System Transformation Grant Annual Progress Report Template for Projects

Status: Accepted

Country	Name of project this grant is contributing to	Grant ID	Project ID (if applicable)
Cambodia	Cambodia - MLT - STG	GPE0000815	SC240029, SC240413

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
United Nations Children's Fund	MLT-STG	11/27/2023	01/26/2024

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
02/29/2028	25,390,000 (USD)	01/25/2025	01/25/2026	04/11/2026

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period 1
Highly Satisfactory (HS)

Previous Rating
Satisfactory (S)

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

This is the second progress report for the System Transformation Grant (STG) and the Multiplier Grant (MLT), covering the period from 26 January 2025 to 26 January 2026. Overall progress in implementing STG- and MLT-supported activities during this period is rated as “Highly Satisfactory”. This section highlights the key achievements under each programme component, which form the basis for the assigned ratings. A more detailed account of major activities, aligned with planned outcomes and outputs, is provided in the “Project Implementation Progress, by Component/Objective” section below.

Component: Teacher Education

Supported by STG and MLT, the Teacher Education Component made ‘satisfactory’ progress, achieving tangible results across both pre-service (PRESET) and in-service (INSET) training, with only minor delays. Strategic support was consistently provided to the Ministry of Education, Youth and Sport (MoEYS) to advance the Teacher Policy Action Plan (TPAP) 2024–2030, particularly the transition of PRESET programmes from the 12+2 to the 12+4 system. A key achievement in the 12+4 curriculum reform was the completion of the lower secondary teacher education curriculum revision, guided by the credit-based Teacher Education Curriculum Framework (TECF). A total of 68 teacher educators (including 18 women) actively participated in this process, ensuring inclusivity and strengthening ownership among end users. Looking ahead, teacher educators at Teacher Education Colleges (TECs) will be trained on the revised 12+4 curriculum in 2026, including the newly introduced programme areas. This training is expected to enhance the quality and relevance of teacher preparation, equipping future educators to deliver modern, competency-based instruction in lower secondary schools.

PRESET provision was further expanded through the ongoing BA+1 programme in Mathematics and Physics at Phnom Penh and Battambang TECs, with 61 teacher educators (22 women) trained during the reporting period and 13 new subject majors under development to broaden future teachers’ expertise. In parallel, the Teacher Qualification Upgrade (TQU) programme for in-service teachers was launched in late 2025. With technical support from World Education, the TQU workplan has been finalized, and enrolment of in-service teachers is scheduled for the second quarter of 2026.

Another significant milestone under PRESET reform was the completion of a credit-based curriculum framework for Preschool Teacher Training, which strengthens the preparation of preschool teachers by making it more modern, inclusive, and aligned with international standards. In addition, a clear transition plan has been developed to upgrade Regional Teacher Training Centers (RTTCs) into Teacher Education Colleges, providing a structured pathway for institutional strengthening and promoting closer collaboration with development partners.

Component: Teacher Professional Development
This component continued to enhance and expand the Continuous Professional Development (CPD) system, with overall progress rated 'highly satisfactory'.

A major achievement was the official launch and operationalization of the Capacity Development Platform (CDP). To support its use, 39 stakeholders (3 women) from MoEYS and Teacher Education Institutions received blended training on platform administration and management, and instructional design, resulting in at least one blended or fully online course being developed and uploaded to the CDP by participants, strengthening system-wide e-learning capacity.

Notable progress was also made in teacher educator development through the rollout of the Teacher Educator Development (TED) course on Adult Learning via the CDP. 201 teacher educators (98 women) from all Provincial Teacher Training Centers (PTTCs) completed the course and earned CPD credits, with 63% reporting increased confidence in applying adult learning principles. Building on this momentum, eight additional courses will be developed in 2026 to address emerging priorities—including gender-responsive pedagogy and the integration of 21st-century skills—with implementation supported by The Curriculum Foundation.

Another key milestone under this component was the training of 237 primary school teachers (235 women) who are currently teaching preschool classes without formal early childhood education (ECE) training.

