



NEW GENERATION SCHOOL ANNUAL ACHIEVEMENT REPORT

Year 3 Implementation (January-December 2018)



**January 2019
PHNOM PENH**

TABLE OF CONTENTS

List of Tables

List of Acronyms

1. EXECUTIVE SUMMARY	1
1.1 Background	
1.2 General Overview	
1.3 Summary of Key Achievements	
1.4 Key Challenges	
2. BACKGROUND	5
2.1 Historical Evolution of the Program	
2.2 General Overview of Operations during 2018	
3. KEY ACCOMPLISHMENTS & ACTIVITIES DURING THE YEAR	7
3.1 Scope of Expansion and the Number of NGS Models Piloted	
3.2 Bac II Examination Results	
3.3 Accreditation Results during the Period	
3.4 Survey of Teacher Qualifications at All Levels	
3.5 Results of Entrance Examinations	
3.6 Facility Emplacement Results	
3.7 Results of Student Counseling Outreach	
3.8 Results of Extended Reading Initiative	
3.9 Awards and Medals Received during 2018	
3.10 Post-Secondary Student Tracking Results	
3.11 Completion of NGS Operational Guidelines	
3.12 Innovations in ICT in Education	
3.13 Efforts to Systematize NGS Implementation at Primary Level	
3.14 Establishment of Student Clinics	
3.15 Study Trip to Thailand	
3.16 Metrics Review Study	
4. PROGRESS ON OFFICIAL INDICATORS	28
5. CHALLENGES & ISSUES IN IMPLEMENTATION	29
5.1 Continuing Teacher Opposition to NGS Reforms at Secondary School Level	
5.2 New Grade 7 Intakes and the Challenges Posed by High Rates of Student Illiteracy at Grade 6	
5.3 Establishment of a New Generation School Secretariat	
5.4 Teacher Qualifications as an Accreditation Criterion	
5.5 Introduction of Voluntary Student Fees at Preah Sisovath HS	
5.6 Challenges to Extending Support for NGS Sites in Svay Rieng	
5.7 Teacher Turnover Rate	
6. CONCLUSION	33
ANNEXES	
Annex 1: Indicator Reporting Table for MoEYS/MoEF	
Annex 2: Master Metrics Framework	

List of Tables

Table 2.1:	Investment in New Generation Schools at All Levels, 2015-18
Table 3.1:	Enrollment and Investment Sources across all New Generation School Sites (2018-19)
Table 3.2:	Test Results for Bac II Examination at New Generation School and Non-NGS Sites (2018)
Table 3.3a:	Results of Accreditation Visits by Criteria (2017)
Table 3.3b:	Planned NGS Accreditation Visits, 2017-20
Table 3.4:	Educational Qualifications of Teachers in New Generation Schools
Table 3.5:	Test Results among Students Applying for Entry to New Generation Schools
Table 3.6:	Scope of Infrastructure Investment at All NGS Facilities at Secondary Level (2016-19)
Table 3.7:	Scope of Infrastructure Investment at All NGS Facilities at Primary Level (2016-19)
Table 3.8:	Proposed and Completed Facilities in NGS Sites, FY2016 to FY2019 (MoEYS Funded Facilities Only)
Table 3.9:	Overview of Counseling Activities across NGS Secondary Schools, 2018
Table 3.10:	Students Participating in the Extensive Reading Pilot
Table 3.11:	Number of International and National Awards at Preah Sisovath HS, 2018
Table 3.12:	Post-Secondary Tracking of Grade 12 Students, 2018
Table 3.13:	Current Accreditation Standards Highlighted in Revised NGS Operational Guidelines, 2018
Table 3.14:	Developmental Status of Primary Level New Generation Schools, 2018
Table 3.15:	Participants in Study Trip to Thailand
Table 4.1:	Summary of Progress on Official Performance Indicators

List of Acronyms

BA	Bachelor of Arts
BS	Bachelor of Science
CF	Child Fund
CFS	Child Friendly School
ER	Extended Reading
FFF	Franks Family Foundation
HRH	Her Royal Highness
HS	High School
ICT	Information and Communication Technology
KAPE	Kampuchean Action to Promote Education
MA	Master of Arts
MoEF	Ministry of Economy and Finance
MoEYS	Ministry of Education, Youth, and Sport
MS	Master of Science
NGS	New Generation Schools
PDR	People’s Democratic Republic
PS	Primary School
PTR	Pupil Teacher Ratio
RGC	Royal Government of Cambodia
SSC	School Support Committee
STEM	Science, Technology, Engineering, and Mathematics
TVET	Technical and Vocational Education Training

1. EXECUTIVE SUMMARY

1.1 Background

The present report on New Generation Schools implementation covers the reporting period from January to December 2018. The educational reforms relating to New Generation School establishment started with investments in the secondary school sub-sector in 2015 but in 2017 were extended to the primary school sub-sector, as well. By the end of 2018, MoEYS and its partners will have invested over \$US4.65 million in New Generation School institutions since 2015 using KAPE as the primary implementer. This includes about \$900,000 that has so far been invested by private foundations such as the *Franks Family Foundation (FFF)* and *Child Fund Australia* through KAPE financial channels. New Generation Schools comprise a major part of the National Educational Reform Program of the MoEYS (see Reform #14).

1.2 Overview of Operations

The primary focus of operations during 2018 has been to consolidate existing programming at secondary school level and make a major expansion at the primary school level to two new schools with funding from the Primary Education Department. There has also been incremental expansion to new grade levels at three secondary schools in Phnom Penh, Kandal, and Kampong Cham Provinces. Total enrollment in New Generation Schools has now reached nearly 5,000 children and youth during the year. The program registered a major achievement during the administration of the Bac II Examination with New Generation School students scoring well above the national average. MoEYS also organized accreditation visits to three schools resulting in renewed accreditation for two schools and tentative new accreditation for one primary school, pending its ability to increase the number of hours of ICT instruction. There have also been major curricular advances in programming with the addition of Extended Reading in English and Coding for ICT classes. These are additional modifications in the NGS curriculum that greatly enrich content and bring the public schools closer to a 21st Century standard of learning.

New Generation School Reforms have also achieved a high level of visibility during the year with a promotional visit by HRH Princess Beatrice of York who visited several New Generation School Sites in October 2018. The visit was facilitated by the *Franks Family Foundation* and received considerable international and national press coverage that greatly increased the visibility of NGS Reforms. Indeed, the Government of Laos is now also considering adapting the NGS model to the school context there, making NGS establishment an international reform movement.

At the end of 2018, the National Parliament also endorsed New Generation Reforms and urged MoEYS to take measures to heighten public understanding of these efforts. New Generation School emplacement has now also been included in the national *Rectangular Strategic Plan* of the Royal Government of Cambodia. In order to facilitate implementation of the NGS Reforms, program planners have also finalized *Operational Guidelines* to better systematize and standardize NGS establishment efforts. These guidelines have now been sent to the Minister for review and official adoption.

1.3 Summary of Key Achievements

Official Indicator Performance: The NGS Program is required to report on 20 official performance indicators to the Ministry of Education, Youth, & Sport each

year. Of these 20 indicators, the program has so far been able to report that 70% have been achieved. One indicator relating to the achievement of a standard of 5% dropout or less was not achieved by one school during the current year. The school's dropout rate in this respect was 6%, which is nevertheless considerably lower than the national average of 19%. As a result, this indicator was rated as 'not achieved' at this time. Program planners will seek to ensure that all schools are registering dropout rates in line with the standard. The remaining indicators are still in progress or pending.

Other Key Achievements: During 2018, the program made several significant achievements outside of the official indicators indicated above. These achievements are summarized below:

- 1. Program Expansion:** NGS programming has expanded to include five secondary schools and three primary schools that are operating with government support. Two other schools (one primary and one secondary are operating with support from Child Fund). These ten schools are providing high quality services to 5,000 students.
- 2. Bac II Examination Results:** The Grade 12 cohort of students taking the *Bac II Examination* this year achieved pass rates that far exceeded the national average with one school registering an 89% pass rate and another registering a 75% pass rate. The national pass rate was 67%.
- 3. School Accreditation:** During the year, two secondary schools were fully accredited while a primary school achieved accreditation on a pending basis. When other schools complete their three-year development cycle in 2020, the number of accredited New Generation Schools will increase dramatically.
- 4. Facility Emplacement:** Out of 227 facilities planned since the start of NGS Reforms, 81% have so far been completed. This includes 21st Century libraries, NGS classrooms, science and computer labs, and many other facilities.
- 5. Expansion of Student Counseling Services:** All New Generation Schools at secondary level now have full-time counselors. During the last academic year, counselors provided individualized counseling services to 507 students and provided career exposure workshops to 1,242 students at the same time.
- 6. Innovations in Technology:** All New Generation Schools continued to benefit from innovations in software development. A new coding curriculum is now in place that will benefit NGS students in Grades 7 to 11. Schools are now also subscribed to an English Language Learning platform called *X-reading*, which provides a cutting edge approach to support Extended Reading. In addition, a new e-counseling software called *Trey Visay* (or Compass) has been introduced to all schools. This software helps career counselors guide students in their career path planning.
- 7. Post-secondary Student Tracking:** One of the new metrics that NGS programming has started to track concerns the post-secondary school planning of all students completing Grade 12. A total of 163 students completed Grade 12 in 2018 with 78% reporting that they had been admitted to a four-year university. Of this number, almost half (41%) had received some scholarship support to do so. The remaining students have either entered the work force or are enrolled in two-year institutions.

8. **Awards and Medals:** The managers at Preah Sisovath HS have been very active during the academic year to promote student registration in a large number of national and international contests relating to technical innovation, science projects, and academic competitions of many different kinds. In all, the school achieved 300 awards in 2018, spread across 68 students, which comprises about 9% of the total enrollment of the school.
9. **Expansion of NGS Programming into Primary School Level:** An important milestone during the 2018 fiscal year has been the decision to expand NGS programming to primary schools. Program planners have been working together to systematize investments at primary school level and how a New Generation School at this level would be defined. At this point in planning, 10 key elements have been identified as important characteristics of a Primary-level New Generation School to guide future programming.
10. **Completion of NGS Operational Guidelines:** Operational Guidelines designed to facilitate replication of NGS programming have now been finalized and are being reviewed for grammar and consistent formatting. In all, there are a total of 120 Operational Guidelines across 13 areas of operation. In January 2019, the finalized guidelines will be submitted to the Oversight Board for one final review before going to the Minister for approval and official adoption.

1.4 Key Challenges

The following key challenges have been identified by program planners during the current implementation year.

1. **Continuing Teacher Opposition to NGS Reforms at Secondary School Level:** There are many vested interests in the education system that continue to feel threatened by the adoption of New Generation School reforms by the Cambodian Government. Opposition has been particularly vocal among upper secondary school teachers who are deeply opposed to the provisions in the New Generation School Framework that forbid teachers from extorting money from students as a condition to access the national curriculum.
2. **New Grade 7 Intakes and the Challenges Posed by High Rates of Student Illiteracy at Grade 6:** New Generation Schools that are located in or near rural areas are struggling with high rates of student illiteracy among those children who are completing Grade 6. The best solution to this problem is to increase accountability for primary schools who feel that they can simply promote all their students automatically without achievement of curricular standards.
3. **Establishment of a New Generation School Secretariat:** There have been many recent discussions within MoEYS to set up an NGS Secretariat to help administer educational reforms relating to New Generation Schools. However, recent drafts of the *Prakas* establishing an NGS Secretariat do not appear to address issues relating to *service duplication* and *separation of functions*, particularly as this relates to accreditation and implementation. There is, therefore, a need to slow down the process of creating the Secretariat so that its establishment serves a clear purpose that does not simply duplicate the functions already carried out by the National Oversight Board.
4. **Teacher Qualifications as an Accreditation Criterion:** One of the suggestions to raise the educational standards in the NGS system is to require at

least 80% of all teachers assigned to such schools to have a Bachelor's Degree or more. However, a survey of the three primary schools in the NGS system indicates that 'none' of the teachers assigned there have a 4-year degree. This situation would argue for reconsidering whether this standard should be included in revised accreditation criteria (for primary schools) or whether the program should budget for intensive investment in teacher scholarships for primary school teachers.

5. **Introduction of Voluntary Student Fees at Preah Sisovath HS:** The FY 2019 budget request is based on an assumption that 50% of support costs at Preah Sisovath HS will be borne by parents, since the budget provided by MoEYS is not enough to cover support for four secondary schools and the full operating costs at Sisovath HS. For all of these reasons, the managers at Sisovath HS would like to introduce the provision of voluntary fees by June 2019 to ensure the sustainability of earlier government investments. There is currently, however, a moratorium on the decision to introduce fees at the school at this time. KAPE has raised this issue with the Ministry for quick resolution.
6. **Challenges to Extending Support for NGS Sites in Svay Rieng:** Child Fund/Australia has just completed a three-year cycle of support to two New Generation Schools in Svay Rieng Province including Svay Prahut PS and Kok Pring LSS. Both schools share the same compound. Ideally, Child Fund would like to see both schools transition to an accredited status under Ministry support. However, a recent external evaluation found that neither school is ready at this time to undergo a rigorous accreditation visit.
7. **Teacher Turnover Rate:** Although NGS programming at Sisovath HS continues to be highly successful, there also continue to be many problems at the school regarding teacher turnover. This constant turnover in staffing at the school undermines its good performance and its improving reputation. There are no easy solutions to this problem other than trying to increase the incentives for teachers when Sisovath HS will have the right to introduce voluntary parental contributions in the 2018-19 academic year.

