



**KINGDOM OF CAMBODIA**

**Nation Religion King**

**MINISTRY OF EDUCATION, YOUTH AND SPORT**

# EDUCATION CONGRESS



**THE EDUCATION, YOUTH AND SPORT PERFORMANCE  
IN THE ACADEMIC YEAR 2024-2025  
AND GOALS FOR THE ACADEMIC YEAR 2025-2026**

**11-12-13 February 2026**



## CONTENTS

1.	INTRODUCTION .....	1
2.	PROGRESS .....	1
2.1	OVERALL ACHIEVEMENTS OF THE EDUCATION, YOUTH AND SPORT SECTOR .....	1
2.1.1	PROGRESS IN ACHIEVMENT OF KEY PERFORMANCE INDICATORS OF THE PENTAGONAL STRATEGY .....	1
2.1.2	PROGRESS IN ACHIEVMENT OF LEVEL 1 PERFORMANCE AGREEMENT INDICATORS .....	1
2.1.3	PROGRESS IN THE IMPLEMENTATION OF REFORMS IN THE EDUCATION, YOUTH AND SPORT SECTOR .....	3
2.1.3.1	IMPLEMENTATION OF MODEL SCHOOL STANDARDS .....	3
2.1.3.2	IMPLEMENTATION OF TEACHER REFORM .....	3
2.1.3.3	DIGITAL EDUCATION .....	12
2.1.3.4	HIGHER EDUCATION REFORM .....	12
2.1.3.5	YOUTH DEVELOPMENT .....	15
2.1.3.6	DEVELOPMENT OF PHYSICAL EDUCATION AND SPORT .....	16
2.1.3.7	SYSTEM BUILDING AND CAPACITY DEVELOPMENT .....	17
2.1.4	PROGRESS IN THE IMPLEMENTATION OF FRAMEWORK REFORMS .....	20
2.1.4.1	IMPLEMENTATION OF PUBLIC ADMINISTRATION REFORM .....	20
2.1.4.2	IMPLEMENTATION OF LEGAL REGULATIONS .....	24
2.1.4.3	IMPLEMENTATION OF DECENTRALIZATION AND DECENTRALIZATION REFORM .....	26
2.1.4.4	IMPLEMENTATION OF PUBLIC FINANCIAL MANAGEMENT REFORM .....	27
2.1.5	PROGRESS IN CROSS-SECTORAL WORK .....	40
2.1.5.1	IMPLEMENTATION OF NEW EDUCATIONAL PATHWAY .....	40
2.1.5.2	IMPLEMENTATION OF POLICY, PLANNING AND STATISTICS WORK .....	40
2.1.5.3	IMPLEMENTATION OF THE COOPERATIVE FINANCING .....	42
2.1.5.4	DEVELOPMENT OF EDUCATIONAL INFRASTRUCTURE .....	53
2.1.6	PROGRESS IN THE IMPLEMENTATION OF THE 2025 NATIONAL ANNUAL OPERATION PLAN .....	55
2.1.7	PROGRESS IN IMPLEMENTING THE NATIONAL EDUCATION CONGRESS 2024-2025 DIRECTIONS .....	57
2.1.8	PROGRESS IN THE IMPLEMENTATION OF THE 2024-2025 ACADEMIC YEAR ACTION PLAN OF CAPITAL AND PROVINCES .....	59
2.2	RESULTS OF THE IMPLEMENTATION OF THE LEVEL 2 PERFORMANCE AGREEMENT BY PROGRAMM .....	60
2.2.1	PROGRESS IN THE IMPLEMENTATION OF LEVEL 2 PERFORMANCE AGREEMENT INDICATORS .....	60
2.3	RESULTS OF IMPLEMENTING INDICATORS FOR SUPPORT SUB-SECTOR .....	68
2.3.1	PROGRESS OF OUTCOME INDICATORS FOR SUB-SECTOR SUPPORT .....	68
2.3.2	PROGRESS OF OUTCOME INDICATORS FOR SUB-SECTOR SUPPORT .....	69
2.4	RESULTS BY SUB-SECTOR .....	72
2.4.1	EARLY CHILDHOOD EDUCATION SUB-SECTOR .....	72
2.4.2	PRIMARY EDUCATION SUB-SECTOR .....	85
2.4.3	SECONDARY AND TECHNICAL EDUCATION SUB-SECTOR .....	117
2.4.4	HIGHER EDUCATION SUB-SECTOR .....	139
2.4.5	NON-FORMAL EDUCATION SUB-SECTOR .....	161
2.4.6	YOUTH DEVELOPMENT SUB-SECTOR .....	181
2.4.7	PHYSICAL EDUCATION AND SPORTS SUB-SECTOR .....	196
3.	CHALLENGES .....	206
3.1	COMMON CHALLENGES .....	206
3.1.1	POLICY WORK .....	206
3.1.2	PLANNING WORK .....	206
3.1.3	EDUCATION INFORMATION AND STATISTICS .....	206
3.1.4	MONITORING AND EVALUATION .....	206
3.1.5	DECENTRALIZATION AND DECONCENTRALIZATION .....	206
3.1.6	HUMAN RESOURCE MANAGEMENT .....	206
3.1.7	PUBLIC FINANCIAL MANAGEMENT .....	206
3.1.8	PROCUREMENT WORK .....	206
3.1.9	TRAINING AND RECRUITMENT WORK .....	206
3.1.10	ADMINISTRATIVE WORK .....	206
3.1.11	STATE PROPERTY AND ACADEMIC CONSTRUCTION MANAGEMENT WORK .....	206
3.1.12	INSPECTION AND COMPLAINTS .....	206
3.1.13	INTERNAL AUDIT .....	207
3.1.14	EDUCATION QUALITY INSPECTION .....	207
3.2	SUB-SECTOR CHALLENGES .....	207
3.2.1	EARLY CHILDHOOD EDUCATION SUB-SECTOR .....	207
3.2.2	PRIMARY EDUCATION SUB-SECTOR .....	207
3.2.3	SECONDARY AND TECHNICAL EDUCATION SUB-SECTOR .....	207
3.2.4	HIGHER EDUCATION SUB-SECTOR .....	207

3.2.5	NON-FORMAL AND INCLUSIVE EDUCATION SUB-SECTOR.....	207
3.2.6	YOUTH DEVELOPMENT SUB-SECTOR .....	207
3.2.7	PHYSICAL EDUCATION AND SPORTS DEVELOPMENT SUB-SECTOR.....	208
4.	DIRECTION FOR THE SCHOOL YEAR 2025-2026 .....	208
4.1	OVERALL GOALS .....	208
4.1.1	POLICY, PLANNING, STATISTICS, AND MONITORING AND EVALUATION WORKS.....	208
4.1.2	DECENTRALIZATION AND DECONCENTRALIZATION .....	208
4.1.3	HUMAN RESOURCE MANAGEMENT WORK.....	209
4.1.4	PUBLIC FINANCIAL MANAGEMENT .....	209
4.1.5	PROCUREMENT WORK.....	209
4.1.6	TRAINING AND PROFESSIONAL DEVELOPMENT .....	209
4.1.7	ADMINISTRATIVE WORK .....	209
4.1.8	STATE PROPERTY AND CONSTRUCTION WORK .....	209
4.1.9	PRINTING AND DISTRIBUTION WORK .....	210
4.1.10	INSPECTION AND COMPLAINTS .....	210
4.1.11	INTERNAL AUDIT WORK.....	211
4.1.12	EDUCATION QUALITY INSPECTION WORK .....	211
4.2.1	EARLY CHILDHOOD EDUCATION SUB-SECTOR .....	211
4.2.2	PRIMARY EDUCATION SUB-SECTOR.....	211
4.2.3	SECONDARY AND TECHNICAL EDUCATION SUB-SECTOR.....	211
4.2.4	HIGHER EDUCATION SUB-SECTOR.....	212
4.2.5	NON-FORMAL AND INFORMAL EDUCATION SUB-SECTOR .....	212
4.2.6	YOUTH DEVELOPMENT SUB-SECTOR.....	212
4.2.7	PHYSICAL EDUCATION AND SPORTS DEVELOPMENT SUB-SECTOR .....	212
5.	CONCLUSION.....	212
	ANNEX 1: BUDGET STATUS OF PUBLIC SCHOOL OPERATION FUND .....	215
	ANNEX 2: BUDGET STATUS OF 2025-2026 BUDGET OF THE MINISTRY OF EDUCATION, YOUTH AND SPORTS .....	216
	ANNEX 3: PROGRESS OF THE IMPLEMENTATION OF THE DIRECTION SET IN EDUCATION CONGRESS 2023-2024	
	KEY REFORMS AND CROSS SUB-SECTORS .....	219
	ANNEX 4: PROGRESS OF THE IMPLEMENTATION OF THE DIRECTION SET IN.....	231
	EDUCATION CONGRESS 2024-2025 BY SUB-SECTORS .....	231
	ANNEX 5: PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2025 (NATIONAL LEVEL) ...	239
	TOPICS FOR DISCUSSION .....	277

Part 1  
Achievements and Directions



## 1. INTRODUCTION

The 2024-2025 academic year witnesses the second year of implementing the 2024-2028 Education Strategic Plan in keeping with the Pentagonal Strategy - Phase 1 of the Royal Government of the 7<sup>th</sup> Legislature of the National Assembly. Under the wise leadership of **Samdech Moha Borvor Thipadei Hun Manet**, Prime Minister of the Kingdom of Cambodia, has garnered significant achievements, including: Increased enrollment in all educational levels, in particular in 9-year basic education, with quality, efficiency and inclusiveness through the development of educational infrastructure, increased number of awards of scholarships, continual development of teacher competence, digital education, strengthening of school governance and active engagement of communities and authorities at all levels, which have been favorable factors for students' education.

The sub-sectoral achievements attained by the Ministry of Education, Youth and Sport in the 2024-2025 academic year are as of the followings:

## 2. PROGRESS

### 2.1 OVERALL ACHIEVEMENTS OF THE EDUCATION, YOUTH AND SPORT SECTOR

#### 2.1.1 PROGRESS IN ACHIEVEMENT OF KEY PERFORMANCE INDICATORS OF THE PENTAGONAL STRATEGY

The Ministry of Education, Youth and Sport has identified key performance indicators (KPIs) for reviewing, monitoring and evaluating the implementation of the Pentagonal Strategy - Phase 1 which include 1. Results of the Programme for International Student Assessment (PISA), 2. Gross enrolment rate at lower secondary and upper secondary education, and 3. Drop-out rate at lower secondary and at upper secondary education. The table below shows the progress in the realization of Key Performance Indicators of the Pentagonal Strategy - Phase 1:

**Table 1: Pentagonal Strategy - Phase 1 Key Performance Indicators (KPIs)**

Pentagonal Strategy Indicator		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
1	Results of the Programme for International Student Assessment (PISA)					
1.1	Average reading scores	score	-	339	End of 2026	-
1.2	Average mathematics scores	score	-	346	End of 2026	-
1.3	Average science scores	score	-	357	End of 2026	-
2	Gross enrolment rate					
2.1	Gross enrolment rate in lower secondary education	%	75.2	76.7	79.0*	↑
2.2	Gross enrolment rate in upper secondary education	%	44.3	45.6	46.6*	↑
3	Drop-out rate					
3.1	Drop-out rate in lower secondary education	%	15.5	15.0	14.1**	↑
3.2	Drop-out rate in upper secondary education	%	13.7	13.2	11.2**	↑

**Note:** ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target  
\* Academic year 2025-2026 \*\* Academic year 2024-2025

Overall, the implementation of the Pentagonal Strategy in the education sector for the 2025-2026 academic year unveiled a significant progress in meeting the targets for the gross enrollment rate and drop-out rate in lower and upper secondary education. However, the Ministry needs to further focus on provinces that realized these indicators due to their low rates. Pertinent to the academic results, through participation in the regional test program for 5-year-olds, good results were obtained and the results of the Programme for International Student Assessment (PISA) are awaited to be released by the end of 2026.

#### 2.1.2 PROGRESS IN ACHIEVEMENT OF LEVEL 1 PERFORMANCE AGREEMENT INDICATORS

Level 1 Performance Agreement Indicators were set up between the Ministry of Education, Youth and Sport and the Ministry of Economy and Finance in line with the Law on Public Finance System with the aim of promoting participation in the implementation of the Performance Information Budget System, also known as “Performance Budget”, in the spirit of requiring the measurement of the effectiveness and efficiency of program implementation through performance indicators by linking annual results and policy priorities so that the Royal Government can make informed decisions on the allocation of budgets or financial resources. The following table shows the progress in achievement of Level 1 Performance Agreement Indicators within the 5 programs:

Table 2: Level 1 Performance Agreement Indicators

Key Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
<b>Program 1: Reforming schools for inclusive and equitable access to quality education</b>						
1.1	Number of model schools	#	264	360	461	↑
1.2	Percentage of students of grade 12 graduated with A, B, and C	%	25.7	24.3	28.8	↑
<b>Program 2: Improving access, quality, and relevance of higher education and research development</b>						
2.1	Gross enrolment rate in higher education (aged 18-22)	%	19.1	19.9	19.0	→
	Male	%	16.9	18.5	16.5	↓
	Female	%	20.3	21.3	21.7	↑
2.2	Number of research projects linked with the market needs and socio-economic development used by HEIs and the industry	#	22	25	25	↑
<b>Program 3: Promoting the 21st century skills for youth</b>						
3.1	Number of children and youth completed basic education equivalency program	#	1,168	1,035	2,049	↑
3.2	Number of youth and adult completed from youth and adult development programs (targeted model schools and centers)	#	1,727	2,014	2,832	↑
<b>Program 4: Promoting physical activities, physical education, and sports</b>						
4.1	Number of medals from international sport competitions	#	237	139	214	↑
4.2	Number of schools implementing physical education and sports programs during school hours and extracurricular sports in accordance with standard school standards	#	180	230	230	↑
<b>Program 5: Promoting Performance-Based Management</b>						
5.1	Percentage of PB execution produced by financial management information system	%	95.95	95.0	96.0	↑
5.2	Number of schools implemented Management Information System	#	264	360	746	↑
5.3	Number of education specialist trained and certified	#	416	35	35	↑

**Note:** ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target

Overall, the 5 programs consisted of 11 performance indicators as determined in the Performance Agreement, 10 of which (equivalent to 90.9 percent) having completed the targets and 1 (equivalent to 9.1 percent) being acceptable.

Examining each program shows that:

**Program 1: Reforming school to achieve quality, inclusive and equitable education:** There were 2 performance indicators whose targets were achieved at 100 percent.

Program 1 demonstrated overwhelming successes by exceeding the targets for these 2 indicators, indicating that “reforming school” and “improving student learning outcomes” were going hand in hand. Model schools have become effective training centers, leading to higher results of student knowledge (A, B, C grades) beyond expectations.

**Program 2: Improving Access, Quality and Relevance of Higher Education and Research and Innovation:** There were 2 performance indicators, 1 of which having achieved the target, equivalent to 50 percent, and 1 being acceptable, equivalent to 50 percent.

Program 2 attained remarkable results, in particular in promoting research projects relevant to market needs, although the gross rate of higher education enrollment was slightly deviated from the target, which required further attention.

**Program 3: Promoting 21st Century Skills for Youth:** The 2 performance indicators achieved the 2 targets equivalent to 100 percent.

Program 3 demonstrated better results than expected, as reflected in the realization of more than 100 percent of the targets, both in providing opportunities for equivalency programs and developing the capabilities of youth and adults to become practical resources for the future.

**Program 4: Promoting Physical Education, Physical Education and Sport:** The 2 performance indicators achieved the targets, equivalent to 100 percent.

Remarkable successes were attained in Program 4 with the winning of international medals exceeding the targets, along with the expansion of physical education curricula to be fully executed in model schools in accordance with the plan.

**Program 5: Promoting Performance-Based Management:** The 3 performance indicators achieved the targets, equivalent to 100 percent.

Program 5 demonstrated significant progress in the enhancement of governance and modernization of the education management system through excellent achievements in providing training to concerned specialists and introducing the information system in schools, as well as maintaining cost-effectiveness at a high level.

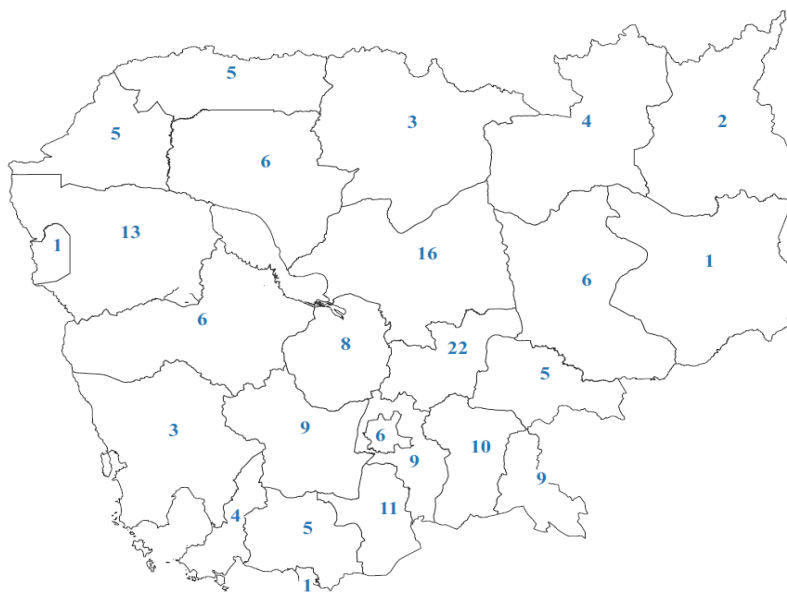
In conclusion, the assessment of the results of the 5 programs under the Key Performance Agreement Indicators framework has shown remarkable success, with the majority of indicators achieving and exceeding the targets. This progress has underscored the comprehensive advancement, commencing from solidifying the quality of education at all levels, providing lifelong learning opportunities, and promoting the sport sector, to modernizing governance through digital technology, all of which being positive signs in boosting Cambodia's human capital to its full potential.

## 2.1.3 PROGRESS IN THE IMPLEMENTATION OF REFORMS IN THE EDUCATION, YOUTH AND SPORT SECTOR

### 2.1.3.1 Implementation of Model School Standards

In 2025, The Ministry selected 170 schools to receive model school awards, which consisted of 15 pre-schools, 83 primary schools (20 target primary schools of Key Measure in Education Sector), 12 junior high schools and 58 high schools. At the same time, 2 teacher training colleges achieved the model teacher training college standard.

#### Capital City and Provinces Awarded with Model School Standards



### 2.1.3.2 Implementation of Teacher Reform

The Ministry prepared and introduced the “Strategic Plan for Teacher Education Reform in Cambodia 2024-2030” which sets forth 4 strategies, namely 1) Professionalized Pathway into Teaching, 2) Increased supply of Well-trained Teachers and Teacher Educators, 3) Strengthened Educational Capacity of Teacher Education Institutions, and 4) Advancement of Teacher Education Specializations.

The Ministry formulated plans aiming for educating teachers to become “teachers of excellence” to contribute to improving student learning outcomes, which will be reflected in national, regional and international assessments.

#### 1. Transformation of regional teacher training centers and provincial teacher training centers in 4 provinces into teacher education colleges

- Formulating a draft of the software support action plan for transforming the regional teacher training centers and the provincial teacher training centers of Kandal, Kampong Cham, Prey Veng and Takeo provinces into teacher education colleges, in collaboration with UNICEF;
- Formulating a plan to improve the physical infrastructure of all teacher education institutions, especially in the 4 teacher education colleges.

##### 1.1. Kampong Cham province

- Formulating capacity development plans for education staffs and master trainers of the 4 new teacher education colleges;
- JICA having inspected and assessed the infrastructure to be constructed and prioritized it prior to submitting it for a green light from the JICA Headquarters and the Japanese Parliament. The infrastructure includes 1) Administration building and auditorium, 2) Common room, 3) STEM buildings with laboratories for junior high and high schools, 4) Libraries and E-library facilities;
- Dispatching 6 education staff (2 females) working at the Kampong Cham Provincial Regional Teacher Training Center to participate in capacity development/qualification upgrading programs to further their Bachelor and Master's Degree studies.

## 1.2. Kandal province

- Formulating a master plan for the establishment of Kandal Provincial Teacher Education College;
- Dispatching 4 education staff working at the Kandal Provincial Regional Teacher Training Center and Teacher Training College to participate in capacity development/qualification upgrading programs and to further their Bachelor and Master's Degree studies.

## 1.3. Takeo and Prey Veng provinces

- Having finalized a study on the necessary infrastructure requirements for the implementation of the Bachelor of Education (12+4) teacher education program at the 2 Teacher Education Colleges and having formulated the master plan for the Prey Veng Provincial Teacher Training Center; in particular, the master plan for the Prey Veng Provincial teacher training center is still in the study phase.
- Dispatching 12 education staff (2 females) working at the Regional Teacher Training Center and the Teacher Training College of Takeo province and 11 (5 females) of those in Prey Veng province to participate in capacity development/qualification upgrading programs and to further their Bachelor and Master's Degree studies.

## 2. Development of teacher education institutions

### 2.1. Evaluation of outstanding teacher educators

In the 2024-2025 academic year, 68 teacher educators completed the self-evaluation of good teacher educators. As a result, 20 teacher educators were selected for evaluation as outstanding trainers, based on the results of the self-evaluation, evidence, and videos of their teaching.

### 2.2. Formulation of teacher training college profiles

24 teacher education institutions were compiled with teacher training school profiles, while the National Institute of Special Education has not yet been compiled since the institute has just been placed under the management of the Directorate General of Teacher Education.

### 2.3. Support and collaboration between teacher training colleges

- National Institute of Education assigned 18 teacher educators for teaching assistance (4 for Mathematics, 2 for Psycho Pedagogy, 3 for Physics, 3 for Chemistry, 1 for Biology, 1 for Moral-Civics, 2 for History, and 2 for Geography) to agreement-based teachers at the Bachelor +1 level at the Prey Veng Regional Teacher Training Center and the Provincial teacher training center, via the online system.
- Phnom Penh Teacher Education College did not yet provide teaching assistance to agreement-based teachers at the Kampong Cham Regional Teacher Training Center and the Provincial teacher training center. However, the Battambang Teacher Education College was in charge of such training on its own.

## 3. Transformation of practice schools into model schools and New Generation Schools

### 3.1. Standards of model schools and New Generation Schools

Among the 24 practice schools across the country (1 high school, 4 junior high schools, and 19 primary schools), the practice schools which were transformed into model schools and New Generation Schools are as follows:

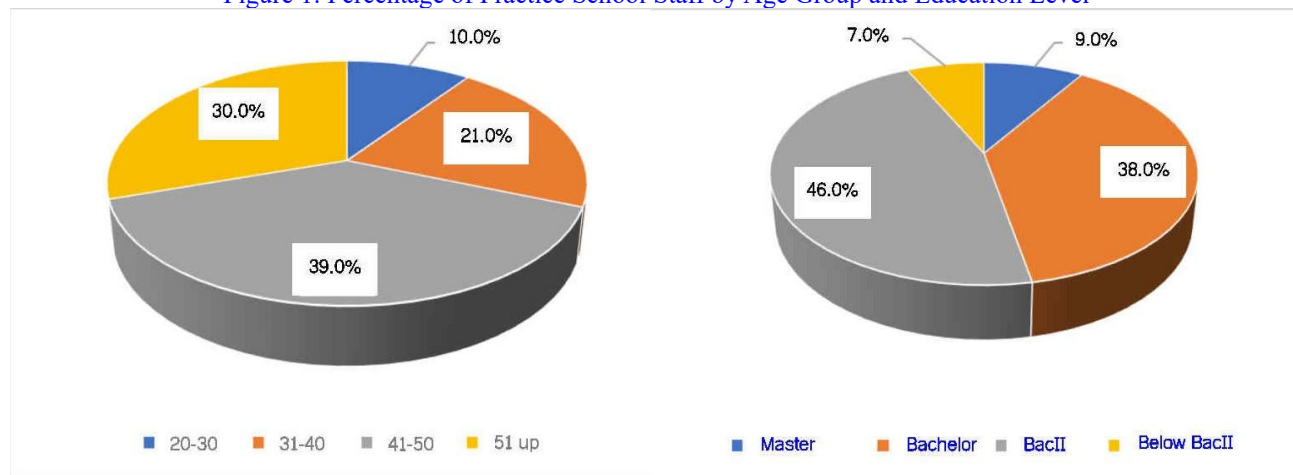
- 1 New Generation School: Kampong Cham Provincial Practice Primary School
- 4 model primary schools:
  - Hun Sen Acha Leak Practice Primary School, Kampong Thom Province (Prakas in 2024)
  - Hun Sen Practice Primary School, Kampong Cham Province (Prakas in 2025)
  - Preah Vihear Provincial Practice Primary School (Prakas in 2025)
  - Battambang Provincial Practice Primary School (Prakas in 2025)
- Schools which received certificates of appreciation as ones having made efforts to meet the conditions of the model school standards include:
  - Bun Rany Hun Sen Practice Primary School, Kandal Province (Prakas in 2025)
  - Kampot Practice Primary School (Prakas in 2025)
- 11 practice schools selected as candidates for evaluation as model schools for Prakas in 2026 include those in Kandal, Kratie, Kampong Speu, Kampot, Takeo, Pursat, Prey Veng, Preah Sihanouk, Stung Treng and Svay Rieng provinces and the National Institute of Education's Practice Primary School.

The Ministry collected and established self-evaluation reports on the standards of model schools and capital/provincial practice schools, and instructed practice schools to conduct self-evaluations, from which the following results were acquired:

### 3.2. Status of staff of practice schools

Among the 24 practice schools across the country, there were 668 staffs, 445 of whom were female (HRMIS, 2024). The figure below shows the percentage of practice school staff by age group and by qualification.

Figure 1: Percentage of Practice School Staff by Age Group and Education Level



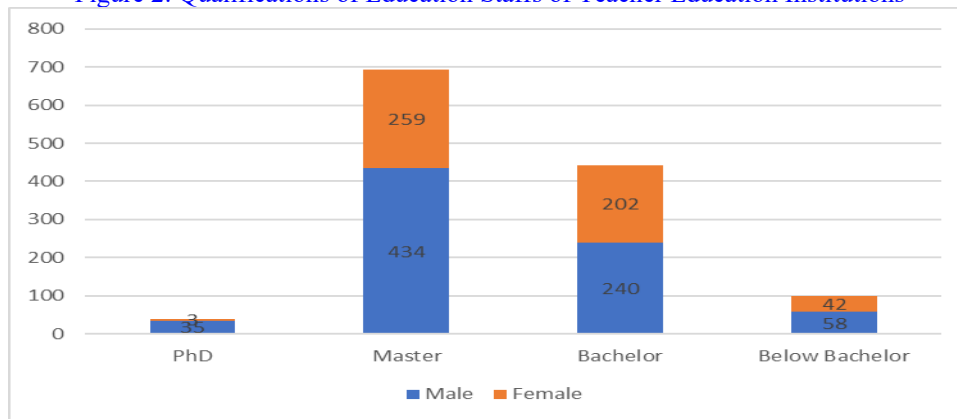
### 3.3. Support for practice schools

The Ministry of Education, Youth and Sport provided the interactive capacity building training to staff of the practice schools as of the followings:

- Interactive training course on primary school library reading for teachers of Practice Primary School at the Siem Reap Provincial teacher training center and conducting field monitoring, coordinating and strengthening the work of Stung Treng Provincial Practice Primary School;
- School management course for 90 participants (36 females), including 72 participants from practice school management boards;
- Conducting field gathering of information on needs in order to set up training plans for continuous professional development for education staff at the Battambang Teacher Education College, Provincial teacher training center and Practice Primary Schools. Professional development needs for teacher educators and teachers at the practice schools include:
  - Professional skills: 1) Information and communication technology, 2) English and 3) Literature;
  - Functional literacy: 1) Digital and technology for work performance, 2) Methods for assisting students to develop 21st Century Skills, and 3) Pedagogy of the subjects taught.
- Supporting the implementation of the Continuous Professional Development Policy Framework for teacher training colleges, practice primary schools and primary schools in 6 target provinces, where 9 courses were provided with a total of 190 teachers. The courses covered 1) Early Reading Package (76 participants), 2) Early Math Package (50 participants), 3) Reading Package for Grade 3 (4 participants), 4) Teacher Training Counseling (11 participants), 5) Positive Discipline (26 participants), 6) Adult Education (9 participants), 7) Blended Teaching methodologies (4 participants), 8) Inclusive Education (6 participants), and 9) Teaching and Classroom Management (4 participants);
- Organizing a training program on Strengthening Teachers' Capacity on Linking Curriculum and Assessment Towards Student Assessment in Cambodia in Secondary Education Sub-sector for 50 education staffs, including 6 education officials, 2 teacher educators, and 42 junior high school teachers;
- Organizing a blended training program on Continuous Professional Development for Teachers on STEM Education for teachers in 4 practice junior high schools, with 78 participants (42 females);
- Enhancing mathematics education through Japan's Surala Math Grade 3 Program to core teachers in 4 pilot target practice schools and providing 100 laptops to pilot test the Surala Math Program;
- Collaborating with the Asia-Pacific Center of Education for International Understanding (APCEID) to mainstream Global Citizenship Education (GCED) pertaining to 1) Capacity development, including a training course on teaching methodologies which incorporated Global Citizenship Education, recognized as a 3-credit

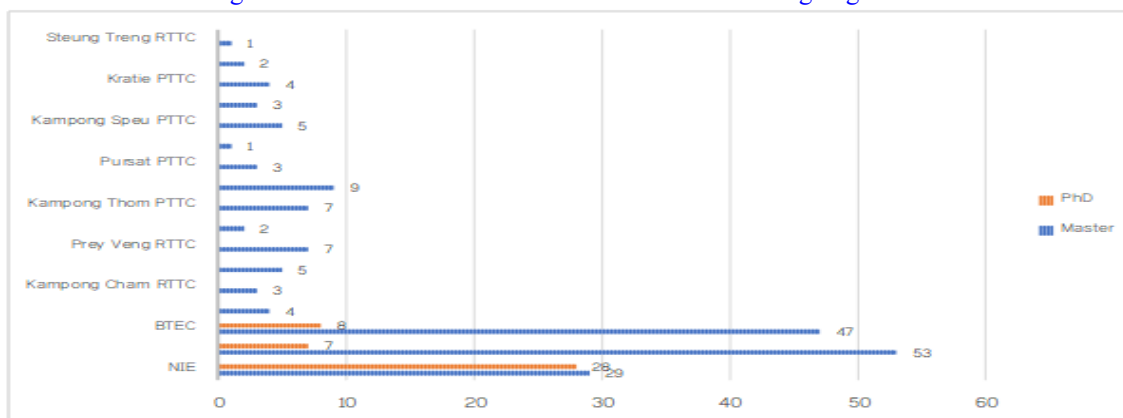
Continuous Professional Development course; 2) Curriculum and content development through baseline research in 2022 by developing 9 GCED lessons for teacher education institutions, and revising and updating of GCED contents in a yearly basis to keep with the Cambodian educational context; 3) Development and distribution of materials by establishing and publishing GCED books, GCED-integrated lesson plans, and translation into Khmer language, and distribution of materials to teacher education institutions and stakeholders; 4) Support for the 2026 policy by organizing cascading training for network secondary school principals; and 5) Organizing of national GCED conferences for teacher education institutions, Ministry of Education, Youth and Sport, and provincial education offices.

Figure 2: Qualifications of Education Staffs of Teacher Education Institutions



As of December 2025, 224 teacher educators were pursuing their studies both domestically and abroad, which included 43 with Doctoral Degrees and 185 with Master’s Degrees.

Figure 3: Data of Staffs and Teacher Educators Pursuing Higher Education



Source: Faculty of Education, National Institute of Education, Battambang Teacher Education College, Phnom Penh Teacher Education College, December 2025

#### 4. Continuous Professional Development of teachers

- Through the Capacity Development Partnership Fund – Phase 3 (CDPF3), the Teacher Education Program improved the capacity of teachers and teacher educators, focusing on 11 topics. 208 teacher educators (78 females) from Phnom Penh and Battambang Teacher Education Colleges received training on Adult Learning; of which 185 teacher educators equivalent to 88.9 percent (78 females) successfully completed the course and received 2 Continuous Professional Development credits. 209 teacher educators (100 females) from provincial teacher training centers received capacity development training on Adult Learning; of which 201, equivalent to 96.17 percent (98 females) successfully completed the course and received 2 Continuous Professional Development credits;
- 110 education staff and teacher educators from teacher education institutions developed their professional skills through short-term training courses abroad;
- Under the “Project for ICT Capacity Building for Lower Secondary Education”, which is a US\$7 million grant to be implemented from 2021 to 2026 committed by the Korea International Cooperation Agency (KOICA), 15 teacher educators and education officials received a Master’s Degree training in ICT in Korea;
- 6 teacher educators, including 2 from Kampong Cham Provincial Teachers Training College, 2 from Battambang Teacher Education College, and 2 from Phnom Penh Teacher Education College, participated in the training and implementation of a pilot project on “Teaching at the Right Level aka TaRL”;

- 120 teacher educators applied technology in the use of Primary Learning Program (PLP).

## 5. Enhancement of the implementation of teaching methodologies, assessment and the use of digital systems in learning and teaching, allowing students to develop critical thinking skills with common sense in solving everyday problems

### 5.1. Enhancement of teaching methodologies

- In the (2024-2027) Project for Strengthening Teacher Education Colleges for Basic Education Quality (S-TEC) in 2025 provided assistance to 52 teacher educators and education staff, including 1) training in lesson studies in mathematics and science in Japan, participated by 36 people, 2) presenting lesson studies at an international conference in Japan, participated by 4 people; 3) providing a study tour to Japan, participated by 8 people, and 4) providing a short training course, participated by 4 people. Lesson studies were regularly carried out at the Battambang Teacher Education College and the Phnom Penh Teacher Education College and the practice schools under the two colleges; such an activity has been a habit for teacher educators and teacher trainees to conduct periodic researches on teaching methodologies and allowed for a reflection program for teaching method improvements;
- Battambang Teacher Education College signed a memorandum of understanding with New Generation Schools, including Preah Sisovath High School, Prek Leap High School, and Net Yang High School, with the aim of promoting the implementation of 21st Century Teaching methodologies and New Generation School Methods in developing student learning outcomes;
- National Institute of Education, Phnom Penh Teacher Education College, and Battambang Teacher Education College collaborated with New Generation Schools to improve teaching methodologies to be in line with the 21<sup>st</sup> Century needs, focusing on 5 tasks 1) teaching methodologies, 2) use of technology in learning and teaching, 3) research, 4) exhibitions of teacher trainees' works, and 5) formulation of teacher manuals. As a result, the beneficiaries of the training activities consist of:
  - National Institute of Education: 13 people from Faculty of Teacher Training's administration and 95 teacher educators;
  - Phnom Penh Teacher Education College: 54 people from the school administration and teacher educators, 152 fourth-year PRESET teachers at primary education level and 99 fourth-year PRESET teachers at basic education level;
  - Battambang Teacher Education College: 150 PRESET teachers at primary education level and 100 fourth-year PRESET teachers at basic education level.
- Interactive training on New Generation School teaching methodologies was provided for 80 teachers (39 females) teaching at practice junior high school;
- Continuous Professional Development was provided for teacher educators on 6 topics, namely 1) 21<sup>st</sup> Century Skills, 2) Climate change, 3) Inclusive education relevant to gender and disability, 4) ICT skills, 5) Active teaching methodologies for new generation teaching, and 6) Operational research at Kampong Thom Provincial teacher training center, with 225 participants (77 females);
- 2025 National Teacher Congress was held under the theme "Teachers at the Heart of Education Reform: Research, Policy, and Practice for the Ethical Use of Emerging Technologies and Artificial Intelligence", participated in-person by 202 attendees (55 females) and 156 attendees on an online platform.

### 5.2. Improvement of assessment

- 85 teacher educators (21 females) teaching the assessment subject at teacher education institutions received training on learning assessment, understanding and technique on creating questions based on SEA-PLM and PISA, and the PRESET teachers implemented them during their teaching practicum;
- 74 teachers at teacher training colleges (18 females) received training on learning assessment for teacher educators at teacher training colleges.

### 5.3. Enhancement of use of digital systems in learning and teaching

- Information and communication technology in education was integrated into Teacher Education Curriculum frameworks at all levels;
- Under the "Project for ICT Capacity Building for Lower Secondary Education", a US\$7 million grant for implementation from 2021 to 2026, committed by the Korea International Cooperation Agency (KOICA), the results obtained include 1) Developing the curriculum and textbooks for ICT subjects for grades 7 to 9 and published 9 titles of ICT core textbooks, equivalent to 1,980 books, for the 4 Regional Teacher Training Centers and distributed them to the 4 Regional Teacher Training Centers and related organizations; 2) Preparing and

formulating a research book on ICT teaching materials and methods, which was approved by the leadership on 12 December 2025 and was ready to be introduced on the Capacity Development Platform (CDP) and published; 3) Developing the training curriculum and teaching materials for ICT subjects into a credit system at the regional teacher training centers; 4) 15 teacher educators and education officials (1 female) being trained in ICT Master's Degree in Korea; 5) Providing training for education staff, administrators of the 4 regional teacher training centers, teacher educators, school principals, teachers at target schools, and PRESET teachers who would teach at target schools for a total of 75 people (10 females) on use of ICT rooms and new ICT textbooks, improvement of ICT skills, and dispatching a total of 88 participants (11 females) to attend training courses and study tours in Korea for 6 times, including 1 time in 2025; 6) Building information technology capacity and providing training on programming languages for education (Scratch, AI, and Arduino); 7) Organizing textbooks and providing training on the use of ICT teaching materials and teaching method research books; 8) Preparing rooms and equipping computers in the 4 regional teacher training centers and the 20 target schools, having 2 rooms in each location, a total of 48 rooms; 9) Organizing an "Information and Communication Technology Fair" with 189 participants (13 females) with the aim of providing opportunities for students from the target schools to compete in technology studies and select 5 outstanding ICT teachers; and 10) Providing operating funds to the 4 regional teacher training centers (US\$1,000 per year), 20 target schools (US\$500 per year), and scholarships to 20 PRESET teachers (US\$1,000 per person for the entire project implementation period) and 200 students (US\$100 per person for the entire project implementation period);

- Organizing and executing Professional Learning Communities (PLC) in 20 target schools (US\$300 per school per year) and providing incentives for implementing PLC for the target schools performing well, fairly well and moderately, for a total of US\$4,000;
- Training of 200 teacher educators in the use of AI, in particular ChatGPT, in the learning and teaching process, and the code of ethics in the use of AI, in collaboration with the National Committee for Lifelong Learning, Sister of Code, and the British Embassy;
- National Institute of Education set up a room (Digital Room) for recording and supporting distance learning.

#### 5.4. Enhancement of training program

- Already reviewing and revising the pre-school teacher education program under the 12+2 credit system using the CDPF III budget in 2025 and it was being request for approval;
- Already developing the primary teacher education program under the Bachelor's Degree+1 system and its approval was received in April 2025, using the GPE/STEP Cam II budget;
- Already reviewing and revising the primary teacher education program under the 12+4 system and its approval was received in July 2025, using the GPE/STEP Cam II budget;
- Developing a detailed education program for pre-school teacher education under the 12+2 Credit system using the CDPF III budget in 2025;
- Developing a teaching practicum implementation manual for pre-school teacher education under the 12+2 credit system using the 2025 program budget;
- Developing a qualification upgrading framework for primary school teachers (12+2) to a Bachelor's Degree in Teacher Education, using the CDPF III budget;
- Reviewing and revising a teacher education framework for junior high school teachers under the (12+2) system, using the CDPF III budget;
- Already developing lesson contents on 6 topics, namely 1) 21<sup>st</sup> Century Skills, 2) Climate change, 3) Inclusive education relevant to gender and disability, 4) ICT skills 5) Active teaching methodologies (New Generation Schools), and 6) 2-credited executive research, using the 2025 Program Budget;
- Already developing content for the subject "Learning Assessment" (National Assessment, SEA-PLM and PISA) for primary and junior high school teacher training and providing interactive training teacher educators teaching Learning Assessment subject.

#### 5.5. Extension of national and international assessments

- Incorporating PISA and SEA-PLM assessments as an indicator of model teacher training college standards and outstanding teacher training college principals;
- Developing Learning Assessment teaching materials for training primary and junior high school teachers (7 modules for training primary school teachers and 7 modules for training junior high school teachers)
- Providing interactive training for 56 teacher educators teaching the Learning Assessment subject (from provincial teacher training centers) on Learning Assessment modules;

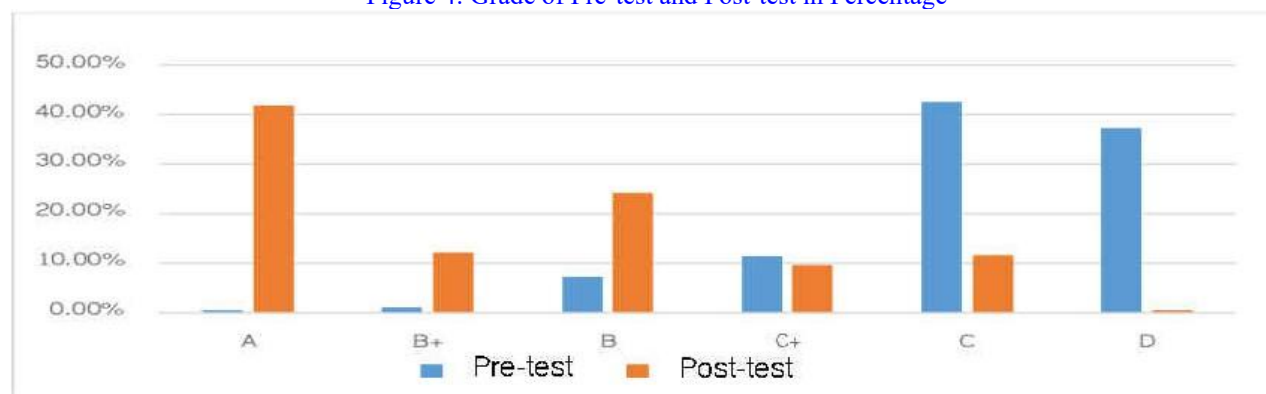
- Providing interactive training for 60 teachers at the 5 practice junior high schools in Prey Veng, Kandal, Battambang and Phnom Penh (Obekkhao Junior High School) on New Generation School teaching methodologies by incorporating PISA test packages and Artificial Intelligence into the training.

### 5.6. Assessment of student teacher training in teacher training college

As a result, the assessment on PRESET teachers' competence (Pre-test) of 3,238 students (1,981 females), including 219 pre-school students teachers (170 females, 1,653 primary school PRESET teachers ( 1,066 females), 605 junior high school PRESET teachers (339 females, and 761 high school PRESET teachers (366 females), observed grades A (0.47 percent), B+ (1.03 percent), B (7.31 percent), C+ (11.38 percent), C (42.53 percent), and D (37.29 percent).

In the meantime, the assessment on PRESET teachers' competence (Post-test), grades A (41.80 percent), B+ (12.12 percent), B (24.25 percent), C+ (9.64 percent), C (11.65 percent), and D (0.54 percent) were observed. Comparing the results between the pre-test and post-test, we observed that the PRESET teachers' academic results were significantly increased:

Figure 4: Grade of Pre-test and Post-test in Percentage



### 5.7. Teaching practicum

The results of the teaching practicum obtained from direct observations and reports from all teacher training institutions suggest that the teaching practicum by all practicum teachers was achieved with excellent results at 51.20 percent, very good at 19.17 percent, good at 26.59 percent, fairly good at 2.71 percent, and average at 0.33 percent. This result reflects the participation and leadership of the teaching practicum steering committee at all levels, guidance and feedback from the supervisors, mentors, and other practicum teachers, and the diligent efforts of the trainees to fulfill their duties.

There were some challenges, though, such as the practicum teachers having difficulty managing students (large number of students), allocating time for learning and teacher practicum, implementing reading packages for grades 1 and 2 using overhead projectors and LCDs to teach child students, implementing early grade mathematics, using teaching materials with limitation, setting lesson objectives in teaching planning which did not yet respond to teaching activities, and setting time in the teaching process (less time, more lesson contents). All of those challenges need to be considered and addressed in order to implement quality and effective teaching practicum towards upgrading the quality of teacher education and student learning outcomes in response to the teacher reform of the Ministry of Education, Youth and Sport.

## 6. Enhancement of teacher policy

- Review of the 2025 Teacher Policy is based on 1) The 2013 Teacher Policy, 2) Draft Royal Decree on Teachers, 3) Emergence of 3 types of teachers: government teachers, contract teachers and employment agreement-based teachers, 4) PISA and SEA-PLM test results, and 5) Impact of implementation of policy and action plans. The 5 strategies revised from 9 include:
  - Strategy 1: Ensure equitable, quality teachers in schools;
  - Strategy 2: Support teaching through quality, equitable and effective initial training, teaching practicum and professional development support programs;
  - Strategy 3: Strengthen data-based academic leadership and management;
  - Strategy 4: Provide incentives, decent working conditions and career path progression to retain talented personnel;
  - Strategy 5: Institutionalize social dialogue and community participation in an inclusive manner to solidify policy development and implementation.

## 7. Implementation of teacher career path and Continuous Professional Development

### 7.1. Implementation of teacher career path

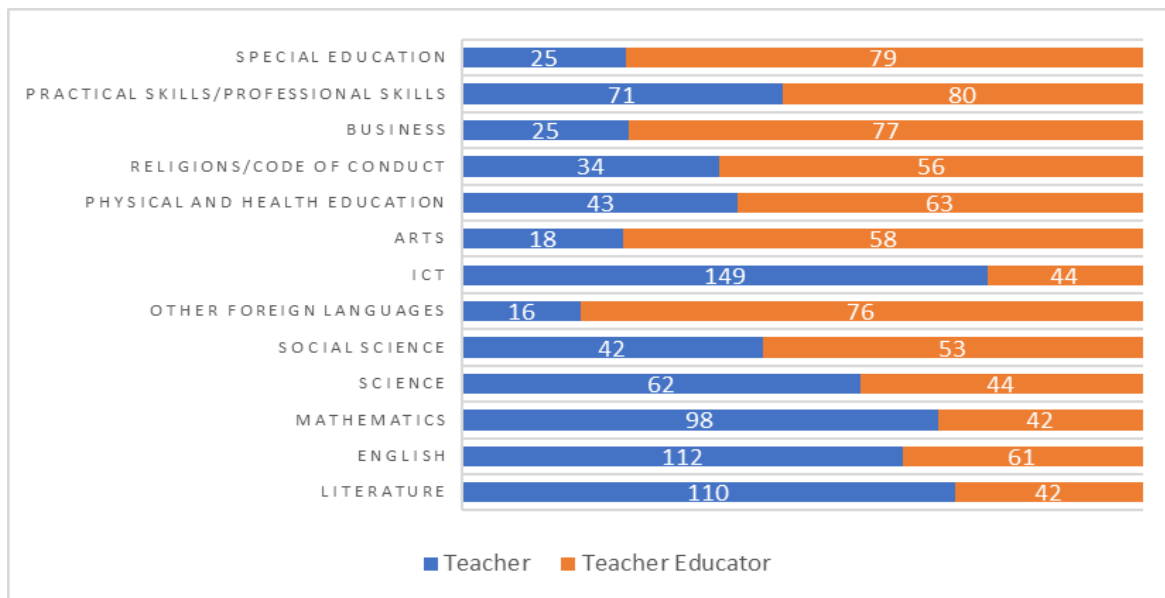
The National Assessment Committee for the Professional Upgrade of the Teacher Career Path Framework on the teaching pathway, the management pathway, and the education specialist pathway was established through Decision No. 77

of the Royal Decree dated 22 December 2025. As a result, 60 outstanding education specialists were selected, including 1) 12 specialists in education policy and planning, 2) 8 specialists in curriculum development, 3) 9 specialists in learning outcomes assessment, 4) 16 specialists in pedagogy and teaching methodologies, and 5) 15 specialists in education administration.

### 7.2. Continuous Professional Development

- Training and raising awareness on the Continuous Professional Development System, registration via the HRCPD smartphone app for education staff who attended the training course on the Early Reading and Mathematics Packages, provision of pedagogical consultancy, upon successful completion of which the participants received CPD credits;
- Training on needs assessments being conducted regularly at practice schools and teacher education institutions to identify the professional development needs of teacher educators, with 431 participants (248 females), out of 1,976 staff (950 of whom were female). The assessment results as of December 2025 are as follows:

Figure 5: Prioritized Skills Chosen by Teachers and Teacher Educators



- Training 70 (28 were female) technical team leaders for English subjects in grades 7 to 9 on “Introduction to the English Language Curricula for Grades 7 to 9” with a focus on teaching methodologies by teacher educators trained by SEAMEO RELC (Singapore);
- Training 29 master trainers (6 females) on school counseling to promote enrollment, improve learning outcomes, and mitigate drop-out and grade retention rates for the provincial departments of education, youth and sport and municipal/district/Khan offices of education, youth and sport and administrations.
- Providing INSET training to 1,73 teachers (794 females) on 12 topics on the GPE5 capacity development curriculum;
- Collaborating with EMCAST to organize a multi-disciplinary training curriculum on Continuous Professional Development for teachers on STEM education under the STEP-UP project;
- Organizing an INSET training curriculum for school principals by developing a training package for school principals on multi-disciplinary school management using the CDP platform linked to model school standards, and the use of technology, in particular AI, in administrative and management work, and establishing plans for short-course training for school principals and teachers in collaboration with the National Institute of Education, based on the Cambridge curriculum, through which a blended and online format was organized in relation to a continuous professional development system;
- Organizing a leadership development program for education staff of the Ministry of Education, Youth and Sport at the sub-national level, with financial support from UNICEF and technical support from KAPE, with the aim of providing leadership development, especially the development of women in leadership, to capital/provincial department leaders, chiefs and deputy chiefs of offices of education, youth and sport in 20 provinces, 22 teacher educators (9 females) and 59 leaders (11 females) of the departments of education, youth and sport;
- Organizing a training course on "Use of Digital Technology to Support Learning and Teaching" for school principals, deputy principals, and teachers in charge of ICT at the Kampot Provincial Teacher Training Center, with 43 participants (24 females);

- Organizing training courses on "School Management" Phase 1 and Phase 2 for school principals, deputy principals, and chiefs of academic offices of teacher education institutions in charge of practice schools, with 90 participants (36 females).

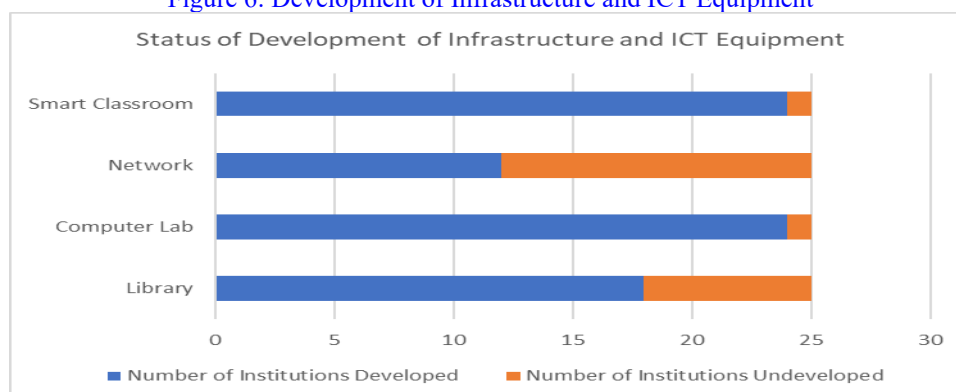
### 7.3. Use of digital technology for education

- As of December 2025, the data of use of CDP platform is as follows:
  - Total users: 47,521 (15,490 females)
  - Number of course enrolment: 26,232 (14,578 females)
  - Learners graduated with CPD Credits: 471 (273 females)
  - Learners awarded with certificates: 2,188 (1,485 females)
  - Total courses: 49, of which 27 were credit-based courses
- Already collaborating with relevant entities to forge training packages available on the CDP platforms, including:
  - Phnom Penh Teacher Education College (PTEC) organized 5 professional capacity development blended courses on 1) Use of ICT for Teaching and Learning, 2) Effectiveness of Classroom Management, 3) Child Development and Learning at Primary Level, 4) Pedagogy and Teaching Methodologies in Science Education at Primary Level, and 5) Curriculum and Curriculum Analysis at Primary Level;
  - KAPE organized CPD blended courses using 4 CDP platforms, namely 1) Leadership Development Program (currently being implemented), 2) Decision-making, Presentation and Public Speaking Training Program for Effective Leadership (Draft), 3) Report Writing Training Curriculum (Draft), 4) Continuous Professional Development Training Program in the Workplace (Draft);
  - Teacher training institutions such as 1) Battambang Teacher Education College on "Physical and Health Education" and "Learning Assessment at Primary Education", 2) Kandal Provincial Teacher Training Center on "Psychological Trauma and the Impact of Traumatic Childhood Experiences on Children's Cognitive Development and Behavior" and "Multi-Layered Support Systems for Students with Different Learning Levels and Learning Disabilities in Class", 3) Takeo Provincial Teacher Training Center on the course "English Teaching Methodologies for Primary School Teachers", 4) Stung Treng Provincial North-eastern Teacher Training Center on the course "Multi-lingual Education", 5) Siem Reap Provincial Teacher Training College on the course "Interaction between Information Technology and Teaching and Learning for Primary School Teachers", and 6) National Institute of Special Education on the course "Foundation for Supporting Students with Disabilities".
- Linking the CPD system to the Teacher Qualification Upgrade (TQU) Program using the CDP platforms:
  - Preparing a concept paper on the revision of Prakas No. 1870 to align with the teacher training program (12+4, Bachelor's+1 and Bachelor's+2) through the transfer of CPD credits, whose training was conducted in a blended and online format according to the designated subjects;
  - Continuing to develop the link between the CPDMIS system, HRCPD mobile app and CDP.

### 7.4 Development of teacher training institutions

Since 2018 to date, the Ministry has been actively participating in and supporting the development of 25 teacher training institutions, especially in terms of building infrastructure and equipping them with information technology equipment, such as setting up libraries, connecting educational institution networks from buildings to buildings, setting up video conference rooms, and setting up computer labs for use in the learning and teaching process to align with the context of technological and digital advancements, with the aim of building human resources who are fully qualified as teachers, in particular in new teaching methodologies, which are the main factors in fulfilling the qualifications of teachers in the 21<sup>st</sup> century.

Figure 6: Development of Infrastructure and ICT Equipment



### 7.5. Development of Continuous Professional Development Management Information System (CPDMIS)

The HRCPD mobile app has been developed and will be officially launched in early February 2026. The app, which is currently linked to CPDMIS and CDP, can support key functions for teachers, school principals and education specialists, such as identifying quality courses, reviewing learning activities, checking the number of continuous professional development credits, recording capacity development and profile of education staff.

- Continuous Professional Development Management Information System (CPDMIS): To support the implementation of Continuous Professional Development Policy, Teacher Qualification Upgrade (TQU) and Teacher Career Path. CPDMIS is the central hub for managing data of PRESET teacher training programs.

### 7.6. Recognition of Continuous Professional Development services and courses

- 10 CPD providers were recognized, namely 1) National Institute of Education, 2) Phnom Penh Teacher Education College, 3) Battambang Teacher Education College, 4) New Generation School of Preah Sisovath High School, 5) Faculty of Education of the Royal University of Phnom Penh, 6) Siem Reap Teacher Training College, 7) National Institute of Special Education, 8) Stung Treng Provincial Northeastern Teacher Training Center, 9) Takeo Teacher Training Center, and 10) Kratie Teacher Training College;
- 48 training courses implemented by 15 entities were recognized:
- Credits were provided to participants, including:
  - 99,184 HRCPD mobile app accounts used by education staff
  - 14,237 (8,415 females) education staff enrolled in CPD courses
  - 8,519 education staff (5,266 females) awarded with CPD credits
  - 25,344 (14,686 females) education staff enrolled in CPD courses
  - 10,886 (6,826 females) awarded with CPD credits.

## 8. Infrastructure development

In 2025, reparation and installation of equipment were carried out at the Phnom Penh Teacher Education College, the National Institute of Special Education, Phnom Penh Thmey Special Education High School, Battambang Special Education High School, Siem Reap Special Education High School, and Kampong Cham Special Education High School.

### 2.1.3.3 Digital Education

- Training on developing capacity in the use of artificial intelligence (AI) to promote innovation in digital technology in education for 709 education staff (347 females);
- Training on the use of digital training platforms and methods for interactive content creation to promote digital education for 571 teachers (227 females);
- Onsite and online training on innovation in digital education technological innovation, support on teaching and learning methods in new contexts for 1,574 teachers (784 females);
- Training on the foundation of digital infrastructure and maintenance of digital devices to reinforce technical capacity on organizing, managing and maintaining digital devices effectively and sustainably for teaching and learning for 42 teachers (16 females);
- Training on the grade 12 student capacity building system and the MoEYS digital nursery to increase awareness and promote the use of digital devices for self-study in preparation for the upper secondary school certificate examinations for 7 courses with a total of 800 of students (494 females);
- Training on Artificial Intelligence (AI) literacy for 7,969 teachers and students, 4,736 of whom were female, in collaboration with the KAPE.

### 2.1.3.4 Higher Education Reform

- Establishment of Centers of Excellence to promote specialization based on the strengths and potential of higher education institutions:
  - Formulation of a “Manual on the Establishment and Management of Centers of Excellence in Higher Education Institutions” setting out operational guidelines and minimum standards for evaluation;
  - Support for the operation of 6 Centers of Excellence, namely 1. Centre of Excellence in Higher Education Teaching and Learning and Innovations at the 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 for Fisheries and Aquatic Sciences for Sustainability at the Royal University of Agriculture,

4. Center of Excellence for Hydrological System Research at the Institute of Technology of Cambodia, 5. Center of Excellence for R&D and Innovation at the National University of Management, and 6. Entrepreneurship Development and Incubation Institute (EDII) at the National University of CheaSim Kamchaymear.
- Strengthening of institutional governance and capacity by:
    - Piloting the Guidelines on Internal Education Quality Assessment in target public higher education institutions, of which 12 institutions having completed internal education quality self-assessment and prepared self-assessment reports for 20 curricula;
    - Training the Guidelines on Internal Education Quality Assessment to 15 public and private higher education institutions;
    - Providing technical assistance to higher education institutions in organizing and upgrading long-term and medium-term strategic plans to be consistent and harmonized with the Education Strategic Plan 2024-2028;
    - Modernizing and developing the “Higher Education Information Management System (HEMIS)” by transforming it from an offline system to a fully 2<sup>nd</sup> generation online system with increased efficiency, accuracy and convenience of gathering, managing and monitoring data of higher education across the country;
    - Developing the “Scholarship Management System for Bachelor’s Degree Studies” by transforming it from an offline system to an online registration system that is user-friendly, prompt and accurate for students to apply for scholarships;
    - Studying the status of graduated students and strengthening the mechanism for receiving and handling student Grievance at 23 higher education institutions (13 public and 10 private HEIs).
  - Modernization and enhancement of the effective curriculum implementation by:
    - Introducing the FutureFit Educational Framework for Outcome-Based Education in Cambodian Higher Education (FEF-for-OBE) and 3 Guidelines on Transformative Curriculum, Innovative Pedagogy, and Holistic Assessment;
    - Implementing the FEF-for-OBE Framework and the 3 Guidelines at 9 public higher education institutions (Royal University of Phnom Penh, National University of Battambang, Svay Rieng University, Royal University of Agriculture, Institute of Technology of Cambodia, National University of Cheasim Kamchaymear, University of Heng Samrin Tboung Khmum, Royal University of Fine Arts, and Prek Leap National Institute of Agriculture);
    - Training 1,338 academic staff from the 9 higher education institutions and officials from the Directorate General of Higher Education to become FEF-for-OBE core trainers;
    - Revising 75 Outcome-Based Education (OBE) curricula;
    - Modernizing 41 curricula to be in line with the FEF-for-OBE Framework (on-going);
    - Developing a digital OBE output tracking system for the implementation of curriculum modernization to keep with the FutureFit Educational Framework for Outcome-Based Education in Cambodian Higher Education;
    - Implementing the Cambodia Cyber University Network curricula, namely 29 on Bachelor’s degree, 2 on Master’s Degree, and 1 on Foundation Year at 20 higher education institutions (12 public, 7 private, and 1 Royal Administrative School), including 125 subjects, equivalent to 962 modules, on top of the 66 subjects already available in the Moodles;
    - Training 190 academic staff and 488 technical staff from the 20 higher education institutions of the Cambodia Cyber University Network on formulation of teaching lessons, connection of infrastructure networks, and use of online learning and teaching management systems. 185 teachers implemented online teaching to 6,542 students;
    - Establishing Learning Management System (LMS) for the implementation of the Accelerated Curricula Linked from Upper Secondary to Higher education in the specialization of smart city planning and management of the Faculty of Digital Economy at the National University of Management.
  - Strengthening of the internationalization of higher education by:
    - Dispatching 15 students (10 females) from 5 public higher education institutions to participate in the Asia International Mobility for Students (AIMS) Program (exchange program) at partner universities in Malaysia, Japan, and Indonesia;

- Attending workshops, study tours, international conferences, and technical training for 745 education staff (157 females);
  - Launching curricula to be internationally recognized at 4 public higher education institutions (Royal University of Phnom Penh, National University of Management, Royal University of Law and Economics, and Institute of Technology of Cambodia) through 39 Joint Degrees curricula (21 for Bachelor's Degree, 12 for Master's Degree, and 6 for Ph.D. degree);
  - Implementing 44 joint research projects with international partner higher education institutions;
  - Joining as Associate Members of 5 higher education institutions (Institute of Technology of Cambodia, National University of Battambang, Svay Rieng University, Royal University of Agriculture, and Paragon International University) in the ASEAN University Network for Quality Assurance (AUN-QA);
  - Participating in the training course on Quality Assurance System of the AUN-QA for Institutional and Program Level Assessment by 83 attendees (28 females). 17 education staff (7 females) of public higher education institutions and of the Directorate General of Higher Education completed the training as "Program Level Quality Assessment Officers" of the AUN-QA;
  - Renewing the agreement in the field of scientific and technological cooperation within the Huber Curien "Tonle Sap" Partnerships on 6 Research Projects between higher education institutions in Cambodia and France.
- Strengthening of the effectiveness of teaching and learning by:
- Introducing guidelines and manuals on innovative pedagogy which helped higher education institutions and teachers to incorporate new teaching methodologies and technologies into the learning and teaching process;
  - Constructing physical infrastructure in public and private higher education institutions, such as 1 multi-purpose building, 4 dormitory buildings, 5 agricultural sheds, 24 laboratory rooms and 4 practice rooms as well as equipping and repairing laboratory equipment, and repairing 4 farms, 1 workshop, 49 laboratory rooms and 13 computer rooms;
  - Dispatching 13 education staff (4 females) to pursue their Ph.D. studies in France under the scholarship program of the Ministry and the French Embassy in Cambodia (A France Excellence Scholarship);
  - Developing the professional capacity of 222 education staff (43 females) in public and private higher education institutions (149, including 30 females, for Master's Degree and 73, including 13 females, for Ph.D. Degree).
- Strengthening of the research and innovation ecosystem
- Organizing and updating legal documents to promote research quality, including the quality assurance management for training at Ph.D. level, guidelines on research management in higher education, principles for establishing centers of excellence in higher education, and the establishment of a national research journal evaluation and accreditation system, a research management framework, and the Cambodian Higher Education Research Foundation;
  - Providing funds to 9 research investment projects, including 3 major investment projects with a budget of US\$3,234,244.00 with the focus on research and production of health-promoting drinks (Institute of Technology of Cambodia), production of devices or chips (Biosensor) for rapidly analyzing the iodine level in salt and measuring blood sugar level and blood acidity (Royal University of Phnom Penh), and breeding and producing quality male Tilapia for fast-growing and rearing (Royal University of Agriculture), and 6 research projects with a budget of US\$299,900.00 with the focus on using outputs from Higher Education Improvement Projects to support teaching and learning, collaborate with the private sector, connect with businesses, and upgrade laboratories toward the national standard;
  - Providing Higher Education Research Fund to 15 projects in Round 1 with a budget of US\$361,672.50, including 3 large-scale and 12 small-scale projects with the focus on building the capacity of young researchers in 10 public and private higher education institutions. As for Round 2, 55 research projects were received from 27 higher education institutions (16 public and 11 private), of which 37 projects from public institutions and 18 from private institutions;
  - Implementing 154 research projects in public and private higher education institutions, including 15 industry-connected research projects, under the mobilized funding and research fund from the Royal Government of Cambodia and national and international development partners;
  - Developing products from the research relevant to market needs and socio-economic development by higher education institutions and industries on 32 products, 76 prototype products and 6 market available products;

- Publishing research articles in 129 national and 201 international journals;
  - 375 (79 female) education staff and students in public and private higher education institutions participating as researchers, including 169 (20 females) with PhD qualifications, 192 (53 females) with Master's Degree, 11 (6 females) Bachelor's Degree, and 3 with Associate's Degree.
- Increased number of students enrolled and inclusiveness
- Introducing 3 support policies and guidelines to increase the number of students enrolled in higher education in an equitable and inclusive manner, namely 1. Information booklet for grade 12 students to apply for scholarships in higher education institutions (Giving detailed requirements for applying scholarships for free tuition, while priority is given to students in general in particular to female students, poverty-stricken students, students from remote areas, students with disabilities, and outstanding students across the country), 2. Full scholarship program for education staff and students to further their studies at public higher education institutions, from Bachelor's to Ph.D. degree levels in STEM and Agriculture, covering tuition reimbursement and monthly living allowances, and 3. Guideline on the Accelerated Program through a credit transfer and accreditation mechanism for students with Level 3 Technical and Vocational Certificate to pursue their studies at a bachelor's degree level at higher education institutions;
  - Recruiting 7,811 students (5,152 females) for free scholarships in Bachelor's Degree programs at 43 higher education institutions for the 2025-2026 academic year, including 2,535 students choosing STEM.

### 2.1.3.5 Youth Development

The following youth development activities and programs were improved and strengthened by the Ministry:

- Basic Education Equivalency Program (BEEP): 2,049 youths completed, 723 of whom were female equivalent to 35.29 percent, an increase of 381;
- Youth Debate Program: 936 youths (604 females equivalent 64.53 percent, a decrease of 53), participated in the programs at both the national and provincial levels. 8 provinces hosted the program, an increase of 1 (Prey Veng province);
- Digital Science and Technology Education: 2,524 youths, 1,463 of whole were female equivalent to 57.96 percent, an increase of 397), participated in the 21st Century Youth Innovation Competition Program (STEM), Digital Literacy, E-Gen, Artificial Intelligence, and online experience exchange;
- Volunteer work: 1,921 youths (1,075 female or 55.96 percent, an increase of 295) participated in the Volunteer for My Community and International Volunteer Day on 5 December;
- Scout matching band competition: 336 young men and 173 women, or 51.49 percent, an increase of 156, from 8 capitals and provinces, participated in the 2nd National Scout Matching Band Competition under the theme "Scout Marching Band for Greater Prosperity";
- Employment and entrepreneurship education: 505 youths (281 females equivalent to 55.64 percent, an increase of 63) participated in the Youth 21, My Business, Community-based Enterprise Development and Job Market Promotion;
- Camping: 645 youths (370 females equivalent to 57.36 percent, an increase of 100) participated in the Scout Camps and Global Youth Camps;
- Technical and vocational education: 400 youths (256 females equivalent to 64 percent, an increase of 136) at the national level, and 6,184 youths (3,513 females equivalent to 56.81 percent) at the provincial level, received education and training in administrative computer skills, research methods, classical dance, and entrepreneurship education in the youth centers across the country;
- Scouting education: 5,356 ( 2,753 female equivalent to 51.40%, an increase of 2,131) scout leaders, Rover scouts, scouts, and club scouts received orientations on scouting skills, progress cards, and scout scarves;
- Youth participation and voices: 3,011 youths and children (1,481 females equivalent to 49.19 percent, an increase of 706) participated in International Youth Day, International Children's Day, Youth Forum, and Scout Youth participating in facilitating assistance to displaced families in Preah Vihear and Oddar Meanchey provinces;
- Life skills: 2,148 youths (1,477 females equivalent to 53.40 percent, an increase of 2,711) participated in soft skills and foundation of finance training, and study and work orientation programs;

- International relations exchanges at local, regional, and global levels: 228 youths, children, and officials (93 females equivalent to 40.79 percent, an increase of 56) participated in the international exchange programs for youths and children;
- Partnership with non-governmental organizations and the private sector: 458 youths and officials (235 females equivalent to 51.31 percent, an increase of 263) from both the public and private sectors participated in sharing of experiences, discussions, learning from each other, and raising of shared goals on youth development;
- Development of youth centers: Youth centers in 13 provinces, an increase of 1, were strengthened in terms of the development process of their entities;
- Development of youth programs: 3 high-quality and officially recognized youth development programs were established, an increase of 1.

### 2.1.3.6 Development of Physical Education and Sport

6 points of reform were carried out by the Ministry of Education, Youth and Sport in the development of the physical education and sport sector, namely human resource development, enhancement of sports infrastructure, competition reform, providing of financial support to national sports federations and incentives for athletes, promotion physical education and sport in schools, and transformation of digital sport.

#### 1. Human resource development

- Gathering of 789 national team members to be trained for participating in international sports competitions;
- Intensive training of 262 coaches, assistant coaches and controllers to improve their skills in coaching planning, training planning, discipline and code of conduct;
- Training of 1,305 coaches, referees, judges and sport competition organizing officials, which is the responsibility of the National Sports Federation, among which there were 250 coaches (35 females) and 998 referees, judges and sport competition organizing officials (259 females). 31 federations conducted intermediate level training to increase their ability to hosting national and international sports events, and 20 federations conducted primary level training to increase the number of coaches, referees, judges, and sport competition organizing officials in each rotating sport;
- The training final exams for 12+2 basic education teachers specializing in physical education and sport of the 31st Batch were held with 74 teachers (7 females) becoming physical education and sport teachers in 74 schools in 20 capital and provinces;
- Organizing of a training course on “Anti-Doping in Sports for Cambodian National Team Coaches and National Sports Federation Officials,” with 80 attendees receiving Anti-Doping Education and Learning (ADEL) certificates.

#### 2. Sports infrastructure improvement

- Improvement of the scientific sports training infrastructure at the National Sports Training Center;
- Repair, improvement, and maintenance of football fields of 4 orientation schools, namely in Kampong Chhnang, Kampong Speu, Kandal, and Phnom Penh;
- Arrangement and improvement of infrastructure, including Organizing and connecting the electrical network from the power room to the 3 buildings (A, B, and G), completing the construction of the western fence and laying the cement work around the flagpole area, and constructing 1 basketball court and 2 volleyball courts;
- Maintenance and improvement of the natural grass of the football field in the National Olympic Stadium;
- Repair, maintenance, and renovation of the WT taekwondo terrace, table tennis, badminton, basketball, volleyball, petanque, gymnastics, tennis, and soft tennis courts, and swimming pool in the National Olympic Stadium;
- Repair, maintenance, and renovation of the spectator seating stairs in the football field;
- A new 3-story building was being constructed in the third phase under a grant from the Government of Japan and the Japanese people through the foreign non-governmental organization Golden Heart.

#### 3. Competition reform

- Gathering of 756 national sports team members (203 females) and 112 national sports team members with disabilities (36 females) for local and overseas training, a total of 868 people;
- Gathering of 164 (39 female) nursery sports team members for training

- Gathering of 36 youth sports team members with disabilities (11 females) and 6 basketball team members with visual impairment for training;
- Transforming sports competitions at primary and secondary school levels to become national student games to be in line with the ASEAN School Games, by gathering and selecting nursery athletes for training in 27 nursery teams;
- Strengthening of the National Sports Federations through the introduction of the National Sports Federation Evaluation System, focusing on federation governance, strengthening potential performance, and increasing the level of popularity by sport.

#### 4. Providing of financial support to national sports federations and incentives for athletes

- Continued providing of financial support to 51 national sports federations of 3,660 million KHM Riels to firm the national sports federations and speed up their development;
- Continued providing of prize money to coaches and athletes participating in the Southeast Asian Championship, Asian Championship, World Championship, Open Championship, and Southeast Asian High School Sports Competitions.

#### 5. Promotion of Physical Education and Sport in schools

- Providing of support materials for learning and teaching physical education and sport to 20 standard model schools;
- Improvement of 4 syllabus books and core textbooks for physical education and sport subjects for in primary level institution teachers from grades 1 to 3 to be used a new curriculum for effective teaching, while increasing student participation;
- Promotion of inclusive physical education and sport in target schools in Svay Rieng and Phnom Penh.

#### 6. Transformation of digital sports

- Establishment of a digital registration system for national sports competitions to make it easier for proper data management;
- Organizing and publication of sports magazines in digital format to promote wider extension to wider stakeholders and the public in general;
- Creation of daily sports contents for dissemination on social media for the public to conveniently receive sports information;
- Use of technology to enhance the quality of posts with interactive features to significantly increase views.

### 2.1.3.7 System Building and Capacity Development

#### 2.1.3.7.1 Information System Building

##### Financial Management Information System

The Ministry of Economy and Finance required ministries and institutions to use the Public Financial Management Information System (FMIS), while the Ministry of Education, Youth and Sport developed the its Education Financial Management System (EFMS) to contribute to support efficient, transparent and accountable financial management, in accordance with the current digital age.

##### Utilization of EFMS

The Ministry developed the Ministry of Education, Youth and Sport Financial Management System (EFMS), a web-based application, for automation of the digital public financial management process, covering budget preparation, budget performance, budget status review, financial accounting bookkeeping, material accounting, and audit of all sources of funds for all entities in the central administration, the capital and provincial departments of education, youth and sport, offices of education, youth and sport of municipal/district/Khan administrations, and public schools nationwide. The EFMS enjoys the capability to track the expenditures in detail by abiding by the Royal Government's budget contents, performance indicators, annual performance plans, sub-sectors, and types of major expenditure items of the Ministry. The Ministry has currently been performing the system on the following key functions:

- Petty Cash Management Function,
- Teacher Training College (TTC) Budget Management Function,
- Budget Allocation Function (BA),

- Purchase Order Function (PO),
- Accounts Payable Function (AP),
- List and Report Function (Report),
- Budget Management Function of Public School Operating Fund (SOF)
- Mission Management Function (Mission),
- Conditional Financial Resources Management Function for implementing the management functions of early childhood education, primary education, non-formal education and for administrative support to the implementation of Education, Youth and Sport functions in municipal/district/Khan administrations;
- Mobile phone smart apps (synchronization between the Ministry of Education, Youth and Sport Financial Management Information System (EFMS), Human Resources Management Information System (HRMIS) and Education Management Information System (EMIS) to ensure data consistency, facilitate the timely monitoring of budget performance, education information management and human resources management);
- Development Partner Financing Management Function (DP);
- Account Receivables Management Function (AR).

#### Utilization of FMIS

The Ministry utilized the FMIS of the Ministry of Economy and Finance in accordance with the following instructions:

- Instruction No. 015 SHV.S.N.N.B.K.H, dated 22 October 2024, on the promulgation of instructions for the procedures to fully implement the FMIS system in all ministries and institutions;
- Instruction No. 006 SHV.S.N.N.B.K.H, dated 1 April 2025, on the promulgation of the budget planning function in the Public Financial Management Information System (FMIS) for 14 ministries and institutions, including 9 fully delegated budget entities of the Ministry of Economy and Finance;
- Instruction No. 015 SHV.S.N.N.B.K.H, dated 22 December 2025, on the promulgation of the procedures to implement the work of the capital and provincial departments of education, youth and sport through the Public Financial Management Information System (FMIS);
- Instruction No. 016 SHV.S.N.N.B.K.H, dated 22 December 2025, on the promulgation of the procedures to implement public procurement works of all kinds of the capital and provincial departments of education, youth and sport through the Public Financial Management Information System (FMIS);
- Instruction No. 017 SHV.S.N.N.B.K.H, dated 22 December 2025, on the promulgation on the budget planning functions through the Public Financial Management Information System (FMIS) for the capital and provincial departments of education, youth and sport;
- Ministry of Education, Youth and Sport frequently downloaded budget performance reports from the FMIS system, such as R20, R33, R65 and R87, to follow up and monitor the budget performance, analyze and verify the figures with the FEMS. Applying the FMIS helped simplify numerous financial operations, such as:
  - Streamlining document processing,
  - Reducing time spent on document review and approval,
  - Easily monitoring and tracking financial transactions in the FMIS system,
  - Pre-budget checking,
  - Easily preparing budget performance reports,
  - Mitigating the use of office supplies.

#### Utilization of Cash Management System (CMS)

The Ministry of Education, Youth and Sport implemented the Cash Management System (CMS) of the Ministry of Economy and Finance in accordance with Prakas No. 880 SHV.BrK, dated 19 September 2013, on promulgation of guidelines on cash flow planning. This system is of advantage as it enables the Directorate General of National Treasury to know the size of the cash flow of the ministries and institutions and can forecast cash in advance so that it is able to prepare cash flow in a more effective and timely manner.

#### Human Resource Management Information System (HRMIS)

- Revising and receiving the employee transfer function

- Creating an API to provide data to the IEMP on some functions, such as the number of employees by specialty, number of employees by position, number of employees by rank, number of employees by qualification level, status of education staff, and data on retired education staff by year;
- Adding 2FA Security Function to the HRMIS.

#### Development of Center for Digital and Distance Education (CDDE) data platform

As of 2025, the website [www.duraseksa.gov.kh](http://www.duraseksa.gov.kh) welcomed 330,000 users (and approximately 5,000 users daily), and the mobile app Duraseksa enjoyed 474,000 downloads on IOS and 245,000 on Android.

- Organizing of campaigns to stimulate students to learn the Flipped Classroom-based method: The website and mobile app “Duraseksa” contains a “Sekhalay” function with 3 types of content packages: before class self-study packages (2,119 lesson summary video clips and 769 packages of worksheets), additional study on classroom learning (2,030 teaching explanation video clips and 921 packages of worksheets), and after class Co-Learning packages (2,043 Q&A video clips, 828 worksheets for Level 1 tests, 778 worksheets for Level 2 test, and 1,094 worksheets for exam preparation);
- Providing of intensive teaching for slow learners through distance learning (Live Teaching app) throughout the 2024-2025 academic year in 87 target schools, a total of 41,789 students (30,178 in Social Studies and 11,611 in Science).
- Live Teaching Program being held every weekend for grade 12 students by the Center and rooms for intensive teaching being set up in 87 public high schools. Students could ask questions by sending voice messages or communicating in person with the teachers or by chatting with AI;
- Providing of intensive training on the capacity of students to prepare themselves for university entrance exams through live learning:
  - The Center organized additional live learning for 4,000 students preparing for university entrance exams every day;
  - The Center introduced pilot application of “Duraseksa Bot”, a Telegram-based ChatBot app, where students can key in questions or exercises in Science Subjects and they would receive feedbacks in the form of “explanations and interpretations of the answers step by step” rather than receiving the entire answers at the same time, meaning it would be like when a teacher was explaining to the students. Duraseksa Bot received 14,741 question messages in the last 3 months;
  - The Center used AI technology to help improve the reading ability of secondary school students through the Akhara mobile app by collecting more than 20,000 voice data samples to train them into analytical models;
  - Collaboration with Preah Sisovath High School and New Generation Schools in creating digital contents associated with best practices in school management, laboratories, libraries, and study club management, etc. as a ground for supporting other schools;
  - The Center organized and compiled documented resources for students preparing for the Olympia Candidates exams in collaboration with the Royal University of Phnom Penh;
  - Using of artificial intelligence to enhance learning outcomes through 1. Structure of the Data Center and organizational format, 2. Creating of a Telegram-based student assistant tool (smart learning Assistant Telegram Bot) which helps with the download of created digital contents, 3. Creating of an AI-Powered Personalized Assessment Platform, 4. Creating of a research assistant for university students (AI Research Assistant), and 5. Improving of the AI Powered Plagiarism Review system;
  - The Center created digital contents on education, science, and technology, and established an interactive digital platform which allows students to evaluate their competence at the end of each lesson.

#### School Information System (SIS)

- Connection of additional high-speed internet connection (500 Mbps) for SIS operation at the Institute of Technology of Cambodia in order to receive training in system administration;
- Expansion of the SIS scope to 500 schools.

## 2.1.4 PROGRESS IN THE IMPLEMENTATION OF FRAMEWORK REFORMS

### 2.1.4.1 Implementation of Public Administration Reform

- **Reviewing and enhancing the organizational structure and functions**
  - Establishing a Praka on the organization and functioning of the offices of the departments and entities subordinated to the General Secretariat, Directorates General, Inspectorates General and the Internal Audit Department;
  - Preparing a proposal for the appointment of entity management positions based on the new structure;
  - Getting ready to review the functions of the capital and provincial departments of education, youth and sport in keeping with the Sub-decree on the Organization and Functioning of the ministry;
  - Promoting the reorganization of the Vision, Mission and Job Descriptions of all education staff positions in the central entities.
- **Implementation of public administration reform plans**
  - Formulating an action plan for the Public Administration Reform Working Group of the Ministry of Education, Youth and Sport to support the implementation of key measures of the Public Administration Reform of the Royal Government in the 7th Legislature;
  - Cooperating with the Ministry of Public Service to conduct a census of civil servants in Phnom Penh.
- **Effective management and utilization of human resources**
  - Formulating the integrity plan of human resources data and conducting a pilot verification in Phnom Penh (all 14 Khans).
- **Implementation of the Performance Supporting Incentive System**
  - Cooperating with the Ministry of Public Service in implementing the Sub-Decree on the Performance Support Incentive System in Public Administration in 7,320 primary schools;
  - Establishing Management Committee for the Performance Supporting Incentive System of the Ministry of Education, Youth and Sport (MCPSIS-E)
  - Formulating and implementing Governance and Education Service Delivery Improvement Project to connect work results with the incentive system.
- **Implementation of career path**

The Ministry set up National Assessment Committee for Professional Upgrade and Career Path Framework in accordance with Instruction No. 43 AYK.SNN, dated 28 September 2023, on career path assessment for teachers, school administrators, and education specialists. 35 outstanding education specialists in 5 specialties were recognized.

#### Work on education staff

The Ministry oversaw and developed human capital in accordance with the work approach of "Right selection, right fulfillment, right detainment" through capacity building and motivation, a pivotal component of promoting the development of the education sector in Cambodia. Statistics of the civil servants at all levels are of the followings:

- Total staff accounted for 125,208 (60,356 females, equivalent to 48 percent, of which 5,248 (1,839 females, equivalent to 35 percent) being at the national level, and 119,960 (58,517 females, equivalent to 49 percent) being the sub-national level
- Category "A" accounted for 22,330 (7,443 females, equivalent to 33.33 percent)
- Category "B" accounted for 45,981 (19,807 females, equivalent to 43.08 percent)
- accounted for "C" 56,897 (33,067 females, equivalent to 58.12 percent)

#### Utilization of additional staff

The Ministry utilized:

- A total of 18,598 contract teachers (12,278 females), including:
  - 741 contract officials (279 females), including 20 Chinese language teachers (17 females)
  - 15,222 contract teachers (10,962 females, including 15,096 (general knowledge) contract teachers (10,915 females, equivalent to 72.30 percent), and 126 (multilingual) contract teachers (47 females)

- 2,462 contract teachers for non-formal education (985 females), and 173 Khmer-Muslim contract teachers (52 females)
- Other types of teachers accounted for 9,917 (4,283 females), of which 6,966 (3,489 females) teaching two classes for two shifts, 2,122 (777 females) teaching bi-grade classes, 109 (17 females) teaching tri-grade classes.

#### Personnel Management

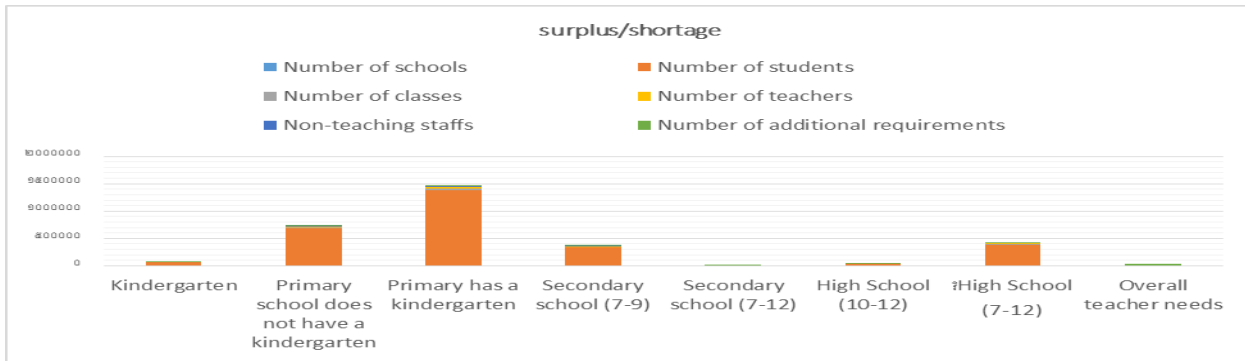
- Retired education staff in 2025 accounted for 402 (134 females), including 108 early retirees (43 females) and 13 Khmer-Islamic teachers (5 females);
- 239 education staff (65 females) were removed from employment;
- Framework of bodies of 20 staff (5 females) was transferred to ministries and institutions (1 primary school female teacher, 6 elementary level teachers (1 female), and 13 higher education teachers (3 females);
- 93 education staff (33 females) were on sick leave;
- 182 education staff (88 females) were placed on leave without pay;
- 21 education staff (9 females) changed places of work;
- 8 staff (2 females) returned to the original framework of bodies;
- 63 education staff (30 females) resumed work;
- 28 education staff (12 females) took leave due to personal matters;
- 56 staff took maternity leave, 15 staff (9 females) took leave under 15 days;
- 8 education staff (2 females) remained outside the original framework of bodies;
- 661 education staff (89 females) went to work as contract officials under the NEC framework;
- 79 education staff (23 female) went to pursue their study abroad, including 45 in PhD. level (7 females), 24 in Master's Degree (11 females), 10 in short courses (5 females);
- 57 education staff (18 females) resumed work, including 25 with PhD Degree (8 females), 29 with Master's Degree (9 females), 1 with Bachelor's Degree, 2 with short training courses (1 female);
- 1,162 teachers (678 females) completed their training and started work in the target schools selected by the concerned teachers :
  - Higher education teachers (Bachelor's Degree + 2) accounted for 739 (358 females)
  - Elementary level teachers (Bachelor's Degree + 1) accounted for 16 (1 female)
  - Elementary level teachers (12 + 4) accounted for 220 (145 females)
  - Elementary level sports teachers (12 + 2) accounted for 74 (7 females)
  - Primary level teachers (12 + 4) accounted for 302 (229 females).

#### Teacher surplus/shortage status

**Table 3: Statistics of Teacher Surplus/Shortages at Educational Institutions**

School	Number of schools	Number of students	Number of classes	Number of teachers	Number of non-teaching staff	Number of additional teachers needed
Pre-school	376	60,231	1,741	1,149	484	592
Primary school without pre-school	3,058	680,586	23,606	13,114	5,666	10,492
Primary with pre-school	4,370	1,374,900	39,938	25,339	12,947	14,599
Junior high school (7-9)	1,235	334,914	7,517	13,612	3,939	1,434
Junior high school (7-12)	12	3,965	79	115	38	22
High school (10-12)	35	29,409	607	1,084	252	206
High school (7-12)	545	385,424	8,123	15,937	5,711	4,633
<b>Total number of teachers needed</b>						<b>31,978</b>

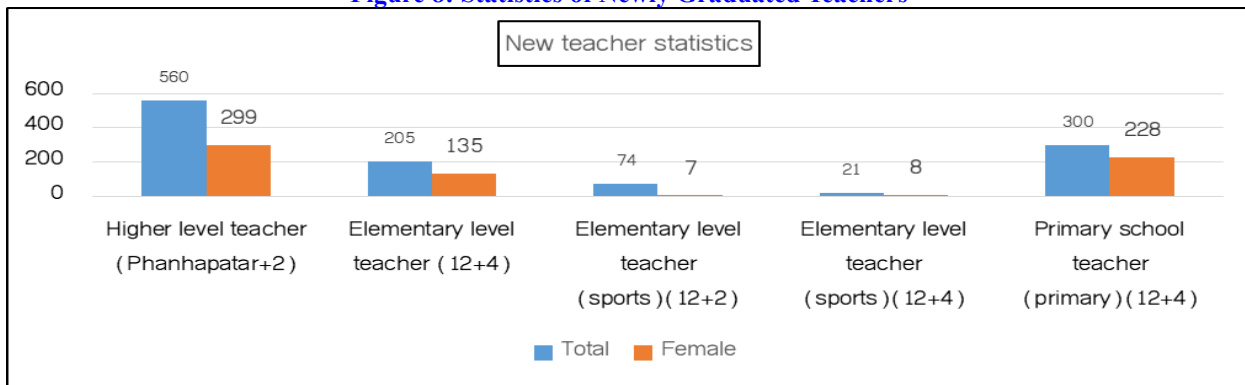
**Figure 7: Teacher Surplus/Shortage Status**



Utilization of teachers

1,160 newly graduated teachers were deployed to schools facing teacher shortages.

**Figure 8: Statistics of Newly Graduated Teachers**



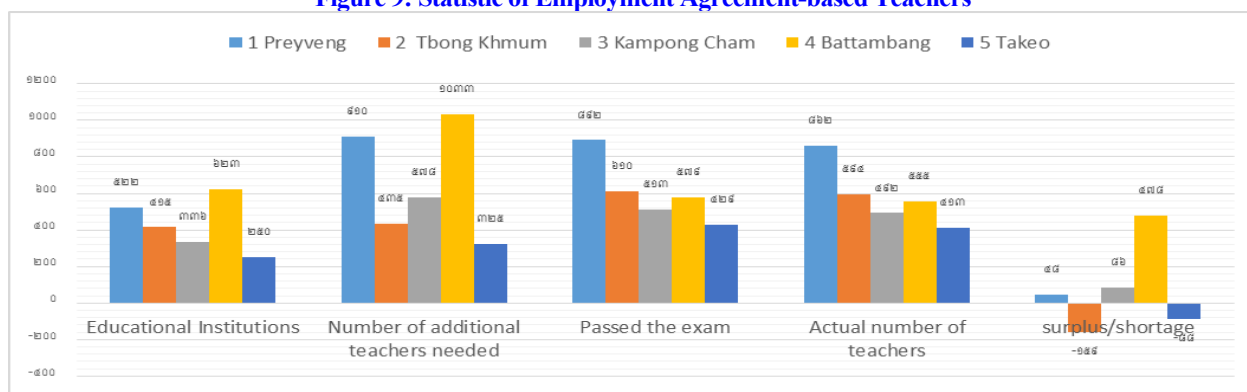
Utilization of employment agreement-based teachers

The data in the table below shows that recruitment of employment agreement-based teachers was carried out to address teacher shortages in the 5 target provinces. A total of 2,146 educational institutions required 3,281 additional teachers, while there were 3,023 newly graduated teachers and 2,916 actual teachers, suggesting that the gap between the demand and the supply of teachers remains. Among those provinces, Battambang and Prey Veng had the highest demand for additional teachers, but the actual number of teachers remained insufficient. The statistics show that recruitment of employment agreement-based teachers has a crucial role in alleviating teacher shortages, but requires additional management and strategic planning to satisfy the actual needs of educational institutions in each region.

**Table 4: Statistics of Employment Agreement-based Teachers**

N.	Provinces	Educational Institutions	Number of additional teachers needed	Permanently passed	Actual number of teachers	Surplus/Shortage
1	Prey Veng	522	910	892	862	48
2	Tboung Khmum	415	435	610	594	-159
3	Kampong Cham	336	578	513	492	86
4	Battambang	623	1033	579	555	478
5	Takeo	250	325	429	413	-88
<b>Total</b>		<b>2,146</b>	<b>3,281</b>	<b>3,023</b>	<b>2,916</b>	

Figure 9: Statistic of Employment Agreement-based Teachers



#### Utilization of contract teachers and other types of teachers

The table below shows the statistics of contract teachers for the 2024-25 academic year who were recruited to address the teacher shortages in remote and poor areas. The actual number of contract teachers employed nationwide was approximately 27,775, which was up to 22.18 percent of the total number of civil servants. Contract teachers were recruited from among students with upper secondary school diplomas or higher to temporarily fill places or schools with teacher shortages.

Table 5: Statistics of contract teachers and other types of teachers (2024-2025)

N.	Description	Figures proposed and used with the approval of the MoEYS	Actual figures used	Additional figures being requested.	Actual figures used and additional figures requested	Other
1	Contract staff	721	721	40	761	Teachers of Chinese language
2	Contract teachers	15,217	15,222	289	15,511	Including multi-language 126
3	Teachers with additional tasks (Double shifts)	7,000	6,966		6,966	
4	Teachers teaching 2-graded classes	2,108	2,122		2,122	
5	Teachers teaching 3-graded classes	107	109		109	
6	Contracted Khmer-Islamic teachers	173	173		173	
7	Non-formal education contract teachers	2,472	2,462		2,462	
<b>Total</b>		<b>27,798</b>	<b>27,775</b>	<b>329</b>	<b>28,104</b>	

#### Incentives for education staff

The Ministry has:

- Promoted the ranks and categories based on the rotating years for 11,052 education staff (4,360 females), including 173 with Royal decrees (28 females), 4,296 with Sub-decrees (796 females) and 8,383 with Prakas (3,536 females);
- Promoted the ranks and categories based higher qualifications compared to 2025 employment status for 2,717 staff (1,031 females), including 190 with Royal decrees (31 females, 344 with Sub-decrees (74 females, and 2,183 with Prakas (926 females);
- Teacher salaries and PRESET teacher scholarships:
  - Higher education teachers: from 1,727,350 KHM Riels to 2,266,500 KHM Riels
  - Elementary level teachers: from 1,599,000 KHM Riels, to 2,046,100 KHM Riels
  - Primary level teachers: from 1,496,950 riels to 1,825,700 KHM Riels

- PRESET teacher scholarships: 70 percent of Category “A”, equivalent to 1, 09,145 KHM Riels. 70 percent of Category “B”, equivalents 1,119,300 KHM Riels. 70 percent of Category “C” equivalents 1,047,865 KHM Riels.
- Appointed 434 management officials (117 females).

#### Selection of outstanding school principals, teachers and schools

In 2025, the Ministry selected outstanding school principals, teachers and schools to be awarded the **Samdech Techo Sen** and accompanying financial incentives for the award. The Ministry decided to:

- Acknowledge 10 outstanding school principals (0 female), 10 outstanding teachers in Grades 4 to 12 (3 females), 10 outstanding Khmer subject teachers in Grades 1 to 3 (9 females), 10 outstanding Mathematics teachers in Grades 1 to 3 (5 females), and outstanding 10 schools (1 high school, 3 junior high schools and 6 primary schools);
- Provided Certification of Appreciation 10 school principals (1 female), 10 teachers (3 females), 10 Khmer subject teachers in Grades 1 to 3 (8 females), 10 Mathematics teachers in Grades 1 to 3 (8 females), and 10 schools (4 high schools, 2 junior high schools and 3 primary schools).

In 2025, the Ministry selected 5 outstanding teacher educators (1 female) among the teacher training colleges to be awarded “**The outstanding teacher educator**” award and 10 teacher training principals (0 female) to be awarded “**The outstanding teacher training college**” award.

#### 2.1.4.2 Implementation of Legal Regulations

##### Formulation of legal regulations in the education sector

The Ministry prepared and established 40 legal regulations in the education sector, including 1 Royal Decree, 2 Sub-decrees, 1 Order, 24 Prakas, 8 Decisions, 3 Instructions and 1 Circular, as follows:

- Royal Decree No. NS/RKT/1224/1559, dated 6 December 2024, on the amendment of the Royal Decree on the Separate Statute for Administrative Staff at the Sub-national;
- Sub-Decree No. 01 ANK.BK, dated 6 January 2025, on the Principles and Procedures for the Appointment, Transfer and Removal from Position of Principal of Public Pre-school Institution and Public Primary Education Institution;
- Order No. 02 BB, dated 6 October, 2025 on the Introduction of Measures to Prohibit the Import, Distribution, Sale, Advertising, Use, Possession, Production and Storage of Electronic Devices and chemicals for Smoking and Shisha;
- Inter-Ministerial Prakas No. 3306/25 MS.N.N.K, dated 1 July 2025, on the Principles and Procedures for the Appointment, Transfer and Removal of the Position of Deputy Principal of Public Pre-school Institution and Public Primary Education Institution;
- Prakas No. 243 AYK.BrK, dated 28 January 2025, on the Organization and Functioning of Offices Subordinated to Departments under the Directorate General of Policy and Planning;
- Prakas No. 244 AYK.BrK, dated 28 January, 2025 on the Organization and Functioning of Offices Subordinated to Departments under the Directorate General of Education;
- Prakas No. 245 AYK.BrK, dated 28 January 2025, on the Organization and Functioning of Offices Subordinated to Departments under the General Secretariat;
- Prakas No. 246 AYK.BrK, dated 28 January 2025, on the Organization and Functioning of Offices Subordinated to Departments under the Department of Internal Audit;
- Prakas No. 247 AYK.BrK, dated 28 January 2025, on the Organization and Functioning of Offices Subordinated to Departments of the Directorate General of Youth;
- Prakas No. 248 AYK.BrK, dated 28 January 2025, on the Organization and Functioning of Offices Subordinated to Departments under the Directorate General of Sports;
- Prakas No. 249 AYK.BrK, dated 28 January 2025, on the Organization and Functioning of Offices Subordinated to Departments under the Directorate General of Higher Education;
- Prakas No. 250 AYK.BrK, dated 28 January 2025, on the Organization and Functioning of Offices Subordinated to Departments under the Directorate General of Training and Education;

- Prakas No. 251 AYK.BrK, dated 28 January 2025, on the Organization and Functioning of Offices Subordinated to Departments under the General Inspectorate;
- Prakas No. 796 AYK.BrK, dated 21 March 2025, on the Process of the Qualification Upgrade Training Program of Physical Education and Sport Teachers to Bachelor of Physical Education;
- Prakas No. 808 AYK.BrK, dated 27 March 2025, on the Training of Master of Education Inspectors;
- Prakas No. 809 AYK.BrK, dated 27 March 2025, on the Training of Professional Specialists for School Principals at the National Institute of Education;
- Prakas No. 824 AYK.BrK, dated 2 April 2025, on the Appointment of the Board of Directors of the Kampong Speu Institute of Technology;
- Prakas No. 1109 AYK.BrK, dated 21 July 2025, on the Work Uniforms of Higher Education Teachers and Elementary Education Teachers;
- Prakas No. 1110 AYK.BrK, dated 21 July 2025, on the Epauettes and Work Uniforms for Primary Education Teachers;
- Prakas No. 1401 AYK.BrK, dated 6 August 2025, on the Amendment of the Praka on the Use of the Logo of the Ministry of Education, Youth and Sport, the Abbreviations of Entities under the Ministry of Education, Youth and Sport, and the Abbreviations Used on the Official Administrative Letterheads of the Ministry of Education, Youth and Sport and the Capita/Provincial Departments of Education, Youth and Sport;
- Prakas No. 1427 AYK.BrK, dated 14 August, 2025 on the Amendment of the Prakas on the Determination of Technical and Vocational Certificates and Technical and Vocational Diplomas;
- Prakas No. 1453 AYK.BrK, dated 27 August 2025, on the Introduction of the National Sports Federation Evaluation Standards;
- Prakas No. 1 AYK.BrK, dated 5 January 2026, on the Organization and Functioning of the Capital/Provincial Youth Center;
- Prakas No. 21 AYK.BrK, dated 12 January 2026, on the Organization of the Youth Council of Cambodia and the Cambodian Children's Council in Public General Education Institutions;
- Decision No. 01 AYK.SSR, dated 3 January 2025, on the Appointment of the Doping Control Committee;
- Decision No. 02 AYK.SSR, dated 3 January 2025, on the Appointment of Composition of Therapeutic Use Exemption Committee;
- Decision No. 05 AYK.SSR, dated 17 January 2025, on the Establishment of the Technical Council of the New Generation Pedagogical Research Center
- Decision No. 53 AYK.SSR, dated 21 August 2025, on the Establishment of a Working Group to Promote the Prevention of Violence Against Women and Children within the structure of the Ministry of Education, Youth and Sport;
- Decision No. 102 SSR, dated 25 August 2025, on the Establishment of National Compliance Working Group to Coordinate the Implementation of the International Convention Against Doping in Sport;
- Decision No. 57 AYK.SSR, dated 8 September 2025, on the Establishment of Inter-ministerial Committee to Prepare Preliminary Record of the National Olympic Stadium under the technical guardianship of the Ministry of Education, Youth and Sport;
- Decision No. 52 AYK.SSR, dated 17 December 2024, on the Establishment of Working Group on Impact Assessment of Legal Instruments of the Ministry of Education, Youth and Sport;
- Decision No. 53 AYK.SSR, dated 23 December 2024, on the Adjustment of the Composition of the Anti-Corruption Focal Point of the Ministry of Education, Youth and Sport;
- Instruction No. 37 AYK.SNN, dated 8 September 2025, on the Introduction of Prakas on Work Uniforms of Higher Education Teachers and Elementary Education Teachers and Praka on the Epauettes and Work Uniforms for Primary Education Teachers;
- Instruction No. 43 AYK.SNN, dated 6 October 2025, on Support for the Implementation of Special Education Program;

- Circular No. 002 SHV.SR.ARTN, dated 20 January 2025, on Accounting Bookkeeping for the Management and Use of Conditional Financial resources for the Implementation of Management Functions for Early Childhood Education, Primary Education, and Non-formal Education and for Administrative Support for the Implementation of Education, Youth and Sport Function to Municipal/District/Khan Administrations.

Formulation of 23 draft legal regulations, including 1 law, 7 Sub-decrees, 15 Prakas and 1 instruction, as follows:

- Draft Law on Physical Education and Sport;
- Draft Sub-decree on the Organization of the National Day of Physical Education and Sport;
- Draft Sub-decree on the Organization and Functioning of the Royal University of Phnom Penh, Svay Rieng University, National University of Cheasim Kamchaymear, National University of Battambang and Kamchaymear;
- Draft Inter-ministerial Prakas on the Organization and Functioning of Departments, Offices and The Like of the Royal University of Phnom Penh, Svay Rieng University, National University of Battambang and National University of Cheasim Kamchaymear;
- Draft Praka on the Definition of Roles and Duties of Departments and Entities in the Structure of Svay Rieng University;
- Draft Praka on the Organization and Functioning of Pre-school Institutions, Primary Education Institutions, Lower Secondary Institutions and Upper Secondary Institutions;
- Draft Praka on the Organization and Functioning of special education high schools
- Draft Praka on the Closure, Integration, Merger, Separation and Transformation or Renaming of Public General Education Institutions;
- Draft Praka on the Determination of the Trade Logo and Seal of Educational Institutions;
- Draft Praka on the Organization and Functioning of Upper Secondary Institutions;
- Draft Praka on the Organization and Functioning of Lower Secondary Institutions;
- Draft Instruction on Strengthening the Implementation of Special Education Work.

### **2.1.4.3 Implementation of Decentralization and Decentralization Reform**

#### **2.1.4.3.1 Transfer and implementation of educational functions**

The Ministry has:

- Provided capacity development on supporting and strengthening the implementation of Education, Youth and Sport functions to 625 municipal/district/Khan administrative officials (195 females);
- Provided capacity development on supporting and strengthening the implementation of decentralization and decentralization reform work and supporting the implementation of good school governance principles to 165 (35 female) education staff of the capital/provincial departments of education, youth and sport and school administrators;
- Provided capacity development on rules and procedures for impact assessment and drafting legal documents, principles for the establishment and management of educational institutions, and Prakas on the Organization and Functioning of Public Educational Institutions to a total of 170 education staff (35 females) in Kampong Cham and Prey Veng provinces;
- Strengthening the capacity on the code of professional ethics for teachers and the legal framework for preventing human trafficking to 220 education staff and PRESET teachers (134 females) at the teacher training colleges in Takeo, Battambang, Kampong Chhnang and Kampong Speu provinces;
- Provided capacity development on decentralization and decentralization reform work in the education sector to 134 (35 female) education management officials of the central level at the meeting hall of the new administration building of the Ministry of Education, Youth and Sport;
- Reinforcing the capacity on the implementation of the promotion of Municipal/District/Khan Administration Support Project in implementing the transferred Education, Youth and Sport sector function to 80 education staff (23 females) and municipal/district/Khan administrative officials (23 women).

### 2.1.4.3.2 Work on dispute resolution and inter-sectoral affairs

The Ministry has:

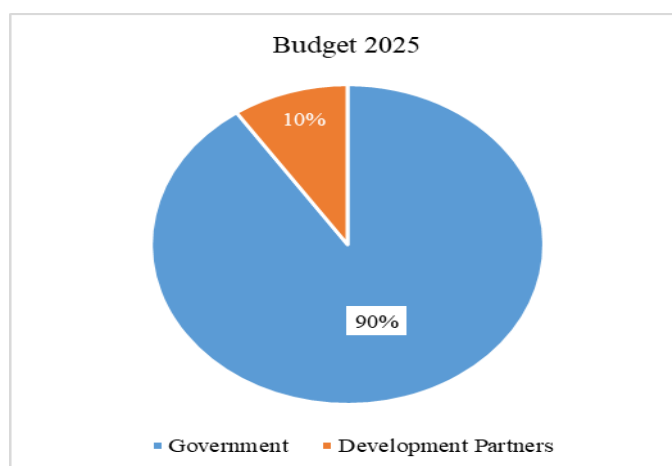
- Studied and researched 9 cases of disputes of education staff, including 2 cases of fraud, 1 case of drug trafficking, 1 case of sexual harassment, 1 case of intellectual property infringement, 1 case of sexual intercourse with a minor, 1 case of rape, and 2 cases of school land encroachment which are being sued by relevant judicial institutions in criminal cases, in Siem Reap, Banteay Meanchey, Takeo, Ratanakiri, Mondulhiri, Svay Rieng, Kampong Chhnang, Preah Sihanouk, and Tbong Khmum provinces. The information collection and research were carried out by the Working Group;
- Participated in resolving criminal case No. 1634 dated 11 March 2024 pertaining to the crime of “public defamation” in the case of posting exam subjects for upper secondary examination diploma for the academic year 2022-2023 (Hearing was carried out on 19 September 2024);
- Provided comments on the Draft Action Plan for 2025 of the Counter Counterfeit Committee to fight against counterfeit products that pose high risks to social health and safety, at the Ministry of Interior;
- Coordinated the asset and liability declaration for 192 education staff under a two-year declaration regime for 2025.

### 2.1.4.4 Implementation of Public Financial Management Reform

#### 2.1.4.4.1 Financial work

- [Budget status for 2025](#)

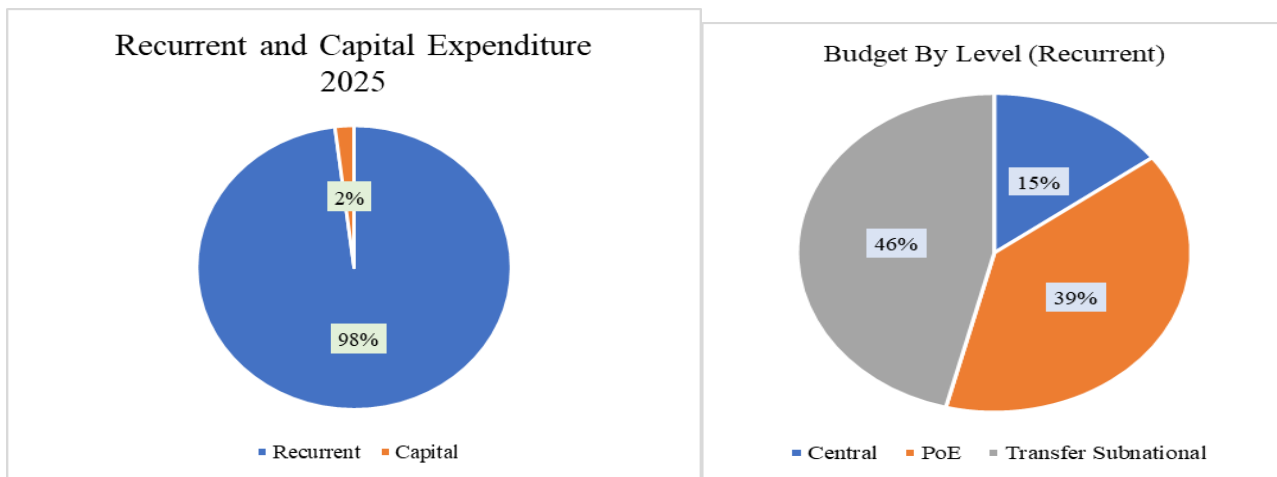
The total budget for 2025 of the Ministry of Education, Youth and Sport accounted for 4,512,510.4 million KHM Riels; of which the state budget accounted 4,088,930.4 million KHM Riels, including domestically financed capital expenditures, equivalent to 91 percent of the total budget, and the development partner budget accounted for 4,235,800.0 million KHM Riels (10 development partners committed most cooperative financing to support the education sector in 2025), equivalent to 9 percent of the total budget.



*Source: Law on Financial Management for 202 and extract from the official Development Assistance data as of 2 January 2026, Council for the Development of Cambodia.*

- [Status of state budget](#)

The state budget accounted for 4,088,930.4 million KHM Riels, equivalent to 2.0 percent of GDP; of which current expenditure accounted for 4,008,930.4 million KHM Riels, equivalent to 98 percent, and domestically financed capital expenditure accounted for 80,000.0 million KHM Riels, equivalent to 2 percent of the ministry's total budget. Recurrent expenditure was divided into 3 major parts: 1) Central administration for 593,828.9 million KHM Riels, equivalent to 15 percent; 2) Capital/provincial departments of education, youth and sport for 1,569,575.6 million KHM Riels, equivalent to 39 percent; and 3) Transfer of 3 functions (Conditional transfer of financial resources for implementing the functions of early childhood education, primary education, non-formal education, and for administrative support for Education, Youth and Sport in municipal/district/Khan administration) for 1,845,525.9 million KHM Riels, equivalent to 46 percent of the Ministry's total recurrent expenditure.

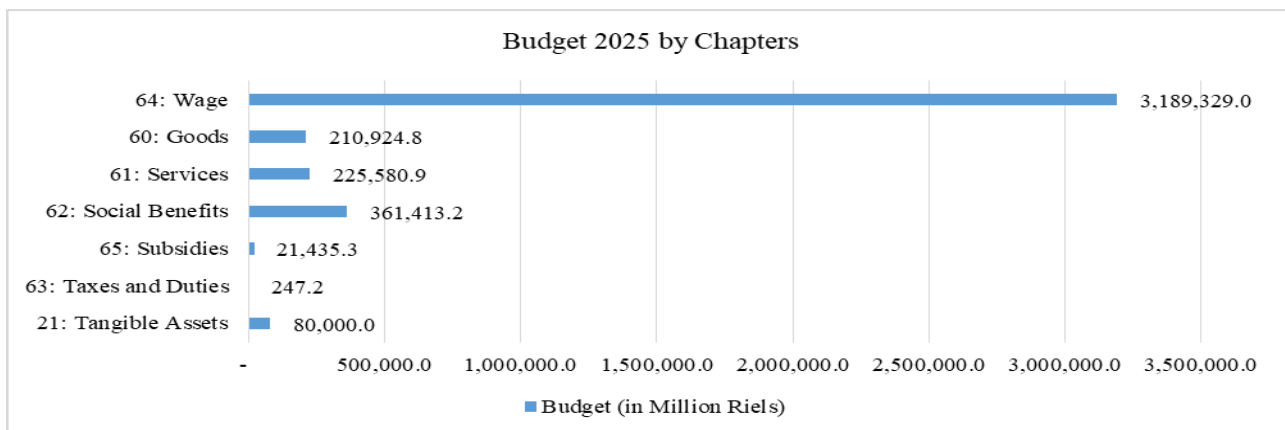


Note:

CBE: Central Budget Entities

PoE: Provincial Department of Education, Youth and Sport

Transferred to Subnational: The three functions (Early Childhood Education, Primary Education, and Non-Formal Education) transferred to District/Khan Administration.

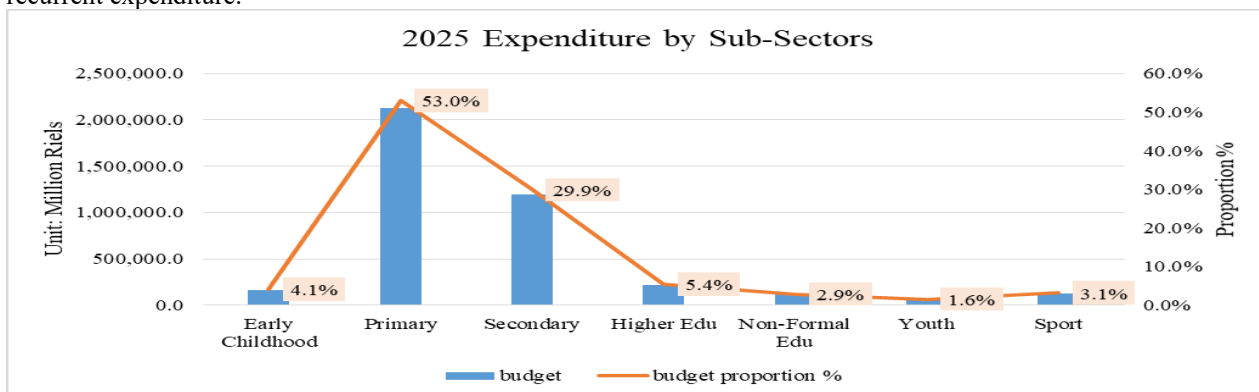


Source 1: Law on Financial Management for 2025.

Source 2: Education Financial Management System (EFMS), Ministry of Education, Youth and Sport, 2025.

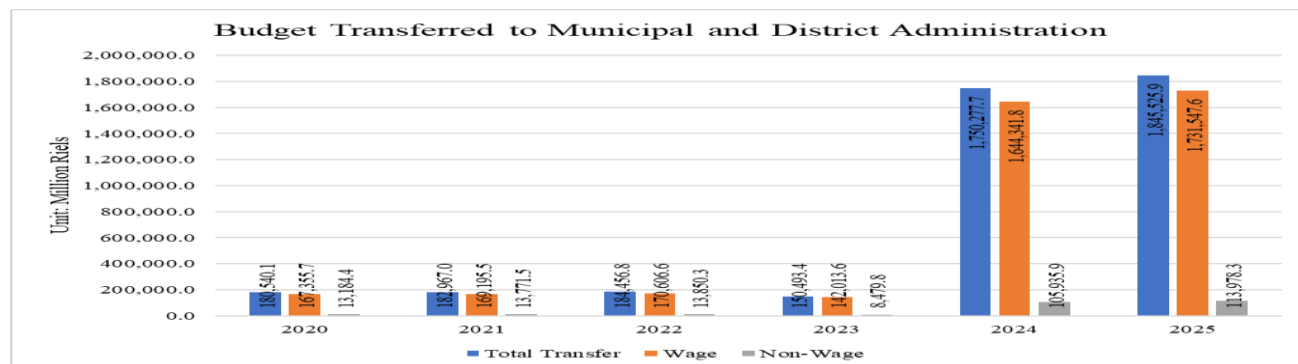
- Budget transfer to municipal/district/Khan administration

From 2020 to 2023, the Ministry transferred budget to municipal/district/Khan administrations in Battambang province through the spirit of Inter-Ministerial Prakas No. 521 SHV.BrK, which set out the financial conditions, technical conditions and financial procedures for the conditional transfer of financial resources to the 14 municipal/district/Khan administrations in Battambang province for the implementation of the functions of early childhood education, primary education and non-formal education. The budget transferred accounted for 180,540.1 million KHM Riel, equivalent to 5.6 percent, compared to the Ministry’s recurrent expenditure; of which 167,355.7 million KHM Riels was for wages and 13,184.4 million KHM Riels was for non-wages. Between 2021 and 2023, there had been a relative increase, in particular in the salaries of education officials, which remained at an average of 5.9 percent compared to the Ministry’s recurrent expenditure.



Since 2024, the Ministry transferred the budget for the management of early childhood education, primary education, non-formal education, and administrative support for the implementation of education, youth, and sports functions within the national framework to municipal/district/Khan administrations in keeping with Sub-Decree No. 213 ANK.BK,

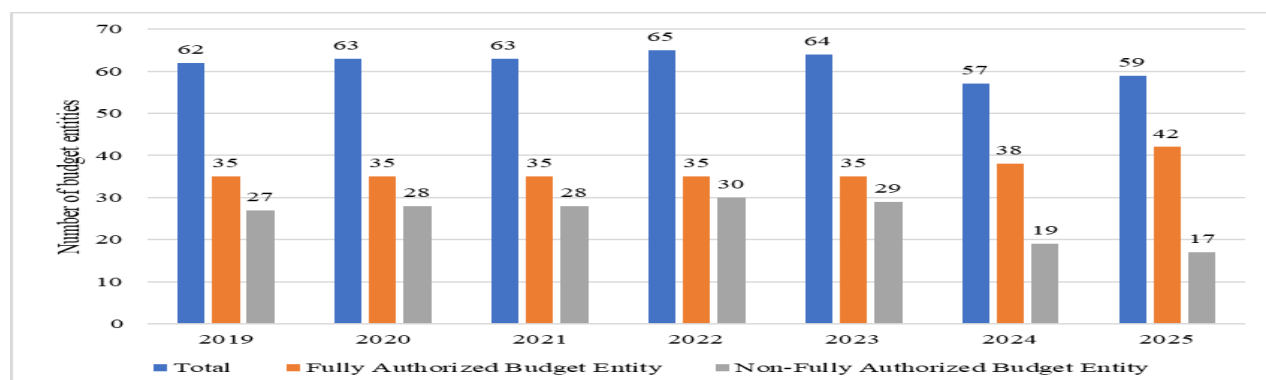
dated 28 July 2023 on the Functional Transfer in Education, Youth, and Sport to Municipal/District/Khan Administration of the Royal Government. In 2025, the transferred budget was increased to 1,750,277.7 million KHM Riels, equivalent to 46 percent compared to the Ministry's recurrent expenditure, which was almost half of the Ministry's recurrent expenditure.



Source: Education Financial Management System (EFMS)

- Organization of budget entities

The Ministry fully carried out the Program Budget in 2015. The Ministry decentralized the budget by establishing and granting the authority to budget entities to implement the budget with high responsibility. At the same time, the Ministry also transformed the budget entities into fully authorized budget entities in order to comply with the guidelines of the Ministry of Economy and Finance. As a matter of fact, due to Inter-Ministerial Prakas No. 777 SHV.BrK.AT, dated 25 November 2024, on the Introduction of the Budget Performance, for the budget performance in 2025, the Ministry consisted of 59 budget entities; 42 of which were fully authorized budget entities and 17 were non-fully authorized budget entities. Among the 42 fully authorized budget entities, 25 were in the Capital/Provincial Departments of Education, Youth and Sport, and 17 were in the central administration, of which 7 being public administrative institutions.

