

System Transformation Grant Annual Progress Report Template for Projects

Status: Accepted

Country Cambodia	Name of project this grant is contributing to Cambodia - MLT - STG	Grant ID GPE0000815	Project ID (if applicable) SC240029, SC240413
Grant Agent United Nations Educational, Scientific and Cultural Organization	Grant Type MLT-STG	Approval Date 11/27/2023	Grant Effectiveness / Start Date 01/26/2024
Expected Closing Date 02/29/2028	Grant Amount 25,390,000 (USD)	Timeframe Examined in this report From Date 01/25/2024	Date of Report Submission To Date 12/30/2024

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period 1

Highly Satisfactory (HS)

Previous Rating

Highly Satisfactory (HS)

Detailed Description including factors that lead to an upgrade/downgrade in the rating

The progress rating for the reporting period 26 January 2024 to 31 December 2024 has been rated “Highly Satisfactory”. This first annual report for Phase II of STEPCam covers the period from 26 January 2024 to 31 December 2024, documenting progress made during the first year of implementation and building on the previous progress report submitted in July 2024.

During this reporting period, STEPCam kickstarted the implementation across all components, including the issuance of six IPAs established between the MoEYS and UNESCO based on extensive discussions and technical sessions to support the implementation of programme interventions, monitoring and evaluation and communication activities. As of 31 December 2024, a total of \$2,276,292.60 has been allocated to MoEYS in 2024 through IPAs to support STEPCam activities. The total expenditure as of 31 December 2024, including incurred expenses and committed funds, is USD 3,085,894.24, representing 76.1 percent of the total Year 1 grant amount transferred from GPE to UNESCO.

In 2024, ongoing MoEYS reforms—including the priority teacher reform, which builds on years of efforts to strengthen the teaching workforce and development, including contributions from STEPCam Phase I—created strong momentum for change. As part of an internal functional review in the first half of the year, MoEYS underwent an internal organizational reform and leadership changes within key technical departments, including the upgrade of the Teacher Training Department (TTD) to the Directorate General of Teacher Education and Development (DGTED)—now a key counterpart in STEPCam implementation.

Building on this momentum, STEPCam provided strong technical support to the MoEYS in preparing detailed workplan, programme activities and budgeting for each of the programme components, which lay a strong foundation for the acceleration of implementation in the second half of the year, once the preparatory work has concluded. In 2024, significant progress was made, including the following key

achievements.

Under Component 1 : Teacher Education:

- Final draft of Strategic Plan for Teacher Education Reform 2024-2030 developed and ready to be approved and launched (official launch expected in February 2025)
- Publication of a flagship report on 10-year teacher education reform 2014-2024
- Development of BA+1 (primary) programme curriculum commenced and underway, covering 10 subjects of study and a teaching practice
- Development of 12+4 (primary) programme curriculum commenced and underway, covering 29 subjects and expected to benefit 3,000 students annually from the 2025 cohort
- Development of the first-ever MEd (primary education) programme, with syllabus and materials for 29 subjects developed, and more than 100 teacher educators submitted interests for enrollment as the first batch

Under Component 2: Teacher Professional Development (CPD):

- Technical support to the MoEYS for integration of the in-service trainings and CPD activities, leading to 14,237 (8,415 females, 59.1%) education staff members recorded in the HRMIS system for receiving a capacity-upgrading training, including 8,519 (5,266 females, 61.8%) having acquired one to six CPD credits
- CPD system expansion to 45 courses offered
- A CPD Training Needs Assessment completed, engaging 1,308 (890 females, 68%) teachers and 347 (136 females, 39%) teacher educators, to determine thematic areas to focus on for the national CPD system rollout with the target schools
- The selection of 100 primary schools in five provinces to participate in the national rollout of the CPD system and pilot of the TCP completed
- 130 primary teachers in Siem Reap province enrolled for a blended 3-credit CPD course based on their needs

Under Component 3: Classroom Learning:

- Early grade learning (EGL) programme expanded to Kampong Cham province, with 1,372 teachers trained on Grade 1 early grade reading (EGR) and 676 teachers trained on Grade 1 early grade mathematics (EGM)
- 50,000+ early grade students in Kampong Cham province benefitting from STEP Cam's support to the national EGL programme
- 231,839 student books and 5,103 teacher guides printed and distributed to teachers, mentors, and students
- 196 mentoring visits conducted by Master Mentors and 957 mentoring visits conducted by School-based Mentors to provide professional support to 442 Grade 1 teachers
- Comprehensive revision of the Early Grade School-Based Mentoring (EGSBM) Manual underway with two consultation workshops completed
- Expansion of the Student Tracking System (STS) to full Siem Reap province underway, with capacity building session completed for master trainers to lead cascade training to 494 schools across 10 districts in Siem Reap province

Under Component 4: Digital Transformation in Education:

- Preparation and ongoing discussions for ICT and AI Competency Framework Development to draft Terms of Reference for international technical experts
- Ongoing consultations and discussions for the establishment of an EdTech Innovation Hub, with a preliminary concept note developed
- Support to MoEYS as a Strategic Partner in the planning and organisation of Cambodia's first-ever EdTech Summit
- Participated in Cambodia's International Day of AI in Education, advocating for the ethical use of generative AI, with over 400 attendees

In terms of programme management, during the reporting period, a programme management team has been established at UNESCO, including international and national education specialists, technical experts to provide technical support and financial oversight. Regular coordination meetings between UNESCO and MoEYS have ensured smooth implementation, strategic alignment, and timely decision-

making.

In addition, robust management and oversight mechanisms have been established, and putting in place comprehensive fiduciary oversight procedures. This included setting up dedicated governance structures and management teams to oversee the programme at multiple levels, from decision-making to technical leads. In February 2024, the MoEYS established and approved the governance arrangements for STEPCam. It consists of the following three committees to effectively lead, manage and implement the programme:

- Programme Leading Committee (PLC) is the decision-making body of the programme, plays a crucial role in providing overall strategic guidance to programme implementation and ensures that the programme achieves its objectives. The PLC is led by the Secretary of State at the MoEYS and STEPCam II Programme Director, and the UNESCO Representative to Cambodia serves as the Deputy-Director of the PLC. Other committee members include Under-Secretaries of State, Director-Generals, Deputy Director-Generals, and Directors from relevant technical departments.
- Programme Technical Committees (PTC) comprises four committees corresponding to the four technical components of STEPCam. Each committee is chaired by the Director of the focal technical department at the MoEYS.

