Ministry of Education, Youth and Sport

Education Strategic Plan

2019-2023

June 2019

PREFACE

The Ministry of Education, Youth and Sport achieved the Education Strategic Plan 2014–2018 in collaboration with members of the Education Sector Working Group and other stakeholders. The achievements include: increasing equitable access to education services at all levels, particularly the nine years of basic education; growing opportunities for disadvantaged children and youth to enrol at all levels; strengthened governance of public educational institutions; improved quality of education through strengthening teachers' capacities; and increasing scholarships for poor students. Critical quality improvement measures and responses to education services, especially the reform of the upper secondary exam and other types of exams, enabled MoEYS to outline further prioritized reform programmes, such as: improving the teaching profession, assessing student achievement, reviewing curricula and core textbooks, and higher education reform. Young Cambodians have become more active as a result of interventions by all stakeholders, including the process of the Child and Youth Council, Red Cross volunteer youths, and Scout youths. MoEYS offers other interventions, including providing technical and soft skills, job market information, and career counselling and orientation. Physical education and sport are also key priorities, building on the success of Cambodian sports professionals who have won gold medals at the World, Asian and Southeast Asian Championships, the Southeast Asian Games, and other competitions.

The Rectangular Strategy Phase IV highlights human resource development as its first priority. MoEYS is committed to achieving its first goal of, "Improving the Quality of Education, Science and Technology" by focusing on seven reform priorities: 1) teachers, 2) expansion of schools at all levels, 3) strengthening comprehensive inspection of school management, 4) promotion of technical education at upper secondary education, 5) skills education in accordance with the labour market, 6) development of comprehensive curricula and textbooks, and 7) preparation for the Southeast Asian Games 2023.

For the next five years (2019–2023) and towards 2030 and 2050, MoEYS is committed to achieving Sustainable Development Goal 4 on Education, based on the principles of inclusive, equitable and quality education and promoting lifelong learning opportunities for all. MoEYS continues to minimize skills gaps by collaborating with relevant stakeholders to intensify the supply of skills training in priority areas, and by introducing digital education in response to policy and the direction of Cambodia's digital economy.

To achieve these priorities, MoEYS has embraced two overarching policies: 1) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; and 2) Ensure effective leadership and management of education officials at all levels.

The Education Strategic Plan 2019–2023 is designed for implementing education, youth and sport reforms and establishing a robust base for education in 2030 and beyond. It responds to the vision of Cambodia's socio-economic development and the reform programmes of the Royal Government of Cambodia. The plan applies sub-sector structural management approaches to address logical relationships between sub-sector objectives, strategic frameworks, main activities and resource requirements, monitoring and evaluation, and mechanisms for continuous quality improvement.

The Ministry of Education, Youth and Sport would like to express appreciation to the Ministry' leaders, education staff members at all levels, members of Education Sector Working Group, other stakeholders who significantly contribute to the development of the Education Strategic Plan 2019-2023. The MoEYS calls for continued support and cooperation from throughout the processes of collectively implementing the ESP 2019-2023 for the future of Cambodian children and youth as well as the national development.

Phnom Penh, 17 June 2019

Dr. HANG CHUON NARON
Minister
Ministry of Education, Youth and Sport

CONTENTS

TABLES

ACRONYMS

ASEAN	Association of Southeast Asian Nations
CDMP	Capacity Development Master Plan
DOE	District Office of Education
DTMT	District Training and Monitoring Team
ECE	Early Childhood Education
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESP	Education Strategic Plan
FMIS	Financial Management Information System
GDP	Gross Domestic Product
GSED	General Secondary Education Department
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
ICT	Information and Communication Technology
INSET	In-Service Teacher Training
JTWG	Joint Technical Working Group
M&E	Monitoring and Evaluation
MoEYS	Ministry of Education, Youth and Sport
NFE-MIS	Non-Formal Education-Management Information System
NGO	Non-Government Organization
NSDP	National Strategic Development Plan
ONSET	On-Service Teacher Training
PISA	Programme for International Student Assessment
POE	Provincial Office of Education
PRESET	Pre-Service Teacher Training
PTTC	Provincial Teacher Training College
RGC	Royal Government of Cambodia
RTTC	Regional Teacher Training College
SBM	School-Based Management
SDG	Sustainable Development Goal
STEM	Science, Technology, Engineering and Mathematics
SY	School Year
TEC	Teacher Education College
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene

CHAPTER I

INTRODUCTION AND ANALYSIS OF PERFORMANCE, 2014–2018

1.1 Introduction: Education Sector Performance, 2014–2018

The Ministry of Education, Youth and Sport (MoEYS) implemented the Education Strategic Plan (ESP) 2014–2018, as well as education policies and priority reforms. In 2016 it undertook a mid-term review of the ESP 2014–2018 in response to major policies and strategies in the third phase of the Rectangular Strategy, the National Strategic Development Plan (NSDP) 2014–2018, reforms of the government's Fifth Legislature of the National Assembly, and Cambodia's Sustainable Development Goal (SDG) 4, Education 2030.

Over the ESP 2014–2018 implementation period, MoEYS made considerable progress in improving opportunities for all Cambodian children to access education services. It enhanced the quality of learning, and improved the delivery of efficient and effective education services.

As a result of the mid-term review in 2016, MoEYS revised its education policies from three down to two, to be consistent with SDG 4, and to respond to various policies. This was in order to contribute to the implementation of the Royal Government of Cambodia's (RGC) policies for employment growth, equity and efficiency, aimed at achieving the goals of poverty reduction and promoting citizens' livelihoods. The two medium-term education policies are:

- **Policy 1**: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.
- **Policy 2**: Ensure effective leadership and management of education officials at all levels.

Over the last five years, MoEYS and development partners have made significant achievements, including increasing access to equity at all levels, in particular nine years of basic education, through fostering favourable conditions. These conditions have enabled disadvantaged children to study, the strengthening and expansion of the governance of public institutions and urgent needs, and greater numbers of scholarships for poor students.

MoEYS paid close attention to the implementation of measures to improve the quality and responsiveness of education services, especially the reform of the secondary school certificate examination and all kinds of examinations, the promotion of professional teacher training, capacity development, and staff motivation. The efficiency and effectiveness of the management of educational services also increased. Another important MoEYS achievement was the introduction and implementation of education, youth and sport reforms in accordance with the government's reforms under the fifth mandate. Eight reforms were implemented in 2014 and 15 reforms were implemented from 2015 to 2018.

In addition to progress in education, the ministry actively promoted Cambodian youth through interventions and support from all stakeholders. These included the introduction of child and youth councils, youth networks and volunteer youth networks at national and sub-national levels, along with support for the Red Cross and a boost for scout movement members. The ministry continued to strengthen the technical skills and soft skills of young people, and provided job market information to youths. It also provided career counselling and orientation, and organized a labour market forum. The ministry educated young people on life skills, HIV prevention, drug elimination, alcohol laws, traffic laws and the elimination of violence among youth.

The ministry took action to increase the importance and popularity of the physical education and sports sector. MoEYS reformed the sector with cooperation from the Cambodian National

Olympic Committee and the National Sports Federation, and delegated functions and financial support to the National Sports Federation. These efforts, in both the technical and practical policy frameworks, increased the confidence and support of parents and students alike. They also resulted in the promotion of Cambodian sports people at the international level, with Cambodian competitors winning gold medals at the Asian Championships and the Southeast Asian Championships, the Southeast Asian Games, and various other sports events.

The progresses of above policies implementation were reflected with 10 core breakthrough indicators as below table.

Seven out of 10 core breakthrough indicators achieved their targets. Policy Objective 1 achieved six indicators over target, with one target not achieved (number of HEIs evaluated internal and external). The national learning assessment of students in Grade 3 for Khmer and Math subjects will be implemented in 2019–2020. Policy Objective 2 achieved both its indicators.

The number of districts with primary education repetition rates less than or equal to 10 per cent fluctuated over the past five years. There is a need to conduct a survey of districts that are not achieving their targets, and intervene.

Table 1: The Progress of Core Breakthrough Indicators

Core breakthrough indicators	Unit	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Actual	2017/18 Actual	2017/18 Target	
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all								
1. Percentage of five-year-old children enrolled in any form of early childhood education programme	%	59.9	61.4	64.1	66.4	68.5	68.0	⬆
2. Number of districts with primary education repetition rate less than or equal ≤10%	Number	184	184	171	173	173	182	➡
3. Number of provinces with lower secondary education completion rate at least 40%	Number	7	9	8	11	13	10	⬆
4. Adult literacy rate (15 - above)	%			78.1 (2014)	78.1	82.5* (2017)	81.4	⬆
5. National learning assessment of students at Grade 3, in Khmer and Math subjects								
Reading			35.2			Implement in SY 2019–20	5 point increase	
Math			41.0				5 point increase	
6. Number of higher education institutions (HEIs) evaluated (internal and external)	Number	n/a	n/a	10	38	5	50	⬇
7. % of primary teachers with upper secondary certificate +2	%	n/a	n/a	57	69.6	72.1	59	⬆
8. % of teacher educators (Provincial/ Regional Teacher Training College (RTTC) and National Institute of Education) with Master Degree	%	n/a	n/a	10	20.2	18.2	18	⬆
Policy 2: Ensure effective leadership and management of education staff at all levels								
9. Number of school principals trained in school-based management (SBM) (primary and secondary)	Number	n/a	n/a	n/a	948	752	500	⬆
10. MoEYS liquidation rate	%	93.2	86.16	94.3 (2015)	94	95.17	95	⬆

*Source: MoEYS 2018, *CSES 2017* ⬆ Achieved   ➡ Likely to Achieve   ⬇ Unlikely to Achieve

MoEYS assessed and evaluated 53 internal and external HEIs in 2015, however, only 5 of 50 HEIs were evaluated by 2018.

Overall, there has been significant progress in policy implementation, when compared with targets. This is reflected in educational development, which is a crucial pillar of economic and social development.

1.2   Analysis of Sub-Sector Progress

1.2.1   Early Childhood Education

Assessment of Policy Objective 1

Access to Early Childhood Education (ECE) improved year on year as a result of interventions and the provision of education services. There was a gradual increase in the percentage of five-year-old children accessing all aspects of ECE services, from 59.9 per cent in SY 2013/14 to 68.5 per cent in SY 2017/18. This achieved the ESP target of 68 per cent. Enrolment of four-year-old children increased from 24.5 per cent to 39.9 per cent over the last five years, achieving the target of 38 per cent in SY 2017/18. The percentage of three-year-old children in some form of ECE programme saw slow progress, with a 5.1 per cent increase in the last five years. This is unlikely to achieve its target. Enrolment in primary and community pre-school education prioritized five-year-olds, then four-year-olds, then three-year-olds, leading to the enrolment of children under 3 years being below the target. Coupled with the number of newly trained pre-school teachers and insufficient infrastructure, there is not the capacity to meet the needs of service expansion. Among girls and boys, enrolment in all aspects was similar over the last five years, with the gender parity index remaining equal at 1.0.

MoEYS expanded pre-schools from 5,625 in SY 2013/14 to 7,587 in SY 2017/18, an increase of some 34 per cent over the past five years; 31.2 per cent in terms of the number of public pre-schools, 33.1 per cent in terms of community pre-schools, and slightly higher for private pre-schools. The ministry implemented many programmes, such as school operational budgets and school improvement plans, a multilingual education programme, an inclusive education programme, parents' education linked to community pre-schools, and a floating pre-school programme in flooded areas. A multilingual education programme for indigenous children was implemented in 11 districts of three target provinces during SY 2013/14 and expanded to 19 districts of five target provinces in SY 2017/18. MoEYS implemented a mobile pre-school programme in five villages of Taveng Krom commune, and in Tavenglay commune, Taoeng district, Koh Speu district, Wansai district, and Ta Lao commune, Andoung Meas district in Rattanakiri province.

Public pre-schools implementing the inclusive education programme increased from 27 in SY 2013/14 to 183 in SY 2017/18. Community pre-schools implementing the inclusive education programme increased from 10 in SY 2013/14 to 64 in SY 2017/18. Children with disabilities have increased from 71 students, 35 females in SY 2013-2014 to 502 students, 216 females in SY 2017-2018.

The percentage of ECE services meeting quality standards was measured through a monitoring and evaluation (M&E) system focusing on teaching and learning, study environments, management, collaboration and training. It increased from 11 per cent in SY 2015/16 to 23.5 per cent in SY 2017/18, which achieved the target of 22.9 per cent.

Teacher capacity development: MoEYS deployed 200 new pre-school teachers annually and recruited 200 pre-school teacher trainees. The ministry provided capacity building to pre-school

principals and teachers on pre-school classroom management, in accordance with quality standards. It also trained public pre-school teachers and community pre-school teachers on the inclusive education programme.

Challenges to enrolment in ECE include a lack of pre-school teachers and infrastructure for expanding ECE services.

Assessment of Policy Objective 2

Even though there were no outcome indicators relating to the second sub-sector policy objective, a series of strategies and programmes was implemented in regard to this objective. A results-based M&E system for the sub-sector was adopted and provided capacity training to ECE staff.

The ECE sub-sector made significant education achievements through the implementation of policies over the past five years, including quality education and leadership and management. Targets were achieved for four- and five-year-old children accessing any form of ECE, while targets for three-year-old children were not met. Some issues require further effort, such as access to ECE services for children in rural areas, disadvantaged children and children from low socio-economic families. There needs to be improvements in the quality of ECE through strengthening the implementation of ECE quality standards; teacher training and teacher deployment with qualifications need to be increased; legal documents need to be formulated; participation and accountability need to be promoted; and M&E systems need to be strengthened.

1.2.2 Primary Education Sub-sector

Assessment of Policy Objective 1

Over the past five years, net enrolment rates at primary education level have achieved 98 per cent, while completion rates have reached 80 per cent. Primary schools are largely available in all geographic locations, and the number of primary schools gradually increased, while incomplete schools decreased by 532 and disadvantaged schools decreased by 53 in SY 2017/18. According to the MoEYS Education Congress report, the number of students enrolled at the right age increased, which indicates that Cambodian people understand the value of education, schools are close to their homes, and especially in remote and disadvantaged areas they offer a friendly environment.

The efficiency of primary education, as represented by dropout and repetition rates, also improved over the past five years. Nevertheless, there are high student dropout rates at Grade 6 of primary school.

MoEYS strengthened learning and teaching methodologies by disseminating videos on Khmer language teaching methodologies for grades 1, 2 and 3 through its website. It also disseminated reading standards for Grade 1, 2 and 3 teachers, school principals and district training and monitoring teams (DTMTs), and provided training on teaching methodologies for Khmer subjects at Grades 1, 2 and 3, as well as other methodologies.

After successful implementation of the early grade reading assessment (EGRA), Cambodia piloted the early grade mathematics assessment as part of a national assessment. Cambodia prepared its first early grade mathematics assessment (EGMA) in 2015, with the results indicating that students in Grade 1, Grade 2 and Grade 3 lacked understanding on the concepts of mathematical contexts, but could answer questions related to solving procedures. As students lacked this understanding, their Grade 6 learning levels were low, especially for fractions, decimals, percentages and geometry. Basic skills in early grade mathematics are essential to strengthen mathematics education overall. The main challenges included teachers not following

their lesson plans, a lack of teaching and learning materials for teachers and students, and teachers not using inquiry-based learning activities.

The challenges facing enrolment at primary level are: over-age children who drop out of school; a lack of schools at all levels in some districts; a lack of competency in early grade reading, writing and mathematics. More importantly, MoEYS must strengthen classroom management and teaching and learning processes. It must provide teaching and learning materials, improve teacher capacity development, promote the participation of stakeholders in school management processes, and further support students to improve reading and writing at primary education level. MoEYS must focus more on increasing student enrolment at pre-schools and primary schools in provinces with low student enrolment rates.

Assessment of Policy Objective 2

MoEYS disseminated and implemented SBM with four components: 1) school administration; 2) learning and teaching, and implementation of curriculum; 3) capacity development of teachers, and inspection; and 4) formulation of school development plans and school budget management.

The primary education sub-sector achieved high student enrolment rates at primary education level, but needs to improve these rates for school-aged children who are still not attending primary school. It is necessary to identify these children and the areas they are in, and to include children with disabilities, children in rural and remote areas, and immigrant children. As the student learning assessment indicated that students were not learning sufficiently, it is important to address the problems in the early grades, where a large proportion of children are not acquiring basic proficiency in Khmer reading, writing and mathematics. It is important for MoEYS to focus on improving education quality (improving teacher training, deployment of teachers to schools with shortages of teachers, ensuring appropriate textbooks are adequately distributed, etc.). MoEYS should use the assessment results to improve student learning.

1.2.3   Secondary and Technical Education Sub-sector

Assessment of Policy Objective 1

Enrolment in lower secondary education improved, with the gross enrolment rate increasing 3.5 per cent over the last five years, to 56.8 per cent in SY 2017/18 (target 54.6 per cent). The gross enrolment rate for upper secondary education increased 2.5 per cent to 28.5 per cent (target 27.7 per cent).

The dropout rate for lower secondary school declined significantly, from 21.2 per cent in SY 2013/14 to 15.4 per cent in SY 2017/18. However, this rate is still high due to other factors such as schools being far from houses, and a lack of qualified teachers, core textbooks, teaching methods and scholarships. This could be helped by a career counselling programme and the introduction of an early warning system (identification of slow learners for further teaching, monitoring students' learning, and assisting slow learners or students at risk of dropping out). Dropout at upper secondary school level is high, at 18.3 per cent in SY 2017/18. The dropout rate is high in rural areas, as students need to work to earn money and support their families. School dropout may result in poor or inadequate educational service provision in rural and remote areas.

Transition rates from primary to lower secondary school were quite low due to the vast geographic spread of lower secondary schools.

The number of general and technical high school students gradually increased through the provision of a scholarship programme, dormitories for students, and increased advertising that

explained the importance and value of technical education. The rate did not reach its target in 2018, due to some students moving to general education.

The national assessments in Grade 8 between 2014 and 2017 indicated that results for writing increased by 9.4 per cent at the basic level, however 71 per cent of students who did the writing test were below basic level. There was no significant percentage change in the proficient and advanced levels. Reading test results decreased 10 per cent at the high level and increased 7 per cent at the low basic level. Results of the mathematics assessment did not reveal any remarkable changes between 2014 and 2017, but in reality, more than 80 per cent of students who participated in the test have done basic education and low basic education. Results of the assessment for physics did not show any change, but the number of students in low, basic education increased by more than 80 per cent.

MoEYS adopted a curriculum framework in 2016 and course syllabus at all levels in 2018, focusing on student-centred concepts and approaches and using an inquiry-based learning method and other methodologies. The course syllabuses are divided into three different education levels, which are consistent and complement each other. They respond to the higher education curriculum. The pre-school education level is 1,050 hours per school year and 30 hours per week. Primary education is 1,050 hours per year and 30 hours per week. Lower secondary education is 1,400 hours per year and 40 hours per week, while upper secondary education is 1,400 hours per year and 40 hours per week. Some subjects are revised, integrated and divided, such as information and communication technology (ICT), foreign language, basic life skills and health education, as well as science, engineering and mathematics. The curriculum reforms for the three education levels aim to develop the full potential of all citizens, whether physical or intellectual. They also address moral values and, at the basic education level, focus on being a good person, which is useful for the self, the family, the community, the nation and the world.

Although secondary school enrolment rates achieved their targets, MoEYS must pay more attention to reducing student dropout by addressing geographical issues and other reasons that students do not pursue their learning. MoEYS must develop appropriate strategies to assist students to stay in school. These could include enhancing the scholarship programme, an early warning system to reduce student dropout, implementing SBM, classroom management and new curricula, and encouraging students to be more active in the classroom.

Assessment of Policy Objective 2

MoEYS strengthened results-based management and monitoring systems. It monitored the implementation of the scholarship programme for poor students, as well as management, teaching and learning; it strengthened the capacity of national and sub-national teacher trainers on the documents used for school management committees and clusters of secondary schools; and strengthened the use and operation of 36 resource centres in 25 provinces.

Overall, this sub-sector achieved gradual progress, including access to education, the quality of education and sub-sector management processes. However, MoEYS needs to increase student enrolment and promote the continuation of education by identifying target groups who are at risk of dropping out of secondary school, and the related causes. It needs to formulate effective strategies, including reviewing scholarship programmes, strengthening teaching and learning, exploring new teaching methodologies and supplying teaching and learning materials. For technical education, MoEYS needs to focus on providing career counselling, orientation, learning, workshops, facilities, internship programmes and collaboration with enterprises.

1.2.4 Higher Education Sub-sector

Assessment of Policy Objective 1

Enrolment at higher education level did not change significantly. The gross enrolment rate for higher education (18–22 years) was 11.6 per cent, which was lower than the target 23 per cent in SY 2017/18. MoEYS promoted and increased student access to education in science, technology, engineering and mathematics (STEM) at higher education level through the creation of a new training programme and new higher educational institutions focusing on STEM. The number of students enrolled in the bachelor degree on STEM increased from 19.6 per cent to 27.1 per cent. Nine new HEIs were established, providing training in STEM, of which four are public institutions (Kampong Chheu Teal Institute of Technology, Kampong Speu Institute of Technology, Kratie University, HENG SAMRIN Thboung Khmum University) and five are private (Science University, Kiriom Institute of Technology, Bateay International Institute, Japan-Cambodia Institute of Technology and Mong Rithy Agriculture Institute).

There was further investment in infrastructure, with the formalization of the Talent Engineering Building of Samdech Akka Moha Sena Padei Techo Hun Sen at the Institute of Technology of Cambodia, the science building, and a new business training centre, Techo, at the Royal University of Phnom Penh.

MoEYS promoted the culture of research at higher education level and developed the research and innovation capacity of HEIs through research funds and capacity building. As a result, 45 research projects were offered to 24 higher education institutes. To further support research at the higher education level, MoEYS organized a researcher forum and an education research forum, demonstrating the priority given to the research sector in 2015–2018. As a result, HEIs have the capacity to accept research projects through partnerships with international universities, as well as the Erasmus+ framework of the European Union.

Assessment of Policy Objective 2

To promote good governance, MoEYS developed the higher education information system, an M&E system for HEIs.

The internal and external quality assurance mechanisms of the higher education sub-sector have been strengthened. All students should be motivated and oriented to select STEM subjects. These are priority subjects that respond to Cambodia's Industrial Development Policy 2015–2025, and encourage research by HEIs.

1.2.5 Non-Formal Education Sub-sector

Assessment of Policy Objective 1

The adult literacy rate (15 years of age and over) increased from 78.1 per cent in 2014 to 82.5 per cent in 2017. This increase is the result of efforts made by both MoEYS and development partners through the National Literacy Campaign in 2015.

The NFE sub-sector is focusing on lifelong learning through the implementation of the Lifelong Learning Policy. This aims to support all people to access various modalities of education and use their knowledge to maximize effectiveness, quality, job productivity and income in a knowledge-based society. MoEYS plans to transform community centres into lifelong learning centres.

Assessment of Policy Objective 2

All provinces had a NFE management information system (NFE-MIS) established in 2015. There was significant progress on NFE-MIS, surpassing the targets for 2014 and 2015.

Overall, there has been progress in the implementation of all types of NFE. The next steps would see community centres being transformed into life-long learning centres and cooperation with factories, enterprises and the private sector to implement policies in the NFE sub-sector.

1.2.6 Youth Development Sub-sector

Assessment of Policy Objective 1

Cambodia's youth is increasingly active through interventions and support from all stakeholders. Progress includes the establishment of child and youth councils, volunteering youth, Red Cross youth, and scout youth, as well as providing technical and soft skills, job market information, career counselling and orientation.

MoEYS still faces challenges in youth centre management, and providing the appropriate infrastructure to promote the qualification of core trainers in provinces. This is one reason for the decrease in the number of youths receiving training. Training programmes should be improved and linked to labour market requirements.

Assessment of Policy Objective 2

The RGC approved the National Policy and National Action Plan on Cambodian's Youth Development. The Ministry created a framework for sub-national youth development, national youth services and risk management for Cambodian's youth development. It drafted the Entrepreneurship Policy and included M&E.

Overall, there has been progress on the development of the policy framework, improvements to the structure of children and youth councils, the establishment a voluntary learning club, hard and soft skills training, and career counselling. Developing the implementation mechanism and increasing the effectiveness of the National Youth Development Council's performance through the National Action Plan for Youth Development is a priority.

1.2.7 Physical Education and Sport Sub-sector

Assessment of Policy Objective 1

Reforms in the physical education and sport sector resulted in the increased popularity of athletes who won medals at the 17th Southeast Asian Games in Korea. Some athletes won gold medals at the Petanque World Championships, while some won medals in other competitions. The number of sporting achievements increased, with athletes competing at regional, continental and global levels. Cambodia's champions are now pursuing national sporting excellence.

The MoEYS physical education and sport reforms changed the way competitors are recruited, from recruiting champions from each region and annual championships, to organizing national competitions in line with regional standards. MoEYS enhanced the capacity of sportsmen and sportswomen through the mobilization of grass-roots sports teams and nationally selected teams. MoEYS also amended the sub-decree and inter-ministerial prakas on allowances, nutrition and rewards for coaches, assistants and sports people. The prime minister presided over a high-level sports event. These reforms have promoted participation in competitions at the international level, with competitors winning medals at the 17th Southeast Asian Games, as well as the 18th Asia Games. Cambodia won two gold medals and one bronze. Cambodia's sports women won three consecutive gold medals at the international Petanque competition.

Assessment of Policy Objective 2

MoEYS reformed both the policy and technical frameworks of the physical education and sport sector, as well as actual implementation. Parents, guardians and the general public have greater confidence in the sector, and support the participation of students in sport. MoEYS improved the curriculum for physical education and sport in primary and secondary institutions, and enhanced the curriculum and training at national institutes of physical education for the bachelor degree.

Overall, there has been progress in physical education and sport through the repair and improvement of infrastructure for all kinds of sports at both provincial educational institutions and the national level. This has contributed to more physical education and action at schools, as well as sports training and competitions. Human resources have been developed to increase participation in competitions at the global, continental, regional and national level. To accelerate the development of a national federation, MoEYS delegated functions, coupled with budget support, for national sports. This was aimed at preparing for the 2023 Southeast Asian games.

1.3 The Progress of Education Priority Reform

In 2014, MoEYS introduced eight reforms and achieved major outcomes, including transferring the responsibility for Grade 9 exams to the sub-national level and imposing strict measures on the upper secondary school exam. MoEYS gave candidates the opportunity to take exams twice. The first time, 25.7 per cent of candidates passed, while the second time 17.9 per cent passed. MoEYS formulated and approved a national policy and national action plan on early childhood care and development. MoEYS saved budget on procurement, and increased staff salaries. These were paid through the banking system to accelerate payment. In higher education, MoEYS delegated the right to issue certificates to HEIs. Its increased school operational budgets at all levels, while the education budget increased to up to 17 per cent of the national recurrent budget. In the sports sector, MoEYS adopted a policy on physical education and sport, increasing the prize money for winners and setting up the National Olympic Stadium Management Board. It also developed the infrastructure of the National Olympic Stadium.

Of the priority reforms that were introduced, the high school certificate exam reform received good results. This impacted on other reforms, such as financial management, and increased the effectiveness of education staff.

