



**Kingdom of Cambodia
Nation Religion King**

Ministry of Education, Youth and Sport



Education Strategic Plan 2019-2023

June 2019

PREFACE

The Ministry of Education, Youth and Sport achieved the Education Strategic Plan 2014–2018 in collaboration with members of the Education Sector Working Group and other stakeholders. The achievements include: increasing equitable access to education services at all levels, particularly the nine years of basic education; growing opportunities for disadvantaged children and youth to enrol at all levels; strengthened governance of public educational institutions; improved quality of education through strengthening teachers' capacities; and increasing scholarships for poor students. Critical quality improvement measures and responses to education services, especially the reform of the upper secondary exam and other types of exams, enabled MoEYS to outline further prioritized reform programmes, such as: improving the teaching profession, assessing student achievement, reviewing curricula and core textbooks, and higher education reform. Young Cambodians have become more active as a result of interventions by all stakeholders, including the process of the Child and Youth Council, Red Cross volunteer youths, and Scout youths. MoEYS offers other interventions, including providing technical and soft skills, job market information, and career counselling and orientation. Physical education and sport are also key priorities, building on the success of Cambodian sports professionals who have won gold medals at the World, Asian and Southeast Asian Championships, the Southeast Asian Games, and other competitions.

The Rectangular Strategy Phase IV highlights human resource development as its first priority. MoEYS is committed to achieving its first goal of, "Improving the Quality of Education, Science and Technology" by focusing on seven reform priorities: 1) teachers, 2) expansion of schools at all levels, 3) strengthening comprehensive inspection of school management, 4) promotion of technical education at upper secondary education, 5) skills education in accordance with the labour market, 6) development of comprehensive curricula and textbooks, and 7) preparation for the Southeast Asian Games 2023.

For the next five years (2019–2023) and towards 2030 and 2050, MoEYS is committed to achieving Sustainable Development Goal 4 on Education, based on the principles of inclusive, equitable and quality education and promoting lifelong learning opportunities for all. MoEYS continues to minimize skills gaps by collaborating with relevant stakeholders to intensify the supply of skills training in priority areas, and by introducing digital education in response to policy and the direction of Cambodia's digital economy.

To achieve these priorities, MoEYS has embraced two overarching policies: 1) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; and 2) Ensure effective leadership and management of education officials at all levels.

The Education Strategic Plan 2019–2023 is designed for implementing education, youth and sport reforms and establishing a robust base for education in 2030 and beyond. It responds to the vision of Cambodia's socio-economic development and the reform programmes of the Royal Government of Cambodia. The plan applies sub-sector structural management approaches to address logical relationships between sub-sector objectives, strategic frameworks, main activities and resource requirements, monitoring and evaluation, and mechanisms for continuous quality improvement.

The Ministry of Education, Youth and Sport would like to express appreciation to the Ministry' leaders, education staff members at all levels, members of Education Sector Working Group, other stakeholders who significantly contribute to the development of the Education Strategic Plan 2019-2023. The MoEYS calls for continued support and cooperation from throughout the processes of collectively implementing the ESP 2019-2023 for the future of Cambodian children and youth as well as the national development.

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ACRONYMS

ASEAN	Association of Southeast Asian Nations
CDMP	Capacity Development Master Plan
DOE	District Office of Education
DTMT	District Training and Monitoring Team
ECE	Early Childhood Education
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESP	Education Strategic Plan
FMIS	Financial Management Information System
GDP	Gross Domestic Product
GSED	General Secondary Education Department
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
ICT	Information and Communication Technology
INSET	In-Service Teacher Training
JTWG	Joint Technical Working Group
M&E	Monitoring and Evaluation
MoEYS	Ministry of Education, Youth and Sport
NFE-MIS	Non-Formal Education-Management Information System
NGO	Non-Government Organization
NSDP	National Strategic Development Plan
ONSET	On-Service Teacher Training
PISA	Programme for International Student Assessment
POE	Provincial Office of Education
PRESET	Pre-Service Teacher Training
PTTC	Provincial Teacher Training College
RGC	Royal Government of Cambodia
RTTC	Regional Teacher Training College
SBM	School-Based Management
SDG	Sustainable Development Goal
STEM	Science, Technology, Engineering and Mathematics
SY	School Year
TEC	Teacher Education College
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene

CHAPTER I

INTRODUCTION AND ANALYSIS OF PERFORMANCE, 2014–2018

1.1 Introduction: Education Sector Performance, 2014–2018

The Ministry of Education, Youth and Sport (MoEYS) implemented the Education Strategic Plan (ESP) 2014–2018, as well as education policies and priority reforms. In 2016 it undertook a mid-term review of the ESP 2014–2018 in response to major policies and strategies in the third phase of the Rectangular Strategy, the National Strategic Development Plan (NSDP) 2014–2018, reforms of the government's Fifth Legislature of the National Assembly, and Cambodia's Sustainable Development Goal (SDG) 4, Education 2030.

Over the ESP 2014–2018 implementation period, MoEYS made considerable progress in improving opportunities for all Cambodian children to access education services. It enhanced the quality of learning, and improved the delivery of efficient and effective education services.

As a result of the mid-term review in 2016, MoEYS revised its education policies from three down to two, to be consistent with SDG 4, and to respond to various policies. This was in order to contribute to the implementation of the Royal Government of Cambodia's (RGC) policies for employment growth, equity and efficiency, aimed at achieving the goals of poverty reduction and promoting citizens' livelihoods. The two medium-term education policies are:

- **Policy 1:** Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.
- **Policy 2:** Ensure effective leadership and management of education officials at all levels.

Over the last five years, MoEYS and development partners have made significant achievements, including increasing access to equity at all levels, in particular nine years of basic education, through fostering favourable conditions. These conditions have enabled disadvantaged children to study, the strengthening and expansion of the governance of public institutions and urgent needs, and greater numbers of scholarships for poor students.

MoEYS paid close attention to the implementation of measures to improve the quality and responsiveness of education services, especially the reform of the secondary school certificate examination and all kinds of examinations, the promotion of professional teacher training, capacity development, and staff motivation. The efficiency and effectiveness of the management of educational services also increased. Another important MoEYS achievement was the introduction and implementation of education, youth and sport reforms in accordance with the government's reforms under the fifth mandate. Eight reforms were implemented in 2014 and 15 reforms were implemented from 2015 to 2018.

In addition to progress in education, the ministry actively promoted Cambodian youth through interventions and support from all stakeholders. These included the introduction of child and youth councils, youth networks and volunteer youth networks at national and sub-national levels, along with support for the Red Cross and a boost for scout movement members. The ministry continued to strengthen the technical skills and soft skills of young people, and provided job market information to youths. It also provided career counselling and orientation, and organized a labour market forum. The ministry educated young people on life skills, HIV prevention, drug elimination, alcohol laws, traffic laws and the elimination of violence among youth.

The ministry took action to increase the importance and popularity of the physical education and sports sector. MoEYS reformed the sector with cooperation from the Cambodian National

Olympic Committee and the National Sports Federation, and delegated functions and financial support to the National Sports Federation. These efforts, in both the technical and practical policy frameworks, increased the confidence and support of parents and students alike. They also resulted in the promotion of Cambodian sports people at the international level, with Cambodian competitors winning gold medals at the Asian Championships and the Southeast Asian Championships, the Southeast Asian Games, and various other sports events.

The progresses of above policies implementation were reflected with 10 core breakthrough indicators as below table.

Seven out of 10 core breakthrough indicators achieved their targets. Policy Objective 1 achieved six indicators over target, with one target not achieved (number of HEIs evaluated internal and external). The national learning assessment of students in Grade 3 for Khmer and Math subjects will be implemented in 2019–2020. Policy Objective 2 achieved both its indicators.

The number of districts with primary education repetition rates less than or equal to 10 per cent fluctuated over the past five years. There is a need to conduct a survey of districts that are not achieving their targets, and intervene.

