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NATION RELIGION KING

MINISTRY OF EDUCATION, YOUTH AND SPORT



EDUCATION STRATEGIC PLAN 2024-2028

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PREFACE

Over a span of 10 years, the Ministry of Education, Youth, and Sports, in collaboration with various stakeholders, has made significant strides in implementing the Education Strategic Plans for 2014-2018 and 2019-2023. These achievements encompass enhancing access to quality, equitable, and inclusive education across all levels, fortifying governance within educational institutions, prioritizing teachers, and addressing the learning loss during the COVID-19 pandemic. The Ministry has refined strategies to boost the quality and responsiveness of education services. This has been achieved by fostering teacher professionalism, motivating education personnel, and augmenting autonomy, accountability, and leadership in managing education services at all levels. Moreover, the Ministry has responded to the implementation of pivotal reforms of the Royal Government of Cambodia (RGC), including decentralization and deconcentration reforms, public administration management reforms, public financial management reforms, and institutional capacity building.

The Pentagon Strategy in the first phase of the Royal Government's 7th mandate of the National Assembly places people at the forefront, emphasizing "enhancement of quality of education, sports, science, and technology." In alignment with this, the Ministry has delineated eight priorities: 1) Strengthening school governance, 2) Reviewing, revising, and structuring curriculum and extracurricular activities outside of study time to bolster students' knowledge, discipline, morality, and behavior, 3) Promoting school health through child nutrition programs and school food quality control, 4) Encouraging the participation of parents, guardians, and the community in education, in line with the motto of state and community partnership for Education, 5) Advancing Digital Education, 6) Establishing Centers of Excellence in Higher Education, 7) System Building and Capacity Development, and 8) Developing physical education and sports.

The Education Strategic Plan for 2024-2028 has been crafted to transform the reforms outlined in the first phase of the Pentagon Strategy, education sector reform, and Cambodia Sustainable Development Goal 4-Education into practical programs. This plan will guide organizations at all levels, including education institutions, towards high performance with responsibility and accountability.

The Ministry has condensed the priorities of the education sector into a single policy priority focused on **"Ensuring all Cambodian have access to quality, equitable, and inclusive education enriched with knowledge, skills, discipline, ethics, good behavior, health, fitness, and lifelong learning."** The Education Strategic Plan for 2024-2028 continues to concentrate on education reform at all levels and in all areas, particularly school reform to achieve model school standards and teacher training institution reform.

The Education Strategic Plan for 2024-2028 emphasizes implementing structural management approaches through programs and sub-programs. It includes revising objectives, strategic frameworks, main activities, and resource requirements, as well as developing monitoring and evaluation frameworks and feedback mechanisms to ensure performance-based management.

In this context, the Ministry of Education, Youth, and Sports (MoEYS) would like to express its gratitude to the Ministry's leaders, education staff at all levels, and members of the Education Sector Working Group and all stakeholders for their contributions to the implementation of the Education Strategic Plan for 2019-2023 and education sector reform, which have yielded fruitful results. The MoEYS also highly appreciates all the tremendous efforts in developing the Education Strategic Plan for 2024-2028 and providing all kinds of input from all stakeholders. The MoEYS will continue to collaborate with all stakeholders to implement the ESP 2024-2028 to achieve the expected outcomes. ✓



Phnom Penh, 28 June 2024

Dr. Hang Chuon Naron

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CHAPTER 1: ANALYSIS OF THE EDUCATION SECTOR'S PERFORMANCE 2019-2023

1.1 Socio-economic Context and Demographic Trends

Over the last two decades, Cambodia's economic structure has undergone a significant transformation, from an economy heavy-reliant agricultural to an industry-led and export-led economy. The share of the industrial sector has expanded rapidly from 22.0% of GDP in 2000 to 41.0% of GDP in 2022; meanwhile, the agriculture sector has shrunk from 36.0% of GDP in 2000 to 17.0% of GDP in 2022. The sectors have become sophisticated over this time. This shifting growth pattern has revealed a stylized of economic development in Cambodia, having reached the next stage of development.

After the shock from the COVID-19, Cambodia's economy has shown positive signs of recovery and resilience, with economic growth getting back to 5.1% and 5.0% in 2022 and 2023, respectively (GDP baseline 2014)¹. The growth in 2023 is subdued due to a softening in external demand resulting in a drop in the garment sector, while the non-garment manufacturing continued its strong momentum along with rebound trend of tourism sector. In 2024, the economy is projected to grow at around 6.0%, and on average 6.5% for the medium term (2025-2027). However, the risks and uncertainties remain high, and the economy remains highly vulnerable to external shocks while many structural issues persist, particularly its reliance on low-skilled labor and low-added-value export-oriented activities to compete in the global market, slow diversification process etc. The vulnerability of Cambodia's economic development is also increased by the projected negative impact of natural disasters, expected to become more frequent as the result of the global climate change.

In the medium and long term, maintaining competitiveness and enhancing diversification is one of the key policy directions, as stated in the **"Pentagonal Strategy-Phase 1"** on human capital development: side 1: strengthening quality of education, sports, science, and technology for maintaining sustainable development growth and strengthening socio-economic resilience. Human capital development, itself, will be taken into account in the in the following key aspects:

- Reskilling and upskilling based on the **"Life-Long Learning"** approach to ensure flexibility and responsiveness of socio-economic transformation as well as sufficient capacity to seize new opportunities,
- Building social protection systems that can respond to the changing of socio-economic, aiming to create and increase the social safety network to promote protection, especially vulnerable groups, and
- Integrating the use of digital in education to ensure the effectiveness of learning and the ability to grasp new things which are fundamental to creating and increasing resilience in response to rapidly changing of socio-economic.

Recognizing the important of human capital development by elevating the quality and accessibility of the education and skill development, in **the Medium-Term Fiscal Framework (MTFF) 2025-2027²**, the

¹ Ministry of Planning has been working on the rebased GDP from base year 2000 to base year 2014, and the new GDP series has been approved in April 2024. With the new series of GDP, the size of Cambodia's economy increased by 32%, on average, compared to the old base-year GDP (2000). Projections for the ESP 2024-2028 presented in Chapter 4 are based on the old base-year GDP (2000), which were the most up-to-date information available between October 2023 and February 2024, when the ESP was drafted.

² Projections for the ESP 2024-2028 presented in Chapter 4 are based on MTFF 2025-2027, which was the most up-to-date information available in April 2024, when the ESP was drafted.

Royal Government of Cambodia (RGC) has prioritized the social sector, of which health and education are included, for budget allocation. The social sector expenditure is planned at around 5.27% of GDP, on average, for the medium-term (2025-2027), equivalent to an average annual growth rate of 11.1%, aiming to further improve the quality of education and skills development responsive to market, expand the scope of access to healthcare service towards universal health coverage, and promote the implementation of national social protection programs, and other priority policies on social, religious, cultural and environmental issues.

The pivotal role of education for achieving inclusive and sustainable growth is evident in Cambodia's national development strategy, which commits the State to guarantee quality basic education up to grade nine to all Cambodian children and youth by 2030.

The current demographic structure invites immediate investment in the education and skills of the school-aged population to improve the sustainability of Cambodia's socioeconomic development in the medium and long term. The current low dependency ratio³ of 60 in 2023 (meaning 60 dependents for every 100 working persons) is projected to further decline in the coming years. By 2050, due to the aging population, the dependency ratio will start climbing to above today's level, projected to be 63 in 2050, with a low child dependency ratio⁴ of 25.2 (currently 43.9 in 2023) and a high aged dependency ratio⁵ of 37.8 (currently 16.2). The increasing share of elderly population projected over the next decades is likely to result in escalating social security costs, which should reduce the fiscal margin for public social expenditure. Increasing the productiveness of future adult generations through effective investment in education now is key to attaining fiscal sustainability in the medium and long term.

The school-aged population will remain relatively stable over the next years, which should improve the chances of achieving universal general basic education by 2030. Over the period 2019-2030, the school-age population (3-17 years old) is projected to remain stable in absolute terms, while the population older than 17 years of age is expected to grow by 29% (Table 1.1). These contrasting trends have two main implications for educational policies. Firstly, it makes it relatively easier to improve access to general basic education, in particular to those educational levels where coverage is still far from universal. Secondly, the demand for lifelong learning opportunities and higher education in the medium term, as future adult generations get more educated, is anticipated to increase.

Table 1.1: School-age population evolution and projections, 2008-2030

Thousand	2008		2019		2025		2030	
	Total	Distribution	Total	Distribution	Total	Distribution	Total	Distribution
0-2	806	6.0%	808	5.2%	926	5.3%	862	4.6%
3-5 (Pre-School)	860	6.4%	947	6.1%	954	5.4%	925	4.9%
6-11 (Primary)	1,786	13.3%	1,829	11.8%	1,843	10.5%	1,884	10.1%
12-14 (Lower secondary)	1,064	7.9%	988	6.4%	919	5.2%	927	4.9%
15-17 (Upper secondary)	974	7.3%	840	5.4%	1,012	5.8%	895	4.8%
18-23 (Higher education)	2,016	15.1%	1,825	11.7%	2,178	12.4%	2,301	12.3%

³ The dependency ratio is ratio between the individuals in society not economically productive (under age 15 and age 59+) to the economically productive population (ages 15 to 59 years).

⁴ The child dependency ratio is the ratio between the population under age 15 to the population ages 15-59 years.

⁵ The aged dependency ratio is the ratio between the population above age 59 to the population ages 15-59 years.

25-64 (Lifelong learning)	5,325	39.8%	7,404	47.6%	8,497	48.3%	9,290	49.6%
65+	565	4.2%	912	5.9%	1,250	7.1%	1,652	8.8%
Total population	13,396	100%	15,552	100%	17,578	100%	18,736	100%

Source: General Population Census of the Kingdom of Cambodia 2008 and 2019 and Series Thematic Report on Population Projection, NIS, 2019

Cambodia's population remains predominantly rural, urbanization is accelerating due to the increasing share of industrial and service employment activities, which are concentrated in urban areas. According to the last population census in 2019, 60.6 percent of the population live in rural areas, a share that declined by almost 20 percentage points between 2008 and 2019. In parallel, the annual average growth rate for the urban population increased from 2 percent between 1998 and 2008 to 7.8 percent between 2008 and 2019, making rural-to-urban migration the dominant stream. For the rural population, the population growth rate fell from +1.3 percent to -1.2 percent per year on average for the same period. Phnom Penh, the capital city, which is the main urban area in the country, witnessed the highest growth rate with a population growing annually on average by 4.9 percent between 2008 and 2019 to culminate at 2.3 million people, which represents 14.7 percent of the total population. The movement of population from the central of Phnom Penh to sub-urban results in the overcrowded classrooms and shortage of teachers. The northern and western regions of the country have undergone the increase of population and led to increase of around 300 temporary schools with less developed status.

1.2 Achievement of the education reform (2014-2023)

In 2014, MoEYS embarked on a comprehensive education reform initiative with two primary policies: Policy 1: ensure inclusive and equitable quality education and promote life-long learning opportunities for all. Policy 2: ensure effective leadership and management education staff at all levels.

The reform was implemented in four successive phases as following:

- **Phase 1: Reform at the national level (2014):** MoEYS introduced and implemented the eight-point reform priorities in which the objective was to establish a strong foundation for the education reform. Main achievements during this phase include:
 - **Improving the Efficiency of Education Services:** a national policy and national action plan on the early childhood care and development were adopted; a new generation school was created (Sisowath High School), and scholarship programs targeting poor secondary students were expanded.
 - **Staff Management Reform:** resulting in the sustained increase of salaries paid to education professional and the enactment of the school operation fund, paid directly to schools through the banking system.
 - **Public Financial Management:** Increased school operational budget based on Inter-Ministerial Prakas No. 508, Commencement of transfer of responsibilities to the Capital/Provincial Department of Education, Youth and Sport for the formulation and implementation of the 2015 budget, Establishment of procurement entities.
 - **Examination Reform:** MoEYS has transferred responsibility for grade 9 examination to the sub-national level and started implementing the reform of the grade 12 examination; changes were also introduced to the recruitment of teacher trainees, encouraging outstanding students to serve as teachers.
 - **Skills for youth:** MoEYS prepared Action Plan for Youth Development, developed documents and conducted trainings in youth centers.
 - **Higher Education Reform:** MoEYS transferred the rights of the responsibilities for higher education institutions related to the issuing of degrees and suspended newly established higher education institutions, except those focusing on science and

technology subjects. Several initiatives were also launched to strengthen the capacity of existing higher institutions.

- **Reform of Physical Education and Sports toward the 2023 SEA Games:** a policy on physical education and sports was adopted, a management committee for the National Olympic Stadium was established, and the renovation the National Olympic Stadium was started. **Samdech Techo Hun Sen**, the former Prime Minister ensured further encouragement to the practice of all forms of sport, especially through increased incentives and rewards to medal-winning athletes.
- **Establishment of think-tank for education sector:** MoEYS established Education Research Council and its secretariat.
- **Phase 2: Five-pillar reform (2015 to 2018):** building on the progress achieved during Phase 1 and in reaction to the results of grade 12 examinations in 2014 (only 25.7% candidates passed the first exam and 17.9%, in the second exam), Phase 2 defined 15 reform priorities based on five pillars: 1) Implementation of Teacher Policy Action Plan, 2) Inspections, 3) Assessment of learning outcomes, 4) Curriculum Development, and 5) Higher Education Reform. Main achievements of Phase 2 include:
 - **Reform 1: Public Financial Management:** Establishment of 39 budget entities at the national level and 25 at the capital and provincial levels, so that each unit has both action plans and budgets to implement and strengthen the ownership over national policies, as well as to strengthen their capacity. The Financial Management Information System was officially launched, resulting in increased budget allocations to DoE and school operational funds and the purchase of computers for schools.
 - **Reform 2: Teacher Deployment:** the principles on human resource management were developed and the guidelines on staffing norms started to be implemented, allowing to improve teacher deployment in order to address the issues of teacher surplus and teacher shortage. 1,441 Khmer Muslims teachers and 20 indigenous teachers were integrated into the civil service career.
 - **Reform 3: Reform of Teacher Training Centers:** Transformed Phnom Penh and Battambang regional teacher training centers into teacher education institutes and increased the level of basic teacher training from 12 + 2 to 12 + 4. The National Institute of Special Education was established.
 - **Reform 4: Teacher Qualification Enhancement:** Established a teacher resource development committee and implemented a credit system for assessing the capacity of education staff; improved teacher recruitment criteria by providing priority to candidates with grade A, B, C; and trained grade 12 teachers of Mathematics and Science.
 - **Reform 5: Inspection Work:** Adopted provisions on quality assurance of pre-school and general education in Cambodia and guidelines on the implementation of quality assurance inspection for education at provincial level. The inspection structure was organized at the sub-national level in 8 inspection areas.
 - **Reform 6: Assessment of Learning Outcomes:** Developed a framework for assessing learning outcomes and procedures for measuring competency at equivalent levels, testing and disseminating national assessment results of grade 3, 6, 8, and 11 in Khmer language and Mathematics and participated in the implementation and dissemination of Program for International Student Assessment for Development (PISA-D).
 - **Reform 7: Reform of the Upper Secondary Diploma Examination:** Established the Department of Examination Affairs and continued to implement the examination reform based on the principles of law, justice, transparency and acceptable results in accordance with the slogan "Those who acquired will pass".

- **Reform 8: Curriculum and Textbook Reform:** Adopted general education and technical education curriculum frameworks from pre-school to secondary education; and approved syllabus for primary, lower secondary, and upper secondary education in all subjects at all grades.
- **Reform 9: Construction of School Buildings and Renovation:** Construction of school buildings, resource pre-schools and District Office of Education, Youth and Sports facilities.
- **Reform 10: Evaluation of Higher Education Institutions:** Evaluated the accreditation of higher education quality and implemented quality assurance in accordance with the internal education quality assurance standards for higher education institutions.
- **Reform 11: Sport Promotion:** Increased investment in the training of national teams and rewards to medal winners, set the principles for organizing the national sports competition every two years, decentralized the budget to the National Sports Federation, and renovated the National Olympic Stadium. Approved the physical education program at the lower secondary level and built sport infrastructures in educational institutions. The decision of **Samdech Techo Hun Sen**, Former Prime Minister to build Moradok Techo Stadium for the 32nd Southeast Asian Games and the 12th ASEAN Para Games is an invaluable legacy for the development of sports in Cambodia.
- **Reform 12: Implementation of the Youth Policy Action Plan:** Establishment of Scout Cooperation Departments, launched Market Information Centers in some provinces, established Basic Education Equivalency Programs (BEEP), implemented community enterprise development programs and entrepreneurship programs in high schools.
- **Reform 13: Technical Education:** Approved the master plan and action plan on technical education for secondary education, approved the curriculum and textbook on the five majors, and established the Kampong Chheuteal and Kampong Speu Institutes of technology.
- **Reform 14: Establishment of New Generation Schools:** Establishment of 11 new generation schools, including 4 primary schools and 7 secondary schools.
- **Reform 15: Career Pathway Development and School Principals Training:** Adopted a policy framework on teachers' careers pathway and developed a framework for implementing the policy on continuous professional development for school principals and teachers.
- **Phase 3: School reform (2019 to 2022):** MoEYS laid out the school reform, which included new generation schools in 2016 and effective schools in 2017, and teacher training institute reform. Major results in the third phase of education reform from 2019 to 2022 include:
 - The number of new generation schools increased to 11 (4 in primary school and 7 in secondary school). The establishment of a new generation of schools aims to provide autonomy in the implementation of the curriculum to cultivate skilled human resources in the 21st century.
 - MoEYS piloted 100 effective schools, initiated by Secondary Education Improvement Project (SEIP), and have impacted to other 500 schools nearby. School based-management was strengthened to improve student's learning outcomes and changed the school culture.
 - MoEYS has reformed the teacher training centers, improved the curriculum and teaching methods. The basic education teacher training program (12+2) by credit system was launched; early grade learning (EGL) was introduced into the training program for primary school teachers; the framework of the high school teacher training program (BA+2) was

approved; and the handbook on the establishment of professional learning communities in public education institutions was developed.

- High priority was given to strengthening the quality of primary education by promoting EGL in grades 1 and 2; improving the selection, recruitment and deployment of Khmer language and mathematics teachers; establishing "EGL model schools"; and implementing school-based management (SBM).
- **Phase 4: Model school standard Implementation (2023-Present):** MoEYS has laid out "model school standard" from ECE to secondary education by focusing on: 1) Student's learning outcomes, 2) teaching and learning, 3) Community's participation, 4) School operation and administration, and 5) School Accountability. Model schools have received full supports from the Royal Government of Cambodia for the implementation of the "Model School Standards" and the "**Samdach Moha Borvor Thipadei Model School Awards**" as well as the nationwide garbage-free school mechanism aimed at reforming schools towards excellence. MoEYS has issued and disseminated guidelines to all pre-schools, primary and secondary schools to operate within the framework of the model school standards, and established internal mechanisms to support implementation, including: Committee of strengthening school administration, sub-technical committee for early childhood education, primary education, secondary education, school-health promotion, extra-class curricula implementation to promote the model schools standard and school-support mechanisms. MoEYS has also set up a school evaluation team, using standards and indicators designed to provide support and assistance to schools that have not yet met the standards, and to provide incentives for schools that meet the standards. In pre-school education, the Ministry will focus on early childhood care and development, especially the importance of the first 1,000 days and pre-school enrollment. In primary education, the priority is to strengthen and expand the implementation of Early Grade Reading and Early Grade Mathematics programs, which are fundamental skills. In secondary education, the focus is on strengthening the teaching of STEM subjects and foreign languages, especially implementing new teaching methods based on constructivism, self-directed learning skills to foster 21st-century skills, promote digital literacy, and life-long learning. The Ministry continues to promote the teaching of digital subjects such as computer coding, robotics, etc., entrepreneurship, and career counseling in New Generation Schools, Resource High Schools, General and Technical High Schools, and high schools with potential, in collaboration with higher education institutions and the private sector. Model schools must pay attention to moral education and increase learning hours. Education must focus on equity and inclusiveness by providing counseling to groups of children and youth at risk of dropping out, vulnerable students affected by natural disasters and migration issues, promoting education for children with disabilities, multilingual education for indigenous minorities, improving the quality of community pre-schools, and daycare centers for factory workers.

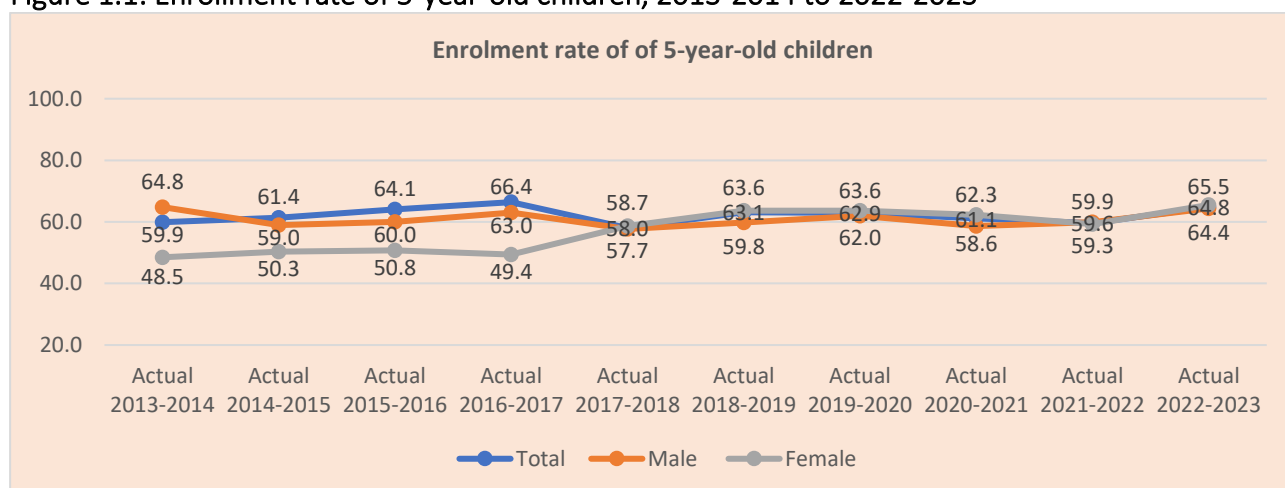
1.3 Analysis of performance by sub-sector

1.3.1 Early Childhood Education

Equitable access

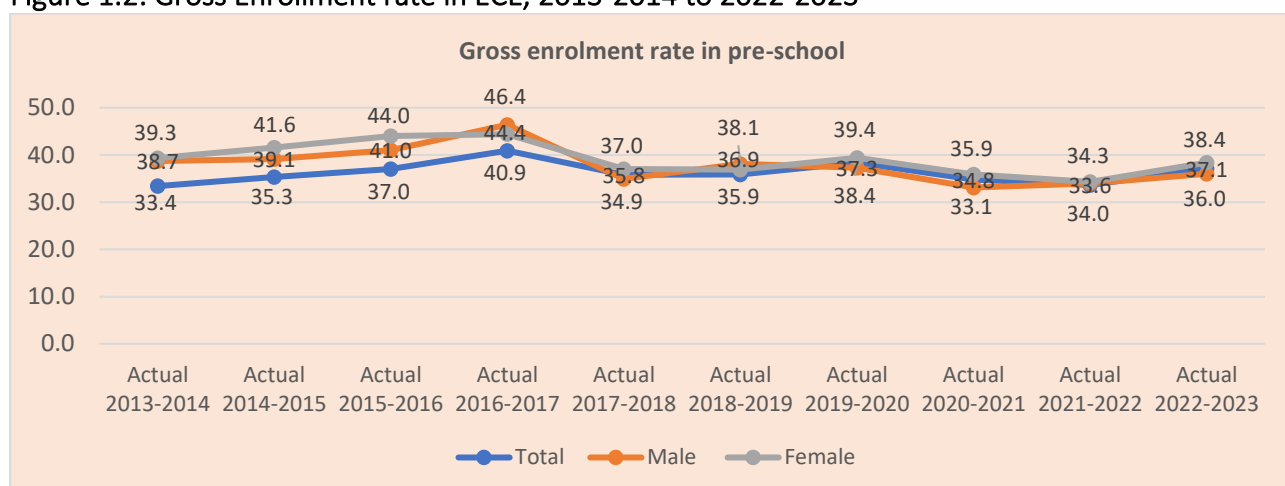
Enrollment rate of 5-year-old children in all types of education has shown good progress over the last 10 years. 5-year-old children enrolled in all types of early childhood education increased from 59.9% in 2013-2014 to 64.8% in 2022-2023. As defined in the Mid-Term Review Report of the 2030 Sustainable Development Goals on Education in Cambodia (SDG4), Enrollment rates improved between 2015 and 2019. However, it was noted that there was a decline in enrollment rate for the 3 consecutive years in 2019-2022 due to the spread of Covid-19 disease.

Figure 1.1: Enrollment rate of 5-year-old children, 2013-2014 to 2022-2023



The gross enrolment rate in ECE for all types has increased significantly over the past 10 years, from 33.4% in 2013-2014 to 37.1% in 2022-2023. This trend showed that the Gross Enrolment rate increased by 3.7%. The Gross Enrolment Rate of 37.4% in 2022-2023 nearly achieved the target set in the MTR.

Figure 1.2: Gross Enrollment rate in ECE, 2013-2014 to 2022-2023



Community pre-school meeting minimum standards was an important indicator introduced to measure the quality of early childhood education services. The number of community pre-schools that met the minimum standard increased from 600 in 2017-2018 to 1,305 in 2022-2023. It has achieved 40.6% in 2022-2023 compared to all community pre-school nationwide.

MoEYS has encouraged private sector to set up factory nurseries. Until now, there are 13 communities or factory nurseries, 10 of which were located in Kampong Speu province and the other 3 in Kampong Cham province.

The MoEYS has also undertaken various initiatives aimed at enhancing access to ECE for indigenous children who are mostly located in the northeastern regions. Based on data from the Special Education Department presented in the Educational Congress Report, these efforts have included the introduction of multilingual education programs in 19 cities and districts, targeting 133 pre-

schools (most of which are community-based). In 2022, 2,625 children attended the government multilingual education program, which accounts for 0.69% of the total enrollment in ECE.

There has been a significant improvement in the quality of WASH infrastructure, a positive factor in boosting enrolment. The percentage of pre-schools adhering to the minimum WASH standards increased significantly over the last years. This was partly driven by the urgency to respond to the challenges posed by the Covid-19 pandemic, leading to over 75% pre-schools falling within the Star 1, 2, or 3 categories by 2022/23⁶. There is a need for continued efforts aimed at attaining and maintaining the national WASH standards over the medium term. Through the school feeding program, over 350 such structures were constructed in response to COVID-19.

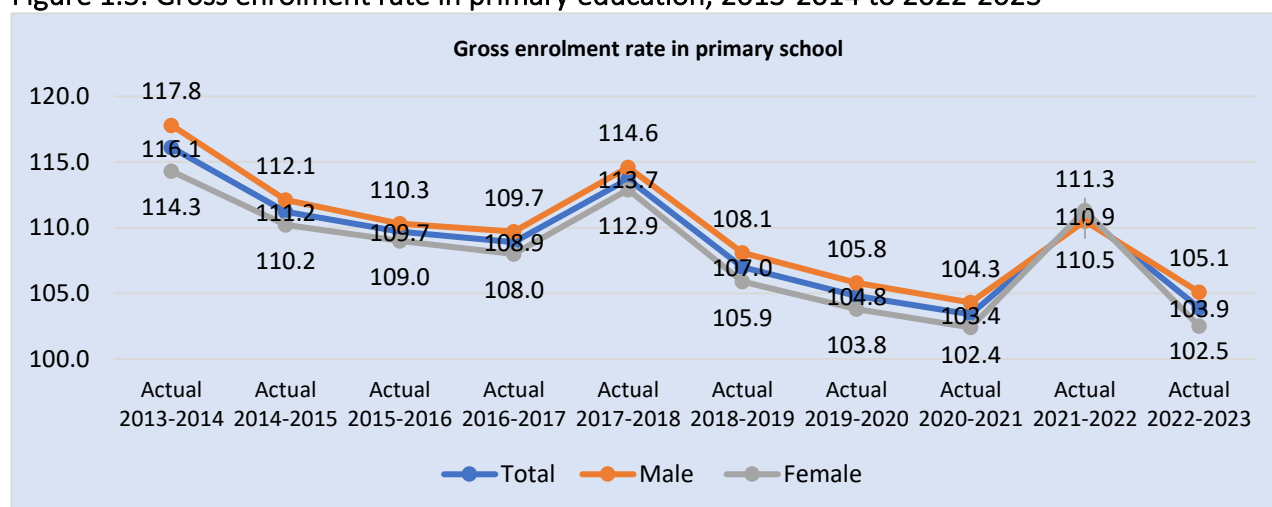
However, significant efforts have been made to enhance the qualifications of preschool teachers, despite the limited training capacity. With the Teacher Training Reform initiative, which spanned from 2015 to 2019, teachers are now required to have completed a minimum of grade 12 education and successfully complete a rigorous 2-year training program at a specialized Preschool Teacher Training Institute. The results of this transformative effort have been noteworthy, with nearly 75% of public preschool teachers now meeting the 12+2 national standards for educational qualifications that can support a maximum of 200 candidates at a time. While the reforms have raised qualification standards, addressing the capacity constraint in teacher training remains an important area for further development.

1.3.2 Primary Education

Equitable access

Gross enrolment rate in primary school declined from 116.1% in the school year 2013-2014 to 103.9% in 2022-2023, indicating an improvement in access to primary education and students' learning outcomes. Meanwhile, the challenges of overage students and repetition remain persisting in primary level. In the school year 2021-2022, the enrolment rate slightly increased, owing to school re-opening as usual after the two-year temporary closure. Notably, the enrolment trend for boys and girls remained similar, although the enrolment rate for boys continued to be higher than girls.

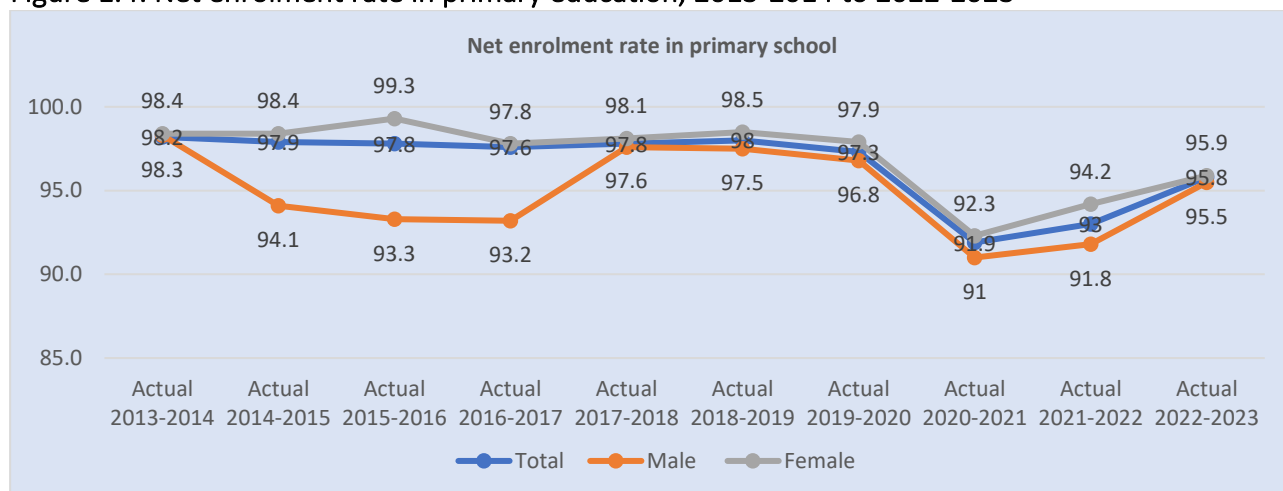
Figure 1.3: Gross enrolment rate in primary education, 2013-2014 to 2022-2023



⁶ UNICEF & GIZ. (2013). *Field Guide: The Three Star Approach for WASH in Schools*. https://globalhandwashing.org/wp-content/uploads/2015/03/UNICEF_Field_Guide-3_Star-Guide1.pdf

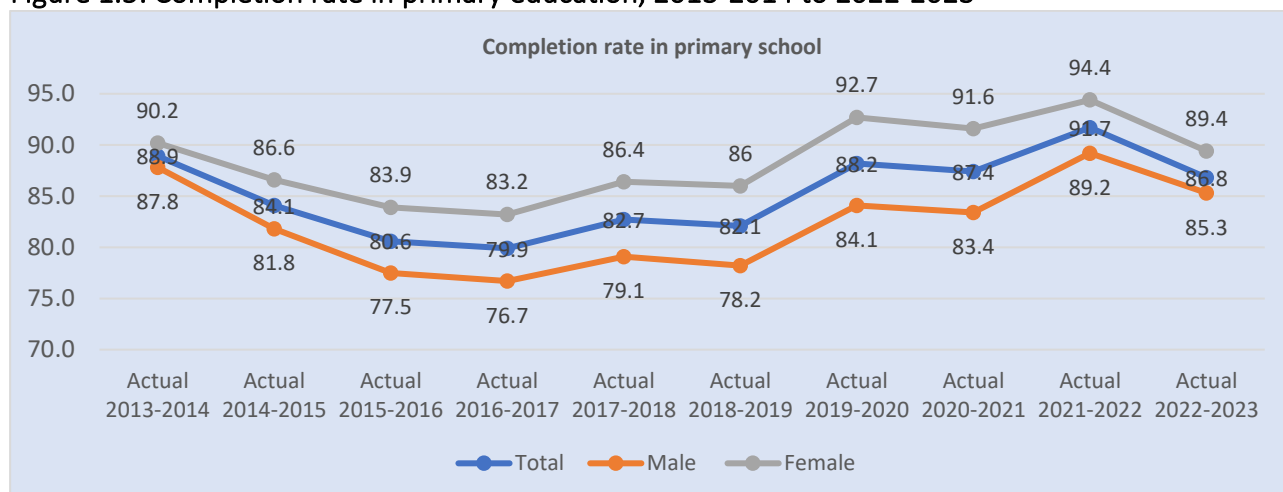
In primary education, Cambodia has nearly achieved universal coverage. The net enrolment rate in primary education decreased from 98.2% in 2013-2014 to 91.9% in 2020-2021, when schools were close for a long period due to Covid-19, and has been increasing since then, reaching 95.8% in 2022-2023.

Figure 1.4: Net enrolment rate in primary education, 2013-2014 to 2022-2023



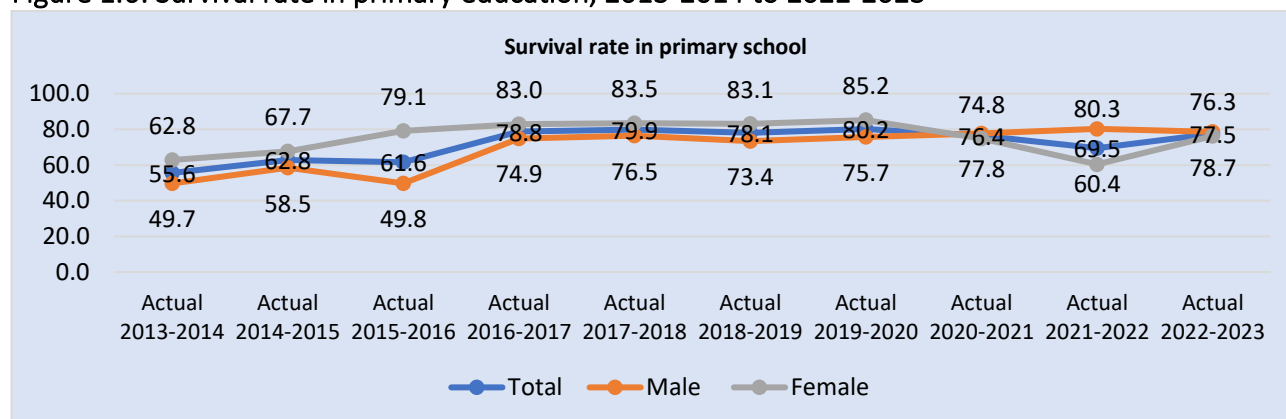
From the school year 2013-2014 to 2022-2023, the primary school completion rate decreased by 2.1%, male decreased by 2.5% and female decreased by 0.8%. Completion rate of primary education has declined slightly over the last 10 years.

Figure 1.5: Completion rate in primary education, 2013-2014 to 2022-2023



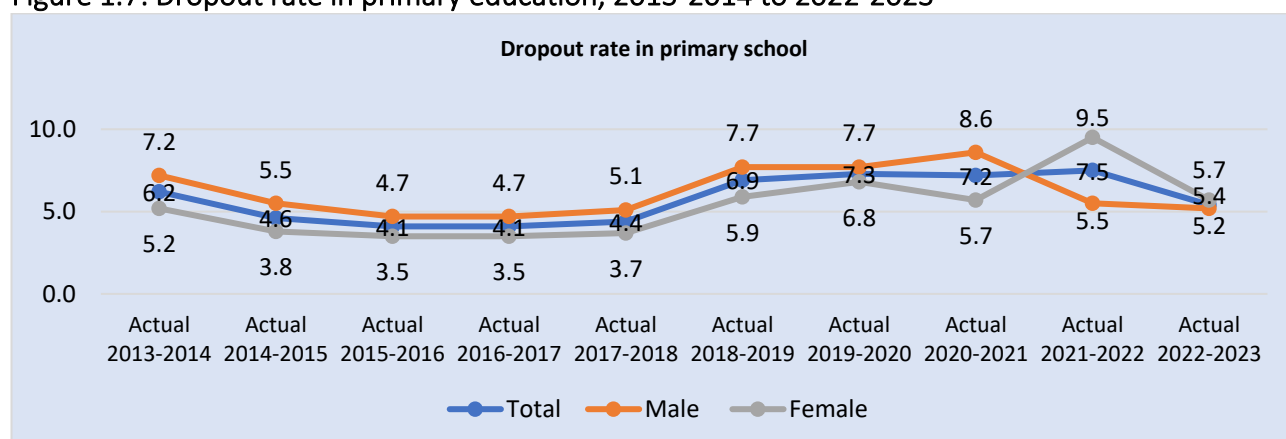
The survival rate in primary school increased from 55.6% in the school year 2013-2014 to 77.5% in the 2022-2023, reflecting significant improvements in the efficiency of the primary education system. This progress has allowed the students to continue their study till complete primary school. Therefore, this factor significantly contributes to reduce grade repetition. However, the survival rate of approximately 77% (school year 2022-2023) indicates some primary school students are still repeating grades within the system. During the COVID-19 pandemic, the temporary school closure provided the experience of grade repetition for student (the survival rate decreased from 80.2% in the school year 2019-2020 to 69.5% in 2021-2022). However, the survival rate has shown the improvement trend after the Covid-19 Pandemic.

Figure 1.6: Survival rate in primary education, 2013-2014 to 2022-2023



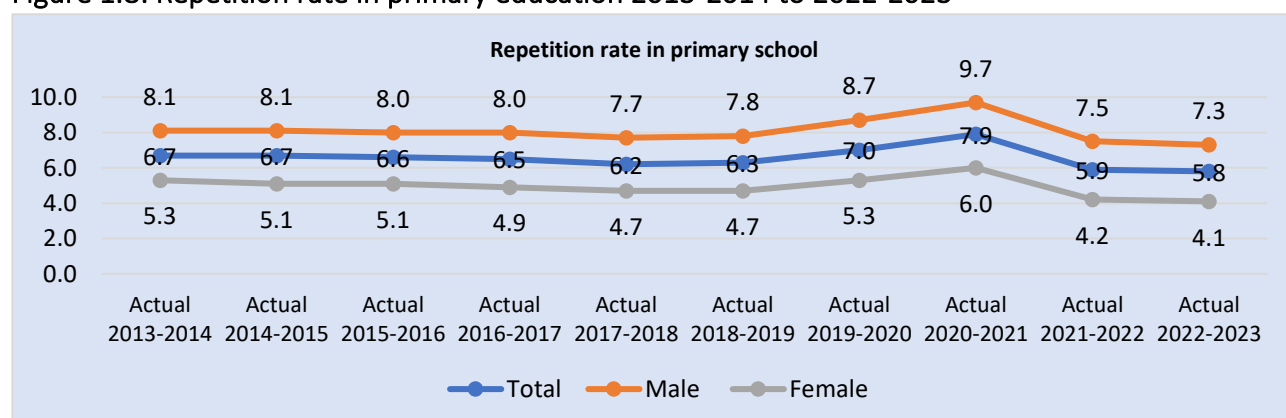
The dropout rate in primary school has remained relatively stable over the past decade, fluctuating between 5% and 6%, with minimal differences between boys and girls. However, during the COVID-19 pandemic, the dropout rate slightly increased from 6.9% in the school year 2018-2019 to 7.5% in 2021-2022 (especially, the girls increased to 9.5%) but recovery after the COVID-19 pandemic. The dropout rate as the indicator showing the effectiveness of the system and will also affect to the survival rate in primary school. As the earlier analysis, a higher dropout rate typically corresponds to a lower survival rate.

Figure 1.7: Dropout rate in primary education, 2013-2014 to 2022-2023



Similar to the dropout rate, the repetition rate in primary school has not changed over the last 10 years, around 6% to 7%. During the COVID-19 pandemic, the repetition rate increased slightly from 6.3% in the school year 2018-2019 to 7.9% in 2020-2021 (remarkably, boys dropped out more than girls, increased to 9.7%), but it has recovered after the COVID-19 pandemic.

Figure 1.8: Repetition rate in primary education 2013-2014 to 2022-2023



Quality teaching & learning

EGRA and EGMA are important foundation for students in primary education. MoEYS has been improving early grade reading and mathematics, especially teacher training and the expansion of practice across the country, to increase the student learning outcomes and ensure that Cambodian children can read and write.

The Ministry has cooperated with development partners to implement first-grade reading materials in all primary schools in 22 provincial capitals, grade 2 reading in 19 provinces and grade 3 reading in Kampong Chhnang. The early grade math package was implemented in 8 provinces and the grade 2 math package was implemented in 6 provinces. The Ministry has incorporated early grade reading and early grade math into teacher training at pedagogical schools.

Quality of the learning environment in primary education has not improved in term of class size and teacher supply. The number of students in class remains high in urban areas, such as the advantage economic areas and the economic zones. In the sub-urban of Phnom Penh, the number of students is approximately 70 students per class and teacher shortage is also an issue.

The shortage of teacher also remains a challenge in rural areas. Thus, MoEYS has increased the number of contract teachers, double shift classes and multi-grade teaching. Around 13,256 contract teachers and 8,707 double shift teachers, and 2,430 multi grade teachers have been used in 2023-2024.

The number of primary schools with one shift increased from 2,335 (32.3%) and 13,409 classrooms in 2018/2019, to 2,854 (38.9%) primary schools and 17,733 classrooms in 2022/2023, indicating that there are possibilities in terms of infrastructure to implement full day teaching and learning in some schools.

3,500 teachers have been recruited annually, of which around 1,900 posts were for compensating the attrition rate (retirement, death and other reasons).

Teachers are getting more qualified. The MoEYS has undertaken a comprehensive overhaul of the teacher training curriculum, and increased the qualifications required for teacher trainers. Entry requirements for teacher education programs have also been raised, now mandating at least grade 12 completion and a bachelor's degree, referred to as the 12+4 formula. The percentage of qualified public primary teachers (those with a G12-and-above certificate but not necessarily a bachelor's degree) has shown significant improvement, rising from 73% in 2018/19 to 84.4% in 2022/23. In the case of BA holders among teachers, the progress is remarkable, with none in 2017/18 compared to 22.3% in 2022/23, although substantial disparities exist among provinces.

Learning environments are safer and better equipped. In 2022/23, an impressive 84% of primary schools were adhering to WASH standards, marking a substantial 15-percentage point increase over four years. Additionally, significant investments have been made to ensure primary schools have access to electricity. In 2022/23, nearly 9 out of 10 schools have electricity, compared to 50% in 2017/18. However, internet access remains limited, especially in rural schools. The ICT master plan emphasizes the need to bridge the digital devices within schools for equitable access to digital education.

Grade 6 students performing below the basic proficiency threshold on the National Learning Assessment for all subjects between 2016-2021. The results of mathematics are particularly striking, with 74.3% of students performing at 'below basic' level in 2021 (compared to 53.2% in 2016). This

result could potentially be impacted to the extended school closures necessitated by the pandemic. One factor that may have hindered students' full engagement with distance learning during the school closure is the limited competency in EdTech, both among teachers and students.

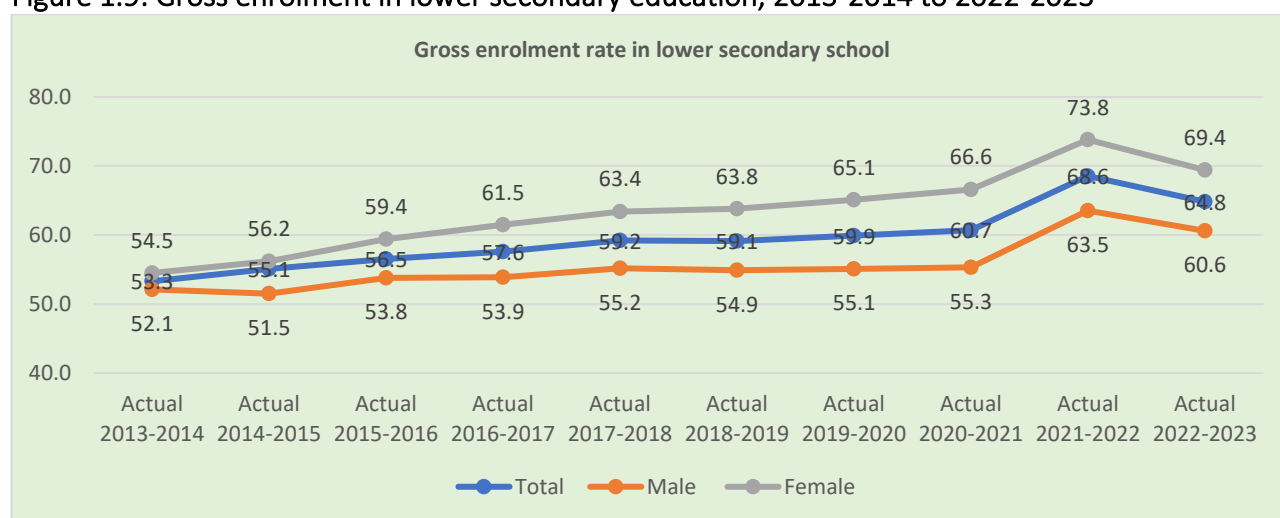
Disparities in learning outcomes are apparent when considering socio-economic status and geographical location. Notably, students from economically disadvantaged backgrounds are more likely to perform below proficiency levels in subjects such as math, writing, and reading, when compared to their more affluent peers, as are students living in rural areas compared to urban students. Disparities by gender are particularly apparent in writing and reading subjects, where female 6th grade students outperform male students. School feeding program can contribute to reducing disparities in learning outcomes.

