



KINGDOM OF CAMBODIA
Nation Religion King

MINISTRY OF EDUCATION, YOUTH AND SPORT

EDUCATION CONGRESS



THE EDUCATION, YOUTH AND SPORT PERFORMANCE
IN THE ACADEMIC YEAR 2012-2013
AND GOALS FOR THE ACADEMIC YEAR 2013-2014

19-20-21 March 2014

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PART I

OUTCOMES IN TERMS OF RESPONSES TO LEARNING NEEDS

REPORT ON THE EDUCATION, YOUTH AND SPORTS PERFORMANCE IN THE ACADEMIC YEAR 2012-2013



In the previous academic year, the Ministry of Education, Youth and Sport implemented programs of the Education Strategic Plan (ESP) 2009-2013 in response to the Rectangular Strategy Phase II of the Royal Government of Cambodia of the 4th Legislature of the National Assembly, which was put into implementation through the National Strategic Development Plan updated 2009-2013 (NSDP) and key reform programs of the Royal Government.

Key achievements made by the Ministry of Education, Youth and Sport in the previous academic year include:

1. OVERARCHING RESULTS OF EDUCATION, YOUTH AND SPORT SECTOR

1.1 THE ANALYSIS OF THE PROGRESS ON THE IMPLEMENTATION OF POLICY ACTION IN 2013

The Ministry planned to implement 101 policy actions. There were 76 policy actions in 2012, 18 of which were completed accounting for 23.68%, 42 have been ongoing or 55.26% and 16 have not been implemented or 21.05% (figure 1). Out of 25 policy actions in 2013, 8 policy actions accounting for 32% were completed and 9 policy actions or 36% have been ongoing and another 8 policy actions, which is 32%, have not been started yet (figure 2).

Overall, there were 26 policy actions or 25.74% already completed; 51 policy actions or 50.50% are being implemented and 24 policy actions or 23.76% have not started yet.

Policy actions completed include: Guidelines on the implementation of accelerated learning for special targeted groups, Technical education policy for secondary school, Guideline on implementation of vocational orientation, Guideline on education partnership in Non-formal education based on non-formal information management system, Guideline on sport association establishment in primary and secondary schools, Regulation on establishing and managing library, Regulation for creating sport medical program, All sports competition reform at all levels, Guidelines for ESP 2014-18 formulation, MoEYS's action plan on public financial management reform program, Guideline on one-stop service, Guideline on administration and filing procedures, Disaster preparedness plan, Updated inspection program, Functional analysis list of education sector, Human resource in education sector, Teacher Policy, etc.

Ongoing policy actions include: Action plan preparation for implementing national policy on early child care and development, Legal letters and criteria to widen upper secondary school to include TVE, Higher Education Vision 2030, Training program for physical education and sport trainers at basic level, Documents on identity of traditional Khmer boxing, National policy on development of physical education and sport, Curriculum development framework for higher education, Result-based management (RBM) such as staff performance appraisal, Guideline on the dissemination of student achievement results to improve learning and self-learning, Framework of quality assurance, Guideline on the implementation of school health policy at national and sub-national levels, Inter-ministries Prakas on health checking for educational staff and learners, Structure roles and duties at administrative level adapted to decentralization and de-concentration in education sectors, Medium term master plan on education infrastructure construction, Legal official letter of position and TVE management burden, Principle of designating management staff by prioritizing female, Policy on the development of the general education curriculum, functional of education sector review, Policy on scholarship, subsidy and credit, etc.

Policy actions, which have not started yet, include: Plan for human resource training at master and Ph.D degrees, Teacher supply and need strategy, Guideline on test standard result dissemination in grade 3, 6, and 8, National standard on education quality assurance, Materials and state properties management information system, Establishment of two comprehensive universities, etc.

Figure 1: Progress on the implementation of policy actions planned in 2012 (continued in 2013)

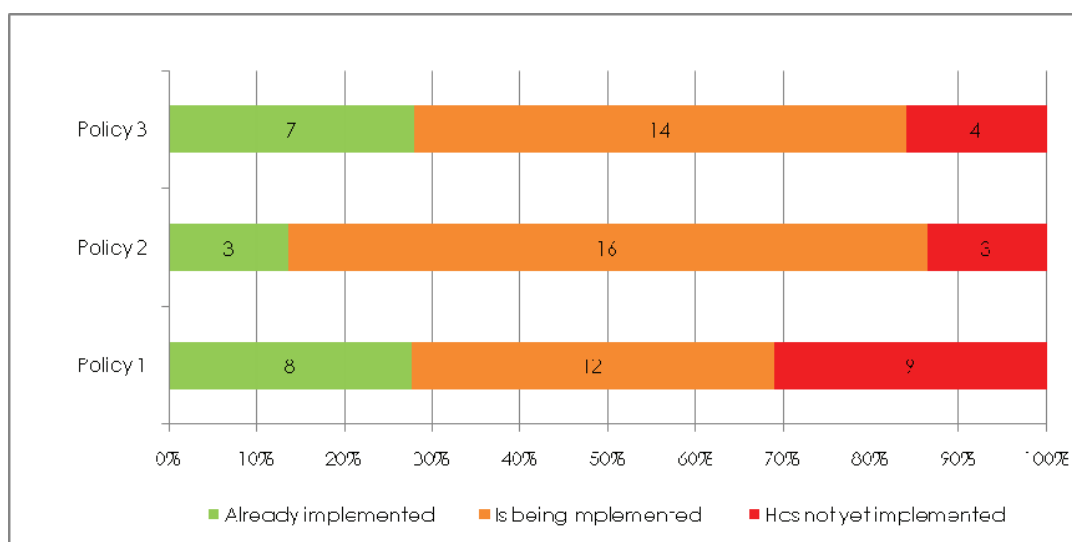
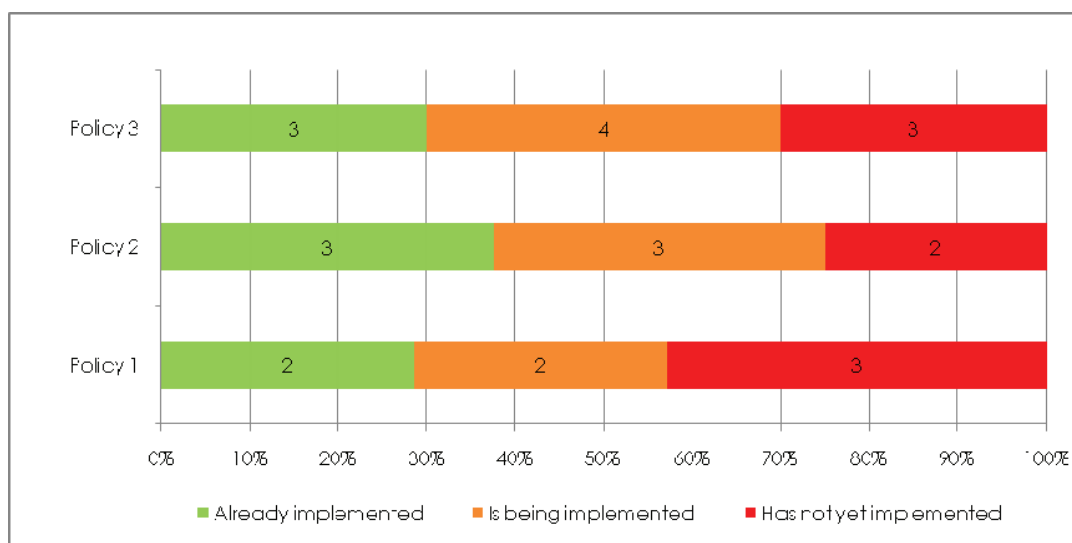


Figure 2: Progress on the implementation of policy actions in 2013 (Implemented in 2013)



If compared to 2012, percentage of the policy actions completed decreases 8.15%, the policy actions are being implemented decrease 5.05% and the policy actions have not yet implemented increases 3.1%. These require consideration of the working scope and implementation capability.

1.2 THE ANALYSIS OF THE PROGRESS TOWARDS ACHIEVING PERFORMANCE TARGETS AND INDICATORS

Policy 1: Equitable Access to Education Service

Actual results of performance indicators have shown progress regarding the enrolment of children in early childhood education programs, primary education, higher education,

and youth literacy rate. Gross enrolment rate in secondary education is still lower than the targets.

The percentage of 5-year-old enrolled increased 3.43%, the net enrollment rate in public primary school decreased 1.40%, while there is 2.6% for private primary school. Youth literacy rate for 15-24 year-old increased 0.6%. These shown the efforts of the education officials, authorities, community, and private sector participation.

| No | Indicators | Actual | | Targets | | |
|----|---|-----------|---------|-----------|--------|----|
| | | 2013-2014 | | 2013-2014 | | |
| | | Total | Female | Total | Female | |
| 1 | Per centageof 5-year-old enroled in all early childhood education programs in all aspects | 59.93% | 48.49% | 60% | 60% | ⬆️ |
| 2 | Net admission rate ⁽¹⁾ | 98.1% | 98.2% | 100% | 100% | ➡️ |
| 3 | Net enrollment rate in primary education ⁽²⁾ | 98.2% | 98.5% | 98% | 98% | ⬆️ |
| 4 | Gross enrollment rate in lower secondary education ⁽³⁾ | 55.3% | 56.2% | | | |
| 5 | Gross enrollment rate in upper secondary education ⁽⁴⁾ | 26.0% | 25.7% | | | |
| 6 | The number of students in public and private higher education institutions ⁽⁵⁾ | 253,764 | 101,810 | 206,203 | 96,423 | ⬆️ |
| 7 | Literacy rate for 15-24 year-old ⁽⁶⁾ | 92.1% | 91.3% | 92.0% | | ⬆️ |

⬆️ Achieved ➡️ Likely Achieved ⬆️ Unlikely Achieved

↑ Achieved → Likely Achieved ↓ Unlikely Achieved

- (1) Net admission rate include private (2.8%, female 2.9%)
 (2) Net enrollment rate in primary education include private (2.6%, female 2.7%)
 (3) Gross enrollment rate in lower secondary education include private (1.8%, female 1.7%)
 (4) Gross enrollment rate in upper secondary education include private (1.1%, female 1.1%)
 (5) This amount included number of associate degree students
 (6) Reference of National Institute of Statistic: Economic-Social survey in Cambodia 2012

Policy 2: Improving Quality and Efficiency of Education Service

Actual results of performance Indicators have shown progress in reducing repetition rate in all education levels, the number of incomplete and pupil-class ratio in primary education, drop out rate. Completion rate, Schools enrolment in re-entry programs are still lower than the targets. National standard assessment for Khmer and Math subject for grade 6 is implementing.

Dropout rate in secondary education is still high around 20% that it does not yet respond to targets because students are over age 31% and repetition rate in primary education is high at 4.8%.

Repetition rate decreased from 5.3% (female 4.5%) in academic year 2011-2012 to 4.8% (female 4.1 %) in academic year 2012-2013. These indicates the internal efficiency of education system.

| | Indicators | Actual | | Targets | | |
|----|--|-----------|--------|-----------|--------|---|
| | | 2013-2014 | | 2013-2014 | | |
| | | Total | Female | Total | Female | |
| 8 | Pupil - class ratio at primary education | 34.9 | | 45.0 | | ↑ |
| 9 | Teacher - class ratio at primary education | 0.9 | | 1.0 | | ↑ |
| 10 | Repetition rate (2012-2013) | | | | | |
| | Primary education | 4.8% | 4.1% | 5.0% | 5.0% | ↑ |
| | Lower secondary education | 1.4% | 0.9% | 1.0% | 1.0% | ↑ |
| | Upper secondary education | 1.6% | 1.0% | 2.0% | 1.0% | ↑ |
| 11 | Dropout rate (2012-2013) | | | | | |
| | Primary education | 10.5% | 8.3% | 5.0% | 5.0% | ↓ |
| | Lower secondary education | 21.2% | 20.9% | 12.0% | 14.0% | ↓ |
| | Upper secondary education | 14.0% | 12.2% | 8.0% | 7.0% | ↓ |
| 12 | Completion rate | | | | | |
| | Primary education | 88.94% | 90.19% | 100% | 100% | ↓ |

| | | | | | | |
|----|---|--------------|--------|-----------|-------|---|
| | Lower secondary education | 39.55% | 40.02% | 54.0% | 53.0% | ↓ |
| | Upper secondary education | 22.74% | 22.10% | 31.0% | 29.0% | ↓ |
| 13 | The number of students re-enrolled at grade 3 to grade 6 | 17,397 | | 22,000 | | ↓ |
| 14 | The number of incomplete primary schools | 816 | | | | ↑ |
| 15 | Textbook - pupil ratio in grade 1-3 (1 set of 3 books) | 2.7 | | 3.0 | | ↑ |
| | Textbook - pupil ratio in grade 4-6 (1 set of 4 books) | 3.97 | | 4.0 | | ↑ |
| 16 | National Assessment Standard for Khmer Subject | | | | | |
| | Grade 3 | Completed | | Completed | | → |
| | Grade 6 | Implementing | | Completed | | → |
| 17 | National Assessment Standard for Math Subject | | | | | |
| | Grade 3 | Completed | | Completed | | → |
| | Grade 6 | Implementing | | Completed | | → |
| 18 | Percentage of public and private higher education institutions complying with requirements on the establishment | 62% | | 95% | | ↓ |

↑ Achieved → Likely Achieved ↓ Unlikely Achieved

Note: Statistic of Public primary and secondary schools under Ministry of Education, Youth and Sport.

Policy 3: Institutional Development and Staff Capacity Development for Decentralization

Indicators have shown progress regarding the reduced national and international technical assistance and increased percentage of woman education officials. Government's recurrent budget share for MoEYS, Institutes and schools undergone internal audit are lower than the target.

Current budget for the MoEYS compared to national budget increased in 2014 (16.23 %). Percentage of teaching staff, leadership and management are female has gradually increased because of the attention from MoEYS's leader and gender working group to promote the empowerment of female in education sector.

| No. | Indicators | Actual | Targets | |
|-----|---|--------|---------|---|
| | | 2013 | 2013 | |
| 19 | Current budget for the Ministry of Education, Youth and Sports (state and other budget) compared to national budget * | 15.52% | 21.0% | ↓ |
| 20 | Percentage of actual program budget expenditure compared | 93.20% | 95.0% | → |
| 21 | Percentage of budget implementation entities undergone internal audit per year | 41.73% | 70.66% | ↓ |
| 22 | Percentage of schools and education institutions undergone internal audit per year | 4.7% | 8.4% | ↓ |
| 23 | National and international technical assistants (persons-month) | 131 | 339 | ↑ |
| 24 | Percentage of woman education officials | 41.48% | | ↑ |
| | Teaching staff | 47.5% | | ↑ |
| | Middle management (directors, deputy directors of departments and capital/provincial offices of education, youth and sport) | 10.5% | | ↑ |
| | Leadership (from Deputy Directorate General up) | 10.5% | | ↑ |

↑ Achieved → Likely Achieved ↓ Unlikely Achieved

* Current budget for the Ministry of Education, Youth and Sport

1.3 ANALYSIS OF THE PROGRESS TOWARD CORE BREAKTHROUGH INDICATORS

Core Breakthrough Indicators have shown progress regarding percentage of five-year-old children enrolled in all aspects of early childhood education programs and the number of complete primary schools with repetition rate of less than 10% and the formulation of sub-

national annual operation plans. Whereas, actual results of indicator of timely disbursement of program budget are lower than the target and national standard assessment on Khmer and Math subjects for grade 6 is being pursued.

The number of complete primary schools with repetition rate of less than 10% increased. National standard assessment is implementing to set up a national standard tool. Percentage of timely disbursement of program budget increased from 87.59% in 2012 to 94.56% in 2013. This shown the efficiency of public financial management system reform in education sector.

| Core Breakthrough Indicators | Actual 2013 | Target 2013 | |
|---|---------------------|----------------|---|
| Policy 1: Equitable Access to Education Service | | | |
| - Percentage of five-year-old children enrolled in all aspects of early childhood education programs | 59.93% | 60% | ↑ |
| - Number of districts with primary education completion rate of at least 80% | 130 | 140 | → |
| Policy 2: Improving Quality and Efficiency of Educational Service | | | |
| - Number of complete primary schools with repetition rate of less than 10% | 5,336 on 6,177 | 4,750 on 6,177 | ↑ |
| - National Standard Assessment | | | |
| Grade 3 | Completed | Completed | → |
| Grade 6 | Being Implemented | Completed | ↓ |
| Grade 8 | Not Yet Implemented | Completed | ↓ |
| Policy 3: Institutional development and education official capacity development for decentralization | | | |
| - Timely disbursement of program budget * | 94.56% | 100% | → |
| - Number of sub-national annual operational plans implemented | 24 | 24 | ↑ |

↑ Achieved
→ Likely Achieved
↓ Unlikely Achieved

* Timely disbursement of program budget 2013

Note: Statistic of Public primary and secondary school under Ministry of Education, Youth and Sport.

1.4 PROGRESS REGARDING AID EFFECTIVENESS

- Formulated Public Investment Program 2014-2016 has 29 projects;
- Received more than USD 80 Millions of aid for education sector in 2013;
- Conducted education retreat between MoEYS and development partnership;
- Developed joint monitoring indicators for development cooperation.

1.5 PROGRESS REGARDING THE IMPLEMENTATION OF PUBLIC FINANCIAL MANAGEMENT REFORM PROGRAM

- Strengthened the implementation of income and expenditure policies;
- Strengthened program budget preparation and be ready for program budget fully in 2015;
- Strengthened the implementation of budget classification;
- Disseminated the Guidelines on the Implementation of program budget;
- Strengthened using bank system;
- Developed financial management information system.

1.6 PROGRESS REGARDING TO THE IMPLEMENTATION OF DECENTRALIZATION AND DE-CONCENTRATION IN EDUCATION SECTOR

- Developed functional analysis list of education sector
- Strengthened capacity of education officials who are to serve the target district of One-Stop service office;
- Strengthened capacity of education officials on good governance for better public service delivering in education sector
- Introduced one-stop service in the Ministry of Education, Youth and Sport
- Developed draft policy on Decentralization and De-concentration reform in education sector
- Reviewed function of education sector in order to identify functions to be transferred to sub-national administration.

2. SUB-SECTORAL OUTCOMES

2.1 EARLY CHILDHOOD EDUCATION

A. ACHIEVEMENTS

A.1. ENSURING EQUITABLE ACCESS TO EDUCATION SERVICES

Pre-School Statistics, 2013-2014

| Description | Public Pre-School | | Private Pre-School | | Community Pre-School | | Total | | Increase (+)/ Decrease (-) | Increase (+)/ Decrease (-) in % |
|------------------------|-------------------|---------|--------------------|---------|----------------------|---------|---------|---------|----------------------------|---------------------------------|
| | 2012-2013 | 2013-14 | 2012-2013 | 2013-14 | 2012-13 | 2013-14 | 2012-13 | 2013-14 | | |
| School/ Centers | 2,813 | 3,184 | 348 | 403 | 2,309 | 2,220 | 5,470 | 5,807 | +337 | +6.2 |
| Classes/ Centers | 4248 | 4,929 | 1,423 | 1,550 | 2,419 | 2,432 | 8,090 | 8,911 | +821 | +10.1 |
| 3-5 Years old Children | 128,257 | 157,288 | 32,758 | 36,379 | 56,419 | 55,832 | 217,434 | 249,499 | +32,065 | +14.7 |
| Female | 64,065 | 75,697 | 16,099 | 17,459 | 29,167 | 28,756 | 109,331 | 121,912 | +12,581 | +11.5 |
| Staff | 4,309 | 4,717 | 2,630 | 2,918 | 2,583 | 2,523 | 9,522 | 10,158 | +636 | +6.7 |
| Female | 4,169 | 4,497 | 2,048 | 2,311 | 2,498 | 2,465 | 8,715 | 9,273 | +558 | +6.4 |

Home-Based Program Statistics, 2013-2014

| Description | Academic Year | | Increase (+)/ Decrease (-) | Increase (+)/ Decrease (-) in % |
|---------------------------------|---------------|-----------|----------------------------|---------------------------------|
| | 2012-2013 | 2013-2014 | | |
| Capital/Provinces | 24 | 24 | 0 | All capital-provinces |
| Municipality/District/Khan | 176 | 181 | +5 | +2.80 |
| Commune/Sangkat | 744 | 808 | +65 | +8.60 |
| Village | 1,836 | 2,378 | +542 | +29.50 |
| Core Mother | 2,124 | 2,600 | +476 | +22.40 |
| No. of Mother Group | 10,184 | 12,501 | +2,317 | +22.80 |
| No. of Participants in Programs | 63,743 | 78,488 | +14,745 | 23.10 |
| Total No. of Children | 76,207 | 79,224 | +3,017 | +4 |
| Female | 37,952 | 40,819 | +2,867 | +7.60 |

There are 328,723 children aged from 0 to under 6 years receiving education, which is 17.59% of the total number of children of this age group, in which 49.50% are girls, an increase of 17,569 children.

The number of children aged from 0 to under 3 years receiving education is 37,606, which is 3.78% of the total number of children of this age group, in which 50.33% are girls, an increase of 6,643 children.

There are 120,596 children aged 3 and 4 years receiving education, which is 20.50% of the total number of children of this age group, in which 50.67% are girls, a decrease of 2,369 children.

There are 170,521 children aged 5 years receiving education, which is 59.93% of the total number of children of this age group, in which 48.49% are girls (ESP target is 60%), an increase of 13,295 children.

Statistics on Inclusive Education, 2013-2014 (Low Vision, Hearing, Mild Disabilities), in Kampong Thom, Prey Veng and Battambang Provinces

| Description | | Academic Year | | Increase (+)/ Decrease (-) | % Increase (+)/ Decrease (-) |
|-----------------------------|-----------------------|---------------|-----------|-------------------------------|---------------------------------|
| | | 2012-2013 | 2013-2014 | | |
| Municipality/ District/Khan | | 6 | 6 | 0 | 0.00 |
| Public Pre-school | Total No. of School | 30 | 27 | -3 | -10.00 |
| | Total No. of Classes | 36 | 40 | +4 | +11.10 |
| | Total No. of Children | 59 | 60 | +1 | +1.70 |
| | Female | 22 | 31 | +9 | +40.90 |
| | Teachers | 36 | 40 | +4 | +11.10 |
| | Female | 36 | 40 | +4 | +11.10 |
| Community Pre-school | Total No. of School | 10 | 10 | 0 | 0.00 |
| | Total No. of Classes | 10 | 11 | +1 | +10.00 |
| | Total No. of Children | 8 | 11 | +3 | +37.50 |
| | Female | 3 | 4 | +1 | +33.30 |
| | Teachers | 10 | 10 | 0 | 0.00 |
| | Female | 10 | 10 | 0 | 0.00 |

MOEYS has taken inclusive education seriously from advance level of pre-school onwards without any discrimination.

Statistics on Bilingual Education, 2013-2014 (Tumpuon, Kroeung, Charai, Phnong, Kuoy) piloted in Ratanakiri, Mondulkiri, Stung Treng, Kratie and Preah Vihear Provinces

| Description | | Academic Year | | Increase (+)/ Decrease (-) | % Increase (+)/ Decrease (-) |
|-------------------------------|--|---------------|-----------|-------------------------------|---------------------------------|
| | | 2012-2013 | 2013-2014 | | |
| Municipality/District/Khan | | 11 | 11 | 0 | 0.00 |
| Community Pre-School | | 20 | 23 | +3 | +15.00 |
| Advanced Level Pre-School | | 20 | 24 | +4 | +20.00 |
| Total No. of Students | | 424 | 455 | +31 | +7.30 |
| Female | | 218 | 251 | +33 | +15.10 |
| Community Pre-School Teachers | | 20 | 24 | +4 | +20.00 |
| Female | | 19 | 24 | +5 | +26.30 |

Based on the above data, show that enrolment of indigenous minority children has increased gradually through expansion of pre-school classes in primary school, community and home-based pre-schools programs.

Figure 1: No. of Children Accessing Education in 2013-2014

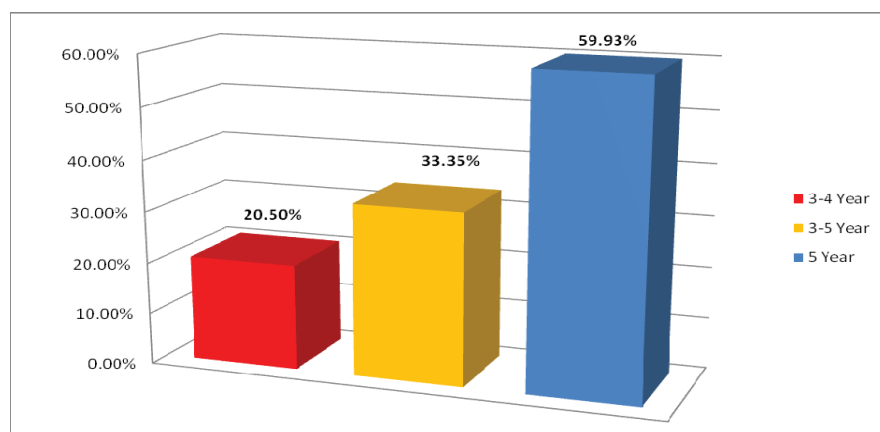


Figure 2: Results Against ESP Targets for 2013-2014

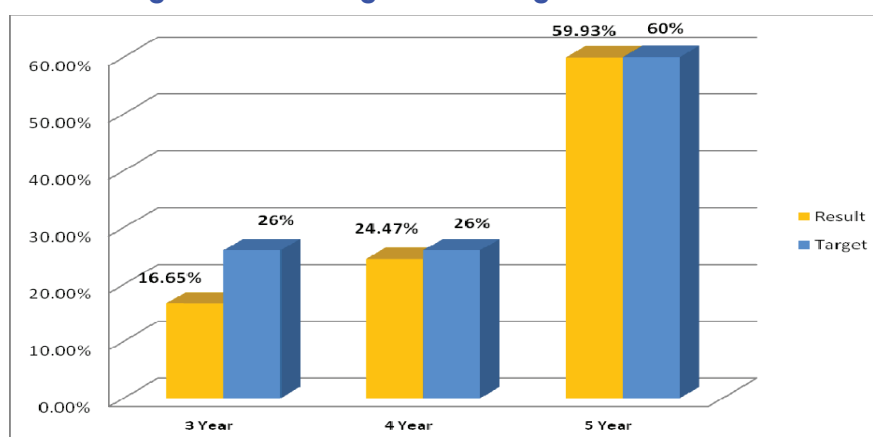
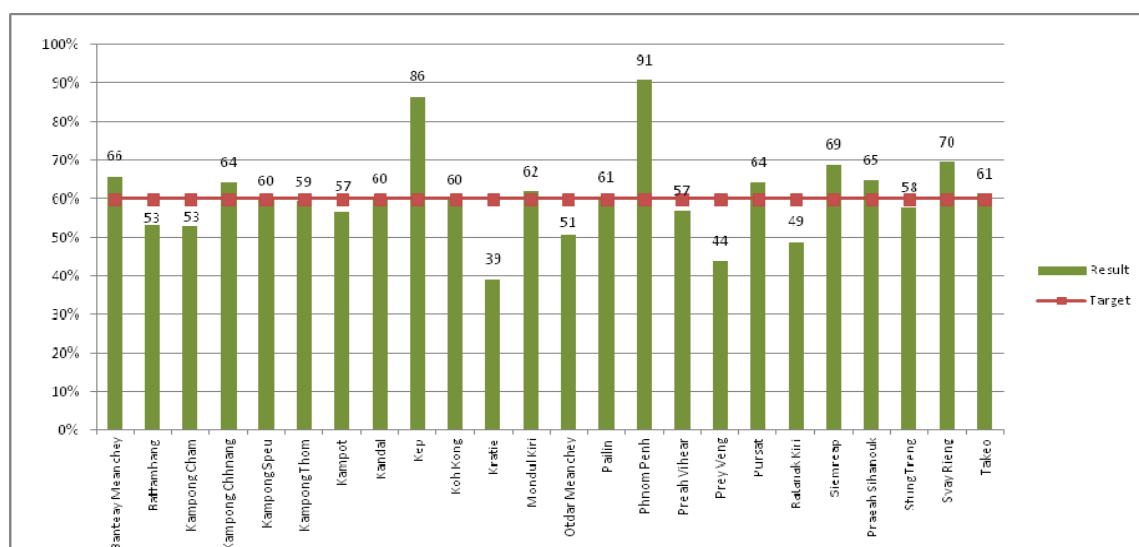
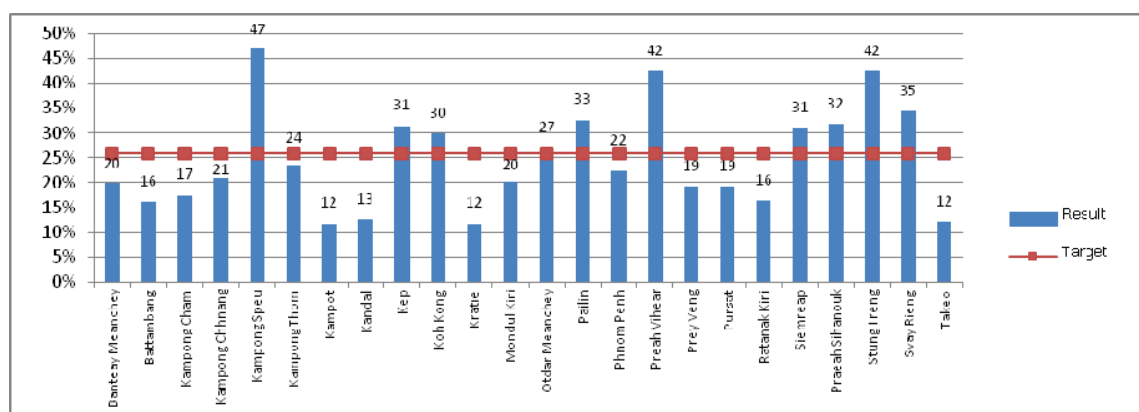


Figure 3: % of Five-Year-Old Children Accessing Education by Province, 2013-2014



Based on the above statistics, 11 capital-provinces performed higher than the target. Other provinces still performed lower than the target because those provinces were not able to expand ECE services to address all the needs.

Figure 4: Percentage of Three-to-Four-Year-Old Children Accessing Education by Province, 2013-2014



Overall, enrolment of three-to-four-year-old children has not met the target as some provinces cannot afford or do not have resources to expand such education services. However, there is significant increase in Kampong Speu, Preah Vihear and Stung Treng provinces.

A.2. IMPROVING THE QUALITY AND EFFICIENCY OF EDUCATION SERVICE

• Regulation

- Formulated a Royal Decree on the establishment of a national committee for early childhood care and development and a Sub-decree on the organization and functioning of the secretariat of the national committee for early childhood care and development;
- Developed a guideline on the operation of public primary schools and pre-schools;
- Finalized the draft a result-based monitoring and evaluation framework for early childhood education sub-sector;
- Prepared decision to recognize core trainers at sub-national level;
- Prepared guidelines on pre-school resource centers;
- Prepared guidelines on education through community and home-based pre-school program;
- Developed minimum standards for community pre-school center, school and class and home-based program;
- Finalized outcome matrix for ECE sub-sector.

• Curriculum and Material Development

The following materials have been made available: standard-based curriculum for children aged 3, 4 and 5 and teacher manuals including manuals on psycho-motor, poem, riddle, music and song, drawing and pre-writing and maths for preschool, environment pedagogy, finger movement games, game activities for boys and girls and story book containing 15 stories, book on six color recognition, supporting material for the operation of home-based program, communication material on early childhood care and development for 0 to under 6 years-old children for survival, growth and development, calendar for parents or guardians with under-6 year-old children, posters on what parents should do to help their children to develop from conception to three years of age and resource book on early childhood development.

• Monitoring and Evaluation

192 education officials at national and sub-national levels including 135 female conducted monitoring on early childhood education in 22 provinces, except in Phnom Penh and Kandal province, covering 79 districts, 308 schools, 308 teachers including 305 female teachers with the purpose to strengthen teaching and learning capacity, setting up of environment inside and outside the classroom, school and classroom administration to ensure quality education for both public pre-schools and community preschool.

Classrooms with appropriate decoration account 60%, display of tables and registry for 38%, material maintenance and clean environment both inside and outside classroom for 72% in 12 provinces surveyed and analyzed.

Pre-school classes at all levels have implemented the curriculums and made improvements according to the age of children in all aspects.

For home-based program, some parents have used all materials, whereas some others did not use the materials to teach their children.

A.3. INSTITUTIONAL AND EDUCATIONAL STAFF CAPACITY DEVELOPMENT FOR DECENTRALIZATION

- Provided trainings on support monitoring system, at ECE Department to 38 officials of ECE Department, including 22 female,;
- Provided training to teachers on bilingual teaching methodologies in Ratankiri province attended by 38 participants, including 28 female, from Preah Vihear, Stung Treng, Mondulakiri, Kratie and Ratanakiri provinces;
- Provided trainings to sub-national trainers on how to use resource materials for early childhood development (module 5) attended by 273 participants including 199 female, from 24 capital-provinces. The trainings were conducted in Takeo and Siem Reap provinces;
- Provided training to 19 members of national ECE evaluation team including 16 female, on how to use testing materials for 3-5 year-old children, in Phnom Penh;
- Provided training on assessment tests to officials in charge of early childhood education in Kampong Speu province, attended by 51 participants including 39 female from Early Childhood Education Department, Curriculum Development Department, Kandal, Ratanakiri, Kampong Cham, Kampong Speu, Kratie, Kampong Chhnang, Kampong Thom, Takeo and Siem Reap provinces;
- Developed guidelines on parenting education and pre-school resource center in Preah Sihanouk province, attended by 14 participants including 10 female;
- Improved modules for officials in charge of early childhood education in relation to result-based planning for ECE sub-sector in Siem Reap province, attended by 14 participants including 9 female, who are officials of ECE Department;
- Provided trainings to officials in charge of ECE at sub-national level on result-based planning for ECE sub-sector. The trainings were conducted in Preah Sihanouk, Prey Veng, Kratie and Pailin provinces and were attended by 197 participants including 140 female from provincial and district levels;
- Provided trainings on inclusive education for public pre-school and community pre-school in Battambang province to 121 officials in charge of ECE at provincial and district levels, including 82 female, from Battambang, Kampong Thom and Prey Veng provinces;
- Participated in the Regional Conference on Early Childhood Care and Development Policy in South Korea;
- Participated in the International Conference on Bilingual Education in Singapore;
- Participated in the International Dissemination Conference on the Rights of the Child in the Kingdom of Thailand;
- Participated in the Workshop on Early Childhood Development in Asia Pacific in Hong Kong;
- Participated in the Consultative Workshop on Early Learning for Young Children in Indonesia;
- Participated in a Training Course on the Rights of the Child, Classroom and School Management in Sweden.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|---|
| 1. Continue the campaign to disseminate information on registration and collection of names of children receiving all aspects of childhood education services | 1 | Started campaigns to enrol and collect names of children who just reached school age and were already in school age |
| 2. Increase enrolment of five-year-old children to 60% | 1 | Enrolment rate of five-year-old children is 59.93% |
| 3. Enhance quality and efficiency of early childhood education | 2 | - 70% of trainers at sub-national level were trained; - Minimum standards for community pre-school center, school and class and home-based program |
| 4. Continue expanding inclusive education and bilingual education at preschool level | 1 | - Implemented inclusive education in Battambang, Prey Veng and Kampong Thom provinces - Implemented bilingual education in Ratanakiri, Monduliri, Kratie, Stung Treng and Preah Vihear provinces |
| 5. Continue putting in place mechanisms and develop national action plan | 2 | - Is in the process of preparing a Sub-decree on composition of the National Committee for Early Childhood Care and Development - Is in the process of preparing National Action Plan to Implement the National Policy on Early Childhood Care and Development |
| 6. Strengthen result-based M&E system | 1 | - Finalized the draft Result-based M&E System for ECE sub-sector |
| 7. Prepare guidelines on pre-school resource centers | 2 | Final Draft |
| 8. Prepare guidelines on community pre-schooling and home-based and household group-based early childhood education | 2 | Final Draft |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Results | Sub - Activities | Status of the Implementation | | |
|--|---------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Formulation of National Action Plan and Policy Implementation | 0/3 | 1. Technical review and review of the national action plan by the National Committee for Early Childhood Care and Development | | | ✓ |
| | | 2. Disseminate the Policy and National Action Plan on Early Childhood Care and Development | | | ✓ |
| | | 3. Organize the National Committee for Early Childhood Care and Development (meeting, workshop, training) | | ✓ | |
| 2. Capacity building on early childhood education | 17/20 | 1. Provide training on five-year-old children education program at regional level | ✓ | | |
| | | 2. Improve and pilot community pre-school and home-based program | | | ✓ |

| | | | | | |
|---|-----|--|---|---|---|
| | | 3. Implement parenting program for home-based program in Mondulkiri province | ✓ | | |
| | | 4. Finalize and officially adopt Modules 1 to 5 for Inservice Training on Early Childhood Education | | ✓ | |
| | | 5. Strengthen and expand inclusive education program in three provinces | ✓ | | |
| | | 6. Develop training modules on result-based planning and budgeting for early childhood education and development | ✓ | | |
| | | 7. Mid-year and end-year review | ✓ | | |
| | | 8. Enhance capacity of ECE officials on internal working mechanisms | ✓ | | |
| | | 9. Provide support on early childhood education at central level | ✓ | | |
| | | 10. There's budget support for school operation | ✓ | | |
| | | 11. Implement ECE program at provincial level (Save the Children) | ✓ | | |
| | | 12. Implement ECE program at provincial level (Plan Cambodia) | ✓ | | |
| | | 13. Implement ECE program at provincial level (Khmer Children Protection Organization) | ✓ | | |
| | | 14. Develop ECE (Kruosar Yeung) | ✓ | | |
| | | 15. Develop ECE (Bandos Komar) | ✓ | | |
| | | 16. Develop ECE (Aide Action) | ✓ | | |
| | | 17. Expand ECE and strengthen quality in some provinces (including pre-school, training, learning and teaching materials, quality control support) | ✓ | | |
| | | 18. Assess children standard and observe target groups | ✓ | | |
| | | 19. Communication program is in place to enhance public relation, enrolment in ECE service | ✓ | | |
| | | 20. Strengthen bilingual pre-school program in the five target provinces | ✓ | | |
| 3. Monitoring and Evaluation | 3/3 | 1. Monitor ECE study and research | ✓ | | |
| | | 2. Monitor law enforcement for core trainers at national and sub-national levels | ✓ | | |
| | | 3. Monitor ECE work in 24 capital-provinces | ✓ | | |
| 4. Publication and supply | 0/1 | 1. Publish the National Action Plan on Early Childhood Care and Development and ECE materials | | | ✓ |
| 5. Development of management capacity and ECE framework | 3/3 | 1. Develop capacity of ECE officials at sub-national level on result-based planning and budgeting by ECE trainers | ✓ | | |
| | | 2. Disseminate operating procedures for the National Policy on Early Childhood Care and Development | ✓ | | |
| | | 3.1 Finalize and disseminate SOP for community pre-school, home-based parenting program and pre-school resource center | ✓ | | |

| | | | | | |
|--|--|--|---|--|--|
| | | 3.2 Disseminate ECE Development Policy to POEs | ✓ | | |
|--|--|--|---|--|--|

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|----------------------|--|--|--|---|
| UNICEF | Train ECE Department's officials on supervision system for ECE sub-sector | Early Childhood Education Department | 38 officials at national level including 22 female understand clearly the monitoring and evaluation procedures | National officials are capable of measuring ECE progress |
| | Train teachers teaching bilingual classes at community pre-school | Ratanakiri Province | 38 bilingual education teachers including 28 female are equipped with bilingual teaching methodology | Bilingual teachers are capable of teaching indigenous children |
| | Train trainers at sub-national level on how to use early childhood development resource materials (Module 5) | Takeo and Siem Reap provinces | 273 sub-national trainers including 199 female have developed new capacity and skills | Enhance capacity of sub-national trainers on how to use resource materials and teaching materials |
| | Train ECE development for assessment team at national level on how to use materials to assess children aged 3, 4 and 5 years old | Phnom Penh | 19 officials including 16 female understand how to use materials and documents to assess children and interview parents | Have capacity to train assessors who assess children by age group and interview parents |
| | Training on how to administer assessment test on early childhood development | Kampong Speu province | 33 officials including 24 female who supervise children assessors and parent interviewers understand how to undertake the work | Have capacity to administer test for children by age group and interview parents in target areas |
| | Regional training on module on result-based planning for ECE sub-sector | Preah Sihanouk, Prey Veng, Kratie and Pailin provinces | 252 sub-national officials including 140 female received training on result-based planning for ECE sub-sector | Improve each action planning to respond to ESP |
| | | | | |

| | | | | |
|--|--|--|--|---|
| World Bank | Workshop on Guidelines for Parenting Program and Pre-School Resource Center | Preah Sihanouk province | 14 officials including 10 female from ECE Department received training on how to draft the guidelines | Enhance capacity in development and researching for relevant materials according to the order of priorities |
| | Visit locations for community pre-school construction | Kampong Thom, Kandal, Prey Veng, Svay Rieng, Kratie, Siem Reap, Preah Vihear, Banteay Meanchey, Pailin, Kampong Chhnang, Stung Treng, Ratanakiri, Koh Kong, Preah Sihanouk, Kampot and Takeo provinces | Visited sites in 16 provinces | Collect information related to sites for constructions and advice communities to prepare documents for ownership transfer |
| Save the Children | Meeting to develop materials for parenting program | Kampong Chhnang province | 25 relevant officials including 20 female | Studied parenting related documents from countries in the region and UNESCO documents |
| | Collect information and data to improve home-based program | Preah Vihear, Siem Reap, Kampong Cham, Kampong Chhnang provinces | 20 officials including 13 female received ECE data to use to improve home-based program | Conducted research and identified challenges in the program implementation and made improvement |
| Khmer Children Protection Organization | Train public and community pre-school on how to do story telling and monitor the use of game materials | Monduliri, Ratanakiri, and Banteay Meanchey provinces | <ul style="list-style-type: none"> - Train 202 community pre-school teachers including 199 female - Train 173 public pre-school teachers including 163 female - Supervise 43 public pre-school teachers on how to use teaching aid and teaching methodologies | Enhance capacity of pre-school teachers in applying teaching methodologies by linking with materials |

Challenges

- There is a shortage of public pre-school teachers and facilities;
- Capacity of pre-school teachers and primary school teachers who are teaching pre-school classes is still limited;
- Pre-school curriculum has not met children learning standards;
- ECE home-based program structure at village level changes frequently;
- Supports and motivation for community pre-school services have not been fully participated in by stakeholders.