The main factor in the rapid progress of education, youth and sport is the allocation of more resources from the government. The current budget increased from 15.5 per cent of the recurrent budget in 2013 to 18.3 per cent in 2017. The government will endeavour to increase the education budget to 20 per cent of the current budget. The budget will be higher if the capital budget is added to school construction.

Based on the implementation of the Education Reform Programme in 2014, especially the results of the upper secondary school exam, MoEYS introduced 15 priority reforms in education, youth and sport. These were based on five pillars in 2015. In 2016, MoEYS reviewed the implementation of the ESP 2014–2018 at mid-term, and did projections for 2020.

The education priority reforms were achieved within the five-pillar framework as follows:

Pillar 1: Implementation of Teacher Policy Action Plan

- Adopt standards for teacher training institutions and teachers
- Develop Phnom Penh and Battambang RTTCs as teacher education colleges (TEC)
- Develop basic teacher training from 12+2 to 12+4
- Establish National Institute of Special Education
- Train teachers in Grade 12 on mathematics and science subjects
- Train 56 national core trainers (20 female) in Masters degrees
- Implement a credit system for evaluating the capacity of education staff
- Train basic teachers who are teaching in upper secondary school through the fast track system to become upper secondary school teachers (2,686 female / 34.7 per cent)
- Train 965 basic education teachers in Bachelor of Education (380 female / 39.4 per cent)
- Train teachers in physical education and sport through the 12+4 formula
- Develop principles of evaluation to offer the status of core teacher trainer at TECs
- Develop the policy framework on teacher career pathways.

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

- Adopt and disseminated curriculum frameworks for pre-school, general education and technical education
- Adopt syllabuses for all subjects for all education levels
- Adopt curriculum and introduce new English textbooks for Grades 4 to 9
- Finalize draft guidelines on the parent education programme
- Finalize draft curriculum framework and syllabus for bilingual class (French-Khmer)
- Draft documents on inclusive education for pre-school teacher trainees
- Develop an action plan for implementing the curriculum framework 2018–2023.

Pillar 3: Introduction of Inspection

- Adopt the concept of education quality assurance
- Develop the sub-national inspection structure in eight areas: Phnom Penh, Takeo, Preah Sihanouk, Battambang, Siem Reap, Prey Veng, Kampong Cham and Stung Treng
- Develop guidelines on thematic inspection and inspection tools
- Train 144 new inspectors (16 female) and 51 existing education inspectors (5 female) at the National Institute of Education
- Capacity building of officers in the inspection office (not inspectors) in 25 provinces, and education officials at the education quality assurance department on the concept of education quality assurance; six modules with 196 participants (46 female)
- Capacity training for DTMTs on how to give advice to 281 school principals and teachers (46 female).

Pillar 4: Strengthening Learning Assessments Including National, Regional and International Assessments

- Finalize the student national assessment framework at pre-school and general education level
- Conduct the national assessment test for Grades 3, 6, 8 and 11
- Disseminate the international results on student achievement for developing countries
- Pilot the student assessment test for primary school students in Grade 5 in the Southeast Asian region.

Pillar 5: Reform of Higher Education

- Develop and adopt evaluation guidelines on HEIs
- Finalize the drafting standards for PhD training accreditation
- Pilot the evaluation of HEI accreditation.

1.4   Analysis of Capacity and Management

Capacity

MoEYS implemented the Master Plan for Capacity Development in the Education Sector 2014–2018. This was aimed at ensuring effective leadership and management of education staff at all levels through a ministry-led, needs-based, comprehensive, systematic and sustainable capacity development approach. To achieve the goals, the ministry focused on: 1) developing evidence-based policies based on research and comprehensive dialogue, 2) results-oriented planning, policy and M&E / Education Management Information System (EMIS) practice at all levels, 3) government financing, based on equity and quality, ensuring greater financial accountability, 4) more efficient deployment and management of personnel (MoEYS and teachers) through systematic capacity development mechanisms, and 5) improved equity in and quality of education service delivery, as well as sport and youth development.

There are four inter-related components of core capacity development: 1) system, 2) social context, 3) human resource development, and 4) systematic coordination mechanisms.

Systems: There is a need for appropriate authority, good management and performance incentives.

Social context: The enabling environment – An education system operates within the culture, power relationships and social norms of the country, which governs the interaction between people and organizations.

Human resources: Individuals have the necessary skills, knowledge and understanding to carry out their technical tasks and roles. A range of wider, more general competencies is required. Effective leadership at the senior level, but also at team, department and unit levels, is essential. In the context of change or reform, such skills include change management, implying flexibility and tolerance of uncertainty, and the creation of effective learning organizations. Motivation is often linked to the extent to which people in an organization have shared values and a common sense of mission and purpose.

Mechanisms: The effective mobilization of human resources and the functionality of the systems depend on the effectiveness of mechanisms that are in place to support coherence, coordination and collaboration at different administrative levels.

Management

At the national level, the programme management committee regularly meets to review the progress of the sector and to prepare the annual Education Congress. The committee conducted the ESP Mid-Term Review 2016, revising the medium-term education policies down to two, to be consistent with SDG 4 on Education. It adjusted strategies, targets and projection indicators to 2020. The commission mobilized resources and aligned with the 15 priority reforms.

Sub-sector: Sub-sector structure is designed to coordinate with planning, management and monitoring. However, sub-sector planning is not reflected in the budget strategic plan, annual operational plan and programme budget. The management and monitoring were done only through the mid-term reviews and the annual Education Congress. The budget programme management at national and sub-national levels involved gathering budget entities at both levels.

Decentralization and de-concentration reforms are necessary to ensure the efficiency and responsiveness of public service delivery priorities, particularly in the education sector. Functional analysis and functional reviews were developed for 573 functions and sub-functions, and policies on decentralization and de-concentration reforms in the education sector were developed. Through the function and resource review of the education sector, in accordance with government guidelines, MoEYS prepared the functions and duties of the District Offices of Education, Youth and Sport (DOEs) to integrate and transfer functions to district administration.

Personnel Management Reform: MoEYS prepared the personnel management reform in response to the public administrative reform programme of the RGC. Over the last five years, the national programme of implementation and reform has increased the efficiency of educational service provision at all educational levels. This has been motivated by the RGC: regularly paying officials' salaries through the banking system in the fourth week of each month; threefold increases in salaries; increasing the minimum salary from 310,000 Riels in 2013 to 1,200,000 in 2019; doubling allowances for education staff in remote and disadvantaged areas; and doubling the fee for extra teaching hours. MoEYS received a new quota for annual recruitment of between 3,500 and 3,600 teachers. This figure is equitably distributed to schools where there are teacher shortages. MoEYS has strengthened education staff management, teachers and contract teachers, and continues to implement teacher deployment from schools with surplus teachers to schools with too few teachers. To implement institutional and human resource capacity reform, MoEYS reviewed its organizational structure and function, developing staff, management and teacher competency in accordance with career pathways. MoEYS used the national and project budget to strengthen the appointment of management staff through performance-based appraisals, testing competencies, and interviews. An M&E system for technical and administrative tasks at administrative institutions and schools has been implemented. Updates have been made to the principles of inspection, and staff have been trained on inspections. Regular inspections have been made.

1.5   Challenges

Although the implementation of the ESP 2014–2018 has made remarkable progress towards achieving its policy objectives, there are still some points that require strengthening and further improvements in order to achieve the goals:

Early Childhood Education Sub-sector: Enrolment in ECE has been positive, but there are still challenges, such as poor nutrition in remote areas, limited home-based education programmes, multi-sector facilitating institutions, community pre-schools not meeting quality standards and a lack of pre-school teachers. Where there are pre-school teachers, many are not sufficiently trained.

Primary Education Sub-sector: Over the past five years, dropout rates have decreased, the net enrolment rate reached 98 per cent, and the completion rate was 83 per cent. To improve the quality of education, MoEYS needs to strengthen early grade reading and mathematics.

Secondary and Technical Education Sub-sector: The student dropout rates at lower and upper secondary levels are still high. Most secondary schools do not have science labs, computer rooms, libraries, teaching aids or workshops in accordance with the curriculum framework.

Higher Education Sub-sector: The quality of graduate students does not fully meet the needs of the job market and society, and there are still skills gaps. The establishment of an internal quality assurance system in some HEIs has not worked well. Evaluation and accreditation of HEIs by the ACC reached only 53 of 125 HEIs. There are too few competent evaluation staff, and the implementation of evaluation recommendations is still limited. MoEYS needs more highly qualified lecturers (MBA and PhD level).

NFE Sub-sector: The infrastructure of community learning centres is insufficient to provide functional literacy training, and skilled teachers are not qualified to respond to the labour market.

Youth Development Sub-sector: There were limited budget resources to implement the Youth Development programme and the Scout programme. To strengthen the soft skills training programmes, entrepreneurship and technical skills training, there is a need to adequately equip and train trainers. This will ensure that the training meets market demand and socio-economic development.

Physical Education and Sport Sub-sector: To be ready to host the 2023 Southeast Asian Games, there needs to be more investment in sports infrastructure, training materials, national sports federations and human resources. This includes more physical education and sports teachers, coaches, judges, referees at national and international levels, and officials specializing in sports medicine and science.

CHAPTER II

NATIONAL DEVELOPMENT FRAMEWORK

2.1 Cambodia's Sustainable Development Goals 2016–2030

Over the last decade, the NSDP has had an important role in the RGC's policy programmes, rectangular strategy and socio-economic development goals. The RGC has achieved major goals, such as peace, political stability, prosperity and rapid poverty reduction. Cambodia localized its Global Millennium Development Goals as Cambodia's Millennium Development Goals and achieved many goals earlier than expected in 2015.

In this new development stage, the RGC has continued its efforts to localize the SDGs in line with the Cambodian context. The goals will be integrated into the NSDP and sector plans, which form the most important inputs for the preparation of the NSDP 2019–2023.

The RGC approved the 2030 Agenda for Cambodia's SDGs in late 2018, with 18 goals, 88 targets and 148 indicators. It added a new goal for clearing land mines and unexploded ordnance. Some 75 per cent of the global targets relate to Cambodia.

2.2 Rectangular Strategy of the Royal Government of Cambodia

The RGC's overriding goal is to build a peaceful, politically stable and secure society, following a path of sustainable and equitable development. The RGC will strive to make its people educated and healthy, living in harmony within the family and the society.

The Rectangular Strategy Phase 4 sets out the RGC's economic development strategy. Cambodia aims to reach the status of upper-middle-income country by 2030 and high-income country by 2050. The four themes of the core strategy are Growth, Employment, Equity and Efficiency. These are necessary and valid for Cambodia to implement its 6th mandate 2018–2023. It intends to: 1) Ensure sustainable and resilient economic growth of around 7 per cent per annum; 2) Create more jobs, both qualitatively and quantitatively, for its citizens, especially its youth; 3) Achieve the poverty reduction target of below 10 per cent; and 4) Further strengthen the capacity and governance of public institutions, both at national and sub-national levels to ensure the effective and efficient delivery of public services.

The core of the Rectangular Strategy Phase 4 is accelerating governance reform by focusing on: 1) Institutional reform and capacity building; 2) Enhancing accountability and integrity in public administration; 3) Strengthening work efficiency; and 4) Strengthening private sector governance.

The RGC has implemented its Industrial Development Policy 2015–2025. This is to promote the country's industrial development to help maintain sustainable and inclusive high economic growth through economic diversification, strengthening competitiveness and promoting productivity. The policy aims to transform and modernize Cambodia's industrial structure from labour-intensive industry to skills-driven industry by 2025, through connecting to regional and global value chains; integrating into regional production networks; and developing inter-connected production clusters. It will also make efforts to strengthen competitiveness and enhance the productivity of domestic industries. The country aims to develop modern technology and a knowledge-based industry. Among the strategies adopted by the government is the development of human resources and technical training. Skills and technology are critical for Cambodia's deeper integration within ASEAN.

Cambodia's socio-economic development will result in a 'new transformation' that would enable it to attain upper-middle-income country status by 2030, and high-income status by 2050. In order

to achieve this vision, the 6th mandate of the RGC will continue to focus on the same four priority areas. **People** will remain the top priority, followed by **Roads, Electricity** and **Water**. Human resource development will focus on: 1) Strengthening the quality of education, science and technology; 2) Vocational training; 3) Enhancing public health service and nutrition; and 4) Strengthening gender equity and social protection.

The RGC's strategic objective is to develop a **"quality, equitable and inclusive education system"** focusing on science and technology, labour market orientation and physical education to support national socio-economic development. The RGC will focus on the following priorities: 1) Augmenting the salaries and bonuses of teachers and education staff based on their performance; 2) Continuing to invest in the construction of primary schools; 3) Strengthening comprehensive inspection of schools; 4) Updating and implementing the master plan for technical education in upper secondary schools; 5) Managing and enhancing the educational response to the labour market; 6) Preparing a comprehensive curriculum framework; and 7) Preparing for the 2023 Southeast Asian Games and encouraging young people to learn and practice sports.

2.3   Cambodia's SDG 4 on the Education Road Map 2030

Cambodia has reached a new development stage in its education sector response to global and regional contexts. Its development strategy has a very broad and ambitious scope and refers to equitable, quality, inclusive and life-long learning. This is within a comprehensive framework covering all types and levels of education, in line with the development perspectives of reaching upper-middle-income status by 2030 and high-income status by 2050.

MoEYS approved the 2030 Roadmap of Cambodia's SDG 4, Education, in early 2019, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The roadmap defined five policy priorities: 1) All girls and boys have access to quality early childhood care and education and pre-primary education, and complete free, equitable and quality basic education (primary and lower-secondary) with relevant and effective learning outcomes; 2) All girls and boys complete upper-secondary education with relevant learning outcomes, and a substantial number of youth have increased access to affordable and quality technical and vocational education; 3) Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university; 4) All youth and adults achieve literacy and numeracy, and learners in all age groups have increased life-long learning opportunities; and 5) Governance and management of education improves at all levels.

The Cambodian education system aims to achieve the following objectives:

1. To inculcate and nurture national consciousness, integrity and a sense of national pride through fostering common ideas, values and aspirations in order to forge national unity and national identity.
2. To develop learners in a holistic and integrated manner who are physically, intellectually, emotionally, aesthetically and spiritually balanced.
3. To produce knowledgeable, skilful and competent human resources as required by the labour market for a diverse, knowledge-based economy who can compete globally and regionally.
4. To prepare lifelong learners for an inter-connected and inter-dependent world, who can act effectively and responsibly at local, national, regional and global levels for a more peaceful and sustainable world.

Cambodia's SDG 4 Education 2030 roadmap set out the following major strategies towards achieving its education goal:

- Cambodia needs a strong and regionally competitive **education system** for a knowledge-based society. It must be a well-resourced, well-governed and well-balanced education system with equity, inclusion, efficiency and high-quality standards as its core principles. Cambodia will undertake a holistic and sector-wide reform in which all sub-sectors and components of the education system will be designed to cater for life-long and life-wide learning. This means creating learning opportunities for all.

- **MoEYS** is the ministry of excellence in providing quality education and life-long learning for all so that education becomes a catalyst for socio-economic development. MoEYS will be a professionally competent ministry able to carry out technical functions (e.g., planning, monitoring, curriculum development, teacher training, assessment) and sector governance functions (e.g., management). Its capacity will be developed so that it can create and implement education policies and plans; set major objectives, norms and standards for all levels and components of education; and coordinate management reform among various components of education (administration, academic affairs, finance and human resources). The ministry shapes the direction of education development; ensures good governance of all education providers, and monitors the performance of the education system to achieve the country's education objectives. The system aims to ensure better access and equity, quality and relevance, and good governance and management in all types of education institutions at all levels.

- Cambodian **schools** are learning organizations ensuring high-quality education for all. Schools will be administratively and financially autonomous and will be accountable for high-quality learning outcomes for all. They will be equipped with professionally competent and motivated teachers, as well as visionary instructional leaders, and will provide safe, healthy, gender-responsive, inclusive, technology-supported, high-quality teaching and learning environments.

- **Teachers** are competent, motivated and well supported, supporting learners to achieve a high-quality education. The Cambodian education system will have teachers who are professionally competent, motivated and supported and who are equipped with sufficient academic contents and pedagogical skills. They will have a passion for teaching and a love for their students. The status of the teaching profession will be enhanced so that it can attract and retain the most qualified and well-motivated people. Teachers will be supported continuously to develop knowledge and competencies that best promote student learning. Teaching will be an ethical profession in which teachers perform consistently with the highest moral and professional standards to ensure the success of all students.

- Cambodia's **classrooms** are 'smart classrooms' that provide students with the best opportunity to learn. School classrooms in Cambodia will be gradually transformed into smart classrooms that are well equipped with educational and technological resources and provide carefully organized, safe and conducive learning environments for all. Teachers' roles change to that of facilitators of learning, creating learning opportunities for all through the effective use of a variety of interactive and collaborative instructional methods and pedagogical approaches.

- Cambodia's **students** are healthy, motivated and committed: they are the future of Cambodia. Cambodia will have healthy, well-prepared and motivated learners who are committed to learn regardless of their background and are provided with conducive learning environments. They will be supported by professionally competent and qualified

teachers, as well as their family and community. When they graduate, they will be equipped with both hard and soft skills, sound moral judgement, emotional intelligence and a strong sense of national and global citizenship that enables them to contribute to and actively participate in society.

These priorities are the major priorities that MoEYS will apply in each stage of its ESP to reach the 2030 Vision on Education in Cambodia, through the identification of mechanisms, strategies and programmes, and with accurate financial support for implementation.

Table 2: Indicators and targets of Cambodia's Education 2030 Roadmap

Indicator	Baseline 2018	Target 2023	Target 2028	Target 2030
Gross enrolment rate in pre-primary education	41.3%	45.7%	50.1%	51.8%
Age-specific enrolment rate of age-5 children attending one year of pre-primary class	68.5%	76.0%	81.5%	84.1%
Percentage of Grade 1 pupils with early childhood care and education experience	65.0%	74.5%	80.3%	82.8%
Percentage of pre-primary schools with access to basic drinking water, basic sanitation facilities and basic hand-washing facilities	30.5%	55.3%	72.9%	80.0%
Percentage of schools with access to electricity, Internet and computers for pedagogical purposes at pre-primary level	20.4%	35.2%	45.8%	50.0%
Percentage of pre-primary teachers qualified according to national standards	57.6%	62.4%	76.8%	80%
Pupil-to-trained teacher ratio in pre-school	38	32	27	25
Percentage of ECE teachers who received accredited continuous professional development/ in-service training	99%	99.5%	99.9%	100%
Primary completion rate	82.7%	86.2%	89.7%	91.1%
Percentage of primary schools with access to basic drinking water, basic sanitation facilities and basic hand-washing facilities	60.2%	80.1%	94.3%	100%
Percentage of schools with access to electricity, Internet and computers for pedagogical purposes at primary level	36.5%	53.2%	65.2%	70.0%
Percentage of primary teachers qualified according to national standards	62.9%	76.5%	81.6%	90.0%
Pupil-to-trained teacher ratio in primary education	44	47	49	50
Lower secondary completion rate	46.5%	52.6%	58.7%	61.1%
Percentage of lower secondary schools with access to basic drinking water, basic sanitation facilities and basic hand-washing facilities	33.0%	47.6%	56.5%	60.0%
Percentage of primary and lower secondary schools with adapted infrastructure and materials for students with disabilities	0%	10.7%	17.3%	20.0%
Percentage of lower secondary teachers qualified according to national standards	34.5%	52.3%	64.9%	70.0%
Pupil-to-trained teacher ratio in lower secondary	22	33	42	45
Percentage of upper secondary teachers who received in-service training	3.9%	16.9%	26.3%	30.0%

Upper secondary completion rate	23.6%	32.5%	41.4%	45.0%
Percentage of upper secondary schools with access to basic drinking water, basic sanitation facilities and basic hand-washing facilities	59.4%	74.7%	85.6%	90.0%
Percentage of schools with access to electricity, Internet and computer for pedagogical purposes at secondary level	62.4%	80.1%	92.9%	98.0%
Percentage of secondary teachers qualified according to national standards	98.0%	98.5%	98.9%	99.0%
Pupil-to-trained teacher ratio in upper secondary	22	32	38	40
Gross enrolment ratio in tertiary education	11.6%	16.9%	22.7%	25.0%
Participation rate in technical and vocational education programme (15- to 24-year-olds)	0.03% (2016)	18.7%	30.3%	35.0%
Adult literacy rate (15+ years old)	82.5%	88.0%	93.5%	95.7%

2.4 Vision and Mission of MoEYS

The **MoEYS vision** is to establish and develop human resources that are of the very highest quality and are ethically sound in order to develop a knowledge-based society within Cambodia.

To achieve this, MoEYS has the **mission** of leading, managing and developing the education, youth and sport sector in Cambodia, responding to the socio-economic and cultural development needs of its people and the reality of regionalization and globalization.

A **long-term objective** of MoEYS is to achieve the holistic development of Cambodia's young people. The ministry intends to engender a sense of national and civic pride, high moral and ethical standards and a strong belief in young people's responsibility for the country and its citizens.

The ministry's **immediate objective** is to ensure that all Cambodian children and youth have equal opportunities to access quality education, consistent with the Constitution and the government's commitment to the United Nations Convention on the Rights of the Child, regardless of social status, geography, ethnicity, religion, language, gender and physical form. The ministry envisages a time when graduates from all its institutions will meet regional and international standards and will be competitive in global job markets, acting as engines for social and economic development in Cambodia.

2.5 Education Policies, Core Breakthrough Indicators and Targets

2.1.1 Medium-Term Policies

MoEYS will further implement two medium-term policies to achieve the Rectangular Strategy Phase 4, the NSDP 2019–2023, and the SDGs. They are:

1) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
2) Ensure effective leadership and management of education staff at all levels.

Policy Objective 1:

All children have access to all types of ECE services, primary school and secondary school, and have the opportunity to continue learning at higher level. There is access to formal education alternatives for children who are unable to access formal education. All children and youths have access to quality education at all levels, with equity and inclusivity, especially children from disadvantaged families and out-of-school youths. They are able to acquire the knowledge and

cognitive and non-cognitive skills that respond to the demands of society and they can contribute to national prosperity and economic development. The quality framework for learners encourages support from parents, communities, teachers and managers, with outcome standards and monitoring and reporting against these.

Policy Objective 2:

Education services are provided effectively and flexibly. Efficient and professional management provides results-focused, best-value, timely and relevant monitoring and reporting of results, with effective feedback measures. These allow for accountability, and mechanisms to adjust policies, strategies and programmes at both national and sub-national levels. Education institutions are managed effectively and efficiently. They are autonomous, and are accountable for student achievement, with high quality for all.

2.1.2 Core breakthrough indicators

As part of the ESP 2019–2023, MoEYS identified eight core breakthrough indicators and annual targets to monitor the progress of the two policies (see table below).

Table 3: Core Breakthrough Indicators for 2019–2023

Core Breakthrough Indicators	Unit	Status 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	Target 2021/22	Target 2022/23
Policy 1: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all							
1. Age-specific enrolment rate of five-year-old children in all aspects of ECE (public, community, private pre-school)	%	58.0	59.3	60.6	61.9	63.2	64.5
Male	%	57.7	58.9	60.1	61.3	62.5	63.7
Female	%	58.7	60.0	61.3	62.7	64.0	65.3
2. Completion rate in primary education	%	82.7	83.4	84.1	84.8	85.5	86.2
Male	%	79.1	80.3	81.5	82.6	83.8	85.0
Female	%	86.4	87.3	88.2	89.2	90.1	91.0
3. Completion rate in lower secondary education	%	46.5	47.7	48.9	50.2	51.4	52.6
Male	%	42.3	43.8	45.4	46.9	48.5	50.0
Female	%	51.1	52.5	53.4	54.4	55.3	56.3
4. Percentage of students achieving at "below basic proficiency level"							
Khmer reading in Grade 3	%	52.6		46.6			
Khmer writing in Grade 3	%	64.8		58.8			
Mathematics in Grade 3	%	44.9 (2015)		38.9			
Khmer reading in Grade 6	%	31.5			25.5		
Khmer writing in Grade 6	%	39.6			33.6		
Mathematics in Grade 6	%	53.2 (2016)			47.2		
Khmer reading in Grade 8	%	18.9				15.9	
Khmer writing in Grade 8	%	71.0				65.0	
Mathematics in Grade 8	%	36.3				30.3	
Physics in Grade 8	%	52.1 (2017)				46.1	

Core Breakthrough Indicators	Unit	Status 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	Target 2021/22	Target 2022/23
Khmer reading in Grade 11	%	20.5					17.5
Khmer writing in Grade 11	%	58.9					52.9
Mathematics in Grade 11	%	72.3					66.3
Physics in Grade 11	%	79.6 (2018)					73.6
5. Percentage of primary teachers qualified according to national standards	%	73.0	74.0	75.0	76.0	77.0	78.0
6. Gross enrolment rate (18–22 years old) in higher education	%	11.6	12.4	13.3	14.2	15.1	16.0
Male	%	13.2	14.3	15.5	16.6	17.8	18.9
Female	%	11.3	11.6	12.0	12.3	12.7	13.0
7. Adult literacy rate (15-above)	%	82.5	83.6	84.7	85.8	86.9	88.0
Policy 2: Ensure effective leadership and management of education staff at all levels							
8. Number of school principals trained in SBM (primary and secondary)	Number	1,150	670	700	700	700	700

CHAPTER III

SUB-SECTOR PLANNING 2019-2023

3.1 Early Childhood Education Sub-sector

3.1.1 Background

The policies set by MoEYS aim to strengthen the quality of ECE. Policy interventions during 2014–2018 provided a foundation for improving the quality of ECE in 2019 and beyond. These interventions included the National Policy and Action Plan on Early Childhood Care and Development, the updated National Committee for Early Childhood Care and Development, the Sub-Decree on Community Pre-School Management, the Prakas on Minimum Standards for Community Pre-Schools, the Prakas on Assessment Procedures for Community Pre-Schools, the Prakas on Private Pre-School Management, and the Prakas on the Recognition of National and Sub-National Trainers. Other interventions included operational principles for community pre-schools, parental education programmes for pregnant women and parents with children under 2 years, and operational principles for resources in pre-schools.

As a result of these interventions, the percentage of 3- to 5-year-old children accessing all aspects of ECE increased between 2014 and 2018. However, challenges remain for disadvantaged and younger children, children in remote and rural areas, or migrant children, as mentioned in the Education Congress Report 2018. Appropriate strategies are needed to reach these children.

MoEYS identified priorities for strengthening ECE services, such as increasing access to quality, equitable and inclusive education, improving the quality of pre-schools in accordance with standards, and strengthening the capacity of ECE sub-sector management.

3.1.2 Sub-sector Objectives

- Increase access to quality, equitable and inclusive ECE services
- Improve pre-schools in accordance with quality standards
- Strengthen the capacity of ECE sub-sector management to implement SBM.

