	75	15
3	Meetings of the 24th Board of Directors of SEAMEO Right Head and the Regional Conference on Academic Linkage and Mobility: National Practices on Student Exchange and Credit Transfer	95	16

Capacity Development of HEIs' Officers

MOEYS sent 64 officers, 21.87% female, from Department of Higher Education, Department of Scientific Research, Accreditation Committee of Cambodia and HEIs to pursue Ph.D and Master Degrees in Australia,

58 of whom successfully completed their studies and 6 were pursuing Master degrees. 16 officers, 31.25% female, are pursuing Master degrees in Malaysia.

No.	Activities	No. of Participants	
		Total	Female
1	Training course for officers from the Department of Higher Education on data entry and report analysis for Higher Education Quality and Capacity Improvement Project	35	10
2	Training course on sector-based classification of specializations and import of data into HEMIS	24	3
3	Training course for officers from the Department of Higher Education on data entry using a common form of HEMIS and retrieval or entry of data into HEMIS	50	9
4	Training course on installation and use of HEMIS	228	20
5	Workshop on Building Foundation and Supporting Environment for the Transition of Students from General to Higher Education for STEM subjects	77	21
6	Consultative workshop on "Master Plan and Policy on ICT for HEIs"	77	7
7	Workshop on Excellence in Leadership	54	11
8	Workshop on "Tracking of Employment of Graduates of the Scholarship Program of the Higher Education Quality and Capacity Improvement Project	77	15
9	Training Workshop on "Financial Management for RUPP"	25	7
10	Workshop on Mobilizing Funding and Promoting Prestige of University	61	2
11	Workshop on "Management Information System for University"	34	7
12	Jointly hosted the 1st Angkor International Conference on Applied Mathematics and Statistics	106	6
13	Sent education officers to pursue Master Degree on Science in Malaysia	15	6
14	Sent education officers to participate in the training courses on higher education for the future in Hong Kong	4	1
15	Sent education officers to participate in the Global Conference on Engineering and Technology 2016 in Malaysia	5	0
16	Sent education officers to participate in the International Conference on "Towards Excellence in Higher Education Leadership and Management" in Vietnam	13	3
17	Sent education officers to participate in the 8th Asian Meeting on Higher Education in Singapore	5	0
18	Sent education officers to participate in the International Conference on Life Science and Bio-Engineering in Malaysia	4	2
19	Sent education officers to participate in the International Workshop on Science and Technology Management and Policy in the People Republic of China	4	0
20	Sent education officers to participate in the International Workshop on Capacity Strengthening for Science M&E in the People Republic of China	2	0
21	Sent education officers to participate in the International Conference on Mathematics and Application 2016 in Thailand	5	1

This has helped to promote capacity of management and professors on innovation and excellence.

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

	Higher Education	Actual 2015-16	Target 2016-17	Actual 2016-17	Status
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	Percentage of state scholarship students enrolled in Year 1	11%	12%	10%*	→
2	Gross Enrolment Rate of Higher Education (18-22 years of age)	14%	15%	10.86%*	↓
3	Lectures with the following qualification				
	<i>Local Master Degree</i>	8 247	8 432	8 985	↑
	<i>Local PhD</i>	941	968	939	→
	<i>Overseas Master Degree</i>	49	71	335	↑
	<i>Overseas PhD</i>	80	98	75	↓

4	Percentage of graduates with employment	89.6% **	77%	Not implemented	
Policy Area 2: Ensure effective leadership and management of education staff at all levels					
5	Percentage of HEIs achieving internal quality standards	29%	33.3%	40%	↑
6	Percentage of HEIs with annual budget plans	33%	34%	40%	↑
8	Budget for higher education sub-sector	9%	12%	12.6%	↑

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

* Statistics of 2015-2016 ** Implementation in 2014-2015

C. Challenges

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

- The number of scholarship students selected for higher education is below the Target;
- There is a shortage of human, material and financial resources for STEM training;
- There is a shortage of fund for higher education research;
- Capacity to absorb students in provincial HEIs is limited;
- Lack of regulations on autonomy and management of HEIs.

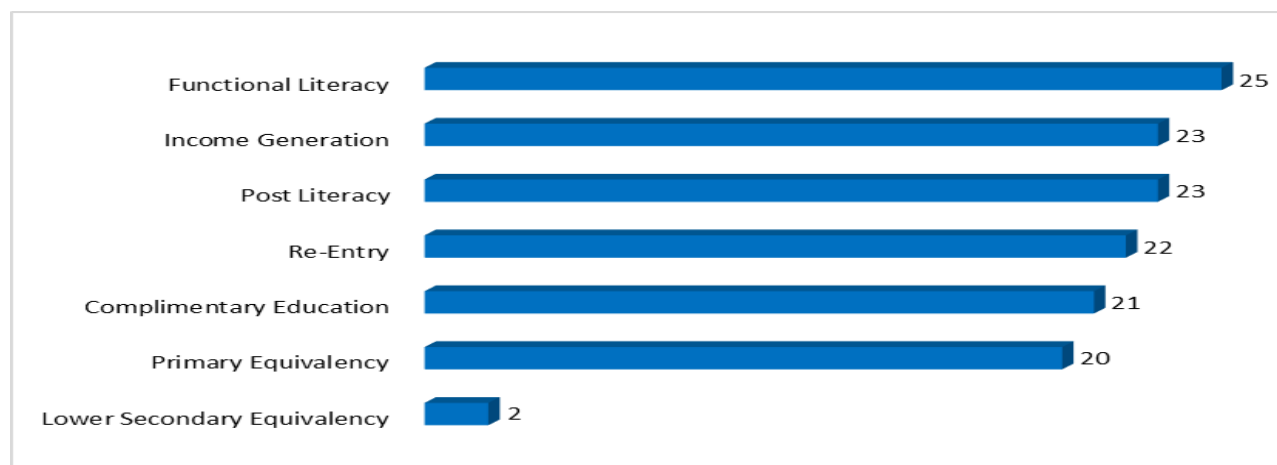
2.2.5. SUB-SECTOR: NON-FORMAL EDUCATION

A. Achievements

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

25 POEs implemented functional literacy programs; 23 implemented CLC-based income generation programs; 23 implemented post-literacy programs; 22 implemented re-entry programs; 21 implemented complementary education programs; 201 implemented primary equivalency programs and 2 implemented lower secondary equivalency programs.

Figure 36: Implementation of Non-Formal Education Program of POEs

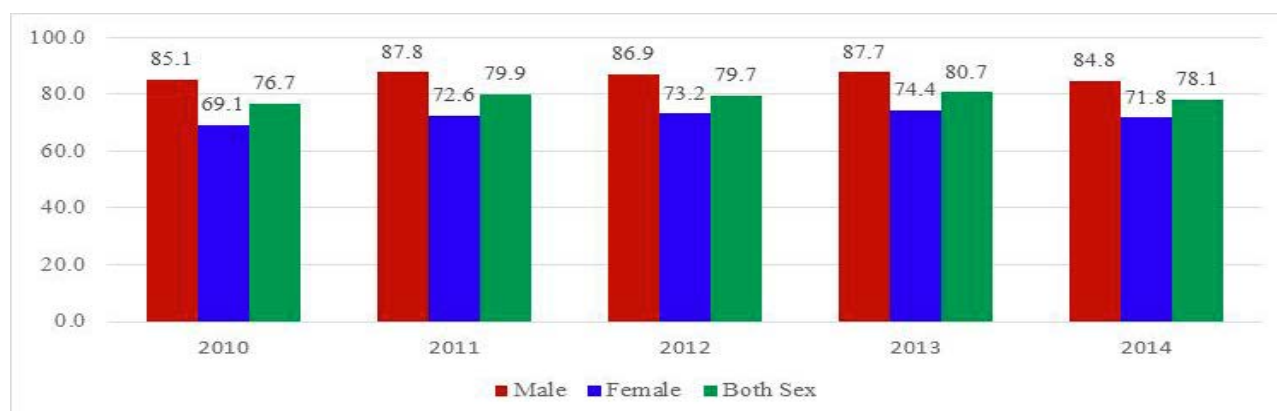


Compared with 2014-2015, the number of post-literacy program decreased by 2; re-entry program increased by 1; income generating program decreased by 2; primary equivalency program increased by 4; lower secondary equivalency program increased by 2; and complementary education program increased by 2.

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. MOEYS organized the International Literacy Day, September 8, in Pursat province under the theme "Literacy Helps Improve Family's Livelihood" with 1,600 participants, 34% female.

Figure 37: Adult Literacy Rate (15 years of age and over) between 2010 and 2014



Source: CSES 2015

There were 1,108 functional literacy classes, a decrease of 2,401 or 68.42%. There were 987 functional literacy classes managed by MOEYS, decreasing by 2,428 classes and 121 classes supported by 10 development partners, an increase of 27 classes.

Functional literacy classes were conducted in 963 villages, in 633 communes/sangkats, in 181 municipalities/ districts/khans, in 25 provinces.

There were 1,125 functional literacy teachers, 37.77% female, a decrease of 2,409 or 65.31% female. There were 987 functional literacy teachers managed by MOEYS, 36.06% female, a decrease of 2,428, female 69.62% and 138 functional literacy teachers supported by development partners, 50% female, an increase of 19, (30.19% female).

There were 22,652 functional literacy learners, 69.38% female, a decrease of 52,247 (70.20% decrease for female). 20,080 learners, 69.64% female, supported by MOEYS, a decrease of 52,752, (72.84% female) and 2,572, (67.34% female) supported by DPs, an increase of 505, (38.23% female).

Table 13: No. of Teachers, Classes and Learners in Functional Literacy Programs

Description		2014-2015			2015-2106			Increase/Decrease (+/-)		
		No.	Total	F	No.	Total	F	No.	Total	F
Literacy Classes	MOEYS	3,415			987			-2,428		
	DPs	94			121			27		
Literacy Teachers	MOEYS		3,415	1,172		987	356		-2 428	-816
	DPs		119	53		138	69		+19	+16
Learners	MOEYS		72,832	51,488		20,080	13,985		-52,752	-37,503
	DPs		2,067	1,253		2,572	1,732		+505	+479
Total No. of Classes		3,509			1,108			-2 401		
Total No. of Teachers			3,534	1,225		1,125	425		-2 409	-800
Total No. of Learners			74,899	52,741		22,652	15,717		-52 247	-37 204

Table 13 shows the number of adult illiterate of 15 years of age and over, who enrolled in functional literacy program.

Post-Literacy Program

There were 37 libraries throughout the country, a decrease of 1, of which 28 supported by MOEYS, a decrease of 2 and 9 libraries supported by development partners, an increase of 1 and 147 reading centers, a decrease of 55, supported by MOEYS.

Table 14: Statistics of Libraries, Reading Centers and Readers

Description		2014-2015		2015-2016		Increase/Decrease (+/-)	
		Total	F	Total	F	Total	F
Libraries	MOEYS	30		28		-2	
	DPs	8		9		1	
	Total	38		37		-1	
Reading Centers	MOEYS	180		115		-65	
	DPs	22		22		0	
	Total	202		137		-65	
Readers (Library)	MOEYS	14,967	7,053	26,340	16,183	11,373	9,130
	DPs	124	104	7,244	3,602	7,120	3,498
	Total	15,091	7,157	33,584	19,785	18,493	12,628
Readers (Reaching Center)	MOEYS	37,598	20,164	48,495	25,764	16,807	8,888
	DPs	1,432	644	16,341	8,940	14,909	8,296
	Total	39,030	20,808	64,836	34,704	31,716	17,184
Total Number of Readers		54,121	27,965	98,489	44,299	50,209	29,812

There were 98,489 readers, 55.36% female, an increase of 44,299 or 94.85% for female. There were 74,835 readers, 56.05% female, in libraries and reading centers supported by MOEYS, an increase of 22,270, 54.12% female. There were 23,585 readers, 53.17% female, in libraries and reading centers supported by development partners, an increase of 22,029 or 11,798 female. Libraries and reading centers had religious books, magazines, fictions, story books, student books, teacher manuals and other documents.

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

Re-Entry Program

The number of primary school dropouts was 92,490, 39.9% female, which required expansion of re-entry program.

Table 15: Statistics of Classes, Teachers and Students of Re-Entry Program

Description		2014-2015		2015-2016		Increase (+)/ Decrease (-)	
		Total	F	Total	F	Total	F
Classes	MOEYS	770		682		-88	
	DPs	47		94		47	
	Total	817		776		-41	
Re-Entry Teachers	MOEYS	770	215	682	185	-88	-30
	DPs	47	14	94	47	47	33
	Total	817	229	776	232	-41	3
Students	MOEYS	13 586	6 152	12 171	5 543	-1 415	-609
	DPs	234	104	411	214	177	110
	Total	13 820	6 257	12 582	5 757	-1 238	-499

There were 776 re-entry classes, a decrease of 41, of which 682 re-entry classes were managed by MOEY, a decrease of 88 and 94 classes were supported by development partners, an increase of 47.

There were 776 re-entry teachers, 29.89% female, a decrease of 41, 5.93% increase for female, of which 682 re-entry teachers supported by MOEYS, a decrease of 88, 9.76% female and 94 teachers supported by development partners, an increase of 47.

There were 12,582 re-entry students, 45.54% female, a decrease of 1,238, 7.98% decrease for female, of which 12,171 supported by MOEYS, 45.56% female, a decrease of 1,415 and 411 supported by development partners, an increase of 177.

Implementation of re-entry program contributes to re-enrolment of students in formal education.

CLC-based Income Generation Program

MOEYS-managed CLCs operated 510 skill classes for 31 skills, of which 207 classes were sewing classes with 3,483 students or 39.76%, 94.65% female.

Management and operation of CLCs were effective and sustained with full support from the Royal Government.

Table 16: Statistics of Classes, Skill Trainers, Learners and CLCs

Description		2014-2015		2015-2016		Increase (+)/ Decrease (-)	
		Total	F	Total	F	Total	F
CLCs	MOEYS	324		327		3	
	DPs	18		26		8	
	Total	342		353		11	
Vocational Skill Classes	MOEYS	499		510		2	
	DPs	45		39		-6	
	Total	544		540		-4	
Vocational Skill Teachers	MOEYS	505	262	503	277	-2	15
	DPs	63	20	42	25	-21	5
	Total	568	282	545	302	-23	20
Skill Learners	MOEYS	7 066	4 552	8 197	5 390	1 131	838
	DPs	1 024	560	1 752	1 047	728	487
	Total	8 090	5 112	9 949	6 437	1 859	1 325

There were 353 community learning centers (CLCs), an increase of 11, of which 327, an increase of 3, were managed by MOEYS and of which 305 were functioning. 26 CLCs, an increase of 8, were managed by development partners and 26 were functioning.. There were 540 skill classes, a decrease of 4, of which 501, an increase of 2, were managed by MOEYS and 39, a decrease of 6, managed by development partners. There were 545 skill teachers, 55.41% female, a decrease of 23 but 7.09% increase for female teachers. 503 of them, 55.06% female, a decrease of 2 but 5.73% increase for female, were managed by MOEYS and 42 teachers, 59.52% female, a decrease of 21, 25% decrease for female, were managed by development partners. There were 9,949 learners, 64.69% female, an increase of 1,859, 25.92% increase for female. 8,197 learners, 65.75% female, an increase of 1,131, 18.41% increase for female, were managed by MOEYS and 1,752 learners, 59.76% female, an increase of 728, 86.96% increase for female, managed by development partners.

Equivalency Program - Complimentary Education

Non-Formal Equivalency Program at Primary Level

Non-Formal Equivalency Program at Primary Level had 257 classes/teachers, 29.18% female, an increase of 50, 50% for female. 245 classes, an increase of 67, with 245 teachers, 27.34% female, were supported by MOEYS. 12 classes, a decrease of 17, with 12 teachers, 66.66% female, a decrease of 17, were supported by development partners.

There were 5,164 learners, 50.96% female, in Non-Formal Equivalency Program at Primary Level, an increase of 936, 21.96% increase for female. 4,462 learners, 51.97% female, were managed by MOEYS, an increase of 1,215, 42.62% for female. 702 learners, 44.58% female, were managed by Development Partners, a decrease of 279, 41.17 for female.

Table 17: Statistics of Classes, Trainers and Learners of Equivalency Program at Primary Education Level

Description		2014-2015		2015-2016		Increase/ Decrease (+/-)	
		Total	F	Total	F	Total	F
Classes	MOEYS	178		245		67	
	DPs	29		12		-17	
	Total	207		257		50	
Teachers	MOEYS	178	33	245	67	67	34
	DPs	29	12	12	8	-17	-4
	Total	207	45	257	75	50	30
Students	MOEYS	3 247	1 626	4 462	2 319	1 215	693
	DPs	981	532	702	313	-279	-219
	Total	4 228	2 158	5 164	2 632	963	474

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

Non-Formal Equivalency Program at Lower Secondary Level

Non-Formal Equivalency Program at Secondary Level operated 4 classes in Ratanakiri province and Phnom Penh with 17 teachers, 23.52% female and 74 students, 50% female.

Complimentary Education Program at Lower Secondary Level

There were 811 learners, 21.82% female, in Complimentary Education Program at Lower Secondary Level, an increase of 287, 13.46% increase for female.

Complimentary Education Program at Upper Secondary Level

There were 4,841 learners, 39.64% female, in Complimentary Education Program at Upper Secondary Level, an increase of 1,752, 62.76% increase for female.

Table 18: Statistics of Classes, Teachers and Students of Complimentary Education Program at Lower and Upper Secondary Levels

Description	Complimentary Education Program at Lower Secondary Level						Complimentary Education Program at Upper Secondary Level					
	2014-15		2015-16		Increase or Decrease		2014-15		2015-16		Increase or Decrease	
	Total	F	Total	F	Total	F	Total	F	Total	F	Total	F
Teachers	Teachers were from formal education system											
Students	524	156	811	177	287	21	3 089	1 179	4 841	1 919	1 752	740

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

Life Improvement Program Through Mobile Schools

Table 19: Statistics of Teaching Outreach and Participants in Life Improvement Program

Description	2014-2015			2015-2016			Increase (+) Decrease (-)			Increase (+) Decrease (-) in %		
	No.	Total	F	No.	Total	F	No.	Total	F	No.	Total	F
Teaching Outreach	5			4			-1			-20		
Participants		508	364		366	210		-142	-154		-27.95	-42.31

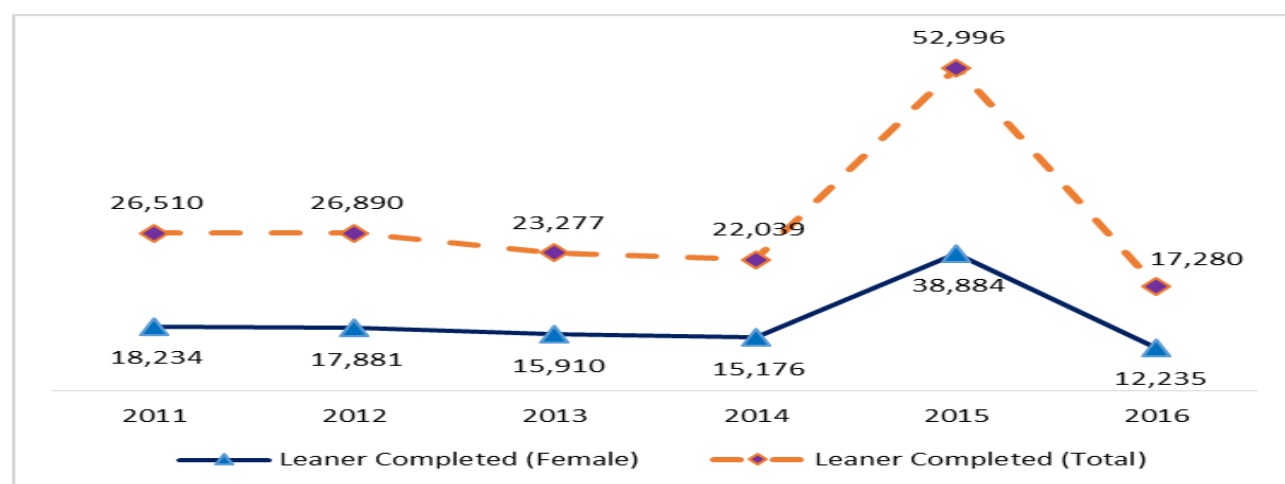
Life improvement program through mobile schools was implemented 4 times, a decrease of 1 time with 336 participants, 62.50% female, a decrease of 142, 42.31% decrease for female.

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

Functional Literacy Program

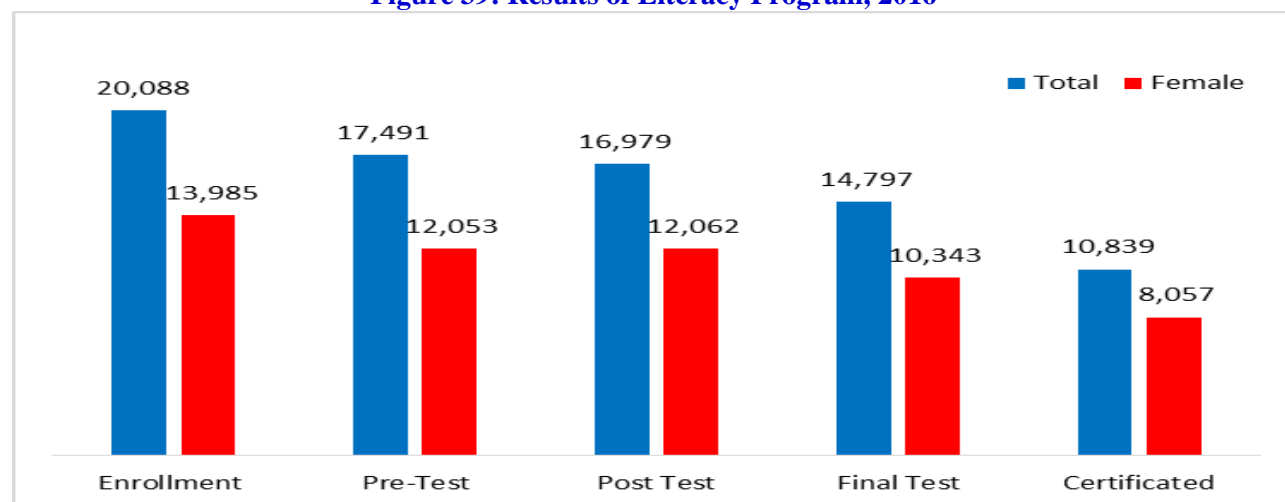
There were 17,280 functional literacy graduates, 70.80% female, a decrease of 36,716, 68.53% decrease for female.

Figure 38 : Results of Illiteracy Reduction over the Course of 6 Years



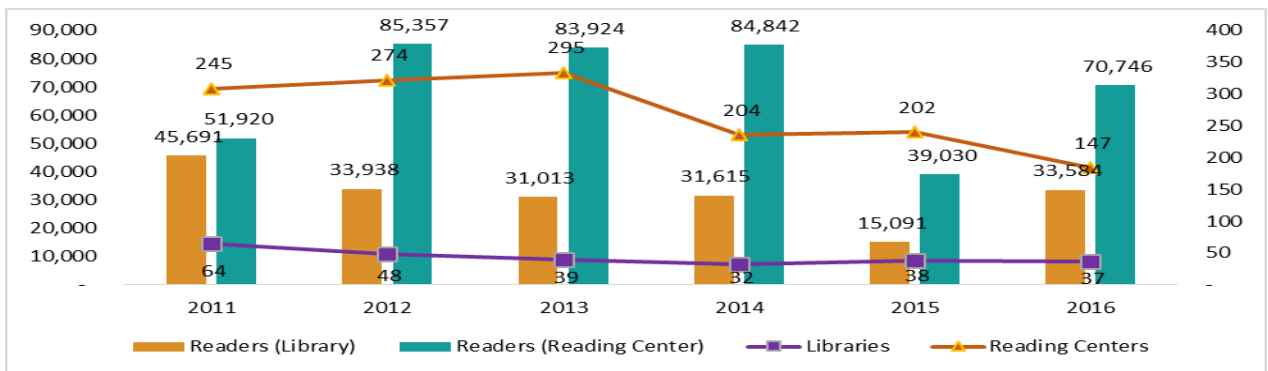
There were 17,491 functional literacy learners, 86.18% female, taking pre-tests and 16,979 learners, 60.66% female, taking final test compared with the number of learners enrolled. 14,797 learners, 85.74% female, passed the test, of whom, 10,839 learners, 78.86% female, were given literacy certificates.