Table 1: The Progress of Core Breakthrough Indicators

Core breakthrough indicators	Unit	2013/14	2014/15	2015/16	2016/17	2017/18		
		Actual	Actual	Actual	Actual	Actual	Target	
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all								
1. Percentage of five-year-old children enrolled in any form of early childhood education programme	%	59.9	61.4	64.1	66.4	68.5	68.0	↑
2. Number of districts with primary education repetition rate less than or equal ≤10%	Number	184	184	171	173	173	182	→
3. Number of provinces with lower secondary education completion rate at least 40%	Number	7	9	8	11	13	10	↑
4. Adult literacy rate (15 - above)	%			78.1 (2014)	78.1	82.5* (2017)	81.4	↑
5. National learning assessment of students at Grade 3, in Khmer and Math subjects								
Reading			35.2			Implement in SY 2019–20	5 point increase	
Math			41.0				5 point increase	
6. Number of higher education institutions (HEIs) evaluated (internal and external)	Number	n/a	n/a	10	38	5	50	↓
7. % of primary teachers with upper secondary certificate +2	%	n/a	n/a	57	69.6	72.1	59	↑
8. % of teacher educators (Provincial/ Regional Teacher Training College (RTTC) and National Institute of Education) with Master Degree	%	n/a	n/a	10	20.2	18.2	18	↑
Policy 2: Ensure effective leadership and management of education staff at all levels								
9. Number of school principals trained in school-based management (SBM) (primary and secondary)	Number	n/a	n/a	n/a	948	752	500	↑
10. MoEYS liquidation rate	%	93.2	86.16	94.3 (2015)	94	95.17	95	↑

Source: MoEYS 2018, *CSES 2017 ↑ Achieved → Likely to Achieve ↓ Unlikely to Achieve

MoEYS assessed and evaluated 53 internal and external HEIs in 2015, however, only 5 of 50 HEIs were evaluated by 2018.

Overall, there has been significant progress in policy implementation, when compared with targets. This is reflected in educational development, which is a crucial pillar of economic and social development.

1.2 Analysis of Sub-Sector Progress

1.2.1 Early Childhood Education

Assessment of Policy Objective 1

Access to Early Childhood Education (ECE) improved year on year as a result of interventions and the provision of education services. There was a gradual increase in the percentage of five-year-old children accessing all aspects of ECE services, from 59.9 per cent in SY 2013/14 to 68.5 per cent in SY 2017/18. This achieved the ESP target of 68 per cent. Enrolment of four-year-old children increased from 24.5 per cent to 39.9 per cent over the last five years, achieving the target of 38 per cent in SY 2017/18. The percentage of three-year-old children in some form of ECE programme saw slow progress, with a 5.1 per cent increase in the last five years. This is unlikely to achieve its target. Enrolment in primary and community pre-school education prioritized five-year-olds, then four-year-olds, then three-year-olds, leading to the enrolment of children under 3 years being below the target. Coupled with the number of newly trained pre-school teachers and insufficient infrastructure, there is not the capacity to meet the needs of service expansion. Among girls and boys, enrolment in all aspects was similar over the last five years, with the gender parity index remaining equal at 1.0.

MoEYS expanded pre-schools from 5,625 in SY 2013/14 to 7,587 in SY 2017/18, an increase of some 34 per cent over the past five years; 31.2 per cent in terms of the number of public pre-schools, 33.1 per cent in terms of community pre-schools, and slightly higher for private pre-schools. The ministry implemented many programmes, such as school operational budgets and school improvement plans, a multilingual education programme, an inclusive education programme, parents' education linked to community pre-schools, and a floating pre-school programme in flooded areas. A multilingual education programme for indigenous children was implemented in 11 districts of three target provinces during SY 2013/14 and expanded to 19 districts of five target provinces in SY 2017/18. MoEYS implemented a mobile pre-school programme in five villages of Taveng Krom commune, and in Tavenglay commune, Taoeng district, Koh Speu district, Wansai district, and Ta Lao commune, Andoung Meas district in Rattanakiri province.

Public pre-schools implementing the inclusive education programme increased from 27 in SY 2013/14 to 183 in SY 2017/18. Community pre-schools implementing the inclusive education programme increased from 10 in SY 2013/14 to 64 in SY 2017/18. Children with disabilities have increased from 71 students, 35 females in SY 2013-2014 to 502 students, 216 females in SY 2017-2018.

The percentage of ECE services meeting quality standards was measured through a monitoring and evaluation (M&E) system focusing on teaching and learning, study environments, management, collaboration and training. It increased from 11 per cent in SY 2015/16 to 23.5 per cent in SY 2017/18, which achieved the target of 22.9 per cent.

Teacher capacity development: MoEYS deployed 200 new pre-school teachers annually and recruited 200 pre-school teacher trainees. The ministry provided capacity building to pre-school

principals and teachers on pre-school classroom management, in accordance with quality standards. It also trained public pre-school teachers and community pre-school teachers on the inclusive education programme.

Challenges to enrolment in ECE include a lack of pre-school teachers and infrastructure for expanding ECE services.

Assessment of Policy Objective 2

Even though there were no outcome indicators relating to the second sub-sector policy objective, a series of strategies and programmes was implemented in regard to this objective. A results-based M&E system for the sub-sector was adopted and provided capacity training to ECE staff.

The ECE sub-sector made significant education achievements through the implementation of policies over the past five years, including quality education and leadership and management. Targets were achieved for four- and five-year-old children accessing any form of ECE, while targets for three-year-old children were not met. Some issues require further effort, such as access to ECE services for children in rural areas, disadvantaged children and children from low socio-economic families. There needs to be improvements in the quality of ECE through strengthening the implementation of ECE quality standards; teacher training and teacher deployment with qualifications need to be increased; legal documents need to be formulated; participation and accountability need to be promoted; and M&E systems need to be strengthened.

1.2.2 Primary Education Sub-sector

Assessment of Policy Objective 1

Over the past five years, net enrolment rates at primary education level have achieved 98 per cent, while completion rates have reached 80 per cent. Primary schools are largely available in all geographic locations, and the number of primary schools gradually increased, while incomplete schools decreased by 532 and disadvantaged schools decreased by 53 in SY 2017/18. According to the MoEYS Education Congress report, the number of students enrolled at the right age increased, which indicates that Cambodian people understand the value of education, schools are close to their homes, and especially in remote and disadvantaged areas they offer a friendly environment.

The efficiency of primary education, as represented by dropout and repetition rates, also improved over the past five years. Nevertheless, there are high student dropout rates at Grade 6 of primary school.

MoEYS strengthened learning and teaching methodologies by disseminating videos on Khmer language teaching methodologies for grades 1, 2 and 3 through its website. It also disseminated reading standards for Grade 1, 2 and 3 teachers, school principals and district training and monitoring teams (DTMTs), and provided training on teaching methodologies for Khmer subjects at Grades 1, 2 and 3, as well as other methodologies.

After successful implementation of the early grade reading assessment (EGRA), Cambodia piloted the early grade mathematics assessment as part of a national assessment. Cambodia prepared its first early grade mathematics assessment (EGMA) in 2015, with the results indicating that students in Grade 1, Grade 2 and Grade 3 lacked understanding on the concepts of mathematical contexts, but could answer questions related to solving procedures. As students lacked this understanding, their Grade 6 learning levels were low, especially for fractions, decimals, percentages and geometry. Basic skills in early grade mathematics are essential to strengthen mathematics education overall. The main challenges included teachers not following

their lesson plans, a lack of teaching and learning materials for teachers and students, and teachers not using inquiry-based learning activities.

The challenges facing enrolment at primary level are: over-age children who drop out of school; a lack of schools at all levels in some districts; a lack of competency in early grade reading, writing and mathematics. More importantly, MoEYS must strengthen classroom management and teaching and learning processes. It must provide teaching and learning materials, improve teacher capacity development, promote the participation of stakeholders in school management processes, and further support students to improve reading and writing at primary education level. MoEYS must focus more on increasing student enrolment at pre-schools and primary schools in provinces with low student enrolment rates.