Component: Classroom Learning
Implementation of this component is rated 'highly satisfactory', with all major outputs delivered efficiently, particularly in the rollout of the early grade learning (EGL) programme and associated mentoring activities. Building on the Grade 1 Semester 1 training, GPE grants supported the completion of Grade 1 Semester 2 training for 706 teachers (537 women) and Grade 2 Semester 1 training for 686 teachers (457 women) across three target provinces. A key milestone was the introduction of a cost-effective mixed-grade EGL training modality integrating Grades 1 to 3. This approach was rolled out in five provinces for early-grade reading (EGR) and two provinces for early-grade mathematics (EGM), reaching over 8,500 teachers (5,807 women). The Ministry of Education, Youth and Sport (MoEYS) plans to scale up this modality nationwide starting in 2026.

To ensure effective implementation of the full EGL package, mentoring was strengthened alongside teacher training through extensive capacity-building efforts in 2025. A Training of Trainers (ToT) on EGL mentoring reached 117 national core trainers (42 women). In addition, 145 newly recruited master mentors (49 women) and 208 school-based mentors (130 women) across five provinces received targeted training to address gaps from missed initial sessions. Refresher training was also provided to 681 master mentors (134 women) and 2,145 school-based mentors (1,436 women) across 11 provinces, reinforcing skills and promoting consistent mentoring practices nationwide. These efforts contributed to measurable improvements in teacher competency and confidence, with mentoring records showing a significant increase in the proportion of teachers achieving Levels 2 and 3.

Within this component, EGL interventions also supported learning continuity for children affected by the Cambodia–Thailand border conflict. This included setting up temporary learning spaces and distribution of teaching and learning materials, benefiting over 3,000 primary students in Banteay Meanchey, Preah Vihear, and Oddar Meanchey provinces.

The Leadership Development Programme also progressed as planned. The accredited one-credit core course was completed and officially launched, attracting more than 500 provincial and district education officials. Training of trainers (ToT) workshop equipped MoEYS core trainers with the Leadership Development Manual, including Gender Equality and Social Inclusion (GESI) content and guidance on using the Capacity Development Platform (CDP). The course was rolled out in the first 10 provinces in 2025, with the remaining 10 provinces scheduled for 2026, contributing to strengthened sub-national leadership and

more inclusive institutional practices.

Component: Access to Education
This component, funded exclusively by the Multiplier Grant, is rated ‘satisfactory’, reflecting solid progress across Inclusive Education (IE), Multilingual Education (MLE), Local Life Skills Education (LLSE), and Social and Behavioral Change (SBC).

Under IE, 611 teachers (325 women) in Preah Vihear, Ratanakiri, and Siem Reap were trained in inclusive education approaches. In parallel, Inclusive Education School Guidelines and school-level inclusion criteria were finalized and rolled out in 33 schools, alongside the field testing of a screening tool adapted from the Child Functioning Module. A local capacity needs assessment for a bachelor’s programme in special needs education was also completed, with findings to be presented to the National Institute of Special Education (NISE) and MoEYS in 2026 to inform future expansion.

In MLE, key progress included the launch of the Multilingual Education Action Plan (2024–2028), development of Grade 2 teaching and learning materials in Jarai, and training of 122 teachers (45 women). MLE was also integrated into the pre-service training programme at Stung Treng RTTC, reaching 104 trainees (61 women). In addition, a review of MLE materials within the Early Grade Learning (EGL) framework is underway to strengthen alignment between the two programmes. Currently, MLE serves over 7,600 children from six indigenous groups, improving access and quality of primary education in rural, remote communities.

LLSE and the Volunteer for My Community (VMC) initiative expanded to five provinces, reaching 20 additional primary schools, 37 lower secondary schools, and 16 high schools, thereby increasing opportunities for youth leadership and community engagement.

Finally, multi-tiered SBC campaigns delivered through multimedia platforms, community activities, and school engagement reached an estimated 2.5 million people in 2025. These efforts promoted inclusive education, school retention, positive parenting, and preschool enrolment, particularly among vulnerable groups such as children with disabilities, ethnic minorities, and out-of-school children.