Figure 39: Results of Literacy Program, 2016



Post- Literacy Program

Figure 40 : Use of Libraries and Reading Centers in Post-Literacy Program

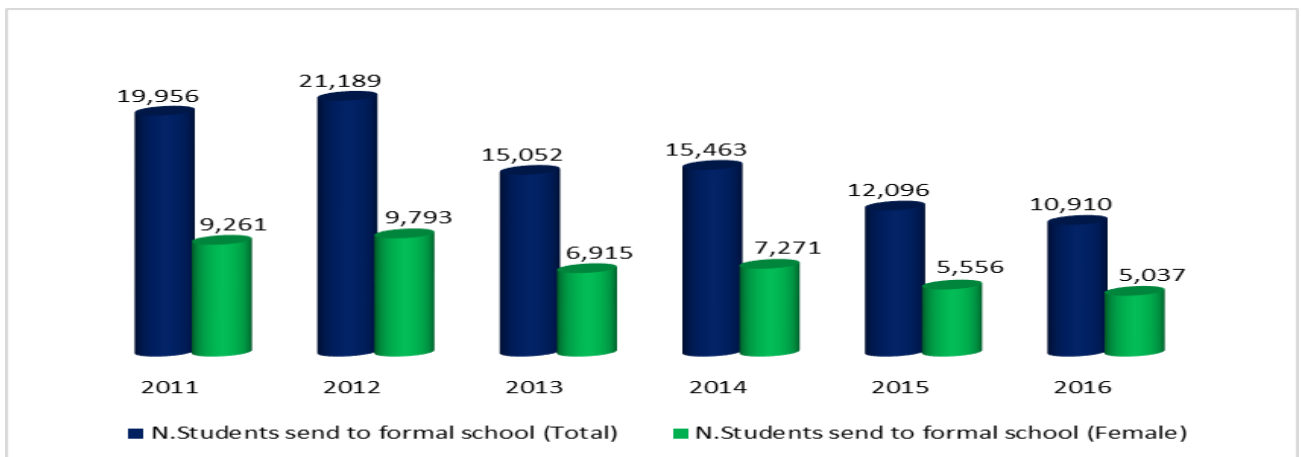


There were 37 libraries, of which 33 were functioning and 147 libraries, of which 119 were functioning.

Re-Entry Program

10,910 students, 46.04% female, were referred, a decrease of 1,186, 10.30% decrease for female.

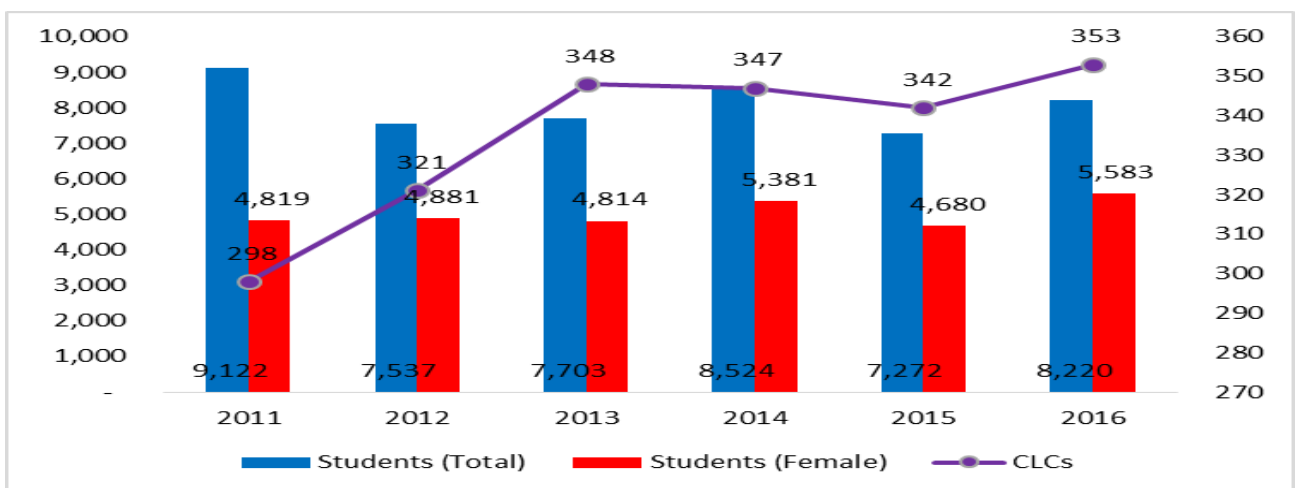
Figure 41: Results of Re-Entry Program



Income Generation Program

There were 8,220 learners, 67.91% female, finishing the courses, an increase of 657, 17.69% for female. There were 1,504 members of CLC management, 17.61% female, in 25 capital/provinces.

Figure 42 : Results of Income Generation Program and CLC



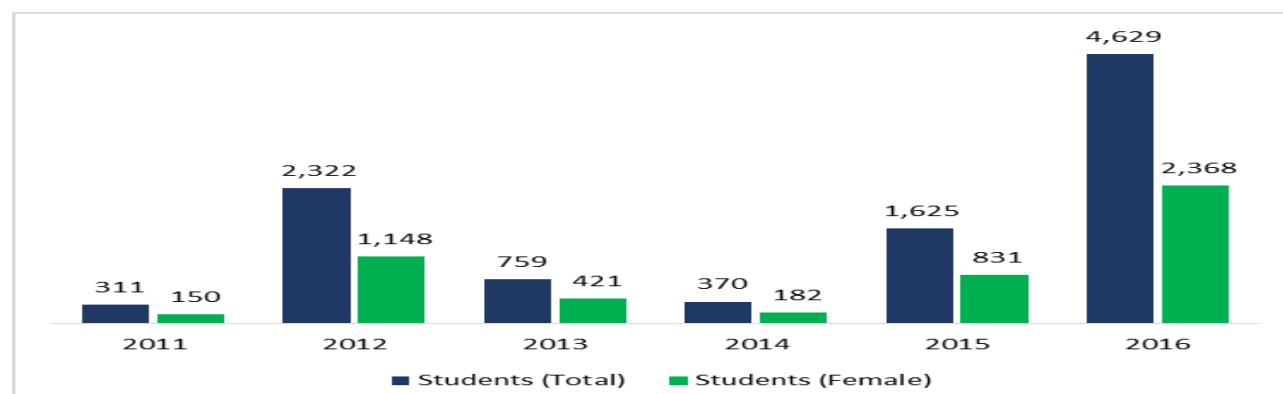
Equivalency - Complimentary Education Programs

Primary Level Non-Formal Equivalency Program

Primary level non-formal equivalency program requires learners to spend 2 years to complete.

In 2016, 4,629 students, 51.15% female, completed the primary level non-formal equivalency program, an increase of 3,004, 264.86% increase for female.

Figure 43 : Results of Equivalency Program at Primary Education Level



Lower Secondary Level Non-Formal Equivalency Program

There were 66 students, 54.54% female, completing lower secondary level non-formal equivalency program.

Complimentary Education Program at Lower Secondary Education Level

There were 364 complimentary education learners at lower secondary education level and self-studying learners, 30.76% female, an increase of 59, 16.41% decrease for female, sitting for the examination. 260 of them, 34.23% female, an increase of 20, 8.24% increase for female.

Complimentary Education Program at Upper Secondary Education Level

There were 6,593 complimentary education learners at upper secondary education level and self-studying learners, 39.16% female, sitting for the examination. 4,127 of them, 45.19% female, an increase of 1,619, 67.71% increase for female.

A.2 Ensure effective Leadership and Management of education staff at all levels.

MOEYS organized teaching services for all non-formal education programs based on Sub-Decree No. 20 ມີສິດທິວິໄນ dated March 05, 2015 on the Management and Organization of Teaching Services for Non-Formal Education Program of the Royal Government.

MOEYS:

- Trained 89 officers in charge of non-formal education of POEs, 19.10% female, on the management and implementation of functional literacy program;
- Piloted the curriculum for factory workers in 17 classes;
- Trained literacy teachers for factory workers;
- Trained 246 national trainers for primary level equivalency program, 28.04% female;
- Developed re-entry program management capacity for 249 officers, 17.26% female;
- Trained 119 NFE officers, 15.96% female, on non-formal education planning;
- Developed capacity of 88 CLC management, 15.90% female, to transfer the functions to sub-national level;
- Provided technical guidance on M&E for NFE sub-sector to 353 participants, 10.48% female;
- Enhanced capacity of 125 NFE officers at all level, 20% female.

B. Progress of Outcome Indicators

66.67% of NFE sub-sector's outcome indicators were achieved and 33.34% were almost achieved against the AOP 2016.

Analysis of the Progress of Outcome Indicators

No.	Non-Formal Education	Actual	Target	Actual	Status
		2015	2016	2016	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	No. of illiterate completing literacy classes	53,996	18,600	17,280	→
2	No. of learners in equivalency program	1,625	4,228	5,164	↑
3	No. of CLCs	347	342	353	↑
4	No. of children completing re-entry program and referred to formal education	12,096	11,700	10,910	→
5	No. of learners completing skill training courses	7,272	7,370	8,220	↑
Policy Area 2: Ensure effective leadership and management of education staff at all levels					
6	POEs with NFE MIS	25	25	25	↑

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

C. Challenges

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

- Materials for supporting functional literay classes were appropriate;
- Disbursement of fund to pay allowance of contract teachers for non-formal education was slow;
- Dissemination of information on equivalency program was not broad enough;
- Some CLCs were not responsive to the needs of local people;
- Some POEs and development partners did not submit their NFE information on time;
- Some POEs prepared their AOP and budget allocation in a way which was not responsive to the target;
- Cooperation in NFE implementation was not comprehensive enough with some local authorities and stakeholders;
- A few POEs did not have budget for operating CLCs and providing allowances to CLC management committee members.

2.2.6. SUB-SECTOR: YOUTH DEVELOPMENT

A. Achievements

Implementation of the National Policy on Cambodian Youth Development

Cambodian National Council for Youth Development:

- Trained 55 participants, 49.1% female, who were the management and focal points of the General Secretariat of the Cambodian National Council for Youth Development, on planning and monitoring tools;
- Adopted the National Action Plan on Cambodian Youth Development, 2016-2018;
- Convened the first meeting with 60 participants, 11.7% female;
- Issued Decision No. 95 គណៈកម្មាធិការ dated Sep 02, 2016 on Logo and Seal of the Cambodian National Council for Youth Development;
- Printed 7,000 copies of the National Policy on Cambodian Youth Development;
- Issued Decision No. 02 ក្រឹត្យលេខ dated Sep 27, 2016 on the Organization and Functioning of Expert Committees under the Cambodian National Council for Youth Development;
- Issued Decision No. 03 ក្រឹត្យលេខ dated Sep 27, 2016 on the Establishment of Ministry/Institution-based Council for Youth Development;
- Issued Decision No. 04 ក្រឹត្យលេខ dated Sep 27, 2016 on the Establishment of Council for Youth Development at Capital/Provincial Level;
- Issued Decision No. 01 អគ្គ.ក្រឹត្យលេខ dated Jan 23, 2017 on Division of Duties of the Management of the General Secretariat of the Cambodian National Council for Youth Development;
- Issued Internal Regulation No. 01 ក្រឹត្យលេខ dated Sep 27, 2016 of the Cambodian National Council for Youth Development;
- Issued Internal Regulation No. 02 អគ្គ.ក្រឹត្យលេខ dated Jan 23, 2017 the General Secretariat of the Cambodian National Council for Youth Development;

Good Child, Good Student and Good Friend Program

Child Council:

Table 20% No. of Child Councils between 2014-15 and 2015-16

Description	2014-2015	2015-2016	Increase/Decrease % (+/-)
No. of Child Councils	7,601	7,931	4.34%
No. of Branches	38,237	39,578	3.51%
No. of Sub-Branched	224,457	231,908	3.32 %
No. of Members	1,461,027	1,471,542	0.72 %

The above table shows that the number of child councils, branches, sub-branches and members has increased thank to the creation of new schools.

This means POEs have paid more attention on child council related work.

MOEYS printed 3,500 copies of CFS Book Dimension 5 “Participation of Children, Families and Communities” to distribute to child councils in capital/provinces.

Youth Council:**Table 21: No. of Youth Councils between 2014-15 and 2015-16**

Description	2014-2015	2015-2016	Increase/Decrease %(+/-)
No. of Youth Councils	444	451	1.57%
No. of Branches	6,031	6,082	0.84%
No. of Sub-Branche	36,186	36,569	1.05%
No. of Members	266,293	296,362	11.29%

The number of youth councils, branches, sub-branches and members have increased thank to the creation of new secondary schools. This means POEs have paid more attention on child council related work.

MOEYS:

- Monitored activities of 212 child and youth councils in capital/provinces;
- Convened meeting to take stock of 3 good movement contest at the national level with 398 participants, 41.96% female. Stocktaking meetings on 3 good movement contest at provincial level were organized in Phnom Penh, Kandal, Prey Veng and Kampong Cham provinces. Stocktaking meeting on 3 good movement contest at district level and in some schools was organized in Takeo province;
- Rewarded children and youths, who were outstanding members of child and youth councils by interviewing them and airing through Cambodian National Radio in children and youths' right protection program;
- Rewarded 450 children and youths, 40% female, by providing 4,100 books, 84 boxes of pens and 450 bags;
- Provided opportunities to children and youths to participate in study visits and camping.

Youth Action Dissemination Program**MOEYS:**

- Cooperated with Ministry of Information to create youth and child education program to air on National Radio with Q&A session to provide reward to students;
- Cooperated with Kuybota Cambodia Co., Ltd to provide 5,000 bags to members of youth councils in some lycées in Kandal and Svay Rieng provinces.

Study and Employment Forum**MOEYS:**

- Organized Study and Employment Forum in Prey Veng, Takeo, Kampong Thom, Tbong Khmum, Banteay Meanchey, Kampot and Kep provinces with 6,861, 32.22% female;
- Disseminated information on education system covering skills needed in labor market;
- Trained youths on how to plan ahead towards learning the skills based on their propensity with 4,550 participants, 25.65% female.

Training Program of Skill Youth Connected to Society**MOEYS:**

- Trained 247 members of Child and Youth Councils, 45.74% female, on social participation through "3 good movements, good environment and national heritage";
- Trained 250 members of Cambodian Youth Councils, 46% female, on leadership and environment;
- Trained 400 members of Cambodian Youth Councils, 39.25% female, on camping skills under the theme "Youth and National Development".

Camping and study tours were organized in Phnom Penh, Kampong Thom, Tbong Khmum and Oddor Meanchey provinces.

Attitude Education Program

Scout

MOEYS:

- Organized 130,988 members of scouts in all capital/provinces, 43.72% female;
- Provided handkerchief as a recognition to 3,476 members of scouts, 13.61% female;
- Organized scout camping program in Phnom Penh, Kandal and Kampong Cham provinces;
- Provided capacity building to scout members on scout orientation and first aid;
- Raised awareness on the impact of drug use, land traffic, reproductive and sexual health, family health and hygiene and sanitation;
- Provided scholarship of **Samdech Akka Moha Sena Padei Techo HUN SEN**, Prime Minister of the Kingdom of Cambodia, to scout members so that they could continue their education in universities;
- Encouraged scout members to participate in social activities including environment cleaning, World HIV Days, etc.

Student Association Strengthening

MOEYS:

- Organized 53 student associations in public higher education institutions.
- Provided orientation and technical training on how to set up association in Meanchey University and Chea Sim Kamchay Mear University.

International Youth Exchange

MOEYS:

- Sent 28 youths, 50% female and 1 leader to join the 43rd Ship for Southeast Asian Youth Program in ASEAN countries and Japan;
- Sent 2 management and officers to participate in the meeting of ASEAN Youth Development Working Group on ASEAN Youth Development Index at the ASEAN General Secretariat in Indonesia;
- Sent 1 leader to joint a study tour in People Republic of China;
- Sent 1 leader and 1 Head of the 43rd Ship for Southeast Asian Youth Program in ASEAN countries and Japan to participate in the 1st Meeting of the Steering Committee of the Ship for Southeast Asian Youth Program in ASEAN countries and Japan;
- Sent 1 delegation leader and 6 children, 50% female, to participate in the Conference on Children in Japan;
- Sent 1 youth leader to participate in the evaluation meeting of the 43rd Ship for Southeast Asian Youth Program and direction of the 44th Ship for Southeast Asian Youth Program in Japan;
- Sent children and youths to participate in camping, meetings, workshops, Asia Pacific youth dialogue, model youth forum, young entrepreneur forum, training for ASEAN youth leaders, ASEAN eco-tourism event for youth and exchange program including: 27 youths, 44.44% female and 3 leaders, 1 female, to Singapore; 12 youths, 58.33% female, to People Republic of China; 6 youths, 33.33% female, to Thailand; 78 youths, 35.89% female, to Japan; 2 leaders, 1 female, to Lao PDR; 3 youths, 66.66% female, to India; 24 youths, 50% female, and 1 leader to India and 20 youths, 50% female, to Republic of Korea;
- Organized the 8th Senior Official Meeting on Youth, the 7th Senior Official Meeting on Youth, the 21st Meeting on ASEAN Youths and the Event to Provide Rewards to Outstanding Youth Organizations in ASEAN with 100 participants, 35% female;
- Organized the 17th International Youth Day, 12 August, under the theme “Career and Decent Employment for Youths Towards SDGs” with 1,750 participants, 42.17% female;
- Organized the 67th International Children Day, 01 June with 1,500 participants, 45.33% female, in cooperation with Ministry of Social Affairs, Veterans and Youth Rehabilitation;
- Organized a General Congress on the Ship for Southeast Asian Youth Program with 310 participants, 37.10% female, in Siem Reap province;

- Organized Angkor Sangkran Event in cooperation Union Youth Federations of Cambodia;
- Organized the Workshop for Senior Officials for Youth in ASEAN on “Finalize Workplan of Youths in ASEAN and Proposed Index on Youth Development” with 60 participants, 25% female;
- Received 61 children and youth delegates from Japan, 60.65% female.

Youth Center and Vocational Skill Program

MOEYS:

- Took stock on youth center management with 83 participants, 18.07% female, who were leaders and officers in charge of youth centers;
- Supplied 30 desktop computers and 1 printer to Cambodian National Youth Center;
- Repaired the National Youth Center buildings in Siem Reap province in cooperation with the World Hope Asia & Africa Foundation of Republic of Korea;
- Strengthened and developed youth centers in 24 capital/provinces;
- Provided library services to 532 children and youths, 38.90% female, in the National Youth Center;
- Identified location for constructing Youth Center in Baray district, Kampong Thom province, in cooperation with Boeung Samreth resort.

Short Skill Training

MOEYS provided short skill trainings to 1,389 youths, 57.31% female, in tailoring, music code, computer, leather carving, stone carving, salon and contemporary music skills.

Youth Volunteer Program

MOEYS:

- Trained officers from 15 DOEs and 8 POEs on youth volunteerism;
- Created youth volunteer groups at provincial and district levels with 800 members, 33.25% female;
- Organized the National Forum on Volunteerism in Cambodia and organized International Volunteer Day, Dec 05, with 1,750 participants, 51.82% female;
- Painted the roof of the Cambodian National Youth Center with waterproof paint, installed additional book shelves, provided 280 copies of story books to children and other books and supplied books to 14 district libraries in cooperation with the World Hope Asia & Africa Foundation;
- Provided trainers and facilitators for community-based youth training programs in cooperation with Cambodian Organization for Research, Development and Education in Battambang province;
- Sent 1 male education officer to participate in the Conference on Volunteerism in Germany;
- Sent 1 male education officer to participate in the signing event of the MOU on Maycorps International Volunteer Program in the Kingdom of Cambodia in Malaysia;

Labor Market Information Program and Internship Program in State and Private Enterprises

MOEYS launched labor market information center in Kampong Thom with 350 participants, 43.89% female and equipped it with library, office supplies, computers and aircon.

Entrepreneurship and Leadership Program

MOEYS:

- Organized Youth-Entrepreneur Forum with 1,950 youth, 43.58% female;
- Organized Forum on Leadership and Youth with 250 youths, 40.80% female.

Study Tour and Camping Program

MOEYS:

- Led a delegation of 300 youth volunteers, 40.66% female, to participate in exchange visit on volunteerism, community work and exploration on Khmer culture heritage;
- Organized camping under the theme “Youth and Science” in cooperation with World Hope Asia & Africa Foundation, with participation from 131 youths, 39.7% female;

- Organized international camping in cooperation with International Youth Coalition with participations from 1,800 students, 55.55% female.

Capacity Development

MOEYS:

- Sent 2 education officers, 50% female, to participate in the training on “Measuring and Evaluating Results of Youth Program” in Italy;
- Sent 2 education officers, 50% female, to participate in the training on program development and promotion for policy and youth action in Republic of Korea.

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

Youth Development		Actual	Target	Actual	Status
		2015-16	2016-17	2016-17	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	No. of youths receiving short skill training courses	1 055	3 100	1 389	↓
2	No. of youths receiving leadership and entrepreneurship trainings	1 500	2 000	3 100	↑
3	No. of youth centers	16	17	22	↑
4	No. of youths able to create their own employment per center per year	7	10	7	↓
5	Percentage of grade 4-9 students participating in child councils	99%	100%	99%	→
6	Percentage of grade 10-12 students participating in youth councils	89%	98%	89%	→
7	No. of youths receiving leadership and entrepreneurship trainings	375	300	250	↓
Policy Area 2: Ensure effective Leadership and Management of education staff at all levels					
N/A					

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

C. Challenges

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

- There is a shortage of means and equipment for operating daily work at national and sub-national levels;
- There is not enough qualified officers in youth affairs;
- Majority of capital/provincial youth centers do not have buildings and fence;
- There is a lack of supports from stakeholders.

2.2.7 PHYSICAL EDUCATION AND SPORT SUB-SECTOR

A. Achievements

Student Sport Competition

MOEYS:

- Disseminated the Guidelines on National Sport Championship across the country to POEs and education institutions at the three levels;
- National student sport championship competition at secondary education level was organized in Kampot province with participation from 2,880 sport delegates, 1,121 female, from 25 POEs;
- National student sport championship competition at higher education level was organized in Phnom Penh with participation from 987 sport delegates, 195 female, from 28 HEIs.

Sport Competition at Federation Level

MOEYS:

- National Soft Tennis Championship in Phnom Penh: participated by 8 sport clubs, 92 sport delegates, 31 female;
- National Wushu Championship in Phnom Penh: participated by 9 sport clubs, 305 sport delegates, 155 female;
- National Yudo Championship in Phnom Penh: participated by 5 sport clubs, 83 sport delegates, 21 female;
- National Sepak Takraw Championship in Phnom Penh: participated by 15 sport clubs, 402 sport delegates, 133 female;
- National Tongil Modo Championship in Phnom Penh: participated by 10 sport clubs, 150 sport delegates, 26 female;
- National Karate Championship in Phnom Penh: participated by 17 sport clubs, 187 sport delegates, 60 female;
- National Taekwondo ITF Championship in Phnom Penh: participated by 14 sport clubs, 331 sport delegates, 76 female;
- National Vovinam Championship in Phnom Penh: participated by 7 sport clubs, 123 sport delegates, 26 female;
- National International Sized Traditional Boat and Kanu Kayak Championship in Phnom Penh: participated by 8 sport clubs, 462 sport delegates, 104 female;
- Cycling for All in Phnom Penh: participated by 20 sport clubs, 295 sport delegates, 26 female;
- The 1st National Game Championship in Phnom Penh and Kampong Cham: 15 sport types – football, volleyball, basketball, athletics, wrestling, boxing, Taekwondo, WTF, petangue, tennis, table tennis, badminton, lbok tor, gymnastics, swimming and shorinji kempo, composed of 189 competitions and participated by all POEs, Ministry of Interior and Ministry of National Defense, with 2,700 sport delegates, 609 female.

These achievements truly reflect efficiency and effectiveness of physical education and sport sector reforms.