Assessment of Policy Objective 2

MoEYS disseminated and implemented SBM with four components: 1) school administration; 2) learning and teaching, and implementation of curriculum; 3) capacity development of teachers, and inspection; and 4) formulation of school development plans and school budget management.

The primary education sub-sector achieved high student enrolment rates at primary education level, but needs to improve these rates for school-aged children who are still not attending primary school. It is necessary to identify these children and the areas they are in, and to include children with disabilities, children in rural and remote areas, and immigrant children. As the student learning assessment indicated that students were not learning sufficiently, it is important to address the problems in the early grades, where a large proportion of children are not acquiring basic proficiency in Khmer reading, writing and mathematics. It is important for MoEYS to focus on improving education quality (improving teacher training, deployment of teachers to schools with shortages of teachers, ensuring appropriate textbooks are adequately distributed, etc.). MoEYS should use the assessment results to improve student learning.

1.2.3 Secondary and Technical Education Sub-sector

Assessment of Policy Objective 1

Enrolment in lower secondary education improved, with the gross enrolment rate increasing 3.5 per cent over the last five years, to 56.8 per cent in SY 2017/18 (target 54.6 per cent). The gross enrolment rate for upper secondary education increased 2.5 per cent to 28.5 per cent (target 27.7 per cent).

The dropout rate for lower secondary school declined significantly, from 21.2 per cent in SY 2013/14 to 15.4 per cent in SY 2017/18. However, this rate is still high due to other factors such as schools being far from houses, and a lack of qualified teachers, core textbooks, teaching methods and scholarships. This could be helped by a career counselling programme and the introduction of an early warning system (identification of slow learners for further teaching, monitoring students' learning, and assisting slow learners or students at risk of dropping out). Dropout at upper secondary school level is high, at 18.3 per cent in SY 2017/18. The dropout rate is high in rural areas, as students need to work to earn money and support their families. School dropout may result in poor or inadequate educational service provision in rural and remote areas.

Transition rates from primary to lower secondary school were quite low due to the vast geographic spread of lower secondary schools.

The number of general and technical high school students gradually increased through the provision of a scholarship programme, dormitories for students, and increased advertising that

explained the importance and value of technical education. The rate did not reach its target in 2018, due to some students moving to general education.

The national assessments in Grade 8 between 2014 and 2017 indicated that results for writing increased by 9.4 per cent at the basic level, however 71 per cent of students who did the writing test were below basic level. There was no significant percentage change in the proficient and advanced levels. Reading test results decreased 10 per cent at the high level and increased 7 per cent at the low basic level. Results of the mathematics assessment did not reveal any remarkable changes between 2014 and 2017, but in reality, more than 80 per cent of students who participated in the test have done basic education and low basic education. Results of the assessment for physics did not show any change, but the number of students in low, basic education increased by more than 80 per cent.

MoEYS adopted a curriculum framework in 2016 and course syllabus at all levels in 2018, focusing on student-centred concepts and approaches and using an inquiry-based learning method and other methodologies. The course syllabuses are divided into three different education levels, which are consistent and complement each other. They respond to the higher education curriculum. The pre-school education level is 1,050 hours per school year and 30 hours per week. Primary education is 1,050 hours per year and 30 hours per week. Lower secondary education is 1,400 hours per year and 40 hours per week, while upper secondary education is 1,400 hours per year and 40 hours per week. Some subjects are revised, integrated and divided, such as information and communication technology (ICT), foreign language, basic life skills and health education, as well as science, engineering and mathematics. The curriculum reforms for the three education levels aim to develop the full potential of all citizens, whether physical or intellectual. They also address moral values and, at the basic education level, focus on being a good person, which is useful for the self, the family, the community, the nation and the world.

Although secondary school enrolment rates achieved their targets, MoEYS must pay more attention to reducing student dropout by addressing geographical issues and other reasons that students do not pursue their learning. MoEYS must develop appropriate strategies to assist students to stay in school. These could include enhancing the scholarship programme, an early warning system to reduce student dropout, implementing SBM, classroom management and new curricula, and encouraging students to be more active in the classroom.

Assessment of Policy Objective 2

MoEYS strengthened results-based management and monitoring systems. It monitored the implementation of the scholarship programme for poor students, as well as management, teaching and learning; it strengthened the capacity of national and sub-national teacher trainers on the documents used for school management committees and clusters of secondary schools; and strengthened the use and operation of 36 resource centres in 25 provinces.

Overall, this sub-sector achieved gradual progress, including access to education, the quality of education and sub-sector management processes. However, MoEYS needs to increase student enrolment and promote the continuation of education by identifying target groups who are at risk of dropping out of secondary school, and the related causes. It needs to formulate effective strategies, including reviewing scholarship programmes, strengthening teaching and learning, exploring new teaching methodologies and supplying teaching and learning materials. For technical education, MoEYS needs to focus on providing career counselling, orientation, learning, workshops, facilities, internship programmes and collaboration with enterprises.

1.2.4 Higher Education Sub-sector

Assessment of Policy Objective 1

Enrolment at higher education level did not change significantly. The gross enrolment rate for higher education (18–22 years) was 11.6 per cent, which was lower than the target 23 per cent in SY 2017/18. MoEYS promoted and increased student access to education in science, technology, engineering and mathematics (STEM) at higher education level through the creation of a new training programme and new higher educational institutions focusing on STEM. The number of students enrolled in the bachelor degree on STEM increased from 19.6 per cent to 27.1 per cent. Nine new HEIs were established, providing training in STEM, of which four are public institutions (Kampong Chheu Teal Institute of Technology, Kampong Speu Institute of Technology, Kratie University, HENG SAMRIN Thboug Khmum University) and five are private (Science University, Kiriom Institute of Technology, Bateay International Institute, Japan-Cambodia Institute of Technology and Mong Rithy Agriculture Institute).

There was further investment in infrastructure, with the formalization of the Talent Engineering Building of Samdech Akka Moha Sena Padei Techo Hun Sen at the Institute of Technology of Cambodia, the science building, and a new business training centre, Techo, at the Royal University of Phnom Penh.

MoEYS promoted the culture of research at higher education level and developed the research and innovation capacity of HEIs through research funds and capacity building. As a result, 45 research projects were offered to 24 higher education institutes. To further support research at the higher education level, MoEYS organized a researcher forum and an education research forum, demonstrating the priority given to the research sector in 2015–2018. As a result, HEIs have the capacity to accept research projects through partnerships with international universities, as well as the Erasmus+ framework of the European Union.

Assessment of Policy Objective 2

To promote good governance, MoEYS developed the higher education information system, an M&E system for HEIs.

The internal and external quality assurance mechanisms of the higher education sub-sector have been strengthened. All students should be motivated and oriented to select STEM subjects. These are priority subjects that respond to Cambodia's Industrial Development Policy 2015–2025, and encourage research by HEIs.

1.2.5 Non-Formal Education Sub-sector

Assessment of Policy Objective 1

The adult literacy rate (15 years of age and over) increased from 78.1 per cent in 2014 to 82.5 per cent in 2017. This increase is the result of efforts made by both MoEYS and development partners through the National Literacy Campaign in 2015.

The NFE sub-sector is focusing on lifelong learning through the implementation of the Lifelong Learning Policy. This aims to support all people to access various modalities of education and use their knowledge to maximize effectiveness, quality, job productivity and income in a knowledge-based society. MoEYS plans to transform community centres into lifelong learning centres.

Assessment of Policy Objective 2

All provinces had a NFE management information system (NFE-MIS) established in 2015. There was significant progress on NFE-MIS, surpassing the targets for 2014 and 2015.

Overall, there has been progress in the implementation of all types of NFE. The next steps would see community centres being transformed into life-long learning centres and cooperation with factories, enterprises and the private sector to implement policies in the NFE sub-sector.