Component: GA Programme Management Support
Progress under this component remained highly satisfactory during the reporting period. The STG and MLT grants were effectively managed by the Capacity Development Partnership Fund (CDPF) Manager, ensuring close collaboration with MoEYS and strong programmatic and financial oversight, supported by robust safeguarding and quality control measures. Harmonized Approach to Cash Transfers (HACT) spot checks and programmatic monitoring visits further reinforced transparency and the responsible use of funds, sustaining UNICEF’s operational efficiency and compliance with GPE requirements.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Teacher Education	Satisfactory (S)	Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
The Teacher Education Component has continued to focus on strengthening Cambodia’s teacher education system and enabling Teacher Education Institutions (TEIs) to cultivate teaching excellence. During this reporting period, major activities concentrated on expanding access to quality pre-service teacher education (PRESET) and in-service training (INSET) opportunities for teacher educators and teachers. Overall, implementation progress under this component is rated ‘satisfactory’, and the initiatives undertaken have already contributed to systemic improvements.

UNICEF continued to provide strategic support to MoEYS in advancing teacher education reform priorities outlined in the Teacher Policy Action Plan (TPAP) 2024–2030, particularly the transition from the 12+2

to the 12+4 system. Guided by the Teacher Education Curriculum Framework (TECF), the revision of the existing 12+4 programme for lower secondary education has made significant progress, and a study on options for new programme areas has been completed. In both initiatives, teacher educators actively participated, ensuring inclusivity and ownership among those who will ultimately implement the curriculum. Looking ahead, teacher educators at Teacher Education Colleges (TECs) will be trained on the revised 12+4 curriculum, including new programme areas, in 2026.

Another key milestone during the reporting period was the finalization of a transition plan to upgrade Regional Teacher Training Centers (RTTCs) into new TECs. This plan sets out clear activities, timelines, and responsibilities. Transition support will continue into the next reporting period in close collaboration with MoEYS and development partners, further strengthening institutional capacity and partnerships.

A significant achievement was also the completion and approval of the credit-based Preschool Teacher Training curriculum framework, aligned with the TECF. The development process engaged 54 teacher educators (27 women) with expertise in early childhood education (ECE) and curriculum design. The framework incorporates essential components such as early learning, child-centered and play-based approaches, gender and disability inclusion, and 21st-century skills. This marks a critical step toward ensuring that preschool teacher preparation is modern, inclusive, and aligned with global best practices. The approved framework has guided the development of comprehensive course materials, including syllabi and teaching and learning resources, with the aim of launching the revised preschool teacher education programme in 2026 at the Preschool Teacher Training Center (PSTTC).

Support from STG and MLT further strengthened the implementation of the ongoing BA+1 programme in mathematics and physics at Phnom Penh Teacher Education College (PTEC) and Battambang Teacher Education College (BTEC), while also supporting the development of new programme areas. Additional 61 teacher educators (22 women) were trained to deliver the BA+1 programme for lower secondary education. Furthermore, support was provided to develop 13 new programme areas/majors, including Khmer language, Biology, Chemistry, Earth and Environmental Science, History, Geography, Moral and Civics, Home Economics, Health Education, Arts, English, French, and ICT. These new majors, once implemented, will significantly expand subject expertise among future lower secondary teachers.

In addition to PRESET initiatives, an INSET intervention – the development of a Teacher Qualification Upgrade (TQU) programme for in-service teachers – was launched in 2025 to address the need for qualified and competent primary-level teachers. With technical support from World Education, a teacher competency needs analysis was conducted, and the TQU workplan was finalized to guide programme design, development, and implementation. The next phase will involve the selection of in-service teachers for TQU enrolment, scheduled for the second quarter of 2026. The programme will be delivered through two Teacher Education Colleges (TECs), with the aim of establishing a sustainable system within Teacher Education Institutions and supporting the future nationwide rollout of the TQU programme.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Teacher Professional Development	Highly Satisfactory (HS)	Highly Satisfactory (HS)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
This component is mainly funded by STG. During this reporting period, support continued to enhance and expand the Continuous Professional Development (CPD) system to better meet teacher development needs. Progress during the reporting period is rated ‘highly satisfactory’, with most indicators exceeding expectations despite minor delays.