2. BACKGROUND

2.1 Historical Evolution of the Program

New Generation School Reforms began in late 2015 and have now completed three full years of implementation with funding from MoEYS-MoEF (2016-18). In September 2015, the Ministry of Education, Youth, & Sport chose KAPE to help implement recent educational reforms relating to the establishment of charter schools within the public education system. Establishing such institutions builds on the experience of a pilot program (known as the *Beacon School Initiative*) that KAPE first implemented in collaboration with the *Oaktree Foundation* and which later came to the Ministry's attention in 2014. These charter schools, now known as *New Generation Schools*, are intended to provide an exceptionally high standard of education for Cambodian youth, especially in the STEM subjects. New Generation Schools differ from other public schools because they are allowed to work outside of the regular policy framework of the education system. They are extended this freedom as long as they can provide evidence that they can innovate and provide a more modern and efficient learning environment. The key to what makes a New Generation School work is a commitment to high standards of governance and professionalism that are linked with an annual accreditation process. Schools that fail to achieve accreditation may revert back to a normal school and lose access to special investment funds.

The educational reforms relating to charter school establishment started with investments in the secondary school sub-sector but in 2017 were extended to the primary school sub-sector, as well. By the end of 2018, MoEYS and its partners will have invested over \$US4.65 million in New Generation School institutions since 2015 using KAPE as the primary implementer (see Table 2.1 below). This includes about \$900,000 that has so far been invested by private foundations through KAPE financial channels.¹ New Generation Schools comprise a major part of the National Educational Reform Program of the MoEYS (see Reform #14).

Table 2.1: Investment in New Generation Schools at All Levels, 2015-18

Year	MoEYS	Franks Family Foundation	Child Fund Australia	Oaktree Foundation	Total	Schools Receiving Investment
Secondary Schools						
2015	\$374,000	--	--	\$124,000	\$498,000	2
2016	\$355,000	\$141,000	\$150,000	\$74,000	\$720,000	3
2017	\$1,270,000	\$100,000	\$150,000	\$0	\$1,520,000	5***
2018*	\$1,417,000	\$59,000	\$100,000	\$0	\$1,576,000	6
Total	\$3,416,000	\$300,000	\$400,000	\$198,000	\$4,314,000	6
Primary Schools						
2017	\$40,000	--	--	--	\$40,000	2
2018*	\$296,000	--	--	--	\$296,000	2
Total	\$336,000	--	--	--	\$336,000	4**
GRAND TOTAL					\$4,650,000	10

*Revised downward due to budget cut; ** Includes 2 other primary schools that are self-supporting; ***Includes one school supported by Child Fund.

Although NGS investment officially began in 2015, funds arrived somewhat late so that the actual implementation of programming has only been occurring for three full years (i.e., 2016, 2017, and 2018). During this time, MoEYS has been investing in five

¹ The Franks Family Foundation has committed to \$300,000 in general investment funds while Child Fund Australia has invested another \$400,000 in two schools in Svay Rieng Province. In addition, the Oaktree Foundation invested \$198,000 in the original NGS pilot in Kampong Cham before handing over programming to the Ministry.

secondary schools (not counting another school supported by Child Fund in Svay Rieng Province). By the end of 2018, MoEYS and its partners had established New Generation Schools in 10 sites including six in the secondary school sub-sector and another four in the primary school sub-sector. These schools now provide services to nearly 5,000 children and youth.

2.2 General Overview of Operations during 2018

The primary focus of operations during 2018 has been to consolidate existing programming at secondary school level and make a major expansion at the primary school level to two new schools with funding from the Primary Education Department. There has also been incremental expansion to new grade levels at three schools (Prek Leap, Prek Anchanh, and Peam Chikong HS). Total enrollment in New Generation Schools has now reached nearly 5,000 children and youth during the year. The program registered a major achievement during the administration of the *Bac II Examination* with New Generation



Royal Visit to New Generation Schools: HRH Princess Beatrice of York, accompanied by representatives of the British Embassy and the Franks Family Foundation attend a meeting at the Demonstration School.

School students scoring well above the national average. This has been a major success for NGS educational reforms demonstrating the high standards of learning that the program has achieved. MoEYS also organized accreditation visits to three schools (Preah Sisovath HS, Hun Sen Kampong Cham HS, and Hun Sen Demonstration School) resulting in renewed accreditation for two schools and tentative new accreditation for one primary school. Accreditation Awards will be made during the National Accreditation Congress in March 2019. There have also been major curricular advances in programming with the addition of Extended Reading in English and Coding for ICT classes. These are additional modifications in the NGS curriculum that greatly enrich content and bring the public schools closer to a 21st Century standard of learning.

New Generation School Reforms have also achieved a high level of visibility during the year with a promotional visit by HRH Princess Beatrice of York who visited several New Generation School Sites in October 2018. The visit was facilitated by the *Franks Family Foundation* and received considerable international and national press coverage that greatly increased the visibility of NGS Reforms. Indeed, the Government of Laos is now also considering adapting the NGS model to the school context there, making NGS establishment an international reform movement. At the end of 2018, the Cambodian Parliament also endorsed New Generation Reforms and urged MoEYS to take measures to heighten public understanding of these efforts. New Generation School emplacement has now also been included in the national *Rectangular Strategic Plan* of the Royal Government of Cambodia. In order to facilitate implementation of the NGS Reforms, program planners have also finalized *Operational Guidelines* to better systematize and standardize NGS establishment efforts. These guidelines have now been sent to the Minister for review and official adoption.

3. KEY ACCOMPLISHMENTS & ACTIVITIES DURING THE YEAR

3.1 Scope of Expansion and the Number of NGS Models Piloted

NGS programming in the secondary school sector has now reached a total of six schools with an enrollment of 3,128 students and 94 classes (see Table 3.1 below). Enrollment expanded this year due to efforts to bring Peam Chikong HS in Kampong Cham on line as well as the continuing expansion at Prek Anchanh and Prek Leap HS where both schools added Grade 9 students to the program. There was also some additional expansion in enrollment at Sisovath HS as the school expanded the number of classes from 24 in the 2017-18 academic year to 27 in 2018-19. It should be noted that there have also been discussions with the Singapore Group about possible government support to Yakunto HS in Phnom Penh as a 7th New Generation Secondary School. MoEYS-KAPE have already provided approximately \$50,000 in support for Yakunto HS and direct Ministry funding is being considered starting in 2019.

During 2018, government programming for New Generation School development was also extended to two new primary schools in Kampong Cham (Angkor Ban PS) and Kampong Speu (Akhea Mahasei PS). Along with the self-supporting Demonstration School in Kampong Cham Town and Svay Prahut PS in Svay Rieng (supported by Child Fund), there are now 1,830 primary school children who are also benefiting from New Generation School reforms (see Table 3.1). Combined with the 3,128 students receiving support at secondary level, there was a total of 4,958 students studying in New Generation School sites by the beginning of the 2018-19 academic year.

Table 3.1: Enrollment and Investment Sources across all New Generation School Sites (2018-19)

Province	School Name	Enrollment (2018-19)	Number of Classes	Investment Source	Date of Establishment	NGS Development Model
Secondary School Level						
Phnom Penh	Sisovath HS**	921	27	MoEYS-FFF	Oct 2015	School in a School
	Prek Leap HS	527	18	MoEYS-FFF	Oct 2017	Whole School
Kampong Cham	Hun Sen Kampong Cham HS**	402	12	MoEYS-FFF	Oct 2015	New School/ Dying School
	Peam Chikong HS*	343	10	MoEYS-FFF	Oct 2018	Whole School
Kandal	Prek Anchanh	574	18	MoEYS-FFF	Oct 2017	Whole School
Svay Rieng	Kok Pring HS	361	9	Child Fund	June 2015	Whole School
Total	6 schools	3,128	94	3 Sources	--	3 Models
Primary School Level						
Kampong Cham	Demonstration School	480	13	Self-supporting	Oct 2015	New School/ Dying School
	Angkor Ban PS	399	14	MoEYS	Oct 2017	Whole School
Kg Speu	Akhea Mahasei PS	576	16	MoEYS	Oct 2017	Whole School
Svay Rieng	Svay Prahut PS	375	12	Child Fund	June 2015	Whole School
Total	4 Schools	1,830	55	3 Sources	--	2 Models
GRAND TOTAL	10 Schools	4,958	149	4 Sources	--	3 Models

*Proposed; **No further expansion in enrollment anticipated

The NGS Program has succeeded in developing three distinct models of implementation that best fit the particular circumstances of a given site. These implementation models include:

- **A New School Model:** Refers to a newly established school where managers and teachers have not yet been identified.
- **A School in a School Model:** Refers to a distinct and independent institutional environment that is created within an existing school where a majority of school

stakeholders are opposed to educational reforms because they challenge certain vested interests.

- **Whole School Model:** Refers to an implementation model where NGS reforms are integrated throughout the entire school because a majority of school level stakeholders are supportive of the educational reforms implied by NGS.

The program has successfully tested the viability of two models (*New School* and *School in a School*) while the third model (*Whole School*) is still being tested. In order to ensure the viability of the third model, program planners have been careful to assess the attitude of school-level stakeholders (i.e., managers, teachers, and community members) to NGS reforms to ensure that opposition does not exist at levels that might threaten the viability of the model. Opposition to NGS reforms usually arises because of school investment conditions that forbid extorting money from students and parents and the commissions that often accrue to school managers as a result of such practices. These practices mainly refer to private classes that discriminate against poor students and constitute a form of blackmail linked to access to the official curriculum. Such practices are widely tolerated in most public secondary schools and provide an important rationale for NGS reforms. Table 3.1 indicates where each Implementation Model is being implemented.

3.2 Bac II Examination Results

The New Generation School Office has compiled a final statement of the 2018 results of the Bac II Examination in New Generation Schools that have Grade 12 cohorts. In 2018, there were only two such schools with students at the Grade 12 level, namely *Preah Sisovath HS* in Phnom Penh and *Hun Sen Kampong Cham HS* in Kampong Cham Province. Because the New Generation School at Sisovath HS is a 'School in a School,' the reported test results have been separated from the test results of the normal school. In all, 103 students sat for the Bac II Examination at Sisovath NGS while 55 students sat for the test at Hun Sen Kampong Cham HS (see Table 3.2 below).

The final results at both schools were excellent (in comparison to the national average), especially in comparison with other schools in the same vicinity. For example, Sisovath NGS achieved an 89% pass rate compared with a national pass rate of 67%. This outcome is even more remarkable because all of the students enrolled at Sisovath NGS are in the science stream where the national pass rate average is usually even lower. Similarly, the pass rate at Hun Sen Kampong Cham HS was also significantly higher than the national pass rate with a reported outcome of 75% of students passing the examination. As in the case of Sisovath NGS, all students enrolled in Grade 12 at Hun Sen Kampong Cham HS were in the science stream.

In terms of the number of students scoring at the highest level, Sisovath NGS reported that 43 students or 42% scored at the A, B, or C level. The school reported achieving 9 'A' scores. This compares with only 11% of students scoring at the A, B, or C level in the Sisovath normal school. In addition, the pass rate at the normal school at Sisovath HS was only 52% or 37% less than the rate achieved by Sisovath NGS (89% versus 52%). It should also be noted that 3 of the A students at the normal school were formerly NGS students who transferred to the normal school in order to study in unofficial 'rien kua' classes. If these students had stayed enrolled in NGS, the number of A's at the school might have reached 12 students.

Hun Sen Kampong Cham HS reported having 10 students scoring at the A, B or C level, which comprises 18% of the total number of students who sat for the examina-

tion. Nevertheless, it should be noted that the school's performance significantly exceeded the scores of other high schools in the provincial capital, especially the largest high school (Preah Sihanouk HS), which only reported a pass rate of 48% followed by Deydos HS with 34% and Sambo Meas HS with only 31% of students passing the examination. Thus, the test results of Hun Sen Kampong Cham HS towered over the results of other secondary schools in the town.

When one considers that only 8% of the students who took the Bac II Examination at a national level scored at the A, B, or C level, the examination outcomes at New Generation Schools are truly remarkable. In this respect, Hun Sen Kampong HS reported that 18% of its students scored within the A to C performance range as noted above, which is greater than the national level by a margin of 2.25 times. Similarly, Sisovath NGS reported that 42% of its students scored in this range, which is 5.25 times greater than the national average. Another way of saying this is that 42% of the students at Sisovath NGS scored at the 92nd percentile level or higher while 19% of the students in Hun Sen Kampong Cham HS did so.

Table 3.2: Test Results for Bac II Examination at New Generation School and Non-NGS Sites (2018)

	A	B	C	D	Letter Grades					
	Grade 12 Students	Grade 12 Students Taking Test	Tested Students Who Passed	Pass Rate (C/B)	A	B	C	D	E	F
Sisovath HS (NGS)	103	103	92	89%	9	13	21	18	30	11
%	--	--	--		9%	13%	20%	17%	29%	11%
Sisovath HS (Non-NGS)*	884	880	434	52%	10	46	47	84	247	446
%	--	--	--		1%	5%	5%	10%	30%	48%
Hun Sen Kg Cham HS	60	55	41	75%	0	3	7	10	21	15
%					0%	6%	13%	18%	38%	25%
Preah Sihanouk HS/Kg Cham (non-NGS)*	803	803	385	48%	10	30	58	94	193	418
%					1%	4%	7%	12%	24%	52%
National Pass Result	115,268	113,365 ²	76,038	67%	408	2,222	6,041	15,180	52,183	39,230
%	-	-	-		0.4%	2%	5%	13%	46%	33%

*Comparison Schools

The test results at New Generation Schools reported above undermine the belief of many teachers and parents that students must take (lucrative) private classes in order to pass the Bac II Examination. It is important to remember in this regard that private classes at all New Generation Schools are strictly forbidden so that students were able to achieve these very high outcomes through a combination of extra hours of study (New Generation Schools provide 40 hours of instruction per week), practical lab work in 21st Century science labs, and special classes that the school organizes for students that are free of charge.

² A total of 115,268 students registered for the examination but 1,903 were absent leaving a total of 113,365 who actually sat for the examination.