1.2.6 Youth Development Sub-sector

Assessment of Policy Objective 1

Cambodia's youth is increasingly active through interventions and support from all stakeholders. Progress includes the establishment of child and youth councils, volunteering youth, Red Cross youth, and scout youth, as well as providing technical and soft skills, job market information, career counselling and orientation.

MoEYS still faces challenges in youth centre management, and providing the appropriate infrastructure to promote the qualification of core trainers in provinces. This is one reason for the decrease in the number of youths receiving training. Training programmes should be improved and linked to labour market requirements.

Assessment of Policy Objective 2

The RGC approved the National Policy and National Action Plan on Cambodian's Youth Development. The Ministry created a framework for sub-national youth development, national youth services and risk management for Cambodian's youth development. It drafted the Entrepreneurship Policy and included M&E.

Overall, there has been progress on the development of the policy framework, improvements to the structure of children and youth councils, the establishment a voluntary learning club, hard and soft skills training, and career counselling. Developing the implementation mechanism and increasing the effectiveness of the National Youth Development Council's performance through the National Action Plan for Youth Development is a priority.

1.2.7 Physical Education and Sport Sub-sector

Assessment of Policy Objective 1

Reforms in the physical education and sport sector resulted in the increased popularity of athletes who won medals at the 17th Southeast Asian Games in Korea. Some athletes won gold medals at the Petanque World Championships, while some won medals in other competitions. The number of sporting achievements increased, with athletes competing at regional, continental and global levels. Cambodia's champions are now pursuing national sporting excellence.

The MoEYS physical education and sport reforms changed the way competitors are recruited, from recruiting champions from each region and annual championships, to organizing national competitions in line with regional standards. MoEYS enhanced the capacity of sportsmen and sportswomen through the mobilization of grass-roots sports teams and nationally selected teams. MoEYS also amended the sub-decree and inter-ministerial prakas on allowances, nutrition and rewards for coaches, assistants and sports people. The prime minister presided over a high-level sports event. These reforms have promoted participation in competitions at the international level, with competitors winning medals at the 17th Southeast Asian Games, as well as the 18th Asia Games. Cambodia won two gold medals and one bronze. Cambodia's sports women won three consecutive gold medals at the international Petanque competition.

Assessment of Policy Objective 2

MoEYS reformed both the policy and technical frameworks of the physical education and sport sector, as well as actual implementation. Parents, guardians and the general public have greater confidence in the sector, and support the participation of students in sport. MoEYS improved the curriculum for physical education and sport in primary and secondary institutions, and enhanced the curriculum and training at national institutes of physical education for the bachelor degree.

Overall, there has been progress in physical education and sport through the repair and improvement of infrastructure for all kinds of sports at both provincial educational institutions and the national level. This has contributed to more physical education and action at schools, as well as sports training and competitions. Human resources have been developed to increase participation in competitions at the global, continental, regional and national level. To accelerate the development of a national federation, MoEYS delegated functions, coupled with budget support, for national sports. This was aimed at preparing for the 2023 Southeast Asian games.

1.3 The Progress of Education Priority Reform

In 2014, MoEYS introduced eight reforms and achieved major outcomes, including transferring the responsibility for Grade 9 exams to the sub-national level and imposing strict measures on the upper secondary school exam. MoEYS gave candidates the opportunity to take exams twice. The first time, 25.7 per cent of candidates passed, while the second time 17.9 per cent passed. MoEYS formulated and approved a national policy and national action plan on early childhood care and development. MoEYS saved budget on procurement, and increased staff salaries. These were paid through the banking system to accelerate payment. In higher education, MoEYS delegated the right to issue certificates to HEIs. Its increased school operational budgets at all levels, while the education budget increased to up to 17 per cent of the national recurrent budget. In the sports sector, MoEYS adopted a policy on physical education and sport, increasing the prize money for winners and setting up the National Olympic Stadium Management Board. It also developed the infrastructure of the National Olympic Stadium.

Of the priority reforms that were introduced, the high school certificate exam reform received good results. This impacted on other reforms, such as financial management, and increased the effectiveness of education staff.

The main factor in the rapid progress of education, youth and sport is the allocation of more resources from the government. The current budget increased from 15.5 per cent of the recurrent budget in 2013 to 18.3 per cent in 2017. The government will endeavour to increase the education budget to 20 per cent of the current budget. The budget will be higher if the capital budget is added to school construction.

Based on the implementation of the Education Reform Programme in 2014, especially the results of the upper secondary school exam, MoEYS introduced 15 priority reforms in education, youth and sport. These were based on five pillars in 2015. In 2016, MoEYS reviewed the implementation of the ESP 2014–2018 at mid-term, and did projections for 2020.

The education priority reforms were achieved within the five-pillar framework as follows:

Pillar 1: Implementation of Teacher Policy Action Plan

- Adopt standards for teacher training institutions and teachers
- Develop Phnom Penh and Battambang RTTCs as teacher education colleges (TEC)
- Develop basic teacher training from 12+2 to 12+4
- Establish National Institute of Special Education
- Train teachers in Grade 12 on mathematics and science subjects
- Train 56 national core trainers (20 female) in Masters degrees
- Implement a credit system for evaluating the capacity of education staff
- Train basic teachers who are teaching in upper secondary school through the fast track system to become upper secondary school teachers (2,686 female / 34.7 per cent)
- Train 965 basic education teachers in Bachelor of Education (380 female / 39.4 per cent)
- Train teachers in physical education and sport through the 12+4 formula
- Develop principles of evaluation to offer the status of core teacher trainer at TECs
- Develop the policy framework on teacher career pathways.

Pillar 2: Review of Curriculum and Basic Textbooks and Improvement of Learning Environment

- Adopt and disseminated curriculum frameworks for pre-school, general education and technical education
- Adopt syllabuses for all subjects for all education levels
- Adopt curriculum and introduce new English textbooks for Grades 4 to 9
- Finalize draft guidelines on the parent education programme
- Finalize draft curriculum framework and syllabus for bilingual class (French-Khmer)
- Draft documents on inclusive education for pre-school teacher trainees
- Develop an action plan for implementing the curriculum framework 2018–2023.

Pillar 3: Introduction of Inspection

- Adopt the concept of education quality assurance
- Develop the sub-national inspection structure in eight areas: Phnom Penh, Takeo, Preah Sihanouk, Battambang, Siem Reap, Prey Veng, Kampong Cham and Stung Treng
- Develop guidelines on thematic inspection and inspection tools
- Train 144 new inspectors (16 female) and 51 existing education inspectors (5 female) at the National Institute of Education
- Capacity building of officers in the inspection office (not inspectors) in 25 provinces, and education officials at the education quality assurance department on the concept of education quality assurance; six modules with 196 participants (46 female)
- Capacity training for DTMTs on how to give advice to 281 school principals and teachers (46 female).

Pillar 4: Strengthening Learning Assessments Including National, Regional and International Assessments

- Finalize the student national assessment framework at pre-school and general education level
- Conduct the national assessment test for Grades 3, 6, 8 and 11
- Disseminate the international results on student achievement for developing countries
- Pilot the student assessment test for primary school students in Grade 5 in the Southeast Asian region.

Pillar 5: Reform of Higher Education

- Develop and adopt evaluation guidelines on HEIs
- Finalize the drafting standards for PhD training accreditation
- Pilot the evaluation of HEI accreditation.

1.4 Analysis of Capacity and Management

Capacity

MoEYS implemented the Master Plan for Capacity Development in the Education Sector 2014–2018. This was aimed at ensuring effective leadership and management of education staff at all levels through a ministry-led, needs-based, comprehensive, systematic and sustainable capacity development approach. To achieve the goals, the ministry focused on: 1) developing evidence-based policies based on research and comprehensive dialogue, 2) results-oriented planning, policy and M&E / Education Management Information System (EMIS) practice at all levels, 3) government financing, based on equity and quality, ensuring greater financial accountability, 4) more efficient deployment and management of personnel (MoEYS and teachers) through systematic capacity development mechanisms, and 5) improved equity in and quality of education service delivery, as well as sport and youth development.