3.1.3 Outcome Indicators

Table 4: Outcome Indicators and Targets of the ECE Sub-sector

Indicator	Unit	Baseline 2018	Target 2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
Sub-sector Objective 1: Increase access to quality, equitable and inclusive ECE services			
1. Age-specific enrolment rate of 5-year-old children in all aspects of ECE (public, community, private pre-school)	%	58.0	64.5
Male	%	57.7	63.7
Female	%	58.7	65.7
2. Age-specific enrolment rate of 4-year-old children in all aspects of ECE (public, community, private pre-school)	%	34.0	45.0
Male	%	32.2	44.4
Female	%	35.3	45.6
3. Age-specific enrolment rate of 3-year-old children in all aspects of ECE (public, community, private pre-school)	%	12.6	27.0
Male	%	11.7	26.0

Female	%	13.4	28.1
4. Gross pre-school enrolment ratio (public, community, private pre-school)	%	35.8	46.0
Male	%	34.9	45.6
Female	%	37.0	48.3
5. Percentage of pre-schools with access to electricity (public only)	%	31.7	41.0
6. Percentage of pre-schools with water, sanitation and hygiene (WASH) minimum standards (separate public pre-school)			
Star 1	%	35.4	50.0
Star 2	%	24.7	28.5
Star 3	%	1.1	1.5
7. Percentage of pre-schools with (separate public pre-school):			
Latrines	%	22.0	80.0
Safe water	%	30.2	60.0
Hand-washing facilities	%	28.8	60.0
First aid boxes	%	6.3	25.0
Sub-sector Objective 2: Improve pre-schools in accordance with quality standards			
8. Percentage of public pre-schools meeting minimum standards (separate public pre-school)	%	0.0	30.0
9. Number of community pre-schools meeting minimum standards	Number	600	1,500
10. Percentage of public and community pre-school services, accessed by 5-year-olds, whose learning capacity has been tested	%	39.2	49.0
11. Percentage of children in ECE services with an acceptable nutritional status (public, community pre-school)	%	30.0	40.0
12. Percentage of pre-school teachers qualified according to national standards (12+2 formula)	%	64.0	74.0
13. Number of multilingual teachers	Number	94	127
14. Pupil-to-trained teacher ratio at public pre-school level	Ratio	40	25
Policy 2: Ensure effective leadership and management of education staff at all levels			
Sub-sector Objective 3: Strengthen the capacity of ECE sub-sector management and implement school-based management			
15. Number of school principals trained in SBM (separate school)	Number	0	200
16. Number of public pre-schools fully competent in SBM (separate school)	Number	31	79

3.1.4 Policy Action

Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Formulate a sub-decree on the establishment of centres for early childhood care and development at public institutions, factories and enterprises in 2020 (ECE/DoL)
- Prepare an operational manual on implementing the parental education programme in 2019 (ECE)
- Prepare a Prakas on public pre-school operation in 2019 (ECE/DoL)
- Prepare guidelines on the provision of subsidies for ECE teachers through double shift teaching in 2019 (ECE/DPer)

- Develop guidelines on the establishment of pre-school classes in primary schools in 2019 (ECE/DoL)

Policy 2: Ensure effective leadership and management of education staff at all levels

- Develop Term of Reference on roles and responsibilities of ECE officials at all levels in 2019 (ECE/DPer)
- Prepare guidelines on minimum standards for pre-schools and public pre-school classes in 2019 (ECE)
- Prepare guidelines with standards on transforming community pre-schools into annexes of public education institutions in 2019 (ECE/DoL)

3.1.5   Strategy and Main Action

Sub-sector Objective 1: Increase access to quality, equitable and inclusive ECE services

Strategy 1.1: Expand pre-school classes in primary schools and develop public pre-schools

- Conduct a study on construction requirements, including water and sanitation facilities and playgrounds, in accordance with standards for pre-school facilities
- Increase the number of pre-school classes in primary schools
- Construct new, and rehabilitate old, pre-school facilities, including water and sanitation facilities, playgrounds and equipment, in accordance with standards
- Improve infrastructure and facilities at pre-school teacher training centres.

Strategy 1.2: Develop standardized community pre-schools to be annexed from public education institutions and transform community pre-schools into standardized public pre-schools

- Disseminate regulations/guidelines and standards for transforming community pre-schools into annexes of public education institutions to Provincial Offices of Education (POEs) and DOEs
- Promote infrastructure development, furniture, playground and game materials in line with standards
- Enhance pre-school teachers' capacity on teaching and learning through in-service training
- Conduct a study of school mapping for the expansion of multilingual education programmes in community pre-schools.

Strategy 1.3: Enhance parental education programmes and interventions for childcare by linking with public education institutions to teach the importance of the first 1,000 days

- Establish nurseries for children aged 1 to 3 years and provide counselling for pregnant women
- Provide counselling on childcare and education services for children and pregnant women in public and community pre-schools
- Promote the establishment of nurseries at factories, enterprises and in public intuitions
- Organize parent education programmes to educate young children in rural areas.

Strategy 1.4: Expand inclusive education programmes for children with disabilities at public and community pre-schools

- Provide training for core trainers and pre-school teachers on teaching practices for children with disabilities
- Develop data collection tools for inclusive education programmes at pre-school level.

Strategy 1.5: Provide WASH and nutrition, and health promotion in pre-schools

- Expand the implementation of WASH in pre-schools
- Facilitate basic health care services for children and teachers
- Pilot school meal programmes at pre-school level
- Disseminate guidelines on food safety and the quality of meals
- Monitor and take measures to protect children from diseases at school, and promote hygienic toilet practices.

Sub-sector Objective 2: Improve the quality of pre-schools in accordance with standards

Strategy 2.1: Strengthen the quality of pre-service and in-service training of pre-school teachers to respond to standards

- Update the teacher training system for pre-school teachers in accordance with the curriculum framework and credit system
- Develop a curriculum for ECE teacher training in response to 21st century skills, including soft skills
- Develop public pre-school teachers' capacity on the foundation learning of STEM in pre schools
- Develop supporting manuals for pre-school teacher training
- Monitor and evaluate the professional capacity of new pre-school teachers
- Increase the recruitment of pre-school teachers for public pre-schools
- Continue to collaborate with development partners and non-government organizations to train pre-school teachers
- Manage data related to in-service training of teachers in pre-schools
- Select a number of pre-schools and transform them into pre-school resource centres
- Train pre-school teachers for private and community pre-schools.

Strategy 2.2: Strengthen the inspection and assessment system for ECE services

- Develop the capacity of inspectors on thematic and regular inspections for ECE
- Develop the capacity of pre-school principals on ECE for school self-assessment
- Develop a testing system for children in pre-school (aged 5 years) in accordance with new curriculum guidelines
- Develop a system of feedback from inspection reports and assessments to the curriculum, teacher training and classroom teaching and learning practices.

Strategy 2.3: Strengthen the curriculum, teaching and learning materials for all ECE services in accordance with standards

- Develop pre-school teachers' guidelines on the implementation of curriculum blue prints
- Revise core textbooks for community pre-schools in accordance with standards
- Monitor and evaluate the implementation of instructional hours on all subjects and teaching methods in accordance with curriculum blueprints.

Sub-sector Objective 3: Strengthen the capacity of ECE sub-sector management

Strategy 3.1: Develop capacity and strengthen implementation mechanisms for the roles and responsibilities of management officials of the ECE sub-sector

- Prepare job descriptions for managerial staff in the ECE sub-sector with clear roles and responsibilities
- Prepare a capacity development plan for managerial staff in the ECE sub-sector
- Prepare an ECE staff performance management appraisal system for all levels, using IT systems

- Develop a mentoring and coaching system on ECE management.

Strategy 3.2: Strengthen good governance of ECE, results-based planning, management and M&E

- Strengthen the reporting system for results-based planning, management and M&E
- Conduct capacity building activities to implement SBM in public pre-schools
- Develop the capacity of staff in charge of ECE, and school directors, on SBM
- Implement SBM in public pre-schools.

3.2 Primary Education Sub-sector

3.2.1 Background

The enrolment rate for primary education is still more than 95 per cent, while the net enrolment rate was stable at over 98 per cent from SY 2013/14 to SY 2017/18. There was no gender gap. The dropout rate decreased from 10.5 per cent in SY 2013/14 to 4.1 per cent in SY 2017/18. The transition rate from primary to lower secondary increased from 76.8 per cent in SY 2013/14 to 86 per cent in SY 2017/18.

Some 73 per cent of primary schools implemented the Child-Friendly School Policy at middle and advanced levels. MoEYS assessed student learning achievements and found positive results for early grade Khmer and mathematics. To ensure inclusive education, MoEYS approved and implemented the Multilingual Education National Action Plan. This integrated 80 multilingual community schools into public schools, and planned to increase the number of indigenous languages being taught from 5 to 6. MoEYS outlined measures to increase accelerated learning and re-entry programmes to ensure equitable education. Three primary schools piloted a full day of learning by offering lunch, using community food products. MoEYS collaborated with development partners to develop consistency in early grade reading and mathematics methods, and prepared reading materials and packages for a pilot in Kampong Thom and Siem Reap provinces.

MoEYS trained teachers on effective teaching and learning, including teaching methodologies for positive discipline, early grade reading and writing in Khmer, and mathematics, while school principals were trained on SBM.

School principals were also trained on school leadership and management skills to ensure their accountability in making decisions and assessing students' learning outcomes, and their autonomy in using school resources. More effort and harmony is needed between the EMIS and the education quality assurance system if accurate data are to be obtained.

This sub-sector focuses on improving access to education, completion of primary education for all children, especially children from disadvantaged groups, and strengthening the quality of education through a comprehensive early grade learning programme. This comprises Khmer literacy, mathematics, subject-based mentoring and teacher qualifications.

3.2.2 Sub-sector Objectives

- Improve participation until the last grade of primary education and completion of primary education for all children, especially from disadvantaged groups

- Improve the availability of quality inputs in primary education

- Strengthen the implementation of primary school standards through SBM.

3.2.3 Outcome Indicators

Table 5: Outcome Indicators and Targets of the Primary Education Sub-sector

Indicators	Unit	Baseline 2018	Target 2023
Policy 1: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all			
Sub-sector Objective 1: Improve participation until the last grade of primary education, and completion of primary education for all children, especially from disadvantaged groups			
1. Net admission rate	%	95.2	98.5
Male	%	95.2	98.5
Female	%	95.1	98.5
2. Net enrolment rate	%	97.8	98.5
Male	%	97.6	98.5
Female	%	98.1	99.0
3. Dropout rate	%	4.1	2.5
Male	%	4.7	2.6
Female	%	3.5	2.0
4. Repetition rate	%	6.5	4.5
Male	%	8.0	5.0
Female	%	4.9	3.0
5. No. of districts with primary education repetition rate less than or equal ≤10%	Number	173	183
6. Completion rate	%	82.7	86.2
Male	%	79.1	85.0
Female	%	86.4	91.0
7. Survival rate at primary education	%	79.9	86.0
Male	%	*76.5*	*84.5*
Female	%	*83.5*	*89.0*
8. Transition rate from primary to lower secondary education	%	86.0	89.0
Male	%	83.4	86.9
Female	%	88.5	91.0
9. Percentage of new Grade 1 students with pre-school experience	%	65.0	74.5
10. Percentage of child-friendly schools at intermediate and developed levels	%	81.3	84.0
11. Percentage of primary schools with access to electricity	%	49.6	65.0
12. Percentage of primary schools meeting WASH standards			
Star 1	%	45.3	54.2
Star 2	%	22.4	24.0
Star 3	%	1.4	1.8
13. Percentage of primary schools with:			
Latrines	%	90.6	95.0
Safe water	%	59.3	64.0
Hand-washing facilities	%	56.7	65.0
First aid boxes	%	54.0	60.0
14. Number of primary students receiving food at school	Number	40,000	140,000
15. Number of scholarship students in primary education	Number	86,126	100,000
16. Number of multilingual education teachers	Number	197	253

17. Number of teachers trained in the special education diploma course each year at the National Institute of Special Education	Number	-	100
Sub-sector Objective 2: Improve the availability of quality inputs in primary education			
18. Pupil-to-qualified-teacher ratio	Ratio	61.0	40.0
19. Percentage of primary teachers qualified according to national standards (upper secondary certificate +2)	%	73.0	78.0
20. Number of primary teachers trained on:			
EGR package	Number	1,430	18,930
EGM package	Number	147	14,997
Other training	Number	250	15,250
21. Percentage of primary teachers who complete BA through teacher education courses	%	0.0	7.0
22. Percentage of primary school students receiving one set of textbooks	%	90.0	100
23. Number of primary schools with a computer per room for students	Number	20	500
24. Number of primary schools with a standard library	Number	1,500	2,500
Policy 2: Ensure effective leadership and management of education staff at all levels			
Sub-sector Objective 3: Strengthen implementation of primary school standards through school-based management			
25. Number of school principals trained in SBM per year	Number	472	2,500
26. Number of public primary schools fully competent in SBM	Number	0	500

3.2.4 Policy Action

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 institutions in 2019 (DoL)
- Review the management and division of textbooks in 2019 (PED)
- Develop a national framework on scholarships in 2019 (PED/DoPo)
- Prepare a policy on scholarships in 2019 (DoPo/PED)
- Develop eco-friendly standards for pre-primary, primary and secondary schools in 2020 (DoC)
- Prepare guidelines on full-day teaching and learning in primary schools in 2020 (PED)
- Develop a policy on new-generation primary schools in response to primary school standards in 2020 (PED/DoPo)
- Prepare and improve the policy on programmes for child-friendly schools in alignment with SDG 4 in 2020 (PED/DoPo)
- Develop a policy on home-grown school feeding and nutrition in 2020 (PED/DoPo)
- Develop a policy on child safety projections in 2022 (PED/DoPo)
- Develop guidelines on teacher usage, ICT and language subjects for Grades 4 to 6 by 2020 (PED)
- Develop guidelines on improving teaching and learning of core subjects (4 subjects) in 2020 (PED)
- Develop guidelines on improving teaching and learning of foreign languages in 2021 (PED)
- Develop guidelines on improving teaching and learning of ICT in 2021 (PED)

- Develop the Multilingual Education National Action Plan 2019–2023 in 2019 (SED)
- Develop Inclusive Education Action Plan 2019–2023 in 2019 (SED)

Policy 2: Ensure effective leadership and management of education staff at all levels

- Revise a policy on teacher career pathways in 2020 (TTD)
- Prepare guidelines on the establishment and functional process of primary boards of directors in 2020 (PED)
- Review the Child-Friendly School Policy and action plan in the context of SDG 4 by strengthening DTMTs and school clusters (PED/EQAD/TTD)
- Develop guidelines on career passports and credit systems by 2020 (TTD).

3.2.5 Strategy and Main Action

Sub-sector Objective 1: Improve participation until the last grade of primary education and completion of primary education for all children, especially children from disadvantaged groups

Strategy 1.1: Expand measures to increase school enrolment, attendance and retention of children from disadvantaged groups

- Provide scholarships for merit students, students from poor families and students with disabilities
- Strengthen the school feeding programme to ensure its sustainability
- Expand the provision of school meals for primary school students, especially disadvantaged students
- Update household mapping of school-aged children through cooperation with commune councils
- Implement support programmes for slow learners
- Assess student competency at district, provincial, national and international levels
- Promote meeting days for schools with the community (national reading day, village feast days, such as meetings with monks or 'good people' in the village)
- Implement the multilingual education programme for children with disabilities
- Implement the accelerated learning programme
- Implement the multilingual education programme for indigenous children.

Strategy 1.2: Develop physical infrastructure with clean and safe learning environments in line with primary school standards, especially for incomplete and disadvantaged schools

- Continue to promote clean school contests
- Manage the National Institute of Special Education for sustainable
- Continue to strengthen the multilingual education programme and integrate it into public education institutions
- Ensure school equipment meets standards, including for classrooms, administration and playgrounds
- Continue implementing WASH in Schools (WinS), including providing necessary facilities and first aid kits, and strengthen comprehensive sexuality education as part of health education
- Improve infrastructure and facilities for primary schools, especially for incomplete and disadvantaged schools
- Continue to implement food safety in schools
- Provide equipment in schools to protect the safety of children and others

- Improve school environments by providing playgrounds, rubbish control and bio-diverse gardens and vegetable gardens.

Strategy 1.3: Improve children's health in primary schools

- Implement the national policy on school health
- Train teachers in charge of school health on the topics of health education including comprehensive sexuality education and health prevention
- Implement low hearing and vision programmes and provide materials
- Provide basic healthcare services, cooperating with health centres (health check-ups, vaccinations and prevention tablets).

Sub-sector Objective 2: Improve the availability of quality inputs in primary education

Strategy 2.1: Improve pre-service teacher qualifications and improve deployment of teachers

- Continue implementing the teacher training system 12+2 and 12+4
- Develop the teacher training curriculum in line with the general education framework
- Strengthen the capacity of teacher training centres/TECs
- Review principles, mechanisms and guidelines on teacher deployment
- Provide training on inclusive education to student teachers
- Integrate early grade reading and mathematics and SBM into teacher training programmes by teacher training colleges and TECs
- Continue to implement the outstanding teachers contest.

Strategy 2.2: Strengthen the quality of in-service training for primary teachers

- Teach the methodology for early grade reading and mathematics for primary teachers
- Train teachers on SBM for primary teachers
- Implement a teacher career pathway policy and continuous professional development policy
- Develop supporting documents for teaching and learning for teacher training institutions. As these likely exist already, and this is a regular activity, there is probably no need to repeat it.
- Develop and implement both long and short continuous professional development programmes aimed at teacher qualification upgrades
- Conduct research and develop updated teaching methods with high order thinking skills (critical thinking and creative thinking), inquiry-based learning, and STEM approaches in line with teacher competency frameworks of Southeast Asia in the 21st century
- Develop manuals on teaching methodologies by subject
- Train teachers of Grades 1, 2 and 3 on teaching and learning methodologies for early grade mathematics and reading methods
- Train teachers of English for primary schools (Grades 4 to 6)
- Encourage the compilation and exchange of teaching methods, best practices and peer exchanges among teachers, and study tours
- Provide training on inclusive education to teachers
- Train primary school teachers on painting, art education and life skills
- Provide mentoring to primary teachers to ensure professional development support, and the proper implementation and application of training content by using cluster-based mentoring.

Strategy 2.3: Improve the supply and utilization of core textbooks and other teaching and learning materials

- Collect data on the utilization of core textbooks by subject
- Implement guidelines on core textbook management
- Mobilize charitable people to supply additional textbooks and reading books
- Allocate budget for purchasing reading books and materials by school
- Develop information technology in the development and supply of books
- Schools must organize reading spaces or libraries appropriately for students to read and to learn to enjoy reading
- Provide adequate teaching and learning materials to all students (including assistive devices to learners with special needs)
- Develop supplementary reading materials and encourage their use by teachers.

Strategy 2.4: Strengthen the implementation of internal, external and thematic inspections

- Increase the number of inspectors focusing on regions with the greatest need
- Revise inspection tools in line with standards
- Introduce gradual implementation by focusing on primary school standards
- Provide training for inspectors on inspection systems in the regional and global context
- Strengthen the quality of pre-service inspector training by collaborating with EQAD and National Institute of Education
- Strengthen the DTMTs on inspection systems and quality assurance at the provincial level
- Disseminate results of inspection reports and assessments to technical departments to improve teaching and learning in schools
- Conduct national assessments in Grades 3 and 6 on Khmer and mathematics
- Conduct the student assessment of early grade reading and mathematics in Grades 1, 2 and 3 and classroom and school assessments
- Use school self-assessment to create the school development plan.

Strategy 2.5: Strengthen the roles and responsibilities of DTMTs to monitor and evaluate the performance of school management committees, teachers and students using the results of inspections, M&E

- Train DTMTs on M&E tools
- Disseminate the monitoring results report
- Review semester and annual performance results of DTMTs
- Exchange experiences with DTMTs at province level.

Sub-sector Objective 3: Strengthen the implementation of primary school standards through school-based management

Strategy 3.1: Develop and start implementing an SBM framework in primary schools

- Expand the implementation of SBM in target schools
- Train school principals on leadership and SBM
- Continue to implement the outstanding school principals' contest
- Strengthen institutional capacity, especially early grade reading and mathematics specialists
- Train national core trainers on teaching methodologies in order to strengthen educational management at all levels
- Develop an SBM framework

- Develop manuals for SBM with links to primary school standards
- Provide training on SBM to school management staff and school management committees
- Train school management committees on standardized school development plans.

Strategy 3.2: Strengthen cooperation with stakeholders to support and mobilize resources for school development

- Build networks with communities, authorities and donors to develop schools
- Provide training to school management committees on resource mobility from communities, donors and development partners
- Establish clear roles and responsibilities to receive and allocate budgets for school development
- Disseminate the principles of transparency and school accountability publicly
- Establish, as a pilot initiative, school boards in: 1) new-generation primary schools, 2) full-day teaching primary schools, and 3) primary schools with good directors and teachers
- Promote a public-private partnership model, development partner and other stakeholder involvement in school development planning
- Disseminate publicly the results of formative monthly assessments at least twice per year
- The community should monitor and participate in all school activities to improve school ownership.

3.3 Secondary and Technical Education Sub-sector

3.3.1 Background

The reform of examinations motivated teachers and students to work hard. It garnered parental support and encouraged authorities at all levels to participate in improving the quality of secondary education.

SBM in 100 schools produced positive results and became a model for other institutions considering its implementation.

Over the last five years, MoEYS has been focusing on increasing equitable access to secondary education and providing scholarships to poor students. It has also focused on career counselling to reduce student dropout. Scholarships for poor students from Grade 7 to Grade 12 have resulted in increased enrolment and a reduction in dropout rates. MoEYS conducted an assessment of student learning achievement for students in Grade 8 in Khmer language, mathematics and physics. This was part of an international programme on student learning performance for developing countries. Results revealed that the reading competency of 15-year-old students was lower than the average of nine developing countries. For science and mathematics, Cambodian students were level with some African countries in science and mathematics.

For the coming five years, this sub-sector will focus on: 1) school administration, focusing on STEM, 2) new-generation schools, 3) work skills at the secondary school level, and 4) English and other foreign languages as required by the school, along with ICT.

3.3.2 Sub-sector Objectives

- Improve access to and retention in equitable and inclusive secondary education
- Improve the quality of teaching and learning in line with 21st century skills
- Strengthen leadership and management in secondary education.

3.3.3 Outcome Indicators

Table 6: Outcome Indicators and Targets of the Secondary and Technical Education Sub-sector

Indicators		Unit	Baseline 2018	Target 2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Sub-sector Objective 1: Improve access to and retention in equitable and inclusive secondary education				
1. Gross enrolment rate at lower secondary education		%	59.2	66.7
	Male	%	55.2	65.0
	Female	%	63.4	72.0
2. Gross enrolment rate at upper secondary education		%	28.5	38.0
	Male	%	26.3	36.1
	Female	%	30.9	40.0
3. Transition rate from lower to upper secondary education		%	76.8	86.0
	Male	%	74.2	85.0
	Female	%	79.2	87.0
4. Completion rate at lower secondary education		%	46.5	52.6
	Male	%	42.3	50.0
	Female	%	51.1	56.3

5. Dropout rate at lower secondary education		%	15.4	9.0
	Male	%	16.6	9.5
	Female	%	14.2	8.0
6. Survival rate at lower secondary education		%	53.1	57.6
	Male	%	48.3	53.1
	Female	%	58.2	62.5
7. Survival rate at upper secondary education		%	34.9	41.2
	Male	%	30.4	40.6
	Female	%	39.8	43.5
8. No. of districts with lower secondary dropout rate above 18.9 (50 districts)		Number	50	21
9. Number of students with scholarships at lower secondary		Number	72,071	77,418
10. % of secondary schools implementing Child-Friendly School policy		%	23.5	25.0
11. % of secondary schools meeting WASH minimum standards				
College				
	Star 1	%	48.3	66.0
	Star 2	%	12.5	14.0
	Star 3	%	1.5	2.0
Lycée				
	Star 1	%	48.8	50.0
	Star 2	%	24.8	28.0
	Star 3	%	1.8	2.0
12. Percentage of colleges with:				
	Latrines	%	90.3	95.0
	Safe water	%	42.4	50.0
	Hand-washing facilities	%	40.9	45.0
	First aid boxes	%	22.0	70.0
13. Percentage of Lycée with:				
	Latrines	%	97.1	100.0
	Safe water	%	54.6	60.0
	Hand-washing facilities	%	54.9	60.0
	First aid boxes	%	22.0	70.0
14. Percentage of secondary schools with access to electricity				
	Colleges	%	70.0	75.0
	Lycée	%	91.8	95.0
15. Number of new-generation schools		Number	5	10
16. Number of general and technical high schools		Number	9	19
17. Number of general and technical high school students		Number	1,471	3,000
	Female	Number	526	621
18. Number of schools implementing the career guidance and counselling programme		Number	35	285
19. Number of schools implementing local life-skills programmes		Number	391	1,052

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Sub-sector Objective 2: Improve the quality of teaching and learning in line with 21st century skills			
20. Percentage of lower secondary qualified teachers according to national standards (upper secondary certificate+2)	%	86.0	96.0
21. Number of secondary teachers who have received in-service training	Number	1,691	6,656
22. Percentage of upper secondary schools using ICT as a tool to support teaching and learning	%	5.0	25.0
23. Percentage of lower secondary teachers who complete BA through teacher education courses	%	6.7	15.0
Policy 2: Ensure effective leadership and management of education staff at all levels			
Sub-sector Objective 3: Strengthen leadership and management in secondary education			
24. Number of secondary school principals trained in SBM	Number	678	1,381
25. Number of public primary schools fully competent in SBM	Number	150	300

3.3.4 Policy Action

Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Develop regulations and mechanisms on the expansion of general secondary and technical education by 2019 (VOD/DoL)
- Develop regulations, mechanisms and terms of reference to provide students who drop out of secondary school with opportunities to acquire vocational training at general secondary and technical schools by 2020 (VOD/DoL)
- Develop a quality assurance framework by providing technical education services by 2021 (VOD)
- Prepare and review regulations to support the implementation of counselling work in schools by 2019 (VOD)
- Formulate policies on counselling in schools in 2021 (VOD)
- Prepare and review regulations to support the implementation of the life skills programme in schools in 2019 (VOD/DoL)
- Update the Master Plan for Technical Education at upper secondary school in 2020 (VOD)
- Develop guidelines on general secondary and technical education standards in 2020 (VOD)
- Develop guidelines on autonomy and accountability for secondary schools in 2020 (GSED)
- Develop regulations and mechanisms on the preparation and function of examinations at general and technical high schools in 2021 (VOD/DoL)
- Develop guidelines on the management and utilization of core textbooks in 2020 (CDD)
- Develop instructional manuals on the implementation of teaching and learning for all subjects, in accordance with the curriculum in 2020 (CDD)

Policy 2: Ensure effective leadership and management of education staff at all levels

- Develop guidelines on good governance for general secondary, upper secondary and technical schools in 2019 (DoL)
- Develop operational guidelines on the implementation of SBM in 2021 (GSED)
- Develop guidelines on the student tracking system by IT in 2020 (GSED)
- Develop guidelines on educational institutions by 2020 (DoL)

- Update the policy on core textbooks and teachers' guides for core textbooks in 2019 (CDD)
- Prepare a Prakas on secondary school institutional management in 2023 (GSED)
- Prepare a Prakas on providing and rejecting certificates at secondary schools in 2022 (GSED)
- Prepare a Prakas on organizing and processing secondary schools in 2022 (GSED)
- Revise a Prakas on level 3 certificate for technical and vocational education in 2021 (VOD/DoL)
- Prepare a Prakas on students' practical learning in technical education in 2022 (VOD/DoL).