3.3 Accreditation Results during the Period

During 2018, the Oversight Board tasked the Accreditation Subcommittee to visit three schools to assess compliance with the official criteria for NGS recognition of which there are 20. The schools visited included Preash Sisovath HS in Phnom Penh and Hun Sen Kampong Cham HS and Hun Sen Demonstration School both of which are in Kampong Cham and in the same compound. Under the protocols of NGS Accreditation, schools must achieve to at least a satisfactory degree ALL of the *Required Criteria* and at least half of the *Preferred Criteria*. Two schools were able to meet required criteria with a statement of their scores summarized in Table 3.3a below The Demonstration School was requested to increase its hours of ICT instruction (to at least two hours per week) in order to achieve its accreditation. The school has three months in which time to come into compliance (March 2019).

Table 3.3a: Results of Accreditation Visits by Criteria (2017)

Accreditation Criteria	Sisovath HS			Hun Sen Kampong Cham HS			Demonstration School		
	Fully Achieved	Achieved to Acceptable Standard	Not Achieved	Fully Achieved	Achieved to Acceptable Standard	Not Achieved	Fully Achieved	Achieved to Acceptable Standard	Not Achieved
Required Criteria									
1. Private Tutoring abolished	√			√			√		
2. Practices of mandatory student purchases of teacher goods abolished	√			√			√		
3. Rationalized resource allocation system	√			√			√		
4. Increased hours of Instruction	√				√			√	
5. Teacher Career Path Planning & Teacher Support Framework		√		√				√	
6. 21 st Century Library Availability	√			√				√	
7. Professional Learning Community among Teachers	√				√			√	
8. High Rates of Student Access to ICT	√				√				√
9. Availability of ICT Lab services	√				√			√	
10. Availability of science lab services	√			√				√	
Subtotal Score	9	1	0	6	4	0	3	6	1
Preferred Criteria									
11. Functional Student Council	√			√			√		
12. Functional SSC	√			√				√	
13. Teacher proficiency in ICT usage	√			√				√	
14. Evidence of career counseling services (for secondary schools only)	√			√				√	
15. Classrooms sanitation & attractiveness	√				√			√	
16. Toilet hygiene and clean water access		√			√			√	

Accreditation Criteria	Sisovath HS			Hun Sen Kampong Cham HS			Demonstration School		
	Fully Achieved	Achieved to Acceptable Standard	Not Achieved	Fully Achieved	Achieved to Acceptable Standard	Not Achieved	Fully Achieved	Achieved to Acceptable Standard	Not Achieved
17. Sports/playground facilities	√				√			√	
18. Life skills Education	√			√			√		
19. Great Books Reading Programming	√				√				√
20. Canteen services for students			√	√			√		
Subtotal Score	8	1	1	6	4	0	3	6	1
Grand Total Score	17	2	1	12	8	0	6	12	2
Percentage Achieved	95%			100%			90%		

Certifications of Accreditation will be awarded to all schools during the *National Education Conference* planned for March 2019. This will be a very high profile event to highlight the importance of this achievement. Planned accreditation visits that are in planning for other schools are based on an assessment of when investments will have achieved adequate momentum to warrant an accreditation visit (Table 3.3b below). In this respect, the Oversight Board anticipates four accreditation visits in 2019 and six such visits in 2020.

Table 3.3b: Planned NGS Accreditation Visits, 2017-20

School Name	Province	Planned Accreditation Visits			
		2017	2018	2019	2020
1. Preah Sisovath HS	Phnom Penh	√	√	√	√
2. Prek Leap HS	Phnom Penh				√
3. Hun Sen Kampong Cham HS	Kg Cham	√	√	√	√
4. Peam Chikong HS	Kg Cham				
5. Prek Anchanh HS	Kandal				√
6. Kok Pring Jr. HS	Svay Rieng			√	√
7. Demonstration School	Kg Cham		√	√	√
8. Angkor Ban PS	Kg Cham				
9. Akhea Mahasei PS	Kg Speu				
10. Svay Prahut PS	Svay Rieng				
Total		2	3	4	6

3.4 Survey of Teacher Qualifications at All Levels

During revisions of the NGS Accreditation Criteria in 2018, it was agreed that in the future, 80% of teachers at a New Generation School must have a Bachelor's Degree or higher. In preparation for this new criterion, which will be introduced in 2019, the NGS Office undertook a survey of the current qualifications of all teachers both at primary and secondary school. The results of this survey are summarized in Table 3.4. Investments in teacher scholarships since 2015 indicate that teachers at Preah Sisovath HS and Hun Sen Kampong Cham HS have created the most qualified teaching force among all New Generation Schools. In this regard, 97% of the teachers teaching at both schools have a Bachelor's Degree or higher. Prek Anchanh HS is also in a very good position to meet the new accreditation criterion regarding teacher qualifications with 92% of its teachers in possession of a four-year degree or higher. Additional investments in teacher scholarships will clearly be needed at Peam

Chikong HS (71% have a four-year degree), Prek Leap HS (63% with four-year degrees) and in particular at Kok Pring Jr. HS where only 20% have such degrees. These needs suggest intensive investment in teacher scholarships at these schools to bring them up to the desired standards with respect to teacher qualifications. Nevertheless, it is very encouraging to note that overall, 79% of NGS teachers at secondary school level have a Bachelor's Degree or higher.

A review of degree qualifications among teachers at primary school level presents a very challenging situation since none of the teachers in any New Generation School at this level have a Bachelor's Degree. The Oversight Committee will, therefore, have to consider whether to delay the implementation of this accreditation criterion at primary level or perhaps to eliminate it altogether. With 64 NGS teachers currently receiving support, the program would need to help 51 teachers achieve a Bachelor's Degree to reach 80% of all teachers currently assigned to New Generation Schools.

Table 3.4: Educational Qualifications of Teachers in New Generation Schools

Name of School	Total Teachers/Female Teachers	Teachers w/ MA/MS	%	Teachers w/ BA/BS only	%	Teachers w/ 2-Year Degree Only	%
Secondary Level							
Sisovath HS	68/39	26	38%	40	59%	2	3%
Hun Sen Kg Cham HS	31/20	1	3%	29	94%	1	3%
Prek Leap HS	41/14	6	15%	20	49%	15	37%
Prek Anchanh HS	40/18	3	8%	34	85%	3	8%
Peam Chikong HS	24/14	1	3%	16	67%	7	29%
Kok Pring Jr HS	25/8	0	0	5	20%	20	80%
Subtotal	229/113	37	16%	144	63%	48	21%
Primary Level							
Demonstration School	21/14	0	0	0	0	21	100%
Akhean Mahasei PS	22/13	0	0	0	0	22	100%
Angkor Ban PS	21/16	0	0	0	0	21	100%
Subtotal	64/43	0	0%	0	0%	64	100%
Total	293/156	37	13%	144	49%	112	38%

3.5 Results of Entrance Examinations

All New Generation secondary schools have introduced entrance examinations to address two major challenges. One of these challenges relates to the need to maintain Pupil Teacher Ratios (PTR) to 36 to 1 to maintain their accreditation. Thus, open enrollment is not an option for New Generation Schools especially considering the observation that demand for places at these schools is far exceeding the supply. For example, at the start of the 2018-19 academic year in October 2018, 697 students applied for only 248 available seats at the school or about 36% of the number of applying students (see Table 3.5). Some schools such as Hun Sen Kampong Cham HS are now completely full and envision no further outside enrollment from this point onwards, since they will fully depend on the internal flow of students coming from the primary school in the same compound.

Another important reason for entrance examinations relates to the pervasive problem of illiteracy at Grade 6 in many feeder primary schools, especially in rural areas. Entrance examinations at many new NGS sites (such as Prek Leap, Prek Anchanh, and Peam Chikong) focus mainly on ensuring that the majority of students admitted are literate and numerate. The magnitude of this problem is best illustrated at Peam

Chikong HS where only 38% of applying students from surrounding primary schools could pass a very basic test in literacy and numeracy. Thus, only 136 students passed a test to fill 343 seats. Given the number of unfilled seats, the school decided to admit everyone anyway, which means that it will be difficult to deliver an enhanced curriculum when many of the students can barely read or write. The NGS Office will present this problem to the Board to explore possible solutions.



When Demand Exceeds Supply: Students in Phnom Penh take an Entrance Examination to gain entry to the New Generation School at Preah Sisovath HS.

Among supported New Generation Primary Schools, only the Demonstration School administered an entrance examination (at Grade 1) to ensure that PTR levels do not exceed the NGS standard. In this respect, 143 children applied for only 60 seats or an acceptance rate of 42% (see Table 3.5). Because this is the first year of programming at two new primary schools (Angkor Ban PS and Akhea Mahasei PS), no entrance examinations were administered but it is expected that as the reputation of these schools starts to increase, demand will also soon outstrip supply, thereby requiring the introduction of an entrance test as well.

Table 3.5: Test Results among Students Applying for Entry to New Generation Schools

Name of School	Total Seats	Total Applicants Tested	Total Passing (50% or more)	%	Applicants Accepted	%
Secondary Level						
Sisovath HS	248	697	649	93%	248	36%
Hun Sen Kg Cham HS	0	0	0	0	0	0
Prek Leap HS	227	214	177	83%	177	83%
Prek Anchanh HS	217	294	217	74%	217	74%
Peam Chikong HS	343	354	136	38%	343	97%
Kok Pring Jr HS	109	162	109	67%	109	67%
Subtotal	1,144	1,721	1,288	75%	1,094	64%
Primary Level						
Demonstration School	60	143	60	42%	60	42%
Akhean Mahasei PS	576	--	--	--	576	100%
Angkor Ban PS	340	--	--	--	340	100%
Subtotal	976	143	60	42%	976	92%
Total	2,120	1,864	1,348	72%	2,070	98%

3.6 Facility Emplacement Results

As part of New Generation School emplacement, MoEYS makes significant investments in upgrading infrastructure to a 21st Century standard. This includes investments in classrooms with modern configurations, science and ICT labs, libraries, meeting rooms, etc. Since 2015, MoEYS has upgraded 136 facilities at secondary school level and 47 facilities at primary level (see Tables 3.6 and 3.7). This represents about 81% of all the facilities so far proposed up to the end of 2019 (see Table 3.8), which suggests that programming has been able to make major strides in implement-

ing its investment schedule. The majority of investments in 2018 occurred at Peam Chikong HS, which came on line in November 2019 as well as a huge number of investments at two new primary schools (Angkor Ban PS and Akhea Mahasei PS). These investments focused heavily on the emplacement of color-coded classrooms, 21st Century Libraries, science and computer labs, and meeting rooms. In all, 46 new classrooms and science/ICT labs were emplaced at these 3 schools during 2018. Additional investments were also made at other older high schools for additional classrooms and expanding library facilities but at investment rates that reflect a somewhat constrained budget. Some investments were nevertheless major including two schools that received an auditorium to better facilitate meetings with both students and parents (see example described below).

NEW AUDITORIUM AT PREK ANCHANH HS (BEFORE PICTURES)



← *These before photographs depict the grim condition of standard meeting facilities at Prek Anchanh HS that are common in most Cambodian secondary schools.*



AFTER PICTURES

↑ *NGS planners designed a radically new environment to provide an attractive meeting place for stakeholders that can be used for multiple purposes. The new facilities use synchronous color schemes and circular architectural themes to symbolize harmony.* →

Table 3.6: Scope of Infrastructure Investment at All NGS Facilities at Secondary Level (2016-19)

School	NGS Class rooms	Science Lab	ICT Lab	Library	Auditorium	Offices/	Canteen	Clinic	Youth Center	TOTAL
						Meeting Rooms				
Sisovath HS										
Previous	14	9	2	1*	1	5	0	1	1	34
Proposed (2019)	0	0	0	0	0	0	0	0	0	0
H Sen Kg Cham HS										
Previous	21	3	2	1*	1	2	1	1	1	33
Proposed (2019)	0	0	0	0	0	0	0	0	0	0
Prek Leap HS										
Previous	11	9	2	1	0	2	0	0	1	26
Proposed (2019)	3	3	0	0	0	0	0	0	0	6
Prek Anchanh HS										
Previous	11	9	2	1	1	2	0	0	0	26
Proposed (2019)	4	3	0	0	0	0	0	0	1	8
Peam Chikong HS										
Previous	9	6	1	0	0	1	0	0	0	17
Proposed (2019)	4	2	1	1	0	1	0	0	1	10
Total Facilities										
Previous (2016-18)	66	36	9	4	3	12	1	2	3	136
Proposed (2019)	11	8	1	1	0	1	0	0	2	24
All Facilities	77	44	10	5	3	13	1	2	5	160

*Includes library loft as part of expansion; **Renovations to existing facilities

Table 3.7: Scope of Infrastructure Investment at All NGS Facilities at Primary Level (2016-19)

School	NGS Class rooms	Science Lab	ICT Lab	Library	Auditorium	Offices/	Canteen	Clinic	Youth Center	TOTAL
						Meeting Rooms				
Demonstration School										
Previous	13	0	0	--*	--*	--*	--*	--*	--*	13
Proposed (2019)	0	0	0	0	0	0	0	0	0	0
Angkor Ban PS										
Previous	12	0	0	1	0	1	0	0	0	14
Proposed (2019)	2	1	0	0	0	0	0	0	0	3
Akhea Mahasei PS										
Previous	18	0	0	1	0	1	0	0	0	21
Proposed (2019)	5	1	0	0	0	0	0	0	0	6
Total Facilities										
Previous (2016-18)	43	0	0	2	0	2	0	0	0	47
Proposed (2019)	7	2	0	0	0	0	0	0	0	7
All Facilities	50	2	0	2	0	2	0	0	0	56

The NGS Office in Phnom Penh has made a budgetary request to MoEYS for additional investment in seven New Generation Schools as part of its planning for FY2019. An eighth school is still self-supporting and is not yet authorized to receive funding from MoEYS for NGS programming. This refers to Hun Sen Demonstration School in Kampong Cham Province. Planning for the new year requests additional support for 43 more facilities at both primary and secondary school level for 2019 with a primary focus on new classrooms and science labs, especially at Peam Chikong HS, Angkor Ban PS, and Akhea Mahasei PS. These new investments will continue to promote modern building designs using the latest principles of new school architecture. By the end of 2019, the New Generation School Program should have emplaced a total of 227 new facilities as described in Table 3.8.

