System Capacity Grant Annual Progress Report Template

Status: Accepted

Country	Grant ID	Grant Agent	Grant Effectiveness/Start Date
Cambodia	GPE0000953	SCG	09/01/2023

Grant Amount	Timeframe Examined in this Report		Date of Report Submission
2,700,000 (USD)	From Date	To Date	11/28/2025
	08/31/2024	08/31/2025	

Area(s) and activity group(s) covered by grant

Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

- System diagnostics, compact development and education sector analyses
- Gender-responsive sector planning, including operational planning and budgeting
- Supporting policies and plans to identify and address multiple forms of exclusion (planning for children with disabilities, system resilience and inclusion of displaced children)

Window 2: Mobilize coordinated action and financing to enable transformative change

- Strengthening sector coordination, including local education groups, joint sector reviews and monitoring the effectiveness of the country-level partnership
- Establishing and operating pooled funding mechanisms
- Strengthening budget processes and ministry of finance engagement; identifying opportunities to improve the equity and efficiency of education expenditure, including processes toward gender equality

Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale

- Training and support for government staff and central and decentralized levels, including on the uptake and use of data and evidence
- Support for implementation capacity, including sector plan implementation monitoring, gender responsiveness of the sector and evaluation of sector plans and policies/programs in priority areas; assess monitoring, evaluation and learning capacity, including use of evidence in policy process

Implementation Progress

Overall Project Progress this Reporting Period

Overall progress this reporting period [1]	Previous Rating
Satisfactory (S)	Satisfactory (S)

Detailed Description including factors that lead to an upgrade/downgrade in the rating

This is the second annual progress report covering the period from 1 September 2024 to 1 September 2025. The overall progress in implementing the grant activities in this reporting period is rated as SATISFACTORY because of substantial implementation progress across the three windows, despite minor delays.

Window 1: Strengthening Gender-responsive Planning and Policy Development

The implementation of Window 1 is rated as satisfactory, with most major outputs achieved and several activities well underway despite minor delays. Significant progress has been made in strengthening strategic planning and policy development. One of the milestones is the completion of the analysis of the current Education Strategic Plan (ESP) development process. The findings provide insights into its strengths and good practices, and gaps of the development process and offer key recommendations to support a more coherent, inclusive and results-orientated planning for the next ESP. Another key milestone was the official launch of the Multilingual Education Action Plan (MEAP) 2024–2028, supported by broad stakeholder participation, including representatives of the indigenous communities. In addition, the review of the Gender Mainstreaming Strategic Plan (GMSP) 2021–2025 has been completed, the findings of which will inform the development of the next GMSP planned during the next reporting period.

Progress was also notable in evidence generation activities. A study on student retention was completed and validated, while the research on 21st century skills advanced into the data analysis stage with the report to be finalized in the next reporting period. Parallel efforts to support digital transformation in the education sector took place through the completion of an ICT capacity diagnostic study, which will guide the design of tailored training programmes to enhance ICT skills of MoEYS personnel, including teachers and teacher educators. In terms of strengthening data systems, two major studies, namely the feasibility study on data systems integration and the education data quality assessment, were completed and finalized. Building on their findings, the Education Data Systems Reform Action Plan (EDSRAP) 2025–2030 was drafted and is now close to endorsement. Collectively, these achievements reflect substantial progress in generating evidence for policy development, enhancing digital transformation, and advancing integrated data systems to support more effective educational planning, monitoring, and decision-making.

Window 2: Mobilizing Coordinated Action and Financing

The implementation progress under Window 2 is rated satisfactory, with notable achievements in strengthening education financial efficiency and sector coordination. At the national level, the Joint Technical Working Group (JTWG) has continued to serve as a highly effective and efficient platform for high-level policy dialogue, while the provincial level JTWG meeting held in Kampot brought together education managers and cross-sectoral stakeholders to assess progress, share good practices, and further strengthen provincial coordination mechanisms. On the improvement of financial efficiency, substantial advancements were made in this reporting period through the 90 per cent completion of the upgrading of the School Operating Fund (SOF) M&E tool and the successful launch of the new Aid Management Information System (AMIS). These initiatives are intended to enhance MoEYS' capacity for performance-based budgeting, improve donor coordination, and ensure a more transparent and efficient use of resources. Additionally, the two new modules of the Education Financial Management System (EFMS) were developed and operationalized: (1) the Development Partner Fund/Grant Module and (2) the Accounts Receivable Module. Overall, these two modules aim at supporting transparency and accountability of financial management and enhancing domestic resource mobilization. Lastly, progress has also been made on the evaluation of the Capacity Development Partnership Fund (CDPF) Phase III to assess its effectiveness, efficiency, and relevance as a pooled funding mechanism, with Economic Policy Research Institute (EPRI) commissioned to lead the work. An Evaluation Reference Group, chaired by MoEYS and development partners as members, has been established to guide the process to ensure credibility and transparency of the evaluation.

