KINGDOM OF CAMBODIA

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MINISTRY OF EDUCATION, YOUTH AND SPORT

EDUCATION CONGRESS



THE EDUCATION, YOUTH AND SPORT PERFORMANCE

IN THE ACADEMIC YEAR 2013-2014

AND GOALS FOR THE ACADEMIC YEAR 2014-2015

24-25-26 March 2015

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PART 1

ACHIEVEMENT AND DIRECTION

Achivement

1. INTRODUCTION

Ministry of Education, Youth and Sport (MOEYS) is in the process of implementing Education Strategic Plan (ESP) 2014-2018, which is relevant with reform and development processes of the Royal Government of the 5th Legislature of the National Assembly as outlined in the National Strategic Development Plan, 2014-2018. MOEYS together with development partners and other stakeholders have committed to implementing existing policies, strategies and programs including emerging priorities and undertakings such as the eight priority reform measures of MOEYS. At th same times, ESP was formulated using result-based management and planning and sub-sectoral approaches.

Periodical and regular review of ESP is also important to keep in mind by all stakeholders through the establishment of Education Congress technical committees and enhanced results of the Education Congress. Proceeding of the Congress is supported by comprehensive and systematic framework with clearly stated objectives. Quality of Education Congress is improved through simplified, analytical consolidated report, in which key achievements are hightlighed. The National Congress on the Stocktaking of Educaiton, Youth and Sport Achievements, 2013-2014 and Proposed Directions, 2014-2015 is another plateform to review the implementation of ESP and reinforce joint responsibilities of MOEYS, stakeholders and development partners.

Progress and experiences from sub-sectoral approach to implementation and progress monitoring of AOP 2014 are reflected in the congress report and are built on to review acivities and targets of indicators. Education congress report reflects overall progress, challenges and recommendations of the Ministry and in 7 sub-sectors including Early Childhood Education, Primary Education, Secondary and Technical Education, Higher Education, Non-Formal Education, Youth Development and Physical Education and Sport. Outcomes of the Education Congress will become important basis for the formulation of Budget Strategic Plan, 2016-2018 and Annual Operational Plan, 2016.

In 2013-2014, MOEYS made the following achievements:

2. PROGRESS

2.1. OVERALL ACHEIVEMENTS OF EDUCATION, YOUTH AND SPORT SECTORS

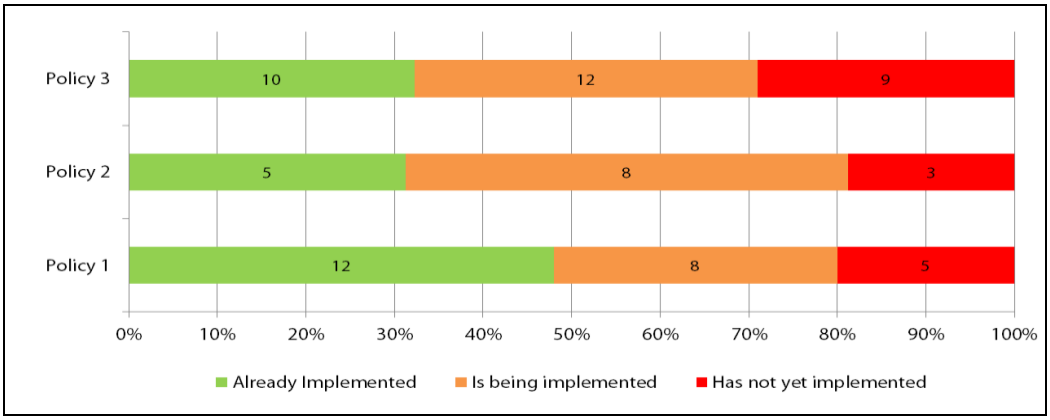
2.1.1. PROGRESS OF THE IMPLEMENTATION OF POLICY ACTIONS 2014

MOEYS planned 72 policy actions, 31 (43%) completed, 27 (37.5%) on-going and 14 (19.4%) not yet implemented.

The first policy consisted of 25 actions, 12 (48%) completed, 8 (32%) on-going and 5 (20%) not yet implemented. The second policy had 16 actions, 5 (31.3%) completed, 8 (50%) on-going and 3 (18.8%) not yet implemented. The third policy consisted of 31 actions, 10 (32.2%) completed, 12 (38.7%) on-going and 9 (29.1%) not yet implemented.

This calls for more attention on the formulation of interventions and expansion of programs to increase enrolment and access to services in every sub-sector, development of quality assurance framework, enhancing effective teaching and learning and especially, development of planning, management, monitoring and evaluation systems of sub-sectors.

Figure 1: Progress of the Implementation of Policy Actions 2014



Early childhood education sub-sector had 9 actions, 3 (33.3%) completed, 5 (55.5%) on-going and 1 (11.2%) not yet implemented. Delay of the formulation of regulations to increase enrollment in and effectiveness of any form of ECE programs contributed to non-achievement of targets of this sub-sector.

Primary education sub-sector had 14 actions, 8 (57.1%) completed, 4 (28.6%) on-going and 2 (14.3%) not yet implemented. Increasing interventions to enroll disadvantaged children in primary education and enhance performance and capacity of teachers is an immediate challenge to be addressed.

Secondary and technical education sub-sector had 13 actions, 7 (53.8%) on-going and 6 (46.2%) not yet implemented. Delay in formulating master and action plans to implement the policy on technical education led to lower scope of technical education than expected.

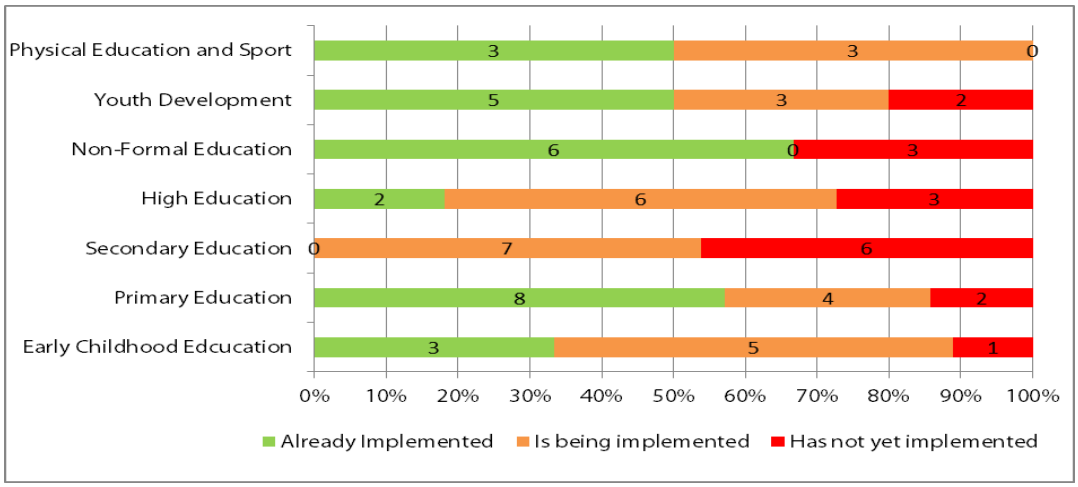
Higher education sub-sector had 11 actions, 2 (18.2%) completed, 6 (54.5%) on-going and 3 (27.3%) not yet implemented. This requires speeding up of the formulation of regulations to promote quality and management of higher education institutions.

Non-formal education sub-sector had 9 actions, 6 (66.6%) completed and 3 (33.4%) not yet implemented. Formulation of regulations to expand scope of non-formal education program implementation and improve effectiveness of NFEMIS should be speed up.

Youth development sub-sector had 10 actions, 5 (50%) completed, 3 (30%) on-going and 2 (20%) not yet implemented. This requires more efforts to promote functioning of children and youth councils, youth volunteers and scouts as well as to expand factilities for youths.

Physical education and sport sub-sector had 6 actions, 3 (50%) completed and 3 (50%) on-going. Strengthening physical education and sport, full time or part time, and development of master plan on sport development towards SEAGAME 2023 are priorities.

Figure 2: Progress of the Implementation of Policy Action, 2014 (by Sub-Sector)



Policy actions completed include: formulating National Action Plan on Early Childhood Care and Development; increasing number of pre-school teacher trainees; development of good governance principle for pre-schools; revising regulations on the use of school operational budget for primary schools; developing guidelines on how to use questionnaire related to student performance; developing regulations on teaching of foreign languages for primary education from grade 4; revising education staff norms; developing regulations and guidelines on how to implement scholarship programs in primary schools; developing TORs and action plan for CFS Steering Committee; piloting staff performance appraisal system; development master plan on EMIS; developing guidelines on selection of students for higher education and their graduation; establishing education faculty at Royal University of Phnom Penh; developing Country Literacy Acceleration Plan; revising guidelines on the implementation of functional literacy program; developing guidelines on equivalency program for lower secondary education; revising the guidelines on CLC management; revising guidelines on how to use NFEMIS and workplan of NFE

sub-working group; developing National Action Plan on Cambodian Youth Development; establishing National Council for Youth Development and Youth Development Councils at ministerial, institution, capital, provincial, municipal, district and khan levels; developing strategic plan for the Natinal Council for Youth Development; developing vocational orientation and academic orientation services; revising guidliens on the organization and functioning of youth centers; developing guidelines on space management for physical education and sport; developing guidelines on physical exercise and sport, fulltime and part time; and developing action plan to implement the Teacher Policy.

In 2014, MOEYS finalized and disseminated ESP 2014-2018, Budget Strategic Plan 2015-2017 and Annual Operational Plan 2014. POEs in 25 capital/provinces have been formulating ESP 2015-2017 and 5 POEs have completed their ESP already.

MOEYS finalized and disseminated the Master Plan on EMIS 2014-2018 and produced and launched the booklet on education statistics and indicators, 2013-2014. MOEYS formulated provision on education quality assurance for pre-school and general education and thematic and regular inspections and is piloting collection of students' score data at primary and secondary education levels. Collection of students' score data at primary education level is done in cooperation with Swedish School Inspectorate to obtain information to strengthen quality of education. MOEYS has initiated online data entry and is in the process of integrating databases.

Details on the progress of the implementation of action plans 2014 can be found in Annex 3.

2.1.2. PROGRESS OF CORE BREAKTHROUGH INDICATORS

Table 1: Progress of Core Breakthrough Indicators

Core Breakthrough Indicators	Status 2013-14	Status 2014-15	Targets 2017-18
Policy Area 1: Ensuring equitable access for all to education services			
1. Percentage of five-year old children enrolled in all aspects of Early Childhood Education Programs	59.9%	61.4%	80%
2. No. of districts with primary education completion rate at least 80%	119	104	144
3. No. of provinces with lower secondary education completion rate at least 40%	7	9	17
Policy Area 2: Enhancing the quality and relevance of learning			
4. Youth literacy rate (15-24)	92.1% (2012)	93%* (2013)	97.5%
5. Adult literacy rate (15-45)	77.6% (2008)	80% (2013)	90.5%
6. National learning assessment of students at grade 3, 6 and 8 for Khmer and Math subjects	Is doing for grade 3	Assessment result for grade 6: Khmer: 52.5 Math: 42.8	Is doing for grade 8
7. No. of teachers at higher education level with Master degree	6,311	7,117	7,311
8. No. of teachers at higher education level with PhD degree	808	830	1,058
Policy Area 3: Ensuring effective leadership and management of education staff at all levels			
9. Percentage of PB against total budget of MOEYS	13.69% (2013)	21%	100%
10. Percentage of BP liquidation	93.2%	86.16%	100%

*Source: Cambodia Socio-Economic Survey, 2013

The number of five-year-old children accessing all aspects of ECE services accounted for 61.4% of the population of this age group, which was an increase of 1.5% from 2013-2014 (ESP target: 66%). Some constraints include services were not broadly expanded; there were lacks of schools, classrooms, pre-school teachers; inputs did not address requirements; and issues of migration along the border.

The number of districts with primary completion rate at least 80% was 104 out of 197 districts. This is a decrease of 15 districts compared with 2013-2014.

There were 9 out of 25 capital/provinces with lower secondary completion rate at least 40%. Completion rate in Phnom Penh and Takeo was more than 50%. This indicator was progressing slowly, requiring more efforts to achieve targets in 2017-2018.

Youth literacy rate (15-24 years of age) increased from 92.1% in 2012 to 93% in 2013. Adult literay rate (15-45 years of age) increased from 77.6% in 2008 to 80% in 2013. Progress of the two indicators requires expansion of functional literacy classes.

National assessment of Khmer and Math at grade 6 was carried out in a sample of 220 schools and 6,000 students. Students achieved 52.5% for Khmer and 42.8% for Math subject. MOEYS was in the process of doing national assessment at grade 8 in a sample 200 schools. MOEYS was analysing data obtained and plan to disseminate national assessment result for grade 8 for Khmer, Physics and Math subjects.

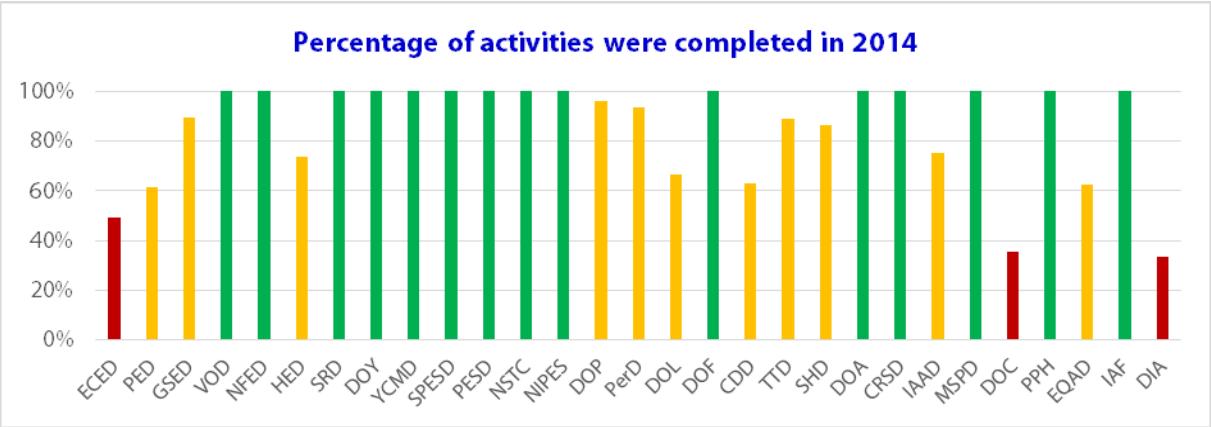
The number of higher education teachers with Master Degrees increased by 806 compared with 2012-2013, in which there were 600 Cambodian teachers and 206 foreign teachers. The number of higher education teachers with Ph.D Degrees increased by 22 compared with 2012-2013, in which there were 17 Cambodian teachers and 5 foreign teachers.

In 2014, the ratio of PB fund to the total fund of MOEYS is 21%. PB liquidation in 2014 accounted for 86.16%. The liquidation rate of central administration units accounted for 75.28%, POEs 92.89%, procurement 54.19% and payroll 97.92%.

2.1.3. PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2014

AOP 2014 presents 516 activities to be implemented. As of Dec 2014, there were 386 activities completed, 38 on-going and 92 not yet implemented. 15 entities have completed their activities by 100%. Details information on the progress of AOP 2014 implementation, please refer to Annex 1 and 4.

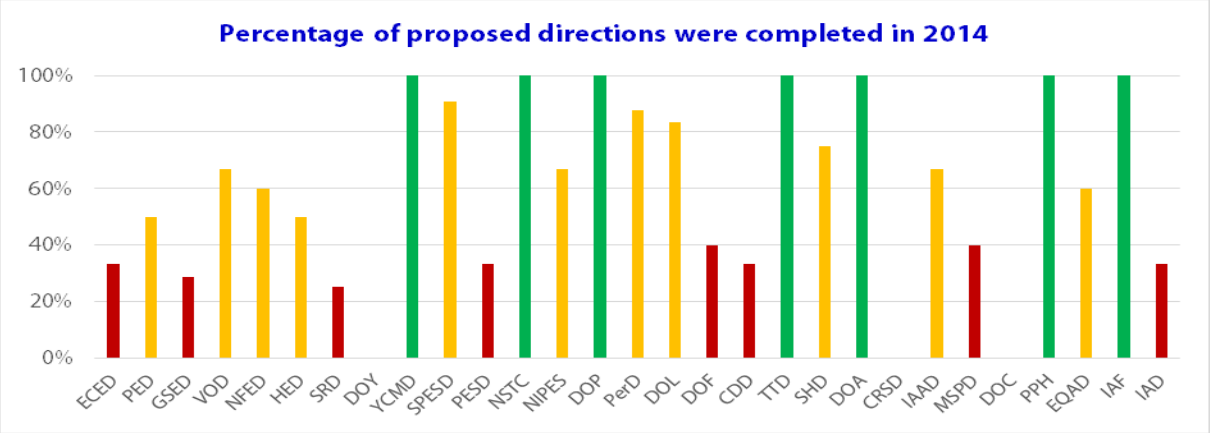
Figure 3: Progress of AOP 2014 Implementation (National Entities)



2.1.4. PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF ACADEMIC YEAR 2013- 2014

In Education Congress 2014, 164 directions were proposed. 100 directions have been completed, 51 on-going and 13 not-yet implemented. 7 entities at national level have achieved the directions 100%. Details on the progress of directions set in Education Congress 2014 can be found in Annex 2 and 5.

Figure 4: Progress of the Implementation of Directions proposed in Education Congress 2014 (national level)



2.1.5. PROGRESS OF AID MANAGEMENT EFFECTIVENESS

Public Investment Program 2015-2017

Public investment program, 2015-2017, consisted of 27 projects with the total amount of USD 198,292,000. 18 projects were on-going and 9 were being negotiated (new requests).

Table 2: Public Investment Program, 2012-2014 to 2015-2017 (in USD Thousands)

Year	Total No. of Assistance Projects		On-Going Projects				Projects being negotiated	
	Project	Amount	Investment Project		Technical Assistance Project		Project	Planned Budget
			Project	Amount	Project	Amount		
2012-14	39	181,665	7	56,882	18	47,523	14	77,260
2013-15	41	231,833	1	1,190	22	141,972	18	88,671
2014-16	29	266,571	2	21,500	14	116,792	13	128,278
2015-17	27	198,292	5	49,570	13	98,109	9	50,613

The amount of fund in public investment program, 2015-2017, decreased compared to three years ago, especially, the number of pipeline projects decreased from 13 in 2014-2016 plan to only 9 projects in 2015-2017 plan. 5 investment projects were on-going.

Aid Financing

Aid financing for education sector in 2014 amounts to around USD 80 Million. The amount increased compared to 2013 as some development partners increased their funding in 2014 incluging World Food Program and European Union.

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

No	Donors	Expenditure 2012	Expenditure 2013	Expenditure 2014	Planned 2015	Planned 2016	Planned 2017
1	World Food Program	9,401	10,861	26,646	25,924	15,715	0
2	World Bank	2,898	4,729	13,250	27,500	26,250	0
3	European Union	9,060	4,521	12,525	15,109	30,127	0
4	Sweden	3,860	11,576	11,303	12,657	4,543	0
5	ADB	3,592	8,884	8,600	5,000	6,000	
6	UNICEF	1,656	7,218	5,939	681	0	0
7	Republic of Korea	3,263	1,459	1,455	1,000	4,500	0
8	Japan	0	1,641	1,351	722	0	0
9	France	443	478	309	0	0	0
10	UNESCO	302	268	30	20	0	0
Total amount from 10 donors		34,474	51 634	81,407	88,612	87,135	0
Total amount fromall donors		**38,165**	**53,892**	**81,407**	**99,313**	**97,835**	**10,700**

(Source CDC: Extracted from ODA Database on Nov 26, 2014)

The Government of Japan approved 2 projects requested by Cambodia in 2014 to be implemented in 2015 including 1. Satelite building construction project to expand the roles of CJCC to support business networks and 2) Project on human resource development in mine resources. MOEYS proposed five projects to get support from China including: 1) Project on promotion of science and technology specialization in higher education; 2) Sport development project; 3) Scholarship program for Cambodian students in higher education; 4) Technical education at secondary level project; and 5) Youth development project.

National and International Consultants working in National and Sub-National Entities

In 2014, there were 13 national and international consultants working in entities of MOEYS, equivalent to 108 person-months and 18 consultants working in POEs.

Joint Technical Working Group on Education

JTWG-E met regularly every quarter to discuss on policies, aid management and key progresses. MOEYS and development partners worked together to organize 2 Education Retreats in January and November to have a policy dialogue on challenges to be jointly addressed by MOEYS and development partners and proposed key priorities for implementation in 2015.

Challenges

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

- Integration of EMIS to capture information both withing and outside MOEYS has yet to proceed smoothly;
- Qualitative statistics collection has not responded well to the requirements.
- Sub-sector planning and management are not fully done;
- Budget is not responsive to policies;
- Result-based management has yet to be comprenhsive;
- M&E framework has not been developed;
- M&E capacity is not responsive;
- Research capacity on program and activity implementation is not broad enough;
- Sub-national JTWGs-E are not functioning well;
- Aid management among development partners has not well responded to aid effectiveness principles.

2.1.6. PROGRESS OF THE IMPLEMENTATION OF D&D REFORM

Promoting governance at all levels

MOEYS has strengthened education management officials' capacity on good governance for education service delivery for 415 participants, 115 female and conducted monitoring and evaluation on education service delivery based on good governance principles in 15 provinces. MOEYS organized consultative meetings on concept of school leadership and management in Sihanoukville with 100 participants, 17 female.

MOEYS improved public education service delivery through single-window mechanism. In 2014, there were 74 private schools requesting for licenses, of which 55 schools were recognized by MOEYS and licenses were issued to 10 schools. MOEYS monitored education service delivery through single-window mechanisms in target districts in Preah Sihanouk, Battambang and Siem Reap provinces.

D&D Reform

MOEYS developed and launched the reports on functional mapping and functional review in Battambang province with 181 participants including 19 women. In 2015, MOEYS will transfer

functions related to community pre-schools and community learning centers to sub-national administration in Battambang province.

MOEYS has implemented Sub-Decree No. 497 ANKr.BK dated Nov 06, 2013 on delegation of authorities to sub-national administration to appoint, move and terminate civil servants at sub-national level.

Formulation of Regulations and Enforcement

MOEYS:

- Coordinated the formulation of 2 Royal Decrees, 3 Sub-Decrees, 8 Prakas, 6 Decisions and 1 Circular;
- Trained sub-national officials on the Law on Counter Trafficking in Persons with 166 participants including 21 women;
- Disseminated the Convention on the Elimination of All Forms of Discrimination Against Women with 1,100 participants including 454 women;
- Disseminated grievance procedures for learners, parents, guardians and education officials for with 150 participants including 12 women;
- Monitored the implementation of education law and regulations at sub-national level in 16 provinces;
- Received 21 court cases of disputes of education officials and 4 cases outside the court;

Challenges

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

- Policy framework on functional assignment to sub-national administration is not clear yet and still complicated;
- D&D implementation capacity is not sufficient;
- There is limited awareness on governance-based management and effective public service delivery;
- Mainstreaming of the concept of leadership and management approach is not comprehensive.

2.1.7. PROGRESS OF THE IMPLEMENTATION OF PUBLIC ADMINISTRATION REFORM

Overview of Education Staff

There were 113,986 education staff, including 48,342 women or 42.4%. There were 3,322 pre-school teachers, including 3,248 women or 97.7%. The number primary school teachers was 58,124 including 26,701 women or 45.9%. There were 38,200 teachers at basic level including 14,711 women or 38.5%. The number of physical education and sport teachers was 1,946 including 374 women or 19.2%. There were 82 primary inspectors, 20 female or 24.4% and 46 secondary inspectors, 14 female or 30.4%. There were 12,266 teachers at higher education level including 3,274 women or 26.7%.

There were 3,023 education officials working at national level including 837 women or 27.6% and 110,963 at sub-national level, 47,505 female or 42.8%.

There were 3,451 contract teachers and temporary staff including 1,526 women or 44.2% including 1,731 contract teachers for general education (919 women or 53%), 1,269 contract literacy teachers (458 women or 36%), 19 contract staff (10 women or 52.6%) and 432 temporary staff (139 women or 32.1%). There were 19,016 two-shift teachers and multi-grade teachers including 6,653 women: 17,035 two-shift teachers (5,801 women or 34%) and 1,981 multi-grade teachers (852 women or 43%).

Selection of Education Staff

MOEYS:

- Appointed 4,332 teacher trainees at all levels (2,758 women or 63.6%) including 194 pre-school teachers (192 women or 98.9%), 2,206 primary teachers (1,537 women or 69.6%), 1,354 basic education teachers (775 women or 57.2%), 550 higher education teachers (251 women or 45.6%) and 25 teachers at graduate level (3 women or 12%).
- Provided regular civil service status to 1,586 higher education teachers (481 women or 30.3%), 3,423 basic education teachers (1,656 women or 48.3%) and 2,139 primary education teachers (744 women or 34.7%).
- Provided maternity leave to 2,693 education staff, sick leave to 39 staff (16 women or 41%) and personal leave to 31 staff (18 women or 58%). Nominated 228 education staff to teach children with disabilities in various organizations (110 women or 48.2%). Placed 1,294 education staff (414 women or 32%) vacant without salary. Reinstated 525 staff (153 women or 29.1%) and allowed 96 education staff (11 women or 11.4%) to stay in orginal civil service category.

786 education staff (296 women or 37.6%) moved their workplaces within the ministry and 187 (41 women or 21.9% women) moved to other ministries.

There were 2,210 education staff retired and volunteered to retire including 613 women or 27.7%. 24 management staff (3 women or 12.5%) appointed and had their position changed.

There were 31,994 teachers in remote and disadvantaged areas including 11,493 women or 35.9%.

Motivation for Education Officials

MOEYS:

- Organized internal examinations to change categories for 300 cateory (a) staff (83 women or 27.6%) and 200 cateogry (b) staff (85 women or 42.5%).
- Promoted 8 education staff (2 women or 25%), promoted 413 staff with degrees higher than their categories (106 women or 25.6%), provided annual promotion to 25,020 education staff at central level and POE level (9,765 women or 39%), provided promotion by education degree to 13 education staff including a woman working at Ministry of Labor and Vocational Training and provided promotion by turn of selection to 326 staff including 69 women or 21.1%.
- Prepared payroll for 19 reinstated staff who were placed vacant without salary including 7 women; revised payroll for 505 staff including 30 women; prepared payroll following the promotion for 2,868 staff including 795 women; prepared payroll for 83 staff including 22 women transferred from POEs to central offices and parepared payroll for 23 staff including 4 women appointed to positions.
- Prepared payroll for 4,269 new teachers at all levels (2,743 women or 64.2%) including 197 at pre-school level (192 women), 2,206 at primary level (1,537 women or 69.6%), 1,328 at basic education level (767 women or 57.7%) and 538 at higher education level (247 women or 45.9%).
- Provided decorations for 2011-2012 to 1,982 education staff, 24.2% female. Provided recognition to 323 outstanding entities in 2012-2013 including 77 first prize flags, 93 second prize flags and 153 recognition certicates. Requested decoration of the academic year 2013-2014 for 8,679 education staff at national and sub-national staff, 35.2% female.

- Provided recognition to 384 outstanding entities in 2013-2014 and recognition certificates to 781 teachers, 16.5% female who volunteered to teach students to prepare for upper secondary education examination.

Capacity Development for Education Staff

MOEYS:

- Sent 9 education officials including 2 women to pursure Ph.D degrees overseas; 12 including 1 woman to pursure Master degrees and provided higher education teacher training in the country to 502 teachers including 139 women or 27.6%.
- Improved and officially introduced staffing norms.
- Developed procedures and tools for staff performance appraisal.

Challenges

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

- Management of staff in some entities and education institutions is not sound yet.
- Annual increase of number of education staff has not addressed the issue of insuffient education staff yet.
- Dissemination and implementation of principles and regulations related to staff management and use are not broad enough.
- Deployment of teachers from schools with surplus of teachers to schools with shortage of teachers is challenging.
- Livelihood support for reachers in remote and disadvantaged areas is not enough.
- Capacity of management staff at all levels and at school level is still limited.
- Implementation of the Master Plan on Capacity Development is not comprehensive enough.
- Staff appraisal system has limited scope.
- Updated HRMIS has not been improved.

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

Financing

In 2014, MOEYS spent Riels 1,242,905,494,890 (indicative) of PB fund and non-PB fund and issued payment order for this amount, which accounted for 89.83% of the total adjusted credit of Riels 1,383,626,855,850. Central administration implemented 78.50% of non-PB fund and 75.28% of PB fund. POEs implemented 92.43% of non-PB fund and 92.89% of PB fund.

MOEYS:

- Facilitated the opening of bank accounts for schools in 15 provinces to implement school improvement grant in 2013-2014 and 2014-2015 in ACLEDA Bank and continued to open accounts for all schools across the country in 2015.
- Is in the process of developing FMIS and selecting 3 budget entites at central level and 3 POEs to pilot this system in 2015.
- Disseminated new Sub-Decree No. 174 ANKr.BK dated April 12, 2014 on scholarship and living and accomdation support for students in public education institutes.
- Requested Ministry of Economy and Finance with the Letter No. 106 AYK.HV dated Jan 14, 2014 to revise inter-ministerial Prakas and Sub-decree on spending procedure, especially for proposed budget 2015 based on the new draft Sub-decree No. 66 ANKr.BK dated Sep 29, 2003 and the draft inter-ministerial Prakas on Procedures for Implementing School Operational Budget.

- Cooperated with Ministry of Economy and Finance to disseminate guidelines and policies on PB 2015 with participants from central administration and POEs.
- Carried out goods procurement processes and signed 34 contracts with the total amount of Riels 55,485,169,711.55.
- Carried out construction procurement processes and signed 16 contracts with the total amount of Riels 35,567,807,705.
- Carried out service procurement processes and signed 2 contracts with the total amount of 115,000,000.
- Saved Riels 39,561,613,561 from the procurement processes out of the total amount of Riels 113,151,130,000.

Construction

MOEYS:

- Is constructing 1 additional administration building with 7 floors for 9 departments of MOEYS. The construction has been completed by 98%.
- Inaugurated 1 building with 5 floors and 48 rooms at the National Institute of Education.
- Inaugurated sport facilities renovated in National Olympic Stadium.
- Inaugurated eduation facilitites in Hun Sen Kamchay Mear and Chea Sim Kamchay Mear High Schools.
- Inaugurated 1 building of teacher guesthouse, 27 school buildings and 6 domitories in provinces.
- Promoted capacity of 1,719 education officials (15% women) on education infrastructure management.
- Inaugurated 17 resource buildings and dormitories in provinces.
- Is constructing school buildings for lycées (secondary schools with grade 7 to 12) and lower secondary schools in the compound of primary schools, dormitories, latrines, wells and teacher guesthouses. In total there are 24 facilities being constructed and the construction is 50% completed.
- Conducted studies in 60% of sites in capital/provinces for Education Sector Support Program II.

As of June 22, 2014, there are 3,622 school buildings with 18,883 rooms supported by **Samdech Akka Moha Sena Padei Techo Hun Sen, Prime Minister of the Kingdom of Cambodia and Samdech Kiti Prithbandith Bun Rany Hun Sen.**

State Asset Management

MOEYS:

- Collected revenue from property rental and paid to the state budget with the amount of USD 95,080 and Riels 188,500,000.
- Prepared ownership certificates for 19 out of 33 properties.
- Repaired 139 cars and 5 motorcycles and provided number plates to 2 cars and 368 motorcycles. 22 cars were repaired using procurement budget at Ford and E-Garage with the amount of Riels 114,161,110.
- Processed 16 cases of imports with state covering taxes and cleared 136 items or 1,407 units of equipment and furniture.
- Collected data of properties in 2013 in 8,987 locations (1,260 locations in pagoda and 7,727 in education facilities) of which 1,656 properties were with titles and 320 properties were with conflicts.
- Cleared 16 old buildings from the inventory (9 in Kandal province and 7 in Phnom Penh).

- Checked, handed over and received properties and relvant documents of vocational training centers in Ratanakiri and Prey Veng provinces.
- Provided capacity training state material and properties management to 73 participants from central administration including 18 women and 1,035 school principles including 69 women.

Enforcing Internal Audit

MOEYS:

- Practiced audits on PB management and use in 700 sub-national auditees including 16 POEs, 4 regional teacher training centers, 12 provincial teacher training center, 80 DOEs and 588 general education schools.
- Piloted audits on the management and use of PB and CDPF funds in 12 national auditees including 1 institute, 1 univeristy and the use of ESSP 2 fund in 3 auditees.
- Collected information and data in 12 auditees managing and using school improvement grants including 6 at national and 16 at sub-national levels.
- Piloted monitoring of internal audit in 101 sub-national auditees and schools including 9 DOEs and 92 schools.
- Collected information 9 cases of irregularities related to budget management and utilization at sub-national level and in schools.

Administration and Financial Inspection

MOEYS:

- Conducted inspection on implementation of laws, regulations, financial disciplines, revenue-expense transactions of all chapters of state budget, staff management and management of state assets in 10 POEs, 52 DOEs, 273 education institutions, 1 regional teacher training center and 5 provincial teacher training centers.
- Reviewed the recommended improvement in 5 POEs, 14 DOEs, 72 education institutions and 3 regional teacher training centers.
- Provided trainings on procedures to investigate and resolve disputes and disseminated reports on administrative and financial inspectionto 110 participants including 24 women.
- Received 27 complaints and investigated 22 complaints.
- Decentralized to and received reports on 5 cases from POEs.

Inspection and review of recommended improvements allowed all POEs, DOEs and education institutions to comply with laws and regulations attentively and achieve positive outcomes. At the same time, there were a number of pitfalls including signing of expense approval and relevant documents on the date of ownership transfer and holiday and some equipment are not properly labeled.

Challenges

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

- IT-based financial management system and reporting templates have not been introduced.
- Revision of regulations related to expense procedures is not finalized.
- Tools for budget forecast are not accurate and reliable.
- Using entities do not have experiences in technical preparation; thus, procurement entities find it challenging in preparing documents.
- Technical entities need supplies as soon as possible while procurement is done in phases.
- Many old buildings need renovation and new construction.
- Settlers on public state land refuse to sign agreement on temporary stay.

- Process of making property titles is challenging.
- Clearance of land and buildings from state property inventories is time consuming.
- Staff capacity is not responsive to PB auditing procedures.
- Internal auditing work is not broadly known to all auditees.
- National inspection standard is not in place.
- Some education grievances have not been solved according to the procedures.