A major achievement during the reporting period was the operationalization of the Capacity Development Platform (CDP), officially launched at the November 2025 Joint Technical Working Group (JTWG) meeting. The event was chaired by the Deputy Prime Minister and Minister of MoEYS and attended by senior MoEYS officials and development partners, including the GPE Secretariat mission team to Cambodia. To support effective operationalization of the CDP, key stakeholders – including course developers and Continuing Professional Development (CPD) providers – received hands-on training in platform administration and management, as well as instructional design for e-learning. Delivered in a blended format, combining self-directed online learning through the CDP with in-person sessions, the training engaged 39 participants (3 women) from MoEYS technical departments and Teacher Education Institutions, including Phnom Penh and Battambang Teacher Education Colleges. As a result, the participants developed and uploaded at least one blended or fully online course onto the MoEYS CDP, strengthening digital and instructional design capacities across institutions and contributing to the system-wide adoption of e-learning.

In 2025, further progress was made in strengthening teacher educators’ capacity through the continued rollout of the Teacher Educator Development (TED) course on Adult Learning via CDP. A total of 201

teacher educators (98 women) from all Provincial Teacher Training Centers (PTTCs) successfully completed the course and earned CPD credits. Pre- and post-assessments indicate that at least 63 per cent of participants reported increased confidence in applying adult learning principles in classroom practice. A follow-up survey provided additional insights into how teacher educators are integrating these approaches into their teaching.

Building on the success and positive impact of previously implemented TED courses, eight additional courses will be developed in 2026 and delivered through the CDP. These courses will be informed by training needs assessment, with a particular focus on strengthening teacher educators' competencies in emerging priority areas, including gender-responsive pedagogy and the integration of 21st-century skills in teaching and learning. With technical support from The Curriculum Foundation, the inception phase has commenced, alongside the development of a framework to guide course design and delivery, establishing clear principles and quality standards.

Another major milestone in 2025 was the training of 237 primary school teachers (235 women) who are currently teaching preschool classes without prior formal training in early childhood education (ECE). The three-day training introduced participants to core ECE concepts and developmentally appropriate pedagogical approaches. Building on this initial effort, a more structured two-credit blended course on Innovative Approaches to ECE is currently under development and is planned for rollout in 2026. The programme will be delivered through PTTCs, with the aim of strengthening their capacity to provide ECE training and expanding access to preschool education support across additional geographic areas.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Classroom Learning	Highly Satisfactory (HS)	Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
The implementation progress of Component 3 is rated 'highly satisfactory', having achieved all major outputs efficiently, especially regarding the expansion of the early-grade learning (EGL) programme, including mentoring-related activities. Building on the early-grade mathematics (EGM) Grade 1 Semester 1 training delivered in 2024, the grants supported the completion of the Grade 1 Semester 2 package for 706 teachers (537 women) and the Grade 2 Semester 1 package for 686 teachers (457 women) across three provinces - Preah Sihanouk, Kampong Chhnang, and Mondulkiri.

In 2025, GPE grants, implemented through the Capacity Development Partnership Fund (CDPF), played a pivotal role in introducing a comprehensive "mixed-grade" EGL training modality. This approach integrates Grades 1 to 3, rather than delivering training by individual grade levels, and covers both early-grade reading (EGR) and EGM. The model is recognized as more effective and cost-efficient in strengthening foundational learning. Through this initiative, CDPF supported the rollout of EGR in five provinces (Pursat, Kampong Speu, Preah Sihanouk, Takeo, and Siem Reap) and EGM in two provinces (Prey Veng and Siem Reap), reaching over 8,500 early-grade teachers (5,807 women). Building on these achievements and in alignment with MoEYS's nationwide rollout strategy, the programme is expected to be scaled up with financing from the Basic Education Improvement Project (BEIP) supported by the World Bank starting in 2026.