3.3.5 Strategy and Main Action

Sub-sector Objective 1: Improve access to and retention in equitable and inclusive secondary education

Strategy 1.1: Expand measures to improve school attendance and retention in secondary schools, especially for disadvantaged groups

- Continue to build schools that are near students' houses
- Deploy teachers to all schools through the implementation of teacher recruitment principles, addressing the needs of all schools
- Review scholarships and other support programmes for poor students and students with disabilities
- Implement a warning system (identification of students at risk of dropping out)
- Enhance participation of communities, parents, authorities, students, school management committees and teachers to follow up students' attendance and performance
- Develop a student tracking system to intervene in cases at risk of dropping out
- Develop and improve school health programmes and health education, including comprehensive sexuality education to promote sexual and reproductive health and rights and drug prevention.

Strategy 1.2: Expand partnerships with the private sector and enterprises for strengthening technical education

- Expand partnerships between schools and the private sector on skills requirements
- Promote the implementation of apprenticeships and internships with relevant stakeholders.

Strategy 1.3: Expand physical infrastructure and facilities for secondary schools

- Install laboratories and standardized libraries in secondary schools
- Provide quality equipment and materials to general secondary and technical secondary schools, in line with standards
- Construct students' dormitories in general and technical high schools
- Establish a farm that provides agriculture skills for general and technical high school students
- Establish basic technical and life-skills workshops in technical and general high schools
- Equip workshops with materials for life skills learning
- Install equipment for career counselling rooms at schools
- Construct and renovate physical infrastructure at teacher education institutions in line with teacher education provider standards
- Equip teacher education institutions with supporting materials for teaching and learning

- Install hygiene and sanitation facilities (WinS programme), and provide first aid kits at secondary schools.

Sub-sector Objective 2: Improve the quality of teaching and learning in line with 21st century skills

Strategy 2.1: Strengthen and expand science subjects, STEM and foreign languages to meet 21st century skills frameworks

- Implement scientific teaching methods based on STEM approaches, including the use of workshops, computers and laboratories
- Implement student-centred approaches through introducing concept-based learning, inquiry-based learning, problem-based learning and new methodologies in science subjects
- Train technical teachers on competency-based curricula and the use of technical equipment to support teaching and learning
- Integrate student-centred approaches and SBM into the teacher training programme at TTCs and TECs
- Distribute textbooks in accordance with the new curriculum framework
- Provide training on inclusive education to teachers and trainees
- Revise, develop and distribute textbooks in accordance with the new curriculum framework
- Develop the e-learning education system, mobile applications, open educational resources and digital content to promote life-long learning
- Organize scientific days at all school levels
- Create events and competitions for technical education
- Develop modern libraries: use of e-books, the internet and computers
- Encourage technical high school exhibitions
- Strengthen M&E mechanisms of bilingual teaching (French-Khmer)
- Enhance digital education.

Strategy 2.2: Strengthen learning orientation towards careers and expand technical education

- Expand general education high schools and technical education
- Develop new skills at general education high schools and in technical education to meet market demand
- Update and implement the Master Plan for Technical Education at upper secondary school
- Monitor and evaluate the efficiency of the implementation of general education high school and technical standards
- Implement a bridging programme in general education high schools and technical institutions
- Implement an entrepreneurial education programme at secondary school
- Expand professional orientation and a soft skills platform for students
- Extend the electronic advisory programme for high school students
- Organize professional education and exhibitions
- Develop a document on the foundation of selecting professional skills and careers for high school students
- Train principals on the use of documents on the foundation of selecting professional skills and careers for high school students
- Train new career counsellors to implement career guides and advisory services
- Continue to mobilize and coordinate partnerships to expand career orientation, student work and career counselling

- Develop a website as a tool for supporting career counselling
- Upgrade and develop the electronic advisory content, 'Compass'
- Develop the capacity of teachers in charge of life skills and career counselling
- Provide career counselling and employment support services for students with disabilities.

Strategy 2.3: Promote the effective implementation of the curriculum framework

- Develop guidelines on the implementation of the new curriculum
- Implementation of the new curriculum: training on teaching methodology, teacher guidebook preparation, review textbooks for national core trainers
- Disseminate the pedagogy to improve the quality of teaching and learning
- Develop library standards and distribute textbooks and other documents to implement the new teaching methodology
- Develop guidelines on implementing the life skills education programme
- Develop mechanisms for the continuous professional development policy in accordance with the new curriculum framework
- Enhance the experiential exchange programmes, 'schools help schools' and 'provinces help provinces'
- Disseminate the curriculum to teachers across the country
- Enhance citizenship education
- Strengthen inquiry-based learning and other methodologies in alignment with the student-centred approach.

Sub-sector Objective 3: Strengthen leadership and management at secondary education level

Strategy 3.1: Strengthen the school-based management approach at school level

- Develop mechanisms for implementing SBM: 1) Conduct student learning assessments, 2) Develop school improvement plans, 3) Establish school management committees
- Strengthen and expand the implementation of school management committees
- Expand the implementation of SBM with target schools
- Train school principals on leadership and SBM
- Continue to implement the outstanding school principals' contest
- Strengthen institutional and technical department capacity to implement the new curriculum
- Train national core trainers and inspectors to strengthen educational management at all levels
- Mentor and coach staff on SBM at the school level
- Implement school self-assessment by using effective school standards
- Provide on-the-job training for school management committees on SBM
- Expand the implementation of the SBM programme to 100 schools per year.

Strategy 3.2: Expand the implementation of the new-generation school model

- Strengthen and expand the new-generation school model for practicing the concept-based curriculum and student-centred approach (inquiry-based learning, problem-based learning)
- Develop an investment plan for the expansion of new-generation schools
- Improve the facilities of secondary resource schools and promote them to become new-generation schools (at least one school per one province)
- Strengthen cooperation between schools and development partners, communities, charities and the private sector

Strategy 3.3: Develop a school quality assurance framework in secondary education

- Develop the school quality assurance framework, including roles of DTMTs and technical offices
- Develop a quality assurance framework for providing technical education services
- Develop a mentoring and coaching system for DTMTs
- Develop the capacity of DTMTs to improve the knowledge and skills of cluster mentors and school self-assessment
- Train school principals on school self-assessment
- Strengthen the EMIS in secondary education to meet education quality standards
- Disseminate the assessment framework for student learning achievement at pre-school and general education levels
- Conduct assessments for students in Grades 8 and 11 on math, physics and Khmer
- Conduct an assessment of student learning for the Programme for International Student Assessment (PISA) 2021
- Prepare a report and an M&E mechanism for teaching and learning in line with the new curriculum.

Strategy 3.4: Strengthen the M&E system for school inspection

- Develop a monitoring system for school operations and an efficient, on-time, national response system
- Conduct orientation sessions for new teachers at the school level
- Monitor and evaluate the implementation of inclusive education for students at secondary schools
- Harmonize inspection tools by combining child-friendly school checklists and SBM tools
- Use inspection reports and assessment results to improve school improvement plans
- Revise educational inspectors' training curriculum.

3.4 Higher Education Sub-sector

3.4.1 Background

Between 2014 and 2018, the number of HEIs increased from 110 to 125, of which 48 were public and 77 were private. These were located in 20 provinces and the capital city, Phnom Penh. Student enrolments decreased by 15 per cent, from 249,092 to 211,484. The number of education staff in higher education increased from 11,362 to 16,167 (an increase of 42 per cent), and lecturers increased from 8,953 to 12,539 (an increase of 40 per cent). In 2018, there were 1,947 lecturers with bachelor degrees, equal to 15.5 per cent of all lecturers, 8,751 with master's degrees, equal to 69.8 per cent, and 1,090 with PhDs, equal to 8.7 per cent.

MoEYS approved a number of important key higher education policies, namely the Policy on Higher Education Vision 2030, the Policy on Higher Education Governance and Finance for Cambodia, and the Cambodian Higher Education Roadmap 2030 and Beyond. These policies focus on education quality improvement and the efficiency of governance and management in higher education.

The ASEAN integration and the 4th industrial revolution provide both opportunities and challenges to the sub-sector. Challenges to be addressed include enhancing higher education quality and relevance through improving teaching and learning, and research. This urgently requires significant investment to increase the number of full-time lecturers and lecturers with PhDs at HEIs. This would enable them to have sufficient time and advanced capacity to produce quality graduates who meet market and social needs, and international standards. Another main challenge is the efficiency of governance and management in higher education. This is essential to improve financial and human resource management systems and ensure the financial stability, sustainability and resource strength of HEIs.

To strengthen and promote education quality in higher education towards regional and international standards, and to respond to the Rectangular Strategy Phase IV of the Royal Government of Cambodia in this new mandate, MoEYS must define policies, strategies and key activities to ensure inclusive and equitable quality education.

3.4.2 Sub-sector Objectives

- Enhance access and improve the quality of higher education programmes toward national and international accreditation
- Develop a governance and management system to support HEIs to become fully autonomous

3.4.3 Outcome Indicators

Table 7: Outcome Indicators and Targets of the Higher Education Sub-sector

Indicator	Unit	Baseline 2018	Target 2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
Sub-sector Objective 1: Enhance access to and improve the quality of higher education programmes towards national and international accreditations			
1. Gross enrolment rate (18-22 years old)	%	11.6	16.0
Male	%	13.2	18.9
Female	%	11.3	13.0
2. Percentage of students enrolled in STEM programmes	%	27.1	32.0
Male	%	36.7	38.6
Female	%	17.4	22.5
3. Number of centres of excellence	Number	0	3
4. Percentage of full-time academic staff with PhDs	%	3.4	5.0
Female	%	14.7	17.0
5. Number of HEIs that complete tracer studies	Number	0	10
Policy 2: Ensure effective leadership and management of education staff at all levels			
Sub-sector Objective 2: Develop the governance and management system to support HEIs to become fully autonomous			
6. Number of HEIs that implement internal quality assurance system	Number	0	25
7. Number of HEIs accredited	Number	0	25
8. Number of HEIs that provide input data into the higher education management information system (HEMIS)	Number	0	40

3.4.4 Policy Action

Policy 1: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

- Develop guidelines on the implementation of higher education partnerships to improve capacity at HEIs in 2019 (HED)
- Develop a Prakas on full-time academic staff at HEIs in 2019 (HED/DPer)
- Develop an Inter-Ministerial Parkas on the establishment of a research fund for higher education in 2020 (HED)
- Develop a guideline on the implementation of the research fund for higher education in 2020 (HED)
- Develop an Inter-Ministerial Prakas on a scholarship fund for students in higher education in 2022 (HED/DoF)

Policy 2: Ensure effective leadership and management of education staff at all levels

- Develop guidelines on grievances from students at HEIs in 2019 (HED/DoL)
- Prepare the Instruction on the Development of a Comprehensive Budget Strategic Plan in 2021 (HED/DoF/DGPP)
- Develop an Inter-Ministerial Prakas on financial management through block grants to public HEIs in 2022 (HED/DoF)

- Develop an inter-ministerial Prakas on human resource management in 2022 (HED/DPer)
- Develop a Royal Decree on the governance and management of higher education in 2023 (HED/DoL).

3.4.5 Strategy and Main Actions

Sub-sector Objective 1: Enhance equitable access and improve the quality of higher education programmes towards national and international accreditation

Strategy 1.1: Increase results-based investment on prioritized higher education programmes

- Provide block grants to HEIs offering prioritized training programmes that respond to economic and social development
- Build dormitories to enhance access and equity in higher education

Strategy 1.2: Improve capacity in teaching, learning and research through the development of higher education partnership programmes

- Upgrade the curriculum in collaboration with partner HEIs in and outside of the country
- Establish centres of excellence at HEIs
- Upgrade faculty qualifications in teaching, learning and research in collaboration with partner HEIs in and outside of the country
- Build classrooms and laboratories
- Participate in the ASEAN International Mobility Students (AIMS) Programme
- Establish graduate programmes to be internationally accredited through collaboration with partner HEIs in and outside of the country
- Develop research projects in collaboration with industrial partners and/or partner HEIs in and outside of the country
- Develop a tracer study system for student graduates with employment

Strategy 1.3: Increase full-time academic staff with PhDs

- Develop and implement an education staff performance management system
- Implement the performance evaluation system and reward performance-based incentives for education staff

Sub-sector Objective 2: Develop a governance and management system to support HEIs to become fully autonomous

Strategy 2.1: Strengthen the financial and human resource management system at HEIs towards full autonomy

- Provide full autonomy to public HEIs in financial management through piloting the block grant system
- Provide full autonomy to public HEIs in human resource management

Strategy 2.2: Strengthen the quality assurance system in higher education

- Develop an internal quality assurance system for HEIs
- Develop mechanisms to support HEIs in implementing internal quality assurance systems
- Conduct assessments of HEI performance for accreditation status
- Provide capacity development to management staff and staff in charge of the quality assurance system
- Pilot the HEMIS system
- Develop a mechanism to support HEIs to implement the HEMIS system

- Provide capacity development to management staff, and staff in charge of the HEMIS system
- Improve results-based planning, as well as the M&E system in higher education
- Provide capacity development to staff in charge of results-based planning and the M&E system
- Develop the budget strategic plan for HEI development.

3.5 Non-Formal Education Sub-sector

3.5.1 Background

From 2014–2018, the NFE sub-sector changed and improved. The adult literacy rate (15-24 years old) increased to 94.6 per cent and adult literacy rate (15+ years old) having increased to 82.5 per cent in 2017 (CSES 2018).

During this five-year period, there were 7,819 literacy classes, serving 165,001 students. There were 1,279 non-formal primary education equivalency classes, covering 25,608 students. Re-entry programme classes (Grade 3 to 6) decreased from 1,059 in 2014 to 636 in 2018. The number of students decreased from 17,938 in 2014 to 11,404 in 2018. The number of community learning centres increased from 347 in 2014 to 356 in 2018. There were 2,991 vocational training classes, with 41,246 learners completing skills training courses.

Notwithstanding remarkable progress, there is a need to further strengthen the management and leadership capacity of NFE officials at all levels, and to develop well-functioning community learning centres to meet local need. The NFE framework was strengthened through a review of NFE policies and the development of regulations to support implementation. A non-formal sub-sector working group was established, specifying clear programmes and tasks to strengthen the implementation and capacity assessment of NFE. There was also a review of the curriculum framework and textbooks for each NFE programme.

3.5.2 Sub-sector Objectives

- Increase the number of literate students and increase access to NFE programmes for out-of-school children and youth, as well as access to full NFE services within a framework of life-long learning, knowledge, skills and attitudes.
- Strengthen the implementation of a fully functioning results-based management system of NFE programmes.
- Enhance capacity of NFE staff at all levels.

3.5.3 Outcome Indicators

Table 8: Outcome Indicators and Targets of the NFE Sub-sector

Indicators	Unit	Baseline 2018	Target 2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
Sub-sector Objective 1: Increase the number of literate students and increase access to NFE programmes for out-of-school children and youth, as well as access to full NFE services within a framework of life-long learning, knowledge, skills and attitudes			
1. Number of illiterate students completing literacy programme	Number	16,850	72,000
2. Number of students studying in equivalency programme	Number	6,394	46,500
3. Number of community learning centres upgraded to life-long learning centres	Number	0	55
4. Number of students completing re-entry programme to be transferred to formal education system	Number	10,099	51,200
5. Number of learners who completed skills training	Number	9,170	60,500
Policy 2: Ensure effective leadership and management of education staff at all levels			
Sub-sector Objective 2: Strengthen the implementation of a fully functioning results-based management system of NFE programmes			
6. Number of provinces implementing the results-based NFE M&E framework	Number	0	25

7. Number of districts implementing the NFE-MIS	Number	0	150
Sub-sector Objective 3: Enhance capacity of NFE staff at all levels			
8. Number of NFE officials trained on planning and management of NFE services	Number	0	650

3.5.4 Policy Action

Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Develop a national policy on lifelong learning in 2019 (NFED/DoPo)
- Develop an action plan for implementing a national policy on lifelong learning in 2020 (NFED/DoL/DGPP)
- Develop guidelines on the implementation of literacy programmes in 2019 (NFED)
- Prepare guidelines on the implementation of post-literacy programmes in 2019 (NFED)
- Prepare guidelines on the implementation of the upper secondary equivalency curriculum in 2020 (NFED)
- Prepare guidelines on the preparation of exams for lower secondary equivalency programmes in 2019 (NFED)
- Prepare guidelines on the preparation of exams for upper secondary equivalency programmes in 2021 (NFED/EAD)
- Prepare classification criteria for community learning centres in 2019 (NFED)

Policy 2: Ensure effective leadership and management of education staff at all levels

- Develop guidelines on NFEMIS in 2019 (NFED)
- Develop guidelines on M&E of the implementation of NFE programmes in 2019 (NFED)
- Prepare guidelines on the management of private schools for foreign language or basic skills classes in 2019 (NFED).

3.5.5 Strategy and Main Action

Sub-sector Objective 1: Increase access to NFE programmes for out-of-school children and youth, as well as illiterate adults within a framework of life-long learning, knowledge, skills and attitudes

Strategy 1.1: Develop and improve existing NFE modalities

- Develop the upper secondary equivalency curriculum (including 70 per cent of the content of the formal education curriculum, adding 30 per cent of the content of life skills)
- Revise the syllabus and textbooks for the primary and lower secondary equivalency programmes
- Develop the syllabus and textbooks for vocational skills
- Develop the curriculum and manual for the post-literacy programme
- Update the re-entry curriculum.

Strategy 1.2: Enrich adult literacy programmes

- Disseminate a national policy on life-long learning
- Develop textbooks, teaching and learning materials for adult literacy programmes
- Disseminate literacy programmes at factories, enterprises and in prisons
- Increase the number of libraries and mobile libraries
- Celebrate national literacy day at provincial and national levels.

Strategy 1.3: Strengthen and expand the scope of community learning centres to be transformed into lifelong learning centres

- Prepare a development plan for life-long learning centres
- Disseminate the development plan for life-long learning centres to communities and stakeholders
- Conduct an assessment of current status (relevance and effectiveness of current programmes) and practical requirements of communities
- Develop the capacity of life-long learning centre managers on management, planning and life-long learning concepts
- Recruit appropriate trainers for new programmes in life-long learning centres
- Allocate budget for life-long learning centres and disburse it in a timely manner
- Facilitate access to micro credit for learners who successfully complete the income generation programme
- M&E of learning activities at life-long learning centres, with participation by the community and stakeholders.

Strategy 1.4: Promote private sector, development partner, non-government and other stakeholder participation and support for NFE programmes within the lifelong learning framework

- Develop a communication network with the private sector, development partners, charities, local authorities, communities and other stakeholders to support NFE programmes
- Foster public-private partnerships and agreements with development partners.

Sub-sector Objective 2: Upgrade the results-based management system of NFE programmes

Strategy 2.1: Improve the effectiveness and efficiency of non-formal education MIS

- Update data collection tools and non-formal education MIS to respond to indicators of SDG 4
- Link non-formal education MIS with EMIS
- Expand the scope of non-formal education MIS to districts
- Promote the dissemination of data and NFE information widely
- Promote the implementation of M&E on NFE nationwide

Sub-sector Objective 3: Enhance the management capacity of NFE staff at all levels

Strategy 3.1: Develop the capacity of NFE staff at all levels

- Conduct a capacity needs assessment of staff in the NFE sub-sector at all levels
- Improve the capacity of contract teachers and community learning centre management committees
- Train NFE contract teachers at provincial and regional TTCs
- Train core trainers on methodology, implementation, orientation and internship
- Develop core manuals for training NFE staff
- Develop service providers' capacity on life skills and vocational skills to ensure a quality and efficient process of life-long learning
- Develop the capacity of NFE staff at all levels on M&E to implement the NFE programme
- Develop a training framework for NFE literacy contract teachers
- Develop the capacity of NFE staff at all levels, and stakeholders
- Determine the districts targeted for implementing non-formal EMIS.

3.6 Youth Development Sub-sector

3.6.1 Background

The Ministry and stakeholders have been promoted and gather public support for the positive development of youth and to provide them with opportunities to develop their potential in education, their careers and decision making. This would allow them to contribute to their families, communities, the country and the world.

In 2018, MoEYS approved the Cambodian Youth Development Index as a source of information aimed at mobilizing more resources to invest in youth development programmes. The youth development sub-sector achieved some notable results. The number of youth and children participating in the Cambodian Youth and Children's Council in public schools increased, while the number of youths who received short-term training on volunteerism, leadership, entrepreneurship and scouting achieved their targets.

At public schools, the percentage of students in Grades 4 to 9 who participated in Cambodian Child Councils aligned with the targets. Meanwhile, the participation of students in Grades 10 to 12 in Cambodian Youth Councils presented some challenges, as the percentage remained stable. As a consequence, it did not reach its targets. The development of the action plan for operating child councils would be considered indicators for M&E in future.

The youth development sub-sector achieved positive results, especially the strengthening of the Cambodian Youth and Children's Council in public institutions, the establishment of learning clubs by subject, entrepreneurship training, volunteerism, leadership, career counselling, and hard and soft skills training.

3.6.2 Sub-sector Objectives

- Develop digital, entrepreneurship, young leadership and other soft-skills programmes for youth development
- Enhance youth development through updated youth centres and facilities
- Enhance institutional and individual capacities of youth development programmes at national and sub-national level.

3.6.3 Outcome Indicators and Targets

Table 9: Outcome Indicators and Targets of the Youth Development Sub-sector

Indicator	Unit	Baseline 2018	Target 2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
Sub-sector Objective 1: Develop digital, entrepreneurship, young leadership and other soft-skills programmes for youth development			
1. Number of youths receiving short-term vocational, digital and technical skills training	Number	1,644	8,220
2. Number of youths trained in voluntary work	Number	1,244	6,220
3. Number of youths trained in entrepreneurship, leadership, financial literacy, study and employment guidance	Number	10,092	47,552
4. Number of youths and children receiving Three Good Movement performance awards	Number	319	1,595
5. Percentage of Cambodian Child Councils functioning	%	9.6	20.0
6. Percentage of Cambodian Youth Councils functioning	%	22.4	30.0
7. Number of scouts in primary, secondary, higher education and communities attending the scout movement	Number	150,963	350,000

8. Number of out-of-school youth attending the Basic Education Equivalency Programme	Number	250	1,250
Sub-sector Objective 2: Enhance youth development through updated centres and facilities			
9. Number of youth centres functioning	Number	6	9
Policy 2: Ensure effective leadership and management of education staff at all levels			
Sub-sector Objective 3: Enhance institutional and individual capacities of scouting and youth development programmes at national and sub-national level			
10.Number of youth workers trained on project management	Number	200	1,000
11.Number of ministry-institutional youth development councils	Number	N/A	16
12.Number of provincial youth development councils	Number	N/A	12

3.6.4 Policy Action

Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Develop guidelines on the volunteerism platform in 2019 (DGY)
- Develop a policy and guidelines on safety from harm and risk management in 2020 (DGY)
- Develop a guideline on the National Scout Council in 2022 (SCD)
- Update guidelines on the implementation of the Three Good Movements of Cambodian Children and Youth in 2019 (DoY)
- Develop guidelines on youth volunteering accreditation in 2020 (DGY)
- Update the National Action Plan on Cambodian Youth Development in 2020 (DGY).

Policy 2: Ensure effective leadership and management of education staff at all levels

- Develop an inter-ministerial Prakas on per diem rates for officials in charge of youth works in 2021 (DGY/ DoF)
- Develop a Royal Decree and sub-decree on the National Scouts Council of the Cambodia Scouts in 2020 (DGY/DoL)
- Update the guidelines on the operation of youth centres, and vocational and soft skills training in 2020 (YCMD)
- Update the National Training Policy and Scheme of the Cambodian Scouts in 2021 (SCD)
- Update the Adult Resources Policy and Volunteering in Scouting of the Cambodia Scouts in 2023 (DGY).

3.6.5 Strategies and Main Actions

Sub-sector Objective1: Develop digital, entrepreneurship, young leadership and other skills programmes for youth development

Strategy 1.1: Enhance digital skills and promote the application of knowledge on Science, Technology, Engineering and Mathematics (STEM) for youth in response to the fourth industrial revolution

- Develop a manual on camp methodologies and techniques for STEM, as well as STEM clubs for Cambodian youth and child councils
- Develop access to information technology to support open distance education and training
- Conduct science and technology activities and camps
- Develop training programmes on digital literacy and soft skills.

Strategy 1.2: Enhance creative and innovative thinking habits through entrepreneurial spirit, promotion of self-employment, access to employment and business-oriented services, and labour-market information

- Conduct entrepreneurship training using Community-Based Enterprise Development (C-BED) and Know About Business (KAB)
- Provide youths with counselling and access to employment information
- Organize forums on job requirements and entrepreneurship
- Organize youth business competition programmes

Strategy 1.3: Develop young people holistically and educate them to live in peace and harmony, to be patriotic and have a love of people, self-confidence, self-esteem, leadership, and a broad understanding of society

- Raise awareness on sexually transmitted diseases, HIV/AIDS, mental health and emotional management and provide consultations on youth health
- Establish volunteerism platforms to promote community development initiatives
- Strengthen youth leadership.

Strategy 1.4: Increase youth participation in community development and society

- Provide opportunities for youth to participate in national and international programmes
- Empower young people to seek support
- Encourage young people to participate in digital social security protection.

Sub-sector Objective 2: Develop infrastructure for youth activities

Strategy 2.1: Develop a model for youth centres

- Develop, renovate and equip youth centres, learning centres and campsites with training facilities to provide young people with opportunities and access to life-long learning
- Develop manuals of basic vocational skills for youth
- Give out-of-school youth a second chance to be educated through Basic Education Equivalency Programmes.

Sub-sector Objective 3: Enhance institutional and individual capacities of youth development programmes at national and sub-national level

Strategy 3.1: Enhance the capacity of youth workers at all levels

- Conduct a training needs assessment of youth workers and adults in scouting
- Develop the capacities of youth workers and adults through the scout training framework
- Develop training manuals of capacity development
- Review the strategic plan of the Cambodia Scouts, print scout guidelines and textbooks, invest in new scout memberships.

Strategy 3.2: Strengthen institutional capacity for youth development programme implementation

- Evaluate sub-sector performance in response to the National Action Plan on Cambodian Youth Development, based on coordination with the GS-National Youth Development Council
- Develop tools and systems to monitor and evaluate the implementation of youth development programmes
- Gather and document data and progress on youth development from all relevant actors
- Create a Youth Development Management Information System

- Disseminate information on youth development, including the Cambodian Youth Development Index, legal frameworks, and other data collected through the Youth Development Management Information System
- Conduct orientation on the functioning of ministerial, institutional and provincial Youth Development Councils
- Review and develop legal documents and frameworks related to youth development activities and programmes
- Review the National Action Plan on Cambodian Youth Development and technical documentation for youth development
- Prepare a research plan on youth development issues
- Build the institutional capacity of the GS-National Youth Development Council.

Strategy 3.3: Mobilize efforts from all relevant ministries, institutions, development partners, civil society organizations, communities, parents or guardians to develop youth

- Cooperate closely with partners and relevant stakeholders to ensure effective youth programme implementation
- Coordinate interaction among relevant institutions, including existing action plans related to youth development implemented by these institutions
- Mobilize resources for youth development activities, programmes and centres involving relevant stakeholders.

