New Generation Schools
Year 9 Implementation
Annual Report 2024

Phnom Penh, CAMBODIA
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LIST OF ABBREVIATIONS

ADB	Asian Development Bank
AFD	Agence Francaise de Development
AI/AR	Artificial Intelligence/Augmented Reality
BSD	Build Something Different
CAM	Cambodia Association of Mentors
CPE	Cambridge Partnership for Education
CDDE	Center for Digital and Distance Education
CFS	Child Friendly School
CICME	Cambodia's International Conference on Mentoring Educators
CIES	Comparative International Education Society
CNI	Consonant Name Identification
CPD	Continuous Professional Development
CTC	Community Tech Center
CWPM	Correct Words Per Minute
DCD	Department of Curriculum Development
DViTSA	Digital Visualization Technology Skills Accelerator
E2STEM	English|E-Learning|Science|Technology|Engineering|Mathematics
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
FFF	Franks Family Foundation
FWR	Familiar Word Reading
GSED	General Secondary Education Department
HS	High School
ICT	Information and Communication Technology
IPM	Integrated Pest Management
KAPE	Kampuchea Action to Promote Education
LED	Lichtenstein Economic Development
LLSE	Local Life Skills Education
LNI	Letter Name Identification
M.Ed	Master of Education
MoEF	Ministry of Economy and Finance
MoEYS	Ministry of Education, Youth, and Sport
MoTP	Ministry of Telecommunications and Posts
NGPRC	New Generation Pedagogical Research Center
NGPS	New Generation Preschool
NGS	New Generation School
NIE	National Institute of Education
ORF	Oral Reading Fluency
PCR	Pupil Classroom Ratio
PED	Primary Education Department
PS	Primary School
PTR	Pupil Teacher Ratio
SBM	School-based Management
SRS	Secondary Resource School
STEM	Science Technology Engineering and Mathematics
TTI	Teacher Training Institute
TTO	Thontean Obrom
USE-SDP	Upper Secondary Education – Sector Development Program

VCESS	Vientiane City Education & Social Services Office
VNI	Vowel Name Identification
WPM	Words Per Minute

LIST OF TABLES & FIGURES

QUICK PROGRAM FACTS

Timeframe, Location, & Budget (All Sources)	
Start Date	January 2016
End Date	Open ended
Target Provinces	7 (Phnom Penh, Kampong Cham, Kandal, Kampong Speu, Svay Rieng, Prey Veng, Siem Reap)
Budget for Year 1 (2016)	• $1,218,000 (Secondary)
Budget for Year 2 (2017)	• $1,520,000 (Secondary) + $40,000 (Primary) = $1,560,000
Budget for Year 3 (2018)	• $1,576,000 (Secondary) + $296,000 (Primary) = $1,872,000
Budget for Year 4 (2019)	• $1,494,000 (Secondary) + $250,000 (Primary) + $163,000 (Tertiary) = $1,907,000
Budget for Year 5 (2020)	• $1,494,000 (Secondary) + $250,000 (Primary) + $163,000 (Tertiary) = $1,907,000
Budget for Year 6 (2021)	• $1,494,000 (Secondary) + $250,000 (Primary) + $163,000 (Tertiary) = $1,907,000
Budget for Year 7 (2022)	• $1,417,000 (Secondary) + $263,000 (Primary) + $163,000 (Tertiary) = $1,843,000
Budget for Year 8: (2023)	• $1,417,000 (Secondary) + $251,000 (Primary) + $170,000 (Tertiary) = $1,838,000
Budget for Year 9: (2024)	• $1,417,000 (Secondary) + $251,000 (Primary) + $170,000 (Tertiary) = $1,838,000 plus $172,000 in special support funds = $2,010,000
Unit Costs (Primary) (2024)	$102 per student
Unit Costs (Secondary) (2024)	$179 per student
Beneficiaries	
Students Supported	***10,364***
Primary Level	Boys: 1,301; Girls:1,143; Total: **2,444**
Secondary Level	Boys: 3,714; Girls: 4,206; Total: **7,920**
Tertiary Level	31
Teachers Supported	***525***
Primary Level	84
Secondary Level	441
Tertiary Level	5
Other Staff Supported	***163***
School Administrators Supported	86
Librarians Supported	21
Counselors Supported	7
School Nurses Supported	9
Mentors Supported	40
Schools Supported	***13***
Primary Schools Assisted	4
Secondary Schools Assisted	9
Classes Supported	***301***
Primary Level	74
Secondary Level	227
Efficiency Indicators	
PTR Level	
Primary Level	29:1
Secondary Level	18:1
PCR Level	
Primary Level	33:1
Secondary Level	35:1
Gender Parity Index (Enrollment)	
Primary Level	0.88
Secondary Level	1.13
Secondary School Dropout	1.3% (2023)

1. EXECUTIVE SUMMARY

General Overview: New Generation School reforms have now been in effect for nine years. The most significant development this year has been a decision to expand the NGS System into two new schools each in different provinces (i.e., Prey Veng and Siem Reap). About $200,000 was invested in these new sites this year for a 'whole school' configuration, starting with all classes in Grades 7 and 8. Expansions in grade level will be seen every year going forward until the whole school is covered. As a result, total funding to NGS has increased to $2,010,000 in 2024 compared to $1,838,000 in 2023. Some of these funds are also being used to supplement parental contributions in schools where rogue media outlets have challenged the legality of voluntary parental payments, undermining efforts to shift sustained operation away from government and to local communities. In addition, total enrollment in the NGS System finally broke the 10,000-student mark with total enrollment this year registering 10,364, up from 9,187 last year or 13%. This marks a major milestone for the NGS System and indicates continuing strong support from the public for NGS reforms, despite opposition from some quarters.

In general, NGS put in some excellent performance for the year including a high pass rate on the Bac II Examination (90%), a high transition rate to university (85%); a record number of student awards (3,024 awards), and the production of thousands of student projects (2,464 group projects). These achievements should help to silence critics who claim that the results of investment do not warrant the high cost.

Key Developments During the Reporting Period: The present report provides an overview of 33 discrete activities and programming issues relating to scope and direction as well as a summary of key challenges. The following list of issues/activities provides a short summary of some of the key developments in the NGS System during the first half of 2024.

System-Wide Activities and Results

1. Update on Programming Scope: Enrollment increased in the NGS System causing *unit costs to decline further, dropping from $201/student last year to $179 this year for secondary level; primary school unit costs have also declined from $130/student to $102.*

2. Entrance Examination Results for 2024: Demand for entry in New Generation Schools continues to be very high with many more students applying than there are available seats. Across all schools, there were 3,393 applicants for only 2,396 available seats, indicating that demand for NGS services continues to exceed demand. The rate of admission at New Generation Schools decreased slightly from 65% in 2023 to 62% in 2024.

3. Updated Accreditation Results for 2024: Accreditation visits for existing New Generation Schools were completed at the end of 2023 while a new round of visits is planned for August 2024. Following the initiation of probation for some schools last year, three schools (i.e., Anuwvat PS, Akhea Mahasei PS, and Peam Chikong HS) were able to achieve accreditation while Angkor Ban PS did not pass and is now no longer considered an official New Generation School. This recommendation is now with the NGS National Oversight Board for action.

4. Capacity-Building Events during the Reporting Period: The NGS Team continued to organize many capacity-building workshops to maintain high standards of performance. During the reporting period, the NGS Central Office reported organizing 11 workshops at primary school level and 13 at secondary school level. Altogether there were 726 participants at the various workshops organized over the last six months.

5. Update on NGS Publications: Over the years, the NGS Central Office has developed and printed many technical publications on a variety of topics ranging from student assessment, constructivist learning, student clubs, project work, and many more. Altogether, the NGS

Central Office has published over 20 manuals and policy documents as MoEYS publications. During the last reporting period, NGS has focused on the finalization of the *Financial Management Guidelines* for all recognized New Generation Schools. The NGS Central Office also published and distributed a revised version of the *Constructivist Learning Manual* to include a major section on Computational Thinking.

6. Parental Financing Developments and Support for Poor Students: To sustain operations, New Generation Schools continued to collect annual fees usually range from as low as $50/student per year in rural areas such as Angkor Ban PS to $330/student at Preah Sisovath HS. The average annual payment is about $180/year. Overall, about 16% of the students enrolled in New Generation Schools attend for free with this percentage reaching as high as 37% in certain schools such as Akhea Mahasei PS. Thus, there are clear provisions in place in the NGS System to ensure social equity and inclusion at each New Generation School.

7. School Financial System Re-organization Update: As all New Generation Schools reach the end of their investment cycles and negotiate parental support to cover recurrent operating costs, there has been an overwhelmingly positive response from communities resulting in a windfall of almost $1.9 million across all schools (as of 2024).

8. Rationalization of the School Investment Planning Process Update: Now that most schools have shifted their reliance from government to community funding for most expenditures and with the rapid increase in available funds at their disposal, the New Generation School Office has had to move quickly to accelerate capacity-building efforts of all schools so that they can plan and program ALL funds in a rationalized manner with the school's best interests in mind. Such guidelines are laid out in the NGS Operational Guidelines as well as newly completed Financial Management Guidelines.

9. *Progress on NGS Building Renovations for 2024:* Most of the funding for infrastructure renovations this year was allocated to Preah Angduong HS in Prey Veng and Aranh Rainsei HS in Siem Reap. This included the emplacement of 13 renovated classrooms, six science labs, two ICT labs, and two 21st Century Libraries. In all, the project invested about $206,048 in these new New Generation Schools. In terms of overall investment, NGS reported emplacing 486 modernized educational facilities such as 21 Century Libraries, auditoriums, science and ICT labs, etc. during the nine-year period of NGS investment.

10. Exposure Visit to Thailand: Using KAPE's extensive network of educators in Thailand, the NGS Central Office organized a study visit to three Thai schools in Buriram Province in late June/early July 2024. One of the reasons Buriram was chosen is because this is a Khmer-speaking province making it easier for Cambodian and Thai educators to communicate. Each of the schools visited demonstrates very high-performance but with very different approaches to how they achieve high outcomes. This year's visit accommodated 115 Cambodian educators including teachers (75), administrators from multiple levels (37) and community members (3).

11. New Collaborations, Partnerships, & Networking: The NGS System continued to do outreach and advocacy with both the public and private sector. New partnerships include those with Lichtenstein Economic Development (LED), Educational Broadcasting of Cambodia, Ministry of Telecoms and Posts (MoTP), and Rangsit University in Bangkok.

12. Upgrading Library Management (in 5 schools): The NGS Central Office undertook a new initiative in NGS libraries to further increase their efficiency by introducing a new library software called PMB (PhpMy Bibili). This new software enables librarians to save time managing their libraries by digitizing library services, catalogs, library user reports, and general management.

13. Project Work Fairs in Planning: The organization of project work fairs are an important tradition in the NGS System and are scheduled every year by nearly all New Generation Schools. These fairs provide students a chance to display their projects that result from schools' embrace of Constructivist Learning methodologies in which students create their own knowledge products. This year, 2,464 projects involving 6,000 were planned and implemented by New Generation Schools.

14. National NGS Oversight Board Meeting: Oversight Boards met 21 times during the year. There were three full-meetings of the National Oversight Board (not counting smaller meetings for administrative purposes such as procurement approvals) and 18 meetings among provincial boards for purposes of oversight and problem solving.

15. Collaboration with UNICEF on Local Life Skills Education: The NGS System was brought into close collaboration with UNICEF to pilot Phase 1 of an expansion of national Local Life Skills Education (LLSE) programming. NGS students tended to perform quite well on these baseline tests in comparison to other schools receiving investment and in fact ranked number 1 at secondary school level for all soft skill sets that were tested, i.e., Critical Thinking; Self-Management; and Communication.

16. Artificial Intelligence in Education Initiative: At the request of the Deputy Prime Minister, the Central NGS Office was invited to nominate representatives to sit on a new national taskforce that seeks to help MoEYS integrate Artificial Intelligence (AI) and Augmented Reality (AR) into the education process in public schools. The taskforce comprises representatives from multiple departments. NGS representatives affiliated with KAPE have taken a leading role in this taskforce and have proposed a number of new initiatives that will help to jumpstart the AI/AR integration process.

17. Student Awards and Medals: Based on information received from schools for the 2024 academic year, New Generation Schools received 3,084 awards during the year. These awards were won by 3,084 students, which is roughly about three awards per student. In view of the NGS enrollment of 10,384 students this year, this would mean that about 7% of enrolled students won some sort of award or recognition.

Secondary School Activities and Results

18. Commencement of NGS Expansion in Siem Reap & Prey Veng: As noted earlier, the addition of two large secondary schools to the NGS System has been a major focus of activity during the first six months of 2024. This is the first major expansion of the NGS System since 2018 and may signal additional major investment in widening public access to the high quality of education offered by a New Generation School.

19. Bac II Examination Results: A record number of Grade 12 students (794) sat for the Bac II Examination in 2024 across six New Generation High Schools. In all, 90% of NGS students passed the Bac II Exam this year in comparison to the national rate of 79%.

20. Student Progression to Post-Secondary School Institutions: Of the 794 students who sat for the Bac II Examination, 85% reported that they had been accepted to a university, which is an historically high rate and an increase from last year. The number of students receiving university scholarships was also quite high with 243 students receiving such support or 34% of the total.

21. Gaming Technology Development Skills Accelerator Initiative Update: The DViTSA Project is funded by Lichtenstein Economic Development and has been in progress since January 2024. The project focuses on providing students with skills in gaming technology and has achieved several key activity milestones during the last six months. Key milestones include the

finalization and expansion of the DViTSA curriculum (132 hours) and the development of competency assessment to monitor student learning (cf. attached link for an example of student-developed products: http://bit.ly/4e6wemP).

22. PISA Boost Initiative: Cambodia has been participating in the Program for International Student Assessment or PISA since 2017 with the most recent test administration occurring in 2022. Cambodia generally does very poorly on these tests among the 15-year-olds who participate with only 8 to 12% of students able to demonstrate minimum competency in tested subjects. Although scores are not broken down by school, the New Generation Schools that have participated in these tests demonstrate generally high performance in comparison to the rest of the country though to be sure, private schools participating in the test also do very well. In order to raise PISA scores, KAPE has suggested to MoEYS that it work with researchers to better understand how to build a strategy based on empirical evidence that would improve students' test performance on international measures.

23. MoU Agreements with Universities & Private Sector Update: As part of the NGS experience for students, secondary schools are encouraged to do advocacy with universities both in and outside of Cambodia to increase the exposure and opportunities for post-secondary study among New Generation School students. So far, five secondary schools within the NGS system have established such relationships with tertiary institutions as far abroad as China, the United States, and Singapore.

24. Operation of the Student Counseling System: Overall school reporting indicated that 15% of incoming students at Grade 7 were at-risk and required special counseling support. In total, 1,483 students across all grades received individualized counseling in the NGS System or about 19% of the total number of students enrolled. In addition, 8,756 students reported joining special career events such as listening to guest speakers representing various professions; learning how to use the e-counseling app known as Trey Visay; etc.

25. Overview of Student Club Establishment and Operation: In all, schools reported that there were 145 clubs across 31 discrete topics in operation each with elected student officers and a facilitating teacher. Teachers are trained not to 'supervise' clubs but rather act as a facilitator who can give advice and guidance to clubs only when they need it. Clubs are intended to be student-directed. Overall, it was reported that 7,355 students were participating in clubs, however, this number likely reflects double membership in multiple clubs.

26. Operation of the Extensive English Language Reading Program (X-Reading): All New Generation Schools are participating in the Extensive English Language Reading Program, which involves 26 teachers and 2,467 students. This year, participating students reported reading 159,238 books or about 65 English books per student! This is a remarkable achievement and explains why NGS students perform so well on national level English tests.

Primary School Activities and Results

27. General Overview of New Generation Primary School Operations: Enrollment across New Generation Primary Schools remained generally stable across at 2,444 students, down slightly from 2,452 in the previous year. Most schools saw slight declines in their enrollment year on year except for the Demonstration School in Kampong Cham, which actually saw an increase of 103 students (or 23%) in the current academic year. As a result of the slight decline in enrollment as well as a small increase in the number of teachers, PCR and PTR levels were tapped down somewhat with PCR now equal to 33:1 while PTR is down to 20:1.

28. Sharing the Lessons of Full Day Programming in NGS: One of the key elements of the superior learning program in New Generation Primary Schools is the requirement that students study for six hours per day as per international standards. To learn from this experience, a

delegation from the World Bank visited Akhea Mahasei PS in Kampong Speu to better understand how New Generation Schools program the extra time provided for student learning. The hope is that they can replicate the framework developed in NGS primary schools in the General Education Improvement Program, which is funded by the Bank.

29. School Clinics Established in All New Generation Primary Schools: The establishment of student clinics is one of the important features of a New Generation School and makes up one of the many important services available to students in such schools along with library services, ICT services, life skills education, clubs, wired classrooms, and other services that enrich children's learning experience. Student clinics are now available at all New Generation Primary Schools and are open both morning and afternoon.

30. EGRA and EGMA Tests: The efficacy of investments in primary education under New Generation School education reforms can be seen clearly through performance comparisons between NGS and national tests that assess numeracy and literacy (i.e., EGMA and EGRA tests). A comparison of performance on a few selected tasks demonstrates the dramatic difference. For example, the rate of word reading on the Familiar Word Reading Subtask is 4.76 times greater among NGS students in Grade 1 than the treatment group in the national Early Grade Learning Program. Similarly, Zero Scores for FWR in the national program are almost five times greater than in New Generation Schools (13% versus 58%). Similarly strong results were reported for Mathematics. For example, Number Discrimination rates were 33% greater among Grade 1 students in New Generation Schools though Zero Scores were about the same. Similarly, performance on Simple Addition problems was 42% better among Grade 1 NGS students and 27% greater among Grade 2 students.

Activities and Developments at the New Generation Pedagogical Research Center

31. Retooling the NGPRC: There have been recent efforts to disband the NGPRC, cease mentor intakes, and integrate the center into the NIE without autonomy. Happily, through the intervention of the Deputy Prime Minister, such actions have been rolled back. In a meeting with H.E. Dr. Hang Chuon Naron in November 2024, it was agreed that the Center had made several very notable achievements in its very short existence and that it was important to re-affirm the autonomy of the NGPRC under KAPE's oversight; however, it was agreed that the Center should retool its program to broaden its relevance to schools outside of the New Generation School System, including Model Schools. Since there was no intake in 2024 and no active students planned in early 2025, the Center can now focus its full efforts on the design of two new short courses that will be added to its programming. This includes a short NGS Teacher Certification Program (for all schools, not just NGS) and another short course on becoming a Teacher Mentor for Model Schools or schools in programs funded by the ADB (such as STEPUp), which need 130 mentors over the next five years.

32. Restructuring the Governance Structure of the NGPRC: As part of the retooling process for the Center that was recently agreed with the MoEYS, the Deputy Prime Minister asked to create a special Oversight Board for the Center that he will personally chair. The Board will include representatives from various departments, NIE, and KAPE as well as some senior Ministry staff. The Board will provide guidance to the Center regarding the development of new courses that will support other MoEYS reform initiatives such as Model Schools, CPD, and addressing the mentoring shortage in New Generation Schools as many Mentors move into new positions as part of their career advancement.

33. Development of a Prakas to Give Official Recognition of Mentors within the Education System: As part of its efforts to gain official recognition of the role of mentors within the education system, the Center has been working closely with MoEYS to better systematize the

description of the master's degree program in mentoring along with multiple supporting documents. This includes developing a clear Terms of Reference for Mentors (adapted from the ToR produced for NGS Mentors), systematizing guidelines for the implementation of mentoring services, developing mentoring tools that will provide guidelines for mentoring and daily practice, and preparing a concept note entitled, Mentoring in Cambodia and the Role of the NGPRC. In addition, the Center has reviewed and revised the master's degree curriculum framework for the mentoring program. All of this documentation has been gathered and submitted to the leadership of MoEYS for review and approval. Although the MoEYS leadership has agreed and endorsed the idea that the status of Mentors should be equivalent to that of Inspectors, it has deferred a final determination of this issue to the Ministry of Public Service.

34. Research Activities Organized by the NGPRC: The Center has also been very active in terms of its animation of various research activities. As noted above, the Center developed an impact study on the mentoring program implemented under NGS. At the same time, the Center has entered into a partnership with Texas A&M University in which it will contribute book chapters to a new publication being developed by the university on Mentoring and Action Research. Such activities very much help to raise the profile of both the Center as well as NIE. Finally, the Center continues to provide tech support to master's degree candidates in Cohort 5 who are working on their theses as part of their degree requirements. This year, candidate theses will be presented as part of a Research Proposal Fair and published for archiving along with the theses produced by graduates from Cohorts 1 to 4.

Results-based Performance Indicators: Based on the data presented in Annex 1, the NGS Central Office is happy to report that all indicators have been achieved for 2024. This suggests that the program is now ready to review indicators adding more ambitious milestones in collaboration with MoEYS.

Challenges Encountered in Implementation: A number of key challenges have been identified during the reporting period that will require additional support and advice from the National Oversight Board. These challenges are summarized below:

1. Continuing Challenges Relating to Teacher Shortages and Recruitment: Altogether, the New Generation School System lost 34 teachers in 2024 or a loss rate of about 5%. While many teachers are leaving, some schools have been expanding the number of classes due to high demand from parents and public complaints that New Generation Schools are too restrictive. Thus, the NGS System has been expanding at the same time that it is also losing teachers. This situation has been complicated even further by recent restrictions placed on the movement of teachers between provinces by the Ministry of Public Servants. These trends have created an increasingly impossible situation for several New Generation Schools such that they cannot keep their schools fully staffed.

2. Crackdown on the Collection of Mandatory Student Fees: Because of the increasing political sensitivity about the use of school fees to finance improved educational quality all over the country, the NGS Central Office has sought to remind schools of the 'voluntary' nature of parental contributions, the need for schools to remind communities that their contributions ensure high quality standards, and the tendency of some schools to charge multiple fees in addition to the one rationalized fee that is mandated by NGS Operational Guidelines. All schools have been asked to issue School Manifestos outlining that schools commit to only 'one' rationalized fee for all services that is mutually agreed upon with the community.

3. Declines in Sustained Income in Selected Schools: The spread of fake news by rogue news outlets in Kampong Cham Province in 2023 relating to the legality of New Generation Schools to solicit voluntary payments from parents has led to a directive from MoEYS to suspend all

parental payments to Peam Chikong HS starting from 2024. While many parents have voluntarily continued to pay support fees to the school, contributions are now down as there is some confusion in the community whether they need to pay or not. To make up for the shortfall, MoEYS provided an additional one-time $172,000 in supplementary funds for Peam Chikong HS and other schools with similar shortfalls. However, this is a one-time payment, putting the sustained operation of such schools in some doubt.

4. Major Budget Constraints Have Emerged as a Result of Program Expansion: Although the program has achieved many savings by shifting many school support costs to parents and ending most infrastructure investments in older New Generation Schools, there has nevertheless been a considerable strain on the project's overall budget as a result of the decision to expand NGS programming to additional schools in two more provinces (i.e., Siem Reap and Prey Veng). Altogether, more than $200,000 has been shifted to new schools (mostly for infrastructure investments).

5. Mentor Shortage in New Generation Schools: Due to a number of factors including the lapse in 3-year mentor contracts, many New Generation Schools are reporting a mentor shortage, which has been exacerbated by the return of all mentors in Cohort 5 to their schools of origin rather than applying to work in New Generation Schools, which was the original plan.

6. Poor General Understanding of the Difference between Mentor & Inspector: The NGPRC has recently been advocating with MoEYS and the Ministry of Public Servants to create a special payment slot for Mentors that recognizes their high level of skill to mentor other teachers. Such recognition would greatly increase attractiveness of mentoring positions and greatly increase the applicant pool (and the quality of candidates graduating from the program). One frequent comment from officials involved in these discussions, however, is that they do not see the difference between a Mentor and an Inspector nor the need to create special recognition of Mentors. This fundamental misunderstanding misses the kind of teacher evaluation that Mentors and Inspectors are each engaged in (i.e., formative vs summative evaluation).

7. Continuing Battles with Anti-reform Teachers at Selected Schools: Although NGS Reforms have generally won kudos from the public and the MoEYS leadership, they continue to threaten the interests of many unprofessional teachers within the education system, particularly with respect to private teaching, also known as Shadow Education. This is because shadow teaching is not allowed under the NGS operating framework. Such conditions often lead many teachers in 'whole school' configurations to boycott participation in the New Generation School and even demanding that half of the school should be handed over to them so that they can extort fees from students. Such overt opposition represents a difficult challenge for NGS administrators, particularly when they receive little back-up from local officials.

8. Maintaining the Integrity of the NGS System: The New Generation School System seeks to maintain a balance between 'Structure' and 'Freedom.' That is, the philosophy of New Generation Schools is Freedom in Structure in which schools are provided with high amounts of autonomy (i.e., freedom) and encouraged to create the conditions needed for educational innovation. The program seeks to maintain a very delicate balance between freedom and structure to prevent schools from veering into conditions of chaos (i.e., too much freedom) or repressed control (i.e., too much structure). Some schools in the NGS System have expressed a desire to be completely independent of the NGS operational framework while still being called New Generation Schools. NGS Programmers are hopeful that they can maintain 'Freedom in Structure' balance while keeping all schools within the NGS System.