2.1.9. PROGRESS OF THE IMPLEMENTATION OF 8 POINT REFORM

Reform Priorities	Key Progress in 2014
Enhancement of effective education service delivery	- National Action Plan on Early Childhood Care and Development - New General School Initiatives - Construction of new secondary schools and pilot model lycées - Increasing scholarship for poor students - Formulating Action Plan on Teacher Development - Developing curriculum framework
Staff management	- Salary payment through banking system - Increasing salary for education staff - Introducing staffing norms (new) - Introducing staff performance appraisal system
Examination Reform	- Transfering responsibility to organize grade 9 exam to sub-national level - Reform grade 12 exam
Provision of technical skills and soft skills to youths	- Preparing an action plan on youth development - Developing skill training modules for youth centers
Higher education reform	- Developing higher education vision 2030 - Authorizing higher education institutions to be responsible for issuing degrees - Developing strategic plan in higher education institutions and conducting research
Public financial management	- Introducing Inter-Ministerial Prakas No. 508 - Delegating authorities to POEs to formulate and implement budget in 2015 - Education budget increases to 17% of the national budget - Establishing procurement entities - Reviewing state material and asset management
Physical education and sport towards SEA Game 2023	- Approve the policy on physical education and sport - Establishing National Olympic Stadium Management Committee - Increasing awards for champoins
Education think tank	- Establishing Education Research Council and its secretariat - Taking part in formulating action plan on sports and teachers

2.2. RESULTS BY SUB-SECTOR

2.2.1. SUB-SECTOR: EARLY CHILHOOD EDUCATION

A. Achievements

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

In 2014-2015, there were 3,443 state pre-schools (an increase of 259 schools) (246 detached pre-schools, increase by 38), 235 private pre-schools (an increase of 14 schools) and 2,546 community pre-schools (an increase of 326 schools) in 959 out of 1,633 communes/sangkat. In general, there were 6,224 pre-schools of all forms, an increase of 599 schools.

This has helped school-aged children to enroll at correct age, thus reducing repetition and dropout rates at primary level.

There were 8,918 pre-school classes of all forms an increase of 520 schools including 5,273 state pre-school classes (an increase of 344 classes), 2,666 community pre-school classes (an increase of 234 classes) and 979 private pre-school classes (a decrease of 58 classes).

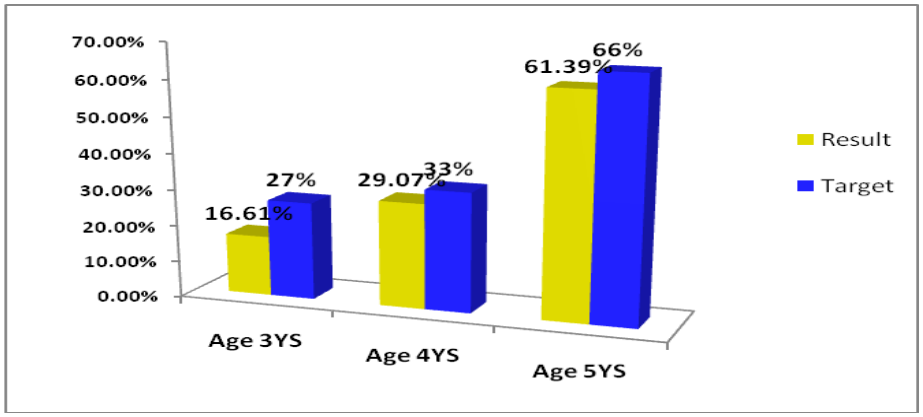
There were 360,041 children from 0 to under 6 years of age receiving education of all forms, which is 19.5% of the total population of this age group including 182,294 girls or 50.6%.

There were 50,438 three-year old children or 16.6% of the population of this age group including 25,859 girls or 51.2%, an increase of 737 children, 456 are girls.

There were 85,459 four-year old children or 29% of the population of this age group including 43,219 girls or 50.5%, an increase of 14,564 children, 7,279 are girls.

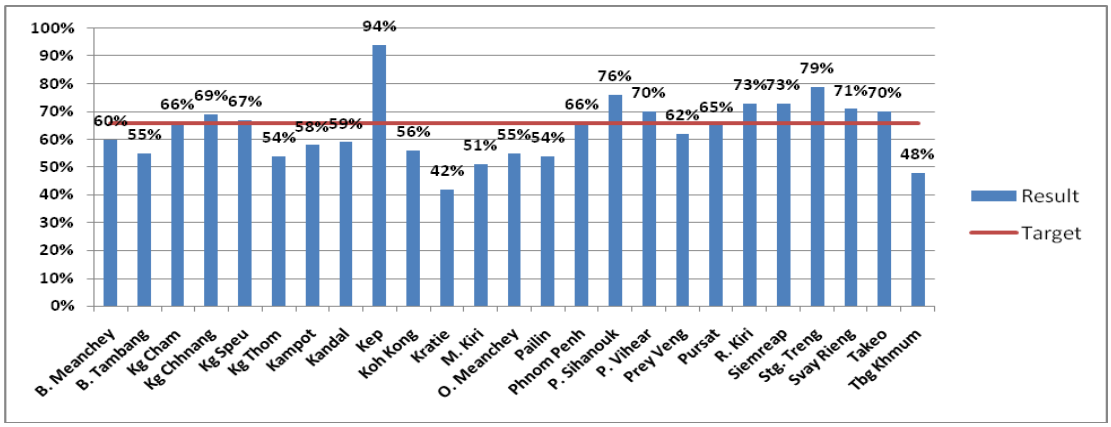
There were 177,077 five-year old children or 61.4% of the population of this age group (ESP target: 66%) including 89,130 girls or 50.3%, an increase of 6,556 children, 6,441are girls.

Figure 5: Achievements against ESP Targets 2014-2015



The number of children accessing education in capital/provinces has increased gradually comparing with 2013-2014. However, the growth was still slow as inputs for expanding all forms of early childhood education have not address the needs yet.

Figure 6: Percentage of Five-Year Old Children Accessing Education in Capital/Provinces 2014-2015



There were 10,015 education staff (91.5% female), an increase of 687 persons (7.4% female) including 5,027 state-preschool staff (95.9% female), an increase of 310 persons (6.8% female); 2,786 community-preschool staff (97% female), an increase of 263 persons (10.6% female) and 2,202 private pre-school staff (75.8% female), an increase of 114 persons (6.3% female).

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

Home-based programs were participated by parents from 75,003 households, 15,509 mother group leaders, 3,266 core mothers and 111,693 children including 56,936 girls. There were 3,025 out of 14,119 villages in 910 out of 1,633 communes and in 168 out of 197 districts implementing home-based programs.

This means the number of children enrolled was increasing gradually as the number of pre-school classes in primary schools was increased together with the numver of community pre-school classes or centers and home-based programs.

Implementation of Programs

Multi-Lingual Education Program

Multi-lingual education program for indigenous children was implemented in 12 districts, an increase of 1 district in 5 target provinces including Ratanakiri, Stung Treng, Mondulkiri, Preah Vihear and Kratie provinces. This program was implemented in 34 community pre-schools, an increase of 11 schools with 507 students, an increase of 252 students (362 girls, an increase of 111 girls). Languages used include Tumpoun, Kroeng, Charay, Phnorn and Kouy.

MOEYS:

- Opened a Workshop on Action Plan on Multi-Lingual Education for Pre-School with 23 participants including 13 women.
- Organized TOT courses on multi-lignual education in Phnom Penh with 19 participants including 16 women.

This has allowed indigenous children to have equitable access to education.

Inclusive Education Program

Inclusive Education Program for children with disabilities was implemented in 5 target provinces, an increase of 2, Siem Reap and Ratanakiri. This program was implemented in 58 state pre-schools and 17 community pre-schools, an increase of 38 schools with 122 students (an increase of 51) including 59 girls (an increase of 24). There were 80 teachers teaching education program for 80 children with hearing impairement including 20 girls.

This has allowed children with disabilities to enroll without any discrimination.

Construction

MOEYS identified 500 locations to construct community pre-schools under SESSP2 project including 70 resource pre-schools.

A.2. Enhancing Quality and Relevance of Learning

Learning Achievment

There were 159,525 five-year-old children completing advance pre-school classes including 80,179 girls (an increase of 16,336 children, 8,077 for girls). Five-year-old children experienced all aspects of early childhood education and 57.9% of them enrolled in grade 1.

Improving school environment and learning materials

Detached pre-schools in capital/provinces were renovated and both inside and outside environment was improved including fence construction, building painting, drawing on the wall, terrace, flag pole, garden and space cleaning. Corners were set up in classroom including game

corner, art corner, music corner, science corner and hygiene corner. Community pre-school environment was improved to fit with pedagogical standard.

Learning Hours and Curriculum

Implementation of curriculum and timetable in state pre-schools and pre-school classes accounted for 83.4% for low level pre-school, 88.2% for intermediate level pre-school and 82.2% for advance level pre-school against the annual curriculum.

Implementation of curriculum and timetable in community pre-schools or pre-school classes accounted for 93% agains the annual curriculum.

Home-based program and parenting education program made use of materials on communication between mother and child and daily activities, calendar, posters and other related materials.

MOEYS:

- Organized consultation on improving curriculum for state pre-schools in Phnom Penh with 85 participants including 76 women.
- Organized consultation on standards for training on parenting program and community pre-school in Siem Reap province with 30 participants including 20 women.
- Organized consultation on parenting program in Sihanoukvile with 28 participants including 19 women.

Teacher Capacity Development

MOEYS:

- Recruited community pre-school teachers and provided them with 8 or 10 days of introductory trainings and subsequent trainings.
- Organized the final exams for 208 pre-school teacher trainees (12+2 and 9+2) including 203 women.
- Provided training to 202 year-two teacher trainees including 188 women.
- Organized examination to select 250 pre-school teacher (12+2 and 9+2) including 226 women.
- Provided TOT to capital/provincial master trainers on how to teach pre-writng to state pre-school teachers with 233 participants including 272 women and 2,846 pre-school teachers including 1,954 women.
- Trained pre-school teachers on how to teach, produce and use learning materials for pre-writing and pre-math subjects with 52 participants including 52 women.
- Provided trainings on parenting education to 20 national master trainers including 17 women and 302 master trainers including 256 women at sub-natinal level.

Curriculum Development and Documentation

MOEYS:

- Trained technical staff on curriculum framework development from pre-school to upper secondary school in Kampong Speu and Kampong Chhang provinces with 50 participants, 12 female.
- Developed guidelines on resource pre-schools; guidelines on parenting education focusing on nutribution, care and health service; training standards and teaching materials to train state pre-school teachers, primary school teachers teaching pre-school classes and community pre-school teachers; standards for introductory trainings and sub-sequent trainings on parenting program to core mothers; and documents on community pre-schools.

Monitoring and Research

MOEYS:

- Strengthened capacity of ECE staff on implementation of result-based monitoring and evaluation with 552 participants including 311 women.

- Conducted monitoring and evaluation on ECE works in 17 provinces including Preah Vihear, Kampot, Kratie, Preah Sihanouk, Kampong Cham, Banteay Meanchey, Svay Rieng, Pursat, Prey Veng, Kampong Speu, Stung Treng, Uddor Meanchey, Takeo, Kampong Thom, Ratanakiri, Pailin and Kampong Chhang.
- Spot checked the process to plan and use school improvement grants in 10 provinces including Banteay Meanchey, Preah Sihanouk, Kampong Cham, Kampong Speu, Svay Rieng, Battambang, Kratie, Kep, Koh Kong and Siem Reap provinces.
- Monitored the implementation of school improvement grants in 4 provinces including Kampong Speu, Svay Rieng, Battambang and Kampong Cham provinces.

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

Local Capacity Development

MOEYS:

- Provided trainings to ECE staff on state pre-school development planning in Battambang province with 187 participants including 152 women and in Kampong Cham province with 206 participants including 182 women.
- Provided trainings to master trainers on administrative management and technical aspects of community pre-schools in Takeo province with 20 participants including 13 women.
- Provided trainings to sub-national staff on the introduction to community pre-school and home-based program management in Svay Rieng, Kampong Thom, Kampot and Battambang provinces with 643 participants including 421 women.

Overseas Capacity Development

- 2 technical staff participated in a regional workshop on project impact evaluation "commitment toward reality" in the Republic of Korea.
- 3 technical staff including 1 woman participated in the final evaluation and dissemination workshop on early childhood development research in Asia Pacific in Thailand.
- 2 technical staff participated in the workshop on guidelines for pre-school teachers in Asia Pacific in Thailand.
- 3 technical staff, 2 female, participated in high diploma training on the rights of the child, classroom and school management in Sweden.
- 3 technical staff, 1 female, participated in Asia Pacific conference on early childhood development, partnership building for sustainability and harmony in the Phillippines.

Formulation of Regulations

- Royal Decree on Appointment of Composition of the General Secretariat of the National Committee for Early Childhood Care and Development.
- Sub-Decree on Appointment of Composition of the National Committee for Early Childhood Care and Development.
- Sub-Decree on Appointment of Division Chiefs in the Structure of the General Secretariat of the National Committee for Early Childhood Care and Development.
- Prakas on Appointment of Division Chiefs in the Structure of the General Secretariat of the National Committee for Early Childhood Care and Development.
- Decision on Establishment of Sectoral Early Childhood Technical Coordination Committees.
- Decision on Establishment of Pre-School Curriculum Review Team.
- Prakas on Division of Primary and Pre-School Education Office to Early Childhood Education Office and Primary Education Office in 14 provinces.
- National Action Plan on Early Childhood Care and Development, 2014-2018.

This has helped mobilized resources for early childhood care and development under multi-sectoral framework.

Undertaking of the National Committee for Early Childhood Care and Development

- The first meeting was to introduce leadership and membership of the National Committee and identify roles and responsibilities and work mechanisms with 46 participants including 18 women.
- The second meeting was to discuss and approve the National Action Plan on Early Childhood Care and Development with 72 participants including 23 women.
- The Launching Workshop on the National Policy on Early Childhood Care and Development and the National Action Plan on Childhood Care and Development was presided over by **Samdech Akka Moha Sena Padei Techo Hun Sen, Prime Minister of the Kingdom of Cambodia**.
- Disseminated the National Policy and Action Plan on Early Childhood Care and Development in Preah Sihanouk province with 69 participants, 24 female and in Kampong Speu province with 250 partcipants, 80 female.
- Two consultative workshops on result framework for the implementation of National Action Plan on Early Childhood Care and Development, 2014-2018 with 96 participants including 33 women.

B. Progress of Outcome Indicators

Progress Analysis of Outcome Indicators

	Early Childhood Education	Actual 2013-14	Target 2014-15	Actual 2014-15	Status
1	Percentage of five-year old children enrolled in all aspects of early childhood education	59.9%	66%	61.4%	→
2	Percentage of four-year old children enrolled in all aspects of early childhood education	24.5%	33%	29.1%	→
3	Percentage of three-year old children enrolled in all aspects of early childhood education	16.7%	27%	16.6%	↓
4	Percentage of ECE programs following quality standard	N/A	40%	N/A	↓
5	Percentage of ECE programs implementing regular assessment test for five-year old children	N/A	40%	N/A	↓
6	Percentage of children in early childhood care and development services with nutritional status	N/A	40%	N/A	↓
7	Percentage of children in state pre-schools given deworming pills	N/A	90%	87.8%	→

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

C. Challenges

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

- Enrolment of children between 3 to 6 years of age was lower than the target.
- Construction of classrooms or schools did not met the demand.
- There is a shortage of state pre-school teachers.
- Facilities in pre-school classrooms were not sufficient and are not in compliance with standards.
- Capacity of pre-school teachers was not responsive to pre-school technical implementation.
- Home-based and parenting programs were not implemented according to the guidelines.
- There has not been agreement on how to use commune/sangkat funds to support allowances of community pre-school teachers and community pre-school operational budget.
- The National Policy on Early Childhood Care and Development has not been broadly disseminated at sub-national level.

2.2.2. SUB-SECTOR: PRIMARY EDUCATION

A. Achievements

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

In 2014-2015, there were 7,051 public primary schools, an increase by 58 compared with 2013-2014. The number of incomplete schools decreased from 816 to 743. The number of child friendly schools (intermediate and advance levels) increased from 5,068 to 5,149. There were 297 private primary schools in all capital/provinces.

There were 59,654 classes, an increase of 200 and 42,480 classrooms, an increase of 748.

There were 2,012,175 primary school students including 970,999 girls (48.3%), a decrease of 61,636 students, 23,990 girls. The number of students in private primary schools was 73,794 including 36,686 girls (49.7%). Net admission rate was 99.4%, 100% for girls (ESP target: 100%, 100% for girls). Net admission rate in public primary schools was 95.9% (96.5% for girls), an increase of 0.6% (a decreas of1.2% for girls), while that in private primary schools was 3.5% (3.5% for girls).

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

Net enrolment rate accounted for 97.9% (98.4% for girls) (ESP target: 98%, 98% for girls). NER for public primary schools was 94.5% (94.9% for girls), a decrease of 1.1% (0.9% for girls) and that of private primary schools was 3.4% (3.5% for girls).

There were 55,788 primary education staff, 26,431 female (47.4%), a decrease of 170 staff, while the number of female staff increased by 844. There were 44,292 teaching staff, 23,227 female (52.4%), a decrease of 603, while the number of female staff increased by 597. The number of two-shift teachers was 17,035, 5,801 female, while the number of multi-grade teachers was 1,981, 852 female.

Implementation of Programs

Management of School Operational Budget and School Improvement Grant

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

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

Multi-Lingual Education Program

Multi-lingual education program for indigenous children was implemented in 16 districts, an increase of 2 districts, in 5 target provinces including Ratanakiri, Mondulkiri, Preah Vihear, Stung Treng and Kratie. This program was implemented in 43 schools, an increase of 2 schools for 3,338 students, 1,564 female, an increase of 937 students, 451 female. MOEYS already developed an action plan to transform 43 community schools as state schools.

This acts as a bridge to allow students to move from their mother tonge to the national language so that they can continue their study effectively.

Learning Acceleration Program

Learning acceleration program was implemented in 10 districts, an increase of 3 districts, in 3 target provinces including Kampot, Preah Vihear and Kratie provinces. Learning accelerated classes were implemented in 52 schools, an increase of 28 schools with 2,015 students, 413 female, an increase of 1,329 students, 82 female.

This has helped overage students to learn at appropriate grade according to their age and helped reducing repetition and dropout rates.

Inclusive Education Program

Inclusive education program for children with disabilities was implemented in 3,420 schools, an increase of 240 schools for 72,366 students (30,487 girls), an increase of 1,141 students (537 girls). 2,300 teachers, 637 female, received training on inclusive education.

MOEYS printed Braille 11,771 textbooks for blind children and sign language textbooks for deaf children. This program allowed children with disabilities to learn without any discrimination.

School Feeding and Scholarship Programs

School feeding program was implemented in target primary schools and pre-school classes in 15 provinces with support from World Food Program. 1,333 schools with 384,394 students including 188,348 girls were given breakfast, while 3,365 schools with 43,727 students including 24,008 girls were given food scholarship and 722 school with 8,559 students including 4,744 girls received cash scholarship. This program supported children from poor households and children facing food insecurity to have equitable access to education. School feeding program developed a roadmap to ensure sustainable implementation.

MOEYS amended the Sub-Decree on Privision of Scholarship for Primary and General Secondary Education and has already submitted to the Office of Council of Ministers.

Health Education

MOEYS:

- Received printing and IEC materials from development partners including 3,500 copies of books on Life Skill Education on Reproductive and Sexual Health for grade 5 and 6, 140,555 copies of books on "Growth and Changes" to distribute to female adolescents in primary and secondary schools.
- Provided 7,000 copies of posters on cycle of malaria and its prevention to educational institutions in provinces with high prevalence of malaria.
- Provided 4,000 copies of book on malaria prevention and 2,500 copies of health education book on food safety to primary schools.
- Provided first aid boxes to 225 primary schools in capital/provinces.
- Trained 1,448 education and health staff, 41% female, on worm prevention in Preah Vihear, Kratie, Stung Treng, Ratanakiri, Takeo, Mondulkiri and Phnom Penh. 14 primary schools in Phnom Penh, Kampot, Kampong Chhang, Kampong Thom, Takeo and Preah Vihear implemented handwashing and oral health care programs.
- Provided orientation on the implementation of model school-based sanitation program to 2,952 school principals, primary school teachers and community stakeholders, 47% female, in Kampong Chhang, Kampong Thom, Kampot, Takeo and Phnom Penh.
- Provided oral health care and handwashing education and hygiene tools (toothbrush and soap) to 284 school principals and primary school teachers, 45% female, in Phnom Penh, Kampot, Pursat and Takeo provinces and practiced directly with 37,618 grade 3 and 4 students, 48%.
- Provided training on eye health education 4,243 primary school teachers, 45% female so that they could continue to education students in Kandal, Prey Veng, Kampong Thom, Kampong Chhang and Kampong Speu provinces.
- Provided two rounds of deworming pills to students across the country with first round to 1,400,570 students and second round to 1,069,175 students in collaboration with Ministry of Health.
- Organized deworming campaign with students from Wat Bo primary school, Siem Reap province with 800 participants, 37% female.
- Distributed learning materials with message on worming prevention under Smart Child Project to primary school students in 18 provinces and disseminated circular on smoking ban in work places and public areas.

This has ensured health and safety for students so that they can come to class regularly and helped with their physical and intellectual growth.

A.2. Enhancing Quality and Relevance of Learning

Promotion rate in primary schools increased to 86.5%, 88.5% for girls and 84.7% for boys. Repetition rate increased to 5.1%, 4.3% for girls and 6.0% for boys, which was a slight increase from 2012-2013. Dropout rate decreased to 8.3%, 7.2% for girls and 9.4% for boys.

Natinal assessment rest for Khmer and Math subjects of grade 6 was administered in a smaple of 220 schools with 6,000 students. Test result showed that students achieved the standard for Khmer

subject by 52.5% and Math by 42.8%. The result was disseminated at sub-national and national levels to provide information to stakeholders.

This required more efforts to promote teaching and learning of Khmer and Math subjects.

Increasing and decreasing patterns of flow rate at primary education were identical at national level, both rural and urban areas.

Table 5: Flow Rates in Primary Education by Academic Year, Geography and Gender

		Flow Rates (Total)			Flow Rates (Female)			Flow Rates (Male)		
		Promotion	Repetition	Drop out	Promotion	Repetition	Drop out	Promotion	Repetition	Drop out
2-13-2014	National Level	86.5	5.1	8.3	88.5	4.3	7.2	84.7	6.0	9.4
	Urban	90.6	3.7	5.7	92.4	2.9	4.7	89.0	4.5	6.5
	Rural	85.8	5.4	8.8	87.8	4.5	7.7	83.9	6.2	9.9
2012-2-13	National Level	84.7	4.8	10.5	87.6	4.1	8.3	82.1	5.5	12.4
	Urban	88.7	3.5	7.8	90.7	2.7	6.6	86.9	4.1	8.9
	Rural	84.0	5.1	10.9	87.0	4.4	8.6	81.3	5.7	13.0

Completion rate in primary education decreased to 84.1%, 86.6% for girls and 81.8% for boys. Decreasing patterns of completion rate in primary education are identical for national level, both in rural and urban areas.

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

	Completion Rate, 2013-2014			Completion Rate, 2014-2015		
	Total	Female	Male	Total	Female	Male
National Level	88.9	90.2	87.7	84.1	86.6	81.8
Urban	76.8	78.5	75.3	74.1	76.6	71.8
Rural	91.7	92.8	90.6	86.5	88.8	84.2

Teacher Pre-Service and In-Service Trainings:

- Completed trainings of primary school teachers 12+2 and 9+2 for 2,222 teacher trainees (69.8% female). Trainings were being provided to 2,260 trainees, 86.7% female. Organized examination to select 3,284 primaryschool teachers 12+2 and 9+2, 66.3% female.
- Trained 2,994 primary school and pre-school teachers, 46.2% female, to become basic education teachers.
- Printed 7,804 copies of materials to train basic education teachers, generation 8, on 13 subjects together with 1,500 copies of teacher training assessment forms and 4,500 copies of inclusive education materials.
- Developed document on hearing impairment as part of inclusive education.
- Trained 473 master trainers, 35.5% female and 4,294 teacher trainees, 66.5% female on inclusive education.
- Trained 236 trainers, 37.2% female, on Child Friendly School Program.
- Trained 1,489 grade 4 teachers, 28.9% female, on English language teaching methodology.
- Organized orientation workshop on teacher training quality assurance system for 114 teachers and stakeholders.
- Trained 10,704 grade 2 teachers and stakeholders including 3,835 women in 10 provinces on how to use new "Read - Write" Khmer subject textbook for early reading program.
- Trained 22,747 grade 3 teachers and stakeholders including 7,387 women in at district level of the 25 capital/provinces on the used of new EGRA "Read - Write" Khmer subject textbook for grade 3.

Supplies of Core Texbooks and Curriculum

1,193,346 copies of core textbooks were distributed to schools across the country with the textbook ration of 1:1 for grade 1-3 with a set of 3 books per student (Target 3) (Actual achievement: 2.97 per student) and for grade 4-6 with a set of 4 books per student (Target 4) (Actual achievement: 3.99). 1,278 officials in charge of managing and supplying textbooks, 30% female, received training on M&E and supply of core textbooks.

144 teachers, 25% female, received training on how to use curriculum standards for grade 3, 6, 9 and 12.

8 grade 5 English textbook authors, 12.5% female, received capacity development. 295 regional master trainers, 56 female, and 1,489 grade 4 teachers, 28.9% female, received trainings on English teaching methodologies.

100 teachers, 60% female, received training on French teaching pedagogy.

Library

Library standard for primary education was introduced in school libraries across the country. There were 3,880 libraries in Cambodia, two of them were of standards in Kampot and Kampong Speu provinces. Guidelines and manual on reading promotion in school were developed. 1,082 trainers, principals and librarians, 30.4% female, received training on management and library standard in primary education. 30,840 reading books supported by development partners were used in library.

Room to Read constructed 25 libraries, set up 55 libraries and expanded reading program in 212 schools in Siem Reap and Prey Veng provinces.

This has nurtured habits in reading and research.

Monitoring and Evaluation

MOEYS:

- Conducted inspection and evaluation on education quality assurance in 117 primary schools.
- Assessed capacity at equivalency level in 5 provinces including Takeo, Kampong Cham, Siem Reap, Battambang and Preah Sihanouk to develop guidelines and mechanisms for implementation.
- Developed and administered questionnaires on student learning achievement in 18 capital/provinces.
- Developed tools to assess data interpretation and write reports on student learning achievement in primary education with technical support from CONFEMEN.

This has helped improving and developing schools according to education policies and strategic plan.

Personnel

594 staff at national and sub-national level and school principals, 9.9% female, were trained on personnel management. 60,361 education staff, 40.4% female, had their categories, ranks and grades adjusted based on the personnel management reform strategy. 91 teachers, 35% female, were deployed from schools with surplus of teachers to schools with shortage of teachers. 4,269 teachers, 64.3% female, deployed to schools with shortage of teachers.

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

MOEYS:

- Introduced the concept of education quality assurance in pre-school and general education in Cambodia.
- Trained 1,677 members of School Support Committees, 10.3% female, on roles and responsibilities in education development.
- Trained 950 school principals, 13.9% female, on the implementation of SOB and SIG funds.
- Monitored and strengthened capacity of DTMTs, school principals, teachers on management, leadership, technical aspects and environment.

- Developed result-based M&E tools and introduced them in public primary schools across the country.
- Revised and piloted CFS evaluation tools in three provinces including Takeo, Kampot and Preah Sihanouk provinces.
- Finalized the Master Plan on Child Friendly School at Basic Education Level (Grade 1-9).
- Introduced EMIS Master Plan, 2014-2018.
- Introduced Capacity Development Master Plan, 2014-2018.
- Developed Multi-Lingual Class Action Plan.
- Provided capacity training on management to 300 pre-school and general education school principals, 29 female.
- Trained 40 education staff and principals, 40% female on quality environment management.

B. *Progress of Outcome Indicators*

Progress Analysis of Outcome Indicators

	Core Breakthrough Indicators	Actual 2013-14	Target 2014-15	Actual 2014-15	Status
1	Percentage of child friendly schools at intermediate and developed levels	72.5%	85%	73.6%	→
2	Net Admission Rate	95.3%	100%	99.4%	↑
	Net Admission Rate (F)	95.3%	100%	100%	↑
3	Net Enrolment Rate	98.2%	98%	97.9%	→
	Net Enrolment Rate (F)	98.5%	98%	98.4%	→
4	Dropout Rate	10.5%	4%	8.3%	→
	Dropout Rate (F)	8.3%	4%	7.2%	→
5	Repetition Rate	4.8%	3%	5.1%	↓
	Repetition Rate (F)	4.1%	3%	4.3%	↓
6	Completion Rate	88.9%	100%	84.1%	↓
	Completion Rate (F)	90.2%	100%	86.6%	↓
7	Percentage of new grade 1 students with pre-school experience	80%	85%	62%	↓
8	Transition rate from primary to lower secondary education	76.8%	90%	78.7%	↓
	Transition rate from primary to lower secondary education (F)	81.4%	90%	81.2%	↓
9	Percentage of primary schools with				
	Latrines and Safe Water	82.83%	87%	80.9%	↓
	Handwashing Facilities	49.59%	60%	47.2%	↓
	First Aid Boxes	70%	70%	29.3%	↓

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

C. Challenges

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

- Interventions to provide and expand education service to disadvantaged areas and marginalized children were not comprehensive.
- Teacher rationalization was not effective yet.
- Effective implementation of learning hours and curriculum in primary education was not ideal.
- The use of school budget did not target the promotion of education quality.
- School governance was not highly effective.

2.2.3. SUB-SECTOR: SECONDARY AND TECHNICAL EDUCATION

A. Achievements

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

In 2014-2015, there were 1,704 secondary education institutions including 1,249 colleges and 455 lycées, which were divided into two categories (425 lycées from grade 7 to 12 and 30 lycées from grade 10 to 12). The number of colleges increased by 5 and lycées by 11. Out of 455 lycées, there were 36 resource lycées, an increase of 7, comparing to 2013-2014.

141out of 1,633 communes/sangkats or 8.6% did not have a college and 8 out of 197 districts or 4% did not have a lycée due to their unfavourable geographical and demographical situation, especially sparsely populated islands and mountaineous areas. Those districts included Thmar Baing district in Koh Kong province, Pichreada in Mondulkiri province, Voeun Sai, Ta Veng, O'Chum, Andoung Meas, O'Ya Dav and Lumphat districts in Ratanakiri province. Currently, though majority of districts and communes had at least one lycée and college, some of them were lacking school budilings or had old school buildings and halls, which required immediate solutions.

15.3% of colleges and 4.2% of lycées did not have latrines. 53.8% of colleges and 40.1% of lycées did not have safe water facilities.

At lower secondary education, there were 32,525 education staff, 12,933 female or 39.7%, a decrease of 91 staff, but there were 106 more female staff. There were 27,793 teaching staff, 11,844 female or 42.6%, a decrease of 36 staff but an increase of 80 female staff.

Though the number of education staff and teaching staff decreased, teaching and learning processes were still guarranteed.

At upper secondary education, there were 14,055 education staff, 4,505 female or 32%, an increase of 725 staff, 646 female. There were 12,227 teaching staff, 4,053 female or 33.1%, a decrease of 670 staff but an increase of 620 female staff.

Despite increase of teachers, the number of grade 12 teachers in Chemistry, Physics, Earth Science and Environment subjects in some lycées was not sufficient.

There were 546,864 students in public lower secondary schools, 275,222 female or 50.3% female, an increase of 8,238 students, 7,449 female. There were 3,615 students in private lower secondary schools, 1,906 female or 52.7%.

Gross enrolment rate at lower secondary education accounted for 55.1% (56.2% for female), in which GER for public lower secondary school was 53.3% (55.3% for female) and for private lower secondary school was 1.8% (0.9% for female).

This shows that transition rate from primary to lower secondary education increased and dropout rate in primary education decreased.

There were 262,072 students in public upper secondary schools, 128,594 female or 49% female, an decrease of 4,221 students but 1,557 more girls. There were 26,940 students in private upper secondary schools, 12,880 female or 47.8%.

Gross enrolment rate at upper secondary education accounted for 25.3% (26.9% for female), in which GER for public upper secondary school was 24.2% (24.6% for female) and for private upper secondary school was 1.1% (2.3% for female).

This shows that dropout rate in upper secondary education increased.

Table 6: Secondary Education Statistics, Comparison between 2013-2014 and 2014-2015

Discription	2013-2014	2014-2015	Increase - Decrease
Colleges			
Schools	1,244	1,249	+5
Classrooms	6,492	6,591	+99
Total number of education staff in colleges	17,770	18,096	+326
Number of female education staff in colleges	6,560	6,986	+429

Classes in lower secondary education	12,281	12,390	+109
Total number of education staff in lower secondary education	32,616	32,525	-91
Number of female education staff in lower secondary education	12,827	12,933	+106
Total number of teaching staff in lower secondary education	27,829	27,793	-36
Number of female teaching staff in lower secondary education	11,764	11,844	+80
Total number of students in public lower secondary schools	538,626	546,864	+8,238
Number of female students in public lower secondary schools	267,773	275,222	+7,449
Total number of students in private lower secondary schools	1,828	3,615	+1,787
Number of female students in private lower secondary schools	1,032	1,906	+874
Lycées			
Schools	444	455	+11
Classrooms	10,016	10,096	+80
Total number of education staff in lycées	28,176	28,484	+308
Number of female education staff in lycées	10,126	10,452	+326
Classes in upper secondary education	6,031	5,933	-98
Total number of education staff in upper secondary education	13,330	14,055	+725
Number of female education staff in upper secondary education	3,859	4,505	+646
Total number of teaching staff in upper secondary education	11,557	12,227	+670
Number of female teaching staff in upper secondary education	3,433	4,053	+620
Total number of students in public upper secondary schools	266,293	262,072	-4,221
Number of female students in public upper secondary schools	127,037	128,594	+1,557
Total number of students in private upper secondary schools	27,644	26,940	-704
Number of female students in private upper secondary schools	12,975	122,880	-95

There were 805 new students enrolled in technical education including 307 female students or 38.1%. There were 290 students, 134 female, in Kampong Chheur Teal Lycée, Kampong Thom province, 120 students, 4 female, in **Samdech Akka Moha Sena Padei Techo Hun Sen - Rota**, Ksach Kandal, General and Technical Lycée and 51 students, 22 female, in **Preah Bath Boromneath Norodom Sihamony** General and Technical Lycée, Kampong Chhnang province.