Table 21: Results of International Sport Competitions

Sport Types	No. of Sportsmen	Place	Names of Championship	Medals			
				Gold	Silver	Bronze	Total
Football, Athletics, Table Tennis and Sword Competition	59	Singapore	18th Southeast Asian University Championship	04	01	02	07
Secondary Students	37	Thailand	8th Southeast Asian Secondary Student Championship	0	0	01	01
Wrestling	87	Cambodia	Southeast Asian Championship	03	10	17	30

Taekwondo	91	Cambodia	1st Southeast Asian Championship	31	10	11	52
Taekwondo WTF	3	Phillipines	Olympic Qualifier	01	0	0	01
Taekwondo WTF	3	Phillipines	22nd Taekwondo Asian Championship	0	01	01	02
Petangue, football, Badminton, Table Tennis, Sepak Takraw, FolkSport	81	Thailand	21st GMS Goodwill Sport Championship	13	07	04	24
Karate	13	Malaysia	5th Southeast Asian Championship	00	01	00	01
Petangue	21	Lao PDR	3rd Southeast Asian Championship	05	05	06	16
Petangue	9	Vietnam	25th Open Championship	01	0	0	01
Beach Volleyball, Petangue, Vovinam, Wrestling, Matrial Art	62	Vietnam	5th Asian Beach Sport Championship	06	06	09	21
Soft Tennis	12	Thailand	2nd Round World Soft Tennis Championship	01	02	01	04
Soft Tennis	10	Republic of Korea	Korean Soft Tennis Championship	00	00	01	01
Soft Tennis	11	Malaysia	Southeast Asian Soft Tennis Championship	00	01	00	01
Taekwondo WTF	4	Russia	6th International Asian Children Championship	00	00	01	01
Lboktor	9	Vietnam	1st World Vietnam Vo Co Truyen Championship	00	00	02	02
Chinlone	19	Myanmar	2nd Asian Championship	01	00	02	03
gymnastics	6	Thailand	Southeast Asian Championship	01	00	01	02
gymnastics	8	Thailand	World Championship	00	00	01	01
Sepak Takraw	21	Thailand	Thai King Championship	00	02	02	04
Tongil Modo	5	Korea	World Martial Art Championship	00	00	02	02
Wusu	17	China	6th World Healthy Taichi Martial Art Show	00	07	14	21
Soft Tennis	17	Japan	Asian Soft Tennis Championship	00	01	00	01
Total Number of Medals				67	54	78	199

The results of the international sport competitions above show that there is significant progress of sport sector, which we all should be proud off. The number of sport types is increased with more efficiency and more medals.

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

MOEYS:

- Organized student sport competitions at primary, secondary, higher education and secondary technical education levels in 2015-2016;
- Suspended national primary school student sport championship in 2015-16;
- Implemented physical education during learning hours and sport outside learning hours in primary and secondary education institutions;
- Instructed POEs to organize student sport competition in primary, secondary and higher education and secondary technical education institutions;
- Organized physical education day in 5 target primary schools in Battambang province with participation from 4,130 students, 47.36% female;

- Printed 51,000 copies of basic physical education textbooks for teachers and distributed them to 25 POEs;
- Adopted syllabus for physical education subject for teachers in lower secondary schools;
- Developed physical education books for teachers in PTTCs;
- Sent 10 technical officers on physical education and sport, 20% female, to join the study tour on physical education subject teaching in schools in Japan;
- Monitored and evaluated exercises and the teaching of physical education in education institution of the three levels;
- Monitored and evaluated sport activities outside learning hours in schools in cooperation with 25 POEs;
- Conducted monitoring and evaluation in cooperation with football federation to select one secondary school per province with enough sport fields to implement sport training ground program.

Formulation of Regulations on Physical Education and Sport

MOEYS:

- Translated and documented learning materials on physical education and sport for teacher trainees including documents on anatomy, regulations on football, volleyball and swimming and methods for football coaching and gymnastics;
- Printed physical education syllabus for lower secondary education, grade 7, 8 and 9;
- Provided recognition and reward money of Riels 432,000,000 to 36 coaches, assistants and sportsmen, who joined All Start Cambodian – Thai International Football Friendly Match in Phnom Penh;
- Provided recognition and reward money of Riels 160,000,000 to the coach and sportswoman, who joined Taekwondo Olympic Qualification Tournament in the Phillipines;
- Provided recognition and reward money of Riels 37,000,000 to 3 coach and sportmen, 2 female, who joined the 22nd Asian Taekwondo Championship in the Phillipines;
- Provided recognition and reward money of Riels 233,900,000 to 86 coaches and sportmen, 21 female, who joined the 21st GMS Goodwill Championship;
- Provided recognition and reward money of Riels 231,000,000 to 33 coaches and sportmen, who joined the Asian-UAE Football Qualification Match between Cambodia and Chinese Taipei in Phnom Penh;
- Provided recognition and reward money of Riels 21,600,000 to 3 coaches, who joined the 5th Southeast-Asian Karate Championship in Malaysia;
- Provided recognition and reward money of Riels 231,000,000 to 33 coaches, assistant coaches and sportsmen, who joined the Friendly Match between Cambodian National Team and Singaporean National Team;
- Provided recognition and reward money of Riels 22,000,000 to 2 coaches, 1 female, who joined the 6th International Asian Children Sport Competition in Russia;
- Provided recognition and reward money of Riels 1,372,000,000 to 38 coaches, assistant coaches and sportsmen, 16 female, who joined the 5th Asian Beach Sport Competition in Vietnam;
- Provided recognition and reward money of Riels 35,000,000 to 5 coaches, assistant coaches and sportsmen, who joined the 8th Student Sport Competition in Thailand;
- Provided recognition and reward money of Riels 240,000,000 to the coaches and sportman, who joined the 47th World Petangue Championship in Madagascar;
- Provided recognition to Cambodia-Japan Fighting Sport Center;
- Provided recognition and reward money of Riels 331,000,000 to coaches, assistant coaches and sportmen, who joined the 2nd Asian Chinlone Championship in Myanmar;
- Provided recognition and reward money of Riels 61,600,000 to coaches, assistant coaches and sportmen, who joined the Southeast-Asian Soft Tennis Championship in Malaysia;

- Provided recognition and reward money of Riels 25,000,000 to coaches, assistant coaches and sportman, who joined the 13th Southeast-Asian Gymnastics Championships in Thailand;
- Signed agreements with friendly countries to accept foreign coaches for wrestling, badminton, shorinji kempo, taekwondo ITF, taekwondo WTF and zamba sports;
- Signed MoU on sport sector development with Social Republic of Vietnam;
- Allowed new term Executive Committees of 10 national sport federations to develop their respective sports including:
 - Khmer Baseball Federation, 4th Term, 2015-2019
 - Cambodia Rope Dragging Sport Federation, 3rd Term, 2016-2020
 - Cambodia Gymnastics Federation, 2nd Term, 2016-2020
 - Cambodia Taekwondo WTF, 5th Term, 2016-2020
 - Taekwondo ITF, 5th Term, 2016-2020
 - Cambodia Mountain Climbing Sport Federation, 2nd Term, 2016-2020
 - Cambodia Badminton Federation, 6th Term, 2016-2020
 - Cambodia Yatch Federation, 1st Term, 2015-2019
 - Cambodia Motorsport Federation, 2nd Term, 2016-2020
 - Cambodia Horse Riding Federation, 2nd Term, 2016-2020
- Produced 12,000 copies of magazines of six volumes (087-092);
- Produced Champion Profile Book on SEA Game Champions from 1995 to 2015

Development of Sport Facilities

MOEYS:

- Developed the national stadium with 3 basketball courts, 2 volleyball courts and 2 tennis courts;
- National Institute of Physical Education and Sport: 1 Taekwondo training hall and continued to construct 1 boat-like roof hall;
- Sport training ground in Veal Svov, Phnom Penh;
- National Sport Training Center in the National Stadium, Phnom Penh;
- 3 basketball courts and 2 volleyball courts in Sisowath Lycée

Capacity Development for Physical Education and Sport Staff

MOEYS:

- Provided capacity building on physical education and sport subject to 387 primary school teachers, 107 female;
- Provided training to 165 trainers, 63 female, on collection of data of physical screening of children between 6 and 12 years of age;
- Sent 1 football referee to participate in the international football referee training course in Lao PDR;
- Sent trainers to provide training on football and volleyball referees to officers in charge of sport of Kampong Speu POE;
- Provided trainings to 210 referees and judges of volleyball, badminton, boxing, gymnastics, athletics, basketball and Sepak Takraw sports, 36 female;
- Disseminated laws and regulations for basketball, swimming, karate, taekwondo, vovinam, lobbktor and badmintons to 226 participants, 30 female;
- Disseminated information on competition and common concept of six rounds of national sport championship to 600 participants, 120 female;
- Provided trainings on anti-dope in sport sector to 360 participants, 29 female, who were education, youth and sport officers in 5 provinces including Battambang, Svay Rieng, Kampong Chhnang, Pursat and Kampong Thom provinces;
- Provided training on planning and training theories to 113 coaches and invigilators, 19 female;
- Provided training to 180 physical education and sport teachers, 21 female;
- Trained 387 district physical education and sport trainers, 107 female;

- Participated in the study tour on physical education and sport in Thailand;
- Collaborated with Golden Heart Organization to organize workshop on draft physical education textbooks for lower secondary education at the National Institute of Physical Education and Sport.

Capacity Promotion of Sportmen

MOEYS:

- Organized friendly chat meeting with great sport families under the chairmanship of **Samdech Akka Moha Sena Padei Techo HUN SEN**, Prime Minister of the Kingdom of Cambodia and **Samdech Kiti Prith Bandith BUN RANY HUN SEN** in Koh Pich Exhibition and Conference Center;
- Jointly 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 the champions of international championships (the 19th Asian Petangue Championship, the 5th Summer Rio Olympic Qualification Tournament, the 18th Asian Taekwondo Championship, the 2nd Asian Chinlone Championship, GMS Goodwill Sport Compition, Medal of the Southeast Asian Sport Council for Sport Heroine Sorn Sivmei who was accepted to join Summar Olympic Competition in Rio, the 5th Asian Beach Sport Championship) 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 172 oaches, assistant coaches, invigilators and national sportsmen, 30 female, from 9 national federations to train for 12 months, including 54 persons for U14 and U16 football sports were accommodated for training and learning purposes in Bati Football Training Center to prepare when Cambodia hosts SEA Games in 2023;
- Accepted 417 oaches, assistant coaches, invigilators and national sportsmen, 88 female, from 26 national sport federations.

MOEYS sent:

- 2 swimming sportsmen, 1 female, to train in Thailand;
- 3 wrestling sportsmen, 2 female, to train in Republic of Korea;
- 3 taekwondon wtf sportsmen, 2 female, to train in Republic of Korea;
- 1 athlete to train in Kenya;
- 1 table tennis sportsman to train in Vietnam;
- 20 volleyball, athletics, vovinam and motor racing sportsmen, 4 female, to train in Vietnam;
- 5 soft tennis players to train in Republic of Korea;
- 15 wushu, table tennis and swimming sportsmen, 2 female, to train in People Republic of China;

Training of Physical Education Teachers and Technical Officers

MOEYS:

- Completed the training of 149 teacher trainees, 32 female, of the 24th Generation;
- Selected 100 teacher trainees, 20 female, to enroll in the 26th Generation training;
- Continued to train 100 teacher trainees, 22 female, of the 25th Generation and 100 teacher trainees, 20 female, of the 26th Generation;
- Improved physical education and sport curriculum for training basic level teachers specializing in physical education and sport;
- Sent 5 officials, 1 female, to pursue higher education in Vietnam.

Promoting Leadership

MOEYS:

- Improved the teaching of physical education and sport teachers through monitoring areas for improvement in the field in 24 provinces;
- Evaluated the practicum of physical education and sport teacher trainees.

B. Progress of Outcome Indicators

Analysis of the Progress of Outcome Indicators

	Physical Education and Sport	Actual	Target	Actual	Status
		2015-16	2016-17	2016-17	
Policy Area 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1	No. of physical education and sport teachers trained in a year	150	100	100	↑
2	4 sport fields improved:				
	- National Stadium		100%	100%	↑
	- Royal University of Phnom Penh		100%	100%	↑
	- National Institute of Physical Education and Sport		Started	50%	→
	- Siem Reap Provincial Stadium			Started	↓
3	Secondary education institutions with the following facilities:				
	- Football field: 10	2	2	0	↓
	- Basketball field: 15	3	3	3	↑
	- Volleyball field: 20	4	4	3	→
Policy Area 2: Ensure effective Leadership and Management of education staff at all levels					
	N/A				

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

C. Challenges

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

- Physical education hours in schools are not fully utilized;
- Some schools do not have appropriate fields for carrying physical education and sport activities;
- Stadiums in Preah Sihanouk, Kampot, Siem Reap, Koh Kong, Takeo, Battambang, Kampong Chhnang, Pursat, Monduliri, Kratie, Tbong Khmum, Prey Veng and Kandal provinces could not be renovated due to affordability;
- Stadiums in Kampong Thom and Ratanakiri have not been officially received from private companies;
- There is a shortage of coaches, referees, judges, sportsmen and competition organizers;
- Funding for physical education and sport at provincial level is still low;
- Funding for human resource training and sport infrastructure repairs towards 2023 is still low;
- Construction of Veal Sbov sport training ground is slow;
- There is not enough school buildings and dormitories in the National Institute of Physical Education and Sport;
- Performance in the national championship is still low compared to the performance in SEA Games;
- There is a shortage of support from development partners for sport sector.

3. DIRECTION FOR THE ACADEMIC YEAR 2016-2017

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 meet the targets.
- Expand and improve ECE infrastructure with a focus on construction and renovation of school buildings and improvement of learning environment by complying with the standards and pedagogical norms.
- Strengthening the implementation mechanism of the National Committee for Early Childhood Care and Development
- Expand parents education programs focusing on nutrition, health promotion, sanitation, maintenance and use of medical services.
- Continue to provide deworming employee health and fitness education and academics in collaboration with the Ministry to provide education, health, sanitation, nutrition, oral health and other health services
- Continued to broadcast 'love child' national television
- Develop a detailed curriculum for Kindergarten
- Strengthen management capacity of pre-school directors.
- Strengthen result-based M&E system, research and analysis for ECE sub-sector.
- Develop regulations in collaboration with relevant ministries and institutions to ensure sustainable community pre-school.

3.1.2 *Primary Education Sub-Sector*

- Improve teacher deployment procedure .
- Enhance effective and effectiveness the use of school budget.
- Improve terms and conditions of scholarship for poor students and outstanding students.
- Strengthen reading program for grade 1, 2 and 3.
- Conduct study on teaching methods in schools
- Review the methods taught at teacher training institutions
- Continue to implement the standard Khmer reading and math in grades 1, 2 and 3
- Planning demand and supply textbooks to schools accurately .
- Training new teachers and providing in-service training 12 + 2 to 12 + 4, focusing on basic education teachers
- Training primary school teachers on how to teach English in grades 4 and 5
- Improved curriculum detailed for all Primary grade levels
- Develop teacher training system, strengthening quality of pre-service and in-service training of primary teachers
- Prepare CFS gradually developed into a new generation Primary schools
- Encourage Secondary school teacher to teach life skills in Primary schools
- Strengthen campaign, with all stakeholders, to enroll right age children
- Increase social accountability
- Strengthen leadership and management at the school level

- Promote the creation and implement mechanisms of school support committees in schools effectively
- Strengthen M&E of the students' learning achievement
- Strengthen the M&E system to ensure the quality of education
- Disseminate and pilot implement standard of Primary schools.

3.1.3 Secondary and Technical Education Sub-Sector

- Expand three more New Generation Schools
- Continue to prevent student dropout.
- Promote the club, studying mathematics, sciences, history and Khmer literature
- Continue to implement scholarship program for poor students with equity and inclusiveness
- Expand Child Friendly Program to lower secondary schools.
- Strengthen the implementation of local life skill education program in education institutions
- Strengthen the M&E system based on results to ensure quality education
- International student assessment tests for development
- Continue to train 300 pre-school and primary education teachers with upper secondary education degree to become basic education teachers.
- Strengthen roles and responsibilities of school support committees.
- Pilot implementation of cluster secondary schools in the targeted provinces
- Continue to provide necessary health care services and learner such as health, the provision of deworming, vaccination, saving box, and primary recovery methods
- Mobile application development for promoting the study of science, technology, engineering and mathematics
- Building a secondary school standard.

3.1.4 Higher Education Sub-Sector

- Approve the National Policy on scholarships subsidies and credit for learner in higher education
- Increase the number of students in science, technology, engineering techniques creative arts and mathematics
- Expand the services and resources of higher education institutions in the region
- Develop an action plan to reduce the gap between students who have graduated and labor market needs
- Approve operational Manual on research projects
- Develop human resource development policy for higher education
- Develop criteria and guidelines for internal Quality Assurance
- Adoption of regulations on the autonomy of higher education institutions
- Prepare enforcement mechanisms to implement the Royal degree on Professor status
- Adopt inter-ministrial Prakas on the principles of inter-service subsidy regime for Higher Education Quality Assessment.

3.1.5 Non-Formal Sub-Sector

- Enhance capacity of non-formal education officers at all levels.
- Enforcement of functional literacy, and life skills programs
- Increase the number of literates in non-formal education programs for children, out-of-school

- Collect dropout children to enroll in re-entry program and bring them back to the formal system
- Increase the number of students enrollment in equivalent program
- Training provincial trainers on functional literacy program
- Training on planning for formal education officials
- Improve trainers's capacity for re-entry program
- Prepare National-International Literacy Day, September 8
- Training equivalent lower secondary program
- Strengthen the non-formal education management information system in connection with the education management information systems management system
- Develop result based management system
- Prepare core curriculum of occupational skills for Community Learning Centers.

3.1.6 Youth Development Sub-Sector

- Form youth development councils within ministries, provinces, districts, and communes
- Prepare Cambodia Youth Development Index
- Design equivalency program through Internet
- Continue to promote content on Life Skills Education Program such as law on road traffic, impact of the use of drugs, alcohol, violence and HIV/AIDS within lower and upper secondary schools.
- Continue to strengthen children and youth councils within education institutions
- Create and promote study club
- Work continued professional counseling through education and employment forum
- Expand labor market information centers
- Integrate entrepreneurship education into the curriculum of life skills
- Increase youth volunteer activities
- Pilot projects on youth job training through volunteer work in collaboration with UN agencies working voluntarily.

3.1.7 Physical Education and Sport Sub-Sector

- Disseminate the national policy on physical education and sport sector development.
- Revise inter-Ministrial Prakas N°132 on budget policy for games's competitions at municipal/provincial and national levels
- Delegation of functions and financial support to National Sport Federations in order to accelerate the development towards 2023
- Strengthen competition fairness, against the use of Dopa substances in Sports
- Select key sport players through competition and masses and Federal National Championships
- Enforce the implementation of physical education at educational institutions
- Strengthen sport associations, sport clubs in educational institutions and masses
- Develop a curriculum for physical education and sport trainer 12 + 4
- Human resource development of physical education and sport towards 2023
- Improving quality through collection of national football team and nursery football team to train to prepare to host the SEA Games 2023
- Improving the quality of training for physical education and sport trainees
- Development of infrastructure for physical education and sport

- Research, collect, and disseminate traditional sports documents
- Promoting achievement and provide the knowledge, skills, physical education and sport through sports magazines.

3.2 CHALLENGES AND DIRECTIONS FOR CROSS SUB SECTORS

3.2.1 Strengthening Policy and Planning

Challenges

- Lack of various education data for quality aspect
- The annual operating plan is not comprehensive and not yet consistent between national and sub-national levels, especially schools
- Planning and management of the sub-sector has not been fully implemented
- Lack of harmonization between planning and budgeting at the national and sub-national levels
- Lack of capable technical officers in statistics, planning, policy analysis, monitoring and evaluation at national and sub-national levels.

Directions

- Expand Data Quality Education
- Increase the efficiency of the annual operational planning in National and sub-national and schools
- Harmonization between policy, planning and budgeting at the national and sub-national
- Coordinate and Support sub-sector working group on planning, management, and review
- Update education policy response to the new context
- Strengthen the monitoring and evaluation at all levels
- Developing the capacity of technical officers in statistics, planning, policy analysis, and monitoring and evaluation at national and sub-national levels.

3.2.2 Decentralization and Deconcentration

Challenges

- The regulations to support functional transfers in education sector are late.
- Inadequate supporting and reinforcement of impact assessment on preparation of regulations.
- Inadequate officers's capacity in Decentralization and Deconcentration.

Directions

- Enforce education law and regulations in education sector.
- Study the impact of education sector function transferring to sub-nation level.
- Promote the education sector public service providing and give licenses to private educational institutions.
- Strengthen the preparing and implementation of education sector legislation and policy.
- Strengthen anti-human trafficking mechanism in education sector.
- Strengthen the capacity and implementation follow the good governance principles in public educational institutions and sub-nation administrative management.
- Strengthen the management capacity, conflict solving, care and provide legal consultation to education officers.
- Strengthen capacity and study the impact assessment on regulations.
- Develop the officers capacity on Decentralization and Deconcentration.

3.2.3 Personnel Management

Challenges

- Request for full appointment in civil service for new and existing teachers who finish their probation have been delayed.
- Inadequate appropriate interventions for rural area and disadvantage teachers and excess teachers in town.

Directions

- Strengthen the effectiveness of human resource management at POEs, DoEs and educational institutions.
- Strengthen the principles implementation on the change of work place, distribution of new teachers and disciplinary actions on education officers.
- Disseminate to teacher trainees and students on the common statutes for civil servants, law and principles to be practiced and incentives they will receive.
- Strengthen the management and utilization of civil servants, contract teachers, two-shift teachers and multi-grade teachers.
- Develop capacity of managers and on the management and use of Human Resource management information system.

3.2.4 Public Financial Management

Challenges

- Inadequate effectiveness of FMIS implementation at national and PoE budget utilization.
- Inadequate financial capacity of officers.
- Financial reform program implementation in Ministry of Education Youth and Sport has not fully responded to plan.
- Payment procedures is complicated and taking time.

Directions

- Strengthening the Budget Strategic Plan preparation 2018-2020 and Annual Budget Plan of the Ministry.
- Prepare Procurement Management Information System.
- Strengthen the implementation of financial management reform program at nation, sub-national, and educational institutions.
- Develop the officers' capacity to respond the financial management reform program implementation.
- Strengthen the Riel banking account using at DoE.
- Implementation of the guideline on SIF.

3.2.5 Teacher Training

Challenges

- Trainers capacities do not respond to current context.
- Inadequate equipment at Teacher training institutions.

Directions

- Transform Phnom Penh and Battambang Regional Teacher Training Centers to become Teacher Education Colleges, develop training curriculum and trainers' capacity
- Recruit and train 3,500 teachers.
- Continue to train lower secondary teachers to become Bachelor degree through accelerate system.

- Continue to train preschool and primary teachers who have upper secondary certificate to become basic education teachers, promotion 10, shift 2, totally 1,500 and promotion 11, shift 1, totally 1,500.
- Continue to strengthen the management capacity of principals and vice-principals of teachers training centers, preschools, primary schools, and general secondary schools.

3.2.6 Curriculum Development

Challenges

- Shortage of human resource and skilled officers in Mathematics, Science and curriculum.
- Textbooks management and distribution mechanism do not respond.
- Supply textbooks, new curriculum and teacher guides to teachers in rural and disadvantage areas who have not followed the standard.
- Routine budget withdraw does not meet the actual requirement.

Directions

- Finalize the detailed curriculum and standard.
- Approve the sample essay for primary, lower secondary and upper secondary schools.
- Disseminate the guideline on learning and teaching in science, technique, engineering, and mathematics.
- Organize the theater and exhibition on scientifics, technical, engineering and mathematics.
- Approve the grade 12 historical subject summary lesson.
- Prepare the Cambodia history books.
- Organise national reading day March 11 and reading promoting event in primary schools.
- Supply the textbooks in average of 1:1 in primary and lower secondary schools.
- Supply the textbooks in average of 2:1 in upper secondary schools.
- Finalize the document on climate change for grade 10, 11 and 12.

3.2.7 Administration

Challenges

- Award of medals for 2013, 2014 and 2015.
- 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, archival and protocol management.
- Develop document and data management system and archival system for MOEYS.

3.2.8 Information and ASEAN Affairs

Challenges

- Information collection, document producing and dissemination of MOEYS information were not highly effective and effectiveness.
- Information providing and public relations within the MOEYS officers have not been better and met target.
- Dissemination of ASIAN SEMEO and its meeting result to education officers, students and youth are not widely.

- Capacity in AOP and BSP preparation and implementation are not yet strong
- Financial procedures are complicated and not better which let the payment and cash withdrawal are not timely for implementing.

Directions

- Adopt the Distance Learning Policy.
- Finalize the updating of Policy on ICT in Education Sector.
- Information collection, documents producing and dissemination of MOEYS.
- Strengthen the cooperation between units, partners and concerning people for providing the information of programs and other events.
- Dissemination of ASIAN SEMEO and its meeting results to education officers at both nation and sub-nation levels.
- Train the skill of information and public relations for education officers at both nation and sub-nation levels.

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

- Construct 42 educational buildings and repair 75 educational buildings.
- Continue to construct 1 building with 8 floors for science, technology, engineering, and mathematics in Royal University of Phnom Penh.
- Monitor the new buildings construction and repairing.
- Strengthen the educational infrastructures management capacity.

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 Administrative and Financial Inspectorate

Directions

- Conducts the inspection on administrative, financial and state properties at sub-national units and public educational institutions for 436.
- Check the progress on improvement as recommendations at sub-national level and public educational institutions for 93.
- Find the complaints and unusual phenomenon which are related to education sector.
- Train the inspectors on inspection program with actual practices for 60 people.
- Disseminate the administrative, personel, financial and state properties inspection report at 2 POEs which is attended by POE, DOE and education institutions officers total 119 people.