There are four inter-related components of core capacity development: 1) system, 2) social context, 3) human resource development, and 4) systematic coordination mechanisms.

Systems: There is a need for appropriate authority, good management and performance incentives.

Social context: The enabling environment – An education system operates within the culture, power relationships and social norms of the country, which governs the interaction between people and organizations.

Human resources: Individuals have the necessary skills, knowledge and understanding to carry out their technical tasks and roles. A range of wider, more general competencies is required. Effective leadership at the senior level, but also at team, department and unit levels, is essential. In the context of change or reform, such skills include change management, implying flexibility and tolerance of uncertainty, and the creation of effective learning organizations. Motivation is often linked to the extent to which people in an organization have shared values and a common sense of mission and purpose.

Mechanisms: The effective mobilization of human resources and the functionality of the systems depend on the effectiveness of mechanisms that are in place to support coherence, coordination and collaboration at different administrative levels.

Management

At the national level, the programme management committee regularly meets to review the progress of the sector and to prepare the annual Education Congress. The committee conducted the ESP Mid-Term Review 2016, revising the medium-term education policies down to two, to be consistent with SDG 4 on Education. It adjusted strategies, targets and projection indicators to 2020. The commission mobilized resources and aligned with the 15 priority reforms.

Sub-sector: Sub-sector structure is designed to coordinate with planning, management and monitoring. However, sub-sector planning is not reflected in the budget strategic plan, annual operational plan and programme budget. The management and monitoring were done only through the mid-term reviews and the annual Education Congress. The budget programme management at national and sub-national levels involved gathering budget entities at both levels.

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

Personnel Management Reform: MoEYS prepared the personnel management reform in response to the public administrative reform programme of the RGC. Over the last five years, the national programme of implementation and reform has increased the efficiency of educational service provision at all educational levels. This has been motivated by the RGC: regularly paying officials' salaries through the banking system in the fourth week of each month; threefold increases in salaries; increasing the minimum salary from 310,000 Riels in 2013 to 1,200,000 in 2019; doubling allowances for education staff in remote and disadvantaged areas; and doubling the fee for extra teaching hours. MoEYS received a new quota for annual recruitment of between 3,500 and 3,600 teachers. This figure is equitably distributed to schools where there are teacher shortages. MoEYS has strengthened education staff management, teachers and contract teachers, and continues to implement teacher deployment from schools with surplus teachers to schools with too few teachers. To implement institutional and human resource capacity reform, MoEYS reviewed its organizational structure and function, developing staff, management and teacher competency in accordance with career pathways. MoEYS used the national and project budget to strengthen the appointment of management staff through performance-based appraisals, testing competencies, and interviews. An M&E system for technical and administrative tasks at administrative institutions and schools has been implemented. Updates have been made to the principles of inspection, and staff have been trained on inspections. Regular inspections have been made.

1.5 Challenges

Although the implementation of the ESP 2014–2018 has made remarkable progress towards achieving its policy objectives, there are still some points that require strengthening and further improvements in order to achieve the goals:

Early Childhood Education Sub-sector: Enrolment in ECE has been positive, but there are still challenges, such as poor nutrition in remote areas, limited home-based education programmes, multi-sector facilitating institutions, community pre-schools not meeting quality standards and a lack of pre-school teachers. Where there are pre-school teachers, many are not sufficiently trained.

Primary Education Sub-sector: Over the past five years, dropout rates have decreased, the net enrolment rate reached 98 per cent, and the completion rate was 83 per cent. To improve the quality of education, MoEYS needs to strengthen early grade reading and mathematics.

Secondary and Technical Education Sub-sector: The student dropout rates at lower and upper secondary levels are still high. Most secondary schools do not have science labs, computer rooms, libraries, teaching aids or workshops in accordance with the curriculum framework.

Higher Education Sub-sector: The quality of graduate students does not fully meet the needs of the job market and society, and there are still skills gaps. The establishment of an internal quality assurance system in some HEIs has not worked well. Evaluation and accreditation of HEIs by the ACC reached only 53 of 125 HEIs. There are too few competent evaluation staff, and the implementation of evaluation recommendations is still limited. MoEYS needs more highly qualified lecturers (MBA and PhD level).

NFE Sub-sector: The infrastructure of community learning centres is insufficient to provide functional literacy training, and skilled teachers are not qualified to respond to the labour market.

Youth Development Sub-sector: There were limited budget resources to implement the Youth Development programme and the Scout programme. To strengthen the soft skills training programmes, entrepreneurship and technical skills training, there is a need to adequately equip and train trainers. This will ensure that the training meets market demand and socio-economic development.

Physical Education and Sport Sub-sector: To be ready to host the 2023 Southeast Asian Games, there needs to be more investment in sports infrastructure, training materials, national sports federations and human resources. This includes more physical education and sports teachers, coaches, judges, referees at national and international levels, and officials specializing in sports medicine and science.

CHAPTER II

NATIONAL DEVELOPMENT FRAMEWORK

2.1 Cambodia's Sustainable Development Goals 2016–2030

Over the last decade, the NSDP has had an important role in the RGC's policy programmes, rectangular strategy and socio-economic development goals. The RGC has achieved major goals, such as peace, political stability, prosperity and rapid poverty reduction. Cambodia localized its Global Millennium Development Goals as Cambodia's Millennium Development Goals and achieved many goals earlier than expected in 2015.

In this new development stage, the RGC has continued its efforts to localize the SDGs in line with the Cambodian context. The goals will be integrated into the NSDP and sector plans, which form the most important inputs for the preparation of the NSDP 2019–2023.

The RGC approved the 2030 Agenda for Cambodia's SDGs in late 2018, with 18 goals, 88 targets and 148 indicators. It added a new goal for clearing land mines and unexploded ordnance. Some 75 per cent of the global targets relate to Cambodia.

2.2 Rectangular Strategy of the Royal Government of Cambodia

The RGC's overriding goal is to build a peaceful, politically stable and secure society, following a path of sustainable and equitable development. The RGC will strive to make its people educated and healthy, living in harmony within the family and the society.

The Rectangular Strategy Phase 4 sets out the RGC's economic development strategy. Cambodia aims to reach the status of upper-middle-income country by 2030 and high-income country by 2050. The four themes of the core strategy are Growth, Employment, Equity and Efficiency. These are necessary and valid for Cambodia to implement its 6th mandate 2018–2023. It intends to: 1) Ensure sustainable and resilient economic growth of around 7 per cent per annum; 2) Create more jobs, both qualitatively and quantitatively, for its citizens, especially its youth; 3) Achieve the poverty reduction target of below 10 per cent; and 4) Further strengthen the capacity and governance of public institutions, both at national and sub-national levels to ensure the effective and efficient delivery of public services.

The core of the Rectangular Strategy Phase 4 is accelerating governance reform by focusing on: 1) Institutional reform and capacity building; 2) Enhancing accountability and integrity in public administration; 3) Strengthening work efficiency; and 4) Strengthening private sector governance.

The RGC has implemented its Industrial Development Policy 2015–2025. This is to promote the country's industrial development to help maintain sustainable and inclusive high economic growth through economic diversification, strengthening competitiveness and promoting productivity. The policy aims to transform and modernize Cambodia's industrial structure from labour-intensive industry to skills-driven industry by 2025, through connecting to regional and global value chains; integrating into regional production networks; and developing inter-connected production clusters. It will also make efforts to strengthen competitiveness and enhance the productivity of domestic industries. The country aims to develop modern technology and a knowledge-based industry. Among the strategies adopted by the government is the development of human resources and technical training. Skills and technology are critical for Cambodia's deeper integration within ASEAN.

Cambodia's socio-economic development will result in a 'new transformation' that would enable it to attain upper-middle-income country status by 2030, and high-income status by 2050. In order

to achieve this vision, the 6th mandate of the RGC will continue to focus on the same four priority areas. **People** will remain the top priority, followed by **Roads, Electricity** and **Water**. Human resource development will focus on: 1) Strengthening the quality of education, science and technology; 2) Vocational training; 3) Enhancing public health service and nutrition; and 4) Strengthening gender equity and social protection.