Lessons Learned

- The National Policy on Early Childhood Care and Development is in place;
- Enrolment of children aged between 3 and under 6 has increased, due to involvement of people and local authorities;
- Guidelines on the Implementation of Home-based ECE Program and Guidelines on the Implementation of Community Pre-School Service are in place;
- Guidelines on Parenting Education Program are in place;
- A large number of primary school directors take pre-school classes seriously;
- Parents are aware of the importance of pre-school education and take into account children's learning;
- There is good collaboration among relevant ministries/agencies, local authorities and development partners to develop early childhood education.

2.2 PRIMARY EDUCATION

A. ACHIEVEMENTS

A.1. ENSURING EQUITABLE ACCESS TO EDUCATION SERVICES

| Description | 2012-2013 | 2013-2014 | Increase (+)/Decrease (-) | Increase (+)/Decrease (-) in percentage |
|--|-----------|-----------|---------------------------|---|
| Number of schools | 6,910 | 6,993 | +83 | +1.2 |
| Number of clusters | 1,188 | 1,212 | +24 | +2.02 |
| Number of incomplete schools | 952 | 816 | -136 | -14.29 |
| Number of child friendly schools (medium and developed levels) | 4,980 | 5,068 | +88 | +1.77 |
| Number of classes | 58,837 | 59,454 | +617 | +1.05 |
| Number of classrooms | 42,254 | 41,732 | -522 | -1.24 |
| Total number of students | 2,173,384 | 2,073,811 | -99,573 | -4.60 |
| Total number of female students | 1,022,983 | 994,989 | -27,994 | -2.74 |
| Total number of personnel | 56,108 | 55,958 | -150 | -0.27 |
| Total number of female personnel | 25,068 | 25,587 | +519 | +2.07 |
| Total number of non-teaching personnel | 22,268 | 11,063 | -205 | -1.82 |
| Total number of female non-teaching personnel | 3,020 | 2,957 | -63 | -2.09 |

Based on the statistics above, the number of primary schools across the country has increased by 83 or 1.2; however, the number of classroom has decreased by 528 or 1.25% as some buildings are very old and are unusable.

The number of students has decreased by 99,573 or 4.6% as the population growth has declined; however, the number of classroom has increased by 608 or 1.03% as there are newly established schools and some students have changed to study in new location.

Admission Rate and Enrollment Rate

| Description | 2012-2013 | | 2013-2014 | | Increase (+)/Decrease (-) in percentage | |
|----------------------|-----------|--------|-----------|--------|---|--------|
| | Total | Female | Total | Female | Total | Female |
| Net Admission Rate | 94.3 | 94.2 | 98.1 | 98.2 | +3.9 | +4.0 |
| Gross Admission Rate | 129.0 | 127.0 | 137.2 | 134.5 | +8.2 | +7.5 |
| Net Enrolment Rate | 97.0 | 97.0 | 98.2 | 98.5 | +1.2 | +1.5 |
| Gross Enrolment Rate | 123.4 | 119.0 | 119.2 | 117.5 | -4.2 | 1.5 |
| Completion Rate | 87.4 | 87.8 | 88.94 | 90.19 | +1.54 | +2.39 |
| Transition Rate | 78.9 | 80.4 | 76.8 | 81.4 | -2.1 | +1.0 |

The above results show that Net Admission Rate is 98.1%, an increase of 3.9%, NAR for girls is 98.2%, an increase of 4%. NAR for private schools is 2.8%, 2.9% for girls, which indicates that children enrol appropriately to their age. Net Enrolment Rate (NER) is 98.2%, an increase of 1.2%, NER for girls is 98.5%, an increase of 1.5%. NER for private schools is 2.6%, 2.7% for girls. It means the private sector has contributed to education sector.

Indigenous Students (in 5 target provinces)

| Description | 2011-2012 | 2012-2013 | Increase (+)/Decrease (-) | Increase (+) /Decrease (-) in percentage |
|---------------------------|-----------|-----------|---------------------------|--|
| Municipalities/ Districts | 9 | 14 | +5 | +55.6 |
| Schools | 23 | 41 | +18 | +78.3 |
| Total Number of Students | 1,620 | 2,401 | +781 | +48.2 |
| Female Students | 751 | 1,113 | +362 | +48.2 |

Enrolment of indigenous children and children with disabilities through inclusive education and bilingual education programs has increased by 781 or 48.2%, including 362 for girls or 48.2%. These children are studying in community schools and public schools in Ratanakiri, Mondulakiri, Stung Treng, Kratie and Preah Vihear provinces, where these programs are being implemented. This indicates that these programs are very important and have received high attention from local authorities and communities.

There are 70,648 children with disabilities across the country who have enrolled, 41.46% girls, a decrease of 10.56%, 11.87% for girls as some children with disabilities have moved to study in secondary school.

A.2. IMPROVING THE QUALITY AND EFFICIENCY OF EDUCATION SERVICE**Comparison of Student Flow Rate**

| Description | 2011-2012 | | 2012-2013 | | Increase (+)/Decrease (-) | |
|-----------------|-----------|--------|-----------|--------|---------------------------|--------|
| | Total | Female | Total | Female | Total | Female |
| Promotion rate | 91.0 | 90.7 | 84.7 | 87.6 | -6.3 | -3.1 |
| Repetition rate | 5.3 | 4.5 | 4.8 | 4.1 | -0.5 | -0.4 |
| Dropout rate | 3.7 | 4.7 | 10.5 | 8.3 | +6.8 | +3.6 |

The above table shows that the promotion rate has decreased by 6.3%, 1.7% for girls; repetition rate has decreased by 0.5%, 0.4% for girls, while dropout rate has increased by 6.8%, 3.6% for girls, especially in borderly provinces.

Student Flow Rate in Urban Areas

| Description | 2011-2012 | | 2012-2013 | | Increase (+)/Decrease (-) | |
|-----------------|-----------|--------|-----------|--------|---------------------------|--------|
| | Total | Female | Total | Female | Total | Female |
| Promotion rate | 91.1 | 92.4 | 88.7 | 90.7 | -2.4 | -1.7 |
| Repetition rate | 3.7 | 3.0 | 3.5 | 2.7 | -0.2 | -0.3 |
| Dropout rate | 5.3 | 4.6 | 7.8 | 6.6 | +2.5 | +2.0 |

Student Flow Rate in Rural Areas

| Description | 2011-2012 | | 2012-2013 | | Increase (+)/Decrease (-) | |
|-----------------|-----------|--------|-----------|--------|---------------------------|--------|
| | Total | Female | Total | Female | Total | Female |
| Promotion rate | 91.0 | 90.4 | 84.0 | 87.0 | -7.0 | -3.4 |
| Repetition rate | 5.6 | 4.8 | 5.1 | 4.4 | -0.5 | -0.4 |
| Dropout rate | 3.5 | 4.8 | 11.0 | 8.6 | +7.5 | +3.8 |

The number of complete primary schools with repetition rate of less than 10% is 5,336 out of 6,177 schools (target: 4,750 schools) and there are 130 districts out of 194 districts having primary completion rate of at least 80% (target: 140 districts).

A.3. INSTITUTIONAL AND EDUCATIONAL STAFF CAPACITY DEVELOPMENT FOR DECENTRALIZATION

- Issue guidelines on the establishment and functioning of primary school support committees;
- Prepare supporting materials for developing capacity of primary school support committees;
- Train 1,632 members of primary school support committees, including 198 female, from 5 districts of Takeo province and 5 districts of Kampot province on their roles and responsibilities;
- Train technical officials on result-based M&E system.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|---|
| 1. Reduce repetition and dropout rates | 2 | - Repetition rate: 4.8% (target: 5%) - Dropout rate: 10.5% (target: 5%) |
| 2. Increase the number of municipalities, districts and khans achieving primary education completion rate of at least 80% | 2 | The number of municipalities, districts and khans achieving primary education completion rate of at least 80% is 130 out of 194 districts (target: 140 districts) |
| 3. Increase the number of complete schools with repetition rate of lower than 10% | 1 | The number of complete schools with repetition rate lower than 10% is 5,336 out of 6,177 schools (target: 4,750 schools) |
| 4. Increase the percentage of child friendly schools at medium and developed levels | 2 | Child friendly schools account for 72.47% (target: 75%) |
| 5. Encourage proper implementation of instructional hours | 2 | Schools properly implement instructional hours account for 86.2% (800 to 1000 hours) |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

• Activities at National Level

| Main Activities | Results | Sub - Activities | Status of the Implementation | | |
|---|---------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Develop materials and document to support the implementation of child friendly school program | 4/5 | 1. Improve CFS Master Plan | ✓ | | |
| | | 2. Print training books on inclusive education program and accelerated learning program | ✓ | | |
| | | 3. Develop guidelines on scholarship program and school improvement grant supported by Swedish Government - Sida | ✓ | | |
| | | 4. Improve training materials of Winrock program | | | ✓ |
| | | 5. Develop materials and copy action plan book and recognition letter | ✓ | | |
| 2. Build capacity of primary education officials at national and sub-national levels to develop child friendly school program | 14/18 | 1. Pilot training for DTMTs on how to solve problem for grade 4 and provide training to teachers on how to solve problems for grade 4 and 5 in 15 capital-provinces supported by Plan | ✓ | | |
| | | 2. Provide training on effective teaching and learning and psycho-social study to DTMTs | ✓ | | |
| | | 3. Disseminate CFS Plan | ✓ | | |
| | | 4. Train DTMTs on student-center methodology facilitation skills, effective teaching and learning materials and school supervision in provinces | ✓ | | |
| | | 5. Meeting to review the implementation of work related to education and community participation in education sector development | ✓ | | |
| | | 6. Meeting of CFS Steering Committee | | ✓ | |
| | | 7. Support capacity development in solving Math problem at grade 5 and 6 and methodologies for teaching science experiment for grade 5 and 6 and technical advisors | | ✓ | |
| | | 8. Train librarians on library standards and library activities for children | ✓ | | |
| | | 9. Train primary education officials from POEs, DTMTs, cluster directors and school directors on questionnaires related to the learning of students from grade 1 to 6 in Khmer and Math subjects | ✓ | | |
| | | 10. Train teachers from inclusive education, accelerated learning and bilingual education programs | ✓ | | |
| | | 11. Join study tour overseas to learn about the development of inclusive education and bilingual education programs | ✓ | | |

| | | | | | |
|--|-----|--|---|--|---|
| | | 12. Train trainers at national, provincial and district levels and school support committees on the implementation of school feeding program | ✓ | | |
| | | 13. Train officials at national and sub national levels on the implementation of scholarship program | ✓ | | |
| | | 14. Train officials at national and sub-national levels on the implementation of school improvement grant program of GPE | ✓ | | |
| | | 15. Improve proposal for school improvement grant for GPE/Sida | | | ✓ |
| | | 16. Train school directors and teachers of grade 4,5 and 6 on how to mainstream child labor in lesson plan by WinRock | | | ✓ |
| | | 17. Provide trainings on database management for school feeding program | ✓ | | |
| | | 18. Provide training on how to analyze learning performance of primary school students | ✓ | | |
| 3. Monitoring to expand and strengthen CFS implementation | 4/7 | 1. Provide leadership training to school directors from 6 provinces | | | ✓ |
| | | 2. Research on how to collect data and information and how to use school mapping effectively | ✓ | | |
| | | 3. Monitor the implementation of CFS program by using CFS checklists | ✓ | | |
| | | 4. How to solve Math problem of grade 5 | | | ✓ |
| | | 5. Monitor the implementation of school feeding program | ✓ | | |
| | | 6. Monitor the implementation of scholarship program of GPE/EU | | | ✓ |
| | | 7. Monitor teaching and learning | ✓ | | |
| 4. Supply of financial resources and materials to support the program | 1/3 | 1. Provide office supplies, desks, cabinets, PCs, laptops, printers, photocopiers and motorcycles | ✓ | | |
| | | 2. Provide cash scholarship supported by GPE/EU | | | ✓ |
| | | 3. Provide school improvement grant supported by GPE/Sida | | | ✓ |
| 5. Strengthen capacity of school support committees and communities to engage in school management and development | 3/6 | 1. Provide training materials on guidelines for school support center and organize training for school support center | ✓ | | |
| | | 2. Prepare training materials for school support centers according to the guidelines 2012 | ✓ | | |
| | | 3. Develop capacity of school support center on the content of the guidelines for school support center for primary education | ✓ | | |
| | | 4. Monitor the implementation of the guidelines on school support center | | | ✓ |
| | | 5. Enhance capacity of school support center in target capital-provinces with support from development partners | | | ✓ |

| | | | | | |
|---|-----|---|---|---|---|
| | | 6. Provide training on materials on community participation in education sector | | | ✓ |
| 6. Develop management capacity and support school improvement grant program | 5/6 | 1. Develop guidelines on school improvement grant for Primary Education Department and ECE Department | ✓ | | |
| | | 2. Print guidelines on school improvement grant for Primary Education Department and ECE Department | ✓ | | |
| | | 3. Identify roles of the central level (Primary Education Department and ECE Department) | ✓ | | |
| | | 4. Identify roles of provincial level (Primary Education Department and ECE Department) and training coordinators | | ✓ | |
| | | 5. Provide training to technical officials from Primary Education Department/ECE Department/Finance Department/Local School Support Committee | ✓ | | |
| | | 6. Monitor activities of Primary Education Department | ✓ | | |

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

• Activities of Sub-National Level

| Main Activities | Results | Sub-Activities | Status of the Implementation | | |
|--|---------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Monitor and evaluate education activities to expand and strengthen CFS implementation | 2/2 | 1. Implement bilingual education including monitoring and training community teachers in highland areas | ✓ | | |
| | | 2. Support the printing and distribution of CFS policy | ✓ | | |
| 2. Supply of equipment and budget for program support | 4/4 | 1. Provide fund to support the operation of schools and clusters | ✓ | | |
| | | 2. Provide funds to DOEs and clusters to strengthen teaching and learning | ✓ | | |
| | | 3. Provide funds to POEs, DOEs and clusters for monitoring activities | ✓ | | |
| | | 4. Provide fund for good teacher and developed school contest | ✓ | | |

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

• Activities of Development Partners

| Main Activities | Results | Sub-Activities | Status of the Implementation | | |
|--|---------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Monitor and evaluate education activities to expand and strengthen CFS implementation | 1/1 | Technical support on bilingual education in highland areas (CARE) | ✓ | | |
| 2. Supply of equipment and budget for program support | 2/2 | 1. Provide cash and food scholarship (World Food Program) | ✓ | | |
| | | 2. Provide school feeding program (World Food Program) | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|-----------------------------|---|---|--|--|
| Inter Vida Cambodia | Technical training on varieties of methodologies for teachers | Battambang province | 50 teachers learn varieties of methodologies | Supporting slower learners through the teaching of teachers |
| Save the Children | My learning program | Kampong Cham province | 5 target schools are assisted through CFS program | Technical support provided by the working group |
| World Food Program | School feeding program | 15 provinces including Stung Treng, Kampong Thom, Preah Vihear, Kampong Cham, Kampong Chhnang, Kampong Speu, Banteay Meanchey, Udor Meanchey, Prey Veng, Pursat, Siem Reap, Kampot, Svay Rieng, Kratie and Battambang provinces | <ul style="list-style-type: none"> - School feeding program in 1,377 schools in 12 provinces - Cash scholarship program in 223 schools in 2 provinces - Food scholarship program in 3,798 schools in 13 provinces | Dropout is reduced and enrolment and regular attendance are enhanced |
| UNICEF | Develop materials: | - Kampong Chhnang, Kampot and Kampong Speu provinces | - 1 book | - Relevant grade 4 teachers provide suggestion |
| | - Math problem for grade 4 | | | |
| | - Socio-psychology | - Battambang, Takeo, Kampong Speu, Pursat provinces | - 1 book | - Documents are improved |
| | - Monitor CFS program | - 24 capital/provinces | - CFS implementation is strengthened | - Classification of CFS schools into three levels enable the school to be competitive |
| | - Monitor accelerated learning program | - 3 provinces: Kampong Speu, Kampot and Preah Vihear provinces | - Year 1: 41 classes - Year 2: 8 classes - Year 3: 11 classes | Teachers are creative in preparing lessons and producing teaching materials for accelerated learning classes |
| | Monitor bilingual education program | 5 provinces: Ratanakiri, Mondulakiri, Stung Treng, Kratie and Preah Vihear provinces | 14 districts: - 41 schools - 119 classes - 2,401 students including 113 girls | - Transform 25% of bilingual education community schools to administrative |

| | | | | |
|--|---|--|--|---|
| | | | | schools Manage and coordinate bilingual education program smoothly |
| | - Train teachers on inclusive education program | 4 provinces: Takeo, Kratie, Kandal and Udor Meanchey | 10 districts, 782 teachers including 168 female teachers are trained | Teachers possess knowledge to teach children with disabilities in inclusive classes |
| CARE | Train teachers | Ratanakiri | 116 teachers including 21 female teachers are trained | Teachers enhance their personal knowledge and knowledge on how to teach bilingual classes |
| | Develop five-year- plan for bilingual education program | Phnom Penh | Five-year-plan, 2014-2018 | Know how to develop plan for bilingual education program |
| Operation Smile to pour un sourire d'enfant | Produce materials for accelerated learning program | Phnom Penh | Develop and print materials for accelerated learning classes for the three years and 4 subjects | - Produce materials - Become trainers of accelerated learning classes |
| World Education | Develop reading standards for grade 1-2 | Kampong Cham and Siem Reap provinces | 8 schools in total (6 in Kampong Cham and 2 in Siem Reap) | Provide quality reading |
| Child's Rights Foundation | Prepare materials and provide capacity building on school safety | Siem Reap and Kampong Cham provinces | Materials and target groups understand school safety | Target schools serve as models for schools in similar situation |
| Save the Children International | Collect information on school mapping | 10 provinces, 60 schools | Almost all schools have school map | Increase enrolment and early intervention |

Challenges

- There is a shortage of teachers specialized in foreign languages at primary education;
- There is a shortage of teachers and librarians in remote and disadvantaged areas;
- The implementation of learning calendar and instructional hours has not met the standards (800-1,000 hours);
- Year-end and early year testing has not been done with 1.43%
- Migration has impact on dropout;
- Some students and teachers in flooded areas are not able to swim (life skill).

Lessons Learned

- MOEYS takes ownership on the implementation of school feeding program in Kampot and Kratie provinces;
- Transparency and timeliness of cash transfer of the scholarship program is ensured through mobile banking;

- The implementation of reading and writing program for grade 1, 2 and 3 and institution of libraries in schools has enabled students to develop solid foundation on reading and writing;
- Inclusive education program has provided opportunities to disadvantaged groups (children with disabilities, ethnic minority children, gender, children living with HIV/AIDS, overage children, child labor...) with equity and quality;
- Temporary classes at home or safe high ground during flooding have helped students to finish the curriculum;
- Parent liason book enhances close relationship between school and family;
- Furniture and reading book supplies for libraries motivate students and teachers to love reading and develop reading habits.

2.3 SECONDARY EDUCATION

A. ACHIEVEMENTS

A.1. ENSURING EQUITABLE ACCESS TO EDUCATION SERVICES

| Description | 2012-2013 | 2013-2014 | Increase- Decrease |
|---|-----------|-----------|-----------------------|
| Colleges | | | |
| Schools | 1,214 | 1,244 | +30 |
| Classrooms | 7,343 | 6,554 | -789 |
| Total number of educational staff (College) | 17,445 | 17,770 | +325 |
| Number of female educational staff(College) | 6,268 | 6,560 | +292 |
| Number of Lower Secondary Classes | 12,184 | 12,281 | +97 |
| Total number of lower secondary teaching staff | 31,815 | 32,616 | +801 |
| Number of lower secondary female teaching staff | 12,492 | 12,827 | +335 |
| Total number of lower secondary students | 27,054 | 27,829 | +771 |
| Number of female lower secondary students | 11,402 | 11,764 | +362 |
| Schools | 534,710 | 538,626 | +3,916 |
| Classrooms | 263,369 | 267,773 | +4,404 |
| Lycees | | | |
| Schools | 433 | 444 | +11 |
| Classrooms | 10,433 | 10,016 | -417 |
| Total number of educational staff (Lycee) | 27,250 | 28,176 | +926 |
| Number of female educational staff (Lycee) | 9,709 | 10,126 | +417 |
| Number of upper Secondary Classes | 6,361 | 6,031 | -330 |
| Total number of upper secondary teaching staff | 12,880 | 13,330 | +450 |
| Number of upper secondary female teaching staff | 3,485 | 3,859 | +374 |
| Total number of upper secondary students | 11,157 | 11,557 | +400 |
| Number of female upper secondary students | 3,064 | 3,433 | +369 |
| Schools | 288,789 | 266,293 | -22,496 |
| Classrooms | 134,608 | 127,037 | -7,571 |

There are 1,688 secondary education institutions including 1,244 lower secondary schools and 444 upper secondary schools including 415 upper secondary schools covering grade 7 to 12 and 29 upper secondary schools covering grade 10 to 12. There is an increase of 30 lower secondary schools and 11 upper secondary schools. 29 out of the 444 upper secondary schools are secondary resource school. There are 35 private lower secondary schools enrolling 1,824 students, 56.5% female. There are 87 upper secondary schools enrolling 27,644 students, 46.9% female.

149 communes/sangkats or 9.12% out of 1,633 commune/sangkats still do not have lower secondary schools. 9 districts or 4.63% out of 194 districts still do not have upper secondary schools including Thmar Bang district (Koh Kong province), Pichreada district (Monduliri province), Por Reang district (Prey Veng province), Voeun Sai, Taveng, O'Chum, Andoung Meas, O'Yadav and Lumphat districts (Ratanakiri province) because of geographical and demographical situation is not favorable especially in island and mountainous areas, where people are living far away from one another.

84.8% of lower secondary schools have access to latrines and 48.6% to safe water. 98.0% of upper secondary schools have access to latrines and 62.2% to safe water.

There are 32,616 education officials working at lower secondary education level, an increase of 801 persons, including 12,827 female, an increase of 335 persons. The total number of teaching staff at this level is 27,829 persons, an increase of 771 persons including 11,764 persons, an increase of 362 persons.

There are 13,330 education officials working at upper secondary education level, an increase of 450 persons, including 3,859 female, an increase of 374 persons. The total number of teaching staff at this level is 11,557 persons, an increase of 400 persons including 3,433 persons, an increase of 369 persons.

The total number of students at lower secondary schools is 538,626, an increase of 3,916 persons or 0.73%, including 267,773 girls, an increase of 4,404 persons or 1.58%. The total number of students at upper secondary schools is 266,293, an increase of 22,496 persons or 8.45%, including 127,037 girls, a decrease of 7,571 persons or 5.96%.

A.2. IMPROVING THE QUALITY AND EFFICIENCY OF EDUCATION SERVICE

| Description | Lower Secondary Education | | Upper Secondary Education | |
|-------------------------|---------------------------|---------|---------------------------|---------|
| | 2012-13 | 2013-14 | 2012-13 | 2013-14 |
| Pupil - teacher ratio | 19.8 | 19.4 | 25.9 | 23.0 |
| Pupil - class ratio | 43.9 | 43.9 | 45.4 | 44.2 |
| Pupil - classroom ratio | 44.7 | 48.6 | 49.8 | 49.2 |

Pupil-teacher ratio has decreased from 19.8 to 19.4 at lower secondary education and from 25.9 to 23.0 at upper secondary education.

Pupil-class ratio at lower secondary education remains unchanged; however, the ratio at upper secondary education has decreased from 54.4 to 44.2 as there have been newly established schools and some students moved to the new schools.

Pupil-classroom ratio has increased from 44.7 to 48.6 at lower secondary education and decreased from 49.8 to 49.2 at upper secondary education.

Student Flow Rate Against the Target

| Description | 2012-2013 Academic Year | | | | | | | |
|-----------------|-------------------------|--------|------------|--------|-----------------|--------|------------|--------|
| | Lower Secondary | | | | Upper Secondary | | | |
| | Result | | ESP Target | | Result | | ESP Target | |
| | Total | Female | Total | Female | Total | Female | Total | Female |
| Promotion rate | 77.4 | 78.3 | 85.6 | 83.8 | 84.4 | 86.8 | 88.8 | 90.8 |
| Repetition rate | 1.4 | 0.9 | 1.4 | 1.2 | 1.6 | 1.0 | 2.2 | 1.2 |
| Dropout rate | 21.2 | 20.9 | 13.0 | 15.0 | 14.0 | 12.2 | 9.0 | 8.0 |
| Transition rate | 76.8 | 81.4 | 75.0 | 75.0 | 70.2 | 71.4 | 74.0 | 75.0 |

There are 538,626 students at lower secondary education level, 49.71% female. Gross enrolment rate is 55.3%, 56.2% for girls. Gross enrolment rate of private school is 1.8%, 1.7% for girls.

Promotion rate at lower secondary education is 77.4% (ESP target: 85.6%), 78.3% for girls (ESP target: 83.8%). Repetition rate is 1.4% (ESP target: 1.4%), 0.9% for girls (ESP target: 1.2%). Dropout rate is 21.2% (ESP target: 13%), 20.9% for girls (ESP target: 15%).

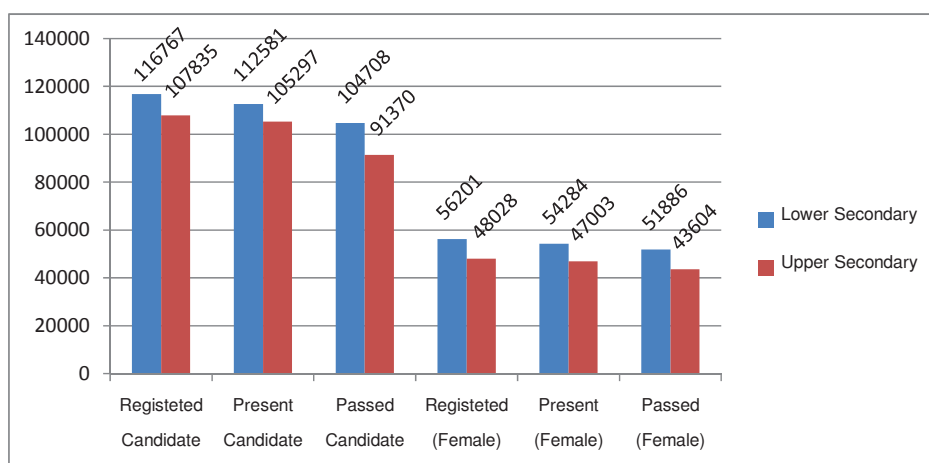
There are 266,293 students at upper secondary education level, 47.70% female. Gross enrolment rate is 26.0%, 25.7% for girls. Gross enrolment rate of private school is 1.1%, 1.1% for girls.

Promotion rate at upper secondary education is 84.4% (ESP target: 88.8%), 86.8% for girls (ESP target: 90.8%). Repetition rate is 1.6% (ESP target: 2.2%), 1.0% for girls (ESP target: 1.2%). Dropout rate is 14% (ESP target: 9.0%), 12.2% for girls (ESP target: 8.0%).

Dropout rate is high at secondary education as 31% of students are overage and repetition rate remains high at primary education at 4.8%.

Transition rate to lower secondary education is quite good, especially that of girls. However, transition rate from lower to upper secondary education is lower than the target.

Figure: Result of Secondary Education Examination (school year 2012-2013)



Note:

- Lower secondary education: 93.01% of candidates passing the examination, a decrease of 0.44%, 95.58% for female candidates, an increase of 0.02%.
- Upper secondary education: 86.77% of candidates passing the examination, an increase of 0.29%, 92.77% for female candidates, an increase of 1.22%, of whom, 86 candidates pass with rank A, a decrease of 1.81%; 5,052 candidates pass with rank B, an increase of 40.1%; 22,850 candidates pass with rank C, an increase of 28.4%; 36,810 candidates pass with rank D, a decrease of 2.7%; 26,872 candidates pass with rank E, an increase of 27.5%.

• **Nationwide outstanding student contest**

- Selected 60 outstanding student champion for Khmer Literature, Math and Physics for grade 9 and 12 among 480 candidates. 10 students champions were selected per subject per grade;

- Trained and sent 6 students to join the 10th International Junior Science Olympiad for scientists under 15 years of age in Punn city, India on Dec 3-12, 2013, with a return of 3 bronze medals;
- Trained 4 students to prepare to join Young Scientist and Mathematician Competition of SIMEO in Penang, Malaysia;
- Trained 6 students to prepare to join the 15th International Physics Olympiad for Asia in Singapore.

- **Curriculum Implementation and Teaching**

Student centered approach and inter-subject teaching were applied in the teaching of each subject together with the use of teaching materials and laboratory for science subject. As a result, curriculum was implemented by 100% for grade 9 to 12 and 86.6% to 96.6% for other grades.

29 high school resource centers conduct learning and teaching with strong emphasis on computer, scientific experimentation and library.

18.0% of lower secondary schools still operate two shifts. Upper secondary schools operating two shifts have decreased from 46.0% to 41.8%.

- **Scholarship program for poor secondary school students**

Scholarship program for poor students at lower secondary education covers 809 schools covering 56,534 students including 33,782 girls or 59.75% and is supported by the state budget. In addition, scholarship provided by development partners include Basic Education in Cambodia (IBEC) Project covering 1,604 students including 1,104 girls; Room to Read covering 722 girls; Kampuchea Action for Primary Education covering 167 students including 114 girls; Plan International covering 124 students including 87 girls; Cambodian Female Crisis Center covering 172 girls; Sovann Phum covering 124 girls; Komar Mekong covering 60 students including 34 girls and Buddhism Organization covering 39 students including 27 girls.

Scholarship for poor students and well-performed students at upper secondary education was provided to 2,500 students including 1,500 or 60% female with support of Enhancing Education Quality Project (EEQP).

- **Implementation of Child Friendly School Program for Lower Secondary Schools**

The number of lower secondary schools implementing child friendly school program was 923 schools or 55.63% of the 1,659 lower secondary schools, in which:

- 723 developed child friendly schools or 78.33% were introduced starting from innovation and the qualities of the respective schools.
- 100 child friendly schools or 10.83% was transferred from effective schools under Cambodia Education Sector Support Project.
- 100 child friendly schools or 10.83% were supported by ESDP Project and operated in Kratie, Kampong Cham and Siem Reap provinces including 5 basic level CFS, 51 medium level CFS, 44 developed level CFS. 25 schools were in urban areas, 52 schools in rural areas and 23 schools in remote areas.

- **Implementation of Drop out Prevention Program**

MOEYS has implemented dropout prevention program in 45 districts in Banteay Meanchey, Battambang, Kampong Speu, Prey Veng, Pursat and Svay Rieng provinces in 322 secondary schools, of which 107 schools implement early warning system 108 schools and computer labs and 107 schools are control schools to compare with schools without intervention from the project.

A.3. INSTITUTIONAL AND EDUCATIONAL STAFF CAPACITY DEVELOPMENT FOR DECENTRALIZATION

• Capacity Development

- Sent 7 officials including 3 female from General Secondary Education Department to participate in English training course at the Institute of Foreign Languages and 5 officials including 2 female to participate in ICT training courses at IIC University;
- Provided trainings on how to set up secret codes for upper secondary education examination to 102 directors and deputy directors from 24 POEs including 4 female and 140 department directors and deputy directors and office chiefs and deputy chiefs at central level including 30 female;
- Provided trainings on computer skills for work related to upper secondary education examination to 515 education officials including 46 female from 8 capital/provinces;
- Provided trainings on how to implement school improvement grant to 105 participants including 18 female who are members of grant management committees at capital/provincial levels. These people continued to train 5,061 people including 480 female from district, school and community levels;
- Provided training on leadership and management of technical groups of secondary schools to 1,366 participants including 295 female who are deputy school directors and chiefs of technical groups from secondary resource school and networks;
- Provided trainings on foundation of ICT to 55 teachers, including 4 female, who are in charge of computer labs and teachers of computer from secondary resource school;
- Provided trainings on how to conduct experiments to 790 lab technicians and upper secondary school teachers who teach science subject in high school resource centers including 242 female;
- Provided trainings on how to manage operational budget of resource centers to 97 school directors and accountants including 7 female under Education Quality Improvement Project;
- Provided trainings on how to operate resource centers for 97 participants, including 9 female, who are school directors and deputy directors;
- Provided trainings on leadership for improving teaching and learning to 180 school directors and deputy directors including 44 female.