3.7 Physical Education and Sport Sub-sector

3.7.1 Background

RGC adopted national policy on Physical Education and Sport Plan in 2015 with has set goals, objectives, strategies and main action plans in response to the national Policy on the Development of Physical Education and Sport, and the reform of the physical education and sport sector. In the regional context, action has been taken to promote physical education and sport in preparation for hosting the 32nd Southeast Asian Games in 2023 and the 12th ASEAN Para Games, to be hosted by the ASEAN University in 2030.

To implement the policy, the RGC has revised its sub-decree on awarding winners, doubling bonuses and raising allowances for food and accommodation for national and grass-roots players. As a result, the number of awarded winners at national and international contests has increased. Cambodia is ranked eighth of the 11 nations that participated in the 29th Southeast Asian Games in Malaysia in 2017, receiving 17 medals: three gold, two silver and 12 bronze.

MoEYS organized two national matches under the model of the Southeast Asian Games to prepare for hosting the games in 2023.

There are still challenges facing physical education and sport. These include a lack of legal documents for the management and development of physical education and sport, and limited human resource management and leadership to prepare for national and international competitions. Physical education and sports activities at public and private institutions are not yet the norm, while physical infrastructure, tools and sports equipment for aerobic training and for national and international competitions are still limited. The structure of national competitions does not align with the context of regional competitions. The importance of physical education and sport needs to be promoted more broadly. Participation of private partners, donors and other relevant institutions in promoting sports is limited.

The government's priority is to develop human resources and infrastructure, and promote the physical education and sport sector.

For the 32nd Southeast Asian Games in Cambodia in 2023, Cambodia has an ambitious goal: to rank fifth among the 11 countries.

3.7.2 Sub-sector Objectives

- Increase access to physical education and sport in schools and communities to improve people's well-being and livelihoods
- Promote the performance of national sports teams to win more gold medals by 2023
- Develop the institutional, managerial and technical capacities of the physical education and sport sub-sector for improved effectiveness and quality.

3.7.3 Outcome indicators

Table 10: Outcome Indicators and Targets of the Physical Education and Sport Sub-sector

Indicators	Unit	Baseline 2018	Target 2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
Sub-sector Objective 1: Increase access to physical education and sports in schools and communities			
1. 5 sport fields were improved:			
Siem Reap	%	0	100
Kampot	%	0	100
Preah Sihanouk	%	0	100
Battambang	%	0	100
Phnom Penh	%	50.0	100
2. Percentage of primary schools implementing physical education and sport programmes	%	65.0	90.0
3. Percentage of secondary schools implementing physical education and sport programmes	%	30.0	70.0
4. Number of gold medals in Southeast Asian Games 2023	Number	3	40
5. Percentage of people participating in physical activity and sport	%	7.0	23.0
Sub-sector Objective 2: Promote the performance of national sports teams to win more gold medals by 2023			
6. Ranking of Southeast Asian Games among ASEAN countries	Rank	No 8	No 5
7. Number of gold medals in Southeast Asian Games 2023	Number	3	45
Policy 2: Ensure effective leadership and management of education staff at all levels			
Sub-sector Objective 3: Develop the institutional, managerial and technical capacities of the physical education and sport sub-sector for improved effectiveness and quality			
8. Number of physical education and sport trainees trained per year (long term)	Number	33	133
9. Number of physical education and sport teachers trained per year	Number	100	150
10. Number of coaches	Number	915	1,400
11. Number of judges and referees	Number	925	1,450
12. Number of coaches trained in technical sports aspects, strategic planning and management per year	Number	143	293
13. Number of physical education and sport teachers trained (short course / in-service training)	Number	180	360
14. Number of sports officials trained	Number	180	360
15. Number of high-level athletes	Number	707	1,000

3.7.4 Policy Action

Policy 1: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

- Revise the Sub-Decree and the Prakas on the supplemental nutrition scheme and allowance for National and International training and Competitions in 2019 (DGS/DoL)
- Develop the regulations for sport management in 2019 (DGS)
- Revise the technical standards on physical education and sport in 2019 (DGS)
- Develop regulations on the establishment of the Regional Sports Centres to effectively support and high-quality selections in 2019 (DGS/DoL).

3.7.5 Strategy and Main Action

Sub-sector Objective 1: Increase access to physical education and sports at schools and in communities to improve people's well-being and livelihoods

Strategy 1.1: Develop physical education facilities and infrastructure

- Develop staff capacity on the management of physical education and sports infrastructure and facilities
- Provide materials for athletes
- Promote the use and management of physical education and sports infrastructure at all levels
- Develop physical education and sports infrastructure and facilities at all levels, with high standards, in a good environment
- Develop long-term plans for physical education and sports infrastructure at national and sub-national levels
- Produce sporting materials in the country.

Strategy 1.2: Strengthen the implementation of physical education and sports in schools

- Design a curriculum for a bachelor degree in physical education and sports and sport science by updating the current curriculum in physical education and sports
- Develop a curriculum for physical education and sports in secondary education
- Produce teacher manuals on the new physical education and sports curriculum
- Provide training on the teacher manual
- Monitor and evaluate the implementation of the physical education and sports curriculum
- Strengthen and expand sports associations among students at public and private educational institutions
- Celebrate National Physical Education and Sports Day across Cambodia.

Strategy 1.3: Promote physical education and sports in communities

- Develop and conserve traditional sports
- Support and encourage communities to celebrate all sports days and sports festivals
- Implement the ASEAN five-year work plan on international cooperation
- Promote physical education and sports activities to support village and commune safety policies
- Promote youth participation in physical education and sports activities
- Strengthen and expand sports associations among all people
- Manage sports associations effectively.

Strategy 1.4: Promote the dissemination of sports to the public

- Broadcast national and international sport events
- Promote popular athletes to the public
- Produce videos of sports and broadcast presentations of achievements
- Advertise or post information at major supermarkets about major sports events
- Promote all kinds of Cambodian sports through consumer products or beverages and goods
- Produce sporting goods and souvenirs
- Encourage the private sector and other stakeholders to support sports activities for all.

Sub-sector Objective 2: Promote the performance of the national sports team to win more gold medals in 2023

Strategy 2.1: Develop advanced sports

- Prepare a sports talent school and national sport training centres
- Develop training facilities and standard equipment
- Select national and international athletes to train inside and outside of Cambodia
- Organize training programmes for sports science
- Create a diet according to athletes' energy requirements
- Develop an outstanding athlete motivation policy.

Strategy 2.2: Getting to the Southeast Asian Games in 2023

- Prepare a master plan to win medals
- Prepare a national plan to win more medals at the Southeast Asian Games and other international games
- Study and exchange experiences on the strengths of regional countries that win more medals in the Southeast Asian Games
- Establish a medical science centre to treat athletes and players.

Sub-sector Objective 3: Develop the institutional, managerial and technical capacities of the physical education and sport sub-sector for improved effectiveness and quality

Strategy 3.1: Develop institutional capacities of the physical education and sport sub-sector

- Develop legal frameworks, regulations and mechanisms to support effective policies for cooperation and define the responsibilities of key stakeholders
- Implement policies and legal frameworks, existing relevant mechanisms and new mechanisms
- Strengthen managerial staff capacities in the physical education and sport sub-sector
- Strengthen management and technical capacities of national sports federations
- Monitor and evaluate training programmes and performance.

Strategy 3.2: Develop the capacity of coaches, referees, judges and technical sport staff

- Develop grass-roots and elite athletes by providing scholarships and opportunities to train in Cambodia and abroad
- Train technical staff, coaches, referees and judges, monitoring the ethics and discipline of athletes
- Train professional staff on anti-doping in sports sectors (CADA).

Strategy 3.3: Promote high-quality competition for all sports

- Strengthen and expand competition at educational institutions

- Strengthening the quality of competitions organized at provincial level
- Organize national school games competitions for students
- Organize national university games competitions for university students
- Strengthen competitiveness in sport by selecting champions at the national level
- Strengthen the quality of sports competitions in Cambodia
- Strengthen the quality of national competition preparation to align with regional standards
- Host the 32nd Southeast Asian Games in 2023, and international championships
- Test for doping before, during and after competitions.

CHAPTER IV

EDUCATION, YOUTH AND SPORT STRATEGY REFORMS

Over the five years of the implementation of the ESP 2014–2018, MoEYS and development partners achieved the main objectives by implementing eight reforms in 2014 and progressing with 15 reforms from 2015 to 2018. Student learning outcomes improved, as did teacher performance. The next step is to continue to strengthen SBM and the performance of all aspects of education programmes.

The Rectangular Strategy Phase IV of the sixth mandate of the Royal Government of Cambodia set human resource development as a priority. MoEYS is committed to achieving the objective of Quality Education, Science and Technology by focusing on: 1) teacher qualifications, 2) expanding the scope of schools at all levels, 3) strengthening comprehensive inspection of SBM, 4) promoting technical education at upper secondary schools, 5) skills education for the job market, 6) developing curricula and comprehensive textbooks, and 7) being ready for the Southeast Asian Games in 2023.

4.1 Consistency with National Education Policy Reform, Teacher Training and School Reform

To ensure the effective implementation of reforms at all levels, MoEYS has launched three reforms: 1) Implementation of the national education policy reform within a five-pillar framework, 2) Implementation of teacher reform in school pedagogy, and 3) Implementation of school reforms.

4.2 Priority of Education Policy Reforms in the Five-Pillar Framework

Based on the progress of the implementation of educational reform programmes, MoEYS has prioritized education reform in the following five-pillar framework:

Pillar 1: Implementation of the Teacher Policy Action Plan

- Continue to motivate high-performing teachers and principals, awarding winners among principals and teachers who perform well, particularly in first grade Khmer and math subjects
- Implement a policy on career pathways for teachers
- Implement a policy on continuous professional development for principals and teachers
- Continue to develop infrastructure and the capacity of teacher training institutions, and develop the capacity of teacher trainers
- Strengthen capacity for both in- and pre-service teachers to rolling out health education subject including comprehensive sexuality education.
- Review teachers' rationalization and promote the effective deployment of new teachers.

Pillar 2: Review curricula and textbooks and improve learning environments

- Develop core textbooks for all subjects at all education levels
- Strengthen reading methods and numerical teaching methods in primary schools and strengthen teaching methods for secondary education
- Increase reading habits in the classroom and library, conduct national reading day, improve school libraries and create a digital library network at HEIs and teacher training institutions

- Promote the implementation of an education policy on science, technology, engineering and mathematics, or digital education.

- Advance the implementation of health education subject including comprehensive sexuality education.

- Renovate and repair old buildings, build clean-water facilities, washrooms, toilets and science and computer labs.

Pillar 3: Enforcement of inspection

- Continue training education inspectors and regularly inspect all 25 provincial education institutions
- Harmonize the inspection tool by integrating the child-friendly schools measuring tool and SBM monitoring tool
- Conduct thematic inspections on key topics related to education reform
- Strengthen the internal inspection system based on school self-assessment and the preparation and implementation of regular internal inspections
- Strengthen the role of DTMTs in evaluating school and classroom performance
- Carry out external inspections, based on thematic and regular inspections at the provincial level
- Use the inspection results to improve curricula, Pre-Service Teacher Training (PRESET) and In-Service Teacher Training (INSET), and various management tasks
- Develop staff capacity on preparing evaluations and testing and analysing results
- Develop and train new educational inspectors and principals on the internal and external inspection system.

Pillar 4: Improve learning evaluations to meet national, regional and international levels

- Continue to strengthen all types of exams, especially lower and upper secondary education exams
- Disseminate a framework for evaluating student achievement in pre-primary and general education
- Strengthen national assessment testing at Grades 3, 6, 8 and 11 on Khmer, math and physics
- Carry out student achievement assessments of primary school students using the South-East Asia Primary Learning Metric for Grade 5
- Participate in the International Student Assessment Programme (PISA 2021).

Pillar 5: Higher Education Reform

- Increase resources for training on science, technology, engineering, arts, creativity and mathematics in response to the implementation of Cambodia's Industrial Development Policy 2015–2025
- Establish funding for research
- Improve the accreditation system of HEIs and monitor training at HEIs
- Promote access to higher education with equity, inclusion and life-long learning
- Allocate a package of funding for HEIs with priority training programmes to meet economic and social development
- Build dormitories to promote access and equity in higher education
- Improve teaching and learning capacity in higher education
- Develop a curriculum that responds to economic, digital and social development

- Increase the number of professors with doctoral degrees by 20 per cent, and 60 per cent for master's degrees.

4.3 Education Management Reform Strategies

Education priority reforms focused on the following four components: 1) Learning Management Reform, 2) Administration Management Reform, 3) Financial Management Reform, and 4) Human Resource Management Reform. The following are sub-components of the education management reform:

4.3.1 Learning Management Reform

- Implement an assessment framework for the national examination system of Grades 9 and 12, and the assessment of Grades 3, 6, 8 and 11
- Conduct early grade reading and math assessments for Grade 1, 2, and 3, classroom and school assessments, and the Programme of International Student Assessment (PISA) at regional level to measure learning outcomes, improve teaching and learning, and identify the functions and roles of the assessment management structure
- Improve the assessment of Grades 3, 6, 8 and 11 in Khmer, maths and physics
- Participate in regional and international tests
- Improve guidelines on standards and M&E systems for national examinations
- Build capacity and decentralize the responsibility for Grade 9 examinations to sub-national level
- Establish an incentive system to promote high quality teaching of teachers to meet national standards.

4.3.2 Administration Management Reform

- Implement the education policy and ESP
- Implement SBM
- Ensure the participation of students, parents and local communities.

4.3.3 Financial Management Reform

- Promote financial autonomy and the accountability of schools
- Conduct regular education budget auditing
- Promote budget allocation that is consistent with education policy.

4.3.4 Human Resource Management Reform

- Implement payroll reform with threefold increases in salaries, use the banking system in the fourth week of each month, double the allowance for remote and disadvantaged areas, and double the allowance for overtime teaching hours
- Introduce measures to improve the efficiency of management staff, assess teachers' performance based on their job description, staff turnover, and deploy new teachers to target schools
- Continue to encourage the implementation of teacher deployment measures from schools with an oversupply of teachers to schools with teacher shortages
- Strengthen efficiency when promoting management officers by using selection criteria, performance assessments, capacity assessments and interviews
- Continue to develop the capacity of management officers and teachers by promoting the implementation of teacher career pathways.

4.3.5 Policy and Planning

- Strengthen the quality of educational policy and planning systems in alignment with budget plans at all levels to improve the education system and students' learning achievements

- Develop the capacity of education officials at all levels to formulate sustainable educational plans and policies and to manage budgets
- Strengthen the preparation of the education budget to align with the ESP and respond to the public financial management reform in Phases 3 and 4
- Improve the quality of the ESP and the annual operational plan at provincial, district and school levels to meet the needs of local and national priorities.

4.3.6 Improvement of EMIS

- Develop an educational statistics structure that enables the collection of reliable and accurate data from various data sources, based on a reliable methodology that complies with international standards
- Promote institutional and technical capacity to produce more specific and efficient data and to harmonize the EMIS
- Integrate various information systems, such as EMIS, the Human Resources Management Information System, the Financial Management Information System (FMIS), HEMIS and NFE-MIS
- Enhance the technical capacity to compile, produce and disseminate data to make data more efficient and effective
- Develop and upgrade the online information system.

4.4 Teacher Training Reform at Teacher Education Institutions

Developing teachers' capacity and teacher education centres
- Review teacher training programmes at NIEs, TECs and RTTCs, and ensure training equivalence, especially in STEM, ICT and foreign languages
- Strengthen the capacity of trainers on subject-based knowledge, teaching methods and ICT
- Review the operation of provincial TTCs
- Conduct training on school leadership and for school principals
- Improve infrastructure and equip colleges with teaching materials for efficient training
- Develop teachers with quality, competency and accountability in line with the code of conduct, and provide required conditions for effective and efficient performance
- Develop physical infrastructure to meet the requirements of the Teacher Education Professional Standards
- Transform RTTCs into high-quality TECs
- Strengthen the functioning of teacher development centres to provide continuous professional development
- Promote career development by establishing a clear career pathway; promote position and rank based on performance; update the payroll scale through a policy on educational professional development, and a master plan on continuous professional development (systematic INSET / on-service teacher training (ONSET)) prepared in a coordinated manner. The INSET/ONSET budget will be incorporated in the school operational budget.
- Review the criteria for recruiting teachers, following the formula for pre-school teachers 12+2
- Modernize the standards of teacher training programmes to meet national needs and to be competitive regionally and globally by developing teacher education provider standards and teacher educational standard assessments. Develop a policy on TECs; create a master plan on the development of TECs by revising the terms of reference/names, and the mapping of TTCs to become TECs.

- Develop INSET and ONSET at TECs
- Develop a teacher management system and assess teachers' performance.

4.5   School Reform

To ensure the efficiency of educational service provision at the school level, MoEYS launched a school reform programme with the following components: 1) Creating new-generation schools, 2) Setting up 150 model schools through the implementation of SBM, and 3) Encouraging SBM implementation in schools with appropriate conditions.

4.6   Youth Development Reform

- Provide opportunities for youth to access education and professional skills training with quality and equity
- Motivate youth to be creative and innovative, and to develop an entrepreneurial spirit
- Develop young people's bodies, knowledge, skills and morality, and teach them to live together in peace and harmony
- Provide opportunities for youth to express their ideas, concepts and decision making in the community, and in developing the society
- Strengthen management mechanisms and monitor youth development programmes.

4.7   Physical Education and Sport Development Reform

- Develop legal and regulatory frameworks
- Develop advanced sports
- Develop sport for all
- Develop the physical education and sport sector at all educational institutions and in communities
- Conserve and develop all kinds of sports
- Develop a sports industry.

4.8   Promotion of Digital Education

- Integrate ICT into a tool for teaching and learning, and to share knowledge across the whole education sector. Equip students with knowledge and skills on ICT to transition into 21st century employment.
- Adopt new management and administrative processes to modernize performance and increase the efficiency, transparency and effectiveness of governance and performance monitoring in the education sector
- Ensure all students complete formal education with knowledge and skills on ICT to support their further education and professional work
- Increase the efficiency and effectiveness of teaching and learning in teacher training centres, schools and other educational institutions by using ICT tools and e-resources
- Use e-learning to support the delivery of education services to all sub-sectors in education, and develop institutional capacity for life-long learning
- Increase the efficiency and capacity of institutions for evidence-based decision making and knowledge sharing through systematic use of information. At the same time, promote their capacities in educational administration, operation and data collection through digital systems.
- Create standards for infrastructure and network connections at national and sub-national levels by integrating systems into a single internal network

- Provide the necessary financial resources to support ICT in the education sector using the RGC budget. Coordinate public-private partnerships and development partner support for both capital and recurrent costs.

4.9 Gender Mainstreaming

The gender mainstreaming in education sector is key action to contribute the implementing the Rectangular Strategy Phase 4 of the Royal Government and Neary Ratanak Strategic Plan, especially eliminating gender gap in educator sector. MoEYS has been implementing the Gender Mainstreaming Strategic Plan in Education Sector 2016-2020 and mainstreamed some issues into the educational policies of all sub-sectors including Education Strategic Plan 2019-2023, Teacher Policy Action Plan, and pushing each entity to have specific measures through planning, educational program projects, educational service delivery and management with a focus on ensuring that boys have equality and full access to education. In response to the 4th goal of sustainable development on education, and the 5th goals on gender equality in education, youth and sport sector, the Ministry will continue to invest in:

- Ensure gender equality in access to education and the quality of learning outcomes at all levels, both formal and non-formal
- Increase women's participation in delivering education services
- Ensure the establishment of gender-sensitive educational environments and social behaviours
- Ensure efficient interventions and measures to improve access to education for girls, including the strengthening of infrastructure; increase the number of secondary schools, especially in communes
- Create interventions and measures to ensure the retention of female students in schools, especially in continuing learning, from primary to secondary and higher education
- Create interventions and measures to promote and encourage female students to study science, technology and mathematics, such as orientation programmes and career counselling for female students in secondary and higher education
- Education on sexual and reproductive rights in schools, gender relationships and sexual commitment, prevention of young pregnancy
- Promote education quality through teacher training and ensure adequate allowances for teachers
- Review the Mid-term of Gender Mainstreaming Strategic Plan 2016–2020
- Develop Gender Mainstreaming Strategic Plan 2021–2025
- Continue gender-mainstreaming training for trainee teachers and support ongoing training for boards of management and trainers at NIEs, TECs, RTTCs and TTCs
- Continue training on the Establishment and Management of Girl Counselling to school principals and girl counsellors to support counselling for girls with problems at school.

4.10 Decentralization and De-concentration Reform

The implementation of decentralization and de-concentration reform in the education sector aims to strengthen the autonomy and accountability of sub-national and public institutions through the transfer of functions and resources. This will improve the quality, transparency and equity of, and accountability for, services to the people. MoEYS has reviewed its mandated functions and resources and is working at both national and sub-national levels. MoEYS has been implementing 573 key functions, all of which are carried out from the school level to the national level. In implementing the decentralization and de-concentration reform, MoEYS maintains its position in building a complete and unified education system without separating schools from the

education management system. MoEYS will implement decentralization and de-concentration reform in accordance with the government's specifications, particularly in line with the rule on administrative management of the capital, provinces, municipalities and districts. This rule defines the option of transferring and delivering functions. MoEYS has reviewed and defined its functions and resources for transfer to the sub-national level as planned.

4.10.1 The Cabinet of MoEYS

The Cabinet is responsible for setting policies and regulatory frameworks and developing the ESP, as well as curricula and training teachers. MoEYS recruits and trains teacher trainees and provides INSET to existing teachers. MoEYS carries out a number of other functions to ensure the provision of quality educational services. To implement the decentralization and de-concentration reform, MoEYS is responsible for reviewing and defining functions and resources for transfer to sub-national administration. It is also responsible for technical decentralization for schools. MoEYS's functions are defined by the legal documents of the Royal Government of the Kingdom of Cambodia.

4.10.2 Provincial Office of Education, Youth and Sport (POE)

This serves as a supervisor to MoEYS, with clear roles, tasks and functions resulting from delegation or de-concentration from MoEYS. POEs are an intermediary between the ministry and DOEs, and schools, by providing facilitation and support. They report within their respective jurisdictions as back-end organizations supporting educational services. In implementing the decentralization and de-concentration reform in accordance with the Law on Administrative Management of the Capital, Provinces, Municipalities and Districts (Organization Operation Law), POEs have a new role. They act as a supervisor to provincial councils and boards, as a technical coordination committee at the provincial level (Article 123). MoEYS will review and revise the roles and tasks of POEs after the functional transfer, especially when transferring DOEs to the District Unified Administration.

4.10.3 District Office of Education, Youth and Sport (DOE)

This serves as an intermediary between MoEYS and schools, providing coordination and support. Like POEs, they too report within their respective jurisdictions as back-end organizations supporting educational services. They too implement the decentralization and de-concentration reform in line with the Law on Administrative Management of the Capital, Provinces, Municipalities and Districts. They follow national programmes for sub-national democratic development and the government's decisions on the revision of the roles, tasks and structures of the district unified administration.

The MoEYS transfer of the full functionality of DOEs is being implemented. It is set in the ministry's legal regulations and includes human resources, finance and property (except DOEs located in schools) under the management of the district unified administration. The structure of DOEs will be integrated into the district administrative structure.

The district unified administration is responsible for coordinating the implementation of education, youth and sport functions.

Schools are autonomous in their management and leadership in both technical and administrative fields, under the coordination and support of the district unified administration. They are supervised by DOEs.

4.10.4 Educational Institutions

As the leading provider of educational services, educational institutions are responsible for the sector's services, management and teaching. So far, MoEYS has provided essential resources such as teachers, facilities, school buildings and school budgets. Bank accounts allow schools to manage their own cash flows to alleviate bureaucracy. Schools are given autonomy to plan their development activities, administrative management, and learning and teaching techniques. Schools will be more accountable as their autonomy increases. Since 2000, MoEYS has directly transferred funding from the National Treasury to schools to ensure efficient service delivery and reduced bureaucracy. Looking at experiences in other countries, administering budgets at the district level can be bureaucratic and risky. In addition, education sector is important play role of nation development in the future, managing school budgets at district administration will have a negative impact.

MoEYS decentralized public service delivery by directly funding schools. Staff management and appointments were also decentralized with the introduction of sub-national education administrators at the provincial level. DOEs are in charge of other functions associated with coordinating school operations. Generally, technical decentralization to improve the quality of public services in the education sector is needed to strengthen the autonomy of school administration at the school level.

MoEYS has been implementing an SBM approach. This method of education decentralization at the school level creates a more efficient education service and includes the establishment of school management committees, participation of principals, teachers, local authorities, village and commune representatives, post office staff, monks, parents, youth and children's councils. This increases the autonomy and responsibility of schools on administration, finance, management and techniques for teaching and learning. MoEYS set up a policy on technical decentralization reform to provide autonomy to schools. This was coupled with an action plan and a capacity development plan.

4.10.5 Main Strategies and Action Plans

In order to achieve effective implementation of the decentralization and de-concentration reform, MoEYS must implement the following key strategies:

- Prepare a legal framework and restructure the current structure, roles and responsibilities of education, youth and sports institutions at both national and sub-national levels

- Prepare and re-design the accountability roles of institutions and sub-national units based on functional and resource transfers

- Prepare a legal framework and policy on public education institutions' autonomous systems

- Transfer functions and resources to sub-national administrations

- Develop education capacity for sub-national administration and all stakeholders

- Create staff capacity development plans at national and sub-national levels

- Enhance social inclusion and equity

- Strengthen M&E.

CHAPTER V

ESP FINANCING PLAN 2019–2023

5.1 Public Financial Management Reform

The RGC launched its Public Financial Management Reform in 2004, defined by four phases: 1) Upgrade budget reliability; 2) Promote financial accountability; 3) Enhance the relationship between policy and budget, and 4) Increase the accountability of performance. Phases 1 and 2 were completed successfully in 2008 and 2015, respectively. The RGC continued to implement Phase 3 in early 2016, and encouraged all ministries to implement the full budget in 2018.

MoEYS has implemented the programme budget and is further updating the structure of programmes and sub-programmes, as well as strengthening the responsibility of implementing entities. The main results are: 1) Updated the FMIS on financial reports, 2) Updated the action plan for financial management reform, 3) Developed IT systems for national budget liquidation reporting on an annual basis, 4) Developed a system for budget planning and financial reporting to facilitate the management of school operational funds and the management of mission activities through the ICT systems for POEs, 5) Developed ICT systems for annual budget planning by linking budget strategic plans with annual operational plans, and 6) Adopted guidelines on the management of public school operational budgets after obtaining approval from the Ministry of Economy and Finance.

MoEYS strengthened further budget planning of technical entities to align with the ESP. It continued to reinforce financial management using IT systems; continued to develop IT capacity and knowledge for financial focal points in public entities and schools; and developed a manual on IT-based budget planning and financial reporting for budget entities and public schools. MoEYS continued to improve the quality of the budget strategic plan at national and sub-national levels, as well as programme budgeting and annual operational planning. This will allow the budget to align with policy objectives, and to achieve educational achievements and reform strategies in the education, youth and sport sector.

5.1.1 Objectives

- Financial management processes are strengthened for effective budget implementation
- Financial accountability is directly linked with performance accountability.