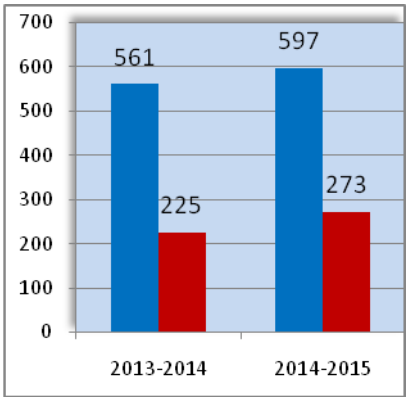
This shows that students were increasingly interested in technical skills for their employment and livelihood.

Table 7: Student Statistics in General and Technical Lycées

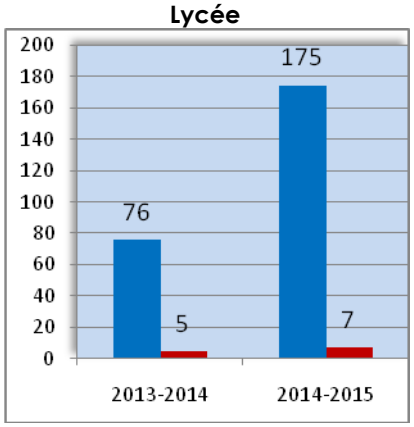
Discription	2013-2014	2014-2015	Increase - Decrease
No. of students in Kampong Chheur Teal Lycée (Total)	561	597	+36
No. of students in Kampong Chheur Teal Lycée (Female)	225	273	+48
No. of students in Samdech Aka Moha Sena Padei Techo Hun Sen - Rota, Ksach Kandal, General and Technical Lycée (Total)	76	175	+99
No. of students in Samdech Aka Moha Sena Padei Techo Hun Sen - Rota, Ksach Kandal, General and Technical Lycée (Female)	5	7	+2
No. of students in Preah Bath Borom Neath Norodom Sihamony General and Technical Lycée (Total)	51	96	+45
No. of students in Preah Bath Borom Neath Norodom Sihamony General and Technical Lycée (Female)	28	46	+18

Figure 7: Variation of No. of Students Enrolled in Technical Education (Total and Female)

Kampong Chheur Teal Lycée



Samdech Akka Moha Sena Padei Techo Hun Sen - Rota, Ksach Kandal, General and Technical Lycée



Preah Bath Borom Neath Norodom Sihamony General and Technical Lycée

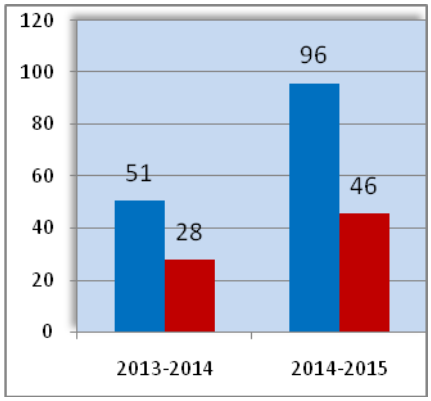


Table 8: Newly Enrolled Students by Skills, 2014-2015

Students	Electronics		Electricity		Veterinary		Agronomy		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Newly enrolled students	167	34	311	33	234	172	93	67	805	307

Implementation of Programs

Scholarship Program for Poor Students in Secondary Education

Scholarship Program for Poor Students in Secondary Education covered 809 schools with 59,971 scholarship students including 35,851 girls or 59.7% with support from state budget. In addition, there were also different forms of scholarships supported by development partners including transportation means, uniforms, shoes and learning materials. These development partners include Cambodian Education Sector Development Project (supporting 353 students, 205 girls), Children's Future International, Battambang (supporting 89 student, 58 girls), Child Labor Elimination Project, World Vision (supporting 1,251 students, 590 girls).

1,000 students, 600 female or 60%, who were poor and outstanding students in upper secondary education were given scholarship with support from Education Quality Improvement Project, which ended in Oct 2014.

This program helped reducing dropout rate.

Child Friendly School Program in Lower Secondary Education

923 lower secondary schools or 55.1% of 1,674 lower secondary schools implemented child friendly school program:

- 723 developed child friendly schools or 78.33% were introduced starting from innovation and the qualities of the respective schools.
- 100 child friendly schools or 10.8% were transferred from effective schools under Cambodia Education Sector Support Project.
- 100 child friendly schools or 10.8% were supported by Improving Basic Education in Cambodia Project and operated in Kratie, Kampong Cham and Siem Reap provinces including 5 basic level CFS, 51 intermediate level CFS, 44 developed level CFS. 25 schools were in urban areas, 52 schools in rural areas and 23 schools in remote areas.

This program has contributed to reducing dropout rate in lower secondary education.

New Generation School

MOEYS piloted new generation school in Kampong Cham province (application college) focusing on school good governance, especially in the area of budget management, teaching and learning of computer skills, science experimentation, library, life skill garden, youth council and community engagement in school development.

Dropout Prevention Program

MOEYS:

- Continued to implement dropout prevention program in 322 secondary schools in 45 districts of Banteay Meanchey, Battambang, Kampong Speu, Prey Veng, Pursat and Svay Rieng provinces. 107 schools had implemented early warning system; 108 schools implemented early warning system with computer labs and 107 schools were control schools to compare with schools without inventions from dropout prevention program of KAP.
- Piloted thematic inspection tools on dropout rate in grade 9 in 15 schools in Phnom Penh, Kandal, Kampong Speu, Kampong Chhang and Takeo provinces.

Technical Education

MOEYS:

- Conducted research to expand technical education program to Tbong Khmom, Prey Veng, Svay Rieng and Kampong Speu provinces.
- Developed Master Plan on Technical Education at Upper Secondary Level.
- Developed technical education curriculum for five specialization: mechanics, electricity, electronics, agriculture and financial accounting.

Life Skill Education Program

MOEYS monitored the implementation of life skill education program in 40 school on home economics, agriculture and computer subjects. 586 secondary teachers in charge of life skills, 32% female, received training on home economics, agriculture, tailor and mushroom culture.

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

Vocational Orientation

MOEYS disseminated vocational orientation document to stakeholders in 4 provinces with 294 participants, 18% female. *This program has enabled students and guardians to understand the value of technical education.*

Career Counseling

MOEYS:

- Cooperated with FINN CHURCH AID to develop document on career counseling for secondary schools.
- Established Steering Committee to develop career counseling document and trained 10 trainers, 6 female, on career counseling.

This has helped students to be ready to select career based on their potential.

A.2. *Enhancing* Quality and Relevance of Learning

Promotion rate in lower secondary education decreased by 0.2% and in upper secondary education decreased by 15.9%. Repetition rate in lower secondary education increased by 0.4%

and in upper secondary education increased by 2.4%. Dropout rate in lower secondary education decreased by 0.2% and in upper secondary education increased by 13.5%.

This can be attributed to decreased percentage of students passing upper secondary examination and only 24% of failing students enrolled. Some other students enrolled in associate degrees and other skill courses. Transition rate at all levels were better compared to previous year.

Table 9: Flow Rate in Secondary Education between 2012-2013 and 2013-2014

Description	Lower Secondary Education		Upper Secondary Education	
	2012-2013	2013-2014	2012-2013	2013-2014
Promotion Rate	77.4	77.2	84.4	68.5
Repetition Rate	1.4	1.8	1.6	4.0
Dropout Rate	21.2	21	14.0	27.5
Transition Rate	76.8	78.7	70.2	71.1

Student-teacher ratio increased from 19.4 to 19.7 in lower secondary education and decreaed from 23 to 21.4 in upper secondary education. Student-class ratio in lower secondary education varied from 43.9 to 44.1. Student-classroom ratio varied slightly in lower secondary education and decreased from 49.2 to 48.5 in upper secondary education.

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

Description	Lower Secondary Education		Upper Secondary Education	
	2013-2014	2014-2015	2013-2014	2014-2015
Student-teacher ratio	19.4	19.7	23	21.4
Student-class ratio	43.9	44.1	44.2	44.2
Student-classroom ratio	48.5	48.5	49.2	48.5

Passing rate in lower secondary examination accounted for 93.6% (an increase of 0.59%), 96.1% for female (an increase of 0.56%).

Passing rate in upper secondary examination accounted for 40.6% (an decrease of 46.1%), 43.2% for female (an decrease of 49.5%). 11students, of which 5 female, with rank A, received awards from Samdech Aka Moha Sena Padei Techo Hun Sen, Prime Minister of the Kingdom of Cambodia and scholarship in higher education institutions.

Figure 8: Result of Secondary Education Examination, 2013-2014

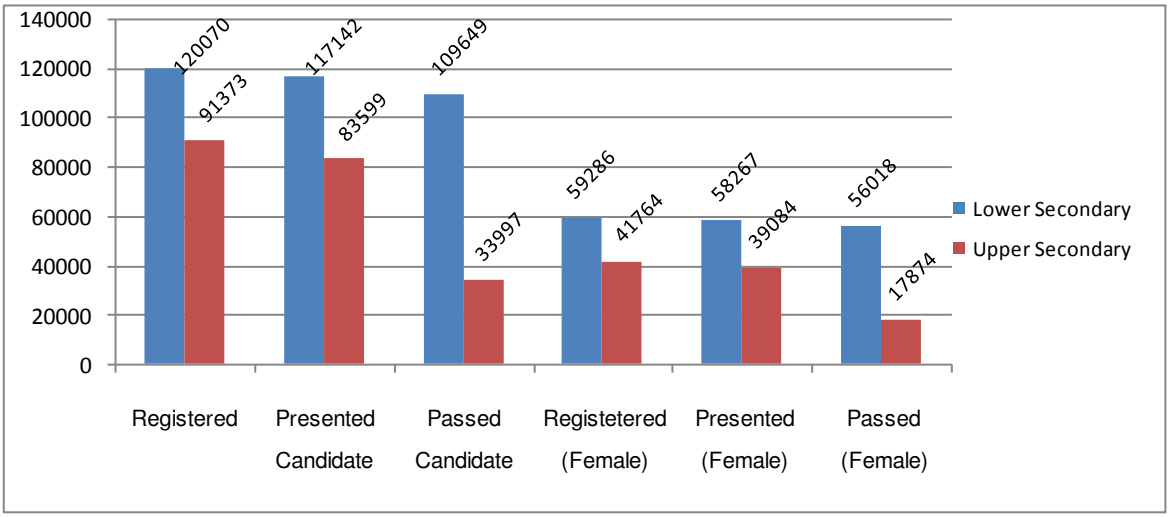
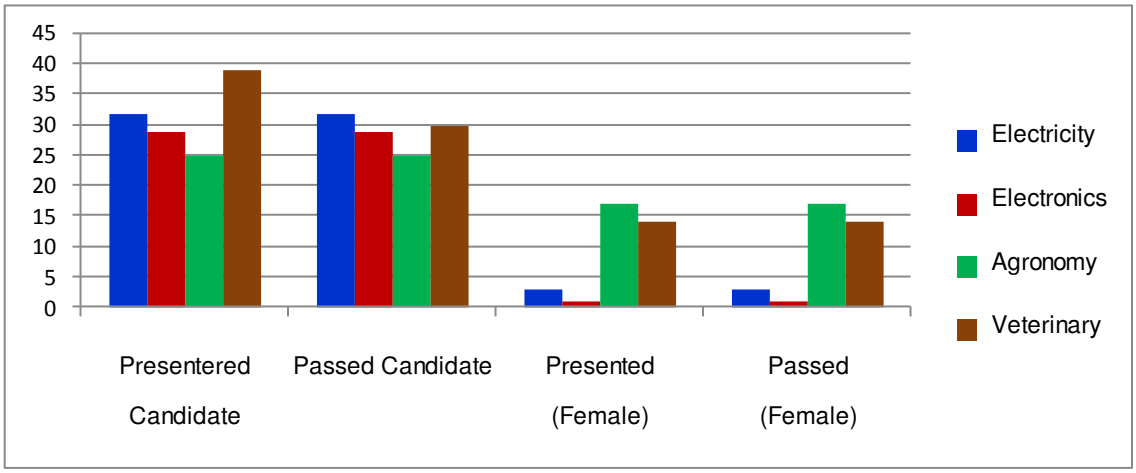


Figure 9: Result of Technical and Vocational Education Level 3 Examination, 2013-2014



The number of candidates passing technical education year 3 examination included 32 candidates for electricity specialization, 3 female; 29 for electronics specialization, 1 female, 25 for agronomy specialization, 17 female and 30 for veterinary specialization, 14 female.

Results of National Outstanding Student Examination

MOEYS:

- Organized national outstanding student examination for Khmer literature, Math and Physic subjects for grades 9 and 12 and selected 58 champions, 24 female, out of 480 outstanding student candidates, 210 female. 10 outstanding students were selected per subject per grade.
- Sent students to joint the 26th Asia Pacific Mathematics Olympiad Competition at the Royal University of Phnom Penh, the 15th Asian Physics Olympiad Competition in Singapore and the 45th International Physics Competition in Kazastan.

2 students received the highest awards and 1 student received special award in the 9th SEMEO Young Scientist and Math Competition in Malaysia.

This has helped students to learn harder to promote individual and national prestige.

Curriculum Implementation

Through monitoring visit on management and teaching and learning processes in educational institutions, MOEYS promoted student-centered approach and inter-subject teaching in the curriculum coupled with the use of teaching materials and laboratories for science subjects. Curricula for grade 9 and 12 were 100% implemented; while those for other grades were implemented from 87% to 97%.

36 resource lycées operated learning and teaching with special emphasis on computer, scientific experimentation and library.

14.4% of lower secondary education institutions implemented two-shift learning. Upper secondary education institutions implementing two-shift learning decreased from 46% to 37.1%.

144 grade 9 and grade 12 teachers, 25% female, received training on how to use curriculum standards for grade 9 and 12.

47 members of curriculum review team, 25% female, received trainings on curriculum review and development of new curriculum with participation from relevant organizations.

National Assessments on Khmer, Math and Physics Subjects at Grade 8

MOEYS conducted national assessments on Khmer, Math and Physics subjects at grade 8 in 200 schools. MOEYS completed entry of data from the national assessments on Khmer, Math and Physics subjects and was in the process of test result analysis.

This would help provide information to curriculum and textbook developers and stakeholders to improve teaching and learning processes.

Supplies of Core Textbooks

Supplies of core textbooks following student-textbook ratio of 1:1 (1 student receives a set of 4 textbooks) for grade 7-8 were achieved by 100% of the target. Based on the student-textbook ratio of 1:1 (1 student receives a set of 7 textbooks), the supplies of core textbooks for grade 10 were achieved by 97.8%. Based on the student-textbook ratio of 2:1 (1 student receives a set of 10 textbooks), the supplies of core textbooks for grade 11-12 were achieved by 98.7%.

This has helped students to do study and research to achieve goals of the curriculum.

Teacher Pre-Service and In-Service Trainings

MOEYS:

- Sent 2 female technical education teachers to pursure Bachelor degree and 7 technical and general education teachers in agriculture, electronics, veterinary, computer, physics and curriculum development, 28.5% female, from Kampong Chheur Teal Lycée to pursue Associate Degree in Thailand.
- Trained 3,765 teachers, 34.9% female, from 675 colleges on Teacher Guidelines on Math and Science Part 3 and 4,244 grade 7 teachers, 31.3% female on lesson research and 241 master trainers and teachers from colleges and lycées, 26.97% female, on Information and Communication Technology and 236 master trainers from regional teacher training centers, 37.2% female, on Child Friendly School Program for secondary education.
- Trained 400 principals and vice principals from secondary education institutions, 13.5% female, on management and leadership, 81 master trainers from regional teacher training centers, 33.3% female, on inclusive education.
- Completed 12+2 basic education teacher training for 1,311 teacher trainees of 24th generation, 58.9% female and 1,000 Bachelor+1 teacher trainees of 19th generation, 28.4% female.
- Trained primary and pre-school teachers with upper secondary education certificates to become basic education teachers: 1,500 trainees, 47% female of 7th generation, shift 2 and 1,494 trainees, 45.8% female, of 8th generation, shift 1.
- Sent 1 staff from Curriculum Development Department to pursue Master Degree in Curriculum in Thailand.

Library

1,278 librarians and staff in charge, 30% female, received training supplies and management of core textbooks.

88 staff in charge of library at POE level, school principals and librarians, 60% female, in 16 provinces, received training on library techniques at secondary education level.

This enabled librarians and staff in charge of library to have proper library management skills and nurture students' reading and research habits.

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

Strengthening result-based management and monitoring system

MOEYS:

- Monitored management and teaching and learning processes in 160 secondary education institutions in capital/provinces including 120 lycées.
- Monitored scholarship programs for poor students in lower secondary education in 164 target secondary education institutions in capital/provinces including 76 lycées.

- Conducted monitoring and evaluation on the operation of 36 resource buildings on quarterly basis.
- Inspected 22 general education schools and monitored and evaluated quality education assurance in 27 schools.
- Monitored teaching and learning processes and semester examination of technical education in Kampong Chheur Teal Lycée, **Samdech Akka Moha Sena Padei Techo Hun Sen - Rota** Ksach Kandal General and Technical Lycée and **Preah Bath Samdech Boromneath Norodom Sihamony** General and Technical Lycée.

This has helped improving leadership, management, teaching and learning and implementation of school development plan.

Capacity Development

5 staff were enrolled in Master Degrees on Education Management and Planning at the National Institute of Education. 7 staff, 3 female, participated in English training courses at the Institute of Foreign Languages. 1 staff, 1 female, passed the exame to become inspector trainer at the National Institute of Education.

MOEYS:

- Cooperated to open trainings on teaching and learning and counter corruption in upper secondary education to 196 civic education teachers, 78 female, in Battambang, Banteay Meanchey, Preah Vihear and Preah Sihanouk provinces.
- Provided ToT courses on material development for chiefs and vice chiefs of writing examination centers for upper secondary education examination with 19 participants, 2 female.
- Trained 229 education staff, 31 female, on upper secondary education examination reform.
- Provided capacity training to education staff at national and sub-national levels on material development for chiefs and vice chiefs of writing examination centers for upper secondary education examination at regional level and in Phnom Penh for 962 participants, 98 female, of whom 283 participants, 28 female, supported by PB and 679 praticipants, 70 female, supported by CDPF.
- Provided 2 capacity trainings on how to set up secret codes for upper secondary education examinations to 447 education staff, 90 female.
- Provided training to 40 members of DTMTs, 12 female, on development of CFS materials at secondary education level.
- Provided training on implementation of CFS program in secondary education for 63 technical group leaders, 24 female.
- Provided capacity training on M&E system to 3,678 participants, 405 female, who were staff of secondary education office of POEs, staff of DOEs, school principals/vice principals and secretaries of secondary schools across the country with support from ESSP 2.
- Trained and disseminated materials on vocational orientation for lower secondary education to 294 participants, 53 female , in 4 provinces.
- Provided trainings on life skill education for lower secondary education in tailoring and mushroom culture to 586 participants, 187 female in Preah Vihear, Kampong Cham and Mondulkiri provinces.

One official from Vocational Orientation Department pursued Master Degree in the Republic of Korea; one official in the training course for management on technical development for secondary education in the Republic of Korea; one official in the training course on secondary technical education curriculum development in Thailand; 2 officials in young leadership training on technical and vocational education and training; and one official in the training on career guidance in Italy.

Capacity training for education staff on upper secondary examination has helped making the reform successful.

B. Progress of Outcome Indicators

Progress Analysis of Outcome Indicators

	Secondary Education and Technical Education	Actual 2013-14	Target 2014-15	Actual 2014-15	Status
1	Dropout rate in lower secondary education	21.2%	11%	21%	↓
	Dropout rate in lower secondary education (F)	20.9%	11%	20.3%	↓
2	Gross enrolment rate in lower secondary education	55.3%	67%	55.1%	↓
	Gross enrolment rate in lower secondary education (F)	56.2%	66%	56.2%	↓
3	Gross enrolment rate in upper secondary education	26%	31%	25.3%	↓
	Gross enrolment rate in upper secondary education (F)	25.7%	28%	26.9%	↓
4	Transition rate from lower to upper secondary education	70.2%	83%	71.1%	↓
	Transition rate from lower to upper secondary education (F)	71.4%	83%	72.9%	↓
5	Completion rate in lower secondary education	39.1%	52%	40.3%	↓
	Completion rate in lower secondary education (F)	40%	52%	41.8%	↓
6	Percentage of lower secondary students receiving scholarships	10.5%	9%	10.97%	↑
7	No. of secondary education institutions implementing CFS program	55.6%	60%	53.1%	↓
8	Secondary schools with latrines				
	Lower secondary	63.6%	90%	63.1%	↓
	Upper secondary	98%	100%	95.8%	↓
9	Secondary schools with safe water				
	Lower secondary	36.4%	90%	34.5%	↓
	Upper secondary	62.6%	100%	59.9%	↓
10	No. of general and technical education lycées	3	4	3	↓
11	No. of students in secondary technical education	653	1,238	868	↓
	No. of students in secondary technical education (F)	238	387	326	↓

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

C. Challenges

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

- Facilities, teaching and learning materials and specialized teachers for some subjects, especially science subjects and specialized teachers in general and technical lycées were not sufficient.
- Dropout prevention programs at secondary level was not effective enough including scholarship programs.
- The number of child friendly schools at secondary level was not expanded.
- Life skill education, vocational orientation and career counselling were not expanded.
- Results of Baccalaureate examination for Math and Science subjects were still low.
- Dropout at lower secondary education level was still high, especially grade 7.
- Measures and options to provide opportunities to students failing the Baccalaureate examination to pursue further education were not broad enough.
- Curriculum was not fully implemented as instructed by MOEYS.
- Early warning system to prevent dropout was not expanded.
- Secondary education inspectors were not sufficient both in terms of number and quality.

2.2.4. SUB-SECTOR: HIGHER EDUCATION

A. Achievements

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

There were 110 Higher Education Instituions (HEIs) across the country, an increase of 5 from 2013, 43 of which were state HEI and 67 were private HEIs in 19 capital/provinces. HEIs were under supervision of 14 ministries/institutions. There were 63 HEIs under MOEYS, 9 state and 54 private HEIs. 38 HEIs provided post-graduate courses.

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

No.	Ministries/Institutions	State	Private	Total
1	Ministry of Education, Youth and Sport	9	54	63
2	Ministry of Agriculture, Forestry and Fishery	3	0	3
3	Ministry of Culture and Fine Arts	1	0	1
4	Ministry of Health	3	0	3
5	Ministry of Labor and Vocational Training	12	13	25
6	Ministry of Cult and Religion	3	0	3
7	Ministry of National Defense	5	0	5
8	Ministry of Interior	1	0	1
9	Ministry of Economy and Finance	1	0	1
10	Ministry of Public Work and Transport	1	0	1
11	National Bank of Cambodia	1	0	1
12	Office of the Council of Minister	1	0	1
13	Ministry of Social Affairs, Veterans and Youth Rehabilitation	1	0	1
14	Ministry of Mine and Energy	1	0	1
	Total	**43**	**67**	**110**

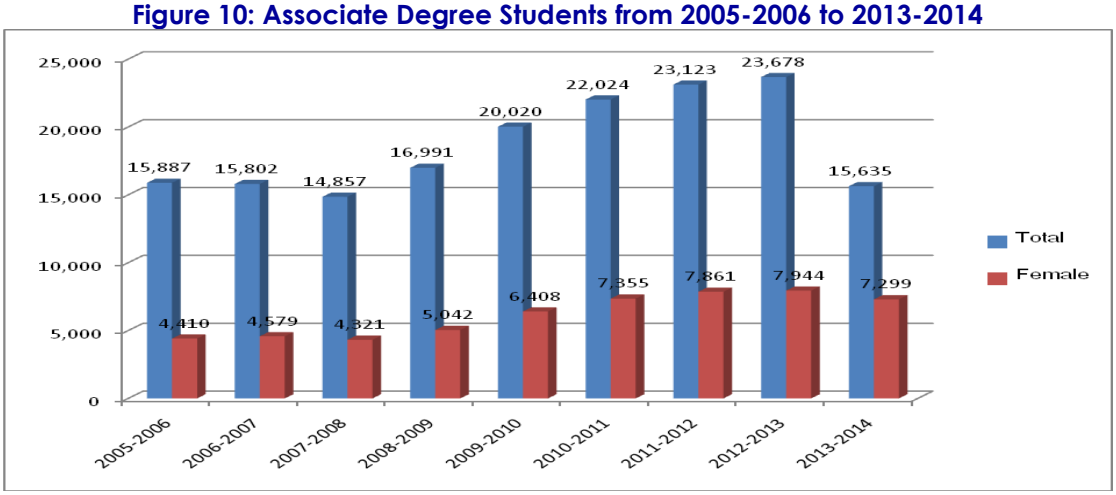
In 2013-2014, there were 11,566 teachers at higher education level including 1,667 women (14.4%): At Bachelor level: 3,409 teachers, 620 female (18.18%); at Master level: 7,140 teachers, 930 female (13.02%) and at PhD level: 836 teachers, 68 female (8.13%).

Table 12: Comparision of Teachers at Higher Education Level

Teacher	2012-2013				2013-2014			
	Bachelor	Master	Ph.D	Total	Bachelor	Master	Ph.D	Total
Local teachers	3,470	6,032	700	10,202	3,139	6,632	717	10,488
Foreign teachers	250	285	105	640	270	485	119	874
Total	**3,720**	**6,317**	**805**	**10,842**	**3,409**	**7,117**	**836**	**11,362**

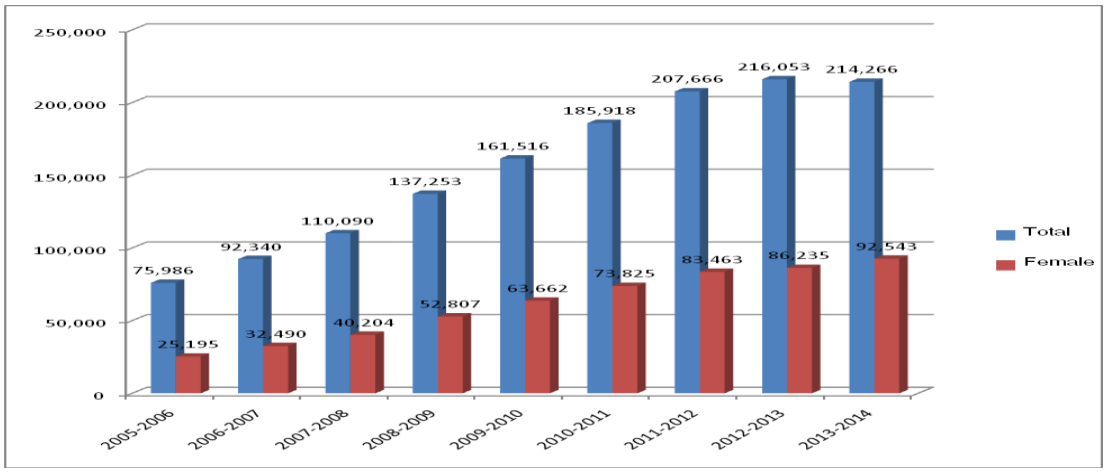
There were 15,635 Associate Degree students, 7,299 female or 46.7% including 1,632 scholarship students, 571 female or 34.9%. Compared with previous year, the number of Associate Degree students decreased by 8,076 students, 345 female or 4.3%.

Figure 10: Associate Degree Students from 2005-2006 to 2013-2014



The number of students pursuring Bachelor Degree was 214,266 including 92,543 female students or 43.2%. Compared with the previous academic year, the number of Bachelor students decreased by 1.6%, while the number of female students increased by 6.7%. There were 28,676 scholarship students, 12,685 female or 44.5%. Compared with the previous academic year, the number of scholarship students decreased by 1%, while the number of female students increased by 15.3%. The number of Year 1 Bachelor students was 61,009 including 26,096 female students or 42.7%. Compared with the previous academic year, the number of Year 1 students decreased by 9.7% and the number of female students decreased by 9.8%.

Figure 11: Bachelor Degree Students from 2005-2006 to 2013-2014



19,191 students were pursuing post-graduate studies (an increase of 8.2%), 19.9% female (an increase of 12.8%), including 18,010 Master students (an increase of 8.1%), 3,772 female or 20.9% (an increase of 12.9%) and 1,181 PhD students (an increase of 9.0%), 60 female or 5.0% (an increase of 0.4%). The number of first year students in post-graduate studies was 5,974 (an increase of 16.5%), 24.7% female (an increase of 23.4%): 5,842 Master students (an increase of 14.7%), 25.1% female (an increase of 22.9%) and 132 PhD students (an increase of 256.7%), 4.5% female (an increase of 100%).

This shows that Cambodia is optimistic in building human resources with high qualification.

Figure 12: Master Degree Students from 2005-2006 to 2013-2014

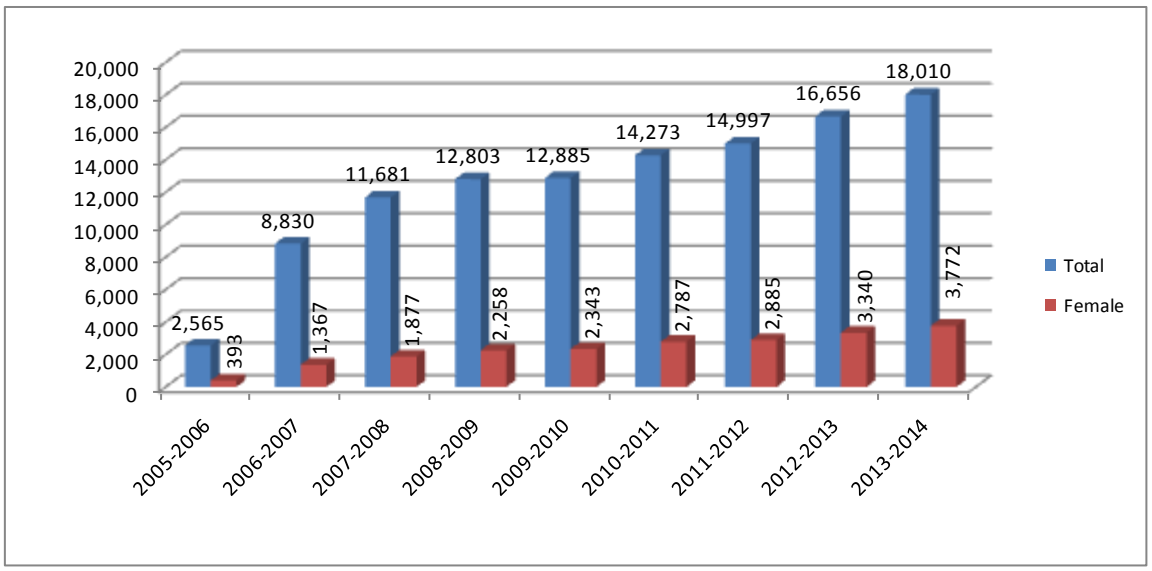
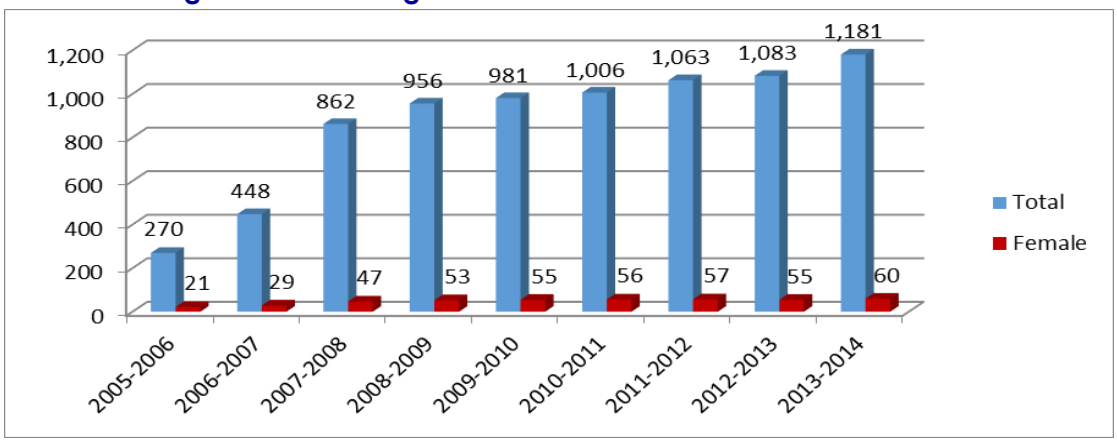


Figure 13: Ph.D Degree Students from 2005-2006 to 2013-2014



MOEYS:

- Organized examination to select 662 students, 26.6% female to pursue studies overseas and registered 142 students, 21.8% female, graduating from overseas.
- Trained 299 Cambodian scholarship students leaving for overseas studies and foreign students to Cambodia on culture, tradition and living, 22.4% female.
- Sent 120 students, 20% female, to study in Vietnam; 10 students, 10% female to Lao; 104 students, 29.8% female, to China and 219 students, 29.6% female, to Thailand under scholarships from Princess Maha Chakri Serin Than.

The number of foreign scholarship students in Cambodia was 160, 28.1% female including 111 Vietnamese students, 29.7% female; 43 Laotian students, 13.9% female and 6 Chinese students, 100% female. There were 31 newly arrived scholarship students, 48.3% female including 15 Vietnamese students, 40% female; 10 Laotian students, 30% female and 6 Chinese students, 100% female.

There were 13 foreign tuition paying students, 46.1% female including 6 Republic of Korean, 4 Vietnamese, 2 Chinese and 1 Japanese. They were allowed to enrol in the proposed field of study.

There were 5,602 Associate graduates, 2,264 female or 42% including 648 scholarship students, 242 female or 33.1%. There were 45,884 Bachelor graduates, 19,707 female or 42.9% including 6,679 scholarship students, 2,724 female or 41.2%. There were 4,549 post- graduates, 23% female including 4,515 Master graduates, 1,047 female or 23.2% (130 students wrote thesis for their graduation, 18.4% female), an increase of 31.6% (23.2% for female) and 34 PhD graduates, 1 female or 2.9%, an increase of 100% and 50% decrease for female.

This shows that the number of female students in higher education has increased significantly.