9. Pending Accreditation Status of Angkor Ban PS: As noted earlier, Angkor Ban PS in Kampong Cham Province did not pass its accreditation in 2024 due to the refusal of the school director there to comply with requirements for more transparent financial management. This matter now sits with the National Oversight Board to make a decision about what to do with the school and whether it can make the school director comply with MoEYS guidelines or force his removal.

General Conclusions

After nine years of implementation, New Generation Schools have become a rallying point for educational reform and also a lightning rod for anti-reform educators who prefer to preserve the status quo. NGS reforms have increasingly attracted public attention in social media and the press through both positive as well as negative news stories, each representing the lines of battle between reformers and anti-reformers. As this acrimonious debate about reform unfolds, NGS more and more finds itself in the crosshairs of opponents though not without significant support from reform advocates within MoEYS as well. The way forward for NGS is, therefore, somewhat precarious as it seeks to navigate some of the key controversies animating education reform and anti-reform proponents.

It should also be noted that the educational landscape in Cambodia has recently seen some major changes with the advent of Model Schools, a new MoEYS reform initiative that seeks to accelerate improvements in educational quality. Partly, the increasing popularity of Model Schools is due to the inability of New Generation Schools to expand more rapidly stemming from the need for painstaking school selection to ensure local support (a critical condition for successful investment) as well as perceptions among bureaucrats that NGS investment is too expensive. Relatedly, MoEYS has been disappointed that most donors have ignored NGS investment because they feel it is either 'elitist' or 'inequitable' though there have been some major exceptions such as ADB. Thus, Model Schools have been presented as a 'fast and cheap' alternative to New Generation Schools though the MoEYS has been quick to point out that Model Schools should eventually evolve into New Generation Schools.

There are some major challenges facing the future of New Generation Schools that could pose an existential threat to their continued viability. Many of these challenges relate to recent changes in the flexibility in the way that teachers are posted, mainly as a result of interventions from the Ministry of Public Servants over which MoEYS has little control. Recent restrictions on the movement of teachers could have the effect of starving New Generation Schools and associated institutions such as NGPRC of the human resources that they need both in terms of the recruitment of talented teachers as well as the placement of mentors who are essential to their technical sustainability. Similarly, restrictions on the ability of schools to solicit parents for financial support could also spell doom for New Generation Schools. All of this suggests the need to better codify the autonomous freedoms that MoEYS policy extends to them, perhaps by lobbying Parliament to pass a law that legally recognizes the rights of New Generation Schools to do things that other public schools are not allowed to do.

2. BACKGROUND

2.1 Past and Future Trends in NGS Reforms

This annual report seeks to summarize achievements and challenges of the New Generation School System. In 2024, New Generation School reforms completed their 9th year of implementation with increasing acceptance among the public that such reforms are both positive and here to stay, in spite of continuing opposition from anti-reform elements in the education system. This refers mainly to a vocal group of teachers who see NGS reforms as a threat to their ability to exploit students with mandatory private classes despite major increases in salary provided by MoEYS over the last several years. Under NGS Reforms, teachers are not allowed to force their students to pay for private classes, which is a prohibition that is very popular with parents. It is for this reason that NGS Reforms have proven to be very popular with the public while also enabling public schools to achieve many academic accolades in both national and international competitions. Thus, for parents, New Generation Schools provide high quality education at a lower cost than what they are used to when teachers are teaching private classes, also known as 'shadow education.'

Figure 1.1: Policy Typology of School Development Models

Tier 1: New Generation Schools

Tier 2: Effective Schools (Model Schools)

Tier 3: Normal Schools

There are currently 13 schools that are observing NGS operational guidelines, and most are accredited by the NGS National Board. MoEYS has incorporated New Generation Schools into a school reform typology that outlines three school levels that start with Normal (unsupported) Schools, followed by Model Schools, and finally New Generation Schools at the top of the typology. The NGS Central Office has undertaken empirical research for MoEYS to help better inform Ministry decision-makers as they roll out the new policy framework on school development models.[1]

New Generation Schools primarily differ from other school development models in that they espouse an 'organic,' bottom-up development approach, which ensures local ownership and sustainability. For this model to work, high levels of governance and strong local leadership are essential, which is why the selection of sites for NGS investment is so critically important. Only those schools where local stakeholders such as managers, teachers, and communities are strongly committed to NGS principles can investment be successful. To date, New Generation Schools have performed successfully on PISA tests and demonstrate a high proportion of student performance in the top tiers of national examinations (i.e., students with A, B, & C scores).

In terms of overall investment since 2016, Government and private donors have invested approximately $16,107,000 where the vast majority of the investment ($14.92 million or 93%) was from government (see Table 2.1). Total investment in NGS by government in 2024 was $1.84 million (for primary and secondary schools), which includes a one-time supplementary investment of $172,000 to defer some of the operating costs reverting to parents that were wrongly reported by a rogue news outlet in Kampong Cham Province. It should also be noted that an additional $170,000 to operate the New Generation Pedagogical Research Center at the National Institute of Education (to train NGS mentors) is also part of the total annual

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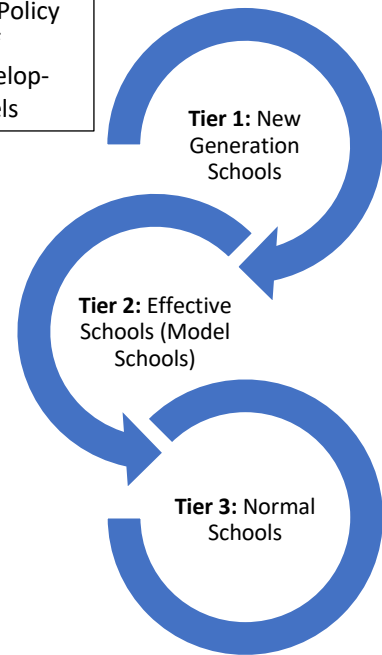
[1] Cf. https://www.kapekh.org/files/report_file/384-en.pdf

investment provided to KAPE by MoEYS to run the NGS System, which altogether represents a total investment of $2.01 million for 2024.

Table 2.1: Investment in New Generation Schools at All Levels, 2015-24

Year	MoEYS	Franks Family Foundation	Child Fund Australia	Oaktree Foundation	Total	Schools & Institutions 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**
2019	$1,417,000	$--[2]	$77,000	$0	**$1,494,000**	**6**
2020	$1,417,000	$--[3]	$77,000	$0	**$1,494,000**	**6**
2021	$1,417,000	$--[4]	$77,000	$0	**$1,494,000**	**6**
2022	$1,417,000	$--[5]	$0	$0	**$1,417,000**	**6**
2023	$1,417,000	$--[6]	$0	$0	**$1,417,000**	**7**
2024	$1,417,000	--	$0	$0	**$1,417,000**	**9**
Total	**$11,918,000**	**$300,000**	**$631,000**	**$198,000**	**$13,047,000**	**9**
Primary Schools						
2017	$40,000	--	--	--	**$40,000**	2
2018	$296,000	--	--	--	**$296,000**	2
2019	$250,000	--	--	--	**$250,000**	2
2020	$250,000	--	--	--	**$250,000**	2
2021	$250,000	--	--	--	**$250,000**	2
2022	$250,000	$13,000			**$263,000**	3
2023	$251,000	--	--	--	**$251,000**	4
2024	$251,000	--	--	--	**$251,000**	4
Total	**$1,838,000**	**$13,000**	**--**	**--**	**$1,851,000**	**4**
Special Supplementary Payments for Both Primary/Secondary from Government						
Total	**$172,000**	**--**	**--**	**--**	**$172,000**	**--**
New Generation Pedagogical Research Center-NIE (Higher Education)						
2019	$163,000	$15,000	$30,000	--	$208,000	1
2020	$163,000	$0	$0	--	$163,000	1
2021	$163,000	$0	$0	--	$163,000	1
2022	$163,000	$0	$0	--	$163,000	1
2023	$170,000	$0	$0	--	$170,000	1
2024	$170,000	$0	$0	--	$170,000	1
Total	**$992,000.00**	**$15,000**	**$30,000**	**--**	**$1,037,000**	**1**
GRAND TOTAL	**$14,920,000**	**$328,000**	**$661,000**	**$198,000**	**$16,107,000**	**14**

[2] Does not include $272,000 interest-free loan to programming while government-funding was processed.
[3] Does not include $330,000 interest-free loan to programming while government-funding was processed.
[4] Does not include $365,000 interest-free loan to programming while government-funding was processed.
[5] Does not include $282,000 interest-free loan to programming while government-funding was processed.
[6] Does not include $238,000 interest-free loan to programming while government-funding was processed.

2.2 General Overview of Operations during the Reporting Period

Program Expansion: The main area of activity during 2024 relates to the expansion to two new NGS sites in two separate provinces, which brings the total number of supported schools from 11 in 2023 to 13 in 2024. The number of target provinces also jumped from five to seven. After a rigorous review of stakeholder sentiment about NGS philosophy, investment conditions, and willingness to provide local investment (to replace government support during the first years of investment), KAPE chose two new secondary schools to expand NGS programming. This included Preah Anduong HS in Prey Veng Province and Aranh Rainsei in Siem Reap Province. The project began investment with a foundational workshop for teachers and major upgrading of infrastructure in both sites. By starting with Grades 7 and 8 only, the approach adopted by NGS programmers involves a whole school conversion that will eventually involve the entire school. An expansion to Grade 9 is planned in 2025 for both schools and additional grades in subsequent years until the entire school is covered.

Physical Upgrading: *Newly renovated classroom building at Preah Anduong HS in Prey Veng Province.* ➚

Expanded Enrollment: Enrollment in the NGS System continued to expand as two new schools joined NGS Reforms, as noted above. For the 2024 academic year, enrollment crossed the 10,000 mark and reached 10,364 students. This represents an increase of about 13% from last year's number. About half of this increase was due to the addition of two new schools to the program but the rest was due to increases in the enrollment of existing schools as demand for admission to New Generation Schools continues to grow, which can be problematic as NGS guidelines require that Pupil Class Ratios not be allowed to exceed 36:1 at the very most.

Increasing Sustainability: By undertaking NGS investment in areas with a mixed student demographic (i.e., students from mixed social class backgrounds), New Generation Schools have also demonstrated a high level of local sustainability with strong support for parents. After three years of full government support, many New Generation Schools have now shifted to parents for operating support, which enables government to shift its investment to other sites. In this respect, parents provided $1.78 million in support to their respective schools while government provided $1.84 million in support to primary and secondary New Generation Schools. Thus, total investment NGS sites from both government and non-government sources reached $3.62 million in 2024.

Expansion of Gamification Programming: The NGS Central Office acquired $95,000 in extra funding from Lichtenstein Economic Development (LED) to expand the Gamification pilot that was started in 2023 at Preah Sisovath HS. This new program, known as Digital Visualization Technology Skills Accelerator Program (DViTSA) provides specialized ICT skills to students interested in the development of simulations, games, and digital visualization. As Gaming Technology is the fast-growing subsector in ICT, such skills should serve the Cambodian economy well and aligns with the Skills Accelerator Initiative of the RCG and the World Economic Forum.[7] The program was successfully piloted at Preah Sisovath HS and has been expanded to three additional secondary schools in the NGS System complete with the emplacement of new specialized labs that are designed to support gaming technology.

Teachers receive training in using the new Gamification Platform developed especially for New Generation Schools.

New Initiative in Artificial Intelligence Literacy: In June 2024, MoEYS requested assistance from the NGS Central Office to support a new task force that is designed to promote student and teacher literacy in Artificial Intelligence (AI) and Augmented Reality (AR). The new task force is led by the Deputy Prime Minister and will receive considerable support from NGS to develop guidelines for the use of AI/AR in schools and provide a road map for its integration into the teaching-learning process in all NGS sites. The work of NGS in this area should lay the groundwork for the expansion of AI/AR to other schools in the public education system in the near future.

Completion of the Financial Management Guidelines Manual: As New Generation Schools raise considerable funds from local communities for their sustained operation, it will be critically important to have clear guidelines for how these funds should be used, accounted for, and reported. As noted above, New Generation schools are raising hundreds of thousands of dollars from local communities and the potential for misuse of funds is great without clear guidelines for accounting. In 2023, KAPE engaged a consultant to help develop comprehensive accounting guidelines designed especially for schools that will provide proper management of local and government funds as well as transparent reporting to parents. These guidelines and an accompanying training manual were completed during the reporting period and is now being rolled out to all schools in the NGS System.

Increasing Financial Independence of the NGS System: The year 2024 was the first year in which KAPE was able to maintain operations at the beginning of the year without external loans or assistance from external foundations. In the past, the three to four-month period at the beginning of the year needed for MoEF to process financial grants to KAPE meant that the agency would have to initiate short-term loans from the Franks Family Foundation to keep operations running until government funds arrived. Although these loans from the FFF were interest-free, they represented a source of unsustainable dependence within the program. Due to the increasing financial independence of many New Generation Schools and increased

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[7] . https://initiatives.weforum.org/accelerators-network/cambodia

liquidity within KAPE resulting from a vast increase in its funding portfolio, KAPE was able to maintain NGS operations this year without any need for external assistance. This marks an important evolution for the program in terms of sustained operations and growing financial independence of the NGS System.

Integrating ICT in Education: *Biology students at a New Generation School record their observations on a microscope using smart phone technology.*

3. KEY ACCOMPLISHMENTS & ACTIVIVITIES DURING THE PERIOD

System-wide Activities

3.1 Update on Programming Scope

As the NGS System continued to add more schools in 2024, the enrollment increased this year to 10,364 students at the start of the 2024 academic year across both the primary and secondary school sectors; this is the first time NGS enrollment has exceeded 10,000 students (see Table 3.1). This year's enrollment compares with 9,187 students last year or an increase of 13%. *Unit costs have also continued to decline, dropping from $201/student last year to $179 this year for secondary level; primary school unit costs have also declined from $130/student to $102.* The decline in unit costs has been driven mainly by increasing enrollment demand, the completion of infrastructure upgrading at older New Generation Schools, and most importantly by the shift in financial support to parents in accredited schools. With plans in place to increase the number of New Generation Schools to 20 or more by the end of the decade, NGS enrollment will surely continue to grow. Analyses of Pupil Class Ratios and Pupil Teacher Ratios also indicate that most schools are maintaining accreditation standards to keep PCR and PTR levels below a level of 36:1 to ensure that large class sizes do not dilute educational quality. In this respect, the overall PCR and PTR level at secondary school level are 35:1 and 14:1, respectively; while for primary school level they are a respectable 33:1 and 22:1, respectively.

Table 3.1: Enrollment, Investment Sources, & Historical Background across all New Generation Schools (2024)

Province	School Name	Enroll-ment (2024)	No. of Classes	Teachers	Investment Source	Establishment Date	NGS Develop-ment Model
Secondary School Level							
Phnom Penh	Preah Sisovath HS	1,095	30	88	MoEYS-FFF	Oct 2015	School in a School
	Yukanthor HS	1,206	34	84	MoEYS	Jan 2023	Sisovath Annex
	Prek Leap HS	1,352	38	96	MoEYS-FFF	Oct 2017	Whole School
Kampong Cham	Hun Sen Kampong Cham HS	738	21	46	MoEYS-FFF	Oct 2015	New School/ Dying School
	Peam Chikorng HS	1,286	37	86	MoEYS-FFF	Oct 2018	Whole School
Kandal	Prek Anchanh HS	1,276	36	86	MoEYS-FFF	Oct 2017	Whole School
Prey Veng	Preah Angdoung	318	10	25	MoEYS	Jan 2024	Whole School
Svay Rieng	Kourk Pring HS	527	15	37	Child Fund-MoEYS	June 2015	Whole School
Siem Reap	Aranh Raingsei HS	199	6	19	MoEYS	Jan 2024	Whole School
Subtotal	**9 schools**	**7,920**	**227**	**567**	**3 Sources**	**--**	**3 Models**
Unit Costs/ PCR/PTR	Unit Cost: $179 per student	PCR= 35:1	PTR = 14:1	--	--	--	--
Primary School Level							
Kampong Cham	Demonstration School	549	15	25	MoEYS	Oct 2015	New School/ Dying School
	Angkor Ban PS	336	12	22	MoEYS	Oct 2017	Whole School
Kampong Speu	Akhea Mahasei PS	1,194	36	54	MoEYS	Oct 2017	Whole School
Svay Rieng	Svay Prahuot PS	365	11	19	Child Fund	June 2015	Whole School
Subtotal	**4 Schools**	**2,444**	**74**	**120**	**3 Sources**	**--**	**2 Models**
Unit Costs/ PCR/PTR	Unit Cost: $102 per student	PCR = 33:1	PTR = 20:1	--	--	--	--
Grand Total	**13 Schools**	**10,364**	**301**	**687**	**--**	**--**	**--**

3.2 Entrance Examination Results for 2024

Demand for entry in New Generation Schools continues to be very high with many more students applying than there are available seats. In order to maintain the learning conditions needed for high quality education, NGS guidelines limit class sizes to not more than 36 students

per classroom as one of the conditions for NGS accreditation. With the number of students applying for admission often exceeding the number of available seats, many (though not all schools) have had to introduce admission tests. Across all schools, there were 3,393 applicants for only 2,396 available seats, indicating that demand for NGS services continues to exceed demand. The rate of admission at New Generation Schools decreased slightly from 65% in 2023 to 62% in 2024 (see Table 3.2). Admission rates decreased at secondary school (from 65% to 60%) while increasing at primary school level (70% to 79%). Among secondary schools, Prek Leap HS had the most restrictive rate of admission (49%) while Preah Sisovath HS had the least restrictive rate (91%), a marked change from previous years. Rural schools like Angkor Ban (Kampong Cham) and Svay Prahuot (Svay Rieng) continued to do normal admission with no testing requirements at Grade 1, as we can say that children at this level tend to be a blank slate. Urban primary schools continued to administer admission tests and require that children first attended preschool as an admission requirement. The Hun Sen Demonstration School in Kampong Cham reported a very restrictive rate of admission (47%) while Akhea Mahasei PS in Kampong Speu reported that all students met satisfactory requirements for study at the school.

Table 3.2: Test Results among Students Applying for Entry to New Generation Schools, 2024

Name of School	Total Seats Available	Applicants Tested	Total Passing	Total Applications Accepted	Students Accepted as a % Applicants
Secondary Level					
Hun Sen Kg. Cham HS*	--	--	--	--	--
Preah Sisovath HS	400	288	262	262	91%
Preah Yukunthor	684	907	540	540	60%
Prek Leap HS	339	654	322	322	49%
Prek Anchanh HS	281	526	278	278	53%
Kok Pring HS	108	137	107	108	79%
H.S Peam Chikorng HS	327	541	217	327	60%
Subtotal	*2,139*	*3,053*	*1,726*	*1,837*	*60%*
Primary Level					
Demonstration School	50	133	62	62	47%
Akhea Mahasei PS	207	207	207	207	100%
Angkor Ban PS**	--	--	--	--	--
Svay Prahuot PS**	--	--	--	--	--
Subtotal	*257*	*340*	*269*	*269*	*79%*
GRAND TOTAL	**2,396**	**3,393**	**1,995**	**2,106**	**62%**

*Hun Sen Kampong Cham HS has closed external Grade 7 admissions to accommodate children enrolled in the adjacent primary school (Demonstration School); **Admission at Grade 1 at these rural schools is not subject to an Entrance Exam.

3.3 Updated Accreditation Results for 2024

Accreditation visits for existing New Generation Schools were completed at the end of 2023 while a new round of visits is planned for August 2024. Accreditation visits to New Generation Schools are becoming an increasingly frequent occurrence as all schools have now completed their investment cycles and are eligible for accreditation reviews. These reviews are necessary for a school to keep its New Generation School status and enjoy all the benefits afforded to such schools under MoEYS' NGS Policy Framework. This includes the right to solicit admission fees from parents and pay incentives to teachers. During the last accreditation visits at the end of 2023, four schools were placed on probation, which means they had three months in which to demonstrate compliance, mainly for improved financial record keeping and the cessation of private classes. As noted in previous reports, schools must achieve 100% of Absolute Performance Criteria (of which there are 12) and at least 50% of Preferred Performance Criteria (of which there are also 12). Strong financial record keeping and the abolition of private classes are considered mandatory requirements for accreditation. Following the initiation of probation,

three schools (i.e., Anuwvat PS, Akhea Mahasei PS, and Peam Chikong HS) were able to achieve accreditation while Angkor Ban PS did not pass and is now no longer considered an official New Generation School (see Table 3.3). The Accreditation Team has sought to finalize a report to the NGS National Board to officially disqualify Angkor Ban PS from the NGS System, but the Primary Education Department has asked for a delay in taking this action until they can re-organize the school. Unfortunately, no resolution of the school's status has been achieved during the last 6 months, which requires quick action by the National NGS Board.

Table 3.3: Summary of Accreditation Results in 2024

School	Province	Provisional Score Based on Performance Criteria	Accreditation Status	Next Steps
Secondary School Level				
1. Preah Sisovath HS	Phnom Penh	23/24 (96%)	Achieved	Prepare for 2025
2. Prek Leap HS	Phnom Penh	22/24 (92%)	Achieved	Prepare for 2025
3. Hun Sen Kg Cham HS	Kampong Cham	24/24 (100%)	Achieved	Prepare for 2025
4. Hun Sen Peam Chikong HS	Kampong Cham	22/24 (92%)	Passed Probation	Prepare for 2025
5. Prek Anchanh HS	Kandal	22/24 (92%)	Achieved	Prepare for 2024
6. Kok Pring HS	Svay Rieng	24/24 (100%)	Achieved	Prepare for 2024
Primary School Level				
7. Svay Prahuout PS	Svay Rieng	23/23 (100%)	Achieved	Prepare for 2025
8. Anuwat PS	Kampong Cham	22/23 (96%)	Passed Probation	Prepare for 2025
9. Akhea Mahasei PS	Kampong Speu	18/23 (78%)	Passed Probation	Prepare for 2025
10. Angkor Ban PS	Kampong Cham	Visits Suspended pending Board Decision	Not Achieved/ Failed Probation	Waiting for Decision from Board
Schools Accredited	--		**9 Achieved**	--

3.4 Capacity-Building Events to Support NGS during the Year

The NGS Team continued to organize many capacity-building workshops to maintain high standards of performance. During the reporting period, the NGS Central Office reported organizing 11 workshops at primary school level and 13 at secondary school level. All workshops have returned to a face-to-face format following the cessation of Covid19 outbreaks. Workshops scheduled so far this year required 38 days to implement. Workshop topics ranged from the critically important (and longest) Foundation Workshop for new teachers at Preah Angduong HS (Prey Veng) and Aranh Rainsei HS (Siem Reap) to shorter

Foundation Workshop with New Teachers: *KAPE Trainers organize small group discussions for new teachers at Preah Angduong HS in Prey Veng.*

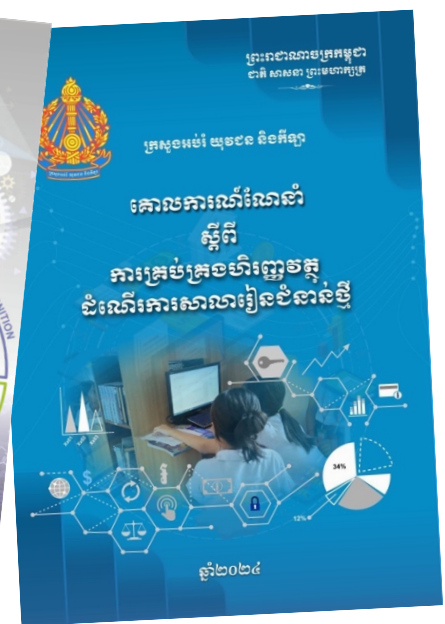workshops on STEM Education, Active Learning, and Library Organization (see Table 3.4). Altogether there were 726 participants at the various workshops organized over the last six months.

Table 3.4: Summary of Capacity Building Workshops and Events (2024)

Name of Workshop or Capacity-building Event	Primary Level	Secondary Level	Online	Face to Face	Number of Participants	Number of Days
Jan to June 2024						
1. STEM Education	1	1	--	1	75	1
2. Scientific Method Workshop	1	1	--	1	70	1
3. Promoting technology in the STEM Field	1	1	--	1	75	1
4. AI to Promote STEM Teaching	1	1	--	1	70	1
5. Project Work Method Orientation	1	1	--	1	100	1
6. Science Workshop	1	1	--	1	70	1
7. Science Lap safety	1	1	--	1	70	1
8. Active Learning Strategy	1	1	--	1	70	1
9. ICT Curriculum for Secondary		1	--	1	18	12
10. Library Organization Training	1	1	--	1	20	4
11. Foundation Workshop for New NGS Teachers		1	--	1	45	10
12. School Principal Leadership Training	1	1	--	1	28	2
13. PBM for Library Management System	1	1		1	15	2
Total	**11**	**13**	**0**	**13**	**726**	**38**

3.5 Update on NGS Publications

Over the years, the NGS Central Office has developed and printed many technical publications on a variety of topics ranging from student assessment, constructivist learning, student clubs, project work, and many more. Altogether, the NGS Central Office has published over 20 manuals and policy documents as MoEYS publications. During the last reporting period, NGS has focused on the finalization of the Financial Management Guidelines for all recognized New Generation Schools, which will help to enhance good governance and transparency in how financial resources from all sources are managed by schools. Standardized financial management guidelines are now particularly important given the amount of funding that is flowing into many New Generation Schools from parents. The NGS Central Office recognizes the importance of preventing any sort of mismanagement of school funds and the damage that this could do to the credibility of NGS reforms. The final version of the NGS Financial Management Manual will be released early in the next semester.