The fiduciary oversight procedures have been established, with the memorandum for the amendments to the PIM issued effective 16 July 2024, and the onboarding of the independent external auditor, BDO LLP, to conduct quarterly spot checks and annual audits throughout the three years of the programme. These mechanisms established will continue to ensure smooth and effective programme implementation. During the reporting period, two spot checks were completed, covering three quarterly financial periods from Q1 to Q3 2024. The Q4 2024 spot check and first annual audit have been planned and is expected to take place in February 2025.

For administrative and financial management, based on the best practices of Phase I, STEPCam Phase II continues to establish robust financial oversight throughout programme implementation, including quarterly spot checks, annual audits, and fiduciary risk assessments conducted by an independent external auditor, BDO LLP, which was contracted by UNESCO in March 2024. During the reporting period, two spot checks covering three financial quarter periods (Q1 to Q3 2024) have been conducted. For the first joint Q1 and Q2 2024 spot check, the findings have confirmed that financial management practices remain robust, with no financial findings reported, and three low-risk internal control recommendations. For the Q3 2024 spot check, no financial findings reported, and one low-risk internal control recommendation. To ensure strong financial management, the Department of Finance (DoF) at the MoEYS led a refresher training on financial management and monitoring for the relevant technical departments in August 2024 to ensure compliance with the financial and administrative regulations and procedures as outlined in the Project Implementation Manual (PIM).

With continued strong partnerships, rigorous financial oversight, and a clear strategic direction, STEPCam Phase II will continue to support MoEYS to drive long-term improvements in Cambodia's education system through support for robust systems of initial and continuous teacher education and mentoring for classroom teachers and the advancement of digital strategies for teaching, learning, and education management, aligning with national priorities and Sustainable Development Goal 4 (SDG 4) on quality education.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Teacher Education	Highly Satisfactory (HS)	Highly Satisfactory (HS)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

A rating of "Highly Satisfactory" has been awarded to the performance of Component 1.

During the reporting period, activities under C1 progressed as planned, with some necessary adjustments to the activity implementation timeline to align with the timeline of the MoEYS to introduce planned reforms in teacher education. Major results have been achieved under C1, including the development of the final draft of the costed Strategic Plan to guide the teacher education reform, which is ready to be adopted and will be launched at the annual high-level Education Congress in February 2025. The Strategic Plan was developed with the support of STEPCam through a highly participatory process, involving

situational analysis and sector mapping, scenario planning, TEI infrastructure survey, focus group discussions and three sub-national consultations with participation from over 180 MoEYS leaders and representatives of technical departments, TEIs, Development Partners, and other stakeholders from all levels of education, including students and teachers, followed by a series of high-level technical meetings with the MoEYS leaders.

Other achievements include the ongoing development of the BA+1 (primary) programme as a new pathway to the teaching profession, in addition to the revision of the 12+4 (primary) pre-service teacher education programme, to support the MoEYS in the preparation to fully shift to the 12+4/BA+1 system in pre-service teacher education. Further support is provided through STEPCam for the shift to a 12+4/BA+1, including the development of the syllabus and programme materials for the Master of Education (MEd) (primary education) programme – the first of its kind in Cambodia with a specialisation in primary teacher education. The MEd programme will receive its cohort of teacher educators in the first half of 2025, as part of the Ministry’s strategy to upgrade qualifications of teacher educators to a master’s level.

Under Outcome 1.1: Opportunities established for teachers and teacher educators to upgrade their educational qualifications, key progress achieved including:

- Development of BA+1 (primary) programme as a pathway into teaching profession: To ensure that new teachers at primary and lower-secondary levels meet the bachelor’s degree minimum requirement and master essential subject matter and pedagogical skills, the Ministry’s reform will expand teacher education duration from two to four years. In this regard, STEPCam is supporting MoEYS to develop a BA+1 (primary) programme as a one-year teacher education programme for graduates holding a bachelor’s degree, as part of the efforts to attract qualified and competent individuals into the teaching profession. The first draft of the curriculum has been developed and consulted at a sub-national workshop in November 2024 and further finalisation. The syllabus development for 10 subjects is scheduled to commence in early 2025.
- Development of the MEd programme for upgrading teacher educators’ qualifications as foundations for the teacher education reform: To prepare teacher educators to implement the 12+4 and BA+1 programmes, STEPCam has supported the development of an MEd programme and syllabuses, the first-of-its-kind with a specialisation in primary education, based on the MEd (primary) curriculum framework developed during Phase I. Under Phase II, STEPCam has supported the design of syllabuses and learning materials for 29 subjects, conducted three sub-national consultation workshops with 156 stakeholders to draft and validate guidelines. For the implementation of the MEd programme, STEPCam supported the MoEYS in initiating a Call for Applications for the first cohort which yielded 119 applications. The selection of the first cohort of teacher educators and the launch of the MEd programme is expected to take place in the first quarter of 2025. To support the Phnom Penh Teacher Education College in delivering the MEd programme, STEPCam is supporting a customised capacity building programme led by Chulalongkorn University, the Top 1 University in Thailand, to be delivered to 20 MEd master trainers and MoEYS leaders in February 2025.

Under Outcome 1.2: Institutional capacity strengthened for teacher education reform, as guided by a strategic plan for teacher education reform and a teacher needs simulation, key progress achieved includes:

- Development and implementation of the Strategic Plan for Teacher Education Reform 2024-2030 to guide the comprehensive teacher education reform: To support the national priority of reforming the pre-service teacher education system, STEPCam supported the development of a costed seven-year strategic plan (2024–2030) that serves as a comprehensive roadmap for national teacher education reform—defining the transition framework from the 12+2 system to the 12+4 and BA+1 system, introducing a teacher licensing system, self-funded pre-service training pathways, and the establishment of Centres of Excellence to drive innovation, teacher education specialisation and teaching excellence. The Strategic Plan was developed through extensive stakeholder consultations (over 180 participants including UNICEF, JICA, World Bank, KOICA, USAID, etc.) and high-level technical meetings. The final draft has been developed and is expected to be adopted and launched at the Education Congress in February 2025.
- Revision of the 12+4 (primary) curriculum to prepare for the national implementation: In 2024, STEPCam supported DGTED in reviewing and revising the 12+4 (primary) curriculum framework, including preparing syllabuses and materials for 29 subjects. This revision aligns the programme with the national teacher education curriculum and qualification upgrade trajectory, with a stronger focus on cross-cutting themes such as inclusive education and education for sustainable development. The process also involved strengthening the capacity of teacher educators and TEIs in preparation for a national rollout at eight

TEIs—expected to benefit approximately 3,000 pre-service student teachers annually. The finalisation of the 12+4 programme revision is expected to be completed by the third quarter of 2025, for its launch in the fourth quarter of 2025.