Figure 14: No. Students Graduated with Associate Degree from 2005-2006 to 2013-2014

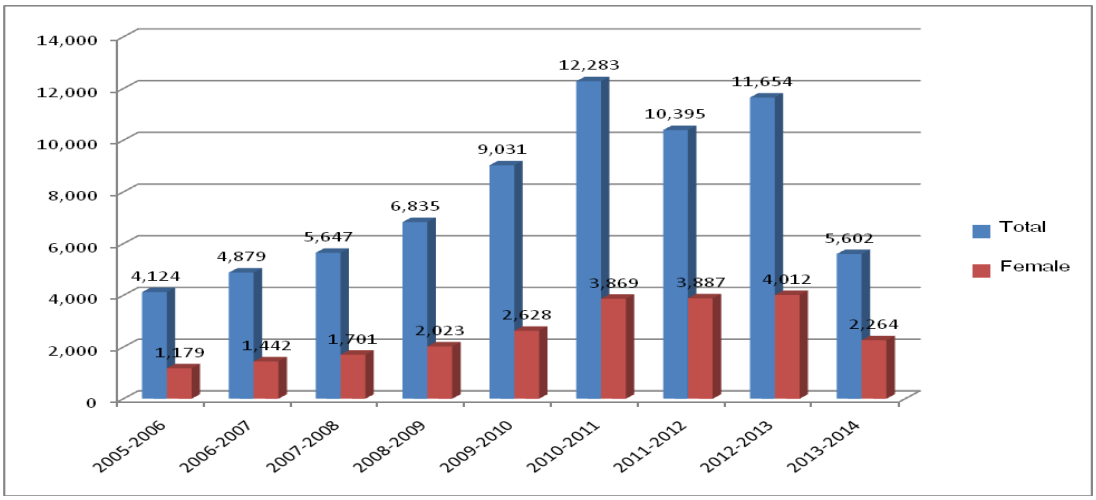


Figure 15: No. Students Graduated with Bachelor Degree from 2005-2006 to 2013-2014

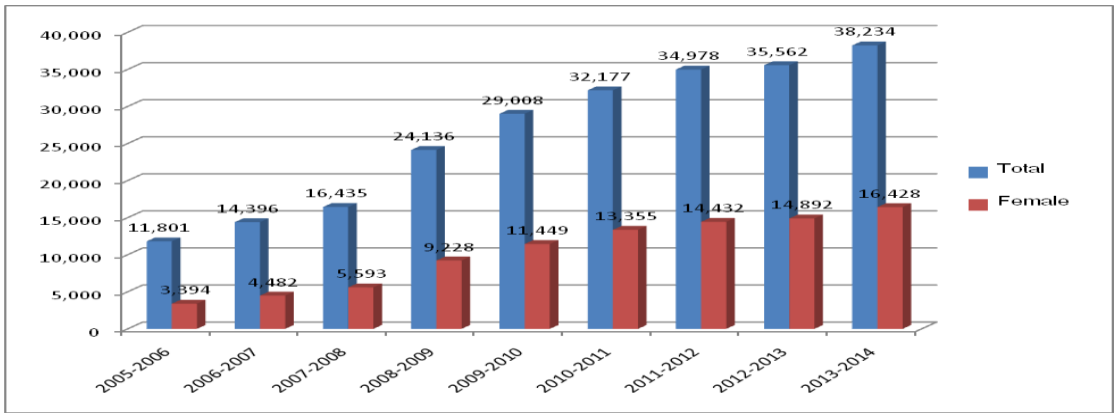


Figure 16: No. Students Graduated with Master Degree from 2005-2006 to 2013-2014

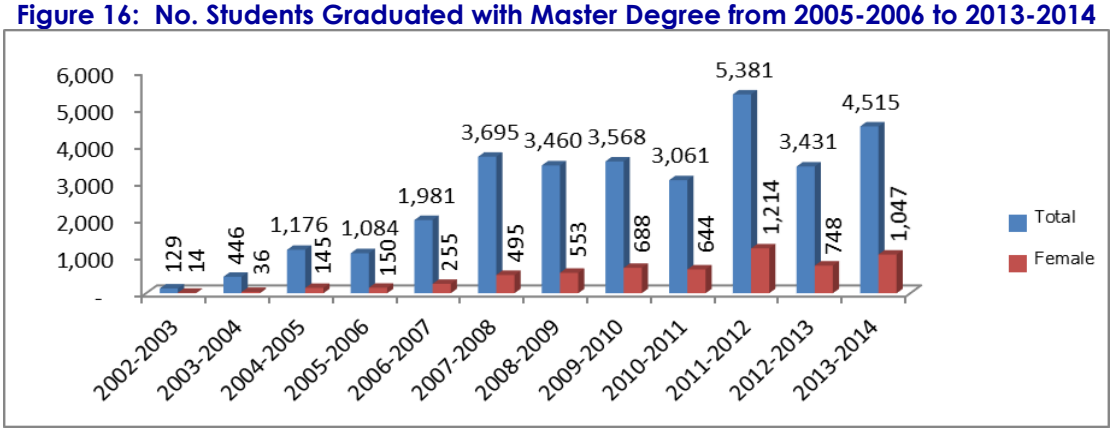


Figure 17: No. Students Graduated with Ph.D Degree from 2005-2006 to 2013-2014

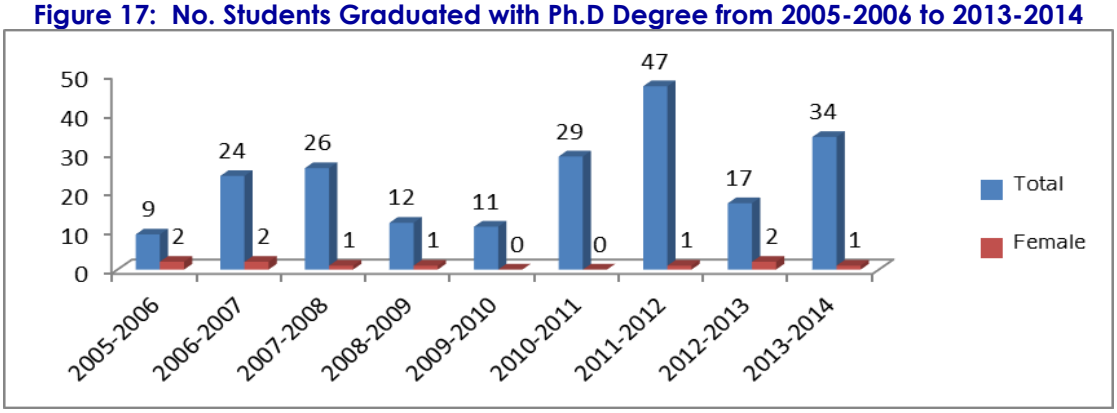


Figure 18: No. of Students Doing and Finishing Master Degree by Sector, 2013-14

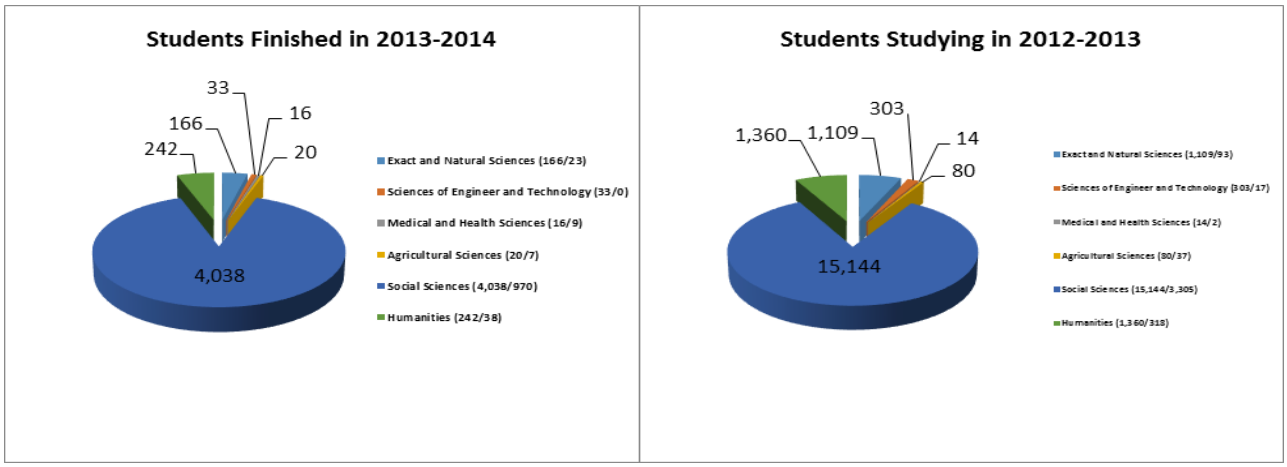
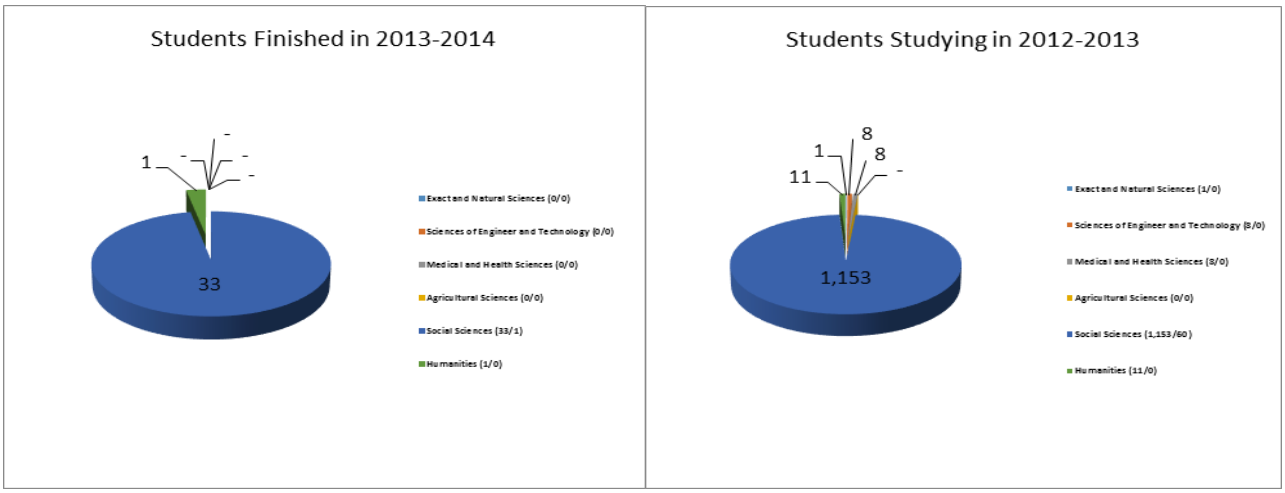


Figure 19: No. of Students Doing and Finishing Ph.D Degree by Sector, 2013-14



A.2. Enhancing Quality and Relevance of Learning

Percentage of HEIs achieving internal quality assurance standard was 18.9%.

This means some HEIs has not responsed well to the internal quality assurance standard.

Formulating Policy Framework on Higher Education

MOEYS:

- Issued the Policy on Higher Education Vision, 2030 to ensure equitable access to education, effectiveness and smoothness of the coordination and management at higher education and necessary mechanisms to support higher education and HR development systems.
- Established a working group to monitor and evaluate private and public HEIs.
- Reviewed the status of internal trainings of 59 HEIs.

Accreditating Higher Education

MOEYS:

- Developed national standard on higher education accreditation and disseminated it in 4 target HEIs with 188 participants, 25 female.
- Allowed RUPP to provided Master degree training on Khmer literature and created Department of Thai Language and Faculty of Education.
- Recognized three foundation year departments.
- Recognized **Techo Sen** School of Government Affairs and International Relation and Master and PhD courses at the University of Cambodia.
- Disseminated National Qualification Framework to 160 participants, 25 female.
- Prepared to open University of Tbong Khmom.
- Terminated the recognition of Bonna Institute of Cambodia.
- Drafted detailed concept on PhD training.
- Monitored and evaluated learning outcomes of priority scholarship students, scholarship students in Australia and quality of training in 14 HEIs supported by Higher Education Quality and Capacity Improvment Project.

The Royal Government approved the establishment of University of Kratie through Sub-Decree No. 08 ANKr.BK dated Feb 06, 2015.

Promoting Research Activities

MOEYS:

- Provided fund to develop research and innovation capacity to 24 HEIs including 45 sub-projects. 15 sub-projects were completed and 30 would complete in June 2015 with support from Higher Education Quality and Capacity Improvment Project.
- Provided capacity training on research action planning to 105 management staff of public and private HEIs, 12 female.
- Organized researcher forum and presentation on priority areas for research, 2015-2018 with 105 participants, 16 female and the first Education Research Forum organized by Association of Higher Education Institutions in collaboration with UNESCO with 492 national and international participants.

Strengthening student selection mechanism

MOEYS:

- Selected 3,364 state scholarship students, 2,043 female or 60.7%, through computerized system to enrol in foundation year in public and private HEIs for 2014-2015.
- Sent booklets and scholarship application forms to POEs to distribute to grade 12 students in lycées across the country.
- Disseminated guidelines on examination to select scholarship students to pursue studies overseas to students and civil servants in remote and disadvantaged areas for 15 times.

This reflects long-term perspective for developing higher education.

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

Promoting Governance in HEIs

MOEYS:

- Delegated the authority to sign certificates, certify temporary certificates and copied certificates and to issue second copy of certificate to HEIs.
- Established a committee to review content and pictures used in academic advertisement in HEIs.
- Printed compendium on post-graduate trainings (general information on leadership of institutions, Master and PhD training programs and tuition fees).
- Strengthened cooperation with HEIs in other countries including the Republic of Korea, Thailand, USA, People's Republic of China, France, Vietnam, etc on exchange programs for students, lecturers, curriculum, research and experiences.
- Acknowledged Boards of Directors of 4 private HEIs.

The Royal Government established Boards of Directors for 2 public HEIs.

Developing Capacity of Higher Education Staff

MOEYS:

- Sent 3 staff to participate in the workshop on procurement management.
- Sent 4 staff, 1 female, to participate in the workshop on regional impact assessment in the Republic of Korea to prepare to analyze impact of studies of special priority scholarship students.
- Sent 5 staff, 1 female, to participate in study tour in Bangladesh on research, procurement and financial management for the implementation of research activities in HEIs.

- Sent 21 technical staff and staff from private HEIs, 5 female, to pursue Master degree in Australia and 19 staff, 6 female, graduated and returned.
- Sent 5 staff to participate in international high level training on education planning and management in France.
- Organized the 3rd International Conference on Mathematics and the Use of Technology for Math Education for three days with 250 participants, 67 female.
- Reviewed and issued Master degree certificates to 2,387 graduates, 455 female and 25 PhD certificates to 25 graduates, 1 female.
- Sent 4 staff to participate in the International Conference on Quality Assurance for Higher Education in Thailand.

This has helped to promote effective leadership and management.

B. Progress of Outcome Indicators

Progress Analysis of Outcome Indicators

	Higher Education	Actual 2013-14	Target 2014-15	Actual 2014-15	Status
1	Percentage of state scholarship students enrolled in Year 1	5%	8%	9.9%	↑
2	Gross Enrolment Rate of Higher Education (18-22 years of age)	13%	15%	12.4%	→
3	Teachers with Master degree qualification increased by 1,000 and PhD by 250.				
	- Local Master Degree	50	70	600	↑
	- Local PhD	20	30	17	↓
	- Overseas Master Degree	50	70	200	↑
	- Overseas PhD	20	20	14	↓
4	Percentage of students graduated in ASEAN priority programs	87%	88%	N/A	↓
5	Percentage of graduates with employment	70%	72%	N/A	↓
6	Percentage of HEIs with annual budget plans	10%	20%	N/A	↓
7	Percentage of HEIs achieving internal quality standards	10%	20%	18.9%	→
8	Budget for higher education sub-sector	4%	8%	N/A	↓

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

C. Challenges

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

- The number of HEIs providing courses in science, technology, engineering, creative art and Maths is still limited.
- Vocational and technical training at intermediate level is still limited.
- Nation policy on scholarship, subsidy and credit for learners at higher education level has not been developed.
- Most HEIs focus on teaching rather than on doing research.
- Resource teachers at higher education and facilities in HEIs are not in proportion with the number of students.

2.2.5. SUB-SECTOR: NON-FORMAL EDUCATION

A. Achievements

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

MOEYS implemented Non-Formal Education (NFE) in capital/provinces including 25 functional literacy programs, 23 post-literacy programs, 23 re-entry programs, 25 community learning center - based income generation programs, 15 primary equivalency programs and 22 complementary education programs.

Functional Literacy Program

Ministry of Planning's Cambodian Social-Economic Survey shows that youth literacy rate (15-24 years of age) increased from 92.1% (91.3% for female) in 2012 to 93% (92.8% for female) in 2013. Adult literacy rate (15-45 years of age) increased from 77.6% in 2008 to 80% in 2013.

Figure 20: Percentage of Literacy Program Learners by Age Group, 2014

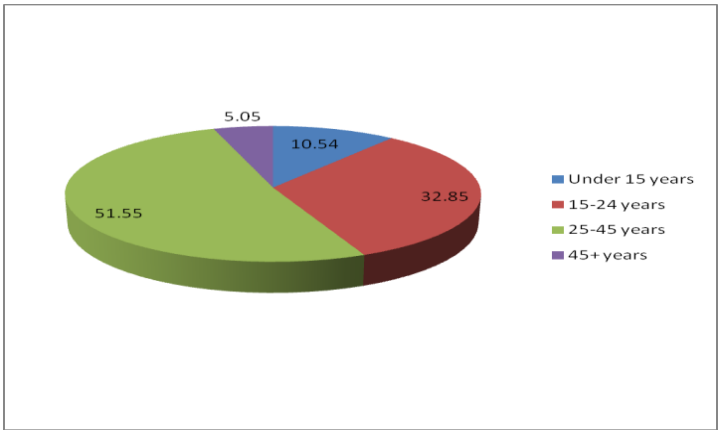


Figure 20 shows that people in 25-45 age group enrolled in functional literacy program increased to 51.5%, the highest rate compared with other age groups. The percentage for 45+ age group is only 5% because they are active labor and do not have opportunity to enrol in formal education.

There were 1,190 functional literacy classes, decreasing by 87 or 6.8% compared with 2013. There were 1,108 functional literacy classes managed by MOEYS, decreasing by 80 classes or 6.7% and 82 classes supported by development partners, decreasing by 7 or 7.9% compared with 2013.

There were 1,211 functional literacy teachers, 483 female (39.9%), a decrease of 101 (7.7%), 4 female (0.8%) compared with 2013. There were 1,108 functional literacy teachers managed by MOEYS, 425 female (38.3%), a decrease of 80 (6.7%), 29 female (6.3%) and 103 functional lieracy teachers supported by development partners, 58 female (56.3%), a decrease of 21 (16.9%) while the number of female teachers increased by 25 or 75.7%.

There were 26,601 functional literacy learners, 18,011 female (67.7%), a decrease of 2,855 (9.6% female), 1,620 female or 8.2% compared with 2013. 24,793 learners, 16,859 female or (67.9%), a decrease of 2,682 (9.7%), 1,826 female (9.7%) were supported by PB. 1,808 learners, 1,152 female (63.7%), a decrease of 173 (8.7%), an increase of 206 (21.7%) for female, were supported by development partners.

Despite significant improvements, there were some remaining challenges including:

- Program implementation and provision of data on functional literacy of development partners are still limited.
- Materials to support functional literacy classes are not sufficient and not provided timely.
- Cooperation from local authorities and stakeholders in the implementation of functional literacy programs is limited.
- Capacity in planning implementing and monitoring non-formal literacy activities is limited at both national and sub-national levels.

Post Literacy Program

There were 32 libraries through out the country, 1 supported by development partners and 204 reading centers. 31 libraries and 187 reading centers were functioning with 116,457 readers, 52.6% female, an increase of 1.3%.

Table 13: Statistics of Libraries, Reading Centers and Readers

Description		2012-2013		2013-2014		Increase (+)/ Decrease (-)	
		Total	F	Total	F	Total	F
Libary	MOEYS	31		31		0	
	Partners	8		1		-7	
Reading Center	MOEYS	193		174		-19	
	Partners	101		30		-71	
Library Readers	MOEYS	23,386	13,228	22,201	12,708	-1,185	-520
	Partners	7,627	7,200	9,414	4,692	+1,787	-2,508
Reaching Center Readers	MOEYS	57,085	32,583	76,282	39,098	+19,197	+6,515
	Partners	26,840	15,055	8,560	4,814	-18,280	-10,241
Total No. of Libraries		39		32		-7	
Total No. of Reading Centers		294		204		-90	
Total No. of Readers		114,938	68,066	116,457	61,312	+1,519	-6,754

There were 32 non-formal libraries, a decrease by 7 or 17.9% compared with 2013. There were 204 reading centers, a decrease of 90 or 30.6% compared with 2013.

There were 116,457 readers, 61,312 female (52.6%), an increase of 1,519 (1.3%), a decrease of 6,754 for female readers or 9.9% compared with 2013.

There were 30 reading centers or 17.7% suppored by development partners with 17,974 readers or 15.4%.

Some libraries and reading centers were not attractive both in terms of environment and document, while some did not a manager. MOEYS was studying sites to construct appropriate libraries and reading centers to ensure sustainability.

Re-Entry Program

There were 1,059 re-entry program trainers, 31.2% female. 100% of re-entry classes were operated.

In 2013-2014, there were 129,599 dropouts from grade 3 to 6, impacting basic education in education sector.

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

Description		2012-2013		2013-2014		Increase (+)/ Decrease (-)	
		Total	F	Total	F	Total	F
Classes	MOEYS	1,009		1,046		+37	
	Partners	0		13		+13	
Trainers	MOEYS	1,009	304	1,046	329	+37	+25
	Partners	0	0	13	2	+13	+2
Students	MOEYS	17,397	7,987	17,625	8,201	+228	+214
	Partners	0	0	313	151	+313	+151
Total No. of Classes		1,009		1,059		+50	
Total No. of Trainers		1,009	304	1,059	331	+50	+27
Total No. of Students		17,397	7,987	17,928	8,352	+541	+365

There were 1,059 re-entry classes, an increase of 50 or 4.9%. 1,046 re-entry classes were managed by MOEYS, an increase of 37 or 3.6%. 13 classes were supported by development partners an increase of 13 or 100% compared with 2013.

1,046 re-entry teachers were managed by MOEYS, 329 female (31.4%), an increase of 37 (3.6%), 25 for female teachers (2.4%). 13 re-entry teachers were supported by development partners, 2 female (15.3%), an increase of 13 (100%), 2 for female teachers (100%).

There were 17,938 teachers in re-entry programs, 8,352 female or 46.5%, an increase of 541 (3.1%), 365 for female students (4.5%). 17,625 students were in re-entry programs managed by MOEYS, 8,201 female (46.5%), an increase of 228 (1.3%), 214 for female students (2.6%). 313 students were in re-entry program supported by development partners, 151 female, an increase of 100% compared with 2013. Vatthanac Organization implemented re-entry program in Pursat province.

Target groups and dropout students had challenging situation and living standards.

Commune Learning Center-based Income Generation Program

There were 347 community learning centers (CLs), a decrease of 1 CLC belonging to development partner. Only 337 CLCs were operated. There were 671 skill classes, 675 skill teachers, 52.2% female. There were 9,916 learners, 63.1% female. 8,524 learners finished their courses or 85.9%, 63.1% female, a decrease of 8.9%.

In 2014, CLCs managed by MOEYS provided 630 classes for 35 skills including 3,431 learners or 38.98% in tailoring course with 3,244 female learners or 94.5%. 6 learners or 0.1% were enroled in Chhaiyam dance class.

CLCs managed by development partners operated 41 classes on 16 skills. 180 learners enroled in cooking classes, which accounted for 16.1% with 43 female learners or 23.8%. Only 10 learners or 0.9% enroled in weaving course.

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

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

Description		2012-2013		2013-2014		Increase (+)/ Decrease (-)	
		Total	F	Total	F	Total	F
CLCs	MOEYS	324		324		0	
	Partners	24		23		-1	
Skill Courses	MOEYS	595		630		+35	
	Partners	47		41		-6	
Vocational Skill Trainers	MOEYS	607	284	634	337	+27	+53
	Partners	53	17	41	16	-12	-1
Vocational Skill Learners	MOEYS	9,019	5,480	8,802	5,626	-217	+146
	Partners	1,874	866	1,114	640	-760	-226
Total No. of CLCs		348		347		-1	
Total No. of Skill Courses		642		671		+29	
Total No. of Vocational Skill Trainers		660	301	675	353	+15	+52
Total No. of Vocational Skill Learners		10,893	6,346	9,916	6,266	-977	-80

Some CLCs are still facing difficulties including lack of skill trainers to meet demand of communities, little allowances for skill trainers and no allowances for CLC management. Expansion of CLCs was halted temporarily because MOEYS was surveying sites for construction. Learners had challenging living condition and some were working in factories and some were migrating.

Equivalency Program - Complimentary Education

Non-Formal education Equivalency Program for Primary Level

There were 4,146 learners, 2,012 female (48.5%), an increase of 3,387 learners (446.2%) including 2,012 girls, an increase of 1,591. There were 2,815 learners managed by MOEYS, 1,397 female, an increase of 2,815 learners (100%) including 1,397 female learners (100%). 1,331 learners were supported by development partners, an increase of 572 learners (75.3%), 615 female, an increase of 194 (46%), compared with 2013.

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

Description		2012-2013		2013-2014		Increase (+)/ Decrease (-)	
		Total	F	Total	F	Total	F
Classes	MOEYS	0		141		+141	
	Partners	15		37		+22	
Teachers	MOEYS	0	0	141	32	+141	+32
	Partners	15	3	37	15	+22	+12
Learners	MOEYS	0	0	2,815	1,397	+2,815	+1,397
	Partners	759	421	1,331	615	+572	+194
Total No. of Classes		15		178		163	
Total No. of Teachers		15	3	178	47	+163	+44
Total No. of Learners		759	421	4,146	2012	+3,387	+1,591

In 2014, MOEYS implemented primary equivalency program in 19 capital/provinces. There were a few challenges including: awareness raising on benefits of primary equivalency program for stakeholders was not broad enough and target learners had challenging living conditions. Allowances for teachers in equivalency program were limited. There were also challenges associated with selection and training of teachers in disadvantaged areas.

Complimentary Education for Lower Secondary Level

There were 26 classes of complementary education for lower secondary level, a decrease of 11 classes or 29.7% compared with 2013. 780 students, 160 female or 20.5%, enrolled in these classes, , a decrease of 486 students or 38.3% compared with 2013.

Complimentary Education for Upper Secondary Level

There were 162 classes of complimentary education for upper secondary level, an increase of 19 classes or 13.2% compared with 2013. 7,221 students, 2,338 female or 32.3% enrolled in these classes, , a decrease of 3,749 students or 34.1% compared with 2013.

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

Descrip-tion	Complimentary Educatin Program at Lower Secondary Level						Complimentary Educatin Program at Upper Secondary Level					
	2012-2013		2013-2014		Increase or Decrease		2012-2013		2013-2014		Increase or Decrease	
	Total	F	Total	F	Total	F	Total	F	Total	F	Total	F
Classes	37		26		-11		143		162		+19	
Teachers	Teachers were from formal education sytem											
Students	1,266	210	780	160	-486	-50	10,970	3,796	7,221	2,338		

Life Quality Improvement Program Through Mobile Schools

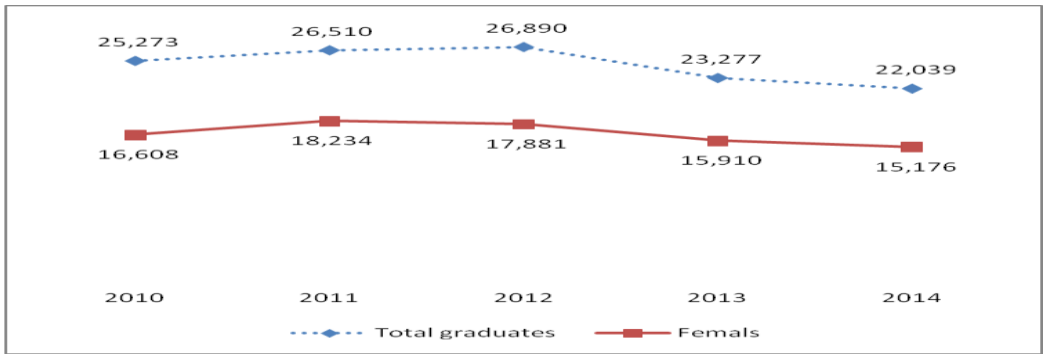
Life quality improvement program through mobile schools was implemented 10 times, a decrease of 3 times or 23% with 1,436 participants including 925 female participants (64.4%), a decrease of 423 persons (22.7%) including 925 female, a decrease 395 female (29.9%) compared with 2013. Materials for operating the life improvement program through mobile schools were still limited and were not sufficient to address actual needs.

A.2 Enhancing Quality and Relevance of Learning

Functional Literacy Program

There were 1,211 contract non-formal teachers for functional literacy program, 483 or 39.9% female.

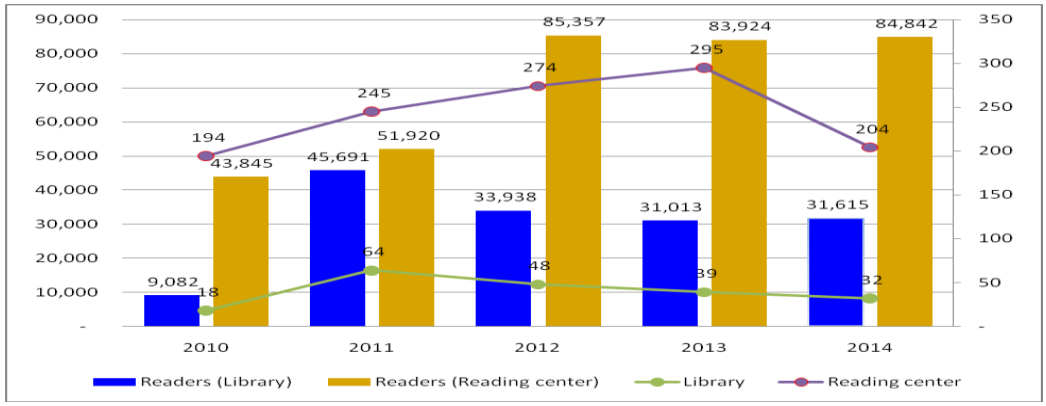
Figure 21: Result of the Functional Literacy Completion Examination Over a Period of 5 Years



There were 22,039 learners completing functional literacy classes, 15,176 or 68.8% female, a decrease of 1,238 or 5.3%, 6,863 or 43.1% female, compared with 2013. Some learners did not come to class regularly.

Post Literacy Program

Figure 22: Use of Libraries and Reading Centers in Post-Literacy Program

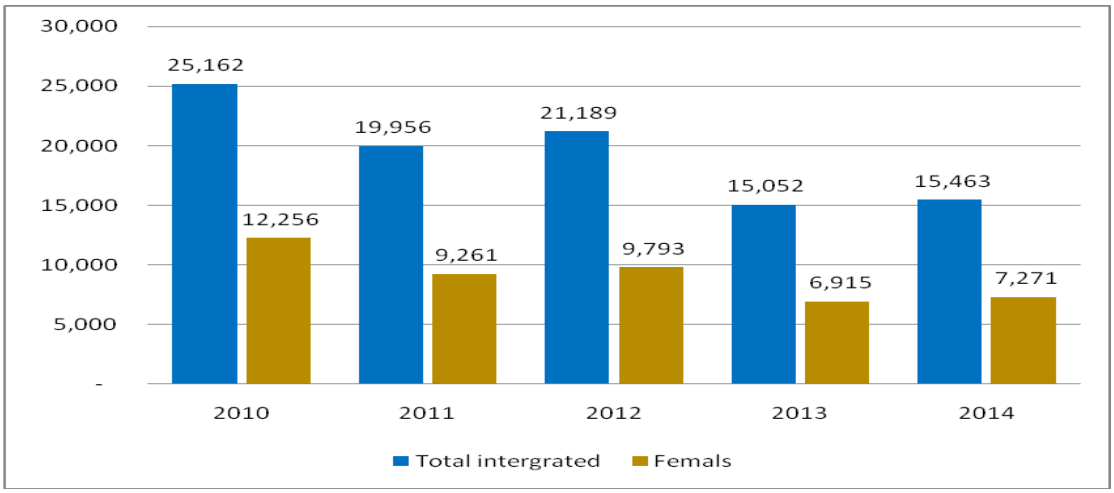


In 2014, there wree 31 libraries or 96.8% operated and 1 library or 3.1% not operated. There were 187 reading centers or 91.6% operated and 17 reading centers or 8.3% not operated.

Re-Entry Program

In 2014, 15,463 students were referred including 7,271 or 47% female, an increase of 411 or 2.7% compared with 2013.

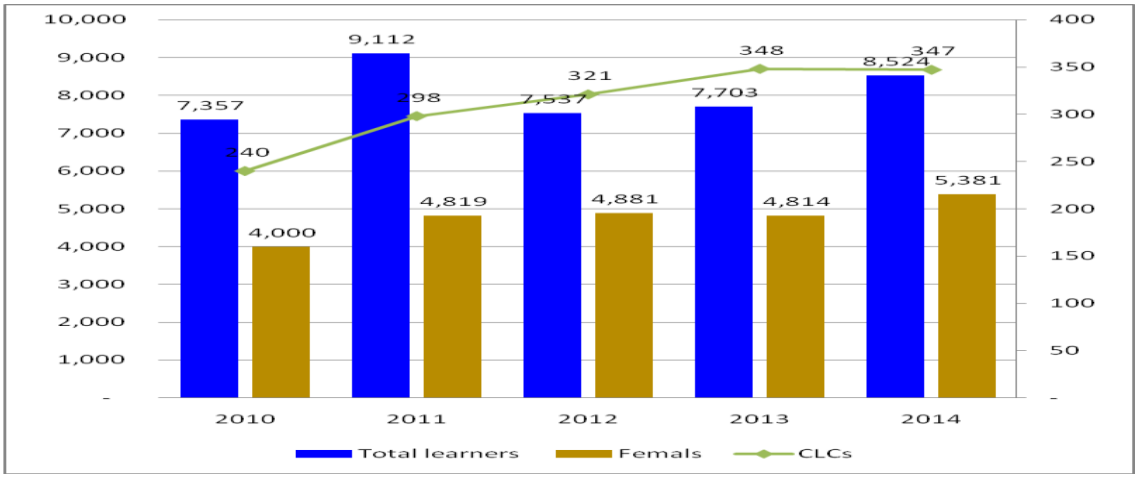
Figure 23: Results of Re-Entry Program



Income Generation Program

In 2014, there were 675 vocational skill trainers including 353 or 52.3% female with primary education to Master degree levels. 20% of teachers received only primary education level, 52.3% with lower secondary level, 23.5% with upper secondary level, 3.8% with Bachelor level and 0.3% with Master level.