3.7 Results of Student Counseling Activities Outreach

Counseling activities at all New Generation Schools have continued to make major strides with close tracking of student planning and the provision of counseling for students who are determined to be at risk. During 2018, New Generation Schools at secondary school level reported that they had surveyed 1,613 students to determine those at risk (see Table 3.9). This comprises about 58% of all enrolled students. Many of those surveyed were at the highest grade levels as career planning becomes increasingly important.

Based on a standardized assessment of student responses, it was found that about 12% of the students surveyed are at risk in some way, mainly of dropping out. Student risk levels were fairly uniform across most schools and ranged from 15% at Preah Sisovath HS to only 9% at Hun Sen Kampong Cham HS. The five counselors assigned to schools in NGS sites reported that they had provided individualized counseling services to 504 students during the year or about 18% of all the students enrolled. In addition, it was reported the 1,242 students attended specialized workshops on career planning, which often included meeting individuals representing professions of interest to students (e.g., doctors, lawyers, policeman, etc.).

Table 3.8: Proposed and Completed Facilities in NGS Sites, FY2016 to FY2019 (MoEYS Funded Facilities Only)

Investment Area	Number Proposed	Number Established	%
Secondary School Sector (5 schools)			
NGS Classrooms	77	66	86%
Science Labs	44	36	82%
ICT Labs*	10	9	90%
21 st Century Libraries*	5	4	80%
Auditorium	5	3	60%
Office/Meeting/Faculty Rooms	13	12	92%
Canteen*	5	1	20%
Student Clinic*	5	2	40%
Youth Centers*	5	3	60%
Total Facilities	169	136	80%
Primary School Sector (3 schools)**			
NGS Classrooms	50	43	86%
Science Labs	2	0	0%
ICT Labs	2	0	0%
21 st Century Libraries	2	2	100%
Office/Meeting/Faculty Rooms	2	2	100%
Canteen	--	--	--
Student Clinic	--	--	--
Youth Centers	--	--	--
Total Facilities	58	47	81%
Facilities at All Levels	227	183	81%
*Facilities sometimes shared with Primary Schools; **Does not include Child Fund supported schools.			

Table 3.9: Overview of Counseling Activities across NGS Secondary Schools, 2018

School Name	Counselors	Students Surveyed		Students Identified as at Risk		% at Risk		Students Counseled		% at Risk		Students Attending Counseling Work-shops
		T	F	T	F	T	F	T	F	T	F	
Preah Sisovath HS	1	207	90	32	9	15%	10%	32	9	15%	10%	301
Hun Sen Kampong Cham HS	1	340	182	31	13	9%	7%	94	49	28%	27%	145
Prek An-chanh HS	1	365	173	39	15	11%	9%	130	42	36%	24%	491
Prek Leap HS	1	365	204	48	23	13%	11%	132	56	36%	27%	184
Peam Chikong HS	1	336	193	44	23	13%	12%	119	88	35%	48%	121
Total	5	1,613	842	194	83	12%	10%	507	244	31%	29%	1,242

Although every New Generation School now has at least one counselor, this represents of a service ration of 553 students per counselor, a very heavy burden. This reason underlies the strategy of most schools to identify the students at the greatest risk and and focus individualized counseling services on these students. Counseling services also continued to use electronic means to provide support services including the recent introduction of Trey Visay, an e-counseling program recently developed by KAPE and adopted by MoEYS during the year.

3.8 Results of Extended Reading Initiative

During 2018, New Generation Schools at secondary school level received technical support to establish an *Extensive Reading Program* that is now being implemented by senior English Teachers assigned to each school. *Extensive Reading* or ‘ER’ provides English language programming with the ability to double the amount of student exposure to English with relatively little additional effort on the part of teachers. It can also be done in a cost-effective way without the addition of native English teachers. *Extensive Reading* is different from *Intensive Reading* where there is a focus on new vocabulary and reading at or above one’s level of natural proficiency. *Extensive Reading is a new concept in the instruction of English that focuses on high volumes of exposure to text that is significantly below one’s level of natural proficiency.* Such exposure provides reinforcement for classroom-based language learning, improves reading fluency, and has been shown to dramatically improve students’ test scores on standardized tests of English such as the *Test of English for International Communication* (TOEIC). New Generation Schools are the first secondary schools in Cambodia to ever introduce *Extensive Reading* and even most private schools in the country are not using this technique. Currently, there are 326 students in four schools who have enrolled in the pilot in Grades 7, 8, 10, and 11 (see Table 3.10).

Table 3.10: Students Participating in the Extensive Reading Pilot

School	Students Enrolled	Participating Grades	Number of Classes	Participating Teachers
Sisovath HS	123	7NGS-P, 7NGSB, 11NGSP2, 11NGSB	4 Classes	4
Hun Sen Kampong Cham HS	66	10A, 10B	2 Classes	2
Prek Leap HS	85	7P1, NGS8PL	2 Classes	2
Prek Anchanh HS	52	7NGSC2, 8NGSP1	2 Classes	2
Total	326	4 Grades (7, 8, 10, & 11)	10 Classes	10 Teachers

The *Extensive Reading Program* is an excellent example of the ability of New Generation Schools to demonstrate innovation, as per the NGS Policy Guidelines. This program uses software programs such as *M-reader* and *X-reading* to support Extensive Reading activities. These programs provide a platform for students to register on and ac-

Innovations in English Instruction: A teacher at Prek Anchanh HS registers students on the *X-reading* platform. →



cess electronic books linked to comprehension questions so that teachers can monitor the extent that students have understood what they have read. Both software programs are managed by American teachers in Japan. Here is a description of each of these online programs:

Mreader.org is free and offers over 6000 quizzes for grader readers. However, it does not have any online books. I used the M-reader for about 15 years in Japan and found it to be a great way to expand the English curriculum by monitoring student reading activities outside of class.

Xreading.com, offers over 700 books from major publishers online and has audio for almost all of the books. The audio is a great resource and could be used to greatly improve pronunciation. The subscription fee for one student for six months is \$10. There are three sample books available at: xreading.com - library - sample book or https://xreading.com/pages/helpcenter/sample_book. Xreading.com also provides a free account for teachers and greatly increases the resources available to teachers to increase their exposure to English literature and native English pronunciation.



↑ **Reading English Outside of the Classroom:** Students use mobile devices in the library to start reading English in a structured framework where their comprehension can be closely monitored.

Both online programs allow teachers to monitor student-reading activities. As noted above, students must register onto the platform and their reading scores, number of words read, and number of books successfully completed is automatically reported to the teacher. There is little or no extra effort required by the teacher. When the pilot ends, KAPE will move to help schools to expand this learning opportunity for English instruction to all grades.

3.9 Awards and Medals Received during 2018³

The school managers at Preah Sisovath HS have been very active during the academic year to promote student registration in a large number of national and international contests relating to technical innovation, science projects, and academic competi-



↑ **Cambodian Talent:** Some of the students at Preah Sisovath HS display their medals awarded at international competitions.

3

https://www.facebook.com/PNNTVNews/videos/1024281181079071/UzpfSTUwMTY5NDIyMzE5MzcwODoyMTUyMTE5MjY4MTUxMTg3/?epa=SEARCH_BOX

tions of many different kinds These efforts help to set the New Generation School there apart from the normal school and to raise the profile of New Generation School programming generally. The large number of awards achieved by the school establishes a very important metric for the school's academic performance besides the *Bac II Examination* and has helped to greatly boost the profile of the school. In all, the school achieved 300 awards, spread across 68 students, which comprises about 9% of the total enrollment of the school (See Table 3.11). Awards were achieved by students in all grades.

Table 3.11: Number of International and National Awards at Preah Sisovath HS, 2018

Awards	Number of Students	Number of Awards	%
General Awards	12	24	8%
Certificates of Achievement	63	151	50%
Gold Medal	15	62	21%
Silver Medal	11	51	17%
Bronze Medal	12	12	4%
Total	113	300	1%
Total Students Receiving at least One Medal	68	--	9%

3.10 Post-secondary Student Tracking Results

One of the new metrics that NGS programming has started to track concerns the post-secondary school planning of all students completing Grade 12. So far, only two New Generation Schools have Grade 12 cohorts, namely Preah Sisovath HS and Hun Sen Kampong Cham HS. A total of 163 students completed Grade 12 in 2018 with 78% reporting that they had been admitted to a four-year university (see Table 3.12). Of this number, almost half (41%) had received some scholarship support to do so. Another 17% of students reported that they had decided to enter the work force immediately upon graduation without any further studies while seven students did not complete follow-up surveys and it is not certain what they are doing now. Two students (2%) reported entering a 2-year institution to become a teacher. NGS programmers have set a target of 80% of Grade 12 students entering post-secondary institutions upon graduation, which would indicate that schools with Grade 12 cohorts have just achieved the stated target (inclusive of students enrolled at 2-year institutions).

Table 3.12: Post-Secondary Tracking of Grade 12 Students, 2018

School	Total Grade 12 Students	Students Admitted to University	%	Receiving Scholarships	%	Admitted to TVET & 2-year Institutions	%	Entered Work Force	%
Preah Sisovath HS	103*	88	85%	30	34%	2	2%	12	12%
Hun Sen Kampong Cham HS	60	40	67%	22	55%	0	0%	16	27%
Total	163	128	79%	52	41%	2	1%	28	17%

*Note: 1 student at Preah Sisovath HS and 4 students at Hun Sen Kampong Cham HS did not respond to survey questionnaire.

3.11 Completion of the NGS Operational Guidelines

Finalizing the New Generation School Operational Guidelines has been a high priority for the NGS team. To this end, two consultative workshops were organized during the year to finalize the Operational Guidelines. The workshops were attended by a wide range of stakeholders including all school managers from all 10 NGS sites, provincial board representatives, and representatives from the various departments at national level. Based on the final workshop that occurred in December 2018, the guidelines have now been finalized and are being reviewed for grammar and consistent formatting. In all, there are a total of 120 Operational Guidelines across 13 areas of operation (see Box 1). An important change in the revised guidelines was the decision to add four new standards to the official criteria required for New Generation School Accreditation.

Box 1: Operational Areas Highlighted in NGS Operational Guidelines

1. School Nomination Process
2. Student Admission and Enrollment
3. Roles and Duties of Oversight Boards
4. Procedures for Accreditation
5. Expected Standards of Performance
6. Operational Autonomy
7. Staff Recruitment
8. Resource Allocation
9. Teacher Development
10. Use of Technology
11. Social Equity Fund
12. Parental Support
13. Organizing Financial Administration in New Generation Schools

There are now a total of 24 Accreditation Standards that schools will be required to meet to receive full accreditation from MoEYS. These standards are summarized in Table 3.13 below. New standards are highlighted in an aqua shade. In January 2019, the finalized guidelines will be submitted to the Oversight Board for one final review before going to the Minister for approval and official adoption.

Table 3.13: Current Accreditation Standards Highlighted in Revised NGS Operational Guidelines, 2018

Accreditation Standards	Criteria Status	
	Required	Preferred
1. Private Tutoring (linked to promotion) abolished	✓	
2. Practices of mandatory student purchases of teacher goods (e.g., study papers, cakes, etc.) abolished.	✓	
3. Evidence of rationalized resource allocation system	✓	
4. Increased hours of Instruction <ul style="list-style-type: none"> • 34 hours of instruction per week (Primary) • 40 hours of instruction per week (secondary) 	✓	
5. Teacher Career Path Planning & Systemic Support for Dynamic Teaching	✓	
6. 21 st Century Library Availability	✓	
7. Evidence of a Professional Learning Community among Teachers	✓	
8. High Rates of Student Access to Technology	✓	
9. Availability of ICT Lab services	✓	
10. Availability of science lab services	✓	
11. Appropriate Pupil Class Ratio in a majority of classes*	✓	
12. Evidence of transparent financial reporting summarizing income & expenditures*	✓	
13. Evidence that Student Council is active and engaged in school management		✓
14. Evidence that School Support Committee is active and engaged in school management		✓
15. High rates of teacher proficiency in ICT usage		✓
16. Evidence of career counseling services (for secondary schools only)		✓
17. Majority of classrooms demonstrate high levels of sanitation and attractiveness		✓
18. High standards of toilet hygiene and clean water access		✓
19. Availability of sports/playground facilities		✓
20. Evidence of life skills education using MoEYS approved curricula		✓

Accreditation Standards	Criteria Status	
	Required	Preferred
21. Access to Great Books Reading Programming		✓
22. Canteen services for students		✓
23. High Academic Qualifications of NGS Teachers*		✓
24. Access to an operational Student Clinic*		✓

*New criteria are shaded.

3.12 Innovations in ICT in Education

NGS Programming continues to make many innovations that promote the use of ICT in education. It was already mentioned earlier that a new electronic platform to promote English language learning has already been introduced (see Section 3.8). NGS programming has also made significant strides in other areas as well including the development of an e-counseling app called *Trey Visay* (Compass). The app was developed in collaboration with a software developer called InSTEDD and provides an opportunity to students to determine their vocational and academic strengths so that they can identify appropriate careers as well as relevant institutions where they can study. These provisions allow students to be less reliant on a teacher or counselor for advice and career planning, which helps to address a key problem in the education system because there are few counselors available, even in New Generation Schools. The app has been introduced into all New Generation School sites as part of the counseling services available in each school. The app was introduced to the Ministry in March 2018 and officially adopted by MoEYS for use in the public schools.