- Action research capacity building to foster a research-driven teacher education system: STEPCam facilitated technical discussions with DGTED, DoPo, PTEC, and BTEC to plan capacity-building interventions in action research skills, which will start in February 2025, with 72 teacher educators and teachers (30 females) who will receive customised training worth two CPD credits covering action research basics, research design, data collection, and analysis, culminating in complete research proposals for grant submission. The grants will fund innovative projects over six-month rounds (three rounds between 2025 and 2026), while selected participants will also be supported to attend and present their outputs at the national Teacher Conference in June 2025, with support coordinated by a dedicated Technical Working Group.
- Capacity building to TEIs to deliver high-quality CPD in support of the teacher education reform: In line with the Strategic Plan, STEPCam has been providing technical support to enhance TEIs’ capacity to become accredited CPD providers in developing and delivering high-quality CPD offerings, with the development of a minimum of seven new high-quality blended CPD offerings tailored for primary school teachers from 100 target schools ongoing – to date, three courses, covering the primary curriculum and standards, development of pre-primary and primary students, and classroom management with positive discipline and questioning techniques—have been finalised.

With the progress achieved in 2024, in the second year of the implementation, STEPCam will continue to support the finalisation and implementation of BA+1, 12+4 and MEd teacher education programmes for primary education, contributing to the teacher education reform outlined in the Strategic Plan. Additionally, STEPCam will continue the comprehensive support to strengthen the institutional capacity and readiness at TEIs to deliver quality teacher education programmes as part of the teacher education reform – from strategic planning, budget and internal quality assurance for TEIs and capacity building for educators.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Teacher Professional Development	Highly Satisfactory (HS)	Highly Satisfactory (HS)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

A rating of “Highly Satisfactory” has been awarded to the performance of Component 2.

Throughout the reporting period, STEPCam has been supporting the MoEYS in further strengthening and institutionalisation of the CPD system for a national rollout as a key priority in the teacher education reform. The interventions include the ongoing accreditation of CPD providers and activities as a strategic mechanism for quality assurance and integration of the CPD system for all in-service training and CPD interventions for education staff, support to the further development of MIS systems, system strengthening in preparation for the TCP system pilot linked to the CPD system expansion and evidence-based policy research.

With the establishment of the CPD system in 2021 under STEPCam’s support in Phase I, the MoEYS has a fully operational system for managing and reporting on professional development activities completed by education staff. By the end of 2024, 14,237 (8,415 females, 59.1%) education staff members have capacity-upgrading training recorded, while 8,519 (5,266 females, 61.8%) have acquired one to six CPD credits recorded in the HRMIS system for having completed at least one accredited CPD offering.

With the establishment of the assessment criteria and accreditation system of the CPD system under Phase I of the programme, STEPCam has continued to provide technical support to the MoEYS, with five TEIs as new accredited CPD providers, as well as 45 training activities having been accredited CPD offerings, an increase of 15 CPD offerings from the baseline figure of 30. This is an ongoing process to align and consolidate the CPD and in-service teacher training funded by the government and development partners to achieve better consistency, cost-effectiveness and economies of scale.

Under Outcome 2.1: Systems strengthened for CPD planning, management, and delivery, progress has been made with the MoEYS on the arrangement and planning for the selection of the target 100 schools

to benefit from three complete cycles of CPD and the Teacher Career Pathways (TCP) systems implementation, with a focus on the inclusion of schools in marginalised regions.

Based on this foundational work, key progress made includes:

- Initial batch and inception of the CPD system rollout and the development of blended CPD for the phased long-term national CPD system rollout: STEPCam recruited an international CPD technical expert to develop a TNA framework, which guided an online survey (September 2024) with 1,308 teachers and 347 teacher educators, including those from the 100 identified schools to participate in CPD rollout and TCP pilot, identifying key needs in subject mastery, pedagogy, and professional skills. As the initial batch for the first phase of the rollout planned in five target provinces, 130 primary teachers in Siem Reap enrolled in a blended 3-credit CPD course in December 2024, with five courses (three newly developed by PTEC and two updated) offered based on their identified needs in the TNA.

In 2025, following the first cohort of 130 teachers, the rest of primary school teachers (at least 1,260 teachers in total) from the 100 target schools will gradually enroll and complete the blended CPD courses of their choice in the first complete cycle of the CPD system rollout. These beneficiaries constitute the first batch of teachers in Cambodia to benefit from a long-term phase of CPD and TCP systems and will benefit from concerted efforts to approach teaching as a profession with multi-faceted dimensions and career steps to be supported by ongoing evidence-based research and regular rigorous monitoring and evaluation for further improvement of the systems' implementation.

- Further enhancement of management information system (MIS) to support a sustainable and scalable CPD system rollout: The MoEYS, with MCS approval, upgraded the CPDMO from STEPCam Phase I to the Teacher Development Department (TDD) under the new DGTED, demonstrating a strong commitment to teacher education reform; the CPD data module is being upgraded to a CPD Management Information System (CPDMIS) with new functionalities and seamless integration with the HRMIS, led by a senior international MIS specialist recruited in October 2024, while TDD has actively promoted the enhanced system through communication materials and social media posts, ensuring a more user-friendly interface in line with the national CPD rollout plan. Further system enhancement is expected in 2025 to develop the CPDMIS to be deployed nationwide to align with the national rollout of the CPD system—ensuring that data-driven decision-making and monitoring remain central to the reform's long-term success..

Under Outcome 2.2: Teacher professionalism advanced through evidence- and research-based policies, key progress made includes:

- Evidence-based research to inform teacher policy review and strengthen teacher reforms: STEPCam's technical and financial support is aimed at developing evidence to inform a sustainable and equitable teacher policy framework, enhancing MoEYS's capacity for evidence-based policy research. The preparatory work for two policy research studies in 2025 has been completed, with a concept note developed and an international expert recruited for technical assistance. The first policy research studies will focus on teacher motivation, morale and well-being, while the second study will be a rapid assessment of educational technology competencies among teachers. These studies will generate actionable evidence to inform the review and refinement of Cambodia's teacher policies—ensuring that reforms remain grounded in teachers' lived experiences and evolving professional needs, and aligned with the goals of the national CPD and teacher career pathway systems.