To support the effective implementation of the full EGL package, mentoring activities were strengthened and systematically reinforced alongside teacher training. In 2025, training of trainers on EGL mentoring was provided to 117 national core trainers (42 women), enhancing their capacity and ensuring their skills remained up-to-date. Targeted mentoring training was also delivered to 145 newly recruited master mentors (49 women) and 208 school-based mentors (130 women) across five provinces, addressing capacity gaps among those who had not received initial training prior to their recruitment. In addition, refresher training was conducted for 681 master mentors (134 women) and 2,145 school-based mentors (1,436 women) across 11 provinces (Pursat, Koh Kong, Stung Treng, Oddar Meanchey, Siem Reap, Preah Vihear, Kratie, Kampong Speu, Mondulkiri, Preah Sihanouk, and Kampong Chhnang). These efforts reinforced mentoring competencies and promoted the consistent application of effective practices nationwide.

Sustained investment in mentoring contributed to measurable improvements in early-grade teachers' competency and confidence, as evidenced by mentoring records. The proportion of teachers achieving Level 2 and Level 3 performance increased significantly, reaching approximately 79 per cent in Grade 1 reading, 86 per cent in Grade 2 reading, and 78 per cent in mathematics. These results substantially exceeded the 2025 targets of 50 per cent for reading and 35 per cent for mathematics.

Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) were conducted in EGL-supported provinces to monitor progress and inform evidence-based practice. Results indicate continued gains in mathematics alongside a slight decline in reading outcomes. For EGMA, the 2025 target was a 3-percentage-point improvement from the baseline of 45 per cent of students scoring zero in the subtraction Level 1 subtask; the achieved result of 41 per cent exceeded this target. In contrast, EGRA results show a modest setback. The proportion of students scoring zero in the Oral Reading Fluency (ORF) subtask increased to 60 per cent, compared to 53.4 per cent in 2024, against a target of 52 per cent. Disaggregated data highlights disparities, with lower performance among male students (65 per cent, compared to 55 per cent for female students) and students in rural areas (61 per cent, compared to 55 per cent in urban areas). These findings underscore the need for targeted interventions to address learning gaps, particularly among disadvantaged groups.

Within this component, EGL interventions were supported to ensure learning continuity for children affected by the Cambodia–Thailand border conflict. These interventions included the establishment of temporary learning spaces through the procurement of 20 high-performance tents, as well as the distribution of teaching and learning materials, benefiting over 3,000 primary students across the three affected provinces of Banteay Meanchey, Preah Vihear, and Oddar Meanchey.

Under this component, implementation of the leadership development programme—focused on strengthening sub-national leadership capacity—also progressed as planned. Leveraging the Capacity Development Platform (CDP), supported by the System Capacity Grant (SCG), a one-credit core leadership course was developed, accredited, and officially launched in 2025. Core trainers were trained to deliver the Leadership Development Manual (LDM), including modules on Gender Equality and Social Inclusion (GESI), as well as CDP navigation. A total of 585 officials (136 women) from Provincial Offices of Education (POEs) and District Offices of Education (DOEs) across the remaining 20 provinces registered for the course. During the reporting period, the LDM course was rolled out in the first 10 provinces, while three elective courses are currently under development. These efforts are contributing to strengthened leadership capacity across the education system and promoting the integration of inclusive practices into institutional development. The remaining 10 provinces are scheduled to be covered in 2026. The approved LDM manual has also been uploaded to the Sala Digital Platform and is accessible here: https://sala.moeys.gov.kh/kh/library/00007502.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
GA Programme Management Support	Highly Satisfactory (HS)	Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
The progress of this component continues to be rated ‘highly satisfactory’. Consistent with the previous reporting period, the System Transformation Grant (STG) and Multiplier (MLT) Grant were effectively managed under the leadership of the CDPF Manager, ensuring strong oversight and close collaboration with MoEYS. Robust programmatic and financial assurance mechanisms were maintained, including adherence to safeguarding standards and the reinforcement of quality assurance processes. In line with the Harmonized Approach to Cash Transfers (HACT), regular spot checks and programmatic monitoring visits were conducted across technical departments and implementing partners. These measures strengthened financial transparency and promoted accountable and efficient use of funds. Overall, the component has sustained UNICEF’s operational effectiveness and compliance with GPE requirements, contributing to smooth and timely programme delivery.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Access to Education	Satisfactory (S)	Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
This component is funded exclusively under the Multiplier Grant. Given the strong progress achieved across planned activities in Inclusive Education (IE), Multilingual Education (MLE), Local Life Skills Education (LLSE), and Social and Behavioral Change (SBC), overall implementation is rated ‘satisfactory’.