1.3.3 Secondary Education

Equitable access

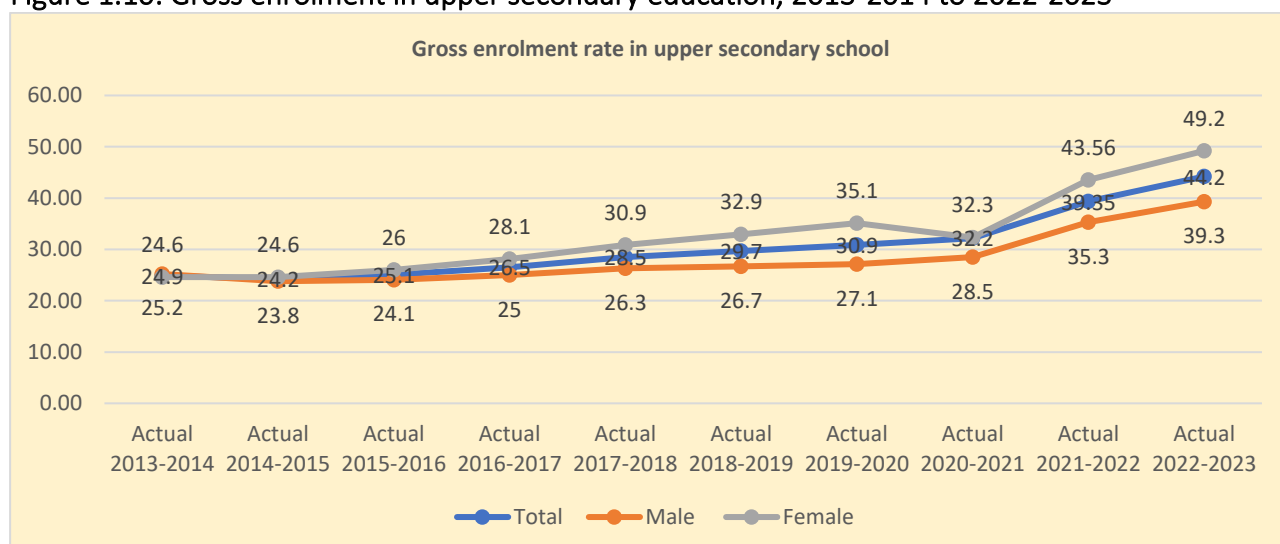
Gross enrollment rate at the lower secondary level increased from 53.3% (54.5% for female, 52.1% for male) in the school year 2013-2014 to 64.8% (69.4% for female, 60.6% for male) in 2022-2023. This increase indicated that MoEYS has paid attention to the enrollment of children in schools, which is improving year by year in line with the social security situation.

Figure 1.9: Gross enrolment in lower secondary education, 2013-2014 to 2022-2023



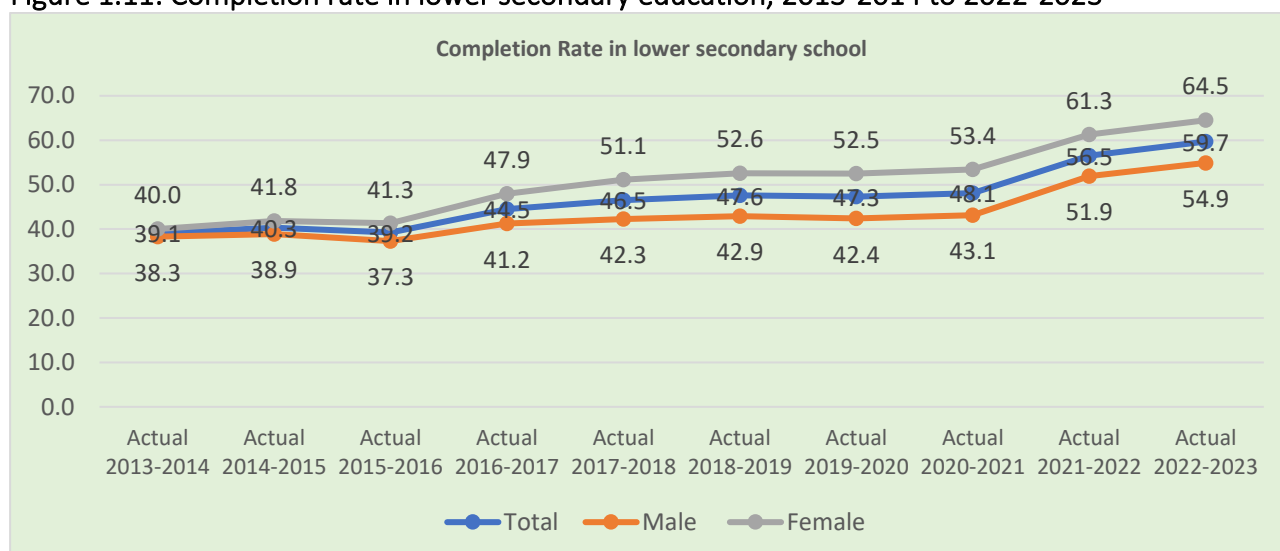
Gross enrollment rate in upper secondary increased from 24.9% in the school year 2013-2014 to 44.2% in 2022-2023 (from 24.6% to 49.2% for female, and from 25.2% to 39.3% for male in 2022-2023). This increase reflects the focus of reforms in the education system over the last decade to enroll children in schools and improve people's living standards.

Figure 1.10: Gross enrolment in upper secondary education, 2013-2014 to 2022-2023



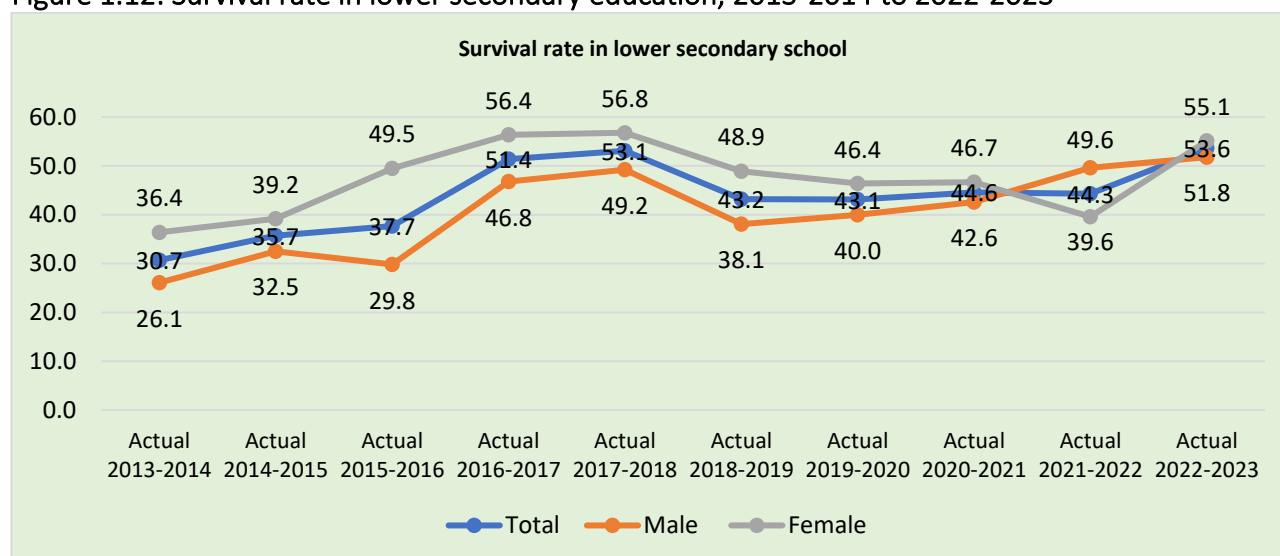
Completion rate in lower secondary increased from 39.1% (40.0% for female, 38.3% for male) in the school year 2013-2014 to 59.7% (64.5% for female, 54.9% for male) in 2022-2023. Average annual growth was around 2.1%, 2.5% for female and 1.7% for male. However, completion rate in lower secondary for female is higher than for male.

Figure 1.11: Completion rate in lower secondary education, 2013-2014 to 2022-2023



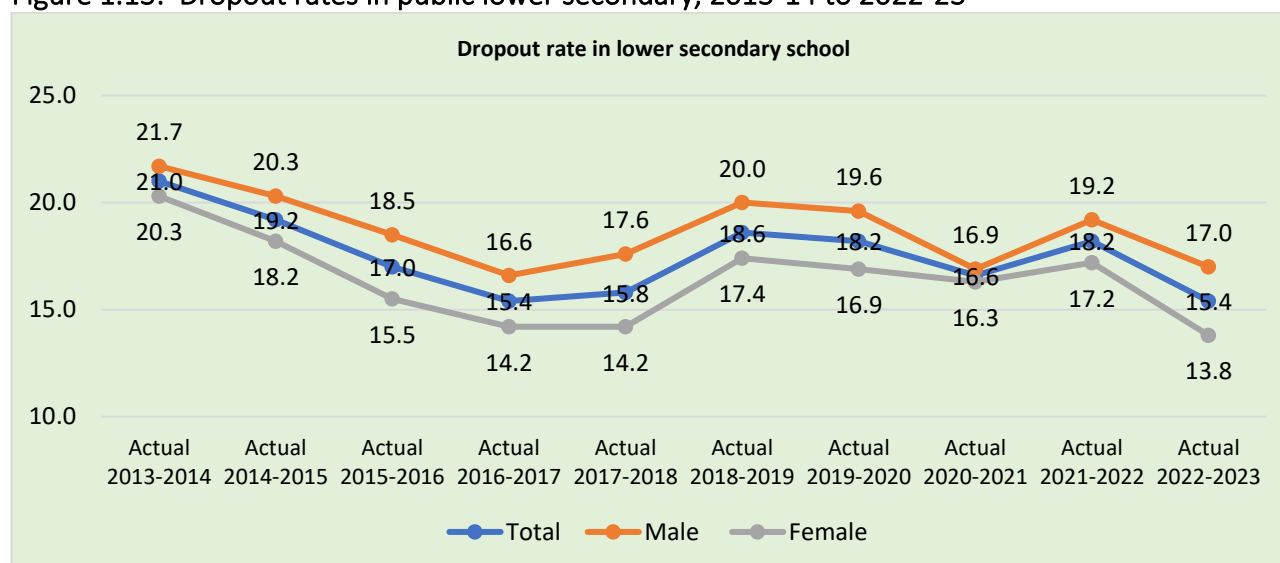
The survival rate in lower secondary schools illustrated a significant increase, rising from 30.7% in the school year 2013-2014 to 53.1% in 2017-2018. However, during the COVID-19 pandemic, the survival rate stabilized at around 44.0% from the school year 2018-2019 to 2021-2022, with a noticeable upward trend beginning in the 2022-2023 school year. Despite these improvements, the overall survival rate in lower secondary schools remains relatively low, at approximately 50%. This indicates that a significant the lower secondary students are still repeating grades within the system. 50% of the student continues their studies until completion, although it requires double school years than usual, and this is often accompanied by dropout rates. However, the survival rate for female students is higher than male students.

Figure 1.12: Survival rate in lower secondary education, 2013-2014 to 2022-2023



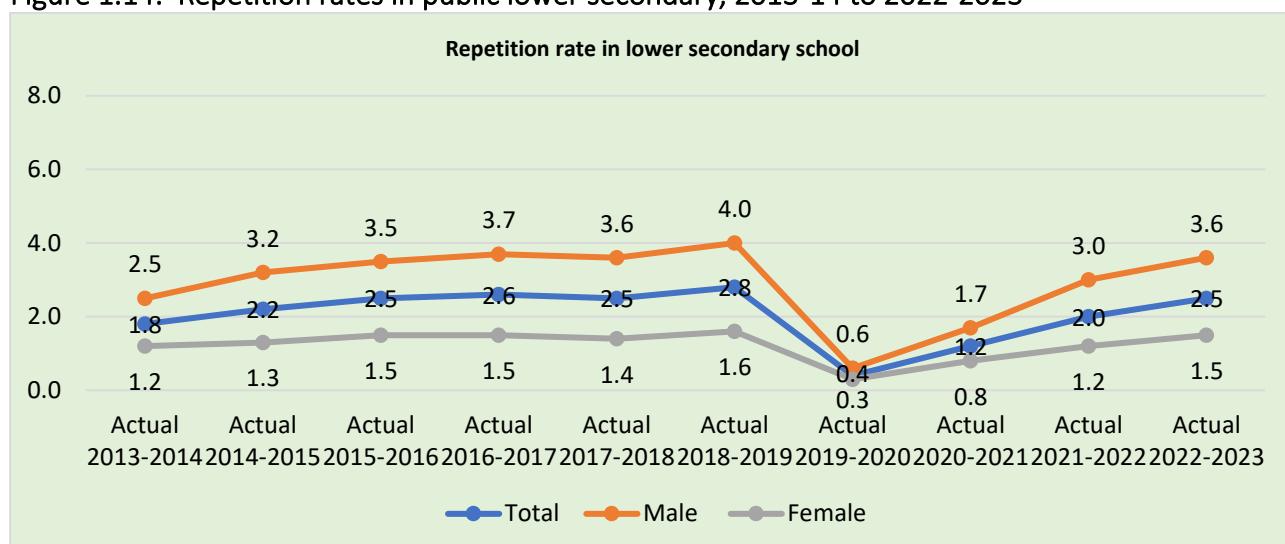
The dropout rate in lower secondary education has significantly declined over the past decade, decreasing from 21.0% in the school year 2013–2014 to 15.4% in 2022–2023. Despite this progress, the dropout rate remains high, contributing to low repetition rates in lower secondary education, as previously mentioned, and is also linked to grade repetition. During the COVID-19 pandemic, the dropout rate rose to approximately 18% but has since been on a downward trend.

Figure 1.13: Dropout rates in public lower secondary, 2013-14 to 2022-23



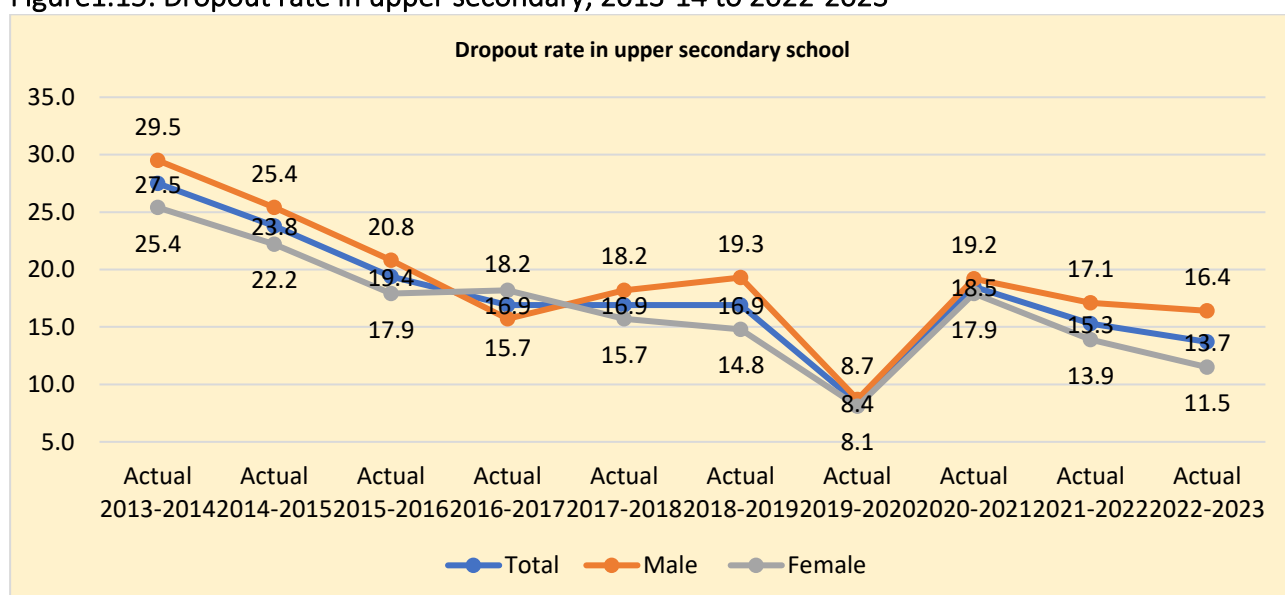
The repetition rate in lower secondary has remained consistently low over the past decade, around 1% to 2%. Notably, the repetition rate for boys has been higher than for girls, particularly after the COVID-19 pandemic, the repetition of boys was twice than girls.

Figure 1.14: Repetition rates in public lower secondary, 2013-14 to 2022-2023



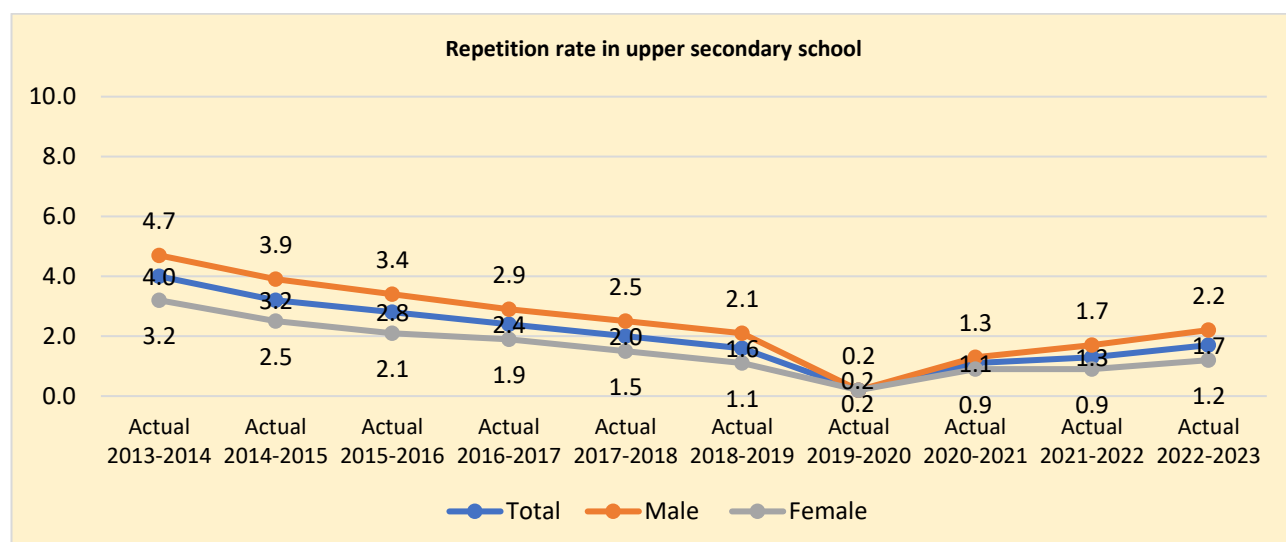
The upper secondary dropout rate has declined significantly, falling from 27.5% in the school year 2013-2014 to 13.7% in the 2022-2023. A key factor contributing to the high dropout rate in upper secondary is that grade 12 students who failed the BAC II exam (for example, the completion rate was 79% in 2024) often do not re-enroll in grade 12, leading to a dropout rate of nearly 30% for that grade. Notably, male students are more likely to drop out than female students. Overall, the dropout rate is closely tied to the outcomes of the BAC II exam.

Figure 1.15: Dropout rate in upper secondary, 2013-14 to 2022-2023



The repetition rate in upper secondary school is relatively low, ranging between 2 and 3 percent, and does not pose a significant challenge for secondary education. However, it is noteworthy that male students are more likely to repeat grades compared to female students.

Figure 1.16 Repetition rate in upper secondary, 2013-14 to 2022-2023



Factors hindering the progress of secondary education in Cambodia include poverty, economic opportunities, educational attainment, and insufficient school coverage. Many individuals face the challenging decision between pursuing income-earning opportunities and attending school, resulting in varying enrolment rates. The relatively youth labor force participation and employment rates in the country and the weak association between labor market status and educational attainment demonstrate the appeal of leaving school to join the work force.

Provinces with the highest exposure to climate-related hazards show the disruption of education performance. The disruption includes temporary school closure, infrastructure damage, teacher, and student absenteeism. To address these additional complexities that necessitate tailored policies to cope above challenges.

Quality teaching & learning

The surplus of students in class results in difficulty to introduce in the new ways of teaching methodologies. Moreover, the shortage of teachers in some subjects is still a challenge, especially STEM-related subjects. Therefore, the implementation of current learning and teaching hours cannot ensure a better learning outcome unless extra learning are added.

In 2016, MoEYS introduced new generation schools (NGS) which aim to create 'autonomous' public schools to improve educational quality. In particular, NGS is a model school for educating students on knowledge, skills, aptitude, and good citizenship to meet the needs of socio-economic development in the 21st century by improving teaching and learning methods, strengthening autonomy, accountability, and community participation. NGS are also a model school for other educational institutions.

In 2018, MoEYS implemented 100 target secondary schools in 25 capital-provinces through the Secondary Education Improvement Project (SEIP). The project focused on strengthening School-Based Management (SBM) by providing funds for school improvement, improvement of qualification of lower-secondary school teachers and school management and improvement of school equipment. In 2022, through the General Education Improvement Project (GEIP) 1633 schools have been reached, including 213 public preschools, 1,000 public primary schools and 420 Public Secondary Schools. These target schools are located in 203 districts in 25 provincial capitals. The objective is to improve and enhance the learning outcomes of students, improving the quality and equity of general education to achieve the minimum standards.

In 2022-2023, the majority of public lower secondary teachers (89.6%), hold a post-secondary education certificate and 64.5% hold a bachelor's, or higher-level degree. However, teaching qualifications standard are required to have completed at least grade 12 and a bachelor's degree. Upper-secondary teachers were already required to hold a bachelor's degree and one year of education at a NIE. The MoEYS plans to upgrade the level of qualification to 12+4.

Grade 8 students' outcomes in national assessment are particularly concerning, with 78.7% performing below the basic proficiency level (68.4, 43.2, 17.3 respectively in physics, math and reading). Male students have consistently displayed higher shares of below basic proficiency, notably in writing and reading. Socio-economic status in urban and rural areas also has an impact on student learning outcome. While the exact influence of Covid-19 remains somewhat uncertain, national learning assessments provide no evidence of improvement between 2017 and 2022.

Cambodia's official participation in Program for International Student Assessment (PISA) in 2022 marks another significant accomplishment of the country's strategic and highly relevant efforts to promote students learning performance. In comparing between 2017 and 2022 PISA results, the findings indicated that in reading, students at level 2 or higher increased by 0.4 points, from 7.5% to 7.9%; in mathematics, students at level 2 or higher increased by 2.1 points, from 9.9% to 12%; and in science, students at level 2 or higher increased from 5.2% to 10.4%. The student performance gap in reading, mathematics and science between urban and rural schools was reduced by about 1 time. Although Cambodia's results have increased, they are still below the average of ASEAN and OECD countries, which have higher levels of economic and social development than Cambodia. Other challenges include study time, student factor, teacher factor, school factor and curriculum factor.

MoEYS will prioritize the following actions to increase access to and quality of education that will be reflected in the next cycles of the PISA. 1) implementation of the 4 key points of government priority, 2) Implementation of school reform, 3) Teacher development through pedagogical school reform, 4) Review of textbooks and improvement of teaching methods, 5) increase community participation, 6) Promote school governance and school support, 7) Curriculum development, 8) Promote school health, and 9) Student support.

Technical Education

Equitable access

Technical education is attracting more students, but career choices reflect gender biases and women are still underrepresented. There is a growing number of female students in technical education, although over the past three years, a stable low male-to-female ratio is observed, with one woman for every two men enrolled. When it comes to course preferences, men show a stronger inclination towards subjects such as electrical skills, electronics skills, mechanical skills, and digital media design. On the other hand, women dominate fields like agronomy, animal husbandry, computer skills, food processing skills, accounting skills, and tourism. The tendency for women to prefer courses in agriculture, low and middle skill industries, clerical work and services may be conditioned by gender-biased labor market opportunities.

During the last 12 years, the provision of technical education services at the upper secondary level (9 + 3) has been expanded from 2 to 21 schools and from 4 to 12 majors in 2024, which 12 institutions expanded additional skills. Students increased from 611 (180 female) in 2012 to 3,512 (1,246 females) in 2024. 848 secondary schools have been teaching and learning life skills programs focusing on 21st century skills, entrepreneurship skills and pre-professional skills.

The Ministry developed career guidance and counseling programs at the school level to assist students in their learnings, career and personality development. A total number of 160,491 students benefited from the program (90,600 female students equal to 56.45 %) and 7,296 community (4,466 women equal to 61.21%) in 2023-2024. Schools' intervention have been initiated for vulnerable students by providing face-to-face counseling and job-networking services to 1,555 people (826 women). Schools have disseminated information about student learning to the communities, parents and caregivers as a sign of positive norm to cultivate mutual collaboration between school and parents and caregivers through parents meeting with a total of 6,848 participants (4,221 women). The ministry disseminated and mainstreamed business plan ideas and income-generating skills for 91 students (32 female) with entrepreneurial potential. The ministry encouraged students to develop their learning competencies, innovation, team spirit, collaboration and communication through study-club activities with 1,243 students (813 female) and established project work with 45 students (15 female). Schools are encouraged to strengthen school-private partnership for school development and organization of school events, such as inviting guest speakers to share work experiences with students, provide place for study-visits and resources contributing to school development.

Quality teaching & learning

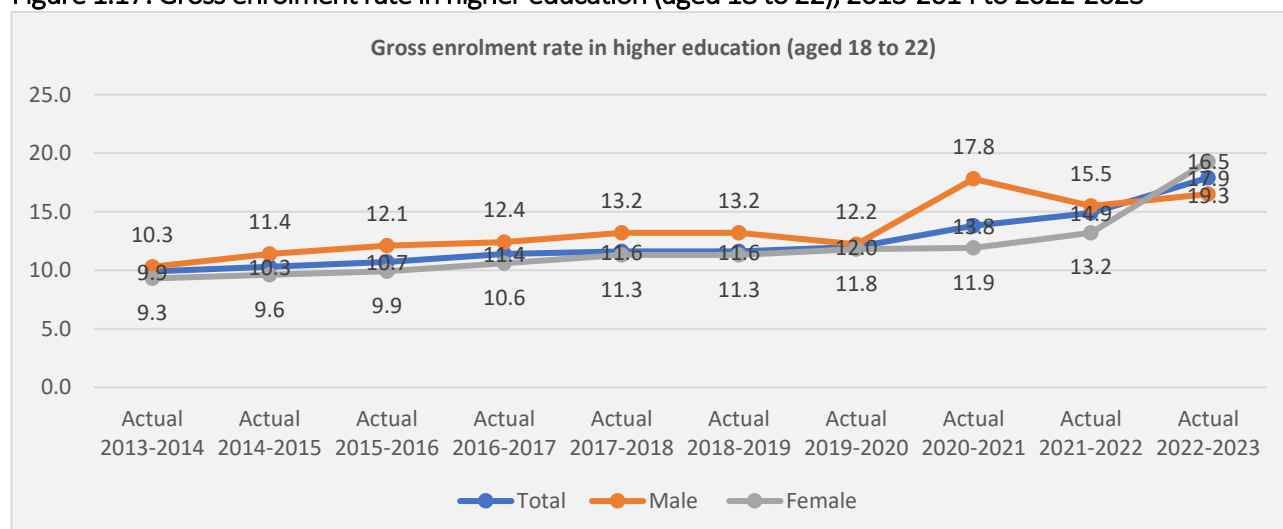
In 2023/24, there are 252 technical education teachers (64 female) including 73 electrical teachers (6 female); 28 electronic teachers (5 female); 33 animal husbandry teachers (11 female); 41 agronomy teachers (16 female); 23 mechanic teachers (1 female); 3 frontline office (2 female); 14 computer teachers (3 female); 7 accounting teachers (3 female); 16 food processing teachers (12 female); 2 digital media design teachers (1 female); 10 agriculture teachers (4 female); and 2 civil engineering teachers (1 female).

1.3.4 Higher Education

Equitable access

Gross enrolment rate at higher education was measured by the overall rate of education relevant to people aged from 18 to 22 years old. The gross enrollment rate increased from 9.9% (male 10.3%, female 9.3%) in 2013-2014 to 17.9% (male 16.5%, female 19.3%) in 2022-2023. The gross enrollment rate increased yearly by 0.8% on average (male 0.6%, female 1% per year).

Figure 1.17: Gross enrolment rate in higher education (aged 18 to 22), 2013-2014 to 2022-2023

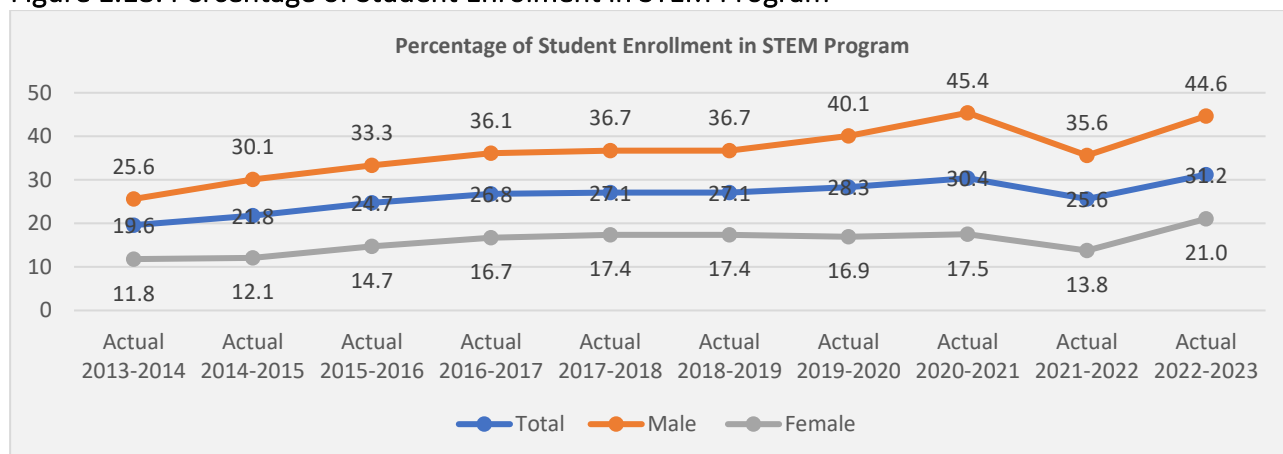


Over the past decade, there has been a significant increase in gender equality in higher education. In 2022-2023, female students showed a gross enrolment rate of 19.3%, 2.8 points higher than the enrolment rate of male students and more than double the value of female enrolment rate in 2013-

2014. However, there was a noticeable gender disparity in master's and PhD programs, where female students were underrepresented. Although the number of female students in doctoral programs has nearly doubled over the past ten years, male students still account for nearly 90% of the total enrolment.

Enrolment in STEM programs is on the rise, but the share of female enrolment remains low. The percentage of student enrolment in STEM programs in bachelor's degrees has increased from 19.6% in 2013-2014 to 31.2% in 2022-2023. But the share of female enrolment in STEM has consistently remained below that of men and this gender gap is growing even wider. Men were twice as likely to be enrolled in STEM bachelor programs than women in 2013-2014; in 2019-2021 there were over 2.5 times more men than women choosing STEM majors.

Figure 1.18: Percentage of Student Enrolment in STEM Program



The number of master's degree students increased from 18,010 students (3,772 female, equal to 20.94%) in 2013/14 to 13,008 students (4,514 female, equal to 43.39%) in 2022/23. Furthermore, the number of Ph.D. students increased from 1,181 students (60 female), equal to 5.08 percent in 2013-2014 to 1,330 students (139 female), equal to 10.96 percent in 2021-2022.

Over the past 10 years, MoEYS had sent 6,253 Cambodian students (1,992 female, equal to 31.86 percent) on scholarships abroad, including 1,607 students to study in Thailand (638 female), 1,553 students to China (391 female), 1,073 students to Vietnam (266 female), 109 students to Laos PDR (37 female), 633 students to Japan (168 female), 401 students to Australia (189 female), 96 students to the Russian Federation (23 female), 128 students to Hungary (49 female), 258 students to New Zealand (111 female), 99 to UK (35 female), 8 to Cuba, 54 to Czech Republic (23 female), 25 to the Philippines (6 female), 32 to Singapore (11 female) and 75 to Indonesia (22 female). MoEYS provided dormitories for 5,330 poor Cambodian female students and 550 foreign scholarship female students. Furthermore, the Royal Government of Cambodia and France provided scholarships for 27 Ph.D. students in science to study in France. In addition, MoEYS provided scholarships to 1,408 foreign students (550 female) to study in Cambodia including 821 Vietnamese (245 female), 462 Laotians (185 female) and 125 Chinese (120 female).

To strengthen the operation of the center of excellence, the Ministry would continue to implement additional activities should focus on 1) strengthening the capacity of each center of excellence according to the criteria of type of center of excellence 2) organizing a forum to disseminate the center's impact with relevant ministries, development partners, private and industrial sectors and the center's business plan for earning income for students, professors and education institutions 3) implementing an incentive system for researchers or experts.

MoEYS has been implementing the Cyber University Network with targeted higher education institutions and expanding the scope with higher education institutions at provinces to promote digital education.

Quality teaching & learning

There are four centers of excellence established and operating for promoting innovation of learning and teaching and institutional capacity development including: 1) Centers of excellence for innovative teaching and learning at Royal University of Phnom Penh, 2) Center of Excellence on Sustainable Agricultural Intensification and Nutrition, at the Royal University of Agriculture, 3) Center of Excellence on Hydrological Research at the Institute of Technology of Cambodia, and the Center of Excellence on Research, Development and Innovation at the National University of Management. Main achievements of these centers of excellence include: 11 public and private higher education institutions improved the curriculum development, teaching and outcome assessment methodology, and improved the qualifications of teachers and staff holding Master and PhD degree in partnership with local and international higher education institutions. There were 79 bachelor's curricula developed and improved, and 67 programs evaluated by foreign and local experts. Modernization of education programs through outcome-based education curriculum development framework and relevant guidelines, including curriculum development, teaching methodological development, and outcome assessment methodology has been carried out to support higher education institutions to impulse effective teaching and learning. There are 6 public higher education institutions implementing Cyber University network and 2 private higher education institutions became eligible for providing digital Education. Local partnership program for STEM education with a link between secondary and higher educations have been implementing through collaboration between 6 public higher education institutions and 102 secondary schools to establish teaching programs for students on income-generation of agriculture and technology majors and improve student learning outcomes through project-based teaching or diversity of subjects.

The Ministry has been providing scholarships for students enrolling in bachelor's degree programs with 100% free charge at higher education institutions, focusing on general priority students, female students, poor and disadvantaged students, students with disabilities, and outstanding students across the country. The Ministry became the 10th authorized member of the Asian International Mobility for Students (AIMS) program in 2023. Through this program, MoEYS has sent students from public higher education institutions to participate in exchange programs for one semester in partnership with higher education institutions under the AIMS program in Southeast Asian countries, including Japan and the Republic of Korea.

The Ministry also focuses on improving governance and institutional capacity development through the preparation of action plans for the development of higher education sub-sectors from 2025 to 2029, in response to the MoEYS priority direction for 2024 to 2028. The Ministry has also designed and implemented systems to support the implementation of strategies for higher education institutions and sub-sectors, including: 1) Internal education quality assurance system, 2) Higher education data management system, 3) Student complaint system at higher education institutions, 4) Tracer study system in public and private higher education institutions under the MoEYS, 5) Human resource management system, 6) Financial management system, 7) Research management system in higher education institutions, 8) Monitoring and evaluation system. The implementation of the internal quality assurance system is prioritized to ensure the quality of training in higher education institutions. 48 public and private higher education institutions have volunteered to implement the internal quality assurance system by preparing self-assessment reports on the quality of education at the program level and using the findings of the self-assessment to improve the programs.

Research and Innovation

The promotion of research and innovation has made significant progress in the last five years. Many research projects have been implemented in public and private higher education institutions, including industry-related research projects. Through these research projects, numerous research articles have been published both nationally and internationally. Agricultural products and technological innovations have been produced as a result of these research efforts. The Ministry also develops the capacity of researchers by providing opportunities to participate in research projects, conduct various experimental activities using modern equipment and materials, and publish articles in national and international research journals. The Cambodian Research Magazine for Education and STEM was launched to publish articles in Khmer. The magazine received the International Standard Serial Number ISSN 3005-2297 (online) from the International Center for Standard Serial Numbers and obtained a DOI number for online research articles from CROSSREF at the end of 2023. A handbook on research management for higher education institutions was prepared by the Ministry and launched within the institutions to strengthen research management. The annual Higher Education Forum gathers policymakers, programmers, researchers, learner, students, entrepreneurs, and the public to share, discuss, and verify research findings or innovations that emerge from research projects and studies. The Ministry evaluated and granted professor status to 328 education staff in public higher education institutions, including 32 professors, 58 associate professors, and 238 assistant professors.

Research has made significant progress over the past ten years. For example, the number of published research articles in scientific research journals recognized by Scopus, the world's largest database, increased significantly from 277 articles in 2013, to 853 articles in 2023. The number of local scientific research journals also increased from 13 in 2012, to 52 in mid-2024, including an increase in research journals published in Khmer. In addition, two local research journals are recognized by the ASEAN Index.

Through the Research Fund, MoEYS has established modern laboratories, farms, and production of prototypes, especially in the fields of STEM and agriculture, initially recruited and provided professor status in education sector, developed a research management system, organized the Annual National Research forum, established a digital platform for sharing of post graduate and doctoral dissertations, and built the capacity of researchers and postgraduate students through the implementation of research guides.

Despite advances in research and development in higher education in Cambodia, there are challenges such as the limited number of researchers with doctoral degrees, the still limited research capacity of higher education institutions, and the ranking of research article publications in the region at 8th place. Additionally, research has not been adequately linked to market demand and socio-economic development.

To strengthen the research ecosystem in higher education in Cambodia, the Ministry will continue to implement strategies to increase the qualification of doctoral teachers, expand the implementation of research funds, continue to strengthen the quality of research journals and publishing, and continue to implement partnerships between higher education institutions and the private sector to promote technology transfer and private sector investment.

1.3.5 Non-Formal Education **Equitable access**

Non formal education programs cover a diverse range of educational needs, but participation is very limited and in decline in most programs. Most NFE programs are under the responsibility of the MoEYS for children, youth and adults. Each program has a different focus such as delivering basic skills (Literacy Program), re-entry of children and youth into formal education (Re-entry Program), complementary program (Complementary and Equivalency Education Program), or providing basic skills to the unemployed people (Income-Generating Program). As observed, the number of beneficiaries has increased between 2014/15 in both the equivalency program and income generating program, while the number of formal education enrollments was dropped. In 2021/22, the number of enrollments in non-formal education programs was 50,255 (26,677 female), and 38,800 (21,614 female) graduated. While reliable data on non-formal education is scarce, the NFE-MIS system is in the process of being implemented, which will support effective NFE data collection from all provinces, for better analysis of the drivers of NFE programs accessibility and attractiveness.

NFE programs serve only a fraction of the uneducated youth and adult population. According to estimations, the coverage rates (which compare the number of actual NFE program beneficiaries to the size of the potential population in need of these programs) currently fall well below expectations, ranging from a mere 0.2% to 2%. These coverage rates suggest a clear case for expanding NFE programs. The Income Generating Program is an exception to this estimated coverage rate of NFE programs, showing an annual enrolment corresponding to almost 1.5 times the estimated size of the potential population of beneficiaries (i.e., unemployed population 15-24 with less than basic education).

MoEYS has transformed community Learning Centers into lifelong learning centers, increasing from 5 in 2019 to 33 in 2023, in 7 Provinces. Lifelong Learning Center provides opportunities for community learners by providing various types of education including knowledge, life skills and simple business skills in order to participate in community development as well as to improve the daily life of the community, for example DVV International in Cambodia, selected for the Srae Knong Community Learning Center as a pilot project to transform into a lifelong learning center.

1.3.6 Youth Development

Programs and Infrastructures

Over the past decade, MoEYS has worked hard to achieve remarkable results based on policies and legal frameworks such as the Rectangular Strategy Phase 4, the Cambodian Digital Economy and Society Policy Framework 2021-2035, the National Policy on Cambodian Youth Development, and the National Action Plan for Cambodian Youth Development 2022-2026 and Education Strategy Plan 2019-2023.

MoEYS advertises and selects youth and children through the Ministry's official media by testing basic knowledge and skills on topics related to each international exchange program, Khmer culture, and English to prepare training for submission at the invitation of partner countries, including Japan, China, Korea, India, and ASEAN member countries. Young people and children gain more knowledge and experience in school and develop equal skills on the international stage. The participation of youth, children, senior officials and officials at all levels in international programs has been fruitfully successful, based on the morale of contributing to strengthening cooperation among the delegates of the participating countries. Overall, Cambodian delegation participated in all activities of the program, striving to protect and prioritize the interests, especially prestige and honor of Cambodia, as well as to widely promote Cambodian tourism and culture to all participants.

Many programs are designed to promote 21st century skills for youth, such as critical thinking, teamwork, creativity, problem-solving, leadership, communication, volunteerism, language skills, digital knowledge, journalism and entrepreneurship aiming to promote civic responsibility, cultivate

patriotism, solidarity, and awareness, and foster peace and social development among Cambodian youth.

The Youth Development Sub-sector has nurtured 21st century skills for youth and children through key programs such as: 1) National Youth Debate Program, 2) 21 Youth Program "Digital Entrepreneurship", 3) National Business Program for Youth, 4) Peace Messenger for My Community Program, 5) Workshop on Information Technology and Digital Skills (JoTa-JoTi), 6) Peace Messenger for Community Program, 7) Volunteer Program for Community, 8) Business Plan Competition Program, 9) Basic Education Equivalency Program.

Within the framework of ASEAN, MoEYS initiated the "Joint Statement of ASEAN Leaders on the Year of ASEAN Youth," adopted at the 40th and 41st ASEAN Summits in Phnom Penh on November 11, 2022. MoEYS also organized five youth programs: 1) the 1st ASEAN Youth Dialogue, 2) the 6th ASEAN Youth Video Competition, 3) the ASEAN Youth Photography Contest, 4) the ASEAN Youth Debate Competition, 5) the Meeting of ASEAN Top Leaders with ASEAN Youth Representatives, which significantly contributed to the development of 21st century skills for Cambodian youth and region.

Between 2014-2023, MoEYS has promoted the 21st century skills for 48,567 youths and children (49% female); strengthened the Cambodian Child's Council with 8,954 educational institutions, and Cambodian Youth Council in 593 educational institutions; promoted 3 good movement competition "Good child, Good student, Good friend"; awarded outstanding students of the Year for 1,696 Youth and Children (49% Female); and expanded the membership of the Cambodian National Scouts to 175,000 (49% female), in public and private educational institutions and communities.

MoEYS has strengthened the capacity and increased the awareness of youths to be able to write and implement 2,437 projects, providing opportunities for 41,469 youths (47.5% female), to support the activities of the socio-economic development and protect all achievements of the Royal Government. Improving the effectiveness of the implementation of the Volunteer Program for My Community, Peace Messenger for My Community, Global Youth Camp and Scout Camp.

1.3.7 Physical Education and Sports

Since 2014, the percentage of both primary and secondary schools implementing physical education and sports programs increased from 50% to 70%. This increase can be attributed to the introduction of a physical education program within public school hours to raise awareness and ensure quality of physical education. The program needs to be expanded and strengthened for all public schools, and exercise areas.

The quality of physical education and sports instruction has been improving across school levels. Sixty percent of physical education and sports teachers have benefited from additional training since 2014. Other enhancements have also been made, including the improvement of the teacher's handbook for physical education and sports in educational institutions.

Although increasing, extra-curricular sports activities remain limited, particularly in certain provinces. There has been a 6-percentage point increase in the number of individuals aged 7-24 participating in physical activity and sports outside of school, with equal representation for both girls and boys, bringing the total to 18.2% of the population. This is potentially due to initiatives aimed at promoting sports.

Sport reform began in 2015 by renovating the National Olympic Stadium to a FIFA standard football field. This focuses on 1) Paying attention and participation of RGC: The head of the Royal Government motivated athletes every year in all aspects before the match abroad and provide rewards to the

winners. 2) improving sports infrastructure in line with international standards. (3) Providing financial incentives: Increase the reward for the winners and increase the monthly food allowance 4) Strengthening the capacity of the Sports Federation: Providing operational funding to the standardized sports federation. 5) Providing training and good cooperation with the National Olympic Committee: MoEYS have been in charge of training both inside and outside the country. In 2023, Cambodia won a total of 282 medals in SEA Games with 81 gold medals. Cambodia ranked 4 among 11 South East Asia countries plus Timor-Leste. Over the past 10 years, MoEYS has co-organized international sport competitions in the country, winning 201 medals, including 68 gold, 57 silver and 76 bronze medals.

MoEYS has been implementing physical education and sport programs during school hours (2 hours per week) in 2,786 schools. MoEYS also organized student sport competitions at the capital and provincial levels to select primary and secondary school students for national competitions.

1.4 Analysis of Capacity and Management

1.4.1 Capacity

MoEYS has been implementing the Master Plan for Capacity Development in the Education Sector 2020–2024 aimed at ensuring effective leadership and management of education staff at all levels through a ministry-led, needs-based, comprehensive, systematic and sustainable capacity development approach. To achieve the goals, the ministry focused on: 1) developing evidence-based policies based on research and comprehensive dialogue, 2) results-oriented planning, policy and M&E / Education Management Information System (EMIS) practice at all levels, 3) government financing, based on equity and quality, ensuring greater financial accountability, 4) more efficient deployment and management of personnel (MoEYS and teachers) through systematic capacity development mechanisms, 5) improved equity in quality of education service delivery, as well as youth development and sport, and 6) capacity of school inspection and student learning's assessment.

Institutional capacity gap

MoEYS will review the education law, review and update education policies, develop legal framework and regulation documents in response to the reform of public financial management, public administration and decentralization and deconcentration, human resource development planning, training programs, recruitment of highly qualified professional officials, preparation of performance agreements, development of personnel management system and capacity building.

Organizational capacity gap

MoEYS needs to develop a systematic training approach and specific programs focusing on: data collection and statistics analysis, education situation analysis, policy formulation, education strategic plan, budgeting and financial management, curriculum development, inspection and evaluation of student's learning outcome, psychological pedagogy and teaching methods, use of ICT for education, teacher training and school management. To ensure effective capacity development with sustainable long-term impact, adequate funding, target groups, and systematic and program training approach are needed.

Individual capacity gap

Students' learning outcome in education institutions not only depends on teaching and learning actions. Policy formulation, planning, curriculum development, training courses and other supporting actions also contribute to those achievements. Currently, there are still a few numbers of senior professionals who do not meet the needs of the present and the future.

Capacity gap of specialists in teacher education institutions

Early Childhood Education: MoEYS needs to have teachers and education staff with certificates/degrees and develop curriculum for bachelor and master level specialized in early childhood education. Early childhood education monitoring and evaluation system need to be improved in consistency and accuracy to ensure the performance-based management. MoEYS developed a legal framework for private pre-school management.

Primary Education: MoEYS has organized and introduced a program to train indigenous multilingual teachers in Stung Treng Provincial Teacher Training Center to ensure the education of indigenous children. Similarly, organizational capacity building is needed to develop teacher training programs, curricula and other programs to support the implementation of the action plan on inclusive education. Developing teacher capacity on early grade learning in Khmer language and Maths is needed at the primary level. MoEYS developed a legal framework for private primary school management.

Secondary and Technical Education: MoEYS has been focusing on developing the capacity of teachers on modern teaching methods and the provision of inadequate educational services in disadvantaged areas. MoEYS also focuses on reducing dropout rates by setting up early warning systems, counselling and collaboration with communities and local authorities to provide support for target group of students who are vulnerable or students with special needs. School management is a priority to strengthen the leadership and management set out in the 2030 Secondary Education Blueprint.