Window 3: Strengthening Capacity to Implement and Scale Results

The implementation progress under Window 3 is rated satisfactory. Key progress during this reporting period includes capacity development of provincial offices of education (POEs) in the development of the 2026 Annual Operational Plan (AOP), delivered through training workshops and mentoring activities. As in the previous reporting period, comprehensive support was also provided for the organization of the 2025 National Education Congress (NEC) by MoEYS. This included both technical and logistical support, which facilitated inclusive dialogues and strategic discussions among education stakeholders. Another key milestone is the launch of the Phase II Leadership Development Programme (LDM) focusing on strengthening leadership capacities at provincial and district levels. The programme was successfully launched with a two-day orientation for education leaders from the remaining 20 provinces with 585 (136 females) participants enrolled in the LDM main course. Related to capacity development, as mentioned in the previous report, the budget originally allocated to support the review of the Capacity Development Master Plan (CDMP) was redirected to support the implementation of the Human Resources Development Master Plan (HRDMP), which has superseded the CDMP. Based on a comprehensive concept note prepared by MoEYS, a partnership agreement with International Institute for Educational Planning (IIEP) is currently being finalized to deliver tailored training on data analysis, monitoring and evaluation, strategic planning and financial management identified as priority areas to build capacity of MoEYS' central level personnel. Lastly, another major achievement during this reporting period is the successful completion of Phase 1 and Phase 2 of the Cambodia Partnership Compact Mid-Term Review (PC-MTR) process. While Phase 1 assessed reform progress, Phase 2 focused on the forward-looking vision for 2026 - 2030. Extensive inclusive dialogue and stakeholder consultations took place throughout

the process; resulting in the development of the Cambodia Country Snapshot and the draft PC-MTR Memo which consolidates key outcomes from both phases, including priority action areas for the next cycle of GPE grants (GPE 2030).

Grant Implementation Progress, by Grant Window

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact	Satisfactory (S)	Satisfactory (S)

Detailed Description:

The implementation progress of Window 1 is rated satisfactory. While a few activities has experienced minor delays, most of the major outputs have been achieved and some key activities are underway and progressing well. A comprehensive update on the progress of key activities under Window 1 is provided below.

Analysis of Education Strategic Plan (ESP) 2024 – 2028 Development Process: The ESP 2024 – 2028 was developed, endorsed and disseminated in the last reporting period. In this reporting period, an analysis of Cambodia's ESP 2024 – 2028 development process was undertaken and completed. One of the main strengths identified is that it was a government-led collaborative process. In other words, MoEYS led the entire development process, demonstrating a strong national ownership, while development partners were welcomed to contribute through open and consultative processes. Another strength is that the ESP was developed to focus on program-based planning, aligning with budget reforms and a functional review. This approach ensures that the sector priorities are not only articulated in policies but also translated into actionable programs with measurable outcomes. And by aligning the ESP with the budget reforms, MoEYS strengthens the linkage between planning and resource allocation, aiming to promote efficiency, transparency and accountability in utilizing domestic financing. One of the challenges and lessons learned was that the new ESP formulation did not include specific targets on early-grade learning outcomes despite substantial investment, highlighting a need for better alignment between programs and outcome indicators. Drawing on the processes, strengths, and challenges encountered during the development of the ESP 2024–2028, the assessment provided key recommendations which aim to support a more coherent and inclusive approach to future ESP formulation. Development partners, particularly IIEP, played a significant role in supporting technical analysis and projections for ESP 2024-2028 as well as providing quality assurance mechanism. While the capacity of MoEYS staff has improved significantly over the past years as a result of these efforts, there still remains a need for more in-depth policy analysis and forecasting. Continued capacity building for MoEYS officials is recommended to further strengthen these areas. Additionally, the recommendations seek to reinforce the ESP's function as a strategic tool for planning and monitoring both system performance and the impact of major financial commitments made by the Royal Government of Cambodia and its development partners.