5.1.2 Strategy and Main Action

Objective 1: Financial management processes are strengthened for effective budget implementation

Strategy 1.1: Strengthen results-based and sub-sector budget plan preparation and financial report system at all levels

- Develop expenditure calculation model based on results by sub-sector
- Improve the salary of administrative staff, including school principals
- Align annual budget and annual operating plans with budget strategic plan.

Strategy 1.2: Improve efficiency and effectiveness in financial accountability and management processes

- Strengthen the basis for projections and use of the education budget by improving expenditure guidelines and budget regulations

- Improve disbursement and liquidation guidelines
- Improve the information system for expenditure projection and analysis
- Implement improved guidelines on disbursement and liquidation processes.

Objective 2: Financial accountability is directly linked with performance accountability

Strategy 2.1: Strengthen foundations for planning and monitoring the use of the education budget

- Expand the computerized financial management information system at all levels

Strategy 2.2: Decentralize budget work to sub-national level

- Strengthen the budget planning mechanism and financial reporting system by developing capacity and resources at sub-national levels
- Strengthen the FMIS by developing a model of budgetary projections and allocations for the education sector
- Improve accounting and reporting systems through the operation of an automated information system
- M&E of budget implementation focused on results-based analysis, financial and performance accountability
- Expand and institutionalize the use of the banking system.

Strategy 2.3: Strengthening internal audit

- Develop three-year internal audit strategic plan
- Develop internal audit manual in line with Ministry of Economy and Finance (MEF) documents
- Conduct regular internal audit exercises at national and sub-national levels
- Review and revise regulations, principles and norms related to internal audit and management information systems development in line with MEF guidelines and procedures
- Pilot and then finalize the internal audit programme
- Train for internal audit officers.

Strategy 2.4: Strengthening administration and financial inspection

- Conduct formal inspections on personnel, administration, financial management and public properties at national and sub-national levels, and in public and private schools
- Monitor and make proposals in response to cases related to administration and finance.

5.2 Budgetary Forecast for the Education Sector

The Royal Government of Cambodia has given priority to human resource development. The education sector needs to invest more to achieve this policy priority, and the strategies and programmes in the Rectangular Strategy Phase IV, the NSDP 2019–2023 and the ESP 2019–2023.

A mechanism for fair and equitable financing must be put in place, taking into account affordability of the RGC, parents and other potential contributors.

Sufficient information must be available to all on education costs in order for stakeholders to effectively judge the value of current and future investments in the sector. The RGC must also encourage the private sector to contribute to education provision.

The projected overall budget requirement for education expenditure by the RGC is up to 5,256 billion Riels in 2023.

Table 11: Financing Needs by Sub-sector (in million riels)

Items	2019	2020	2021	2022	2023
GDP	108,590,444	119,033,548	130,915,822	144,168,348	158,884,368
Real GDP growth rate	7.1%	6.5%	7.0%	7.0%	7.0%
GDP per capita	6.8	7.4	7.9	8.7	9.5
Government expenditure on education	**3,229,604**	**3,577,655**	**3,975,988**	**4,423,847**	**4,925,415**
Recurrent	*3,219,604*	*3,567,655*	*3,965,988*	*4,413,847*	*4,915,415*
Capital	*10,000*	*10,000*	*10,000*	*10,000*	*10,000*
As % of GDP	2.97%	3.01%	3.04%	3.07%	3.10%
Education budget as % of government expenditure	18.4%	18.6%	18.8%	18.9%	19.1%

5.3 Projected Total Financing Needs and Available Resources

The ESP 2019–2023 categorizes development activities into seven sub-sectors. The overall resource requirements for implementing the ESP 2019–2023 increase from 3,817 billion Riels in 2019 to 5,289 billion Riels in 2023.

To effectively implement the policies and strategies of the ESP 2019–2023, MoEYS continues to work closely with the Ministry of Economy and Finance and the Ministry of Civil Service to ensure that the medium-term expenditure planning for education is consistent with broader planning, and aligns with public financial management reform and Public Administration Reform.

Table 12: Financing Needs by Sub-sector (in million riels)

Sub-sector	2019	2020	2021	2022	2023
ECE	246,751	274,242	296,261	306,947	336,673
Primary	1,969,502	2,110,046	2,216,636	2,355,779	2,499,724
Secondary	1,093,630	1,189,415	1,362,979	1,500,752	1,662,184
Higher education	367,496	438,722	481,005	524,736	585,418
NFE	42,016	57,009	61,157	73,773	81,142
Youth	26,596	32,273	34,776	35,367	38,058
Sport	71,894	73,496	76,535	80,484	86,563
Total	**3,817,885**	**4,175,203**	**4,529,349**	**4,877,838**	**5,289,762**

5.4 Financing Gap and Resource Mobilization Strategy

Table 13: Financing Gap

Items	2019	2020	2021	2022	2023
Government education expenditure	3,229,604	3,577,655	3,975,988	4,423,847	4,925,415
External fund (PIP)	553,640	583,371	492,561	402,562	330,806
Total available resources	**3,783,380**	**4,161,026**	**4,468,549**	**4,826,409**	**5,256,222**
In million USD	933.25	1,026.40	1,102.26	1,190.53	1,296.55
ESP financing requirements	**3,817,885**	**4,175,203**	**4,529,349**	**4,877,838**	**5,289,762**
In million USD	941.76	1,029.90	1,117.25	1,203.22	1,304.83
Gap	-34,505	-14,177	-60,800	-51,429	-33,540
In million USD	-8.51	-3.50	-15.00	-12.69	-8.27
Percentage of gap	-0.91%	-0.34%	-1.36%	-1.07%	-0.64%

CHAPTER VI

MANAGEMENT AND MONITORING & EVALUATION OF THE ESP

6.1 Monitoring & Evaluation

The ESP 2019–2023 will be implemented in accordance with the policy and strategies of the Rectangular Strategy Phase IV with functional, human and financial resources transferred gradually to provinces, districts, communes and schools. This will be guided by an organic law, and a decentralization & de-concentration strategy, the National Programme for Democratic Development, and specifically the Decentralization & De-concentration Policy in the education sector.

M&E is critical to the successful implementation of the ESP 2019–2023.

6.1.1 MoEYS

MoEYS is responsible for the oversight of the technical aspects of the ESP implementation and monitoring. The minister, MoEYS leadership and senior management meet regularly through the Programme Management Committee to review sector progress and present an annual report to the Education Congress. The Congress reports relate to the ESP M&E framework.

6.1.2 The Mid-term Review of ESP Implementation

The ESP will have a mid-term review in 2021 and a final review in 2023 to assess the overall impact of the programme. The mid-term and final reviews will be informed by an independently prepared assessment report. MoEYS senior management will manage the assessments and will review how effectively and efficiently the programme is contributing to the outcomes of the NSDP and the National Vision 2030.

The mid-term review 2021 of ESP 2019–2023 will enhance the credibility of the plan by examining the realization of educational achievement, provision of inputs, programmes, implementation strategies, and making necessary updates and adjustments to achieve the policy objectives. It will serve as a re-adjusted ESP, and will help accelerate the implementation of the second half of the plan. The plan realigns the programme / sub-programme, indicators and targets with newly emerged or articulated priorities, notably the teachers, curriculum, personnel, policy and planning reforms (such as decentralization and de-concentration). The plan is also in line with the SDGs, and newly emphasizes 'inclusion' and 'life-long learning' as a major policy goal. A simulation exercise updating projections of populations/students and other inputs will be carried out in 2021, which allowed for an update of the financing needs of the ESP mid-term review. The credibility of the plan will be enhanced by the M&E framework/guidelines 2016–2018, which will clarify the roles and responsibilities between central departments and also between central and provincial education offices.

6.1.3 Sub-sectors

Each of the sub-sectors is accountable to a secretary of state or an under-secretary of state. The secretary or under-secretary of state is supported by a contact point, who is a director general or deputy director general. The sub-sector will be operated through a sub-sector working group that will include all technical departments instrumental in the implementation of the policy and strategic framework. The organization and roles within the sub-sector may change as a result of ESP implementation experience. The basic terms of reference for each sub-sector will be reviewed, including the medium-term plan, the annual operational plan and M&E.

6.1.4 Directorate General of Policy and Planning (DGPP)

The Planning Department of the DGPP is a coordinator for sub-sector preparation, while the Department of M&E is responsible for providing guidance and orientation on the whole monitoring framework. It is also in charge of monitoring the implementation of policies, plans, development programmes and projects in the education, youth and sport sector at all levels, and preparing periodical monitoring reports.

M&E is an official system to collect information related to the implementation of the programme, sub-programme and project activities. The M&E system intends to concentrate existing working systems in order to plan education services and review sector performance. It will also analyse the success of implementation, with the following duties and responsibilities:

- **Monitoring at policy level by sub-sector**: The M&E Department, in collaboration with the Department of Policy and the Education Research Council will incorporate the content of research studies into inputs. These will be evidence-based and make policy recommendations, strategies, programmes and interventions. The Department of Policy cooperates with the M&E Department to review the progress of implementation of policy activities by the sub-sector. The Sub-sector Performance Review Report is prepared to review the progress of each sub-sector performance at the national level, by focusing on various quantity and quality challenges at the capital-provincial level. This report is an input for sub-sector reports and national and sub-national Education Congress reports to be prepared by the end of the fiscal year.
- **Monitoring programme, sub-programme and sub-sector process**: The M&E Department is responsible for conducting a review of the programme, sub-programme and sub-sector working level. It will also review the progress of annual operational plan implementation and do a performance review of the Capital-Provincial Office of Education, Youth and Sport. This will be done through the annual Education Congress and congress ceremonies in the capital and provinces. The M&E department will summarize the recommendations and contents of the POE congress as inputs to the National Congress report. The project steering committee, particularly, needs an annual review of projects.
- **Monitoring Performance of the Programme, Sub-Programme and School Operational Fund (SOF)**: The M&E Department is responsible for preparing the performance report on budget implementation at all levels: national, sub-national and school. Performance monitoring is based on annual operational plans and SOF inputs. Schools are required to prepare and submit performance reports to DOE for review, before they are sent to the POE, where they are kept for inspection work. The performance report was developed quarterly in order to: 1) strengthen and enhance the efficiency, productivity and performance of the ESP, annual operational plans, and school development plan implementation, and 2) strengthen and improve the efficiency, effectiveness, accountability, transparency and management of implementation and budget expenditure for central institutions of MoEYS.

6.1.5 Technical Departments

Provide support to provincial and district staff for the implementation, monitoring and reporting of the ESP programmes and in preparing the provincial ESP.

Education Quality Assurance Department

- Conduct studies, research, analysis and evaluation on the quality and effectiveness of the education sector

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- Monitor the implementation of curricula and use of learning materials in all public and private education institutions
- Monitor and evaluate the implementation or fulfilment of national education standards by education institutions
- Measure equivalency levels and capacity
- Monitor youth- and sport-related skills application
- Monitor and propose solutions to irregularities related to education.

Inspectorate of Administration and Finance

- Inspect the management, administration, personnel, financial and public properties for all private and public institutions
- Monitor and propose ways to handle financial and administrative cases.

Internal Audit

- Review reliability, timeliness and clarity of financial information and cooperation, as well as methodologies used to ensure their compliance with planning principles and legal procedures
- Review the management, maintenance and protection of properties, and properly verify properties
- Assess the efficiency of economic methods, and the positive impacts of the use of resources
- Provide recommendations on gaps to properly address problems
- Review programme operation and capital expenditure projects to ensure the achievement of results against set objectives and targets
- Periodically audit computer systems and evaluate key databases after installation to ensure that these systems address expected goals and objectives
- Assess the planning of improvement activities identified through internal audits.

6.1.6   The Annual National and Sub-National Education Congress

Annual National Education Congress

MoEYS conducts the National Education Congress annually, in March. Participants are drawn from across the education sector and from all levels – national, provincial, district and school, from other government ministries and agencies, the private sector, development partners and non-government organizations. The congress is held to discuss and consult on the progress, challenges and direction of implementation of the ESP and priority areas for the reform of the education sector.

The purpose of the Education Congress is to review the progress of annual targets against the goals set out in the previous Education Congress, for the implementation of the ESP. It reviews key priority reforms and is a consultation forum on policy implementation at sub-national level.

The report presents a deep analysis of the challenges that constrain the achievement of goals, and measures to improve educational performance. It provides key recommendations for integration into the budget strategic plan in the medium term, and the annual operational plan. Participants review the performance achieved against outcomes, results and processes in the implementation of specific sectoral plans and strategies identified over the past year, and set the direction for the following year. The Education Congress provides opportunities for MoEYS, national and sub-national staff, relevant ministries, the private sector and development partners to define specific challenges and areas for the coming years, and to agree on a number of necessary activities. The Education Congress provides inputs to improve the ESP.

Inputs and outcome: Each sub-sector provide detailed analytical inputs on the sector performance for the Congress Report. These background documents critically review the performance of each of the sub-sectors' policies, strategies and programmes against the agreed targets given in the ESP performance and policy matrix, the annual operational plans and other work plans at the national and sub-national levels. The analysis takes into account the school and district inputs provided for the provincial congress, EMIS and QEMIS data, research and studies, outcomes of learning assessments, monitoring reports and any other relevant data or information. The outcome of the Education Congress is any adjustments to the ESP and expected outputs for the next academic period.

The M&E process, management and preparation of tools are the responsibility of the Department of Planning, while the sub-sectors provide reports based on these.

The Provincial Education Congress

- In January, Provincial Education Congresses are held for two or three days prior to the national congress.
- Since 2014, each province has prepared a provincial ESP, structured as the national ESP around the sub-sectors. The report to the provincial congress includes sub-sector reports. The provincial congress analyses provincial-level data and reports on the performance of sub-sector programmes and sub-programmes of the province against the province's strategic plan, the annual operational plan and the district office reports. It includes a report on the programme budget, any fund flows to schools, and support to DOEs.
- The provincial reports provide a basis for changes and adjustments to the annual work plans and inputs to the National Congress.

Progress of District Education Monitoring

- **District: Regular monitoring** is conducted of the support at school level on the implementation of policy actions, as well as of daily activities of the respective sub-programmes. DOEs are responsible for this level of monitoring, in cooperation with school support committees and EFA committees at the commune level.
- **School Management Committees**: Schools, with the support of school management committees, prepare, implement and monitor the progress of the school development plan and provide reports on school progress and programme budget expenditure to DOEs. In the second week after the opening of the school year, schools complete and forward a detailed school census to the national EMIS office. Brief census data on enrolment, dropout and transfers are collected mid-year and at the end of the year, and forwarded to the national EMIS office. Monitoring, feedback and assistance is provided by DTMTs.

The Provincial Office of Education

POEs prepare and monitor the provincial ESP. Progress of the provincial ESP (which is prepared following guidelines from MoEYS) is reported during the provincial congress. The province manages secondary education institutions and teacher training institutions, which include assignment under decentralization. The governor of the Provincial Governing Board chairs the Provincial Education for All Committee. The POE prepares the provincial education budget for presentation to the provincial governor.

The District Office of Education

DOEs prepare an annual work plan based on the provincial ESP, as well as quarterly progress reports. The district manages primary education institutions, which includes assignment under

decentralization. DOEs prepare the district education budget for presentation to the POE. The DTMT supports implementation, monitoring and reporting of the district plan at the school level.

6.2   Consultation Procedures

6.1.7   The Education Retreat

The Education Retreat is held annually, with the participation of leaders of MoEYS, development partners and non-government organizations. This is a deliberate discussion of the goals and priorities to be put in place. The retreat provides an opportunity for reflection on the progress made in the education sector and for consideration of focal areas for the coming year, and agreed discussion areas. The retreat considers documents that have been prepared prior to the meeting by different education sector technical working groups, and research papers prepared by sub-sectors and/or departments as agreed by the joint technical working group (JTWG). The outcome of the retreat is a report that informs the preparation of the education plan and discussion at the Education Congress.

Several topics were discussed at the retreat in 2014, including reviews of reforms on curriculum, finance, education (public financial reform), mechanisms for deploying teachers, evaluating student achievement results, and monitoring, including EMIS. The retreat in 2016 discussed two main topics: 1) The mid-term review of the implementation of the ESP 2014–2018; and 2) The teacher policy action plan. Some challenges raised for discussion included the core breakthrough indicators of the ESP, results-based management of reforms on teacher training, and career paths for teachers.

6.1.8   Joint Technical Working Group on Education

Education JTWG meetings aim to review the progress of sub-sector reforms and to orient the implementation of the ESP and annual operational plan of MoEYS. They also cover the Rectangular Strategy towards enhancing aid effectiveness and partnerships with stakeholders involved in education development.

The Education JTWG aims to promote and strengthen cooperation to align with the NSDP and the ESP, and to provide information on partnership funding. It supports budget flows, including public financial reform, ensuring consistency with capacity development programmes and the capacity development master plan. It reviews reports on aid effectiveness during the Education Congress and education retreat.

At the national level, the Education JTWG is conducted quarterly to discuss the implementation of policy and planning, education reforms, aid effectiveness, and other significant progress. This mechanism is used to prepare and review the progress of annual operational plans, ESP implementation, the Education Congress and resource mobility. The JTWG strengthens capacity through annual training workshops.

6.1.9   Provincial JTWG

The Provincial JTWG supports the preparation of planning, budgeting and reporting for provincial activities under the provincial ESP framework. Specifically, it provides inputs for preparing the provincial annual operational plan, budget strategic plan, programme budget expenditure, and annual work plan based on the provincial ESP. It also develops annual sub-sector plans. Provincial JTWGs in all provinces have improved their performance.

ANNEXES

Annex 1: Core Breakthrough Indicators and Targets for 2019–2023

Core Breakthrough Indicators	Unit	Status 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	Target 2021/22	Target 2022/23
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all							
1. Age-specific enrolment rate of five-year-old children in all aspects of ECE (public, community, private pre-school)	%	58.0	59.3	60.6	61.9	63.2	64.5
Male	%	57.7	58.9	60.1	61.3	62.5	63.7
Female	%	58.7	60.0	61.3	62.7	64.0	65.3
2. Completion rate in primary education	%	82.7	83.4	84.1	84.8	85.5	86.2
Male	%	79.1	80.3	81.5	82.6	83.8	85.0
Female	%	86.4	87.3	88.2	89.2	90.1	91.0
3. Completion rate in lower secondary education	%	46.5	47.7	48.9	50.2	51.4	52.6
Male	%	42.3	43.8	45.4	46.9	48.5	50.0
Female	%	51.1	52.5	53.4	54.3	55.3	56.3
4. Percentage of students achieving 'Below Basic' proficiency level							
Khmer Reading in Grade 3	%	52.6		46.6			
Khmer Writing in Grade 3	%	64.8		58.8			
Mathematics in Grade 3	%	44.9 (2015)		38.9			
Khmer Reading in Grade 6	%	31.5			25.5		
Khmer Writing in Grade 6	%	39.6			33.6		
Mathematics in Grade 6	%	53.2 (2016)			47.2		
Khmer Reading in Grade 8	%	71.0				15.9	
Khmer Writing in Grade 8	%	36.3				65.0	
Mathematics in Grade 8	%	36.3				30.3	
Physics in Grade 8	%	52.1 (2017)				46.1	
Khmer Reading in Grade 11	%	20.5					17.5
Khmer Writing in Grade 11	%	58.9					52.9
Mathematics in Grade 11	%	72.3					66.3
Physics in Grade 11	%	79.6 (2018)					73.6
5. Percentage of primary teachers qualified according to national standards	%	73.0	74.0	75.0	76.0	77.0	78.0

6. Gross enrolment rate (18-22 years old) in higher education	%	11.6	12.4	13.3	14.2	15.1	16.0
Male	%	13.2	14.3	15.5	16.6	17.8	18.9
Female	%	11.3	11.6	12.0	12.3	12.7	13.0
7. Adult literacy rate (15-above)	%	82.5	83.6	84.7	85.8	86.9	88.0
Policy 2: Ensure effective leadership and management of education staff at all levels							
8. Number of school principals trained in SBM (primary and secondary)	Number	1,150	670	700	700	700	700

Annex 2: Outcome Indicators and Targets of the Sub-Sector 2019–2023

Early Childhood Education Sub-sector

Indicators	Unit	Status 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	Target 2021/22	Target 2022/23
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all							
Sub-sector Objective 1: Increase access to quality, equitable and inclusive ECE services							
1. Age-specific enrolment rate of five-year-old children accessing any form of ECE (public, community, private pre-school)	%	58.0	59.3	60.6	61.9	63.2	64.5
Male	%	57.7	58.9	60.1	61.3	62.5	63.7
Female	%	58.7	60.0	61.3	62.7	64.0	65.3
2. Age-specific enrolment rate of four-year-old children accessing any form of ECE (public, community, private pre-school)	%	34.0	36.2	38.4	40.6	42.8	45.0
Male	%	32.2	34.6	37.1	39.5	42.0	44.4
Female	%	35.3	37.4	39.4	41.5	43.5	45.6
3. Age-specific enrolment rate of three-year-old children accessing any form of ECE (public, community, private pre-school)	%	12.6	15.5	18.4	21.2	24.1	27.0
Male	%	11.7	14.6	17.4	20.3	23.1	26.0
Female	%	13.4	16.3	19.3	22.2	25.2	28.1
4. Gross enrolment rate in ECE	%	35.8	37.8	39.9	41.9	44.0	46.0
Male	%	34.9	37.0	39.2	41.3	43.5	45.6
Female	%	37.0	39.3	41.5	43.8	46.0	48.3
5. Percentage of pre-schools with access to electricity (public only)	%	31.7	33.6	35.4	37.3	39.1	41.0
6. Percentage of pre-schools with WASH minimum standards							
Star 1	%	35.4	38.3	41.2	44.2	47.1	50.0
Star 2	%	24.7	25.5	26.2	27.0	27.7	28.5
Star 3	%	1.1	1.2	1.3	1.3	1.4	1.5
7. Percentage of pre-schools with (separated pre-schools):							
Latrines	%	22.0	33.6	45.2	56.8	68.4	80.0
Safe water	%	30.2	36.2	42.1	48.1	54.0	60.0
Hand-washing facilities	%	28.8	35.0	41.3	47.5	53.8	60.0
First aid boxes	%	6.3	10.0	13.8	17.5	21.3	25.0
Sub-sector Objective 2: Improve the quality of pre-schools in accordance with standards							
8. Percentage of public pre-schools meeting minimum standards	%	0.0	6.0	12.0	18.0	24.0	30.0

Indicators	Unit	Status 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	Target 2021/22	Target 2022/23
9. Number of community pre-schools meeting minimum standards	Number	600	780	960	1,140	1,320	1,500
10. Percentage of five-year-olds in public pre-schools and community pre-schools whose learning capacity has been tested	%	39.2	41.2	43.1	45.1	47.0	49.0
11. Percentage of children in ECE services with an acceptable nutritional status	%	30.0	32.0	34.0	36.0	38.0	40.0
12. Percentage of pre-school teachers qualified according to national standards (12+2 formula)	%	64.0	66.0	68.0	70.0	72.0	74.0
13. Number of multilingual education pre-school teachers	Number	94	107	112	119	123	127
14. Pupil-teacher ratio at pre-school level	Ratio	40	37	34	31	28	25
Policy 2: Ensure effective leadership and management of education staff at all levels							
Sub-sector Objective 3: Strengthen the capacity of ECE sub-sector management							
15. Number of school principals trained in SBM per year	Number	0	0	50	50	50	50
16. Number of public pre-schools fully competent in SBM	Number	0	31	43	55	67	79

Primary Education Sub-sector

Indicators	Unit	Status 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	Target 2021/22	Target 2022/23
Policy 1: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all							
Sub-sector Objective 1: Improve participation until the last grade of primary education and completion of primary education for all children, especially children from disadvantaged groups							
1. Net admission rate	%	95.2	95.9	96.5	97.2	97.8	98.5
Male	%	95.2	95.9	96.5	97.2	97.8	98.5
Female	%	95.1	95.8	96.5	97.1	97.8	98.5
2. Net enrolment rate	%	97.8	97.9	98.1	98.2	98.4	98.5
Male	%	97.6	97.8	98.0	98.1	98.3	98.5
Female	%	98.1	98.3	98.5	98.6	98.8	99
3. Dropout rate	%	4.1	3.8	3.5	3.1	2.8	2.5
Male	%	4.7	4.3	3.9	3.4	3.0	2.6
Female	%	3.5	3.3	3.1	2.9	2.7	2.0
4. Repetition rate	%	6.5	6.1	5.7	5.3	4.9	4.5
Male	%	8.0	7.4	6.8	6.2	5.6	5.0
Female	%	4.9	4.5	4.1	3.8	3.4	3.0
5. Number of districts with primary education repetition rate less than or equal to 10%	Number	173	175	177	179	181	183
6. Completion rate	%	82.7	83.4	84.1	84.8	85.5	86.2
Male		79.1	80.3	81.5	82.6	83.8	85.0
Female	%	86.4	87.3	88.2	89.2	90.1	91.0

7. Survival rate	%	79.9	81.1	82.3	83.6	84.8	86.0
Male	%	76.5	78.1	79.7	81.3	82.9	84.5
Female	%	83.5	84.4	85.3	86.2	87.1	88.0
8. Transition rate from primary to lower secondary education	%	86.0	86.6	87.2	87.8	88.4	89.0
Male	%	83.4	84.1	84.8	85.5	86.2	86.9
Female	%	88.5	89.0	89.5	90.0	90.5	91.0
9. Percentage of new Grade 1 students with pre-school experience	%	65.0	66.9	68.8	70.7	72.6	74.5
10. Percentage of child-friendly schools at intermediate and developed levels	%	81.3	81.8	82.4	82.9	83.5	84.0
11. Percentage of primary schools with access to electricity	%	49.6	52.7	55.8	58.8	61.9	65.0
12. Percentage of primary schools meeting WASH standards							
Star 1	%	45.3	47.1	48.9	50.6	52.4	54.2
Star 2	%	22.4	22.7	23.0	23.4	23.7	24.0
Star 3	%	1.4	1.5	1.6	1.6	1.7	1.8
13. Percentage of primary schools with:							
Latrines	%	90.6	91.5	92.4	93.2	94.1	95.0
Safe water	%	59.3	60.2	61.2	62.1	63.1	64.0
Hand-washing facilities	%	56.7	58.4	60.0	61.7	63.3	65.0
First aid boxes	%	54.0	55.2	56.4	57.6	58.8	60.0
14. Number of primary students receiving food at school	Number	40,000	40,000	40,000	40,000	40,000	40,000
15. Number of scholarship students in primary education	Number	86,126	93,000	95,000	97,000	99,000	100,000
16. Number of multilingual education teachers	Number	197	208	219	231	242	253
17. Number of teachers trained in special education diploma course at NISE	Number	-	18	20	22	20	20
Sub-sector Objective 2: Improve the availability of quality inputs in primary education							
18. Pupil to qualified teacher ratio	Ratio	61.0	56.8	52.6	48.4	44.2	40.0
19. Percentage of primary teachers qualified according to national standards	%	73.0	74.0	75.0	76.0	77.0	78
20. Number of primary teachers received training on:							
EGR package	Number	1,430	3,500	3,500	3,500	3,500	3,500
EGM package	Number	147	850	3,500	3,500	3,500	3,500
Other training	Number	250	3,000	3,000	3,000	3,000	3,000