Non-Formal Education: MoEYS has been strengthening the capacity to implement training frameworks and equivalency program, and develop capacity of leadership and management, skills in computer, ICT, English, and education administration for non-formal education officials to manage lifelong learning centers.

Higher Education: Research activities in higher education institutions are still limited. Establishing an institutionalization of research guidelines and standards, improving the qualifications of academic staff and administration officials, including specialists and majors in science, technology, engineering, creative arts and mathematics, governance, planning, quality assurance, financial and human resource management, are essential to enhance the culture and quality of research.

Youth Development: Activities for youth development have made significant progress, but this sub-program does not yet have adequate human resources in the program design, ICT, and coordination mechanisms for sub-national activities.

Physical Education and Sports: The Ministry has been implementing the Law on Sport Management, policies and technical frameworks for physical education and sports. Activities for physical education and sports have made significant progress, but sub-program does not yet have adequate human resources, especially coaches, referees, judges for international tournament, core trainers at higher education, and specialized staff in science and medical sports. MoEYS needs an equitable approach to ensure women's participation in all sports' activities.

1.4.2 Management

At the national level, the programme management committee regularly meets to review the progress of the sector and to prepare the annual Education Congress. The committee conducted the ESP Mid-Term Review 2021, revising the medium-term education policies down to two, to be consistent with SDG 4 on Education. It adjusted strategies, targets and projection indicators to 2024. The commission mobilized resources and aligned with the priority reforms.

Sub-sector structure is designed to coordinate with planning, management and monitoring. Moreover, sub-sector planning is aligned with budget strategic plan, annual operational plan and programme budgeting. The management and monitoring were done only through the mid-term review and the annual Education Congress. The budget programme management at national and sub-national levels involved gathering budget entities at both levels.

Decentralization and de-concentration

Reforms are necessary to ensure the efficiency and responsiveness of public service delivery priorities, particularly in the education sector. Functional analysis and functional reviews were developed for 573 functions and sub-functions, and policies on decentralization and de-concentration reforms in the education sector were developed⁷. Through the function and resource review of the education sector, in accordance with government guidelines, MoEYS prepared the functions and duties of the District Offices of Education, Youth and Sport (DOEs) to integrate and transfer functions to district administration.

The Royal Government of Cambodia has issued Sub-Decree No. 213 dated 28 July 2023 on "Transfer of Functions in Education, Youth and Sports to Municipal, District, and Khan Administration" in order to transfer the functions in education, youth and sports to the Municipal, District, and Khan administration throughout the country, the Municipal, District, and Khan administration has been assigned three functions in the field of education, including 1) early childhood management functions, 2) primary education management functions and 3) non-formal education management functions.

In addition, MoEYS continues to delegate administrative support functions in the fields of education, youth and sports, including 1) Administrative support function for general secondary schools, 2) Administrative support function for youth development, and 3) Administrative support function for physical education and sports.

Civil Service Reform

Civil Service Reform in education: MoEYS prepared the personnel management reform in response to the civil service reform programme of the RGC. Over the last five years, the national programme of implementation and reform has increased the efficiency of educational service provision at all educational levels. This has been motivated by the RGC and included: regularly paying officials' salaries through the banking system; threefold increases in salaries; increasing the minimum salary from 310,000 Riels in 2013 to 1,200,000 in 2019; doubling allowances for education staff in remote and disadvantaged areas; and doubling the fee for extra teaching hours. MoEYS has strengthened education staff management, teachers, and contract teachers, and continues to implement teacher deployment from schools with surplus of teachers to schools with too few teachers.

⁷ MoEYS Inter-Ministerial Working Group (Cambodia). (2023). *Report on Results of the study evaluating the management and implementation of functions in the field of education transferred to the municipal, district and khan administration*. Phnom Penh.

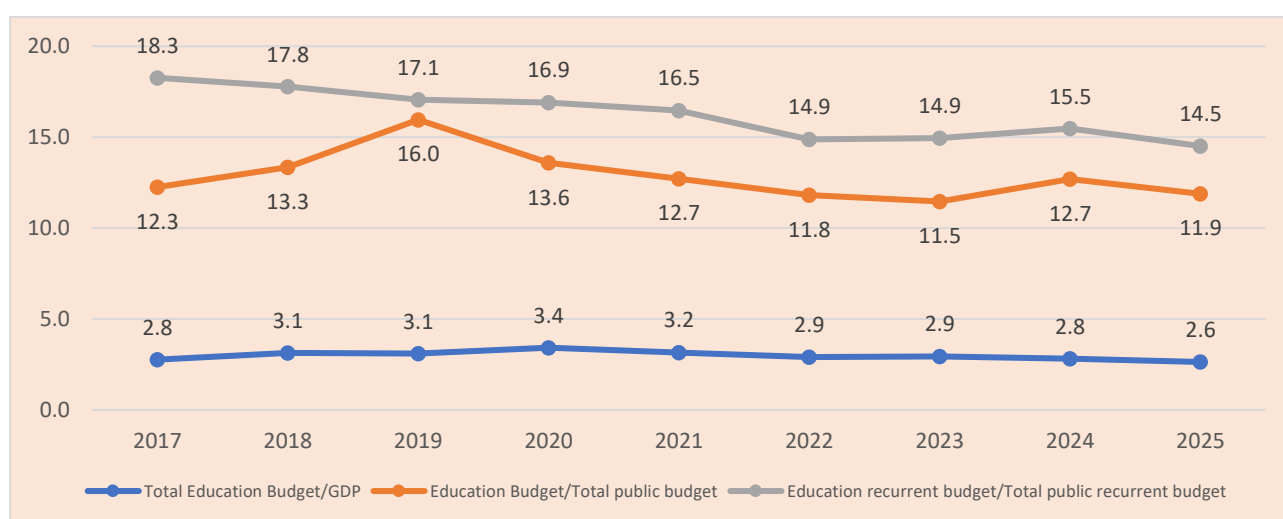
Also, in the framework of the Civil Service Reform, MoEYS conducted an in-depth analysis of the functions in the spirit of identifying and eliminating overlaps to improve the education system's performance. The results of the functional analysis have been informing the introduction of adjustments to MoEYS's structure in line with the sector reform program. MoEYS reviewed its organizational structure and functions, developing staff, management and teacher competencies in accordance with career pathways. MoEYS reviewed and reduced four departments and 34 offices, transformed the Directorate General of Administration and Finance into a Secretariat General and established a new Directorate General of Pre-service and In-service Training. The restructuring is aimed at implementing education reform more effectively and developing human resource training plans to strengthen the institutional capacity and capacity of civil servants in order to achieve the vision for 2030 and 2050. Moreover, MoEYS used the national and project budget to strengthen the appointment of management staff through performance-based appraisals, testing of competencies, and interviews. An M&E system for technical and administrative tasks at administrative institutions and schools has been implemented. Updates have been made to the principles of inspection, staff have been trained on inspections, and regular inspections have been made.

Public Financial Reform

Regarding its capacity to finance the delivery of education services, the budget allocated to the education sector in Cambodia has increased between 2017 and 2020 but has declined since. Between 2017 and 2022, the budget allocated to education in Cambodia increased by more than 40% in nominal terms, which represents a 23% increase in real terms since 2017. Since 2020, however, the total education budget has declined. In 2022, the level of investment was comparable to that in 2018.

A share of public expenditure is allocated to the MoEYS. In 2022, the share of government funds devoted to education was 2.6% of Cambodia's GDP. In terms of the effort made by the public sector, the education budget accounts, in 2022, for almost 12% of total public expenditure, with current expenditures of the education sector representing almost 15% of total government current expenditures. This places Cambodia below international guidelines. The 2015 Incheon Declaration recommends national governments devote at least 15-20% of total public expenditure to education and 4-6% of GDP. Most worryingly, the share of education in the total public budget declined for most of the period.

Figure 1.19: Share of education budget, 2017-2025 (%)



The bulk of education funds are allocated towards personnel salaries, leaving little room for sector development. The vast majority of MoEYS's budget is allocated towards operational expenses—98% in 2023—rather than investment and development. The limited share of capital expenditures has been decreasing since 2018 when it was 15.5%. As far as distribution by education budget program, MoEYS's Program 5, which includes teacher salaries, absorbs 89% of budget funds, making it challenging to track expenditure across sub-sectors.

School Operational Funds increase school-level autonomy but pose management challenges to schools and administrations. Developed in 2015, school operational funds (SOF) consist of a pool of government budget and contributions by development partners (DP) and communities. These funds are directly transferred to public schools' bank accounts. SOF allocation amounts are based on the school level, the number of students in the school and whether the school is located in remote or difficult areas. In 2022, school operational funds accounted for approximately 7.7% of the total education budget.

SOF execution rates are quite high, recorded at 98.4% in 2019 and fairly consistent across sub-sectors, with the lowest execution rate in technical high schools (93.9%). Challenges noted in a 2020 MoEYS Finance Department budget report include the limited knowledge of public schools about the procedures and application of SOF, with recommendations to provide capacity development on SOF processes, particularly in primary schools and to strengthen monitoring of SOF⁸.

Household spending on education has remained fairly constant overtime, increasing with higher levels of education. The amount that families spend on their children's education has remained fairly constant over time with the exception of a sharp drop in 2021, possibly related to the Covid-19 pandemic and therefore likely a temporary occurrence. Household education expenditure is found to increase with higher levels of education—an expected and globally-observed trend—culminating with the highest proportion dispensed on undergraduate/ graduate education. Household education spending is also higher in urban areas than rural areas, particularly in Phnom Penh, and linked with household income.

1.4.3 Management Information System Platform

The Ministry has also strengthened the information management system in the education sector, both at the national and school information management systems, in order to increase the efficiency of planning, monitoring, evaluation and reporting. So far, the ministry has many information systems such as EMIS, FMIS, HRMIS, SIS, Sala Digital, etc. The Ministry aims to improve and harmonize these information systems, including teacher information, student information, and school management in general, to ensure data accuracy, data analysis, and use of data for policy decisions to facilitate Identify priority schools that need support from ministries or projects and to address school challenges.

1.4.4 Teacher Training and Education

The Ministry has reformed teacher training institutions, focusing on: (1) improving teacher training programs and training, (2) developing the professional capacity of trainers in the content of lessons, pedagogy and teaching methods, and the use of technology in teaching, (3) Development of infrastructure in line with new technologies, libraries and rich modern facilities, (4) Development of

⁸ MoEYS (Cambodia). (2020a). *MoEYS Budget Progress Report: JTWG-Edu Meeting, Finance Department*. Phnom Penh

leadership and management, (5) Linking theory to the implementation of pedagogical curricula, and (6) Quality assurance of training.

In the future, MoEYS will (1) continue to implement teacher education institution reform through (i) increase the qualification of 12 + 4 or Bachelor + 1 for lower secondary teachers and bachelor + 2 for upper secondary teachers (ii) improve teacher training to meet the "Professional Teacher Standard" and (iii) provide continuous professional development 2) implement teacher licenses (contract teachers) and all teachers in private general education institutions 3) Implement new teaching methods for secondary education in line with the PISA Assessment Program, especially focusing on 21st century knowledge and skills as practiced in the new generation schools and practice the early grade reading and math at the primary level. 4) Introduce new teaching methods, learning methods and assessment methods that can allow students to develop critical thinking skills and solve problems related to daily life. 5) Promote digital education and e-learning forums to share best practice to teachers and 6) assigning professional status to trainers.

1.4.5 Climate Change

The increased frequency and intensity of extreme weather events in Cambodia, such as storms and floods, damage or compromise school buildings stability, disrupting the learning environment and endangering the safety of students and educators. Additionally, droughts and higher temperatures also create uncomfortable and challenging learning conditions leading to heat stress and negatively impact students' overall well-being. Climate change has had various direct and indirect effects on education, affecting both educational infrastructure and the quality of education including 1) Disruption of schooling, 2) Infrastructure damage, 3) Health risks and 4) Resource constraints.

To support educational continuity during disasters, the MoEYS developed the Emergency Response and Preparedness Plan for Education Sector in 2019 to provide guidelines on setting up temporary learning structures for use especially in flood emergencies. In 2015, the MoEYS, in collaboration with Save the Children, developed a new Guideline on Curriculum Development for Integrating the Concepts of DRR and Resilience to Climate Change. The guideline integrates these concepts in science and social science subjects for students in Grades 4, 5, & 6. In 2019, the UNDP supported the Disaster Management Unit of the MoEYS to prepare a standard curriculum for Training of Trainer programs on school safety and disaster preparedness in Cambodia. Over 14,000 students and teachers participated in the training.

In 2023, MoEYS in partnership with Plan International Cambodia (PIC) and the Child Rights Foundation (CRF), held a national workshop for the launch of the Safe Operation of Schools guidelines. The guidelines consisted of three aims; to shield students and staff from harm and to protect educational infrastructures; to formulate robust education plans, ensuring uninterrupted learning amid various potential threats and to augment students' and stakeholders' knowledge, promoting risk mitigation, resilience and sustainable growth.

CHAPTER 2: POLICY FRAMEWORK FOR THE DEVELOPMENT OF EDUCATION SECTOR 2024-2028

2.1 Cambodia's socio-economic development agenda

Pentagon Strategy of The Royal Government of Cambodia

The Pentagonal strategy - Phase I for Growth, Employment, Equity, Efficiency, and Sustainability: Building the Foundation Towards Realizing the Cambodia Vision 2050, published in August 2023, presents the government's socio-economic development agenda for the decades to come. It builds upon the Triangular Strategy and the Four Phase Rectangular Strategy. It puts great emphasis on the role of education in achieving its vision. The Pentagonal Strategy will be implemented in five phases over the next 25 years. The Strategy distinguishes between 1) the core of the strategy; 2) overarching environment conducive to its implementation; and 3) five strategic pentagons.

The core of the Strategy focuses on governance and institutional modernization of state institutions, including the improvement of human resources and work efficiency; the enhancement and strengthening of accountability and integrity in public administration; strengthening the effectiveness of inspection and audit mechanisms; and strengthening mechanisms for public service management and deliveries, and merit-based incentives. The overarching environment includes, among other elements, the continued building of inclusive and effective partnerships for development cooperation.

The central role of education becomes evident in Pentagon 1 of RGC's Pentagon Strategy-Phase 1.

Pentagon 1: Human Capital Development:

Side 1. Enhancement of quality of education, sports, science, and technology;

Side 2. Technical skills training;

Side 3. Improvements of people's health and well-being;

Side 4. Strengthening of social protection system and food system;

Side 5. Strengthening of quality of citizenship of a highly civilized society with morality, equity and inclusiveness

Strategies and programs for the education sector in the Pentagonal Strategy

Pentagon 1 identifies, for its first two objectives, several strategies, programs or interventions, that the ESP Programs take into account.

Side 1. Enhancement of quality of education, sports, science, and technology

- *Continuing to enhance quality of education and trainings at all levels, updating curricula at all levels, and creating an environment conducive to lifelong learning.*
- *Continuing to implement school reforms with a focus on further enhancing the existing achievements, promoting the establishment of new generation schools and role-model schools, strengthening governance and management efficiency of the Departments of Education, Youth and Sports, as well as promoting strong participation and ownership from parents, communities, and the private sector.*
- *Strengthening the quality of teachers' training and teaching methods, as well as continuing to improve livelihoods and promoting social values of teaching personnel at all levels.*
- *Continuing to promote digital education, developing digital infrastructures in schools, and promoting studies of science, technology, engineering, arts and mathematics (STEAM).*

- *Promoting school health and increasing scholarships for the poor and vulnerable students.*
- *Strengthening the governance of higher education institutions, promoting research and development (R&D), and innovation, and promoting public-private partnerships.*
- *Promoting sports by linking with education and continuing to promote movement of "one youth can play at least one sport in life."*

National priorities to transform education in Cambodia.

In addition to the Pentagon Strategy, Cambodia has made several other commitments to transforming education in the country. Among these are:

1. The National Statement of Commitment to Transform Education System in Cambodia

This national statement was formulated at the occasion of the “Transforming Education Summit” in August 2022. The MoEYS’ commitment to the UN summit in September 2022 has underscored the need for the **“transformation of the education system towards a more equitable, quality education, inclusive, relevant and resilient model to address the learning crisis and build an equitable, inclusive, sustainable and knowledge-based society in line with Cambodia’s national aspirations”**. In order to achieve this commitment, MoEYS has identified 8 priorities. The first of these refers to the specific post-covid context of safely reopening schools and ensuring learning recovery and continuity of learning; and the others are in line with elements that are also taken up in the Pentagonal Strategy and in the 2023 – 2028 reform agenda.

2. Cambodia Partnership Compact – Global Partnership for Education

The Partnership Compact is an important document as it highlights priorities of the government and the community of development partners consider a major transformational priority, and what they will support through their close collaboration. The Compact’s priority is “improve Student Learning Outcomes”. It incorporates three underlying priorities, namely “gender equality”, “quality learning”, and “quality teaching”. It argues that improving learning outcomes is possible through three main interventions based on international evidence, namely: structured pedagogy; teaching at the right level; and remediation. Their successful implementation requires reforms at various levels, including the support offered by national systems to schools and teachers (such as the School Operating Fund); nation-wide institutionalization of School Based Management, through effective school leadership; Classroom assessments and the analysis of their findings to influence practice; and Teacher professional development.

3. Mid-Term Review of ESP 2019 – 2023

The ESP 2019-2023 underwent a mid-term review (MTR) in 2021, projecting the second half of ESP implementation and its continuation until 2025. The MTR reconfirmed the ESP policy priorities of: ensuring inclusive and equitable quality education and promoting life-long learning opportunities for all; youth development and sport improvement; and strengthening institutional capacity to ensure effective leadership and management of education officials at all levels.

4. Teacher Policy 2013 and Teacher Policy Action Plan 2024-2030

The Teacher Policy formulated in 2013 defined ways for developing teachers with quality, competence, and accountability in accordance with the professional code of conduct, as well as providing them with an enabling working environment for successful and efficient work and societal recognition. The main objectives identified were to attract and motivate competent persons into the teaching profession; to ensure the quality of pre-service training; to ensure the regular professional development and in-service training for teachers; and to

ensure the conditions necessary for teachers to fulfill their professional activity effectively and efficiently. In order to achieve these objectives, Teacher Policy Action Plans 2015-2020 have been formulated and implemented and a new TPAP 2024-2030 has been prepared, covering four strategic areas: 1) Teacher Management; 2) Transformational leadership; 3) Teacher Education, and; 4) Teacher identify and development. The ESP 2024-2028 integrates TPAP 2024-2030 strategies and aligns with the objectives of the Teacher Policy.

2.2 Vision and Mission of MoEYS

These different policy documents and declarations show a wide-ranging policy agenda, touching many different elements of the education system. This agenda is characterized by the continuation of some reforms as well as the launching of new initiatives.

This Education Strategic Plan, while taking into account these different policy documents and declarations, presents a comprehensive and well-organized overview of the policy goal and objectives, and how they will be implemented, by:

- Agreeing on a long-term vision and goal, and selecting a policy priority for the education sector during the ESP period.
- Designing priority programs that the education sector will implement to achieve the policy priority.

The **vision** and **mission** of the ESP are expressions of the long-term future of the education system. They are taken respectively from the Pentagonal Strategy and the Transforming Education agenda.

The **VISION** for the ESP ensures the linkage between the development of the education system and the national development vision:

***The MoEYS vision:** Cambodian people "are highly knowledgeable and have at least one skill in life, with perseverance, entrepreneurial spirit, innovation and high morality, while the state guarantees basic education for all up to grade nine; provides skills and technology trainings that meet the demand of the job market and businesses; strengthens vocational trainings and reskilling programs to respond to labor market; strengthens the quality of higher education to make it a national center of intellectual capital and universal stocks of knowledge; and improves the living standards for teachers, education staff, and professors."*

The **MISSION** encompasses the transformation that the system will undergo in order to achieve the vision. It emphasizes characteristics that are at the heart of the ESP: an emphasis on equity; a focus on quality and learning; a recognition of the need for resilience and sustainability; and a concern with the role of education in social transformation.

***The MoEYS mission:** transforming the education system towards more equitable, quality education, through an inclusive, relevant and resilient model in order to address the learning crisis and build an equitable, inclusive, sustainable and knowledge-based society, in line with Cambodia's national aspirations.*

2.3 MoEYS Priorities Respond to Pentagon Strategy Phase 1 (2024-2028)

The RGC pentagon strategic phase 1 have been translated into MoEYS' priorities as follows:

RGC pentagon phase 1	MoEYS' priorities
Priority 1: Strengthening school governance	Implementing model school standard: Efforts will be directed towards empowering school management to effectively lead and administer schools, while fostering a comprehensive understanding of educational priorities among all stakeholders. The overarching aim is to improve the quality of teaching and learning across kindergarten, primary, and secondary levels. Other interventions include implementation of model school standards, change of school culture to meet the learning needs of students, and monitoring of learning outcomes using regional, international assessments (SEA-PLM and PISA), and model school standards including: (1) Student's learning Outcomes (2) Teaching and Learning (3) Community participation (4) School Operations and Administration (5) School Accountability.
Priority 2: Reviewing and revising curricula and extracurricular activities	Efforts will be directed at ensuring students receive a well-rounded education, through core subjects like reading, writing and math, and extracurricular activities that promote physical education, sport and positive behavior. The increasement of at least 2 hours per week on extra-curricula activities to promote basic academic including reading and mathematics, career counselling, youth development programs, character education programs, etc. The Ministry will also work to increase the capacity of secondary school teachers to use and impart ICT and digital technologies in their classrooms and to promote 21st century skills for youth. Assessment results from the regional and international assessments will be analyzed to inform further curriculum development. Guiding schools to implement outside school hour programs with the target to increasing at least 2 hours per day.
Priority 3: Promoting school health:	This priority concentrates on basic health services and facilities and cleaning water and sanitation at school, fostering green environments, and implementing school feeding and scholarship programs. The integration of health education into the curriculum is emphasized to promote social safety, equity, health, local economic development and poverty reduction.
Priority 4: Encouraging the involvement of parents, guardians and the community:	Initiatives of this priority focus on partnerships with parents, guardians, partners and the community. MoEYS aims to create a strong support network that enhances student success and engagement through school management committee and classroom management. Plus, establishing voluntary funds to support extracurricular activities, such as after school learning programs and study clubs, and promoting the involvement of families, communities and partners in renovation and construction of school buildings, and educational activities. Collaboration among stakeholders ensures schools are inclusive and supportive learning environments.
Priority 5: Advancing Digital Education:	The emphasis is on integrating technology into learning to develop essential skills for the modern world. Teachers will receive training to effectively use digital tools, enabling engaging and up-to-date learning experiences for students. By promoting digital literacy and access to technology, the Ministry

	aims to prepare students for the digital age and ensure they are equipped with the skills needed for future success.
Priority 6: Establishing Centers of Excellence in Higher Education Institutions	The focus is on enhancing the quality of teaching and fostering innovation in colleges and universities. This involves improving teacher training and creating partnerships with businesses to provide students with valuable learning opportunities. By establishing centers of excellence, the Ministry aims to promote academic excellence, research, and innovation in higher education institutions.
Priority 7: System Building and Capacity Development:	Efforts will be made to continue to improve policy, planning, EMIS, M&E, Inspection, human resource management, curriculum development, financial management and support professional development for teachers, school leaders, and educational specialists from the administration. This includes strengthening performance-based management approaches, refining planning processes, and supporting career development pathways. MoEYS aims to ensure effective management and continuous improvement within the education system, ultimately leading to better outcomes for students.
Priority 8: Developing physical education and sports:	Efforts aim to bolster physical well-being, enhance sports competitions, and instill the importance of regular physical activity for health and social cohesion, aligning with the motto "sports living in harmony within society under peace" and the movement "one youth, one sport." Through robust physical education and sports programs (during and after school hours), students develop vital life skills such as teamwork, resilience, and discipline, contributing to their holistic development. The Ministry will also seek to strengthen the quality of national athletes to compete at all levels and on the international stage.

"Digital Technology" emerges as a cross-cutting priority, as articulated in the fifth pentagon of the Pentagonal Strategy Phase 1. The objective is to cater to national interests and address the state's requirements, while also responding to the fourth industrial revolution and the digital evolution of Cambodia's economy and society. The focus is on fostering competitive human resources characterized by high professional ethics, innovation, and proficiency in arts and sciences. This contributes to social development and economic growth, with an emphasis on integrity and environmental sustainability, aiming to achieve a high average income for Cambodia by 2030 and its transformation into a developed nation by 2050.

In this line, the National University of Management has pioneered a master's program in Economics and Digital Technology, aligning with the digital economy and societal needs. This includes the development of robust components, such as the supply chain management system, and softer aspects like the creation of new study programs. In the field of technology, the Cambodian Institute of Technology has introduced a new vocational training program for students pursuing bachelor's, master's, doctoral, and associate degrees. It has also established a study program for the cultivation of new skills, including engineering, data science, transportation and supply chain management systems, power networks, mechanics, and food analysis. Collaborating with ECAM LaSalle University in France and Curtin University in Australia, it offers engineering programs, master's programs, and programs focused on the fourth industrial revolution, supply chain management, business, and physical science. Examples include the 1+3 and 2+3-degree programs, all of which are delivered in English.

2.1.4 Highlights from the Education Congress 2024

The recommendations of the Education Congress 2024 are presented in the table below, showing the 15 key policy measures to support the model school reform:

15 recommendations in education congress 2024	Reflection in the ESP 2024-2028
Strengthening Governance and School Reform	School governance is strengthened based on three key factors: student learning outcomes, leadership and management, and parent and community involvement. Strengthening school governance aims to increase the efficiency, autonomy, transparency and accountability of schools to their communities, starting with strengthening the discipline, order and behavior of school administrators first, then teachers, students and parents. Schools need to have a strong management structure, including student groups, student assistants, teacher assistants, and ensure the quality of education and transparency of financial management, which is fundamental to attracting community participation. Schools need to strengthen solidarity in schools and good relations with the community and local authorities. At the same time, the school must pay attention to the health, ability, livelihood and quality of staff, students and the community. To reform schools, leaders and managers must: (1) Strengthen discipline and educating students to love the school: At the elementary level: Prepare uniforms and clean clothes, educate students when saluting the flag, teach them how to line up, how to exercise, take care of students' health and well-being, cultivate a patriotic conscience, meditate Play music, form child and youth councils, reward and apply positive sanctions. At the secondary level: Create a learning environment that supports learning, career counseling, student problem solving, peer education programs, student work exhibitions to encourage study and self-study, 21st century skills training and provision. Opportunity for students to compete to release works. (2) Work with parents: Principals need to work with parents to provide additional support to students, such as organizing refresher programs, study visits, regular meetings, establishing a system of communication with parents, especially when students are absent, and disseminating academic results. (3) Work with teachers: Schools must protect the interests of teachers, pay attention to the well-being of staff, establish self-management mechanisms, provide support to teachers, use laboratory technology, provide regular professional development, increase qualifications and incentives in all forms, and develop applied research to improve teaching methods.

	(4) Strengthen leadership and management: Schools must (1) establish School Management and Classroom Management Committees, and plan school improvement with the participation of stakeholders; (2) distribute functional roles to the management committee according to the policy, autonomy, and contract work between the school management committee with the school management committee; (3) enhance ownership and accountability (4) promote regular self-empowerment training; (5) ensure transparent management; (6) create a clean school environment and (7) establish a standard and comfortable library for reading.
Strengthening students' moral discipline and attitude	The goal of education is to enhance the intellectual, artistic, and physical abilities of students, especially to develop their mental and physical health, morale, culture, knowledge, and good character. Schools must: 1) Student education: Train students to come to school on time, cultivate good habits for children (clean body, dress, how to eat, use of study materials, go to the bathroom, wash hands, how to salute, politeness, courage in Speech and communication, etc.). Promote the knowledge of arts, music, culture and environment, including meditation to understand reason, positive education, encourage good manners and foster child-to-child communication between children and seniors. Create extracurricular programs to promote the participation of monks in promoting the morale and behavior of students. 2) Working with teachers: Strengthen the morale and attitude of teachers to be a model for students, promote the development of teaching methods and learning methods for students, promote literacy and communication and the study of the environment, both in and around the school. 3) Learning environment: Create a clean school environment, promote hygiene and a green environment, implement additional activities both in and out of class, education, health, education to cultivate good habits, discipline, ethics and behavior.
Promoting school nutrition	Promoting school feeding programs. Community-based school-based school feeding programs provide school meals using community produce, solving the problem of malnutrition among students, ensuring that students receive a meal on time, and have a balanced diet. The benefits of this program are: 1) Education of values: by promoting food security, nutrition and clean water, brain and body growth, changing students' eating habits to balance students' health and well-being, intelligence, discipline, unity, courage, morality and good habits, such as punctuality and teamwork. Through this program, student achievement is improved, dropout rates and repetition rates are reduced.

	2) Providing social security: Reducing parents' expenses on food once and helping to improve family life. 3) Local economic development: Encouraging community farmers to grow crops on a small scale and creating a market for farmers in the community, promoting the cultivation of vegetables, raising animals, and creating income for farmers, developing a community economy, supporting the agricultural sector in the countryside, and strengthening the supply chain at the grassroots level. Some schools have encouraged farming in schools to earn income from this program as well. The success factors for implementing the school nutrition program include: – Changing from a traditional school feeding to a community-based schools feeding program using community produce, through community involvement to participate in the end-to-end food supply chain and buying home rice; – Schools need to prepare a good location; – Collaboration with the local authorities to promote the program and control the sale of unsafe food at the school gate; – Collaboration with the authorities, development partners, and communities to provide planting seeds and technology or methods of planting crops; – Taking heart in implementing the school nutrition program, from the school management, teachers, by having clear implementation responsibilities, and related parties fulfill their roles and responsibilities; – The community participates and supports with their time, materials and budget through the supply of vegetables, fish, meat and spices.
Promoting community participation through the Voluntary fund	Community participation in improving the quality of education is multifaceted. To ensure success, the school must do the following: – Create opportunities for all stakeholders to work together to help students learn and improve the classroom and school environment; – Encourage students, teachers and parents to work together to help students and schools; – Encourage all stakeholders to help teachers be motivated to teach and manage students to be able to learn better to meet the needs of the community; – Meeting to promote and mobilize resources in the community.
Teaching and learning throughout the day	Guidelines for learning throughout the day will be put into practice in schools that meet requirements in terms of school buildings, classrooms and teachers, with the aim of: – Building students' have confidence in schools' potential to offer quality education;

	– Improving the quality of education and creating long-term learning opportunities as well as preventing students from engaging in harmful activities. Through the introduction of full day learning, schools improve in terms of infrastructure, environment, implementation of study programs, successful implementation of new teaching methods, especially improving reading and organizing extracurricular activities such as arts, sports, culture, computer science, library, physical education, discipline, and manners. School resources and study hours are used to the fullest; – Mobilizing the community to support and invest in education from primary school; – Parents have a full opportunity to earn a living. To strengthen quality at the primary level, the ministry will reform the study program from one-time learning to full-day learning and teaching, prepare a quality assurance team, prepare study staff according to expertise, prepare study programs focusing on basic, applied, and creative subjects, manage and control textbooks adequately, prepare classrooms and classes to be technologically equipped, increase foreign language teaching, and prepare school environments to become attractive. The best practices of teaching and learning throughout the day are: – Teaching and learning throughout the day through modern curricula by increasing study time, expanding curriculum implementation and subjects, promoting digital education, foreign language teaching and education, national language, foreign language, computer, robotics, etc; – Before starting the whole day, the school must study the student expenses, school building, geographical location, meeting with teachers and meeting with parents; – Targeting expenses such as staff, school administration, school development and savings; – Holding discussions among the school management committee, teachers, parents and stakeholders to explain the process and the expected and agreed results.
The use of digital technology in education	The Ministry has been continuously developing and promoting the digital revolution in the ecosystem of education to build human capital for the digital economy through the use of digital technology in the next generation of school education. Benefits of digital education: – Students learn on their own and smarter; – Students know about digital technology and usage; – Extensive study opportunities and responsible students; – Deepening the involvement of teachers and parents.

	A variety of methods of studying digital technology include: – Adaptive learning, notes and learning games; – Integrated learning, classroom technology, analytical learning; – Mobile Internet Learning; – Digital Experimentation, Simulation. To promote the use of digital, the Ministry will continue to: – Develop the ability of teachers on teaching methods and the use of technology in teaching; – Equip offices, classrooms, libraries and computer labs with digital education facilities; – Encourage students and teachers to participate regardless of failure factors; – Collaborate with the Ministry and internet service providers to connect services to schools; – Collaborate with the competent ministry to block the broadcast of programs that disturb students on their digital devices.
Implementation of extracurricular programs	The enhancement of students' skills, which includes: 1. Basic Knowledge, such as Key Subjects in the Curriculum 2. Career Counseling and Life Skills 3. Youth Development Program – Skills training, creativity, teamwork, communication and behavior; – Recognition of the work and spirit of dedication, youth role models and leadership; – Implementation of career guides and counseling programs for reading skills in the library of arts, agriculture, physical education, sports and culture. To implement extracurricular programs, the school must: – Establish a program implementation management committee; – Meet with parents of students; – Find and contact the unit or organization, entrepreneurship partner or technical school to support implementation; – Establish a professional counselor structure and recruit teachers to implement part-time programs; – Disseminate information to students and parents at extracurricular activities; – Select students according to their favorite programs.
Clean schools within the framework of the school without litter	To promote the health and hygiene of educators and students and to participate in maintaining a green community school environment through education on garbage disposal, waste sorting, waste recycling, biodiversity conservation and sustainable development. To cultivate love for the environment to ensure clean students, clean classrooms, clean teachers, clean schools and clean communities.

	To keep schools clean and litter-free, the school management, teachers and stakeholders must meet four requirements: (1) Vision and Commitment: Management and staff must be highly committed, have a team spirit, ownership and vision to improve the school in accordance with the standards of child-friendly schools, environment-friendly schools and standard indicators of public service units. (2) Participation: Monks, teachers, students, parents, community and local authorities must support in all forms. (3) Leadership: Ability to mobilize resources, build trust, transparent management. (4) Establishment of management mechanisms: Involvement of children's councils and staff to build and maintain the learning environment.
Center of Excellence in Higher Education	(1) Establishment of the Center of Excellence: By investing in higher education institutions' potential, such as improving the infrastructure of school buildings, dormitories, laboratories, farms, digital centers to become a leading higher education institution achieving regional and international standards (University Ranking) and turning those institutions into resource centers for shared use. (2) Strengthening governance and institutional capacity: by ensuring autonomy, accountability, internal quality assurance system, research management system, digital data management system, human resource management system, governance system and evaluation of higher education institutions to provide accreditation, education, planning Strategies and roadmaps, including the inclusion of PhD graduates in the civil service, the development of postgraduate programs, the study of skills related to both short-term and long-term work (reskilling & upskilling) and the establishment of performance appraisal systems on achievement. (3) Curriculum modernization and enhancement of teaching and learning effectiveness: by modernizing and developing the Outcome-Based Education Program (OBE), including granting higher education institutions the right to Adaptation and implementation of the curriculum for the basic year, the introduction of new subjects and the development of new curricula in response to the evolution of digital technology and the Industrial Revolution 4.0, such as: artificial intelligence, data science, electronic data technology, computer science. Food Technology, Materials Science and Components, Electronic Engineering, Automation, Science and Technology, Learning Management System (LMS). Program Accreditation and Digital Learning and Teaching, Establishment of Credit Transfer System among Higher Education Institutions and Linking Universities with Smart Building and Smart Cities Programs With local and foreign companies.

Higher education development in the context of digital technology	Higher education institutions must provide students with the digital skills and critical thinking skills necessary for success in the 21st century. In this sense, higher education institutions have a responsibility to create education that incorporates digital learning strategies, promotes innovation, and facilitates global connectivity to ensure that students are well-prepared to contribute to the development of society in the digital age. Higher education institutions need to strengthen partnerships with the private sector and strengthen the structure of online education, pursue professional development, and strengthen privacy data security systems. Digital education at the higher education level ensures: 1) A variety of resources for learning and teaching 2) Ease of connectivity, collaboration, and participation 3) Adaptability to technological changes 4) Development of digital education 5) Enhancement of digital skills 6) Promotion of research and critical thinking, and 7) Support for lifelong learning. To support digital education at the higher education level, the Ministry will: 1) Develop a technological infrastructure; 2) Ensure quality and standards; 3) Adapt to technological changes; 4) Ensure data privacy; 5) Strengthen partnerships with companies; 6) Continue to develop vocational education; 7) Develop a Cyber University Network that includes six state higher education institutions and two private higher education institutions, both in Phnom Penh and in the provinces, to strengthen the capacity of professors for the implementation of teaching and learning online.
Inclusive education in Cambodia	To ensure the provision of quality special education services, the Ministry will: (1) Strengthen the National Institute of Special Education and the Department of Special Education: Development of a policy on the education of children with disabilities; coordinate cooperation with development partners and stakeholders at all levels. (2) Continue investment in six special education high schools: To implement educational programs for children with disabilities throughout the country, including children with intellectual disabilities and autism, and to implement integrated programs, where children must study in public schools, mid-day and in special education schools the other half day. (3) Special allowance: 800,000 Riels on the salary of teachers, which is gradually increasing to take care of special education specialists. (4) Continuation of international cooperation: Collaborate with Krousar Thmey in annual quality audits and cooperate with international partners in ear examinations and technical support. The Ministry of Education, Youth and Sports provides multilingual education at the pre-school level and the first three years of primary education for ethnic minority children in Mondulkiri, Ratanakkiri, Kratie,

	Stung Treng and Preah Vihear provinces in collaboration with UNICEF and CARE: (1) Using the bridge model: from ethnic languages (Pnong, Kavet, Kreung, Tampuon, Prev and Jarai) so that they can learn the whole national language in the fourth grade. (2) Action Plan on Multilingual Education: setting principles on the implementation of bilingual education programs, preparing training materials for multilingual teachers, and training materials. Kindergarten teachers study multilingual education and so on. (3) Incorporation of community schools into public schools: Provide funding for school operations and incorporate 50 indigenous teachers into the state framework to ensure that indigenous children receive an equitable education and lifelong learning opportunities to develop human capital.
Lifelong Learning Center	In order for a community learning center to function well and become a lifelong learning center, several factors are required, including: 1. Supplementary public school curriculum: in line with the actual needs of youth and students, such as foreign language training programs, information technology, skills training and short courses for youth and general education, as well as methods to attract students. 2. Linking training programs with real needs in the community: market needs study, agricultural skills training, and creative and innovative program development, such as short courses in pedagogy, metal crafts, video production, and skills training. 3. Involvement and cooperation: Establish an active and highly conscious management committee with the participation of youth volunteers and support from the Department of Non-Formal Education and partner organizations such as DVVI, as well as develop the capacity of the committee. Manage to the fullest of both soft and hard skills. 4. Ensuring sustainability: through the provision of state budget, the creation of income-generating activities to support lifelong learning centers, mobilization of resources from various sources and incentives for staff.
Council of Youth of Cambodia Council of Children of Cambodia and Positive Behavior Change	To ensure quality and effective management of schools and learning and teaching, Youth and Children's Councils must be involved in promoting: 1. Implementation of part-time programs: Promoting moral and ethical education, peer-to-peer education programs, campaigns to raise awareness of reproductive health and combating drug use. 2. Volunteer work: To encourage young people to participate in social work, internships and technical skills training. 3. Establishment of study clubs: Promoting self-study and extracurricular activities.

	4. 21st Century Skills Training: Participating in competitions and youth programs to increase knowledge, life skills, digital skills, critical thinking skills, teamwork and developing good habits and attitudes that are essential for young people in today's society.
Implementation of physical education and sports activities in educational institutions	Link the implementation of physical education and sports programs with the implementation of model school standards. (1) Extracurricular programs: Integrate the implementation of physical education and sports programs into extracurricular sports programs and educate students to understand the importance of sports in improving health and quality of life. (2) Developing a new curriculum and improving the qualifications of physical education teachers: Upgrading curriculum in collaboration with Hearts of Gold and training physical education teachers up to the bachelor's degree or 12 + 4. (3) Linking Physical education with sports in educational institutions and high performance sports (playing of all kinds, ball sports, establishing sports clubs). (4) Organizing competitions: Encourage the national sport federations to organize sports competitions to select potential athletes to join the grassroots and the national team.
Promoting school health	Promoting student health by taking care of student health through: (1) Improving the health of students and educators: setting up health rooms, providing medical check-ups and providing vaccinations. The first "Comprehensive Health Study Room" at Chaktomuk Primary School and many other schools have taken this experience to practice in their schools. (2) Improving water supply and sanitation: hand washing facilities, toilets and waste management. 100% of public schools have toilets. (3) Improving nutrition and food quality: school feeding programs, promoting micronutrients in food and monitoring food quality in schools. (4) Promoting a safe and peaceful learning environment: Hygiene, clean environment, flower gardens and playgrounds for physical education and sports. (5) Promoting security and order in educational institutions: maintaining security and order and equipping protective equipment. (6) Promoting health education: Implementing a two-hour-a-week curriculum, preparing textbooks on health education and training teachers in health education. (7) Implementation of Standards of Practice: The Ministry has cooperated with the Ministry of Health, the World Health Organization and other development partners to develop the "Standards of Practice on the Promotion of Academic Health for General Education Institutions" in 2022.

2.4 Guiding principles of the ESP 2024-2028

The policy agenda in the Education Strategic Plan outlines areas such as school management, teacher professional development, students' learning assessment, digital education, and technology, curricula. All those areas are taken into consideration, with the relevant adaptations, in the selection of strategies chosen to pursue intended objectives set in the ESP 2024-2028 for the different modalities and levels of the education system.

Indeed, the education sector comprises formal, non-formal and informal education, the latter encompassing different sub-sectors replaced by priority programs.

- **The education sector functions within a wider system, in different ways:**
 - The education administration forms part of the public administration: it “leads” the education sector but is strongly under the influence of the policies and practices that regulate the public administration.
 - Education is meant to serve the wider public and schools form part of a local community. Therefore, students are both part of the education sector and of their respective communities; and
 - Educational actors have many partners, both national and international.

Some guiding principles are required to ensure the proper functioning of the education system. These guiding principles allow for harnessing the efforts by different actors in a shared direction. They need to be embedded in the policies and strategies of the education sector in coherent fashion across subsectors.

The guiding principles of the ESP 2024-2028 focus on three key domains key for the performance of the system, namely:

- The relationship between the administration and the delivery actors;
- The quality and distribution of essential inputs;
- The relationship between the sector and its “partners”.

Regarding the **relationship between the administration and the delivery actors** the following principles guide the implementation of the **Decentralization and Deconcentration Reform in education**.

- **Autonomy:** the education policy emphasizes the need for greater autonomy. This applies to actors within the educational administration, in particular the Provincial and District Offices, and even more to the delivery actors, in particular schools.

The Pentagonal Strategy proposes “decentralizing sub-national administration's finance and planning to ensure adequate budget to perform its functions and policy priorities” Most prominently, the promotion of School Based Management is inspired by this principle. Implementation of Model School, and the establishment of new generation schools. The autonomy of school principals will be strengthened in line with the autonomy of their schools. In Higher Education, the Center of Excellence in Higher Education will benefit from significant autonomy.

- **Accountability.** Precisely when offices, schools and principals obtain greater autonomy, they are also increasingly held accountable for the use of that autonomy. Several accountability mechanisms, such as school supervision and student assessment, exist, and the intention under the ESP is to render them more effective and to use them more systematically to hold actors accountable for their performance.

The Pentagonal Strategy aims for instance at “developing and implementing a code of ethics and professional conduct in civil service” and “strengthening the effectiveness of inspection and audit mechanisms”. Within the education sector, reforms will strengthen the evaluation of schools, through the evaluation of the academic results of students, participation in the Program for International Student Assessment (PISA), the implementation of standardized tests, and the creation of school information systems.

- **Capacity and Professionalism.** In order for the education actors in Cambodia to be effectively autonomous and to be held accountable, it is essential that they have the capacity (when it comes to institutions or organizations, such as a local office or a school) or the professionalism (when it comes to a corps, such as principals or teachers, or the individuals who make up this corps). These principles are at the heart of the ongoing Civil Service Reform in education, which puts a strong focus on institutional capacity development (which was retained as a priority in the mid-term review of the ESP), and on principal and teacher professionalism.

Linked to these two principles, the Pentagonal Strategy stresses the importance of “strengthening human resource development and management systems that are based on meritocracy” (p.29). The Strategy also puts great emphasis on teacher professionalism, proposing for instance to “strengthen the quality of teachers' training and teaching methods, as well as continuing to improve livelihoods and promoting social values of teaching personnel at all levels” (p.42) and “to improve the teachers' capacity and qualifications by encouraging them to conduct further studies and carry out regular research, as well as by attracting highly qualified teachers with strong practical backgrounds to teach in TVET institutions nationwide” (p.43). The education reform agenda has a similar focus, and also refers to incentives and training for school principals.

These three School Based Management principles are interrelated: the purpose of SBM is for schools to be more autonomous, being able to take quick and relevant decisions to improve their results. This requires that the school has “capacity”, in terms of resources, competencies, and the like, and that principals and school staff are genuine professionals. When this is the case, schools and their staff can be held accountable for their performance. The balance between these three principles is essential. For that balance inspires many of the strategies and reforms which are part of the present policy agenda. It is useful to mention that the Teacher policy puts greater emphasis, at this stage, on strengthening teacher professionalism, so that subsequently teachers can become more autonomous and be held accountable.

The **quality and distribution of essential inputs** – such as the curriculum and pedagogical materials, and infrastructure and equipment – is determinant to support the performance of teachers and students. The guiding principles of the ESP 2024-2028 in this regard are:

- **Equity and inclusiveness:** public resources and programs should benefit first those institutions, schools, families, and students most in need of them, leaving no one out of the system. This principle is not limited to inputs only; it applies to the whole support architecture put in place by the education administration, to ensure the right to education to all, regardless of gender, age, color, ethnicity, language, religion, political affiliation or disability status. It implies for instance that the pedagogical support and supervision that schools and teachers receive takes into account their needs, which vary according to the context where they perform their duties and the profile of their target audience. The principle also relates to the ways in which teachers interact in the classroom with students.
- **Technology:** the quality and outreach of the inputs and support that the administration provides to delivery actors and of the interactions between the different actors (central to local and between schools) can be significantly improved by the appropriate use of modern technology, in particular through digital means. At the same time, the use of technology is expected to occupy a more prominent position in the curriculum and in teaching.
- **Resilience:** the COVID-19 pandemic and the increased impact of climate change demonstrate the need for building an education system, that is resilient, with the capacity to prepare for and prevent crises, and to recover quickly from crises. Resilience can be built through the resources and support that are made available within the system to schools, teachers, and students. Resilience is also closely related to the health of students, which is a core priority for the government.

Regarding the **relationship between the education sector and its “partners”**, it should be noted that there are different relevant actors and relationships: the public administration, of which the MoEYS is a part, and other ministries, with a role in education and training; domestic partners, such as civil society, youth and employers’ organizations; and international development partners. Partners exist at central level, but also at local and school level. While the nature of these relationships differs with each partner, they should all be guided the following common principles:

- **Partnership.** The relationship between the actors who are part of the education sector, and their partners is meant to be mutually beneficial. Education strengthens their efforts in their own area of responsibility, provides them with opportunities, and responds to their needs. They provide different types of support (programmatic, financial, moral) to the educational actors.
- **Social accountability.** When partners offer support to education actors, they can be offered the opportunity to exercise some form of accountability, by being given the right to examine how that support is being used, or, more broadly, how the education actors exercise their mission. Such social accountability is different from “bureaucratic accountability”, which is one of the three principles that governs the relationship between administration and delivery actors. Examples of this exist now already, for instance in the mutual accountability between the government and its development partners, exercised in education through the Local Education Group.

