

**KINGDOM OF CAMBODIA
NATION RELIGION KING**



Ministry of Education, Youth and Sport



**Gender Mainstreaming
Strategic Plan in Education
Sector 2025-2029**

December 2025

PREFACE

Over the past five years, the Ministry of Education, Youth and Sport has made significant progress in ensuring gender equality and a positive educational environment. This includes reducing the gender gap in access to education services and access to quality learning, increasing the participation of female education personnel in the provision of education services and the development of social positive attitudes towards gender in education sector

Responding to the Pentagon Strategy phase I of the Royal Government's 7th mandate of National Assembly, National Development Strategic Plan, NEARY RATTANAK VI (Five-year Strategic Plan 2024-2028), which aim to strengthen gender equality at all levels and in all sectors and to strengthen the role of women as the backbone of the national economy and society. Based on this, the Ministry is committed to promoting gender equality in access to inclusive and equitable quality education and to promoting lifelong learning opportunities for all, increasing female education personnel participation in delivering education services, and establishment of gender-responsive learning environment and social positive attitudes.

The Ministry has developed a Gender Mainstreaming Strategic Plan in Education Sector 2025-2029 based on the progress and challenges, which have been made during the implementation of the Gender Mainstreaming Strategic Plan in Education Sector 2021-2025 and covered all sub-sectors in order to eliminate violence, children and women trafficking, exploitation and sexual abuses; to provide inclusive and equitable quality education services and to empower and further promote women in leadership and management level. This strategic plan outlines the logical relationships between objectives, strategic frameworks and activities, which will facilitate the effective implementation, monitoring and evaluation process, and mechanisms for feedback and continuous quality improvement.

The Ministry of Education, Youth and Sport would like to thank the ministry's leaders, education officials at all levels, development partners and other stakeholders, who have supported and contributed to the development of a Gender Mainstreaming Strategic plan in Education Sector 2025-2029. The Ministry calls for the support and involvement from all stakeholders to carry out a successfully implementation of this strategic plan for the sake of a bright and glorious future for next generation of Cambodian children and youth.



December 2025

Dr. HANG CHUON NARON

Deputy Prime Minister

Minister of Education, Youth and Sport

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Abbreviations

CEDAW	Convention on the Elimination of All forms of Discrimination against Women
DOA	Department of Administration
DCD	Department of Curriculum Development
DDT	Department of Digital Transformation
DECE	Department of Early Childhood Education
DEMIS	Department of Education Management Information System
DGE	General Department of Education
DGHE	Directorate General of Higher Education
DGPP	Directorate General of Policy and Planning
DGS	General Directorate of Sports
DGSE	Department of General Secondary Education
DGTED	Directorate General of Teacher Education and Development
DGY	Directorate General of Youth
DHEM	Department of Higher Education Management
DHR	Department of Human Resources
DICAA	Department of International Cooperation and ASEAN Affairs
DOL	Department of Legislation
DME	Department of Monitoring and Evaluation
DNFIE	Department of Non-Formal and Inclusive Education
DOE	District Office of Education
DOF	Department of Finance
DOP	Department of Planning
DOPO	Department of Policy
DPE	Department of Primary Education
DSH	Department of School Health
DSPC	Department of State Property and Construction
DTD	Department of Teacher Development
DTE	Department of Teacher Education
DVO	Department of Vocational Orientation
DYP	Department of Youth Program
ECE	Early Childhood Education

ESP	Education Strategic Plan
GMSP	Gender Mainstreaming Strategic Plan in Education Sector
GPI	Gender Parity Index
LSE	Lower Secondary Education
M&E	Monitoring and Evaluation
MoEYS	Ministry of Education, Youth and Sport
NGO	Non-Government Organization
NIE	National Institute of Education
NIPES	National Institute of Physical Education and Sport
POE	Provincial Office of Education
STEM	Science, Technology, Engineering and Mathematics
USE	Upper Secondary Education

1. Introduction

Promoting gender equality and empowering girls and women is a priority task of the Royal Government of Cambodia in supporting line ministries and institutions to pay attention to promoting gender equality. In this regard, the Ministry of Education, Youth and Sport has implemented the Gender Mainstreaming Strategic Plan in Education 2021-2025 that achieves gender equality in the education sector, in response to the Roadmap for Sustainable Development Goals 2030 on Education in Cambodia “Promoting Gender Equality and Empowering Women and Girls”, Target 1 “Reduce the Gender Gap in Secondary Education”, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Royal Government's Pentagonal Strategy-Phase I, the Neary Rattanak VI Strategic Plan, and the Education Strategic Plan 2024-2028. The Pentagonal Strategy-Phase I “Human Capital Development” of the Royal Government, Angle 1, focuses on strengthening the quality of education, sports, science, and technology to improve the socio-economic situation and enhance the role of women as the backbone of national economic and social development.

The Ministry of Education, Youth and Sport has continued to implement policies, plans, and programs in the education sector to develop human capital, including strengthening and protecting women's rights and promoting gender equality in the education sector. MoEYS has set out the following directions.

- Ensure gender equality, equitable and inclusive access and learning quality across all education services, both in informal and formal system.
- Ensure increased participation of female education staff in the provision of education services
- Ensure a positive educational environment and positive social behaviour to respond to gender
- Build schools closer to people's homes to encourage female students from poorer families to attend, to reduce travel costs and ensure safety.
- Build a slope for students with disabilities.
- Building dormitories for students, pedagogical students, residency students, such as in schools, pedagogical schools, general and technical high schools, and universities.
- Implement the Child Friendly School Program and the School Counselor Program.
- Promote awareness of the importance of educating women who invest from mother to child, as well as paying attention to society's attitude towards daughters.
- Provide scholarships for general priority students, outstanding students, female priority, poor priority, priority remote areas, and students with disabilities, especially female students.
- Develop textbooks, study materials, improve teaching and learning activities to be engaging, especially promoting women and girls without discrimination on the basis of gender.
- Provide sexual and reproductive health education, prevention of HIV, AIDS, and other communicable diseases.

2. Results Achieved in 2021-2025

Implementing the Gender Mainstreaming Strategic Plan in Education Sector 2021-2025, the Ministry aims to “ensure that children and adults have access to inclusive, equitable access to educational services and achieve quality and effective learning outcomes”, embedded with three goals: 1) Ensure and achieve gender equality in access and quality teaching and learning across all education services in and around the country; 2) ensure increased participation of female education workers at all levels and in the provision of education services, and 3) ensure the building of an educational environment and cultivate positive social behaviour to respond to gender.

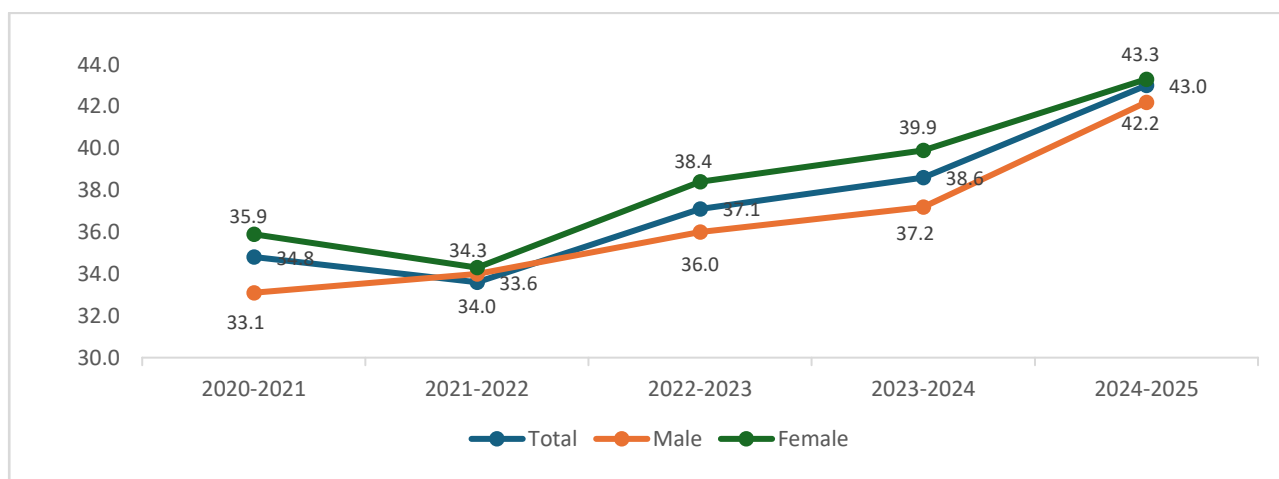
Many of the key achievements and progress in implementing the Gender Mainstreaming Strategic Plan in the past education sector have been measured as follows:

2.1 Cultivating positive social behaviours toward girl education and gender equality among those involved in the education sector

Early Childhood Education

Children received all types of early childhood education services have increased from year to year. In the 2024-2025 school year, children who have received all types of educational services in all types are 425,539 increased 24,580 students; female students are 211,913 increased 10,623. The total number of 3-year-olds is 56,487 increased 2,064; female 3-year-old students are 29,012 increased 711. Children aged 4-years old are 138,868 children increased 11,282; female 4-year-old children are 69,710 increased 4,958. Children aged 5-years old are 230,184 increased 11,234, female 5-year-old children are 113,191 increased 5,307. Preschools of all types have 9,036 schools/places increased 145 schools/places located in 1,119 communes out of 1,652 communes nationwide.

Figure 1: Gross Enrolment Rate in ECE (aged 3-5)

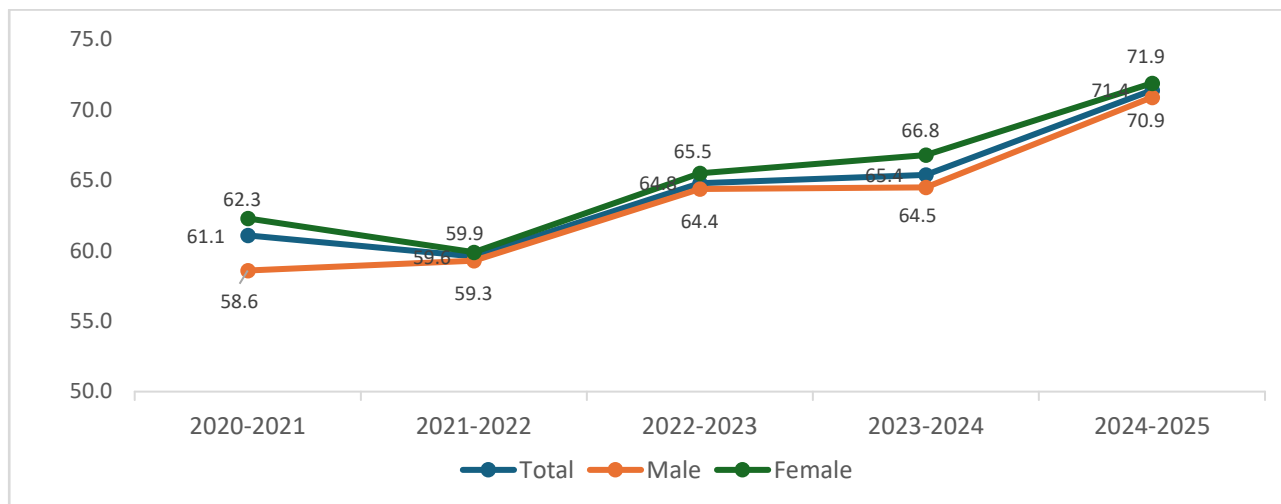


Data source: Education Congress

The gross enrolment rate in ECE (aged 3-5) increased from 34.8 percent in the 2020-2021 school year to 43.0 percent in the 2024-25 school year, an increase of 8.2 percent in the last five years as the ministry announced the nationwide reopening of schools in the 2022-2023 school year, the campaign to collect school age children to enroll in school, the construction of new school buildings, the provision of teachers, other support programs, and the active participation from parents, guardians, communities, local authorities, etc., which has enabled students to have greater access

to education. However, the enrolment rate declined slightly to 33.6 percent in the 2021-2022 academic year due to the spread of COVID-19. The gross enrolment rate in ECE (aged 3-5) for female pupils increased from 35.9 percent in the 2020-2021 academic year to 43.3 percent in the 2024-2025 academic year, an increase of 7.4 percent.

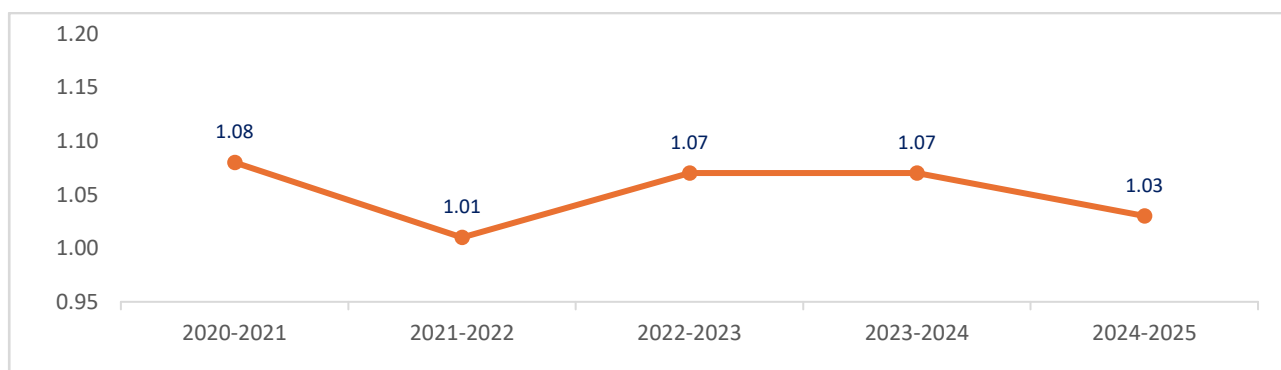
Figure 2: Enrolment rates for 5-year-olds



Data source: Education Congress

The enrollment rate for 5-year-old children increased from 61.1% (62.3 percent female, 58.6 percent male) in the 2020-2021 academic year to 71.4% (71.9 percent female, 70.9 percent male) in the 2024-2025 academic year, an increase of 10.3% (9.6 percent female, 12.3 percent male) in the last five years. This increase in enrollment is due to the expansion of all forms of pre-schools, the construction of school buildings, the provision of on-demand teachers at the local level, various support programs, and the active participation of parents, guardians, communities, and local authorities, which has facilitated access to early childhood education services.

Figure 3: Gender Parity Index of gross enrolment rate in ECE (aged 3-5)



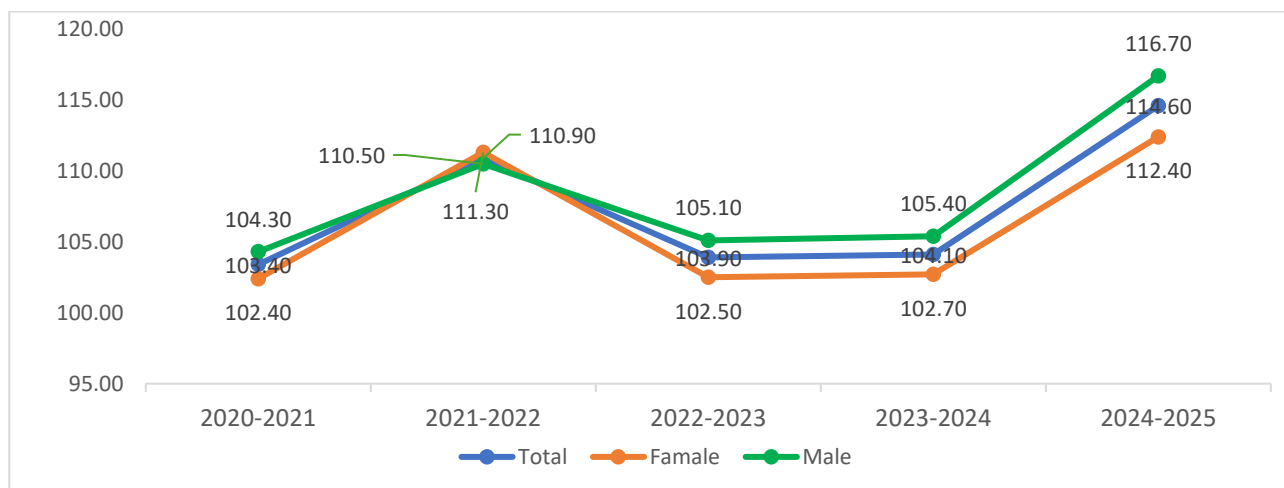
Data source: Education Congress

The Gender Parity Index of the gross enrolment rate in ECE (aged 3-5) has improved, decreasing from 1.08 in the 2020-2021 school year to 1.03 in the 2024-2025 school year. In the last five years, although the 2022-2023 academic year and the 2023-2024 academic year have shown a tendency towards girls, this trend has shown that female students enrolled at a rate similar to male students over the past five years.

Primary Education

In the 2024-2025 school year, primary students are 2,261,216 decreases 4,567; female 1,085 8810 decreases 1,012; state primary school students 2,078 401 decreases 13,916; female 997,003 decreases 5,764; private primary school students are 182,815 decreases 9,349; females 88,877 decreases 4,752; state primary school schools are 7,398 of which 59 are annexed schools; private primary schools are 890.

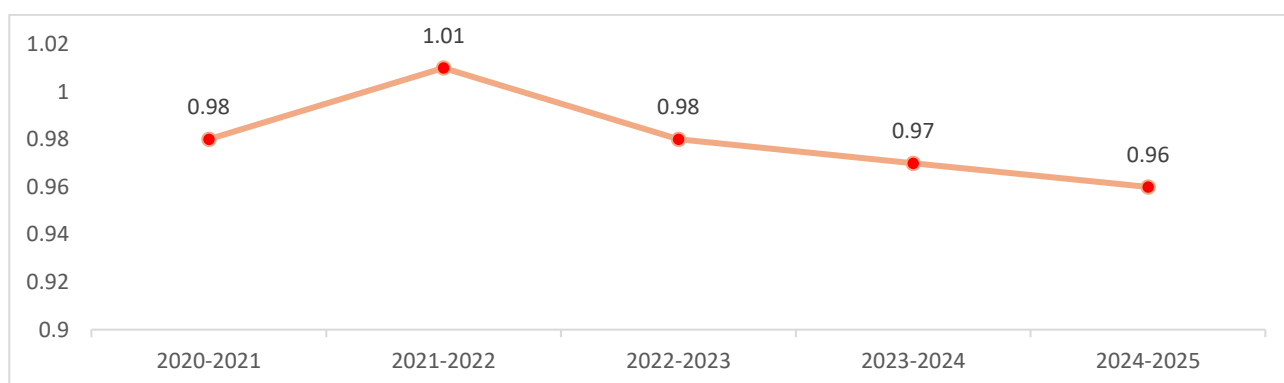
Figure 4: Gross Enrolment Rate in Primary Education



Data source: Education Congress

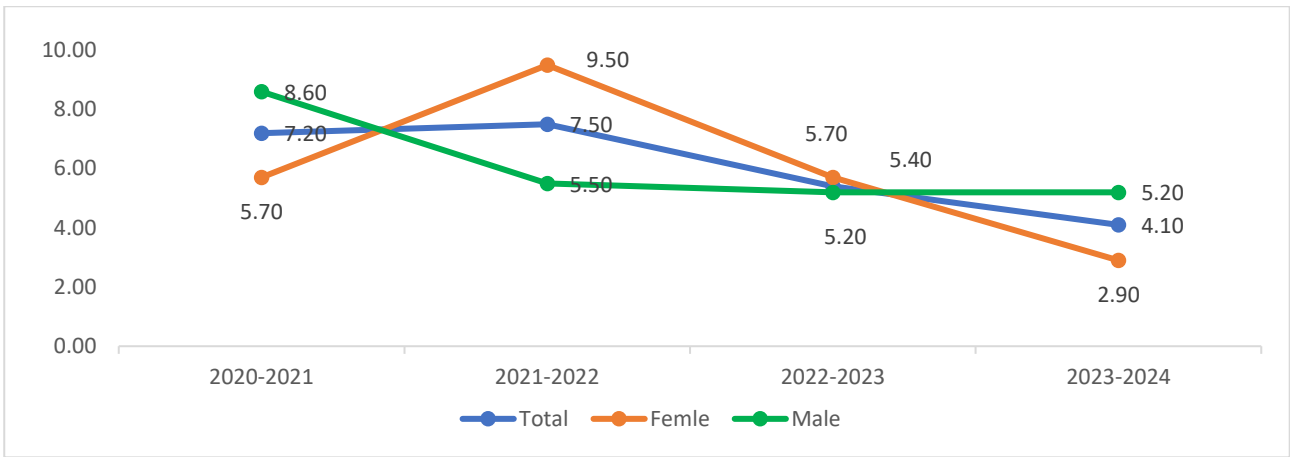
The gross enrolment rate of primary school education increased from 103.4 percent (female 102.4 percent, male 104.3 percent) in the academic year 2020-2021 to 114.6 percent (female 112.4 percent, male 116.3 percent) In the 2024-2025 school year. This increase is due to the impact of the COVID-19 pandemic, which has consequently led to an increase in the enrolment of overage children. From the academic year 2020-2021 to the academic year 2024-2025, except for the academic year 2021-2022, the gross enrolment rate of female primary students is higher than that of male students.