- Pilot of the TCP system in target schools in fostering a system of teacher career framework that recognises and rewards professional growth: As part of the professionalisation of teachers, STEPCam is supporting the coordination and piloting of the TCP in selected target schools alongside CPD expansion—with full-scale implementation expected in 2025—by developing a comprehensive framework (including baseline, midterm, and endline evaluations linked to the CPD system rollout) and selecting schools across five provinces (with special attention to remote and indigenous areas) to generate empirical data on teacher progression and career advancement, , strengthen links between CPD participation and career advancement, and ultimately informing further refinement of the TCP system and strengthening the overall teacher career framework.

Component / Objective

Classroom Learning

Level of Progress this Reporting Period 2

Highly Satisfactory (HS)

Previous Rating

Highly Satisfactory (HS)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

A rating of “Highly Satisfactory” has been awarded to the performance of Component 3.

During the reporting period, STEPCam’s key activities under this component focused on system strengthening for the effective implementation and monitoring for the national EGL programme. STEPCam supported the roll out of Grade 1 Early Grade Reading (EGR) in Kampong Cham province, including comprehensive teacher training, mentoring and the printing and distribution of teaching and learning packages, contributing to the achievement of the nationwide rollout target for Grade 1 EGR by 2025, as set by the MoEYS.

In the academic year 2024/25 starting November 2024, STEPCam is continuing its support to the EGL programme, expanding the rollout to Grade 1 Early Grade Maths (EGM) and Grade 2 EGR in Kampong Cham province. Additionally, to strengthen the quality and sustainability of the mentoring programme, STEPCam mobilised technical experts from VVOB to provide support to the MoEYS for the development of the revised EGSBM Manual through a consultative process, which focused on enhancing mentoring data management, classroom observations feedback and mentor support. Additionally, VVOB through STEPCam is providing technical support to the MoEYS to develop a Classroom Assessment and Remediation Learning (CARL) manual, including defined maths standards.

Building on the successful development and pilot of the Student Tracking System (STS) under Phase I, STEPCam Phase II is supporting the expansion and enhancement of the system. As part of the roll out of the STS to the whole Siem Reap province, focal persons at PoE and DoEs in Siem Reap province have been trained on STS to lead the cascade training to schools within their districts, guiding them in data entry, management, and effective utilisation of the data managed in the STS.

Under Outcome 3.1 The quality of teaching and learning in early grades improved through training and mentoring for teachers, key progress made includes:

- Support to the national roll-out of the EGL programmes through training for teachers, mentors and education staff: Built on Phase I achievements, STEPCam supported the expansion of the national EGL programme in Kampong Cham province. during the reporting period. As part of the Grade 1 EGR rollout in Kampong Cham province, STEPCam supported the development of a guideline for EGR and EGM trainer selection, completed a five-day ToT for Grade 1 EGR trainers and subsequently completed a nine-day Grade 1 EGR training to 693 teachers and 52 Master Mentors.

Additionally, STEPCam is supporting the MoEYS in rolling out Grade 2 EGR and Grade 1 EGM teacher training in Kampong Cham. During the reporting period, the Grade 2 EGR Part 1 training has been delivered to 679 teachers and 54 Master Mentors, while the Grade 1 EGM Part 1 training has been delivered to 676 teachers and 53 Master Mentors. These efforts form a cohesive strategy to build instructional capacity at scale.

To ensure effective classroom implementation, STEPCam also supported the procurement and distribution of a total of 231,839 student books, 5,103 teacher guides, and 27,240 letter-picture cards to support the implementation of the EGL programme.

- Strengthening mentoring system for more effective support for primary teachers through mentoring training and revising mentoring manual: A two-day ToT has been conducted in September 2024 (54 participants, 33% female) and a subsequent three-day training (272 participants, 72% female) was conducted in Kampong Cham as part of the preparation to train school-based mentors in the province to provide effective mentoring support to teachers.

- During the reporting period, a total of 196 master mentoring visits were conducted by 35 Master Mentors and 957 school-based visits were conducted by 209 mentors to support 442 Grade 1 teachers. These mentoring interactions are contributing to more consistent, classroom-based professional development and improved teaching practices aligned with the goals of the EGL and CPD system rollouts.

Additionally, to strengthen the quality of the mentoring system, STEPCam has mobilized a team of experts from VVOB to support the MoEYS in developing the revised Early Grade School-Based Mentoring manual, focusing on strengthening the recruitment process, mentoring data, mentoring feedback and sustainability of the mentoring programme. The manual is expected to be approved in the first half of 2025.

Under Outcome 3.2 Systems enhanced to readily identify and address student learning needs, key progress made include:

- Capacity building for effective use of formative assessment strategies in the early grades with the development of a classroom-usage-based assessment manual and EGMA baseline research: STEPCam is

supporting teachers to implement formative assessments that monitor learning and identify gaps for timely remediation. To achieve this, STEPCam is providing technical support to develop a Classroom Assessment and Remediation Learning Manual (CARL) —with a concept note and consultation workshop planned for March 2025—to establish clear mathematical milestones, assessment strategies, and remediation actions. The concept note is being developed following technical discussions between UNESCO, PED and technical experts from VVOB, with the first consultation workshop expected to take place in March 2025.

In addition, the data collection and cleaning for the Grade 1 EGMA baseline study in Kampong Cham (498 students assessed in September 2024) has been completed. The data collection for the endline study is expected to take place in the second half of 2025, and will contribute to evidence-based refinement of assessment and remediation strategies in classrooms.

- Roll out of the Student Tracking System (STS) for improved learning monitoring and interventions: STEPCam is supporting the expansion of the STS, which was successfully piloted in Phase I benefiting 135 schools in two districts in Siem Reap province. To support the rollout to the whole Siem Reap province in Phase II, a three-day master training was held in November 2024 with 26 DoE and PoE participants (5 females) who will lead cascade training to 494 schools across 10 districts starting in March 2025. Furthermore, an International Education Data Specialist has been recruited to support DEMIS in the planning and technical oversight for the further development of the STS, which includes the development of a mobile application expected to start in early 2025.

Component / Objective

Level of Progress this Reporting Period 2

Previous Rating

Digital Transformation in Education

Highly Satisfactory (HS)

Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

A rating of “Highly Satisfactory” has been awarded to the performance of Component 4.

The Component focuses on upskilling teachers and teacher educators with ICT in education strategies and competencies needed to facilitate quality learning that harness the effective and ethical use of digital technologies. During the reporting period, the MoEYS and UNESCO engaged in discussions to plan for the development of Cambodia’s ICT and AI Competency Framework for Teachers and the establishment of EdTech Hub, developing concept notes and Terms of References (ToRs) for international experts, kicking off the preparation for the implementation outlined in the workplan, and ensuring alignment with other strategic priorities of MoEYS and development partners working in the same area.