Chapter 3 presents the five priority programs that MoEYS will implement during 2024-2028, in line with the priority reforms and guided by the above principles, to address the main challenges identified in each sub-program.

CHAPTER 3: PROGRAM AND SUB-PROGRAM PLANNING 2024-2028

This chapter presents the priority programs of the MoEYS for the period 2024-2028, in line with MoEYS policy priorities:

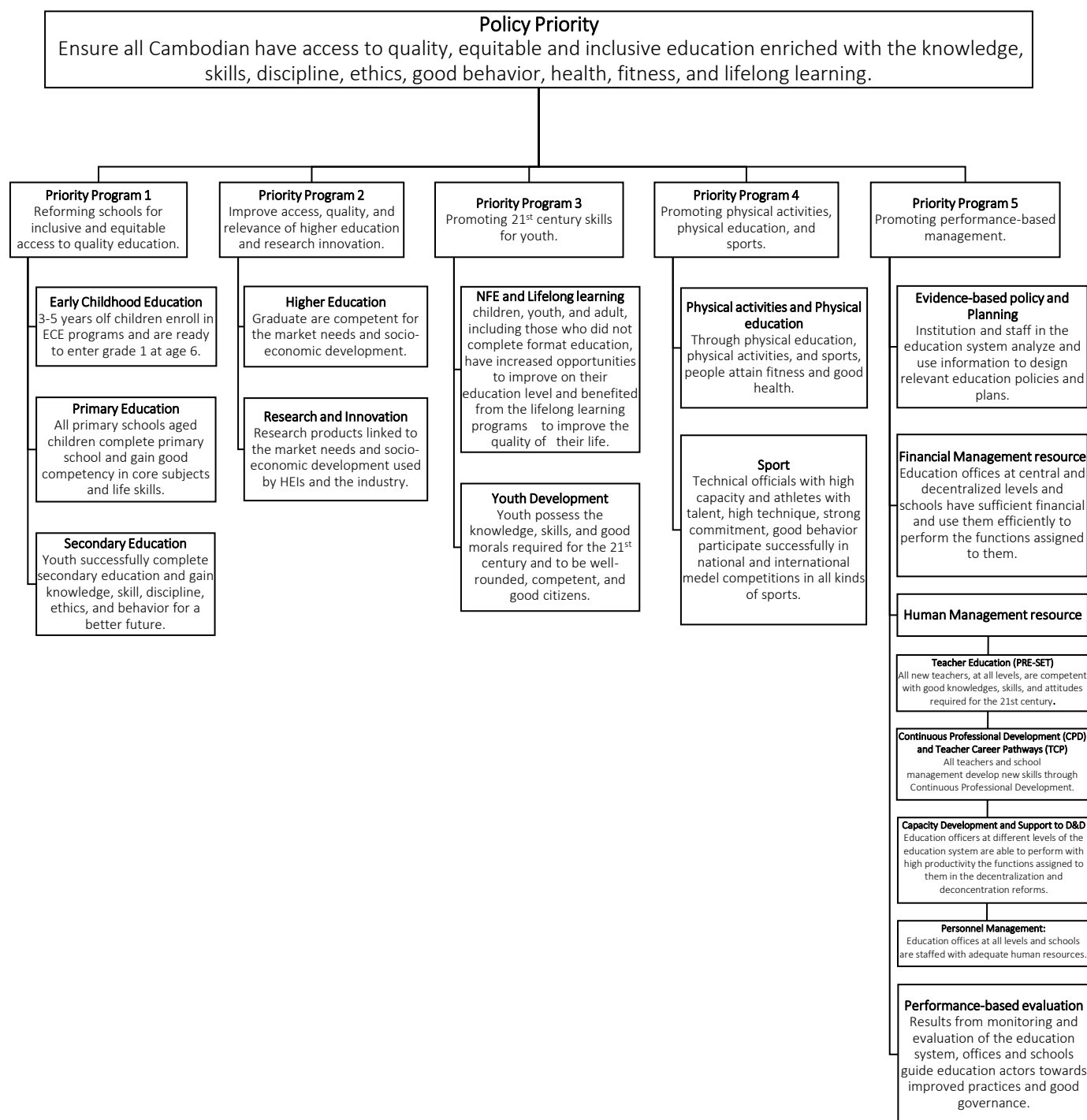
ESP 2024-2028 Policy Priority: “Ensure all Cambodian have access to quality, equitable and inclusive education enriched with the knowledge, skills, discipline, ethics, good behavior, health, fitness, and lifelong learning”.

The Education Strategic Plan 2024-2028 is structured in five priority programs:

- **Priority Program 1:** Reforming schools for inclusive and equitable access to quality education (General Education);
- **Priority Program 2:** Improving access, quality and relevance of higher education and research and innovation (Higher Education, Research and Innovation);
- **Priority Program 3:** Promoting 21st Century Skills for Youth (Non-Formal Education/Lifelong Learning and youth development);
- **Priority Program 4:** Developing physical activities, physical education and sports (Sports);
- **Priority Program 5:** Promoting performance-based management (Policy and Planning, Financial Resource Management, Human Resource Management/Teacher Education and Performance-based evaluation).

Each Priority Program encompasses between 2 and 4 sub-programs, making a total of 16 sub-programs each with specific outcomes, as the diagram below indicates.

3.1 Structure of Priority Programs, Sub-Programs and Expected Outcomes



The table below presents the Key Performance Indicators and end targets of the five priority programs of the ESP 2024-2028.

3.2 Key Performance Indicators and Targets for 2024-2028

No	Key Performance Indicators	Baseline year	Baseline value	Target 2028 ⁹
P1: Reforming schools for inclusive and equitable access to quality education				
1.1	Number of model schools	2023	120	700
1.2	Percentage of student of grade 12 graduated with A, B, and C	2023	19.9%	28%
P2: Improving access, quality, and relevance of higher education and research development				
2.1	Gross enrolment rate in higher education (aged 18-22) ¹⁰	2023	17.9%	23.0%
	Male	2023	16.5%	21.5%
	Female	2023	19.3%	24.3%
2.2	Number of research projects linked with the market needs and socio-economic development used by HEIs and the industry	2023	N/A	40
P3: Promoting the 21st century skills for youth				
3.1	Number of youths who completed basic education equivalency program	2023	835	1,276
	Youth	2023	759	1,100
	NFE	2023	76	176
3.2	Number of youth and adults who completed youth and adult development programs (targeted model schools and centers)	2023	1,150	2,596
	Youth (DGY)	2023	N/A	2,059
	Adult (NFE)	2023	N/A	500
P4: Promoting physical activities, physical education, and sports				
4.1	Number of medals gained from international sport competitions	2023	100	150
4.2	Number of schools implementing physical education and sport program during and outside school hours according to model school standard	2023	N/A	380
P5: Promoting Performance-Based Management				
5.1	Percentage of MoEYS' program budget execution	2023	95.0%	95.0%
5.2	Number of schools implemented Management Information System	2023	N/A	700
5.3	Number of education specialists certified	2023	5	95

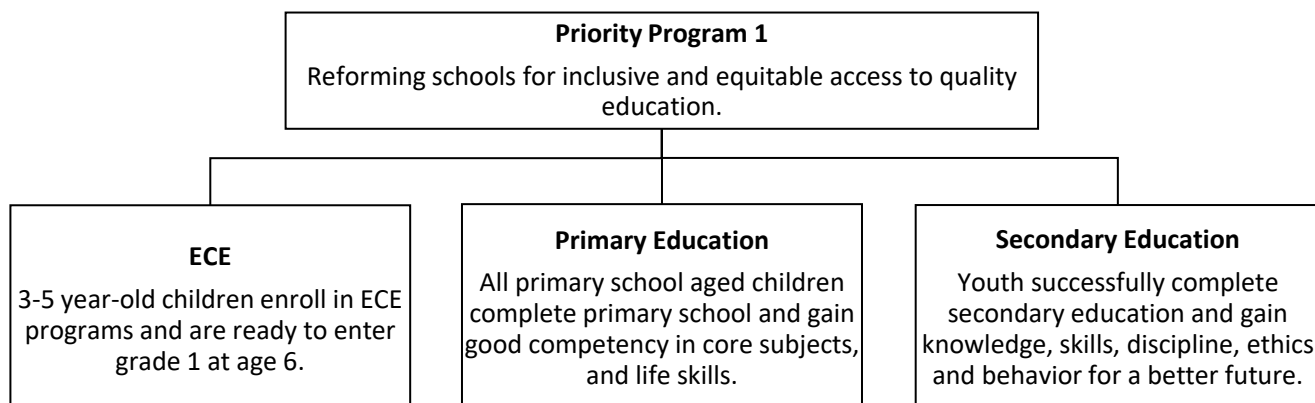
The remainder of this chapter presents the rationale, objectives, strategies and main actions planned within each sub-program, as well as the indicators, baseline and target values that will be used to monitor and evaluate the achievement of planned outputs and expected outcomes.

⁹ Throughout Chapter 3, Target 2028 refers to academic year 2027/2028. See Annex for detail.

¹⁰ Baseline refers to academic year 2022/2023 and baseline values and projection for the following year were computed using most recent population projections prepared by NIS in July 2023 and published in 2024, used in the ESP 2024-2028 projections.

3.3 Priority Program 1: Reforming Schools for Inclusive and Equitable Access to Quality Education

3.3.1 Sub-Program: 1.1 Early Childhood Education



Sub-program Outcome: 3-5-year-old children enroll in ECE programs and are ready to enter Grade 1 at age 6.

Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Number of pre-schools achieving model school standard	2023	10	55
Percentage of new entrants to primary education with ECE experience ¹¹	2023	69.9%	78.1%
Male	2023	53.2%	63.5%
Female	2023	87.9%	94.1%

Main challenges

- Enrollment of 3–5-year-olds in ECE has not improved, and support and development for children’s first 1,000 days is still incomplete.
- The detailed curriculum for preschool and part-time program for preschool have not been fully implemented.
- The number of early childhood educators is insufficient and the majority do not meet qualification requirements.
- Cooperation with state and community partnerships needs development.

To address the main challenges shown above, the ECE sub-program has three objectives:

1. Increase access to early childhood education for all, with attention to gender, equity, and inclusion
2. Improve the quality of ECE programs
3. Strengthen ECE operations and administration

Key strategies for increasing equitable and inclusive access for children under the age of 6 focus on expanding kindergartens in public primary schools and promoting the establishment of kindergartens

¹¹ Estimations based on ESP 2024-2028 projections. Baseline: academic year 2022/2023. Estimated end target value for academic year 2027/2028.

in communities, factories and enterprises. The establishment of community preschools, in particular, will enhance equity by improving access to ECE programs for children in remote areas. Other strategies to increase access include promotion of early childhood protection, health and nutrition education programs for all kindergartens (including those in the private sector) and strengthening inclusive education and multilingual education in rural areas. At the same time, Social Behavior Change will be focused to promote understanding in the community about the importance of ECE and increase demand accordingly.

To enhance the quality and effectiveness of early childhood education programs, priority measures have been identified for school reform that focus on the implementation of standards for model pre-schools, the development of parental education programs, and strengthening the monitoring and evaluation of early childhood care and development programs.

To strengthen the effectiveness and sustainability of early childhood education operations and administration, key strategies have been identified that focus on operational and administrative processes, state-community partnerships for early childhood education (where possible in collaboration with commune councils), including turning Standard Community Preschools to annexed preschools and enhancing climate resilience in preschools.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Increase access to early childhood education for all, with attention to gender, equity and inclusion.			
Output Indicators	Baseline year	Baseline value	Target 2028
Gross enrolment rate in ECE (aged 3-5) ¹²	2023	37.1%	47.1%
Male	2023	36.0%	46.0%
Female	2023	38.4%	48.4%
Age-specific enrolment rate of 5-year-old children in early childhood education ¹³	2023	64.8%	70.0%
Male	2023	64.4%	69.0%
Female	2023	65.5%	71.0%
Percentage of public pre-schools implementing school meal programs	2023	N/A	30%
Percentage of public pre-schools with WASH and other facilities (Separated pre-school)			
3 Stars	2023	5.2%	15%
Schools with latrines	2023	99.7%	100%
Schools with Aid Box	2023	38.4%	100%
Schools with electricity	2023	95.8%	100%

¹² Baseline refers to academic year 2022/2023 and baseline values and projection for the following year were computed using most recent population projections prepared by NIS in July 2023 and published in 2024, used in the ESP 2024-2028 projections.

¹³ Baseline refers to academic year 2022/2023 and baseline values and projection for the following year were computed using most recent population projections prepared by NIS in July 2023 and published in 2024, used in the ESP 2024-2028 projections.

Number of pre-schools implementing MLE for Indigenous children	2023	142	152
Number of pre-school teachers trained in inclusive education	2023	1,500	2,500
Female	2023	1,230	2,030
Number of community-based pre-schools located in factory areas	2023	N/A	30
Number of community-based childcare centers	2023	N/A	30

Strategies	Main actions
Strategy 1: Expansion of public pre-schools (including those in primary schools)	Legislation – Develop legal documents to support the process of establishing public preschools – Disseminate and implement the Prakas on the opening of preschools in public primary schools – Disseminate and implement the Prakas on the transformation of community preschool into an annex of public kindergartens or primary schools Network expansion – Construct new school buildings and renovate preschool infrastructure in accordance with standards including climate resilient infrastructure – Organize preschool classrooms in primary schools in accordance with preschool standards Teacher training and support (see sub-program 5.3.1: Teacher Education)
Strategy 2: Establishment of community-based preschools	Legislation – Prepare legal documents to support the operation and functioning of community preschools, including those in factories and enterprise zones Network expansion – Advocate with sub national level to build a community preschool in every village using commune investment plan – Construct preschool buildings and infrastructure of community preschools including climate resilient infrastructure Teacher training and support – Train preschool teachers in community preschools, including those in factories and enterprise zones – Technical support (coaching and mentoring) for teachers at community preschools

Strategies	Main actions
Strategy 3: Establishment of community-based childcare centers (1 st 1000 days)	Legislation – Prepare legal documents to support the operation and functioning of community childcare centers around factories and enterprise zones Network expansion – Build and repair infrastructure associated with community childcare centers including climate resilient infrastructure Caregivers training and support – Technical support (coaching and mentoring) for childcare caregivers in community childcare centers around factories and enterprise zones – Train early childhood caregivers and stakeholders in community childcare centers, including around factories and enterprise zones
Strategy 4: Expansion and strengthening of inclusive ECE (disabilities and language)	Pedagogical material – Disseminate and implement Inclusive Education Action Plan 2024-2028 – Implement Multilingual Education Action Plan 2024-2028 – Develop learning materials and assessment tools for teaching and learning for multilingual education – Develop inclusive education documents and materials to help students with disabilities and teachers Capacity development and support – Build capacity of teachers and stakeholders on multilingual and inclusive education for preschool (including implementation of in-service MLE training document, and improving Mother Tongue of MLE preschool teachers) – Provide technical support to teachers in teaching and learning for multilingual and inclusive education
Strategy 5: Expansion of school health and nutrition programs	In-school activities – Strengthen the implementation of WASH in Schools (WinS), food safety and healthy food in schools, including general hygiene, physical hygiene, dental hygiene, hand washing, and nutrition – Implement campaigns for a clean school with no rubbish, clean school environment, alcohol-free school, drug-free school, tobacco-free school, school without using plastic products, etc. – Establish health care rooms by equipping them with minimum necessary materials and equipment, as well as providing first-aid kits and protective equipment for communicable diseases – Equip preschool teachers with knowledge about children's health and nutrition

Strategies	Main actions
	Expansion of health services – Extend health care, safety practices in response to disasters related to climate change including flash floods, increasing temperature, infectious diseases transmitted by hands – Expand the scope of health examinations to include eye screening, vision rehabilitation, hearing check and rehabilitation, and nutritional calculations for intervention for overweight or malnourished students – Collaborate with local health centers to expand the provision of primary health care services, such as health check-ups, medications, mental health counseling services, identify for MAM and SAM children and rehabilitate or refer to hospital for medication, and support for people living with HIV or other physical illnesses

Objective 2: Improve the quality of ECE programs

Output Indicators	Baseline year	Baseline value	Target 2028
Number of ECE teachers and caregivers trained on curriculum implementation (CPS and CBCC in factory areas)	2023	N/A	150
Number of community pre-schools meeting minimum standards to be annexed to a public school	2023	N/A	288

Strategies	Main actions
Strategy 1: Implementation of model preschool standards	Guidance – Develop a mechanism to support preschools to implement model preschool standards – Develop support documents and technical guidance documents for the implementation of model preschool standards – Develop and orient a standard assessment system for model preschools Teacher training and support – Train teachers on learning through play – Train teachers on the use of technology for teaching and learning, including for instance video clips – Provide capacity building and technical support for curriculum implementation and lesson planning; and implementation of other educational programs, such as discipline, Social Emotional Learning, ethics, behavior and attitude for early childhood education Pedagogical materials – Develop learning and teaching materials (including locally produced and locally replenishable materials) for use inside

Strategies	Main actions
	the classroom and in outdoor areas around/at the preschool – Promote the use of “learning corners” – Develop programs to support children with developmental delays and children from ethnic minority communities
Strategy 2: Promotion of parental education	Guidance – Develop operational guideline on parental education (including importance of ECE (boys and girls, children with different abilities) and on responsible use of IT and internet access Training and support – Train sub-national level (provincial and district officials, school principals and teachers in schools) on guideline and manual on parental education – Technical support (coaching and mentoring) on implementation of parental education

Objective 3: Strengthen ECE operations and administration

Output Indicators	Baseline year	Baseline value	Target 2028
Number of pre-schools that received mentoring and coaching on model school standard	2023	N/A	360
Percentage of pre-school teachers that received training on climate change resilience	2023	N/A	100%

Strategies	Main actions
Strategy 1: Expansion of state-community partnerships for ECE	Partnerships and collaboration – Increase participation, activities and fundraising from all stakeholders to support the school – Strengthen collaboration between the public sector, the private sector and development partners and schools – Strengthen technical cooperation and multi-sectoral investment partnerships – Capacity building of stakeholders to support the schools, including enrollment of preschool children
Strategy 2: Encouragement of climate resilience in preschool	Guidance and materials – Prepare technical guidance documents to support school resilience to climate change including contingency plans – Develop and disseminate IEC materials (brochures, posters, video or audio) related to climate resilience Training and support – Train sub-national level (provincial and district officials, school principals and teachers in schools) on guideline

Strategies	Main actions
	documents and necessary contents to support resilience to climate change – Technical support at school level on resilience to climate change
Strategy 3: Strengthen monitoring and evaluation in ECE program	Design and use of tools – Update M&E framework – Conduct regular assessment of ECE and annual meeting on assessment report – Jointly conduct annual evaluation/study with NGO/ DP in a particular area/sector Training and support – Train sub-national level (provincial and district officials, school principals and teachers in schools) on M&E – Provide technical support on M&E of ECE program

3.3.2 Sub-Program: 1.2 Primary Education

Sub-program Outcome: All primary school aged children complete primary school and gain good competency in core subjects, and life skills.

Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Number of primary schools achieving model school standard	2023	40	500
Gross enrolment rate in primary education ¹⁴	2023	103.9%	101.5%
Male	2023	105.1%	102.7%
Female	2023	102.5%	100.5%
Completion rate in primary education ¹⁵	2023	86.8%	89.8%
Male	2023	85.3%	87.6%
Female	2023	89.4%	92.1%

Main challenges

- National assessment test results for grade 3 (Khmer and Mathematics) are poor.
- Teacher deployment: Teacher over-supply in urban areas and shortage in rural/remote areas.
- There is a shortage of qualified teachers resulting in the use of contract teachers, double shift teachers and multi-class teachers.
- Missed hours of instruction about 279 hours, approximately 30% of 850 to 1,000 intended hours of instruction.
- Nearly 30% of Grade 1 students without ECE experience.

¹⁴ Baseline refers to academic year 2022/2023 and baseline values and projection for the following year were computed using most recent population projections prepared by NIS in July 2023 and published in 2024, used in the ESP 2024-2028 projections.

¹⁵ Baseline refers to academic year 2022/2023 and baseline values and projection for the following year were computed using most recent population projections prepared by NIS in July 2023 and published in 2024, used in the ESP 2024-2028 projections.

- Nearly 30% of primary students reported as stunted due to poor nutrition.
- Roughly 20% of students entering Grade 1 are over the official entry age of 6.
- Repetition rates (5.9% in 2022) in primary education continue to exceed the 5% target.
- Dropout rates increased to 7.5% in public schools in 2022.

To address the main challenges shown above, the Primary education sub-program has three objectives:

1. Ensure equitable access to primary education.
2. Improve quality of learning in primary education.
3. Improve school leadership and governance.

To ensure equitable access to primary education, the focus will be on increasing enrollment, attendance and completion, especially for disadvantaged children and those at risk of dropping out. This will be done through enrollment and retention campaigns, provision of scholarships and provision of transportation for children who live far from school. Targeted pedagogical support will also be directed toward learners who need additional support to stay in school. Promotion of health, safety and nutrition in schools and improvements to infrastructure and facilities will also help to ensure equitable access as well as improve the quality of primary education.

Improving the quality of learning also requires that students master strong foundational skills in the early grades. To promote students' foundational skills in core subjects (Khmer literacy and mathematics), the Primary Education Sub-Sector will work to upgrade the capacity of early grade teachers using early grade learning (EGL) packages for capacity building of teachers and stakeholders and will work closely with the Directorate General of Pre-service and In-service Training to ensure EGL packages have been implemented in TTIs.

To enhance school leadership and governance, the Primary Education Department (PED) will conduct school principal capacity building through training and the provision of regular mentoring support. Based on these strategies, school principals will have the capacity to lead and manage schools in the areas of assessment, planning, budgeting, personnel, and teaching and learning to ensure the school's autonomy and accountability and to meet Model School Standards, including management of School Voluntary funds.

School development needs the involvement of communities, local authorities, parents and guardians, development partners and stakeholders. PED will develop advocacy and information campaigns to disseminate the benefits of community contributions, including their impact on school development and sustainability of investments, and for improving the quality of education to support students with extra-curricular activities, increased learning hours, provision of a clean and green environment, etc.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Ensure equitable access to primary education			
Output Indicators	Baseline year	Baseline value	Target 2028
Net admission rate ¹⁶	2023	89.8%	96.3%
Male	2023	89.1%	95.9%
Female	2023	90.5%	96.8%
Survival rate	2023	77.5%	82.5%
Male	2023	78.7%	83.7%
Female	2023	76.3%	81.3%
Percentage of overage enrolment	2023	14.2%	6.7%
Female	2023	12.9%	5.4%
Dropout rate	2023	5.4%	4.4%
Male	2023	5.2%	4.2%
Female	2023	5.7%	4.7%
Repetition rate	2023	5.8%	5.3%
Male	2023	7.3%	6.8%
Female	2023	4.1%	3.6%
Number of primary school students receiving pro-poor scholarship	2023	148,362	148,957
Number of primary schools providing inclusive education	2023	75	100
Number of primary school teachers trained in inclusive education	2023	4,000	5,500
Number of primary schools implementing school meal program	2023	N/A	1,114
Percentage of public primary school with WASH and other facilities			
3 Stars	2023	6.9%	13.0%
Schools with latrines	2023	99.9%	100%
Schools with Aid Box	2023	57.4%	100%
Schools with Electricity	2023	89.1%	100%

Strategies	Main actions
Strategy 1: Implementation of measures to increase enrollment, attendance and completion, especially for disadvantaged children and those at risk of dropping out	Awareness-raising – Conduct student enrolment campaign to attract children to school at the right age and discourage dropout – Encourage schools to prepare/update school mapping to identify primary school-age children, children with disabilities and disadvantaged children through collaboration with Commune Councils

¹⁶ Baseline refers to academic year 2022/2023 and baseline values and projection for the following year were computed using most recent population projections prepared by NIS in July 2023 and published in 2024, used in the ESP 2024-2028 projections.

Strategies	Main actions
	Financial support – Provide scholarships to poor students, outstanding students and students with disabilities – Provide transportation to students who live far from school Targeted pedagogical support – Implement program to support slow learners through Thursday teaching and learning and extra learning hours – Implement accelerated learning program for over-age children enrolled in school – Implement policy activities on child protection in schools, including the use of positive discipline measures – Establish learning clubs to support slow learners and to improve student learning outcomes – Organize student study tours to communities, resorts and historical and cultural sites to support project-based learning – Strengthen capacity at school level to effectively use data from the Student Tracking System and classroom assessment strategies to better support students with diverse learning needs – Implement inclusive education programs for children with disabilities and special needs – Implement multilingual education programs for indigenous children – Implement support activities to meet model school standards
Strategy 2: Promotion of health, safety and nutrition in and through primary school	In-school activities – Expand school feeding for primary students, especially disadvantaged children, through home grown school feeding program – Strengthen implementation of WASH in school (WinS), program on food safety and healthy food in schools, general hygiene, physical hygiene, dental hygiene, hand washing, HIV/AIDS, CSE and MHM – Establish the health care rooms by equipping them with minimum necessary materials and equipment, as well as providing first-aid kits and protective equipment for communicable diseases – Implement the campaign for clean schools, no garbage, clean environment, HIV/AIDS, CSE, no alcohol, no drugs, no tobacco, no use of plastic products, etc. Expansion of health services – Extend health care and safety practices in response to disasters related to climate change including flash floods,

Strategies	Main actions
	increasing temperature, and infectious diseases transmitted by hands – Expand the scope of health examinations to include eye examinations and glasses, vision rehabilitation, hearing rehabilitation, and nutritional calculations to intervene in overweight or malnourished children – Expand comprehensive health education programs in accordance with the model school standards – Collaborate with local health officials to expand the provision of primary health care services, such as health screenings, immunizations, the provision of health and support services, counseling services, referrals for malnourished children, and support services for people living with HIV or other physical illnesses Teacher training and support – Provide training on school health program to PoE officials and school staff who are responsible for health education program – Conduct training on the use of textbooks for health education from grades 1 to 6 – Publish health education textbooks for teachers and students from grades 1 to 6
Strategy 3: Development of climate-resilient school infrastructure including digital infrastructure, in accordance with the standards of primary schools, with special attention to underprivileged and disadvantaged schools	School infrastructure – Promote a clean, green, safe and hygienic environment; plant trees for shade, organize and/or build playgrounds, implement eco-friendly waste management, vegetable gardens and biodiversity gardens – Construct, repair and renovate school infrastructure, including school offices, school buildings, libraries, computer labs, science labs, teacher houses, toilets, lavatories, kitchens, dining-halls and other facilities following the inclusive and accessible principle, especially in incomplete and disadvantaged schools – Connect schools to electric and clean water networks and internet. Provide classrooms with modern equipment (LCD, Smart TV, Smart Board, etc.) School facilities – Establish libraries, computer rooms and computer labs according to standards – Construct and renovate sports grounds, including athletics, volleyball, football, basketball, badminton, etc. – Expand and strengthen the environmentally friendly schools program, environmentally friendly clubs, clean community, no plastic bags or single use plastics

Objective 2: Improve quality of learning in primary education			
Output Indicators	Baseline year	Baseline value	Target 2028
Percentage of schools implementing the EGL			
Grade 1 Khmer	2023	N/A	100%
Grade 1 Mathematics	2023	N/A	100%
Grade 2 Khmer	2023	N/A	100%
Grade 2 Mathematics	2023	N/A	80.0%
Grade 3 Khmer	2023	N/A	50.0%
Grade 3 Mathematics	2023	N/A	30.0%
Number of primary schools implementing extra-curricular activities at grade 4 to 6	2023	N/A	600
Percentage of primary schools fully implementing the curriculum framework	2023	N/A	85.0%
Number of teachers that received Early Grade Learning (EGL) training (Grade 1-3)			
EGRA	2023	16,343	30,000
EGMA	2023	5,116	20,000

Strategies	Main actions
Strategy 1: Updating of the curriculum and textbooks and teaching methodology, including by integrating climate change	Curriculum, textbooks and teaching methodology – Develop (or review and improve) curriculum and core textbooks, pedagogical guidelines for learning and teaching, and the Assessment Framework – Expand the accredited Early Grade Learning teachers and stakeholders training and mentoring – Provide accredited capacity development of national trainers for Khmer and Math subjects, and STEM teaching methodology to primary school teachers and stakeholders – Modernize curriculum, textbooks and learning materials for multilingual education – Develop curriculum, textbooks and study materials and documents inclusive and special education – Review and update curriculum to respond to climate change – Modernize and improve teaching and learning documents for environmental education and climate change for grades 4-6 and accompanying teacher training – Dissemination the curricula, teaching methods, and pedagogical documents to primary school and stakeholders – Train primary teacher on using the curricula, textbooks, teaching method, and pedagogical documents – Maintain a primary school curriculum that focuses on creativity and innovation

Strategies	Main actions
	Action plans – Develop, disseminate, and operationalize the action plan on inclusive education 2024-2028 – Develop, disseminate, and operationalize the action plan on multilingual education 2024-2028
Strategy 2: Integration of the use of ICT into teaching and learning, to create a conducive environment for learning	Digital contents – Promote the use of digital contents that MoEYS has already produced and disseminated – Produce digital contents for distance learning for students and for teachers' professional development Teacher support – Develop teachers' and educators' capacity to design lesson content, produce learning and teaching materials, and use digital classrooms to guide teaching and learning Digitalization of schools – Develop and promote use of school information system and other Apps, such as the MoEYS E-Learning app, Digital Data Center, E-book on SALA Digital, and MoEYS Capacity Development Platform – Implement the digital Education Strategy for Schools – Encourage schools to create official websites, social media (Facebook page, LinkedIn...) and disseminate widely
Strategy 3: Promotion of extra-curricular programs, to improve ethics and teacher and student attitudes	Behavior and life skills programs – Implement programs to promote behavioral education by encouraging students and teachers to follow the principles of cleanliness, pro-environmental behaviors, politeness, behavior, timeliness, and meditation – Implement local life skills program – Implement school clubs, e.g. for environment/climate change – Develop the documents on extra-curricular activities, moral and ethnic, operational, and relative documents – Train school principals and teacher on extra-curricular activities Educational events and activities – Organize moral and psychological education events by inviting monks or elders to give educational sermons – Create and operate art education activities, including songs, paintings, dances, music, etc.

Objective 3: Improve school leadership and governance			
Output Indicators	Baseline year	Baseline value	Target 2028
Percentage of primary schools with active school management committees (meeting at least 7 times a year)	2023	N/A	50.0%
Number of primary schools receiving mentoring and coaching on model school standard	2023	N/A	1,200

Strategies	Main actions
Strategy 1: Improvement of the competencies of school managers	Legislation – Update legislation documents and strengthen procedures for promotion of school managers Preparation of training – Conduct functional review of personnel at school level – Develop Pre-SET documents for school principal training – Develop and improve training documents for head of cluster and school principal training Training – Provide training to nominated heads of clusters and school principals – Provide medium-term training to educators who wish to become primary school principals
Strategy 2: Improvement of the efficiency of financing, cooperation and voluntary funds for school community	Legislation and policy – Develop policies, legislation documents, strategic plans, operational plans to mobilize financial, material and technical support Advocacy – Disseminate the importance and necessity of school support from parents, guardians and community Capacity development – Develop capacity of school principals, school management committee and stakeholders on School Voluntary fund management – Monitor, evaluate and disseminate results of school voluntary fund implementation
Strategy 3: Establishment of Model Schools and New Generation Schools	Legislation – Develop legislation documents to support the establishment and operation of full-day schools and modern learning curricula by the Voluntary fund and New Generation School – Develop legislation documents to support the implementation of Model School standards

Strategies	Main actions
	School selection – Collect and analyze data on potential schools with appropriate classrooms and teachers that can start as full-day schools and then implement modern learning curricula and become New Generation Schools – Select primary schools with high commitment from school principals, community, teachers and local authorities to implement Model School standards – Support eligible schools to achieve Model Schools standards and create New Generation Schools Awareness-raising and support – Promote the participation of parents, guardians and teachers to support the introduction of full-day learning and teaching, implementation of the modern curricula and New Generation School – Provide support and monitor the implementation of full-day learning and teaching program, implementation of modern curricula by the Voluntary fund, and establishment of Model Schools and New Generation Schools
Strategy 4: Promotion of partnerships between schools and communities	Structures and roles – Establish and define the roles and responsibilities of SMCs and CMCs to share leadership and management in school and classroom – Publicize school governance principles (transparency and accountability) – Establish a pilot school board at: (1) New Generation Schools (2) Full-day schools (3) Standard Model Schools Promotion of partnerships – Build network with communities, parents, guardian, authorities and donors to contribute materials, money, time and experiences to develop schools – Encourage and promote community participation by awarding certificates / letters of thanks to school development sponsors – Promote public-community partnership for education with the participation of development partners and other stakeholders to participate in school development planning and to support development Support and monitoring – Strengthen SMCs and CMCs to mobilize resources from donors, communities and development partners – Promote community engagement for implementing and monitoring school activities to ensure school ownership – Publicize student learning results at least twice a year

3.3.3 Sub-Program: 1.3 General Secondary Education and Technical Education

Sub-program Outcome: Youth successfully complete secondary and technical education and gain knowledge, skills, discipline, ethics and behavior for a better future.			
Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Number of secondary schools achieving model school standard			
Model lower secondary schools	2023	15	175
Model upper secondary schools	2023	55	117
Gross enrolment rate in secondary school ¹⁷			
Lower secondary school	2023	64.8%	70.4%
Male	2023	60.6%	66.2%
Female	2023	69.4%	74.4%
Upper secondary school	2023	44.2%	51.8%
Male	2023	39.3%	44.3%
Female	2023	49.2%	54.2%
Completion rate in secondary education ¹⁸			
Lower secondary education	2023	59.7%	65.4%
Male	2023	54.9%	60.5%
Female	2023	64.5%	70.0%
Upper secondary education	2023	38.4%	43.9%
Male	2023	34.4%	39.9%
Female	2023	42.5%	48.0%
Number of students enrolled in technical education	2023	3,259	6,000

Main challenges

- Learning outcomes remain low with significant percentages of grade 8 students performing below basic proficiency level (approximately 79% in writing, 68% in physics, 43% in math and 17% in reading).
- Average PISA scores for 15-year-old students improved in mathematics, reading and science between 2017 and 2022 but only 12% of students achieved at least Level 2 (basic proficiency) in mathematics, 10.4% in science and 7.9% in reading in 2022.
- Most secondary education institutions do not have science laboratories, computer labs, libraries, teaching materials and electricity in accordance with the curriculum.
- Lack of professional officials who are capable of responding to education reforms.
- Enterprises, farms and private sector have not yet provided full cooperation in terms of internships and study visits.

¹⁷ Baseline refers to academic year 2022/2023 and baseline values and projection for the following year were computed using most recent population projections prepared by NIS in July 2023 and published in 2024, used in the ESP 2024-2028 projections.

¹⁸ Gross admission rate to the last grade of the cycle. Baseline refers to academic year 2022/2023 and baseline values and projection for the following year were computed using most recent population projections prepared by NIS in July 2023 and published in 2024, used in the ESP 2024-2028 projections.

- New curricula and teaching methods, STEM principle and other good methods as well as subject method of drawing up exam papers, have not been made widely available to teachers.
- Gross intake rate to grade 7 (lower secondary) declined significantly from 80% in 2021 to 67% in 2022/23.
- Repetition and dropout rates in lower secondary have increased since 2019/2020. Dropout is caused by economic as well as educational factors.

To address the main challenges shown above and achieve the sub-program outcome, the General Secondary Education and Technical Education sub-program includes three objectives:

1. Improve access to and retention in equitable and inclusive secondary education.
2. Improve the quality of learning in line with 21st century skills.
3. Improve school leadership and governance.

To increase access to and retention in general secondary education and technical education, the Ministry will expand its network of general secondary and technical schools based on an analysis of demographic and labor market needs and will increase scholarships provided for poor and vulnerable students and students with disabilities to ensure equitable access to and retention in secondary and technical education throughout the country. Improvement of physical infrastructure and facilities, including school health facilities, will also be key strategies for increasing access to and retention at the secondary level.

The Ministry will promote technical learning by supplying learning facilities and equipment and improving the school and classroom environment through practical-based, full-day learning and extra-curricular activities. In addition, the Ministry will work with higher education institutions, vocational technical training institutions and private sector enterprises to strengthen its offer of technical training to attract and retain technical education students. Through work-based learning opportunities, internships, study visits and experience sharing with relevant stakeholders, the Ministry hopes both to engage more young people in technical secondary education and to improve the quality of technical secondary education.

To enhance the overall quality of general secondary education, the Ministry will place increased focus on science subjects, technology, engineering, mathematics and foreign languages to meet 21st century skills frameworks. This will be achieved through implementation of the new curriculum as well as through implementation of extra-curricular activities and partnerships that allow students to enhance and showcase their learning. The quality of technical education will also be improved through updated curricula to meet the needs of the labor market, including in response to green technology and digital skills. Students (general secondary and technical) will receive additional support in the form of school guidance and counseling to enhance their educational and personal development.

The Ministry will also continue to support new learning methods, including digital tools, that fit within the new learning context (i.e. remote, digital or distance learning) through development of pedagogical guidance for teachers and additional training for teachers to strengthen their capacities for effectively using digital teaching methodologies.

The Ministry will improve and strengthen school governance and accountability through building capacity to implement school-based management at the secondary level through legislation, training and support, and monitoring and evaluation. These efforts will complement those needed for the establishment of Model Schools and New Generation Schools and will also be supported by an enhanced quality assurance system. The proposed strategies not only respond directly to existing challenges but also meet the current educational needs and educational policies of the new government mandate.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Improve access to and retention in equitable and inclusive secondary education			
Output Indicators	Baseline value	Baseline	Target 2028
Transition rate			
Primary to lower secondary education	2023	83.7%	90.0%
Male	2023	81.4%	87.7%
Female	2023	85.9%	92.2%
Lower secondary to upper secondary education	2023	77.6%	85.0%
Male	2023	74.1%	81.5%
Female	2023	80.6%	88.0%
Survival rate			
Lower secondary education	2023	53.6%	58.6%
Male	2023	51.8%	56.8%
Female	2023	55.1%	60.1%
Upper secondary education	2023	34.1%	39.1%
Male	2023	30.9%	35.9%
Female	2023	37.1%	42.1%
Dropout rate			
Lower secondary education	2023	15.4%	14.4%
Male	2023	17.0%	16.0%
Female	2023	13.8%	12.8%
Upper secondary education	2023	13.7%	12.7%
Male	2023	16.4%	15.4%
Female	2023	11.5%	9.3%
Repetition rate			
Lower secondary education	2023	3.6%	2.6%
Male	2023	2.5%	1.5%
Female	2023	1.5%	0.5%
Upper secondary education	2023	1.7%	0.7%
Male	2023	2.2%	1.2%
Female	2023	1.2%	0.2%
Number of students receiving pro-poor scholarships			
Lower secondary	2023	102,359	119,961

Female	2023	61,415	71,976
Upper secondary	2023	11,167	13,117
Female	2023	6,700	7,870
Technical education	2023	508	3,000
Female	2023	304	1,050
Percentage of secondary schools fully implementing the curriculum framework	2023	N/A	70.0%
Number of secondary schools implementing school health program	2023	70	676
Percentage of public secondary school with WASH and other facilities			
Lower secondary			
3 stars	2023	2.7%	4.0%
School with latrines	2023	99.9%	100%
School with Aid Box	2023	45.3%	100%
School with Electricity	2023	95.9%	100%
Upper secondary			
3 stars	2023	6.9%	12.0%
School with latrines	2023	100%	100%
School with Aid Box	2023	78.1%	100%
School with Electricity	2023	99.1%	100%
Number of children and youth council of red cross, scout, and teacher student received the knowledge of the impact of using illegal drug, e-cigarette, HIV, and road traffic law	2023	N/A	2,000
The number of education staff participated in training of gender mainstreaming	2023	300	1,800

Strategies	Main actions
Strategy 1: Implementation of measures to increase participation and improve school attendance and retention in secondary schools, especially for disadvantaged and vulnerable groups	Expansion and improvement of network – Establish and expand secondary schools as needed based on location and demographics – Provide specialized subject teachers for all secondary institutions in line with actual requirements through implementation of teacher deployment and teacher recruitment principles – Develop learning management system (LMS) at General and Technical High Schools Financial support – Increase scholarships and budget for poor and vulnerable students – Increase provision of scholarships for students with disabilities at special education high schools

Strategy 2: Expansion of partnerships between secondary schools and higher education and vocational technical training institutions, private sector and enterprises in order to strengthen the offer of technical training.	Partnerships - collaboration – Expand partnership with educational institutions, TVET institutions, private sector and enterprises for skills development – Strengthen collaboration between schools and stakeholders to improve school development Provision of training – Provide skill training services related to small- and medium-enterprise occupations – Promote implementation of work-based learning opportunities, internships, study visits and experience sharing with relevant stakeholders
Strategy 3: Improvement of physical infrastructure and facilities for secondary institutions and schools	Infrastructure – Expand infrastructure for secondary and technical high schools in compliance with school resilience, climate change and inclusiveness and based on geographic and demographic needs – Construct school buildings, libraries, resource buildings, sanitation buildings, teachers' accommodations, student dormitories, farms, workshops, multipurpose rooms, sports fields Facilities – Improve and install hygiene and sanitation equipment with hand-washing facilities, safe water and school environment in line with guidelines of minimum standard on safe water in schools (WASH), MHM – Expand access to the electricity network and internet – Expand health rooms for secondary schools – Provide materials and equipment for secondary and technical high schools, including computer labs, science labs and material supplies, standardized libraries and smart classrooms with modern learning equipment
Strategy 4: Improvement of school health at secondary education level	In-school activities – Strengthen the implementation of WASH in Schools (WinS), food safety and healthy food in schools, including general hygiene, physical hygiene, dental hygiene, and hand washing, HIV/AIDS, CSE and MHM – Implement campaigns of a clean school with no rubbish, clean school environment, HIV/AIDS, CSE, alcohol-free school, drugs-free school, tobacco-free school, school without using plastic products, etc. – Expand the health care rooms by equipping them with minimum necessary materials and equipment, as well as providing first-aid kits and protective equipment for global pandemics

	– Promote school feeding programs for secondary schools through producing national school feeding guidelines and encouraging schools to volunteer to implement school feeding programs – Expand comprehensive health education programs in accordance with the model school standards – Implement physical education and sports in line with Guidelines (see also Priority Program 4) Expansion of health services – Promote the scope of sexual education for student and public awareness of gender equality and equity on gender-based violence, reproductive and sexual health, attitude finding health service, family plan, maternal, newborn and child health and nutrition through activity, campaign, information system and workshop through training workshop preparation to mainstream gender in education sector 2021-2025 by provinces – Extend the scope of health check-ups, including eye screening, vision rehabilitation, hearing check and rehabilitation, and nutritional calculations for intervention for overweight or malnourished students – Extend health care and safety practices in response to disasters related to climate change including flash floods, increasing temperature, infectious diseases transmitted by hands – In collaboration with local health centers, expand the provision of primary health care services such as health check-ups, medications, mental health counseling services, and support for people living with HIV or other physical illnesses Teacher training and support – Strengthen youth's capacity through technical and vocational education and training and courage for youth and lady through enhancement of the participation as civil servant in the position and sexual and reproductive health through promoting relevant stakeholder such as health center management commission and committee on women's and children's affairs to participate in the activities and training through increasing knowledge mainstreaming on health care for education staff and student – Scale-up the training of school health officers from provincial level to educational institutions on health education; – Train teachers on the use of health education textbooks from grades 7 to 12
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	– Publish health education textbooks and teacher manuals for teachers and students from grades 7 to 12
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Objective 2: Improve the quality of learning in line with 21st century skills

Output Indicators	Baseline year	Baseline value	Target 2028
Number of secondary schools implementing extra-curricular activities	2023	15	100
Number of general and technical high schools that signed a partnership MoU with enterprises	2023	N/A	8

Strategies	Main actions
Strategy 1: Implementation of the new curricula, including the expansion of science, technology, engineering, mathematics and foreign languages, to meet 21st century skills frameworks	Curriculum and textbooks – Review and revise curricula, syllabi and core textbooks and other pedagogical documents for learning and teaching (including in response to climate change, green technology and digitalization) and develop curriculum assessment framework – Promote digital literacy and develop contents and platform by implementing Learning Management System; – Increase the supply of core textbooks for upper-secondary students nationwide – Expand teaching of foreign languages – Develop curricula, core textbooks and learning materials in Braille and sign language – Implement school-based STEM framework – Disseminate the curricula, teaching method, pedagogical documents to secondary school and stakeholders – Train secondary teacher on the curricula, core textbooks, teaching methods, and pedagogical documents – Maintain secondary education curriculum that focuses on creativity and innovation Extra-curricular – Develop extra-curricular activities and life skill trainings, reading contest, environmental clubs/learning activities, art education at secondary schools to meet the 21st century skills, such as coding, language, study club, study visit, work-based learning, and project work – Continue to expand and strengthen study clubs for implementing extra-curricular activities at secondary schools – Expand the Career guidance and Counseling program starting with grade 7 and including orientation to STEM and future careers – Expand Local Life Skills (LLS) program in secondary school both colleges with grade 7-9 and lycée with grade 7-12

Strategies	Main actions
	– Expand Volunteer for My Community (VMC) in high school that is complementary to LLS programs implemented at lower secondary school Partnerships – Collaborate with relevant ministries, partners and private sector to organize activities aimed at promoting STEM education and for promoting digital talent at secondary schools – Promote life skills education, climate and environmental action and entrepreneurship in secondary schools through leading community projects by students especially female students, including implementation of LLS and VMC programs – Exchange best practices for local life skills education through partnership strategies (school to school and province to province) Student support – Expand career guidance and counseling programs and Treyvisay App to enhance skills for seeking employment and to support students' educational and personal development School support – Continue to implement school assessment and school-self reflection – Strengthen School Management Committees and educational staff on curriculum, syllabus and curriculum assessment
Strategy 2: Expansion of technical education that is oriented towards careers and income generation	Student support – Increase number and value of scholarships to attend technical high schools – Provide work-based learning opportunities, internships and study visits for students to work in industrial sector – Prepare student fair at general schools and technical schools Infrastructure and standards – Transform upper secondary schools to general and technical high schools by rehabilitating school infrastructure to meet standard of Technical High School – Install technical equipment for teaching and learning process – Continue to implement the standard of Technical High Schools

Strategies	Main actions
	Curriculum – Implement entrepreneurial education and income generation skills programs at technical high schools – Update technical education curriculum and textbooks to align with labor market in response to green technology and digital skills – Develop and implement a work-based learning program – Promote the implementation of soft skills and production foundations at technical high schools – Develop new skills at general and technical high schools Teachers – Recruit teachers for technical secondary education – Provide capacity development training for technical educational teachers and trainers – Transform technical institute to become a technical education teacher training institute – Develop relative documents on morality, ethics, and characteristics, operation and assistance documents for strengthening the use of curricula – Train the school principals and teacher on extra curricula activities Partnerships – Collaborate with private sector to prepare MoU for supporting entrepreneurship sector – Collaborate with TVET institutes, universities, private sector and development partners to identify labor market needs – Enhance the internship and study visit program of technical education students Information – Develop database management system for technical schools
Strategy 3: Support to new learning methods, including digital tools, that fit within the new learning context	Pedagogical guidance – Implement distance learning by using materials such as Sheets and Google forms; and integrate lesson contents into Telegram – Implement new teaching methods such as flipped classroom, research-based learning, project-based learning, inquiry-based learning, problem-based learning and concept-based learning – Develop general guidelines and operational procedure on implementation of the new curriculum – Promote TreyVisay App (Career guidance and Counseling online app)

Strategies	Main actions
	Training – Conduct accredited capacity development of national trainers to strengthen implementation of new curriculum, teaching methodologies and production of teaching materials – Introduce implementation of the pedagogical research center to improve the quality of teaching and learning

Objective 3: Improve school leadership and governance

Output Indicators	Baseline year	Baseline value	Target 2028
Number of schools with functional management committee (meeting at least 7 times a year)	2023	N/A	1,923
Number of New Generation Schools	2023	7	16
Number of general and technical high schools/centers	2023	19	25

Strategies	Main actions
Strategy 1: Implementation of school-based management approach at school level	Legislation and guidelines – Update legislation documents and strengthen school management – Develop a training manual on good governance to strengthen the provision of education services – Establish a working group to promote and support the implementation of social accountability and school governance of municipal, district and Khan administrations – Publicly disseminate information on school governance principles at school level – Develop Guidelines for the implementation of standardized tests in secondary schools Training and support – Establish secondary technical teams and coaching teams to support schools – Develop and improve training documents for head of cluster and school principal training – Provide training to nominated heads of clusters and school principals – Develop Pre-SET documents for school principal training – Provide Pre-SET medium-term training to school principal candidates – Promote Continuous Professional Development and Teacher Career Pathway implementation Monitoring and evaluation – Develop a school profile to strengthen the quality of data

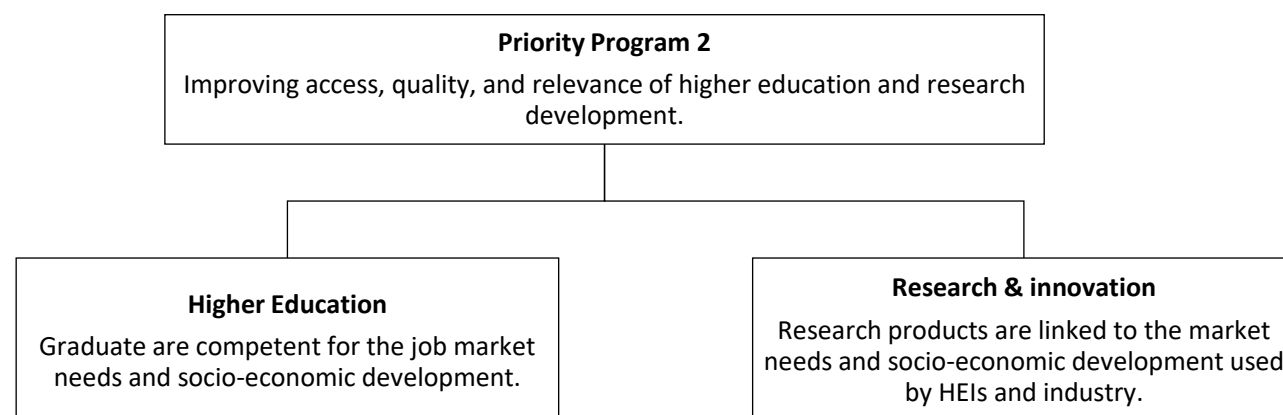
Strategies	Main actions
	- Develop mechanisms to implement school reform by strengthening monitoring and evaluation and school self-assessments - Continue to implement the contest of outstanding school principals, teachers, and good schools - Provide awards for principals and vice principals who achieve the target of indicators in the Annual Result Agreement and consider for a career pathway - Conduct functional reviews at school level - Develop policies/strategies informed by results of Program for International Students Assessment (PISA) and National Assessment Results in Grades 8 and 11 to improve the quality of education - Implement Model School standards and school self-assessments Partnerships (see also priority program 5) - Implement school to school and province to province partnership strategies - Promote the development of secondary education through seeking collaboration of investment partnership with public-private sector and development partners
Strategy 2: Establishment of Model Schools and New Generation Schools	Legislation and guidelines - Prepare legal documents to implement Model Schools and New Generation Schools - Establish support mechanisms of municipal, district and khan administrations to support model schools - Prepare "Guidelines on Model School" to strengthen existing Model Schools and expand ordinary schools to become Model Schools School management - Increase autonomy and decision-making authority at the school level through the School Management Committee and Classroom Management Committee, and through School and Classroom Improvement, Planning, and Annual Outcome Agreements - Increase the involvement of parents, students and other stakeholders in school management to provide information, help each other and develop a Model School School accountability - Evaluate students' abilities through transparent testing; support learning and teaching, and organize classrooms to help students learn slowly, focusing on students with limited literacy and numeracy

Strategies	Main actions
	– Improve school accountability by publicly posting test results, annual results, school income and expenditures, and model school standards Partnerships – Encourage the community to participate in the construction and renovation of school buildings by prioritizing the national budget for the construction of teachers' houses in remote and disadvantaged areas
Strategy 3: Strengthening of support and supervision of schools and principals, including through self-assessment and development of education quality assurance framework	System development – Develop and implement the school quality assurance framework, including roles of DTMT of Districts, Krung, Khans administration and technical offices – Develop a mentoring and coaching system for DTMTs of Districts, Krung, Khans administration – Develop school management committee books – Develop test standards for school level Training – Disseminate good governance principles for strengthening the provision of education services at the school level; – Develop the capacity of DTMTs of Districts, Krung, Khans administration – Develop modern curriculum for training educational inspectors – Provide trainings for national coaches and inspectors to improve education management and performance at secondary schools – Capacity building on inclusive education at secondary education level Quality assurance – Monitor and evaluate the implementation of inclusive education at secondary institutions – Monitor and evaluate the implementation of good governance at secondary institutions – Conduct quality assurance inspection – Strengthen inspection through implementing the curriculum, focusing on Khmer, Mathematics, and Physics subjects; – Implement National, Regional, and International assessments – Publicly disseminate monthly, semester and annual students' learning results
Strategy 4: Promotion of partnerships between schools,	Collaboration and partnerships – Increase collaboration between schools and private sector and communities to provide student internships as well as

Strategies	Main actions
private sector, development partners and communities	trainers from the private sector to teach technical skills in schools – Encourage the private sector to provide inputs to the training curriculum and TVET fair to better align the offer to the demands from the sectors – Encourage resource persons from communities to share best practices in schools – Strengthen School Management Committees in secondary schools and parents’ engagement in secondary school development – Enhance collaboration with the private sector and development partners to invest in secondary education – Enhance collaboration with local authorities to prevent violence, drug utilization, and promote safety and secondary school development – Promote partnerships between general and technical high schools and stakeholders and private sector

3.4 Priority Program 2: Improving Access, Quality, and Relevance of Higher Education and Research Development

3.4.1 Sub-Program: 2.1 Higher Education (Quality of Teaching and Learning)



Sub-program Outcome: Graduates are competent for the job market and socio-economic development needs.

Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Percentage of graduates from bachelor programs employed after 1 year of graduation	2023	N/A	75.0%

Main challenges

- Enrollment in Higher Education has increased slightly 3% (15% in 2023 compared to 12% in 2019) Only 6% of the higher education youth age cohort passed the baccalaureate examination in 2022. Scholarships are awarded, but the drop-out rate is high (58%) since it does not include financial/stipend support for students. There is also a need for stronger supporting mechanism within HEIs to retain the scholarship fellows.
- Target HEIs lack the necessary hard and digital infrastructure to expand access and equity.
- Academic programs have been revised and newly developed based on CQF and teaching and learning facilities have been improved to promote practical and lab work; however, program improvement has been done based on inductive approach, without OBE academic program development framework to provide specific guidance for guidelines on curriculum development, innovative pedagogy, and holistic assessment.
- HEIs have joined the AIMS program, but there are only outbound no inbound students as few academic programs use English as medium of instruction.
- Only 5 public and 2 private HEIs implemented and managed research (in small numbers) and only 4 public HEIs have established Centers of Excellence.
- Capacity to manage and implement the existing systems is still an issue at institutional level, both technical and management level.
- There are insufficient resources and professional staff to run and operate the systems.
- The data management system is not yet able to produce reports for policy decision making.

Over the last few decades, Cambodian higher education has made remarkable progress, particularly in terms of institutional expansion, student enrollment, infrastructural development, ecosystem for research and development, and sectoral and institutional governance. In spite of the significant progress, there are also some challenges that need to be addressed and further improved in order to achieve the government's Pentagonal Strategy and the 7 HE sub-sector priorities set in the education strategic reform agenda 2024-2028, which aims to improve quality, relevance, research and governance of higher education. Accordingly, the Higher Education sub-program includes four objectives:

1. Increase enrolment in higher education, with a focus on equity.
2. Improve quality and relevance of academic programs.
3. Enhance QA system implementation for academic programs to meet national or/and international standards.
4. Support HEIs to improve institutional governance and management towards higher institutional development status.

Access and equity (low enrollment): To address the low enrollment rate in higher education, two strategies shall be implemented. First is to improve access and equity by developing a proper long-term strategic plan and scholarship scheme with stipend for recipients and supporting mechanisms to reduce dropout rate of the students. Other main actions include developing and deploying the digital platform for scholarship application, building partnership skills training between higher education institutions and secondary schools. Second is to develop teaching and learning infrastructure through establishing Centers of Excellence in teaching and learning, support HEIs to renovate and construct classrooms, labs, and dorm buildings and expand and deploy digital teaching and learning platforms.

Academic Program: To improve academic programs to respond to the needs of the market and socio-economic development, MoEYS will modernize curriculum with specific guidance of OBE curriculum development framework toward national and international standards. To achieve this strategy, MoEYS will develop OBE Academic Program Development Framework and associated guidelines on curriculum design and development, introduce innovative pedagogies and holistic assessment; modernize and implement priority academic programs that fully align with the framework and guidelines; and develop and implement partnership program with local and international HEIs to enhance quality of academic programs to meet national and international standards.

IQA system: The quality in higher education has been improved over the past decade. In the previous ESP, MoEYS developed an IQA system to assist HEIs with improving their academic program quality and institutional development status. To help HEIs meet national and regional standards, MoEYS will increase ownership of senior management and core technical staff in charge of the IQA system to lead IQA system implementation by validating the existing IQA framework to align with AUN-QA; empower HEIs' senior leaders to lead IQA system implementation; and equip target programs and IQA Offices/Units of participating HEIs with required competence to conduct annual assessments. Another strategy is to establish a partnership program with the AUN-QA and other agencies on QA system to improve Cambodia's quality assurance and accreditation system. This approach would involve training and developing the capacity of technical officers to become evaluators at both the institutional and ministry levels. Through this training, higher education institutions will be better prepared for the evaluation of selected and improved educational programs to meet regional and international AUN-QA accreditation standards.

Sectoral and institutional governance: Sub-sector and HEIs' strategy and all supporting systems have been developed to improve sectoral institutional governance and management system. To strengthen this system towards higher institutional development status, MoEYS will continue to build sectoral and institutional leadership and management capacity through empowering HEIs' Senior Managers to lead development/update and implementation of HEIs' long-term strategy; equip core staff from relevant offices with required competence to operate the systems and implement investment programs; develop HEIs' capacity to conduct institutional assessments to produce self-assessment reports on institutional development and support HEIs to implement tracer studies. Another strategy is to modernize sectoral and institutional governance and management systems by developing and revising higher education related regulations; developing and implementing an online platform for HEMIS including digitizing key function of DGHE's service; and developing a results framework on graduate employment rates.

Objective 1: Increase enrolment in higher education, with a focus on equity			
Output Indicators	Baseline year	Baseline value	Target 2028
Number of scholarship students at higher education			
Domestic	2023	7,533	7,583
International	2023	387	410
Number of students in digital technology major	2023	737	937
Male	2023	424	539
Female	2023	313	398

Strategies	Main actions
Strategy 1: Implementation of measures to increase equitable access to higher education	Awareness-raising - Promote higher education fairs in collaboration with universities, secondary schools/technical high schools and other concerned units - Promote the intellectual property legal framework in higher education Scholarships - Develop and deploy the digital platform for scholarship application (especially Mobile App on Higher Education Institutions, Scholarship information (gender, poor, remote, disability, outstanding students), Scholarship Application form, Pathway to higher education and career path) - Develop scholarship scheme in STEAM program of higher education sub-sector to include financial/stipend support for students

Strategies	Main actions
	– Increase equitable access to STEM majors in higher education students in STEM related to climate change adaptation and mitigation measures incl., in energy, energy auditing and other energy-related matters and in sustainable agriculture majors – Strengthen mechanisms to reduce dropout rate of the students who have received government scholarship (mentorship program/orientation on major section, counseling programs, and career path) to allow for completion of bachelor's degrees and to expand the pool of graduates eligible for master's programs – Selection and management of Cambodian scholarship students to study abroad – Receiving and management of foreign scholarship students studying in Cambodia Promotion of STEAM – Support HEIs to develop and implement STEAM partnership programs Promotion of Digital technology – Develop program for digital technology majors – Encourage enrolment in digital technology – Invest in infrastructure for digital technology
Strategy 2: Development of teaching and learning infrastructure	Teaching and Learning Infrastructure – Establish Centers of Excellence in teaching and learning – Support HEIs to renovate and construct classrooms, labs, and dorm buildings – Expand and deploy digital teaching and learning platforms

Objective 2: Improve quality and relevance of academic programs			
Output Indicators	Baseline year	Baseline value	Target 2028
Number of academic programs that joined Cambodian Cyber University Network	2023	9	25
Number of HEIs that joined Cambodian Cyber University Network	2023	7	15
Number of academic programs modernized in line with Outcome-Based Education (OBE) academic program development framework	2023	N/A	40
Number of programs developed (or revised) in digital technology	2023	16	28

Number of students who benefited from student mobility program	2023	6	30
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Strategies	Main actions
Strategy 1: Modernization of curriculum to respond to the needs of the market and socio-economic development	Curriculum and academic programs – Develop OBE Academic Program Development Framework and associated guidelines on curriculum design and development; introduce innovative pedagogies, and holistic assessment – Promote higher education institutions to implement the Cyber University of Cambodia network program – Modernize and implement priority academic programs that fully align with the framework and guidelines – Develop and implement partnership program with local and international HEIs to enhance quality of academic programs to meet national and international standards Cambodia cyber university network – Support higher education institutions to implement cyber university network.
Strategy 2: Promotion of internationalization to improve quality and relevance of HE	Student mobility and international partnerships – Develop and implement joint degree programs through partnership collaboration with regional and international higher education providers – Support target HEIs to offer academic programs taught in English – Increase investment in AIMS program to expand student mobility – Support HEIs to participate in AIMS program – Increase mobility of students and educational staff (through MoU & mutual agreements between governments & HEIs); and agreement in principle (policy action/Government initiative/partnership between international agencies-HEIs with the Ministry)
Strategy 3: Upgrading the capacity of lecturers to implement modernized academic programs	Training – Upskill and reskill a core team of experts from DGHE and the selected HEIs in curriculum design, innovative pedagogies, and holistic assessment – Increase investment to upgrade capacity of academic staff

Objective 3: Enhance QA system implementation for academic programs to meet national or/and international standards

Output Indicators	Baseline year	Baseline value	Target 2028
Number of academic programs have been accredited by ACC	2023	N/A	28

Number of HEIs have been accredited by ACC	2023	39	94
Number of HEIs conduct academic programs self-assessment based on IQA system	2023	N/A	40
Number of academic programs produce self-assessment report based on IQA system	2023	N/A	80
Number of programs have been accredited by regional or recognized by international agencies	2023	3	40

Strategies	Main actions
Strategy 1: Increasing ownership of management and technical officers in charge of the education QA system to lead the implementation of the IQA system	System strengthening – Improving the implementation of the internal education quality assurance system in higher education institutions – Empowering higher education institution managers to lead the implementation of the internal education QA system – Providing necessary training at the education program level and to the internal education quality assurance office of higher education institutions participating in the internal education quality assurance system to evaluate the annual program – Updating the framework for quality assurance of internal education in collaboration with the AUN-QA
Strategy 2: Formation of partnerships with relevant regional and international QA agencies on QA system improvement, quality recognition and leadership training	Partnership development and strengthening – Lead development partnership between DGHE and AUN-QA on Cambodian IQA framework validation and program assessment toward regional recognition – Coordinate with AUN-QA and target HEIs on assessment training, coaching and internship – Conduct self-assessment to submit self-assessment reports to AUN-QA (HEIs) – Coordinate with AUN-QA and target HEIs on program assessment for recognition
Strategy 3: Strengthen external quality assurance (EQA) of higher education institutions	Support to accreditation – Equip IQA Offices/Units of HEIs with required competence to conduct self-assessment of both program and institutional levels – Conduct assessments of both program and institutional levels of HEIs for provision of accreditation

Objective 4: Support HEIs to improve institutional governance and management towards higher institutional development status

Output Indicators	Baseline year	Baseline value	Target 2028
Number of HEIs meeting institutional development status	2023	N/A	20
Number of HEIs connected to the HEMIS system	2023	49	80

Number of HEIs under and outside MoEYS that conducted tracer studies	2023	23	80
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Strategies	Main actions
Strategy 1: Building sectoral and institutional leadership and management capacity to develop and implement support system	Capacity development – Empower HEIs' Senior Managers to lead development/update and implementation of HEIs' long-term strategy, investment program and systems – Provide core staff from relevant offices with required competence to operate the systems and implement investment program – Develop HEIs' capacity to conduct institutional assessment to produce self-assessment report on institutional development – Conduct verification assessment by DGHE – Support HEIs to implement tracer studies
Strategy 2: Modernization of institutional governance and management system	Legislation and regulations – Develop inter-ministerial prakas/sub-degree on university executive management, including mandate – Develop and revise higher education related regulations Support systems – Develop and implement online platform for HEMIS including digitizing key function of DGHE's service – Develop results framework on graduate employment rates

3.4.2 Sub-program: 2.2 Research and Innovation

Sub-program Outcome: Research products linked to the market needs and socio-economic development used by HEIs and the industry.			
Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Number of research products linked with the market needs and socio-economic development used by HEIs and the industry	2023	N/A	40

Main challenges

- The number of education staff who have PhD degrees and research skills is low (only 8.8% have PhDs [MoEYS, 2023; UNESCO, 2015]).
- Number of researchers is low (only 51.16 researchers per million inhabitants [MISTI, 2023; UNESCO, 2015]).
- Limited national research funds (Cambodia's public expenditure on research and development is only 0.12% of its Gross Domestic Products, [MISTI, 2023; UNESCO, 2015]).
- Research publications are low (ranked 8th in ASEAN) and research prototypes/products at HEIs have not been effectively used for fulfilling the market needs.
- Research facilities and laboratories are not fully functional and only available in a few public HEIs.
- Only 4 public HEIs have established a Center of Excellence. However, they have not been fully developed to meet the national criteria.

- Only 6 public HEIs implemented university research management systems, which are still in small numbers. There is a need for the development of a comprehensive research management framework for HEIs.

To address these challenges, the Sub-program: 2.2 Research and Innovation will focus on achieving three main objectives:

1. Promote strategic investment in human resource development toward postgraduate degrees.
2. Promote research activities and publications.
3. Matching the research projects with socio-economic development.

The first objective aims to address the challenges related to the low number of education staff with PhD degrees. To increase the number, MoEYS will work to expand scholarship schemes and strategic partnerships for PhD programs to take advantage of opportunities outside the country, and also modernize its PhD programs and orient them toward market needs and national and international standards.

In order to address the challenges associated with the low number of researchers in HEIs and the limited research productivity especially in terms of publications, the Higher Education sub-sector will work to provide more research grants and support HEIs to implement joint research projects with partners (local and international). A system of research fellows will also be developed for doctoral and post-doctoral programs. In addition, a research management system will be developed to modernize research financing rules and allow for tracking of researchers and their ongoing projects. Capacity building for HEIs and researchers and establishment of research hubs and scientific societies will also contribute to strengthening the number of researchers and their productivity.

To address the challenges concerning the limited utilization of research products/prototypes to fulfil the market needs, MoEYS will support HEIs through the provision of research grants and other forms of support based on the national research agenda. HEIs will also be supported to develop partnerships with the private sector/industry to develop potential product prototypes. Supporting HEIs to build partnerships with the private sector through various research and knowledge sharing platforms, such as forums, conferences and mentorship programs will also strengthen the production of research products for commercialization.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Promote strategic investment in human resource development toward postgraduate degrees.			
Output Indicators	Baseline year	Baseline value	Target 2028
Numbers of PhD graduates in priority areas benefitting scholarships from MoEYS and development partner	2023	N/A	20
Numbers of master's degrees graduates in priority areas benefitting scholarships from MoEYS and development partner	2023	N/A	150

Strategies	Main actions
Strategy 1: Expansion of scholarship schemes and strategic partnerships for postgraduate programs	Scholarships – Provide government master's and PhD degree scholarships to lecturers, staff and students at public and private HEIs – Expand master's and PhD degree scholarships through the ministry's investment projects Partnerships – Support HEIs to develop and implement local collaboration and partnership between HEIs and stakeholders – Support HEIs to develop and implement international collaboration and partnership between HEIs and foreign partners
Strategy 2: Modernization of master and PhD programs toward the market needs and national and international standards	Expansion of master and PhD programs – Support potential HEIs to establish master and PhD programs to meet priority national agendas – Support HEIs to develop and implement master and PhD programs linked to industries – Support HEIs to develop and implement joint master and PhD programs with national and international partners

Objective 2: Promote research activities and publications

Output Indicators	Baseline year	Baseline value	Target 2028
Number of research projects completed	2023	N/A	100
Number of research articles published in peer-reviewed national and international journals	2023	N/A	200
Number of HEIs fully implementing a research management framework	2023	N/A	3

Strategies	Main actions
Strategy 1: Promotion of research schemes and strategic partnerships to foster research culture	Research grants and fellowships – Provide research grants to public and private HEIs – Develop and implement a research fellow scheme for doctoral and postdoctoral programs – Support HEIs to develop and implement joint research projects with local and international partners
Strategy 2: Development of research management system	Legislation and institutional frameworks – Develop Inter-ministerial Prakas on Research Funding, including establishment of institutional research funds – Develop and implement a research management framework for HEIs – Support HEIs to implement the research management framework and modernize research financing rules and an internal incentive policy

Strategies	Main actions
	– Develop and implement research and professor – Improving the intellectual property legal framework in higher education
Strategy 3: Capacity building for HEIs and researchers to produce scientific evidence for publications and products.	Capacity building: – Support researchers at HEIs to upgrade capacity on publication skills and research result applications – Support HEIs to establish journals toward national and international standards
Strategy 4: Strengthening research hubs and scientific societies.	Establishment of research hubs, scientific societies and Centers of Excellence – Develop sub-decree on establishment of scientific societies – Establish and implement a national research hub and scientific societies – Provide investment in research infrastructure and facilities to potential HEIs – Encourage and support HEIs to establish and develop Center of Excellence

Objective 3: Matching the research projects with socio-economic development

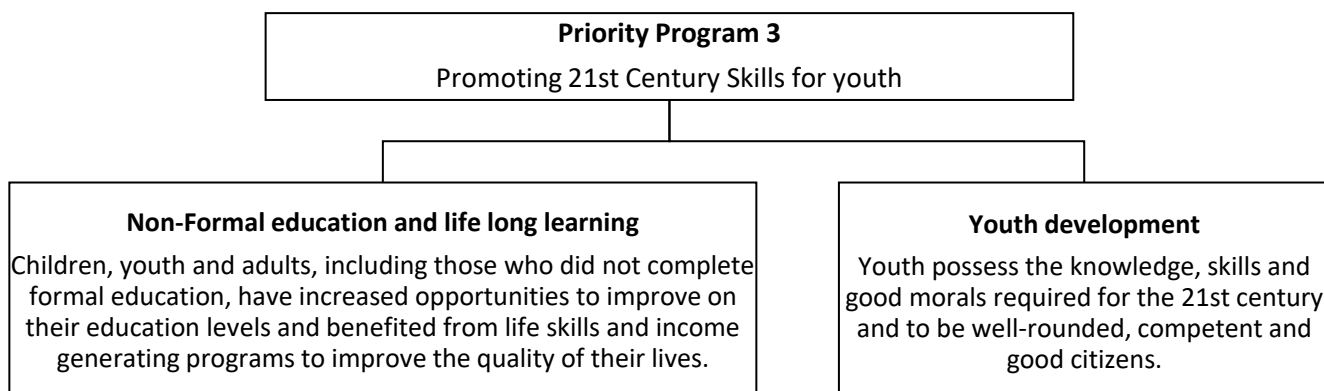
Output Indicators	Baseline year	Baseline value	Target 2028
Number of research projects linked to socio-economic development completed	2023	N/A	10
Number of research projects supported by private sectors using research trust fund	2023	N/A	20
Number of centers of excellence	2023	4	7

Strategies	Main actions
Strategy 1: Promotion of research projects in priority areas	Research grants and partnerships – Provide research grants to HEIs based on national research agenda and/or priorities – Support laboratories at HEIs to meet national or international standards – Support HEIs to develop potential products/prototypes for research commercialization through partnership with the private sector/industry Regulations and policies – Develop regulatory framework to facilitate research commercialization – Support HEIs to produce a research financing policy and research facility management guideline for research commercialization

Strategies	Main actions
Strategy 2: Supporting HEIs to build partnerships with the private sector	Research/knowledge-sharing platforms – Create platforms for connection/collaboration between HEIs, industries, private companies and others – Create research knowledge-sharing platforms (forums, conferences, mentorship program etc.)
Strategy 3: Promotion of establishment of Centers of Excellence on research	Establishment of Centers of Excellence on research – Develop Guideline of Centers of Excellence on research – Provide investment in research infrastructure and facilities to potential HEIs to produce CoE on Research – Support HEIs to establish and develop Center of Excellence

3.5 Priority program 3: Promoting 21st Century Skills for Youth

3.5.1 Sub-program: 3.1 Non-formal education and lifelong learning



Sub-program Outcome: Children, youth and adults, including those who did not complete formal education, have increased opportunities to improve on their education levels and benefited from life skills and income generating programs to improve the quality of their lives.

Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Adult literacy rate (15 year-old above) ¹⁹	2021	84.7%	91.5%
Male	2021	89.5%	96.7%
Female	2021	80.3%	86.7%
Number of youth and adult benefited from income generating program	2023	3,568	5,189
Male	2023	1,102	1,603
Female	2023	2,466	3,586
Number of model Lifelong Learning Centers	2023	1	10

Main challenges for Non-Formal Education

- The framework and strategies for coordinated non-formal education initiatives need strengthening.
- Professional development for teachers was not in line with the training framework for non-formal education.
- The management of non-formal education data is not yet comprehensive, and the quality of non-formal education is inadequate.
- The involvement of authorities and communities in supporting the implementation of non-formal education programs is incomplete.

¹⁹ Source: 2021 Cambodia Socio-Economic Survey.

- The development of community learning centers and the provision of rich non-formal education resources and programs for transforming existing community learning centers into lifelong learning centers have not been widely implemented.
- The management of the non-formal education information system has not yet been implemented at the krong, district, and khan levels.
- Lack of simple vocational skills textbooks and teaching manuals for income generating program.
- Lack of a system for regular collection of data on skill requirements at community level.
- Lack of capacity building for CLC and LLLC management committee.

To address the main challenges shown above, the Non-formal education and lifelong learning sub-program has four objectives:

1. Increase access to NFE programs and Lifelong Learning with specific attention to out-of-school children, youth, and illiterate adults.
2. Provide NFE programs and Lifelong Learning respond the needs of community development.
3. Increase access to life-skills and income generating programs for out-of-school children, youth and adults.
4. Enhance the quality and relevance of life skills and income generating programs.

In order to increase access to NFE programs and Lifelong Learning, MoEYS will first do an analysis of learners' needs to prioritize locations for offering literacy and NFE primary and secondary equivalency programs. MoEYS will expand delivery of NFE programs and Lifelong Learning based on this analysis and will cooperate with factory owners and other stakeholders to offer face-to-face classes as well as to expand online programs.

Community learning centers will continue to be transformed into Lifelong Learning Centers (LLCs) that will provide a diversity of learning options including NFE programs, life skills and income generating programs. An assessment framework and manual on management and operation of the LLCs will be developed.

Efforts to improve the quality and relevance of NFE programs include developing a teacher training framework for the literacy and primary equivalency programs and updating the NFE curricula. In addition, national and sub-national mechanisms will be established to provide certify program implementers and accredit the outcomes and competence of NFE and Lifelong Learning learners in all forms.

MoEYS will also continue to strengthen its cooperation with stakeholders to support implementation of NFE and Lifelong Learning programs and to assist with resource mobilization. The main areas of focus will be the development of a network with development partners, civil society and relevant stakeholders to promote NFE and Lifelong Learning, and the strengthening of the NFE technical working group to support implementation of NFE programs and Lifelong Learning.

To increase access to life skills and income generating programs for out-of-school youth and adults, MoEYS will update the NFE-MIS to enable regular collection and analysis of data on skill requirements at community level. These surveys will form the basis for prioritizing subjects that will respond to the

learners' needs. The Ministry will also scale up implementation of life skills and income generating programs through use of the expanded LLC network (see sub-program on NFE above).

To enhance the quality and relevance of life skills and income generating programs, the Ministry will develop simple vocational skill textbooks for learners and accompanying teaching manuals and Guideline Manual for income generating programs. Capacity building for CLC and LLC management committees and relevant stakeholders will also be a priority.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Increase access to NFE programs and Lifelong Learning with specific attention to out-of-school children, youth, and illiterate adults			
Output Indicators	Baseline year	Baseline value	Target 2028
Number of participants in literacy programs	2023	17,861	18,328
Number of participants in equivalency programs	2023	8,310	8,700
Number of participants in re-entry programs	2023	5,114	5,600

Strategies	Main actions
Strategy 1: Expansion of literacy and NFE primary and secondary equivalency programs	Analysis and use of information – Conduct survey of information learners' needs – Prioritize the location of literacy and NFE primary and secondary equivalency classes Expansion of offer – Strengthen collaboration with factory owners, interpreter and relevant stakeholders – Provide diversity of learning, including face to face and digital learning
Strategy 2: Provision of re-entry programs in areas with high drop-out rate	Analysis and use of information – Identify and prioritize the locations for re-entry programs based on an analysis of high drop-out rate areas Expansion of offer – Conduct an orientation to re-entry teachers – Provide the re-entry classes
Strategy 3: Strengthening cooperation with stakeholders	Main actions – Build network with development partners, civil society and relevant stakeholders for promoting NFE – Strengthen the implementation mechanism of technical working group to support NFE sub-sector

Objective 2: Align NFE programs with the needs of community development			
Output Indicators	Baseline year	Baseline value	Target 2028
Number of Lifelong Learning programs for community-based development	2023	7	7
Number of Lifelong Learning Centers established	2023	4	33

Strategies	Main actions
Strategy 1: Development and/or updating of community-based NFE programs	Develop community-based NFE and Lifelong Learning programs – Update and improve curriculum and teaching and learning materials – Develop curriculum of NFE upper secondary equivalency program – Pilot the new revised curriculum – Revise and publish new version of curriculum
Strategy 2: Production of online and digital teaching and learning materials	Digital teaching and learning – Develop more teaching and learning videos – Develop/update Learning Management System (LMS)

Objective 3: Increase access to life-skills and income generating programs for out-of-school children, youth and adults

Output Indicators	Baseline year	Baseline value	Target 2028
Number of participants in LLL training programs	2023	10,239	13,000
Number of districts implementing the Non-Formal Education Management Information System (NFE-MIS)	2023	N/A	65

Strategies	Main actions
Strategy 1: Development of a system for regular collection of data on skill requirements at community level	Data collection and analysis – Update Non-Formal Education Management Information System – Train district education staff how to use MIS of new NFE – Conduct survey information and analyze to determine the skill requirements for communities
Strategy 2: Expansion of the scope of the life skills and income generating program	Awareness-raising – Conduct community campaigns to promote skills and income generating program Program implementation – Implement and diversify the life-skills and income generating program to meet identified community needs – Collaborate with factories, interpreter, development partners and civil society for job training
Strategy 3: Provision of life-skills and income generating training program in response to the community needs at Community Learning Centers (CLCs)/Lifelong Learning Centers (LLCs)	Infrastructure and teaching staff – Develop infrastructure in CLC and LLCs – Recruit teachers for life-skills and income generation trainings Program implementation – Prioritize implementation of training for income generating subjects – Provide simple vocational skills

Strategies	Main actions
Strategy 4: Strengthening cooperation with stakeholders	Cooperation – Hold annual reflection meetings with relevant stakeholders – Arrange study visits to CLC/LLCs with stakeholders to share best practices – Increase cooperation with the owners of enterprises, companies, factories and private sector to support life-skills and income generating program
Strategy 5: Transformation of community learning centers to lifelong learning centers	Evaluate CLCs – Review and revise the CLC evaluation framework – Conduct the CLC evaluation Transform into LLCs – Renovate the existing CLCs and equip the learning and teaching facilities with digital infrastructure – Provide diversity of learning / programs such as NFE program, life skills and income generating program

Objective 4: Enhance the quality and relevance of life skills and income generating programs

Output Indicators	Baseline year	Baseline value	Target 2028
Number of contracted trainers who received training in the new income generating curriculum framework	2023	N/A	600
Number of communities implemented LLL programs	2023	N/A	350

Strategies	Main actions
Strategy 1: Development of life skills and income generating curriculum and learning and teaching materials	Curriculum – Develop income generation curriculum framework – Enhance curriculum for life-skills, green competencies and income generation to respond to the needs of target groups and job requirements Pedagogical materials – Enhance teaching materials for life-skills, green competencies and income generation – Develop textbooks and teacher manuals for simple vocational skills for income generating program – Print textbooks and teacher manuals
Strategy 2: Fostering implementation of the Community Learning Center Evaluation Framework	Development of assessment framework – Update CLC Status existing Assessment Framework – Test the revised assessment framework with 3% of existing CLCs – Update revised assessment framework based on the pilot test

	Use of framework – Evaluate CLCs
Strategy 3: Capacity development of CLCs-LLLCs management committee members	Capacity development – Build management committee capacity on management and operation of CLCs and LLLCs – Conduct study visits to CLC and LLLCs for the purpose of sharing best practices and overcoming challenges
Strategy 4: Technical training for life-skills and income generation teachers	Training – Develop life-skills and income generation teacher manuals – Conduct training for new recruited teachers.

3.5.2 Sub-program: 3.2 Youth development

Sub-program Outcome: Youth possess the knowledge, skills and good morals required for the 21st century and to be well-rounded, competent, and good citizens.

Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Number of youth participated in the national competency contests (Model School)	2023	N/A	2,690

Main challenges

- Many youth workers at all levels are still in need of capacity development for quality project implementation and design although there has been assistance from relevant stakeholders in the design of youth programs.
- Coordination for quality implementation of youth programs has not yet fully reached the expected outcomes.
- There is a shortage of technology, technical and vocational equipment, supplies, and materials for youth technical and vocational programs and other training offered at the centers.
- Some provincial youth centers have land without buildings; other centers have training courses conducted with the assistance of relevant stakeholders.

To address the main challenges shown above, the Youth sub-program has two objectives:

1. Equip youth with knowledge and skills for improved characteristics and good morals through school-based structures and programs.
2. Mobilize youth to engage in youth development programs.

In promoting national development and recognizing youth as invaluable human resources for advancing the nation towards a knowledgeable society and strong socio-economic progress, young people are encouraged to participate in a variety of skills training programs. These programs include technology, digital knowledge, technical skills, professional skills, leadership skills, and both hard and soft skills. Adhering to the ethic of **"one youth, one key skill for life,"** this comprehensive set of skills is further strengthened by integrating qualities such as integrity, positive attitudes, and morals. This approach aims to develop young people into responsible citizens of the 21st century. By promoting readiness for local, regional, and global labor market needs, Cambodia is committed to ensuring that its youth become effective contributors to local prosperity and international progress.

To achieve the above purposes, the Sub-program of Youth Development oriented directly to youth programs to best respond to the requirements of the 21st century. Youth programs are developed to be flexible, feasible, and complementary in formal education to attract youth, children, and scouts through expansion the program, dissemination, strengthening and development of youth structures and infrastructure, and close collaboration with stakeholders.

Youth programs are to be integrated into school-based youth structures and extra-curricular offerings to expand youth services and diversify programs to respond to the social changes and youth needs. Youth are empowered and engaged through various activities or programs such as volunteering, debating, team building, critical thinking, leadership, communication, scouting, entrepreneurship, local and international exchanges, and many others.

In addition, school community engagement and relevant stakeholder collaboration in terms of technical and financial assistance are to be in place to ensure the quality and outreach of youth programs and structures.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Equip youth with knowledge and skills for improved characteristics and good morals through school-based structures and programs			
Output Indicators	Baseline year	Baseline value	Target 2028
Number of youth scouts	2023	180,000	209,000
Female	2023	88,150	100,650
Number of functioning child and youth councils			
Youth councils	2023	419	469
Child councils	2023	4,732	6,182
Number of model schools implementing youth development programs	2023	N/A	110

Strategies	Main actions
Strategy 1: Expansion of youth programs	Diversification of programs – Diversify activities to build knowledge and skills required in the 21st century – Tailor youth activities to engage different interests and provide a well-rounded experience – Create an opportunity for youth to research and create innovative solutions to help the community by using digital means through the E-Gen Program – Develop Digital Literacy programs such as AI chatbot for youth nationwide – Develop basic economic skills programs for youth Promotion of programs – Empower youth to be well-rounded with improved characteristics, including through promotion of Youth Dialogue at National, Sub-national and school level – Promote scouting through the Messengers of Peace and Scout for SDGs

Strategies	Main actions
Strategy 2: Strengthening youth structures (Cambodia Child, Youth Councils and scouting units)	Support to structures – Develop guidelines for the implementation of the Cambodia Youth Councils – Strengthen the structures (patrol system) of scout units by equipping and investing in scout uniforms for young people and adult leaders at school and community level – Improve the implementation of the Cambodia Child and Youth Councils in public schools by developing manuals, guidebooks, instruction video clips of scouting to disseminate at school and community levels Support to activities – Include the Cambodian Child and Youth councils, and Scouting into the extra-curricular activities in the Model School standard
Strategy 3: Improvement of quality of extra-curricular programs, including through use of digital technology	Support to activities – Integrate club activities of the Cambodia Youth Councils as extra-curricular activities – Integrate civic engagement and youth participation to improve student competency and contribute to school development – Mainstream technical and digital elements into the existing scouting programs Resource mobilization – Mobilize technical and financial resources.
Strategy 4: Close collaboration with stakeholders at and around school	Working with partners – Cooperate with development partners, CSOs, and the private sector to improve youth programs – Collaborate closely with school communities – Mobilize resources from relevant stakeholders – Build cooperative spirits for youth workers, for example through the Policy of Adult in Scouting and Training framework to equip adult leaders to stay involved with their students and community and through involvement in NGO & Corporation forum where stakeholders show their projects related to youth development and align the projects together

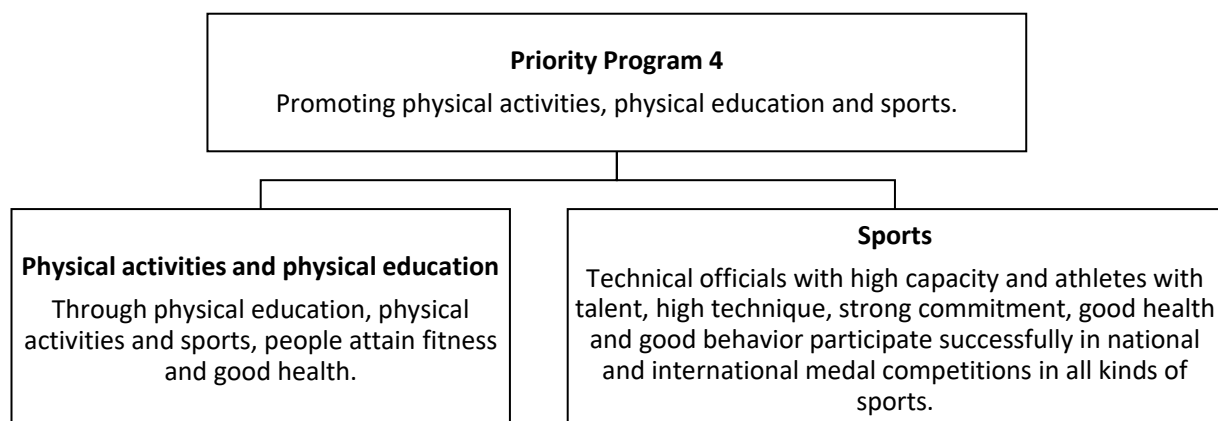
Objective 2: Mobilize youth to engage in youth development programs

Output Indicators	Baseline year	Baseline value	Target 2028
Number of youth development programs initiated	2023	N/A	12
Number of youth participants in youth development programs	2023	2,385	3,750
Number of youth participating in international youth programs	2023	170	230

Strategies	Main actions
Strategy 1: Enlargement of the coverage of youth programs, with attention to STEM, digital, volunteerism, entrepreneurship, leadership, and 21 st century skills	Needs assessment – Assess youth needs for skill and capacity development Enlargement of program coverage – Develop additional youth competency programs related to STEM, digital, volunteerism, entrepreneurship – Update and improve the contents of existing youth programs on STEM, digital, volunteerism, entrepreneurship and 21st century skills – Strengthen outreach efforts by creating more virtual participation in youth training programs, live broadcasting on social media platforms and TV Support to programs – Involve provincial office of education in recruitment, training, coaching, and youth project implementation – Develop the volunteer recognition framework
Strategy 2: Expansion of the youth outreach programs	Expansion of programs – Expand youth programs with more focus on well-behaved concepts, leadership, and 21st century skills Opportunities for youth – Provide better opportunities and access for youths to expose them to real life situations through programs such as Volunteer for My Community (VMC), National Youth Debate, E-Gen, Business Plan Contest (BPC) where youth identify an issue in their community and create innovative solutions with training and coaching support from program coordinators – Develop national and international youth exchange programs
Strategy 3: Enhancement of quality of youth-competency programs	Program design – Gear training programs towards technical and digital skills required by the labor market – Strengthen program content and concept through evaluation with relevant partners – Train and develop trainers on the improved program content and concept – Study and evaluate the impact of the program Program implementation – Strengthen the implementation of youth programs – Improve the quality of training programs at youth centers
Strategy 4: Development and Improvement of youth infrastructure	Facilities and equipment – Renovate youth center buildings

Strategies	Main actions
	– Improve and equip facilities at youth centers based on operational needs and relevant youth development activities
Strategy 5: Close collaboration with stakeholders, including development partners, Civil Society Organizations (CSOs), and private sector actors.	Working with partners – Cooperate with development partners, CSOs, and private sector to improve youth programs – Mobilize resources from relevant stakeholders – Build cooperative spirits for youth workers through involvement in NGOs & Corporations forum and Corporate Social Responsibilities' (CSR) projects and through sharing core values and experiences together in youth development

3.6 Priority program 4: Promoting physical activities, physical education and sports



3.6.1 Sub-program: 4.1 Physical activities and physical education

Sub-program Outcome: Through physical education, physical activities and sports, people attain fitness and good health.			
Performance (outcome) indicators	Baseline year	Baseline values	Target 2028
Percentage of people who participated in physical activities and sports in recreation zones	2023	20.2%	25.0%

Main challenges

- Recreation zones in provincial capitals do not meet the demand.
- The capacity of some sports officers is still limited and research and development insufficient.
- Sports data and statistics management system is not yet fully implemented.
- Not enough educational institutions are implementing physical education programs during school hours or offering extracurricular sports.
- The institutions lack adequate infrastructure to support physical education and sports programs.

To address the main challenges shown above, the Physical Activities and Physical Education sub-program has two objectives:

1. Expand the practice of inclusive physical education and sports and the quality of this practice during school hours and after school hours.
2. Promote people's well-being through exercise, physical education and sports for health.

To expand the practice of inclusive physical education and sports during and after school hours, the Sports Directorate will further develop an inclusive curricula and teaching and learning materials, including textbooks and videos for physical education and sports for use during and after school. Materials will showcase boys, girls and children with different abilities engaged in physical education and sports activities to promote gender equity and equality. The Sports Directorate will collaborate with the Teacher Training Centers and National Institute of Physical Education and Sports to develop the capacity of physical education and sports teachers to use textbooks and videos effectively during physical education. Guidelines to strengthen the implementation of physical education activities

during school hours and extracurricular sports activities will also be issued. Capacity building for research and surveys on physical activity, physical education and sports will continue.

To promote people's well-being through exercise, physical education and sports for health, the Directorate will design and implement programs to inspire people to play at least one sport. This will be done mostly through public awareness campaigns that promote the benefits to well-being related to physical activity and sports.

These campaigns will also promote preservation and development of traditional sports through organization of sports for all, ASEAN sport day, Fit ASEAN, and national physical education day in the capital, province and community.

The Directorate General of Sports will also prepare legal documents and national strategic plans to promote "one commune, one gym and one sports field" at the capital, province, district/khan, and commune/sangkat levels, and work with community authorities to mobilize investments for gymnasiums and playgrounds and to inspect and set up the facilities. These gymnasiums and playgrounds will be used for school and community physical education and sports activities.

MoEYS will encourage and issue licenses to the private sector to open physical education and sport schools and academies, to collaborate with the government in developing human capital that meets the needs of the flourishing national sports capacities, in line with regional and international advanced standards.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Expand the practice of inclusive physical education and sports during and after school hours.			
Output Indicators	Baseline year	Baseline value	Target 2028
Number of teacher student 12+2 and 12+4 trained	2023	180	275
Number of Physical Education and Sport teachers trained annually pre-service	2023	N/A	200
Number of teachers at public education institutions carrying out in-curricular physical education and sport program and extra-curricular sport trained	2023	N/A	928

Strategies	Main actions
Strategy 1: Development of inclusive curricula and teaching and learning materials, including videos, for physical education and sports during and after school with gender equity and equality	Programs – Develop inclusive physical education and sports programs at all levels, including through development of a Model School standard related to physical education and sports – Strengthen the minimum standard of physical education and sports through the curricula and extra-curricular at in Model Schools – Transform the physical education and sport institution to higher education

Strategies	Main actions
	– Expend and strengthen the IN-SET through quality assurance system and quality assurance on institution for IN-SET – Provide a IN-SET paid-training on physical education and sports and scholarship for BA and master’s degree – Develop national physical education and sports standard Pedagogical materials – Produce and disseminate videos for all students (including vulnerable students) of physical education and sports activities for use during school hours – Design tools to monitor and evaluate the activities of teaching and learning physical education subjects at all levels – Train physical education and sport teachers on the implementation of physical education curriculum at school
Strategy 2: Collaboration with Teacher Training Centers and National Institute of Physical Education and Sports to develop teacher education programs and strengthen capacity of physical education and sports teachers	Training – Through short courses, train in-service physical education and sports teachers (in the capital and provinces) how to implement the physical education and sport textbooks effectively – Develop the trainers who are responsible for fitness testing in schools Textbooks – Develop physical education and sport textbooks Monitoring and evaluation – Monitor and evaluate the teaching methods of physical education and sports teachers using the newly developed tools
Strategy 3: Development of fully accessible and safe infrastructure for physical education and sports	Awareness-raising – Encourage educational institutions to have facilities for physical education and sports to meet the Model School standard – Encourage the local authority and partnerships on constructing the physical education and sports facilities – Develop the guideline on safety-used and maintaining the physical activities and sport infrastructure Infrastructure – Build, renovate, improve and maintain physical education and sports infrastructure in educational institutions, and National Institute of Physical Education and Sports – Construct labs on physical education and sport at Physical education and Sport Institution

Strategies	Main actions
	Plan – License and encourage the private sector to open physical education and sports schools, as well as sport academies Training – Train the technical team to maintain physical education and sports infrastructure

Objective 2: Promote people's well-being through exercise, physical education and sports for health.