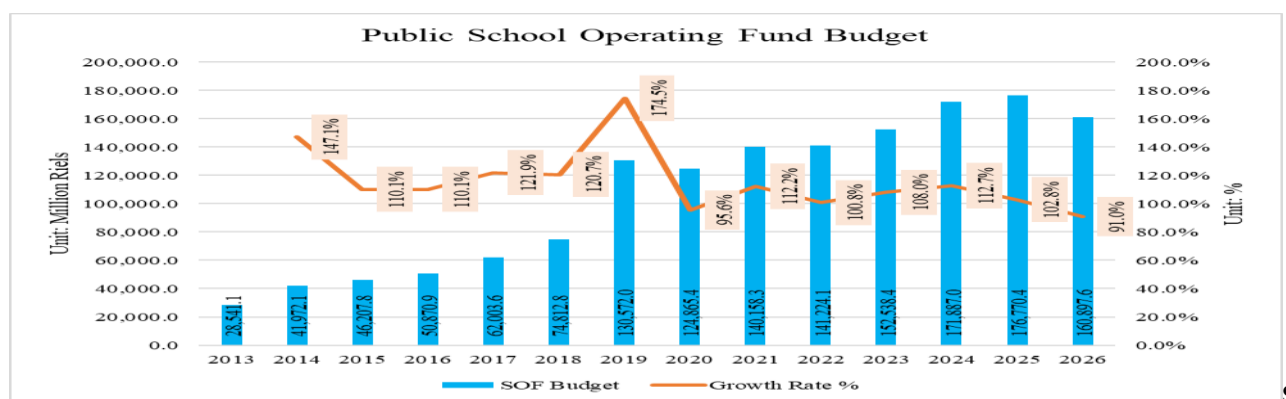


- Public School Operating Fund (SOF)

The Ministry set out guidelines on the management of public school operating funds for the management of funds of the state, partners, communities, philanthropists and from other sources provided to public schools to ensure better quality education services and relevance to the learning needs of students, the needs of parents, the community and the labor market with the goal of socio-economic and cultural development in Cambodia. The objectives of the guidelines are 1) To allocate school operating funds to public schools throughout the Kingdom of Cambodia, 2) To abide by a public school management system and use funds in accordance with the core principles of good governance by ensuring effectiveness, efficiency and evidence of progress and growth, in particular student learning achievements, and 3) To promote financial management capacity to formulate and maintain an accurate financial management system applicable at all levels as well as to produce financial reports in an accurate and timely manner.

The public school operating fund is delivered in Khmer Riels and allocated based on the fiscal year (budget year) which lasts for 12 months, from January 1 to December 31 of each year. Given the spirit of Letter No. 8015 SHV.AT, dated 19 August 2019, the expenditure principle for the implementation of the public school operating fund was set forth.

From 2017 to 2025, it was observed that the total public school operating fund was constantly on the rise. Between 2017 and 2018, the public school operating was had been increased by 21 percent, and between 2018 and 2019, the budget was also increased by approximately 75 percent, including the fund for purchasing computers and printers for schools across the country of 36,984.6 million Riels. In 2025, the fund was increased to 176,770.4 million Riels, a significant increase, and that suggests that the Royal Government is paying great attention to the education sector, causing this sector even more developed.



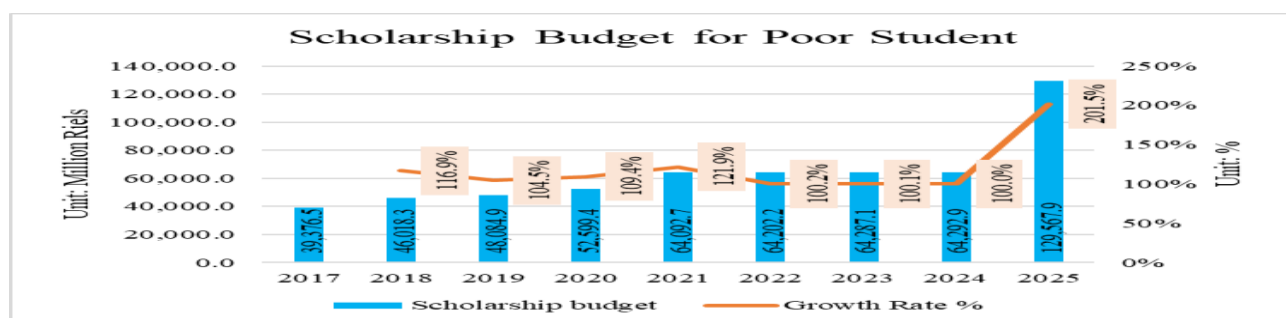
Source: Education Financial Management System (EFMS)

- Scholarship budget for poor students in hardship

The scholarship program managed by the Ministry of Education, Youth and Sport is key to the 2024-2028 Education Strategic Plan and the 2016-2025 National Social Protection Strategy, which aims to address the challenges of poverty and ensure equity, as well as contribute to alleviate the drop-out rate of students and ease the financial burden of students' parents and guardians, particularly to provide a window of opportunities for poverty-stricken students to receive education on an equal footing. According to Letter No. 34, ANKr.BK, dated 17 March 2015, scholarships for poor students in hardship was to be provided per academic year to each said student based on the following scales:

- Primary education: Budget of 240,000 Riels/student/academic year
- Lower secondary education: Budget of 240,000 Riels/ student /academic year
- Upper secondary education: Budget of 360,000 Riels/ student /academic year.

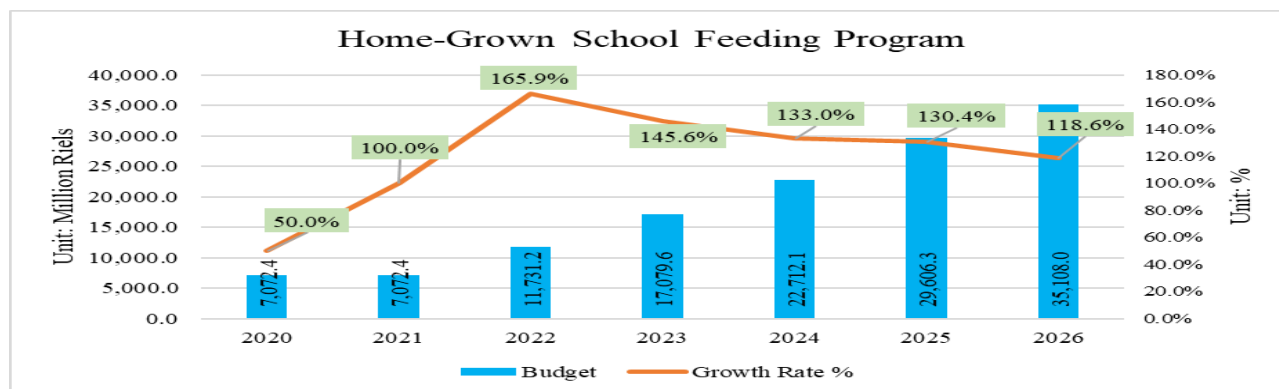
Precisely, in 2025, the scholarship budget provided for poor students was dramatically increased, from 64,292.9 million Riels to 129,567.9 million Riels, including scholarship budget for students from poor households with Equity Card (under the National Social Assistance Fund) of 115,000.0 million Riels and scholarship budget for students from families without Equity Card (under the Ministry of Education, Youth and Sport) of 14,567.9 million Riels. The implication for this increase was that the Ministry had formulated its plan based on the spirit of Sub-Decree No. 372 ANKr.BK, dated 19 December 2023, on the Implementation of the National Social Assistance Program in Family Packages by providing scholarship budget to all students from households with Equity Card. In particular, scholarship budget for students who are not from households with Equity Card would still be provided to students who have previously received scholarship budget until they complete their studies in each education level.



Source: Education Financial Management System (EFMS)

- Budget for the Home-grown School Feeding Program

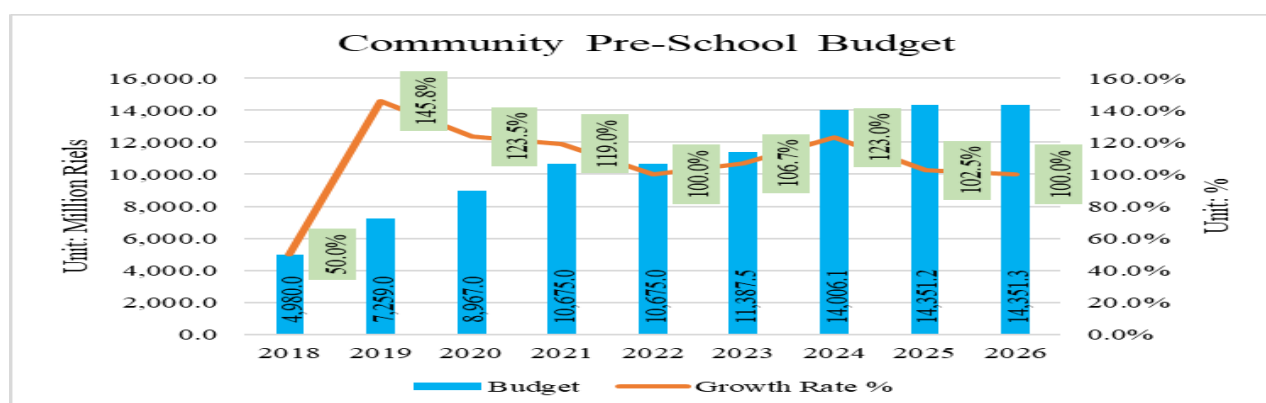
In the 2019-2020 academic year, the Ministry of Education, Youth and Sport decided to gradually transfer the target schools, equivalent to 205 schools, from the World Food Program to implement the national program under the form of the breakfast and lunch program using community produce in 6 provinces (Banteay Meanchey, Battambang, Kampong Cham, Preah Vihear, Siem Reap and Stung Treng), and 40,905 students received in-school meals, worth of 7,072.4 million Riels in the first year. In 2025, the Ministry allocated 29,606.3 million Riels for the program, with approximately 19,117 students receiving in-school meals in 686 schools in 10 provinces (Banteay Meanchey, Battambang, Kampong Cham, Kampong Chhnang, Kampong Thom, Preah Vihear, Pursat, Siem Reap, Stung Treng and Oddar Meanchey).



Source: Education Financial Management System (EFMS)

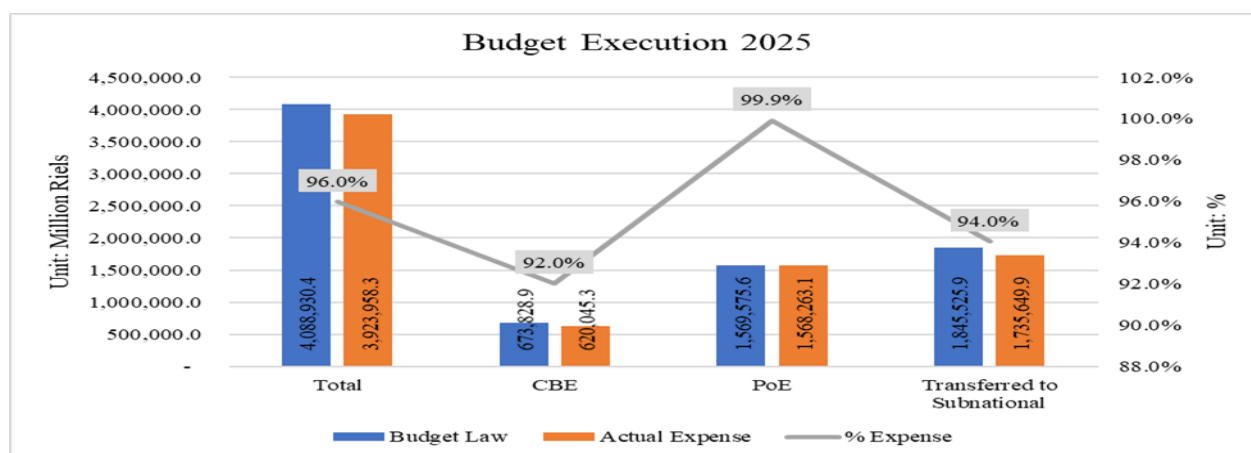
- Community pre-school budget

Community pre-schools are establishments created and supported by commune/Sangkat councils and with the engagement of certain line ministries for children aged 3 to 5, and possibly up to 6, as part of helping children in remote rural areas receive sustainable care and education services.



- State budget execution

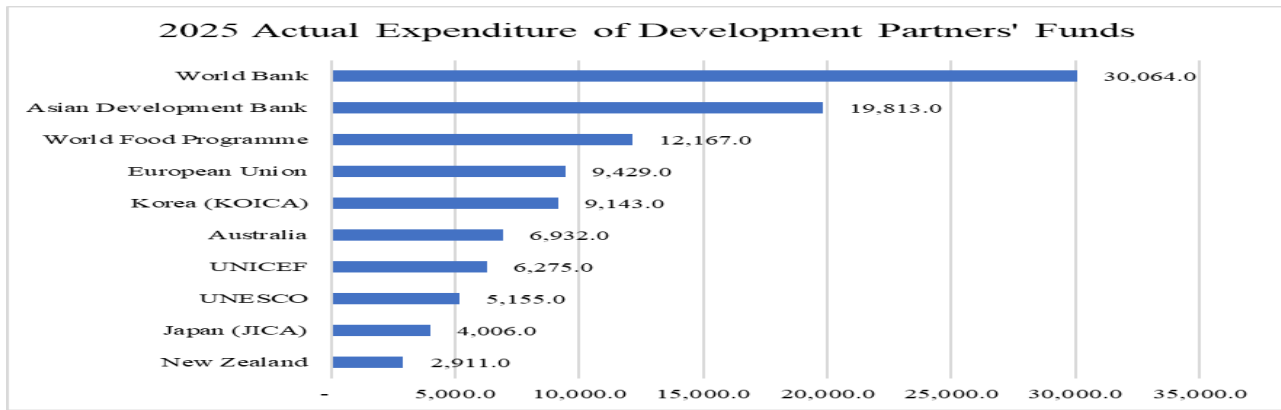
The ministry implemented expenses of 3,923,958.3 million Riels, equivalent to 96.0 percent, compared to the year's beginning credit, of which the central administration implemented 620,045.3 million Riels, equivalent to 92.0 percent, compared to the year's beginning credit; the capital/provincial departments of education, youth and sport implemented 1,568,263.1 million Riel, equivalent to 99.9 percent, compared to the year's beginning credit; and the 3 functional transfers to the sub-national implemented 1,735,649.9 million Riels, equivalent to 94.0 percent, compared to the year's beginning credit.



Source: Education Financial Management System (EFMS), as of 31 Dec 2025 (Provisional)

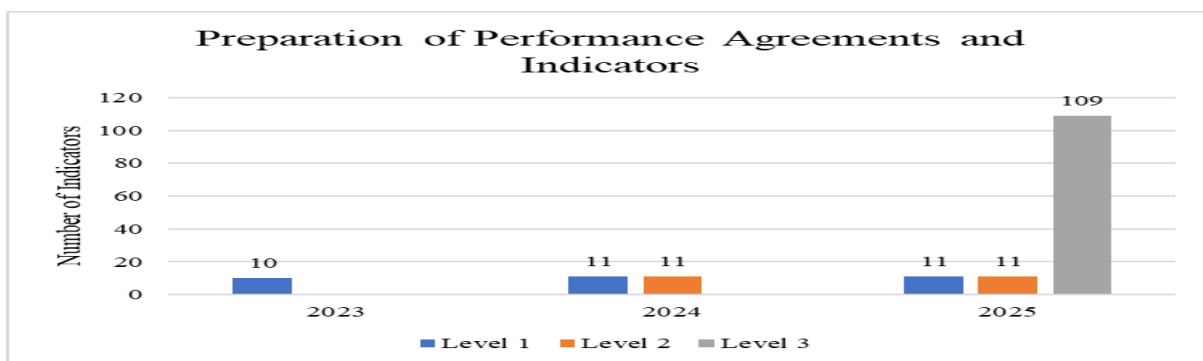
- Execution of Development Partners budget

Per cooperative financing for the education sector in 2025, the actual expenditure of US\$105,895.0 among the top 10 development partners is as the followings:



**Implementation of the Performance Agreement and Indicators**

In 2025, the Ministry formulated 3 levels of Performance Agreements, namely Level 1 consisting of 11 indicators between Ministry of Education, Youth and Sport and Ministry of Economy and Finance, Level 2 consisting of 11 indicators between the Ministry of Education, Youth and Sport with the 5 program directors, and Level 3 consisting of 109 indicators between the program directors with sub-programs.



On a different note, the Department Finance implemented the Level 3 Performance Agreement by identifying a total of 2 indicators, of which 1 indicator achieving the target (equivalent to 50 percent), and 1 indicator was acceptable (equivalent to 50 percent).

**Results of the Performance Agreement indicators achieving the target:**

Indicator 1: Percentage of budget disbursements for the Ministry of Education, Youth and Sport programs was set at a target of 95 percent. As a result of budget performance as of 31 December 2025, the implementation was at 96.0 percent, compared to the Budget Law (including budget transferred to municipal/district/Khan administrations). In particular, based on Circular No. 013 SHV.SR.AT, dated 26 September 2025, on the Closing of the Budget Revenue and Expenditure Register and the summary report on the Performance of the National Budget Revenue and Expenditure for 2025, they suggested that the Central Treasury and the Capital/Provincial Treasury had to cease receiving payment warrants, reallocation warrants (including bonus disbursement warrants) and/or expenditure transactions (Voucher) in the 2025 FMIS system by 1730 p.m. on 30 January 2026.

**Results of Acceptable Performance Agreement Indicator:**

Indicator 2: The percentage of recurrent expenditure of the Ministry of Education, Youth and Sport compared to the recurrent expenditure of the Royal Government was set at a target of 18.1 percent. The actual result marked 16.8 percent, an increase of 1.1 percent compared to 2024. The preparation of the 2025 budget package was based on the spirit of Circular No. 06 SR, dated 13 May 2024, of the Royal Government of Cambodia, which identified the baseline ceiling for formulating the 2025-2027 Budget Strategy Plan and the 2025 Annual Budget Plan of Ministries and Institutions.

**Improvement of the Program Budget Structure**

The Ministry, in collaboration with the Ministry of Economy and Finance, prepared a draft Program Budget Structure for implementation in 2027, maintaining the same 5 programs, 20 sub-programs (a decrease of 38), and 157 activity clusters (a decrease of 51), compared to the previous Program Budget Structure.

The Ministry prepared a breakdown of staff and capital expenditure for Program 1's Sub-Program 1.3 (Equitable access, strengthening the quality and efficiency of secondary education) in the central administration and the capital/provincial departments of education, youth and sport as an annex to the 2025 Budget Book. The annex document on "Pilot Implementation on the Breakdown of Staff Wages and Direct Investment Expenditure by National Budget Financing for Secondary Education" was prepared and approved by the Ministry of Education, Youth and Sport and the Ministry of Economy and Finance.

- **Assessment of Public Financial Management**

The Ministry of Economy and Finance carried out the assessment on the Public Financial Management of the Ministry of Education, Youth and Sport from 2021, 2022 and 2023. The results of the assessment were announced in December 2024. The assessment aimed to identify the strengths and weaknesses of public financial management and to provide an opportunity to prioritize and align public financial management reforms with the framework of the joint action plan and the direction of the establishing Performance Budget. The score of each component was separately given, based on the evidence presented in line with the criteria:

A = Excellent, Outstanding performance was seen by the Performance Indicator and was consistent with the national system,

B = Good performance, Good performance was seen by the Performance Indicator and was consistent with the national system

C = Basic performance, Performance Indicator shows performance at an elementary level of consistency with the national system

D = Poor performance, Performance Indicator showed performance below the national system or could not be assessed yet or there was insufficient information to come up with the conclusion.

**This evaluation yielded the results as shown in the table below.**

Indicators	Score	Others
<b>Pillar 1: Budget credibility</b>		
PI-1 Results of total expenditure implementation	A	
PI-2 Results of budget implementation by component	B+	
PI-3 Results of non-fiscal income	B	
<b>Pillar 2: Public Financial Transparency</b>		
PI-4 Budget classification	C	
PI-5 Budget document attached to the annual budget proposal	A	
PI-6 Budget transactions in Information Technology Systems for Public Finance Management	B+	
PI-7 Budget implementation monitoring and performance management	D+	
PI-8 Public disclosure of budget information	D	
<b>Pillar 3: Asset Management</b>		
PI-9 Public Investment Management	D	
PI-10 State Property Management	A	
<b>Pillar 4: Policy-linked Budget Planning</b>		
PI-11 Medium-term and annual budget preparation	C	
PI-12 Budget preparation process	A	
<b>Pillar 5: Budget Estimates and Implementation Monitoring</b>		
PI-13 Non-fiscal revenues collected by ministries/institutions	A	
PI-14 Non-fiscal income accounting	A	
PI-15 Estimate of budget performance for the year	B	
PI-16 Payroll control	C+	
PI-17 Public performance management	C	
PI-18 Internal control over non-salary expenses	C	
PI-19 Internal audit	C+	

Indicators	Score	Others
<b>Pillar 6: Account Bookkeeping and Report Making</b>		
PI-20 Advance payment and petty cash advance	D	
PI-21 Budget implementation report for the year	C	
PI-22 Annual financial report	D	
<b>Pillar 7: Support Infrastructure</b>		
PI-23 Coordination of ministries/institutions	C	
PI-24 Job performance of officials	D	

The overall performance of the Ministry was Good, 6 indicators having A grade, 2 indicators having B+ grade, 2 indicators having B, 2 indicators having C+ grade, 6 indicators having C grade, 1 indicator having D+ grade, and 5 indicators having D.

- **Implementation of Development Partner Indicators**

The Ministry implemented and achieved the Development Partners Key Performance Indicators, namely the EU-Cambodia Partnership Program on Technical Education Transformation 2024-2027 (EU) and the 5<sup>th</sup> Global Partnership for Education Fund (GPE 5), the proof demonstrating the capability to fulfill obligations and respond to the policy directions of the Royal Government and development partners. These indicators are as follows:

N.	Indicators	Credit obtained	Name of partner/project	Status
1	Increased amount of SOF for public school compared to non-wages for 2 consecutive years	USD 3,078,000	GPE5	Completer
2	Finalized EFMS development on financing management from development partner (DP) and revenue management (AR)	USD 3,078,000	GPE5	Completer
3	Number of sub-programs allocating staff wages and capital expenditure (Primary education sub-program)	EUR 1,500,000	EU	Completer
4	At least 135,000 students in lower and upper secondary education and in technical education receiving government scholarships in 2024-2025 academic year	EUR 2,900,000	EU	Completer
5	Finalization and implementation of Performance Agreements at the 3 levels	EUR 500 000	EU	Completer

- **Key activities to support the implementation of public financial management reform**

The Ministry has:

- Received from the Ministry of Economy and Finance an additional budget credit for the management of 2025, i.e. Chapter 64, amounting to 14,862,000,000 Riels (fourteen billion eight hundred and sixty-two million Riels only) to pay wages to employment agreement-based teachers for November and December 2025 for the 5 provincial administrations, namely Battambang, Kampong Cham, Prey Veng, Takeo and Tbong Khmum, through letter No. 6564 AYK, HV, dated 3 December 2025;
- Received a budget of 946,518,800 Riels to spend on training programs for employment agreement-based teacher in 2025, from the Ministry of Public Service through Letter No. 6110 AYK.HV, dated 17 November 2025;
- Officially put into use the “Ministry of Education, Youth and Sport Financial Management System (EFMS) on the conditional transfer of financial resources for implementing the functions of early childhood education, primary education, non-formal education, and for administrative support for Education, Youth and Sport in municipal/district/Khan administrations, to the sub-national through Letter No. 3383 AYK.HV, dated 30 June 2025;
- Officially put into use the “EFMS App of the Ministry of Education, Youth and Sport Financial Management System on the functions of financial management, education information management and human resource management”, through Letter No. 3385 AYK.HV, dated 30 June 2025;
- Officially put into use the “Education, Youth and Sport Financial Management System (EFMS) on the function of managing financing from development partners” to the budget entities at the central administrative level and the at the capital/provincial departments of education, youth and sport from 2025 onwards, through Letter No. 3386 AYK.HV, dated 30 June 2025;

- Officially put into use the “Education, Youth and Sport Financial Management System (EFMS) for revenue management” to central-level budget entities capital/provincial departments of education, youth and sport from 2025 onwards, through Letter No. 3384 AYK.HV, dated 30 June 2025;
- Increased the SOF budget from 24.8 percent, compared to non-wages in 2024, to 25.1 percent, compared to non-wages in 2025;
- Piloted the segregation of salaries and direct investment expenditure by national budget financing for Program 1’s Sub-Program 1.3 at the central administrative level and capital and provincial departments as an appendix to the 2025 Budget Book;
- Strengthened the capacity of leaders and specialized officials on the use of EFMS on functions transferred to the sub-national level, mobile app and the use of artificial intelligence (AI);
- Prepared quarterly and annual summary performance reports on the implementation of the detailed action plan for the implementation of the Joint Action Plan, Phase 4, 2025;
- Prepare a detailed action plan for the implementation of the Joint Action Plan, Phase 4, 2026 (MAP4-2026).
- Created assistive tools for the entities to prepare wage allocation according to the program for the 2026 management, including the central administrative, capital and provincial departments of education, youth and sport budget entities, and the offices of education, youth and sport budget entities, and the 3 functions transferred to the municipal/district/Khan administrations;
- Prepared a progress report on the implementation of the 3-year rolling action plan 2025-2027 of the Cambodian Financial Technology Development Policy 2023-2028;
- Prepared a progress report on the implementation of the 3-year action plan for 2025-2027 of the Digital Economy and Business Committee of the Ministry of Economy and Finance, and a case report on the “Draft 3-year rolling action plan for 2025-2027 of the Cambodian Financial Technology Development Policy 2023-2028”;
- Updated the guideline manual on the management of public school operating funds;
- Prepared a guideline on the management of development partner financing;
- Prepared a guideline on the financial management of the Education, Youth and Sport Office of the Municipal/district/Khan Administration;
- Revised the draft guideline manual on the procedures for implementing the capital/provincial budgets of the Ministry of Education, Youth and Sport, through Letter No. 11424 SHV.L.S.AT, dated 19 November 2025;
- Dispatched 36 officials to attend training at EFI and all of them successfully completed the training;
- Set up Smart Classrooms and equipped them with information technology tools to support learning and teaching in keeping with Digital Education, for 20 public schools, which are model schools, clean schools, and schools with outstanding principals, as well as the Kandal Provincial Teacher Training College and the Pre-School Teacher Training Center;
- Set up a network connection at the Kampot Provincial Teacher Training College and the Takeo Provincial Teacher Training Center.

#### **2.1.4.4.2 Procurement work**

The Ministry has:

- Issued Prakas on the adjustment of the composition and roles of 8 new procurement groups, including the 7 in capital/provincial departments of education, youth and sport and 1 at central-level fully authorized budget entity;
- Issued Prakas on the establishment of 4 new procurement groups of the central-level fully authorized budget entities;
- Implemented procurement work with a value of 138,874.85 million Riels, equivalent to 102 percent:
  - Implemented procurement of goods, construction and services for 20 central-level entities with a value of 30,852.42 million Riels, of which being procurement of goods for 16 projects with a value of 29,835.01 million Riels, procurement of construction for 2 projects with a value of 919.47 million Riels, and procurement of services for 2 projects with a value of 97.94 million Riels;
  - Implemented procurement of goods, construction and services by the procurement groups for 410 projects with a value of 108,022.43 million Riels, including procurement of goods for 263 projects with a value of

39,744.21 million Riels, procurement of construction for 101 projects with a value of 60,873.54 million Riels, and procurement of services for 46 projects with a value of 2,630.89 million Riels.

#### 2.1.4.4.3 Management of state property and assets

The Ministry has:

- Provided administrative equipment and supplies to 12 capital/provincial schools, including 9 photocopiers, 28 printers, 81 laptops, and 12 file cabinets (equivalent to 166 drawers), 6 LCDs, 6 bookshelves;
- Organized the procedure for managing state property and assets as of the followings:
  - Management of land and administrative buildings:
    - Central level: Total land area of 87 locations, including 56 with title deeds, 31 without title deeds, and a total of 534 buildings (529 in use and 5 out of order);
    - Public figure level: Total land area of 18 locations, including 17 with title deeds, 1 without title deeds, and 132 buildings in use;
    - Local level: Total land area of 8,911 locations, including 3,693 with title deeds, 5,218 without title deeds, and 24,076 buildings (20,366 in use, 2,679 in pagodas, and 341 unused, and 1,392 out of order).
  - Vehicle and machinery management:
    - Central level: There were a total of 303 vehicles (125 in good condition, 43 in average condition, 123 in bad condition, and 12 out of order) and 610 motorcycles (535 in good condition, 36 in average condition, 31 in bad condition, and 8 out of order);
    - Public figure level: There were a total of 73 vehicles (40 in good condition, 15 in average condition, 16 in bad condition, and 2 out of order) and 15 motorcycles (9 in good condition, 23 in average condition, and 1 bad condition).
    - Local level: There were a total of 118 vehicles (25 in good condition, 45 in average condition, 25 in bad condition, and 23 out of order) and 1,396 motorcycles (616 in good condition, 534 in average condition, 163 in bad condition, and 83 out of order).

In total, there were 494 vehicles, of which 190 in good condition, 103 in average condition, 164 in bad condition, and 37 out of order; and 2,011 motorcycles, of which 1,160 in good condition, 572 in average condition, 197 in bad condition, and 92 out of order.

- The collection of the National Bank's annual declared loans for 2025 accounted for US\$339,484, of which:
  - OCIC accounted for US\$290,400 (Due once a year and paid in the first quarter)
  - TOTAL company accounted for US\$10,584 (Due once a quarter, paid at the beginning of the quarter)
  - Fuhai company accounted for US\$38,500 (Due once a year, paid at the beginning of the third quarter)
  - Revenues from the auction by tender of residues accounted 9,324,200 Riels from the central state asset utilization entities.
- Work of middle level:
  - Formulation of the inventory list for 2024 (baseline year) was 100% achieved, transferring 11 vehicles and writing off 5,825 items of equipment and furniture from the state property inventory list;
  - Coordinating the finalization of the application for land titles and construction permits for 5 buildings of the Lycée Français René Descartes;
  - Coordinating the application for the land title of the Institute of Technology of Cambodia located in Prek Ta Sek village, Prek Ta Sek commune, Khan Chroy Changvar District, for a land area of 5 hectares, and the land of the women's dormitory located in Sangkat Teuk Laok 1, Khan Toul Kork;
  - Coordinating the application for the land title of the Royal University of Phnom Penh located in Prek Ta Sek village, Prek Ta Sek commune, Khan Chroy Changvar, for a land area of 5 hectares, base plot of land, land plot of the Institute of Foreign Languages located in Sangkat Teuk Laok 1, Khan Toul Kork, and land plot of the Faculty of Sociology and Humanities located in Sangkat Kakap, Khan Pursen Chey;
  - Continuing the procedure to finalize the exchange of land plot of the National University of Management's Veal Sbov Branch to pave way for a road for the university, with Borey Peng Hourt;
  - Preparing the procedure for handing over state assets of the 3 finished development partner projects to the Ministry of Education, Youth and Sport for review and delivery to the entities in need;

- Hosting a consultation workshop on the draft manual on environmental and social safety protection and gender.
- Work of local level:
  - Preparing the inventory list for 2024 (baseline year), 16% success;
  - Writing off 4,563 items of equipment and furniture from the state assets inventory list;
  - Coordinating the reclaim for agricultural land of the Spean Village Primary School, Thma Kol district of Battambang province, with the other party agreeing to withdraw the complaint at the Battambang Provincial Court of First Instance;
  - Successfully winning a reclaim case for 5 hectares of land of Hun Sen High School, Prek Thnaot, Bokor city, Kampot province, from an individual named Touch Norm at the Court of Appeal, Preah Sihanouk Province;
  - Coordinating the finalization of the request for the urgent demolition of 2 old, dilapidated buildings at Hun Sen Chanleas Dai Primary School in Kralanh district of Siem Reap province.

#### **2.1.4.4.4 Strengthening of internal audit work**

The Ministry has:

- Approved the 2025-2027 Internal Audit Strategic Plan;
- Approved and launched the implementation of the 2025 Annual Internal Audit Plan;
- Carried out field monitoring on the implementation of recommendations at 53 auditees on 1). Internal management systems in 25 general education schools, 2). Information technology systems in 10 general education schools, 3). Projects financed by Development Partners in 18 auditees (2 project administrations, 4 higher education institutions and 12 general education schools);
- Carried out audits in 156 auditees, namely 1). Audit on internal management systems in 96 auditees (3 departments, 1 institute, 11 PoEs, 1 regional teacher training center, 3 provincial teacher training colleges, and 77 general education schools), 2). Audit on information technology systems in 22 general education schools, 3). Audit on projects financed by Development Partners (1 institute and 25 general education schools), and 4). Audit on Performance in 12 general education schools.
- Conducted field collection of information from 23 auditees, including on internal control systems at 2 departments and 1 teacher training institute and on development partner financed projects in 20 general education schools;
- Developed the capacity of 6 specialized officials, including:
  - Review of internal audit procedures on information technology systems and audit procedures, participated by 49 attendees;
  - Writing of information technology audit reports, under the financial support of the 2025 Public Financial Management Reform Program, participated by 49 attendees;
  - Rules and procedures for preparing budget credits in the chapter and programs, and regulations on public procurement, participated by 49 attendees;
  - Preparation of Budget Strategic Plan (BSP) 2026-2028 and preparation of activities for the 2026 budget plan of the Department of Internal Audit, participated by 49 attendees;
  - Implementation of the General Education Improvement Project at target schools and budget management, under the budget support of the 2025 General Education Improvement Project with Additional Financing (GEIP\_AF), participated by 18; attendees;
  - Strengthening of audit tools and annual audit reporting, participated by 47 attendees.
- Prepared reports on the results of internal audits: 1). Providing the report on the audit result by each auditee for improvement based on the recommendations, 2). Providing a summary report on the result on the project audit to the project director, 3). Preparing a draft summary report on the audit result and conclusion for submission to the Minister and circulation to line ministries and institutions.

#### **2.1.4.4.5 Administrative inspection and grievance**

The Ministry has:

- Conducted field inspections on the management, use and allocation of human resources, budget and state assets in 362 entities;

- Received and resolved 13 Grievance;
- Conducted planned inspections based on the risk approach and suspicious cases on the management of financial administration and state assets at the national and sub-national levels and 362 educational institutions, including 14 capital/provincial departments of education, youth and sport, 56 offices of departments of education, youth and sport of municipal/District/Khan administrations and 292 educational institutions;
- Monitored the progress of improvement based on the external inspection recommendations in 10 entities at the national and sub-national levels;
- Conducted inspections of Grievance and denunciations in 13 cases, including those in Svay Thom Junior High School of Svay Rieng province, Practice Primary School of Stung Treng province, Norodom Ranariddh Kantha Bopha High School of Kampong Cham province, Takeo Department of Education, Youth and Sport, Kampong Chhnang Department of Education, Youth and Sport, **Samdech Hun Sen** Krapum Chhouk High School of Preah Vihear province, Kampong Cham Department of Education, Youth and Sport, and some educational institutions, Department of Research and Innovation, Examination Office of Kampong Cham Provincial Department of Education, Youth and Sport, Chantrea Reaksmeay Samaki Primary School of Prey Veng province, Banteay Mlou Primary School of Kandal province, Dy Pok High School of Kampong Speu province, O Bekkaom Junior High School of the Phnom Penh Teacher Education College
- Organized a dissemination workshop on region-level inspection reports, participated by 108 attendees (23 females).

#### 2.1.4.4.6 Curriculum and library development

The Ministry has:

- Provided 4,854,000 core textbooks for the year 2025 from Grade 1 to Grade 12 in all subjects, including 2,944,000 textbooks for primary education, 820,000 for secondary education, and 1,090,000 for senior high school
- Conducted a Google Form-based questionnaire to collect data and monitor the supply of core textbooks in 8,215 schools (equivalent to 89.6 percent) out of 9,170 schools across the country. As a result, 6,009 schools (equivalent to 64 percent) enjoyed ample core textbooks and 2,176 schools (equivalent to 36 percent) remained in lack of small number of core textbooks;
- Urgently handled and provided 1,789 core textbooks to schools that lacked textbooks, especially schools located near the areas of armed conflict with Thailand;
- Followed up and monitored the implementation of extra-curricular activities in 66 primary schools in 11 provinces;
- Followed up and monitored the curriculum implementation and library management at 5 general knowledge learning institutions in Kang Ta Noeng commune, Kang Meas district, Kampong Cham province;
- Organized an interactive capacity building workshop on the Use of AI Tools in the Curriculum for 60 department officials;
- Organized a workshop on the implementation of life skills at the grassroots level with the participation of 181 participants from Volunteer for My Community from the Department of Curriculum Development, school principals, teachers, and district EYS offices;
- Organized a consultation workshop on the implementation guidelines for the extra-curricular activities for primary education, participated 98 (14 of whom were female);
- Organizes a consultation workshop on the curriculum development template for 86 (27 of whom were female) national education staff and training institutions;
- Organized a workshop on strengthening of the capacity on curriculum development of the Department of Curriculum Development officials, with 100 participants (35 females);
- Organized a training workshop on Curriculum Development and Instruction for 102 national education staff and training institutions;
- Organized a training course on building the capacity of education staff of the Department of Curriculum Development, with 96 participants;
- Organized an orientation workshop on alignment of the curriculum to the core textbooks and modern standard textbook models, participated by 72 attendees at the Kampot Provincial Teacher Training College;

- Approved textbooks and teaching aids (SEMAB) for general education for 30 titles, including:
  - Grade 1 Mathematics Exercise Book
  - Grade 1 Science and Social Studies Exercise Book
  - Grade 5 Social Studies Core Textbook for Students
  - Local Life Skills Book, Climate Change, Training Manual from Grades 4 to 6 and from Grades 7 to 9
  - Local Life Skills Book, Teaching Manual from Grades 4 to 6 and from Grades 7 to 9
  - Local Life Skills Book, Climate Change, Part 1 from Grades 4 to 6, and Part 2 from Grades 7 to 9
  - Grade 12 Khmer Literature Core Textbook for 12 Students
  - Grade 12 Moral-Civics Core Textbook for 12 Students
  - Grade 9 Science Core Textbook for Students
  - Grade 9 Social Studies Core Textbook for Students
  - Grade 2 Social Studies Core Textbook for Students
  - Music Textbook “Happy Music” Book 1 to Book 6
  - 15 Storybook 15 titles for children of the Cambodian Room to Read, including 1. Mountain Climbing, 2. Magic Board, 3. Frog Food, 4. First Day’s foraging of Food, 5. Try It First, Theany, 6. Understanding Bees, 7. Understanding Bamboo Worms, 8. Burying and Hiding...Growing, 9. Understanding the Solar System, 10. Our Hospital, 11. Right or Wrong? 12. The Life of a Salmon, 13. Bamboo Tree, 14. Salt Fields, and 15. Lung of the Earth.
- Organized a dissemination workshop on the instruction materials for secondary school teaching methodologies to 170 school administrators, teachers, and technical staff (60 of whom were female) from Hun Sen Svay Antar High School of Prey Veng province and Hun Sen Chambok High School of Kampong Speu province;
- Organized the 10<sup>th</sup> National Reading Day on 11 March 2025 under the theme "Reading, Connecting People Across Generations in Society";
- Hosted competitions to select the Champion, Runner-up, and Second Runner-up in the reading, poet recitation, and composition categories of the **Samdech Techo Hun Sen Award** among the 75 contestants from 25 capital and provinces, and a competition to write short novels and expository essays, in which 3 winners were selected to commemorate the 10<sup>th</sup> National Reading Day;
- Organized the "**Samdech Preah Sangharach Chuon Nat Award**" composition contest and the "**Preah Phihrom Pheasa Ou aka Nguy Award**" poet recitation contest to commemorate the Teachers' Day on 5 October 2025 under the theme "Teachers are the main actors in the of artificial intelligence transformation", in which 50 winners (14 of whom were female) from 25 capital and provinces were selected;
- Provided technical support and provided library equipment to 5 schools, namely Ponley Primary and Junior High Schools of Kampong Chhnang province, Sambor Primary School of Kampong Thom province, Yabaton Trapaing Kaek Primary School of Kampong Speu province, Hun Sen Peam Oknha Ong High School of Kandal province, and Chea Sim Kampong Thmor High School of Kampong Thom province;
- **Samdech Sena Padei Techo Hun Sen** and **Lok Chumteav** Library issued membership cards to 194 library users, with 13,402 visitors and 96 borrowers, and received 929 reading books and 569 magazines.

#### 2.1.4.4.7 Work on education quality inspection

Student learning outcome assessment (national and international levels) and student competency measurement were thoroughly implemented to be used as a baseline data for policy improvement. **National Test:** Prepared and implemented National Assessment on core subjects in order identify students’ understanding at each grade level. **Regional Test (SEA-PLM):** Participated in the Southeast Asia Primary School Assessment to compare Cambodia’s education quality with regional countries. International Test (PISA): Prepared the Programme for International Student Assessment to measure the problem-solving competency and readiness of young people for the 21st century. Measurement of Competency and Research Equivalency: Assessed and recognized academic equivalency for non-formal learners and international transfer students to ensure lifelong learning opportunities. **Qualitative research:** Researched factors having an influence on the quality of learning and teaching whose results were to be provided for policy recommendations to meet the actual local needs.

- Collected PISA-2025 data from 186 sample schools, with 5,464 students taking the test out of a total sample of 5,572 equivalent to 98.1 percent. Data was submitted to ACER;

- Published a report on the Southeast Asia Primary Learning Metrics (SEA-PLM 2024). The results suggest that Cambodia's grade 5 students performed significantly better at Proficiency Level 5, increasing from 27 percent to 39 percent in Reading, and from 39 percent to 62 percent in Mathematics, compared to 2019;
- Conducted early reading and mathematics assessments in 426 target primary schools in 14 provinces, supported by World Education, CDPF, STEPCamII, VVOB, and FH-Cambodia;
- **Implemented Model School Standards:** Through the use of new assessment tools, target schools demonstrated a better understanding of "pedagogical accountability." Changes were noted through the proper teaching planning based on the required techniques and increased use of teaching materials, which were the driving factors for better effective teaching and learning;
- Made the quality of tests consistent: By providing training for the teachers on designing standardized test questions based on SEA-PLM and PISA, the quality of tests at the school level was at a higher standard. This change helped ensure that the assessment of student learning outcomes was accurate and reflected the real competency of students;
- Used technology in learning and teaching (EdTech): Students were able to use digital programs (GEIP and PLP) for their learning and taking online tests. This transformed the quality of education services from traditional to digital education which responds to the context of the 21<sup>st</sup> century.

## 2.1.5 PROGRESS IN CROSS-SECTORAL WORK

### 2.1.5.1 Implementation of New Educational Pathway

The pilot implementation of new educational pathways, a review of educational pathways in Cambodia, aims to build a comprehensive, multi-choice, and student competency-based educational pathway, where learning pathways are flexible and interconnected between the education system and technical and vocational education and training, in particular to allow for a human capital nursery with competency to respond to the Cambodian economic structure and skills needs in the digital socio-economic context.

The Ministry has:

- Selected 3,590 students to study in vocational pathways in 16 majors, namely Electricity, Electronics, Mechanical, Mechatronics, Technology, Computers, Digital Media Design, Food Processing, Agronomy, Aquaculture, Smart Agriculture, Agricultural Development, Front Office Accounting, Sculptural Arts, Musical Arts, and Performing Arts;
- Implemented the Upper Secondary Technical Education (Vocational Pathway) curriculum in 18 public and 3 private educational institutions in 13 majors. 4,079 students (1,429 females) were pursuing their studies, of whom 1,656 (585 females) being first-year students, 1,292 (422 female) being second-year students, and 1,131 (422 females) being third-year students;
- Implemented a pilot vocational pathway in 31 public educational institutions in 2 majors, with 638 first-year students (268 females), of which 537 students (205 females) specializing in computer technology and 101 students (63 females) specializing in accounting, in collaboration with the Ministry of Labor and Vocational Training and supported by the Ministry of Posts and Telecommunications and ACLEDA University of Business;
- 3 out of 49 educational institutions about to implement the new educational pathway was not yet able to implement the vocational pathway, namely 1) Hun Sen Serey Pheap High School in Kandal province; 2) Bun Rany Hun Sen Chantrea High School in Svay Rieng province; 3) Phare Ponleu Selapak High School in Battambang province due to 1) Insufficient support infrastructure; 2) No students enrolled in the vocational pathway; and 3) Lack of teacher resources.

### 2.1.5.2 Implementation of Policy, Planning and Statistics Work

#### 2.1.5.2.1 Policy Work

The Ministry has:

- Finalized 8 studies and summarized 8 policies as of the followings:
  1. Analysis of factors contributing to low transition rates at the secondary level under the USESDP-II;
  2. Status and feasibility of piloting the new educational pathway;
  3. Best practices for school for PISA 2025 preparation;
  4. Survey of students' choices in the wake of the upper secondary school certificate examination in Cambodia;
  5. Feasibility study on establishing an Education Equity Fund in Cambodia;

6. Study on factors determining the student retention in primary, lower secondary and upper secondary schools in Cambodia;
  7. Study on strengthening STEM education in upper secondary schools in Cambodia: Survey on teacher competence and factors influencing STEM teaching;
  8. Qualitative study on the acquisition of 21st Century Skills for Cambodian youth.
- Provided training on operational research for education staff at the departments of education, youth and sport in 4 provinces and at the target secondary school level;
  - Officially launched the digital education strategy for schools and piloted the digital education strategy for 15 target schools;
  - Finalized the guidelines on supporting the implementation of the Model Public General Knowledge Secondary School Standards and introduced them in the 5 regions and convened the working groups and advised them on the support mechanism, survey questionnaire, and reporting format for progress monitoring to ensure a well-defined and appropriate direction for supporting the implementation of the Model Public General Knowledge Secondary School Standards in target schools;
  - Prepared a report on expansion of the use of artificial intelligence for teaching and learning;
  - Prepared a report on the impact assessment of the implementation of the New Generation School Policy;
  - Organized the 1st Cambodian Educational Technology Conference and Exhibition under the theme “Cambodia’s Path to Digital Education” at the Institute of Technology of Cambodia, with over 2,000 participants both in person and online (official Facebook page of the Ministry);
  - Organized the 5th Education Policy Dialogue under the theme “How can community engagement with schools help support the implementation of the Model School Standards?” at the Phnom Penh Teacher Education College, participated by 850 attendees, both onsite and online.

#### **2.1.5.2.2 Planning Work**

The Ministry has:

- Formulated the 2025-2029 Gender Mainstreaming Strategic Plan for Education;
- Established a Three-Year Rolling Public Investment Program for 2026-2028
- Conducted a mid-term review of the Partnership for Cooperation in Cambodia (PC-MTR);
- Provided technical support to the formulation of 5-year School Development Strategic Plan in response to the Model School Indicators and Standards;
- Provided technical support to the management boards of regional teacher training centers and provincial teacher training colleges on the preparation of medium-term strategic plans in collaboration with the Directorate General of Teacher Training;
- Provided inputs for the preparation of the Third Nationally Determined Contribution (NDC 3.0) and prepared a progress report on the implementation of the Second Nationally Determined Contribution (NDC 2.0) for 2024 to the Ministry of Environment;
- Is preparing an annual operation plan for the implementation of the Third Nationally Determined Contribution (NDC 3.0).

#### **2.1.5.2.3 Education Management Information System Work**

The Ministry has:

- Extended the use of the School Management Information System (SMIS) in the 10 municipals and districts in Siem Reap Province, including Angkor Thom, Angkor Chum, Svay Leu, Kralanh, Chikreng, Varin, Srey Snom, Banteay Srei, Prasat Bakong and Soutr Nikom, through organizing provision of workshops at the capital/provincial and municipal/district levels, and training courses for school principals in municipal/districts;
- Developed the capacity of officials at both national and sub-national levels on education management information system work through providing technical support on the use of education management information system, strengthening the collection and input of education data, organizing workshops to verify and validate education data at the municipal/district/Khan level, conducting field visits to verify the validity and accuracy of education data in target schools, and monitoring the work of the education management information system;

- Updated school census lists at all levels to meet needs for data of line departments and development partner organizations;
- Prepared an action plan for the reform of the education data management system for 2025-2030 with the aim of improving quality, completeness and usability by solidifying governance, competency, coordination and synchronization of the systems of the Department of Education Management Information System, Department of Finance, Department of Human Resources, Department of Non-Formal Education, and Department of Higher Education Management;
- Collected, unloaded the data into the system and produced public and private education statistics and indicators to support the preparation of Education Congress reports and strategic plans;
- Produced a booklet of national and provincial education statistics and indicators to support the preparation of Education Congress reports and strategic plans;
- Prepared statistics and indicators for the academic year 2025-2026 for the leadership of the Ministry of Education, Youth and Sport for feasibility review and official use.

#### **2.1.5.2.4 Monitoring and Evaluation Work**

The Ministry has:

- Approved the Performance Monitoring and Evaluating Framework of the Education, Youth and Sport sector;
- Prepared guidelines on the formulation of the Performance Monitoring and Evaluating Framework of the Education, Youth and Sport sector at the capital and provincial levels;
- Prepared the working framework and report format for the 2026 national and capital and provincial congresses;
- Made a report on the results of the Education, Youth and Sport congress and key measures to respond to challenges;
- Strengthened capacity on the use of technology systems for preparing national and sub-national performance reports;
- Developed capacity on making reports for the Education, Youth and Sport congresses at the national and capital and provincial levels;
- Provided technical support on the use of performance reporting database and making of performance reports;
- Made performance reports and Performance Agreement reports of the Ministry.
- Updated and launched the Cooperative Financing Management Information System (AMIS) in the education sector to be consistent with the ESP 2024-2028 program structure for managing information on projects implemented by development partners and NGOs at the national and provincial levels;

#### **2.1.5.3 Implementation of the Cooperative Financing**

The Ministry has:

- Monitored the implementation of year-3 indicators and targets of the 2024-2027 Cambodia-EU Partnership Program on Technical Education Transformation through 3 discussion meetings in 2025. In general, 11 targets were achieved and the request for budget would be made in the first quarter of 2026. At the same time, the EU was examining the possibility of providing an additional €8 million in funding for the program, focusing on providing scholarships to study in European countries;
- The Steering Committee of the Capacity Development Partnership Fund - Phase 3 (CDPF-3) would meet on a quarterly basis to adopt the annual operation plan and monitor the implementation of activities by unit;
- Coordinated the implementation of the Climate Smart Education Systems Initiative (CSESI), a technical cooperation funded by the Global Partnership for Education (GPE) with UNESCO and Save the Children, focusing on mainstreaming climate resilience in education;
- Coordinated the preparation and implementation of the “Building the Climate Resilience of Children and Communities to Climate Change through the Education Sector Project – BRACE” to support education systems in countries vulnerable to the impacts of climate change, such as floods, droughts and other crises thwarting education development. The project would last 5 years and would be funded by the Green Climate Fund (GCF). In addition, \$1 million was co-financing from the GPE Multiplier through UNICEF (\$500,000) and the World Bank (\$500,000), which would contribute to responding to emergencies, policies, learning programs, and

infrastructure for 240 schools across Kampong Chhnang, Kampong Cham, and Koh Kong provinces for more than 352,000 beneficiaries (the citizen, teachers, and students).

### 2.1.5.3.1 Public Investment Program

The Ministry prepared a three-year rolling public investment program for 2026-2028, consisting of 28 projects, of which 24 being ongoing projects and 4 for implementing the National Development Strategic Plan, with a total budget of over 429 million US dollars.

**Table 6: Public Investment Program (PIP) for the last 5 years from 2022-2024 to 2026-2028 (in USD Thousands)**

Year	Total Projects		Projects in progress				Projects for implementing the NDSP	
	Projects	Budget	Investment project capital		Technical Assistance Project		Number of projects	Planned budget
			Projects	Budget	Projects	Budget		
2022-2024	36	250 281	6	46 307	24	95 094	6	108,880
2023-2025	36	278 802	4	51 166	26	115 372	6	112,264
2024-2026	28	234 171	4	38 067	21	157 584	3	38,520
2025-2027	40	343 271	21	232 762	16	54 009	3	56,500
2026-2028	28	429 564	19	326 421	5	10 300	4	92,843

The 2026-2028 Public Investment Program consists of 28 projects, a decrease from 2025-2027, of which ongoing projects being decreased from 37 to 24 projects and 4 projects for the implementation of the National Development Strategic Plan, an increase of 1 project from 2025-2027.

Cooperative financing for the education sector in 2025 accounted for over 105. Million US dollars committed among the 10 development partners, with the World Bank providing the most financing followed by the Asian Development Bank and the World Food Program. The top 10 agencies providing cooperation financing to the education sector in 2025 are shown in the table below:

**Table 7: Top 10 development partners with the highest level of cooperative financing in education support in 2025 (Unit: US\$ thousand)**

N.	Development Partners	Actual expenditure 2025	Plan for 2026	Plan for 2027
1.	World Bank (WB)	30,064	70,032	110,325
2.	Asian Development Bank (ADB)	19,813	23,517	41,063
3.	World Food Programme (WFP)	12,167	8,898	5,322
4.	European Union (EU)	9,429	15,381	17,045
5.	Republic of Korea (KOICA)	9,143	8,004	8,112
6.	Australia	6,932	4,851	978
7.	UNICEF	6,275	5,935	5,300
8.	UNESCO (GPE/UNESCO)	5,155	3,801	195
9.	Japan (JICA)	4,006	1,950	1,821
10.	New Zealand	2,911	3,405	3,522
<b>Total of 10 donor partners</b>		<b>105,895</b>	<b>139,839</b>	<b>193,683</b>

(Source: CDC: Extracted from official development assistance data on 2 January 02 2026)

### 2.1.5.3.2 National and International Technical Consultants Working in Ministries and Sub-National Entities

The Ministry collected and compiled information on national and international technical consultants who working under the Ministry of Education, Youth and Sport and in teacher training institutions in order to monitor their progress. In 2025, there were 3 national technical consultants and 4 international ones (1 female), compared to 2024 when there were 2 national technical consultants and 5 international ones (1 female).

### 2.1.5.3.3 Work Results of Education Sector Joint Technical Working Group

The national education sector joint technical working group held 1 meeting to review and discuss the implementation of the 2025 programme budget, the adoption of the Partnership Cooperation - Mid-term Review (PC-MTR) report and the official launch of the Capacity Development Program (CDP) platform, the progress of the implementation of the Global Partnership for Education (GPE) and the upcoming new Global Partnership for Education (GPE). The education sector joint technical working groups at the capital/ provincial level was in operation, such as updating the composition of the working groups and meeting twice a year, and receiving technical support and guidance from the national working group.

### 2.1.5.3.4 Progress in Implementation of the Cooperative Financing Project

#### 2.1.5.3.4.1 Global Partnership for Education - Phase 5

In regards to the GPE Phase 5, Ministry of Education, Youth and Sport, received 3 financing packages, including:

**1<sup>st</sup>:** Systematic Capacity Grant (SCG) with a budget of US\$2.7 million, committed in the Capacity Development Partnership Fund (CDPF), with UNICEF as the implementing agency from 2024 to 2026, focusing on supporting:

- Study and analysis of student balance factors, students’ learning transition, and systematic resilience;
- ICT capacity assessment and digital information collection at the school level;
- Formulation of the Education Strategic Plan and National Education Policy Framework;
- Review and update of the 2026-2030 Gender Mainstreaming Strategy in Education;
- Review and update of the 2024-2028 Multilingual Action Plan and the Inclusive Education Action Plan.

**2<sup>nd</sup>:** The project to be funded by a multiplier enjoyed a budget of US\$30 million. This financing was divided into two, with UNICEF as the managing agency for US\$10 million (the European Union and JICA being the co-financing entities) and the World Bank managing US\$20 million (with Loan Financing as a co-financing entity). For the US\$10 million package, activities would have to be in alignment to support the GPE-STG package with the focus on the 4 priorities as stated above and would be included in the CDPF project, of which UNICEF being the implementing agency.

**3<sup>rd</sup>:** The Systematic Transformation Grant (STG) having a budget of US\$15.39 million would be implemented from 2024 to 2026, with UNICEF and UNESCO selected as the project implementing agents (Grant Agents). UNESCO was the managing agent for Fixed Part 1 and Top Up with a budget of US\$12,619,000 (GPE5/STEP Cam Phase II) and UNICEF was the managing agent for Fixed Part 2 with a budget of US\$2,770,000. The GPE5-STG STEP Cam Phase II continued the interventions made in the GPE3 project, focusing on 4 components:

- Component 1: Teacher Education
- Component 2: Teacher Professional Development
- Component 3: Teaching and Learning
- Component 4: Digital Transformation in Education

#### Key developments are as follows:

Component 1 “Teacher Education”: Support teacher education institutes to foster teaching excellence through curriculum design and institutional capacity development for the implementation of the Bachelor+1 primary teacher education program, Master’s Degree training for PRESET teachers, formulation of teacher education reform strategies, development the capacity of teacher education colleges for 12+4 training, support for teacher education institutions in designing and providing support services for the implementation of continuous professional development programs, and support executive research activities. Key pieces of progress include:

- Approved the curriculum framework for primary school teachers under the Bachelor's degree+1 system;
- Revised and approved the curriculum framework for primary school teachers under the new 12+4 system;
- Developed the syllabus and teaching materials for the Master of Education (MEd) program, specializing in Primary Education;
- Selected 26 participants for the Master of Education (MEd) curriculum framework for qualification upgrade program of teacher educators in teacher training institutions (there were 119 applicants (67 females), through written exams, ICT proficiency exams, English proficiency exams and oral interview;
- Provided support to teacher training institutions to become the ones which provide continuous professional development, such as the Siem Reap Provincial Teacher Training College, the Stung Treng Northeastern Regional Teacher Training Center, and the National Institute of Special Education;

- Developed the syllabus and teaching materials for the primary teacher education program under the Bachelor's degree+1 system;
- Developed the syllabus and teaching materials for the primary teacher education program under the 12+4 system;
- Provided the capacity building of teacher education institutions to implement initial teacher training on the 12+4/Bachelor's degree+1 systems across the country through strategic planning, budgeting and professional development of 136 core education staff (27 females);
- Provided training to 19 (3 female) leaders and core teacher educators for the leadership and implementation of the Master of Education program specializing in Primary Education;
- Provided training to 202 teacher educators (77 female) on primary education teacher program based on the Bachelor's degree+1 system;
- Organized 7 multi-disciplinary CPD training courses for the professional development of primary school teachers;
- Provided training to 79 teacher educators and teachers (36 females) for 2 credits of executive research skills;
- Provided funds for 10 executive research projects to improve learning and teaching in teacher training colleges and general education schools;
- Organized national teachers' congresses on research-practice linkage policy, focusing on the role of teachers, artificial intelligence and modern technologies for education, participated by more than policy attendees.

Component 2 “Teacher Professional Development”: Expand and strengthen the Continuous Professional Development (CPD) system (continue to support the development of CPD and HRMIS systems, review teacher policies, support the pilot implementation of the Teacher Career Path (TCP) in target schools). Key pieces of progress include:

- Implemented the CPD system in 100 schools in the 5 target provinces;
- Provided training to 505 primary school teachers (342 female) on the Blended 3-credit CPD program;
- Provided initial in-person training on Blended 3-credit CPD to 689 primary school teachers (471 females);
- Conducted Baseline Assessment on CPD with 1,146 teachers (785 females); conducted online survey by interviewing 12 school principals (2 females); conducted Focus Group Discussion (FGD) with 70 primary school teachers (45 females); and finalized draft of baseline assessment report;
- Provide training to 78 teacher educators (11 females) in the design and implementation skills of blended professional development courses for general education teachers;
- Strengthened and expanded quality assurance system for professional development providers through the design of training courses and in-person technical consultations;
- Developed National Continuous Professional Development Management Information System (CPDMIS);
- Developed a smart phone app for HRCPD;
- Implemented the CPDMIS at national and sub-national levels in order to align it with the HRMMIS and other management information systems of the Ministry level;
- Developed a training program for 160 national and sub-national education staff on CPD and CPDMIS to support their launching at the national level;
- Carried out the consultation on and made the final draft of the National Teacher Policy 2025;
- Finalized data collection for the research on the social status, motivation and job satisfaction of teachers in Cambodia, participated by 4,286 teachers from 13 provinces and 486 PRESET teachers from 4 provinces;
- Carried out the consultation on the preliminary results of the research on the social status, motivation and job satisfaction of teachers in Cambodia.

Component 3 “Teaching and Learning”: Enhance the effectiveness of primary school teaching and learning through training in teaching methodologies, pedagogical consulting, and assessment strategies for effective learning. Key piece of progress include:

- 693 teachers (560 females) and 52 professional pedagogical consultants (12 females) received training on the Grade 1 Early Reading Package;

- 675 teachers (487 females) and 54 professional pedagogical consultants (11 females) received training on the Grade 2 Early Reading Package for Phase 1;
- 685 teachers (559 females) and 54 professional pedagogical consultants (12 females) received training on the Grade 1 Early Mathematics Package in Kampong Cham province
- 409 school principals (63 females) and 14 representatives from municipal/district administration offices received training on the Grade 1 Early Reading Package;
- Published and distributed 234,907 learning books/sets, including 2,361 Teacher’s Guide (TG) books, 38,655 Student Skill Books (SSB) for Grade 1 Mathematics, 38,855 Clever Monkey sets (1 set contains 4 books), 1,855 Teacher’s Guide (TG) books (Volume 2), 26,881 Student Skill Books (SSB) for Grade 1 Reading, and 10,020 story books;
- Organized a consultation workshop to revise and harmonize the Harmonized Mentoring Manual, with 150 participants;
- Disseminated and published 2,625 Harmonized Mentoring Manual sets and documents for the 2,625;
- Organized an orientation workshop for teacher educators on Mathematics Standards, with 39 participants (16 females);
- Organized a training workshop on the Harmonized Mentoring Manual to 365 teacher educators and in-school teacher educators (221 females);
- Provided pedagogical consultation by professional pedagogical consultants for 211 times and by school-based pedagogical consultants for 1801 times to support grade 1 teachers in Khmer and mathematics;
- Provided training on the use of the online Student Tracking System (STS) to 475 target schools in Siem Reap province, as well as pedagogical consultation/mentoring in schools that were experiencing difficulties in data entry in 45 target schools in 6 districts in Siem Reap province, in collaboration with UNESCO;
- Provided capacity building on the implementation of early grade mathematics assessment, with 52 participants (4 females);
- Collected data and compiled it into reports on the post-assessment test for early grade mathematics for Grade 1.

Component 4 “Digital Transformation in Education”: Promote the implementation of digital strategies for effective education delivery (Development of ICT and AI competency frameworks for teachers and support for training). Key pieces of progress include:

- Finalized the proposal for a Rapid Assessment study by developing assessment tools, defining the methodology and scope of the evidence-based study to obtain basic learning outcomes and provide a framework for developing an ICT and AI competency framework;
- Conducted a KOBO-based survey on the development of an ICT and AI competency framework for teachers in 30 primary and secondary schools and teachers at 7 teacher training institutions;
- Finalized the compilation and review of relevant documents for the establishment of an EdTech Hub;
- Collected data through surveys for the analysis and making of a Rapid Assessment study report on the ICT and AI competency framework;
- Made a draft of the ICT and AI competency framework for teachers.

#### **2.1.5.3.4.2 Science and Technology for Upper Secondary Education Project (STEPUP)**

The Science and Technology for Upper Secondary Education Project (STEPUP) is a loan from the Royal Government of Cambodia with the Asian Development Bank (ADB) for a total amount of 78.24 million US dollars (ADB = 70 million and Royal Government = 8.24 million). The project focuses on improving the efficiency of upper secondary education and has a duration of 6.3 years (from March 2023 to June 2029). The Institute of Technology of Cambodia, the National Institute of Education and the Directorate General of Education of the Ministry of Education, Youth and Sport are the project implementing units.

The project produces a) Impact: Developing high-quality human resources for a cognitive society; b) Outcomes: Promoting the efficiency of upper secondary education; c) The 3 outputs are 1. Equitable access to standard-based upper secondary education expanded. 2. Quality of science, technology, engineering, and mathematics teaching and learning strengthened, and 3. Institutional and school leadership and management capacity strengthened for effective quality improvement. Key pieces of progress include:

Overall progress as of 31 December 2025, the project was labeled as Red, "possibly at risk" A) The project used 44.3 percent of its time since the project kick-off; B) Overall progress was equivalent to 26.6 percent; C) Contracts were awarded at \$15.2 million, equivalent to 21.7 percent of the \$70 million loan; D) ADB budget disbursements accounted for \$4.85 million, equivalent to 6.9 percent of the \$70 million loan; E) Gender and Environment and Social Safety: No problems detected; F) The 2026 Budget Plan was approved by the Ministry of Economy and Finance.

Key annual progress of the project includes:

- Minimum Service Standards and Medium-Term Financial Plan: 1) Approved the Minimum Service Standards documents on 24 December 2025; 2) Formulated the initial draft of the Medium-Term Financial Plan document and submitted to the Department Finance and the Department Planning was a developer with the coordination of the Technical Unit 1 (TIU);
- Action Plan for Harmonizing the Learning Pathway of Upper Secondary School Students: 1) Prepared as established a draft action plan for harmonizing the learning pathway of upper secondary school students, and 2) Collaborated with the Ministry of Labor and Vocational Training to set up a joint guideline on the implementation of the new educational pathway in Cambodia. This document is awaiting approval with the expectation that 50 resource high schools and 11 high schools would be selected to pilot the new educational pathway in the 2025-2026 academic year;
- Improvement of school physical infrastructure: 1) Awarded contracts for A) Package (CW-02) on renovation of classrooms into science rooms and libraries in 122 high schools, including refurbishing and B) Workshop utilities for 4 general and technical high schools; 2) Carrying out package procurement process for A) 25 multipurpose rooms, B) Supply of laboratory equipment in 122 schools, C) Science equipment and safety tools, D) Books and library supplies, E) Renovation of washing facilities in 18 resource high schools and 50 network schools, F) Renovation of rooms and supply of computers and furniture in 149 schools, G) Preparation and installation electrical equipment in 102 schools, H) Supply of smart classrooms to 157 schools, and H) Digital library, STEM teaching materials and 3D printers;
- Support for New Generation Schools: 1) Approved the list of 8 candidates for New Generation Schools, 2) Prepared technical specifications, designs, and cost estimates for the renovation of New Generation Schools to be selected, 3) Generated the roles and duties of the companies (supporting the expansion of New Generation Schools) and advertised the selection of such companies through ADB's media platform On 18 September 2025, 4) received final commitment from the Ministry of Economy and Finance for the budget for the process of the 8 New Generation School candidates (450 million Riels/school);
- Cambodia Science and Technology Center (CSTC) - 1) Finalized the initial study: A) Organized the functions and operations of the center and B) Set up the physical design supporting the construction for detailed engineering design; 2) Conducted a study visit to 12 target secondary schools to gather input for the CSTC establishment; 3) Posted the recruitment of international science specialists for the CSTC through ADB's media platform on 19 September 2025; and 3) The roles and duties of the Detailed Engineering Design Technician (ICS-05) package;
- Continuous Professional Development (CPD) for STEM teachers: 1) Approved training manual, 2) Training package consisting of 3 modules (1 module = 45 hours = 1 credit), 3) 31 STEM teacher educators (25 from the National Institute of Technology and 6 from New Generation Schools) provided training of STEM 413 teachers (27 females), equivalent to 53.39 percent of the target of 775, for a total of 4 rounds, and 4) Provided intensive training to 198 STEM teachers (26 percent female) on using science experiment manuals, for a total of 6 rounds;
- STEM framework at school level: School-level STEM Framework documents - 1) Submitted the action plan for implementing the STEM Framework to ADB and obtained its approval, 2) Conducted a consultation workshop on the said document for the target schools in Kampong Speu province with 166 participants (15 females) aiming at assessing the implementation level of the target schools and formulating an action plan for implementing the STEM Framework document at the school level in the 2025-2026 academic year; 3) Prepared monitoring and evaluation tools, and 4) Piloted implementation in 30 target schools in 2025 prior to its implementation across the country.
- **Competency-Based Assessment (CBA):** 1) Finalized the first draft of the guidelines on competency-based assessment for high schools in Cambodia, 2) Submitted the action plan for CBA implementation to ADB on 25 June 2025, 3) CBA guidelines reviewed by the Technical Unit 2 (TIU2), and 4) Conducted workshops on a) Consultation on the CBA document in Kampong Speu province with 180 participants (9% female) and b) Capacity building on CBA with 183 participants (13% females)
- Model School Standards and Effective School Criteria - 1) Developing a model school standards data management system containing 3 main functions A) School self-assessment data, B) Assessment data by the Department of Education Quality Inspection, and C) Model School Standards Monitoring System; 2) Updated Key

- Performance Indicators (KPI) at the Secretariat Model School Standards; 3) Updated the Model School Standards Monitoring System; 4) Continuing to provide support for 259 target schools in performing the Model School Standards through on-site support and training; 5) Model School Standards Support Team provided two weeks of field teaching to grade 12 students in the displacement area in preparation for the Upper Secondary School Certificate Exams; 6) Prepared beginning and ending evaluation reports on the implementation of the Model School Standards;
- Continuous Professional Development (CPD) for school principals: 1) 155 school principals from 50 resource high schools, 101 network schools, and 4 general and technical schools would be trained by dividing into 3 groups of 51, 52, and 52 people. Each group would be attending CPD courses twice each year, so there would be 6 courses each year over a period of 5 years; 2) Having completed A) Training needs assessment, B) Development of 5-module intensive training program on School Leadership and Management, Teacher Career Pathways, Review and Improvement of Learning and Teaching, Partnership Building, Resource Mobilization, and Community Engagement which were translated into Khmer for approval, C) Consultation workshop on the modules; 3) Prepared the composition of module-based teacher educators to provide intensive training for the school principals in January 2026; and 4) Submitted the CPD implementation plan and mechanism for school principals to ADB;
  - Partnerships for CPD and Curriculum Enhancement: 1) The Department of Career Orientation facilitated the signing of Memorandum of Understanding (MOU) between 8 high schools and Technical and Vocational Education and Training (TVET) institutes or private schools, 2) 18 educational institutions would be planning to sign the MOUs; 3) Schools were formulating their plans with the partners; 4) Skills ready to train students and teachers are Coding Technology, Electricity, Electronics, Automotive Mechanics, Food Processing, Repair (Computers, Air Conditioners) and Photo Editing, and 5) Signed employment contracts with the Information Technology Curriculum Technical Advisor (ICS-12) who had started working from 24 November 2025.
  - Career Guidance Partnership/Co-Delivery of Learning Courses or Programs: 1) Prepared an operational manual on the Public-Private Partnership Framework at educational institutions and was approved on 30 June 2025; 2) Established a technical working group to review and evaluate the budget requests (School grants) for implementing public-private partnership activities within the framework of the Career Guidance and Counseling (CGC) program and approved the budget for implementing extracurricular activities on STEM skills for the target high schools of the project; 3) Approved the guidelines on the use of funds to support the implementation of public-private partnership activities within the framework of the CGC program under the STEPUP; 4) Organized 3 CGC training courses for CGC implementation leaders, participated 150 attendees (30 percent female), and 5) Hosted 2 workshops on school and private sector linkage for STEM education and career guidance, participated 150 attendees (17% female);
  - Strengthening of the Education Management Information System: 1) Finalized the formulation of roles and duties of the OpenEMIS Development Company and announced the selection of the company through ADB's media platform on 9 September 2025, 2) Project technical consultants assisted in A) Preparing the OpenEMIS prototype, B) Preparing a website for pilot training and guidance for officials of Department of Education Management Information System, C) Producing 24 training video clips to be posted online, D) Collecting Census data and storing it in the database for OpenEMIS, E) Preparing the initial phase of the backup and recovery system, and F) Developing the capacity of officials of Department of Education Management Information System pertaining to the integration of OpenEMIS into the data collection system;
  - Study on STEM Teaching and Learning: Study on "Strengthening STEM Education in Cambodian Upper Secondary School: Survey of Teacher Capacity and Continuous Professional Development": 1) Hosted a consultation workshop participated by 71 attendees (13 females) and 2) Revised the preliminary study report;
  - Capacity Building of Education Specialists of the Ministry of Education, Youth and Sport: 1) The Department of Policy developed a syllabus for the cascade training to the education specialists and 2) 50 education specialists (36 percent of whom were female) were selected, of which 29 were in the first batch and 21 in the second batch.

#### 2.1.5.3.4.3 Higher Education Improvement Project (HEIP)

The Higher Education Improvement Project enjoyed a budget of US\$92.5 million (US\$90 million being financed from the World Bank and US\$2.5 million being counterpart budget from the Royal Government of Cambodia). The project had a six-year implementation period, from 2018 to 2024. The project aimed to enhance the quality and relevance of higher education and research, in particular in science, technology, engineering and mathematics (STEM) and agriculture, at target higher education institutions, and to promote the governance system of the higher education sub-sector. The project supported 1). The 5 target public higher education institutions, namely the Royal University of Phnom Penh, the Royal University of Agriculture, the Institute of Technology of Cambodia, Svay Rieng University and the National University of Battambang; 2). The National Accreditation Committee of Cambodia; 3). The Directorate General of Higher Education to strengthen the capacity of the higher education sub-sector governance system; and 4). The 6 target

private higher education institutions to improve their learning and teaching capacity and governance system. The project was divided into 3 main components:

- Component 1: Strengthening of Learning and Teaching Capacity accounted for US\$63.70 million
- Component 2: Strengthening of STEM and Agriculture Research Capacity accounted for US\$15.80 million
- Component 3: Strengthening of Higher Education Sub-Sector Governance and Project Management accounted for US\$13 million.

In 2025, the project satisfied all 18 Project Development Objectives (PDOs) and Intermediate Result Indicators (IRIs), exceeding the expected plan.

The project was completed by 30 December 2025. Key achievements by the target higher education institutions as well as the higher education sub-sector within the project framework for 2025 include:

- The 25 Partnership Agreements (PAs) were successfully completed in 5 higher education institutions (5 at RUPP, 6 at ITC, 5 at RUA, 4 at SRU, and 4 at NUBB and 1 at STEM Education Local Partnership). The innovative and improved educational programs evaluated by 67 international experts were fully produced and implemented since the academic year 2024-2025. The number of improved educational programs escalated the value of education through partnership programs with domestic and foreign higher education institutions. 247 education officials in higher education institutions enrolled in Master's and Ph.D. degrees, of which 78 officials graduating Master's Degrees (142 people) and PhD Degree (22 people). As per education officials pursuing their studies, they are scheduled to graduate in 2026. 1,804 education staff participated in short-term professional training courses. There were 15,326 students studying and benefiting from the innovative and improved programs. 167 laboratories were built and renovated to better the quality and efficiency of learning and teaching;
- The construction of the Agricultural Research and Training Center and the STEM building at the National University of Battambang and the academic building at Svay Rieng University were successfully completed and inaugurated for official use. 1 Business Incubation Building at the Royal University of Phnom Penh and 1 dormitory at the Institute of Technology of Cambodia located near Morodok Techo Stadium fully constructed;
- The construction of the multipurpose building, male and female dormitories at the Royal University of Agriculture and the Research Training Center building at the Institute of Technology of Cambodia, which was an International Bidding Package (ICB), was underway with 70 percent of the plan being complete;
- The implementation of the projects in the 6 target private higher education institutions was finalized and successfully completed. The project completion reports for the private higher education institutions were prepared. Although completing the projects, the 6 higher education institutions would continue to carry out the work resulted from the projects and develop the continuity of the institutions;
- 52 out of 53 research projects were completed. The research completion reports for each project were already prepared. These 52 projects were evaluated and the overall completion reports on the projects were produced by the Department of Research and Innovation. As a consequence, 32 research projects satisfied all KPIs (100 percent), 19 research projects satisfied at least 80 percent of the KPIs, and 2 research projects satisfied below 50 percent of the KPIs. 17 staff members (10 females) enhanced their qualifications to Master's and Ph.D. levels (9 with Master's Degree, including 5 females, and 8 with Ph.D. Degree, including 5 females) through this research project;
- 51 research papers were published in National Research Journals and 132 research papers were published in International Research Journals;
- 73 products and prototypes were developed (30 products and 43 prototypes). 1 laboratory of the Royal University of Agriculture planned to submit an application for accreditation to reach the national standard. The university has so far met the majority of the requirements, but the accreditation application submission will take a lot of time for the preparation of paperwork, and so the application can be all completed by the end of 2026;
- 4 out of 6 higher education institutions were turned into public administrative institutions. The progress of the application submission to turn into a public administrative institution of the Institute of Technology of Cambodia has been postponed to 2026, allowing time to prepare a sufficient set of paperwork to meet the requirements. Tbong Khmum University has been recognized and introduced as a budget unit from 2025;
- Long-term Partnership Agreement 2026-2030 between the Directorate General of Higher Education of the Ministry of Education, Youth and Sport and the ASEAN University Network for Quality Assurance (AUN-QA) was generated and was scheduled for signing in early February 2026 to provide capacity building training and help solidify the implementation of internal quality assurance systems, whose task will be further implemented under the Higher Education Improvement Project 2. The AUN-QA training courses for program level assessment were held for 4 times, with direct training from AUN-QA experts. 163 officials (58 females) from the Di-

rectorate General of Higher Education and 25 Bachelor's Degree training programs (from the 5 target higher education institutions) attended the 4 training courses. 2 training courses on self-assessment report writing for successful program evaluation based on ASEAN Regional Quality Standards were organized and provided by teacher educators from the AUN-QA to 82 officials (27 females) from the Directorate General of Higher Education and 27 Bachelor's Degree training of the 5 target public higher education institutions. Training courses on AUN-QA for institution-level assessment were hosted and provided by teacher educators from the AUN-QA for 42 education leaders and leaders (13 females) from the Directorate General of Higher Education and 5 state higher education institutions;

- 22 HEIs continued to prepare their 2025 Postgraduate Student Status Reports and 24 HEIs continued to implement the Student Grievance Guidelines. In 2015, 314 grievances raised by students were addressed, most of which being associated with student services delivery. The Postgraduate Student Status Guidelines and Student Grievance Guidelines have been updated by revising the guidelines and tools for studying the postgraduate student status and student grievance with HEIs to align with the Guidelines on Internal Quality Assessment in HEIs and the FutureFit Education Framework for Outcome-Based Education in Cambodia (FEF-for-OBE);
- The Directorate General of Higher Education was turning the HEMIS to be online and completed the modification and pilot tested of the system by the end of December and then it would be placed into use by HEIs from 2026 onwards. The Directorate General of Higher Education team provided support to HEIs in uploading data into the system, as well as reviewing the accuracy of the data uploaded;
- Cambodia Cyber University Network: As of 2025, 20 HIEs (13 public and 7 private) joined the Cambodia Cyber University Network. 488 teachers and specialized staff received training on E-learning content creation, network and infrastructure, and learning management systems for learning and teaching. 32 curricula, 66 online subjects at 6 public HIEs are being trained by Cambodia Cyber University Network, with 6,542 students enrolled;
- The Directorate of Higher Education formulate the FutureFit Educational Framework for Outcome-Based Education in Cambodian Higher Education (FEF-for-OBE) and Guidelines and Playbooks on Transformative Curriculum, Innovative Pedagogy, and Holistic Assessment of Learning Outcomes under the technical assistance of international experts in curriculum development from University Putra Malaysia and co-organized by 5 HIEs to assist HIEs in designing and implementing curricula in accordance with the FEF-for-OBE Framework and ensuring the quality of education for students with knowledge and skills to be in line with national and international standards. Through the HEIP, a group of 24 people received direct training from the international experts to become core trainers to train other HEIs on the OBE Framework. The Directorate General of Higher Education will continue to provide training to all HEIs under the Ministry of Education, Youth and Sport on the OBE Framework to formulate and upgrade their curricula in keeping with the OBE under the ongoing support of the Higher Education Improvement Project 2.
- The Local Partnership for STEM Education continued to be implemented in the 5 higher education institutions and target secondary schools in 2024, even though the program had been finalized. The program has helped continue and strengthen the linkage between the secondary and higher education sub-sectors by teaching secondary education students through a blended teaching methodologies so that they have the knowledge, skills and savings to be ready themselves for higher education entrance.

#### 2.1.5.3.4.4 Higher Education Improvement Project 2 (HEIP 2)

The Higher Education Improvement Project 2 is a follow-up project to the Higher Education Improvement Project (2018-2025). The project is financed by the World Bank with a total of US\$80 million and a counterpart budget of US\$1.7 million from the Royal Government of Cambodia, and was signed in a financing agreement by the Ministry of Economy and Finance, representing the Royal Government of Cambodia, with the World Bank on 12 November 2024. The project entered into force on 5 February 2025, with a six-year implementation period from 2025 to 2030. The project consists of 3 components: Component 1: Improving quality and relevance of academic programs and research, Component 2: Strengthening higher education sectoral governance and research management capacity, and Component 3: Contingent emergency response component (CERC).

2025 marked the first year that the project activities started to kick off at the end of June, so the project has not yet achieved the Project Development Objectives (PDO) indicators, but 2 out of 16 Intermediate Outcome Indicators (IRIs) for 2025 were attained based on the target year. The results achieved in the project framework for 2025 include:

Component 1: Improving quality and relevance of academic programs and research

- 5 model education programs at ITC, RUA, RUPP SRU and NUBB were implemented using FEF-for-OBE-enhanced curricula. Among them, 204 out of 216 courses specifications were prepared, of which 102 courses were already prepared with teaching and learning materials, and 79 courses are being implemented. 240 education staff received training on curriculum development and modernization. 51 academic staff at the 5 target HEIs planned to enroll in Master's and Ph.D. Degree Qualifications Upgrade (18 in Master's and 33 in Ph.D. Degrees). 41 education programs at 9 institutions were started with FEF-for-OBE-enhanced curricula; among

- them with 17 education programs were revised and improved with Program Specifications and 311 courses were already revised and updated. 1,232 academic staff participated in short-term upskilling training courses on curriculum development, teaching methodologies and assessment of learning outcomes;
- The project provided support for the construction of library buildings, multi-purpose buildings, academic and research buildings, training and business buildings, fish incubation buildings and buildings for the General Directorate of Higher Education, all of which being scheduled to begin construction from 2026 onwards;
  - 2 types of research projects, namely research projects for investment and research projects further supported by the HEIP are:
    - Research projects for investment: 3 research project proposals have been selected for implementation.
    - Research projects to be further implemented from the HEIP: 5 target higher education institutions, had submitted proposals to further continue implementing 14 projects. As a result, 6 research project proposals were selected and agreements were signed between the 5 target higher education institutions and the Ministry of Education, Youth and Sport.
  - The 9 target higher education institutions continued to enhance and strengthen institutional governance through various activities to continue implementing institutional strategies and support systems, such as the implementation of internal education quality assurance systems, post graduate status studies, student grievance at higher education institutions, higher education data management systems, and financial management systems in accordance with the competence, capabilities, and understanding of each higher education institution, with support from the World Bank and the technical working group of the Directorate General of Higher Education, to better boast the governance and management systems of higher education institutions.

#### Component 2: Strengthening higher education sectoral governance and research management capacity

Strengthening the governance of the higher education sub-sector has been ongoing through the implementation of support systems developed and built upon from the HEIP to support the implementation of the higher education sub-sector's long-term strategy. Among the tasks decided and being implemented are:

- Issuance of the FutureFit Education Framework for Outcome-Based Education in Cambodian Higher Education (FEF-for-OBE) and 3 guidelines on Transformative Curriculum, Innovative Pedagogy and Holistic Assessment of Learning Outcomes;
- Completed preparation of the guidelines on internal quality assessment for higher education institutions and pilot implementation of 5 educational programs in 5 target higher education institutions in October 2025 and training provided to 15 higher education institutions (9 public, 6 private);
- Preparing and updating of the guidelines on post-graduate student status study (Tracer Study) and student grievance to align with the FEF-for-OBE and the guidelines on internal quality assessment for higher education institutions;
- Establishment a cooperation partnership between the Directorate General of Higher Education and the ASEAN University Network for Quality Assurance (AUN-QA) for 5 years (2026-2030) to provide training and capacity building for officials of the Directorate General of Higher Education and higher education institutions;
- Improvement of the higher education data management system from offline to online (Version 2) and plans to provide training to higher education institutions, which would be carried out in early 2026.

#### 2.1.5.3.4.5 The General Education Improvement Project (GEIP)

It is funded by the World Bank and the Royal Government of Cambodia to improve the quality, equity, and accessibility of general education in Cambodia. With a budget of US\$150.35 million, it is valid until the end of 2028. The project aims to improve and enhance student learning outcomes, improve the quality and equity of general education to attain minimum standards in the 5 regions, which are being implemented in 920 target schools. Key developments include:

##### 1) Improving student learning outcomes

###### School management and capacity building

- Organized workshops on "School Community Strategy for Target Schools 2025 GEIP-AF" for local authorities, school management committees, capital/provincial departments of Education, Youth and Sport, and school administration, participated by 1,804 attendees (190 females);
- Organized a workshop on "Mechanism for conducting school community strategy workshops in regions, capital and provinces for target schools GEIP-AF", participated by 177 attendees (22 females);
- Organized a workshop on "New teaching methodologies, mainstreaming of digital technology and AI based on student abilities (ALS)", participated by 136 attendees (27 females);

- 920 target schools, including 615 junior high schools and 305 high schools conducting assessments and developing school improvement plans.

#### Teacher Training and Leadership Development

- Teacher Upgrading Program (TUP) for Master's Degree: 107 secondary school teachers (59 females) and 98 training institution teachers (37 females) enrolled in the TUP for Master's Degree. The program focuses on core subjects including Khmer, Mathematics, Physics, Chemistry, Biology and History to meet the growing demand for skilled educators;
- School administrators and teachers studying for Master's Degrees:
  - Leadership Upgrading Program (LUP): 1,180 school administrators (306 females) participated in LUP to strengthen their capability to manage and plan schools.
  - 4,936 TUP secondary school teachers (2,817 females) participated in training programs in core subjects including Khmer, Mathematics, Physics, Chemistry, Biology and History to meet the growing demand for skilled educators.

## 2) Enhancing the Learning Environment

#### Educational Technology (MoEYS-EdTech):

- The MoEYS-EdTech app was launched for students from grades 7 to 12 and was quickly adopted by 308,159 active users (146,635 females, or 47.60 percent). The app provides self-study tools, PISA assessment tests, monthly exams, exercises, interactions, and personalized feedback to students;
- Screened for visual and hearing impairments for 887,083 students (450,586 females), of which 18,425 students (9,993 females) being identified to have visually impairment and 22,021 students, (11,293 females) to have hearing impairment;
- 15,230 students (7,845 females) used reading glasses and 20,837 students (9,869 females) used hearing aids.

#### Construction and Renovation:

- Constructed 52 new school buildings, equivalent to 260 rooms (67 classrooms were transformed into classrooms) and 93 subject-based laboratories;
- Renovated 21 subject-based laboratories in 7 new school buildings;
- Renovated 15 teacher dormitories, equivalent to 45 rooms;
- Supplied fifteen 2,000-liter water tanks and props and fifty-three 10,000-liter water tanks and props;
- Renovated 50 toilets, equivalent to 246 rooms.

## 3) Strengthening Governance and Provision of Resources

#### Results of Implementation

- Evaluated and selected model schools that achieved minimum standard scores and proposed 153 candidates for model schools awards, including 56 junior high schools and 97 high schools, with the approval of the capital and provincial Departments of Education, Youth and Sport, to prepare for the Model School Standard Award competition;
- Received self-assessments of 920 schools within the project framework, with 446 schools achieving minimum standard scores or higher, including 253 junior high schools and 193 high schools;
- Provided mentoring funds of US\$2,000 per school to 200 target schools to prepare for mentoring of 536 target cluster schools in the project and organizing orientation courses for schools to establish action plans, time frames and agreements to provide support and mentoring to 536 target schools in 25 capital and provinces;
- Provided IT equipment consisting of 870 laptops, 435 printers and 435 LCD projectors to target schools implementing the General Education Improvement Project for management of data, student learning outcomes, teaching and learning data and report preparation.

### 2.1.5.3.4.6 Project for Effective Secondary Education Data Management to Support the Socio-Economic Development of Cambodia and Regional Countries within the Lancang-Mekong Cooperation (LMC) Framework

It is a cooperation grant from the Lancang-Mekong Cooperation of the People's Republic of China with a budget of 458,500 US dollars for a period of 17 months to effectively build and organize an education data management system that meets national and regional standards and shares best practices in the education data management system for general

secondary schools. The project focuses on 1. Promoting the education data management system for general secondary schools in Cambodia to meet local and regional education standards (People's Republic of China) and 2. Establishing a Cambodia-China network to share knowledge, skills and best practices in general secondary education data management to improve education quality. Database management systems were built for 100 secondary schools and high schools which provided the benefit to 16,250 students (8,287 of whom were female, or 51 percent) through the coordination of education data management experiences from the People's Republic of China. This project is pivotal in providing accurate data and information for education policy makers to effectively respond to socio-economic development and the livelihoods of the people. Key developments include:

- Conducted 3 workshops on the situation analysis on the data management system in order to collect information, indicators and data types for staff from the Department of General Secondary Education, related departments, capital/provincial Departments of Education, Youth and Sport and schools, participated by 454 attendees (69 females);
- Installed a local server and video conferencing system to ensure data security and strengthen communication with target schools;
- Conducted a workshop on the dissemination and introduction to the data management website of Department of General Secondary Education, participated by 232 attendees (10 females), in Siem Reap province.

Overall, this project has become a strategic tool in providing accurate data for education policy makers to promote socio-economic development and boost Cambodian education.

#### **2.1.5.3.4.7 Secondary Education for Human Capital Competitiveness (SE4HC) Project**

It received a loan from the Royal Government of Cambodia with the Asian Development Bank with a budget of 83.92 million US dollars (80 million US dollars were committed by the Asian Development Bank and 3.92 million US dollar were from the Royal Government) with an implementation period from 2023 to 2029. The project focuses on 1. Increasing access to quality, equitable and inclusive education, 2. Strengthening teaching and learning, and 3. Strengthening institutional capacity to plan, manage and deliver education services. The project conducted field assessment on the following locations for construction and renovation purposes:

- Construction of 23 new school buildings with 414 rooms and 300 bathrooms, and supply of 42 water tanks;
- Renovation of school buildings to transform them into smart classrooms at 110 locations, equivalent to 220 rooms;
- Renovation of school buildings to transform them into multipurpose classrooms at 72 locations, equivalent to 72 rooms;
- Renovation of school buildings to transform them into 111 computer rooms;
- Renovation of school buildings to transform them into 98 teacher rooms;
- Renovation of school buildings to transform them into 2 laboratories and 1 library in 42 locations, equivalent to 168 rooms;
- Renovation of a school building to transform it into 1 laboratory equipped with furniture.

#### **2.1.5.4 Development of Educational Infrastructure**

##### **2.1.5.4.1 State-Funded Construction Projects**

The Ministry has:

- Provided administrative equipment to the 12 capital/provincial schools, including 9 photocopiers, 28 printers, 81 laptops, 12 file cabinets, 166 LCDs, and 6 bookshelves;
- Completed the construction of 3 new school buildings, equivalent to 26 rooms, in Banteay Meanchey, Siem Reap, and Tbong Khmum provinces, namely 1 building, equivalent to 6 rooms, and 1 administration building in Trapeang Thmor Primary School; 1 building, equivalent to 10 rooms, and 1 toilet building, equivalent to 5 rooms, in Ta Ey High School; and 1 building, equivalent to 12 rooms. In Hun Sen Prek A Chi High School
- Constructed 2 new school buildings, equivalent to 24 rooms, in Battambang and Kampong Thom provinces, and is currently constructing 1 school building, equivalent to 19 rooms, in Pi Thnou Primary School, and 1 school building, equivalent to 5 rooms, in Taing Krasao Primary School;
- Completed infrastructure renovation work at the Phnom Penh Teacher Education College, including: 5 school buildings, equivalent to 68 rooms, and 28 toilets, and construction of 10 new toilets and supporting infrastructure;

- Completed infrastructure renovation and improvement works in Prey Nop and Stung Hav districts, Preah Sihanouk province, namely 2 new school buildings, equivalent to 10 rooms, in Tumnop Rolok Thmey Primary School; 1 new school building, equivalent to 5 rooms, in Kampenh Thmey Primary School; 1 new school building, equivalent to 5 rooms, in Toul Toeng Primary School; and 1 new school building, equivalent to 5 rooms, in Hun Sen Ta Ney Primary School;
- Completed infrastructure renovation and improvement works in Kampot province and Phnom Penh capital, namely 519.50 meters long fence of Oudom Meanchey Primary and Junior High Schools, infrastructure renovation and improvement works at Chao Ponhea Hok Primary School, and infrastructure renovation and improvement works at the Department of State Property and Construction;
- Completed infrastructure renovation and improvement works in Kang Meas district, Kampong Cham province, namely 1 building, equivalent to 6 rooms, in Konleng Ron Primary School; 2 buildings, equivalent to 11 rooms, in Bun Rany Boeng Trav Primary School, and 1 building, equivalent to 6 rooms, in Rokakoy Junior High School;
- Completed infrastructure renovation and improvement works at Bosknor High School, Chamkar Leu district, Kampong Cham province, namely 4 school buildings equivalent to 25 rooms, 2 administrative buildings equivalent to 8 rooms, 1 toilet building equivalent to 4 rooms, and a 571 meters long concrete road, and constructed 1 new toilet building equivalent to 5 rooms;
- Samdech Techo Hun Sen Engineering Corps, Siem Reap, built 31 new school buildings, equivalent to 433 rooms; 2 dormitories equivalent to 36 rooms; and 16 administration/library buildings, equivalent to 42 rooms; as well as renovated 5 school buildings, equivalent to 29 rooms.

#### 2.1.5.4.2 Partner-Funded Construction Projects

General Education Improvement Project (GEIP/WB): Completed the preparation of 31 subject-based laboratories, completed the construction of 52 new school buildings, equivalent to 260 rooms, and completed the construction of 15 teacher dormitories, equivalent to 45 rooms.

Higher Education Improvement Project (HEIP/WB) achievement includes:

- Completed the construction of a new building (INCUBATION CENTER) of the Royal University of Phnom Penh in Khan Chroy Changvar, Phnom Penh;
- Completed the construction of a new STEM building and dormitory building at the National University of Battambang;
- Completed the construction of a 4-story school building at Svay Rieng University;
- Constructed a dormitory building at the Royal University of Phnom Penh, with 90 percent completion;
- Constructed a Complex Building at the Royal University of Agriculture, with 85 percent completion;
- Constructed two 4-story dormitory buildings at the Royal University of Agriculture, with 90 percent completion;
- Completed the construction of a dormitory building at the Institute of Technology of Cambodia;
- Constructed a research and training building at the Institute of Technology of Cambodia, with 80 percent completion.

Upper Secondary Education Sector Development Project II (USES DP-II/ADB): Construction of 1 Samdech Chuon Nath Library building, equivalent to 21 rooms, including the installation of equipment and facilities; and renovation and improvement of 8 buildings, equivalent to 48 rooms, at the National Institute of Education, including the installation of equipment and facilities.

Implementation of the renovation and new construction projects by STEP UP/ADB): Bids were made for the renovation of 122 classrooms into science classrooms and libraries, including the supply and installation of furniture; and bids were made for the renovation of 25 resource high school rooms into multipurpose rooms.

ACLEDA-Jardines for Educational Foundation: Construction of 17 new school buildings, equivalent to 85 rooms, in Mondulkiri, Ratanakiri, Stung Treng, Oddar Meanchey and Preah Vihear provinces.

JHP Japan Team of Young Human Power: Construction of 2 new school buildings, equivalent to 7 rooms, in Preah Vihear and Battambang provinces.

Nippon Foundation: Construction of 2 new school buildings, equivalent to 10 rooms, in Tbong Khmum province.

Cambodian-American Foundation for Education: Construction of 2 new school buildings, equivalent to 10 rooms, in Siem Reap province.

Philanthropists: Construction of 1 new school building, equivalent to 6 rooms, in Prey Veng province.

- The school buildings, the precious gifts of the Ministry of the Royal Palace, consist of 114 school buildings, equivalent to 586 rooms; 3 library and administrative office buildings, equivalent to 4 rooms; 6 toilet buildings, equivalent to 35 rooms; and 1 teacher's dormitory, equivalent to 10 rooms.

As of November 2025, the school buildings, the precious gifts of **Samdech Akka Moha Sena Padei Techo Hun Sen, Samdech Kittipritpundit Bun Rany Hun Sen, Samdech Moha Borvor Thipadei Hun Manet, and Lok Chumteav Dr. Pech Chanmony Hun Manet**, consist of 4,633 buildings, equivalent to 30,645 rooms.

**2.1.6 PROGRESS IN THE IMPLEMENTATION OF THE 2025 NATIONAL ANNUAL OPERATION PLAN**

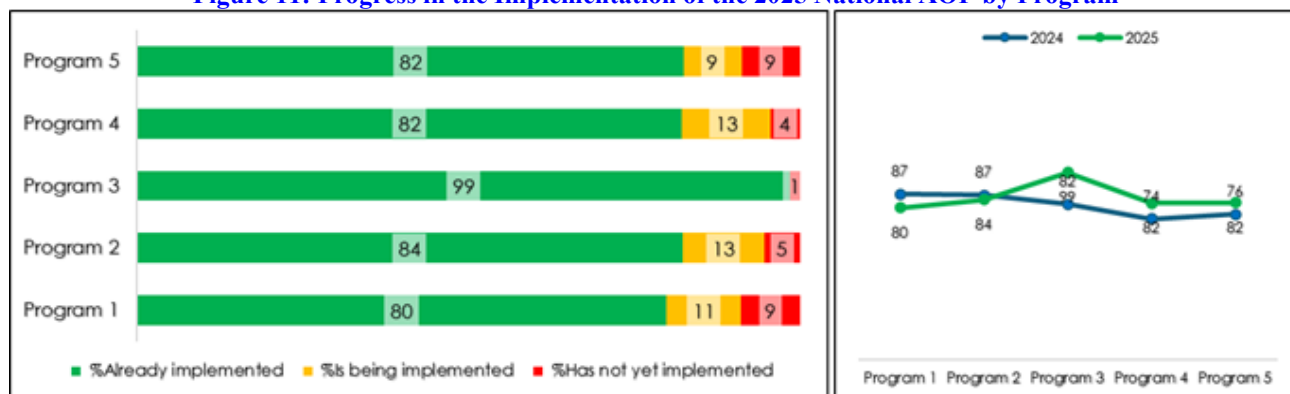
The Ministry formulated the 2025 AOP, consisting of 968 activities; among which, 812 were already implemented (equivalent to 84 percent), 10 were being implemented (equivalent to 9 percent), and 6 were not implemented (equivalent to 9 percent). Compared to 2024, there were additional 70 activities (an increase of 2 percent), an increase of 2 percent for already implemented activities, an increase of 3 percent for activities being implemented, and an increase of 4 percent for activities not yet implemented?

**Figure 10: Progress in the Implementation of the 2025 National AOP**



Examining each program shows that **Program 1** consists of 159 activities, of which 80 percent already implemented, 11 percent being implemented, and 9 percent not yet implemented. **Program 2** consists of 386 activities, of which 84 percent already implemented, 13 percent being implemented, and 5 percent not yet implemented. **Program 3** consists of 70 activities, of which 99 percent implemented and 1 percent not yet implemented. **Program 4** consists of 45 activities, of which 82 percent already implemented, 13 percent being implemented, and 4 percent not yet implemented. **Program 5** consists of 308 activities, of which 82 percent implemented, 9 percent being implemented, and 9 percent not yet implemented.

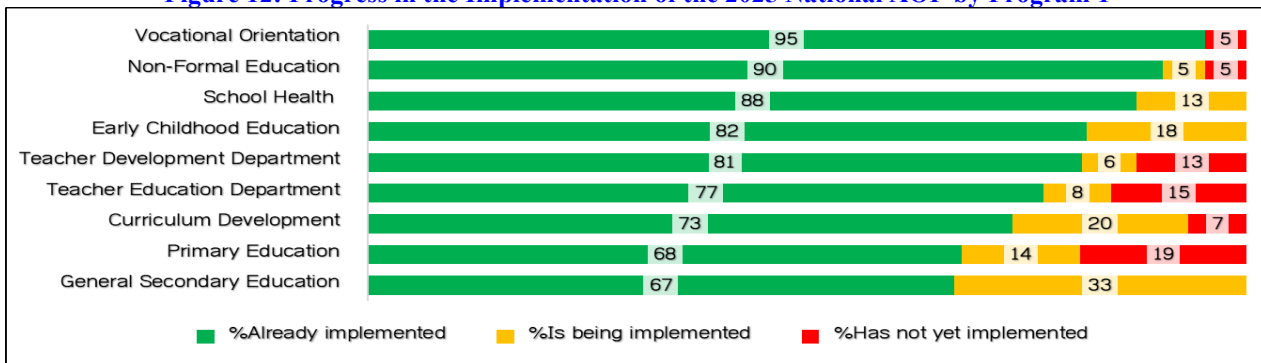
**Figure 11: Progress in the Implementation of the 2025 National AOP by Program**



An examination of programs in each entity shows that:

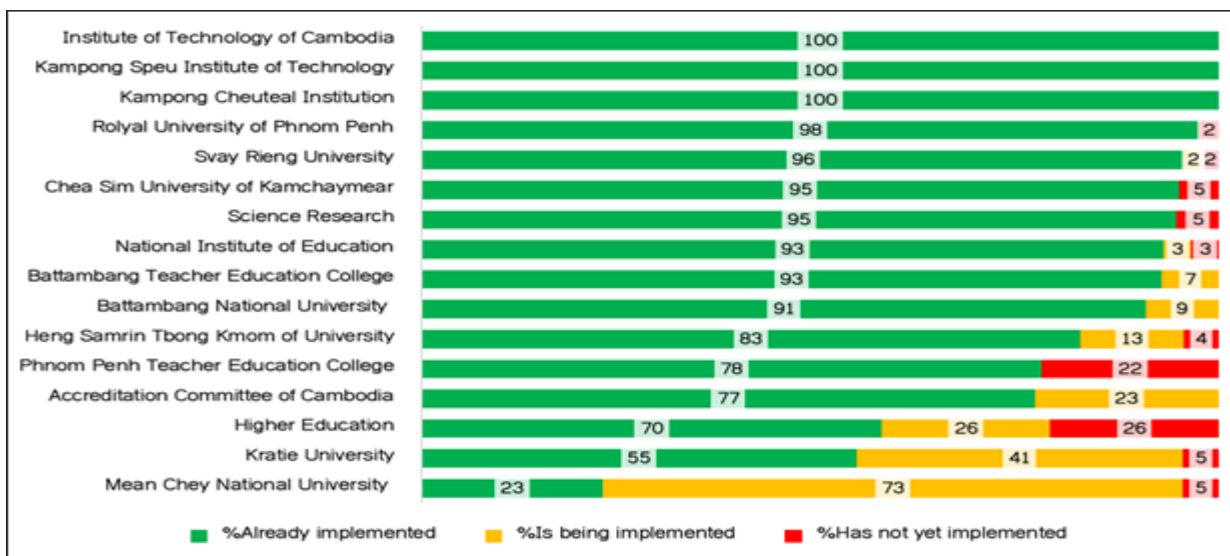
**Program 1:** Development of Formal, Non-Formal and Informal Education, there were 9 entities involved with 159 planned activities, of which 127 already implemented (equivalent to 80 percent), 18 being implemented (equivalent to 11 percent), and 14 not yet implemented (equivalent to 9 percent). 2 entities managed to complete (already implemented) activities from 90 percent and over, namely the Department of Non-Formal and Alternative Education and the Department of Vocational Orientation.

**Figure 12: Progress in the Implementation of the 2025 National AOP by Program 1**



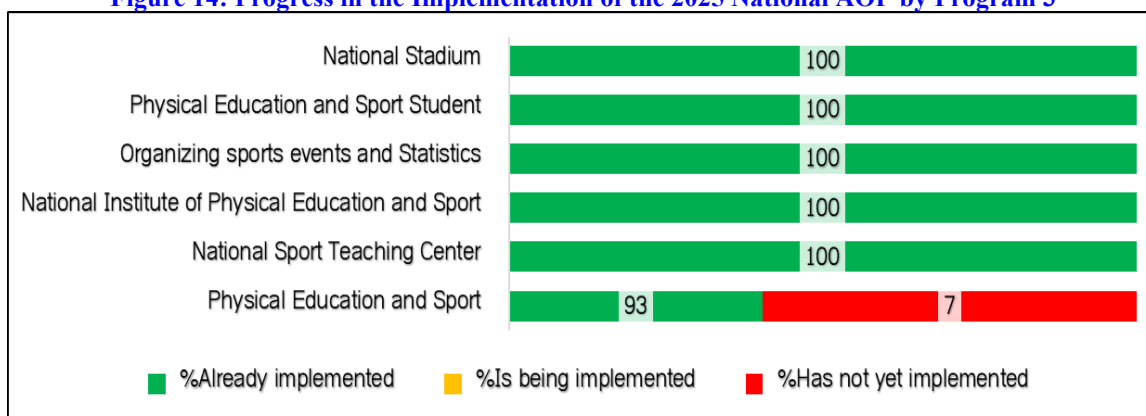
**Program 2:** Development of Higher Education and Research, There were 16 entities with 386 planned activities, of which 325 already implemented (equivalent to 84 percent), 49 being implemented (equivalent to 13 percent), and 21 not yet implemented (equivalent to 5 percent). 10 managed to complete (already implemented) activities from 90 percent and over, such as Battambang National University, Battambang Teacher Education College, National University of Education, Research and Innovation, National University of Cheasim Kamchaymear, Svay Rieng University, Royal University of Phnom Penh, Kampong Chheuteal Institute, Kampong Speu Institute of Technology, and Institute of Technology of Cambodia.

**Figure 13: Progress in the Implementation of the 2025 National AOP by Program 2**



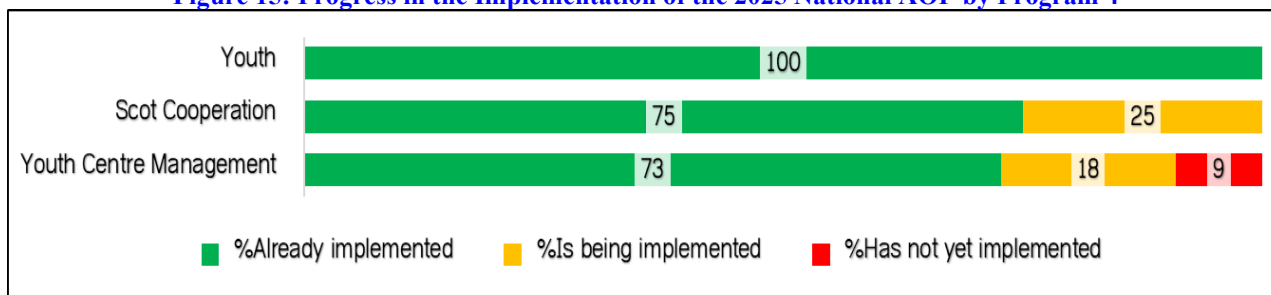
**Program 3:** Development of the Physical Education and Sport Sector. There were 6 entities with 70 planned activities, of which 69 already implemented (equivalent to 99 percent) and 1 not yet implemented, equivalent to 1 percent.

**Figure 14: Progress in the Implementation of the 2025 National AOP by Program 3**



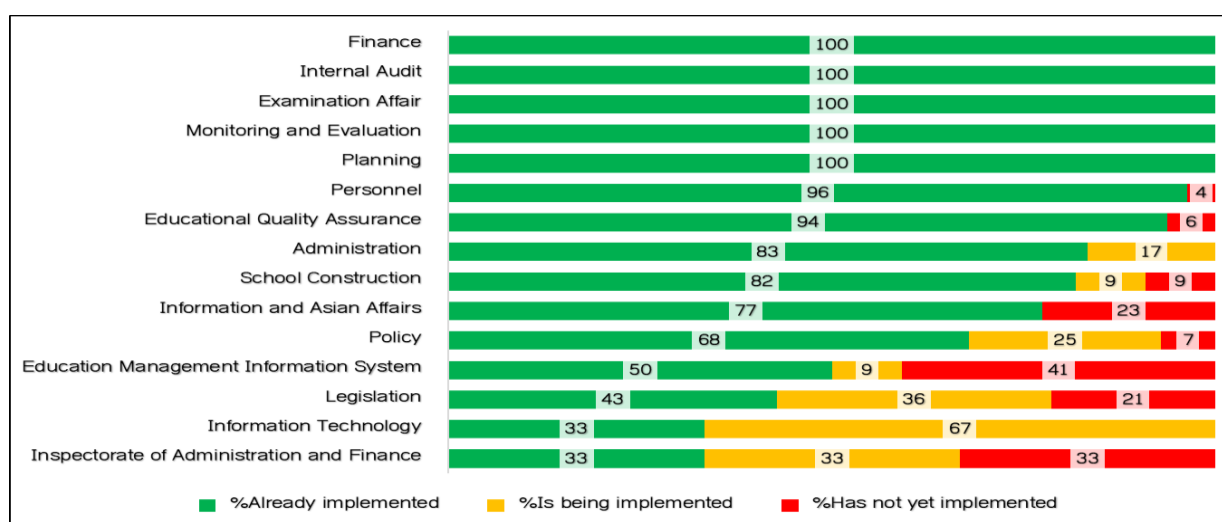
**Program 4:** Development Youth Technical and Soft Skills. There 3 entities with 45 planned activities, of which 37 already implemented (equivalent to 82 percent), 6 being implemented (equivalent to 13 percent), and 2 not yet implemented (equivalent to 4 percent).

**Figure 15: Progress in the Implementation of the 2025 National AOP by Program 4**



**Program 5:** Support for Education Services and Good Governance. There were 17 entities with 308 planned activities, of which 254 already implemented (equivalent to 82 percent), 27 being implemented (equivalent to 9 percent), and 27 not yet implemented (equivalent to 9 percent). 7 entities managed to complete (already implemented) activities from 90 percent and over, including the Department of Education Quality Inspection, Department of Human Resources, Department of Monitoring and Evaluation, Department of Planning, Department of Examination Affairs, Department of Internal Audit, and Department of Finance.

**Figure 16: Progress in the Implementation of the 2025 National AOP by Program 5**

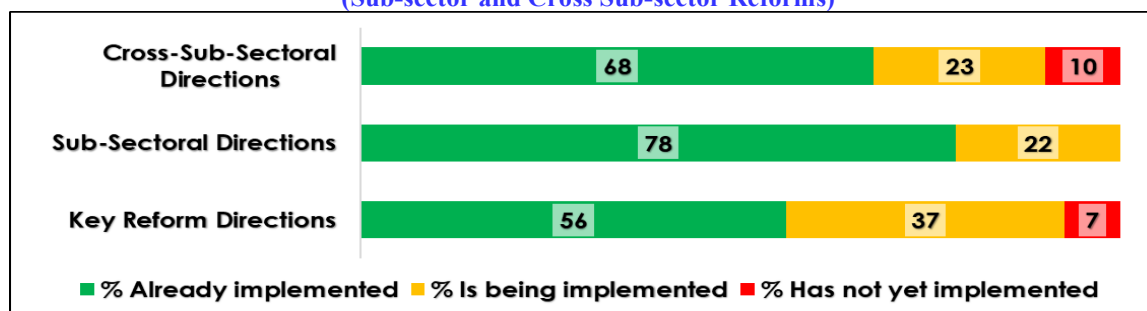


**2.1.7 PROGRESS IN IMPLEMENTING THE NATIONAL EDUCATION CONGRESS 2024-2025 DIRECTIONS**

The 2025 Education Assembly picked up 163 directions, including 41 major reform directions, 51 sub-sector directions, and 71 cross sub-sector directions. 111 directions were already implemented (equivalent to 68 percent), while 42 are being implemented (equivalent to 26 percent), and 10 have not yet been implemented (equivalent to 6 percent).

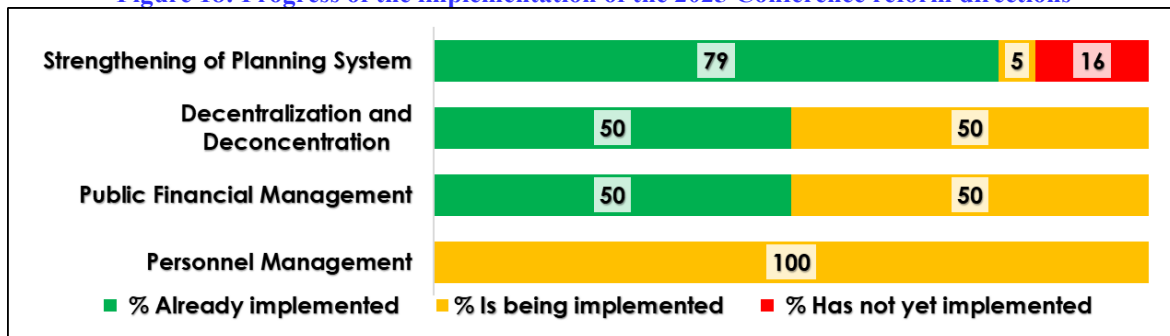
23 major reform directions (equivalent to 56 percent), 40 sub-sector directions (equivalent to 78 percent), and 48 cross sub-sector directions (equivalent to 23 percent) were already implemented. 15 major reform directions (equivalent to 37 percent), 11 sub-sector directions (equivalent to 21 percent), and 16 cross sub-sector directions (equivalent to 10 percent) are being implemented. 3 major reform directions (equivalent to 7 percent) and 7 cross sub-sector directions (equivalent to 10 percent) have not yet been implemented.

**Figure 17: Progress of Implementation of the 2025 Directions at the National Level (Sub-sector and Cross Sub-sector Reforms)**



Progress in implementation of the Congress's main reform directions: 37 reform directions, including 7 in policy work, planning, statistics, and monitoring and evaluation, 7 in decentralization and decentralization, 8 in personnel management, and 15 in public financial management.

Figure 18: Progress of the implementation of the 2025 Conference reform directions

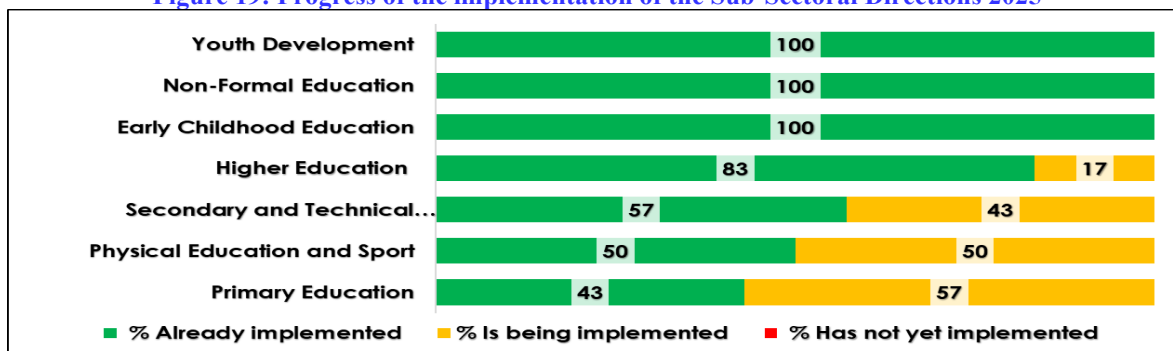


Progress in the implementation of the Convention's directions by sub-sector

Overall, there were 50 sub-sectoral directions, of which 40 completed (equivalent to 88 percent) and 11 being implemented ((equivalent to 22 percent).

There were 6 directions in Early Childhood Education Sub-sector, of which the 6 already completed (equivalent to 100 percent). There were 7 directions in Primary Education Sub-sector, of which 3 already completed (equivalent to 43 percent) and 4 being implemented (equivalent to 47 percent). There were 7 directions in Secondary and Technical Education Sub-sector, of which 4 already completed (equivalent to 57 percent) and 3 being implemented (equivalent to 43 percent). There were 12 directions in Higher Education Sub-sector, of which the 10 already implemented (equivalent to 83 percent) and 2 being implemented (equivalent to 17 percent). There were 11 directions in Non-formal Education Sub-sector, of which 11 already completed (equivalent to 100 percent). There were 4 directions in Youth Development Sub-sector, of which the 4 already implemented (equivalent to 100 percent). There were 4 directions in Physical Education and Sport Sub-sector 2, of which 2 already completed (equivalent to 50 percent) and 2 being implemented (equivalent to 50 percent).

Figure 19: Progress of the implementation of the Sub-Sectoral Directions 2025

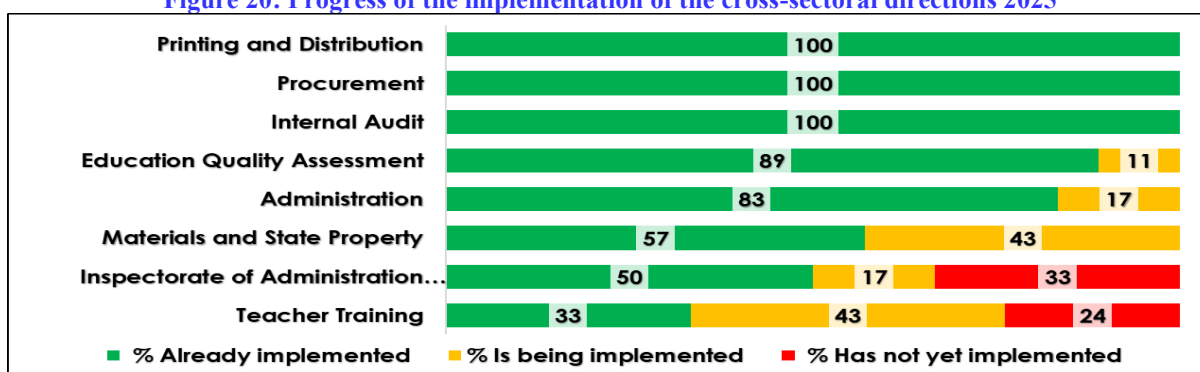


Progress in implementing cross-sectoral directions

Overall, there were 71 cross-sectoral directions, of which 48 already implemented (equivalent to 68 percent) 16 being implemented (equivalent to 23 percent) and 7 not yet implemented (equivalent to 10 percent).

There were 21 directions in teacher training work, 18 in education quality inspection work, 7 in state property management work, 6 in administrative work, 6 inspection and grievance work, 6 in internal audit work, 4 in printing and distribution work, and 3 in procurement work.