The RGC's strategic objective is to develop a “**quality, equitable and inclusive education system**” focusing on science and technology, labour market orientation and physical education to support national socio-economic development. The RGC will focus on the following priorities: 1) Augmenting the salaries and bonuses of teachers and education staff based on their performance; 2) Continuing to invest in the construction of primary schools; 3) Strengthening comprehensive inspection of schools; 4) Updating and implementing the master plan for technical education in upper secondary schools; 5) Managing and enhancing the educational response to the labour market; 6) Preparing a comprehensive curriculum framework; and 7) Preparing for the 2023 Southeast Asian Games and encouraging young people to learn and practice sports.

2.3 Cambodia's SDG 4 on the Education Road Map 2030

Cambodia has reached a new development stage in its education sector response to global and regional contexts. Its development strategy has a very broad and ambitious scope and refers to equitable, quality, inclusive and life-long learning. This is within a comprehensive framework covering all types and levels of education, in line with the development perspectives of reaching upper-middle-income status by 2030 and high-income status by 2050.

MoEYS approved the 2030 Roadmap of Cambodia's SDG 4, Education, in early 2019, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The roadmap defined five policy priorities: 1) All girls and boys have access to quality early childhood care and education and pre-primary education, and complete free, equitable and quality basic education (primary and lower-secondary) with relevant and effective learning outcomes; 2) All girls and boys complete upper-secondary education with relevant learning outcomes, and a substantial number of youth have increased access to affordable and quality technical and vocational education; 3) Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university; 4) All youth and adults achieve literacy and numeracy, and learners in all age groups have increased life-long learning opportunities; and 5) Governance and management of education improves at all levels.

The Cambodian education system aims to achieve the following objectives:

1. To inculcate and nurture national consciousness, integrity and a sense of national pride through fostering common ideas, values and aspirations in order to forge national unity and national identity.
2. To develop learners in a holistic and integrated manner who are physically, intellectually, emotionally, aesthetically and spiritually balanced.
3. To produce knowledgeable, skilful and competent human resources as required by the labour market for a diverse, knowledge-based economy who can compete globally and regionally.
4. To prepare lifelong learners for an inter-connected and inter-dependent world, who can act effectively and responsibly at local, national, regional and global levels for a more peaceful and sustainable world.

Cambodia's SDG 4 Education 2030 roadmap set out the following major strategies towards achieving its education goal:

- Cambodia needs a strong and regionally competitive **education system** for a knowledge-based society. It must be a well-resourced, well-governed and well-balanced education system with equity, inclusion, efficiency and high-quality standards as its core principles. Cambodia will undertake a holistic and sector-wide reform in which all sub-sectors and components of the education system will be designed to cater for life-long and life-wide learning. This means creating learning opportunities for all.
- **MoEYS** is the ministry of excellence in providing quality education and life-long learning for all so that education becomes a catalyst for socio-economic development. MoEYS will be a professionally competent ministry able to carry out technical functions (e.g., planning, monitoring, curriculum development, teacher training, assessment) and sector governance functions (e.g., management). Its capacity will be developed so that it can create and implement education policies and plans; set major objectives, norms and standards for all levels and components of education; and coordinate management reform among various components of education (administration, academic affairs, finance and human resources). The ministry shapes the direction of education development; ensures good governance of all education providers, and monitors the performance of the education system to achieve the country's education objectives. The system aims to ensure better access and equity, quality and relevance, and good governance and management in all types of education institutions at all levels.
- Cambodian **schools** are learning organizations ensuring high-quality education for all. Schools will be administratively and financially autonomous and will be accountable for high-quality learning outcomes for all. They will be equipped with professionally competent and motivated teachers, as well as visionary instructional leaders, and will provide safe, healthy, gender-responsive, inclusive, technology-supported, high-quality teaching and learning environments.
- **Teachers** are competent, motivated and well supported, supporting learners to achieve a high-quality education. The Cambodian education system will have teachers who are professionally competent, motivated and supported and who are equipped with sufficient academic contents and pedagogical skills. They will have a passion for teaching and a love for their students. The status of the teaching profession will be enhanced so that it can attract and retain the most qualified and well-motivated people. Teachers will be supported continuously to develop knowledge and competencies that best promote student learning. Teaching will be an ethical profession in which teachers perform consistently with the highest moral and professional standards to ensure the success of all students.
- Cambodia's **classrooms** are 'smart classrooms' that provide students with the best opportunity to learn. School classrooms in Cambodia will be gradually transformed into smart classrooms that are well equipped with educational and technological resources and provide carefully organized, safe and conducive learning environments for all. Teachers' roles change to that of facilitators of learning, creating learning opportunities for all through the effective use of a variety of interactive and collaborative instructional methods and pedagogical approaches.
- Cambodia's **students** are healthy, motivated and committed: they are the future of Cambodia. Cambodia will have healthy, well-prepared and motivated learners who are committed to learn regardless of their background and are provided with conducive learning environments. They will be supported by professionally competent and qualified

teachers, as well as their family and community. When they graduate, they will be equipped with both hard and soft skills, sound moral judgement, emotional intelligence and a strong sense of national and global citizenship that enables them to contribute to and actively participate in society.

These priorities are the major priorities that MoEYS will apply in each stage of its ESP to reach the 2030 Vision on Education in Cambodia, through the identification of mechanisms, strategies and programmes, and with accurate financial support for implementation.

Table 2: Indicators and targets of Cambodia’s Education 2030 Roadmap

Indicator	Baseline 2018	Target 2023	Target 2028	Target 2030
Gross enrolment rate in pre-primary education	41.3%	45.7%	50.1%	51.8%
Age-specific enrolment rate of age-5 children attending one year of pre-primary class	68.5%	76.0%	81.5%	84.1%
Percentage of Grade 1 pupils with early childhood care and education experience	65.0%	74.5%	80.3%	82.8%
Percentage of pre-primary schools with access to basic drinking water, basic sanitation facilities and basic hand-washing facilities	30.5%	55.3%	72.9%	80.0%
Percentage of schools with access to electricity, Internet and computers for pedagogical purposes at pre-primary level	20.4%	35.2%	45.8%	50.0%
Percentage of pre-primary teachers qualified according to national standards	57.6%	62.4%	76.8%	80%
Pupil-to-trained teacher ratio in pre-school	38	32	27	25
Percentage of ECE teachers who received accredited continuous professional development/ in-service training	99%	99.5%	99.9%	100%
Primary completion rate	82.7%	86.2%	89.7%	91.1%
Percentage of primary schools with access to basic drinking water, basic sanitation facilities and basic hand-washing facilities	60.2%	80.1%	94.3%	100%
Percentage of schools with access to electricity, Internet and computers for pedagogical purposes at primary level	36.5%	53.2%	65.2%	70.0%
Percentage of primary teachers qualified according to national standards	62.9%	76.5%	81.6%	90.0%
Pupil-to-trained teacher ratio in primary education	44	47	49	50
Lower secondary completion rate	46.5%	52.6%	58.7%	61.1%
Percentage of lower secondary schools with access to basic drinking water, basic sanitation facilities and basic hand-washing facilities	33.0%	47.6%	56.5%	60.0%
Percentage of primary and lower secondary schools with adapted infrastructure and materials for students with disabilities	0%	10.7%	17.3%	20.0%
Percentage of lower secondary teachers qualified according to national standards	34.5%	52.3%	64.9%	70.0%
Pupil-to-trained teacher ratio in lower secondary	22	33	42	45
Percentage of upper secondary teachers who received in-service training	3.9%	16.9%	26.3%	30.0%

Upper secondary completion rate	23.6%	32.5%	41.4%	45.0%
Percentage of upper secondary schools with access to basic drinking water, basic sanitation facilities and basic hand-washing facilities	59.4%	74.7%	85.6%	90.0%
Percentage of schools with access to electricity, Internet and computer for pedagogical purposes at secondary level	62.4%	80.1%	92.9%	98.0%
Percentage of secondary teachers qualified according to national standards	98.0%	98.5%	98.9%	99.0%
Pupil-to-trained teacher ratio in upper secondary	22	32	38	40
Gross enrolment ratio in tertiary education	11.6%	16.9%	22.7%	25.0%
Participation rate in technical and vocational education programme (15- to 24-year-olds)	0.03% (2016)	18.7%	30.3%	35.0%
Adult literacy rate (15+ years old)	82.5%	88.0%	93.5%	95.7%

2.4 Vision and Mission of MoEYS

The **MoEYS vision** is to establish and develop human resources that are of the very highest quality and are ethically sound in order to develop a knowledge-based society within Cambodia.

