Market scoping assessment of national and regional capacity development service providers for education sector professionals in Cambodia

Combined report

Russell Craig, Ashley Irving, Kosal Chea, David Jeffery, and Sourovi De

November 2020

About Oxford Policy Management

Oxford Policy Management (OPM) is committed to helping low- and middle-income countries achieve growth and reduce poverty and disadvantage through public policy reform.

We seek to bring about lasting positive change using analytical and practical policy expertise. Through our global network of offices, we work in partnership with national decision makers to research, design, implement, and evaluate impactful public policy.

We work in all areas of social and economic policy and governance, including health, finance, education, climate change, and public sector management. We draw on our local and international sector experts to provide the very best evidence-based support.

Preface

This assessment is being carried out by Oxford Policy Management. The project manager is David Jeffery. The remaining team members are Ashley Irving, Kosal Chea, Sourovi De, and Russell Craig. For further information contact [david.jeffery@opml.co.uk](mailto:david.jeffery@opml.co.uk).

The client for this contract is UNICEF Cambodia (Contract No. 43275163).

Executive summary

**This report summarises the findings of a market scoping assessment of national and regional capacity-building service providers.** The overall objective of the market scoping assessment is to expand the options for the individual capacity development of education professionals within the Ministry of Education, Youth, and Sports (MoEYS). The assessment entailed two phases: a demand-side assessment, to gauge the capacity development needs within MoEYS; and a supply-side assessment, to identify effective training modalities and providers that could meet these needs.

**In the view of senior and middle managers, most central MoEYS staff have the capacity, both technical and non-technical, to support the functions of their units.** Nonetheless, there is a sizeable minority of staff (about a quarter of all staff) who lack some capacity to carry out their functions, and who thereby render the ministry less capable of fulfilling its functions efficiently and effectively. The directorates have fairly similar proportions of lower-capacity staff in percentage terms, but the actual number of staff in need of capacity varies considerably. The Directorates of Higher Education and of Sport have the highest proportions of staff who are perceived to lack capacity, but because their overall staff is small this involves relatively few staff members. The Directorates of Education, and of Administration and Finance, have the largest numbers of staff in need because, although their percentage of staff in need is lower, their overall staffing numbers are large. The Departments of Youth, Planning, and Internal Audit all have very high proportions of their staff with perceived incapacity, while senior staff in the Departments of Finance, Education Management Information System (EMIS), and Examination Affairs all have very positive views of their staff’s capacity.

**There are differences in the assessment of capacity for female and male staff**. The directors and deputy directors generally view their female staff as having greater capacity than their male staff. Overall, 30% of female staff are judged to have insufficient capacity, compared to 38% of male staff. There are large gaps in favour of female staff between the perceptions of male and female competency in a third of the departments that have the highest levels of incapacity.

**Those interviewed as part of the assessment provided a long list of capacity needs**. The most common responses were needs for language training (in English, French, and the languages of neighbouring Association of Southeast Asian Nations (ASEAN) countries), computing and IT skills, and administrative skills. Other areas of need that were identified included planning, skills training, and continuous training and coaching linked directly to individually matched- and skills-oriented training. Management and leadership were also identified by senior staff in departments. Although females are a minority in the general staff, and even more so in the supervisory staff, who were interviewed, there was a clear view that a greater proportion of female staff have sufficient capacity to support the functions of their office and department.

In addition to the regular work of carrying out their ministry functions, **many departments also work on development partner projects.** When asked about this, a third of the departmental staff said they face challenges in juggling both development partner projects as well as departmental functions. The kinds of problems cited were broadly similar to the capacity needs they cited for their regular work. They were more likely to cite problems of insufficient or difficult-to-access budgets in the case of partner projects, but the other common responses (language, staffing, IT, and technical skills) were very similar to the capacity needs generally.

**The supply-side assessment collected data through surveys, interviews, and a desk review.** The survey was completed by heads of department and investigated their experiences of training modalities and providers. Interviews were conducted with the Capacity Development Partnerships Fund (CDPF) partners to elicit their input on potential opportunities for capacity development. Interviews were also conducted with prospective training providers, to collect further information on their offerings, as well as to understand how they had adapted their programmes during the COVID-19 pandemic. The online review collected data on shortlisted training courses against the necessary competencies identified in the demand-side assessment.

**Heads of department within MoEYS reported that by far the most effective training modality is on-the-job training (identified by 83–89% of respondents as effective), followed by university courses (86%) and then three- to seven-day workshops (80%).** ‘On-the-job’ training refers to training received from one’s managers, colleagues, and mentors that focus on an employee’s specific needs. The least effective training modalities identified were workshops (identified by 52% of respondents as effective) and online engagements (11–40%), although workshops are also the most common mode of training accessed. Departments use a range of training providers, very few of which are used by more than one department.

**Massive online open courses (MOOCs) and online courses are considered to be ineffective by department staff, CDPF partners,[[1]](#footnote-2) and prospective training providers.** This is especially true of MOOCs, which have extremely high dropout rates and would be especially difficult for participants with limited independent study skills and competency in English. Nonetheless, some providers are adapting their courses for online delivery in light of the COVID-19 pandemic.

**A shortlist of 15 prospective training providers was identified, and these have been summarised in Annex B of this report, against the necessary competencies**. These providers were shortlisted on the basis of the availability of sufficient information about their offerings, the appropriateness of those offerings to the competencies identified, their use of training modalities considered by MoEYS to be the effective, and the reputation of the provider based on accreditation and/or either international recognition (if international or regional) or referrals (if national). This shortlist was developed from a longlist of 83 providers identified through referrals, or which had been previously used by the department. While these respond directly to the requirements and preferences of MoEYS, making use of many of these providers will remain challenging for those staff in MoEYS with limited proficiency in written and spoken English, and limited academic credentials.

**Of the 31 competencies identified as being in need of further development, 26 are addressed by the shortlisted providers.** Those competencies that were not addressed are specific to particular departments. These are legal expertise; water, sanitation, and hygiene (WASH) and health promotion; event management; and entrepreneurship.

Recommendations

In summary, the **skills that are required to meet the needs of MoEYS are wide-ranging:** they cover both skills that are specific to a small set of positions (such as data analysis) and skills that are common across almost all positions (such as planning), as well as motivation to engage with work. While there are gaps in capacity within MoEYS, **the majority of divisions and teams within departments demonstrate adequate or high levels of capacity**. MoEYS is familiar with a range of training modalities to address its needs, but of these modalities, **on-the-job training is considered to be the most effective by a large margin**, followed by university courses, and three- to seven-day workshops. In comparison, shorter workshops (one to two days) and online courses are largely considered to be ineffective. This may be because shorter workshops do not cover the necessary skills in sufficient detail or with enough practical application, while online courses may be difficult to engage with in sufficient depth, especially if they are in English.

A shortlist of 15 providers were selected from a longlist of 83 providers based on whether they offer programmes which address the necessary competencies through the modalities considered by the MoEYS to be most effective. These shortlisted providers address almost all (84%) of the 31 identified competencies. Nonetheless, **the number of training opportunities that are equitable, as well as feasible, for MoEYS is very limited**. Even among these providers, many courses will only be accessible to those MoEYS staff with sufficient formal education and competency in English, and who are able to travel for extended periods.

In light of these challenges, we have recommended two possible routes for MoEYS. Both of these routes may leverage the shortlisted training providers.

First, MoEYS may consider continuing to invest in effective training modalities, while reducing investment in those training modalities regarded as least effective. This would mean continuing to access opportunities for on-the-job training, as well as university courses, and some three- to seven-day workshops, whether locally, regionally, or internationally. Additional resources could be made available for this, both in terms of funding and staff time, by reducing investments in short-term workshops and online courses. It is important to note, however, that exceptions should be made for this: the findings of our survey concern the modalities *as a whole*, but there are likely to be *specific* short-term workshops and online courses that are indeed effective.

This is a short-term solution, as this route is unlikely to be able to address the vast majority of staff that are in most need of support: 25–39% of MoEYS staff as a whole. Nonetheless, opportunities for further development, even if these are accessed by already capable staff, will still benefit the MoEYS as a whole, and are likely improve job satisfaction and retention for capable staff.

**Second, MoEYS may consider a long-term strategy for mainstreaming coaching and mentoring as a model for capacity development.** This is in acknowledgement of the popularity of on-the-job training within MoEYS, the ability of capable colleagues, the broad scope of support required, and the dearth of viable alternatives. These ‘coaching’ models would entail structured and focused capacity-building engagements either between external coaches and senior staff, or between senior staff and junior staff. There is a growing empirical literature, including several studies regionally, which have demonstrated the benefits of coaching models in improving job performance, employee satisfaction, and retention. In short, a coaching model may be an effective means of developing ‘on-the-job’ training within MoEYS.

In the short term and medium term, the MoEYS may consider piloting a coaching model within effective teams and divisions: this may start with the use of external coaches and be progressively incorporated into the team in question, as well as steadily diffused and adopted within MoEYS as a whole. In the long term, coaching may be made more effective if it is closely integrated into current organisational and performance management processes. As part of this process, it will be important to incorporate coaching and mentorship processes into performance management.

Table of contents

[Preface i](#_Toc57988920)

[Executive summary ii](#_Toc57988921)

[List of tables, figures, and boxes viii](#_Toc57988922)

[List of abbreviations ix](#_Toc57988923)

[1 Introduction 1](#_Toc57988924)

[1.1 Background and scope 1](#_Toc57988925)

[1.2 Structure of report 2](#_Toc57988926)

[2 Approach and methodology 3](#_Toc57988927)

[2.1 Conceptual framework 3](#_Toc57988928)

[2.2 Methodology 4](#_Toc57988929)

[3 Competency mapping 7](#_Toc57988930)

[3.1 Approach 7](#_Toc57988931)

[3.2 Implied competencies 7](#_Toc57988932)

[3.3 Conclusion 11](#_Toc57988933)

[4 Capacity needs 12](#_Toc57988934)

[4.1 Overall capacity 12](#_Toc57988935)

[4.2 Capacity and gender 14](#_Toc57988936)

[4.3 Staffing 15](#_Toc57988937)

[4.4 Specific capacity needs 16](#_Toc57988938)

[4.5 Capacity to service development partner projects 17](#_Toc57988939)

[5 Supply-side assessment 20](#_Toc57988940)

[5.1 Limitations 20](#_Toc57988941)

[5.2 Survey 20](#_Toc57988942)

[5.3 Interviews with CDPF partners 24](#_Toc57988943)

[5.4 Interviews with training providers 25](#_Toc57988944)

[5.5 MOOCs 26](#_Toc57988945)

[5.6 Data collected on shortlisted training providers 27](#_Toc57988946)

[6 Conclusion and recommendations 30](#_Toc57988947)

[6.1 Key observations 30](#_Toc57988948)

[6.2 Recommendations 31](#_Toc57988949)

[References 33](#_Toc57988950)

[Annex A Methodological annex 34](#_Toc57988951)

[Annex B Database of shortlisted providers 41](#_Toc57988952)

[Annex C Providers identified by MoEYS 42](#_Toc57988953)

[Annex D Criteria for providers 43](#_Toc57988954)

[Annex E Reported functions by department 45](#_Toc57988955)

[Annex F Consolidated legal and implied competencies by department 77](#_Toc57988956)

[Annex G Most commonly reported competencies by department 88](#_Toc57988957)

[Annex H Summary of studies on coaching and mentorship 90](#_Toc57988958)

List of tables, figures, and boxes

[Table 1: Staff perceived as having insufficient capacity by their directors 15](#_Toc57988959)

[Table 2: Problems servicing development partner projects 19](#_Toc57988960)

[Table 3: Modality by perceived effectiveness 21](#_Toc57988961)

[Table 4: Summary table of shortlisted providers 28](#_Toc57988962)

[Table 5: Competencies by number of suitable providers 29](#_Toc57988963)

[Table 6: Interviews conducted and forms collected 35](#_Toc57988964)

[Table 7: MOOC providers 38](#_Toc57988965)

[Table 8: Data collected on shortlisted providers 39](#_Toc57988966)

[Figure 1: Conceptual approach 3](#_Toc57988967)

[Figure 2: Percentage of staff reported as having sufficient capacity to fulfil their functions (by directorate) 12](#_Toc57988968)

[Figure 3: Number of staff reported as having insufficient capacity to fulfil their functions (by directorate) 13](#_Toc57988969)

[Figure 4: Assessment of staff numbers with reference to capacity to fufil functions 16](#_Toc57988970)

[Figure 5: Percentage of respondents reporting problems in servicing development partners (by directorate) 18](#_Toc57988971)

[Box 1: A brief primer on coaching 32](#_Toc57971048)

List of abbreviations

CDMP Capacity Development Master Plan

CDPF Capacity Development Partnership Fund

EMIS Education management information system

ESP Education Sector Plan

IELTS International English Language Testing System

IIEP International Institute for Educational Planning

M&E Monitoring and evaluation

MIS Management information system

MoEYS Ministry of Education, Youth, and Sports

MOOC Massive online open course

OPM Oxford Policy Management

Sida Swedish International Development Agency

UNICEF United Nations Children’s Fund

USAID United States Agency for International Development

# Introduction

Oxford Policy Management (OPM) was commissioned by the United Nations Children’s Fund (UNICEF) Cambodia, on behalf of the CDPF, to conduct a market scoping assessment of national and regional capacity development service providers for education sector professionals in Cambodia. MoEYS has set out an ambitious vision for the education sector, as outlined in the Education Sector Plan (ESP) 2019–2023. This will require the upgrading of capacity within MoEYS, as is required in all organisations undertaking the pursuit of such an approach.

The objective of the assignment is to expand more sustainable, innovative, and value for money options for individual capacity development for education professionals within MoEYS. This report combines the findings of two phases in the market scoping assessment: a demand-side assessment of the capacity development needs within MoEYS; and a supply-side assessment of available capacity development modalities and providers to address these needs.

## Background and scope

MoEYS’s approach to development capacity was originally set out in the Capacity Development Master Plan (CDMP), which ran from 2014 to 2018, with a new version to be developed. The 2019–2023 ESP development process recognised the gaps in capacity, and recommended a more specific and concrete capacity development plan. The CDPF has, since 2011, been the major vehicle through which financial and technical support to capacity development in MoEYS has taken place.

Several different approaches to capacity development have been used under the CDPF, with varying success. A recent outcome evaluation concluded that the CDPF has led to verifiable, significant outcomes at the individual (following a large number of individuals being exposed to capacity development) and institutional level, but less at the organisational level. There has also been much less evidence of change at the sub-national level than at the national level. While the evaluation noted a mix of on-the-job training, residential training courses, workshops, and seminars, the report could offer little indication as to which of these had been most successful. Moreover, the evaluation found little evidence for the sustainability of such capacity-building interventions, especially given staff transfers and turnover. The report recommended a more comprehensive approach to capacity development, including a functional review and close attention to local-level needs.