Figure 5: Gender Parity Index of gross enrolment rate in Primary Education



The Gender Parity Index of primary education gross enrolment rate has improved over the last five years, ranging from 0.96 to 1.01, indicating that there is a gender parity in primary education gross enrolment.

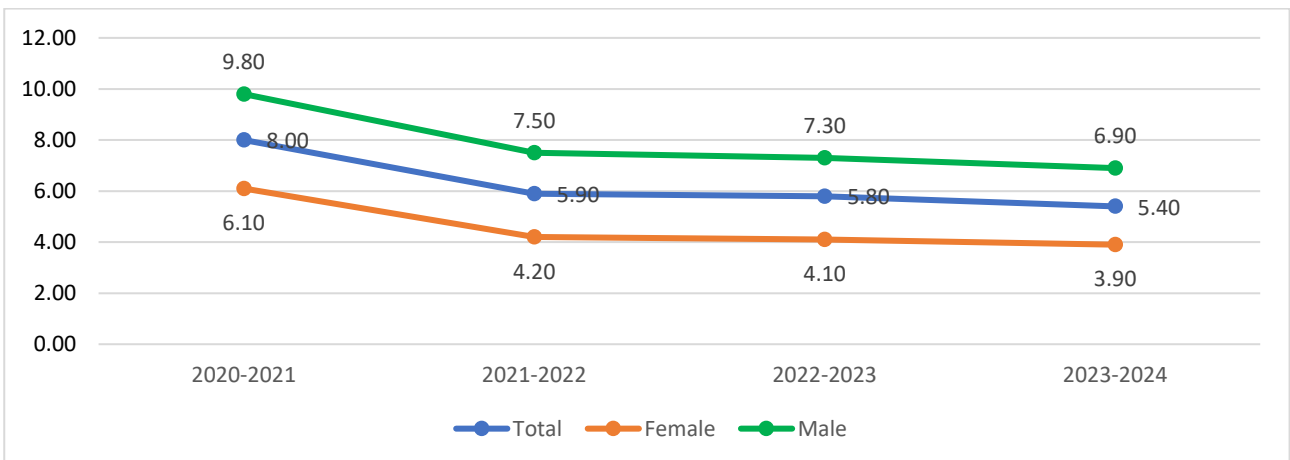
Figure 6: Primary school dropout rates



Data source: Education Congress

Primary school dropout rate drops from 7.2 percent (female 5.7 percentage, male 8.6 percentage) to 4.1 percent (female 2.9 percent, male 5.2 percent) in 2024-2025 Academic Year. During the last four years, the dropout rates in primary schools have decreased 3.1 percentage (Female 2.8 percentage and male 3.4 percentage). This is because the Ministry of Education, Youth and Sport has a scholarship for poor students and school meal program to support students. Dropout rates of female students are lower than that of male students in the academic year 2020-2021 and academic year 2023-2024 but the dropout rate of female students is higher than that of male students in the academic year 2021-2022 and the academic year 2022-2023.

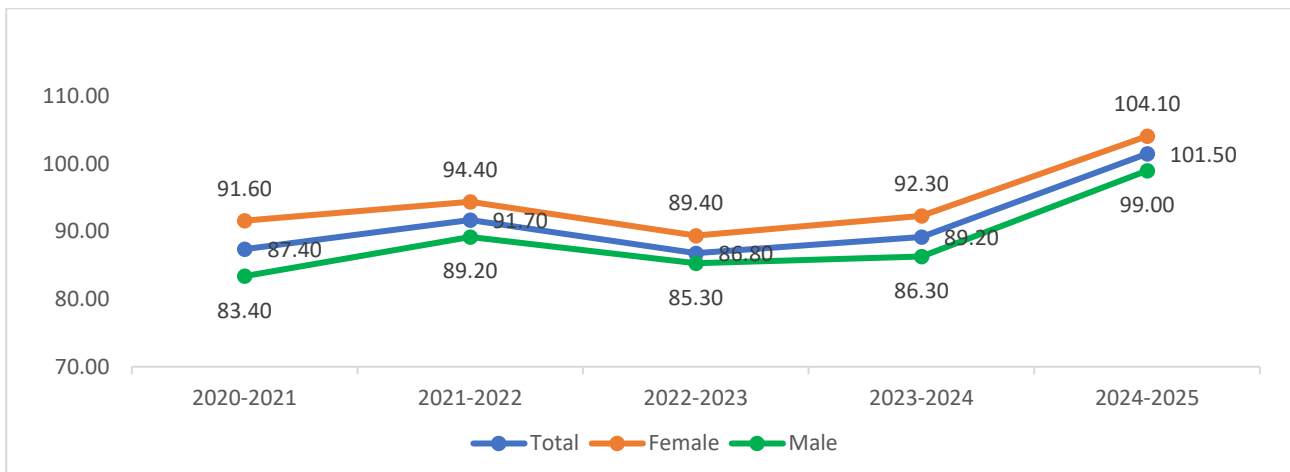
Figure 7: Primary school repetition rates



Data source: Education Congress

Primary education repetition rates decrease each year from 8,0 percent (female 6.1 percent, male 9.8 percent) in the academic year 2020-2021 5 to 5.4 percent (female 3.9 percent, male 6.9 percent) in the academic year 2023-2024, decreased by 2.6 percentage point (female 2.2 percentage point and male 2,9 percentage point) within four years. The repetition rate for female students was lower than that of male students over a four-year period, with an average gap of 3.3 percent. This percentage indicates that female students learn better than male students.

Figure 8: Primary Education Completion rates



Data source: Education Congress

The primary school completion rate increased from 87.4 percent (91.6 percent female, 83.4 percent male) in the 2020-2021 school year to 101.5 percent (104.1 percent female, 99.0 percent male). By the 2024-2025 school year. The completion rate for female student was higher than that of male students in each year, an average of 5.7 percentage points. This indicates female students completed primary education more than their male counterpart in the primary education level.

Secondary Education

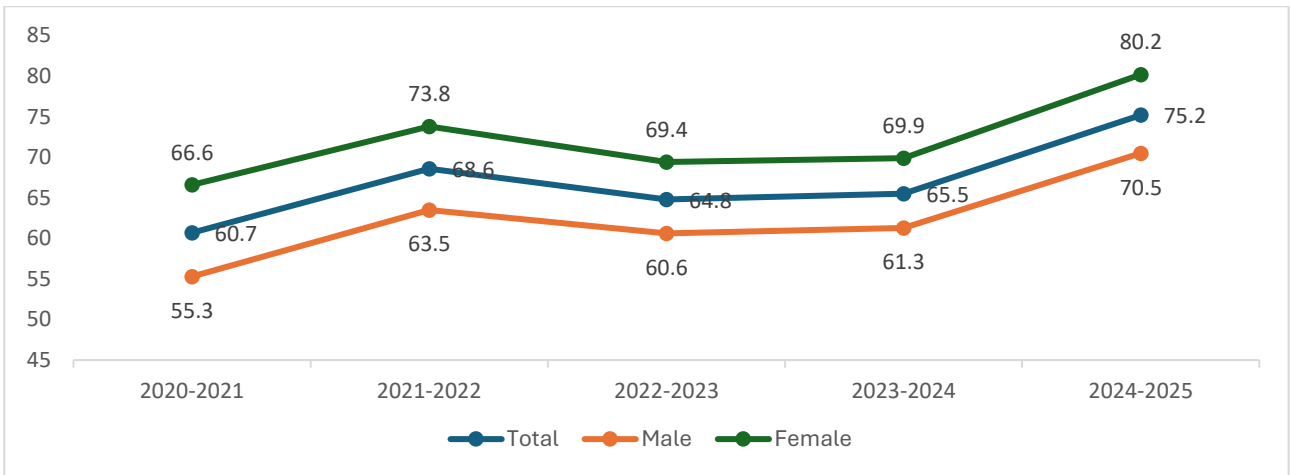
In the 2024-2025 school year, the total number of lower secondary school students was 712,298, female students 371,188. Public lower secondary school students were 661,508, females 344 906; private lower secondary school students were 50,790, females 26,282.

Total upper secondary students were 456,804, females 253,864. Public upper secondary students are 413,352, females 231,497; private upper secondary school students were 43,452, females 22,367.

Public secondary education institutions have 1,825 schools, of which 1,244 is lower secondary schools, and 581 is upper secondary schools. Private secondary schools have 442, in which of 114 are lower secondary, upper secondary schools have 328.

Of all 1,652 communes in the country, there are 107 communes (approximately 6.47%) that do not have lower secondary schools. Among these communes, 46 communes in Phnom Penh do not meet criteria for creating a lower secondary school in the commune. Communes in several other provinces have faced similar issues in establishing lower secondary schools due to geographical and demographic factors. Those provinces are Ratanakiri (with 20 communes do not have lower secondary schools), Mondulakri (with 8 communes do not have lower secondary schools), Svay Rieng (7 communes do not have lower secondary schools), Pursat (4 communes), Koh Kong (4 communes), Battambang (4 communes), Preah Sihanouk (3 communes), Kampong Chhnang (3 communes), Kampot (2 communes), Kandal (2 communes), Kampong Speu (2 communes), Preah Vihear (1 commune), and Kratie (1 commune). As for district level, out of 208 districts in the country, there is one district, i.e. Okrieng Senchey district in Kratie province does not have an upper secondary school yet due to lack of upper secondary school teachers and lack of proper physical school infrastructure required for establishing a functioning upper secondary school.

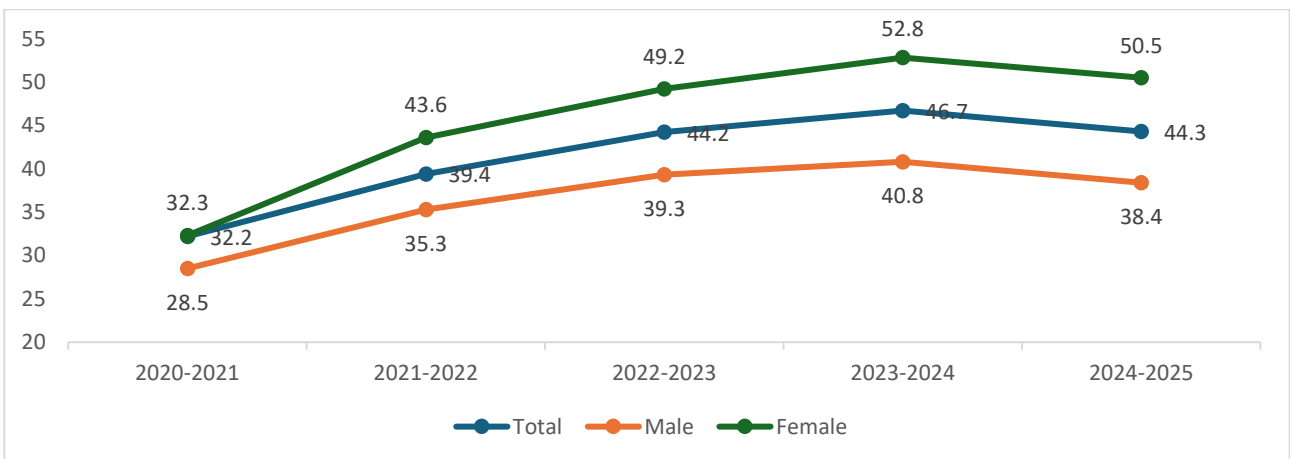
Figure 9: Gross enrolment rate of lower secondary education



Data source: Education Congress

The gross enrolment rate of lower secondary education increased from 60.7 percent (66.6 percent female, 55.3 percent male) in the 2020-2021 school year to 75.2 percent (80.2 percent female, 70.5 percent male) in the 2024-2025 school year, an increase of 14.5 percent (female 13.6 percent, male, 15.2 percent) over five years. This increase indicates the effort of MoEYS in improving student’s enrolment in secondary education. The female gross enrolment rate is 9.7 percent higher than male counterpart.

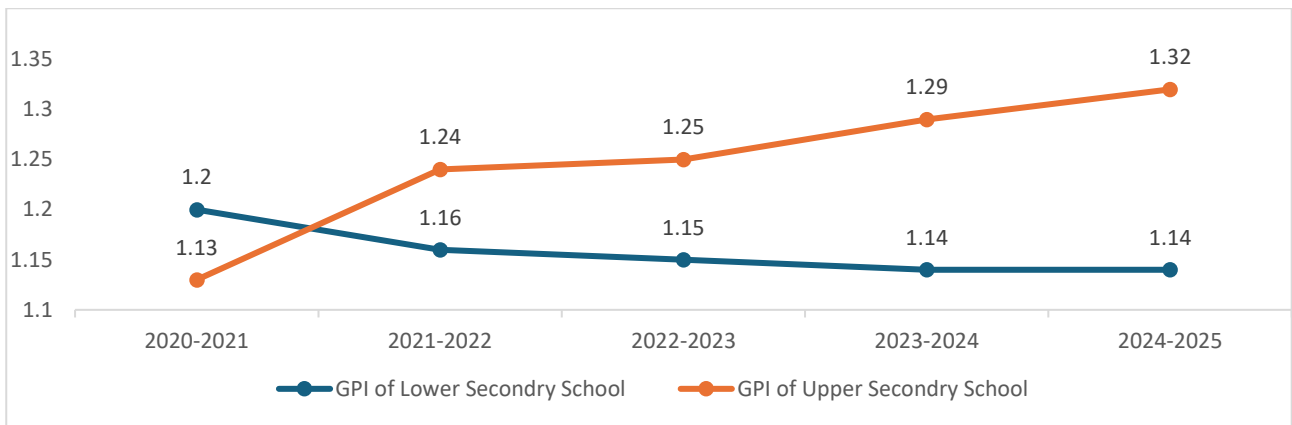
Figure 10: Gross Enrolment Rate in Upper Secondary Education



Data source: Education Congress

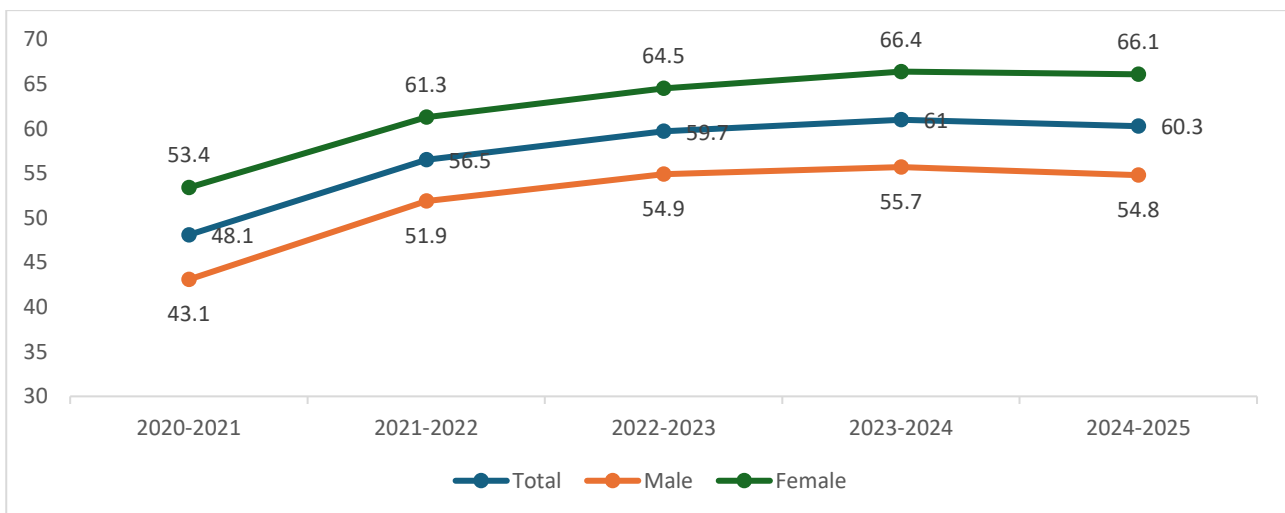
The gross enrolment rate of upper secondary education increased from 32.2 percent (female 32.3 percent, male, 28.5 percent) in the 2020-2021 school year to 44.3 percent (50.5 percent female, male, 38.4 percent) in the 2024-25 school year, an increase of 12.1 percent (female 18.2 percent, male, 9.9 percent) in the last five years. The female gross enrolment rate is higher than the male enrolment over the past five years in upper secondary education.

Figure 11: Gender Parity Index of Secondary Education



The Gender Parity Index in lower secondary schools decreased from 1.20 to 1.14, indicating a positive trend towards gender equality over the last five years though the trend is favorable for female students than for male students. The Gender Parity Index in upper secondary schools increased from 1.13 to 1.32, indicating a not good trend towards gender equality over the last five years though the trend is strong favorable for female students than for male students. That female students attend more than male students in the last five years, so the ministry needs to pay attention to the attendance of male students.

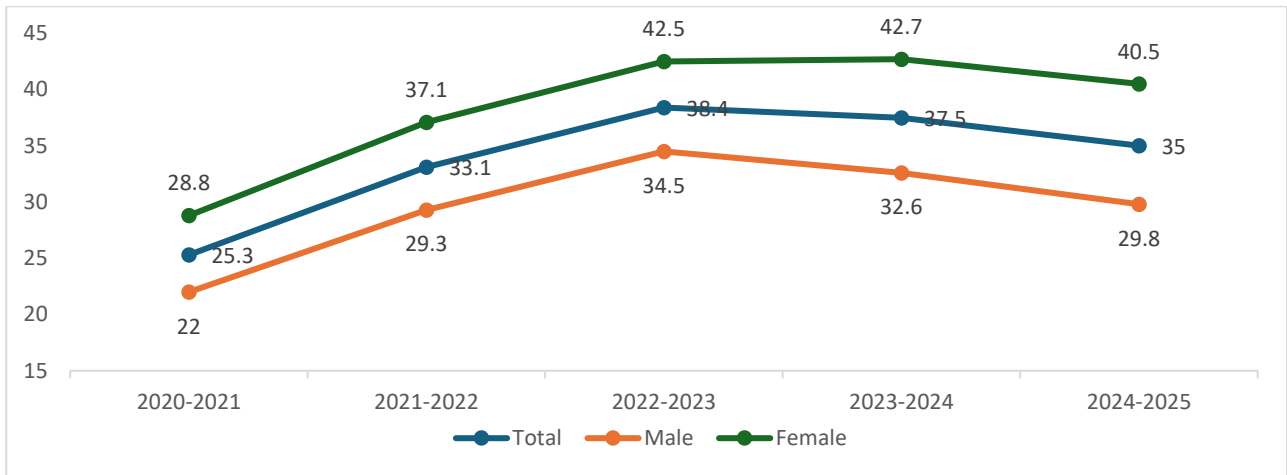
Figure 12: Completion Rates of Lower Secondary School



Data source: Education Congress

The completion rate at lower secondary schools increased from 48.1 percent (female 53.4 percent, male 43.1 percent) in the 2020-2021 school year to 60.3 percent (female 66.1 percent, male 54.8 percent) in the 2024-2025 school year, an increase of 12.2 percent (female 12.7 percent, male 11.7 percent) in five years. However, the completion rates in lower secondary schools for female students are in average 10% higher than male students on a year-to-year basis.

Figure 13: Completion rates of Upper Secondary School



The upper secondary school completion rates increased from 25.3 percent (28.8 percent female, male, 22.0 percent) in the 2020-2021 school year to 35.0 percent (40.5 percent female, male, 29.8 percent) in the 2024-2025 school year, an increase of 9.7 percent (11.7 percent female, 7.8 percent, male) in the last five years. This increase indicates that there has been good progress in upper secondary school completion. However, the completion rates in upper secondary schools for female students are in average 6% to 11% higher than male students on a year-to-year basis.