Figure 24: Results of Income Generation Program and CLCs

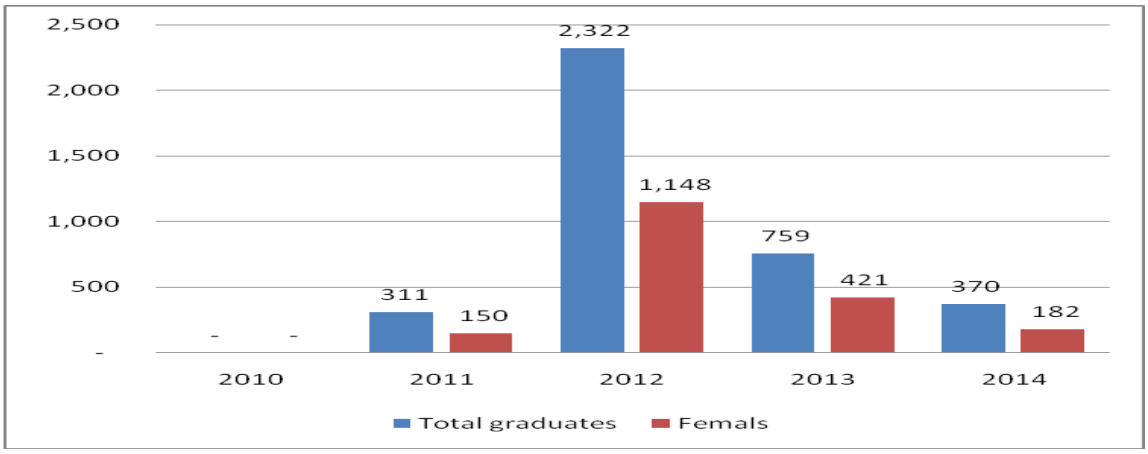


Equivalency - Complimentary Education Programs

Equivalency Program

In 2014, 370 students completed equivalency program at primary education level including 182 or 49.1% female, a dcrease of 389 ostudents or 51.2% compared with 2013.

Figure 25: Results of Equivalency Program at Primary Education Level



Complimentary Education for Lower Secondary Education Level

There were 814 complimentary education learners and self-studying learners, 21.2% female, sitting for the examination. 514 of them or 63.1% including 23.1% female passed the exam, a decrease of 37.5%.

Complimentary Education Program for Upper Secondary Education Level

There were 8,418 complimentary education learners and self-studying learners, 2,729 female, sitting for the examination. 2,002 of them or 23.8% including 816 female passed the exam, a decrease of 75.6%.

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

To promote non-formal education sub-sector across the country with equality and effectiveness, MOEYS provided capacity training to 2,731 leadership and management in charge of non-formal education at national and sub-nationa levels, including 436 or 15.9% female including:

- Capacity trainings of non-formal education staff at national and sub-national level: 498 participants, 109 or 22% female.
- Trainings on functional literacy at sub-national level: 785 participants, 107 or 13.6% female.
- Trainings on re-entry program at sub-national level: 110 participants, 21 or 19% female.
- Trainings on equivalency program at sub-national level and teachers for equivalency program: 306 participants, 57 or 18.6% female.
- Trainings on data collection methodologies at national and sub-national levels: 463 participants, 65 or 14% female.
- Trainings of CLC management at sub-national level: 386 participants, 41 or 10.6% female.
- Trainings on information production for dissemination at sub-national level: 93 participants, 15 or 16.1% female.
- Trainings on non-formal education at national and sub-national level: 90 participants, 21 or 23.3% female.
- Printed leaflets, posters and non-formal education policies to distribute to all capital/provinces and on literacy day on Sep 8.

Relevant ministries, institutions and development partners monitored and evaluated some functional literacy program implementation at village and commune levels in 25 capital/provinces, monitored and evaluated quality of vocational education programs in 14 CLCs in Takeo, Kampong Speu, Kampong Chhang and Pursat provinces in terms of curriculum implementation, teaching and learning activities, sources and criteria for selecting students and teachers for each skill, prepared and requested for approval on mechanisms to measure capacity at equivalency

program and collected more information to respond to the Sub-decree on procedures for measuring capacity at equivalency level in Takeo, Kampong Cham, Siem Reap, Battambang and Preah Sihanouk provinces.

B. Progress of Outcome Indicators

Progress Analysis of Outcome Indicators

	Non-Formal Education	Actual 2013	Target 2014	Actual 2014	Status
1	Adult literacy rate (15-45)	77.6 (2008)	87.0%	80%* (2013)	→
2	% of Illiterate completing literacy classes	79%	69%	82.8%	↑
3	No. of learners completing skill training courses	7,649	13,841	8,524	→
4	% of children completing re-entry program and referred to formal education	87.1%	95%	86.2%	↓
5	No. of learners in equivalency program	759	5,709	4,146	→
6	POEs with NFE MIS	2	5	22	↑
7	No. of CLCs	348	371	347	→
8	Standardized CLCs	0	5%	0	↓

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

Source: *Cambodia Socio-Economic Survey

C. Challenges

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

- Supplies of teaching and learning materials for literacy classes were not sufficient.
- Functional literacy program was not very attractive for target groups.
- There was a lack of incentive for CLC management.
- There was a lack of skill trainers for CLCs.
- Vocational skills trained at CLCs were not changed to address community demands.
- There was not sufficient librarians for non-formal education.
- Capacity of non-formal education staff at sub-national level and stakeholders was not sufficient.
- Management of non-formal education statistics and data in 5 provinces was not very good.

2.2.6. Sub-Sector: Youth Development

A. Achievements

Implementation of the National Policy on Cambodian Youth Development

MOEYS organized a national consultative workshop to review and revise the strategic plan for the Cambodian National Council for Youth Development and the national action plan with participation of 70 stakeholders, 36% female, in Phnom Penh.

Youth and Child Councils

MOEYS:

- Improved structure and concept note on youth and child development at POE level. There were 7,601 groups, 38,237 branches and 224,457 sub-branches of child councils from grade 4 to 9 with 1,394,413 members, 49% female. There were 444 groups, 6,031 branches and 36,186 sub-branches of youth councils from grade 10 to 12 with 266,293 members, 48% female.
- Took stoke of the 3 Good Acts Contest "Good Child, Good Student, Good Friends". 320 youths and children, 43% female, were awarded with prizes and recognition letters as a member of outstanding youth and child councils in the 3 Good Acts Contest at national and sub-national levels including Phnom Penh, Kandal, Svay Rieng, Takeo, Kampong Chhang, Mondulkiri and Prey Veng provinces.
- Organized the 65th International Children Day, June 01, with 1,000 children, 50% girls and the 12th International Youth Day, Aug 12 under the theme "Youth and Mental Health" with 1,500 participants, 45% female.
- Promoted capacity of trainers on child council, youth council and club activities at municipal, khan and district levels with 6,300 participants, 43% female.
- Provided awareness raising on HIV/AIDS to 13,800 out-of-school youths, 36% female.

Entrepreneurship Program

MOEYS:

- Provided trainings to 127 trainers and young entrepreneurs at national level, 9.5% female, in Takeo and Kampong Chhnang provinces.
- Piloted entrepreneurship education (Understanding Business) in 5 target lycées in Phnom Penh, Kandal, Takeo, Kampong Chhang and Kampong Thom provinces with 125 students, 75 female.

Youth Volunteer Programs

MOEYS:

- Created groups of youth volunteers at capital, provincial, district and khan levels for 2,400 young people including 1,040 girls.
- Provided trainings on youth volunteer programs in 43 districts/khans in 22 capital/provinces.
- Developed Youth and Child Education Shows and broadcast on the National Radio of Cambodia with quiz shows to provide rewards to students.
- Sent 5 senior officers and technical staff to attend the 7th Meeting of Senior Officers in charge of Youth and the 6th Meeting of Senior Officers in charge of Youth of ASEAN+3 in Brunei.
- Sent 2 officers in charge of youth activities to participate in the 10th Anniversary Meeting of the Cooperation of Youth Friendship Program of Greater Mekong Sub-Region in Thailand.

- Sent 1 officer in charge of youth activities to participate in a meeting to evaluate the 40th Ship for Southeast Asian Youth Program and propose directions for the 41st Ship for Southeast Asian Youth Program in Japan.
- Sent 28 youths, 50% female and 1 coordinator to participate in the 41st Ship for Southeast Asian Youth Program in ASEAN countries and Japan.

86 children and youths, 49% female and 3 coordinators participated in education and cultural exchange in Japan, Republic of Korea, Malaysia, Thailand, People's Republic of China and India.

25 children and youths, 52% female, and 4 coordinators, 25% female, participated in camping in Singapore and People's Republic of China.

22 children and youths, 54% female, and 2 coordinators participated in conferences and forums in Republic of Korea, Japan and Singapore.

Study Tour and Camping Programs

MOEYS:

- Organized the 16th National Youth Camping under the theme "Youth and Environment" in Stung Treng province with 290 members of youth councils at capital/provincial level, 36% female.
- Organized study tours to understand cultural heritage and temples in Siem Reap for 120 children, 42% female, and 320 youths, 40% female.
- Organized study tour for 181 out-of-school youths, 78 female, in Siem Reap province.
- Organized youth forum in the Triangle Development Area of Cambodia, Lao and Vietnam with 58 youth participants, 24% female (13 from Vietnam, 6 female; 20 from Lao, 6 female; 25 from Cambodia, 14 female) and Cambodian Youth Camping for 350 participants, 42% female in Kratie province.
- Hosted the 41st Ship for Southeast Asian Youth Program with 367 youths from ASEAN countries and Japan, 50% female and 48 Japanese youths, 50% female.

Skill Trainings for Youths

MOEYS:

- Conducted assessment on youth-related work in 16 provinces. Youth centers in 15 provinces provided skill trainings in tailoring, Khmer music, contemporary music, Pin Peath music, musical note, phone repair, beautification, chicken farming, mushroom culture, skin carving, marble carving, construction and computer to 3,065 youths, 1,785 female.
- Monitored and evaluated performance of youth centers and activities of youth volunteers in 25 capital/provinces and promoted the development of youth centers in 22 capital/provinces.

B. Progress of Outcome Indicators

Progress Analysis of Outcome Indicators

	Youth Development	Actual 2013-14	Target 2014-15	Actual 2014-15	Status
1	No. of youths receiving short skill courses	2,700	2,900	3,065	↑
2	No. of youths receiving leadership and entepreneurship trainings	300	300	125	↓
3	No. of youths able to create their own employment per center per year	10	10	7	↓
4	No. of youths receiving trainings on volunteership	2,500	2,700	2,400	↓
5	No. of youth centers	9	15	15	↑

6	Percentage of grade 4-9 students participating in child councils	99%	99%	99%	↑
7	Percentage of grade 10-12 students participating in youth councils	89%	94%	N/A	↓

Note: ↑ **Achieved** ➔ **Likely to Achieve** ↓**Unlikely to Achieve**

C. Challenges

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

- Management capacity of staff in charge of youth centers at national and sub-national levels was still limited.
- Materials and human resources at capital/provincial youth centers were not sufficient.
- Youth centers in 6 capital/provinces did not have fence and construction.
- Dissemination of information on jobs and volunteering opportunities was not broad enough.
- Soft skill trainings did not meet the demands of youths.
- Lack of resources and means to operate child councils and youth councils, especially establishment of learning clubs.
- Lack of resources and insufficient mechanisms to implement the national policy on Cambodian youth development.

2.2.7 SUB-SECTOR: PHYSICAL EDUCATION AND SPORT

A. Achievements

Student Sport Competition

National student sport championship competition at secondary level was organized in Kampong Chhnang province with 2,737 sportmen, 1,208 female. Student sport championship at higher education and technical secondary education level was organized in Phnom Penh with 1,145 sportmen, 249 female.

Sport Competition at Federation Level

National public sport championship competitions were organized for 21 sports with 5,161 sportmen, 817 female, at the National Stadium. Other sport competitions were organized including: Bicycle racing in Kampot province, Baseball in Kapong Thom province, international sized traditional boat racing and kanu kayak boat racing in Takhmao municipality and sword competition at Royal University of Phnom Penh.

Regional public sport championship competitions were organized for 4 sports in Phnom Penh, Kampong Chhang, Koh Kong, Battambang and Mondulkiri provinces with 1,360 sportmen, 162 female. National public sport championship completion was organized for 4 sports in Kampot province with 1,388 sportment, 610 female.

Sport Competition for All

Union of Youth Federations of Cambodia organized 2014 championship for volleyball and football of the Union of Youth Federations of Cambodia at the National Stadium. 5 technical officials led the football qualifying matches of the eighth **Samdech Akka Moha Sena Padei Techo Hun Sen** Championship in Prey Veng, Battambang, Siem Reap and Phnom Penh. 8 staff led the petanque championship of **His Excellency Academician Dr. Sok An, Deputy Prime Minister**. 8 officials cooperated with the Cambodian Federation of Volleyball to led Volleyball competitions for Leo Beer Championship and **Samdech Akka Moha Sena Padei Techo Hun Sen** Championship at the National Stadium.

MOEYS cooperated with Korean employers and Cambodian employees to organized sport for all events for football, volleyball, athlete and rope pulling sports to celebrate Cambodia-Korea friendship at the National Stadium.

International Sport Competitions

The following achievements were made: The 1st Southeast Asian Petangue Championship in Lao: 3 gold medals, 6 silver medals and 1 bronze medals; the 7th Asian Taekwando Championship in Nepal: 1 silver medal and 3 bronze medals; the 21st Asian Taekwando Championship in Uzbekistan: 1 bronze medal; Sepak Takraw competition for Thai King championship in Thailand: 1 gold medal; the 17th SEA Game in Republic of Korea: 1 gold medal for Taekwando; the 3rd Southeast Asian Vovinam Championship in Myanmar: 3 gold medals, 3 silver medals and 8 bronze medals; Southeast Asia plus Australia and Singapore Wrestling Championship: 1 gold medal, 1 silver medal and 2 bronze medals; the 1st Asian Chinlone Championship in Myanmar: 2 gold medals and 4 broze medals; the 18th Asian Petangue championship in Thailand: 4 gold medals and 1 silver medal; the 4th Asian Beach Sport Championship in Thailand: 1 bronze medal; 2014 Southeast Asian Yudo Championship in Singapore, 2 silver medals; the 17th Asian University Championship in Indonesia: 3 silver medals. Total 52 medals for international championship in 2014: 15 gold medals, 17 silver medals and 20 bronze medals.

Table 18: Participation in International Sport Competitions and Results in 2014

Sport Types	Participants	Date	Place	Names of Championship	Medals			
					Gold	Silver	Bronze	Total
Petangue	16	08 - 13/04/14	Laos	Southeast Asian Championship	3	6	1	10
Taekwando - ITF	9	18-23/04/14	Nepal	7th Asian Championship	0	1	3	4
Bicycle	8	17-26/05/14	Vietnam	Plant Protection	0	0	0	0

Racing				Championship				
Wrestling	6	07-12/05/14	Thailand	Yog qualifiers	0	0	0	0
Taekwando - WTF	4	23-29/05/14	Uzbekistan	21st Asian Championship	0	0	1	1
Athletics	2	10-16/06/14	Taiwan	16th Asian Championship	0	0	0	0
Table Tennis	6	09-15/06/14	Iran	Oceania Zone Group III	0	0	0	0
Taekwando	4	10-17/07/14	Republic of Korea	The 2014 Gyeongiu Korean Open	0	0	0	0
Athletics	5	24-27/07/14	Vietnam	21st Asian Championship	0	0	0	0
Sword Competition	2	26-27/07/14	Singapore	21st Asian Universities	0	0	0	0
Petangue	10	28/08 - 03/09/2014	Vietnam	23rd Petanque Championship	0	0	0	0
Sepak Takraw	20	03-11/08/14	Thailand	Thai King Championship	1	0	0	1
Athletics, Swimming, Wrestling	8	16-28/08/14	China	2nd Olympic Youth Championship	0	0	0	0
Swimming, Athletics, Yudo, Table Tennis, Taekwando, Beach Volleyball, Wrestling	36	19/09 - 04/10/14	Republic of Korea	17th Asian Championship	1	0	0	1
Vovinam	15	20-25/10/14	Myanmar	2nd Asian Championship	3	3	8	14
Wrestling	12	23-27/10/14	Singapore	Asian + 1 (Australia) Championship	1	1	2	4
Sepak Takraw (Chinlone)	16	01-06/11/2014	Myanmar	1st Asian Championship	2	0	4	6
Petangue	16	27-30/11/2014	Thailand	18th Petangue Championship	4	1	0	5
Wrestling, Beach Volleyball, Foot volleyball	16	14-23/11/14	Thailand	4th Asian Beach Game Championship	0	0	0	0
Sword fighting	5	31/10-02/11/14	Thailand	The Foiljunior World Cup 2014	0	0	0	0
Beach Volleyball	6	08-12/11/14	Thailand	Beach Volleyball Continental Cup	0	0	0	0
Bicyle racing	8	30/11 - 18/12/2014	Vietnam	National Defense Championship	0	0	0	0
Judo	5	22-25/11/2014	Singapore	Southeast Asia 2014	0	2	0	2
ASEAN Universities	51	10-21/12/2014	Indonesia	17th ASEAN University	0	3	0	3
Total	286		13 countries	Total	15	17	20	52

MOEYS:

- Organized a ceremony to provide rewards of **Samdech Akka Moha Sena Padei Techo Hun Sen** to sportmen who won championship in the 27th SEA Game in Myanmar under the chairmanship of H.E. **Hun Manet**, High Representative of **Samdech Akka Moha Sena Padei Techo Hun Sen** at the headquarter of Cambodian National Olympic Committee;
- Organized a ceremony to provide championship prize and allowance of the Royal Government to champions, trainers, assistant trainers and sportmen who participated in the 27th SEA Game and international competions including Vovinam and Petangue under the chairmanship of H.E. Academician Dr. **Sok An**, Deputy Prime Minister, Minister of the Office of Council of Ministers, at the headquarter of Cambodian National Olympic Committee;
- Provided championship reward of the Royal Government to 33 trainers, assistant trainers and sportmen in Vovinam, Taekwando and Wrestling sports under the chairmanship of H.E. Academician Dr. **Sok An**, Deputy Prime Minister, Minister of the Office of Council of Ministers, at the National Institute of Education on Dec 16, 2014;
- Received the 17th Asian Game delegation and provided incentives and championship rewards of the Royal Government to heroic sportwomen Sorn Sivmey, who received gold medal in Taekwando under the chairmanship of **Samdech Akka Moha Sena Padei Techo Hun Sen, Prime Minister of the Kingdom of Cambodia** at the Peace Palace on Oct 5, 2014;
- Provided championship rewards to trainers, assistant trainers, petangue sportmen and Taekwando sportmen at the Ministry of Education, Youth and Sport on Feb 18, 2015.

Promoting Physical Exercise and Sport Activities During and Outside Learning Hours

MOEYS:

- Disseminated the guidelines on national championship competition at capital/provincial level and in education institutions at the three levels;
- Improved sportfields in six primary and secondary education institutions in Takeo and Kampong Chhnang provinces;
- Provided physical testing to children aged between 6 and 12 in 2 target schools per province with a total of 16,800 students, 8,400 girls;
- Developed physical exercise and sport books for teachers in capital/provincial teacher training centers covering 7 subjects including: physical testing, physical education with music, body building, athletics, volleyball, football and baskeball in collaboration with the Japan International Cooperation Agency;
- Reinforced physical education and sport activities in target primary schools with 570 participants, 143 girls in provincial teacher training centers in 4 provinces including Kratie, Stung Treng, Preah Sihanouk and Kampot provinces;
- Promoted capacity of physical education and sport teachers in primary schools, 12 female, from 8 POEs including Kampong Chhang, Takeo, Battambang, Ratanakiri, Kratie, Preah Vihear and Svay Rieng with 36 participants, 12 female;
- Organized physical education and sport day in 2 target primary schools in Svay Rieng with 1,190 students, 568 female;
- Distributed 30,000 copies of teacher manuals on physical education and sport for primary schools to POEs in Kratie, Preah Sihanouk, Kampong Thom, Takeo, Battambang, Siem Reap, Svay Rieng, Kampong Chhang, Banteay Meanchey, Koh Kong, Kampot, Preah Vihear, Stung Treng, Ratanakiri and Prey Veng provinces in collaboration with Japan International Cooperation Agency.

Formulation of Regulations on Physical Education and Sport

MOEYS:

- Organized public forums on physical education and sport reform in Bouyoung Khmer Taekwando Training Hall on Sep 18, 2014 under the chairmanship of H.E. Minister of Education, Youth and Sport with participants from national sport federations, development partners and civil servants working in sport sector.
- Issued Prakas on Recognition of Executive Committee Members of 9 National Sport Federations for new terms including: Cambodian Boxing Federation, Khmer Swimming Federation; Cambodian Table Tennis Federation, Katate Federation, Cambodian Arobic Federation, Cambodian Flying Sport Federation, Cambodian Tongimodo Federation, Cambodian Rugby Federation and Cambodian Soft Tennis Federation.
- Issued Prakas to recognize and provide championship rewards to champions in international sporting events.
- Reviewed the National Policy on Physical Education and Sport Development and amended the Inter-Ministerial Prakas on expenses for official domestic competitions, food support for national athletes and international championship.

Development of Sport Facilities

MOEYS:

- Repaired administrative building and VIP restrooms in the National Stadium.
- Repaired buildings, roads, gardents and lighting and racing fields in the National Stadium.
- Assigned a special consultant to manage order and sanitation at the National Stadium.
- Cooperated with Cambodian Football Federation with support from CCGRASS to modernize the National Stadium through financial support from the International Football Federation.

The Royal Government established a technical committee to manage Morodok Techo National Stadium construction project with grant from from the People Republic of China through Decision No. 163 SSR dated Dec 05, 2014.

Capacity Development for Physical Education and Sport Staff

MOEYS:

- Monitored capacity strengthening of staff in charge of sports, who received capacity trainings in Battambang, Kampong Thom, Pursat, Siem Reap, Kampong Chhang, Kampong Speu, Kampot, Preah Sihanouk, Koh Kong, Takeo, Svay Rieng, Prey Veng and Kampong Cham provinces.
- Sent 2 staff to participate in advanced football referee course in Brunei and 1 staff to participate in Southeast Asian footsal referee training course in Thailand.

Capacity Promotion of Sportmen

351 trainers and sportment, 68 female, from 21 national federations participated in seven-month trainings to prepare for the 2nd Youth Olympic Competition, the 17th SEA Game, the 4th Asian Beach Game, the 17th Asian Univeristy Game and other international competitions.

22 U13 footballers practiced, stayed and learned in Bati National Football Training Center to prepare for SEA Game 2023 hosted by Cambodia.

9 sportment were sent to participate in overseas trainings including 4 for Taekwando, 1 for table tennis and 4 for athletic sports in Republic of Korea, USA and Japan.

6 technical staff and trainers participated in courses trainer skills, referee, boy building sports, sword fighting, Taekwando and Wosu in the Phillippines, Japan, Hongary, Republic of Korea and People Republic of China.

MOEYS:

- Signed an agreement to accept trainers from North Korea to train Taekwando - ITF national team, trainers from Republic of Korea to train national wrestling team and trainers from Indonesia to train tennis national team.
- Printed and distributed 12,000 copies of Sport Magazine Vol 6.

Capacity Promotion of Sportmen

MOEYS:

- Trained and organized final examinations for 147 teacher trainees, 49 female, from the 22nd Generation and was training 148 teacher trainees, 39 female, from the 23rd Generation.
- Organized examinations to select 150 teacher trainees, 33 female, to enrol in the 24th Generation.
- Improved physical education and sport curriculum to train teachers at basic level of physical education and sport and translated into national languages books on set of muscle, regulation on football exercises, physiology , sport methodologies, volleyball regulation, walking sport regulation and chess regulation.
- Monitored teaching activities of physical education and sport teachers in 23 provinces and provided comments for improvements to them directly in the field.
- Monitored and assessed physical education and sport teacher trainnes who did practicum in 32 colleges and lycées under Phnom Penh Office of Education, Youth and Sport.

Promoting Leadership and Management

MOEYS:

- Strengthened capacity of management and technical staff in charge of physical education and sport in secondary education institutions with 63 participants, 20 female.
- Trained technical staff on formation of sport club association in secondary education institutions in Siem Reap, Stung Treng, Mondulkiri and Oddor Meanchey provinces with 240 participants, 30 female.
- Sent 13 technical staff, 2 female, to participate in study tour in Japan.
- Provided capacity training to technical staff and sport management staff in 3 regional centers including Kampong Chhnang, Ratankiri and Takeo provinces with 180 participants, 16 female.
- Provided capacity trainings to 80 trainers, assistant trainers and invigilators, 11 female, on training plans before training campaign begins.
- Provided training to 372 federation staff, invigilators, trainers, assistant trainers and sportsmen, 73 female, on anti-doping in sport sectors.
- Provide training to 299 physical education and sport teachers, 20 female, on anti=doping in sport sectors.
- Provided capacity raining to 400 physical education and sport teachers, 46 female, in Kep, Battambang, Prey Veng and Kandal provinces.
- Receipved 125 Japanese delegates and students, 37 female, in 4 study tours.
- Sent 1 staff to join the discussion on regional athletics development strategy in Indonesia.
- Sent 1 staff to join the regional workshop on leadership of female athletes in Indonesia.
- Cooperated to organized boat racing in Water Festival in front of the Royal Palace.
- Cooperated with Cambodian People with Disabilities Organization to organize concerts on inclusive development at the National Stadium.

B. Progress of Outcome Indicators

Progress Analysis of Outcome Indicators

	Physical Education and Sport	Actual 2013-14	Target 2014-15	Actual 2014-15	Status
1	No. of physical education and sport teachers in a year	150	150	150	↑
2	4 sport fields improved: - National Stadium - Royal University of Phnom Penh - National Institute of Physical Education and Sport - Siem Reap Provincial Stadium		100%	80% Started Started Started	→ ↓ ↓ ↓
3	Secondary education institutions with the following facilities: - Football field: 10 - Basketball field: 15 - Volleyball field: 20		 2 3 4	 2 3 4	 ↑ ↑ ↑
4	No. of medals won in SEA Game	4	8	8	↑

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

C. Challenges

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

- Implementation of activities and use of physical education and sport hours at school were not fully done.
- Some education institutions did not have sport fields for physical education and sport activities.
- Physical education and sport books were not enough for primary schools.
- Physical education activities of the public were not up to the standard.
- Information on traditional sport was not collected and documented.
- Some national sport federations did not take ownership in developing their regular practice plans.
- Training materials and fields for sport training and competition were not sufficient and up to technical standards.
- Achievements of sportsmen in national championship competitions were still low compared with those of SEA game competitions.
- Human resources were not sufficient.
- Formulation of regulations was not according to the plan.
- Participation of women in sport activitivities was still limited.
- Buildings and dormitories were still not sufficient.

3. DIRECTION FOR THE ACADEMIC YEAR OF 2014-2015

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

3.1 DIRECTIONS FOR KEY REFORMS

3.1.1 Strengthening Planning System

- Collect education statistics to resond to needs and urge collection of statistics from education institutions under MOEYS and relevant institutions.
- Support working group in each sector on the implementation of ESP at national and sub-national levels.
- Strengthen the process of JTWG-Ed at capital/provincial level.
- Strengthen planning and statistics work at national and sub-national levels.
- Strengthen M&E on the implementation of programs in ESP and of projects.

3.1.2 Decentralization and Deconcentration

- Formulate policy framework and regulations to support assignement of functions to sub-national administration.
- Develop capacity of D&D reform working group.
- Enhance awareness on management based on the principle of governance and effective public service delievery.
- Mainstream the concept of leadership and management following the approach to leadership and management.

3.1.3 Personnel Management

- Cooperate with relevant ministries to implement reform measures of civil servant management, salary and allowances.
- Implement Sub-decree No. 497 ANKr.BK dated Nov 06, 2013 on the delegation of power to sub-national administration in appointing, changing and terminating civil servants at sub-national level.
- Organize examination to select teachers at higher education level to work in higher education institutions.
- Formulate and revise some regulations to implement the policy on human resources in education sector.
- Expand the scope of the implementation of the new standard on the use of education staff.
- Introduce education staff performance appraisal system.

3.1.4 Public Financial Management

- Revised chart of accounts and reporting templates for internal use in MOEYS.
- Speed up the mechanism and procedure to revise the Inter-Ministerial Prakas and Sub-Decree related to expense procedure.
- Strengthen staff capacity in implementing 2015 budget.
- Formulate medium term and long term expenditure plan, 2016-2025 and budget plan 2016.
- Continue to develop IT-based financial management.
- Provide trainings to technical staff and school directors and update data on state assets.
- Issue Inter-Ministerial Prakas on Immovable Properties Titles for MOEYS without charging cadastral fees.

- Promote capacity of auditing staff and strengthen reporting standard on internal auditing.
- Set inspection standards by using the manual on inspection procedures.
- Provide capacity training on procedures to investigate and resolve disputes.

3.2 SUB-SECTOR DIRECTIONS

3.2.1 Sub-Sector: Early Childhood Education

- Increase enrolment rate of children aged 5, 4 and 3 years according to the targets.
- Expand and improve early childhood education infrastructure focusing on construction and renovation of school buildings and improving school environment up to the standard and pedagogical norm.
- Expand parenting program focusing on nutrition service, promotion of health, sanitation and hygiene, care and use of health services.
- Provide deworming pills and medical and physical checkup to education staff and learners by cooperating with Ministry of Health, provide education on health, hygiene, oral-teeth health, nutrition and other health services.
- Produce and disseminate videos for parenting program.
- Strengthen implementing program of inclusive education and multi-lingual education at pre-school level.
- Develop curriculum, strengthen capacity of pre-school directors and provide capacity training to staff in charge of ECE at all levels including pre-school teachers in state and community pre-schools.
- Provide teachers based on specializations and allowed number of pre-school teachers to be selected.
- Increase capacity and qualification for master trainers.
- Provide IT equipment gradually to the Pre-School Teacher Training Center.
- Provide capacity training to pre-school teachers with Baccalaureate degree so that they can be given category of basic education teachers.
- Provide capacity training on leadership and management to pre-school directors.
- Strengthen quality assurance system on teacher training and disseminate information on teacher training assessment bulletin.
- Increase qualification of pre-school teachers with Baccalaureate degree to become basic education teachers.
- Strengthen research result and analysis-based M&E system for ECE sub-sector.
- Formulate regulations to support ECE sub-sector.
- Formulate result framework for the National Action Plan on Early Childhood Care and Development, 2014-2018.
- Promote implementing mechanism of the National Committee for Early Childhood Care and Development.

3.2.2 Sub-Sector: Primary Education

- Increase enrolment of children in primary education, especially marginalized children.
- Provide scholarship and nutrition to poor students in primary schools.
- Improve curriculum for primary education.
- Strengthen quality assurance system for teacher training.
- Develop capacity of teachers, master trainers at capital-provincial teacher training centers on teaching methodologies, especially for Math and Science subjects.

- Repair and improve facilities at capital-provincial teacher training centers.
- Supply master trainers to capital-provincial teacher training centers and prevent master trainers from moving out through appropriate incentive system.
- Provide capacity training on teaching to primary school teachers (teaching English subject for grade 4, teaching students with hearing and visual disabilities).
- Strengthen quality assurance system for teacher trainings and disseminate bulletins on teacher training assessment.
- Formulate regulations on school health (medical and physical checkup, circular on school health structure at sub-national level, sub-decree on school health).
- Provide deworming pills, medical and physical checkup to education staff and learners, especially grade 1 students in Kampot and Kampong Chhnang province by working with Ministry of Health.
- Provide first aid kits and training on how to use them in education institutions.
- Urge installation of handwahing facilities, water supply facilities and latrines.
- Provide education on health, nutrition, food safety, reproductive health, sexual health, HIV/AIDs, drug, alcohol, cigarette, malaria, dengue fever, flu, worming, eye health, oral-teeth health and danger prevention.
- Strengthen leadership and management at school level.

3.2.3 Sub-Sector: Secondary Education and Technical Education

- Prevent dropouts
- Expand child friendly school program at lower secondary education level
- Promote the implementation of local life skill program at secondary schools
- Develop capacity of Math and Science teachers at grade 12
- Update teacher training manuals for Psycho-Pedagogy subject
- Supply master trainers by specialization and enhance qualification of teacher trainers at regional teacher training centers
- Strengthen teacher training quality assurance system and disseminate bulletins on teacher training assessment
- Strengthen the implementation of teacher professional standards
- Develop teacher career pathway
- Produce and broadcast videos on Math and Science teaching
- Develop school directors' capacity on leadership, management and communication skills
- Develop curriculum, standards and core textbooks for general education
- Develop curriculum standards for technical education for five skills: mechanics, electricity, electronics, agriculture and accounting and finance
- Continue to cooperate with development partners, private sector and stakeholders to develop curriculum for other specializations to respond to emerging targets and regional labor market
- Reinforce professional of teacher code of conduct
- Provide deworming pills and medical and physical checkup to education staff and learners
- Urge installation of hand washing facilities, water supply facilities and latrines
- Provide education on health, nutrition, food safety, reproductive health, sexual health, HIV/AIDs, drug, alcohol, cigarette, malaria, dengue fever, flu, worming, eye health and danger prevention

- Construct and repair school buildings to respond to actual needs
- Deploy specialized teachers to respond the needs for specialized skills
- Construct teacher houses in disadvantaged areas
- Create an institute to provide training to technical teachers

3.3.4 Sub-Sector: Higher Education

- Develop a Sub-decree to provide autonomy to HEIs
- Develop standards and guidelines on internal quality assurance
- Encourage a feasibility studies on expansion of science, technical, engineering, creative art and Math program
- Promote education on health, prevention of communicable and non-communicable diseases, danger prevention and other health services
- Formulate a policy on scholarship, subsidy and loan schemes for students at higher education level
- Develop guidelines and mechanisms to provide incentives to researchers at higher education level
- Promote the implementation of the policy on research and development at higher education level
- Promote the implementation of the Royal Degree on Provision of Professorship status
- Promote the implementation of the national standards on higher education accreditation
- Develop manual on higher education accreditation
- Continue to assess some HEIs.