• Monitoring

- Monitored management, teaching and learning in 41 secondary schools in 10 provinces including 25 upper secondary schools;
- Monitored first semester examination in 107 upper secondary schools in 12 provinces;
- Monitored first semester examination in 112 upper secondary schools across the country;
- Monitored the implementation of the scholarship program for poor students in 153 target secondary schools in capital-provinces including 68 upper secondary schools;
- Conducted monitoring and evaluation on the operation of 29 resource centers every quarter.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|--|
| 1. Establish lower and upper secondary schools in communes, where there is no such school | 2 | Lower secondary schools were established in 12 communes, where there was no lower secondary schools and activities are being promoted. |
| 2. Finalize the revision of modules on child friendly school and strengthen existing child friendly schools | 2 | Is being reviewed and improved |
| 3. Promote capacity of teams responsible for different subjects on how to set up pass codes for examination | 1 | Provided training on how to set up secret codes to 242 examination controllers across the country including 34 female |
| 4. Improve the operation of resource centers | 1 | - Conduct regular monitoring and evaluation - Organize quarterly meeting of school directors to review and evaluate the operation of resource centers |
| 5. Strengthen quality and efficiency of the implementation of scholarship program, curriculum, child friendly school, semester exams, management, teaching and learning | 1 | Conducted evaluation and improved 413 schools in all capital-provinces |
| 6. Implement dropout prevention program at lower secondary level | 1 | Implemented in 322 secondary schools in 45 districts in 6 provinces |
| 7. Encourage properly implementation of instructional hours | 2 | Is being implemented through monitoring |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2015 | | | | | |
|--|---------|--|--------------------------|---|---|
| Main Activities | Results | Sub - Activities | Status of Implementation | | |
| | | | 1 | 2 | 3 |
| Sub-program 1.3: Strengthening quality and efficiency of secondary education | | | | | |
| 1. Provide budget to secondary schools | 2/2 | 1. Provide school operating budget to lower secondary schools | ✓ | | |
| | | 2. Provide school operating budget to upper secondary schools | ✓ | | |
| 2. Provide rewards to out-standing students | 2/2 | 1. Provide rewards to outstanding stu-dents of the year | ✓ | | |
| | | 2. Organize outstanding student contest in capital-provinces | ✓ | | |
| 3. Strengthening teaching and learning management capacity | 17/19 | 1. Organize technical group meeting in lower secondary schools | ✓ | | |
| | | 2. Organize technical group meeting in upper secondary schools | ✓ | | |
| | | 3. Prepare and revise CFS materials for lower secondary schools | | ✓ | |
| | | 4. Print CFS materials for lower secondary schools | | | ✓ |
| | | 5. Organize orientation workshop for CFS implementation in lower scondary schools | | | ✓ |
| | | 6. Organize workshop to promote com-munity participation in school devel-opment and dropout prevention | ✓ | | |

| | | | | | |
|---|-----|--|---|--|--|
| | | 7. Organize training courses to strengthen capacity of chiefs of technical groups in exam paper correction centers | ✓ | | |
| | | 8. Organize trainings to develop capacity in implementing PB budget at secondary schools | ✓ | | |
| | | 9. Organize training on how to teach dictation in lower secondary schools | ✓ | | |
| | | 10. Organize annual workshop on data entry for grade 9 and 12 examinations | ✓ | | |
| | | 11. Organize training on capacity strengthening for school development planning | ✓ | | |
| | | 12. Organize workshop on policy and operation of resource centers | ✓ | | |
| | | 13. Organize workshop on leadership and management (part 1) | ✓ | | |
| | | 14. Organize workshop on leadership and management (part 2) | ✓ | | |
| | | 15. Organize workshop on capacity strengthening for technical group leaders on leadership and management (part 1) | ✓ | | |
| | | 16. Organize workshop on capacity strengthening for technical group leaders on leadership and management (part 2) | ✓ | | |
| | | 17. Organize training on management, use and maintenance of ICT equipment in resource centers | ✓ | | |
| | | 18. Organize trainings on how to use science equipment of science teachers | ✓ | | |
| | | 19. Organize training on how to do assessment based on model and test standards | ✓ | | |
| 4. Conduct monitoring | 6/6 | 1. Monitoring by DOEs | ✓ | | |
| | | 2. Monitoring by POEs | ✓ | | |
| | | 3. Monitoring by central level | ✓ | | |
| | | 4. Monitoring on school development planning | ✓ | | |
| | | 5. Monitoring and evaluation on stability of resource centers | ✓ | | |
| | | 6. Monitoring on effective use, management and maintenance of ICT equipment | ✓ | | |
| 5. Resource center operating budget | 1/1 | 1. Provide operational budget for resource centers | ✓ | | |
| 6. Develop capacity to manage and support school improvement budget | 1/1 | 1. Develop capacity to manage and support school improvement grant program | ✓ | | |

| Sub-program 1.4: Equitable access to education and scholarship for poor students | | | | | |
|---|-----|--|---|--|--|
| 1. Provide scholarship to poor students in lower secondary education | 5/5 | 1. Provide scholarship fund | ✓ | | |
| | | 2. Provide operational fund to local management committees | ✓ | | |
| | | 3. Monitoring by POEs | ✓ | | |
| | | 4. Photocopy materials for scholarship students of capital-provinces | ✓ | | |
| | | 5. Monitoring by national level | ✓ | | |
| 2. Provide scholarship to poor students in upper secondary education | 4/4 | 1. Provide scholarship fund | ✓ | | |
| | | 2. Provide operational fund to local management committees | ✓ | | |
| | | 3. Monitoring | ✓ | | |
| | | 4. Monitor selection process | ✓ | | |

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

Challenges

- There is a shortage of lower and upper secondary education teachers for some specialized subjects in newly established lower and upper secondary schools, especially in disadvantaged areas;
- Funding for scholarship is limited and cannot retain scholarship students;
- There is a shortage of accommodation for teachers and dormitories for students in disadvantaged areas.

Lessons Learned

- Effective management of secondary school resource centers is enhanced through quarterly review meeting;
- Effective teaching and learning is enhanced through capacity building of school directors and technical group leaders on leadership and management;
- Effective and quality education is enhanced through secondary school resource centers and network;
- Provision of scholarship to poor students at secondary schools ensures equitable and quality education, especially girls;
- Close collaboration with parents, authorities and communities supports good governance.

2.4 VOCATIONAL ORIENTATION

A. ACHIEVEMENTS

A.1. ENSURING EQUITABLE ACCESS TO EDUCATION SERVICES

Students being trained at general and technical high schools account 653 persons, an increase of 42 persons including 238 female students, an increase of 58 persons. There are 51 students including 28 female students studying at **Preah Bat Samdech Preah Borom Neath Norodom Sihamoni** High School including 30 students, including 10 female students, in electrical major and 21 students including 18 female students in agronomy major. There are 76 students at **Samdech Aka Moha Sena Padei Techo HUN SEN - Rota Ksach Kandal** including 5 female students: 36 students including 2 female students are in electronics major and 40 students including 3 female students are in electricity major. 526 students, 205 female, are studying in Kampong Chheur Teal High School: 103 students including 22 female students are in electronics major; 177 students

including 22 female students are in electricity major; 178 students including 120 female students are in veterinary major and 68 students including 41 female students are in agronomy major.

Statistics of Students in General and Technical High Schools by Major

| No. | Areas | Academic Year | | | | | |
|--------------|-------------|---------------|------------|------------|------------|---------------------------|------------|
| | | 2012-2013 | | 2013-2014 | | Increase (+)/Decrease (-) | |
| | | Total | Female | Total | Female | Total | Female |
| 1 | Electricity | 209 | 14 | 247 | 35 | +38 | +21 |
| 2 | Electronics | 153 | 16 | 139 | 24 | -14 | +8 |
| 3 | Agronomy | 98 | 49 | 178 | 120 | +80 | +71 |
| 4 | Veterinary | 151 | 101 | 89 | 59 | -62 | -42 |
| Total | | 611 | 180 | 653 | 238 | +42 | +58 |

A.2. IMPROVING QUALITY AND EFFICIENCY OF EDUCATION SERVICES

Final examination for technical education for 2012-2013 was organized in Kampong Chheur Teal High School and temporary certificates were issued to students passing the examination.

Examination Results for Students Enroled in Technical Education

| No. | Areas | Candidates | | | | | | | | | |
|-------|-------------|------------------------|--------|-------------------------|--------|------------|------|---|----|----|----|
| | | Candidates Taking Exam | | Candidates Passing Exam | | | Rank | | | | |
| | | Total | Female | Total | Female | Percentage | A | B | C | D | E |
| 1 | Electricity | 24 | 0 | 24 | 0 | 100 | 0 | 1 | 8 | 15 | 0 |
| 2 | Electronics | 14 | 1 | 14 | 1 | 100 | 0 | 0 | 4 | 4 | 6 |
| 3 | Agronomy | 35 | 9 | 35 | 9 | 100 | 0 | 2 | 6 | 21 | 6 |
| 4 | Veterinary | 42 | 29 | 42 | 29 | 100 | 0 | 0 | 10 | 27 | 5 |
| Total | | 115 | 39 | 115 | 39 | 100 | 0 | 3 | 28 | 77 | 17 |

- Monitored teaching and learning as well as semester examination for technical education in Kampong Chheur Teal High School in Kampong Thom province and in **Samdech Aka Moha Sena Padei Techo Hun Sen - Rota Ksach Kandal** General and Technical High School in Kandal province;
- Monitored the implementation on teaching and learning of life skills in six provinces including Ratanakiri, Battambang, Prey Veng, Banteay Meanchey, Takeo and Pailin provinces for home economics, agriculture, art education, workshop and computer subjects.

Monitoring Results

| Provinces | No. of Municipality | No. of District | No. of School | Interviews | | | | | | | | No. of Classes Observed | Subjects Observed |
|--------------|---------------------|-----------------|---------------|------------|---|------------|---|----------------|----|----------|----|-------------------------|--------------------------|
| | | | | Principals | | Communi-ty | | Skill Trainers | | Students | | | |
| | | | | Total | F | Total | F | Total | F | Total | F | | |
| Pailin, | 1 | 1 | 3 | 3 | 0 | 0 | 0 | 14 | 8 | 60 | 25 | 0 | |
| Takeo, | 1 | 4 | 8 | 8 | 0 | 11 | 4 | 28 | 12 | 75 | 38 | 1 | Agriculture |
| Battamba ng, | 1 | 4 | 7 | 7 | 0 | 7 | 4 | 16 | 9 | 70 | 39 | 4 | Home Economics, Computer |
| Ratanakiri, | 1 | 4 | 9 | 9 | 0 | 9 | 5 | 10 | 5 | 50 | 28 | 4 | Home Economics, Computer |

| | | | | | | | | | | | | | |
|-------------------------|---|----|----|----|---|----|----|-----|----|-----|-----|----|-----------------------------------|
| Banteay Meanche y | 1 | 3 | 7 | 7 | 0 | 6 | 1 | 22 | 10 | 62 | 30 | 6 | Home Economics |
| Prey Veng, | 1 | 4 | 6 | 6 | 0 | 6 | 3 | 12 | 10 | 60 | 30 | 4 | Agriculture- Home Economics |
| Totalស្រុក | 6 | 20 | 40 | 40 | 0 | 39 | 17 | 102 | 54 | 377 | 190 | 19 | |

A.3. INSTITUTIONAL AND EDUCATIONAL STAFF CAPACITY DEVELOPMENT FOR DECENTRALIZATION

- Approved the Policy on Technical Education and disseminated to entities at national and sub-national levels attended by 88 participants including 12 female;
- Approved the use of vocational orientation materials for lower secondary education and disseminated to management of lower secondary schools, attended by 255 participants including 45 female in Kampot and Prey Veng provinces;
- Issued guidelines on how to select students to enrol in technical education and guidelines on examination for students enrolling in technical education;
- Issued guidelines on how to manage technical education in capital-provinces and guidelines on how to implement vocational orientation in lower secondary schools;
- Approved curriculum for technical secondary education for Kampong Chheur Teal High School and launched the materials;
- Organized a committee to develop curriculum for technical secondary education in Ministry of Education, Youth and Sport;
- Printed 2,000 copies of vocational orientation materials to distribute to upper and lower secondary schools to use in vocational orientation;
- Issued guidelines on how to use manuals for 4 areas of life skill education including art education, agriculture, home economics and workshop for secondary schools to POEs so that they can use these manuals with quality and effectiveness;
- Distribute the four-area life skill manuals to 23 POEs to distribute to life skill teachers and prepare to organize trainings on these skills for all secondary schools so that they can use these manuals properly and widely;
- Sent officials to participate in a training on technical education in India and training courses on vocational training for young leaders in Japan;
- Developed action plan to strengthen and expand technical education activities, life skills, vocational orientation, vocational training and student counseling;
- Provided training to teachers in charge of life skill education on sewing skills and mushroom culture in Prey Veng, Siem Reap and Pursat provinces attended by 523 participants, 190 female.

Statistics of Participants Participating in the Trainings on Life Skills Education

| No. | Province | Trainers | Participants | | | | | | | |
|-----|-----------|----------|--------------|---|-----|---|---|-----|-------|-----|
| | | | POE | | DOE | | Principals Vice Principals Agricultural Teachers and Home Economics Teachers | | Total | |
| | | | | | | | Total | F | | |
| 1 | Prey Veng | 7 | 4 | 1 | 12 | 3 | 234 | 87 | 250 | 91 |
| 2 | Siem Reap | 7 | 4 | 3 | 12 | 5 | 148 | 75 | 164 | 75 |
| 3 | Pursat | 7 | 4 | 1 | 5 | 0 | 100 | 23 | 109 | 24 |
| | Total | 21 | 12 | 5 | 29 | 8 | 482 | 185 | 523 | 190 |

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|---|
| 1. Finalize the policy on technical education | 1 | Policy on technical education was adopted and disseminated |
| 2. Prepare a Master Plan for Developing Technical Education, Vocational Orientation and Life Skills | 2 | Is in the process of studying labor market demands in enterprises and companies |
| 3. Promote quality and efficiency of technical education, vocational orientation and life skills | 1 | <ul style="list-style-type: none"> - Guidelines on examination for students enrolled in technical education - Guidelines on vocational orientation management and implementation in capital-provinces - Committee on technical secondary education curriculum development - Vocational orientation materials for lower secondary education - Guidelines on the implementation of vocational orientation for lower secondary school - Print 2,000 copies of vocational orientation materials for lower secondary education - Monitor the implementation of life skill education - Provide training on life skill education in the areas of home economics and agriculture - Guidelines on how to use manual on life skill education, home economics, agriculture, art education and workshop for secondary school |
| 4. Expand general and technical high schools in Phnom Penh and Kampong Chhnang | 2 | Run technical education in Preah Bat Samdech Preah Boromneath Norodom Sihamoni General and Technical High School in Kampong Chhnang Province |
| 5. Cooperate with relevant entities and development partners to strengthen and expand technical education, vocational orientation and life skill programs | 1 | Cooperate with KOICA, FINN CHURCH AID, WB AND IBEC Project |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Results | Sub - Activities | Status of the Implementation | | |
|--|---------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Technical education and vocational orientation related activities | 2/2 | 1. Disseminate the policy on technical education and materials on vocational orientation for secondary school | ✓ | | |
| | | 2. Provide financial support for the implementation of technical education for Kampong Chheur Teal High School, Samdech Aka Moha Sena Padei Techo Hun Sen - Rota Ksach Kandal General and Technical High School and Preah Bat Samdech Preah Borom Neath Norodom Sihamoni General and Technical High School | ✓ | | |
| 2. Life skill education related activities | 1/3 | 1. Organize dissemination training on life skill materials on home economics, agriculture, art education and workshop | | | ✓ |
| | | 2. Organize trainings on life skill education in three provinces | ✓ | | |
| | | 3. Print more manuals for the four subjects | | | ✓ |
| 3. Monitoring | 3/4 | 1. Monitor life skill teaching and learning in six provinces | ✓ | | |
| | | 2. Monitor technical education implementation | ✓ | | |
| | | 3. Monitor vocational teaching and learning | ✓ | | |
| | | 4. Monitor the use of life skill manual | | | ✓ |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Places | Results | Lessons Learned |
|--|---|---|--|---|
| Improving Basic Education in Cambodia (IBEC) Project | Implement activities related to 30 topics divided into 2 parts: business economics and basic business | Kampong Cham, Kratie, Siem Reap, Kampong Thom, SvayRieng, Prey Veng provinces | 320 schools implement life skill education on 30 topics | Materials on life skill education are available |
| UNESCO | Develop vocational orientation materials for lower secondary education | National level | Vocational orientation materials for lower secondary education | Disseminate and use |
| | Develop vocational orientation materials for lower secondary education for teachers and train national trainers | National Institute of Education | Materials are available for 15 national trainers | Train and disseminate |

| | | | | |
|-----------------------------------|--|---|---|---|
| KOICA | Develop master plan on technical education and technical education curriculum | Phnom Penh, Kampong Chhnang, Kandal provinces | Is in the process of project implementation | Strengthen and expand general and technical high school |
| Moni Thapana Foundation and Qarta | Provide technical education and training in the areas of electronics and electricity | Kandal province | 76 students including 5 girls | Students are equipped with electronics and electrical skills |
| FINN CHURCH AID | Print vocational orientation materials for lower secondary education | National level | 2,000 copies | All lower secondary schools have vocational orientation materials |
| Royal Palace | Provide technical education and training on agronomy and electricity | Kampong Chhnang province | 51 students including 28 girls | Students are equipped with agronomy and electrical skills |

Challenges

- There is a shortage of textbooks and materials on technical education for teachers and students;
- Rooms and materials for life skill education program implementation are still limited;
- There is a shortage of specialized teachers for technical education and life skill subjects;
- Management and implementation of life skill education program are still limited.

Lessons Learned

- Policy on technical education is in place;
- There is close collaboration with relevant agencies and development partners in strengthening and expanding technical education, vocational orientation and life skills.

2.5 NON FORMAL EDUCATION

A. ACHIEVEMENTS

A.1. ENSURING EQUITABLE ACCESS TO EDUCATION SERVICES

Statistics of Classes and Non-Formal Education Centers

| Description | 2011-2012 | 2012-2013 | Increase (+)/Decrease (-) | Increase (+)/Decrease (-) in percentage |
|---|-----------|-----------|---------------------------|---|
| No. of Literacy Classes | 1,489 | 1,277 | -212 | -14.23 |
| No. of Libraries | 37 | 39 | +2 | +5.40 |
| No. of Reading Centers | 229 | 294 | +65 | +28.38 |
| No. of Re-entry Classes | 1,332 | 1,009 | -323 | -24.25 |
| No. of Community Learning Centers | 321 | 348 | +27 | +8.41 |
| No. of Skill Classes | 653 | 642 | -11 | -1.68 |
| Life Skill Training through Mobile Vehicles | 15 | 113 | -2 | -13.33 |

| | | | | |
|---|-----|-----|-----|--------|
| No. of Equivalency Classes at Primary Education | 80 | 15 | -65 | -81.25 |
| No. of Complementary Classes at Lower Secondary Education | 38 | 37 | -1 | -2.63 |
| No. of Complementary Classes at Upper Secondary Education | 192 | 143 | -49 | -25.52 |

The number of literacy classes, vocational skill classes and primary education equivalency classes has decreased as teaching and learning materials to support literacy classes have not well responded to the demands and there is a shortage of vocational skill trainers for community pre-schools.

The number of re-entry classes, lower secondary complementary classes and upper secondary complementary classes has decreased because of the challenges in relation to enrolment of dropouts. There is no re-entry class at all in Oddor Meanchey province.

The number of libraries, reading centers, community learning centers has increased because activities are implemented as planned and participation of development partners.

Statistics of Teachers and Learners by NFE Program

| Description | 2011-2012 | | 2012-2013 | | Increase (+)/Decrease(-) | |
|--|-----------|--------|-----------|--------|--------------------------|--------|
| | Total | Female | Total | Female | Total | Female |
| Literacy teachers | 1,412 | 514 | 1,312 | 487 | -100 | -27 |
| Learners in literacy program | 35,425 | 21,863 | 29,456 | 19,631 | -5,969 | -2,232 |
| Students in re-entry program | 24,383 | 11,136 | 17,397 | 7,987 | -6,986 | -3,149 |
| Learners in skill training program | 10,507 | 6,310 | 10,893 | 6,346 | +386 | +36 |
| Participants in life skill program through mobile vehicles | 1,832 | 1,347 | 1,859 | 1,319 | +27 | -28 |
| Students in non-formal equivalency program | 2,962 | 1,559 | 759 | 421 | -2,203 | -1,138 |
| Students in complementary classes at lower secondary education | 1,330 | 263 | 1,266 | 210 | -64 | -53 |
| Students in complementary classes at upper secondary education | 9,554 | 2,860 | 10,970 | 3,796 | +1,446 | +936 |

The number of literacy teachers, literacy learners, primary education equivalency students, re-entry students and lower secondary complementary students has decreased because non-formal education curriculum has not been updated yet.

Statistics of Learners Completing Non Formal Education Program

| Description | 2011-2012 | | 2012-2013 | | Increase (+)/Decrease(-) | |
|--|-----------|--------|-----------|--------|--------------------------|--------|
| | Total | F | Total | F | Total | F |
| Learners in literacy program | 26,890 | 17,881 | 23,277 | 15,910 | -3,613 | -1,971 |
| Students in re-entry program | 21,189 | 9,793 | 15,052 | 6,915 | -6,137 | -2,878 |
| Learners in vocational skill training program | 7,537 | 4,881 | 7,703 | 4,814 | +166 | -67 |
| Students in equivalency program at primary education level | 2,322 | 1,148 | 759 | 421 | -1,563 | -727 |

| | | | | | | |
|--|-------|-------|-------|-------|--------|------|
| Students in complementary classes at lower secondary education | 879 | 196 | 797 | 161 | -122 | -35 |
| Students in complementary classes at upper secondary education | 7,145 | 2,482 | 8,220 | 3,140 | +1,075 | +658 |

The number of students enrolled in literacy, re-entry, primary equivalency and lower secondary complementary programs has decreased because teaching and learning materials have not well responded to the demands.

A.3. INSTITUTIONAL AND EDUCATIONAL STAFF CAPACITY DEVELOPMENT FOR DECENTRALIZATION

- Provide three-day trainings on non-formal education related work to 475 participants including 95 female who are non-formal education officers from commune and district levels in Kampong Thom, Pursat, Svay Rieng, Kandal and Kampong Chhnang provinces;
- Provide a three-day training on quality and efficiency to 110 literacy teachers including 8 female in Kampong Cham province;
- Provide three-day trainings on development of post-literacy program to 148 officials in charge of non-formal education including 20 female in Kampot and Kampong Thom provinces;
- Provide three-day training of trainers on re-entry program to 110 officials including 16 woman in Kampong Chhnang province
- Provide three-day trainings on quality and efficiency of community learning center management to 180 officials in charge of non-formal education including 16 female in Kampong Speu and Siem Reap provinces;
- Provide a four-day training on curriculum for lower secondary equivalency program to 120 officials including 27 female in Preah Sihanouk province.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Goals | Status | Reasons |
|---|--------|--|
| 1. Increase functional literacy rate (of people aged 15-45 years) by 2% | 2 | Achieved 1.16% in 24 capital/provinces |
| 2. Strengthen existing community learning centers and libraries | 2 | Some CLCs find it difficult to engage skill trainers and librarians |
| 3. Add another 5 libraries and 24 community learning centers | 2 | 29 CLCs in 18 capital/provinces and 2 libraries |
| 4. Promote the implementation of non-formal education equivalency program at primary and lower secondary levels | 1 | <ul style="list-style-type: none"> - Guidelines on the implementation of non-formal primary equivalency program No. 34 អយ្យ.សណន dated Oct 11, 2013 - Guidelines on the implementation of non-formal lower secondary equivalency program No. 70 អយ្យ.សណន dated Oct 30, 2013 |
| 5. Dispatch dropouts to enrol in formal schooling system | 1 | Guidelines on re-entry program No. 16 AYK.SNN dated May 2, 2013 |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Status | Sub - Activities | Status of the Implementation | | |
|--|--------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Strengthen capacity of non-formal education officers at district and commune levels | 1/1 | 1. Train non-formal education officers at district and commune levels | ✓ | | |
| 2. Expand the development process of functional literacy and life skill programs | 3/4 | 1. Strengthen literacy program | ✓ | | |
| | | 2. Strengthen and expand CLCs | ✓ | | |
| | | 3. Strengthen post-literacy program | | ✓ | |
| | | 4. Disseminate information on functional literacy and life skill program | ✓ | | |
| 3. Development and progress of re-entry and equivalency programs | 2/2 | 1. Develop re-entry program | ✓ | | |
| | | 2. Develop equivalency program | ✓ | | |
| 4. Monitor and evaluate the work based on strategic outcomes | 2/2 | 1. Monitor and evaluate the work at central and capital-provincial level | ✓ | | |
| | | 2. Develop non-formal education data | ✓ | | |
| 5. Community learning centers start to perform their tasks | 2/2 | 1. Develop capacity of local community members to enhance awareness of the importance of community learning centers | ✓ | | |
| | | 2. Develop materials for NGOs who are involved in non-formal education | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Location | Results | Lessons Learned |
|----------------------|---|---------------------------------------|--------------------------------------|--|
| UNESCO | National Consultative Meeting on Country Literacy, accelerated Learning Plan | Phnom Penh | 120 participants including 8 female | Importance and relation between literacy and illiterate maps with CLAP |
| | Meetings on software installation and guidance on non-formal education data entry | Battambang and Kampong Speu provinces | 40 participants including 4 female | Officials in charge of data are capable of data entry |
| | Capacity development session on CLCs | Phnom Penh | 125 participants including 16 female | Officials in charge of CLCs understand more clearly the work of CLCs |
| | Meetings to review capacity development project under the | Phnom Penh | 35 participants including 5 female | Actions and means to identify key priorities and activities |

| | | | | |
|---|---|--|--|--|
| | framework of education for all | | | |
| | Workshop on non-formal education data analysis | Siem Reap province | 54 participants including 5 female | Officials in charge of data are capable of data analysis |
| | Consultative workshop on CLC manual | Siem Reap province | 111 participants including 15 female | CLC manual is comprehensive |
| | Training on life skill education in relation to reproductive and sexual health for out-of-school youths | Preah Sihanouk province | 80 participants including 14 female | Receive knowledge on life skill related to reproductive and sexual healths |
| | Workshop on data collection for NFEMIS | Kampong Chhnang, Kampong Cham and Kampong Thom provinces | 300 participants including 26 female | Provide data collection skills to NFE practitioners |
| | Training on evidence-based planning | Siem Reap province | 90 participants including 6 female | Provide knowledge on evidence-based planning |
| | CLC development planning meeting | Kampong Cham, Battambang, Siem Reap provinces | 33 participants including 7 female | Provide knowledge on community's participation in development |
| CDPF | Capacity development training for CLC management committee | Kampong Cham, Battambang, Prey Veng provinces | 262 participants including 32 female | Provide experiences and skills in relation to CLC management |
| Japan National Coalition of UNESCO Associations | Implementation of functional literacy program, strengthen and expand CLCs | Siem Reap province | 249 participants | Provide knowledge and skills based on the situation of community members |
| | Organize primary equivalency classes | Siem Reap province | 100 students including 41 girls | Ensure equitable access to education |
| Mlob Tapang | Organize primary equivalency classes | Preah Sihanouk province | 99 students including 47 girls | Ensure equitable access to education |
| Khmer Volunteers for Community Development | Organize primary equivalency classes | Phnom Penh | 560 students including 333 girls | Ensure equitable access to education |
| SIPA | Run library and reading center | Kandal province | 516 readers including 372 female/girls | Develop reading habit |
| Cambodia Female Development | Run library and reading centers | Phnom Penh | 7,025 readers including 4,326 female/girls | Develop reading habit |

| | | | | |
|---------------------------------------|--------------------------------|---------------------|--|-----------------------|
| Khemara | Run reading center | Phnom Penh | 9,575 readers including 5,581 female/girls | Develop reading habit |
| International Cooperation of Cambodia | Run library and reading center | Ratanakiri province | Libraries have 85 readers including 37 female/girls Reading centers have 1,996 readers including 969 female/girls | Develop reading habit |
| Mith Samlanh/ Friends | Run library and reading center | Phnom Penh | Libraries have 2,286 readers including 1,021 female/girls Reading centers have 4,208 readers including 1,835 female/girls | Develop reading habit |
| Sante Sena Organization | Run library | Svay Rieng province | 264 readers including 192 female/girls | Develop reading habit |
| SIPAR Communities | Run reading center | Prey Veng province | 3,712 readers including 2,177 female/girls | Develop reading habit |
| Our School Organization | Run library | Kep province | 4,476 readers including 5,578 female/girls | Develop reading habit |

Challenges

- Teaching and learning materials to support the functioning of literacy classes have not addressed the demand yet;
- Re-enrolment of dropouts is challenging;
- Management of CLCs does not have any incentive;
- There is a shortage of vocational skill teachers in some CLCs;
- Functional literacy program is not very attractive for its target groups;
- There is a shortage of librarians for non-formal education.

Lessons Learned

- Non-formal education policy has an action plan for actual implementations;
- Non-formal education has been promoted through radio, TV, posters and leaflets;
- Non-formal education officials at all levels have their capacity promoted regularly;
- Non-Formal Education Management Information System has been developed;
- Non-Formal Education Technical Sub Working Group is functioning well;
- There is a good collaboration with local authorities, relevant agencies, development partners and local communities.

2.6 HIGHER EDUCATION

A. ACHIEVEMENTS

A.1. ENSURING EQUITABLE ACCESS TO EDUCATION SERVICES

There are 105 higher educational institutions(HEI), an increase of 4 (private) HEIs compared with 2012. Among the 105 HEIs, 39 are public and 66 are private HEIs located in Phnom Penh and 19 provinces. There are 65 HEIs (9 public and 56 private HEIs) under Ministry of Education, Youth and Sport and another 40 HEIs are under another 13 ministries.

Comparison of Education Officials at Higher Education Level

| Lecturers | 2011-2012 Academic Year | | | | 2012-2013 Academic Year | | | |
|----------------------|-------------------------|------------------|----------------|---------------|-------------------------|------------------|----------------|---------------|
| | Bachelor - Persons | Master - Persons | Ph.D - Persons | Total | Bachelor - Persons | Master - Persons | Ph.D - Persons | Total |
| National lecturers | 3,439 | 6,027 | 700 | 10,166 | 3,470 | 6,032 | 700 | 10,202 |
| Expatriate lecturers | 251 | 284 | 108 | 643 | 250 | 285 | 105 | 605 |
| Total | 3,690 | 6,311 | 808 | 10,809 | 3,720 | 6,317 | 805 | 10,842 |

The total number of students pursuing the study is 253,764, an increase of 9.45%, 40.12% female, an increase of 10.47%; 229,414 are bachelor degree students, an increase of 9.48%, 40.58% female, an increase of 10.35% (28,348 students are scholarship students, an increase of 4.98%, 36.46% female, an increase of 2.54%; 201,066 are tuition paying students, an increase of 10.11%, 41.16% female, an increase of 11.33%) and 24,350 are associate degree students, an increase of 9.15%, 35.80% female, an increase of 11.77% (4,103 students are scholarship students, an increase of 14.40%, 37.29% female, an increase of 12.16%; 20,247 are tuition paying students, an increase of 8.08%, 35.50% female, an increase of 11.69%).

The total number of students taking final examination is 48,549, an increase of 6.54%, 40.69% female, an increase of 7.26%; 37,779 are bachelor degree students, an increase of 7.41%, 41% female, an increase of 6.82% (4,981 students are scholarship students, an increase of 2.53%, 44.41% female, an increase of 2.31%; 32,798 are tuition paying students, an increase of 8.16%, 40.48% female, an increase of 7.57%) and 10,770 are associate degree students, an increase of 3.48%, 39.61% female, an increase of 8.88% (1,850 students are scholarship students, an increase of 6.70%, 46.76% female, an increase of 11.21%; 8,920 are tuition paying students, an increase of 2.81%, 38.13% female, an increase of 8.29%).

A.2. IMPROVING THE QUALITY AND EFFICIENCY OF EDUCATION SERVICE

- Strengthen quality of education in 43 HEIs according to Prakas No. 1435 អប្បបរមាច្បាប់ dated Sep 12, 2007 on requirements and detailed criteria for establishing HEIs;
- Expanded cooperation between local HEIs and overseas HEIs;
- Cooperated in organizing national examination in health sector.

A.3. INSTITUTIONAL AND EDUCATIONAL STAFF CAPACITY DEVELOPMENT FOR DECENTRALIZATION

- Enhanced capacity on annual operational planning of management officials at HEIs;
- Corrected names of faculties and specializations according to the law;
- Provided licenses to 4 private HEIs;
- Recognized foundation year of 2 HEIs, change of the names of faculties and opening of 3 new specializations of 3 HEIs and board of directors of 1 HEI;
- Provided scholarship to 60 education officials from HEIs and MOEYS's officials, 10% female, to pursue post-graduate study in Australia;
- Provided funding for research and innovation capacity development to 24 HEIs for 45 sub-projects;
- Sent 17 technical officials including 3 female to participate in short courses in China, Malaysia, the Philippines, Thailand and USA;
- Developed capacity on data development for 7 technical officials.

Table: Workshops and Trainings

| Trainings | Participants | Results |
|---|---------------------------------|--|
| Workshop on annual operational planning for all HEIs | 137 persons/5 female | Are capable of formulating AOPs for HEIs |
| Workshop on procurement of goods, service and civil work | 207 persons/ 10 female | Understand procurement approach |
| Training on basic report writing for research on the work of graduates | 23 persons/ 6 female | Enhance capacity of officials at Department of Higher Education on how to do research on the work of graduates |
| Workshop on national research on labor market demand and human resource supply by HEIs | 64 persons/ 18 female | Understand research methodologies and practice |
| Workshop on good practices in ICT, engineering and Math trainings in HEIs | 110 persons/ 5 female | Education officials at HEIs understand how to teach science |
| Workshop on monitoring of the study of special priority scholarship students in HEIs | 917 persons/ 400 female | Understand how to implement learning requirements of Higher Education Quality and Capacity Improvement Project |
| Workshop on strengthening management of special priority scholarship students in HEIs | 65 persons/ 8 female | Effective management of special priority scholarship students |
| Training workshop for officials in charge of receiving scholarship application, 2012-2013 | High schools across the country | Understand scholarship and disseminate to 12 th graders in high schools across the country |

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|--|
| 1. Develop Higher Education Management Information System | 2 | Is in the process of improving ICT and prepares to provide equipment |
| 2. Provide grant for research capacity development and innovation to Higher Education Institutions | 2 | Provided grant to sub-projects of HEIs and is in the process of implementation |
| 3. Formulate policies on governance and financial management for higher education sub-sector | 2 | Is in the process of formulation |
| 4. Continue to strengthen internal education quality assurance system in higher education institutions | 2 | Is in the process of developing internal quality assurance tools for HEIs |
| 5. Develop Result-based monitoring system for higher education | 2 | Already developed and is being monitored |
| 6. Study and analyze the situation of supply and demand in labor market | 2 | Is in the process of collecting information and data |
| 7. Conduct a survey on employability of graduates | 2 | Collected information, entered data and is doing the analysis |
| 8. Revise the Prakas on the requirements and criteria for establishing higher education institution | 3 | Has not checked and prepared yet |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|---|--------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Increase the number of scholarship students at higher education to more than 15% of students passing Baccalaureate examination | 6/6 | 1. Print scholarship booklet 2013/2014 | ✓ | | |
| | | 2. Conduct supervision visit to provide support to the government scholarship program | ✓ | | |
| | | 3. Monitor enrolment process and final examination in HEIs | ✓ | | |
| | | 4. Analyze the impacts of special scholarship scheme | ✓ | | |
| | | 5. Monitor special priority scholarship scheme | ✓ | | |
| | | 6. Pay Tuition fee, transfer fee and monthly allowance for special priority scholarship students | ✓ | | |
| 2. Training, workshop, conference and overseas study tour | 2/2 | 1. Organize study tour, internship, conference and trainings | ✓ | | |
| | | 2. In-country training | ✓ | | |
| 3. Grant for research and innovation capacity development | 4/4 | 1. Provide training on methodologies for research on development aid organization and management | ✓ | | |
| | | 2. Dissemination workshop on research and innovation grants | ✓ | | |
| | | 3. Review proposals for development grant and monitor grant implementation | ✓ | | |
| | | 4. Implement grant for research and innovation capacity development for HEIs | ✓ | | |
| 4. Develop education quality recognition system | 2/4 | 1. Training on foundation year assessment | ✓ | | |
| | | 2. Conduct assessment to accreditate HEIs | ✓ | | |
| | | 3. Disseminate information on HEIs assessment tools | | ✓ | |
| | | 4. Conduct research on higher education related topics | | ✓ | |
| 5. Formulate annual operational plan for higher education sub-sector | 1/1 | Formulate AOPs for higher education sub-sector | ✓ | | |
| 6. Develop guidelines on HEMIS | 0/4 | 1. Train officials from HEIs on how to use HEMIS | | ✓ | |
| | | 2. Practise using HEMIS and data collection from all HEIs | | ✓ | |
| | | 3. Publish statistics on higher education | | ✓ | |
| | | 4. Develop HEMIS | | ✓ | |
| 7. Annual review on higher education sub-sector development | 1/1 | Workshop and annual review for higher education sub-sector | ✓ | | |
| 8. Develop long-term plan and develop policy on governance and financial | 1/4 | 1. Develop long-term policy and plan | | ✓ | |
| | | 2. Develop policy on governance and financial management | | ✓ | |

| | | | | | |
|---|-----|--|---|---|--|
| management for higher education sub-sector | | 3. Develop policy on finance and financial management | | ✓ | |
| | | 4. Provide training on policy development | ✓ | | |
| 9. Develop human resource plan for higher education sector | 1/5 | 1. Develop human resource development plan for senior officials | | ✓ | |
| | | 2. Develop human resource development plan for mid-level officials | | ✓ | |
| | | 3. Develop human resource development plan for technical officials | | ✓ | |
| | | 4. Develop human resource plan for projects | ✓ | | |
| | | 5. Provide scholarship for post-graduate research overseas | | ✓ | |
| 10. Lead and evaluate higher education sub-sector related work and projects | 1/3 | 1. Monitor and strengthen quality of training and conduct survey on employability of graduates | | ✓ | |
| | | 2. Monitor faculty structure of HEIs | | ✓ | |
| | | 3. Conduct monitoring and evaluation on project implementation | | ✓ | |
| 11. Coordinate higher education sub-sector and project management | 6/6 | 1. There is an coordination for higher education sub-sector | ✓ | | |
| | | 2. Procure office supplies and furniture | ✓ | | |
| | | 3. There are operating costs | ✓ | | |
| | | 4. Repair scientific research department | ✓ | | |
| | | 5. Conduct internal and external audits | ✓ | | |
| | | 6. Provide training in project management | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|----------------------|--|--|------------------------|--|
| World Bank | Workshop on annual operational planning for all HEIs | Takeo, Kampong Cham province | 137 persons/5 female | Are capable of formulating AOPs for HEIs |
| | Workshop on procurement of goods, service and civil work | Phnom Penh, Preah Sihanouk province | 207 persons /10 female | Understand procurement approach |
| | Training on basic report writing for research on the work of graduates | Kampot, Takeo, Svay Rieng and Battambang provinces | 23 persons/ 6 female | Enhance capacity of officials at Department of Higher Education on how to do research on the work of graduates |
| | Workshop on national research on labor market demand and human resource supply by HEIs | Phnom Penh | 64 persons/ 18 female | Understand research methodologies and practice |
| | Workshop on good practices in ICT, engineering and Math trainings in HEIs | Siem Reap province | 110 persons / 5 female | Education officials at HEIs understand how to teach science |

| | | | | |
|--|---|---------|-----------|---|
| | Research and innovation capacity development for HEIs | 24 HEIs | 45 topics | Are capable of preparing research plan and do research and innovation |
|--|---|---------|-----------|---|

Challenges

- Mismatch between labor market demands with qualifications of graduates;
- Qualifications of lecturers and capacity of management officials are still limited;
- Governance and management of HEIs.