As a result of holistic planning and rigorous technical discussions between MoEYS and UNESCO, an IPA has been signed in November 2024 focused on interventions under this component in line with the programme workplan and activities. STEPCam is finalising the selection of two international experts to provide technical assistance for MoEYS on these areas of work to support the interventions planned under this component.

Under Outcome 4.1: The development of teacher and teacher educators’ ICT competencies systematically guided by established framework. During the reporting period, STEPCam initiated critical groundwork for the framework’s development in collaboration with MoEYS. Key results include:

- Mobilisation of international experts: In consultation with MoEYS, STEPCam developed the Terms of Reference for an international expert on ICT in education to support the development of Cambodia’s ICT and AI Competency Framework for Teachers. Recruitment is nearly finalized, with the expert expected to join in March 2025 and lead a rapid assessment of teachers’ ICT competencies.

- Strategic engagement to promote effective and ethical use of ICT and AI in education: STEPCam is providing financial and technical support to organise Cambodia’s first-ever EdTech Summit in February 2025, featuring a dedicated technical session on AI in education. In addition, STEPCam provided support to the MoEYS and participated in the International Day of Education event on AI—attended by over 400 stakeholders—to advocate for ethical applications of generative AI in education.

Under Outcome 4.2 Institutional readiness built for TEIs to play a leading role in equipping teachers for digital transformation in education, STEPCam will provide support to establish an Educational Technology

(EdTech) Innovation Hub at one of the teacher education institutions (TEIs) mandated to promote research and innovation in ICT in education, AI and digital transformation, develop ICT in education competencies in Cambodia’s teaching force and provide advisory services to education stakeholders, ensuring a uniform approach to the use of digital technology in the education system, with the ultimate objective of enhancing the quality of education through strengthened education management, teaching quality and learning experiences. During the reporting period, key progress made to support this outcome include:

- Development of the concept note for EdTech Innovation Hub: A preliminary concept note has been developed, outlining the Hub’s strategic objectives, expected outcomes, and phased implementation.
- Mobilisation of international expert: The recruitment for an international technical expert to support the planning and establishment of the EdTech Innovation Hub is expected to be finalised in March 2025. The expert will provide technical oversight and strategic guidance to MoEYS and the selected TEI on the establishment and operationalisation of the EdTech Hub, including supporting comprehensive institutional planning and management, developing technical documents, and providing capacity building for the Hub.

These efforts mark a strategic and holistic approach to establish solid groundwork for the programme implementation and the advancement of digital transformation in Cambodia’s education system, setting the stage for concrete actions on policy and institutional levels in the coming implementation period. Building on the critical groundwork initiated in 2024, the coming year will focus on a structured and consultative approach to the development of Cambodia’s ICT and AI Competency Framework for Teachers and the planning and capacity building for the EdTech Hub. These efforts will further align STEPCam’s interventions with national priorities and global best practices for digital transformation in education.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
MoEYS Institutional Programme Support	Highly Satisfactory (HS)	Highly Satisfactory (HS)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

During the reporting period, the MoEYS and UNESCO worked at the technical level to develop the workplan and budget to support MoEYS institutional programme support under Component 5. The support focuses on programme oversight and coordination, financial audit, programme resource management, capacity building on financial management, monitoring for project management and secretariat and programme communications and visibility.

Furthermore, significant progress has been made in terms of financial management and controls of the programme. With the support of STEPCam, DoF is currently installing a customised robust financial accounting software to manage the programme funds accurately. Monthly budget utilisation reports are being produced for the monitoring of grant execution rates. These systems put in place are critical to ensuring strong financial monitoring mechanisms during programme implementation.

In terms of financial checks, BDO LLP, an independent external auditor, has been contracted to perform the quarterly financial spot checks and annual financial audits of the STEPCam programme. Two spot checks were completed during the reporting period to perform the financial checks for expenditures incurred during the first three quarters of 2024, covering the period from 26 January to 30 September 2024. The spot check for fourth quarter of 2024 and the first annual audit will be performed by BDO LLP in February 2025.

One other major priority during the reporting period is the amendment to the Programme Implementation Manual (PIM). Adopted in 2019 during STEPCam Phase I, the PIM is developed based on the procedures, rules and regulations agreed upon by the MoEYS and UNESCO to ensure strong financial and procurement mechanisms are in place and followed throughout project implementation. A Memorandum was issued effective 16 July 2024 to outline four amendments to the PIM, with the view of updating harmonised rates for DSA and transport for in-country and international missions in line with UN agencies in Cambodia, as well as adopting the harmonised approach by key development partners with regards to trainer’s fees. These amendments to PIM were discussed and approved at the first STEPCam Programme Leading Committee (PLC) meeting on 5 June 2024 (Annex 1).

Furthermore, the MoEYS established and approved the governance arrangements for STEPCam in February 2024, to ensure strong programme oversight and coordination. It consists of the following three

committees to effectively lead, manage and implement the programme:- Programme Leading Committee (PLC) is the decision-making body of the programme. It plays a crucial role in providing overall strategic guidance to programme implementation and ensures that the programme achieves its objectives. The PLC is led by the Secretary of State at the MoEYS and STEPCam II Programme Director, and the UNESCO Representative to Cambodia serves as the Deputy-Director of the PLC. Other committee members include Under-Secretaries of State, Director-Generals, Deputy Director-Generals, and Directors from relevant technical departments. Furthermore, the Programme Technical Committees (PTC) comprises four committees corresponding to the four technical components of STEPCam. Each committee is chaired by the Director of the focal technical department at the MoEYS.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
GA Programme Management Support	Highly Satisfactory (HS)	Highly Satisfactory (HS)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

UNESCO successfully recruited and established its management team during this period. This includes the recruitment of a Programme Manager, two National Programme Officers, Senior National Finance and Administrative Staff as well as an analyst to support monitoring and evaluation as well as communications. In addition to the programme management team, the UNESCO Representative to Cambodia provides strategic guidance and supervision over the implementation of the programme. This is further complemented with backstopping support from UNESCO Headquarters in Paris, and UNESCO Multisectoral Regional Office in Bangkok. Furthermore, the Chief of Education at the UNESCO Phnom Penh Office oversees and coordinates the education sector, offers technical and strategic inputs, and supports the coordination with UNESCO Headquarters and DPs in Cambodia. For financial management and fiduciary controls, the Senior Finance Administrative Assistant of STEPCam is supported by the Finance and Administrative Officer at the UNESCO Phnom Penh Office, as well as other finance and administrative officers at the Bangkok regional office and Headquarters.