Output Indicators	Baseline year	Baseline value	Target 2028
Number of inspired sports for All, ASEAN Sport Day, Fit ASEAN programs identified and expanded	2023	10	15

Strategies	Main actions
Strategy 1: Design and implementation of programs to inspire a person to play at least one sport for life	Promotion – Publish, through the website of sports magazines and bulletins, physical education and sports related information – Produce videos, posters, banners, billboards and logos for physical education and sports and display them in public – Promote preservation and development of traditional sports through organization of sports for all, ASEAN sport day, Fit ASEAN, and national physical education day in the capital, province and community Cooperation – Implement ASEAN activities, ASEAN partnerships, and international cooperation on developing physical education and sports – Collaborate with the national medias and well-known content creators for enhancing and encouraging the “a person plays at least one sport in their life” campaign Research – Research, compile and store data on all kinds of physical education and sports – Conduct research on the impact of exercise, physical education and sports on people’s wellbeing and health
Strategy 2: Promotion of population fitness tests	Training – Train professional officers on fitness testing and do regular monitoring and evaluation Dissemination – Perform population fitness tests in capitals and provinces. – Encourage the public-private on developing the FIT Cambodia app

	Infrastructure – Build, renovate, improve and maintain physical activities and sports facilities and infrastructure in communities
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3.6.2 Sub-program: 4.2 Sports

Sub-program Outcome: Technical officials with high capacity and athletes with talent, high technique, strong commitment, good health and good behavior participate successfully in national and international medal competitions in all kinds of sports.

Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Number of national athletes gathered	2023	1,384	1,256

Main challenges

- The application of sports science and sports medicine by the National Sports Federation remains limited.
- Capacity of sports science and sports medicine officials in both quantity and quality does not meet the demand.
- Lack of sport evaluations based on sport.
- Sports infrastructure is not yet available in all provinces.

To address the main challenges shown above, the Sports sub-program has two objectives:

1. Improve the performance of the national sports teams to excel on the international stage.
2. Develop institutional management capacity and capacity of sports technical officers, especially women, in sports.

To achieve these objectives, the Sports Directorate will send professional officers for short-, medium- and long-term training in sports science, sports medicine and coaching, and will invite professional officers in sports science and sports medicine to organize seminars in cooperation with partner countries.

Moreover, facilities will be upgraded to enhance the quality of sports venues according to the type of sport, aligned with sports science. The Directorate will also develop a national strategic plan to determine where to construct training stadiums (Coastal area, Upland areas, Tonle Sap Lake area and other Lowland areas) and work with sub-national authorities to create development plans and mobilize investment companies to build and improve stadiums at the capital and provincial levels.

Efforts will be directed towards developing the sports industry to elevate the status of Cambodian sports internationally by 2029 through the 5th ASIAN Youth Sport event organized by the sports authorities.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Improve the sport performance of the national sports teams, nursery teams and sports teams with disabilities to excel on the international stage.

Output Indicators	Baseline year	Baseline value	Target 2028
Number of athletes participated in international competitions	2023	1,198	450
Number of sports prepared for national student sport competition and national sport	2023	12	39
Number of traditional sports promoted in Cambodia	2023	4	6
Strategies	Main actions		
Strategy 1: Provision of effective scientific training programs at national and regional location	Equipment - Equip National Sports Training Center with muscle training equipment and sports performance test equipment to analyze physical fitness and sport performance of national team - Maintaining and renovate sport facilities with high-quality athletes. for training Cambodian athletes. Training and support - Develop training programs for sports science specialists and sports medicine - Strengthen the capacity of coaches and assistant coaches to the international level - Improve the quality and efficiency of the evaluation system to select sports talents to train as athletes - Select national athletes to train at home and abroad - Prepare a diet in accordance with the standards of energy needs of athletes by type of sport		
Strategy 2: Organization of national and international competitions in accordance with standards and participation in international competitions.	Organization of games - Organize National Sport Competition for students every year - Organize National GAMES and national PARA-GAMES every two years - Co-organize National and International Championships. - Organize the ASEAN Sport University event in 2026 at Cambodia - Organize the ASIAN Youth sports event in 2029 Participation in games - Participate in International Sport Student Competitions - Participate in international championships and GAMES		
Strategy 3: Design and implementation of national plan and programs to improve participation in international competitions	National standard - Develop National athletes Roadmap Research and planning - Develop the assessment system on recruiting sport specialist for the ASEAN Sport University event in 2026 and ASIAN Youth sports event in 2029		

Strategies	Main actions
	– Study and analyze from the strengths of countries in the region that have won many medals – Prepare a national plan to earn medals in international sports competitions Support – Develop outstanding grassroots athletes through incentives and training opportunities, both domestic and international

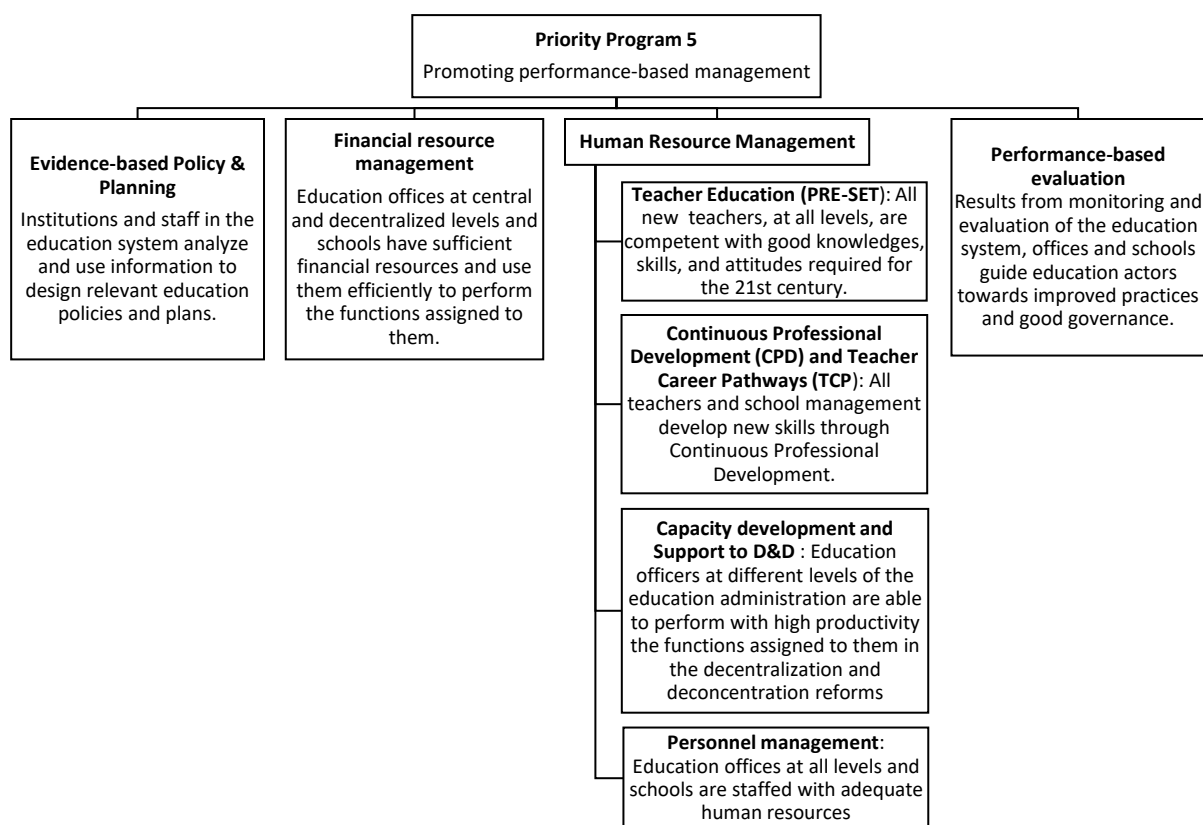
Objective 2: Develop institutional management capacity and capacity of sports technical officers, especially women, in sports.

Output Indicators	Baseline year	Baseline value	Target 2028
Number of coaches trained in technical sports	2023	562	350
Number of referee, judge, sports officer trained in technical sports	2023	840	1,050
Number of national sport federation fully functioned	2023	N/A	48

Strategies	Main actions
Strategy 1: Establishment of effective legal, regulatory frameworks and mechanisms to implement effective policies through cooperation and clarity about responsibilities of key stakeholders.	Legislation – Develop the legal documents on physical education and sports, such as sub-decrees, Prakas and guideline – Disseminate physical education and sports law and the national policy on development of the Physical Education and Sports sector to related stakeholders – Develop the Master Plan for ASIAN Youth sports event in 2029 – Develop common principles for sports development among state sports organizations, sports federations, and professional sports organizations Planning – Develop comprehensive action plan for the ASEAN University event 2026 – Develop the Master Plan for ASIAN Youth sports event in 2029 – Develop national coach standard through collaborating with national sport federations – Assess and certify the national federation by receiving national budget
Strategy 2: Capacity development of management and technical officers (coaches, referees, judges and tournament officials) in charge of physical education and sports	Training design – Increase the level of certification or license level for coaches, referees, judges in high priority potential sports – Organize trainings, conferences, seminars for coaches, judges, referees and the promotion of women in sports and people with disabilities

Strategies	Main actions
	– Develop the capacity of management officers in charge of physical education and sports sub-sectors, especially women and people with disabilities – Organize national conference on Physical Education and Sports and Women and Sports – Send the management officers, staff, sports officials, coaches, referees, judges, and tournament officials, especially women and people with disabilities, to attend training courses and conferences, both in the region and overseas – Train core trainers on physical activities and fitness test
Strategy 3: Development of information system for physical education and sports	Infrastructure and digital facilities development – Encourage digital at type of sport competitions – Utilize the ICT for physical education and sports teaching and learning and trainings – Develop the collaboration between public-private partnership on creating student physical assessment mobile app – Develop the collaboration between public-private partnership on creating data center for sport infrastructures, clubs, and sport arena – Set up sports data and statistics management system – Set up a digital tournament registration system – Develop physical education and sport teacher registration system – Equip, maintain, and modernize data center equipment Training – Train officers to use digital systems in physical education and sports – Allow official to participant at all form of digital government workshops

3.7 Priority program 5: Promoting performance-based management



3.7.1 Sub-program: 5.1: Evidence-based Policy & Planning

Sub-program Outcome: Institutions and staff in the education system analyze and use information to design relevant education policies and plans.			
Performance (outcome) indicator	Baseline year	Baseline value	Target 2028
Number of schools that developed school development strategy plans in line with model school standards	2023	N/A	700
Percentage of education statistics and indicators book produced and published by school year	2023	100%	100%

Main challenges:

- Insufficient analysis of data, including assessment results, and lack of use of evidence for policymaking and for definition of improvement actions.
- Country-wide implementation of policies and regulations needs to be strengthened.

To address the main challenges shown above, the Evidence-based Policy & Planning sub-program has two objectives:

1. Collect, analyze and use relevant quantitative and qualitative information.
2. Design contextualized policies and strategies.

To promote evidence-informed policy and planning, this sub-program emphasizes, first, the importance of analyzing available data and evidence (including from research). The MoEYS collects much data, but more attention is needed to analyzing this evidence and using it to guide policy

making. The formulation of education policies and plans will be more systematically guided by the analysis of relevant quantitative and qualitative information, including to better serve disadvantaged, marginalized and vulnerable populations. Policies and interventions in different priority areas will be designed, including to address climate change. These policies and plans will take into account the context of the Cambodian education system. They will be adapted, where need be, to the diversity of contexts within the country, through support to and guidance of decentralized offices in the interpretation and application of national policies, prakas and guidelines.

The design of evidence-based policies and planning requires that education staff have competencies in analysis of the education sector, interpretation of quantitative and qualitative information and policy-formulation. Sub-Program 5.3 on capacity development includes interventions with this purpose.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Collect, analyze, and use relevant quantitative and qualitative information			
Output Indicators	Baseline year	Baseline value	Target 2028
Harmonized Management Information System (MIS) platform (EMIS, HRMIS, EFMS, HEMIS, and NFEMIS data systems)	2023	EMIS and HRMIS harmonized	All MIS fully harmonized
Percentage of schools using HRMIS and HRCPD			
HRMIS	2023	96%	100%
HRCPD	2023	71%	90%

Strategies	Main actions
Strategy 1: Improved statistical data collection through strengthened and integrated systems (EMIS, HRMIS, EFMS, SARMIS, Document Management System) that cover the whole education sector	Improved data collection processes – Improve data quality and completeness (develop in-house data warehouse based on the data management framework at EMIS to store information gained from other line sources) – Standardize data capture for the school census aligned with line ministry – Improve data verification and data validation processes to grassroots level Training – Workshops in programming, web-based development and app development, data-centric management, and network database management – Conduct study visits abroad Expansion of EMIS and EFMS – Develop or upgrade EMIS online database system (roll out Student Tracking System-STS), QEMIS and ensure integration with OpenEMIS

Strategies	Main actions
	Infrastructure – Prepare IT Infrastructure for EMIS online expansion – Conduct hardware and software system capacity assessments – Strengthen the mechanism of asset register and supply
Strategy 2: Creation of a dashboard for all MIS	Analysis of user requirements – Development of a workplan for MoEYS MIS integration and enhancement Data integration – Conduct a study on interconnection of EMIS to link data from different sources – Prepare guidelines for expansion of EMIS Connection to MoEYS, PoE Leaders to easily access Information – Enhance HRMIS to run applications to exchange data with other information systems of MoEYS with easy and secure functionality – Ensure interaction between CPD, Capacity Development Platform, TCP and HRMIS
Strategy 3: In-depth analysis of statistical data, prospective studies and other relevant research	Mechanisms and standards – Strengthening mechanism and standards for national and sub national level to ensure consistency and same understanding of statistical methodologies – Develop and disseminate comprehensive documents on metadata, data processing and methodologies Accessibility of data for analysis – Coordinate the implementation of School Information System (SIS) at School Level – Develop library management system and mobile App for general education – Develop the HRCPD and CPD website to provide information and facilitate human resource functions – Strengthen usage and functionality of HRMIS – Update dedicated website for uploading EMIS output and EMIS data report such as school report cards, school profile, school mapping Training – Provide training on metadata methodologies – Conduct analysis of qualitative and quantitative data – Provide training for PoEs, DoEs and schools on EMIS data management, data analysis, data visualization, data disaggregation and reporting
Strategy 4: Use of analyzed information to guide policy making, including to better	Training – Support for the coordination and pilot of the TCP in target schools

Strategies	Main actions
serve disadvantaged, marginalized and vulnerable populations, institutions and territories	- Enhance HRMIS analysis and reporting capabilities to meet the needs of users, especially school information and teacher oversupply data Use of data for policy, for instance - Expansion of the implementation of CPD roll-out plan - Develop and manage CPD system and TCP Modules through HRMIS system - Revise the Deployment and Redeployment guideline & mechanism Organization of policy forum - Organize the National Conference and Education Policy Forum

Objective 2: Design contextualized policies and planning			
Output Indicators	Baseline year	Baseline value	Target 2028
Number of policies and intervention strategies updated and developed	2023	2	7
Percentage of ESP outcome and output indicators that meet the annual targets	2023	70.0%	80.0%
Number of education staffs receiving training on sub-national and school education plans	2023	N/A	390
Report on the effectiveness of cooperative financing in the education sector prepared	2023	Improve the system (AMIS)	Prepare annual analysis report
Monitoring and evaluation framework of gender mainstreaming strategic plan 2021-2025 was prepared	2023	N/A	Prepare Assessment of GMSP 2024-2028 report

Strategies	Main actions
Strategy 1: Development of national education policies in priority areas (including school food and nutrition; model schools; and full-day schools)	Develop forum - Develop National Education Policy Framework - Policy Development on Scholarship, Financial Support and Credit for Secondary Education Students - Develop policy measures to build climate resilience - Prepare the Digital Education Strategy for Schools - Support TEIs to develop policy on accredited CPD offerings - Coordinate preparation of the School Information System (SIS) Policy - Develop the Framework on Cambodia's ICT Competency for Teachers

Strategies	Main actions
	Policy review – Review the policy related to teachers from a comparative, research-based perspective
Strategy 2: Development of existing and original prospective studies on major trends and their impact on education (e.g. demographic, socio-economic and labor market trends, climate change, teacher demand, school construction, school network capacity, etc.)	Policy research to inform policy-makers – Research to improve STEM interventions – Research on School Retention Strategy – Study to improve the implementation of Model School Standards – Study on education system resilience and the policy framework – Study on developing school mapping in line with local requirements – Conduct action research to guide policy making Prospective studies – Conduct regular assessment to identify priority premises such as disadvantaged schools, overcrowded schools, schools impacted by natural hazards/disasters – Study on impact of climate change on school system – Systematic update of 5-year prioritized budget schedule for infrastructure repair and new construction – Systematic update of HRMIS on teacher surplus, shortage & teacher demand – Development of projection model for staff needs
Strategy 3: Preparation and publication of operational guidelines in priority areas	Development of operational guidelines – Teacher career pathway – Continuous professional development program (CPD) – Characteristics of a “center of excellence” – Procedures of child safety – Establishment and functioning of the primary school board – Career passport and Credit system – Development of an operational plan on climate change for the education sector
Strategy 4: Support to and guidance of decentralized offices in the interpretation and application of national policies, prakas and guidelines to provincial, krong, district, khan need	Information and awareness-raising – Provide provincial, Krong, district, khan and schools with relevant policies, prakas and guidelines – Organize discussion sessions on implications of national policies, prakas and guidelines to provincial, krong, district, khan, DoEs and schools Local interpretation – Conduct regular assessment of policy and prakas implementation at provincial, krong, district, khan level

Strategies	Main actions
	– Development of documents accompanying policies, prakas and guidelines to support implementation at local level
Strategy 5: Systematic preparation of education plans and budgets at central and decentralized levels, reflecting national policies	Training – Strengthen the knowledge for policy maker, educator, journalist, facebook content maker and the public on the topic of reproductive and sexual health, gender mainstreaming, violence and relevant issues through preparation and implementation of monitoring and evaluation framework of gender mainstreaming strategic plan in education sector 2021-2025 – Build capacity for PoEs, DoEs and School Principals on the implementation of school plans responding to Model School standards – Develop the capacity of provincial and district officials on results-based education planning (e.g. use of performance indicators) Use of reviews – Conduct survey on implementation of D&D - Operational Budget at Sub-national level – Review implementation of Education Strategic Plan, Capacity Development Master Plan and Gender Mainstreaming Strategic plan at national level – Conduct financial analysis to support decision-making and resource allocation Preparation of plans – Develop and prepare the MoEYS budget, aligned with MoEYS policies and priorities, in consultation with other ministries and agencies – Prepare the CPD funding mechanism at school level – Develop provincial/district plans and budgets, in line with the national budget – Prepare school-mapping and school plans – Develop quality assessment tool of Education Strategic Plan and Budget Strategic Plan for national level and Provincial Annual Operational Plans
Strategy 6: Strengthen linkage between plans and budgets	– Revise MoEYS programme structure in preparation of Budget 2027, together with the mapping of COFOG – Apportion teachers' wages and capital expenditures to sub-programmes
Strategy 7: Effective and well-coordinated Joint Technical Working Groups at provincial and district levels to support and monitor educational	Support – Develop Aid Management Information system (AMIS) for NGOs and DPs at national and sub-national levels – Enhance capacity development for provincial, krong, district, khan officials on coordination with NGOs, DPs

Strategies	Main actions
development in alignment with D&D	– Practical and managerial support and advice to Joint Technical Working Groups at provincial, krong, district, khan levels M&E – Organization of regular meetings of Joint Technical Working Groups at provincial, krong, district, khan levels – Monitor and evaluate the effectiveness of coordination of joint technical working groups and the implementation of AMIS at provincial level – Monitor and evaluate implementation of programs or projects supported by development partners, NGOs
Strategy 8: Promotion of collaborative agreements and investment partnerships with the private sector (e.g. trade associations, individual firms)	Management of aid – Review and strengthen mechanisms of aid coordination and financial support at national and sub-national levels – Organization of MoUs and agreements on educational cooperation with international partners – Coordinate and propose financial and technical support for the relevant departments and universities in education sector from Civil Society Organizations and DPs Monitor project agreement implementation – Update the implementation of program and Aid Management Information System (AMIS) – Collaborate with private sector to monitor and evaluate implementation of programs/projects

3.7.2 Sub-program: 5.2 Financial resource management

Sub-program Outcome: Education offices at central and decentralized levels and schools have sufficient financial resources and use them efficiently to perform the functions assigned to them.			
Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Share of MoEYS' current expenditure over total governments' current expenditure ²⁰	2023	16.9%	20.0%

Main challenges:

- Need for greater focus on equity on distribution of financial resources.
- Need for performance-based budgeting and M&E.

To address the main challenges shown above, the Efficient Management of Financial sub-program has three objectives:

1. Mobilize domestic and international sources for equitable funding of education.

²⁰ Baseline values reflect those used in the ESP 2024-2028 projections and were computed based on MoEYS/AOP 2023.

2. Equity-focused distribution of financial resources and improve efficient use of financial resources.
3. Provide central and provincial offices, and schools with appropriate facilities and equipment.

The successful implementation of these policies and plans requires that sufficient financial resources are present and are equitably distributed throughout the education system. This sub-program proposes various strategies to mobilize domestic and international sources, including collaborative agreements and investment partnerships with the private sector.

There is a strong focus on equity in the distribution of financial resources. To improve the efficient use of financial, transparency of resource allocation and public accountability for results will be intensified.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Mobilize internal and external sources for education funding			
Output Indicators	Baseline year	Baseline value	Target 2028
Number of programs and sub-programs disbursed staff burden expenditure	2023	N/A	All Programs
Number of programs and sub-programs disbursed capital expenditure	2023	N/A	Program 1 & 2
Number of PoEs prepared Annual Operation Plan meeting quality standard	2023	14	25

Strategies	Main actions
Strategy 1: Mobilization of international cooperation through agreements, contracts and loans	Policy preparation – Prepare concept note and collaborative agreement, indicating categories of private sector's contributions – Clarify the roles that private-sector actors are expected to perform – Prepare resources to support promotion of collaborative agreements Connecting with private sector – Determine/seek/select the target relevant private sector and investment partnerships – Dialogue and consultation with private sectors and investment partnership – Establish relevant private sector and investment partnerships
Strategy 2: Strengthen performance-based budget plans	Budget plan preparation – Improve three-year rolling Budget Strategic Plan and AoP at the national level based on performance indicators – Prepare performance agreement annually between MoEYS and MEF and internal MoEYS

Objective 2: Equity-focused distribution and more efficient use of financial resources.			
Output Indicators	Baseline year	Baseline value	Target 2028
Share of non-wage recurrent expenditures in total recurrent expenditures of MoEYS ²¹	2023	17.9%	25.0%
Performance agreement prepared for all programs/sub-programs	2023	All programs	All programs and sub-programs

Strategies	Main actions
Strategy 1: Creation/use of a mechanism to ensure transparency of resource allocation and public accountability for results	Support – Implement MIS for efficient financial management. – Explore innovative solutions for financial processes and reporting – Formulate financial policies and strategies to guide MoEYS financial management Financial Reporting and Accounting – Developing monitoring system for individual domestically financed projects, which help identify project delays and cost overruns – Maintain accurate and transparent financial records. – Prepare financial statements in accordance with accounting standards – Ensure compliance with financial reporting requirements – Monitor budget execution and make adjustments as needed
Strategy 2: Improve financial management at sub-national administrations and school levels	Analysis – Analysis of costs of school functioning, by type and characteristics of school – Analysis of available funding and present use by schools – Definition of different options for formulas and implications of each option Development and implementation – Identification of formula, where needed, and drafting of accompanying documents – Preparation of guidelines for sub-national administrations and schools – Simplification of process for executing SOF – Training of relevant staff from sub-national administrations and schools

²¹ Baseline values reflect those used in the ESP 2024-2028 projections and were computed based on MoEYS/AOP 2023.

Objective 3: Provide central entities, PoEs, and schools with appropriate facilities and equipment.			
Output Indicators	Baseline year	Baseline value	Target 2028
Number of model schools provided with basic facilities and equipment	2023	N/A	792

Strategies	Main actions
Strategy 1: Development and provision of education infrastructure (construction and renovation), taking into account resilience to climate change.	– Prepare a PIM Standard Appraisal Manual and a PIM Standard Implementation Manual – Strengthen the mechanism of equipment supply based on inventory – Construction and renovation (School premises, Phnom Penh and Provincial Training Center, University premise) of the targeted premises – Support the digital infrastructure, connectivity and devices to targeted education institutions – Support materials and equipment for school administration
Strategy 2: Monitoring and evaluation of maintenance, renovation and construction of school infrastructure.	– Training school management on the importance of education infrastructure to ensure better quality and sustainable use – Development of monitoring and evaluation mechanisms and use of existing data to cover maintenance, renovation and construction of school infrastructure – Training on inventory register for PoES and schools – Strengthening on the mechanism of monitoring and evaluation on state property management – Training school management and teachers in charge on how to maintain digital infrastructure, school management system and computer lab in schools

3.7.3 Sub-program: 5.3 Human Resource Management

Sub-program: 5.3.1 Teacher Education (PRE-SET)

Sub-program Outcome: All new teachers, at all levels, are competent with good knowledges, skills, and attitudes required for the 21st century.

Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Number of teaching licenses issued for teachers			
Pre-school	2023	N/A	400
Primary	2023	N/A	1,500
Lower secondary	2023	N/A	650
Upper secondary	2023	N/A	1,500

Main challenges

- There is a shortage of teachers in some areas resulting in the use of contract teachers, double shift teachers and multi-class teachers.
- Although the teacher shortage is country-wide, it varies across provinces and is more pronounced in rural areas.
- The total number of public teachers in primary education has declined since 2017 despite the increase in enrolment.
- Many existing teachers lack the knowledge, skills and attitudes required for the 21st century, especially with regard to teaching the new curricula and incorporating e-Learning and other digital skills into their teaching and learning practices.

To address the main challenges shown above and achieve the sub-program outcome, the Teacher Education sub-program includes two objectives:

1. Reform and strengthen teacher education policy and standards of teaching profession.
2. Strengthen teacher education institutions.

To achieve the first objective, MoEYS will focus on revising the Teacher Policy (2013) aligned with transformative education and guideline for teacher educators and contracted teachers. Additionally, MoEYS will focus on implementation of the teacher reforms detailed in the Teacher Policy Action Plan (TPAP) 2024-2030. A teacher resource development committee (TRDC) has been established for this purpose. Plans to improve the quality of teaching necessitate reform and strengthening of Teacher Education Institutions (TEIs) throughout the country. MoEYS will expand and upgrade its network of TEIs including with infrastructure improvements and will strengthen the functioning of TEIs through capacity building for management and teacher educators and through improvements in the Internal Quality Assurance System for TEIs. Recognizing the importance of the new PRESET curriculum, one main action during the plan period is to build capacity within the TEIs to implement PRESET for preschool, primary and secondary education.

To improve the standard and quality of teacher education, MoEYS will review and revise Vocational School Standards, Professional Standards for Teachers, School Directors and Teacher Education Providers and will introduce a professional teaching license for graduates of TEIs. In addition, MoEYS will introduce a Teacher Induction Programme for new teacher graduates to facilitate their entry into the teaching workforce. The teacher education curriculum will be further developed and revised based on a Teacher Education Curriculum framework 2023 (TECF) for all levels. Revisions to the curriculum framework will focus on teaching inclusive preschool, primary and secondary education, special education and physical education and sports. MoEYS will also develop an in-service teacher education curriculum framework for qualification upgrading of teachers to Bachelor's and Master's degrees.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Reform and strengthen teacher education policy and standards of teaching profession			
Output Indicators	Baseline year	Baseline value	Target 2028
Teacher policies reviewed, revised, and approved with the involvement of key stakeholders	2023	Reviewed and revised	Implement

Strategies	Main actions
Strategy 1: Development of policy and plan to strengthen teacher education	Policy development - Review and revise Teacher Policy 2013 to align with transformative education (by 2025) - Develop Career Pathway policy framework and guideline for teacher educators and contracted teachers (by 2026) Planning - Develop a Strategic Plan for National Teacher Education Reform in Cambodia 2024-2028 (by 2024) - Implement the Teacher Policy Action Plan 2024-2030
Strategy 2: Development and revision of existing standards	Guidelines and standards - Review and revise Teacher Professional Standards 2016 (TPS), TEI Director Standards 2010, School Director Standards 2017, (by 2025) - Develop policy guidelines to support recognition and accreditation of prior learning and/or professional experience for the transfer of credits between teacher education programs (by 2024) - Implement professional teaching license to graduate of TEIs to complement the deployment guidelines from 2024
Strategy 3: Development and revision of teacher education curriculum	Curriculum development - Develop a Teacher Education Curriculum framework for Primary and Lower Secondary Education BA+1, Credit-based Preschool Teacher Education Curriculum Framework 12+2, teacher education curriculum framework/program for inclusive education 12+4, and teacher education curriculum framework for Physical Education and Sport 12+4 from 2024 - Review Teacher Education Curriculum Framework 12+4, BA+2, and Bachelor of Arts Program in Physical Education from 2024 - Develop In-service teacher education curriculum framework for qualification upgrading of teachers to Bachelor's and Master's degrees from 2025

Objective 2: Strengthen teacher education institutions			
Output Indicators	Baseline year	Baseline value	Target 2028
Number of Regional Teacher Training Centers and Provincial Teacher Training Centers transformed into Teacher Education Colleges	2023	2	4
Percentage of teacher educators in Teacher Education Institutions meeting the Professional Standards for Teacher Educators (master's degree in the required field)	2023	39.0%	50.0%

Number of Teacher Education Institutions meeting the revised Teacher Education Provider standards model (TEPS)	2023	N/A	6
Number of practice schools at Teacher Education Centers transformed into Model Schools	2023	N/A	7

Strategies	Main actions
Strategy 1: Expansion and strengthening of the network of Teacher Training Centers, Institutions and Colleges	Expansion of network – Upgrade four Regional Teacher Training Centers (RTTCs) to become Teacher Education Colleges (TECs) – Expand pre-service teacher training for preschool Education 12+2 at potential Provincial Teacher Training Centers (PTTCs) – Transform the National Institute of Physical Education and Sports (NIPES) to Higher Education Institution – Upgrade the infrastructure of the Teacher Education Institutions (TEIs)
Strategy 2: Enhancement of leadership skills and qualifications of TEIs and school directors	Improvement of functioning of TEIs – Strengthen the linkage between TEIs and practice schools and/or cooperative schools – Capacity building for TEIs' management teams and teacher educators – Improve the Internal Quality Assurance system of all TEIs – Implement PRESET for Primary and Lower Secondary Education 12+4 at potential PTTCs and Regional RTTCs, and PRESET for Primary and Lower Secondary Education BA+1 – Build and strengthen capacity of TEIs in inclusive education, including with the development of Indigenous Culture and Languages Centre (ICLC) or other MLE support Development of leadership skills of TEI and school directors – Upgrade qualifications of management teams and teacher educators and provide accredited continuous professional development for management teams and teacher educators
Strategy 3: Development of Teacher Management Information System (TMIS)	Strengthen database for effective planning and management of teacher development – Create teacher educator, non-teaching staff and student teacher profile (PRESET) at TEI level – Develop system support teacher educator and teacher education staff appraisal link with IQA

Sub-program: 5.3.2 Continuous Professional Development and Teacher Career Pathways (In-Service Training)

Sub-program Outcome: All teachers and school management develop new skills through Continuous Professional Development.			
Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Number of teachers meeting the national qualification standards (at least 12+4)			
Primary	2023	590	2,540
Secondary	2023	379	1,230
Number of teachers received school management training programs	2023	2,370	475
Number of school principals received school management training programs	2023	1,296	3,985
Number of teachers received the Continuous Professional Development	2023	14,392	30,100

Main challenges:

- Although regular teacher career and professional development pathways have been established, they have not yet been fully implemented. Their impacts are currently being researched, evaluated, and documented.
- There is insufficient capacity among specialized education staff for effective implementation.
- Regular professional development strategies are not yet effective, particularly for education staff in decentralized offices and school management.

To address the main challenges shown above, the MoEYS aims to:

1. Implement continuous professional development (CPD) and teacher career pathways (TCP).

MoEYS will focus on the continuous professional development (CPD) system through strengthening the accreditation system and expanding the number of accredited CPD providers and offerings available. The MoEYS' e-learning platform will also be improved to support teachers' professional development and linked to teacher educator career pathways. A coaching and mentoring system for early career teachers and teacher educators will also be established so that new teachers or teacher educators can gain from the knowledge and support of experienced teaching professionals. The staff Management Information System (TMIS) will also be strengthened for use in planning and management at TEIs, practice and cooperative schools. Main improvements will be creating teacher education staff profiles, developing student teacher profiles at TEI level for future CPD supports, and developing system support teacher educator and non-teaching staff appraisal link with IQA.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Implement continuous professional development (CPD) and teacher career pathways (TCP)			
Output Indicators	Baseline year	Baseline value	Target 2028
Number of senior education specialists in policy, planning, statistics, curriculum, teaching methodology, personnel management, public financial management, inspection, and assessment	2023	N/A	100
Number of specialists at education institution and teacher training institution (Pre-school, Primary, and Secondary)	2023	N/A	200
Number of education staff recorded in CPD system	2023	5,157	50,000

Strategies	Main actions
Strategy 1: Design of professional development programs for staff from education offices at provincial, district and school levels	Assessment – Analysis of staff profiles (experience, qualifications) in relation to missions and functions – Identification of needs in terms of training, coaching, mentoring and other forms of professional development – Inventory of available professional development programs – Assessment of CPD needs for technical educators, teachers and school managers Design – Update Human Resource Development Plan – Set of draft proposals and budgets for professional development program – Design of comprehensive program, addressed to management staff from education offices at provincial, district and school levels, which gives attention to cross-cutting issues such as gender and climate change Design capacity development roadmap on digital technology to enhance working performances and effectiveness, especially empowering on gender in digital technology
Strategy 2: Strengthening the implementation of continuous professional development (CPD) and Teacher Career Pathway (TCP)	System strengthening – Strengthen and expand the CPD system including accreditation system and accreditation of CPD providers and offerings – Strengthen the mechanism to promote teacher career pathway through CPD system – Improve MoEYS' e-learning platform to support professional development linking to MoEYS' CPD system

Strategies	Main actions
Strategy 3: Development of and support to the use of manuals and guidelines for administrative and management staff at all levels	Development – Inventory and analysis of existing tools, manuals and guidelines for education administrative and management staff on the effective exercise of their main functions – Revision/updating/design of manuals and guidelines – Developing education quality assurance framework for Education Quality assurance department, POE, DOE and school level – Developing school self-assessment tool based on model school standards – Harmonizing a school regular inspection handbook to meet the model school standards Support – Workshops on use of tools, manuals and guidelines on effective exercise of their main functions – Setting up a support mechanism for administrative and management staff at provincial, district and school levels – Ensuring easy access to relevant documentation and support – Strengthen use of MoEYS Capacity Development Platform CDP to promote continuous professional development activities
Strategy 4: Implementation of professional development programs	Professional training – Training on the education quality assurance framework to educational staff, principals and teachers at provincial, district, and school levels – Training in analysis of the education sector, interpretation of quantitative and qualitative information and policy-formulation – Training on the Simulation Model to support the development of the ESP and MTR to enhance education planning capacity at national and sub-national level – Training on the techniques of the utilization of school mapping at national and sub-national level – Conduct the leadership development program at the national and sub national level – Regular CPD Training on the utilization of digital technology for enhance working performances in digital transformation – Upgrade capacity development platform (CDP) to enhance self-learning programs – Capacity Building program on artificial intelligence (AI) in education and digital solutions to enhancing teaching and learning

Strategies	Main actions
	– Offer continuous learning opportunities through newsletters, online forums, or internal communication channels – Share resources, articles, and tutorials related to ICT-enhanced work performance Academic training – Teacher upgrading program for Bachelor Degree – Leadership upgrading program for Master Degree – Post graduate programs for education officers
Strategy 5: Adequate induction to service of new staff and adequate supervision during probation period	Induction and supervision – Develop materials for induction training – Conduct the orientation workshop for the new staff – Revise the rules and regulation for MoEYS staff supervision – Follow application of rules and regulations – Conduct ongoing support on integration of digital technology for management, administration and planning – Develop interactive online resources to enhance professional development for teachers – Introduce Teacher Induction Program for new teacher graduates
Strategy 6: Improvement of support systems/ mechanisms	Coaching and mentoring – Establish a coaching and mentoring system – Strengthen mentoring system at the TEI and school level that matches experienced teacher educators with early career teacher educators; and experienced teachers with early career teachers

Sub-program: 5.3.3 Capacity development and Support to implement the Decentralization and Deconcentration reform

Sub-program Outcome: Education officers at different levels of the education system are able to perform with high productivity the functions assigned to them in the decentralization and deconcentration reforms.			
Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Number of entities prepared performance-based agreement			
Central level	2023	3	42
Provincial level	2023	N/A	25
School level	2023	100	1,200

Main challenges:

- Country-wide implementation of policies and regulations to be strengthened.
- Legal frameworks, guidelines, and procedures to support decentralization and deconcentration reform work are not fully developed.
- The three structural ongoing reforms —decentralization and deconcentration reforms, public administration reform, and public financial management reform— are not consistent, especially regarding their implementation timeframe.
- The capacity of education staff at both national and sub-national levels on decentralization and deconcentration reforms remains low.
- The capacity of municipal, district, and Khan administrations to manage and implement the transferred education, youth, and sports functions is still low.
- Structural functions of the Capital, Provincial Departments of Education, Youth, and Sports have not been updated following the transfer of education, youth, and sports functions to the municipal, district, and Khan administrations.
- The lines of accountability between the administrations of municipalities, districts, Khans, public schools, the Department of Education, Youth, and Sports, and the Ministry of Education, Youth, and Sports are unclear.
- Monitoring and evaluation of the performance of the General Department of Education and relevant departments and offices are still inadequate, with no new implementation.
- Monitoring and evaluating the performance of municipal, district, Khan, and commune/sangkat administrations have not yet been implemented in accordance with the monitoring and evaluation tools.
- The sub-national administrative management system has not yet been modernized in the context of digital administration.

To address the main challenges shown above, this sub-program focuses on capacity development and support to the implementation of the decentralization and deconcentration reform in the education sector, with the following objectives:

1. Ensure clarity and agreement on the roles and responsibilities of different actors for the effective and equitable implementation of the decentralization and deconcentration reform in education.
2. Strengthen regulatory and participatory bodies in charge of supporting and monitoring educational development at the provincial, district, and school levels.

Successful implementation of educational policies requires an effective administration with competent staff, with clear roles and responsibilities, at all levels. The roles the different actors are expected to play in the design and implementation of educational policies have been evolving as MoEYS moves further in the implementation of the decentralization and deconcentration reforms.

The Capacity Development and Support sub-program focuses on reviewing and raising stakeholders' awareness on their roles and responsibilities in the framework of the ongoing D&D reform. Needs for professional development and support to implement these reforms at all levels will be identified and addressed. To improve social accountability, MoEYS will strengthen regulatory and participatory bodies in charge of supporting and monitoring educational development at the provincial, district, and school levels.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Ensure clarity and agreement on the roles and responsibilities of different actors for the effective and equitable implementation of the decentralization and deconcentration reform in education.			
Output Indicators	Baseline year	Baseline value	Target 2028
Number of PoEs with roles, responsibilities and structure revised following the transfer of functions and resources to Krong, District, and Khan administrations.	2023	N/A	25
Number of school principals trained in D&D	2023	230	2,300
Number of DoE staff trained on D&D	2023	N/A	1,040
Number of MoEYS leaders and education staff informed about decentralization and deconcentration reforms.	2023	N/A	600
Number of education staff of PoEs trained in the program on decentralization and deconcentration reforms (implementation of functional transfer, management procedures of financial resources, state property and staff, supervision, and lines of accountability).	2023	N/A	240
Number of provinces that organized coordination meetings between provincial administration, PoEs and Krong, District and Khan administration on the procedures to implement the functional reform of the educational administration.	2023	N/A	25

Strategies	Main actions
Strategy 1: Strengthen functional structure of national and sub-national levels for education sector to ensure the support for Krong, District, Khan administration and Communities/Sangkat	Development – Review existing roles and responsibilities and available facilities at provincial levels – Develop and/or update operational manuals and guidelines – Develop the regulations for implementation of education functions at different levels Monitoring – Evaluate the impacts of education regulations – Evaluate work efficiency of DoEs administration on the management and implementation of educational functions which have been transferred – Manage education staff's disputes in court – Develop regulation 21 guidelines in line with Sub-Decree 213, dated July 21, 2023, on the functional transfer in Education, Youth and Sport to Krong, District, and Khan administrations

Strategies	Main actions
	- Conduct the functional review for basis of revising roles responsibilities of MoEYS and PoEs - Implement Sub-Decree on roles and responsibilities of MoEYS - Implement Prakas on roles and responsibilities of PoEs - Develop documents and train for staff at sub-national level and relevant stakeholders on principles, modality, procedure on implementing the function of education sector which has been transferred to sub-national level - Prepare communication channel (work flow responsibility) between Krong, District, Khan administration public pre-school and primary education institutions - Prepare administrative, financial and managing procedures - Organize the orientation meeting at each PoE to align mechanism of functional implementation of education, youth and sport - Coordinate and resolve the disagreement and work conflicts between each actor at sub-national level - Organize working group and mechanism for monitoring and evaluation on implementing functions which has been transferred to Krong, District and Khan administration - Develop and strengthen tools for monitoring - Prepare reflection report on implementation and dissemination - Evaluate the impact of education regulation - Evaluate the work on management and implementation of education function which has been transferred - Prepare coordination procedure and manage conflict of education staff in court - Disseminate and train for Krong, District and Khan administrations on procedure of coordination and conflict management in court (public pre-school and primary education staff) - Oversee and revise content on information package for citizen to align with service standard of primary schools - Prepare mechanism for disseminating the information package for primary school through digital system - Disseminating the information package of primary school to promote awareness and citizen's participation - Establish working group to promote and support the implementation of social accountability at Krong, District and Khan level - Strengthen social accountability action at public education institutions

Strategies	Main actions
Strategy 2: Understanding by central and decentralized/ deconcentrated actors of their roles and responsibilities	Dissemination of roles and responsibilities – Conduct workshops on the use of manuals and guidelines on roles and responsibilities – Setting up a support mechanism for central and decentralized/ deconcentrated actors – Ensuring easy access to relevant documentation and support
Strategy 3: Awareness raising of sub national administration (SNA), community and private sector of their roles in supporting educational and school development	Document production – Drafting of relevant texts on roles of communities and private sector – Production of materials on roles and responsibilities that are appropriate to communities and private sector Awareness raising – Organization of awareness-raising sessions – Use of media to inform communities and private sector

Objective 2: Strengthen regulatory and participatory bodies in charge of supporting and monitoring educational development at the provincial, district, and school levels.

Output Indicators	Baseline year	Baseline value	Target 2028
Number of provinces with functioning Joint Technical Working Groups	2023	16	25
Number of legal framework and regulations prepared annually	2023	N/A	170

Strategies	Main actions
Strategy 1: Support to school management committees, DoEs and PoEs in the performance of their roles	Document production – Review and update relevant guidelines on roles and functioning of school management committees – Share guidelines with members of committees Training – Provide training materials on roles and functioning of school management committees – Organize short training sessions by PoEs, DoEs Coaching and mentoring – Coaching and mentoring educational staff, principals and teachers at provincial, district and school levels on education quality assurance framework implementation – Coaching and mentoring on internal inspection based on model school standards.

Strategies	Main actions
	– Coaching and mentoring for model school standard on school self-assessment relevance to model school – Coaching and mentoring for model school standard on establishment of ICT club as ICT extra-curricular activities – Coaching and mentoring on how to strengthen professional development through massive online and open courses of MoEYS
Strategy 2: Reform of education inspection, focusing on support to school improvement and educational development at the district and provincial levels.	Framework – Prepare and release a Sub-decree on required qualification (equal to Master's degree) of inspectors. – Prepare and release a directive on Internal inspection implementation at school level to meet the model school standards. – Prepare and release a directive on self-assessment implementation at school level to meet the model school standards Tools – Revise all inspection tools to meet the model school standards – Develop thematic inspection tools

Sub-program: 5.3.4 Personnel Management

Sub-program Outcome: Education offices at all levels and schools are staffed with adequate human resources.

Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Percentage of filled staff positions/official staffing norms	2023	50.0%	60.0%
Percentage of women among education personnel at different levels	2023	N/A	20.0%

Main challenges:

- Distribution and deployment of human resources to be improved.
- Need to focus on equitable use of human resources.
- Lack of human resources to support the implementation of actions.
- Job descriptions and job specifications need to be revised according to the functional review.
- Human resource management information system and regular professional development system are still limited.
- Gender equality in management position needs to be promoted at national and sub-national levels.

To address the main challenges shown above, the personnel management sub-program has following objective:

1. Improve efficiency and equity in the distribution, deployment and retention of human resources, with particular attention to disadvantaged areas and gender equality.

The successful implementation of educational policies and plans requires that competent human resources are present and are equitably distributed throughout the education system. To ensure proper provision of education sector personnel to respond to identified needs, recruitment planning will be improved, while paying attention to gender balance.

There is a strong focus on equity in the deployment of human resources. Formula-based transfers to sub-national administrations and schools will be guided by the principle of equity, while incentive schemes to attract and retain personnel in disadvantaged areas will be strengthened. To improve the efficient use of human resources, transparency of resource allocation and public accountability for results will be intensified.

Objective 1: Improve efficiency and equity in the distribution, deployment and retention of human resources, with particular attention to disadvantaged areas and gender equality.			
Output Indicators	Baseline year	Baseline value	Target 2028
Pupil-teacher ratio (public schools) ²²			
Primary	2023	46:1	49:1
Secondary	2023	23:1	25:1
HRMIS developed with integral part of all functions and operations relating to Human Resource Management (leave, attendance management, promotion)	2023	10.0%	70.0%

Strategies	Main actions
Strategy 1: Conduct comprehensive needs assessment to identify skill needs	– Analysis of existing data on teacher supply and demand in disadvantaged schools – Qualitative study on sample of schools in disadvantaged schools – Provide recommendations for incentive schemes: revised guidelines and mechanisms for the disadvantaged schools – Conduct review of JD and JS – Implement performance appraisal system
Strategy 2: Preparation of Human resource development plan	– Update Human Resource Management Information System (HRMIS) – Develop human resource plan – Develop guidelines and action plan to promote gender equality in management position – Adoption of guideline on disadvantaged schools by 2024 – Adoption of strategies for teacher surplus and shortage – Cooperate with stakeholder to provide additional resources and support
Strategy 3: Development of incentive schemes to attract and retain personnel	– Review and promote implementation of guidelines and mechanisms for motivating teaching staff at the disadvantaged areas – Develop plan for implementing teacher career pathways

²² Baseline refers to academic year 2022/2023, baseline values reflect those used in the ESP 2024-2028 projections and targets reflect projection results.