Lessons Learned

- Capacity of technical officials is developed;
- Students and lecturers exchange experiences on learning, teaching and research;
- Management and distribution of scholarships to students are done in a transparent manner.

2.7 SCIENTIFIC RESEARCH

A. ACHIEVEMENTS

A.1. ENSURING EQUITABLE ACCESS TO EDUCATION SERVICES

- 35 HEIs have been providing post-graduate degree courses including 4 more private HEIs (8 public HEIs and 27 private HEIs). 15 HEIs have been providing Ph.D course (1 public HEIs and 14 private HEIs);
- Printed information materials on post-graduate trainings (general information on HEIs' leadership, training programs for Master and PhD Degrees and tuition fees).

Table: Comparison of Enrolment Statistics

| Level | Institutions | 2011-2012 | | 2012-2013 | | Increase (+)/ Decrease (-) | |
|---------------|--------------|--------------|--------------|--------------|--------------|-------------------------------|--------------|
| | | Total | F | Total | F | Total | F |
| Master Degree | Public | 2,238 | 518 | 1,899 | 559 | - 339 | + 41 |
| | Private | 3,922 | 806 | 3,191 | 637 | - 731 | - 169 |
| | Total | 6,160 | 1,324 | 5,090 | 1,196 | - 1,070 | - 128 |
| PhD Degree | Public | 37 | 6 | 0 | 0 | - 37 | - 6 |
| | Private | 105 | 3 | 37 | 0 | - 68 | - 3 |
| | Total | 142 | 9 | 37 | 0 | - 105 | - 9 |

In total, 5,127 students were selected to enrol in post-graduate classes, a decrease of 18.64%, 23.33% for female, a decrease of 10.28%; 5,090 for Master classes, a decrease of 17.37%, 23.50% for female, a decrease of 9.67%; 37 for PhD classes, a decrease of 73.94%.

Table: Comparison of Statistics of Students Pursuing Degree

| Level | Institutions | 2011-2012 | | 2012-2013 | | Increase (+)/ Decrease (-) | |
|---------------|--------------|---------------|--------------|---------------|--------------|-------------------------------|-------------|
| | | Total | F | Total | F | Total | F |
| Master Degree | Public | 3,043 | 627 | 3,598 | 849 | +555 | +222 |
| | Private | 11,954 | 2,258 | 13,058 | 2,491 | +1,104 | +233 |
| | Total | 14,997 | 2,885 | 16,656 | 3,340 | +1,659 | +455 |

| | | | | | | | |
|------------|--------------|--------------|-----------|--------------|-----------|------------|-----------|
| PhD Degree | Public | 139 | 20 | 139 | 20 | 0 | 0 |
| | Private | 924 | 37 | 944 | 35 | +20 | -2 |
| | Total | 1,063 | 57 | 1,083 | 55 | +20 | -2 |

17,739 students are taking post-graduate courses, an increase of 10.52%, 19.14% female, an increase of 15.40%, of whom 16,656 are taking Master programs, an increase of 11.06%, 20.05% female, an increase of 15.77%, and 1,083 are taking Ph.D programs, an increase of 1.88%, 5.08% female, an increase of 3.51%.

A.2. IMPROVING THE QUALITY AND EFFICIENCY OF EDUCATION SERVICE

Table: Comparison of Statistics of Students Taking Graduating Examination

| Level | Institutions | Graduated by | 2011-2012 | | 2012-2103 | | Aភីនី(+)/ថ្លង(-) | |
|---------------|--------------|--------------|-----------|-------|-----------|-----|------------------|------|
| | | | Total | F | Total | F | Total | F |
| Master Degree | Public | Exam | 2,569 | 619 | 1,304 | 333 | -1,265 | -286 |
| | | Thesis | 120 | 27 | 40 | 4 | -80 | -23 |
| | Public | Exam | 2,685 | 566 | 2,073 | 409 | -612 | -157 |
| | | Thesis | 7 | 2 | 14 | 2 | +7 | 0 |
| | Total | | 5,381 | 1,214 | 3,431 | 748 | -1,950 | -467 |
| PhD Degree | Public | Thesis | 2 | 0 | 0 | 0 | -2 | 0 |
| | Private | | 45 | 1 | 17 | 2 | -28 | +1 |
| | Total | | 47 | 1 | 17 | 2 | -30 | +1 |

3,448 students graduated from post-graduate programs, a decrease of 36.48%, 21.72% female, of whom 3,431 are from Master program, a decrease of 36.24%, 21.77% female, a decrease of 38.39% (54 students wrote thesis for their graduation, a decrease of 57.48%, 11.11% female, a decrease of 79.31%) and 17 are from Ph.D program, a decrease of 63.83%, 11.76% female, an increase of 100%.

Facilities, curriculum and faculty resources were reviewed to strengthen quality and efficiency of Master and PhD programs in 35 HEIs including 8 public HEIs.

A detailed principles for PhD training was drafted and all public and private HEIs were encouraged to develop action plan on research development according to MOEYS's policies, strategic plan and action plan.

Figure 1: Statistics of Students Graduating from Master Degree

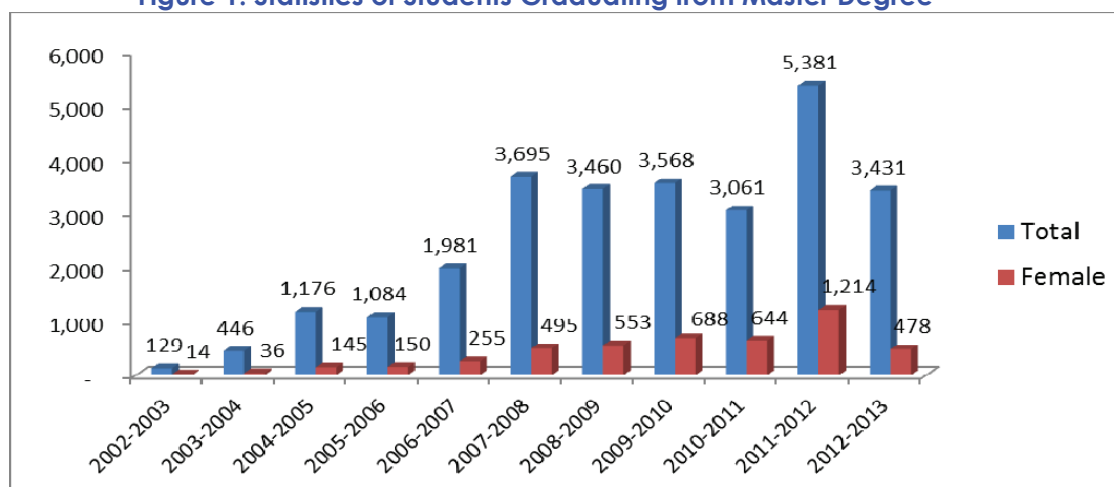
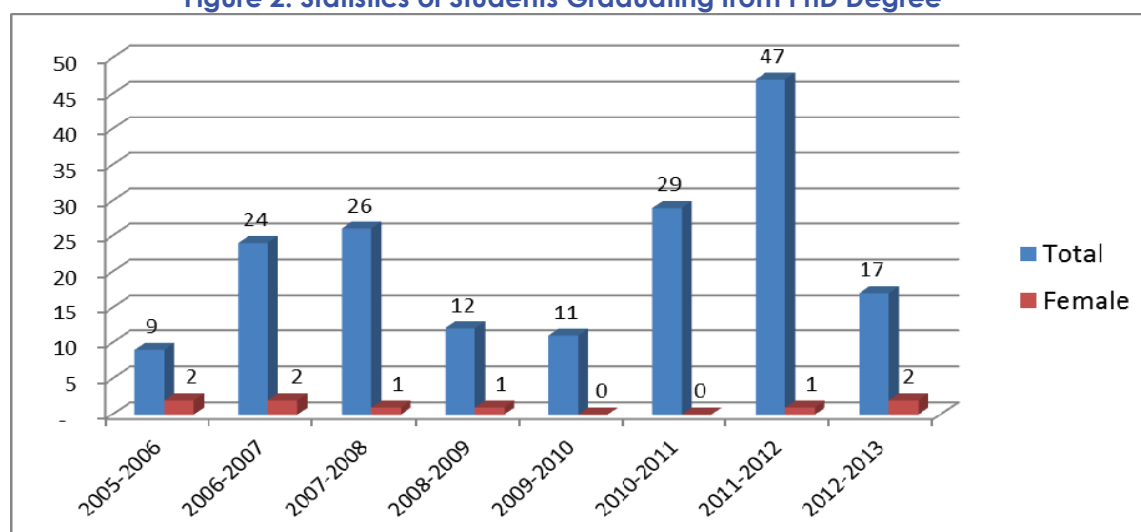
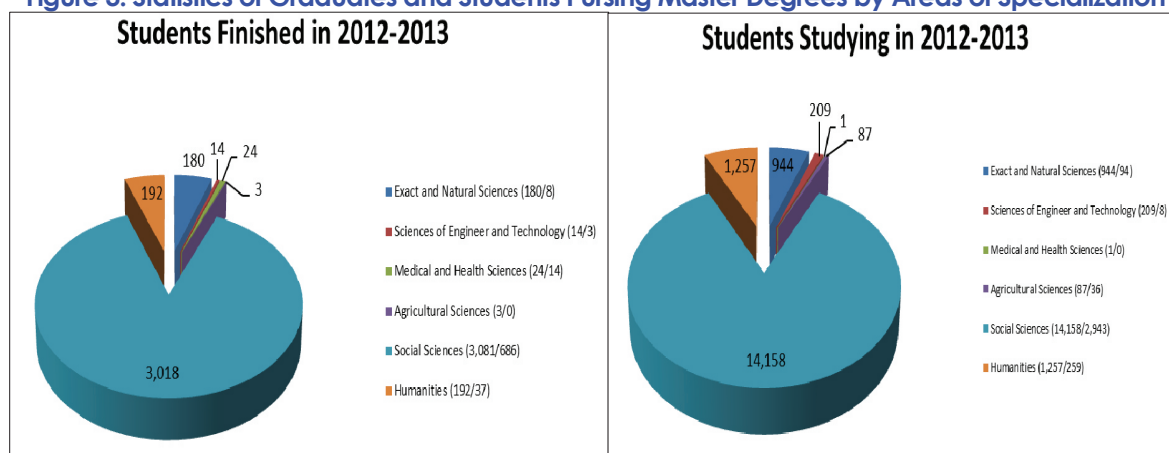
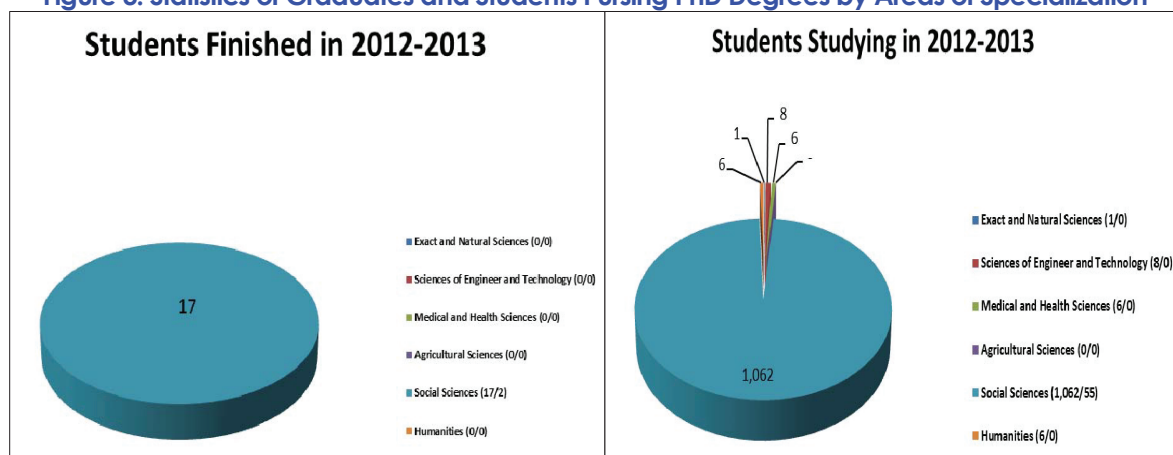


Figure 2: Statistics of Students Graduating from PhD Degree

Figure 3: Statistics of Graduates and Students Pursing Master Degrees by Areas of Specialization

Figure 3: Statistics of Graduates and Students Pursing PhD Degrees by Areas of Specialization


A.3. INSTITUTIONAL AND EDUCATIONAL STAFF CAPACITY DEVELOPMENT FOR DECENTRALIZATION

- Issued Prakas to allow 1 public and 4 private HEIs (Puthisastra University, Panha Cheat University, Human Resource University, Setec Institute and Institute of Technology of Cambodia) to provide Master degree trainings;
- Sent 1 officials to pursue Master of Education in Australia, 2 officials including 1 woman to study English at RUPP and 5 officials including 2 female to study computer courses at Department of Information and ASEAN Affairs;
- Organized trainings on the implementation of regulations related to PhD Training for 103 participants including 9 female
- Organized Second Conference on Mathematics and the Use of Technology for Mathematics Education for 250 participants, including 50 female;
- Completed the renovation of buildings and furnishing of facilities.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|--|
| 1. Continue developing regulation for implementing the Prakas on detailed requirements and criteria for PhD training | 2 | Prepare the first draft |
| 2. Strengthen the implementation of the guidelines on Master degree training | 1 | Strengthen Strengthen the implementation of the guidelines on Master degree training in HEIs |
| 3. Publish Cambodian scientific research magazine and collection of information on post-graduate training at least one volume per year | 2 | Is reviewing texts for publication |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Results | Sub - Activities | Status of the Implementation | | |
|---|---------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Activities related to research development in education sector | 4/6 | 1. Provide training on post-graduate training management | ✓ | | |
| | | 2. Provide training on action plan related to research development in education sector | | | ✓ |
| | | 3. Print Cambodian science research magazines and post-graduate information card, 1 volume per year | | ✓ | |
| | | 4. Provide office supplies for the publication of Cambodian science research magazines | ✓ | | |
| | | 5. Repair office equipment and electronic appliances | ✓ | | |
| | | 6. Create database to manage researches in HEIs | ✓ | | |
| 2. Quality and efficiency monitoring activities | 3/3 | 1. Select students to enrol in post-graduate programs in 30 HEIs | ✓ | | |
| | | 2. Monitor the examination and thesis defense for post-graduate study graduation in 30 HEIs | ✓ | | |
| | | 3. Check facilities, training program and quality strengthening for post-graduate study, twice a year | ✓ | | |

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

Challenges

- Some officials have limited capacity in management, planning, research and foreign languages;
- Most HEIs have not taken research into account;
- Number of lecturers and facilities is not proportional to the number of students.

Lessons Learned

- There is good cooperation with regional and global education institutions;
- Regulations are in place to regulate post-graduate trainings and research in education sector;
- There is an action plan to support the implementation of the Policy on Research and Development in Education Sector;

3- FORMULATION OF REQUIREMENTS/EDUCATION SECTOR MANAGEMENT

3.1 YOUTH

A. ACHIEVEMENTS

- 4,200 district trainers, 44% of whom are female, were trained about the work of youth councils, child councils and clubs's activities;
- Youth and youth/children councils related work at capital/provincial level is improved;
- Organized 7,421 child councils, 38,205 branches, 226,750 sub-branches and 1,496,604 members, 49% female, who are students from grade 4 to 9;
- Organized 427 youth councils, 8,015 branches, 46,248 sub-branches and 360,511 members, 43% female, who are students from grade 10 to 12;
- Organized review meetings of 3 movement contest "Good Child, Good Student, Good Friend" in 10 capital and provinces, which are 2 provinces more than last year including Phnom Penh, Kandal, Svay Rieng, Takeo, Kampong Chhnang, Mondulhiri, Prey Veng, Siem Reap, Kampong Cham, and Kampong Thom provinces.
- Provided rewards and recognition letters to 323 youths and children, 49% female, who are outstanding members of youth and child councils in 3 good movement campaign;
- 10,285 out-of-school youths, 38% female, at commune level were trained on HIV/AIDS;
- 64 national youth entrepreneur trainers, 16% female, received training in Kratie province;
- Improved the content of youth and child education show on national radio with quizzes to provide prize to students;
- Organized study tour for 160 members of child councils, 48% female, and 320 youths, 49% female, to explore cultural heritage and temples in Siem Reap province;
- Organized the 15th national camping under the theme "Youth and development" participated by 350 members of youth councils from capital and provinces, 48% female;
- Organized the 64th International Children's Day, 1 June, participated by 1,000 children, 50% girls
- Organized the 12th International Youth's Day, 12 August, under the theme "Youth and Migration: Promote Development" participated by 1,300 youths, 46% female;
- Sent one management official in charge of youth to join an evaluation meeting on the 39th Ship for Southeast Asian Youth Program and directions for the 40th Ship for Southeast Asian Youth Program in Japan. 28 youths, 50% female and 1 leader to join the 40th Ship for Southeast Asian Youth Program in ASEAN countries and Japan;
- 5 youth leaders participated in the 8th ASEAN Ministerial Meeting on Youths and the 4th ASEAN+3 Ministerial Meeting on Youths and Senior Official Meeting on Youth in Brunei; 4 students, 50% female, participated in a meeting on entrepreneurship fair in Brunei;
- 177 children and youths, 48% female and 5 leaders, 60% female, joined exchange program in Japan, Korea and Singapore;
- 59 children and youths, 53% female and 7 leaders joined camping in Japan, Korea, Thailand, Singapore, India and China;
- 94 youths, 15% female, joined a study tour in China to strengthen relationship between Cambodia and China;
- Received 88 Japanese children and youths, 51% female, to visit Cambodia.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|---|
| 1. Develop draft national action plan on youth development in Cambodia | 2 | In the process |
| 2. Pilot the use of entrepreneurship development tool called "Understanding Corporation" in target high schools by cooperating with the International Labor Organization | 2 | In the process |
| 3. Identify indicators of the 3 Good competition movement for monitoring and evaluating the work of youth and child council | 2 | In the process |
| 4. - Continue organizing national youth camping | 1 | Organized in Preah Vihear province |
| - Continue organizing global youth camping | 2 | Is in the process of preparing decision |
| 5. - Organize study tour for youths and children and international events. | 1 | Organized in Siem Reap province and Phnom Penh, |
| - Organize youth forum in triangle development region of Cambodia, Lao and Vietnam in Kratie province | 1 | Organized in Kratie province |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|---|--------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Awareness on HIV/AIDS and strengthening youth and child councils | 3/4 | 1. HIV/AIDS awareness among out-of-school youths | ✓ | | |
| | | 2. Mainstreaming HIV/AIDS awareness among in-school youths through study tour, camping and celebration of Youth's Day 12 August. | | ✓ | |
| | | 3. Strengthening youth and child councils through youth and child council's trainings at district level | ✓ | | |
| | | 4. Understanding entrepreneurship | ✓ | | |
| 2. Monitoring | 2/2 | 4. Monitor and evaluate the implementation of youth and child related activities at capital/provincial level | ✓ | | |
| | | 5. Monitor and evaluate the implementation of work program at district and school levels | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|----------------------|---|------------|---|---|
| ILO | Continue to organize entrepreneurship program | Phnom Penh | Trained officials at national level on entrepreneurship | Stakeholders are more aware of entrepreneurship |

| | | | | |
|------------------------|--|------------|--|---|
| UN Country Team | Continue to develop a national action plan to implement the national policy on youth development in Cambodia | Phnom Penh | Reviewed and revised the action plan to implement the national policy on youth development in Cambodia | <ul style="list-style-type: none"> - Broader awareness on planning - Exchange experience and receive additional knowledge |
| CHILD RIGTH FOUNDATION | Revise the material on child council | Phnom Penh | The material on child council has been revised | There is active participation from stakeholders |

Challenges

- There is a shortage of resources and mechanisms are not in place to implement the National Policy on Cambodian Youth Development;
- Information on employment and volunteering work has not been disseminated widely;
- Soft skill trainings have not yet addressed the needs of youths.

Lessons Learned

- The National Policy on Cambodian Youth Development is in place;
- The Royal Decree on the establishment of the National Council for Youth Development is in place;
- Sub-decree on the establishment of General Secretariat and Youth Councils at Ministerial Level and Provincial Levels is in place;
- Draft National Action Plan for Youth Development is in place;
- Youth Forum on Labor Market Needs was organized with the private sector.

3.2 YOUTH CENTER MANAGEMENT

A. ACHIEVEMENTS

- Developed research document on youths' employment needs in 16 provinces;
- Provided a three-day training on "Youth Center Management and Volunteerism" to 60 officials in charge of managing youth centers, 16.7% female in Siem Reap province;
- Provided trainings on tailoring skills, Khmer traditional music, Mohauri music, Pin Peat music, contemporary music, music note, phone repair, mushroom plant in youth centers in 15 provinces for 2,266 participants, 70% female;
- Provided training youth volunteers in Kep province and provided training to 2,500 district youths from 48 districts in 21 provinces;
- Organized study tour for 150 out-of-school volunteer youths, 40% female, in Siem Reap province;
- Monitor and evaluate the performance of youth centers, youth volunteers' activities and vocational training.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|---|
| 1. Continue to provide trainings to provincial youth volunteers in three provinces and district youth volunteers in 46 districts and establish groups of youth volunteers | 1 | There is participation and support from youths, local authorities and communities |

| | | |
|--|---|--|
| 2. Continue to provide short skill training courses at the National Youth Center of Cambodia and youth centers in 14 provinces | 1 | There is a clear plan to respond to the needs and labor markets of youths |
| 3. Research and assess employment needs of youths | 1 | Goals are set out clearly and there is participation from youths |
| 4. Continue to develop three kinds of materials for short training courses | 2 | There is a shortage of technical and human resources to develop materials |
| 5. Enhance cooperation with development partners to promote volunteerism and development of youth centers | 1 | There is a good cooperation with development partners and relevant organizations |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Results | Sub - Activities | Status of the Implementation | | |
|---|---------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Support the entities and develop youth centers | 7/7 | 1. Provide equipment (computers and printers) | ✓ | | |
| | | 2. Provide file cabinets | ✓ | | |
| | | 3. Provide sewing machines to two provinces | ✓ | | |
| | | 4. Provide Pin Peat band, traditional music band and contemporary music band instruments | ✓ | | |
| | | 5. Provide materials for mushroom plant in Battambang and Kampot provinces | ✓ | | |
| | | 6. Provide carving materials to youth center in Pursat province | ✓ | | |
| | | 7. Provide tailoring materials (fabrics, needle, thread, razor, scissors...) | ✓ | | |
| 2. Build vocational capacity in youth centers | 2/2 | 1. Training on operation of centers and youth volunteers | ✓ | | |
| | | 2. Short trainings in youth centers | ✓ | | |
| 3. Monitoring and evaluation | 4/4 | 1. Monitor the training and operation of youth centers and youth volunteers | ✓ | | |
| | | 2. Monitor short vocational skill trainings | ✓ | | |
| | | 3. Monitor the training and operation of youth centers and youth volunteers at district level | ✓ | | |
| | | 4. Assess youths' employment needs | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|-------------------------------|--|------------|---|---|
| United Nation Volunteer (UNV) | Organized the national forum on volunteerism and volunteer's day on Dec 5 for two days | Phnom Penh | 750 youth officials from capital-provinces and students from public and private education institutions participated in this forum | Contributed to sharing experiences, knowledge and understanding challenges during the work implementation |

| | | | | |
|---------------------------------------|--|-----------------------------------|---|---|
| Seoul Youth Center | -Provided USD 70 per month as monthly allowance to youth volunteers working the national youth centers -Provided 1,027 reading books and 20 wooden chairs | Siem Reap | Capacity and responsibilities of youths in maintaining the library have been developed | Youths take the responsibilities and take care of the maintenance of library and develop reading ability |
| World Hope Asia-Africa Foundation | Organized a workshop on library management and improved library in community primary school in Chi Krong and Sotr Nikum districts | Siem Reap | 12 libraries in primary schools and lower secondary schools were strengthened and improved through volunteering activities of Korean youths and 36 teachers received training to be librarians from Korean volunteers | Korean volunteers and Cambodian volunteers understood Khmer culture, custom and tradition and developed good mutual relationship and librarians understood how to maintain and preserve books and materials in libraries of community schools in Siem Reap province |
| Italian NGO Save Children Cambodia | Provided training on arts, traditional dance and Khmer tradition to disadvantaged children and youths | Siem Reap Provincial Youth Center | 239 poor children and youths, 56.48% female, received two to four-year training or 500 hours per year | Youths were equipped with knowledge and skills to become professional artists after the trainings and help alleviate poverty in their family |
| Korean Youth Volunteer Service Center | Nine-day Korean Youth Volunteer Overseas Program in 2013 for nine days | Kandal, Prey Veng, Takeo | 91 Korean youth volunteers, 80.21% female, participated in volunteering activities, and assisted in repairing classroom, and youth clubs, constructed latrines and filled in land for provincial youth centers | Cambodian and Korean youths understood each other about the livelihoods in communities and custom and tradition of the two countries and participated in promoting volunteerism for youths |
| International Youth Fellowship | -Cooperated and provided facilitation to 51 members of Korean youth volunteer delegation for three days | Phnom Penh | -Understood the culture and shared experience with 51 Korean youths in two primary schools | -Youths received experiences, knowledge and developed a sense of love and good relationship between Korean and Cambodian youths |

| | | | | |
|---|---|------------|--|--|
| | -Cooperated and facilitated in international camping of IYF for 5 days in 2013 under the theme "Educating Godless Youths" | | -There were 2,000 youths from Republic of Korea and Cambodia, 40% female, participated in five-day camping | -Youths received knowledge on leadership, understood themselves, tried to understand the others and learned to love people around them with hope in the future |
| Cambodian Organization for Development and Education Research | Provided paints for a school building | Siem Reap | A school building in Samraong primary school was repaired and re-painted | Contributed to education development through volunteerism activities |
| Volunteer Overseas Program | Provided a volunteer to do technical work in youth volunteer project | Phnom Penh | 15 departmental officials received training on project development | -Youth officials received knowledge on project preparation and development -Developed strategic plan on Cambodian national youth policy |
| International Labor Organization | Organized training courses on youths and entrepreneurship and labor market information | Siem Reap | 30 youths received trainings on entrepreneurship and labor market information | Youths are aware of self-employment and how to seek labor market information |

Challenges

- POEs in Svay Rieng and Kampong Speu provinces still do not have plots of land for constructing youth centers;
- Majority of youth centers do not have fence and buildings;
- Facilities and human resources in capital-provincial youth centers are limited;
- There is a shortage of information and capacity to find jobs and create employment for youths.

Lessons Learned

- There is continuous improvements of basic materials for youth training;
- Short course trainings have been expanded and vocational skill trainings are relevant with youths' demands and the National Policy on Youth Development;
- There is cooperation and participation from local authorities and communities.

3.3 PHYSICAL EDUCATION AND SPORT FOR STUDENTS

A. ACHIEVEMENTS

- Disseminated guidelines on sport champion competition at national, capital/provincial and education institution levels for the three education levels;
- Organized the national sport champion contest at secondary education level in Kampong Cham province, which was participated by 2,670 athletes, 40.22% female;

- Organized the national sport champion contest at technical secondary education and higher education levels in Phnom Penh, participated by 1,181 athletes, 15.66% female;
- Disseminated the guidelines on the establishment of capital-provincial student sport association;
- Improved 45 sport fields in primary and secondary schools in 12 capital/provinces;
- Set up 20 sport associations in 4 provinces in Kampot, Kampong Cham, Kep and Battambang provinces and 240 participants from these associations participated in capacity development and technical trainings;
- Provided trainings on physical education and sport to 365 primary teachers and teachers in charge of physical education and sport at secondary schools including 20.27% female in Koh Kong, Pailin, Kampong Cham, Prey Veng and Kratie provinces;
- Provided physical tests of children aged 6-12 years old in Svay Rieng, Kratie, Preah Sihanouk, Siem Reap and Battambang provinces by selecting two model schools per province. In total, there were 3,500 students participating, 50% female;
- Cooperated with Japanese International Cooperation Agency to promote physical education and sport activities in 10 model primary schools and 5 teacher training colleges in Battambang, Siem Reap, Preah Sihanouk, Kratie and Svay Rieng provinces;
- Finalized physical education and sport books for primary school teachers covering 7 subjects including physical education with musical rhythm, gymnastics, athletics, football, volleyball, basketball and physical testing.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|--|
| 1. Issue guidelines on sport champion competition at capital/provincial level | 1 | Issued guidelines on sport champion competition at national and sub-national levels |
| 2. Organize the national sport champion competitions at secondary education level in Kampong Cham province | 1 | 2,670 secondary school sportsmen, 40.22% female, participated in the national sport champion competition |
| 3. Organize the national sport champion competitions at technical secondary education and higher education levels in Phnom Penh | 1 | 2,130 sportsmen from higher education and technical secondary education institutions, 15.66% female, participated in the national sport champion competition |
| 4. Continue to promote capacity of physical education and sport trainers at secondary level | 1 | 365 physical education and sport teachers at primary and secondary schools and general education teachers in charge of physical education and sport, 27% female, received additional trainings |
| 5. Continue to improve sport fields and infrastructure in education establishments | 1 | 45 sport fields in education institutions were improved and put in use officially |
| 6. Strengthen the development of student sport associations in both public and private education establishments | 1 | 20 sport association of education institutions in capital-provinces have structures and adequate capacity to participate in competition |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|---|--------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Repair sport field in education institutions | 1/1 | Sport fields in education institutions were officially improved and put in use | ✓ | | |

| | | | | | |
|---|-----|---|---|--|--|
| 2. Develop student sport association | 1/1 | Sport associations in education institutions at capital/provincial level have structure in place and adequate capacity to participate in competitions | ✓ | | |
| 3. Train physical education and sport teachers and general teachers at primary and secondary education institutions | 1/1 | 365 primary and secondary school teachers, 27% female, received training on physical education and sport | ✓ | | |
| 4. Conduct monitoring and evaluation | 1/1 | Monitor physical education and sport activities and programs implemented in projects | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|-----------------------|---|---------------------|---------------------------------|--|
| HEARTS OF GOLD (JICA) | Provided trainings on physical education and sport skills in primary schools and provincial teacher training colleges | Takeo and Prey Veng | 148 participants, 14.13% female | Teachers are aware of curriculum and physical education and sport activities |

Challenges

- Implementation of activities and the use of physical education and sport sessions at school are not fully done;
- Some education institutions do not have sport fields for physical education and sport activities;
- 3 POEs did not organize sport competition at capital-provincial level;
- Participation from communities is still limited;
- There is a shortage of physical education and sport manual for primary school teachers.

Lessons Learned

- Organized national sport champion competition for students at secondary and higher education levels;
- Organized physical testing for children aged 6 to 12 in target schools.

3.4 PHYSICAL EDUCATION AND SPORT

A. ACHIEVEMENTS

- Issued Prakas on Permission for the Executive Committee of 8 National Sport Federations to undertake their mandatory duties including Cambodia Vovinam Federation, 2nd Term, 2013-2016; Cambodian Sepak Takraw, 5th Term, 2011-2015, Cambodian Basket Ball, 6th Term, 2012-2016; Judo Khmerak Federation, 6th Term, 2012-2016; Lbok Kator, 3rd Term, 2013-2016; Cambodian Motorcycle, 3rd Term, 2013-2017; Triathlon Cambodia, 2nd Term, 2013-2017 and Table Tennis Federation, 5th Term, 2013-2017;
- Organized regional public sport champion competitions for 5 sport types (football, volleyball, basket ball and athletics) in Phnom Penh, Siem Reap, Kratie, Kampong Thom and Preah Sihanouk provinces participated by 1,292 sportsmen, 11.14% female;
- Organized national sport champion competition for 22 sport types participated by 5,587 sportsmen, 18.49% female;

- Issued Prakas on the establishment of sport cooperation office to promote ICT in physical education and sport sector;
- Provided trainings to 173 technical officials, sport management officials and officials in charge of sport from 3 regional centers in Monduliri, Siem Reap and Kampong Speu provinces, 1.73% female;
- Monitored the improvement of sport fields in Kratie, Preah Vihear, Monduliri and Prey Veng provinces;
- Monitored capacity strengthening activities for sport officials and officials in charge of sport in Svay Rieng, Preah Vihear, Monduliri, Ratanakiri, Stung Treng, Kratie, Battambang, Prey Veng and Siem Reap provinces;
- Sent 6 technical officials to take part in leading football competition of the seventh **Samdech Aka Moha Sena Padei Techo Hun Sen** Championship in Svay Rieng, Siem Reap, Ratanakiri, Battambang, Koh Kong and Phnom Penh;
- Sent 6 officials to participate in the workshop on sports for all in Malaysia on athletics sport development strategy, football referee course in Laos, athlete trainers level 1 in Korea, course on female in leadership in athletics sport in Indonesia;
- Sent 3 officials to participate in the General Assembly of the Asian Athletics Federation in India and the General Assembly of the International Athletics Federation in Russia;
- Sent 7 officials to lead international friendly football matches in Laos, ASEAN U-16 football championship in Myanmar, ASEAN under 19 years-old football championship in Indonesia, in-sale ASEAN football championship in Thailand, 27th Southeast Asian Games in Myanmar;
- Sent 20 officials and athletes to participate in youth football match in 2013 in Korea;
- Sent 3 officials and athletes to participate in youth sport camping in 2013 in Brunei.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|---|
| 1. Continue checking and improving sport fields | 1 | Funding is disbursed timely |
| 2. Continue to build capacity of sport technical officials and sport management officials | 1 | Technical officials can organize and lead sport competition |
| 3. Continue to research and develop materials on national traditional sport | 2 | In the process of implementation |
| 4. Issue Prakas on the management of sports for the public and traditional sports | 2 | In the process of implementation |
| 5. Continue to strengthen the management of sport associations and national sport federations | 2 | In the process of implementation |
| 6. Revise the inter-ministerial Prakas on the guidelines for the competition of all types of sport | 2 | In the process of implementation |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|-----------------------------------|--------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| Develop public sport associations | 3/3 | 1. Develop sport infrastructure, sport fields and sport materials and equipment | ✓ | | |
| | | 2. Strengthen capacity of sport management officials | ✓ | | |
| | | 3. Conduct monitoring and evaluation | ✓ | | |

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

Challenges

- A policy on physical education and sport development does not exist;
- There has not been any interest from development partners;
- There has not been broad participation from the public.

Lessons Learned

- There are clear mechanisms to take responsibilities;
- There is good cooperation with national sport federation and relevant agencies;
- Lessons learned and information are shared.

3.5 NATIONAL SPORT TRAINING CENTER

A. ACHIEVEMENTS

- Received 351 male and female athletes and coaches, 19.37% % female, from 20 national sport federation for eight-month training to prepare to join the 27th SEA Games Competition in Myanmar and international sport competition. The training was divided into three stages:
 - Three-month preparatory stage: includes 62 days or 310 hours of physical training;
 - Two-month pre-competition stage: includes 48,5 days or 242:30' hours of technical training;
 - Three-month competition stage: includes 63 days or 315 hours of tactical training.
- Sent 94 athletes, 25.53% female, to train overseas for 10 sport types including 4 persons for taekwondo, 1 person for wushu, 4 persons for tennis, 18 persons for traditional boat race, 19 persons for Sepak Takraw, 8 persons for athletics, 20 persons for Vovinam, 9 persons for soft tennis, 4 persons for table tennis and 4 persons for boxing.
- Signed agreements with friend countries to receive 6 foreign coaches to train national teams including: 2 coaches for westling, 1 coach for gymnastics, 1 coach for from the People Democratic Republic of Korea, 1 coach for tennis from Malaysia and 1 coach for Sorin Zi Kambo from Indonesia;
- Trained 77 coaches, assistant coaches and supervisors, 10.38% female on training planning before training campaigns begin;
- Trained 77 coaches, assistant coaches and athletes, 10.38% female, on anti-doping in sports;
- Trained 176 coaches, assistant coaches and athletes, 18.18% female, on disciplines and code of conduct before participating in the 27th SEA Games Competition in Myanmar;
- Received 48 medals including 8 gold medals, 11 silver medals and 29 bronze medals from the 27th SEA Games Competition in Myanmar;
- Received 34 medals including 7 gold medals, 7 silver medals and 20 bronze medals from international sport competitions including 8 global competitions, 6 asian competitions, 3 southeast asian competitions and 5 friendly competition;
- Provided rewards and allowances from the Royal Government to 47 champions, coaches, assistant coaches and athletes, 46.80% female, who participated in Vovinam, Judo, Petang, Taekwondo and Table Tennis competitions;
- Produced and distributed 10,000 copies of 5 volumes of sport magazines.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|---|
| 1. Gather national sport teams of 20 types of sport, 351 trainees to attend trainings to prepare for the 27 th SEA Game in Myanmar and international sport competitions | 1 | There is a good cooperation between the Ministry and Cambodian Olympic Committee and national sport federations |
| 2. Strengthen the quality and efficiency of practice, training and competition | 1 | There is a good cooperation with friend countries |
| 3. Produce and distribute 5 volumes of sport magazines | 1 | There are many inputs from sub-national level |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub-Activities | Status of the Implementation | | |
|--|--------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Courses on training planning and competition strategy | 1/1 | 1. Train 80 coaches, assistant coaches and supervisors on training planning and train 230 national team athletes on disciplines and code of conduct | ✓ | | |
| 2. Provide technical equipment, materials and repair | 3/3 | 1. Provide muscle equipment and computer | ✓ | | |
| | | 2. Provide sport materials for training | ✓ | | |
| | | 3. Repair training fields, provide technical equipment, connect water and electricity, provide accommodation to national team athletes | ✓ | | |
| 3. Operate library, purchase books and compile documents | 2/2 | 1. Establish sport library and compile documents in the national center so that there are wide varieties of documents for coaches and athletes to research | ✓ | | |
| | | 2. Purchase sport science books | ✓ | | |

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

Challenges

- Sport training fields and equipment are not sufficient and do not comply with following technical standard;
- Some national sport federations do not have regular training plans;
- Achievements made in the national championship competition are still limited.