The NGS Central Office also published and distributed a revised version of the Constructivist Learning Manual to include a major section on Computational Thinking. This revised manual was completed at the end of last year but was only published and disseminated at the beginning of 2024. The incorporation of this new section into the earlier developed manual is intended to

amplify the ability of teachers to introduce new critical thinking skills such as pattern recognition, decomposition, the use of algorithms, and other aspects of critical thought. These and other technical resources can all be found on the recently upgraded New Generation School Website (https://ngs.edu.kh/en/resources/).

3.6 Parental Financing Developments and Support for Poor Students

One of the controversial aspects of New Generation School programming is the negotiated support of parents to schools following a three-year period of investment (in which there are no fees) followed by accreditation. While some donors criticize this practice because they feel that education should be totally 'free', this attitude overlooks the observation that even in Western countries public schools are supported by taxpayer funding. In addition, public schools in Cambodia that are ostensibly 'free' are actually riddled with unofficial fees and private payments that far exceed the one-time annual fees charged by accredited New Generation Schools. NGS annual fees usually range from as low as $50/student per year in rural areas such as Angkor Ban PS to $330/student at Preah Sisovath HS (see Table 3.5) The average annual payment is about $180/year.

New Generation Schools offer a much more rationalized payment system than normal schools where parental support flows into school coffers rather than the pockets of individuals where it usually disappears. The parental funds that schools receive, currently registering $1.79 million, are actually allocated to support school services and can be easily monitored for purposes of transparency. Most middle-class parents indicate that the rationalized payment system offered by New Generation Schools is in fact much cheaper than paying the unofficial fees in ostensibly 'free' public schools. Unofficial fees in normal secondary schools have been reported to be as high as $600 to $1,000 per year, especially in urban areas. It is also cheaper than private schools and, in many cases, offers a higher standard of education. Safeguards are also in place so that qualifying students from poor families do not have to pay any fees based on a means-test. Overall, about 16% of the students enrolled in New Generation Schools attend for free with this percentage reaching as high as 37% in certain schools such as Akhea Mahasei PS. Thus, there are clear provisions in place in the NGS System to ensure social equity and inclusion at each New Generation School.

Table 3.5: Summary of Payment Basis & Revenues from Parents (As of 2024)

School Name	Student Enrollment	Annual Fee per Student	Total	Students Paying	Paying Students as a %	Scholarship
1. Preah Sisowath HS	1,095	$330	$339,372	1,028	94%	67
2. Yukanthor HS	1,206	$330	$379,863	1,151	95%	55
3. Prek Leap HS	1,352	$260	$296,816	1,142	86%	210
4. Chea Sim Prek Anchan HS	1,276	$250	$266,500	1,066	85%	210
5. Hun Sen Kampong Cham HS	738	$150	$99,555	664	89%	74
6. Hun Sen Peam Chikorng HS	1,286	$150	$146,100	974	76%	312
7. Aranh Rongsei HS	0	0	0	0	0	0
8. Prek Andoung HS	0	0	0	0	0	0
9. Kork Pring HS	527	$85	$40,740	479	91%	48
10. Anuwath Hun Sen PS	549	$150	$65,445	436	80%	113
11. Angkor Ban PS	336	$50	$13,900	278	83%	58
12. Preareach Akkak Mahasei PS	1,194	$150	$112,875	752	63%	442
13. Svay Prahuot PS	365	$85	$27,625	325	89%	40
Total/Average	**9,924**	**$180**	**$1,788,791**	**8,295**	**84%**	**1,629**

3.7 School Financial System Re-Organization Update

As all New Generation Schools reach the end of their investment cycles and negotiate parental support to cover recurrent operating costs, there has been an overwhelmingly positive response from communities resulting in a windfall of almost $1.8 million across all schools (as of 2024), as noted earlier above (see Table 3.6). Of course, some communities are better endowed than others and can provide funds to schools that well exceed the target of 70% coverage of operating costs. The remaining 30% of operating costs will be made up from government funds, mainly to provide a cushion for those households that cannot afford to pay an annual fee, currently about 14% of students (see Section 3.6 above). According to data received from schools, about 50% of schools have achieved or exceeded the funding target (i.e., 70% of operating costs) to sustain the operating costs of a New Generation School (see Table 3.6). Overall, 84% of running costs can be covered by parental contributions.

Given the huge quantity of funds that are now flowing into New Generation School coffers, there is an urgent need to put in place a more systematized set of financial regulations that will ensure transparent management of all transactions, as expected under the governance requirements of a New Generation School. To develop systematic rules of financial management of funding from all sources, the New Generation School Central Office has hired a Financial Management Consultant to develop a set of regulations that all schools will be expected to follow. This Financial Management Policy will be completed in July 2023 and will be followed by training of all school administrators and accountants in August-September. These new regulations should help the NGS System avoid financial scandals and ensure that parents can trust schools to be scrupulous in their management of the funds received.

Table 3.6: School Operating Costs and Projected Income at the End of 2023 (for Use in 2024)

School Name	Local Support (Est.)	Total Operating Costs	% of Costs Locally Sustained
Secondary Level			
Preah Sisovath HS*	$559,000	$660,553	85%
Hun Sen Kg Cham HS	$83,900	$172,508	49%
Prek Leap HS*	$286,000	$314,550	91%
Prek Anchanh HS*	$276,000	$231,967	119%
Peam Chikong HS	$147,000	$229,742	64%
Kok Pring HS	$30,000	$61,620	49%
Subtotal	*$1,381,900*	*$1,670,940*	*83%*
Primary Level			
Demonstration School*	$42,000	$35,000	120%
Akhea Mahasei PS*	$135,000	$123,553	109%
Angkor Ban PS	$13,500	$46,594	29%
Svay Brahuot PS	$22,800	$43,200	55%
Subtotal	*$213,300*	*$244,347*	*87%*
Total	$1,595,000	$1,904,287	84%

*Schools that have achieved or exceeded the funding target of 70% or more for sustained operation.

3.8 Rationalization of the School Investment Planning Process Update

An issue related to the rapid increase in community funding of all New Generation Schools relates to the process through which schools plan and program the funds at their disposal. During the three-year government investment cycle, most planning and programming decisions (especially those relating to capital expenditures and teacher incentives) were made by the New Generation School Central Office. Only about $10,000 to $20,000 was entrusted to schools for purposes of discretionary spending (e.g., School Improvement Planning). Now that most schools have shifted their reliance from government to community funding for most expenditures and with the rapid increase in available funds at their disposal, the New Generation School Office has had to move quickly to accelerate capacity-building efforts of all schools so that they can plan and program ALL funds in a rationalized manner with the school's best interests

in mind. Such guidelines are laid out in the NGS Operational Guidelines as well as newly completed Financial Management Guidelines (see inset to the right). School planning protocols align with the accountability provisions in the New Generation School National Policy. Similarly, schools are being trained to adhere to financial guidelines that ensure a balance between capital, personnel, and general administrative expenditures. All this guidance takes the form of rationalized annual budget documents that provide the center point for the financial management regulations in the Financial Policy that was developed during the year.

3.9 Progress on NGS Building Renovations for 2024

Most of the funding for infrastructure renovations this year was allocated to Preah Angduong HS in Prey Veng and Aranh Rainsei HS in Siem Reap. This included the emplacement of 13 renovated classrooms, six science labs, two ICT labs, and two 21st Century Libraries. These facilities conform to the standards of other New Generation Schools and include state-of-the-art equipment and classroom configurations, as well as fully wired study environments to promote student research and inquiry-based learning. In this respect, the program spent $123,085 on facilities in Preah Angduong HS and another $82,963 at Aranh Rainsei HS, which is a somewhat smaller school (see **Annex 2** for more details on expenditure by school). In all, the project invested about $206,048 in these new New Generation Schools. The renovated facilities will serve students studying in Grades 7 and 8. As NGS programming expands to serve more grade levels (Grade 9 will join the program in 2025), more classroom facilities will be renovated and furnished.

Altogether, the program renovated 24 rooms in new NGS Sites that include modern libraries, computer labs, science labs, and color-coded subject classrooms, following innovations that were developed in previous renovations (see Table 3.7). Some of these renovations have improved on previous designs, which helps to make every New Generation School a bit different from other sites so that every school has its own unique identity. For example, library designs in new NGS sites have introduced new design features that are quite different from NGS libraries in other schools (see picture above). This evolution in design attests to the continued ability of NGS to be innovative and dynamic rather than falling back on overly standardized building designs as in other projects.
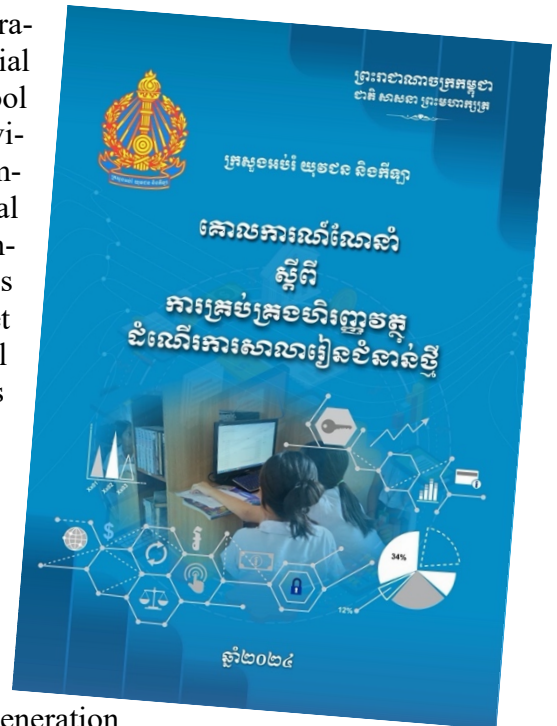
Introducing New Library Designs: *A new 21st Century Library at Aranh Rainsei HS introduces a new design that contrasts with earlier configurations.*

In terms of total investment over the last nine years, the NGS Central Office has made an impressive physical transformation of the schools in the NGS System (see Table 3.8). Across the 13 schools that KAPE has invested in directly (excluding Yukanthor HS), the program has emplaced 11 Twenty-first Century Libraries, 83 science labs, and 24 ICT labs, among many other facilities. In all, 486 facilities of various kinds have been built over the last nine years of operation at both primary and secondary school level (see Table 3.8). Indeed, the number of facilities emplaced has exceeded the number planned by 11%.

Although most funds this year were reserved for new NGS sites, the program did also reserve some special funds for extensive landscaping at Hun Sen Kampong Cham HS that integrates more parking space into the natural features of the school. Hun Sen Kampong Cham was the first New Generation School and the site where many innovative NGS design ideas were first introduced. The campus at Hun Sen Kampong Cham is unique for its size and natural setting, which seeks to integrate nature and school architecture. Recent investments in landscaping there have continued to support these previous trends in school architecture.

Preserving Natural School Settings while Expanding Parking Facilities: As Hun Sen Kampong Cham HS expands its enrollment, parking for new students has become a major issue. Recent investments in landscaping design at the school have succeeded in expanding parking while preserving the school's trees and natural settings. ↘
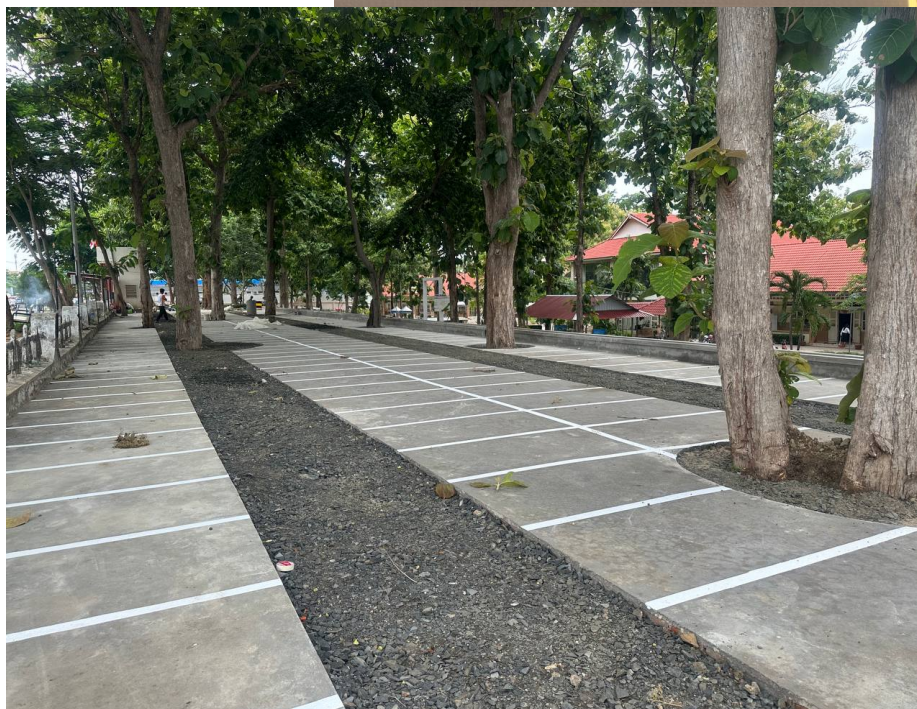
Proposed new landscape design (above)

Actual emplacement of new parking areas at Hun Sen Kampong Cham HS, Kampong Cham Town. (left)

Table 3.7: Summary of On-going Renovations in Infrastructure in 2024

School Name	Facilities Renovated											
	Non-science Classrooms	Science Labs	ICT Labs	Offices	Library	Bathroom	Wall painting (m2)	Clinic	Auditorium	Canteen	Landscape (m2)	Total
1. Preah Sisovath HS	--	--	--	--	--	--	--	--	--	--	--	--
2. Yukanthor HS	--	--	--	--	--	--	--	--	--	--	--	--
3. Hun Sen Kampong Cham HS	--	--	--	--	--	--	--	--	--	--	695	--
4. Prek Leap HS	--	--	--	--	--	--	--	--	--	--	--	--
5. Prek Anchanh HS	--	--	--	--	--	--	--	--	--	--	--	--
6. Peam Chikong HS	--	--	--	--	--	--	--	--	--	--	--	--
7. Kok Pring HS	--	--	--	--	--	--	--	--	--	--	--	--
8. Preah Andoung HS	7	3	1	1	1	--	--	--	--	--	--	13
9. Aranh Rangsei HS	6	3	1	1	1	--	--	--	--	--	--	12
10. Angkor Ban PS	--	--	--	--	--	--	--	--	--	--	--	--
11. Akhea Mahasei PS	--	--	--	--	--	--	--	--	--	--	--	--
12. Demonstration School (Kg Cham)	--	--	--	--	--	--	--	--	--	--	325	--
13. Svay Prahout PS	--	--	--	--	--	--	--	--	--	--	--	--
Total	**13**	**6**	**2**	**2**	**2**	**--**	**--**	**--**	**--**	**--**	**1,020**	**24 Rms**

Table 3.8: Proposed & Completed Facilities in NGS Sites, FY2016 to FY2024

Investment Area	Number Proposed 2016-24	Number Established 2016-24	%
***Secondary School Sector* (9 schools)**			
NGS Classrooms	146	156	107%
Science Labs	79	87	110%
ICT Labs*	20	24	120%
21st Century Libraries*	9	9	100%
Auditorium	9	6	67%
Office/Meeting/Faculty Rooms	34	38	118%
Canteen*	9	6	67%
Student Clinic*	9	7	78%
Youth Centers*	9	7	78%
Total Facilities	**324**	**340**	**105%**
***Primary School Sector* (4 schools)**			
NGS Classrooms	65	78	120%
Science Labs	4	3	75%
ICT Labs	4	4	100%
21st Century Libraries*	2	4	200%
Office/Meeting/Faculty Rooms	4	8	200%
Auditorium*	2	1	50%
Canteen*	2	0	0%
Student Clinic*	2	2	100%
Youth Centers	4	3	75%
Toilet Facilities	23	43	187%
Total Facilities	**112**	**146**	**130%**
Facilities at All Levels	**436**	**486**	**111%**

*Facilities sometimes shared with Primary Schools

Innovative Educational Design: *A new style of bookcase was introduced to the 21st Century libraries built at new NGS sites in Prey Veng and Siem Reap Provinces.*

CASE STUDY: Transformation of Normal Schools into New Generation Schools

Investments in new NGS sites such Preah Aangduong HS in Prey Veng and Aranh Rainsei HS in Siem Reap seek to create modern and attractive environments that promote student-led inquiry and research. School facilities need to support new methods of teaching and learning such as problem-based learning, project work, and inquiry-based learning. Access to technology and wired environments are essential to enable students to research projects and bring learning beyond the confines of the textbook. Students at Preah Angduong and Aranh Rainsei HS have so far adjusted very quickly to their new learning environments and are making maximum use of new facilities to acquire 21st Century learning skills.

BEFORE ⬈   **AFTER** ⬊

⬋ New science labs enable student demonstrations of their experiments as well as group-based inquiry in small groups. Student workstations each sit six students and provide access to a sink for experiments and an open work space that accommodates group work.

New computer labs in each school are well equipped with 30 workstations to introduce students to standard computer software, search engines, coding programs, and other technology. ➔

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3.10 Exposure Visit to Thailand

This year's exposure visit is the third since the suspension of visits during the Covid19 Pandemic. The NGS Program has recommenced these exposure visits as an important means through which to broaden the horizons and understanding of New Generation School teachers and administrators by exposing them to new educational practices in other countries. The theme of this year's visit focused on differences in the organic model of school development among excellent schools in Thailand. This theme is important given the prominence of model school reforms in Cambodia today and discussions whether such development should be top-down or bottom-up (i.e., using an organic development model in which stakeholders determine their own development strategies). Using KAPE's extensive network of educators in Thailand, the NGS Central Office organized a study visit to three Thai schools in Buriram Province in late June/early July 2024. One of the reasons Buriram was chosen is because this is a Khmer-speaking province making it easier for Cambodian and Thai educators to communicate. Each of the schools visited demonstrates to how they achieve high outcomes.

Building Long-term Ties with Thailand: *The Director of Nang Rong HS (center) welcomes Cambodian school directors from Prek Anchanh, Santor Muk, Prek Leap, and Hun Sen Kg Cham HS.*

- *Lamplaimat Pathana:* A famous independent school (with state support) in a rural setting that forbids competition but rather uses cooperation at all levels as the basis for improved student learning.
- *Chulaphorn Science High School:* This school is one of a network of schools that has patronage from the Thai Royal Family. Its approach is the total opposite of Lamplaimat Pathana School with a strong focus on high-powered learning in a very competitive environment.
- *Nang Rong High School:* A high-performing public school in a poor semi-urban area. This school achieves high results through its strong leadership where there is a strong bond between administrators and teachers. The School Director has strong relations with the community and teachers and is not averse to risk-taking, leading to an amazing level of performance.

The organization of the study tour in the way described above sought to demonstrate to teachers that there is more than one possible strategy to build a wonderful learning environment at one's school. This philosophy gets to the heart of what makes a New Generation School. That is, MoEYS seeks to use the NGS model to promote independent thinking and innovation at public schools by providing autonomy with accountability (i.e., Freedom in Structure). Another way of saying this is that there is no standardized formula for creating a 'good' school. Each school is expected to find its own way based on the desires and preferences of administrators, teachers, students, and communities.

This year's visit accommodated 115 Cambodian educators including teachers (75), administrators from multiple levels (37) and community members (3). Participants came from 11 New Generation Schools and two affiliated schools in Phnom Penh that seek to become New Generation Schools (i.e., Santor Muk HS and the Anuwat PS of NIE) (see Table 3.9). During the visit, Prek Leap HS, Prek Anchanh, Hun Sen Kampong Cham HS, and Peam Chikong HS

signed MoUs with several Thai schools to continue the dialogue started during the exposure visit.

Table 3.9: Participation in Exposure Visits to Thailand, 2024

School/Position	Location	School Administrators	Teachers	Community Members	PoE/DoE
1. Hun Sen Kampong Cham HS	Kampong Cham	1	9	0	0
2. Hun Sen Peamchikorng HS		1	5	0	0
3. Hun Sen Anuwath PS		0	2	0	0
4. Angkor Ban PS		0	2	0	0
5. Prek Leap HS	Phnom Penh	2	13	0	7
6. Santhor Muk HS*		2	4	0	0
7. Anuwat PS (NIE)*		2	3	0	0
8. Kourk Pring HS	Svay Rieng	3	5	0	1
9. Svay Prahout PS		3	0	0	0
10. Prek Anchan HS	Kandal	3	25	1	2
11. Preah Angduong HS	Prey Veng	4	0	0	1
12. Aranh Raingsey LSS	Siem Reap	1	2	1	0
13. Akkak Mahasei PS	Kampong Speu	4	5	1	0
Total		26	75	3	11
		115			

*Not a New Generation School

3.11 New Collaborations, Partnerships, & Networking

The NGS System continued to do outreach and advocacy with both the public and private sector. During the reporting period, KAPE initiated a subproject within the NGS System that will promote skill development in gaming technology with funding from Lichtenstein Economic Development (LED) (see Section 3.23). The partnership with LED is new and will hopefully open new vistas of cooperation for digital education. KAPE also met with Educational Broadcasting of Cambodia, which operates an extensive communication network to promote important issues in education such as digital literacy, equitable access, and STEM learning. KAPE hopes that it can negotiate an MoU with EBC that will expand the ability of the NGS System to provide information to the general public about its philosophy and new initiatives to modernize the public school system in Cambodia. Through EBC, there have also been extended conversations with the Minis-

Box 1: New & On-going Partnerships

- *LED* (Gaming Technology Grant Support)
- *Education Broadcasting of Cambodia:* (Educational Advocacy and Communication Networks)
- *Ministry of Telecommunications and Posts:* (Technology Investments)
- *Rangsit University, Bangkok:* (Scholarships for NGS Graduates; Research Cooperation with NGPRC-NIE)
- *East-West International School* (Pedagogical Exchanges)
- *HEAD Foundation* (STEM Education)
- *MangoSTEEMS* (Coding Curriculum)
- *InSTEDD* (Coding Curriculum)
- *Arduino:* (Electronics Club)
- *Meta* (ICT Curriculum Enhancement)
- *Tonthean Obrom:* Learning Aid and Book Production

try of Telecoms and Posts (MoTP) to expand investments in technology in New Generation Schools. KAPE met with representatives of the General Department of Information and Communication Technology of MoTP to share information about curriculum development, teacher training, and ongoing teacher support. MoTP is currently setting Community Tech Centers (CTC) and it is possible that one or more of these centers could be situated in or near a New Generation School. Finally, an NGS Delegation led by KAPE also met with the leadership of Rangsit Univeristy, a leading private university in Bangkok, to discuss an MoU that will focus

on scholarships for NGS students and possible research collaboration with NIE. A complete list of on-going partnerships with the NGS System is provided in Box 1.

Reaching Out to Tertiary Institutions in Bangkok: *A delegation of NGS staff led by KAPE meets with the directorate of Rangsit University to discuss closer cooperation with the NGS System.*

3.12 Upgrading Library Management (in 5 schools)

The NGS Central Office undertook a new initiative in NGS libraries to further increase their efficiency by introducing a new library software called PMB (PhpMy Bibili). This new software enables librarians to save time managing their libraries by digitizing library services, catalogs, library user reports, and general management. Each system function allows librarians to create new documents, edit documentary records, and import data into Excel. The software costs 340 USD for just the software or 400 USD if one also buys a barcode scanner. The bar code scanner enables librarians to check out books easily and quickly with digitized reports of the status of each borrowed book. The PMB software was installed in six NGS target schools including Prek Anhchanh, Akkea Mahasei, Hun Sen Peam Chikorng, Preah Ang Duong, Kok Pring, and Svay Prohuot. Specific functions of the software include:

Advanced Library Services: *Improving services in a 21ˢᵗ Century Library in an NGS Setting.*

- **Streamlined Cataloging**: Digitized cataloging standards, which simplifies adding new materials to the library have

now been introduced. This reduces the time spent on manual data entry and ensures consistency across records.