Figure 20: Progress of the implementation of the cross-sectoral directions 2025

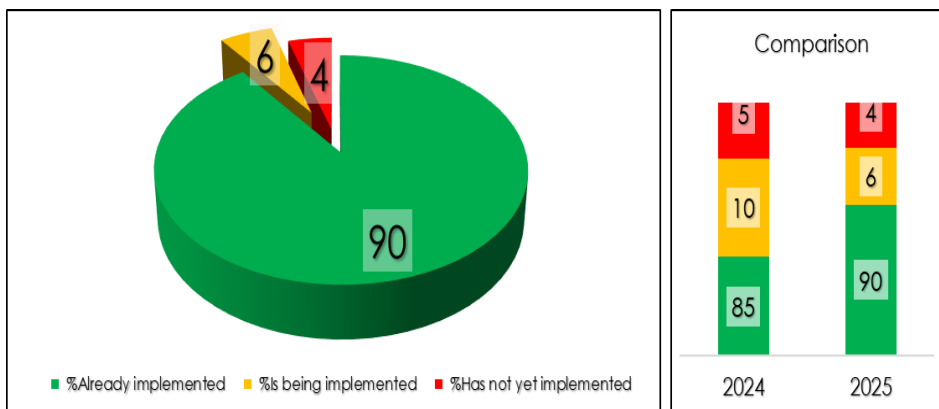


**2.1.8 PROGRESS IN THE IMPLEMENTATION OF THE 2024-2025 ACADEMIC YEAR ACTION PLAN OF CAPITAL AND PROVINCES**

**Progress in the implementation of the 2025 annual operation plan**

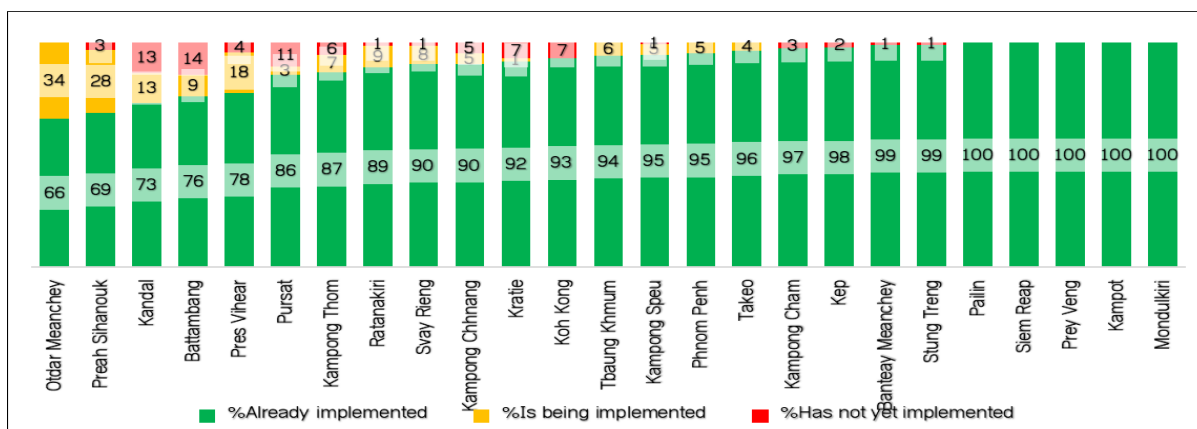
The capital and province planned a total of 3,652 activities in the 2025 Annual Operation Plan, of which 3,285 activities already implemented (equivalent to 90 percent), 203 being implemented (equivalent to 6 percent), and 164 not yet implemented (equivalent to 4 percent). Compared to 2024, there was a decrease of 102 planned activities, but an increase of 5 percent of activities already implemented, a decrease of 4 percent of activities being implemented, and an increase of 1 percent of activities not yet implemented.

**Figure 21: Progress of the Implementation of the 2025 Annual Operation Plan of the Capital and Provinces**

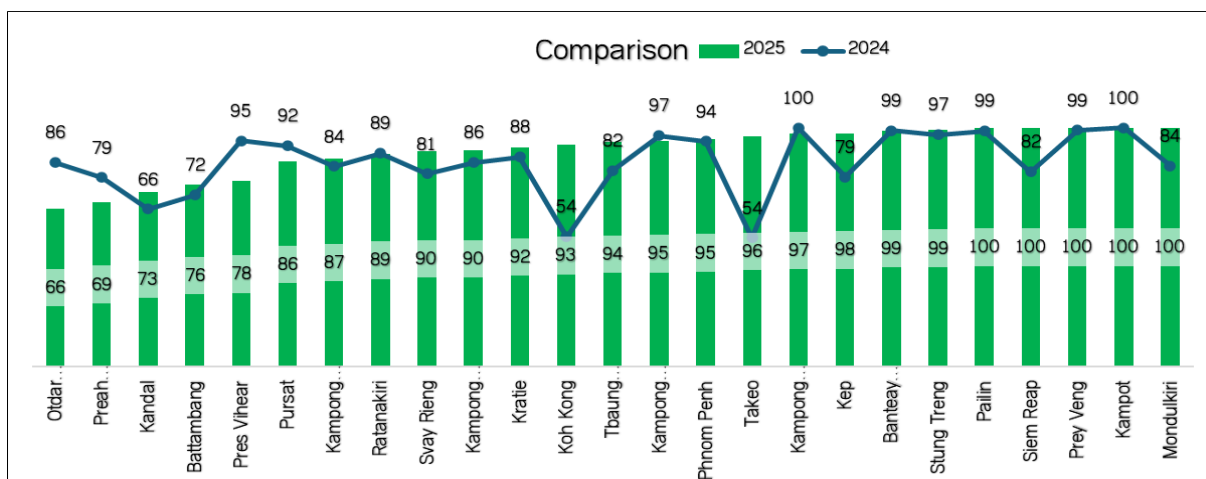


The figure below suggests that 17 capital and provinces already implemented more than 90 percent of the activities, including Pailin, Kampong Speu, Mondul Kiri, Siem Reap, and Prey Veng provinces (with 100 percent completion). 13 provinces were implementing less than 5 percent of the activities, with Oddar Meanchey province having the highest percentage at 34 percent. 23 capital and provinces did not implement less than 10 percent of the activities, with Battambang province having the highest percentage at 14 percent.

**Figure 22: Progress of the implementation of the 2025 AOP of the capital and provinces**



**Figure 23: Compared progress of the implementation of AOP of the capital and provinces.**



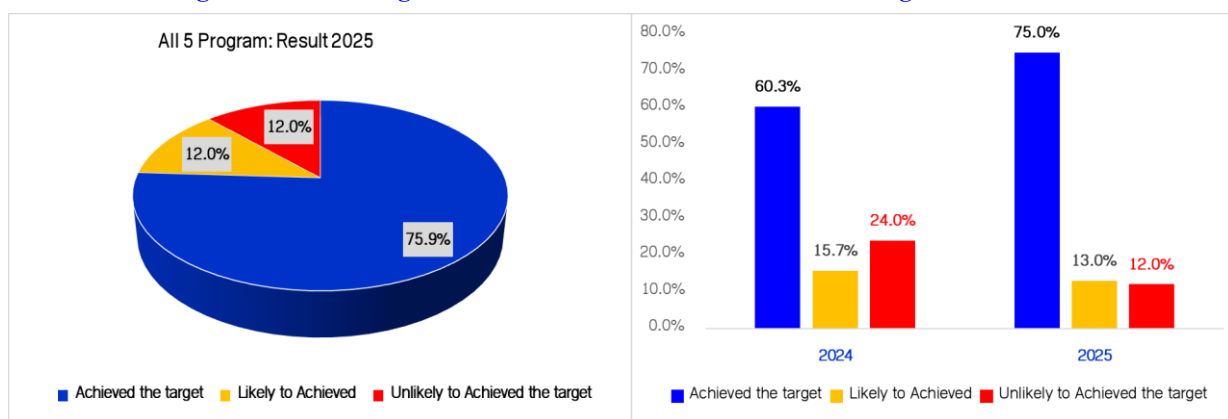
## 2.2 RESULTS OF THE IMPLEMENTATION OF THE LEVEL 2 PERFORMANCE AGREEMENT BY PROGRAMM

The Level 2 Performance Agreement was set up between the **Program Director** and the **Minister of Education, Youth and Sport** in accordance with the Law on Public Finance System, with the aim of implementing the policy program of the Royal Government of the 7th Legislature of the National Assembly, the Pentagonal Strategy - Phase 1, and with the aim of promoting participation in the implementation of the Performance Budget Information System, aka “PB”, in the spirit of ensuring the measurement of the efficiency and effectiveness of the program implementation through KPIs by linking the annual results and policy priorities for making decisions on the allocation of budgets or financial resources of the Royal Government.

### 2.2.1 PROGRESS IN THE IMPLEMENTATION OF LEVEL 2 PERFORMANCE AGREEMENT INDICATORS

The Level 2 Performance Agreement consists of 108 indicators; of which 81 achieved the target (equivalent to 75.0 percent), 14 were likely to achieve (equivalent to 13.0 percent), and 13 were unlikely to achieve the target (equivalent to 12.0 percent). Compared to 2024, the percentage of indicators achieving targets was increased by 14.7 percent, from 60.3 percent in 2024 to 75.0 percent in 2025. This data suggests that the achievement of Performance Agreement indicators at the sub-program level was significantly improved in 2025.

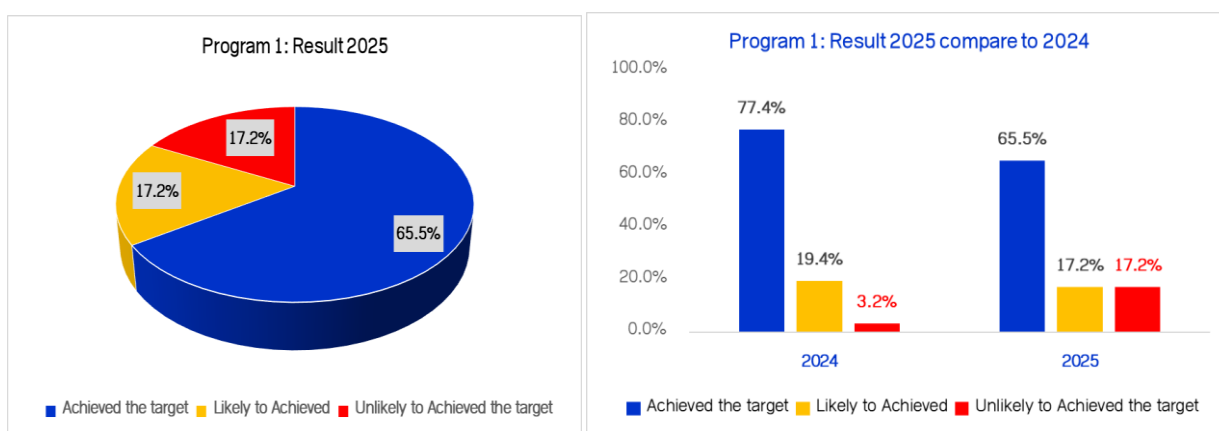
**Figure 24: Percentage of achievement of Level 2 Performance Agreement Indicators**



#### Program 1: Development of Formal, Non-Formal and Informal Education

The Sub-program Performance Agreement of Program 1 consists of 29 indicators; of which 19 achieved at the target (equivalent to 65.5 percent), 5 were like to achieve (equivalent to 17.2 percent), and 5 were unlikely to achieve at the target (equivalent to 17.2 percent). Compared to 2024, the percentage of indicators achieving the target was decreased by 11.9 percent (from 77.4 percent in 2024 to 65.5 percent in 2025). The data below suggests that the achievement of the Sub-program Performance Agreement indicators in Program 1 was decreased, as shown in the outcome.

**Figure 25: Percentage of achievement of Level 2 Performance Agreement Indicators, Program 1**



**Table 8: Progress in achievement of Level 2 Performance Agreement Indicators, Program 1**

Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
<b>Program 1: Development of formal, non-formal and informal education</b>						
<b>Sub-program 1.1: Expansion of early childhood education</b>						
1.1.1	Number of model pre-schools	#	34	40	40	↑
1.1.2	Percentage of primary school children who have	%	79.7	73.6	73.7	↑

Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
	undergone early childhood education					
	Male	%	78.2	57.5	72.8	↑
	Female	%	81.2	91.1	74.6	↓
<b>Sub-program 1.2: Strengthening the quality and efficiency of primary education</b>						
1.2.1	Number of model primary schools	#	90	200	200	↑
1.2.2	Gross enrolment rate in primary education	%	124.6	103.0	119.1	↓
	Male	%	126.8	104.2	120.9	↓
	Female	%	122.4	101.7	117.1	↓
1.2.3	Primary school completion rate	%	101.5	88.0	104.3	↑
	Male	%	99.0	86.1	107.9	↑
	Female	%	104.1	90.6	100.7	↑
<b>Sub-program 1.3: Equitable access, strengthening the quality and efficiency of secondary education</b>						
1.3.1	Number of model secondary schools					
	Model lower secondary schools	#	20	65	32	↓
	Model upper secondary schools	#	115	103	173	↑
1.3.2	Gross enrolment rate in secondary education					
	Lower Secondary Education	%	75.2	67.4	79.0	↑
	Upper Secondary Education	%	46.7	46.3	46.6	↑
1.3.3	Completion rate in Secondary education					
	Lower Secondary Education	%	60.3	62.2	63.6	↑
	Upper Secondary Education	%	38.5	40.9	41.7	↑
<b>Sub-program 1.4: Expanding non-formal education</b>						
1.4.1	Adult literacy rate (age 15 and above)	%	N/A	87.4	88.5	↑
1.4.2	Number of youth and adults benefit from income-generating programs	#	3,772	4,216	3,683	↓
1.4.3	Number of model lifelong learning centers	#	1	5	1	→
1.4.4	Number of schools implementing special education programs for students with disabilities and special needs	#	80	85	85	↑
1.4.5	Number of students with disabilities (deaf, blind, intellectually disabled, etc.) enrolled in special education high schools	#	1,070	1,100	1,225	↑
<b>Sub-program 1.5: Strengthen and expand educational health promotion programs</b>						
1.5.1	Percentage of schools implementing minimum standards for water and sanitation level 1 (1-star rating)	%	30.8	30.0	29.8	→
1.5.2	Percentage of schools implementing minimum standards for water and sanitation level 2 (2-star rating)	%	46.4	40.0	49.8	↑
1.5.3	Percentage of schools implementing minimum standards for water and sanitation level 3 (3-star rating)	%	7.1	3.0	9.4	↑
1.5.4	Percentage of schools with toilets	%	100	100	99.5	→
1.5.5	Percentage of schools with clean water	%	94.7	95.0	94.0	→
<b>Sub-program 1.6: Improve the quality and effectiveness of technical education programs</b>						
1.6.1	Number of students enrolled in technical education	#	3,848	4,355	3,848	→
1.6.2	Percentage of technical education students who received A, B, and C grades	%	N/A	35.0	37.8	↑
<b>Sub-program 1.7: Develop teacher training and professional development</b>						
1.7.1	Number of teaching licenses issued for teachers		N/A	2,150	1,352	→

Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
	Primary	#	N/A	1000	302	→
	Lower Secondary	#	N/A	200	310	↑
	Upper Secondary	#	N/A	950	740	→
1.7.2	Number of teacher training schools meeting the standards of model teacher training schools	#	N/A	7	7	↑
1.7.3	Number of schools implementing teacher training schools becoming model schools	#	N/A	3	3	↑
<b>Sub-program 1.8: Development of curriculum, learning materials and libraries</b>						
1.8.1	Number of core textbooks provided for students in grades 1 to 12	#	5 M	5 M	4.8M	↓
1.8.2	Number of students participating in writing, poetry and performing arts competitions on National Reading Day on March 11	#	75	78	78	↑
<b>Sub-program 1.9: Expanding inclusive education to all school villages</b>						
1.9.1	Number of teachers meeting national qualification standards (at least 12+4)	#	1529	2089	2030	→
	Primary	#	980	1370	1282	→
	Secondary	#	549	719	748	↑
1.9.2	Number of teachers receiving training in school management	#	171	247	323	↑
1.9.3	Number of school administrators receiving training in school management	#	1,435	2072	2604	↑
1.9.4	Number of teachers developing their skills regularly	#	17,534	20,675	25,269	↑

Note: ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target

### Program 2: Higher Education and Research Development

The Level 2 Performance Agreement of Program 2 consists of 36 indicators; of which 29 achieved the target (equivalent to 80.6 percent), 4 were likely to achieve (equivalent to 11.1 percent), and 3 were unlikely to achieve the target (equivalent to 8.3 percent). Compared to 2024, the percentage of indicators achieving the target was increased by 29.2 percent, increasing from 51.4 percent in 2024 to 80.6 percent in 2025. According to this data, the achievement of the sub-program Performance Agreement indicators in Program 2 was significantly increased compared to the previous year, with the percentage of indicators unlikely to achieve the target decreasing from 31.4 percent to 8.3 percent.

Figure 26: Percentage of achievement of Level 2 Performance Agreement Indicators, Program 2

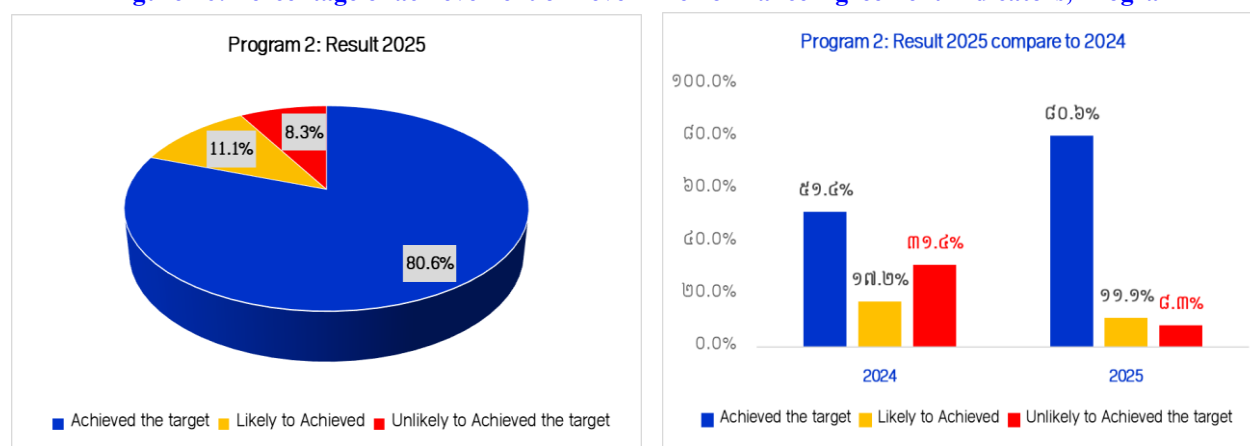


Table 9: Progress in achievement of Level 2 Performance Agreement Indicators, Program 2

Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
<b>Program 2: Higher Education and Research Development</b>						
<b>Sub-Program 2.1: Improving the Quality and Responsiveness of Higher Education</b>						
2.1.1	Percentage of Graduates from Bachelor’s Degree Programs Employed after 1 Year of Graduation	%	N/A	60	89.3	↑

Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
	Male	%	N/A	20	N/A	
	Female	%	N/A	30	N/A	
<b>Sub-Program 2.2: Developing Research in Higher Education</b>						
2.2.1	Number of Research Outputs Linked to Market Needs and Socio-Economic Development Used by Higher Education Institutions and Industry	#	22	27	32	↑
2.2.2	Number of Research Articles Published in 2-Issued Journals per Year	#	13	16	23	↑
<b>Sub-Program 2.3: Enhancing the Quality and Responsiveness of Higher and Postgraduate Training</b>						
2.3.1	Number of scholarship and fee-paying undergraduate and postgraduate students studying at Royal University of Phnom Penh	#	748	30,500	29,909	→
2.3.2	Number of small and large research projects at Royal University of Phnom Penh	#	N/A	40	40	↑
<b>Sub-Program 2.4: Enhancing the Quality and Responsiveness of Training and Research</b>						
2.4.1	The number of students enrolled in Bachelor's, Associate's and Qualifications 1 2 3, both scholarship and non-scholarship, has increased.	#	1,598	1,300	1,476	↑
2.4.2	Number of lessons produced and deployed in digital education systems	#	N/A	13	15	↑
2.4.3	Percentage of education staff and professors at master's and doctoral levels who have been upgraded	%	N/A	12	14	↑
<b>Sub-program 2.5: Improving the quality of training and research</b>						
2.5.1	Percentage of graduates employed in organizations	%	96	96.5	98	↑
2.5.2	Number of research articles by teachers and education staff published annually	#	1	2	2	↑
<b>Sub-program 2.6: Developing training and research</b>						
2.6.1	Number of education officials who attended seminars and training courses on leadership and management	%	N/A	90	93	↑
2.6.2	Total number of research topics published or presented at scientific conferences	#	153	65	153	↑
2.6.3	Percentage of full-time academic staff with doctoral qualifications	%	29.4	27.9	29.4	→
<b>Sub-program 2.7: Enhancing the quality and effectiveness of training and research</b>						
2.7.1	Number of teachers and students completing annual training	#	2,004	2,200	2,200	↑
2.7.2	Number of education staff receiving professional development and research	#	4,227	4,671	4,671	↑
<b>Sub-program 2.8: Improving the quality of training and research</b>						
2.8.1	Number of graduates in line with market needs	#	675	720	776	↑
2.8.2	Number of successfully implemented research projects	#	8	7	7	↑
<b>Sub-program 2.9: Enhancing the quality and effectiveness of training and research</b>						
2.9.1	Number of students enrolled in science and social science training programs	#	729	1,000	520	↓
2.9.2	Percentage of graduates in all majors who are employed	%	N/A	80,0	87,7	↑
<b>Sub-program 2.10: Enhancing the quality and effectiveness of education and research</b>						
2.10.1	Number of Bachelor's degree graduate students	#	950	1,500	1,037	→
2.10.2	Number of research project results	#	4	4	4	↑
2.10.3	Number of internal education quality assessment results reports at the educational institution level	#	N/A	4	4	↑
<b>Sub-program 2.13: Accreditation of higher education</b>						
2.13.1	Number of higher education institutions that have received accreditation	#	4	10	10	↑
2.13.2	Number of higher education institutions that have	#	10	59	58	→

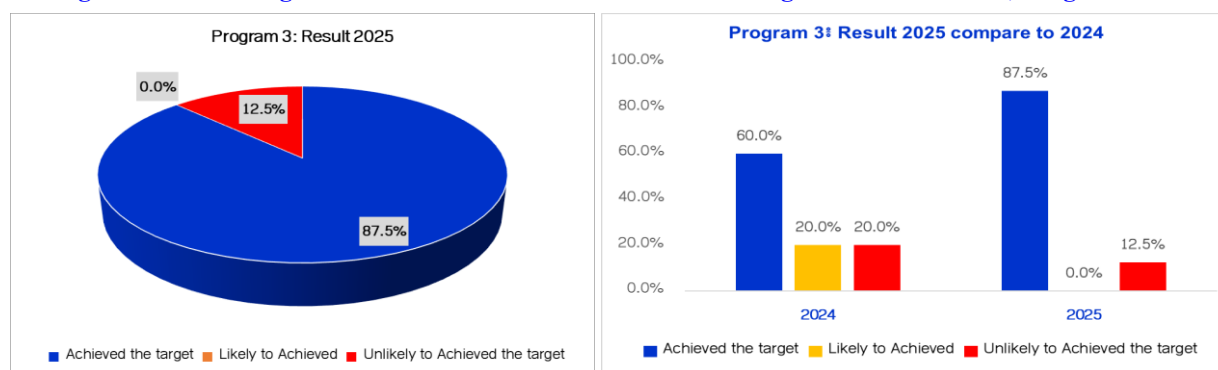
Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
	received mid-term evaluation					
<b>Sub-program 2.14: Enhancing the quality and effectiveness of training and research</b>						
2.14.1	Number of students and trainees who received quality and up-to-date training in line with technological developments	#	1,228	1,350	1,228	→
2.14.2	Percentage of students and trainees who successfully complete their studies	%	98.0	93.0	97.0	↑
2.14.3	Research project published	#	1	1	1	↑
<b>Sub-program 2.15: Strengthening the quality and effectiveness of training and research</b>						
2.15.1	The number of students enrolled in technical education, associate degree and bachelor's degrees at all generations, both on scholarships and non-scholarships, must be increased	#	648 Female: 340	520	545	↑
2.15.2	The number of research projects implemented to improve the quality of studies at both technical education, associate degree and bachelor's degrees in response to labour market needs	#	4	4	5	↑
2.15.3	Percentage of staff and teachers who receive regular additional capacity development in their work responsibilities through participation in training and workshops	%	N/A	80,0	80,0	↑
<b>Sub-program 2.16: Strengthening the quality, effectiveness of education and research in technical and vocational fields</b>						
2.16.1	Number of students and total annual scholarships for studying in agricultural technology, industry, and information technology	#	N/A	200	237	↑
2.16.2	Percentage of education staff receiving additional annual capacity development	%	80,0	80,0	80,0	↑
<b>Sub-program 2.17: Improving the quality and effectiveness of teacher education in response to the National Qualifications Framework</b>						
2.17.1	Number of primary and basic education (12+4) and basic education (Bachelor+1) PRESET teachers trained	#	459	501	457	→
2.17.2	Number of education staff trained in continuous capacity development (in-service training) in methodological, research and digital skills	#	0	193	250	↑
	Number of strategic documents, teaching materials and research documents developed	#	12,000 Page	12,000 Page	0	↓
<b>Sub-program 2.18: Strengthening the quality of training Teacher training and research in line with the National Qualifications Framework</b>						
2.18.1	Number of primary, secondary, and bachelor's degree teachers in education 12+4 who received training	#	250	442	442	↑

Note: ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target

### Program 3: Development of Physical Education and Sport

The Level 2 Performance Agreement of Program 3 consists of 8 indicators; of which 7 achieved the target (equivalent to 87.5 percent) and 1 was unlikely to achieve the target (equivalent to 12.5 percent). Compared to 2024, the percentage of indicators achieving the targets was increased by 17.5 percent, increasing, from 60.0 percent in 2024 to 87.5 percent in 2025. According to this data, the achievement of the sub-program level Performance Agreement indicators in Program 3 was significantly increased, compared to the previous year.

Figure 27: Percentage of achievement of Level 2 Performance Agreement indicators, Program 3



**Table 10: Progress in achievement of Level 2 Performance Agreement Indicators, Program 3**

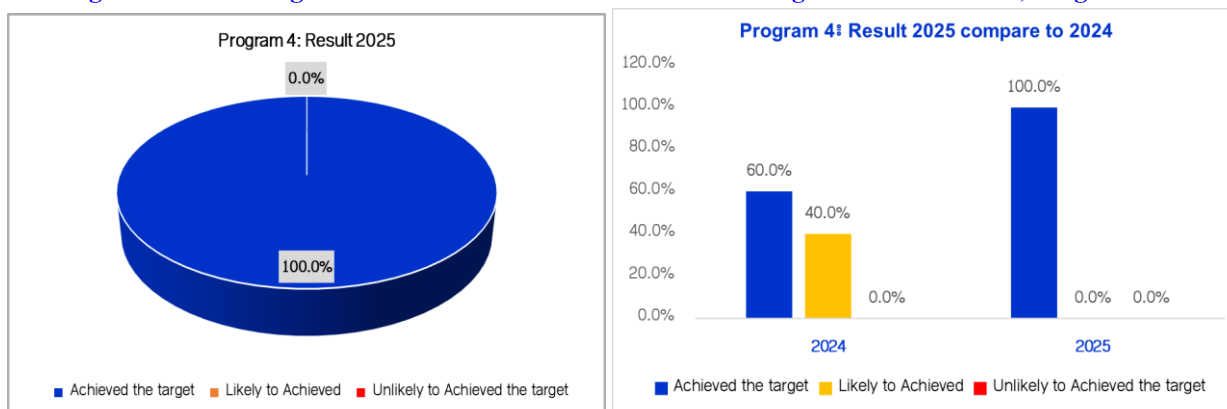
Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
<b>Program 3: Development of Physical Education and Sport</b>						
<b>Sub-program 3.1: Development of mass sports</b>						
3.1.1	Number of national sports federations meeting standards	#	N/A	27	47	↑
3.1.2	Number of people participating in physical activity and sports in urban areas	#	3,406,765	3,571,615	3,632,991	↑
<b>Sub-program 3.2: Development of Physical Education and Sport for students</b>						
3.2.1	Number of schools implementing a 2-hour physical education program per week and having sports clubs in educational institutions	#	N/A	50	50	↑
<b>Sub-program 3.3: Training of human resources in Physical Education and Sport</b>						
3.3.1	Number of student (12+2) and student (12+4) trained	#	120	221	120	↓
<b>Sub-program 3.4: Development of advanced sports</b>						
3.4.1	Number of athletes receiving advanced sports performance testing	#	693	699	856	↑
<b>Sub-program 3.5: Develop the organization of sporting events at all levels and compile sports statistics</b>						
3.5.1	Number of sports organized for national student and national sports competitions	#	37	14	14	↑
<b>Sub-program 3.7: Strengthen the quality and efficiency of the management of the National Stadium</b>						
3.7.1	The amount of budget raised is at its full potential	#	100 M	336.5 M	1,139 M	↑
3.7.2	Percentage of public satisfaction	%	N/A	51,0	79,4	↑

Note: ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target

**Program 4: Youth Development**

The Level 2 Performance Agreement of Program 4 consists of 7 indicators; all of which achieved the target (at 100 per cent). Compared to 2024, the percentage of indicators achieving targets was increased by 40 percent, from 60 percent in 2024 to 100 percent in 2025. According to this data, the achievement of the sub-program level Performance Agreement indicators in Program 4 was significantly increased, compared to the previous year.

**Figure 28: Percentage of achievement of Level 2 Performance Agreement indicators, Program 4**



**Table 11: Progress in achievement of Level 2 Performance Agreement Indicators, Program 4**

Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
<b>Program 4: Youth Development</b>						
<b>Sub-Program 4.1: Youth Activities Development</b>						
4.1.1	Number of youth participating in the competency competition program (model school target)	#	N/A	250	365	↑
4.1.2	Number of youth completing youth competency development training	#	N/A	2,180	2,668	↑

Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
<b>Sub-Program 4.2: Youth Center Development</b>						
4.2.1	Number of youths trained on technical and soft skills	#	2,960	3,062	3,180	↑
4.2.2	Number of youths participating in the National Competency Competition Program (Model School Target)	#	2,090	2,000	2,085	↑
<b>Sub-Program 4.3: Scouting Development</b>						
4.3.1	Number of Cambodian National Scouts receiving Scouting training	#	953	1,230	1,626	↑
4.3.2	Number of Cambodian National Scouts participating in Scouting Competitions	#	N/A	250	336	↑
4.3.3	Number of Cambodian National Scouts participating in international Scouting exchanges	#	N/A	20	43	↑

Note: ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target

### Program 5: Support for Education Services and Good Governance

The Level 2 Performance Agreement of Program 5 consists of 29 indicators; of which 20 achieved the target (equivalent to 71.4 percent), 4 were likely to achieve (equivalent to 14.3 percent), and 4 were unlikely to achieve the target (equivalent to 14.3 percent). Compared to 2024, the percentage of indicators achieving the targets was increased by 16.4 percentage points, from 55.0 percent in 2024 to 71.4 percent in 2025. According to this data, the achievement of the Performance Agreement indicators at the sub-program level in Program 5 was increased, compared to the previous year.

Figure 29: Percentage of achievement of Level 2 Performance Agreement indicators, Program 5

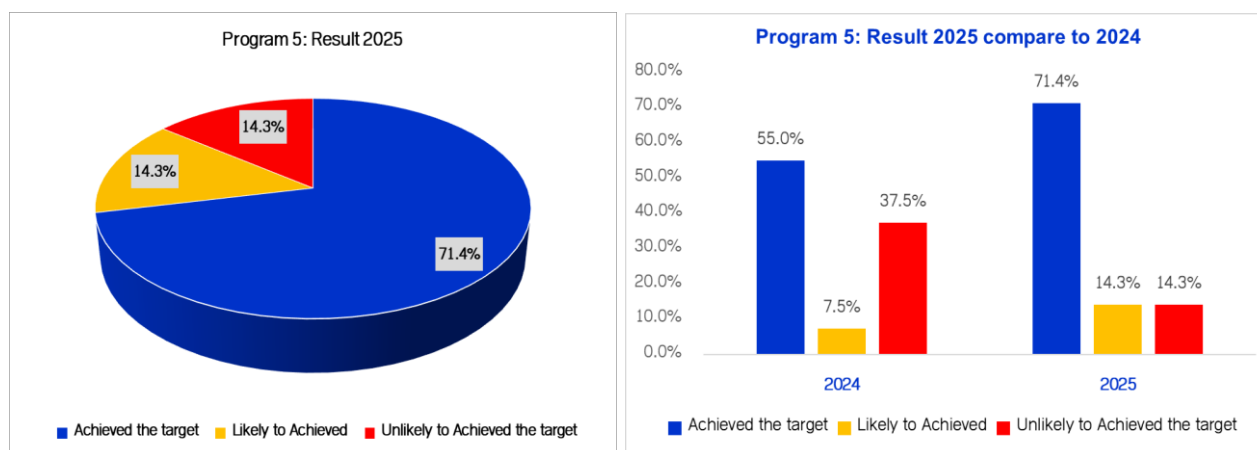


Table 12: Progress in achievement of Level 2 Performance Agreement Indicators, Program 5

Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
<b>Program 5: Support for Education Services and Good Governance</b>						
<b>Sub-program 5.1: Development and strengthening of education planning systems</b>						
5.1.1	Number of schools that have prepared school development strategies in accordance with model school standards (model school target)	#	250	360	452	↑
<b>Sub-program 5.2: Human Resource Management and Efficiency Enhancement</b>						
5.2.1	Number of units that have prepared Performance Agreements					
	Central level	#	0	19	1	↓
	Provincial level	#	20	10	25	↑
	School level	#	53	540	1,189	↑
5.2.2	Percentage of staff positions adequately appointed in accordance with legal norms	%	N/A	54,0	100.0	↑
5.2.3	Percentage of female education staff at various levels	%	N/A	19,0	48,2	↑
<b>Sub-program 5.3: Capacity Development, Management, Financial Planning and Material Base</b>						
5.3.1	Percentage of disbursements of the Ministry of Education, Youth and Sport' program budget	%	95,9	95	96.0	↑

Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
5.3.2	Percentage of the Ministry of Education, Youth and Sport' recurrent expenditure compared to national recurrent expenditure	%	15,7	18.1	16.8	→
<b>Sub-program 5.4: Strengthening internal audit</b>						
5.4.1	Percentage of units following internal audit recommendations	%	64	68	73	↑
<b>Sub-program 5.5: Monitoring, evaluation and inspection of education quality assurance systems</b>						
5.5.1	Number of model schools implemented standard tests	#	587	432	448	↑
5.5.2	Number of schools inspected for performance assessment Standard indicators of model schools	#	336	360	382	↑
5.5.3	Number of schools implementing the Programme for International Student Assessment (PISA 2025)	#	45	186	186	↑
<b>Sub-program 5.6: Administrative and financial inspection</b>						
5.6.1	Number of national and sub-national units inspected on administrative and financial management	#	218	40	70	↑
5.6.2	Number of schools inspected	#	331	392	292	↓
<b>Sub-program 5.7: Promoting the dissemination of educational information and cooperation between ASEAN and SEMEO</b>						
5.7.1	Number of students participating in the ASEAN-SEAMEO knowledge assessment test digitally and in person	#	400	400	836	↑
5.7.2	Number of examination programs to select scholarship students to study abroad and national-international cooperation activities in the field of education and female student dormitory services implemented	#	15	15	11	↓
<b>Sub-program 5.8: Strengthening legislative</b>						
5.8.1	Number of legal documents prepared in the education sector	#	28	30	40	↑
5.8.2	Number of educational institutions that have strengthened the implementation of good governance principles in the education sector	#	28	30	24	↓
5.8.2	Number of education staff, teachers, and PRESET teachers receiving capacity building on the implementation of legal norms	#	519	1,126	1,422	↑
<b>Sub-program 5.9: Strengthening education infrastructure management</b>						
5.9.1	Number of model schools receiving basic facilities	#	50	317	317	↑
5.9.2	Number of central and local state property use units with state property inventory lists	#	61	61	61	↑
<b>Sub-program 5.11: Developing and strengthening the management efficiency and ensuring the adequacy of education administration services</b>						
5.11.1	The annual conference summarizing the results of Education, Youth and Sport work was held.	#	1	1	1	↑
5.11.2	The number of outstanding education staff received decorations and labor medals.	#	N/A	2,000	1,200	→
<b>Sub-program 5.13: Developing education management information systems</b>						
5.13.1	Harmonization of management information systems (education management information system, human resource management information system, financial management information system, higher education management information system, non-formal education management information system)	%	N/A	EMIS, HRMS, EFMF	EMIS, HRMS, EFMF	↑
5.13.2	Education statistics and indicators books are produced and disseminated by academic year	%	100	100	100	↑
<b>Sub-program 5.14: Research and development of education policies</b>						
5.14.1	Number of policies and intervention strategies updated and developed	#	1	3	2	→
<b>Sub-program 5.15: Development and strengthening of the monitoring and evaluation system</b>						
5.15.1	Percentage of performance indicators of program and sub-programs achieving annual targets	%	64,8	80,0	75,6	→
5.15.2	Updated monitoring and evaluation framework Guidelines and tools	%	1	1	1	↑

Performance Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
<b>Sub-program 5.16: Development of information technology for Education, Youth and Sport</b>						
5.16.1	Number of new digital educational contents produced and disseminated on digital education platforms to enhance the efficiency and quality of education in the 21st century	#	250	250	250	↑
5.16.2	Number of education staff trained on innovative digital technologies to enhance teaching and learning effectiveness	#	1,454	450	450	↑

Note: ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target

## 2.3 RESULTS OF IMPLEMENTING INDICATORS FOR SUPPORT SUB-SECTOR

### 2.3.1 PROGRESS OF OUTCOME INDICATORS FOR SUB-SECTOR SUPPORT

Table 13: The analysis of Outcome Indicators, Program 5

Outcome Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
<b>Program 5: Promoting Performance-Based Management</b>						
<b>Sub-program 5.1: Evidence-based Policy and Planning</b>						
5.1.1	Number of schools that developed school development strategy plans in line with model school standards	#	250	360	360	↑
5.1.2	Percentage of education statistics and indicators book produced and published by academic year	%	100	100	100	↑
<b>Sub-program 5.2: Financial resource management</b>						
5.2.1	Share of MoEYS' current expenditure over total governments' current expenditure.	%	15.7	18.1	16.8	→
<b>Sub-program 5.3: Human resource management</b>						
<b>5.3.1 Teacher training</b>						
5.3.1	Number of teaching licenses issued for teachers		N/A	2,150	N/A	↓
	Pre-school	#	N/A	N/A	N/A	
	Primary	#	N/A	1,000	302	↓
	Lower secondary	#	N/A	200	310	↑
	Upper secondary	#	N/A	950	740	↓
<b>5.3.2 Continuous Professional Development and Teacher Career Pathways (In-Service Training)</b>						
5.3.2.1	Number of teachers meet the national qualification standards (at... least 12+4)					
	Primary	#	893	1,370	1,282	→
	Secondary	#	578	719	748	↑
5.3.2.2	Number of teachers received school management training programs	#	N/A	3,847	5,183	↑
	Ministry	#	N/A	247	247	↑
	SEIP/GEIP	#	4,244 (BA-GEIP), 762 (MA-GEIP)	3,000 (BA-GEIP), 600 (MA-GEIP)	4,936	↑
5.3.2.3	Number of school principals received school management training programs	#	2,563	2,852	3,002	↑
	Ministry	#	N/A	2,072	1,617	→
	SEIP/GEIP	#	806 (BA-GEIP), 230 (MA-GEIP)	700 (BA-GEIP), 80 (MA-GEIP)	1,180 (BA-GEIP), 205 (MA-GEIP)	↑
5.3.2.4	Number of teachers received the Continuous Professional Development	#	17,534	20,635	24,261	↑
<b>5.3.3 Capacity development and support for the implementation of decentralization and decentralization reforms</b>						

Outcome Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
5.3.3.1	Number of entities prepared performance-based agreement					
	Central level	#	0	19	1	↓
	Provincial level	#	20	10	25	↑
	School level	#	53	540	1,189	↑
<b>5.3.4 Personnel management</b>						
5.3.4.1	Percentage of filled staff positions/official staffing norms	%	95,0	54.0	100.0	↑
5.3.4.2	Percentage of women among education personnel at different levels	%	20.0	18.8	48.2	↑
<b>Sub program 5.4: Performance-based Evaluation</b>						
5.4.1	Number of model schools conducted standardized tests	#	587	432	448	↑
5.4.2	Number of schools inspected	#	336	392	382	→

Note: ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target

\* Academic year 2023-2024

## 2.3.2 PROGRESS OF OUTCOME INDICATORS FOR SUB-SECTOR SUPPORT

Table 14: The analysis of output indicators, Program 5

Output Indicators		Unit	Actual	Target	Actual	Status
			2024	2025	2025	
<b>Program 5: Promoting Performance-Based Management</b>						
<b>Sub-program 5.1: Evidence-based Policy and Planning</b>						
<b>Sub-objective 5.1.1: Collect, analyze, and use information</b>						
1	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, and EFMS Harmonized	↑
2	Percentage of schools using HRMIS, HRCPD					
3	HRMIS	%	N/A	97.6	78.6	→
4	HRCPD	%	71.0	78.6	78.7	↑
<b>Sub program objective 5.1.2: Design contextualized policies and planning</b>						
1	Number of policies and intervention strategies updated and developed	#	3	1	1	↑
2	Percentage of ESP outcome and output indicators meet the annual targets	%	55,8	80	62,9	→
3	Number of education staffs receiving training on sub-national and school education plans	#	N/A	156	156	↑
4	Report on the effectiveness of cooperative financing in the education sector	#	Develop AMIS System	Prepare Analysis report	80%	→
5	Monitoring and evaluation framework of gender mainstreaming strategic plan 2021-2025 was prepared	#	Preparing	Prepare a GMSP in Education	1	↑
<b>Sub program 5.2: Financial Management resource</b>						
<b>Sub-objective 5.2.1: Mobilize domestic and international sources for equitable funding of education</b>						
1	Number of program and sub-program allocated staff burden expenditure	#	N/A	1 sub-program Secondary	1	↑
2	Number of program and sub-program allocated capital expenditure	#	N/A	Secondary	1	↑
3	Number of PoEs prepared AoP meet the quality standard	#	17	18	21	↑
<b>Sub program objective 5.2.2: Equity-focused distribution and improve efficient use of financial resources</b>						

Output Indicators		Unit	Actual	Target	Actual	Status
1	Share of non-wage expense in total recurrent expense of MoEYS	%	19.4	20.7	20.4	→
2	Performance Agreement prepared for all programs/sub-programs	#	All program	All Program and Sub-Program	All Program and Sub-Program	↑
<b>Sub program objective 5.2.3: Provide central and provincial offices, and schools with appropriate facilities and equipment.</b>						
	Number of model schools receiving basic equipment	#	75	317	317	↑
<b>5.3. Human resource management (PRE-SET, IN-SET, D&amp;D, and Personnel management)</b>						
<b>Sub-program 5.3.1: Teacher training</b>						
<b>Objective 5.3.1.1: Reform and strengthen teacher education policies and teacher professional standards</b>						
1	The Teacher Policies reviewed, revised and approved with the involvement of key stakeholders her policy was reviewed, revised, and approved with the participation of stakeholders.	#	Not Yet Implement	Review, Revise, and Approved	1	→
<b>Objective 5.3.1.2: Strengthen teacher education institutions</b>						
1	Number of Regional Teacher Training Centers and Provincial Teacher Training Centers transformed into Teacher Education Colleges	#	0	2	1	→
2	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)	%	58.4	43.4	42.9	↓
3	Number of Teacher Education Institutions meet the revised Teacher Education Provider standards (TEPS)	#	5	4	2	↓
4	Number of practice schools at Teacher Education Centers transform to model schools	#	1	3	3	↑
<b>Objective 5.3.2: Continuous professional development and teachers career paths way</b>						
1	Number of senior education specialists in Policy, Planning, Statistics, Curriculum, Teaching Methodology, Personnel Management, Public Financial Management, Inspection and Assessment	#	5	54	35	→
2	Number of education specialists at school level (Pre-School, Primary, and Secondary)	#	0	70	0	↓
3	Number of education officials recorded in CPD system	#	14,237	23,094	24,261	↑
<b>Sub-program 5.3.3: Capacity development and support for the implementation of decentralization and decentralization reforms</b>						
<b>Objective 5.3.3.1: Ensure clarity and consensus on the roles and responsibilities of different actors for the effective and equitable implementation of decentralization and decentralization reforms in the education sector</b>						
1	Number of PoEs with roles, responsibilities and structure revised following the transfer of functions and resources to Krong, District, and Khan administrations.	#	N/A	25	N/A	
2	Number of school principals trained in D&D	#	644	1,058	839	→
3	Number of DoE staff trained on D&D	#	210	416	418	↑
4	Number of MoEYS leaders and education staff received dissemination of D&D reforms	#	110	260	260	↑
5	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)	#	30	80	80	↑
6	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	#	25	25	15	↓
<b>Objective 5.3.3.2: Strengthen law enforcement and accountability in supporting and monitoring education development at the capital, provincial, city, district, khan and school levels</b>						
	Number of provinces with functioning education sector working groups	#	18	20	15	↓

Output Indicators		Unit	Actual	Target	Actual	Status
	Number of educational legal documents prepared annually	#	28	58	40	→
<b>Sub-program 5.3.4: Personnel Management</b>						
<b>Objective 5.3.4.1: Equitable allocation and deployment and promoting the effective use of human resources</b>						
1	Pupil-teacher ratio					
2	Primary	Ratio	46:1	46:1	53:1	↓
3	Secondary	Ratio	23:1	24:1	24:1	↑
4	HRMIS developed with integral part of all functions and operations relating to Human Resource Management (leave, attendance management, promotion)	%	10.0	34.0	15.0	→
<b>Sub-program 5.4: Performance-based evaluation</b>						
<b>Objective 5.4.1: Improve monitoring and evaluation of education policies and programs and use of policy guidance</b>						
1	Monitoring and evaluation frameworks, guidelines, or tools updated		2 <sup>nd</sup> Daft	Approved	Approved	↑
2	Percentage of Performance Agreement indicators in program and sub-program met the target	%	64.8	80.0	75.6	→
<b>5.4.2: Improve the assessment, monitoring and evaluation of the DOE of Municipal, District, Khan and School</b>						
1	Number of National and Sub-National entities inspected on administration and finance	#	218	40	70	↑
<b>Objective 5.4.3: Implement Performance Agreements at all levels</b>						
1	Percentage of entities at central level submitted regular Performance Agreement reports	%	100	91,0	100	↑
2	Number of programs prepared performance-based agreement with MoEYS (program managers and Minister)	#	5	5	5	↑
3	Number of entities at central level and PoEs prepared performance-based agreement with MoEYS and monitored					
4	Entities at central level	#	N/A	51	51	↑
5	PoEs	#	N/A	25	0	↓
6	Number of schools prepared the performance-based agreement with school management committee and monitored	#	250	360	360	↑
<b>Objective 5.4.4: Strengthen internal management mechanisms in institutions to ensure better systematic work implementation</b>						
1	Percentage of units accepted annual audits					
	Central units	%	2.9	50.0	41.0	→
	PoEs	%	8.0	56.0	44.0	→
	Schools	%	1.5	3.8	2.12	→
2	Percentage of audit recommendation implemented	%	77.0	68.0	73.0	↑
3	Number of units accepted annual formal inspection	#	218	401	292	→
4	Number of conflicts were solved	#	12	14	13	→

Note: ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target

\* Academic year 2023-2024, \*\* Academic year 2024-2025

## 2.4 RESULTS BY SUB-SECTOR

### 2.4.1 Early Childhood Education Sub-Sector

#### A. Results Achieved

**Education Policy:** Ensuring all Cambodians have access to quality, equitable, and inclusive education enriched with knowledge, skills, discipline, ethics, good behavior, health, fitness, and lifelong learning.

#### A.1 Quantitative Section

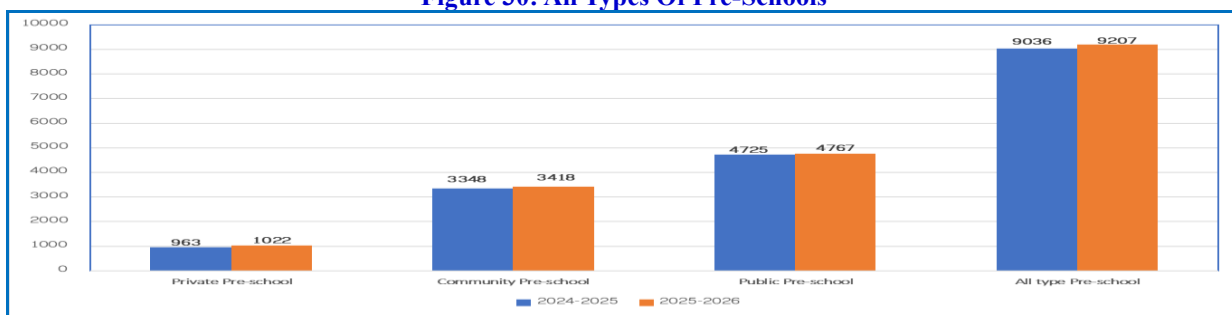
##### A.1.1 Pre-schools of all types

Pre-schools of all types accounted for 9,207, an increase of 171. Public pre-schools accounted for 4,767, an increase of 42; of which 4,354 were pre-schools within primary schools, representing an increase of 9 primary schools. Community pre-schools accounted for 3,418, an increase of 70. Private pre-schools accounted for 1,022, an increase of 59.

The Ministry developed public pre-schools into 128 resource pre-schools.

There were 17 community and factory daycare centers, namely 11 in Kampong Speu province, 3 in Kampong Cham province, and 3 in special economic zones (1 in Phnom Penh, 1 in Kampong Speu province, and 1 in Kampong Chhnang province).

**Figure 30: All Types Of Pre-Schools**



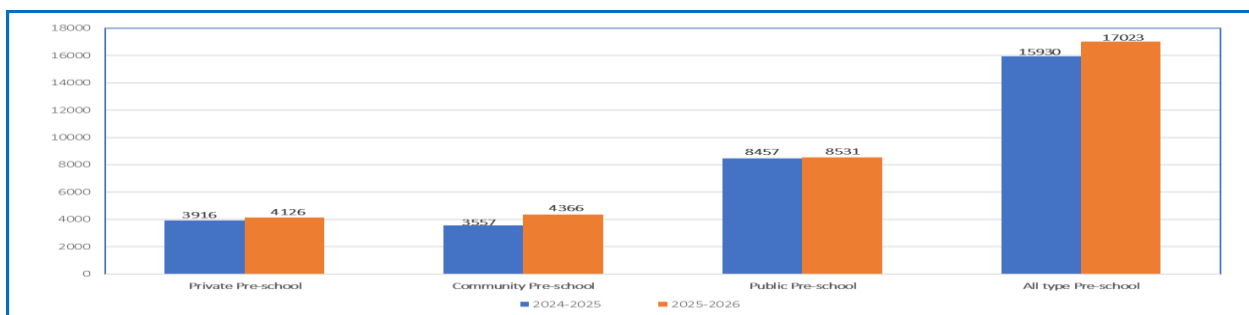
Source: Education Management Information System

The above data shows an increase in all types of pre-schools. Community pre-schools were significantly increased. This suggests that the cooperation between the state and partners is well-coordinated.

##### A.1.2 Classrooms

There were 17,023 pre-school classrooms of all types, an increase of 1,093. Public pre-school classrooms accounted for 8,531, an increase of 74. Community pre-school classrooms accounted for 4,366, an increase of 809. Private pre-school classrooms accounted for 4,126, an increase of 210.

**Figure 31: All Types Of Pre-School Classrooms**



Source: Education Management Information System

The above data indicate that pre-school classroom are becoming increasingly attractive and are receiving greater investment, reflecting responses to the findings of the 2024 Cambodian Student Assessment (SEA-PLM 2024).

##### A.1.3 Education staff

The total number of education staff accounted for 16,984 (15,452 females). Of this total, 13,380 was teaching staff, an increase of 1,083 (95.2 percent female). Public pre-school staff accounted for 5,326, a decrease of 63 (98.6 percent female). Of these 5,009 was teaching staff, an increase of 26 (99 percent female). Private pre-school staff accounted for 7,941, an increase of 1,073 (83.7 percent female). Teaching staff within private pre-schools accounted for 4,654, an increase of 478 (90.8 percent female). Community pre-school staff accounted for 3,717, an increase of 73 (95.7 percent female).

Community nursery staff in the factories and enterprises accounted for 46 (all of whom were female).

Early childhood education staff are essential to ensuring the sustainability of the pre-school education system. This highlights the need for additional investment in both quantitative and quality of pre-school teachers, which requires the continued support of all stakeholders.

#### A.1.4 Children receiving all types of early childhood education services

The total number of children receiving all types of early childhood education services 440,991, an increase of 14,299, 219,339 females, an increase of 6,847. Children aged 3 number 54,701, a decrease of 1,786, of whom 28,120 are females, an increase of 892. Children aged 4 total 137,943, a decrease of 925, with 69,471 females, an increase of 239. Children aged 5 number 248,347, an increase of 18,233, of whom 121,748 are females, an increase of 8,557.

#### A.1.5 Public pre-schools

A total of 279,987 children aged 3 to 5 received education services, equivalent to 28.6 percent, an increase of 0.7 percent compared to the population aged 3 to 5. Of these children, 138,826 were females, an increase of 10,032 females. Among children aged 3, there were 22,309 enrolled (equivalent to 6.7 percent compared to the population aged 3), including 11,518 females. There were 79,678 children aged 4 (equivalent to 24.1 percent compared to the population aged 4), including 40,048 females. Children aged 5 accounted for 178,000 (equivalent to 56 percent compared to the population aged 5), including 87,260 females.

#### A.1.6 Private pre-schools

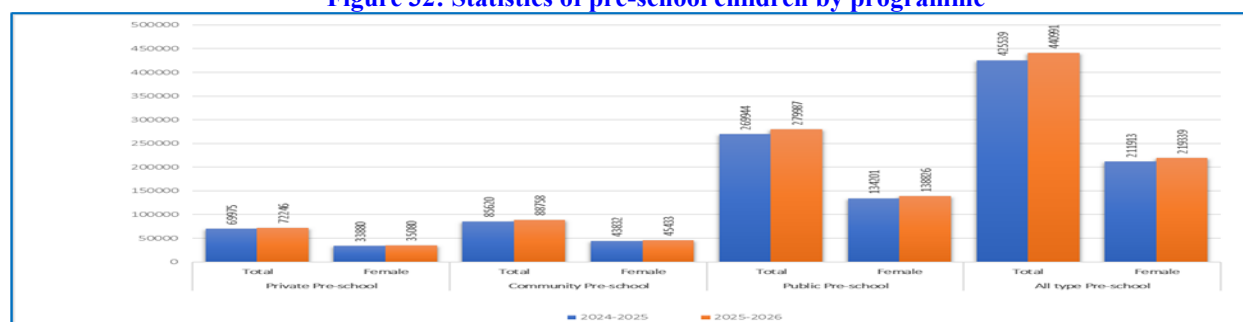
A total of 72,246 children aged 3 to 5 received education services in private pre-schools, equivalent to 7.3 percent compared to the population aged 3 to 5, an increase of 1.0 percent. Of those children, 35,080 were females, an increase of 2,341 (1,000 females). Among children aged 3, there were 13,928 enrolled, equivalent to 4.2 percent compared to the population aged 3, including 6,735 females. There were 22,716 children aged 4, equivalent to 6.8 percent compared to the population aged 4, including 11,124 females. There were 35,602 children aged 5, equivalent to 11.1 percent compared to the population aged 5, including 17,221 females.

#### A.1.7 Community pre-schools

A total of 88,758 children aged 3 to 5 received education services, equivalent to 9.1 percent compared to the population aged 3 to 5 years, an increase of 0.3 percent. Of these children, 45,433 were female, an increase of 3,138.

Among children aged 3, 18,464 received education services, equivalent to 5.6 percent compared to the population aged 3, including 9,867 females. Of the children aged 4, 35,549 received services, equivalent to 10.8 percent compared to the population aged 4 years, including 18,299 females. Children aged 5 accounted for 34,745, equivalent to 10.9 percent compared to the population aged 5, including 17,267 females.

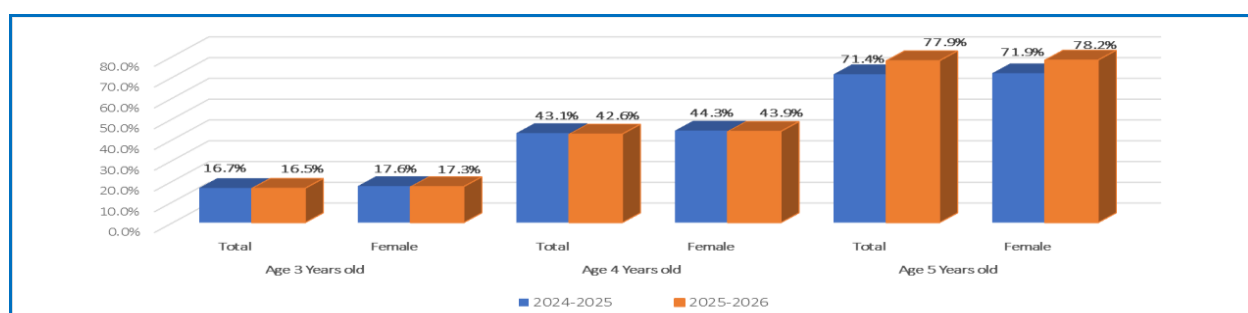
Figure 32: Statistics of pre-school children by programme



Source: Education Management Information System

The enrollment rate of children receiving all types of education services included 5-year-old children at 77.9 percent (an increase of 6.5 percent), including 78.3 percent for females (an increase of 6.3 percent); and 4-year-old children at 42.6 percent (a decrease of 0.5 percent), including 43.9 percent for females (a decrease of 0.4 percent); and 3-year-old children at 16.5 percent (a decrease of 0.2 percent), including 17.3 percent for females (a decrease of 0.3 percent).

Figure 33: Pre-School Children Rate By Age

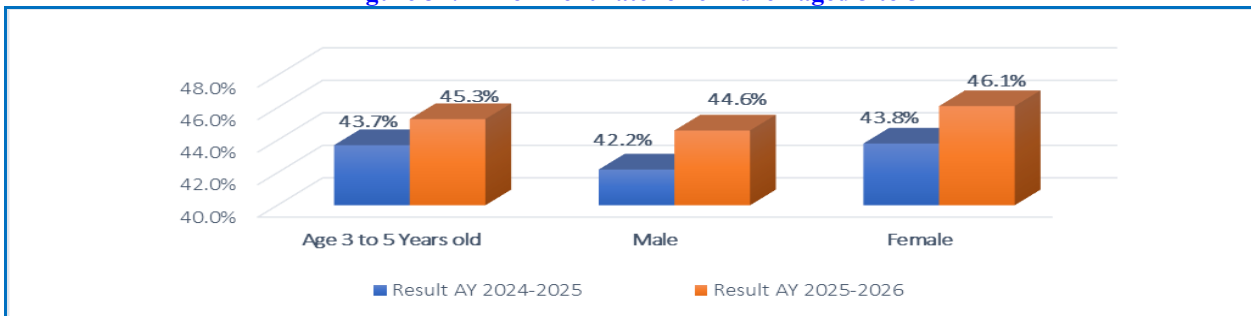


Source: Education Management Information System

**A.1.8 Gross enrollment rate**

The gross enrollment rate in all types of pre-school has significantly shown variation. The gross enrollment rate for children aged 3 to 5 was 45.3 percent (an increase of 2.3 percent), with 46.1 percent for female (an increase of 2.3 percent).

**Figure 34: Enrollment rate for children aged 3 to 5**



Source: Education Management Information System

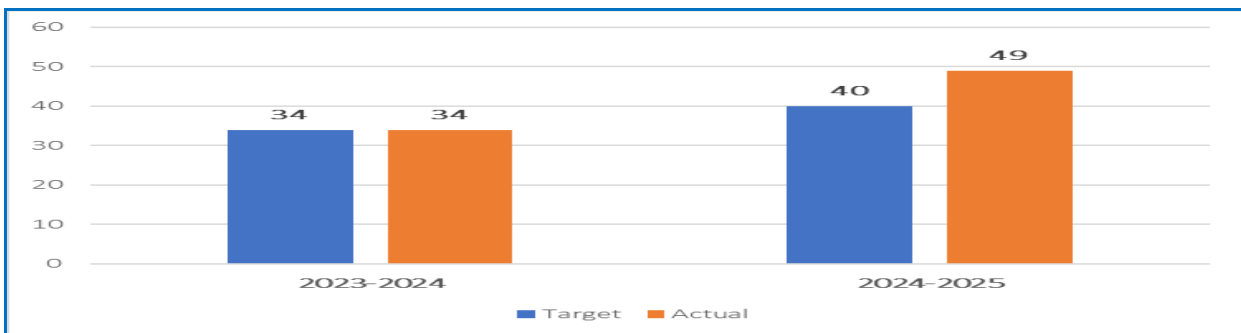
The above data indicates that access to education services for 3- and 4-year-old children has fluctuated, In contrast, access for 5-year-old children has significantly increased, reflecting positive impacts of the reform measures implemented by the Ministry of Education, Youth and Sport, especially the implementation of model pre-school standards, support for community pre-school from all stakeholders, and application of key state-community partnership measures in education.

**A. 2. Qualitative Section**

**A. 2.1 Implementation of indicators**

The number of pre-schools achieving the model pre-school standards was increased from 34 in the 2023-2024 academic year to 49 in the 2024-2025 academic year (target 40).

**Figure 35: Pre-Schools Achieving Model Pre-Schools Standards**

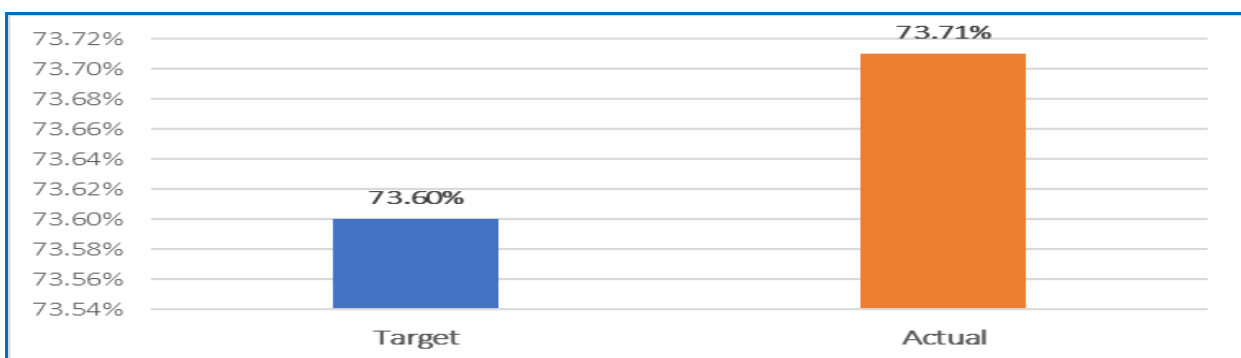


Source: Early Childhood Education Department

This result demonstrates the effectiveness of implementing key school reform measures focusing on good governance in delivering quality early childhood education services in an equitable, efficient and effective manner, with strong support from all stakeholders, and in line with the slogan “State and Community Partnership for Education”.

The enrollment rate of 6-year-old children in the 1st grade of primary school through all forms of early childhood education services was 73.71 percent (74.65 percent female) (The target was 73.6 percent).

**Figure 36: The Rate Of 6-Year-Old Children Entering The 1st Grade Through All Forms Of Early Childhood Education Services.**



Source: Early Childhood Education Department

*These results show that the effectiveness of early childhood education has contributed to improved enrollment in the 1<sup>st</sup> grade of primary school. However, some 6-year-old children entering grade 1 did not receive early childhood education services. This highlights the need to further strengthen and expand early childhood education infrastructure to promote access and coverage.*

### **A. 2.2 Pre-school student-teacher ratio**

On average, the student-teacher ratio in pre-schools was at 33 children per teacher, of which public pre-schools be accounted for 49 children per teacher, private pre-schools being accounted 16 children per teacher, and community pre-schools being accounted 22 children per teacher.

*The high student-teacher ratio in public pre-schools indicates strong level of trust and confidence from parents and guardians in the quality and effectiveness of pre-school teachers, in particular in public pre-schools. In response to this trend, the Ministry continues to mobilize support and provide more training for pre-school teachers to meet the growing demand and ensure both efficiency and quality in early childhood education.*

### **A. 2.3 Student-Classroom ratio**

*The average student-class ratio in pre-school was at 33 children per class, of which public pre-schools being accounted for 31 children per class, community pre-schools being accounted for 19 children per class, and private pre-schools being accounted for 18 children per class.*

*The student-class ratio in pre-schools shows that public pre-schools have a high student-class ratio. This requires further infrastructure development to ensure a conducive learning environment for all children.*

## **A. 3. Implementation of programs and activities**

### **A.3.1 School Operation Budget (SOB)**

The Ministry provided:

- Public pre-school SOB fund of 5,364,400,000 Riels, with 100 percent implementation, compared to the beginning budget for the year.
- Teacher support and standardized community pre-school SOB fund of 14,351,200,000 Riels for 1,438 classes, with 100 implementations, compared to the beginning budget for the year.

### **A.3.2 Parent education program**

The Ministry has:

- Established a parent education program linking 220 public pre-schools with 30,250 parents (26,408 females) to strengthen care, nurturing and support for educating young children at home;
- Provided training for the focal group for the parent education program on the implementation and use of early childhood education packages at the municipal/district administration levels in Siem Reap, Stung Treng and Ratanakiri provinces, participated by 709 attendees (295 females), in collaboration with development partners;
- Organized an annual reflection workshop on the implementation of the Start with Good Health program, participated by 25 attendees (16 females), in collaboration with development partners;
- Conducted a consultation workshop on the implementation of the parent education program and consultation on the early childhood education program, participated by 38 attendees (30 females).

### **A.3.3 Multilingual education**

The Ministry has:

Implemented a multilingual education program for indigenous children (Tumpuon, Kreung, Pnong, Kuoy, Kroal, Kavet, Prov, Charay, and Kachak) in 4 state pre-schools for 142 children (77 females) and 178 community pre-schools, an increase of 24, for 3,426 children (1,797 girls), an increase of 555, in 21 cities and districts in Ratanakiri, Stung Treng, Mondulkiri, Kratie, and Preah Vihear provinces.

### **A.3.4 Promotion of school health**

The Ministry has:

- Supported 46 pre-schools in meeting Level 3 Water Quality standards, 413 school toilets (achieving 100 percent coverage), and first aid kits to 311 schools, equivalent to 75.4 percent coverage;
- Supported 103 pre-schools to pilot the school feeding program, equivalent to 24.8 percent, with 14,62 children participating, including 9,513 girls;

- Supported pre-schools through the implementation of school health initiatives to become model schools, clean schools, including 7 environmentally friendly schools in Tbong Khmum province, 1 in Kratie province, 1 in Kep province, 1 in Stung Treng province, and 3 in Ratanakkiri province
- Supported and trained teacher educators in visual health screening techniques, vision testing, and ear and hearing screening in pre-schools, namely 1 in Preah Vihear province, 2 in Kampong Thom province, 1 in Siem Reap province, and 3 in Kampong Chhnang province, in collaboration with development partners;
- Distributed soy milk to 850 children and teachers (550 females) in pre-schools in Kampong Chhnang, Takeo, Preah Sihanouk and Kampong Cham provinces, in collaboration with development partners;
- Organized an intensive training course on the first aid principles in educational institutions for teachers in pre-schools, with 40 participants (all female), in collaboration with development partners;
- Organized an intensive training workshop to strengthen teachers' knowledge, skills and capacity to implement campaigns on changing attitudes toward food in schools and to monitor the promotion of children's physical growth, for 123 pre-school teachers, including 119 females;
- Organized a campaign to promote the protection and development of early childhood and elementary education, with 200 participants (123 females), in Kampong Cham province, in collaboration with development partners;
- Organized a workshop on the use and maintenance of pre-school buildings and toilets, as well as tree and flower planting, with 194 participants (including 97 females), in collaboration with development partners.

### A.3.5 Implementation of syllabus and new teaching methodologies

The Ministry has:

- Approved and disseminated the implementation of the environmental education picture book "Beautiful Cambodia" in pre-schools, with 142 participants (including 120 females), in collaboration with development partners;
- Provided intensive training to pre-school teachers on methods for producing instructional materials and preparing play materials for use both inside and outside the classroom, with 445 participants, including 331 females;
- Provided intensive training to primary school teachers on teaching methodologies in pre-schools with 255 participants, including 224 females;
- Provided the environmental education picture book "Beautiful Cambodia," to 413 pre-schools, in collaboration with development partners;
- Provided 31 teaching materials packages on environmental education to 31 target pre-schools, in collaboration with development partners;
- Prepared draft contents of core textbooks for pre-schools, lower, intermediate, and upper grades, with 44 participants, including 26 females;
- Conducted training on techniques for organizing and using learning corners and on classroom management for community pre-school teachers, with 15 participants (including 8 females), in collaboration with development partners.

### A.3.6 School physical infrastructure and supplies

The Ministry has:

- Officially launched the **Pech Chanmony Hun Manet** Pre-school, comprising of 1 building with 3 rooms, under the high chairmanship of **His Excellency Dr. Hang Chuon Naron**, Deputy Prime Minister, Minister of Education, Youth and Sport. The pre-school is located at the Command-Staff Institute, Damnak Raing commune, Samaki Monichey district, Kampong Speu province;
- Improved the learning environment in Pheah Vihear province by renovating 1 building with 3 rooms, equipping it with furniture and equipment, and installing 1 hand and foot washing station, in collaboration with development partners;
- Installed the Internet, smart TVs, and educational games for the 8 rooms Preah Vihear Resource Pre-school in Preah Vihear City, in collaboration with development partners.

### A.3.7 Monitoring and evaluation

The Ministry has:

- Updated 1,438 community pre-schools across the country that meet the 2025 standards in the capital and provinces;
- Monitored the organization and functioning of 17 community nurseries, with 68 participants (including 68 females);
- Monitored the implementation of the teaching practicum for first-year PRESET teachers in the 2025-2026 academic year, with 219 participants (170 females);
- Monitored the implementation of the parent education program at the municipal/district administration levels in Siem Reap, Stung Treng, and Ratanakkiri provinces, with 709 participants (including 295 females), in collaboration with development partners;
- Monitored the implementation of learning through play based on the syllabus in 34 pre-schools, with 481 teachers (467 females);
- Monitored the implementation of early childhood education functions at 50 municipal/district/Khan administrative levels, with 103 participants (40 females);
- Monitored the implementation of storytelling activities and the use of play things, as well as preparation of play-based learning environment for young children in Oddar Meanchey and Preah Vihear provinces, in collaboration with development partners;
- Monitored the effectiveness of the implementation of the operation guidelines in 13 public and community pre-school institutions across Siem Reap, Pursat, Takeo, Battambang, Tboung Khmum, Kratie, Kampong Thom, Kampong Chhnang, Svay Rieng, Kampong Cham, Kampong Speu, Kep and Kampot;
- Studied and evaluated the construction sites for 20 pre-school buildings, equivalent to 60 rooms, in 20 primary schools, in collaboration with development partners;
- Studied and evaluated the selection of priority sites for establishing nurseries in 30 public pre-schools for Phase 1, in collaboration with development partners;
- Studied and evaluates the application for recognition of 2 private pre-schools affiliated with secondary schools in Kampong Speu;
- Studied and evaluated the application for recognition of 33 separate pre-schools in the capital and provinces;
- Conducted a study and research on the community pre-school process and discussed strategies for reforming community pre-schools to improve early childhood education in Cambodia, with 72 participants, including 36 females.

### A.3.8 Early childhood education service support mechanism

The Ministry has:

- Approved the Elementary Education Improvement Project, with the first component focusing on improving readiness for primary school, with 21 participants (11 females), in collaboration with development partners;
- Developed a Bachelor's Degree Training Program in Early Childhood Education for the training of Bachelor's degree pre-school teachers, in collaboration with the Phnom Penh Teacher Education College and the Southeast Asian Ministers of Education Organization in Indonesia;
- Organized a workshop on school community strategies to support the implementation of model pre-school standards, with 136 participants (including 101 females), in collaboration with development partners;
- Trained national teacher educators, with 36 participants (26 females), on psychosocial and emotional learning, in collaboration with development partners;
- Trained 282 primary school teachers teaching pre-school, 253 females, on teaching methodologies in pre-school, in collaboration with development partners;
- Co-organized a public forum with the private sector under the theme "Play as a Pathway for Early Childhood Learning", with 165 participants (53 females);

- Trained public pre-school administrators and 1,023 teachers (812 females), on data management linked to the implementation of model school standards for the early childhood education sub-sector, in collaboration with development partners;
- Organized a consultation workshop on the guidelines for preparing a sub-national action plan on the protection and development of early childhood, with 55 participants (49 females), in collaboration with development partners;
- Revised a document on psychosocial learning for pre-school, with 46 participants (34 females), in collaboration with development partners;
- Organized an event to raise awareness of the importance of early childhood education, with 732 participants (401 females), in collaboration with development partners;
- Organized a workshop on establishing a master plan for pre-school for target schools, with 29 participants (all females), in collaboration with development partners;
- Conducted bilateral discussions with the Japanese private sector on opening pre-schools and daycare centers, with 8 participants (2 females);
- Organized a consultation workshop on developing a pre-school teacher training program based on the 12+2 credit system, with 26 participants (11 females);
- Organized a workshop on developing a syllabus for training pre-school teachers under the 12+2 credit system, with 108 participants (54 females);
- Participated in a consultation workshop on the Gender Mainstreaming Strategic Plan in Education 2025-2029, with 256 participants, 143 females.
- Collaborated with the private sector to organize a school food safety campaign, with 443 participants (298 females);
- Delivered support to and received support from community daycare centers in Trapeang Kong 1 and Trapeang Kong 2 villages, with 74 participants (50 females), in Kampong Speu province, in collaboration with the private sector.

### **A.3.9 Teacher capacity development**

The Ministry has:

- Trained national teacher educators on technical work and nursery operations, with 40 participants (including 24 females), in collaboration with development partners;
- Conducted training for teacher educators for the Bachelor of Early Childhood Education program at the Phnom Penh Teacher Education College, with 33 participants (including 22 females), in collaboration with the Southeast Asian Ministers of Education Organization in Indonesia;
- Trained national teacher educators on psychosocial and emotional learning, with 30 participants (including 18 females), in collaboration with development partners;
- Organized a workshop on strategies for training pre-school teachers, with 146 participants (73 females);
- Dispatched 22 education officials (9 females) to attend the 2025 Asia-Pacific Regional Conference on Early Childhood Development in Manila, Philippines;
- Dispatched 4 education officials to attend the 8th Meeting of the Board of Directors of the Regional Center for Early Childhood Education and Care of the 2025 Southeast Asian Ministers of Education Organization, in Indonesia;
- Dispatched 1 female education official to attend a training course on the development of early childhood education in Japan;
- Attended a forum to share experiences on promoting early childhood care and development in the Asia-Pacific region, focusing on action plans through video and audio transmission systems;
- Organized a training course on the principles, forms and procedures for implementing education functions transferred to municipal/district/Khan administrations, with 62 participants (including 9 females);

- Participated in an orientation training course on early childhood data collection for the nursery project in Kampong Siem and Prey Chhor districts by 11 participants (including 6 females), in collaboration with development partners;
- Organized a training course for 76 teachers (including 68 females) of the Pre-school Teacher Training Center on early childhood education focusing on early childhood mobility and development, in collaboration with the Kuaiyang Early Childhood Education Center of the People's Republic of China;
- Participated in sharing experiences on psychosocial and emotional learning in the context of early childhood education in Cambodia by 120 participants (84 females) in the Socialist Republic of Vietnam, through the virtual system.

### **A.3.10 Pre-school teacher training**

The Ministry has :

- Trained 219 PRESET pre-school teachers ,(170 females), including 200 pre-school PRESET teachers (152 females) of the 2nd year (12+2), Batch 35; and 19 pre-school PRESET teachers (18 females) of the of the 2nd year (12+2), Batch 35, sent by development partners;
- Organized a workshop on strengthening the capacity of teacher educators to develop a pre-school teacher training program based on the 12+2 system, with 48 participants (22 females);
- Developed a pre-school teacher training program based on the 12+2 credit system, with 26 participants (11 females);
- Mentored and monitored the implementation of the first-year teacher training course with the participation of teacher educators and mentors at the train practicum centers, with 130 participants ( 120 females);
- Prepared and developed the final draft of the 12+2 credit system pre-school teacher training program along with the syllabus, with 55 participants, 13 females at the Kampong Cham Provincial Teacher Training Center
- Developed syllabus for t pre-school teacher training under the 12+2 credit system, with 26 participants (including 11 females), at the Kampong Cham Provincial Teacher Training Center;
- Organize a training course on psychomotor-focused early childhood education and early childhood development for teacher educators and pre-school teachers in Phnom Penh, with 76 participants (65 females) at the Pre-school Teacher Training Center, in collaboration with development partners;
- Participated in the training course on technical guidance and environmental education in Japan by 1 participant;
- Participated in the China-ASEAN Teacher Exchange Workshop in the People's Republic of China by 1 participant;
- Participated in the Silk Road Youth Exchange Program "Zhi Xing Guizhou" in the People's Republic of China, by 4 participants (all female);
- Participated in the China-ASEAN Early Childhood Teacher Development Conference 2025 in the People's Republic of China, with 3 participants (including 2 females);
- Organized the training course on improving the capacity of community pre-school teachers Phase 1, with 25 participants (all female) and Phase 3, with 18 participants (all female);
- Signed a Memorandum of Understanding with Guiyang College of Early Childhood Education, Guizhou Province, People's Republic of China, to provide support in soft skills such as teaching methodologies, content production and teaching materials production, with 7 participants, including 6 females;
- Signed a Memorandum of Understanding with Japan International School of Phnom Penh (JISPP) to cooperate in providing short training courses on early childhood education to the Pre-school Teacher Training Center, with 10 participants (including 8 females), at the Ministry of Education, Youth and Sport;
- Conducted interactive capacity building course for the administrators, teacher educators, and pre-school teachers of the Pre-school Teacher Training College on Intelligence Quotient and Emotional Quotient (IQ and EQ) of young children, with 50 participants (40 females), at the Pre-school Teacher Training Center.
- Conducted interactice apacity building workshop for the management team, trainers, and pre-school teachers of the Pre-school Teacher Training Center on the topic of learning through play. There were 50 participants, 40 of whom were female, at the Pre-school Teacher Training Center.

- Conducted capacity building sessions for administrators, teacher educators and pre-school teachers of the Pre-school Teacher Training Center on assessing the capabilities of young children through observation and recording to reflect on the effectiveness of teachers' care, learning, and teaching for children, 50 participants (40 females), at the Pre-school Teacher Training Center;
- Conducted a study visit to Trapeang Kong 1 and Trapeang Kong 2 community daycare centers to collect practical experiences, with 35 participants (including 30 females) in Kampong Speu province.

### **A.3.11 Development of legal regulations**

The Ministry has:

- Approved Sub-Decree No. 254 ANKr.BK, dated 15 December 2025, on the management of daycare centers;
- Approved Prakas No. 851 ANKr.BK, dated 11 April 2025, on the appointment and transfer of duties to the management officials of the Department of Early Childhood Education;
- Approved Prakas No. 2251 ANKr.BK, dated 9 December 2025, on the evaluation guidelines for pre-school education;
- Approved Prakas No. 31 ANKr.BK, dated 13 January 2025, on the recognition of 1,438 contract staffs (1,393 females);
- Approved Prakas No. 32 ANKr.BK, dated 13 January 2025, on the recognition of 250 community pre-schools with a minimum standards;
- Approved the Praka on the recognition of 33 pre-schools in Tbong Khmum province, 17 in Prey Veng province, 3 in Kampong Chhnang province, 3 in Battambang province, 3 in Kandal province, 2 in Kampong Speu province, 1 in Preah Vihear province, 1 in Kratie province, 1 in Oddar Meanchey province, and 1 in Phnom Penh;
- Approved Direction No. 40 AYK.SNN, dated on 3 October 2025, on the operation of public pre-school institutions and community pre-school institutions for the academic year 2025-2026;
- Prepared a draft Praka on the organization and functioning of public pre-school institutions;
- Organized a consultation workshop on the draft sub-decree on the criteria for establishing nursery schools, with 61 participants (31 females), in Phnom Penh.

### **A.3.12 Tasks of the National Committee for Early Childhood Protection and Development**

The National Committee:

- Held Inter-ministerial meeting to review and discuss the draft sub-decree on the management of daycare centers, with 88 participants (24 females), at the Council of Ministers;
- Held technical meeting to review and discuss the draft sub-decree on determining the criteria for establishing daycare centers, with 22 participants (4 females) at the Council of Ministers;
- Approved the manual on building a sub-national action plan for early childhood care and development, in collaboration with development partners
- Organized a hand-over ceremony of support for community daycare centers in Trapeang Kong 1 and Trapeang Kong 2 villages, Kampong Speu province, with 44 participants (37 females), in collaboration with development partners;
- Organized an orientation workshop on the preparation of a sub-national action plan on the care and development of early childhood, with 37 participants (23 females), in collaboration with development partners;
- Organized an inter-ministerial meeting to review and discuss the draft guidelines on the preparation of action plans for the care and development of early childhood in the capital and provinces, with 15 participants (5 females);
- Organized an inter-sectoral meeting on the discussion of the draft operational manual for the operation of daycare centers, with 18 participants (12 females);
- Participated in the meeting of the inter-ministerial technical working group on the prevention and response to violence against children 2025-2030, with 60 participants (18 females).

*The implementation of programs and activities demonstrates the intertwined implementation mechanism and the qualification upgrading activities of education staff at all levels as an opportunity to provide excellence in the execution of quality and comprehensive early childhood education programs, responding to the effectiveness of the implementation of education reforms.*

### **A.3.13 Progress in implementing model school standards**

The Steering Committee for the Implementation of Model Pre-school Standards supported pre-schools with the following key activities:

- Recommended the establishment of a technical support committee for implementing model pre-school standards at the capital/provincial, municipal/district.Khan levels, and pre-school level;
- Selected 105 public pre-schools based on pre-qualification criteria to serve as target schools and lead training in implementing model pre-school standards;
- Organized and compiled a network of model pre-schools, comprising of 105 target pre-schools, with each model pre-school to lead 6 or 7 target pre-schools;
- Supported and led training for 105 target pre-schools, focusing on key activities such as preparing guidelines, developing technical documents, and providing technical support to ensure implementation of model pre-school standards;
- Led the implementation and training on pre-school technical guidelines, operational guidelines, assessment methods and approaches for implementing learning through play;
- Organized and developed a targeted pre-school information management system;
- Guided the technical team in supporting the trainers, teacher educators and pedagogical consultants to deliver direct training to pre-school administrators, teachers and relevant stakeholders, with 862 participants (833 females);
- Introduced methods for leading activities to prepare the play-based learning environment, produce game materials, conduct storytelling activities in the library, and implement daily good-habits activities;
- Coordinated and prepared a mechanism to implement a consultation program on parent education linked to pre-schools,
- Prepared a mechanism to mobilize the participation of parents, guardians and the community through activities supporting the production of learning materials for early childhood and the improvement of the school environment;
- Prepared a public-private partnership strategy to promote food safety, nutrition and production of learning and teaching materials.

#### **1. Model School evaluation process**

The Steering Committee and the Technical Committee for the Evaluation of Model Pre-school Standards conducted the evaluation of the model pre-school standards in the following steps:

##### **A. Step 1: Selection of target schools**

The Steering Committee and the Technical Committee for the Evaluation of Model Pre-school Standards selected 105 target pre-schools to provide guidance and training on the model pre-school standards for the 2024-2025 academic year based on the following four prerequisites:

- School governance: A pre-school that is fully qualified and holds the legal status as a public pre-school
- High enrollment rate: A public pre-school with children enrolled across all three levels, exceeding the established regulations and indicators
- Experience in school management: A public pre-school with prior experience in implementing school management strategies
- Evaluation: Receiving an evaluation from the Model Pre-school Standards Evaluation Committee at the capital/provincial level.

##### **B. Step 2: Coaching and mentoring for implementation**

The Steering Committee and the Technical Committee for the Evaluation of Model Pre-school Standards provided coaching and mentoring on the implementation of the Model Pre-school Standards to 105 target schools, including 105

school principals (102 females), 340 teachers (329 females), 50 municipal/district/Khan governors of board of governors (17 females), 53 chiefs of the Education, Youth, and Sports Offices of the municipal/district/Khan administrations (23 females), 81 representatives from the Capital/Provincial Departments of Education, Youth, and Sports (45 females), 630 school administrators (220 females), and 210 community representatives (94 females). The results showed that:

- Pre-schools having properly prepared plans to implement the Model Pre-school standards according to the guidelines included that 19 schools (equivalent to 18 percent) had fully prepared plans, 46 schools (equivalent to 43.8 percent) were preparing plans, and 40 schools (equivalent to 38.1 percent) had just started planning;
- Pre-schools having properly prepared and implemented guidelines for managing the learning outcomes of children in Pre-school included that 15 schools (equivalent to 14 percent) had fully prepared and implemented guidelines, 83 schools (equivalent to 79 percent) were in the process of preparing, and 7 schools (equivalent to 7 percent) had just started collecting and compiling documents for implementation;
- Pre-schools having properly prepared teaching and learning methods included that 45 schools (equivalent to 43 percent) had fully prepared methods, 50 schools (equivalent to 48 percent) were preparing methods, and 10 schools (equivalent to 10 percent) had just started developing methods for implementation.;
- Properly prepared and implemented community mobilization strategies accounted for 5 schools (equivalent to 5 percent), schools preparing strategies accounted for 85 schools (equivalent to 81 percent), and schools just starting to prepare strategies accounted for 15 schools (equivalent to 14 percent);
- School leading the preparation of school operation and administration mechanisms accounted for 65 schools (equivalent to 62 percent), schools preparing school operation and administration mechanisms accounted for 33 schools (equivalent to 31 percent), and schools just starting to prepare mechanisms for implementation accounted for 7 schools (equivalent to 7 percent);
- Properly organizing and strengthening the accountability of pre-schools accounted 55 schools (equivalent to 52 percent), schools strengthening pre-school accountability accounted for 30 schools (equivalent to 29 percent), and schools just strengthening pre-school accountability for implementation accounted for 20 schools (equivalent to 19 percent);

Pre-schools receiving coaching and mentoring were committed to working hard to fill in the gaps for continuous improvement according to the measures of the Ministry of Education Technical Committee.

### **C. Step 3: Evaluation of results**

Comprehensive evaluation of the implementation of the model pre-school standards involved collecting self-assessment data from the target pre-schools, as well as data from target groups through surveys, general activity observations, and direct interviews, using a questionnaire focusing mainly on the indicators of the Model Pre-School Standards and studying relevant documents as necessary evidence. A total of 4,619 people (3,507 females) participated in the evaluation process, including 105 school principals (102 females), 340 teachers (329 females), 50 (17 females) deputy governors of municipal/district/Khan administrations, 53 (23 female) chiefs of the Education, Youth, and Sports Offices of the municipal/district/Khan administrations, 81 (45 female) representatives of the Capital/Provincial Departments of Education, Youth, and Sports, 630 school administrators (220 females), 210 community representatives (94 females), and 3,150 parents and guardians of students (2,677 females);

The evaluation report shows the changes in the status of each target public pre-school by comparing the results at the beginning and the end of the period, using scores for each standard. In addition, it presents pre-school information, including photos highlighting key aspects, such as student learning outcomes, learning and teaching activities, community support activities involved in school operations and administration, and school accountability. Supporting evidence was compiled in the form of an App (QR code) and organized into a model pre-school information book for the 2024-2025 academic year.

The Steering Committee and the Technical Committee for the Evaluation of Model Pre-school Standards reviewed the progress and selected 19 schools that had satisfied the required criteria to be considered as candidates for evaluation as model pre-schools for the 2024-2025 academic year.

#### **1.1.3. Evaluation results**

The Steering Committee and the Technical Committee for the Evaluation of Model Pre-school Standards reviewed, analyzed, and assessed the implementation of the 19 Model Pre-school Standards proposed by the Technical Support Committee for the Implementation of Model Pre-school Standards at the provincial Department of Education, Youth, and Sports level to select and recognize them as model pre-schools, updating and analyzing the following key points:

- Monitored and verified the progress based on the overall status of the target pre-schools using the Model Pre-school Standards Evaluation Toolkit;

- Assessed the pre-schools' presentations, reflecting on the preparation for the implementing the Model Pre-school Standards, the progress in the implementation process, best practices, challenges, and improvement measures of the pre-schools;
- Reflected the implementation of previous improvement measures provided by the Steering Committee and the Technical Committee for the Evaluation of Model Pre-school Standards.

As a result, the Steering Committee and the Technical Committee for the Evaluation of Model Pre-school Standards decided to recognize 15 pre-schools as model pre-school standards for the 2024-2025 academic year.

## B. Progress in Implementing Indicators

### B.1 Progress in Implementing Outcome Indicators

#### Progress Analysis Of Outcome Indicators

Outcome Indicators		Unit	Actual	Target	Actual	Status
			2023-24	2024-25	2024-25	
<b>Program 1: Reforming schools for inclusive and equitable access to quality education</b>						
<b>Sub-program 1.1: ECE</b>						
1.1.1	Number of pre-schools achieved model school standard	#	34	40	49	↑
1.1.2	Percentage of new entrants to primary education with ECCE experience	%	79.6	73.6	73.71	↑
	Male	%	78.2	57.4	72.88	↑
	Female	%	81.2	91.1	74.65	↑

Note: ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target

### B.2 Progress in implementing outcome indicators

#### Progress analysis of output indicators

Outcome Indicators		Unit	Actual	Target	Actual	Status
			2023-24	2024-25	2024-25	
<b>Program 1: Reforming schools for inclusive and equitable access to quality education</b>						
<b>Sub-program 1.1: ECE</b>						
<b>Sub program objective 1.1.1: Increase access to pre-schools education for all, with attention to equity and inclusion</b>						
1.	Gross enrolment rate in ECE (aged 3-5)	%	43.0	43.1	45.3	↑
	Male	%	42.2	42.0	44.6	↑
	Female	%	43.8	44.4	46.1	↑
2	Age-5 enrolment rate in ECE	%	71.4	67.9	77.9	↑
	Male	%	70.9	67.2	78.2	↑
	Female	%	71.9	68.8	78.3	↑
3	Percentage of public pre-schools implementing school meal programs	%	14.2	19.6	21.1	↑
4	Percentage of public pre-schools with WASH and other facilities (Separated pre-school)					
	Star 3	%	7.6	11.1	7.6	→
	School with latrines	%	99.5	99.9	99.5	→
	School with Aid Box	%	47.6	75.4	69.5	→
	School with Electricity	%	95.8	98.3	95.0	→
5	Number of pre-schools implemented MLE for Indigenous children	#	158	148	182	↑
6	Number of pre-schools teacher trained in inclusive education	#	2,074*	2,100	2,259**	↑
	Female	#	1,680	1,710	1,800	↑
7	Number of community-based pre-schools located in factory areas	#	N/A	18	19	↑
8	Number of community-based childcare centers	#	17	22	17	→

Outcome Indicators		Unit	Actual	Target	Actual	Status
			2023-24	2024-25	2024-25	
<b>Sub program objective 1.1.2: Improve the quality of ECE programs</b>						
9	Number of ECE teachers and caregivers trained on curriculum implementation (CPS and CBCC in factories area)	#	56*	101	56**	→
10	Number of community pre-schools meeting minimum standard to be annexed of public school	#	N/A	72	N/A	Not Yet Implement
<b>Sub program objective 1.1.3: Strengthen ECE operations and administration</b>						
11	Number of pre-schools received mentoring and coaching on school model standard	#	147*	197	252**	↑
12	Percentage of teacher received training on climate change resilience	%	N/A	35.0	N/A	Not Yet Implement

Note: ↑ Achieved the target      → Likely to achieve      ↓ Unlikely to achieve the target.

\*Academic Year 2023-2024    \*\* Academic Year 2024-2025

## 2.4.2 PRIMARY EDUCATION SUB-SECTOR

### A. Achievement

**Educational Policy:** To ensure that all Cambodian people receive quality, equitable and inclusive education, full of knowledge, skills, discipline, ethics and good behavior, as well as good health, physical fitness and lifelong learning.

#### A.1. Quantitative Section

##### A.1.1 School

There were 8,248 primary schools. There were 7,321 public primary schools, of which 247 were incomplete primary schools (schools with only grade 5 and below), decreased by 19 schools. There were 927 private schools, increased by 37 schools.

*The private sector has contributed to the government in providing quality and equitable education services.*

##### A.1.2 Classroom

There were 73,524 classrooms, increased by 223 classrooms. There were 63,873 public classrooms, decreased by 537 classrooms, and 9,651 private classrooms, increased by 760 classrooms.

*This showed that the state and the community have focused on building physical education infrastructure.*

##### A.1.3 Students

There were 2,256,163 primary school students decreased by 5,053 students, 1,085,403 females decreased by 477 females. There were 2,062,698 public primary school students decreased by 15,703 students, 990,911 females decreased by 6,092 females. There were 193,465 private primary school students increased by 10,650 students, 94,492 females increased by 5,615 females.

*Approximately 0.2 percent of primary school students were in vulnerable group, which needed to be addressed to create opportunities for this group to have second chance to get equitable and inclusive studies.*

##### A.1.4 Education Staff

There were 60,649 public education staff, 33,986 females. There were 47,178 teaching staff, 29,837 females. There were 4,863 teachers under employment contracts, 3,455 females. There were 4,253 double-shift teachers and combined-class teachers, 1,883 females. There were 15,222 Contract teachers, 10,962 females. There were 14,391 private education staff, 7,093 females.

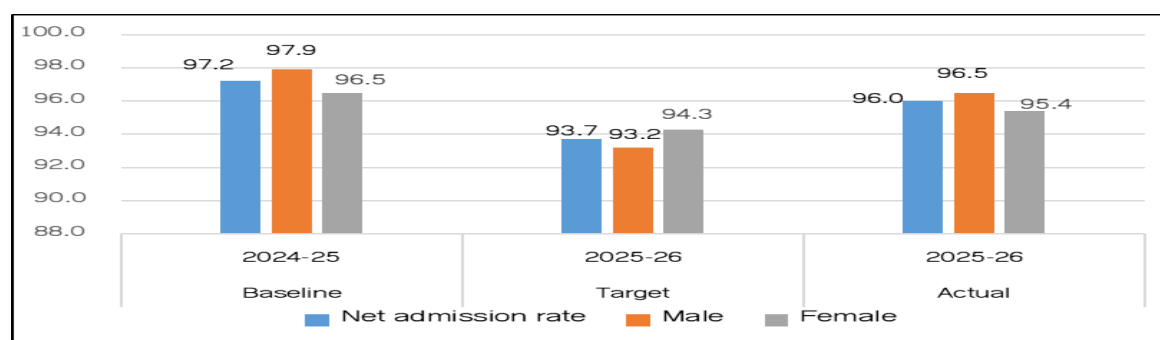
*The implementation of teacher employment contract program to replace double-shift teachers and combined-class teachers in five provinces (Battambang, Kampong Cham, Tboung Khmum, Prey Veng and Takeo provinces) has helped improve teacher qualifications and reduce teacher shortages.*

##### A.1.5 Enrolment of children

###### A.1.5.1 Net Admission Rate enrolment rate

The net admission rate was 96.0 percent, decreased by 1.2 percent, male 96.5 percent decreased by 1.4 percent, and females 95.4 percent, decreased by 1.1 percent.

**Figure 37: Net Admission Rate**



Source: Education Management Information System (Including private schools)

### A.1.5.2 Net Enrollment Rate

The net enrollment rate was 101.6 percent decreased by 0.7 percent, male 102.3 percent decreased by 0.8 percent, and female 101.0 percent decreased by 0.5 percent.

### A.1.5.3 Overall Enrollment Rate

The overall enrollment rate was 119.1 percent decreased by 5.5 percent, male 120.9 percent decreased by 5.9 percent, female 117.1 percent decreased by 5.3 percent.

*The net enrollment rate decreased to below 100%, and the overall enrollment rate decreased, indicating that students were enrolled correctly according to their ages. This had a positive impact on student outcomes.*

### A.1.5.4 Graduation Rate

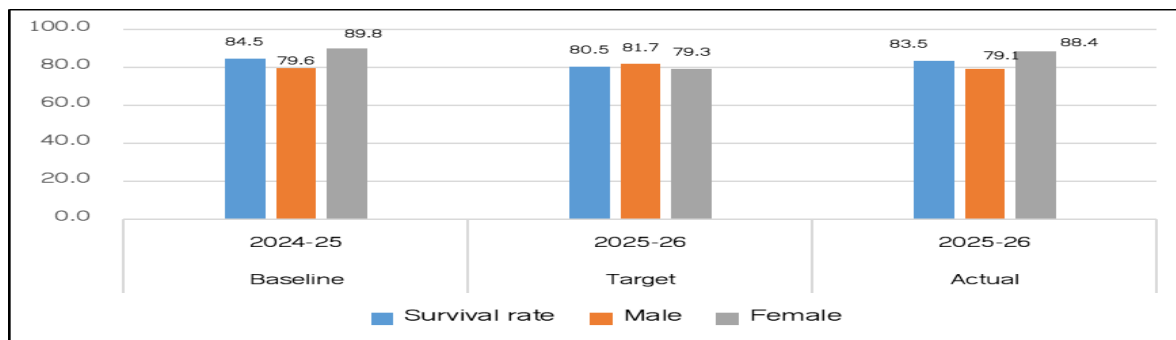
The graduation rate was 104.3 percent increased by 2.8 percent, male 100.7 percent increased by 1.7 percent, female 107.9 percent increased by 3.8 percent.

### A.1.5.5 Survival Rate

The survival rate in primary education was 83.5 percent decreased by 1.0 percent, male 79.1 percent decreased by 0.5 percent, female 88.4 percent decreased by 1.4 percent compared to the baseline, but compared to the target, it exceeded the target.

*Although the repetition rate decreased compared to the previous year, it was higher than the target. This demonstrated the efforts of the Ministry and relevant parties to promote education sector in line with the Royal Government's policies.*

**Figure 38: Survival Rate in Primary Education**



Source: Education Management Information System

### A.1.6 Primary schools with electricity

Primary schools with electricity had 93.7 percent, increased by 1.9 percent.

### A.1.7 Implementation of School Health Promotion Program

The percentage of public primary schools with water and sanitation standards at level-3 schools was 13.0 percent, increased by 2.8 percent. Level-3 or 3-star schools meant that schools provided clean water for all students to drink in every study shift. At the same time, 100.0 percent of primary schools had minimum sanitation facilities, which contributed to keeping students healthy and coming to school regularly. In particular, 71.4 percent of primary schools met the minimum requirements for first aid kits. Providing first aid kits contributed to ensuring safety and health of students. With the establishment of School Health Offices in Capital-Provincial Departments of Education, Youth and Sports, it contributed to promoting school health in schools.

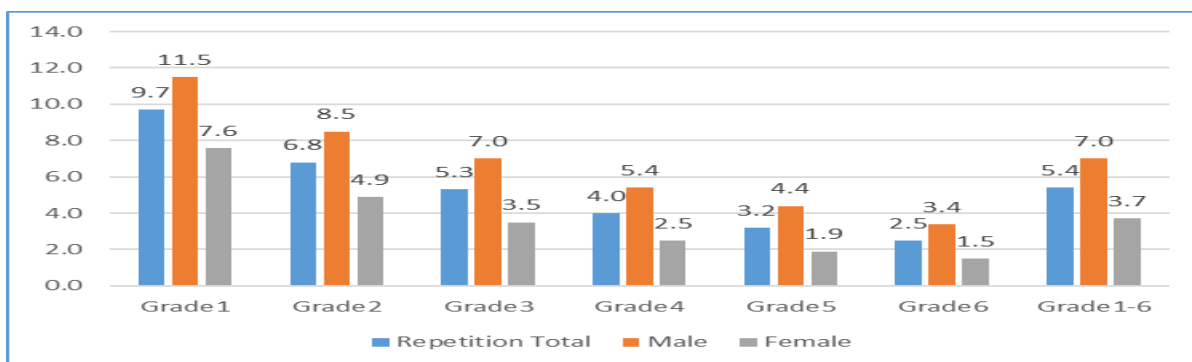
Clean water, sanitation, toilets, handwashing facilities and first aid kits were all parts of promoting school health and also factors having positively impact on students' study outcomes.

## A.2. Qualitative Section

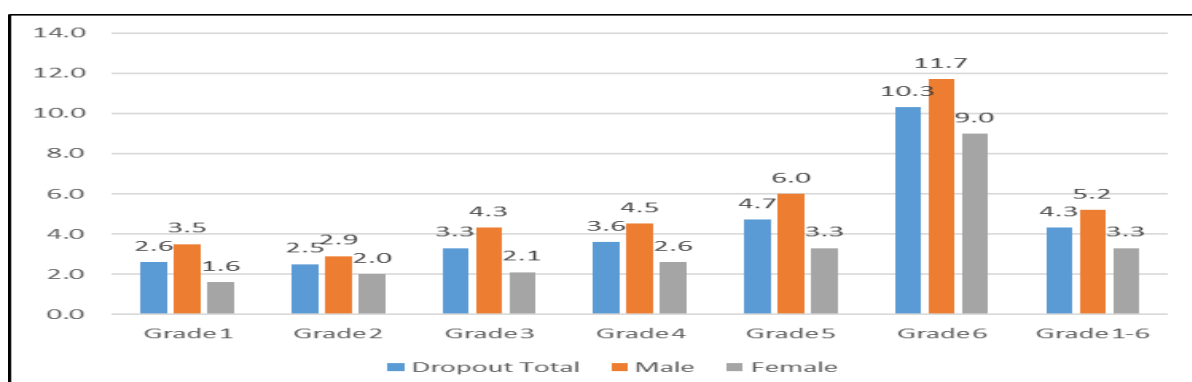
### A.2.1. Internal Efficiency

#### A.2.1.1 Repetition Rate and Dropout Rate

The repetition rate was 5.1 percent decreased by 0.3 percent, male 6.5 percent decreased by 0.4 percent, female 3.5 percent decreased by 0.4 percent. The dropout rate was 4.4 percent, increased by 0.3 percent, male 5.3 percent increased by 0.1 percent, female 3.4 percent increased by 0.5 percent.

**Figure 39: Repetition rate for Grades 1-6**

Source: Education Management Information System

**Figure 40: Dropout Rate by Grades**

Source: Education Management Information System

The grade retention rate for students in grade 1 was 9.7 percent and grade 2 was 6.8 percent, higher than in grades 3 to 6. On the other hand, students would be promoted only if they had an annual average of 5.00 or higher in core subjects. Based on percentage of early childhood education enrollment, it was 71.4 percent in the school year 2024-2025, increased to 77.9 percent in the school year 2025-2026. This result showed that 22.1 percent of children entering grade 1 did not complete preschool; to wit, they were not prepared to enter the grade 1 of primary education. Research had shown that students who had completed preschool had better study results than students who had not completed preschool. Therefore, the Ministry and stakeholders needed to strengthen and expand the provision of early childhood education services by establishing preschools in primary schools that have not yet had preschool or by establishing community preschools in villages in rural areas that were experiencing difficulties. In addition, primary education should have focused on developing teacher capacity to implement teaching methods and use early grade reading and mathematics package, as well as supporting them through school-based pedagogical consultation mechanisms. For slow and over-age learners, additional support should have been provided to accelerate learning and encourage parents or guardians to support self-study at home.

The dropout rate in grade 6 was 10.3 percent, higher than in other grades. This result was due to students not having sufficient foundation in reading, writing and arithmetic at the early grade, as well as other related factors such as some students being overage, not learning well enough then being embarrassed in front of classmates, poor family living conditions, having to find work to support their families, homes far from schools and lack of transportation, which all encouraged them to drop out of school. This required more efforts to encourage and strengthen activities to keep students in primary schools.

#### **A.2.1.2 Schools Received Supplement of Early Grade Reading and Mathematics Package**

Percentage of schools with teachers who had received supplement of the implementation of reading package was 100 percent for Grade 1; 92 percent for Grade 2, increased by 6 percent; and 22 percent for Grade 3, increased by 7.1 percent.

*This required additional investment for Grades 2 and 3, in line with the curriculum.*

Percentage of schools with supplement of the implementation of mathematics package was 42.5 percent for Grade 1; 37.0 percent for Grade 2, increased by 5.7 percent; and 11.3 percent for Grade 3, increased by 4.6 percent.

*This achievement required additional investment.*

### **A.2.1.3 Schools Implemented Extracurricular Activities from Grades 4 to 6**

Number of schools implemented extracurricular activities from grades 4 to 6 was 480 schools, increased by 305 schools. The implementation of extracurricular activities focused on specific activities such as: (1) reading and reading in the library, (2) reading and mathematics competitions, (3) dictation, (4) essay writing, (5) quick calculation, (6) mathematics and exercises, (7) English teaching, (8) computer teaching, (9) basic life skills teaching, (10) moral education, (11) preparing students for self-study, (12) organizing study clubs and (13) operating a children's council.

### **A.2.1.4 Teachers Received Training on Implementation of Reading and Mathematics Package for Early Grades (Grades 1-3)**

27,438 teachers received training on reading for early grades (grades 1-3), increased by 2,694 teachers, and 14,756 teachers received training on mathematics for early grades (grades 1-3), increased by 6,424 teachers.

### **A.2.1.5 Results of Implementation of Reading and Mathematics Package for Early Grades (Grades 1-3)**

The reading package for grade 1 had been implemented in 25 capital-provinces, for grade 2 had been implemented in 23 capital-provinces, and for grade 3 had been implemented in 4 provinces. The early grade reading package had been implemented by 69 percent of all three grades.

The mathematics package for grade 1 had been implemented in 12 capital-provinces, for grade 2 had been implemented in 8 capital-provinces, and for grade 3 had been implemented in 1 province. The early grade mathematics package had been implemented by 28 percent of all three grades.

- The implementation of early grade reading and mathematics package must be linked to initial training, refresher training and pedagogical advice. Through the implementation of the Early Childhood Education Program in primary schools, the results of the evaluation of reading package with approximately 10,000 students showed that students' reading comprehension skill doubled from Grade 1 to Grade 3;
- The implementation of early grade mathematics package must be linked to initial training and pedagogical advice, supported by the Teacher Education Strengthening Program in Cambodia. The implementation of the early grade mathematics package in Kampong Cham, Kampong Thom, Siem Reap, Prey Veng, Kampot, Kep, Kratie, Stung Treng, Preah Vihear, Oddar Meanchey, Kampong Chhnang, Preah Sihanouk and Monduliri provinces, in collaboration with UNESCO and relevant development partners. The results of evaluation showed that 1) the percentage of children dropping out of school decreased from 3.4 percent to 2.2 percent, 2) the number of students in grades 1 to 3 with basic reading and writing skills increased from 67.0 percent to 71.3 percent, and 3) the number of teachers in grades 1-2 with adequate skills to teach and manage the classroom effectively increased from 74.1 percent to 80.0 percent;
- According to the results of the classroom observation with 4 teachers, the implementation of early grade reading and mathematics teaching methods by teachers was limited. Approximately 25 percent of teachers did not follow the teaching methods they received from the training; to wit, they continued to teach according to their previous habits, which caused students to be less involved and lose their attentions. Based on this result, it required motivation and strengthening of implementation by school management and school cluster using mechanisms to strengthen teacher capacity, school pedagogical consultants, the Education, Youth and Sports Offices of Municipal-District-Khan administrations and Capital-Provincial Departments of Education, Youth and Sports, and supports from relevant departments of the Ministry and teacher trainers of teacher training college. At the same time, all schools in rural areas required strengthening on additional investment in classrooms, teachers, textbooks and teaching materials, and the implementation of extracurricular programs, especially the primary learning platform, to strengthen and expand the implementation of the early reading and mathematics package thoroughly.

At the same time, the Ministry has been implementing and piloting the Primary Education Data Management System, the Pedagogical Advisory Program, and the Model School Standards to systematically monitor the implementation of the Early Grade Reading and Mathematics Package in coordination and rigorous monitoring and evaluation through the Primary Education Program. The Primary Education Department and relevant stakeholders were analyzing the data and writing a report on the implementation of the Early Grade Reading and Mathematics Package based on the data provided to strengthen the capacity of teachers in Grades 1, 2, and 3 in a variety of ways, by studying via platform. The Regular Professional Development Committee had 670 participants, 468 females, and 528 school pedagogical advisors and 480 schools had been observed, in collaboration with the World Education Organization.

At the same time, the Ministry encouraged approximately 1,000 teachers and students to take the Khmer Language Assessment Test (PTOM-KG1) for 42,373 Grade-1 students in the Primary Learning Platform (PLP) during the beginning of July 2025 in a total of 1,228 primary schools nationwide. After the test, the student teachers and volunteers provided additional support to slow learners, in form of teaching during break, at the end of the school hour, and especially for learners to come and study for an extra hour. For the location, the school management made it easy by providing free classrooms, libraries, administrative offices, play areas, and so on. Means and materials to support the learning process included early grade reading package and tools for Primary Learning Platform (PLP). The period of helping the slow learners was from the second week to the fourth week of July (approximately 18 days).

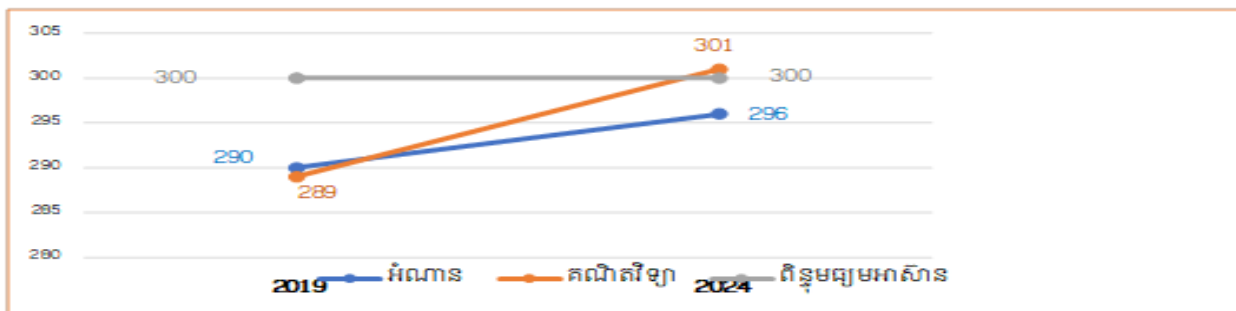
The results showed that the average Khmer language score of grade-1 slow learners increased from 15.71 percent at the beginning of the period to 29.24 percent at the end of the period. This increase demonstrated the effectiveness of additional teaching and active participation of student teachers in the special big vacation. Although the score range was not yet high, the improvement of these results was a pattern to show that there was progress in helping students learn more at the basic level of reading. These data showed that despite the actual increase, additional support was still needed to enable students to reach higher levels of proficiency. Additional supports from the Ministry and development partners were needed to increase the effectiveness of helping grade-1 students in the school year 2024-2025, who would become grader-2 students in the school year 2025-2026 and prepare to participate in the regional assessment test (SEA-PLM) in the upcoming 2029. Approximately 15 percent increase in this study result was an important sign that this intervention could help improve students' reading and writing skills in just about a month, and if support was provided for a longer period, student results would improve significantly. Overall, this data analysis showed a success that the Ministry of Education, Youth and Sports and development partners could expand.

**A.2.1.6 Results of the SEA-PLM-2024 Regional Primary Learning Metrics**

The Ministry conducted the 2024 regional assessment test on a sample of 6,574 grade-5 students from 195 schools nationwide, who participated in the reading and mathematics tests during August 2024. The test results showed significant improvement in performance compared to the 2019 regional assessment test results.

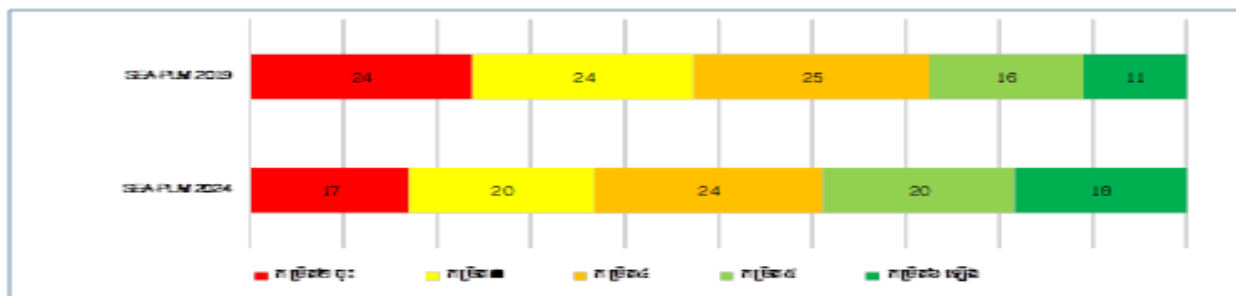
The 2024 Southeast Asia Primary Learning Metrics (SEA-PLM) results showed that Cambodian grade-5 students achieved an average score of reading increased by 6 points (290 in 2019, increased to 296 in 2024) and an average score of mathematics increased by 12 points (289 in 2019, increased to 301 in 2024).

**Figure 41: Result of Implementation of SEA-PLM-2024 Regional Primary Learning Metrics**



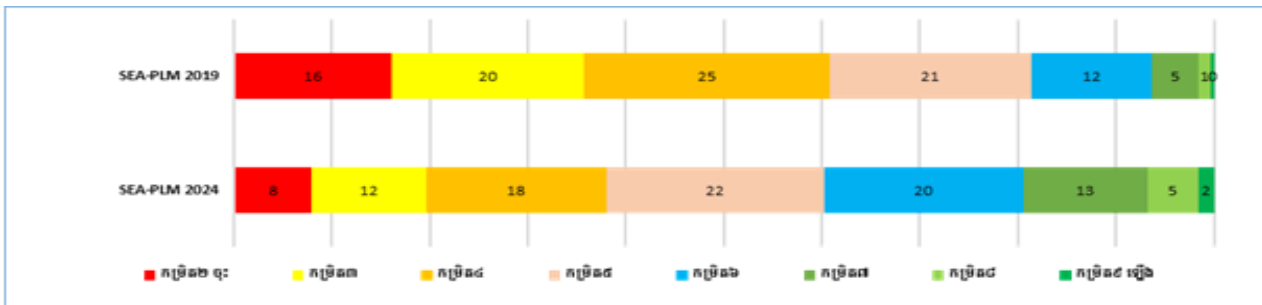
By levels of capacities, the percentage of students with high reading proficiency increased from 27 percent in 2019 to 39 percent in 2024. Among these students, the percentage of outstanding students with similar capacity to grade-6 students increased from 11 percent in 2019 to 18 percent in 2024. The percentage of low performance students who could only read simple texts decreased from 47 percent in 2019 to 37 percent in 2024.

**Figure 42: Result of Implementation of SEA-PLM-2024 Regional Primary Learning Metrics**



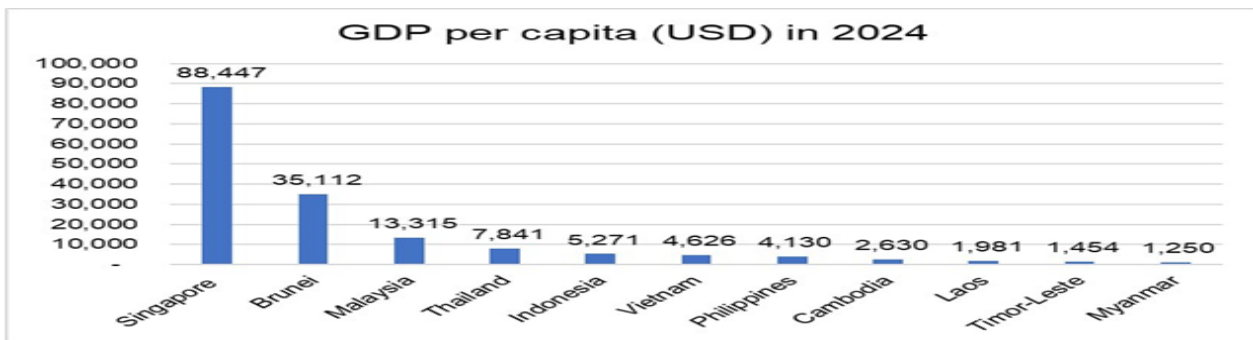
In mathematics, the rate of students with high performance increased from 39 percent in 2019 to 62 percent in 2024. Among those students, the rate of outstanding students with similar capacity to grade-6 students increased from 19 percent in 2019 to 40 percent in 2024. The rate of low performance students decreased from 36 percent in 2019 to 20 percent in 2024.

**Figure 43: Result of Implementation of SEA-PLM-2024 Regional Primary Learning Metrics**



If we looked at figures of income per capita for the countries participated in the 2024 SEA-PLM regional assessment, we saw that Malaysia had income of 13,315 dollars, Vietnam had 4,626 dollars, the Philippines had 4,130 dollars, Cambodia had 2,630 dollars, Laos had 1,981 dollars, and Myanmar had 1,250 dollars.

**Figure 44: Result of Implementation of SEA-PLM-2024 Regional Primary Learning Metrics**



Source: IMF, April 2024

The results showed that Cambodia was in the middle of the ranking among the seven participating countries (including Timor-Leste), although the country’s income per capita was still low compared to other countries in the region. The average score of Cambodian students in reading and mathematics was close to the regional average, at around 300 points. If we compared income per capita in 2024 with Malaysia who had 13,315 dollars, Vietnam had 4,626 dollars and the Philippines had 4,130 dollars, Cambodia had 2,630 dollars only.

*The results provided clear evidence that the deep reforms in education sector in Cambodia were making positive progress towards improving student learning outcomes effectively and efficiently.*

**A.2.1.7 Factors Affecting Cambodia’s SEA-PLM 2024 Assessment Results**

Results of regional assessment tests by various relevant factors, such as:

- Gender: Female students outperformed male students by 9 points in reading and 3 points in mathematics;
- Socioeconomic factors: Students from wealthy families were scored 16 points higher than poor students in reading and 20 points higher than poor students in mathematics;
- Parental factors: Parental involvement increased scores by 11 points in reading and 10 points in mathematics;
- Preschool attendance factors: Students attended preschools got higher scores;
- Private school students were score 18 points higher than public school students in reading and 21 points higher in mathematics due to full-day private schools and increased school hours;
- Students from urban schools were scored 10 points higher than rural students in reading and 11 points higher in mathematics;
- Students with female teachers were scored 6 points higher than students with male teachers;

- Students with bachelor's degree teachers were scored 3 points higher than students with non-bachelor's degree teachers;
- Challenges: 22 percent of schools did not have libraries, 72 percent did not have computers, 44 percent lacked classrooms, 35 percent had contract teachers without training, and so on.

## Key Actions to Respond to the Cambodia's 2024 SEA-PLM Assessment Results

### A. Improve Children's Readiness for Learning through Early Childhood Education

- Strengthen and expand early childhood education in communities, enterprises, and public and private educational institutions;
- Continue to provide opportunities for children to complete preschool before entering primary school;
- Provide capacity-building training for preschool teachers and early childhood education professionals on game-based teaching and care.

### B. Improve Basic Learning through Early Grade Reading and Mathematics

- Expand the implementation of early grade learning package nationwide by providing early grade reading and mathematics (EGL) package to all primary school teachers;
- Strengthen teaching methods in reading and mathematics;
- Strengthen library activities and promote reading in libraries;
- Organize reading competitions at school level;
- Strengthen the implementation of Primary Learning Platform (PLP) for teachers and students in teaching, learning, and assessment test;
- Expand the implementation of Personalized Teaching to Overcome Marginalization (PTOM) to ensure that students fit with their grades, reduce retention and dropout rates, and increase primary school completion rates.

