

**Kingdom of Cambodia**  
**Nation Religion King**

**Ministry of Education, Youth and Sport**

**Report**  
**On**

**3<sup>rd</sup> Meeting of Joint Technical Working Group on Education (JTWG-Edu)**  
**MoEYS Headquarter, 10 October 2019**

Joint Technical Working Group on Education (JTWG-Edu) had conducted its 3<sup>rd</sup> meeting of the year on 10 October 2019 at 8 a.m. headquarter of the Ministry of Education, Youth and Sport (MoEYS). The meeting was presided over by H.E. Dr. Hang Chuon Naron, and co-chaired by Ms. Cris Munduate, UNICEF Representative and ESWG Chair. The senior management from MoEYS and line ministries, development partner representatives including NEP, senior management of directorate generals, departments and organizations had taken part in the meeting.

In his opening remarks, H.E. Minister, kicked off the session by warmly welcoming all participants, and then highlighted five critical areas which have been in good progress as of now namely, 1) teacher reform, through which salary increase, qualification upgrading and continuous professional development (CPD) can be seen; 2) Curriculum and teaching method, covering concept-based framework, new teaching methodologies with the establishment of certain number of new generation schools and digital education for the 21<sup>st</sup> century education; 3) Assessment, which focuses on grade 3, 6, 8 and 11, in addition to remarkable progress of PISA-D, with the support of USAID and GPE; 4) Inspection whereby the framework has been established; and 5) higher educations, by which two teacher education colleges were established to uphold teacher capacity. Last but not least, school-based management, which is getting involved relevant stakeholders at local level to become more active toward achieving better learning outcome of the students.

H.E. Chair has emphasized that the ministry possesses clear policies and strategies and is on the right pathway to take actions on the education sector reform. With respect to the majority of remarkable outcomes in education up to the present, H.E. Chair has attributed these major achievements to the support of the development partners.

In response, Madam Cris Munduate, co-chair of the meeting expressed her great pleasure to all attendee and appreciate H.E. Minister on his leadership and commitment to education sector so far.

In this opportunity, she informs the Ministry that the Education Strategic Plan (ESP) 2019-2023 has been endorsed by ESWG members. Regarding the meeting agendas, she looked forward to the recent progress of 1) budget 2019 implementation and 2020 estimation by MoEYS; 2) GPE3 Programme, covering fixed and variable parts, 3) the finalization of continuous professional development (CPD) framework and action plans, where there is need to maximize the efforts in the plan execution, 4) functional review, which includes all pertinent areas of MoEYS, as development will be supportive of this. Plus, Capacity Development Master Plan (CDMP), which is still on the way, should be comprehensive and shape all development partners and government capacity development at large.

The presentation of each agenda items are as follows:

**I. Progress of Budget Implementation in 2019**

H.E. Director of Finance Department presented four main items: 1) Budget execution in 2018, 2) Comparative Budget Execution –September 30, 2018 and 2019, 3) Achievement in 2019, 4) Comparative Budget 2019 and 2020, 5) Status of Amended Prakas 508 and 6) Challenges and Way Forward. The detailed figure is attached in the presentation report.

Overall, the total budget execution in 2018, covering recurrent and capital expenditure at both central and provincial level was 99.5 percent. By chapter, the budget extended over goods (60), services (61), personnel (64), social benefits (62), grant (65) and taxes (63); while by programmes include 1: Formal, Non-Formal and Informal Education Development; 2: Development of Higher Education and Research; 3: Development of Physical Education and Sport; 4: Development of Technical Skills and Soft Skills for Youth; and 5: Education Service Support and Good Governance.

As for school operating fund (SOF), the total rate of execution is 48.2% in 2018 and 51% as of September 2019, covering pre-school, primary, secondary and technical education. SOF for 2019 includes 4,050,000 riels per school for computer purchase for capacity building on financial management in the total amount of KHR 36,984.6 million; along with the top up for small school of 1,500,000 riel and big school 2,400,000 riel.