- **Efficient Search and Retrieval**: Advanced search functionalities, which include thesaurus management and authority control make finding and retrieving information easier. This helps in answering patron queries more efficiently.
- **Automated Processes**: Features like the Z39.50 protocol may be used to import bibliographic records and the SDI for disseminating information, automating routine tasks, and freeing up time for more complex duties.
- **Integrated Digital Resource Management**: Managing electronic documents and digital resources within the same system reduces the need to switch between different platforms, streamlining your workflow.
- **User-Friendly Interface**: PMB's intuitive interface makes it easier for librarians to navigate and use the system, reducing the learning curve and minimizing errors.
- **Circulation Management**: Automated loan and return processes and real-time tracking of borrowed items help manage circulation efficiently. This reduces the time spent on manual tracking and follow-ups.
- **Reporting and Analytics**: PMB provides detailed reports and analytics on library usage, circulation statistics, and more. These insights can help in making informed decisions and improving library services.
- **Backup and Security**: Regular backups and robust security features ensure your data is safe, reducing the risk of data loss and the time spent on data recovery.

By automating routine tasks, improving data accuracy, and providing powerful tools for managing both physical and digital resources, the NGS Central Office believes that PMB can significantly enhance the efficiency of school libraries and allow librarians to focus more on engaging with students/teachers and improving library services. To facilitate the ability of libraries to use the PMB software, the project team organized a 4-day training workshop in Siem Reap in April 2024 to support NGS librarians in fully adopting the software program and create a Telegram User Group to ensure follow-up and troubleshooting support.

3.13 Leadership Training with CHOICE Center

The Choice Center, also known as Light Over Light & Co Ltd, is a research and training delivery firm focused on helping organizations, companies and educational institutions evolve, sustain, and grow their ideas into high performing activities. The CHOICE Center is a Malaysian-based firm that specializes in innovative educational leadership training. The NGS Central Office entered into a partnership with the center during the reporting period to support new leadership training activities for NGS school managers and mentors. Between January and June 2024, the CHOICE Center has initiated several workshops at the New Generation Pedagogical Research Center involving educators from all New Generation Schools as well as KAPE staff on new and innovative topics relating to education in the 21st Century. These workshops use a mentoring format in which the

Using a Mentoring Approach to Train Cambodian Educators: Facilitators (in yellow) from the CHOICE Center work with NGS educators to expand their portfolio of skills that promote educational innovation.

trainers form a bond with develops a personal relationship with each participant so that they can act as a sounding board for self-development. Training topics include the 13 Commandments of Great Teachers, Peer Learning, What Makes a Great Teacher, and other topics developed especially for the NGS System.

3.14 Project Work Fairs in 2024

The organization of project work fairs are an important tradition in the NGS System and are scheduled every year by nearly all New Generation Schools. These fairs provide students a chance to display their projects that result from schools' embrace of Constructivist Learning methodologies in which students create their own knowledge products. The format of the fairs allows students to share their research and provide coherent explanations of what they have produced, how they researched it, how they chose the topic, and what problem it might address/solve. The fairs themselves give a sense of pride to the school in terms of how much their students have learned and also demonstrates to parents that schools are providing their children with an excellent education. This year, 3,077 projects involving over 7,000 students were planned and exhibited for local communities and distinguished visitors to review and ask questions. Most fairs occurred between June and September 2024 (see Table 3.10). Although they are new to the program, even Preah Anduong HS and Aranh Rongsei HS also organized their own fairs for the first time.

Project Work Fair at Yukanthor HS: *The Deputy Prime Minister visits the Project Work Fair organized at Yukanthor HS.*

Table 3.10: Student Project Work Implementation and Participation, 2024

School Name	School Fair Dates	Estimated Students	Number of Planned Group Projects
Secondary Schools			
1. Preah Sisowath HS & Yukanthor HS	22nd June, 2024	2,146 students	1,018
2. Prek Leap HS	29th June, 2024	1020 Students	411
3. Chea Sim Prek Anchan HS	22nd June, 2024	948 students	239
4. Hun Sen Kampong Cham HS	24th August, 2024	368 students	225
5. Hun Sen Peam Chikorng HS	15th August, 2024	689 students	243
6. Aranh Rongsei HS	28th September, 2024	140 students	45
7. Preah Angdoung HS	31st August, 2024	157 students	166
8. Kork Pring HS	27th July, 2024	217 students	117
Subtotal		*5,685 students*	*2,464*

School Name	School Fair Dates	Estimated Students	Number of Planned Group Projects
Primary Schools			
9. Anuwath Hun Sen PS	24th August, 2024	245 students	115
10. Angkor Ban PS	No planning yet	267 students	79
11. Preareach Akkak Mahasei PS	20th July, 2024	765 students	318
12. Svay Prahuot PS	27th July, 2024	208 students	101
Subtotal	--	*1,485*	*613*
Total/Average	--	**7,170 students**	**3,077**

3.15 National NGS Oversight Board Meeting

The National NGS Oversight Board met each quarter during the year. It is the tradition of the Board to allow schools to host board meetings. In all, there were three full board meetings that took place at Hun Sen Kampong Cham HS, Prek Leap HS, and Preah Sisovath HS during the year (see Table 3.11). Full board meetings include representatives from multiple MoEYS departments, KAPE, school principals, and POE representatives. A sample agenda for the first National Board meeting of the year, chaired by the National NGS Board Chairperson, H.E. Lao Chao Vanna, can be found in **Annex 3.** Board meetings review the performance of New Generation Schools across many metrics, especially the national Bac II Examination where NGS put in an excellent performance for 2024. The Board was also briefed on the expansion of the program into new provinces and was happy about the expeditious pace of implementation in which NGS programming had become operational in a very short period of time considering that infrastructure improvements were still on-going.

Mr. Aun Touch, representative of the Ministry of Economy & Finance and NGS Board Member, provides guidance to NGS about financial reporting and governance during a National Board Meeting.

There were also many Provincial and Municipal Office of Education board meetings that took place during the year, mainly to do school spot-checks, teacher interviews, and teacher evaluations. Altogether, there were 18 board meetings at provincial and municipal level during the year, suggesting that subnational structures in charge of New Generation Schools are playing a more active role than in the past.

Table 3.11: Record of National and Provincial/Municipal Board Meetings

Type of Board meeting	Venue	Type of meeting	Date of Meeting
National Board			
1. National Board	Phnom Penh	Accreditation Certificate provided	5th Jan 2024
2. National Board	Kg.cham	Presentation & Review of NGS Performance	27th Feb 2024
3. National Board	Phnom Penh	Accreditation Reporting (PL)	08th Nov 2024
Provincial and Capital Boards			
4. Provincial Board	Prey Veng	New Board Orientation (PV)	07th Feb 2024
5. Provincial Board	Siem Reap	New Board Orientation (SR)	09th Feb 2024

Type of Board meeting	Venue	Type of meeting	Date of Meeting
6. Provincial Board	Kg.cham	School Spot Check (AKB-PCK)	4-7 Mar 2024
7. Provincial Board	Svay Rieng	School Spot Check (KP-SP)	12-13th Mar 2024
8. Provincial Board	Kg. Spue	School Spot Check (AKMHS-ANW)	14th Mar 2024
9. Municipal Board	Phnom Penh	School Spot Check (PL)	23rd July 2024
10. Provincial Board	Kandal	School Spot Check (PA)	25th July 2024
11. Provincial Board	Prey Veng	Teacher Evaluated (PV)	20th Aug 2024
12. Provincial Board	Siem Reap	Teacher Evaluation (SR)	22nd Aug 2024
13. Provincial Board	Kg.Spue	Teacher Evaluation (KPS)	26th Aug 2024
14. Provincial Board	Phnom Penh	Teacher Evaluation (PL)	27th Aug 2024
15. Provincial Board	Kg.cham	Teacher Evaluation (HSKPC-ANW-AKB-PCK)	2-5 Sep 2024
16. Municipal Board	Phnom Penh	Teacher E Evaluation (PSSW-YK)	11-13th Sep 2024
17. Municipal Board	Phnom Penh	New teachers interviewed (PL)	18th Sep 2024
18. Provincial Board	Kandal	New teachers interviewed (PA)	19th Sep 2024
19. Provincial Board	Prey Veng	New teachers interviewed (PV)	20th Sep 2024
20. Provincial Board	Kg.cham	New teachers interviewed (PCK)	24th Sep 2024
21. Provincial Board	Siem Reap	New teachers interviewed (SR)	26th Sep 2024
Total		**21 Meetings**	

3.16 Collaboration with UNICEF on Local Life Skills Education

The NGS System was brought into close collaboration with UNICEF to pilot Phase 1 of an expansion of national Local Life Skills Education (LLSE) programming. This cooperation was achieved through an official contract awarded to KAPE by UNICEF to help implement national LLSE programming. As part of this cooperation, several New Generation Schools participated in baseline testing on multiple soft skills using test instruments developed jointly by KAPE, MoEYS, and UNICEF. The present section reviews student performance on this baseline test administration on three soft skills areas, namely Critical Thinking, Communication, and Self-Management. Performance scores are presented across different school types including New Generation Schools, current LLSE pilot sites (supported by UNICEF), Room to Read sites, and new sites that will join the LLSE pilot in 2025. Performance on baseline tests is expressed as a percentage mean score for each set of schools participating in the test (see Table 3.12). NGS students tended to perform quite well on this test in comparison to other schools receiving investment and in fact ranked number 1 at secondary school level for all three skill sets that were tested, i.e., Critical Thinking – 72%; Self-Management – 68%; and Communication – 69%). Primary schools also achieved a rank of 1 on two test batteries, i.e., Critical Thinking – 55% and Communication 61% while ranking third for Self-Management – 55%. While these results are only a baseline and will be followed up by post-testing in Phase 2 implementation (which KAPE is also contracted to implement), they do demonstrate the high performance and learning standards among students learning in a New Generation School setting.

Table 3.12: Overview of LLSE Test Results by School Type Mean Score across All Skill Tests (N=1,982)

School Thpe	Primary Level Mean Scores			Secondary Level Mean Scores		
	Critical Thinking	Self-Management	Communication	Critical Thinking	Self-Management	Communication
Control	45% (2)	56% (2)	53% (2)	62% (3)	65% (3)	64% (3)
LLSE (Current Sites)	45% (2)	58% (1)	53% (2)	69% (2)	67% (2)	67% (2)
NGS	55% (1)	55% (3)	61% (1)	72% (1)	68% (1)	69% (1)
RtR	--	--	--	57% (5)	64% (4)	61% (4)
New Treatment Sites	45% (2)	54% (4)	53% (2)	60% (4)	65% (3)	64% (3)
Average	**48%**	**56%**	**55%**	**64%**	**66%**	**65%**

*Rank is indicated parenthetically

3.17 'Artificial Intelligence in Education' Initiative

At the request of the Deputy Prime Minister, the Central NGS Office was invited to nominate representatives to sit on a new national taskforce that seeks to help MoEYS integrate Artificial Intelligence (AI) and Augmented Reality (AR) into the education process in public schools.

The taskforce comprises representatives from multiple departments. NGS representatives affiliated with KAPE have taken a leading role in this taskforce and have proposed a number of new initiatives that will help to jumpstart the AI/AR integration process. Given the focus of the *Education World Forum* in London on 'AI in Education' attended by NGS representatives earlier in the year (see Section 3.24), NGS believes it can bring to bear some of its extensive exposure to the latest ideas and trends about AI in education that were discussed at the London Conference (see Figure 3.1). This included an orientation about the recently developed *AI Guidance for Schools Toolkit* that was presented at the conference (cf. https://www.teachai.org/toolkit). Although the taskforce was only recently established in June 2024, the NGS Central Office has already started to move forward with a number of concrete initiatives that are summarized in Box 2. The NGS Central Office believes that it can resource these initiatives through KAPE's extensive ICT network with the private sector that includes the ASEAN Foundation, Google, and Meta.

Figure 3.1: *Key Principles Guiding AI in Education Integration*
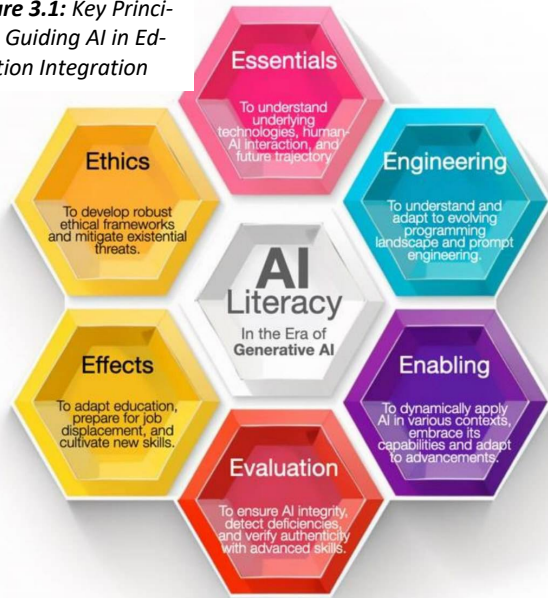
Box 2: Proposed Initiatives to Foster AI/AR in Education Integration
1. Recruit 65 Master AI Trainers and provide them with 20 hours of hybrid training on AI
2. Roll out the *AI Ready ASEAN Campaign* to 120,000 stakeholders including youth, educators, and/or parents using content from Code.org in selected schools/universities;
3. Localize the 3 AI Literacy Modules from the AI Guidance Toolkit, which will be linked with AI in Education Guidelines developed by MoEYS.
4. Organize a National Roundtable Discussion on AI Literacy for Youth, NGOs, Universities, MoEYS and other relevant stakeholders. This would be a good forum to introduce all localized materials on AI/AR.

3.18 Student Awards and Medals in 2024

One of the important metrics for NGS performance relates to the number of awards and certificates of special recognition that students can generate for each school. The NGS Central Office tracks

Awards Galore: NGS students continue to receive hundreds of academic awards not only in Cambodia but in the region. New Generation Schools help to encourage individual students and student subject clubs to enter stimulating academic contests in both Cambodia and abroad. These contests provide students with an opportunity to use important soft skills such as critical and creative thinking, team work, and collaboration to construct projects that address real issues in society. The projects build student confidence and adds to their academic portfolios. ↗

this information annually and has presented it in terms of the number of students receiving awards as well as the total awards received, since many students often receive more than one award during the year. Based on information received from schools for the 2024 academic year, New Generation Schools received 3,084 awards during the year. These awards were won by 3,084 students (see Table 3.13), which is roughly about three awards per student. In view of the NGS enrollment of 10,384 students this year, this would mean that about 7% of enrolled students won some sort of award or recognition. The school with the highest proportion of students receiving awards was Preah Sisovath HS with 20% of its students winning some sort of award followed by Preah Yukanthor HS (12.5%) and Hun Sen Kampong Cham HS (7.5%) and Prek Leap HS (7.4%). These high proportions of student awards are a major achievement for New Generation Schools and indicate the high level of school engagement with competitive opportunities for students to enter. Many schools facilitate the ability of students to compete in these events through advocacy, paying for travel costs and in some cases airfare.

Table 3.13: Number of International and National Awards in New Generation Schools, 2024

School Name	Total School Enrollment	Students and Awards	General Awards	Certificates of Achievement	Gold Medal	Silver Medal	Bronze Medal	Total	Students Awarded as % of Enrollment
Secondary Schools									
Preah Sisovath HS	1,050	Number of Students	53	189	97	84	103	**213**	**20.3%**
		Number of Awards	119	672	329	293	203	**1,616**	
Preah Yukunthor HS	1,174	Number of Students	57	116	41	62	68	**147**	**12.5%**
		Number of Awards	84	285	65	90	80	**604**	
Hun Sen Kampong Cham HS	738	Number of Students	8	18	15	16	22	**55**	**7.5%**
		Number of Awards	9	38	16	18	25	**106**	
Prek Leap HS	1,352	Number of Students	55	57	21	33	51	**100**	**7.4%**
		Number of Awards	152	161	41	51	69	**474**	
Prek Anchanh HS	1,276	Number of Students	15	23	24	16	19	**87**	**6.8%**
		Number of Awards	17	25	34	19	23	**110**	
Peam Chikong HS	1,286	Number of Students	5	35	5	5	0	**37**	**2.9%**
		Number of Awards	6	40	5	5	0	**56**	
Kok Pring HS	527	Number of Students	0	35	3	2	2	**31**	**5.9%**
		Number of Awards	0	35	2	1	1	**39**	
Preah Angdoung HS	318	Number of Students	1	0	0	0	0	**1**	**0.3%**
		Number of Awards	1	0	0	0	0	**1**	
Aranh Raingsey LSS	199	Number of Students	0	18	0	0	0	**18**	**8.6%**
		Number of Awards	0	18	0	0	0	**18**	
Subtotal	*7,920*	*Number of Students*	*194*	*491*	*206*	*218*	*265*	*689*	*8.7%*
		Number of Awards	*388*	*1274*	*492*	*477*	*401*	*3,024*	
Primary Schools									
Demonstration PS	549	Number of Students	4	13	2	4	6	**28**	**5.1%**
		Number of Awards	4	15	2	4	6	**31**	
Akkamohesei PS	1,194	Number of Students	5	12	2	4	6	**13**	**1.1%**
		Number of Awards	5	14	1	2	1	**23**	
Svay Prahuot PS	365	Number of Students	0	1	0	0	0	**1**	**0.3%**
		Number of Awards	0	1	0	0	0	**1**	
Angkor Ban PS	336	Number of Students	2	2	0	0	1	**5**	**1.5%**
		Number of Awards	2	2	0	0	1	**5**	
Subtotal	*2,444*	*Number of Students*	*11*	*28*	*3*	*6*	*8*	*47*	*1.92%*
		Number of Awards	*11*	*32*	*3*	*6*	*8*	*60*	
Grand Total	**10,364**	*Number of Students*	**205**	**519**	**209**	**224**	**273**	**736**	**7.1%**
		Number of Awards	**399**	**1,306**	**495**	**483**	**409**	**3,084**	

3.19 Comparative Performance of New Generation Schools with Regards to Other School Types

There are currently many school development models operating in Cambodia of which New Generation Schools are one. Most recently, the MoEYS has introduced a typology of school development models encompassing Model Schools and Normal Schools as well as NGS, as part of the process of educational reform. National designations of different school types at secondary school level have arisen through large school upgrading initiatives funded by the international development banks and bilateral support (e.g., China Aid) known as Secondary Resource Schools (SRS) and Network Schools (NS). These are schools that receive considerable investment in terms of infrastructure upgrading, equipment, and capacity-building. This investment started in 2010 and has been on-going to the present day through various large national projects.

A comparative review of performance levels on the Bac II Examination helps to provide some justification for investment in these various school development models. For example, Resource Schools and Network Schools do historically seem to outperform the national pass rate on the Bac II, if only slightly (see Figure 3.2). In the case of New Generation Schools, there seems to be consistently high rates of performance on the Bac II Examination in comparison to both the national rate and the rates ascribed to other school development models, apart from 2023 when all schools seemed to regress to the mean for some reason. Nevertheless, these historical performance trends help to increase the credibility of New Generation Schools as a successful model of development and justify the considerable investment that has taken place over the last nine years.

Figure 3.2: Bac II Examination Pass Rates for Schools under Different Conditions of Investment (2018-24)

	2018	2019	2020	2021	2022	2023	2024
National Rate	67	68		65	72	73	79
NGS	84	91		82	83	74	90
Resource Schools	n/a	n/a		66	75	75	80
Network Schools	n/a	n/a		67	77	76	82
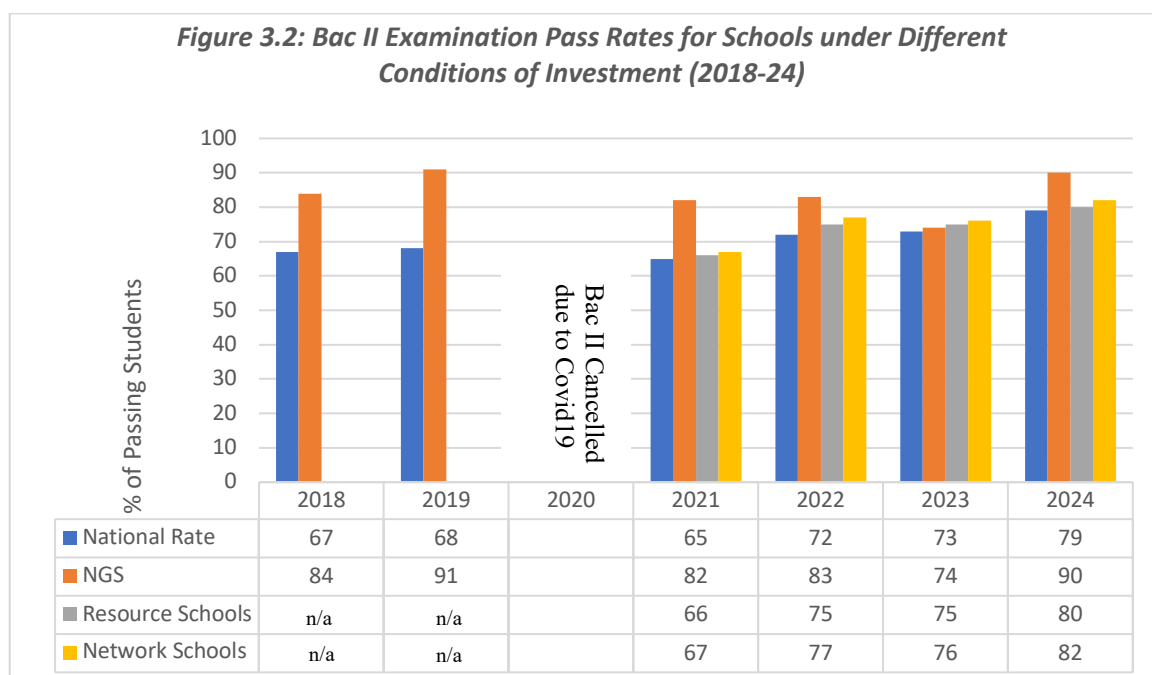
Note: In 2018, 2019, and 2021 only two New Generation Schools sat for the Bac II Examination (Preah Sisovath HS and Hun Sen Kampong Cham HS).

NGS Secondary School Level

3.20 Commencement of NGS Expansion in Siem Reap & Prey Veng

As noted earlier, the addition of two large secondary schools to the NGS System has been a major focus of activity during the first six months of 2024. This is the first major expansion of the NGS System since 2018 and may signal additional major investment in widening public access to the high quality of education offered by a New Generation School. With the expansion of NGS programming to Siem Reap (Aranh Ransei HS) and Prey Veng (Preah Angduong HS), the number of provinces with a New Generation School has grown from five to seven. As many as eight additional New Generation Schools may also be established through a loan from the Asian Development Bank in the near future. Investment in Prey Veng and Siem Reap has started with over $200,000 in infrastructure and furniture upgrading as well as extensive teacher training along with mentoring support. The expansion started initially with only two grade levels (Grades 7 and 8) but will expand each year with additional grade levels so that by the end of a period of several years, the whole school will be able to access NGS services.

Project Work: *Students in Siem Reap work on a project where they build a circuit linked to a light bulb.*

3.21 Bac II Examination Results for 2024

A record number of Grade 12 students (794) sat for the Bac II Examination in 2024 across six New Generation High Schools. In all, 90% of NGS students passed the Bac II Exam this year in comparison to the national rate of 79% (see Table 3.14). This represents a superior performance of about 14% when comparing to national performance. In general, all schools in Cambodia appeared to improve their pass rate performance in comparison to the previous year when the national pass rate was only 73%. Preah Sisovath HS (which also includes the Yukanthor Annex) and Prek Leap HS each put in the best performance this year with a pass rate of 96%, followed by Prek Anchanh HS (91%) and Hun Sen Kampong Cham HS (89%). Peam Chikong HS (82%) and Kok Pring HS (76%), which are both located in more rural areas put in weaker performances relative to other New Generation Schools but still near or above the national average.

In terms of the proportion of top performers (i.e., those with scores of A, B, or C), New Generation Schools once again put in a stellar performance with 41% of students scoring in the top performance range in comparison to only 26% at the national level. This represents a superior performance of about 58%. When considering the number of 'A' students, New Generation schools registered an even more significant number of students scoring at this level. In all, 83 out of 794 students sitting for the examination scored at the A level or 10.45% of the total. This compares with only 1.6% at the national level or a level of performance that is more than fivefold better than the national rate. When accounting for rounding, the difference in performance is actually more than sixfold. Indeed, among students at Sisovath HS, the number of those achieving an A score was more than ten times greater than the national rate.

In historical terms, New Generation Schools have maintained their edge in terms of top performers. In this respect, about 40% or more of students in New Generation Schools score in the A-B-C range. In 2021, NGS reported that 56% of students scored in this range, a high-water mark in terms of performance (see Figure 3.3). Although national trends are all moving

in the direction of a larger proportion of students scoring in the A-B-C range (e.g., 8% in 2018 versus 26% in 2024), NGS students appear to be maintaining a superior edge in comparison to students in other schools.