Under the Inclusive Education (IE) focus area – a total of 611 teachers (325 women) from preschool, primary, and secondary schools in Preah Vihear, Ratanakiri, and Siem Reap were trained in inclusive education approaches. Of these, 17 teachers (8 women) successfully completed and graduated from the special diploma programme offered by the National Institute of Special Education (NISE), contributing to the development of a more specialized workforce in inclusive education. In addition, the Inclusive Education School Guidelines - including school-level inclusion standards and criteria—were finalized and rolled

out in 33 target schools, supporting the systematic expansion of inclusive practices. In parallel, a screening tool adapted from the Child Functioning Module was piloted in these schools to strengthen early identification of children with diverse learning needs. Both the IE guidelines and the screening tool are expected to be officially approved by MoEYS in early 2026, paving the way for broader national rollout. During the reporting period, a local capacity needs assessment was conducted to inform the need for the development of a bachelor's programme in special needs education. The findings, along with proposed training pathways, will be presented to NISE and MoEYS in early 2026. Collectively, these efforts are strengthening system capacity and supporting MoEYS in scaling up inclusive education, with the aim of expanding access to quality, inclusive learning opportunities for all children, particularly those with disabilities.

Under the Multilingual Education (MLE) focus area, significant progress was achieved alongside the official launch of the Multilingual Education Action Plan (MEAP) 2024–2028. Support was provided for the development of Grade 2 teaching and learning materials in the Jarai language, and 122 MLE teachers (45 women)—the majority newly recruited—were trained to deliver mother-tongue-based instruction. A key milestone was the integration of MLE into pre-service teacher training curricula, with 104 teacher trainees (61 women) trained at the Regional Teacher Training Center in Stung Treng. In addition, a review of MLE materials within the context of Early Grade Learning (EGL) is currently underway, with findings expected to strengthen alignment and synergy between the two programmes. At present, the MLE programme provides mother-tongue-based education to approximately 7,624 children, including 3,763 girls, from six indigenous ethnic minority groups in the northeastern region of Cambodia, contributing to improved access and quality of primary education in rural, remote communities.

Under the Local Life Skills Education (LLSE) focus area, the rollout of LLSE, alongside the Volunteer for My Community (VMC) initiative, expanded across five provinces (Stung Treng, Ratanakiri, Mondulkiri, Kratie, and Preah Vihear). The programme reached 20 additional primary schools, 37 lower secondary schools, and expanded to 16 high schools. This expansion has created increased opportunities for youth leadership and community engagement. To support effective delivery, LLSE training manuals and reference materials were printed and distributed, ensuring that teachers and facilitators have access to standardized tools to deliver quality training and support implementation at the school level.

Under the Social and Behavioral Change (SBC) focus area, the rollout of multi-tiered SBC campaigns in 2025, supported by MLT, achieved wide outreach and engagement. The campaigns targeted children with disabilities, ethnic minority groups, and out-of-school children, with the aim of increasing demand for basic education, improving school retention, promoting positive parenting practices, and boosting preschool enrolment. Delivered through a combination of multimedia platforms, social media, community-based activities, and school engagement, the campaigns reached an estimated 2.5 million people by the end of 2025, contributing to increased awareness and positive behavioral change at scale.

Lessons, innovative/promising practices

Early-grade Learning (EGL): The Department of Primary Education (DPE) demonstrated notable growth in capacity and leadership during the reporting period. DPE successfully transitioned from a recipient of programme support to independently designing, budgeting, and delivering training programmes. The adoption of a cascade training model—using a mixed-grade approach in which national trainers trained cluster mentors, who in turn trained teachers—proved highly efficient and cost-effective compared to previous modalities. With support from the Capacity Development Partnership Fund (CDPF) in 2025, this approach enabled DPE to train over 8,500 early-grade teachers in mathematics and reading across six provinces within a two-month period toward the end of 2025. This achievement highlights DPE's strengthened organizational capacity and its ability to scale interventions effectively.