Strategies	Main actions
Strategy 4: Coordination of annual recruitment processes, at the different levels of the educational administration	– Analysis the existing education staff and identify the needs – Prepare the proposal for the quota of newly recruited education staff, with particular attention to gender imbalances – Collaborate with Ministry of Civil Service to oversee the examination process of staff recruitment, with particular attention to gender imbalances

3.7.4 Sub-program: 5.4: Performance-based evaluation

Sub-program Outcome: Results from monitoring and evaluation of the education system, offices and schools guide education actors towards improved practices and good governance.			
Performance (outcome) indicators	Baseline year	Baseline value	Target 2028
Number of model schools conducting standardized tests	2023	120	900
Number of schools inspected	2023	120	800

Main challenges:

- Insufficient analysis of data, including assessment results, and lack of use of evidence for policy-making and for definition of improvement actions.
- Staff competencies in specialized areas are insufficient for effective performance.
- Monitoring and evaluation of performance of directorate generals, technical departments, and relevant offices and does not still implement yet.

To address the main challenges shown above, the Performance-based Evaluation sub-program has four objectives:

1. Improve the monitoring and evaluation of education policies and programs, and their use for policy guidance.
2. Improve the assessment, monitoring and evaluation at national and sub-national levels and schools.
3. Introduce the performance-based agreement at all levels.
4. Strengthening internal management mechanisms of institutions to better implement systematic performance.

The attention to capacity development and professional development is accompanied by greater emphasis on accountability. Strengthening accountability requires effective monitoring and evaluation mechanisms that cover policies and plans as well as offices and schools, and that guide actors throughout the system towards more effective policies and actions. Privileged tools to assess performance are national and international standardized learning assessments.

To ensure the proper exercise of accountability, performance-based agreements will be designed to guide offices and schools towards improvement and to monitor their progress. Internal control mechanisms for improved system performance, in particular the audit and inspection office, will also be reinforced.

The strategies and main actions to advance these objectives are included in the tables that follow.

Objective 1: Improve the monitoring and evaluation of education policies and programs, and their use for policy guidance			
Output Indicators	Baseline year	Baseline value	Target 2028
Monitoring and evaluation frameworks, guidelines, or tools updated	2023	N/A	Implement
Percentage of performance agreement indicators in program and sub-program meeting the target	2023	N/A	80.0%

Strategies	Main actions
Strategy 1: Develop and/or support the design of M&E system.	Development – Examine existing instruments for M&E of policies and programs – Develop a performance-based monitoring and evaluation system – Develop monitoring and evaluation framework: coverage, responsibilities Support – Design instruments for M&E of policies and programs – Mentor and coach staff who are responsible for M&E
Strategy 2: Regular dissemination of analyzed monitoring and evaluation results targeting personnel working at the different levels of the education administration	Reporting – Conduct regular monitoring and evaluation on policies, ESP and program implementation – Prepare reports on the monitoring and evaluation results with further interventions – Disseminate reports to all relevant staff
Strategy 3: Use of performance-based motivation system to promote better school implementation	Design – Design criteria for evaluation of good teachers, good school principals, model schools and clean schools – Define steps in evaluation process and responsibilities Implementation – Select and evaluate good teachers, good school principals, model schools and clean schools for award – Celebrate awards ceremony and raise awareness around awardees
Strategy 4: Support the use of monitoring and evaluation results to inform improved policy design and implementation, at the different levels of the education administration	Analysis – Analyze M&E results to identify lessons on policy and program implementation of relevance to the different levels of the administration Policy guidance – Provide guidance to personnel on how to analyze M&E results for better policy and program design

	Organize working sessions with personnel at the different levels of the education administration to examine the policy implications and discuss how to change existing processes and interventions
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Objective 2: Improve the assessment, monitoring and evaluation at national and sub-national levels and schools.

Output Indicators	Baseline year	Baseline value	Target 2028
Number of National and Sub-National entities inspected on administration and finance	2023	33	50

Strategies	Main actions
Strategy 1: Improved systems to monitor and evaluate the performance of national and sub-national levels	Design - Examine existing mechanisms to monitor and evaluate education offices - Identify main performance indicators to be included in to M&E system - Develop mechanisms in evaluation process for M&E at national and sub-national levels Implementation - Raise awareness of M&E process of performance for staff at national and sub-national levels - Conduct regular (annual) monitoring of performance and reporting - Discussion on report with M&E findings with relevant staff - Select and evaluate good teachers, good school principals, model schools and clean schools to award
Strategy 2: Improved systems to assess, monitor and evaluate school performance	Design - Examine existing mechanisms to monitor and evaluate school performance - Identify main performance indicators to be included in to M&E system - Define mechanisms in evaluation process for M&E of school performance Implementation - Organize awareness-raising sessions for relevant school staff on M&E process of their performance - Conduct regular (annual) monitoring of performance and reporting - Conduct quality assessment on school planning - Discussion on report with M&E findings with relevant staff
Strategy 3: Support to organization and use of national standardized learning assessments	Organization of assessments Develop Standardized Test Item Bank to meet the standards of National Learning Assessment (NLA)

Strategies	Main actions
	- Coach and Mentor school staff on School-Based Assessment (SBA) development and implementation - Coach and mentor PoE to conduct Provincial Learning Assessments - Conduct training for examination committees on supporting national examinations. - Conduct grade 9 and grade 12 high school examination and national bright student examination - Conduct ICT skill assessments to identify areas where educational staff may need improvement and use the results to tailor training programs and individual development plans (DIT) Use of assessments - Analyze National Learning Assessment results to produce report - Reinforce schools to utilize School-Based Assessment results for developing school improvement plan and improving teaching and learning methods at school level - Disseminate and use results of National Learning Assessment to inform educational quality improvement
Strategy 4: Support participation in regional and international standardized learning assessments	Organization of assessments - Develop Standardized Test Item Bank to meet the standards of regional and International Learning Assessments - Coach and Mentor relevant educational staff on School-Based Assessment (SBA) development and implementation to meet the standard of International Learning Assessments (PISA and SEA-PLM) - Conduct SEA-PLM & PISA as its cycle to measure student performance at general education level - Select, train and send bright students to compete in International Olympiad abroad Use of assessments - Analyze and produce SEA-PLM & PISA national report - Disseminate and utilize results of SEA-PLM & PISA to improve quality of education - Reinforce schools to utilize SBA results for developing school improvement plan and improving teaching and learning methods at school level

Objective 3: Introduce the performance-based agreement at all levels			
Output Indicators	Baseline year	Baseline value	Target 2028
Percentage of entities at central level submitted regular performance agreement reports.	2023	85.0%	100%
Number of programs prepared performance-based agreement with MoEYS (program managers and Minister)	2023	N/A	5
Number of entities at central level and PoEs prepared performance-based agreement with MoEYS and monitored			
entities at central level	2023	N/A	51
PoEs	2023	N/A	25
Number of schools prepared the performance-based agreement with school management committee and monitored	2023	120	700

Strategies	Main actions
Strategy 1: introduction of performance-based agreement	- Awareness raising of management staff at national and sub-national levels and schools on the purpose of performance-based agreements - Build capacity on preparation of performance-based agreement for education staff at national and sub-national levels - Design templates for performance-based agreements
Strategy 2: Conduct regular monitoring and reporting on performance by national and sub-national levels and schools, based on the performance agreement	- Prepare report format and identification of roles of different actors in report preparation - Train and mentor on performance report writing for relevant staff
Strategy 3: Identification and implementation of actions in line with the performance-based agreements	- Provide guidance to relevant staff on methodology to identify actions - Organize the meeting to discuss on the use of performance-based agreements to identify actions - Support relevant staff with identification and implementation of actions

Objective 4: Strengthen institution's internal control mechanisms for improved system performance.			
Output Indicators	Baseline year	Baseline value	Target 2028
Percentage of units that accepted annual internal audits			
central units	2023	30.0%	80.0%
PoEs	2023	40.0%	80.0%
Schools	2023	3.0%	5.0%
Percentage of units implementing internal audit recommendation	2023	60.0%	80.0%

Number of units that accepted annual formal inspection	2023	335	500
Number of conflicts resolved	2023	13	15

Strategies	Main actions
Strategy 1: Implementation of annual internal audits in compliance with rules and procedures	– Regularly audit to ensure that the auditee's internal control system is designed to achieve the goals and objectives set and planned. – Strengthen audit procedures and internal audit capacity in accordance with defined audit functions. – Strengthen the quality of audit report standards
Strategy 2: Strengthening governance of management, compliance, and education staff performance	Inspection – Conduct formal inspection on risk approach, suspicious cases, individuals, administration, finance and state property at national and sub-national units of public and private education institutions. – Monitor and make proposals in response to cases related to individuals, administration, finance, and state property. – Develop program on inspection for private education institutions. – Disseminate Inspection reports. – Gather information and propose measures to address irregularities in the field of education, youth and sports and submit it to the management for review and decision – Examine the progress of inspections on units and educational institutions that are inspected or irregular

CHAPTER 4: PROJECTED COSTS, BUDGETARY FORECASTS AND FINANCING ALTERNATIVES

Education and human resource development are at the core of RGC's Pentagonal Strategy-Phase I. This strategic orientation is reflected in the public finance policy for the preparation of the draft budget law 2024, which includes among its key priorities "to promote the development of human resources by improving the quality of education and training of professional and technical skills at all levels to supply high-skilled workers adequately and meet market needs".

The ESP programs and sub-programs translate these overall policy orientations into concrete actions covering general and technical education, higher education, lifelong learning, youth, and sports. To assess the financial feasibility of implementing the ESP, it is necessary to estimate the budget requirements for implementing its programs/sub-programs and compare these costs against the financial resources available for the period. This is the objective of this chapter, which presents the cost projections for the implementation of the ESP, the budget forecasts for the different levels of the education administration, and the resource mobilization strategies to address the projected funding gap.

Projections reported in this chapter are based on a simulation model developed specifically for the ESP. The main purpose of an education simulation model is to facilitate the policy dialogue and to support the preparation of coherent national educational policies and strategies leading toward effective, efficient, and costed education development plans. Simulation models take policy options, technical parameters, and financial constraints into account to project future resource requirements and availability, which would serve as a basis for policy dialogue.

The simulation model includes, on the one hand, cost projections of planned interventions and, on the other hand, budgetary forecasts for the education sector. By comparing cost projections and budgetary forecasts, the model allows estimating the funding gap, thereby informing the identification of resource mobilization alternatives to be pursued during ESP implementation.

The simulation model allows for creating and comparing different costing and financing scenarios and is particularly helpful to align policy targets with budgetary constraints. This chapter reports projected results for costing and financing scenarios considered to best reflect the implementation ambitions of the ESP and MoEYS' expectations regarding the allocation of government's budget to education until 2028.

4.1 Projected ESP Costs

4.1.1 Costing scenario and main assumptions

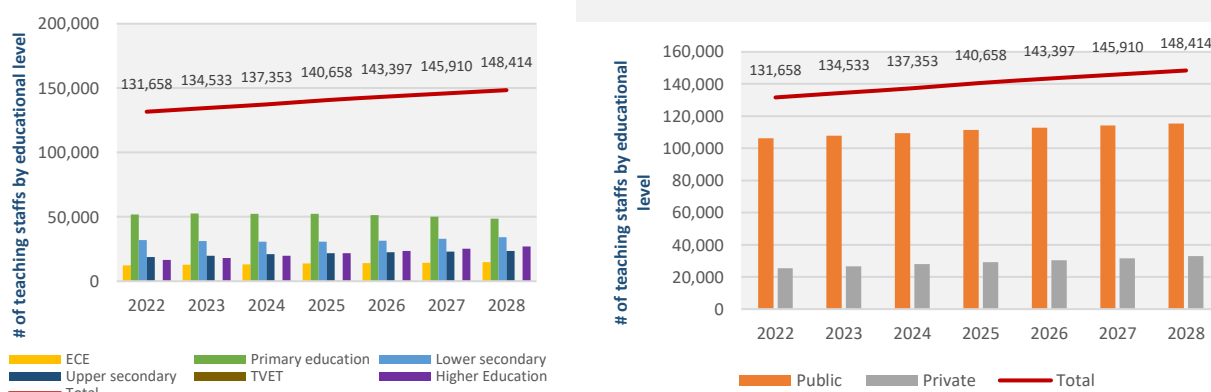
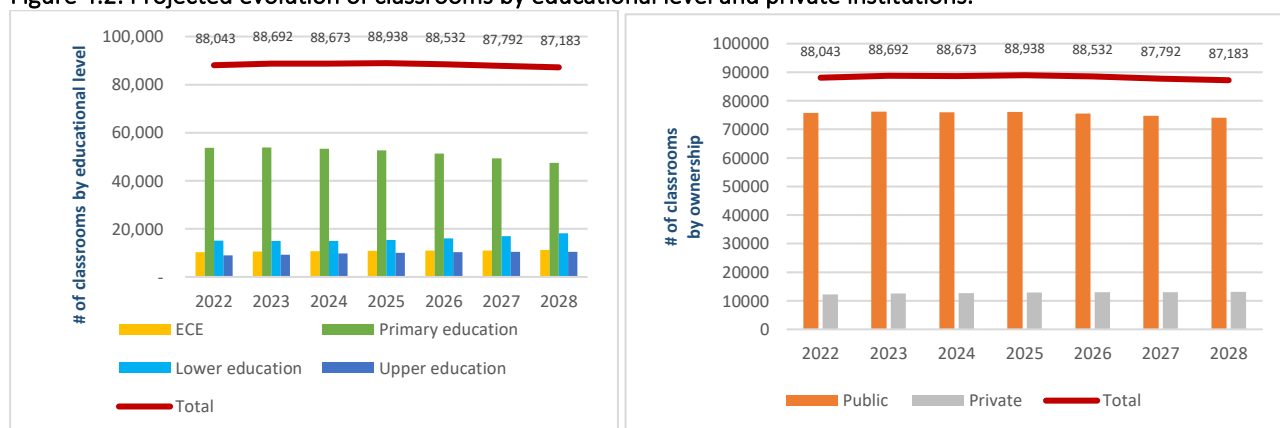
Cost projections are essentially based on the projected evolution of enrollment, taking into account demographic projections and policy targets for students' participation and performance in different educational cycles, modalities and orientations, as well as citizens' participation and performance in youth and sports programs. Projections also take into account policy targets linked to the regulation of the quality of educational services provided.

The ESP sets targets regarding participation in early childhood, basic, technical, upper secondary and higher education (cf. Outcome indicators, Chapter 3). The ESP also includes several interventions aiming to improve the efficiency of service delivery. These are reflected in the cost projections as targets for reducing repetition and dropout rates, which, together with the participation targets, are used to project enrollment in and across the different levels of education for the period 2024-2028.

To accommodate the evolution of enrolment, cost projections take into account targets covering infrastructure development, the organization of instruction at schools (class size, teacher per class ratio, school shifts, etc.) and the level of participation of the private sector in the provision of educational services. Main targets linked to the organization of instruction used in the cost projections are presented below. The following graphs present the projected evolution of teaching staff and classrooms by public and private education level.

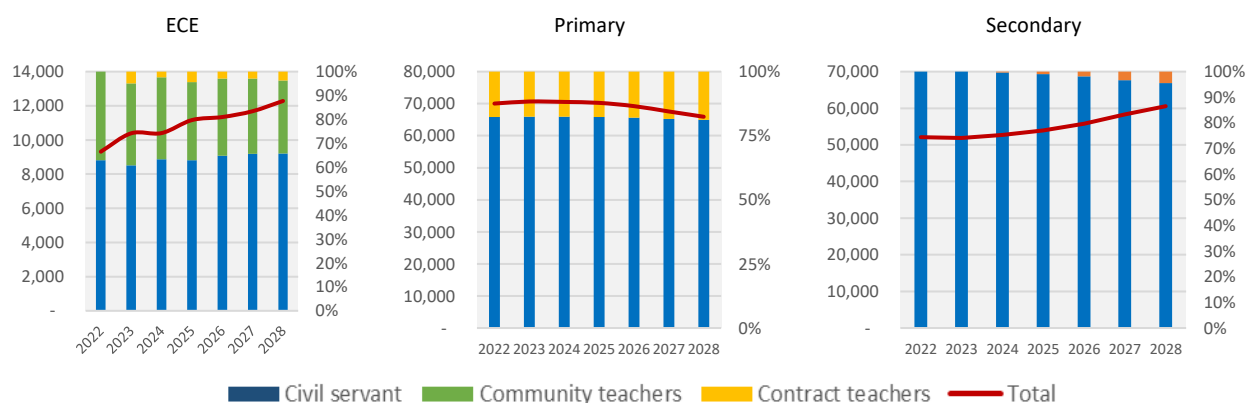
Table 4.1: Costing Projection Scenario - Main targets

		Baseline in 2022	Target by 2028
Pupil per class			
	ECE	30	30
	Primary	33	40
	Lower Secondary	46	46
	Upper Secondary	45	45
Teacher per class			
	ECE	0.66	0.83
	Primary	0.71	0.87
	Lower Secondary	1.97	1.83
	Upper Secondary	1.91	2.06
Percentage of double-shift school			
	Primary	60.9%	45.0%
	Secondary	13.0%	8.6%
Share of private institutions (Enrolment)			
	ECE	13.3%	13.3%
	Primary	6.5%	6.5%
	Lower Secondary	5.8%	5.8%
	Upper Secondary	7.1%	7.1%
	Higher Education	68.1%	68.1%

Figure 4.1: Projected evolution of teaching staffs by educational level and ownership.

Figure 4.2: Projected evolution of classrooms by educational level and private institutions.


New recruitments of civil servants determined by the Ministry of Civil Service; projections assume that annual recruitment of new civil servant teachers (all of whom will be qualified) is held constant at 2023 values. The gap between the annual teacher requirement and the availability of civil servant teachers is assumed, in the projections, to be filled with the hiring of contract teachers. Figure 4.4 presents the projected evolution of the profile of the teaching force working in public (including community) ECE, primary and secondary schools, which have direct impact on the projection of salary expenditures.

Figure 4.3: Projected evolution of evolution of the profile of the teaching force working in public (including community)



Projections also include cost estimations for achieving specific targets linked to each of the 8 MoEYS' reform priorities, as shown on Table 4.2. Estimated costs of selected sub-strategies outlined in the Teacher Policy Action Plan (TPAP) 2024-2030 are also included in the ESP cost projections²³.

Table 4.2: Costing Projection Scenario - Main targets related to MoEYS priority reforms

		Baseline in 2022	Target by 2028
1: Strengthening school governance.			
# of Model Schools	ECE	10	55
	Primary	40	500
	Secondary	70	292
# of NGS	Secondary	7	16
2. Review, adjust and develop curriculum and extra curricular activities in accordance with the needs to strengthen students' knowledge, discipline, morality and behavior.			
# of primary schools implementing full day learning and teaching	Primary	9	200
3. Taking care of students' health through child nutrition programs and school food quality control.			
# of public pre-schools implementing Home Grown School Feeding Program (HGSFP)	ECE	0	200
# of public primary schools implementing Home Grown School Feeding Program (HGSFP)	Primary	427	1,114
4. Encouraging the involvement of parents, guardians and the community in education in line with slogan of public community partnership for education			
<i>Poor student scholarship program</i>			
# of annual beneficiaries for school scholarship program	Primary	148,362	148,957

²³ Selected TPAP sub-strategies included in the cost projections are: 3.1 Expand Teacher Education Colleges (4 new TEC, capital expenditure); 3.3 Strengthen linkage between TELs and practice schools (24 practice schools, capital expenditure); 4.4 Provide career development opportunities for in-service teachers including contract teachers (other current expenditures); 4.5 Strengthen continuous professional development provisions for teachers (other current expenditures). Estimated costs of these sub-strategies for years 2024-2028 amount to USD 121.5 million (approx. 36% of total TPAP budget).

	Lower Secondary	102,359	119,961
	Upper Secondary	11,167	13,117
<i>Expansion of Lifelong learning programs</i>			
Number of youth and adults who benefited from Lifelong learning programs	NFE	10,239	13,000
<i>Expansion of youth program</i>			
Number of youth participated in Youth Development programs	Youth	2,385	3,750
5: Digital Education.			
% of schools with functional ICT equipment	Secondary	26.7%	100%
6: Establishment of the Center of Excellence in Higher Education.			
Annual new enrollments in public HEIs	Higher Edu.	7,000	7,000
# of Centers of Excellence	Higher Edu.	4	7
7: System Building and Capacity Development.			
% of qualified teachers	ECE	72.5%	86.3%
	Primary	76.5%	88.3%
	Lower Sec.	89.6%	94.8%
	Upper Sec.	89.0%	94.5%
# of fully functional TECs	Teacher Edu.	2	6
% of practice schools meeting minimum standards	Technical Edu.	0%	80.0%
% of general education schools implementing CPD	Teacher Edu.	0%	50.0%
% of teachers with BA degree	Teacher Edu.	30%	50%
Number primary of schools inspected annually	Primary	-	800
8: Development of physical education and sports.			
% schools implementing physical education curriculum.	Primary	74.2%	87.1%
	Secondary	77.3%	88.7%

Relevant unit costs are estimated based on the analysis of past recent budget expenditures²⁴ and specific studies or ad-hoc estimations, in case of essentially new interventions. Other policy guidelines – for instance, on teacher remuneration – are integrated into the projections, as parameters determining the evolution of relevant unit cost (e.g. increase teacher salaries by 5.4% annually and based on qualification and experience).

4.1.2 Projection results

The total cost for the public administration to implement the ESP 2024-2028 is estimated at 22,045,532 million Riels or 5,018 million US dollars, in constant 2023 prices. Annual requirement increases from 3,831,592 million Riels (893 million US dollars), in 2024²⁵, up to 4,924,157 million Riels (1,098 million dollars), in 2028, in constant prices. Salary and capital expenditures represent, respectively, 73.7% and 3.1% of the total projected requirement.

Table 4.3: Projected Financial Requirements (estimated costs).

	2023	2024	2025	2026	2027	2028	Total 2024-2028	%
Total projected financial requirement								
<i>In million Riels, current prices</i>	3,572,319	3,919,924	4,394,827	4,785,363	5,142,225	5,579,239	23,821,578	100%
<i>In million Riels, constant 2023 prices</i>	3,572,319	3,831,592	4,189,373	4,444,518	4,655,892	4,924,157	22,045,532	100%

²⁴ MoEYS Budget, Fiscal year 2023.

²⁵ The ESP 2024-2028 being developed during the exercise of fiscal year 2024, cost projections assumed that implementation of several activities would start in 2025, thereby reducing the funding gap in the first year of the ESP.

<i>In million USD, constant 2023 prices</i>	841	893	965	1,013	1,050	1,098	5,018	100%
Projected financial requirement, by type of expenditure (million Riels, constant 2023 prices)								
Recurrent	3,407,954	3,759,340	4,047,051	4,274,511	4,515,304	4,771,942	21,368,149	96.9%
Salary	2,692,634	2,864,360	3,051,517	3,241,065	3,442,646	3,657,493	16,257,079	73.7%
Non-salary	715,320	894,981	995,535	1,033,446	1,072,659	1,114,449	5,111,069	23.2%
Capital	60,105	72,252	142,321	170,007	140,588	152,215	677,383	3.1%

Projected expenditures are categorized according to ESP programs and sub-programs. The following table presents the projected budget requirements by program/subprograms, by year and for the whole implementation period.

Table 4.4: Projected Financial Requirements (estimated costs), by ESP Programmes/Sub-programmes (in million Riels, constant 2023 prices)

	2023	2024	2025	2026	2027	2028	Total 2024-2028	%
Total	3,572,319	3,831,592	4,189,373	4,444,518	4,655,892	4,924,157	22,045,532	100%
Subtotal Programme 1	2,941,805	3,148,320	3,355,729	3,559,111	3,740,112	3,954,332	17,757,603	80.5%
1.1: ECE	157,047	194,987	249,553	276,256	257,826	276,959	1,255,581	5.7%
1.2: Primary	1,493,685	1,542,619	1,563,978	1,578,150	1,587,912	1,596,156	7,868,815	35.7%
1.3: General Secondary	1,161,790	1,241,617	1,327,244	1,437,575	1,568,123	1,688,744	7,263,304	32.9%
1.3: Technical edu.	129,283	169,096	214,953	267,130	326,250	392,474	1,369,903	6.2%
Subtotal Programme 2	229,632	266,313	282,934	322,586	340,464	381,919	1,594,215	7.2%
2.1/2.2: Higher edu./ Research	229,632	266,313	282,934	322,586	340,464	381,919	1,594,215	7.2%
Subtotal Programme 3	71,409	80,869	90,932	101,026	111,289	121,662	505,777	2.3%
3.1: Lifelong learning	51,960	61,814	71,669	81,569	91,623	101,785	408,460	1.9%
3.2/3.3: Youth Programme	19,449	19,055	19,263	19,457	19,665	19,877	97,317	0.4%
Subtotal Programme 4	69,878	70,553	71,101	71,511	71,909	72,310	357,384	1.6%
4: Physical Edu. / Sports	69,878	70,553	71,101	71,511	71,909	72,310	357,384	1.6%
Subtotal Programme 5	155,335	265,538	388,678	390,284	392,119	393,934	1,830,553	8.3%
5.3: Human Resource Management	26,620	27,014	149,084	149,839	150,687	151,532	628,157	2.8%
5.1-2/4: Performance-based management	128,715	238,524	239,594	240,445	241,432	242,402	1,202,396	5.5%

4.2 Budgetary forecasts for MoEYS

4.2.1 Financing scenario and main assumptions

Budgetary forecasts for the education sector²⁶ for the period 2024-2028 take into consideration:

- Macroeconomic forecasts (GDP) available on World Economic Outlook database²⁷;
- Macroeconomic policy framework and public financial policy for the preparation of the draft law of financing for management 2024, by the Ministry of Economy and Finance²⁸;

²⁶ We refer here only to the sub-sectors under the authority of MoEYS, which excludes vocational education and other education functions performed by other line ministries.

²⁷ As of October 2023. In April 2024, the Ministry of Planning rebased GDP from base year 2000 to base year 2014, and the new GDP series has been approved in April 2024. With the new series of GDP, the size of Cambodia's economy increased by 32%, on average, compared to the old base-year GDP (2000). Projections for the ESP 2024-2028 presented in Chapter 4 are based on the old base-year GDP (2000), which were the most up-to-date information available between October 2023 and February 2024, when the ESP was drafted.

²⁸ Projections for the ESP 2024-2028 presented in Chapter 4 are based on MTFF 2024-2026, which was the most up-to-date information available between October 2023 and February 2024, when the ESP was drafted.

- Planned disbursements of ODA and external cooperation agreements in education between 2024 and 2026²⁹;
- MoEYS Budget Strategic Plan 2024-2026;
- Budget Laws 2023 and 2024.

Main macroeconomic indicators used in the budgetary forecasts as presented below.

Table 4.5: Main macroeconomic indicators (projections) used in the budgetary forecasts

	2023	2024	2025	2026	2027	2028
Gross domestic product						
in million Riels, current prices	131,387,167	142,660,216	155,629,776	170,144,397	185,427,921	202,224,385
in million Riels, constant 2023 prices	131,387,167	139,445,509	148,354,209	158,025,594	167,890,826	178,480,353
in million USD, constant 2023 prices	30,943	32,484	34,183	36,015	37,848	39,797
Nominal GDP growth	8.7%	8.6%	9.1%	9.3%	9.0%	9.1%
Inflation rate	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
Real GDP growth rate	5.6%	6.1%	6.4%	6.5%	6.2%	6.3%
Exchange rate (KHR/USD)	4,246	4,293	4,340	4,388	4,436	4,485

Source: World Economic Outlook database, Updated: October 2023.

Budgetary forecasts for the period 2024-2028 take into account approved budgets for years 2023 and 2024 and forecasts for years 2025-2028. Total overall government budget and total government budget for education on years 2023 and 2024 reflect the approved national budgets for the national (including provincial) and municipal and district administrations.

The forecast for years 2025-2028 assumes that total government budget will continue to grow in real terms at the same average annual rate assumed in the mid-term expenditure framework of the public finance policy covering the period 2023-2026 (3.3% yearly). It should be noted that total government approved budget for 2024 is 11.2% higher than foreseen in the public financial policy, possibly justified by the more positive macroeconomic recovery observed in 2022 and 2023. The assumed growth rate of total government expenditures remains below projected GDP growth (6.3% yearly, 2023-2028), in line with RGC macroeconomic policy.

Total government budget available for education for years 2025-2028 is estimated based on the projected evolution of total government expenditures. The forecast assumes that the share of education in total government recurrent expenditures will remain constant at 2024 levels (15.8%) until 2028. This choice reflects the governments' commitment to stop the declining trend of this indicator since 2017, noted in Chapter 1 (see Figure 1.32) and secure the level of public investment in the sector. Development partners' contributions to the government's budget to education (through budget support³⁰) for years 2023 and 2024 are informed by the approved budget laws. External contributions for years 2025 and 2026 are estimated based on the assumption that 23.5% of the total planned ODA commitments in education will be channeled through budget support to MoEYS (same share as in 2023). Budget forecasts make no assumption about external contributions to the domestic education budget for years 2027 and 2028.

Starting from the level observed in approved budget law 2024, municipal and district budgets for the period 2025-2028 are assumed to accompany the projected evolution of teacher salaries in primary,

²⁹ http://odacambodia.com/Reports/reports_by_sector.asp; consulted in 12/03/2024.

³⁰ This excludes loans and project-funded contributions. See section 4.3 for more detail.

ECE and non-formal education. Similarly, the budget of the provincial administrations for 2025-2028 evolve from 2024 levels alongside the projected evolution of teacher salaries in secondary education, youth and sports. National administration's budget is obtained in the projections from the difference between projected total government budget for education and projected provincial and municipal budgets.

4.2.2 Projection results

The projected total government budget for education for the period 2024-2028 is 19,962,432 million Riels in 2023 constant prices, of which 325,673 million correspond to projected budget support by development partners (1.6% of total budget forecasts). Projected total annual budget to education evolves from 3,816,011 million Riels in 2024 to 4,257,904 million Riels in 2028, in nominal terms, which represents a 19.2% increase in real terms (discounting expected inflation), compared to the budget 2023 (Table 4.6).c

The overall share of the government budget to education to be deconcentrated to provincial administration is estimated at 45.5% and at 45.4% the share of the budget to be decentralized to municipal and district administrations.

Table 4.6: MoEYS' Budget forecasts 2024-2028

	2023	2024	2025	2026	2027	2028	Total 2024-2028
Total government budget forecast for education							
In million Riels, current prices	3,572,319	3,816,011	4,052,009	4,296,095	4,552,374	4,824,352	21,540,841
In million Riels, constant 2023 prices	3,572,319	3,730,021	3,862,581	3,990,099	4,121,827	4,257,904	19,962,432
<i>of which, external budget support</i>	157,838	180,635	99,968	45,071	0	0	325,673
In million USD, constant 2023 prices	841	869	890	909	929	949	4,547
Budget forecast by level of the education administration (in million Riels, constant 2023 prices)							
Central budget		453,876	408,365	362,186	309,031	281,297	1,814,755
Provincial budget		1,565,308	1,683,098	1,803,944	1,949,034	2,087,412	9,088,796
Municipal and district budget		1,710,837	1,771,118	1,823,969	1,863,762	1,889,195	9,058,881

Table 4.7 presents the projected evolution of main education financing indicators during the ESP implementation period, based on these budgetary forecasts. The proportion of education budget in relation to total government recurrent expenditures is assumed to remain constant at 15.8%. The share of education budget to total government expenditures, in turn, should increase from 9.0%, in 2023, to 9.2% by 2028. The projected total budget to education accounts for almost 51.0 % of government expenditures in the social sector, based on the mid-term expenditure framework covering the years 2024-2026, slightly above the level observed in 2023. However, under this financing scenario, in line with the current macroeconomic policy, education and total government expenditures are projected to increase at a lower rate than Cambodia's GDP. Consequently, total education (MoEYS') budget measured as a share of GDP is projected to decline from 2.7% in 2023, to 2.4% in 2028.

Table 4.7: Projected evolution of main education finance indicators, 2023-2028.

	2023	2024	2025	2026	2027	2028
MoEYS's annual budget forecast (in million Riels, constant 2023 prices)	3 572 319	3 730 021	3 862 581	3 990 099	4 121 827	4 257 904
real annual growth		4.4%	3.6%	3.3%	3.3%	3.3%
as % of GDP	2.7%	2.7%	2.6%	2.5%	2.5%	2.4%
as % of total government expenditure	9.0%	9.1%	9.2%	9.2%	9.2%	9.2%
as % of recurrent government expenditure	17.1%	15.8%	15.8%	15.8%	15.8%	15.8%
as % of government expenditure for social sector	50.6%	50.8%	50.9%	50.9%	50.9%	50.9%

4.3 Funding Gap and Resource Mobilization Strategy

Projected costs of implementing the ESP exceed by 10.4% MoEYS's budgetary forecasts for years 2024-2028. In other words, 9.4% of the budget requirements remain unmet under these projections. This represents a funding gap of 2,083,100 million Riels or 472 million US dollars, in 2023 constant prices, for the five ESP years. (Table 4.8)

Table 4.8: Estimated funding gap by year and total 2024-2028 (in constant 2023 prices)

	2023	2024	2025	2026	2027	2028	Total 2024-2028
Costing projection, in million Riels	3,572,319	3,831,592	4,189,373	4,444,518	4,655,892	4,924,157	22,045,532
Budgetary forecast, in million Riels	3,572,319	3,730,021	3,862,581	3,990,099	4,121,827	4,257,904	19,962,432
Funding gap							
In million Riels	0	-101,571	-326,792	-454,419	-534,065	-666,253	-2,083,100
In million USD	0	-23.7	-75.3	-103.6	-120.4	-148.6	-471.5
Funding gap as % of Cost projections	0	-2.7%	-7.8%	-10.2%	-11.5%	-13.5%	-9.4%
Funding gap as % of Budgetary forecast	0	-2.7%	-8.5%	-11.4%	-13.0%	-15.6%	-10.4%

Main planned expenditures that would be unfunded in case of resource scarcity need to be identified and alternative financing options need to be explored to increase the volume of resources available to education, during the ESP implementation.

Table 4.9 presents the estimated annual and total budget requirements for capital expenditures and the (partial) implementation of TPAP 2024-2030, included in the ESP cost projections. Taken together, these two expenditure items account for 67.4% of the total estimated funding gap. This is justified by ESP's decision to resume public investment in the improvement of educational, youth and sports infrastructure and to reform the teacher education system for improved learning outcomes. MoEYS will explore additional financing opportunities for these interventions, which have a significant impact on the access to quality education and effective learning.

Table 4.9: Total projected budget requirements of selected costed and unfunded ESP interventions (in million Riels, constant 2023 prices).

	2025-2028
Capital expenditures	677,383
Other capital	667,383
Teacher Policy Action Plan	457,413
TPAP capital expenditures	261,022
Recurrent expenditures	196,390
Total	1,134,796

It is likely that part of this expenditures is actually covered by current ODA commitments to education for years 2024-2026. The table below presents total planned ODA commitments for the period, as reported in Cambodia's ODA public database. As explained in section 2, budget forecasts assume that only 23.5% of total planned ODA commitments for years 2024-2026 would be implemented through budget support and makes no assumption about expected external contributions in 2027 and 2028. The total amount of ODA planned commitments to education between 2024 and 2026 that is not channeled through budget support for ESP implementation is estimated at 1,385,105 million Riels, in constant 2023 prices. This amount is equivalent to 54.1% of the estimated funding gap. Further analysis could reveal that a relevant share of ODA in education that is not channeled through budget support is actually supporting – or could be reviewed to support – the implementation of ESP's planned activities. MoEYS will also play an active role inviting development partners to review and update their planned commitments up to 2028, aiming to increase their contribution to ESP implementation.

Table 4.10: ODA planned commitments in education 2024-2026 and estimated share of ODA channeled through budget support to MoEYS.

	2023	2024	2025	2026	Total 2024-2026
in million USD, constant 2023 prices	158	183	103	47	333
in million Riels, current prices	671,293	785,959	446,019	206,390	1,438,367
in million Riels, constant 2023 prices	671,293	768,248	425,168	191,690	1,385,105
Budget support	157,838	180,635	99,968	45,071	325,673
	23.5%	23.5%	23.5%	23.5%	23.5%
Other	513,455	587,613	325,200	146,619	1,059,432
	76.5%	76.5%	76.5%	76.5%	76.5%

Other strategies to further mobilize financial resources for the ESP implementation include:

- Conducting a **comprehensive financing mapping** exercise to identify ways to increase budget allocation to education. This involves cross-sectoral dialogue to investigate if other ministries can co-finance some of the spending on items related to their responsibility (e.g. Health for school health) or to identify opportunities for reallocating fiscal resources to education. This will also involve policy dialogue across different government levels, analyzing fiscal capacity at different levels of education administration, and eventually establishing fiscal compacts to leverage investment in education.
- Actively seeking out opportunities for **public-private partnerships** to supplement public funding and enhance the quality and reach of educational initiatives outlined in the ESP.
- **Optimizing and improving the equity of household contributions to education.** As the current level of household contribution to education is already significant (see Chapter 1), the scope for further incremental increases is likely to be narrow. Still, more effective and efficient use of those contributions can be made if channeled through school funds (e.g., voluntary fund), while also ensuring the protection of economically vulnerable populations' rights. This approach will uphold principles of fairness and social equity, ensuring that financial responsibilities are distributed equitably while maintaining access to education for all segments of society.

CHAPTER 5: MONITORING AND EVALUATION FRAMEWORK

The existence of a monitoring and evaluation system is essential to the successful implementation of the ESP. The M&E system will be used for two main purposes: to accompany and check on implementation, which is the role of “monitoring”; and to ensure that lessons are learnt from the plan’s implementation to improve strategies and actions, which is the purpose of “evaluation”.

All monitoring and evaluation activities include collection of quantitative as well as qualitative data. When well analyzed, these data can bring important insights. The ESP puts great emphasis on the use of the results of monitoring and evaluation, and on ensuring that these results lead to learning about the reasons for a particular performance, and how the situation can be improved.

The first section of this chapter describes the processes for monitoring, evaluation, and learning that will be used during the ESP implementation. The second section lists the main actors that play a role in these processes. The final section presents the key performance, outcome and output indicators. This is a fairly small set of indicators that offer an overview of progress with the ESP, while concentrating on the most important changes.

5.1 Processes

The M&E system of the ESP builds upon the mechanisms and tools that were used for the preceding ESP, most of which form part of the usual working modalities of the educational administration. The principle is to rely on existing mechanisms, when they are effective, rather than to create parallel ones.

5.1.1 Monitoring processes/mechanisms

School monitoring: Monitoring of actions in education, and therefore of the ESP, starts from the school level. Schools are required to prepare and submit performance reports to DoEs for review, before they are sent to the PoEs, where they are kept for inspection work. Schools complete and send a detailed annual school census to the national EMIS office, in the second week after the opening of the school year. In addition, brief census data on enrolment, dropout and transfers are collected mid-year and at the end of the year.

DoE monitoring: According to Sub-Decree 213 and Prakas 1065, MoEYS dated 28th July 2023, transfer the functions and educational staff of the education, youth and sports sector to the municipalities, districts, and khans, specifically in the areas of early childhood education, primary education, and non-formal education management. As stipulated in section 4 of Prakas 1065, the municipal, district, and khan administrations have roles and responsibilities to manage, supervise, and utilize the educational staff in accordance with Royal Decree on Separate Statutes of the Cadre of Primary, Basic, and Higher Education Teachers and Royal Decree on Separate Statutes of Sub-National Staff Guidelines Modalities and Procedures. These administrations also have a role in monitoring, evaluation and inspection of the functional implementation of MoEYS’ delegated sub-sectors.

In principle, DoEs are responsible for transferred or delegated functions under D&D policies and programmes. The DoEs cooperate in this task with school management committees and committees at the commune level. The DoEs are in charge of regular monitoring of the support at school level on the implementation of policy actions, as well as of daily activities of the respective sub-programmes.

Monitoring of policies and strategies: The Department of Policy cooperates with the M&E Department to review the progress and impact of policy implementation. **Budget and performance monitoring.** The M&E Department, in cooperation with Department of Finance, is responsible for monitoring and evaluating implementation of ESP programmes/sub-programmes through the BSP and AOP, and for preparing and consolidating performance reports at all levels: national, sub-national and school. The performance report is developed quarterly in order to: 1) strengthen and enhance the efficiency, productivity and performance of the ESP, annual operational plans, and school development plans, and 2) strengthen and improve the efficiency, effectiveness, accountability, transparency and management of budget expenditure for central institutions of MoEYS.

These monitoring exercises and reports inform the Education Congress, at provincial and national level.

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

The **National Education Congress** takes place annually in March. Participants are drawn from across the education sector and from all levels (national, provincial, district and school), from other government ministries and agencies, the private sector, development partners and non-government organizations. The congress is held to discuss and consult on the progress and challenges of the ESP through AOP implementation and to set direction for the coming school year. To do so, the Congress reviews progress of annual targets against the goals set out in the previous Education Congress, linked to the implementation of the ESP.

The Congress report presents a deep analysis of the challenges that constrain the achievement of goals and proposes measures to improve educational performance. It provides key recommendations for integration into the budget strategic plan in the medium term, and the annual operational plan. The report relies on detailed analytical inputs by programmes and sub-programmes. These background documents critically review the performance of each of the policies, strategies and programmes/sub-programmes against the agreed targets given in the ESP performance and policy matrix, the annual operational plans and other work plans at the national and sub-national levels. The analysis takes into account the school and district inputs provided for the provincial congress, EMIS and QEMIS data, research and studies, outcomes of learning assessments, monitoring reports and any other relevant data or information.

The Education Congress provides opportunities for MoEYS, national and sub-national staff, relevant ministries, the private sector and development partners to define specific challenges and areas for the coming years, and to agree on a number of necessary activities and expected outputs for the next academic period.

5.1.2 Evaluation processes/mechanisms

Department of Planning will conduct a **mid-term review** in 2026 and a **final review** in 2028. These reviews differ from the annual monitoring reports, such as the Congress reports, in some respects.

They are designed to provide a more in-depth examination of the results achieved and the problems encountered. The mid-term review helps to decide whether to revise the objectives of the ESP, as well as the strategies and programs planned for the second period of the plan. The mid-term review of the previous ESP in 2021, led to a re-adjusted ESP. It is expected that the same may happen with the MTR of this plan which may lead to a realignment of the programme/sub-programme, indicators and targets with newly emerged or articulated priorities, notably the teachers, curriculum, personnel, policy and planning reforms (such as decentralization and de-concentration). The possible revision of the plan will be supported by the updated simulation model, with projections of populations/students and other inputs, to allow for an update of the financing needs of the remainder of the ESP implementation period.

The final review covers the entire plan period. Its aim is wide-ranging: to assess long-term results, their relevance, effectiveness, efficiency and sustainability, as well as to analyze the reasons why some results were achieved and others were not, and to draw lessons for a possible revision of the policy and for the preparation of the next plan. Particular emphasis is placed on analyzing trends in key performance indicators.

Both the mid-term and the final review are prepared by a team that is independent from and external to the educational administration, so that it is less influenced by the experiences and opinions of education staff. However, selected ministry staff will support the undertaking of these reviews, by providing all relevant information. The main sources of information are the various monitoring reports, the EMIS as well as a series of interviews and focus group discussions. Occasionally, specific studies on a particular challenge will be undertaken. The need for such a study can be noted during annual reviews.

5.1.3 Translating Monitoring and Evaluation into Learning

The different monitoring and evaluation exercises and reports create rich information on the evolution of the education system, the progress of ESP, and the achievement of key priorities. They also offer knowledge on the causes of progress and lack of progress with different programs.

The MoEYS will continue to organize an annual **Retreat**, the main purpose of which is to reflect on the lessons learnt through the M&E system. Participants in the retreat include the leaders of MoEYS, development partners and non-government organizations. The discussions at the retreat provide an opportunity for reflection on the progress made in the education sector and for consideration of focal areas for the coming year. The retreat is guided by documents that have been prepared prior to the meeting by different education sector technical working groups, and research papers prepared by subsectors and/or departments as agreed by the Joint Technical Working Group (JTWG). The outcome of the retreat is a report that informs the preparation of plans and programs, and the discussion at the Education Congress. Each retreat will focus on one or a few key topics that are of particular importance or concern.

5.2 Actors

The effectiveness of the M&E system will depend on the clarity of the roles and responsibilities of the different actors within the central departments and also between central and provincial education offices.

The **MoEYS** has the overall responsibility for the oversight of the technical aspects of the ESP implementation, monitoring and evaluation.

Within the Ministry, **senior management** will manage the mid-term and final review and will review how effectively and efficiently the plan is contributing to the outcomes of the Pentagonal Strategy. MoEYS leaders and senior management meet regularly through the Programme Management Committee to review sector progress. They present the annual report to the Education Congress.

All programmes are accountable to the **Minister of Education, Youth and Sport**, supported by the responsible secretary of state or under-secretary of state. Each sub-programme is managed by a director general, supported by deputy director general or director of department. The sub-programme will be operated through a sub-programme working group that will include all technical departments instrumental in the implementation of the policy and strategic framework.

The **Department of Planning** is responsible for overseeing the performance of programmes and sub-programmes and development of templates and other tools for the preparation of progress reports by programmes and sub-programmes for the MTR and final review of the ESP. DoP also supports the working groups for the ESP programmes and sub-programmes.

The **Department of M&E** is responsible for providing guidance and orientation on the whole monitoring framework. It is also in charge of monitoring the implementation of policies, plans, development programmes and projects in the education, youth and sports sector at all levels, and preparing periodical monitoring reports. It has the main responsibility for organizing the national and provincial Education Congress sessions. The M&E department will summarize the recommendations and contents of the PoE congresses as inputs to the National Congress report.

The **Technical Departments** provide support to provincial and district staff for the implementation, monitoring and reporting of the ESP programmes and for the preparation of the provincial ESP.

Three other departments have responsibilities in monitoring and evaluation.

Department of Education Quality Inspection

- Conduct studies, research, analysis and evaluation on the quality and effectiveness of the education sector.
- Monitor the implementation of curricula and use of learning materials in all public and private education institutions.
- Monitor and evaluate the implementation or fulfilment of national education standards by education institutions.
- Measure equivalency levels and capacity.
- Monitor youth- and sport-related skills application.
- Monitor and propose solutions to irregularities related to education.

Department of Inspection and Complaints

- Conduct inspections within the authority as determined by the Ministry to ensure efficiency, effectiveness, and accountability in accordance with applicable legal documents.
- Perform inspections based on risk assessments and suspected cases at national, sub-national, public, and private institutions.
- Receive and investigate complaints and defamation allegations from citizens, civil society, and relevant media in accordance with the jurisdiction.
- Report the inspection results to the Inspector General of the Ministry, the Ministry of Inspection, and the Head of the Royal Government.

Department of Internal Audit

- Review reliability, timeliness and clarity of financial information and cooperation, as well as methodologies used to ensure their compliance with planning principles and legal procedures
- Assess the efficiency of economic methods, and the positive impacts of the use of resources
- Periodically audit computer systems and evaluate key databases after installation to ensure that these systems address expected goals and objectives
- Develop 3 years rolling audit strategic plan and annual audit plan base on risk process
- Conduct regular audits of units under MoEYS to ensure the efficiency and effectiveness of internal management, risk management, and operations to achieve the expected objectives, in compliance with applicable laws and regulations.
- Conduct independent evaluations of the efficiency and effectiveness of risk management, the internal control system, and good governance.
- Prepare the report directly to the Minister and provide the annual report to the Ministry of Economy and Finance, the Ministry of Civil Service, the Ministry of Inspection, and the National Audit Authority.