At the request of the Minister of Education, NGS programmers have also been working hard to introduce an official coding curriculum for NGS secondary schools. The new coding

curriculum recognizes that learning about 'coding' contributes directly to helping students understand how to 'think.' An organization called *Coding.org* has been promoting the introduction of coding curricular programs in American schools and a similar program will now be introduced into NGS sites (cf. <https://code.org>). Students will soon be studying two hours of coding a week starting in the 2018-19 academic year. In addition, the new relationship with *Coding.org* means that each school has also



↑ **Using ICT to Modernize Curriculum and Counseling Services:** KAPE meets with InSTEDD to develop a new coding curriculum for New Generation Schools (top); Minister meets with KAPE team to sign MoU on adopting the app *Trey Visay*.

received a robot that can run on coded programs (<https://www.makeblock.com/steam-kits/mbot>). This device will enable students to see the practical effects of their codes. Introducing coding to New Generation Schools is going to provide very practical evidence that Cambodian public schools are truly entering the 21st Century.

3.13 Efforts to Systematize NGS Implementation at Primary Level

An important milestone during the 2018 fiscal year has been the decision to expand NGS programming to primary schools. Program planners have been working together to systematize investments at primary school level and how a New Generation School at this level would be defined. At this point in planning, the 10 key elements summarized in Box 2 have been identified as important characteristics of a Primary-level New Generation School.

Efforts in this regard are at various stages of implementation at different primary school sites. For example, the Demonstration School in Kampong Cham has been benefiting from an improved governance regime at the neighboring secondary school including extended hours of instruction, access to ICT facilities and a 21st Century Library, and enhanced classroom environments. But the school is basically self-supporting and is not officially receiving assistance from MoEYS. Teacher incentives are provided for through support from parents. Two new primary schools joined the program in 2018 through intensive financial support from the Primary Education Department (through KAPE). A summary of the status of all NGS primary schools is provided in Table 3.14 below.

Box 2: Proposed Elements of NGS Programming at Primary Level

1. Extended hours of instruction (34 hours per week)
2. High Standards of Teacher Instruction including extensive use of Cooperative Learning and Project Work
3. ICT Instruction for Grades 4-6
4. 21st Century Library Services
5. Reduced PCR levels (36:1)
6. Enhanced Classroom Environments (e.g., color-coded classrooms)
7. Intensive Support for Early Grade Reading (e.g., m-learning, interval testing, etc.)
8. Teacher Career Path Planning
9. ICT in Education (all teachers receive one laptop)
10. Intensive English Instruction

Table 3.14: Developmental Status of Primary Level New Generation Schools, 2018

Province	School Name	Developmental Status
Kampong Cham	Demonstration School	<ul style="list-style-type: none"> • Highly operational covering all Grades and Classes • Waiting for accreditation in 2018 • Not MoEYS-supported; Funded primarily through parental contributions • Future prospects are highly positive and the school is well-regarded
	Angkor Ban PS	<ul style="list-style-type: none"> • New site where investments just began at the end of 2017 • Intensive Infrastructure investments under way and will be completed by the beginning of the 2018-19 Academic year • All Grades will be covered when it opens as a New Generation School in 2018 • Future prospects are highly positive and the school is well-regarded
Kampong Speu	Akhea Mahasei PS	<ul style="list-style-type: none"> • New site where investments just began at the end of 2017 • Intensive Infrastructure investments under way and will be completed by the beginning of the 2018-19 Academic year • Due to the large size of the school, only Grades 1 to 2 will be covered when it opens as a New Generation School in 2018 • Future prospects are highly positive and the school is well-regarded
Svay Rieng	Svay Prahut PS	<ul style="list-style-type: none"> • Has been receiving investment from Child Fund for 3 years • A recent external evaluation gave the school low marks due to poor leadership, undisciplined teachers, and very high PCR levels that appear to be out of control. • Prospects for this school are not bright unless major changes in leadership can be brought about.

NEW EXPERIMENTAL LEARNING ENVIRONMENTS AT PRIMARY LEVEL



← Akhea Mahasei PS in Kampong Speu Province is one of two primary schools that have received intensive investment from the Primary Education Department. The classrooms have been thoroughly modernized using an attractive color-coding scheme with blue, red, and black & white themes. The classrooms are also equipped with easily movable desks for group study, copious learning materials and easy access to LCD Projectors & mobile learning devices to facilitate individualized learning.

3.14 Establishment of Student Clinics

During deliberations to revise the NGS Operational Guidelines, a decision was made to include Student Clinics in the operating structure of a New Generation School. These clinics have proven to be popular with both students and teachers. The clinics are staffed by a registered nurse who is paid by the school. He/she provides first aid care to students, provides physical health checks, and maintains health records on all students. The clinics are fully equipped with basic medical equipment (e.g., stethoscopes, body thermometers, etc.) and include beds and private examination areas where students can undergo examinations. So far, clinics have been established at Hun Sen Kampong Cham HS as well as Preah Sisovath HS. Hundreds of students have been examined and have received first aid services as required. Additional clinics are also planned in



↑ **Emplacement of Student Clinics:** A student receives some care from the nurse at Hun Sen Kampong Cham HS (above); New clinic offices at Sisovath HS

Prek Leap, Prek Anchanh, and Peam Chikong in 2020.

3.15 Study Trip to Thailand

For the third year, a group of Cambodian educators from the New Generation School system visited exemplary educational institutions in Buriram Thailand during the period 17 to 20 June 2018. As in previous study trips, the visit was designed to provide exposure to international models of education in a developed country, especially for Prek Leap and Prek Anchanh High Schools, which are both new to the NGS Program. In all, 124 educators including teachers, school managers, librarians, and some board members visited *Lamplaimath Phattana School* (Grades 1 to 9) and *Chulaphorn HS* (Grades 7 to 12) (see Table 3.15).

Each of the schools visited offers an excellent but very different model of education. For example, *Lamplaimath* is an experimental educational model based mainly on cooperation and internalized behavioral norms. This school has no tests in the common sense of the word and students see the school as a second home. The school only admits students by lottery at the pre-school or Grade 1 level because they believe that this is the best time to train children to internalize desired norms. *Chulaphorn HS* on the other hand is a highly competitive science academy with a high-powered curriculum and teaching staff. The exposure to these very different models of education provided Cambodian educators with an excellent experience with which to build their own unique vision for their own schools.

The visits to Thailand raised many questions about the purpose of a school for Cambodian educators to consider. For example, the educators at *Lamplaimath Pathana School* felt that the purpose of their school was to help young people to be 'happy' in life; on the other hand, the lesson from *Chulaphorn HS* was that the school should help students to be 'successful' in life and indeed the competitive nature of learning at the school ensures that its graduates can probably work any where that they want. These different models of education are having a profound impact on the evolution of New Generation Schools. In this respect, it would appear that Sisovath HS is following an evolutionary track that is very similar to Chulaphorn HS while the Hun Sen Kampong Cham High School is more interested in the model provided at Lamplaimath. These experiences are, therefore, having a very big impact on the development of New Generation School philosophies at all the different sites where



↑ **Learning about Different Educational Models:** Thai students at Lamplaimat learn cooperatively (top); Cambodian educators visiting facilities at Chulaphorn Science Academy (below)

the Ministry is investing.

In May of 2018, Sisovath HS led its own study trip to Bangkok to visit premiere science academies as well as *King Mongkut Institute of Technology*. All teachers at the New Generation School participated in the visit, which greatly raised the morale of the NGS team there and helped to build good solidarity. The Sisovath teachers also made a visit to Rayong Province in Thailand to visit a science academy called *Kamnoetvidya Science Academy* or KVIS for short. This is a premiere secondary institution in Thailand that has cutting edge facilities and faculty. These sorts of exposure visits are entirely new for many Cambodian educators and provide good models to help faculty build a modern vision for their schools.



↑ Preah Sisovath teachers visit Kamnoet Vitaya Academy in Rayong Province

Table 3.15: Participants in Study Trip to Thailand

School/Province	Teachers	School Managers	Librarians	Officials	Total	Remarks
Secondary Schools						
Sisovath HS	41	2	1	--	44	Organized a special trip on their own to Thailand
Hun Sen Kampong Cham HS	7	1	0	--	8	This study trip organized by NGS.
Prek Leap HS	25	3	1	--	29	This study trip organized by NGS.
Prek Anchanh HS	24	3	2	--	29	This study trip was organized by NGS.
Peam Chikong HS	0	0	0	--	0	
Kok Pring Jr. HS	0	0	0	--	0	
Subtotal	97	9	4	--	110	
Primary Schools						
Demonstration School	5	0	0	--	5	
Akheamahasei PS	0	0	0	--	0	
Angkor Ban PS	0	0	0	--	0	
Svay Prahut PS	0	0	0	--	0	
Subtotal	5	0	0	--	5	
Board Members						
National Board	--	--	--	4	4	
Phnom Penh Board	--	--	--	2	2	Newly established
Kg Cham Board	--	--	--	1	1	
Kandal Board	--	--	--	2	2	Newly established
Kampong Speu Board	--	--	--	0	0	Newly established
Svay Rieng Board	--	--	--	0	0	
Subtotal	--	--	--	9	9	
GRAND TOTAL	102	9	4	9	124	

3.16 Metrics Review Study

Given the high investment in New Generation Schools, there is a great deal of interest in the measurements of its effectiveness and impact. As New Generation Schools have expanded and the first students have started to graduate, the program's existing metrics for measuring program effectiveness were increasingly no longer sufficient. As a result of this situation, The Franks Family Foundation funded KAPE to organize a consultancy to help MoEYS better rationalize the metrics framework for New Generation Schools. The consultancy was completed in November 2018 and achieved a new integrated metrics framework that is summarized in **Annex 2**. Some of the key issues that the consultancy addressed included the following:

(a) Short-term Metrics Do Not Capture Systemic Impact: Although the NGS Initiative has a Results Framework with 21 discrete indicators as part of the annual funding submission to the MoEYS-MoEF, it is felt by many that these metrics do not adequately capture the full impact of the reform, particularly with respect to its systemic implications. In addition, these indicators have to be formulated to fit annual requests for renewed funding each year, which means that they lack a long-term perspective and are often modified in a piecemeal manner.

(b) Incremental Nature of Expansion and Different Starting Points for Different Schools: The ten New Generation Schools receiving support each started at different points in time. Sisovath HS and Hun Sen Kampong Cham HS are the most mature sites while others have been in operation for little more than a year and others have only just started. It is difficult to formulate equal expectations for all schools, particularly when dealing with such issues as attitudinal change and student learning.

(c) Confusion Regarding the Definition of Standards: One of the key elements of the New Generation School Framework is a system of 20 (recently increased to 24) Accreditation Standards that are the basis for official recognition by MoEYS as a New Generation School. These Accreditation Standards are part of the NGS Operational Framework that will soon be adopted and approved by MoEYS. Schools may be funded for a period of three years without accreditation but are expected to achieve certification by the end of the third year. Some government counterparts, however, feel that these standards do not go far enough in terms of indicating school performance, which are generally measured through school efficiency indicators such as dropout rate, promotion rate, etc. KAPE feels that performance standards as defined by school efficiency measures are qualitatively different from accreditation standards that indicate 'conditions' of governance. This difference in views leads to immeasurable confusion in terms of determining the 'success' and 'impact' of NGS investments. This is particularly true as other projects such as the World Bank develop a parallel set of 'standards' that are based on a different set of expectations from those that govern NGS emplacement.

(d) Oversimplifying Impact as a High Success Rate on the National Bac II Exam: There is a strong tendency to oversimplify NGS impacts in terms of test results, particularly those results on the National *Bac II Examination*. These expectations have led to pressures for NGS programming to 'teach to the test,' particularly at the Grade 12 level where students, parents, and administrators are fixated on test results. The problem with using *Bac II Examination* Results as a primary measure of impact is that the test does not cover much of the curricular program in a New Generation School including proficiency in ICT skills, science lab skills, and other critical thinking skills that are a key programmatic focus. NGS programmers have considered using international tests (e.g., International Baccalaureate Test, Scholastic Aptitude Test, etc.) as a better measure of student performance but there nevertheless seems to be strong in-

terest in other quarters to maintain an exclusive focus on *Bac II Examination* results. A primary obstacle to using international tests is that these are not administered in the Khmer language.

The new metrics framework will better rationalize the various indicators used to assess the impact and effectiveness of NGS investments.

4. PROGRESS ON OFFICIAL INDICATORS

The NGS Program is required to report on 20 official performance indicators across three outputs to the Ministry of Education, Youth, & Sport each year. Of these 20 indicators, the program has so far been able to report that 70% have been achieved (see Table 4.1). One indicator relating to the achievement of a standard of 5% dropout or less was not achieved by one school during the current year. The school's dropout rate in this respect was 6%. As a result, the indicator was rated as 'not achieved' at this time. Nevertheless, it should still be noted that the national dropout rate at secondary school level is 19%, which is quite high in comparison to the situation at most New Generation Schools. To be sure, program planners will seek to ensure that all schools are registering dropout rates in line with the standard. The remaining indicators are either partially achieved, still in progress, or pending.

A complete accounting of progress on performance indicators is provided in **Annex 1** of this document.

Table 4.1: Summary of Progress on Official Performance Indicators

Output	Total Indicators	Achieved	Partially Achieved	Not Achieved	Pending/In Progress
Output 1: Implementation of Expanded Investment Planning at 5 Existing NGS Sites (Secondary) and 3 Existing Primary School Sites)	12	7	1	1	3
Output 2: Completion of a successful NGS National Survey	1	1			
Output 3: Development of a National NGS Framework & Social Equity Fund with replication in at least 5 new sites	7	6	1		
Total	20	14	2	1	3
%	100%	70%	10%	5%	15%

5. CHALLENGES AND ISSUES IN IMPLEMENTATION

Many of the challenges reported in earlier reports still remain. These are summarized below:

5.1 Continuing Teacher Opposition to NGS Reforms at Secondary School Level

There are many vested interests in the education system that continue to feel threatened by the adoption of New Generation School reforms by the Cambodian Government. Opposition has been particularly vocal among upper secondary school teachers who are deeply opposed to the provisions in the New Generation School Framework that forbid teachers from extorting money from students as a condition to access to the national curriculum. This refers in particular to the practice known as ‘rien kua’ or private classes. NGS programming has already clashed with corrupt teachers at Amphoe Wan HS in Tbaung Khmum Province, forcing the closure of interventions there and the cessation of all investment. More recently,

non-NGS teachers at Preah Sisovath HS erupted in demonstrations in September 2018 to push NGS reforms out of the school after Bac II Examination pass rates among NGS students far exceeded those in the normal school. NGS successes in this regard pose a major threat to Non-NGS teachers’ ability to make the case that standards at NGS institutions are poor and that ‘rien kua’ classes are a more effective way to pass the examination.