Table 3.14: Bac II Examination Results for All Schools, 2024

School		Total Sitting Exam	Rank in Terms of Proportion of A Scores	'A' Scores versus National Rate	A	B	C	D	E	Total Pass	Failure (F)
Preah Sisovath HS*	N	250	1	1,050% better	53	81	52	26	27	**239**	11
	%	100%			21%	32%	21%	10%	11%	**96%**	4%
Prek Leap HS	N	127	2	650% better	17	18	27	32	28	**122**	5
	%	100%			13%	14%	21%	25%	22%	**96%**	4%
Prek Anchanh HS	N	146	5	150% better	3	23	36	36	34	**132**	14
	%	100%			2%	16%	25%	25%	23%	**91%**	9%
Hun Sen Kg Cham HS	N	61	3	500% better	6	9	17	13	9	**54**	7
	%	100%			10%	15%	28%	21%	15%	**89%**	11%
Kork Pring HS	N	51	6	--	0	2	12	10	15	**39**	12
	%	100%			0%	4%	24%	20%	29%	**76%**	24%
Peam Chikong HS	N	159	4	200% better	4	20	31	48	28	**131**	28
	%	100%			3%	13%	19%	30%	18%	**82%**	18%
Total (NGS)	**N**	**794**	--	**500% better**	**83**	**153**	**175**	**165**	**141**	**717**	**77**
	%	**100%**			**10%**	**19%**	**22%**	**21%**	**18%**	**90%**	**10%**
Top Performers (NGS)	N				411			306		--	--
	%				41%			39%		--	--
National Pass Rate	N	134,615	--	--	2,216	9,706	22,675	36,683	35,076	**106,351**	28,264
	%	100%	--	--	2%	7%	17%	27%	26%	**79%**	21%
Top Performers (National)	N				34,597			71,759		--	--
	%				26%			53%		--	--

*Includes Yukanthor HS Annex

Figure 3.3: Percentage of Students Scoring in the A-B-C Range on the Bac II Examination (2018-24)

	2018	2019	2020	2021	2022	2023	2024
National Rate	8	8		16	22	20	26
NGS	34	35		56	43	45	41

(2020: Bac II Cancelled due to Covid19)
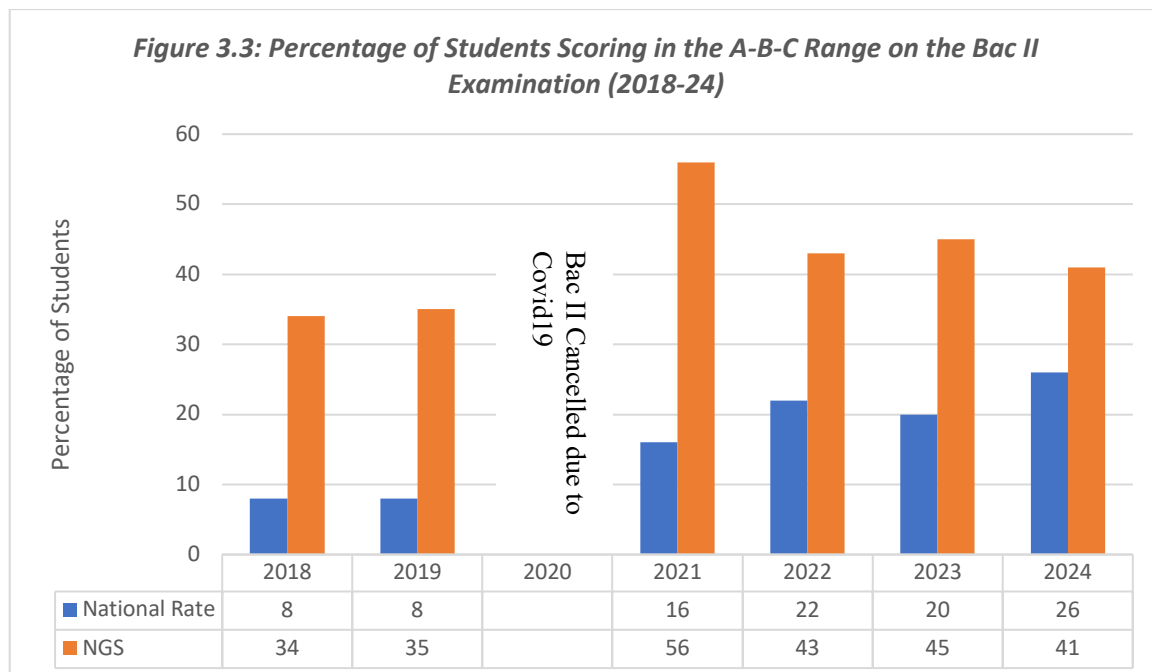
3.22 Student Progression to Post-secondary Learning Levels

Following the completion of the Bac II Examination, the Career Counseling Section in the NGS Central Office organized student surveys to gauge the number of students who plan to go to university. Since NGS seeks to produce high quality human resources that serve the modern Cambodian economy, the number of students who transition to university is an important metric of the success of NGS educational reforms. Of the 794 students who sat for the Bac II Examination, 85% had decided to attend university, which is an historically high rate and an increase from last year (see Table 3.15). Only 12% had not made up their minds yet (or failed to respond). Preah Sisovath HS reported the highest rate of transition at 95% followed by Prek Leap HS with 94% and Prek Anchanh HS with 90%. Kourk Pring and Peam Chikong HS reported lower rates of transition with 47% and 68% of students transitioning to higher education, respectively. This is not surprising considering the rural context of these schools, whereas most other supported secondary schools are in urban or semi-urban areas. The number of students receiving university scholarships was also quite high with 243 students receiving such support or 34% of the total. Only 3% of Grade 12 students reported that they were entering the job market directly.

Table 3.15: University Transition Rate for New Generation Secondary Schools, 2024

School Name*	Students in Grade 12	Passed Bac II	Transit to University		Entering Job Market		Students Not Responding to Survey or Undecided	Students Receiving Scholarships			
			Number	%	Number	%		In-Country	Out-of-Country	Total	%
Preah Sisowath HS	250	238	238	95%	--	--	12	110	29	139	58%
Prek Leap HS	127	122	120	94%	2	2%	5	25	4	29	24%
Prek Anchanh HS	146	132	131	90%	1	1%	14	11	1	11	8%
Hun Sen Kg.Cham HS	61	54	53	87%	1	2%	7	10	--	10	19%
Peam Chikong HS	159	131	108	68%	6	5%	45	45	3	48	40%
Kourk Pring HS	51	39	24	47%	15	38%	12	6	--	6	15%
Total	794	716	674	85%	25	3%	95	207	37	243	34%

3.23 Gaming Technology Development Skills Accelerator Initiative Update

The DViTSA Project is funded by Lichtenstein Economic Development and has been in progress since January 2024. The project focuses on providing students with skills in gaming technology and has achieved several key activity milestones during the last six months. Key milestones include the finalization and expansion of the DViTSA curriculum (132 hours) and the development of competency assessment to monitor student learning (cf. attached link for an example of student-developed products: http://bit.ly/4e6wemP). The project also identified 4 schools in which to emplace the DViTSA Project through a process of stakeholder consultation. Target schools include Preah Sisovat where the original pilot took place last year, Prek Leap HS, Yukanthor HS, and Hun Kampong Cham HS. A total

Expanding Teachers' Skills Set: *ICT teachers attend an orientation on how to use the recently developed gaming platform that students will start to access in Semester 2.*

of 9 teachers were recruited across each of these schools and are currently being trained by project mentors to implement the recently revised curriculum. Student surveys have been organized in each target school during the reporting period indicating reasonable demand for the implementation of the new gamification curriculum. Labs meeting gamification specifications have also been installed in each of the schools identified above (18 specialized workstations with Mac-Minis) and firm planning helped to integrate gamification courses into the school timetable.

Although, the highest priority has been put on project implementation in target schools, the project has nevertheless sought to build a network of related institutions that may be able to amplify the use the gamification curriculum. Although the funding cycle from LED ended in December 2024, participating New Generation Schools have made a commitment to continue to offer these digital services to their students as an elective for the foreseeable future in the coming years, thereby confirming the sustained operation of this pilot program to the donor.

3.24   PISA Boost Initiative

Cambodia has been participating in the Program for International Student Assessment or PISA since 2017 with the most recent test administration occurring in 2022. Cambodia generally does very poorly on these tests among the 15-year-olds who participate with only 8 to 12% of students able to demonstrate minimum competency in tested subjects. Although scores are not broken down by school, the New Generation Schools that have participated in these tests demonstrate generally high performance in comparison to the rest of the country though to be sure, private schools participating in the test also do very well. Public schools on the other hand perform very poorly. The PISA test administration report indicates that high student performance in other countries tends to be linked with school autonomy (see Box 3), which suggests that the autonomous school strategy embodied by the New Generation School movement is the right strategy for MoEYS to pursue to raise PISA scores.

> **Box 3: Student Test Performance & School Autonomy**
>
> In Cambodia, 14% of students attended a school where principals had the main responsibility for hiring teachers (OECD average: 60%), and 61% were enrolled in a school where teachers had the main responsibility for choosing which learning materials are used (OECD average: 76%). Many high performing school systems tend to entrust principals and teachers with these responsibilities. *-PISA 2022 Results, Vol 1 & 2, Phnom Penh, 2023*

In order to improve PISA score performance, KAPE has suggested to MoEYS that it work with researchers to better understand how to build a strategy based on empirical evidence that would improve students' test performance on international measures. In response to these suggestions, KAPE and an MoEYS representative attended the Education World Forum in London in May 2024 to network with various education stakeholders about PISA performance. This led to several meetings in London with such agencies as Cambridge Partnership for Education (CPE), which is the gold standard for educational research. KAPE and the NGS Central Office are currently trying to follow up on these leads in order to better prepare for the next PISA test administration in 2025.

Cambodia Delegation from NGS/MoEYS networking with international education stakeholders at the Education World Forum in London. ↗

3.25 Student Authored Books in Libraries Update

One of the initiatives started last year to promote student writing was an agreement with the Printing House of ThonThean Obrom (TTO) to print the best books written by students who are members of a Creative Writing Club. Last year, a large number of books were written by students from various schools of which the best 147 titles were chosen and printed. This year, only 17 titles were printed, mainly from Kok Pring HS and Preah Angduong HS (see Table 3.16). It is expected that many more books will be reviewed and printed by TTO by the end of the year. Once books have been printed, they are marketed to the libraries of New Generation Schools where special collections of student-authored books are available for other students to read. This innovative practice serves several purposes. For example, it helps to inspire pride and encouragement among those student authors who get published; it helps to inspire other students to strive to write their own books; and it helps to enrich the collections of school libraries with a wealth of new Khmer literature, especially since the availability of books written in Khmer is very small.

Table 3.16: Printed Books Authored by Students

School	Number of Printed Titles (2023)	Number of Printed Titles (2024)
1. Preah Sisovath HS	36	--
2. Prek Leap HS	37	--
3. Prek Anchanh HS	20	--
4. Svay Prahuot PS	2	--
5. Kok Pring HS	3	15
6. Peam Chikong HS	27	--
7. Hun Sen Kampong Cham HS	11	--
8. Hun Sen Anuvat PS	8	--
9. Akhea Mahasei PS	3	--
10. Preah Angduong HS	--	2
11. Aranh Rainsei HS	--	--
12. Angkor Ban PS	--	--
13. Yukanthor HS	--	--
Total	**147**	**17**

⬈ *A student author from Kok Pring HS.*

⬅ *Some samples of student authored books from Kok Pring HS that were recently published by TTO and displayed at the school's recent Project Work Fair.*

3.26 MoU Agreements with Universities & Private Sector Update

As part of the NGS experience for students, secondary schools are encouraged to do advocacy with universities both in and outside of Cambodia to increase the exposure and opportunities for post-secondary study among New Generation School students. So far, five secondary schools within the NGS system have established such relationships with tertiary institutions as far abroad as China, the United States, and Singapore (see Table 3.17). For the three schools that have not yet established such contacts (mostly located in rural areas), the NGS Central Office continues to try to help with advocacy in order to enrich the NGS experience for students reaching the end of their secondary school studies.

MoU Signing: The Director of Prek Leap HS signs an MoU with the CEO Institute, which will expand the post-secondary study options for students.

Table 3.17: Number of Universities That Have Signed MoUs with New Generation Schools

Secondary School	Universities that Have Signed MoUs	Number of Institutions
1. Preah Sisovath HS	• Jung Won University (JWU) • KMUTT, SoA+D • Harbin Institute of Technology ASEAN High School • HWPL Peace Academy • Cambodia Academy of Digital Technology • Aceleda Business Institute • Travinh University • East Asia Management University • Cam Tech University • The University of Wisconsin Green-Bay • ECIC-IMI International Management Institute	11
2. Prek Leap HS	• Aceleda Business Institute • Cam Tech University • East Asia Management University • Angelo State University • Kirirom Institute of Technology • CEO Institute • LSI Business School • Harbin Institute of Technology	8
3. Hun Sen Kampong Cham HS	• Cam Tech University • East Asia Management University • University of Management & Economy • Angelo State University	4
4. Peam Chikong HS	• Aceleda Business Institute • Cam Tech University • East Asia Management University	3
5. Prek Anchanh HS	• Cam Tech University • East Asia Management University • Aceleda Business Institute • Angelo State University	4
6. Kok Pring HS	• --	--
7. Preah Angduong HS	• --	--
8. Aranh Rainsei HS	• --	--
Total Institutions Linked with NGS		**16 Institutions**

3.27 NGS Exhibition on Advanced Teaching Methodologies

MoEYS requested the NGS Central Office to set up a booth showcasing innovative teacher training and reform initiatives to mark the inauguration of the Phnom Penh Teacher Education Center (PTEC) on 4 July 2024. The booth sought to highlight the government's commitment to empowering educators with the latest pedagogical methods and fostering a culture of continuous professional development. The booth showcased five key components of MoEYS' teacher training and reform efforts that are a key part of NGS programming including:

1. **Modern Teaching Methods:** Introducing effective approaches like constructivism, flipped learning, and project-based work, aligned with the 21st Century Pedagogical Framework.
2. **ICT Tools & AI in Education:** Demonstrating how technology like digital learning resources, apps, and AI tools can enhance teaching, learning, and assessment.
3. **Continuous Professional Development (CPD) and Mentoring:** Promoting programs that equip teachers with ongoing skills development and peer-to-peer learning opportunities.
4. **STEM Education:** Highlighting initiatives that encourage Science, Technology, Engineering, and Mathematics education, fostering innovation and critical thinking skills in students.
5. **Improved School Leadership:** Showcasing strategies for developing strong school leadership through effective management and collaboration practices.

The exhibition provided a great opportunity for New Generation School programming to demonstrate the many publications that it has produced, the effective applications of new methodologies in real settings that support good governance, and the many innovations in methodology that have been promoted over the years. The exhibition was visited by many prominent people including the Deputy Prime Minister and many educators from both the private and public sector.

NGS Methodology Exhibit at PTEC: NGS educators receive important education officials including the Minister of MoEYS and Secretary of State to explain some of the new educational methodologies promoted by New Generation Schools. This included the use of ICT in the teaching-learning process, Problem-based Learning, Project Work, and other key methodologies that are essential to build a 21ˢᵗ Century Economy. ↘

↖ H.E. Hang Chuon Naron, the Deputy Prime Minister and Minister of Education, Youth, and Sport, visits the NGS Exhibit (above).

H.E Kim Sethany, Secretary of State, comes by to say hello to teachers at the NGS Exhibit (left).

3.28 Operation of the Student Counseling System

The career counseling system established within each New Generation School is one of the key elements of the educational service structure that sets them apart from normal schools. Each New Generation School assigns a full-time counselor to manage the career counseling framework established, which includes student surveys (to identify students at-risk), individualized counseling for those most in need, and general career learning events (e.g., guest speakers from various professions, CV writing workshops, etc.) to help students plan their careers. Counselors are trained by KAPE resource persons to help them understand and manage the career counseling service structure. Counselors also generally have their own private offices so that they can provide confidential and individualized counseling to students that require support. Overall school reporting indicated that 15% of incoming students at Grade 7 were at-risk and required special counseling support (see Table 3.18). In total, 1,483 students across all grades received individualized counseling in the NGS System or about 19% of the total number of students enrolled. In addition, 8,756 students reported joining special career events such as listening to guest speakers representing various professions; learning how to use the e-counseling app known as Trey Visay; university scholarship application events, and other workshops.

Snapshots of Career Counseling Activities in New Generation Schools

Information Sharing: *A flyer advertises a special session to apply for scholarships from a tertiary institution (above).*

A Presentation on Career Choice: *Students at Prek Anchanh HS in Kandal attend a special meeting on how to choose a career that was organized by the school's Career Counselor (middle left picture).*

Individualized Counseling: *A student at-risk receives individualized counseling from a full-time counselor at Hun Sen Kampong Cham HS (middle right picture).*

Learning How to Use E-counseling Services: *Students at Prek Leap HS learn how to use the e-counseling app known as Trey Visay (bottom right).*

Table 3.18: Overview of Counseling Activities across NGS Secondary Schools, 2024

School Name	Counselors	Students Surveyed*		Students Identified as at Risk		% at Risk		Students Individually Counseled (across all grades)		As a % of All Students		Students Attending Counseling Workshops
		T	F	T	F	T	F	T	F	T	F	
1. Preah Sisovath HS	2	398	195	36	21	9%	5%	185	102	8%	5%	1,293
2. Hun Sen Kg Cham HS	1	171	85	7	2	4%	1%	73	28	10%	4%	397
3. Prek Anchanh HS	1	213	105	47	15	22%	7%	344	136	27%	11%	1,852
4. Prek Leap HS	1	223	111	34	14	15%	6%	305	151	23%	11%	3,840
5. Peam Chikong HS	1	210	118	39	22	19%	10%	282	105	22%	8%	654
6. Kok Pring HS	1	109	54	16	9	15%	8%	134	60	25%	11%	407
7. Prek Anduong HS	1	318	152	68	17	21%	5%	49	10	15%	15%	239
8. Aranh Rongsei HS	1	199	97	37	19	19%	10%	111	46	56%	23%	74
Total	**9**	**1,841**	**917**	**284**	**119**	**15%**	**6%**	**1,483**	**638**	**19%**	**8%**	**8,756**

*Note: Student surveys focus on students entering New Generation Schools at Grade 7 for the 2024 academic year.

3.29 Overview of Student Club Establishment and Operation

The increasing national focus on project work, soft skills acquisition, and extracurricular learning has made the role of subject clubs within the NGS System grow in importance. Student clubs are excellent vehicles through which to organize group projects and structured learning activities outside of the classroom. By engaging in research, critical thinking, and working as a team, students also acquire important 21st Century soft skills. New Generation Schools have been able to demonstrate very strong performance when it comes to the establishment and operation of student clubs. Based on system-wide reporting, supported secondary schools had supported the establishment of clubs across 31 different topics across a variety of subject matter such as science, electronics, debate, public speaking, creative writing, and many more. In all, schools reported that there were 145 clubs in operation each with elected student officers and a facilitating teacher (see Table 3.19). Teachers are trained not to 'supervise' clubs but rather act as a facilitator who can give advice and guidance to clubs only when they need it. To the degree possible, clubs are intended to be student-directed. Overall, it was reported that 7,355 students were participating in clubs, however, this number likely reflects double membership in multiple clubs.

Newsletter Club: A Newsletter Club at Aranh Rongsei HS in Siem Reap learns journalistic skills and electronic formatting as part of their club activities.

Preah Sisovath and Prek Leap High Schools had the largest number of clubs (24 and 26 clubs, respectively) while Preah Angduong HS (a new school) had the fewest clubs (9 clubs). Given that the school was only recently established at two grade levels, this is understandable. The clubs with the highest membership included the X-reading Club, which focuses on extended reading of English language books (see below) with 2,473 students followed by the Great Books Club with 776 members, and the Chemistry Club with 438 members. KAPE is working with MoEYS to improve documentation of the club-building process so that new schools who join the NGS System can easily set up their own clubs.

Table 3.19: Student Membership in Club Activities at Secondary School Level, 2024

Clubs Activity	Preah Sisowath HS	Prek Leap HS	Hun Sen Kg Cham HS	Peam Chikong HS	Prek Anchanh HS	Kok Pring HS	Preah Anduong HS	Aranh Rongsei HS	Total
1. X-Reading/Cam-Reading	2275	29	88	23	58	--	--	--	2,473
2. Great Books Program	57	45	514	25	77	32	12	14	776
3. Chemistry Club	187	87	63	20	23	22	24	12	438
4. History Club	68	131	41	23	78	19	24	12	396
5. Math Club	66	144	47	20	--	34	33	18	362
6. Biology Club	110	49	15	20	75	50	10	13	342
7. Physics Club	142	45	20	20	--	9	39	9	284
8. English Club	19	55	18	23	96	35	--	6	252
9. Earth Science Club	48	18	10	--	71	17	--	10	174
10. ICT Clubs/Technova-tion	56	31	16	--	17	7	10	30	167
11. Public Speaking	28	18	5	15	68	29	--	4	167
12. Moral Civic Club	28	111	--	--	--	26	--	--	165
13. Creative Writing Club	45	39	10	10	28	8	24	--	164
14. Debate Club	16	17	10	45	48	10	--	12	158
15. Electronic/Robotics	23	29	35	26	10	23	--	7	153
16. Art Club	15	8	16	--	27	19	37	19	141
17. Geography Club	28	37	--	--	66	--	--	--	131
18. Cooking/Bakery Club	53	--	--	--	--	--	--	36	89
19. Newsletter Clubs	14	12	8	12	21	10	--	8	85
20. Photography Club	21	13	10	--	12	--	--	22	78
21. ASEAN Club	23	32	7	--	--	6	--	--	68
22. Entrepreneur Club	26	24	--	--	13	--	--	--	63
23. Drama Club	--	27	--	--	22	--	--	--	49
24. STEM Club	--	15	--	--	26	--	--	--	41
25. Drawing Club	--	--	--	--	30	10	--	--	40
26. Sports Club	--	28	--	--	--	--	--	--	28
27. Film Club	--	19	--	--	--	--	--	--	19
28. Media Club	--	18	--	--	--	--	--	--	18
29. Economics Club	13	--	--	--	--	--	--	--	13
30. Social Research Club	12	--	--	--	--	--	--	--	12
31. Solid Edge Club	--	--	--	--	9	--	--	--	9
Total Membership	**3,373**	**1,081**	**933**	**282**	**875**	**366**	**213**	**232**	**7,355**
Number of Active Clubs	**24**	**26**	**18**	**13**	**21**	**18**	**9**	**16**	**145**

The Great Books Club is a special club activity that all New Generation Schools have been encouraged to adopt to create an atmosphere in which students are encouraged to read popular books of high interest. The Great Books Program is based on models originally developed in the United States. In this respect, the Great Books Foundation was first established by two famous educators from the University of Chicago in 1943 and is active to this day. In Cambodia, students identify books of great interest to them and make presentations about particular books that had a major influence on their lives. Students who read the most books in a year can present their favorite books at a school-wide contest and explain why they liked their chosen books. In 2024, almost 800 students participated in Great Books reading activities, reading 8,026 books or about 10 books per student on average (see Table 3.20). Hun Sen Kampong Cham HS has organized its Great Books programming to be a school-wide activity and reported that students had read 5,654 books during the year, the most of any school. The

establishment of Great Books Clubs is documented in the NGS 21ˢᵗ Century Library Manual so that this activity may be adopted by any school, including Model Schools.

Table 3.20: Scope of Great Books Reading Programming across All Schools, 2024

School Name	Participating Grade Levels	Participating Students	Number of Books Read	Books Read per Student
1. Preah Sisovath HS	7,8,9,10	57	684	12
2. Hun Sen Kg Cham HS	7,8,9,10,11	514	5,654	11
3. Prek Leap HS	7,8,9,10,11	65	585	9
4. Prek Anchanh HS	7,8,10,11	77	462	6
5. Peam Chikong HS	8,9,10	25	125	5
6. Kok Pring HS	8,9,11	32	320	10
7. Preah Angduong HS	7,8	12	84	7
8. Arainh Raisey LLS	7	14	112	8
Total/Average	--	796	8,026	10

3.30 Operation of the Extensive English Language Reading Program (X-Reading)

'Extensive reading' (ER) is the process of reading longer, easier texts for an extended period of time without a breakdown of comprehension, feeling overwhelmed, or the need to take breaks. It stands in contrast to 'intensive' or academic reading, which is focused on a close reading of dense, shorter texts, typically not read for pleasure. The ER approach is an example of educational innovation within the NGS System where schools adopt cutting-edge techniques to improve student learning. Students who participate in the ER reading program report major increases in their reading fluency in English. The NGS System has linked up with a company called X-reading in Japan, which has an electronic platform where students can access thousands of books in English followed by online tests to assess their comprehension. Students can only claim that they have successfully read a book when they pass the online comprehension tests. Based on the number of books successfully read, students can receive X-reading certification (see inset). All New Generation Schools are participating in the Extensive English Language Reading Program, which involves 26 teachers and 2,467 students. This year, participating students reported reading 159,238 books or about 65 English books per student! (see Table 3.21) This is a remarkable achievement and explains why NGS students perform so well on national level English tests. The program has also created a tutorial to facilitate using the platform (cf. https://drive.google.com/file/d/1Fcm6Oa2r4bJtC_wdHpy02zF2G2r-ea2o/view?usp=sharing)

Table 3.21: Scope and Results of Extended Reading Programming in English, 2024

Secondary School	Classes	Assigned Teachers	Participating Grades	Students	Books Read	Books per Student	Words Read
1. Preah Sisovath HS	68	16	7,8,9,10,11,12	2275	152,632	67	262,815,304
2. Prek Leap	1	2	7	29	1,076	37	430,152
3. Hun Sen Kg Cham HS	4	4	7,8,9,10,11	85	3,258	38	20,650,651
4. Prek Anchan HS	2	2	7,8,9,10	55	1,284	23	3,848,163
5. Kok Pring HS*	--	--	--	--	--	--	--
6. Peam Chikong HS	1	2	7,8,9,10	23	988	43	1,613,536
7. Prek Anduong HS	--	--	--	--	--	--	--
8. Aranh Rongsei HS	--	--	--	--	--	--	--
Total/Average	76	26	7,8,9,10,11,12	2,467	159,238	65	289,357,806

3.31 General Overview of New Generation Primary School Operations

Enrollment across New Generation Primary Schools remained generally stable across at 2,444 students, down slightly from 2,452 in the previous year. Most schools saw slight declines in their enrollment year on year except for the Demonstration School in Kampong Cham, which actually saw an increase of 103 students (or 23%) in the current academic year (see Table 3.22).