Lessons, innovative/promising practices

One of the key successful practices since the first phase of STEPCam was the emphasis on a system strengthening approach to work closely with relevant departments at the MoEYS which fostered high levels of ownership, institutionalization, strategic vision, and planning. Under the second phase, STEPCam continues to emphasise this approach in its collaboration with the MoEYS to ensure institutional capacity to support the interventions introduced under STEPCam beyond the programme timeframe.

Furthermore, STEPCam has invested significantly in fostering country ownership over the interventions. Given that the interventions under STEPCam are developed with close consultation with the MoEYS leadership and technical departments, as well as key development partners, in line with the priorities of the MoEYS as outlined in key education policies and documents, including the forthcoming Education Strategic Plan (ESP) 2024-2028, the Teacher Policy Action Plan (TPAP) 2024-2030, as well as Cambodia’s GPE Partnership Compact, this has ensured in strong political commitment and the priority given to STEPCam’s interventions by the Cambodian government. As a best practice, key interventions will continue to engage closely relevant line ministries, technical departments and development partners through a consultative process to ensure close coordination and harmonisation of interventions.

Throughout the programme development and planning of the IPAs under STEPCam Phase II, the best practices from STEPCam Phase I have been integrated. From the onset of the programme, STEPCam has established strong financial management and control procedures at the MoEYS, fiduciary oversight mechanisms for the programme, as well as put in the place the governance arrangements for decision-making and day-to-day management of the programme implementation.

Gender and inclusion considerations have been integral in the design of STEPCam interventions. Interventions have been planned and executed with a focus on addressing learning barriers faced by marginalized groups, and system strengthening efforts were aimed at better identifying their needs. Gender and inclusion has been mainstreamed across the programme, with specific interventions designed with a specific focus on ensuring gender equality and inclusion. Under Component 1, through the successful advocacy effort of STEPCam, the Strategic Plan developed under Component 1 includes strategies for two TEIs located in northern Cambodia to deliver the 12+4 programme in primary education to ensure geographical coverage, as well as inclusive access to initial teacher education for female candidates. Under Component 2, the selection of 100 schools for the CPD implementation includes target schools that have been identified to become model schools, as well as those in marginalised provinces. Under

Component 3, the teaching and learning materials used in the EGL programme – which were developed under Phase I – ensure that gender and inclusion are properly mainstreamed and addressed in teaching and learning. Furthermore, interventions planned to support the development of classroom assessment manual and the scale-up of System Tracking System (STS) will continue to put an emphasis on supporting weaker students, or students at risk of dropping out.

Close coordination within the education sector with other Development Partners has also been crucial. UNESCO has been closely coordinating with GPE 2025 Grant Agents (UNICEF and World Bank) to ensure harmonisation of programme activities supported by GPE grants. Building on the experience and success of implementing GPE-3 as dual Grant Agents, UNESCO and UNICEF have worked closely throughout the grant development process and continued to coordinate closely to share updates, identify and resolve challenges, and create synergies during program implementation. Coordination is further ensured through the programme governance structures, with UNESCO participating as an observer in the CDPF Steering Committee and UNICEF and JICA as observers in the PLC for STEPCam. Additionally, there has been ongoing coordination with other DPs, such as JICA in teacher education, USAID and VVOB in EGL initiatives, as well as KOICA in teacher education and ICT in education. Broader sector-wide coordination has been ongoing with the active engagement and participation in the Joint Technical Working Group (JTWG) and Education Sector Working Group (ESWG). STEPCam will continue to periodically provide progress updates on programme implementation through the education sector coordination mechanisms.

Impact stories

With the new communication and visibility strategy developed, STEPCam is committed to continuing the identification of impactful stories among our beneficiaries.

During the reporting period, STEPCam produced one human-interest story article focusing on the impact of the early grade learning teacher training and mentoring programme, along with short human-interest social media posts highlighting testimonies of beneficiaries. The human-interest story has been published on UNESCO website. The story has been shared with the GPE Secretariat Communications Team, which will be adapted and published on the GPE official website.

STEPCam will continue to identify and produce stories of impacts aligning with GPE guidelines as well as the STEPCam communication and visibility strategy – placing particular emphasis on capturing and sharing stories that highlight the linkages between Phase I and Phase II of the programme, showcasing the successes and positive outcomes of STEPCam across both phases, and demonstrating the sustained and growing impact on the education system and its beneficiaries. These stories will illustrate how the foundational achievements of Phase I have paved the way for the advancements in Phase II, creating a cohesive narrative of progress and development. Such linkages could include but not limited to how the establishment of the national CPD system in Phase I has enabled ongoing professional growth linking to TCP and how newly developed CPD courses in Phase II will build on the achievements under Phase I to further expand the diversity and supply of quality CPD courses in the system.

Furthermore, another key approach of the impact stories will focus on demonstrating the interconnectedness of each component of STEPCam to showcase the comprehensive development achieved through the programme. By highlighting how different components—such as Teacher Education, Teacher Professional Development, Classroom Learning, and Digital Transformation in Education—work together, we will illustrate the overall importance and benefits of an integrated approach to education reform. These narratives will underscore the significance of a holistic strategy in driving sustainable improvements in teaching quality and student learning outcomes.

In 2025, more impact stories will be produced to spotlight STEPCam's interventions, including in pre-service teacher education and teacher professional development, highlighting the impacts of STEPCam from a diverse range of perspectives and throughout of the continuum of a teacher's career.

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description
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1	ANNEX6~1.PDF	Knowledge Product	1. Final draft of the Strategic Plan for Teacher Education Reform 2024-2030
2	ANB996~1.PDF	Knowledge Product	CPD Training Needs Assessment (TNA) for Target Teachers and Teachers Educators
2	ANNEX7~1.PDF	Knowledge Product	MoEYS 10-year teacher education reform in Cambodia 2014-2024

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
12,619,800	3,085,894.24	24.45	Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

The total grant amount disbursed from GPE as of 31 December 2024 is USD 4,053,446.00, as per the approved grant programme budget for Year 1 of programme implementation. The total expenditure amount of USD 3,085,894.24 represents over 76% of the disbursed Year 1 grant amount.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period	Total Expenditure for the Current Reporting Period
4,053,446	3,085,894.24

Explanation for underspending or overspending in excess of 10%

The total approved budget for the current reporting period reflects the full Year 1 budget for STEPCam.