Anti-NGS Demonstrations at Preah Sisovath HS: Non-NGS Teachers at Preah Sisovath HS voice their firm opposition to NGS Reforms and demands to close down all NGS activities at the school. These demands were ignited by the high performance of students at the New Generation School in comparison to the normal school as well as the recent decision of MoEYS to remove the school director at the school.

Parents have generally been positive towards NGS reforms and have offered no offers of support to the anti-NGS opposition among teachers who are trying to protect their ability to solicit money from students. MoEYS has chosen to quietly affirm its continuing support for these reforms and is currently making a promotional video about New Generation Schools to better inform the public about its goals and vision for Cambodian education. Indeed, the National Parliament has also endorsed these MoEYS reforms while the Royal Cambodian Government have moved to pointedly include the New Generation School strategy in the National Rectangular Strategy guiding the Kingdom’s development for the next five years. These developments will certainly mean that teachers opposing NGS reforms will have to think twice before voicing their opposition since doing so will bring them into direct conflict with the Royal Government of Cambodia and not just the Ministry of Education, Youth, and Sport. This evolution in attitudes towards New Generation School among the public and at the highest levels of the Royal Cambodian Government will make it more difficult for those opposed to reforms to make their case. This change in public sentiment will make it easier for MoEYS to move forward with reforms and consider the next step for NGS expansion to additional schools in the new decade.

5.2 New Grade 7 Intakes and the Challenges Posed by High Rates of Student Illiteracy at Grade 6

As noted earlier, New Generation Schools that are located in or near rural areas are struggling with high rates of student illiteracy among those children who are completing Grade 6. Rural primary schools and parents have opposed the concept of entrance tests that assess basic literacy and numeracy, as a condition for entry to New Generation Schools. Especially in cases where the New Generation School is the only option for Grade 7 studies for these students, there seem to be few good solutions. New Generation Schools for their part feel that they cannot move to a high standard of instruction if students don't even know how to read or write by the time that they are in Grade 7, defeating the whole purpose of having a New Generation School. The best solution to this problem is to increase accountability for primary schools who feel that they can simply promote all their students automatically without achievement of curricular standards. KAPE is currently looking for development partners who can provide support to feeder primary schools located near to New Generation Schools to put in place accelerated learning programs for children who cannot read or write by the time that they reach Grade 6.

5.3 Establishment of a New Generation School Secretariat

There have been many discussions within MoEYS to set up an NGS Secretariat to help administer this educational reform. The idea of establishing a Secretariat was originally raised by KAPE in 2017 as a means to separate the implementation and accreditation functions, which are currently exercised by the Oversight Board and KAPE. Accrediting schools where one has also been implementing interventions creates a conflict of interest that could undermine the credibility of the accreditation process. Recent drafts of the *Prakas* establishing an NGS Secretariat do not appear to address this problem but rather simply create another bureaucratic layer that also has responsibility for both accreditation and implementation. This may actually have the effect of increasing bureaucratic inertia in administering New Generation School reforms. There is, therefore, a need to slow down the process of creating the Secretariat so that its establishment serves a clear purpose that does not simply duplicate the functions already carried out by the National Oversight Board.

5.4 Teacher Qualifications as an Accreditation Criterion

One of the suggestions to raise the educational standards in the NGS system is to require at least 80% of all teachers assigned to such schools to have a Bachelor's Degree or more. Currently, all secondary schools in the system are at the standard or nearly there with the exception of teachers at the secondary school in Svay Rieng where only 20% of teachers have a 4-year degree. Intensive investment in teacher scholarships at this school in addition to more outside teacher recruitment could help to solve this problem. However, a survey of the three primary schools in the NGS system indicates that 'none' of the teachers assigned there have a 4-year degree. This situation would argue for reconsidering whether this standard should be included in revised accreditation criteria (for primary schools) or whether the program should budget for intensive investment in teacher scholarships for primary school teachers.

5.5 Introduction of Voluntary Student Fees at Preah Sisovath HS

In March of 2018, Sisovath HS officially received its accreditation certificate from MoEYS for compliance with New Generation School standards. Because schools that

achieve NGS accreditation have the right to introduce transparent school fees according to the recently approved NGS Policy, school managers have been holding exploratory discussions with parents to determine whether they also agree for such fees to be introduced. Parents must also agree to the introduction of voluntary fees according to the policy, as well. The school's reasons for introducing such fees relate to uncertainty about the extent to which government can pay for the running costs for the school in the future, which are now about \$200,000 per year, mainly for teacher incentives and special student activities. There is also concern about whether KAPE will have enough reserve funds to loan to the school during the time period that funds are being processed by MoEF at the start of the fiscal year. More recently, the FY 2019 budget request is based on an assumption that 50% of support costs will be borne by parents, since the budget provided by MoEYS is not enough to cover support for four secondary schools and the full operating costs at Sisovath HS. For all of these reasons, the managers at Sisovath HS would like to introduce the provision of voluntary fees by June 2019 to ensure the sustainability of earlier government investments.

Because Preah Sisovath HS is such a high profile school, there is some reluctance within the Ministry to introduce voluntary school fees at this time. There is also a bad history of illicit fees at the school that the NGS program has only just recently eradicated (with great difficulty). Re-introducing fees could again quickly lead to abuses, particularly because members of the public do not understand the link between performance and accreditation. To be sure, KAPE is developing a transparent financial reporting framework that will ensure the generation of regular financial reports to facilitate external review. The financial reporting system will summarize expenditures and income from all sources. Under the proposed framework, signatory authority for checks for the school would rest with the Provincial NGS Board, which is another safeguard to ensure transparent use of funds and strict oversight. Nevertheless, the introduction of voluntary fees can only be approved by the NGS Oversight Board. It is unclear at this time whether the Board will be in favor of allowing the introduction of fees given the complicated situation at the school described above.

5.6 Challenges to Extending Support for NGS Sites in Svay Rieng

Child Fund/Australia has just completed a three-year cycle of support to two New Generation Schools in Svay Rieng Province including Svay Prahut PS and Kok Pring LSS. Both schools share the same compound. Ideally, Child Fund would like to see both schools transition to an accredited status under Ministry support. However, a recent external evaluation found that neither school is ready at this time to undergo a rigorous accreditation visit. The evaluator found that Kok Pring LSS has the most potential and with additional support in the form of more teachers (especially for the sciences), the school could achieve accreditation within one year. Svay Prahut PS, however, shows much weaker leadership as well as a number of external problems such as a lack of classrooms and teachers. Given the weak leadership of the primary school, it is unlikely that the school could ever be accredited. Unfortunately, the Svay Rieng Provincial Board does not want to take any action to make the necessary personnel changes in this regard. Thus, it is likely that only the secondary school will achieve accreditation in the near future. At that time, it is hoped that the National Oversight Board will take the necessary action to recommend extending direct government support to an accredited New Generation School.

5.7 Teacher Turnover Rate

Although NGS programming at Sisovath HS continues to be highly successful, there also continue to be many problems at the school regarding teacher appointments. Many of the teachers there have been recruited externally from the school. The status of these teachers has recently been clarified in a letter from the Ministry where it is stated that they remain 'posted' to Phnom Penh as long as they remain at Phnom Penh. Because there is a such a large teacher surplus in Phnom Penh, the Ministry does not want teacher applicants to use Sisovath HS as a bridge into the capital where they might transfer to other schools, thereby further exacerbating the teacher surplus. Even some of the good teachers, however, have expressed frustration with this status and have voiced a desire to move back to their old schools or to private schools in the city. This constant turnover in staffing at Sisovath HS undermines the good performance of the school and its improving reputation. There are no easy solutions to this problem other than trying to increase the incentives for teachers when Sisovath HS will have the right to introduce voluntary parental contributions in the 2018-19 academic year. Another possible solution might be to provide a career path for the best teachers at Sisovath HS where they work as mentors to teachers in other schools, which will generate additional income.

At the same time, the NGS program does not want to appear to be placing too high an emphasis on 'monetary remuneration' as the primary incentive for working as an NGS teacher. Working as a teacher should be intrinsically rewarding for teachers; monetary rewards should not be the primary motivating factor for working as a teacher.

6. CONCLUSION

As New Generation School reforms end three years of implementation with government support, one can reflect on the long distance that MoEYS efforts have come to establish a Cambodian-style charter school framework. NGS reforms now have a very visible profile in the public realm and are being seriously considered by some neighboring countries such as the Lao PDR as a potent means to achieve high quality public education. MoEYS has achieved several key milestones during this time including the development of a legal policy framework to ensure that these reforms will have long-term staying power, inclusion of the NGS investment strategy in the *National Rectangular Strategy*, and national test results that affirm the potent impact of investments over this time period. This speaks especially to the core strategy of NGS implementation to link investment with accountable performance through annual accreditation and forcefully eliminating dysfunctional practices such as *'rien kua'* and other forms of student extortion from the public schools.

The success of New Generation School reforms has also vindicated the MoEYS leadership's risk-taking with regards to the new approach to *Public Private Partnership (PPP)*. The decision of Ministry to work with civil society as its investment arm has created a successful formula of bringing the strengths of the government and non-government sectors together in a way that has maximized impacts while at the same time saving money. A recent audit of NGS programming by MoEF auditors has attested to the cost effectiveness of government investments within the NGS framework, particularly where infrastructure upgrading is concerned. Under the new PPP arrangement, government has focused on its strengths of tapping into national resources and creating a regulatory framework while civil society has been able to maximize its strengths of efficient implementation, flexible financing, high liquidity, and creative programming. New designs in educational architecture, enhanced curricula (e.g., computer coding, STEM curriculum, etc.) and creative use of technology to improve efficiency in instruction have shown how civil society inputs can sustainably transform government schools.

As government and civil society increase their knowledge and expertise in NGS programming, the pace of implementation has been accelerating. Newly established NGS sites

have been moving much faster in implementation than was true of the earlier pilots at Hun Sen Kampong Cham HS (New School) and Preah Sisovath HS (School in a School). In this respect, it is important to note that NGS programming has quintupled in size in three years, even when keeping the 2018 fiscal year as a time for consolidation. Improved experience together with highly selective identification of sites that offer the most promising implementation settings have set the stage for a rapid expansion of New Generation School reforms. In this regard, NGS planners believe that it should be possible to double the scope of NGS programming within five years through careful site selection and shifting part of the operational costs of



more mature sites to middle class parents. In this respect, the latter have shown a strong willingness to subsidize the costs of study for poorer students while allowing their own children to enjoy the benefits of high quality public education. The influx of middle class parents back into public New Generation Schools has provided strong evidence for this conclusion, suggesting that the middle class find NGS programming to be cheaper and better than both private schools and non-NGS public schools where weak governance practices have allowed rampant student extortion. Thus, there is significant hope that MoEYS can move forward quickly with efforts to accelerate New Generation School reforms.



ANNEX 1: Indicator Reporting Table for MoEYS/MoEF

Target	Means of Verification	Risks & Assumptions	Achievement to Date																											
Output 1: Implementation of Expanded Investment Planning at 5 Existing NGS Sites (Secondary) and 3 Existing Primary School Sites)																														
Indicator 1.1: Establishment of 5 New Generation Schools at Secondary Level (MoEYS-supported only) by 2019.	<ul style="list-style-type: none"> Project Reports 	<ul style="list-style-type: none"> School managers, teachers, and local communities demonstrate commitment to supporting the principles of NGS implementation. 	<ul style="list-style-type: none"> Achieved Sisovath HS (in operation) Hun Sen Kampong Cham HS (in operation) Prek Leap HS (in operation) Prek Anchanh HS (in operation) Peam Chikong HS (in operation) Kok Pring Jr. HS (in operation)⁴ 																											
Indicator 1.2: Three different NGS Models are developed and successfully piloted by 2018	<ul style="list-style-type: none"> Project Reports 	<ul style="list-style-type: none"> The prototype models developed by KAPE are feasible and relevant to the Cambodian context. 	<ul style="list-style-type: none"> Achieved: New School Prototype (Kampong Cham – 2 schools) School in a School Prototype (Phnom Penh – 1 school) Whole School Prototype (Phnom Penh – 1; Kandal – 1; Kampong Cham – 2; Svay Rieng – 2; and Kampong Speu – 1) 																											
Indicator 1.3: Accreditation of 6 New Generation Schools at Secondary Level within the period 2016-2021.	<ul style="list-style-type: none"> Accreditation Report Scores 	<ul style="list-style-type: none"> The Accreditation Subcommittee can administer accreditation protocol tools effectively and reliably. 	<ul style="list-style-type: none"> In Progress Sisovath HS (Accredited in 2017 and 2018) Hun Sen Kampong Cham HS (Accredited in 2017 and 2018) Prek Leap HS (Planned for 2020) Prek Anchanh HS (Planned for 2020) Peam Chikong HS (Planned for 2021) Kok Pring Jr. HS (Planned for 2019)⁵ 																											
Indicator 1.4: At least 95% of teachers each year are compliant with Teacher Development Framework expectations including the completion of Career Path Plans each year.	<ul style="list-style-type: none"> Classroom observation results Teacher conference records Quarterly Reports 	<ul style="list-style-type: none"> Teachers are motivated to change their learning styles to accommodate the use of new pedagogies in their teaching 	<ul style="list-style-type: none"> Achieved for 2017 & 2018 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="background-color: #d9e1f2;"><i>School</i></th> <th colspan="3" style="background-color: #d9e1f2;"><i>Secondary School Level</i></th> </tr> <tr> <th style="background-color: #d9e1f2;"><i>Total Teachers</i></th> <th style="background-color: #d9e1f2;"><i>Teachers Completing Career Path Plans</i></th> <th style="background-color: #d9e1f2;"><i>%</i></th> </tr> </thead> <tbody> <tr> <td>Preah Sisovath HS</td> <td>68/38f</td> <td>68</td> <td>100%</td> </tr> <tr> <td>Hun Sen Kg Cham HS</td> <td>27/16f</td> <td>27</td> <td>100%</td> </tr> <tr> <td>Prek Leap HS</td> <td>41/24f</td> <td>41</td> <td>100%</td> </tr> <tr> <td>Prek Anchanh HS</td> <td>40/18f</td> <td>40</td> <td>100%</td> </tr> <tr> <td>Total</td> <td>176/96</td> <td>176</td> <td>100%</td> </tr> </tbody> </table>	<i>School</i>	<i>Secondary School Level</i>			<i>Total Teachers</i>	<i>Teachers Completing Career Path Plans</i>	<i>%</i>	Preah Sisovath HS	68/38f	68	100%	Hun Sen Kg Cham HS	27/16f	27	100%	Prek Leap HS	41/24f	41	100%	Prek Anchanh HS	40/18f	40	100%	Total	176/96	176	100%
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Prek Anchanh HS	40/18f	40	100%																											
Total	176/96	176	100%																											

⁴ Funded by Child Fund.