This increase is due to the availability of more classrooms and teachers at the school. As a result of the slight decline in enrollment as well as a small increase in the number of teachers, PCR and PTR levels were tapped down somewhat with PCR now equal to 33:1 while PTR is down to 20:1. This is an important development as accreditation reports indicate that PCR levels in some schools were reaching dangerously high levels. Under rules for accreditation, schools may not exceed a PCR level of more than 36:1, which is required to prevent overcrowding as well as any detrimental impact on modern teaching methods (that work best with smaller class sizes).

Advantages of Small Class Sizes: *A small group of primary school students listen to a documentary on personal health in the school library.*

Table 3.22: Change in School Statistics, 2023 to 2024

Province	School	Student Enrollment		Classes		Teachers	
		2023	2024	2023	2024	2023	2024
Kampong Cham	Demonstration School	446	549	13	15	21	25
	Angkor Ban PS	361	336	12	12	22	22
Kampong Speu	Akhea Mahasei PS	1,268	1,194	36	36	54	54
Svay Rieng	Svay Prahuot PS	377	365	11	11	19	19
Total	**4 Schools**	**2,452**	**2,444**	**72**	**74**	**116**	**120**

3.32 Participation in School Competitions

New Generation Primary Schools have been very active in terms of alerting their students to participation in both national and international contests. This includes contests on reading, mathematics, technology, children's rights, and other areas. Such competitions are very stimulative for student learning, build confidence, and increase the profile of the school in the eyes of the public. Some of the recent competitions that have taken place during the academic year so far include the following:

- Hun Sen Anuvat PS students in Kampong Cham recently won 3rd prize in a province-level reading contest.
- Angkor Ban PS students participated in a province-level competition on Child Protection and Gender Equality in which they developed a promotional video on the topic.[8] The students received 1st Prize for their knowledge product.

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[8] Cf. https://www.facebook.com/share/v/tuDsYcGG7gMvkXh5/?mibextid=KsPBc6

- Angkor Ban PS students in Grade 6 also participated in a girls' competition sponsored by Technovation in which they developed a learning app on mathematics, mainly as a result of their participation in the program's coding program.
- Svay Brahuot PS students in Svay Rieng are participating in mathematics contest sponsored by *Think! Think!*

3.33 Sharing the Lessons of Full Day Programming in NGS

One of the key elements of the superior learning program in New Generation Primary Schools is the requirement that students study for six hours per day as per international standards. In this respect, students study from 7 to 11 AM and again from 2 to 4 PM. The extra time that has been built into the NGS framework at primary level empowers both teachers and students do many more things than is usually possible in an abbreviated school day, which is only four hours per day including 40 minutes for breaks. The extra time enables students to do research in the library while they are still in school, as well as life skills, ICT lab work, project work, and club activities. Full-day programming did not add much to student learning when it was first piloted by the Primary Education Department several years ago because there was no clear framework or structure that would ensure teachers and students would spend the extra time on substantive activities. New Generation Primary Schools have avoided this mistake by having very clear guidance for teachers and students about how they should spend the extra time. Given this history, a delegation from the World Bank visited Akhea Mahasei PS in Kampong Speu to better understand how New Generation Schools program the extra time provided for student learning. The hope is that they can replicate the framework developed in NGS primary schools in the General Education Improvement Program, which is funded by the Bank.

Full-day Learning Promotes Life Skills Education: *New Generation Primary Schools have advanced facilities to promote many kinds of life skills, which is further facilitated by the extra time during the school day.*

3.34 School Clinics Established in All New Generation Primary Schools

The establishment of student clinics is one of the important features of a New Generation School and makes up one of the many important services available to students in such schools along with library services, ICT services, life skills education, clubs, wired classrooms, and other services that enrich children's learning experience. Student clinics are now available at all New Generation Primary Schools and are open both morning and afternoon. In some

Clinic Services for Children: *All primary schools in the New Generation School System provide basic health services such as basic examinations when students are sick and first aid.*

cases, one clinic serves both the primary school and a secondary school that shares the same campus. The clinics are well furnished and equipped with basic medical instruments to measure blood pressure, monitor breathing and heart rate, etc. Each clinic is staffed by a registered nurse and provides assurance to parents that their children are well taken care of when at school.

3.35 Performance on Early Grade Reading Assessments (EGRA)

At the end of the 2024 academic year, Primary Schools in the NGS System were provided with school-by-school results on the Early Grade Reading Assessment (EGRA). About 307 children in Grades 1 to 3 participated in the testing across the four schools. Student selection was done using random sampling techniques to ensure that student samples were representative of each school. By and large, student performance on the six reading subtasks that make up the test was extremely encouraging and far, far above what we are seeing for the national average where Grade 1 Zero Scores for Familiar Word Reading stood at 58% (but only 13% among New Generation Primary Schools) (see Table 3.23). Nevertheless, there are some important performance differences between schools that mainly follow an urban-rural divide with urban schools outperforming rural schools. While there were few differences between all schools for the most basic tasks involving consonant, vowel, and letter recognition, some performance differences did begin to emerge for more complex tasks like word reading and reading comprehension with schools such as the Demonstration School (in Kampong Cham) and Akhea Mahasei PS (in Kampong Speu) demonstrating much higher levels of performance. The National Oversight Board has requested the NGS Central Office to start sharing inter-school comparisons among schools so that everyone knows where they stand and what areas of learning they still need to improve.

Table 3.23: Performance Comparison on EGRA Subtasks by School (2024)

EGRA Subtask	Demonstration School N=66 (Urban)	Angkor Ban PS N=48 (Rural)	Akheamaha Sei PS N=97 (Urban)	Svay Prahuot PS N=49 (Rural)	Total N=307
Consonant Recognition					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (Letters per Minute)	32.78	27.93	29.70	32.06	30.44
Zero Score	0%	0%	0%	0%	0%
Grade 2	N=25	N=16	N=52	N=15	N=108
Mean Score (Letters per Minute)	32.36	31.63	32.27	32.53	32.23
Zero Score	0%	0%	0%	0%	0%
Grade 3	N=23	N=18	N=46	N=17	N=104
Mean Score (Letters per Minute)	32.83	32.78	32.13	31.35	32.27
Zero Score	0%	0%	0%	0%	0%
Vowel Recognition					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (Letters per Minute)	22.72	17.19	20.24	22.24	20.71
Zero Score	0%	0%	0%	0%	0%
Grade 2	N=25	N=16	N=52	N=15	N=108
Mean Score (Letters per Minute)	22.28	22.38	22.38	21.80	22.15
Zero Score	0%	0%	0%	0%	0%
Grade 3	N=23	N=18	N=46	N=17	N=104
Mean Score (Letters per Minute)	22.61	22.61	22.61	20.88	21.52
Zero Score	0%	0%	0%	0%	0%
Letter Recognition					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (Letters per Minute)	39.06	24.14	32.17	43.82	34.38
Zero Score	0%	0%	7%	0	3%
Grade 2	N=25	N=16	N=52	N=15	N=108
Mean Score (Letters per Minute)	46.32	39.88	44.21	52.80	45.25
Zero Score	0%	0%	0%	0%	0%
Grade 3	N=23	N=18	N=46	N=17	N=104

EGRA Subtask	Demonstration School N=66 (Urban)	Angkor Ban PS N=48 (Rural)	Akheamaha Sei PS N=97 (Urban)	Svay Prahuot PS N=49 (Rural)	Total N=307
Mean Score (Letters per Minute)	53.61	47.06	47.50	52.24	49.55
Zero Score	0	0	0	6%	2%
Familiar Word Reading					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (Words per Minute)	29.39	10.29	20.46	24.76	21.42
Zero Score	0%	50%	11%	0%	13%
Grade 2	N=25	N=16	N=52	N=15	N=108
Mean Score (Words per Minute)	42.88	36.06	41.67	38.33	40.66
Zero Score	0%	0%	2%	7%	2%
Grade 3	N=23	N=18	N=46	N=17	N=104
Mean Score (Words per Minute)	48.78	46.06	42.33	39.47	43.93
Zero Score	0%	0%	2%	6%	2%
Oral Reading Fluency					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (Words per Minute)	52.00	22.00	35.00	40.29	37.25
Zero Score	6%	50%	20%	6%	19%
Grade 2	N=25	N=16	N=52	N=15	N=108
Mean Score (Words per Minute)	57.00	50.75	57.23	54.73	55.87
Zero Score	0%	6%	2%	7%	3%
Grade 3	N=23	N=18	N=46	N=17	N=104
Mean Score (Words per Minute)	60.48	59.72	55.22	53.82	56.93
Zero Score	0%	0%	4%	6%	3%
Reading Comprehension					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (Questions Answered Correctly)	2.22	1.00	1.87	2.35	1.89
Zero Scores	11%	64%	33%	18%	31%
Grade 2	N=25	N=16	N=52	N=15	N=108
Mean Score (Questions Answered Correctly)	3.80	2.88	3.62	3.80	3.57
Zero Score	0%	13%	6%	7%	6%
Grade 3	N=23	N=18	N=46	N=17	N=104
Mean Score (Questions Answered Correctly)	4.09	4.22	3.96	3.18	3.90
Zero Score	9%	0%	4%	6%	5%

3.36 Performance on Early Grade Mathematics Assessments (EGMA)

In 2024, the NGS Central Office introduced Early Grade Math Assessment (EGMA) to assess the impact of programming on children's numeracy skills. EGMA testing helps to complement the EGRA testing on literacy skills to give a rounded view of children's learning. Overall, 307 students participated in EGMA tests across the four New Generation Primary Schools. The EGMA Test comprises seven tasks ranging from simple tasks such as Number Identification to more complex tasks involving Addition and Subtraction. As is the case for EGRA, test administrations occur through one-on-one interactions between the proctor and the examinee, which is a very time and resource-intensive process. Once again, one sees a difference in performance between rural and urban schools with the latter generally outperforming the former (see Table 3.24). On the other hand, these differences are most apparent for more complex tasks while differences are much smaller for simple tasks like Number Identification. It should also be pointed out that NGS students do well on Subtraction Level 1 subtasks (zero scores are negligible for Grades 2 and 3) but are still registering an unacceptably high rate of zero scores on Subtraction Level 2 subtasks (43% for Grade 2 and 32% for Grade 3), which is an area that NGS Primary Schools need to work on. To be sure, EGMA test scores among NGS students are much better in comparison to treatment conditions in national testing programs that are funded by USAID and the Global Partnership for Education (GPE) (see section below).

Table 3.24: Performance Comparison on EGMA Subtasks by School (2024)

EGMA Subtask	Demonstration School N=66 (Urban)	Angkor Ban PS N=48 (Rural)	Akheamaha Sei PS N=97 (Urban)	Svay Prahuot PS N=49 (Rural)	Total N=307
Number Identification (Correct Numbers per Minute)					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (Number per Minute)	19.72	13.43	16.33	17.88	16.82
Zero Score	0%	0%	0%	0%	0%
Grade 2	N=25	N=16	N=52	N=15	N=108
Mean Score Mean Score (Number per Minute)	19.44	19.81	19.50	19.73	19.56
Zero Score	0%	0%	0%	0%	0%
Grade 3	N=23	N=18	N=46	N=17	N=104
Mean Score Mean Score (Number per Minute)	20.00	19.89	19.67	19.35	19.73
Zero Score	0%	0%	0%	0%	0%
Number Discrimination (Correct Numbers per Minute)					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (of Correct Answer out of 10)	7.61	4.64	5.98	6.88	6.25
Zero Score	11%	21%	17%	0%	14%
Grade 2	N=25	N=16	N=52	N=15	N=108
Mean Score (of Correct Answer out of 10)	9.68	7.75	8.67	9.13	8.83
Zero Score	0%	19%	0%	0%	3%
Grade 3	N=23	N=18	N=46	N=17	N=104
Mean Score (of Correct Answer out of 10)	9.57	9.22	8.89	9.00	9.12
Zero Score	0%	6%	2%	0%	2%
Missing Number (Correct Numbers per Minute)					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (of Correct Answer out of 10)	3.61	2.00	2.30	3.18	2.66
Zero Score	6%	14%	17%	12%	14%
Grade 2	N=25	N=16	N=52	N=15	N=108
Mean Score (of Correct Answer out of 10)	7.08	6.19	5.98	4.80	6.10
Zero Score	0%	0%	3	0%	3
Grade 3	N=23	N=18	N=46	N=17	N=104
Mean Score (of Correct Answer out of 10)	7.61	7.39	7.07	6.71	7.18
Zero Score	0%	0%	4%	6%	3%
Addition Level 1 (Correct Answers per Minute)					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (AL1 per Minute)	8.06	5.93	6.54	7.76	6.96
Zero Score	0%	21%	13%	6%	11%
Grade 2	N=25	N=16	N=52	N=15	N=108
Mean Score (AL1 per Minute)	12.20	11.56	10.87	11.93	11.43
Zero Score	0%	0%	2%	0%	1%
Grade 3	N=23	N=18	N=46	N=17	N=104
Mean Score (AL1 per Minute)	14.87	12.56	13.20	13.53	13.51
Zero Score	0%	0%	0%	0%	0%
Addition Level 2 (Correct Answers per Minute)					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (Correct Answer out of 5)	1.28	0.29	0.54	1.06	0.74
Zero Score	39%	71%	70%	59%	62%
Grade 2	N=25	N=16	N=52	N=15	N=108
Mean Score (Correct Answer out of 5)	2.52	2.44	1.60	2.00	1.99
Zero Score	16%	19%	29%	20%	23%
Grade 3	N=23	N=18	N=46	N=17	N=104
Mean Score (Correct Answer out of 5)	3.13	2.94	2.63	3.06	2.87
Zero Score	0%	0%	11%	6%	6%
Subtraction Level 1 (Correct Answers per Minute)					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (SL1 per Minute)	6.83	4.29	4.48	6.65	5.28
Zero Scores	0%	21%	33%	18%	22%
Grade 2	N=25	N=16	N=52	N=15	N=108

EGMA Subtask	Demonstration School N=66 (Urban)	Angkor Ban PS N=48 (Rural)	Akheamaha Sei PS N=97 (Urban)	Svay Prahuot PS N=49 (Rural)	Total N=307
Mean Score (SL1 per Minute)	10.84	9.50	9.37	10.40	9.87
Zero Score	0%	6%	2%	0%	2%
Grade 3	N=23	N=18	N=46	N=17	N=104
Mean Score (SL1 per Minute)	11.78	10.83	10.61	10.47	10.88
Zero Score	0%	0%	0%	6%	1%
Subtraction Level 2 (Correct Answers per Minute)					
Grade 1	N=18	N=14	N=46	N=17	N=95
Mean Score (Correct Answer out of 5)	0.39	0.14	0.07	0.53	0.22
Zero Scores	72%	86%	93%	76%	85%
Grade 2	N=25	N=16	N=52	N=15	N=108
Mean Score (Correct Answer out of 5)	1.44	1.19	0.96	1.27	1.15
Zero Score	24%	31%	52%	53%	43%
Grade 3	N=23	N=18	N=46	N=17	N=104
Mean Score (Correct Answer out of 5)	1.78	1.67	1.33	1.88	1.58
Zero Score	17%	28%	39%	35%	32%

3.37 National Performance Comparisons between New Generation Schools and National Programming on Literacy & Numeracy

The efficacy of investments in primary education under New Generation School education reforms can be seen clearly through performance comparisons between NGS and national tests that assess numeracy and literacy (i.e., EGMA and EGRA tests). A comparison of performance on a few selected tasks in Table 3.25 below demonstrates the dramatic difference. For example, the rate of word reading on the Familiar Word Reading Subtask is 4.76 times greater among NGS students in Grade 1 than the treatment group in the national Early Grade Learning Program, funded by the Global Partnership for Education. Similarly, Zero Scores for FWR in the national program are almost five times greater than in New Generation Schools (13% versus 58%). In terms of Reading Comprehension, NGS students in Grade 1 performed almost two times as well as national treatment schools (1.89 questions answered correctly in NGS versus 0.5 questions) while Grade 2 students did twice as well (3.57 questions answered correctly in NGS versus 1.6 questions nationally). In the same way, Zero Scores were significantly less than those observed at national level for all grades. It is important to remember, too, that these differences cannot merely be explained by the more urban complexion of New Generation Schools as two of the four schools tested are located in very rural areas in Kampong Cham and Svay Rieng Provinces.

New Generation Schools also greatly outperformed national treatment schools in terms of numeracy skills as well though the differences were not as dramatic as for literacy tasks. For example, Number Discrimination rates were 33% greater among Grade 1 students in New Generation Schools though Zero Scores were about the same. Similarly, performance on Simple Addition problems was 42% better among Grade 1 NGS students and 27% greater among Grade 2 students. Again, Zero Scores were considerably greater in national treatment schools.

The greater learning outcomes observed in New Generation Primary Schools validate claims that investments are more effective and the impacts significantly greater than can be seen in national programs that focus more on curricular reforms and much less on changes in governance. The focus on governance in New Generation School settings is considered the key strategy that leads to improved learning performance.

Table 3.25: Performance Comparison on Selected Literacy and Numeracy Tasks between NGS & National Treatment Schools (2024)

	Grade 1		Grade 2		Grade 3	
LITERACY SKILLS *(Sampled Tasks)*	**NGS**	**National (2022)**	**NGS**	**National (2022)**	**NGS**	**National***
Familiar Word Reading Rate *(Words per Minute)*	21.42	4.5	40.66	15.7	43.93	--
Familiar Word Reading Zero Scores	13%	58%	2%	30%	2%	--
Reading Comprehension *(Questions Answered Correctly – Out of 5 Questions)*	1.89	0.5	3.57	1.6	3.90	--
Reading Comprehension Zero Scores	31%	81%	6%	46%	5%	--
NUMERACY SKILLS *(Sampled Tasks)*						
Number Discrimination Rate *(Correct Numbers per Minute)*	6.25	4.7	8.83	8.5	9.12	--
Number Discrimination Zero Scores	14%	12%	3%	2%	2%	--
Addition Level 1 *(Problems Answered Correctly)*	6.96	4.9	11.43	9.0	13.51	--
Addition Level 1 Zero Scores	11%	31%	1%	6%	0%	--

3.38 Achieving Accredited NGS Status

Most New Generation Primary Schools have retained their accredited status with the exception of Angkor Ban PS, which did not pass its probation earlier in the year due to the refusal of the school director to adopt approved practices of financial management. Although the school generally receives high marks for the quality of its teachers and mentors as well as a very well-run library, there is a problem with management. The report on the failure of the school to pass probation is now sitting with the National Oversight Board, which has been asked to delay action by the Primary Education Department until it can convince the school director to comply with financial management standards, which may require alerting the District and Provincial Governor of the problem as they are only ones who can make a decisive personnel decision at the school.

New Generation Pedagogical Research Center

3.39 Suspending the Mentor Intake in 2024 to Retool the Center

The New Generation Pedagogical Research Center has been under great pressure from NIE to vacate its offices, cancel all future intakes, surrender its autonomy, and merge with the New Generation Pedagogical Research Department of the National Institute of Education (NIE).

This seems to be part of a general strategy to do away with the mentoring program, which is not favored in certain quarters of the education system despite preliminary research that shows that the mentoring program has been highly successful (see inset of mentoring study recently carried out by NGPRC & Box 4). Unfortunately, this report was rejected by most detractors of the Center because it was not conducted by an external consultant.

As a result of all the various challenges recounted above, there was no new mentor intake in 2024. NGPRC has also been struggling with new directives from the Ministry of Public Servants to cease mentor intakes from schools in which trained mentors will be assigned to a different school. Should mentor intakes be resumed in the future, all intakes must only occur from schools that need them, which greatly cramps the ability of the Center to recruit the most suitable candidates for induction in the mentoring program.

Happily, through the intervention of the Deputy Prime Minister, the efforts of those who wish to disband the NGPRC have been stopped. In a meeting with H.E. Dr. Hang Chuon Naron in November 2024, it was agreed that the Center had made several very notable achievements in its very short existence (see Box 4) and that it was important to re-affirm the autonomy of the NGPRC under KAPE's oversight; however, it was agreed that the Center should retool its program to broaden its relevance to schools outside of the New Generation School System, including Model Schools. Since there was no intake in

A Preliminary Research Report on

Building Better Educators:
The Role and Impact of Mentoring Program in Cambodian Public Schools

Banh Hornmann, Kong Maneth and Sun Somara
New Generation Pedagogical Research Center
Phnom Penh, Cambodia
2024
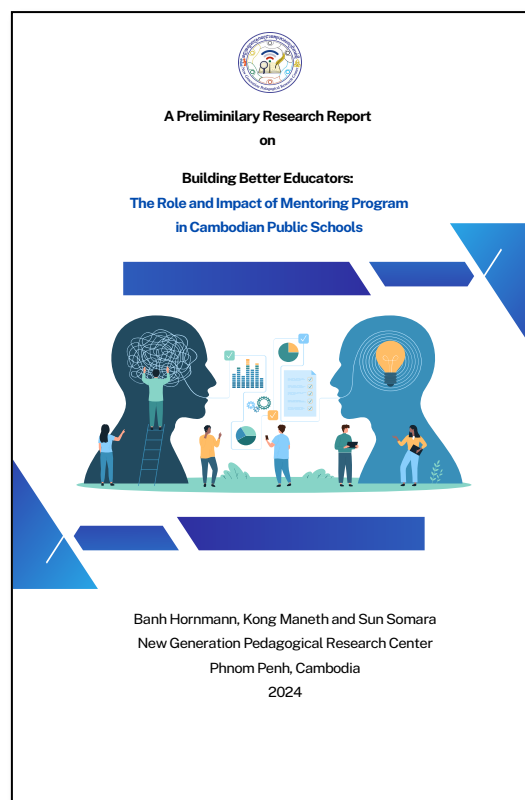
Box 4: Summary of Impacts Achieved by NGPRC

- **Pioneering the Seminar Format in Higher Education:** All degree candidates study in a seminar format with not more than 16 students per class. Discussions, group work, and frequent presentations are important features of the course, which is unusual for tertiary level work in Cambodia.

- **Integrating ICT tools for mentoring:** All trainees are equipped and trained to use ICTs tools for education including Google Classroom, Zoom Meeting, Google Meet, *Observic*, Wolfram, Artificial Intelligence, etc. to assist teachers both offline and online.

- **Pioneering School-based Mentoring:** The Center has been pioneering a new approach to teacher development by creating a framework to support school-based mentoring.

- **Organized Numerous National and International Conferences:** The NGPRC has organized several international and national conferences in its short history, which have helped to boost the reputation of the NIE as a whole.

- **Posting Mentors to Multiple Institutions:** By the end of 2024, the Center had awarded a total of 134 Master's Degrees to successful candidates. Among these, 46 individuals were assigned to NGS schools, 25 were posted to Teacher Training Institutions, an additional 40 mentors were placed in a school-based mentoring pilot supported by USE-SDP2 funded by ADB and demonstration schools, and another 22 were placed in other schools.

- **On-going Support for Mentors:** NGPRC offers continuous support to posted mentors through the establishment of the Cambodia Association for Mentoring (CAM). CAM serves as a Professional Learning Community for mentors.

- **High Mentor Retention Rate:** The Center reports a retention rate of 91%.

2024 and no active students planned in early 2025, the Center can now focus its full efforts on the design of two new short courses that will be added to its programming. This includes a short NGS Teacher Certification Program (for all schools, not just NGS) and another short course on becoming a Teacher Mentor for Model Schools or schools in programs funded by the ADB (such as STEPUp), which need 130 mentors over the next five years.

The NGPRC believes that it can restart its intake of trainees with a short NGS teacher training course in August 2025 and a resumption of the Master's Degree program in November 2025. The M.Ed. Program intake may be reduced to enable the Center to implement short courses for other schools and increase its overall relevance to the education system. As it stands now, 122 Mentors are currently supporting the NGS System and other institutions since the first intake occurred in 2019 (see Table 3.26). This indicates a very high retention rate, which stands in contrast to many countries where the burnout rate for mentors is very high.