Concurrently, there has been increasing scrutiny from development partners of the value for money of certain types of individual capacity development. In particular, the costs of residential training courses (such as the International Institute for Educational Planning (IIEP) in Paris) have been seen to be extremely high – and, while the value is also quite clear, it is unlikely that this modality remains viable. The value of traditional classroom-based workshops is also being interrogated (including in the CDPF evaluation).

There is a growing interest from partners in other modality options, such as blended learning and on-the-job training. The CDPF evaluation also highlighted the benefits of all officials having access to training in different modalities, and noted barriers to access, such as gender (especially for long-term residential courses) and competency in English. There is also a need for localisation: using services within the region (and ideally within the country) that are better positioned to draw on regional experience and capacity. In sum, these concerns indicate the importance of identifying innovative approaches to the delivery of professional development – such as the use of online courses, micro-degrees, and observational/immersive learning.

As agreed with UNICEF and MoEYS during the inception phase, this assessment has focused on individual competence (technical and generic), at both the national and sub-national level (three provincial offices). This approach excludes organisational and institutional capacity. In addition, our assessment of the available supply of training options builds on the prior assessment of demand for training within MoEYS. The demand-side assessment undertook a broad review of capacity across the MoEYS, rather than having a detailed focus on a single department or unit.

## Structure of report

This report focuses on the primary findings of the market scoping assessment. Sections 3 and 4 present the findings of the demand-side assessment, while Section 5 reports on the supply-side assessment. The methodologies for both phases of the project are discussed in Annex A. The full reports for both the demand-side and supply-side assessments are available separately.

# Approach and methodology

In this section, we summarise the conceptual framework, as well as the methodologies for the demand-side and supply-side assessments. A full description of these methodologies is given in Annex A.

## Conceptual framework

Our assessment is based on a ‘functions-centred competency framework’, which considers ‘capacity’ as being linked to the fulfilment of functions. Figure 1 illustrates four steps undertaken within this framework for the purposes of this assignment.

Figure 1: Conceptual approach

Figure 1 indicates, on the left-hand side, that any analysis of capacity should start from an assessment of what functions need to be performed. In the case of MoEYS, at a broad level this is the delivery of quality education services in an equitable way, but different departments and levels of MoEYS have different and more specific functions, as outlined in the ESP. This was the subject for a functional review, which has been reported in full separately.

The centre of the diagram indicates the types of capacity needed to fulfil those functions. All of these are needed to perform functions effectively, but in this report we focus on individual capacity. This involves competency mapping, which provides the basis of a **competencies framework**. This framework involves deciding on, or describing, the functions of the relevant unit,[[2]](#footnote-3) describing the competencies required to perform those functions (and their interactions), and deciding on the levels of competencies for each function, using insights from managers.

After competency mapping, we review the strengths and gaps in the MoEYS’s capacity against this framework. This is the demand-side analysis, and it provides the basis for a **gap analysis**, which identifies the current levels of competency in the unit and makes a realistic assessment of how much improvement may be made in the time available, through quantitative and qualitative self-assessment, peer assessment, and management assessment.

The right-hand side of the diagram then considers what interventions would be appropriate to meet the capacity gaps. This is the supply-side analysis. Once these interventions are delivered, the expectation is that capacity improves, and this leads to improvements in the performance of these functions. This provides the basis for **planning for individual competency development**. Within both the organisational and institutional context, we examine levels of technical, organisational, and behavioural competencies for relevant staff within the unit. This may include all staff, professional staff, or representatives of each category of staff, depending on the size of the unit and the time available.

## Methodology

### Demand-side assessment

For the demand-side assessment, initial discussions were conducted during the inception phase with senior policymakers in MoEYS, to establish the means of identifying functions and corresponding capacities. These discussions, held together with the Functional Review Technical Working Group, agreed on the methodology of using a core team from the Department of Personnel (trained and supervised by two national consultants) to conduct structured interviews with each department.

The data for the demand-side assessment were collected as part of a functional review of MoEYS, conducted concurrently and reported separately. The data for the functional review were collected predominately through group interviews with departments, consisting of senior staff. The staff invited to the group interviews were directors, deputy directors, and office heads. These are the main middle-level supervisory staff in the ministry. In addition, each of the seven directorates were interviewed, with director generals and their deputies participating. The sustainability and ownership of the results was led by the MoEYS staff, principally coordinated by the head of the core team, Mr Ren Kun, Deputy Director of the Department of Personnel, with guidance, participation, and support from the OPM team.

The interviews focused on four topics:

* day-to-day performed functions;
* level of participation in, and contribution (e.g. major/minor/none) to, the main MoEYS functions (as stated in Sub-Decree 156);
* detailed participant-guided analysis of the staff and use of resources of participants’ own departments; and
* self-assessment of participants’ departments’ performance of each of their functions (as stated in Sub-Decree 156), e.g. performing very well, well, average, poorly, or very poorly.

A key feature of the interviews with directors, deputy directors, and office heads was the identification of the support needed by those staff that lack capacity. The protocols for the interviews from the functional review are included in the annex of the functional review report.

The demand-side assessment has identified key competencies that require additional training and support (discussed in Section 4 of this report). This formed the basis of the remainder of the methodology for the supply-side assessment.

### Supply-side assessment

The supply-side assessment was carried out by applying three methods: surveys, desk reviews, and interviews.

Surveys were conducted with individual departments within MoEYS to understand their current usage and experiences of training modalities and providers. These surveys were self-administered by heads of department. All 34 departments were requested, in a letter from HE Thong Borann, to participate in the survey. In total, 22 departments responded to the survey. The survey investigated each department’s use of different training delivery modalities, how effective each modality was perceived to be, and which training providers had been used in the past.

The collated data on providers were collected primarily through a desk review, using information that was publicly available, and supplementing this with follow-up queries where appropriate. A longlist of 81 potential providers was first identified through departmental surveys, earlier market scoping assessments, and referrals through the interviews. We also investigated the feasibility of MOOCs, and identified eight providers of these. These are online courses, mainly short-term, which are provided by both universities and commercial training partners.

A shortlist of 15 providers was selected for further analysis. This selection was based on: (i) the availability of information; (ii) the appropriateness of the training provider’s offering to the competencies identified by the departments; (iii) the modalities identified as most effective in the survey; and (iv) the reputation of the training provider, based on accreditation and international recognition (if international or regional) and familiarity with either referrals or the OPM team (if national). In addition, MOOCs were identified for each competency (reported in Section 3.6). For each service provider, data were collected against the following categories. In Annex D, these categories have been developed into criteria that may be used to guide a procurement process. These data were collected into a single database, included in Annex # (attached separately). Where possible, interviews were conducted when further information was required.

We conducted interviews with two sets of respondents: CDPF partners, and prospective training providers. The purpose of the interviews with CDPF partners was to understand the parameters of the assignment from stakeholders’ perspectives. We interviewed representatives from USAID, Sida, and the European Union, but we were unable to arrange an interview with the Global Partnership for Education.

# Competency mapping

## Approach

Legally mandated functions for MoEYS and each central department are prescribed in Anukret 156. However, it does not follow that each department performs all of its mandated functions and only its mandated functions, and the functional review (being conducted separately) is investigating how far the mandated functions are carried out, and how many other functions form part of the workload of the departments and staff. Several methods were used to review the functions. Directors and deputy directors were asked during group interviews about the actual functions their departments are engaged in. Several pertinent documents were assessed to identify implicit functions from descriptions of the strategies and activities of departments. These documents included the Annual Education Congress Report for 2019, the current ESP 2019–2023, and the CDMP 2014–2018. The functions from all five sources are set out in parallel for each department in Annex E.

From this matrix of explicit and implicit functions (set out in Annex E) we can derive sets of competencies needed for the performance of these functions. In this framework, we distinguish between individual and organisational competencies. Individual competencies refers to the competencies required for personnel to fulfil their particular roles. This can be divided into technical (such as accounting) and non-technical (such as time management) competencies. Organisation competencies refers to the competencies required to sustain the organisation, and these can be defined a procedural (such as coordinating meetings) and environmental (such as the expertise needed to manage IT infrastructure). The competencies for each department and directorate are presented in Annex F.

Departments differ on the technical competencies required for their functions, but they also share a number of competencies that are general to the running of a department. For example, all departments have an administrative office, which deals with correspondence, regulations, official records, financial issues relating to the department, and reports. Thus, all departments have the needed administrative competencies. All departments conduct meetings, attend meetings, and work with other departments in their own or other directorates, so they all have organisational–procedural competencies. Thus, we envisage that the framework for the individual technical competencies will be more detailed to departmental level than for the other three categories, which may be grouped at the directorate level.

## Implied competencies

In this subsection we summarise the competencies identified by each directorate. These are also represented in the table in Annex F by both directorate and department. Overall, it is clear that the respondents who described the functions underlying these implied competencies focused on the performance of individuals, rather than the organisational context within which these functions are performed. There are many common ‘non-technical’ individual competencies shared across departments, such as policy development, planning, monitoring, and writing skills.

### Directorate of Administration and Finance

The competencies in the Directorate of Administration and Finance identified as individual–technical cover, as might be expected, the range of administrative and financial skills fitted to the back-office departments that comprise this directorate. They include accounting, budgeting, and financial planning, as well as IT-related skills, including management information systems (MISs), IT systems, and digital education. Also identified were legal skills, human resource skills, and asset- and construction-related skills.

Competencies categorised as individual–non-technical cover a similarly wide range but are more general, and many of them are applicable across many of the departments outside this directorate. They include policy, writing, monitoring, training, and managing skills of various types, as well as some specific skills. The former skills encompass much of what central departments should do when service delivery and its management are largely devolved to a sub-national level.

For organisational competencies, competencies related to coordination, communication, and interpersonal skills are evident. These soft skills are very appropriate for the directorate, which is responsible for the back-office functions that support and bind together the whole ministry. However, they are also competencies needed in most departments, though perhaps not to the same extent.

### Directorate of Education

The Directorate of Education is quite diverse, with a set of departments concerned with direct service delivery – six departments that relate directly to schooling (the Departments of Early Childhood Education (ECE), Primary, Secondary, Special, Vocational, and Non-formal Education), and four departments whose main functions are to support service delivery (Curriculum Development, Teacher Training, School Health, and Printing).

Again, the explicit and implicit functions for the departments in this directorate imply a large set of individual–technical competencies in relation to the other competency categories for the directorate. They include developing specialist areas, managing specific educational aspects (such as literacy, health, and schools), and promoting and providing specific activities such as ECE, secondary, and technical education. In addition, a number of these individual–technical competencies are shared with other directorates, such as those dealing with IT, printing, and statistics.

This is even more apparent when considering the individual–non-technical competencies, which again include various policy, writing, monitoring, and training competencies. These competencies are part of the skills that officers in a large central organisation need in order to maintain the organisation and to supervise a very large dispersed workforce at a sub-national level. Thus, they are shared with nearly every directorate.

The list of organisational–procedural competencies identified by this directorate include a number designed to smooth this process, such as collaborating, cooperating, and disseminating. They also include organising events and managing business, and imply the need for skills in time management and conducting and participating in meetings.

### Directorate of Higher Education

The Directorate of Higher Education is much smaller and more narrowly focused, with just two departments. Its main functions relate to policy, monitoring, and coordinating of the higher education sector, its public and private institutions, and their students. The directorate’s implied competencies are largely individual–non-technical and relate to management, monitoring, policy, writing, and training skills common across all departments in the central ministry. In this directorate the subjects of the skills are post-school organisations and students, but the core competencies remain the same. The individual–technical skills implied by the directorate’s functions relate to these as well, as they concern IT- and data-related competencies. The organisational skills implied by the directorate’s competencies focus on its coordinating roles, and include promotion and public relations.

### Directorate of Policy and Planning

The Directorate of Policy and Planning is the newest directorate, and it has a clear need for competencies which are common across all of the departments, as its central functions refer to policy, planning, monitoring, and statistics. Because some of these are so central to the departments in this directorate we would consider some of the competencies as individual–technical skills, in that the officers involved need much higher levels of competence than staff in departments where these are not so central to the functioning of the department. The individual–technical skills for the directorate include policy development (and the ability to lead and coordinate other departments in this), IT and database skills (to integrate other departmental datasets), and monitoring and evaluation (M&E) skills (and also the ability to guide others in implementing their own specific monitoring).

The individual–non-technical skills also include providing mentoring on these areas of planning, monitoring, and databases, as well as writing skills of a high order, and training skills similarly, because of the need to transfer the skills to most other departments. Organisational–procedural competencies associated with the functions of these departments include meeting-related skills and the competency to work with sub-national levels (a feature of all central departments). Organisational–environmental skills mostly relate to the need for collaboration with other ministries, agencies, and partners.

### Directorate of Sport

The Directorate of Sport is a small directorate, with just two central departments, one focusing on national sports and physical health, and the other on sports and physical education in schools. Its individual technical competency needs reflect this, with, on the one hand, curriculum development and student sports skills, and, on the other, professional sport development and infrastructure skills. Data management and research skills apply equally in both departments. Individual–non-technical skills include the usual range of policy, planning, monitoring, writing, and training skills common to central departments, as well organising sporting and related events. Organisational–environmental competencies needed include collaborative skills to link with institutions and bodies outside the ministry, particularly sporting bodies and their associations. Promotional skills are also needed to improve the position of physical education and sport within both the wider community and educational institutions.

### Directorate of Youth

In many ways the Directorate of Youth is very similar to the Directorate of Sport. Both are small, with just two departments, and both have a focus that is split between the education sector and the wider, national community. If anything, the Directorate of Youth has more of a focus on the broad community (and the national network of youth centres) than on schools, in its Department of Youth and Department of Centre Management. The individual–technical competencies that arise from the main functions of both departments of motivating youth for personal growth and strengthening families and the nation, and guiding the establishment and operation of youth centres. They also need skills in programme development, managing assets, and research. The pattern of required individual–non-technical competencies implied in their functions is also very similar to that of the Directorate of Sport, but also includes standards setting (for child and youth labour) and promotional media skills. Collaboration and mobilisation skills are the main organisational competencies needed.

### Inspectorate General

The Inspectorate General is slightly different to other directorates in that all three departments – the Inspectorate of Administration and Finance, the Department of Quality Assurance, and the Department of Examination Affairs – have a strong monitoring focus, albeit on different aspects of the ministry’s operations. The Inspectorate of Administration and Finance covers audit-type monitoring of central and sub-national parts of the ministry, in terms of their fulfilling government operational practice; the Department of Quality Assurance monitors the operation of schools; and the Department of Examination Affairs monitors the results of secondary schooling.