Lessons Learned

- There is exchange of technical lessons learned and coaches with friend countries;
- There is a principle to increase rewards for champions and allowances for coaches and assistant coaches in international competitions;
- There is a good cooperation with agencies and development partners.

3.6 NATIONAL INSTITUTE FOR PHYSICAL EDUCATION AND SPORT**A. ACHIEVEMENTS**

- Organized trainings and final examination for 148 physical education and sport teacher trainees, 33.78% female, from the 21st promotion, all of whom were deployed to work in capital-provinces;
- Have been providing trainings to 149 teacher trainees, 32.88% female for the 22nd promotion;

- Organized entrance examination to select 150 physical education and sport teacher trainees, 26.66% female, for the 23rd promotion;
- Have been improving curriculum for physical education and sport for training teachers specialized in physical education and sport at basic level;
- Organized capacity trainings for physical education and sport trainers with specialization in coach, judge and referee for 100 trainers, 6% female, in Ratanakiri province, 100 trainers, 6% female, in Takeo province and 100 trainers, 9% female in Pursat province;
- Translated 233 pages of books on sport science, volleyball law analysis, law and foundation of Petang sport into national language
- Compiled 986-page documents on sport psychology, orientation towards technical athletics, rules on athletics, football, volleyball, basketball, physical education lesson, string dragging exercise, volleyball exercise, sport methodologies, history of Olympic National Stadium and basket ball;
- Lead teacher trainees to do seven-week practicum in 32 lower and upper secondary schools in Phnom Penh.
- Monitored coaching by physical education and sport trainers in 23 provinces.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|--|
| 1. Provide trainings for physical education and sport teacher trainees of the 21 st and 22 nd promotions and organize final examination of the 21 st promotion | 1 | 148 teacher trainees, 33.78% female, passed the examination and 149 teacher trainees, 32.88% female, are receiving trainings |
| 2. Organize entrance examination for basic physical education and sport trainers of the 23 rd promotion | 1 | Organized examinations to select 150 students, 26.66% female, to enrol in the 23 rd promotion to become physical education and sport trainers |
| 3. Develop training plan for physical education and sport trainers at higher education level | 2 | Is in the process of research |
| 4. Continue to improve the training curriculum for basic physical education and sport trainers | 2 | Implemented by 25% |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|---|--------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Provided training to physical education and sport trainers specialized in coach, judge and referee | 3/3 | 1. Provided training to physical education and sport trainers in Ratanakiri province | ✓ | | |
| | | 2. Provided training to physical education and sport trainers in Pursat province | ✓ | | |
| | | 3. Provided training to physical education and sport trainers in Takeo province | ✓ | | |
| 2. Operate physical education and sport training center | 1/1 | Provide training equipment and office supplies | ✓ | | |
| 3. Operate physical education and sport science research center | 1/1 | Translate and compile sport documents | ✓ | | |

| | | | | | |
|-------------------------------|-----|--|---|--|--|
| 4. Monitoring and improvement | 1/1 | Monitor the training in lower and upper secondary schools in capital and provinces | ✓ | | |
|-------------------------------|-----|--|---|--|--|

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

Challenges

- There is a shortage of school buildings, dormitories, training field and training materials;
- There is a shortage of trainers specialized in physical education and sport;
- Some schools use physical education and sport teachers not according to their specialization.

Lessons Learned

- Reform physical education and sport teacher recruitment examination;
- Close collaboration with parents, local authorities provide supports for the trainings of physical education and sport teachers;
- Study tour to general education schools.

3.7 PLANNING

A. ACHIEVEMENTS

• Public Investment Program

The Ministry has prepared the public investment program 2014-2016 consisted of 29 projects, out of which 16 projects are ongoing and 13 projects are in the pipeline (newly proposed), worth of USD 266,571,000.

Public Investment Program (PIP) 2011-2013 to 2014-2016 (in Thousand USD)

| Year | Total project | | Ongoing Projects | | | | Pipeline projects | |
|-----------|---------------|---------|--------------------|--------|------------------------------|---------|--------------------|----------------|
| | Project | Budget | Investment Project | | Technical Assistance Project | | Number of Projects | Planned Budget |
| | | | Project | Budget | Project | Budget | | |
| 2011-2013 | 42 | 247,854 | 6 | 56,505 | 23 | 32,754 | 13 | 158,594 |
| 2012-2014 | 39 | 181,665 | 7 | 56,882 | 18 | 47,523 | 14 | 77,260 |
| 2013-2015 | 41 | 231,833 | 1 | 1,190 | 22 | 141,972 | 18 | 88,671 |
| 2014-2016 | 29 | 266,571 | 2 | 21,500 | 14 | 116,792 | 13 | 128,278 |

We have observed that in the Public Investment Program in the most recent year compared with the previous three years, the number of projects has decreased; however, the amount of budget has increased as some newly proposed projects being negotiated with People Republic of China have high amount of funding.

• Progress of Aid Effectiveness

Education aid effectiveness for 2013 was amounted at more than USD 80 Millions. This amount is higher than that in 2012 as some partners including WFP, ADB, EU and Sweden, have increased their funding for the operation in 2013. The top ten donors for education sector are presented in the below table.

Table: Aid Provided by Key Development Partners in Education Sector (in USD Thousand)

| No | Donors | Disb. Own Resources 2011 (USD) | Disb. Own Resources 2012 (USD) | Disb. Own Resources 2013 (USD) | Plan 2014 | Plan 2015 | Plan 2016 |
|--------------------------------|------------------------|--------------------------------|--------------------------------|--------------------------------|-----------|-----------|-----------|
| 1 | World Food Program | 3,519 | 13,155 | 20,565 | 20,170 | 20,408 | 0 |
| 2 | Asian Development Bank | 6,382 | 3,592 | 17,700 | 6,100 | 4,500 | 3,000 |
| 3 | European Union | 14,690 | 9,657 | 14,768 | 3,296 | 6,597 | 17,753 |
| 4 | Sweden | 3,497 | 4,182 | 11,999 | 10,219 | 10,066 | 1,767 |
| 5 | Republic of Korea | 1,800 | 4,202 | 9,071 | 924 | 0 | 0 |
| 6 | IBRD/World Bank | 1,428 | 2,381 | 6,000 | 6,500 | 0 | 0 |
| 7 | USA | 3,971 | 3,658 | 3,671 | 0 | 0 | 0 |
| 8 | Japan | 3,187 | 3,031 | 2,655 | 779 | 779 | 0 |
| 9 | UNICEF | 2,211 | 1,618 | 1,709 | 1,000 | 1,000 | |
| 10 | UNESCO | 0 | 302 | 268 | 0 | 0 | 0 |
| Total for the 10 donors | | 40,686 | 45,777 | 88,405 | 48,988 | 43,350 | 22,521 |
| Total for all donors | | 42,050 | 46,811 | 88,739 | 48,988 | 43,350 | 22,521 |

Source: CDC, ODA Database (As of Dec 10, 2013)

The Royal Government of Japan approved 1 project proposed by MOEYS in 2013, which will be implemented in 2014 which is the Administrative and Financial Education Project with emphasis on equity and quality of basic education.

- **National and International Technical Consultants Working at National and at Sub-national Level**

The Ministry has collected and compiled information on national and international technical consultants in order to monitor the progress of the utilization of technical consultants. In 2013, there were 19 national and international technical consultants, including 5 female, working in different departments under the Ministry, which is 131 person-months. There were 57 technical consultants, including 26 female, most of them were volunteers, working in POEs.

Overall, the number of technical consultants working in the Ministry has decreased from one year to another in line with the principle of aid effectiveness and promotion of ownership of officials in technical departments. In 2013, the figure is lower than the target of 339 persons.

- **Performance of the Joint Technical Working Group on Education**

The Joint Technical Working Group on Education at national level convened its quarterly meetings to have policy dialogue, strengthen aid effectiveness and present key achievements. Ministry of Education, Youth and Sport together with development partners also jointly organized a retreat to deliberate ESP implementation, curriculum reform, teacher development, public finance, higher education and scholarship.

The Joint Technical Working Group on Education has monitored the implementation of Joint Monitoring Indicators (JMIs) endorsed in the meeting of the Government-Donor Coordination Committee on Sep 26, 2012. MOEYS developed new JMIS to be endorsed by CDCF in the near future. The Joint Technical Working Group on Education at sub-national level in 24 capital/provinces already began their operation by developing their own annual operational plans, organizing education congress and have received support as well as capacity building.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|---|
| 1. Promote collection of statistics and effective use of statistics | 2 | Collected education statistics from public and private schools but not from education institutions under relevant ministries/agencies |
| 2. Develop Education Strategic Plan, 2014-2018 | 1 | ESP 2014-18 was developed |
| 3. Promote development of sub-national Education Strategic Plan | 2 | Provided technical training and did projection |
| 4. Promote the implementation of annual operational plan | 1 | The implementation of AOP 2013 |
| 5. Promote the functioning of sub-national Joint Technical Working Group on Education | 2 | Sub-national TWG started to function |
| 6. Promote capacity of technical officials and strengthen planning and statistics system | 1 | Capacity on planning and statistics of technical officials at national and sub-national level was promoted |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Results | Sub - Activities | Status of the Implementation | | |
|---|---------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Develop education and budget plan at national and sub-national levels. | 18/18 | 1. Develop education planning system | ✓ | | |
| | | 2. Collect annual school census tables and enter, analyze, produce and disseminate the statistics | ✓ | | |
| | | 3. Supply materials for planning work and capacity development | ✓ | | |
| | | 4. Organize JTWG meetings and annual education retreat | ✓ | | |
| | | 5. Develop public investment program 2014-2016 and disseminate public investment program 2013-2015 to stakeholders | ✓ | | |
| | | 6. Provide support for education planning | ✓ | | |
| | | 7. Provide coordination to member NGOs to involve in education sector reform | ✓ | | |
| | | 8. Provide DOEs with 96 filing cabinets and ICT equipment (PC, Printers, Photocopier, Scanner, AVR, UPS) | ✓ | | |
| | | 9. Provide 24 POEs with 2 filing cabinets and ICT equipment including 1 printer, 1 photocopier, 2 AVRs, 2 PCs and 2 UPSs) | ✓ | | |
| | | 10. 37 PCs, UPSs and AVRs for technical departments | ✓ | | |
| | | 11. Provide 24 printers, 12 photocopiers, 6 LCDs and screens to technical departments | ✓ | | |
| | | 12. Provide orientation on supply and distribution | ✓ | | |
| | | 13. Provide office supplies | ✓ | | |
| | | 14. Develop capacity related to ESP 2014-2018 | ✓ | | |
| | | 15. International TA for ESP formulation (9months) | ✓ | | |

| | | | | | |
|---|-------|--|---|--|--|
| | | 16. International TA for planning work | ✓ | | |
| | | 17. Provide TAs to 10 POEs to help with planning and management related work | ✓ | | |
| | | 18. Provide international TA to help with EMIS (seven months) | ✓ | | |
| 2. Develop capacity of planning officials at all levels on education planning and management. | 13/13 | 1. Enhance planning, statistics and monitoring capacity officials | ✓ | | |
| | | 2. Conduct analysis and projection on education in Cambodia for capital-provinces and provide trainings to trainers on sectoral planning and ESP formulation at capital-provincial level | ✓ | | |
| | | 3. Develop capacity of officials at sub-national level | ✓ | | |
| | | 4. Develop capacity on EMIS at national and sub-national level | ✓ | | |
| | | 5. Sponsor 19 education officials to study year 2 of Master Degree at RUPP (cohort 1) | ✓ | | |
| | | 6. Sponsor 19 education officials to study year 1 of Master Degree (cohort 2) | ✓ | | |
| | | 7. Join study tour to Singapore on planning and budgeting | ✓ | | |
| | | 8. Organize dissemination workshop on capacity development master plan, 2011-2015 | ✓ | | |
| | | 9. Train 4 officials as part of the partnership between IIEP and MOEYS (NIE, Planning Department and RUPP) | ✓ | | |
| | | 10. Supply equipment for EMIS and capacity development process | ✓ | | |
| | | 11. Maintain EMIS and network | ✓ | | |
| | | 12. Provide capacity support on education statistics | ✓ | | |
| | | 13. Supply equipment for project management and capacity development process | ✓ | | |
| 3. Monitor the effectiveness and impacts of the implementation of education policy. | 9/9 | 1. Conduct monitoring | ✓ | | |
| | | 2. Provide support to POEs on annual operational planning for 2014 and DOEs on planning and statistics | ✓ | | |
| | | 3. Provide support on the improvement of aid effectiveness at national and sub-national levels | ✓ | | |
| | | 4. Organize education congress at national and capital-provincial levels, prepare progress reports and review AOPs | ✓ | | |
| | | 5. Out-of-school children | ✓ | | |
| | | 6. Provide support for the operation of the JTWG-E secretariat in relation to quarterly meeting | ✓ | | |
| | | 7. Provide capacity support on project management and monitoring | ✓ | | |
| | | 8. Costs for dissemination | ✓ | | |
| | | 9. Monitor the effectiveness and outcomes of CDPF | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|-----------------------------|---|---|--|--|
| UNICEF | <ul style="list-style-type: none"> - Organize JTGW meetings and retreat - Support planning and education statistics process and strengthen planning and statistics capacity | <ul style="list-style-type: none"> - Phnom Penh - Phnom Penh, provinces, districts | <ul style="list-style-type: none"> - All working group members received information and discuss with one another - Capacity of officials is developed and planning and statistical system is robust | <ul style="list-style-type: none"> - There is a policy dialogue - Education planning and statistics have been improved |
| CDPF | <ul style="list-style-type: none"> - Workshop on education sector diagnosis - Training on education demand analysis and projection in Cambodia for POEs - Training planning and statistics for DOEs - Orientation Workshop on AOP formulation for technical officials at sub-national level - Workshop on sub-sectoral educational planning - Training on new database management at provincial level - Training on data analysis and production - Workshop on dissemination and review of EMIS | <ul style="list-style-type: none"> - Kampong Cham and Preah Sihanouk provinces - Kampong Thom and Kampong Speu provinces - Battambang and Stung Treng provinces - Kampong Cham and Kampot provinces - Siem Reap and Preah Sihanouk provinces - Pursat province - Koh Kong province - Kampong Chhnang province | <ul style="list-style-type: none"> - 102 participants, including 16 female - 102 participants, including 10 female - 146 participants, including 6 female - 202 participants, including 9 female - 138 participants, including 26 female - 62 participants, including 5 female - 61 participants, including 3 female - 86 participants, including 5 female | <ul style="list-style-type: none"> - Received knowledge - Received knowledge - Received knowledge - Understand how to formulate AOP - Received knowledge - Received experience and knowledge on new database - Learn how to analyze and produce data - Exchange experiences and recognize errors |

| | | | | |
|--------|---|---|--|--|
| | <ul style="list-style-type: none"> - Workshop on data analysis - Training on EMIS strengthening for newly nominated school directors - Workshop on Aid Management Information System in education sector - Workshop on aid management strengthening in education sector | <ul style="list-style-type: none"> - Kampot province - Kratie and Takeo, Monduliri, Kampong Speu and Kampong Chhnang provinces - Preah Sihanouk and Siem Reap provinces - Kampot and Kampong Speu | <ul style="list-style-type: none"> - 61 participants, including 3 female - 367 participants, including 50 female - 102 participants, including 16 female - 176 participants, including 47 female | <ul style="list-style-type: none"> - Received knowledge on how to analyze data - Received knowledge on how to complete annual school census table - Received knowledge on how to collect and manage data - Received knowledge on aid |
| UNESCO | Workshop on ESP 2014-2018 formulation | Preah Sihanouk and Kampong Cham, | 194 participants including 24 female | Received additional inputs |

Challenges

- Some entities have not fully implemented their plans;
- Officials in charge of planning in entities are strongly capable yet;
- There is a shortage of officials specialized in planning and statistics at national and sub-national levels.

Lessons Learned

- The formulation of Education Strategic Plan was participated by all stakeholder sand development partners;
- Prepared reports for relevant ministries/agencies with quality and timeliness.

3.8 PERSONNEL

A. ACHIEVEMENTS

The educational personnel consists of a total of 112,704 persons, 46,748 of whom are female or 41.48%, an increase of 1,443 persons. Among the educational personnel, there are 3,178 preschool teachers including 3,132 female; 59,108 primary teachers, including 26,379 female; 36,540 basic education teachers including 13,668 female; 1,851 basic physical and sports teachers including 340 female; 97 primary education inspectors including 19 female; 49 secondary education inspectors including 14 female; 11,616 higher education teachers including 3,078 female, and 265 workers including 118 female. There are 3,006 educational officials working at national level including 826 female, and 109,698 others working at the sub-national level including 45,922 female.

The ministry has employed 3,488 contracted teachers including 1,522 female; among these teachers, there are 1,863 contract teachers for general education including 972 female; 1,197 contract teachers for literacy class including 444 female; 17 contract officials including 8 female; and 411 casual staff including 98 female, which is an increase of 33 or 0.9%. There are 16,660 two-shift teachers and multi-grade teachers including 5,386 female, an increase of 6.29%.

- Declared the appointment of 4,087 teacher trainees at all levels including 2,431 female. Among these teachers, there are 195 preschool teachers including 191 female; 1,945 primary teachers including 1,276 female; 1,445 basic education teachers including 776 female; 502 higher education teachers including 186 female and 64 higher education teachers teaching in HEIs including 18 female.
- Organized examinations to change internal civil service category of 500 education officials of category A including 184 female and 328 education officials of category B including 169 female.
- Organized examinations to recruit 46 higher education teachers to teach at HEIs including 10 female.
- Promoted the ranks of 38 education officials including 10 female and promoted the rank according to educational degrees of 1,632 education officials including 423 female. Promoted 43,690 education officials including 17,189 female at MOEYS and POEs. And promoted the following education officials working at Ministry of Labor and Vocational Training: 62 education officials including 12 female, according to educational degrees and 318 education officials including 94 female.
- Sent 21 officials including 2 female for Ph.D courses overseas; 51 officials including 7 female for Master courses; 6 officials including 2 female for Bachelor courses; Sent 484 officials including 137 female for domestic higher education courses;
- Provided full appointment to 1,357 higher education teachers including 430 female; 1,612 basic education teachers including 826 female and 2,344 primary teachers including 1,420 female.
- Provided maternity leave to 1,098 education officials; sick leave to 378 education officials including 177 female and overseas leave to 48 officials including 30 female. Nominated 84 education officials including 39 female to teach children with disabilities in NGOs; Allowed 1,108 education officials including 345 female to stay vacant without salary. Re-employed 514 education officials including 157 female. Removed 856 education officials including 294 female. Allowed 150 education officials including 22 female to stay in their original civil service status.
- Changed working posts of 806 education officials including 310 female within the Ministry of Education, Youth and Sport; Put into mandatory and voluntary retirement 2,018 education officials including 551 female; Appointed and transferred 1,652 managerial officials including 240 female; And transferred 97 education officials including 26 female to other ministries.
- Prepared payroll for 48 education officials including 2 female who returned to work from their vacancy without salary; revised payroll for 351 education officials including 30 female; prepared payroll based on the promotion announcement for 1,286 education officials including 439 female; Prepared payroll 83 officials including 6 female transferred from POEs. Prepared payroll of 75 officials appointed to certain positions including 12 female. Increased functional allowance for 17,885 education officials including 6,598 female.
- Declared recognizing 30,936 teachers including 10,549 in remote and disadvantaged areas.
- Prepared payroll for 4,136 newly recruited teachers at all levels including 2,422 female: 195 pre-school teachers including 190 female; 1,944 pre-school teachers including 1,278 female; 1,445 basic education teachers including 745 female; and 552 higher education teachers including 189 female.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|--|
| 1. Promote effective implementation of teacher deployment principles. | 2 | Deploy 32 teachers including 10 female from schools with surplus of teachers to schools with shortage of teachers |
| 2. Promote capacity of managerial officials on management and foreign languages | 1 | <ul style="list-style-type: none"> - Strengthen capacity of 632 managerial officials including 62 female from 3 regions - Provide English training to 112 managerial officials and education officials including 27 female at the Institute of Foreign Languages |
| 3. Organize examination to recruit higher education teachers for public higher education institutions. | 1 | 46 higher education teachers including 10 female teach in higher education institutions |
| 4. Promote appointment of managerial officials by taking into account gender equity and equality | 1 | Appointed 1,652 managerial officials including 249 female in 2013 |
| 5. Promote capacity of education officials on the use of HRMIS | 1 | <ul style="list-style-type: none"> - Provide training and introduce HRMIS to 274 participants including 27 female from DOEs - Monitor data collection for improving HRMIS in 24 capital-provinces - Provide technical guidance on how to use HRMIS and address challenges |
| 6. Develop regulations to implement the Policy on Human Resources in Education Sector | 2 | Is in the process of preparing action plan for implementation |
| 7. Finalize and pilot the standard on the use of education officials | 2 | Is in the process of revising the last draft |
| 8. Finalize the development of education staff performance appraisal system | 1 | Staff performance appraisal system is developed |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|---|--------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Teacher deployment support program | 2/2 | 1. Deploy 4,731 newly recruited teachers including 2,648 female | ✓ | | |
| | | 2. Deploy 32 existing teachers including 10 female from areas with surplus of teachers to areas with shortage of teachers | ✓ | | |
| 2. Program to support living allowances of teachers working in remote and disadvantaged areas | 1/1 | Announce the recognition of 30,936 teachers working in remote and disadvantaged areas including 10,549 | ✓ | | |
| 3. Human resource capacity strengthening program | 2/2 | 1. Provide training on management and strengthening effective human resource management for 632 participants including 62 female in 3 regions | ✓ | | |

| | | | | | |
|--|------|--|---|---|---|
| | | 2. Monitor staff management in 23 capital-provinces and 85 schools | ✓ | | |
| 4. Program to build HRMIS management capacity of education officials at sub-national level | 7/10 | 1. Provide trainings and introduce HRMIS to 274 participants including 27 female from 137 DOEs | ✓ | | |
| | | 2. Monitor data collection for improving HRMIS for the academic year of 2012-2013 in 24 capital-provinces by collecting, verifying, entering and revising data of 113,953 persons | ✓ | | |
| | | 3. Monitor, provide technical guidance and resolve problems concerning data collection and development of HRMIS, 2012-2013 | ✓ | | |
| | | 4. Provide trainings on data collection to 96 officials including 5 female from DOEs and 966 school directors including 140 female | ✓ | | |
| | | 5. Undertake proper data analysis and produce some reports from HRMIS | ✓ | | |
| | | 6. Print 1,000 copies of indicators - Print 400 copies of statistics books - Print 26,835 sets of questionnaire for directors - Print 113,953 sets of questionnaire for staff | ✓ | | |
| | | 7. Organize HRMIS review and improvement workshop at national and sub-national levels | ✓ | | |
| | | 8. Organize regional workshop on staffing norms implementation in HRMIS to strengthen teacher deployment | | | ✓ |
| | | 9. Review the number of management staff who perform well at POE and DOE levels | | | ✓ |
| | | 10. Analyze and develop qualification properly for administrative officials at national and sub-national levels | | | ✓ |
| 5. Staff performance incentives development program | 1/2 | 1. Organize consultation on and review of staff appraisal system | ✓ | | |
| | | 2. Enter data on staff appraisal into HRMIS | | ✓ | |
| 6. Staff performance system development program (TA) | 1/2 | 1. Develop staff appraisal system by international TA | ✓ | | |
| | | 2. Pilot staff appraisal system with support from TA | | | ✓ |
| 7. English training program at national and sub-national levels | 2/2 | 1. Provide English training at IFL to 112 management staff and officials including 22 female | ✓ | | |
| | | 2. Provide English training 70 officials including 13 female at sub-national level | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|----------------------|--|----------------------------------|--|--|
| CDPF | Documentation and ICT related work | | | |
| | Monitor data collection to update HRMIS, 2012-2013 | POEs | 95% of education questionnaires are entered and improved in HRMIS | Human resource management in education sector is more effective |
| | Provide trainings to education officials from district level on how to develop and use HRMIS | POEs | 190 education officials including 19 female from 95 DOEs are able to develop and use HRMIS | 190 officials including 19 female from DOEs are able to use and retrieve reports from HRMIS |
| | Provide trainings on data collection to update HRMIS | POEs | 96 school directors and DOEs' staff including 5 female and 966 school directors including 140 female are able to collect data to update HRMIS | 96 officials including 5 female from DOEs and 966 school directors including 140 female understand clearly how to collect data to update HRMIS |
| | Provide technical guidance to technical officials in charge of HRMIS | POEs | Officials learn to use and maintain HRMIS effectively | Learn how to do troubleshooting when there are data errors or when the system is not working |
| | Provide trainings to officials from district level on how to develop and use HRMIS | 16 POEs | 84 education officials including 8 female from 42 DOEs learn to develop and use HRMIS | Officials from DOEs are able to use and retrieve reports from HRMIS |
| | Print indicator booklets, statistics booklets and questionnaire for education officials | - Entities under MOEYS - POEs | - 1,000 copies of indicator booklets - 400 copies of statistics booklets - 26,835 copies of staff questionnaire - 113,953 copies of questionnaire for education officials | Create enabling environment for education officials to complete questionnaires |
| | | | | |
| EEQP Project | Provide training on HRMIS, FMIS and EMIS | Central level | 12 technical officials including 1 woman | New MISs are developed and put in use |
| CDPF | HR Development | | | |
| | Provide English training at national and sub-national levels | Institute of Foreign Languages | 112 education officials including 22 female from MOEYS, Phnom Penh and Kandal province | Education officials at national and sub-national levels are able to use English language |

| | | | | |
|--|--|---|--|---|
| | Provide training at sub-national level | Universities and institutes at provincial level | 70 education officials at sub-national level including 13 female | Education officials at sub-national levels are able to use English language |
|--|--|---|--|---|

Challenges

- Functional allowance of education personnel working in administration is lower than that of teachers;
- Deployment of newly recruited teachers and redeployment of teachers are still challenging as incentives are low;
- Management of education officials in some entities and education institutions is not done according to job description, job specification and norms;

Lessons Learned

- HRMIS enhances efficiency of personnel management;
- Intern teachers receive 100% of functional allowances and family incentives.

3.9 LEGISLATION

A. ACHIEVEMENTS

- Develop 4 policies, in which two policies have been completed including teacher policy and policy on technical education and another two policies are pending for approval including draft national policy on physical education and sport development policy and policy on decentralization and deconcentration reform in education sector;
- Prepare 27 regulations for education sector. The following regulations are completed: royal decree on the provision of professorship status; royal decree on the organization and functioning of Cambodia national council for youth development; royal decree on the organization and functioning of the national committee for early childhood care and development; sub-decree on the organization and functioning of the general secretariat of the Cambodia national council for youth development and the sub-decree on the organization and functioning of the general secretariat of the national committee for early childhood care and development as well as 20 Prakas, decisions and guidelines and prepared 2 draft sub-decrees;
- Produce and distribute 15,000 posters taken from Article 16, 38 and 44 of the Law on Education in stage 2 to education entities at sub-national level and produce 50 copies of books on collection of policies in education sector;
- Finalize functional mapping exercise which covers 573 functions and review functions in education sector and identify 77 functions to transfer to sub-national administration;
- Prepare Prakas, decision and guidelines to introduce one window service and complaint receiving unit in the Ministry of Education, Youth and Sport related to public education service delivery and prepare forms for license request;
- Compile information on public services and public service standards related to education, youth and sport sectors covering 33 services in line with the policy on public service delivery;
- Strengthen capacity of education officials to work in the 26 target districts of one window service;
- Strengthen capacity of 307 education management officials, 8.80% female, on good governance for strengthening public education service delivery in Prey Veng, Kampong Thom and Koh Kong provinces;

- Strengthen capacity of 366 education management officials, 20.50% female, on legal framework on anti-human trafficking, smuggling, labor exploitation and sexual exploitation on female and children in 4 provinces including Preah Sihanouk, Prey Veng, Kampong Thom and Banteay Meanchey provinces;
- Strengthen capacity of 280 education management officials, 16.80% female, on procedures related to request or complaint and solutions for learners, parents or guardians and education officials in Kampong Cham, Svay Rieng and Koh Kong provinces;
- Conduct monitoring and evaluation on the implementation of the law on education and sub-decree on teachers' code of conduct in 15 provinces;
- Conduct monitoring and evaluation on conflicts of education officials both in and out of the court system in 12 provinces;
- Conduct monitoring and evaluation on the provision of education service based on the principle of good governance in 14 provinces.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|--|
| 1. Develop regulations as stated in the Education Law | 2 | Not full cooperation from technical departments |
| 2. Develop regulations to support the implementation of the Education Law | 2 | Flexible according to situation and procedures |
| 3. Strengthen the enforcement of education regulations and monitor conflicts among education officials | 1 | <ul style="list-style-type: none"> - Organize trainings for 3 provinces - Monitor the implementation of the Law on Education and Sub-decree on Teachers' Code of Conduct in 15 provinces - Monitor conflicts of education officials in 12 provinces |
| 4. Undertake D&D reform in education sector | 2 | Follow the timeframe of NCDD |
| 5. Strengthen delivery of public education service delivery based on the principle of good governance | 1 | <ul style="list-style-type: none"> - Organize trainings in 3 provinces - Conduct monitoring in 14 provinces |
| 6. Develop capacity of education officials on the legal framework on anti-human trafficking, smuggling, labor exploitation, especially on female and children | 1 | Organize trainings in 4 provinces |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|---|--------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Strengthen good governance in education sector | 1/2 | 1. Organize training on how to strengthen effective education service delivery based on the principle of good governance to education management officials at sub-national level from 10 provinces | | ✓ | |
| | | 2. Monitor the implementation of work based on the principle of good governance | ✓ | | |
| 2. Develop regulations for education sector | 1/2 | 1. Develop 15 regulations for education sector | | ✓ | |

| | | | | | |
|--|-----|---|---|---|---|
| | | 2. Monitor the implementation of regulations in education sector | ✓ | | |
| 3. Strengthen mechanisms against human trafficking, smuggling, labor exploitation and sexual exploitation on female and children | 1/1 | Provide training on legal framework against human trafficking, smuggling, labor exploitation and sexual exploitation on female and children | ✓ | | |
| 4. Strengthen mechanisms to manage and resolve work disputes | 1/1 | Organize training on procedures for requesting or complaining and solutions | ✓ | | |
| 5. Implement D&D reform program in education sector and review regulations in education sector | 0/1 | Implement D&D for democratic development at sub-national level and review regulations in education sector | | ✓ | |
| 6. Provide recommendation to revise sub-decree No. 84 according to the D&D principle. Disseminate regulations under the Law on Education | 0/2 | 1. Undertake democratic development reform at sub-national level with support from international TA | | ✓ | |
| | | 2. Organize study tour on decentralization | | | ✓ |

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

Challenges

- Responsibilities of some entities in formulating policies and regulations are still limited;
- Awareness on decentralization and deconcentration reform in education sector is not clear enough;
- Introduction of mechanism and procedures to transfer functions to sub-national administration requires time and experiences.

Lessons Learned

- There is a functional map for education sector, which outlines roles and tasks of national and sub-national levels;
- There is a good cooperation among relevant ministries/agencies and development partners;
- There is a working group to formulate and provide inputs on policies and regulations.

3.10 FINANCE

A. ACHIEVEMENTS

- Develop Medium Term Expenditure Plan, 2014-2016 and Budget Plan, 2014;
- Implement Public Financial Management Reform Program, Phase 2;
- Issue Inter-Ministerial Prakas on the Establishment of Petty Cash Advance for Program-Based Budget and Prakas on the Appointment and Change of Controller and Vice Controller of Petty Cash Advance for Implementing Program-Based Budget to entities at national and sub-national level;
- Issue Prakas on the Appointment of Authorized Principal Budget Manager for Program-based Budget, Non Program-based Budget to POEs
- Issue Prakas on Transfer of Program-based Budget to POEs;

- Organize training on how to use FMIS and exchange experiences in implementing general state budget for chief accountants, accountants and vice accountants from 24 capital-provinces in Takeo provinces;
- Coordinate a workshop on the guidelines on the implementation of school improvement grant for local school support committees and grant management committees at POE and DOE levels from 24 capital-provinces;
- Collect information on financial management to improve and update the manual on financial management for school improvement grant implementation in Takeo and Preah Sihanouk provinces;
- Finalize the revision of exiting inter-ministerial Prakas No. 191 សំណុំរៀបចំ dated March 26, 2007 to be preplaced by inter-ministerial Prakas No. 508 សំណុំរៀបចំ dated May 20, 2013 on Expense Principles for PB Implementation;
- Adopt the final Sub-decree on scholarship and living allowances for those who are living in dormitories to submit to the plenary session of the Council of Ministers for approval;
- Monitor and provide guidance on national budget and aid budget management;
- Implemented procurement procedures using state budget for 67 projects;
- Program-based budget and non-program-based budget payment by issuing payment mandates in the amount of Riels 1,056,468,800,000 or 93.56% of the revised credit of Riels 1,129,214,000,000 as follow:

Unit: Riels

| Description | Early Year Plan | Revised Plan | Implemented | Percentage |
|--|--------------------|--------------------|--------------------|--------------|
| 1 | 2 | 3 | 4 | 5=4 /3 |
| Total Fund Available for the Ministry | 1,119,565.5 | 1,129,214.0 | 1,056,468.8 | 93.56 |
| I-Non-Program-based Budget | 966,327.0 | 974,371.8 | 912,380.3 | 93.64 |
| a. Central Administration | 179,615.0 | 159,120.5 | 145,104.3 | 91.19 |
| - Chapter 60 | 73,176.0 | 73,176.0 | 67,723.0 | 92.55 |
| - Chapter 61 | 22,948.0 | 23,078.0 | 19,895.7 | 86.21 |
| - Chapter 62 | 11,064.0 | 11,501.0 | 10,702.6 | 93.06 |
| - Chapter 63 | 150.0 | 150.0 | 121.9 | 81.27 |
| - Chapter 64 | 58,994.0 | 38,905.9 | 35,318.0 | 90.78 |
| - Chapter 65 | 13,283.0 | 12,309.6 | 11,343.1 | 92.15 |
| b. Capital/Province | 786,712.0 | 815,251.3 | 767,267.0 | 94.12 |
| - Chapter 60 | 13,255.0 | 13,255.0 | 12,584.6 | 94.94 |
| - Chapter 61 | 24,000.0 | 24,000.0 | 23,270.3 | 96.96 |
| - Chapter 62 | 7,500.0 | 7,500.0 | 7,008.1 | 93.44 |
| - Chapter 63 | 77.0 | 77.0 | 36.8 | 47.79 |
| - Chapter 64 | 731,880.0 | 760,419.3 | 714,816.1 | 94.00 |
| - Chapter 65 | 10,000.0 | 10,000.0 | 9,560.1 | 95.60 |
| II- Program-based Budget | 153,238.5 | 154,842.2 | 144,088.5 | 93.06 |
| a. Central Administration | 153,238.5 | 45,621.1 | 42,173.0 | 92.44 |
| - Chapter 60 | 72,795.8 | 33,289.9 | 31,708.3 | 95.25 |
| - Chapter 61 | 12,399.6 | 905.8 | 859.8 | 94.92 |
| - Chapter 62 | 22,292.8 | 10,616.6 | 8,913.6 | 83.96 |
| - Chapter 63 | 35,247.9 | 583.8 | 473.2 | 81.06 |
| - Chapter 64 | 10,502.4 | 225.0 | 218.1 | 96.93 |
| - Chapter 65 | 0 | 109,221.1 | 101,915.5 | 93.31 |
| b. Capital/Province | | 39,328.7 | 37,088.8 | 94.30 |
| - Chapter 60 | | 11,382.9 | 10,305.9 | 90.54 |
| - Chapter 61 | | 11,199.7 | 9,492.9 | 84.76 |
| - Chapter 62 | | 35,886.4 | 34,674.8 | 96.62 |
| - Chapter 63 | | 11,423.4 | 10,353.1 | 90.63 |

- Indicators and Targets**

| Indicators | Actual 2012 (%) | Target 2013 (%) | Actual 2014 (%) |
|---|-----------------|-----------------|-----------------|
| Recurrent budget of MOEYS compared with the national budget | 15.92 | 18.50 | 15.52 |
| Program-based Budget implemented | 86.70 | 100 | 93.06 |
| Program-based Budget disbursed | 87.59 | 100 | 94.56 |
| Non-Program-based Budget implemented | 90.51 | 100 | 93.64 |
| Recurrent budget of MOEYS implemented | 89.98 | 100 | 93.56 |

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|--|
| 1. Prepare medium-term expenditure plan 2014-2016 | 1 | Medium-term expenditure plan is in place |
| 2. Collect data and prepare budget plan for 2014 | 1 | Budget plan 2014 is in place |
| 3. Continue implementing public financial management reform program | 1 | Strengthen the preparation and execution of budget through the banking system, ICT and financial management tools |
| 4. Continue revising Sub-decree and inter-ministerial Prakas related to budget implementation | 1 | -Disseminate sub-decree 532 អនក្រឹត្យ .បក្សី dated Nov 25, 2013 and -Inter-ministerial Prakas No. 508 សហវត្សរ៍ dated May 20, 2013 |
| | 2 | Adopt the final draft Sub-decree on scholarship and living allowances for those who are living in dormitories to submit the plenary session of the council of ministers for approval |
| 5. Continue to develop capacity of officials on budget management and utilization at national and sub-national levels | 1 | Provide technical training to officials at national and sub-national levels |
| 6. Monitor and speed up the liquidation of program-based budget and non-program-based budget to achieve higher rate | 1 | -Monitor the management and utilization of PB and non-PB budget at national and sub-national levels -Liquidation of PB and non-PB budget in 2013 is higher than previous years |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub-Activities | Status of the Implementation | | |
|---|--------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Monitor budget implementation | 1/1 | Monitor the management and implementation of program-based budget at sub-national level | ✓ | | |
| 2. Strengthen capacity of technical officials | 1/1 | Prepare budget and allocate PB budget at national and sub-national levels | ✓ | | |
| 3. Support the entities' operation | 1/1 | Print 6 accounting registration and expense formats (revenue- | ✓ | | |

| | | | | | |
|---|-----|---|---|--|--|
| | | expenditure cards, budget monitoring list, goods and materials inputs card, good and materials distribution cards, goods and materials analyzing lists) | | | |
| 4. Purchase materials, print, construct, repair and purchase safe | 3/3 | 1. Purchase 74 photocopiers and 74 voltage for DOEs | ✓ | | |
| | | 2. Purchase 33 laser printers/fax machines for DOEs | ✓ | | |
| | | 3. Purchase 542 two-story safes: 304 for lower secondary schools and 238 for upper secondary schools | ✓ | | |
| 5. National and international TA | 4/4 | 1. International TA supports public financial management (12 months) | ✓ | | |
| | | 2. National TA (12 months) | ✓ | | |
| | | 3. Assistant/translator for administrative unit at national level supports public financial management (12 months) | ✓ | | |
| | | 4. National ICT officials support public financial management (12 months) | ✓ | | |
| 6. Capacity development and support for SIG | 1/1 | Preparing and printing guidelines on SIG financial management and provide funding (by roles and tasks) and provide budget for monitoring | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|----------------------|--|---|---|--|
| UNICEF (CDPF) | Training on liquidation of PB budget for DOEs and schools | POE in Kratie, Pursat, Kep, and Pailin province | <ul style="list-style-type: none"> - 42 officials from 16 DOEs - 1,392 school directors and finance officers from 808 schools | <ul style="list-style-type: none"> - % of budget liquidation has increased - Some issues are resolved at local level |
| | Workshop on foundation of FMIS and experiences in the implementation of state general budget | POE in Takeo province | 72 officials from planning and accounting offices from POEs receive training on the foundation and pilot using FMIS | FMIS process is improved |
| | Develop financial management manual for School Improvement Grant Program | Finance Department | POEs and schools in 24 provinces receive the manual and start implementing it | Financial management of SIG program is enhanced Trained officials become trainers in charge of managing and training on financial |

| | | | | |
|--|---|--|---|----------------------------|
| | Train the trainer and coordinator course on financial management for School Improvement Grant Program | Office of provincial finance of Finance Department | 15 officials from Finance Department | management for SIG program |
| | Training on financial management for School Improvement Grant Program | Pre-school Teacher Training Center in Phnom Penh | 44 officials from accounting office of POEs receive trainings | |

Challenges

- Some entities formulate action plan and expenditure plan not consistent with the budget strategic plan;
- Guidelines on PB of some entities at national levels are not sent to sub-national level in a timely manner;
- Implementation of PB budget in the same chapter and account cannot be transferred;
- Procedures to get approval on financial documents are still complicated;
- The use of ICT is still limited.