With respect to scholarship, the execution rate between the last two years is 27.4% and 19% at the same period. Specifically, scholarships for poor students and outstanding students were calculated based on Anukrit (Decree) 34:

- Providing scholarships for grade 1, 2 and 3 students, 5,000 students in total in 7 PoEs (Koh Kong, Kratie, Mondulhiri, Oddor Meanchey, Pailin, Preah Vihear and Tboung Khmum) in the total amount of 1,200 million riels, and
- Providing additional scholarship budget for another quarter, equaling the amount of 16,033.2 million in academic year 2018-2019.

#### **Comparative Budget 2019 and 2020:**

Compared to budget law 2019, it is 4.6% increase for 2020, of which recurrent budget increases 8.7%, while capital budget investment decreases by 39.3%. By chapter, the total recurrent budget goes up 108.7%.

Status of Amended Prakas 508:

Based on the letter No. 8015, Ministry of Economy and Finance approved on the revision of school funding formula in Prakas 508 dated 20 May 2013, covering:

- Bases calculation for fixed and variable cost: 1) normal school and disadvantage school and 2) number of students
- Resource school from 35,000,000 riels to 40,000,000 riels per year and,
- Separated teacher training center and regional teacher training center

In comparison between Prakas 508 and the new approved rate, pre-school increased by 33%, primary 26% and secondary education by 67%. In total, the average increase is 33%.

#### **Challenges and Next steps:**

- Develop ICT systems for annual budget planning by linking Education Strategic Plan (ESP) with BSP, AOP and Sub-sectors,
- MoEYS is currently preparing draft of amended inter-ministerial Prakas 508, based on letter approval of MoEYS request,
- Request to MEF on scholarship disbursement timeline,
- Get approval from MEF on MoEYS's PB Manual,
- Training on new financial manual, and
- Request to MEF on clear procedure for eligibility expenditure line item.

#### **Discussion and Action Points:**

Responding to comments from UNESCO representative on the effectiveness and efficiency of new financial system that will be exercised by MoEYS, H.E. Chair clarified that budget implementation procedures are mainly based on the guideline of the Ministry of Economy and Finance (MEF). The guideline itself appears very complicated and technical and requires management level and responsible officers to be knowledgeable in financial aspects at both central

and provincial levels. In this regard, the ministry has carried out decentralization regarding pecuniary matters so that each budget entity is capable enough to ensure better management and accountable for their roles, which results in the linkage between policy and actions. Interestingly, schools, at this stage, must be ready for financial management and utilization through the new reforms of school-based management. However, MoEYS acknowledged that there are still challenges in this area, where certain points need further improvement.

Providing briefly feedback to director of NEP on budget data, commune-school intervention and non-formal connection to formal education, H.E. Chair reiterated that although budget procedure seems sophisticated in theories and practices, it is clearly stipulated concerning stage to follow. As relevant data is available at all levels, especially at provinces/municipality, it is possible for MoEYS to disclose that information to relevant parties. As decentralization at PoE level started since 2002, community level deals mostly with pre-school levels, particularly community pre-schools (CPS), which were 600 in last year and reaching 850 in number in 2019. In this regard, MoEYS acknowledge that there are different extents of contribution by commune levels due to their respective resource allocation and support to school and teachers. Concerning linkage between non-formal and formal, there has been involvements from related development partner, namely the online course –BEEP, as part of UNESCO. Plus, there are numerous programmes and skills in non-formal education sub-sector that the ministry has organized to ensure continuous and second learning opportunities by the potential dropouts. Despite the fact of that, it is commonly accepted that learners possess different choices and make different decisions on a variety of career opportunities to support the day-to-day living. Consequently, it is quite hard, sometimes, for the ministry to align demand and supply.