With these fairly disparate departments the individual competencies covers a wide range, from educational assessment through to IT and data skills to inspection skills and knowledge of state regulations. They also include research and problem-solving skills and equivalence skills. The individual–non-technical competencies derived from the consolidated functions in Annex F resemble closely those in the Directorates of Youth and of Sport. They cover policy, planning, standard-setting, monitoring, reporting, and training skills. Organisationally, the key competencies relate to collaboration and dissemination of information.

### Department of Internal Audit

The Department of Internal Audit is different from other central departments in that, by design, it is not a part of any directorate. As in other government ministries it reports directly to the minister, in order to maintain organisational distance and not compromise its independence in auditing other parts of the organisation, from the centre to service delivery units, such as schools and centres. In many ways its work is parallel to the Inspectorate of Administration and Finance, and its range of competencies is quite narrow. The main individual–technical competencies its staff require include accounting/auditing skills for both hard-copy and computer-based accounting, and record-keeping systems. Despite its separateness from other departments, the individual–non-technical skills its staff require cover the usual range of planning, monitoring, writing, and training. As it interacts with other departments and sub-national units of the ministry in a different way, its functions do not imply the same sorts of organisational skills as others. In fact, no organisational skills, either procedural or environmental, are implied in the collated functions, though we think that competencies in conducting formal but smooth interactions with other parts of the organisation in the course of duties would be useful.

## Conclusion

This setting out of the range of competencies needed by departments, while interesting of itself, is a prelude to the development of the supply-side reporting. It is clear that the competencies cover both skills that are unique to one or two departments, such as engineering skills or centre management, and also those, such as monitoring, reporting, and planning, that are needed in practically every department of a large decentralised ministry such as MoEYS.

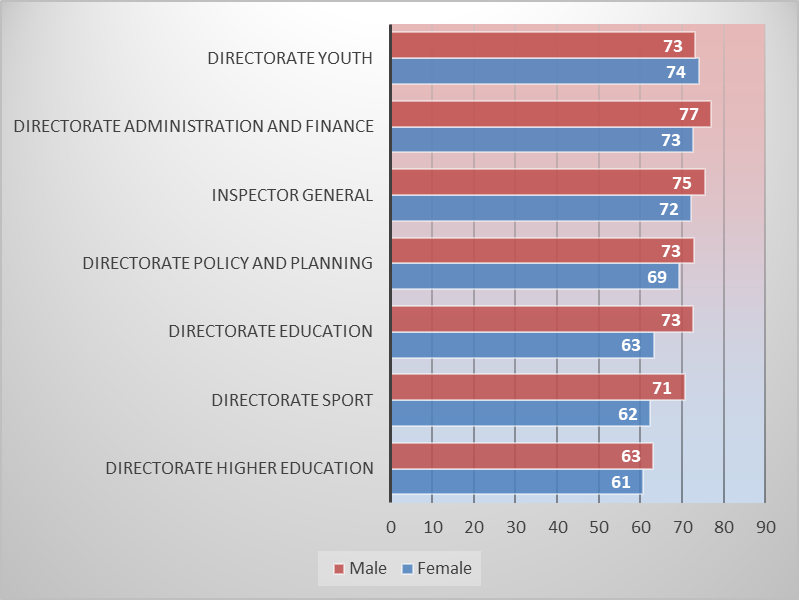
# Capacity needs

This section presents the key findings of the demand-side assessment. This covers the overall capacity within MoEYS (Section 4.1), different perspectives on capacity based on gender (Section 4.2), staff requirements (Section 4.3), specific capacity needs (Section 4.4), and, finally, the capacity within MoEYS to service development projects.

## Overall capacity

We asked the departmental senior staff – directors, deputy directors, and office heads – what percentage of the staff in their respective units (i.e. the department or the office they head) have sufficient capacity to carry out their functions. We summarise these responses by directorate, as well as by individual departments. Overall, these senior staff judged that about two-thirds of their staff have sufficient capacity to carry out their current functions. This means that approximately 500 staff need some form of capacity development to function effectively. There were important differences between the views of directors and deputy directors and those of their office heads across a number of departments about what proportion of the staff lack capacity.

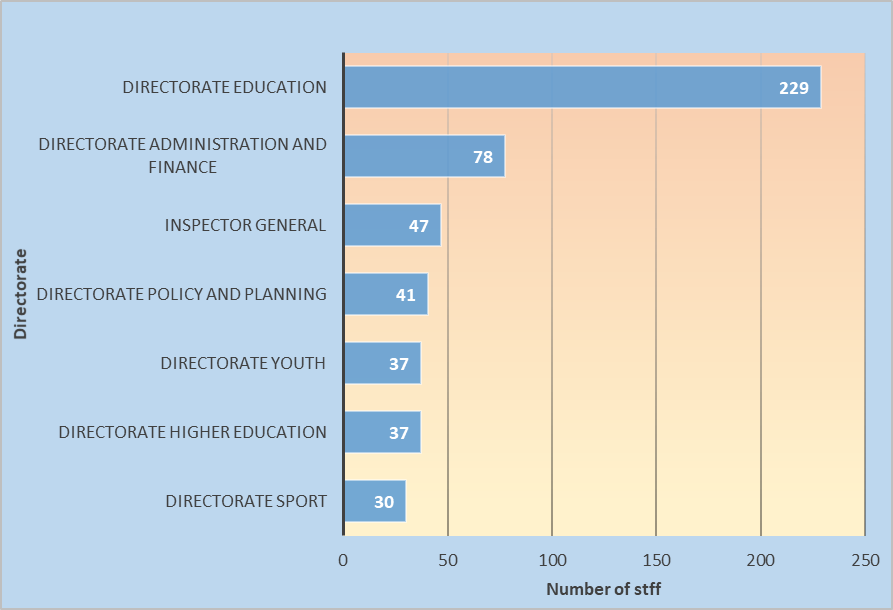
Overall, the respondents judged that about seven out of 10 staff have enough capacity for their functions, and this varied only slightly across all the directorates (Figure 2). The Directorates of Education, Sport, and Higher Education have the highest perceived lack of capacity for their work, although in each case there is a clear majority of those who can function. The departmental directors and deputy directors estimated that over 500 of their 1,500 staff in place have insufficient capacity to carry out their duties.

Figure 2: Percentage of staff reported as having sufficient capacity to fulfil their functions (by directorate)

As some of these directorates have a broad range of departments, encompassing a number of technical specialities, we looked at the departmental directors’ and deputy directors’ perceptions of what proportion of their staff lack capacity. According to the senior staff in the departments, about one-third of all departments have more than 35% of staff who lack capacity to carry out their functions, while another third have less than a quarter of staff who lack capacity. The Departments of Youth, Planning, and Internal Audit all have very high proportions of staff with perceived incapacity, while senior staff in the Departments of Finance, EMIS, and Examination Affairs all had very positive views of their staff’s capacity. It is concerning that there are departments where the great majority of the staff are viewed as lacking capacity to carry out the functions of the department. This perception may be a result of poor judgement or knowledge of the senior staff, or it may be that the staff actually lack capacity. In either case, there is a problem that needs to be addressed.

In the departments with the highest proportions of staff deemed to have sufficient capacity, there is likely to be a narrow range of technical skills required to support the functions of the department, and possession of these is normally shown by some technical certification, particularly for Finance and EMIS. Most of the departments with higher perceived capacity are non-educational in the sense that their functions are not necessarily closely related to education.

Figure 3: Number of staff reported as having insufficient capacity to fulfil their functions (by directorate)



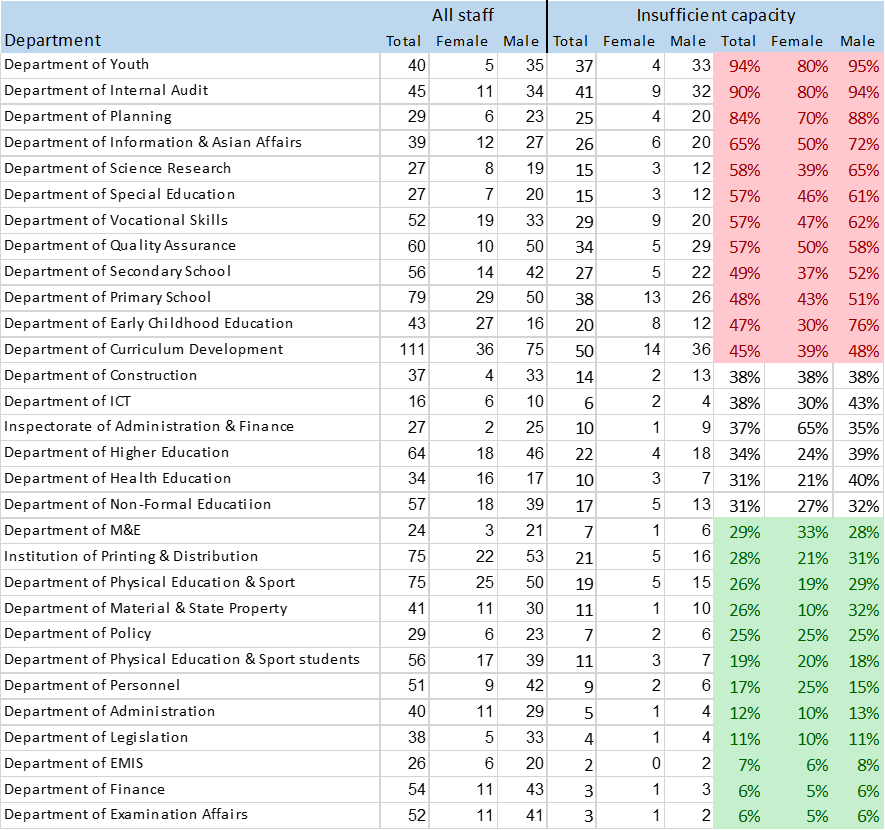
While the directorates have fairly similar proportions of lower-capacity staff in percentage terms, the actual number of staff in need of capacity varies considerably (see Figure 3). In terms of number of staff members whose capacity needs should be addressed, the Directorate of Education has the most staff overall in this category, with the other large directorate, the Directorate of Administration and Finance, having the next largest number of staff in need. The smaller directorates, such as the Directorate of Sport or the Directorate of Higher Education, have a correspondingly smaller number of staff in need. It should be noted that one department, the Department of Internal Audit, has 41 staff, out of its reported 45 staff, in need of capacity building. This number is more than the total across all departments in each of the four smaller directorates.

## Capacity and gender

There are differences in the assessment of capacity for female and male staff. The directors and deputy directors generally viewed their female staff as having greater capacity than their male staff. There are 417 male staff who were judged to have insufficient capacity, compared to 122 female staff, with the Departments of Youth, of Internal Audit, and of Planning having the highest proportions (see departments in red in Table 1). Only the Departments of Primary Education and Curriculum Development have more than 10 female staff deemed to have insufficient capacity, with 13 out of 29 female staff and 14 out of 36 female staff, respectively, perceived to lack sufficient capacity for their functions, and this compares with other departments with large numbers of female staff, such as the Department of ECE (with eight out of 27 female staff perceived to lack capacity), and the Department of Physical Education (with just five out of 25 female staff perceived to lack capacity). In contrast, 18 departments have more than 10 male staff deemed to be in need, with five of these having 25 or more male staff in this position. These include the following departments: Curriculum Development, Youth, Internal Audit, Quality Assurance, and Primary Education.

Overall, 30% of female staff were judged to have insufficient capacity, compared to 38% of male staff.Only four departments (Administration and Finance, M&E, Physical Education and Sport for Students, and Personnel) said that a higher proportion of their female staff have insufficient capacity compared to their male staff. The Department of ECE has the widest difference between male and female incapacity, with 12 of its 16 male staff (76%) judged to lack capacity. There were large gaps in favour of female staff between the perceptions of male and female competency in the third of the departments that have the highest levels of incapacity.

It might be argued that this is just a function of size: that large departments with smaller numbers of female staff would encourage perceptions of competency in the female staff. However, the five largest departments[[3]](#footnote-4) have similar proportions of female staff, ranging from 29% in the Publishing and Distribution House to 37% in the Department of Primary Education, but with varying proportions of their female staff judged to lack capacity. Two departments that are as having higher proportions of low-capacity staff (Primary Education and Curriculum Development) have perceived female incapacity rates of 30% and 39%, respectively. On the other hand, two other of the largest departments (Printing and Distribution, and Physical Education and Sport), which were perceived as having high proportions of staff with sufficient capacity, also have high proportions of female staff perceived to have sufficient capacity. Thus, perceptions that female staff might be perceived as competent because of their relative numbers in large departments are unfounded.

Table 1: Staff perceived as having insufficient capacity by their directors

We can conclude that the need for capacity development is widespread across directorates and departments, even though most staff have sufficient capacity to address the functions of their departments. We can further conclude that more male staff, and a greater proportion of male staff, have capacity needs compared to female staff.

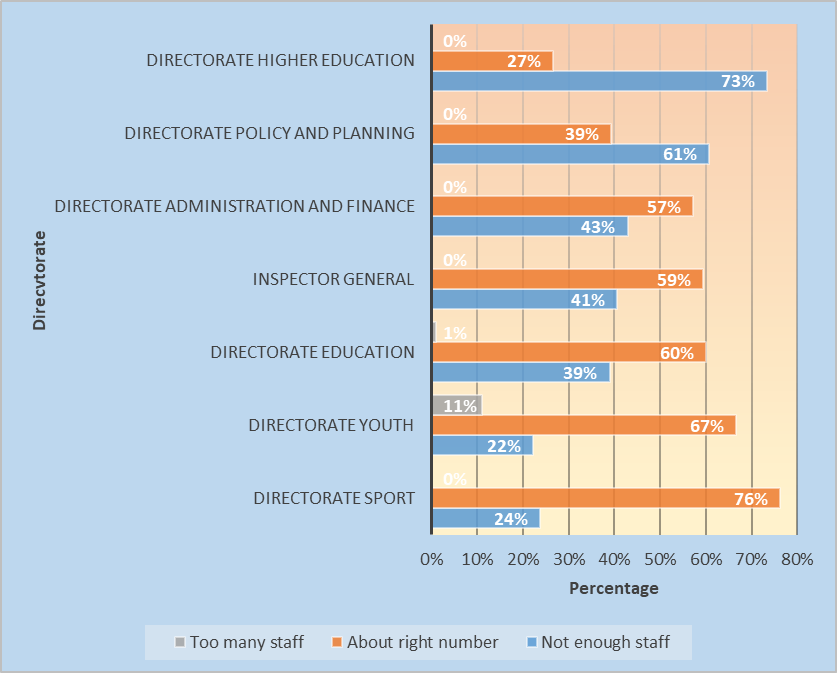
## Staffing

All staff at the departmental meetings were asked about the adequacy of their staffing in regard to carrying out their functions. Overall, just over half of the respondents said that their staffing is adequate, with 44% saying that their unit (i.e. department or office) does not have enough staff (see Figure 4). Staff in the Directorates of Youth and of Sport were least likely to claim that their units are inadequately staffed, while those in Higher Education and Policy and Planning were most likely to perceive a greater need for staff to fulfil their functions.