Local Life Skills Education (LLSE): A key lesson learned from LLSE implementation is the importance of harmonizing and standardizing planning and delivery modalities. Aligning development partner-supported youth skills initiatives with existing MoEYS systems and frameworks further improved harmonization, efficiency, and long-term sustainability. These coordination and harmonization efforts were led by the LLSE Working Group, which was revitalized with CDPF support. In addition, the adoption of a twin-track approach—combining large-scale rollout with system strengthening—proved critical for enhancing both programme sustainability and scalability.

Impact stories

URLs:

1. https://www.unicef.org/cambodia/press-releases/ministry-education-youth-and-sport-and-unicef-elevate-education-cambodia-launch
2. https://www.unicef.org/cambodia/press-releases/cambodia-launches-national-campaigns-keep-every-child-school
3. https://www.unicef.org/cambodia/press-releases/cambodias-primary-schools-show-strong-improvements-learning-outcomes-inequality

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

#	File Name	Document Type	Description
1	EGRA 2025 results (from EQID).pdf	Knowledge Product	Presentation of the results of the early-grade reading assessment conducted in CDPF-supported provinces in 2025.
2	EGMA 2025 results (from EQID).pdf	Knowledge Product	Presentation of the results of the early-grade maths assessment conducted in CDPF-supported provinces in 2025.
2	Resubmitted - STG M&E framework with 2025 updates.pdf	Results Framework	This is the STG M&E Framework with 2025 progress updates. Following GPE's suggestion, this resubmitted version replaces the original submitted file to provide additional clarification/note on STG RF Outcome 3.1.
2	Resubmitted - MLT M&E framework with 2025 updates.pdf	Results Framework	This is the MLT M&E Framework with 2025 progress updates. Following GPE's suggestion, this resubmitted version replaces the original submitted file to provide additional clarifications/notes on MLT RF Output 3.1.1 and MLT RF Output 5.1.1.

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
6,740,036	6,098,825	90.49	On Track

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
4,174,367

Total Expenditure for the Current Reporting Period
3,791,684

Management Performance

Level of Management Performance

Previous Rating

Highly Satisfactory (HS)

Highly Satisfactory (HS)

Detailed Description

In this reporting period, the System Transformation Grant (STG) and the Multiplier (MLT) grant remain embedded within the Capacity Development Partnership Fund (CDPF) pooled funding arrangement, continuing to benefit from the CDPF's established M&E framework and management. This integration has sustained implementation efficiencies by consolidating coordination functions and reducing transaction overhead, with dedicated staff overseeing overall grant coordination and monitoring. The presence of a CDPF manager has been particularly important in continuing to maintain operational coherence, enabling timely decisions and effective coordination between UNICEF, MoEYS, and other development partners, which in turn supports rapid responses to emerging needs while keeping activities aligned with the objectives of the programme.

At the same time, financial and procurement management for the STG and MLT has continued to draw on UNICEF's established procedures and the Harmonized Approach to Cash Transfers (HACT), with routine assurance activities such as spot checks, field monitoring visits and partner audits, all of which have reinforced fiduciary controls and building partners' financial management capacity. Governance and senior oversight remain anchored by the CDPF steering committee, chaired by MoEYS Secretary of State, which meets regularly to review implementation across technical departments and to ensure accountability at the highest level. Taking all these into consideration, arrangements such as the pooled funding through CDPF, UNICEF financial oversight, dedicated management capacity and active steering committee governance have preserved momentum in delivery of these two GPE grants and continue to create a stable platform for achieving the grants' intended results.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the GPE Board or Secretariat for their approval?