Multilingual Education Action Plan (MEAP) 2024 – 2028: A significant milestone in this reporting period regarding multilingual education is the finalization and the official launch of the MEAP 2024 – 2028. The launch was attended by 160 senior representatives from key institutions, including MoEYS, the Royal University of Phnom Penh (RUPP), the Royal Academy of Cambodia (RAD), and the Ministry of Rural Development (MRD). Participants also included sub-national officials from five northeastern provinces, alongside representatives of indigenous communities, civil society organizations, and development partners. This newly launched action plan is informed by findings from formative research evaluating the implementation of the MEAP 2019–2023, as well as insights from indigenous communities on the MEAP programmes. Monitoring activities of MEAP are planned to take place in the next reporting period.

Gender Mainstreaming Strategic Plan (GMSP) 2021 – 2025 Review: The review of the GMSP 2021–2025 has been completed. The process included data collection and analysis followed by a review workshop in which additional information from different technical departments was collected and implementation progress of the previous GMSP was discussed. The review report was finalized in August 2025. It outlines progress made and provides strategic recommendations to guide the formulation of the next GMSP. According to the report, GMSP has promoted sector-wide efforts to end violence and exploitation, improve access to inclusive quality education, and strengthen women's empowerment and leadership in education. For instance, women now hold 21.78 per cent of leadership/managerial positions at MoEYS central level and 19.51 per cent at the sub-national level. This marks an increase compared to 2020, when women held 20.39 per cent of leadership/managerial roles at MoEYS central-level and 16.36 per cent at sub-

national level.

Evidence Generation Activities: Research on student retention in general education was conducted and finalized during this reporting period. Data collection was conducted across five-selected provinces and included focus-group discussions and key informant interviews with education officials, teachers, school directors and students including both those at risk of dropping out and those that had recently dropped out. The results of the retention study were presented and validated through a technical workshop involving key stakeholders. The key findings were also presented to development partners during the Education Sector Working Group (ESWG) meeting held in August 2025, prompting engaging discussion. The final report is expected to be published and disseminated by December 2025.
Another evidence-generation activity is a study on 21st century skills. The study seeks to establish a Cambodia-specific definition of 21st century skills, aligning with global frameworks. It aims to identify the core competencies necessary for Cambodian youth to succeed within a rapidly changing socio-economic environment, drawing on insights from a broad range of stakeholders. The data collection phase is completed, and data analysis is currently underway. The findings from both studies will be presented at a high-level education policy forum planned to be organized in 2026. The findings and recommendations will also feed into the development of the National Education Policy Framework (NEPF) planned during the next reporting period.

ICT Capacity Diagnosis: To enhance digital competencies among both teaching and non-teaching personnel at MoEYS, an ICT skills diagnostic study was conducted across schools, teacher education institutions, and MoEYS offices at central, provincial, and district levels. The data collection and analysis were completed, and the report is being finalized. The assessment aims to identify current skill gaps and define the ICT competencies required across the education workforce. Findings and insights from the diagnosis will inform the development of targeted ICT training programs to strengthen sector-wide digital capacity. The findings will be disseminated to relevant MoEYS technical departments and to development partners through the ESWG meeting organized in October 2025. In the next reporting period, based on the findings and consultation with the target groups about tools they need, the Department of Digital Transformation (DDT) will develop both self-directed online and blended courses to be uploaded onto the Continuous Development Platform (CDP).

School Connectivity Digital Mapping: Following the successful integration of Cambodian schools into the Giga maps platform, UNICEF has been working with the Department of Digital Transformation (DDT) at MoEYS and the Ministry of Post and Telecommunication (MPTC) to undertake connectivity infrastructure mapping. This data collection process will support Giga to produce a simulation of cost estimates needed to connect the unconnected schools by the internet. To further facilitate this work, UNICEF is working with MPTC and MoEYS to establish an inter-ministerial steering committee and develop a joint workplan for the implementation of Giga related activities.