Madam Cris Munduate had expressed concerned over students dropout at rural and urban area alike, where by there should be closing monitoring to tackle the situation. In this sense, H.E. Chair further mentioned that factors contributing to the lower dropout rate at primary school in both rural and urban areas can be good performance on effective teaching methodologies of teachers, and better management by school directors. Moreover, additional attention can also be given to pre-school level regarding sanitation, and school facilities so that students are satisfied and ready to pursue their education to higher level.

In reaction to the reduction of non-wage budget as reflected by EU representative, H.E. minister accepted and agreed to consider reforms and prioritization as part to be prudent to regional and global economic crisis, as well geographical competitions to some extent. In addition, as Prakas 508 is already updated and approved by MEF, MoEYS has to be ready for the implementation in next year, and it is recommended to keep development partners informed and better understand the process.

## **II. Implementation of GPE3**

### **A. Fixed part:**

Ms. Ilaria Vanzin, GPE3/STEPCam Programme Manager, UNESCO presented an update on fixed parts, covering six main elements as follow:

#### **1) Development and implementation of CPD systems:**

As CPD Framework and Action Plan has been endorsed, the next steps are to finalize the recruitment of International Consultants to implement CPD Action plan until end of 2021 and alignment with Teacher Career Pathway (TCP). This will include improving the HRMIS records and create an on-line/off-line CPD database linked to HRMIS, through EMIS to allow an effective pilot of CPD Framework. However, some are challenges are 1) delay in finalization and endorsement of CPD framework and Action Plan, and 2) intra and inter-ministerial relevance of the CPD, which requires extensive consultations.

#### **2) INSET Professional development of teachers of EGL**

The achievements are 1) EGR Grade 1 Package pilot concluded and Grade 2 Package endorsed, and 2) EGM Grade 1 Package endorsed and first pilot concluded. There are four main

items in progress: 1) EGR Grade 1 Package roll out in four provinces (1,209 teachers), 2) EGR Grade 2 Package pilot in Siem Reap (703 teachers), 3) EGM Grade 1 Package second pilot in Siem Reap (703 teachers) and 4) EGM Grade 2 package: development, pilot in 2 districts of Siem Reap (147) and Early involvement of PTTCs trainers of three target provinces (Kratie, Preah Vihear, Stung Treng). In its next steps, 4 actions need to be considered:

- Coordinate with UNICEF to establish a School Based Mentoring System,
- Assess possibility to expand PRESET coverage of EGM beyond GPE geographical scope,
- Strengthen EGM Teacher Community of Practice during the pilot in SR, and
- Invest more in formative assessment as an inclusive teaching practice

### **3) Early Grade Learning (EGL) Assessment and Student Tracking System:**

Up to the present, Early Grade Reading (EGR) assessment has been conducted in 7 provinces, namely 4 treatment schools and 3 control provinces; and targeting 200 schools (100 treatment schools and 100 control schools). Data analysis and report writing are the next steps for this component.

### **4) Upgrading qualifications of PTTC Trainers**

In light of the endorsement of BEd framework, and its kick-off session on 2 October 2019, enrolling 68 trainers (65 PTTCs and 3 TECs), the following to-do lists are 1) year one of nine-week residential training at PTEC until the end of November 2019, 2) year one of 24-week period of distance learning at PTTCs with the support of local and national mentor, 3) BEd year 2 syllabus needs to be finalized and 4) discussion on programme activity related to development and provision of INSET to around 600 PTTC trainers with the department of teacher training (TTD). Still, there is accumulated delay in the implementation of year one programme is the concern.

### **5) Renovation of PTTCs**

There two main outputs in this aspects: publication of tender dossier for Kampot PTTC, and effective technical collaboration established between DoC, DoPERS and TTD for PTTCs Directors Capacity Development component focusing on infrastructure management. Hereafter, these are subsequent steps: 1) calls for bid and contract will be open for Kampot renovation in October, 2) plan and design the tender of five PTTCs (Bantey Meanchey, Pursat, Kampong Thom, Kampong Speu and Kratie) will be completed, and 3) training plans for PTTCs Managers on infrastructure leadership, management and maintenance are developed. In this regard, the critical challenge for this area is the competing priorities of the technical team, leading to tardiness and delay of work somehow.