2.3.5 Sub-Sector: Non-Formal Education

- Organize national literacy campaign, 2015
- Expand the scope of equivalency program at primary education level
- Review training programs at CLCs to address social needs
- Formulate requirements for opening CLCs
- Provide education on reproductive health, sexual health, HIV/AIDS, drug, alcohol, cigarette, malaria, dengue fever and danger prevention
- Develop capacity of non-formal education staff at national and sub-national levels
- Increase the amount of allowances for non-formal education teachers.

3.2.6 Sub-Sector: Youth Development

- Formulate a regulation to establish National Council for Youth Development and General Secretariat
- Formulate a national plan to implement the National Policy for Cambodian Youth Development
- Formulate a strategic plan for the National Council for Youth Development
- Formulate regulations to establish youth councils at ministerial/institutional, capital, provincial, municipal, district, khan, sangkat, commune levels
- Develop short-term and medium-term capacity training programs for staff and youths
- Provide training courses to district youth volunteers in 50 districts
- Provide skill training courses in 20 youth centers at capital/provincial level
- Promote development of youth centers

- Provide education on reproductive health, HIV/AIDS, drug, alcohol, cigarette, malaria, dengue fever and danger prevention
- Continue to cooperate with development partners in areas of youth development and youth center at capital/provincial level, volunteerism, vocational training and soft skill training
- Organize exchange visit for volunteers to share and exchange experiences on volunteerism and preservation of Khmer cultural heritage
- Formulate materials, action plan and matrix for vocational trainings and soft skill trainings at youth centers and for training youth volunteers
- Organize national forum on volunteerism in Cambodia and international volunteer day
- Organize youth forum on leadership and youth.

3.2.7 Sub-Sector: Physical Education and Sport

- Continue to develop a Prakas on management of public sports and traditional sports
- Promote full implementation of physical education and sport curriculum in primary and secondary education institutions
- Promote establishment of sport associations in public and private education institutions
- Continue improving the core training program for physical education and sport teachers
- Continue to conduct research and document national traditional sports
- Develop guidelines on sport competition program and sport championship competition at national and capital/provincial levels in education institutions at 3 levels
- Promote women's participation in sport activities
- Strengthen structure of student sport federation and national sport federation
- Print physical education sport books for primary education institutions
- Produce and distribute 6 volumes of sport magazines
- Continue to provide physical testing for children aged 6 to 12 years old at capital/provincial levels
- Provide capacity training to sport technical staff, sport management staff and physical education teachers at all levels
- Mobilize 392 national sportsmen for 23 sport types to trainings to prepare for SEA Game competition and international competitions
- Continue to provide training to teacher trainees in the 23rd and 24th generations and organize graduation examination for teacher trainees of the 23rd generation and examination to select teacher trainees for the 25th generation
- Provide facilities and construct and improve infrastructure, sportsfields at national and sub-national levels according to technical standards
- Provide infrastructure, school buildings and dormitories at the National Institute of Physical Education and Sport
- Provide education on reproductive health, sexual health, HIV/AIDS, drug, alcohol and cigarette
- Improve governance among sport associations and national sport federations.

3.3 CHALLENGES AND CROSS SUB-SECTORAL DIRECTIONS

3.3.1 Curriculum Development

Challenges

- Curriculum was not relevant with labor market.
- Libraries in most schools operate only in one shift and were not up to the standard.
- Supplementary reading materials to promote reading at school were not enough.

Directions

- Organize consultation on curriculum framework and improve detailed curriculum at basic education level for all subjects.
- Organize events to promote readings in primary schools.
- Organize national reading day and create leading libraries in capital/provinces.

3.3.2 Administration

Challenges

- Management of administrative letters (movement of letters) was not smooth.
- Provision of decorations in 2012, 2013 and 2014 was slow.

Directions

- Strengthen management of administrative letters, especially movement of letters.
- Speed up provision of decorations to education staff at national and sub-national levels.
- Develop management capacity on education administration and archival.

3.3.3 Cultural Relation and Scholarship

Challenges

- Management of statistics of leaving students, students pursuing studies and students graduating from embassies in Cambodia was not smooth.
- All works responsible by the advisor in charge of Francophonie were covered by offices without support and incentives.
- There was lack of resources for trainings, leading to delay of the implementation of some projects supported by development partners.

Directions

- Continue to strengthen management of scholarship students both in the country and overseas through IT system.
- Strengthen cooperation with relevant institutions and development partners in areas of learning and teaching French by finding scholarship for teachers and students using French language.
- Develop concrete policy on foreign language studies.

3.3.4 Information and ASEAN Affairs

Challenges

- Draft policy on distance learning was not approved yet and informal education management was not well implemented.
- Cameras and video editing equipment including equipment provided for the purpose of producing and broadcasting information on education, youth and sport were not updated to catch up with modern technology.
- Collaboration to upload documents and data on MOEYS's websites from relevant entities was still limited; thus, the technical team spent lots of time to provide technical support.

Directions

- Continue to draft the policy on distance learning and strengthen informal education management mechanism.
- Cooperate and provide technical facilitation on the use of formal internet - email of MOEYS and update information on MOEYS's website at sub-national level in a broad and effective manner.
- Provide modern equipment for producing and broadcasting information on education, youth and sport.

3.3.4 Construction

Challenges

- Ability to repair old school buildings was limited.
- Response to request for construction and repair of education infrastructure was not sufficient.
- Management and maintenance of education infrastructure in education institutions and in subordinating entities were limited.

Directions

- Continue to promote construction and repair of education infrastructure in capital/provinces.
- Continue to promote capacity of staff responsible for managing education infrastructure at national, sub-national and local levels.
- Conduct a study on school building standards by types (long-term durable, medium team, temporary, floating….).

3.3.6 Printing and Distribution

Directions

- Develop core textbooks, practice books, supplementary reading materials and other materials.
- Print core textbooks, practice books and supplementary reading.
- Delivery core textbooks to schools across the country.

3.3.7 Education Qualty Assurence

Challenges

- Staff did not receive trainings appropriately to their workload.
- The number of technical staff and inspectors was not sufficient.
- There was lack of transportation means for doing work.

Directions

- Disseminate information on results of national assessment for grade 8 for Khmer, Physics and Math subjects to staff at national and sub-national levels in 25 capital/provinces.
- Create national assessment process for grade 3.
- Strengthen education quality assurance and inspection at capital/provincial level.

4. CONCLUSION

MOEYS commends the results achieved in 2013-2014, reflecting key reform progress and progress in the 7 sub-sectors.

MOEYS is focusing on broad, prioritized reforms through the implementation of policy actions, realization of core breakthrough indicators, response to key reforms of the Royal Government including Public Financial Management, Public Administrative Reform, Decentralization and Deconcentration, especially progress of the 8 reforms introduced by MOEYS in the 5th mandate. MOEYS will continue to prioritize challenges during the reform stage in order to achieve planned results in the near term.

ECE sub-sector has demonstrated progress in expanding all forms of ECE, especially community pre-schools, formulation of policy and national action plan on early childhood care and development. However, expansion of infrastructure, increasing number of pre-school teachers and participation of commune councils deserve more attention.

Primary education sub-sector has shown progress in enroling disadvantaged children in special programs and interventions, promoting early reading skills at primary education level and preventing dropout. However, continued interventions for disadvantaged children, promotion of early reading and early math skills at primary education levels and promotionof leadership and management at school level should be prioritized.

General secondary education and technical education sub-sector has demonstrated progress in preventing dropouts, strengthening learning assessment mechanism and national examinations. However, expansion of secondary education, implementation of early warning to prevent dropout, promoting capacity of teachers, especially in science and math subjects, developing model secondary schools and strengthening process of general and technical lycées deserve more attention.

Non-formal education sub-sector has shown process in the development of non-formal education program of all forms. However, increasing the number of functional literacy classes and strengthening CLCs deserve more attention.

Higher education sub-sector has demonstrated progress in the area of higher education capacity development including the formulation of higher education vision 2030, promotion of governance in HEIs and capacity of higher education staff. However, increasing number of enrolment in priority subjects and internal quality assurance of HEIs should receive more attention.

Youth development sub-sector has presented progress in improving infrastructure for child and youth councils and trainings of hard and soft skills. However, soft skill training for youths should receive more attention.

Physical education and sport sub-sector has shown progress in terms of the achievements of Cambodian sports at regional and global levels, promotion of physical education and sport activities at school and public sport. However, continued promotion of Cambodian sport achievement at regional and global level and improvement of sport infrastructure at school level deserve more attention.

Organization of the congress to take stock of achievements in education, youth and sport sectors provided experiences on the strengthening of systematic, result-based and sub-sectoral M&E system.

Ensuring equity, quality and relevance of education is essential for the country development under the theme "Where there are human resources, there is development". Thus, achievements presented above expressly reflect our responsibilities for our roles and duties to bring successes to education sector development, according to ESP 2014-2018 and the Rectangular Strategy Phase 3 of the Royal Government. Participation from education staff at all levels, relevant ministries/ institutions and development partners under realistic leadership of **Samdech Akka Moha Sena Padei Techo Hun Sen, Prime Minister of the Kingdom of Cambodia**, brings about hope and confidence on the pathway of reform and development of education, youth and sport sectors for the future of children and youths in Cambodia.

PART 2

ANNEX

ANNEX 1: PROGRESS OF THE IMPLEMENTATION OF ANNUA OPERATIONAL PLAN 2014

No.	Departments	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Early Childhood Education	79	39	0	40
2	Primary Education	75	46	16	13
3	General Secondary Education	28	25	1	2
4	Vocational Orientation	6	6	0	0
5	Non-Formal Education	11	11	0	0
6	Higher Education	38	28	3	7
7	Science Research	9	9	0	0
8	Youth	5	5	0	0
9	Youth Centre Management	9	9	0	0
10	Student Physical Education and Sport	3	3	0	0
11	Physical Education and Sport	3	3	0	0
12	National Sport Training Centre	8	8	0	0
13	National Institute of Physical Education and Sport	7	7	0	0
14	Planning	25	24	1	0
15	Personnel	30	28	0	2
16	Legislation	15	10	0	5
17	Finance	10	10	0	0
18	Curriculum Development	27	17	3	7
19	Teacher Training	18	16	1	1
20	School Health	36	31	2	3
21	Administration	2	2	0	0
22	Cultural Relation and Scholarship	5	5	0	0
23	Information and Asian Affairs	20	15	0	5
24	Materials and State Property	6	6	0	0
25	Construction	17	6	9	2
26	Printing and Publishing House	6	6	0	0
27	Educational Quality Assurance	8	5	2	1
28	Inspectorate of Administration and Finance	4	4	0	0
29	Internal Audit	6	2	0	4
Total		516	386	38	92

ANNEX 2: PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF THE ACADEMIC YEAR 2013-2014

No.	Departments	Activities	Already implemented	Is being implemented	Has not yet implemented
1	Early Childhood Education	6	2	3	1
2	Primary Education	6	3	3	0
3	General Secondary Education	7	2	5	0
4	Vocational Orientation	6	4	1	1
5	Non-Formal Education	5	3	1	1
6	Higher Education	12	6	5	1
7	Science Research	4	1	3	0
8	Youth	5	0	5	0
9	Youth Centre Management	4	4	0	0
10	Student Physical Education and Sport	11	10	1	0
11	Physical Education and Sport	6	2	4	0
12	National Sport Training Centre	3	3	0	0
13	National Institute of Physical Education and Sport	6	4	2	0
14	Planning	7	7	0	0
15	Personnel	8	7	0	1
16	Legislation	6	5	1	0
17	Finance	5	2	3	0
18	Curriculum Development	6	2	1	3
19	Teacher Training	7	7	0	0
20	School Health	4	3	1	0
21	Administration	3	3	0	0
22	Cultural Relation and Scholarship	3	0	2	1
23	Information and Asian Affairs	6	4	0	2
24	Materials and State Property	5	2	3	0
25	Construction	5	0	5	0
26	Printing and Publishing House	6	6	0	0
27	Educational Quality Assurance	5	3	2	0
28	Inspectorate of Administration and Finance	4	4	0	0
29	Internal Audit	3	1	0	2
Total		**164**	**100**	**51**	**13**

ANNEX 3: PROGRESS OF THE IMPLEMENTATION OF POLICY ACTION MATRIX 2014

Early Childhood EducationSub-Sector	2014	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	• Prepare national action plan for early childhood care and development by 2014. (ECED)	1	• Disseminated on 1 September 2014.
	• Prepare guidelines on the management and operation of resource pre-schools in 2014. (ECED)	2	• Requesting for approval from Leader of MOEYS.
Policy 2:Enhancing the quality and relevance of learning	• Revise the public preschool curriculum, community pre-school and home-based program in 2014. (ECED)	3	• Lack of fund and technical advisor support.
	• Prepare principles to expand the framework of pre-school teacher training in 2014. (TTD, ECED)	1	• Increased pre-school teachers from 200 in 2013 to 250 in 2014 based on letter No. 2322 អយក. បរ dated 16 June 2014.
	• Prepare guidelines for parents and guardians education on nutrition, care, child protection and use of health services in 2014. (SHD)	2	• SHD and ECED are drafting
Policy 3: Ensuring effective leadership and management of education staff at all levels	• Introduce a result-based monitoring and evaluation system of early childhood education sub-sector in 2014. (ECED)	• 2	• Requesting form approval from leader of MOEYS.
	• Revise the functions for the Early Childhood Department of Education, responding to the policy of decentralization and deconcentration in 2014. (DOL, ECED)	• 2	• Technical working group is preparing and requesting for approval from leader of MOEYS.
	• Revise the term of reference, function of early childhood education at sub-national level in 2014. (DOL, ECED)	• 2	• Technical working group is preparing and requesting for approval from leader of MOEYS.
	• Prepare good governance principles for pre-schools in 2014.(DOL, ECED)	• 1	• Note approval by leader of MOEYS on 24 May 2012.

Primary Education Sub-Sector	2014	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	• Revise master plan to help children with disabilities from 2014. (PED)	2	• Will finish in early 2015
	• Revise sub-decree on scholarships for primary schools in 2014. (DOL, DOF)	2	• Requesting to leader of MOEYS to check and decide.
	• Revise the regulations on the use of the school operational budget for primary education by 2014. (DOF)	1	• Prakas inter-ministries 508 សហវ .ប្រក on 20 May 2013 on Expenditures Principles for program budget implementation of MOEYS.
Policy 2:Enhancing the quality and relevance of learning	• Prepare a guideline on the use of questionnaires related to the student learning in 2014. (PED)	1	
	• Prepare the regulations on the teaching of Foreign language from grade 4 in 2014. (PED, CDD)	1	• Guidelines on English teaching and learning at primary school.

Primary Education Sub-Sector	2014	Progress	Reasons
	• Prepare a framework on school quality assurance by 2014. (EQAD)	2	• Requested for first endorsement from leader of MOEYS on December 2014.
	• Pilot the full day teaching and learning at primary education from 2014. (PED)	3	• Do not have enough resource and study on pilot in 2015.
	• Disseminate and implement teacher training quality assurance system in 2014. (DOF)	3	• This was supported by EEQP-ADB project but the projectwas finished.
	• Revise staffing norm by 2014. (PerD)	1	• New norm No. 33អយក.សណន for pilot implementing 5 capital/provinces in SY 2014-2015
Policy 3: Ensuring effective leadership and management of education staff at all levels	• Prepare instructional guideline to implement the nutritional programs at primary school in 2014. (PED)	1	
	• Prepare the ToR and action plan of the Child Friendly School committee by 2014. (PED)	1	
	• Pilot the staff performance appraisal in 2014 and officially implement in 2016. (PerD)	1	
	• Prepare result-based monitoring system for primary education by 2014. (PED)	2	
	• Prepare EMIS development master plan according to the Ministry's ICT policy in 2014. (DOP)	1	• EMIS Master Plan 2014-2018 (endorsed and put in use on 17 March 2014)

Secondary and Technical Education Sub-Sector	2014	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	• Prepare national policy on scholarship, subsidy and loan scheme in 2014. (GSED)	2	• The study is being conducted to change it to the national policy
	• Prepare a sub-decree on increasing incentives for teachers in disadvantaged and remote areas in 2014. (PerD)	3	• Early 2015, government has planned to add allowance from 60,000(Riel) to 80,000 (Riel). • Personnel Department works with Ministry of CivilService to check these criteria.
	• Prepare a master plan on Technical Education development in 2014. (VOD)	2	• Being developed in collaboration with KOICA and will complete in 2015
Policy 2:Enhancing the quality and relevance of learning	• Prepare policy framework and guidelines on child-friendly schools at secondary education by 2014. (GSED)	2	• Being processedwith UNECEF.
	• Prepare a guideline on the examination of technical education student in 2014. (VOD)	2	• Preparing guidelines draft and will finish in January.
Policy 3: Ensuring effective leadership and management of education staff at all levels	• Prepare standardized equipment supply to serve to school administration by 2014. (DMSA)	2	• A draft is prepared toapprove from leader of MOEYS.
	• Prepare result-based planning,monitoringandevaluation system at secondary education by 2014. (GSED)	2	• Letter 5636 អយក.មធទto allow GSED conduct training.
	• Prepare teacher framework for technical education teacher who teaching in GTHS by 2014. (PerD, VOD)	3	• Will be prepared technical education teacher framework after the Master Plan is prepared.

Secondary and Technical Education Sub-Sector	2014	Progress	Reasons
	• Prepare the regulation on management of private secondary education institutions in 2014. (GSED)	2	• Finalized draft is
	• Prepare a guideline on autonomy and responsibility of secondary schools by 2014. (GSED)	3	• Waiting for technical advisor from World Bank.
	• Prepare the good governance principles for general secondary education and GTHS by 2014. (GSED)	3	• Waiting for technical advisor from World Bank.
	• Update policy on ICT in education in 2014. (IAAD)	3	• Lack technical advisor and fund support.
	• Prepare a Prakas on revised TOR of Technical and Vocational Orientation Department in 2014. (DOL)	3	• Not yet implemented.

Higher Education Sub-Sector	2014	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	• Prepare national policy on scholarship, subsidy and loan scheme at higher education in 2014. (HED)	2	• Set up working group and visited to Philippines to gain lesson learned.
	• Prepare a plan for increasing student at science, technology, engineering, creative arts and mathematics in 2014. (HED)	2	• Conducted consultative workshop with HEIs.
	• Prepare guideline for entrance and exit exams by 2014. (HED)	1	• Letter No. 2331អយក.ឧស dated 17 June 2014 on the proposal for entrance and exit exam for each school year.
Policy 2:Enhancing the quality and relevance of learning	• Prepare guideline on Tracer Study by 2014. (HED)	2	• Trained Technical Department officials several time on research and preparing final results report.
Policy 3: Ensuring effective leadership and management of education staff at all levels	• Establish faculty of education at RUPP in 2014. (HED)	1	• Letter N. 24 អយក.សស dated 10 September 2014 establish faculty of education in RUPP.
	• Prepare operational manual for Library Management by 2014. (HED)	3	• Not yet start. it will be implemented in 2015.
	• Prepare operational manual for Laboratory Management by 2014. (HED)	3	• Not yet start. it will be implemented in 2015.
	• Prepare a structure and mechanism to implement a policy on research and development in 2014. (SRD)	2	• Prepared Prakas draft and Leader of MOEYS check and decision.
	• Prepare a result-base HE plan in 2014. (HED)	2	• Conducted orientation workshop to HEIs on concept of result-base plan.Some HEIs were prepared.
	• Improve accreditation system for the establishment of HEI in 2014. (HED)	2	• Conducted workshop on review the existing documents and analysis it. It is improved in 2015.
	• Prepare a regulation on the HEI autonomy in 2014. (HED)	3	• Not yet implemented, will prepare in 2015. But waiting discussion result of education congress in March 2015.

Non Formal EducationSub-Sector	2014	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	• Prepare Country Literacy Acceleration Plan by 2014.(NFED) • Revise guideline on re-entry program by 2014. (NFED) • Revise guideline on Functional Literacy Program by 2014. (NFED) • Prepare guideline on Equivalency program for Lower Secondary education by 2014. (NFED) • Prepare guideline on scholarship for NFE learners by 2014. (NFED)	1 3 1 1 3	• Implemented action plan on country literacy acceleration in 2014. • Wait for new sub-decree on determining allowance of re-entry program teacher. • Letter N. 38 អយក.សណនdated 3 July 2014. • Letter N. 70 អយក.សណនdated 30 October 2013. • Wait for new sub-decree on scholarship for NFE learners.
Policy 2:Enhancing the quality and relevance of learning			
Policy 3: Ensuring effective leadership and management of education staff at all levels	• Revise guideline on the Management and Leadership of CLCs by 2014. (NFED) • Revise guideline on the usage of NFE-MIS by 2014. (NFED) • NFE Sub-technical working group work plan is approved every year. (NFED) • Revise guideline on management of private school in 2014. (NFED)	1 1 1 3	• Letter N. 40 អយក.សណនdated 22 July 2014. • Letter N. 37 អយក.សណនdated 3 July 2014. • Conducted evaluated meetings on technical department activities every 3 months and approved next work plan every year. • Department of Legislation will coordinate on the One-Stop service for management of private school based on sub-decree N. 68 អនក្រ.បក dated 21 February 2013.

Youth Development Sub-Sector	2014	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	• Prepare national action plan on youth development in 2014. (DGY) • Prepare national council for youth development and youth development councils of the Ministry, institutions, provinces, and districts in 2014. (DGY) • Prepare strategic plan for the national council for youth development in 2014. (DGY) • Prepare professional orientation services and study orientation in 2014. (DOY) • Prepare plan on the participation of youth in volunteer activities in 2014. (DOY) • Prepare national action plan on the development of the national scout in 2014. (DOY)	1 1 1 1 3 3	
Policy 2:Enhancing the quality and relevance of learning	• Prepare regulations on strengthening the mechanisms for children and youth council and	2	• Need to conduct new evaluation.

Youth Development Sub-Sector	2014	Progress	Reasons
	prepare concerning documents in 2014. (DOY)		
Policy 3: Ensuring effective leadership and management of education staff at all levels	• Set up a mechanism for monitoring and evaluating the implementation in 2014. (DOY) • Prepare infrastructure development plan of youth centers in 2014. (DMYC) • Revise guideline on the preparation and functioning of youth center in 2014. (DOY)	2 2 1	• Need above 2 months. • Put in national meeting to collect input.

Physical Education and Sport Sub-Sector	2014	Progress	Reasons
Policy 1: Ensuring equitable access for all to education services	• Prepare guideline on preparation of physical education and sport fields in 2014. (DPESS) • Prepare guideline on technical activities of physical education and sports in 2014. (DPES) • Prepare guideline on physical education and sport activities in and out of learning time in 2014. (DPESS)	1 2 1	• Has been transferring technical work to the National Federation Sport.
Policy 2:Enhancing the quality and relevance of learning	• Prepare national policy on physical education and sport development in 2014. (DPES) • Prepare master plan on sport development toward year 2023 in 2014. (DGS) • Prepare guideline on sport competitions in education institutions in 2014. (DPESS)	2 2 1	• Being consulted. • Preparing and discussing. • Completed.
Policy 3: Ensuring effective leadership and management of education staff at all levels			

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

Early Childhood Education Department	ECED	Department of Finance	DOF
Primary Education Department	PED	Internal Audit Department	IAD
General Secondary Education Department	GSED	Inspectorate of Administration and Finance	IAF
Non Formal Education Department	NFED	Department of Construction	DOC
School Health Department	SHD	Department of Legislation	DOL
Higher Education Department	HED	Department of Materials and Public Assets	DMSA
Science Research Department	SRD	Information and ASEAN Affairs Department	IAAD
Directorate General of Physical Education and Sport	DGPES	Department of Adminstration	DOA
Directorate General of Youth	DGY	Department of Planning	DOP
Techer Training Department	TTD	Vocational Orientation Department	VOD
Curriculum Development Department	CDD	Education Quality Assurance Department	EQAD
Personnel Department	PerD		

ANNEX 4: PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2014

Main Activities	Results	Sub-Activities	Status		
			1	2	3
1. EARLY CHILDHOOD EDUCATION					
1. Formulation of National Action Plan and Policy Implementation	2/2	1. Disseminate ECCD Policy and National Action Plan	✓		
		2. Organize the National Committee for Early Childhood Care and Development (meeting, workshop, training)	✓		
2. Capacity building on early childhood education	27/47	1. Support five-year-old children education program	✓		
		Expansion Public Pre-school			
		2. Hygiene material packages for public pre-school			✓
		3. Teaching and learning materials packages for public pre-school			✓
		4. Provide training to national trainers on new curriculum of public pre-school in 5 days			✓
		5. Provide training to sub-national trainers on new curriculum of pre-school in 5 days			✓
		6. Conduct training to1,440 public pre-school teachers on new curriculum in 15 days			✓
		7. Provide training to 1,000 primary, contract teachers who teach public pre-school classes on new curriculum in 30 days			✓
		8. Improve new curriculum standard			✓
		9. Prepare module and materials for training public pre-school, primary, contract teachers who teach pre-school classes			✓
		Pre-school Resource Center Programme			
		10. Prepare module and teaching materials for training pre-school resource center programme	✓		
		11. Provide regional training to POEs on pre-school resource centers programme			✓
		12. Provide quarterly training to resource pre-school network			✓
		13. Mentoring on resource pre-school programme			✓
		14. Budget for developing PRC			✓
		15. TA for PRC			✓
		16. Finalize guideline for implementation of PRC	✓		
		Community Pre-school Program			
		17. Visit locations for new community pre-school construction	✓		
		18. Provide training on guidelines for the network for CPS and HBE	✓		
		19. Provide training to national trainers on operation and technique for CPS	✓		
		20. Provide training to sub-national	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		trainers on operation and technique for CPS			
		21. Provide first training to new teachers of CPS on CPS operation and technique.	✓		
		22. Provide continuous training to 154 old teachers of CPS on CPS operation and technique	✓		
		23. Provide continuous training to 63 old teachers of CPS on CPS operation and technique	✓		
		24. Conduct monthly meeting with DOE pre-school staff on CPS			✓
		25. Material packages for new and old CPS (GPE)			✓
		26. Local consultant for CPS			✓
		27. Prepare training module and material for first and continuous training on CPS	✓		
		Pre-school Home-based and Parenting programme			
		28. Provide training to national trainers on preschool Home-based and Parenting programme	✓		
		29. Provide training to sub-national trainers on pre-school Home-based and parenting programme	✓		
		30. Provide first training to core mothers on HBE	✓		
		31. Provide continuous training to core mothers on HBE	✓		
		32. Material packages for HBE programme			✓
		33. Conduct monthly meeting on Care, Nutrition, and used Health services for HBE programme			✓
		34. Local TA for HBE (1 for programme and 1 for Health)			✓
		Parenting Programme Linking with CPS			✓
		35. Provide training on parenting programme linking with CPS			✓
		36. Conduct monthly meeting on Care, Nutrition with more standards, and using Health services for CPS programme			✓
		Parenting Programme Linking with Public Pre-schools			✓
		37. Provide training on parenting programme linking with public pre-schools in targeted classes			✓
		38. Provide monthly meeting on Care, Nutrition with more standards, and using Health services for public preschool programme			✓
		Program for pregnant mothers and mothers of children 0-2 years old			✓
		39. Provide training on educating for pregnant mothers and mothers of children 0-2 years old in HBE			✓
		40. Conduct monthly meeting on Care, Nutrition with more			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		standards, and using Health services for targeted houses			
		Support ECE by Development Partners			
		41. Support implementation of ECE at sub-national level (UNICEF)	✓		
		42. ECE support for central level (Plan)	✓		
		43. ECE support for sub-national level in Siem Reap, Ratanakiri and Kampong Cham (Plan)	✓		
		44. Implementation of ECE at national level(SC)	✓		
		45. Implementation of ECE at Sub national level in Siem Reap. Kampong Cham, Kampong Chhnang, PreahVihear, Koh Kong, Kratie, and Prey Veng (SC)	✓		
		46. Implementation of ECE at sub-national level(CYK)	✓		
		47. Develop ECE at sub-national level (BandosKokar)	✓		
3. Monitoring and Evaluation	6/6	1. ECE Monitoring (PB)	✓		
		2. Central monitoring on ECE	✓		
		3. Provincial monitoring on ECE	✓		
		4. District monitoring on ECE	✓		
		5. Conduct mid-year and annual ECCD Annual review meetings	✓		
		6. Monitoring, study and research on ECE	✓		
4. Publication and supply	0/14	1. 8 Laptops			✓
		2. 2 LCDs			✓
		3. 10 DVDs			✓
		4. 10 Speakers			✓
		5. 5 Camera			✓
		6. 6 video camera			✓
		7. 14 Desktop computers			✓
		8. Office stationary and communication cost			✓
		9. 2 cars			✓
5. Develop Capacity of management and ECE framework	4/10	1. Develop capacity national and sub-national staff on using SIG	✓		
		2. Enhancing capacity through training, workshop, study visit	✓		
		Strengthening Result-based management system			
		3. Strengthening staff capacity on M&E system for ECE sub-sector	✓		
		4. Training on data collection for ECE sub-sector			✓
		5. Prepare regular standard test system on Preschool class for ECE sub-sector			✓
		6. Training on planning, monitoring, evaluation, mid-year and annual review and reporting			✓
		7. Study and study visit on CPS and HBE			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		8. Study and study visit on HBS in and out country			✓
		9. Enhancing Local capacity development on data analysis and reporting			✓
		10. Training on result-based planning for ECE sub-sector	✓		
2. PRIMARY EDUCATION					
1. Development of documents and materials for supporting CFS implementation	7/16	1. Printing effective teaching and learning, psycho-social study materials, CFS Master plan and solving Math problem at grade 4			✓
		2. Workshop on development of grades 1-6 students competency test of Maths (baseline), includes TA		✓	
		3. EGMA data collection, analysis and reporting			✓
		4. Drafting grade 1 Mathematic Blueprint and document (workshop, design of picture, printing and transportation of 12,500 grade 1 Math textbooks to the EGMA piloting schools)			✓
		5. Development of M&E guideline for quality of primary education, best practice on the use of new Khmer textbook			✓
		6. CFS checklist and Master Plan		✓	
		7. Documented training on child's protection		✓	
		8. Design and use of Software for CFS statistics of the three levels.		✓	
		9. Printing Accelerated Learning textbooks	✓		
		10. Develop and disseminate the BE guidelines and 5-year Action plan for the BE program	✓		
		11. Inform and select schools providing hearing device and glasses	✓		
		12. Development of scholarship implementation manual - GPE	✓		
		13. Development of result-based M & E system for primary education sub-sector	✓		
		14. Develop and improve manual on development school and Lesson Study		✓	
		15. Copying action plan document for 2014	✓		
		16. Printing certificate of reward	✓		
2. Building Capacity of national and sub-national primary education officers for development of CFS implementation.	16/26	1. Provide training workshop on ETL to trainers and DTMTs and dissemination on ETL and SEL to teachers and problem solving grade 4	✓		
		2. Disseminate of revised CFS Master Plan		✓	
		3. Disseminate of NCT performance	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		and CFSProgramme and meeting with steering committee			
		4. Review of education performance and community involvement in education sector and dissemination of document on community involvement in education development	✓		
		5. Provide training on database of CFS Checklist to national and sub-national levels		✓	
		6. Review of EGMA Grade1 pilot			✓
		7. Trying out checklist to DTMTs, school principals and teachers	✓		
		8. Piloting and training DTMTs, school principals and teachers on child protection		✓	
		9. Training of English and computer	✓		
		10. Training on library standard to DTMTs, school directors	✓		
		11. Training on library to librarian			✓
		12. Disseminating and hand-in-hand practice on identification for CWDs and training on Inclusive education to teachers (Basic and Advanced)	✓		
		13. Train community teachers on bilingual education, story telling, and educational games	✓		
		14. Training teacher and preparing accelerated learning classes	✓		
		15. Provide training and practice of determining a student to get aids and children listen to and watch the (weak)		✓	
		16. Campaign on disability (listen and watch)			✓
		17. Training DTMT, cluster school director, and school directors on how to prepare and use a questionnaire relating to the student's performance and stakeholders (teachers , parents and community)	✓		
		18. Training cluster school committee on roles and responsibilities in school development	✓		
		19. Training of national and sub-national trainers, SSC on the Implementation of Primary scholarship program	✓		
		20. Training Provincial, district committee and school on the implementation of scholarship program as food	✓		
		21. Training national, sub-national trainers and principals on the collection of data for the result-based monitoring and evaluation system	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		22. Workshop introduce methods of data collection and sum of Out of School Children and disable children and training on collection of OOSC	✓		
		23. Orientation workshop on the use of reading and written books in Grade 2 , 3 to Principals and subject group in EGRA programme	✓		
		24. Dissemination workshop on principle of development cluster school to cluster committee and development council, and study visit to exchange of experience			✓
		25. Dissemination workshop on Lesson Study projects related to the lesson plans and class observation Khmer and Maths			✓
		26. Study visit to exchange experience abroad and class observation Khmer and Maths			✓
3. Monitoring and review of primary education performance to enhance implementation of Child Friendly School	7/12	1. Monitor ETL implementation by quarterly and support teachers with efficacy of teaching and learning	✓		
		2. Test garde1-6 students on calculation competency and collecting EGMA information grade 1-6 in target primary schools			✓
		3. Select targeted primary school for piloting programme on EGMA grade 1			✓
		4. Monitor the implementation of the CFS program using CFS checklist	✓		
		5. Monitor library	✓		
		6. Monitor AL and bilingual classes	✓		
		7. Set baseline surveys in targeted areas		✓	
		8. Annual Review meeting on the implementation of SIG programme	✓		
		9. Conduct annual Review meeting on the implementation of School Feeding programme	✓		
		10. Monitor the implementation of the scholarship program as cash, food, breakfast	✓		
		11. Monitor Teaching and learning in Khmer on reading-writing grade 1, 2, 3 after implementation EGRA		✓	
		12. Review progress in the implementation of lesson plans, class observation and teaching classes in Khmer and mathematics in targeted schools		✓	
4. Equipment, office supplies and budgets allowance for supporting program	1/2	1. Emergent rescue for flooding schools		✓	
		2. Office supplies, equipment (computers, printers, scanners and	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		photocopiers) and admin support for Primary Education Department			
5. Strengthening School Support Committees and community members to participate in school management and development	4/5	1. Exchange visits on management and technique on enhancing the quality of teaching and learning			✓
		2. Strengthen the capacity of SSC and community in the management and development of the school	✓		
		3. Support monitoring and follow up the implementation on Role and Responsibilities of SSC	✓		
		4. Conduct refresher training to national and sub-national core trainers and LCSC on SIG	✓		
		5. Monitoring on implementation of SIG at school level	✓		
A. Sub-national Activities					
1. Equipment, office supplies and budgets allowance for supporting program	8/9	1. Releasing scholarship budget GPE/WFP		✓	
		2. Releasing SIG fund	✓		
		3. School Operation Budget	✓		
		4. Budget for cluster committee for school planning meeting	✓		
		5. Budget for DOEs and clusters to monitor and allowance for Thursday teaching	✓		
		6. Budget allowance for Thursday meeting to schools or cluster schools	✓		
		7. Budget allowance to POEs, DOEs and cluster schools for monitoring	✓		
		8. Budget allowance for annual rewards to best performance teachers, outstanding students and advanced schools	✓		
		9. Budget allowance for assessment meeting on best performance teacher and developed school at POE and DOE levels	✓		
B. Development Partner Activities					
1. Equipment, office supplies and budgets allowance for supporting program	2/4	1. School Feeding Programme, WFP	✓		
		2. Releasing food scholarship WFP	✓		
		3. Schools safety		✓	
		4. Releasing of budget for low vision and low hearing children		✓	
2. Strengthening School Support Committees and community members to participate in school management and development	1/1	1. NGO develops capacity of Primary SSCs in Ratanakiri	✓		
3. SECONDARY EDUCATION					
1. Provide SOB for secondary schools	2/2	1. Provide SOB for Lower secondary schools	✓		
		2. Provide SOB for Upper secondary schools	✓		
2. School Improvement Grant	1/1	1. Provide SIG	✓		
3. Providing outstanding students	3/3	1. Providing outstanding students for College	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2. Providing outstanding students for Lycee	✓		
		3. Prepare outstanding student contest at province	✓		
4. Strengthening the management of teaching and learning	6/9	1. Trainings on deep reform of National Examination in Upper Secondary Education for national and sub-national levels	✓		
		2. Conduct TGL technical meeting in Colleges	✓		
		3. Conduct TGL technical meeting in Lycee	✓		
		4. Preparing workshop on deep reform of National Examination in Upper Secondary Education based on Teacher Policy reform		✓	
		5. Conduct consultative workshop on strengthening SIG management			✓
		6. Prepare refresher training on strengthening report writing at secondary school level			✓
		7. Prepare refresher training on Annual Operational Planning based on Programme Budgeting at secondary schools	✓		
		8. Prepare refresher training on the CFS program in the Lower Secondary	✓		
		9. Support to assistant at sub-national level for National Examination in Upper Secondary Education	✓		
5. Monitoring	4/4	1. Monitor of District level	✓		
		2. Monitor of Provincial level	✓		
		3. Monitor on teaching and learning, semester exam management and implementation of SIG	✓		
		4. Monitor on strengthening of Implementation of School Improvement Grant in provinces.	✓		
6. Resource center operating budget	1/1	1. Provide operational budget for resource centers	✓		
Sub-program 1.4: Equitable access to education and scholarship for poor students					
1. Provide scholarship to poor students in lower secondary education	5/5	1. Provide scholarship fund	✓		
		2. Provide operational fund to local management committees	✓		
		3. Monitor by POEs	✓		
		4. Photocopy materials for scholarship students of capital-provinces	✓		
		5. Monitor by national level	✓		
2. Provide scholarship to poor students in upper secondary education	4/4	1. Provide scholarship fund	✓		
		2. Provide operational fund to local management committees	✓		
		3. Monitor	✓		
		4. Monitor by national level	✓		
4. VOCATIONAL ORIENTATION					