The **Provincial Offices of Education** prepare and monitor the provincial ESP. Progress of the provincial ESP (which is prepared following guidelines from MoEYS) is reported during the provincial congress. The **District Offices of Education** prepare an annual work plan based on the provincial ESP, as well as quarterly progress reports. The DTMT supports implementation, monitoring and reporting of the district plan at the school level. **Schools**, with the support of school management committees, prepare, implement and monitor the progress of the school development plan and provide reports on school progress and programme budget expenditure to DoEs.

The Joint Technical Working Group on Education, which exists at the national and the provincial level, is an important actor, as it brings together MoEYS and its partners, including development partners. It aims to strengthen cooperation between partners, in alignment with the Pentagonal Strategy-Phase 1 and the ESP. It provides information on partnership funding, and informs its members on major reform programs, supported by development partners, such as public financial reform and the capacity development master plan. It reviews reports on aid effectiveness during the Education Congress and education retreat. The JTWG also strengthens capacity through annual training workshops.

At the national level, the Education JTWG meeting is conducted quarterly. The meetings discuss policy priorities, the implementation of education reforms, and aid effectiveness. The Provincial JTWG supports the preparation of planning, budgeting and reporting for provincial activities under the provincial ESP framework. Specifically, it provides inputs for preparing the provincial annual

operational plan, budget strategic plan, program budget expenditure, and annual work plan based on the provincial ESP. It also develops annual sub-sector plans.

5.3 Monitoring and evaluation indicators

The performance of the education sector shall be monitored and evaluated through the regular examination of the battery of outcome and output indicators and targets presented in Chapter 3. This will inform on the achievement of the specific objectives of each sub-program. The entities in charge of monitoring, calculation method and data sources related to each indicator are specified in the Technical Annex: ESP 2024-2028 Performance Indicators.

CHAPTER 6: MAIN IDENTIFIED RISKS AND MITIGATION OPTIONS

This strategic plan has some ambitious objectives and several strategies, which – to be successfully implemented – may require profound changes in the management of the education system. In other words: the plan is not without risks. This chapter makes the most important risks explicit; it identifies some interventions that are already in the strategic plan, to help avoid the occurrence of these risks, and additional mitigating options.

This chapter is closely linked to the monitoring and evaluation framework: the different M&E exercises aim to assess if progress is made towards the implementation of strategies and the achievement of objectives. While doing so, there will be a particular focus on the risks that threaten progress. If progress is insufficient or absent, the mitigating measures may need to be instigated. This is very much part of any strategic planning, which, to remain relevant, adapts to changes in the environment, and in function of progress.

6.1 Risks that are outside of the sphere of influence of the ESP

- **Climate change:** the increasing intensity and frequency of extreme weather events, particularly droughts and floods, could have negative consequences on access and learning. Some estimates suggest that “the education of approximately 1 percent of Cambodia’s students could be disrupted each year by flooding³¹. However, the relationship between climate change and education is not always straightforward. Extreme weather events have the potential to affect the education system directly, putting children's and teachers' lives and well-being at risk and destroying educational infrastructure, and indirectly through impacts associated with food insecurity, child labor, and forced migration, among others. According to IDMC, (2023)³² disasters triggered 15,000 internal displacements in 2021. Additionally, although climate change is a global phenomenon, not all people will be equally affected. The consequences of climate will disproportionately affect students in areas more prone to natural hazards and those living in families with less capacity to cope with and recover from disasters.
- **Mitigation options:** The ESP already includes some adaptation measures, such as the construction of climate-resilient school infrastructure, the development of an operational plan on climate change for the education sector, as well as some environmental sustainability measures, such as the integration of climate change into curricula. It is important to monitor the effective implementation of these measures and evaluate their outcomes. Further lessons can be learnt from evaluations of the implementation and effectiveness of previous national strategic/action plans focusing on the integration of climate change issues in education (*Climate Change Strategic Plan for Education 2013; Climate Change Action Plan for the Education 2014-2018*). Reviewing responsibilities and lines of accountability for climate change within MoEYS could contribute to improving the coordination and enhanced synergies across activities to enhance the resilience of the education system to climate change. The

³¹ The World Bank, 2023. *Cambodia Country Climate and Development Report* (English). Washington, D.C. : World Bank Group. URL <http://documents.worldbank.org/curated/en/099092823045083987/P17887106c6c2d0e909aa1090f3e10505c1Cambodia> (accessed 5.03.24).

³² IDMC, 2023. Cambodia, Risk analysis profile. URL <https://www.internal-displacement.org/countries/cambodia/> (accessed 5.03.24).

willingness of the RGC to combat climate change is evident in its commitment to spend 2.1 % of GDP on this global priority.

- **Annual GDP growth:** The level of financing of the ESP is based to a large extent on an estimate of the annual growth of GDP. As the share of government budget in GDP and the share of education budget in government budget are kept constant during most of the ESP period, the estimated annual GDP growth at about 6 % leads to a significant increase in the education budget. That estimate is, within the present global economic environment, not overly optimistic. But, as recent years have shown, the global environment is unpredictable, and GDP is affected not only by economic events but also by weather shocks or pandemics. A slower annual GDP growth will lead to a lower allocation of resources to education than projected in this ESP.
 - **Mitigation options:** actual GDP growth should be monitored, and the simulation model be updated with actual data to review the projection scenario and re-estimate the availability of financial resources, following which targets and cost requirements should be adjusted. A first response to a lower allocation of resources to education consists in distinguishing between major and less important or less urgent priorities and directing funding towards the former. A second response consists in building up a reserve fund dedicated to education, in case of economic shocks. This would be more feasible during the years that the education budget is higher than expected or when there are difficulties implementing all planned activities, for instance because of the slow launch of new programs. Finally, the same negotiation strategies that the chapter on cost and financing suggests in order to fill the existing gap in funding can be useful in this context.
- **Household income.** An economic crisis does not only threaten government income; it also threatens household income. At present, households already make a significant contribution to the total cost of the education system, mainly through direct school-based payments. Faced with an economic crisis, the poorest households will not have the capacity to maintain, even less to increase their contribution to the education system. Literature in Cambodia has shown that sending children to work is a coping strategy that households use when their income is severely affected by shocks³³, particularly crop failure³⁴.
 - **Mitigation options:** the strategic plan already includes different interventions to lessen the burden on the poorest households. They are listed in the priority programs and include for instance provision of scholarships and of transportation for children who live far from school, and targeted pedagogical support for learners who need additional support to stay in school. One inspiring strategy is the school voluntary fund: within the school community, a majority of better-off parents contribute voluntarily so that the poorest 20% do not have to do so. It will be important to monitor regularly (at least at each annual review) the evolution of disaggregated indicators on enrolment, participation, and performance to discover early warning signs of increased disparities. Implementing school voluntary funds at the district or provincial level (i.e. distributing more resources to the neediest schools within a district or to the neediest districts within a province, while diminishing those going to the privileged ones) may be an attractive alternative option.

³³ ILO, 2023. *Issue Paper on Child Labour and Climate Change* Geneva. URL https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---ipec/documents/publication/wcms_894326.pdf (accessed 5.03.24).

³⁴ Guarcello, Kovrova, and Rosati, 'Child Labour as a Response to Shocks: Evidence from Cambodian Villages' URL <https://documents.vsemirnyjbank.org/ru/publication/documents-reports/documentdetail/151061468017982021/child-labor-as-a-response-to-shocks-evidence-from-cambodian-villages> (accessed 5.03.24).

6.2 Risks that are within the sphere of influence of the ESP and are related to strategy design and implementation

- **Model schools and system-wide quality improvement.** One core priority of the ESP is to improve the quality of the education system and student learning. Several strategies will contribute to this: greater availability of higher-quality resources for schools and teachers; an improved teacher profile; stronger support and supervision processes; longer school days; more effective school management; and a better use of assessment results to feed into policy formulation. While their overall objective is to transform the whole school system, some of these strategies are focused on a select group of schools, which are expected to turn into “model schools”. The ambition is that these model schools will help identify interventions that at a low cost can be scaled up throughout the system, and that they will inspire and incite all other schools towards better performance. However, the risk is that only a few schools meet the model school standards, that the impact on quality is not significant, and that therefore no systemic change in quality is achieved. There may even be a risk of increased disparities between the successful “model schools” and the others.
 - **Mitigation options:** proper monitoring and evaluation of the evolution of the performance of all schools is required and the particular impact of the introduction of the model school standards on improving school performance and students’ learning will be investigated. Efforts will be made to ensure that the lessons learnt through the introduction of the model schools’ standards are able to produce sustainable positive impact at the systemic level. Global evidence points to the importance of strengthening governance and instructional leadership at the local level and actively preventing the emergence of inequity by addressing the needs of schools and communities lacking enough financial, human, technical and organizational resources to engage in self-improvement. Evidence on the effectiveness of the introduction of model school standards to promote equitable school improvement and improve students’ learning should feed back into the policy design.
- **School management and disadvantaged schools.** The ESP considers more effective school management a key strategy to improve quality and governance. This is in line with previous strategic plans, and it reflects a body of literature that has demonstrated that better managed schools lead to improved student results. To attain stronger management, schools are receiving more functional autonomy. The risk inherent to this strategy is that not all schools draw the same benefit from autonomy, because schools are very different in terms of capacity, resources, and context. Those in disadvantaged and vulnerable communities may not be able to improve by themselves, and inequality could increase.
 - **Mitigation options:** the ESP is aware of this risk. For instance, the model school program takes this into account, by allowing the more capable schools greater autonomy. The ESP also includes strategies aimed at reinforcing supervision and support for the more vulnerable schools. It is crucial that staff in provincial and district education offices, who interact regularly with schools and teachers, are incentivized to do so consistently, because experience has taught that usually, for practical as well as professional reasons, working with well-functioning schools is easier than with low-performing and disadvantaged schools.
- **Provincial/district capacity.** What applies to schools, also applies to provinces and districts. They have, in line with the D&D policy, much autonomy, in particular in ECE, primary and non-formal education. Ideally, this allows for adaptation of national policies to the diversity of local realities. The risk is that such heterogeneous adherence to the ESP by provincial and district offices could increase inequality, especially when provinces and districts have different capacities in designing plans, adapting and implementing strategies, and supporting schools and teachers.
 - **Mitigation options:** the ESP already integrates a sub-program and several interventions that aim at strengthening the capacity of provincial and district offices, for instance through professional development, support and guidance, and the provision of necessary resources.

If during ESP implementation it becomes clear that some provinces and districts encounter more serious challenges than others, more efforts will be made to accompany these subnational administrations in their planning and implementation processes, by providing them with special support and more regular guidance.

- **Gender:** The ESP includes strategies intended to stop and revert the trend of increased gender disparities in education in recent years, for instance by increasing the scope of scholarship programs, the promotion of the participation of girls and women in STEM and the continuous efforts to mainstream gender in the curriculum of formal and nonformal education, youth and sports. However, there is never a guarantee that these strategies will produce the expected effect.
 - **Mitigation options:** the M&E system will provide information on the evolution of gender disparities, which should be used to assess whether designed strategies are producing the expected effects in terms of decreasing gender inequalities. A revision of the Gender Mainstreaming Strategic Plan in Education 2020-2025 could be useful, to update and align it with the priorities, objectives and targets of the ESP.

ANNEXES

Annex 1: Key Performance Indicators and Targets for 2024-2028

No	Indicators	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
P1: Reforming schools for inclusive and equitable access to quality education								
1.1	Number of schools achieving model school standard	#	120	250	360	470	580	700
1.2	% of student of grade 12 graduated with A, B, and C	%	19.9	23.0	24.3	25.5	26.8	28.0
P2: Improving access, quality, and relevance of higher education and research development.								
2.1	Gross enrolment rate in higher education (aged 18-22)	%	17.9	18.9	19.9	21.0	22.0	23.0
	Male	%	16.5	17.5	18.5	19.5	20.5	21.5
	Female	%	19.3	20.3	21.3	22.3	23.3	24.3
2.2	Number of research products linked with the market needs and socio-economic development used by HEIs and the industry	#	N/A	22	25	30	34	40
P3: Promoting the 21st century skills for youth								
3.1	Number of youths who completed basic education equivalency program	#	835	955	1,035	1,115	1,195	1,276
	Youth	#	759	859	919	979	1,035	1,100
	NFE	#	76	96	116	136	156	176
3.2	Number of youth and adults who completed youth and adult development programs (targeted model schools and centers)	#	1,150	1,820	2,014	2,208	2,402	2,596
	Youth	#	N/A	1,696	1,796	1,896	1,996	2,096
	Adult	#	N/A	124	218	312	406	500
P4: Promoting physical activities, physical education, and sports								
4.1	Number of medals gained from international sport competitions	#	100	104	139	110	146	150
4.2	Number of schools implementing physical education and sport program during and outside school hours according to model school standard	#	N/A	180	230	280	330	380
P5: Promoting Performance-Based Management								
5.1	Percentage of MoEYS' program budget execution	%	95.0	95.0	95.0	95.0	95.0	95.0
5.2	Number of schools implemented Management Information System	#	N/A	250	360	470	580	700
5.3	Number of education specialists certified	#	5	64	35	55	75	95

Annex 2: Performance (Outcome) Indicators and Targets for 2024-2028

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Program 1: Reforming schools for inclusive and equitable access to quality education							
Sub-program 1.1: ECE							
Number of pre-schools achieved model school standard	#	10	34	40	45	50	55
Percentage of new entrants to primary education with ECCE experience	%	69.9	72.1	73.6	75.1	76.6	78.1
Male	%	53.2	55.4	57.5	59.5	61.5	63.5
Female	%	87.9	90.1	91.1	92.1	93.1	94.1
Sub program 1.2: Primary education							
Number of primary schools achieving model school standard	#	40	90	200	300	400	500
Gross enrolment rate in primary education	%	103.9	103.5	103.0	102.5	102.0	101.5
Male	%	105.1	104.7	104.2	103.7	103.2	102.7
Female	%	102.5	102.1	101.7	101.3	100.9	100.5
Completion rate in Primary education	%	86.8	87.4	88.0	88.6	89.2	89.8
Male	%	85.3	85.6	86.1	86.6	87.1	87.6
Female	%	89.4	90.1	90.6	91.1	91.6	92.1
Sub program 1.3: General secondary education							
Number of secondary schools achieving model school standard							
Model lower secondary schools	#	15	25	65	100	140	175
Model upper secondary schools	#	55	110	103	114	116	117
Gross enrolment rate in secondary education							
Lower Secondary Education	%	64.8	66.4	67.4	68.4	69.4	70.4
Male	%	60.6	62.2	63.2	64.2	65.2	66.2
Female	%	69.4	70.4	71.4	72.4	73.4	74.4
Upper Secondary Education	%	44.2	45.8	46.3	48.8	50.3	51.8
Male	%	39.3	40.3	41.3	42.3	43.3	44.3
Female	%	49.2	50.2	51.2	52.2	53.2	54.2
Completion rate in secondary education							
Lower Secondary Education	%	59.7	61.2	62.2	63.2	64.2	65.4
Male	%	54.9	56.5	57.5	58.5	59.5	60.5
Female	%	64.5	66.0	67.0	68.0	69.0	70.0
Upper Secondary Education	%	38.4	39.9	40.9	41.9	42.9	43.9
Male	%	34.4	35.9	36.9	37.9	38.9	39.9
Female	%	42.5	44.0	45.0	46.0	47.0	48.0
Number of enrollment in technical education	#	3,259	3,807	4,355	4,904	5,452	6,000
Program 2: Improving access, quality, and relevance of higher education and research development.							
Sub program 2.1: Higher Education							

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Percentage of graduates from bachelor programs employed after 1 year of graduation	%	N/A	50.0	60.0	65.0	70.0	75.0
Sub program 2.2: Research and Innovation							
Number of research results linked with the market needs and socio-economic development used by HEIs and the industry	#	N/A	22	27	31	36	40
Program 3: Promoting the 21st century skills for youth							
Sub program 3.1: NFE and life-long learning							
Percentage of Adult literacy (15-year-old above) who completed literacy program	%	84.7	86.1	87.4	88.8	90.1	91.5
Male	%	89.5	90.9	92.4	93.8	95.3	96.7
Female	%	80.3	81.5	82.9	84.1	85.4	86.7
Number of youth and adult benefited from income generation programs	#	3,568	3,892	4,216	4,541	4,865	5,189
Male	#	1,102	1,202	1,302	1,403	1,503	1,603
Female	#	2,466	2,690	2,914	3,138	3,362	3,586
Number of model life-long learning centers	#	1	3	5	6	8	10
Sub program 3.2: Youth Development							
Number of youth participated in the national competency contests (Model School)	#	N/A	2,000	2,180	2,360	2,510	2,690
Program 4: Promoting physical activities, physical education, and sport							
Sub program 4.1: Physical activities and education							
Percentage of people participated in physical activities and sports in recreation zone	%	20.2	20.7	21.6	22.4	23.3	25.0
Sub program 4.2: Sport							
Number of national athletes gathered	#	1,384	878	1,029	1,105	1,180	1,256
Program 5: Promoting Performance-Based Management							
Sub program 5.1: Evidence-based Policy & Planning							
Number of schools that developed school development strategy plans in line with model school standards	#	N/A	250	360	470	580	700
Percentage of education statistics and indicators book produced and published by school year	%	100	100	100	100	100	100
Sub program 5.2: Financial resource management							
Share of MoEYS' current expenditure over total governments' current expenditure.	%	16.9	17.5	18.1	18.7	19.4	20.0
Sub program 5.3: Human Resource Management							
5.3.1 Teacher education (PRE-SET)							
Number of teaching licenses issued for teachers							

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Pre-school	#	N/A	N/A	N/A	200	300	400
Primary	#	N/A	N/A	1,000	1,200	1,350	1,500
Lower secondary	#	N/A	N/A	200	350	500	650
Upper secondary	#	N/A	750	950	1,100	1,300	1,500
5.3.2 Continuous Professional Development and Teacher Career Pathways (In-Service Training)							
Number of teachers meet the national qualification standards (at... least 12+4)							
Primary	#	590	980	1,370	1,760	2,150	2,540
Secondary	#	379	549	719	890	1,060	1,230
Number of teachers received school management training programs	#	2,370	3,771	3,847	2,823	399	475
Ministry	#	95	171	247	323	399	475
SEIP/GEIP	#	2,275 (SEIP)	3,000 (BA-GEIP), 600 (MA- GEIP)	3,000 (BA-GEIP), 600 (MA- GEIP)	2,500 (BA-GEIP)	N/A	N/A
Number of school principals received school management training programs	#	1,296	2,285	2,852	3,310	3,347	3,985
Ministry	#	797	1,435	2,072	2,710	3,347	3,985
SEIP/GEIP	#	499 (SEIP)	700 (BA-GEIP)	700 (BA-GEIP).	600 (BA-EIP)	N/A	N/A
Number of teachers received the Continuous Professional Development	#	14,392	17,534	20,675	23,817	26,958	30,100
5.3.3 Capacity development and Support to implement the Decentralization and Deconcentration reform							
Number of entities prepared performance-based agreement							
Central level	#	3	11	19	27	35	42
Provincial level	#	N/A	5	10	15	20	25
School level	#	100	320	440	760	980	1,200
5.3.4 Personnel Management							
Percentage of filled staff positions/official staffing norms	%	50.0	52.0	54.0	56.0	59.0	60.0
Percentage of women among education personnel at different levels	%	N/A	18.4	18.8	19.2	19.6	20.0
Sub program 5.4: Performance-based Evaluation							
Number of model schools conducted standardized tests	#	120	276	432	588	744	900
Number of schools inspected	#	120	256	392	528	664	800

Annex 3: Output Indicators and Targets for 2024-2028

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Program 1: Reforming schools for inclusive and equitable access to quality education							
Sub program 1.1: ECE							
Sub program objective 1.1.1: Increase access to pre-schools education for all, with attention to equity and inclusion							
Gross enrolment rate in ECE (aged 3-5)	%	37.1	39.1	41.1	43.1	45.1	47.1
Male	%	36.0	38.0	40.0	42.0	44.0	46.0
Female	%	38.4	40.4	42.4	44.4	46.4	48.4
Age-5 enrolment rate in ECE	%	64.8	65.8	66.9	67.9	69.0	70.0
Male	%	64.4	65.3	66.2	67.2	68.1	69.0
Female	%	65.5	66.6	67.7	68.8	69.9	71.0
Percentage of public pre-schools implementing school meal programs	%	N/A	9.2	14.4	19.6	24.8	30.0
Percentage of public pre-schools with WASH and other facilities (Separated pre-school)							
Star 3	%	5.2	7.2	9.1	11.1	13.0	15.0
School with latrines	%	99.7	99.8	99.8	99.9	99.9	100
School with Aid Box	%	38.4	50.7	63.0	75.4	87.7	100
School with Electricity	%	95.8	96.6	97.5	98.3	99.2	100
Number of pre-schools implemented MLE for Indigenous children	#	142	144	146	148	150	152
Number of pre-schools teacher trained in inclusive education	#	1,500	1,700	1,900	2,100	2,300	2,500
Female	#	1,230	1,390	1,550	1,710	1,870	2,030
Number of community-based pre-schools located in factory areas	#	N/A	6	12	18	24	30
Number of community-based childcare centers	#	N/A	13	17	22	26	30
Sub program objective 1.1.2: Improve the quality of ECE programs							
Number of ECE teachers and caregivers trained on curriculum implementation (CPS and CBCC in factories area)	#	N/A	52	77	101	126	150
Number of community pre-schools meeting minimum standard to be annexed of public school	#	N/A	N/A	N/A	72	144	288
Sub program objective 1.1.3: Strengthen ECE operations and administration							
Number of pre-schools received mentoring and coaching on school model standard	#	N/A	33	115	197	278	360
Percentage of teacher received training on climate change resilience	%	N/A	N/A	N/A	35.0	70.0	100
Sub program 1.2: Primary Education							
Sub program objective 1.2.1: Ensure equitable access to primary education							
Net admission rate	%	89.8	91.1	92.4	93.7	95.0	96.3

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Male	%	89.1	90.5	91.8	93.2	94.5	95.9
Female	%	90.5	91.8	93.0	94.3	95.5	96.8
Survival rate	%	77.5	78.5	79.5	80.5	81.5	82.5
Male	%	78.7	79.7	80.7	81.7	82.7	83.7
Female	%	76.3	77.3	78.3	79.3	80.3	81.3
Percentage of overage enrollment	%	14.2	12.7	11.2	9.7	8.2	6.7
Female	%	12.9	11.4	9.9	8.4	6.9	5.4
Dropout rate	%	5.4	5.2	5.0	4.8	4.6	4.4
Male	%	5.2	5.0	4.8	4.6	4.4	4.2
Female	%	5.7	5.5	5.3	5.1	4.9	4.7
Repetition rate	%	5.8	5.7	5.6	5.5	5.4	5.3
Male	%	7.3	7.2	7.1	7.0	6.9	6.8
Female	%	4.1	4.0	3.9	3.8	3.7	3.6
Number of students received pro-poor scholarship	#	148,362	148,957	148,957	148,957	148,957	148,957
Number of primary schools provided inclusive education	#	75	80	85	90	95	100
Number of primary teachers trained on inclusive education	#	4,000	4,300	4,600	4,900	5,200	5,500
Number of primary schools implemented school meal program	#	N/A	553	686	816	960	1,114
Percentage of public primary school with WASH and other facilities							
3 stars	%	6.9	8.1	9.3	10.6	11.8	13.0
School with latrines	%	99.9	99.9	99.9	100	100	100
School with Aid Box	%	57.4	65.9	74.4	83.0	91.5	100
School with Electricity	%	89.1	91.3	93.5	95.6	97.8	100
Sub program objective 1.2.2: Improve quality of learning in primary education							
Percentage of school implemented Early Grade Learning							
Grade 1 Khmer	%	N/A	80.5	85.4	90.3	95.1	100
Grade 1 Mathematic	%	N/A	31.3	48.5	65.7	82.8	100
Grade 2 Khmer	%	N/A	67.7	75.8	83.9	91.9	100
Grade 2 Mathematic	%	N/A	26.8	40.1	53.4	66.7	80.0
Grade 3 Khmer	%	N/A	3.8	15.4	26.9	38.5	50.0
Grade 3 Mathematic	%	N/A	0.0	7.5	15.0	22.5	30.0
Number of primary schools implementing extra-curricular activities at grade 4 to 6	#	N/A	40	90	200	370	600
Percentage of primary schools fully implementing the curriculum framework	%	N/A	35.0	47.5	60.0	72.5	85.0
Number of teachers received EGL training (Grade 1-3)							
EGRA	#	16,343	20,000	22,000	25,000	28,000	30,000
EGMA	#	5,116	7,000	9,000	12,000	15,000	20,000
Sub program objective 1.2.3: Improve school leadership and governance							

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Percentage of primary schools with active school management committee (meeting at least 7 times a year)	%	N/A	10.0	20.0	30.0	40.0	50.0
Number of primary schools received mentoring and coaching on model school standard	#	N/A	90	368	645	923	1,200
Sub program 1.3: General Secondary Education and Technical Education							
Sub program objective 1.3.1: Improve access to and retention in equitable and inclusive secondary education							
Transition rate							
primary to lower secondary education	%	83.7	85.0	86.2	87.5	88.7	90.0
Male	%	81.4	82.7	83.9	85.2	86.4	87.7
Female	%	85.9	87.2	88.4	89.7	90.9	92.2
lower to upper secondary education	%	77.6	79.1	80.6	82.0	83.5	85.0
Male	%	74.1	75.6	77.1	78.5	80.0	81.5
Female	%	80.6	82.1	83.6	85.0	86.5	88.0
Survival rate							
Lower secondary education	%	53.6	54.6	55.6	56.6	57.6	58.6
Male	%	51.8	52.8	53.8	54.8	55.8	56.8
Female	%	55.1	56.1	57.1	58.1	59.1	60.1
Upper secondary education	%	34.1	35.1	36.1	37.1	38.1	39.1
Male	%	30.9	31.9	32.9	33.9	34.9	35.9
Female	%	37.1	38.1	39.1	40.1	41.1	42.1
Dropout rate							
Lower secondary education	%	15.4	15.2	15.0	14.8	14.6	14.4
Male	%	17.0	16.8	16.6	16.4	16.2	16.0
Female	%	13.8	13.6	13.4	13.2	13.0	12.8
Upper secondary education	%	13.7	13.5	13.3	13.1	12.9	12.7
Male	%	16.4	16.2	16.0	15.8	15.6	15.4
Female	%	11.5	11.3	10.8	10.3	9.8	9.3
Repetition rate							
Lower secondary education	%	3.6	3.4	3.2	3.0	2.8	2.6
Male	%	2.5	2.3	2.1	1.9	1.7	1.5
Female	%	1.5	1.3	1.1	0.9	0.7	0.5
Upper secondary education	%	1.7	1.5	1.3	1.1	0.9	0.7
Male	%	2.2	2.0	1.8	1.6	1.4	1.2
Female	%	1.2	1.0	0.8	0.6	0.4	0.2
Number of students receiving pro-poor scholarship							
Lower secondary education	#	102,359	119,961	119,961	119,961	119,961	119,961
Female	#	61,415	71,976	71,976	71,976	71,976	71,976
Upper secondary education	#	11,167	13,117	13,117	13,117	13,117	13,117
Female	#	6,700	7,870	7,870	7,870	7,870	7,870
Technical Education	#	508	1,904	2,178	2,452	2,726	3,000
Female	#	304	543	762	858	954	1,050
Percentage of secondary schools fully implementing the curriculum framework	%	N/A	20.0	32.5	45.0	57.5	70.0

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Number of secondary schools implemented school health program	#	70	211	256	396	536	676
Percentage of public secondary school with WASH and other facilities							
Lower secondary							
3 stars	%	2.7	3.0	3.2	3.5	3.7	4.0
School with latrines	%	99.9	99.9	99.9	100	100	100
School with Aid Box	%	45.3	56.2	67.2	78.1	89.1	100
School with Electricity	%	95.9	96.7	97.5	98.4	99.2	100
Upper secondary							
Star 3	%	6.9	7.9	8.9	10.0	11.0	12.0
School with latrines	%	100	100	100	100	100	100
School with Aid Box	%	78.1	82.5	86.9	91.2	95.6	100
School with Electricity	%	99.1	99.3	99.5	99.6	99.8	100
Number of children and youth council of red cross, scout, and teacher student received the knowledge of the impact of using illegal drug, e-cigarette, HIV, and road traffic law	#	N/A	N/A	2,000	2,000	2,000	2,000
The number of education staff participated in training of gender mainstreaming	#	300	600	900	1,200	1,500	1,800
Sub program objective 1.3.2: Improve the quality of learning in line with 21st century skills							
Number of secondary schools implementing extra-curricular activities	#	15	20	30	55	75	100
Number of general and technical high schools have partnership MoU with enterprises	#	N/A	3	4	6	7	8
Sub program objective 1.3.3: Improve school leadership and governance							
Number of schools with functional management committee (meeting at least 7 times a year)	#	N/A	500	856	1,212	1,567	1,923
Number of New Generation School	#	7	9	11	13	15	16
Number of general and technical high schools/centers	#	19	20	21	23	24	25
Program 2: Improving access, quality, and relevance of higher education and research development							
Sub program 2.1: Higher Education							
Sub program objective 2.1.1: Increase enrolment in higher education, with a focus on equity							
Number of scholarship students at higher education							
Domestic	#	7,533	7,543	7,553	7,563	7,573	7,583
International	#	387	390	395	400	405	410
Number of students in digital technology major	#	737	777	817	857	897	937
Male	#	424	447	470	493	516	539
Female	#	313	330	347	364	381	398
Sub program objective 2.1.2: Improve quality and relevance of academic programs							
Number of academic programs joined Cambodian Cyber University Network	#	9	12	15	19	22	25

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Number of HEIs joined Cambodian Cyber University Network	#	7	9	10	12	13	15
Number of academic programs modernized in line with Outcome-Based Education (OBE) academic program development framework	#	N/A	5	14	23	31	40
Number of programs developed/revise in digital technology	#	16	18	21	23	26	28
Number of students benefited from student mobility program	#	6	11	16	20	25	30
Sub program objective 2.1.3: Enhance QA system implementation for academic programs to meet national or/and international standards							
Number of academic programs have been accredited by ACC	#	N/A	4	10	16	22	28
Number of HEIs have been accredited by ACC	#	39	49	59	69	79	94
Number of HEIs conduct academic programs self-assessment based on IQA system	#	N/A	N/A	12	20	30	40
Number of academic programs produce self-assessment report based on IQA system	#	N/A	N/A	12	32	52	80
Number of programs accredited/recognized by regional or international agencies	#	3	10	18	25	33	40
Sub program objective 2.1.4: Support HEIs to develop/update systems to improve institutional governance and management towards higher institutional development status							
Number of HEIs meet institutional development status	#	N/A	N/A	N/A	5	10	20
Number of HEIs entered with HEMIS system	#	49	55	61	68	74	80
Number of HEIs under and outside MoEYS conduct tracer studies	#	23	34	46	57	69	80
Sub program 2.2: Research and Innovation							
Sub program objective 2.2.1: Promote strategic investment in human resource development toward postgraduate degrees							
Number of PhDs in priority areas produced under MoEYS scholarship and partnership	#	N/A	N/A	N/A	N/A	N/A	20
Number of master's degrees in priority areas produced under MoEYS scholarship and partnership	#	N/A	N/A	N/A	50	50	150
Sub program objective 2.2.2: Promote research activities and publications							
Number of research projects completed	#	N/A	52	64	76	88	100
Number of research articles published in peer-reviewed national and international journals	#	N/A	100	125	150	175	200
Number of HEIs fully implemented a research management framework	#	N/A	N/A	N/A	N/A	1	3
Sub program objective 2.2.3: Matching the research projects with socio-economic development							
Number of research projects linked to socio-economic development completed	#	N/A	5	7	10	10	10

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Number of research projects supported by private sector using research trust fund	#	N/A	N/A	8	13	18	20
Number of centers of excellence	#	4	5	5	6	6	7
Program 3: Promoting the 21st century skills for youth							
Sub program 3.1: Non-formal Education and lifelong learning							
Sub program objective 3.1.1: Increase access to NFE programs with specific attention to out-of-school children, youth, and illiterate adults							
Number of participants in literacy programs	#	17,861	17,954	18,048	18,141	18,235	18,328
Number of participants in equivalency programs	#	8,310	8,388	8,466	8,544	8,622	8,700
Number of participants in re-entry programs	#	5,114	5,211	5,308	5,406	5,503	5,600
Sub program objective 3.1.2: Aligned the NFE programs with the needs of community development							
Number of LLL programs for community-based development	#	7	7	7	7	7	7
Number of Lifelong Learning Centers established	#	4	10	16	21	27	33
Sub program objective 3.1.3: Increase access to life-skills and income generating programs for out-of-school children, youth and adults							
Number of participants in LLL training programs	#	10,239	10,791	11,343	11,896	12,448	13,000
Number of districts implementing the Non-Formal Education Management Information System (NFE-MIS)	#	N/A	13	26	39	52	65
Sub program objective 3.1.4: Enhance the quality and relevance of life skills and income generating programs							
Number of contracted trainers who received training in the new income generation curriculum framework	#	N/A	200	300	400	500	600
Number of communities implemented LLL programs	#	N/A	338	341	344	347	350
Sub program 3.2: Youth Development							
Sub program objective 3.2.1: Equip youth with knowledge and skills for improved characteristics and good moral through school-based structures and programs							
Number of youth scouts	#	180,000	185,000	191,000	197,000	203,000	209,000
Female	#	88,150	90,650	93,150	95,650	98,150	100,650
Number of children and youth council functioning (Primary and secondary schools)							
Youth council	#	419	429	439	449	459	469
Child council	#	4,732	5,022	5,312	5,602	5,892	6,182
Number of model schools implemented youth development programs	#	N/A	30	50	70	90	110
Sub program objective 3.2.2: Mobilize youth to involve in youth development programs							
Number of youth development programs developed	#	N/A	N/A	3	6	9	12
Number of youths participated in Youth Development programs	#	2,385	3,469	3,050	3,250	3,450	3,750

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Number of youths participated at international youth programs	#	170	170	185	200	215	230
Program 4: Promoting physical activities, physical education, and sport							
Sub program 4.1: Physical activities and physical education							
Sub program objective 4.1.1: Expand the practice of inclusive physical education and sports and the quality of this practice during school hours and after school hours.							
Number of teacher student 12+2 and 12+4 trained	#	180	146	221	225	250	275
Number of physical education and sport teachers trained annually pre-service	#	N/A	N/A	50	150	200	200
Number of teachers at public education institutions carrying out in-curricular physical education and sport program and extra-curricular sport trained	#	N/A	228	403	578	753	928
Sub program objective 4.1.2: Promote people's well-being through exercise, physical education and sports for health							
Number of inspired sports for ALL, ASEAN Sport Day, Fit ASEAN programs identified and expanded	#	10	11	12	13	14	15
Sub program 4.2: Sports							
Sub program objective 4.2.1: Improve the sport performance of the national sports teams to excel on the international stage							
Number of athletes participated in international competitions	#	1,198	702	789	377	815	450
Number of sports prepared for national student sport competition and national sport	#	12	37	14	38	15	39
Number of traditional sports promoted in Cambodia	#	4	4	5	5	6	6
Sub program objective 4.2.2: Develop institutional management capacity and capacity of sports technical officers, especially women in sports							
Number of coaches trained in technical sports	#	562	240	268	295	323	350
Number of referee, judge and sport officers trained in technical sports	#	840	960	983	1,005	1,028	1,050
Number of national sport federation fully functioned	#	N/A	25	31	37	42	48
Program 5: Promoting Performance-Based Management							
Sub program 5.1: Evidence-based Policy and Planning							
Sub program objective 5.1.1: Collect, analyze, and use information.							
Harmonized Management Information System (MIS) platform (EMIS, HRMIS, EFMS, HEMIS, and NFEMIS data systems)		EMIS and HRMIS harmonized	EMIS, HRMIS, and EFMS harmonized	EMIS, HRMIS, EFMS, and HEMIS harmonized	EMIS, HRMIS, EFMS, HEMIS, and NFEMIS harmonized	All MIS fully harmonized	All MIS fully harmonized
Percentage of schools using HRMIS, HRCPD							
HRMIS	%	96.0	96.8	97.6	98.4	99.2	100

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
HRCPD	%	71.0	74.8	78.6	82.4	86.2	90.0
Sub program objective 5.1.2: Design contextualized policies and planning							
Number of policies and intervention strategies updated and developed	#	1	1	1	1	1	1
Percentage of ESP outcome and output indicators meet the annual targets	%	70.0	80.0	80.0	80.0	80.0	80.0
Number of education staffs receiving training on sub-national and school education plans	#	N/A	78	156	234	312	390
Report on the effectiveness of cooperative financing in the education sector	#	Improve the system AMIS	Improve the system AMIS	Prepare annual analysis report	Prepare annual analysis report	Prepare annual analysis report	Prepare annual analysis report
Monitoring and evaluation framework of gender mainstreaming strategic plan 2021-2025 was prepared	#	N/A	Prepare Assessment of GMSP 2021-2025 report	Prepare GMSP 2024-2028			Prepare Assessment of GMSP 2024-2028 report
Sub program 5.2: Financial Management resource							
Sub program objective 5.2.1: Mobilize domestic and international sources for equitable funding of education							
Number of program and sub-program allocated staff burden expenditure	#	N/A	N/A	SE	Program 1	Program 1 & 2	All programs
Number of program and sub-program allocated capital expenditure	#	N/A	N/A	SE	Program 1	Program 1 & 2	Program 1 & 2
Number of PoEs prepared AoP meet the quality standard	#	14	16	18	21	23	25
Sub program objective 5.2.2: Equity-focused distribution and improve efficient use of financial resources							
Share of non-wage expense in total recurrent expense of MoEYS	%	17.9	19.3	20.7	22.2	23.6	25.0
Performance agreement prepared for all programs/sub-programs	#	All Programs	All programs and sub-programs	All programs and sub-programs	All programs and sub-programs	All programs and sub-programs	All programs and sub-programs
Sub program objective 5.2.3: Provide central and provincial offices, and schools with appropriate facilities and equipment.							
Number of model schools provided with basic facilities and equipment	#	N/A	158	317	475	634	792
5.3. Human resource management (PRE-SET, IN-SET, D&D, and Personnel management)							
5.3.1 Teacher education (PRE-SET)							
Sub program objective 1: Reform and strengthen teacher education policy and standards of teaching profession							
Teacher Policies reviewed, revised and approved with the involvement of key stakeholders		Reviewed and revised	Reviewed and revised	implement	implement	implement	Implement
Sub program objective 2: Strengthen teacher education institutions							
Number of Regional Teacher Training Centers and Provincial Teacher Training Centers transformed into Teacher Education Colleges	#	2	2	2	3	3	4

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Percentage of teacher educators in Teacher Education Institutions meet the Professional Standards for Teacher Educators (Baseline and target values: Master's degree in the required field)	%	39.0	41.2	43.4	45.6	47.8	50.0
Number of Teacher Education Institutions meet the revised Teacher Education Provider standards (TEPS)	#	N/A	3	4	5	5	6
Number of practice schools at Teacher Education Centers transform to model schools	#	N/A	1	3	5	6	7
5.3.2 Continuous Professional Development (CPD) and Teacher Career Pathways (TCP)							
Sub program objective 5.3.2.1: Implement continuous professional development (CPD) and teacher career pathways (TCP)							
Number of senior education specialists in Policy, Planning, Statistics, Curriculum, Teaching Methodology, Personnel Management, Public Financial Management, Inspection and Assessment	#	N/A	38	54	69	85	100
Number of education specialists at school level (Pre-School, Primary, and Secondary)	#	N/A	26	70	113	157	200
Number of education officials recorded in CPD system	#	5,157	14,126	23,094	32,063	41,031	50,000
5.3.3 Capacity development and Support to implement the Decentralization and Deconcentration reform (In-service training)							
Sub program objective 5.3.3.1: Ensure clarity and agreement on the roles and responsibilities of different actors for the effective and equitable implementation of the decentralization and deconcentration reform in education							
Number of PoEs with roles, responsibilities and structure revised following the transfer of functions and resources to Krong, District, and Khan administrations.	#	N/A	N/A	25	25	25	25
Number of school principals trained in D&D	#	230	644	1,058	1,472	1,886	2,300
Number of DoE staff trained on D&D	#	N/A	208	416	624	832	1,040
Number of MoEYS leaders and education staff received dissemination of D&D reforms	#	N/A	110	260	310	460	600
Number of education staff of PoEs trained the program on D&D reforms. (functional transfer and resources, management procedures, supervision, and functional implementation, staff, financial resources, state property, and line of accountability)	#	N/A	30	80	130	180	240
Number of provinces that organized coordination meetings between provincial administration, PoEs and Krong, District and Khan administration on the procedures to implement the functional reform of the educational administration	#	N/A	N/A	25	25	25	25
Sub program objective 5.3.3.2: Strengthen regulatory and participatory bodies in charge of supporting and monitoring educational development at the provincial, district, and school levels.							

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Number of provinces with functioning education sector working groups	#	16	18	20	21	23	25
Number of educational legal documents prepared annually	#	N/A	30	58	86	114	170
5.3.4 Personnel management							
Sub program objective 5.3.4.1: Equity-focused distribution, deployment, and improvement of efficiency of using human resources							
Pupil-teacher ratio							
Primary	Ratio	46:1	46:1	47:1	47:1	48:1	49:1
Secondary	Ratio	23:1	24:1	24:1	24:1	24:1	25:1
HRMIS developed with integral part of all functions and operations relating to Human Resource Management (leave, attendance management, promotion)	%	10.0	22.0	34.0	46.0	58.0	70.0
Sub program 5.4 Performance-based Evaluation							
Sub program objective 5.4.1: Improve the monitoring and evaluation of education policies and programs, and their use for policy guidance							
Monitoring and evaluation frameworks, guidelines, or tools updated		N/A	Update	Implement	Implement	Implement	Implement
Percentage of performance agreement indicators in program and sub-program met the target	%	N/A	80.0	80.0	80.0	80.0	80.0
Sub program objective 5.4.2: Improve the assessment, monitoring and evaluation of offices and schools							
Number of National and Sub-National entities inspected on administration and finance	#	33	36	40	43	47	50
Sub program objective 5.4.3: Introduce the performance-based agreement at all levels							
Percentage of entities at central level submitted regular performance agreement reports	%	85	88	91	94	97	100
Number of programs prepared performance-based agreement with MoEYS (program managers and Minister)	#	N/A	5	5	5	5	5
Number of entities at central level and PoEs prepared performance-based agreement with MoEYS and monitored							
Entities at central level	#	N/A	51	51	51	51	51
PoEs	#	N/A	25	25	25	25	25
Number of schools prepared the performance-based agreement with school management committee and monitored	#	120	250	360	470	580	700
Sub program objective 5.4.4: Strengthening organization's internal control							
Percentage of units accepted annual audits							
Central units	%	30.0	40.0	50.0	60.0	70.0	80.0
PoEs	%	40.0	48.0	56.0	64.0	72.0	80.0
Schools	%	3.0	3.4	3.8	4.2	4.6	5.0

Indicator	Unit	Baseline 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Target 2026/27	Target 2027/28
Percentage of audit recommendation implemented	%	60.0	64.0	68.0	72.0	76.0	80.0
Number of units accepted annual formal inspection	#	335	368	401	434	467	500
Number of conflicts were solved	#	13	13	14	14	15	15

Annex 4: Enrolment and Educational Needs Projection

School-age population

Population by Age Group	2022	2023	2024	2025	2026	2027	2028
3-5 years old	927,128	935,338	926,691	929,994	920,744	911,954	911,560
Female	473,925	478,209	473,821	474,235	470,841	466,346	466,173
Male	453,203	457,129	452,870	455,759	449,903	445,608	445,387
6-11 years old	1,909,701	1,903,358	1,831,319	1,835,831	1,848,136	1,852,733	1,864,130
Female	932,394	929,356	894,480	893,063	902,892	905,187	910,745
Male	977,307	974,002	936,839	942,768	945,244	947,546	953,385
12-14 years old	960,613	930,610	920,776	933,678	934,933	957,901	965,305
Female	469,032	454,552	449,874	463,839	456,788	467,886	471,414
Male	491,581	476,058	470,902	469,839	478,145	490,015	493,891
15-17 years old	1,001,249	1,019,566	1,024,377	1,017,974	984,019	948,185	915,256
Female	489,542	497,986	500,022	499,822	480,307	463,047	447,237
Male	511,707	521,580	524,355	518,152	503,712	485,138	468,019
18-22 years old	1,460,332	1,521,970	1,571,364	1,585,719	1,631,210	1,642,292	1,644,532
Female	725,895	752,145	773,132	766,529	798,574	803,120	803,736
Male	734,437	769,825	798,232	819,190	832,636	839,172	840,796

Student Projection by Educational Levels

Student by Education Levels	2022	2023	2024	2025	2026	2027	2028
ECE	387,279	399,390	399,752	409,425	411,954	414,198	421,074
Public	256,657	264,712	264,955	271,377	273,044	274,536	279,084
Private	51,354	52,978	53,031	54,319	54,655	54,937	55,855
Community	79,268	81,700	81,766	83,729	84,255	84,725	86,135
Primary	2,200,021	2,241,143	2,255,702	2,266,393	2,251,044	2,210,486	2,171,536
Public	2,057,612	2,096,090	2,109,707	2,119,699	2,105,339	2,067,400	2,030,971
Private	142,409	145,053	145,995	146,694	145,705	143,085	140,565
Lower secondary	694,161	685,628	686,861	703,531	734,189	779,929	828,574
Public	655,299	646,649	647,207	662,302	690,513	732,838	777,796
Private	38,862	38,980	39,655	41,229	43,676	47,092	50,779
Upper secondary	401,605	415,252	436,314	451,123	459,945	465,871	467,524
Public	374,694	387,151	406,487	419,979	427,888	433,105	434,357
Private	26,911	28,101	29,828	31,144	32,056	32,765	33,168
Higher education	205,636	225,651	248,271	270,202	292,556	314,309	336,031
Public	65,598	71,982	79,198	86,194	93,325	100,264	107,193
Private	140,038	153,669	169,073	184,008	199,231	214,045	228,837

Teacher Projection (Public) by Educational Levels

Teacher by Education Levels	2022	2023	2024	2025	2026	2027	2028
ECE	8,965	9,500	9,761	10,257	10,580	10,901	11,346
Primary	44,905	45,407	45,305	45,074	44,286	42,983	41,701
Lower secondary	28,384	27,474	26,937	26,966	27,464	28,429	29,380
Upper secondary	15,854	16,589	17,635	18,445	19,022	19,486	19,775
Higher	7,858	8,622	9,487	10,325	11,179	12,010	12,840
Total	105,966	107,592	109,125	111,067	112,531	113,809	115,043

Classroom Projection (Public) by Educational Levels

Classroom by Education Levels	2022	2023	2024	2025	2026	2027	2028
ECE	7,393	7,625	7,632	7,817	7,865	7,908	8,039
Primary	47,031	47,096	46,510	45,774	44,464	42,639	40,847
Lower Secondary	13,565	13,386	13,398	13,710	14,294	15,170	16,101
Upper Secondary	7,812	8,072	8,475	8,756	8,921	9,030	9,056
Total	75,801	76,179	76,015	76,058	75,544	74,747	74,043