The percentages and underlying numbers set out above involve both senior departmental staff and the heads of offices within the departments in each directorate. Thus, they reflect attitudes towards staffing levels for offices and for departments.[[4]](#footnote-5) If we look only at the senior staff from the departments, a slightly worse picture arises. At senior departmental level, more than half of those responding (51%) thought their department has insufficient staff to adequately fulfil its functions.

This could be for one of two reasons. One possibility is that all their staff have adequate capacity but there are too many functions to service. Another possibility is that, because their staff lack capacity, they are not able to support the departmental functions, even though they have sufficient staff.

It seems likely that the second of these two is the more likely reason, given that most departmental senior staff thought that about a third or more of their staff have insufficient capacity to carry out their functions (Figure 2). In other words, this finding does not necessarily point to a need to hire more staff, but rather to adequately capacitate those who are already in place.

Figure 4: Assessment of staff numbers with reference to capacity to fulfil functions

## Specific capacity needs

We asked the directors, deputy directors, and office heads about the main things needed by those staff that lack capacity.Unfortunately, the most common response (19%) was simply to state that the staff in question need training, without specifying the subject of the training.[[5]](#footnote-6) The other most common responses across the ministry were foreign language training, IT or computer skills training, and administrative training.

The Directorate of Education has the largest number of departments and one of the widest spreads of functions, and it also has the largest number of staff judged to be in need (229). The most common responses to the question ‘What are the main things [the staff with insufficient capacity] need?’ were both specific (foreign language and planning training) and general (skills training, and training suited to the staff member), and also related to the work environment (stimulate the willingness to work). The latter response implies that the staff who appear to lack capacity actually have the skills and knowledge necessary to support the departmental functions but the senior staff either lack the capacity to motivate their staff and/or the organisational system constrains their ability to stimulate the staff sufficiently.

The directorate with the second highest number of staff perceived to be in need is the Directorate of Administration and Finance, with 78 staff deemed to be in need. Like the Directorate of Education, it has a wide spread of departments and functions, and is principally a support service for the rest of the ministry, providing back-office functions. The most common responses from this directorate overlapped with those of the Directorate of Education, including the need for foreign language training, skills training, and individually matched training. The senior staff in the directorate also pinpointed the need for continuous training and coaching which links directly to individually matched and skills-oriented training. Looking at these together suggests that the senior staff have in mind an individually based training plan, focusing on skills and managed by supervisory staff. This would suggest that an overarching need for the senior staff would be to develop coaching and mentoring skills, alongside skills in assessing capacity needs. A further capacity need in this directorate is for analysis of information and other IT skills.

Many of the responses in these two directorates were echoed in the other directorates with smaller numbers of staff in need of capacity building. In particular, foreign language training, skills training, and individually tailored training were recurring responses. Along with these, there is a need for more specific capacity needs, such as legal knowledge and administrative skills (Inspector General, Youth, Sport), research skills (Policy and Planning), analytical skills and report writing (Higher Education and Youth), and the duties, functions, and roles of civil servants (Sport).

## Capacity to service development partner projects

There is a widespread belief, both within MoEYS and among development partners, that servicing development partner-funded projects can interfere with the capacity of departments to fulfil their mandated functions. To test this hypothesis, during the interviews weasked if there are problems in servicing such projects while completing ministry functions.

Overall, one-third of all respondents said there are such problems, but this varied widely across directorates (see Figure 5). The Inspectorate General and the Directorate of Policy and Planning were less likely to see these problems, while staff from the Directorates of Sport and Higher Education were much more likely to respond that they do have such problems. Responses from senior departmental staff were very similar: again, one-third of the responses said that there are problems and the percentages and order were much the same as with all the respondents.

The main problems faced by departments in servicing development partner projects include language difficulties, budget problems, staffing problems, and a lack of technical skills and knowledge (see Table 2). The Directorate of Higher Education, which was the directorate with the greatest acknowledgement of such problems, cited each of these in its most common responses. In essence, the most commonly cited problems reflect the wider capacity problems faced by departments. However, budgetary problems were raised more frequently in connection with development partner projects, either because the budget is seen as too low or because it is too difficult to access, though this may be because the project accounting rules are different or stricter than those of the civil service.

Problems associated with development partner projects should not necessarily drive responses to functional inadequacies, as these projects are not central to the functioning of departments and offices. However, if by their nature they take up greater amounts of officers’ time, because they lack the skills to service them efficiently, are poorly managed, or reduce staff numbers for important functions of the ministry, then this is a problem that should be addressed. Conversely, meeting the capacity needs of departments to carry out their mandated functions would also raise the effectiveness of servicing partner projects because many of the needs overlap.

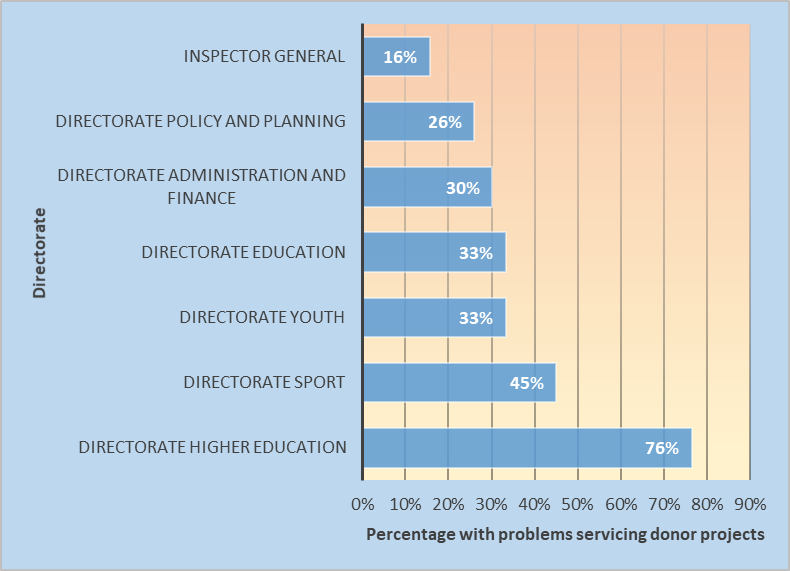
Figure 5: Percentage of respondents reporting problems in servicing development partners (by directorate)

Table 2: Problems servicing development partner projects

# Supply-side assessment

This section presents the limitations of the supply-side market scoping assessment (Section 5.1), and then the results from the survey with heads of department (Section 5.2), interviews with CDPF partners (Section 5.3), interviews with providers (Section 5.4), and the assessment of MOOCs (5.5). We conclude this section by reporting the shortlist of prospective training providers (Section 5.6).

## Limitations

There are two main limitations in the supply-side assessment:

* Although the response rate for the survey completed by the heads of department was relatively high (65%), a significant proportion of departments did not respond, and thus their views have not been included in this assessment.
* Although a total of 13 providers were selected to be interviewed, only nine of these responded to our request for an interview. The information reported on the availability of courses is thus limited.

In addition, the market scoping exercise was initially delayed in order to accommodate the functional review of MoEYS, and this delay was further compounded by the COVID-19 pandemic. As a result, the availability of both the team and the respondents were stretched in completing this report, and the amount of time available to UNICEF to provide feedback was reduced.

## Survey

The analysis of the survey investigated training modalities (Section 5.2.1), providers (Section 5.2.2), and self-assessments of departmental proficiencies in functional competencies (Section 5.2.3).

### Training modalities

Departments’ responses to the survey concerned their usage of different training modalities, as well as the perceived effectiveness of each. Whether the modality in question is delivered by external providers, or universities, or through internal training (i.e. MoEYS staff training other MoEYS staff at a central level), was also considered.

#### How widely used is each modality?

##### External providers

* The most common training modalities provided by external providers are one- to two-day workshops (84%) and three- to seven-day workshops (84%), followed by on-the-job training (83%) and training requiring local attendance for between one and two days each week (65%).
* The least common training modalities provided by external providers are online courses, provided by either Cambodian (33%) or ASEAN (28%) providers. Online courses provided by international providers are also uncommon (47%).

##### Internal MoEYS training

* Similarly, within the MoEYS, one- to two-day workshops (85%), on-the-job training (79%), and training requiring attendance locally for between one and two days per week (61%) are the most common.

##### Universities

* Most respondents reported their department making use of regular university courses (including in Phnom Penh) delivered face to face (78%).
* Blended university courses (i.e. with both online and face-to-face elements) are uncommon (41%), as are university courses delivered fully online (29%).

##### Overall – usage

Overall, we can conclude that in-person training has been the most commonly used training modality to date: these are chiefly one- to two-day, or three- to seven-day, workshops, or courses delivered by universities. Online training is much less common, especially training provided online by either local or regional providers.

#### How effective is each modality?

For the most part, the responses reflected that training modalities as a whole are either effective (45%) or ‘neutral’ in their efficacy (28%). Only 8% of responses across all modalities reported these modalities as ineffective, and only 9% reported these modalities as very effective.

Table 3 represents the overall perceived effectiveness of each modality. The colour of the cell indicates the band according to percentage of responds who considered the modality effective. Green is 80-100%, yellow is 60-79%, orange is 40-59%, and red is less than 40%.

Table 3: Modality by perceived effectiveness

|  |  |
| --- | --- |
| Modality | Perceived effectiveness |
| **Provided externally** | |
| On-the-job training | 83% |
| Workshop – one to two days | 52% |
| Local training – one to two days per week | 60% |
| Online course local (Cambodia) | 11% |
| Online course regional (ASEAN) | 18% |
| Online course international | 31% |
| Workshop – three to seven days | 80% |
| **Provided internally** | |
| On-the-job training | 89% |
| Workshop – one to two days | 61% |
| Local training – one to two days per week | 62% |
| Online course | 42% |
| **Other training** | |
| Regular university course delivered face-to-face | 86% |
| Blended learning – short course | 70% |
| Blended learning – full university course | 67% |
| Regular university course delivered online | 40% |

##### External providers

* Regarding training provided by external providers, on-the-job training (83%), and three- to seven-day workshops (80%) were most commonly considered to be either effective or very effective, followed by training requiring attendance locally for between one to two days each week (60%).
* Workshops of one to two days were regarded as effective by only 52% of respondents (and no respondents indicated that they are ‘very effective’).
* Online courses were widely regarded as ineffective, being identified as ‘effective’ by only 21% of respondents. This did not vary much between the kind of provider, whether Cambodian (11%), regional (18%), or international (31%).

##### Internal MoEYS training

* Similarly, regarding training providers within the MoEYS, on-the-job training was regarded as most effective (89%).
* When respondents were asked to identify the most important training modality for their department (out of either external or internal modalities), the vast majority of departments listed internal on-the-job training as the most important (82% – although some listed multiple options). The most common reason offered for this response was the opportunity that on-the-job training gives to combine theory and practice.
* Workshops of one to two days were regarded as more effective when provided internally (61%) rather than externally (52%), and were considered about as effective as training requiring attendance locally for between one to two days each week (60%).
* Online courses remained the least effective option in the eyes of the respondents (42%).

##### Universities

* Training provided by universities with at least some face-to-face component was generally considered to be effective. Regular courses delivered by universities were considered the most effective (86%), followed by blended short courses (70%) and blended full courses (67%).
* However, training provided by universities solely online were considered to be effective by only 40% of respondents.

##### Overall – effectiveness

Overall, face-to-face engagement is important to respondents’ perceptions of efficacy. Exclusively online options were least likely to be considered effective, and this was improved partially with the inclusion of blended options. Internal on-the-job training was considered to be the most effective option, followed by external on-the-job training and university courses (delivered face-to-face). Although respondents were not required to give reasons for each of their individual ratings, when asked to give reasons for what they had selected to be the most effective, the most common response was that on-the-job training is effective because it combines theory and practice. Based on this, we can speculate that the reason that online options were considered ineffective was that it is not easy for participants to link the course to their own practice, either because the course does not speak to their own experiences, or because they are unable to discuss the specifics of their experiences with the facilitators.

Workshops of one to two days duration, or training requiring attendance locally for between one and two days each week, were considered effective by only a small majority of respondents (varying between 50% and 60%, depending on the provider).

### Training providers

This section needs to be interpreted with caution, as respondents were inconsistent in how they responded to this section of the survey. For example, respondents varied as to whether they listed MoEYS as a training provider, which may indicate either not having received training from MoEYS or otherwise interpreting the question as referring only to external training providers. It is also unclear whether respondents listed training providers exhaustively, or, if they did not, at what point they stopped listing providers.

#### Analysis of providers

* There is very little overlap between departments as to which training providers they use. Of the 47 external providers listed by respondents, 41 are used by only one department.
* The only external training providers that were listed as being used by more than one department were the IIEP (three departments), the Institute of Economics and Finance (three departments), Hiroshima University (two departments), and the Royal School of Administration (two departments).
* Most providers listed are based in Cambodia (40%), while a significant proportion (18%) are ASEAN. A significant proportion are located elsewhere in East Asia (23%, comprising China 7%, Japan 7%, and Korea 9%).

#### Analysis of departments

* The usage of external providers varies considerably between departments. Of those departments that listed any providers:
  + the largest proportion (44%) listed one to two external providers;
  + nearly a third (31%) listed three to four external providers; and
  + a fourth (25%) listed more than five providers.
* Those departments that listed the most external providers were ICT (11 providers), Physical Education and Sport (seven providers), Non-Formal Education (five providers), and Education Quality Assurance (five providers).
  + This may reflect unequal distribution in access between departments, possibly due to differences in the opportunities available to each field. For example, Physical Education and Sport listed a number of different providers relating to football, while Non-Formal Education listed training with a number of providers with a special focus in this area (e.g. UNESCO and DVV International).
* Five departments[[6]](#footnote-7) did not list any providers, or completed this section unclearly.

### Functional competencies

All departments identified most of the functions that we had identified as important to their department as either important or very important. No functions were considered unimportant, but a small number were graded as being of ‘neutral importance’.

In total, seven departments identified at least one of the functions as being of neutral importance. Most of these functions are unique to the functioning of that particular department (such as ‘prepare blueprints’ in the Department of Construction). A minority of functions identified as being of neutral importance are common across departments. These are:

* writing reports (two departments);
* monitoring activities and collecting data (two departments); and
* preparing and enforcing prakas (two departments);

The Department of Personnel identified ‘gender mainstreaming’ as being of neutral importance as a function of their department.