To achieve this, MoEYS has the **mission** of leading, managing and developing the education, youth and sport sector in Cambodia, responding to the socio-economic and cultural development needs of its people and the reality of regionalization and globalization.

A **long-term objective** of MoEYS is to achieve the holistic development of Cambodia's young people. The ministry intends to engender a sense of national and civic pride, high moral and ethical standards and a strong belief in young people's responsibility for the country and its citizens.

The ministry's **immediate objective** is to ensure that all Cambodian children and youth have equal opportunities to access quality education, consistent with the Constitution and the government's commitment to the United Nations Convention on the Rights of the Child, regardless of social status, geography, ethnicity, religion, language, gender and physical form. The ministry envisages a time when graduates from all its institutions will meet regional and international standards and will be competitive in global job markets, acting as engines for social and economic development in Cambodia.

2.5 Education Policies, Core Breakthrough Indicators and Targets

2.1.1 Medium-Term Policies

MoEYS will further implement two medium-term policies to achieve the Rectangular Strategy Phase 4, the NSDP 2019–2023, and the SDGs. They are:

- 1) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- 2) Ensure effective leadership and management of education staff at all levels.

Policy Objective 1:

All children have access to all types of ECE services, primary school and secondary school, and have the opportunity to continue learning at higher level. There is access to formal education alternatives for children who are unable to access formal education. All children and youths have access to quality education at all levels, with equity and inclusivity, especially children from disadvantaged families and out-of-school youths. They are able to acquire the knowledge and

cognitive and non-cognitive skills that respond to the demands of society and they can contribute to national prosperity and economic development. The quality framework for learners encourages support from parents, communities, teachers and managers, with outcome standards and monitoring and reporting against these.

Policy Objective 2:

Education services are provided effectively and flexibly. Efficient and professional management provides results-focused, best-value, timely and relevant monitoring and reporting of results, with effective feedback measures. These allow for accountability, and mechanisms to adjust policies, strategies and programmes at both national and sub-national levels. Education institutions are managed effectively and efficiently. They are autonomous, and are accountable for student achievement, with high quality for all.

2.1.2 Core breakthrough indicators

As part of the ESP 2019–2023, MoEYS identified eight core breakthrough indicators and annual targets to monitor the progress of the two policies (see table below).

Table 3: Core Breakthrough Indicators for 2019–2023

Core Breakthrough Indicators	Unit	Status	Target	Target	Target	Target	Target
		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Policy 1: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all							
1. Age-specific enrolment rate of five-year-old children in all aspects of ECE (public, community, private pre-school)	%	58.0	59.3	60.6	61.9	63.2	64.5
<i>Male</i>	%	57.7	58.9	60.1	61.3	62.5	63.7
<i>Female</i>	%	58.7	60.0	61.3	62.7	64.0	65.3
2. Completion rate in primary education	%	82.7	83.4	84.1	84.8	85.5	86.2
<i>Male</i>	%	79.1	80.3	81.5	82.6	83.8	85.0
<i>Female</i>	%	86.4	87.3	88.2	89.2	90.1	91.0
3. Completion rate in lower secondary education	%	46.5	47.7	48.9	50.2	51.4	52.6
<i>Male</i>	%	42.3	43.8	45.4	46.9	48.5	50.0
<i>Female</i>	%	51.1	52.5	53.4	54.4	55.3	56.3
4. Percentage of students achieving at "below basic proficiency level"							
<i>Khmer reading in Grade 3</i>	%	52.6		46.6			
<i>Khmer writing in Grade 3</i>	%	64.8		58.8			
<i>Mathematics in Grade 3</i>	%	44.9 (2015)		38.9			
<i>Khmer reading in Grade 6</i>	%	31.5			25.5		
<i>Khmer writing in Grade 6</i>	%	39.6			33.6		
<i>Mathematics in Grade 6</i>	%	53.2 (2016)			47.2		
<i>Khmer reading in Grade 8</i>	%	18.9				15.9	
<i>Khmer writing in Grade 8</i>	%	71.0				65.0	
<i>Mathematics in Grade 8</i>	%	36.3				30.3	
<i>Physics in Grade 8</i>	%	52.1 (2017)				46.1	

Core Breakthrough Indicators	Unit	Status	Target	Target	Target	Target	Target
		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
<i>Khmer reading in Grade 11</i>	%	20.5					17.5
<i>Khmer writing in Grade 11</i>	%	58.9					52.9
<i>Mathematics in Grade 11</i>	%	72.3					66.3
<i>Physics in Grade 11</i>	%	79.6 (2018)					73.6
5. Percentage of primary teachers qualified according to national standards	%	73.0	74.0	75.0	76.0	77.0	78.0
6. Gross enrolment rate (18–22 years old) in higher education	%	11.6	12.4	13.3	14.2	15.1	16.0
<i>Male</i>	%	13.2	14.3	15.5	16.6	17.8	18.9
<i>Female</i>	%	11.3	11.6	12.0	12.3	12.7	13.0
7. Adult literacy rate (15-above)	%	82.5	83.6	84.7	85.8	86.9	88.0
Policy 2: Ensure effective leadership and management of education staff at all levels							
8. Number of school principals trained in SBM (primary and secondary)	Number	1,150	670	700	700	700	700

CHAPTER III

SUB-SECTOR PLANNING 2019-2023

3.1 Early Childhood Education Sub-sector

3.1.1 Background

The policies set by MoEYS aim to strengthen the quality of ECE. Policy interventions during 2014–2018 provided a foundation for improving the quality of ECE in 2019 and beyond. These interventions included the National Policy and Action Plan on Early Childhood Care and Development, the updated National Committee for Early Childhood Care and Development, the Sub-Decree on Community Pre-School Management, the Prakas on Minimum Standards for Community Pre-Schools, the Prakas on Assessment Procedures for Community Pre-Schools, the Prakas on Private Pre-School Management, and the Prakas on the Recognition of National and Sub-National Trainers. Other interventions included operational principles for community pre-schools, parental education programmes for pregnant women and parents with children under 2 years, and operational principles for resources in pre-schools.

As a result of these interventions, the percentage of 3- to 5-year-old children accessing all aspects of ECE increased between 2014 and 2018. However, challenges remain for disadvantaged and younger children, children in remote and rural areas, or migrant children, as mentioned in the Education Congress Report 2018. Appropriate strategies are needed to reach these children.

MoEYS identified priorities for strengthening ECE services, such as increasing access to quality, equitable and inclusive education, improving the quality of pre-schools in accordance with standards, and strengthening the capacity of ECE sub-sector management.

3.1.2 Sub-sector Objectives

- Increase access to quality, equitable and inclusive ECE services
- Improve pre-schools in accordance with quality standards
- Strengthen the capacity of ECE sub-sector management to implement SBM.