Lessons Learned

- Awareness on budget management and use is improved;
- There is a structure to clearly distribute tasks and responsibilities in the entity;
- There is good relation and communication with technical agencies and relevant ministries/agencies;
- Efficiency of financial management is enhanced through ICT.

3.11 CURRICULUM DEVELOPMENT

A. ACHIEVEMENTS

- Purchase 3,753,000 copies of core textbooks of all subjects from grade 1 to 12;
- Provide 2.7 core textbooks to a primary school student at grade 1 to 3 (target: 3 books for 1 student);
- Provide 3.97 core textbooks to a primary school student at grade 4 to 6 (target: 4 books for 1 student);
- Provide 4 core textbooks to a lower secondary school student at grade 7 to 9 (target: 4 books for 1 student);
- Provide 7.8 core textbooks to an upper secondary school student at grade 10 (target: 8 books for 1 student);
- Provide 9.8 core textbooks to an upper secondary school student at grade 11 to 12 (target: 11 books for 2 students);
- Draft a policy on curriculum for general education, 11 books of life skill modules for grade 4, English books for grade 4, library standards for secondary education and action plan on climate change;
- Disseminate information on how to produce and use teaching materials for grade 6 to 163 technical group leaders and DTMTs, 30% female; curriculum standard for grade 12 of all subjects, DVDs on effective learning and teaching using student centered approach to 137 participants, 25% female; results of the research on flood impact on 128 schools; detailed curriculum on tourism and detailed curriculum on ICT for grade 11 and 12 to 630 participants including 40% female;

- Organize trainings on curriculum standards for grade 3 and 6 to 152 technical group leaders, DTMTs and teachers, 26% female; library management for secondary school and library standards for secondary school for 1,328 participants, 20% female; management, monitoring and supply of core textbooks for 1,778 participants, 30% female; curriculum development for primary and secondary education for 172 participants, 25% female and English curriculum for 231 participants, 35% female;
- Organize training on guidelines on how to teach how to produce and use teaching aids for grade 6 to 163 DTMTs, 32% female;
- Monitor the training for DTMTs and teachers on curriculum standards for grade 3 and grade 6, bilingual education program implementation for grade 1, 2 and 3, networked libraries at primary education, implementation of curriculum at public and private schools and implementation of curriculum of all subjects for grade 7-9;
- Print 20,740 copies of English curriculum for grade 4 and 26,000 copies of library guidelines.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|---|
| 1. Supply core textbooks for all levels | 1 | 3,753,000 copies of core textbooks for grade 1 to 12 were supplied to schools |
| 2. Develop life skill modules for grade 5 and 7, <ul style="list-style-type: none"> - Develop guidelines on the implementation of curriculum for grade 1-3 for indigenous children - Develop standard English curriculum for grade 6 and 9 - Develop materials on effective learning and teaching linked with curriculum for grade 5 - Disseminate materials on effective learning and teaching linked with curriculum for grade 5 | 3 | <ul style="list-style-type: none"> - Monitor the alternative implementation of life skill module - There is a shortage of resources and technical officials |
| 3. - Disseminate life skill module for grade 4 | 3 | Develop module document was not adopted yet |
| - Disseminate how to produce and use teaching aid for grade 6 | 1 | Participated by 163 librarians and stakeholders |
| - Disseminate the policy on general education curriculum | 2 | Policy paper on general education curriculum is being developed |
| - Disseminate library standard for secondary education | 1 | Participated by 67 technical group leaders, DTMTs and teachers |
| - Disseminate English curriculum for grade 4-6 | 1 | All public primary schools receive documents |
| - Disseminate English curriculum for grade 7-9 | 2 | Printed 2,500 copies |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|--|--------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Curriculum and material development | 2/7 | 1. Develop life skill module for grade 4 | ✓ | | |
| | | 2. Develop life skill module for grade 5 | | | ✓ |
| | | 3. Develop standard English curriculum for grade 6 | | | ✓ |

| | | | | | |
|---|-----|--|---|---|---|
| | | 4. Develop English textbook for grade 4 | ✓ | | |
| | | 5. Develop standard English curriculum for grade 9 | | | ✓ |
| | | 6. Provide detailed curriculum guidelines for English language for grade 7-9 | | ✓ | |
| | | 7. Develop English textbooks for students grade 7-9 | | | ✓ |
| 2. Capacity strengthening and dissemination | 2/4 | 1. Provide training to DTMT on teaching guidelines on how to produce and use teaching aid for grade 6 in northeastern region | ✓ | | |
| | | 2. Disseminate curriculum policy | | ✓ | |
| | | 3. Print curriculum policy (2,500 copies) and guidelines on how to use teaching aid (2,500 copies) | | | ✓ |
| | | 4. Disseminate curriculum standards of all subjects for grade 12 | ✓ | | |
| 3. Monitoring, research and evaluation | 5/5 | 1. Monitor the training on standard curriculum for grade 3 and 6 for DTMTs and teachers | ✓ | | |
| | | 2. Monitor bilingual education program for grade 1, 2 and 3 | ✓ | | |
| | | 3. Monitor library networks in primary schools | ✓ | | |
| | | 4. Monitor the implementation of curriculum (learning and teaching) in private and public schools | ✓ | | |
| | | 5. Monitor the implementation of curriculum of all subjects for grade 7-9 | ✓ | | |
| 4. Material and textbook development | 3/3 | 1. Purchase core textbooks (student textbooks and teacher manual) | ✓ | | |
| | | 2. Strengthen capacity and functioning of the organization | ✓ | | |
| | | 3. Conduct monitoring | ✓ | | |
| 5. Publishing materials | 3/3 | 1. Print English curriculum for grade 4 | ✓ | | |
| | | 2. Print English curriculum for grade 4-6 | ✓ | | |
| | | 3. Print guidelines on library work | ✓ | | |
| 6. National and international TA | 1/1 | 1. International TA assists in developing English curriculum for grade 7 (3 months) | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|----------------------|---|---|---|---|
| Save Children | Develop life skill modules for grade 4 | Siem Reap, Department of Curriculum | 1st draft of 1 module | Relevant officials participated in the consultation |
| UNICEF | Provide trainings to DTMTs on guidelines on how to produce and use teaching aid for grade 6 | Department of Curriculum Development, Mondulhiri, Ratanakiri, Stung Treng, Kratie and | Attended by 163 technical group leaders, DTMTs and teachers | Participants have the knowledge to produce and use teaching aid for grade 6 |

| | | | | |
|-------------------------------|---|--|--|--|
| | | Preah Vihear provinces | | |
| | Draft the policy on general education curriculum | Department of Curriculum Development and Takeo province | Policy on general education curriculum | Stakeholders participated in the consultation on the draft policy on general education curriculum |
| | Monitor the training on standard curriculum for grade 3 and 6 for DTMTs and teachers | Kampong Speu, Udor Meanchey, Monduliri, Kampot, Battambang, Kampong Thom provinces | 250 DTMTs and teachers complete the questionnaire | Effective implementation of curriculum standards for grade 3 and 6 |
| | Monitor the implementation of bilingual education program for grade 1, 2 and 3 | Monduliri, Ratanakiri, Stung Treng and Preah Vihear provinces | 30 teachers and 600 students complete the questionnaire | Effective implementation of bilingual education program for grade 1, 2 and 3 |
| | Disseminate and provide training on curriculum standard for grade 3 and 6 | 24 capital-provinces | Attended by 152 DTMTs and teachers | Effective implementation of curriculum standards for grade 3 and 6 |
| Education Improvement Project | Disseminate standard curriculum of all subjects for grade 12 | 24 capital-provinces | Attended by 4,230 chiefs of technical group, DTMTs and teachers | Participants have knowledge to implement curriculum standard for grade 12 |
| Plan International | Provide training to lower secondary schools' teachers on climate change adaptation | Siem Reap and Kampong Cham provinces | Attended by 150 lower secondary schools' teachers | Teachers have knowledge for further dissemination |
| Child's Rights Foundation | Produce teacher manuals on how to mainstream the rights of the child in social study subject for grade 4, 5 and 6 | Phnom Penh, | Teacher manual on how to mainstream the rights of the child in social study subject for grade 4, 5 and 6 | Teachers are able to mainstream the rights of the child in social study subject for grade 4, 5 and 6 |
| Ministry of Environment | Develop climate change action plan | Phnom Penh, | Climate change action plan | Relevant organizations participated in the consultation |

Challenges

- The policy on curriculum development has not been updated;
- Implementation of curriculum in some education institutions is not fully done;
- Not-for-sale textbooks are still available in markets;
- There is a shortage of specialized officials to develop curriculum framework.

Lessons Learned

- Strengthen teachers' capacity in implementing curriculum, life skill curriculum and optional vocational skills;
- Increase efficiency of library management through capacity training of librarians;
- Library standards are in place to measure development of library work;
- Develop 34 modules for life skill education.

3.12 TEACHER TRAINING

A. ACHIEVEMENTS

Final Examination for 2012-2013 Academic Year

| No. | Training level | Successful Trainees | | Percentage of female |
|--------------|--|---------------------|--------------|----------------------|
| | | Total | Female | |
| 1 | Preschool teachers 12+2 and 9+2 | 205 | 201 | 98.04 |
| 2 | Primary teachers 12+2 and 9+2 | 1,948 | 1,276 | 65.50 |
| 3 | Basic education teachers 12+2 | 1,424 | 790 | 55.47 |
| 4 | Higher education teachers "Bachelor + 1" | 980 | 302 | 30.81 |
| Total | | 4,557 | 2,569 | 56.37 |

Year-2 teacher trainees receiving training in the academic year 2013-2014

| No. | Training level | Successful Trainees | | Percentage of female |
|--------------|---------------------------------|---------------------|--------------|----------------------|
| | | Total | Female | |
| 1 | Preschool teachers 12+2 and 9+2 | 203 | 199 | 98.02 |
| 2 | Primary teachers 12+2 and 9+2 | 2,048 | 1,561 | 76.22 |
| 3 | Basic education teachers 12+2 | 1,318 | 778 | 59.02 |
| Total | | 3,569 | 2,538 | 71.11 |

Teacher recruitment exams for all education levels for the academic year 2013-2014

| No. | Training level | Passing candidates | | Percentage of female |
|--------------|--|--------------------|--------------|----------------------|
| | | Total | Female | |
| 1 | Preschool teachers 12+2 and 9+2 | 200 | 187 | 93.50 |
| 2 | Primary teachers 12+2 and 9+2 | 2,350 | 1,582 | 67.31 |
| 3 | Basic education teachers 12+2 | 1,000 | 578 | 57.80 |
| 4 | Higher education teachers "Bachelor + 1" | 1,022 | 390 | 38.16 |
| Total | | 4,572 | 2,737 | 59.86 |

- **Implementation of teaching practicum**

All 26 teacher training centers across the country implemented teaching practicum as per the schedule and achieved the following results:

| Teacher trainees | Result (percentage) | | |
|------------------|---------------------|-------|---------|
| | Very Good | Good | Average |
| Year 1 | 40.00 | 51.73 | 8.27 |
| Year 2 | 50.66 | 46.82 | 2.52 |

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|---|
| 1. Reduce 9+2 training formula for training primary and pre-school teachers | 1 | Reduce the selection of primary and preschool teachers based on the formula 9+2 and upgrade to 12+2 formula, except in Mondulkiri and Ratanakiri province |
| 2. Continue to train 1,500 primary school and preschool teachers holding Bacca-laureate certificate to become basic education teachers of the sixth generation, 2 nd intake and another 1,500 for the seventh generation, 1 st intake | 1 | Train 2,999 participants of the 1 st and 2 nd intake, 46.29% female |
| 3. Continue to promote capacity of principals and deputy principals of teacher training centers, primary schools and secondary schools | 1 | Strengthen capacity of 690 teacher training centers' directors and school directors, 10.43% female |
| 4. Continue providing ICT materials | 1 | Provide ICT equipment to 18 provincial teacher training centers and 6 regional teacher training centers |
| 5. Finalize the teacher policy | 1 | Finalize teacher development policy and receive endorsement from MOEYS's leadership on May 27, 2013 |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|---|--------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Supply qualified teachers according to the set number through training | 5/5 | 1. Provide operating budget to teacher training centers and resource centers to train teachers at all education levels and organize review workshop on the use of operational budget for teacher training centers, attended by 118 participants, 20.33% female | ✓ | | |
| | | 2. Improve training program to upgrade primary school teachers who hold upper secondary education certificate to basic education teachers in Kampong Chhnang and Takeo provinces attended by 61 participants, 11.47% female | ✓ | | |
| | | 3. Provide supplementary training to 12 th graders from disadvantaged areas of Kampong Cham, Kratie and Siem Reap provinces | ✓ | | |
| | | 4. Provide scholarship to 120 teacher trainees, 60% female, at NIE and 5 RTTCs | ✓ | | |
| | | 5. Provide scholarship to 240 teacher trainees in PTTCs in Kampong Cham, Kratie and Siem Reap provinces | ✓ | | |
| 2. Organize quarterly and annual workshops on training program implementation | 1/1 | Organize annual review workshop on the implementation of training program attended by 136 education officials, 22.05% female | ✓ | | |
| 3. Provide trainings and professional development to | 1/1 | 1. Provide training to 690 school directors and deputy directors, 10.43% female, | ✓ | | |

| | | | | | |
|---|-----|---|---|--|---|
| school directors | | on leadership, management and gender mainstreaming | | | |
| 4. Develop capacity through in-service training | 5/6 | 1. Provide training to 2,860 secondary school teachers, 22.79% female, on lesson research | ✓ | | |
| | | 2. Provide trainings to 203 trainers and secondary school teachers, 22.16% female, on ICT | ✓ | | |
| | | 3. Provide trainings to 471 trainers and teachers, 32.90% female, on inclusive education | ✓ | | |
| | | 4. Provide training on CFS program to 76 trainers, 31.5% female | ✓ | | |
| | | 5. Provide professional development to 1,500 basic education teachers, 29.06% female, from lower secondary schools | ✓ | | |
| | | 6. Organize orientation workshop on pre-school modules for pre-school teachers and improve the quality of the modules on inclusive education | | | ✓ |
| 5. Supply training materials | 2/2 | 1. Print 1,550 copies of inclusive education materials | ✓ | | |
| | | 2. Print 7,730 copies of materials to train primary education to teachers to become basic education teachers | ✓ | | |
| 6. Conduct monitoring and evaluation | 2/2 | 1. Monitor the implementation of CFS program in TTCs | ✓ | | |
| | | 2. Monitor the implementation of training programs in TTCs including multi-grade teaching, inclusive education and gender mainstreaming in education sector | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|----------------------|--|--|---------------------------------|---|
| UNICEF | Organize workshops on preparations of materials related to pedagogy, pre-Math, pre-writing, applied science, psychology and material preparation for pre-school teacher training | Takeo (2 times), Kampong Chhnang (2 times), and Kampot provinces | 141 participants, 48.93% female | Participants are capable of developing materials for teaching pre-school students |
| | Organize workshop on experience exchange on girl counselor activity implementation | Kampong Thom province | 70 participants, 40% female | Participants learn good practices related to girl counselor activity implementation |
| | Organize workshop on improvement of teacher training program for basic education teachers | Kampong Chhnang and Takeo provinces | 61 participants, 11.47% female | The program is improved |
| | Organize workshop on early impression | Kampong Chhnang | 67 participants, 98.50% female | Participants develop good |

| | | | | |
|------------------------|---|--|-----------------------------------|---|
| | on gender of female in leadership and management | province | | leadership and management skills |
| | Provide training in inclusive education | Kampong Chhnang province | 81 participants, 37.03% female | Participants are capable of teaching and learning |
| (UNICEF & WE/KAPE) | Organize workshop on material preparation for trainers on CFS program to train basic education teachers | Takeo province | 76 participants, 31.57% female | Participants are capable of producing materials correctly |
| | Provide training on CFS program to basic education teachers | Kampong Chhnang province | 76 participants, 31.57% female | Participants are capable of teaching and learning |
| UNICEF/ (CDPF) | Provide trainings to directors of secondary schools | Takeo and Kampong Cham province | 410 participants, 9.26% female | Directors and deputy directors receive broad knowledge on management |
| | Organize review workshop on school director trainings | Takeo province | 40 participants, 17.50% female | Participants are capable of doing training evaluation correctly |
| Teacher Across Borders | Organize workshop on teaching methodologies | Kampong Thom, Siem Reap and Battambang provinces | 802 participants, 53.49% female | The teaching activities of teachers correspond very well to the methodologies they just learned |
| IDP | Organize the 9 th CamTESOL Conference on English Teaching | National Institute of Education | 1,541 participants, 40.94% female | Lecturers and teacher trainees gain better understanding on English language |
| SIPAR | Provide training to librarians from primary schools in collaboration with teacher training centers | Siem Reap province | 26 participants, 80.76% female | Effective management and use of library |
| US Embassy | Provide training English teaching | US Embassy | 37 participants, 16.21% female | Trainers are more capable in teaching and learning |
| Save the Children | Organize consultative workshop on guidelines for the implementation of pedagogy curriculum | Kampong Chhnang province | 66 participants, 42.42% female | Materials are improved |

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| Kruor Sar Yeung | Provide training to volunteer pre-school teachers in stage 1, 2 and 3 | Office of Kruor Sar Yeung -Ratanakiri province | - 55 participants, 100% female -20 participants, 100% female | Capacity of volunteer pre-school teachers is developed |
| SVA | Organize annual competition on story teller, libraries and story writing for children | Siem Reap PTTC | 50 participants, 80% female | Capacity of librarians and story tellers in story telling is enhanced |
| Peace Corps | Organize workshop on English teaching monitoring and evaluation | Pre-School Teacher Training Center | 25 participants, 20% female | Peace Corp volunteers develop good relation and partnership with teacher of English |
| JHP | Organize the 11 th Exhibition of Drawings of Children and Teacher Trainees in 2013 and ceremony to present awards and recognition letters to teacher trainees and students | Kampot and Svay Rieng province | 193 participants, 36.78% female | -Drawings of teacher trainees and students are selected - Awards are given to champions as an incentive for their participation |
| | Organize the 9 th music exam for 2012-2013 | Kampong Chhnang and Prey Veng provinces | 1,620 participants, 36.29% female | Enough music materials are available for training courses |
| | Provide training on music at secondary level | Prey Veng and Kampong Chhnang provinces | 50 participants, 28% female | Teachers develop better capacity in teaching and learning |
| | Provide training on drawing and handicraft | Svay Rieng and Kampot provinces (2times) | 146 participants, 35.61% female | Primary school teachers develop teaching and learning skills |
| Child's Rights Foundation | Organize workshop on mainstreaming child's rights in Cambodian education system in all capital-provinces | Phnom Penh | 80 participants, 28.75% female | Teachers develop capacity in effective learning and teaching |
| | Provide training on child's rights, children's participation and positive discipline in target schools | Siem Reap and Kampong Cham provinces | 455 participants, 33.40% female | Participants' skills in teaching and learning are enhanced in target schools |
| | Organize dissemination workshop on the use | Phnom Penh | 42 participants, 16.66% female | Participants receive additional |

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| | of teacher manual for teaching social studies subject for grade 4, 5 and 6 | | | knowledge |
| Plan Cambodia | Organize a workshop on CFS for lower secondary education level | Pre-school teacher training center | 55 participants, 7.40% female | Trainers have been trained |
| V V O B | Provide training science subject teaching using student centered approach (physics, chemistry, biology, earth science and psycho-pedagogy) | RTTCs in Battambang, Kampong Cham and Kandal provinces | 235 participants, 39.57% female | Trainers are capable of teaching science subject |
| | Organize review workshop on trainings in 2012-2013 | Kampong Cham provinces | 136 participants, 22.05% female | Participants are capable of reviewing teacher training related work |
| | Organize workshop on environment | PTTC in Kampong Cham province | 89 participants, 25.84% female | POE's officials and PTTC's trainers are capable of teaching |
| | Organize workshop on mushroom culture | Hun Sen RTTC in Kandal province | 27 participants, 14.81% female | Participants develop mushroom culture skills |
| | Organize workshop on organic vegetables | PTTC in Kampong Cham province | 95 participants, 32.25% female | POE's officials and PTTC's trainers are capable of teaching |
| | Organize workshop on how to use teacher webpage | Krong Preah Sihanouk High School (2 times) | 51 participants, 11.76% female | Education officials and trainers are capable of using webpage |
| | Organize study tour on environment | Mondulkiri province | 29 participants, 40% female | Education officials learn about good practices related to environment |
| | Organize study tour on biodiversity | Koh Kong province | 22 participants, 54.54% female | Education officials learn about good practices related to bio-diversity |
| | Organize study tour on agriculture | Kandal province | 28 participants, 3.57% female | Education officials learn about good practices related to agriculture |
| | Organize life skill workshop on awareness of environment and | 18 capital-provinces | 490 participants, 44.69% female | Education officials, school directors/deputy directors and |

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| | organic vegetables | | | teachers expand life skills on environment |
| | Organize meeting on how to use ICT | RTTC in Battambang province | 82 participants, 12.19% female | Education officials understand how to use ICT |
| | Organize refresher course and continued course on awareness on environment and organic vegetables | PTTC in Siem Reap province | 118 participants, 17.79% female | Education officials and teachers develop skills on environment and organic vegetables |
| STEPSAM2/ JICA | Develop teacher manual part 1 for grade 7-9 for physics, chemistry, biology, earth science and math subjects | NIE and RTTC | | National trainers are capable of developing teacher manuals |
| | Provide training to teachers at lower secondary level on teacher manuals for Math and physics subjects | Participants from 6 capital-provinces | 3,750 participants, 30.35% female | Participants' capacity is promoted |
| UNESCO | Organize workshop on preparation of materials related to food security and nutrition for teacher trainings | PTTC in Kampot province and Pre-School Teacher Training Center | 41 participants, 41.46% female | Participants are capable of developing materials on food security and nutrition for teacher training properly |
| UNESCO/JICA | Develop teacher policy | PTTCs in Kampong Cham, Kampong Speu provinces and Phnom Penh | 289 participants, 18.68% female | Teacher policy is improved |
| | Organize review workshop on science and Math trainings for young officials | Kampong Cham province | 80 participants, 38.75% female | Capacity of young officials is more improved |
| EEQP-ADB | Organize workshop on development of evaluation tools for communication and infrastructure management of teacher training centers | Svay Rieng, Kampong Chhnang, Prey Veng and Kampong Speu provinces | 143 participants, 24.47% female | Trainers are more skilled in developing evaluation tools |
| | Organize workshop on preparation of tests for opening basic English training | Teacher Training Department | 30 participants, 16.66% female | Trainers are capable of preparing tests for opening basic English training |

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|-----------------------|--|--|--|--|
| | Provide training on basic English language to trainers and officials from teacher training centers and teachers from upper secondary schools | Kampong Chhnang and Kampong Cham provinces | 3,880 participants, 36.28% female | Teaching and learning capacity of trainers, officials and teachers in upper secondary schools is promoted |
| | Provide training on how to use ICT for teaching and learning | Battambang, Kandal, Kampong Cham, Siem Reap and Svay Rieng provinces | 1,620 participants, 30.47% female | Capacity of trainers and teachers in upper secondary schools to use ICT for teaching and learning is enhanced |
| | Provide training on how to maintain and repair Thin Client type computer | Siem Reap, Kampong Chhnang and Kampong Cham provinces | 78 participants, 16.25% female | Participants possess computer repair skills |
| | Provide training to basic education teachers who are teaching at lower secondary schools | 6 RTTCs | 1,500 participants, 29.26% female | Trainers have technical capacity in teaching |
| | Construct classrooms | PTTCs in Kampong Thom, Prey Veng and Takeo provinces | Is in the process of construction and classroom will be ready in 2014 | Trainers and teacher trainees will have adequate number of classrooms |
| | Construct dormitories | Preah Vihear and Svay Rieng provinces | Is in the process of construction and dormitories will be ready in 2014 | Teacher trainees will have appropriate dormitories to stay in |
| | Repair classrooms | PTTC in Svay Rieng province | Is in the process of repair and classrooms will be ready in 2014 | Trainers and teacher trainees will have enough classrooms |
| | Repair dormitory rooms for female in teacher training centers | Preah Vihear and Svay Rieng provinces | Is in the process of repair and toilets will be ready in 2014 | Female teacher trainees will be safe |
| | Provide equipment, furniture and computers to resource centers | PTTC in Prey Veng, Kampot, Battambang and Stung Treng provinces | Receive materials, equipment, furniture and computers for resource centers | Trainers and teacher trainees have materials and computers to assist their teaching and learning and have documents to do research |
| ESC/Nippon Foundation | Provide scholarship | RTTC in Phnom Penh and PTTC in Phnom Penh, | All teacher trainees receive scholarship | Teachers have good learning opportunities |
| | Workshop on English teaching program through radio | Phnom Penh | 42 participants, 45.23% female | Teachers' capacity is promoted |

Challenges

- Candidates with high qualifications are still not attracted to serve teaching profession;
- Regular in-service training system for teachers has not yet implemented;
- Knowledge and teaching methodology capacity of trainers are still limited.

Lessons Learned

- There are appropriate materials for providing trainings;
- There is a plan to increase scholarship for teacher trainees;
- Teacher policy is in place for developing teachers.

3.13 SCHOOL HEALTH

A. ACHIEVEMENTS

- Developed 4 regulations:
 - o Guidelines on promotion of food safety and healthy food in public and private education institutions;
 - o Guidelines on the request for deworming pills for teachers and students across the country;
 - o Guidelines on handwashing campaign in public and private education institutions across the country;
 - o Guidelines on cooperation in measles and itchy skin vaccination to students under 15 in schools;
- 58 education officials and officials from relevant organizations, 22% female, participated in the meetings of the inter-departmental committee against AIDS and drugs in Phnom Penh;
- 140 education officials at national and sub-national levels and officials from relevant organizations, 24% female, participated in the dissemination workshop on handwashing and hygiene day in schools in Phnom Penh;
- 1,047 education officials at sub-national, 16% female, participated in meetings on the progress of school health promotion program implementation;
- 72 education officials at sub-national level, 12% female, participated in a training on PB budget implementation;
- 96 education officials at sub-national level, 24% female, participated in training on health and hygiene and first aid and continued to educate 1,547 class-based teacher, 16% female;
- Finalized the production of life skill books on reproductive health and sexual health for grade 5-6 at primary education, grade 7-8 at lower secondary education and grade 10-11 at upper secondary education and for out-of-school youths and organized official launch with participation from 104 participants, 32% female, who are MOEYS's leadership, education officials at national and sub-national levels and officials from relevant organizations;
- Received printed materials and communication materials from partners include:
 - 2,800 copies of books on health, hygiene and nutrition;
 - 2,500 copies of books on first aid;
 - 10,850 copies of life skill books on reproductive health and sexual health for grade 5 and 6 at primary education, 6,800 copies for grade 7-8 at lower secondary education and 4,800 copies for grade 10-11 at upper secondary education and 3,625 copies for out-of-school youths. These books were distributed to teachers in primary schools and secondary schools and non-formal teachers to teach their students in their respective schools;

- 14,000 copies of posters on cycle of malaria and malaria prevention education to be distributed to teachers in provinces with high malaria prevalence rate;
 - 560 copies of health education book on food and health for primary education;
 - 131,290 copies of health education book on eye health for primary education;
 - 5,015 copies of big standing book on eye care education;
 - 60,000 copies of book on worm prevention education
- Education officials at national and sub-national levels received training on life skill, reproductive health and sexual health education for further educating in-school and out-of-school youths as follow:
- 30 education officials at national level, 20% female;
 - 128 education officials at provincial level, 25% female, in Battambang province;
 - 1,380 primary school and secondary school teachers, 55% female, in Mornng Russei, Phnom Prek, Sangke, Ratanak Mondul, Rukha Kiri, Samlot, Sampov Loun, Thmarl Korl districts in Battambang province;
 - 928 education officials, primary and secondary schools' directors, 32% female, in districts of Pursat, Kampong Chhnang, Koh Kong and Preah Sihanouk provinces were trained on how to plan activities to implement this program.
- 114 education officials, 38% female, from the 14 provinces with high prevalence of malaria received training on malaria prevention measures to further education education officials and students;
- 1,434 primary school teachers, 52% female, in Phnom Penh, Preah Sihanouk, Svay Rieng, Prey Veng and Takeo provinces, were educated about oral health, handwashing and given hygienic materials (tooth brush and soap) and practiced with 20,801 students at grade 3 and 4, 51% female;
- 8,248 primary school teachers, 60% female, in Kandal, Prey Veng, Kampong Thom, Kampong Chhnang and Kampong Speu provinces were trained about eye health education to further educate their students;
- 330 primary schools in capital-provinces receive first aid kits;
- Provided health and physical check-up to 3,065 education officials and learners, 59% female;
- Implemented handwashing and toothbrushing programs in 10 primary schools in Phnom Penh, Kampot, Kampong Chhnang, Kampong Thom and Takeo provinces (2 schools per capital/province);
- Students in primary schools across the country received deworming pills for two times: 1st time for 1,359,959 students and 2nd time for 1,065,826 students in collaboration with Ministry of Health;
- 1,024 teachers, 38% female and 14,132 students, 54% female, received eye measuring services for glasses and 2,417 teachers and students, 53% female, in 5 upper secondary schools in Phnom Penh were given glasses to restore their vision;
- Monitored the implementation of health promotion activities in schools in 23 provinces.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|---|
| 1. Develop guidelines on the implementation of school health policy | 2 | Is in the process of finalizing the guidelines |
| 2. Issue Inter-ministerial Prakas on health and physical checkup of learners and education officials and on structure, roles and tasks of school health structure at sub-national level | 2 | Is in the process of revising the draft |
| 3. Promote capacity of school health officials at national and sub-national levels on health, hygiene and sanitation and nutrition, first aid method, life skill on sexual health and reproductive health and disease prevention | 1 | Trainings have been provided to officials at national and sub-national levels in target provinces |
| 4. Undertake health and physical checkup of learners and education officials | 1 | Implemented in target provinces as requested by the entities in charge |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|---|--------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Strengthen policy environment, strategy, plan on school health by including promotion of reproductive health and education on HIV/AIDS and drug prevention | 5/6 | 1. Strengthen capacity of officials in charge of school health at national and sub-national level on PB management for 2013 "Strengthening and expanding school health promotion program" | ✓ | | |
| | | 2. Semi-annual meetings on progress of the implementation of school health program (at regional level in Pursat, Kratie and Kampong provinces) | ✓ | | |
| | | 3. Develop strategic plan and operational plan on HIV/AIDS and drug, 2013-2018 | ✓ | | |
| | | 4. Annual retreat of officials in charge of school health at national level | | | ✓ |
| | | 5. Quarterly meeting of the HIV/AIDS and Education Working Group | ✓ | | |
| | | 6. Develop school health operational plan for 2014 by incorporating the strategic plan on HIV/AIDS and drug | ✓ | | |
| 2. Strengthen life skill program on reproductive health, sexual health, HIV/AIDS and drug among children and youths | 1/1 | 1. Implement life skill program on reproductive health, sexual health, HIV/AIDS and drug among children and youths | ✓ | | |
| 3. Health promotion on prevention of communicable diseases, hygiene and sanitation, nutrition and first aid | 7/7 | 1. Provide trainings to officials at national level on health, hygiene, nutrition and how to use first aid kits and apply first aid | ✓ | | |

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| aid in education institutions | | 2. Provide trainings to officials at sub-national level on health, hygiene, nutrition and how to use first aid kits and apply first aid | ✓ | | |
| | | 3. Provide malaria prevention education in formal education institutions and non-formal setting | ✓ | | |
| | | 4. Cooperate to provide de-worming education in schools | ✓ | | |
| | | 5. Cooperate to provide oral health care education in schools | ✓ | | |
| | | 6. Implement model hygiene project in schools | ✓ | | |
| | | 7. Cooperate to provide eye care education in schools | ✓ | | |
| 4. Health promotion and facilities in school including health checkup, first aid, immunization and early intervention | 2/2 | 1. Provide health and physical checkup to education officials and learners | ✓ | | |
| | | 2. Develop health education materials, first aid kits and health checkup box | ✓ | | |
| 5. Monitoring and evaluation | 2/2 | 1. Monitor and evaluate the strengthening and expansion of school health promotion program | ✓ | | |
| | | 2. Monitor and evaluate life skill program on HIV/AIDS and drug prevention among children and youths | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|----------------------|---|--|---|---|
| UNFPA | Promote life skill education on reproductive and sexual health for children and youths | Kampong Chhnang, Pursat, Koh Kong, Preah Sihanouk and Battambang provinces | -Finalized life skill education book on reproductive and sexual health for in-school and out-of-school youths and printed and distributed to teachers to teach students -Provided trainings to 2,436 education officials at sub-national level, 45% female | Education officials at sub-national level received new knowledge on comprehensive sexual health education and provided further education to children and youths in their localities |
| UNESCO | Organize workshop to finalize life skill books on reproductive and sexual health for in-school and out-of-school youths | Kampot province | Life skill education book on reproductive and sexual health for in-school and out-of-school youths is officially launched | Basic documents are available for use |

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|---------------------------------------|--|---|--|---|
| | Organize workshop on operational plan on HIV/AIDS and drug, 2014 | Siem Reap province | The plan was developed with participation from 39 education officials, 36% female | AOP is in place for implementation in 2014 |
| GFATM Round 9 | Provide education on malaria prevention to education officials at sub-national level | 14 provinces with high prevalence of malaria | 114 education officials at sub-national level, 38% female | Education officials at sub-national level and students in primary and secondary schools understand how to prevent malaria |
| Fred Hollow Foundation | Eye health education in primary schools | Kandal, Prey Veng, Kampong Speu, Kampong Thom and Kampong Chhnang provinces | 8,248 education officials and students, 60% female, received trainings | Education officials and students received new knowledge on eye health education |
| GIZ/SEAMEO | Model sanitation and hygiene project in schools | Phnom Penh, Kampong Chhnang, Kampong Thom, Kampot and Takeo provinces | Provide handwashing facilities and toothbrushes to 10 primary schools | Students in target schools develop regular handwashing and teeth cleaning habits |
| UNICEF | Organize dissemination workshop on handwashing and sanitation day in schools | Phnom Penh | 140 participants, 24% female, who are MOEYS's leadership, education officials at capital-provincial level and stakeholders | Importance of handwashing and hygiene and sanitation in education institutions is well supported across the country |
| WHO | Implement to the program to promote food safety and healthy food | 6 primary schools in Phnom Penh | 9,655 participants, 51% female, who are MOEYS's leadership, officials from POEs, MOH and stakeholders | Students in target schools develop the habit of handwashing and safe and healthy food eating |
| Family Health International (FHI 360) | Implement worm prevention education program | 126 primary schools in 17 provinces | 1,421 participants, 37% female, who are education officials at provincial and district levels and class-based teachers | Participants develop skills to use worm prevention education book to further educate students |
| Hellen Keller International (HKI) | Implement worm prevention education program | 20 primary schools in Pursat and Takeo provinces and all PTTCs | 264 education officials at provincial and district levels and class-based | Participants develop skills to use worm prevention education book |

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| | | | teachers, 51% female and 10,476 teacher trainees and students, 44% female | to further educate students |
| Colgate Company | Implement health education program on oral health, handwashing and provide hygiene materials (including toothbrush and soap) | Primary schools in Phnom Penh, Preah Sihanouk, Svay Rieng, Prey Veng and Takeo provinces | 20,801 grade 3 and 4 students, 51% female | Students in target schools develop the habit of handwashing and teeth brushing |
| Briden Holden Vision Institute | Implement glasses measuring and producing program for teachers and students | 5 high schools in Phnom Penh | <ul style="list-style-type: none"> - 1,024 teachers, 38% female and 14,132 students, 54% female, received eye checkup and measurement - 2,417 teachers, 53% female, were given glasses | Teachers and students have improved vision |

Challenges

- Hygiene facilities do not meet the standards;
- There is a shortage of first aid kits in education institutions;
- There is a shortage of medical officials.