Table 1: Number and percentage of students passing Grade 12 Exams

Description	Number			Percentage		
	Total	Female	Male	Total	Female	Male
2021-2022	90,950	52,512	38,438	72.33%	77.51%	66.28%
2022-2023	98,460	56,492	41,968	72.89%	78.09%	66.91%
2023-2024	106,351	61,530	44,821	79%	83.23%	73.84%
2024-2025	122,473	70,991	51,482	84.56%	87.98%	80.24%

The number of students taking the upper secondary education exam increased year-on-year from 90,950 students, equal 72 percent (52,512 female, equal 77 percent, 38,438 male, equal 66 percent) in the academic year 2021-2022 to 122,473 students, equal 85 percent (70,991 female, equal 87 percent, 51,482 male, equal 80 percent) in the academic year 2024-2025. The data shows that the quality of education has improved year-on-year, with more female students taking and passing the Grade 12 Exams more than male students over the past four years, indicating that female students are outperforming male students.

Table 2: Number of students passing the Grade 12 Exams with A, B, and C

Description	2020-2021		2021-2022		2022-2023		2023 - 2024		2024-2025	
Grade A	1,753		1,049		1,673		2,216		3,003	
Female	1 050	59.90%	552	52.62%	947	56.60%	1 281	57.81%	1 694	56.41%
Male	703	40.10%	497	47.38%	726	43.40%	935	42.19%	1 309	43.59%
Grade B	5,215		7,232		6,964		9,701		9,901	
Female	3 121	59.85%	4498	62.20%	4 166	59.82%	5985	61.69%	6 198	62,60%

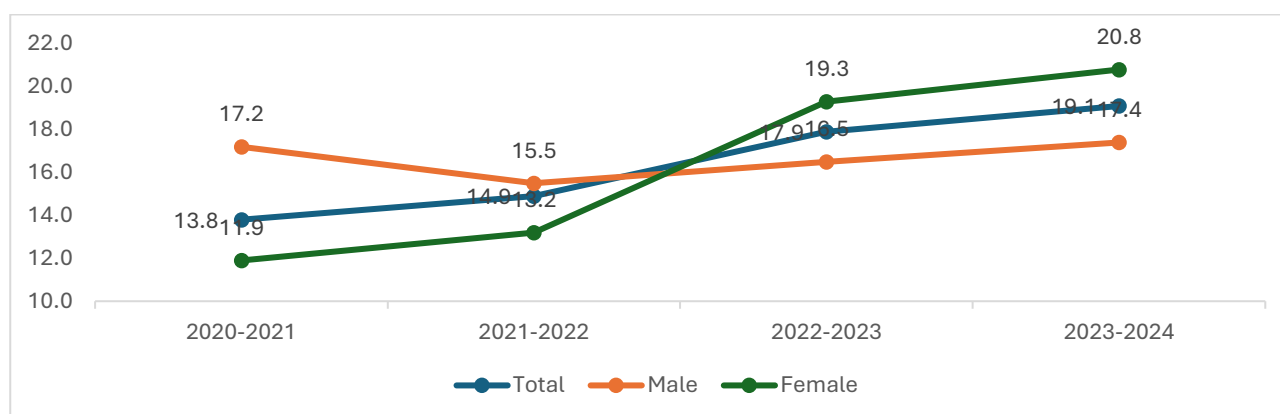
Male	2009	40.15%	2 734	37.80%	2798	40.18%	3 716	38.31%	3,703	37,40%
Grade C	11,634		19,053		18,308		22,675		28,801	
Female	7 231	62.15%	11777	61.81%	11 519	62.92%	14,220	62.71%	18,578	64.50%
Male	4403	37.85%	7 276	38.19%	6 789	37.08%	8,455	37.29%	10,223	35.50%

The number of students taking the upper secondary school exams has increased significantly from 1, 753 Grade A students, 5 215 Grade B students, and 11 634 Grade C students in the academic year 2020-2021 to 2 216 Grade A students, 9 701 Grade B students, and 22 675 Grade C students in the academic year 2024-2025. 2023-Each year, female students received more A, B, and C grades than male students over the past four years. Therefore, the Ministry continues to pay more attention to improving the quality of education, especially by providing support mechanisms for male students to ensure equitable quality education at the secondary level.

Higher Education

In the academic year 2023-2024, **the number** of students studying in higher education was 316,105, an increase of 31,506, equal 11,07%, female 165,994, equal 52.51%, an increase of 17,237, equal 11.59%. There are 194 Higher education institutions nationwide, an increase of 5, including 79 public higher education institutions and 115 private higher education institutions, increase of 5, located in 25 provinces of the capital. All higher education institutions are under the management of 17 ministries and institutions. There are 94 higher education institutions under the management of the Ministry of Education, Youth and Sport, an increase of 4, and they are located in 22 provinces and cities, including 17 public higher education institutions, 77 private higher education institutions, an increase of 4, and 45 branches, an increase of 5.

Figure 14: Gross enrolment rates of higher education (18-22 years)

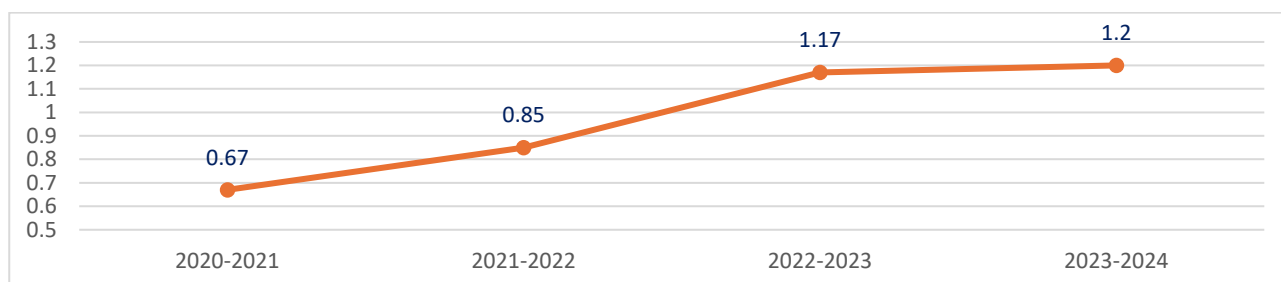


Data source: Education Congress

The gross enrolment rate of higher education (18-22) increased from 13.8 percent in the academic year 2020-2021 to 19.1 percent in the academic year 2023-2024, an increase of 5.3 percent. The gross enrolment rates for female students (18-22 years) increased from 11.9 percent in the 2020-2021 academic year to 20.8 percent in the 2023-2024 academic year, an increase of 8.9 percent, while the gross enrolment rate of male students in higher education (18-22 years) slightly increased from 17.2 percent in the 2020-2021 academic year to 17.4 percent in academic year 2023-2024. While gross enrolment rates of higher education (18-22 years) for males was higher than that of

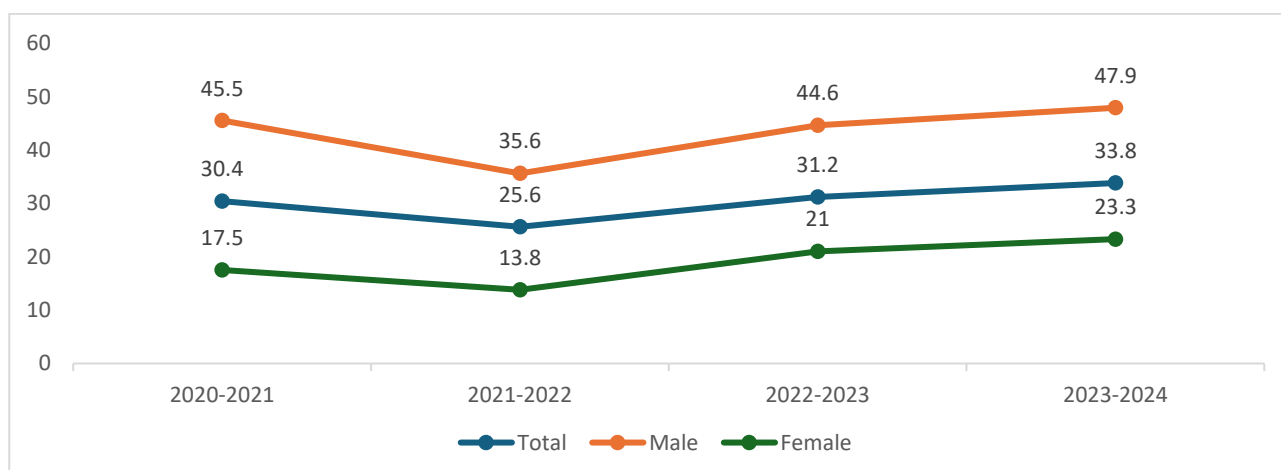
females in the 2020-2021 and 2021-2022 academic year, then the gross enrolment rate of higher education (18-22 years) for females are significantly high than males in the 2022-2023 and 2023-2024 academic year.

Figure 15: Gender Parity Index of Higher Education (18-22 years)



The Gender Parity Index of the gross enrolment rates of higher education (18-22 years) ranged from 0.67 – 1.20 over a 4-year period. In the academic years 2020-2021 and 2021-2022, the gender parity index of gross enrolment rates in higher education indicates male students enrolled more than female students. But the over past two academic years, i.e. 2022-2023 and 2023-2024, the gender parity index turned to female students. This reveals a significant variation of female students who currently pursue higher education more than male students.

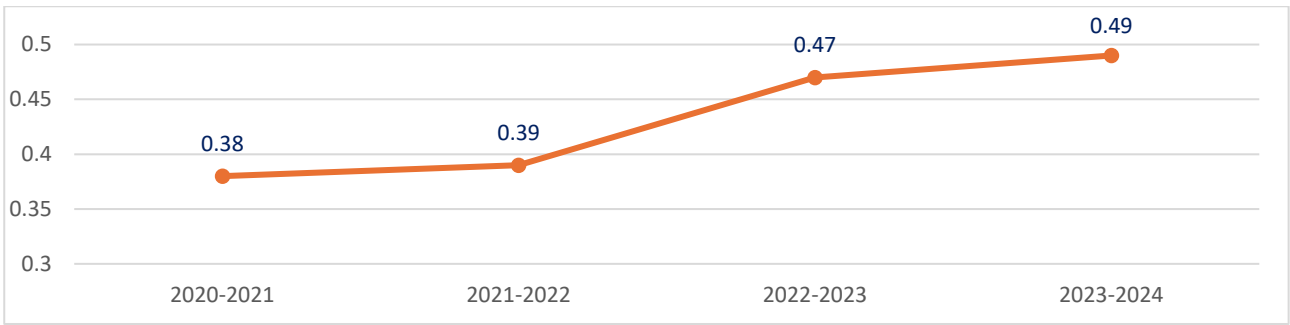
Figure 16: Percentage of Students Studying STEM in higher education



Data source: Education Congress

The percentage of students studying STEM in higher education increased from 30.4 percent (17.5 percent female, 45.5 percent male) in the 2020-2021 academic year to 33.8 percent (23.3 percent female, 47.9 percent male) in the 2023-2024 academic year. The percentage of male students studying STEM majors is higher than female students, at 24.5% in the 2023-2024 academic year. The results demonstrate the positive impact of the Ministry's policy implementation efforts and activities in fostering, supporting and investing in science, technology, engineering and mathematics skills in response to the National Development Strategy.

Figure 17: Gender Parity Index of STEM In Higher Education

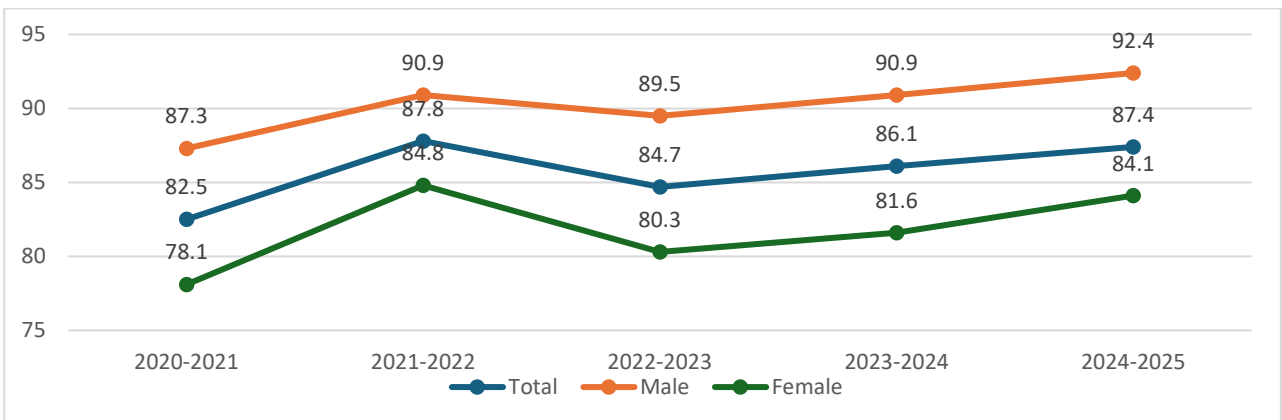


The gender parity index for STEM in higher education ranges from 0.38-0.49, where the percentage of student studying STEM has gone to male students over a four-year period. Therefore, Ministry has been working hard to address female STEM enrolment over the past years.

Non-Formal Education

The non-formal education system consists of functional literacy, post literacy, re-entry learning program, income-generation program, primary education equivalency program, and complementary learning program.

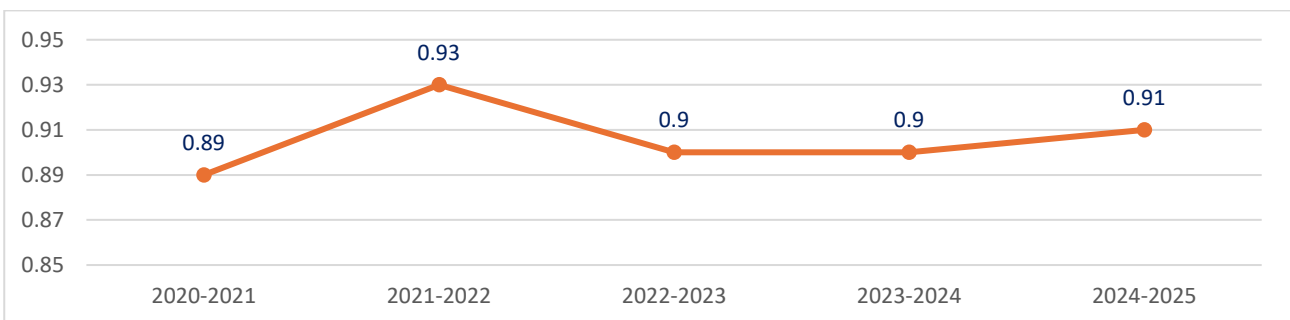
Figure 18: Adult literacy rates of 15 years old and older



Data source: Education Congress

The adult literacy rate aged 15 years and older increased from 82.5 percent (female 78.1 percent, male 87.3 percent) in 2020-2021 to 87.4 percent (female 84.1 percent, male 92.94 percent) in the 2024-25 school year, an increase of 4.9 percent (female 6 percent). To promote adult literacy rates in Cambodia, every year, the ministry celebrates National Literacy Day on September 8, a movement that helps to push the program to be more effective.

Figure 19: Gender Parity Index Adult Literacy Rate 15 years and older

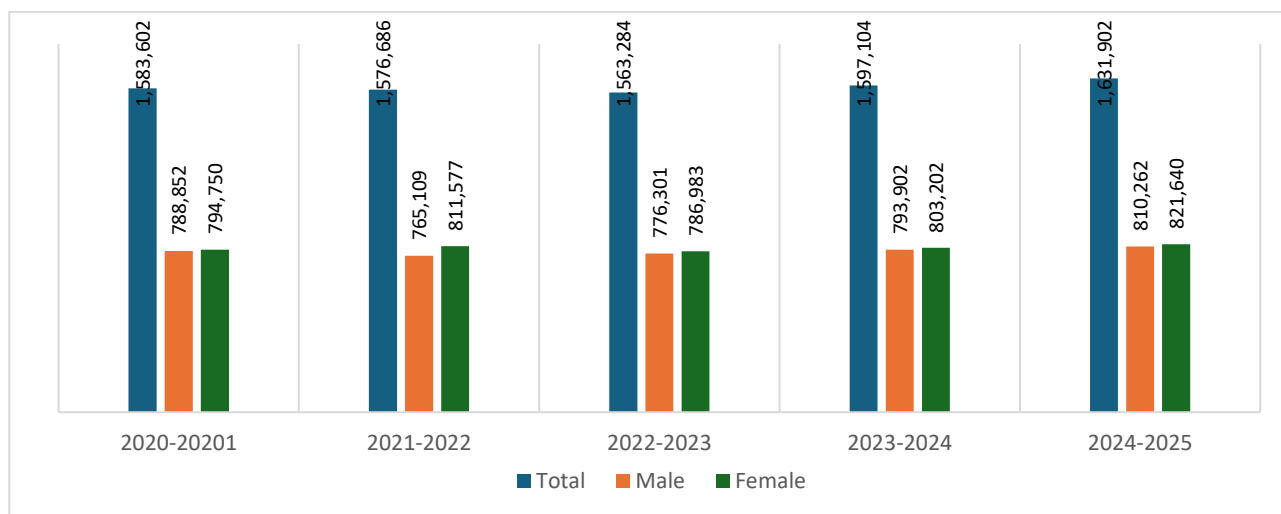


From the 2020-2021 school year to the 2024-2025 school year, the gender parity index of adult literacy rates aged 15 and over was between 0.89 and 0.93, i.e. there is no significant gap between male and female students though it is pro male students. The trend is moving towards gender parity for adult literacy rates aged 15 and over. This trend is better improvement as the Ministry and development partners have been promoting literacy programs for adults aged 15 and above in a gender-responsive manner.

Youth Development

The ministry develops strategic activities to help support the implementation of youth and children's extra-curricular programs, cultivating a love of learning, developing fitness skills, fitness attitudes, and physical fitness in a 21st-century context.

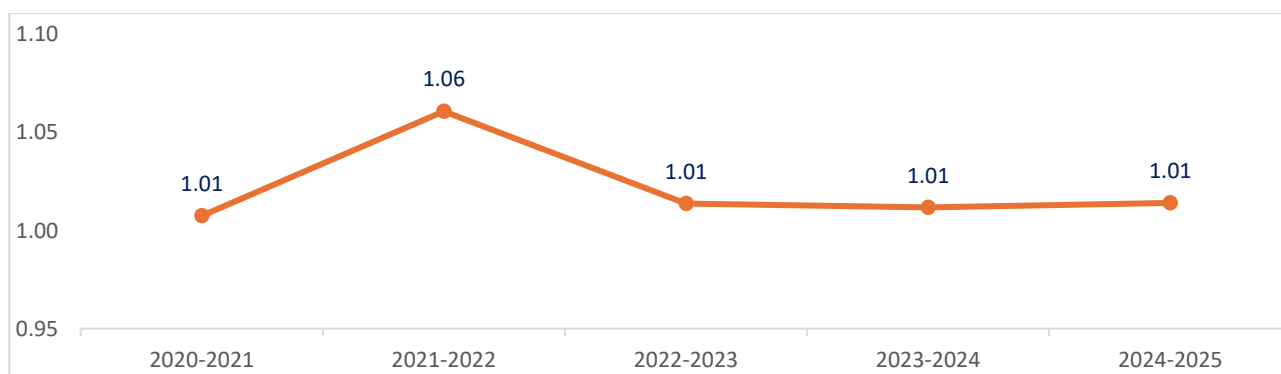
Figure 20: Number of members of the Cambodian Children's Council



Data source: Education Congress

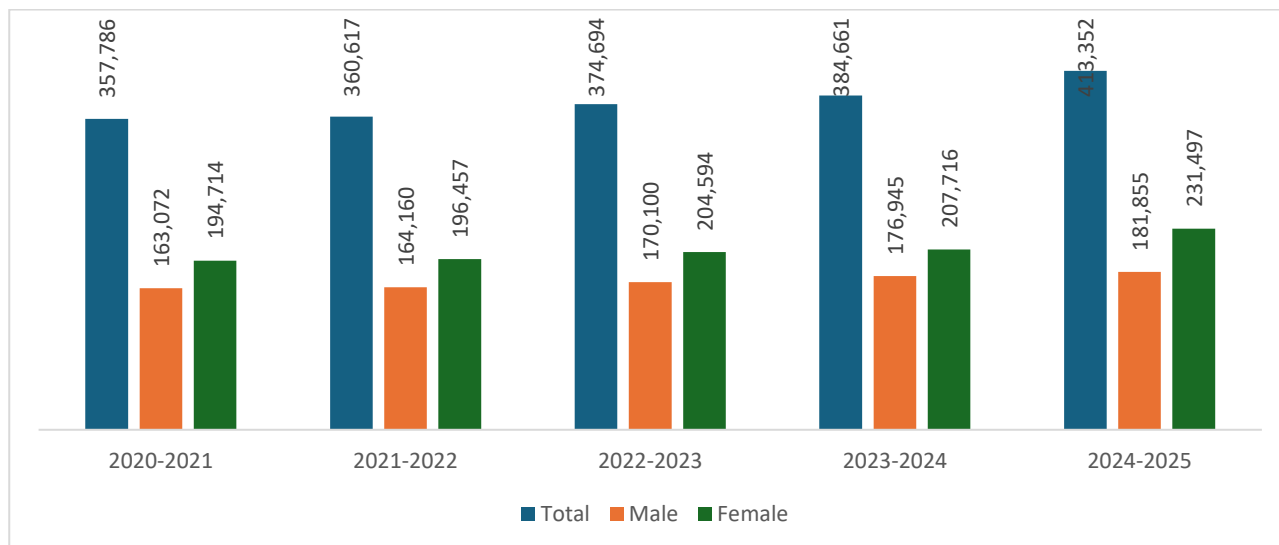
The Cambodian children’s council takes students grade 4 to grade 9 to participate. The number of children participating in the Cambodian Children's Council decreased from 1,580,632 people in the 2020-2021 academic year to 1,563,284 in the 2022-2023 academic year, but increased back to 1,631,902 in the 2024-2025 academic year. This demonstrates the spirit and interest of student participation in various education institutions in the Cambodian Children's Council, including the growth of education institutions, the implementation of life skill programs, and supportive participation from all stakeholders. Overall, the number of girls participating in the Cambodian Children's Council is similar to that of boys.