### **6) Programme Management and Implementation**

In this context, the first annual report had already been submitted to GPE in July 2019, and the first annual audit was also conducted in September 2019 on the first draft report under revision. Although budget utilization rate by 30 September 2019 was still below the estimation made in June, the projections show that the gap will likely be recovered by the end of the year.

As for next steps, 1) there will be follow-up on the annual audit recommendations, 2) an internal budget and work plan revision for all components, except component 2 - INSET on EGL will be initiated; and last but not least, strengthening the department implementation competencies in line with PIM to speed up funds release and utilization is a must.

### **Discussion and Action Points:**

H.E. Minister congratulates the team for achievements on Early Grade Reading, and for next step to achieve the same better result, it is recommended to consider recruiting the qualified teachers for early grade mathematics to become national trainers and mentors as well. Regarding renovation of PTTC and capacity building for the team, H.E. chair proposed to have a meeting with the relevant components of the team to overview progresses and challenges so that further activities are well implemented.

## **B. Variable Part**

Ms. Katheryn Bennett, Chief of Education, UNICEF provided update on variable part as follows: 1) the joint programme revision request for the fixed and variable parts was submitted to GPE on 14 June 2019, and approved by GPE on 16 August 2019, 2) the grant end date (fixed part) is extended from 31 May 2021 to 31 December 2021, making end dates for fixed and variable parts now identical and 3) approval and minor feedback was also provided by the GPE Secretariat on the means of verification protocol for the variable part. The verification protocol document is now finalized.

GPE Variable parts, consisting of three main components, are of achievements and challenges are follows:

- **Equity:** 1) Equity-Focused Scholarship Framework was approved and endorsed by Ministry leadership in May 2019, and the final version is available in both Khmer and English; 2) MoEYS released a Prakas #1240 in July 2019, to establish scholarship committees at national, sub-national and school level for improved governance of both primary and secondary scholarship programmes, 3) primary scholarship manual is currently being revised to incorporate recommendations from the scholarship evaluation and the framework; and 3) MoEYS requested additional budget from MEF to increase the number of scholarship beneficiaries from G1-6 for SY2019-20 (9,362 additional scholarships); and to enable improved transition of primary scholarship recipients to secondary school - confirmation of budget availability pending. Meanwhile, these constraints are found: 1) delays in scholarship framework endorsement (from March to May), which results in tight timelines for revision of scholarship manuals and capacity development; 2) Continued need to leverage existing MoEYS systems to assist with monitoring scholarships, and not to invest in new standalone systems, and there is still need for further analysis to promote improved transition strategies between primary and secondary scholarship programmes, while TA could be provided to support this work.
- **Efficiency:** 1) harmonized SBM training package was finalized for training of second cohort of 518 primary school directors between July and October 2019. 236 trained in Q2/Q3 2019. 282 more school directors will be trained in Q3/Q4 2019; 2) 80 mentors were identified and trained to support SBM implementation, of whom 70 mentors are from provincial and district levels and 10 are from national level; 3) there was follow-up monitoring of 472 school directors trained in 2018 (cohort 1), with the support from national, provincial and district mentors, resulting in 100% of school management committees created, annual school improvement plans developed, and 85% of five-year school development plans were developed; and 4) SBM implementation plan for 2018-2023 was developed by MoEYS. However, these are potential constraints: 1) continued need for technical assistance to support TTD to monitor, reflect, consolidate and analyze lessons learned from SBM reform implementation; and 2) continued need to analyze appropriateness of current implementation approach, human resources at TTD to manage the reform, its cost-effectiveness, risk of cascade training effects, and the overall linkage to the broader teacher development reforms (CPD, TCP etc).
- **Learning:** 1) TA support was mobilized by CDPF with complementary funding from UNESCO for consultations resulted in finalization of CPD framework and Action Plan. The framework and action plan has now been endorsed by MoEYS; 2) recruitment of school-based mentoring TAs was completed. Objective is for consultants to develop a school-based mentoring programme to achieve the objectives and results of the GPE3 programme, and to provide input into shaping a long term approach to mentoring as part of a CPD system. Yet, the remaining constraints are: 1) delay in finalization and endorsement of CPD framework and Action Plan; and 2) lengthy process of recruitment of school-based mentoring TAs has resulted in an unrealistic timeframe to meet GPE targets related to school-based mentoring.