### C. Improve School Governance at Primary Level

- Implement model school standards by focusing on a) schools being accountable to the community and achieving model school standards, b) schools having autonomy over school improvement plans and providing regular capacity building to school management members and teachers, c) students being tested in a transparent and fair standard to improve teaching and learning to help slow learners and provide necessary information to parents and the community, d) teachers using the results of assessment to improve teaching and develop qualifications on a regular basis, e) parents and the community being involved and supporting the school development.
- Effectiveness of the school governance process depended on implementation of the following measures:
  - **Strengthen School Management:** including the establishment of school management committees, classroom management committees, with participation of local authorities, communities and parents to address challenges in schools and ensure effective management. Schools needed to strengthen the education statistics data management system and use the school database to prepare teacher management plans by subject (addressing teacher shortages) and provide teaching materials and teaching methods;
  - **Preparation of School Development Plan:** Schools should define their vision, mission, strategies and key activities. Schools should prepare an accurate annual report and school development plan, including a supplement class program for slow learners, with support of the community;
  - **Implementation of Standardized Test:** Standardized test results obtained at the beginning of the year, from monthly exams, quarterly tests and end-of-year tests were used to improve teaching and learning, especially to help slow learners by improving teaching methods, such as positive discipline education and pedagogical counseling;
  - **Implementation of Officials' Performance Evaluation:** School management and teachers should sign Annual Employment Agreements with the school management committee to ensure accountability to the community;

- Address the problem of teacher oversupply and shortage by providing additional incentives to schools in remote and disadvantaged areas, and continue to build teacher houses and provide appropriate allowances;
- Increase community participation in sending children to school and retaining students in school by encouraging communities and parents to send children of all ages to school, especially at primary and secondary education. Encourage communities and parents to support students' learning, especially students with disabilities, to prevent dropout and repetition rates;
- Strengthen regular school inspections and use the results of inspection reports to effectively address problems found;
- Support schools by strengthening school-based management to achieve model school standards for improving student learning outcomes, changing school practices, strengthening discipline, ethics, morals, values, and positive attitudes of education providers and students, strengthening student assessment and implementing standardized test from primary to secondary education, and reducing the gap between urban and rural schools.

#### **D. Improve the Curriculum and Teaching Hours**

- Develop and implement a full-day teaching curriculum;
- Increase teaching hours in key subjects, especially Khmer, mathematics and sciences, in the curriculum and increase self-study hours by creating study clubs and using the Primary Learning Platform (PLP);
- Ensure the quality of teaching hours (without losing students' learning hours and students receive full-time education in real time) by strengthening school discipline, classroom management and school-based management, as well as using technology to support monitoring and strengthening daily practice;
- Revise textbooks of all subjects and grades to respond to SEA-PLM test questions;
- Incorporate learning activities and test questions based on rules and focus on developing students' abilities, and align teacher training programs, teaching methods with assessment by grades;
- Set up digital classrooms and infrastructure in schools with Learning Management Systems (LMS) and Learning Support Apps (Apps).

#### **E. Strengthen Teacher Capacity and Teaching Practice**

- Attract qualified candidates to the teacher training exam;
- Incorporate the early grade learning package into teacher training program;
- Provide more continuous professional development (CPD) on early grade reading and mathematics, new teaching methods, classroom management, especially ICT, inclusive education, blended learning, social studies and assessment of student learnings;
- Continue to implement teacher recruitment based on employment contracts to address teacher shortages, teacher quality and teacher deployment;
- Improve teaching methods using new teaching methods that shift from learning by heart to learning by understanding and application in real life, such as critical thinking, inquiry-based learning, problem-solving and real-life problem-solving teaching;
- Encourage teachers to use digital technology resources.

#### **C. Improve Physical Infrastructure and School Facilities**

- Build additional classrooms to reduce student-to-classroom ratio and address overcrowding;
- Build additional preschools in primary schools to strengthen children's readiness for primary school;
- Equip schools with ICT teaching and learning materials to promote digital education;
- Build libraries and turn them into electronic libraries.

#### **G. Promote Health and Nutrition in Schools**

- Implement school feeding programs, provide scholarships, promote health and nutrition for primary school students;

- Improve health infrastructure, such as setting up standard health rooms and promoting a green and clean school environment without litter regularly;
- Promote the use of clean water and hygiene, focusing on drinking clean water, washing hands, using proper toilets, wearing masks, and maintaining social distance;
- Promote nutrition by focusing on food safety and school feeding;
- Incorporate health education into the curriculum.

### A.3. Implementation of Programs and Supporting Activities

#### A.3.1 Public School Operating Funds

The Ministry has provided Public School Operating Fund to:

- Prepare guidelines on the management of public school operating funds for the management of funds of the state, partners, communities, philanthropists and other sources provided to public schools through Letter No. 10043 MEF.GDF., dated October 25, 2018, from the Ministry of Education. At the same time, the public school operating fund is provided in riel and allocated based on the fiscal year (budget) which is 12 months, starting from January 1 to December 31 of each year. In accordance with the spirit of Letter No. 8015 MEF.GDF., dated August 19, 2019, the following spending principles have been set for the implementation of the public school operating funds:
  - Primary schools located in normal areas:
    - Fixed budget: 5,350,000 riel/school/school year;
    - Variable budget: 16,150 riel/student/school year;
  - Primary schools located in remote or disadvantaged areas:
    - Fixed budget: 5,550,000 riel/school/academic year
    - Variable budget: 18,700 riel/student/academic year
  - State budget of 105,764,000,000 riel, implemented 103,462,503,610 riel equal to 97.8 percent (provisional figures as of January 19, 2026);
  - Size of the school operating funds for public primary education institutions was as follows:
    - Primary schools with the most students had a budget of 109,275,200 riels;
    - Primary schools with the average number of students had a budget of 14,130,445 riels;
    - Primary schools with the fewest students had a budget of 7,995,300 riels;
  - Although the government increased school operating funds every year, this budget could only meet the needs of schools and did not meet the needs of improving education quality.
- Budget for Home-Grown School Feeding Program:
  - In the school year 2024-2025, there were 686 target public schools implemented the Home-Grown School Feeding Program in 10 provinces (Banteay Meanchey, Battambang, Kampong Cham, Kampong Chhnang, Kampong Thom, Preah Vihear, Pursat, Siem Reap, Stung Treng and Oddar Meanchey provinces), with 191,197 benefiting students, compared to the school year 2023-2024, the target schools increased by 133 schools;
  - Budget credit of 29,606,300,000 riels, of which 27,548,402,880 riels were implemented, equal to 93.0 percent;
  - For determination of student meal subsidy, target public primary schools implementing one-shift teaching and learning shall receive a student meal subsidy of 820 (eight hundred and twenty) riels per student, and target public primary schools implementing full-day teaching and learning shall receive a student meal subsidy of 1,300 (one thousand three hundred) riels per student, in accordance with the spirit of the Inter-Ministerial Prakas No. 507 សំណុំរៀបចំអំពី, dated 13 August 2024, of the Ministry of Economy and Finance and the Ministry of Education, Youth and Sports.

- Scholarship program budget for poor students in difficulty:
  - 45,595 students, 24,200 females, implemented the scholarship program for poor students without IDPoor Card in primary school for the school year 2024-2025 provided by the Ministry of Education, Youth and Sports;
  - Poor students without IDPoor Card received a scholarship of 240,000 riels/student/school year, which is payable in 3 installments/year, in accordance with the spirit of Letter No. 5559 MEF.GDF., dated June 25, 2020;
  - 354,644 students implemented the scholarship program for poor students with IDPoor Card in primary school of the National Social Assistance Programs in the Family Package for the school year 2024-2025, provided by the National Social Assistance Fund;
  - Poor students with IDPoor Card received a scholarship of 240,000 riels/student/school year, which would be paid 20,000 riels/month, in accordance with the spirit of Sub-Decree No. 372 ANK.BK., dated December 29, 2023;
- Budget to support 4 New Generation Primary Schools (Akka-Mohesey Primary School, Angkor Ban Primary School, Hun Sen Anuwat Primary School and Svay Prohuot Primary School) with budget credit of 2,017,800,000 riels, of which 1,030,000,000 riels was state budget from the Ministry and 1,071,780,000 riels was budget from parents.

*This provided better opportunities for indigenous children, children with disabilities, and overage children to receive quality and supportive education.*

### **A.3.2 School Infrastructure and Facilities**

The Ministry has:

- Constructed 14 new school buildings with 116 rooms in 11 schools in Takeo, Kampong Thom, Kampong Cham, Battambang, Banteay Meanchey and Preah Sihanouk provinces, and Phnom Penh capital;
- Renovated 10 school buildings with 76 rooms in 7 schools in Preah Sihanouk and Kampong Cham provinces and Phnom Penh capital; and renovated 11 toilets in Phnom Penh capital;
- Provided office supplies, IT equipment and office furniture, including 5 photocopiers, 12 printers, 20 laptops and 95 12-drawer file cabinets, to 103 schools in Kandal, Svay Rieng, Kampong Thom, Stung Treng, Kampong Speu, Kampong Chhnang, Battambang, Pailin and Koh Kong provinces, and the capital;
- Built 137 standard kitchens using firewood-saving stoves, built 8 firewood-saving stoves, 5 canteens, 5 rainwater tanks, repaired and built 76 hand washing stations, dug 20 hand pump wells, built 81 rooms of latrines, provided 56,110 sets of sanitary and kitchen utensils, provided 22,290 standard plates to students for eating, and 1,114 banners to promote diet, clean water and sanitation, nutrition, and to support the implementation of the program in the 10 target provinces implementing the school feeding program in collaboration with the World Food Program and relevant partner organizations;
- Construction, renovation and improvement of infrastructure and equipment were major contributions to improving the quality, equity and environment of primary education, leading to reducing the gap between schools in urban and rural areas, reducing the gap in education quality, aiming to improve the results of international and regional assessment tests;
- Support from member organizations of the NGO Education Partnership (NEP) includes:
  - Repaired 14 toilets and 20-meter group handwashing stations in 3 schools, in collaboration with Temple Garden Foundation in Chikreang District, Siem Reap Province;
  - Built 1 new 5-room school building and equipped it, repaired 24 school buildings, installed multiple handwashing stations in 2 schools, built 2 separate toilets for male and female, and provided computers, large smart TVs and LCDs to 31 schools, in collaboration with ActionAid Cambodia, in Pursat, Kampot, Koh Kong, Kampong Thom and Oddar Meanchey Provinces;
  - Provided 255 tablets, 17 TVs, 17 LCD screens and 34 laptops to 17 target schools to support teaching and learning of teachers and students;

- Shanti Volunteer Association constructed 3 school buildings, including 1 three-room building in Tumpor Primary School, 1 three-room building in Dei Krahom Primary School in Veal Veng District, Pursat Province, and 1 three-room building in Khsach Poy Primary School in Banon District, Battambang Province of Dream School Project;
- Constructed 8 school buildings with 34 rooms, 2 bathroom buildings with 5 rooms, 3 solar panels, built 10 new kitchens, 7 canteens, 20 wells, 9 fuel-efficient stoves, 40 group handwashing stations, 13 model school gardens, and installed 93 water dispensers, in collaboration with World Vision Cambodia, in Preah Vihear and Kratie provinces.

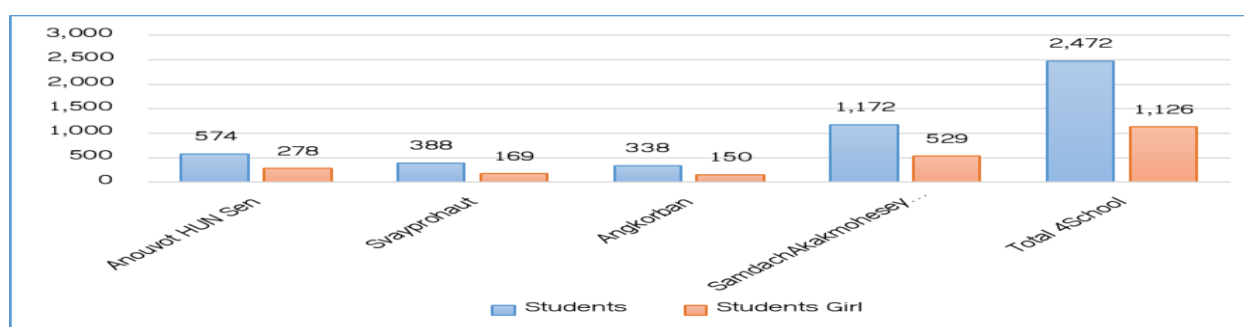
### A.3.3 New Generation Schools

In the school year 2025-2026, there were 4 new generation primary schools include 1) **Hun Sen** Anuwat Primary School in Kampong Cham city, Kampong Cham province, 2) **Svay Prohuot** Primary School in Svay Chrum district, Svay Rieng province, 3) **Angkor Ban** Primary School in Kang Meas district, Kampong Cham province, and 4) **Samdech Preah Reach Akka-Mohesey Norodom Monineath Sihanouk** Primary School in Oudong Mechey city, Kampong Speu province. The 4 schools had 2,472 students, 1,126 females. The implementation of new generation schools had been awarded the New Generation School Certificate, which was a model for other primary schools to follow and respond to education reforms in new context.

**Table 15: Statistics of Students of New Generation Schools**

No.	Primary Schools	Students	
		Total	Females
1	Hun Sen Anuwat	574	278
2	Svay Prohuot	388	169
3	Angkor Ban	338	150
4	Samdech Preah Reach Akka-Mohesey Norodom Monineath Sihanouk	1 172	529
	Grand Total	2 472	1 126

**Figure 45: New Generation School Students**



Source: PED

The Ministry has:

- Awarded the **Hun Sen** Anuwat Primary School, **Svay Prohuot** Primary School and **Samdech Raja Akka Mahesin Norodom Monineath Sihanouk** Primary School with a Complete New-Generation School Assessment Certificate;
- Improved school infrastructure, office supplies, equipped with equipment, and key subject rooms such as science rooms, foreign language rooms, computer rooms, pedagogical consulting rooms, 21<sup>st</sup> century libraries, assembly halls, school infirmary rooms, and children's council rooms to serve learning and teaching in line with digital education;
- Established key mechanisms such as regular professional development committees, pedagogical consultants, and teacher professional learning communities to provide regular and in-depth teacher training, focusing on implementing the 21<sup>st</sup> century pedagogical framework. The training programs covered new teaching methods such as constructivist learning, collaborative technology projects, assessment based on Bloom theory, and supporting skills development;

- Used library management software for book management and borrowing and lending; implement the Krooijchmar magazine project that stimulated children's creativity through educational activities, drawing, strengthening reading skills and understanding new information, and also tested the Money Tree program as a financial literacy knowledge. In addition, the primary school preschool program for students studying mathematics and Khmer was fully implemented;
- Organized a parent-teacher conference to view the exhibition of student works, subject clubs and school project work. There are 21 subject clubs, 243 students, and an exhibition of more than 500 student works produced by more than 1,000 students;
- Introduced foreign language program in schools, English from grades 4 to 6 and beyond, and provided additional foreign language options such as Chinese and French;
- Developed a computer science curriculum, teaching at least two hours a week for students in grades 4 to 6 on key topics such as Microsoft Office, Internet Email, Design, Coding, and AI Tools, and led female students to participate in the Technovation Girl program. The implementation has improved the effectiveness of professional development in new-generation schools. Pedagogical consultants and technical assistants actively participate in preparing teacher training plans, and at the same time, a regular professional development committee has been established in each school, which will run in line with the weekly professional learning community and technical meetings. Overall, the results of the four new-generation primary schools were 97.8 percent of students passed the exam, female 98.96 percent. Among them, students 66.2 percent received grades ABC in Khmer and Mathematics, and female 68.5 percent.

*Obtaining New-Generation School Certificate was a testament to the excellence of past practices. This could be a model for other primary schools to follow.*

#### **A.3.4 Full-Day Learning and Teaching Using Equity Funds**

The Ministry has:

- Implemented full-day learning and teaching using parent-student equity funds on a voluntary basis in 47 primary schools with 26,586 students, 12,425 females, in 13 capital-provinces;
- Learned to implement full-day learning and teaching using equity funds;
- Provided support for management, leadership and technical work for the full-day learning and teaching process;
- Helped promote and strengthen the implementation of full-day learning and teaching programs using equity funds;
- Established equity funds in schools with the support of parents, guardians, communities, philanthropists and funds from other legitimate sources. Participation of parents and guardians is on a voluntary basis and there are exemptions for families with poverty equity cards level one and level two. At the same time, philanthropists and partner organizations can also join schools, even if they do not have children, grandchildren or relatives studying in the school;
- Put equity funds into practice to support full-day learning and teaching to:
  - Encourage all students to attend one more shift, including students from poor families in difficulty;
  - Reduce and eliminate extra after-school teaching in schools that affected students from poor families who could not afford it;
  - Strengthen school management, non-teaching staff and teachers who give up part-time teaching and private schools to work full-day jobs, receive incentive subsidies according to the principles and consensus of the majority of opinions in the meeting and the participation of the school management committee;
  - Encourage schools to have better capabilities in developing infrastructure and creating digital classrooms, and move towards equipping computers to create computer rooms and increasing foreign language teaching hours;
  - Encourage students to participate in full-day learning, with additional benefits such as:
    - Reduce the time parents or guardians spent on childcare because they spent a lot of time at school;
    - Parents and guardians could use this time to earn extra income;

- Reduce the time children spent on their phones, playing games, etc.;
- When children learn more, they would gain better basic Khmer and math knowledge (students learnt to read, write, and do math) and had more time to learn English (there was a teacher, who was a secretary, teaching English to students in grades 1 to 6, each grade studying for approximately 2 hours/week without charge). In addition, the school had a basic life skills program (Life Skills Garden), and a school meal program, which are all part of the implementation of extracurricular programs. In fact, based on the activities to strengthen the implementation of learning and teaching throughout the day supported by the Equity Fund, it has greatly contributed to increasing the number of hours of study, which is part of continuously improving the academic performance of students. Overall, according to the results of 47 primary schools, students 92.72 percent passed the average scores, female 94.52 percent. Among them, students 42.98 percent got grades ABC in Khmer and Mathematics, female 50.23 percent.

*This has increased the number of study hours, subjects, and helped improve the quality of student learning outcomes by using equity funds.*

### **A.3.5 Implementation of Model Primary School Standards**

50 primary schools met the model school standards, which were recognized by the Ministry of Education, Youth and Sports. Meanwhile, there were 65 primary schools with scores of 249 and above, which were considered as meeting the standards but have not yet received awards.

Following the highly-esteemed recommendations of **Samdech Borvor Thipadei HUN Manet**, the Prime Minister of the Kingdom of Cambodia, they continued to motivate the improvement of education quality by focusing on strengthening the quality of public schools from preschool to secondary school through 4 key measures, including:

#### **1. Strengthening School Governance**

- Issued Directive No. 41 EYS.D., dated October 3, 2025, on the Operation of Public Primary Education Institutions in the School Year 2025-2026;
- Issued Directive No. 31 EYS.D., dated August 22, 2025, on Accepting Children or Students Returning from Thailand to Attend Public Institutions in the School Year 2025-2026;
- Continued to strengthen the preparation of school development plans in accordance with the Directive No. 58 EYS.D.,. Dated October 24, 2024;
- Monitored the progress of the implementation of the model primary school standards;
- Strengthened the support mechanism for the model school standard, the establishment and operation of the school management committee, the classroom management committee, and the technical working group at the regional and provincial levels, to fulfill the roles and responsibilities of teaching, coaching, and monitoring the work of the schools under their responsibilities;
- Completed Google Forms and Kobo system for collecting school data according to the model primary school standards;
- Promoted the implementation of the support mechanism and monitoring the model school standard;
- Strengthened the evaluation of model schools and training in model schools, priority schools, and target schools of the National Education Commission and target schools for the General Education Improvement Project in all capital-provinces;
- Strengthened capacity development on data management of educational functions linked to innovations in the implementation of proper school management;
- Conducted self-assessment of model school standards and entered basic data;
- Promoted the completion of standard monthly questionnaires on Khmer and mathematics subjects at all grades;
- Held a meeting and disseminated action plans to continue the sustainability of the implementation of education programs;
- Disseminated the results of public testing of the implementation of model primary school standards to parents, students, communities, and stakeholders in all capital-provinces;

- Strengthened the evaluation and performance of staff and prepare supporting documents and tools for implementing the model primary school and provide them to schools and stakeholders to ensure effective implementation;
- Promoted regular meetings of the technical committee to plan activities and monitor progress of implementation and report to the steering committee;
- Promoted the motivation of teachers who were capable and willing to develop schools;
- Promoted effective school operations and learning and the learning of all students;
- Completion of the school support project in collaboration with the World Federation of Schools;
- Official completion of the project with 24 target primary schools in Mondulkiri, Ratanakiri, Stung Treng and Koh Kong provinces under the management of the Ministry of Education, Youth and Sports, held in Mondulkiri province on December 25, 2025;
- Construction of 137 primary schools, which have been implemented in Ratanakiri, Mondulkiri, Stung Treng, Koh Kong, Kratie, Preah Vihear and Oddar Meanchey provinces since 2008;
- School buildings were built of wood, as community schools, and there was a strong support from the community in helping to build, especially in remote areas and indigenous communities;
- Implementation period of 5 years, 7,000 students benefited;
- 104 primary schools have been supported, of which 33 schools have just been implemented in the partnership project in 2025;
- Summary of the initial assessment of students' performance in reading and mathematics for grades 2, 3 and 5 in collaboration with the World Federation of Schools;
- The research did not involve any specialized departments such as the Department of Education Quality Inspection or the Department of Primary Education;
- The research sample consisted of 1,269 students in grades 2, 3 and 5 in 67 targeted primary schools in 5 provinces in collaboration with the World Federation of Schools;
- The evaluation used statistical analysis (SPSS software), used a random sampling method, used the first grade reading and mathematics assessment tool, and compared the results with national test results, which are quantitative data (numerical data);
- The results of the assessment of students' performance in reading and mathematics for grades 2, 3 and 5 presented by Mr. Ul Run, an independent consultant to the KEP organization, found that:
  - Reading: 9.1 percent of students in Grade 2 could read with support (45 words/minute or more), 35.2 percent of students in Grade 3 could read (45 words/minute or more), 87.4 percent of students in Grade 5 could read (with understanding);
  - Mathematics: 5.0 percent of student in Grade 2, 14.0 percent of students in Grade 3, 18.9 percent of students in Grade 5 answered correctly;
- Key findings and insights: Grade 5 students performed well. Low-performing students dropped out of the education system, which could lead to higher grades. Family factors were likely to play a larger role than schools. Students varied greatly in academic performance (both low and high). Academic performance of indigenous students is affected by language barriers. Regionally, Koh Kong and Kratie provinces tend to be higher than Ratanakiri and Mondulkiri provinces. 20 to 30 percent of the total student population was not likely to benefit from the intervention;
- Next steps: Conduct midline assessments. Baseline and midline comparisons in collaboration with the World Federation of Schools;
- Research recommendations: 1) Developed a multi-faceted approach to building teacher capacity; there were only 10 percent of workshops, 2) Recruited and hired educators with expertise in mentoring schools (principals, technical team leaders), 3) Developed curriculum that was appropriate to the context, 4) Used bilingual classroom assistants, 5) Strengthened partnerships between families and schools by improving library services, 6) Invested heavily in improving and enhancing libraries, 7) Implemented targeted interventions for additional

student learning (Remediation), 8) Strengthened regular assessments to support teaching, 9) Promoted the creation of professional learning communities (PLC), 10) Promoted community participation and 11) Used technology selectively and purposefully.

## **2. Review, revise and organize the curriculum and extracurricular activities in line with the needs to strengthen students' knowledge, discipline, ethics and behavior.**

- Strengthened the implementation of support mechanisms for children who were victims of domestic violence or had mental health problems in a comprehensive manner;
- Disseminated and motivated the promotion of behavioral education in a comprehensive and consistent manner;
- Strengthened the monitoring of study based on score lists, student roll calls and student record books;
- Promoted practical implementation both inside and outside schools and in various locations;
- Strengthened the implementation of teaching methods and the regular use of early grade reading and mathematics package;
- Expanded the implementation of extracurricular activities according to the priority needs of the community through meetings and dissemination to school principals, teachers and stakeholders to understand them widely and
- Encouraged schools to implement extracurricular activities from grades 4 to 6, with 480 schools, of which 161 were target schools of the NEC, implementing from grades 1 to 6;
- Reviewed, revised and developed the operational guidance document on the model primary school standards;
- Strengthened the collection and input of data information on indicators according to each standard correctly;
- Conducted school self-assessment and compile school information sheets, reflecting on achievements, shortcomings and taking measures to improve schools to bring them up to standard;
- Continued monitoring and implementing extracurricular activities for better results;
- Collaborated with member organizations of the NGO Education Partnership - NOP, including:
  - Partner organizations supported 24,557 students, 13,991 females;
  - Temple Garden Foundation supported 269 students aged 6 to 10, from grades 1 to 3, who received after-school tutoring from 11:00 a.m. to 12:00 a.m. and 12:00 p.m. to 1:00 p.m. World Education, a JSI affiliate, supported grades 1 to 3, aged 6-9, in target primary schools in Kampong Thom and Siem Reap provinces. The curriculum focused on Khmer reading, following the national curriculum and the official school hours of the Ministry of Education, Youth and Sports;
  - Children benefiting from HI's project participated in a state-run school program with other children in accordance with the Ministry's curriculum, studying 6 days a week, Monday to Friday, for 4 hours a day. Students were divided into stages, with students on a waiting list for one week and scheduled to be assisted three times to monitor their progress through the IDP indicators. Lower-level students aged 6 to 14 and higher-level students aged 15 and above. The school hours were 17.50 hours a week, with classes from Monday to Friday. The curriculum is designed to be flexible over time, with a preschool curriculum for lower levels and a primary curriculum for grades 1 to 3 for higher levels;
  - World Vision Cambodia supported 663 primary schools, 134,000 students, 68,000 girls, benefited from the project.
  - World Vision Cambodia supported 40,875 children, 21,571 girls (mostly slow learners) in reading and learning.

## **3. Paying attention to students' health through child nutrition programs and monitoring food quality in schools**

- Strengthened health monitoring of each student, provided vaccinations according to the national program, provided vaccinations or deworming drugs regularly;
- Student health examinations or providing other health services and interventions for students with poor health problems to receive appropriate support services through the School Health Committee in schools;

- Strengthened meetings and dissemination to parents or guardians to cooperate in intervention or take children to support services
- 5,834 primary schools, equal to 79.0 percent, implemented the standards on promoting school health;
- 3,100 primary schools, equal to 42.2 percent, have prepared health rooms or created health corners, of which 618 schools have separate health rooms and 2,482 schools have prepared some corners as health rooms;
- 1,377 primary schools, equal to 18.9 percent, have undergone eye health screenings, vision screenings, and spectacle fitting;
- 6,373 primary schools, equal to 87.43 percent, have implemented health education (according to the Ministry's guidelines, one hour per week and 35 hours per academic year);
- 59,888 teachers, 34,261 females, have been assigned to teach health education subjects from grades 1 to 6, of which 5,062 teachers, 2,402 females, have received both in-person and virtual training, and 24,790 core textbooks for teachers and 64,450 students have been printed and distributed to primary schools nationwide, with support from national and partner funds;
- Provided scholarships from national programs or programs to support poor and disadvantaged students and nutrition in schools in collaboration with development partners;
- Increased the implementation of school feeding program, by providing home-grown food;
- Promoted meetings and dissemination on setting minimum nutritional standards for children in schools;
- Disseminated meetings on child labor, disaster prevention and community-based life skills education
- Strengthened the evaluation committee on improving primary health care services, student health screening, and food safety and hygiene
- Promoted a clean, green, safe, hygienic, and peaceful environment
- Implemented the child protection policy action plan.

#### **4. Promoting and encouraging the participation of parents, guardians and communities in education in accordance with the slogan of State-Community Partnership for Education**

- Inspected the educational situation at the temporary accommodation site in wat Sangke and the district military sub-operation headquarter in Romdos Sre commune, Rovieng district, where refugees from Bosbov and Choamte areas were staying, in cooperation with the Department of Education, Youth and Sports of Preah Vihear province;
- Promoted the implementation of the plan on infrastructure development and having a clear master plan;
- Held meeting on mobilizing investment partners for the preparation of canteens, sports fields, assembly halls, multi-purpose buildings, and the implementation of modern curricula for the management boards of schools, the National Secondary Education Commission and the National Secondary Education Commission;
- Promoted the participation in meetings on preventing students from dropping out of school and supporting school principals, teachers, and the National Secondary Education Commission and the National Secondary Education Commission To help students attend school regularly;
- Strengthened and encouraged the participation and implementation of school management committees and classroom management committees to pay attention to children's learning in implementing school community strategies;
- Strengthened the dissemination of positive discipline and effective classroom management to help encourage and encourage the participation of guardians to understand education;
- Promoted participation in monitoring and implementation of school community strategies in all capital-provinces;
- Continued to prepare and operate the School Management Committee (SMC) and the Classroom Management Committee (CMC) with regular participation;

- Signed an achievement agreement between 1) the school management committee with teachers, 2) teachers with parents and students, 3) the school management committee and the school management committee with the city, district, and khan administration;
- Strengthened and expanded the establishment and operation of the Children's Council, moral education, behavior, and discipline and behavior reinforcement;
- Strengthened the inspectorate of teaching and learning and the evaluation of student learning outcomes regularly;
- Held meeting on the inspection of priority schools, the plan to evaluate the standards of model primary schools;
- Capacity building on the inspection and evaluation of school performance for principals, teachers and stakeholders
- Capacity building on teaching methods for Khmer and mathematics grades 4 to 6 for national, capital, provincial, city, district, and khan coaches and ICT trainers in cooperation with the General Knowledge Education Improvement Project, Additional Fund in Phnom Penh;
- Cooperated with member organizations of the NGO Education Partnership - NOP, including:
  - Strengthened school management systems and monitor results through the implementation of systems and systems, provide pedagogical advice to guide teachers in schools, and support the establishment and strengthening of the roles of school management committees and classroom management committees to promote community participation, participatory and accountable school management by the World Education Organization, JSI affiliate;
  - Used paper and digital monitoring tools, Cobot Toolbook and Dashbot, World Education Organization, JSI affiliate;
  - Held monthly meetings with school management committees and classroom committees to share students' learning performance at each grade level by Life in Cambodia;
  - Connected with other stakeholders such as technical teams at the provincial education department and district education offices to support and monitor schools directly, which is highly effective in strengthening the quality of education directly at the local level. Through our activities, we also encourage the sharing of good practices between schools that have implemented well and schools that need additional support;
  - Training and monitoring teams trained and monitored school performance every semester;
  - Internal data management system for the organization, according to each project, to ensure monitoring, evaluation, accountability and lessons learned.
  - The Pursat Education Support Task Force meets three times a quarter and meets regularly with teachers, school administrators, parents and children's councils to monitor the prepared action plans and the progress of activities. Meetings with parent representatives, student representatives from grades 5 and 6 to survey the Peace Club lessons twice a year. Development Services for Persons with Disabilities (DSD);
  - World Vision Cambodia trained 11,800 parents and caregivers, 6,637 of whom were female, to support children's reading habits.

#### **A.3.6 Support of the General Education Improvement Project**

- Capacity building on school management to support the implementation of model primary school standards to national focal point teachers, 38 participants, 8 females, in collaboration with the General Education Improvement Project, additional funds
- Capacity building on school management to support the implementation of model primary school standards to national and sub-national level teachers, 345 participants, 103 females, including 87 ministries, 26 females, 34 teachers of pedagogy and science, 15 females, 144 provincial and capital departments of education, youth and sports, 48 females, 4 offices of education, youth and sports of municipal, district and khan administrations, 1 female, 43 model school principals, 9 females, and 33 data managers, 4 females, in collaboration with the General Education Improvement Project, additional funds;

- Capacity building on school management to support the implementation of model primary school standards to principals, teachers and stakeholders, 33,045 participants, 17 females 454 people in 1,000 target schools in all provinces and capitals, in collaboration with the General Education Improvement Project, additional funds;
- Organized a workshop on updating the primary education sub-sector strategy 2 times, with 132 participants, 50 women, in collaboration with the General Education Improvement Project;
- Organized a workshop on reviewing the implementation of model school standards to improve the documents and tools of model primary school standards, with 143 participants, 38 women, in collaboration with the General Education Improvement Project, additional funds;
- Organized a workshop on reviewing the progress of implementing model school standards, with 64 participants, 13 females, national level 42, 10 females, and sub-national level 22, 3 females, in collaboration with the General Education Improvement Project, additional funds;
- Provided training funds of US\$1,000 per school to 350 target schools with the highest scores on school standards, in collaboration with the General Education Improvement Project;
- Provided training on the implementation of model school standards to national and sub-national education staff, school administrators, teachers, and stakeholders 18 times, with 43,536 participants, 22,399 females;
- Monitored and evaluated the implementation of the school community strategy at the ministerial level, at Capital-Provincial Departments of Education, Youth and Sports, the Offices of Education, Youth and Sports of Municipal-District-Khan Administrations, School Management Committees, teachers, school management committees and parents or guardians, with 44,312 participants, 24,124 females in all capital-provinces;

The planned meeting on the review of the progress of the implementation of the Model School Standards, with 767 participants, 345 females, in Phnom Penh, in collaboration with the General Education Improvement Project, has been temporarily suspended due to the fact that the conflict situation along the Cambodian-Thai border has not yet calmed down and is a concern for the safety of the participants and their families.

### **A.3.7 Implementation of the Royal Government's Key Measures (RGKM)**

161 primary schools have been selected as target schools within the framework of the implementation of the Royal Government Strengthening discipline, order, morality and behavior

- Implemented an additional 2-hour program/day focusing on teaching Khmer, mathematics, computers and English
- Implemented additional programs such as art education, singing, music...
- Paid attention to academic health through child nutrition programs and monitoring food quality in schools and
- Motivated and encouraged the participation of parents, guardians and communities in education, in line with the slogan “State and Community Partnership for Education”.

*This demonstrated the partnership between schools and communities, promoting capacity, accountability, autonomy, transparency and ownership, namely cultivating a new culture in schools to increase enrollment and improve student academic performance, leading to achieving the standard of model primary schools.*

### **A.3.8 Strengthening teaching and learning methods and materialst’s Key Measures, focusing on priority activities including:**

The Ministry has:

- issued Directives No. 49, No. 10, No. 11, No. 12, No. 13, No. 14, No. 15, No. 16, No. 17, No. 18, No. 19, dated October 24, 2025, on Capacity Development, Teaching Methods of Early Grade Reading Mathematics Package for Primary School Teachers according to the Capacity Development Plan;
- Expanded the implementation of the Grade 1 Reading Package to all capital-provinces, the Grade 2 Reading Package to 24 capital-provinces, and Grade 3 to 3 provinces, with a coverage of approximately 69 percent;
- Accredited the quality of the training course on the introduction of reading and mathematics packages for grades 1, 2, and 3 according to the credit system of the Regular Professional Development Committee;

- Recorded the Regular Professional Development Committee credits in the HRCPD system to primary school teachers who successfully completed the training of reading material packages and first grade mathematics for 10,277 people, 6,341 women, of which 6,640 people, 4,044 females, used the reading material package for the first grade and 3,637 people, 2,297 females, used the math for the first grade
- Trained teaching methods of the first grade reading material package to experts from the Department of Primary Education, the Department of Program Development, Teacher Training Institutions, the Department of Education, Youth and Sports, the Office of Education Youth and Sports of the municipal, district, and khan administrations, professional pedagogical consultants, pedagogical consultants at schools, management committees, good teachers, primary school teachers, and related parties 40,341 people, 21,062 women, and 763,149 students, equal to 69 percent of students in grades 1, 2, and 3, approximately 1,06,073;
- Capacity building on teaching methods and use of grade 1 mathematics materials for first-grade teachers and stakeholders, with 1,267 participants, 712 females, in collaboration with the Partnership for Education Capacity Development Fund
- Capacity building on teaching methods and use of grade 2 mathematics materials for second-grade teachers and stakeholders, with 1,251 participants, 644 females, in collaboration with the Partnership for Education Capacity Development Fund
- Capacity building on teaching methods and use of grade 1-3 mathematics materials for school-based trainers and stakeholders, with 1,032 participants, 582 females, in collaboration with the Partnership for Education Capacity Development Fund
- Capacity building on teaching methods and use of grade 1-3 mathematics materials for first-grade, second- and third-grade teachers and stakeholders, with 5,098 participants, 3,567 females, in collaboration with the Partnership for Education Capacity Development Fund;
- Capacity building on teaching methods and use of grade 3 mathematics materials for 101 national trainers, 37 females, in collaboration with the Primary Mathematics Education Strengthening Program Project
- Capacity building on teaching methods and using grade 3 mathematics materials to grade 3 teachers and stakeholders, 1,126 participants (663 females), in collaboration with the First Grade Mathematics Education Strengthening Program Project, in a manner that is appropriate to the students' understanding level;
- Capacity building on teaching methods and using grade 2 mathematics materials to grade 2 teachers and stakeholders, 882 participants (515 females), in collaboration with the First Grade Mathematics Education Strengthening Program Project, in a manner that is appropriate to the students' understanding level;
- Capacity building on teaching methods and using grade 2 mathematics materials to grade 2 teachers and stakeholders, 882 participants (515 females), in collaboration with the First Grade Mathematics Education Strengthening Program Project, in a manner that is appropriate to the students' understanding level;
- Capacity building on teaching methods and using grade 2 mathematics materials to grade 2 teachers and stakeholders, 882 participants (515 females), in collaboration with the First Grade Mathematics Education Strengthening Program Project, in a manner that is appropriate to the students' understanding level;
- Capacity building on teaching methods and using grade 1 to 3 mathematics materials to school-level trainers and stakeholders, 416 participants (257 females), in collaboration with the First Grade Mathematics Education Strengthening Program Project, in a manner that is appropriate to the students' understanding level. and appropriate to the level of understanding of students;
- Capacity building on teaching methods and the use of mathematics materials for grades 1 to 3 for teachers of grades 1, 2, and 3 and relevant stakeholders, with 1,418 participants (736 females) in collaboration with the project to strengthen primary mathematics education, in a manner that is appropriate to the level of understanding of students;
- Capacity building on teaching methods and the use of mathematics materials for grades 1 to 3 for teachers of grades 1 and relevant stakeholders, 791 participants (576 females) in collaboration with the project to strengthen teacher education programs in Cambodia;

- Capacity building on test invigilators on the implementation of primary mathematics assessments, with 19 participants (3 females) in collaboration with the project to strengthen teacher education programs in Cambodia;
- Data collection on the implementation of primary mathematics assessments, with 39 test invigilators and monitors (7 females) in collaboration with the project to strengthen teacher education programs in Cambodia;
- Capacity building on the technical mechanism of preparing primary mathematics assessment tools, with 52 participants (4 females) in collaboration with the project to strengthen teacher education programs in Cambodia;
- Printed and distributed learning and teaching materials in collaboration with UNICEF and the Primary Education Project:
  - Grade 1
    - Grade 1 Vowel Picture Cards, 3,554 sets
    - Grade 1 Consonant Picture Cards, 3,529 sets
    - Grade 1 Teacher's Guide, Part 1, 4,084 copies
    - Grade 1 Teacher's Guide, Part 2, 2,676 copies
    - Grade 1 Khmer Language Help Book, Part 1, 86,740 copies
    - Grade 1 Khmer Language Help Book, Part 2, 51,081 copies
    - Short Story Books, 4,117 copies
    - Smart Monkey Book, 5,007 copies in 1 set, 9 copies
  - Grade 2
    - Grade 2 Teacher's Guide, Part 1, 1,85 copies
    - Grade 2 Teacher's Guide, Part 2, 1,85 copies
    - Grade 2 Student Supplement Books, 26,881 copies
    - Short Story Books (15 titles) 10,020 copies;
- Printed and distributed learning and teaching materials in collaboration with UNESCO In the Teacher Education Strengthening Program in Cambodia:
  - Grade 1
    - Grade 1 Mathematics Teacher's Guide, 2,361 copies
    - Grade 1 Mathematics Helper Book, 38,655 copies
    - Grade 1 Math Workbook, 38,855 copies in 1 set, 4 copies.
- Printed and distributed learning and teaching materials in collaboration with UNICEF, Partnership Fund for Education Capacity Development Project:
  - Grade 2
    - Grade 2 Mathematics Teacher's Guide, 3,220 copies
    - Grade 2 Mathematics Helper Book, 26,920 copies
    - Grade 2 Math Workbook, 26,920 copies in 1 set, 4 copies.
- Prepared and produced 449 video clips in collaboration with the Open Institute, including:
  - Short story videos and reading vowels and consonants, 159 clips
  - Videos for the Grade 1 Reading Material Package, Part 1, 94 clips
  - Videos for the Grade 1 Reading Material Package, Part 2, 95 clips
  - Videos for the Grade 2 Reading Material Package, 81 clips

- Videos for the Grade 3 Reading Material Package, 20 clips
- Printed and distributed 2,625 operational manuals on pedagogical consultation;
- Organized a consultation workshop on the Grade 1 Mathematics Standard for Grade 1 teachers, with 84 participants (26 females) and the Grade 2 Mathematics Standard with 86 participants (30 females) in collaboration with UNESCO and VVOB;
- Organized a consultation workshop on the preparation of the introductory document for the Grade 1 Mathematics Standard refresher course, with 86 participants (28 females) in collaboration with UNESCO and VVOB;
- Capacity building on Initial pedagogical consultation for 150 national teacher trainers, 55 women, in collaboration with UNICEF and UNESCO;
- Capacity building on initial pedagogical consultation for professional pedagogical consultants and school pedagogical consultants, 1,354 participants, 668 females, in collaboration with UNICEF and UNESCO;
- Capacity building on initial pedagogical consultation and refresher training for professional pedagogical consultants and school pedagogical consultants, 704 participants, 236 females, in collaboration with UNICEF;
- Organized a consultation workshop on improving the manual for primary school teacher counseling, with 168 participants, 42 females, in collaboration with UNESCO;
- Organized a dissemination workshop on the manual for primary school teacher counseling, with 151 participants, 36 females, in collaboration with UNESCO;
- Capacity building on positive discipline education and effective classroom management for principals and teachers, with 2,796 participants, 1,792 females, in collaboration with UNICEF and the Partnership for Education Capacity Development Fund;
- Organized a dissemination workshop on the action plan to continue the sustainability of the implementation of the basic financial education program for children in Cha-Ching, phase 2, to the sub-national level, with 74 participants, 26 females, in collaboration with the Child Rights Foundation;
- Organized a meeting to summarize the implementation of the basic financial education program for children in Cha-Ching, with 45 participants, 20 females, in collaboration with the Child Rights Foundation;
- Capacity building on the basic financial education program for children in Cha-Ching, linked to grassroots life skills education, to 76 provincial trainers 31 women in collaboration with the Child Rights Foundation;
- In collaboration with member organizations of the NGO Education Partnership, such as:
  - Provided some materials to partner schools to produce teaching and learning materials for teachers, such as printers, tracing paper, cardboard, plastic, tape, plastic blackboards, felt, writing boards and writing on paper, etc. Community Organization for Social Development of Cambodia;
  - Trained teachers of grades 1 to 3 on the implementation of the first grade reading materials package, with 1,774 participants, 986 females, in collaboration with the World Education Organization, a subsidiary of JSI
  - Provided 561 first grade reading materials packages “Children Learn, Children Know”, a guidebook for teachers of grade 3, a student help book for grade 3, and a homework book for grade 3 to target schools in Kampong Thom and Siem Reap provinces, in collaboration with the World Education Organization, a subsidiary of JSI;
  - Provided 8,500 storybooks and 650 financial skills guides to 17 schools in Chhlong district, Kratie province, in collaboration with Child Fund Cambodia;
  - Provided 950 textbooks and distributed learning materials such as pens, books, uniforms, notebooks, erasers, felt-tip pens, plastic bags, educational games, tablets equipped with educational apps for placement in libraries and office supplies, seeds, computers, large-screen smart TVs, and LCDs, in collaboration with Child Fund Cambodia;
  - Provided a two-day Peace Club Teaching Training Seminar to school principals, 5th and 6th grade teachers, and other stakeholders to learn teaching methods and maintain sustainability for the future;

- Supported the organization of more than 970 reading camps, with 87,115 children, 43,925 girls, in collaboration with World Vision Cambodia.

*This showed that the foundations of learning at the primary education have been strengthened through the implementation of early grade reading (reading and writing) and mathematics package, which included new and modern methods that made children fun and active in learning, under the support of pedagogical consultants.*

### **A.3.9 Promoting Digital Education**

The Ministry has:

- Produced 300 cartoon videos to support the implementation of Khmer language textbooks for Grades 1 and 2;
- Announced the implementation of the Primary Language Program (PLP) on January 17, 2025;
- Added 30,000 activities for learning and teaching activities in Khmer language, mathematics, science, and social studies;
- Added 20,000 questions for testing and evaluating students' learning in Khmer language, mathematics, science, and social studies;
- Created accounts for 60,000 teachers and 2,100,000 students from grades 1 to 6;
- Added 2,880 clips of teaching videos in Khmer language, mathematics, science, and social studies from grades 1 to 6;
- Added 265 titles of core textbooks, reading materials, and early math packages, other reading books, and documents related to primary education to the digital library;
- Officially announced the implementation of the Primary Intelligence (AI) to provide additional assistance to teachers in preparing teaching materials and creating lesson content, exercises, and teaching methods, etc.
- Prepared to establish a cooperative platform with a school management system (student attendance, teacher attendance), a training course management system, a pedagogical consulting and coaching program management system, and a model primary school standard management system.

*This helped provide learning in the context of digital and artificial intelligence environments for students to be able to self-study anytime, anywhere, and has also helped teachers to prepare, produce, and use technological teaching and learning materials.*

### **A.3.10 Learning Acceleration**

The Ministry has:

- Updated the Acceleration of Learning Handbook for Grade 2 Khmer, Mathematics, Social Studies and Science Grades 1 and 2 and published it in collaboration with Plan International Cambodia;
- Organized a training course on the implementation of the Acceleration of Learning Program for principals, teachers and stakeholders with 29 participants and 5 in collaboration with Plan International Cambodia;
- Provided financial support to 15 Acceleration of Learning Teachers, 3 of whom were female, for 8 months in Stung Treng province in collaboration with Plan International Cambodia;
- Implemented Acceleration of Learning in 16 schools, 21 classes, 455 students, 207 female, in Stung Treng, Koh Kong, Kampot and Preah Vihear provinces;
- Case study of Sea Star Organization: Students selected by Sea Star Organization to join the Acceleration of Learning Program each year are aged 8 to 11 years old who have dropped out of school or never attended school. The study process is in the morning from 7 to 11 am and in the afternoon from 1 to 5 pm, from Monday to Friday, with a 15-minute break every hour. The organization's curriculum is also aligned with the national curriculum, with the aim of ensuring that students who successfully complete the accelerated learning program are integrated back into public schools with quality and can catch up with the public school curriculum. In addition to providing benefits to children in the Sea Star organization, all teachers also receive training and expertise provided by the organization. Teachers are divided into separate subject areas. All classes study Khmer, mathematics, social studies, and science according to each grade level program. Children receive breakfast before school and lunch. After lunch, boys and girls are separated into separate rooms before starting their afternoon classes under the care of the organization's childcare staff. 98 percent of accelerated learning

students passed the exam and were promoted to the next grade by the end of 2025. On the other hand, 2 percent of students who failed the exam because some students did not take the exam and their families moved to the provinces due to lack of income will not have the money to pay for their rooms. The number of poor students who had dropped out or never attended school increased by 6.2 percent (775 in January to 823 in November 2025). This shows the strong demand for the school's programs. The dropout rate of 3.0 percent was low in 2025.

*This gave better opportunities for indigenous children, children with disabilities, and overage children to receive quality and supportive education.*

### **A.3.11 Scholarship and school meals program using community agricultural products**

The Ministry has:

- Provided school meals using community agricultural products to 1,114 schools in 49 cities and districts, with 307,559 students benefiting, 149,847 females, in Kampong Thom, Kampong Cham, Kampong Chhnang, Pursat, Battambang, Banteay Meanchey, Preah Vihear, Oddar Meanchey, Siem Reap and Stung Treng provinces. Targeted schools supported by the Royal Government budget, 686 schools in 34 cities and districts, with 189,593 students benefiting, 92,140 females. Another 427 primary schools in 15 cities and districts, with 117,966 students benefiting, 57,707 females, in collaboration with the World Food Program;
- Gave scholarships to poor students, with 403,169 students benefiting, 200,901 females, and 7,398 schools in all provinces and capitals
- Approved the action plan for implementing the policy on school meals for the year 2024-2023;
- Issued Directive No. 50 EYS.D., On the implementation of the school feeding program using community-based agricultural products, academic year 2025-2026
- Organized a workshop to summarize the annual results on the implementation of the school feeding program using community-based agricultural products to stakeholders, with 97 participants, 25 women, in collaboration with the World Food Program;
- Organized a consultation workshop on the draft action plan for implementing the school feeding policy, with 97 participants, 15 women, in collaboration with the World Food Program;
- Capacity building on the procedure for selecting food suppliers and the program management information system to 43 trainers, instructors at provincial, city, and district levels, 16 women, and 1,005 people, 337 women, in collaboration with the World Food Program;
- Organized a consultation workshop on the use of monitoring and evaluation tools for the school feeding program using community-based agricultural products, with 106 participants, 28 females, in collaboration with the World Food Program
- Capacity building on the procedure for implementing and using the school feeding program management information system using community-based agricultural products to provincial, city, and district levels, 52 participants 15 women and 1,650 target school implementers, 550 women who transferred the implementation to the government for the academic year 2024-2025, in collaboration with the World Food Programme
- Held Quarterly meetings with the Steering and Management Committee for the implementation of the sub-national program at the provincial and municipal levels, 72 times, with 2,503 participants, 650 women, in collaboration with the World Food Programme
- Piloted the procedure for adding micronutrients to rice and prioritizing agricultural communities to provide school meals at 221 target schools in Stoung district, Kampong Thom province, Sotornnikom district, Chikreng, Banteay Srei, Prasat Bakong and Runta Ek town, Siem Reap province, Pursat city, Pursat province and Stung Trang district, Kampong Cham province;
- Piloted the procedure for selecting suppliers at the target commune level of 19 in 5 districts in Pursat, Siem Reap, Kampong Thom, Kampong Cham and Oddar Meanchey provinces;
- Celebrated the implementation day of the 428 school meals program in Pursat, Siem Reap, Kampong Thom and Oddar Meanchey provinces;
- Participated in the Summit of the Countries Participating in the School Feeding Alliance in Brazil;

- Conducted a study of the evidence related to school feeding programs, on the cost-effectiveness of investment, cost-benefit analysis for the national school feeding program, and studied the pilot procurement model in school feeding programs;
- Organized the transfer of the school feeding program management system to the server of the Ministry of Education, Youth and Sports;
- Collaborated with member organizations of the Education Partnership of NGOs, including:
  - Provided scholarships for educational materials and transportation to 2,656 students, 1,233 of whom were female, of whom 948 students, 489 were female, received educational materials, clothes, bicycles, and wheelchairs. 16 students, 9 girls, received health treatment in collaboration with Childcare Cambodia;
  - Provided bicycles to 5,026 children who dropped out of school or out-of-school children, 3,158 girls, to help them travel to school, in collaboration with World Vision Cambodia;
  - Provided school supplies such as bags, uniforms, and storybooks to 20,019 children, 9,600 girls, in collaboration with World Vision Cambodia;
  - Provided daily school meals to 16,077 students, 7,831 girls, in 75 targeted primary schools in Kampong Thom province, in collaboration with World Vision Cambodia.

*This helped improve nutrition, helping students who were struggling to complete their education and have the opportunity to move on to other schools.*

#### **A.3.12 Strengthening and expanding the program to promote academic health**

The Ministry has:

- Trained teachers on the use of health education textbooks on nutrition to teachers of grades 2, 3, 5 and 6, with 16 participants, 6 of whom are female, in collaboration with development partners;
- Supported schools through the implementation of academic health work to become model schools, clean schools without litter and 61 environmentally friendly schools, in collaboration with development partners;
- Organized a workshop to strengthen the implementation of the guidelines for implementing minimum requirements on clean water and sanitation in primary schools, with 40 participants, 13 females;
- Published 1,500 cervical cancer prevention textbooks and 1,800 posters for use in 23 schools in Kampong Cham and Kratie provinces;
- Published 84,100 health education textbooks for grades 1, 3 and 6 for distribution to all schools, supported by the national budget and 5,886 copies in collaboration with development partners;
- Trained teachers on the use of health education textbooks for cervical cancer prevention in 23 schools, to principals and teachers of grades 3, 4 and 5 and provincial and district level trainers, 201 participants, 150 females, in collaboration with the Chai organization;
- Educated and disseminated information on cervical cancer prevention and the importance of receiving cervical cancer vaccination to students in grades 3, 4 and 5 in 23 schools, in collaboration with the Chai organization;
- Organized an orientation workshop on methods for collecting information for the cervical cancer vaccination program for 26 teachers, 5 females, in collaboration with the Chai organization;
- Strengthened the capacity of health educators on the use of health education textbooks, eye health screening, and vision measurement for 637 teachers, 288 females, in collaboration with development partners;
- Strengthened the capacity of teachers on the use of health education textbooks for grades 3, 5 and 6, 271 participants, 124 females, in collaboration with development partners;
- Strengthened the capacity of students and trainers on rabies prevention and education for students and trainers at the capital, provincial, city, district, and khan levels in Kandal, Kampot, Battambang, and Phnom Penh provinces, in collaboration with partner funds;
- Provided support and trained trainers on eye health screening techniques, vision measurement Ear health check and hearing measurement in 15 schools in collaboration with the General Education Improvement Project;

- Coordinated the distribution of soy milk to students and teachers, with 12,768 participants (7,129 females) in 14 schools in Kampong Chhnang, Takeo, Sihanoukville and Kampong Cham provinces, in collaboration with philanthropists;
- Organized an educational and outreach workshop on measures to prevent infectious diseases, non-communicable diseases and seeking mental health support services for elderly education staff, with 78 participants (39 females);
- Capacity building on the principles of first aid for 120 teachers (43 females) in collaboration with the World Health Organization
- Capacity building on vision screening and glasses fitting for students in 40 target primary schools, with 87 participants (15 females) in collaboration with distribution organizations and relevant partners
- Organized a capacity building workshop on implementing a campaign to change attitudes towards food and monitor students' physical growth for 138 teachers (95 females) in collaboration with UNICEF;
- Received 500 boxes of toothpaste and toothbrushes from Colgate, a US product, for distribution to third grade students and 4th in some target primary schools;
- Organized a consultation workshop on the implementation guidelines on calculating body mass index, measuring vision and measuring hearing for 25 teachers, 8 of whom were female, in collaboration with development partners;
- Workshop on reducing the risk of non-communicable diseases in 4 target primary schools, with 92 participants, 40 of whom were female, in collaboration with Helen Keller International;
- Visited to inspect the selection of construction of toilets and clean water networks in 4 schools in Kampong Cham province;
- Visited to monitor cooking, food safety, breakfast programs and hygiene in Kampong Thom and Kampong Chhnang provinces, in collaboration with the World Food Program;
- Visited to monitor cervical cancer prevention education activities for students in some target primary schools in Kampong Cham and Kratie provinces, in collaboration with development partners;
- Visited to monitor students' awareness of rabies in 15 schools in Kandal, Kampot, Battambang and Phnom Penh provinces, in collaboration with development partners;
- Monitored and monitored the cervical cancer vaccination campaign for 9-year-old girls in Kampong Cham and Kratie provinces in collaboration with the Chay organization.

*This demonstrates the focus on promoting the health of students and education staff in all aspects to instill healthy eating, drinking, and living habits.*

### **A.3.13 Training and Teacher Training**

#### **A.3.13.1 Training**

The Ministry has:

- Organized the final examination for primary school teachers, 302, 229 female (12+4);
- Trained 1,347, 912 female primary school teacher students, including 1) 1,047, 684 female primary school teacher students, 2) 300, 228 female primary school teacher students, 40, 2nd year (12+2);
- Approved the primary school teacher education program based on the Bachelor's degree + 1 system;
- Prepared the implementation of the teacher training calendar based on employment agreements to serve in public primary schools under the Bachelor's degree + 1 training system for the 2025-2026 academic year;
- Approved the instructions on the implementation of the teacher education program based on employment agreements in public primary schools;
- Implemented the primary school teacher education program based on the Bachelor's degree + 1 system from the 2025-2026 academic year. In the first phase, training teachers based on the first generation of employment agreements includes 4,863, 3,455 females;

- Organized a training course on the implementation of primary preschools, with 95 participants, 73 females;
- Monitored the implementation of teacher training courses for first-year student teachers, academic year 2024-2025, with 1,346 participants, 912 females;
- Organized a workshop on reviewing the detailed curriculum based on the framework for the 12+4 credit primary teacher education program, with 107 participants, 31 females, in collaboration with the Partnership for Education Capacity Development Foundation;
- Organized a workshop on developing the framework for the 12+1 bachelor's degree primary teacher education program, with 55 participants, 13 females, in collaboration with the Cambodia Teacher Education Strengthening Program, Phase 2;
- Organized a workshop on adult learning for teacher educators, with 425 participants, 188 females, and provided adult learning materials to 11 teacher educators, 1 female, in collaboration with the Partnership for Education Capacity Development Foundation;
- Organized a workshop On the improvement and completion of the strategic plan for the reform of teacher education in Cambodia, Khmer language, 7 people, 1 female, in collaboration with the Teacher Education Strengthening Program in Cambodia, Phase 2;
- Organized a workshop on developing a detailed curriculum based on the framework of the Primary Teacher Education Program under the Bachelor's Degree +1 system, with 42 participants, 14 females, in collaboration with the Teacher Education Strengthening Program in Cambodia, Phase 2;
- Training on the use of the Primary Teacher Training Program under the Bachelor's Degree +1 system, with 166 participants, 60 females, in collaboration with the Teacher Education Strengthening Program in Cambodia, Phase 2;
- Evaluated the implementation of the teacher education program for stakeholders, with 62 participants, 13 of whom were female, at teacher training institutions.

*This helped in the ongoing professional development of teachers and school administrators to respond to the changing educational context.*

### **A.3.13.2 Teacher Training**

The Ministry has:

- Collected information on needs to prepare training plans for continuous professional development in Kampot, Kampong Chhnang, Prey Veng, Svay Rieng and Pursat provinces;
- Organized a training course for trainers on school counseling for the Department of Education, Youth and Sports, Education, Youth and Sports Offices of Municipal and District Administrations, 29 people, 6 females;
- Monitored newly graduated teachers in general education schools in Ratanakiri, Mondulkiri and Kratie provinces;
- Organized a workshop on improving school management records, with 30 participants, 14 females;
- Inspected and assessed units requesting regular professional development services to become service providers and provide training courses for continuous professional development in Prey Veng, Takeo and Kampong Cham provinces;
- Organized a capacity building course on the use of digital technology to support teaching and learning for trainers, with 16 participants;
- Opened a training course on the use of digital technology to support teaching and learning for principals, deputy principals and teachers in charge of ICT;
- Organized a training course on school management, step 1 and 2 to the directors, deputy directors and heads of academic offices of teacher training institutions in charge of the implementation schools, with 90 participants, 36 females;
- Organized a workshop on consulting on gender mainstreaming strategic plans in education, with 44 participants, 18 females;

- Monitored and evaluated the management of regular professional development courses and their implementation to determine the impact that led to positive changes in the organization on the continuous professional development of teachers and school management in Kratie, Kampong Chhnang, Kampong Thom, Preah Vihear, Siem Reap and Stung Treng provinces;
- Supported the implementation of regular professional development for school principals and teachers in Battambang, Siem Reap and Oddar Meanchey provinces, in collaboration with the Teacher Education Program in Cambodia project;
- Organized a consultation workshop on developing additional functions for strengthening the information system for managing regular professional development to support the development of the system nationwide, with 15 participants, 1 female, in collaboration with the Teacher Education Program in Cambodia project;
- Organized a workshop on training of trainers on organizing and supporting integrated professional development for primary school teachers in target schools, with 326 participants, 161 females, in collaboration with the Teacher Education Program in Cambodia, Phase 2;
- Supported regular professional development service provider, content development for the Battambang Pedagogical Institute, Siem Reap Pedagogical School, Stung Treng Regional Pedagogical Center and the National Institute of Special Education in Phnom Penh, in collaboration with the Cambodian Teacher Education Program Project;
- Organized a training course on leadership development for heads of departments, vice-chairmen, vice-chairmen of departments and vice-chairmen of education, youth and sports offices of municipal and district administrations, with 292 participants (131 females) in collaboration with the Partnership Fund for Teacher Capacity Development Project;
- Organized a consultation workshop on the review of teacher policies, with 66 participants (11 females) in collaboration with the Cambodian Teacher Education Program Project.

*This has supported regular professional development for teachers and school administrators to respond to the educational context.*

#### **A.3.14 Curriculum Development**

The Ministry has:

- Provided 2,868,000 textbooks for grades 1 to 6 in all subjects;
- Printed 140,000 new textbooks for grade 1 and 140,000 for grade 4, including 120,000 Khmer, 120,000 mathematics, 120,000 social studies, 120,000 science, and 90,000 English;
- Monitored and monitored the completion of data in Google form in 6,632 schools in all provinces and capitals;
- Monitored and monitored the implementation of the 2-hour extra curriculum in 66 schools in 11 target provinces;
- Participated in a writing, poetry, and performance competition on National Reading Day on March 11, with 78 participants;
- Developed pedagogical and curriculum documents with two titles: the Implementation Guide for the Extracurricular Curriculum for Primary Schools and the Curriculum Development Template;
- Strengthened the capacity of education staff to receive training on curriculum development, pedagogical documents, library work, and management of textbooks, with 100 participants, 58 females;
- Organized a dissemination workshop on the use of teaching methodology guidelines, new curriculum, and extracurricular curriculum guidelines for model school management and teachers, with 300 participants, 167 females;
- Approved 15 textbooks for use in libraries.

*This helped improve the implementation of the curriculum in response to human capital development.*

#### **A.3.15 Library Work and Basic Life Skills Education**

Primary schools had 4,340 full-featured libraries and 1,145 standard libraries. In 2025, there were 2,487 readers, 1,330 females, at the Samdech Hun Sen Library.

The Ministry has:

- Opened a training course on library management and leading reading activities in libraries at Teuk Chor Primary School, Banteay Meanchey Province and Ponlai Primary School, Kampong Chhnang Province;
- Opened a basic library management training course for 26 people, 17 females;
- Modernized 2 libraries and equipped them with learning resources, including 25 tablets/1 school and a full-time librarian 1 time/1 day, with librarians receiving training on the use of learning resources and educational apps on tablets, including a mobile library to strengthen reading in the community, in collaboration with the Temple Garden Foundation;
- Celebrated the 10<sup>th</sup> National Reading Day on March 11, 2025, under the theme of Reading as a Intergenerational Connection in Society;
- Competition to select the first, second, and third place winners in reading, poetry, and writing for the “**Samdech Techo Hun Sen Award**”, and 3 winners of Short Novel Writing Competition;
- Competition to write short novels in verse, 3 winners, with the following themes: 1) Moral values, 2) Khmer traditions, customs and history, 3) value of Khmer language and literature, Khmer culture and civilization, and essay writing competition, with 3 winners;
- Provided 2,224 short story books in Khmer to be placed in the libraries of primary schools in Tbong Khmum province in collaboration with Japanese citizens;
- Provided 33,000 short story books in English to 220 primary schools in Kampong Cham province in collaboration with Rumdurid;
- Organized a training course on the implementation of the basic life skills curriculum, with 1,353 participants, 538 women, in collaboration with UNICEF;
- Monitored the implementation of the current curriculum, library work and textbooks in 66 schools and school library work in 60 schools.

*This helped instill reading habits, linking learning and teaching to libraries, research and writing.*

### **A.3.16 Monitoring and Evaluation**

The Ministry has:

- Prepared drafts of key documents: 1) Guidelines for implementing school self-evaluation 2) Review of the Education Quality Inspection Framework and 3) Education Quality Inspection Framework;
- Organized a consultation workshop to collect input on the documents: 1) Guidelines for implementing school self-evaluation 2) Review of the Education Quality Inspection Framework and 3) Education Quality Inspection Framework, with 61 participants, 11 females;
- Inspected 16 primary schools, of which 8 schools, or 50.0 percent, performed well on the model school standard indicator with a score of "meeting the model school standard". The team trained 163 teachers, 97 female, on developing standardized test questions. Trained 432 students, 193 female, on using the primary school curriculum. The results of observation of the teaching of 34 teachers, or 34 classes, on 9 indicators showed that 91.2 percent of the classrooms had good results on the classroom organization indicator, the classroom was friendly for students to learn, and had a good atmosphere. 91.2% had good results in classroom discipline, students had good discipline in coming and going on time, and obeyed the school's internal regulations. 88.2% had good results in preparing teaching assignments, teachers used assignments during teaching. 88.2% had good results in using basic textbooks, students had basic textbooks for use during class, and textbooks were well maintained. 97.1% had good results in the teaching process, teachers followed the 5 steps, teaching had student participation, and implemented the student-centered teaching method. 70.6% had good results in assigning homework, and assigned additional exercises for students to study independently. Results of testing 6th grade students during the inspection using national standard subjects in Khmer language, 30 students, and mathematics, 30 students in one school. Approximately 960 students participated in the standardized test. The results showed that 100% of the sample students from 16 primary schools were able to answer the Khmer language subject “above the overall average score” and mathematics, with 12 primary schools achieving 75.0%. 4 schools, equal to 25.0 percent, students are able to answer the subject of mathematics “below the overall average score”;

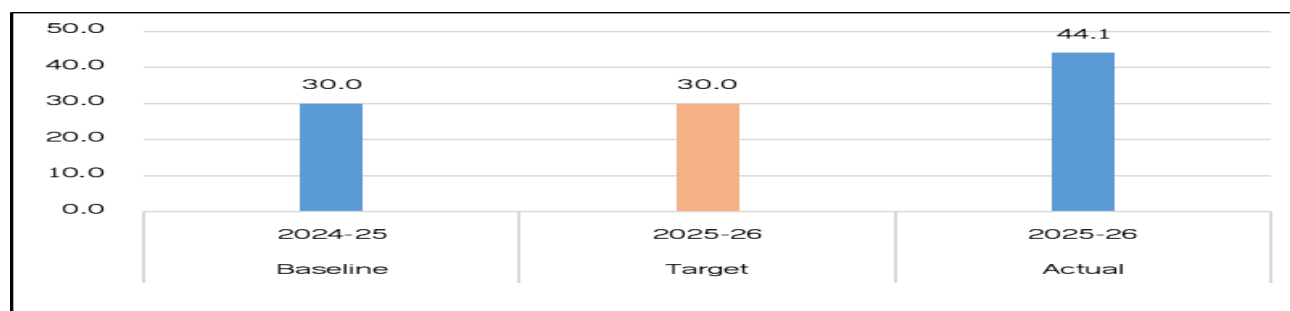
- Inspected to support the provincial inspection office and evaluate the implementation of the model primary school standard in 408 schools, equal to 5.51 percent. There are 53 schools that meet the standard, equal to 12.9 percent, meeting the model primary school standard. In particular, 355 primary schools, equal to 87.0 percent, have not yet met the model primary school standard. The results show that during the inspection, the team trained principals and teachers on how to evaluate each indicator of the implementation of the model school standard, observed teaching and learning, tested the standards to evaluate student learning outcomes, and trained teachers on setting detailed test plans, preparing standard test questions for 4,646 teachers (2,453 females) and trained students to use the primary preschool program 7,487 (4,241 females). According to the assessment of the performance of 6th grade students in reading and mathematics, the results also showed that 216 primary schools, equal to 59.7 percent, responded to the average in reading, 146 primary schools, equal to 40.3 percent, students responded below the average in reading, and 112 primary schools, equal to 31.1 percent, students responded above the average in mathematics. For 248 primary schools, equal to 68.9 percent, students responded below the average in mathematics. While 137 primary schools, equal to 37.9 percent, students responded above the average in both subjects, and 225 primary schools, equal to 62.1 percent, students responded below the average in both subjects. The results of the inspection show that the implementation of the model primary school standards has achieved low results. The results of the student testing using regional standardized tests show that the academic performance of primary school students has improved, with the ability to respond in both subjects, Khmer language and mathematics, on average, being "above average". Overall, the inspection work has helped improve the shortcomings of schools by strengthening the capacity of school management and teachers on site during the inspection, which has contributed to solving some challenges in primary schools in a timely manner in response to education reforms.

*This reflected the efforts of school management, teachers, and stakeholders in fulfilling the work of implementing model school standards and improving student learning outcomes. The work of the inspectorate has helped improve the shortcomings and solve the challenges that occur in public education institutions.*

### **A.3.17 Primary Schools with Active School Management Committees (Meeting at least 7 times a year)**

Percentage of primary schools with active school management committees (meeting at least 7 times a year) was 44.1 percent, increased by 14.0 percent.

**Figure 46: Primary Schools with Active School Management Committees (Meeting at least 7 times a year)**

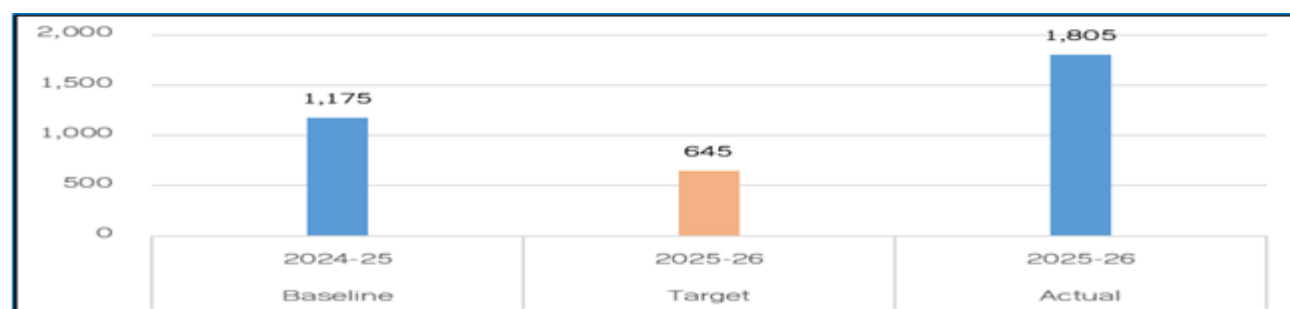


Source: Primary School Department

### **A.3.18 Primary Schools Received Mentoring and Coaching on Model School Standards**

Primary schools received mentoring and coaching on model school standards; 1,805 primary schools implemented the school-based management program, increased by 630 schools.

**Figure 47 : Number of primary schools received mentoring and coaching on model school standard**



Source: Primary School Department

### A.3.19 Strengthening the management and monitoring system focused on results

The Ministry has:

- Issued Prakas on name changing of 2 schools, opening 15 schools, closing 1 school, and declaring full recognition of 1,424 schools;
- Issued Letter No. 648 and Incoming Letter No. 349 in 2025.

### Capacity Development

The Ministry has:

- Provided capacity building on the use of the first grade reading materials package to 203 primary school teachers, 105 females, and 279 secondary school teachers, 132 females;
- Provided capacity building on the use of the first grade reading materials package and stakeholders, with 4,706 participants, 3,108 females, of which 1,817 were primary school teachers, 1,258 females;
- Provided capacity building on the use of the first grade reading materials package and stakeholders, with 3,861 participants, 2,345 females, of which 1,602 were secondary school teachers, 1,877 females;
- Provided capacity building on the implementation of the first grade reading materials package to principals, teachers, and stakeholders, with 533 participants, 96 females, in collaboration with the project to strengthen teacher education programs in Cambodia;
- Provided capacity building on the implementation of the first grade reading materials package to 679 secondary school teachers, 491 females, in collaboration with the project to strengthen teacher education programs in Cambodia;
- Provided capacity building on the Implementation of the first grade reading materials package, 1,406 participants, 689 females, in collaboration with the Cambodian Environmental Education Project and AED Action;
- Capacity building on the use of the first grade reading materials package for grades 1 to 3 to 54 national reference teachers, 27 females, and 387 trainers of teacher training institutions, 169 females;
- Capacity building on the first grade reading materials package for 584 participants, 402 females, 109 females, 71 females, and 1,296 stakeholders, 651 females, in collaboration with the Inclusive and Primary Education Project and UNICEF;
- Capacity building on the implementation of the early grade reading package to grade-1 teachers, with 974 participants, 749 females; to grade-2 teachers, with 948 participants, 618 females, and to grade-3 teachers, with 333 participants, 23 females, in collaboration with the World Vision and the United Nations Educational, Scientific and Cultural Organization;
- Capacity building on the Implementation of the early grade reading package for teachers of grades 1, 2 and 3 in a variety of ways by studying through the regular professional development committee workshop, with 670 participants, 468 females, in collaboration with the World Education Organization;
- Capacity building on teaching methods and use of mathematics package for grade-1 teachers and stakeholders, with 1,267 participants, 712 females, in collaboration with the Partnership for Education Capacity Development Fund;
- Capacity building on teaching methods and use of grade-2 mathematics package for grade-2 teachers and stakeholders, with 1,251 participants, 644 females, in collaboration with the Partnership for Education Capacity Development Fund;
- Capacity building on teaching methods and use of grade-1 to grade-3 mathematics package for teacher trainers at school-level and stakeholders, with 1,032 participants, 582 females, in collaboration with the Partnership for Education Capacity Development Fund;
- Capacity building on teaching methods and use of grade-1 to grade-3 mathematics package for teachers of grades 1, 2 and 3 and stakeholders, with 5,098 participants, 3,567 females, in collaboration with the Partnership for Education Capacity Development Fund;

- Capacity building on teaching methods and the use of grade-3 mathematics package for national teacher trainers, with 101 participants, 37 females, in collaboration with the project to strengthen early grade mathematics education in an inclusive way and appropriate to the level of student understanding;
- Capacity building on teaching methods and the use of grade-3 mathematics package for grade-3 teachers and stakeholders, with 1,126 participants, 663 females, in collaboration the project to strengthen early grade mathematics education in an inclusive way and appropriate to the level of student understanding;
- Capacity building on teaching methods and the use of grade-2 mathematics package for grade 2 teachers and stakeholders, with 882 participants, 515 females, in collaboration with the project to strengthen early grade mathematics education in an inclusive way and appropriate to the level of student understanding;
- Capacity building on teaching methods and the use of grade-2 mathematics package for grade-2 teachers and stakeholders, with 882 participants, 515 females, in collaboration with the project to strengthen early grade mathematics education in an inclusive way and appropriate to the level of student understanding;
- Capacity building on teaching methods and the use of grade-2 mathematics package for grade-2 teachers and stakeholders, 882 participants, 515 females, in collaboration with the project to strengthen early grade mathematics education in an inclusive way and appropriate to the level of student understanding;
- Capacity building on teaching methods and the use of mathematics package for grades 1 to 3 to teacher trainers at school level and stakeholders, with 416 participants, 257 females, in collaboration with the project to strengthen early grade mathematics education in an inclusive way and appropriate to the level of student understanding;
- Capacity building on teaching methods and the use of mathematics package for grades 1 to 3 for teachers of grades 1, 2, and 3 and stakeholders, with 1,418 participants, 736 females, in collaboration with the project to strengthen early grade mathematics education in an inclusive way and appropriate to the level of student understanding;
- Capacity building on teaching methods and the use of mathematics package for grades 1 to 3 for teachers of grades 1, 2, and 3 and stakeholders, with 791 participants, 576 females, in collaboration with the project to strengthen early grade mathematics education in an inclusive way and appropriate to the level of student understanding;
- Capacity building on teaching methods and the use of mathematics package for grades 1 to 3 for teachers of grades 1 and stakeholders, with 791 participants, 576 females, in collaboration with the project to strengthen teacher education in Cambodia.

## B. Progress in Implementing Indicators

### B.1 Progress in Implementing Outcome Indicators

#### Progress analysis of outcome indicators

N	Outcome Indicators	Unit	Baseline	Target	Actual	Status
			2024-25	2025-26	2025-26	
<b>Program 1: Reforming schools for inclusive and equitable access to quality education</b>						
<b>Sub program 1.2: Primary education</b>						
1.2.1	Number of primary schools achieving model school standard	#	90**	200***	200***	↑
1.2.2	Gross enrolment rate in primary education	%	124.6*	102.5	119.1 *	↑
	Male	%	126.8*	103.7	120.9 *	→
	Female	%	122.4*	101.3	117.1*	→
1.2.3	Completion rate in Primary education	%	101.5*	88.6	104.3*	↑
	Male	%	99.0*	86.6	100.7*	↑
	Female	%	104.1*	91.1	107.9*	↑

Note: ↑ Achieved the target      → Likely to achieve      ↓ Unlikely to achieve the target

\* Includes private schools, \*\*Academic year 2023-2024, \*\*\*Academic year 2024-2025

## B.2 Progress in Implementing output Indicators

## Progress analysis of output indicators

N	Outcome Indicators	Unit	Baseline	Target	Actual	Status
			2024-25	2025-26	2025-26	
<b>Sub program 1.2: Primary Education</b>						
<b>Sub program objective 1.2.1: Ensure equitable access to primary education</b>						
1	Net admission rate	%	97.2*	93.7	96.0*	↑
	Male	%	97.9*	93.2	96.5*	↑
	Female	%	96.5*	94.3	95.4*	↑
2	Survival rate	%	84.5**	80.5	83.5***	↑
	Male	%	79.6**	81.7	79.1***	→
	Female	%	89.8**	79.3	88.4***	↑
3	Percentage of overage enrollment	%	15.9	9.7	13.1	→
	Female	%	14.1	8.4	11.7	→
4	Dropout rate	%	4.1	4.8	4.4	↑
	Male	%	5.2	4.6	5.3	→
	Female	%	2.9	5.1	3.4	↑
5	Repetition rate	%	5.4	5.5	5.1	↑
	Male	%	6.9	7.0	6.5	↑
	Female	%	3.9	3.8	3.5	↑
6	Number of students received pro-poor scholarship	#	148979	148957	403169	↑
7	Number of primary schools provided inclusive education	#	85**	90	90***	↑
8	Number of primary teachers trained on inclusive education	#	5 631**	4 900	5 808***	↑
9	Number of primary schools implemented school meal program	#	686**	816	1 114***	↑
10	Percentage of public primary school with WASH and other facilities					
	3 stars	%	10.2	10.6	13.0	↑
	School with latrines	%	99.9	100	100	↑
	School with Aid Box	%	67.3	83.0	71.4	→
	School with Electricity	%	91.8	95.6	93.7	→
<b>Objective 1.2.2: Improve the quality of silk education at the primary level.</b>						
11	Percentage of school implemented Early Grade Learning					
	Grade 1 Khmer	%	100.0**	90.3	100.0 ***	↑
	Grade 1 Mathematic	%	42.9**	65.7	52.0***	→
	Grade 2 Khmer	%	86.0**	83.9	92.0***	↑
	Grade 2 Mathematic	%	31.3**	53.4	52.0 ***	↑
	Grade 3 Khmer	%	14.9**	26.9	36.0***	↑
	Grade 3 Mathematic	%	6.7**	15.0	20.0 ***	↑
12	Number of primary schools implementing extra-curricular activities at grade 4 to 6	#	175**	200	480***	↑
13	Percentage of primary schools fully implementing the curriculum framework	%	NA	47.5	50.0	↑
14	Number of teachers received EGL training (Grade 1-3)					
	EGRA	#	24 744**	25 000	27 438***	↑
	EGMA	#	8 332**	12 000	14 756***	↑
<b>Sub program objective 1.2.3: Improve school leadership and governance</b>						
15	Percentage of primary schools with active school management committee (meeting at least 7 times a year)	%	30.0**	30.0	44.1***	↑
16	Number of primary schools received mentoring and coaching on model school standard	#	1 175**	645	1 805***	↑

Note: ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target

\* Includes private schools, \*\*Academic year 2023-2024, \*\*\*Academic year 2024-2025

## 2.4.3 SECONDARY AND TECHNICAL EDUCATION SUB-SECTOR

### A. Achievement

**Educational Policy:** To ensure that all Cambodian people receive quality, equitable and inclusive education, full of knowledge, skills, discipline, ethics and good behavior, as well as good health, physical fitness and lifelong learning.

#### A.1. Quantitative Section

##### A.1.1 Public and Private Secondary Schools

There were 1,831 public secondary schools, increased by 6 schools, including 1,240 junior high schools, decreased by 4 schools, and 591 high schools, increased by 10 schools (including 67 resource high schools and 6 special education high schools). There were 557 high schools with grades 7 to 12, increased by 11 schools, and 34 high schools with grades 10 to 12, decreased by 1 school.

There were 486 private secondary schools, increased by 44 schools, including 120 junior high schools, increased by 6 schools, and 366 high schools, increased by 38 schools. There were 359 high schools with grades 7 to 12, increased by 37 schools, and there are 7 high schools with grades 10 to 12, increased by 1 school.

106 out of 1,652 communes-sangkats, equal to 6.41 percent, did not have a secondary school. Among them, 46 sangkats in Phnom Penh capital, 20 communes in Ratanakiri, 8 communes in Mondulakiri, 7 communes in Svay Rieng, 4 communes in Pursat, 4 communes in Koh Kong, 4 communes in Battambang, 3 communes in Preah Sihanouk, 3 communes in Kampong Chhnang, 2 communes in Kampot, 2 communes in Kandal, 1 commune in Preah Vihear and 2 communes in Kampong Speu (did not require the establishment of a junior secondary school) due to geographical and demographic factors. On the other hand, all cities, districts, khans have high schools.

##### A.1.2 Students in Public and Private Secondary Education

There was a total of 728,533 lower secondary school students, increased by 16,235 students, including 379,569 females, increased by 8,381 students. There were 667,005 public lower secondary school students, increased by 5,497 students, including 348,378 females, increased by 3,472 students. There were 61,528 private lower secondary school students, increased by 10,738 students, including 31,191 females, increased by 4,909 students.

There was a total of 455,321 upper secondary school students, decreased by 883 students, including 254,513 females, increased by 649 students. There were 411,788 public upper secondary school students, decreased by 1,564 students, including 231,472 females, decreased by 25 students. There were 44,133 private upper secondary school students, increased by 681 students, including 23,041 females, increased by 674 students.

*This shows that private sector has contributed to providing opportunities for students to attend secondary school equitably.*

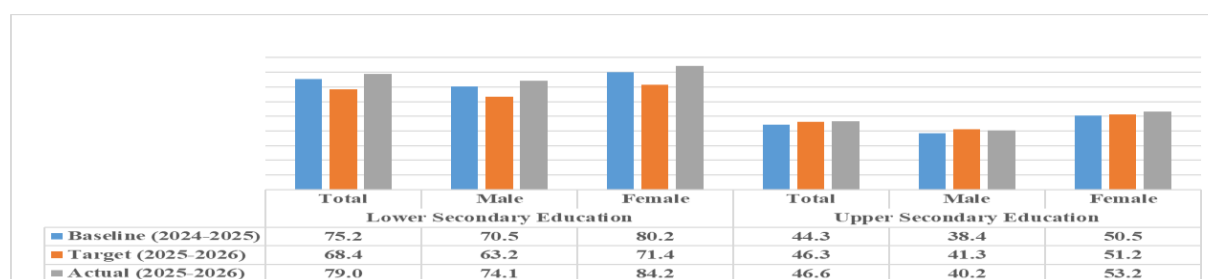
##### A.1.3 Education Staff

There were 52,835 education staff members at secondary level, increased by 535 persons, including 21,639 females, increased by 323 persons; among them, there were 34,216 staff members at lower secondary education, increased by 202 persons, including 14,864 females, increased by 204 persons, and 18,619 staff members at upper secondary education, increased by 333 persons, including 6,829 females, increased by 119 persons.

There were 44,706 teaching staff members, increased by 413 persons, including 19,413 females, increased by 265 persons, including 28,746 lower secondary school teachers, increased by 144 persons, including 13,387 females, increased by 165 persons, and 15,960 upper secondary school teachers, increased by 269 persons, including 6,026 females, decreased by 100 persons.

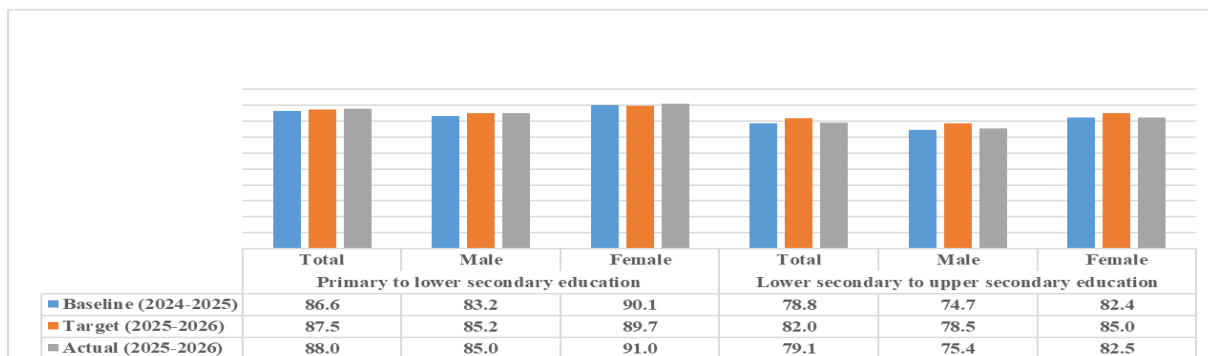
##### A.1.4 Enrollment and Internal Efficiency

**Figure 48: Gross Enrollment Rates of Secondary Education**



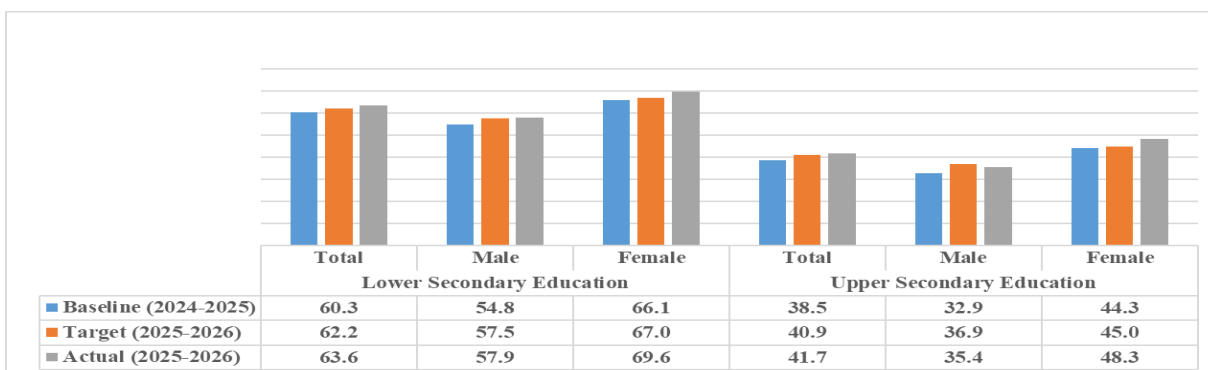
The gross enrollment rate at lower secondary education was 79.0 percent, increased by 3.8 percent, male 74.1 percent increased by 3.6 percent, female 84.2 percent increased by 4 percent, including 72.4 percent at public secondary schools, female 77.3 percent, and 6.6 percent at private secondary schools, female 6.9 percent. The gross enrollment rate at upper secondary education was 46.6 percent, increased by 2.3 percent, male 40.2 percent increased by 1.8 percent, female 53.2 percent, increased by 2.7 percent, including 42.0 percent at public schools, female 48.4 percent, and 4.6 percent at private schools, female 5.1 percent.

**Figure 49: Transition Rate of Secondary Education**



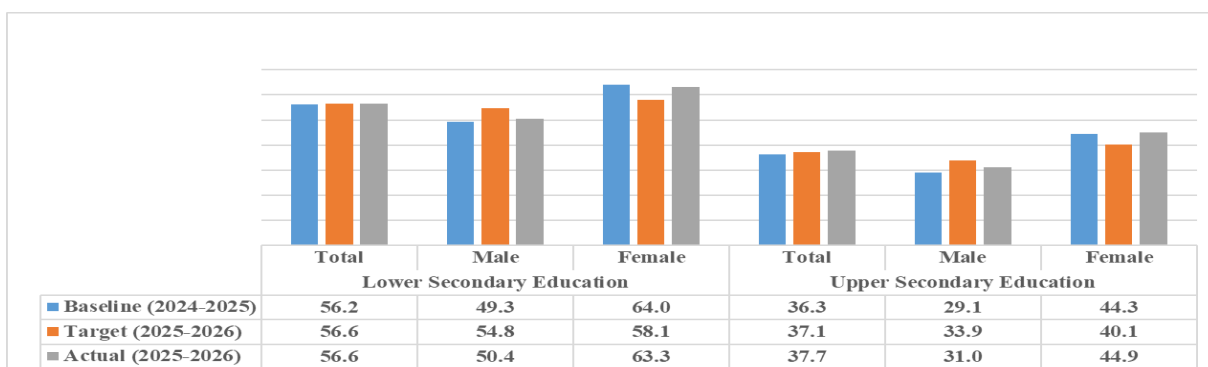
Transition rate from primary education to lower secondary education was 88.0 percent increased by 1.4 percent, male 85.0 percent increased by 1.8 percent, female 91.0 percent, increased by 0.9 percent. Transition rate from lower secondary education to upper secondary education was 79.1 percent increased by 0.3 percent, male 75.4 percent increased by 0.7 percent, female 82.5 percent, increased by 0.1 percent.

**Figure 50: Completion Rate at Secondary Education**



Completion rate at lower secondary education was 63.6 percent increased by 3.3 percent, male 57.9 percent increased by 3.1 percent, female 69.6 percent increased by 3.4 percent. Completion rate at upper secondary education was 41.7 percent increased by 3.2 percent, male 35.4 percent increased by 2.5 percent, female 48.3 percent increased by 4.0 percent.

**Figure 51: Survival Rate at Secondary Education**



Survival rate at lower secondary education was 56.6 percent increased by 5.5 percent, male 50.4 percent increased by 1.1 percent, female 63.3 percent increased by 5.4 percent. Survival rate at upper secondary education was 37.7 percent increased by 1.4 percent, male 31.0 percent increased by 1.9 percent, female 44.9 percent increased by 0.6 percent.

**Table 17: Public General Secondary Education Statistics**

Description	School Years		Increase/Decrease (+/-)
	2024-2025	2025-2026	
School	1,825	1,836	+6
Classroom	21,620	21,861	+241
Class	23,063	23,625	+562
Total Staff	52,300	52,835	+535
Female Staff	21,370	21,693	+323
Total Non-Teaching Staff	8,007	8,129	+122
Female Non-Teaching Staff	2,222	2,280	+58
Total Teaching Staff	44,293	44,706	+413
Female Teaching Staff	19,148	19,413	+265
Total Students	1,074,860	1,078,793	+3,933
Female Students	576,403	579,850	+3,447

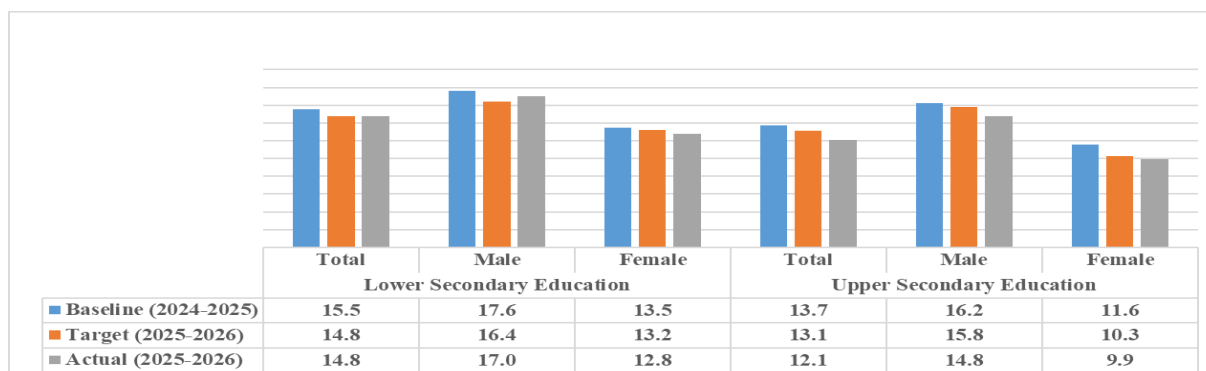
Source: Department of Education Information Management System

**A.2 Qualitative Section**

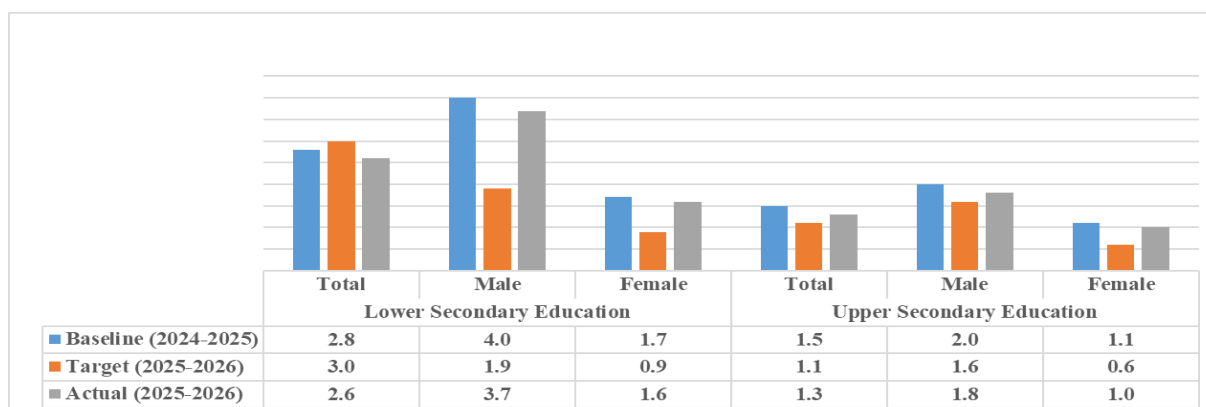
**A.2.1 Student Flow Rate: Promotion Rate, Repetition Rate and Dropout Rate**

- Lower secondary education: the promotion rate increased by 0.9 percent, females increased by 0.8 percent; the repetition rate decreased by 0.2 percent, females decreased by 0.1 percent; and dropout rate decreased by 0.7 percent, females decreased by 0.7 percent;
- Upper secondary education: the promotion rate increased by 1.8 percent, females increased by 1.8 percent; the repetition rate decreased by 0.2 percent, females decreased by 0.1 percent; and dropout rate decreased by 1.6 percent, females decreased by 1.7 percent.

**Figure 52: Dropout Rate at Secondary Education**



**Figure 53: Repetition Rate at Secondary Education**



**Table 18: Student Flow Rate at Secondary Education**

Description	School Years		Increase- Decrease (+/-)	School Years		Increase- Decrease (+/-)
	2023-24	2024-25		2023-24	2024-25	
	<b>Lower Secondary Education</b>					
	<b>Total</b>			<b>Female</b>		
Promotion Rate	81.7	82.6	+0.9	84.8	85.6	+0.8
Repetition Rate	2.8	2.6	-0.2	1.7	1.6	-0.1
Dropout Rate	15.5	14.8	-0.7	13.5	12.8	-0.7
<b>Upper Secondary Education</b>						
	<b>Total</b>			<b>Female</b>		
Promotion Rate	84.8	86.6	+1.8	87.3	89.1	+1.8
Repetition Rate	1.5	1.3	-0.2	1.1	1.0	-0.1
Dropout Rate	13.7	12.1	-1.6	11.6	9.9	-1.7

Source: Department of Education Information Management System

This showed that the promotion rate has increased, the repetition rate has decreased and the dropout rate has decreased, indicating that secondary education is progressing and resources are being used effectively. Factors driving this positive trend include 1. Enhancing the quality of teaching and learning through the implementation of new teaching methods and the use of technology, 2. Establishing mechanisms to help slow learners in schools on a regular basis, providing support, study clubs, applying extracurricular programs, and providing full-day learning, and 3. Supporting community participation and providing scholarships to poor students.

#### A.2.2 Pupil-Teacher, Pupil-Class and Pupil-Classroom Ratios

- The ratio of pupil-teacher at lower secondary education increased from 23.1 to 23.2 and at upper secondary education decreased from 26.3 to 25.8;
- The ratio of pupil-class at lower secondary education decreased from 46.2 to 45.4 and at upper secondary education increased from 47.2 to 70.4;
- The ratio of pupil-classroom at lower secondary education was fixed (49.0) and at upper secondary education decreased from 50.9 to 49.9.

**Table 19: Main Ratios at Secondary Education**

Description	Lower Secondary Education			Upper Secondary Education		
	School Years		Increase- Decrease (+/-)	School Years		Increase- Decrease (+/-)
	2024-25	2025-26		2024-25	2025-26	
Ratio of Pupil-Teacher	23.1	23.2	+ 0.1	26.3	25.8	- 0.5
Ratio of Pupil-Class	46.2	45.4	- 0.8	47.2	70.4	+ 23.2
Ratio of Pupil-Classroom	49.0	49.0	Fixed	50.9	49.9	- 1.0

Source: Department of Education Information Management System

#### A.2.3 General Secondary Education and Completion Diploma Examinations

According to **the results of Junior High School Diploma Examination**, 171,717 candidates, equal to 94.34 percent, passed the Junior High School Diploma Examination, including 94,851 females, equal to 96.56 percent, with good, fairly good and fair grades. Compared to the school year 2023-2024, 175,396 candidates, equal to 94.69 percent, passed the Junior High School Diploma Examination, including 97,456 females, equal to 96.21 percent.

#### A.2.4 The Results of High School Diploma Examination:

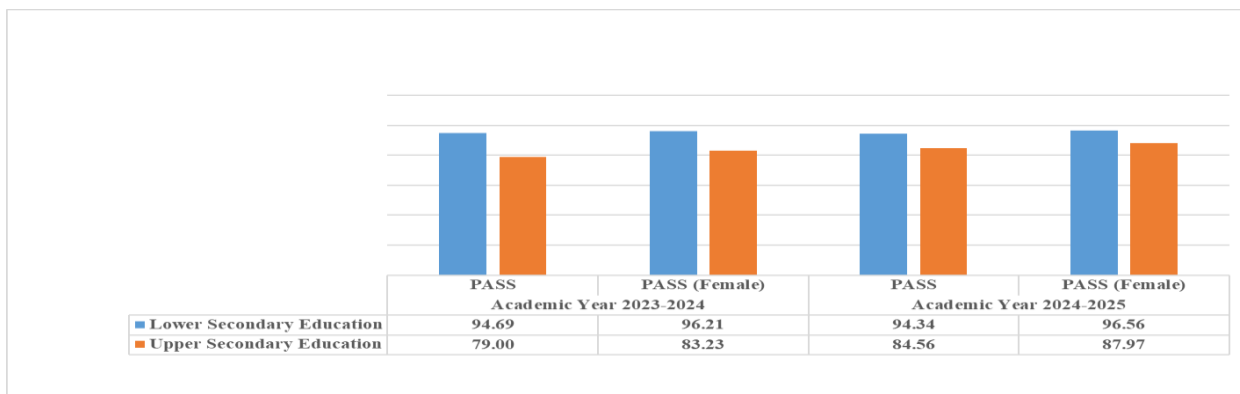
144,838 candidates took high school diploma examination, including 80,696 females; 122,473 candidates equal to 84.56 percent, 70,991 females equal to 87.97 percent, passed the exam; among them, 3,003 candidates, 1,694 females, got Grade A; 9,901 candidates, 6,198 females, got Grade B; 28,801 candidates, 18,578 females, got Grade C; 45,859

candidates, 27,189 females, got Grade D; and 34,909 candidates, 17,332 females, got Grade E, compared to the school year 2023-2024, which 106,351 candidates equal to 79 percent, 61,530 females equal to 83.23 percent, passed the exam,; among them, 2,216 candidates, 1,281 females, got Grade A; 9,701 candidates, 5,985 females, got Grade B; 22,675 candidates, 14,220 females, got Grade C; 36,683 candidates, 21,698 females, got Grade D; and 35,076 candidates, 18,346 females, got Grade E.

**Table 20: Results of General Junior High School and High School and Completion Diploma Examinations**

Education Levels	School Years		School Years		Increase-Decrease (+/-)			
	2023-24		2024-25		Total	Percentage	Female	Percentage
	Total	Female	Total	Female				
Junior High School	175,396	97,456	171,717	94,851	-3,679	-2.10	-2,605	-2.67
High School	106,351	61,530	122,473	70,991	+16,122	+15.16	+9,461	+15.38

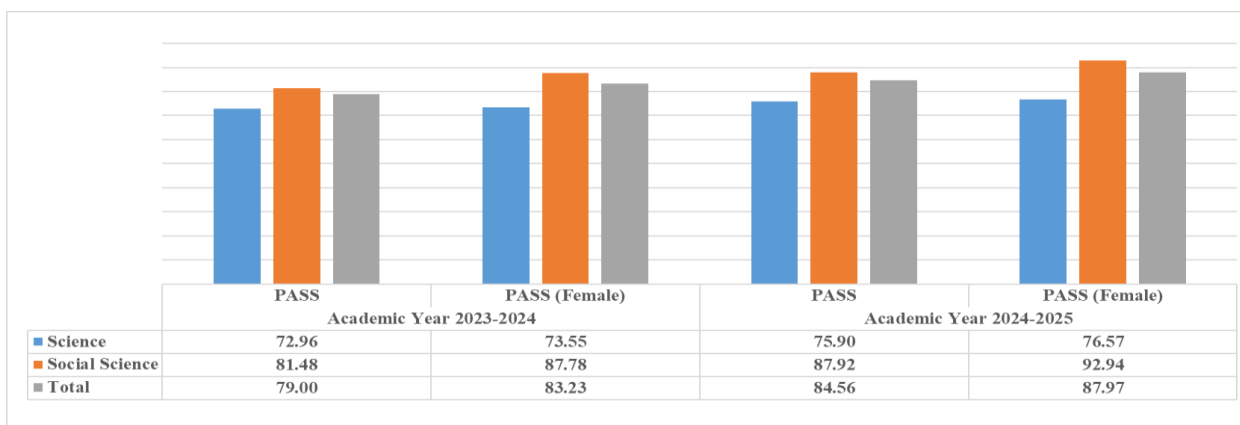
**Figure 54: Percentage of Results of Students Passing Junior High School and High School Diploma Examinations**



Source: Department of Examination Affairs

Results of students who passed the junior high school diploma examination in the School Year 2024-2025 compared to the School Year 2023-2024 decreased 0.35 percent, females increased 0.35 percent, while the results of students who passed the high school diploma examination in the 2024-2025 compared to the School Year 2023-2024 increased 15.16 percent, females increased 15.38 percent.

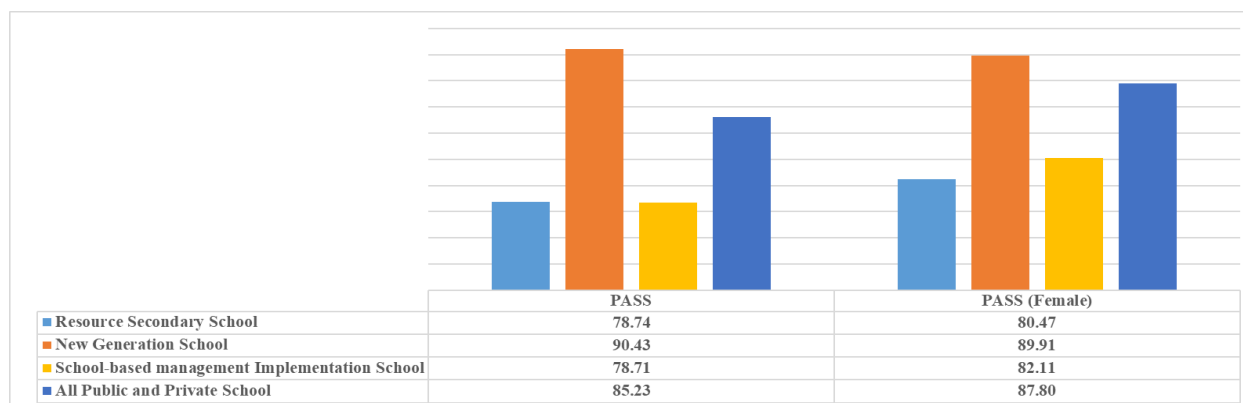
**Figure 55: Results of High School Diploma Examinations of Science Classes and Social Science Classes in Percentage**



Source: Department of Examination Affairs

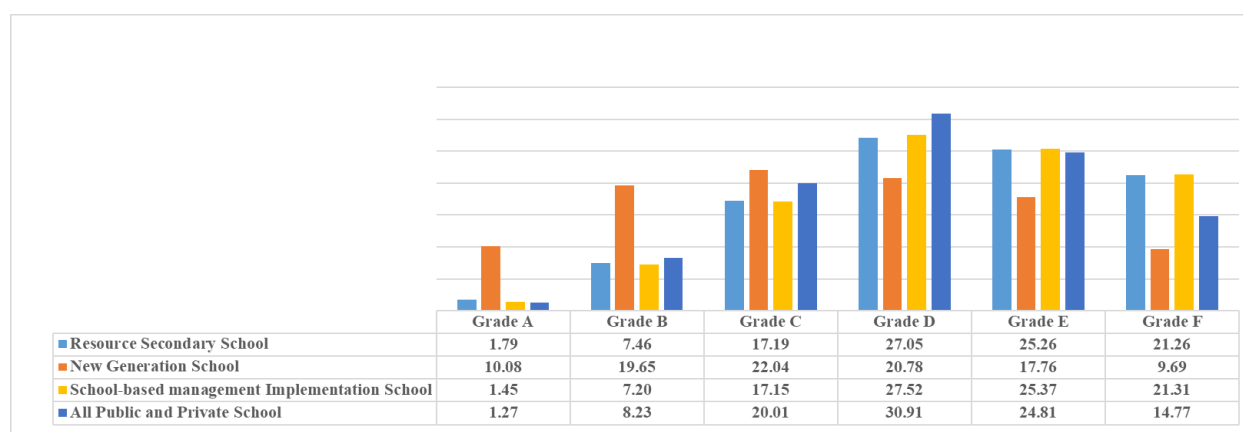
The results of students who passed the high school diploma examination in the School Year 2024-2025, compared to the School Year 2023-2024, increased 15.16 percent, females increased 15.38 percent; among them, students in science class increased 7.58 percent, females increased 7.66 percent, and students in social science class increased 17.95 percent, females increased 18.42 percent.

**Figure 56: Percentage of students passed High School Diploma Examination in Resource Secondary Schools, New Generation Schools, Schools Implementing School Management and Public and Private Education Establishments**



Source: Department of Examination Affairs

**Figure 57: Percentage of Students Passed High School Diploma Examination by Grade at Resource Schools, New Generation School, Schools Implementing School Management and Public and Private Education Establishments**



Source: Department of Examination Affairs

### A.2.5 Vocational Orientation and Technical Education

There were 49 education establishments that provided technical education services, including 14 public general and technical high schools, 7 high schools with resource buildings, 3 high schools near special economic zone, 18 high schools with Community Tech Center, 3 private general and technical high schools, 4 institutes (Community Development Institute of National University of **Chea Sim** Kamchaymear, Technical and Vocational Training Institute of the University of **Heng Samrin** Thbongkhmum, Kampong Speu Institute of Technology and Kratie University). There were 4,717 technical education students, 1,697 females (4,313 students at public schools, 1,501 females, and 404 students at private schools, 196 females); compared to the previous school year, there was an increase of 869 students equal to 22.5 percent, females increased by 410 persons equal to 31.8 percent. Among them, 28 general education high schools piloted vocational pathways, with 537 students, 205 females, in computer technology, and 101 students, 63 female, in accounting, with a total of 638 students, 268 females.

In the School Year 2024-2025, 482 technical education students, 131 females, equal to 12.5 percent, and female 10.17 percent, dropped out.

The Food Institute of Cambodia is a private vocational training institution that has trained 23 students, 14 females, on food and beverage skills.

The Cambodia-Japan Friendship Technical Education Center in Siem Reap province has provided short-term skill training to 7 young people, 5 females, on basic computer.

Table 21: Statistics of General and Technical High School Students (at Public and Private Schools)

Description	2024-25		2025-26		Increase/Decrease (+/-)	
	Total	Female	Total	Female	Total	Female
Kampong Chheu Teal General Education and Practical Technical High School of Kampong Chheuteal Institute of Technology	592	251	690	335	98	84
<i>Samdech Akka Moha Sena Padei Techo Hun Sen</i> -ROTA General Education and Technical High School in Khsach Kandal	400	54	411	72	11	18
<b>Preah Bat Samdech Preah Boromneath Norodom Sihamoni</b> General Education and Technical High School	291	107	233	73	-58	-34
Saint-François Private General Knowledge and Technical High School	156	77	160	74	4	-3
Puok General Education and Technical High School	248	14	237	16	-11	2
<b>Hun Sen</b> Chumpouvorn General Education and Technical High School	248	38	261	39	13	1
Bavet General Education and Technical High School	137	54	153	51	16	-3
Preah Reach Samphea General Education and Technical High School	136	18	136	23	0	5
Preah Norodom Sihamoni General Education and Technical High School	82	31	97	34	15	3
<b>Chea Sim</b> Tbeng Meanchey General Education and Technical High School	131	43	123	41	-8	-2
ACT Private General Knowledge and Technical High School*	78	39	72	45	-6	6
Private Donbosco General And Technical High School Of Poipet	155	64	172	77	17	13
Community Development Institute of National University of <b>CheaSim</b> Kamchaymear	302	142	330	152	28	10
Technical and Vocational Training Institute of University of <b>Heng Samrin</b> Thbongkhmum	209	108	216	113	7	5
Preah Norodom Sihamoni Raja Banteay Chhmar General Education and Technical High School	117	53	127	64	10	11
<b>Hun Sen</b> Peam Chi Kang High School	135	45	110	25	-25	-20
Techo Sen Koh Kong General Knowledge and Technical High School	56	15	69	13	13	-2
Kampong Speu Institute of Technology	88	35	89	35	1	0
Mondulkiri General Education and Technical High School	141	62	159	77	18	15
Sihanoukville General Knowledge and Technical High School	82	2	133	5	51	3
Kratie University	64	35	101	65	37	30
<b>Total</b>	<b>3,848</b>	<b>1,287</b>	<b>4,079</b>	<b>1,429</b>	<b>231</b>	<b>142</b>
High Schools With Resource Buildings and Applying Vocational Pathway	2024-25		2025-26		Increase/Decrease (+/-)	
	Total	Female	Total	Female	Total	Female
Hun Sen Skun High School			58	28	58	28
Angkor High School			42	19	42	19
Hun Sen Kla Kon High School			60	20	60	20
Pursat High School			15	8	15	8
Tep Pranam High School			49	19	49	19
Svay Rieng High School			18	3	18	3
Preah Bat Suramarit High School			23	2	23	2
<b>Total</b>			<b>265</b>	<b>99</b>	<b>265</b>	<b>99</b>
High Schools Near Special Economic Zone and Applying	2024-25		2025-26		Increase/Decrease (+/-)	

Vocational Pathway	Total	Female	Total	Female	Total	Female
Chea Sim Chhouk Va High School			23	17	23	17
Boeung Trabek High School			25	6	25	6
Hun Sen Ang Snuol High School			27	8	27	8
<b>Total</b>			<b>75</b>	<b>31</b>	<b>75</b>	<b>31</b>
High Schools with Community Tech Center and Applying Vocational Pathway	2024-25		2025-26		Increase/Decrease (+/-)	
	Total	Female	Total	Female	Total	Female
Hun Sen Angkor Borey High School			13	6	13	6
Bunrany Hun Sen Bati High School			20	5	20	5
Sok An Tonler Bati High School			13	4	13	4
Hun Sen Muy Mithona High School			13	10	13	10
Sok An Tram Khna High School			12	6	12	6
Sok An Daung Khpos Borey Chulsa High School			15	12	15	12
Sok An Tonloab High School			22	7	22	7
Sok An Soben High School			30	7	30	7
Heng Samrin Prey Lvea High School			22	16	22	16
Bunrany Hun Sen Phnom Chisor High School			15	8	15	8
<i>Akka Moha Sena Padei Techo</i> Hun Sen Ang Preah Sdach High School			15	8	15	8
Hun Sen Khsach Sor High School			9	3	9	3
Sok An I May High School			15	10	15	10
Hun Sen Tnaot Chum High School			14	5	14	5
Ang Roka High School			16	8	16	8
Sok An Thnal Bam Bek High School			26	12	26	12
Sok An Prey Sandek High School			11	5	11	5
Sok An Khvav High School			17	6	17	6
<b>Total</b>			<b>298</b>	<b>138</b>	<b>298</b>	<b>138</b>
<b>Grand Total</b>	<b>3,848</b>	<b>1,287</b>	<b>4,717</b>	<b>1,697</b>	<b>869</b>	<b>410</b>

Source: Vocational Orientation Department

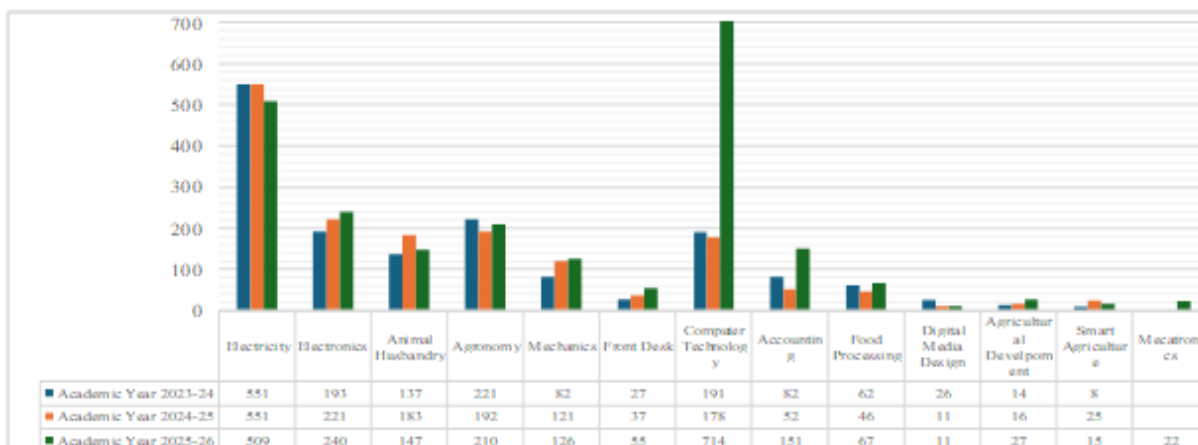
\* Private School

**The Table above shows:**

- The overall increase in number of students was from 3,848 to 4,717, an increase of 869 students or 22.58 percent, of which the increase in female students was from 1,287 to 1,697, an increase of 410 students or 31.86 percent; compared to the previous school year, there was an increase of 9.6 percent, female 3.3 percent. The overall increase was 12.98 percent, female 28.56 percent, due to the expansion of schools that implemented new educational pathways (vocational pathways) in computer technology and accounting skills in 28 high schools.
- Institutions with significant increase and decline in student numbers:
  - Kampong Chheu Teal General Education and Practical Technical High School had the highest increase in student numbers compared to the previous school year, with an increase of 98 students, 84 females, because this high school has the most training skills, 6 skills, and has a high level of satisfaction from the community on technical education;
  - **Preah Bat Samdach Preah Norodom Sihamoni** General Education and Technical High School had a decrease of 58 students, 34 females, because the community in that area preferred general education than technical education;

- **Hun Sen** Kla Kon High School had the highest number of enrolled students, 60 students, among the new institutions that have just started applying vocational pathways, due to clear and timely orientation to students and stakeholders.

**Figure 58: Year 1 Technical Education Students Statistics 2023 to 2025**

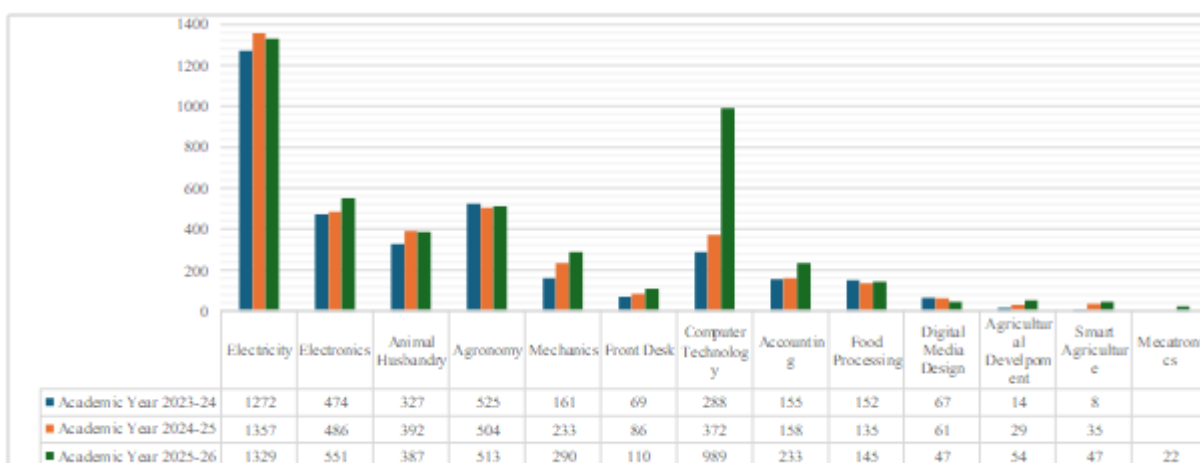


Source: Vocational Orientation Department

The figure above shows:

- Electrical engineering remained the most attractive major for first-year applicants for three consecutive years;
- Computer technology had a sharp increase in enrollment in the last year due to the increase in number of schools applying new educational pathways (vocational pathways);
- Mechatronics had the smallest number of students enrolled because it was newly created and started operating this year at Kampong Speu Institute of Technology;
- In the School Year 2025-2026, Computer Technology had the largest number of students enrolled, 714 students, while Smart Agriculture had the smallest number of students enrolled, 15 students.

**Figure 59: Technical Education Student Statistics by Majors from 2023 to 2025**

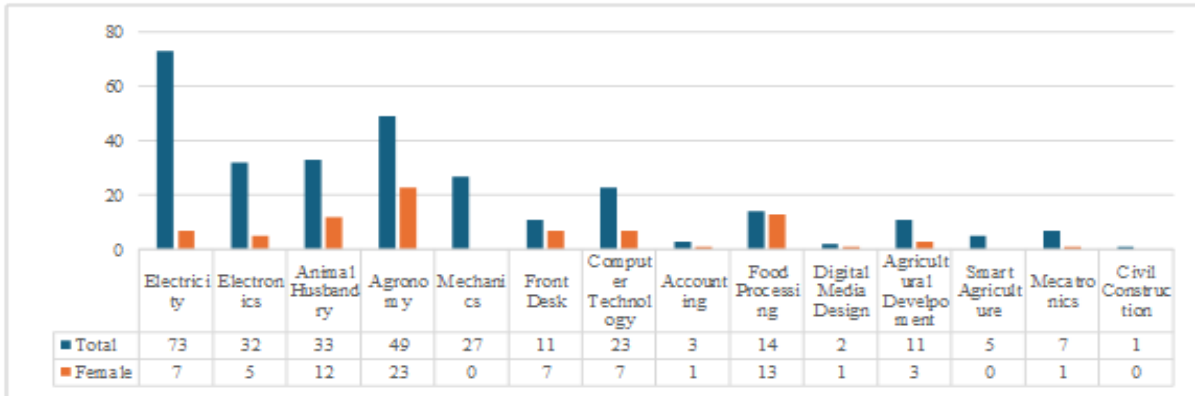


Source: Vocational Orientation Department

The Table above shows:

- For three consecutive years, electrical engineering had the largest number of students, while mechatronics had the smallest number of students.
- Computer technology major increased significantly in 2025-2026, from 372 to 989 students.
- In the School Year 2025-2026, among technical students in the three years, electrical engineering had the largest number of students, 1,329 students, while mechatronics had the smallest number of students, 22 students.