National Education Policy Framework (NEPF): The concept note for the National Education Policy Framework (NEPF) development has been drafted. The development of NEPF presents a strategic opportunity for MoEYS to consolidate fragmented policies, enhance coherence across all education sub-sectors, and align with national development goals and global commitments such as SDG 4. It will also provide a long-term vision and strategic guidance for all education sub-sectors in Cambodia for the period of 2025–2035. The NEPF will cover all educational levels: early childhood care and education (ECCE), primary, secondary, TVET, higher education, non-formal and lifelong learning with cross-cutting themes such as gender, disability, inclusion, climate change, and digital education. To support the NEPF development process, recruitment of technical assistance is underway; and the findings from the ongoing studies on 21st century Skills and student retention will also feed into the NEFP formulation.

Education Sub-Sector Analysis: A concept note on the education sub-sector analysis was developed, with an emphasis on the secondary education sub-sector. The main objective of this secondary education sub-sector analysis is to support the development of a secondary education expansion plan and to assess the implementation of key performance indicators under Phase 1 of the Pentagonal Strategy. The findings will also inform the next National Education Congress report. The analysis will examine several areas of general secondary education, including access (equity and inclusion) to education, quality, classroom condition, teacher capacity, and student performance.

Feasibility Study on Data Systems Integration and the Education Data Quality Assessment: The feasibility study on data system integration and the education data quality assessment were both conducted and finalized in this reporting period. These two studies were integral in the development of an evidence-based action plan supporting education data system reform. The feasibility study assesses the potential for integrating core education data systems into a unified platform to improve evidence-based decision-making, policy development, and operational efficiency. It examined the technical, operational, financial, and change management capacities of six core systems: the Education Management Information System (EMIS), Human Resources Management Information System (HRMIS), Education Financial Management

System (EFMS), Non-Formal Education Management Information System (NFEMIS), Higher Education Management Information System (HEMIS), and the Education Management Platform (EMP). The education data quality assessment (EDQA) examined the quality, accessibility, validation processes, and utilization of data from EMIS, HRMIS and EFMS across school, district, provincial, and central levels. The study collected data through interviews with schools, district offices of education, and provincial offices of education, a national school survey, and consultations with select MoEYS departments. A total of 2,130 school-level data system users participated in the survey, ensuring the perspectives of teachers and school directors were also reflected in the research. The key findings and recommendations were validated and shared with stakeholders, serving as a solid foundation for the development of the Education Data Systems Reform Action Plan (EDSRP) 2025-2030.

Education Data Systems Reform Action Plan (EDSRAP) 2025 – 2030: The EDSRAP 2025 – 2030 has been drafted and is soon to be finalized and endorsed. It represents the first-ever comprehensive initiative to unify and strengthen all major education data systems across MoEYS and spans multiple departments. The goal of the action plan is to improve the quality, completeness, and accessibility of education data through strengthened governance, capacity, coordination, and overall systems integration. The EDSRAP 2025 – 2030 builds on existing strategic frameworks, including the ESP 2024-2028, as well as the key findings and recommendations from the Feasibility Study on Education Data System Integration and the Education Data Quality Assessment mentioned above. The plan was developed through a series of workshops and extensive consultations with key technical departments and MoEYS senior leaderships, followed by a validation workshop that also engaged relevant development partners. This action plan is expected to be finalized and endorsed by the end of 2025.

Grant Window	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Window 2: Mobilize coordinated action and financing to enable transformative change	Satisfactory (S)	Satisfactory (S)

Detailed Description:
The implementation progress of Window 2 is rated satisfactory, reflecting notable advancement in key outputs, particularly the initiatives aimed at improving domestic financial efficiency. Despite minor delays, substantial progress has been made. A detailed update on the progress of key activities under Window 2 is provided below.

National Joint Technical Working Group (JTWG) Meeting: JTWG meetings remain instrumental in strengthening the education sector coordination. Although only one session was convened during this reporting period, it served as a dynamic platform for high-level policy dialogues. It was an opportunity for key stakeholders to present and discuss the updates on MoEYS budget implementation, Public Investment Program (PIP), a joint policy between MoEYS and the Ministry of Labor and Vocational Training (MoLVT) on education tracking initiative, and implementation progress of GPE grants. It brought together senior officials from MoEYS, partner ministries such as the Ministry of Interior and MoLVT, and key development partners such as UNICEF, UNESCO, USAID, JICA, the World Bank, the European Union, Asian Development Bank, and the NGO Education Partnership.