## Interviews with CDPF partners

The interviews with CDPF partners (USAID, the European Union, and Sida) uncovered two key themes.

* Civil servants, in both MoEYS and other ministries, could benefit from additional training in ‘soft skills’, such as interpersonal skills, communication skills, [listening skills](https://www.thebalancecareers.com/types-of-listening-skills-with-examples-2063759), time management, and empathy, among others. The need for these skills is such that even those with training and coaching responsibilities require more support.
* There is a shortage of suitable courses and training opportunities available to MoEYS. There are few options available at national universities that address the needs of the ministry. Although some training is conducted internally, the effectiveness of this approach may be limited by its use of directive rather than collaborative pedagogies. While the US Embassy provides funding for MoEYS staff to study in the US, the availability of appropriate courses is limited by cost, duration, and language requirements. Finally, there are a number of challenges with MOOCs (discussed in detail in Section 5.6).

## Interviews with training providers

The interviews with training providers elicited more detail on their training courses, how these have been adapted during COVID-19, and their reflections on the requirements of MoEYS. These are summarised for each provider below. In sum, these providers reported significant concerns with online courses. These concerns relate to the anticipated completion rates, the actual effectiveness of learning online, and the level of competency required in reading and writing technical English. While some are attempting to deliver such courses regardless of concerns (IIEP, Open Institute), others prefer a coaching model of capacity development (Ripple Consulting, VBNK).

#### IIEP-UNESCO

IIEP has had to cease face-to-face delivery of its courses during the COVID-19 pandemic. These courses have been converted to online delivery, which has enabled current participants to finish their studies. Participants’ feedback indicates that the in-person element was missed, as it enabled them to seek advice more easily, and to network.

The IIEP representative observed that one week of face-to-face delivery takes approximately one month to complete online. As a result, the ‘special courses’ that could previously be undertaken as standalone modules in two weeks now entail two months of engagement online.

In 2021, two versions of the Advanced Training Programme will be available. The Education Sector Planning course is being adapted online incrementally. IIEP has rejected the use of MOOCs, as IIEP targets committed professionals, rather than a broad swath of students. IIEP anticipates a dropout rate of 90% in MOOC programmes.

#### Open Institute and MoEYS Department of IT

There are currently no online courses delivered in Khmer that are being used by MoEYS to meet the needs of the management and admin staff. While there are plans to develop such courses, these are likely to be available only in the long term. The cost of translating such courses from other languages is expensive and, given the number of prospective students, it is unlikely to be cost-effective.

#### Ripple Consulting

Ripple Consulting specialises in management, leadership, and professional skills development coaching in Cambodia. Its courses include a focus on ‘soft skills’, such as people management, running meetings, and strategic thinking. It typically delivers its programmes through an initial half-day to three-day course, combined with regular engagements over a year. Its programmes are delivered in Khmer, chiefly by Cambodian staff. It does not offer any components online.

#### VBNK

VBNK reported pursing a comprehensive model of ‘accompaniment’, which combines on-the-job training, training courses, and mentorship. Roughly 10% of participants’ efforts are spent on courses, 20% on receiving coaching, and 70% on applying what they have learned. VBNK develops bespoke courses for clients, and it is able to deliver its services in Khmer. Its current courses include a focus on leadership and organisational development, as well as results-based management, communications, financial management (such as procurement, accounting software, and preventing fraud), and evaluation.

VBNK also does not offer courses online. The representative believes that online courses do not suit the needs of MoEYS departments, as staff need active guidance during their studies (such as a tutor). The representative feel that this is especially true given the volume of reading and the level of analytical thinking required of online courses.

## MOOCs

The MOOCs reviewed cover a wide range of topics that match the areas of training identified in the demand-side assessment. However, MOOCs were assessed to be impractical for the general purposes of MoEYS, chiefly for two reasons below. Nonetheless, a short-list of courses has been included with these caveats.

First, the available MOOCs are primarily in English, and require a relatively high level of English cognition for participants to benefit. As a comparison, the International English Language Testing System (IELTS) is often used to benchmark the English language standards for studying in English-speaking countries. To use undergraduate programmes as an illustrative example, a minimum score of 6.5 is required for students to receive a visa allowing them to study. This level is well beyond the level of most MoEYS employees.

It should be noted at this stage that none of these MOOCs are provided in the Khmer language. The idea of having them translated into Khmer was considered by providers. However, the associated costs to do this is prohibitive, especially when costs such as translation and licensing are taken into account. Moreover, the ongoing costs of updating courses in Khmer every time they are revised further emphasises the prohibitive nature of this option.[[7]](#footnote-8)

Second, MOOCs require a significant commitment to, and capacity for, independent study. The dropout rates of such courses internationally is estimated to be between 90% and 94% (Reich and Ruiperez-Valliente, 2019), and this could be expected to be even higher for students unfamiliar with online courses, and who have limited proficiency in English. These concerns were raised by both CDPF partners and prospective training providers. In addition, online courses were regarded as effective by only a minority of departmental respondents in MoEYS: ranging from 11% (if delivered by Cambodian providers) to 40% (if delivered by universities).

With these caveats in mind, a number of courses have been included in the shortlist of providers. These courses are provided as online MOOCs, and accredited by major companies (such as Google) or universities. They vary in length, from five hours to 30 hours, and cost between US$ 40 and US$ 80 for each month taken to complete the course.

## Data collected on shortlisted training providers

We collected data on a shortlist of training providers, the criteria for which are described in Section 2.2.2. In line with the training modalities identified by MoEYS as being most effective, we prioritised providers who offer coaching and mentorship services, and universities. We also sought to specifically include a large proportion of providers based in Cambodia. This was in consideration of the language barriers, which make it difficult for MoEYS to access training internationally.

A summary list of these providers is given in Table 4. Full information on each course, against the competencies identified in the demand-side assessment, is included in Annex B. Overall, 26 of the 31 competencies are identified as being addressed by the shortlisted providers. In Table 5, we divide the competencies according to the frequency with which they are addressed by providers (excluding MOOCs). Those competencies that are not addressed are legal expertise, WASH and health promotion, event management, sports, and entrepreneurship. This may be because these competences are specific to only a small number of positions within MoEYS.

Although the providers were shortlisted on the basis of MoEYS’ priorities, the list nonetheless represents many of the challenges that already confront MoEYS in accessing capacity development services. First, seven (~45%) of these options are only available in English. Second, six (40%) of these options require an undergraduate degree or equivalent. Third, seven (~45%) require travel outside of Cambodia, which will increase the actual and opportunity costs of enrolling, and further disadvantage female staff members. Fourth, although many scholarships are available, the cost of these programmes remains a concern.

Table 4: Summary table of shortlisted providers

|  |  |  |  |
| --- | --- | --- | --- |
| Provider | Modality | Geography | Requirements |
| Cambodia Management Academy | Workshops | Cambodia | Proficiency in Khmer |
| Centre for Leadership and Professional Development | University course | Cambodia | Proficiency in English or Khmer |
| Education Development Institute | Workshops | Cambodia | Proficiency in English or Khmer |
| Hiroshima University | University course | Japan | 16 years of formal schooling, or bachelor’s degree, or recognition of prior learning (if mature student); English proficiency |
| IIEP-UNESCO | Multi-week or multi-month courses | France; online | Bachelor’s degree; work experience; English proficiency |
| Institute of Education, University College London | University course | UK | Bachelor’s degree; IELTS qualification |
| KDI School of Public Policy and Management | University course | Korea | Bachelor’s degree; English proficiency |
| National Institute of Education | University course | Singapore | Bachelor’s degree; TOEFL or IELTS qualification |
| National Institute of Education Planning and Administration | University course | India | Current employment in education planning and administration; English proficiency |
| National University of Management | University course | Cambodia | Proficiency in Khmer; bachelor’s degree |
| Phnom Penh Business School | Workshops | Cambodia | Proficiency in English or Khmer |
| University of New South Wales | University course | Australia | Bachelor’s degree; IELTS qualification |
| Ripple Consulting | Courses; coaching | Cambodia | Nil |
| Silaka | Workshops | Cambodia | Proficiency in Khmer |
| VBNK | Courses; coaching | Cambodia | Nil |
| Various | MOOCs | Online | Nil |

Table 5: Competencies by number of suitable providers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 0 providers | 1 – 2 providers | 3 – 5 providers | 6 – 10 providers | 11 – 15 providers |
| Competencies | Sport;  Legal;  WASH and health promotion;  Event management;  Entrepreneurship | IT;  Interpersonal competence;  ECE;  Time management | Accounting; Teaching/training;  Financial management;  Data analysis;  Marketing and promotion;  Operations;  Statistics;  Problem-solving;  Administration;  Communication;  Stakeholder collaboration;  Advocacy | Educational management;  Planning;  Quality assurance;  Writing;  Research;  Human resources;  Project management;  Analytical skills;  Policy development | Management and leadership (general) |

# Conclusion and recommendations

## Key observations

**In the view of senior and middle managers, most central MoEYS staff have the capacity to support the functions of their units.** Nonetheless, there is a sizeable minority of staff – about a quarter of all staff – who lack some capacity, and who thereby render the ministry less capable of fulfilling its functions efficiently and effectively. The Directorates of Higher Education and of Sport have the highest proportions of staff who are perceived to lack capacity, but because their overall number of staff is small this involves relatively few staff members. The Directorates of Education, and of Administration and Finance, have the largest numbers of staff in need because, although their percentage of staff in need is lower, their overall staffing numbers are large.

**Those interviewed provided a long list of capacity needs**. The most common responses were needs for language training (in English, French, and the languages of neighbouring ASEAN countries), computing and IT skills, and administrative skills. Other areas of need include planning, skills training, and continuous development as a mode of developing capacity. Management and leadership was also identified by more senior staff. Those interviewed said that the provision of capacity building needs to be done with reference to individual needs as well as organisational needs, a point made in our conceptual framework (see Figure 1). Although females are a minority in the general staff, and even more so in the supervisory staff who were interviewed, there was a clear view that a greater proportion of female staff have sufficient capacity to support the functions of their office and department, compared to men.

**There were differences among departments when we looked at how the directors and deputy directors self-assessed their own departments.** Some, such as Internal Audit, Planning, and Information and ASEAN Affairs, said that over 70% of their male staff lack capacity to support their functions. Others, such as EMIS, Finance, and Examination Affairs, said that less than 10% of their staff, both male and female, lack sufficient capacity. Office heads from the central departments broadly agreed with the assessments of senior departmental staff, though there were some differences, suggesting that staff in some offices have greater capacity than staff in other offices in the same department.

**There is an interaction between functional capacity and staffing numbers. Directorates that assessed their staff as lacking in capacity were also likely to claim that they are understaffed.** It is not clear which is cause and which is effect here. Having insufficient staff can mean that all functions are not supported, while having low capacity in a large proportion of the staff in the unit might also mean that functions are not supported, and that raising the capacity of the existing staff would improve the carrying out of mandated functions.

In addition to the regular work of carrying out their ministry functions, many departments also work on development partner projects. In some departments this is a large component of their activities, although the projects may align closely with ministry objectives. If they do not, then there is a possibility that the work projects on these may interfere with functional needs. When asked about this, **about a third of the departmental staff said there are problems in dealing with development partner projects as well as departmental functions**. Staff in the Directorates of Higher Education and of Sports were more likely to be concerned about this clash, while those in the Inspectorate General were less likely (perhaps because they have fewer aid projects). The kinds of problems the respondents cited as arising from working on both ministry functions and partner projects were broadly similar to the capacity needs they cited for their regular work. They were more likely to cite budgetary problems in the case of partner projects, but the other common responses (language, staffing, IT and technical skills) were very similar to the capacity needs generally.

**On-the-job training, whether delivered internally or externally, is considered by departments to be the most effective training modality, by far.** University courses are considered to be the second most effective, and workshops of between three and seven days duration are considered to be the third most effective. Shorter workshops (one to two days) and online courses are largely considered to be ineffective. **Although we identified 15 shortlisted training providers who could meet MoEYS’ needs, the number of training opportunities that are equitable as well as feasible for MoEYS is very limited.** Even among these providers, many courses will only be accessible to those MoEYS staff with sufficient formal education and competency in English, and who are able to travel for extended periods.

## Recommendations

With these observations in mind, two routes may be available to MoEYS to develop internal capacity in the short and long term.

**First, MoEYS may consider continuing to invest in effective training modalities, while reducing investment in those training modalities regarded as least effective.** This would mean continuing to access opportunities for on-the-job training, as well as university courses, and some three- to seven-day workshops. Additional resources could be made available for this, both in terms of funding and staff time, by reducing investments in short-term workshops and online courses. It is important to note, however, that exceptions should be made for this. The findings of our survey concern the modalities *as a whole*, but there are likely to be *specific* short-term workshops and online courses that are indeed effective.

This is a short-term solution, as this route is unlikely to be able to address the vast majority of staff that are most in need of support – approximately one-third of the MoEYS staff as a whole. Nonetheless, opportunities for further development, even if these are accessed by already capable staff, will still benefit MoEYS as a whole: they will likely improve job satisfaction and the retention of capable staff.

**Second, MoEYS may consider a long-term strategy for mainstreaming coaching and mentoring as a model for capacity development.** This is in acknowledgement of the popularity of on-the-job training within MoEYS, the ability of capable colleagues, the broad scope of support required, and the dearth of viable alternatives. In short, a coaching model may be an effective means of developing ‘on-the-job’ training within MoEYS. A brief primer on coaching is offered in Box 1.

In the short and medium term, MoEYS may consider piloting a coaching model within effective teams and divisions. This may start with the use of external coaches and be progressively incorporated into the team in question as well as steadily diffused and adopted within MoEYS as a whole. As part of this process, it will be important to incorporate coaching and mentorship processes into performance management.