**Figure 60: Statistics of Technical Education Teachers**



Source: Vocational Orientation Department

The figure above shows:

- For electrical engineering, there were 73 teachers, 7 females, equal to 25 percent, female 8.75 percent. This was the largest number because this skill has been trained since the beginning of technical education, and most schools provided training on this skill, 13 out of 21 schools;
- For civil engineering, there were the smallest number of teachers, 1 teacher equal to 0.34 percent, because this skill has not yet been trained in educational institutions.

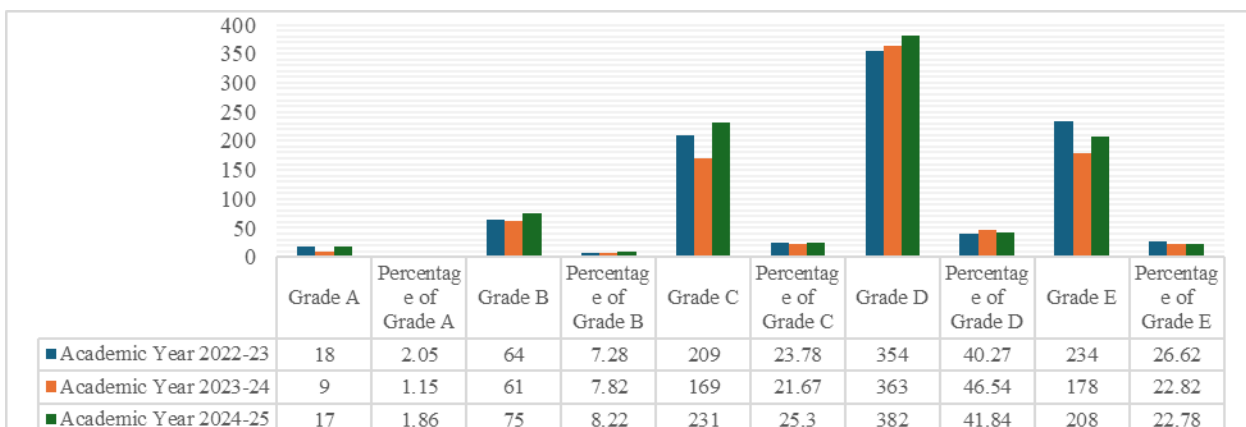
### A.2.6 Technical Education Final Exam

The final exams for technical education were organized for all three-year levels, where the exams were organized into three types, including written test, oral test and practical test. For the third year, the oral test and practical test were organized as a final project defense, with presentations, questions and demonstration of project achievements.

There were 3,366 candidates, 1,156 females, took the exams; 3,336 candidates equal to 99.11 percent, 1,155 females, equal to 99.91 percent, passed the examinations for Year 1, Year 2 and Technical and Vocational Certificate 3, including 1,293 first-year students, 425 females, equal to 98.47 percent, female 100 percent; 1,130 second-year students, 423 females, equal to 99.27 percent, female 99.76 percent.

**Examination of Technical and Vocational Certificate 3:** there were 913 students, 307 females, equal to 99.78 percent, female 100 percent; among them, 358 students, 35 females, majoring in electrical; 104 students, 26 females, in electronics; 136 students, 71 females, in agronomy; 96 students, 45 females, in animal husbandary; 41 students, 36 females, in food processing; 42 students, 5 females, in mechanics; 44 students, 28 females, in computers; 44 students, 29 females, in accounting; 25 students, 16 females, in frontline office, and 23 students, 6 females, in digital media designers. There were 17 Grade-A students, 6 females; 75 Grade-B students, 35 females; 231 Grade-C students, 102 females, 382 Grade-D students, 132 females, and 208 Grade-E students, 32 females. Students 35.38 percent passed the Examination of Technical and Vocational Certificate 3 and got grades ABC, female 46.58 percent.

**Figure 61: Results of Final Examinations for Year 1, Year 2 and Technical and Vocational Certificate 3 (2023 to 2025)**



Source: Vocational Orientation Department

**The figure above shows:**

- The smallest number of students got Grade A and the largest number of students got Grade D grades in the last 3 years.
- Students got Grade A were in the range of 1 to 2 percent, and students got Grade E were in the range of 22 to 26 percent. The largest number of students got Grade D were between 40 and 46 percent.
- Percentage of students getting Grade A decreased from 2.05 percent in the 2022-2023 school year to 1.15 percent in the School Year 2023-2024, and it increased 1.86 percent in the School Year 2024-2025. Percentage of students getting Grade B had increased over the three years, from 7.28 to 8.22 percent. Percentage of students getting Grade C decreased from 23.78 to 21.67 percent then increased to 25.3 percent. In overall, percentage of students getting Grades ABC decreased from 33.11 percent in the 2022-2023 school year to 30.64 percent in the School Year 2023-2024 then increased to 35.38 percent in the School Year 2024-2025.

Among the 913 students, 307 females, who passed the Technical and Vocational Certificate 3, 316 students equal to 34.6 percent, 102 females equal to 33.2 percent, were employed in public and private institutions; 466 students equal to 51.0 percent, 164 females equal to 53.4 percent had been pursuing their studies; 81 students equal to 8.9 percent, 22 females equal to 7.2 percent, had been pursuing their studies and working at the same time; and there was no information of 50 students equal to 5.5 percent, 19 females equal to 6.2 percent.

*This shows that the Ministry has paid attention to strengthening and expanding technical education at secondary education to reach areas with labor needs. Successfully graduated technical education students have the ability to move forward to grab job opportunities, pursue their studies at higher education and technical training institutions, and start their own businesses with creativity and ethics, which are strong foundations for the development of the national society.*

**A.3. Implementation of Programs and Activities****A.3.1 New Generation School**

There are 10 new generation schools, including **Hun Sen** Kampong Cham High School, **Preah Sisowath** High School, Prek Leap High School, *Samdech Akka Moha Thamma Pothisal* **Chea Sim** Prek Anchanh High School, Kork Pring High School, **Hun Sen** Peam Chi Kang High School, **Preah Yukunthor** High School, **Preah Ang Duong** High School, **Boeung Trabek** High School and **Aranhraingsei** Lower Secondary School. Progress included:

- Teaching and learning quality (improved teaching and learning methods). The enrollment rate increased by 16 percent through the expansion of new generation school program to new educational institutions, including Boeung Trabek High School, Preah Ang Duong High School, and Aranhraingsei Lower Secondary School.
- The pass rate for high school diploma examination was 91 percent, of which 51 percent got Grade ABC, indicating high academic quality. 59 students got scholarships to study abroad and 347 got scholarships in the country, while the rate of students pursuing degrees at universities was over 87 percent.
- Over 3,200 projects, the masterpieces of 9,471 students, were displayed at the student art exhibition in each school, a testament to the active promotion of project-based learning.
- New Generation Schools have successfully published and officially distributed over 160 official titles of students' writings. These works were the products of students' creativity and ability.
- For achievements in national and international competitions, students won 1,018 gold medals, 918 silver medals, 678 bronze medals, 95 trophies and 1,221 certificates of merit, achievements achieved by 1,002 winners, 575 female students.
- Establishing collaborations with key institutions, such as UNICEF teaching life skills, KOICA teaching STEM, MPTC/EBC (digital education), Money Tree (financial literacy), KOCCA/Toytron (game-based learning), which have improved quality of NGS's curriculum to meet the 21<sup>st</sup> century skills.
- New Generation Schools have signed memorandums of understanding with 26 partner institutions, including domestic and foreign universities (for exchange of experiences and scholarship provision) and several other educational non-governmental organizations.
- French and Chinese language programs have been included as optional or required languages in the curriculum of some New Generation Schools, based on the schools' decisions and actual needs;
- 8 New Generation Schools have passed official quality assessment and 100% accreditation.

### A.3.2 Implementation of New Generation School Activities

The Ministry has:

- Established a mixed management mechanism by defining roles and responsibilities of the school management, school board and relevant partners with aim to strengthen ownership and effectiveness of school leadership;
- Integrated educational technology extensively by using a variety of softwares to enhance learning and teaching, including learning applications, such as SabaiCode, Money Tree, Robotify, AI, Phetlet and Arduino, among other key applications. Meanwhile, digital reading programs for English language learners were implemented through Xreading App and Camreading App, while Observic software was used for teacher professional support and development. They have used student data management systems, including NGS Mobile and SIS and cooperated with EBC to use a Learning Management System (LMS) and also created an official website for all New Generation Schools;
- Provided capacity development for teachers focusing on the 21<sup>st</sup> century pedagogy on constructivist learning, collaborative learning, modern learning, project-based learning and blended learning. They also introduced inquiry-based teaching methods, 5E scientific methods and life skills, as well as thinking using mathematical rules to solve problems. In addition, They also trained teachers to create test questions to assess student learning outcomes according to Bloom's Taxonomy theory. Teacher qualifications have been increased according to teacher career path plan and introduced the 21<sup>st</sup> century library management as well as the use of information technology in teaching by incorporating artificial intelligence (AI) program and organizing study clubs;
- Strengthened teachers' professional capacity on a variety of topics, with participation of more than 600 education staff members;
- Established a regular Professional Development Committee to ensure the development of all teachers' capacities. The committee organized regular teacher technical meetings and professional learning community processes to systematically improve teacher capacity at school level;
- Organized key educational infrastructure, including science laboratories by subjects (physics, chemistry, biology), computer labs, subject rooms (Khmer, mathematics, history...), professor rooms and a 21<sup>st</sup> century library. At the same time, they have also strengthened teaching and learning by including several core programs, such as life skills education, STEM education (science, technology, engineering, mathematics), career counseling, youth council, establishing study clubs, project works and establishing first aid rooms to ensure health and safety of students;
- Applied a mixed-method approach to student learning assessment by using a variety of assessment tools such as unbiased questions, biased questions, project works and student portfolios. In addition, the assessment was also integrated using the international PISA standardized test;
- Supported teachers through a team of pedagogical consultants and the use of Obsevic software to monitor and develop professional capacity on a regular basis;
- Expanded training on teaching methods in new-generation school manner to other schools and teacher training institutions, focusing on improving teacher quality and incorporating digital technology;
- Implemented digital skills and innovation development projects in targeted schools by introducing Arduino and Robotics curricula. In addition, Code.org was used as the primary tool to teach basic coding, and a group of female students was introduced to Technovation Girl program;
- Expanded Digital Skills Accelerator Program, which focuses on developing digital skills to prepare students for the 21<sup>st</sup> century, from Sisowath High School and Preah Yukanthor High School to Prek Leap High School, **Hun Sen** Kampong Cham High School and other New Generation Schools;
- Trained information technology teachers, focusing on developing digital literacy and artificial intelligence literacy curricula to enable teachers to teach modern skills for the 21<sup>st</sup> century.

*Obtaining the New Generation School Certificate is a testament to the excellence of past practices. This has made the New Generation School a model school for other educational institutions to learn from and follow.*

### A.3.3 Scholarship Program for Poor Students

The Ministry has provided scholarships to:

114,664 secondary school scholarship students in the School Year 2023-2024, compared to 152,581 in School Year 2024-2025, an increase of 37,917 students, including:

- National Social Assistance Fund to 107,714 students, including 74,097 lower secondary school students and 33,617 upper secondary school students;
- The Ministry of Education, Youth and Sports has provided to 43,120 students, including 38,491 lower secondary school students and 4,629 upper secondary school students;
- For technical education, there were 1,747 students, 717 females, in 18 public technical education institutions, equal to 50.51 percent, female 64.77 percent;
- Technical education students from 35 to 50 percent and increased scholarship money from 30,000 riel to 50,000 riel per month.

*This shows that the program has helped increase enrollment rates, reduce dropout and repetition rates.*

### A.3.4 Promoting Technical Education, Vocational Orientation, Career Guiding and Counseling

The Ministry has:

- Prepared “a report on collecting information of assessment of the need to integrate green and digital education in technical education curriculum for electrical, electronic, mechanical, computer and food processing majors for Years 1, 2 and 3” (approved on June 24, 2025);
- Prepared technical education curriculum framework (Prakas No. 2341 MoEYS.P., dated December 30, 2025);
- Prepared implementation guidelines on the implementation of technical education curriculum framework by integrating work-related programs (Guidelines dated December 31, 2025);
- Prepared detailed technical education curricula for 5 majors by integrating concepts, green education and digital skills, in collaboration with private sector, educational institutions, experts and specialized officials from Germany (Prakas No. 2337, 2338, 2339, 2340 and 2342, dated December 30, 2025);
- Developed and revised textbooks for 5 majors, including electrics, electronics, mechanics, computer technology and food processing (Prakas No. 2384 MoEYS.P., dated December 31, 2025);
- Updated and approved “the Master Plan for Technical Education in Upper Secondary Schools for 2026-2030” by integrating concepts, such as work-related studies, digital, gender, and climate change adaptation, with experts from Finland and stakeholders (approved on December 12, 2025);
- Updated “the Initial and Continuing Training Programs in Technical Education and the 5 Professional Majors” with participation of private sector and educational institutions to align with the Work-Related Curriculum Framework, with a special focus on “Green and Digital” (Prakas No. 2343, 2344, 2345, 2346 and 2347, dated December 30, 2025);
- Organized 15 exhibitions of technical education students’ masterpieces at 15 technical education institutions, with participation of 19 higher education institutions and technical and vocational training institutions, with 24,803 participants, 13,017 females, including 21,612 students, 11,818 females, 1,201 teachers, 438 females, enterprises, companies, higher education institutions, and 1,990 parents of students, 761 females;
- Approved executive guiding documents on the framework for public-private partnerships in education institutions;
- Developed a school management platform for managing student learning in general and technical high schools, in collaboration with Department of Digital Transformation, People in Need (PIN) and Sala Tech Company;
- Sent 2,904 technical education students, 947 females, on study tours, internships and theoretical practices in farms, handicrafts, companies, communities, institutes, special economic zones, higher education institutions, factories and enterprises;
- Facilitated 335 students, 155 females, who have completed technical and vocational certificate 3 to receive scholarships, including 173 bachelor’s degree students, 103 females, and 162 associate’s degree students, 52

- females, to pursue higher education at 15 public higher education institutions and technical and vocational training institutions for the School Year 2025-2026;
- Opened a workshop on reviewing the progress of leadership and management of technical education work in the 2023-24 school year and the direction for the 2024-25 school year, with 87 participants, 15 females;
  - Promoted technical education to junior high school and high school students in Grade 9 in 39 schools, with participation of 2,165 students, 1,170 females;
  - Conducted a workshop on training on soft skills and basic of production for 324 technical education students, 184 females;
  - Conducted demonstration classes to share experiences and improve teaching methods on animal husbandry, breeding and aquaculture techniques and aquaculture product processing, with 40 participants, 20 females;
  - Organized workshop to review the curriculum for breeding and aquaculture techniques, and aquaculture product processing, with 45 participants, 13 females;
  - Organized consultation workshop on preparation of framework for harmonization of technical education programs in two sessions, with 118 participants, 7 females;
  - Organized consultation workshop on master plan for technical education in upper secondary schools for 2026-2030, with 101 participants, 13 females;
  - Organized consultation workshop on development of detailed curricula and 5 textbooks per majors on electricals, electronics, mechanics, computer technology and food processing, with 296 participants, 77 females, from private sector;
  - Organized workshop on structuring of initial training programs for technical education teachers and continuing training for technical education teachers, with 141 participants, 34 female;
  - Obtained a Certificate of Full Accrediation for providing regular professional development services for continuing training for teachers on career guidance and counseling at secondary education level, with 6 credits;
  - Conducted supporting activities for career guidance and counseling programs and extracurricular activities in 50 targeted high schools, with 443,135 participants, 248,720 females;
  - Implemented career guidance and counseling programs in 199 schools, with 568 school counsellors, 234 females;
  - Created accounts on electronic counseling program “Compass”, with 128,674 students, 60,328 females;
  - Organized training courses on career-oriented education, choosing education paths with types of science, social science or vocational technical skills for 35,743 students, 20,909 females, from Grades 7 to 12 in 108 targeted schools in 23 capital-provinces;
  - Organized an orientation workshop on implementation of career guidance and counseling programs and public-private partnership activities for 156 leaders of Capital-Provincial Departments of Education, Youth and Sports and the management of resource high schools and network high schools, 16 females, and 150 school counselors, 51 females;
  - Organized a training course on implementation of career guidance and counseling programs at secondary education for the management and teachers of 10 target schools, with 29 participants, 10 female, in 4 sessions, 3 provinces;
  - Organized a training course on career guidance and counseling for teacher trainers of Pour un Sourire d' Enfant (PSE) for 30 hours, equivalent to 2 credits, with 25 participants, 9 females;
  - Organized a training course on “Career Guidance and Counseling Programs at Secondary Education” for 40 teachers, 10 females, from 17 high schools, including staff from various organizations in Phnom Penh capital;
  - Organized a training course on gender mainstreaming and social inclusion in implementing partnership and private sector activities under the framework of Career Guidance and Counseling Program for the school management and teachers from the 50 resource high schools, with 100 participants, 59 females;

- Organized a workshop on linking schools and private sector for STEM education and career preparation for students at secondary education, for the management of 50 resource high schools, 50 network high schools, and 24 training institutions and partner organizations, with 199 participants, 36 females;
- Guided and demonstrated the implementation of the Career Guidance and Counseling Programs at secondary education to 12 target high schools, with 85 participants, 36 females, in 4 provinces;
- Organized two Workshops on “Making Master Plan for Career Guidance and Counseling Programs for 2026-2035” with 112 participants, 28 females;
- Organized an exhibition on “Career Guidance and Learning” in 12 target schools, with 9,875 participants, 5,214 females, in collaboration with Plan International;
- Organized an student masterpiece exhibitions and small job fair at 20 resource high schools and network schools, with 75,902 participants, 43,338 females, including students, relevant institutions, public and private partner organizations and higher education institutions.

*This shows that the Ministry has paid attention to supporting technical education and career-oriented education programs at upper secondary education by improving and reviewing curriculum, technical education teacher training framework focusing on green industry skills, and strengthening and expanding the goal of implementing career guidance and counseling programs to contribute to the development of skills for secondary school students and help students recognize their personal potential, plan their careers and studies as well as obtain information of labor market.*

### **A.3.5 Piloting New Educational Path**

Via Letter No. 1810 N.EL., dated October 22, 2025 of the Council of Ministers, the Ministry of Education, Youth and Sports, in collaboration with the Ministry of Labor and Vocational Training, has piloted new educational path at secondary education in the School Year 2025-2026. Within the framework of piloting new educational path, the Ministry has:

- Approved the Joint Directive on Implementation of the New Educational Pathway in Cambodia;
- Prepared a Progress Report on Pilot of the New Educational Pathway in Cambodia at Pilot Education Institutions in the School Year 2025-2026 for **Samdech Moha Bovor Thipadei**, the Prime Minister of the Kingdom of Cambodia;
- Prepared a Decision on the Establishment of Committee to Lead, Manage and Organize Implementation Mechanism of the New Educational Pathway in Cambodia and the Academic and Career-Oriented Education Program;
- Prepared a Notification on Student Selection for Admission in Technical Education for the School Year 2025-2026;
- Prepared Directive on Operation of Public General Secondary Education Institutions for the School Year 2025-2026;
- Signed a Memorandum of Understanding with ACLEDA Business University on teaching accounting skills;
- Organized an Orientation Workshop on the Implementation of New Educational Pathway for the 49 target schools and 6 network schools, for school management, school counselors, ethics-civics teachers, classroom teachers and via Zoom, with 461 participants, 210 females, from 25 capital-provinces.

*This shows that the Ministry has paid attention to reviewing the new educational pathway at upper secondary education. Cambodia needs to prepare its education system to timely respond to regional and global educational and economic developments in order to address the shortage of skilled human capital, respond to Cambodian economic structure, reduce dropout rate at secondary education, promote higher education enrollment, especially in STEM skills, and increase the rate of students acquiring technical and vocational skills, which are necessary for the labor market.*

### **A.3.6 Life Skills Education**

The Ministry has:

- Prepared a draft proposal for accreditation of the provision of regular professional development services to teachers on local life skills education;

- Prepared guiding documents on implementing local life skills and reference books for local life skills, in collaboration with relevant departments, KAPE and UNICEF;
- Printed and distributed 2,892 handbooks on implementing local life skills and reference books for local life skills in 10 provinces;
- Supported guidance and training on local life skills education programs in 36 schools in 12 provinces;
- Monitored the implementation of local life skills education program by teachers who have been trained in 8 schools, with 19 participants, 1 female, in 4 provinces, in collaboration with relevant departments, Provincial Departments of Education, Youth and Sports, UNICEF and KAPE;
- Coordinated the enrollment for “Online Life Skills Program” in 233 schools, with 181 participants, 349 females, in 5 provinces;
- Provided capacity development on “Implementation of Local Life Skills” to Provincial Departments of Education, Youth and Sports, City-District-Khan Offices of Education, Youth and Sports, school management and teachers, with 181 participants, 349 females;
- Organized a Reflective Workshop on “Implementation of Life Skills Education Program” for national master trainers, with 145 participants, 34 females;
- Collected information on mental health, sexual and reproductive health, with 80 participants, 64 females, in Kampong Cham and Prey Veng provinces;
- Organized a consultation workshop to prepare a plan for teaching mental health, sexual health, reproductive health and developing capacities of girls in a six-stage method, with 22 participants, 11 females;
- Implemented life skills program on the 21<sup>st</sup> century skills in 248 schools, with 59,926 students, 34,406 females, in 32 districts and 8 provinces;
- Developed capacity on the use of life skills packages and pedagogical consulting skills on direct coaching skills to 428 teachers and education staff, 214 females, in 8 provinces;
- Developed capacity on educational leadership and life skills education to 262 school management, 26 females;
- Developed capacity on life skills education for 178 school life skills consultants, 36 females, and 27 district life skills consultants.

*The life skills education program has developed knowledge, skills and attitudes of students in response to actual needs of the national and global societies.*

### **A.3.7 Curriculum Development and Supply of Main Textbooks**

The Ministry has:

- Disseminated the use of guiding documents on teaching methods, new curricula and extracurricular activities to 300 management and teachers of model schools, 85 females;
- Trained and developed capacities of the Curriculum Development Department officials on the use of AI in curriculum and curriculum development
- Supplied 5,484,000 textbooks for all education levels and subjects to public education institutions at a ratio of 1:1 (1 student received one textbook of every subject for junior high schools) and 2:1 (2 students received one textbook of every subject for high schools), except for 7 provinces, including Koh Kong, Pailin, Oddar Meanchey, Preah Vihear, Stung Treng, Ratanakiri and Mondulakiri, which received textbooks at a ratio of 1:1 as junior high schools;
- Monitored and promoted the use of Google Form for education officials and those in charge of textbooks to facilitate monitoring the use and control of textbooks.

*This shows that the Ministry has paid attention to curriculum development, supply of textbooks and study materials in response to school needs.*

### A.3.8 Library Work

The Ministry has:

- Organized and monitored library work at Chea Sim Kampong Thmor High School, Kampong Thom Province, Hun Sen Peam Oknha Ong High School, Kandal Province;
- Organized libraries with partner organizations 9 times at Bun Rany Hun Sen Chan Thnal High School, Beoung Brey High School, Stoeng Hav High School, Bun Rany Hun Sen Charyavong High School, Preah Ko High School, Hun Sen Koh Nhek High School, Youth Center, Malai High School, Hun Sen Sala Krao High School, and the Cambodian National Youth Centre;
- Organized the 10<sup>th</sup> National Reading Day, held on March 11, 2025, under the theme “Reading Connects Intergenerational People in Society”, with 30,000 participants and 75 candidates for *Samdech Techo Hun Sen* Awards, 57 females; 18 candidates won the 1<sup>st</sup> to the 3<sup>rd</sup> places, 8 females.

*This helped cultivate research habits of teachers, students, and the public, and cultivate lifelong learning habits.*

### A.3.9 Teacher Training

The Ministry has:

- Organized the final examination for 739 upper secondary school teachers (Bachelor’s Degree +2) of the 2<sup>nd</sup> batch, Year 2, 358 females;
- Organized the final examination for 205 lower secondary school teachers, 138 females, including:
  - 199 lower secondary school teachers of the 3<sup>rd</sup> batch, Year 4 (12+4), 137 females;
  - 16 lower secondary school teachers of the 1<sup>st</sup> batch, Year 1 (Bachelor’s Degree +1), 1 female;
- Continued to train 425 lower secondary schools student teachers, 216 females, including:
  - 336 lower secondary schools student teachers of the 32<sup>nd</sup> Batch, Year 2 (12+2), 150 females;
  - 89 lower secondary schools student teachers of the 4<sup>th</sup> Batch, Year 2 (12+4), 66 females;
- Prepared, reviewed and improved detailed teacher education programs based on the (12+4) training system for teaching in junior high schools;
- Organized the 2025 National Teachers Conference “Teachers at the Heart of Education Reform: Research, Policy and Practice for the Ethical Use of Modern Technology and Artificial Intelligence”, with 202 participants in person, 55 females, and 156 participants online;
- Organized training courses on the use of digital technology to support teaching and learning for school management and ICT teacher trainers at teacher training institutions, with 46 participants, 12 females;
- Organized a training course on regular professional development for teachers on STEM education for teachers of Anuwat Junior High School of the Phnom Penh Teacher Education College, Battambang Teacher Education College, Regional Pedagogy of Kandal Province and Prey Veng Regional Teacher Training Center, with 78 participants, 42 females;
- Organized a training course on professionalism of school principals, with 120 participants, 20 females;
- Organized a training course on high school management, with 19 participants, 5 females.

*This shows that the Ministry has provided opportunities for education staff to continuously improve their qualifications to respond to the context of education sector reform.*

### A.3.10 Capacity Development

The Ministry has:

- Organized a workshop on summarizing and evaluating the implementation of model school standards, with 43 participants, 5 females;
- Organized a workshop on preparing documents on how to implement school community strategic works, presenting monitoring tools and evaluating results, with 70 participants, 17 females, in Siem Reap province;

- Organized a workshop on mechanism for conducting Workshops on School Community Strategy in areas and capital-provinces for target schools of **GEIP-AF** General Education Improvement Project, with 177 participants, 22 females;
- Organized Workshops on School Community Strategy for **GEIP-AF** target schools, with 1,804 participants, 190 females;
- Organized Workshop on Dessimination and Introduction of Website for Data Management of the Department of General Secondary Education, with 232 participants, 10 females;
- Trained technical education teachers on teaching methods through project-based learning, with 344 participants, 113 females, from 14 technical education institutions;
- Organized a training course on implementation of model school standards for the management and teachers of Kampong Chheu Teal General Education and Practical Technical High School and **Preah Bat Samdech Preah Boromneath Norodom Sihamoni** General Education and Technical High School, with 43 participants, 12 females;
- Organized a training course on aquaculture for technical teachers at **Preah Bat Samdech Preah Boromneath Norodom Sihamoni** General Education and Technical High School, with 34 participants, 16 females;
- Organized teacher training courses for 7 high schools that are piloting new educational pathway (vocational pathway) in accounting to become 14 assistant teachers, 4 females, in 4 subjects, in collaboration with ACLEDA University of Business, Phnom Penh capital;
- Organized teacher training courses for 28 high schools that are piloting new educational pathway (vocational pathway) in computer technology to become 56 assistant teachers, 8 females, in collaboration with New Generation Schools, Kampong Speu Institute of Technology, and the Academy of Digital Technology;
- Organized a visit on the implementation of technical education programs with 9 participants, 3 females, in Germany, France, and Finland;
- Developed teacher capacity on academic orientation in implementation of new educational pathway in 49 target schools and 6 network schools to the management, school counselors, ethics-civic teachers, classroom teachers and via Zoom, with 461 participants, 210 females;
- Organized a workshop on promoting health and menstrual hygiene management for the management of educational institutions, teachers, youth councils and communities in secondary education institions, with 240 participants, 170 females;
- Organized training on topics of nutrition in health education textbook for teachers of grades 8 and 9, with 10 participants, 4 females;
- Organized and coordinated with optometrists of the National Eye Health Program to conduct vision screening and glasses prescription for 591 students, 372 females, with low vision in high schools in Phnom Penh capital;
- Organized a workshop to strengthen the implementation of the guidelines for implementing the minimum requirements on “Clean Water and Sanitation” in secondary education institutions, with 14 participants, 4 females;
- Organized training on the use of health education textbooks for teachers of grades 7, 8, and 9 in general and technical education institutions, with 140 participants, 56 females;
- Organized Workshop on Side Effects of Substance Abuse, Electronic Cigarettes, HIV/AIDS Prevention and Road Traffic Law for red cross scouts, youth councils, and students at secondary schools, with 916 participants, 512 females;
- Organized training for school health teacher trainers on the use of health education textbooks, eye health screenings and vision tests at schools, with 99 participants, 33 females, from Kampong Cham, Preah Sihanouk, Kampong Chhnang, Ratanakiri and Kampong Thom provinces;
- Organized Education and Dissemination Workshop on Measures to Prevent Communicable Diseases, Non-Communicable Diseases, and Seeking for Mental Health Support Services for 45 elderly education staff members from secondary schools, 11 females;
- Organized Workshop on Promotion of Health and Menstrual Hygiene Management, with 56 participants, 25 females;

- Organized teacher training on the use of health education textbooks for grades 10 to 12 of secondary schools, with 65 participants, 18 females;
- Organized a training course on executive principles of mental health first aid in education institutions for 40 secondary school teachers, 16 females, from Kampong Chhnang and Siem Reap provinces;
- Organized a workshop on developing evaluation documents for teacher training colleges to transform them into institutes of education, with 33 participants, 7 females;
- Organized a workshop on developing the capacity of teachers of Anuwat junior high school on new-generation school teaching methods, with 80 participants, 39 females;
- Organized a workshop on developing and implementing regular professional development programs for teacher trainers on 6 topics, with 35 participants, 6 females;
- Organized a workshop on regular professional development for teacher trainers on 6 topics, with 225 participants, 77 females;
- Organized a workshop on evaluation of the works of trainees who had participated in adult education courses, with 14 participants, 1 female;
- Organized a workshop on review of the framework of teacher education program according to the (12+4) system, 2 courses for training junior high school teachers, with 123 participants, 34 females;
- Organized a workshop on preparing an action plan for transforming the regional teacher training colleges and regional pedagogy of Kandal, Kampong Cham, Prey Veng and Takeo provinces into institutes of education, with 41 participants, 8 females;
- Organized a workshop on evaluating and correcting research works of trainees who had participated in regular professional development training courses for teacher trainers on 6 topics, with 25 participants, 7 females;
- Organized a workshop on the use of computer-based student registration system and board of examiners for high school examination, with 789 participants, 91 females;
- Organized a workshop on roles and responsibilities of subject group leaders, with 236 participants, 54 females;
- Organized a workshop on roles and responsibilities of the Board of Inspectors, with 412 participants, 70 females, and assistant inspectors nationwide, with 3,461 participants, 1,992 females;
- Organized a training course on construction techniques, with 1,449 participants, 315 females;
- Organized a workshop to collect input for the development of documents: 1. Guidelines for implementing school self-evaluation, 2. Concepts of Education Quality Inspection Framework and 3. Education Quality Inspection Framework, with 61 participants, 11 females;
- Organized a capacity building workshop on using model school standard assessment tools, writing inspection reports and drawing up international standard test questions, with 168 participants, 30 females;
- Organized a workshop on drawing up test questions for assessing international student learning outcomes, with 58 participants, 14 females;
- Organized a workshop on technical guidance to be prepared for the implementation of international programs on student learning assessment, with 255 participants, 57 females, and 226 participants online, 57 females;
- Organized a workshop on developing standard tests at school level, with 329 participants, 44 females;
- Organized a workshop on coding test answers and entering data of student questionnaire for the Programme for International Student Assessment, with 100 participants, 13 females;
- Organized a workshop on preparing action plans for STEM education framework at school level, with 164 participants, 13 females;
- Organized a consultation workshop on guiding documents on competency-based assessment, with 180 participants, 17 females;
- Organized a capacity building workshop on assessment, focusing on stages of assessment competencies, with 183 participants, 24 females;

- Organized a training course on the use of digital technology to support teaching and learning in the Republic of Korea and the People's Republic of China, with 50 participants, 9 females;
- Organized 17 training courses on creating digital educational contents and using education platform in digital schools in 11 provinces, with 571 participants, 227 females;
- Organized 13 training courses on digital educational technology innovations, supporting teaching and learning methods in new contexts, for 1,274 teacher trainers and student teachers, 628 females;
- Organized training courses on developing capacity on the use of artificial intelligence, with 709 participants, 347 females;
- Organized training courses on capacity building system for grade-12 students and digital platform for grade-12 students, with 800 participants, 494 females.

### A.3.11 Monitoring

The Ministry has:

- Examined and verified data of target schools to be prepared for meeting the standard of model schools in 14 schools, with 22 participants, 0 female, in 4 provinces;
- Supported and conducted on-site visit, collected information, opened and expanded 48 schools, with 83 participants, 20 female, in 16 provinces;
- Supported target schools to be prepared for meeting the standard of model schools in 94 schools, with 140 participants, 7 female, in 16 provinces;
- Helped supporting works of target schools to be prepared for meeting the standard of model schools in 2025 in 47 schools in Stung Treng, Kampong Thom, Pursat, Ratanakiri, Siem Reap, Kratie and Preah Sihanouk provinces;
- Coordinated the visit of the Bloomberg Philanthropies delegates to focus on the process of health screening, providing glasses, operating health rooms and health education in Kampong Chhnang province and Phnom Penh capital;
- Coordinated the distribution of soy milk to 2,160 students and teachers, 1,250 females, in Kampong Chhnang province;
- Monitored the implementation of pedagogical internship of 425 Year-1 student teachers of lower secondary schools, 216 females;
- Organized the monitoring of Junior High School Diploma Examination process in 46 schools, with 40 participants, 10 females, in 7 provinces;
- Inspected 54 junior secondary schools, 50 resource high schools and 87 network schools;
- Trained teachers on developing standardized test questions and using the MoEYS Edtech program, with 5,826 participants, 2,493 females;
- Trained students on using the MoEYS Edtech program and practicing answering standardized test questions, with 10,415 students, 6,808 females participating.

*This helped improve problems that occurred in education institutions in a timely manner and encouraged education staff to perform their works with a professional conscience on a regular basis.*

## B. Progress in Implementing Indicators

### B.1 Progress in Implementing Outcome Indicators

#### Progress Analysis of Outcome Indicators

Outcome Indicators		Unit	Baseline	Target	Actual	Status
			2024-25	2025-26	2025-26	
<b>Program 1: Reforming schools for inclusive and equitable access to quality education</b>						
<b>Sub program 1.3: General and Technical Education</b>						
1.3.1	Number of secondary schools achieving model school standard					
	<i>Model lower secondary schools</i>	Number	20	65	32**	↓
	<i>Model upper secondary schools</i>	Number	115	103	173**	↑

Outcome Indicators		Unit	Baseline	Target	Actual	Status
			2024-25	2025-26	2025-26	
1.3.2	Gross enrolment rate in secondary education					
	Lower Secondary Education	%	75.2	68.4	79.0*	↑
	Male	%	70.5	63.2	74.1*	↑
	Female	%	80.2	71.4	84.2*	↑
	Upper Secondary Education	%	44.3	46.3	46.6*	↑
	Male	%	38.4	41.3	40.2*	→
	Female	%	50.5	51.2	53.2*	↑
1.3.3	Completion rate in secondary education					
	Lower Secondary Education	%	60.3	62.2	63.6*	↑
	Male	%	54.8	57.5	57.9*	↑
	Female	%	66.1	67.0	69.6*	↑
	Upper Secondary Education	%	38.5	40.9	41.7*	↑
	Male	%	32.9	36.9	35.4*	→
	Female	%	44.3	45.0	48.3*	↑
1.3.4	Number of enrollments in technical education	#	3,848	4,904	4,717*	↓

Note: ↑ Achieved the target → Likely to Achieved ↓ Unlikely to Achieved the target

\*Included private schools \*\*School Year 2024-2025

## B.2 Progress in Implementing output Indicators

### Progress Analysis of Output Indicators

Output Indicators		Unit	Baseline	Target	Actual	Status
			2024-25	2025-26	2025-26	
<b>Program 1: Reforming schools for inclusive and equitable access to quality education</b>						
<b>Sub-Program 1.3: General Secondary Education and Technical Education</b>						
<b>Objective 1.3.1: Improve access to and retention in equitable and inclusive secondary education</b>						
1	Transition rate					
	primary to lower secondary education	%	86.6*	87.5	88.0**	↑
	Male	%	83.2*	85.2	85.0**	↑
	Female	%	90.1*	89.7	91.0**	↑
	lower to upper secondary education	%	78.8*	82.0	79.1**	→
	Male	%	74.7*	78.5	75.4**	→
	Female	%	82.4*	85.0	82.5**	→
2	Survival rate					
	Lower secondary education	%	56.2*	56.6	56.6**	↑
	Male	%	49.3*	54.8	50.4**	→
	Female	%	64.0*	58.1	63.3**	↑
	Upper secondary education	%	36.3*	37.1	37.7**	↑
	Male	%	29.1*	33.9	31.0**	→
	Female	%	44.3*	40.1	44.9**	↑
3	Dropout rate					
	Lower secondary education	%	15.5*	14.8	14.2**	↑
	Male	%	17.6*	16.4	16.2**	↑
	Female	%	13.5*	13.2	12.3**	↑
	Upper secondary education	%	13.7*	13.1	11.2**	↑
	Male	%	16.2*	15.8	13.7**	↑
	Female	%	11.6*	10.3	9.2**	↑
4	Repetition rate					
	Lower secondary education	%	2.8*	3.0	2.5**	↑
	Male	%	4.0*	1.9	3.5**	↑
	Female	%	1.7*	0.9	1.6**	→
	Upper secondary education	%	1.5*	1.1	1.3**	→
	Male	%	2.0*	1.6	1.7**	→
	Female	%	1.1*	0.6	0.9**	→
5	Number of students receiving pro-poor scholarship					
	Lower secondary education	#	NA	119,961	112,588 (2024- 2025)	→
	Female	#	NA	13,117	38 246 (2024- 2025)	↑

Output Indicators		Unit	Baseline	Target	Actual	Status
			2024-25	2025-26	2025-26	
	Upper secondary education	#	1,138 (2023- 2024)	2,452	1,747 (2024- 2025)	↑
	Female		515 (2023- 2024)	858	717 (2024- 2025)	→
6	Percentage of secondary schools fully implementing the curriculum framework	%	N/A	45.0	N/A	↓
7	Number of secondary schools implemented school health program	#	1 092	369	266	↓
8	Percentage of public secondary school with WASH and other facilities					
	Lower secondary					
	3 stars	%	5.5	3.5	6.0	↑
	School with latrines	%	100	100	100	↑
	School with Aid Box	%	61.5	78.1	66.1	→
	School with Electricity	%	97.8	98.4	97.8	→
	Upper secondary					
	Star 3	%	8.6	10.0	11.2	↑
	School with latrines	%	100	100	100	↑
	School with Aid Box	%	83.3	91.2	84.9	→
	School with Electricity	%	99.8	99.6	99.8	↑
9	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	2,000	6,854	↑
10	The number of education staff participated in training of gender mainstreaming	#	42	1,200	0	↓
Sub program objective 1.3.2: Improve the quality of learning in line with 21st century skills						
11	Number of secondary schools implementing extra-curricular activities	#	180	55	180	↑
12	Number of general and technical high schools have partnership MoU with enterprises	#	3	6	6	↑
Sub program objective 1.3.3: Improve school leadership and governance						
13	Number of schools with functional management committee (meeting at least 7 times a year)	#	600	1,212	1,179	→
14	Number of New Generation School	#	9	13	10	→
15	Number of general and technical high schools/centers	#	21	23	49	↑

Note: ↑ Achieved the target → Likely to Achieved ↓ Unlikely to Achieved the target

\*School Year 2024-2025 \*\*School Year 2025-2026

**2.4.4 HIGHER EDUCATION SUB-SECTOR****A. ACHIEVED OUTCOME**

**Educational Policy:** To ensure that all Cambodian people receive quality, equitable and inclusive education, full of knowledge, skills, discipline, ethics and good behavior, as well as good health, physical fitness and lifelong learning.

**A.1. Quantitative Section****A.1.1 High Education Institution**

In the School Year 2024-2025, there were 200 higher education institutions, increased by 6 institutions compared to the previous school year. There were 79 public higher education institutions, decreased by 1 institution (under the supervision of the Ministry of Public Works and Transport) and increased by 1 (under the supervision of the Ministry of Interior). There were 121 private higher education institutions, increased by 6 institutions (under the supervision of the Ministry of Labor and Vocational Training). Two university branches under the supervision of the Ministry of Education, Youth and Sports were closed in 2025 (Panhasastra University branch in Battambang province and University of Management and Economics branch in Kampot province) as requested by the institution owners.

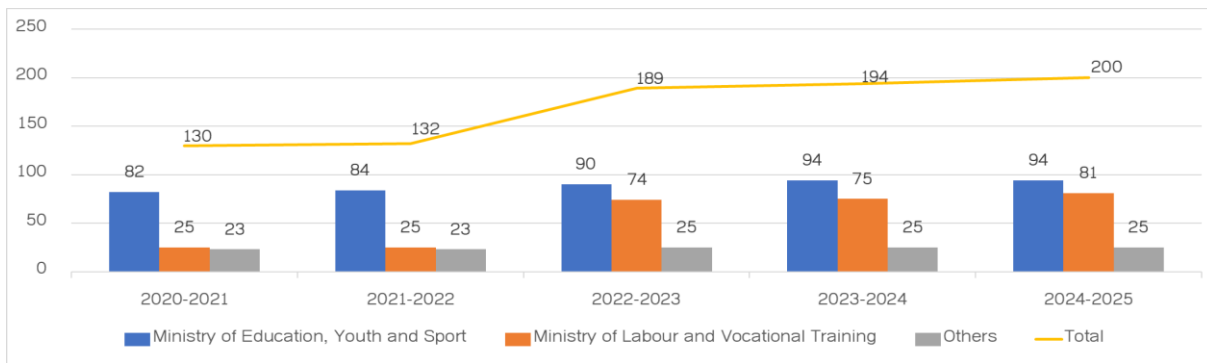
Higher education is under the supervision of 17 ministries and institutions. There were 94 higher education institutions under the supervision of the Ministry of Education, Youth and Sports, including 17 public higher education institutions and 77 private higher education institutions, located in 22 capital-provinces.

**Table 22: Statistics of Higher Education institutions under the Supervision of Relevant Ministries-Institutions**

No.	Ministries-Institutions	Public Institutions			Private Institutions			Grand Total
		Base	Branch	Total	Base	Branch	Total	
1	Ministry of Education, Youth and Sports	17	4	21	77	39	116	137
2	Ministry of Labor and Vocational Training	37	0	37	44	11	55	92
3	Ministry of National Defense	5	0	5	0	0	0	5
4	Ministry of Cults and Religions	3	2	5	0	0	0	5
5	Ministry of Agriculture, Forestry and Fisheries	3	0	3	0	0	0	3
6	Ministry of Health	2	0	2	0	0	0	2
7	Ministry of Culture and Fine Arts	1	0	1	0	0	0	1
8	Ministry of Interior	2	0	2	0	0	0	2
9	Office of the Council of Ministers	1	0	1	0	0	0	1
10	Ministry of Public Affairs and Transport	1	0	1	0	0	0	1
11	National Bank of Cambodia	1	0	1	0	0	0	1
12	Ministry of Social Affairs, Veterans and Youth Rehabilitation	1	0	1	0	0	0	1
13	Ministry of Mines and Energy	1	0	1	0	0	0	1
14	Ministry of Posts and Telecommunication	1	0	1	0	0	0	1
15	Ministry of Economy and Finance	1	0	1	0	0	0	1
16	Ministry of Land Management, Urban Planning and Construction	1	0	1	0	0	0	1
17	State Secretariat of Civil Aviation	1	0	1	0	0	0	1
	<b>Total</b>	<b>79</b>	<b>6</b>	<b>86</b>	<b>121</b>	<b>50</b>	<b>171</b>	<b>256</b>

Source: Department of Higher Education Management

**Figure 62: Statistics of Higher Education Institutions with Base Locations for a 5-Year Period**



Source: Department of Higher Education Management

During the last five years, the number of higher education institutions in the Kingdom of Cambodia has been increasing continuously. In addition to the growth of higher education institutions under the supervision of the Ministry of Education, Youth and Sports and the Ministry of Labor and Vocational Training, several other ministries and institutions have also established additional higher education institutions.

*The number of higher education institutions continues to increase across ministries and institutions. This highlights the need for higher education with a focus on sectoral specialization, which requires a coordinating mechanism to ensure the quality of higher education.*

**A.1.2 Higher Education Institutions as Public Administrative Institutions**

Among the 79 public higher education institutions, 16 have been transformed into public administrative institutions. Six higher education institutions under the supervision of the Ministry of Education, Youth and Sports as public administrative institutions included 1. National University of Management, 2. Royal University of Law and Economics, 3. Royal University of Phnom Penh, 4. National University of CheaSim Kamchaymear, 5. National University of Battambang and 6. Svay Rieng University.

*The Ministry of Education, Youth and Sports is continuing to examine the possibility and encourage other higher education institutions to transform into public administrative institutions to fulfill their roles more fully as legal entities of public law responsible for providing public services in administrative, social, cultural, educational, scientific and technical aspects in a better, faster and smoother manner.*

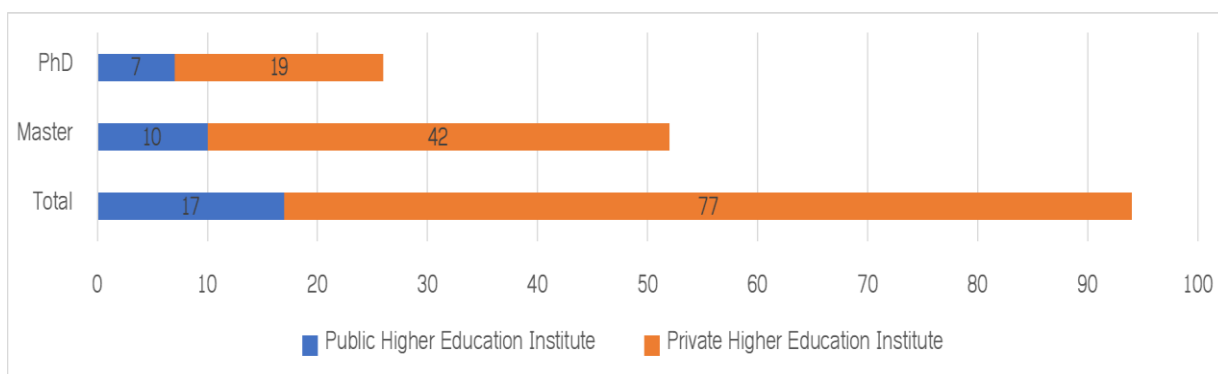
**A.1.3 Higher Education Training**

There were 52 higher education institutions under the supervision of the Ministry of Education, Youth and Sports that offered master’s degree trainings, including 10 public and 42 private higher education institutions. 26 higher education institutions were offering doctoral level training, including 7 public and 19 private higher education institutions.

In the School Year 2024-2025, public and private higher education institutions under the supervision of the Ministry of Education, Youth and Sports created 96 new majors, including 31 in associate’s degrees, 56 in bachelor’s degrees, 4 in master’s degrees, and 5 in doctoral degrees.

*The private sector continues to play a role as a partner in higher education and provides a wider range of options to meet the needs of students’ studies. The creation of new majors in higher education training programs is a sign of responding to the needs of the labor market and socio-economic development.*

**Figure 63: Master’s Degree and Doctoral Training Program**



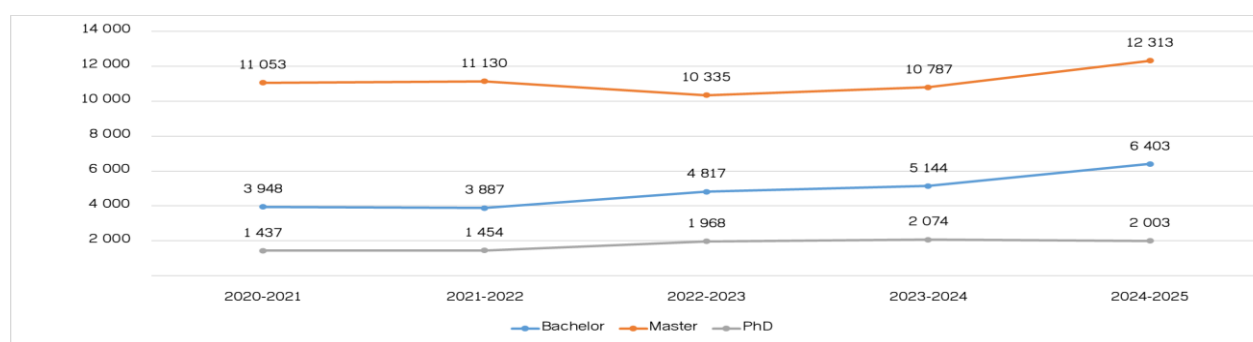
Source: Department of Research and Innovation

### A.1.4 Education Staff

There were 15,349 education staff members in higher education institutions under the supervision of the Ministry of Education, Youth and Sports, increased by 1,132 persons, 3,612 females, increased by 495 persons. There were 4,160 educational staff members holding bachelor's degree, equal to 27.10 percent, 1,880 females equal to 52.05 percent, 9,540 staff members holding master's degree, equal to 62.15 percent, 1,547 females equal to 42.83 percent, and 1,649 staff members holding doctorate, equal to 10.74 percent, 185 females equal to 5.12 percent. There were 11,72 teaching staff members, 1,780 females; among them, there were 2,929 full-time staff members, equal to 26.21 percent, 618 females equal to 5.53 percent.

In particular, for the 12 ministries and institutions that have higher education institutions under their supervisions, there were 20,719 staff members working in higher education institutions, 4,898 females, equal to 23.48 percent. The number of education staff holding bachelor's degrees increased from 5,144 to 6,403 persons, equal to 24.48 percent, with female staff members increased from 2,342 to 2,597 persons; the number of staff holding master's degrees increased from 10,787 to 12,313 persons, equal to 14.15 percent, with female staff increased from 1,787 to 2,051 persons; and the number of staff holding doctoral degrees decreased from 2,074 to 2,003 persons, equal to 3.42 percent, with female staff decreased from 274 to 250, compared to the School Year 2023-2024.

**Figure 64: Statistics of Educational Staff under Relevant Ministries and Institutions**



Source : Department of Higher Education Management

*The increase in number of education staff holding master's and bachelor's degrees, especially in the last three years, indicates the participation of young and recent graduates in higher education institutions. The slight decrease in the number of education staff holding master's degrees and the increase in the number of education staff holding doctoral degrees in 2022-2023 school year indicate the development of qualifications at degree levels. Most higher education staff in higher education institutions under the supervision of the Ministry of Education, Youth and Sports, especially at doctoral level, confirms the role of higher education institutions of the Ministry of Education, Youth and Sports in mobilizing national intellectual resources. However, higher education institutions still need to invest in and build more human resources to increase the number of education staff holding doctoral degrees.*

### A.1.5 Higher Education Students

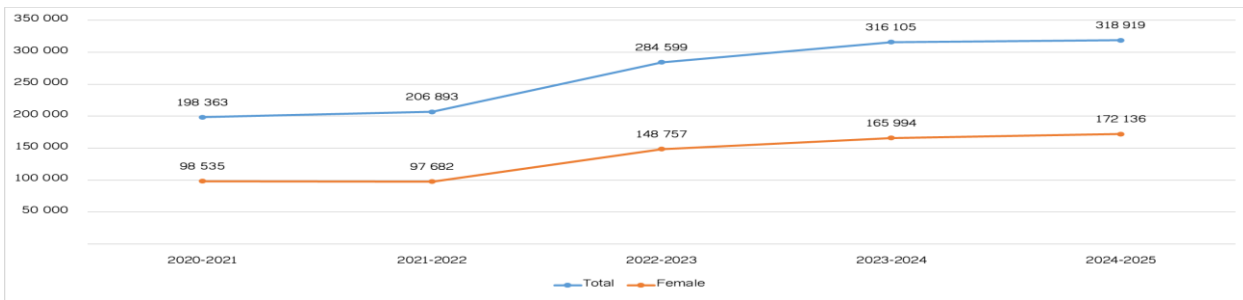
In School Year 2024-2025, there were 318,919 students, 172,136 females, studying in higher education, increased by 2,814 persons equal to 0.89 percent compared to School Year 2023-2024. The proportion of female students in higher education was 53.97 percent of the total number of students, indicating greater opportunities for women to access higher education.

The overall rate of higher education enrollment (among age group of 18 to 22) decreased slightly by 0.08 percent compared to School Year 2023-2024, from 19.08 percent, female 20.8 percent and male 17.4 percent, to 19 percent, female 21.7 percent and male 16.5 percent, in School Year 2024-2025. The percentage of female students increased by 0.9 percent. The main reason for the decrease in overall rate of higher education enrollment was that the population in the age group of 18 to 22 increased by 14,355 persons compared to the previous year (from 1,571,364 to 1,585,719 persons)<sup>1</sup>. In addition, the number of students enrolled in associate and bachelor's degrees also increased slightly by 1,501 students, from 299,779 students in School Year 2023-2024 to 301,280 students in School Year 2024-2025.

*Although the overall rate of higher education enrollment declined slightly, the Ministry will continue to closely monitor trends in the coming years to ensure the transformation of youth workforce into high-quality human capital, enabling Cambodia to maximize the demographic dividend for the national economy. Therefore, the need for strategic interventions is to increase the attractiveness, absorption, and quality of higher education to ensure faster momentum than demographic changes and promote equity in access to higher education in an inclusive manner.*

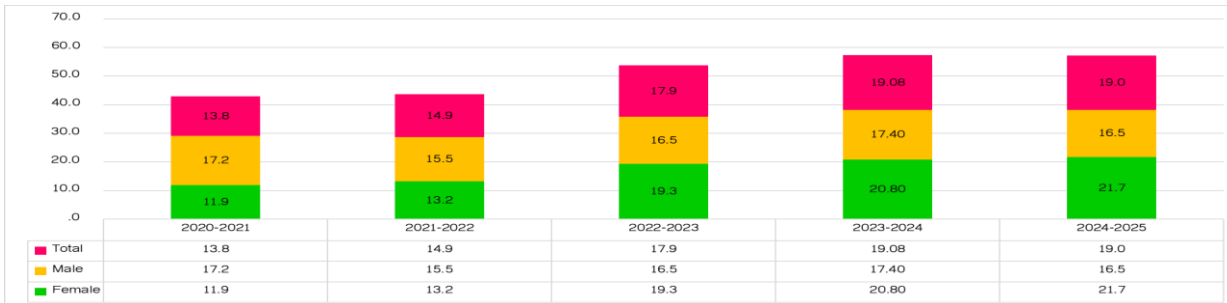
<sup>1</sup> Number of population aged 18-22 in 2025: 1,585,719 and 1,571,364 in 2024 (ESP 2024-2025)

**Figure 65. Statistics of Higher Education Students**



Source: Department of Higher Education Management

**Figure 66: Overall Rates of Education (Aged 18-22 years old)**



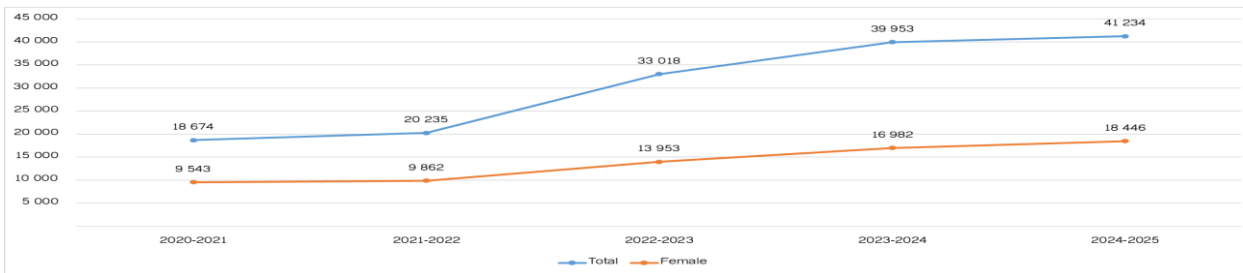
Source: Department of Higher Education Management

**A.1.6 Student Enrollment by Degree Levels**

**A.1.6.1 Associate Degree**

41,234 students were pursuing associate degrees, increased by 1,281 students equal to 3.21 percent, 18,446 females equal to 44.73 percent, increased by 1,464 females or 8.62 percent. Associate degree students under the Ministry of Education, Youth and Sports were 19,051 students, 10,693 females equal to 56.13 percent, of which there were 3,539 scholarship students, 1,905 females equal to 53.83 percent, and 15,512 fee-paying students, 8,788 females equal to 56.65 percent.

**Figure 67: Statistics of Associate Degree Students**

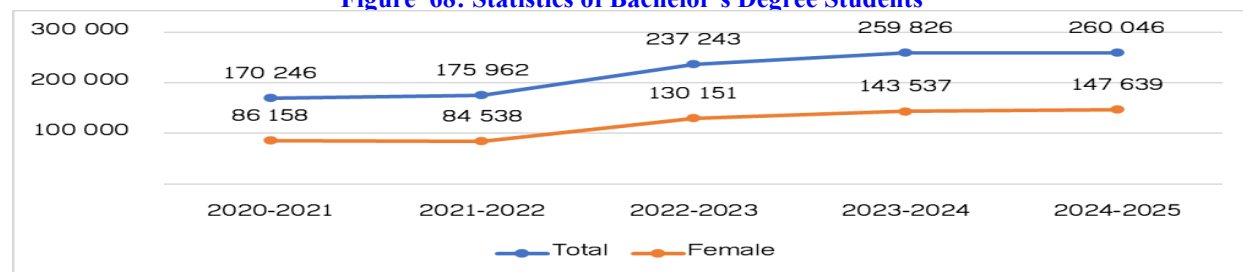


Source: Department of Higher Education Management

**A.1.6.2 Bachelor's Degree**

There were 260,046 Bachelor's Degree students, increased by 220 students equal to 0.08 percent, 147,639 females, increased by 4,102 females equal to 2.86 percent. Bachelor's Degree students under the Ministry of Education, Youth and Sports were 215,512 students, 127,872 females equal to 59.33 percent; of which, there were 35,647 scholarship students, 22,081 females equal to 61.94 percent, and 179,865 fee-paying students, 105,791 females equal to 58.82 percent.

**Figure 68: Statistics of Bachelor's Degree Students**

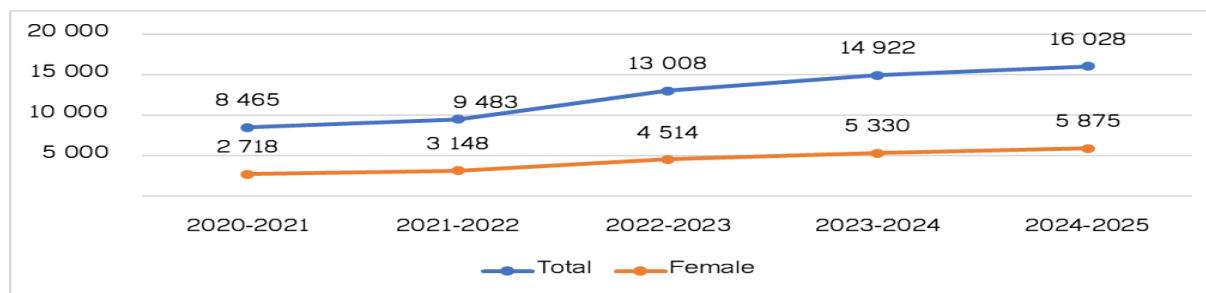


Source: Department of Higher Education Management

### A.1.6.3 Master's Degree

There were 16,028 students pursuing master's degree, 5,875 females equal to 36.65 percent. There was an increase of 7.41 percent, female increased by 10.23 percent, compared to School Year 2023-2024, when there were 14,922 students, 5,330 females equal to 34.7 percent. Based on data from the past five years, the number of students pursuing master's degree has increased significantly, especially for females.

**Figure 69: Statistics of Master's Degree Students**

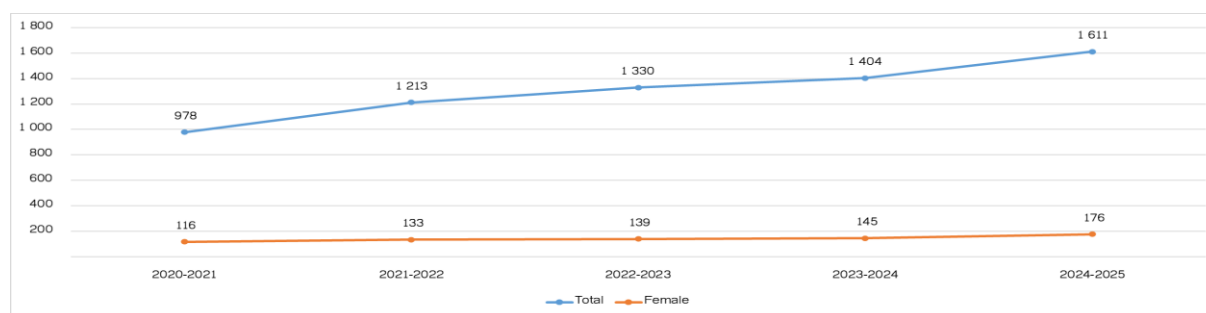


Source : Department of Research and Innovation

### A.1.6.4 Doctoral Degree

There were 1,611 students pursuing doctoral degree, 176 females equal to 10.92 percent. There was an increase of 14.74 percent, females increased by 21.38 percent, compared to School Year 2023-2024, when there were 1,404 students, 145 females equal to 10.92 percent. Based on data from the past five years, it showed that the number of students pursuing doctoral degree has increased significantly, especially for females.

**Figure 70: Statistics of Doctorate Students**



Source: Department of Research and Innovation

In overall, the trend of postgraduate students was increasing, and especially postgraduate students had opportunities to receive scholarships.

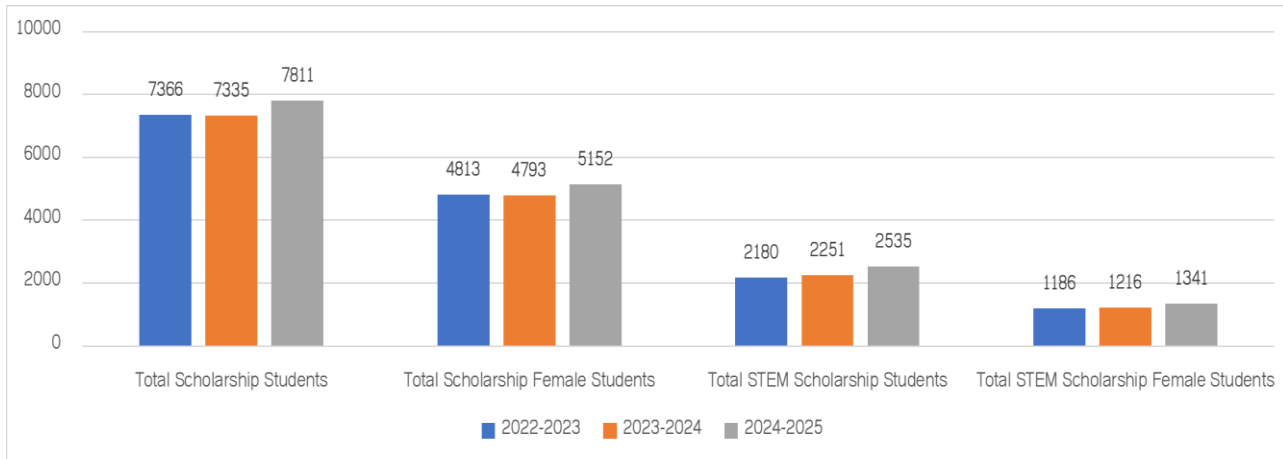
*The enrollment of Associate and Bachelor's Degrees students has tended to stabilize over the last two years. The number of female Associate and Bachelor's Degrees students has continued to increase relative to the total number of students. The enrollment of Master's Degree and Doctoral Degree students slightly increased. The proportion of female students was still lower than that of male students. The majority of students enrolled in higher education were concentrated at Bachelor's Degree (81.54 percent of the total number of higher education students). Therefore, more investment should be more concentrated in Bachelor's Degree and postgraduate levels by increasing attractiveness, absorption, and quality of higher education to increase enrollment growth and promote equity in access to postgraduate education in an inclusive manner.*

### A.1.6.5 Scholarship Provision

The Ministry has provided 100% tuition waiver scholarships for Bachelor's Degree students attending public and private higher education institutions every year. In School Year 2025-2026, 7,811 students received scholarships, 5,152 females, including 2,535 students in STEM majors, 1,341 females.

This number has increased compared to the last 3 years. This increase was due to support in promoting scholarship programs, orientation for grade 12 students, and coordinating enrollment mechanisms.

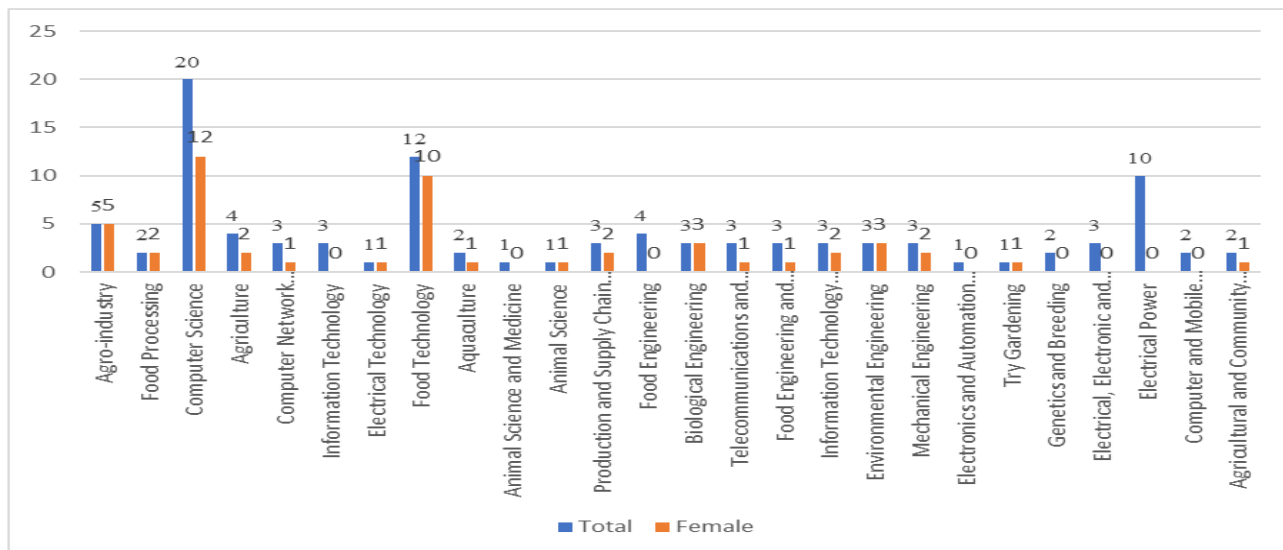
**Figure 71: 100% tuition waiver scholarship for Bachelor's Degree Provided by MoEYS**



Source: Department of Higher Education Management

The Ministry of Education, Youth and Sports has introduced a strategy to support and encourage public and private higher education institutions to continue investing in trainings by supporting the increase in number of students involved in STEM majors in Bachelor’s Degree. They have provided full scholarships to students from technical education institutions under the supervision of the Ministry and from general secondary schools to pursue their studies in these priority majors under the EU-Cambodia Partnership Program on Transforming Technical Education 2024-2027 by providing full scholarships for the 1<sup>st</sup> Batch for School Year 2025-2026 for 100 students, 51 females, including 30 technical education students, 14 females, studying in 26 majors in training at 9 public higher education institutions. The major with the most students being selected for bachelor’s degree was computer science, followed by food technology and electrics.

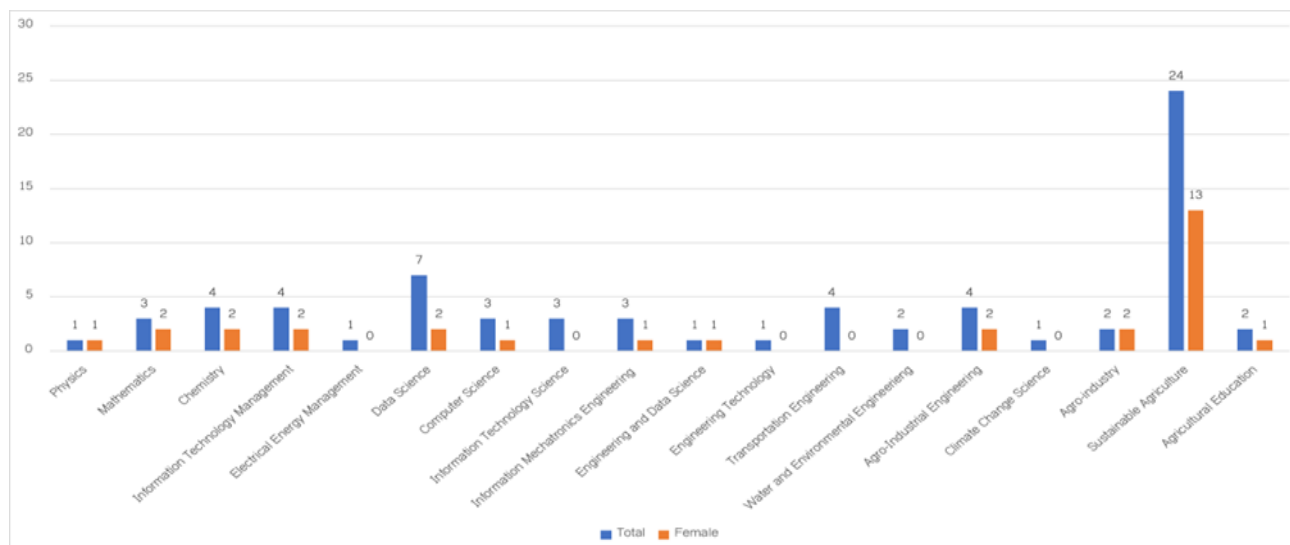
**Figure 72: Full Scholarship of Each Major for Bachelor’s Degree Funded by EU-Cambodian Partnership**



Source: Department of Higher Education Management

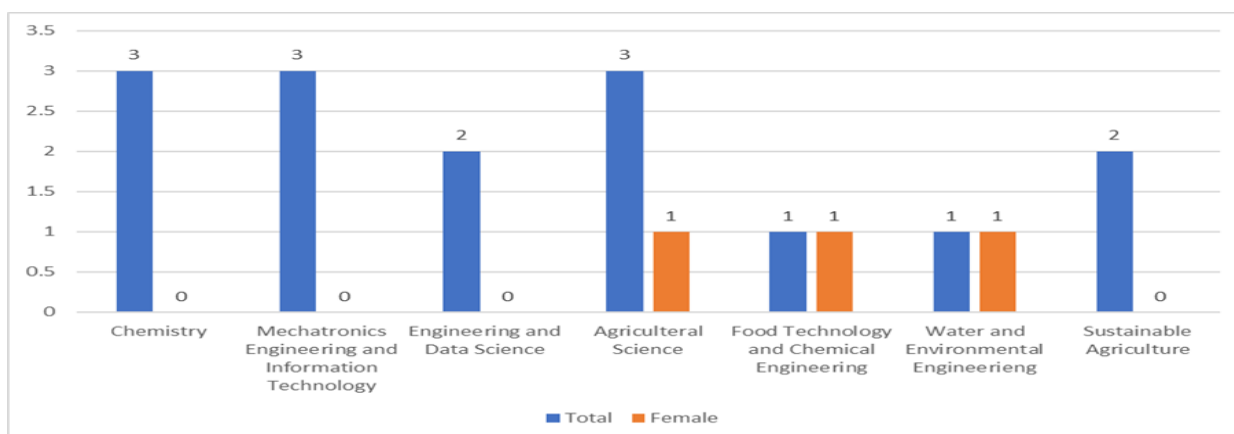
Meanwhile, the Ministry has provided full scholarships to education staff and students to pursue master’s and doctoral degrees in priority areas of STEM and agriculture under the European Union Partnership Development Project for 2024-2027. For the first batch, 70 education staff and students, 30 females, received scholarships for master’s degree and studied in 17 majors at 7 public higher education institutions, including Royal University of Phnom Penh, National University of Battambang, National University of Meanchey, National University of Chea Sim Kamchaymear, Svay Rieng University, University of Heng Samrin Thbongkhmum and Institute of Technology of Cambodia, and 15 doctoral students, 3 females, studied in 7 majors at 4 public higher education institutions, including Royal University of Phnom Penh, National University of Battambang, National University of Chea Sim Kamchaymear and Institute of Technology of Cambodia.

**Figure 73: Full Scholarship of Each Major for Master Degree Funded by EU-Cambodian Partnership**



Source: Department of Research and Innovation

**Figure 74: Full Scholarship of Each Major for Ph.D Funded by EU-Cambodian Partnership**



Source: Department of Research and Innovation

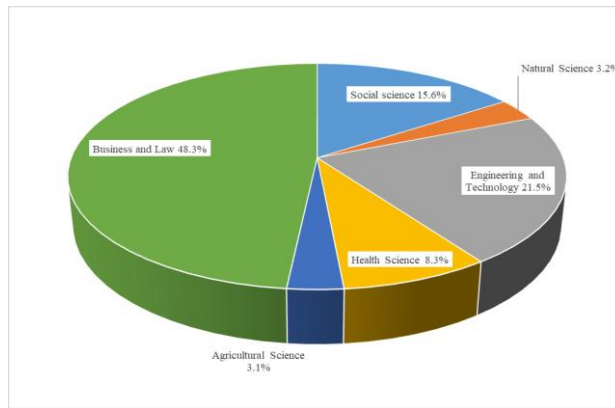
**A.1.6.6 Training by Fields and STEM Majors**

Skills trainings in higher education institutions can be divided into 6 major fields, such as business and law, engineering and technology, social sciences, health sciences, agricultural sciences and natural sciences. Most students pursuing associate and bachelor’s degrees chose business and law, with 48.34 percent, followed by engineering and technology with 21.46 percent, social sciences with 15.58 percent, agriculture with 3.12 percent, natural sciences with 3.19 percent, and health with 8.31 percent.

Percentage of students studying STEM majors increased from 33.78 percent, female 23.25 percent and male 47.91 percent, to 36.08 percent, female 26.72 percent and male 49.28 percent, compared to the total number of associate and bachelor’s degrees students under the supervision of the Ministry of Education, Youth and Sports and 11 ministries and institutions.

*Data on the increase in students studying STEM majors showed the positive impact of efforts to implement policies and prioritized activities to promote and support enrollment in science, technology, engineering and mathematics to respond to socio-economic development and achieve the Royal Government’s Vision 2050.*

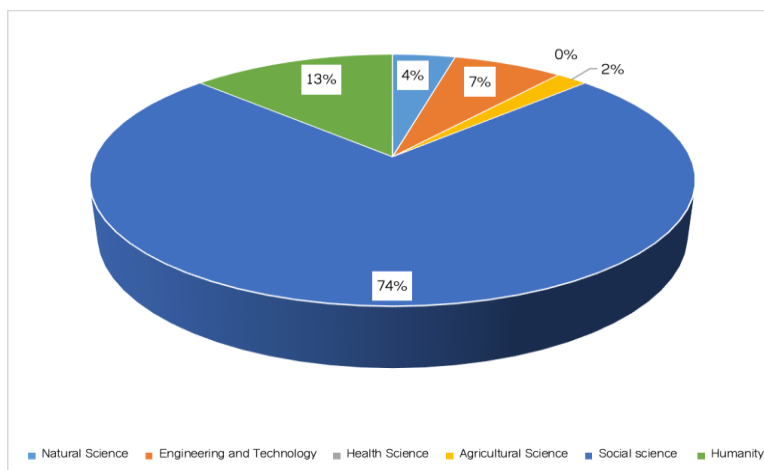
**Figure 75: Status of Students Pursuing Associate and Bachelor’s Degrees by Fields in School**



Source: Department of Higher Education Management

Among students pursuing master’s degree, 74 percent studied social sciences, 13 percent studied humanities, 7 percent studied engineering and technology, 4 percent studied natural sciences, and 2 percent studied agricultural sciences. This result showed that the percentage of students pursuing master’s degree in social sciences was higher than in other fields.

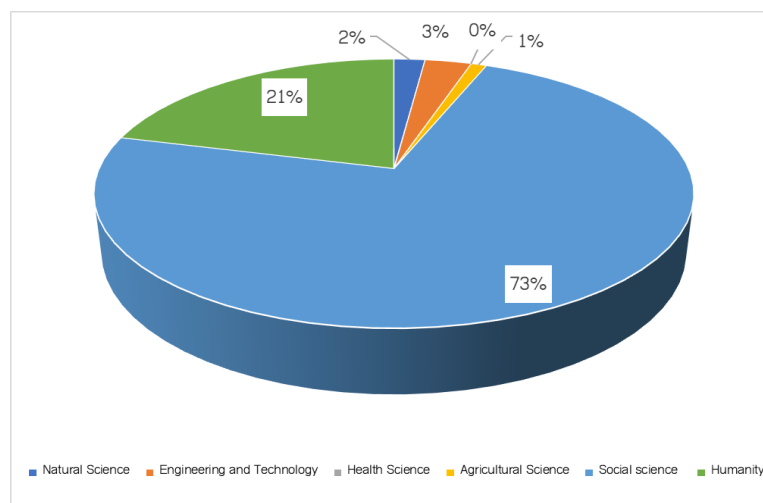
**Figure 76: Status of Students Pursuing Master’s Degree by Fields**



Source: Department of Research and Innovation

73 percent of doctoral students studied social sciences, 21 percent studied humanities, and 3 percent studied engineering and technology. To encourage doctoral students in engineering and technology, higher education institutions, both public and private, must focus on and pay attention to encouraging additional investment to increase the number of doctoral students in these fields to respond to the Royal Government’s Pentagon Strategy.

**Figure 77: Status of Students Pursuing Doctorate’s Degree by Fields**



Source : Department of Research and Innovation

For the intervention, the Ministry of Education, Youth and Sports has introduced a strategy to support and encourage public and private higher education institutions to continue to focus on investing in training by supporting the opening and improvement of science, technology, engineering and related skill education programs to increase the number of STEM majors at postgraduate degrees, as well as providing full scholarships to education staff and students pursuing these priority skills in response to the Royal Government's Pentagon Strategy.

#### A.1.6.7 Foreign Students Studying in Cambodia and Cambodian Students Studying Abroad

The Ministry has:

- Sent 2,397 Cambodian scholarship students, 877 females equal to 36.58 percent, to pursue their studies abroad in the last 5 years, from 2021 to 2025, through the Ministry of Education, Youth and Sports. In School Year 2024-2025, 411 Cambodian scholarship students, 168 females, went to pursue their studies abroad, including 62 students to Thailand, 28 females; 68 students to the People's Republic of China, 30 females; 120 students to Vietnam, 41 females; 15 students to Laos, 8 females; 62 students to Japan, 27 females; 50 students to Russia, 21 females; 13 students to the Czech Republic, 4 females; 1 student to Cuban, 1 female; and 20 students to Hungary, 8 females;
- Foreign students who received scholarships from the Royal Government of Cambodia to study in Cambodian higher education institutions from 2021 to 2025 were 251 students, 133 females equal to 52.99 percent. For School Year 2024-2025, there were 62 students, 29 females equal to 46.77 percent, including 15 students, 12 females, from the People's Republic of China; 13 students, 5 females, from Laos; and 34 students, 12 females, from Vietnam;
- Foreign scholarship students who successfully graduated from Cambodian higher education institutions were 39 students, 19 females, including 15 students, 12 females, from the People's Republic of China; 7 students, 3 females, from Laos; and 17 students, 4 females, from Vietnam;
- Cambodian scholarship students who graduated from abroad were 36 students, 15 females;
- Accepted poor 794 Cambodian students and foreign scholarship students to stay in dormitory for female students, 603 females equal to 75.94 percent; among them, there were 173 foreign students, 74 females.

*This showed that quality of training both domestically and abroad had been recognized and had good cooperation.*

**Table 23: Number of Cambodian Scholarship Students Studying Abroad**

Countries	2021		2022		2023		2024		2025		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Thai	161	74	119	66	27	9	75	39	62	28	444	216
China	158	31	84	25	67	28	78	33	68	30	455	147
Vietnam	120	55	123	53	122	43	120	46	120	41	605	238
Laos	15	9	15	8	15	7	8	3	15	8	68	35
Japan	81	21	91	16	64	20	61	24	62	27	359	108
Russia	27	5	23	7	36	10	43	18	50	21	179	61
The Czech Republic	12	6	10	4	15	7	15	6	13	4	65	27
Korea	22	0	36	0	33	0	28	0	0	0	119	0
Cuba	0	0	1	0	1	1	1	0	1	1	4	2
Hungary	12	5	27	12	21	9	19	9	20	8	99	43
<b>Total</b>	<b>608</b>	<b>206</b>	<b>529</b>	<b>191</b>	<b>401</b>	<b>134</b>	<b>448</b>	<b>178</b>	<b>411</b>	<b>168</b>	<b>2397</b>	<b>877</b>

Source: Department of International Cooperation and ASEAN Affairs

**Table 24: Number of Cambodian Scholarship Students Graduated Abroad**

Countries	2021		2022		2023		2024		2025		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Thai	161	74	119	66	27	9	75	39	62	28	444	216
China	158	31	84	25	67	28	78	33	68	30	455	147
Vietnam	120	55	123	53	122	43	120	46	120	41	605	238
Laos	15	9	15	8	15	7	8	3	15	8	68	35
Japan	81	21	91	16	64	20	61	24	62	27	359	108
Russia	27	5	23	7	36	10	43	18	50	21	179	61
Korea	12	6	10	4	15	7	15	6	13	4	65	27
Cuba	22	0	36	0	33	0	28	0	0	0	119	0
<b>Total</b>	608	206	529	191	401	134	448	178	411	168	2397	877

Source: Department of International Cooperation and ASEAN Affairs

## A.2 Qualitative Section

### A.2.1 Status of Associate and Bachelor's Degree Students' Studies

The progression of students pursuing bachelor's degree (from Year 1 to Year 4) and associate degree (Year 1 and Year 2) in higher education institutions has been decreasing at each year. According to data collected from higher education institutions, students had low progression during Year 2 and Year 3. Students enrolled in Year 1 of 2021-2022 school year were 56,083 students, and 53,444 students (95.29 percent) continued to Year 2 in 2022-2023 school year, and 47,978 students (85.55 percent) continued to Year 3 in School Year 2023-2024, and 47,589 students (84.85 percent) completed Year 4 in School Year 2024-2025. This progression figure was even lower for students who started Year 1 of 2022-2023 school year, (83.24 percent) continued to Year 2 in School Year 2023-2024 and (75.70 percent) continued to Year 3 in School Year 2024-2025. This decline was most notable for students started Year 1 in School Year 2023-2024 and continued to Year 2 in School Year 2024-2025(83.24 percent).

**Table 25: Number of Students Enrolled and Promoted in Associate and Bachelor's Degrees**

	2021-2022		2022-2023		2023-2024		2024-2025	
	Total	Female	សរុប	ស្រី	សរុប	ស្រី	សរុប	ស្រី
<b>Bachelor's Degree</b>								
Year 1	56 083	25 586	68 715	4693	68 825	42 483	71 807	47 266
Year 2	44 32	24 585	53 444	31 307	57 197	32 607	60 243	35 383
Year 3	40 962	19 129	46 899	27 041	47 978	28 291	52 015	30 124
Year 4	34 589	15 238	35 540	19 887	44 423	26 396	47 589	28 300
<b>Associate Degree</b>								
Year 1	10 643	5 086	10 055	5 165	11 715	5 751	12 114	6 933
Year 2	8 758	4 312	8 551	4 769	9 021	4 938	9 778	5 626

*The decline in number of students promoted to Year 2 of Associate Degree, and especially Year 2 and Year 3 of Bachelor's Degrees, was may be due to challenges of students' lifestyles and time. Higher education institutions needed to invest more in a variety of teaching methods and study hours providing flexibility and adaptability to the needs and challenges of students. However, as a global trend, more students were more capable of doing self-study or enrolled in short courses (non-degree programs), which reduced students' interest in studying in formal training programs of higher education institutions. This required that associate degree programs be more closely linked to the labor market. Bachelor's degree programs must be highly responsive to technological advances and socio-economic development.*

### A.2.2 Providing Tuition-Free Scholarships

The Royal Government of Cambodia, via the Ministry of Education, Youth and Sports, has paid great attention to promoting equitable and inclusive accesses to higher education by providing 100% tuition-free scholarships at bachelor's degree for outstanding students nationwide, Grade-A students in high school diploma examination, female students, poor students, students from remote areas, students with disabilities and students from indigenous families. However, the scholarship abandonment rate remained high. In 2022-2023 school year, 7,533 students were listed for scholarships, of which 4,360 students dropped out, and 284 students were selected from the list of reserve candidates, leaving 4,079 students (54.10 percent) abandoned their scholarships. Scholarship abandonment also continued in subsequent school years.

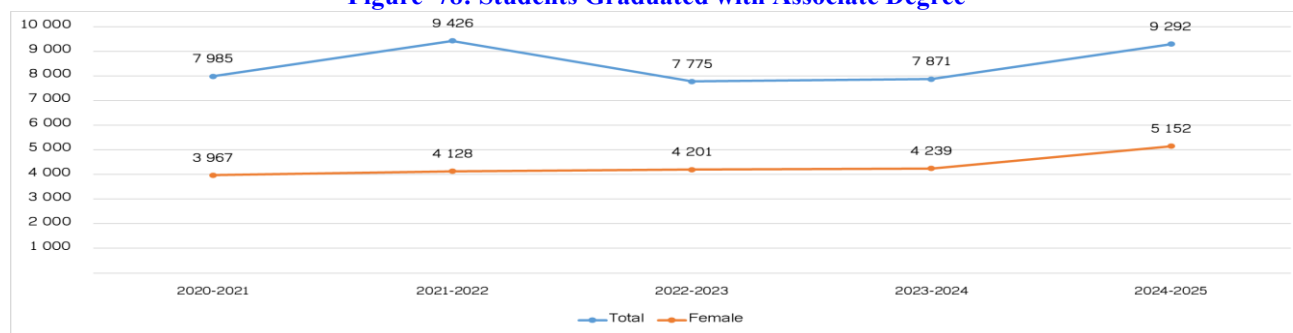
School Years	2022-2023	2023-2024	2024-2025
Students passed high school diploma examination	90 950	98 460	106 351
Limitation of Scholarship	9410	8934	8621
Students Listed for Scholarships	7533	7366	7332
Students abandoned scholarships	4363	4574	4369
Students selected from list of reserve candidate for scholarship	284	328	304
Tuition Fee-Paying Students	72 520	72 272	
Percentage of students received scholarship compared to total number of students	8,28%	7,48%	6,89%
Percentage of students abandoned scholarships	57,91%	62,10%	59,58%

*Scholarship abandonment might be due to lack of proper decision-making when choosing a major and higher education institution, various pull factors and changing higher education institutions. Other factors also included opportunities to pass the exam at a teacher training institution, receive other scholarships and study abroad. The Ministry of Education, Youth and Sports will develop a "System for Managing the Process of Selecting Scholarship Students at Bachelor's Degree" to make it easier, faster and more accurate for students to apply for scholarships.*

### A.2.3 Graduate Students

There were 9,292 associate degree graduate students increased by 1,421 students equal to 18.05 percent, including 5,152 females increased by 913 students equal to 21.54 percent, compared to School Year 2023-2024.

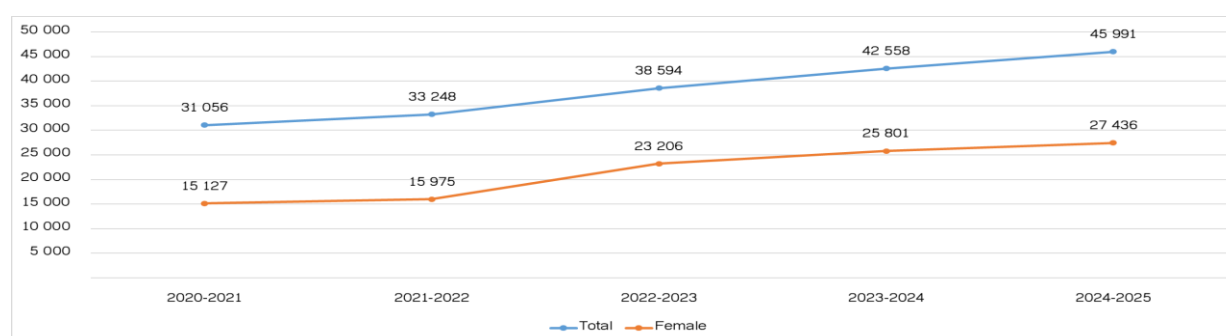
**Figure 78: Students Graduated with Associate Degree**



Source: Department of Higher Education Management

There were 45,991 bachelor's degree graduate students increased by 3,433 students equal to 8.079 percent, including 27,436 females increased by 1,635 students equal to 6.34 percent.

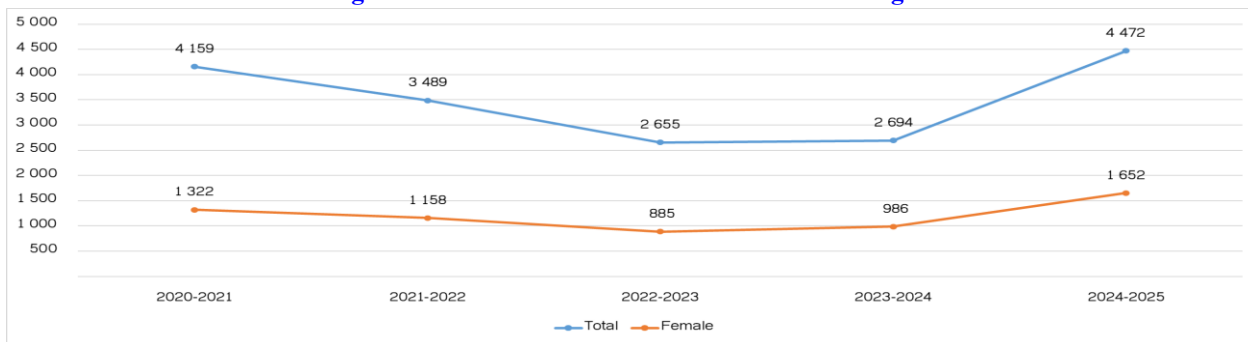
**Figure 79: Students Graduated with Bachelor's Degree**



Source: Department of Higher Education Management

There were 4,472 master’s degree graduate students, increased by 1,778 students, equal to 66 percent, including 1,652 females increased by 666 students equal to 67.6 percent.

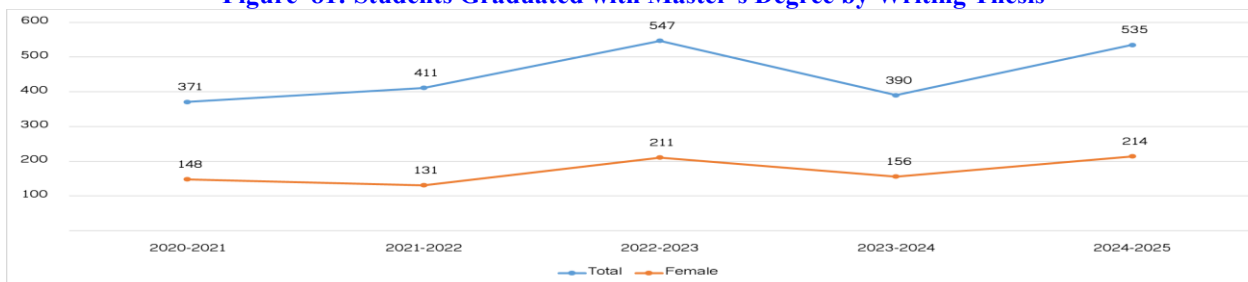
**Figure 80: Students Graduated with Master’s Degree**



Source: Department of Research and Innovation

There were 535 students graduated with master’s degree by writing thesis, increased by 145 students equal to 37.18 percent, including 214 females increased by 58 students equal to 37.18 percent, compared to School Year 2023-2024, when there were 390 students, including 156 females.

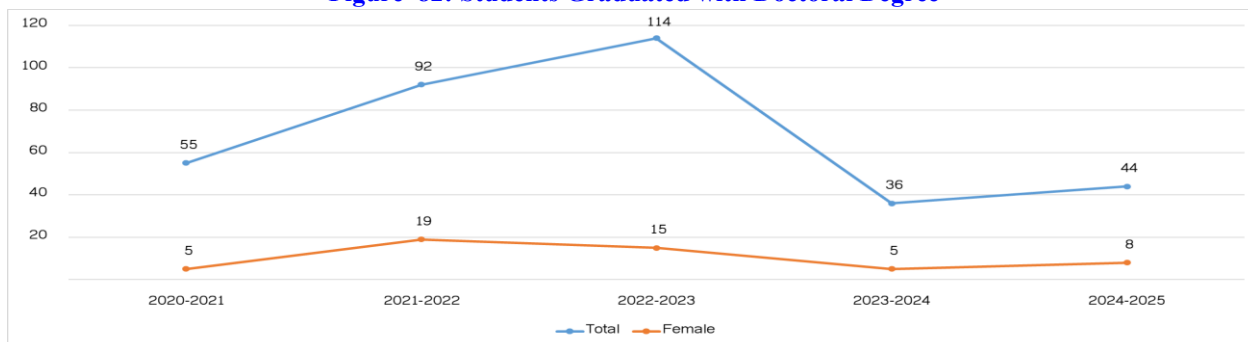
**Figure 81: Students Graduated with Master’s Degree by Writing Thesis**



Source: Department of Research and Innovation

There were 44 doctoral graduates, increased by 8 students equal to 22.22 percent, including 8 females increased by 3 students equal to 60 percent, compared to School Year 2023-2024.

**Figure 82: Students Graduated with Doctoral Degree**



Source: Department of Research and Innovation

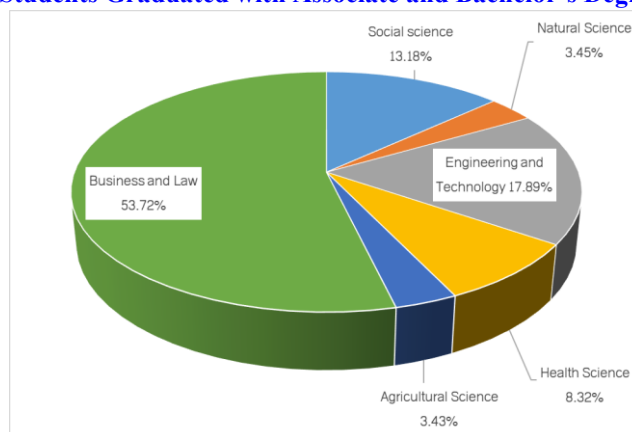
The Ministry has been continuously strengthening the quality and investing in human resource development, research, especially the improvement of doctoral qualifications in higher education institutions through investment programs and partnerships.

#### A.2.4 Graduates at All Levels of Higher Education by Fields and STEM Majors

Graduates with associate and bachelor’s degrees in business and law accounted for 53.92 percent, engineering and technology for 17.89 percent, social sciences for 13.18 percent, agriculture for 3.43 percent, natural sciences for 3.45 percent and health for 8.32 percent.

The percentage of graduates with associate and bachelor’s degrees in STEM majors was 32.97 percent, female 22.89 percent and male 40.19 percent, compared to the total number of associate and bachelor’s degree students under the supervision of the Ministry of Education, Youth and Sports, and 12 ministries-institutions.

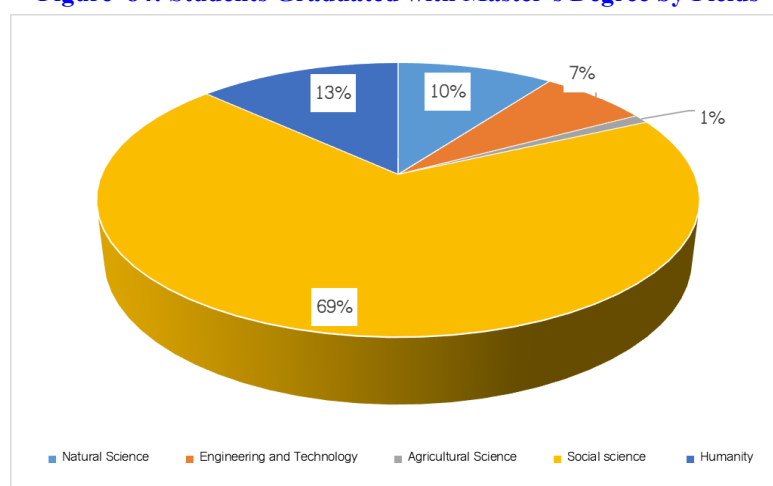
**Figure 83: Students Graduated with Associate and Bachelor’s Degrees by Fields**



Source: Department of Higher Education Management

Among the graduates, 69 percent graduated in social sciences, 13 percent in humanities, 10 percent in natural sciences, 7 percent in engineering and technology and 1 percent in agriculture.

**Figure 84: Students Graduated with Master’s Degree by Fields**

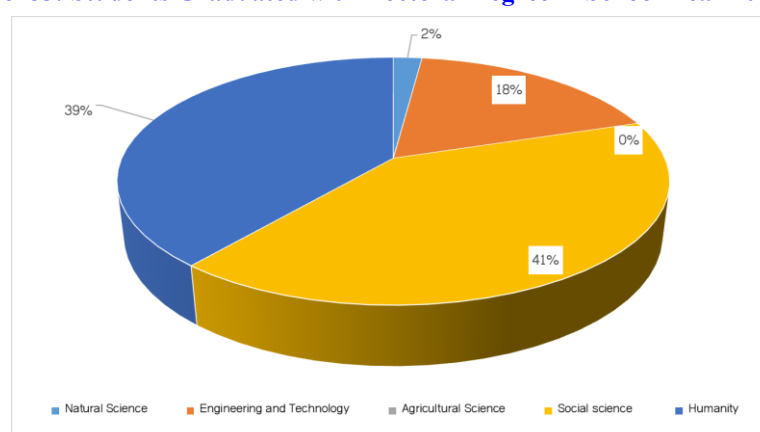


Source: Department of Research and Innovation

Among doctoral graduates, 41 percent graduated in social sciences, 39 percent in humanities, 18 percent in engineering and technology and 2 percent in natural sciences.

The challenge of the master’s degree skills gap in engineering and technology persisted. The Ministry has been continuously investing in improving quality of learning and teaching and developing capacity of officials in higher education institutions by increasing qualifications for pursuing master’s and doctoral degrees at partner higher education institutions through provision of scholarships from allied countries, cooperation and development partners.

**Figure 85: Students Graduated with Doctoral Degree in School Year 2024-2025**



Source: Department of Research and Innovation

### **A.3 Implementation of Programs and Activities**

#### **A.3.1 Improvement of Infrastructure and Physical Structure**

The Royal Government and the Ministry continued to invest in infrastructure as well as physical structure in higher education institutions to improve the quality of learning, teaching and research in higher education. In School Year 2024-2025s, the achievements included:

- 1 multipurpose building of Royal University of Agriculture and 1 research building of Institute of Technology of Cambodia were under construction;
- Repair of 17 school buildings and 233 classrooms at public and private higher education institutions;
- 4 dormitory buildings, one of Royal University of Phnom Penh, two of Royal University of Agriculture and one of Kampong Chheuteal Institute of Technology, were under construction;
- Repair of 2 student dormitories of Kampong Chheuteal Institute of Technology and 6 teacher dormitories of Kampong Chheuteal Institute of Technology, Kampong Cham University and the University of Management and Economics;
- Built 1 library at the Royal University of Law and Economics;
- Built 24 laboratories and equipped them with laboratory equipment at public and private higher education institutions;
- Created 4 practice rooms (for accounting and finance, entrepreneurship and remote meetings, audiovisual listening to foreign languages and tourism) at the University of Human Resources;
- Built 5 agricultural sheds at Kampong Speu Institute of Technology, 1 for orchid planting, and 4 at Mong Rithy Institute as vegetable sheds;
- Constructed a reading garden for students and paved a concrete road at Svay Rieng University;
- Renovated 1 conference hall at the Institute of Technology of Cambodia;
- Renovated 49 laboratories and 13 computer rooms at public and private higher education institutions;
- Renovated and expanded 4 libraries at the University of Human Resources, Paragon International University, University of Puthisastra, University of Management and Economics, and Cambodia University of Management and Technology;
- Renovated 4 farms and equipment at the National University of Battambang, Kampong Speu Institute of Technology, University of Puthisastra and University of Management and Economics;
- Renovated 1 agricultural machinery workshop and 1 car and motorcycle parking lot at National University of Meanchey;
- Built 79 male toilets, including 43 female toilets, at public and private higher education institutions, and 2 toilets for people with disabilities at Svay Rieng University;
- Renovated 790 male toilets, including 404 female toilets, at public and private higher education institutions.

#### **A.3.2 Implementation of Internal Education Quality Assessment System**

The Ministry has:

- Completed the update of standards and indicators for program quality assessment and prepared guidelines on internal education quality assessment for higher education institutions, with participation of education staff from 12 higher education institutions (6 public and 6 private) with inputs and recommendations for improvement provided by quality assurance experts from the ASEAN University Network-Quality Assurance and Malaysian experts in outcome-based education (OBE);
- Provided training on Guidelines on Internal Education Quality Assessment to 15 public and private higher education institutions;

- Piloted the Guidelines on Internal Education Quality Assessment for Higher Education Institutions at 12 public and private higher education institutions. As a result, all 12 higher education institutions conducted internal education quality assessment at program level and prepared self-assessment reports for 20 education programs;
- Implemented 12 education programs at 5 public higher education institutions (3 programs at Royal University of Phnom Penh, 2 at National University of Battambang, 1 at Svay Rieng University, 2 at Royal University of Agriculture and 4 at Institute of Technology of Cambodia), received training in preparing self-assessment reports at program level; of which, 4 education programs, 2 at Royal University of Phnom Penh, 1 at National University of Battambang and 1 at Institute of Technology of Cambodia were ready to be evaluated and accredited by the ASEAN University Network AUN-QA in 2026;
- Signed a long-term partnership agreement (2026-2030) with the ASEAN University Network-Quality Assurance to provide training and capacity building for Cambodian higher education to obtain regional/international accreditation;
- Facilitated 5 higher education institutions (4 public and 1 private): Institute of Technology of Cambodia, National University of Battambang, Svay Rieng University, Royal University of Agriculture and Paragon International University to become members of the ASEAN University Network-Quality Assurance (AUN-QA).

### **A.3.3 Educational Accreditation**

The Cambodian Accreditation Committee has continued to carry out its works with the following achievements:

- 6 educational programs have received full accreditation, increased from 4 to 10, including 9 public and 1 private higher education institutions;
- 9 higher education institutions have received full accreditation, increased from 49 to 58, including 23 public and 35 private higher education institutions;
- 9 higher education institutions have received mid-term accreditation reviews, increased from 15 to 24, including 11 public and 13 private higher education institutions;
- 2 private higher education institutions have been inspected and granted the right to issue Certificates of Foundation Year to students who successfully completed their studies;
- 3 foundation year training programs of 1 public and 2 private higher education institutions have received foundation year program accreditation;
- 9 higher education institutions have been reviewed and verified for their qualifications;
- 6 educational programs have been reviewed and verified for their qualifications;
- 47 higher education institutions have received training on standards for accreditation at higher education institution level;
- 6 higher education institutions have received training on standards for accreditation at program level;
- 81 members of higher education quality assessment team, 16 females, received training on how to write analytical evaluation reports.

### **A.3.4 Building Teaching and Learning Capacities at Higher Education Institutions**

The Ministry has:

- Introduced Future Education Framework for Outcome-Based Education in Cambodia (FEF-for-OBE), approved by His Excellency the Deputy Prime Minister on 15 September 2025;
- Finalized the Guidelines and Manual on Transformative Curriculum, Innovative Pedagogy and Assessment of Learning Outcomes to assist higher education institutions in designing and implementing curricula in line with the FEF-for-OBE framework and ensuring the quality of education for students to have knowledge and skills in line with national and international standards;
- Provided training to 24 members of DGHE-OBE working team by Malaysian OBE experts to enable the FEF-for-OBE Framework and the three guidelines and become teacher trainers at higher education institutions;

- Provided training to 82 members of HEI-OBE working team of higher education institutions in designing and improving education program in line with the FEF-for-OBE Framework and the three Guidelines on Transformative Curriculum, Innovative Pedagogy and Assessment of Learning Outcomes;
- Provided training to DGHE-OBE working team in preparing training modules for providing continuing training on curriculum development, teaching and learning methods, and assessment methods in line with the FEF-for-OBE Framework;
- Provided training to DGHE-OBE working team in preparing verification tools for evaluating documents of educational program technical standards and subject technical standards to verify documents of modernized curriculum in line with the FEF-for-OBE Framework;
- Provided support and coordination to higher education institutions in preparing for modernizing educational programs and achieving the following results:
  - Five higher education institutions (Royal University of Phnom Penh, National University of Battambang, Svay Rieng University, Institute of Technology of Cambodia, and Royal University of Agriculture) have modernized the education in line with the FEF-for-OBE Framework and have been piloting them from School Year 2024-2025, including 1. Bachelor of Science in Physics, 2. Bachelor of Science in Mechanical Engineering-Industry, 3. Bachelor of Food Science and Post-Harvest Technology 4. Bachelor of Horticulture and Agribusiness, and 5. Bachelor of Electronics and Automation Engineering;
  - Four additional higher education institutions (National University of Chea Sim Kamchaymear, University of Heng Samrin Thbongkhmum, Royal University of Fine Arts, and Prek Liep National Institute of Agriculture) have been modernizing educational programs in line with the FEF-for-OBE Framework;
  - 45 educational programs in 9 public higher education institutions (Royal University of Phnom Penh, National University of Battambang, Svay Rieng University, Royal University of Agriculture, National University of Chea Sim Kamchaymear, University of Heng Samrin Thbongkhmum, Royal University of Fine Arts, Institute of Technology of Cambodia, and Prek Liep National Institute of Agriculture) have been selected for improvement of their curricula to be in line with the Future Education Framework for Outcomes-Based Education (FEF-for-OBE);
  - 1,232 education staff were trained and developed their capacities in public higher education institutions concerned on the FEF-for-OBE Framework, Guidelines on Transformative Curriculum, Innovative Pedagogy and Assessment of Learning Outcomes to modernize educational programs;
- 143 educational programs have been prepared in line with the Cambodian National Qualifications Framework and 75 educational programs have been modernizing in line with the Future Education Framework for Outcomes-Based Education at public and private higher education institutions;
- 6 higher education institutions have received consulting and training on preparing curricula in line with the National Qualifications Framework (CQF) for associate and bachelor's degrees, such as 1) Phnom Penh Teacher Education College, 2) Institute of Physical Education and Sports, 3) Institute for Banking Studies, 4) National School of Local Administration of the Ministry of Interior, 5) Techo Sen Institute of Public Works and Transport of the Ministry of Public Works and Transport, and 6) Royal Academy for Justice of Cambodia of the Ministry of Justice;
- Established the Faculty of Digital Engineering and Applied Technology School at the Institute of Technology of Cambodia;
- 29 digital technology education programs have been developed and revised;
- 19 higher education institutions (12 public and 7 private) and 20 Royal Schools of Administration participated in the implementation of the Cyber University of Cambodia network program, of which 488 teachers and professional staff were trained on e-learning content creation, network and infrastructure, and learning management systems. 32 education programs, 66 online subjects at 6 public higher education institutions have been trained through the Cyber University of Cambodia network, and 6,542 students have enrolled;
- 25 resource high schools were selected to participate in the implementation of the accelerated secondary education program at the Faculty of Digital Economics of the National University of Management;

- Provided orientation to grade-11 and grade-12 students in 37 high schools of 13 provinces on choosing STEM majors at higher education, decision on student scholarship applications to choose majors that match their abilities and aptitudes, and in 23 high schools of 23 capital-provinces to draw attention to studying digital economics and applied mathematics in the accelerated secondary education program;
- Provided orientation to grade-11 and grade-12 students in 23 resource high schools of 23 capital-provinces to draw attention to studying digital economics and applied mathematics in the accelerated secondary education program at the Faculty of Digital Economics of the National University of Management;
- Provided and disseminated information of scholarships to grade-12 students in high schools of all capital-provinces to get opportunities to attend bachelor's degree with 100% tuition free at public and private higher education institutions every year.

### A.3.5 Promoting Research and Innovation

The Ministry has:

- Coordinated the issuance of Sub-Decree No. 10 ANK.KT., dated January 3, 2025, on the Appointment of Composition of the National Council for the Conferral of Professorships in the Kingdom of Cambodia;
- Issued Detailed Guidelines on Doctoral Training in Higher Education Institutions under the supervision of the Ministry of Education, Youth and Sports, dated September 26, 2025;
- Issued Decision No. 36 MoEYS.D., dated April 1, 2025, on the Establishment of Committee and Sub-Committee to Monitor and Evaluate the Doctoral Training;
- Issued Directive No. 04 MoEYS.D., dated January 10, 2024, on the Quality Control of Doctoral Training;
- 154 research projects received from fund raising, financing and research fund of the Royal Government of Cambodia, national and international development partners and have been implemented in public and private higher education institutions, including the Research Creativity and Innovation Fund, internal budgets of higher education institutions, Senate, Ministry of Planning, Ministry of Land, Urban Planning and Construction, Ministry of Environment (Green Climate Fund), Battambang Provincial Department of Tourism, Research Foundation of KS SEED CO., Ltd., Government of Japan, Government of Korea, World Vision, Ministry of Agriculture, Forestry and Fisheries, as well as national and international development partners and other partner higher education institutions;
- Research products related to market needs and socio-economic development, used by 32 higher education institutions and industries and 76 prototype products;
- Research articles published in 129 national and 201 international journals;
- 214 theses, including 108 doctoral theses, were filed in Samdech Preah Sangha Raja Chun Nath Library at the National Institute of Education;
- The Ministry organized the National Research Forum and Higher Education STEM Expo 2025 under the theme "Research for Development in the Age of Artificial Intelligence, with participation of 402 students and civil servants from higher education institutions, secondary education institutions, units, associations, communities, organizations, ministries and national and international institutions;
- Public and private higher education institutions organized events to promote STEM education and research in higher education with 85 activities, of which 77 were conferences, forums, workshops, innovation days, study tours, and 8 were activities, competitions and fairs;
- The National University of Management established a **Student Research Club (SRC)** for students to further promote research skills for students, such as **Research methodology, Critical reading and academic writing, Data collection and Fieldwork techniques, Data entry and statistics**, which were trained and supported by a team from the Center of Excellence for Research and Innovation (CERI) and the ASEAN Economic Research Institute (**AERI**).

### A.3.6 Capacity Building and System Strengthening

To promote autonomy, transparency and accountability in higher education institutions via capacity building and strengthening the implementation of system, the Ministry has:

- Opened training courses on implementation of the Guidelines on Internal Quality Assessment for Higher Education Institutions to 15 higher education institutions (9 public and 6 private);
- Sent 17 education staff, 7 females, from the General Department of Higher Education and public higher education institutions to successfully attend the training course as education quality assessment officers at program level for the ASEAN University Network - Quality Assurance in the Philippines and Malaysia;
- Sent 10 education staff, 4 females, from the General Department of Higher Education and higher education institutions to attend the ASEAN University Network-Quality Assurance International Conference 2025 (AUN-QA International Conference 2025) under the theme: Fortifying Higher Education: Strategic Quality Assurance for Resilience and Institutional Immunity in ASEAN, in Malaysia;
- Opened the AUN-QA Training Course for Accomplishing Program Assessment Tier 1 for the 3<sup>rd</sup> and the 4<sup>th</sup> sessions to 83 education staff, 28 females, from the General Department of Higher Education and 5 public higher education institutions, by teacher trainers from the ASEAN University Network-Quality Assurance;
- Opened Training Course on Self-Assessment Report Coaching for Successful AUN-QA Programme Assessment for the 1<sup>st</sup> and the 2<sup>nd</sup> sessions to 5 public higher education institutions with 12 education programs by teacher trainers from the ASEAN University Network-Quality Assurance;
- Provided AUN-QA Tier 3 training workshop for accomplishing institutional assessment to 42 education staff, 13 females, of the General Department of Higher Education and 5 public higher education institutions, by teacher trainers from the ASEAN University Network-Quality Assurance;
- Prepared Recommendation Letter to appoint a steering committee, technical committee and secretariat team to review, manage and monitor the conducting of study on status of post-graduate students and student complaints;
- Revised instructions and tools for conducting study on status of post-graduate students with higher education institutions;
- 23 higher education institutions (13 public and 10 private) continued to conduct the study on status of post-graduate students and prepared an outcome report;
- 23 higher education institutions (13 public and 10 private) continued to implement the guidelines and prepare reports on student complaints at higher education institutions. In 2025, there were 314 cases of student complaints and were resolved for students, most of which were related to the provision of educational services by higher education institutions;
- 224 higher education institutions completed data in form of the Higher Education Data Management System;
- Developed the Higher Education Data Management System from offline to online (version 2);
- Were developing the system for managing the process of selecting scholarship students for Bachelor's Degree at higher education institutions from offline to online registration;
- 222 education staff, 43 females, at higher education institutions received professional capacity development, 149 of whom, 30 females, holding master's degree and 73 of whom, 13 females, holding doctoral degree, domestically and abroad (including some countries such as China, Korea, France, Japan, Belgium, Sweden, Thailand, England, USA, Switzerland, Monaco and Pakistan).

### A.3.7 Monitoring and Evaluation

The Ministry has:

- Monitored the actual condition of training and implementation of internal quality assurance system at 32 higher education institutions and branches (1 public and 31 private);
- Monitored and evaluated the progress of implementation and closure of the Higher Education Improvement Project;

- Monitored and evaluated the progress of implementation of the Higher Education Improvement Project 2;
- Prepared progress reports and achievement reports on a quarterly, semi-annual, bi-annual and annual basis for project implementation as well as sub-sector framework for the Ministry leaders.

### A.3.8 Improving Governance of Higher Education Institutions

The Ministry has:

- Facilitated the issuance of Sub-Decree No. 31 ANK.BK., dated Monday, the 12<sup>th</sup> day of the waxing moon of Phalkun month, in the Year of the Dragon, CHHASAKA, B.E. 2568, corresponding to March 10, 2025, on the Recognition of Transformation of Vanda Institute into Vanda University; Issued Prakas No. 967 MoEYS.P., dated Wednesday, the 9<sup>th</sup> day of the waxing moon of Cheth month, in the Year of the Snake, SAPASAKA, B.E. 2569, corresponding to June 4, 2025, on the Recognition of Transformation of Siem Reap and Battambang Provincial Branches of Vanda Institute into Siem Reap and Battambang Provincial Branches of Vanda University;
- Issued Prakas on the Recognition of the Establishment of New Faculty at the Institute of Technology of Cambodia and BELTEI International University in Phnom Penh Capital; Issued Prakas on the Establishment of New Departments and New Majors within the existing international faculties at the National University of Management and De Montfort University Cambodia; Issued Prakas on the Recognition of New Majors at Build Bright University and the National University of Battambang;
- Issued Prakas on the Recognition of the Change of Names of Faculties, Departments, Majors and the Request for New Majors at the American University of Phnom Penh and Dewey International University; Issued Prakas on the Change of the Aquaculture Major to Aquacultural Technology at the National University of Battambang; Issued Prakas on the Recognition of the Change of Majors and the Recognition of New Departments and New Majors at Angkor University; Issued Letter for the Request to Change the Name from The Tony Fernandes School of Business to the School of Business of the University of Cambodia;
- Issued Prakas on the Recognition of Faculty Structure at Angkor Khemara University, Kampot Province and Restructuring of Postgraduate Science Courses at the Royal University of Phnom Penh;
- Issued Prakas on the Establishment of Foundation Year Department at the Digital University of Cambodia;
- Issued Prakas on the Recognition of the Opening of Postgraduate Training at *Samdech Preah Maha Sangharajah* Bour Kry University; Issued Prakas on the Opening of Master's Degree Training at the Royal University of Phnom Penh, Angkor University, National University of Management; Issued Prakas on the Opening of Doctoral in Social Sciences at the Royal University of Phnom Penh;
- Issued Prakas on the Recognition of Adjustment of Master's Degree and Doctoral Programs at Vanda University at main locations and branches;
- Issued a decision on the appointment of new board members of Khemarak University, Puthisastra University, Cambodia-China University of Technology and Science, Cambodia Institute of Japanese Technology, Western University, Dewey International University, Asia-Europe University and SETEC Institute; Issued a Decision on the Adjustment of Composition of Science Board of the National University of Management;
- Issued Letter of Recognition of Trainings at All Levels and All Majors by following the full credit system from the academic year 2025-2026 onwards at Bright Hope Institute;
- Issued Letter of Recognition of New Locations of a Branch of Cambodian University of Specialties in Kampot Province, a Branch of University of Management and Economics in Preah Sihanouk Province and a Branch of Cambodian University of Specialties in Phnom Penh Capital;
- Issued Prakas on Cessation of Recognition of Kampot Provincial Branch of the University of Management and Economics and Cessation of Recognition of the Battambang Provincial Branch of Paññāsāstra University of Cambodia;
- Issued a number of standards and letters to support technical and general secondary education students to pursue their studies in higher education, focusing on STEM majors and digital technology, such as issued Directive on Accelerated Program by transferring and recognition of credits of students holding Technical and

Vocational Certificate 3 to pursue their studies at Bachelor's Degree at higher education institutions; Issued Directive on Implementation of Calendars of Admission, Graduation, School Opening and Vacation at Higher Education Institutions under the supervision of the Ministry of Education, Youth and Sports for the academic year 2025-2026; issued the Notification No. 91 MoEYS.N. on the Selection of Scholarship Students for Enrollment in Bachelor Degree for 100% Tuition Free for the academic year 2026-2027; issued criteria for selecting upper secondary schools for implementing the accelerated programs and issued criteria for selecting students for enrollment in the accelerated secondary school program in digital economics and applied mathematics at the National University of Management for implementation of the Secondary Education for Human Capital Competitiveness (SE4HC) Project of ADB; issue letters on first screening of target secondary schools for implementing the accelerated programs under the Secondary Education for Human Capital Competitiveness (SE4HC) Project of ADB in departments of the 25 capital-provinces; issued letters on the selection of 25 target secondary schools for implementing the accelerated programs under the Secondary Education for Human Capital Competitiveness (SE4HC) Project at the National University of Management and disseminated it to the 25 target high schools and to departments of the 25 capital- provinces.