Sub-National Coordination: The provincial Joint Technical Working Group (sub-national JTWG) is an important education coordination mechanism at sub-national level that was established by MoEYS to coordinate and strengthen the implementation of the ESP and MoEYS education reform programmes at sub-national level. In quarter 4, 2024, the Department of Planning (DoP) in collaboration with the provincial governor in Kampot province held an annual review meeting with 75 education managers (22 women) from 25 provinces to review progress and challenges in JTWG coordination in the provinces. The JTWG annual review also brought representatives from other sectors such as health, women affairs and CSO working in the education sector in the provinces to participate in a two-day meeting. During the review meeting, the participants actively discussed progress, good practices and challenges and developed a plan of action to improve the provincial JTWG coordination in the respective provinces.

Upgrading the School Operating Fund (SOF) M&E tool: The upgrading of the Monitoring and Evaluation (M&E) tool for SOF is now 90 per cent complete with the plan to be finalized and launched by the end of this year. SOF M&E tool is a part of the holistic EFMS, which empowers users at all levels to track execution rates and to resolve issues in a timely manner. Following the full upgrading of the system, training on the SOF M&E tool will be delivered to budget entities at MoEYS central and provincial levels during the next reporting period. This initiative will strengthen MoEYS' capacity to operationalize performance-based budgeting in support of the ongoing Public Financial Management Reform.

Aid Management Information System (AMIS): A significant achievement under Window 2 in this reporting period is the completion and official launch of the upgraded AMIS platform. A new system was developed to replace the outdated platform, aimed at improving usability, accessibility, data accuracy, and security. The new AMIS integrates innovative technologies and security measures, and is aligned with the programme-based budget structure of the ESP 2024-2028. By consolidating information from multiple donors and implementing partners, AIMS enables MoEYS to identify overlaps, gaps, and synergies in development efforts. To ensure seamless operations, emphasis was also placed on strengthening and building institutional capacity within the technical department in charge through structured training sessions. These sessions equipped staff with the necessary skills to independently manage AMIS, oversee user access, and contribute to broader project tracking efforts. A capacity development session was also held for development partners to orient them on the new system, and the AMIS was presented during an ESWG meeting, ensuring that development partners uphold their responsibility to input their projects into the system. Link to AMIS: http://amis.moeys.gov.kh

Review of Pooled Funding Mechanisms: The evaluation of the CDPF Phase III (Jan 2018 – June 2026) has been launched. The evaluation seeks to examine the effectiveness and efficiency of the CDPF Phase III as a pooled funding mechanism, to evaluate how its flexible funding structure has contributed to achieving the intended outcomes, and to offer recommendations regarding the continued relevance of this funding model for future education initiatives. An Evaluation Reference Group (ERG) has been established under the leadership of MoEYS, with members including MoEYS representatives and relevant development partners. The ERG plays a key role in ensuring the quality of both the evaluation process and its outputs. By contributing technical expertise and reviewing the core deliverables, ERG ensures that this evaluation remains impartial and credible. The Economic Policy Research Institute (EPRI) has been commissioned to support this work and is now fully onboard to undertake the evaluation. During the reporting period, EPRI has supported the reconstruction of the CDPF Phase III Theory of Change, incorporating both the current and previous (2019-2023) structures, to be utilized throughout the evaluation. Initial sample selection and stakeholder mapping have also been conducted, with the evaluation expected to be finalized by the end of the second quarter 2026.

Domestic Financial Efficiency: To enhance efficiency and promote equitable education financing, MoEYS has designed, piloted, and formally introduced two integrated modules of the Education Financial Management System (EFMS): 1) the Development Partner (DP) Fund/Grant Module and 2) the Accounts Receivable (AR) Module. The DP module facilitates transparent and accountable oversight of external funding in accordance with national SOPs, while the AR module monitors non-tax revenue at central and provincial levels, supporting efforts to mobilize local resources. Both modules are now fully operational and available for institutional implementation. This has marked substantial progress in addressing some persistent issues related to financial data transparency, reporting efficiency and resource monitoring.