3.2.12 *Internal Audit*

Challenges

- Inadequate officers skill in auditing section.

Directions

- Conduct audit at 6 national auditees, 13 POEs and 78 DOEs.
- Conduct audit at 210 school auditees, 2 TTC auditees and 1 RTTC auditees
- Develop the officers capacity in internal auditing section.

3.2.13 *Materials management and State properties*

Challenges

Organizing the inventory at capital and some provinces is not responding to circulation letters no. 07 of government.

Direction

- Continue to train the skill officers on the materials management and state properties
- Strengthen the Prakas and guideline implementation of MOEYS on materials management and state properties.
- Strengthen the non-fiscal revenues collection to government budget which collected from real estate.
- Updating the real estate and vehicles and machineries.
- Supply and monitor the minimum equipment using for school administration at high schools.

4. CONCLUSION

MOEYS is in the stage of in-depth reform with five main pillars of reforms. This requires consideration of sector-wide approach for expanding opportunities in all seven sub-sectors in an effective manner.

The achievements above truly reflect the efforts of all of us in taking responsibilities for our roles and duties to bring progress for education sector in line with the Rectangular Strategy Phase 3 of the Royal Government through ESP 2014-2018. Engagement of education staff at all levels of MOEYS and of other relevant ministries/institutions and development partners, towards achieving the development goals under the visionary and realistic leadership of **Samdech Akka Moha Sena Padei Techo HUN SEN**, Prime Minister of the Kingdom of Cambodia, provides us with hope and confidence for the destiny of every citizen and family and the whole country in the future.



PART 2

ANNEX

ANNEX 1: PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2016

No.	Departments	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Early Childhood Education	32	32	0	0
2	Primary Education	41	33	3	5
3	General Secondary Education	34	23	6	5
4	Non-Formal Education	15	14	1	0
5	School Health	28	24	3	1
6	Vocational Orientation	33	29	1	3
7	Teacher Training	24	24	0	0
8	Curriculum Development	18	13	2	3
9	Higher Education	48	35	9	4
10	Science Research	15	6	5	4
11	Royal University of Phnom Penh	37	26	0	11
12	Royal University of Arts	6	6	0	0
13	Svay Reing University	28	25	2	1
14	Mean Chey University	15	14	1	0
15	Battambang University	16	16	0	0
16	Chea Sim Kamchaymea University	25	18	7	0
17	Accreditation Comission of Cambodia	16	11	4	1
18	Institute of Technology of Cambodia	45	44	1	0
19	National Institute of Education	21	19	1	1
20	Kampong chherteal Institute	17	11	2	4
21	Physical Education and Sport	6	5	1	0
22	Student Physical Education and Sport	17	13	2	2
23	National Institute of Physical Education and Sport	9	4	5	0
24	National Sport Training Centre	22	20	2	0
25	Youth	18	17	1	0
26	Youth Centre Management	23	20	0	3
27	Planning	24	24	0	0
28	Personnel	35	29	5	1
29	Finance	12	12	0	0
30	Internal Audit	7	4	0	3
31	Educational Quality Assurance	18	15	1	2
32	Inspectorate of Administration and Finance	7	7	0	0
33	Information and Asian Affairs	23	19	4	0
34	Legislation	41	27	9	5
35	Construction	29	26	0	3
36	Materials and State Property	10	10	0	0
37	Administration	15	15	0	0
38	Cultural Relation and Scholarship	26	22	3	1
39	Education Management Information System	18	18	0	0
40	Policy	8	6	1	1
41	Monitorig and Evaluation	9	7	2	0
42	Program 6: Other	25	24	1	0
Total		916	767	85	64

ANNEX 2 : NUMBER OF ACTIVITIES OF DIRECTION OF THE ACADEMIC YEAR 2015-2016

No.	Sectoral-Sub Sectoral	Activities	Already implemented	Is being implemented	Has not yet implemented
A. Key Reform Directions					
1	Strengthening Planning System	13	8	5	0
2	Decentralization and Deconcentration	6	4	2	0
3	Personnel Management	6	6	0	0
4	Public Financial Management	7	4	3	0
Sub Total		32	22	10	0
B. Sub-Sectoral Directions					
1	Early Childhood Education	16	11	4	1
2	Primary Education	24	11	13	0
3	Secondary and Technical Education	26	12	14	0
4	Higher Education	18	11	6	1
5	Non-Formal Education	9	8	1	0
6	Youth Development	14	9	1	4
7	Physical Education and Sport	22	12	8	2
Sub Total		129	74	47	8
C. Cross-Sub-Sectoral Directions					
1	Curriculum Development	5	2	3	0
2	Administration	4	3	1	0
3	Cultural Relation and Scholarship	3	0	3	0
4	Information and ASEAN Affairs	6	4	2	0
5	Construction	3	2	1	0
6	Printing and Distribution	4	4	0	0
7	Education Quality Assurance	6	5	1	0
Sub Total		31	20	11	0
Total		192	116	68	8

ANNEX 3 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF ACADEMIC YEAR 2015-2016 KEY REFORMS

Activities	Status	Reasons
1. Strengthening Planning System		
- Coordinate the localization of Goal 4 on Education of Sustainable Development Goals.	1	- Prepared the draft of indicator, definition, base-year data
- Adapt the 15 point priority reforms into the Strategic Plan and annual Action Plans and do progress review by stage.	1	- Aligned the 15 point priority reforms to Mid-term report of the implementation Education Strategic Plan 2014-2018
- Promote the development, implementation and monitoring of progress of the policy actions of sub-sectors and reform programs.	2	Connect 5 Pillars to the 15-point reforms and have studied on: - Norm of using staff - Provide scholarships to poor students
- Introduce online statistics collection in all provinces.	2	- Capacity of officials are not respond to management and system using. - Computers, server, and other utilities did not meet the accurate demand
- Enhance effective and quality statistic collection from relevant agencies and private sector.	2	- Have a clear mechanism to collect the public and private education statistics and relevant ministries have the management structure and responsible in collecting statistics - Have a good collaboration with partners and relevant ministries, have collection, inserting, producing data
- Study the impact of MOEYS's policy implementation.	2	Study 2 points: - The policy of scholarship providing - Normative policy of using staff
- Conduct research on dropout at lower secondary education level.	1	- Already implemented and the report of research was submitted to the leaders to make decision
- Improve the quality of annual operational planning at national and sub-national levels.	1	- Scoring to provincial annual operation plan and provide feedback to the provincial and capital level.
- Cooperate to ensure that budget is more relevant with policy priorities and good coordination between the national level and sub-national level.	1	- Coordinated to organize BSP, programs budget based on priority policy, education reforms, and the Education Strategic Plan
- Coordinate and support the functioning of Education JTWG at national and sub-national levels.	1	- Coordinate with Sub-sector working group on preparation of mid-term report of the implementation of the Education Strategic Plan 2014-2018 and the processing of the Joint Technical Working Group at the national and sub-national levels
- Implement aid management information system at national and sub-national level	1	- Implementing the aid management information systems at national and capital-provincial levels
- Develop M&E framework	2	- First draft developed
- Improve performance report preparation in PB implementing entities.	1	- Disseminated
2. Decentralization and Deconcentration		
- Transfer functions related to pre-school, primary education, and non-formal education to sub-national administration in Battambang province.	1	- Sub-decree No. 191 អនក្រឹត្យ.០៧ ចated September 14, 2016
- Prepare supporting regulations by sub-sector and for education sector reform.	2	- Consultation on the 6 regulations, 124 participants (18 females) to support the transferring of education function to the sub-national administration officials

- Enforce the implementation of education law and regulations in education sector.	2	- Prepare 22 Regulations - Evaluate the impact of 4 regulations - Capacity Building to 761 officials
- Strengthen anti-human trafficking in education sector.	1	- Prepared Action Plan - Capacity building to 213 officials
- Strengthen the implementation of D&D in education sector.	1	- Capacity building to 157 district administrative officials - Disseminate the policy and legal framework to 112 officials
- Strengthen mechanisms for enforcing regulation and resolving disputes among education officers.	1	- Capacity building to 207 officials - 13 cases of dispute
3. Personnel Management		
- Monitor and strengthen the management and utilization of civil servants, contract teachers, two-shift teachers and multi-grade teachers.	1	- Monitored 25 capital-provinces, 40 Districts and 110 schools - Most of officials management are enforceable - The use of contracted, two-shift, and multi-grade teachers are better (no cheats to get the state budget)
- Cooperate with relevant agencies and POEs to oversee the change of work place, distribution of new teachers and disciplinary actions on education officers.	1	- 100% Implemented (18 provinces planed) - Cooperate with 15 POEs to review and approve to allow educational staff to change the working places in capital-province. - Changing of educational personnel have been implemented based on changing policy which not allowed to transfer to the surplus organizations.
- Organize orientation sessions for teacher trainees and students on the common statutes for civil servants, law and principles to be practiced by civil servants and incentives they will receive.	1	- Implemented 16 capital-provinces which were participated by 3, 695, female 1,893
- Promote the implementation of principles concerning civil servants' performance review.	1	- Disseminate the assessment system on quality of work which were attended by 54 people, 16 Female - Reviewing and strengthening workshop of the quality evaluation system and training the core officers 3 times which were participated by 134, 67 females
- Implement the action plan for implementing the policy on human resources in education sector.	1	- Dissemination workshop and implemented policy action plans on human resources in education 1time which wereparticipated by 52 participants, 12 Females.
- 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.	1	- Trained officials who are in charge of using the system which were attended by 33 people, 5 females. - Trained officials on how to download the data from the system 4 times, which were participated by 113 people, 15 females. - Conducted traning, on how to collect data and complete the questionnaire, for 327 participants, 39 female.
4. Public Financial Management		
- Formulate Medium Term Expenditure Plan, 2017-2019 and 2017 Annual Budget Plan.	1	- Prepared medium-term expenditure plan 2017-2019, BSP 2016-2018 and annual budget plan 2017.
- Continue to revise Sub-Decrees and Inter-Ministerial Prakas concerning budget utilization.	2	- Continuing to prepare a inter-ministries Prakas on a new inter budget enforcement procedures in DoEs, Regional Teacher Training Centers, School Teacher Training Colleges, and Pre school teacher training Center.

		- Editing Prakas No. 505 សំណុំ on the guidelines for the examination of Higher Secondary Education exam, secondary technical exam, vocational exams, teachers exam and scholarships
- Continue to implement public financial management reform program.	1	- Organized the Public Financial Management Reform Action Plan for Phase 3 of the Ministry.
- Continue to develop IT-based financial management.	1	- Set up the network and training to all budget entities
- Strengthen capacities of budget entities in PB implementation.	1	- Conducted training on the use of Financial Management Information System - Conducted training on the implementation of the program budget - Conducted training on the implementation of the school improvement grant. - Reviewed the management and implementation of the program budget 2016 - Consulted on the preparation of guidebook on the implementation of school improvement fund (SIF)
- Continue to conduct research on regulations related to internal management and financial operations to prepare foundation for internal audits.	2	- Continue to study new regulations which related to internal management and financial implementation as basic for internal audit that are important to understand and apply.
- 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.	2	- In order to strengthen the internal audit department officials capacity on writing standard internal auditing report. - Collaborated with the Ministry of Economic and Finance on piloting the internal audit performance at Kampot POEs and 1 school.

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

**ANNEX 4 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF ACADEMIC YEAR
2015-2016 BY SUB-SECTORS**

Activities	Status	Reasons
1. Sub-Sector: Early Childhood Education		
- Increase enrolment rates of three-, four- and five-year-old children to address the targets.	1	- Children aged 5 years old enrolled 66.31%. - Children aged 4 years old enrolled 37.30%. - Children aged 3 years old enrolled 20.20%.
- 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.	2	- Not yet fully implemented the standard services.
- Develop and implement standards for pre-school services.	2	- School principals and preschool teachers of public, community, and core parents received the training on the implementation of standard services - Drafting guidelines of implementation of early childhood education services standards
- Develop capacity of ECE officers at national and sub-national levels.	1	- 32 national officers (24 females) received training on the implementation of monitoring and evaluation system based on results for early childhood education sub-sector and the preparation of the analytical report on the environmental assessment of early childhood education services. - Sub-national 424 officers (283 females) received training on performance monitoring and evaluation system for early childhood education sub-sector
- Support sub-national ECE system in the process of functional transfer.	1	- 76 Board members of provincial governor and district governor gained knowledge on the functional management of ECE at sub-national level.
- Strengthen mechanisms of the National Committee for Early Childhood Care and Development.	1	- Continue to cooperate with relevant ministries and institutions through the meeting of the National Committee and technical staff members
- Expand parenting program to focus on nutrition service, health promotion, hygiene, care and use of health services.	1	- Parenting program has expanded as planned
- 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.	2	- Implemented deworming for all pre-school classes within the primary Schools.
- Produce and disseminate videos on parenting program.	1	- Has launched program "love child" broadcast on national television every Monday and Friday on 5 pm.
- Strengthen mechanisms for implementing inclusive education and multilingual education for preschool.	1	- Implemented as planned.
- Develop detailed curriculum and competency standards.	1	- Prepared new general curriculum framework (from kindergarten and up)
- Strengthen management capacity of pre-school directors.	1	- Principals of Pre-school and Pre-School in Primary School received training on the management of Pre-school quality standards.
- Strengthen quality assurance system for teacher training and distribute bulletins on teacher training evaluation.	3	- Has not yet implemented.
- Continue to train pre-school teachers with upper secondary education degree to transform them as basic education teachers.	1	- Pre-school teachers trained to become basic education level.

- Strengthen result-based M&E system, research and analysis for ECE sub-sector.	1	- Conducted training on preparation of analytical report on the environmental assessment of the early childhood education services.
- Ensure sustainability of community pre-school.	2	- Has prepared a draft Prakas on the management of CPS and ready for inter-ministrial meeting
2. Sub-Sector: Primary Education		
- Improve teacher deployment policy.	2	- Be drafting regulations
- Enhance effective use of school budget.	1	- Budget flow to all schools through the banking system
- Strengthen M&E system to ensure quality education.	2	- Continuously training sub-national officials on the evaluation for other 12 provinces
- Disseminate results of the National Assessment Test for Grade 3.	1	- Disseminated nationwide on the test result of Grade 3.
- Continue to do the National Assessment Test for Grade 6.	2	- Preparing the dissemination.
- Strengthen education infrastructure.	2	- Training for school principals.
- Improve terms and conditions of scholarship for poor students and outstanding students.	1	- Implement every year for students from poor families but not yet provided for outstanding students.
- Strengthen reading capacity for grade 1, 2 and 3.	2	- Training teachers in grades 1, 2 , and 3 of the 358 Schools within 19 Districts of the 7 provinces.
- Incorporate new teaching methodologies into teacher training institutions.	1	- Implement the new teaching methodology
- Use teachers of English from secondary education to help teach students at primary education.	2	- Be training 291 teachers on how to use the English book for grade 4 to Grade 6 in Svay Rieng Province
- Supply core textbooks to address students' needs.	2	- Supply 5,268,000 textbooks
- Recruit and train primary school teachers.	1	- Annually implemented
- Training primary teacher who have graduated secondary school to a basic education teacher.	1	- Training 2,992 Primary teachers, including 1,512 females to become basic education teachers.
- Continue to train primary school teachers on English teaching methodologies for grade 4 and 5.	2	- Training on English teaching methodology for 1,279 teachers (583 females).
- Develop detailed curriculum and standard competency for all subjects.	2	- Implemented framework for all subject curriculum from grade1 to 6.
- Transform advance level child friendly school as new generation primary schools.	2	- Toul Kok Primary schools in Phnom Penh. - Reach Akak Mahesey primary school at Ort dong district, Kampong Speu.
- Continue to build capacity of primary school principals.	1	- Trained 618 primary school principals (110 females) on professional skills.
- Strengthen roles and responsibilities of school support committees (SSC).	2	- Continue to strengthen the roles and responsibilities of SSC of all provinces.
- Trained teachers on how to teach children with special needs.	2	- Training 1,999 teachers (796 females) to help children with disabilities.
- 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.	1	- 98 % of Grade 1 students in Kampong Chhnang, Takeo, Kampot, Kep, Pailin have checked up physical - 95% of all primary school students got deworming pills two times per year.
- Continue to provide sanitation facilities including handwashing areas, latrines and safe water supply.	1	- Handwashing areas 60 % - Safe water supply 59% - Using toilet 70 %
- Develop detailed curriculum for health education from grade 1 to grade 6 to incorporate into the national curriculum, 2016-2015.	2	- Be implementing 60%

- 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.	1	- Implemented annually
- Develop regulations to transfer functions to sub-national level.	1	- Sub-decree No.191 អនក្រឹត្យលេខ ១៩១ ចុះថ្ងៃទី ១៤ ខែ កញ្ញា ឆ្នាំ ២០១៦
3. Sub-Sector: Secondary Education and Technical Education		
- Create 2nd opportunity to complete secondary education by creating degree equivalency program.	1	- Completed the target planned.
- Improve teacher deployment policy.	1	- Completed the target planned.
- Continue to prevent student dropout.	2	- Continue to implement fully at 5 target provinces.
- Create learning clubs to promote students' self-learning in Math and Science subjects.	2	- Be implementing guideline No. 13 អនក្រឹត្យលេខ ១៣ ចុះថ្ងៃទី ១៩ ខែ កុម្ភៈ ឆ្នាំ ២០១៦
- Continue to implement scholarship program for poor students.	1	- Continue to implement the scholarship program for poor students by expanding the scope for indigenous students.
- Expand Child Friendly Program to lower secondary schools.	2	- Continue to implement and expand the 5 target provinces.
- Promote and strengthen the implementation of local life skill education program in education establishments.	2	- Continue to monitor the implementation.
- Pilot Science, Technology, Engineering and Math (STEM) program.	2	- Continue and expand the implementation of STEM program based on policy on education, science, technology, engineering, and mathematics.
- Produce and disseminate videos on Math and Science teaching.	1	- Instructed on how to use DVD video on teaching math and science in grade 9 and 12.
- Strengthen the implementation of new generation school program and promote new generation school program in Sisowath High School.	1	- Launching a New Generation School.
- Strengthen M&E system for education quality assurance.	2	- Ongoing implementing nationwide.
- Disseminate results of the National Assessment Test for grade 8.	1	- Complete the target as planned.
- Continue to implement thematic inspection for grade 9 and 12.	1	- Complete the target as planned.
- Develop detailed curriculum and competency standards for all subjects by incorporating soft skills.	2	- Continue to develop.
- Continue to train lower secondary education teachers with upper secondary education degree to transform them as basic education teachers.	2	- Continue training lower secondary teachers who have upper secondary certificate
- Train basic education teachers as tertiary level teachers.	2	- Continue to recruit 1,000 tertiary level teachers per year.
- Include dictation in the examinations and teachings at lower secondary education level.	1	- Guideline No. 52. អនក្រឹត្យលេខ ៥២ ចុះថ្ងៃទី ២៣ ខែ ធ្នូ ឆ្នាំ ២០១៥
- Strengthen computer-based data management system for upper secondary education examination.	1	- Letter No. 452. អនក្រឹត្យលេខ ៤៥២ ចុះថ្ងៃទី ២៦ ខែ មករា ឆ្នាំ ២០១៧
- Piloted bridging program, vocational skill program and career counseling program.	1	- Completed the target as planned.
- Expand 3 General and Technical High Schools in Siem Reap, Svay Rieng and Phnom Penh.	1	- Completed the target as planned.
- Renovate and improve 50 upper secondary education examination centers.	1	- Completed the target as planned.
- Strengthen roles and responsibilities of school support committees.	2	- Continue to strengthen the roles and responsibilities of school support committees.

- Create and promote functioning of secondary school clusters in target provinces.	2	- Strengthen and expand secondary school clusters in the 13 target provinces.
- Cooperate with relevant development partners in areas of life skill education, career counseling, vocational orientation and vocational training.	2	- Ongoing implementation nationwide.
- Develop detailed curriculum on health education from grade 7 to grade 12 to incorporate in the national curriculum, 2016-2025.	2	- Continue to develop.
- 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.	2	- Continue to provide the necessary health services
4. Sub-Sector: Higher Education		
- Promote the development of policy framework and mechanism for development of science, technology and innovation.	1	- 12 higher education institutions have prepared guidelines on their researches.
- Strengthen and build human resource capacity based on the requirements for research and development in technology and industry.	1	- Organized forum on Cambodia for Research and Development of Research Network and Capacity Development which were participated by 78 (13 females).
- Introduce competition mechanisms for technology experts, business pioneers and talented engineers.	1	- Students participated in writing competition about the clean and green city, with the participants from 22 universities in the country as well as printed books.
- Create driving force to promote innovation, especially among engineers and young entrepreneurs.	2	- Co-organized with the Malaysian counterpart through a workshop which was supported financially and technically.
- Develop Sub-decree on Higher Education Institutions' autonomy.	2	- Will be finished in 2017
- Increase the number of students in Science, Technology, Engineering, Creative Arts and Math (STEAM) specializations.	2	- The plan to increase the number of students in science, technology, engineering, creative arts, and mathematics as a major component as defined in the draft of the road map for higher education 2017-2030. The draft of the road map is divided into three steps: 1). Step 1 for 2017-2020, Step 2 for 2021-2025 Step3 for 2026-2030. (To be completed in 2017)
- Formulate governance and management policy for higher education.	2	- Regulations on the autonomy of higher education institutions (to be completed in 2017)
- Establish the Institute of Technology of Kampong Speu.	1	- Received the sub-decree
- Piloted internal education quality assurance at program level in HEIs.	2	- Prepared two consultation workshops on this document, which has 191 participants including 22 females.
- Prepare operational guidebook and financial guidebook for the operation of the Research and Innovation Fund to promote research activities.	2	- Have completed the final draft of financial operation guidebook and operational guide for processing the research development fund and innovation
- Review procedures for appointing and awarding professorship status.	3	- Ministry leaders proposed a new oversight mechanism (to be completed in 2017)
- Promote and motivate HEIs to increase research activities.	1	- Workshop on the sharing of knowledge and research result which has 118 participants including 25 females.
- Implement professional code of conduct for higher education quality assessment officers.	1	- Implemented follow the principles.
- Assess to provide accreditation to 38 HEIs.	1	- Assessed to provide accreditation to 38 HEIs as planned.
- Develop quality assessment standards for post-graduate education.	1	- Consultation Workshop on standards for accreditation of Ph.D which has 124 participants including 20 females.