### A.3.9 Partnership Cooperation

The Ministry has:

- Sent 13 education staff, 4 females, to pursue doctoral degree in France under a scholarship program of the Ministry and the French Embassy in Cambodia (A France Excellence Scholarship Co-Funded by the MEJS);
- Signed a Memorandum of Understanding with the National Defense University of the Ministry of National Defense to establish cooperation and promote works related to capacity development, education and other cooperation projects;
- Created long-term collaboration with the ASEAN University Network-Quality Assurance (2026-2030) to train, build capacity and develop quality assurance of Cambodian higher education for higher education institutions. Through this collaboration, the Ministry achieved the following results:
  - o Successfully provided training on "AUN-QA for Program Evaluation Level 1" Sessions 3 and 4, and "Self-Assessment Report Writing Training for Successful Program Evaluation" and "AUN-QA for Institutional Evaluation" Session 1, with 207 participants, 70 females;
  - o Provided Training Course on Self-Assessment Report Writing Training for Successful Program Evaluation, with 82 participants, 29 females;
  - o Provided Training on "AUN-QA for Institutional Evaluation" Session 1 to 42 education staff, 13 females, of the General Department of Higher Education and Higher Education Institutions;
  - o Sent 17 education staff, 7 females, of the General Department of Higher Education and Higher Education Institutions to attend training as education quality assessment officials at program level in the Philippines and Malaysia;
  - o Sent 10 education staff, 4 females, of the General Department of Higher Education and Higher Education Institutions to attend the ASEAN University Network-Quality Assurance International Conference 2025 under the theme: Fortifying Higher Education: Strategic Quality Assurance for Resilience and Institutional Immunity in ASEAN, in Malaysia;
- The National University of Management has collaborated with the University of California, Berkeley, to modernize 2 programs (Bachelor of Information Technology and Bachelor of Business Information Technology);
- Sent 745 school staff, 157 females, to participate in seminars, study tours, international conferences, meetings, technical training and joint projects domestically and abroad, such as in the Philippines, Malaysia, Vietnam, Indonesia, United Kingdom, South Korea, Hungary, Singapore, Thailand, United States, Germany, Holland, Hong Kong, Australia, Bangladesh, Sweden, Laos, Turkey, Russia, Romania, Pakistan, Nepal, Ireland, Greece, Finland, Brunei, France, India, Belgium, Australia, Cyprus, Portugal, to strengthen their capacities and exchange experiences of education staff on preparation of achievement reports, financial management, digital education, learning and teaching, research and quality assurance;

- Sent 672 students, 434 females, to participate in exchange programs, technical training, international conferences, internships, summer study programs;
- Sent 15 students, 10 females, from 5 public higher education institutions to participate in 1-semester exchange programs at partner universities in Malaysia, Japan and Indonesia through the implementation of the Asia International Mobility for Students Program (AIMS Program), which included 1. 2 female students from Royal University of Phnom Penh; 2. 6 students, 5 females, from National University of Management; 3. 2 students from Institute of Technology of Cambodia; 4. 2 female students from Royal University of Law and Economics; and 5. 3 students, 1 female, from Royal University of Agriculture.

### A.3.10 Contribution of the European Union in the Development of Higher Education

The Ministry has:

- Coordinated and collaborated with the European Union Delegation to Cambodia and public and private higher education institutions to organize five information forums related to various programs within Erasmus+ Framework in Phnom Penh capital and provinces, such as Svay Rieng and Battambang provinces;
- Issued Guidelines on Scholarship Programs in Public Higher Education Institutions under the supervision of the Ministry of Education, Youth and Sports, under the framework of EU-Cambodia Partnership Program on Transformative Educational Technologies for Higher Education Students, approved on May 23, 2025, focusing on increasing number of female students studying STEM and agriculture;
- Provided full scholarships to 185 teaching staff and students of first batch in the academic year 2025-2026, 84 females, for bachelor's, master's and doctoral degrees in STEM and agriculture-related majors under the EU-Cambodia Partnership Program on Transformative Educational Technologies 2024-2027, including 100 bachelor's degree students, 51 females (including 30 technical education students, 14 females) in 9 public higher education institutions under its supervision, and 70 master's degree students, 30 females, and 15 doctoral students, 3 females, at 10 public higher education institutions and institutes under the supervision of the ministry.

## B. Progress in Implementing Indicators

### B.1 Progress in Implementing Outcome Indicators

#### Progress analysis of outcome indicators

Performance Indicators		Unit	Actual	Target	Actual	stature
			2024-25*	2025-26**	2025-26**	
<b>Program 2.: Program 2: Improving access, quality, and relevance of higher education and research development.</b>						
<b>Sub-Program 2.1: Higher Education</b>						
2.1.1	Percentage of Graduates from Bachelor's Degree Programs Employed after 1 Year of Graduation	%	51.4	60.0	89.3	↑
<b>Sub-Program 2.2: Research and Innovation</b>						
2.2.1	Number of research results linked with the market needs and socio-economic development used by HEIs and the industry	#	22	27	32	↑

Note: ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target

\*Academic Year 2023-2024

\*\* Academic Year 2024-2025

### B.2 Progress in Implementing output Indicators

#### Progress analysis of output indicators

Performance Indicators		Unit	Actual	Target	Actual	stature
			2024-25*	2025-26**	2025-26**	
<b>Program 2: Improving access, quality, and relevance of higher education and research development.</b>						
<b>Sub-Program 2.1: Higher Education</b>						
<b>Sub program objective 2.1.1: Increase enrolment in higher education, with a focus on equity</b>						
1	Number of scholarship students at higher education					
	Domestic	#	9236	7553	13710	↑
	International	#	414*	395	414	↑
2	Number of students in digital technology major	#	1009	817	1271	↑
	Male	#	494	470	599	↑
	Female	#	514	347	672	↑
<b>Sub program objective 2.1.2: Improve quality and relevance of academic programs</b>						
3	Number of academic programs joined Cambodian Cyber University Network	#	20	15	32	↑

Performance Indicators		Unit	Actual	Target	Actual	stature
			2024-25*	2025-26**	2025-26**	
4	Number of HEIs joined Cambodian Cyber University Network	#	17	10	19	↑
5	Number of academic programs modernized in line with Outcome-Based Education (OBE) academic program development framework	#	5	14	45	↑
6	Number of programs developed/revise in digital technology	#	22	21	29	↑
7	Number of students benefited from student mobility program	#	10	16	15	→
<b>Sub program objective 2.1.3: Enhance QA system implementation for academic programs to meet national or/and international standards</b>						
8	Number of academic programs have been accredited by ACC	#	4	10	10	↑
9	Number of HEIs have been accredited by ACC	#	49	52	58	↑
10	Number of HEIs conduct academic programs self-assessment based on IQA system	#	0	12	12	↑
11	Number of academic programs produce self-assessment report based on IQA system	#	0	12	20	↑
12	Number of programs accredited/recognized by regional or international agencies	#	3	18	3	→
<b>Sub program objective 2.1.4: Support HEIs to develop/update systems to improve institutional governance and management towards higher institutional development status</b>						
13	Number of HEIs meet institutional development status	#	N/A	N/A	N/A	
14	Number of HEIs entered with HEMIS system	#	00	61	147	↑
15	Number of HEIs under and outside MoEYS conduct tracer studies	#	24	46	25	→
<b>Sub program 2.2: Research and Innovation</b>						
<b>Sub program objective 2.2.1: Promote strategic investment in human resource development toward postgraduate degrees</b>						
16	Number of PhDs in priority areas produced under MoEYS scholarship and partnership	#	N/A	N/A	N/A	
17	Number of master's degrees in priority areas produced under MoEYS scholarship and partnership	#	N/A	50	0	↓
<b>Sub program objective 2.2.2: Promote research activities and publications</b>						
18	Number of research projects completed	#	52	76	52	→
19	Number of research articles published in peer-reviewed national and international journals	#	162 (National 42 International 120)	150	339	↑
20	Number of HEIs fully implemented a research management framework	#	N/A	N/A	N/A	
<b>Sub program objective 2.2.3: Matching the research projects with socio-economic development</b>						
21	Number of research projects linked to socio-economic development completed	#	5	10	9	→
22	Number of research projects supported by private sector using research trust fund	#	N/A	8	0	↓
23	Number of centers of excellence	#	5	5	6	↑

Note: ↑ Achieved the target → Likely to achieve ↓ Unlikely to achieve the target

\*Academic Year 2023-2024 \*\* Academic Year 2024-2025

## 2.4.5. NON-FORMAL EDUCATION SUB-SECTOR

### A. ACHIEVED OUTCOME

**Educational Policy:** To ensure that all Cambodian people receive quality, equitable and inclusive education, full of knowledge, skills, discipline, ethics and good behavior, as well as good health, physical fitness and lifelong learning.

The outcome of School Year 2024-2025 would reflect the outcomes achieved in the implementation of the Education Strategic Plan 2024-2028 with implementation programs in target capital-provinces as in the following table:

**Figure 26: Capital-Provinces Implementing Non-Formal Education Programs**

Programs	Capital-Province	
	2023-2024	2024-2025
Literacy	25	25
Post-literacy	15	15
Re-entry	17	22
Income Generating	25	25
Primary Education Equivalent Program	25	25
Lower Secondary Education Equivalent Program	5	6
Complementary Learning	19	19
Basic Education Equivalent Program Online (BEEP)	5	8

Source: Non-Formal Education Information Management System 2025

The non-formal education has implemented 8 programs, including literacy, post-literacy, re-entry, income generating, primary education equivalent, lower secondary education equivalent, complementary learning and online basic education equivalent programs; among them, literacy, income generating and primary education equivalent programs have been implemented in all capital-provinces.

**Figure 27: Capital-Provinces Implementing Inclusive Education Programs**

Programs	Capital-Province	
	2024-2025	2025-2026
Special Education (Special Education High School)	5	5
Inclusive Education (General School)	25	25
Integrated Classroom	14	14
Multilingual Education	5	5

Source: Non-Formal Education Information Management System 2025

The inclusive education has implemented 4 programs, of which inclusive program has been implemented in all capital-provinces, while special education program, integrated classroom and multilingual education programs have not yet been implemented in all capital-provinces.

*The Ministry and development partners would continue to expand their scales nationwide by continuing to provide non-formal and inclusive education services according to the needs of target groups.*

A total of 51,288 students, 26,357 females, enrolled in non-formal education programs in School Year 2023-2024, increased to 52,592 students equal to 2.54 percent, 27,210 females equal to 3.24 percent, in School Year 2024-2025. Among them, 38,724 students, 21,316 females, successfully completed the program in School Year 2023-2024, increased to 42,228 students equal to 9.05 percent, 22,595 females equal to 6 percent, in School Year 2024-2025. With a completion rate of 83.04 percent, it showed that female students were highly interested in non-formal education program, which was a positive sign in promoting gender equality in Cambodian society.

As for the inclusive education, there were 58,095 students increased by 16,342 students, 26,542 females increased by 7,866 females. Inclusive education is a program that includes children with disabilities into general education schools with children without disabilities, with 48,339 students increased by 16,109 students, 22,062 females increased by 7,725 females, in 25 capital-provinces. Special education is a program that provides special education services to students with blindness, deafness, intellectual disabilities and autism, with 1,225 students increased by 104 students, 443 females increased by 49 females, in 6 special education high schools in Kandal, Kampong Cham, Siem Reap, Battambang provinces and

Phnom Penh capital. Integrated classroom education program is a program that provides special education services to students with blindness, deafness, intellectual disabilities and autism, with 1,020 students increased by 60 students, 336 females increased by 27 females, in 56 general schools increased by 3 schools, in 14 capital-provinces, with a significant increase in students with disabilities in Phnom Penh capital, Kampot and Kandal provinces. Multilingual education program is a program that provides opportunities for indigenous children to learn their native language from preschool to grade 3 and to learn 100% Khmer in grade 4, with 7,511 students increased by 379 students, 3,701 females increased by 219 females, in 5 northeastern provinces. According to the above data, the enrollment of students with blindness, deafness, intellectual disability and autism has increased due to the expansion of special education services in special education high schools and integrated classrooms, the widespread dissemination of policies on inclusive education, the expansion of support services to the grassroots, and community awareness.

## A.1 Quantitative Section

### A.1.1 Literacy Program

There were 943 literacy classes covering 838 villages, 568 communes-sangkats, 200 cities-districts-khans nationwide. Sub-national administrations managed 871 literacy classes, decreased by 3 classes equal to 0.34 percent, and development partners managed 72 literacy classes, which remained the same. The Ministry, in collaboration with UNESCO, SIPA, ILO, the Cambodian Garment Training Institute (CGTI), the Cambodian Women's Development Association (CWDA) and factories, has implemented literacy programs in 30 classes in factories, 35 classes in prisons, and 10 classes in correctional centers nationwide.

There were 978 literacy teachers, female 50.81 percent; of whom 871 teachers, female 50.86 percent, were under the management of sub-national administrations, and 107 teachers, female 50.46 percent, were under the management of development partners. 788 literacy teachers, female 51.14 percent, received trainings; of which 687 teachers, female 50.94 percent, had been trained by the Ministry, including 30 literacy teachers of factory workers, female 46.67 percent, 26 of them, female 46.15 percent, had been trained; 35 teachers for prisons, female 25.71 percent, 23 of them, female 17.39 percent, had been, and 10 teachers in correctional education centers, female 30 percent, had been trained 100 percent. 102 literacy teachers, female 51.96 percent, had been trained by development partners.

There were 17,798 students, female 60.82%, including 580 students in factories, female 89.66 percent; 759 students in prisons, female 6.98 percent, and 217 students in correctional centers, female 27.65 percent. 15,689 students completed the course, female 61.10 percent, of which 14,851 students equal to 94.66 percent, female 60.12 percent, passed the standard test; 13,691 students equal to 87.26%, female 61.11 percent completed literacy skills, and 13,103 students equal to 83.52 percent, female 61.4 percent completed numeracy skills.

Illiterate persons aged 15 and over were 921,709 persons, female 26.16 percent (Capital-Provincial Departments of Planning, 2025). This year, the literacy program has liberated 12,751 illiterates aged 15 and over, equal to 1.38 percent, female 65.21 percent.

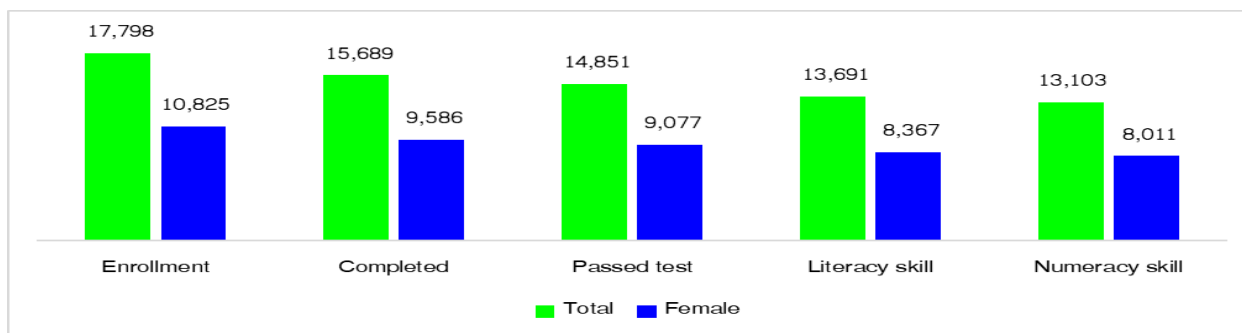
*This indicated that the support from stakeholders, development partners and private sector has enabled target groups to gain knowledge, literacy and numeracy skills, which has contributed to reducing illiterates aged 15 and over, especially girls and women.*

**Table 28: Number of Classrooms, Teachers and Students of Literacy Program**

Description		2023-2024		2024-2025		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
Literacy classrooms	EYS	874		871		-3	
	Partner	72		72		0	
	<b>Total</b>	<b>946</b>		<b>943</b>		<b>-3</b>	
Literacy teachers	EYS	875	436	871	442	-4	6
	Partner	102	51	107	54	5	3
	<b>Total</b>	<b>977</b>	<b>487</b>	<b>978</b>	<b>497</b>	<b>1</b>	<b>9</b>
Students	EYS	16 494	10 011	16 392	9 877	-102	-134
	Partner	1 481	914	1 406	948	-75	34
	<b>Total</b>	<b>17 975</b>	<b>10 925</b>	<b>17 798</b>	<b>10 825</b>	<b>-177</b>	<b>-100</b>

Source: Non-Formal Education Information Management System 2025

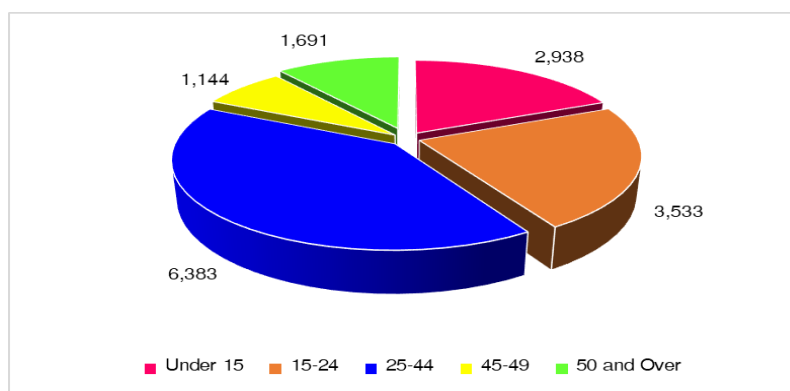
**Figure 86. Result of Literacy Program 2025**



Source: Non-formal Education Management Information System 2025

This result indicated that literacy skills were higher than numeracy skills because learners use literacy skills more in their daily lives.

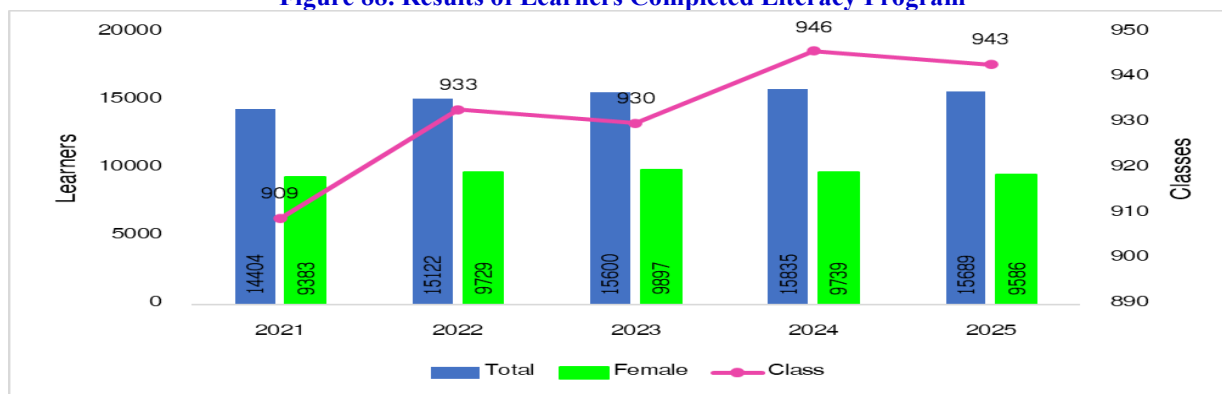
**Figure 87. Result of Learners Completed Literacy Program by Age Group**



Source: Non-formal Education Management Information System 2025

This showed that literacy programs have largely covered the adult illiterate age groups, providing them with opportunities to pursue vocational skills and education.

**Figure 88. Results of Learners Completed Literacy Program**



Source: Non-formal Education Management Information System 2025

**A.1.2 Post-Literacy Program**

This program helped improve knowledge and prevent letter forgetfulness for new literates and community members. There were 35 libraries operating in 15 provinces; of which, 17 were under the supervision of subnational administrations and 18 were under the supervision of development partners.

There were 19,409 readers decreased by 11,808 persons equal to 37.83 percent, female 65.16 percent decreased by 10,851 persons equal to 39.43 percent.

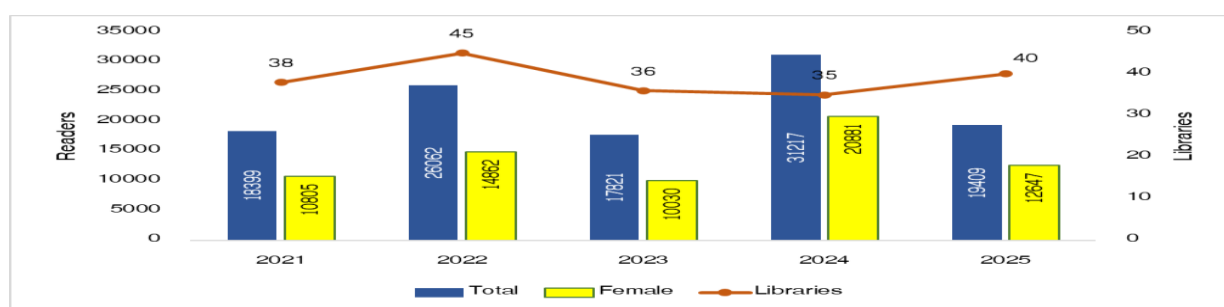
**Table 29: Statistics of Libraries and Readers**

Description			2023-2024		2024-2025		Increase (+)/Decrease(-)	
			Total	Female	Total	Female	Total	Female
Libraries	EYS	Total	19		17		0	
		In operation	19		17		-2	

Description			2023-2024		2024-2025		Increase (+)/Decrease(-)	
			Total	Female	Total	Female	Total	Female
	Partner	Total	13		18		5	
		In operation	13		18		5	
	Total	Total	32		35		3	
		In operation	32		35		3	
Readers	EYS		28 588	19 294	17 240	11 387	-11 348	-7 907
	Partner		2 629	1 587	2 169	1 260	-460	-327
	Total		31 217	20 881	19 409	12 647	-11 808	-8 234

Source: Non-Formal Education Information Management System 2025

Figure 89: Results of Readers in Library



Source: Non-formal Education Management Information System 2025

This showed that libraries are still important in serving learners, especially new literates, to self-study, strengthen knowledge, prevent forgetting letters and cultivate lifelong learning habits.

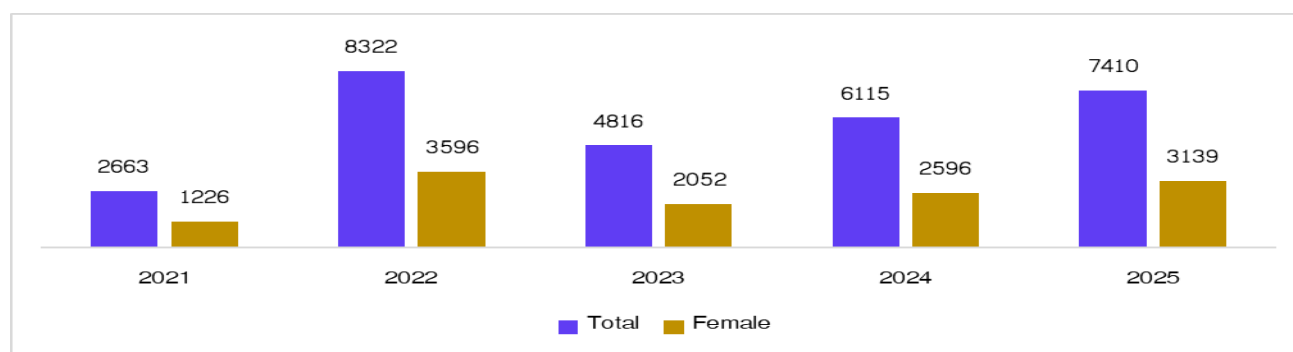
### A.1.3 Re-Enrollment Program

This program gave opportunity to students who had dropped out of school from Grade 3 to Grade 6 to resume their studies in Formal General Education Schools. There were 436 re-enrollment classrooms, increased by 67 classrooms equal to 18.66 percent, supported by subnational administrations. There were 436 teachers of re-enrollment program, increased by 67 persons equal to 18.16 percent, female 33.26 percent increased by 42 persons equal 40.78 percent. There were 8,020 re-enrolled students increased by 1,374 students equal to 20.67 percent, female 41.83 percent, increased by 511 persons equal to 19.65 percent. There were 7,712 graduated students increased by 1,285 persons equal to 19.99 percent, female 42.10 percent increased by 523 persons equal to 19.20 percent. There were 7,410 reintegrated students increased by 1,295 persons equal to 21.18 percent, female 42.36 percent, increased by 543 persons equal to 20.92 percent.

Table 30: Statistics of Classrooms, Teachers and Students of Re-Enrollment Program

Description		2022-2023		2023-2024		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
Classrooms	EYS	369		436		67	
	Partner	0		0		0	
	<b>Total</b>	<b>369</b>		<b>436</b>		<b>67</b>	
Teachers	EYS	369	103	436	145	67	42
	Partner	0	0	0	0	0	0
	<b>Total</b>	<b>369</b>	<b>103</b>	<b>436</b>	<b>145</b>	<b>67</b>	<b>42</b>
Students	EYS	6646	2804	8020	3355	1374	551
	Partner	0	0	0	0	0	0
	<b>Total</b>	<b>6646</b>	<b>2804</b>	<b>8020</b>	<b>3355</b>	<b>1374</b>	<b>551</b>

Source: Non-Formal Education Information Management System 2025

**Figure 90: Result of Learners in Re-Entry Program**

Source: Non-formal Education Management Information System 2025

This showed that 92.39 percent of students who enrolled in re-entry program received capacity development in Khmer and mathematics and were reintegrated to general education schools.

#### A.1.4 Income-Generating Program

Community Learning Centers and Lifelong Learning Centers were places that provided knowledge and life skills at community level to contribute to the development of human resources and communities by providing opportunities to develop resilient capacities as a part of the implementation of the National Policy on Lifelong Learning.

There were 292 Community Learning Centers, 289 equal to 98.97 in operation, of which 275 were managed by sub-national administrations, 272 equal to 98.89 percent in operation, decreased by 27 equal to 8.94 percent, and 17 were managed by development partners, 17 equal to 100 percent in operation, decreased 1 equal to 5.56 percent.

There was one model Lifelong Learning Center managed by sub-national administrations.

The management team of community learning centers and lifelong learning centers had 1,541 members, decreased by 112 members equal to 6.78 percent, female 24.85 percent increased by 19 members equal to 5.22 percent, of which 1,420 were under the management of sub-national administrations, decreased by 60 members equal to 4.05 percent, female 22.89 percent increased by 45 members equal to 16.07 percent, and 121 members were under the management of development partners, decreased by 52 members equal to 30.06 percent, female 47.93 percent decreased by 26 members equal to 30.95 percent.

Vocational training had 716 classes increased by 27 classes equal to 3.92 percent, of which 713 classes were under the management of sub-national administrations, increased by 49 classes equal to 7.38 percent, and 3 classes were under the management of development partners, decreased by 22 classes equal to 88 percent.

There were 670 vocational teachers increased by 9 teachers equal to 1.36 percent, female 51.94 percent increased by 9 females equal to 2.65 percent, of which 666 were under the management of sub-national administrations, increased by 43 teachers equal to 6.90 percent, female 52.10 percent increased by 25 females equal to 7.76 percent, and 4 teachers were under the management of development partners, decreased by 34 teachers equal to 89.47 percent, female 25 percent decreased by 16 females equal to 94.12 percent.

There were 13,243 learners increased by 1,121 learners equal to 9.25 percent, female 62.52 percent increased by 582 females equal to 7.56 percent, of which 13,067 learners were under the management of sub-national administrations, increased by 1,367 learners equal to 11.68 percent, female 62.71 percent increased by 708 females equal to 9.46 percent, and 176 learners were under the management of development partners, decreased by 246 learners equal to 58.29 percent, female 48.86 percent decreased by 126 females equal to 59.43 percent.

**Table 31: Statistics of Community Learning Centers, Classrooms, Specialized Teachers and Vocational Skills Learners**

Description		2023-2024		2024-2025		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
CLCs	EYS	302		275		-27	
	Partner	18		17		-1	
	<b>Total</b>	<b>320</b>		<b>292</b>		<b>-28</b>	
LLCs	EYS	5		21		16	

Description		2023-2024		2024-2025		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
	Partner	7		8		1	
	<b>Total</b>	<b>12</b>		<b>29</b>		<b>17</b>	
Model LLCs	EYS	1		1		0	
	Partner	0		0		0	
	<b>Total</b>	<b>1</b>		<b>1</b>		<b>0</b>	
Classrooms of Vocational Skills	EYS	664		713		49	
	Partner	25		3		-22	
	<b>Total</b>	<b>689</b>		<b>716</b>		<b>27</b>	
Board of Management of CLCs	EYS	1480	280	1420	325	-60	45
	Partner	173	84	121	58	-52	-26
	<b>Total</b>	<b>1653</b>	<b>364</b>	<b>1541</b>	<b>383</b>	<b>-112</b>	<b>19</b>
Teachers of Vocational Skills	EYS	623	322	666	347	43	25
	Partner	38	17	4	1	-34	-16
	<b>Total</b>	<b>661</b>	<b>339</b>	<b>670</b>	<b>348</b>	<b>9</b>	<b>9</b>
Students of Vocational Skills	EYS	11700	7486	13067	8194	1367	708
	Partner	422	212	176	86	-246	-126
	<b>Total</b>	<b>12122</b>	<b>7698</b>	<b>13243</b>	<b>8280</b>	<b>1121</b>	<b>582</b>

Source: Non-Formal Education Information Management System

There were 12,137 graduated students of vocational skill, increased by 1,325 students equal to 12.25 percent, female 62.24 percent increased by 658 females equal to 9.54 percent, and 11,458 students, equal to 94.41 percent, 7,139 females, passed the exam, compared to the number of graduated students, including 10,170 students in theoretical skills, female 61.70 percent, and 9,940 students in practical skills, female 60.91 percent.

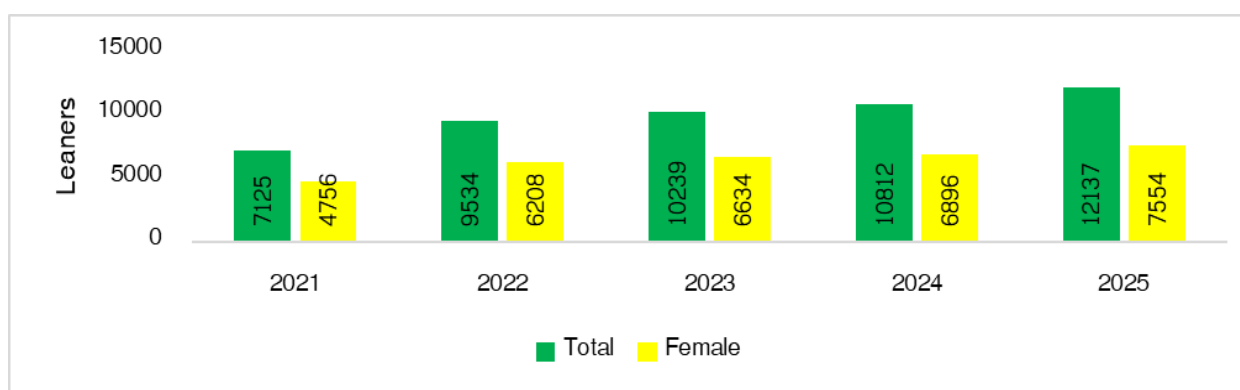
In 2025, there were 36 skills; for vocational skills, there were 716 classes, and 11,458 students passed the exam, equal to 94.41 percent, 7,139 females equal to 62.31 percent, compared to the number of students completed the program. In 2024, 10,812 students graduated in vocational skills, 6,896 females; among them, 1,480 students created their own businesses, equal to 13.69 percent, 825 females. Compared to the number of students who completed the program in 2024, 2,600 students graduated and worked for others, 1,683 females, and there were no information about 2,442 students, 1,506 females, or they could not be contacted. The most attractive skill was tailoring.

**Table 32: Vocational students who have run their own businesses**

No.	Vocational Skills	Business Owners	
		Total	Female
1	Tailoring	287	270
2	Computer	259	128
3	Foreign language	107	55
4	Plastic Surgery	95	86
5	Salon	83	79
6	Poultry raising	74	54
7	Traditional music	74	21
8	Haircut	71	24
9	Welding	66	0
10	Mixed agriculture	57	27
11	Other skills	307	81
<b>Total</b>		<b>1480</b>	<b>825</b>

Source: Non-Formal Education Information Management System 2025

*This showed that more youth and adults were benefiting from income-generating programs to improve their daily livings.*

**Figures 91: Result of Learners Completed Income-Generating Program**

Source: Non-formal Education Management Information System 2025

### A.1.5 Equivalent Programs and Complementary Learning

#### A.1.5.1 Equivalent Non-Formal Primary Education Program

There were 474 classrooms of non-formal primary education equivalent programs, increased by 30 classrooms equal to 0.67 percent, of which 434 classrooms were under the management of sub-national administrations, decreased by 1 classroom equal to 0.23 percent, and 13 classrooms were under the management of development partners, decreased by 2 classrooms equal to 13.33 percent. The number of non-formal primary education equivalent programs in Year 1 was 227, decreased by 52 equal to 18.64 percent, with 4,270 students, decreased by 800 students equal to 18.78 percent, and the number of programs for Year 2 was 220, increased by 49 equal to 28.65 percent. The Ministry, in collaboration with the Ministry of Interior, had operated two classrooms of non-formal primary education equivalent programs in correctional centers and ten classrooms in prisons.

There were 447 teachers, decreased by 3 teachers equal to 0.67 percent, female 41.39 percent, increased by 8 females equal to 4.52 percent, of which 434 were under the management of sub-national administrations, decreased by 1 teacher equal to 0.23 percent, female 40.55 percent, increased of 9 females equal to 5.39 percent, and 13 were under the management of development partners, decreased by 2 teachers equal to 13.33 percent, female 69.23 percent, decreased by 1 female equal to 10 percent.

There were 8,180 students of non-formal primary education equivalent program in Year 1 and Year 2, increased by 23 students equal to 0.28 percent, female 39.40 percent, decreased by 28 females equal to 0.86 percent. Among them, 7,909 students were under the management of sub-national administrations, increased by 50 students equal to 0.64 percent, female 39.32 percent, decreased by 17 females equal to 0.54 percent (40 students in correctional centers and 213 students in prisons) and 271 students were under the management of development partners, decreased by 27 students equal to 9.06 percent, female 41.71 percent, decreased by 11 females equal to 8.87 percent.

**Table 33: Statistics of Classrooms, Teachers and Students of Equivalent Primary Education Program**

Description		2023-2024		2024-2025		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
Classrooms	EYS	435		434		-1	
	Partner	15		13		-2	
	<b>Total</b>	<b>450</b>		<b>447</b>		<b>-3</b>	
Teachers	EYS	435	167	434	176	-1	9
	Partner	15	10	13	9	-2	-1
	<b>Total</b>	<b>450</b>	<b>177</b>	<b>447</b>	<b>185</b>	<b>-3</b>	<b>8</b>
Students	EYS	7859	3127	7909	3110	50	-17
	Partner	298	124	271	113	-27	-11
	<b>Total</b>	<b>8157</b>	<b>3251</b>	<b>8180</b>	<b>3223</b>	<b>23</b>	<b>-28</b>

Source: Non-Formal Education Information Management System 2025

The number of students who completed both Year 1 and Year 2 was 7,703 students, increased by 84 students equal to 1.10 percent, female 39.39 percent, decreased by 4 females equal to 0.13 percent. Among them, 7,438 students were under the management of sub-national administrations, increased by 107 students equal to 1.46 percent, female 39.30

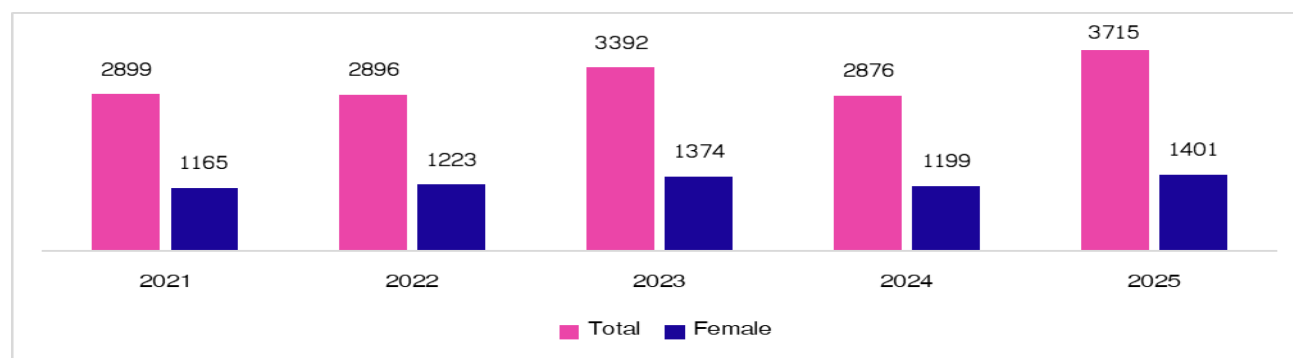
percent, increased by 7 females equal to 0.24 percent, and 265 students were under the management of development partners, decreased by 23 students equal to 7.99 percent, female 41.89 percent, decreased by 11 females equal to 9.02 percent.

**Table 34: Number of Students Completed by Year**

Institution	Year 1		Year 2	
	Total	Female	Total	Female
EYS	3872	1582	3566	1341
Development Partner	116	51	149	60
<b>Total</b>	<b>3988</b>	<b>1633</b>	<b>3715</b>	<b>1401</b>

Source: Non-Formal Education Information Management System 2025

**Figure 92: Result of Learners Completed Primary School Equivalent Program (Year 2)**



Source: Non-formal Education Management Information System 2025

The non-formal primary education equivalent program lasted 2 years to complete, so students who completed this primary education equivalent program were those who had completed Year 2. In 2024, 2,876 students completed the primary education equivalent program, decreased by 516 students equal to 15.21 percent, female 41.69 percent, decreased of 175 females equal to 12.74 percent, of which 2,782 students passed the exam equal to 96.73 percent, 1,162 females equal to 41.77 percent, compared to students who completed Year 2 of the program.

*This showed that the non-formal primary education equivalent program has changed with motivation, support and encouragement from all stakeholders to students have opportunity to continue their secondary education.*

#### **A.1.5.2 Non-Formal Lower Secondary Education Equivalent Program**

There were 9 classrooms of equivalent non-formal lower secondary education, decreased by 3 classrooms equal to 25 percent; of which, 8 classrooms were under the management of the Ministry, decreased by 1 classroom equal to 11.11 percent, and 1 was under the management of development partners, decreased by 2 classrooms equal to 66.67 percent, including 4 classrooms of Year 1, increased by 1 classroom equal to 33.33 percent, and 5 classrooms of Year 2, decreased of 4 classrooms equal to 44.44 percent.

There were 34 teachers, increased by 5 teachers equal to 17.24 percent, female 41.18 percent, increased by 5 females equal to 55.56 percent, of which 32 teachers were under the management of the ministry, increased by 9 teachers equal to 39.13 percent, female 40.63 percent, increased by 5 females equal to 62.50 percent, and 2 teachers were under the management of development partners, decreased by 4 percent, female 66.67 percent.

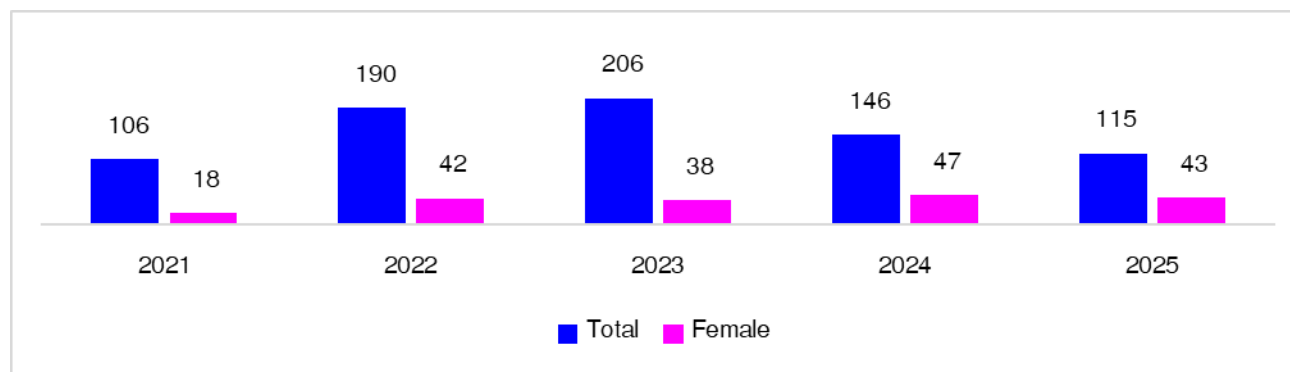
There were 225 Year 1 and Year 2 students, decreased by of 31 students equal to 12.11 percent, female 35.11 percent, decreased by 2 females equal to 2.47 percent. There were 89 Year 1 students, increased by 36 students equal to 67.92 percent, female 32.58 percent, increased by 11 females equal to 61.11 percent, and there were 136 Year 2 students, decreased by 67 students equal to 33 percent, female 36.76 percent, decreased by 13 females equal to 20.63 percent.

The equivalent non-formal lower secondary education lasted two years to complete, so students who completed the program were those who have completed Year 2. Among 132 students who completed equivalent non-formal lower secondary education, 37.12 percent were female, 124 students, female 36.29 percent, took the exam, and 115 students, female 37.39 percent, passed the exam.

**Table 35: Statistics of Classrooms, Teachers and Students of Equivalent Non-Formal Lower Secondary Education**

Description		2023-2024		2024-2025		Increase (+)/Decrease(-)	
		Total	Female	Total	Female	Total	Female
Classrooms	EYS	9		8		-1	
	Partner	3		1		-2	
	<b>Total</b>	<b>12</b>		<b>9</b>		<b>-3</b>	
Teachers	EYS	23	8	32	13	9	5
	Partner	6	1	2	1	-4	0
	<b>Total</b>	<b>29</b>	<b>9</b>	<b>34</b>	<b>14</b>	<b>5</b>	<b>5</b>
Attending students	EYS	202	48	208	73	6	25
	Partner	54	33	17	6	-37	-27
	<b>Total</b>	<b>256</b>	<b>81</b>	<b>225</b>	<b>79</b>	<b>-31</b>	<b>-2</b>
Students took the exam	EYS	146	40	109	39	-37	-1
	Partner	15	14	15	6	0	-8
	<b>Total</b>	<b>161</b>	<b>54</b>	<b>124</b>	<b>45</b>	<b>-37</b>	<b>-9</b>
Students passed the exam	EYS	131	33	100	37	-31	4
	Partner	15	14	15	6	0	-8
	<b>Total</b>	<b>146</b>	<b>47</b>	<b>115</b>	<b>43</b>	<b>-31</b>	<b>-4</b>

Source: Non-Formal Education Information Management System 2025

**Figure 93: Result of Students Passed Lower-secondary Equivalent Examination**

Source: Non-formal Education Management Information System 2025

This showed that non-formal secondary education equivalent programs have contributed to meeting the learning needs of target groups and provided opportunities for students to complete secondary education or acquire technical and vocational skills.

### A.1.5.3 Complementary Lower Secondary Education Program

There were 793 students of complementary lower secondary education program, decreased by 190 students equal to 19.33 percent, female 16.39 percent, decreased by 92 females equal to 41.44 percent.

**Table 36: Statistics of Classrooms, Teachers and Students of Complementary Lower Secondary Education**

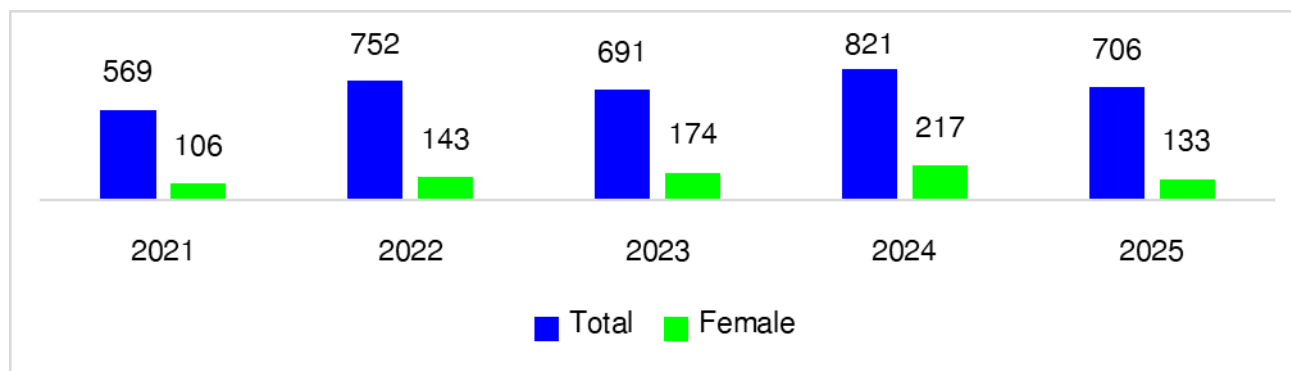
Description	2023-2024		2024-2025		Increase (+)/Decrease(-)	
	Total	Female	Total	Female	Total	Female
Teachers	Used Teachers of Formal Education					
Attending students	983	222	793	130	-190	-92
Students took the exam	1060	259	788	155	-272	-104
Students passed the exam	821	217	706	133	-115	-84

Source: Non-Formal Education Information Management System 2025

There were 788 candidates of complementary lower secondary education and students who failed their formal examination came to take exam, decreased by 272 candidates equal to 25.66 percent, female 19.67 percent, decreased by

104 females equal to 40.15 percent; among them, 706 candidates passed the exam, decreased by 115 candidates equal to 14.01 percent, female 18.84 percent, decreased by 84 females equal to 38.71 percent.

**Figure 94: Result of Students Passed Complementary Lower Secondary Education Examination**



Source: Non-formal Education Management Information System 2025

#### A.1.5.4 Complementary Upper Secondary Education

There were 4,078 students of complementary upper secondary education, increased by 164 students equal to 4.19 percent, female 31.27 percent, increased by 10 females equal to 0.79 percent.

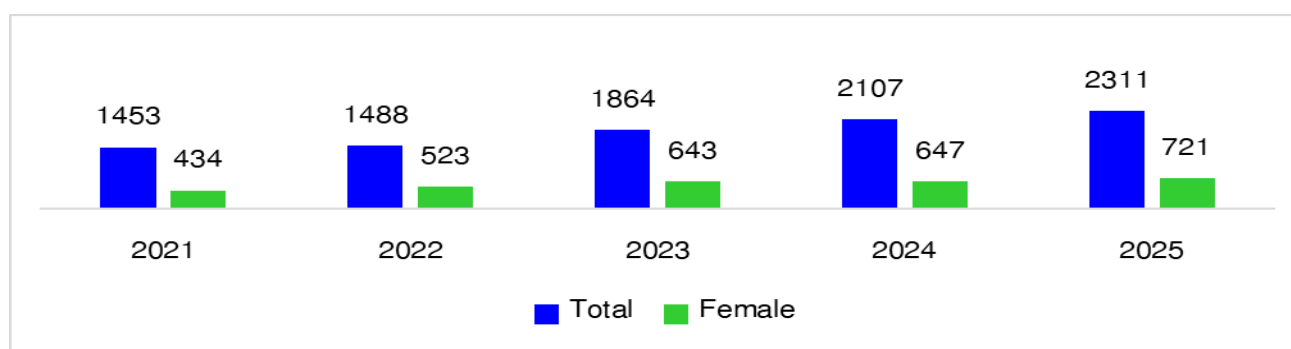
**Table 37: Statistics of Classrooms, Teachers and Students of Complementary Higher Secondary Education**

Description	2022-2023		2023-2024		Increase (+)/Decrease(-)	
	Total	Female	Total	Female	Total	Female
Teachers	Used Teachers of Formal Education					
Attending students	3914	1265	4078	1275	164	10
Students took the exam	5165	1394	4770	1299	-395	-95
Students passed the exam	2107	647	2311	721	204	74

Source: Non-Formal Education Information Management System 2025

There were 4,770 candidates of complementary upper secondary education and students who failed their formal exams came to take exam, decreased by 395 candidates equal to 7.65 percent, female 27.23 percent, decreased by 95 candidates equal to 6.81 percent; among them, 2,311 candidates passed the exam, increased by 204 candidates equal to 9.68 percent, female 31.20 percent, increased by 74 females equal to 11.44 percent.

**Figure 95: Result of Students Passed Complementary Upper Secondary Education Examination**



Source: Non-formal Education Management Information System 2025

*This showed that complementary upper secondary education program was still important and attractive to give opportunity to students to complete their secondary education and acquire technical and vocational skills and pursue higher education.*

#### A.1.6 Online Basic Education Equivalent Program (BEEP)

The online basic education program was an online learning program aimed at helping young people aged 14 and above, especially those who had dropped out of lower secondary school and completed primary school, complete their basic education through online courses without affecting their employment. Learners who completed and passed the exam would receive a certificate that allows them to continue their studies at General and Technical High Schools of the Ministry of Education, Youth and Sports.

The Ministry of Education, Youth and Sports has collaborated with the Ministry of Interior, UNESCO and SIPA to launch an online basic education equivalent program at community learning centers, lifelong learning centers, and prisons and correctional centers, including Community Learning Center of Sangkat O'Mal, Battambang Province; Char Thom Community Learning Center, Tboung Khmum Province; Ampov Prey Community Learning Center, Kandal Province; Phnom Yat Lifelong Learning Center, Pailin Province; Phnom Penh Prison; Correctional Center 1 (CC1), Correctional Center 2 (CC2), located in Sangkat Prey Sar, Phnom Penh capital; Correctional Center 4 (CC4) in Pursat Province; Kampot Provincial Prison; Kandal Provincial Prison; Koh Kong Provincial Prison; Prey Veng Provincial Prison.

There were 255 students, increased by 129 students equal to 102.38 percent, female 16.86 percent, increased by 18 females equal to 72 percent. 150 students completed, increased by 35 students equal to 30.43 percent, female 12 percent, decreased by 2 females equal to 10 percent. 148 students took the exam, increased by 42 students equal to 39.62 percent, female 12.16 percent, increased by 6 females equal to 50 percent. A total of 145 students passed the exam, increased by 39 students equal to 36.79 percent, female 12.41 percent, increased by 6 students equal to 50 percent.

**Table 38: Statistics of Students of Online Basic Education Equivalent Program**

Description		2022-2023		2023-2024		Increase (+)/Decrease(-)	
		Total	Female	Total	ស្រី	Total	Female
Attending students	EYS	126	25	255	43	129	18
Completed students	EYS	115	20	150	18	35	-2
Students took the exam	EYS	106	12	148	18	42	6
Students passed the exam	EYS	106	12	145	18	39	6

Source: Non-Formal Education Information Management System 2025

### A.1.7 Special Education Program

The Ministry has:

Implemented special education programs in 6 special education high schools with 1,225 students, 443 females, of which 267 students in preschool, 55 females, including 9 blind students, 4 females; 11 deaf students, 1 female; and 247 students with intellectual disabilities and autism, 50 females. At primary education, there were 666 students, 268 females, including 117 blind students, 56 females; 378 deaf students, 176 females; and 171 students with intellectual disabilities and autism, 36 females. At lower secondary education, there were 165 students, 70 females, including 55 blind students, 23 females, and 110 deaf students, 47 females. At upper secondary education, there were 127 students, 50 females, including 52 blind students, 20 females, and 75 deaf students, 30 females, in Kandal, Kampong Cham, Siem Reap, Battambang provinces and Phnom Penh capital.

**Table 39: Statistics of Students with Disabilities in Special Education Program**

Education Level	Total Number of Students		Blind		Deaf-Mute		Intellectual Disability and Autism	
	Total	Female	Total	Female	Total	Female	Total	Female
Preschool	267	55	9	4	11	1	247	50
Primary Education	666	268	117	56	378	176	171	36
Lower Secondary Education	165	70	55	23	110	47	-	-
Upper Secondary Education	127	50	52	20	75	30	-	-
Grand Total	1 225	443	233	103	574	254	418	86

Source: Non-Formal Inclusive Education Department 2025

There were 39 candidates with disabilities who passed the lower secondary school diploma examination, 16 females, including 12 blind candidates, 3 females, and 27 deaf candidates, 13 females; and there were 38 candidates with disabilities who passed the upper secondary school diploma examination, 12 females, including 15 blind candidates, 3 females, and 23 deaf candidates, 9 females. There were 255 students with disabilities, 90 females, studying in universities from 2011-2025, including 159 blind students, 54 females, and 96 deaf students, 36 female. There were 112 students with disabilities, 37 females, who graduated from universities from 2011-2025, including 84 blind students, 28 females, and 28 deaf students, 9 females. There were 336 students with disabilities, 140 females, have been employed from 2010-2025, including 141 blind students, 52 females, and 225 deaf students, 88 females.

**Table 40: Statistics of Candidates with Disabilities Passed Diploma Examinations**

Achievements	Total	Female	Blind	Female	Deaf	Female	Period/Note
1. Diploma Examinations							
- Passed lower secondary school diploma examination	39	16	12	3	27	13	2024-2025
- Passed upper secondary school diploma examination	38	12	15	3	23	9	2024-2025
2. Higher Education							
- Attending students	255	90	159	54	96	36	2011-2025
- Graduated students	112	37	84	28	28	9	2011-2025
3. Job Opportunity							
- Been Employed	336	140	141	52	225	88	2010-2025

Source: Non-Formal Inclusive Education Department 2025

*Special education programs were operating effectively and sustainably, with support from the Royal Government, development partners and philanthropists.*

### A.1.8 Inclusive Education Program

Inclusive education program has been implemented in public preschools with 720 children with disabilities, 286 girls, and 381 community preschools with 232 children with disabilities, 91 girls, in Siem Reap, Kampong Thom, Ratanakiri, Kratie, Battambang, Banteay Meanchey, Kampong Chhnang, Prey Veng, Preah Sihanouk and Oddar Meanchey provinces, and Phnom Penh capital.

Inclusive education program has been implemented in primary schools with 19,662 children with disabilities, 7,983 girls, in 25 capital-provinces.

Inclusive education program has been implemented in general secondary schools with 11,616 students with disabilities, 5,977 girls, including 4,334 lower secondary school students, 1,700 girls, and 7,282 upper secondary school students, 4,277 girls.

**Table 41: Statistics of Students of Inclusive Education Program**

Education Level	Type of School / Location	Number of Students		Geography/Target Province
		Total	Female	
1. Preschool	- Public and community schools (381 schools)	952	377	11 provinces (Siem Reap, Kampong Thom, Ratanakiri, Kratie, Battambang, Banteay Meanchey, Kampong Chhnang, Prey Veng, Preah Sihanouk, Oddar Meanchey and Phnom Penh)
2. Primary Education	General primary schools	19,662	7,983	25 capital-provinces
3. Secondary Education	General secondary schools	11,616	5,977	Countrywide

Source: Education Information Management System for School Year 2024-2025

### A.1.9 Integrated Classroom Education Program

The Ministry has:

Implemented integrated classrooms for deaf students in 4 schools, with 8 classrooms, 17 students, 8 females, in Svay Rieng, Prey Veng, Preah Sihanouk and Kampong Chhnang provinces, as well as integrated classrooms for students with intellectual disability and autism in 52 schools, with 106 classrooms, 1,003 students, 328 females, in Kandal, Prey Veng, Kampong Speu, Kampot, Preah Sihanouk, Kampong Cham, Kratie, Kampong Chhnang, Pursat, Battambang, Siem Reap and Banteay Meanchey provinces, and Phnom Penh capital.

**Table 42: Statistics of Persons with Disabilities in Integrated Classroom Education Program**

Types of Disabilities	School/Classroom Data		Number of Students		Target Provinces
	School	Classroom	Total	Female	
1. Deaf	4	8	17	8	Svay Rieng, Prey Veng, Preah Sihanouk and Kampong Chhnang provinces
2. Intellectual disability and autism	52	106	1,003	328	Kandal, Prey Veng, Kampong Speu, Kampot, Preah Sihanouk, Kampong Cham, Kratie, Kampong Chhnang, Pursat, Battambang, Siem Reap and Banteay Meanchey provinces, and Phnom Penh capital

Source: Non-Formal Inclusive Education Department 2025

### A.1.10 Multilingual Program

**Table 43: Statistics of Persons with Disabilities in Integrated Classroom Education Program**

Education Levels / Types of Schools	Number of Schools	City / District	Number of Students		Number of Teachers		Increase (+) or Decrease(-)
			Total	Total	Total	Female	
1. Public Pre-school	4	-	142	77	4	3	
2. Community Preschool	178	21	3 426	1 797	-		Increased by 24 schools (+555 students / +326 females)
3. Primary School	96	18	4 085	1 904	235	94	-176 students / -107 females (-4 female teachers)

Source: Non-Formal Inclusive Education Department 2025

The Ministry has:

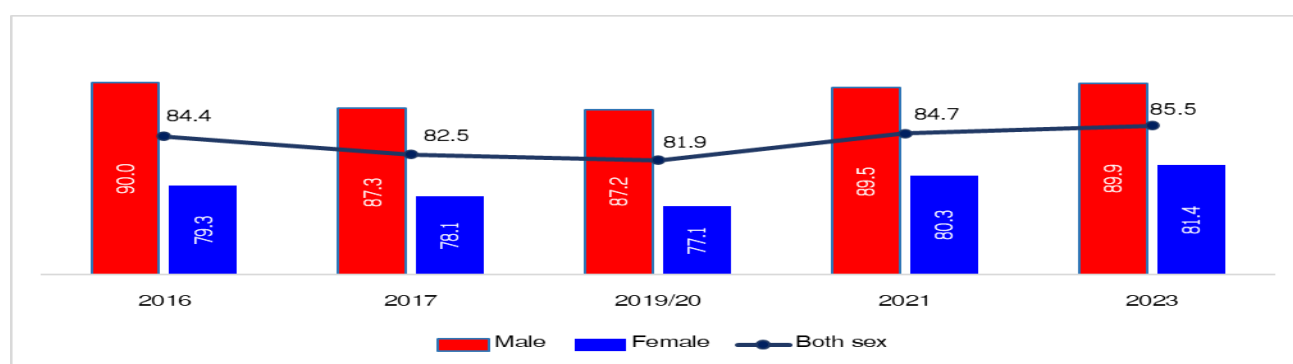
- Implemented a multilingual education program for indigenous children (Tampuan, Kreung, Pnong, Kuoy, Kraol, Kavet, Brao, Jarai and Kachak). This program was implemented in 4 public preschools with 142 children, 77 girls, and 178 community preschools, increased by 24 schools, with 3,426 children, 1,797 girls, increased by 555 children, 326 girls, in 21 cities-districts in Ratanakiri, Stung Treng, Mondulakiri, Kratie and Preah Vihear provinces;
- Implemented a multilingual education program in 96 primary schools in 18 districts with 235 teachers, 94 females, decreased by 0, 4 females; 4,085 students, 1,904 girls, decreased by 176 students, 107 girls, including Tampuan, Kreung, Brao, Kavet, Pnong and Jarai languages in Ratanakiri, Mondulakiri, Kratie and Stung Treng provinces.

## A.2. Qualitative Section

### A.2.1 Adult Literacy Rate

Literacy programs provided opportunities for illiterate people to acquire basic knowledge, be able to continue learning and acquire future professional skills. The 2019 Population Census of the Kingdom of Cambodia showed that literacy rate for adults aged 15 and over of both sexes was 87.7 percent. On the other hand, according to the 2023 Cambodia Economic and Social Survey, literacy rate for adults aged 15 and over increased from 84.7 percent in 2021 to 85.5 percent in 2023, with literacy rate for females increased from 80.3 percent to 81.3 percent, and literacy rate for males increased from 89.5 percent to 89.9 percent. The increase in female literacy rate was due to the government's efforts to promote gender equality in education.

**Figure 96: Adult Literacy Rate (Aged 15 and above)**

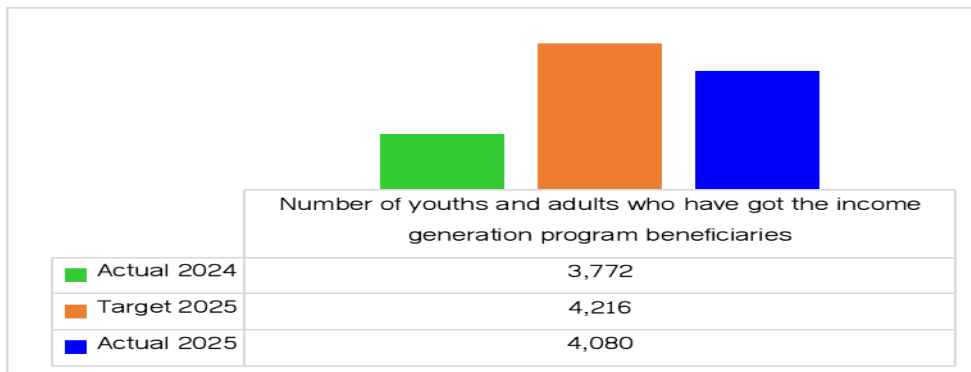


Source: Cambodia Economic and Social Survey Report 2023 (National Institute of Statistics, October 2024)

### A.2.2 Youth and Adults Benefited from Income-Generating Program

The income-generating program was a program that helped learners generate income through simple vocational training for people in the community to improve their livelihoods and was an indispensable program for non-formal education. As a result, in School Year 2024-2025, 4,080 youth and adults benefited from the income-generating program, representing 96.77 percent of the target.

**Figure 97: Number of Youth and Adults Benefiting from Income-Generating Programs**

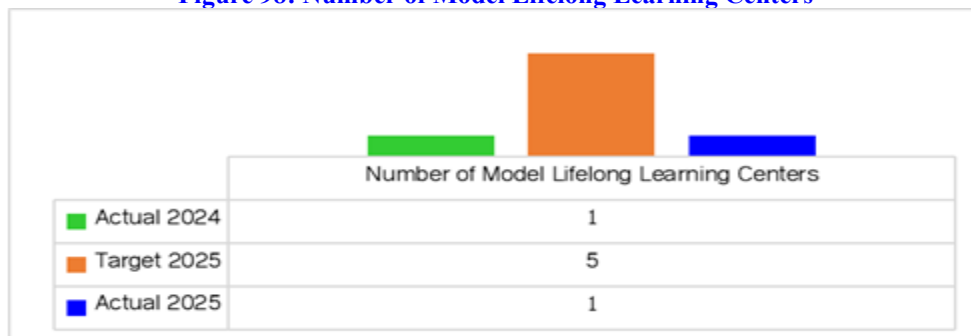


Source: Non-Formal Inclusive Education Department

**A.2.3 Model Lifelong Learning Centers**

Lifelong learning centers have provided many benefits to communities, including education, skills and development programs. As of 2025, the Ministry has assessed community learning centers in all capital-provinces and issued Prakas on Recognition for all community learning centers and lifelong learning centers. The Ministry has operated one model lifelong learning center in Kampot province. As a result, there were 350 learners, 145 females, 5 teachers, 1 female, and 4 classes, including 2 classes in computer skills, 1 class in Chinese and 1 class in English.

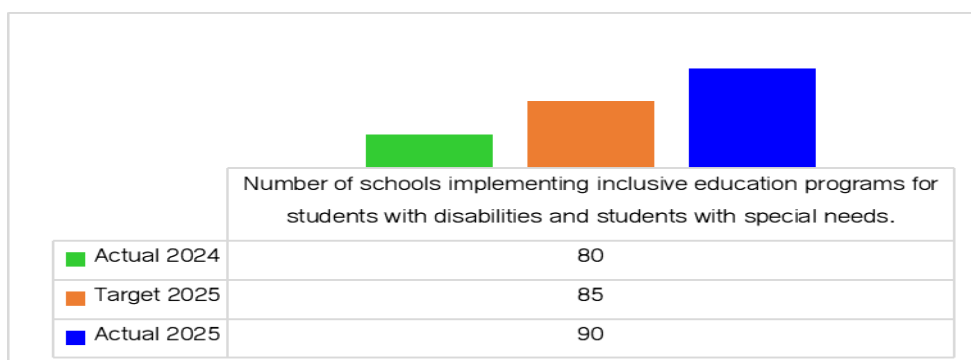
**Figure 98: Number of Model Lifelong Learning Centers**



Source: Non-formal Education Management Information System 2025

**A.2.4 Number of Schools Implementing Inclusive Education Program for Students with Disabilities and Students with Special Needs**

**Figure 99: Number of Schools Implementing Inclusive Education Program**

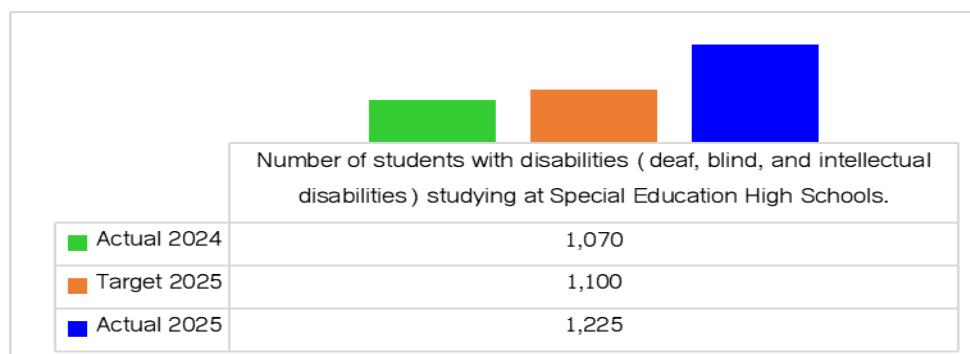


Source: Department of Non-Formal and Inclusive Education 2025

From the figure above, the number of schools implementing inclusive education program for students with disabilities and students with special needs achieved the target in 2025 due to the existence of the Policy on Inclusive Education and Action Plan on Inclusive Education, and clear regulations in line with the Education Strategic Plan and priorities for education reform, strengthening capacities of teachers and education staff, improving school physical infrastructure, close collaboration with development partners, understanding and participation of communities and parents.

## A.2.5 Number of Students with Disabilities (Deaf, Blind, Intellectual Disabilities and Autism) Studies at Special Education High Schools

Figure 100: Number of Students with Disabilities



Source: Department of Non-Formal and Inclusive Education 2025

From the figure above, the number of blind, deaf, intellectually disabled and autistic students in special education high schools has increased beyond the target due to the policy on special education and the action plan on special education and regulations, the expansion of special education services in special education high schools and integrated classrooms, enrollment campaigns, and attentions and supports of the Royal Government.

### A.3 Implementation of Programs and Activities

#### A.3.1 Supportive Mechanisms

The Ministry has:

- Organized National Literacy Day 8 September as a driving force to help promote the program to be more effective and contribute to significantly reducing the illiteracy rate. In fact, the Ministry celebrated National Literacy Day on September 8, 2024 under the theme “*Promoting Literacy in the Digital Era*” in Kratie Province, with participation of leaders of the Ministry of Education, Youth and Sports, representatives of ministries, institutions, departments, territorial authorities, development partners, education institutions, education staff, teachers, students, parents, guardians, with a total of 1,600 people, 1,058 males and 542 females, with widespread dissemination on television channels, national and international radio stations, private sector and official social networks of the Ministry of Education, Youth and Sports;
- Awarded prizes to encourage the management of 3 excellent community learning centers, 5 teachers, 15 excellent literacy students on the National Literacy Day, September 8, 2025;
- Awarded prizes to encourage the management of 3 excellent community learning centers; 5 excellent literacy teachers, 3 females; 15 literacy students, 10 females; and provided 181 computers and 14 iPad Air to 10 community learning centers, Khnat Primary School in Siem Reap province and 2 youth clubs on the National Literacy Day, September 8, 2025;
- Produced a book on statistics and indicators of non-formal education in 2025;
- Issued Prakas No. 2273 EYS.P., on the Recognition of 2,472 Non-Formal Education Contract Teachers to work for 887 literacy programs, 437 primary school equivalent programs, 474 re-entry programs and 674 income-generating programs in 2025;
- Issued Prakas No. 859 EYS.P., on the Appointment of Composition of the Disability Action Working Group at the Ministry of Education, Youth and Sports;
- Issued Directive No. 46 EYS.D., on the Operation of Non-formal Education Programs and Inclusive Programs in School Year 2025-2026;
- Issued Upper Secondary School Diplomas for Complementary Education of 1989, 1990, 1991, 2000, 2001 and 2002;
- Assessed the status of operation of community learning centers, and issued Prakas on the Recognition of Classification and Closure of Community Learning Centers and the Transformation of Community Learning

Centers into Lifelong Learning Centers in Phnom Penh capital, Prey Veng, Ratanakiri, Koh Kong, Pailin, Preah Vihear, Kep, Takeo, Oddar Meanchey, Monduliri and Kandal provinces;

- Organized a national forum on improving skills and labor productivity through literacy in factories in Phnom Penh capital, with 163 participants, 64 females, using UNESCO fund;
- Organized a Workshop on the Management and Development of Non-Formal and Inclusive Education Sub-sector, with 60 participants, 10 females;
- Issued Prakas on the Recognition of 887 Non-Formal Education Contract Teachers to work for professional literacy programs in 2025;
- Issued Directive No. 65 EYS.D., on the Operation of Non-formal Education Programs and Inclusive Programs in School Year 2024-2025;
- Organized a Workshop on Reflection on the Implementation of Literacy Programs in Factories in Kampong Speu Province, with 12 participants, 2 females, funded by UNESCO;
- Organized a training course for contracted literacy teachers, with 333 participants, 163 females;
- Consultation Workshop on Preparation of Detailed Khmer Language Curriculum for Grade 3 and Sign Language for Special Education High Schools, with 69 participants, 15 females;
- Workshop on Summarizing the Results of the Implementation of Special Education and Inclusive Education, with 66 participants, 16 females;
- Workshop on Review and Revision of Sign Language Textbooks from Grades 1 to 7 of All Subjects, with 67 participants, 15 females, in collaboration with UNICEF;
- Reflection Workshop on the Implementation of Action Plan on Inclusive Education 2024-2028, with 75 participants, 31 females, in collaboration with Handicap International;
- Reflection Workshop on Revision of Curriculum for Training of Special Education Student Teachers for the National Institute of Special Education, with 42 participants, 5 females, in collaboration with UNICEF;
- Consultation Workshop on Review of Data Collection Tools and Collecting Data on Students with Disabilities in Schools and Out-of-School Children in 12 districts, with 30 participants, 6 females, in collaboration with Save the Children;
- Provided technical support for teachers of integrated classrooms on teaching methods for students with disabilities and students with special needs in 23 schools, in 14 districts in Banteay Meanchey, Tboung Khmum, Kampot, Kandal, Prey Veng, Kampong Speu, Kampong Cham and Preah Sihanouk provinces, in collaboration with the General Education Improvement Project;
- Monitored and evaluated the implementation of integrated classrooms for children with intellectual disabilities and autism in 10 districts in Kandal, Kampong Cham, Kampong Speu and Kampot provinces, in collaboration with the General Education Improvement Project;
- Provided technical support to teachers on teaching methods in multilingual education in 41 schools, in 9 districts, with 80 participants, 5 females, in Kratie and Ratanakiri provinces, in collaboration with UNICEF;
- Translated 64 documents, equal to 8,391 pages of Grade 7 textbooks of all subjects into Braille, and printed 1,137 Braille books, equal to 121,108 pages;
- Created a Khmer Braille translation application and won a gold medal in the ASEAN Digital Awards;
- Researched and produced 727 new sign languages and updated the sign discovery program for deaf students studying remotely, by adding 1,206 sign words, 8,223 images, 2,007 clips and 54,800 meanings into the sign language application, in collaboration with Krousar Thmey;
- Published 5,700 sign language textbooks for grades 1 to 7 of all subjects, in collaboration with UNICEF;

- Published 1,300 textbooks for teachers and students with intellectual disabilities and autism at basic preschool and preschool levels, and 3,830 textbooks for grades 1 to 3 for students with intellectual disabilities and autism;
- Recorded 1,656 video clips in sign language from grades 1 to 6 to support the learning of deaf students, for special education high schools in Phnom Penh capital;
- Supported teaching techniques for teachers who have recently graduated from the National Institute of Special Education, with 26 participants, 16 females, in Siem Reap and Kampong Cham provinces;
- Organized Orientation Workshop for Special Education High School Students on Pursuing their Studies in Higher Education, Vocational Training and seeking Job Opportunities, with 144 participants, 59 females;
- Took special education high school students and youth with disabilities on a study tour on finding supports and providing job opportunities for youth with disabilities, with 24 participants, 8 females, at Ceramics Company, SPOONS Organization, Sala Bai, Phare Ponleu Selpak, in collaboration with Krousar Thmey;
- Promotional Workshop on Sharing Successful Experiences for Youth with Disabilities, with 31 participants, 10 females, and finding jobs in private companies for youth with disabilities, with 2 participants, 1 female, in collaboration with Krousar Thmey;
- Supported travel to university for 4 students with disabilities, 2 females, in collaboration with Krousar Thmey;
- Brought 21 students with disabilities, 11 females, to a job fair in Phnom Penh capital, in collaboration with Krousar Thmey;
- Conducted hearing screenings and provided hearing aids to 470 students, 232 females, at special education high schools in Battambang, Siem Reap and Kampong Cham provinces, and Phnom Penh capital, in collaboration with ESC and Krousar Thmey;
- Conducted vision test for 1,077 students with vision problems, 697 females, provided glasses to 346 students, 237 females, and identified 164 students with visual impairment, 99 females, at the Inclusive Education Schools and Special Education High Schools in Battambang, Siem Reap, Kampong Cham and Kampot provinces, and Phnom Penh capital, in collaboration with Krousar Thmey and the PafID;
- Provided education packages with 63 computers, 3,150 notebooks and 1,890 T-shirts for teachers and students in 6 special education high schools and 57 schools implementing integrated classrooms;
- Distributed 12 wheelchairs to special education high schools, 2 per special education high school, in collaboration with Handicap International;
- Printed Grade 3 multilingual textbooks and 6,750 storybooks;
- Received donations of 40 Dot Pad devices, 5 laptops, 10 iPads and 10 internet connection devices from National Institute of Special Education and Special Education High Schools, from Korea International Cooperation Agency in Cambodia;
- Provided allowances of 2,450 million riel for food, accommodation and fare to 1,225 students with blindness, deafness, intellectual disability and autism, 443 females, and provided fund of 360 million riel for fare to 6 special education high schools;
- Received donations of 72 million riels and 24 tons of rice from **Samdech Akka Moha Sena Padei Techo Hun Sen, President of the Senate and Chairman of the Supreme Council of the King of the Kingdom of Cambodia, and Samdech Kittipritbandit Bun Rany Hun Sen** for Chbar Ampov Special Education High School and Phnom Penh Thmey Special Education High School;
- Received donations of 5 boxes of laundry soap, 5 boxes of dish soap, 1 box of shampoo, 1 box of body wash, 1 box of toothpaste, 10 packs of fish sauce, 10 packs of soy sauce, 50 boxes of drinking water, and provided a solidarity meal from **Lok Chumteav Oknha the founder of Chip Mong** for students and teachers at Chbar Ampov Special Education High School;

- Received donations of 1,200,000 riels and supplies, 120 mosquito nets, 120 blankets, 120 bottles of toothpaste, 120 toothbrushes, 120 bottles of body wash from **Military Region 3, Kampong Speu Province** for students and 5 sets of solar panels from **the Governor of Khan Chbar Ampov** for Chbar Ampov Special Education High School;
- Received donations of 81,900,000 riels for water and electricity fees, 1,430 notebooks and 1,430 pens, drinking water, dishwashing liquid, laundry powder, scented laundry detergent, Hanami snake, one solidarity meal and a trip to Preah Sihanouk province from **Samdech Moha Borvor Thipadei Hun Manet, Prime Minister of the Kingdom of Cambodia, and Her Excellency Dr. Pech Chanmonny** for school operation, teachers, students and students staying at schools at Phnom Penh Thmey Special Education High School;
- Received donations of 5,140,000 riels and 500 kilograms of rice, 20 boxes of noodles, 15 packs of canned fish, 10 packs of fish sauce, 10 boxes of soy sauce, 20 boxes of drinking water and one solidarity meal from **His Excellency Chea Somethy, the Minister of Social Affairs, Veterans and Youth Rehabilitation** for schools, teachers and students at Phnom Penh Thmey Special Education High School;
- Received donations of 2,400 dollars for installation of 3 75-inch smart TVs, 2 internet connections and 3 months of internet service fees from **Mr. Hul Sopha**, Deputy Commissioner of Security Information Security Research Commission of the Royal Gendarmerie of Cambodia for Phnom Penh Thmey Special Education High School;
- Received donations of 1.2 tons of rice, fish sauce, soy sauce, canned fish, noodles, milk and first aid kits (balm, alcohol, cotton, wound cleanser, wound ointment) from **Girl Khattiya**, an amount of 2,000,000 riels and fruits from Srey Mom Fruit Shop for schools, teachers and students at Phnom Penh Thmey Special Education High School;
- Received donations of 20 tons of rice from **His Excellency Hun Manith** and a budget of 7,450,000 riels, 3 tons of rice and a solidarity meal from **His Excellency Khieu Kanharith and Lok Chumteav Khieu Tep Rainsy Kanharith** for teachers and students at Kampong Cham Special Education High School;
- Received donations of 2,000,000 riels, 1.5 tons of rice, 60 packs of drinking water, 30 boxes of noodles, 5 boxes of canned fish, 20 packs of soy sauce, 20 packs of fish sauce and a solidarity meal from **Samdech Krolahom Sar Kheng** for Battambang Special Education High School;
- Received a monthly donation of water and electricity fees from the Department of Education, Youth and Sports of Battambang Province for Battambang Special Education High School;
- Received donations of 10 tons of rice from **Samdech Pichey Sena Tea Banh**, an amount of 175,000,000 riels from UYFC at national level, an amount of 2,000,000 riels from **Mr. Sea Tin**, Siem Reap City Gendarmerie, an amount of 2,000,000 riels from **His Excellency Chea Sothy**, a team of volunteers in Koas Krala district, Battambang province, and an amount of 1,000,000 riels from philanthropist **Tea Samnang** for Siem Reap Special Education High School;
- Received donations of 32,800,000 riels for salaries of teachers of blind students in mathematics, physics and chemistry, and hygiene materials and a solidarity meal from the DYP Organization, and 2,222,000 riels from Cambodian students in Japan, 2,000,000 riels from Sovannaphumi School for Siem Reap Special Education High School;
- Received donations of 20,000 dollars from **Lok Chumteav Ou Thida Pov** and 10,000 dollars from the Polish Embassy for the purchase of school supplies and equipment for school buildings at Takhmao Special Education High School;
- Received donations of 12,000 dollars from philanthropists for laying sand, laying floor tiles and planting grasses, and 6,500 dollars from **Lok Chumteav Oknha Chhun Leang** for building 4 bathrooms at Takhmao Special Education High School;
- Received donations of 15,000 dollars from **His Excellency Khieu Kanharith and Lok Chumteav Khieu Tep Rainsy Kanharith** and other philanthropists for purchasing school supplies; and received 3 15-seat buses from His Excellency **Kuoch Chamroeun**, the Governor of Kandal Province, for transporting students at Takhmao Special Education High School;

- Inaugurated one school building with 5 rooms and 4 bathrooms for students with intellectual disabilities and autism at Prek Norin Primary School, Ek Phnom District, Battambang Province, in collaboration with Karuna Battambang Organization.

### A.3.2 Capacity Development of Officials

The Ministry has:

- Organized a workshop on capacity development of non-formal and inclusive education officials, with 102 participants, 21 females;
- Trained non-formal education officials and management teams of community learning centers and lifelong learning centers in capital-provinces on transfer of non-formal education functions and management of community learning centers and lifelong learning centers, with 241 participants, 38 females;
- Organized Consultation Workshop on Production of leaflets and Review of the final draft of Action Plan on Lifelong Learning, with 21 participants, 8 females;
- Conducted study tour to Vietnam to strengthen capacity and cooperation in non-formal and inclusive education sub-sector, with 11 participants, 3 females;
- Recruited and trained student teachers on special education skills for deaf, blind and intellectually disabled, with 17 participants, 8 females, for 10 months in Phnom Penh capital;
- Trained teacher trainers of the National Institute of Special Education on research activities in classrooms, with 23 participants, 8 females, in Phnom Penh capital, in collaboration with UNICEF;
- Trained teachers of special education high school, integrated classrooms and inclusive classrooms on special education skills, with 268 participants, 136 females, in collaboration with Krousar Thmey and UNICEF;
- Provided capacity building for teachers of integrated and inclusive classrooms on basic knowledge in supporting and teaching methods for students with disabilities, with 99 participants, 50 females, in collaboration with Krousar Thmey and UNICEF;
- Provided capacity building for teachers of special education high schools on how to produce Braille books and repair printers of Braille books, with 14 participants, 3 females, in collaboration with Krousar Thmey;
- Organized Consultation Workshop on Development of Classroom Observation and Evaluation Tools for students with disabilities, deaf and blind, for special education high schools, with 36 participants, 14 females
- Attended a training course on special education skills in Malaysia, with 4 participants, 3 females, in collaboration with SEAMEO SEN, Malaysia;
- Provided capacity building for school management and teachers on inclusive primary education, with 177 participants, 76 females, in collaboration with UNICEF;
- Provided capacity building for inclusive preschool education for preschool teachers and stakeholders, with 185 participants, 120 females, in collaboration with development partners;
- Provided capacity building for school management and teachers of integrated classrooms on teaching methods, treatment and communication for children with intellectual disabilities and autism, with 297 participants, 157 females, in collaboration with the General Education Improvement Project;
- Provided capacity building for teacher trainers on multilingual education, with 59 participants, 12 females;
- Provided capacity building on inquiry-based teaching methods in the mother tongue, lesson plans and division of curricula in multilingual primary schools to multilingual primary school teachers, with 150 participants, 45 females, in collaboration with UNICEF;
- Organized Consultation Workshop on Development of Grade 2 Charai Language Textbook (for 5 times), with 113 participants, 16 females, in collaboration with UNICEF and the Comprehensive Cooperation for Cambodia.

## B. Progress in Implementing Indicators

### B.1 Progress in Implementing Outcome Indicators

#### Progress Analysis of Outcome Indicators

Outcome Indicators		Unit	Actual	Target	Actual	Status
			2024-25*	2025-26**	2025-26**	
<b>Program 3: Promoting the 21st century skills for youth</b>						
<b>Sub program 3.1: Non-formal Education and lifelong learning</b>						
1	Percentage of Adult literacy (15-year-old above) who completed literacy program	%	85,5	87,4	85,5*	→
	Male	%	89,9	92,4	89,9*	→
	Female	%	81,3	82,9	81,3*	→
2	Number of youth and adult benefited from income generation programs	#	3 772	4 216	4 080	→
	Male	#	1 519	1 302	1 572	→
	Female	#	2 253	2 914	2 508	→
3	Number of model life-long learning centers	#	1	5	1	↓

Note: ↑ Achieved the target → Likely to Achieved ↓ Unlikely to Achieved the target

\* Academic year 2023-2024, \*\* Academic year 2024-2025

### B.2 Progress in Implementing output Indicators

#### Progress analysis of output indicators

Output Indicators		Unit	Actual	Target	Actual	Status
			2024-25*	2025-26**	2025-26**	
<b>Program 3: Promoting the 21st century skills for youth</b>						
<b>Sub program 3.1: Non-formal Education and lifelong learning</b>						
<b>Sub program objective 3.1.1: Increase access to NFE programs with specific attention to out-of-school children, youth, and illiterate adults</b>						
1	Number of participants in literacy programs	#	17,975	18,048	17,798	→
2	Number of participants in equivalency programs	#	8,413	8,466	8,405	→
3	Number of participants in re-entry programs	#	6,646	5,380	8,020	↑
<b>Sub program objective 3.1.2: Aligned the NFE programs with the needs of community development</b>						
1	Number of LLL programs for community-based development	#	7	7	7	↑
2	Number of Lifelong Learning Centers established	#	13	16	30	↑
<b>Sub program objective 3.1.3: Increase access to life-skills and income generating programs for out-of-school children, youth and adults</b>						
1	Number of participants in LLL training programs	#	12,122	11,343	13,243	↑
2	Number of districts implementing the Non-Formal Education Management Information System (NFE-MIS)	#	0	26	26	↑
<b>Sub program objective 3.1.4: Enhance the quality and relevance of life skills and income generating programs</b>						
1	Number of contracted trainers who received training in the new income generation curriculum framework	#	223	300	241	→
2	Number of communities implemented LLL programs	#	333	341	322	→

Note: ↑ Achieved the target → Likely to Achieved ↓ Unlikely to Achieved the target

\* Academic year 2023-2024, \*\* Academic year 2024-2025

## 2.4.6. YOUTH DEVELOPMENT SUB-SECTOR

### A. ACHIEVED OUTCOME

**EDUCATIONAL POLICY:** To ensure that all Cambodian people receive quality, equitable and inclusive education, full of knowledge, skills, discipline, ethics and good behavior, as well as good health, physical fitness and lifelong learning.

#### A.1. Quantitative Section

##### A.1.1 Youth and Children Development Programs in School System

The objective of Youth Development Sub-sector is to “train young on knowledge, skills and good characters and ethics through school-based structures and programs”. The Ministry has organized two youth and child development programs, including 1) Good Child, Good Student, Good Friend Program, and 2) Scout Program in public and private education institutions.

##### A.1.2 Good Child, Good Student and Good Friend Program of “Youth Council of Cambodia and Cambodia National Council for Children”

The Youth Council of Cambodia (YCC) and the Cambodia National Council for Children (CNCC) of Good Child, Good Student and Good Friend Program was an important mechanism of the youth development sub-sector to support extracurricular activities and the implementation of model school standards. YCC and CNCC were structures of youth and children development programs in school system, designed to complement the education of youth and children to have a love of learning, develop knowledge, skills, behavior and physical fitness in the context of the 21<sup>st</sup> century, participate in social activities, volunteer work, have good morals and high responsibility for themselves, their families, society and the nation. The YCC covered upper secondary schools (from Grades 10 to 12) and the CNCC covered from primary to lower secondary schools (from Grades 4 to 9). The table below showed the participation of youth and children in the councils compared to previous school years.

**Table 44: Number of Members and Number of Youth Council of Cambodia (YCC) and Cambodia National Council for Children (CNCC)**

Discription	2023-2024 <sup>2</sup>		2024-2025		Status (+/-)
	Total	Female	Total	Female	
Youth Council of Cambodia (YCC)	574	-	581	-	+ 7
Members of YCC	395 829	219 045	413 352	231 497	+ 27 523
Cambodia National Council for Children	9 035	-	9 188	-	+ 153
Members of CNCC	1 597 104	803 202	1 631 902	821 640	+ 34 798

Source: Department of Youth and Children Education 2025

The above table showed that the number of members and the number of YCC and CNCC nationwide increased in the School Year 2024-2025 due to the increase in number of students and classes at high schools in some capital-provinces, in response to the Royal Government of Cambodia’s attention to reforming the quality of education and promoting student enrollment at all levels.

The Ministry has:

- Promoted the work of YCC and CNCC in 29 public education institutions in School Year 2024-2025, including 12 high schools and 17 primary schools in 6 provinces, including Kampong Cham, Kampong Chhnang, Prey Veng, Tboung Khmum, Stung Treng and Banteay Meanchey provinces;
- Strengthened extracurricular programs in model schools through Workshop on the Operation of YCC and CNCC and Moral Education Connected to Buddhism in Kang Meas district, Kampong Cham province, with participation of students who are members of YCC and CNCC from 5 high schools and junior high schools in Kang Meas district, Kampong Cham province;
- Organized a Training Workshop on “Action Plan of YCC and CNCC” through an online system with aim to strengthen the capacity on project implementation, preparation of annual action plan and carrying out daily

<sup>2</sup> Conference to summarize the results of School Year 2023-2024 and the directions for School Year 2024-2025

activities YCC and CNCC, to officials in charge of youth works, school management, presidents, vice presidents, and members of YCC and CNCC in schools to better understand the preparation of action plans for implementation;

- Strengthened the activities of YCC in schools through study clubs by encouraging the YCC in education institutions across 25 capital-provinces to prepare and implement the council's action plan project on "Digital Technology to Support Teaching and Learning" to be used in the competition on International Youth Day and the Meeting on Summary of National Competition Movement of 3 Goods;

As a result, through the enthusiastic activities of members of YCC and CNCC nationwide, the Ministry organized a Meeting on Summary of Competition Movement of 3 Goods "Good Child, Good Student, Good Friend" of 285 members of YCC and CNCC, 151 females equal to 53 percent, by selecting the outstanding units of 75 YCCs and 75 CNCCs from all capital-provinces. The table below showed the results of processes of YCC and CNCC compared to previous school year.

**Table 45: Operation of Youth Council of Cambodia (YCC) and Cambodia National Council for Children (CNCC)**

Discription	2023-2024 <sup>3</sup>	2024-2025	Status (+/-)
Youth Council of Cambodia	514	536	+ 22
Cambodia National Council for Children	6 087	6 149	+ 62

Source: Department of Youth and Children Education 2025

The table above showed the actual results of operation of the YCC and CNCC in implementing the education reforms of Ministry of Education, Youth and Sports, which focused not only on education quality but also on participation in activities of good citizens and development of the 21<sup>st</sup> century skills for youth and children. The increase in both number of YCC and CNCC operated in 2024–2025 school year compared to 2023–2024 school year showed that the Ministry has effectively expanded the platforms and opportunities for youth and children to participate in schools and communities. This result reflected the success of the reform policy that promoted rights and participation of youth and children, leadership and skills development, gender equality, especially the participation of girls, which has significantly contributed to the creation of an active, volunteer, capable, and responsible youth capitals for national development.

### A.1.3 Scout Program

Scouting education was the training of scouting skills and capacity development for youth and children through non-formal education programs that supported the formal curriculum by incorporating structure and system of scouting patrols into schools to complement the extracurricular programs for youth and children in schools. In addition to the school curriculum, scouting education focused on learning scouting skills through project-based learning and field-based learning methods, with main focuses on developing characters, life skills, global citizenship and responsible individuals in their communities. The table below showed the progress of Cambodian National Scout members compared to previous years:

**Table 46: Number of National Cambodian Scouts Members**

Discription	2023-2024		2024-2025		Status (+/-)
	Total	Female	Total	Female	
Number of Cub Scout (9-11 years old)	19 016	9 377	19 916	9 677	+ 900
Number of Scout (12-17 years old)	127 431	62 581	130 167	63 581	+ 2 736
Number of Rover Scout (18-25 years old)	22 737	11 167	23 857	11 867	+ 1 120
Number of Adult Leader (26 years old and over)	13 647	6 678	14 227	6 958	+ 580
Number of Honorable Member	2 525	1 235	2 545	1 245	+ 20
<b>Total</b>	<b>185 356</b>	<b>91 038</b>	<b>190 712</b>	<b>93 328</b>	<b>+ 5 356</b>

Source: Department of Scouting Cooperation 2025

The above table showed that the number of Cambodian Scouts increased in School Year 2024-2025. At the same time, the Ministry provided 5,000 scout uniforms and mobilized resources from partners and philanthropists to support the expansion of Cambodian Scouts at national and sub-national levels by equipping cub scouts, scouts, rover scouts, adult leaders and senior scouts, especially in public, private and community education institutions. Capital-provinces organized oath-

<sup>3</sup> Conference to summarize the results of School Year 2023-2024 and the directions for School Year 2024-2025

taking ceremonies, equipped scouts with scarves and opened orientation sessions, gave Certificates of Progresses to 5,356 scout leaders, senior scouts, scouts and cub scouts, 2,753 females equal to 51.40 percent.

Over the past year, the number of Cambodian National Scouts has increased due to the value of scouting education, such as the fundamental principles, Scout Law, oaths and scouting methods, to help manage, strengthen discipline, ethics, behavior, and activities of self-study clubs in public and private education institutions and communities. In addition, the leadership of the Head of the Royal Government, the Prominent Leader of the Cambodian National Scouts, His Excellency the Academician, the Deputy Prime Minister, the President of the Cambodian National Scouts, and the Governors of the Capital-Provincial Board of Governors, the Presidents of the Capital-Provincial Scouts, had influenced philanthropists and guardians to continue to support and encourage children and youth to become members of the Cambodian National Scouts in their education institutions and communities. In School Year 2024-2025, there were 190,712 members, 93,328 females equal to 68.57 percent, which was higher than in School Year 2023-2024.

### A.1.3 The 21<sup>st</sup> Century Skills Program for Youth

#### A.1.3.1 Skill and Capacity Development

Skill and capacity development for youth was the second priority among the five priorities of sub-sectors of youth development. The Ministry has provided trainings on vocational techniques, digital technologies, STEM and basic general knowledge to young people both in and out of the education system. A number of key youth education and training programs have been designed to enhance major skills and competencies of young people in this new era. These programs primarily aimed to provide opportunities for young people to learn, apply their studies and receive trainings on vocational skills, digital technology, digital literacy, STEM and soft skills to meet the needs of an increasingly advanced economy, society, and technology. The table below showed the status of youth participating in education programs and trainings for skill and capacity development in 2025, compared to 2024.

**Table 47: Number of Youths having received Technical and Vocational Skills, and Digital Technology Trainings**

Programs	2024	2025			Status
		Total	Female	Percentage	
Technical and Vocational	264	400	256	64,00	+ 136
Digital Literacy	1 280	1 320	843	63,86	+ 40
E-Gen Youth	90	150	60	40,00	+ 60
Artificial Intelligence	-	589	316	53,65	+ 589
Exchange of Experience via Digital System	82	205	120	58,54	+ 123
Youth Achievement Competition for the 21 <sup>st</sup> Century	287	260	124	47,69	- 27
National Youth Debate Competition	274	256	145	56,64	- 18
Provincial Youth Debate Competition	715	845	572	67,70	+ 130
Basic Financial Knowledge	-	116	74	63,79	+ 116

Source: General Department of Youth 2025

The above table showed that many young people participated in capacity and skill development programs for various purposes and achieved the planned results. The factors led to this achievement included the followings:

- The National and Sub-National Youth Debate Programs had cultivated 21<sup>st</sup> century skills for students in Grades 10 and 11 with dedication and perseverance, and students also acquired research skill, critical thinking skill, innovation, public speaking, basic digital knowledge, problem solving, teamwork, and peaceful and positive communication, which were important steps in becoming good citizens in the society. All candidates stood on the platform to demonstrate their abilities with confidence and courage, advocate with information and arguments on each topic with peaceful and positive spirit. The National Youth Debate Program was divided into 9 sessions online and offline. This program had 224 participants, 125 females, and 32 volunteer youth, 20 females, who helped facilitate and implement the program effectively for 11 months. This result demonstrated the improvement of work efficiency compared to 2024, which required 50 young volunteers to undertake the same workload;
- The provincial youth debate program had 169 teams of young people participated, equal to 845 persons, 572 females, and 49 model schools had applied to compete, with 245 candidates, and 173 females. Seeing the importance and benefits of the program for Cambodian youth, leaders of 7 target provinces, including Kandal,

Battambang, Siem Reap, Preah Sihanouk, Kampong Cham, Kampong Chhnang and Kampong Thom provinces, honorably participated and gave encouragement to candidates in the final round of each province. The youth debate program has also been expanded to some schools in the 7 provinces. It was also noteworthy that Prey Veng Provincial Department of Education, Youth, and Sports has also made efforts to implement the youth debate program by mobilizing supports in the province, although it has not been included in the national projects yet;

- The 21<sup>st</sup> Century Youth Achievement Competition (YouthSTEM) Program encouraged Cambodian youth to focus on science, technology, engineering and mathematics. The program not only encouraged students to conduct research and creativity, but also cultivated important 21<sup>st</sup> century skills, such as teamwork and communication, through discussion for problem-solving, as well as cultivating an entrepreneurial mindset through studying market needs, project value and project cost calculations, and so on. All candidates, who were students in Grades 10 and 11, used their free time from school to successfully prepare and create robotic projects and smart technology systems, and displayed prototypes as well as did presentation and answered questions of the judging panel, which were all STEM experts, with confidence and trust. This program gives young people the opportunity to connect the theory of STEM subjects learned in school to practical applications to create prototypes, and this success made all candidates be proud and love studying STEM subjects even more, especially be able to leave the works they have produced with schools for using and inspiring future generation students;
- The theme for 2025 is “**Making Robots for Use in School Development**”. This program was divided into two parts: Part 1 focused on developing ideas on procedures and formats for organizing youth projects, with 260 participants, 124 female, at the National Institute of Education, and Part 2 was the 21<sup>st</sup> Century Youth Achievement Competition, with 260 participants, 124 female, divided into 25 groups, at the National Youth Center of Cambodia, Siem Reap province;

As a result, all 25 projects had their own special features reflected the efforts and innovations of the candidates in using STEM knowledge to contribute to solving actual problems in their schools. All candidates had worked hard to prepare and develop projects, especially tested projects many times since the beginning of the training, preparation of prototype projects and subsequent competitions, developing themselves deeper into successful projects and prototypes with an entrepreneurial spirit, being realistic and smoothly implemented for the benefits of their schools and communities. This 21<sup>st</sup> Century Youth Achievement Competition was not only a platform for competition to test abilities, but also a platform for exchanging knowledge and practical experiences about STEM and robotics among young people by showcasing the creativity, scientific ideas and ability to use technology of Cambodian youth.

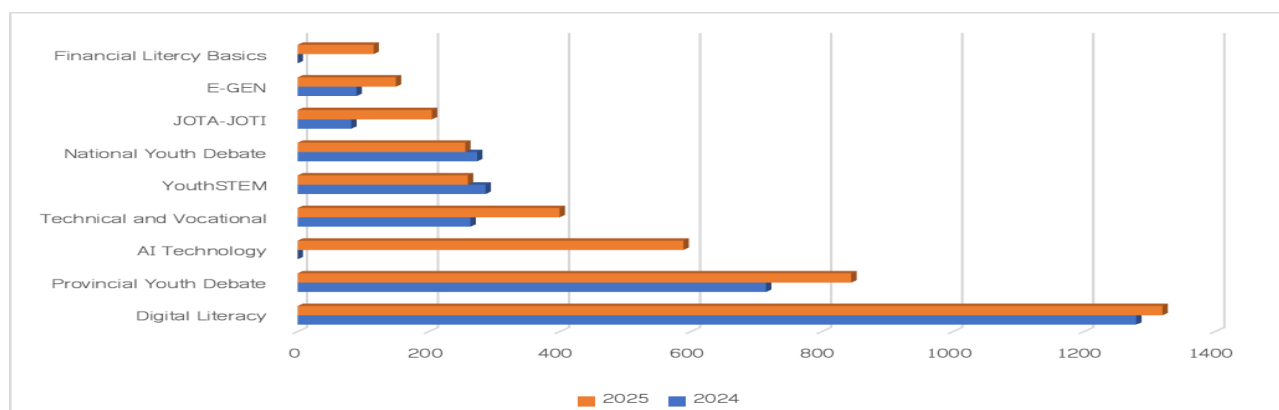
- The Digital Literacy Program was designed to enhance the ability of young people to use digital systems effectively and responsibly, do researches, create digital contents and share information on social media. This program also demonstrated methods for evaluating information and methods for protecting themselves from online scams. In addition to digital literacy, this program also enhanced other skills for volunteer facilitators, such as research and lesson planning skills, teaching skill and workshop management skills. In 2025, the reteaching program by trainees was piloted by organizing trainees into groups of five to select a teaching topic (for 3 hours), prepare teaching slides, conduct a pilot teaching and conducted reteaching sessions at their schools. As a result, 2,677 young people, 1,489 females, participated, and the average score on competency test of trainees of this reteaching workshop ranged from 70 to 91 percent;
- The E-Gen Youth Program was created to provide a platform for young people to think together, jointly create and invent tools or provide automated solutions through the use of IoT, Machine Learning, Artificial Intelligence, and to be a platform for experts to share knowledge and experiences with young people of the next generation. Young people in this program received the first capacity development on cultivating new ideas and writing projects, and the second on creating prototypes using IoT, Machine Learning and/or Artificial Intelligence, and through direct coaching, including internships, to create prototypes that can be further developed for use. Through the E-Gen Youth Program, the three best prototype products were selected for awards. As an experience, three projects of the 2024 E-Gen Youth Program were used in exhibitions and participated in many competitions and won successive awards. In fact, the TOKKATOT project won 5 awards in 2025, including UnipreneurCamp2025, Unipreneur National Challenge 2025, ActSmart Incubation Program 2025, Khmer Enterprise Unipreneur Awards 2025, and Uniic Demo Day 2025, with 5 participating countries;
- The Artificial Intelligence Technology Education Program provided knowledge to young people on the use of artificial intelligence technology in learning and teaching, especially in effective prompt writing, and

demonstrated ethics in using this technology to contribute to preventing the negative effects of improper use by young people;

- The Basic Financial Knowledge Program for Youth provided understanding of benefits of saving money, investment and skills in using cash wisely and effectively, as well as reducing the risk of excessive debt and becoming financial victims. This program had 116 student teachers, 69 females, participated at the Northeastern Regional Teacher Training Center, Stung Treng Province;
- Technical and vocational education aimed to train young people to be highly productive by providing opportunities to further develop their capacities and skills and encouraging active participation in the community and social development. Young people had opportunity to develop their capacities and skills in line with labor market needs, had abilities to find jobs quickly and with better salaries to improve their livelihoods and contribute to national economic development. This education and training were not only theoretical, but also practical, provided internship opportunities and the ability to start small businesses to become businesspersons;
- The exchange of experiences via digital system had developed capabilities and trained skills in information technology, digital, artificial intelligence, communication, and developing full physical, intellectual, emotional, social and psychological potentials in response to scouting educational methods in accordance with the Fundamental Principles, the Scout Law and Scouting Methods. This program was organized at the 68<sup>th</sup> Jamboree on the Air and the 29<sup>th</sup> World Jamboree on the Internet under the theme: A World Shaped by Youth, with 200 rover scouts and scout volunteers participated, 120 females.

The figure showed result of skill and capacity development of youth in 2025 compared to 2024.

**Figure 101: Technical, Vocational and Digital Technology Skill Trainings in 2024 and 2025**



Source: Directorate General of Youth

The above figure showed that Program 5 increased from 40 people equal to 3.13 percent, to 136 people equal to 51.52 percent, compared to 2024, while Program 2 decreased from 18 people equal to 6.57 percent, to 27 people equal to 9.41 percent. Program 1 (Basic Financial Literacy) was not implemented in 2024 due to the program being modified to cover other activities. Meanwhile, a new Program 1 (Education on the Use of Artificial Intelligence Technology) was also established in 2025. Therefore, the overall achievement of annual target of the development sub-sector achieved good results, especially education on digital technology, which increased significantly higher than last year, although there was a slight decrease.

These programs were important in developing professional and technological skills (STEM and digital in creating projects and designing prototypes that could be used in schools and communities), social and leadership skills (debate, STEM competitions, teamwork, communication, and problem-solving), volunteering and active citizenship (encouraging young people to participate in community and volunteer activities to build character and social responsibility), artificial intelligence training (new skills and learning opportunities in technology and digital to create practical digital tools), and the creation of new tools and projects (the E-GEN program helped develop creative and innovative ideas and the creation of tools to meet various needs in schools and communities).

Through these programs, young people received training in professional skills, technology, digital, creativity, innovation, research in STEM and digital fields, readiness for labor market, entrepreneurship, improved social skills and community leadership, opportunities to participate in social responsibility, volunteer work, and encouragement to learn from experiences and practical applications in creating projects and tools.

In 2025, the Youth Development Program has shown success in developing skills and capabilities of young people in professional, technological and social fields. These programs were not only a platform for skill competition, but also an important platform for compiling knowledge, skills, and developing the capabilities of Cambodian youth to meet the needs of constantly evolving society, economy, and technology.

#### A.1.3.2 Youth Participation and Volunteer Work

Youth participation and volunteer work contributed to the development of youth capacity by enhancing life skills, soft skills, leadership, teamwork, social responsibility, active citizenship, participation in community development, fostering volunteerism and public contribution to enhance solidarity, mutual assistance, supporting the implementation of the National Youth Development Policy on Cambodian Youth Development, and achieving the Sustainable Development Goals (SDGs). Through these activities, youth gained practical experience and practical skills that helped increase job opportunities, increase self-confidence, leadership, problem-solving skills, strengthen social networks and understanding of social issues. For the community, youth participate helped solve community problems such as health education, environment, social services, increasing solidarity, promoting culture, mutual assistance, local development and attracting people participation. For the society and the nation, it created quality human resources for economic and social development, strengthened social stability, good governance and a future of youth as responsible and visionary leaders. Youth participation and volunteer work were key to the development of youth, communities and the nation by creating common interests and long-term sustainability.

In 2025, the Ministry continued to provide opportunities for youth to volunteer to raise awareness of the importance of volunteer work and to help promote volunteer activities in communities. Youth participated in exchanging ideas, sharing experiences, best practices, leadership, teamwork, creativity and innovation related to volunteer work. The table below showed the results of the youth volunteering program.

**Table 48: Number of Youths Participated in Youth Volunteering Program**

Programs	2024	2025			Status
		Participants	Female	Percentage	
Volunteering for My Community (VMC)	630	639	328	51,33	+ 9
International Volunteer Day, December 5	996	1 287	747	58,04	+ 291

Source: Department of Youth Program Development

According to the table above, youth participation and volunteer work increased by 9 people equal to 1.43 percent, in the Volunteering for My Community program, while participation in activities of the Volunteer Day increased significantly to 291 people equal to 29.22 percent, compared to 2024. The common factors contributing to this result included the followings:

- Training in volunteer project preparation for young volunteers from 25 capital-provinces, giving them the opportunity to compete in volunteer projects in the “Volunteering for My Community” program;
- International Volunteer Day, December 5, which aimed to celebrate volunteers, raise awareness of the impact of volunteers on the development of each country and share information about the benefits of volunteer work and their contribution to the development of communities, national society and the world. Young volunteers have also been encouraged with the opportunity to showcase their volunteer works.

#### A.1.3.3 Employment and Entrepreneurship

The Ministry has prioritized youth development on employment and entrepreneurship by organizing a number of youth programs. These programs provided development of a number of youth capabilities, such as leadership, soft skills, preparation before entering the labor market, community development project preparation, showing workmanship, scouting, competitive ability, conversation and life skills. The table below showed the status of youth participation in youth development programs on employment and entrepreneurship in 2025.

**Table 49: Number of Youth been Trained on Employment and Entrepreneurship**

Programs	2024	2025			Status
		Participant	Female	Percentage	
Youth 21	189	147	72	49	- 42
My Business	90	90	52	57,78	-
Community-Based Enterprise Development	163	168	111	66,07	+ 5
Soft Skills for Youth	77	182	111	60,99	+ 105
Dissemination of Information on Labor Market	-	100	46	46,00	+ 100
Scout Band Competition	180	336	173	51,49	+ 156
Scout Trail “Nature and Heritage”	315	450	255	56,67	+ 135
Summary of Competition Movement of 3 Goods	56	60	22	35,67	+ 4
Operations of the Youth Council of Cambodia and the Cambodia National Council for Children	285	285	151	52,98	-
Project Action Plan Competition of the Youth Council of Cambodia	-	112	52	46,43	+ 112
International Youth Day	-	75	31	41,33	+ 75
International Children's Day	1 000	1 105	552	49,95	+ 105
Study and Employment Orientation	1 000	1 095	529	48,31	+ 95
Cambodian Youth Forum	1 800	1 850	962	51,31	+ 50
Global Youth Camp	305	458	235	51,09	+ 153

Source: General Department of Youth

The table above showed that the youth development activities of employment and entrepreneurship priorities achieved overall results as planned, although two programs experienced a slight decline. These results were all achieved through the implementation of highly responsible and active work activities:

- The Youth 21 program responded positively to the education, youth and sports sector reform strategy in building human resources with knowledge, skills and attitudes. Many lessons were carefully designed to ensure that Cambodian youth could gain knowledge, skills and experience to be solutions for the future in leadership, life skills, entrepreneurship, perseverance, patience and team spirit, especially encouraging Cambodian youth to use technology to solve problems;
- The Youth 21 program, under the theme “Technopreneurship: Innovation for Sustainability”, was divided into 6 sessions: 3 online sessions and 3 in-person sessions. Overall, all projects that participated in the competition had their own special features reflecting the efforts and innovations of the candidate teams in using new technologies to contribute to solving actual social problems. All candidates had worked hard to prepare and develop business plans since the beginning of the training, internship and competition, developing them deeply into specific, highly realistic and practical business plans in today’s digital society. Some of the program’s business plans had been developed into family businesses and small businesses in the Cambodian market, generating monthly revenues of between 8,000 and 12,000 dollars. Some other projects had continued to innovate and compete internationally;
- Business plan competition in “My Business” program was an entrepreneurship education program that trained young people on how to prepare and write a business plan using the Canvas model (business, financial and product management, marketing strategy, packaging, soft skills, digital skills, networking with successful entrepreneurs, and creating prototype products that can be commercialized in the market, and so on). For 2025, the program received business plans from 51 teams, with participation of 306 young people, 175 females, from 25 capital-provinces. Young people received online orientation in several sessions. Then, young people updated their plans and submitted them to the committee for review, and 15 teams equal to 90 people, 52 females, were selected to participate in the 5-team preliminary round, and the last 3 teams for the final round;
- The Community-Based Enterprise Development Program cultivated entrepreneurial qualities, vision, courage and the will to turn young people’s dreams into reality through creation of new businesses, good creative ideas and

the courage to face losses in order to achieve goals. Successful businesses required time, perseverance, ability, leadership and motivation to achieve common goals. The labor market changed rapidly, so young entrepreneurs must be able to adapt to those changes. Young people who were full of entrepreneurial qualities had truly contributed significantly to building various benefits for their families and the national society in order to achieve the vision and policies of the Royal Government (**every person has at least one skill for life**);

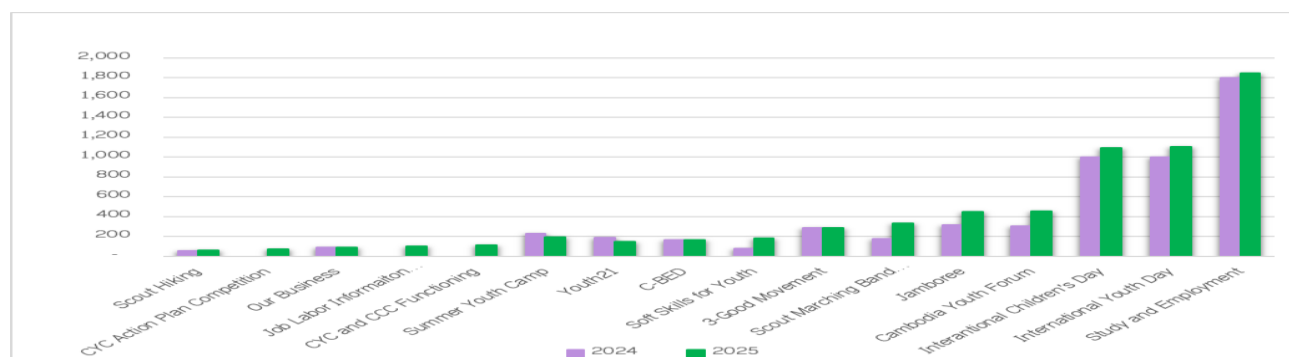
- Soft skills programs for youth had developed abilities, talents, life skills, resilience and attitudes of youth to help them adapt to new and constantly evolving contexts and achieve better academic results;
- The dissemination of information on labor market and careers helps youth to be prepared before entering the labor market by providing and acquiring knowledge, such as writing a resume, writing a letter of interest, preparing for interviews, searching for job information sources, and so on. Youth also gained understanding of rights at work to prepare themselves and maintain employment relationships (employment contracts, social security, working conditions, working hours, wages, leave, safety, health and exercise of rights at work ...);
- The Scout Band Competition instilled the spirit and values of scouting in children and youth through the art of scout band with joy and vitality, training in scouting exercises, commanding order and displaying the activities of the Cambodian National Scouts on the national and international stages. The Scout Band Competition produced Cambodian youth resources with full potential in knowledge, skills, attitudes, soft skills, life skills, creative skills, teamwork, musical skills and a true will to participate in community activities. The 2<sup>nd</sup> National Scout Band Competition, under the theme “Scout Band for Great Prosperity”, had 8 Scout Band delegations, including scout bands from 1. Phnom Penh capital, 2. Kandal province, 3. Siem Reap province, 4. Koh Kong province, 5. Oddar Meanchey province, 6. Banteay Meanchey province, 7. Battambang province and 8. Ratanakiri province;
- Scout Trail was a mobile scouting education program for youth and children with the aim of cultivating resilience, nationalism and preservation of natural environment, cultural traditions and heritage. The 5<sup>th</sup> National Scout Trail, under the theme: Scouting and Heritage, was attended by rover scouts and volunteer youth from the Royal University of Law and Economics, Puthisastra University, National University of Management, Royal University of Phnom Penh, Cambodia University of Management and Technology, Kampong Chhheuteal Institute of Technology, Educational Research Center, and the Cambodian National Youth Center;
- The 2025 Meeting on Summary of National Competition Movement of 3 Goods, “Good Children, Good Students, Good Friends”, of YCC and CNCC from 25 capital-provinces under the theme “Using Technology to Support Teaching and Learning”. This meeting aimed to encourage outstanding members of YCC and CNCC and was a platform for outstanding council members to exchange experiences, knowledge and best practices. Youth and children education through YCC and CNCC mechanisms of the National Competition Movement of 3 Goods, “Good Children, Good Students, Good Friends”, helped cultivate the 21<sup>st</sup> century skills in youth and children, supported self-management at schools and club activities, promoted volunteer work, helped prepare students for exams and slow learners;
- Strengthening extracurricular programs in model schools through Workshop on the Operation of YCC and CNCC and Moral Education Connected to Buddhism in Kang Meas district, Kampong Cham province, with participation of students who are members of YCC and CNCC from 5 high schools and junior high schools;
- The YCC and CNCC Action Plan Competition brought together members from 25 capital-provinces, encouraging them to develop capacities in their respective fields, especially in planning projects, writing school development projects and effective research. In this, young people used digital technology skills to create projects to support teaching and learning with a sense of ownership;
- The 26<sup>th</sup> Anniversary of International Youth Day, August 12, 2025, under the theme: “Local Youth Action for the Sustainable Development Goals”, included a number of key activities to promote participation and display of youth achievements, talents and capabilities, including an exhibition of youth achievements, YCC and CNCC Action Plan Competition, and the final round of the National Youth Debate Program;
- The 76<sup>th</sup> Anniversary of International Children’s Day June 1, 2025, under the theme: “Ending all Forms of Violence Against Children is Sustainable Human Resource Development”, was held on June 5, 2025, in the main meeting hall of the Phnom Penh Teacher Education College. This program included an inclusive

experience sharing session by CNCC, a dance performance by children delegates of the Asian Pacific Children's Convention, and the interest and commitment of the children delegates to cultivate courage and confidence in leadership and volunteering in social works;

- Study and employment orientation was the promotion of career counseling, advisory services and information for young people at general secondary education institutions, in collaboration with the Ministry of Labor and Vocational Training, 5 Provincial Departments of Education, Youth and Sports, and related institutions through the provision of study information at higher education institutions, labor market information, the basis for young people to choose a major at higher education, how to plan their lives and develop themselves to become successful individuals in life. At the same time, young people were recognized as being in a transition to becoming adults, during which young people must change their lives from students who have graduated from secondary education to higher education institutions or find work and earn a living;
- The Cambodian Youth Forum was an annual youth gathering event that aimed to provide an opportunity for leaders and policymakers to connect with young people on topics that society needs, such as strengthening ethics, morality, entrepreneurship and fostering patriotism. This forum was also important in providing opportunities for model young people to share best practices on specific topics, strengthen their participation in building the knowledge, skills and potential for young people of the next generation. In 2025, the forum's main objective was to focus on strengthening patriotism and national unity in the context of Thai invasion.

The following figure showed status of youth development activities in response to the 2025 Employment and Entrepreneurship Priorities compared to previous years.

**Figure 102: Education and Training on Employment and Entrepreneurship in 2024 and 2025**



Source: Directorate General of Youth

The above figure showed that the status of implementation of activities in 2024 and 2025 did not differ significantly. Youth participation in various programs decreased slightly, remained the same, increased slightly, and increased significantly.

Program 1 (Youth 21) decreased to 77.78 percent compared to the previous year. Program 2 (3 Good Competition Movement and My Business) maintained the same results. The Study and Employment Program increased the least by 2.78 percent, and the Youth Soft Skills Program increased the most by 136.77 percent. At the same time, two new programs (CNCC Action Plan Competition and YCC and CNCC Operations) were established to improve work efficiency and contribute to the development of model schools.

#### A.1.3.4 Youth Center

Youth Center was a place to provide opportunities for youth to develop knowledge, skills, attitudes, social participation, community spirit, promotion of volunteer programs in the community, ethics, good manners, behavior, creativity, innovation, leadership, art, culture, environment, encouragement, especially education of patriotism and people through various programs. Short skills have been trained at youth centers, such as how to use internet, email and social networks, computer administration, video design, computer repair, basic concepts of architecture, English, Korean, Chinese, entrepreneurship, leadership, basic knowledge of archaeology, ancient and traditional dance, musical notation, ancient music, march music, contemporary music, body care, basic bokator martial arts, soft skills and so on, to 6,184 youth, 3,513 females equal to 56.81 percent. Meanwhile, 13 provincial youth centers (Siem Reap, Battambang, Pursat, Kampong Cham, Kampong Thom, Kampong Chhnang, Takeo, Svay Rieng, Preah Vihear, Kratie, Monduliri, Prey Veng and Kandal provinces) have been strengthened their development process.

Youth center was a place used to develop knowledge and skills, promote participation and solidarity, prevent negative behaviors, guide careers and success for youth by providing training programs, knowledge and life skills so that youth could use them in their studies, works and daily lives, encourage youth to participate in social activities, volunteer works and community development, provide health guidance, psychological education and prevent negative behaviors such as drugs, violence and offense, provide opportunities for all youth to participate in self-development activities, and promote arts, sports, technology and culture activities to develop youth talents and creativity. Youth received the following benefits:

- Youth gained self-confidence, leadership skills, teamwork and responsibilities;
- Helped youth understand their rights, occupations, careers and living in modern society;
- Helped youth find the right career direction and plan their future;
- Youth center was a safe place where youth could express their ideas, listen and learn from each other;
- Youth who regularly developed well would become an important force in the development of the community and the nation.

#### A.1.3.5 International Exchange and Cooperation

The Ministry advertised and selected youth and child delegates through tests on general knowledge, language ability, Khmer culture and knowledge related to the program topic to ensure that candidates were selected based on their true potential to participate. In addition, the Ministry also organized additional training and capacity building for delegates before participating in the program so that they would be well-prepared and able to better respond to the program requirements. As a result, the participation of Cambodian officials, youth, and child delegates on the international stage was successful and positive. Cambodian delegates helped strengthen Cambodia's prestige and reputation both regionally and internationally. They adhered to the spirit of cooperation, multicultural exchange, promotion of Cambodian culture and tourism, and became "messengers of peace" among delegates from all participating countries. The table below showed the number of youth, children and officials participated in international exchange programs domestically and abroad by program and country.