It is likely that indicators linked to school-based mentoring (under the learning component) will not be met.

### **Discussion and Action Points:**

H.E. Chair mentioned that continuous professional development is linked with early grade reading, early grade mathematics and school-based management in order to ensure the improvement regarding understanding and performance of students and teachers. Monitoring and evaluation must be conducted and engaging stakeholders at different levels –communities and school (students – teachers – school management).

#### **III. Progress of Continuous Professional Development**

Mr. Ngor Peng Long, director of teacher training department, presented six main points, including 1) Background of CPD framework development, 2) CPD conceptual framework, 3) CPD management structure, 4) Strategies to implement CPD framework, 5) CPD Action Plan and 6) some key points for TTD to manage CPD.

Concerning the background, policy on Continuous Professional Development for Education Staff was approved in 2017, following by the approval of framework on Teacher Career Pathways 2018. Finally, the CPD framework as approved in August 2019, whose scope is on teachers and school directors. While the purpose of CPD is to help classroom and specialist teachers and school directors improve their professional knowledge, skills, competence, and effectiveness, its objectives are as follows:

1. Develop a national CPD framework to delineate CPD mechanisms, guidelines, delivery modalities, INSET roles and responsibilities, and monitoring and evaluation processes.
2. Ensure that educators have access to continuous professional development.
3. Encourage academic qualification upgrading for educators as a component of their CPD.
4. Ensure a link between CPD and teacher career pathways, as per the definition.
5. Implement an effective monitoring and evaluation system for the CPD of teachers and school directors, as per the definition.

### **Discussion and Action Points:**

H.E. Chair stated in addition to the content of the document, implementation is the key focus. Currently, department of personnel plays its role in keeping record through HRMIS, which needs updating on a regular basis, incorporating CPD, which should be integrated into the existing system by civil service to avoid establishing overlapping or parallel mechanism. In this regard, H.E. Chair proposed to have a committee/ technical group to work further on this aspect.

Concerning partnership and cooperation, NEP is suggested to coordinate among non-government organizations over various thematic areas; and consequently convey messages to the joint technical working group meeting at national level.

#### **IV. ESWG report: Mission, MoU update and PIP**

Co-chair of ESWG reported there is no upcoming missions planned for the next few months. while the PIP was already updated in June. Country mission of ADB on Secondary education sector development programme in December, aiming at addressing project challenges and reviewing implementation progress to see what is need for continued support. Another event is participation of the ministry in the 6<sup>th</sup> international conference on mobility, language and inclusive education, which will take place in Bangkok, Thailand. Another event is Education Retreat on 26-28 November, while the responsible teamwork is getting ready for the concept notes on different topics for stakeholders.

***In principle, the meeting concluded to jointly approve on these main items:***

- Endorsement of Education Strategic Plan 2019-2023, and

- Continuous Professional Development Framework and Action Plans have officially been approved.

In conclusion, His Excellency Minister, chair of the meeting, expressed acknowledgement to line ministries, MoEYS management level and colleagues, as well as development partners for active participation and contributions to bring about positive outcomes as of now.

The meeting was adjourned at 11:30 a.m. with cordial environment and fruitful results.

Phnom Penh, 12 October 2019  
Report Writer

**Seen and Approved  
Chair**

Kun Seyha

**Dr. Hang Chuon Naron**