Table 3.26: Historical Intake and Posting of Mentors Certified with M.Ed (2019-24)

Intakes & Out-takes	Cohort 1 (2019)	Cohort 2 (2020)	Cohort 3 (2021)	Cohort 4 (2022)	Cohort 5 (2023)	Cohort 6 (Paused)	Total
Intake	25	32	21	25	30	Postponed to 2025 (Proposed In-take: 18)	**134**
Posted to NGS/Other	17/8*	19/13	7/14	2/23	1/29		46/87
Left the System	12						8.9%
Retention Rate	122						91.1%

*17 Mentors to NGS/8 Mentors to Other Institutions.

3.40 Restructuring the Governance Structure of the Center

As part of the retooling process for the Center that was recently agreed with the MoEYS, the Deputy Prime Minister/Minister of MoEYS asked to create a special Oversight Board for the Center that he will personally chair. The Board will include representatives from various departments, NIE, and KAPE as well as some senior Ministry staff. The Board will provide guidance to the Center regarding the development of new courses that will support other MoEYS reform initiatives such as Model Schools, Continuous Professional Development, and addressing the mentoring shortage in New Generation Schools as many Mentors move into new positions as part of their career advancement.

3.41 Implementation of the Face-to-Face Practicum in 2024

The face-to-face three-month practicum for the 5th Cohort of degree candidates was successfully completed in 2024, although all candidates will be returning to their original schools where they will simply re-enter the classroom as regular teachers. Degree candidates did their practicum at three schools including Preah Yukunthor HS (an NGS site), Anuwat PS at NIE, and *Angkor Intellectual Academy,* which is a private school. The administrators of the private school were very excited to partner with the Center for this purpose and this very much helped the practicum to be a success. Teachers were receptive to being mentored in all sites and Mentors reported to their supervisors that the practicum helped them to consolidate their practice. The practicum has always been a challenge for the Center with many lessons learned over the years. However, after several years of trying different formulas, the Center finally managed to design revised procedures that proved to be highly effective in 2024.

3.42 Development of a Prakas to Give Official Recognition of Mentors within the Education System

As part of its efforts to gain official recognition of the role of mentors within the education system, the Center has been working closely with MoEYS to better systematize the description of the master's degree program in mentoring along with multiple supporting documents. This includes developing a clear Terms of Reference for Mentors (adapted from the ToR produced

for NGS Mentors), systematizing guidelines for the implementation of mentoring services, developing mentoring tools that will provide guidelines for mentoring and daily practice, and preparing a concept note entitled, *Mentoring in Cambodia and the Role of the NGPRC*. In addition, the Center has reviewed and revised the master's degree curriculum framework for the mentoring program, which was already a substantial document. All of this has been done in close collaboration with the Policy Department of the MoEYS as well as through consultations with other stakeholders such as the Cambodian Association of Mentoring (CAM) and colleagues at the National Institute of Education (e.g., the Education Justice Commission chaired by H.E. Nath Bunroeun). All of this documentation has been gathered and submitted to the leadership of MoEYS for review and approval. Although the MoEYS leadership has agreed and endorsed the idea that the status of Mentors should be equivalent to that of Inspectors, it has deferred a final determination of this issue to the Ministry of Public Servants. Should this lead to final approval of the decree, it would enable an increase in the salary of individuals who are awarded a Master's Degree in Mentoring.

3.43 National Conference on Mathematics

The NGPRC worked with KAPE, and an educational software company based in the UK called *Everybody Counts* to organize and deliver a National Mathematics Workshop that was chaired by H.E. Chan Sophea. The workshop introduced over a hundred Cambodian educators to new ways of teaching Mathematics and a new educational platform used around the world. This platform focuses only on Mathematics and has been developed by Everybody Counts. It is hoped that this new learning platform can be contextualized and introduced to the entire country in 2025; this national workshop is the first step in that process.

NGPRC organized the National Conference on Teaching Methodology in Mathematics for Primary Level on February 29, 2024 under the Presidency of H.E. Dr. Chan Sophea, Under-Secretary of State, MoEYS.

3.44 Development of a Pedagogical Magazine for Circulation to Schools

One of the special activities that the Center has been working on during the semester relates to the development of a pedagogical magazine that would not be a research journal but rather a lay publication for educators at school, district, and province level. The magazine will be published online as a 'webizine' to share case studies of good pedagogical practices as well as provide educational tips. Although the magazine will mostly be written in Khmer to reach the largest audience possible, some articles may also appear in English. The goals of the magazine are to (i) bridge the gap in access to pedagogical knowledge for Cambodian teachers; and (ii) serve as a platform to share effective educational practices with practical activity examples. The magazine will have a creative design and will have sections that are organized using the

same pattern as a school (e.g., classroom section, mentor office, library, admin office, playground, ICT lab, etc.). Each section will contain articles on that particular part of the school. The magazine name nominated by the most people in a large survey of educators was *Key to Education* or *Konleuh Obrom* (see inset for possible magazine logo). The magazine will be published twice a year starting by the end of 2024.

3.45 Research Activities Organized by the NGPRC

The Center has also been very active in terms of its animation of various research activities. As noted above, the Center developed an impact study on the mentoring program implemented under NGS. At the same time, the Center has entered into a partnership with Texas A&M University in which it will contribute book chapters to a new publication being developed by the university on Mentoring and Action Research. Such activities very much help to raise the profile of both the Center as well as NIE. Finally, the Center continues to provide tech support to master's degree candidates in Cohort 5 who are working on their theses as part of their degree requirements. This year, candidate theses will be presented as part of a Research Proposal Fair and published for archiving along with the theses produced by graduates from Cohorts 1 to 4.

4. REPORTING ON PERFORMANCE INDICATORS

The NGS Program is required to report on 20 official key performance indicators (KPI's) across three outputs to the Ministry of Education, Youth, and Sport each year. These indicators and the outputs with which they are associated can be found in **Annex 1** of this document. As NGS Reforms have been in progress for nine years, all indicators have now been achieved including the on-going administration of Critical Thinking Tests (which are trending well above baseline values), accreditation of all secondary schools, and achievement of dropout rate targets (now less than 2%) (see Table 4.1). Some indicator targets have been exceeded such as investments in infrastructure (111% of the planned target of facilities).

Last year, the project had one lapse in its indicator reporting (i.e., Indicator 1.12). This referred to a decline in the transition rate to university, which must exceed 80% according to the agreed performance standard. Last year, this transition rate had declined to 74% but this year has recovered to 85%, thereby achieving the performance standard. In any case, it should be remembered that the transition rate in the NGS System is still much higher than most normal schools where the transition rate to university is usually less than 20%.

Based on the data presented in Annex 1, the NGS Central Office is happy to report that all indicators have been achieved for 2024. This suggests that the program is now ready to review indicators adding more ambitious milestones in collaboration with MoEYS. In addition, the program has grown beyond six secondary schools and has already added three more schools in Phnom Penh (Yukanthor HS), Siem Reap (Aranhrongsei HS) and Prey Veng (Angdoung HS). This should be discussed in 2025 when KAPE negotiates programming with MoEYS and MoEF.

Table 4.1: Summary of Results-based Indicators for MoEYS Reporting, 2024

Output	Total Indicators	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	12	100%	0	0%	0	0%
Output 2: Completion of a successful NGS National Survey	1	1	100%	0	0%	0	0%
Output 3: Development of a National NGS Framework & Social Equity Fund with replication in at least 5 new sites	7	7	100%	0	0%	0	0%
Total	**20**	**20**	**100%**	**0**	**5%**	**0**	**0%**

5. CHALLENGES GOING FORWARD

5.1 Continuing Challenges Relating to Teacher Shortages and Recruitment

The intense workload of the typical New Generation School teacher is a factor that causes burnout, which is becoming a serious challenge, particularly in some schools. Altogether, the New Generation School System lost 34 teachers in 2024 or a loss rate of about 5% (see Table 5.1). While many teachers are leaving, some schools have been expanding the number of classes due to high demand from parents and public complaints that New Generation Schools are too restrictive. This includes Prek Leap HS (added 3 classes); Hun Sen Kampong Cham HS (added 1 class); Kok Pring HS (added 1 class); and Sisovath-Yukanthor (added 17 classes!). Thus, the NGS System has been expanding at the same time that it is also losing teachers. This situation has been complicated even further by recent restrictions placed on the movement of teachers between provinces by the Ministry of Public Servants. These trends have created an increasingly impossible situation for several New Generation Schools such that they cannot keep their schools fully staffed. Many schools are resorting to the use of Contract Teachers, but these individuals often require significant training, are expensive (especially for rural schools that have more restricted income), and often do not stay long. It is hoped that the MoEYS can convince the Ministry of Public Servants to be more flexible in the recruitment and placement of teachers in the New Generation School System.

Table 5.1: Teacher Shortages in the NGS System

School Name	A Total Teachers in 2023-24	B State Teachers Resigning or Transferring	C % (B/A)	D Total New Teachers Needed in 2024-25	E New Teachers Recruited for 2024-25 (Actual)	F Continuing Shortages (D-E)/D
Secondary Level						
1. Preah Sisovath HS	84	4	5%	20	20	0%
2. Yukanthor HS	88	3	3%	47	44	-6%
3. Hun Sen Kg Cham HS	46	0	0%	2	3	-33%
4. Prek Leap HS	96	4	4%	12	9	-25%
5. Prek Anchanh HS	87	4	5%	11	7	-36%
6. Peam Chikong HS	86	5	6%	12	4	-66%
7. Kok Pring HS	37	2	5%	8	4	-50%
8. Aranhrangsei HS	19	0	0%	17	15	-12%
9. Prek Anduong HS	25	0	0%	26	14	-46%
Subtotal	**568**	**22**	**4%**	**155**	**120**	**-22%**
Primary Level						
10. Demonstration School	25	0	--	4	3	-25%
11. AkheaMahasei PS	22	12	55%	20	16	-20%
12. Angkor Ban PS	19	0	0%	5	2	-60%
13. Svay Prahuot PS	54	0	0%	5	3	-40
Subtotal	**120**	**12**	**10%**	**35**	**24**	**-29%**
Grand Total	**688**	**34**	**5%**	**190**	**144**	**-24%**

5.2 Crackdown on the Collection of Mandatory Student Fees

Because of the increasing political sensitivity about the use of school fees to finance improved educational quality all over the country, the NGS Central Office has sought to remind schools of the 'voluntary' nature of parental contributions, the need for schools to remind communities that their contributions ensure high quality standards, and the tendency of some schools to charge multiple fees in addition to the one rationalized fee that is mandated by NGS Operational Guidelines. For example, one New Generation School introduced mandatory *rien kua*

fees for preparing for the Bac II Examination this year, which is strictly prohibited. Charging mandatory fees let alone multiple fees is a dangerous practice that could have political repercussions for the entire New Generation School System. In addition, it conflicts with the philosophy of a New Generation School to create an understanding with communities to raise standards in a way where communities contribute voluntarily to the costs of doing so. When a New Generation School introduces multiple fees, it runs the risk of inviting accusations that it is seeking profit, which is prohibited.

To remind New Generation Schools of the philosophy of NGS reforms and the commitment that they first made with communities when they were established, the New Generation School Central Office has asked all schools to develop School Manifestos (see inset) that re-affirm the original compact with communities where schools raise standards and communities voluntarily support the costs of these improvements (with no profit to the school). So far most New Generation Schools have complied with this request while others have delayed compliance. The NGS Central Office will be following up with this important request in 2025 to ensure that all schools are in compliance with NGS philosophy and all communities have received a copy of the School Manifesto, a full copy of which can be found in **Annex 4.**

5.3 Declines in Sustained Income in Selected Schools

The spread of fake news by rogue news outlets in Kampong Cham Province in 2023 relating to the legality of New Generation Schools to solicit voluntary payments from parents has led to a directive from MoEYS to suspend all parental payments to Peam Chikong HS starting from 2024. While many parents have voluntarily continued to pay support fees to the school, contributions are now down as there is some confusion in the community whether they need to pay or not. The number of contributions from parents in Peam Chikong has declined to $146,000 (including funds raised in 2023 before the 'cease and desist' directive from MoEYS) to sustain annual operational costs of $229,742. This means that current contributions will only cover 64% of operations. To make up for the shortfall, MoEYS provided an additional one-time $172,000 in supplementary funds for Peam Chikong HS and other schools with similar shortfalls. Indeed, there are several New Generation Schools, mostly in rural areas, that raise less than 60% of the funds needed to maintain yearly operations while 70% coverage has been set as the national target for all New Generation Schools to

Negotiating Sustainability: *NGS meets with parents at a New Generation School to negotiate their voluntary support.*

claim sustainability (the remainder to be covered by state subsidies to ensure that non-paying poor students can continue to enroll in equitable numbers). This includes Kok Pring HS (parental contributions cover 49% of operations), Angkor Ban PS (29%), and Svay Brahuot PS (55%). Shortfalls are currently made up from subsidies from the program or special (one-time) supplementary funds received from MoEYS. Thus, the current freeze on parental contributions (for some schools targeted by rogue media) will be a major challenge for future sustainability of programming.

5.4 Major Budget Constraints Have Emerged as a Result of Program Expansion

Although the program has achieved many savings by shifting many school support costs to parents and ending most infrastructure investments in older New Generation Schools, there has nevertheless been a considerable strain on the project's overall budget as a result of the decision to expand NGS programming to additional schools in two more provinces (i.e., Siem Reap and Prey Veng). Altogether, more than $200,000 had to be shifted to new schools (mostly for infrastructure investments) while simultaneously providing subsidies to additional New Generation Schools that just joined the program who were previously supported by Child Fund Cambodia (i.e., Kok Pring HS and Svay Brahuot PS). As investments in newly added schools continue to grow as more grade levels join NGS programming (e.g., Grade 9 in 2025), these strains will continue to grow, especially if parental support is not allowed to grow and the current state budget remains static. Nevertheless, KAPE was able to achieve enough savings to enable the expansion to proceed as planned in 2024. It should

Renovations at a new NGS site in Siem Reap.

also be noted that a slight increase in the budget for 2025 has also been approved by MoEYS/MoEF with a hoped-for confirmation when KAPE signs its new contract with MoEYS.

5.5 Mentor Shortage in New Generation Schools

Since the establishment of the NGPRC in 2019, the Center has provided New Generation Schools with 47 mentors from 2020 until now. These mentors sign agreements to work as a mentor for at least a three-year term, which expired for many mentors in 2023 and 2024. As a result, many schools are losing mentors at an alarming rate (if they came from other schools) while at the same time the NGPRC was required by the Ministry of Public Servants to tell all newly trained mentors who just graduated in 2024 (i.e., Cohort 5) that they could not transfer to New Generation Schools but rather had to return to their schools of origin. To make matters even worse, the NGPRC had to cancel its planned intake of Cohort 6 in 2024 and postpone this to 2025, which will mean that there will be no new outtake of mentors until 2026 at the earliest. These trends have resulted in a severe shortage of mentors in nearly all schools. Based on the need to replace mentors who have been forced to return to their original schools and increase the number of mentors in new expanding schools (such as Aranhrongsei HS and Preah Angduong HS), the NGS Central Office estimates that it will need 34 new mentors to fill current and projected vacancies (see Table 5.2). The use of mentors is one of the key strategies that the system uses to ensure technical sustainability and reduced reliance on KAPE for technical support. Thus, mentor shortages are a worrying threat to the technical sustainability of the NGS System.

To remedy this situation, the NGPRC will recruit mentors directly from the New Generation

Schools that need them to comply with the restrictions imposed by the Ministry of Public Servants. Because this will likely exacerbate teacher shortages in those schools as described in Section 5.1, the Center will also open an NGS Teacher Training Course lasting about three months to train Contract Teachers who are recruited by New Generation Schools to replace those individuals going for mentor training. School-of-origin mentor recruitment and the use of temporary Contract Teachers will hopefully help New Generation Schools to solve the emerging mentor shortage problem.

Table 4.2: Change in the Number of Mentors and Current Mentor Needs, 2024

School Name	Originally Allocated Mentors	Current Mentors	Loss/Gain of Mentors	Current Mentor Needs
Secondary Schools				
1. Preah Sisovath HS	8	2	6	6
2. Hun Sen Kampong Cham HS	6	3	3	6
3. Kok Pring HS	4	1	3	4
4. Prek Leap HS	6	5	1	3
5. Prek Anchanh HS	7	3	4	1
6. Peam Chikong HS	7	3	4	4
7. Aranhrongsei HS	2	3	+1	1
8. Preah Angduong HS	0	2	+2	1
Primary Schools				
9. Angkor Ban PS	2	2	0	4
10. Svay Brahuot PS	0	0	0	1
11. Demonstration School	1	2	+1	0
12. Akhea Mahasei PS	4	0	4	3
Total	**47**	**26**	**25 (Loss) +4 (Gain)**	**34**

5.6 Poor General Understanding of the Difference between Mentor & Inspector

The NGPRC has recently been advocating with MoEYS and the Ministry of Public Servants to create a special payment slot for Mentors that recognizes their high level of skill to mentor other teachers. Such recognition would greatly increase attractiveness of mentoring positions and greatly increase the applicant pool (and the quality of candidates graduating from the program). One frequent comment from officials involved in these discussions, however, is that they do not see the difference between a Mentor and an Inspector nor the need to create special recognition of Mentors. This fundamental misunderstanding misses the kind of teacher evaluation that Mentors and Inspectors are each engaged in. Whereas Inspectors are undertaking evaluation whose purpose is 'quality assurance,' which is a summative function, Mentors are engaged in evaluation that is not summative but formative. Mentor-based evaluation is intended to lead to teachers' personal development and evolution because it occurs frequently, is based on confidentiality, and generally flourishes when teachers do not see evaluators as a threat (which leads to distrust and the concealment of information). The activities of Inspectors on the other hand do not generally promote teacher development because their evaluations are infrequent, not based on confidential relationships with teachers, and are generally met with suspicion and hostility by teachers. But more importantly, the purpose of inspectors should not be teacher development but rather reporting to Ministry that teachers are in compliance with

centrally set standards and performance guidelines. Thus, the evaluative purpose of Inspectors and Mentors is completely different; each purpose (one summative while the other is formative) is equally important but exhibit very different configurations to meet their respective purpose (e.g., evaluation frequency, the nature of reporting, the degree to which teachers have input into the evaluation process, power dynamics between evaluator and teacher, etc.). The failure of some decision-makers to understand these differences makes the task of advocacy for the mentoring profession very difficult.

5.7 Continuing Battles with Anti-reform Teachers at Selected Schools

Although NGS Reforms have generally won kudos from the public and the MoEYS leadership, they continue to threaten the interests of many unprofessional teachers within the education system, particularly with respect to private teaching, also known as Shadow Education.[9] This is because shadow teaching is not allowed under the NGS operating framework. Such conditions often lead many teachers in 'whole school' configurations to boycott participation in the New Generation School and even demanding that half of the school should be handed over to them so that they can extort fees from students. Though parents generally oppose the activities of teachers engaged in Shadow Education, the strength of anti-reform teachers often depends on the willingness of local officials to give strong support to school administrators. While some schools have received strong backing from local officials to oppose anti-reform teachers (e.g., Kandal), others have not fared so well (e.g., Prek Leap in Phnom Penh) where there is little appetite to stand up to unprofessional teachers. This is why school selection and majority teacher support is so important in the process of identifying New Generation School sites. It is also another reason why MoEYS seems to now prefer configuring New Generation Schools as a 'school in a school' (such as at Preah Sisovath HS) so that unprofessional teachers can easily be relegated to a part of the school where they cause fewer problems. While the program continues to be hopeful that provincial and district officials everywhere will grow a backbone in standing up to unprofessional teachers, the program nevertheless must be realistic that the politicized nature of localized education control makes this very difficult (i.e., power over schools has shifted from the central Ministry to provincial and district level officials).

> **Box 5: What is Shadow Education?**
> Shadow education refers to private tutoring and coaching that operate outside formal educational institutions like schools but where the agents of control often work in the public sector. It often involves tutoring services that mimic school curricula and is known for its implications on social inequalities and unethical educational practices.

5.8 Maintaining the Integrity of the NGS System

The New Generation School System seeks to maintain a balance between 'Structure' and 'Freedom.' That is, the philosophy of New Generation Schools is Freedom in Structure in which schools are provided with high amounts of autonomy (i.e., freedom) and encouraged to create the conditions needed for educational innovation. Nevertheless, schools are held accountable for their performance through a set of flexible but structured operational guidelines and accreditation standards. Such guidelines provide the 'structure' in the system. The program seeks to maintain a very delicate balance between freedom and structure to prevent schools from veering into conditions of chaos (i.e., too much freedom) or repressed control (i.e., too much structure). Some schools in the NGS System have expressed a desire to be completely independent of the NGS operational framework while still being called New Generation Schools. Such calls have particularly arisen as the NGS Central Office seeks to create more structure in the way that New Generation School administrators manage their financial accounts, especially as

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[9] Cf. Chapter 12: https://www.kapekh.org/files/report_file/397-en.pdf

hundreds of millions of riels flow into school coffers from parents (see Section 3.7). NGS Programmers are hopeful that they can maintain 'Freedom in Structure' balance while keeping all schools within the NGS System.

5.9 Pending Accreditation Status of Angkor Ban PS

As noted earlier, Angkor Ban PS in Kampong Cham Province did not pass its accreditation in 2024 due to the refusal of the school director there to comply with requirements for more transparent financial management. Many other aspects of the school's operation remain quite strong including excellent teachers, mentors, and librarian. Nevertheless, the school's status is now in limbo though it is still receiving funds from MoEYS, which technically it should not be allowed to do. This matter now sits with the National Oversight Board to make a decision about what to do with the school and whether it can make the school director comply with MoEYS guidelines or force his removal. This is now a test case for MoEYS to make a firm decision to maintain the integrity of the Operational Guidelines, which clearly state that a school failing its accreditation is not allowed to receive state funds for NGS operation.

5. CONSLUSIONS

Media Attention & the Education Reform Movement: After nine years of implementation, New Generation Schools have become a rallying point for educational reform and also a lightning rod for anti-reform educators who prefer to preserve the status quo. NGS reforms have increasingly attracted public attention in social media and the press through both positive as well as negative news stories, each representing the lines of battle between reformers and anti-reformers.[10] As this acrimonious debate about reform unfolds, NGS more and more finds itself in the crosshairs of opponents though not without significant support from reform advocates within MoEYS as well. The way forward for NGS is, therefore, somewhat precarious as it seeks to navigate some of the key controversies animating education reform and anti-reform proponents. Some of these controversies have been discussed in this report such as the poor understanding of the roles of Mentors and Inspectors, growing inflexibility in teacher placement, hesitancy to endorse a regime of parental contributions, and an unwillingness to face down anti-reform teachers who above all want to preserve their ability to extort money from students through unprofessional *rien kua*[11] practices (see Section 5). NGS Programmers and MoEYS supporters should, therefore, prepare themselves for continuing controversy, as they advocate for a different approach to public education that better fits the needs of 21st Century learning.

The Organic Approach to School Development: The educational landscape in Cambodia has recently seen some major changes with the advent of Model Schools, a new MoEYS reform initiative that seeks to accelerate improvements in educational quality. Partly, the increasing popularity of Model Schools is due to the inability of New Generation Schools to expand more rapidly stemming from the need for painstaking school selection to ensure local support (a critical condition for successful investment) as well as perceptions among some that NGS investment is too expensive. Relatedly, MoEYS has been disappointed that most donors have ignored NGS investment because they feel it is either 'elitist' or 'inequitable' though there have been some major exceptions including the Franks Family Foundation, Child Fund, and most recently the Asian Development Bank, all of whom have made significant investments in NGS programming. Thus, Model Schools have been presented as a 'fast and cheap' alternative to New Generation Schools though the MoEYS has been quick to point out that Model Schools should eventually evolve into New Generation Schools.

The main contrast between Model Schools and New Generation Schools is perhaps not the cost of investment but rather whether school development should be either organic (i.e., bottom-up) or non-organic (top-down) using more a more standardized configuration linked to centrally set standards of performance. Because New Generation Schools are based on a philosophy that values school autonomy (to promote innovation) that is governed by a careful balance between 'freedom' and 'structure,' there is a clear contrast between the development approaches embraced by New Generation Schools and Model Schools.[12] New Generation School programmers have, therefore, sought to influence the evolving strategy for the roll-out of

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[10] E.g., https://www.postkhmer.com/national/2024-9-10-1745-260270 ; https://www.information.gov.kh/articles/139579 ; https://www.khmertimeskh.com/501557427/ngs-denies-rumours-of-corrupt-entrance-exam-practices/

[11] *i.e., private classes, shadow education.*

[12] Cf. https://www.kapekh.org/files/report_file/384-en.pdf

Model Schools to make it more bottom-up with less use of standardized indicators. For example, NGS programmers have presented a revised framework for Model School indicators that use more flexible rubrics to guide assessment in a way that would encourage more school autonomy. Whether the NGS Central Office can achieve such change will be a question of intense interest going forward.