**Table 50: Number of Youth, Children and Officials Participated in International Exchange Programs in 2025**

Program	Country	Youth/ Children	Female	Official	Female
ASEAN-UK Youth, Peace and Security Forum	Indonesia (Online)	4		1	
Consultant on the conduct the End Term Review of the ASCC Blueprint 2025 Project	ASEAN Secretariat (Online)	8	1		
Launch Event of the Hope Network	Bahrain (Online)	3			
ASEAN-Australia Cyber Capacity Building Workshop	Singapore	1			
2025 Economic and Social Council Youth Forum	United States	3	2	4	2
APCC 2025: Chaperons' Online Meeting	Japan			1	1
3rd ASEAN-China Youth Exchange Visit	China/Cambodia	1		20	11
Fourteenth ASEAN Senior Officials Meeting on Youth (SOMY XIV) and Thirteenth ASEAN Plus Three Senior Officials Meeting on Youth (13 <sup>th</sup> SOMY+3)	The Philippines	3	1		
2025 ASEAN Youth in Climate Action and Resilience Conference	The Philippines	1		3	1
4 <sup>th</sup> ASEAN Youth Dialogue 2025	Malaysia	1		4	2
ASEAN Leaders' Interface with ASEAN Youth	Malaysia	1		4	2
ASEAN Pavilion and the National Youth Day of Malaysia 2025 Celebration	Malaysia			2	1
Meeting on Preparation for the 49th and 50th SSEAYP	Japan (Online)	5	2		
Bilateral Exchange between MoEYS Delegation with the Delegation of FLBA (Future Leader for ASEAN Program) from Timor-Leste	Timor-Leste / Cambodia	12	4		
2025 APCC Preparation and Chaperons Online Meeting	Japan (Online)	2		1	1
3 <sup>rd</sup> International Conference on Cohesive Societies	Singapore			2	1
Young Leaders Programme	Singapore			2	1
ASEAN Youth Mental Health 2025	Malaysia	2			
ASEAN Youth Robot Challenge 2025	Malaysia			3	

Capacity Building for Results Framework Development for ASCC Sectoral Bodies	ASEAN Secretariat (Online)	4	1		
Online Orientation for 2025 ASEAN-Korea Youth Network Workshop	Korea (Online)	1		2	1
ASEAN Youth Volunteer Forum & A Volunteer and Community Engagement Project	Malaysia	2		4	2
BRIDGE Summer Camp, BRIDGE KIDS PROGRAMS 2025, APCC	Japan			5	3
Asian Youth Leaders 2025 (AEON 1% club)	Japan	1		16	12
2025 ASEAN-Korea Youth Network Workshop	Korea-Cambodia	2	1		
ASEAN Global Youth Camp 2025 (IAFYC2025)	Korea	1		5	5
Webinar on “The State of the Care Economy in ASEAN	ASEAN Secretariat (Online)	2			
16 <sup>th</sup> China-ASEAN Youth Campus	People’s Republic of China	1	1	1	1
ASEAN-IPR Regional Study on Youth, Peace, and Security in ASEAN	ASEAN Secretariat (Online)	3			
Workshop on End-Term Review (ETR) of the ASEAN Work Plan on Youth 2021–2025	Malaysia	2			
Conference of the Representatives of the Southeast Asian Countries and Japan	Japan (Online)	4	1	2	1
SOMY Representatives in the First Session of the FGD (Focus Group Discussion)	ASEAN Secretariat (Online)	2			
Youth Corps Singapore Cooperation Meeting between DGY and Youth Corps Singapore	Cambodia	1			
Workshop of the End-Term Review (ETR) of the ASEAN Work Plan on Youth 2021-2025 and the Preparaton of the ASEAN Work Plan on Youth 2026-2030	Malaysia	2			
Youth Consultation for the ASEAN Campaign Against Online Gender-Based Violence	Cambodia-UNFPA			2	1
ASEAN Youth Leadership Conference 2025 (AYLC 2025)	Cambodia	1		4	2
ASEAN-Australia Counter-Terrorism Workshop	Indonesia	2	1	1	1
ASEAN Youth Creative Meeting	Indonesia			2	
Online Meeting on the Arrangement of the 49th SSEAYP	Japan (Online)	7	2		
Second “Hope Network” Virtual Meeting Invitation	Bahrain (Online)	3			
Consultation Meeting on 49 <sup>th</sup> and 50 <sup>th</sup> SSEAYP Arrangement	Japan (Online)	6	2		
Scout Leaders Summit	Malaysia			1	
International Jumboree and Scout Leaders Meeting	Singapore	36	19	6	3

Source: Directorate General of Youth

According to the table above, the number of youth, children and officials who were sent to participate in various international exchange programs and receive international delegates to exchange relations in Cambodia, such as seminars, training courses and so on, both within and outside the ASEAN region was 228 persons, 93 females equal to 40.79 percent. Therefore, the results obtained exceeded the target (185 persons) 43 persons equal to 23.24 percent, and increased by 56 persons equal to 32.56 percent, compared to the result of 2024 (172 persons).

## A.2 Qualitative Section

### A.2.1 Scout Camp

The 6<sup>th</sup> National Scout Camp was organized with aim to develop capabilities and skills of young scouts aged 14 to 17. The program aimed to develop young people to become responsible global citizens who could actively participate in the national and international communities. The Scout Camp aimed to **develop the full potential of scout members** physically, intellectually, emotionally, socially and spiritually, to become responsible **global citizens** and actively participate in the community, in response to the **Education Sector Strategic Plan 2024–2028**, which focused on quality, equity and vocational education, and **encourages young people** to have initiative, creativity, innovation and an entrepreneurial spirit.

The **Theme of 2025 Camp** was “Scouting Education to Support Model School Standards” and focused on **key activities, such as** training in Scouting skills and abilities, discussions and sharing experiences, and fostering

entrepreneurial and creative spirits. 450 delegates of **young scout** and volunteer scouts from 25 provinces **participated**, 255 females, increased from 135 in 2024.

As a result, the camp attracted a wide range of participation of young scouts from all 25 capital-provinces and created learning and experience-sharing opportunities in line with Education Strategic Plan and Youth Development Reform of the Ministry. The 6<sup>th</sup> National Scout Camp was an important program in developing youth into fully capable members of the Cambodia Scouts and global citizens. Despite some challenges, this program had demonstrated the importance of training young people in virtue, equity and life skills for the future.

### A.2.2 Youth Camp

Youth Camp was an extracurricular education program that played an important role in developing youth capabilities. The program provided opportunities for young people to learn from practical experiences in the field by improving their physical, intellectual and social capacities. The Global Youth Camp was considered an indispensable part of education work. Through the camp, young people learned to observe, reflect and solve problems, increase team spirit through training in teamwork, collective decision-making and personal responsibility, **strengthen solidarity and friendship** by making good relationships in groups and communities, and **understand the nation** by knowing its geography and national history.

The Global Youth Camp was a youth development program under the highly-esteemed initiative of *Samdech Akka Moha Sena Padei Techo Hun Sen*, former Prime Minister, and with active support of private sector. The program demonstrated the combination of youth policies, culture, tourism and education in a context where Cambodia has achieved complete peace and is moving toward sustainable development. The program was also designed to fit in with the educational context, social development, trends and needs of young people.

In 2025, the 11<sup>th</sup> Global Youth Camp, under the theme “Youth and Education in Cambodia in 2030”, modernized its format and content to respond to the Fourth Industrial Revolution and the Royal Government’s digital policy, focusing on developing 21<sup>st</sup> century skills, digital technology, and youth capacity to become agents of social change. The program structure incorporated formal and non-formal education activities, including special lectures, community studies, charity programs, cultural heritage visits, youth debates and cultural-religious activities, using experiential learning-based practices that allowed young people to learn, test ideas and develop practical skills. This camp also contributed to the implementation of the Cambodia's Education 2030 Roadmap to achieve the 2030 Sustainable Development Goals, as well as promotion of education, tourism, culture and civilization of the Kingdom of Cambodia under the skillful leadership of *Samdech Moha Borvor Thipadei Hun Manet*, the Prime Minister.

The selection of young people was diverse, from public and private higher education institutions and youth organizations, ensuring a mix and exchange of multidisciplinary experiences. The camp in Siem Reap Province had 30 volunteer youth participants and 30 coordinators supporting the process of camp program. 195 youth delegates participated, 115 females. The number of youth delegates decreased by 35 persons compared to the 2024 results (230 persons). The youth participation was diverse and had a high percentage of females. The camp program really helped develop team skills and personal responsibility, as well as provide opportunities for young people to learn about geography and history. As a result, young delegates and volunteers gained:

- **Development of knowledge and sense of peace:** Young people gained a better understanding of peace-seeking process, the value of peace and their roles in continuing the legacy of peace. Special lectures and interactive activities helped transform theoretical understanding into practical insights and personal commitments;
- **Understanding of culture and national heritage:** Through temple visits, cultural activities and community learning, young people improved their understanding of and pride in their national cultural heritage. The results showed that the program had encouraged young people to become cultural promoters and responsible supporters of tourism;
- **21<sup>st</sup> Century Skills Development:** The program contributed significantly to the development of life skills, soft skills and leadership, such as teamwork, communication, analytical thinking and problem-solving. Debates and group activities demonstrated the ability of young people to express their opinions responsibly with the spirit of peaceful and positive cooperations;
- **Use of digital technology and social media:** Young people gained knowledge about the safe, honest and effective use of digital technology and social media for promoting culture and tourism. This demonstrated the program’s proper response to current digital context.

In overall, the Global Youth Camp was an extracurricular education program that played an important role in training young people to become global citizens. Despite the decline in the number of participants, the program remained important in building team capacity, solidarity, and understanding of the nation. The 11<sup>th</sup> Global Youth Camp not only achieved its stated objectives, but also created additional strategic value by linking youth development to peace, culture, tourism and digital education. The program could be considered a model platform for integrated youth development and had the potential to continue to expand its impact at national and international levels.

### A.2.3 Results of Youth Skills Training

Youth skills training focused on three forms, including knowledge and skills development, competitive capacities, and exchange of international youth and children relations.

- **Knowledge and skills development:** “Good Child, Good Student, Good Friend” program using YCC and CNCC mechanisms, scouting program using scout patrol mechanism in school system, technical and vocational education and training, digital literacy, E-GEN youth, use of artificial intelligence, digital experience exchange, basic financial knowledge, community-based enterprise development, soft skills education for youth, dissemination of information on labor market, International Volunteer Day December 5, scout camps, scout trail, summarization of the 3 good competition movement, operations of YCC and CNCC, International Youth Day, International Children’s Day, Study and Employment Orientation, Cambodian Youth Forum, and Global Youth Camp;
- **Competitive Capacity Development:** 21<sup>st</sup> Century Youth Achievement Competition, National Youth Debate Competition, Provincial Youth Debate Competition, Volunteering for My Community (VMC), Youth 21, My Business, Scout Band Competition, Action Plan Competition of the Youth Council of Cambodia;
- **Exchange of International Youth and Children Relations:** Youth and children exchanged relations and participated in capacity development activities abroad, such as in Singapore, Malaysia, Indonesia, the Philippines, Timor-Leste, China, Japan, Korea, Bahrain and the United States.

### A.3 Implementation of Programs and Activities

Cooperation with stakeholders in all sectors was an important part of fulfilling youth development work. The Ministry has collaborated with state institutions, development partners and private sector on the implementation of programs and activities at both national and sub-national levels, both technically and financially, as in the table below:

**Table 51: Cooperation with Stakeholders in 2025**

Sectors	Names of Institutions	Programs
<b>Public</b>	<ul style="list-style-type: none"> <li>- Ministry of Tourism, Ministry of Inspection, Ministry of Interior, Ministry of Defense, Ministry of Commerce, Ministry of Industry</li> <li>- National Bank of Cambodia</li> <li>- National University of Management, National University of Battambang, Royal University of Phnom Penh, University of Chea Sim Kamchaymear, National Meanchey University, Angkor University, University of Health Sciences, Royal University of Law and Economics, Institute of Technology of Cambodia, National Institute of Education, Phnom Penh Teacher Education College</li> </ul>	<ul style="list-style-type: none"> <li>- National Youth Debate</li> <li>- Youth 21</li> <li>- 21<sup>st</sup> Century Youth Achievement Competition</li> <li>- Basic Financial Knowledge</li> <li>- Extraordinary General Meeting of the Cambodia Scouts</li> </ul>
<b>Development Partners</b>	<ul style="list-style-type: none"> <li>- Khmer Enterprise</li> <li>- Mani Center</li> <li>- Bradton Academy (Singapore)</li> <li>- Cambodian International Life Education, BBC Media Action, Aide et Action, Australian Volunteers International, Cambodian Children's Foundation, Compassion International Cambodia, Cooperation Committee for Cambodia, Child Rights Coalition Cambodia, France Volontaires Cambodge, NGO Education Partnership, Plan International Cambodia, United Nations Population Fund, UNICEF, UWS Cambodia, World Vision International Cambodia, Youth Star</li> </ul>	<ul style="list-style-type: none"> <li>- National Scout Band Competition</li> <li>- My Business Plan Competition</li> <li>- Digital Literacy</li> <li>- Volunteering for My Community</li> <li>- Volunteer’s Day December 5</li> </ul>
<b>Private</b>	<ul style="list-style-type: none"> <li>- Canadia Bank, Wing Bank, ACLEDA Bank</li> <li>- Cheang Bak Van Hong Company, Legend Company</li> <li>- Smart Asiata Company</li> <li>- Bayon Radio and Television</li> </ul>	

Meanwhile, the Ministry has implemented some additional supportive activities as follows:

- Oriented youth programs in line with the Ministry's and the Royal Government's reform strategies and respond to regional and global competitions;
- Focused youth competitive development activities and programs (knowledge and skills) on digital education, volunteering, entrepreneurship, well-being and participation;
- Developed capacity of education staff of the Directorate General of Youth through workshops, training courses, and other activities within the framework of the Directorate General of Youth and the Ministry of Education, Youth, and Sports;
- Provided capacity building for officials in charge of youth works on "The Work of the Youth Council of Cambodia and the Cambodia National Council for Children in 2025" held with participation of officials in charge of youth of the Youth Office, school management and teachers in charge of youth works from schools of 5 provinces, including Kampot, Kep, Takeo, Kampong Speu and Preah Sihanouk provinces. There were 87 participants, 17 females. The program helped the participants gain clear knowledge about the development of the Youth Council of Cambodia and the Cambodia National Council for Children properly, and know how to use assessment tools and legal documents to support the work performance of the Youth Council of Cambodia and the Cambodia National Council for Children;
- Organized internships for young people to participate in various programs;
- Strengthened the Scout Patrol System in education institutions and communities with 20 units;
- Organized the Extraordinary General Meeting of Cambodia Scouts, with 791 participants, 298 females;
- Organized a Consultation Workshop on the Draft Scout Uniform and Recognition of the Scout Badge (60 leaders from 25 capital-provinces and higher education institutions, 20 females;
- 353 Volunteer Scouts, 165 females, (from Oddar Meanchey, Koh Kong and Preah Vihear provinces), participated in coordinating the displaced people in Oddar Meanchey and Preah Vihear provinces;
- Organized oath-taking ceremony and wore scarves for new scout leaders, rover scouts, young scouts and cub scouts, and opened an orientation course to award development certificates to 5,356 persons, 2,753 females;
- Scouting training was organized at the National University of Battambang, with participation of 120 adult scouts, 35 females. The scouting training developed capacities and skills of adult scouts who were scout leaders and scout instructors at the national, sub-national and higher education levels, to have the skills to lead the patrol system and organize scout clubs to support extracurricular programs at model schools;
- Organized partnership forum with non-governmental organizations and the private sector, with 458 participants, 235 females. In order to continue to promote and develop youth capacity to respond to the Cambodian National Policy on Cambodia Youth Development, the Secretary General of CYDC, the Ministry of Education, Youth and Sport, could not achieve this task easily, it must involve both national and international development partners, who were currently working hard to develop the capacities of our youth. Therefore, all youth development programs organized by national, sub-national and partner organizations would allow youth of this generation to become successors, key national leaders, and especially a driving force to continue building Cambodia's resilience through the pillars of transformation toward the Cambodia visions 2030 and 2050.

## B. Progress in Implementing Indicators

### B.1 Progress in Implementing Outcome Indicators

#### Progress Analysis of Outcome Indicators

No.	Indicator	Unit	Actual	Target	Actual	Status
			2024-25*	2025-26**	2025-26**	
<b>Program 3: Promoting 21<sup>st</sup> Century Skills for Youth</b>						
<b>Sub-program 3.2: Youth Development</b>						
Key Performance Indicator						
1	Number of youth participating in national competency competition programs (targeted model schools)	#	2,090	2,180	2,467	↑

Note: ↑ Achieved the target → Likely to Achieved ↓ Unlikely to Achieved the target

\* Academic year 2023-2024, \*\* Academic year 2024-2025

### B.2 Progress in Implementing output Indicators

#### Progress Analysis of Output Indicators

No.	Indicators	Unit	Actual	Target	Actual	Status
			2024-25*	2025-26**	2025-26**	
<b>Program 3: Promoting 21<sup>st</sup> Century Skills for Youth</b>						
<b>Sub-program 3.2: Youth Development</b>						
<b>Objective 3.2.1: Equip youth with knowledge and skills for improved characteristics and good morals through school-based structures and programs</b>						
1	Number of youth and children participating in scout	#	185,356	191,000	190,712	→

	movement					
	Female	#	91,038	93,150	93,328	↑
2	Number of Cambodia Youth Councils and Cambodia Child Councils functioning					
	Cambodia Youth Councils	#	514	439	536	↑
	Cambodia Child Councils	#	6,087	5,312	5,704	↑
3	Number of model schools implementing youth development programs	#	40	50	62	↑
<b>Objective 3.2.2: Mobilize to participate in youth development programs</b>						
4	Number of youth development programs developed	#	N/A	3	3	↑
5	Number of youth participating in youth development programs	#	4,325	3,050	3,828	↑
6	Number of youth participating in international exchange programs	#	172	185	228	↑

Note: ↑ Achieved the target      → Likely to Achieved      ↓ Unlikely to Achieved the target  
 \* Academic year 2023-2024, \*\* Academic year 2024-2025

## 2.4.7. PHYSICAL EDUCATION AND SPORTS SUB-SECTOR

### A. Achievements

**Educational Policy:** To ensure that all Cambodian people receive quality, equitable and inclusive education, full of knowledge, skills, discipline, ethics and good behavior, as well as good health, physical fitness and lifelong learning.

#### A.1 Quantitative Section

##### A.1.1 National Sports Competition and National Championship Sports Competition

###### A.1.1.1 National Student Sports Competitions

In response to the Royal Government's policy that a young person knows how to play at least one sport in their lifetime.

The Ministry has:

- Promoted physical education and sports activities in education institutions;
- Promoted extracurricular sports to improve the quality of students' studies;
- Selected and trained athletes who won medals from competitions to become young athletes and selected athletes of the National Sports Federation;
- Organized a National Primary School Sports Competition under the theme "Sports for School Health" with 3,026 sports delegates, 1,015 females, participated in 13 sports and 68 disciplines from all 25 capital-provinces, of which Phnom Penh capital was ranked first, Ratanakiri was ranked second, and Kampong Chhnang was ranked third;
- Organized a National Secondary School Sports Competition under the theme "Sports to Improve Mental Health" with 3,620 sports delegates, 1,261 females, participated in 14 sports and 124 disciplines from all capital-provinces. Phnom Penh capital was ranked first, Kandal was ranked second, and Preah Sihanouk was ranked third;
- Participated in the National Primary School Sports Competition and the 2025 National Secondary School Sports Competition, with 6,646 participants, through the selection of athletes, competitions in various disciplines, and the search for talented athletes to test for selection into young athlete team and national team, with 27 participants in the following sports: 3 in athletics, 2 in swimming, 3 in table tennis, 1 in badminton, 3 in WTF taekwondo, 4 in wrestling (2 young athletes), 5 in volleyball, 4 in basketball (1 young athlete).

For organization of National Primary School Sports Competitions and National Secondary School Sports Competitions, specific themes were set and talented athletes were sought for selection tests into young athletes and national teams.

###### A.1.1.2 National Championship Competitions by Sports Categories

To strengthen the capacity of competition organizing officials, judges and referees to select athletes who won medals in competitions to join the young athletes and national teams, and to conduct annual training camps to prepare for participation in various international sports competitions;

The Ministry organized competitions at:

- Phnom Penh Capital: Cambodian mountaineering had 21 participating athletes, 6 females; Cambodian volleyball had 147 participating athletes; Cambodian bokator had 113 participating athletes, 45 females; Cambodian basketball had 80 participating athletes, 28 females; Cambodian boules and petanque had 89 participating athletes, 42 females; Cambodian boxing had 91 participating athletes, 8 females; Cambodian tennis had 49 participating athletes, 6 females; Cambodian gymnastics had 64 participating athletes, 23 females; Cambodian ITF taekwondo had 138 participating athletes, 48 females; Cambodian badminton had 138 participating athletes, 31 females; Cambodian vovinam had 58 participating athletes, 24 females; Cambodian table tennis had 88 participating athletes, 13 females; Cambodian judo had 39 participating athletes, 15 females; Cambodian rugby had 185 participating athletes, 100 females; Cambodian golf had 23 participating athletes, 23 females; Cambodian Paralympic had 54 participating athletes, 18 females; Cambodian dancing had 40 participating athletes, 21 females; and Cambodian Sidak and Chinlon had 79 participating athletes, 12 females; Kun Khmer had 120 participating athletes, 21 females;
- Kampot Province: Cambodian canoe and rowing sports had 214 participating athletes, 43 females;
- Kep Province: Cambodian triathlon sports had 54 participating athletes, 14 females;

- Siem Reap Province: Cambodian cycling sports had 285 participating athletes, 15 females;
- Preah Sihanouk Province: Cambodian tug of war sports had 170 participating athletes, 65 females, and Cambodian jet ski sports had 54 participating athletes, 18 females.

Based on the technical evaluation, the national championship competition by sports categories organized by the National Sports Federation were 20 percent well organized, 50 percent properly organized, and 30 percent were limited. As a guideline, the Ministry would prepare guidelines on the format of organizing the competition in accordance with the technical regulations.

## **A.1.2 International Sports Competitions in the Country and Abroad**

### **A.1.2.1 International Sports Competitions in the Country**

To strengthen capacities of competition organizing officials, judges, referees, transportation, food, accommodation and sports performance in accordance with technical rules and standards of international sports competitions and to showcase Cambodia's potential for peace and security, especially in tourism sector, to the international community, the Ministry has collaborated with the National Olympic Committee of Cambodia and the National Sports Federation to organize the 2<sup>nd</sup> Southeast Asian Taekwondo Championship-ITF in 2025, with 6 participating countries including Cambodia, Malaysia, Vietnam, the Philippines, Singapore and Indonesia. Cambodia won a total of 80 medals, including 41 gold medals, 33 silver medals and 6 bronze medals.

*This result showed that Taekwondo-ITF sports had potential performance and was worthy of pride.*

### **A.1.2.2. International Sports Competitions Abroad**

The Ministry sent delegations to:

- Participate in the 3<sup>rd</sup> Asian Youth Games, in 14 sports, with 71 athletes; as a result, Cambodian female athletes won 4 medals, including 2 silver medals and 2 bronze medals;
- Participated in the 5<sup>th</sup> Asian Youth Para Games, with 36 athletes, 11 females, in 3 sports, to participate in the 5<sup>th</sup> Asian Youth Para Games in the United Arab Emirates, won 15 medals (4 gold, 6 silver, 5 bronze);
- Participated in the World Championships, won 25 medals (7 gold, 11 silver and 7 bronze);
- Participated in the Asian Championship, won a total of 28 medals, including 7 gold medals, 10 silver medals and 11 bronze medals;
- Participated in the Southeast Asian Championship, won a total of 54 medals, including 4 gold medals, 15 silver medals, and 35 bronze medals;
- Participated in the 14<sup>th</sup> ASEAN Student Games, with 28 athletes, 7 females, in Brunei Darussalam, won 1 silver medal and 1 bronze medal;
- Participated in the 31<sup>st</sup> Summer World University Games, with 35 athletes, 16 females, in Germany, did not win any medals.

*This result showed the average sports performance of Cambodian athletes.*

### **A.1.2.3 Training and Coaching**

The Ministry has:

- Organized trainings for 756 members national sports teams, 203 females, domestically and abroad, in 40 sports, and national sports teams had 112 people with disabilities, 36 females, in 9 sports, to participate in international competitions;
- Organized domestic trainings for 164 members of young athletes team national youth sports teams, 39 females, in 19 sports, to participate in the 3<sup>rd</sup> Asian Youth Games in Bahrain;
- Organized domestic trainings for 36 members of national youth sports team with disabilities, 11 females, in 3 sports, to participate in the 5<sup>th</sup> Asian Youth Para Games in the United Arab Emirates;
- Organized additional trainings for 6 blind members of basketball team, 1 male, in 1 sport;
- Trained 10 coaches and assistant coaches abroad on strengthening capacity of sports coaches.

#### A.1.2.4 Participation in Physical Activities and Sports

The Ministry has encouraged people to participate in physical activities and sports, including organizing Sports Day to promote the benefits of physical activities and sports for health. People have learned about playing sports for fun, reducing stress, strengthening solidarity, friendship and good health. People have participated in physical fitness tests with muscle training equipment, exercising and playing sports for health, and people have participated in celebrating the ASEAN Association Day in accordance with the ASEAN Plan and inspiring sports playing, especially traditional sports, including Sports for All Day, Fit ASEAN Day and ASEAN Sports Day.

The Ministry has:

- Organized Sports for All Day, with 815 participants, 360 females, in Ratanakiri Province;
- Organized ASEAN Sports Day, with 450 participants, including 282 females, in Phnom Penh capital;
- Organized Fit ASEAN Day, with 584 participants, 259 females.

*This showed that people supported, participated in physical activities and play sports for health, in line with the campaign “Every person plays at least one sport in lifetime” and in compliance with the ASEAN Physical Fitness Indicators.*

#### A.2. Qualitative Section

##### A.2.1 Implementation of Physical Education Programs During School Hours in Education Institutions

The Ministry has implemented physical education programs during school hours and sports outside school hours in public and private education institutions:

- Implemented a 2-hour physical education program per week with sports clubs in education institutions in accordance with the standard of model schools in 50 education institutions;
- Supported the implementation of physical education during school hours and sports outside school hours for the standard of 2025 model schools in 2025, increased by 50 schools, which had implemented the physical education during school hours with sports clubs;

*Physical education and sports teachers have been promoted to fully understand the implementation of physical education programs during school hours and sports outside school hours according to the basic textbook on physical education and sports.*

Outcome of National Sports Competitions and National Championship Sports Competition

**Table 52: Table of Medals of the National Primary School Sports Competition**

No.	Capital-Provinces	Number of Medals			
		Gold	Silver	Bronze	Total
1	Phnom Penh Capital	10	7	4	21
2	Ratanakiri Province	9	2	2	13
3	Kampong Chhnang Province	7	11	10	28
1	Svay Rieng Province	6	1	4	11
2	Stung Treng Province	4	7	5	16
3	Kandal Province	4	4	6	14
4	Kampong Speu Province	4	2	4	10
5	Battambang Province	3	5	2	10
6	Purasat Province	3	5	2	10
7	Siem Reap Province	3	2	4	9
8	Banteay Meanchey Province	3	1	4	8
9	Prey Veng Province	3	1	3	7
10	Oddar Meanchey Province	2	3	1	6

11	Preah Sihanouk Province	2	2	4	8
12	Kampong Cham Province	2	0	2	4
13	Tboung Khmum Province	1	3	2	6
14	Kampot Province	1	1	3	5
15	Kampong Thom Province	0	4	4	8
16	Mondulkiri Province	0	2	5	7
17	Takeo Province	0	2	0	2
18	Pailin Province	0	1	4	5
19	Kratie Province	0	1	0	1
20	Koh Kong Province	0	0	3	3
21	Preah Vihear Province	0	0	1	1
22	Ministry of Economy	0	0	0	0
23	Ministry of National Defense	0	0	0	0
24	Ministry of Interior	0	0	0	0
25	Kep Province	0	0	0	0
Total		67	67	79	213

**Table 53: Table of Medals of the National Secondary School Sports Competition**

No.	Capital-Provinces	Number of Medals			
		Gold	Silver	Bronze	Total
1	Phnom Penh Capital	21	15	11	47
2	Kandal Province	16	8	19	43
3	Preah Sihanouk Province	9	5	3	17
4	Stung Treng Province	7	11	14	32
5	Battambang Province	7	9	10	26
6	Prey Veng Province	7	5	10	22
7	Kampong Chhnang Province	7	5	6	18
8	Kampong Speu Province	6	5	7	18
9	Kampot Province	6	4	9	19
10	Siem Reap Province	5	12	7	24
11	Svay Rieng Province	5	3	4	12
12	Ratanakiri Province	5	1	3	9
13	Banteay Meanchey Province	4	8	4	16
14	Kampong Cham Province	4	6	10	20
15	Pursat Province	4	6	9	19
16	Kampong Thom Province	4	5	6	15
17	Tboung Khmum Province	3	1	8	12
18	Pailin Province	2	0	6	8
19	Kratie Province	1	2	2	5

20	Oddar Meanchey Province	0	3	4	7
21	Takeo Province	0	3	3	6
22	Koh Kong Province	0	3	1	4
23	Mondulkiri Province	0	2	1	3
24	Preah Vihear Province	0	1	0	1
25	Kep Province	0	0	1	1
Total		67	123	123	158

## A.2.2 Results of International Sports Competitions in the Country and Abroad

### A.2.2.1 Medals Won from International Sports Competitions in the Country:

The Ministry co-organized the 2<sup>nd</sup> Southeast Asian Taekwon-Do Championship 2025, with 6 participating countries, including Cambodia, Malaysia, Vietnam, the Philippines, Singapore and Indonesia. As a result, Cambodia won a total of 80 medals, including 41 gold medals, 33 silver medals and 6 bronze medals.

### A.2.2.2 Medals Won from International Sports Competitions Abroad:

The Ministry sent athletes to participate in international sports competitions abroad, winning 107 medals, including 18 gold medals, 36 silver medals and 53 bronze medals. The competitions included:

For sport games competitions, the Ministry sent sports delegations to:

- Participate in the 3<sup>rd</sup> Asian Youth Games in 14 sports, with 71 participants. As a result, Cambodian athletes won 4 medals, including 2 silver medals and 2 bronze medals;
- Participate in the 5<sup>th</sup> Asian Youth Para Games, with 36 participants, 11 females, in 3 sports, in the United Arab Emirates, winning 15 medals, including 4 gold medals, 6 silver medals and 5 bronze medals.

For international championships competitions, the Ministry sent sports delegations to:

- World Championships, winning 25 medals, including 7 gold medals, 11 silver medals, and 7 bronze medals;
- Asian Championships, winning 28 medals, including 7 gold medals, 10 silver medals, and 11 bronze medals;
- Southeast Asian Championships, winning 54 medals, including 4 gold medals, 15 silver medals, and 35 bronze medals.

**Table 54: Number of Medals from International Sports Competitions Abroad**

No.	Name of Event	Number of Medals			Total
		Gold	Silver	Bronze	
<b>International Sports Competitions in the Country</b>					
1.	2 <sup>nd</sup> Southeast Asian Taekwon-Do Championship 2025	41	33	6	80
<b>Total</b>		<b>41</b>	<b>33</b>	<b>6</b>	<b>80</b>
<b>International Sports Competitions Abroad</b>					
<b>Sport Games Competitions</b>					
1.	3 <sup>rd</sup> Asian Youth Games	0	2	2	4
2.	5 <sup>th</sup> Asian Youth Para Games	4	4	3	11
3.	14 <sup>th</sup> Southeast Asian Championships	0	1	1	2
<b>Total</b>		<b>4</b>	<b>7</b>	<b>6</b>	<b>17</b>
<b>International Sports Competitions Abroad</b>					

1.	World Championships	7	11	7	25
2.	Asian Championships	7	10	11	28
3.	Southeast Asian Championships	11	17	35	63
<b>Total</b>		<b>25</b>	<b>38</b>	<b>54</b>	<b>117</b>
<b>Grand Total</b>		<b>70</b>	<b>78</b>	<b>66</b>	<b>214</b>

The above results showed the success of bringing together the national teams and young athletes teams for trainings in accordance with the sports science training program, which enabled Cambodian sports delegations to participate in competitions successfully and excellently on national and international stages.

### A.2.3 Training of Physical Education and Sports Teachers

The Ministry has trained 74 physical education and sports teachers at level 12+2 of the 31<sup>st</sup> batch, 7 females, and 21 teachers at level 12+4 of the 3<sup>rd</sup> batch, 8 females, and 25 teachers of the 4<sup>th</sup> batch, in Year 3, 1 female.

**Table 55: Comparison of Trainings of Physical Education and Sports Teachers**

Training	Cadre	2024	2025
<b>1. Student Teachers</b>			
Student Teachers of the 31 <sup>st</sup> Batch	“B”	75	75
<b>Total</b>		<b>75</b>	<b>75</b>
<b>2. Higher Education Student Teachers</b>			
High Education Student Teachers of the 3 <sup>rd</sup> Batch	“A”	21	21
High Education Student Teachers of the 4 <sup>th</sup> Batch		25	25
<b>Total</b>		<b>46</b>	<b>46</b>

In 2025, following the profound reforms of the 7<sup>th</sup> Legislature of the Royal Government, the Ministry of Education, Youth and Sports collaborated with the Ministry of Public Service in conducting examinations to select student teachers and physical education and sports teachers with quality, transparency, fairness, effectiveness and inclusion.

### A.3. Implementation of Programs and Activities

#### A.3.1 Ministry’s Budget Support to National Sports Federations

The Ministry has:

- Provided budget support to 51 national sports federations at an amount 3,660 million riels to accelerate development, including the Khmer Volunteer Athletics Federation, Taekwondo WT Federation, Federations of Football, Basketball, Volleyball, Karate, Boules and Petanque, Wushu, Swimming, Tennis, Gymnastics, Golf, Wrestling, Boxing, Canoeing and Rowing, Taekwondo ITF, Judo, Shooting, Table Tennis, Fencing, Badminton, Sidak, Cambodian Chess, Vovinam, Khmer Boxing, Bokator, Jet Ski, Mountaineering, Soft Tennis, Sailing, Rugby, Shorinji Kempo, Tug of War, Tongilmodo, Triathlon, Baseball, Equestrian Training, Cycling, Dancing, Jujutsu, Paralympic Committee, Cambodian Student Sports Federation, Electronics, Billiards and Snooker, Cricket, Kickboxing, Weightlifting, Hockey, Gymnastics, Wheelchair Basketball and bowling;
- Provided monthly allowances and supplements in accordance with government policies.

#### A.3.2 Drawing up Regulations

The Ministry has:

- Prakas No. 1453 EYS.P., dated August 27, 2025, on the Putting the National Sports Federation Evaluation Regulations into Practice;
- Prakas Letter No. 796 EYS.P., dated March 21, 2025, on the Process of Training Program for Upgrading the Qualifications of Physical Education and Sports Teachers to Bachelor’s Degree of Education in Physical Education;

- 23 Prakas on Recognition and Authorization for the Executive Committee of the National Sports Federation to Fulfill its Duties according to its Mandate;
- Decision No. 80 EYS.D., dated December 30, 2025, on the Establishment of the National Sport Federation Evaluation and Implementation Committee;
- Decision No. 02 EYS.D., dated January 3, 2025, on the Appointment of Compositions of the Therapeutic Use Exemption Committee.

### A.3.3 Development of Physical Sports Infrastructure

The Ministry has:

- Maintained and improved natural grass of the football field and the sports field in the National Stadium;
- Repaired, maintained and improved Taekwondo WT arena, table tennis, badminton, basketball, volleyball, petanque, gymnastics, tennis, soft tennis and swimming in the National Stadium;
- Repaired, maintained and improved the meeting hall of the Department of Specialized and and Mass Sport for welcoming top leaders to attend the opening ceremony of the Khmer Traditional Mixed Martial Arts Championships, **Samdech Maha Borvor Thipadei Award**;
- Repaired, maintained and improved stairs of audience seating area in the football field;
- Arranged and improved infrastructure, including prepared electrical network from the power room to locations of three buildings A, B, and G, completed the western fence and laid slabs around the flagpole, and constructed 1 basketball court and 2 volleyball courts.

### A.3.4 Supporting and Encouraging Athletes

The Ministry has provided a budget of 6,150 million riels as incentive prizes for winners of various international games and competitions.

### A.3.5 Improving Physical Education and Sports Capacities

The Ministry has organized:

- Workshop on promotion and introduction of the use of physical education textbooks according to model school standards and implementing physical education activities during school hours and sports outside school hours in line with the needs to strengthen students' knowledge, discipline, ethics and behavior;
- Workshop on promotion and introduction of the implementation of detailed curriculum for physical education and sports for model primary school standards, with 130 participants, 13 females;
- Workshop on improvement of the ability to use basic textbooks for physical education and sports for teachers according to model school standards for education staff of 14 Capital-Provincial Departments of Education, Youth and Sports, with 130 participants, 13 females;
- Capacity building courses for officials and instructors at the National Institute of Physical Education and Sports, with 109 participants, 42 females, including Capacity Building on "Pedagogy and Teaching Methods", with 45 participants, 17 females, and "Curriculum Development" for Bachelor of Education majoring in Physical Education, with 64 participants, 25 females;
- Capacity building courses for physical education and sports teachers under the supervision of the Siem Reap Provincial Department of Education, Youth and Sports, on the implementation of new pedagogies and methods, with 35 participants, 5 females;
- Capacity building courses for 60 sports officials in information technology, 23 females, to provide participants with necessary skills to collect, analyze and interpret sports-related data using modern technology tools, information technology, and studies on basic graphic design using simple methods;
- Training Course on Organization and Management of Sports Events for 80 officials, 35 females, to strengthen capacity of participants to obtain knowledge, skills and practical tools needed to plan, organize and manage sports events at various levels effectively, promote professionalism, ensure the successful operation of sports events, promote sustainable teamwork and increase the resources of sports officials in National Sports Federations to organize them with a single standard in line with national and international characteristics;

- Training Course on Improvement of Women’s Ability in Sports, the Foundation in Using Information Technology in Sports for 40 people;
- Publishing 100 books on sports psychology, 100 books on swimming, and 100 books on volleyball for bachelor’s degree;
- Information collection for physical education and sports teachers nationwide for 2025, in all 25 capital-provinces;
- Editing of basic textbooks for 40 subjects.

### **A.3.6 National and International Cooperation**

The Ministry has:

- Constructed a new 3-story building, Phase 3, which was a grant from the Japanese Government and Japanese people through a foreign non-governmental organization, Golden Heart;
- Signed a Memorandum of Understanding with Toyo University, Japan, and Mindanao State University - Iligan Institute of Technology in the Philippines;
- Attended the 11<sup>th</sup> ASEAN Conference on Physical Education and Sports, with 5 people, 2 females, in the Philippines;
- Attended Workshop on “Policy Implementation and Capacity Building of Sports Coaches in ASEAN Member States under the ASEAN-Japan Project on Sports”, 1 person, in Japan;
- Attended the ASEAN Conference on “Gender Equality in Sports 2025”, 1 person, in Malaysia;
- Attended a Meeting on Mutual Cooperation with Bac Ninh Sport University of Viet Nam;
- Sent 22 officials, 9 females, of the National Institute of Physical Education and Sports to attend short-term training courses abroad;
- Collaborated with the foreign non-governmental organization, Golden Heart, to open workshops on:
  - Supporting New Physical Education Teaching, with 50 participants, 17 females;
  - Information and Communication Technology (ICT) for 8 times, with 199 participants, 43 females;
  - Promoting Reading, with 18 participants, 6 females;
  - Internal Assessment, with 80 participants, 29 females;
  - Teacher Development for 2 times, with 76 participants, 26 females;
  - Official Website Promotion, with 25 participants, 6 females;
  - Research Promotion, with 10 participants, 6 females;
  - Library Orientation for 3 times, with 40 participants, 10 females;
  - Alumni Network, with 7 participants, 3 females;
  - Upgrading the Qualifications of Basic Physical Education and Sports Teachers to Bachelor’s Degree in Education Majoring in Physical Education, with 4 Credits, with 29 participants, 14 females;
- 6 foreign coaches were contracted to further enhance the performance of athletes’ training in preparation for sport games and international sports competitions.

### **A.3.7 Anti-Doping Agency Works in the Country and Abroad**

#### **Anti-Doping Works in the Country:**

- Organized Education and Dissemination on “Anti-Doping in Sports for Male and Female Athletes in National Primary and Secondary School Sports Competitions, National Football Team Players, National Sports Federation Officials, Teachers and Students of the National Institute of Physical Education and Sports, Sports Officials and Students from 9 Provinces, with 835 participants, with aim to gain knowledge on anti-doping in sports;

- Organized a Training Course on “Anti-Doping in Sports for Cambodian National Team Teachers and National Sports Federation Officials”, with 80 participants, in order for them to study and obtain ADEL Certificates, as prescribed.
- Organized a Workshop on “Testing in International Sports Events for Minor Athletes” in order for them to gain knowledge about testing, with 63 participants.

#### A.3.7.1 Anti-Doping Work Abroad:

- Trained local focal points on testing and attended the RADO Member Country Representative Meeting in Thailand;
- Attended the 2025 ASEAN Sport Integrity and Anti-Doping Workshop in Malaysia;
- Attended the Training Course on Global Learning Framework in Japan;
- Attended the COP 10 Conference in France and the 6<sup>th</sup> World Conference on Doping in Sports in Korea.

#### A.3.8 Monitoring

The Ministry has:

- Prepared an evaluation method for classification system of the National Sports Federations to strengthen the 51 National Sports Federations that received funding for administrative work, training work and competitions;
- Monitored and evaluated training during the training camp of the national sports teams and young athletes teams;
- Monitored the preparation of national championship competitions by sports categories in capital-provinces;
- Monitored the teaching of student teachers at the National Institute of Physical Education and Sports;
- Monitored the teaching of physical education and sports according to the standard textbooks in target schools;
- Monitored the activities and verified the data of people doing exercises and playing sports for health;
- Monitored the search for talented athletes in national primary and secondary school competitions.

### B. Progress in Implementing Indicators

#### B.1 Progress in Implementing Outcome Indicators

##### Progress analysis of outcome indicators

Outcome Indicators		Unit	Actual	Target	Actual	Status
			2024-25*	2025-26**	2025-26**	
Program 4: Promoting physical activities, physical education, and sport						
Sub program 4.1: Physical activities and physical education						
1	Percentage of people participated in physical activities and sports	%	20,2	20,7	21,4	→
Sub program 4.2: Sports						
2	Number of national sport teams gathered	#	878	1,029	1,171	↑

**Note:** ↑ Achieved the target → Likely to Achieved ↓ Unlikely to Achieved the target

\*Included private schools \*\*School Year 2024-2025

#### B.2 Progress in Implementing output Indicators

##### Progress analysis of output indicators

Output Indicators		Unit	Actual	Target	Actual	Status
			2024-25*	2025-26**	2025-26**	
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.						
1	Number of teacher student 12+2 and 12+4 trained	#	120	221	120	→
2	Number of Physical Education and Sport teachers trained annually pre-service	#	N/A	75	144	↑
Sub program objective 4.1.2: Promote people's well-being through exercise, physical education and sports for health						

Output Indicators		Unit	Actual	Target	Actual	Status
			2024-25*	2025-26**	2025-26**	
3	The number of sports that inspire physical activity and sports participation on Sports for All Day, ASEAN Sports Day, and ASEAN Exercise for Health Day	#	10	12	11	→
<b>Sub program 4.2: Sports</b>						
<b>Sub program objective 4.2.1: Improve the sport performance of the national sports teams to excel on the international stage</b>						
4	Number of athletes participated in international competitions	#	425	475	789	↑
5	Number of sports organized for national student and national sports competitions	#	12	14	14	↑
6	Number of traditional sports promoted in Cambodia	#	4	5	4	→
<b>Sub program objective 4.2.2: Develop institutional management capacity and capacity of sports technical officers, especially women in sports</b>						
7	Number of coaches trained in technical sports	#	562	268	250	↓
8	Number of referee, judge and sport officers trained in technical sports	#	840	983	998	↑
9	Number of national sport federation fully functioned	#	N/A	27	45	↑

**Note:** ↑ Achieved the target → Likely to Achieved ↓ Unlikely to Achieved the target

\*Included private schools \*\*School Year 2024-2025

### 3. CHALLENGES

#### 3.1 Common Challenges

Along with the achievements, some challenges needed to be addressed. These challenges included:

##### 3.1.1 Policy Work

- Linking research work to education work;
- Lack of technical officials for research work, education policy formulation and policy implementation evaluation;

##### 3.1.2 Planning Work

- Harmonization of the Education Strategic Plan 2024-2028 of Capital-Provincial Departments of Education, Youth and Sports;
- Coordination and management of cooperative financing;
- Ability to analyze school-level problems;
- Lack of planning and statistics experts at national and capital-provincial levels.

##### 3.1.3 Education Information and Statistics

- Development of infrastructure and equipment for education information management system, such as servers and applications;
- Lack of IT experts and specialized officials in field of research and statistics analysis and education indicators.

##### 3.1.4 Monitoring and Evaluation

- Preparation of a framework for monitoring and evaluating the achievements of education, youth and sports sectors at capital-provincial levels has not been completed, which will be ready by January 2026;
- Limited capacity to prepare education conference reports and achievement reports;
- Limited implementation of monitoring and evaluation works;
- Lack of specialized monitoring and evaluation officials at both national and sub-national levels;

##### 3.1.5 Decentralization and Deconcentration

- The development of legal frameworks and regulations has not yet responded to the legal reform program and the reform of decentralization and deconcentration in education sector;
- The effectiveness of the implementation of regulations in education sector is limited;
- Resources to support decentralization and deconcentration in education sector were limited;
- The ability to manage and resolve disputes between education staff was limited.

##### 3.1.6 Human Resource Management

- Preparing a plan to develop capacity of education staff;
- Developing a technology-based employee attendance management system;
- Lack of experts in data analysis and HRMIS systems.

##### 3.1.7 Public Financial Management

- The Ministry's recurrent expenditure budget has yet met the target indicator of 20 percent of national recurrent expenditure;
- Non-staff expenditure budget has not met the target indicator of at least 22 percent of the Ministry's overall budget for capacity and institutional developments;
- Alignment of the program budget structure with the Education Strategic Plan 2024-2028;
- Harmonization of financial management functions at national and sub-national levels;
- Operation of budget unit with fully delegated authorizing officer at the General Department level;
- Mediation between EFMS and FMIS;
- Adjustment of expenditure items related to the Public School Operating Fund (SOF);
- Establishment of advance budget of the budget unit.

##### 3.1.8 Procurement Work

- Procurement projects with low budgets were not interested in competing.

##### 3.1.9 Training and Recruitment Work

- Lack of technical and administrative expert staff.

##### 3.1.10 Administrative Work

- Requesting work medals for national and sub-national education staff.

##### 3.1.11 State Property and Academic Construction Management Work

- Academic construction information management system;
- State property inventory management;
- Registration of Real estate title deed;
- Lack of technical and administrative expert staff.

##### 3.1.12 Inspection and Complaints

- Lack of human resources with expertise in finance, law and digital technology.

**3.1.13 Internal Audit**

- Lack of audit, law, information technology and financial experts.

**3.1.14 Education Quality Inspection**

- Budget for inspection operations of Capital-Provincial Departments of Education;
- School-level standardized tests has not been fully implemented, with some teachers continuing to prepare their own tests rather than using the common standardized test question bank.

**3.2 Sub-Sector Challenges****3.2.1 Early Childhood Education Sub-Sector**

- The opening of preschools in public primary schools has not yet responded to the needs;
- The expansion of community preschools in factory and enterprise areas has not yet been implemented;
- The support mechanism to transform community preschools into annexes to public preschool or primary schools has not yet been implemented;
- There was a lack of preschool teachers in separate preschools, preschools in primary schools and nurseries;
- The implementation of learning and teaching methods has not yet responded to the detailed curriculum for preschools;
- The implementation of early childhood education functions at all levels has not yet been completed.

**3.2.2 Primary Education Sub-sector**

- Teacher qualifications have not yet responded to education reforms;
- Most school administrators have not received training on leadership and innovation;
- Implementation of the early grade reading and mathematics package has not been implemented in all schools;
- Some students' abilities were not yet appropriate for the grade;
- Lack of school buildings, lack of infrastructure for teaching and learning;
- School kitchens and student dining areas were not in accordance with standards.

**3.2.3 Secondary and Technical Education Sub-Sector**

- School governance was still limited;
- STEM education implementation was not yet complete since secondary schools lacked science laboratories, computer rooms and libraries...;
- Lack of new reading books for research;
- Lack of experts in information technology and artificial intelligence (AI);
- Infrastructure and mechanisms to support the implementation of new education pathways, career guidance programs, and counseling were not yet adequate to meet the needs of schools.

**3.2.4 Higher Education Sub-Sector**

- Percentage of students enrolled in higher education was still low;
- The capacity of data collection and management systems was limited;
- Lack of infrastructure, physical materials, and digital technology;
- The implementation of internal quality assurance systems in some higher education institutions was still limited;
- The governance systems in some higher education institutions have not yet fully responded to the changes of the new education reform;
- The quantity and quality of professors and researchers in STEM fields were limited;
- Lack of experts or professional evaluation officials to participate in the review and validation of accreditation at both institutional and program levels.

**3.2.5 Non-Formal and Inclusive Education Sub-Sector**

- Sub-national non-formal education officials have not been trained on the use of Non-Formal Education Management Information System (NFE-MIS);
- Development of the framework for assessing the status of lifelong learning centers has not been completed;
- Curriculum framework and textbooks for equivalent non-formal primary education have not been updated;
- Education staff, territorial authorities at all levels, school management and teachers have not yet had a clear understanding of inclusive education program;
- Legal documents were not yet in line with the reforms of institutions and sub-national organizations;
- Lack of special education teachers to teach integrated classrooms for students with intellectual disabilities and autism;
- Qualifications of trainers at the National Institute of Special Education and teachers at special education high schools were not yet in line with the Cambodian National Qualification Framework;
- Recruitment of teachers to train at the National Institute of Special Education for one year was difficult.

**3.2.6 Youth Development Sub-Sector**

- Youth development programs did not yet meet the needs of young people;

- Youth program implementation and service provisions were not complete;
- Materials, technical equipment and technology were not enough and not modern;
- The capacity and commitment of some officials were limited;
- Infrastructure development and youth center programs did not meet the needs of the 21<sup>st</sup> century skills development.

### **3.2.7 Physical Education and Sports Development Sub-Sector**

- Governance was not yet effective, and internal administration and public administration services for physical education and sports sub-sector were not smooth, gentle and flexible;
- There was shortcoming of regulations, especially the Law on Physical Education and Sports;
- Human resources in physical education and sports professions had not yet responded to actual needs and work efficiency;
- Lack of sports schools to develop skills in sports professional knowledge and sports skills;
- Implementation of physical education and sports programs during and after school hours was not complete and not effective;
- Lack of licensing of physical education and sports teachers and professional sports coaches to private sports clubs;
- Education on anti-doping awareness in primary schools had not yet responded to the goals of the World Anti-Doping Code;
- International cooperation, development partners and private sector in the field of physical education and sports were limited.

## **4. DIRECTION FOR THE SCHOOL YEAR 2025-2026**

### **4.1 Overall Goals**

#### **4.1.1 Policy, Planning, Statistics, and Monitoring and Evaluation Works**

- Prepare a mid-term evaluation of the Education Strategic Plan 2024-2028;
- Prepare an analytical model and small-scale projection for use at school level;
- Prepare a framework for financing cooperation in education sector, which is a guiding principle for development partners to follow when preparing programs and projects;
- Promote adequate and timely data entry into the Aid Management Information System (AMIS);
- Conduct research in response to reform priorities;
- Review and update the teacher career path framework;
- Review the model school standard policy at all levels;
- Expand the implementation of digital education strategic policy for schools;
- Complete the preparation of the National Education Policy Framework;
- Evaluate the implementation of school feeding policy;
- Update the Education Management Information System website;
- Modernize the online education data management system;
- Expand the use of the School Management Information System (SMIS);
- Continue to strengthen work mechanisms of the Education Management Information System for public and private general education schools and community preschools;
- Update school maps linked to the internet;
- Continue to develop the “OpenEMIS Education Data Management System” on system design and work on preparation of the education data management system;
- Update the framework for monitoring and evaluating performance of education sector;
- Strengthen the preparation of Education, Youth and Sports Conference Reports and Achievement Reports;
- Strengthen the implementation of National and Sub-national Performance Agreements;
- Develop capacities of monitoring and evaluation officials.

#### **4.1.2 Decentralization and Deconcentration**

- Consult and assess the impact and develop regulations of education sector;
- Develop and disseminate regulations supporting the Sub-decree on the Transfer of Roles in Education, Youth and Sports Sectors to Municipal-District-Khan administrations;
- Strengthen and support schools in implementing good governance programs to improve the provision of education service;
- Strengthen the implementation of decentralization and deconcentration programs in education sector;
- Strengthen the capacity of education staff and teachers and students on legal framework of the education sector and work to prevent human trafficking;
- Promote the legal framework of intellectual property in educational institutions.

#### 4.1.3 Human Resource Management Work

- Prepare a plan for human resource development in education sector;
- Prepare human resource management principles and mechanisms;
- Analyze the functional structure of the Capital/Provincial Departments of Education, Youth and Sports;
- Implement the work agreement to support achievement at central level;
- Update Announcement on Schools in Difficulty.

#### 4.1.4 Public Financial Management

- Build resilience and flexibility according to actual situations by closely collaborating with relevant ministries and institutions;
- Prioritize activities in response to education reforms and the digital education context to mobilize and increase the annual budget of the Ministry of Education, Youth and Sports to meet the target indicator of 20 percent of national recurrent expenditure;
- Accelerate cooperation with the Ministry of Economy and Finance to review and decide on standard procedures for budget implementation in Capital-Provincial Departments of Education, Youth and Sports;
- Accelerate the preparation of mediation between EFMS system of the Ministry of Education, Youth and Sports, and FMIS of the Ministry of Economy and Finance;
- Prepare and revise guidelines such as the management of public school operating funds, the management of financial transfers to sub-national levels, and the management of development partner finances;
- Prepare and revise the budget structure of new program for implementation from 2027 onwards;
- Increase the number of fully delegated authorizing officer of budget units;
- Put EFMS system, the Monitoring and Evaluation (M&E) function for financial management into official practice;
- Continue to develop EFMS system on state asset management and school information cards.

#### 4.1.5 Procurement Work

- Promote the timely preparation and implementation of procurement procedures in the budget implementation year in accordance with the plan;
- Strengthen the use of information technology system in data entry for public financial management in the FMIS, E-invoice and EFMS systems;
- Monitor the implementation of procurement contracts for goods, construction and services;
- Prepare a plan to develop the capacity of professional officials.

#### 4.1.6 Training and Professional Development

- Final examinations for preschool and primary education, basic and primary school teachers based on Employment Agreements of the 1st Batch under Bachelor's +1 training system;
- Support the transformation of regional teacher training centers and the four provincial teacher training schools into teacher training colleges;
- Mid-term review of the Teacher Policy Action Plan 2024-2030 and the Teacher Education Reform Strategic Plan in Cambodia 2024-2030;
- Evaluate and review teacher education institutions for the implementation of primary and secondary teacher education programs under the 12+4 system;
- Review and improve the 2010 Teacher Education School Principal Competency Standards and 2016 Teacher Professional Standards;
- Prepare mechanisms and relevant documents on teacher professional licenses;
- Prepare internal quality assurance mechanisms for pedagogical and professional development schools;
- Prepare and implement a program to upgrade the qualifications of primary 12+2 teachers to a Bachelor's degree in teacher professional education;
- Develop teaching materials and learn for the 12+2 credit system preschool teacher education program;
- Develop capacity of school management and teacher trainers for the implementation of teacher education program according to 12+4 system.

#### 4.1.7 Administrative Work

- Continue to strengthen the management of administrative documents, especially the circulation of documents;
- Promote the confer of Legend of Honors to education staff at national and sub-national levels;
- Develop the capacity to manage educational administration, protocols, reports and archives;
- Manage and operate document database and archive system through the adminrms.net;
- Monitor the works of managing educational administration, archives and legend of honors.

#### 4.1.8 State Property and Construction Work

##### 1- State Budget Projects

- Repair and renovate infrastructure at the central administration and repair dilapidated school buildings in capital-provinces at 4 locations (8 school buildings equal to 113 rooms and other infrastructure) using budget chapter 61 of 2026;
- Repair and renovate infrastructure and construct new school buildings at 4 locations (12 school buildings equal to 102 rooms and other infrastructure) using budget chapter 21 of 2026.

#### **2- GEIP, GEIP-AF General Education Improvement Projects**

- Construction of 64 new school buildings, 410 rooms;
- Construction of 10 teacher dormitories, 30 rooms;
- Construction of 3 RTTC buildings, 42 rooms;
- Construction of 2 special education buildings, 19 rooms;
- Construction of 1 central preschool building, 15 rooms.

#### **3- GEIP Basic Education Improvement Project**

- Construction of 47 new school buildings, 558 rooms;
- Construction of 3 new administrative buildings, 12 rooms;
- Construction of 24 new public toilets, 130 rooms.

#### **4- Secondary Education for Human Capital Competitiveness (SE4HC) Project**

- Construction of 24 new school buildings, 414 rooms;
- Renovation of 38 laboratories and libraries;
- Renovation of 72 multipurpose rooms;
- Renovation of 111 computer labs.

#### **5- Step-Up Projects**

- Renovation of 25 multipurpose rooms;
- Renovation of 122 laboratories and libraries;
- Renovation of 8 NGS schools.

#### **6- HEIP-II Project**

- Construction of the General Directorate of Higher Education;
- Construction of Complex Building, Library Building, Industrial 4.0 Building (ITC);
- Construction of Learning & Research Building (RUPP);
- Construction of Complex Building-II, Industrial Linkage Center (Business Incubation Center), Fish Hatchery Building (RUA);
- Construction of Training and Incubation Building (NUBB);
- Construction of Greenhouses and mushroom houses (UHST);
- Construction of office and station renovation for Prek Leap NIA;
- Construction of Farm Model for Four Locations NIA;
- Construction of 3 small 3 buildings (1. pig, 2. chicken and 3. Agronomy) NUCK;
- RUA pond restoration works (Restoration of 3 ponds);
- Renovation of Soil Museum, and Room for Food Production to support course learning outcomes of academic programs (NUBB);
- Renovation of Lab for Agriculture and Warehouse for Mechanical Engineering Program (SRU);
- Renovation of small buildings (Lab and Practicum building) NUCK;
- Renovation of Modernize Library (RUFA);
- Renovation of project implementation for DSPC;
- Repair the temporary office for department of research and innovation (DGHE).

#### **4.1.9 Printing and Distribution Work**

- Improve the core textbooks for preschool and primary educations, mathematics, sciences (new program) and develop various training and supplementary reading books;
- Print core textbooks, training and supplementary reading books for supply to the state and sale to general customers;
- Continue to manage and develop the management system for the supply of core textbooks to TnT schools;
- Encourage school principals to make requests and confirm receipt of core textbooks through the TnT system;
- Deliver core textbooks to high schools nationwide according to the plan of the Ministry of Education, Youth and Sports;
- Distribute textbooks, supplies and office supplies to general customers.

#### **4.1.10 Inspection and Complaints**

- Inspection of the management, use and arrangement of human resources, budgets and state assets at sub-national level and public general education institutions;

- Extract information from private education institutions;
- Resolve complaints in the fields of education, youth and sports;
- Organize capacity building courses for inspection experts to link them to practical implementation.

#### **4.1.11 Internal Audit Work**

- Conduct audits and follow up on recommendations;
- Continue to strengthen the implementation of internal audit procedures in accordance with the internal audit function;
- Prepare a plan to develop the capacity of experts.

#### **4.1.12 Education Quality Inspection Work**

- Consultation Workshop on Results of SEA-PLM 2024 at National Level and Dissemination of Test Results;
- Collect Data for the Study of the Impact of the Late Intervention (TaRL) in Primary Schools;
- Assess Learning Outcomes in Primary Schools of the BEIP Project;
- Continue to inspect and assess student learning outcomes to meet the implementation of Model School Standards;
- Continue to monitor the implementation of PISA tests at the school level;
- Monitor and evaluate the implementation of Model School Standards and practice PISA test questions;
- Evaluate the implementation of competency-based assessments in secondary schools;
- Prepare the process of writing test questions and administering PISA-B tests;
- Prepare the process of administering the proficiency test in AMPL-a Primary Education.

### **4.2 Directions by Sub-Sectors**

#### **4.2.1 Early Childhood Education Sub-Sector**

- Continue to implement the model preschool standards;
- Support the opening of preschools in public primary schools to meet demands;
- Support community preschools in factory and enterprise areas;
- Implement mechanisms to support the transformation of community preschools into annexes to public preschools or primary schools;
- Determine the principles for selecting preschool teachers in separate preschools, preschools in primary schools, and nursery schools;
- Strengthen the implementation of learning and teaching methods in accordance with the detailed curriculum for preschool;
- Promote and strengthen the mechanism for fully implementing early childhood education functions at all levels.

#### **4.2.2 Primary Education Sub-Sector**

- Upgrade qualifications of primary school teachers through the 12+4 and Bachelor's Degree + 1 training systems and teachers based on employment agreements;
- Strengthen and expand the implementation of model primary school standards and training of school management on leadership and innovation;
- Strengthen and expand the scope of implementation of the early grade reading package, early grade mathematics, and pedagogical consulting programs in all schools;
- Cultivate Khmer reading and writing habits at primary education;
- Implement and develop Primary Learning Platform (PLP) to serve teaching and learning and assess student learning outcomes;
- Implement school management system to manage teacher and student attendance and school progress reports;
- Develop a plan for school building needs, increase construction of school buildings, classrooms, and equip facilities for digital education through state-community partnerships for education;
- Expand the implementation of Home-Grown School Feeding Program and scholarship program to respond to the national social protection policy;
- Improve teacher capacity in helping students learn according to grade level and teaching methods in Khmer, mathematics, science education, foreign languages, and computers for grades 4 to 6 to provide soft skills to students;
- Promote sanitation, clean school campaigns and school health in schools;
- Mobilize resources to build school kitchens and student dining areas to meet minimum standards and respond to student needs under the school feeding program.

#### **4.2.3 Secondary and Technical Education Sub-Sector**

- Strengthen school governance;
- Promote the full implementation of STEM education in secondary schools;
- Provide new reading materials for research;

- Develop the capacity of information technology and artificial intelligence (AI) professionals;
- Develop infrastructure and mechanisms to support the implementation of new educational pathways, career guidance programs, and counseling.

#### 4.2.4 Higher Education Sub-Sector

- Support the enrollment of students in higher education and encourage educational staff to develop their skills and qualifications, especially in STEM fields;
- Accelerate the completion of the higher education database;
- Invest in technical equipment and digital technology;
- Promote the implementation of a stronger internal quality assurance system;
- Improve the efficiency of governance in higher education institutions;
- Continue to provide scholarships and training programs for professors to increase the number and quality of researchers in the STEM field;
- Provide technical support and build research platform in higher education institutions;
- Address the shortage of professional assessment experts.

#### 4.2.5 Non-Formal and Informal Education Sub-Sector

- Develop a framework for assessing the performance of lifelong learning centers;
- Develop a framework for assessing the performance of special education high schools;
- Strengthen the capacity of officials at national and sub-national levels to implement education reform policies;
- Improve regulation to align with national and sub-national reforms related to non-formal and inclusive education works;
- Train on the use of non-formal education management information system to officials of Education, Youth and Sports Offices of of Municipal-District-Khan Administrations;
- Develop and produce documents and textbooks for multilingual education, informal education and special education programs;
- Strengthen the dissemination of major achievements of non-formal and inclusive education sub-sector;
- Prepare budget package at sub-national level to support inclusive education program.

#### 4.2.6 Youth Development Sub-Sector

- Modernize and expand youth development programs to meet the needs of young people;
- Mobilize technical, material and financial resources to support the implementation of youth programs;
- Seek support for investment in infrastructure and equipping with materials, technical equipment and technology;
- Develop capacities of officials in charge of youth work.

#### 4.2.7 Physical Education and Sports Development Sub-Sector

- Strengthen governance and internal administrative and public administration services for the physical education sub-sector to be effective with transparency, accountability and high responsibility;
- Promote the preparation of legal documents that are still lacking, especially the Law on Physical Education and Sports;
- Promote the management and training of human resources in the field of physical education and sports to respond to practical needs and work efficiency;
- Study and prepare plans to establish sports schools to develop skills in professional sports knowledge and sports skills;
- Strengthen the implementation of physical education and sports programs during and outside school hours fully and effectively;
- Organize, train and license physical education and sports teachers and professional sports coaches;
- Promote the dissemination of anti-doping awareness education in primary schools widely to respond to the goals of the World Anti-Doping Code;
- Strengthen and expand international cooperation, development partners and the private sector in the field of physical education and sports.

## 5. CONCLUSION

The achievements presented in this report reflected the achievement of key performance indicators through the implementation of priority actions of education reform, supporting the implementation of the Pentagon Strategy-Phase 1, the action to “ensure that all Cambodians receive a comprehensive and equitable education that equips them with knowledge, skills and values that lead to good health, physical fitness and lifelong learning”.

**PART 2**  
**ANNEXES**



**ANNEX 1: BUDGET STATUS OF PUBLIC SCHOOL OPERATION FUND  
SCHOLARSHIP 2025-2026 OF THE MINISTRY OF EDUCATION, YOUTH AND SPORTS**

Unit: In Riels

Description	Level	2025	2026
School Operating Fund	<b>Total</b>	<b>176,770,400,000</b>	<b>160,900,300,000</b>
	Early Childhood Education (ECE)	5,364,400,000	4,477,200,000
	Primary Education (PE)	105,764,000,000	99,667,000,000
	<b>Secondary Education (SE)</b>	<b>63,269,400,000</b>	<b>54,330,900,000</b>
	Lower Secondary Education (LSE)	22,869,300,000	21,872,600,000
	Upper Secondary Education (USE)	40,400,100,000	32,458,300,000
	Technical High School (Tech)	2,372,600,000	2,425,200,000
Scholarship Budget	<b>Total</b>	<b>155,472,600,000</b>	<b>151,075,650,000</b>
	Primary Education (PE)	92,410,900,000	92,887,400,000
	<b>Secondary Education (SE)</b>	<b>37,157,000,000</b>	<b>35,566,600,000</b>
	Lower Secondary Education (LSE)	23,942,900,000	22,646,700,000
	Upper Secondary Education (USE)	13,214,100,000	12,919,900,000
	Technical High School (Tech)	872,500,000	1,020,750,000
	Higher Education (HE)	25,032,200,000	21,600,900,000

Source: Education Financial Management System (EFMS) as on December 31, 2025

## ANNEX 2: BUDGET STATUS OF 2025-2026 BUDGET OF THE MINISTRY OF EDUCATION, YOUTH AND SPORTS

Unit: In Riels

Description	Budget Law 2025	Budget Execution 2025		Balance 2025	Budget Law 2026	Variation 2026/2025	
		Amount	%				
Grand Total (A+B)	4,088,930,400,000	3,923,958,325,693	96.0%	164,972,074,307	4,130,834,200,000	101.0%	
A. Recurrent Expenditure	4,008,930,400,000	3,845,296,267,693	95.9%	163,634,132,307	4,050,834,200,000	101.0%	
Central	593,828,900,000	541,383,242,927	91.2%	52,445,657,073	583,305,200,000	98.2%	
Program 1	65,117,600,000	62,864,188,220	96.5%	2,253,411,780	77,835,500,000	119.5%	
64	Wage	9,000,000	0	0.0%	9,000,000	13,194,400,000	146604.4%
60	Goods	26,789,200,000	25,758,533,450	96.2%	1,030,666,550	26,373,300,000	98.4%
61	Service	28,357,400,000	27,546,771,170	97.1%	810,628,830	27,809,900,000	98.1%
62	Social benefits	9,962,000,000	9,558,883,600	96.0%	403,116,400	10,457,900,000	105.0%
Program 2	61,449,500,000	48,964,844,294	79.7%	12,484,655,706	116,712,300,000	189.9%	
64	Wage	1,185,500,000	1,180,772,500	99.6%	4,727,500	58,007,300,000	4893.1%
60	Goods	10,570,200,000	8,612,926,726	81.5%	1,957,273,274	10,672,900,000	101.0%
61	Service	9,635,400,000	8,856,405,166	91.9%	778,994,834	11,134,500,000	115.6%
62	Social benefits	28,755,100,000	19,015,591,600	66.1%	9,739,508,400	25,002,700,000	87.0%
65	Subsidy	11,303,300,000	11,299,148,302	100.0%	4,151,698	11,894,900,000	105.2%
Program 3	52,931,500,000	60,612,679,946	114.5%	-7,681,179,946	60,094,200,000	113.5%	
64	Wage	88,600,000	76,492,000	86.3%	12,108,000	6,852,000,000	7733.6%
60	Goods	5,044,000,000	5,056,631,881	100.3%	-12,631,881	5,141,200,000	101.9%
61	Service	4,563,500,000	4,417,138,277	96.8%	146,361,723	5,960,300,000	130.6%
62	Social benefits	33,673,400,000	41,561,311,198	123.4%	-7,887,911,198	32,682,700,000	97.1%
65	Subsidy	9,562,000,000	9,501,106,590	99.4%	60,893,410	9,458,000,000	98.9%
Program 4	11,140,100,000	10,852,238,829	97.4%	287,861,171	13,989,600,000	125.6%	
64	Wage		0	#DIV/0!	0	2,789,000,000	#DIV/0!
60	Goods	530,600,000	441,472,550	83.2%	89,127,450	535,200,000	100.9%
61	Service	2,845,000,000	2,693,378,647	94.7%	151,621,353	2,784,900,000	97.9%
62	Social benefits	7,740,000,000	7,696,064,040	99.4%	43,935,960	7,856,000,000	101.5%
65	Subsidy	24,500,000	21,323,592	87.0%	3,176,408	24,500,000	100.0%
Program 5	403,190,200,000	358,089,291,638	88.8%	45,100,908,362	314,673,600,000	78.0%	

Description		Budget Law 2025	Budget Execution 2025		Balance 2025	Budget Law 2026	Variation 2026/2025
			Amount	%			
64	Wage	134,282,500,000	130,772,868,466	97.4%	3,509,631,534	55,543,000,000	41.4%
60	Goods	23,227,900,000	22,246,641,122	95.8%	981,258,878	23,077,000,000	99.4%
61	Service	47,564,200,000	46,043,452,525	96.8%	1,520,747,475	47,925,700,000	100.8%
62	Social benefits	197,394,100,000	158,346,310,614	80.2%	39,047,789,386	187,350,400,000	94.9%
65	Subsidy	545,500,000	537,608,911	98.6%	7,891,089	577,500,000	105.9%
63	Taxes	176,000,000	142,410,000	80.9%	33,590,000	200,000,000	113.6%
Provincial		1,569,575,600,000	1,568,263,146,711	99.9%	1,312,453,289	1,609,111,300,000	102.5%
Program 1		107,491,600,000	119,453,367,530	111.1%	-11,961,767,530	1,410,728,100,000	1312.4%
64	Wage		0	#DIV/0!	0	1,283,468,400,000	#DIV/0!
60	Goods	38,009,900,000	37,950,905,090	99.8%	58,994,910	38,491,600,000	101.3%
61	Service	33,343,100,000	33,209,855,400	99.6%	133,244,600	33,442,700,000	100.3%
62	Social benefits	36,138,600,000	48,292,607,040	133.6%	-12,154,007,040	55,325,400,000	153.1%
Program 3		17,001,300,000	16,901,146,600	99.4%	100,153,400	22,266,700,000	131.0%
64	Wage		0	#DIV/0!	0	5,180,400,000	#DIV/0!
60	Goods	676,600,000	665,209,600	98.3%	11,390,400	669,500,000	99.0%
61	Service	1,896,600,000	1,871,394,500	98.7%	25,205,500	1,888,000,000	99.5%
62	Social benefits	14,428,100,000	14,364,542,500	99.6%	63,557,500	14,528,800,000	100.7%
Program 4		5,697,200,000	5,659,294,200	99.3%	37,905,800	8,777,000,000	154.1%
64	Wage		0	#DIV/0!	0	2,809,900,000	#DIV/0!
60	Goods	276,100,000	275,484,000	99.8%	616,000	292,500,000	105.9%
61	Service	2,003,600,000	1,983,209,700	99.0%	20,390,300	2,045,800,000	102.1%
62	Social benefits	3,417,500,000	3,400,600,500	99.5%	16,899,500	3,628,800,000	106.2%
Program 5		1,439,385,500,000	1,426,249,338,381	99.1%	13,136,161,619	167,339,500,000	11.6%
64	Wage	1,322,215,800,000	1,297,761,359,543	98.2%	24,454,440,457	48,888,000,000	3.7%
60	Goods	36,840,000,000	35,759,409,283	97.1%	1,080,590,717	37,513,000,000	101.8%
61	Service	58,600,300,000	57,823,469,555	98.7%	776,830,445	58,641,800,000	100.1%
62	Social benefits	21,658,200,000	34,876,200,000	161.0%	-13,218,000,000	22,230,000,000	102.6%
63	Taxes	71,200,000	28,900,000	40.6%	42,300,000	66,700,000	93.7%
Three-function transfer		1,845,525,900,000	1,735,649,878,055	94.0%	109,876,021,945	1,858,417,700,000	100.7%

Description		Budget Law 2025	Budget Execution 2025		Balance 2025	Budget Law 2026	Variation 2026/2025
			Amount	%			
Program 1		107,708,300,000	83,102,081,357	77.2%	24,606,218,643	1,804,636,700,000	1675.5%
64	Wage		0	#DIV/0!	0	1,696,329,000,000	#DIV/0!
60	Goods	68,960,300,000	53,220,041,857	77.2%	15,740,258,143	69,748,600,000	101.1%
61	Service	36,771,800,000	28,475,784,500	77.4%	8,296,015,500	36,313,800,000	98.8%
62	Social benefits	1,976,200,000	1,406,255,000	71.2%	569,945,000	2,245,300,000	113.6%
Program 5		1,737,817,600,000	1,652,547,796,698	95.1%	85,269,803,302	53,781,000,000	3.1%
64	Wage	1,731,547,600,000	1,647,618,990,498	95.2%	83,928,609,502	47,481,000,000	2.7%
62	Social benefits	6,270,000,000	4,928,806,200	78.6%	1,341,193,800	6,300,000,000	100.5%
B. Capital Expenditure		80,000,000,000	78,662,058,000	98.3%	1,337,942,000	80,000,000,000	100.0%
21	Tangible Real Estate	80,000,000,000	78,662,058,000	98.3%	1,337,942,000	80,000,000,000	100.0%

Source: Education Financial Management System (EFMS) as on 31 December, 2025

**ANNEX 3: PROGRESS OF THE IMPLEMENTATION OF THE DIRECTION SET IN EDUCATION  
CONGRESS 2023-2024 KEY REFORMS AND CROSS SUB SECTORS**

Activities	Status	Reasons
<b>1 Strengthening Policies, Plans, Statistics and Monitoring and Evaluation</b>		
- Strengthen the capacity of planning officials at all levels	1	- Technical support for preparing the 2024-2028 education sector strategic plan for the capital and provinces. - Technical support for preparing the 2024-2028 education sector strategic plan for teacher training institutions. - Provide technical support to the target model school management to enhance their capacity in preparing a 5-year school development strategic plan.
- Streamline the budget structure of the program and the 2024-2028 education sector strategic plan	2	- Draft program budget structure to develop a budget system linked to education policies and strategic plans 2024-2028.
- Strengthen the coordination and management mechanisms and systems for cooperative financing	1	- Updated the Cooperative Financing Management Information System (AMIS) to integrate data and project information from development partners and NGOs assisting in the education sector at both national and provincial/municipal levels. Trained provincial and project focal officers on how to integrate and manage AMIS. - The 2025 annual meeting of the Technical Working Group on Education (JTWG) to review policy-level progress and key project advancements. - Technical support for technical working groups in the field of education at the capital and provincial levels.
- Study and research methods for analyzing school-level problems	1	- Analyzed the status of target schools in implementing the Digital Education Strategy for Schools (DESS) and tested strategies in 5 target schools. (by DoPo)
- Update the education management information system website	1	- Continued to update the educational management information system website to disseminate the data achievements produced.
- Modernize the online education data management system	1	- The online education data management system has been modified to meet user needs and respond to the data requirements of the leadership of the Ministry of Education, Youth and Sport.
- Expand the use of the online student data management system (STS) across cities, districts, and provinces in Siem Reap Province	1	- Training and coaching on the use of school management information systems throughout cities, districts, and provinces of Siem Reap province.
- Expand training and use of the online student data management system (STS) in 10 target cities, provinces, and provinces	3	- Expand training on the use of the School Information Management System (SMIS) to be implemented in 2026.
- Continue to strengthen the work mechanism of the education management information system for public, private, and community primary schools through educational data collection tools	1	- The operational mechanisms of the education management information system for public, private, and community general education schools are continuously strengthened and will continue to be updated with educational data collection tools.  - Support the work of collecting, entering, verifying, validating, and validating educational data in target capitals and provinces.
- Prepare an initiative on the work of preparing a school network map connected to the Internet	1	- School network map data linked to the Internet is included in the Census of education statistics at all levels and obtained data to provide to those in need.
- Continue to support and strengthen the capacity to update the “data collection for school mapping” in cities, districts, and khans across 25 cities, provinces	1	- The Education Management Information System Department team strengthened data collection for school mapping across all 25 cities, districts, and provinces.
- Develop the capacity of officials at both national and sub-national levels on the work of the education management information system	1	- Officials in charge of education statistics at the national and sub-national levels have strengthened their capacity and further developed their skills

Activities	Status	Reasons
		through workshops, training courses, and coaching on educational management information systems.
- Continue to develop the “OpenEMIS Education Data Management System” on system design and work on preparing the education data management system	3	- Development of the OpenEMIS education data management system has been delayed due to a project awaiting the selection of a system development company to implement the project in 2026.
- Complete the monitoring and evaluation framework for the education, youth and sports sector	1	- Approve the implementation of the framework for monitoring and evaluating the achievements of the education, youth, and sports sectors.
- Develop capacity on preparing the monitoring and evaluation framework for the education, youth and sports sector at the capital and provincial levels for education officials at the capital and provincial levels	1	- Capacity development on establishing a framework to monitor and evaluate achievements in the education, youth, and sports sectors at the capital and provincial levels for 50 capital and provincial education officials. - All provincial capitals are preparing frameworks for monitoring, tracking, and evaluating at the provincial level.
- Monitor and evaluate development projects for the education, youth and sports sector	1	- Monitor the school feeding program
- Prepare reports on monitoring and evaluating the implementation of development projects for the education, youth and sports sector	1	- prepare a report on monitoring and evaluating school feeding programs
- Provide technical support on preparing reports for the education, youth and sports conference	1	- Organizing a capacity development workshop for officials responsible for preparing reports for national and provincial education conferences in Kampong Speu province, with 62 participants, including 24 women. - Technical support for preparing reports for the Capital-Provincial education, youth, and sports conference.
- Monitor and monitor the implementation of the education, youth and sports sector reform strategy to promote implementation.	3	- Not implemented (technical and time factors)
<b>2 Decentralization and Deconcentration</b>		
- Develop legal documents to support legal reform and decentralization and decentralization reforms in the education sector	1	- Legal documents supporting the implementation of work in the education sector, comprising 40 articles (1 Royal Decree, 2 Sub-decrees, 1 Order, 24 Prakas, 8 decisions, 3 directives, and 1 circular), have been prepared.
- Strengthen the effectiveness of the implementation of legal documents in the education sector	1	- Develop capacity on procedures and measures for impact assessment and draft legal documents. - Principles of establishment and management of educational institutions and Prakas on the organization and functioning of public institutions are consulted - Strengthening capacity in implementing the decree on teacher professional ethics and the legal framework for preventing and combating human trafficking.
- Strengthen the mechanism for monitoring the provision of public services by the Ministry of Education, Youth and Sports and the assessment and accreditation of private educational institutions	2	- 49 licenses have been granted to private educational institutions, including: 1 International Primary School Program, 1 International Secondary School Program and 1 National Program, 2 International Kindergarten-Prime School Programs, and 4 National Secondary School Programs, 7 National Higher Education Programs, 9 International Kindergarten-Higher Education Programs, and 17 National Programs.
- Revise documents on good governance to strengthen the provision of educational services to contribute to the implementation of model school standards	1	- A training document on good governance to strengthen the provision of educational services, contributing to the implementation of updated model school standards.
- Monitor and support municipal and district	2	- 625 education staff and officials from

Activities	Status	Reasons
administrations in the implementation of education, youth and sports functions transferred to municipal and district administrations		municipalities, districts, and communes, including 195 women, from Preah Sihanouk, Kampong Speu, Kampong Thom, Siem Reap, Banteay Meanchey, Oddar Meanchey, Pailin, Pursat, Kampot, Takeo, Kratie, Mondulakiri, Ratanakiri, Koh Kong, and Kampong Cham provinces, were deployed to support and strengthen the implementation of education, youth, and sports functions.
- Develop the capacity to manage and resolve disputes among educational personnel	2	- 9 cases of education staff disputes (2 cases of fraud, 1 case of drug trafficking, 1 case of defamation, 1 case of intellectual property infringement, 1 case of sexual intercourse with a former person, 1 case of rape, 2 cases of school land encroachment) from Siem Reap, Banteay Meanchey, Takeo, Ratanakiri, Mondulakiri, Svay Rieng, Kampong Chhnang, Preah Sihanouk, and Tbong Khmum provinces. Information was studied and collected.
<b>3 HUMAN RESOURCE</b>		
- Update civil service information database	2	- continuing to update and refine the data system
- Reform performance-based evaluation system	2	- Update guidelines and performance appraisal tools - Prepare the policy on the Royal Government's authorization to implement the incentive system to support public administration achievements.
- Develop officer capacity and officer deployment plan	2	- Cooperate with the Ministry of Civil Service on the preparation of a draft sub-decree on the definition and description of educational professional positions. - Issue letters of recommendation to education staff to continue long-term and short-term studies domestically and internationally. - Statistics on excess and lack of teachers according to training specialties (16 specialties) for 27,358 existing basic teachers, with 1,044 lacking. - Statistics on excess and lack of teachers according to training specialties (16 specialties) for existing superior teachers: 14,871 people, with 4,875 people lacking.
- Develop attendance management system	2	- Implement a trial implementation of QR scanning for attendance in some units and departments, and continue to develop attendance management systems.
- Modernize HRD work management system	2	- Examining the need for necessary resources to modernize the HRD work management system.
- Participate in planning to strengthen teacher recruitment for high quality	2	- Collaborate with the Ministry of Civil Service on organizing and participating in the planning to strengthen the selection of good quality teachers.
<b>4 Public financial management</b>		
- Update the Ministry of Education, Youth and Sports (EFMS) Financial Management System (EFMS) on the function of managing public school operating funds by adding a school profile (School Profile)	2	- Learn about data management systems in education and technological innovations implemented by Japan's Ministry of Education, Culture, Sports, Science, and Technology. - Studying the IT systems in use at the school level - Preparing UX-UI school leaflets
- Prioritize activities in response to education sector reforms and the digital education context to mobilize and increase the annual budget of the Ministry of Education, Youth and Sports to meet the target indicator of 20 percent compared to national recurrent expenditure	1	- Strengthening capacity in the use of information technology systems for the strategic planning of the 2026-2028 budget and the preparation of the 2026 budget package for central administrative units, the Department of Education, Youth and Sport, and teacher training institutions from June 6 to 13, 2025.

Activities	Status	Reasons
		<ul style="list-style-type: none"> <li>- Prepare consultations on revising the program budget structure from December 8 to 9, 2025.</li> <li>- Organizing consultations on the development of the budget system linked to education policies and strategic plans 2024-2028 at the capital and provincial levels in Svay Rieng from December 1 to 3, 2025, and in Kampot province from December 6 to 8, 2025.</li> <li>- Prepare the 2025 achievement agreement at all three levels and sign it with the Ministry leadership on December 31, 2024.</li> </ul>
<ul style="list-style-type: none"> <li>- Participate in the implementation of the detailed action plan for the implementation of the Joint Action Plan, Phase 4, 2025 (GDAP/MAP-2025) to support the public finance reform program</li> </ul>	1	<ul style="list-style-type: none"> <li>- Prepare quarterly and annual summary achievement reports on the implementation of the detailed action plan for the implementation of the fourth phase of the joint action plan in 2025.</li> <li>- Develop a detailed action plan for the implementation of the Joint Action Plan Phase IV 2026 (MAP4-2026).</li> </ul>
<ul style="list-style-type: none"> <li>- Revise legal regulations related to financial management in public organizations and schools</li> </ul>	1	<ul style="list-style-type: none"> <li>- Prepare and compile guidelines on application forms and budget payments for fully authorized budget units, dated January 02, 2025.</li> <li>- Obtaining authorization in principle for the scholarship disbursement procedures for students not from equitable cardholder families, in accordance with the spirit of letter No. 6465 MEF.L.S.ATT dated June 23, 2025.</li> <li>- Received approval to request in principle the adjustment of expenditure records from Sub-Annual 61128 (Other Domestic Costs) to Sub-Annual 62028 (Other Social Assistance) for allowances for officials of the Office of Education, Youth, and Sports of the Municipal, District, and Khan Administrations, to monitor educational technical work in schools within the Municipality, District, and Khan, in accordance with the spirit of Letter No. 4648 MEF dated May 5, 2025.</li> <li>- Cooperate in preparing Circular No. 002 of the Ministry of Economy and Finance, dated January 20, 2025, on the accounting of the management and use of transferred financial resources with conditions for the implementation of functions for managing early childhood education, primary education, and non-formal education, and for administrative support for the implementation of education, youth, and sports functions at the municipal, district, and khan administrations.</li> </ul>
<ul style="list-style-type: none"> <li>- Compile a guidebook on procedures for implementing budgets at the capital and provincial levels and continue to prepare a book on standard financial management procedures for the Ministry's development cooperation budget</li> </ul>	2	<ul style="list-style-type: none"> <li>- Prepare letter No. 7770 Iec dated December 31, 2024, to be sent to the Ministry of Economy and Finance for review and comment on the content of the draft manual on the procedures for implementing the budget at the capital and provincial levels of the Ministry of Education, Youth and Sport, and receive a response via letter No. 11424 MEF dated November 19, 2025.</li> <li>- Drafting a Handbook on "Common Standard Operating Procedures for the Implementation of Development Partner Financing Under the Ministry of Education, Youth and Sport"</li> </ul>
<ul style="list-style-type: none"> <li>- Continue to develop the Ministry of Education, Youth and Sports (EFMS) Financial Management System (EFMS), complete the functions of managing development partner budgets and non-fiscal revenues for the national level, manage budgets transferred to sub-national levels (early childhood education, primary education and non-formal education and for</li> </ul>	1	<ul style="list-style-type: none"> <li>- Officially launched the conditional transfer of financial resource management functions for the implementation of early childhood education management functions, primary education, non-formal education, and administrative support for the implementation of education, youth, and sports functions at the municipal, district, and khan</li> </ul>

Activities	Status	Reasons
administrative support to the implementation of education, youth and sports functions in municipal, district and khan administrations)		<p>administrations, which has been transferred to the sub-national level through the spirit of Letter No. 3383 AYK.HOV dated June 30, 2025.</p> <ul style="list-style-type: none"> <li>- Officially launched the “income management” function for the central budget unit and the provincial/municipal Departments of Education, Youth and Sport, in the spirit of Letter No. 3384 AYK.HOV dated 30 June 2025.</li> <li>- Officially implement the function of managing financing from development partners for the central administrative budget unit and the Department of Education, Youth and Sports of the capital and provinces, in accordance with the spirit of Letter No. 3386 AYK.HOV dated June 30, 2025.</li> </ul>
- Interoperate between the EFMS of the Ministry of Education, Youth and Sports with the FMIS of the Ministry of Economy and Finance	<b>2</b>	- In collaboration with the FMIS system working group, preparing letter No. 386 Iec.Hov dated January 25, 2023, regarding the request for in-principle approval for the Ministry of Education, Youth and Sport to integrate the EFMS system with the FMIS system of the Ministry of Economy and Finance for implementation from 2023 onwards.
- Interoperate the Ministry of Education, Youth and Sports Financial Management System (EFMS), Human Resources Management Information System (HRMIS) and Education Management Information System (EMIS)	<b>2</b>	<ul style="list-style-type: none"> <li>- Officially launched the “EFMS App” of the Financial Management System of the Ministry of Education, Youth and Sport on financial management functions, educational information management, and human resource management, in accordance with the spirit of Letter No. 3385 AYK.HOV dated June 30, 2025.</li> <li>- The ministry has automatically compiled student data from EMIS into the EFMS system for the 2026 public school operations fund (SOF) budget planning.</li> </ul>
- Adjust the budget unit to be at the general department level and transform the budget unit that is an incompletely delegated budget unit into a fully delegated budget unit in accordance with the planned plan.	<b>2</b>	- Adjusting the new program budget structure with guidelines from the Ministry of Economy and Finance through the spirit of letter No. 6465 MEF dated June 23, 2025, regarding the request to adjust the new program structure of the Ministry of Education, Youth and Sport for budget preparation from 2026 onwards.
- Organize a public forum on the budget of the Ministry of Education, Youth and Sports and the Citizens' Budget Book.	<b>1</b>	<ul style="list-style-type: none"> <li>- Organized a public forum on the '2025 Education Budget' and a ceremony to disseminate the national report on 'Assessing the Study Outcomes of Primary School Students in Southeast Asia for 2024 (SEA-PLM 2024) of Cambodia, held on December 22, 2025.</li> <li>- Publicize and publish the 2025 citizen budget book.</li> </ul>
<b>5 Procurement</b>		
- Promote the timely preparation and implementation of procurement procedures in the budget implementation year in accordance with the plan.	<b>1</b>	<ul style="list-style-type: none"> <li>- To notify all budget units with incomplete delegated authority at the central level to provide procurement expenditure requirements for inclusion in the annual procurement plan.</li> <li>- Meeting with the budget unit on annual procurement planning</li> <li>- Submit the annual procurement plan to the Ministry of Economy and Finance for timely review and approval.</li> </ul>
- Strengthen the use of information technology systems in data entry for public financial management (FMIS) of the Ministry of Economy and Finance.	<b>1</b>	<ul style="list-style-type: none"> <li>- Insert operations in the FMIS system on procurement planning functions, bidding management, and contract management.</li> <li>- Use the Cambodia E-Invoice system of the Ministry of Economy and Finance.</li> </ul>
- Prepare a plan to develop the capacity of professional	<b>1</b>	- Participate in the training course on the use of the

Activities	Status	Reasons
officials.		<p>Cambodian electronic invoice (E-invoice) system of the Ministry of Economy and Finance.</p> <ul style="list-style-type: none"> <li>- Participate in the workshop on the dissemination of public procurement regulations.</li> <li>- Participate in a training course on using the EFMS system.</li> </ul>
<b>6 Teacher Education and Development</b>		
<b><i>Teacher Education</i></b>		
- Review and improve on teacher policy 2013 and principal of teacher training center capacity standards 2010	2	<ul style="list-style-type: none"> <li>- Update the policy on teachers 2013 (pending approval)</li> <li>- 2010 Pedagogical School Capacity Standard (Not Updated)</li> </ul>
- Prepare mechanisms and related documents on teacher professional licenses	□3	- Mechanism and related documents on teacher professional license have not yet been prepared.
- Support 5 teacher training centers to become model teacher education colleges	1	- 5 pedagogical schools have been recognized as model pedagogical schools
- Upgrade the qualifications of management and instructors to master's and doctoral levels both locally and abroad	2	- Teachers in pedagogical schools have been upgraded to Master's and Doctoral degrees, both domestically and internationally, from 41.2% to 42.90%.
- Organize diverse training courses to develop the capabilities of management and instructors based on actual needs	1	- Organize training courses on adult learning for trainers at pedagogical, vocational, and professional schools.
- Support the regional pedagogical centers and pedagogical schools and teacher training colleges in Kampong Cham, Prey Veng, Takeo, and Kandal provinces to become teacher training colleges	2	- Preparing to transform the Kampong Cham Regional Teacher Training Center and the Kampong Cham Provincial Teacher Training College into the Kampong Cham Teacher Training Institute, while Prey Veng, Takeo, and Kandal provinces will be organized in stages.
- Prepare profiles of pedagogical schools, educational staff, and student teachers in pedagogical schools	2	- Prepare and collect information sheets for teacher training colleges, educational staff, student teachers, and students at teacher training colleges.
- Support the provincial pedagogical schools and teacher training colleges to become institutions that provide regular professional development services to teachers	1	- - Collaboration with the Department of Professional Development to support teacher training colleges in becoming regular professional development service providers for 08 institutions.
- Support pedagogical schools that have the potential to implement primary and secondary teacher training programs according to the 12+4 system	2	<ul style="list-style-type: none"> <li>- Preparing to transform the Regional Teacher Training Center and the Kampong Cham Provincial Teacher Training College into the Kampong Cham Teacher Training Institute.</li> <li>- Evaluate the feasibility of implementing the 12+4 system for primary and secondary teacher education programs at regional teacher training centers and teacher training colleges.</li> <li>- Reviewing the framework of the 12+4 system primary teacher education program and detailed education programs.</li> <li>- Reviewing the framework of the teacher education program, teaching secondary school through the 12+4 system.</li> </ul>
- Support pedagogical schools that have the potential to implement paid preschool teacher training programs according to the 12+2 system	2	- Developing a framework for the 12+2 credit system preschool teacher education program and preparing detailed educational programs.
- Include the content of learning assessment in teacher training programs and strengthen the capacity of teacher trainers.	2	<ul style="list-style-type: none"> <li>- Include subjects for assessment in teacher education programs at all levels.</li> <li>- Prepare documents and enhance the capacity of trainers in the subject of assessment.</li> </ul>
<b><i>Teacher Development</i></b>		
- Expand the scope of implementation of the continuous	1	- 25,344 teachers, 14,686 females, participated in

Activities	Status	Reasons
professional development system at the school level		regular professional development through enrollment in the CPDMIS system. - 10,886 teachers, 6,826 females, received CPD credits recorded in the CPDMIS system.
- Develop a continuous professional development management information system and a smart phone application (CPD Mobile Application) by linking various capacity development centers	1	- Develop a regular professional development management information system and CPD Mobile Application, linking various capacity development platforms.
- Promote and strengthen the implementation of education staff qualification upgrading programs in all aspects	3	- The 2026 implementation plan
- Study the preparation of digital programs for continuous professional development	1	- Organize ICT training for 46 managers and trainers, 12 females.
- Develop a master plan for education staff qualification upgrading 2026-2030	3	- The 2026 implementation plan
- Prepare a qualification program based on best practices from new generation schools, schools that meet the standard of model schools and schools in various projects	2	- In progress
- Support teacher training schools with the potential to become providers of continuous professional development	1	- 11 teacher education institutions become regular professional development service providers.
- Strengthen the implementation of the teacher training advisory system and professional learning communities at the school level	2	- In progress
- Support schools to achieve the standard of model schools, especially the second standard, teaching and learning	3	- Not yet implemented
- Develop internal capacity in the teacher development department.	3	- Not yet implemented
<b>7 Administrative</b>		
- Continue to strengthen the management of administrative documents, especially the circulation of documents	1	- Receive all types of incoming letters from 6,423 national and international ministries and institutions. - 56,482 issued letter numbers, including 793 foreign language letters
- Promote the provision of work awards to education staff at the national and sub-national levels	1	- 344 national medals - 5,543 units at the sub-national level
- Develop the capacity to manage educational administration, protocols, reports and archives	2	- training on administrative management and archives for 59 officers
- Manage and operate the document database and archives system through the adminrms.net system	1	- 15,568 copies of data entered through the IT system and 5,265 copies of PDF documents scanned for 2024.
- Monitor and monitor the work of educational administration, archives and competition work	1	- inspect and monitor all 25 capitals and provinces
- Prepare a plan to develop the capacity of professional officers.	1	- Prepare a draft capacity development plan for professional officers.
<b>8 School Construction</b>		
<b>State Budget Project</b>		
- Repair and improve infrastructure at the central administration and repair dilapidated school buildings in the capital and provinces (13 school buildings, equivalent to 72 rooms and other infrastructure) using budget chapter 61, 2025	1	- Renovated, handed over, and put into use for learning and teaching
- Repair and improve infrastructure and build 7 new school buildings, 87 rooms and 5 toilets, 29 rooms, using budget chapter 21, 2025	1	- Renovated, completed, handed over, and put into use for learning and teaching
<b>General Education Improvement Project (GEIP)</b>		
- Set up 31 subject laboratories	1	- Renovated, completed, handed over, and put into

Activities	Status	Reasons
		use for learning and teaching
- Construct 52 new buildings, 260 rooms	1	- Renovated, completed, handed over, and put into use for learning and teaching
<b>Secondary Education Project for Competitive Human Capital (SE4CH)</b>		
- Renovate 122 school buildings, convert them into 2 laboratories and 1 library	2	- Studying and preparing price estimates, detailed technical plans, and work calendars for bidding.
- Renovate 25 multi-purpose rooms, 68 handwashing stations	2	- Studying and preparing price estimates, detailed technical plans, and work calendars for bidding.
- Construct 23 new buildings	2	- Studying and preparing price estimates, detailed technical plans, and work calendars for bidding.
<b>9 Printing and Distribution</b>		
- Improve the textbooks of the Khmer language, science, social studies, history, civics and economics subjects, and develop other books	1	- Improve the core textbook for students with 12 titles (Sc-Ss2, Sc-Ss3, Ss5, Ss6, Sc9, Ss9, Hi11, Kh12, Hi12, Mo12, Ps11 & Ps12) and the health education textbook for students and teachers with 6 titles (grades 3, 6, 12). - Improve training books with 6 titles (Nutrition Training (Yunnan) Grade 1, Science-Society Training (Yunnan) Grade 1, High School Diploma Examination 2024-2025 with 2 titles: Science and Social Sciences Grade, National Outstanding Student Examination 2014-2024 (2 titles) Grade 9 and Grade 12 - Improve the book Amnan with 9 additional titles (Nubrations: January 7, 1979 and Win-Win Politics), 'Try to Try Theany!', 'Pich Sey and the Green Horse', 'Kon Tach Ches', 'Both Loves', 'Ob Ob Ob' and 'Kiki', 'When I Go to School', 'Chhke of John', and 'Petal Flowers in My Heart'.
- Publish textbooks, training books and supplementary readings for supply to the state and sale to general customers	1	- Printed core textbooks, training, and supplementary reading materials to supply the state and sell to general customers, totaling 3,803,512 copies. - Supplied according to customer requirements
- Continue to cooperate with World Education to develop and use the "School Textbook Supply Management System (TnT)"	1	- In good cooperation with the World Education Organization, the TnT system has been launched and is being developed in line with the consumer context.
- Encourage school principals to make requests and confirm receipt of textbooks through the TnT system.	1	- Participate from principals across the country.
<b>10 Inspection and complaint</b>		
- Inspection of administrative management, use and management of resources based on a risk approach and suspicious cases at the national, sub-national and 378 educational institutions, units	2	- Inspect the management of administration, finance, and state property at the national and sub-national levels, and 362 educational institutions, including: 14 departments of education, youth, and sports; education, youth, and sports offices of 56 district, municipal, and khan administrations; and 292 educational institutions.
- Review the progress of improvements according to external inspection recommendations at the national and sub-national levels, 10 units	1	- Monitor the progress of improvement according to the recommendations of external inspectors at the national and sub-national levels, 10 units.
- Inspection of complaints and denunciations in 12 cases	1	- Inspection of complaints and defamation lawsuits in 13 cases, including: Svay Thom Secondary School, Svay Rieng Province; Practice Primary School, Stung Treng Province; Norodom Ranariddh Kantha Bopha High School, Kampong Cham Province; Department of Education, Youth and Sports, Takeo Province; Department of Education, Youth and Sports, Kampong Chhnang Province; Samdech Hun Sen Krapum Chhouk High School, Preah Vihear Province; Department of Education,

Activities	Status	Reasons
		Youth and Sports, Kampong Cham Province and several educational institutions; Department of Research and Innovation; Chantrea Reaksmei Samaki Primary School, Prey Veng Province; Banteay Mlou Primary School, Kandal Province; Depok High School, Kampong Speu Province; O Bek Kam Secondary School, Phnom Penh.
- Strengthen the professional capacity of inspection officers	3	- Not implemented
- Conduct information summaries of 9 private institutions in the capital and provinces	3	- Not implemented
- Disseminate inspection reports at the Prey Veng regional level.	1	- The regional inspection report dissemination workshop in Kampot province had 108 participants, including 23 females.
<b>11 Internal Audit</b>		
- Update the 3-year internal audit strategic plan for 2025-2027 in line with the Ministry's structure	1	- Approve the use of the internal audit strategic plan 2025-2027
- Prepare the annual audit plan for 2025	1	- Approve the use of the 2025 internal audit plan
- Conduct audits and follow up on recommendations	1	- Monitoring based on 53 recommendations, including 25 internal management systems, 10 information technology systems, and 18 development partner financing projects. - Conducted 156 audits, including 96 internal management systems, 22 information technology systems, 12 achievements, and 26 development partner financing projects. - 23 audits on internal management 3 and project 20
- Continue to strengthen the implementation of internal audit procedures in line with the internal audit function	1	- Monitor each delegation to strengthen audit procedures on the work, monitoring plans of each delegation, action plans of team members, and the work of mapping the progress of each group. - Prepare a quality check form for the audit report
- Prepare a plan to develop the capacity of professional officers	1	Training of internal auditors on: - Review the internal audit procedures on information technology systems and audit procedures. - Writing an IT audit report - Internal budget credit procedures, chapters, programs, and regulations on public procurement - Implement a project to improve general education in target schools and budget management. - carry out audit equipment and annual audit report
- Prepare reports on internal audit results and conclusions regularly.	1	- Prepare reports on audit results to improve according to recommendations - Learn the summary report of the audit results on the project audit to the project manager. - Prepare a draft summary report on audit results for submission to the minister and copy to relevant ministries and institutions.
<b>12 Education quality inspection</b>		
- Prepare an "Inspection Framework for Quality Assurance in Education"	1	- Completed the draft of the 'Technical Education Inspection Framework' for final review and improvement, and submitted it to the Ministry's leadership for review and decision on its implementation.
- Strengthen the capacity of technical inspection officers and disseminate inspection results to sub-national levels through regional focal groups (5 regions)	2	- Trained inspection officers on inspection mechanisms and school assessment mechanisms in accordance with the standards of the three model schools (kindergarten, primary, and secondary)

Activities	Status	Reasons
		online, with 67 participants, including 12 females.
<ul style="list-style-type: none"> <li>- Conduct inspections, test students and project-based learning (STEM education) teaching methods in target schools (using the Model School Standards Assessment Tool)</li> </ul>	1	<ul style="list-style-type: none"> <li>- Inspected 1,065 schools (401 high schools, 194 secondary schools, 439 primary schools, and 31 kindergartens). As a result, 291 model schools met the standard, accounting for 27.32%.</li> <li>- Inspection teams supported and trained 16,437 teachers, including 3,695 females, on education, assessment and scoring of model school standards, internal inspection, detailed project planning, and writing test questions.</li> <li>- Training students on self-study practice through the MoEY-EdTech secondary and PLP primary school programs, with a total of 16,711 students participating, including 10,799 females.</li> </ul>
<ul style="list-style-type: none"> <li>- Review the progress of implementing the Model School Standards in inspected schools.</li> </ul>	1	<ul style="list-style-type: none"> <li>- Reviewed the progress of 50 resource high schools (End-Term Assessment) of the Secondary School Development Project. The evaluation results for 43 standard schools were 86.0%, with 4 standard schools scoring 8.0% and a minimum standard score of 39 schools scoring 78.0%.</li> <li>- Check the progress of 87 network high schools, with 51 schools meeting the standard, which is 58.62 percent. Among these, 2 schools have a standard score of 2.73 percent, and 49 schools have a minimum standard score of 56.32 percent.</li> </ul>
<ul style="list-style-type: none"> <li>- Promote adaptation using PISA test questions in 200 target schools</li> </ul>	1	<ul style="list-style-type: none"> <li>- According to 38 PISA schools in 12 provinces, including 29 high schools and 9 secondary schools</li> </ul>
<ul style="list-style-type: none"> <li>- Support the implementation of PISA test questions in 190 sample schools</li> </ul>	1	<ul style="list-style-type: none"> <li>- held monthly online meetings with leaders and technical working groups to evaluate study results at the capital and 190 schools, supporting the implementation of test questions under the presidency of His Excellency Dr. Hang Chuon Naron, Minister of Education, Youth and Sport.</li> </ul>
<ul style="list-style-type: none"> <li>- Prepare guidelines on “Technical mechanisms for developing PISA test questions for public general secondary schools”</li> </ul>	1	<ul style="list-style-type: none"> <li>- Introduced 50 resource high schools, expelled schools, Step Up schools using funds, and GEIP-AF schools and general education schools.</li> </ul>
<ul style="list-style-type: none"> <li>- Collaborate with the College of Education (Royal College of Phnom Penh) to prepare and update the PISA test questions in the GEIP Ed-Tech App</li> </ul>	1	<ul style="list-style-type: none"> <li>- Trained a total of 6,879 participating teachers, including 2,918 females, and trained 11,273 students using the GEIP EdTech App to answer international test questions, including 7,442 females.</li> </ul>
<ul style="list-style-type: none"> <li>- Implement the Platform for Innovative Learning Assessments (PILA) project</li> </ul>	1	<ul style="list-style-type: none"> <li>- Develop content to evaluate student learning outcomes for inclusion in primary and secondary teacher training programs, achieving 80% completion.</li> <li>- Prepare to implement the Platform for Innovative Learning Assessments (PILA) project by creating an App with mathematics test questions in the PISA format for teachers to test using as phased assessments. This program is sponsored by the European Union (EU).</li> <li>- Input the PISA prototype test query into the GEIP EdTech App.</li> </ul>
<ul style="list-style-type: none"> <li>- Strengthen the capacity of national and sub-national technical teams on how to support the implementation of SEA-PL and PISA at the school level</li> </ul>	1	<ul style="list-style-type: none"> <li>- Training on preparing monthly exam papers to align with the PISA program during the inspection of standard implementation at model secondary schools: 16 teachers (7 females), 4638 students (1652 females).</li> <li>- Training on preparing monthly exam papers to align with SEA-PLM regional tests during the inspection of model school standard implementation at 22 primary schools, with a total</li> </ul>

Activities	Status	Reasons
		<p>of 207 teachers (103 females) participating from July to November 2024.</p> <ul style="list-style-type: none"> <li>- Conducted standardized test training (SEA-PLM and PISA test questionnaire) and strengthened the implementation of assessment tests at the school level to respond to the implementation of model school standards, as requested by the leadership of the Ministry of Education, Youth and Sport. This included strengthening the base in Roka Koy commune, Kang Meas district, Kampong Cham province, covering a total of 5 locations: 1 lower secondary school and 4 primary schools.</li> </ul>
<ul style="list-style-type: none"> <li>- Collaborate with the Department of Primary Education to prepare and update the SEA-PLM test questions in the PLP App</li> </ul>	1	<ul style="list-style-type: none"> <li>- Implemented in primary schools across 5 provinces, 32 schools updated SEA-PLM test question templates in PLP App</li> </ul>
<ul style="list-style-type: none"> <li>- Prepare the early grade assessment framework for implementation as a national test</li> </ul>	1	<ul style="list-style-type: none"> <li>- Meeting with delegates from Happy Children, KAPE, and Save Children.</li> <li>- Meeting with Country Directors and delegates from UWS to discuss collaboration on early literacy assessment and early mathematics.</li> </ul>
<ul style="list-style-type: none"> <li>- Implement EGRA / EGMA activities that support development partners</li> </ul>	1	<ul style="list-style-type: none"> <li>- held a workshop on technical mechanisms and updated target school information EGRA-EGMA</li> <li>- Early grade literacy and mathematics assessment test data collection (EGRA-EGMA)</li> <li>- Workshop on "Early Grade Early Mathematical Assessment (EGMA) Test Data Coding and Cleaning".</li> <li>- Consultation workshop on "Technical Mechanisms and Updates for Early-Grade Math Target Schools (EGMA)".</li> <li>- held a workshop on the preliminary results of the EGMA Early Grade Reading Assessment Test (GPE5).</li> <li>- Workshop on scoring answers and cleaning Early Grade Reading and Mathematics Assessment (EGRA-EGMA) test data</li> </ul>
<ul style="list-style-type: none"> <li>- Implement the AMPLa pilot test.</li> </ul>	1	<ul style="list-style-type: none"> <li>- Participate in the training course for sample preparation and selection.</li> <li>- Organized a project leadership called National Project Manager (NPM) and an implementation technical team to assess the minimum competency level, called National Center (NC).</li> <li>- Prepared a confidentiality agreement for all NPMs and NC members</li> <li>- attended the contact meeting</li> <li>- Completed Sampling Form 1 information form 1</li> </ul>
<ul style="list-style-type: none"> <li>- Prepare instructions on requesting and providing certificates of competence measurement mechanism for equivalence of upper secondary education diplomas</li> </ul>	1	<ul style="list-style-type: none"> <li>- Conducted a consultation workshop on the forms and procedures for measuring equivalent capacity in Phnom Penh</li> <li>- Review the application for a certificate confirming the degree equivalent level.</li> </ul>
<ul style="list-style-type: none"> <li>- Prepare a concept paper on the procedure for measuring the equivalence of upper secondary education diplomas with inter-ministerial.</li> </ul>	1	<ul style="list-style-type: none"> <li>- Participate in the Inter-Ministerial working group meeting between the Ministry of Education, Youth and Sport and the Ministry of Culture and Fine Arts to review and evaluate the equivalent level of art diplomas and art certificates of the Secondary School of Fine Arts at the Ministry of Culture and Fine Arts.</li> <li>- Developed a concept paper on measuring the equivalent capacity of high school diplomas for</li> </ul>

Activities	Status	Reasons
<ul style="list-style-type: none"> <li>- Disseminate Prakas on the procedure for measuring equivalence to all 25 capitals and provinces</li> </ul>	2	<ul style="list-style-type: none"> <li>- international curricula and vocational education.</li> <li>- Disseminate and consult on the procedures and methods for measuring equivalent-level capacity in Phnom Penh (participants from specialized and relevant departments, 12 provincial capitals, and representatives of 5 international schools from Phnom Penh).</li> <li>- Prepare guidelines on the mechanism for applying for and issuing certificates of equivalent degrees.</li> </ul>
<ul style="list-style-type: none"> <li>- Prepare instructions on the procedure for measuring equivalence to who need to apply for certificates of equivalence for both lower secondary and upper secondary educations.</li> </ul>	1	<ul style="list-style-type: none"> <li>- Issued certificates confirming a total of 152 degrees, 58 females.</li> <li>- Announcement No. 92, dated December 16, 2025, on the application for a certificate confirming the degree equivalence.</li> </ul>

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

**ANNEX 4: PROGRESS OF THE IMPLEMENTATION OF THE DIRECTION SET IN  
EDUCATION CONGRESS 2024-2025 BY SUB-SECTORS**

Activities	Status	Reasons
<b>1 Early Childhood Education Sub Sector</b>		
- Increase the recruitment of preschool teachers in public preschools and preschools in primary schools	1	Received the principle of recruiting kindergarten teachers, studying up to 250.
- Develop legal documents to support the establishment of nurseries and early childhood development in the first 1000 days	1	Approved decree no. 254 <small>អង្គការ</small> dated December 15, 2025, on management of nurseries
- Promote the implementation of model preschool standards	1	- Prepare and approve the implementation of Guideline No. 40 <small>អង្គការ</small> dated October 3, 2025, on the operation of kindergartens, public education, and community kindergartens for the 2025-2026 academic year.
- Promote the full implementation of detailed curricula and core textbooks for preschool - Develop physical infrastructure and training programs at preschool teacher training institutions	1	Prepare and approve the implementation of Guideline No. 40 <small>អង្គការ</small> dated October 3, 2025, on the operation of kindergartens, public education, and community kindergartens for the 2025-2026 academic year.
- Develop physical infrastructure and training programs at preschool teacher training institutions	1	- Prepare the draft of the kindergarten teacher training program
- Strengthen the implementation of the new teaching method "Learning through Play and the Environment".	1	- Prepare and approve the implementation of Guideline No. 40 <small>អង្គការ</small> dated October 3, 2025, on the operation of kindergartens, public education, and community kindergartens for the 2025-2026 academic year.
<b>2 Primary Education Sub Sector</b>		
- Improve the qualifications of primary school teachers through the 12+4 and Bachelor's Plus 1 training systems	2	- The ministry has utilized teachers based on the 2025-2026 academic year and deployed teachers to schools lacking teachers, especially in disadvantaged areas. - Currently training 12+4 system teachers and Bachelor+1 - Enhancing teacher capacity on the implementation of early grade literacy and mathematics packages and developing primary education in teacher training colleges.
- Conduct teacher training through the employment system	1	- Prepare the implementation of the calendar for teacher training based on employment agreements to serve in public primary educational institutions through the Bachelor+1 training system. - Approve guidelines on implementing teacher education programs based on employment agreements in public primary schools. - Implement the education program for teachers under the Bachelor's degree+1 system in the initial phase of teacher training based on the first-generation employment agreement, with 4,946 students (3,455 females).
- Strengthen and expand the implementation of model primary school standards and training of school management committees on school leadership	2	- Strengthen the preparation of school development plans - Monitor progress on implementing school community strategies and model primary school standards. - Support model school standards, establish and operate regional and provincial management committees and technical working groups to fulfill roles and responsibilities in teaching, training, and monitoring the work of the schools they are responsible for. - Complete the Google Form and the Kobo system for collecting school data according to model primary school standards.