Figure 21: Gender parity index of the members of the Cambodian Children's Council



From the 2020-2021 school year to the 2023-2024 school year, the gender age index of the number of Cambodian Children's Council members was 1.01, except for the 2021-2022 school year, the gender equality index is 1.06. This trend indicates that the participation of boys and girls in the Cambodian Children's Council is similar.

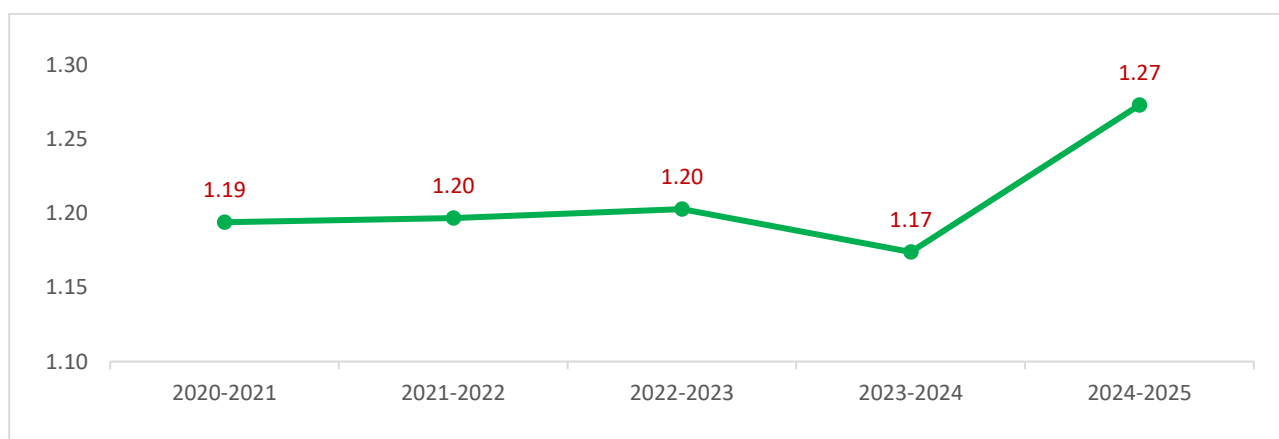
Figure 22: Number of Youth Youth Council Members



Data source: Education Congress

The Cambodian youth's council takes students grade 10 to grade 12 to participate. The number of youth participating in the Cambodian Youth Council increased from 357,786 in the 2020-2021 academic year to 413,352 in the 2024-2025 academic year.

Figure 23: Gender Age Index of the Number of Youth Council Members



From the academic year 2020-2021 to the academic year 2024-2025, the gender age index of the number of youth council was between 1.17 and 1.27. This trend shows that youth council members tend to be female.

Number of Youth-Girls Participating in 21st Century Skills Development Programmes for Youth have been organised to promote 21st century skills for youth, such as critical thinking, teamwork, creativity, problem-solving, leadership, communication, compassionate work, language skills, digital literacy, journalism skills, and entrepreneurship, with the goal of promoting civic responsibility, cultivating the spirit of solidarity, and appreciation for peace and social development among young

people. National Youth Debate Program, 2) Youth Program21 "Digital Entrepreneurship," 3) National Business Program for Youth, 4) Peace Messengers for My Community, 5) Experience Exchange Workshop on Information and Digital Technology (JoTa-JoTi), 6) Peace Messengers for My Community, 7) Volunteer Program for My Community, 8) Business Plan Competition Program, and 9) Local Level Equivalency Education Program.

Physical Education and Sports

In the 2024-2025 school year, the ministry organized a national competition with 3,026 primary school students and sports delegates and athletes, 1,015 girls on 13 sports categories and secondary school students, 3,620 sports delegates and 1,61 female athletes on 14 sports categories.

In order to enhance the capacity of coaches, athletes, and sports: The ministry has mobilized 137 youth teams, including coaches, assistant coaches, and athletes (39 females), to train in 19 sports. Additionally, 30 youth teams with disabilities (11 females) were mobilized. The national team for the senior team, comprising 736 coaches, assistant coaches, and athletes (203 females), was also mobilized to train in 40 sports to prepare for the 33rd SEA Games and various international competitions. Furthermore, 112 national team members with disabilities, coaches, assistant coaches, and disabled athletes (36 females) were mobilized to train in 10 sports categories to prepare for the 13th Para Games and international competitions.

Table 3 : Results of international sport competitions

Sports	Delegates	Players	Female	Medals			Total
				Gold	Silver	Bronze	
World Championships	11	22	10	1	1	1	1
Asian Championship	21	45	27	10	5	2	17
Southeast Asian Championship	5	12	7	6	3	4	13
Open Tournament	17	24	16	3	3	3	9
Total				19	11	9	39

Data source: Directorate General of Sport

Table 4 : National Sport Competition for Primary School Students

Year	2022	2023	2024	2025
Number of Sport Types	8	10	12	13
Total number of sport subject	34	51	65	68
Number of female sport subjects	15	20	31	36
Total number competitors	1,677	2,600	2,960	3,026
Number of female competitors	431	869	1,004	1,015

Table 5 : National Sport Competition for Secondary School students

Year	2023	2025
Number of Sport Types	12	14
Total number of sport subjects	105	124
Number of female sport subject	50	62
Total number competitors	3,257	3,620
Number of female competitors	1,169	1,261

Table 6 : National Sport Competition for Secondary Technical School and Higher Education students

Year	2022	2024
Number of Sport Types	12	13
Total number of sport subjects	88	103
Number of female sport subject	42	49
Total number competitors	1,631	1,765
Number of female competitors	334	391

Table 7 : National Sport and Nation Sport Disabled Person Competition

Year	2016	2018	National sport		Sport for disabled person	
			2022	2024	2022	2024
Number of Sport Types	14	27	38	36	7	13
Total number of sport subjects	172	278	365	328	47	55
Number of female sport subject	57	82	127	102	12	18
Total number competitors	2,637	4,024	4,773	5,339	222	421
Number of female competitors	609	999	1,258	1,398	55	57

Major Interventions for Gender Promotion in the Education Sector

These achievements are achieved, through the rollout of direct and indirect strategies and interventions, with the aim of uplifting girls and women in key and inter-sectoral sub-sectors, as follows:

- Construction of schools closer to people's homes to encourage students from poorer families to attend, especially children, to reduce travel costs and safety;

- Construction of separate bathrooms and toilets for female students, male students and students with disabilities, especially at the secondary level, to promote regular attendance at school;
- Construction of slopes for students with disabilities.
- Construction of Dormitories for Pedagogical Students, Pedagogical Students, Pedagogical Schools, General and Technical High Schools, and Universities;
- Implementation of Child Friendly School Programs and Establishment of School Council Programs;
- Raising awareness of the importance of women's education, which invests from mother to child, as well as paying attention to society's attitude towards daughters;
- Provision of scholarships for general priority students, outstanding students, female priority, priority, poor, priority, isolated areas, and students with disabilities, especially female students, to ensure that at least 60% of the number of scholarship recipients have entered higher education;
- Providing and deploying adequate teachers, especially women's teachers, for teaching students in the lower levels (preschool and primary)
- Developing curriculum, textbooks, learning materials, improving teaching and learning activities to be engaging, especially promoting girls without gender discrimination;
- Preparation of technical education curricula on the subjects of accounting, tourism and food processing to attract female students;
- Expansion of technical education and life skills education in secondary school in order to provide the skills necessary for useful daily life, especially to female students, both while studying and also in cases where they are unable to continue their studies to higher grades;
- Incorporating gender mainstreaming into teacher training curriculums at all levels, and building capacity for trainers, teachers and managers on gender knowledge, gender mainstreaming into teaching and learning and education management;
- Providing training on gender-sensitive in education to trainers and principals/vice principals of Teacher Training Colleges;
- Training on school-based management to principals of primary schools and secondary schools by including gender mainstreaming and school development, gender and people smuggling, gender and domestic violence, gender and health, gender and climate change;
- Providing training on establishment, management and monitoring the girl counseling programme to school principals/vice principals, and teachers at primary education and secondary education;
- Providing sexual health and reproductively health education, prevention of HIV/AIDS transmission, and other communicable diseases;

- Providing priority for girls and women in any competitions and selections.

2.2 Increasing Gender Equality in Education and Empowering women in Leadership and Management

The ministry has implemented the Gender Mainstreaming Strategic Plan in Education Sector 2021-2025 in collaboration with development partners and stakeholders to increase gender equality in the education sector at all levels and empower women in leadership and management.

Table 5: Progress Achieved, Increasing Gender Equality and Empowering Women

Indications	Units	Base Year	Practical					Target	Status
		2020	2021	2022	2023	2024	2025	2025	
Women's Participation in Management Jobs at the Middle Class									
Director-General, Rector	%	12.5	12.8	12.9	13.0	6.63	13.33	13.1	↑
Deputy Director-General, Vice Rector	%	6.1	6.9	7.5	8.1	10.63	10.00	10.0	↑
Director of Department	%	11.1	7.7	8.3	9.0	10.00	21.21	12.7	↑
Deputy Director of Department	%	18.2	19.7	19.8	20.0	18.24	16.06	23.0	↓
Chief of Office	%	19.6	20.8	20.9	21.0	16.53	18.33	24.1	↓
Vice Chief of the Office	%	24.9	24.9	25.4	26.0	26.95	26.34	29.6	↓
Women's Participation in Management at the Provincial Capital Level									
Director of Department	%	4.0	6.1	7.1	8.1	4.00	4.00	10.0	↓
Deputy Director of Department	%	23.5	23.4	23.7	24.0	26.02	26.38	27.6	→
Chief of Office	%	12.9	14.9	15.4	16.0	12.86	14.02	15.7	↓
Vice Chief of Office	%	23.4	23.8	24.4	25.0	28.03	22.89	27.3	↓
Women's participation in management work at the municipal, district level									
Chief of Office	%	5.4	7.3	8.2	9.0	5.12	5.02	15.3	↓
Vice Chief of the Office	%	14.1	13.8	14.4	15.0	18.29	19.63	23.8	↓
Women's Participation in Management at the School Level									
Director (F)	%	13.5	13.2	14.1	15.0	14.47	14.63	17.2	↓
Deputy Director (F)	%	21.5	23.1	24.1	25.0	23.47	23.58	26.8	↓
Percentage of Female Teachers									

Nationwide	%	46.2	47.9	48.9	50.0	53.28	53.46	50.0	↑
Urban	%	51.7	51.7	53.9	56.0	54.51	54.90	60.0	↓
Rural	%	44.9	47.8	48.9	50.0	52.71	53.01	50.0	↑

↑ Achieved by the Goals → , Likely to achieve, ↓ Not Achieved

Data source: Department of Human Resource

Status of Female Civil Servants

In 2025, a total of education staff is 124,517 with 59,165 female staff equivalents to 47.51 per cent, of which staff at central level is 4,978 with 1,688 female staff and subnational staff is 119, 539 with 57, 507 female staff. The ministry employed 704 contracted officers with 285 females, of which contract staff at central level is 461 with 186 female staff and contract staff at subnational level is 243 with female staff 99.

There are 4,107 Preschool teachers with 4,003 females; 53,153 Primary Teachers with females 29,146; 43,346 Basic Teachers with females 18,839; 2,574 Physical Education Teachers with females 530; 19,331 Higher Education Teachers with females 6,159 of which Higher Teachers Serving in Public Higher Education Institutions 1,671 females 437; 40 Primary Inspectors with females 6; 295 Secondary Inspectors and Education Inspectors with females 45.

The Ministry has been training 3,227 teacher-students for the academic year 2023-2024, female 1,969.

The ministry made the following resolutions:

- Expansion of the scope of implementation of the regular professional development system in 100 schools in the target provinces
- Trainee enrolled in the Professional Development System 14,237 female 8,415
- 8,519 trainees with credits in the Professional Development System, females 5266
- Certification of Professional Development Service Providers 5 Units
- Provision of certificates of accreditation to 45 professional development activities
- 541 Secondary School Principals with females 164 enrolled the Bachelor in Management
- 1,728 Teachers with females 987 participated in the teacher upgrading program to earn bachelor's degrees
- Providing training primary teachers which had upper secondary certificates to become basic teachers, completing the 13th Generation, Second Turn, 1 434, 659 Female 659
- Sending 19 educational staff, female 9 to Attend a training course for Young Educators on the Topic of “Education Administration for Primary and Secondary Education” in Japan
- 690 school administrators and teachers, females 249 teachers attended a short course on subject-specific management and teaching methods.

Percentage of women appointed in the decision-making structure

In 2025, managers nationally (from the Vice Chief of the Office to the Director-General/Rector) were 1,010 in which 220 females, 21.78 percent.

Sub-national managers (ranging from the Vice Chief of the Education, Youth and Sports Office of the Municipal Administration, District to Director of the Provincial Education, Youth and Sport Office) had 1,414 women, 276 women, 19.51 percent.

The total number of directors, deputy directors, deputy directors of primary and secondary education institutions is 13,301, and 2,393 females are 17.99 percent.

Teachers nationwide had 100,048 with females 53,568 (53.54 percent), urban teachers had 29,927, 16,439 females were 54.93 percent, and rural teachers had 57,760, 30,624 females were 53.02 percent.

Issued Prakas the retirement for education personnel: In 2024, a total of 670 staff members retired, including 227 women; and in 2025, a total of 881 staff members retired, including 366 women.

In 2023, 1,191 newly graduated teachers were assigned, including 622 women. Among them were: 783 upper-secondary teachers, including 388 women; 184 lower-secondary teachers, including 110 women; 224 primary teachers. Additionally, 53 former staff members were reinstated in 2023, including 20 women. Of these: 39 were upper-secondary teachers, including 17 women; 14 were lower-secondary teachers, including 3 women.

Promotion and rank advancement for 2024: Promotions and rank upgrades were granted to 88,179 education personnel, including 40,016 women. These included: 5,589 Royal Decrees, including 1,351 women; 5,835 Sub-decrees, including 1,814 women; 76,755 Ministerial Prakas, including 36,851 women.

For degree-based promotion in 2024, 1,313 personnel received rank upgrades, including 551 women, consisting of: 13 Royal Decrees, including 1 woman; 222 Sub-decrees, including 58 women; 1,078 Ministerial Prakas, including 492 women.

Appointment of management officials: 170 management officers were appointed, including 32 women, and duties were reassigned for 11 officers, including 1 woman.

Awarding of the Samdech Techo Hun Sen Annual Education Awards for 2023–2024: Awards were presented to: 10 outstanding school principals, including 2 women; 10 outstanding teachers, including 3 women; 10 outstanding Khmer language teachers for Grades 1, 2, and 3, including 7 women; 10 outstanding mathematics teachers for Grades 1, 2, and 3, including 8 women; 10 clean schools (2 primary schools and 8 secondary schools).

Certificates of appreciation and encouragement were also awarded to: 10 school principals, including 1 woman; 10 teachers, including 1 woman; 10 Khmer language and mathematics teachers for Grades 1, 2, and 3, including 8 women; 10 mathematics teachers for Grades 1, 2, and 3, including 6 women; 10 clean schools (2 primary schools, 2 lower-secondary schools, and 6 upper-secondary schools).

Implementation of Strategies and Action Plans

- The Ministry of Education, Youth and Sport has been implementing the infusion of gender content into the teacher training programs of all Teacher Training Centers for 15 hours

- The Ministry of Education, Youth and Sport has reformed teacher education institutions by training teachers in the system of 12+4, Bachelor+1 for primary teachers and basic education teachers at the Phnom Penh and Battambang Teacher Education Colleges and Bachelor+2 for higher education teachers at the National Institute of Education to promote teacher capacity and quality of teaching at public primary and secondary education institutions.
- The Ministry of Education, Youth and Sport continues to collaborate with development partners and non-governmental organizations to support the improvement of the quality of teaching in the subjects of mathematics and science, experimentation, computing, artificial intelligence, foreign languages, and libraries in new generation schools, resource schools, secondary schools, etc.
- The Ministry of Education, Youth and Sport has rolled out personnel management reform in response to the implementation of the government's national public administration reform program. Education staff nationwide staff have satisfied with national program and priority reform, and continue to increase the efficiency of education services in all education levels in response to the implementation of the Royal Government's National Public Administration Reform Program. By 2025, the minimum wage for upper secondary teachers is 1,727,350 riels, lower secondary teacher is 1,679,000 riels, primary and pre-school teacher is 1,496,950 riels. The leisure allowance for civil servants, internship officials and contracted officers who are female maternity lecturers has been increased from 600,000 KHR to 800,000 Riels. Level "A" receives a budget of KHR 1 1,700,000, Level "B" receives a funding of KHR 1,000, 000, Level "C" receives a budget of KHR 980,000 in 2024.
- The Ministry of Education, Youth and Sport has prepared an Executive Manual for the Management of Educational Personnel in Schools to strengthen the management of staff at the school level to be effective, consistent and responsive to the practical needs of the implementation of the School-based Personnel Management Work in 2022.
- The Ministry of Education, Youth and Sports has continued to implement the Life-Saving Curriculum for Primary (Grades 5-6), Primary Secondary Schools (Grades 7-8), Secondary Schools (Grades 10-11) and for out-of-school youth
- The Ministry of Education, Youth and Sport has continued to implement academic health education programmes including: education on reproductive health, basic level sexual health, HIV/AIDS, hygiene and gender perspectives (from grades 5-6), gender roles, gender characteristics, expression, gender characteristics and gender (from grades 7-8) and human rights, gender equality, gender roles, sexual harassment and gender-related violence (from grades 10-11).

2.3 The Challenges

- Lack of infrastructure at some entities and academic institutions, such as: standard toilets, clean water systems, electricity, and the internet;

- The burden of women in the family and the social consciousness associated with marriage remains an issue to ensure gender equality and equity in the field of education
- Training of education staff on gender representation at the national, sub-national and school levels has not yet been extensive.
- Some provinces have not yet been able to establish higher education institutions to increase admissions, equity, and prevent female student dropouts
- The number of women in leadership positions in the education sector at national, subnational and school levels is still low
- Building dormitories for female students have yet to respond to the needs of education institutions and teacher education institutions.
- Female students studying science, technology, engineering and mathematics subjects are still few.

3. Vision

Eliminate the gender gap to ensure that every citizen has access to full opportunities and equitable and inclusive educational services.

4. Mission

To provide equal opportunities for children and adults with the same benefits, both enrollment, academic continuity, and academic outcomes at all levels through:

- Promoting gender equality and empowerment of women and girls in education sector;
- Increasing the Role of Women in Leadership and Governance in the education sector;
- Increase stakeholder attention to deliver gender-responsive interventions and improve the quality of education in all education level both formal, non-formal and informal;
- Promote research studies on gender disparities in the field of education to explore possibilities and response measures.

5. Objectives

The Gender Mainstreaming Strategic Plan in education sector aims to “ensure that children and adults receive equal, equitable, inclusive educational services and achieve quality and effective learning outcomes”.

- Ensure gender equality, equitable, and inclusive access to education and quality of learning outcomes at all levels in formal, non-formal, and informal education
- Ensure the increase of women’s participation in delivering education services
- Ensure the establishment of a gender-sensitive educational environment and social behavior.