Main Activities	Results	Sub-Activities	Status		
			1	2	3
1. Technical education and vocational orientation related activities	2/2	1. Disseminate vocational orientation guidelines for lower secondary schools and revise bachelor and association degree curriculum and training programme for technical and vocational teachers	✓		
		2. Provide financial support for the implementation of technical education for Kampong Chheur Teal High School, **Samdech Akka Moha Sena Padei Techo Hun Sen - Rota Ksach Kandal** General and Technical High School and **Preah Bat Samdech Preah Borom Neath Norodom Sihamoni**General and Technical High School	✓		
2. Monitoring	3/3	1. Monitor technical education semester exam	✓		
		2. Monitor technical educationteaching and learning	✓		
		3. Monitor technical education implementation	✓		
3. Life skill education related activities	1/1	1. Conduct training on life skill (Tailoring, Mushroom plant)	✓		
5. NON FORMAL EDUCATION					
1. Strengthen capacity of non-formal education officers at district and commune levels	1/1	1. Train non-formal education officers at district and commune levels	✓		
2. Expand the development process of functional literacy and life skill programs	4/4	1. Literacy program	✓		
		2. Strengthen CLCs	✓		
		3. Strengthen post-literacy program	✓		
		4. Dissemination program	✓		
3. Development and progress of re-entry and equivalency programs	2/2	1. Develop re-entry program	✓		
		2. Develop equivalency program	✓		
4. Monitor and evaluate the work based on strategic outcomes	2/2	1. Monitor and evaluate the work at central and capital-provincial level	✓		
		2. Develop non-formal education data	✓		
5. Community learning centers start to perform their tasks	2/2	1. Develop capacity of local community members to enhance awareness of the importance of community learning centers	✓		
		2. Develop materials for NGOs who are involved in non-formal education	✓		
6. HIGHER EDUCATION					
1. Increase the number of scholarship students at higher education to more than 15% of students passing Baccalaureate examination	6/6	1. Print scholarship booklet 2014/2015	✓		
		2. Conduct supervision visit to provide support to the government scholarship program	✓		
		3. Monitor enrolment process and final examination in HEIs	✓		
		4. Analyze the impacts of special scholarship scheme	✓		
		5. Monitor special priority scholarship scheme	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		6. Pay Tuition fee, transfer fee and monthly allowance for special priority scholarship students	✓		
2. Training, workshop, conference and overseas study tour	3/3	1. Organize study tour, internship, conference and trainings	✓		
		2. Short term In-country training (English, Computer and others)	✓		
		3. Train POE and Lycee staff in 24 Capital-Provinces	✓		
3. Grant for research and innovation capacity development	5/5	1. Provide training on methodologies for research on development aid organization and management	✓		
		2. Dissemination workshop on research and innovation grants	✓		
		3. Review proposals for development grant and monitor grant implementation	✓		
		4. Provide grant for research and innovation capacity development for HEIs	✓		
		5. Forum for Cambodia education research	✓		
4. Develop education quality recognition system	2/4	1. Training on foundation year assessment			✓
		2. Conduct assessment to accreditate HEIs			✓
		3. Disseminate information on HEIs assessment tools	✓		
		4. Autonomic assessment on education quality for 15 HEIs			✓
5. Formulate annual operational plan for higher education sub-sector	1/1	1. Orientation workshop on formulating AOPs for higher education sub-sector			✓
6. Develop guidelines on HEMIS		1. Train officials from HEIs on how to use HEMIS			✓
		2. Develop HEMIS		✓	
7. Annual review on higher education sub-sector development	1/1	1. Workshop and annual review for higher education sub-sector			✓
8. Develop long-term plan and develop policy on governance and financial		1. Develop long-term policy and plan			✓
		2. Develop policy on governance and financial management		✓	
		3. Develop policy on finance and financial management		✓	
9. Develop human resource plan for higher education sector	1/5	1. Develop human resource development plan for senior officials	✓		
		2. Develop human resource development plan for central officials	✓		
		3. Develop human resource development plan for technical officials	✓		
		4. Develop human resource plan for Higher Education quality and capacity improvement project	✓		
		5. Provide scholarship for post-graduate research overseas	✓		
10. Lead and evaluate higher education sub-sector related work and Higher Education quality and	1/3	1. Monitor and strengthen quality of training and conduct survey on employability of graduates	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
capacity improvement project		2. Monitor faculty structure of HEIs	✓		
		3. Conduct monitoring and evaluation on project implementation	✓		
11. Coordinate higher education sub-sector and Higher Education quality and capacity improvement project management	6/6	1. International and national TA	✓		
		2. Office supplies	✓		
		3. Operate, repair, office furniture and photocopy costs	✓		
		4. Internal and external audits	✓		
		5. Provide training in managementof Higher Education quality and capacity improvement project	✓		
7. SCIENTIFIC RESEARCH					
1. Activities related to research development in education sector	6/6	1. Provide training on post-graduate training management	✓		
		2. Print Cambodian science research magazines and post-graduate information card, 1 volume per year	✓		
		3. Office supplies for the publication of Cambodian science research magazines	✓		
		4. Repair office equipment and electronic appliances	✓		
		5. Provide training on the priority research objectives in detail and update	✓		
		6. Train on research database management in HEIs	✓		
2. Quality and efficiency monitoring activities	3/3	1. Select students to enrol in post-graduate programs in 33 HEIs	✓		
		2. Monitor the examination and thesis defense for post-graduate study graduation in 33 HEIs	✓		
		3. Check facilities, training program and quality strengthening for post-graduate study, twice a year	✓		
8. YOUTH					
1. Awareness on HIV/AIDS and strengthening youth and child councils	3/3	1. HIV/AIDS awareness among out-of-school youths	✓		
		2. Strengthening youth and child councils through youth and child council's trainings at district level	✓		
		3. Understanding entrepreneurship	✓		
2. Monitoring	2/2	1. Monitor and evaluate the implementation of youth and child related activities at capital/provincial level	✓		
		2. Monitor and evaluate the implementation of work program at district and school levels	✓		
9. YOUTH CENTER MANAGEMENT					
1. Support operational costs		1. Provide equipment (computers, printers and file cabinets) for administration work	✓		
		2. Provide budget for provincial youth centers, small repair, environment and others	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		3. Equip and materials for training such as tailoring, skin carving, decorating, contemporary music, mason, chicken feeding, mushroom plant, storm carving	✓		
2. Build vocational capacity in youth centers	2/2	1. Provide training on operation of centers and youth volunteers	✓		
		2. Conduct short trainings: tailoring, skin carving, contemporary music band, Khmer band, traditional music band, mason, decorating, chicken feeding, mushroom plant, storm carving	✓		
3. Monitoring and evaluation	4/4	1. Monitor the training and operation of youth centers and youth volunteers	✓		
		2. Monitor short vocational skill trainings	✓		
		3. Monitor the capital-provincial youth center management	✓		
		4. Assess youths' employment needs	✓		
10. PHYSICAL EDUCATION AND SPORT FOR STUDENTS					
1. Repair sport field in education institutions	1/1	1. Sport fields in 6 education institutions at Kampong Chhnang and Takeo POEs were built and put in use	✓		
2. Develop student sport association in education institutions	1/1	1. Sport associations (sport club) in 20 education institutions at Siem Reap, Stung Treng, OddarMeanchey and Mondulkiri POEs have structure in place and adequate capacity to participate in competitions	✓		
3. Train physical education and sport teachers and general teachers at primary and secondary education institutions	1/1	1. Provide training to 447 primary and secondary school teachers, 87 female, on physical education and sport	✓		
4. Compile physical education and sportbooks for Teacher Training College	1/1	1. Compile physical education and sport books covering 7 subjects and put in use at TTC	✓		
5. Strengthen capacity of administrative and physical education and sport technical staff at education institutions	1/1	1. Provide training to 63 delegation and leaders more on competency on technical and common regulation	✓		
6. Conduct monitoring and evaluation	1/1	1. Monitor physical education and sport activities and programs implemented in projects	✓		
11. PHYSICAL EDUCATION AND SPORT					
1. Develop public sport associations	3/3	1. Improve sport fields at central level	✓		
		2. Strengthen capacity of sport management officials, training football referees	✓		
		3. Conduct monitoring and evaluation	✓		
12. NATIONAL SPORT TRAINING CENTER					
1. Train on anti-doping in sportsand gather athletes for training	1/1	1. Gather national sport teams of 20 types of sport, 351 trainees for 7 months	✓		
		2. Train 80 coaches and supervisors on training planning	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		3. Train physic education and sport officers and athletes	✓		
2. Provide technical equipment, materials and repair		1. Provide sport materials for training	✓		
		2. Provide sport materials for attending competition	✓		
3. Operate library, purchase books and compile sport documents		1. Operate sport library	✓		
		2. Print 6 volumes of sport magazines	✓		
		3. Print sport organization management books	✓		
13. NATIONAL INSTITUTE FOR PHYSICAL EDUCATION AND SPORT					
1. Provided training to physical education and sport trainers	4/4	1. Provided training to physical education and sport trainers in Kep province	✓		
		2. Provided training to physical education and sport trainers in Battambang province	✓		
		3. Provided training to physical education and sport trainers in Prey Veng province	✓		
		4. Provided training to physical education and sport trainers in Kandal province	✓		
2. Operate physical education and sport training center	1/1	1. Provide training equipment and office supplies	✓		
3. Operate physical education and sport science research center	1/1	1. Translate and compile sport documents	✓		
4. Monitoring and improvement	1/1	1. Monitor the training in lower and upper secondary schools in 23 provinces	✓		
14. PLANNING					
1. Development of Educational Plan and Budget at National and Sub-national Levels		1. Develop policy and strengthen the educational planning (PB)	✓		
		2. Supply and equipment for PACO for the use of planning formulation and capacity development process	✓		
		3. Support for Educational Planning and Aid Coordination Tasks	✓		
2. Capacity Development for Planning Staff at all Levels on Educational Planning and Management	11/11	1. Develop the staff capacity on planning, statistics, and monitoring (PB)	✓		
		2. Produce and distribute EMIS year books	✓		
		3. Support for Educational Management Information System Tasks	✓		
		4. National EMIS Office Supplies	✓		
		5. Office supply, supporting and maintenance AMIS system	✓		
		6. Capacity development and mechanism for ESP and AOP	✓		
		7. Support for 19 MoEYS staff to take part in Year 2 of RUPP MA DSA (first cohort 2012-2013)	✓		
		8. Support for 14 MoEYS staff to take part in Year 1 of RUPP MA DSA (second cohort 2013-2014)	✓		
		9. Support for 15 MoEYS staff to take part in 1st year of RUPP MA and	✓		

Main Activities	Results	Sub-Activities	Status 1	2	3
		DSA (third cohort 2014-2015)			
		10. Conduct regional orientation workshop on provincial ESP 2014-2016 using CANPRO model	✓		
		11. Capacity development related to EMIS at national and sub-national levels	✓		
3. Monitoring of the Efficiency and Impact of the Implementation of Educational Plans and Policies	10/12	1. Monitor the efficiency and the impact on project implementation (PB)	✓		
		2. Student Tracking System activities (Understanding the Problem or Opportunity, Defining the Project Scope and Project Constraints, Performing Fact-Finding Method, and Determining Feasibility)	✓		
		3. Study visit on School Tracking System in Asian Country		✓	
		4. SIG Support & Monitoring	✓		
		5. Operational support for Joint Technical Working Group Education Secretariat to conduct quarterly meetings	✓		
		6. Annual JTWG Retreat	✓		
		7. Policy-Based Research / OOSC Study	✓		
		8. Support for Project Management and Monitoring Tasks	✓		
		9. Support to improve aid effectiveness at national and sub-national levels	✓		
		10. Support for DOEs on planning and statistics and preparation for AOPs 2015	✓		
		11. Support for preparation of national and provincial Education Congresses, progress reports and review of AOPs	✓		
		12. Dissemination of findings on impact of CDPF	✓		
15. PERSONNEL					
1. Teacher deployment support program	2/2	1. Deploy 4,269 newly recurited teachers including 2,743 female	✓		
		2. Deploy 91 existing teachers including 32 female from areas with surplus of teachers to areas with shortage of teachers	✓		
2. Program to support living allowances of teachers working in remote and disadvantaged areas	1/1	1. Announce the recognition of 31,994 teachers working in remote and disadvantaged areas including 11,493	✓		
3. Human resource capacity strengthening program	2/2	1. Provide training on management and strengthening effective human resource management for 594 participants including 45 female in 4 regions	✓		
		2. Monitor staff management in 24 capital-provinces and 85 schools	✓		
4. Program to build HRMIS management capacity of	9/10	1. Materials for operating of HRMIS at central level			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
education officials at sub-national level		2. Provide training and using HRMIS	✓		
		3. Provide 3-day training on developing HRMIS to 70% participants from DOEs	✓		
		4. Technical support to provincial HRMIS staff on installation and use of HRMIS including trouble shooting at POE and DOEs	✓		
		5. Provide 3-day training on web based application with new database management system and basic network at provincial level	✓		
		6. Support to analyze the data from HRMIS appropriately and produce useful reports for the sector	✓		
		7. Conduct two regional workshops regarding HRMIS to know teacher requirements	✓		
		8. Follow up, monitoring and trouble shooting regarding data collection for updating HRMIS database	✓		
		9. Conduct national review workshops for strengthening and improving HRMIS quality at Kampong Thom province	✓		
		10. Printing education staff profile for National & Sub-national level (Statistic's books, Pamphlets, Wall sheets, leave lets & professional skills)	✓		
5. Staff performance appraisal system		1. International TA to develop and pilot staff performance appraisal system	✓		
		2. Support related to the staff performance appraisal system and integration into HRMIS	✓		
		3. Consultative and implementation workshop on staff performance appraisal system	✓		
		4. Train the three focal point staff in the personnel department (CD3.1.3.2)	✓		
		5. Consultative and implementation workshop on staff performance appraisal system for 3 departments and 3 provinces	✓		
		6. Support to integrate the data from staff performance appraisals/management into HRMIS			✓
6. Job description and Job specification for sub-national level are revised and disseminated	6/6	1. Conduct workshop to revise and streamline JD an JS for national level education officers	✓		
		2. Conduct workshop for adopting JD and JS for national education officers	✓		
		3. Workshop to disseminate JD and JS for National education officer	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		4. Workshop to revise and streamline JD and JS for sub-national level education officers	✓		
		5. Workshop to adopt JD and JS for sub-national level education officers	✓		
		6. Workshop to disseminate JD and JS for sub-national education officer	✓		
7. Build Capacity of MoEYS staff in English	3/3	1. Support for English Language Training at National and Sub-national level	✓		
		2. Conduct English language training Programme at IFL (extend the existing courses and start new classes)	✓		
		3. Conduct English training Programme at sub-national level (extend the existing course and start new classes)	✓		
16. LEGISLATION					
1. Strengthen delivery of public education service delivery based on the principle of good governance and public service standard		1. Organize training on how to strengthen effective education service delivery based on the principle of good governance to education management officials at sub-national level from 5 provinces	✓		
		2. Publish the material on strengthen effective education service delivery based on the principle of good governance	✓		
		3. Monitor the implementation of work based on the principle of good governance	✓		
2. Strengthen the enforcement of education law and regulations		1. Organize training on how to strengthen capacity on the procedure of Legislative development			✓
		2. Organize training on how to strengthenon legal framework against human trafficking, smuggling, labor exploitation and sexual exploitation on female and children	✓		
		3. Monitor and evaluate on the enforcement of education law and regulations at sub-national level	✓		
		4. Publish the material on education law and regulations			✓
3. Strengthen capacity for supporting and implementing legislation and SNDD reform in the education sector		1. Disseminate the report on functional mapping and review in education sector	✓		
		2. Conduct training workshop to officials at SNAs on implementation of the transfrred functions to SNAs			✓
		3. Supervise and guide officials at SNAs on the implementation of			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		transffed functions			
		4. Develop the implementation plan to support the D&D reform policy			✓
		5. Conduct consultative meeting on concept of lerdership and managment through school based management approach	✓		
4. International TA to support SNDD reform	3/3	1. Prepare SNAs, POE, DOE for new role and structures in related to D&D	✓		
		2. International TA to support SNDD	✓		
		3. Study visit for decentralization	✓		
17. FINANCE					
1. Monitor budget implementation	1/1	1. Monitor the management and implementation of program-based budget at sub-national level	✓		
2. Strengthen capacity of technical officials	4/4	1. Conduct Training on "new budget classification and budget entity" to 36 Implementing units at Central levels in Phnom Penh	✓		
		2. Conduct training workshop 2 days on budget classification and Review lesson learnt of budget management and its implementation to 24 POEs (Directors/Deputy directors of 24 POEs, Chief/Vice-chiefs of accounting Office, Petty Cash and Vice-petty Cash Agents of PB & NPB) in Pursat	✓		
		3. Conduct training on "Budget Entity" to national and sub-national levels	✓		
		4. Conduct training on procedure of programme budgeting linking with new budget chapters	✓		
3. Support the entities' operation	1/1	1. Print 6 accounting registration and expense formats (revenue-expenditure cards, budget monitoring list, goods and materials inputs card, good and materials distribution cards, goods and materials analyzing lists)	✓		
4. Purchase materials, print, construct, repair and purchase safe	3/3	1. Purchase photocopiers for sub-national level	✓		
		2. Purchase computer and printers for sub-national level	✓		
		3. Purchase fuinitures for schools	✓		
5. Training programme for budget execution at school level	1/1	1. Conduct training on liquidation procedure on PB for accountant at DoEs, primary school, college and Lycee	✓		
6. National and international TA	2/2	2. National TA for support DoF (12 months)	✓		
		3. International TA for DoF (6 months)	✓		
18. CURRICULUM DEVELOPMENT					
1. Curriculum and material	3/3	1. Develop English textbooks for	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
development		students and teachers grade 5			
		2. Develop module on how to mainstream the anti-corruption in curriculum for grade 10-12	✓		
		3. Develop module on how to mainstream the climate change in curriculum for grade 7-9	✓		
2. Capacity strengthening and dissemination	2/4	1. Provide training on implementation guidelines for bilingual education curriculum grade 1, 2, and 3 to ethic minority in 5 provinces (Kratie, Stung Treng, Ratanakiri, Mondulkiri, and PreahVihear)			✓
		2. Disseminate library standards of primary, secondary and library tasks	✓		
		3. Provide curriculum guidelines for English language for grade 7, 8, and 9	✓		✓
		4. Provide training on capacity of textbooks, curriculum, and library	✓		
3. Monitoring, research and evaluation	3/3	1. Monitor library networks in primary schools and secondary library	✓		
		2. Collect information to improve curriculum	✓		
		3. Monitor the implementation of curriculum, textbooks, and library	✓		
4. Material and textbook development	3/3	1. Purchase core textbooks			✓
		2. Print General education curriculum	✓		
		3. Print Secondary library standard	✓		
5. Capacity development		1. International TA assists in developing curriculum reform for primary and secondary (6 months)	✓		
		2. National translator assistant in developing curriculum reform (6 months)			✓
		3. Provide 2-day training to prepare the curriculum reform	✓		
		4. Study visit for 6 day in Singapore to study curriculum Singapore	✓		
		5. Translate of documents related to the curriculum reform collected from Singapore	✓		
		6. Conduct 6 day consultative workshop on curriculum reform	✓		
		7. Finalize draft report on the results of the workshop		✓	
		8. Prepare a questionnaire to survey the current curriculum		✓	
		9. Conduct survey in 4 selected provinces to confirm the findings of the current curriculum		✓	
		10. Develop curriculum by using SPSS to code and analyse identified results			✓
		11. Conduct dissemination workshop			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		for 3 days on findings and recommendations for curriculum reform			
		12. Activities related to curriculum reform in Cambodia (Primary and Secondary)			✓
		13. Review English curriculum and textbooks for primary	✓		
		14. International technical assistance to support English textbooks for grade 5	✓		
19. TEACHER TRAINING					
1. Provide Operational budget to TTC and resource centers	5/5	1. Provide operating budget to teacher training centers and resource centers: 5,584 new teachers were selected and preschool, primary teachers are enhancing competency and obtain documents for training and use in TTCs. Workshop to review TTCs budget execution, 152 participants, 21.05% female	✓		
		2. Develop materials onhearing impairment of Inclusive Education, 23 participants with 21.73 %	✓		
		3. Prepare Annual Review meeting on training teachers, 2013-2014, 155 participants with 23.87 %	✓		
		4. Provide scholarship to 150 teacher trainees, 61.33% female at RTTC and to 30 teacher trainees, 60% female at NIE in SY 2013-2014	✓		
		5. Print copies of materials to train primary education to teachers to become basic education teachers	✓		
2. Train to School Principals/Vice Principals on leadership, management and gender mainstreaming	1/1	1. Conduct training to 700 School Principals/Vice Principals, 11.85% female on leadership and management	✓		
3. Provide trainings to trainers and secondary school teachers	8/10	1. Provide trainings to 240 trainers, 31.33% female, on lesson research for grade 7	✓		
		2. Provide trainings to 131 Math and Science Teachers, 28.24% female	✓		
		3. Conduct train to 280 School Principals/Vice Principals and teachers, 54.28% female on gender mainstreaming	✓		
		4. Provide training to 53 librarian, 77.35 % female	✓		
		5. Provide trainings to 241 trainers and secondary school teachers, 26.97% female, on ICT	✓		
		6. Provide trainings to 538 trainers and trainees, 49.25% female, on inclusive education (Takeo, Preah Sihanouk, Pursat, SvayRieng, Kratie and Kampong Speu)	✓		
		7. Provide training on CFS program	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		to 236 trainers, 37.28% female (Kampong Chhnang)			
		8. Develop capacity of TTC 87 trainers on Math and Science and teacher internship, 33.33% female	✓		
		9. Provide training to grade 2 teachers on Inclusive education			✓
		10. Provide training to 1,489 primary teachers, 28.94% female on English teaching		✓	
4. Conduct monitoring and evaluation	2/2	1. Support office supply and car repair at TTD	✓		
		2. Monitor the implementation of training programs in TTCs including multi-grade teaching, inclusive education and gender mainstreaming in education sector	✓		
20. SCHOOL HEALTH					
1. Strengthen policy environment, strategy, plan on school health by including promotion of reproductive health and education on HIV/AID and drug prevention	5/8	1. Conduct training on capacity of officials in charge of school health at national and sub-national levels on PB management for 2014 "Strengthening and expanding school health promotion program"	✓		
		2. Semi-annual meetings on progress of the implementation of school health program	✓		
		3. Develop strategic plan and operational plan on HIV/AIDS and drug, 2014-2018			✓
		4. Annual retreat of officials in charge of school health at national level	✓		
		5. Develop legislative papers on school health		✓	
		6. Quarterly meeting of the HIV/AIDS and Education Working Group	✓		
		7. Develop school health operational plan for 2015 by incorporating the strategic plan on HIV/AIDS and drug	✓		
		8. Develop maximum package of school water, health and hygiene		✓	
2. Strengthen life skill program implementation on reproductive health, sexual health and youth development incorporating education on HIV/AID and drug prevention	4/4	1. Strengthen and expand life skill education program on reproductive and sexual health, education on HIV/AIDS and drug prevention for children and youths	✓		
		2. Conduct training on capacity of officials in charge of school health sub-national level on reproductive and sexual health and other relevance (Preah Sihanouk, Koh Kong, Kampong Chhnang and Pursat)	✓		
		3. Strengthen capacity to national and sub-national levels on M&E system on HIV/AIDS and drug	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		prevention			
		4. Attend conference, workshop, study visit, regional and global trainings related to education health, including sexual and reproductive health and HIV drug	✓		
3. Strengthening health education Programme on communicable and non-communicable diseases prevention, injury accident prevention, hygiene and sanitation, nutrition and first aid methods to all educational institutions	9/9	1. Conduct refresh training to national officers on health education, hygiene and sanitation, nutrition and the usage of first aid methods and its facilities	✓		
		2. Conduct refresh training to sub-national officers on health education, hygiene and sanitation, nutrition and the usage of first aid methods and its facilities	✓		
		3. Malaria prevention education to formal and non-formal education	✓		
		4. Collaborating with MoH and development partners to implement safety and healthy food education	✓		
		5. Orientation workshop to sub-national officers on the usage of the Health Check-up Booklet for Grade 1 Students	✓		
		6. Collaborating with MoH and development partners to implement Soil Transmitted Helminthes (STH) prevention education and Dengue prevention education in schools	✓		
		7. Collaborating with development partners and Private sectors to implement Oral health and practical hygiene education in schools	✓		
		8. Continuing the implementation of "Fit for school Programme"	✓		
		9. Collaborating with development partners to implement eye health education in schools	✓		
4. Promoting health service and hygiene and sanitation facilities in schools including health and physical check-up, first aid, provision of vaccination and urgent co-intervention		1. Conducting the health and physical check-up to education staff, pre-service teachers and trainees (Kandal, BTB, Prey Veng, Takeo, KampongChhnang, Pursat, BanteayMeanchey, PreahVihear, Siem Reap, and Phnom Penh use PB and the other provinces use Chapter 62)	✓		
		2. Conducting the health and physical check-up to grade 1 student			✓
		3. Printing Health Check-up Booklet for G1 Students	✓		
		4. Printing First Aids Guide Book	✓		
		5. Providing First Aids Kits and its facilities to schools	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		6. Providing cleaning equipment, hygiene and sanitation facilities (5 provinces)	✓		
		7. Purchasing health check-up and technical equipment	✓		
		8. Printing the manual of health, hygiene and sanitation and nutrition			✓
		9. Reviewing and editing of 2 manuals of health, hygiene and sanitation, nutrition and first aid	✓		
		10. Printing curricula of the life skills on comprehensive sexuality education (LSE-CSE) for in and out of school young people	✓		
		11. Providing official equipment and transportation	✓		
5. Strengthening Monitoring and Evaluation	4/4	1. Monitoring and evaluating on the strengthen and expansion the school health promotion Programme (PB)	✓		
		2. Strengthening co-intervention with relevant institutions in implementing related school health programmes, health and physical check-up, first aid, providing vaccination	✓		
		3. Monitoring and Evaluating the life skills on comprehensive sexuality education including HIV and AIDS and Drug prevention education to children and youth	✓		
		4. School health policy roll out (dissemination workshop DTMT)	✓		
21. ADMINISTRATION					
1. Develop capacity of education administrators at national and sub-national levels	2/2	1. Organize trainings on education administration and archival management	✓		
		2. Monitor	✓		
22. CULTURAL RELATIONSHIP AND SCHOLARSHIP					
1. Management of scholarship students inside and outside the country.	3/4	1. Expand dissemination of information on scholarship program overseas and coordinate with POEs	✓		
		2. Provide trainings to students before they go to study overseas and new scholarship students coming to study in the country	✓		
		3. Providing safety to foreign scholarship students and facilitating with provincial levels.	✓		
2. Enhance effective cooperation	1/1	1. Dissemination procedures on the signing and extension of agreement with partner organizations	✓		
3. Conduct monitoring and evaluation	1/1	1. Monitoring and collecting achievement data of partner organizations below national level	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
23. INFORMATION AND ASEAN AFFAIRS					
1. Communication plan and strategy	0/4	1. Print 60 000 sheets of enrolment poster			✓
		2. Disseminate the spot on bilingual enrolment in plateau provinces to enrol children aged 6 years old			✓
		3. Mainstream awareness to students' parents on enrolment through meetings and dissemination in areas with low enrolment rate			✓
		4. Monitor efficiency of dissemination after enrolment campaign in Ratanakiri, Mondulkiri,StungTreng, Koh Kong and Siem Reap province			✓
2. Collect and disseminate information	4/4	1. Monitor and disseminate education information	✓		
		2. Train on IEC to education officials	✓		
		3. Printing MoEYS's newsletter	✓		
		4. Disseminate awareness of ASEAN activities to Lycee and College students in 16 capital-provinces	✓		
3. ICT in education sector	11/12	1. Mainstream on ICT "Intel Teach Program"	✓		
		2. Conduct training of Khmer UNICODE and Khmer Office Program to MoEYS's Staff	✓		
		3. Produce of Khmer-UNICODE and Khmer Office Program documents on CDs	✓		
		4. Monitor on using Khmer UNICODE and Khmer Office program of MoEYS's staff	✓		
		5. Develop and publish ODL policy in the Ministry			✓
		6. Training in basic and advanced ICT at national and sub-national levels	✓		
		7. Conduct regional training on use of multi-function photocopier and scanner	✓		
		8. Monitoring the use of ICT at national and sub-national levels	✓		
		9. Support to train staff in development of database of relevant legislation on MoEYS website	✓		
		10. Provide Internet USB keys for 194 DOEs & 24 POEs	✓		
		11. Handover ceremonies for supplies	✓		
		12. Scanner and Printer for ASEAN department for use in scanning document into MoEYS website	✓		
24. MANAGEMENT OF MATERIALS AND STATE PROPERTIES					
1. Develop organization's capacity and operation	3/3	1. Provide training to regional technical officers	✓		

Main Activities	Results	Sub-Activities	Status		
			1	2	3
		2. Provide training to technical officers at central level	✓		
		3. Provide training to school directors	✓		
2. Monitor the management of state assets	3/3	1. Verify Inventory Books at national and capital-provincial levels	✓		
		2. Update the immovable properties at capital-provinces	✓		
		3. Monitor the management of state materials and assets at DOEs and education institutions	✓		
25. SCHOOL CONSTRUCTION					
1. Capacity development	2/4	1. Provide trainings to regional officials			✓
		2. Provide trainings to school directors	✓		
		3. Collect and study the information of schools in capital-provinces	✓		
		4. Develop information system and monitoring and evaluating the quality of construction		✓	
2. Conduct monitoring and evaluation and propose projects and operation of the agency	2/3	1. Conduct monitoring and evaluation	✓		
		2. Purchase materials and administrative operation	✓		
		3. Monitor and repair of buildings whcih destroy by victims of natural			✓
3. Education infrastructure development	2/10	1. Construct and furnish Colleges		✓	
		2. Construct additional floor in Lycee at Phnom Penh capital		✓	
		3. Construct dormitories in Phnom Penh RTTC		✓	
		4. Construct latines and wells in schools		✓	
		5. Construct and Repair educational construction		✓	
		6. Construct and repair and HE constructions		✓	
		7. Construct and repair and Youth and Sport constructions		✓	
		8. Construct teacher house in schools		✓	
		9. Construct buildings in National Institute of Education	✓		
		10. Construct resource centers and latines in schools	✓		
26. EDUCATION QUALITY ASSURANCE					
1. Strengthen capacity on education quality assurance of monitoring officials at all levels	1/2	1. Strengthen the capacity of officers at national and under national level on techniques for monitoring and education quality assurance evaluation	✓		
		2. Develop and consult the contents of principle and mechanism drafts for equivalence competency evaluation		✓	
2. Conduct monitoring and evaluation on education sector performance	2/3	1. Monitor education sector performance			✓