Activities	Status	Reasons
		<ul style="list-style-type: none"> <li>- Evaluate model schools and training at model schools, priority schools, target schools, and target schools under the General Education Improvement Project in all provinces and the capital.</li> <li>- Develop capacity on educational function data management linked to innovation in implementing proper school-based management.</li> <li>- Self-assessment, model school standards, and integration of basic data into data management systems.</li> </ul>
<ul style="list-style-type: none"> <li>- Strengthen and expand the scope of implementation of the early grade reading materials package, early grade mathematics, pedagogical consulting programs, and the cultivation of Khmer reading and writing habits at the primary level</li> </ul>	1	<ul style="list-style-type: none"> <li>- Issued Guideline No. 49 Ayk.SNN dated October 24, 2025, on capacity development, teaching methodologies, reading materials, and foundational mathematics for primary school teachers through the capacity development platform.</li> <li>- Guideline No. 41 AYK.SON dated October 3, 2025, on the operation of public primary educational institutions for the 2025-2026 academic year.</li> <li>- Instruction No. 31 Iec.N. dated August 22, 2025, on the admission of children or students returning from Thailand to enroll in public institutions for the 2025-2026 academic year.</li> <li>- Train Grade 1, 2, 3 teachers and stakeholders on the implementation of the Early-Grade literacy and mathematics package.</li> <li>- Support the implementation of pedagogical counseling programs in schools and schools.</li> </ul>
<ul style="list-style-type: none"> <li>- Implement and develop the PLP primary school to serve teaching and learning and the assessment of student learning outcomes</li> </ul>	2	<ul style="list-style-type: none"> <li>- Capacity building on the implementation of Early-Grade reading materials for First, Second, and Third-Grade teachers through blended learning via regular professional development platforms, with 670 participants (468 female) in Siem Reap and Kampong Thom, in collaboration with the World Education Organization.</li> <li>- Developing the 2nd generation foundation by integrating primary intelligence, officially announced for implementation on October 9, 2025.</li> <li>- Produced content for learning and teaching and student assessment tests.</li> </ul>
<ul style="list-style-type: none"> <li>- Expand the implementation of the school feeding program using community-based agricultural products and the food subsidy program to respond to the national social protection policy</li> </ul>	1	<ul style="list-style-type: none"> <li>- Fund school feeding programs using community agricultural products: <ul style="list-style-type: none"> <li>- Implemented 686 schools, 10 provinces, with 189,593 students, compared to the 2023-2024 academic year, the target schools increased by 133.</li> <li>- Budget credit 29 077 459 800 Riel, implemented at 93.7 percent</li> <li>- School meal budget provides to students 820 Riel/Student/Day and a maximum of 210 days per academic year</li> </ul> </li> <li>- Provide funding for scholarship programs for poor students facing difficulties: <ul style="list-style-type: none"> <li>- 45,595 students, including 24,200 females, implemented the 2024-2025 primary school scholarship program for underprivileged students without poverty cards, provided by the Ministry of Education, Youth, and Sports.</li> <li>- Poor students without a poor card receive a scholarship of 240,000 Riel/student/year of study, offered 3 times.</li> </ul> </li> <li>- 357,574 students, including 178,701 females, implemented the National Social Assistance</li> </ul>

Activities	Status	Reasons
		<p>Program for Poor Primary School Students without a card in the family package for the 2024-2025 academic year, provided by the National Social Assistance Fund.</p> <ul style="list-style-type: none"> <li>- Poor students with poverty cards receive a scholarship of 240,000 Riel per student per academic year, provided monthly at 20,000 Riel per year.</li> </ul>
<ul style="list-style-type: none"> <li>- Promote the capacity of teachers in modern teaching methods and teaching methods for Khmer, mathematics, science education, foreign languages, and computers for grades 4 to 6 to provide soft skills to students ..</li> </ul>	2	<ul style="list-style-type: none"> <li>- Incorporate foreign language programs in schools. English from 4th to 6th grade and above provides additional foreign language options such as Chinese and French.</li> <li>- Prepare a computer curriculum, teaching at least two hours per week for 4th to 6th grade students with key content such as Microsoft Affix, Internet, Email, Design, Coding, and AII, and have led female students to participate in the Technovation Global program.</li> </ul>
<b>3 Secondary and Technical Education Sub Sector</b>		
<ul style="list-style-type: none"> <li>- Improve school governance through the implementation of model school standards</li> </ul>	1	<ul style="list-style-type: none"> <li>- Organized a capacity-building course on "Implementing Model School Standards" for the management and teachers of 2 General and Technical High Schools, with a total of 43 participants, including 12 females.</li> </ul>
<ul style="list-style-type: none"> <li>- Promote the implementation of full-day teaching and learning</li> </ul>	1	<ul style="list-style-type: none"> <li>- Guidelines issued on the full-day teaching and learning process: 89 secondary schools implemented and 180 schools studied for 2 additional hours per day out of 1,825 schools.</li> </ul>
<ul style="list-style-type: none"> <li>- Provide teachers in accordance with subject specializations</li> </ul>	2	<ul style="list-style-type: none"> <li>- Some secondary schools still lack specialized teachers.</li> </ul>
<ul style="list-style-type: none"> <li>- Develop infrastructure to serve teaching and learning</li> </ul>	2	<ul style="list-style-type: none"> <li>- Gradually supplementing libraries, computer rooms, laboratories, multi-purpose rooms, and teaching and learning materials.</li> </ul>
<ul style="list-style-type: none"> <li>- Increase the dissemination of teaching model documents, implementation of new curricula, teaching methods, and the construction of teaching materials</li> </ul>	2	<ul style="list-style-type: none"> <li>- Disseminate on the use of operational manuals, teaching methods, new curriculum</li> </ul>
<ul style="list-style-type: none"> <li>- Promote the full implementation of the curriculum in technical education institutions</li> </ul>	1	<ul style="list-style-type: none"> <li>- Organize internships, theoretical training, study tours, student exhibitions, and extracurricular activities.</li> </ul>
<ul style="list-style-type: none"> <li>- Develop teacher capacity in new teaching methods (new generation schools AI).</li> </ul>	1	<ul style="list-style-type: none"> <li>- Technical education capacity building for teachers on the teaching methodology of 'project-based learning': 344 participants, 113 females, across 14 technical education institutions in 14 provinces.</li> <li>- Organize training courses for 14 assistant accounting teachers (4 females) and 56 computer technology assistant teachers (8 females).</li> </ul>
<b>4 Higher Education Sub Sector</b>		
<ul style="list-style-type: none"> <li>- Support higher education institutions in preparing long-term and medium-term strategic plans in line with the Education Sector Strategy 2024-2028 and the Pentagon Strategy Phase 1</li> </ul>	2	<ul style="list-style-type: none"> <li>- Support higher education institutions in preparing and improving long-term and medium-term strategic plans in line with the Education Sector Strategic Plan 2024-2028.</li> </ul>
<ul style="list-style-type: none"> <li>- Develop capacity and increase professional staff in implementing outcome-based education curricula, research and innovation, and support services in higher education institutions through cooperation and partnerships with local, regional, and international institutions/universities</li> </ul>	1	<ul style="list-style-type: none"> <li>- Provide training to educators from higher education institutions and technical teams of the General Department of Higher Education in modernizing educational programs to align with the Future Education Framework for Results-Based Education in Cambodian Higher Education, and to become trainers to provide further training to educators inside and outside higher education institutions.</li> <li>- 1,232 education staff received capacity-building training at relevant higher education institutions on the FEF-for-OBE framework, guidelines for</li> </ul>

Activities	Status	Reasons
		curricula, innovative pedagogy, and assessment to modernize educational programs.
<ul style="list-style-type: none"> <li>- Invest in infrastructure construction and equipping with physical equipment and digital technology to support the implementation of educational program reforms, research, and governance in higher education institutions</li> </ul>	1	<ul style="list-style-type: none"> <li>- Construction of 1 multipurpose building at the Royal University of Agriculture and 1 research building at the Institute of Technology of Cambodia</li> <li>- Construction of 24 laboratories and installation of laboratory equipment in public and private higher education institutions.</li> <li>- Create 4 practice rooms (for accounting and finance, entrepreneurship and remote meetings, foreign language listening and tourism) at the University of Human Resources.</li> <li>- Construction of 5 agricultural factories at Kampong Speu Institute of Technology 1 for grafting orchids and 4 at Mong Reththy Institute for vegetable factories.</li> <li>- Repairing 49 laboratories and 13 computer rooms in public and private higher education institutions.</li> <li>- Develop higher education data management systems from offline to online.</li> </ul>
<ul style="list-style-type: none"> <li>- Develop capacity and increase expertise in implementing internal quality assurance systems in higher education institutions through cooperation and partnership with ministries, institutions, universities, local, regional and international</li> </ul>	1	<ul style="list-style-type: none"> <li>- 15 higher education institutions (9 public and 6 private) have successfully trained on guidelines for assessing the quality of internal education for higher education institutions.</li> <li>- Providing training on Self-Assessment Report Coaching for Successful AUN-QA Programme Assessment, Parts 1 and 2, to 5 public higher education institutions with 12 educational programs by trainers from the ASEAN University Network - Educational Quality Assurance Division.</li> <li>- Provide training on AUN-QA Tier 3 training workshop for institutional assessment to education staff leaders of the General Department of Higher Education and 5 state higher education institutions, totaling 42 people, including 13 females, by trainers from the ASEAN University Network - Education Quality Assurance Division.</li> </ul>
<ul style="list-style-type: none"> <li>- Invest in human resource development through scholarships for master's and doctoral degrees in priority fields from the Ministry of Education, Youth and Sports and development partners</li> </ul>	1	<ul style="list-style-type: none"> <li>- To provide educational staff and students with scholarships to continue their studies in France. Thirteen individuals, including four females, in priority fields will receive doctoral scholarships from the Ministry of Education, Youth and Sport and the French Embassy in Cambodia (A France Excellence Scholarship Co-Funded by the MEJS) who have been studying in France for the academic year 2024-2025.</li> <li>- Provide full scholarships to 85 educators and students, 33 of whom are female, to pursue 70 master's degrees and 15 master's degrees in priority fields under the collaboration project of the Ministry of Education, Youth and Sport and the European Community Development Partners 2024-2027. There are 7 public higher education institutions, including: Royal University of Phnom Penh, Battambang National University, Meanchey National University, Chea Sim Kamchay Mear University, Svay Rieng University, Heng Samrin Tbong Khmum University, and the Institute of Technology of Cambodia.</li> </ul>
<ul style="list-style-type: none"> <li>- Establish a fund to support higher education research</li> </ul>	1	<ul style="list-style-type: none"> <li>- Provide research packages under the Second Higher Education Improvement Project at public and private higher education institutions under the Ministry of Education, Youth and Sport. Category 1: Investment research project with a budget of</li> </ul>

Activities	Status	Reasons
		<p>\$3,234,244.00 for 3 projects at 3 higher education institutions: Royal University of Phnom Penh, Institute of Technology of Cambodia, and Royal University of Agriculture. Research for Further Support under HEIP project with a budget of \$299,900.00 for 6 projects at 5 higher education institutions: Royal University of Phnom Penh, Institute of Technology of Cambodia, Royal University of Agriculture, National University of Battambang, and Svay Rieng. Category 2: Provide Higher Education Research Fund under Project 2 for Higher Education Improvement Project with a budget of \$361,673.00 for 15 courses.</p>
<ul style="list-style-type: none"> <li>- Prepare standards for doctoral training and other guidelines on strengthening the quality of doctoral training</li> </ul>	1	<ul style="list-style-type: none"> <li>- Detailed guidelines dated September 26, 2025, on Doctoral training at higher education institutions under the Ministry of Education, Youth, and Sports.</li> <li>- Decision No. 36 dated April 1, 2025, on the establishment of committees and sub-committees to monitor and evaluate doctoral training.</li> <li>- Sub-decree No. 10 ANK.KT dated January 3, 2025, on the appointment of the composition of the National Council to grant the status of Professor in the Kingdom of Cambodia.</li> </ul>
<ul style="list-style-type: none"> <li>- Review the requirements for granting scholarships to students entering higher education to reduce dropout rates.</li> </ul>	2	<ul style="list-style-type: none"> <li>- State and private higher education institutions provide scholarships to students for associate and bachelor's degrees annually.</li> <li>- Developing a management system for selecting scholarship students for undergraduate studies at higher education institutions, transitioning from an online system to online registration.</li> </ul>
<ul style="list-style-type: none"> <li>- Prepare guidelines on providing full scholarships (tuition fees and monthly stipend) to higher education students, focusing on increasing female enrollment in STEM and agriculture programs under the EU-Cambodia Partnership Program.</li> </ul>	1	<ul style="list-style-type: none"> <li>- Guidelines on the scholarship program for public higher education institutions under the Ministry of Education, Youth and Sport, within the framework of the EU-Cambodia Partnership on Technical Education Transformation 2024-2027, approved on May 23, 2025.</li> </ul>
<ul style="list-style-type: none"> <li>- Select 185 scholarship students to study at bachelor's, master's, and doctoral levels in STEM and agriculture-related programs under the EU-Cambodia Partnership Program.</li> </ul>	1	<ul style="list-style-type: none"> <li>- Letter No. 73 dated September 26, 2025, Notification on the selection of full scholarship students to enroll in public higher education institutions under the Ministry of Education, Youth and Sport for the 2025-2026 academic year, within the framework of the EU-Cambodia Partnership on Technical Education Transformation Project 2024-2027.</li> <li>- Letter No. 77, dated October 8, 2025, Notification on the adjustment of the selection date for full scholarship students to enroll in public higher education institutions under the Ministry of Education, Youth and Sport for the 2025-2026 academic year, within the framework of the EU-Cambodia Partnership on Technical Education Transformation Project 2024-2027.</li> </ul>
<ul style="list-style-type: none"> <li>- Organize educational research forums and STEM exhibitions</li> </ul>	1	<ul style="list-style-type: none"> <li>- Organizing the 2025 National Research Forum and Higher Education Exhibition under the theme: "Research for Development in the Artificial Intelligence Era," with participation from 402 students, university students, and officials from higher education institutions, secondary schools, associations, communities, organizations, ministries, and national-international institutions, held at the Cambodia Institute of Technology, Phnom Penh, from November 19 to 20, 2025.</li> <li>- Number of higher education institutions in organizing events to promote STEM education and research in higher education: 77 activities,</li> </ul>

Activities	Status	Reasons
		<p>including conferences, forums, seminars, innovation days, and study tours.</p> <ul style="list-style-type: none"> <li>- The number of higher education institutions involved in organizing competitions and exhibitions is 8 out of 19 higher education institutions, including 9 public higher education institutions (NUBB, RUPP, NUM, KCIT, ITC, KSIT, SRU, UHST) and 10 private higher education institutions (UME-BB, UC, Paragon U, IU, CamED, BIU, BBU-PP, AUPP, AKU-Kompong Speu, SBKH).</li> </ul>
<ul style="list-style-type: none"> <li>- Prepare criteria and select 25 target high schools for implementing accelerated programs in economics, digitalization, and applied mathematics.</li> </ul>	1	<ul style="list-style-type: none"> <li>- Issued Letter No. 3754 Ayk.Korb dated July 16, 2025, on the selection of the first batch of target secondary schools for the implementation of the acceleration program within the framework of the Secondary Education Project for Human Capital Competition (SE4HC) of the ADB to the 25 Capital-Provincial departments.</li> <li>- Issuing criteria for selecting students for the accelerated secondary education program in Digital Economy and Applied Mathematics at the National University of Management, dated July 3, 2025, and criteria for selecting upper secondary schools for implementation in the accelerated program, dated July 3, 2025, for implementation in the Secondary Education for Human Capital Competitiveness (SE4HC) project of the ADB.</li> <li>- Issued Letter No. 5246 Iec.Us dated October 08, 2025, on the selection of 25 target secondary schools for the implementation of the accelerated program within the framework of the Secondary Education for Human Capital Competitiveness (SE4HC) project of ADB at the National University of Management, and disseminated to all 25 target high schools and all 25 Capital-Provincial departments.</li> </ul>
<b>5 Non-Formal Education and Inclusive Sub Sector</b>		
<ul style="list-style-type: none"> <li>- Expand the scope of implementation of literacy programs for factory workers, non-formal education primary and secondary school equivalency programs, and online basic education equivalency programs.</li> </ul>	1	<ul style="list-style-type: none"> <li>- Factory workers receive comprehensive and diverse education, including secondary school equivalency programs, non-formal education, and online basic education equivalency programs.</li> </ul>
<ul style="list-style-type: none"> <li>- Promote the implementation of the framework for evaluating the performance of community learning centers in all provincial and municipal districts.</li> </ul>	1	<ul style="list-style-type: none"> <li>- Promote the implementation of the framework for assessing the operational status of community learning centers in all capitals and provinces.</li> </ul>
<ul style="list-style-type: none"> <li>- Develop a framework for a model lifelong learning center</li> </ul>	1	<ul style="list-style-type: none"> <li>- Develop a model lifelong learning center framework, but the selection has not yet met the standard requirements.</li> </ul>
<ul style="list-style-type: none"> <li>- Develop the capacity of sub-national non-formal education officials in using the Non-Formal Education Management Information System (NFE-MIS)</li> </ul>	1	<ul style="list-style-type: none"> <li>- National Non-Formal Education Officers know how to use the Non-Formal Education Management Information System (NFE-MIS).</li> </ul>
<ul style="list-style-type: none"> <li>- Develop the capacity of non-formal education officials on environmental education and the management of community learning centers, lifelong learning centers</li> </ul>	1	<ul style="list-style-type: none"> <li>- Non-formal education officials have developed capacity on inclusive education and the management of community learning centers and lifelong learning centers.</li> </ul>
<ul style="list-style-type: none"> <li>- Increase awareness of disabilities and inclusive education to school administrators and teachers</li> </ul>	1	<ul style="list-style-type: none"> <li>- School management and teachers gain knowledge on disability and inclusive education.</li> </ul>
<ul style="list-style-type: none"> <li>- Build teacher capacity on inclusive education at the preschool, primary and secondary levels</li> </ul>	1	<ul style="list-style-type: none"> <li>- Teachers and stakeholders receive training on inclusive education at kindergarten, primary, and secondary levels.</li> </ul>
<ul style="list-style-type: none"> <li>- Build teacher capacity on teaching methods and special education skills for deaf, blind and intellectually disabled and autism in special education high schools and integrated classes</li> </ul>	1	<ul style="list-style-type: none"> <li>- Teaching specialized teaching methods and specialized education in deafness, blindness, intellectual disability, and autism at special education high schools and integration classes.</li> </ul>
<ul style="list-style-type: none"> <li>- Train and retrain teachers on special education skills</li> </ul>	1	<ul style="list-style-type: none"> <li>- Teachers receive training and professional development on special education skills.</li> </ul>

Activities	Status	Reasons
- Request the cadre to special educational contractual teacher for integrated classes for intellectually disabled and autism	1	- Obtained a special education contract teacher framework for intellectual and autistic integration classes.
- Develop curricula and textbooks for multilingual education programs.	1	- There are curricula and textbooks for multilingual education programs.
<b>6 Youth Development Sub Sector</b>		
- Modernize and expand youth programs to meet the needs of youth in the capital and provinces	1	<ul style="list-style-type: none"> <li>- The youth debate program has been expanded to sub-national levels in 8 provinces, increasing by 1 province (Prey Veng province), with 136 youth groups participating, totaling 680 participants, including 459 females.</li> <li>- 49 model standard schools applied to compete in the youth debate program, with 245 candidates, including 173 females.</li> <li>- Developing programs focused on youth competitiveness (knowledge, skills, and competencies) in digital education, volunteer work, entrepreneurship, well-being, and participation.</li> <li>- Youth programs are aligned with the Ministry's reform strategies and respond to regional and global competitions.</li> <li>- Three youth development programs have been officially recognized and published as a guidebook.</li> </ul>
- Invest more in infrastructure, physical equipment, service provision, and implementation of youth programs in youth centers to meet 21st century skills training	1	<ul style="list-style-type: none"> <li>- Youth center development has been strengthened in 13 provinces, increasing by 1. These provinces include Siem Reap, Battambang, Pursat, Kampong Cham, Kampong Thom, Kampong Chhnang, Takeo, Svay Rieng, Preah Vihear, Kracheh, Monduliri, Prey Veng, and Kandal.</li> <li>- 400 youths, including 256 females, an increase of 136 at the national level, and 6,184 youths, including 3,513 at the provincial level, received technical and vocational education and training at youth centers nationwide.</li> <li>- Short-term skills include how to use the internet, email, and social networks, computer administration, computer repair, documentary video design, early signs of architecture (AutoCAD), English, Korean, and Chinese, research methods, entrepreneurship education, leadership, classical and traditional arts dance, musical instruments, classical music, parade music, contemporary music, cosmetology, basic Bokator martial arts, and simple basic knowledge from archaeology.</li> </ul>
- Develop human resources with youth development skills to meet the needs of youth programs	1	<ul style="list-style-type: none"> <li>- Capacity building on the operations of the Cambodian Youth Council and the Cambodian Children's Council for youth affairs officers from provincial education departments, school management committees, and youth affairs teachers in schools, totaling 87 individuals (17 females) from five provinces: Kampot, Kep, Takeo, Kampong Speu, and Preah Sihanouk.</li> <li>- Educators receive professional capacity development and youth development through workshops, trainings, and other activities under the framework of the General Department of Youth and the Ministry of Education, Youth, and Sports.</li> <li>- Officials in charge of youth affairs, officials from ministries, institutions, development partners, and the private sector, along with 458 youths, including 235 women, participated in sharing experiences, discussing, studying with each other, and setting</li> </ul>

Activities	Status	Reasons
		common directions on youth development at the partnership forum with non-governmental organizations and the private sector.
- Increase cooperation and partnerships with ministries, institutions, and relevant parties.	1	<ul style="list-style-type: none"> <li>- Cooperate on technical and financial work for 10 youth development programs.</li> <li>- Expand cooperation with the public sector, development partners, and the private sector to 27 state institutions (6 ministries, National Bank, 11 higher education institutions, 8 provincial administration departments, and the Department of Education, Youth, and Sports), 20 development partners, and 7 private sector entities.</li> </ul>
<b>7 Physical Education and Sports Sub Sector</b>		
- Organize training courses for the National Sports Federation on administration and finance	1	<ul style="list-style-type: none"> <li>- With the participation of representatives from all 51 national sports federations</li> <li>- Participants gained an understanding of the National Sports Federation's governance assessment criteria, potential performance evaluations, popularity levels, and budget compliance in administration and finance.</li> </ul>
- Strengthen the implementation of the curriculum and schedule of 2 hours of physical education and sports per week in target schools	1	<ul style="list-style-type: none"> <li>- Visit 50 target schools that implement model school standards, strengthen the implementation of core textbooks on physical education and sports, improve fields and provide materials to support physical education activities during school hours, and promote the establishment of sports clubs.</li> <li>- Teachers teaching physical education and sports gain insights into using new core physical education textbooks.</li> <li>- Technical support for establishing sports clubs in schools</li> </ul>
- Continue to invest in the development of sports infrastructure, physical equipment and technical learning and teaching materials	2	<ul style="list-style-type: none"> <li>- Repair, maintenance, and improvement of four orientation school football fields in Kampong Chhnang, Kampong Speu, Kandal, and Phnom Penh.</li> <li>- Continue to provide materials for the implementation of physical education to support learning and teaching techniques at model school standard implementation schools.</li> </ul>
- Prepare a plan for domestic and international training in sports medicine, sports science and sports nutrition for high-level sports	2	<ul style="list-style-type: none"> <li>- Two officials from the National Sports Training Center were sent to train in sports science in Vietnam.</li> <li>- Receive advanced sports nutrition experts from JICA to assist, share knowledge, and train officials at the National Sports Training Center.</li> </ul>

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

**ANNEX 5: PROGRESS OF THE IMPLEMENTATION OF ANNUAL OPERATIONAL PLAN 2025  
(NATIONAL LEVEL)**

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
<b>1. EARLY CHILDHOOD EDUCATION</b>			✓	✓	✓
<b>A.C 1 : Protection and early education development</b>	11/13	<b>The organization's operations</b>			
		1 Supply of office supplies and sanitary ware		✓	
		2 Repair and maintenance of equipment, means of transportation and technical equipment		✓	
		3 Supply of electricity, water, postage and telecommunication		✓	
		4 Plenary Meeting of the National Committee for the Protection and Development of Early Childhood	✓		
		5 Publish children's name book	✓		
		6 Supply of IT equipment and means of transportation	✓		
		<b>Develop day-care centre and develop Early Childhood Programs for the First 1000 Days from Birth</b>			
		7 Consultation workshop on legal documents supporting the operation of the nursery	✓		
		8 Technical Support Workshop for Child Caregivers and Nursery Staff	✓		
		9 Consultative Workshop on Principles for Parent Education	✓		
		<b>Improvement of Public pre-school</b>			
		10 To lead and train the target kindergartens that implement the standard kindergarten standards	✓		
11 Dissemination and Priority Workshop on Kindergarten Opening in Primary Schools	✓				
<b>Improvement of Community pre-school</b>					
12 Standard Community Kindergarten Support Fund	✓				
13 Validation of standard community kindergartens	✓				
<b>A.C 2 : Institutional and capacity development of early childhood education sub-sector officials</b>	8/9	<b>Strengthening the Development of Curriculum Programs for pre-school</b>			
		1 Workshop on capacity building on learning methods through play	✓		
		2 Consultative Workshop on Early Childhood Psychosocial Education	✓		
		3 Prepare technical guidance documents on climate change resilience support	✓		
		<b>Monitoring and Evaluation</b>			
		4 Consultation Workshop on Draft Framework System for Assessing Early Childhood Development Outcomes	✓		
		5 Monitor and evaluate the implementation of early childhood education functions in sub-national administration	✓		
		<b>Strengthen Collaborative Efforts in Child Protection and Early Childhood Development at the Regional Levels</b>			
		6 Asia-Pacific Early Childhood Development Conference		✓	
		7 Attend SEAMEO-CECCEP Board Meeting	✓		
8 Participate in training on early childhood development	✓				
9 Participate in regional consultative forums on policy-to-action (global trends and best practices of early childhood protection and education)	✓				
<b>2. PRIMARY EDUCATION</b>					
<b>A.C 1 : Development of primary education to ensure quality, equitable and inclusive enrollment</b>	19/23	<b>The organization's operations</b>			
		1 Supply PED operation	✓		
		<b>Strengthen and Expand Scholarship Programs and Implement School Feeding Programs Using Local Agricultural Products in the Community</b>			
		2 Conduct meeting to review the implementation of scholarships for poor students in primary schools			✓
		3 Buy plates and spoons	✓		
		4 Conduct meeting to implement school meal providing programme	✓		
		5 Conduct National Workshop on implementing school meal providing programme.	✓		
6 Conduct workshop on the procedures of selecting school meal supporter.	✓				

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		7 Conduct reviewing workshop on monitoring and evaluation framework.	✓		
		8 Conduct monitoring on implementing school meal programme	✓		
		9 Study tour to exchange experiences in implementing school feeding programme			✓
		<b>Training of first and second grade teachers and stakeholders on the implementation of the first grade reading and math packages</b>			
		10 Conduct refresher training on Methodology and using EGRA	✓		
		11 Conduct capacity building on teaching methodology and using EGMA grade 1, grade 2 and grade 3.	✓		
		12 Conduct capacity building on EGL mentoring to national trainers	✓		
		13 Conduct capacity building on EGL mentoring to Master mentors and School based mentors	✓		
		14 Master mentors and School based mentors conduct mentoring to EGL teachers.	✓		
		15 Conduct consultative workshop on Preparing EGL Math standard.	✓		
		16 Conduct consultative workshop on Preparing guideline for classroom assessment.	✓		
		17 Conduct workshop to prepare refresher training on classroom assessment system.	✓		
		<b>Strengthen and Expand New Generation Schools and Full-Day Learning and Teaching</b>			
		18 Primary New Generation Schools	✓		
		<b>Support the implementation of model school standards</b>			
		19 Provide training and coaching School committee and classroom in implementation of school tasks (Coaching and Mentoring)	✓		
		<b>Monitoring and Evaluating Student Learning at the National Level (EGRA &amp; EGMA) and Implementing Student Assessment Responses to the Standard Model School</b>			
		20 Monitor the progress of classroom and school task implementation.		✓	
		21 Conduct monitoring on the process of teaching and learning.	✓		
		22 Conduct monitoring and collecting information the accelerated learning programme.	✓		
		23 Conduct monitoring the implementation of mentoring in schools in target provinces.			✓
<b>A.C 2 : Capacity development of primary education officials</b>	6/14	<b>Develop Institutions and Strengthen the Capacity of Professional Staff</b>			
		1 Conduct Capacity building on Primary Library Task			✓
		2 Conduct capacity building school cluster on how to produce and use questionnaire related to the students learning in Khmer and Math grade 1, 2 and grade 3.			✓
		3 Participate attended in workshop, conferences and overseas visits of civil servants		✓	
		4 Conduct capacity building on Positive discipline and classroom management effectively.		✓	
		5 Conduct capacity building on School Based Management for National and Sub-national officers.	✓		
		6 Conduct refresher training on Basic lifeskill in primary education level.	✓		
		7 Students participate an international competition in Math and Science.			✓
		8 Conduct capacity building for school principals, teachers and stakeholders.	✓		
		9 Conduct training National and sub-National core trainers on Data management system linkage with innovation of SBM.			✓
		10 Conduct capacity building on accelerated learning programme.	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		11 Conduct quarterly meeting on accelerated learning programe.		✓	
		12 Conduct workshop to launch the accelerated learning books.	✓		
		13 Conduct capacity building on Child protection in school.		✓	
		14 Conduct meeting on progressive of implementing the basic financial education for Children Cha-ching.	✓		
<b>3. GENERAL SECONDARY EDUCATION</b>					
<b>A.C 1 : Increase secondary education enrollment and support students learn better intellectual abilities and secondary education complement</b>	4/5	<b>The organization's operations</b>			
		1 Daily operation of department	✓		
		<b>Monitoring and Evaluation</b>			
		2 Monitoring on teaching and learning processes, open/close schools, scholarships, and bilingual class operations.	✓		
		<b>French-English bilingual programs</b>			
		3 National Exame of Khmer-French Bilingual Languages	✓		
		4 Print out science textbooks in French		✓	
		<b>Strengthen New Generation School</b>			
		5 Support new generation school technology processes	✓		
<b>A.C 2 : Promoting national and sub-national management</b>	0/1	<b>Develop capacity of professional officers</b>			
		1 Study visit at oversea		✓	
<b>4. NON FORMAL AND INCLUSIVE EDUCATION</b>					
<b>A.C 1 : Development of non-formal education and Inclusive</b>	11/13	<b>The organization's operations</b>			
		1 Process		✓	
		2 Celebrate National Literacy Day on September 8	✓		
		3 Publish books, equivalent literacy, re-enrollment and income generation programs	✓		
		<b>Monitoring and Evaluation of NFE Program</b>			
		4 Monitor and evaluate non-formal education programs	✓		
		5 Monitor environmental education	✓		
		6 Review the re-enrollment program	✓		
		7 Monitoring and evaluation of the equity program	✓		
		<b>Transform a community learning center into a lifelong learning center</b>			
		8 Assess the status of the Community Learning Center	✓		
		9 Develop criteria for a model Lifelong Learning Center	✓		
		10 Monitor and evaluate and promote the implementation of national policies On Lifelong Learning in Ministries, Institutions and Sub-National Levels	✓		
<b>Developing Inclusive and Multilingual Education</b>					
11 Publish documents, textbooks and study materials for multilingual education programs, pre-primary education and special education	✓				
12 Development and materials and textbooks for language education programs, behavioral education and special education	✓				
<b>NEF Operation Fund and special education</b>					
13 Write, edit, edit books, post-literacy programs and equivalent programs			✓		
<b>A.C 2 : Institutional and capacity development of non-formal education and inclusive officials at all levels</b>	8/8	<b>Capacity building of non-formal education contract staff and teachers</b>			
		1 Workshop on capacity development of non-formal education officials at all levels and stakeholders	✓		
		2 Training on the transfer of non-formal education functions and management and operation of the MCU / NCC	✓		
		3 Develop institutional capacity through participation in training courses, meetings, seminars, study abroad	✓		
		4 Workshop on consultative meeting for producing a lifelong learning information dissemination bulletin	✓		
		<b>Capacity building for inclusive and multilingual teachers</b>			
		5 Training of teachers and stakeholders on environmental education	✓		
		6 Training of teachers and stakeholders on multilingual education	✓		
7 Capacity building of teachers and stakeholders on special education	✓				

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		8 Overseas Mission (Study Tour and Participation in Other Training Courses)	✓		
<b>5. SCHOOL HEALTH</b>					
<b>A.C 1: Shool Health Promoting</b>	2/3	<b>The organization's operations</b>			
		1 Support the operations of the organization		✓	
		<b>Promote essential health to students and education staff</b>			
		2 Health check-ups for students, student teachers, and pre-service teachers at teacher training institutions.	✓		
<b>A.C 2 : Institutional and capacity development of health school officials at all levels</b>	5/5	<b>Promote school health education</b>			
		3 Support schools in implementing health promotion school programs within the framework of model school standards.	✓		
<b>A.C 2 : Institutional and capacity development of health school officials at all levels</b>	5/5	<b>1. Institutional development and capacity building</b>			
		1 Workshop on raising awareness about the health impacts of illegal drug use, electronic cigarettes, HIV/AIDS prevention, and road traffic laws.	✓		
		2 Workshop on disseminating and promoting the implementation of the National Action Plan on School Health in a framework of the National Policy on School Health.	✓		
		3 Capacity Building Workshop to implementation of the Standard Operation Procedure on health-promoting schools.	✓		
		4 The workshop to enforce implementation of the minimum requirement guideline on water, sanitation, and hygiene in the School	✓		
		5 Dissemination Workshop on Infectious and Non-Communicable Disease Prevention Measures and seeking mental health support services for older educators	✓		
<b>6. VOCATIONAL ORIENTATION</b>					
<b>A.C 1 : Develop vocational training, life skills, vocational orientation education and career advising</b>	20/21	<b>The organization's operations</b>			
		1 Support the work of the VOD	✓		
		<b>Public School Operation Fund</b>			
		2 Support the operation of the Cambodia-Japan Friendship Technical Education Center	✓		
		<b>Strengthen Teaching and Learning Quality</b>			
		3 Support the implementation of general and technical high school standards	✓		
		4 1st, 2nd year final exam and 3rd level technical and vocational degree exam	✓		
		5 Introduce and train the application of soft skills and production basics to high school students in general and technical	✓		
		6 Introduce and train teaching and learning in educational institutions on the implementation of life skills education programs	✓		
		<b>Strengthen and expand vocational training, life skills, vocational orientation education, and career counseling</b>			
		7 Print Level 3 Technical and Vocational Certificate	✓		
		8 Examine and evaluate students enrolled in technical education	✓		
		9 Internship and practice theory of students in technical education in enterprises, factories, farms...	✓		
		10 Summarize the progress of leading and managing the implementation of technical education programs	✓		
		11 Disseminate technical education to lower secondary school students	✓		
		12 Consult and disseminate master plan documents on technical education	✓		
13 Capacity building on the use of soft skills documents and production basics	✓				
14 Instructor training on career guidance programs and counseling	✓				
15 Participate in the annual TVET day and Career fair	✓				
16 Capacity building of on-site technical education teachers on "project-based learning" teaching methods	✓				

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		17 Develop and disseminate technical education curricula that integrate climate change and digital education programs			✓
		18 Develop second- and third-year technical education curricula that incorporate climate change and digital education programs	✓		
		19 Budget to support exhibitions in general and technical high schools	✓		
		20 Develop first, second, and third year technical education textbooks that integrate climate change and digital education programs	✓		
		21 Organize training programs for technical education teachers	✓		
<b>A.C 2 : Capacity development of institutional and professional officials</b>	1/1	<b>Capacity development of education staffs, technical educators, life skills teachers and career counselors</b>			
		1 Join the Forum on Overseas Education	✓		
<b>7 TEACHER DEVELOPMENT</b>					
<b>A.C 1 : Training Process</b>	/4	<b>The organization's operations</b>			
		1 Organizational operation			✓
		2 Procurement	✓		
		<b>Graduation exam for teacher training and professional licensing of teachers and professional development on a regular basis</b>			
		3 Graduation exam for kindergarten, primary, and basic level teachers	✓		
		<b>Monitoring and Evaluation</b>			
		4 Monitoring and Evaluation on the implementation of teacher training curriculum and practicum	✓		
<b>A.C 2 : Improve the quality and qualifications of initial training and the professional capacity of teacher training college principals and trainers</b>	10/12	<b>Develop teacher training institutions</b>			
		1 Training Program Development Tool Training Evaluation Workshop	✓		
		2 Evaluate the implementation of training programs	✓		
		3 Workshop on the development of pedagogical internship manuals for the training of kindergarten teachers in the 12 + 2 system	✓		
		4 Refresher course on the content of the subject of study evaluation (PISA and SEA-PLM standard test) for pedagogical school trainers	✓		
		5 Develop the capacity of secondary school teachers to apply the new generation teaching methods	✓		
		6 Develop and implement regular professional development programs for trainers on 6 topics	✓		
		7 Training to develop management capacity in teacher education institutions	✓		
		8 Supplement on Guidelines for Standard Assessment of Model Pedagogical Schools	✓		
		9 Develop and implement regular professional development programs for trainers on 6 topics	✓		
		<b>Support the implementation of the strategic plan for teacher education reform</b>			
		10 Supplement on library use	✓		
		11 Attend workshops, meetings and other events		✓	
		12 Overseas Mission			✓
<b>8 CURRICULUM DEVELOPMENT</b>					
<b>A.C 1: Study research, develop, disseminate and monitor curriculum, study materials, pedagogical documents and manage library work</b>	8/11	<b>The organization's operations</b>			
		1 Support the organization's operations		✓	
		<b>Research, Monitoring, Evaluation and Dissemination</b>			
		2 Participate in study visit on curricula, textbooks, and library management locally and in countries in the ASEAN region	✓		
		3 Monitor and evaluate the implementation of the curriculum, core textbooks and library management	✓		
		4 Disseminate curriculum documents, operational guidelines, teaching methods for secondary education, and documents to implement the 2-hour extra curriculum in support of model school standards.		✓	
		<b>Organize National Reading Day and Other Festivals</b>			

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		5 Organizing the 10th National Reading Day on March 11, 2025	✓		
		<b>Curriculum Development, Pedagogical documents, Study materials</b>			
		6 Develop a curriculum development model document	✓		
		7 Develop a 2-hour curriculum implementation guide to support model school standards	✓		
		8 Modernize new core textbooks for grades 7 and 10			✓
		<b>Management Library, Support textbook and Other Documents.</b>			
		9 Support the distribution of core textbooks and other documents	✓		
		10 Prepare equipment, resources, documents Library work	✓		
		11 Approve textbooks and teaching materials for general education	✓		
<b>A.C 2 : Institutional and officials capacity development on curriculum development, pedagogical documents</b>	3/4	<b>Development Of Institutional Capacity And Officials On The Development Of Curriculum, Pedagogical Documents</b>			
		1 Strengthen capacity in curriculum development, textbooks, pedagogical documents, library management and textbooks	✓		
		2 Strengthen capacity in curriculum evaluation, research studies, and report writing supported by project technical experts.	✓		
		3 Strengthen the capacity of focal officials in the capital, provinces, cities, districts on the use of rapid assessment tools for the impact of disasters and climate change on the education sector.		✓	
		4 Support the continuation and expansion of Local life skills education (LLSE) practices with the introduction of diverse training courses, guidance, and quality assurance systems.	✓		
<b>9 TEACHER EDUCATION</b>					
<b>A.C 1: The process of professional development</b>	2/3	<b>The organization's operations</b>			
		1 Support organization			✓
		<b>Provide professional teacher licensing and regular professional development</b>			
		2 Conduct verification and evaluation before granting a license	✓		
		<b>Monitor and evaluate</b>			
		3 Monitor and evaluate CPD courses provided by service providers	✓		
<b>A.C 2: Improve the professional capacity and qualifications of school principals, teachers and education staff</b>	8/10	<b>Improve the capacity and qualifications of educational staff</b>			
		1 Teaching and learning English for grades 7 to 9	✓		
		2 Training on SBM	✓		
		3 Workshop to review gender mainstreaming in education	✓		
		4 Attend workshops, meetings and events in the country	✓		
		5 Workshop to improve the content of the training course on school management	✓		
		6 Workshop on Gender Mainstreaming in Education	✓		
		7 Attend workshops, meetings and events in the country	✓		
		8 Workshop on improving the content of refresher courses on school management	✓		
		9 Attend workshops, meetings and other outdoor events		✓	
		<b>Expand the implementation of CPD</b>			
		10 Collect and analyze needs to develop training plans for ongoing professional development for educators			✓
<b>10 HIGHER EDUCATION MANANGEMENT</b>					
<b>A.C 1: Increase the number of highly skilled graduates who can respond to the demands of the labor market and contribute to economic and social development.</b>	18/29	<b>Increase higher education enrollment with equitable</b>			
		1 Compile of the Scholarship Booklet, Guidebook and Application Form	✓		
		2 Select and Examine of Bachelor Degree, 100% free tuition fees Scholarships to Higher Education Institutions		✓	
		3 Visit actual location to double check actual infrastructure, facilities, materials, and resources to be ready for the request of new establishment of HEI, new branch, new	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		majors, HEI transformation and change of HEI location.			
		4 Monitoring and supporting higher education institutions on the process of exit exam and defending.		✓	
		5 Orientate high school students in choosing a profession that is in line with their abilities and dedication	✓		
		6 Monitor and coordinate the process of enrollment and entrance examinations in higher education institutions	✓		
		7 Monitor regulation implementation at higher education institutions	✓		
		8 Arrange dissemination workshop on fast-tracking undergraduate programmes for technical high school graduates are adopted by MoEYS	✓		
		9 Conduct Technical workshop to prepare inter-ministerial guideline on scholarships of Bachelor, Master and PhD	✓		
		10 Arrange consultation Workshop guideline on scholarships of Bachelor, Master and PhD	✓		
		11 Join STEM fair activities with general technical high schools and target HEIs	✓		
		12 Select and arrange examination to select scholarship students under Cambodia-EU program for Bachelor.	✓		
		13 Provide scholarships package to scholarship program for Bachelor	✓		
		14 Orientate high school students in choosing a profession that is in line with their abilities and dedication	✓		
		15 Support Mission on the implementation of scholarship program (1 time per year) Bachelor program	✓		
		16 Develop and HEIs-related regulation update		✓	
		17 Coordinate in designing fast track courses in digital economy and applied mathematics including module on environmental science. (ADB)			✓
		18 Facilitate the criterias preparation of selecting 25 target Upper Secondary Schools for fast-track program implementation.(ADB)	✓		
		19 Site visit to access the target upper secondary school for fast-track implementation.(ADB)	✓		
		20 Student survey at target upper secondary schools for students awarness about the fast-track program (ADB).	✓		
		<b>Improve the quality and responsiveness of education programs through investment programs to improve the quality of education</b>			
		21 Send Cambodian students to join the study exchange under Asian International Mobility for students(AIMS) Programme	✓		
		22 HEI support mission on Cyber University Implementation	✓		
		23 Conduct trainings to OBE core team and HEIs on Future-Fit framework (FEF) and three guidelines.		✓	
		24 Arrange training of the trainers for selected OBE central team members in ToT certification program and on OBE implementation with overseas HEIs.			✓
		25 Arrange attachment program to UNIMAS to learn about OBE monitoring system and digital platforms.			✓
		26 Monitor and Support mission on action plan and program modernization implementation			✓
		27 Organize Sharing session with HEIs to enhance colloboration with industry			✓
		28 Organize annual symposium (compilation of best practice sharing)			✓
		29 Conduct academic program verification at target and non-target HEIs on the compliance with FEF for OBE			✓
<b>A.C 2: Establish governance systems to develop the capacity of educational institutions and Professional Officer.</b>	15/23	<b>The organization's operations</b>			
		1 Expend for Electric, Phone, and Internet		✓	
		2 Cleaning's equipment, Office quipment, Technical equipment, Fuel for Vehicles and Motobikes and Vehicles Insurance for supporting Organization.		✓	
		3 Repair and maintenance Vehicles and Motobikes and repair and maintenance Equipment.		✓	

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		4 International hospitality expenses and festivals.		✓	
		<b>Strengthen the implementation of the internal education quality assurance system in response to national and international standards</b>			
		5 Conduct inspection at HEIs to improve the quality of training	✓		
		6 Monitor and evaluate the implementation of IQA System in HEIs	✓		
		7 Arrange training on IQA Guideline for program self-assessment to IQA Trainers (DGHE-IQA team)	✓		
		8 Arrange Training IQA Trainers on program self-assessment report writing in order to have the capacity to train program team on SAR Writing (Year 1: core trainers trained by AUN-QA)	✓		
		9 Arrange Training on IQA Guideline for internal institutional self-assessment to IQA Trainers (DGHE-IQA Team=Members from DGHE, target and non-target HEIs)			✓
		10 Arrange AUN-QA Tier 2 Assessor Training for DGHE-IQA and target HEIs-IQA teams (Overseas trip)	✓		
		11 Arrange Training Course for Accomplishing Institutional Assessment (Tier 3) to DGHE-IQA Team and selected potential target HEIs	✓		
		12 Arrange Leadership Training (Rectors/ Presidents) on Quality Management			✓
		13 Monitor IQA program, internal institutional, and AUN-QA SAR preparation	✓		
		<b>Modernize governance and management system in higher education in response to digital revolution</b>			
		14 Maintenance digital HEMIS system and Scholarship system		✓	
		15 Arrange Training to HEIs staff on Digital HEMIS system		✓	
		16 Upskilling four DGHE staff to MSc in Software Engineer and Data Science (HEMIS)		✓	
		17 Arrange Training workshop on digital system to technical team and HEIs on data entry			✓
		18 Follow-up and support mission to HEIs on data entry (HEMIS)	✓		
		19 Validate existing tools on tracer study and student grievances by DGHE-TSSG team			✓
		20 Build capacity of DGHE-TSSG team to offer trainings on data analysis and report writing	✓		
		21 Build capacity of DGHE-TSSG team to offer trainings on how to use tracer study and student grievance result to improve academic program	✓		
		<b>Enhance the capacity of professional/technical officers to support the implementation of governance and management systems in higher education</b>			
		22 Join Training Workshop Conference meeting inauguration in coutry and abroads for capacity building MoEYS Officers	✓		
		<b>Strengthen the implementation of monitoring and evaluation.</b>			
		23 Monitoring on the implementation of Higher Education subsector Strategy	✓		
<b>11 RESEARCH AND INNOVATION</b>					
<b>A.C 1: Enhancing the quality and effectiveness of postgraduate training, research, and innovation</b>	9/10	<b>The organization's operations</b>			
		1 The organization's operations	✓		
		<b>Monitoring and Evaluation</b>			
		2 Monitoring and evaluation of graduate/postgraduate program training and research	✓		
		3 Collection, verification, and analysis of data and information, as well as compilation and publication of the compendium of information on graduate/postgraduate program training, research, and innovation	✓		
		4 Mission support program implementation master's degree scholarship and doctoral degree level	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		<b>Encourage research and promote the establishment of research excellence centers at public higher education institutions.</b>			
		5 Organizing the annual national research forum	✓		
		6 Attending workshops, conferences, forums, study visits, and meetings both national and international related to the development of research, innovation, and STEM	✓		
		7 Dissemination workshop on higher education sub-sector strategic plan 2024-2028 and discussion on key outcome indicators for preparing 2025 annual result agreement	✓		
		8 Organizing a workshop on supporting higher education institutions in establishing/creating a research journal	✓		
		9 Organize STEM fair	✓		
		<b>Implement a research management framework in higher education institutions</b>			
		10 Organizing a workshop on the implementation of templates/forms of the information management system for research and graduate/postgraduate program training			✓
<b>A.C 2: Develop the capacity of institutions and Professional Officer.</b>	10/10	<b>Implement performance management system linked to achievements</b>			
		1 Organizing a workshop on data management and report writing	✓		
		2 Workshop on Introduction to Research Operation Manual	✓		
		3 Orientation workshop on research proposal writing (research grant)	✓		
		4 Technical meetings to review and select grant proposals from HEIs	✓		
		5 Technical meetings to review research Proposal for further support for HEIP2	✓		
		<b>Provide scholarships for postgraduate studies</b>			
		6 Providing scholarships for doctoral studies to 15 doctoral students	✓		
		7 Provide funding for tuition fee and sponsorship for 70 master's degree students	✓		
		8 Provide funding for tuition and support for 15 doctoral students	✓		
		9 Selection and graduation examination for master degree and doctoral degree scholarship students.	✓		
		10 Support national TA	✓		
<b>12 ROYAL UNIVERSITY OF PHNOM PENH</b>					
<b>A.C 1 : Improve Learning and Teaching capabilities and research</b>	32/32	<b>The organization's operations</b>			
		1 The organization's operations			
		<b>Implementing digital education programs in the Cyber University network</b>			
		2 Implimenting digital education programs in the Cyber University network	✓		
		<b>Study Research students' access to employment</b>			
		3 Employing data collectors	✓		
		4 Tracer study	✓		
		<b>Implement research projects in collaboration with relevant partners and study at the research station of the Royal University of Phnom Penh (Outdoor Labs)</b>			
		5 Laboratory research and experimental park	✓		
		6 Research Project on ASEAN Institutions (Economy, Society, Culture, Security ASEAN Politics and Institutions)	✓		
		7 Research grant for lecturers to improve teaching quality and teaching competence	✓		
		8 Grant for reviewing research papers for publication in Cambodian Review of EFL Research	✓		
		9 Research field work for Year-4 students' data collection in B.A. in English for International Business (IB)	✓		
		10 Modular design and development of small scale manufacturing model for STEM education	✓		
		11 Learn from research projects Project Base Learning on Food production	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		12 Experiment on general chemistry, organic chemistry, analytical chemistry, biochemistry, sensory evaluation, food engineering, and glassware to support the study of students year 1 to year 4 in Bioengineering and Food Technology.	✓		
		13 Research Vacuum cleaner	✓		
		14 STEM kit:	✓		
		15 AI, IoT for agriculture	✓		
		16 Robot(drone)	✓		
		17 (Research on Pathway that lead to success of the company)	✓		
		18 Expenditure on Education Research and Innovation	✓		
		19 Expenditure on the subscription of Plagiarism Detection service	✓		
		20 Land use and Natural Resources Research Project". Of Indigenous group in Dak Dam Commune, Oreang District, Monduliri Province, Linking Study Theory and Practice In-depth based on interviews with representatives of relevant departments, offices and communities.	✓		
		21 Student drone pilot project in Mapping in target communes to be implemented in Land use mapping Land type map And geological maps	✓		
		22 Research by field-work collecting the historical data in Preah Vihear and Stung Treng provinces	✓		
		23 Research Thesis for graduate students in Biodiversity Conservation	✓		
		24 Biodiversity in Cambodia research	✓		
		25 Master of Science in Biodiversity Conservation student thesis support	✓		
		26 Publication& Printing (Cambodian Journal of Natural History)	✓		
		27 Establish operational standards (SOPs) for research project management	✓		
		28 Outdoor Lab.: Sustainable Development by using Green Technology	✓		
		29 RUPP Scientific Journal	✓		
		30 Research Activities for researchers and students	✓		
		31 Fees for research on developing the banhJi Financial-Accounting Software (Version 2)	✓		
		<b>Modernize and develop curricula based on OBE (Outcome-Based Education) results</b>			
		32 Workshop on Modernization and Program Development based on Outcome-Based Education (OBE)	✓		
<b>A.C 2: Develop the capacity of institutions and Professional Officer.</b>	8/9	<b>Implement the internal education quality assurance system at the institutional level</b>			
		1 Cost for examinations	✓		
		<b>Implement a performance management system linked to the achievements of higher education staff</b>			
		2 Workshop on State Property Management	✓		
		3 Local mission fees	✓		
		4 Training of professional education officers and other training expenses in the country	✓		
		5 Workshop on capacity building of education officers by profession	✓		
		6 Domestic mission expenses	✓		
		7 Overseas Mission Expenses	✓		
		<b>Continuing to increase doctoral qualifications for higher education staff</b>			
		8 Training fees for PhD students	✓		
		<b>Training of school management and secondary school teachers for bachelor's and master's degrees</b>			
		9 Train Secondary School Principals and Teacher for Bachelor Degree and 4 Master Degree (GEIP Project)			✓
<b>13 UNIVERSITY OF HENG SAMRIN THBONG KHMUM</b>					
<b>A.C 1: Improve learning and</b>	15/17	<b>The organization's operations</b>			

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
teaching capabilities and research.		1 Administration Support with Electricity, Telephone, and Internet uses		✓	
		2 Equip with furniture, technical materials, building and electronic repairation	✓		
		3 Support with office materials, petroleum, drink	✓		
		4 Environment and hygiene support, and guard uniform	✓		
		<b>Increase the number of students enrolled in all specialties and levels</b>			
		5 Develop demonration farming with theory and real practice inside and outside class	✓		
		6 Conduct workshop to train on social and science	✓		
		7 Link between university and secondary to attract student	✓		
		8 Support teaching service for TVET	✓		
		9 Organize graduation exams for all types of students	✓		
		10 Support study and visit	✓		
		<b>Implement digital education programs in the Cyber University network</b>			
		11 Support digital and prioritized course production	✓		
		12 Support technological equipments and lisencc, network connection for student practice		✓	
		13 Conduct workshop on digital curriculums	✓		
		<b>Develop teacher capacity</b>			
		14 Apply digital education-research projects	✓		
15 Apply teaching and research on teaching methods	✓				
16 Improve natinal and international partners	✓				
17 Conduct on research and publishing on science articles and journal	✓				
<b>A.C 2: Develop the capacity of institutions and Professional Officer.</b>	4/6	<b>Improve the implementation of digital data management system</b>			
		1 Improve academic staff on database management in digital education	✓		
		2 Monitor and Evaluate on database management	✓		
		<b>Training of professional officers</b>			
		3 Participate with digital training, workshop and national conference	✓		
		4 Participate with digital training, workshop and international conference	✓		
		<b>Monitoring and Evaluation</b>			
		5 Monitor and Evaluate university management system			✓
		6 Internal Program Evaluation		✓	
<b>14 UNIVERSITY OF CHEA SIM KAMCHAYMEAR</b>					
<b>A.C 1: Develop quality training and respond to the labor market</b>	9/9	<b>Improve the curriculum in accordance with the indicators of the internal education quality assurance system at the program level</b>			
		1 Improve curriculum	✓		
		2 Workshop for Students	✓		
		3 Internship and exchange program	✓		
		<b>Implementing digital education programs</b>			
		4 Promote the development of IT skills	✓		
		<b>Develop and implement research projects in collaboration with relevant partners and strengthen learning, experimentation and innovation activities</b>			
		5 Establish research projects in all colleges and institutes	✓		
		6 Research Development	✓		
		7 Library Development	✓		
		8 Farm Development			
		<b>Increase the number of students enrolled in all disciplines and levels of education with equity and inclusive education</b>			
		9 Student Scholarship Support	✓		
<b>A.C 2: Enhancing governance, developing institutional capacity, and professional officer.</b>	10/11	<b>The organization's operations</b>			
		1 Supply of sanitary ware, fuel, food and medicine	✓		
		2 Supply of office supplies, printing and supplies	✓		
		3 Water supply, electricity and internet	✓		
		4 Repairs, maintenance and other burdens	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		5 Employee benefits and incentives	✓		
		6 Organizing graduation exams and other competitions	✓		
		<b>Capacity development and qualification of education staff</b>			
		7 Staff Orientation and Training Workshop	✓		
		8 Writing, editing and improving books and documents	✓		
		9 Change of staff and professors			✓
		<b>Strengthen communication and cooperation with national and international institutions</b>			
		10 Relations with national and international institutions	✓		
		11 Public Information Dissemination	✓		
<b>15 INSTITUTE OF TECHNOLOGY OF CAMBODIA</b>					
<b>A.C 1: Improve the quality of training, research and innovation</b>	6/6	<b>Increase equitable and inclusive enrollment in higher education institutions</b>			
		1 Supply of equipment and technical equipment	✓		
		2 Encourage students	✓		
		3 Internet Service Provider	✓		
		<b>Implementing digital education programs</b>			
		4 Implement the Cyber University of Cambodia Network Project	✓		
		<b>Develop and implement research projects in collaboration with relevant partners</b>			
		5 Implement research projects and develop research infrastructure.			
		6 TEIN service provider	✓		
<b>A.C 2: Develop the capacity of institutions and Professional Officer.</b>	6/6	<b>The organization's operations</b>			
		1 Supply of furniture and technical equipment	✓		
		2 Electricity & Water Supply	✓		
		3 Maintenance and repair	✓		
		4 Encourage employees	✓		
		<b>Develop quality staff capabilities</b>			
		5 Disseminate and participate in and organize training courses, seminars and scientific conferences	✓		
		<b>Monitoring and Evaluation</b>			
		6 Evaluate training	✓		
<b>16 NATIONAL INSTITUTE OF EDUCATION</b>					
<b>A.C 1: Strengthening the quality and effectiveness of initial training, continuing education, and research.</b>	18/20	<b>Strengthen the quality of initial training</b>			
		1 Student Scholarship	✓		
		2 Training selection exam	✓		
		3 Graduation Exam	✓		
		4 Overtime	✓		
		5 Master's Degree Training, Pedagogical Advisor	✓		
		6 Meetings, seminars, and lectures	✓		
		<b>Strengthen the quality of continuous training or capacity development</b>			
		7 Professional development of education officials on the professional skills of school principals, inspection, education, teaching methods, libraries, and educational quality assurance	✓		
		8 Monitor and train management and teachers on the implementation of model school standards	✓		
		9 Improve the curriculum, learning and teaching support materials of the National Institute of Education	✓		
		10 Monitoring and evaluating teaching and learning, project work and student learning outcomes at resource and network schools	✓		
		11 CPD workshops for STEM teachers on (1) effective and innovative teaching strategies (2) integration of technology in teaching and USS STEM activities; research methods; (3) improvement of pedagogical knowledge 155 schools included laboratory safety training and also training on GESI content and pedagogy from GAP. Action research and TCP orientation.	✓		
		12 CPD for Principals on (1) School Leadership and Management and (2) Teacher Career Pathways training	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		sheet for price analysis including orientation to TCP.			
		13 Coaching and guidance on science experiments, descriptions, manuals and school-level STEM Framework.	✓		
		<b>Strengthen the quality of research</b>			
		14 Educational staff of the National Institute of Education conducted 08 research topics on 6 rounds.	✓		
		15 Educational Research Conference 80 participants, 3 days	✓		
		16 Writing, translating and compiling documents	✓		
		17 Books and documents (in the library)	✓		
		18 Scientific exhibition of research results of the work of pedagogical students	✓		
		19 Internal workshop on PLC to build a new teaching method model for 40 people (4 times)			✓
		20 Develop capacity in library management, evaluation, teaching methods, and learning various skills abroad		✓	
<b>A.C 2: Develop the capacity of institutions and Professional Officer.</b>	9/9	<b>The organization's operations</b>			
		1 organization's operations	✓		
		<b>Develop the capacity of local and foreign professional officers</b>			
		2 Develop the capacity of education staff on various skills at home and abroad	✓		
		3 Increase the qualifications of 3 trainers (in the country, doctoral degree, tuition fee 2100 \$ per year)	✓		
		4 Exchange activities of trainers and educators	✓		
		<b>Implement a performance management system linked to the achievements of educators</b>			
		5 Software for managing database data (1st generation)	✓		
		6 Buy desktop computers, computer desks and chairs	✓		
		<b>Development and implementation of digital data management system</b>			
		7 Improve website management system, data and e-library	✓		
		<b>Monitoring and Evaluation</b>			
		8 Enhance the writing of 50 self-assessment achievement reports	✓		
		9 Consult internal quality assessment tools and 5-year internal education quality strategic plan	✓		
<b>17 UNIVERSITY OF SVAY RIENG</b>					
<b>A.C 1: Improve learning and teaching capabilities and research.</b>	28/29	<b>Improve the curriculum in accordance with the indicators of the internal education quality assurance system at the program level</b>			
		1 Develop program specification and course course specification for mathematics	✓		
		2 Develop program specification and course course specification for computer science	✓		
		3 Develop program specification and course course specification for management	✓		
		4 Install equipment and furniture, and develop textbooks	✓		
		5 Conduct business model competitions, public speaking contests for students	✓		
		6 Provide good internet service for research and operations within the organization	✓		
		7 Domestic missions	✓		
		8 Participate in annual international meetings	✓		
		9 Organize international camping and study tours for students from partner HEIs	✓		
		10 Host for international guests			✓
		11 Evaluate and reward outstanding staff	✓		
		12 Teaching wages	✓		
		13 Organize semester exams, entrance exams, state exams, and thesis defense	✓		
		14 Develop program specification and course specification for rural development	✓		
		15 Develop program specification and course specification for public administration	✓		
		16 Study tours, internship programs for students	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		17 Experiential learning projects, implement the content of the lesson	✓		
		18 Implementation of the content of the lesson in agriculture	✓		
		19 Organize programs for building student capacity and career forum	✓		
		<b>Increase equitable and inclusive enrollment in higher education institutions</b>			
		20 Programs to attract students for the majors in mathematics, mechanics, and electronics	✓		
		21 Programs to attract students for the majors in agronomy and animal science	✓		
		22 Promotion to increase student enrollment	✓		
		23 Provide scholarships to students	✓		
		<b>Implementing digital education programs</b>			
		24 Process of producing lessons and implementation in the LMS system of the Cambodia Cyber University Network	✓		
		<b>Develop and implement research projects in collaboration with relevant partners</b>			
		25 Organize and implement university research projects	✓		
		26 Organize training courses and hands-on practice on research methods in the fields of science and social sciences for researchers	✓		
		27 Organize research project defense and evaluation programs for 2026	✓		
		28 Writing, editing, and compiling main textbooks	✓		
		29 Write, organize, and compile core textbooks.	✓		
<b>A.C 2: Develop the capacity of institutions and Professional Officer.</b>	17/18	<b>The organization's operations</b>			
		1 Maintenance and repair the infrastructure, technical equipment and other organization's equipment	✓		
		2 Supply of electricity, clean water, fuel and lubricants, and sanitation services	✓		
		3 Allowance for management, staff, national and international contractual staff	✓		
		4 Organizing national festivals, hospitalizing national and foreign guests	✓		
		5 Provision of office supplies, printing, and consumables.	✓		
		6 Allowance for the board of directors	✓		
		7 Participating in provincial and national sports activities	✓		
		8 Tax on interest	✓		
		<b>Implement the internal education quality assurance system at the institutional level</b>			
		9 OBE training	✓		
		10 Evaluation report writing and evidence identification training for each standard/indicator	✓		
		11 Evaluation report writing and evidence identification training for each standard/indicator	✓		
		12 Institutional level evaluation	✓		
		13 Program level evaluation		✓	
		<b>Implement a performance management system linked to the achievements of higher education staff</b>			
		14 Expand the number of staff participating in the Annual Results Agreement	✓		
		15 Build the capacity of lecturers and staff	✓		
<b>Monitoring and Evaluation</b>					
16 Prepare a 3-year rolling strategic plan, Annual Operational Plan, and annual achievements for each department	✓				
17 Prepare monitoring and evaluation of activities for each department	✓				
18 Prepare achievement reports and annual reports	✓				
<b>18 NATIONAL UNIVERSITY OF MEANCHHEY</b>					
<b>A.C 1: Improve learning and teaching capabilities and research.</b>	3/15	<b>The organization's operations</b>			
		1 Supply of office supplies, lubricants and cleaning supplies		✓	
		2 Maintenance and repair of school buildings, laboratories, bathrooms, libraries and plumbing		✓	

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		3 Maintenance and repair of equipment		✓	
		4 Build, maintain and improve infrastructure (concrete roads, gardens, dams, canals, etc.)		✓	
		5 Electricity & Water Supply & Telephone Internet		✓	
		<b>Increase equitable and inclusive enrollment in higher education institutions</b>			
		6 Disseminate information to students and public students about scholarships and services		✓	
		7 Encourage outstanding students by providing scholarships to students / poor and disabled		✓	
		8 Print brochures, catalogs and banners.		✓	
		9 NMU CUP 2025 Football Match	✓		
		10 Support the internship and internship of undergraduate and associate students		✓	
		<b>Develop and implement research projects in collaboration with relevant partners</b>			
		11 Implement experimental study and research projects linking theory and practice	✓		
		12 Study the situation of students after graduation		✓	
		<b>Implementing digital education programs</b>			
		13 Create a studio room for digital documentation			✓
		14 Establish a student registration and information retrieval service online	✓		
		15 Create a virtual and practical internship (virsual)		✓	
<b>A.C 2: Develop the capacity of institutions and Professional Officer.</b>	2/7	<b>Implement an internal quality assurance system at the educational institution level</b>			
		1 Training and capacity building of teachers and officials on the implementation of standards and indicators in accordance with the national qualifications and internal quality assurance system at the program level		✓	
		2 Workshop on lesson preparation, teaching methods and study support materials	✓		
		3 Monitor and evaluate student ability (entrance-exit exam and essay writing)	✓		
		<b>Implement a performance management system linked to the achievements of higher education staff</b>			
		4 Prepare semi-annual performance evaluation and report (monthly, quarterly, semi-annual and annual meetings)		✓	
		5 Monthly, quarterly, semi-annual meetings to monitor and evaluate the performance of work related to the achievements of staff, staff and teachers		✓	
		<b>Strengthen and expand national and international cooperation</b>			
		6 Strengthen and expand cooperation and exchange experiences with higher education institutions and relevant institutions at home and abroad		✓	
		7 Participate in organizing festivals and events		✓	
<b>19 NATIONAL UNIVERSITY OF BATTEM BANG</b>					
<b>A.C 1: Improve learning and teaching capabilities and research.</b>	27/30	<b>The organization's operations</b>			
		1 Administrative and operational work in the unit	✓		
		2 Power supply		✓	
		3 Water supply	✓		
		4 Supply of postal and telecommunication expenses	✓		
		5 Procurement of goods	✓		
		6 Construction Procurement	✓		
		7 Provide scholarships to students	✓		
		8 Prepare entrance exam and final exam	✓		
		9 Organize the defense of graduation thesis	✓		
		10 Buy textbooks to support teaching and learning	✓		
		11 Buy sports equipment	✓		
		<b>Increase equitable and inclusive enrollment in higher education institutions</b>			
		12 Experiment with plant growth and nutrient relationships, disease, soil quality, and plant propagation to support learning and teaching processes for horticulture and agro-ecology.	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		13 Study tour on food processing production line for third year food processing students (27 people), (at CP and beverage companies in Phnom Penh)	✓		
		14 Experimental study on Electrical, Electronic and Automation skills in Basic Electronic, Electronic Lab1, Electronic circuit, Students Project Part 1, Year 1 and Year 2	✓		
		15 Training on the topic of the process of applying for a building permit for other buildings for students majoring in Civil Engineering	✓		
		16 Workshop on "Capacity Building to Become a Writer"		✓	
		17 Workshop on "Modern / Contemporary Khmer Architecture"	✓		
		18 Lecture on "Digital Transformation in Business" for Business, Accounting, Marketing, Tourism and Finance and Banking students »	✓		
		19 Training on the implementation of education programs based on expected results (PILOs)	✓		
		20 Internship on Psychosocial Counseling for Community Psychiatry Year 2	✓		
		21 Workshop on Policy Development Process at the Sub-National Level for 246 4th Year Students	✓		
		22 Abstract Writing Workshop for Research Writing	✓		
		23 Study tour on professional practice: Tour guide	✓		
		24 Workshop on "Education on the prevention of accidents caused by the use of illegal drugs, tobacco products, e-cigarettes and road accidents"		✓	
		25 Training on work behavior, administration and coordination	✓		
		26 Audio and video production	✓		
		<b>Implement Digital subjects</b>			
		27 Organize 5 digital subjects taught by LMS system	✓		
		<b>Create and implement research projects in collaboration with relevant partners.</b>			
		28 Study a research project on the views of 12th grade students in the Northwest Zone on higher education	✓		
		29 Organize a simulation hearing in collaboration with stakeholders	✓		
		30 Implement chicken raising and egg hatching projects	✓		
<b>A.C 2: Develop the capacity of institutions and Professional Officer.</b>	13/14	<b>Implement an internal quality assurance system at the institutional level.</b>			
		1 Workshop on Developing Tools for Assessing the Basics of Physical Resources and Equipment	✓		
		2 Training on the implementation of the handbook on the accreditation of higher education institutions and educational programs	✓		
		<b>Implement a performance management system linked to the achievements of higher education staff</b>			
		3 Training on work behavior, administration and coordination		✓	
		4 Conduct training on data analysis and focal point management to design and evaluate ARAs and KPIs	✓		
		5 Dissemination Workshop on the Results of the Job Evaluation of Officials and Staff for the Year 2024 (200 people)	✓		
		6 Dissemination Workshop on Job Evaluation Report Results	✓		
		<b>Implementing the monitoring and evaluation</b>			
		7 Annual Review Meeting and Next Year Directions	✓		
		8 Monthly, quarterly, semi-annual performance review meeting	✓		
		9 Meetings as needed	✓		
		10 Organize workshops to disseminate guidelines, decisions and other documents	✓		
11 Outreach Workshop on Post-Graduate Employed Students	✓				
12 Collect and compile data on enterprises in the Northwest	✓				

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		Territories for use by UN units.			
		13 Collect and compile data on enterprises in the Northwest Territories for use by UN units.	✓		
		<b>Develop and implement digital data management system</b>			
		14 Establish a data management system for civil servants	✓		
<b>20 ACCREDITATION COMMITTEE OF CAMBODIA</b>					
<b>A.C 1 : Evaluate the accreditation of higher education institutions</b>	3/6	<b>The organization's operations</b>			
		1 Equipped with Technology Equipment, other Consumables, furniture and Office Supplies		✓	
		2 Maintenents, Repairs and other Expense		✓	
		3 International Quality Assurance Network Membership Fee	✓		
		<b>Monitoring and Evaluation</b>			
		4 Mid-term review of accreditation of education quality	✓		
		<b>Evaluate the accreditation education quality of higher education institutions</b>			
		5 Assessment provides accreditation for educational quality in higher education institutions		✓	
		<b>Evaluate and provide accreditation for educational programs</b>			
6 Assessment provides accreditation for educational quality in higher education institutions	✓				
<b>A.C 2: Strengthen the capacity of institutions, professional officers and awareness of the accreditation of higher education institutions</b>	7/7	<b>National and international cooperation</b>			
		1 Cooperation with national institutions and participation in various national programs and meetings	✓		
		2 Cooperation with international quality assurance networks and participation in various international programs and meetings	✓		
		<b>Develop the capacity of higher education institutions on the assessment and accreditation of higher education institutions</b>			
		3 Conduct Training HEIs on how to use new Guidelines and Rubric for Institutional Accreditation.	✓		
		4 Conduct Training HEIs on how to use new Guidelines and Rubric for Programs Accreditation.	✓		
		5 Conduct workshop for ACC staffs and assessors on how to use new Guidelines and Rubric for Institutional Accreditation.	✓		
		6 Conduct workshop for ACC staffs and assessors on how to use new Guidelines and Rubric for Programs Accreditation.	✓		
7 Pre-Assessment on 10 Higher Education Institutions	✓				
<b>21 INSTITUTE OF KAMPONG CHHEUTEAL TECHNOLOGY</b>					
<b>A.C 1: Improve the capacity and quality of learning and teaching and research</b>	7/7	<b>The organization's operations and strengthen the implementation of the institute management system</b>			
		1 Supplying materials and maintainance technical equipment, as well as repairing infrastructure necessary for the administration and management of the unit.	✓		
		2 Supporting and strengthening the administrative work of Offices, Departments, Center, and the Management of demonstration high school of the Institute.	✓		
		<b>Modernize curriculum and teaching and learning materials in accordance with the National Qualifications Framework and the Quality Assurance System at the program level</b>			
		3 Providing tutorial documents, teaching materials and equipment related to teaching and learning in theory and practice, as well as for doing research.	✓		
		<b>Increase enrollment of students and trainee, with equity and inclusiveness.</b>			
		4 Disseminating about the Institute to high school students and the entrance exam process for the first-year enrollment.	✓		
5 Recruiting the students for receiving monthly state allowance and staying in dormitories and offering other support to students and pre-serviced teachers' who are living in difficult lives.	✓				
6 Surveying the situations and complaints of students and pre-service teachers during their studies, as well as their	✓				

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		circumstances after graduation, to obtain data for improving the quality of training.			
		<b>Strengthen the implementation of digital technology education programs</b>			
		7 Providing equipment and tutorial documents, and conducting relevant programs for training and researching related to digital technology.	✓		
<b>A.C 2 : Developing institutional capacity and the qualifications of education officer.</b>	4/4	<b>Develop capacity, technical skills and pedagogical skills, as well as improve the qualifications of education staff</b>			
		1 Conducting seminars and training on various topics to develop the professional capacity of the Institute's educators.	✓		
		2 Providing opportunities for educators to participate in seminars, training courses, and study visits to partner organizations for capacity building, as well as encouraging them to pursue higher education both locally and abroad.	✓		
		3 Funding and support for research, experimentation, and production projects of the Institute's educators .	✓		
		<b>Increase support and distribute incentives to motivate education personnel.</b>			
		4 Offering and distributing rewards to educators based on their size, as well as monthly and annual work achievements.	✓		
<b>22 UNIVERSITY OF KRATIE</b>					
<b>A.C 1: Improve learning and teaching capabilities and research.</b>	10/16	<b>The organization's operations</b>			
		1 Publishing and printing (Documents, Brochures, and leaflet ... etc) to support operation of University of Kratie	✓		
		2 Providing the needed items for supporting the operation of University of Kratie as following: - Office Supplies - Cleanning and sanitation supplies; - Fuel and Lubrication supplies - Food and Beverage for administration purpose.		✓	
		3 Supply of laboratory general use items		✓	
		4 Supplying the tools and maintenance the physical infrastructure of the University		✓	
		5 Rental transportation fee and fee for the delivery service charge.	✓		
		6 Supply of Laboratory equipment to University of Kratie	✓		
		7 Supply of furniture to University of Kratie	✓		
		8 Supply of Motorcycle to University of Kratie	✓		
		<b>Improve the curriculum in accordance with the indicators of the internal education quality assessment at the program level.</b>			
		9 Organize study visits for education staff and students at private and higher education institutions in the country	✓		
		<b>Increase enrollment in higher education with equitable, inclusive in higher education institutions</b>			
		10 Disseminate the University of Kratie process and scholarships for students (radio, television, and internet)	✓		
		11 Supplementary overtime teaching fund to lecturer in University of Kratie.		✓	
		12 Conduct workshops or trainings course to disseminate the relevant topic and enhance their knowledge on various technical skills.		✓	
		13 Supplementary stipend for scholarship students		✓	
<b>Implement digital education programs</b>					
14 Payment for water, electricity, telephone and internet usage	✓				
15 Supply of IT equipment to University of Kratie	✓				
<b>Create and implement research projects in collaboration with relevant partners.</b>					
16 Create a research project	✓				
<b>A.C 2: Develop the capacity of</b>	2/6	<b>Implement an internal education quality assurance system at</b>			

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
institutions and Professional Officer.		<b>the institutional level.</b>			
		1 Organize workshops or training courses on setting up an internal education quality assurance system		✓	
		<b>Implement a performance management system linked to the achievements of higher education staff</b>			
		2 Organize workshops or training sessions on the implementation of work management systems linked to achievements	✓		
		3 Organize capacity building workshops or training courses for educators and teachers, both local and international		✓	
		4 Participate in meetings, seminars, training courses and other conferences both inside and outside the country	✓		
		<b>Develop and implement digital data management system</b>			
		5 Organize workshops or trainings on higher education database information management system of higher education institutions		✓	
<b>Monitoring and Evaluation</b>					
6 Organize workshops or training courses on the monitoring and evaluation system of higher education institutions			✓		
<b>23 KAMPONG SPEU INSTITUTE OF TECHNOLOGY</b>					
A.C 1: Promote teaching and learning capacities in information technology, agriculture, and industry.	16/16	<b>The organization's operations</b>			
		1 The office utilizers and cleaning supplies	✓		
		2 The Repair and maintenance the equipment, means of transportation and technical devices	✓		
		3 The Supply of electricity, water, postal and telecommunications services.	✓		
		4 The Supply of equipment, information technology and transportation	✓		
		5 Renovated the operating rooms, laboratories, farm, and libraries.	✓		
		6 Renovated the physical infrastructure and institute environment.	✓		
		<b>Improving the curriculum</b>			
		7 Revising the curriculum	✓		
		<b>3. Increase student enrollment with equity and inclusiveness.</b>			
		8 Disseminate the information through social media and target schools.	✓		
		9 Organize the entrance examination and scholarship students.	✓		
		10 The stipend for students	✓		
		<b>Promote the integration of technology in teaching theory and practice.</b>			
		11 Organize the exit examination.	✓		
		12 Conduc he tracer study.	✓		
13 Strengthen the effectiveness of overtime wages.	✓				
14 Strengthen the effectiveness of practical teaching.	✓				
15 Strengthen the effectiveness of executive training	✓				
<b>Strengthen research and innovation</b>					
16 Strengthen the research and innovation of educational staff	✓				
A.C 2: Develop the capacity of institutions and Professional Officer.	1/1	<b>Develop the capacity of education staff at all levels</b>			
		1 Enhance the capacity of educational staff at all levels.	✓		
<b>24 TEACHER EDUCATION COLLEGE OF PHNOM PENH</b>					
A.C 1 : Promote training, in-service and research.	4/6	<b>The organization's operations</b>			
		1 Institutional Operation	✓		
		<b>Training and pre-service teachers and trainers</b>			
		2 Provide scholarships to elementary and basic student teachers (12 + 4)	✓		
		3 Scholarship for lower secondary Student Teachers (BA+1)	✓		
<b>Research and development of training documents</b>					
4 Action Research Study			✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		5 Author Translate and Compile learning and teaching documents			✓
		<b>Implement digital education programs</b>			
		6 Install Smart Classroom	✓		
<b>A.C 2 : Promote governance and developing institutional capacity.</b>	3/3	<b>Capacity development of management team, trainers and education staff</b>			
		1 Enhance the capacity of educational staff in the country and abroad	✓		
		<b>Develop strategic and policy documents to support the institutional development process</b>			
		2 Workshops to consult on improving documents/manuals	✓		
		<b>Monitor and evaluate institutional processes and the quality of training.</b>			
		3 Follow up and support the performance of new teachers	✓		
<b>25 TEACHER EDUCATION COLLEGE OF BATTEMBONG</b>					
<b>A.C 1: Enhance training, in-service, and research in accordance with the competencies of the 21st century.</b>	10/10	<b>The organization's operations</b>			
		1 Purchase materials, teaching and learning process	✓		
		<b>Enhance the education for primary and lower secondary student teachers (12+2) and (12+4) and Bachelor's degree + 1</b>			
		2 Training of primary and secondary student teachers 12 + 4, 3rd generation, 4th year	✓		
		3 Training of primary and secondary student teachers 12 + 4, 4th generation, 1st year	✓		
		<b>Promote educational research and dissemination</b>			
		4 Training on executive research	✓		
		5 Publish research articles	✓		
		<b>Promote the linkage between theory and practice.</b>			
		6 Pedagogical internship	✓		
		7 Holds annual science fair	✓		
		<b>Pre-Service Teacher (continuous professional development).</b>			
		8 Organize training on digital skills and new teaching methods	✓		
		9 Capacity building for primary school teachers to become basic level teachers	✓		
		<b>Implement model school standards.</b>			
		10 Transforms Battambang Pedagogical Institute into a standard institute	✓		
<b>A.C 2: Promote governance, professional development on a regular basis in the institution</b>	3/4	<b>Implement a performance management system linked to the achievements of education personnel</b>			
		1 Evaluate the performance of educators	✓		
		<b>Develop and implement a digital data management system.</b>			
		2 Establish database management system for staff, teachers, students, dormitories and inventory		✓	
		<b>Monitor and Evaluate</b>			
		3 Monitor the performance of alumni	✓		
		4 2. Workshop to disseminate the results of the follow-up of alumni students	✓		
<b>26 SPECIALIZE AND MASS SPORTS</b>					
<b>A.C 1 : Manage and develop public sports activities, traditional sports and the national sports federation</b>	8/8	<b>The organization's operations</b>			
		1 Support organization operations	✓		
		<b>Monitoring and evaluation</b>			
		2 Monitor and evaluate	✓		
		<b>Promoting Physical Exercise and Sports for Health</b>			
		3 Verify exercise and sports data for health	✓		
		4 Organize sports day for all	✓		
		5 Celebrates ASEAN Fitness Day for Health	✓		
		6 Organizes ASEAN Sports Day	✓		
		<b>Preserve and develop traditional sports</b>			
		7 Study, research and compile traditional sports	✓		
		<b>Provide Funding Support to National Sports Federations</b>			
		8 Provide funding to support the National Sports Federation	✓		
<b>A.C 2 : Capacity development of education officials, sport technical officials, and legal framework</b>	5/6	<b>Develop the Capacity of Education Personnel, Gender, Coaches, Referees, Judges, and Technical Officials at National and International Levels</b>			

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		1 Workshop to summarize the results of the sub-sector of physical education and sports	✓		
		2 Training for fitness and sports trainers	✓		
		3 Workshop on how to study, compile and disseminate traditional sports in the community	✓		
		4 Workshop on Promoting Women's Leadership in Sports	✓		
		5 National Sports Federation Officer Training Course on Administration and Finance	✓		
		<b>Develop laws and legal framework</b>			
		6 Workshop on Sports Law			✓
<b>27 PHYSICAL EDUCATION AND SPORT STUDENT</b>					
<b>A.C 1 : Development of sports infrastructure, physical education curriculum in educational institutions and participation in international sports competitions</b>	7/7	<b>The organization's operations</b>			
		1 Support organization operations	✓		
		<b>Monitoring and evaluation</b>			
		2 Monitor and evaluate the implementation of physical education activities during school hours	✓		
		<b>Celebrate National Physical Education day at provincials</b>			
		3 Celebrate National Physical Education Day in the Capital and Provinces (Takeo)	✓		
		<b>Repair, improve and maintenance of sports infrastructure</b>			
		4 Develop and improve sports infrastructure, maintenance of sports fields in educational institutions	✓		
		<b>Participate in international student sports competitions</b>			
		5 Participate in the 32nd World University Summer Games in Germany'	✓		
6 Participating in the 14th Southeast Asian Secondary School Sports Competition in Brunei	✓				
<b>Develop physical education and sports curriculum for educational institutions and pedagogical institutes</b>					
7 Compile and improve the detailed curriculum and teacher's manual for physical education and sports in primary schools	✓				
<b>A.C 2 : Capacity development and physical education activities in educational institution</b>	4/4	<b>Capacity development on physical education and sports to teacher in educational institutions</b>			
		1 Workshop on promoting guidelines and use of physical education and sports textbooks for primary school teachers at model schools	✓		
		2 Workshop on Dissemination and Use of Textbooks in Physical Education and sports for general education secondary teachers in accordance with standard school standards	✓		
		<b>Strengthen and expand national and international cooperations</b>			
		3 Strengthen national and international cooperation	✓		
4 Compile ASEAN tests from 7 to 24 years old	✓				
<b>28 NATIONAL INSTITUTE OF PHYSICAL EDUCATION SPORT</b>					
<b>A.C 1 : Improving the quality and efficiency of physical education and sport teacher training</b>	5/5	<b>The organization's operations</b>			
		1 Support organization operations	✓		
		<b>Monitoring and evaluation</b>			
		2 Monitoring on the Training of physical education and sports teachers in secondary and high school	✓		
		<b>Train physical education and sport teacher trainees</b>			
		3 Final exam	✓		
		<b>Develop, improve and infrastructure maintenance, sports equipment at the National Institute of Physical Education and Sports</b>			
		4 Improving the infrastructure in the Institute	✓		
<b>Develop curriculum, compact curriculum and research at the National Institute of Physical Education and Sports</b>					
5 Curriculum developing	✓				
<b>AC 2: Develop the capacity of management officers, trainers and physical education and sport teachers work on physical education and sports</b>	3/3	<b>Capacity development of officers and trainers</b>			
		1 Training courses on officials and physical education and sports teachers capacity building.	✓		
		2 Training (12+2) students and (12+4) students.	✓		
		<b>Strengthen and expand national and international cooperations</b>			
3 Study tour to abroad.	✓				

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
<b>29 NATIONAL SPORT TRAINING CENTER</b>					
A.C 1 : Capacity development of national team players	7/7	<b>The organization's operations</b>			
		1 Support unit operations	✓		
		2 Procurement	✓		
		<b>Monitoring and evaluation</b>			
		3 Monitor and evaluate training	✓		
		<b>Assemble High-Level Athletes, National Teams, Club Teams, and Athletes with Disabilities for Training Domestically and Internationally to Improve Quality</b>			
		4 Gather national and international sports teams for people with disabilities to train at home and abroad	✓		
		5 Organize a workshop on the development of theory, training plan, discipline and ethics	✓		
A.C 2 : Develop human resources on sport	4/4	<b>Evaluate Technical Capability and Medal-Winning Potential for the Nation</b>			
		6 Participates in the 33rd SEA Games in Thailand (other ASEAN countries)	✓		
		7 Winners gift	✓		
		<b>Train Sports Science and Sports Medicine Officials Domestically and Internationally</b>			
		1 Training of sports science and sports medicine officers	✓		
		<b>Exchange Experiences, Ideas, and Explore Developments in the Sports Sector</b>			
		2 Participate in conferences and study visits	✓		
		3 Asean Sport Fund Contribution and CONFEJES	✓		
		4 Contracted foreign teachers	✓		
<b>30 ORGANIZING EVENTS AND SPORTS STATISTICS</b>					
A.C 1: Strengthening the quality of organizing sports events and producing sports information data.	6/6	<b>The organization's operations</b>			
		1 Unit Operation	✓		
		<b>Monitoring and evaluation</b>			
		2 Monitor and track student gamescompetitions in provinces and cities, and collect information.	✓		
		<b>Organize national and international student sports competitions and prize money</b>			
		3 Organize the national primary school games competition.	✓		
		4 Organize the national secondary school student games competition.	✓		
A.C 2: Develop the capacity of sports event organizers and sports information systems	3/3	<b>Prepare and Produce Sports Magazines, Compile Data, and Distribute Short Educational Videos</b>			
		5 Produces digital sports magazines and compile sports documents.	✓		
		6 Produces and promote short educational sports videos.	✓		
		<b>Develop the Capacity of Sports Event Management Officials, Information Technology, and International Collaboration</b>			
		1 Using of information technology level 3 for data collection and sports statistics.	✓		
		2 Enhance the capacity in organizing and managing sports events.	✓		
		3 International Cooperation	✓		
<b>31 NATIONAL SPORTS COMPLEX</b>					
A.C 1 : Promote the efficiency of revenue collection	17/17	<b>The organization's operations</b>			
		1 Supply of office equipment and IT equipment	✓		
		2 Transportation and fuel	✓		
		3 Supply of electricity, water, postage and telecommunication	✓		
		4 Furniture and non-IT equipment	✓		
		5 Medical Equipment	✓		
		6 Board Support	✓		
		7 Staff support	✓		
		8 Other staff responsibilities	✓		
		<b>Maintain a safe and secure environment in local public squares and around the National Stadium</b>			
		9 Cleaning & Sanitation Supplies	✓		
		10 Safety uniforms and clothing	✓		
11 Varieties and seedlings	✓				
12 Transportation Equipment	✓				

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		<b>Collaborate with stakeholders, market and raise revenue through sponsorships, marketing, sports and events</b>			
		13 National and international reception expenses	✓		
		14 Expenditures for meetings, seminars, conferences, local and international exhibitions and public information campaigns	✓		
		<b>Research, development, product and promotion</b>			
		15 Domestic and international mission expenses	✓		
		16 Printing	✓		
		<b>Maintenance, repair, improvement and construction of national stadium infrastructure</b>			
		17 Garden maintenance, irrigation system and trails	✓		
<b>A.C 2 : Strengthen the management of technical and sports fields</b>	1/1	<b>Coordination and management of sports techniques</b>			
		1 Necessary sports equipment	✓		
<b>32 YOUTH AND CHILD EDUCATION</b>					
<b>A.C 1: Develop youth to improve 21st century skills</b>	16/16	<b>The organization's operations</b>			
		1 Unit operation and procurement of printing equipment	✓		
		<b>Monitoring and evaluation</b>			
		2 Monitor and evaluate the performance of the Cambodian Children's Council	✓		
		3 Monitor and evaluate the performance of the Cambodian Youth Council	✓		
		<b>Develop the Children's council of Cambodia, Youth's council of Cambodia and promote the implementation of 3 good movements of youth and children</b>			
		4 Produce a short educational video on 21st century youth	✓		
		5 Celebrates the 26th Anniversary of International Youth Day	✓		
		6 Celebrates the 76th Anniversary of International Children's Day	✓		
		7 Dissemination Workshop on Cambodian Youth Concile & Cambodia Children's Council	✓		
		8 Organize a meeting to summarize the movement of three good races, good children, good students, national friends	✓		
		<b>21st Century Skills Training for Youth</b>			
		11 Organize a competition for youth achievements 21st Century	✓		
		12 Organize National Youth Debate Program	✓		
		13 Organize Provincial Youth Debate Program	✓		
		14 Organize Youth21 Prorame (Youth21)	✓		
		15 Dissemination Workshop on Financial Knowledge Base for Youth	✓		
		<b>Promote Collaboration and Exchange Programs for National and International Youth Relations</b>			
		16 Organize National and International Youth Relations Exchange Program	✓		
<b>A.C 2: Capacity development of institutions and officers in charge of skills development</b>	1/1	<b>Develop the Capacity of Officials Responsible for Youth Affairs</b>			
		1 Capacity building training for youth officers	✓		
<b>33 YOUTH CENTER MANAGEMENT</b>					
<b>A.C 1 : Promote youth development programs.</b>	16/21	<b>The organization's operations</b>			
		1 Unit Operation	✓		
		<b>Monitoring and evaluation</b>			
		2 Monitoring and promoting the development of youth center	✓		
		3 Monitor and promote the implementation of policies and action plans for the development of youth sub-sectors	✓		
		<b>Strengthen the implementation of online basic education equity and entrepreneurship programs</b>			
		4 Enhance the outreach and effectiveness of the BEEP program		✓	
		5 Launch and execute the Business Plan Contest Program (BPC)	✓		
		6 Community Base Enterprise Development (CBED)		✓	

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		7 Career guidant and job information	✓		
		<b>Promote Youth Development Programs</b>			
		8 Soft Skills workshop for youth	✓		
		9 Digital Literacy Program	✓		
		10 E-Gen Program	✓		
		11 Short-Term Skills Training for Youth	✓		
		12 Generative AI	✓		
		<b>Expand the Development of Youth Centers</b>			
		13 Youth Center Building Renovation and improvement	✓		
		<b>Strengthen and Promote Volunteer Programs in Communities</b>			
		14 Volunteer for My Community	✓		
		15 Interantional Volunteer Day	✓		
		<b>Implement the National Action Plan on Cambodian Youth Development</b>			
		16 Enhancing global collaboration through youth programs.		✓	
		17 Promoting relationships and disseminating national and international youth programs.			✓
		18 Organize the annual meeting of the Cambodia National Council for Youth Development			✓
		19 The Cambodian Youth Forum partners with non-governmental organizations and the private sector.	✓		
		20 Career counseling, advisory services, and information for youth	✓		
		21 The Cambodian Youth Forum: The Role of Youth and Their Participation in National Development	✓		
<b>A.C 2: Institutional capacity development and staff in charge of youth affairs</b>	0/1	<b>Capacity building on Technical skills to Youth center officials</b>			
		1 Capacity building on technical skills and leadership		✓	
<b>34 COOPERATION IN SCOUTING</b>					
<b>A.C 1: Strengthen and expand the scout movement Cambodian national scout</b>	6/7	<b>The organization's operations</b>			
		1 Supporting department and Procurement		✓	
		<b>Monitoring and evaluation</b>			
		2 Strengthen the Scout Patrol System in Educational Institutions and Communities	✓		
		<b>Develop a Scout Program that Responds to Sustainable Development Goals (SDG)</b>			
		3 3rd National Scout Photo Contest	✓		
		4 Extraordinary National Scout Congress of Cambodia		✓	
		5 Extraordinary General Assembly of the Cambodian National Scouts	✓		
		<b>Implement the scout activities in accordance with the World organization of Scout movement program</b>			
		6 National Scouts Jamboree	✓		
		<b>International scouting cooperation</b>			
		7 International Exchange Relationship activities	✓		
<b>A.C 2 : Strengthen the capacity of institutions and scout officials at national and sub-national level</b>	1/1	<b>Train scout skills official at National and Sub-national</b>			
		1 Training Scouting skills for Scouts, Scout Volunteers, and Scout Leaders	✓		
<b>35. PLANNING</b>					
<b>A.C 1: Strengthen the building achievement-based education planning at all levels</b>	22/22	<b>The organization's operations</b>			
		1 Support the unit operation of the General Department of Policy and Planning (GCC)	✓		
		2 Support the work of the Planning Department	✓		
		<b>Monitor and Support the Preparation and Technical Implementation of Education Plans</b>			
		3 Technical support on the implementation of the annual priority action plan with the strategic plan for education sector 2024-2028 at the capital, province and municipal level.	✓		
		4 Provide technical support on school planning to key officers at the department and district level in accordance with decentralization and deconcentration	✓		
		5 Provide technical support on strategic school development planning in response to model school standards in target schools	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		6 Monitor the implementation of development partner financing programs in accordance with the principles of cooperative financing at the national, capital, provincial and school levels.	✓		
		7 Monitor the effectiveness of the implementation of education policies and plans at the national, sub-national and school levels (model schools)	✓		
		8 Technical support on strategic planning 2024-2028 for teacher education institutions	✓		
		9 Monitor and support the implementation of the work of the multi-technical working group in the field of education at the capital and provincial levels	✓		
		<b>Develop an Education Sector Development Plan</b>			
		10 Learn about capacity development needs on educational planning	✓		
		11 Technical support on the strategic plan for education sector 2024-2028 at the capital and provincial levels	✓		
		12 Disseminate the evaluation results on the strategic planning of education sector 2024-2028 at the capital, province and municipal level. Capacity building on education strategic plan 2024-2028 for schools	✓		
		<b>Prepare a School Mapping and a School Development Plan</b>			
		13 Learn about school planning capacity development needs	✓		
		14 Update technical guidelines for school development planning	✓		
		15 Study, research and analyze educational data to identify practical challenges in schools	✓		
		<b>Strengthen coordination of aid cooperation with development partners</b>			
		16 Participate in International Conference (Planning Department)	✓		
		17 Participate in the International Conference (GCC)	✓		
		18 Organize a consultation between the Ministry of Foreign Affairs and development partners	✓		
		19 Organize 3-year rolling public investment program in education	✓		
		20 Analyze and prepare a report on the effectiveness of cooperation financing in the education sector	✓		
		21 Develop national and provincial capital finance cooperation data management system	✓		
		22 Organize Educational Vipassana and Education Policy Dialogue	✓		
<b>A.C 2: Develop the capacity of institutions and education officials at all levels</b>	/5	<b>Develop capacity of education officials on education plan</b>			
		1 Capacity building on education strategic planning for the capital, province, municipality, district and Khan	✓		
		2 Capacity building on strategic planning for school development in response to model school standards in target schools	✓		
		3 Capacity building on the effectiveness of cooperation financing	✓		
		4 Capacity building on strategic planning 2024-2028 for teacher education institutions	✓		
		5 Capacity building on the use of the Cooperative Financing Management System (AMIS) in education	✓		
<b>36. HUMEN RESOURCES</b>					
<b>A.C 1: Promoting leadership and management of education personnel at all levels.</b>	20/21	<b>The organization's operations</b>			
		1 support operational unit	✓		
		<b>Strengthen the efficiency of human resource management</b>			
		2 Fill in the form for the student teachers and guide the relevant professional officers on the system integration to get the new officer ID and coordinate the salary on time	✓		
		3 Regularly monitor and improve the use of the framework, the use of overtime and the implementation of legal documents on staff work	✓		
		4 Strengthen accurate and timely updating of employee data	✓		
		5 Technical support and problem solving of the	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		implementation of HRMIS system in the central and provincial units			
		6 Examine, verify and promote the implementation of procedures for the preparation of orphanage allowances and overtime pay	✓		
		7 Organize staff orientation sessions for student teachers at teacher training institutions	✓		
		<b>Teacher deployment support program</b>			
		8 Strengthen attendance management in units and educational institutions	✓		
		9 Develop employment agreements to support performance-based evaluation systems	✓		
		<b>Improve the livelihood of teachers in remote and disadvantaged areas</b>			
		10 Evaluate, update statistics and identify disadvantaged schools in the capital and provinces	✓		
		<b>Strengthen the capacity of institution and human resource</b>			
		11 Strengthen and introduce statistical planning, education staff framework	✓		
		12 Monitor and evaluate the implementation of staff segregation by sub-sector and sub-program	✓		
		13 Workshop on Dissemination of Principles on Management of Civil Servants and Contract Officials	✓		
		14 Study tour to understand the experience of implementing performance appraisal system and functional analysis in Asia			✓
		15 Strengthen the mechanism for requesting reinforcement within the framework and promotion of ranks and ranks	✓		
		16 Develop and analyze needs to develop human resource development plans	✓		
		17 Develop HRMIS by adding attendance management modules, educators and feedback	✓		
		18 Review and analyze the roles and responsibilities of the Capital and Provincial Departments in accordance with Sub-Decree No. 101	✓		
		<b>Support Model School Reform</b>			
		19 Direct training on the structure and division of roles and responsibilities in educational institutions	✓		
		20 Disseminate legal documents related to the performance of duties of all types of teachers and contract teachers	✓		
		21 Collaborate with municipal, district and khan administrations on the management of educational staff transferred to the sub-national level	✓		
<b>A.C 2: Promoting the professional values of education staff</b>	7/7	<b>Officials salary</b>			
		1 Arrangement of salaries and other salaries of civil servants and contracted children	✓		
		2 Preparation of salaries and other salaries of civil servants and primary contracted officials	✓		
		3 Preparation of salaries and other salaries of civil servants and secondary contracted officials	✓		
		4 Preparation of salaries and other salaries of civil servants and contracted higher education officers	✓		
		5 Preparation of salaries and other salaries of civil servants and non-formal education contracted officials	✓		
		6 Preparation of salaries and other salaries of civil servants and youth contract officers	✓		
		7 Arrangement of salaries and other salaries of civil servants and contracted officers for physical education and sports	✓		
<b>37. FINANCE</b>					
<b>A.C 1: Strengthen financial management and develop financial management information systems</b>	28/28	<b>Increase autonomy and financial accountability</b>			
		1 Support unit operations	✓		
		2 Prepare guidelines, principles and legal documents to support the implementation of the budget at the capital, provincial, sub-national and educational institutions	✓		
		3 Monitor the implementation of development partners and other budgets in schools	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		4 General Education Improvement Project (GEIP)	✓		
		5 Support the Global Partnership Fund for Education Phase 5 GPE5	✓		
		6 Support science and technology projects for STEP UP secondary education	✓		
		7 Higher Education Improvement Project (HEIP)	✓		
		8 Support cabinet operations	✓		
		9 Support the General Secretariat	✓		
		10 Support the operation of the General Secretariat	✓		
		11 Support the procurement unit operation	✓		
		12 Support the operation of the National Institute of Special Education	✓		
		13 Support the Southeast Asia Center for Technical Education Development	✓		
		14 Development of teacher training institutions	✓		
		15 Support the operation of the Kindergarten Teacher Training Center	✓		
		16 Support the implementation of the school process	✓		
		17 Support the Center for Digital Education and Distance Education	✓		
		18 Support the operation of the Anti-Doping Unit of Cambodia	✓		
		19 Improve and maintain administrative buildings, teacher training institutions and public school buildings that are old, dilapidated or affected by natural disasters	✓		
		<b>Strengthen and expand the use of information technology systems for public financial management</b>			
		20 Monitor the use of EFMS	✓		
		21 Update and strengthen the financial management monitoring system in the new generation of public schools	✓		
		<b>Develop the Capacity of Leadership and Officials Responsible for Financial Management</b>			
		22 Training on EFMS IT Management and Change Management	✓		
		23 Consultation Workshop on Common Standards Procedures for Implementing Development Partners Finance Funding	✓		
		24 Training on Mobile APP for Leaders of Ministries, Central Units, Departments of Capital, Provinces, Offices of Municipal, District, Khan, Public Schools and Teacher Training Institutions	✓		
		<b>Strengthen the effectiveness of the implementation of the achievement budget</b>			
		25 Training on budgeting linked to achievement budget	✓		
		26 Training schools on how to manage budgets, raise funds and implement budgets in conjunction with student achievement	✓		
		27 Workshop on the preparation of achievement agreements	✓		
		28 Update program budget structure for 2026	✓		
<b>A.C 2: Improving of education quality, digital education and develop teacher training center</b>	21/21	<b>Promote the Quality of Education and Implement Digital Education Programs</b>			
		1 Research and Development (R&D)	✓		
		2 Digital Content Research and Development	✓		
		3 Support the operation of the new generation of Preah Yukanthor school	✓		
		4 Educational Research (ERC)	✓		
		<b>Develop Teacher Training Institutions and Enhance the Qualifications of Teachers</b>			
		5 Capacity development of officers at the pedagogical center pedagogical school	✓		
		6 Operation of regional pedagogical centers	✓		
		7 Operation of provincial pedagogical schools and training	✓		
		8 Support the operation of the Kindergarten Teacher Training Center	✓		
		9 Support the implementation of the school process	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		<b>School reform and social work</b>			
		10 Provide scholarships to poor students in need	✓		
		11 Public service incentives	✓		
		12 Provide scholarships to students with disabilities	✓		
		13 Participate in solving various social problems	✓		
		14 Support model schools	✓		
		15 Support the operation of the General Secretariat	✓		
		16 Support the operation of the National Institute of Special Education	✓		
		17 Support the Anti-Doping Commission in Cambodia	✓		
		18 Scholarships for student teachers studying at regional pedagogical centers	✓		
		19 Student Teacher Scholarship at Provincial Teacher Training College	✓		
		20 Poor Student Scholarships and Outstanding Student Awards at Practical Schools	✓		
		21 Development of educational infrastructure (capital expenditure)	✓		
<b>38. INTERNAL AUDIT</b>					
<b>A.C 1: Developing internal auditing procedures and strengthening internal management systems in education.</b>	7/7	<b>The organization's operations</b>			
		1 Support unit operations	✓		
		<b>Internal and Sub-National Internal Management Audit</b>			
		2 Audit (1st)	✓		
		3 Audit (2nd)	✓		
		4 Audit (3rd)	✓		
		<b>Monitor the Implementation of Audit Recommendations</b>			
		5 Monitor audit recommendations	✓		
<b>A.C 2: Developing internal auditing skills.</b>	2/2	<b>Audit of Achievements, Information Technology Systems Audit, and Audit of Grant Projects</b>			
		6 Performance audit and audit of financing projects	✓		
		7 Information Technology Audit	✓		
<b>Internal Audit Training on Information Technology Systems and Achievement Audit Procedures</b>		1 Training of internal auditors on information technology systems and performance audit procedures	✓		
		<b>Disseminate Policies on Internal Management and Risk Management Procedures</b>			
		2 Disseminate internal control policies and risk processes	✓		
<b>39. EDUCATION QUALITY INSPECTION</b>					
<b>A.C 1: Education quality inspection, evaluating study outcomes, and assessing competency levels.</b>	26/28	<b>The organization's operations</b>			
		1 Buy equipment in department	✓		
		2 Use, maintenance and repair services in the department	✓		
		3 Procurement budget	✓		
		<b>Conduct Inspections and Monitor the Progress of the Work of Education, Youth, and Sports Officials at the Capital and Provincial Levels</b>			
		4 Inspection evaluate implementation of school standard indicators	✓		
		5 Monitor the progress relate the provincial inspection work and the progress of the school after the inspection	✓		
		<b>Conduct Standardized Evaluation Tests for Model Schools</b>			
		6 Update School Standards Assessment Tool	✓		
		7 Introduce techniques on the implementation of school standardized assessment tests	✓		
		8 Test school standard Assessment	✓		
		<b>Implement the International Program for Student Assessment Results (PISA-2025)</b>			
		9 Pay OECD international organization	✓		
10 Materials and document printing for Official PISA test	✓				
11 Workshop to collect information on target schools and guide code paste Official PISA test	✓				
12 Guidance Test Workshop Implement official PISA test (200 schools)	✓				
13 Attend International Advisory Council Meeting on	✓				

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		analyze data and write reports International Test			
		14 Develop and Update Sample PISA Item Banks for School	✓		
		15 Develop and Update PISA Teaching Manuals for Teacher	✓		
		16 Train Technical Team at National & Sub-national levels on how to support PISA items implementation at school level	✓		
		17 Train on PISA Main Survey Preparation and Administration	✓		
		18 Conduct Data Collection for PISA Main Survey	✓		
		19 Conduct Training on Data Coding & Data Entry for PISA Main Survey	✓		
		20 Conduct Data Cleaning, Data Merging, Data Reviewing and National Data Set Submission	✓		
		21 Coach on how to support PISA items implementation at school level	✓		
		<b>Disseminate and use SEA-PLM results to improve the quality of education at the school level</b>			
		22 Conduct the Data Analysis & country report writing SEA-PLM 2024	✓		
		23 Conduct the Consultation on preliminary findings of SEA-PLM 2024	✓		
		24 Conduct Official Launching the country report of SEA-PLM 2024			✓
		25 Disseminate and Consult on How to Use PISA Results at Schools Level			✓
		26 Request laptops and tablets for SEA-PLM test data management team and online SEA-PLM test training	✓		
		<b>Assess the equivalent level of competency for general education</b>			
		27 Disseminate proclamation of equivalent procedures and make equivalent certificates	✓		
		28 Test pilot Minimum ability assessment on reading and mathematics	✓		
<b>A.C 2: Capacity development of institutions and professional officers</b>	4/4	<b>Develop Competency in Inspection Work and Conduct Standardized Evaluation Tests for Model Schools</b>			
		1 Capacity building on school standard inspections and assessments	✓		
		2 Workshops on the implementation of CBA guideline	✓		
		3 Workshops on the implementation on school level STEM framework.	✓		
		<b>Develop the ability to evaluate students' academic performance standards</b>			
		4 Capacity building on technical mechanisms of Implement a standardized assessment of student achievement	✓		
<b>40. INSPECTION AND COMPLAINT</b>					
<b>A.C 1: Inspection of personnel management, administration, finance and state assets at national and sub-national levels</b>	2/5	<b>The organization's operations</b>			
		1 Supply of office equipment and maintenance		✓	
		<b>Strengthen School Administration for Both Implementing and Non-Implementing Model Schools</b>			
		2 Inspection of the management of compliance with the guidance and performance of educators in national and sub-national public institutions		✓	
		3 Monitor the progress of improvements in accordance with the recommendations of external inspection at the national and sub-national levels	✓		
		<b>Information Compilation for Private Educational Institutions</b>			
		4 Private School Information Quotes			✓
		<b>Regular inspections focus on risk management and suspected cases at the national and sub-national levels</b>			
		5 Inspection of Complaints and Defamation Complaints	✓		
<b>A.C 2: Develop the capacity of national and sub-national management officials</b>	0/1	<b>Training Inspection Professional Capacity</b>			
		1 Training Inspection Professional Capacity			✓

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
<b>41. INTERNATIONAL COOPERATION AND ASEAN AFFAIRS</b>					
<b>A.C 1: Promoting educational programs through advocacy and fostering national and international cooperation in the education sector with relevant partners.</b>	6/10	<b>The organization's operations</b>			
		1 Organizational Operations	✓		
		<b>Monitoring and evaluation</b>			
		2 Monitoring and Evaluating on ASEAN Knowledge	✓		
		3 Monitoring and Evaluating on SEAMEO Knowledge	✓		
		4 Selection of scholarship students to study abroad	✓		
		<b>Produce and disseminate educational information</b>			
		5 Printing Educational Posters			✓
		6 Printing Brochures			✓
		7 Distributing and Disseminating Educational Information	✓		
8 Producing Education, Youth and Sport Achievement Document	✓				
9 Producing Educational Newsletters			✓		
10 Produce educational newsletters			✓		
<b>A.C 2: Developing the capacities of institutions and technical officials in national and international cooperation activities</b>	18/21	<b>Promote ASEAN and SEAMEO cooperation</b>			
		1 Participating in Workshops, Training, and Meeting Abroad	✓		
		2 Paying Annual Contribution to SEAMEO Secretariat's Operational Budget	✓		
		3 Providing Per Diem to Educational Personnels to Attend Training Abroad	✓		
		4 Organizing Training on ASEAN Knowledge	✓		
		5 Organizing Training on SEAMEO Knowledge	✓		
		6 scholarship for study-research abroad for students	✓		
		7 Distributing Information and Scholarship Programs, and Selecting Students to Study Abroad	✓		
		8 Training Selected Scholarship Students Before Going to Study Abroad and Foreign Students Coming to Study in Cambodia	✓		
		9 Receiving Foreign Delegates on the Educational Sector			✓
		10 Awarding Medals, Honor Decorations, Certificates, and Letters/Certificates of Appreciation to Partner Organizations and Philanthropists			✓
		11 Organizing Activities, and National and International Festivals	✓		
		12 Paying Annual Contribution to International Organization	✓		
		13 Organizing Meeting and Gathering Event with Foreign Scholarship Students	✓		
		14 Providing Scholarship Allowance for Foreign Scholarship Students, and Scholarship Allowance for Cambodian Students Abroad	✓		
		15 Sponsoring Field Trips and Leisure Trips for Foreign Scholarship Students after Graduating	✓		
		16 Developing Professional Capacity through Participating in Training and Workshops	✓		
		17 Monitoring the Implementation Activities of Partner Organizations Education Support Projects	✓		
		18 Seeing Selecting Scholarship Students Off	✓		
		19 Seeing Foreign Scholarship Students Off to their Home Country	✓		
		20 Operating Female Student Dormitory Center, and Providing Primary Health Support to Students Residing in the Dormitory Center	✓		
<b>Develop the capacity of education officials on selection, write and reply to information, proposal writing skills, diplomatic and ASEAN protocol</b>					
21 Organizing training on collection, writing and response of information			✓		
<b>.42 LEGISLATION</b>					
<b>A.C 1: Developing a legal framework for the education sector.</b>	3/6	<b>The organization's operations</b>			
		1 Support the work process in the organization		✓	
		<b>Monitoring and Evaluation</b>			
2 Monitor and provide support for litigation cases in the field of education through the judiciary			✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		3 Improve the intellectual property law framework in educational institutions		✓	
		4 Study and collect information related to the implementation of the legal framework in the field of education to update the standard letter			✓
		<b>Prepare legal documents</b>			
		5 Consult to collect input for building legal documents in the field of education	✓		
		6 Study the impact on the draft regulations related to education	✓		
<b>A.C 2: Strengthening capacity of education officials on education sector legislation</b>	4/8	<b>Promote good governance in education</b>			
		1 Update training materials on good governance to strengthen education services	✓		
		2 Establish a digital school good governance evaluation system			✓
		3 Disseminate and train training documents on good governance to strengthen the provision of educational services to school management	✓		
		4 Monitor and support schools on the implementation of good governance programs to improve the provision of educational services		✓	
		5 Strengthen the capacity of academic staff and student teachers on the legal framework, education and work to prevent human trafficking	✓		
		<b>Support and promote the implementation of decentralization and deconcentration reforms in the education sector</b>			
		6 Develop a standard letter to support the sub-decree on the transfer of functions in the field of education, youth and sports to the municipal, district and khan administration			✓
		7 Dissemination workshop on legal framework to support the implementation of education functions transferred to municipal, district and Khan administrative staff	✓		
8 Supervise, monitor and provide technical support to municipal, district and khan administrations on the implementation of education functions		✓			
<b>.43 STATE PROPERTY AND CONSTRUCTION</b>					
<b>A.C 1: Development of educational infrastructure and equipment</b>	8/9	<b>The organization's operations</b>			
		1 Organizational Support		✓	
		2 Fuel for Ministry	✓		
		3 Annual Tax for Vehicles	✓		
		4 Building Renovation	✓		
		5 Materials and Equipment for schools	✓		
		<b>Monitor and evaluate construction, repair and supply of equipment</b>			
		6 Monitoring on school building renovation, construction of new school buildings, and management of educational infrastructure.	✓		
		7 Evaluate schools to supply equipment.	✓		
		<b>Strengthen the Use of State Asset Management Systems and Education Infrastructure Data</b>			
8 Prepare a master plan for renovation and new construction at educational institutions for 2024-2026	✓				
9 Verify state property data of central and local level organizations	✓				
<b>A.C 2: Develop the capacity of institutions and Professional Officer.</b>	1/2	<b>Capacity building on state property management and education infrastructure</b>			
		1 Training on educational infrastructure management, state property management, and study tours abroad			✓
		2 Training on state property management	✓		
<b>44. ADMINISTRATION</b>					
<b>A.C 1: Supporting the ceremony preparation service of educational sector at all levels</b>	7/7	<b>The organization's operations</b>			
		1 Equipment office, material, and equipment for department work performance	✓		
		2 Equipment office, material, and equipment for department work performance and repair	✓		
		<b>Support the Organization of Education Congress</b>			

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		3 Join national ceremonies and international events (Calendar of the royal government )	✓		
		4 Publish the educational congress and relevant documents 2025	✓		
		5 Supply and support for educational congress 2025	✓		
		6 Participate in annual congress of education, academic 2024-2025 and objective for year 2025-2026 of POES and collect information relevant reports	✓		
		7 Print annual activities of the minister of Ministry of education youth and sport 2025	✓		
<b>A.C 2: Capacity development of education officials and compenion, administrative, archives</b>	3/5	<b>Monitor and Supervise Ceremonies, Protocol, Outstanding Students, Student-Athlete Competitions, Examination and Racing Activities, and Administration-Library Work</b>			
		1 Administration and archivement management in the Kingdom of Cambodia	✓		
		2 Introduce and follow-up for request the medal in Education Sector	✓		
		3 Join as a member of the delegation with the leadership of ministry team during his/her inspection mission at sub-national level	✓		
		<b>Develop the Capacity of Administrative Officers, Library Management, Document Flow Systems, and Education Sector Protocol</b>			
		4 Conduct training workshop on administration management and Protocol to educational staffs		✓	
		5 Conduct training workshop on archive management and archivement Management System to educational staffs sub-national		✓	
<b>45. EDUCATION MANAGEMENT INFORMATION SYSTEM</b>					
<b>A.C 1: Developing the education statistics system.</b>	9/14	<b>The organization's operations</b>			
		1 Unit operation	✓		
		2 Buy a Laptop		✓	
		<b>Monitoring and evaluation</b>			
		3 Technical support on the use of education management information systems in schools	✓		
		4 Collect and compile educational data in public schools, private schools and community kindergartens			✓
		5 Verify the validity and accuracy of education data to meet the needs of educational conferences	✓		
		6 Technical support on the effective and sustainable use of online student data management system (STS) through-out Siem Reap	✓		
		7 Monitor the management of education data in target schools			✓
		<b>Support the Education Management Information System (EMIS)</b>			
		8 Technical support on the use of online education management information system to sub-national level	✓		
		9 Update Questionnaire on Education Statistics Census	✓		
		10 Training and coaching on the use of education management information system	✓		
		11 Study and analyze education statistics and data usage, education management information system			✓
<b>Introduce and Train on Education Statistics Work for Standardized Model Schools</b>					
12 Technical support for data collection and data cards of model schools	✓				
13 Organize training on calculation of statistics and educational indicators, standard schools	✓				
14 Study, analyze statistics and indicators, education standards, model schools			✓		
<b>A.C 2: Develop the capacity of institutions and education Officer at all levels.</b>	2/8	<b>Develop education management information system</b>			
		1 Workshop on Examining and Validating Data, Statistics and Educational Indicators 2024-2025	✓		
		2 Training on System Development and Management (MySQL)			✓
		3 Organize technical level meeting on design and construc-			✓

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		tion of school education data management system			
		4 Workshop on Strengthening Education Management Information System for Schools			✓
		<b>Institutional development and capacity of officers in charge of education management information system</b>			
		5 Training on the development of educational statistics calculation system			✓
		6 Install and train school education data management system to national, sub-national and target schools			✓
		7 Training on School Data Management		✓	
		8 Training and coaching to expand the use of online student database management system-STS to be effective and sustainable throughout Siem Reap	✓		
<b>46. POLICY</b>					
<b>A.C 1: Develop policy of education, youth and sport based on scienc research and moritoring, evaluation the policy implementation of education, youth and sport</b>	15/23	<b>The organization's operations</b>			
		1 Administrative process materials	✓		
		2 Procurement	✓		
		3 Purchase technology materials for GEIP-AF project	✓		
		<b>Conduct Policy Research</b>			
		4 Conduct sub national training courses on action research	✓		
		5 A Study of Opportunities and Challenges of Public-Community Partnerships in Education			✓
		6 A Study of Assessing the Implementation of Equity Fund in Schools	✓		
		7 A Study of Needed Skills to Promote Informal Economy Development in Cambodia		✓	
		8 A Study of Analyzing Factors Influencing Student Retention in General Education	✓		
		9 A Study of Teacher Motivation	✓		
		10 A Study of Analyzing Factors Influencing Promotion Rates at the Upper Secondary Level	✓		
		11 A Study of Strengthening STEM Education in Cambodian Upper Secondary School: Investigating Teacher Competencies and Continuous Professional Development	✓		
		12 A Study of best practices in implementing School Community Strategies (SCS) and Model School Standards		✓	
		13 A Study of building resilient systems towards 21st century skills for Cambodian youth	✓		
		14 A study of assessing of ICT Competency of Teachers	✓		
		<b>Develop policy of education, youth and sports</b>			
		15 National Education Policy Framework		✓	
		16 Implement and pilot digital education strategies for schools	✓		
		17 Review of the model school standards for secondary education		✓	
		<b>Evaluate the Outcomes and Impact of Policy Implementation</b>			
		18 Monitor the progress of implementing policy-level indicators in the education sector in response to the Pentagon Strategy, Phase 1, and the implementing of the issued guidelines.	✓		
		<b>Orientation on policy implementation</b>			
19 A feasibility study of expanding the use of artificial intelligence (AI) for teaching and learning	✓				
20 A feasibility study of creating a Digital Policy M&E System.		✓			
21 Creation of Digital Policy M&E System			✓		
22 Support the implementation of Model School Standard under STEP UP	✓				
23 Education Specialists' Capacity Development Programs		✓			
<b>A.C 2: Develop the capacity of institutional and education officials at all levels</b>	4/5	<b>Institutional development and capacity of officials in charge of policy development of ecuation, youth and sports</b>			
		1 Capacity building of education officers on education policy research and development	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
		2 Organize a study visit on best practices in informal economy relations and the role of the education sector abroad		✓	
		3 Organise training on policy's impact evaluation	✓		
		<b>Education Policy Discussion</b>			
		4 Organize the 5th Education Policy Forum to share knowledge and promote research culture	✓		
		5 Organise policy dialogues on School Community Strategy (SCS)	✓		
<b>47. MONITORING AND EVALUATION</b>					
<b>A.C 1: Development and strengthen monitoring and evaluation system in educational sector at all levels</b>	8/8	<b>The organization's operations</b>			
		1 The organization's operations	✓		
		<b>Develop Monitoring and Evaluation Systems for Achievements in the Education, Youth, and Sports Sectors</b>			
		2 Evaluate the quality of the performance report on the implementation of the AOP	✓		
		3 Organize a workshop to disseminate the framework for monitoring and evaluating the achievements of the sector Education, Youth and Sports	✓		
		<b>Monitor and Evaluate Achievements in the Education, Youth, and Sports Sectors</b>			
		4 Monitor the implementation of national performance agreements	✓		
		5 Monitor the implementation of sub-national performance agreements	✓		
		<b>Prepare the Ministry of Education, Youth, and Sports Performance Report</b>			
		6 Technical support for national performance reporting by software system.	✓		
7 Technical support on the preparation of sub-national performance report	✓				
<b>Prepare report of the education congress to summarize the results of education, youth and sports</b>					
8 Technical support on the preparation of the education youth and sports congress report	✓				
<b>A.C 2: Develop institute and capacity officials on monitoring and evaluation at all levels</b>	4/4	<b>Develop capacity and technical support to implement the system for monitoring and evaluating the achievements of education, youth and sports</b>			
		1 Capacity development for provincial education staff on the implementation of monitoring and evaluation system	✓		
		2 Technical support for provincial education staff on the implementation of monitoring and evaluation system	✓		
		3 Capacity develop for preparing national performance reports by software system	✓		
		4 Capacity develop for preparing the education youth and sports congress report	✓		
<b>48. DIGITAL TRANSFORMATION</b>					
<b>A.C 1: Strengthening and expanding the information technology infrastructure and promoting digital technology innovation within the education ecosystem in a new context.</b>	0/6	<b>The organization's operations</b>			
		1 The organization's operations		✓	
		<b>Monitoring and Evaluation</b>			
		2 Monitor and evaluate digital technology infrastructure and innovations in education		✓	
		<b>Develop Information Technology Platforms, Integrate Data Management Systems in Education, and Promote Digital Education and Innovation</b>			
		4 Workshop on improving the website of the Ministry of Education, Youth and Sports and updating the dissemination of digital content in education		✓	
5 Build and develop information technology systems		✓			
6 Implementing part-time programs and designing digital technology competitions, education, coding and game development in general education schools			✓		
<b>A.C 2: Developing digital capacity for education officials and expanding digital infrastructure to serve the education, youth, and sports</b>	4/7	<b>Develop capacity of education officials</b>			
		1 Training on the use of digital training and interactive content creation methods to promote digital education	✓		
		2 Training on Digital Infrastructure and Digital Equipment Maintenance	✓		

ACTIVITY CLUSTERS	RESU LTS	ACTIVITIES	STATUS		
			1	2	3
sectors.		3 Training on Innovation in Digital Education Technology, Assistance in Teaching and Learning Methods in a New Context	✓		
		4 Training on Literacy, Media and Information and Testing System for 12th Grade Students to Prepare for High School Diploma Exam		✓	
		5 Digital Skills Development in Media Information for Teachers at Teacher Training Centers (TTCs)		✓	
		6 Training course on creating digital education content and using digital school education nursery	✓		
		<b>Strengthen and Expand Cooperation Efforts to Promote Digital Transformation Development</b>			
		7 Management and education officials attend study visits and meetings abroad - and receive international delegations, partnerships on the development of digital revolution in education		✓	
<b>49. EXAMINATION AFFAIRS</b>					
<b>A.C 1 : Strengthen examinations in general secondary education and technical education</b>	11/11	<b>The organization's operations</b>			
		1 Materials and equipment for the operation of the Department of Examination	✓		
		<b>Prepare the Procedures and Implementation for Excellence Student Exams, Secondary Education Exams, and Technical Education Exams</b>			
		2 Nationwide Outstanding Student Examination in Mathematics, Physics and Khmer Language	✓		
		3 National Outstanding Student Olympiad Exam	✓		
		4 Training of Outstanding Olympiad Students for Overseas Competitions	✓		
		5 Sends Outstanding Olympiad Students to Compete Abroad	✓		
		6 Overtime pay for Olympiad Outreach Teachers	✓		
		7 Overseas Mission for Exam Work	✓		
		8 Minimum Assistance for High School Diploma Examination	✓		
		9 Winner Student Prize	✓		
		10 Workshop on the Role and Duties of National Assistants for the High School Diploma Examination Process	✓		
11 Participate in the National Outstanding Student Examination in Mathematics, Physics and Khmer Language	✓				
<b>A.C 2 : Institutional development and capacity building of education officials at all levels</b>	5/5	<b>Develop the Capacity of Education Personnel Responsible for Examination Tasks</b>			
		1 Improve IT skills in high schools on updating student enrollment programs Computer system	✓		
		2 Computerized Scoring Test for High School Diploma Exam	✓		
		3 Capacity building on the duties of the subject committee for the high school diploma examination	✓		
		4 High School Diploma Exam	✓		
		5 Materials and equipment for the examination process for outstanding students and high school diploma exams	✓		

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



**PART 3**  
**TOPICS FOR DISCUSSION**



## TOPICS FOR DISCUSSION

### 1st Panel: Develop human Capital with Inclusive and Resilience

- **Topic:** Early Childhood Education Towards a New Educational Pathways
- **Topic:** Management of Students Learning Outcome
- **Topic:** Promoting Student Learning Outcomes
- **Topic:** Teacher Education Reform
- **Topic:** Pilot Implementation of New Educational Pathways

### 2nd Panel: Developing Higher Education for Diversification and Economic Growth

- **Topic:** Research for Innovation and AI-Driven Technological Transformation in Higher Education
- **Topic:** Bridging Skill Gaps Through Modernizing Curricula and Teaching Methods
- **Topic:** the Development of International Program Degree in promoting quality standards and student Learning Outcome
- **Topic:** Strengthening Governance for Sustainable Development in Higher Education Institutions

### 3<sup>rd</sup> Panel: Develop Youth for the Nation and the People

- **Topic:** Youth and the Spirit of Patriotism
- **Topic:** Non-Formal and Inclusive Education Plays an Important Role in Promoting Equitable and Sustainable National Development
- **Topic:** Providing opportunities for youth with disabilities to be capable of participating in national development.

### 4<sup>th</sup> Panel: Develop Physical Education and Sports for the Well-Being and National Prestige

- **Topic:** Promoting Physical Education and Sports Activities Contributing to Improve of Education Quality and Public Health
- **Topic:** Promoting the Training of National Team and Grassroot Athletes for Sporting Excellence and National Prestige
- **Topic:** Strengthening a Culture of Clean Sport in Cambodia
- **Topic:** Promoting School Health at Schools

កម្ពុជា ជាមួយ ពិភពលោក