No

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

Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
BEIP	Basic Education Improvement Project
BTEC	Battambang Teacher Education College
CDP	Capacity Development Platform
CDPF	Capacity Development Partnership Fund
CPD	Continuous Professional Development
DOE	District Office of Education
DPE	Department of Primary Education

ECE	Early Childhood Education
EGL	Early-grade Learning
EGM	Early-grade Mathematics
EGR	Early-grade Reading
EGRA	Early-grade Reading Assessment
EGMA	Early-grade Mathematics Assessment
EQID	Education Quality Inspection Department
GESI	Gender Equality and Social Inclusion
HACT	Harmonized Approach to Cash Transfer
IE	Inclusive Education
INSET	In-service Training
LDM	Leadership Development Manual
LLSE	Local Life Skills Education
MEAP	Multilingual Education Action Plan
MLE	Multilingual Education
MLT	Multiplier
MoEYS	Ministry of Education, Youth and Sport
NISE	National Institute of Special Education
POE	Provincial Office of Education
PRESET	Pre-service Training
PSTTC	Preschool Teacher Training Center
PTEC	Phnom Penh Teacher Education College
PTTC	Provincial Teacher Training Center
RTTC	Regional Teacher Training Center
SBC	Social Behavioral Change

STG	System Transformation Grant
TEC	Teacher Education College
TECF	Teacher Education Curriculum Framework
TED	Teacher Education Development
TEI	Teacher Education Institute
TOT	Training of Trainers
TPAP	Teacher Policy Action Plan
TQU	Teacher Qualifications Upgrade
UNICEF	United Nations Children's Fund
VMC	Volunteer for My Community

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE's three global numbers for this reporting period below

- Textbooks purchased and distributed through GPE grants
- Teachers trained through GPE grants
- Classrooms built or rehabilitated through GPE grants

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1				

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1	Early-grade teachers trained in Early-Grade Mathematics	1,392		Teachers were trained in the EGM package for Grade 1, Semester 2 and EGM package for Grade 2, Semester 1 in three target provinces: Preah Sihanouk, Kampong Chhnang, and Mondulkiri.
2	Early-grade teachers trained in Early-Grade Learning using the new comprehensive training modality	8,509		Teachers were trained in the EGL package using a new comprehensive training modality that is not segregated by grade level in six provinces: Pursat, Kampong Speu, Preah Sihanouk, Takeo, Siem Reap, and Prey Veng.
3	Teacher educators trained to deliver the BA+1 programme	61		Teacher educators were trained to deliver the BA+1 programme for lower secondary education.
4	Primary school teachers trained in ECE concepts and methodologies	237		Primary school teachers in Siem Preah, Preah Vihear, and Ratanakiri, who also teach preschool classes, were trained in ECE concepts and methodologies.
5	Teacher educators trained on Adult Learning	201		Teacher educators were from all Provincial Teacher Training Centers (PTTCs).
6	Teachers trained in inclusive education.	611		Teachers from preschool to secondary levels in Preah Vihear, Ratanakiri, and Siem Reap were trained in inclusive education.
7	Teachers trained in MLE.	122		Teachers, most of them newly recruited, were trained in MLE.
8	Teachers trained in LLSE and VMC.	266		Teachers, from primary level to high school level, were trained in LLSE and VMC in Stung Treng, Ratanakiri, Mondulkiri, Kratie, Preah Vihear.

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1		0	0	

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the **cumulative** number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants)**. If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.[i] Please provide the number or proportion of girls of varied subgroups in the comment section below, if available.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and oher donors, enter 40% in "% atributed to this grant".

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children who directly benefited from the project	16,526	417,508	21,824		455,858	100
Of which, girls	8,097	197,129	11,889		217,115	100
Of which, children with a disability (optional)						
Of which, refugee children (optional)						
Of which, internally displaced children (optional)						

Of which, out-of-school children, in school-age (optional)						

Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)

Provide any comments on beneficiary children, if needed. This could include, for example, the definition employed by the grant for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

N/A

Annex 4: GEA Indicators Reporting Template

GEA Core indicators	Baseline	Results for this reporting period		GPE contribution (optional for cofinanced grants)	Comments
		Target	Actual		
Indicator name					
Date					

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

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

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