Indicators	Unit						
21. Percentage of primary teachers who completed a BA through teacher education courses	%	0.0	0.0	0.0	3.0	5.0	7.0
22. Percentage of primary school students receiving one set of textbooks	%	90.0	92.0	94.0	96.0	98.0	100
23. Number of primary schools with a computer room for students	Number	20	70	120	220	320	520
24. Number of primary schools with a standard library	Number	1,500	1,800	2,300	2,800	3,300	4,000
Policy 2: Ensure effective leadership and management of education staff at all levels							
Sub-sector Objective 3: Strengthen implementation of primary school standards through school-based management							
25. Number of school principals trained in SBM per year	Number	472	500	500	500	500	500
26. Number of public primary schools fully competent in SBM	Number	0	80	160	260	360	500

Secondary and Technical Education Sub-sector

Indicators	Unit	Status 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	Target 2021/22	Target 2022/23
Policy 1: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all							
Policy Objective 1: Improve access to and retention in equitable and inclusive secondary education							
1. Gross enrolment rate at lower secondary	%	59.2	60.7	62.2	63.7	65.2	66.7
Male	%	55.2	57.2	59.1	61.1	63.0	65.0
Female	%	63.4	65.1	66.8	68.6	70.3	72.0
2. Gross enrolment rate at upper secondary education	%	28.5	30.4	32.3	34.2	36.1	38.0
Male	%	26.3	28.3	30.2	32.2	34.1	36.1
Female	%	30.9	32.7	34.5	36.4	38.2	40.0
3. Transition rate from lower to upper secondary education	%	76.8	78.6	80.5	82.3	84.2	86.0
Male	%	74.2	76.4	78.5	80.7	82.8	85.0
Female	%	79.2	80.8	82.3	83.9	85.4	87.0
4. Completion rate at lower secondary	%	46.5	47.7	48.9	50.2	51.4	52.6
Male	%	42.3	43.8	45.4	46.9	48.5	50.0
Female	%	51.1	52.1	53.2	54.2	55.3	56.3
5. Dropout rate at lower secondary education	%	15.4	14.1	12.8	11.6	10.3	9.0
Male	%	16.6	15.2	13.8	12.3	10.9	9.5
Female	%	14.2	13.0	11.7	10.5	9.2	8.0

6. Survival rate at lower secondary	%	53.1	54.0	54.9	55.8	56.7	57.6
Male	%	48.3	49.3	50.2	51.2	52.1	53.1
Female	%	58.2	59.1	59.9	60.8	61.6	62.5
7. Survival rate at upper secondary	%	34.9	36.2	37.5	38.7	40.0	41.2
Male	%	30.4	32.5	34.5	36.5	38.6	40.6
Female	%	39.8	40.5	41.3	42.0	42.8	43.5
8. Number of districts with lower secondary dropout rate above 18.9% (50 districts)	Number		50 (2017-2018)	43	36	31	21
9. Number of students with scholarships at lower secondary	Number	72,071	73,418	74,418	75,418	76,418	77,418
10. Percentage of secondary schools implementing child-friendly school (6 provinces)	%	23.5	23.8	24.1	24.4	24.7	25.0
11. Percentage of secondary schools meeting WASH minimum standards							
College							
Star 1	%	48.3	51.8	55.4	58.9	62.5	66.0
Star 2	%	12.5	12.8	13.1	13.4	13.7	14.0
Star 3	%	1.5	1.6	1.7	1.8	1.9	2.0
Lycée							
Star 1	%	48.8	48.6	49.0	49.3	49.7	50.0
Star 2	%	24.8	25.4	26.1	26.7	27.4	28.0
Star 3	%	1.8	1.8	1.9	1.9	2.0	2.0
12. Percentage of colleges with:							
Latrines	%	90.3	91.2	92.2	93.1	94.1	95.0
Safe water	%	42.4	43.9	45.4	47.0	48.5	50.0
Hand-washing facilities	%	40.9	41.7	42.5	43.4	44.2	45.0
First aid boxes	%	22.0	31.6	41.2	50.8	60.4	70.0
13. Percentage of Lycée with:							
Latrines	%	97.1	97.7	98.3	98.8	99.4	100
Safe water	%	54.6	55.7	56.8	57.8	58.9	60.0
Hand-washing facilities	%	54.9	55.9	56.9	58.0	59.0	60.0
First aid boxes	%	22.0	31.6	41.2	50.8	60.4	70.0
14. Percentage of secondary schools with access to electricity							
College	%	70.0	71.0	72.0	73.0	74.0	75.0
Lycée	%	91.8	92.4	93.1	93.7	94.4	95.0
15. Number of new generation schools	Number	5	6	7	8	9	10
16. Number of general and technical high schools	Number	9	11	13	15	17	19
17. Number of general technical and high school students	Number	1,471	1,777	2,083	2,388	2,694	3,000
Female	Number	526	545	564	583	602	621

Indicators	Unit	Status 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	Target 2021/22	Target 2022/23
18. Number of schools implementing the career guidance and counselling programme	Number	35	85	135	185	235	285
19. Number of schools implementing local life skills programmes	Number	391	523	655	788	920	1,052
Sub-sector Objective 2: Improve the quality of teaching and learning in line with 21st century skills							
20. Percentage of lower secondary qualified teachers according to national standards (upper secondary certificate + 2)	%	86.0	88.0	90.0	92.0	94.0	96.0
21. Number of secondary teachers received in-service training	Number	1,691	1,700	1,700	1,700	1,700	1,700
22. Percentage of upper secondary schools using ICT as tool to support teaching and learning	%	5.0	9.0	13.0	17.0	21.0	25.0
23. Percentage of lower secondary teachers who complete a BA through teacher education courses	%	6.7	8.4	10.0	11.7	13.3	15.0
Policy 2: Ensure effective leadership and management of education staff at all levels							
Sub-sector Objective 3: Develop leadership and autonomy of secondary education institutions							
24. Number of school principals trained in SBM per year	Number	678	170	200	200	200	200
25. Number of secondary schools implementing SBM	Number	150	165	195	225	260	300

Higher Education Sub-sector

Indicators	Unit	Status 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	Target 2021/22	Target 2022/23
Policy 1: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all							
Sub-sector Objective 1: Enhance access to and improve the quality of higher education programmes towards national and international accreditations							
1. Gross enrolment rate (18-22)	%	11.6	12.4	13.3	14.2	15.1	16.0
Male	%	13.2	14.3	15.5	16.6	17.8	18.9
Female	%	11.2	11.6	11.9	12.3	12.7	13.0
2. Percentage of student enrolment in STEM programmes of bachelor degree	%	27.1	28.0	29.0	30.0	31.0	32.0
Male	%	36.7	37.1	37.5	37.8	38.2	38.6
Female	%	17.4	18.4	19.4	20.5	21.5	22.5
3. Number of centres of excellence	Number	0	1		2		3
4. Percentage of full-time staff holding PhD (including local and overseas)	%	3.4	3.7	4.0	4.4	4.7	5.0
Female	%	14.7	15.2	15.6	16.1	16.5	17.0
5. Number of HEIs that complete tracer studies	Number	0	2	4	6	8	10

Policy 2: Ensure effective leadership and management of education staff at all levels							
Sub-sector Objective 2: Develop a governance and management system to support HEIs to become fully autonomous							
6. Number of HEIs that implement internal quality assurance system	Number	0	5	10	15	20	25
7. Number of HEIs accredited	Number	0	5	10	15	20	25
8. Number of HEIs that provide input data into HEMIS	Number	0	8	16	24	32	40

NFE Sub-sector

Indicators	Unit	Status 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	Target 2021/22	Target 2022/23
Policy 1: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all							
Sub-sector Objective 1: Increase the number of literate students, and access to NFE programmes for out-of-school children and youth. Increase access to full NFE services within a framework of life-long learning, knowledge, skills and attitudes							
1. Number of illiterate students completed a literacy programme	Number	16,850	16,000	15,200	14,400	13,600	12,800
2. Number of students studying in equivalency programmes	Number	6,394	7,300	8,300	9,300	10,300	11,300
3. Number of community learning centres	Number	0	5	15	25	40	55
4. Number of students completed re-entry programmes to be transferred to formal education system	Number	10,099	10,100	10,180	10,260	10,300	10,400
5. Number of learners who completed skills training	Number	9,170	10,100	11,100	12,100	13,100	14,100
Policy 2: Ensure effective leadership and management of education staff at all levels							
Policy Objective 2: Implement a fully functioning results-based management system of non-formal education programmes							
6. Number of provinces implemented the NFE-MIS for M&E	Number	0	5	10	15	20	25
7. Number of districts implemented the NFE-MIS for M&E	Number	0	30	60	90	120	150
Sub-sector Objective 3: Enhance the planning and management capacity of NFE staff at all levels							
8. Number of NFE officials trained on planning and management of NFE services	Number	0	130	260	390	520	650

Youth Development Sub-sector

Indicators	Unit	Baseline 2018	Target 2018/19	Target 2019/20	Target 2020/21	Target 2021/22	Target 2022/23
Policy 1: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all							
Sub-sector Objective 1: Develop digital, entrepreneurship, young leadership and other soft skills programmes for youth development							
1. Number of youths receiving short-term vocational, digital and technical skills training	Number	1,644	1,644	1,644	1,644	1,644	1,644
2. Number of youths trained in voluntary work	Number	1,244	1,244	1,244	1,244	1,244	1,244
3. Number of youths trained in entrepreneurship, leadership, financial literacy, study and employment guidance	Number	10,092	9,510	9,510	9,510	9,510	9,512
4. Number of youths and children receiving Three Good Movement performance awards	Number	319	319	319	319	319	319
5. Percentage of Cambodian Child Councils functioning	%	9.6	11.7	13.8	15.8	17.9	20.0
6. Percentage of Cambodian Youth Councils functioning	%	22.4	23.9	25.4	27.0	28.5	30.0
7. Number of scouts in primary, secondary, higher education and communities attending the scout movement	Number	150,963	190,770	230,578	270,385	310,193	350,000
8. Number of out-of-school youth attending the Basic Education Equivalency Programme	Number	250	250	250	250	250	250
Sub-sector Objective 2: Enhance youth development through updated centres and facilities							
9. Number of youth centres functioning	Number	6	7	8	8	8	9
Policy 2: Ensure effective leadership and management of education staff at all levels							
Sub-sector Objective 3: Enhance institutional and individual capacities of scouting and youth development programmes at national and sub-national level							
10. Number of youth workers trained on project management	Number	200	200	200	200	200	200
11. Number of ministry-institutional Youth Development Councils	Number	0	3	6	10	13	16
12. Number of provincial Youth Development Councils	Number	0	2	5	7	10	12

Physical Education and Sport Sub-sector

Indicators	Unit	Baseline 2018	Target 2018/19	Target 2019/20	Target 2020/21	Target 2021/22	Target 2022/23
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all							
Sub-sector Objective 1: Increase access to physical education and sports at schools and in communities							
1. Five sport fields were improved:							
Siem Reap	%	0	20.0	40.0	60.0	80.0	100
Kampot	%	0	20.0	40.0	60.0	80.0	100
Kampong Cham	%	0	20.0	40.0	60.0	80.0	100
Battambang	%	0	20.0	40.0	60.0	80.0	100
Phnom Penh	%	50.0	60.0	70.0	80.0	90.0	100
2. Percentage of primary schools implementing physical education and sport programmes	%	65.0	72.0	79.0	86.0	93.0	90.0
3. Percentage of secondary schools implementing physical education and sport programmes	%	30.0	38.0	46.0	54.0	62.0	70.0
4. Number of medals in international competitions per year	Number	329	383	437	492	546	600
5. Percentage of people participating in physical activities and sports	%	7.0	10.2	13.4	16.6	19.8	23.0
Sub-sector Objective 2: Promote the performance of national sports teams to win more gold medals by 2023							
6. Ranking in Southeast Asian Games among ASEAN countries	Rank	8					Ranking No 5
7. Number of gold medals in Southeast Asian Games 2023	Number	3	11	20	28	37	45
Policy 2: Ensuring effective leadership and management of education staff at all levels							
Sub-sector Objective 3: Develop the institutional, managerial and technical capacities of the physical education and sport sub-sector for improved effectiveness and quality							
8. Number of physical education and sport trainees trained per year (long term)	Number	33	53	73	93	113	133
9. Number of physical education and sport trainees trained per year	Number	100	110	120	130	140	150
10. Number of coaches	Number	915	1,012	1,109	1,206	1,303	1,400
11. Number of judges and referees	Number	925	1,030	1,135	1,240	1,345	1,450
12. Number of coaches trained in technical sports aspects, strategic planning and management per year	Number	143	173	203	233	263	293
13. Number of physical education and sport teachers trained (short course/ in-service training)	Number	180	216	252	288	324	360
14. Number of sports officials trained	Number	180	216	252	288	324	360
15. Number of high-level athletes	Number	707	766	824	883	941	1,000

Annex 3: Enrolment and Educational Needs Projection

School-age population

School-age population		2019	2020	2021	2022	2023
3-5 years old		934,297	948,337	959,389	970,737	982,384
	Female	455,173	461,575	467,166	472,863	478,668
6-11 years old		1,902,370	1,929,215	1,951,116	1,972,808	1,995,114
	Female	921,900	933,553	945,166	956,160	967,358
12-14 years old		1,077,358	1,092,979	1,104,481	1,116,374	1,128,656
	Female	520,981	528,038	534,149	540,374	546,714
15-17 years old		1,141,775	1,158,653	1,170,057	1,182,063	1,194,648
	Female	549,141	556,832	563,537	570,369	577,331
18-22 years old		1,828,475	1,857,352	1,877,142	1,898,137	1,920,267
	Female	892,190	905,847	918,024	930,441	943,104

Student Projection by Educational Levels

Student projection		2019	2020	2021	2022	2023
ECE		**321,567**	**342,536**	**359,246**	**376,359**	**393,888**
	Female	137,764	169,443	176,746	184,203	191,817
Public		215,074	228,519	240,097	251,985	264,193
	Female	106,875	112,630	117,839	123,180	128,658
Private		39,389	42,116	44,051	46,023	48,035
	Female	19,394	20,792	21,643	22,510	23,392
Community		67,104	71,901	75,098	78,351	81,660
	Female	11,495	36,021	37,264	38,513	39,767
Primary		**2,140,492**	**2,172,369**	**2,195,117**	**2,208,569**	**2,217,544**
	Female	1,040,896	1,042,821	1,037,877	1,028,511	1,023,336
Public		2,028,694	2,058,655	2,079,959	2,092,448	2,100,692
	Female	975,563	987,813	994,899	997,953	999,651
Private		111,798	113,714	115,158	116,120	116,852
	Female	55,094	55,786	56,186	56,358	56,454
Lower secondary		**631,025**	**646,172**	**672,853**	**711,124**	**757,620**
	Female	327,155	335,353	349,480	369,358	391,984
Public		605,097	619,818	645,615	682,550	727,400
	Female	314,663	322,548	336,135	355,254	377,016
Private		25,928	26,354	27,238	28,574	30,220
	Female	12,492	12,805	13,344	14,103	14,967
Upper secondary		**323,345**	**344,922**	**373,364**	**398,335**	**424,755**
	Female	167,969	182,434	200,079	214,975	230,568
Public		305,155	325,548	352,416	376,000	400,952
	Female	159,225	172,937	189,664	203,784	218,565

Private	18,190	19,374	20,948	22,335	23,803
Female	8,744	9,497	10,416	11,191	12,003
Higher education	**226,731**	**247,028**	**266,554**	**286,619**	**307,243**
Female	103,494	107,796	112,917	118,166	122,604
Public	81,850	91,104	100,384	110,176	120,501
Female	37,258	39,669	42,457	45,376	48,061
Private	144,881	155,924	166,170	176,442	186,742
Female	66,236	68,127	70,460	72,790	74,543

Teacher Projection (Public) by Educational Levels

Teacher projection	2019	2020	2021	2022	2023
Primary	**56,790**	**57,525**	**58,601**	**59,640**	**60,751**
New teachers	1,627	1,600	1,600	1,600	1,600
Attrition	942	865	524	561	489
Lower secondary	**41,740**	**42,047**	**42,473**	**42,890**	**43,311**
New teachers	786	826	750	750	750
Attrition	510	519	324	333	329
Upper secondary	**16,924**	**17,814**	**18,730**	**19,620**	**20,515**
New teachers	817	1,000	1,000	1,000	1,000
Attrition	105	110	84	110	105

Annex 4: Budgetary Forecast for the Education Sector

A. Available Resources

Available resource estimate (in million Riels)	2019	2020	2021	2022	2023
GDP	108,590,444	119,033,548	130,915,822	144,168,348	158,884,368
Real GDP growth rate	7.1%	6.5%	7.0%	7.0%	7.0%
GDP per capita	6.8	7.4	7.9	8.7	9.5
Government expenditure on education	3,229,604	3,577,655	3,975,988	4,423,847	4,925,415
Recurrent	*3,219,604*	*3,567,655*	*3,965,988*	*4,413,847*	*4,915,415*
Capital	*10,000*	*10,000*	*10,000*	*10,000*	*10,000*
As % of GDP	2.97%	3.01%	3.04%	3.07%	3.10%
Education budget as % of government expenditure	18.4%	18.6%	18.8%	18.9%	19.1%

B. Financing Needs by Sub-sector (*In million Riels*)

Cost projection	2019	2020	2021	2022	2023
ECE	246,751	274,242	296,261	306,947	336,673
Primary	1,969,502	2,110,046	2,216,636	2,355,779	2,499,724
Secondary	1,093,630	1,189,415	1,362,979	1,500,752	1,662,184
Higher education	367,496	438,722	481,005	524,736	585,418
NFE	42,016	57,009	61,157	73,773	81,142
Youth	26,596	32,273	34,776	35,367	38,058
Sport	71,894	73,496	76,535	80,484	86,563
Total	**3,817,885**	**4,175,203**	**4,529,349**	**4,877,838**	**5,289,762**
Recurrent	3,537,885	3,660,823	3,977,425	4,285,962	4,655,400
Capital	280,000	514,380	551,924	591,876	634,362

Cost projection (In million USD)	2019	2020	2021	2022	2023
ECE	60.87	67.65	73.08	75.71	83.05
Primary	485.82	520.48	546.78	581.10	616.61
Secondary	269.77	293.39	336.21	370.19	410.01
Higher	90.65	108.22	118.65	129.44	144.41
NFE	10.36	14.06	15.09	18.20	20.02
Youth	6.56	7.96	8.58	8.72	9.39
Sport	17.73	18.13	18.88	19.85	21.35
Total	**941.76**	**1,029.90**	**1,117.25**	**1,203.22**	**1,304.83**

Cost Projection (percentage)	2019	2020	2021	2022	2023
ECE	6.5%	6.6%	6.5%	6.3%	6.4%
Primary	51.6%	50.5%	48.9%	48.3%	47.3%
Secondary	28.6%	28.5%	30.1%	30.8%	31.4%
Higher	9.6%	10.5%	10.6%	10.8%	11.1%
NFE	1.1%	1.4%	1.4%	1.5%	1.5%
Youth	0.7%	0.8%	0.8%	0.7%	0.7%
Sport	1.9%	1.8%	1.7%	1.6%	1.6%
Total	**100%**	**100%**	**100%**	**100%**	**100%**

C. Financing Gap

In million Riels	2019	2020	2021	2022	2023
Gov't expenditure on education	3,229,604	3,577,655	3,975,988	4,423,847	4,925,415
External fund (PIP)	553,776	583,371	492,561	402,562	330,806
Total available resources	**3,783,380**	**4,161,026**	**4,468,549**	**4,826,409**	**5,256,222**
In million USD	933.25	1,026.40	1,102.26	1,190.53	1,296.55
ESP financing requirements	**3,817,885**	**4,175,203**	**4,529,349**	**4,877,838**	**5,289,762**
In million USD	941.76	1,029.90	1,117.25	1,203.22	1,304.83
Gap	-34,505	-14,177	-60,800	-51,429	-33,540
In million USD	-8.51	-3.50	-15.00	-12.69	-8.27
Percentage of gap	-0.91%	-0.34%	-1.36%	-1.07%	-0.64%

Annex 5: Education, Youth and Sport Strategy Reforms

Main Strategy 1	Academic Management Reform
Sub-strategy 1.1	**Conducting regular assessments of students**
Procedures	Increase support for government policies and technology, and enhance the economic and social culture to develop an education management reform sub-strategy. Conduct regular assessments of students to promote quality national and global citizens, especially by focusing on knowledge, hard, soft and life skills, respect for law and order, respect for communities, sustainable development, and participation in political activities.
	1. MoEYS 1.1 Implement an assessment framework consisting of national examination systems at Grade 9 and Grade 12, assessments at Grades 3, 6, 8 and 11, EGRA and EGMA at Grades 1, 2 and 3, classroom assessments and school-based assessments, as well as international assessment systems, such as PISA and regional assessment initiatives. This will measure learning outcomes and inform improvements in teaching and learning. Assign roles and responsibilities of different levels of education management to conduct assessments; 1.2 Strengthens assessments at Grades 3, 6, 8 and 11, on Khmer, math and physics; 1.3 Organizes participation in regional and international tests; 1.4 Improves guidelines, marking standards and monitoring system of national examinations; 1.5 Provides capacity building and decentralizes responsibility for Grade 9 examinations to POE and Municipal Offices of Education; 1.6 Creates a system of incentives and sanctions to encourage teachers to meet national standards;
	2. The Department of Education Quality Assurance (EQAD) 2.1 Develops the capacity of staff to conduct national assessments and analyse results, including the EGRA and EGMA; 2.2 Develops a system for classroom assessments and tests; 2.3 Conducts national standardized tests on learning achievements at Grades 3, 6, 8 and 11, regional and international tests; 2.4 Implements periodic and thematic inspection in order to improve the quality of education.
	3. The Department of Primary Education (DPE) 3.1 Cooperates with EQAD to conduct EGRA, EGMA and assessments at Grades 3 and 6 on Khmer and math; 3.2 Uses the results of EGRA, EGMA and assessments at Grades 3 and 6 as feedback on the policy and takes action to address issues raised in the EGRA and EGMA reports; 3.3 Works with the Department of Teacher Training, schools, TECs and Provincial TTCs to implement reading standards for Grades 1, 2 and 3 and new teaching methods for Khmer, math, science and foreign language (English, French);

	4. The Department of General Secondary Education
	4.1 Cooperates with EQAD to conduct assessment at Grades 8 and 11 on Khmer, maths and physics;
	4.2 Uses the results of assessment at Grades 8 and 11 as feedback to improve policy formulation;
	5. Schools
	5.1 School principals facilitate and coordinate the evaluation of school performance against school effectiveness standards;
	5.2 School principals compile data and information, and produce and submit the quarterly progress report on student assessment;
	5.3 School principals compile data and information, and produce and submit the annual progress report on achievement of school outcome indicators and targets;
	5.4 School principals incorporate the results of student learning into the school report card;
	5.5 School principals encourage parents to monitor students' learning outcomes;
	6. The School Management Committee
	The school management committee approves the results of school performance evaluations, and endorses the annual progress report on achievement of school outcome indicators and targets related to student learning outcomes.
	7. Teachers
	7.1 Teachers introduce new teaching methods to improve learning outcomes, such as project work related to priority subjects for students to work individually, with peers or in groups;
	7.2 Teachers develop tests on students' knowledge and skills, as well as on civic education;
	7.3 Teachers provide continuous timely support to slow learners and develop teaching patterns and assessment systems;
	7.4 Teachers encourage excellence among students;
	8. Students
	Students should display the following abilities:
	- Read effectively and communicate clearly in written and oral form;
	- Demonstrate an understanding and application of numeracy, maths and science;
	- Think independently, critically, creatively and solve problems;
	- Accept ownership for civic and personal responsibilities;
	- Respect others and act in an honourable and ethical manner;
	- Participate in the protection of the school environment and maintain hygiene standards;
	- Work effectively both independently and cooperatively;
	- Participate in sports activities;
	- Develop competencies in arts and music.