3.1.3 Outcome Indicators

Table 4: Outcome Indicators and Targets of the ECE Sub-sector

Indicator	Unit	Baseline 2018	Target 2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
Sub-sector Objective 1: Increase access to quality, equitable and inclusive ECE services			
1. Age-specific enrolment rate of 5-year-old children in all aspects of ECE (public, community, private pre-school)	%	58.0	64.5
<i>Male</i>	%	57.7	63.7
<i>Female</i>	%	58.7	65.7
2. Age-specific enrolment rate of 4-year-old children in all aspects of ECE (public, community, private pre-school)	%	34.0	45.0
<i>Male</i>	%	32.2	44.4
<i>Female</i>	%	35.3	45.6
3. Age-specific enrolment rate of 3-year-old children in all aspects of ECE (public, community, private pre-school)	%	12.6	27.0
<i>Male</i>	%	11.7	26.0

	<i>Female</i>	%	13.4	28.1
4. Gross pre-school enrolment ratio (public, community, private pre-school)		%	35.8	46.0
	<i>Male</i>	%	34.9	45.6
	<i>Female</i>	%	37.0	48.3
5. Percentage of pre-schools with access to electricity (public only)		%	31.7	41.0
6. Percentage of pre-schools with water, sanitation and hygiene (WASH) minimum standards (separate public pre-school)				
	<i>Star 1</i>	%	35.4	50.0
	<i>Star 2</i>	%	24.7	28.5
	<i>Star 3</i>	%	1.1	1.5
7. Percentage of pre-schools with (separate public pre-school):				
	<i>Latrines</i>	%	22.0	80.0
	<i>Safe water</i>	%	30.2	60.0
	<i>Hand-washing facilities</i>	%	28.8	60.0
	<i>First aid boxes</i>	%	6.3	25.0
Sub-sector Objective 2: Improve pre-schools in accordance with quality standards				
8. Percentage of public pre-schools meeting minimum standards (separate public pre-school)		%	0.0	30.0
9. Number of community pre-schools meeting minimum standards		Number	600	1,500
10. Percentage of public and community pre-school services, accessed by 5-year-olds, whose learning capacity has been tested		%	39.2	49.0
11. Percentage of children in ECE services with an acceptable nutritional status (public, community pre-school)		%	30.0	40.0
12. Percentage of pre-school teachers qualified according to national standards (12+2 formula)		%	64.0	74.0
13. Number of multilingual teachers		Number	94	127
14. Pupil-to-trained teacher ratio at public pre-school level		Ratio	40	25
Policy 2: Ensure effective leadership and management of education staff at all levels				
Sub-sector Objective 3: Strengthen the capacity of ECE sub-sector management and implement school-based management				
15. Number of school principals trained in SBM (separate school)		Number	0	200
16. Number of public pre-schools fully competent in SBM (separate school)		Number	31	79

3.1.4 Policy Action

Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Formulate a sub-decree on the establishment of centres for early childhood care and development at public institutions, factories and enterprises in 2020 (ECE/DoL)
- Prepare an operational manual on implementing the parental education programme in 2019 (ECE)
- Prepare a Prakas on public pre-school operation in 2019 (ECE/DoL)
- Prepare guidelines on the provision of subsidies for ECE teachers through double shift teaching in 2019 (ECE/DPer)

- Develop guidelines on the establishment of pre-school classes in primary schools in 2019 (ECE/DoL)

Policy 2: Ensure effective leadership and management of education staff at all levels

- Develop Term of Reference on roles and responsibilities of ECE officials at all levels in 2019 (ECE/DPer)
- Prepare guidelines on minimum standards for pre-schools and public pre-school classes in 2019 (ECE)
- Prepare guidelines with standards on transforming community pre-schools into annexes of public education institutions in 2019 (ECE/DoL)

3.1.5 Strategy and Main Action

Sub-sector Objective 1: Increase access to quality, equitable and inclusive ECE services

Strategy 1.1: Expand pre-school classes in primary schools and develop public pre-schools

- Conduct a study on construction requirements, including water and sanitation facilities and playgrounds, in accordance with standards for pre-school facilities
- Increase the number of pre-school classes in primary schools
- Construct new, and rehabilitate old, pre-school facilities, including water and sanitation facilities, playgrounds and equipment, in accordance with standards
- Improve infrastructure and facilities at pre-school teacher training centres.

Strategy 1.2: Develop standardized community pre-schools to be annexed from public education institutions and transform community pre-schools into standardized public pre-schools

- Disseminate regulations/guidelines and standards for transforming community pre-schools into annexes of public education institutions to Provincial Offices of Education (POEs) and DOEs
- Promote infrastructure development, furniture, playground and game materials in line with standards
- Enhance pre-school teachers' capacity on teaching and learning through in-service training
- Conduct a study of school mapping for the expansion of multilingual education programmes in community pre-schools.

Strategy 1.3: Enhance parental education programmes and interventions for childcare by linking with public education institutions to teach the importance of the first 1,000 days

- Establish nurseries for children aged 1 to 3 years and provide counselling for pregnant women
- Provide counselling on childcare and education services for children and pregnant women in public and community pre-schools
- Promote the establishment of nurseries at factories, enterprises and in public intuitions
- Organize parent education programmes to educate young children in rural areas.

Strategy 1.4: Expand inclusive education programmes for children with disabilities at public and community pre-schools

- Provide training for core trainers and pre-school teachers on teaching practices for children with disabilities
- Develop data collection tools for inclusive education programmes at pre-school level.

Strategy 1.5: Provide WASH and nutrition, and health promotion in pre-schools

- Expand the implementation of WASH in pre-schools
- Facilitate basic health care services for children and teachers
- Pilot school meal programmes at pre-school level
- Disseminate guidelines on food safety and the quality of meals
- Monitor and take measures to protect children from diseases at school, and promote hygienic toilet practices.

Sub-sector Objective 2: Improve the quality of pre-schools in accordance with standards

Strategy 2.1: Strengthen the quality of pre-service and in-service training of pre-school teachers to respond to standards

- Update the teacher training system for pre-school teachers in accordance with the curriculum framework and credit system
- Develop a curriculum for ECE teacher training in response to 21st century skills, including soft skills
- Develop public pre-school teachers' capacity on the foundation learning of STEM in pre-schools
- Develop supporting manuals for pre-school teacher training
- Monitor and evaluate the professional capacity of new pre-school teachers
- Increase the recruitment of pre-school teachers for public pre-schools
- Continue to collaborate with development partners and non-government organizations to train pre-school teachers
- Manage data related to in-service training of teachers in pre-schools
- Select a number of pre-schools and transform them into pre-school resource centres
- Train pre-school teachers for private and community pre-schools.

Strategy 2.2: Strengthen the inspection and assessment system for ECE services

- Develop the capacity of inspectors on thematic and regular inspections for ECE
- Develop the capacity of pre-school principals on ECE for school self-assessment
- Develop a testing system for children in pre-school (aged 5 years) in accordance with new curriculum guidelines
- Develop a system of feedback from inspection reports and assessments to the curriculum, teacher training and classroom teaching and learning practices.

Strategy 2.3: Strengthen the curriculum, teaching and learning materials for all ECE services in accordance with standards

- Develop pre-school teachers' guidelines on the implementation of curriculum blue prints
- Revise core textbooks for community pre-schools in accordance with standards
- Monitor and evaluate the implementation of instructional hours on all subjects and teaching methods in accordance with curriculum blueprints.

Sub-sector Objective 3: Strengthen the capacity of ECE sub-sector management

Strategy 3.1: Develop capacity and strengthen implementation mechanisms for the roles and responsibilities of management officials of the ECE sub-sector

- Prepare job descriptions for managerial staff in the ECE sub-sector with clear roles and responsibilities
- Prepare a capacity development plan for managerial staff in the ECE sub-sector
- Prepare an ECE staff performance management appraisal system for all levels, using IT systems

- Develop a mentoring and coaching system on ECE management.

Strategy 3.2: Strengthen good governance of ECE, results-based planning, management and M&E

- Strengthen the reporting system for results-based planning, management and M&E
- Conduct capacity building activities to implement SBM in public pre-schools
- Develop the capacity of staff in charge of ECE, and school directors, on SBM
- Implement SBM in public pre-schools.