Grant Window	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale	Satisfactory (S)	Satisfactory (S)

Detailed Description:
The implementation progress of Window 3 is rated as satisfactory. A detailed update on the progress of key activities under Window 3 is provided below.

Provincial Annual Operational Plans (AOP): The Department of Finance (DoF) has been assigned to support and build the capacity of Provincial Offices of Education (POEs) in the preparation and implementation of the Annual Operational Plan (AOP). This support is being delivered through a combination of workshops and mentoring activities, specifically aimed at guiding POEs in the development of the 2026 AOP. The 2026 provincial AOP aims to strengthen the alignment between planning and budgeting processes. While preparatory work for these activities happened during this reporting period, the actual implementation of the activities is scheduled to take place from September to December 2025.

National Education Congress (NEC) Support: MoEYS received technical and logistical support for the 2025 National Education Congress (NEC), including assistance from the Technical Working Group (TWG) to finalize the agenda, key presentations, and NEC report outline. Keynote remarks were prepared for the Chair of the Education Sector Working Group (ESWG), reflecting ESWG’s shared continuing commitment to invest in teacher development, early-grade learning programme, digital education, climate-smart education system and inclusive education programmes. The translation and interpretation services were provided for both the event as well as the NEC report. This support facilitated inclusive dialogues, enabling development partners to fully participate and draw on the NEC report for planning and monitoring purposes.

Leadership Professional Development Programme Phase 2: The development of the Leadership Development Manual (LDM), which carries 1-credit and serves as the main course, has been completed and accredited. Training of Trainer (ToT) was organized for MoEYS national core trainers. The ToT deepened the trainers' knowledge of the LDM manual, Gender Equality and Social Inclusion (GESI) content and the usage of the Capacity Development Platform (CDP). Trainers' roles and practical delivery strategies were consulted and established, ensuring stronger support for the upcoming roll-out. This was then followed by an official launch of the programme combined with a two-day orientation for education leaders from 20 Provincial Offices of Education (POEs). These activities took place between June and July 2025, resulting in 585 (136 females) officials from the POEs and District Offices of Education (DOEs) registered in the LDM main course. The LDM course will be rolled out in October 2025, while three elective courses under this leadership programme are currently under development. The proper assessment of the roll-out will be conducted in the next reporting period.

Cambodia Partnership Compact Mid-Term Review (PC-MTR): One of the key milestones during this reporting period was the completion of Phase 1 and Phase 2 of the PC-MTR. Led by MoEYS, with strong technical and facilitation support from UNICEF as the Coordinating Agency, both phases entailed comprehensive review of key documents and inclusive stakeholder engagement through meetings and workshops. Phase 1 focused on assessing progress against Cambodia's priority reforms and enabling factors. This phase concluded successfully, resulting in the development of the Cambodia Country Snapshot. Building on this foundation, Phase 2 transitioned from retrospective analysis to forward-looking planning for the 2026–2030 period, centering on Cambodia's vision on the reform for the next three to five years. Findings from both phases have been consolidated into the draft PC-MTR memo. The draft Memo went through final review by MoEYS' leadership and ESWG and was submitted to JTWG for endorsement.

Teacher Policy and Action Plan (TPAP) Mid-Term Review: The Teacher Policy and Action Plan (TPAP) 2024-2030 was finalized and approved in 2023, and its implementation is underway. The TPAP 2024-2030 is built on four strategic areas of teacher management, transformative leadership, teacher education, and teacher identity and development. The TPAP provides a concrete long-term roadmap for teacher development in Cambodia. During this reporting period, the TPAP Mid-Term Review (MTR) was discussed and confirmed to take place in 2026. The 2026 TPAP MTR will monitor key progress and achievement against all the four strategic areas covering the period from 2024-2026. The draft concept note of TPAP MTR is expected to be developed by December 2025.