- Host ASEAN Network on Education Quality Assurance meeting.	1	- Hosted the 2016 Annual Roundtable ASEAN Quality Assurance Network of visitors from ASEAN countries: Thailand, Malaysia, Philippines, Vietnam, Laos, Timor-Leste, with 135 participants include 28 female.
- Strengthen education infrastructure.	1	- Provide laboratory equipment to 3 higher education institutions : Battambang University, Kamchaymear University and Institution of Technology 100% - Be repairing Laboratory at the University of Health Sciences 50 % - A number of private higher education institutions also install its structure gradually.
- 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.	1	- Each higher education institutions were responsible and prepared this work with students through inviting experts to disseminate.
5. Sub-Sector: Non-Formal Education		
- Enhance capacity of non-formal education officers at all levels.	1	- Result 125/25
- Increase functional literacy rate by linking with life skill trainings.	1	- Result 17,280/12,235
- Increase the percentage of children enrolled in re-entry program and referred back to formal education system.	1	- Result 10,910/5,037
- Implement result-based M&E system.	1	- Result 353/37
- Train teachers of equivalency program at primary and secondary levels.	2	- Primary equivalent results 246/ 69 - Secondary equivalent result (N/A)
- Train master trainers of functional literacy program and re-entry program.	1	- Result of Vocational Literacy Program 89/17 - Result of re-entry 99/16
- Strengthen NFE MIS.	1	- 25 capital-provincials result
- Develop regulations to transfer functions to sub-national level.	1	- Sub-decree N°. 191 - Guideline N°. 43
- Continue to provide education on health care, communicable diseases and non-communicable diseases and traffic safety to literacy teachers and CLC teachers.	1	- Result 336/210
6. Sub-Sector: Youth Development		
- Approve the National Action Plan on Youth Development and regulations of the Cambodia National Council for Youth Development.	1	- National Action Plan on Youth Development 2016-2018 was approved and signed by Samdech Akka Moha Sena Padei Techo Hun Sen, Prime Minister of the Kingdom of Cambodia and Chairman of the Cambodian National Council for Youth Development.
- Develop priority operating plan on education, health and employment, which part of the National Action Plan on Youth Development.	2	- Final draft and submitted to the 2nd meeting of the National Council for Youth Development Cambodia in April 2017
- Strengthen entrepreneurship education program: Understanding Business and Local Community Enterprise Development.	1	- Prepare Youth Forum with entrepreneurs at the Institute of Technology of Cambodia which has 1,950 youth include 43.58% female.
- Organize learning and career orientation workshop.	1	- Arranged in Prey Veng, Takeo, Kampong Thom, Kampot, Kep and Banteay Meanchey which youth 4,550 include 25.65% female.
- Continue to organize dissemination workshop on organization of student associations in public and private HEIs.	3	- No fund supporting for the process
- Promote trainings of vocational skills, short skills and soft skills in provincial centers.	1	- 9,613 youth include 50.06% female gained labor market information session to visit the International Youth Camp and trained

		professional skills, short and soft skills (volunteer work, leadership)
- 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.	3	- No fund supporting for the process
- Develop action plan and matrix on targets for the trainings of vocational skill, computer, electricity skills, electricity connection, water connection and electronics repairs.	3	- No fund supporting for the process
- Organize the national forum on volunteerism on Dec 4 and 5.	1	- 1,750 youth include 51.82% female.
- Strengthen cooperation with the National Employment Agency on employment orientation, job market information, creation of job center and intership placement for youths.	1	- Launched the labor market information dissemination center and trained young people in Kompong Thom youth center, through creating the libraries, office equipment, computers and air conditioner. - Organized a Forum for Education and Youth Job Market Information to 7 Districts and 18 Schools in Tboung Khmum province, which has 2.311 youth include 58.89 % females.
- Strengthen M&E for the implementation of activities related to child councils, youth councils, youth centers and youth volunteers at provincial level.	1	- Monitoring and evaluation of 25 capital provincials.
- Develop youth development program framework at national and sub-national levels.	1	- Youth development program in the Education Sector 2015-2018
- Strengthen and expand international exchange program.	1	- 204 children and youth include 44.11% female passed the international exchange program.
- Continue to provide education on health care, prevention of communicable and non-communicable diseases and traffic safety to target groups.	3	- Have been removed from the plan.
7. Sub-Sector: Physical Education and Sport		
- Disseminate the national policy on physical education and sport sector development.	2	- Disseminated 1 time in Phnom Penh according to AOP
- Develop the national action plan for implementing the national policy on physical education and sport sector development.	2	- Be preparing the draft
- Organize national sport championship for primary school students in Banteay Meanchey province.	3	- According to the Letter N ^o . 1427 អង្គការ.អក្សរ ស. dated March 25, 2016 on pause the game competition for Primary School Student.
- Organize national sport championship for secondary school students in Kampot province and for higher education students in Phnom Penh.	1	- Organized the sport championship for secondary school students in Kampot province
- Provide capacity building on physical education and sport to primary school teachers and sport management officers.	1	- Provide capacity building to sport to primary school teachers and sport management officers.
- Continue to renovate sport physical infrastructure and provide facilities.	1	- Sports infrastructure has been renovated and equipped facilities.
- Develop student sport associations.	2	- Have been implemented.
- strengthen the structure of student sport federation.	1	-
- Continue to monitor and evaluate teaching activities of physical education and sport subjects in education establishments.	2	- Have implemented.
- Develop documents for physical education day for primary education.	1	- Developed documents for physical education and sports.
- Develop detailed curriculum for physical education and sport subjects for colleges.	1	- Developed the detailed curriculum for physical education and sport courses.

- Organize national sport championships and national sport competitions.	1	- Organized the 1st National Game 15 types sport in Phnom Penh and Kampong Cham, which has 2,106 players include 609 females.
- Guidelines on decentralized national sports federations.		- Continue on procedures
- 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.	2	- Disseminated guidelines
- Create sport training centers towards SEA Game 2023.	1	- Developed the sports training nursery
- Collect national sportsmen for 23 sport types to prepare for international sport competitions.	1	- Collected national sportsmen for 23 sport types
- Accelerate the construction of national sport training center and regional sport center.	2	- Under Construction.
- Accelerate the construction of regional sport center.	3	- No area identified for construction.
- Produce 6 volumes of sport magazine and compile sport science materials.	1	- Published 6 volumes of sport magazine.
- 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.	1	- Conducted final exam and selected trainees
- Formulate training plan to upgrade basic level physical education and sport teachers to be tertiary level teachers.	2	- Be Preparing documents and compiling curriculum for Bachelor degree.
- Continue to provide education on health care, prevention of communicable and non-communicable diseases and traffic safety to physical education and sport teachers.	2	- Continue to cooperate for the dissemination.

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

**ANNEX 5 : PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF ACADEMIC YEAR
2015-2016 CROSS SUB-SECTORS**

Activities	Status	Reasons
1. Curriculum Development		
- Supply core textbooks for all grades to schools.	1	- Supplies in the ratio 1: 1 for grades 1 to 9 - Supplies in the ratio 2: 1 for grades 10 to 12 - Total number: 5,957,200 copies
- Develop detailed curriculum for all subjects at basic education level.	2	- Improve spelling, wording, and phrases
- Develop English textbook for grade 6.	1	- Organized the national reading day on 11 May 2016 which has 1,883 participants.
- Organize the National Reading Day.	2	- Cooperation with development partners to promote reading (Room to Read)
- Organize reading promotion events at primary schools	2	- Cooperation with development partners to organize events to promote reading at primary school.
2. Administration		
- Continue to strengthen the management of administrative letters, especially circulation of letters.	1	- Flow of letters is smooth
- Speed up the provision of performance medals to education officers at national and sub-national levels.	1	- Received 13 Sub-decrees, have 9,342 education staffs included 51.41% female and 3,385 working medals.
- Develop capacity in areas of education administration and archival management.	1	- Trained education staffs at national and sub-national levels on educational administrative management and archive.
- Develop document and data management system and archival system for MOEYS.	2	- Scan and enter database administration into database system at unit.
3. Cultural Relation and Scholarship		
- Continue to cooperate with counterparts to increase the number of Cambodian students pursuing education overseas.	2	- Joined National ceremonies of friendly countries, Vietnam and Laos - Organize international ceremony for French-Used countries which were attended by higher education institutions that uses French language, students and ambassadors.
- Continue to cooperate with national and international partners to help develop education sector in Cambodia.	2	- An award presented generous national and international 117 medals and 140 offer generous thank you letters. - Issued letters of support to organizations working for education sector
- Continue to strengthen the management of scholarship students who are pursuing education overseas by using IT system.	2	- Continue to collaborate with friendly countries on management of overseas scholarship students through information systems.
4. Information and ASEAN Affairs		
- Cooperate and provide technical facilitation on the use of internet – official email of MOEYS.	1	- Conducted training on how to use Internet and e-mail for 33 management education officials at POEs and DOEs . - Monitoring the use of Internet, e-mail in 3 PoES.
- Update information on MOEYS's page for sub-national level more broadly and effectively.	1	- Updated information on the website of the Ministry of Education, Youth and Sports and electronic educational resource center and social network of the Ministry.
- Continue to work on the draft Policy on Distance Learning.	2	- Lack of technical assistance and need to remove this work from Department of Information and ASEAN Affairs
- Continue to update the Policy on ICT in Education Sector.	2	- Department of Information Technology continue to implement

- Provide modern technological facilities for the production and dissemination of information related to education, youth and sport.	1	- Internet connection to all teacher training institutions and schools with computers to develop the capacity of teachers and officials.
- Develop capacity of management officers and education officers at national and sub-national levels on the use of ICT.	1	- In cooperation with UNICEF, organized training for 257 officials at Sub-National Education Management (39 females) on the use of computer software, office applications and the Internet e-mail.
5. Construction		
- Continue to speed up construction and renovation of education infrastructure in provinces.	2	- Some companies did not implement by work calendar
- Continue to promote capacity of officers in charge of education infrastructure management at national and local levels.	1	- Finished as Annual Operational Plan 2016
- 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.	1	- Finished as Annual Operational Plan 2016
6. Printing and Distribution		
- Develop core textbooks, practice materials, supplementary reading materials and other teaching aids.	1	- Have concrete plan - Have adequate technical officials, budget, and materials
- Print textbooks, practice materials, supplementary reading materials.	1	- Have concrete plan - Have adequate technical officials and enough printing machines
- Deliver core textbooks to schools across the country.	1	- Have concrete plan - Have adequate technical officials and transport vehicles
- Expand sale of textbooks, teaching materials and office supplies to general clients.	1	- Sold 1,635,415 textbooks, 6,261 Pictures, 387 boxes of teaching materials and 41 types of physics practice materials for general customers.
7. Education Quality Assurance		
- Administer national assessment test for grade 6 for Khmer and Math subjects in 210 schools.	1	- Result of Khmer subject 52.1% (55.5% female, 47.9% male), Result of Math subject 48.3% (48.6% female and 47.9% male)
- Conduct thematic inspection for education quality assurance for 4 topics.	1	- Subject 3 rd and 4 th is continuing. The first topic "grade 9 Mathematics teaching" in 40 schools. The second topic "grade 12 chemistry teaching" in 35 schools. The third topic "grade 6 writing teaching" in 30 schools.
- Monitor regular inspections of sub-national levels.	1	- 58 schools
- Research for more information and draft procedures for measuring capacity at equivalency level.	2	- Researching in 20 provinces
- Disseminate the results of annual inspection work across the country.	1	- Disseminated in Seim Reap on 08/12/2016
- Disseminate the results of the national assessment tests for grade 8 for Khmer, Math and Physics subjects.	1	- Successfully disseminated on 23/05/2016