⁵ Ibid

Target	Means of Verification	Risks & Assumptions	Achievement to Date																																																																																												
Indicator 1.5: Bac II Exam Performance exceeds National Average at All Schools each year.	<ul style="list-style-type: none"> Test Score Results 	<ul style="list-style-type: none"> The design of questions on the Bac II Examination captures the higher order thinking skills that teachers in NGS sites are focused on teaching. 	<p>Achieved for 2018</p> <ul style="list-style-type: none"> Hun Sen Kampong HS achieved a 75% Pass Rate (8% above National Average and Highest Scoring School in Kampong Cham Town) Preah Sisovath HS achieved an 89% Pass Rate (22% above National Average) 																																																																																												
Indicator 1.6: A total of 227 renovated NGS facilities are completed by the end of 2019 including NGS Classrooms, Science Labs, ICT Labs, etc.	<ul style="list-style-type: none"> Site Visit Reports Annual Reports 	<ul style="list-style-type: none"> Funds are released on time in order to hire contractors according to procurement guidelines and complete the work in a timely manner. Contractors can follow the specifications for new facilities that are modern and of high quality. 	<p>Partially Achieved: 81% of Proposed Facilities Completed</p> <p><i>Proposed and Completed Facilities in NGS Sites, FY2016 to FY2018 (MoEYS Funded Only)</i></p> <table border="1"> <thead> <tr> <th>Investment Area</th> <th>Number Proposed</th> <th>Number Established</th> <th>%</th> </tr> </thead> <tbody> <tr> <td colspan="4">Secondary School Sector (5 schools)</td> </tr> <tr> <td>NGS Classrooms</td> <td>77</td> <td>66</td> <td>86%</td> </tr> <tr> <td>Science Labs</td> <td>44</td> <td>36</td> <td>82%</td> </tr> <tr> <td>ICT Labs*</td> <td>10</td> <td>9</td> <td>90%</td> </tr> <tr> <td>21st Century Libraries*</td> <td>5</td> <td>4</td> <td>80%</td> </tr> <tr> <td>Auditorium</td> <td>5</td> <td>3</td> <td>60%</td> </tr> <tr> <td>Office/Meeting/Faculty Rooms</td> <td>13</td> <td>12</td> <td>92%</td> </tr> <tr> <td>Canteen*</td> <td>5</td> <td>1</td> <td>20%</td> </tr> <tr> <td>Student Clinic*</td> <td>5</td> <td>2</td> <td>40%</td> </tr> <tr> <td>Youth Centers*</td> <td>5</td> <td>3</td> <td>60%</td> </tr> <tr> <td>Total Facilities</td> <td>169</td> <td>136</td> <td>80%</td> </tr> <tr> <td colspan="4">Primary School Sector (3 schools)**</td> </tr> <tr> <td>NGS Classrooms</td> <td>50</td> <td>43</td> <td>86%</td> </tr> <tr> <td>Science Labs</td> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>ICT Labs</td> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>21st Century Libraries</td> <td>2</td> <td>2</td> <td>100%</td> </tr> <tr> <td>Office/Meeting/Faculty Rooms</td> <td>2</td> <td>2</td> <td>100%</td> </tr> <tr> <td>Canteen</td> <td>--</td> <td>--</td> <td>--</td> </tr> <tr> <td>Student Clinic</td> <td>--</td> <td>--</td> <td>--</td> </tr> <tr> <td>Youth Centers</td> <td>--</td> <td>--</td> <td>--</td> </tr> <tr> <td>Total Facilities</td> <td>58</td> <td>47</td> <td>81%</td> </tr> <tr> <td>Facilities at All Levels</td> <td>227</td> <td>183</td> <td>81%</td> </tr> </tbody> </table> <p>*Facilities sometimes shared with Primary Schools; **Does not include Child Fund supported schools.</p>	Investment Area	Number Proposed	Number Established	%	Secondary School Sector (5 schools)				NGS Classrooms	77	66	86%	Science Labs	44	36	82%	ICT Labs*	10	9	90%	21 st Century Libraries*	5	4	80%	Auditorium	5	3	60%	Office/Meeting/Faculty Rooms	13	12	92%	Canteen*	5	1	20%	Student Clinic*	5	2	40%	Youth Centers*	5	3	60%	Total Facilities	169	136	80%	Primary School Sector (3 schools)**				NGS Classrooms	50	43	86%	Science Labs	2	0	0%	ICT Labs	2	0	0%	21 st Century Libraries	2	2	100%	Office/Meeting/Faculty Rooms	2	2	100%	Canteen	--	--	--	Student Clinic	--	--	--	Youth Centers	--	--	--	Total Facilities	58	47	81%	Facilities at All Levels	227	183	81%
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Target	Means of Verification	Risks & Assumptions	Achievement to Date																																				
Indicator 1.7: Documentation of New School Architecture Designs is completed by 2019 to facilitate replication by other agencies.	<ul style="list-style-type: none"> Manual is available for review 	<ul style="list-style-type: none"> The physical design manual can capture the basic specifications for new school designs while allowing flexibility to adapt these to different locations. 	<ul style="list-style-type: none"> In Progress: Specifications for all facilities currently being documented 																																				
Indicator 1.8: Critical Thinking Test Scores among students at all schools show a statistically significant improvement from baseline scores by the end of Year 4.	<ul style="list-style-type: none"> Test score results 	<ul style="list-style-type: none"> Tests are administered in a way that ensures valid and reliable assessment 	<ul style="list-style-type: none"> Pending 																																				
Indicator 1.9: ICT labs at all schools meet standardized criteria for satisfactory operation or better each year.	<ul style="list-style-type: none"> Survey results based on agreed governance principles 	<ul style="list-style-type: none"> Stakeholders are willing to change their attitudes and habits to enable improved governance 	<ul style="list-style-type: none"> Achieved for 2017 and 2018 <table border="1"> <thead> <tr> <th>School</th> <th>General Admin</th> <th>Curriculum & Teaching</th> <th>Student Learning</th> <th>Lab Maintenance</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Preah Sisovath HS</td> <td>94%</td> <td>90%</td> <td>96%</td> <td>95%</td> <td>94%</td> </tr> <tr> <td>Hun Sen Kg Cham HS</td> <td>92%</td> <td>60%</td> <td>92%</td> <td>56%</td> <td>75%</td> </tr> <tr> <td>Prek Anchanh HS</td> <td>53%</td> <td>88%</td> <td>63%</td> <td>89%</td> <td>74%</td> </tr> <tr> <td>Prek Leap HS</td> <td>86%</td> <td>88%</td> <td>58%</td> <td>67%</td> <td>75%</td> </tr> <tr> <td>Average</td> <td>81%</td> <td>82%</td> <td>77%</td> <td>77%</td> <td>80%</td> </tr> </tbody> </table> <p>Note: Minimum Performance = 65%</p>	School	General Admin	Curriculum & Teaching	Student Learning	Lab Maintenance	Total	Preah Sisovath HS	94%	90%	96%	95%	94%	Hun Sen Kg Cham HS	92%	60%	92%	56%	75%	Prek Anchanh HS	53%	88%	63%	89%	74%	Prek Leap HS	86%	88%	58%	67%	75%	Average	81%	82%	77%	77%	80%
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Indicator 1.10: ICT in Education proficiency among teachers at each school improves from baseline scores.	<ul style="list-style-type: none"> Survey results Quarterly Reports 	<ul style="list-style-type: none"> Teachers have the prerequisite skills to understand basic concepts of ICT literacy Teachers are motivated to change their learning styles to accommodate the use of ICT in teaching 	<ul style="list-style-type: none"> Achieved for 2017 and 2018 All schools improved their scores from baseline 67% of teachers describe the frequency of their use of ICT in instruction as medium to high 																																				
Indicator 1.11: Dropout rates at all schools do not exceed 5% each year.	<ul style="list-style-type: none"> Educational Statistics Reports 	<ul style="list-style-type: none"> Students and parents are motivated to stay enrolled to benefit from the high investment environment created by MoEYS. 	<ul style="list-style-type: none"> Not Achieved in 2017-18 <table border="1"> <thead> <tr> <th>School</th> <th>Total Students/ Female</th> <th>Total Drop-outs</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Preah Sisovath HS</td> <td>756/341</td> <td>0/0</td> <td>0%</td> </tr> <tr> <td>Hun Sen Kg Cham HS</td> <td>427/228</td> <td>20/9</td> <td>4.7%</td> </tr> </tbody> </table>	School	Total Students/ Female	Total Drop-outs	%	Preah Sisovath HS	756/341	0/0	0%	Hun Sen Kg Cham HS	427/228	20/9	4.7%																								
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Target	Means of Verification	Risks & Assumptions	Achievement to Date																			
			Prek Leap HS	383/224	23/16	6.0%																
			Prek Anchanh HS	371/173	12/5	3.2%																
			Peam Chikong HS (Baseline)	1393/778	100/42f	7.17%																
			Total	3,330/1,538	155/72	4.6%/4.7%																
Indicator 1.12: At least 80% of all students graduating Grade 12 enroll in post-secondary school studies each year.	<ul style="list-style-type: none"> School Tracking Reports 	<ul style="list-style-type: none"> A majority of NGS students are more interested in pursuing further studies than immediately entering the workforce. A majority of NGS students have sufficient resources to pursue post-secondary school studies. 	<ul style="list-style-type: none"> Achieved in 2017-18 <table border="1"> <thead> <tr> <th>School</th> <th>Total Students</th> <th>Total Students Entering Post-Secondary Studies</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Preah Sisovath HS</td> <td>103</td> <td>90</td> <td>87%</td> </tr> <tr> <td>Hun Sen Kg Cham HS</td> <td>60</td> <td>40</td> <td>67%</td> </tr> <tr> <td>Total</td> <td>163</td> <td>130</td> <td>80%</td> </tr> </tbody> </table>				School	Total Students	Total Students Entering Post-Secondary Studies	%	Preah Sisovath HS	103	90	87%	Hun Sen Kg Cham HS	60	40	67%	Total	163	130	80%
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Output 2: Completion of a successful NGS National Survey																						
Indicator 2.1: A national survey of schools in at least 10 provinces or more identifies a minimum of 10 potential sites for NGS expansion using preferred criteria that are associated with success.	<ul style="list-style-type: none"> Completed Survey Report 	<ul style="list-style-type: none"> There are a sufficient number of schools in other provinces whose contexts support replication of the NGS model POEs are cooperative and supportive in identifying suitable locations for NGS replication. 	<ul style="list-style-type: none"> Achieved in 2016 																			
Output 3: Development of a National NGS Framework & Social Equity Fund with replication in at least 5 new sites																						
Indicator 3.1: An implementation framework governing the operation of a Social Equity Fund designed to promote the proliferation of New Generation Schools is completed by 2018.	<ul style="list-style-type: none"> Operational Guidelines Document Quarterly Report 	<ul style="list-style-type: none"> Stakeholders can agree on a common framework for NGS replication MoEYS has available funds to resource a Social Equity Fund 	<ul style="list-style-type: none"> Achieved: Draft framework has been incorporated into NGS Operational Guidelines and are pending approval. 																			
Indicator 3.2: An accreditation process is in place including the establishment of an Accreditation Subcommittee and the official issue of NGS certifications.	<ul style="list-style-type: none"> Accreditation Visit Reports with Recommendations Certifications 	<ul style="list-style-type: none"> The Accreditation Subcommittee acts as an independent and neutral body capable of enforcing NGS Standards. 	<ul style="list-style-type: none"> Achieved: Accreditation Protocols developed and implemented in 2016 for the first time. 																			