Capacity Development Master Plan Mid-Term Review (CDMP MTR): As noted in the previous SCG annual progress report, the Capacity Development Master Plan (CDMP) has been superseded by the Human Resources Development Master Plan (HRDMP) 2024–2028, following MoEYS internal restructuring. Consequently, the budget initially planned for the CDMP review has been shifted to support the operationalization of the HRDMP. During this reporting period, a concept note related to capacity-building programme designed to strengthen the competencies of MoEYS personnel in key areas such as data analysis, strategic planning and financial management has been finalized. By equipping staff with these skills, MoEYS aims to enhance its capacity to deliver inclusive, high-quality, and efficient education services. Building on the concept note, a series of in-depth consultations were held to move the proposed activities forward. The International Institute for Educational Planning (IIEP) of UNESCO, based in Paris, has been identified as the training provider and is expected to deliver the relevant training services in the next reporting period. Currently, a partnership agreement with IIEP is being finalized to launch the tailored training in early 2026 for approximately 30 mid-level MoEYS personnel.

Lessons, innovative/promising practices

Strengthening Strategic Partner Engagement with MoEYS: During this reporting period, development partners demonstrated a stronger and more strategic engagement with the Ministry of Education, Youth and Sport (MoEYS), particularly through the mid-term review process of Cambodia's Partnership Compact. In collaboration with MoEYS directorates, technical departments and relevant sub-national personnel, development partners played a pivotal role in aligning priorities, validating progress of the priorities reform set forth in the Compact, and identifying priority actions in the forward planning via well-structured, open dialogues. Notably, the engagement shifted from the usual project-specific to a more unified dialogue among key development partners and MoEYS. This collaborative approach has not only reinforced transparency and mutual accountability but also cultivated a shared sense of commitment.

Impact stories

No stories of impact to share in this reporting period.

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description
1	MEAP 2024 2028_KH.pdf	Knowledge Product	This is an official and endorsed Multilingual Education Action Plan 2024 - 2028 in Khmer
2	MEAP 2024 - 2028 Unofficial ENG.pdf	Knowledge Product	This is an unofficial translation of MEAP 2024 - 2028 in English
2	National Education Congress report published 2025.pdf	Knowledge Product	This is the National Education Congress Report published in 2025
2	Data Integration Feasibility Study.pdf	Knowledge Product	This is a report on the feasibility study on data systems integration
2	Education Data Quality Assessment.pdf	Knowledge Product	This is a report on the education data quality assessment.
2	Student Retention in General Education Report 2025.pdf	Knowledge Product	This is a report on the study rentention study.
2	PC-MTR Memo_Final draft.pdf	Knowledge Product	This is the final draft of Cambodia Partnership Mid-Term Review Memo.
2	GMSP MTR Report _Khmer.pdf	Knowledge Product	This is a final report on Gender Mainstreaming Strategic Plan Review in Khmer.
2	TOR CDPF Evaluation and its ERG.pdf	Knowledge Product	This is the TOR for the evaluation of Capacity Development Partnership Fund Phase III; including a specific TOR for the Evaluation Reference Group.
2	TOR for 21st Century Skills Study.pdf	Knowledge Product	This is the TOR for the 21st Century Skill Study.

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
2,700,000	1,591,146.43	58.93	Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

During this reporting period, the variance between planned and actual spending was due to delays in key activities, some of which resulted from the initial delays in the previous reporting cycle. Additional contributing factors included extended consultations between MoEYS and UNICEF, strategic adjustments to execution methods, and the disruptions caused by the Cambodia-Thailand border crisis. Below is a

breakdown of the main activities with underspending, including corresponding unspent amounts, underlying causes of delay, and plans for future budget utilization.

There has not been any spending of the planned budget ($76,700) on the development of the National Education Policy Framework (NEPF) in this reporting period because the concept note on NEPF was only finalized in September 2025. Moreover, the ongoing studies including the research student retention and 21st century skills study were to inform the development of the NEPF. With Concept Note already finalized, and the recruitment of technical assistance underway, the activities relevant to this development are expected to take place in full swing in the next reporting period now that the concept note is in place.

As mentioned above, the allocated budget for CDMP ($105,500) was strategically redirected to support the operationalization of HRDP through partnership with IIEP UNESCO. With the partnership agreement with IIEP under development to deliver tailored training courses in the next reporting period, the budget is expected to be fully utilized.

The low absorption rate against the total approved budget of $2.7m mainly attributes to the remaining major activities to be fully implemented in 2026. Some of these activities include the mid-term reviews of the ESP 2024-2028, the TPAP 2024-2030 and the National School Health Policy Action Plan. These activities are planned to be implemented around mid-point of their implementation which will be in Q2-Q3 of 2026. However, discussions around planning for the MTR of ESP and TPAP are already in progress.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
1,243,793.14

Total Expenditure for the Current Reporting Period
930,829.49

Explanation for underspending or overspending in excess of 10%
The slightly underspending during the current reporting period was mainly due to some delays in activity implementation, as explained above.