6. Strategic framework

The Gender Mainstreaming Strategic Plan 2025-2029 has laid out the following strategies, sub-strategies, and activities:

Strategy 1: Research studies, analyze, disseminate guidelines, policies, and promote gender awareness

Sub-Strategy 1.1: Promote Research and analysis on the gender status in education sector

- Review government policy documents and gender-related documents on areas of responsibility in the education sector
- Collect and manage data and information on educational needs, the situation of children, youth, in and out of school, especially vulnerable children, children with disabilities, indigenous children, and disadvantaged children.
- Analyze admissions, subject group selection, learning outcome, education quality, and inclusion education infrastructure needs, focusing on school buildings, slopes, classrooms, teachers, teaching and learning materials, bathrooms, hand washing facilities, and toilets for boys and girls.

- Publish and disseminate research documents on the analysis of the gender situation in education sector

Substrategy1.2: Promote the dissemination of gender information at the national, sub-national and education institutions

- Disseminate national policies, legal guidelines, gender mainstreaming strategic plans in education sector, and progress reports related to the promotion of empowerment for women and girls.
- Disseminates information on the combating of violence, combating all forms of trafficking, smuggling, exploitation, and child labor, especially on combating online gambling, illicit drug use, and combating various diseases.
- Organize consultations with stakeholders to address the gender gap in the education sector through workshops, children's and youth councils, various forums, MoEYS websites and social media.
- Promote gender working groups at national, sub-national and education institutions levels on the formulation of specific action plans and frameworks to support the implementation of gender action plans in the education sector.

Sub-Strategy 1.3: Promoting Gender Awareness

- Train education officers in charge of gender on the gender situation analysis in education sector and the enrollment gap issues and learning outcomes between female and male students in all school education levels.
- Incorporating gender-related content into education policies and legal guidelines
- Incorporate gender-related activities into the education sector strategic plan, budget strategic plan, annual operational plan, school development strategic plan, and various projects in the education sector.
- Regularly update gender task forces at the national and sub-national levels.
- Promote positive behaviors and gender equality in all education levels at national, sub-national and education institutions

Strategy 2: Increase Attractiveness to Qualified Individuals

Sub-Strategy 2.1: Increase Support for the Implementation of Gender Activities in the Education Sector

- Create a platform to seek support for women to hold decision-making positions and retain positions that are a priority for women
- Prepare document or manual on leadership in school that respond to gender equality
- Promote gender equality in leadership and governance in the education sector

- Strengthen and expand the activities of school counselors, children's and youth councils at education institutions.
- Create a forum to disseminate the good examples of youth and children who have made outstanding contributions in work and study
- Update the number of women in each position.

Sub-Strategy 2.2: Increase Engagement and Support Gender Activities in Education Sector

- Provide support and encouragement to education staff and units that have outstanding contribution to promote gender-related jobs at national, sub-national and education institutions.
- Increase collaboration with governors of capital-provinces, city/districts/khan in supporting the appointment of women to leadership and governance positions in administrative units and education institutions.
- Encourage women and girls to be more empowered in decision-making and participate in sharing experiences.
- Increase the participation of female students and students with disabilities and indigenous students on all activities
- Encourage participation in all physical education and sports and social activities, especially female students, at all education institutions.
- Provides support and encourages the participation of women's comments, who are composed of the Disciplinary Councils of the POEs, DOEs, and the education institutions Management Committee.
- Provide opportunities for women in social work with the support of communities, local authorities and development partners in the education sector
- Prepare an appropriate workplace environment for women to increase resilience and respond to climate change
- Participate in the promotion of family well-being through the provision of positive parenting on Early Childhood Education and the establishment of ECE programs at factories, enterprises, and special economic zones.

Strategy 3: Developing the capacity of leaders and relevant officials to ensure gender equality

Sub-Strategy 3.1 : Analyze the Capacity Development Needs of Women and Related Officials

- Analyze the situation and identify the need for gender competency development in the education sector
- Prepare plan of actions, budget, and contents for gender-responsive capacity development at all levels.

Sub-Strategy 3.2: Increase Capacity Development Activities

- Provide training the capacity of gender management and working groups, core trainers on gender issues at entities, national sports federations and related institutions, in person and online.
- Provide orientation and capacity building on gender equality in education for school council, youth and children's councils, Red Cross youth and scout youth in education institutions, national sports federations and communities
- Provide training the capacity of management staff and technical staff on gender responsive in policy, planning and budgeting preparation at all levels.
- Provide capacity development for education officials, especially female officials on 21st century skills
- Mainstream gender awareness among youth, especially women and girls, through education programs, basic life skills, reproductive health, mental health, and other training programs
- Enhance capacity of teacher trainers and focal points on gender mainstreaming in teacher education
- Develop competencies in entrepreneurship, leadership, and support for women in leadership and managing businesses with innovative and high creativity
- Share innovation and conduct study visits inside and outside the countries to get experiences on gender transformation.

Sub-Strategy 3.3: Monitoring, evaluation and identify next actions

- Regularly monitor the implementation of the activities of the target group at the relevant entities and institutions.
- Organize meetings on the work calendar with target groups and stakeholders to review the progress, challenges and direction of the implementation of gender work in the education sector
- Prepare progress reports on the implementation of gender work in education sector, semester and annually.

Strategy 4: Gender Mainstreaming in Teaching and Learning Processes

Sub-Strategy 4.1: Mainstream gender content into curricula and programs, educate teachers;

- Incorporating gender content into curricula, textbooks, and detailed curricula in all education levels
- Develop key programs by compiling a national guidebook on gender transformation in learning and teaching materials, core textbooks, teacher guidebooks, parent guidance, Cambodian Youth and Children's Council Club Guide, and training packages

- Mainstream gender content into training, research at higher education institutions, teacher education programmes, and research at teacher education colleges
- Mainstream gender content into sport training programs, training and programs for officers, sport coaches, physical and sports educators in youth and children education programs.

Sub-Strategy 4.2: Mainstream Gender Content in Teaching and Learning Activities

- Prepare a document or guidelines for teaching methods in response to gender equality
- Prepare teaching and learning materials in response to gender transformation
- Enhance the capacity of gender focal points and teachers about gender-responsive pedagogy and gender responsive education
- Increase teacher capacity to produce variety of teaching materials to support gender-responsive teaching and learning.
- Enhance the capacity of gender working groups, gender focal points, trainers, education institutions administrators, and teachers, on digital education and artificial intelligence in response to be gender-responsive
- Mainstream gender into education through life skills practices in primary and secondary schools that are equitable and inclusive
- Mainstream gender content into education including the elimination of violence, discrimination, and harassment on and around school campuses
- Cooperate to organize leadership career orientation forums to students at all education institutions at all education levels.

Sub-Strategy 4.3: Mainstream Gender in Leadership and Governance in Education Institutions and Organisation Gender-Responsive Educational Environment

- Prepare structure the management to be of gender-responsive entities, education institutions, and classes
- Enhance competencies on leadership, governance, and strategic planning in response to gender equity, and equity for leaders of entities and education institutions
- Enhance capacity of relevant officials in the education sector on gender-responsive job description ensuring equity and equality in work environment
- Provide opportunities and possibilities for women to participate in decision-making in the strategy of an entity or institution
- Mainstream knowledge on climate change, disaster management, health and well-being to women and children.

Strategy 5: Promote Gender-Responsive Equity and Inclusion

Sub-Strategy 5.1: Promote Engagement Opportunities for Vulnerable and Disadvantaged Groups

- Provide data on the number of scholarships at the preschool level of special education high school, primary, secondary, and higher education institutions, focusing on vulnerable and struggling groups, especially students, to respond to gender equality and equity
- Provide scholarships to male and female sport players who are disadvantaged by education institution so they become national sport players
- Provide data with disabilities to access public health services, free health consultation
- Expanding vocational training to women at community learning centers and youth center
- Provide scholarships to female students to in border provinces.

Strategy 6: Develop Gender-Responsive Infrastructure, Physical Resources and Facilities

Sub-Strategy6.1 : Build and improve physical infrastructure in response to gender

- Constructing, renovating, and maintaining school buildings, libraries, laboratories, sports facilities, counseling rooms, auditoriums, health rooms, nursery rooms, art gymnasiums, cafeterias, playgrounds, and waiting spaces for parents and students
- Construct and renovate school buildings, dormitories for students, teacher-students, and accommodation for teachers, bathrooms, hand washing facilities, and toilets for boys and girls, separately
- Improve environment of entities and education institutions to be gender-responsive
- Arrange for a clean water system for use and clean water for drinking at education institutions.

Sub-Strategy 6.2: Equip Gender-Responsive ICT Information Facilities and Technology

- Provide facilities to support teaching and learning and research
- Equip with digital technology materials in library and in classroom (smart board), internet to support teaching and learning, research studies, and data collection.

Sub-Strategy 6.3: Promote female students on the development of digital skills, artificial intelligence, science, technology, engineering and mathematics

- Widely disseminate to female students to choose digital skills, artificial intelligence, science, technology, engineering and mathematics skills
- Provides scholarships and encourage for female students on developing digital skills, artificial intelligence, science, technology, engineering, and mathematics;
- Provides short courses to strengthen knowledge and competencies to female students learning digital skills, artificial intelligence, science, technology, engineering, and mathematics.

- Exhibition of students and teacher- students Achievements on STEM Subjects
- Organize international level competition in Tech-novation Girls and Games Creation Programme
- Organize study visit programmer to exchange experience inside and outside country.

Strategy 7: Increase investment and partnerships for gender-mainstreaming work in the education sector

Sub-Strategy 7.1: Increase investment for supporting gender equality

- Prepare a clear gender-responsive budget plan and activities for implementing gender mainstreaming activities at the national and sub-national levels with encouraging female education staff.
- Mobilize resources for gender empowerment work in the education sector in collaboration with development partners, the private sector, and other stakeholders
- Allocate budget for gender reflection work in the education sector at the national and sub-national levels
- Conduct monitoring and evaluation on budget implementation for gender mainstreaming activities.

Sub-Strategy 7.2: Strengthen collaboration with line ministries, relevant institutions, etc.

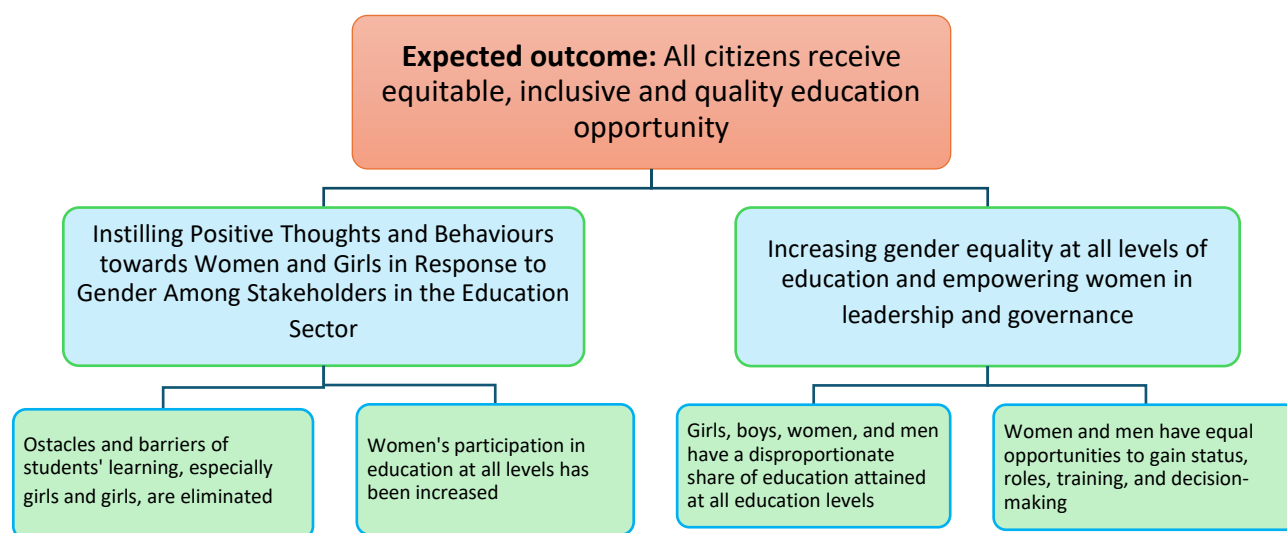
- Collaborate with relevant ministries in supporting gender mainstreaming in the education sector
- Cooperate with the Women and Girls Affairs Advisory Committees at the capital-province, city/district/khan, POE gender committees, and commune committees in charge of women and children's affairs;
- Expand the network of women in the community to increase additional income
- Collaborate with national and international development partners in support of promoting gender equality in the education sector such as providing scholarships for female students, and developing the qualifications of female education staff
- Monitor the implementation of Development Partners on vocational skills training for women and girls in the community learning center.

7. Action plan

7.1 Expected results

Implementation of the Gender Mainstreaming Strategic Plan in Education Sector 2025-2029 to achieve the following expected outcomes:

Eliminate the gender gap to ensure that every citizen has access to full opportunities and equitable and inclusive educational services.



7.2 Indicators and Targets

Table 5: Outcome Indicators and Targets in providing Full and Equitable Educational Opportunities for Women and Girls

Indications	Base Year	Estimated	Targets			
	2024	2025	2026	2027	2028	2029
Gender Parity Index						
<i>Gross Enrolment Rates of ECE</i>	1.04	1.03	1.02	1.02	1.01	1.00
<i>Gross Enrolment Rates of Primary Education</i>	0.97	0.97	0.98	0.99	0.99	1.00
<i>Net Enrolment Rates of Primary Education</i>	0.98	0.99	0.99	1.00	1.00	1.00
<i>Dropout Rates of Primary Education</i>	0.56	0.63	0.72	0.82	0.91	1.00
<i>Repetition Rate of Primary Education</i>	0.57	0.57	0.68	0.79	0.89	1.00
<i>Completion Rates in Primary Education</i>	1.05	1.07	1.05	1.04	1.02	1.00
Gross Enrolment Rates in LSE	1.14	1.14	1.11	1.07	1.04	1.00
Gross Enrolment Rates in USE	1.31	1.31	1.25	1.18	1.10	1.03
Completion Rates in LSE	1.21	1.20	1.16	1.11	1.07	1.02
Completion Rates in USE	1.34	1.34	1.26	1.19	1.11	1.03
Gross Enrolment Rates in Higher Education (18-22 years old)	1.32	1.32	1.25	1.17	1.10	1.02
Adult Literacy Rates (15 up)	0.89	0.90	0.93	0.95	0.98	1.00

Table 6: Indicators, Achievements and Milestones in Increasing Gender Equality and Empowering Women in Management Roles

Indications	Units	Base Year	Estimated	Targets			
		2024	2025	2026	2027	2028	2029
Women's Participation in Management Jobs at the Middle Class							
Director-General, Rector	%	6.6	13.3	13.4	13.5	13.6	13.7
Deputy Director-General, Vice Rector	%	10.6	10.6	11.3	11.9	12.6	13.2
Director of Department	%	10.0	21.2	21.5	21.8	22.1	22.4
Deputy Director of Department	%	18.2	18.2	19.2	20.1	21.1	22.0
Chief of Office	%	16.5	18.3	19.3	20.3	21.3	22.3
Vice Chair of Office	%	26.9	27.0	27.8	28.6	29.5	30.3
Women's Participation in Management at the Provincial/Capital Level (POEs)							
Director of POE	%	4.0	4.0	5.5	7.0	8.5	10.0
Deputy Director of POE	%	26.0	26.4	27.2	27.9	28.7	29.5
Chief of Office	%	12.9	14.0	14.8	15.6	16.4	17.2
Vice Chief of the Office	%	28.0	28.0	28.5	29.0	29.5	30.0
Women's participation in management work at the municipal, district level (DOEs)							
Director of DOE	%	5.1	5.1	6.6	8.1	9.5	11.0
Deputy Director of DOE	%	18.3	19.6	20.6	21.6	22.6	23.6
Women's Participation in Management at the School Level							
Female School Director	%	14.5	14.6	15.6	16.6	17.6	18.6
Female Vice School Director	%	23.5	23.6	24.4	25.2	26.0	26.8
Percentage of Female Teachers							
Nationwide	%	53.3	53.5	54.0	54.5	55.0	55.5
Urban	%	54.5	54.9	55.6	56.3	57.0	57.7
Rural	%	52.7	53.0	54.0	55.0	56.0	57.0

7.3 Results Matrix

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
Outcome 1: By 2029, positive attitudes towards girls' education and gender equality among those involved in the education sector were cultivated				
Outcome 1.1 : Obstacles and barriers of student learning, especially women and girls, are eliminated				
Strategy 1: Research studies, analyze, disseminate guideline, policy, and promote gender awareness				
Strategy 1.1: Promote Research and analysis on gender situation in the education sector	- Review government policy documents and gender-related documents on areas of responsibility in the education sector	70%	- Government Policy Analytical report and relevant gender documents	- DGPP - DOPO - DOP - Relevant TDs
	- Collect and manage data and information on educational needs, the situation of children, youth in and out of school, especially vulnerable children, children with disabilities, indigenous children, and disadvantaged children	70%	- Education Management Information System - Non-Formal Education Management Information System	- DGPP - DEMIS - DGE - DNIE - Relevant TDs
	- Analyze school attendance, subject group selection, learning outcomes, educational quality, and inclusive education infrastructure needs, focusing on school buildings, slopes, classrooms, teachers, teaching and learning facilities, bathrooms, hand washing facilities, and toilets for boys and girls	80%	- Analytical report by sub-sector and by school year. - Infrastructure Need analysis report of school by sub-sector	- DGE - DSPC - DME - Relevant TDs
	- Publish and disseminate research documents on gender situation analysis in the education sector	80%	- Publishing and dissemination report on gender situation analysis report in education sector by year in person and online	- DGPP - DOPO - Relevant TDs

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
Substrategy1.2: Promote the dissemination of gender information at the national, sub-national and education institutions	- Disseminate national policies, legal guidelines, gender mainstreaming strategic plans in the education sector, and progress reports on promotion of empowerment for women and girls	80%	- Policy dissemination report - Legal guidelines - Gender mainstreaming strategic plan - Relevant progress reports	- DOL - DOPO - DOP - DDT - Relevant TDs
	- Disseminate information on the combating of violence, combating all forms of trafficking, smuggling, exploitation, and child labor, especially on combating online gambling, illicit drug use, and combating various diseases	80%	- Relevant Information and Reports	- DOL - DSH - DVO - DDT - DOF - Relevant TDs
	- Organize consultations with stakeholders to address the gender gap in the education sector through workshops, youth and children's councils, various forums, MoEYS websites, and social media	80%	- Various reports	- Gender Secretariat - DGY - DDT - DTD - Relevant TDs
	- Promote gender working groups at national, sub-national units, and education institutions levels on the formulation of specific action plans and frameworks to support the implementation of gender action plans in the education sector	80%	- Progress report on gender action implementation	- Gender WG - POE - Relevant TDs
Sub-Strategy 1.3: Promoting Gender Awareness	- Train education officers in charge of gender on the gender situation analysis in the education sector and the enrollment gap issues and learning outcomes between female and male students at all education levels	80%	- Education Official Training Report in Charge of Gender Work	- DGTED - Gender Secretariat - Relevant TDs

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
	- Incorporating gender-related content into education policies and legal documents	70%	- Education Congress Report - Relevant report	- DOL - Relevant TDs
	- Incorporate gender-related activities into the education sector strategic plan, budget strategic plan, annual operational plan, school development strategic plan, and various projects in the education sector	80%	- Education Congress Report - GMSP Review Report in Education	- DOP - Relevant TDs
	- Regularly update gender task force at national and sub-national levels.	80%	- Report on Gender Empowerment at National and Sub-national levels	- Gender Secretariat - POEs - Relevant TDs
	- Promote positive behaviors and gender equality in all education levels at national, sub-national and education institutions	80%	- Relevant Technical Departments	- Relevant TDs - Education Institutions
Outcome 1.2: Participation of women at all levels of education is increased				
Strategy 2: Increase Attractiveness to Qualified Individuals				
Sub-Strategy 2.1: Increase Support for the Implementation of Gender Activities in the Education Sector	- Create a platform to seek support for women to hold decision-making positions and retain positions that are a priority for women	70%	- Public Forum Report	- DHR - Relevant TDs
	- Prepare the documentation or manual on leadership in school that respond to gender equality	70%	- Documentation report or manual	- DTD - Relevant TDs
	- Promote gender equality in school leadership and governance in the education sector	70%	- Evaluation report by Gender Working Group at local level	- DTD - Relevant TDs
	- Strengthen and expand the activities of school counselors, children's councils, and youth councils at education institutions	100%	- Local Gender Working Group Assessment Report	- DTD - DGY - Relevant TDs