Target	Means of Verification	Risks & Assumptions	Achievement to Date
Indicator 3.3: A New Generation School Policy Document is developed and approved by MoEYS by 2016.	<ul style="list-style-type: none"> Policy document review 	<ul style="list-style-type: none"> All stakeholders can agree on the content outlined in the Policy Document 	<ul style="list-style-type: none"> Achieved: Policy approved by Minister in 2016
Indicator 3.4: A New Generation School Operational Guidelines Policy Manual is developed and approved by MoEYS by 2019	<ul style="list-style-type: none"> Policy document review 	<ul style="list-style-type: none"> All stakeholders can agree on the content outlined in the Policy Document 	<ul style="list-style-type: none"> Partially Achieved: Manual completed in draft form and waiting for review by National Oversight Board.
Indicator 3.5: Development of a Teacher Development Framework is completed by 2017	<ul style="list-style-type: none"> Policy document review 	<ul style="list-style-type: none"> All stakeholders can agree on the content outlined in the Policy Document 	<ul style="list-style-type: none"> Achieved in 2017
Indicator 3.6: An operational (i.e., meets four times per year) NGS Network is in place that comprises representatives of all certified NGS sites along with approved statutes.	<ul style="list-style-type: none"> Standards of Performance as outlined in Statutes Meeting Minutes 	<ul style="list-style-type: none"> Network meetings can be organized quarterly with high attendance of all actors 	<ul style="list-style-type: none"> Achieved: NGS Network in place since 2017 and meeting quarterly.
Indicator 3.7: Operational Oversight Boards are established at National Level as well as at Provincial Level in Kampong Cham, Kandal, Phnom Penh, Kampong Speu, and Svay Rieng.	<ul style="list-style-type: none"> Oversight Board Performance Checklist 	<ul style="list-style-type: none"> The Boards are able to meet on a regular basis to discuss issues of relevance to the school 	<ul style="list-style-type: none"> Achieved National Board: Newly appointed in 2017 5 Provincial Boards appointed and in operation <ul style="list-style-type: none"> Phnom Penh (established) Kampong Cham (established) Svay Rieng (established) Kandal (established) Kampong Speu (established)

Performance Categories

1. Governance & Finance
2. Educational Programming
3. Teachers & Staff
4. Facilities & Resources
5. School Culture & Environment

ANNEX 2: Master Metrics Framework

Type of Evaluation	Purpose	Timing	Focus Areas	Tools	Status updates	Performance Categories						
						1	2	3	4	5		
ACCREDITATION	Initial Accreditation (Step 1) Establishing the Necessary Conditions for Success to Qualify for MoEYS Investment	Once a Year	Governance, Finance: Elimination of private tutoring & selling; Allocation of resources	See Annex # 1	2017: 2 Schools Accredited 2018: 3 Schools Accredited 2019: TBD 2020: TBD 2021: TBD	X						
			Educational Program: Extended hours of instruction; STEM instruction;				X					
			Teachers & Staff: Qualified teachers, all staff in career development path;					X				
			Facilities & Resources: Science & ICT labs; 21 st Century library, classroom & learning spaces						X			
			School Culture & Environment: Student support (career guidance, clinic, relationships with teachers, attitude instruction/modeling, clubs)							X		
	External Accreditation (Step 2) (e.g., WASC: <i>Reporting to external accrediting body</i>)	Cyclical with Annual Progress Reports	Governance: (Vision, Mission, Schoolwide learning Outcomes)	See Annex # 2	Progress	X	X	X	X	X		
			Educational Program: (Curriculum, Instruction & Assessment)		Progress		X	X				
			Teachers & Staff: (PD & Schoolwide programs)		Progress	X	X					
			Facilities & Resources: (labs, libraries, learning spaces, equipment, materials, people)		#/use		X	X	X			
			School Culture: (environment, clubs, career counseling, tracking, health & safety)		#/use		X		X	X		
TERMINAL PERFORMANCE INDICATORS	<ul style="list-style-type: none"> • Reporting to MoEYS • Accountability to Donor 	Annual	Annual Results Framework: (see Targets Below)									
			Output 1: Implementation of Expanded Investment Planning at 5 Existing NGS Sites									
			1.1 Establishment of 5 New Generation Schools at Secondary Level (MoEYS-supported only) by 2019.	See Annex # 3	Completed	X	X	X	X	X		
			1.2 Three different NGS Models are developed and successfully piloted by 2018		Completed	X	X	X	X	X		
			1.3 Accreditation of 6 New Generation Schools at Secondary Level within the period 2016-2021.		In progress: 2 schools so far accredited	X	X	X	X	X		
1.4 At least 95% of teachers each year are compliant with Teacher Development Framework expectations including the completion of Career Path Plans each year.	Achieved with 98% of teachers in compliance		X		X							

Type of Evaluation	Purpose	Timing	Focus Areas	Tools	Status updates	Performance Categories				
						1	2	3	4	5
TERMINAL PERFORMANCE INDICATORS			1.5 Bac II Exam Performance exceeds National Average at All Schools each year.		Achieved at 2 schools		X	X		
			1.6 A total of 160 renovated NGS facilities are completed by the end of 2019 including NGS Classrooms, Science Labs, ICT Labs, etc.		85% so far achieved				X	
			1.7 Documentation of New School Architecture Designs is completed by 2019 to facilitate replication by other agencies.		In progress				X	
			1.8 Critical Thinking Test Scores among students at all schools show a statistically significant improvement from baseline scores by the end of Year 4.		In progress		X			
			1.9 ICT labs at all schools meet standardized criteria for satisfactory operation or better each year.		Achieved for 2018	X	X		X	X
			1.10 ICT in Education proficiency among teachers at each school improves from baseline		TBD			X		
			1.11 Dropout rates at all schools do not exceed 5% each year.		TBD		X			
			1.12 At least 80% of all students graduating Grade 12 enroll in post-secondary school studies each year.		TBD		X			
			Output 2: National Survey to Identify Additional NGS Sites		Completed	X	X	X	X	X
			Output 3: Development of a National NGS Framework & Social Equity Fund with replication in at least 5 new sites							
			3.1 An implementation framework governing the operation of a Social Equity Fund designed to promote the proliferation of New Generation Schools is completed by 2018.		In Progress	X	X	X	X	X
			3.2: An accreditation process is in place including the establishment of an Accreditation Subcommittee and the official issue of NGS certifications.		Completed	X				
			3.3: A New Generation School Policy Document is developed and approved by MoEYS by 2016.		Completed	X				
			3.4: A New Generation School Operational Guidelines Policy Manual is developed and approved by MoEYS by 2019		In Progress	X	X	X	X	X
			3.5: Development of a Teacher Development Framework is completed by 2017		Completed			X		
			3.6: An operational (i.e., meets four times per year) NGS Network is		Completed	X	X			

Type of Evaluation	Purpose	Timing	Focus Areas	Tools	Status updates	Performance Categories				
						1	2	3	4	5
			in place that comprises representatives of all certified NGS sites along with approved statutes.							
			3.7: Operational Oversight Boards are established at National Level as well as at Provincial Level in Kampong Cham, Kandal, Phnom Penh, Kampong Speu, and Svay Rieng.		Completed	X				
TERMINAL TPERFORMANCE INDICATORS	<ul style="list-style-type: none"> Reporting to MoEYS Accountability to Donor 	Annual	Bac II Exam Results <ul style="list-style-type: none"> Target(s): <ul style="list-style-type: none"> Pass Rates must exceed national average at all schools Data Points: <ul style="list-style-type: none"> Number and Percentage of Students Passing the Exam at All Schools Number and Percentage of Students with A, B, C, D, E, and F Comparisons with neighboring schools 	See Annex #4	2018: <u>Pass Rates:</u> <ul style="list-style-type: none"> Sisovath HS: 89% Kg Cham HS: 75% Prek Leap HS: --% Prek Anchanh HS: --% Peam Chikong HS: --% All relevant sites achieved pass averages exceeding national average 2019: TBD <u>Pass Rates:</u> <ul style="list-style-type: none"> Sisovath HS: % H Sen Kg Cham HS: % Prek Leap HS: % Prek Anchanh HS: % Peam Chikong HS: % 		X			

Type of Evaluation	Purpose	Timing	Focus Areas	Tools	Status updates	Performance Categories					
						1	2	3	4	5	
	<ul style="list-style-type: none"> Reporting to MoEYS Accountability to Donor 	Annual	<p>Medals and Awards (international & National) as well as Internal awards</p> <ul style="list-style-type: none"> Target(s): <ul style="list-style-type: none"> Each school should report at least some examples of outstanding student performance Data Points <p><i>Number of Awards Received</i></p> <ul style="list-style-type: none"> General Awards Certificate of Achievement Gold Medal Silver Medal Bronze Medal <p><i>Number and Percentage of Students Winning Awards</i></p> 	See Annex #5	<p>2018: 125 Gold, Silver, and Bronze Medals awarded</p> <ul style="list-style-type: none"> Sisovath HS: 125 Medals H Sen Kg Cham HS: -- Prek Leap HS: -- Prek Anchanh HS: -- Peam Chikong HS: -- <p>2019: TBD</p> <ul style="list-style-type: none"> Sisovath HS: -- H Sen Kg Cham HS: -- Prek Leap HS: -- Prek Anchanh HS: -- Peam Chikong HS: -- 		X				X

Type of Evaluation	Purpose	Timing	Focus Areas	Tools	Status updates	Performance Categories					
						1	2	3	4	5	
	<ul style="list-style-type: none"> Reporting to MoEYS Accountability to Donor 	Annual	<p>Student tracking: University; TVET; Scholarships; International Institutions; STEM discipline in university.</p> <ul style="list-style-type: none"> Target(s): <ul style="list-style-type: none"> 80% of Grade 12 students enter post-secondary school studies Data Points <ul style="list-style-type: none"> Number and Percentage of Students Graduating Number and Percentage of Students Entering Post-Secondary Studies Number and Percentage of Students Entering University Number and Percentage of Students Entering Polytechnic Institutions Number and Percentage of Graduates Receiving Scholarships 	See Annex #6	<p>Students Doing Post-Secondary Studies:</p> <ul style="list-style-type: none"> Sisovath HS: % H Sen Kg Cham HS: % Prek Leap HS: % Prek Anchanh HS: % Peam Chikong HS: % <p>Graduates Attending University:</p> <ul style="list-style-type: none"> Sisovath HS: % H Sen Kg Cham HS: % Prek Leap HS: % Prek Anchanh HS: % Peam Chikong HS: % <p>Students Attending Polytechnic & Vocational Institutions:</p> <ul style="list-style-type: none"> Sisovath HS: % H Sen Kg Cham HS: % Prek Leap HS: % Prek Anchanh HS: % Peam Chikong HS: % <p>Graduates Receiving Scholarships</p> <ul style="list-style-type: none"> Sisovath HS: % H Sen Kg Cham HS: % Prek Leap HS: % Prek Anchanh HS: % Peam Chikong HS: % 		X				

Type of Evaluation	Purpose	Timing	Focus Areas	Tools	Status updates	Performance Categories				
						1	2	3	4	5
	<ul style="list-style-type: none"> Reporting to MoEYS Accountability to Donor 	Annual	Efficiency Statistics (drop-out rate, promotion and repetition rate) <ul style="list-style-type: none"> Target(s): <ul style="list-style-type: none"> Dropout may not exceed 5% across all grades each year (excluding students who transfer) Data Points <ul style="list-style-type: none"> Number and Percentage of Students Dropping out (All Grades) Number and Percentage of Students Promoted (All Grades) Number and Percentage of Students Repeating (All Grades) 	See Annex #7	Dropout Rate <ul style="list-style-type: none"> Sisovath HS: % H. Sen Kg Cham HS: % Prek Leap HS: % Prek Anchanh HS: % Peam Chikong HS: % Promotion Rate <ul style="list-style-type: none"> Sisovath HS: % H Sen Kg Cham HS: % Prek Leap HS: % Prek Anchanh HS: % Peam Chikong HS: % Repetition Rate <ul style="list-style-type: none"> Sisovath HS: % H Sen Kg Cham HS: % Prek Leap HS: % Prek Anchanh HS: % Peam Chikong HS: % 		X			X
SOCIAL EQUITY PERFORMANCE	<ul style="list-style-type: none"> Reporting to MoEYS Accountability to Donor 	Annual	Social Equity (Free education for vulnerable and poor students) <ul style="list-style-type: none"> Target(s): <ul style="list-style-type: none"> Poor students (self-classified) pay no fees either formal or informal Data Points <ul style="list-style-type: none"> Number and Percentage of Non-paying Students Number and Percentage of Paying Students 	See Annex #8	Paying Students: <ul style="list-style-type: none"> Sisovath HS: % H Sen Kg Cham HS: % Prek Leap HS: % Prek Anchanh HS: % Peam Chikong HS: % Free Students: <ul style="list-style-type: none"> Sisovath HS: % H Sen Kg Cham HS: % Prek Leap HS: % Prek Anchanh HS: % Peam Chikong HS: % 		X			X

Type of Evaluation	Purpose	Timing	Focus Areas	Tools	Status updates	Performance Categories				
						1	2	3	4	5
NATIONAL & SUB-NATIONAL LEVEL ACCOUNTABILITY		Annual	Board Performance (National & Subnational): Participation, Attendance, Frequency <ul style="list-style-type: none"> • Target(s): <ul style="list-style-type: none"> ○ Boards at all levels meet at least 4 times per year with at least a 51% attendance rate • Data Points <ul style="list-style-type: none"> ○ Meetings per year at all levels (National and Provincial) ○ Average Attendance Rate of all Meetings ○ Number and Percentage of Members Who Have Never Attended a Meeting 	%	National Level <ul style="list-style-type: none"> • Meetings per Year: • Average Attendance: • Members Who Have Never Attended: Sub-National Level <ul style="list-style-type: none"> Kampong Cham <ul style="list-style-type: none"> • Meetings per Year: • Average Attendance: • Members Who Have Never Attended: Phnom Penh <ul style="list-style-type: none"> • Meetings per Year: • Average Attendance: • Members Who Have Never Attended: Kandal <ul style="list-style-type: none"> • Meetings per Year: • Average Attendance: • Members Who Have Never Attended: Kampong Speu <ul style="list-style-type: none"> • Meetings per Year: • Average Attendance: • Members Who Have Never Attended: Svay Rieng <ul style="list-style-type: none"> • Meetings per Year: • Average Attendance: • Members Who Have Never Attended: 	X				