Management Performance

Level of management performance
Satisfactory (S)

Detailed Description
Building on the previous reporting period, the integration of SCG into the Capacity Development Partnership Fund (CPDF) 2024-2027 framework and workplan continues to yield positive results. The on-going progress monitoring and coordination support remains firmly in place, ensuring consistent oversight and facilitating streamlined implementation. In terms of financial and procurement aspect, transactional efficiencies persist. UNICEF’s financial and procurement oversight, embedded in Harmonized Approach to Cash Transfers (HACT) principles, continues to efficiently support the implementation of the activities funded by SCG. Additionally, the regular assurance activities, including financial spot checks, field visits, and audits, have been maintained, reinforcing fiduciary compliance and contributing to strengthened financial accountability.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the Secretariat for their approval?
No

How likely is that the grant agent will submit a request for revision to the Secretariat in the next 12 months for their approval?
Highly Likely

Detailed Description
Extension of Grant Expiry Date:
As highlighted above, the mid-term reviews of the ESP 2024-2028 and the TPAP 2024-2030 are expected to take place only around mid-point of their implementation, which will be in Q2-3 of 2026. Likewise, the development of the National Education Policy Framework (NEPF) needs to be informed by the evidence generation work, including on school retention and skills study which are in progress currently. Moreover, the development of the NEPF would require extensive consultative process, including at the sub-national level, which would then require sufficient time for productive outcomes. To ensure that these major reform activities are implemented at the strategic moment and according to MoEYS planned schedule, extension of grant expiry date is requested until 30 June 2027. Request for extension will also be discussed at the next JTWG meeting.

Annexes

Annex 1: List of Acronyms

Acronym	Description
AMIS	Aid Management Information System
AOPs	Annual Operational Plans
CDMP	Capacity Development Master Plan
CDP	Capacity Development Platform
CDPF	Capacity Development Partnership Fund
CSO	Civil Society Organization
DDT	Department of Digital Transformation
DOE	District Office of Education
DOF	Department of Finance
DOP	Department of Planning
ECCE	Early Childhood Care and Education
EDSRAP	Education Data Systems Reform Action Plan
EFMS	Education Financial Management System
EMP	Education Management Platform

EPRI	Economic Policy Research Institute
ERG	Evaluation Reference Group
ESP	Education Strategic Plan
ESWG	Education Sector Working Group
EQDA	Education Quality Data Assessment
GESI	Gender Equality and Social Inclusion
GMSP	Gender Mainstreaming Strategic Plan
GPE	Global Partnership for Education
HACT	Harmonized Approach to Cash Transfers
HEMIS	Higher Education Management System
HRDMP	Human Resources Development Master Plan
HRIMIS	Human Resources Management Information System
JTWG	Joint Technical Working Group
LDM	Leadership Development Programme
MEAP	Multilingual Education Action Plan
MoEYS	Ministry of Education, Youth and Sport
MoLVT	Ministry of Labor and Vocation Training
MPTC	Ministry of Post and Telecommunication
MRD	Ministry of Rural Development
MTR	Mid-Term Review
M&E	Monitoring and Evaluation
NEC	National Education Congress
NEPF	National Education Policy Framework
NFEMIS	Non-Formal Education Management Information System
PC-MTR	Partnership Compact Mid-Term Review

POE	Provincial Office of Education
RAD	Royal Academy of Cambodia
RUPP	Royal University of Phnom Penh
SCG	System Capacity Grant
SOF	School Operating Funds
TPAP	Teacher Policy Action Plan
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UNESCO	United Nations Education, Scientific and Cultural Organization
UNESCO-IIEP	UNESCO-International Institute for Education Planning
UNICEF	United Nations Children's Fund

[1] Highly Unsatisfactory- The grant has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The grant has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The grant has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory - The grant is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The grant is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory - The grant is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

[2] Highly Unsatisfactory – The window has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The window has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The window has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory – The window is expected to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – The window is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The window is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

[3] tooltip