Lessons Learned

- Hygiene facilities are available at school;
- There is a model hygiene program at school;
- There is good multi-sectoral cooperation with relevant stakeholders;
- There is high creativity in implementing health promotion and hygiene work at school.

3.14 ADMINISTRATION

A. ACHIEVEMENTS

- Received 9,530 copies of incoming letters from education entities, other ministries, national and international organizations;
- Sent 16,786 copies of outgoing letters including 386 letters in foreign languages;
- Printed 45,000 copies of letterheads in national and foreign languages and 300 vehicle cards;
- Distributed 900 copies of incoming-outgoing letter journals;
- Cooperated with the National Committee to Organize National and International Festivities to organize different celebrations;
- Strengthened security and order in target entities under MOEYS
- Cooperated in organizing and participated in the funeral of **His Majesty Preah Bat Samdech Norodom Sihanouk, Hero King, the Father King of Independence, Sovereignty and Unity of Khmer Nation;**

- Promoted capacity on "Education Administration" for 324 education officials, 16.50% female, at national and sub-national level in Pailin and Battambang provinces;
- Cooperated in organizing the forum on education, youth and sport attended by 944 participants, 17.58% female, at National Institute of Education;
- Submitted summary report on education, youth and sport related work to relevant ministries and institutions periodically monthly, quarterly, semester, early 9 months and end year;
- Cooperated in organizing annual congress on education, youth and sport and review of education, youth and sport related activities at end of 2012-2013 academic year and prepare for the next academic year of 2013-2014;
- Issued Prakas to provide recognition to 323 outstanding entities in 2012-2013 including 77 units of Flag No. 1, 93 units of Flag No. 2 and 153 units of recognition letters;
- Provided medals for 1,216 education officials, 34.91% female, at national and sub-national levels for the academic year 2012-2013;
- Requested medals for 8,360 education officials, 33.00% female, at national and sub-national levels for the academic year 2012-2013;
- Compiled and scanned 16,149 copies of documents at national level for 2011 for storage in ICT-based archival management system;
- Promoted capacity on "archival management" for 164 education officials, 16.46% female in Preah Sihanouk province.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reason |
|---|--------|---|
| 1. Strengthen administrative letter management through one window channel | 1 | <ul style="list-style-type: none"> - Issue letter No. 3559 AYK.RB dated Oct 28, 2013 on Circulation of Administrative Letter - Issue letter No. 3565 AYK.RB dated Oct 28, 2013 on Sample of Administrative Letter |
| 2. Promote capacity on administrative and archival management | 1 | Provide training to education officials at national and sub-national levels on education administration and archival management |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|---|--------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Develop capacity of education administrators at national and sub-national levels | 2/2 | 1. Organize trainings on education administration and archival management | ✓ | | |
| | | 2. Provide monitoring | ✓ | | |

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

Challenges

Lack of incentives for education officials through provision of medals.

Lessons Learned

- Regulations and model letters are in place for administration and management;
- Strengthen capacity on archival and administrative letter management.

3.15 CULTURAL RELATIONSHIP AND SCHOLARSHIP

A. ACHIEVEMENT

- Organized examinations to select 571 students, 23.70% female, to study abroad;
- Received 144 graduates, 9.02% female, from overseas;
- Have been managing 151 foreign scholarship students, 21.85% female (106 from Vietnam, 25.47% female, 39 from Lao PDR, 15.38% female and 6 from China, 16.67% female)
- Received new 50 foreign scholarship students, 30% female (34 from Vietnam, 23.50% female, 10 from Lao PDR, 10% female and 6 from China, 100% female)
- Received 18 paid foreign students, 33.33% female (7 from Vietnam, 2 from Japan, 50% female and 9 from Korea, 55.56% female) to enrol in their requested subjects;
- Disseminated information and provided guidance on overseas scholarship program in remote and disadvantaged areas by 15 times;
- Trained scholarship 306 students, 14.70% female, who go to study overseas and foreign students coming to Cambodia on culture, tradition and way of life;
- Sent 409 education officials, 20.3% female to participate in meetings, workshops and training courses overseas including France, Lao PDR, Canada, Thailand, Vietnam, Belgium, Brazil, Senegal, Chad, Australia, the Philippines, Sri Lanka, Singapore, Japan, South Korea, USA, India, Spain, China, Germany, Israel, Malaysia, Netherlands, Brunei, Indonesia, UK, Switzerland, Myanmar, Italy and Scotland;
- Extended visa to 41 members of development partners, 29.26% female and requested for taxes to be paid by the government 26 times for NGOs and issued permits to allow 11 NGOs to use NGO and OI number plates for 17 cars and 55 motorbikes;
- Signed MOUs with 61 NGOs and prepared endorsement letters for 39 NGOs to sign MOUs with Ministry of Foreign Affairs and International Cooperation;
- Provided 134 national construction medals and 174 recognition letters for development partners and private donors;
- Provided training on result-based management to 40 management officials, 42.5% female;
- Trained management officials on French language learning and teaching research to 60 teachers of French, 45% female;
- Organized Francophone day attended by 1,000 participants, 45% female and a workshop on French language research to a group of 20 young teachers, 55% female;
- Received education delegates from the western state of Australia under the framework of coalition school in Kampong Speu province.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|---|
| 1. Continue collecting statistics on foreign students pursuing education in the Kingdom of Cambodia | 1 | There are 169 foreign students studying in Cambodia |
| 2. Continue to select around 423 scholarship students to study abroad | 1 | 571 students, 23.70% female, study overseas |
| 3. Continue managing students learning French, students pursuing degree overseas and students graduated from overseas | 2 | <ul style="list-style-type: none"> - 133,588 students are studying French language - There are 2,624 students overseas including 555 female |

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| | | - There are 126 students graduating from overseas including 15 female |
| 4. Promote timely signing of MOUs between the Ministry and Development Partners and Donors | 1 | - Extend MoUs between MOEYS with 61 organizations - Provide endorsement letters to 39 organizations to sign MoUs with Ministry of Foreign Affairs and International Cooperation |
| 5. Undertake monitoring and evaluating foreign language learning and teaching | 1 | Visited two times as there is not enough human resources to do this job |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|--|--------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Manage scholarship students in and out of the country | 3/4 | 1. Expand dissemination of information on scholarship program overseas and coordinate with POEs | ✓ | | |
| | | 2. Provide trainings to students before they go to study overseas and new scholarship students coming to study in the country | ✓ | | |
| | | 3. Organize visits to cultural heritage sites for Cambodian scholarship students before they go to study overseas | | | ✓ |
| | | 4. Provide assurance on the study and accommodation to foreign scholarship students | ✓ | | |
| 2. Enhance effective cooperation | 2/3 | 1. Print wishing cards for international new year and Khmer new year | | | ✓ |
| | | 2. Provide facilitation to national and international delegation to strengthen cooperation in education sector | ✓ | | |
| | | 3. Dissemination procedures on the signing and extension of agreement with partner organizations | ✓ | | |
| 3. Conduct monitoring and evaluation | 1/1 | Conduct monitoring and collect data on achievements made by partner organizations at sub-national levels | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|--|-----------------------------------|-----------|--|--|
| Conférence des Ministres de l'Éducation de la Francophonie | Help promote quality of education | MOEYS | Report on primary school students' learning achievement assessment | National working group is able to develop tools for evaluation and data analysis, data interpretation and report writing |

| | | | | |
|--|--|-------------------|--|--|
| Valorisation du français en Asie du Sud-Est | Promote French learning and teaching | Capital-provinces | Students choosing French as the first language has increased by 40.48% | Updated teaching methodologies respond to education quality and are relevant to labor demand |
| Centre Régional de la Francophonie en Asie-Pacifique de l'Organisation Internationale de la Francophonie | <ul style="list-style-type: none"> - Provide pedagogy trainings to teachers of French - Provide incentives to outstanding students in French language - Provide trainings to directors of education institutions and education officials to strengthen their capacity and quality in management - Support the cooperation of the Association of French language teachers in Cambodia - Develop French language curriculum for primary education | Capital-provinces | <ul style="list-style-type: none"> - 30 teachers (14 female) participated in training courses in Thailand and Vietnam - 75 students (33 female) received allowances to study French language - 120 French language teachers including 65 female received pedagogy training - Workshops in Phnom Penh, Battambang and Prey Veng to strengthen French language and pedagogy capacity to 90 French language teachers including 52 female - French language curriculum at primary level - Collect data on MOEYS's needs in providing vocational orientation to students at | Enhance capacity and receive experiences from Francophonie countries and contextualize to Cambodia |

| | | | | |
|--|--|-------|---|---|
| | - Develop curriculum for vocational orientation | | secondary level | |
| Association pour la promotion de l'Éducation et de la Formation à l'Étranger | Develop curriculum on vocational orientation for youths in collaboration with CREPAP/OIF | MOEYS | Approach to introducing basic program for vocational orientation | Fully informed about vocational orientation in Francophonie countries |
| Coopération Française | Provide trainings to English language teachers and provide scholarship to students and education officials | MOEYS | 20 French language teachers including 7 female received scholarships to continue studying in French | <p>Strengthen capacity and quality in French language for education officials</p> <p>-Participate in preparing and publishing French language book</p> <p>-Provide support to bilingual class</p> <p>-Disseminate information about French language learning and teaching</p> <p>-Support the sending of students and education officials in Francophonie countries</p> |

Challenges

It is challenging to request for figures of outgoing students, students who are pursuing their study and graduates from embassies and foreign missions in Cambodia.

Lessons Learned

- Organized examination to select scholarship students to study overseas in a timely manner;
- Provided opportunities to foreign scholarship students to explore cultural heritage and tourism resorts in Cambodia.

3.16 INFORMATION AND ASEAN AFFAIRS

A. ACHIEVEMENTS

- Cooperated with local authorities and parents in the national enrolment campaign targeting six-year-old children for grade 1 in remote and disadvantaged areas in Ratanakiri, Mondulakiri, Stung Treng, Preah Vihear, Koh Kong and Siem Reap provinces;
- Published education bulletins No. 7 and No. 8;
- Disseminated short documentary videos on education, youth and sport achievements for education congress;
- Updated MOEYS's website in Khmer and English;
- Trained 109 education officials, 21.10% female, on Khmer Office, Internet and Email;
- Organized the International Forum on ICT in Education, 2013 and launched ICT-based classes in collaboration with Ministry of Education, Republic of Korea;
- Promoted capacity of education officials through computer trainings at basic and intermediate levels for 501 people, 24.75% female;
- Promoted capacity of 456 teachers, 31.79% female, at high schools and teacher training centers on INTEL Teach Program;
- Published 81 articles of national and international news related to education, youth and sport sectors;
- Broadcast information on education, youth and sport related activities on the media for 140 times;
- Reviewed and provided inputs on 279 documents on cooperation in education, youth and sport sectors with SIMEO-ASEAN member countries and partner countries in the region and world;
- Organized workshops on the use of ICT in teaching and learning for 90 science and maths teachers, 17.10% female;
- Sent 180 education officials and students, 41.85% female to join overseas workshops and study tours;
- Sent 67 students , 46.26% female, to join cultural exchange program between students in East Asia - Japan;
- Received champions from International Asian Children Movie Festival, Japan;
- Sent 26 students, 57.89% female, to join the student exchange under SIMEO-ASEAN framework;
- Drafted a Policy on Distant Learning;
- Received delegation from Ministry of Education and Training, Vietnam, which is Chair of the Board of Education Ministers in South-East Asia.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|---|
| 1. Continue to collect information and disseminate information activities achieved in education, youth and sport sectors | 1 | Produced video clips and education bulletins |
| 2. Issue education bulletins volume 7 and 8 | 1 | Published bulletins volume 7 and 8 |
| 3. Continue to implement the campaign to enrol six-year-old children | 1 | Produced video clips on children enrolment, distributed posters and met with parents or guardians in remote provinces |
| 4. Continue to implement the Action Plan on ICT in Education Sector | 1 | Provided training to 109 education officials, 21.10% female |
| 5. Continue to formulate a policy on distance learning | 1 | Draft policy on distance learning |

| | | |
|---|--|--|
| 6. Continue to promote capacity of education officials at national and sub-national levels on basic and secondary level computer skills | | Provided training 501 education officials in total, 24.75% |
|---|--|--|

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|--|--------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Communication plan and strategy | 4/4 | 1. Develop posters on new enrolment and print 60,000 copies to distribute across the country | ✓ | | |
| | | 2. National campaign on early grade enrolment | ✓ | | |
| | | 3. Monitor the use of Khmer unicode | ✓ | | |
| | | 4. Check and meet with people and guardians of children in districts | ✓ | | |
| 2. Collect and disseminate information | 4/4 | 1. Produce bulletins and disseminate education information | ✓ | | |
| | | 2. Provide office supplies | ✓ | | |
| | | 3. Disseminate video on enrolment to indigenous communities of four languages in Ratanakiri province | ✓ | | |
| | | 4. Meet with students' parents and parents in 15 remote districts with low enrolment rate | ✓ | | |
| 3. ICT in education sector | 7/7 | 1. Promote capacity on ICT of education officials | ✓ | | |
| | | 2. Disseminate knowledge on ASEAN to students | ✓ | | |
| | | 3. Provide training on how to use ICT in teaching and learning Math and science | ✓ | | |
| | | 4. Provide journalism training to officials from the central and POE levels | ✓ | | |
| | | 5. Provide training to officials on development of database in the Ministry's website | ✓ | | |
| | | 6. Help develop database on relevant laws from Ministry's website (3 months) | ✓ | | |
| | | 7. Provide basic and intermediate level computer trainings to education officials at national and sub-national officials | ✓ | | |

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

D. COOPERATION WITH DEVELOPMENT PARTNERS

| Development Partners | Activities | Locations | Results | Lessons Learned |
|----------------------|---|-------------------|--|---|
| UNICEF | Produce and disseminate the spot on enrolment | Capital-provinces | <ul style="list-style-type: none"> - Parents, guardians and communities are aware of the time to enrol their children - The number of six- | Disseminate information on enrolment through radio and TV spots and posters in urban areas, villages, |

| | | | | |
|-------------|---|--|---|---|
| | | | year-old children enroled in grade 1 has increased | communes, districts and provinces and to children in remote villages, communes, districts and provinces where ethnic minority people are residing |
| CDPF | Provide basic and intermediate level computer courses to education officials | Capital-provinces | 501 education administrators, 24.75% female, at national and sub-national levels | -There is a good cooperation with development partners and stakeholders -Regular monitoring of training achievements |
| OI-INTEL | Implement Intel Teach Programme | 26 upper secondary schools and 24 PTTCs | 456 teachers, 31.79% female, from upper secondary schools and teacher training centers | - There is participation from national and sub-national levels - Lessons are designed in a systematic and appropriate manners |
| OI-VVOB-ADB | <ul style="list-style-type: none"> - Produce and localize 200 interactive computer programs for science subjects into Khmer - Produce short videos on experimentation in science subjects at secondary education levels | Upper Secondary Schools, PTTCs and NIE | Secondary school teachers are able to use digital experimental materials and video in their teaching and learning | There is good cooperation among development partners |
| Ezecom | <ul style="list-style-type: none"> - Provide internet connection | Upper Secondary School Resource Center and PTTCs | 65 Upper Secondary School Resource are connected to fast internet connection | There is a good cooperation with companies |

Challenges

Dissemination of information related to education, youth and sport still has not met the demand.

Lessons Learned

- Good public relation and cooperation in the areas of education, youth and sport with relevant organizations and agencies;
- Information on achievements made in education, youth and sport sectors is disseminated through the media and MOEYS's website;
- The action plan on ICT in education sector is implemented;
- Education campaign on enrolment of six-year-old children in remote and disadvantaged areas is carried out;
- Capacity of education officials is promoted through basic and intermediate level computer trainings at national and sub-national levels;
- There is a good relation and cooperation in the sectors of education, youth and sport with partner countries in the region and the world.

3.17 MANAGEMENT OF MATERIALS AND STATE PROPERTIES

A. ACHIEVEMENTS

| Description | 2012 | 2013 | Increase-decrease | In percentage |
|---|-----------|------------|-------------------|---------------|
| Gasoline (litre) | 189,967 | 166,301 | -23,666 | -12.46 |
| Diesel (litre) | 105,757 | 105,241 | -516 | -0.49 |
| Lubricant (litre) | 2,881 | 3,132 | 251 | 8.72 |
| Inventory | 67 | 65 | -2 | -2.99 |
| Account clearance (unit) | 1,446 | 1,098 | -348 | -24.07 |
| Revenue collection (USD) | 106,192.5 | 168,998.75 | 62,806.25 | 59.15 |
| Land registration | 3,948 | 4,649 | 701 | 17.76 |
| Land dispute settlement | 6 | 4 | -2 | -33.33 |
| Provision of materials (in Million Riels) | 75,357 | 81,230 | 5,873 | 7.80 |
| Importation with taxes and duties being the government burden | 23 | 19 | -4 | -17.40 |
| Vehicle repairs (case) | 161 | 179 | 18 | 11.18 |
| No. of state vehicles | 176 | 180 | 4 | 2.28 |
| Capacity development (persons) | 1,559 | 1,061 | -498 | -31.95 |

Table: State Asset Management, 2013

| No. | Capital/Province | Inventory | | Properties | |
|-----|------------------|-------------------------------|------------|------------------------------------|----------------------------------|
| | | Increase-Decrease by Province | | List of Property, Capital/Province | National Registration of Schools |
| | | Provided | Percentage | Provided | Percentage |
| I | Central entities | 47 | 100 | 1 | 30 |
| II | Capital-province | | | | |
| 1 | Phnom Penh, | 1 | 100 | 0 | 168 |
| 2 | Kandal | 1 | 100 | 12 | 203 |
| 3 | Kampong Speu | 1 | 100 | 9 | 393 |
| 4 | Kampong Chhnang | 1 | 100 | 3 | 0 |
| 5 | Kampot | 0 | 0 | 0 | 397 |
| 6 | Kep | 1 | 100 | 3 | 31 |

| | | | | | |
|--------------|------------------|-----------|-----------|-----------|--------------|
| 7 | Preah Sihanouk | 1 | 100 | 5 | 89 |
| 8 | Koh Kong | 1 | 100 | 0 | 93 |
| 9 | Takeo | 1 | 100 | 0 | 242 |
| 10 | Battambang | 0 | 0 | 0 | 0 |
| 11 | Pursat | 1 | 100 | 0 | 0 |
| 12 | Banteay Meanchey | 1 | 100 | 0 | 505 |
| 13 | Pailin | 1 | 100 | 3 | 64 |
| 14 | Kampong Cham | 1 | 0 | 17 | 140 |
| 15 | Prey Veng | 1 | 100 | 14 | 696 |
| 16 | Svay Rieng | 1 | 100 | 0 | 322 |
| 17 | Siem Reap | 0 | 0 | 0 | 555 |
| 18 | Preah Vihear | 1 | 100 | 0 | 0 |
| 19 | Kampong Thom | 1 | 100 | 0 | 531 |
| 20 | Udor Meanchey | 1 | 100 | 0 | 183 |
| 21 | Kratie | 1 | 100 | 0 | 0 |
| 22 | Stung Treng | 0 | 0 | 0 | 0 |
| 23 | Ratanakiri | 0 | 0 | 0 | 0 |
| 24 | Monduliri | 1 | 100 | 0 | 0 |
| Total | | 18 | 75 | 67 | 4,649 |

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|-------------------|
| 1. Propose needs for materials, fuel and vehicle repair | 1 | Achieved |
| 2. Continue to promote capacity of technical officials and school principals on state property management | 1 | Achieved |
| 3. Update the data on moveable and immovable properties | 2 | Being implemented |
| 4. Continue to resolve land conflicts in different entities and schools | 2 | Being implemented |
| 5. Promote the development of the inventory, making of title deed and collection of revenue | 2 | Being implemented |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|--|--------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Develop organization's capacity and operation | 3/3 | 1. Provide training to regional technical officers | ✓ | | |
| | | 2. Provide training to technical officers at central level | ✓ | | |
| | | 3. Provide training to school directors | ✓ | | |
| 2. Monitor the management of state assets | 1/1 | 1. Monitor the management of state materials and assets at capital-provincial level | ✓ | | |

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

Challenges

- Resolution of land conflict is not highly effective;
- Titling of property is still limited;
- Inventory committees in some capital-provinces have not prepared a comparison table to indicate the increase or decrease of state property periodically;
- Clearance procedures are too time consuming and involve lots of formality.

Lessons Learned

- Trainings and monitoring on state property management enable entities to use inventory correctly and propose supply projects right to the target;
- Land registration has reduced encroachment on the land belonging to the state.

3.18 SCHOOL CONSTRUCTION

A. ACHIEVEMENTS

• Government Fund

- Is in the process of constructing one additional administrative five-story building for 9 departments under MOEYS. The construction has been 80% completed;
- Officially inaugurated one five-story building with 48 rooms in the National Institute of Education;
- Set up new safe water system, painted 4 electrical poles for lighting football field, improved the roof of the sport palace, set up latrines and change room on the ground floor, installed elevators in Olympic stadium. The work has been 100% completed. The change of wooden floor in the sport palace has been 98% complete;
- Constructed one three-story buildings with 18 rooms and equipped with enough furniture, two buildings of latrines with 8 rooms and pump wells in **HUN SEN** Komchay Mear High School. The work has been 98% completed;
- Constructed electricity cabins in two basketball courts, restrooms in 13 dormitory buildings, connected safe water and electricity by installing 3P-1000 KVA Tranfo in **CHEA SIM** Komchay Mear University. The work has been 100% completed;
- Constructed on ten-room building and two nine-room buildings in Preah Bat Norodom High School in Kanchreach district, Prey Veng province. The work has been 100% completed;
- Constructed seven new buildings with 44 rooms and repair 6 school buildings with 45 rooms affected by typhoon and flood in Kampong Cham, Kandal, Prey Veng, Kampot and Banteay Meanchey provinces;
- Repaired one building of lecturer guesthouse in Meanchey University. The work has been 100% completed;
- Is in the process of five new buildings with 17 rooms in Banteay Meanchey, Preah Vihear, Prey Veng and Svay Rieng. The work has been 95% completed;
- Is in the process of constructing 15 new buildings with 122 rooms with enough furniture in Kampong Chhnang, Kandal, Kampong Cham, Ratanakiri and Siem Reap provinces. The work has been 55% completed;
- Is repairing six dormitories in the campus of female dormitory center. The work has been 70% completed;
- Is constructing Boeung Snor sport training center. The work has been 45% completed;
- Promoted capacity on education infrastructure management of 1,719 education officials, 15% female.

- **ESSUAP/FTI**

Constructed 123 school buildings in incomplete primary schools and overcrowded schools across the country including:

- 95 incomplete schools with 475 rooms;
- 5 overcrowded schools with 25 rooms;
- 11 resource pre-school with 55 rooms;
- 12 buildings for DOEs.

- **EEQP-ADB**

- Constructed resource centers in 4 PTTCs in Prey Veng, Battambang, Stung Treng and Kampong Thom provinces. The construction has been 98% completed;
- Constructed resource centers in 6 high schools including Kralanh High School, Chup Veary High School, Chhouk High School, Kampong Thom High School, Prasot High School and Chbar Ampov High School. The construction has been 85% completed;
- Officially inaugurated resource centers in Udor Meanchey **HUN SEN** High School;
- Is in the process of constructing dormitories in PTTC in Kampong Thom. The construction has been 35% completed;
- Is in the process of constructing dormitories for female, school buildings and meeting halls in RTTCs. The construction has been 85% completed;

- **Triangle Development Project (CLV)**

- Officially inaugurated 15 buildings for incomplete primary schools with 45 rooms;
- Constructed one two-story dormitory in Ratankiri province. The construction is complete;

- **JRFC-WAFC**

- Constructed 5 school buildings with 19 rooms in Takeo, Prey Veng, Kampong Chhnang, Kampong Speu and Kandal provinces. The construction has been 90% completed;
- Rennovated 49 old buildings with 245 rooms.

- **ESDP-III/ADB**

- Constructed school buildings for upper secondary school and lower secondary schools in the premise of primary school, dormitories, latrines, wells and teachers' guesthouse in 219 locations in total;
- Improved the design, quote and technical specification;
- Prepared procurement documents to submit to ADB.

- **GPE/FTI-II**

- Surveyed 682 locations of pre-school resource centers, community pre-schools, lower secondary schools in the premise of primary schools and district offices of education;
- Improved the design, quote and technical specification;
- Prepared procurement documents to submit to World Bank.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|---|
| 1. Continue to make proposal on constructing and repairing education infrastructure | 2 | Construction is part of the contract |
| 2. Continue monitoring repair work of education infrastructure | 1 | Monitored construction work in Prey Veng, Stung Treng, Ratanakiri and Mondulakiri provinces |
| 3. Study the impact on education infrastructure | 1 | Survey is done in 8 affected provinces |
| 4. Implement Education Sector Development Project, Phase 3 | 2 | Is in the procurement process |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|---|--------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Capacity development | 2/2 | 1. Provide trainings to regional officials and school directors | ✓ | | |
| | | 2. Collect and study the information of schools in capital-provinces | ✓ | | |
| 2. Conduct monitoring and evaluation and propose projects and operation of the agency | 2/2 | 1. Conduct monitoring and evaluation | ✓ | | |
| | | 2. Purchase materials and administrative operation | ✓ | | |
| 3. Education infrastructure development | 9/10 | 1. Construct and furnish Odem primary school | | | ✓ |
| | | 2. Construct and furnish lower secondary school | ✓ | | |
| | | 3. Construct lower secondary school in Phnom Penh | ✓ | | |
| | | 4. Construct Boeung Trabek High School | ✓ | | |
| | | 5. Construct Preah Norodom High School | ✓ | | |
| | | 6. Construct dormitories in Phnom Penh RTTC | ✓ | | |
| | | 7. Construct latines and wells in schools | ✓ | | |
| | | 8. Construct teacher house in schools | ✓ | | |
| | | 9. Construct buildings in National Institute of Education | ✓ | | |
| | | 10. Construct resource centers | ✓ | | |

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

To date, there are 3,705 buildings or 19,319 rooms constructed with the precious assistance of **Samdech Aka Moha Sena Padei Techo HUN SEN, Prime Minister of the Kingdom of Cambodia** and **Samdech Kiti Prit Bandith BUN RANY HUN SEN**, as of June 24, 2013, with 125 buildings with 771 rooms constructed in Phnom Penh.

Challenges

- Cannot afford to repair old buildings;
- Have not addressed the request for constructing and repairing education infrastructure;
- Maintenance of education infrastructure in education institutions is still limited.

Lessons Learned

- There is good cooperation with relevant organizations and development partners;
- Mechanisms are in place to manage construction work effectively.

3.19 PRINTING AND PUBLISHING

A. ACHIEVEMENTS

- Develop core textbooks for students at grade 11 and 12 for 8 topics including Khmer literature, Math and for science and social science;
- Develop core textbooks for students at grade 6 and 9 for 8 topics including Khmer literature, Math and for science and social science;
- Develop work book for 5 subjects including Math for grade 4, dictation, essay writing for grade 4, 5, 6 and 7 and supplementary reading books for 21 titles;
- Develop 11 types of teaching aid;
- Printed 2,149,300 copies of core textbooks, workbooks and supplementary reading books;
- Deliver 5,192,640 copies of core textbooks to schools across the country;
- Sell textbooks, teaching aid and office supplies to general customers and generate Riels 2,844,359,331.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|---|
| 1. Develop core textbooks for 8 subjects | 1 | Khmer literature, Math for science and social science |
| 2. Develop additional 34 topics for practice books and supplementary reading books | 1 | Workbook for 5 subjects and supplementary reading books for 21 titles |
| 3. Develop 20 types of teaching aid | 2 | Develop 11 types because of difficulties in importing sample teaching aid from overseas |
| 4. Print 2,500,000 copies of core textbooks | 1 | Printed 2,149,300 copies as per demand of customers |
| 5. Deliver 40,000,000 textbooks to schools across the country | 1 | Delivered 5,192,640 copies of textbooks |
| 6. Sell textbooks, teaching materials and office supplies to general customers | 1 | Sold and generated revenue of Riels 2,844,359,331 in total |

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

Lessons Learned

- Strict disciplines are in place;
- Clear workplans are in place.

4- MONITORING AND EVALUATION

4.1 EDUCATION QUALITY ASSURANCE

A. ACHIEVEMENTS

- Monitored and evaluated the organization of the Executive Committees, Branch Committees and Sub-branch Committees, Branch Head and Vice Head of Youth and Child Councils in Kampong Thom and Takeo provinces;
- Reviewed and studied documents related to the draft Sub-decree on procedures for measuring equivalency capacity;
- Conducted national assessment for grade 6, entered and cleaned data for Khmer and Math subjects collected from a sample of 210 primary schools with a total number of 6,019 students, 54.82% female;
- Monitored education quality assurance work in DOEs and 22 POEs;
- Provided inspection to assist teachers in 88 general schools and 176 teachers, 52.27% female;
- Monitored and evaluated education quality in 108 general schools in 12 provinces;
- Drafted education quality assurance framework in pre-school and general education;
- Organized consultative workshop on the draft tools for regular and thematic inspections attended by 129 participants, 32.55% female;
- Organized trainings to pilot self-assessment tools for secondary schools, attended by 344 participants, 13.66% female;
- Joined study tour to gain experiences on inspection in Sweden.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|---|--------|--|
| 1. Continue to monitor education quality assurance performance, evaluate quality of education and inspect general schools | 1 | Undertook inspection in 108 general schools |
| 2. Continue to monitor child and youth councils, physical education and sport and quality of community learning centers | 1 | Conducted monitoring in 2 provinces |
| 3. Undertake national assessment for Khmer and Math subjects for grade 6 in sample schools | 1 | Learning performance is assessed in a sample of 210 schools |
| 4. Review draft Sub-decree on capacity assessment procedures at equivalency level | 2 | Is in the process of researching relevant documents |
| 5. Develop guidelines on procedures for operating education quality monitoring and evaluation mechanisms | 2 | Is in the process of cooperation with Education Inspectorate of Sweden |
| 6. Develop framework and tools to ensure quality of education | 2 | Is in the process of cooperation with Education Inspectorate of Sweden |
| 7. Disseminate information on the principles of inspection | 2 | Is in the process of cooperation with Education Inspectorate of Sweden |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|---|--------|--|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Strengthen capacity on education quality assurance of monitoring officials at all levels | 1/4 | 1. Strengthen capacity on technical education quality monitoring and evaluation of officials at national and sub-national levels | ✓ | | |
| | | 2. Developed and organized consultation on draft principles and mechanisms for measuring capacity at equivalency level | | ✓ | |
| | | 3. Organize workshops at national and sub-national levels on draft principles and mechanisms for measuring capacity at equivalency level | | | ✓ |
| | | 4. Disseminate information on principles and mechanisms for measuring capacity at equivalency level | | | ✓ |
| 2. Conduct monitoring and evaluation on education sector performance and conduct inspection to provide assistance to teachers | 3/3 | 1. Monitor education sector performance | ✓ | | |
| | | 2. Monitor and evaluate education quality in general schools | ✓ | | |
| | | 3. Conduct inspection to provide assistance to teachers | ✓ | | |
| 3. Assess students' learning achievements against the national education standards | 2/3 | 1. Print test books of Khmer and Math subjects for grade 6 | ✓ | | |
| | | 2. Conduct national assessment for grade 6 on Khmer and Math subjects | ✓ | | |
| | | 3. Organize workshop to collect information, analyze data and disseminate results | | ✓ | |

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

Challenges

- Officials have not been trained according to their work;
- There is a shortage of technical officials and inspectors.

Lessons Learned

- There is a good cooperation with relevant departments on the preparation of national assessment;
- There is a good cooperation with Swedish Education Inspectorate in formulating inspection format to strengthen education quality assurance system at pre-school and general education level.

4.2 ADMINISTRATIVE AND FINANCIAL INSPECTION**A. ACHIEVEMENTS**

- **Monitoring**
 - Carry out inspection on the implementation of laws, regulations and financial procedures in relation to the management and use of budgets by chapter, administrative management, personnel management and state assets in 12 POEs, 44 DOEs, 238 education institutions, 5 RTTCs and 4 PTTCs;
 - Reviewed the improvements made following recommendations by 6 POEs, 16 DOEs and 63 education institutions;

Through the inspection and review on the implementation of recommended improvements above, it was found that these POEs, DOEs and education institutions implemented laws and regulations correctly and received positive outcomes. At the same time, there are a number of shortcomings:

- 10 POEs, 18 DOEs and 67 education institutions signed payment orders and relevant documents on the authorization transfer day and public holiday;
 - Some assets have not been labeled correctly;
 - 70% of education institutions inspected did not prepare a table to record annual increase and decrease;
 - Majority of education institutions do not prepare state asset inventory correctly.
- **Training and Dissemination of Inspection Report**
 - Trainings on on investigate procedures and dispute resolution and dissemination of administrative and financial inspect report were organized in POEs in Kandal and Preah Vihear provinces, attended by 126 participants, 13.50% female.
 - Through these trainings and inspection report dissemination events, participants understand how to investigate local disputes to reach effective solutions and gain new experiences in resolving disputes in their localities.
 - **Irregularities Investigation**
 - Received 30 complaints, 15 of which were investigated and another 15 cases were decentralized by MOEYS to POEs to investigate and report.
 - According to the outcomes of the investigation, MOEYS sent letters to Anti-Corruption Unit and some relevant organizations and imposed disciplinary sanctions on education officials who committed misconduct including written and oral warnings.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|---|
| 1. Undertake inspection on administrative and financial management in 396 entities at sub-national level | 1 | Conducted inspection in 18 POEs, 60 DOEs, 301 education institutions, 5 RTTCs and 4 PTTCs |
| 2. Promote capacity of technical officials on conflict investigation procedures and disseminate inspection reports | 1 | Provided training and disseminated inspection reports in 2 provinces with 126 participants, 13.50% female |
| 3. Investigate complaints or irregularities concerning education, youth and sport sectors | 1 | Investigated 15 cases of irregularities in capital-provinces |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|--|--------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Strengthen and develop capacity | 1/1 | 1. Organize trainings on dispute investigation procedures and disseminate inspection reports in 2 provinces | ✓ | | |
| 2. Conduct inspection on administrative and financial management | 3/3 | 1. Undertake regular inspection on entities at sub-national levels and education institutions | ✓ | | |
| | | 2. Review the improvements made in auditees | ✓ | | |
| | | 3. Investigate irregularities | ✓ | | |

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

Challenges

- There is no national inspection standard;
- Most conflicts related education sector are not addressed according to the procedures.

Lessons Learned

- Regulations of the Royal Government, relevant ministries and MOEYs are used as rules;
- Inspection procedures are updated;
- Procedures, inspection program and internal rules are in place for officials to implement.

4.3 INTERNAL AUDIT

A. ACHIEVEMENTS

- Organized five-day internal training and practiced PB auditing procedures;
- Drafted the manual on PB auditing procedures;
- Collected information on PB management and use from 8 auditees at national level to formulate auditing program;
- Conducted auditing practice on the management and use of PB in 663 auditees at sub-national level including 13 POEs, 1 RTTC, 5 PTTCs, 80 DOEs and 564 schools;
- Prepare reports on the audit on the management and use of PB in 663 auditees.

B. ACHIEVEMENTS COMPARED TO GOALS FOR 2012-2013

| Activities | Status | Reasons |
|--|--------|---|
| 1. Promote capacity of auditing officials | 1 | Organize five-day training |
| 2. Disseminate the manual on guidelines on auditing procedures and the Strategic Plan on Auditing, 2014-2016 | 3 | Waiting for national and international audit TA to approve and launch |
| 3. Continue to undertake auditing | 1 | Undertake inspection 663 auditees |

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

C. IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2013

| Main Activities | Result | Sub - Activities | Status of the Implementation | | |
|---|--------|---|------------------------------|---|---|
| | | | 1 | 2 | 3 |
| 1. Support auditing process | 1/2 | 1. Provide support and equipment to Internal Audit Department | ✓ | | |
| | | 2. Develop internal audit capacity and internal audit manual | | ✓ | |
| 2. Internal auditing and monitoring process | 1/1 | Carry out internal audit | ✓ | | |
| 3. National and international TA to support internal auditing | 1/2 | 1. Develop internal audit manual by TA | ✓ | | |
| | | 2. Develop internal audit manual by national TA (6 months) | | | ✓ |

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

Challenges

- Audit officials are not capable to carry out PB auditing procedures;
- Internal auditing work has not been informed to all auditees.