Box 1: A brief primer on coaching

|  |
| --- |
| ‘Coaching’ covers a broad set of practices and behaviours. Hawkins and Smith (2006) distinguish between four types of coaching, which relate to learning particular skills, improving outputs and outcomes, holistic personal development, and preparing for promotions. Ellinger *et al*. (2003) and Park *et al*. (2008) provide the two most commonly cited inventories of coaching skills. The Coaching Behaviour Measure includes skills relating to posing questions, facilitating feedback, perspective-taking, and teaching using scenarios (Ellinger *et al*., 2003). The Measurement Model of Coaching Skills lists five categories, including communication, team management, values, navigating uncertainty, and facilitating development (Park *et al*., 2008). There are many other measures citing similar skills, which may be categorised broadly into building rapport, giving feedback, coaching teams, and navigating a formal coaching relationship (Lawrence, 2017, p. 58).  There is also a growing empirical literature on the effectiveness of coaching in improving organisational and staff performance, with a significant proportion of studies undertaken in Malaysia, China, Taiwan, and South Korea. A summary of 22 studies conducted between 2003 and 2017, taken from Lawrence (2017, pp. 54–56), has been included in Annex H. Many of these studies indicate improvements in job satisfaction, performance, competence, customer satisfaction, and retention.  However, a programme training manager within MoEYS to coach their colleagues is unlikely to be very effective in isolation. For such an approach to be effective, it may need to be more closely integrated into current organisational and performance management processes (Gormley and van Neiuwerburgh, 2014). Hawkins and Smith (2006) outline a seven-step process towards this: procuring external coaches, developing internal coaching capacity, leaders supporting coaching endeavours, developing team coaching and organisational learning, embedding coaches in human resource and performance management process, and coaching becoming the dominant style of managing and coaching used within an organisation. Passmore and Jastrzebska (2011) offer a similar process: informal external coaching, more strategic use of external coaching, coaching for all staff, coaching for all stakeholders, and coaching externally. |

In very practical terms, an external coach could be engaged through the following process. First, MoEYS will need to identify a particular department or team that can be used to pilot the coaching model. Once a training provider is engaged, they are likely to conduct a training needs assessment with the management of that department, either through surveys or interviews. This will form the basis of a professional development plan agreed between each coach and coachee, which will be used for identifying priorities, measuring performance, and agreeing on a timeline. In order to then build internal coaching capacity within MoEYS, ‘coaching’ can be included within the professional development plans, and this can initially be trialled. At the end of the coaching engagement, the coachee will receive a grade for their performance, and a certificate. At the end of the pilot, MoEYS can reflect on the successes and limitations of the programme, and decide whether (and how) it should be expanded to other departments.

References

CIPD (2015) ‘Annual Survey Report: Learning & Development 2015’, retrieved from CIPD website: [www.cipd.co.uk/Images/learning-development\_2015\_tcm18-11298.pdf](https://www.cipd.co.uk/Images/learning-development_2015_tcm18-11298.pdf)

Ellinger, A. D., Ellinger, A. E. and Keller, S. B. (2003) ‘Supervisory coaching behavior, employee satisfaction, and warehouse employee performance: A dyadic perspective in the distribution industry’, *Human Resource Development Quarterly* 14, pp. 435–458.

Gormley, H. and van Nieuwerburgh, C. (2014) ‘Developing coaching cultures: a review of the literature’, *Coaching: An International Journal of Theory, Research and Practice* 7(2), pp. 90–101.

Hawkins, P. and Smith, N. (2006) *Coaching, Mentoring and Organisational Consultancy: Supervision and Development*, Open University Press, Maidenhead.

Institute of Leadership and Management (2011) *Creating a Coaching Culture*, Institute of Leadership and Management, London.

Lawrence, P. (2017) ‘Managerial coaching – a literature review’, *International Journal of Evidence-based Coaching and Mentoring* 15(2), pp. 43–69.

Park, S., Yang, B. and McLean, G.N. (2008) ‘An Examination of Relationships between Managerial Coaching and Employee Development’, retrieved from <http://files.eric.ed.gov/fulltext/ED501641.pdf>

Passmore, J. and Jastrzebska, K. (2011) ‘Building a coaching culture: A development journey for organisational development’, *Coaching Review* 1(3), pp. 89–101.

Wyatt, A., Tudor, J., Rorich. M. and De, S (2019) ‘Consultancy to develop a marketing strategy & plan for IIEP’s training offer – final report’, OPM, Oxford.

1. Methodological annex

In this annex, we outline the methodological approach for the demand-side assessment and supply-side assessment.

Demand-side assessment

Limitations and mitigation strategies

The original methodology for the demand-side study was a multi-stage process, including a senior management focus group discussion and two rounds of interviews with departmental heads, and a final survey to provide information for the supply-side study.

In June and July 2019, we conducted a number of preliminary meetings and interviews with senior staff within MoEYS. Beyond this, however, the opportunity for data collection was limited. Due to discussions with UNICEF about postponing the study until after the functional review, and also concerns expressed by senior MoEYS staff about overlap with the report being prepared by IIEP for the United Nations Educational, Scientific and Cultural Organization (UNESCO), the team did not move on to formal data collection from departmental heads on functions/competencies and evaluation of suppliers and modes of capacity building. In addition, we could not collect any TNAs from MoEYS as the only one we located, in the Department of Finance, was not made available beyond an interview with the TA responsible. In addition, the UNESCO/IIEP report on MoEYS’s capacity to implement the ESSP was not released at the time of writing.

Unfortunately, when the study was resumed in April 2020 the opportunities and resources available to carry out the original methodology were further constrained. The COVID-19 crisis restricted the availability of officials within MoEYS, and the ban on international travel prevented the international consultant leading the demand-side report from being present in Cambodia. Waiting for all these conditions to pass would have meant considerable delay – even now, several months later, some of these constraints persist to the extent that it would still be difficult to carry out the original plan.

We had access to some data from the parallel functional review study, which had completed group interviews with senior staff from all of the central ministry departments in February 2020 before the restrictions came into effect. One of the forms used to collect interview responses (Form 3) had a number of questions related to assessments of the capacity of staff. This provided the data necessary for a demand-side report that would supply some of the material to inform the supply-side study and enable that to go ahead and not further delay the whole process.

This decision to re-purpose some of the functional review data has both positive and negative consequences. On the positive side, we have the views of all department directors, deputy directors and office heads, rather than simply the directors and one other staff level, which was the original plan. Negatively, the data were less focused than was originally intended, both at the organisational and individual level, based on needed competencies.

Data collection and entry

Data collection involved collecting information from 35 departments and seven directorates at national level. The data collection was carried out by 11 members of the MoEYS core team, in conjunction with the OPM team, between 25 December 2019 and 24 February 2020. Full details of the persons conducting each interview and the dates are found in Annex 5 of the functional mapping report.

To ensure sustainability and ownership of the results, the process was led by MoEYS staff, principally coordinated by the head of the core team Mr Ren Kun, Deputy Director of the Department of Personnel, with guidance, participation, and support from the OPM team. There was very good cooperation from all directorates and departments. For the purposes of this analysis, we only used forms collected from the departmental interviews, as we judged that the evaluation of the capacity of staff was best done by immediate supervisors, and because this was the original intention of the demand-side study.

For the departments, we requested that the Director, deputy directors, and heads of office meet with the functional review team and allocate two hours to the process**.** Most were able and willing to make this time available and to participate freely in the discussion. The core team was divided into pairs for interviews, and, at least at the beginning, one of the OPM staff also attended with them, first to lead as an on-the-job training exercise, then as an observer as the core team became more skilled and confident. Overall, at least one OPM consultant attended 20 of the 42 interviews.

Table 6: Interviews conducted and forms collected



Overall, 95% of the planned interviews were **conducted** (see Table 6). Forms were collected from all but one department (the Department of Management Centre, which is under the Youth General Directorate). Not all attendees were asked to fill in forms, only departmental directors, their deputies, and office heads. For some departments, deputy office heads and others attended but were not asked to provide information, to keep the levels of information consistent between departments. This principle was also followed with directorate meetings. For Form 3, 71% of those who attended departmental group interviews submitted a filled in form, which was a slightly lower response than for Forms 1 and 2 (see Table 6). It is not clear why this was the case, although all departments that were interviewed were represented in the data.

Supply-side assessment

The methodology for the supply-side assessment entailed the use of surveys, desk reviews, and interviews. We begin with a discussion of the limitations.

Limitations

There were chiefly two limitations to the supply-side assessment:

* Although the response rate for the survey completed by the heads of department was relatively high (65%), a significant proportion of departments did not respond, and thus their views have not been included in this assessment;
* Although a total of 13 providers were selected to be interviewed, only nine of these responded to our request for an interview. The information reported on the availability of courses is therefore limited.

In addition, the market scoping exercise was initially delayed in order to accommodate a functional review of MoEYS, and these delays were further compounded by the COVID-19 pandemic. As a result, the availability of both the team and the respondents were stretched in completing this report, and the amount of time available to UNICEF to provide feedback was reduced.

Surveys

Surveys were conducted with individual departments within MoEYS to understand their current usage and experiences of training modalities and providers. These surveys were self-administered by heads of department. All 34 departments were requested, in a letter from HE Thong Borann, to participate in the survey. In total, 22 departments responded to the survey – a participation rate of 64.7%.

The survey addressed the following topics:

1. Training delivery modalities:
   1. which modalities has the respondent experienced;
   2. an assessment of the effectiveness of each modality (very effective, effective, neutral, ineffective, very ineffective), and the identification of those modalities believed to be most effective for the participants’ department, as well as the reason why.
2. Training providers:
   1. which training providers have been used over the past two years;
   2. the modality used by these training providers, and their perceived effectiveness.
3. Functional competencies:
   1. an assessment of the perceived importance of each competency for the effective functioning of the participants’ department (from a list of competencies based on the mandated and actual functions of the participants’ department) (very important, important, neutral, unimportant, very unimportant).

All surveys were conducted in Khmer, and translated into English for analysis.

* Section A of the survey (Modalities) was analysed by quantitatively aggregating the rating scale responses to identify key patterns. The qualitative responses regarding participants’ selection of the most effective modality, and their reasons why, were extracted separately and summarised thematically.
* In the analysis of Section B (Providers), responses were extracted to create a list of all providers identified. This was used in the scoping of providers to address the competencies identified by departments. In addition, the number of internal and external providers was aggregated for each department, in order to compare usage across departments.
* The rating scale data from Section C (competencies) was aggregated quantitatively to identify key patterns. This analysis focused on patterns in competencies that cut across departments, as well as whether any departments as a whole were outliers in their responses.

Competencies

The demand-side market scoping assessment, building on the functional mapping, identified a total of 246 discrete competencies. These were collected across all departments, and divided into individual–technical, individual–non-technical, organisational–procedural, and organisational–environmental.

It would be impractical to identify providers on the basis of a list of discrete competencies of this size and nature. This is because the full list identified each competency very specifically: for example, ‘collaborate with other institutions on youth work’. Training providers do not offer courses with this level of specificity, and officials within MoEYS are unlikely to search for courses using such specific terms. Moreover, such a long list of competencies would create a very large database that would be too cumbersome to use.

Consequently, we consolidated the 246 competencies into a shorter list that would be practical for the purposes of the supply-side assessment. We did this first by grouping similar competencies: for example, ‘prepare documents’, ‘prepare reports’, ‘report writing’, and ‘writing skills for manuals, textbooks, and guideline’ was consolidated into ‘writing’. This produced a list of 66 competencies. We collapsed the distinction between individual–technical, individual–non-technical, organisational–procedural, and organisational–environmental when one skill set was at the root of each ‘level’: for example, ‘administration’ (individual–non-technical), ‘office administration’ (organisational–procedural), and ‘build administrative capacity’ (organisational–environmental) was consolidated into ‘administration’. This produced the final list of 31 competencies.

Desk review

The collated data on providers were collected primarily through a desk review, using information that was publicly available and supplementing this with follow-up queries where appropriate.

A longlist of 81 potential providers was first identified through four avenues:

* The list of 42 training providers that departments had reported using previously in the survey (Annex C).
* OPM’s earlier work with UNESCO IIEP, in which 15 similar training providers were identified.
* Referrals from the interviews described above;
* Our own experience with training providers in Cambodia.

We also investigated the feasibility of MOOCs. These are online courses, mainly short-term, which are provided by both universities and commercial training partners. A list of eight providers was identified from a web search:

Table 7: MOOC providers

|  |  |
| --- | --- |
| * Cognitive Class * Kadenze * Coursera * Khan Academy | * edX * Udacity * FutureLearn * Udemy |

A shortlist of 15 providers was selected for further analysis. This selection was based on: (i) the availability of information; (ii) the appropriateness of the training provider’s offering in regard to the competencies identified by the departments; (iii) the modalities identified as most effective in the survey; and (iv) the reputation of the training provider, based on accreditation and international recognition (if international or regional) and familiarity with either referrals or the OPM team (if national).

The shortlisted providers were as follows:

1. Cambodia Management Academy (Cambodia).
2. Centre for Leadership and Professional Development (Cambodia).
3. Educational Development Institute (Cambodia).
4. Hiroshima University (Japan).
5. Institute of Education at University College London (UK).
6. Korea Development Institute School of Public Policy and Management (Korea).
7. National Institute of Education at Nanyang Technological University (Singapore).
8. National Institute of Education Planning and Administration (India).
9. National University of Management (Cambodia).
10. Phnom Penh Business School (Cambodia).
11. Ripple Consulting (Cambodia).
12. Silaka (Cambodia).
13. IIEP-UNESCO (France).
14. University of New South Wales (Australia).
15. VBNK (Cambodia).

In addition, MOOCs were identified for each competency. For each service provider, data were collected against the following categories. In Annex D, these categories have been developed into criteria that may be used to guide a procurement process.

Table 8: Data collected on shortlisted providers

|  |  |
| --- | --- |
| * Accreditation * Type of school (e.g. university, private provider) * Course of study * Availability of course * Prerequisites (e.g. language, previous study) * Mode of delivery (e.g. online, blended learning, face-to-face, on campus, and language of instruction) | * Geographic location (e.g. specific city, and local, regional, or international) and any travel requirements * Time commitment (e.g. hours per week, duration of study) * Cost and the availability of scholarships |

These data were collected into a single database, included in Annex B (attached separately). Where possible, interviews were conducted when further information was required.

Interviews

We conducted interviews with two sets of respondents: CDPF partners, and prospective training providers.

Partners

The first set of interviews were undertaken with CDPF partners, in order to understand the parameters of the assignment from stakeholders’ perspectives.

The partners interviewed were USAID, Sida, and the European Union.

The OPM team tried to arrange interviews with the Global Partnership for Education, but did not receive a response.

Providers

The second set of interviews were conducted with potential training service providers. The purpose of these interviews was to understand in greater depth the training services offered, as well as to address any questions about suitability for MoEYS’ purposes. Participants for these interviews were identified by referral from CDPF partners and our own industry contacts. The service providers interviewed were:

* Cambodia Development Resource Institute;
* Centre for Leadership and Professional Development;
* Cambodia Management Academy;
* IIEP-UNESCO;
* IT Department within MoEYS;
* Open Institute, Cambodia;
* Phnom Penh Business School;
* Ripple Consulting; and
* VBNK.

The research team also tried to arrange interviews with the following training providers, but did not receive a response:

* National University of Management;
* Royal School of Administration;
* Royal University of Phnom Penh; and
* Silaka, Cambodia.