The total expenditure amount of USD 3,085,894.24 represents over 76% of the disbursed Year 1 grant amount.

Management Performance

Level of Management Performance	Previous Rating
Highly Satisfactory (HS)	Highly Satisfactory (HS)

Detailed Description

During the reporting period, a "Highly Satisfactory" grade is awarded for management performance. The rating reflects the progress made in terms of grant management, having established the programme

governance arrangements, robust financial management and control mechanisms, fiduciary oversight protocols and effective programme administration practices.

In terms of programme governance, UNESCO and the MoEYS have established dedicated programme teams and programme governance arrangements to ensure effective programme governance at the onset of the programme. The programme governance arrangements were established in February 2024, including a high-level decision-making body PLC and four technical-level PTCs corresponding to and leading the work in four components of STEPCam. At UNESCO, a new international programme manager has been onboarded, and national programme officers have been recruited to collaborate with MoEYS technical departments to lead the implementation of programme components, programme financial and administrative assistants for oversight on procurement, administration and financial management. To maintain strong institutional knowledge and technical expertise, members of the UNESCO STEPCam team with extensive experience from Phase I continue to provide technical oversight and support to MoEYS for STEPCam Phase II. Additionally, the programme has completed the recruitment of international technical experts providing technical support to the MoEYS in teacher policy revision and policy research, CPD, management information system, ICT in education and M&E.

Financial management and fiduciary oversight have been one of the major strengths of STEPCam Phase I and the best practices identified has continued to be implemented under the second phase. A dedicated Senior Finance Administrative Assistant at UNESCO works closely on a day-to-day basis to support the capacity building of Department of Finance (DoF) in ensuring strong financial management and control throughout programme implementation. With the support of STEPCam, DoF installed and trained on a customised robust financial accounting software (SAGE 50) to record transactions and manage the programme funds efficiently and accurately. The software performs functions related to budget performance and cash flow management for STEPCam financial procedures and has been adapted to fulfil the reporting requirements of Ministry of Economy and Finance (MEF) of Cambodia. Monthly budget utilisation reports are produced by STEPCam and disseminated to the MoEYS for the monitoring of IPA execution rates. These systems put in place are critical to ensuring strong financial monitoring mechanisms throughout programme implementation.

The Programme Implementation Manual (PIM) adopted in 2019 during STEPCam Phase I remains as the overarching guiding document for all financial, administrative and procurement procedures under Phase II. The PIM has been developed based on the procedures, rules and regulations agreed upon by the MoEYS and UNESCO to ensure strong financial and procurement mechanisms are in place and followed throughout project implementation. During the reporting period, a memorandum was issued effective 16 July 2024 to outline four amendments to the PIM, to update the harmonised rates for DSA and transport for in-country and international missions in line with UN agencies in Cambodia, as well as adopting the harmonised approach by key development partners with regards to trainer's fees. These amendments to PIM were discussed and approved at the first STEPCam PLC meeting on 5 June 2024.

To strengthen the budget performance and internal controls, the DoF of MoEYS conducted a financial management training to the focal points of each technical department under STEPCam II from 22 to 23 August 2024. The training provided capacity building to guide all technical departments on the programme's administrative and financial procedures under the updated PIM. To ensure a uniform approach to financial and administrative procedures, standard forms and templates were developed and shared with all focal points of each technical department, with clear requirements for supporting documents.

An external auditor, BDO LLP, has been contracted by UNESCO to conduct periodic financial checks to monitor the financial management practices adopted during the implementation of STEPCam Phase II. During the reporting period, two spot checks covering three financial quarter periods (Q1 to Q3 2024) have been conducted. For the first joint Q1 and Q2 2024 spot check, the findings have confirmed that financial management practices remain robust, with no financial findings reported, and three low-risk internal control recommendations. For the Q3 2024 spot check, no financial findings reported, and one low-risk internal control recommendation.

The modality for support through STEPCam is through Implementation Partnership Agreements (IPAs) established between UNESCO and the MoEYS, which are approved based on well-defined workplans, detailed activity budgets and clear roles and responsibilities. The release of payments to the MoEYS is conditional on clear demonstration of results against clear, result-oriented outputs as outlined in the IPAs. STEPCam uses the structures and processes of the MoEYS to emphasise government ownership and promote institutionalisation and system strengthening. As of 31 December 2024, 6 IPAs have been issued with a total value of USD 2,276,292.60 allocated to the MoEYS to support the implementation of the activities of STEPCam Phase II under 5 components. The budget execution rate for this reporting period is at 32.46% and utilisation rate is 51.28% as a percentage of the total installment released to MoEYS.

The Monitoring and Evaluation (M&E) framework has been developed by the MoEYS and UNESCO based on the best practices of the first phase of STEPCam, in close consultation with the JTWG, to ensure its robustness and effectiveness in monitoring and reporting of the programme’s impact and results against its expected objectives. To facilitate the monitoring of progress made against programme targets in the M&E framework, a programme implementation progress dashboard has been developed for the purpose of monitoring the progress of programme results. STEPCam has recruited an international Education M&E Specialist to develop comprehensive methodologies and tools for the measurement and reporting of results against outcome and output indicators. The International Education M&E Specialist is worked closely with a full-time international Education Analyst who supports the monitoring and reporting of STEPCam results on an ongoing basis.

In terms of programme management and monitoring, the MoEYS technical departments and UNESCO coordinate closely on an ongoing basis to facilitate the early detection of challenges and rapid problem solving. Two PLC meetings has been convened – in June 2024 and November 2024 – to monitor the programme implementation progress and discuss future plans and address any key challenges as necessary. If relevant and necessary, the PLC can be convened on an ad-hoc basis if key decisions related to programme implementation are required, or to resolve any critical bottlenecks urgently.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the GPE Board or Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the GPE Board or Secretariat in the next 12 months for their approval?

Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
BEEd	Bachelor of Education
CDPF	Capacity Development Partnership Fund
CPD	Continuous Professional Development
DEMIS	Department of Education Management Information System
DDT	Department of Digital Transformation
DoF	Department of Finance
DP	Development Partner
DSA	Daily Subsistence Allowance
EGL	Early Grade Learning
EGM	Early Grade Mathematics

EGMA	Early Grade Mathematics Assessment
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EGSBM	Early Grade School-Based Mentoring
EQID	Education Quality Inspection Department
ESP	Education Strategic Plan
ESWG	Education Sector Working Group
EU	European Union
GPE	Global Partnership for Education
HEI	Higher Education Institution
HRMIS	Human Resources Management Information System
ICT	Information and Communications Technology
IPA	Implementation Partner Agreement
JICA	Japan International Cooperation Agency
JTWG	Joint Technical Working Group (Local Education Group in Cambodia)
KOICA	Korea International Cooperation Agency
LEG	Local Education Group
M&E	Monitoring and Evaluation
MEd	Master of Education
MoEYS	Ministry of Education, Youth and Sport
PED	Primary Education Department
PLC	Programme Leading Committee
PMC	Programme Management Committee
PoE	Provincial Office of Education
PTC	Programme Technical Committee

PTEC	Phnom Penh Teacher Education College
PTTC	Provincial Teacher Training Center
RGC	Royal Government of Cambodia
SDG	Sustainable Development Goals
STEPCam	Strengthening Teacher Education Programmes in Cambodia
STS	Student Tracking System
TCP	Teacher Career Pathway
TEC	Teacher Education College
TEI	Teacher Education Institution
ToT	Training of Trainers
TTC	Teacher Training Center
TTD	Teacher Training Department
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
USD	United States Dollar
VVOB	De Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand (Flemish Association for Development Co-operation and Technical Assistance)
AI	Artificial Intelligence
DGTED	Directorate General of Teacher Education and Development
DoE	District Office of Education
DoPo	Department of Policy
UNSDCF	United Nations Sustainable Development Cooperation Framework

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE’s three global numbers for this reporting period below

- Textbooks purchased and distributed through GPE grants
- Teachers trained through GPE grants
- Classrooms built or rehabilitated through GPE grants

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1	Number teacher guides in EGR and EGM	5,103		The total includes: 1) EGR Grade 1 Teacher Guide Part 1 – 681 copies 2) EGR Grade 1 Teacher Guide Part 2 – 681 copies 3) EGR Grade 2 Teacher Guide Part 1 - 1,185 copies 4) EGR Grade 2 Teacher Guide Part 2 – 1,185 copies 5) EGM Grade 1 Teacher Guide - 1,371 copies
2	Number of student support books in EGR and EGM	231,839		The total includes: 1) EGR Grade 1 Student Supplementary Book, Part 1 - 27,799 2) EGR Grade 1 Student Supplementary Book, Part 2 - 27,799 3) EGR Grade 2 Student Supplementary Book - 26,881 4) EGR Non-fiction books - 10,020 5) EGM Grade 1 Student Workbook sets (book 1-4 per set, 27,868 per book) – 111,472 6) EGM Grade 1 Student Support Book – 27,868
3	Number of student learning materials (consonants and vowels)	27,240		The total includes 11,577 sheets of consonants learning cards and 15,633 sheets of vowels learning cards for Grade 1

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1	Number of Grade 1 and Grade 2 teachers and Master Mentors in target province trained in EGR (INSET)	1,478		<p>This total includes:</p> <p>1) Grade 1 EGR: 693 teachers (560 females, 81%) and 52 Master Mentors (12 females, 23%) 2) Grade 2 EGR: 679 teachers (497 females, 73%) and 54 Master Mentors (11 females, 20%)</p> <p>Note: Master mentors are selected based on the School-based Mentoring guidelines and are experienced staff and educators from school clusters, the District Office of Education (DoE), Teacher Education College (TEC), Regional Teacher Training Center (RTTC), and Provincial Teacher Training Center (PTTC).</p>
2	Number of EGR Trainers trained during the ToT	160		<p>The total includes:</p> <p>1) 80 teachers (31 females) trained on EGR G1 2) 54 trainers (18 females) trained on mentoring to deliver training on MM and SBM 3) 26 (5 females) trained as trainers to lead STS training at district level</p> <p>(For EGL, The trainers trained through ToT, so-called “national trainers” will carry out the rollout of training for EGL teachers. To qualify as a “national trainer”, one must be a state teacher with a pedagogical certificate from TTC, and have received 9-day EGL training before (sometimes through STEPCam Phase I) as well as ToT for EGL training.)</p>
3	Number of Grade 1 teachers and Master Mentors in target province trained in EGM (INSET)	729		<p>This total includes:</p> <p>1) Grade 1 EGM: 676 teachers (527 females, 78%) and 53 master mentors (11 females, 21%)</p> <p>Note: Master mentors are selected based on the School-based Mentoring guidelines and are experienced staff and educators from school clusters, the District Office of Education (DoE), Teacher Education College (TEC), Regional</p>

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1		0	0	

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the **cumulative** number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants).** If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.[i] Please provide the number or proportion of girls of varied subgroups in the comment section below, if available.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and other donors, enter 40% in "% attributed to this grant".

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children who directly benefited from the project		49,588			49,588	
Of which, girls		22,733			22,733	
Of which, children with a disability (optional)						
Of which, refugee children (optional)						

Of which, internally displaced children (optional)

Of which, out-of-school children, in school-age (optional)

Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)

Provide any comments on beneficiary children, if needed. This could include, for example, the definition employed by the grant for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

Calculation notes:
 The reported number of students benefitting from the EGL programme is based on the enrollment figures for the whole province(s) of the academic year when it was implemented, reported separately by subject. The implementation of EGL programme follows the academic calendar of Cambodia and the enrollment figures are drawn from the most recent EMIS data available for the academic year.

For Grade 1 Khmer rollout in academic year 2023/2024 and the subsequent Grade 2 Khmer rollout in academic year 2024/2025 in Kampong Cham province, the intervention benefited the same group of students over two consecutive academic years. Therefore, the reported figure for Khmer is 25,377 students (11,697 females) over two consecutive academic years.

Additionally, a separate group of students benefited from the Grade 1 Mathematics rollout in Kampong Cham province in the academic year 2024/2025. The reported figure for this group of students for Maths is 24,211 students (11,036 females).

Annex 4: GEA Indicators Reporting Template

GEA Core indicators	Baseline	Results for this reporting period		GPE contribution (optional for cofinanced grants)	Comments
		Target	Actual		
Indicator name	Date				

1 Highly Unsatisfactory - The project has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The project has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The project has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory - The project is expected to achieve most of its major outputs efficiently with moderaten shortcomings or delays. Satisfactory - The project is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory -The project is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

2 Highly Unsatisfactory - The component/objective has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory -The component/objective has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory -The component/objective

has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory- The component/objective is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory- The component/objective is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory-The component/objective is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

3 Highly Unsatisfactory – The GEA has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The GEA has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The GEA has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory – The GEA is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The GEA is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The GEA is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.