Main Activities	Results	Sub-Activities	Status		
			1	2	3
and conduct inspection to provide assistance to schools		2. Monitor and evaluate education, youth, and sport and vocational education quality	✓		
		3. Conduct inspection to provide assistance to schools	✓		
3. National Assessment Standard		1. Conduct workshop to collect information and print test books of Khmer, Mathematics and Physics subjects for grade 8	✓		
		2. Conduct workshop on item test and printing test books on for subject of Khmer, Mathematics and Physics.	✓		
		3. Analyze data and disseminate test result		✓	
27. ADMINISTRATIVE AND FINANCIAL INSPECTION					
1. Strengthen and develop capacity	1/1	1. Conduct trainings on dispute investigation procedures and dissiminate inspection reports in 2 provinces	✓		
2. Conduct inspection on administrative and financial management	3/3	1. Undertake regular inspection on entities at sub-national levels and education institutions	✓		
		2. Review the improvements made in auditees	✓		
		3. Investigate irregularities	✓		
28. INTERNAL AUDIT					
1. Support auditing process	1/1	1. Provide office supply and equipment and printing	✓		
2. Internal auditing and monitoring process	1/1	1. Carry out internal audit and monitoring and Evaluation	✓		
3. Implement Internal Audit guidelines, prepare multi-planning for audits of all types of budget supports to MoEYS and Internal Audit Internal Technical Assistant and Internal Audit National Technical Assistant	0/4	1. Develop Internal Audit Capacity and Strengthen Internal Audit System			✓
		2. Strengthening Audit System			✓
		3. International technical adviser on internal audit			✓
		4. 3.4. National technical adviser on internal audit			✓

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

ANNEX 5: PROGRESS OF THE IMPLEMENTATION OF DIRECTION OF THE ACADEMIC YEAR 2013-2014

Activities	Status	Reasons
1. EARLY CHILDHOOD EDUCATION		
1. Increase enrolment rate of five-year-old children to 62%, four-year-old children to 28% and three-year-old to 23%	1	- Enrolment rate of five-year-old children is 61.4%, - four-year-old children is 29.1% - three-year-old is 16.6%
2. Organize public pre-school classes, community pre-school classes and home-based programs according to the standards by 5%	2	Put in implement minimum standard for public pre-schools, community pre-schools, home based programs and there is not yet collected feedback
3. Expand inclusive education and bilingual education program at pre-school level	2	- The Inclusive education program has been implemented at 58 public pre-schools, 17 community pre-schools, and increased 38 pre-schools, there are 112 children, increased 51, of which 59 are female, increased 24 children. - Bilingual education program has been implemented at 34 community pre-schools, increased 11, there are 707 children, increased 252 children, of which 362 are female, increase 111 children
4. Finalize the national action plan for early childhood care and development	1	National action plan on Early Childhood care development was approved by National committee on 13 August 2014 and put in implement on 1 September 2014.
5. Enhance result based monitoring and evaluation capacity	2	Enhance the capacity of officials in charge of ECE at POEs and DOEs (Krongs, Khans)
6. Improve curriculum for public pre-school and develop capacity of pre-school teachers	3	Being processed of preparation curricular framework for pre-school to upper secondary education, which led by Curriculum Development Department
2. PRIMARY EDUCATION		
1. Reduce repetition and dropout rates	2	Repetition rate is 4.8% and dropout rate is 8.4%
2. Increase the number of municipalities, districts and khans achieving primary education completion rate of at least 80%	2	The number of municipalities, districts and khans achieving primary education completion rate of at least 80% is 104 out of 197 districts
3. Increase the number of complete schools with repetition rate of lower than 10%	2	The number of complete schools with repetition rate lower than 10% is 5,258 out of 6,308 schools
4. Increase the number of child friendly schools at medium and advance levels	2	Child friendly schools account for 73.63% (target 80%)
5. Encourage proper implementation of instructional hours	2	Guidelines No. 31 on process of pre-schools institutions and public primary schools in 2013-2014
6. Encourage flexible calendar according to local situation	2	Guidelines No 31 on process of pre schools institutions and public primary schools in 2013-2014(Stung Treng, Kampong Chhnang, Pursat, Kampong Cham, Prey Veng, PreahVihear, Takeo, have been implementing)
3. SECONDARY EDUCATION		
1. Reform all types of examinations	1	Reforms have been implementing at Lower and upper secondary education
2. Establish lower secondary schools and upper secondary schools in communes and districts based on population growth and reality on the ground	2	Lower secondary schools were established in 12 communes, where there was no lower secondary schools and activities are being promoted

Activities	Status	Reasons
3. Strengthen measures to reduce dropout at lower secondary education	2	Strengthen to implement dropout prevention program, which schools implement early warning system to reduce dropout
4. Develop policies on scholarship, subsidies and credits for learners	2	Being studied to develop National policy
5. Encourage proper implementation of instructional hours	2	Being Implemented through monitoring
6. Strengthen the operation of secondary resource school	1	- Conduct regular monitoring and evaluation - Organize quarterly meeting of school directors to review and evaluate the operation of resource centers
7. Encourage the implementation of child friendly school program at lower secondary education level	2	- Revise modules on child friendly school program at lower secondary education - Trained DTMT and Technical groups at 6 targeted provinces
4. VOCATIONAL ORIENTATION		
1. Strengthen and expand technical education, vocational orientation, life skill and career counseling programs in general secondary education	1	- A field study to expand technical education in TbaungKhmum, Prey Veng, SvayRieng and Kampong Speu province - Disseminated vocational orientation manuals to 4 relevant provinces - Cooperated with FINN CHURCH AID to develop module non career counseling at secondary schools
2. Develop a master plan for technical education development in general secondary schools	2	Being developed by cooperating with KOICA to prepare the draft of Master Plan for Technical education development at secondary schools
3. Develop regulation related to the policy implementation on technical education	1	- Resolution No. 07 អយក.សសរ on the establishment of leading and managing committee for developing career counseling modules - Prakas No 156 អយក.ប្រក on Technical and vocational diploma level 3
4. Continue to cooperate with relevant organizations and development partners.	1	- Cooperated with KOICA - Cooperated with FINN CHURCH AID - Cooperated with Her Royal Highness, Princess SIRINDHORN project - Cooperated with QATA through MonyThabna Fund
5. Develop standards for general and technical upper secondary schools	3	Being drafted the Master Plan on Technical education development at Upper secondary schools (strategy : Prepare Technical education standard in the framework of MoEYS
6. Improve the quality and educational efficiency related to life skills and translation	1	- Monitor the implementation of life skills - Trained officials' capacity on life skill related to home economics and agriculture
5. HIGHER EDUCATION		
1. Conduct feasibility study on expansion of science, technology, engineering, creative art and mathematics programs	2	Conducted consultative workshop with higher education institutions and preparing for implementation in 2015
2. Study and analyze the situation of students after graduation	1	Trained Technical Department officials with 9 times and conducted field study to prepare final reports
3. Revise the regulations on accreditation/institution of HEIs	2	Conducted workshop on review on existing documents and analyse to improve further in 2015
4. Formulate a Sub-decree on providing	3	Will be prepare in 2015

Activities	Status	Reasons
autonomy to HEIs		
5. Establish education faculty in Royal University of Phnom Penh	1	Letter No. 24 អយក.សសរ dated, November 10, 2014 on establishing the education faculty in Royal University of Phnom Penh
6. Conduct study and analysis on the situation of labor market's demand and supply	1	Conducted field study at public institutions, companies and enterprises in 24 capital-provinces
7. Strengthen internal quality of education and provide guidelines for HEIs	1	- Letter No. 26 អយក.សសរ dated, December 11, 2014 on the establishment of Monitoring and evaluating teams at public and private institutions - Checked the internal training situation with 59 higher education institutions
8. Strengthen legal and regulatory frameworks to regulate HEIs.	1	- Five Boards of private higher education institutions have been recognized - 3 Letters on HEIs foundation year department accreditation - Letter No 1164 អយក.ឧស dated, March 25, 2014 on signatory on degree sheet at higher education institutions - Letter No 2331 អយក.ឧស dated, March 17, 2014 on proposal for entrance and exit exam for each academic year
6. SCIENTIFIC RESEARCH		
1. Develop detailed principles on PhD degree training process	2	Prepared the first draft
2. Revise the principles on Master degree training	2	Sub degree on Master degree training is not issued
3. Enforce the Prakas on requirements and detailed criteria for PhD degree training	1	Completed as planned
4. Encourage institutions providing Master degree trainings to do research by 5%	2	Achieved 2.88%
7. NON-FORMAL EDUCATION		
1. Increase functional literacy rate to 0.7% (aged 15-45 years old)	2	Achieved 1.40% in 24 capital/ provinces
2. Strengthen existing community learning centers, libraries and reading centers	1	- Guidelines No 40 សណន.អយក on guideline on the Management and Leadership of CLCs - Some CLCs are difficult to find skilled teachers and lack of librarians
3. Establish 4 libraries and 24 CLCs	3	Department of Construction has been studying
4. Implement equivalency programs for primary and lower secondary education	1	- Guidelines on the implementation of non-formal primary equivalency program No. 34 អយក.សណន dated Oct 11, 2013 - Guidelines on the implementation of non-formal lower secondary equivalency program No. 70 អយក.សណន dated Oct 30, 2013
5. Update and expand non-formal education management information system	1	Guidelines on re-entry program No. 16 អយក .សណន dated May 2, 2013
8. YOUTH		
1. Establish scout mechanisms	2	Is on the process of preparation
2. Expand youth business forum with the private sector	2	Is on the process of preparation

Activities	Status	Reasons
3. Enhance broad dissemination on youth moment	2	Is on the process of preparation
4. Establish entrepreneurship program in secondary schools	2	Being processed to pilot program
5. Strengthen youth councils and child councils to function fully	2	Has been preparing evaluation tools
9. YOUTH CENTER MANAGEMENT		
1. Organize training courses for youth volunteers in 43 districts and establish youth volunteering team	1	Achieved as planned
2. Organize short skill courses in 15 youth centers	1	Achieved as planned
3. Conduct research and assess employment needs of youths in 16 capital/provinces	1	Achieved as planned
4. Continue to cooperate with development partners on the enhancement of volunteering works and youth center development	1	Cooperated well with Development Partners and other relevant institutions
10. STUDENT PHYSICAL EDUCATION AND SPORT		
1. Issue guidelines on sport champion competition at capital/provincial level	1	Issued guidelines on sport champion competition at capital/provincial level
2. Organize the national sport champion competitions at secondary education level in Kampong Chhnang province	1	2,737 secondary school sportsmen, 1,208 female, participated in the national sport champion competition
3. Organize the national sport champion competitions at technical secondary education and higher education levels in Phnom Penh	1	1,145 sportsmen from higher education and technical secondary education institutions, 249 female, participated in the national sport champion competition
4. Continue to promote capacity of physical education and sport trainers at secondary level	1	447 physical education and sport teachers at primary and secondary schools and general education teachers in charge of physical education and sport, 87 female, received additional trainings
5. Continue to improve sport fields and infrastructure in education establishments	1	6 sport fields in education institutions, football fields, basketball were constructed and put in use
6. Strengthen the development of student sport associations in both public and private education establishments	1	20 sport association (sport club) of education institutions in Siem Reap, Stung Treng, Mondulkiri and Oddar Meanchey have structures and adequate capacity to participate in competition
7. Strengthen capacity of management and technical officials on physical education and sport at education institutions	1	Trained to delegates and team leaders on technical and common regulations
8. Develop physical education and sport books for Teacher Training Colleges	2	7 subjects of physical education books have been developed and put in use at TTCs
9. Send technical officials to study visit to Japan	1	Delegates studied on physical education activities at primary schools, compilation of physical education curriculum at primary schools, Japan
10. Monitor the teaching of physical education subject at primary schools	1	Monitored regular on activities of teaching physical education at targeted schools
11. Physical education Day at educational institutions in two targeted schools at SvayRieng POE	1	Teachers and 1190 students participated in physical education activities
11. PHYSICAL EDUCATION AND SPORT		
1. Improve national sport fields	2	In the process of implementation
2. Build capacity of sport technical officials and sport management officials	1	Achieved as planned
3. Finalize the national policy draft on physical education and sport development	2	In the process of consultation
4. Research and develop materials on	2	In the process of implementation

Activities	Status	Reasons
national traditional sport		
5. Strengthen the management of sport associations and national sport federations	1	Achieved as planned
6. Revise the inter-ministerial Prakas on the guidelines for the competition of all types of sport	2	In the process of implementation
12. NATIONAL SPORT TRAINING CENTER		
1. Train capacity of coaches, assistant coaches and supervisors on anti-doping in sports	1	751 participants were trained
2. Gather 351male and female athletes, coaches and assistant coaches, 68 female, for seven-month training to attend in the 17th ASIAN Sport competition, 17thASEAN Universities sport completion, 4thASIAN sandy seaside sport competition and international competition	1	Received 12 medals including 12 gold medals, 7 silver medals and 16 bronze medals
3. Continue to publish 6 volumes of sport magazines	1	Published 1200 sport magazines
13. NATIONAL INSTITUTE FOR PHYSICAL EDUCATION AND SPORT		
1. Organize final examination of the 22nd promotion (22 July 2014)	1	147 teacher trainees, 49 female completed final examination and had jobs to do
2. Continue providing training for 23rd promotion trainees	2	148 teacher trainees, of which 39 are women, received trainings
3. Organize entrance examination of the 24th promotion (23 November 2014)	1	150 students, 33 female were to select to enrol in the 24th promotion
4. Send one official to studying abroad with five-year period	1	Physical education and sport specialization at higher education level in Vietnam
5. Improve the training curriculum of basic teacher physical education and sport	2	Implementing
6. Train capacity of physical education and sport trainers	1	400 teachers of physical education and sport received trainings
14. PLANNING		
1. Encourage collection of statistics on students' performance	1	Collected statistics on students' score at primary education
2. Promote the use of education data and statistics through ICT	1	Implemented data entry by online
3. Update school location mapping	1	Gathered all locations of schools
4. Accelerate the formulation of ESP at sub-national level	1	5 POEs have prepared provincial PESP 2015-2017 and 20 POEs have drafted. All POEs will finish by March 2015.
5. Strengthen aid effectiveness management at sub-national level	1	MoEYS collected aid effectiveness information from all provinces
6. Strengthen annual operational plan in different entities	1	Central and Provincial levels prepared their own AOPs
7. Promote capacity of technical officials and strengthen planning and statistics system.	1	Prepared workshops on education planning and statistics to officials at national and sub-national levels
15. PERSONNEL		
1. Implement personnel management reform strategy in education, youth and sport sectors	1	- Regulated rank, category of 60, 361 education officials, 4,433 female - All education staff at sub-national level got the salary by banking systems with 100% (as of June 2014) - Appointment of managerial officials has implemented scoring evaluation procedure by the institution subordinated staff at national and sub-national levels

Activities	Status	Reasons
		- Disseminated monitoring on implementation of performance appraisal staff to officials at national and sub-national administration levels - Implemented principles on keeping functional allowance of former education staff who passed as teacher trainees - Accelerated on new teachers' salary for 2014 by cooperating with the Ministry of Public Service, inserting names into the table of salary for November 2014 - Disseminated and carried out the principles on automatic promotion to education staff - Disseminated guidelines on the use of education staffing norms - Cooperated with the Ministry of Public Service to revise the functional allowances of education staff - Cooperated with the Ministry of Public Service to prepare sub decree on the management and organization of teaching services in public primary education institutions by increasing contract teachers' wages at general education up to 440,000 Riels and 50,0000 Riels
2. Organize examinations to recruit higher education teachers to serve in public higher education institutions	1	Organized examinations to recruit 25 higher education teachers to teach at HEIs including 3 female
3. Organize examinations to change types of civil service status for education officials	1	Organized examinations to change internal civil service category of 300 education officials of category A including 83 female and 200 education officials of category B including 85 female
4. Strengthen capacity of officials on the use of HRMIS	1	Organized five trainings, there are 399 participants, of which 39 are women
5. Develop action plan to implement the policy on human resources in education sector.	3	Lack of technical advisor
16. LEGISLATION		
1. Develop and provide inputs on policies and regulations as stated in the law on education 13 and support the law on education 5 and enforce regulations in education sector	1	- 23 Regulations support to law on education - Enforced the implementation of regulations in education sector, youth and sport in 16 provinces
2. Develop mechanisms and strengthen provision of education public services based on the principle of good governance	1	- Strengthened the capacity of education management staff in SvayRieng, Takeo, BanteayMeanchey, Battambang, Oddar Meanchey. There 415 participants, of which 34 are female - Strengthened the provision of public service of education sector based on good governance principles in Kampot, Banteay Meanchey, Kratie, PreahVihear, Kampong Thom, Pailin, Battambang, Pursat, Mondulkiri, KmapongSpeu, Preah Sihanouk, Prey Veng, Siem Reap and Stung Treng provinces
3. Implement decentralization and de-concentration reform program in education sector	2	- Has been implementing transferring the function and resources to the SNAs - Drafting the policy on decentralization and de-concentration reform in education sector is not yet approved

Activities	Status	Reasons
4. Develop regulatory mechanisms and strengthen monitoring on conflicts among education officials	2	- Prakason procedures related to request or complaint and solutions for learners, parents or guardians and education officials are being disseminated - Conducted monitoring and evaluation on conflicts of education officials both in and out of the court system in 29 cases.
5. Strengthen effective implementation of one single window mechanism	1	- Strengthened the provision of public service in education sector at targeted districts, Krongs, Khans for the office of one single window in Preah Sihanouk, Battambang and Siem Reap - Provided public services for education sector in accordance with one single window mechanism of MoEYS. There are 74 schools.
6. Manage data on regulations through IT system	1	- Stored data on regulations with 114 soft copies - Entered regulations into Website of MoEYS 22
17. FINANCE		
1. Continue to implement public financial management reform program	2	
2. Prepare to establish budget entities to implement full PB program in 2015	1	- Established budget units at central and sub-national levels for implementing PB 2015 - Disseminated the guidelines on procedures of PB 2015 implementation
3. Prepare medium term expenditure plan 2015-2017 and budget plan for 2015	1	Prepared medium term expenditure plan for 2015-2017 and budget plan for 2015
4. Revise Sub-decree and inter-ministerial Prakas related to budget implementation	2	- Sub-decree No 174 អនក្រ.បក.dated April 12, 2014 on scholarship and living allowances for those who are living in dormitories for pupils, students at public education institutions - Sent the draft of inter-ministerial parkas on procedures of school operational budget to the Ministry of Economy and Finance
5. Strengthen and expand the use of banking system and FMIS	2	- Provided salary's officials at central and sub-national levels through banking systems - Opened bank accounts to school levels with 15 provinces for implementing SIG-Sida for 2013-2014 and 2014-2015 at ACLEDA bank and continue to open bank accounts for all schools nationwide in 2015 - Has been preparing Financial Management Information System and selected 3 budget units at central level and 3 other at sub-national level for piloting in 2015
18. CURRICULUM DEVELOPMENT		
1. Update the curriculum policy, core curriculum and detailed syllabus	3	Wait for preparing curriculum framework
2. Update the core curriculum	3	Wait for preparing curriculum framework
3. Update the detailed curriculum	3	Wait for preparing curriculum framework
4. Supply textbooks for all levels	1	Purchased 4,725,190 core textbooks, all subjects from grade 1 to grade 12
5. Produce materials to mainstream content of climate change the curriculum for grade 7 to 9	2	Draft of materials to mainstream content of climate change the curriculum for grade 7 to 9
6. Integrate topics on anti-corruption in the	1	Trained teachers nationwide and there are

Activities	Status	Reasons
curriculum for grade 10 to 12		students 'core textbooks and teachers' guide implemented at school levels
19. TEACHER TRAINING		
1. Recruit and train teachers all cycles with number of 6000	1	Recruited and trained teachers all cycles
2. Continue to train 2,994 primary school and preschool teachers, 46.25% female holding Baccalaureate certificate to become basic education teachers of the seventh generation, 2nd intake and eighth generation, 1st intake	1	Trained capacity of primary teachers and pre-school teachers and printed documents as required
3. Strengthen the management capacity of directors and deputy directors of teacher training colleges, pre-schools, primary schools and general secondary education schools	1	Strengthen capacity of 700 teacher training centers' directors and school directors, 11.85% female
4. Strengthen capacity of trainers on teaching methodologies	1	Piloted at "Anuvath" and "Sahaka" College
5. Promote capacity of lower secondary school teachers on science and maths	1	Promoted capacity of 3,765 lower secondary school teachers on science and maths, 34.98% female
6. Promote capacity of grade 4 teachers on teaching of English language	1	Promoted capacity of grade 4 teachers on teaching of English language with 1,489 teachers, of which 28.94% are female
7. Develop action plan to implement teacher policy	1	Developed action plan to implement teacher policy and got approval from MoEYS leadership
20. SCHOOL HEALTH		
1. Continue to revise the inter-ministerial Prakas on health and physical checkup of learners and education officials and on structure, roles and tasks of school health structure at sub-national level	2	Issued letter on establishing working groups and revise revision regulations to school health promotion which members from the Ministry of Health and MoEYS line Institutions. Developed and had a meeting to revise the draft
2. Promote health, hygiene, nutrition, safety and well-being related to food, first aid, sexual health, reproductive health and eye health	1	Implemented as planned
3. Provide facilities and hygiene equipment and first aid kits to schools	1	Implemented as planned
4. Promote capacity on administrative and archival management	1	Implemented as planned at targeted provinces by cooperating with line Ministries and Development Partners
21. ADMINISTRATION		
1. Strengthen the preparation of review reports on education, youth and sport	1	Letter No.264 អ.យ.ក.ឧទ្ទ dated on 20 January 2014 on the group establishment to prepare a monthly, quarterly, 9 monthly and annually summary report of Education, Youth and Sports
2. Provide performance reward to education officials at national and sub-national levels	1	Received 1Royal decree, 22 sub-decree who have 8,576 educational staff, 33.00% female
3. Promote capacity on administrative and archival management	1	Provided training to education officials at national and sub-national levels on education administration and archirval management
22. CULTURAL RELATION AND SCHOLARSHIP		
1. Strengthen the management of scholarship students in the country and overseas by using IT system	3	Checking and revising accurate data
2. Disseminate information on overseas	2	Disseminated information on oversea

Activities	Status	Reasons
scholarship program to remote and disadvantaged areas		scholarship program to remote and disadvantaged areas
3. Strengthen cooperation with relevant agencies and development partners on the learning and teaching of French	2	Learning foreign languages is really important to students, especially, in the current context
23. INFORMATION AND ASEAN AFFAIRS		
1. Continue to collect information and disseminate information on achievements in education, youth and sport sectors	1	Collected and disseminated information on education, youth and sport
2. Increase enrolment of six-year-old children in disadvantaged districts and provinces through enrolment campaign	3	No budget support
3. Continue to develop the policy on distance education	3	Lack of technical assistance
4. Promote capacity of education personnel at national and sub-national levels on the use of computer at basic and intermediate levels	1	Promoted capacity of education personnel on the use of computer at basic and intermediate levels with number of 391, of which 23.52% are women
5. Strengthen capacity of focal points in charge of inputting data into the ministry's website	1	Trained officials in line departments with number of 46, of which 15.21% is female
6. Promote good cooperation in education, youth and sport sectors with partner countries in the region and the world.	1	Coordinated on cooperation and relationship with ASEAN-SEAMEO countries membership
24. MANAGEMENT OFMATERIALS AND STATE PROPERTIES		
1. Propose needs for materials, fuel and vehicle repair	1	Achieved as planned
2. 19 trainings on management of state properties for central, regional and school levels	1	Achieved as planned
3. Collect the inventory and comparative tables of state properties, increase or decrease in 2013	2	Implementing
4. Update the data on moveable and immovable properties and continue to collect land registration and promote to register immovable property	2	Implementing
5. Prepare regulations related to management of state property	2	Implementing
25. SCHOOL CONSTRUCTION		
1. Promote constructing and repairing education infrastructure	2	Some companies do not implement on schedule
2. Conduct study on locations and construct buildings in 839 locations of various projects	2	Resources are not available
3. Conduct study and develop proposals to repair school buildings affected by natural disasters	2	Resources are not available
4. Improve construction components to prevent natural disasters	2	Time are not available
5. Expand maintenance of school buildings and facilities	2	Time are not available
26. PRINTING AND PUBLISING		
1. Develop core English textbooks for grade 7 students	1	- Have specific plans - Have enough technical officials and finance and materials
2. Develop reading books adding number of 8 subjects	1	- Have specific plans - Have enough technical officials and finance and materials
3. Develop materials as paining books with number of 10 subjects	1	- Have specific plans - Have enough technical officials and finance and materials
4. Print core textbooks, additional reading	1	- Have specific plans

Activities	Status	Reasons
books, and materials with copies of 2 855 000		- Have enough technical officials and printing machines
5. Transport core textbooks with copies of 1193 346 to schools nationwide	1	- Have specific plans - Have enough technical officials and transportation vehicles
6. Sell core textbooks with copies of 1 037 567 and 23 462 posters and materials with number of 1331 boxes to general costumers'	1	- Have technical officials in marketing and sale - Have libraries with good locations
7. Develop English books for grade 7 students	1	- Have specific plans - Have enough technical officials and finance and materials
8. Strengthen additional reading books with 8 subjects.	1	- Have specific plans - Have enough technical officials and finance and materials
27. EDUCATION QUALITY ASSURANCE		
1. Strengthen education quality assurance at capital/provincial level	1	Undertook inspection on 61 general secondary schools and monitored and evaluated education quality assurance with 108 schools
2. Ensure quality of education through national assessments on Khmer, Physics and Maths subject of grade 8 in a sample of 200 schools	1	Sample of 200 schools have been made test and learning assessment
3. Continue to develop principles and mechanisms to measures equivalency capacity	2	Prepared mechanism and procedures of conducting tests and allowed 7 foreign students to continue studying at higher education institutions
4. Continue to develop equality assurance frameworks and tools	2	Cooperating with inspection delegate of Sweden
5. Finalize improvement of self-assessment framework for general education secondary schools	1	Finalized the draft
28. ADMINSTRATIVE AND FINANCIAL INSPECTION		
1. Undertake inspection on administrative management and finance at Sub-national level	1	Conducted inspection in 10 POEs, 52 DOEs, 273 education institutions, 1 RTTCs and 4 PTTCs
2. Reviewed the improvements made following recommendations by sub-national level	1	Reviewed the improvements made following recommendations by 5 POEs, 14 DOEs and 72 education institutions
3. Investigate complaints or irregularities concerning education, youth and sport sectors with 26 cases in 25 capital/provinces	1	Investigated 22 cases of irregularities in capital-provinces
4. Promote capacity of technical officials on conflict investigation procedures and disseminate inspection reports	1	Provided training and disseminated inspection reports in 2 provinces with 110 participants, 24 female
29. INTERNAL AUDIT		
1. Promote capacity of auditing officials	3	Promote the capacity for auditing officials on audit procedures of management and use of PB
2. Support auditing process through the dissemination of PB auditing procedures	3	Not have national and international auditors to assist internal audit
3. Strengthen the management and use of PB in auditees.	1	Strengthen the management and use of PB in 700 auditees

Notice:1- Already implemented, 2- Implementing, 3- not yet start implementing

PART 3

DISCUSSION TOPIC

ប្រធានបទពិភាក្សា

Discussion Topic

I- អនុវិស័យ ការអប់រំកុមារតូច

Sub-sector:Early Childhood Education

ប្រធានបទទី១ ៖ ប្រសិទ្ធភាពនៃការប្រើប្រាស់ថវិកាសាលារៀន ដើម្បីលើកកម្ពស់គុណភាពអប់រំនៅមត្តេយ្យសិក្សា

Topic 1: Efficiency of school budget implementation to improve quality of early childhood education

ប្រធានបទទី២ ៖ ការប្រើប្រាស់គ្រូបង្រៀននៅមត្តេយ្យសិក្សា

Topic 2: Early childhood education teachers' utilization

ប្រធានបទទី៣ ៖ ប្រសិទ្ធភាពនិងនិរន្តរភាពនៃសេវាមត្តេយ្យសិក្សាសហគមន៍។

Topic 3: Efficiency and sustainability of community pre-school services.

<u>សម្គាល់</u> ៖ ការពិភាក្សាក៏ត្រូវផ្តោតទៅលើលទ្ធផលនៃការសិក្សារបស់សិស្ស ការងារអធិការកិច្ច និងការអនុវត្តសកម្មភាពគោលនយោបាយគ្រូបង្រៀន។

Note: Discussion should also focus on student learning achievement, inspection and the implementation of teacher policy action.

II- អនុវិស័យការអប់រំបឋមសិក្សា

Sub-sector:Primary Education

ប្រធានបទទី១៖ ប្រសិទ្ធភាពនៃការប្រើប្រាស់ថវិកាសាលារៀនដើម្បីលើកកម្ពស់គុណភាពអប់រំ

Topic 1: Efficiency of school budget implementation to improve quality of primary education

ប្រធានបទទី២៖ ការប្រើប្រាស់គ្រូបឋមសិក្សាឱ្យសមស្របតាមនិយាម

Topic 2: Primary education teachers' utilization in according to staffing norms

ប្រធានបទទី៣៖ ប្រសិទ្ធភាពនៃការអនុវត្តម៉ោងសិក្សានៅបឋមសិក្សា។

Topic 3: Efficiency of teaching hour implementation at primary education.

<u>សម្គាល់</u> ៖ ការពិភាក្សាក៏ត្រូវផ្តោតទៅលើលទ្ធផលនៃការសិក្សារបស់សិស្ស ការងារអធិការកិច្ច និងការអនុវត្តសកម្មភាពគោលនយោបាយគ្រូបង្រៀន។

Note: Discussion should also focus on student learning achievement, inspection and the implementation of teacher policy action.

III- អនុវិស័យ ការអប់រំមធ្យមសិក្សា និងអប់រំបច្ចេកទេស

Sub-sector : Secondary and Technical education

ប្រធានបទទី១៖ ការពង្រឹងការបង្រៀន និងរៀនគណិតវិទ្យា និងវិទ្យាសាស្ត្រ ដើម្បីបង្កើនភាគរយសិស្សប្រឡងជាប់សញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ

Topic 1: Strengthening teaching and learning mathematics and sciences to increase the percentage ofstudents' passing examination of upper secondary certificates

ប្រធានបទទី២ ៖ ការពង្រឹង និងពង្រីកការអប់រំបច្ចេកទេសនៅមធ្យមសិក្សាបច្ចេកទេស

Topic 2: Strengthening and expanding technical education at technical secondary education

ប្រធានបទទី៣ ៖ ការពង្រឹងគុណភាពអប់រំនៅមធ្យមសិក្សា តាមរយៈកំណែទម្រង់ការប្រឡង ស្របតាមគោលការណ៍ច្បាប់ យុត្តិធម៌ តម្លាភាព និងលទ្ធផលទទួលយកបាន។

Topic 3: Strengthening the quality of secondary education through examination reforms based on principles:legal, justice, transparency and acceptable results.

<u>សម្គាល់</u> ៖ ការពិភាក្សាក៏ត្រូវផ្តោតទៅលើលទ្ធផលនៃការសិក្សារបស់សិស្ស ការងារអធិការកិច្ច និងការអនុវត្តសកម្មភាពគោលនយោបាយគ្រូបង្រៀន។

Note: Discussion should also focus on student learning achievement, inspection and the implementation of teacher policy action.

IV- អនុវិស័យ ការអប់រំឧត្តមសិក្សា

Sub Sector: Higher Education

ប្រធានបទទី១ ៖ ការលើកម្ពស់អភិបាលកិច្ច និងការគ្រប់គ្រងនៅឧត្តមសិក្សា

Topic 1: Promoting Governance and Management in Higher Education.

ប្រធានបទទី២ ៖ ការលើកកម្ពស់ការស្រាវជ្រាវនៅឧត្តមសិក្សា

Topic 2: Promoting Research Culture in Higher Education.

ប្រធានបទទី៣ ៖ ស្តង់ដារវាយតម្លៃ និងការវាយតម្លៃនៅឧត្តមសិក្សា

Topic 3: Evaluation standard and evaluation in higher education.

V- អនុវិស័យ ការអប់រំក្រៅប្រព័ន្ធ

Sub-sector: Non-formal Education

ប្រធានបទទី១ ៖ យុទ្ធនាការអក្ខរកម្មជាតិមនុស្សពេញវ័យឆ្នាំ២០១៥

Topic 1: National adult literacy campaign 2015

ប្រធានបទទី២ ៖ ពង្រឹងការអនុវត្តមជ្ឈមណ្ឌលសិក្សាសហគមន៍ដែលមានស្រាប់

Topic 2: Strengthening the implementation of the existing community learning centers

ប្រធានបទទី៣ ៖ ជំរុញការអនុវត្តកម្មវិធីសមមូល

Topic 3: Pushing the implementation of equivalent programs.

VI- អនុវិស័យ ការអភិវឌ្ឍយុវជន

Sub-sector:Youth Development

ប្រធានបទទី១ ៖ ការបណ្តុះបណ្តាលជំនាញទន់ដល់យុវជន (កាយឬទ្ធិកម្ម សហគ្រិនភាព ទស្សនកិច្ចសិក្សា ការងារស្ម័គ្រចិត្ត និងបោះជំរំ)

Topic 1: Soft skill trainingsfor youth (scouting, entrepreneurships, study visits, volunteering and camping)

ប្រធានបទទី២ ៖ ការបណ្តុះបណ្តាលជំនាញវិជ្ជាជីវៈបច្ចេកទេសវគ្គខ្លីៗផ្តល់ព័ត៌មានទីផ្សារការងារ និងកន្លែងហាត់ការដល់យុវជន។

Topic 2: Short course vocational trainings, providing job market information and field works for youth.

ប្រធានបទទី៣ ៖ ការអនុវត្តសកម្មភាពគោលនយោបាយអភិវឌ្ឍយុវជន

Topic 3: The implementation of youth development policy action.

VII- អនុវិស័យ ការអប់រំកាយ និងកីឡា

Sub-sector:Physical education and Sport

ប្រធានបទទី១ : ការរៀបចំគោលនយោបាយស្តីពីការអភិវឌ្ឍវិស័យអប់រំកាយ និងកីឡា

Topic 1: Sport policy for development physical education and sport

ប្រធានបទទី២ : កំណែទម្រង់ការរៀបចំការប្រកួតកីឡាគ្រប់ប្រភេទ និងត្រៀមលក្ខណៈរៀបចំការប្រកួតកីឡា ស៊ីហ្គេមឆ្នាំ២០២៣

Topic 2: Reforming the arrangement of all kinds of sport competitions and preparation for SEA-Games 2023

ប្រធានបទទី៣ : ពង្រឹងសកម្មភាពអប់រំកាយ និងកីឡាក្នុងម៉ោង និងក្រៅម៉ោងសិក្សា

Topic 3: Strengthening sport and physical education activities in and out teaching hour.