These providers did not offer a reason for their non-response. It is possible that they declined to participate because they receive many such requests. The National University of Management and Silaka have still been included in the database, based on the information available online. The Royal School of Administration and the Royal University of Phnom Penh were excluded due to insufficient information being available.

1. Database of shortlisted providers

Attached separately.

1. Providers identified by MoEYS

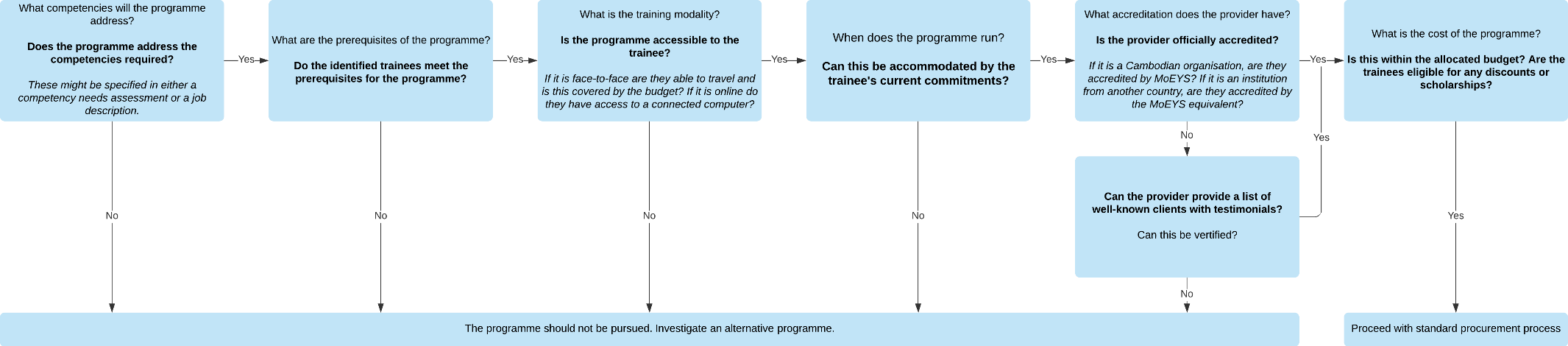
Attached separately.

1. Criteria for providers

Criteria and guiding questions

|  |  |  |
| --- | --- | --- |
| Category | Guiding questions | Recommendation |
| Competencies | What competencies does the programme address? Are these relevant to the trainee? (The relevant competencies may be specified in a job description or a needs assessment.) | If the competencies are not relevant to the trainee’s professional needs, the programme should not be pursued. |
| Prerequisites | Are there any special skills or qualifications required? Does the trainee meet these requirements? | If the trainee does not meet the requirements, the programme should not be pursued. |
| Training modality | How is the programme delivered? Is this modality accessible to the trainee? (For example, are they able to travel (if face-to-face) or do they have access to a computer (if online)?) | In the survey of MoEYS, longer workshops (three to seven days), universities courses, and mentorship were considered to be more effective than short workshops. Programmes delivered through the most effective modalities should be prioritised. |
| Scheduling | When does the programme run? Can this be accommodated within the trainees’ current commitments? | If the programme cannot be accommodated within the trainees’ current commitments, this should be discussed with the trainee and their line manager. |
| Accreditation | What accreditation does the provider have? Do they have official accreditation? If it is a Cambodian organisation, are they accredited by MoEYS? If it is an institution from another country, are they accredited by the MoEYS equivalent? | If the provider does not have official accreditation, it is especially important to identify credible references. |
|  | If the provider does not have official accreditation, do they have a list of well-known clients that can be contacted for testimonials? | If references are not available, it is not advisable to proceed with the provider. |
| Cost | What does the programme cost? Is this within the allocated budget? Is the trainee eligible for discounts or scholarships? | There are very often scholarships for civil servants from countries like Cambodia. These should be investigated. |

Decision flowchart



1. Reported functions by department

Directorate of Administration and Finance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Anukret | Interview | Ed. Congress | ESP | CDMP |
| **Department of Administration** | | | | |
| * Coordinate and communicate administrative activities in all fields between the ministry and central and local agencies, inter-ministries, and local authorities * Manage and circulate the ministry’s, and inter-ministerial, administrative documents * Maintain and keep all kinds of administrative documents * Manage the ministry’s compound, ensure effective and safe administration, order, seal oversight, and social affairs * Manage all information, prepare reports, and organise Education, Youth and Sport Congress * Prepare documents and propose award of performance medals and any other medals to leaders and officials * Prepare reports on work activities in a timely manner for the ministry leadership   Carry out any other tasks as assigned by the Director General | * Facilitating and communicating administrative activity on all sectors between the ministries and central units, local units, inter-ministries and local authorities * Managing and negotiating administrative documents of the ministries and inter-ministries * Organising receiving and giving information service * Maintaining and retaining all kinds of administrative documents * Managing the location of the ministry to ensure effectiveness, administrative security, stamp management order, and social work * Managing information in all sectors, reporting and organising Congress of Education, Youth and Sport * Organising document forms and raising requests to provide work medals and other honorary awards for leaders and civil servants * Making reports on work activities as deadline for the ministry’s leaders * Organising receiving and giving services of all kinds of administrative documents * Accepting implementation of other duties assigned by General Department | * Coordinate management reform (p. 16) * Reinforce management of directives (p. 226) * Develop capacity for administration (p. 226) * Develop document data management system (p. 226) |  |  |
| **Department of Construction** | | | | |
| * Develop physical infrastructure-related standards * Collect data related to physical infrastructure * Study needs for school buildings based on student data * Prepare designs and study sizes, scales, and detailed technical blueprints related to physical infrastructure * Supervise technical execution of public procurement for new construction projects and renovations, and supervise performance, renovations, and construction of buildings * Cooperate with organisations or philanthropists on technical aspects and standards * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | Develop standards and regulatory related to physical infrastructure  Gather data on physical infrastructure  Study of school building requirements based on student data. Study 4 on locations and real-world situations according to technical specifications  Design and study the required number of classes on a scale, plan, technical standards  Technical review of new construction. Repair all facilities according to procurement plan, state budget, and development partner budget  Cooperate with organisations or charities on various technical and regulatory issues | Need for specialised officers in admin, planning, engineering, architecture, and IT (p. 226 [103])  Support dept. through international training in school infrastructure (p. 315)  Renovate buildings (p. 315)  Construct buildings (p. 315)  Monitor renovations (p. 315)  Evaluate management of infrastructure (p. 315) | Develop physical infrastructure with clean and safe learning environments in line with primary school standards, especially for incomplete and disadvantaged schools (p. 29)  Expand physical infrastructure and facilities for secondary schools (p. 36) |  |
| **Department of Cultural Relations and Scholarship** | | | | |
| * Build relationship with relevant ministries and institutions, and regional and global organisations * Coordinate external and international affairs * Prepare national and external cooperation documentation and protocols * Select and manage overseas Cambodian scholarship students and trainees, and manage foreign scholarship students in Cambodia * Prepare statistics of scholarship graduates from overseas to send to relevant institutions * Strengthen and expand cooperation with development partners and international organisations in the region and the world * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General |  | M&E partners’ education projects (p. 317)  Manage student scholarships by:   * publicising programmes (p. 317); * supporting scholarship exams (p. 317); * orienting scholarship students (p. 317); * supporting health services for foreign scholars and poor/female students (p. 317); * courtesy meetings, medals (p. 317); and * allowances for local research (p. 317) |  |  |
| **Department of Finance** | | | | |
| * Develop medium-term financial plans for the education, youth and sport sector * Collect budget requirements of central administrative units, and prepare annual revenue and expenditure projections * Prepare proposal to request budget from the Ministry of Economy and Finance for expenditure and distributing to central, capital, and provincial administrative units * Monitor management and execution of revenue and expenditure budget of central, capital, and provincial administrative units * Develop regulations to guide management and execution of revenue and expenditure budget * Monitor revenue and expenditure, and prepare consolidated reports on the status of all revenue and expenditure budget of MoEYS * Monitor management and use of all kinds of accounts with the National Treasury and banks * Build and strengthen the capacity of technical officials on accounting, finance, public procurement, and financial management information system * Develop financial management information system for central, capital, and provincial administrative units * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | * Responsible for leading the capital and provincial finance office * Checking and commenting on the documents before submitting them to the President for checking and approval * Participating in strategic budget planning and annual budgeting * Reviewing and requesting additional funding to the municipal and provincial Departments of Education, Youth and Sport * Participating in the design and implementation of budget management guidelines, public school funding, and inter-ministerial announcements related to financial management * Participating as a trainer on budget planning and implementation at the Royal School of Administration | * Formulate budget strategic plan and annual budget (p. 120) * Implement financial management reform (p. 120) * Strengthen IT-based financial management (p. 120) * Develop staff capacity (p. 120) * SIG manual for school financial management (p. 120) * Develop guidebooks (e.g. procedures for IT-based budget and financial management at schools) (p. 120) * Inter-ministerial prakas on budget execution procedures (p. 121) | * Strengthen budget planning and financial reporting (p. 63) * Improve efficiency in financial accountability (p. 63) * Strengthen monitoring of budget through IFMIS (p. 63) * Decentralise budget work to sub-national level (p. 63) | * Introduction of FMIS (p. 19) * Budget reflects policy priorities in ESP (p. 18) * High budget liquidation (p. 18) * Train under-performing schools (p. 18) |
| **Department of ICT** | | | | |
| * Develop policies and plans of actions for implementing the use of IT * Manage ICT-related work in the education, youth, and sport sector * Strengthen and expand ICT infrastructure * Promote and coordinate unofficial education through ICT * Enhance effective educational administration through the establishment and management of ICT networks * Manage, maintain, and update the webpage and sub-webpages of MoEYS * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | * Managing and developing digital education content serving learning and teaching * Managing the ministry's official social media, website, and sub-sites * Developing educational mobile apps and games for students at the secondary level * Coordinating administrative and financial affairs of the department * Managing staff members and ensuring that staff members perform their duties effectively * Collaborating with development partners and stakeholders to develop ICT in education * Creating action and financial plans for the organisation | * Organisational support, service, and training (p. 321) * Professional development, training in ICT (p. 321) * Monitor ICT use, training textbooks, schools (p. 321) * Produce videos, mobile apps (p. 321) * M&E ICT training (p. 321) |  |  |
| **Department of Information and Asian Affairs** | | | | |
| * Collect public information and disseminate information on education, youth, and sport * Produce education documents, journals, and education magazines * Publicise ASEAN and SEAMEO visions * Communicate with national ministries and institutions and ASEAN nations, SEAMEO, and partner countries on education, youth, and sport affairs   Prepare reports on work activities in a timely manner for the Ministry leadership   * Carry out any other tasks as assigned by the Director General | * Gathering public information and disseminating youth and sports education information * Producing educational materials, newsletters, and magazines * Disseminating ASEAN and SEAMEO visions * Communicating the work on education, youth, and sports with the ministries, national institutions, and ASEAN and SEAMEO member countries and their partner countries * Reporting activities as assigned to ministry leaders * Performing other duties assigned by the Director General | * Conduct workshops on ASEAN and SEAMO (p. 312) * Conduct training on media and PR (p. 312) * Run educational campaigns for 6,7 yo * Produce documentaries (p. 312) * Information dissemination (p. 312) * Support technical education in SEAMO (p. 312) |  |  |
| **Department of Legislation** | | | | |
| * Act as the arm of MoEYS for legal and judicial reform * Develop laws, regulations, and policies in collaboration with relevant units * Review, comment on, and revise legal content of draft laws, regulations, and policies developed by technical units and relevant institutions * Develop, compile, and manage legislative data in the education, youth, and sport sector * Provide training on, and disseminate, existing laws, regulations, and policies * Monitor and evaluate the implementation of laws and regulations * Manage and monitor education staff’s conflicts, and suggest relevant legal measures, for decision by leadership * Review the legitimacy of all legal documents related to the education, youth, and sport sector * Collaborate and coordinate good governance and decentralisation and de-concentration work * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | Evaluation of norm impact  Attend outdoor meetings assigned by the manager  Lead scheduled monthly meeting of the department | Develop legislation and regulations (p. 313)  Develop capacity to strengthen implementation of education law (p. 313)  Conduct training in laws (p. 312)  Coordinate transfer of functions to sub-national and D&D (p. 313)  Conduct surveys (e.g. on impacts of laws) (p. 314)  Conduct workshops (e.g. on dispute resolution, and intellectual property) (p. 314)  Develop D&S action plan (p. 314) |  |  |
| **Department of Material and State Property** | | | | |
| * Gather needs, and develop a programme for equipment expenditure, management, and maintenance * Manage mobile and fixed assets and stocks, and carry out inventories * Manage state garages and vehicles provided by the ministry * Accept and distribute equipment to units under the ministry, and capital and provincial departments * Manage revenue generated from mobile and fixed assets * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | * Managing and updating inventory list * Managing revenue from state property * Supplying administrative equipment to organisations/schools | * Support department through international training in school infrastructure (p. 315 [153]) * Renovate buildings (p. 315) * Construct buildings (p. 315) * Supply minimum materials to support school administration (p. 230 91110) * Assess needs for standard equipment in PTTCs, RTTCs and resource schools (p. 230 [11120]) * Provide training to asset focal points (p. 230 [111]) * Monitor state asset management * Update state property database (p. 230 [111]) * Speed up processing of property certificates (p. 231 [112]) |  |  |
| **Department of Personnel** | | | | |
| * Manage personnel, administrative affairs, educational staff, and civil service agents of MoEYS by communicating with the Ministry of Civil Service * Develop procedures for recruitment, appointment, rank promotion, title promotion, retirement, transfer, compliments, motivation, punishment, and dismissal of educational staff * Develop personnel documentation and statistics and manage personnel information through an IT system * Develop a programme of technical positions and human resources, and functional analyses * Develop a gender mainstreaming strategy for management work * Assess needs for educational staff training * Prepare salaries, payments, and allowances * Prepare reports on work activities in a timely manner for the ministry leadership   Carry out any other tasks as assigned by the Director General | Managing the administrative framework for education staff and agents of MoEYS (sub-decree)  Preparing forms to select, appoint, promote grades, promote ranks, retire, exchange, appreciate, encourage, punish, or delete names (sub-decree)  Preparing staff statistics, and staff documents, and managing through HR MIS (sub-decree)  Carrying out a specialised installation programme and HR and functional analysis (sub-decree)  Developing Gender Stop strategies on work, management (sub-decree)  Assessing the needs for education staff training (sub-decree)  Arranging for salaries, and other support salary (sub-decree)  Reporting periodic activities to ministry leaders (sub-decree)  Performing other duties assigned by General Department (sub-decree)  Implementation of education reform strategy in regard to the development of civil servants’ qualifications  Encouraging the promotion of special classes  Performing continuing professional development duties on qualifying information | HR management (p. 247)  Training in HR MIS (p. 247)  Strengthen and review regulations for teachers (p. 247)  Disseminate Law on Common Statutes (p. 247)  Improve the implementation of performance appraisal systems (p. 247)  Cooperate with RSA on training school principals (p. 247) | Improve deployment of teachers (p. 30) | Performance appraisal system operational in all technical departments (p. 21)  Strengthen middle managers’ capacity (p. 22)  Train POE and DOE staff in HR MIS, in some high schools (p. 22)  Training on use of HR MIS reports (p. 23) |