Main Strategy 1	Academic Management Reform
Sub-strategy 1.2	To improve teaching methods
Procedures:	Increase support for government policies, economics and technology to develop an education management reform sub-strategy to improve teaching methods and promote national and global citizenship
	1. MoEYS 1.1 Adopts guidelines on teaching methods for different levels of education: pre-school, primary and secondary education, aimed at producing a workforce that can think critically, solve problems and work collaboratively; 1.2 Adopts guidelines on classroom management; 1.3 Adopts and implements the policy action plan on ICT in education and provides resources for infrastructure, as well as technical support for schools, teachers and teacher training; 1.4 Establishes teacher mentoring programme to support new teachers; 1.5 Introduces project-based learning, and student-centred, inquiry-based learning methodologies; 1.6 Implements reading standards and methods for Grades 1, 2 and 3 and reading methods in libraries; 1.7 Integrates ICT into teaching methods; 1.8 Builds capacity of technical departments to provide support and training to teachers; 1.9 Establishes the Committee for Teacher Development to evaluate teachers and coordinate the implementation of professional learning communities for teachers, and the community of practitioners for school principals;
	2. The Committee for Teacher Development 2.1 Prepares implementation mechanisms and supports regular professional development, focusing on prepared and in-place, in-service training; 2.2 Sets specific times for in-service training; 2.3 Evaluates and properly manages all professional development related activities for formal recognition or to give equivalent certificates (high school diploma, bachelor, or masters); 2.4 Sets up competency development system for education staff (in-place training, accelerated training programmes, short training courses for those holding degrees); 2.5 Prepares and develops policy guidelines on professional learning communities;
	3. The National Institute of Education and TECs 3.1 Improve pre-service teacher training by integrating new teaching methods and the use of ICT in teaching and learning processes; 3.2 Provide on-service training based on teachers' competency gaps in teaching methods; 3.3 Provide in-service trainings every five years; 3.4 Integrate new teaching methods, such as active learning, constructive learning, problem-based learning, discovery learning, and inquiry-

	based learning approaches, as well as new techniques of classroom management in teacher training curricula; 3.5 Support new teachers to regularly attend training and practice mechanisms in place;
	4. Education Research Council 4.1 Provides evidence and recommendations for policy makers to update education policies related to teaching methods, professional learning communities and communities of practitioners; 4.2 Provides technical support to institutional research and publications; 4.3 Conducts research to document new best practices and innovations in the education sector; 4.4 Drafts reform roadmaps and policy recommendations for educational reform;
	5. District Office of Education 5.1 Helps schools establish professional learning communities for teachers, communities of practitioners for school principals and subject-based professional societies; 5.2 Assists schools to implement teacher career pathways;
	6. Schools 6.1 Provide materials for teachers to produce teaching aids; 6.2 Provide training on effective lesson management, classroom management, and on how to maintain focus in the classroom; 6.3 Provide technology so that teachers can use technology in implementing new teaching methods;
	7. Teachers 7.1 Are trained and updated on teaching methodologies; 7.2 Produce teaching aids and apply appropriate teaching methodologies; 7.3 Conduct research on teaching methods in order to improve teaching quality and participate in continuous professional development programmes; 7.4 Change the way of teaching, from 'passive learning' models in which students are thought of as 'receptacles' of knowledge to a new approach or active learning, in which students are active 'constructors' of new knowledge; 7.5 Create professional learning communities to share best practices in teaching; 7.6 Apply classroom management techniques to ensure constant awareness of all students and situations in the classroom; 7.7 Ensure students are able to manipulate concepts, think critically, solve problems and learn collaboratively; 7.8 Use information technology (e-mail and the Internet) to promote new learning approaches and collaborative learning (e.g. through networking), to construct and synthesize new information (e.g. through PowerPoint presentations), solve problems (e.g. through data processing programmes that can find relationships, sort data etc.), and provide a means for dialogue, discussion and debate; interactivity that leads to social construction;

	7.9 Introduce question & answer activities to help students learn by reflecting on their previous experiences and new contexts to find or 'construct' a new idea that solves different real-life problems; 7.10 Focus on teaching thinking skills at the higher end of the Bloom taxonomy, including analysis, synthesis and evaluation; stimulate students to exchange ideas through discussions, encourage them to synthesize unique ideas; 7.11 Encourage students to prepare PowerPoint presentations in their groups as a useful social channel for working together in teams to produce a creative product to share with the class.
Main Strategy 1 Sub-strategy 1.3	**Academic Management Reform** **To integrate quality citizenship into school curricula and textbooks**
Procedures:	Increase support for government policies, economics and technology to develop an education management reform sub-strategy to integrate good citizenship into school curricula and textbooks to promote quality national and global citizenship.
	1. MoEYS 1.1 Implements the National Curriculum Framework and develops a detailed curriculum; 1.2 Develops a detailed curriculum and standards of good citizenship; 1.3 Integrates good citizenship education, consisting of good Cambodian and good global citizenship, into school curricula and textbooks; 1.4 Develops textbooks aligned to the new detailed curriculum; 1.5 Provides sufficient core textbooks to schools; 1.6 Develops career counselling at secondary and technical education schools; 1.7 Provides additional budgetary resources, teaching materials and training to teachers and school principals to implement the new curriculum and textbooks; 1.8 Provides time, space and support to teachers to build capacity to implement new curricula and textbooks; 1.9 Creates textbook management committee 1.10 Provides enough textbooks to educational institutions by subject and by grade;
	2. Teacher Training Department 2.1 Ensures strict implementation of the Teacher Competency Standards, School Director Standards, Teacher Trainer Standards and Teacher Education Provider Standards; 2.2 Conducts regular M&E of all Teacher Education Providers;
	3. The National Institute of Education, TECs and RTTCs 3.1 Create course syllabus for teacher training on the new curriculum; 3.2 Provide training for teacher trainers focusing on global issues; 3.3 TECs, RTTCs and PTTCs train teacher trainees on the new curriculum and use of core textbooks, including good Cambodian citizenship and good global citizenship; 3.4 Train teachers on how to use new curricula/ syllabus/ learning outcome standards and core textbooks to design: 1) teaching

	sequences; and 2) lesson plans, ensuring students learn through active approaches and project work;
	4. Schools 4.1 Create a special room using digital tools, such as LCD projectors, computers and other teaching materials to integrate quality citizenship into classrooms; 4.2 Upgrade libraries to the standards of the 21st century for students to work together on analytical skills; 4.3 Develop a textbook management system to ensure all students have textbooks for learning by subject and by grade;
	5. Teachers 5.1 Improve teaching methods, including role play, to ensure that students gain knowledge on global issues; 5.2 Use ICT and digital tools to implement quality citizenship curriculum in classrooms; 5.3 Introduce project work and brainstorming sessions to implement quality citizenship curriculum; 5.4 Encourage students to update learning materials on quality citizenship, requiring them to make presentations to the class using colourful pictures, charts and diagrams; 5.5 Introduce writing competitions on quality citizenship issues;
Main Strategy 2 Sub-strategy 2.1	**Administrative and General Management Reform** **To ensure involvement of parents and local communities in school management**
Procedures:	Increase support for government policies, and enhance the economy, socio-culture and technology to develop a sub-strategy to ensure community involvement in school management to promote quality national and global citizenship, especially focusing on knowledge, hard, soft and life skills, as well as respect for law and order, communities and sustainable development, and participation in political activities.
	1. MoEYS 1.1 Transforms the school support committee into the school management committee to ensure wider participation of stakeholders in school management; 1.2 Develops and adopts a terms of reference for school management committees, including their role in school and classroom monitoring and feedback; 1.3 Enables parents and communities to raise additional funds and to monitor school and classroom performance according to the school calendar, class opening and closing, as well as to monitor teachers' attendance; 1.4 Adopts an operational manual on SBM that encourages parents, community members and local authorities to establish school management committees; 1.5 Organizes workshops and training on SBM for the POE, TEC, RTTC and PTTC; 1.6 Widely disseminates the policy on SBM to local communities and local authorities;

	2. The Provincial Office of Education POE provides training to DOE on SBM, focusing on the modalities and responsibilities of parents, local authorities and community members to participate in school management;
	3. Schools 3.1 School principals initiate the establishment of school management committees and encourage communities to become involved in school management; 3.2 School principals create a climate in the school system which fosters openness, trust and collaboration; 3.3 Schools allocate budget for teachers to meet parents and local community members and for student councils to hold regular meetings;
	4. The School Management Committee 4.1 Prepares and adopts school development plans and classroom development plans with the participation of all key stakeholders, including the student council; 4.2 Mobilizes additional resources for the implementation of the school development plan and classroom development plan; 4.3 Reviews school performance and transparency; 4.4 Organizes regular meetings with parents and conducts home visits;
	5. Teachers Participate in regular meetings with parents and local communities to seek their support;
	6. Students Hold regular meetings with other stakeholders and present their views to the school management committee on how to improve student services;
Main Strategy 2 Sub-strategy 2.2	**Administrative and General Management Reform** **To implement SBM**
Procedures:	Increase support for government policies, and enhance the economy, socio-culture and technology to develop a sub-strategy that consolidates the strengths of implementing SBM and promotes quality national citizenship.
	1. MoEYS 1.1 Adopts policy, framework and guidelines on SBM; 1.2 Integrates SBM into the school director training and teacher training curriculum; 1.3 Establishes a financing formula for SBM schools; 1.4 Establishes a conceptual framework on accountability in education; 1.5 Provides schools with basic needs, such as leadership and management competencies, teaching competencies, proper teaching and learning materials, and proper school infrastructure and environment; 1.6 Develops an M&E mechanism for SBM, improves regular school inspection; 1.7 Provides capacity building for school principals to provide administrative and technical support to teachers in the teaching and learning process;

	1.8 Ensures the appointment of all school principals in compliance with the School Director Standards; 1.9 Develop and adopt a manual on trusted management approaches, against which schools can be approved; these schools can act as models for weaker schools to make improvements; 1.10 Provides funds to model schools to offer hands-on support to weak schools and help weak schools improve to meet effectiveness standards;
	2. Directorate General of Education (DGE) 2.1 Supports and expands the implementation of new-generation schools, including by transforming existing upper secondary resource schools into new-generation schools; 2.2 Establishes and enlarges the budget package for school director training on SBM; 2.3 Establishes a school mentoring programme on SBM;
	3. National Institute of Education, TECs 3.1 Provides training to POEs and school directors on SBM 3.2 Provides training to DOEs on SBM
	4. Schools 4.1 School principals coordinate with school management committees to develop rolling five-year and annual school strategic development plans, by identifying school input, output and outcome indicators, as well as financing sources, with the participation of all key stakeholders; 4.2 School principals facilitate, coordinate the development of, and submit the five-year school outcome indicators and targets, and annual school improvement plans and budgets; 4.3 School principals submit the results of the evaluation of school performance against school effectiveness standards to school management committees; 4.4 School principals manage, facilitate and coordinate all school fundraising activities; 4.5 School principals gather real data and information gained from student assessments, assessments of teachers' competencies, and school performance assessments; 4.6 Schools create a culture of information sharing by identifying problems jointly with all key stakeholders to promote trust in schools by communities, trust among school staff, and especially trust of parents in teachers; 4.7 Schools prepare planning, budgeting, reporting and management of staff performance; 4.8 Schools implement curricula as guided, and extra curricula; 4.9 School principals manage staff performance and propose rewarding best performing staff, and administrative measures for non-performing staff; 4.10 Schools disseminate school data and information to communities and local authorities;

	5. School Management Committee
	5.1 Provides support to teaching and learning, as well as resource mobilization and prepares school evaluation reports;
	5.2 Approves three-year school outcome indicators and targets, annual school improvement plans and budgets, provides clearance on the evaluation of school performance against school effectiveness standards, and supports and is involved in school fundraising;
	5.3 Approves the rewards for best staff, proposes administrative measures for non-performing staff to sub-national/national level, approves the reward for best performance of school principals;
	5.4 Implements M&E systems and reports on progress;
Main Strategy 2 Sub-strategy 2.3	**Administrative and General Management Reform** **To implement education policies and ESP**
Procedures:	Increase support for government policies, and enhance the economy, socio-culture and technology to develop a sub-strategy for implementing the education policy and ESP to enhance quality national and global citizenship.

	1. MoEYS
	1.1 Updates education policies to be consistent with SDG 4;
	1.2 Prepares Cambodia SDG 4 Roadmap and reflects the benchmarks in the ESP for 2019–2023;
	1.3 Makes efforts to implement two main policies: 1): Ensure inclusive and equitable quality education and promote life-long learning opportunities for all; and 2) Ensure effective leadership and management of education staff at all levels;
	1.4 Coordinates the implementation of core breakthrough indicators and indicators by sub-sector;
	1.5 Provides periodical and regular monitoring and review of the ESP, focusing on education performance, implementation of strategies, programmes, sub-programmes and other relevant factors, including inputs for the education sector;
	1.6 Strengthens M&E systems to ensure consistency among priorities and promote the implementation of key reform programmes by identifying roles and responsibilities for M&E at different levels of education management;
	1.7 Ensures that education policies and ESP implementation produce highly qualified human resources to meet the needs of the Industrial Development Policy, by strengthening education quality at all levels, and improves the implementation of curricula by including soft skills, including social communication skills, problem solving skills, team work, respect for discipline at work and other technical skills that are important for developing industrial foundations;
	1.8 Implements the five pillars of the Education Management Reforms:
	   - Teacher Policy Action Plan and Personnel Development Action Plan, with clear budget;
	   - School monitoring and inspection;
	   - Assessment;

	- Curriculum review, textbooks and improving school infrastructure; - Higher education reform; 1.9 Builds capacity for leadership and management, focus on public educational institutions and the participation of community authorities, parents, guardians, students and all stakeholders; 1.10 Ensures technical departments at different levels and inspectors provide administrative and technical support to schools in the teaching and learning process to improve learning outcomes; 1.11 Conduct an institutional and professional capacity needs analysis to implement Cambodia's 2030 educational agenda;
	1. The Provincial Office of Education Prepares provincial level ESP consistent with education policies and the national ESP;
	3. Schools 3.1 Create a five-year school development plan and an annual operational plan by engaging the school management team, teachers, parents and community members; 3.2 Encourage communities to become involved in school management and ensure M&E of the five-year school development plan, the annual operational plan and education policies in order to: - Expand education services to vulnerable children and children from ethnic minorities; - Improve the quality of educational services; - Increase enrolment and completion rates at all study levels; - Reduce the dropout and repetition rates, especially in secondary schools;
	4. Teachers 4.1 Improve teaching methods by combining classroom teaching with field visits so that students familiarize themselves with the surrounding environment and understand the goals of sustainable development; 4.2 Conduct regular meetings of subject teachers to create demonstration classes, focusing on teaching methods;
Main Strategy 3 Sub-strategy 3.1	**Education Financial Management Reform** **To increase financial autonomy and accountability of schools**
Procedures:	Increase support for government policies, and enhance the economy, socio-culture and technology to develop a sub-strategy to increase financial autonomy and accountability of schools and promote quality national citizenship. Focus on knowledge, hard, soft and life skills, as well as respect for law and order, communities and sustainable development, and participation in political activities.
	1. MoEYS 1.1 Prepares guidelines on financial autonomy and accountability of schools; 1.2 Adopts a manual related to school improvement fund financial management; 1.3 Prepares and adopts a policy on financial management, personnel management, teacher evaluation, hiring and dismissal, M&E;

	1.4 Develops audit tool for school operational funds; 1.5 Strengthens and expands the implementation of programme budgeting and budget supervision; 1.6 Strengthens the implementation of new accounting, recording and reporting systems; 1.7 Provides training of core trainers at national and sub-national levels and ensures mentoring at school level (school principals/DOE) through regular professional development programmes; 1.8 Strengthens the capacity of technical departments in financial management; 1.9 Works with the Ministry of Finance to improve budget disbursement to ensure quality education delivery;
	2. The Department of Finance (DOF) 2.1 Provides training for school directors on financial management systems to implement school improvement funds for public educational institutions by increasing: (i) autonomy in the management of public institutions; (ii) accountability on budget management; and (iii) responsiveness to student achievement;
	3. The Provincial Office of Education, Youth and Sport 3.1 Approves requests for disbursement of school improvement funds submitted by DOE 3.2 POE reviews and approves the school's financial statements, consolidated and submitted by DOE;
	4. The District Office of Education, Youth and Sport 4.1 Approves the school development strategic plan and school annual operational plan; 4.2 Consolidates financial statements from schools and submits to POE for approval; 4.3 Provides technical support to schools to implement the school improvement fund;
	5. School Management Committee 5.1 School management committees will be established to adopt regulations related to the roles and responsibilities of school managers, parents and community members on school management; 5.2 Approves school development strategic plan, annual school operational plan and submits requests for disbursement of annual school improvement fund. Is responsible for overseeing the implementation of the school improvement fund, executed by schools; 5.3 Strengthens the implementation of mechanisms and tools for enhancing accountability and responsibility; 5.4 Improves budget transparency; 5.5 Introduces results-based school management system in accordance with good governance principles, ensuring efficiency and effectiveness, and achieving progress as proof of student achievement; 5.6 Provides key roles to teachers, communities, authorities, parents, and student and children's councils in the planning and implementation of school development plans and annual school operational plans by

	creating a transparent process for the monitoring of school budget implementation; 5.7 Creates a mechanism to evaluate performance and monitor education quality, especially student learning outcomes, against standard tests; 5.8 Holds annual meeting with teachers, parents, community members and local authorities to discuss the development and implementation of school development plans and annual operational plans, and proposes measures to improve school performance;
Main Strategy 3 Sub-strategy 3.2	**Education Financial Management Reform** **To conduct regular education budget audit**
Procedures:	Increase support for government policies and enhance the economy and technology to develop a sub-strategy to conduct education budget audits to promote quality national citizenship. Focus on knowledge, hard, soft and life skills, as well as respect for law and order, communities, sustainable development, and participation in political activities.
	1. MoEYS 1.1 Adopts an action plan on school financial audit; 1.2 Prepares and adopts a master plan on internal audit; 1.3 Strengthens planning and monitoring on the use of the education budget via the expansion of a computerized FMIS at all levels and the implementation of a change management action plan to facilitate the transition from traditional financial management to FMIS; 1.4 Develops the capacity of inspectors and school principals for internal and external inspection systems; 1.5 Assigns roles and responsibilities for budget audit to inspectors and DOEs; 1.6 Provides training to school principals on budget management and leadership; 1.7 Strengthens the capacity of DOEs to participate in the implementation of school development plans; 1.8 Provides training courses to build the capacity of DOEs to conduct internal audits of schools; 1.9 Strengthens the capacity of the Department of Internal Audit to conduct regular audits of school budgets; 1.10 Creates a culture of mutual accountability and transparency of financial management by improving communication and allowing the school management committee to monitor school financial transactions;
	2. The Department of Internal Audit 2.1 Conducts regular audit of schools to ensure that budgetary resources are used for improving students' learning outcomes, and links audit to SBM; 2.2 Adopts standard reporting on income and expenditure, as well as schools' financial statements and annual budget implementation; 2.3 Ensures that funds are used to finance the following core activities and sub-activities: 1) Support to process: administrative process, capacity strengthening, equipment and furniture, repair and maintenance, water, electricity, telephone services and Internet; 2)

	Improve the quality of education: equitable access to education; teaching and learning materials and producing didactic materials; lab materials and experiments; materials for libraries; books and reading materials; support to vulnerable students, remedial classes and prevention of drop out; improve the environment and leisure spaces; life skills, agricultural skills, workshops and investment; health, hygiene, physical education, art; child and youth work; and construction; and 3) Address social issues: promote respect for traffic laws and drug use prevention;
	3. The Provincial Office of Education, Youth and Sport Approves a monitoring plan to monitor the progress of educational services at each school, and ensure effectiveness;
	1. **The District Office of Education, Youth and Sport** Prepares a monitoring plan to monitor the progress of educational services in each school, and ensure efficiency;
	5. School 5.1 Strengthens financial management skills, develops and maintains a clear financial management system; 5.2 Creates a transparency letterbox to gain information or complaints from stakeholders; 5.3 School principal uses the school improvement fund for teachers' continuous professional development and for improving teaching methods. Fund promotes respect for diversity and human values; 5.4 School principal improves school performance based on external findings and addresses audit findings;
	6. School Management Committee 6.1 Promotes accountability for management and monitoring of resource utilization, transparency, security and reliability by requiring school principals to submit to the school management committee reports on financial management; 6.2 Strengthens internal quality assurance systems and inspection systems, based on self-evaluation of schools and regular supervision; 6.3 Provides, on a regular basis, reports on management satisfaction and suggestions; 6.4 Disseminates reports on financial management to all key stakeholders to ensure transparency;
	7. Teachers Provide feedback to school directors on school management and ensure that the school improvement fund is used for teaching and learning processes and to improve learning outcomes.
Main Strategy 3 Sub-strategy 3.3	**Education Financial Management Reform** **To increase financial allocations linking budget to education policies**
Procedures:	Increase support for government policies, and enhance the economy, socio-culture and technology to develop a sub-strategy to increase financial allocations that link budget to education policies to promote quality national and global citizenship.

	1. MoEYS
	1.1 Adopts a policy and guidelines on financial autonomy and accountability of schools;
	1.2 Introduces RBM by linking inputs to outputs and outcome indicators, as stipulated in the ESP and education policies. Ensures sound M&E and provides regular standardized management and monitoring reports;
	1.3 Improves core breakthrough indicators of the ESP;
	1.4 Allocates more resources to schools;
	1.5 Conducts an annual review on budget-policy links;
	1.6 Collects and compiles school-level data on gaps in school quality inputs and makes an annual plan to provide those quality inputs to schools;
	2. Ministry of Economy and Finance
	2.1 Introduces financial allocations linking budget to education policies and performance;
	2.2. Uses ESP and annual operational plan to allocate budgetary resources by sub-sector;
	2.3 Allocates budget to implement new reform policies for school improvement;
	3.The Provincial Office of Education
	Evaluates the overall implementation of provincial-level ESP and ensures that financial resources are made available for the achievement of core indicators;
	4. District Office of Education
	4.1 Consolidates school improvement funds and evaluates their financial efficiency based on district-level indicators (such as enrolment rates, completion rates and dropout rates);
	4.2 Supports and advises on the implementation of strategies and replies to school enquiries in a timely manner;
	5. Schools/ School Principals/ Teachers
	5.1 School principals should strictly enforce attendance of teachers at school;
	5.2 School principals and teachers should strive to educate students to respect school regulations and timetables; they should teach the importance of respect for the law and social order and encourage students to maintain hygiene and keep schools clean;
	5.3 School principals provide technical and academic support to teachers in the teaching and learning process;
	5.4 School principals enforce the Law on Education and teacher professional standards, and create favourable conditions for the implementation of school curricula by teachers;
	5.5 Schools introduce budget planning by determining the amount of funds needed to carry out school development plan, according to a specific timetable;
	5.6 The school management committee prepares reports on school development plan implementation by monitoring and evaluating the actual implementation of activities;

	5.7 Schools use the school improvement fund for activities, such as: - Increasing the use of materials and improving learning environments through materials and equipment, and supporting teaching and learning materials and teaching activities; - Strengthening the ability of teachers; - Assisting vulnerable children, slow-paced students and students subject to drop out; - Increasing enrolment rates, graduation rates, transition rates and completion rates at every level; - Providing health care services to students at all levels (health care, food safety and other risks); - Making provisions for natural disaster management;
Main Strategy 4 Sub-strategy 4.1	**HR Management Reform** **To provide INSET training, focusing on teaching methods and mentoring programmes**
Procedures:	Increase support for government policies, and enhance the economy, socio-culture and technology to develop an education management reform sub-strategy to provide INSET development to promote quality national and global citizenship.
	1. MoEYS 1.1 Implements policy on continuous professional development, focusing on teaching methods and mentoring programmes; - Provides regular professional development framework for education staff - Provides regular in-service training for education staff - Ensures the link between regular professional development and teacher career pathways - Conducts regular M&E on professional development of education staff 1.2 Develops and adopts a master plan on continuous professional development and detailed procedures for the implementation of continuous professional development; 1.3 Adopts a policy on life-long learning for teachers and school principals; 1.4 Implements the Teacher Policy Action Plan, which is the roadmap for teacher reform by: (i) improving the selection of teachers and school principals; (ii) linking promotion to continuous professional development (systematic INSET/ONSET) and performance assessment; (iii) creating career development by establishing a teacher career pathway based on a clear career structure; and (iv) strengthening teacher M&E systems; 1.5 Secures funds for regular INSET training programmes and pilots a voucher system whereby each teacher can choose the INSET training courses needed; 1.6 Provides incentives to teachers who have displayed high professional standards;

	1.7 Reviews roles and functions of the Teacher Training Department (TTD) in connection with National Institute of Education, TECs and other RTTCs; 1.8 Provides additional budget to schools to implement new teaching methods; 1.9 Develops Teacher Reform Master Plan (2020–2030) to address overlapping responsibilities of technical departments to carry out capacity building for teachers and school principals; 1.10 Develops strategy for classification of schools and creates short-, medium- and long-term plans for school principal training; 1.11 Creates a platform for the recipients of the Best Teacher Awards and Best School Principal Awards to share their best practices;
	2. The Committee for Teacher Development (CTD or Teacher Council) 2.1 Validates the content of in-service training documents focusing on teaching methods and training programmes; 2.2 Organizes in-place management systems for all kinds of related trainings; 2.3 Supports new teachers to attend training and to practice mechanisms in place; 2.4 Increases competencies of teacher trainers, core trainers, and trainers at school; 2.5 Organizes, strengthens and practices new mechanisms for in-place education staff support to meet needs and enhance professional skills; 2.6 Organizes a sharing event of the best practices and innovations by well-performing education staff; 2.7 Develops teacher profession through elective options, in-place credit system, distance learning, step-by-step short-term training courses, long-term training courses, scholarships, training with letters of confirmation, and accelerated training programmes; 2.8 Develops credit system for training courses to motivate education staff to follow teacher career pathways;
	3. Department of Personnel 3.1 Increases competencies of core officers of human resource entities at national and sub-national level to integrate INSET teacher training into human resource development plan; 3.2 Links teacher assessments to INSET and promotion; 3.3 Increases qualifications of education staff and education management committees at mid-level to at least master's degree;
	4. The National Institute of Education, TECs and RTTCs 4.1 Establish continuous professional development programmes that are linked to teacher career pathways and teacher performance evaluation system; 4.2 Provide INSET teacher training, focusing on new teaching methods and mentoring programmes; 4.3 Provide INSET school principal training, focusing on leadership and innovative management;

	4.4 Enable teachers to choose from among the various continuous professional development programmes that meet their needs;
	5. Schools
	5.1 Prepare INSET/ONSET budget and incorporate it in the school budget;
	5.2 School principals create professional learning communities to share knowledge on school management;
	5.3 School principals coordinate regular meetings between teachers and promote the culture of sharing of best practices among teachers;
	6. Teachers
	Are trained on establishing professional learning communities to share teaching experiences among their peers;
Main Strategy 4	**HR Management Reform**
	To increase teachers' PRESET qualifications
Sub-strategy 4.2	Increase support for government policies, and enhance the economy, socio-culture and technology to develop an education management reform sub-strategy to increase PRESET teacher qualifications and promote quality national and global citizenship.
Procedures:	**1. MoEYS**
	1.1 Reviews the PRESET teacher curriculum for primary and lower secondary school teachers at bachelor level;
	1.2 Reviews policies and criteria for recruiting teachers;
	1.3 Rationalizes need and supply of teachers at national and sub-national levels;
	1.4 Improves procedures for teacher deployment and redeployment;
	1.5 Improves the living standards of education staff by increasing remuneration and allowances;
	1.6 Prepares incentives for teachers in disadvantaged areas;
	1.7 Establishes a committee for teacher development for the accreditation of teacher education providers and develops a master plan on development of TECs;
	1.8 Creates specialization for the National Institute of Education, TECs and the Royal University of Phnom Penh for different types of teacher and school principal training;
	1.9 Encourages the exchange of teaching experiences between lecturers at teacher training centres and education specialists working in technical departments;
	1.10 Develops a policy that enables teacher education providers to train teachers for private schools, with the number of trainees strictly determined based on the demand of private schools;
	1.11 Develops a policy linking teacher education to teacher performance evaluation and teacher career pathways;
	1.12 Submits budget requests to MEF to enable existing teachers to upgrade their qualifications from 12+2 to 12+4;
	1.13 Pilots a BA+1 PRESET teacher training programme with accredited teacher education provider standards to address the shortage of teachers;

	1.14 Improves the criteria and process of school principal selection, training and appointment and ensures that school principals are appointed based on school principal standards and personality traits;
	2. The Committee for Teacher Development Increases professional qualifications and experience of lecturers and trainers at RTTCs and PTTCs to meet the teacher education provider standard requirements.
	3. Teacher Training Department 3.1 Develops a medium-term plan for strengthening teacher educators and a plan on the implementation of a Bachelor of Education fast-track model to address the shortage of teachers; 3.2 Develops a curriculum for PRESET school principal training;
	4. Teacher Education College 4.1 TECs and the Faculty of Education at the Royal University of Phnom Penh revised the teacher training curriculum (12+4), syllabus and materials; 4.2 Enhances qualification of trainers and life skills teachers; 4.3 Provides support and shares resources with other RTTCs; 4.4 Upgrades qualifications of teacher trainers;
	5. National Institute of Education 5.1 Increases upper secondary teacher trainer standards to MA+1; 5.2 Upgrades qualification of teacher trainers; 5.3 Conducts fast-track Bachelor of Education training programmes; 5.4 Trains school principals; 5.5 Trains education inspectors; 5.6 Provides PRESET school principal training;
	6. The Royal University of Phnom Penh 6.1 The Royal University of Phnom Penh to be accredited to conduct fast-track Bachelor of Education and Master of Education training programmes for teachers and teacher trainers.
Main Strategy 4 Sub-strategy 4.3	**4. HR Management Reform** **To implement teacher performance assessments**
Procedures:	Increase support for government policies and technology and enhance the economy and socio-culture to develop an education management reform strategy to implement teacher performance assessments to promote quality national and global citizenship. Focus on knowledge, hard, soft and life skills, respect for law and order, communities and sustainable development, participation in political activities, as well as recognition of global issues, and respect for diversity and human values, making the world a better place and making people responsible for their actions.
	1. MoEYS 1.1 Prepares and adopts a manual on teacher performance assessment and teacher career pathways and develops procedures for its implementation; 1.2 Improves staff performance appraisal procedures, with clear criteria for promotion/nomination, develops a credit system, and ensures performance of education staff evaluation committees through a policy