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

ANNEX 6 : PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2016

Main Activities	Results	Sub-Activities	Status		
			1	2	3
1. EARLY CHILDRENHOOD EDUCATION					
1. ECCD Policy and National Action Plan	1/1	1.1 Operational of the NC-ECCD	✓		
2. Capacity Development on ECE	16/16	2.1 Training the Pre-school Resource Center networking group (Quarterly)	✓		
		2.2 Provide budget for implementation of Preschool Resource Center	✓		
		2.3 Study on pre-school forming for nation level	✓		
		2.4 Orientation training to networking group of CPS and HBE	✓		
		2.5 Primary training on process and technical of CPS to core trainers at sub-national level and new CPS teachers (300)	✓		
		2.6 Monthly technical meeting of CPS teachers and ECE officers at DOE	✓		
		2.7 Provide Material Packages to CPS	✓		
		2.8 Train the National core trainers, sub national core trainers, core parents and parents team leader on HBE and parental education	✓		
		2.9 Monthly meeting on Care, Nutrition standards, and Using health service of HBE	✓		
		2.10 Develop TV program for Parental Education	✓		
		2.11 Implementation Parental Education attached to ECE program	✓		
		2.12 Implementation Parental Education attached to FPS, education pregnant mother and mother who have children age 0-2 years old	✓		
		2.13 Implementation Inclusive Education at Preschool level	✓		
		2.14 Implementation Multi-language at Preschool level	✓		
3. Monitoring and Evaluation	7/7	3.1 ECE Monitoring	✓		
		3.2 Monitor ECE program at national level	✓		
		3.3 Monitor on SIG program at national level	✓		
		3.4 Monitor ECE program at PoE	✓		
		3.5 Monitor ECE program at DoE	✓		
		3.6 ECE Annual review meeting and mid-year review at national and sub-national levels	✓		
		3.7 Monitoring and research on ECE	✓		
4. Dissemination and Supplies	4/4	4.1 ECE operation	✓		
		4.2 Printing of ECE document.	✓		
		4.3 Equipment for ECED	✓		
		4.4 Unit operation (SIG)	✓		
5. Develop Capacity of management and ECE framework	4/4	5.1 Develop ECE to meet standards	✓		
		5.2 Develop Preschool Resource Centers to meet standards	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		5.3 Develop Capacity of National and Sub National ECE officer	✓		
		5.4 Support for sub-national systems for Early Childhood Education delivery (in preparation for D&D)	✓		
2. PRIMARY EDUCATION					
1. Development of documents and materials for supporting CFS implementation.	3/5	1.1 Develop and revise a guideline on piloting of full day learning primary school.	✓		
		1.2 Print Inclusive Education books for 4 subjects (Khmer, Mathematics, Scient and Social) for first year (grade 1 and 2), Second year (grade 3 and 4), and Third year (grade 5 and 6)			✓
		1.3 Develop, monitor and revise training manual of EGMA Programme	✓		
		1.4 Design picture for book of EGMA grade1	✓		
		1.5 Conduct end-line survey of EGMA implementation			✓
2. Building Capacity of national and sub-national primary education officers for development of CFS implementation.	15/16	2.1 The workshop introduced the use of " read - write " grade 1, 2, 3 of EGRA to grade 1, 2, 3 teachers have not yet received a supplement of the capital and provinces .	✓		
		2.2 The workshop introduced the use of the testing books of Khmer, criterial for determining the testing score, data input into the computer, checks the testing result of the program reading the first "read - write" (EGRA) and Lesson Study related to the preparation of lesson plans, observing classrooms and disseminate the results of the collection of information about the status of the study of children in the villages which do not have the schools			✓
		2.3 Workshop on methodology of data collection to Banteay Meanchey province's working group and total the disable and out of school children	✓		
		2.4 Train on Standard Library in 4 provinces	✓		
		2.5 Train on drawing for primary school in 4 provinces	✓		
		2.6 Train the produce and use of questionnaires which related to the learning of primary school students (Khmer and Mathematics) and target provinces which pitoting the full day teaching)	✓		
		2.7 Capacity training to DTMT, Principals and Inclusive EducationTeachers.	✓		
		2.8 Accelerate Education training to principals and teachers	✓		
		2.9 Train on Standard Reading for Grade1-2-3 (teacher)	✓		
		2.10 Support the implementation on Positive Discipline in target provinces.	✓		
		2.11 Survey on disciplinary method	✓		
		2.12 Disseminate CFS Master Plan and annual revise	✓		
		2.13 Support training on CFS new checklist for DTMT	✓		
		2.14 National trainers and DTMT monitor on primary in 6 target provinces	✓		
		2.15 Train the national and sub-national trainers and teachers on the pilot EGMA Programme in 8 provinces	✓		
		2.16 Train the national and sub-national trainers on EGMA Programme	✓		
3. Monitoring and education review to enhance implementation of CFS and full time	6/10	3.1 Monitoring teaching and learning Khmer " read - write" Grade 1, 2 and 3 and testing on reading speed grades 1, 2, 3 and 6 in the provincial	✓		
		3.2 Collect data of studying status in villages which do not have schools	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
teaching and learning piloting (Morning-Afternoon session)		3.3 Conduct mission and study visit abroad to exchange experience.		✓	
		3.4 Support and Monitor Multi-lingual and Accelerate Education implementation	✓		
		3.5 Annual review meeting on EGMA			✓
		3.6 Emergency aide on teaching and learning activities while natural disaster happening (flood)			✓
		3.7 Monitor on implementation of result based monitoring and evaluation system.	✓		
		3.8 Monitor the School Feeding Program of WFP in target primary school.	✓		
		3.9 Quarterly Monitor the teaching and learning processes and evaluate student's learning outcome.		✓	
		3.10 Monitor the materials (Ship) and student spectacles offering	✓		
4. School supporting Budgets allowance and Equipments for supporting office	3/4	4.1 Supply materials, printing, maintain, repair and transportation for offices		✓	
		4.2 Copy and distribute the grade 1, 12500 mathematics books for target schools	✓		
		4.3 Release SIG funds to PoE, DoE and primary schools .	✓		
		4.4 Provide food, cash, breakfasr and lunch scholarship to target schools (WFP) .	✓		
5. Training and development of professional principals and capacity building for all levels of educational primary staff, trainer and stakeholders	6/6	5.1 Analys Situation of Multilingual Education (MLE) and disseminate MLE Action Plan 2014-2018 and coordination management of MLE at national and sub-national levels	✓		
		5.2 Summary and Evaluation meeting on SIG implementation	✓		
		5.3 Monitor the role and duty implementation of school steering committee and SIG	✓		
		5.4 Strengthen capacity of PoEs and DoEs scholarships committee on scholarship implementation at primary schools	✓		
		5.5 Strengthen capacity of school steeing committee and community (Kampong Speu Province)	✓		
		5.6 Visit the schools which have processed school steering committee program and and community.	✓		
3. GENERAL SECONDARY EDUCATION					
1. Operating Unit	2/2	1.1 Unit process (department)	✓		
		1.2 Operation of GDE	✓		
2. Strengthen the capacity of management, teaching and learning	7/12	2.1 Training on the capacity of management, technical administration, teaching and learning, plan, report and strengthen the scholarship implementation for difficult students at Secondary schools	✓		
		2.2 Training on the capacity of examination technique (computer and password)	✓		
		2.3 Dissemination workshop on examination analysis	✓		
		2.4 Strengthen the capacity of national trainer (CFS)	✓		
		2.5 Training on the implementaion of result-based M&E system, M&E tool and reporting	✓		
		2.6 Workhop on Semester and Annual Improvovemnt for sub-sector			✓
		2.7 Oversea study tour	✓		
		2.8 Dissemination workshop on SIG		✓	
		2.9 Strengthen the capacity of school steering committee		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.10 Revising workshop on lifeskill with national trainer	✓		
		2.11 Training on Secondary school steering committee (32 target districts)		✓	
		2.12 Training on Secondary school series		✓	
3. Examination for second school students	5/5	3.1 Prepare the Grade 12 examination committee	✓		
		3.2 National TA for supporting examination	✓		
		3.3 Examination for outstanding students on Mathematics, Physics and KHMER	✓		
		3.4 Train Olympiad outstanding students	✓		
		3.5 Send outstanding student to oversea	✓		
4. Stenghening the Monitoring	6/8	4.1 Monitor the scholarship programme for poor students, special education and CFS	✓		
		4.2 Mornitor the teaching and learning, semester examination, school establishment request and exam center selection	✓		
		4.3 Monitoring programme of General directorate of Education	✓		
		4.4 Strengthen the Monitoring on TGL, DTMT and LLSP			✓
		4.5 Monitor and train on school improvement grant/school operation budget	✓		
		4.6 Mornitoring and evaluation baesed on result (ME)	✓		
		4.7 Mornitor on the implementation of the basic school improvement program at target provinces	✓		
		4.8 Monitor the basic schools series on basic school improvement program in the target provinces		✓	
5. Stenghtening the science and math subjects (STEM)	2/4	5.1 Train the teachers' capacity on science		✓	
		5.2 Training on the content of difficult math			✓
		5.3 Produce the shot video clip for teaching math and science of grade 9 and 12	✓		
		5.4 Workshop on use the shot video clip for teaching math and science of grade 9 and 12	✓		
6. New generation school and experiment materials	1/1	6.1 Support new general school with budget and experiment materials	✓		
7. Expand and Stregthen the lower secondary Child Friendly Schools	0/2	7.1 Support Training for DTMT on new check-list revision			✓
		7.2 National trainers and DTMT monitor the lower secondary schools in the 6 target provinces			✓
4. NON-FORMAL EDUCATION					
1. Strengthen Capacity of NFE Officials	2/2	1.1 Capacity Training Course for NFE Officials in PoE Levels	✓		
		1.2 Process the unit	✓		
2. The Evolutionary Process Expansion of Functional Literacy and Life Skill Programs	3/4	2.1 Literacy program	✓		
		2.2 Strengthening and Scalling up CLC		✓	
		2.3 Post Literacy program	✓		
		2.4 Dissemination program	✓		
3. Development and Progress of Re-entry and Equivalency Programs	2/2	3.1 Re-entry program	✓		
		3.2 Equivalency program	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
4. Monitor the Strategic Result-based Program	2/2	4.1 Monitoring and evaluation	✓		
		4.2 Development of NFE-MIS	✓		
5. Formal and Non-Formal Education service delivery is managed effectively and quality assurance	5/5	5.1 Analyze the status of re-entry programs and disseminate the results of the study	✓		
		5.2 Support the sub-nation on NFE service provision	✓		
		5.3 Revisit the revised Literacy curriculum for finalization	✓		
		5.4 Monitor the national literacy campaign 2015	✓		
		5.5 Strengthen the capacity of NFE official at national and sub-national levels for the implementation of integrated NFE-MIS	✓		
5. SCHOOL HEALTH					
1. Strengthen the Policy on School Health and SHD Operations	3/5	1.1 SHD operation including office supplies, equipment repairing, communication, other allowances and grant	✓		
		1.2 Exchange experiences workshop on the implementation of health promotion programs in schools at Kampong Thom.	✓		
		1.3 Celebrate the World AIDS Day (December, 1) in Krong Poi Pet, Banteaymeanchey Province			✓
		1.4 Develop AOP on school health program, including AOP for AIDS and Drugs prevention for 2017.	✓		
		1.5 Develop regulative documents related to School Health programs		✓	
2. Providing needed Health Care Services to educational staff and learners	4/4	2.1 Health and physical check-up to students, educational staff before formally appointed	✓		
		2.2 Health and physical check-up to grade 1 students in Kampong Chhnang, Takeo, Kampot, Kep, and Pailin provinces	✓		
		2.3 Print health check-up booklets for grade 1 students and guideline manual for using of the First Aid Kit, First Aid guidance manual, and E-chart.	✓		
		2.4 Provid First Aid Kit and refill materials to schools.	✓		
3. Health Education	5/6	3.1 Life skills education on reproductive health and sexual health, AIDS and Drugs to education staff, and pre-service teachers.	✓		
		3.2 Training on health, hygiene, nutrition, and first aid methods to SH focal points all POEs and trainers of PTTCs, RTTCs, Pre- school teacher training center in Phnom Penh	✓		
		3.3 Training focal points of School Health at sub-national level on roles and responsibilities, school health framework, monitoring, and develop action plan at Kampong Thom, Prey Veng, Pursat and Preah Sihanouk provinces.	✓		
		3.4 Developing Core Syllabus on health education contents from grade 1 to 12 for integrating into national curriculum for 2016-2025.		✓	
		3.5 Educate in malaria prevention	✓		
		3.6 Strengthen and expand the eyes health care education in schools.	✓		
4. Promoting the learning environment and set up school health facilities	7/7	4.1 Procurement material supplies for hygiene and sanitation.	✓		
		4.2 Strengthen and expand the measured hygiene, hands washing, and oral health in schools in Phnom Penh and other provinces.	✓		
		4.3 Support global hand washing campaign	✓		
		4.4 Support the distribution of gender sensitive materials to boys	✓		
		4.5 Promoting hygiene hand washing and hands washing and cooking competition in schools in Siem Reap, Battambang, and Kampong Thom provinces	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		4.6 Situational Analysis on planned spending and expand the minimum package for school (CDPF 3.3.8)	✓		
		4.7 Implement the packages to schools (CDPF 5.2.2)	✓		
5. Strengthening of cooperation and capacity building.	1/2	5.1 Participate workshops, meetings, training courses, congress, conferences and other relevant events in and out country	✓		
		5.2 Set up inter-ministry working group and technical working group to promote health education, hygiene, and clean water supply in schools in order to strengthen policy coordination in preparing strategic technical advice and information sharing.		✓	
6. Monitoring and Evaluation	4/4	6.1 Monitoring and evaluation the implementation, strengthening and expanding school health promoting program, and hygiene facilities consumption to 5 provinces	✓		
		6.2 Monitoring and evaluation the implementation of programs related to health care service in schools including, grade 1 students health check-up, deworming, vaccination, nutrition, and first aid kits providing.	✓		
		6.3 Monitoring and Evaluation the implementation of the program related to health education including sexual health, reproductive health, drugs, malaria, eyes health care, deworming, food safety, and hygiene and sanitation.	✓		
		6.4 Monitoring and evaluation the programs related to school-based hygiene measures including, school health and hygiene facilities consumption, management.	✓		
6. VOCATIONAL ORIENTATION					
1. Operating Unit	10/12	1.1 Maintain office supplies	✓		
		1.2 Office supplies for administration	✓		
		1.3 Food	✓		
		1.4 Furniture, technical equipment...	✓		
		1.5 Water and power	✓		
		1.6 Agreement with enterprises for service supply	✓		
		1.7 Rent transportation	✓		
		1.8 Maintain and repair	✓		
		1.9 Public relationship and dissemination	✓		
		1.10 Expenses on news agencies and document		✓	
		1.11 Expenses on telecommunication and post	✓		
		1.12 Salary of casual staff			✓
2. The operation of general and technical secondary schools.	1/1	2.1 The operation of general and technical secondary schools.	✓		
3. Technical material equipment	1/1	3.1 Technical material equipment	✓		
4. Capacity Development of Technical Education	9/10	4.1 Final Exam and educational technical certificate and profession in level-3	✓		
		4.2 Meeting	✓		
		4.3 Survey and collect relevant information to expand GTHS	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		4.4 Prepare legislative letters	✓		
		4.5 Enrol students for technical education	✓		
		4.6 Develop textbooks	✓		
		4.7 Disseminate vocational oriented education	✓		
		4.8 Join activities in abroad	✓		
		4.9 Local scholarship in technical education	✓		
		4.10 Personnel training			✓
5. Expand the services of vocational orientation, life skills, career counselling and path	2/3	5.1 Training on Capacity development of the teacher on Soft skill program			✓
		5.2 Training on the use of vocational orientation guideline	✓		
		5.3 Training on career counselling	✓		
6. Monitoring	6/6	6.1 Monitor and expand the teaching and Learning of life skill programs	✓		
		6.2 Monitor the semester exam at the general education and technical secondary schools	✓		
		6.3 Monitor the teaching and learning of technical education	✓		
		6.4 Monitor the vocational orientation education service	✓		
		6.5 Monitor the career counselling service	✓		
		6.6 Monitor the construction processing of Technical Institution in Kampong Speu province	✓		
7. TEACHER TRAINING					
1. Operating Unit	4/4	1.1 Provide Operational budget to Preschool TTC	✓		
		1.2 Prepare annual workshop on implementation of teacher training curriculum	✓		
		1.3 Prepare the final and recruitment exam	✓		
		1.4 Provide scholarship to 450 teacher trainees for Pre school TTC	✓		
2. Provide materials and documents for training and operating unit	3/3	2.1 Provide materials, service cost, repair and maintain the vehicles for processing unit and training	✓		
		2.2 Printing of manual for BET	✓		
		2.3 Develop specialised Education course Curriculum (for deaf and blind) by the Krousa Thmey	✓		
3. Strengthen the responsibility at sub-nation and management	2/2	3.1 Train the School Principal on leadership and management	✓		
		3.2 Supporting Research by systematic and strengthen record of professional development for principals (monitoring and evaluation and follow-up training school principals)	✓		
4. Capacity improvement of staff, trainers and teachers	14/14	4.1 Develop documents and train core trainers for training to 12+2 trainees to get bachelor degree	✓		
		4.2 Provide Scholarships to 56 trainers of BA holders to get MA degree	✓		
		4.3 Train secondary teachers the science and mathematic	✓		
		4.4 Train principals/vice principals and teachers the gender mainstreaming	✓		
		4.5 Train librarians	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		4.6 Train core trainers and secondary teachers the ICTs	✓		
		4.7 Train core trainers the inclusive education	✓		
		4.8 Develop the capacity of TTCs' trainers on Mathematic, Science and Pedagogy	✓		
		4.9 Train primary teachers the English teaching in grade 5	✓		
		4.10 Train core trainers of RTTC, PTTC and ECE on inclusive education	✓		
		4.11 Train TTCs' core trainers on inter-action video	✓		
		4.12 Train core trainers on document for training 12+2 teachers to get bachelor degree	✓		
		4.13 Participate the workshop, training course and various activities in the country	✓		
		4.14 Participate the workshop, training course and various activities abroad	✓		
5. Monitoring and Evaluation	1/1	1.1 Monitoring on implementation of the teacher training curriculum, lesson study and teaching practice and inclusive education, and gender mainstreaming	✓		
8. CURRICULUM DEVELOPMENT					
1. Operating Unit	1/1	1.1 Unit operation	✓		
2. Library design	1/1	2.1 Library design	✓		
3. Curriculum development and Document	4/5	3.1 Development and consultation Workshop on the using of guidance document for Writing Skill in grade 4	✓		
		3.2 Development and consultation Workshop on detailed curriculum		✓	
		3.3 Development and consultation Workshop on educational science, tecnology, engineering, and Mathematic (STEM)	✓		
		3.4 Workshop on Development of the English text book grade 6	✓		
		3.5 Development workshop on inserting the climate change into primary and secondary school curriculum	✓		
4. Capacity strengthening and Dissemination	4/5	4.1 Workshop on management and supply of textbook and library	✓		
		4.2 Workshop on standard libraries and refferal /core libraries	✓		
		4.3 Workshop on Sample Examination sheets for grade 9	✓		
		4.4 Workshop on Dessimation Curriculum Framework	✓		
		4.5 Abroad mission		✓	
5. Monitoring , Research and Evaluation	1/1	5.1 Monitor the Implementation of Curriculum, Textbooks and Library and teaching materials	✓		
6. Develop teaching materials and textbooks	1/1	6.1 Purchase textbooks	✓		
7. Capacity building	1/4	7.1 Curriculum and study materails skills (5 people)			✓
		7.2 School library skill (2 people)	✓		
		7.3 Test and evaluation (5 people)			✓
		7.4 Planning skill (2 people)			✓
9. HIGHER EDUCATION					
1. Increasing the number of scholarship students at higher education from 15%	12/15	1.1 Publish the scholarship information books-2016, application form and guide books	✓		
		1.2 Monitor for supporting enrolment, application form trasportation and scholarship result of government	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
of passed deploma degree students		1.3 Monitor on enrolment at higher education institutions	✓		
		1.4 Select and exam for scholarship students to study in higher education institutions and NIE	✓		
		1.5 Impact and special priority scholarship students evaluations			✓
		1.6 Monitor the project's special priority scholarship students	✓		
		1.7 Monitor the scholarship students' learnig process in higher education institutions	✓		
		1.8 Workshop on career	✓		
		1.9 Tuition, trasferring money fees and monthly payment for special priority scholarship students	✓		
		1.10 Scholarship training course	✓		
		1.11 Consultation workshop on scholarship expading program	✓		
		1.12 Print booklet on recording of SPS achievements	✓		
		1.13 Training course for officials who resposible in government scholarship	✓		
		1.14 Workshop on consultation of the service and human resource expansion planning for HE			✓
		1.15 Workshop on consultation on planning of increasing scholarship students and curriculum development for STEM in order to repond the industrial development policy		✓	
		2. Strengthening the quality of state exams students	1/2	2.1 Monitor the state examination or/and defend thesis of students	✓
		2.2 Workshop on regulation development for enrolment and graduation for students at HE		✓	
3. Design the statistic books for studying year 2015-2016	4/7	3.1 Explan and collect data, students statistic, lecturer, staff and cooperation work	✓		
		3.2 Continuously develop the HEMIS system		✓	
		3.3 Develop the scholarship system	✓		
		3.4 Training on HEMIS implementation and manterance to the HEMIS team	✓		
		3.5 Training on HEMIS data entry and guidance books printing	✓		
		3.6 Monitor and coordinate the staff for HEMIS statistic data entry		✓	
		3.7 Print the student statistics books, academic staff, leaflets and dissemination		✓	
4. Monitor the management, technical implementation and regulations of HEIs	5/5	4.1 Monitor the general status of HEIs training	✓		
		4.2 Workshop on HEIs program level IQA systems to prepare realistic self-assessment reports at program level in line with the requirements of progam level accreditation	✓		
		4.3 Recognition for Education quality in Cambodia	✓		
		4.4 Strengthen the results-based monitoring and evaluation system in HEIs	✓		
		4.5 Strengthen the monitoring and evaluation system for HE sub-sector	✓		
5. Develop Policy on good governance and management for HE	1/2	5.1 Workshop on consultation of good governance and management policy for HE	✓		
		5.2 Workshop and dissemination on standard design for providing the autonomy to HEIs			✓
6. Monitoring on relocation, expansion, creates new annex and guidelines on curriculum development in higher	2/3	6.1 Monitor the relocation, new publish and annex	✓		
		6.2 Workshop on guidelines for curriculum development	✓		
		6.3 Workshop on preparing the developtent and Business Plan Model for HEIs		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
education institutions, and organize business models and development plans in higher education institutions					
7. Capacity Development	2/2	7.1 Participate the overseas trainings and conferences	✓		
		7.2 Participate the local training and workshop, and oppening ceremony	✓		
8. Strengthen researching capacity for HE	3/4	8.1 Establish the national Research and Development Forum to build research capacity and researcher network	✓		
		8.2 Supporting activities for researching and printing for HE	✓		
		8.3 Scholarships for postgraduated students in the region			✓
		8.4 Overseas scholarship students budget	✓		
9. Sample University	0/3	9.1 Assist RUPP to become a sample university by supporting in Financial, Human Resource Management and STEAM Curriculum development and IT system development.		✓	
		9.2 Replicate the good practice of RUPP to increase some target HEIs' autonomy		✓	
		9.3 Procure the construction works, facilities in laboratory and library in targeted HEIs with a view to increasing STEAM related resources.		✓	
10. HE Coordination and Operation	5/5	10.1 Office supplies, repair and furniture	✓		
		10.2 Electricity and phone	✓		
		10.3 Supply sanitary materials	✓		
		10.4 National Consultant and TA expenditure	✓		
		10.5 Other operation expenditure and monitoring and evaluation	✓		
10. SCIENTIFIC RESEARCH					
1. Operating Unit	3/3	1.1 Suppliment of materials, administrative maintenance, and equipment	✓		
		1.2 Maintenance and repairs (other network, transportation, equipment and technical tools)	✓		
		1.3 Expenditures on energy, water and posts and telecommunications fees	✓		
2. Promoting research at higher education	2/10	2.1 Research and Innovation		✓	
		2.2 Training Course on the Management of postgraduate and push the research development in the education sector			✓
		2.3 Verifying and reviewing research works/results for the publication in Cambodia Research Journal			✓
		2.4 Establish the information of the postgraduate training course and other scientific achievement		✓	
		2.5 Manange the research data, innovation and postgraduate training course		✓	
		2.6 Organize the National Conference on Research, Education, and Implementation			✓
		2.7 Prepare the encouragement policy for researchers, scientists, and organize a scientific research achievement forum for HEIs		✓	
		2.8 Conduct the study visits in order to gain experience of postgraduate managing and training as well as developing and promoting research and innovation	✓		
		2.9 Organize the 3rd Cambodia Education Research Forum (The 3rd CERF) and the 2nd Cambodia Science and Engineering Festival (The 2nd CSEF)	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.10 Review, update, and roll the master and action plans for research development in education sector 2016-2020		✓	
3. Monitoring the quality and effectiveness/efficiency of postgraduate program training	1/2	3.1 Monitor the 36 HEIs examinations/thesis defenses of postgraduate students	✓		
		3.2 Monitoring and evaluation twice per year the resources for postgraduate program training			✓
11. ROYAL UNIVERSITY OF PHNOM PENH					
1. Students training activities (Bachelor Degree)	8/8	1.1 Supply Books, Magazines and Researching Documents to the Library	✓		
		1.2 Supply Materials and Teaching Tools to all Departments	✓		
		1.3 Supply Materials and experimental tools to all Laboratories and Departments	✓		
		1.4 Allowances for examination-competition	✓		
		1.5 Drug and health equipments	✓		
		1.6 Local Research Scholarships	✓		
		1.7 Study tours	✓		
		1.8 Uniforms	✓		
2. Expanding the Social Science subject (Master and Ph.D trainings)	0/11	2.1 Support textbooks and documents for library			✓
		2.2 Training in country and overseas fees			✓
		2.3 Contracted national agents			✓
		2.4 Contracted foreign agents			✓
		2.5 Meeting, workshop and conference			✓
		2.6 Transportation, Mission and accommodations fees in the country			✓
		2.7 Over time for staff			✓
		2.8 Examination-competition allowance			✓
		2.9 Other allowance (author, translate and edit)			✓
		2.10 Scholarships for research in the country			✓
		2.11 Study Visit			✓
3. Staff activities	7/7	3.1 Training fee in country and overseas	✓		
		3.2 National and International delegation reception expense	✓		
		3.3 Meeting, workshop and conference	✓		
		3.4 Transportation, Mission and Accommodation expense in country	✓		
		3.5 Transportation, Mission and Accommodation expense at overseas	✓		
		3.6 Other allowance (author, translate and edit)	✓		
		3.7 Food	✓		
4. Institutional activities	11/11	4.1 Supply sanitary materials and oxygen pipeline	✓		
		4.2 Supply fuel	✓		
		4.3 Office supplies	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		4.4 Supply furniture as tables, drawers, chairs, and whiteboards	✓		
		4.5 Supply electricity and water	✓		
		4.6 Service contraction with company and transportation service	✓		
		4.7 Small maintenance and repairing	✓		
		4.8 Souvenir expense in local and oversea	✓		
		4.9 Expense on press and magazines expenditure	✓		
		4.10 Post and telecommunication fees	✓		
		4.11 Other International organization contribution	✓		
12. ROYAL UNIVERSITY OF FINE ART					
1. Quality improvement of training activities	3/3	1.1 Provide office supplies and experiment	✓		
		1.2 Provide materials for sport and art	✓		
		1.3 Study visit, and training to professors	✓		
2. Researching activities	1/1	2.1 Provide office supplies, printing and documents collection and cost	✓		
3. Institutional operation	2/2	3.1 Provide materials and equipment for office	✓		
		3.2 Provide materials, furniture, maintenance, meeting	✓		
13. CHEA SIM KAMPCHAYMEAR UNIVERSITY					
1. Development of research and technical education	5/5	1.1 Increase the numbers of textbooks follow the new curriculum in 920 libraries, titles and e-library	✓		
		1.2 Increase the teaching and learning materials for college and Education Technical Institution	✓		
		1.3 Strengthen and expand the Internet stability for broadly surf	✓		
		1.4 Design the research policy and activity	✓		
		1.5 Increase the laboratories, experimental materials and activities	✓		
2. Improve capacity to gain enrolment of students	2/5	2.1 Orientation and information Seminars for attracting 400 scholarship enrollment		✓	
		2.2 Develop and prepare room, furnitures and learning and teaching materials	✓		
		2.3 Strengthen and expand the relationship with public institutions, private sectors and organizations for scholarships		✓	
		2.4 Prepare students consulting	✓		
		2.5 Strengthen and enhance students and community service		✓	
3. Strengthening Student Quality	5/7	3.1 Strengthen the implementation in languages, audiovisual and computer rooms		✓	
		3.2 Soft skill development Seminars, study tour and executive internship	✓		
		3.3 Curriculum development base on career marketing requirement	✓		
		3.4 Monitoring and evaluation the intership in companies, organizations and public institutions		✓	
		3.5 Strengthen the examination and evaluation system for all kinds of student's learning	✓		
		3.6 Ensure internal quality	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		3.7 Increase partnership and students exchange program	✓		
4. Development of officer capacity	3/4	4.1 Research by institutions and in and out country	✓		
		4.2 Research of author committee	✓		
		4.3 Enhance professors' quality and capacity		✓	
		4.4 Prepare the capacity evaluation principle and processing and incentive	✓		
5. The unit operation	3/4	5.1 Strengthen monitoring and evaluation process for all activities in whole unit		✓	
		5.2 Strengthen Financial Resource management	✓		
		5.3 Maintenance and repair the Infrastructure, construction, facilities, garden and other network	✓		
		5.4 Strengthen and expand the cooperation in and out country	✓		
14. INSTITUTE OF TECHNOLOGY OF CAMBODIA .					
1. Improve the school infrastructure in order to strengthen the quality of training and to increase the capacity of enrolment students	0/1	1.1 Construct the school buildings by the end of 2015		✓	
2. Sponsor more allowance for lecturer, personnel, and workers	4/4	2.1 Provide Budget for strengthening the proficiency of French	✓		
		2.2 Extra allowance for professors	✓		
		2.3 Extra allowance for staff and workers	✓		
		2.4 Pay tax for government	✓		
3. Improve/upgrade the Library and documents	2/2	3.1 Copy and publish the books for library and curriculum	✓		
		3.2 Support textbooks and documents, and author and publish in library	✓		
4. Scholarships and Field Visits	3/3	4.1 Support scholarship	✓		
		4.2 Scholarships for study and research inside the country	✓		
		4.3 Organize Field Visits	✓		
5. Mission inside the country and oversea	6/6	5.1 Mission in the country	✓		
		5.2 Mission at oversea	✓		
		5.3 The payment of compensation in the country	✓		
		5.4 The payment of compensation abroad	✓		
		5.5 Mission at oversea	✓		
		5.6 Mission at oversea	✓		
6. Organize Scientific and Cooperation Day in regional	2/2	6.1 Organize Scientific and Cooperation Day in region	✓		
		6.2 Organize workshop and meeting	✓		
7. Master degree training	1/1	7.1 Master degree training	✓		
8. Develop the experiment work and experimental materials	1/1	8.1 Conduct all kinds of experiment work	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
9. Improve experimental equipments and other equipments/ materials	2/2	9.1 Equip more equipments and other materials	√		
		9.2 Equip more experiments equipment	√		
10. Insitutional Operation	17/17	10.1 Supply stationary and materials for teaching	√		
		10.2 Office supply	√		
		10.3 Fuel and generator	√		
		10.4 Telecommunication Fee	√		
		10.5 Welcome national and international delegation	√		
		10.6 Expenditure of souvenir for local and international	√		
		10.7 Expenditure for exhibition in local and international	√		
		10.8 Social communication	√		
		10.9 Information dissemination	√		
		10.10 Expense for ceremonies	√		
		10.11 Budget for examination	√		
		10.12 Budget for state exam	√		
		10.13 Fuel for vehicle	√		
		10.14 Meeting of boards of directors, scientific council and student council	√		
		10.15 Various expenses	√		
		10.16 Utilities	√		
		10.17 TEIN Membership anually fee	√		
11. Maintenance of physical infrastructure and Equipments	6/6	11.1 Building maintenance and water network	√		
		11.2 Small repairing	√		
		11.3 Enery network maintenance	√		
		11.4 Maintenance of transportation	√		
		11.5 Maintenance of experimental equipment and other materials	√		
		11.6 Unplanned expense	√		
15. NATIONAL INSTITUTE OF EDUCATION					
1. Operating Unit	7/8	1.1 Administative operation	√		
		1.2 Training on Capacity for NIE's staff	√		
		1.3 Overseas activities	√		
		1.4 Researching	√		
		1.5 Monitoring on teacher trainees who completed their training	√		
		1.6 Incentive	√		
		1.7 Allowance	√		
		1.8 Research on ESD and Training for NIE's staff			√