Lessons Learned

- There are supports and interest from relevant entities and development partners;
- PB auditing procedures and program are in place;
- There is code of conduct for internal audit.

5. Policy Action Matrix 2012 and 2013

Technical Departments related policy action implementation must review the progress of its implementation in the columns "status" following:

| Strategies | Policy action 2013 | Status | Reasons |
|---|---|--------|---|
| Policy Area 1: Equitable Access to Education Service | | | |
| Expand access to ECE programs for 3 to under 6 year olds targeted on those communes with low net admission rates and high repetition rates in primary schools. | • Action plan for implementing national policy on early child care and development formulated in 2012. (ECED) | 2 | • The commission has not been established. |
| | • Guideline on management of private pre-schools developed in 2012. (ECED) | 2 | • Being processed |
| | • Process of decentralization in improving service and ECCD policy studied in 2012. (ECED) | 2 | • Being processed |
| Ensure entry of all 6 year olds into primary school including marginalized groups such as child with disability, ethnic minority, and so on. | • Guidelines on the implementation of accelerate learning for special groups developed in 2012 (PED). | 1 | • Letter No. 17 អប្បកិ.សណន dated 02 May 2013 |
| | • Guideline on creating study environment in response to children protection, school health and gender developed in 2012. (PED) | 3 | • No budget |
| Reduce parental cost barriers of all aspects such as informal payments | | | |
| Increase the number of scholarships (cash or food) for student from poor families, especially girls, to ensure their access to primary and secondary. Ensure strengthened support to better poverty/food security targeted primary school feeding and grades 7-9 incentives programs. | • Policy on scholarship, subsidy and credit developed 2013. (GSED) | 2 | • The study is being conducted by technical advisor to change it to the national policy |
| | • Guideline and action plan to provide nutrition food to students from poor family and vulnerable group in primary education grade 4-6 developed in 2012. (PED) | 3 | • No budget |
| | • Demand for services in specific border areas in 15 provinces assessed in 2012. (PED) | 3 | • No budget |
| | • National scholarship policy particularly for students from poor family and vulnerable group in primary education formulated in 2013. (PED) | 3 | • The baseline data has not been studied. |
| | • Guideline on provision of scholarship to students grade 4-6 in specific border areas in 15 provinces developed in 2013. (PED) | 3 | • No budget |
| Provide the technical vocational education (TVE) services, life skill program (LSP) and vocational orientation (VO) services in primary schools and secondary schools. | • Vocational orientation policy for secondary school developed by 2012. (VOD) | 1 | • It was approved on 27 May 2013. |
| | • Guideline on additional TVE subjects and EVEP in upper secondary school developed by 2012. (VOD) | 1 | • Letter No. 39 អប្បកិ.សណន dated 23 December 2013 |

| Strategies | Policy action 2013 | Status | Reasons |
|--|--|--------|---|
| | • TVE development plan developed by 2012. (VOD) | 2 | • Will be developed in 2015 in collaboration with KOICA |
| | • Guideline on specialized subjects in upper secondary school starting with ICT developed and gradually started from 2012. (VOD) | 2 | • The Curriculum Development Department developed programs and books but had not issued guidelines (they will be issued in 2014). |
| | • Life skill policy improved in 2012. (VOD) | 3 | • There is not sufficient information on the implementation of life skills education from the grassroots. |
| | • Legal letters and criteria to widen upper secondary school to be TVE upper secondary school prepared by 2012. (VOD) | 2 | • In the process of preparing standardized general secondary and technical high schools |
| | • Guideline on implementation of Vocational Orientation developed by 2012. (VOD) | 1 | • Letter No. 39 អយក.សណន dated 23 December 2013 |
| Expand service from youth development program to youth that lost their opportunity. | • Plan to expand youth centres at provincial level developed by 2012. (DGY) | 2 | • There is no available budget for infrastructure development. |
| | • Principles on national education equity fund for poorest youth (nutrition program and dormitory) developed by 2013. (DGY) | 3 | • They have not been implemented yet. |
| Increase opportunities for equitable access to higher education through increasing scholarship numbers for prioritized students (poor students, female students, students from remote area and outstanding students) and promoting partnerships among public and private sector, and development partners. | • Develop a Plan for phased expansion of higher education institutions and prioritized professional programs such as education, healthcare, arts-humanities, agriculture, engineering, technology, science, and mathematics in 2012. (HED) | 2 | • A plan to increase number of technical science, innovative art, technical engineering and mathematics (STEAM) was developed and submitted to the development partner (China) by government. |
| | • Develop an Agreement between MOEYS and MEF to expand scholarship program in higher education to 15% of the number of students who graduate from upper secondary education from 2012 onward. The Agreement will include the additional reasonable stipends for student support. (HED) | 2 | • Sub-decree on scholarships, living support and dormitory for students in Higher Education was revised (Wait for inter-ministerial meeting at the Office of the Council Minister) |
| | • Develop basic facilities development policy in higher education including infrastructures and dormitories from 2012. (HED) | 3 | • This policy has been prepared to study in details and make actionable proposals. |
| | • Plan for human resource training at master and Ph.D degrees developed in 2012. (SRD) | 3 | • The plan has not been implemented yet. |
| Ensure rationalization of educational staff in remote | • Progress on the staff deployment strategy reviewed in | 2 | • Revise the guideline on the distribution channels |

| Strategies | Policy action 2013 | Status | Reasons |
|--|---|--------|---|
| and disadvantaged areas. | 2012. (PerD) | | for newly recruited teachers; continue to examine the principle on deployment of existing teachers. |
| | <ul style="list-style-type: none"> Staff utilization norm particularly in over-staff schools reviewed in 2012. (PerD) | 2 | <ul style="list-style-type: none"> Wait for the permission to be introduced for its implementation from the ministry leaders. |
| | <ul style="list-style-type: none"> Teacher supply and need strategy revised in 2012. (PerD) | 3 | <ul style="list-style-type: none"> Wait for the perusal and review of staff utilization norm. |
| | <ul style="list-style-type: none"> Teacher Policy in 2013. (TTD) | 1 | |
| Continue providing new schools and community learning centers or additional facilities to incomplete primary schools. | <ul style="list-style-type: none"> New school need in villages which don't have school yet and areas that have schools far away from the resident home assessed in 2012. (PED) | 3 | <ul style="list-style-type: none"> There is no study on the availability of school in the villages. |
| Strengthen and expand sport infrastructure in any types at all level | <ul style="list-style-type: none"> Sport infrastructure development plan developed by 2012. (DGPES) | 1 | <ul style="list-style-type: none"> It has been implemented. |
| | <ul style="list-style-type: none"> Regulation on the establishment of fitness consultation centers for health purpose developed by 2012. (DGPES) | 3 | <ul style="list-style-type: none"> It was not implemented since its tasks are duplicated with the people sport office. |
| | <ul style="list-style-type: none"> Training program for sport trainers at basic level improved by 2012. (DGPES) | 2 | <ul style="list-style-type: none"> Some officers retired. |
| | <ul style="list-style-type: none"> Guideline on sport community development in primary school and secondary school developed by 2012. (DGPES) | 1 | |
| | <ul style="list-style-type: none"> Documents on identity of traditional Khmer boxing prepared by 2013. (DGPES) | 2 | <ul style="list-style-type: none"> Being implemented |
| Expand participation of private sector and communities, especially commune councils in all levels of education. | <ul style="list-style-type: none"> Enrolment campaign for young children started from 2012. (ECED) | 1 | <ul style="list-style-type: none"> The pilot mechanisms were prepared in the academic year 2012-2013. |
| Expand public/NGO/ community partnerships in formal and non-formal education in border, remote and disadvantaged areas as well as increased support for provision of local life skills and vocational training and basic/required professional skills responsive to the needs of the social and labour market. | <ul style="list-style-type: none"> Guideline on education partnership in Non-formal education based on non-formal information management system developed in 2012. (NFED) | 1 | <ul style="list-style-type: none"> Letter No. 666 អយក.អកប dated 22 February 2012 |
| | <ul style="list-style-type: none"> Plan for information management system for Non-formal education developed in 2013. (NFED) | 1 | <ul style="list-style-type: none"> Letter No. 28 អយក.សណន dated 27 October 2011 |
| Policy Area 2: Improving the Quality and Efficiency of Education Services | | | |
| Reduce repetition and drop out at all education level. | <ul style="list-style-type: none"> Guideline on equivalency program developed in 2012. (NFED) | 1 | <ul style="list-style-type: none"> Equivalency program for primary school letter No. 34 អយក.សណន dated 11 October 2013 Equivalency program for Secondary school letter |

| Strategies | Policy action 2013 | Status | Reasons |
|---|--|--------|--|
| | | | No.70 អយ្យក.សណន 30 October 2013 |
| | <ul style="list-style-type: none"> Re-entry, equivalency programs and community learning centre reviewed in 2013. (NFED) | 2 | <ul style="list-style-type: none"> Re-entry programs guideline No. 16 អយ្យក.សណន dated 2 May 2013 The documents on management of community learning centers are under the process of preparation. |
| Improve the quality of teaching and learning in all grades nationwide. | <ul style="list-style-type: none"> Guidelines on efficient and effective management of early child education program formulated in 2012. (ECED) | 2 | <ul style="list-style-type: none"> Final draft |
| | <ul style="list-style-type: none"> Internal regulation of secondary school revised by 2012. (DGSE) | 3 | <ul style="list-style-type: none"> Internal regulation No. 2786 អយ្យក.ប្រឹក្សា dated 22 October 2009 is still valid. |
| | <ul style="list-style-type: none"> Curriculum for 3 and 4 year-old child education base on learning standards revised in 2012. (ECED) | 2 | <ul style="list-style-type: none"> The curriculum is being prepared to improve its quality. |
| | <ul style="list-style-type: none"> Principles for providing merit-based incentives for teachers of public pre-schools, community ECE, home-based ECE, and home-based ECE network group formulated in 2012. (ECED) | 3 | <ul style="list-style-type: none"> They have not been prepared yet. |
| | <ul style="list-style-type: none"> Curriculum development framework taking into consideration the capacity of Cambodian higher education lecturers, the job markets, and national needs developed by 2012. (HED) | 2 | <ul style="list-style-type: none"> Having studied the situation of higher education curriculum through workshops on curriculum development at higher education institute |
| | <ul style="list-style-type: none"> Qualification framework for higher education developed in 2012. (HED) | 2 | <ul style="list-style-type: none"> Preparing the Decree draft and Appendix document with participation from representatives of MoEYS, Ministry of Labor, and ACC under the coordination led by the cabinet (wait for the meeting) |
| | <ul style="list-style-type: none"> Regulation on establishing and managing library developed by 2013. (GSED) | 1 | <ul style="list-style-type: none"> Prakas No. 2901 អយ្យក.ប្រឹក្សា dated 30 August 2013 |
| Implement the new curriculum policy, including Primary and Lower Secondary education curriculum with a focus on teaching hours. | <ul style="list-style-type: none"> Policy on the development of the general education curriculum revise in 2013. (CDD) | 2 | <ul style="list-style-type: none"> Wait for the ministry leader's decision. |
| | <ul style="list-style-type: none"> Guideline on test standard result dissemination in grade 3, 6, and 8 to stakeholders developed in 2012. (GSED) | 3 | <ul style="list-style-type: none"> Tasks are transferred to the Department of Education Quality Assurance |
| Develop learning standards for grade 3, 6 and 9 nationwide. | | | |
| Improve pre-service and in- | | | |

| Strategies | Policy action 2013 | Status | Reasons |
|--|---|--------|---|
| service teacher development | | | |
| Increase service remuneration and incentives linked to teacher performance and standards. | <ul style="list-style-type: none"> Result-based management (RBM) such as staff performance evaluation developed in 2012. (PerD) | 2 | <ul style="list-style-type: none"> The permission to be introduced for its implementation from the ministry leaders has not been received yet. |
| Increase public financial accountability and educational institutional responsibilities regarding operational budgets and decisions on programs. | <ul style="list-style-type: none"> Regulation and principles on expenditure for the implementation of program budgeting such as school operational budget, scholarship, personnel expenditure and other incentives for efficiency revised by 2013. (DOF) | 2 | <ul style="list-style-type: none"> Continue to revise the regulations and other relevant principles. |
| Increase transparency and improve the monitoring of performance of teachers and higher education institutions. | <ul style="list-style-type: none"> Guideline on the disseminating of student achievement results to improve learning and self-learning developed by 2012. (PED) | 2 | <ul style="list-style-type: none"> In the pilot process |
| | <ul style="list-style-type: none"> Impact study on performance of DTMT carried out by 2012. (PED) | 2 | <ul style="list-style-type: none"> Continue to Quarter 1 of 2014 |
| | <ul style="list-style-type: none"> Framework of quality assurance developed by 2012. (QAD) | 2 | <ul style="list-style-type: none"> A draft is prepared. |
| | <ul style="list-style-type: none"> Principles on mechanisms to measure equivalency level developed in 2012. (QAD) | 2 | <ul style="list-style-type: none"> A draft is prepared. |
| | <ul style="list-style-type: none"> National standard on education quality assurance finalized in 2013. (QAD) | 3 | <ul style="list-style-type: none"> There is no technical advisor. |
| Improve quality and efficiency of technical and vocational training, life skill training and vocational orientation. | <ul style="list-style-type: none"> Plan of facility development and train people in the field of technical and vocational education by 2012. (VOD) | 2 | <ul style="list-style-type: none"> The upper secondary school and technical education standards are being prepared and will be finalized in 2014 |
| | <ul style="list-style-type: none"> Additional guideline on life skill program developed in 2012. (VOD) | 1 | <ul style="list-style-type: none"> Letter No. 30 អង្គក.ស ណន dated 06 September 2013 |
| | <ul style="list-style-type: none"> Vocational education quality assurance framework developed in 2012. (VOD) | 2 | <ul style="list-style-type: none"> Be under the preparation. |
| Strengthen and expand school health education at all schools/institutions and at all levels. | <ul style="list-style-type: none"> Guideline on the implementation of School Health Policy at national and sub-national levels prepared by 2012. (SHD) | 2 | <ul style="list-style-type: none"> The guideline contents have been finalized and submitted to the ministry leaders for perusal and decision. |
| | <ul style="list-style-type: none"> Circular on structure and TOR of school health at sub-national levels revised by 2012. (SHD) | 2 | <ul style="list-style-type: none"> The content draft has been perused and decided. |
| | <ul style="list-style-type: none"> Inter-ministerial Prakas on health check for educational staff and learners developed by 2012. (SHD) | 2 | <ul style="list-style-type: none"> The content draft has been perused and decided. |
| | <ul style="list-style-type: none"> Sub-decree No. 25 on school sanitation revised by 2013. | 3 | <ul style="list-style-type: none"> Require the participation of stakeholders, budget |

| Strategies | Policy action 2013 | Status | Reasons |
|---|--|--------|--|
| | (SHD) | | and time |
| Promote quality and efficiency of physical education and sport program | <ul style="list-style-type: none"> Levels of support and food for national sportsmen identified by 2012. (DGPES) | 1 | <ul style="list-style-type: none"> The Inter-ministerial Prakas No. 381 សំណៅ.ប្រកាស on the Expenditure Principle for gathering team training, dated 13 April 2009 |
| | <ul style="list-style-type: none"> Regulation for creation sport medical program formulated by 2013. (DGPES) | 1 | <ul style="list-style-type: none"> Prakas No. 834 អញ្ជើញ.ប្រកាស dated 15 March 2012 on the Establishment of the Cambodia Agency Against Doping Substances in Sports |
| | <ul style="list-style-type: none"> All sports competition reform at all level prepared by 2013. (DGPES) | 1 | <ul style="list-style-type: none"> Have been implemented |
| Promote the understanding and support on the importance of physical education and sport | <ul style="list-style-type: none"> National policy on sport developed by 2012. (DGPES) | 2 | <ul style="list-style-type: none"> Final draft |
| Increase quality and efficiency of youth development program towards social and economic development. | <ul style="list-style-type: none"> Standards for skill training in youth centers developed by 2012. (DGY) | 2 | <ul style="list-style-type: none"> Shortage of technical assistant on skills document development |
| Policy Area 3: Institutional and Capacity Development for Decentralization | | | |
| Enhance quality and efficiency of planning, monitoring, review and evaluation of sector plan performance at the national and sub-national levels. | <ul style="list-style-type: none"> Guidelines to develop Provincial ESP developed in 2012. (DOP) | 2 | <ul style="list-style-type: none"> The guideline draft on ESP 2014-2016 for sub-national level is being prepared; wait for the finalized ESP 2014-2018 at national level |
| | <ul style="list-style-type: none"> Guidelines for next ESP 2014-18 formulation developed by 2012. (DOP) | 1 | |
| Strengthen alignment, harmonization and coordination in building capacity in education sector under the leadership of MOEYS and with partnership with development partners. | | | |
| Prepare legal documents clearly in all education sectors and sub-sectors based on education law in 2013. | <ul style="list-style-type: none"> Rules and conditions to be adapted to education law prepared every year. (DOL) | 2 | <ul style="list-style-type: none"> Prepare 16 legal regulations: 2 Policies, 3 Royal decrees, 2 Sub-decrees, 1 Inter-ministerial Prakas, 7 Prakas and 1 Circular. |
| Strengthen public civil services for education sectors. | <ul style="list-style-type: none"> Structure, roles and duties at administrative level adapted to decentralization and de-concentration in education sectors developed in 2013. (DOL) | 2 | <ul style="list-style-type: none"> The study on status based on the transfer function to the sub-national administration and the structure of the agreed sub-national administration. |
| | <ul style="list-style-type: none"> Legal frameworks and legal documents for decentralized HR management developed in 2013. (DOL) | 3 | <ul style="list-style-type: none"> There is no legal regulation on human resource management of sub-national administration. |
| | <ul style="list-style-type: none"> Action plan on transferring of functions, human and financial resources to sub-national level | 2 | <ul style="list-style-type: none"> The education functional analysis lists have been prepared and the func- |

| Strategies | Policy action 2013 | Status | Reasons |
|---|---|--------|---|
| | improved in 2013. (DOL) | | tions are being reviewed to be transferred to the sub-national administration |
| | <ul style="list-style-type: none"> Functional analysis list in education developed in 2013. (DOL) | 1 | |
| | <ul style="list-style-type: none"> Education sector functional reviewed by 2013. (DOL) | 2 | <ul style="list-style-type: none"> Being processed. |
| | <ul style="list-style-type: none"> Human resource in education developed by 2013. (Per.D) | 1 | |
| Improve predictability for medium-term financial planning, decentralized management and improve regulatory systems and good governance. | <ul style="list-style-type: none"> MOEYS's action plan on public financial management reform program (PFMR) revised in 2012. (DOF) | 1 | <ul style="list-style-type: none"> Action plan on public financial management reform (PFMR) was completed in 2013 |
| | <ul style="list-style-type: none"> Guidelines related to public financial reform program such as budget strategic plans and annual operational plan developed in 2012. (DOF) | 1 | <ul style="list-style-type: none"> All units have BSP and AOP 2013. |
| Assuring that all departments and educational institutions become operational departments higher efficiency of budget management and implementation | | | |
| Improve the use of information technology to update and decentralize administration and inspection systems, which can reach school level. | <ul style="list-style-type: none"> Security, stability and standardization of the updating and integration of MIS such as EMIS, HRMIS and FMIS and the general information system of MOEYS assured in 2012. (IAAD) | 3 | <ul style="list-style-type: none"> Be managed by line Departments. |
| | <ul style="list-style-type: none"> Standardization and electronic communication with MOEYS at national, sub-national and school levels strengthened in 2012. (IAAD) | 2 | <ul style="list-style-type: none"> Some units and schools have not implemented due to the shortage of funds and facilities. |
| | <ul style="list-style-type: none"> Computer-based school management is operational in 2012. (IAAD) | 2 | <ul style="list-style-type: none"> The partner's project has been piloted in collaboration with IAAD. |
| Improve quality and efficiency of administration management | <ul style="list-style-type: none"> Guideline on one-stop service developed in 2012. (DOA) | 1 | <ul style="list-style-type: none"> Prakas No. 2792 អង្គភាពប្រតិបត្តិការ on the organization and functioning of one window service. |
| | <ul style="list-style-type: none"> Guideline on administration and filing procedures developed in 2012. (DOA) | 1 | <ul style="list-style-type: none"> Trainings were provided at national and sub-national levels. |
| | <ul style="list-style-type: none"> Guideline on administration information provision and receiving from national to school level developed in 2013. (DOA) | 2 | <ul style="list-style-type: none"> Being processed |
| Improve quality and efficiency of education infrastructure management | <ul style="list-style-type: none"> Construction and renovation MIS need at national and sub-national levels developed in 2012. (DOC) | 2 | <ul style="list-style-type: none"> The data from all cities/ provinces were collected and the data from 5 provinces has been added to the database |

| Strategies | Policy action 2013 | Status | Reasons |
|---|---|--------|---|
| | <ul style="list-style-type: none"> Medium term master plan on education infrastructure construction developed in 2012. (DOC) | 2 | <ul style="list-style-type: none"> There are no time and resources available |
| | <ul style="list-style-type: none"> Disaster preparedness plan (typhoon, flooding,...) developed in 2012. (DOC) | 1 | <ul style="list-style-type: none"> Completed in 2013 |
| | <ul style="list-style-type: none"> Construction quality M&E system developed in 2012. (DOC) | 2 | <ul style="list-style-type: none"> Have been implemented in steps |
| Strengthen financial and state asset monitoring system at national and sub-national levels. | <ul style="list-style-type: none"> Materials and state assets management information system developed by 2012. (DMSA) | 3 | <ul style="list-style-type: none"> No budget support |
| Strengthening good governance on management process, compliance and performance | <ul style="list-style-type: none"> Procedure to nominate focal point on auditing information at provincial level developed in 2013. (IAD) | 3 | <ul style="list-style-type: none"> The study on legal regulations concerning this procedure is being conducted |
| | <ul style="list-style-type: none"> Inspection progressive program and reviewing for improvement program updated in 2010 and 2013. (IAF) | 1 | <ul style="list-style-type: none"> Inspection program on staff administrative management and financial assets on 25 March 2013 |
| Strengthen HR-MIS, EMIS, HE-MIS and NFE-EMIS | <ul style="list-style-type: none"> Education Research MIS developed in 2012. (SRD) | 3 | <ul style="list-style-type: none"> Have not been implemented yet |
| Improve staff capacity and institutional management in higher education institutions through training and incentive, and institutional and financial reforms that allow greater operational autonomy for higher education institutions. | <ul style="list-style-type: none"> Develop vision for 2030 higher education development by 2012. (HED) | 2 | <ul style="list-style-type: none"> Have been finalized and approved by the minister |
| | <ul style="list-style-type: none"> Develop a monitoring policy, tools, mechanism and evaluate the accomplishment of higher education institutions in 2012. (HED) | 2 | <ul style="list-style-type: none"> The tools for internal education quality assurance for higher education institutes have been built through strengthening of school inspection, seminars and 3 meetings in the past. |
| | <ul style="list-style-type: none"> Develop standards for higher education institutions to review current management structure higher education institution in accordance with the educational law by 2012. (HED) | 2 | <ul style="list-style-type: none"> The patterns of condition and management structure in higher education institutes have been studied. |
| | <ul style="list-style-type: none"> Develop principle for governance and financial management of higher education institutions in 2012. (HED) | 2 | <ul style="list-style-type: none"> The study and analysis on status of financial management of higher education institute are conducted by experts. |
| | <ul style="list-style-type: none"> Organize two comprehensive universities in 2013. (HED) | 3 | <ul style="list-style-type: none"> Technical assistance and resources are needed to study and analyzed the possibility to establish a flagship university in Cambodia |
| | | | |
| Formulate the managerial structure of TVE and develop the capacity of TVE provider at all levels. | <ul style="list-style-type: none"> Legal official letter of position and TVE management burden prepared by 2012. (VOD) | 2 | <ul style="list-style-type: none"> Revise Parkas No. 2791 អង្គការប្រឹក្សា |
| | <ul style="list-style-type: none"> Capacity development plan of TVE officials developed by 2012. (VOD) | 2 | <ul style="list-style-type: none"> Be integrated into the master plan of technical education development in 2015 |

| Strategies | Policy action 2013 | Status | Reasons |
|---|--|--------|--|
| Strengthen management capacity of youth development program to address demand of youth in the region. | <ul style="list-style-type: none"> Regulation to create youth and child journal prepared by 2012. (DGY) | 3 | <ul style="list-style-type: none"> There is no technical officer. |
| Strengthen capacity of education management staff on management and leadership at national and sub-national levels. | <ul style="list-style-type: none"> Capacity development plan for ECE staff at all levels and programs in the line with MO-EYS's capacity development strategy developed in 2012. (ECED) | 1 | <ul style="list-style-type: none"> Education Staff Capacity Development Plan 2013-2015 |
| Strengthen education system performance monitoring and impact systems. | | | |
| Reduce gender disparity in management position at national and sub-national level. | <ul style="list-style-type: none"> Principle of designating management staff by prioritizing female in reviewed in 2012. (PerD) | 2 | <ul style="list-style-type: none"> Continue to implement the principle to promote female in management positions. |

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

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

CONCLUSION

These achievements can be attributed to the successful implementation of the Rectangular Strategy Phase 2 of the Royal Government through Education Strategic Plan with participation from education officials at all levels and members from relevant ministries/agencies and development partners under the wise leadership of **Samdech Aka Moha Sena Padei Techo HUN SEN, Prime Minister of the Kingdom of Cambodia** towards hopes and firm confidence on the pathway of reforms and development.



PART II
EDUCATION, YOUTH AND SPORTS GOALS
FOR 2013-2014 ACADEMIC YEAR

EDUCATION, YOUTH AND SPORT GOALS FOR 2013-2014 ACADEMIC YEAR

Based on the achievements made, Ministry of Education, Youth and Sport sets out goals to be accomplished in 2013-2014 academic year to reflect the commitment to continued implementation of the Rectangular Strategy Phase 3 of the Royal Government of the 5th Legislature of the National Assembly through Education Strategic Plan, 2014-2018, as follow:

1. EARLY CHILDHOOD EDUCATION

- Increase enrolment rate of five-year-old children to 62%, four-year-old children to 28% and three-year-old to 23%;
- Organize public pre-school classes, community pre-school classes and home-based programs according to the standards by 5%;
- Continue to expand inclusive education and bilingual education program at pre-school level;
- Finalize the national action plan for early childhood care and development;
- Enhance result based monitoring and evaluation capacity;
- Improve curriculum for public pre-school and develop capacity of pre-school teachers.

2. PRIMARY EDUCATION

- Reduce repetition and dropout rates;
- Increase the number of municipalities, districts and khans achieving primary education completion rate of at least 80%;
- Increase the number of complete schools with repetition rate of lower than 10%;
- Increase the number of child friendly schools at medium and advance levels;
- Encourage proper implementation of instructional hours;
- Encourage flexible calendar according to local situation.

3. SECONDARY EDUCATION

- Reform all types of examinations;
- Establish lower secondary schools and upper secondary schools in communes and districts based on population growth and reality on the ground;
- Strengthen measures to reduce dropout at lower secondary education;
- Develop policies on scholarship, subsidies and credits for learners;
- Encourage proper implementation of instructional hours;
- Strengthen the operation of secondary resource school;
- Encourage the implementation of child friendly school program at lower secondary education level;

4. VOCATIONAL ORIENTATION

- Strengthen and expand technical education, vocational orientation, life skill and career counseling programs in general secondary education;
- Develop a master plan for technical education development in general secondary schools;
- Develop action plan to implement the policy on technical education;
- Organize bridge program for dropout;
- Develop standards for general and technical upper secondary schools;
- Continue to cooperate with relevant organizations and development partners.

5. NON-FORMAL EDUCATION

- Increase functional literacy rate to 0.7% (aged 15-45 years old);
- Strengthen existing community learning centers, libraries and reading centers;
- Establish 4 libraries and 24 CLCs
- Implement equivalency programs for primary and lower secondary education;
- Update and expand non-formal education management information system.

6. HIGHER EDUCATION

- Conduct feasibility study on expansion of science, technology, engineering, creative art and mathematics programs;
- Study and analyze the situation of students after graduation;
- Revise the regulations on accreditation/institution of HEIs;
- Formulate a Sub-decree on providing autonomy to HEIs;
- Establish education faculty in Royal University of Phnom Penh;
- Conduct study and analysis on the situation of labor market's demand and supply;
- Strengthen internal quality of education and provide guidelines for HEIs;
- Strengthen legal and regulatory frameworks to regulate HEIs.

7. SCIENTIFIC RESEARCH

- Develop detailed principles on PhD degree training process;
- Revise the principles on Master degree training;
- Enforce the Prakas on requirements and detailed criteria for PhD degree training;
- Encourage institutions providing Master degree trainings to do research by 5%.

8. YOUTH

- Establish scout mechanisms;
- Encourage the implementation of the National Policy on Cambodian Youth Development;
- Expand youth business forum with the private sector;
- Enhance broad dissemination on youth moment;
- Establish entrepreneurship program in secondary schools;
- Strengthen youth councils and child councils to function fully.

9. YOUTH CENTER MANAGEMENT

- Organize training courses for youth volunteers in 50 districts;
- Organize short skill courses in 16 youth centers;
- Conduct research and assess employment needs of youths in 16 capital/provinces;
- Continue to cooperate with development partners on vocational skill, soft skill and entrepreneurship skill trainings and labor market information;
- Organize the National Forum on Volunteerism in Cambodia and International Volunteer Day on December 5.

10. STUDENT PHYSICAL EDUCATION AND SPORT

- Implement fully the curriculum for physical education and sport;
- Organize student sport championship competitions at national and sub-national levels;
- Train physical education and sport teachers in primary and secondary schools;
- Construct and rehabilitate sport field and infrastructure and provide sport facilities in education institutions;

- Develop sport association in education institutions;
- Strengthen the structure of student sport federations.

11. PHYSICAL EDUCATION AND SPORT

- Organize public sport championship competitions at regional and national levels;
- Modernize sport infrastructure at the national level;
- Promote capacity of officials specialized in sports;
- Promote ICT capacity for officials in charge of sports;
- Continue to do research and compile documents on traditional sports and contemporary sports;
- Decentralize technical works in organizing competitions to national sport federations;
- Strengthen the management of national sport federations.

12. NATIONAL SPORT TRAINING CENTER

- Promote sport achievements in international sport competition through mobilization of athletes and coaches;
- Strengthen capacity of coaches, male and female athletes and officials in charge of sports on training plan, code of conduct and anti-doping in sport sector;
- Expand awareness to officials in charge of sports and the public through sport magazines;
- Modernize sport the national sport training center;
- Promote sport achievements in the 17 Asian Games in the Republic of Korea.

13. NATIONAL INSTITUTE FOR PHYSICAL EDUCATION AND SPORT

- Provide trainings for physical education and sport teacher trainees of the 22st and 23rd promotion and organize final examination of the 22st promotion and organize selection examinations of the 24th promotion;
- Develop training plan for physical education and sport trainers at higher education level;
- Conduct research and compile sport science documents for training physical education and sport trainers;
- Promote capacity of physical education and sport trainers in lower and upper secondary schools.

14. PLANNING

- Encourage collection of statistics on students' performance;
- Promote the use of education data and statistics through ICT;
- Update school location mapping;
- Accelerate the formulation of ESP at sub-national level;
- Strengthen aid effectiveness management at sub-national level;
- Strengthen annual operational plan in different entities;
- Promote capacity of technical officials and strengthen planning and statistics system.

15. PERSONNEL

- Implement personnel management reform strategy in education, youth and sport sectors;

- Organize examinations to recruit higher education teachers to serve in public higher education institutions;
- Organize examinations to change types of civil service status for education officials;
- Strengthen capacity of officials on the use of HRMIS;
- Develop action plan to implement the policy on human resources in education sector.

16. LEGISLATION

- Develop and provide inputs on policies and regulations as stated in the law on education 13 and support the law on education 5 and enforce regulations in education sector;
- Develop mechanisms and strengthen provision of education public services based on the principle of good governance;
- Implement decentralization and de-concentration reform program in education sector;
- Develop regulatory mechanisms and strengthen monitoring on conflicts among education officials;
- Strengthen effective implementation of one single window mechanism;
- Manage data on regulations through IT system.

17. FINANCE

- Continue to implement public financial management reform program;
- Prepare to establish budget entities to implement full PB program in 2015;
- Prepare medium term expenditure plan 2015-2017 and budget plan for 2015;
- Revise Sub-decree and inter-ministerial Prakas related to budget implementation;
- Strengthen and expand the use of banking system and FMIS.

18. CURRICULUM DEVELOPMENT

- Update the curriculum policy, core curriculum and detailed syllabus;
- Supply 4,346,000 copies of textbooks for all levels;
- Produce materials to mainstream content of climate change the curriculum for grade 7 to 9;
- Integrate topics on anti-corruption in the curriculum for grade 10 to 12.

19. TEACHER TRAINING

- Encourage qualified people to serve teaching profession;
- Promote capacity of primary teachers and pre-school teachers with upper secondary education certificate to become basic education teachers;
- Strengthen management capacity of directors and deputy directors of teacher training colleges, pre-schools, primary schools and general secondary education schools;
- Strengthen trainers' capacity on teaching methodologies;
- Promote capacity of lower secondary school teachers on science and maths;
- Promote capacity of primary school teachers on teaching of English language;
- Develop action plan to implement teacher policy.

20. SCHOOL HEALTH

- Continue to revise the inter-ministerial Prakas on health and physical check-up for education officials and learners and the circular on the structure, roles and tasks related to school health at sub-national level;
- Promote health, hygiene, nutrition, safety and well-being related to food, first aid, sexual health, reproductive health and eye health;
- Provide facilities and hygiene equipment and first aid kits to schools;
- Provide education on communicable disease such as malaria, dengue fever and worms, etc.

21. ADMINISTRATION

- Strengthen the preparation of review reports on education, youth and sport;
- Provide performance reward to education officials at national and sub-national levels;
- Promote capacity on administrative and archival management.

22. CULTURAL RELATION AND SCHOLARSHIP

- Strengthen the management of scholarship students in the country and overseas by using IT system;
- Disseminate information on overseas scholarship program to remote and disadvantaged areas;
- Strengthen cooperation with relevant agencies and development partners on the learning and teaching of French.

23. INFORMATION AND ASEAN AFFAIRS

- Continue to collect information and disseminate information on achievements in education, youth and sport sectors;
- Increase enrolment of six-year-old children in disadvantaged districts and provinces through enrolment campaign;
- Continue to develop the policy on distance education;
- Promote capacity of education personnel at national and sub-national levels on the use of computer at basic and intermediate levels;
- Strengthen capacity of focal points in charge of inputting data into the ministry's website;
- Promote good cooperation in education, youth and sport sectors with partner countries in the region and the world.

24. MANAGEMENT OF MATERIALS AND STATE PROPERTIES

- Strengthen proposals on materials and equipment demands and supplies;
- Promote capacity of officials in charge of managing materials and state property;
- Accelerate development of inventories, stock reports and comparison tables of increased or decreased state property;
- Accelerate collection of revenue, titling of property, registration of land, list of property and conflict resolution;
- Prepare and revise regulations related to management of state property.

25. SCHOOL CONSTRUCTION

- Encourage construction and repair of education infrastructure;
- Conduct study on locations and construct buildings in 839 locations of various projects;

- Conduct study and develop proposals to repair school buildings affected by natural disasters;
- Improve construction components to prevent natural disasters;
- Strengthen maintenance of school buildings and facilities.

26. PRINTING AND PUBLISHING

- Develop core textbooks, practical books, materials, supplementary reading books and teaching aids;
- Print core textbooks, practical books and supplementary teaching books;
- Deliver core textbooks to schools as planned by MOEYS;
- Expand sale of textbooks, teaching aids and office supplies to general clients;
- Place the name of capital/provinces and municipalities, districts, khans on the cover of core textbooks.

27. EDUCATION QUALITY ASSURANCE

- Strengthen education quality assurance at capital/provincial level;
- Ensure quality of education through national assessments on Khmer, Physics and Maths subject of grade 8 in a sample of 200 schools;
- Continue to develop principles and mechanisms to measures equivalency capacity;
- Continue to develop equality assurance frameworks and tools;
- Finalize improvement of self-assessment framework for general education secondary schools.

28. ADMINISTRATIVE AND FINANCIAL INSPECTION

- Undertake inspection and review on administrative, personnel, financial and state property management in 450 entities;
- Enhance awareness on conflict research procedures;
- Share lessons learned on administrative, personnel, financial and state property inspection;
- Research on complaints or irregularities related to education sector;
- Define inspection standards by using the manual on inspection procedures.

29. INTERNAL AUDIT

- Promote capacity of auditing officials;
- Support auditing process through the dissemination of PB auditing procedures;
- Strengthen the management and use of PB in auditees.



PART III

TOPICS FOR DISCUSSION

Discussion Topic

1. Expanding early childhood education (ECCD)
2. Strengthening education quality at primary (Primary Dpt.)
3. Strengthening education quality at secondary through examination reform (secondary Dpt.)
4. Education quality assurance framework for ECE and general education (Quality Assurance Dpt.)
5. Reforming curriculum development including instructional hours and text books (Curriculum Development Dpt.)
6. Strengthening technical education at secondary (Vocational Orientation Dpt.)
7. Strengthening educational staff management (Personnel Dpt.)
8. Teacher development and recruitment teacher training (Pre and In-Service) (TTD)
9. Strengthening financial and state assets and property management (Finance, State assets Dpt.)
10. School Governance (Legislation Dpt.)
11. Updating EMIS data collection and analysis (DoP)
12. Reforming higher education (HE.Dpt.)
13. Country literacy accelerating program (NFE Dpt.)
14. Soft skills training for youth and strengthening entrepreneurship program (Directorate General of Youth)
15. Reforming physical education and sports including strengthening physical education and sport activities in education institutions and strengthening mass sport and sport elite activities towards SEA GAMES 2023. (Directorate General of Sport)