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
	- Create forum to disseminate the good examples of youth and children who have made outstanding contributions in work and study	100%	- School Annual Evaluation Report to disseminate experience	- DGY - DPE - DGSE - Relevant TDs
	- Update the number of women in each position.	100%	- Results report of Department of Human Resources	- DHR
Sub-Strategy 2.2: Increase Engagement and Support Gender Activities in Education Sector	- Provide support and encouragement to education staff and units that have outstanding contributions to gender-related jobs at national, sub-national and education institutions	70%	- Gender Performance Assessment Report	- DOA - Relevant TDs
	- Increase collaboration with governors of capital/provinces, city/districts/khans in supporting the appointment of women to leadership and governance positions in administrative units and education institutions	100%	- Evaluation Report on Appointing Women to Positions	- DHR - DOL
	- Encourage women and girls to be more empowered in decision-making and participate in sharing experiences	80%	- Female Student Participation Report	- DGY - DPE - SGSE
	- Increase the participation of female students, students with disability, and indigenous students in all activities	70%	- Report on participation of female students, students with disabilities, and Indigenous students	- DNFIE
	- Encourage participation in all physical education and sports and social activities, especially female students, at all institutions	70%	- Report on participation in physical and sport education	- DGS - DGY

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
	- Provides support and promote the participation of women's comments, who are composed of the Disciplinary Councils of POEs, DOEs and education institutions Management Committees	80%	- Quarterly, Semesterly and Annual Report	- DHR - Relevant TDs
	- Provide opportunities for women in social work with support of communities, local authorities and development partners in education sector	70%	- Report on nurturing and parenting	- DECE - Relevant TDs
	- Prepare appropriate workplace environments for women to increase resilience and respond to climate change	70%	- Report on working environment	- DECE - Relevant TDs
	- Participate in the promotion of family well-being through provision of positive parenting education on early childhood and the establishing ECE programs at factories, enterprises, and special economic zones.	70%	- Report on the Promotion of Family Welfare, Early Childhood Education of Enterprise Factories	- ECED - Relevant TDs
Strategy 3: Developing the capacity of leaders and relevant officials to ensure gender equality				
Sub-Strategy 3.1 : Analyze the Capacity Development Needs of Women and Relevant Officials	- Analyze the situation and identify the needs for gender competency development in the education sector	3 times	- Situation analysis report on Gender Capacity Development in the education sector	- DTD - DHE - Relevant TDs
	- Prepare plan of action, budget plan and contents for gender-responsive capacity development at all levels	3 times	- Gender-Responsive Capacity Development Plan	- DTD - DHR - Relevant TDs
Sub-Strategy 3.2: Increase Capacity Development Activities	- Provide training the capacity of gender management and working groups, core trainers on gender issues at entities, national sports federations and related institutions, in person and online.	60 trainings	- Annual Operating Plan - Performance Reports - Education Congress Report	- DGTED - Relevant TDs

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
	- Provide orientation and capacity building on gender equality in education for school council, youth and children's councils, Red Cross youth and scout youth in education institutions, national sports federations and communities	150 activities	- Annual Operating Plan - Performance Reports - Education Congress Report	- DGY - DGTED - Relevant TDs
	- Provide training the capacity of management staff and technical staff on gender responsive in policy, planning and budgeting preparation at all levels	70%	- Plan of Action - Training Report	- DOP - Gender Secretariat
	- Provide capacity development for education officials, especially female officials on 21 st century skills	9 programs	- Annual Operating Plan - Performance Reports - Education Congress Report	- DGTED - DHR - Relevant TDs
	- Mainstream gender awareness among young, especially women and girls, through education programs, basic life skills, reproductive health, mental health, and other training programs	70%	- Performance Report - Education Congress Report	- DSH - DVO - Relevant TDs
	- Enhance capacity of teacher trainers and focal points on gender mainstreaming in teacher education	70%	- Plan of action - Training report	- DTD - Gender WG
	- Develop competencies in entrepreneurship, leadership, and support for women in leading and managing business with innovative and high creativity	30 times	- Annual Operational Plan - Performance Report - Education Congress Report	- DGY - Relevant TDs
	- Share innovation and conduct study visits inside and outside the countries to get experiences on gender transformation	3 times	- Annual Operational Plan - Performance Report	- Gender Secretariat - Relevant TDs

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
Sub-Strategy 3.3: Monitoring, evaluation and identify next steps	- Regularly monitor the implementation of the activities of the target group at the relevant entities and institutions.	70%	- Education Congress Report - M&E Report of relevant entities	- Gender Secretariat - Relevant TDs
	- Organize meetings on the work calendar with target groups and stakeholders to review the progress, challenges and direction of the implementation of gender work in the education sector	70%	- Meeting Report	- Gender Secretariat - Relevant TDs
	- Prepare progress reports on the implementation of gender work in the education sector, semester and annually	70%	- Report on achievement on gender in education sector by semester and annually	- Gender Secretariat - Relevant TDs
Outcome 1.3 Women and children have equal opportunities in receiving training, getting promotion and making decision				
Strategy 4: Gender Mainstreaming in Teaching and Learning Processes				
Sub-Strategy 4.1: Mainstream gender content into curricula and programs, educate teachers	- Integrate gender content into curricula, textbooks, and detailed curricula in all education levels	90%	- M&E Report on Curriculum Review and Textbooks	- DCD - Relevant TDs
	- Develop key programs by compiling a national guidebook on gender transformation in learning and teaching materials, core textbooks, teacher handbooks, parent guidance, Cambodian Youth and Children's Council Club Guide, and training packages	50%	- M&E Report on training programmes	- All DGs

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
	- Mainstream gender content into training, research at higher education institutions, teacher education programmes, and research at teacher education colleges	50%	- Performance Report of Public Higher Education Institutions	- DGHE - DGTED
	- Mainstream gender content into sport training programs, training and programs for officers, sport coaches, physical and sport educators in youth and children education programs	60%	- M&E Report on GMSP - Performance Report	- DTD - DTE - Relevant TDs
Sub-Strategy 4.2: Mainstream Gender Content in Teaching and Learning Activities	- Prepare a document or guidelines for teaching methods in response to gender equality	70%	- Report of Department of Curriculum Development	- DCD
	- Prepare teaching and learning materials in response to gender transformation	70%	- M&E Report	- DCD
	- Enhance the capacity of gender focal points and teachers about gender-responsive pedagogy and gender responsive education	70%	- Annual Report	- DTE
	- Increase teacher capacity to produce variety of teaching materials to support gender-responsive teaching and learning	70%	- M&E Report	- DCD
	- Enhance the capacity of gender working groups, gender focal points, trainers, education institutions administrators, and teachers, on digital education and artificial intelligence in response to be gender-responsive	80%	- Annual Report - Performance Report	- DGTED - DDT - Relevant TDs
	- Mainstream gender into education through life skills practices in primary and secondary schools that are equitable and inclusive	70%	- Performance Report - Education Congress Report	- DVO - Relevant TDs
	- Mainstream gender content into education including the elimination of violence,	70%	- Performance Report	- DOL - Relevant TDs

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
	discrimination, and harassment on and around school campuses		- Education Congress Report	
	- Cooperate to organize leadership career orientation forums to students at all education institutions at all education levels	70%	- Annual Report - Performance Report	- DVO - Relevant TDs
Sub-Strategy 4.3: Gender Mainstreaming in Leadership and Governance in Education Institutions and Organization Gender-Responsive Educational Environment	- Prepare structure the management to be of gender-responsive entities, education institutions, and classes	30%	- Annual Report	- DOL - DHR - Relevant TDs
	- Enhance competencies on leadership, governance, and strategic planning in response to gender equity, and equity for leaders of entities and education institutions	50%	- Annual Report - Performance Report	- Gender WG - DTD - Relevant TDs
	- Enhance capacity of relevant officials in the education sector on gender-responsive job description ensuring equity and equality in the work environment	70%	- Human Resource Development Report	- DHR - DOL - Relevant TDs
	- Provide opportunities and possibilities for women to participate in decision-making in the strategy of an entity or institution	70%	- Annual Report - Performance Report	- DPE - DGSE - DHEM
	- Mainstream knowledge on climate change, disaster management, health and well-being to women and children	80%	- Education Congress Report - Performance Report	- DCD - DSH - Relevant TDs
	Outcome 2: By 2029, gender capacity at all levels of the education sector and empowerment of women in leadership positions and decision making are increased			
Outcome 2.1: Girls, Boys, Women and Men are proportional in receiving education at all levels				
Strategy 5: Promote Gender-Responsive Equity and Inclusion				
Sub-Strategy 5.1: Promote Engagement Opportunities	- Provide data on the number of scholarships at the preschool level of special education high school, primary, secondary, and higher	70%	- Annual Report - Performance Report	- DNFIE - DPE - DGSE - DHEM

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
for Vulnerable and Disadvantaged Groups	education institutions, focusing on vulnerable and struggling groups, especially students, to respond to gender equality and equity			
	- Provide scholarships to male and female sport plyers who are disadvantaged by education institution so they become national sport players	70%	- GMSP Annual Review	- DGS - Relevant TDs
	- Provide data with disabilities to access public health services, and free health consultation	70%	- Annual Report - Performance Report	- DEMIS - Relevant TDs
	- Expand vocational training to women at community learning centers and youth centers	70%	- Annual Report - Performance Report - Education Congress Report	- DNFIE - DCD
	- Provide scholarships to female students living in border provinces	50%	- Technical Department Reports	- DGSE - DHEM - Relevant TDs
Strategy 6: Develop Gender-Responsive Infrastructure, Physical Resources, and Facilities				
Sub-Strategy 6.1: Build and improve physical infrastructure in response to gender	- Constructing, renovating, and maintaining school buildings, libraries, laboratories, sports facilities, counseling rooms, auditoriums, health rooms, nursery rooms, art gymnasiums, cafeterias, playgrounds, and waiting spaces for parents and students	60%	- Performance Report - Education Congress Report - Technical Department Reports	- DSPC - DYP - DSH - Relevant TDs
	- Construct and renovate school buildings, dormitories for students/teacher-students, and accommodation for teachers, bathrooms, hand washing facilities, and toilets for boys and girls, separately	70%	- Performance Report - Education Congress Report - Technical Department Reports	- DSPC - DYP - DSH - Relevant TDs

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
	- Improve the environment of entities and education institutions to be gender-responsive	70%	- Performance Report - Education Congress Report - Technical Department Reports	- DSPC - DSH - Relevant TDs
	- Arrange for a clean water system for use and clean water for drinking at education institutions	100%	- Performance Report - Education Congress Report - Technical Department Reports	- DSPC - DSH - Relevant TDs
Sub-Strategy 6.2: Equip Gender-Responsive ICT Information Facilities and Technology	- Provide facilities to support teaching and learning and research	50%	- Material Distribution Report - Performance Report - Education Congress Report	- DSPC - Relevant TDs
	- Equip digital technology materials in library and in classroom (smart board), internet to support teaching and learning, research studies, and data collection	40%	- Material Distribution Report - Performance Report - Education Congress Report	- DSPC - Relevant TDs
Sub-Strategy 6.3: Promote female students on the development of digital skills, artificial intelligence, science, technology, engineering and mathematics	- Widely disseminate to female students to choose digital, artificial intelligence, science, technology, engineering and mathematics skills	100%	- Technical department reports	- DGSE - DHEM - DDT - Relevant TDs
	- Provide scholarships and encourage for female students on developing digital skills, artificial intelligence, science, technology, engineering, and mathematics	80%	- Technical department reports	- DGSE - DHEM - DICAA - Relevant TDs
	- Provide short courses to strengthen knowledge and competencies to female students learning digital skills, artificial	75%	- Technical department reports	- DGSE - DHEM - Relevant TDs

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
	intelligence, science, technology, engineering, and mathematics.			
	- Exhibition of student and teacher-students achievements on STEM subjects	50%	- Student exhibition - Exhibition report	- DGSE - DHEM - Relevant TDs
	- Organize international level competition on Tech-novation Girls and Games Creation Program	50%	- Technical department reports	- DGY - Relevant TDs
	- Organize study visits inside and outside the country	25%	- Study visit report	- Gender WG - Relevant TDs
Strategy 7: Increase investment and partnerships for gender-mainstreaming work in the education sector				
Sub-Strategy 7.1: Increase investment for supporting gender equality	- Prepare a clear gender-responsive budget plan and activities for implementing gender mainstreaming activities at the national and sub-national levels with encouraging female education staff	100%	- Education Congress port - Progress Report on gender	- Gender WG - Relevant TDs
	- Mobilize resources for gender mainstreaming work in the education sector in collaboration with development partners and the private sector, community and other stakeholders	100%	- Education Congress port - Technical department reports	- Gender WG - Relevant TDs
	- Allocate budget for gender mainstreaming work in the educational sector at the national and sub-national levels	100%	- Budget execution Report - Report of Gender Focal Point	- DOF - Gender WG
	- Conduct monitor and evaluate the budget package for Gender Mainstreaming activities	100%	- Budget execution Report	- DOF - Gender WG

Outcomes/Strategies	Activities Start 2024	Target 2029	Means of Verification	Responsible Entities
Sub-Strategy 7.2: Strengthen collaboration with ministries, relevant institutions, etc.	- Collaborate with relevant ministries in supporting gender mainstreaming work in the education sector	100%	- Progress Report on gender	- Gender WG - Relevant TDs
	- Cooperate with the Women and Girls Affairs Advisory Committees at Capital-province, city/district/khan, POE and commune level	100%	- POE working group reports	- Gender WG - Relevant TDs
	- Expand the network of women in the community to increase additional income.	100%	- POE working group reports	- DNFIE - Relevant TDs
	- Collaborate with national and international development partners in support of promoting gender equality in the education sector such as scholarships for female students, and developing the qualification of female education staff	100%	- Technical department reports	- DGSE - DHEM - DICAA - Relevant TDs
	- Monitor the implementation of development partners on vocational skills training for women and girls at the community learning centers	100%	- Annual Report - Education Congress Report	- DNFIE - Relevant TDs

7.4 Action Plan Matrix for 2025-2029

2025	2026	2027	2028	2029
Strategy 1: Research studies, analyze, disseminate information, and promote gender awareness				
Sub-Strategy 1.1: Research and analysis on the gender status in the education sector				
- Review government policy documents and gender-related documents on areas of responsibility in the education sector	- Review government policy documents and gender-related documents on areas of responsibility in the education sector	- Review government policy documents and gender-related documents on areas of responsibility in the education sector	- Review government policy documents and gender-related documents on areas of responsibility in the education sector	- Review government policy documents and gender-related documents on areas of responsibility in the education sector
- Collect and manage data and information on educational needs, the situation of children, youth in and out of school, especially vulnerable children, children with disabilities, indigenous children, and disadvantaged children.	- Collect and manage data and information on educational needs, the situation of children, youth in and out of school, especially vulnerable children, children with disabilities, indigenous children, and disadvantaged children.	- Collect and manage data and information on educational needs, the situation of children, youth in and out of school, especially vulnerable children, children with disabilities, indigenous children, and disadvantaged children.	- Collect and manage data and information on educational needs, the situation of children, youth in and out of school, especially vulnerable children, children with disabilities, indigenous children, and disadvantaged children.	- Collect and manage data and information on educational needs, the situation of children, youth in and out of school, especially vulnerable children, children with disabilities, indigenous children, and disadvantaged children.
- Analyze admissions, subject group selection, learning outcomes, education quality, and inclusive education infrastructure needs, focusing on academic	- Analyze admissions, subject group selection, learning outcomes, education quality, and inclusive education infrastructure needs, focusing on academic buildings, slopes,	- Analyze admissions, subject group selection, learning outcomes, education quality, and inclusive education infrastructure needs, focusing on academic	- Analyze admissions, subject group selection, learning outcomes, education quality, and inclusive education infrastructure needs, focusing on academic buildings, slopes,	- Analyze admissions, subject group selection, learning outcomes, education quality, and inclusive education infrastructure needs, focusing on academic buildings, slopes,

2025	2026	2027	2028	2029
buildings, slopes, classrooms, teachers, teaching and learning facilities, bathrooms, hand washing facilities, and toilets for boys and girls.	classrooms, teachers, teaching and learning facilities, bathrooms, hand washing facilities, and toilets for boys and girls.	buildings, slopes, classrooms, teachers, teaching and learning facilities, bathrooms, hand washing facilities, and toilets for boys and girls.	classrooms, teachers, teaching and learning facilities, bathrooms, hand washing facilities, and toilets for boys and girls.	classrooms, teachers, teaching and learning facilities, bathrooms, hand washing facilities, and toilets for boys and girls.
- Publish and disseminate research documents on the analysis of the gender situation in the education sector	- Publish and disseminate research documents on the analysis of the gender situation in the education sector	- Publish and disseminate research documents on the analysis of the gender situation in the education sector	- Publish and disseminate research documents on the analysis of the gender situation in the education sector	- Publish and disseminate research documents on the analysis of the gender situation in the education sector
Sub-Strategy 1.2: Promote the dissemination of gender information at national, subnational and academic institutions.				
- Disseminate national policies, legal guidelines, gender mainstreaming strategic plans in the education sector, and progress reports related to the promotion of empowerment for women and girls	- Disseminate national policies, legal guidelines, gender mainstreaming strategic plans in the education sector, and progress reports related to the promotion of empowerment for women and girls	- Disseminate national policies, legal guidelines, gender mainstreaming strategic plans in the education sector, and progress reports related to the promotion of empowerment for women and girls	- Disseminate national policies, legal guidelines, gender mainstreaming strategic plans in the education sector, and progress reports related to the promotion of empowerment for women and girls	- Disseminate national policies, legal guidelines, gender mainstreaming strategic plans in the education sector, and progress reports related to the promotion of empowerment for women and girls
- Disseminate information on the combating of violence, combatting all forms of trafficking,	- Disseminate information on the combating of violence, combatting all forms of trafficking, smuggling,	- Disseminate information on the combating of violence, combatting all forms of trafficking, smuggling,	- Disseminate information on the combating of violence, combatting all forms of trafficking, smuggling,	- Disseminate information on the combating of violence, combatting all forms of trafficking, smuggling,

2025	2026	2027	2028	2029
smuggling, exploitation, and child labor, especially on combatting online gambling, illicit drug use, and combating diseases	exploitation, and child labor, especially on combatting online gambling, illicit drug use, and combating diseases	exploitation, and child labor, especially on combatting online gambling, illicit drug use, and combating diseases	exploitation, and child labor, especially on combatting online gambling, illicit drug use, and combating diseases	exploitation, and child labor, especially on combatting online gambling, illicit drug use, and combating diseases
- Organize consultations with stakeholders to address the gender gap in the education sector through workshops, children's and youth councils, various forums, MoEYS website and social media	- Organize consultations with stakeholders to address the gender gap in the education sector through workshops, children's and youth councils, various forums, MoEYS website and social media	- Organize consultations with stakeholders to address the gender gap in the education sector through workshops, children's and youth councils, various forums, MoEYS website and social media	- Organize consultations with stakeholders to address the gender gap in the education sector through workshops, children's and youth councils, various forums, MoEYS website and social media	- Organize consultations with stakeholders to address the gender gap in the education sector through workshops, children's and youth councils, various forums, MoEYS website and social media
- Promote gender working groups at national, subnational and academic institution level on the formulation of specific action plans and frameworks to support the implementation of gender action plans in the education sector	- Promote gender working groups at national, subnational and academic institution level on the formulation of specific action plans and frameworks to support the implementation of gender action plans in the education sector	- Promote gender working groups at national, subnational and academic institution level on the formulation of specific action plans and frameworks to support the implementation of gender action plans in the education sector	- Promote gender working groups at national, subnational and academic institution level on the formulation of specific action plans and frameworks to support the implementation of gender action plans in the education sector	- Promote gender working groups at national, subnational and academic institution level on the formulation of specific action plans and frameworks to support the implementation of gender action plans in the education sector
Sub-Strategy 1.3: Promote gender awareness				
- Train education officers in charge of gender on the	- Train education officers in charge of gender on the	- Train education officers in charge of gender on the	- Train education officers in charge of gender on the	- Train education officers in charge of gender on the