Main Activities	Results	Sub-Activities	Status		
			1	2	3
2. Training Activities	2/2	2.1 Manage materials for teaching and learning	✓		
		2.2 Author and documentation	✓		
3. Training Activities for Master Degree	3/3	3.1 Hour payment for lecturers and thesis	✓		
		3.2 Printing Master degree certificates	✓		
		3.3 Thesis defense	✓		
4. Training on Management and Planning	2/2	4.1 Training on Management and Planning for POE Officials	✓		
		4.2 IIEP supports NIE in skill development	✓		
5. Training existing educational inspectors and new inspectors	2/3	5.1 Training on inspection trainers and existing inspectors at NIE	✓		
		5.2 Training the existing inspectors at POEs		✓	
		5.3 Pre-service and in-service training on education inspectors	✓		
6. Pre-service training (12+2) to (12+4)	1/1	6.1 Hours payment for teaching staff	✓		
7. Train principals and vice principals on new education inspection system	1/1	7.1 Training at POEs	✓		
8. Pre-service training for higher teachers on the new contents and methodology	1/1	8.1 Training at POEs	✓		
16. SVAY RIENG UNIVERSITY					
1. Operating Unit	5/5	1.1 Supply stationery, furniture, equipment, materials, maintenance, food and agriculture product	✓		
		1.2 Electricity and water supply.	✓		
		1.3 Maintenance, small repairs, vehicle maintenance and car parking construction.	✓		
		1.4 Provide incentive, allowance, bonuses and other public expense	✓		
		1.5 Social activities, donation to social and cultural organization.	✓		
2. Capacity building to attract students to Study at SRU	4/4	2.1 Improve school, study environment and WC.	✓		
		2.2 Equip more equipment, furniture for supporting teaching	✓		
		2.3 Public relation and study information dissemination	✓		
		2.4 Food and agriculture products	✓		
3. Strengthening the students quality	4/4	3.1 Supply the administrative materials and experimental tools of teaching and learning.	✓		
		3.2 install more small tools, furniture, document, experimental textbook and improve the internet coverage	✓		
		3.3 Study tour and practicum (transportation)	✓		
		3.4 Other bonus (examination and thesis)	✓		
4. Capacity building teachers and administrative staff	4/4	4.1 Participate in local workshop/ training course.	✓		
		4.2 Participate in international/overseas workshop/ training course.	✓		
		4.3 Training course and workshop to promote the capacity of teaching staff and administrative staff.	✓		
		4.4 Study visit to explore new experience	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
5. Research Development	4/5	5.1 Strengthen the library management, supply administrative materials and equipments	✓		
		5.2 Provide e-library service			✓
		5.3 Provide Incentive, other bonus and public expense	✓		
		5.4 Public relation, press, dissemination and documentation.	✓		
		5.5 Capacity building on research.	✓		
6. Quality assurance, Monitoring and evaluation.	4/6	6.1 Meeting to develop relevant document (policy)	✓		
		6.2 Orientation workshop on Internal Quality Assurance		✓	
		6.3 Produce and publish (policy document and tool)		✓	
		6.4 Observing and collecting feedback	✓		
		6.5 Train on capacity building of quality assurance in and out country	✓		
		6.6 Organize the quarter, semester and annual meeting/assembly for both executive and annual meeting for board of trustee.	✓		
17. MEAN CHEY UNIVERSITY					
1. Student activities	4/4	1.1 The enrolment	✓		
		1.2 Monitoring on the 5 years strategic plan and next steps	✓		
		1.3 Supply physical facility for teaching and learning	✓		
		1.4 Trainings, research, experinment and workshop	✓		
2. Staff and professor activities	6/6	2.1 Evaluation of internal of HEI for requesting for accreditation	✓		
		2.2 Technical meeting and curriculum development	✓		
		2.3 Students' study monitor	✓		
		2.4 Sum up meeting of teaching achievement and leaders	✓		
		2.5 Promote staffs and professors in unit	✓		
		2.6 Improve staffs, professors capacity, joint training in and out country	✓		
3. Supply physical facility for teaching and learning	4/5	3.1 University activities	✓		
		3.2 Equip more equipments, furnitures, room supply and library	✓		
		3.3 Equip more equipments, furnitures in Lab and study room		✓	
		3.4 Internal monitoring and evaluating by ACC	✓		
		3.5 Research project and operation with partners	✓		
18. BATTAMBANG UNIVERSITY					
1. Student activities	4/4	1.1 Enrolment	✓		
		1.2 Strengthen the students' research and experiment	✓		
		1.3 Train students	✓		
		1.4 The final exam, semester examinations and thesis defence	✓		
2. Staff and professor activities	6/6	2.1 The author, compiled, various written documents and books	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.2 Strengthen the staff and professor	✓		
		2.3 Strengthen the quality of training	✓		
		2.4 Strengthen management	✓		
		2.5 Monitoring and Evaluation	✓		
		2.6 Train staff inside and outside	✓		
3. Institution activities	3/3	3.1 Processing unit	✓		
		3.2 Development of materials and equipment laboratory equipment	✓		
		3.3 Infrastructure maintenance, repair facilities	✓		
4. Researching	3/3	4.1 The quality and effectiveness research	✓		
		4.2 Market-focused integrated crop and livestock enterprises for NW Cambodia	✓		
		4.3 Maintaining productivity and income in the Tonle Sap fishery in the face of climate change	✓		
19. ACCREDITATION COMMITTEE OF CAMBODIA.					
1. Operating Unit	2/5	1.1 Procurement		✓	
		1.2 Purchasing (cleaning supplies and sanitation, food, stationery and materials)		✓	
		1.3 Services (maintenance, repair technical equipment, and transportation means, and maintenance networks)		✓	
		1.4 Service payment of the members of AQAN & APQN	✓		
		1.5 Payment of technical advisor	✓		
2. Accreditation on Higher Education Institutions	1/2	2.1 The assessment of accreditation higher education institutions (38 institutions)	✓		
		2.2 The monitoring on the training of 17 institutions.			✓
3. Capacity building and Understanding on Accreditation	8/9	3.1 Train HEIs (48 institutions) on the way of self-assessment report writing	✓		
		3.2 Consultation workshop on standards of post graduate	✓		
		3.3 Training workshop for assessment officers	✓		
		3.4 Training workshop for ACC officials on the how to check self assessment report	✓		
		3.5 Participating in various events		✓	
		3.6 The exchange of experiences related to the international quality assurance (2 times)	✓		
		3.7 Participate international meeting	✓		
		3.8 The payment for attending various international meetings	✓		
		3.9 Meeting of AQAN	✓		
20. KAMPONG CHEUTEAL INSTITUTION					
1. Operating Unit	6/10	1.1 Cleaning supplies and sanitation	✓		
		1.2 Greet national and international delegations	✓		
		1.3 Connect internet and telephone networks	✓		
		1.4 Equip equipments, materials and furnitures	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.5 Supply office materials and printing	✓		
		1.6 Purchase newspapers, magazines and monthly newsletters	✓		
		1.7 Decorate environment, repair garden and water supply		✓	
		1.8 Equip equipments and furnitures in the room			✓
		1.9 Repair and decorate dormitory for students			✓
		1.10 Repair, decorate fence and entrance			✓
2. Accreditation on Higher Education Institutions	3/4	2.1 Buy books and teaching documents	✓		
		2.2 Study visit inside country	✓		
		2.3 Prepare capacity training and workshop	✓		
		2.4 Equip technical materials LCD, Desktop, pictures and teaching and learning materials		✓	
3. Capacity building and Understanding on Accreditation	2/3	3.1 Train higher education capacity and teaching, learning about agriculture and technology	✓		
		3.2 Send management team, administrators and teachers to study visit to improve knowledge	✓		
		3.3 Give incentive and allowance to academic staff			✓
21. PHYSICAL EDUCATION AND SPORT					
1. Operating Unit	1/1	1.1 The process of Unit	✓		
2. Improving Sports Infrastructure	1/1	2.1 Renovate basketball courts, tennis courts, stadium in Sihanouk province	✓		
3. Strengthening Sport Capacity of Technical Officers	1/1	3.1 Train coaches, referees, judges and sports officials	✓		
4. Public Sport Competitions	2/3	4.1 Competition chosen as the national champions are: tennis, petanque, wrestling, swimming, baseball, wushu, judo, table tennis, badminton embroidered Takeo, taekwondo, gymnastics, koundav, bokator, sauna Fano Belgium Ocampo, boxing, karate, cycling, badminton, Tri Triathlon, Vovinam, racing, marathon Guinea Simon Dawson, Soft Tennis Plains White, football, volleyball, basketball, athletics and sports.	✓		
		4.2 Sport competition include: football, volleyball, basketball, athletics, swimming, tennis, badminton, petanque, bokator, taekwondo, boxing and wrestling.	✓		
		4.3 Monitoring and evaluation		✓	
22. PHYSICAL EDUCATION AND SPORT FOR STUDENTS					
1. Operating Unit	2/2	1.1 Materials Processing Unit	✓		
		1.2 Printing physical education and sport teacher guide to primary schools	✓		
2. Build sport facilities in schools	0/1	2.1 Build sport facilities in schools, Phnom Penh Department of Education, Youth and Sport, Presh Sisovat High School, Chea Sim Beung Keng Kang High School and Beung Trabek high School.		✓	
3. Develop students sport associations	3/5	3.1 Match championship for primary students			✓
		3.2 Match championship for secondary students	✓		
		3.3 Match championship for higher education and technical education students	✓		
		3.4 Provincial sport association or sporting club have an infrastructure and capacity to lead sport group for matching		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		3.5 The international federation contribution	✓		
4. Capacity development of PES teacher in primary school	5/6	4.1 Continue Instruction PES book for primary school.	✓		
		4.2 Train the Administration officials and technical officials on capacity leading the team to participate in the National Games.			✓
		4.3 Training on compiling the documents physical test Artificial body to children aged 6 to 12 year through region 1, District and city Sport office as well as school principal.	✓		
		4.4 Celebrate the Physical Education Day in Primary Schools	✓		
		4.5 Participants School Games in Chheang Mai, Thailand	✓		
		4.6 Participate in ASEAN University Games in Singapore	✓		
5. Monitoring and assessment	1/1	5.1 Monitoring and assessment all activities in the projects.	✓		
6. Build dissemination and monitoring systems	1/1	5.1 Train and strengthen the core schools in 5 target regions	✓		
7. The Development the Junior High School PE Curriculum	1/1	7.1 Compile Junior High School PE Curriculum firmly	✓		
23. NATIONAL INSTITUTE OF PHYSICAL EDUCATION AND SPORT					
1. Operating Unit	0/2	1.1 Office Equipment Needs		✓	
		1.2 To repair Football Field Athletic Field and Dressing room		✓	
2. Strengthening Course on Physical Education and sport Instructor Nation-wide	3/3	2.1 Course in Kompong Thom province	✓		
		2.2 Course in Banteay Meanchey Province	✓		
		2.3 Course in Preah Sihanouk Province	✓		
3. Processing of Training Center for Physical Education and Sport Instructor	0/1	3.1 Equipment for Training and Office Equipment Needs		✓	
4. Processing of Researching Center for Physical Education and Sport Science	0/2	4.1 Provide materials for processing		✓	
		4.2 Documentation and Translation		✓	
5. Inspection	1/1	5.1 Inspection on PES Training in Lower and Upper Secondary Schools Nation-wide	✓		
24. NATIONAL SPORT TRAINING CENTER					
1. Operating Unit	9/10	1.1 Maintenance Supplies	✓		
		1.2 Administrative Supplies	✓		
		1.3 Snacks For dissemination Seminar	✓		
		1.4 Energy and Water	✓		
		1.5 Transportation Rental	✓		
		1.6 Hire Foreign Coach	✓		
		1.7 Public and media relations	✓		
		1.8 Telecommunication Service		✓	
		1.9 Other Services	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.10 Staff burden	✓		
2. Capacity training course for technical officials national players	3/3	2.1 Cover local expenses	✓		
		2.2 Support and organise the training for national team	✓		
		2.3 Various Allowances	✓		
3. Competing International Activities	2/2	3.1 Official Uniform costs	✓		
		3.2 Expense payment Abroad	✓		
4. Award Winners Costs	1/1	4.1 Bonus winners	✓		
5. Building, Repair, Maintenance and Training Facilities	4/4	5.1 Technical Equipment & Material Deliveries	✓		
		5.2 Buying Furniture	✓		
		5.3 Maintenance and Repair	✓		
		5.4 Purchase of training material	✓		
6. Preparing the nursery Sector for 2023	0/1	6.1 Infrastructure construction at beung Snor Sports Center		✓	
7. Monitoring and Evaluating the nursery Sector for 2023	1/1	7.1 Contributions to International organizations	✓		
25. YOUTH					
1. Operating Unit	1/1	1.1 The process of the unit	✓		
2. Strengthen and process the children and youth council (3 goods)	1/2	2.1 Printing textook on Cambodia children and youth councils		✓	
		2.2 Materials as rewards to children and youth councils	✓		
3. The changing national and international youth	14/14	3.1 Celebrate the 67th International Children's Day	✓		
		3.2 Celebrate the 17th International Day for Youth	✓		
		3.3 Hold a program on minutes of education for youth and children broadcasting on Radio	✓		
		3.4 Study tour of the children and youth councils to cultural areas	✓		
		3.5 Review on the 3 movement of "good child, good friend and good student"	✓		
		3.6 Camping for youth	✓		
		3.7 Workshop to review on the children and youth councils' affairs	✓		
		3.8 Training on oriented education for youth	✓		
		3.9 Hold International Youth Cultural Festival	✓		
		3.10 Hold General Assembly of the Asia Youth Ship Program	✓		
		3.11 Hold meeting of AYDM	✓		
		3.12 Hold meeting of SOMMY	✓		
		3.13 Send students to participate in eperience exchange programs ,meetings, workshops and camping at overseas	✓		
		3.14 Support international delegation	✓		
4. Monitoring	1/1	4.1 Monitoring on the children and youth councils at the capital-provinces	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
26. MANAGEMENT YOUTH CENTRE					
1. Operating Unit	7/7	1.1 Equipment of supply, and care	✓		
		1.2 Office supply on administration and printing	✓		
		1.3 Small equipments, furniture and facilities repairing	✓		
		1.4 Transportation rent	✓		
		1.5 Maintenance and repairing	✓		
		1.6 Public communication, dissemination and social contribution	✓		
		1.7 Fees for telecommunication	✓		
2. Youth and center development	4/4	2.1 125 persons of the voluntary youth visiting for two times	✓		
		2.2 1000 persons of the International volunteer day in 5 December	✓		
		2.3 750 persons of the international Cambodian Volunteer Day	✓		
		2.4 250 persons of the youth leadership day and youth	✓		
3. Building the capacities, skills and entrepreneurship	5/8	3.1 Supplement and reviewing on " Centre and Youth Management"	✓		
		3.2 Dissemination of labor market information, career for youth	✓		
		3.3 Core teachers and coordinator in the voluntary youth training and profession skill training and arrange and process youth centre and activities in provinces.	✓		
		3.4 Training of C-BED			✓
		3.5 Forum on the labour and study orientation	✓		
		3.6 Dissemination on Cambodian national policy for youth development and national action plan for Cambodian youth development			✓
		3.7 Researching on the status and needs of youth			✓
		3.8 Overseas study tour of the YCMD and DGY	✓		
4. Monitoring and Evaluation	4/4	4.1 Monitoring and pushing the voluntary work	✓		
		4.2 Monitoring the provincial youth management	✓		
		4.3 Monitoring the skills training	✓		
		4.4 Monitoring the implement of national youth policy about the Cambodian youth development	✓		
27. PLANNING					
1. Operating Unit	1/1	1.1 Unit Process	✓		
2. Develop strategic and operational plan	9/9	2.1 Mid-Term Review in 2016 on the implementation of ESP 2014-2018 supported by IIEP	✓		
		2.2 Mid-Term Review on the implementation of ESP 2014-2018	✓		
		2.3 Developing budget strategic plan 2017-2019 of national and sub-national levels	✓		
		2.4 Support the developing of provincial ESP	✓		
		2.5 Developing Annual Operational Plan 2017 of national and sub-national levels	✓		
		2.6 Developing the public investment program 2017-2019	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.7 Research-based policy on out of school children	✓		
		2.8 Support the planning and capacity building	✓		
		2.9 Integration and alignment indicator after 2015 and Vision 2020 in the development of policies and plans		✓	
3. Coordinating on cooperative aid	5/5	3.1 Prepare regular meeting of joint technical and educational working group.	✓		
		3.2 Monitoring the process of provincial meeting of joint technical working group and trimester meeting result	✓		
		3.3 Support for management information on helping capital & provincial	✓		
		3.4 Preparing retreat of joint technical working group.	✓		
		3.5 Support on monitoring the effectiveness practicing planning development ability.	✓		
4. Development capacity and planning system	9/9	4.1 Training on budget strategic plan for national and sub-national level	✓		
		4.2 Revision and training on CANPRO	✓		
		4.3 Support the preparation and revision on the provincial ESP	✓		
		4.4 Training on Micro-planning for DOEs	✓		
		4.5 Support the implementation of SIG	✓		
		4.6 2 officials participate the advanced training on educational management and planning 2015-2016 at Paris, France	✓		
		4.7 15 officials of MoEYS participate in the Bleded Course of IIEP, Paris, France	✓		
		4.8 Support on MoEYS officails who graduated master degree at RUPP 2015-2016	✓		
		4.9 Developing the Student Tracking System	✓		
28. PERSONEL					
1. Operating Unit	0/1	1.1 Unit's Operation		✓	
2. Salary of officials at national level	1/1	2.1 Salary of officials at national level	✓		
3. Support staff deployment	2/2	3.1 Deploy teachers from excess school to shortage school.	✓		
		3.2 Deploy new school	✓		
4. Support teachers in the remote and disadvantaged areas	1/1	4.1 Support teachers in the remote and disadvantaged areas	✓		
5. Strengthening human resources	1/2	5.1 Workshop on improving the human resource management for officials of POES, DOEs and institutions' leaders		✓	
		5.2 Study visit, and participation the events abroad	✓		
6. Personnel selection exam	1/1	6.1 Exam for higher education trainees for teaching in higher education schools	✓		
7. Monitoring and Evaluation	6/6	7.1 Filling certificate for Year-2 trainees at TTCs and RTC	✓		
		7.2 Follow up the use of official framework, contract teachers, 2 shift teaching, and double grades	✓		
		7.3 Monitor on personnel transfer	✓		
		7.4 Cooperate and monitor on new teacher deployment	✓		
		7.5 Monitor and evaluate on implementation of guideline and regulation letters on sivil servant mangement	✓		
		7.6 Orientation to teacher trainees before their graduation	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
8. Strengthen the accuracy of HRMIS at national and sub-national	9/9	8.1 Training on how to generate Payroll reports with HRMIS System in 25 PoEs	✓		
		8.2 Training to PoEs, DoEs and school principals on data collection and questionnaire filled	✓		
		8.3 Support to monitor and spot check at POEs and DoEs on HRMIS using and data collection include training and trouble shooting	✓		
		8.4 Training to PoEs technical staff how to install HRMIS, network connection, maintenance and repairing	✓		
		8.5 Training on how to make and disseminate the education staff profile for 25 PoEs (Statistics books, Pamphlets, Wall sheets, professional skills and staff projection) from HRMIS System by year	✓		
		8.6 Review workshop on quality and effectiveness improving of HRMIS using at Siem Reap's PoEs	✓		
		8.7 Training HRMIS technician on the MY SQL program in AIT, Thailand	✓		
		8.8 Training and set up to HRMIS technician in some selected high schools.	✓		
		8.9 Training how to use report from HRMIS to control and manage 9the education staff (transfer, promotion, deploy and redeployment, training and projection)	✓		
9. Strengthening the education staff management and new staffing norm	1/1	9.1 Monitoring and spot checks of using new staffing norm(guideline 33)	✓		
10. Study and analyse on the positive and negative impact of the criterias of appointing the education managers that base on the qualification which defined in job description and job specification	0/2	10.1 Study and collect the positive and negative information from education managers and officers of using criterias on education menagers promoting and improving		✓	
		10.2 Workshop on result dissemination and recommendation of positive and negative impact on using education managers appointing criterias			✓
11. Monitoring the work performance of education staff in each units	0/2	11.1 Workshop how to fill the documents, administrative systems, education personnel affair and train new graduated trainees for performing in each units		✓	
		11.2 Monitor and verify the attendance on job performance of new education officers who work at each unit prior they are appointed to conduct practicum		✓	
12. Develop personnel incentive system	4/4	12.1 Discussion Workshop on staff performance appraisal system	✓		
		12.2 Strengthening Workshop for implementation of staff performance appraisal system for office's leaders at national and sub national.	✓		
		12.3 Workshop for implementing the staff performance appraisal system to school management in all the three levels.	✓		
		12.4 Training Workshop for focal point school Directors for staff performance appraisal system.	✓		
13. Implementation the Human Resource Policy	1/1	13.1 Need International Technical Assistant to support Action Plan Review including Functions, Roles, responsibilities of staff transferring under D&D. (3months 63days)	✓		
14. Training English at national and sub-national levels	2/2	14.1 Training English at nataional level	✓		
		14.2 Training English at sub-national level	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
29. FINANCE					
1. Operating Unit	5/5	1.1 Administration and Management of Program Finance (SIG)	✓		
		1.2 Unit processing	✓		
		1.3 Support technical for FMIS	✓		
		1.4 Support FMIS tools	✓		
		1.5 Local TA for FMIS	✓		
2. Capacity Strengthening and Meetings	3/3	2.1 Capacity Strengthening and Meetings	✓		
		2.2 Develop SIFB Manual and training TOT and annual review workshop	✓		
		2.3 Strengthen financial accountability through roll out of FMIS	✓		
3. Materials and equipments purchasing, and printings	1/1	3.1 Materials, equipments, and printings	✓		
4. Social Affairs and Unexpected Costs	1/1	4.1 Social Affairs and Unexpected Costs	✓		
5. Monitoring	2/2	5.1 DoF Officers conduct monitoring on POEs, DOES, and Schools	✓		
		5.2 Monitoring	✓		
30. INTERNAL AUDIT					
1. Operating Unit	1/1	1.1 Provide support material and equipment to the Internal Audit Department	✓		
2. Support audit work	0/3	2.1 Train official and training workshop on auditing theory			✓
		2.2 Internal audit advisor of national and international support the Internal Audit Department			✓
		2.3 Print documents and meetings for dissemination			✓
3. Process Audit	3/3	3.1 Internal audit	✓		
		3.2 Monitor on internal audit performance	✓		
		3.3 Monitor and evaluate under recommendation	✓		
31. EDUCATIONAL QUALITY ASSURANCE					
1. Operating Unit	3/3	1.1 Supply administrative material, furniture and repairing	✓		
		1.2 Technical equipment	✓		
		1.3 Staff burden	✓		
2. Student learning achievement	6/6	2.1 Write the test sheets and print the grade6 test book grade6	✓		
		2.2 Test in grade 6 for subjects of Khmer and Mathematics	✓		
		2.3 Disseminate the test results of grade 3 and 8	✓		
		2.4 Regional Assessment Test in educational primary level (SEA-PLM)	✓		
		2.5 International students assessment tests for development (PISA-D)	✓		
		2.6 International technical assistance on data analysis and testing results evaluating report	✓		
3. Inspection of education quality assurance	3/5	3.1 Education quality assurance inspection by subjects	✓		
		3.2 Monitoring the inspection of education quality on schedule and performance of Child and Youth Council	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		3.3 Capacity training on using of inspection tools on schedule, school self-evaluation and develop annual inspection plan to sub-national inspection official	✓		
		3.4 Media nation-wide the annual education quality inspection reports		✓	
		3.5 Research Communications, Management and Multiplying effect of study			✓
4. Equivalence competency evaluation	3/4	4.1 Research the procedures and principles of equivalence competency evaluation	✓		
		4.2 Workshop prepare a draft on the proficiency equivalent level evaluation	✓		
		4.3 Consultation Workshop on the draft decision on proficiency equivalent level evaluation	✓		
		4.4 Dissemination seminar on decision of proficiency equivalent level evaluation			✓
32. INSPECTORATE OF ADMINISTRATION AND FINANCE					
1. Operating Unit	1/1	1.1 Supply the materials for processing department	✓		
2. Strengthen the capacity	2/2	2.1 Training course on conflict investigation procedure and disseminate the inspection reports	✓		
		2.2 Train officials the inspection work	✓		
3. Regular inspection	4/4	3.1 Inspect the sub-national level and educational institutions	✓		
		3.2 Review progress on improving under the recommendations	✓		
		3.3 Quote national unit's information	✓		
		3.4 Investigate the other unusual complaints	✓		
33. INFORMATION AND ASIAN AFFAIRS					
1. Operating Unit	1/1	1.1 Processing department	✓		
2. Develop the officials capacity of ICT in Education at nation and sub-nation level	5/5	2.1 Training of Khmer UNICODE and Khmer Office Program for education administrative work	✓		
		2.2 Training on Internet and E-mail using	✓		
		2.3 Training on Intel Teach Program	✓		
		2.4 Train the MoEYS' officials the Computer foundation for education administrative work (CDPF 4.1.16)	✓		
		2.5 Instal Internet connectivity to all teacher training institutions and schools with computers to develop the capacity of teachers and officials	✓		
3. Development of education for all through non-formal education	2/2	3.1 Train the using of Electronic Educational Resource Center website and remote education	✓		
		3.2 Train the data entry in Electronic Educational Resource Center website	✓		
4. Information collection and support the MoEYS dissemination process	6/10	4.1 Monitor and evaluate the Khmer Unicode and Khmer Office program using for POE's administrative work	✓		
		4.2 Monitor and evaluate the Internet and E-mail using at PoE	✓		
		4.3 Monitor and technical assistance on ICT training course as the request of the sub-national units	✓		
		4.4 Monitor and evaluate the use of ICT tools for mathematics and science teaching		✓	
		4.5 Collect education information for inserting in educational newsletter and achievement book		✓	
		4.6 Monitor and evaluate the awareness of the ASEAN Community		✓	
		4.7 Educational media campaign in the remote and disadvantaged areas for collecting the 6 years old or at least 72 months old children to enroll		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		4.8 Develop, print and disseminate the educational newsletter	✓		
		4.9 Public media training	✓		
		4.10 Collect information and photograph and disseminate the MoEYS news	✓		
5. Develop the MoEYS cooperation in SEAMEO framework	5/5	5.1 Delegation accomodation	✓		
		5.2 Send the officials to join study tour and attend training course in abroad	✓		
		5.3 Send the officials to attend the SEAMEO meeting	✓		
		5.4 Train the use of ICT tools for mathematics and science teaching	✓		
		5.5 ASEAN Knowledge Dissemination Workshop	✓		
34. LEGISLATION					
1. Operating Unit	0/1	1.1 Unit process		✓	
2. Strengthen delivery of public education service based on the principle of good governance	3/3	2.1 Dissemiation Workshop on delivery of public education service based on the principle of good governance	✓		
		2.2 Monitor the implementation of delivery of public education service based on the principle of good governance	✓		
		2.3 Publish the orientation documentary on delivery of public education service based on the principle of good governance	✓		
3. Educational D&D implementaion	12/20	12.1 Train DOE's core teachers on school management automation	✓		
		12.2 Monitor the result of DOE's trainer on school management automation			✓
		12.3 Workshop on school management automation (school principle and school steering committee)			✓
		12.4 Monitor on school management automation			✓
		12.5 Workshop on school management automation			✓
		12.6 Prepare public forum by increasing the number of school steering committee and concern people for making decision in teaching and learning			✓
		12.7 Consulation meeting on function transferring step 1	✓		
		12.8 Trimester meeting with DOE's administrator on progress of educational transferred function implementation	✓		
		12.9 Develop the profession capacity and skills of Ligation dept. officials for response democracy development at sub-nation	✓		
		12.10 Workshop on administrative officials capacity developing at sub-nation of Battambang which focus in transferred function	✓		
		12.11 Official annouce to Battambang's administrative the functions transferring and educational resource	✓		
		12.12 Support expanding the functions transferring to various provinces	✓		
		12.13 Consultation workshop on legislation letter supported in educational function transferring to sub-national administration	✓		
		12.14 Policy dissemination workshop on D&D reform	✓		
		12.15 Consultation workshop on preparing of policy implementation action plan on D&D reform	✓		
		12.16 Support the processing of D&D secretariat	✓		
		12.17 Monitor the delivery of public education services based on the One window service at target DOE		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		12.18 Monitor the processing of public education service delivery at private schools		✓	
		12.19 Publish the policy documents on D&D reform		✓	
		12.20 TA for supporting the D&D reform (6 months)	✓		
4. Develop and strengthen the regulation implementation on education and legislation letters	5/7	4.1 Author and compile the educational legislation letters	✓		
		4.2 Workshop on education and legislation letters		✓	
		4.3 Orientation workshop on procedure of making legislation letters	✓		
		4.4 Consultation workshop on develop the educational legislation letters	✓		
		4.5 Publish the Regulation books series and educational legislation letters		✓	
		4.6 Monitor the regulation implementation on education legislation letters and educational policy	✓		
		4.7 Reviews the plan and action for strengthen educational legislation	✓		
5. Strengthen against the human trafficking in education sector	4/6	5.1 Workshop on legal framework against human trafficking framework		✓	
		5.2 Prepare the research report and evaluate the factor that make the some people and families suffer from human trafficking		✓	
		5.3 Dissemination workshop on prevention and blocking human trafficking	✓		
		5.4 Working group meeting for reviewing the implementation of prevention and blocking human trafficking (twice per year)	✓		
		5.5 Group meeting the preventing and blocking human trafficking with inter-ministry	✓		
		5.6 Publish book series of against human trafficking legal framework	✓		
6. Strengthen the legal procedure of management and solve the officials' conflict	3/4	6.1 Dissemination Workshop on procedure of requesting or protest sue-ing and solutions	✓		
		6.2 Assist and legal assistance to educational officials who have conflict		✓	
		6.3 Strengthen the core officials' capacity on procedure and criminal	✓		
		6.4 Monitor the officials' conflict and procedure of requesting or protest sue-ing and solutions implementation	✓		
35. SCHOOL CONSTRUCTION					
1. Operating Unit	4/4	1.1 Administrative operation and materials purchase	✓		
		1.2 Maintenance and repairing of vehicle and facilities	✓		
		1.3 Telecommunication cost, officials who stop working and officials with illness	✓		
		1.4 Study tour related to education infrastructure at overseas	✓		
2. Capacity Development	3/4	2.1 Training the officials at regional level	✓		
		2.2 Train the school principals	✓		
		2.3 Survey and study the information of schools in capital and provinces	✓		
		2.4 Training the officials in the unit		✓	
3. Development of administrative and school buildings	15/17	3.1 Construct primary schools for upgrading lower secondary schools and equip furniture at the provinces	✓		
		3.2 Construct the lower secondary schools with more students	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		3.3 Construct the lower secondary schools in communes which have not LSS	✓		
		3.4 Construct the toilets and wells in schools	✓		
		3.5 Repair Battambang POE administrative buildings	✓		
		3.6 Repair 3 buildings of Sisovath high school	✓		
		3.7 Repair and improve the upper secondary examination centers	✓		
		3.8 Repair school buildings in the 25 capital-provinces			✓
		3.9 Repair administrative buildings at each unit	✓		
		3.10 Construct the lower and upper secondary schools at the provinces (chapter 21)	✓		
		3.11 Construct the community pre-school buildings at the provinces	✓		
		3.12 Construct the primary school buildings at the provinces	✓		
		3.13 Construction of resource pre-school buildings at the provinces	✓		
		3.14 Construct the teachers' houses at the provinces	✓		
		3.15 Construction of DOEs' offices	✓		
		3.16 Construct a building and equip furniture for faculties of engineering and science (STEM) at the Royal University of Phnom Penh	✓		
		3.17 Facility and furniture equipment at the Institute of Technology of Cambodian			✓
4. Monitoring and evaluation	2/2	4.1 Monitoring and evaluation the education infrastructure management	✓		
		4.2 Monitor the repairing and construction of school buildings	✓		
36. MATERIALS AND STATE PROPERTY					
1. Operating Unit	7/7	1.1 Fuel	✓		
		1.2 Office supplies and vehicles	✓		
		1.3 Equipments for schools	✓		
		1.4 Travel Taxes for vehicles	✓		
		1.5 Electricity, water, Communication and food	✓		
		1.6 Various incentive	✓		
		1.7 Other expense and services	✓		
2. Capacity Development	2/2	2.1 Train technical officials at central level, POEs, and DOEs	✓		
		2.2 Abroad Mission	✓		
3. Monitoring and Evaluation	1/1	2.1 Monitoring, evaluating and updating the Materials and State Property management.	✓		
37. ADMINISTRATION					
1. Operating Unit	5/5	1.1 Provide the office supply for processing office	✓		
		1.2 Print the victory flages and satisfactory certificates for achievable units at national level.	✓		
		1.3 Print education congress and relevant documents	✓		
		1.4 Join organizing various national ceremonies and social affair	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		1.5 Print 1500 contact books for 2016	✓		
2. Prepare Annual Education Congress 2016	2/2	2.1 Provide and support the annual education congress 2016 process	✓		
		2.2 Participate the Education, Youth and Sport Performance congress and collect the relevant reports	✓		
3. Develop Capacity of Educational officials	3/3	3.1 Train administrative officials the administrative management at national and sub-national levels	✓		
		3.2 Train education officials the achieve management at national and sub-national levels	✓		
		3.3 Train the Protocol and Reception work	✓		
4. Monitor and evaluate the educational administrative work and attend the educational buildings opening ceremonies and certificates providing	5/5	4.1 Participate in opening and closing ceremony during sport matches, intelligent student examination, and collect the relevant information	✓		
		4.2 Join as a member of the ministry delegation during his/her inspection mission	✓		
		4.3 Monitor and evaluate on administration and achieve management at capital-province	✓		
		4.4 Advise and monitor on requesting work medals and attend medal award ceremony	✓		
		4.5 Join organizing the certificates launching ceremony at universities	✓		
38. CULTURAL RELATION AND SCHOLARSHIP DEPARTMENT					
1. Operating Unit	2/2	1.1 Annual office supply and repair	✓		
		1.2 Provide per diem for civil servants (pensioners, maternal leavers, resigners, the dead, International women day, on-the-job accidents) contact staff, plumbers, electricians, standby police	✓		
2. Management of local and oversea Scholarship students	17/18	2.1 Disseminate overseas scholarship information and programs	✓		
		2.2 Disseminate the chosen and monitoring of disadvantage female students to stay in femal dormitory center	✓		
		2.3 Process the scholarship exam for studying overseas	✓		
		2.4 Provide pre-departure orientation program to scholarship students and foreign scholarship students coming to study in Cambodia	✓		
		2.5 Send off the students and Kompong Chheurteal high school teachers to attend training course, camping and study tour in Thailand and selection of students from province	✓		
		2.6 Transportation for Cambodian and foreign scholarship students (vehicles & air tickets)	✓		
		2.7 Provid food to students for their oversea research	✓		
		2.8 Provid food to new foreign scholarship students	✓		
		2.9 Health care service for foreign scholarship and disadvantage female students	✓		
		2.10 Facilitate before guiding foreign students to conduct their internship and the student who study French at schools	✓		
		2.11 Study tour for scholarship students	✓		
		2.12 Maintenance of the dormitory for foreign and disadvantaged students	✓		
		2.13 Material for selection exams of scholarship students to study abroad	✓		
		2.14 Materials for new foreign and disadvantaged female students	✓		
		2.15 Provide salaries for foreign scholarship students		✓	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.16 Welcoming / Courtesy Meetings	√		
		2.17 Utilities expense (foreign scholarship and disadvantaged female students)	√		
		2.18 Prepare National Festival of friendly countries	√		
3. Improving the effectiveness of Cooperation	3/5	3.1 Visit Cambodian students who is studying abroad			√
		3.2 Organizing ceremonies and honorable prizes for local and international philanthropists		√	
		3.3 Expense on reception of delegation visiting Cambodia	√		
		3.4 Organize national and international holidays	√		
		3.5 Contribution fee for membership of CONFEMEN	√		
4. Monitoring and Evaluating	0/1	4.1 Monitor and collect the accomplishments of partners		√	
39. EDUCATION MANAGEMENT INFORMATION SYSTEM					
1. Operating Unit	1/1	1.1 Provide the office supply for processing office	√		
2. Development of EMIS	10/10	2.1 Develop and improve EMIS System	√		
		2.2 Develop and improve QEMIS System	√		
		2.3 Train on Web-based database for EMIS&QEMIS	√		
		2.4 Train on Server administration, Network Security	√		
		2.5 Purchase 5 desktop computers, 3 laptops and 3 LCD projectors	√		
		2.6 Workshop on EMIS'data analysis at all levels	√		
		2.7 Training on network and infrastructure based on IT at Thailand	√		
		2.8 Workshop on QEMIS result	√		
		2.9 International TA on EMIS (3 months)	√		
		2.10 Supporting EMIS	√		
3. Support the produce statistics and indicators	7/7	3.1 Producing and distribution of educational statistics and indicators annual books	√		
		3.2 Train new school directors on school statistics census tables completion	√		
		3.3 Orientation workshop on Student Tracking System	√		
		3.4 Train private school directors on school statistics census tables completion	√		
		3.5 Workshop on how to make report at school level	√		
		3.6 Monitor EMIS	√		
		3.7 Workshop on annual review on EMIS	√		
40. POLICY					
1. Operating Unit	2/2	1.1 Unit operation	√		
		1.2 Supporting the research on education policy	√		
2. Research and Educational Planning System Preparation	1/3	2.1 Resource Center Establishment			√
		2.2 Policy document collection (ECE, Primary, Lower Secondary, Uper Secondary, Higher Education in Region and International)		√	