Resolving Major Challenges: As recounted in this report, there are some major challenges facing the future of New Generation Schools that could pose an existential threat to their continued viability. Many of these challenges relate to recent changes in the flexibility (or rather loss of flexibility) in the way that teachers are posted, mainly as a result of interventions from the Ministry of the Public Servants over which MoEYS has little control. Recent restrictions on the movement of teachers could have the effect of starving New Generation Schools and associated institutions such as NGPRC of the human resources that they need both in terms of the recruitment of talented teachers as well as the placement of mentors who are essential to their technical sustainability.

Similarly, restrictions on the ability of schools to solicit parents for financial support could also spell doom for New Generation Schools, particularly if a freeze on funding should be introduced. While NGS has been successful in advocating for continued funding from the government with an increase in the cards for 2025, structural changes in the operating environment could pose an even greater threat to their existence than opposition from anti-reform elements in the education system.

All of the above challenges suggest the need to better codify the autonomous freedoms of New Generation Schools that MoEYS policy extends to them. This could perhaps be achieved by lobbying Parliament to pass a law that legally recognizes the rights of New Generation Schools to do things that other public schools are not allowed to do (linked to conditions for accountability), and/or pushing for their conversion into independent schools that are no longer under the supervision of local education officials.

Preparing for the 10th Anniversary of New Generation School Reforms: As the program reached the end of Year 9 implementation, there has already been considerable reflection on the milestone signified by the start of 2025, which marks the beginning of the program's tenth year of operation. MoEYS signed an MoU with KAPE on 1 October 2015 to develop an autonomous school pilot based on the Beacon School Initiative that KAPE had earlier created with private donor funding. No one at the time could have imagined how far New Generation

Schools would come in the last 10 years. To mark the anniversary, KAPE will organize an international conference on autonomous schools that coincides with the approximate date of the NGS founding as well as some special publications to mark the anniversary. There will also be some public advertising to raise awareness of the anniversary among key stakeholders and outreach to donors to consider increased funding support. This includes entreaties to help the NGS System reach 20 schools by the end of the decade.

Promoting ICT in Education: *The use of technology in the teaching-learning process is a major focus of NGS programming, even at the primary school level. Such experience helps to prepare students for the 21st Century work place.*

ANNEX 1: Indicator Reporting Table for MoEYS/MoEF (Updated 2024)

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 6 New Generation Schools at Secondary Level by 2019.	• Project Reports	• School managers, teachers, and local communities demonstrate commitment to supporting the principles of NGS implementation.	**Achieved for 6 original schools. Two new schools joined the NGS System in 2024** 1. Sisovath HS (in operation) 2. Hun Sen Kampong Cham HS (in operation) 3. Prek Leap HS (in operation) 4. Prek Anchanh HS (in operation) 5. Peam Chikong HS (in operation) 6. Kok Pring Jr. HS (in operation) 7. Preah Yukuhtor HS (in operation) 8. Preah Angdoung HS (New School) 9. Aranh Raingsey LSS (New School)
Indicator 1.2: Three different NGS Models are developed and successfully piloted by 2018	• Project Reports	• The prototype models developed by KAPE are feasible and relevant to the Cambodian context.	**Achieved:** • New School Prototype (Kampong Cham – 2 schools)[13] • School in a School Prototype (Phnom Penh – 2 schools)[14] • Whole School Prototype (Phnom Penh – 1; Kandal – 1; Kampong Cham – 2; Svay Rieng – 2; and Kampong Speu – 1; Prey Veng – 1; Siem Reap – 1)[15]
Indicator 1.3: Accreditation of 6 New Generation Schools at Secondary Level within the period 2016-2021.	• Accreditation Report Scores	• The Accreditation Subcommittee can administer accreditation protocol tools effectively and reliably.	**Achieved:** 6 out of 6 secondary schools currently accredited. New schools will apply for accreditation in 2026 1. Sisovath HS (Accredited in 2017, 2018, 2019, 2020, 2021, 2022 ,2023 & 2024) 2. Hun Sen Kampong Cham HS (Accredited in 2017, 2018, 2019, 2020, 2021, 2022,2023 & 2024) 3. Demonstration School of Kampong Cham (Accredited in 2019, 2020, 2021, 2022, 2023 & 2024) (Primary Level) 4. Prek Leap HS (Accredited in 2021, 2022, 2023 & 2024) 5. Prek Anchanh HS (Accredited in 2021, 2022, 2023 & 2024)

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[13] Hun Sen Kampong Cham HS and Hun Sen Demonstration School

[14] Preah Sisovath HS and Yukanthor HS (supported directly by parents only)

[15] Prek Leap HS, Prek Anchanh HS, Peam Chikong HS, Kok Pring HS; Akhea Mahasei PS; Svay Prahuot PS; Angkor Ban PS; Preah Angduong HS; Aranhrongsei HS

Target	Means of Verification	Risks & Assumptions	Achievement to Date
			6. Kok Pring Jr. HS (Accredited in 2019, 2020, 2021, 2022, 2023 & 2024) 7. Svay Prahuot PS (Accredited in 2020, 2021, 2022, 2023 & 2024) (Primary Level) 8. Peam Chikong HS (2022, 2023 & 2024) 9. Akhea Mahasei PS (2022, 2023 & 2024) (Primary Level) 10. Angkor Ban PS (2022, 2023 & 2024) (Primary Level) – Accreditation Declined
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.	• Classroom observation results • Teacher conference records • Quarterly Reports	• Teachers are motivated to change their learning styles to accommodate the use of new pedagogies in their teaching	**Achieved for 2017, 2018, 2019, 2020, 2021, 2022, 2023 and 2024**

Achieved for 2017, 2018, 2019, 2020, 2021, 2022, 2023 and 2024

School (2023)	Secondary School Level		
	Total Teachers	Teachers Completing Career Path Plans	%
Preah Sisovath HS	78	78	100%
Hun Sen Kg Cham HS	43	43	100%
Prek Leap HS	92	92	100%
Prek Anchanh HS	83	83	100%
Peam Chikorng HS	81	81	100%
Kourk Pring HS	34	34	100%
Preah Yukuthor HS	82	82	100%
Preah Angdoung HS	21	21	100%
Aranh Raingsey LLS	17	17	100%
Total	**531**	**531**	**100%**

Target	Means of Verification	Risks & Assumptions	Achievement to Date
Indicator 1.5: Bac II Exam Performance exceeds National Average each year.	• Test Score Results	• The design of questions on the Bac II Examination captures the higher order thinking skills that teachers in NGS sites are focused on teaching.	**Achieved for 2018** • Total Pass Rate for NGS: 84% **Achieved for 2019** • Total Pass Rate for NGS: 91% **Cancelled for 2020** • Bac II Examination cancelled in 2020 due to Covid19 Pandemic **Achieved for 2021:** • Total Pass Rate for NGS: 82% **Achieved for 2022** • Total Pass Rate for NGS: 82% **Achieved for 2023**

Target	Means of Verification	Risks & Assumptions	Achievement to Date
			• Total Pass Rate for NGS: 77% **Achieved for 2024** • Total Pass Rate for NGS: 90%
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.	• Site Visit Reports • Annual Reports	• 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.	**Achieved:** 111% of planned facilities completed by 2024. *Proposed & Completed Facilities in NGS Sites, FY2016 to FY2024* See table below.
Indicator 1.7: Documentation of New School Architecture Designs is completed by 2019 to facilitate replication by other agencies.	• Manual is available for review	• The physical design manual can capture the basic specifications for new school designs while	**Achieved/Completed:** Document approved and published by MoEYS

Proposed & Completed Facilities in NGS Sites, FY2016 to FY2024

Investment Area	Number Proposed 2016-23	Number Established 2016-24	%
Secondary School Sector (5 schools)			
NGS Classrooms	146	156	107%
Science Labs	79	87	110%
ICT Labs*	20	24	120%
21st Century Libraries*	9	9	100%
Auditorium	9	6	67%
Office/Meeting/Faculty Rooms	34	38	118%
Canteen*	9	6	67%
Student Clinic*	9	7	78%
Youth Centers*	9	7	78%
Total Facilities	**324**	**340**	**105%**
Primary School Sector (4 schools)			
NGS Classrooms	65	78	120%
Science Labs	4	3	75%
ICT Labs	4	4	100%
21st Century Libraries*	2	4	200%
Office/Meeting/Faculty Rooms	4	8	200%
Auditorium*	2	1	50%
Canteen*	2	0	0%
Student Clinic*	2	2	100%
Youth Centers	4	3	75%
Toilet Facilities	23	43	187%
Total Facilities	**112**	**146**	**130%**
Facilities at All Levels	**436**	**486**	**111%**

*Facilities sometimes shared with Primary Schools

Target	Means of Verification	Risks & Assumptions	Achievement to Date
		allowing flexibility to adapt these to different locations.	
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.	• Test score results	• Tests are administered in a way that ensures valid and reliable assessment	**Achieved:** Post-test scores improved from baseline 2024

Achievement to Date (Indicator 1.8):

School	Criteria	Figural Series	Logical Sequencing	Classification	Analogies	Concept Analysis	Maze	Text Analysis	Total Mean
Preah Sisovath HS	(Baseline)	70%	67%	62%	64%	49%	49%	35%	58%
	(Post-test)	80%	43%	53%	57%	59%	56%	48%	54%
HS Kg Cham HS	(Baseline)	68%	62%	56%	59%	44%	4d5%	23%	52%
	(Post-test)	76%	49%	55%	59%	54%	59%	47%	55%
Prek Leap HS	(Baseline)	57%	54%	50%	51%	47%	34%	19%	46%
	(Post-test)	70%	50%	50%	55%	53%	50%	47%	51%
Prek Anchan HS	(Baseline)	56%	55%	49%	54%	49%	33%	17%	47%
	(Post-test)	67%	46%	50%	54%	55%	51%	42%	51%
Peam Chikang HS	(Baseline)	59%	56%	48%	55%	46%	35%	21%	47%
	(Post-test)	57%	44%	46%	53%	50%	44%	43%	48%
Kourk Pring HS	(Baseline)	54%	57%	49%	53%	43%	35%	15%	46%
	(Post-test)	64%	44%	49%	56%	53%	50%	47%	51%

*Total Mean difference is statistically significant at p=.05

Target	Means of Verification	Risks & Assumptions	Achievement to Date
Indicator 1.9: ICT labs at all schools meet standardized criteria for satisfactory operation or better each year.	• Survey results based on agreed governance principles	• Stakeholders are willing to change their attitudes and habits to enable improved governance	**Achieved for 2022 (85% Performance Score)**

School	General Admin	Curriculum & Teaching	Student Learning	Lab Maintenance	Total
Preah Sisovath HS	90%	91%	80%	100%	90%
Hun Sen Kg Cham HS	80%	83%	80%	100%	85%
Prek Anchanh HS	80%	75%	70%	100%	80%
Prek Leap HS	90%	83%	80%	100%	88%
Hun Sen Peamchikrong HS	80%	83%	70%	100%	83%

Target	Means of Verification	Risks & Assumptions	Achievement to Date				
			Average	**84%**	**83%**	**76%**	**100%**	**85%**

• **Achieved for 2023 (81% Performance Score)**

School	General Admin	Curriculum & Teaching	Student Learning	Lab Mainte-nance	Total
Preah Sisovath HS	90%	83%	90%	100%	90%
Hun Sen Kg Cham HS	90%	75%	80%	88%	83%
Prek Anchanh HS	80%	75%	70%	88%	78%
Prek Leap HS	80%	75%	80%	88%	80%
Hun Sen Peam-chikrong HS	80%	75%	70%	88%	78%
Kourk Pring HS	70%	75%	70%	88%	71%
Average	**82%**	**76%**	**77%**	**90%**	**81%**

• **Achieved for 2024 (80% Performance Score)**

School	General Admin	Curriculum & Teaching	Student Learning	Lab Mainte-nance	Total
Preah Sisovath HS	83%	87%	90%	88%	87%
Hun Sen Kg Cham HS	83%	75%	80%	88%	82%
Prek Anchanh HS	83%	75%	70%	88%	79%
Prek Leap HS	83%	75%	80%	75%	78%
Hun Sen Peam-chikrong HS	90%	75%	70%	88%	81%
Kourk Pring HS	75%	87%	70%	75%	77%
Preah Yukunthor HS	83%	87%	80%	88%	85%
Preah Angduong HS	75%	75%	70%	88%	77%
Aranh Raisey LLS	83%	75%	70%	88%	79%
Average	**82%**	**79%**	**76%**	**85%**	80%

Note: Minimum Performance = 65%

Target	Means of Verification	Risks & Assumptions	Achievement to Date
Indicator 1.10: ICT in Education proficiency among teachers at each school improves from baseline scores.	• Survey results • Quarterly Reports	• 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	• **Achieved for 2022** All schools improved their scores from baseline by **about 11%.** **76%** of teachers describe the frequency of their use of ICT in instruction as medium to high **Achieved for 2023** **74%** of teachers regularly use ICT in their instruction, research, and professional development. **Achieved for 2024** **71%** of teachers regularly integrate ICT into their instruction, research, and professional development, utilizing new technologies such as digital assessments, AI in education, visualization materials, and design tools.
Indicator 1.11: Dropout rates at all schools do not exceed 5% each year.	• Educational Statistics Reports	• Students and parents are motivated to stay enrolled to benefit from the high investment environment created by MoEYS.	• **Achieved:** Dropout reported to be 1.70% at secondary level compared to national rate of 15.4% at LSS and 13.7% at USS.

For Indicator 1.11:

School	Total Students/ Female	Total Dropouts	%
Preah Sisovath HS	1,050/538	--	--
Preah Yukuthor HS	1,174/606	--	--
Hun Sen Kg Cham HS	738/423	18	2.44%
Prek Leap HS	1,363/682	7	0.51%
Prek Anchanh HS	1,276/682	12	0.94%
Peam Chikong HS	1,286/732	44	3.42%
Kourk Pring HS	527/280	28	5.31%
Preah Angdoung HS	318/149	12	3.77%
Aranh Raisey LSS	199/97	6	3.77%
Total	**7,931/4,189**	**135**	**1.70%**

Target	Means of Verification	Risks & Assumptions	Achievement to Date
Indicator 1.12: At least 80% of all students graduating Grade 12 enroll in post-secondary school studies each year.	• School Tracking Reports	• 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.	**Achieved:** 85% of Grade 12 students transition to post-secondary level institutions

For Indicator 1.12:

School Name*	Students in Grade 12	Passed Bac II	Transit to University Number	Transit to University %
Preah Sisowath HS	250	238	238	95%
Prek Leap HS	127	122	120	94%
Prek Anchanh HS	146	132	131	90%
Hun Sen Kg.Cham HS	61	54	53	87%
Peam Chikong HS	159	131	108	68%
Kourk Pring HS	51	39	24	47%
Total	**794**	**716**	**674**	**85%**

Output 2: Completion of a successful NGS National Survey

Target	Means of Verification	Risks & Assumptions	Achievement to Date
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.	• Completed Survey Report	• 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.	• **Achieved since 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.	• Operational Guidelines Document • Quarterly Report	• Stakeholders can agree on a common framework for NGS replication • MoEYS has available funds to resource a Social Equity Fund	• **Achieved:** Social Equity 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.	• Accreditation Visit Reports with Recommendations • Certifications	• The Accreditation Subcommittee acts as an independent and neutral body capable of enforcing NGS Standards.	• **Achieved:** Accreditation Protocols developed and implemented in 2016 for the first time.
Indicator 3.3: A New Generation School Policy Document is developed and approved by MoEYS by 2016.	• Policy document review	• All stakeholders can agree on the content outlined in the Policy Document	• **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	• Policy document review	• All stakeholders can agree on the content outlined in the Policy Document	• **Achieved:** Manual completed in and signed by Minister.
Indicator 3.5: Development of a Teacher Development Framework is completed by 2017	• Policy document review	• All stakeholders can agree on the content outlined in the Policy Document	• **Achieved since 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.	• Standards of Performance as outlined in Statutes • Meeting Minutes	• Network meetings can be organized quarterly with high attendance of all actors	• **Achieved:** NGS Network in place since 2017 and meeting quarterly.

Target	Means of Verification	Risks & Assumptions	Achievement to Date

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, Svay Rieng, Prey Veng and Siem Reap.	• Oversight Board Performance Checklist	• The Boards are able to meet on a regular basis to discuss issues of relevance to the school	• **Achieved**
			• *National Board*: Newly appointed in 2017
			• ***7 Provincial Boards appointed and in operation***
			    o Phnom Penh (established)
			    o Kampong Cham (established)
			    o Svay Rieng (established)
			    o Kandal (established)
			    o Kampong Speu (established)
			    o Prey Veng (established)
			    o Siem Reap (established)

ANNEX 2: Breakdown of Investment in Infrastructure & Furniture at New NGS Sites

Expenditure	Preah Angdoung	Aranh Raingsey
Classroom Renovations	$ 40,975.61	$19,024.39
Industrial Cleaning Costs	$ 1,463.41	$ 1,463.41
Amphitheatre Furniture	$ 34,146.34	$19,512.20
Computer Lab	$ 13,170.73	$13,170.73
Computer Desks	$ 3,500.00	$ 3,500.00
Library Furniture	$ 8,731.71	$ 8,731.71
Equipment/Funiture Maintainance & Spare Parts	$ 975.61	$ 487.80
LCD Projectors	$ 2,341.46	$ 1,951.22
Laptops for New Teachers	$ 15,219.51	$11,707.32
Science Equipment	$ 1,097.56	$ 1,951.22
Library Books	$ 1,463.41	$ 1,463.41
Total	**$ 123,085.37**	**$82,963.41**
	$206,048.78	

ANNEX 3: National NGS Oversight Board Meeting Agenda (Semester 1, 2024)

កម្មវិធីប្រជុំក្រុមប្រឹក្សាភិបាលសាលារៀនជំនាន់ថ្មីថ្នាក់ជាតិ

📍	សាលប្រជុំ វិទ្យាល័យ ហ៊ុន សែន កំពង់ចាម ខេត្តកំពង់ចាម
📅	ថ្ងៃទី២៧ ខែកុម្ភៈ ឆ្នាំ ២០២៤
⏱	ម៉ោង ៨:០០ព្រឹក ដល់ ម៉ោង ១២:០០ថ្ងៃត្រង់

ម៉ោង	ខ្លឹមសារនិងសកម្មភាព	មតិយោបល់
៨:០០-៨:១០	មតិស្វាគមន៍ដល់សមាជិកអង្គប្រជុំនិងបើកកម្មវិធី	ឯកឧត្តម ឡេង ធឫណា
៨:១០-៨:៥៥ (សាលានីមួយៗ មានពេល១៥នាទី ក្នុងការធ្វើបទ បង្ហាញនេះ)	របាយការណ៍វឌ្ឍនភាពកម្មវិធីសាលារៀនជំនាន់ថ្មីឆ្នាំ២០២៣ និង ផែនការអនុវត្ត សម្រាប់ឆ្នាំសិក្សា២០២៤ • បឋមសិក្សា អនុវត្ត ហ៊ុន សែន • វិទ្យាល័យ ហ៊ុន សែនកំពង់ចាម	នាយកសាលា
៨:៥៥-៩:១០	របាយការណ៍វឌ្ឍនភាពលើការអនុវត្តសកម្មភាពឆ្នាំ២០២៣ និងសកម្មភាពពង្រីក កម្មវិធីសាលារៀនជំនាន់ថ្មីឆ្នាំ២០២៤។	ប្រធានប្រតិបត្តិកម្មវិធី NGS លោក អុិល រុន
៩:១០-៩:៣០	**បញ្ហាប្រឈម** ១. ការដោះស្រាយបញ្ហាសាលារៀនតាមរយៈការធ្វើបទបង្ហាញ ២. សេចក្តីប្រកាសរបស់ក្រសួងលេខ១៨ អយក សប្រក ស្តីពីវិភាគទានដែល មាតាបិតាផ្តល់បង់ក្នុងមកលែងជាកាតព្វកិច្ច ហើយរដ្ឋជាអ្នកបំពេញជំនួសវិញ ៣. អាណាព្យាបាលមួយចំនួនស្ទើរមិនបង់ថវិកាដោយសារកត្តាជីវភាព	ពិភាក្សារួមគ្នាដើម្បីដោះ ស្រាយបញ្ហា
៩:៣០-៩:៤៥	**សម្រាក(១៥នាទី)**	
៩: ៤៥ -១០:១៥	**បន្តពិភាក្សាបញ្ហាប្រឈមខាងលើ**	
១០:១៥-១០:៣០	របាយការណ៍ស្តីពីលទ្ធផលវាយតម្លៃទទួលស្គាល់គុណភាពកម្មវិធីសាលារៀនជំនាន់ថ្មី និងផែនការបន្តសម្រាប់ឆមាសទី១នៃឆ្នាំ២០២៤។	លោក ផាន់ ប៊ុនណាគត អ្នកសម្របសម្រួលកម្មវិធី វាយតម្លៃសាលារៀនជំនាន់ថ្មី
១០:៣០-១១:០០	របាយការណ៍ជួសជុលហេដ្ឋារចនាសម្ព័ន្ធ និងសម្ភារបច្ចេកវិទ្យាសម្រាប់ សាលារៀនថ្មីៗ	លោក ផា ស៊ីណាក់ លោក ជិន ការុណា
១១:០០-១១:២០	របាយការណ៍វឌ្ឍនភាពកម្មវិធីនៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី NGPRC ឆ្នាំ២០២២-២៣ និងផែនការសកម្មភាពឆ្នាំ២០២៤ (លទ្ធផលនៃការអនុវត្ត កម្មវិធីសកម្មភាព) និងបញ្ហាប្រឈម	ឯ.ឧ បណ្ឌិតសភាចារ្យ ចាន់ រ័ត្ន ប្រធានគ្រប់គ្រង NGPRC
១១:២០-១១:៣០	**មតិបិទអង្គប្រជុំ**	ឯកឧត្តម ឡេង ធឫណា

Our School Manifesto & Promise to Parents

Prek Leap High School

INTRODUCTION

Dear Parents,

Thank you for entrusting the education of your children to the New Generation School (NGS) program, a special reform initiative of the Ministry of Education, Youth, & Sport. NGS is committed to providing a high-quality, innovative, and inclusive educational experience. We are a special kind of public school that provides a choice to parents where they can receive educational services of high quality without having to send your children to a private school where tuition costs are very high. To ensure transparency, fairness, and collaboration, we are pleased to share this Manifesto and Promise outlining the principles and practices that guide our operations.

School organization and learning environments

Our Commitment to Transparency & Excellence

1. Single Annual Fee

- We pledge to charge a single, fixed annual fee that is voluntary and agreed upon by parents.

- This fee will cover all educational services and activities for the academic year, with no hidden or additional charges, except in cases where major investments are required for new infrastructure such as meeting halls, ICT Labs, and other major investments that enhance school services.

2. No Hidden Fees or Special Charges

- We strictly prohibit extra fees for exam preparation ("Rien Kua") or other sub-services. Such exam services are still provided but are covered under the annual fee.
- All services and expenses are included in the agreed-upon annual fee.

3. Enhanced Educational Experience

- Your child will benefit from extended hours of study (38 to 40 hours per week), advanced facilities such as science labs and wired classrooms, and a focus on Science, Technology, Engineering, and Mathematics (STEM).
- We offer enhanced digital education, fostering digital literacy and future-readiness.

4. Equitable Student Selection

- Admissions are conducted through a transparent and fair process.
- There will be no under-the-table payments or preferential treatment for student placement.

5. Accreditation and Accountability

- NGS schools are regularly accredited to maintain high educational standards.
- We will provide evidence to parents regarding the quality and outcomes of our programs.

6. Supportive Facilities and Services

- Free bicycle parking and other supportive services are provided to enhance the learning environment.
- Our schools prioritize safety, inclusivity, and accessibility for all students.

Your Role as Partners in Education

We value the trust and partnership of parents in supporting their children's education. As part of this collaboration, we kindly request the following:

1. Voluntary Contributions

- Payments should be made willingly and without coercion. A declaration form will be provided for parents to affirm their voluntary contributions through signature or thumbprint.

2. Open Communication

- Share any concerns or feedback with the school administration promptly to ensure issues are addressed transparently.
- Support the school when it is unfairly attacked by rogue elements in the media.
- Convince other parents of the value of this innovative approach to improve school services.

3. Active Participation

- Engage in school activities and events to support your child's education and strengthen the school community.

Best STEM Education in Town

Our Promise to You

We promise to uphold the integrity and principles of the New Generation School program. By choosing NGS, you are investing in an educational model that prioritizes quality, fairness, and the holistic development of your child. This commitment emphasizes the principle that New Generation Schools are 'schools of choice' where parents want to send their children to our school. Together, we will build a brighter future for our students and communities.

Contact Information

For any questions or concerns, please do not hesitate to contact the school administration. We are here to serve and support you.

Thank you for being an integral part of the NGS journey.

Sincerely,
[School Principal's Name]
[School Name]
New Generation School Program