2025	2026	2027	2028	2029
gender situation analysis in the education sector and the the attendance gap issue and learning outcomes between female and male students in all education levels	gender situation analysis in the education sector and the the attendance gap issue and learning outcomes between female and male students in all education levels	gender situation analysis in the education sector and the the attendance gap issue and learning outcomes between female and male students in all education levels	gender situation analysis in the education sector and the the attendance gap issue and learning outcomes between female and male students in all education levels	gender situation analysis in the education sector and the the attendance gap issue and learning outcomes between female and male students in all education levels
- Incorporating gender-related content into education policies and legal guidelines	- Incorporating gender-related content into education policies and legal guidelines	- Incorporating gender-related content into education policies and legal guidelines	- Incorporating gender-related content into education policies and legal guidelines	- Incorporating gender-related content into education policies and legal guidelines
- Incorporate gender-related activities into the education strategic plan, budget strategic plan, annual operational plan, school development strategic plan, and various projects in the education sector	- Incorporate gender-related activities into the education strategic plan, budget strategic plan, annual operational plan, school development strategic plan, and various projects in the education sector	- Incorporate gender-related activities into the education strategic plan, budget strategic plan, annual operational plan, school development strategic plan, and various projects in the education sector	- Incorporate gender-related activities into the education strategic plan, budget strategic plan, annual operational plan, school development strategic plan, and various projects in the education sector	- Incorporate gender-related activities into the education strategic plan, budget strategic plan, annual operational plan, school development strategic plan, and various projects in the education sector
- Regularly update gender task forces at the national and sub-national levels	- Regularly update gender task forces at the national and sub-national levels	- Regularly update gender task forces at the national and sub-national levels	- Regularly update gender task forces at the national and sub-national levels	- Regularly update gender task forces at the national and sub-national levels
- Sensitize positive behaviors and gender equality in all education	- Sensitize positive behaviors and gender equality in all education levels at national,	- Sensitize positive behaviors and gender equality in all education	- Sensitize positive behaviors and gender equality in all education levels at national,	- Sensitize positive behaviors and gender equality in all education levels at national,

2025	2026	2027	2028	2029
levels at national, subnational and academic institutions	subnational and academic institutions	levels at national, subnational and academic institutions	subnational and academic institutions	subnational and academic institutions
Strategy 2: Increase Attractiveness to Qualified Individuals				
Sub-Strategy 2.1: Increase support for the implementation of gender activities in education sector				
- Create a platform to seek support for women to hold decision-making positions and retain positions that are a priority for women	- Create a platform to seek support for women to hold decision-making positions and retain positions that are a priority for women	- Create a platform to seek support for women to hold decision-making positions and retain positions that are a priority for women	- Create a platform to seek support for women to hold decision-making positions and retain positions that are a priority for women	- Create a platform to seek support for women to hold decision-making positions and retain positions that are a priority for women
- Prepare document or manual on leadership in school that responds to gender equality	- Prepare document or manual on leadership in school that responds to gender equality	- Prepare document or manual on leadership in school that responds to gender equality	- Prepare document or manual on leadership in school that responds to gender equality	- Prepare document or manual on leadership in school that responds to gender equality
- Promote gender equality in leadership and governance in the education sector	- Promote gender equality in leadership and governance in the education sector	- Promote gender equality in leadership and governance in the education sector	- Promote gender equality in leadership and governance in the education sector	- Promote gender equality in leadership and governance in the education sector
- Strengthen and expand the activities of school counselors, children and youth councils at public academic institutions.	- Strengthen and expand the activities of school counselors, children and youth councils at public academic institutions.	- Strengthen and expand the activities of school counselors, children and youth councils at public academic institutions.	- Strengthen and expand the activities of school counselors, children and youth councils at public academic institutions.	- Strengthen and expand the activities of school counselors, children and youth councils at public academic institutions.
- Disseminate the good examples of youth and children who have made	- Disseminate the good examples of youth and children who have made	- Disseminate the good examples of youth and children who have made	- Disseminate the good examples of youth and children who have made	- Disseminate the good examples of youth and children who have made

2025	2026	2027	2028	2029
outstanding contributions in work and study	outstanding contributions in work and study	outstanding contributions in work and study	outstanding contributions in work and study	outstanding contributions in work and study
- Update the number of women in each position	- Update the number of women in each position	- Update the number of women in each position	- Update the number of women in each position	- Update the number of women in each position
Sub-Strategy 2.2: Increase Participation and Support Gender Activities in Education Sector				
- Provide support and encouragement to education staff and units that have outstanding contribution to promote gender-related jobs at national, sub-national and education institutions	- Provide support and encouragement to education staff and units that have outstanding contribution to promote gender-related jobs at national, sub-national and education institutions	- Provide support and encouragement to education staff and units that have outstanding contribution to promote gender-related jobs at national, sub-national and education institutions	- Provide support and encouragement to education staff and units that have outstanding contribution to promote gender-related jobs at national, sub-national and education institutions	- Provide support and encouragement to education staff and units that have outstanding contribution to promote gender-related jobs at national, sub-national and education institutions
- Increase collaboration with governors of capital/provinces, city/districts/khan in supporting the appointment of women to leadership and governance positions in administrative units and academic institutions	- Increase collaboration with governors of capital/provinces, city/districts/khan in supporting the appointment of women to leadership and governance positions in administrative units and academic institutions	- Increase collaboration with governors of capital/provinces, city/districts/khan in supporting the appointment of women to leadership and governance positions in administrative units and academic institutions	- Increase collaboration with governors of capital/provinces, city/districts/khan in supporting the appointment of women to leadership and governance positions in administrative units and academic institutions	- Increase collaboration with governors of capital/provinces, city/districts/khan in supporting the appointment of women to leadership and governance positions in administrative units and academic institutions
- Encourage women and girls to be empowered in decision-making and participate in sharing experiences	- Encourage women and girls to be empowered in decision-making and participate in sharing experiences	- Encourage women and girls to be empowered in decision-making and participate in sharing experiences	- Encourage women and girls to be empowered in decision-making and participate in sharing experiences	- Encourage women and girls to be empowered in decision-making and participate in sharing experiences

2025	2026	2027	2028	2029
- Increase the participation of female students and students with disabilities and students from ethnic communities on all activities	- Increase the participation of female students and students with disabilities and students from ethnic communities on all activities	- Increase the participation of female students and students with disabilities and students from ethnic communities on all activities	- Increase the participation of female students and students with disabilities and students from ethnic communities on all activities	- Increase the participation of female students and students with disabilities and students from ethnic communities on all activities
- Encourage participation in all physical education and sports and social activities, especially female students at all education institutions	- Encourage participation in all physical education and sports and social activities, especially female students at all education institutions	- Encourage participation in all physical education and sports and social activities, especially female students at all education institutions	- Encourage participation in all physical education and sports and social activities, especially female students at all education institutions	- Encourage participation in all physical education and sports and social activities, especially female students at all education institutions
- Provides support and encourages the participation of women's comments, who are composed of Disciplinary Councils of the POEs, DOEs and the education Institutions Management Committee	- Provides support and encourages the participation of women's comments, who are composed of Disciplinary Councils of the POEs, DOEs and the education Institutions Management Committee	- Provides support and encourages the participation of women's comments, who are composed of Disciplinary Councils of the POEs, DOEs and the education Institutions Management Committee	- Provides support and encourages the participation of women's comments, who are composed of Disciplinary Councils of the POEs, DOEs and the education Institutions Management Committee	- Provides support and encourages the participation of women's comments, who are composed of Disciplinary Councils of the POEs, DOEs and the education Institutions Management Committee
- Provide opportunities for women in social work with the support of communities, local authorities and development partners in the education sector	- Provide opportunities for women in social work with the support of communities, local authorities and development partners in the education sector	- Provide opportunities for women in social work with the support of communities, local authorities and development partners in the education sector	- Provide opportunities for women in social work with the support of communities, local authorities and development partners in the education sector	- Provide opportunities for women in social work with the support of communities, local authorities and development partners in the education sector

2025	2026	2027	2028	2029
- Prepare an appropriate workplace environment for women to increase resilience and respond to climate change	- Prepare an appropriate workplace environment for women to increase resilience and respond to climate change	- Prepare an appropriate workplace environment for women to increase resilience and respond to climate change	- Prepare an appropriate workplace environment for women to increase resilience and respond to climate change	- Prepare an appropriate workplace environment for women to increase resilience and respond to climate change
- Participate in the promotion of family well-being through the provision of positive parenting on Early Childhood Education (ECE) and the establishment of ECE programs at factories, enterprises, and special economic zones	- Participate in the promotion of family well-being through the provision of positive parenting on Early Childhood Education (ECE) and the establishment of ECE programs at factories, enterprises, and special economic zones	- Participate in the promotion of family well-being through the provision of positive parenting on Early Childhood Education (ECE) and the establishment of ECE programs at factories, enterprises, and special economic zones	- Participate in the promotion of family well-being through the provision of positive parenting on Early Childhood Education (ECE) and the establishment of ECE programs at factories, enterprises, and special economic zones	- Participate in the promotion of family well-being through the provision of positive parenting on Early Childhood Education (ECE) and the establishment of ECE programs at factories, enterprises, and special economic zones

Strategy 3: Develop the capacity of leaders and relevant officials to have gender equality

Sub-Strategy 3.1: Analyze Capacity Development Needs of Women and Relevant Officials

- Analyze the situation and identify the need for gender capacity development in the education sector	- Analyze the situation and identify the need for gender capacity development in the education sector	- Analyze the situation and identify the need for gender capacity development in the education sector	- Analyze the situation and identify the need for gender capacity development in the education sector	- Analyze the situation and identify the need for gender capacity development in the education sector
- Prepare plan of actions, budget, and contents for gender-responsive capacity development at all levels	- Prepare plan of actions, budget, and contents for gender-responsive capacity development at all levels	- Prepare plan of actions, budget, and contents for gender-responsive capacity development at all levels	- Prepare plan of actions, budget, and contents for gender-responsive capacity development at all levels	- Prepare plan of actions, budget, and contents for gender-responsive capacity development at all levels

2025	2026	2027	2028	2029
Sub-Strategy 3.2: Increase capacity building activities				
- Provide training the capacity of gender management and working groups, core trainers on gender issues at entities, national sports federations, and related institutions, in person and online	- Provide training the capacity of gender management and working groups, core trainers on gender issues at entities, national sports federations, and related institutions, in person and online	- Provide training the capacity of gender management and working groups, core trainers on gender issues at entities, national sports federations, and related institutions, in person and online	- Provide training the capacity of gender management and working groups, core trainers on gender issues at entities, national sports federations, and related institutions, in person and online	- Provide training the capacity of gender management and working groups, core trainers on gender issues at entities, national sports federations, and related institutions, in person and online
- Provide orientation and capacity building on gender equality in education for school council, youth and children’s councils, Red Cross Youth and youth scouts in education institutions, national sport federation and sport communities	- Provide orientation and capacity building on gender equality in education for school council, youth and children’s councils, Red Cross Youth and youth scouts in education institutions, national sport federation and sport communities	- Provide orientation and capacity building on gender equality in education for school council, youth and children’s councils, Red Cross Youth and youth scouts in education institutions, national sport federation and sport communities	- Provide orientation and capacity building on gender equality in education for school council, youth and children’s councils, Red Cross Youth and youth scouts in education institutions, national sport federation and sport communities	- Provide orientation and capacity building on gender equality in education for school council, youth and children’s councils, Red Cross Youth and youth scouts in education institutions, national sport federation and sport communities
- Provide training the capacity of management staff and technical staff and technical staff on gender responsive in policy, planning and budgeting preparation at all levels.	- Provide training the capacity of management staff and technical staff and technical staff on gender responsive in policy, planning and budgeting preparation at all levels.	- Provide training the capacity of management staff and technical staff and technical staff on gender responsive in policy, planning and budgeting preparation at all levels.	- Provide training the capacity of management staff and technical staff and technical staff on gender responsive in policy, planning and budgeting preparation at all levels.	- Provide training the capacity of management staff and technical staff and technical staff on gender responsive in policy, planning and budgeting preparation at all levels.

2025	2026	2027	2028	2029
- Provide capacity enhancement for education officials, especially female officials on 21 st century-skills	- Provide capacity enhancement for education officials, especially female officials on 21 st century-skills	- Provide capacity enhancement for education officials, especially female officials on 21 st century-skills	- Provide capacity enhancement for education officials, especially female officials on 21 st century-skills	- Provide capacity enhancement for education officials, especially female officials on 21 st century-skills
- Mainstream gender awareness among youth, especially women and girls, through education programs, basic life skills, reproductive health, mental health, and other training programs	- Mainstream gender awareness among youth, especially women and girls, through education programs, basic life skills, reproductive health, mental health, and other training programs	- Mainstream gender awareness among youth, especially women and girls, through education programs, basic life skills, reproductive health, mental health, and other training programs	- Mainstream gender awareness among youth, especially women and girls, through education programs, basic life skills, reproductive health, mental health, and other training programs	- Mainstream gender awareness among youth, especially women and girls, through education programs, basic life skills, reproductive health, mental health, and other training programs
- Enhance capacity of teacher trainers and focal points on gender mainstreaming in teacher education	- Enhance capacity of teacher trainers and focal points on gender mainstreaming in teacher education	- Enhance capacity of teacher trainers and focal points on gender mainstreaming in teacher education	- Enhance capacity of teacher trainers and focal points on gender mainstreaming in teacher education	- Enhance capacity of teacher trainers and focal points on gender mainstreaming in teacher education
- Develop competencies in entrepreneurship, leadership, and support for women in leadership and managing businesses with innovation and high creativity.	- Develop competencies in entrepreneurship, leadership, and support for women in leadership and managing businesses with innovation and high creativity.	- Develop competencies in entrepreneurship, leadership, and support for women in leadership and managing businesses with innovation and high creativity.	- Develop competencies in entrepreneurship, leadership, and support for women in leadership and managing businesses with innovation and high creativity.	- Develop competencies in entrepreneurship, leadership, and support for women in leadership and managing businesses with innovation and high creativity.
- Share innovation and conduct study visits inside and outside the countries	- Share innovation and conduct study visits inside and outside the countries to	- Share innovation and conduct study visits inside and outside the countries	- Share innovation and conduct study visits inside and outside the countries to	- Share innovation and conduct study visits inside and outside the countries to

2025	2026	2027	2028	2029
to get regional experience on gender transformation	get regional experience on gender transformation	to get regional experience on gender transformation	get regional experience on gender transformation	get regional experience on gender transformation
Sub-Strategy 3.3: Monitoring, evaluation, and identify next actions				
- Regularly monitor the implementation of the activities of the target group at the relevant entities and institutions	- Regularly monitor the implementation of the activities of the target group at the relevant entities and institutions	- Regularly monitor the implementation of the activities of the target group at the relevant entities and institutions	- Regularly monitor the implementation of the activities of the target group at the relevant entities and institutions	- Regularly monitor the implementation of the activities of the target group at the relevant entities and institutions
- Organize meetings on the work calendar with target groups and stakeholders to review the progress, challenges and directions of the implementation of gender work in the education sector	- Organize meetings on the work calendar with target groups and stakeholders to review the progress, challenges and directions of the implementation of gender work in the education sector	- Organize meetings on the work calendar with target groups and stakeholders to review the progress, challenges and directions of the implementation of gender work in the education sector	- Organize meetings on the work calendar with target groups and stakeholders to review the progress, challenges and directions of the implementation of gender work in the education sector	- Organize meetings on the work calendar with target groups and stakeholders to review the progress, challenges and directions of the implementation of gender work in the education sector
- Prepare progress report of the implementation of gender work in the education sector	- Prepare progress report of the implementation of gender work in the education sector	- Prepare progress report of the implementation of gender work in the education sector	- Prepare progress report of the implementation of gender work in the education sector	- Prepare progress report of the implementation of gender work in the education sector
Strategy 4: Gender Mainstreaming in Teaching and Learning Processes				
Sub-Strategy 4.1: Mainstream gender content into curricula and teacher education programs				
- Incorporating gender content into curricula, textbooks, and detailed curricula in all education levels	- Co-organize leadership career orientation forums to students at all academic institutions at all levels	- Co-organize leadership career orientation forums to students at all academic institutions at all levels	- Co-organize leadership career orientation forums to students at all academic institutions at all levels	- Co-organize leadership career orientation forums to students at all academic institutions at all levels

2025	2026	2027	2028	2029
<ul style="list-style-type: none"> - Develop key programs by compiling a national handbook on gender transformation in learning and teaching materials, core textbooks, teacher guidebooks, parent guidance, Cambodian Youth and Children's Council and training packages 	<ul style="list-style-type: none"> - Develop key programs by compiling a national handbook on gender transformation in learning and teaching materials, core textbooks, teacher guidebooks, parent guidance, Cambodian Youth and Children's Council and training packages 	<ul style="list-style-type: none"> - Develop key programs by compiling a national handbook on gender transformation in learning and teaching materials, core textbooks, teacher guidebooks, parent guidance, Cambodian Youth and Children's Council and training packages 	<ul style="list-style-type: none"> - Develop key programs by compiling a national handbook on gender transformation in learning and teaching materials, core textbooks, teacher guidebooks, parent guidance, Cambodian Youth and Children's Council and training packages 	<ul style="list-style-type: none"> - Develop key programs by compiling a national handbook on gender transformation in learning and teaching materials, core textbooks, teacher guidebooks, parent guidance, Cambodian Youth and Children's Council and training packages
<ul style="list-style-type: none"> - Mainstream gender content into training, research at higher education institutions, teacher education programmes, and research at teacher education colleges 	<ul style="list-style-type: none"> - Mainstream gender content into training, research at higher education institutions, teacher education programmes, and research at teacher education colleges 	<ul style="list-style-type: none"> - Mainstream gender content into training, research at higher education institutions, teacher education programmes, and research at teacher education colleges 	<ul style="list-style-type: none"> - Mainstream gender content into training, research at higher education institutions, teacher education programmes, and research at teacher education colleges 	<ul style="list-style-type: none"> - Mainstream gender content into training, research at higher education institutions, teacher education programmes, and research at teacher education colleges
<ul style="list-style-type: none"> - Mainstream gender content into sport training programs, training and programs for officers, sport coaches, physical and sports educators in youth and children education programs 	<ul style="list-style-type: none"> - Mainstream gender content into sport training programs, training and programs for officers, sport coaches, physical and sports educators in youth and children education programs 	<ul style="list-style-type: none"> - Mainstream gender content into sport training programs, training and programs for officers, sport coaches, physical and sports educators in youth and children education programs 	<ul style="list-style-type: none"> - Mainstream gender content into sport training programs, training and programs for officers, sport coaches, physical and sports educators in youth and children education programs 	<ul style="list-style-type: none"> - Mainstream gender content into sport training programs, training and programs for officers, sport coaches, physical and sports educators in youth and children education programs

2025	2026	2027	2028	2029
Sub-Strategy 4.2: Mainstream Gender Content in Teaching and Learning Activities				
- Prepare a document or guidelines for teaching methods in response to gender equality	- Prepare a document or guidelines for teaching methods in response to gender equality	- Prepare a document or guidelines for teaching methods in response to gender equality	- Prepare a document or guidelines for teaching methods in response to gender equality	- Prepare a document or guidelines for teaching methods in response to gender equality
- Prepare teaching and learning materials responsive to gender transformation	- Prepare teaching and learning materials responsive to gender transformation	- Prepare teaching and learning materials responsive to gender transformation	- Prepare teaching and learning materials responsive to gender transformation	- Prepare teaching and learning materials responsive to gender transformation
- Enhance the capacity of gender focal points and teachers about gender-responsive pedagogy and gender responsive education	- Enhance the capacity of gender focal points and teachers about gender-responsive pedagogy and gender responsive education	- Enhance the capacity of gender focal points and teachers about gender-responsive pedagogy and gender responsive education	- Enhance the capacity of gender focal points and teachers about gender-responsive pedagogy and gender responsive education	- Enhance the capacity of gender focal points and teachers about gender-responsive pedagogy and gender responsive education
- Increase teacher capacity to produce variety of teaching materials to support gender-responsive teaching and learning	- Increase teacher capacity to produce variety of teaching materials to support gender-responsive teaching and learning	- Increase teacher capacity to produce variety of teaching materials to support gender-responsive teaching and learning	- Increase teacher capacity to produce variety of teaching materials to support gender-responsive teaching and learning	- Increase teacher capacity to produce variety of teaching materials to support gender-responsive teaching and learning
- Enhance the capacity of gender working groups, gender focal points, trainers, education institution administrators, and teachers, on digital education and artificial	- Enhance the capacity of gender working groups, gender focal points, trainers, education institution administrators, and teachers, on digital education and artificial	- Enhance the capacity of gender working groups, gender focal points, trainers, education institution administrators, and teachers, on digital education and artificial	- Enhance the capacity of gender working groups, gender focal points, trainers, education institution administrators, and teachers, on digital education and artificial	- Enhance the capacity of gender working groups, gender focal points, trainers, education institution administrators, and teachers, on digital education and artificial intelligence in