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2.3 Develop capacity through to joint the local and abroad workshop	✓		
3. Education Policy Formulation	3/3	3.1 Conduct researches for education policy formulation	✓		
		3.2 Consultation on research-based policy formulation	✓		
		3.3 Review and dissemination of research result to inform to policy maker	✓		
41. MONITORING AND EVALUATION					
1. Operating Unit	1/1	1.1 Office equipment	✓		
2. Develop monitoring and evaluation framework and tools.	2/3	2.1 Develop monitoring and evaluation tools.		✓	
		2.2 Consultation workshop with stakeholders on draft of Monitoring and Evaluation framework (central level)	✓		
		2.3 Supporting M&E	✓		
3. Process monitoring and evaluation	4/5	3.1 Conduct monitoring and evaluation on result-based implementation of all program budget units.	✓		
		3.2 Participate in monitoring and evaluation education congress conducted at provincial levels.	✓		
		3.3 Conduct monitoring and evaluation on implementation of AOP by sub-national levels	✓		
		3.4 Conduct monitoring and evaluation on result-based reports of program budget implemented at school level.		✓	
		3.5 Conduct monitoring and evaluation on the progress of education status report and result-based reports.	✓		
42. GENDER MAINSTREAMING IN EDUCATION					
1. Plan orientation on Implementation of Gender Mainstreaming Strategic Plan 2016-2020	3/4	1.4 Monitoring and Developing the gender mainstreaming strategic plan of education 2016-2020	✓		
		1.2 Publishing of gender mainstreaming strategic plan of education		✓	
		1.3 Developing ability children committee	✓		
		1.4 monitoring and evaluation girl committee	✓		
43. PROGRAM MANAGERMENT (GPE & SIG)					
1. SIG Implementation	1/2	1.1 Monitoring Tool, Training, Workshop	✓		
2. Manage SESSP		2.1 SESSP2 implementation		✓	
44. MONITORING, EVALUATION AND MANAGERMENT OF CDPE					
1. Capacity development for planning staff all levels	10/10	1.1 Give 10 POEs educational TA to support the planning and managing include 20 DOEs	✓		
		1.2 Support on educational planning (provincial level)	✓		
		1.3 Support training on educational planning	✓		
		1.4 Support the capacity development of school support committee at Ratanakiri and Mondulkiri provinces	✓		
		1.5 Develop skill on the guideline of monitoring on new finance for program	✓		
		1.6 Develop capacity and support internal audit department of MoEYS	✓		
		1.7 Support early childhood education at sub-national level	✓		
		1.8 Support primary education at sub-national level	✓		
		1.9 Support HACT and TA for UNICEF	✓		
		1.10 Coordinate with ESWG&NGOs to joint the education reform	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
2. Monitoring, evaluation and Management of CDPF	3/3	2.1 Study and research on school financing policy	√		
		2.2 UNICEF management and administration	√		
		2.3 UNICEF unexpected expense policy	√		
45. EDUCATION REFORM					
1. Support for and research by Education Research Council on priority reform areas	6/6	1.1 Research topic 1: Upper secondary exam (Opportunity for system reform)	√		
		1.2 Research topic 2: Annual observation on teachers	√		
		1.3 Topic 3: Support research on key TPAP related topics 1) Teacher deployment/ Redeployment process 2)Standards for enter into Teacher Training	√		
		1.4 Topic 4: Support policy implementation on curriculum reform on science, math, literature and history of grade 9 and 12	√		
		1.5 Study visit to Korea on KEDI & KICE	√		
		1.6 Support training on advanced leadership and management	√		

Notice : 1. Already implemented

2. Is being implemented

3. Not yet implemented

Annex 7: PROGRESS OF IMPLEMENTATION OF POLICY ACTION 2016

Sub Sector	2016	Status	Confirmation
Early Childhood Education			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	- Prepare guidelines on the management and operation of resource pre-schools in 2016. (ECED)	2	- The latest draft is prepared and have not yet submitted to ministry management for approval
	- Prepare guidelines on the management and operation of resource pre-schools in 2016. (ECED)	2	- The latest draft is prepared and have not yet submitted to ministry management for approval
Policy 2: Ensuring effective leadership and management of education staff at all levels	- Revise the public preschool curriculum, community pre-school and home-based program in 2016. (ECED)	3	- Due to no budget, action has not started yet.
	- Prepare guidelines for parents and guardians education on nutrition, care, child protection and use of health services in 2016. (SHD)	2	- The latest draft is prepared - Preparing by School Health Department and Early Childhood Education Department of Ministry of Education, Youth and Sport in cooperation with Centre for Parental and Maternal Health Care of Ministry of Health.
	- Introduce a result-based monitoring and evaluation system of early childhood education sub-sector in 2016. (ECED)	2	- The latest draft is prepared and have not submitted to ministry management for approval
	- Prepare guidelines enabling the private sector, farm and big enterprises to be engaged responsibly in early childhood. (ECED)	2	- The process of preparing has not yet completed.
Primary Education			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	- Prepare a statute on the establishment of public and private primary schools in 2016. (DoL)	2	- Be studying the impact on appropriate area for establishment of school and study the detail on social economic and environment for determining the principles. Be studying on inserting the children protection measure into mechanism of public and private primary schools establishment
	- Pilot and adjust Minimum standards for WASH in school in selected provinces and implement Minimum Standards for WASH in schools nationwide in 2016. (SHD).	2	- Document "Guideline for implementation of Minimum standards on Water and Sanitation in school" have been developed since 2nd semester of 2014 and piloted in 2015 and 2016 in 226 primary schools in Kampot, Katie, Takeo, Kampong Chnang, Kompong Thom and Phnom Penh. This guideline was signed by HE Minister of Education, Youth and Sport in November 25, 2016 and conducted the official dissemination workshop in December 12, 2016 at Tonle Bassac II restaurant in Phnom Penh under presided over HE. Minister and attended by 150 (female 64) concerned ministries, national and international organizations

Sub Sector	2016	Status	Confirmation
	- Develop and formalize incentives for teachers and staff at district level to conduct full day learning in 2016. (PED)	3	- Have already drafted - Discussion Meeting with Ministry of Economic and finance due to inadequate budget
	- Review the textbook management and distribution process in 2016. (DGE)	1	- Supplied all subjects of textbooks to primary schools nationwide. One student get each textbook of all subjects 1/1
	- Develop National Scholarship Framework in 2016. (DoPo)	2	- Implement annually as sub-degree No. 34 អនុក្រឹត្យ ២០១៦ on providing scholarship to disadvantage students in primary schools and Prakas on criteria and processing of providing scholarship to disadvantage students in primary schools
Policy 2: Ensuring effective leadership and management of education staff at all levels	- Pilot the full day teaching and learning at primary education in 2016. (PED)	3	- There are no budget for teachers
	- Revise teacher training system and program for primary education in 2016. (TTD)	2	- Have improved training program follow the formulation 12+4 for training teachers based on the policy action plan on teacher (TPAP) strategy 3 , 3.1, action 3.1.2 - Reasons that did not finish in 2016: - This activity is relevant to teacher educated institution which has been just agreed by ministry management in December 2, 2016. - Need more time for discussing with concerning persons.
	- Revise and prepare regulations related to school health by 2016. (SHD)	1	- Developed regulation documents which related to school health (primary and secondary schools) as: - Guideline No. 18 អនុក្រឹត្យ ២០១៦ dated in April 28, 2016 on implementation the health protection measure and prevention of other illness which cause of hot weather in public and private institutions. - Guideline No. 30 អនុក្រឹត្យ ២០១៦ dated June 30, 2016 on implementation the illness and other accidents prevention measure which happen frequently in rainy season in education institutions. - Guideline No. 31 អនុក្រឹត្យ ២០១៦ dated June 30, 2016 on implementation the prevention and eyes health care measure at public education institutions. - Guideline No. 33 អនុក្រឹត្យ ២០១៦ dated July 20, 2016 on curriculum implementation about health education in primary, general secondary and technical education schools. - These guidelines announce to all POE for guiding to all DOE and schools

Sub Sector	2016	Status	Confirmation
Secondary and Technical Education			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	- Prepare a regulation and mechanism on the expansion of GTHS in 2016. (VOD)	1	- Prakas No. 264 អង្គកិច្ចការ ចុះថ្ងៃទី ១០ ខែ មីនា ២០១៦ - Prakas No. 279 អង្គកិច្ចការ ចុះថ្ងៃទី ១៧ ខែ មីនា ២០១៦ - Prakas No. 263 អង្គកិច្ចការ ចុះថ្ងៃទី ១០ ខែ មីនា ២០១៦
	- Prepare a regulation, mechanism and framework on vocational training for dropout student at secondary education in 2016. (VOD)	3	- Lack of technician in preparation
	- Prepare a guideline on autonomy and responsibility of secondary schools by 2016. (GSED)	3	- Be waiting for new project (SEIP) which starts in academic year 2017-2018 (World Bank)
Policy 2: Ensuring effective leadership and management of education staff at all levels	- Update master plan on the implementation of ICT in education in 2016. (ICT)	2	- Drafting which discussed with concerning units 2 times for preparing the final draft which plan to finalize in 2017.
	- Prepare a regulation and mechanism on career counseling at schools in 2016. (VOD)	1	- Developed the career counselling documents - Trained national career counselling trainer for 11 persons including 6 female trainers.
	- Prepare a standard for GTHS in 2016. (VOD)	2	- Be preparing the draft due to have not discussed.
	- Prepare Technical Education curriculum and curriculum standard according to the community needs by 2016. (VOD)	2	- Be preparing and improving the textbooks and curriculum for 1st, 2nd and 3rd year.
	- Prepare school quality assurance system by 2016. (GSED)	2	- Be waiting for new project, Upper Secondary Education Sector Development Project (USES DP) which start in academic year 2017-2018 (ADB)
	- Revise and prepare the regulation relates to the school health by 2016. (SHD)	1	- Developed the regulations related to school health (primary and secondary schools) as: - Guideline No. 18 អង្គកិច្ចការ ចុះថ្ងៃទី ២៨ ខែ មេសា ២០១៦ on implementation the health protection measure and prevention of other illness which cause of hot weather in public and private institutions. - Guideline No. 30 អង្គកិច្ចការ ចុះថ្ងៃទី ៣០ ខែ មិថុនា ២០១៦ on implementation the illness and other accidents prevention measure which happen frequently in rainy season in education institutions. - Guideline No. 31 អង្គកិច្ចការ ចុះថ្ងៃទី ៣០ ខែ មិថុនា ២០១៦ on implementation the prevention and eyes health care measure at public education institutions.

Sub Sector	2016	Status	Confirmation
			<ul style="list-style-type: none"> - Guideline No. 33 អង្គការស៊ីសណ៍ dated in July 20, 2016 on curriculum implementation about health education in primary, general secondary and technical education schools. - These guidelines announce to all POE for guiding to all DOE and schools
	<ul style="list-style-type: none"> - Prepare result-based planning, monitoring and evaluation system at secondary education by 2016. (GSED) 	2	<ul style="list-style-type: none"> - Have implemented nation-wide
	<ul style="list-style-type: none"> - Prepare the good governance principles for general secondary education and GTHS by 2016. (DoL) 	2	<ul style="list-style-type: none"> - Be revising in accordance with national public administrative reform and democratic development.
	<ul style="list-style-type: none"> - Prepare a prakas on revised TOR of Technical and Vocational Orientation Department in 2016. (DOL) 	1	<ul style="list-style-type: none"> - Adopted the Prakas on TOR of Directorate General of Education which is mentioned the TOR of Vocational Orientation Department.
Higher Education			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	<ul style="list-style-type: none"> - Prepare national policy on scholarship, subsidy and loan scheme at higher education in 2016. (HED) 	2	<ul style="list-style-type: none"> - Prepared the first drafting
	<ul style="list-style-type: none"> - Prepare a plan for increasing STEAM student in 2016. (HED) 	2	<ul style="list-style-type: none"> - Planning an increase of students enrolment in science, technology, engineering, creative arts, and mathematics. Planning to expand the regional higher education institutions' services and resource and action plan to reduce the gap between graduates and the job market requirement which is the significant component in drafting of roadmap for higher education 2017-2030. This draft of roadmap is divided into 3 steps: Step 1: 2017-2020, Step 2: 2021-2025, Step 3: 2026-2030 (will finish by 2017)
	<ul style="list-style-type: none"> - Prepare a plan for increasing regional HEI services and resources in 2016. 	2	
	<ul style="list-style-type: none"> - Developing the action plan to reduce the gap between graduates and the job market requirement in 2016. (HED) 	2	
	<ul style="list-style-type: none"> - Improve accreditation system for the establishment of HEIs in 2017. (ACC) 	1	<ul style="list-style-type: none"> - Ministry prepared the one window service and documents which are completed and assessed.
Policy 2: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> - Prepare guideline on Tracer Study by 2016. (HED) 	1	<ul style="list-style-type: none"> - Announce guideline No. 50 អង្គការស៊ីសណ៍ dated in December 28, 2016 on studying the status of students after graduate.
	<ul style="list-style-type: none"> - Prepare operational manual for research proposal by 2016. (HED) 	2	<ul style="list-style-type: none"> - Have finalized the latest draft of Financial Operating Guidebook and operational guide for processing the researching and innovation development fund.
	<ul style="list-style-type: none"> - Prepare a guideline on regular classroom evaluation in 2016. (HED) 	1	<ul style="list-style-type: none"> - Announce the guideline No. 48 អង្គការស៊ីសណ៍ dated in December 28, 2016 on development the classroom evaluation principle.

Sub Sector	2016	Status	Confirmation
	- Prepare a policy on human resource development at higher education in 2016. (HED)	2	- According to ministry resource policy, higher education department is studying and collecting data related to human resource for preparing the human resource development plan for higher education institutions. This plan is also the significant component in road map draft for HE 2017-2030. (will finish by 2017)
	- Prepare guideline for Practicum Program Development by 2016. (HED)	1	- Announce the guideline No. 49 អង្គកិ. ស្ថាប័ន dated in December 28, 2016 on Practicum Program Development.
	- Prepare a standard and guideline on internal quality assurance in 2016. (HED)	2	- Prepared the guideline on internal quality assurance and discussion workshop 2 times
	- Prepare a structure and mechanism to implement a policy on research and development in 2016. (SRD)	1	- Ministry announced the guideline on preparing the structure and mechanism to implement a policy on research and development in higher education institution which dated in December 30, 2016
	- Prepare a regulation on the HEI autonomy in 2016. (HED)	2	- Finalized the latest draft of policy on governance and finance document in Cambodia higher education. This document is the basic for developing the regulation in HEI autonomy
	- Prepare a mechanism to implement Royal decree on professor status in 2016. (SRD)	2	- Ministry management request to review the mechanism (will finish by 2017)
	- Prepare a sample of Development Plan and Business Plan by 2016. (HED)	2	- Be preparing the draft of sample of Development Plan and Business in HEI (will finish by 2017)
	- Prepare a policy on governance and financial management at higher education in 2016. (HED)	2	- The finalized draft of policy on governance and finance document in Cambodia higher education (will finish by 2017).
Non Formal Education			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	- Prepare guideline on scholarship for NFE learners by 2016. (NFED)	3	- Have prepared the guideline but the ministry management has not yet approved.
	- Preparing inter-ministerial parkas on the payment of EP teacher at lower secondary in 2016. (NFED)	3	- Have submitted the Prakas but MoEF does not approve
	- Develop action plan for strengthening equivalent program in 2016. (NFED)	2	- (There are not reason)
Policy 2: Ensuring effective leadership and management of education staff at all levels	- Developing standard of CLC in 25 provinces in 2016 (NFED)	1	- Prakas No. 2429 អង្គកិស្រុក on community education center establishment and management
Youth Development			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong	- Prepare plan on the participation of youth in volunteer activities in 2016. (DY)	1	- Recommendation of national youth volunteers - Concept and strategy plan for Cambodia volunteer work in 2014

Sub Sector	2016	Status	Confirmation
learning opportunities for all			- Guideline No. 18 អង្គការស្នាក់នៅ dated in December, 2009 on establishment of Cambodian volunteer youth team.
Policy 2: Ensuring effective leadership and management of education staff at all levels	- Prepare regulations on strengthening the mechanisms for children and youth council and prepare concerning documents in 2016. (DY)	2	- Friendly child school program, component 5: Participation of children, family and community (supporting document dated in December 16, 2013) - Drafting the document of Cambodian youth council development program
	- Set up a mechanism for monitoring and evaluating the implementation in 2016. (DY)	2	- Prakas dated in February, 2015 on implementation of the youth development program.
Physical Education and Sport			
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	- Prepare guideline on technical activities of physical education and sports in 2014. (DPES)	2	- Collect statistics and evaluate the exercise and sport activities for health in 25 capital-provinces. - Have not compiled the core teacher training document and disseminated in 25 capital-provinces on exercise and sport for health
Policy 2: Ensuring effective leadership and management of education staff at all levels	- Prepare guideline on protecting of ethics and profession in physical education and sport activity in 2016. (DGS)	2	- Being strengthening
	- Prepare guideline for decentralization of sport tasks to national sport federation in 2016. (DGS)	2	- Decentralized the technical work to national sport federation and budget, and waiting for time frame of implementation
	- Prepare the legal letters related to transfer the physical education and sport tasks to sub-national level in 2016. (DGS)	2	- Be drafting the status on sport committee in capital-provinces but the research is not in general and comprehensive

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

Abbreviation

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



PART 3
DISCUSSION TOPIC

DISCUSSION TOPIC

I- Sub-sector: Early Childhood Education

Topic 1: Expanding early childhood education in accordance with minimum standards, equity, equality and inclusive.

Topic 2: Performance of ECE at sub-national level within the framework of the policy implementation on decentralization and de-concentration reform in education sector.

II- Sub-sector: Primary Education

Topic 1: Establishing new generation primary school and school based management

Topic 2: Primary school standards to strengthen inspection performance.

Topic 3: Reform pre-service teacher training, linkage of in-service teacher training and mentoring program.

III- Sub-sector: Secondary and Technical education

Topic 1: Policy implementation on new generation school and school based management

Topic 2: New curriculum implementation of secondary schools.

Topic 3: Strengthening new teaching and learning methods in general secondary and technical education.

Topic 4: Reform pre-service teacher training, linkage of in-service teacher training and mentoring program.

IV- Sub Sector: Higher Education

Topic 1: Training of human resources in Cambodia

Topic 2: Harmonization framework of internal education quality assurance and accreditation in higher education.

V- Sub-sector: Non-formal Education

Topic 1: Implementation of NFE long-life learning programs.

Topic 2: Increasing the effectiveness of management and leadership non-formal education program.

VI- Sub-sector: Youth Development

Topic 1: Implementation of career counseling program.

Topic 2: Strengthening the Child and Youth Council.

VII- Sub-sector: Physical education and Sport

Topic 1: Preparation of talent based sport training towards the SEA Game 2023 champion.

Topic 2: Implementation of physical education and sports program at schools.