2025	2026	2027	2028	2029
intelligence in response to be gender-responsive	intelligence in response to be gender-responsive	intelligence in response to be gender-responsive	intelligence in response to be gender-responsive	response to be gender-responsive
- Mainstream gender into education through life skill practices in primary and secondary schools that are equitable and inclusive	- Mainstream gender into education through life skill practices in primary and secondary schools that are equitable and inclusive	- Mainstream gender into education through life skill practices in primary and secondary schools that are equitable and inclusive	- Mainstream gender into education through life skill practices in primary and secondary schools that are equitable and inclusive	- Mainstream gender into education through life skill practices in primary and secondary schools that are equitable and inclusive
- Mainstream gender content into education including the elimination of violence, discrimination, and harassment in and around school campuses	- Mainstream gender content into education including the elimination of violence, discrimination, and harassment in and around school campuses	- Mainstream gender content into education including the elimination of violence, discrimination, and harassment in and around school campuses	- Mainstream gender content into education including the elimination of violence, discrimination, and harassment in and around school campuses	- Mainstream gender content into education including the elimination of violence, discrimination, and harassment in and around school campuses
- Cooperate to organize leadership career orientation forums to students at all education institutions at all education levels	- Cooperate to organize leadership career orientation forums to students at all education institutions at all education levels	- Cooperate to organize leadership career orientation forums to students at all education institutions at all education levels	- Cooperate to organize leadership career orientation forums to students at all education institutions at all education levels	- Cooperate to organize leadership career orientation forums to students at all education institutions at all education levels
Sub-Strategy 4.3: Mainstream Gender in Leadership and Governance in Education Institutions and Organisation Gender-Responsive Educational Environments				
- Prepare structure the management to be of gender-responsive entities, education institutions, and classes	- Prepare structure the management to be of gender-responsive entities, education institutions, and classes	- Prepare structure the management to be of gender-responsive entities, education institutions, and classes	- Prepare structure the management to be of gender-responsive entities, education institutions, and classes	- Prepare structure the management to be of gender-responsive entities, education institutions, and classes

2025	2026	2027	2028	2029
<ul style="list-style-type: none"> - Enhance competencies on leadership, governance, and strategic planning in response to gender responsiveness, and gender equity for leaders of entities and education institutions 	<ul style="list-style-type: none"> - Enhance competencies on leadership, governance, and strategic planning in response to gender responsiveness, and gender equity for leaders of entities and education institutions 	<ul style="list-style-type: none"> - Enhance competencies on leadership, governance, and strategic planning in response to gender responsiveness, and gender equity for leaders of entities and education institutions 	<ul style="list-style-type: none"> - Enhance competencies on leadership, governance, and strategic planning in response to gender responsiveness, and gender equity for leaders of entities and education institutions 	<ul style="list-style-type: none"> - Enhance competencies on leadership, governance, and strategic planning in response to gender responsiveness, and gender equity for leaders of entities and education institutions
<ul style="list-style-type: none"> - Enhance capacity of relevant officials in the education sector on gender-responsive job description ensuring equity and equality in work environment. 	<ul style="list-style-type: none"> - Enhance capacity of relevant officials in the education sector on gender-responsive job description ensuring equity and equality in work environment. 	<ul style="list-style-type: none"> - Enhance capacity of relevant officials in the education sector on gender-responsive job description ensuring equity and equality in work environment. 	<ul style="list-style-type: none"> - Enhance capacity of relevant officials in the education sector on gender-responsive job description ensuring equity and equality in work environment. 	<ul style="list-style-type: none"> - Enhance capacity of relevant officials in the education sector on gender-responsive job description ensuring equity and equality in work environment.
<ul style="list-style-type: none"> - Provide opportunities and possibilities for women to participate in decision-making based on strategy of an entity or institution 	<ul style="list-style-type: none"> - Provide opportunities and possibilities for women to participate in decision-making based on strategy of an entity or institution 	<ul style="list-style-type: none"> - Provide opportunities and possibilities for women to participate in decision-making based on strategy of an entity or institution 	<ul style="list-style-type: none"> - Provide opportunities and possibilities for women to participate in decision-making based on strategy of an entity or institution 	<ul style="list-style-type: none"> - Provide opportunities and possibilities for women to participate in decision-making based on strategy of an entity or institution
<ul style="list-style-type: none"> - Mainstream knowledge on climate change, disaster management, health and well-being to women and children 	<ul style="list-style-type: none"> - Mainstream knowledge on climate change, disaster management, health and well-being to women and children 	<ul style="list-style-type: none"> - Mainstream knowledge on climate change, disaster management, health and well-being to women and children 	<ul style="list-style-type: none"> - Mainstream knowledge on climate change, disaster management, health and well-being to women and children 	<ul style="list-style-type: none"> - Mainstream knowledge on climate change, disaster management, health and well-being to women and children

2025	2026	2027	2028	2029
Strategy 5: Promote Gender-Responsive Equity and Inclusion				
Sub-Strategy 5.1: Promote Engagement Opportunities for Vulnerable and Disadvantaged Groups				
- Provide data on the number of scholarships at the preschool level of special education high school, primary, secondary, and higher education institutions, focusing on vulnerable and struggling groups, especially students, to respond to gender equality and equity.	- Provide data on the number of scholarships at the preschool level of special education high school, primary, secondary, and higher education institutions, focusing on vulnerable and struggling groups, especially students, to respond to gender equality and equity.	- Provide data on the number of scholarships at the preschool level of special education high school, primary, secondary, and higher education institutions, focusing on vulnerable and struggling groups, especially students, to respond to gender equality and equity.	- Provide data on the number of scholarships at the preschool level of special education high school, primary, secondary, and higher education institutions, focusing on vulnerable and struggling groups, especially students, to respond to gender equality and equity.	- Provide data on the number of scholarships at the preschool level of special education high school, primary, secondary, and higher education institutions, focusing on vulnerable and struggling groups, especially students, to respond to gender equality and equity.
- Provide scholarships to male and female sport players who are disadvantaged by education institution so they become national sport players	- Provide scholarships to male and female sport players who are disadvantaged by education institution so they become national sport players	- Provide scholarships to male and female sport players who are disadvantaged by education institution so they become national sport players	- Provide scholarships to male and female sport players who are disadvantaged by education institution so they become national sport players	- Provide scholarships to male and female sport players who are disadvantaged by education institution so they become national sport players
- Provide data with disabilities to access public health services, free health consultation services.	- Provide data with disabilities to access public health services, free health consultation services	- Provide data with disabilities to access public health services, free health consultation services.	- Provide data with disabilities to access public health services, free health consultation services	- Provide data with disabilities to access public health services, free health consultation services
- Expanding vocational training to women at	- Expanding vocational training to women at	- Expanding vocational training to women at	- Expanding vocational training to women at	- Expanding vocational training to women at community

2025	2026	2027	2028	2029
community learning centers and youth center	community learning centers and youth center	community learning centers and youth center	community learning centers and youth center	learning centers and youth center
- Providing scholarships to female students in border provinces	- Providing scholarships to female students in border provinces	- Providing scholarships to female students in border provinces	- Providing scholarships to female students in border provinces	- Providing scholarships to female students in border provinces
Strategy 6: Develop Gender-Responsive Infrastructure, Physical Resources and Facilities				
Sub-Strategy 6.1: Build and improve physical infrastructure in response to gender				
- Constructing, renovating, and maintaining school buildings, libraries, laboratories, sports facilities, counseling rooms, auditoriums, health rooms, nursery rooms, art gymnasiums, cafeterias, playgrounds, and waiting space for parents	- Constructing, renovating, and maintaining school buildings, libraries, laboratories, sports facilities, counseling rooms, auditoriums, health rooms, nursery rooms, art gymnasiums, cafeterias, playgrounds, and waiting space for parents	- Constructing, renovating, and maintaining school buildings, libraries, laboratories, sports facilities, counseling rooms, auditoriums, health rooms, nursery rooms, art gymnasiums, cafeterias, playgrounds, and waiting space for parents	- Constructing, renovating, and maintaining school buildings, libraries, laboratories, sports facilities, counseling rooms, auditoriums, health rooms, nursery rooms, art gymnasiums, cafeterias, playgrounds, and waiting space for parents	- Constructing, renovating, and maintaining school buildings, libraries, laboratories, sports facilities, counseling rooms, auditoriums, health rooms, nursery rooms, art gymnasiums, cafeterias, playgrounds, and waiting space for parents
- Construct and renovate school buildings, dormitories for students, teacher-students, and accommodation for teachers, bathrooms, hand washing facilities and toilets for boys and girls, separately	- Construct and renovate school buildings, dormitories for students, teacher-students, and accommodation for teachers, bathrooms, hand washing facilities and toilets for boys and girls, separately	- Construct and renovate school buildings, dormitories for students, teacher-students, and accommodation for teachers, bathrooms, hand washing facilities and toilets for boys and girls, separately	- Construct and renovate school buildings, dormitories for students, teacher-students, and accommodation for teachers, bathrooms, hand washing facilities and toilets for boys and girls, separately	- Construct and renovate school buildings, dormitories for students, teacher-students, and accommodation for teachers, bathrooms, hand washing facilities and toilets for boys and girls, separately

2025	2026	2027	2028	2029
- Improving environment of entities and education institutions to be gender-responsive	- Improving environment of entities and education institutions to be gender-responsive	- Improving environment of entities and education institutions to be gender-responsive	- Improving environment of entities and education institutions to be gender-responsive	- Improving environment of entities and education institutions to be gender-responsive
- Arrange for clean water system for use and clean water for dining in educational institutions	- Arrange for clean water for use and clean water for dining in educational institutions	- Arrange for clean water for use and clean water for dining in educational institutions	- Arrange for clean water for use and clean water for dining in educational institutions	- Arrange for clean water for use and clean water for dining in educational institutions
Sub-Strategy 6.2: Equip Gender-Responsive ICT Information Facilities and Technology				
- Provide facilities to support teaching and learning and research	- Provide facilities to support teaching and learning and research	- Provide facilities to support teaching and learning and research	- Provide facilities to support teaching and learning and research	- Provide facilities to support teaching and learning and research
- Equip with digital technology materials in the library and in classroom (smart board), internet to support teaching and learning, research studies, and data collection.	- Equip with digital technology materials in the library and in classroom (smart board), internet to support teaching and learning, research studies, and data collection.	- Equip with digital technology materials in the library and in classroom (smart board), internet to support teaching and learning, research studies, and data collection.	- Equip with digital technology materials in the library and in classroom (smart board), internet to support teaching and learning, research studies, and data collection.	- Equip with digital technology materials in the library and in classroom (smart board), internet to support teaching and learning, research studies, and data collection.
Sub-Strategy 6.3: Promote female students on the development of digital skills, artificial intelligence, science, technology, engineering and mathematics				
- Widely disseminate to female students to choose digital skills, artificial intelligence, science, technology, engineering and mathematics skills	- Widely disseminate to female students to choose digital skills, artificial intelligence, science, technology, engineering and mathematics skills	- Widely disseminate to female students to choose digital skills, artificial intelligence, science, technology, engineering and mathematics skills	- Widely disseminate to female students to choose digital skills, artificial intelligence, science, technology, engineering and mathematics skills	- Widely disseminate to female students to choose digital skills, artificial intelligence, science, technology, engineering and mathematics skills

2025	2026	2027	2028	2029
- Provides scholarships and encourage for female students on developing digital skills, artificial intelligence, science, technology, engineering, and mathematics;	- Provides scholarships and encourage for female students on developing digital skills, artificial intelligence, science, technology, engineering, and mathematics;	- Provides scholarships and encourage for female students on developing digital skills, artificial intelligence, science, technology, engineering, and mathematics;	- Provides scholarships and encourage for female students on developing digital skills, artificial intelligence, science, technology, engineering, and mathematics;	- Provides scholarships and encourage for female students on developing digital skills, artificial intelligence, science, technology, engineering, and mathematics;
- Provides short courses to strengthen knowledge and competencies to female students learning digital skills, artificial intelligence, science, technology, engineering, and mathematics.	- Provides short courses to strengthen knowledge and competencies to female students learning digital skills, artificial intelligence, science, technology, engineering, and mathematics.	- Provides short courses to strengthen knowledge and competencies to female students learning digital skills, artificial intelligence, science, technology, engineering, and mathematics.	- Provides short courses to strengthen knowledge and competencies to female students learning digital skills, artificial intelligence, science, technology, engineering, and mathematics.	- Provides short courses to strengthen knowledge and competencies to female students learning digital skills, artificial intelligence, science, technology, engineering, and mathematics.
- Exhibition of students and teacher-students achievements on STEM Subjects	- Exhibition of students and teacher-students achievements on STEM Subjects	- Exhibition of students and teacher-students achievements on STEM Subjects	- Exhibition of students and teacher-students achievements on STEM Subjects	- Exhibition of students and teacher-students achievements on STEM Subjects
- Organize international level competition in Tech-novation Girls and Games Creation Programme	- Organize international level competition in Tech-novation Girls and Games Creation Programme	- Organize international level competition in Tech-novation Girls and Games Creation Programme	- Organize international level competition in Tech-novation Girls and Games Creation Programme	- Organize international level competition in Tech-novation Girls and Games Creation Programme
- Organize study visit programme to exchange experience inside and outside the country	- Organize study visit programme to exchange experience inside and outside the country	- Organize study visit programme to exchange experience inside and outside the country	- Organize study visit programme to exchange experience inside and outside the country	- Organize study visit programme to exchange experience inside and outside the country

2025	2026	2027	2028	2029
Strategy 7: Increase investment and partnerships for gender-mainstreaming work in the education sector				
Sub-Strategy 7.1: Increase investment for supporting gender equality				
- Prepare a clear gender-responsive budget plan and activities for implementing gender mainstreaming activities at the national and sub-national levels with encouraging female education staff	- Prepare a clear gender-responsive budget plan and activities for implementing gender mainstreaming activities at the national and sub-national levels with encouraging female education staff	- Prepare a clear gender-responsive budget plan and activities for implementing gender mainstreaming activities at the national and sub-national levels with encouraging female education staff	- Prepare a clear gender-responsive budget plan and activities for implementing gender mainstreaming activities at the national and sub-national levels with encouraging female education staff	- Prepare a clear gender-responsive budget plan and activities for implementing gender mainstreaming activities at the national and sub-national levels with encouraging female education staff
- Mobilize resources for gender empowerment work in the education sector in collaboration with development partners, the private sector, and other stakeholders	- Mobilize resources for gender empowerment work in the education sector in collaboration with development partners, the private sector, and other stakeholders	- Mobilize resources for gender empowerment work in the education sector in collaboration with development partners, the private sector, and other stakeholders	- Mobilize resources for gender empowerment work in the education sector in collaboration with development partners, the private sector, and other stakeholders	- Mobilize resources for gender empowerment work in the education sector in collaboration with development partners, the private sector, and other stakeholders
- Allocate budget for gender reflection work in the education sector at the national and sub-national levels	- Allocate budget for gender reflection work in the education sector at the national and sub-national levels	- Allocate budget for gender reflection work in the education sector at the national and sub-national levels	- Allocate budget for gender reflection work in the education sector at the national and sub-national levels	- Allocate budget for gender reflection work in the education sector at the national and sub-national levels
- Conduct monitoring and evaluation on budget implementation for gender mainstreaming	- Conduct monitoring and evaluation on budget implementation for gender mainstreaming	- Conduct monitoring and evaluation on budget implementation for gender mainstreaming	- Conduct monitoring and evaluation on budget implementation for gender mainstreaming	- Conduct monitoring and evaluation on budget implementation for gender mainstreaming

2025	2026	2027	2028	2029
Sub-Strategy 7.2: Strengthen collaboration with ministries, relevant institutions, etc.				
- Collaborate with relevant ministries in supporting gender mainstreaming in the education sector	- Collaborate with relevant ministries in supporting gender mainstreaming in the education sector	- Collaborate with relevant ministries in supporting gender mainstreaming in the education sector	- Collaborate with relevant ministries in supporting gender mainstreaming in the education sector	- Collaborate with relevant ministries in supporting gender mainstreaming in the education sector
- Cooperate with the Women and Girls Affairs Advisory Committees at the capital-province, city/ district/khan, POE gender committees, and commune committees in charge of women and children's affairs	- Cooperate with the Women and Girls Affairs Advisory Committees at the capital-province, city/ district/khan, POE gender committees, and commune committees in charge of women and children's affairs	- Cooperate with the Women and Girls Affairs Advisory Committees at the capital-province, city/ district/khan, POE gender committees, and commune committees in charge of women and children's affairs	- Cooperate with the Women and Girls Affairs Advisory Committees at the capital-province, city/ district/khan, POE gender committees, and commune committees in charge of women and children's affairs	- Cooperate with the Women and Girls Affairs Advisory Committees at the capital-province, city/ district/khan, POE gender committees, and commune committees in charge of women and children's affairs
- Expanding the network of women in the community to generate additional income	- Expanding the network of women in the community to generate additional income	- Expanding the network of women in the community to generate additional income	- Expanding the network of women in the community to generate additional income	- Expanding the network of women in the community to generate additional income
- Collaborate with national and international development partners in support of promoting gender equality in the education sector such as providing scholarships for female students, and developing the qualification of female education staff	- Collaborate with national and international development partners in support of promoting gender equality in the education sector such as providing scholarships for female students, and developing the qualification of female education staff	- Collaborate with national and international development partners in support of promoting gender equality in the education sector such as providing scholarships for female students, and developing the qualification of female education staff	- Collaborate with national and international development partners in support of promoting gender equality in the education sector such as providing scholarships for female students, and developing the qualification of female education staff	- Collaborate with national and international development partners in support of promoting gender equality in the education sector such as providing scholarships for female students, and developing the qualification of female education staff

2025	2026	2027	2028	2029
<ul style="list-style-type: none"> - Monitor the implementation of Development Partner on vocational skills training for women and girls in the community learning center 	<ul style="list-style-type: none"> - Monitor the implementation of Development Partner on vocational skills training for women and girls in the community learning center 	<ul style="list-style-type: none"> - Monitor the implementation of Development Partner on vocational skills training for women and girls in the community learning center 	<ul style="list-style-type: none"> - Monitor the implementation of Development Partner on vocational skills training for women and girls in the community learning center 	<ul style="list-style-type: none"> - Monitor the implementation of Development Partner on vocational skills training for women and girls in the community learning center

8. Financial Resources

Estimates of available resources and projections of the budget needs of the Gender Mainstreaming Strategic Plan in Education Sector 2025-2029 to implement the action are as follows:

Funding Sources (Million riel)	Actual 2024	Estimated 2025	Target 2026	Projection 2027	Projection 2028	Projection 2029
Program budget	75.80	62.30	65.00	70.00	75.00	80.00
Gendermainstreaming	75.80	62.30	65.00	70.00	75.00	80.00
Development Partners	410.50	451.55	496.71	546.38	601.01	661.11
Total	486.30	513.85	561.71	616.38	676.01	741.11
Total (in USD)	121,575	128,462	140,426	154,094	169,003	185,279

9. Monitoring and Evaluation

Monitoring and evaluation (M&E) is a tool to set direction and to adjust the implementation of policy, plan of action, and prioritized activities in the Gender Mainstreaming Strategic Plan in Education Sector 2025-2029.

To ensure effective, equitable, and successful execution, the Ministry is responsible for overseeing the technical aspects of the plan, which relies on the proactive engagement and collaboration of all departments, specialized units, and stakeholders. This includes the development and implementation of targeted measures, supported by a robust and transparent monitoring and evaluation framework aligned with the strategic objectives of the Gender Mainstreaming Strategic Plan in Education Sector.

Directorate General of Policy and Planning serves as the lead implementing agency, responsible for overseeing all technical aspects of GMSP 2025-2029. It also coordinates the monitoring and evaluation of strategies, activities, and priority programs under the GMSP, and will lead the development of the next strategic plan for gender mainstreaming in education.

Gender Working Groups at both national and provincial levels are tasked with preparing biannual reports on gender-related programs and activities. These reports must be submitted to the Gender Commission of the Ministry at the end of each semester.

A **Mid-Term Review** of the GMSP 2025-2029 will enhance coherence, interconnectivity, and reliability of this plan through a holistic assessment and evaluation of output, strategy implementation, prioritized activities using performance-based management against workplan of action in the Gender Mainstreaming Strategic Plan in Education Sector ensuring that every citizen has access to full, equitable, and inclusive educational opportunities. The report will be used as a complementary document to adjust the plan along the way and accelerate the implementation in the next two and a half years.