Directorate of Education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Anukret | Interview | Ed. Congress | ESP | CDMP |
| **Department of Curriculum Development** | | | | |
| * Develop and disseminate national curricula and life skills programmes in an extensive manner * Develop pedagogy documents, library techniques, and teaching materials * Monitor writing, dissemination, and imports of learning materials, textbooks, and documents related to teaching and learning * Monitor the implementation of core curricula, library management, and life skills programmes * Provide guidance on the principles for the development and supply of textbooks * Conduct research on national and international curriculum contents * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | Developing curriculum for general education, K-12, all subjects  Supplying study books to schools  Endorsing documents which serve schools providing general education  Developing library works in schools  Developing pedagogic documents for teaching  Checking documents and study materials before putting them in schools  Preparing programme and aid documents on studying the environment and climate change  Disaster work  Gender work  Tourism work  Working on the National Reading Day Celebration on 11 March  Working on the Teacher's Day celebration on 5 October  Creating a curriculum for the school of pedagogy 12+2 and institute of pedagogy 12+4  Writing documents to support directors of high school education  Developing documents to assist national trainers  Reviewing the use of the Khmer language in MoEYS's documents | Develop capacity of officers in various activities (p. 225)  Supply basic textbooks (p. 225)  Develop support materials for various subjects (p. 225)  Improve library standards and train librarians (p. 217)  Develop teacher capacity (p. 217)  Monitor curriculum, library, textbooks (p. 217)  Develop curriculum standards (p. 261)  Develop methodology materials (p. 261)  Develop manuals, guidelines (p. 261)  Organise annual events (e.g. reading day) (p. 279)  Mainstream climate change in curriculum (p. 280)  Pilot syllabus  Evaluate syllabus (p. 280)  Organise workshops (p. 280)  Printing materials (p. 280) | Strengthen the curriculum, teaching and learning materials for all ECE services in accordance with standards (p. 24)  Improve the supply and utilisation of core textbooks and other teaching and learning materials (p. 30)  Strengthen and expand science subjects, science, technology, engineering and mathematics (STEM), and foreign languages to meet 21st century skills frameworks (p. 36)  Promote the effective implementation of the curriculum framework (p. 37)  Review curricula and textbooks and improve learning environments (p. 55) |  |
| **Department of ECE** | | | | |
| * Educate children aged between 0 and 70 months * Develop long-term, medium-term, and short-term ECE plans in collaboration with relevant ministries, institutions, national and international organisations, and communities * Develop policies, guidelines, and regulations to manage and develop ECE * Manage, supervise, and monitor state and private pre-school classes and kindergartens * Promote development of community kindergartens, crèches, and household pre-schooling * Monitor and improve implementation of curricula and teaching techniques * Review requests for establishing, opening, recognising, and closing state and private kindergartens and crèches * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | Childhood education from 0 year to 70 months  Long-, medium-, and short-term planning  Monitor public and private pre-school education, and community pre-school service, and ask for data  Prepare course syllabus  Develop principles, guidelines, and legal documents  Study requests for public, private, and community pre-schools, and the department  Develop report on ECE development and the challenges  Monitor the work performance of ECE in Takeo, Koh Kong, and Kampong Speu  Collect data on the implementation of SEL in Kratie and Ratanakiri provinces  Meeting of result summary on M&E of ECE  Monitor ECE service learning and teaching in Siem Reap, Banteay Meanchey, Oddor Meanchey, Pailin, and Preah Vihear provinces  Be part of European Union project (DLI 2.3: ECE)  International cooperation | Increase enrolment rate of three- to five-year-olds (p. 251)  Increase number of pre-school classes in primary schools (p. 251)  Provide more training for ECE teachers (p. 251)  Expand and improve infrastructure (p. 251)  Disseminate and enforce prakas on community management (p. 251)  Expand parenting programme (p. 251) | Expand pre-school classes in primary schools and develop public pre-schools (p. 23)  Develop standardised community pre-schools to be annexed from public education institutions, and transform community pre-schools into standardised public pre-schools (p. 23)  Enhance parental education programmes and interventions for childcare by linking with public education institutions to teach the importance of the first 1,000 days (p. 23)  Expand inclusive education programmes for children with disabilities at public and community pre-schools (p. 23)  Provide WASH, nutrition, and health promotion in pre-schools (p. 23)  Develop capacity and strengthen implementation mechanisms for the roles and responsibilities of management officials of the ECE subsector (p. 24)  Strengthen good governance of ECE, results-based planning, management and M&E (p. 24) |  |
| **Department of Health Education** | | | | |
| * Manage and develop health and hygiene curricula at educational institutions * Manage first aid rooms at educational institutions * Provide health check-ups for educational staff and learners, in collaboration with the Ministry of Health * Review, monitor, carry out research, and develop measures to prevent epidemics at educational institutions * Prepare reports on work activities in a timely manner for the ministry leadership   Carry out any other tasks as assigned by the Director General | Developing policies, strategies, and legal documents on school health  Developing the national action plan, budgetary plan, and Annual Operating Plan  Developing and managing education programme on health, non-communicable disease prevention, dangers, and drugs  Facilitating medical check-ups for learners and education staff  Educating education staff and learners about first aid methods  Managing and developing a WASH programme at educational institutions  Developing instructions on food safety and welfare improvement at schools  Monitoring and evaluating the implementation of the health improvement programme  Educating and disseminating on learners’ oral health  Managing health rooms and first aid kits at education institutions  Facilitating the provision of food at education institutions  Preparing inter-ministerial prakas on health and physical fitness for education staff and students  Preparing curriculum development plan, subjects, and health education  Preparing guidelines on the measurement of findings for students at schools  Preparing monthly plans of the technical office and school health office  Preparing instructions on the prohibition of tobacco and alcohol advertisements in schools  Preparing master plan on school health 2020–2030  Preparing inter-ministerial sub-decree on school health  Visiting to check health and physical fitness of teacher trainees and students  Conducting food safety and health promotion seminars in schools  Participating in workshops and meetings with relevant department, partners, and relevant ministries  Developing monthly, quarterly, half-yearly and annual achievement reports, as well as performance reports  Participating in other activities assigned by the ministry's leadership | Promoted children’s health (p. 86)  Monitor school health promotion programme (p. 274)  Promote school health by: (p. 274)   * developing regulations (p. 274); * running workshops for health officials (p. 274) * providing health checks (p. 274); * organising competitions (p. 274); * developing learning standards (p. 274); * procuring health supplies (p. 275); and * developing a training package for principals (p. 275) | Improve children’s health in primary schools (p. 30) |  |
| **Department of Non-Formal Education** | | | | |
| * Manage literacy, post-literacy, and equivalence programmes by providing general knowledge, vocational skills, and occupational skills * Develop curricula, and learning and teaching materials for literacy, post-literacy, and equivalence programmes at all learning levels * Provide vocational and occupational skill training to people of all sexes and ages at community learning centres * Monitor learning process at all kinds of non-formal schools and classes * Develop non-formal education data system * Disseminate information and coordinate non-formal education activities with relevant ministries, institutions and organisations * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | Holding a meeting to develop a national policy on lifelong learning  Organising framework and basic books for literacy programme  Checking and improving primary education equivalency curriculum  Developing a KREDIT literacy teacher training framework  Developing a KREDIT equivalent teacher training framework  Developing a software framework for easy functional skills  Developing a high school equivalency curriculum  Strategic planning for the non-formal education subsector 2019–2023  Budgeting Strategic Plan 2019–2021  Planning the development of the Non-Formal Education Department 2019–2023  Preparing an Annual Operating Plan  Preparing an annual workplan Holding monthly meetings with management, office manager | Develop capacity of non-formal education officers by (p. 273):   * developing non-formal education syllabus; * providing training in M&E; * developing national policy; and * conducting M&E (p. 273)   Strengthen non-formal education processes by (p. 273):   * training literacy trainers; * updating literacy syllabus; * producing non-formal education news; * providing training for equivalency programme; * revising equivalency programme; * revising and integrating non-formal education EMIS; and * developing non-formal education plan | Develop and improve existing non-formal education modalities (p. 44)  Enrich adult literacy programmes (p. 44)  Strengthen and expand the scope of community learning centres to be transformed into lifelong learning centres (p. 45)  Promote private sector, development partner, non-government, and other stakeholder participation in and support for non-formal education programmes within the lifelong learning framework (p. 45)  Improve the effectiveness and efficiency of non-formal education MIS (p. 45)  Develop the capacity of non-formal education staff at all levels (p. 45) |  |
| **Department of Primary Education** | | | | |
| * Ensure a comprehensive personality training on body, cognition, morale, value, and early basic necessary skills * Develop schools, classes, management, and public and private primary school techniques in compliance with core curricula * Monitor learning process and motivate development at all public and private primary schools * Review requests for establishing, opening, recognising, and closing public and private primary schools * Develop policies, principles, and regulations to manage and develop primary education * Monitor progress and develop continued development plans * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | Helping propose plans  Ensuring training life skill students of necessary initial basis  Organising instruction of academic year opening  Developing policies and guidelines for managing and developing primary education work  Keeping track of progress and pursuing development goals  Helping promote cooperation work  Helping administrative work  Taking charge of the first reading programme  The board evaluates principals and teachers, and if schools are clean  Facilitating study abroad visits  Assisting with the preparation of other reports  Checking out the public elementary school prakas on opening/closing  Assisting in the management of elementary school management programmes  Directing primary students to compete overseas  Developing schools, classrooms, management, and technical works  Monitoring and urging the implementation of the Child-Friendly School Programme in accordance with Child-Friendly School Policy  Monitoring the educational process, encouraging school development  Study on making playoff proposal  Collaborating with relevant departments  Preparing reports to management  Boosting the implementation of child protection policies in schools  Promoting the effectiveness of teaching and learning of mathematics through the implementation of mathematical equipment packages  Promoting positive discipline practices in schools  Monitoring and coordinating the implementation of the new school programme in primary schools  Managing practice testing, teaching, and learning throughout the day  Strengthening the practice of using student-related questions and studies  Managing the pilot implementation of the primary financial education programme in primary schools  Promoting the management, production, and use of school-based teaching and learning materials  Improving the effectiveness of the teaching and learning of science subjects in a STEM context | Implement SBM (p. 57)  Improve CFS programme (p. 252)  Establish school boards (p. 252)  Pilot EGRM (p. 252)  Improve scholarship procedures (p. 252)  Strengthen G1–3 reading and maths (p. 253)  Develop ICT-based textbook plan (p. 253)  Pilot funds disbursement to schools for textbook purchase (p. 253)  Train teachers of G4–6 foreign languages (p. 253)  Transform CFS into NGS (p. 253)  Strengthen SBM (p. 254)  Pilot school standards (p. 254)  Construct toilets (p. 254) | Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (p. 28)  Expand measures to increase school enrolment, attendance, and retention of children from disadvantaged groups (p. 29)  Develop physical infrastructure with clean and safe learning environments in line with primary school standards, especially for incomplete and disadvantaged schools (p. 29)  Develop and start implementing an SBM framework in primary schools (p. 31)  Strengthen cooperation with stakeholders to support and mobilise resources for school development (p. 32) |  |
| **Department of Vocational Orientation** | | | | |
| * Develop policies for developing technical and vocational education and training * Develop plans, training activities, and skill requirements to ensure effective education service provision for community-based learners * Monitor the process of vocational orientation, life skills, and vocational training at educational institutions * Prepare reports on work activities in a timely manner for the ministry leadership   Carry out any other tasks as assigned | Preparing policy on technical and vocational education and training in schools  Developing legal framework on education and life skills  Preparing policy on technical and vocational education and training in schools  Preparing life skills education policy  Preparing professional guide​ and providing guidelines in schools  Monitoring vocational orientation work, life skills work, professional consultation work, and vocational training in schools  Preparing programme process of vocational education with option in secondary schools  Planning to develop technical skills and life skills in schools  Making plans for developing life skills in schools  Researching and managing life skills documents  Cooperating with relevant partners on life skills education  Controlling income and expenses of the unit  Attending activities of relevant units, ministries, organisations, and national and international organisations | Run school budget CJTC (p. 276)  Provide capacity development life skills and technical education (p. 276)  Strengthen technical education by (p. 276):   * organising internships (p. 276) * strengthening programmes (p. 276) * reviewing life skills syllabus (p. 276) * supporting training (p. 276) * supporting workshops (p. 276) * supporting printing of manuals (p. 276) | Expand partnerships with the private sector and enterprises for strengthening technical education (p. 36)  Strengthen learning orientation towards careers, and expand technical education (p. 37) |  |
| **Department of Secondary Education** | | | | |
| * Ensure comprehensive personality training by expanding primary education knowledge scope, and qualifications for continued learning * Develop and manage public and private secondary school techniques * Manage continuous assessment of students’ learning results * Determine teaching standards and basic materials for developing public and private secondary schools * Review requests for establishing, opening, recognising, and closing public and private secondary schools * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | Reviewing and studying requests for the creation, expansion, renaming, relocation, and closing of state schools  The report comprises three stages: 1. opening ceremony; 2. 1st semester, end of the year  Plans for the Secondary Education Office  Providing the concept for monitoring, evaluating, and improving the administration of secondary education  Monitoring the administration of secondary schools’ internal regulations | Implement SBM (p. 57)  Increase NGS (p. 254 [123])  Enter EMIS data on life skills, CFS (p. 254 [123])  Action plan for STEM (p. 254)  Improve learning clubs (p. 254)  Implement scholarship programme (p. 254)  Expand CFS (p. 255)  Strengthen SBM (p. 255)  Train teachers to become basic-level teachers (p. 255)  Provide health services (p. 255)  Develop mobile app for STEM (p. 255)  Develop school standards (p. 255)  Finalise curriculum standards for life skills (p. 255)  Develop curriculum framework for French Khmer (p. 255)  Develop standards for G&T USS and add schools (p. 255)  Develop life skills by training teachers (p. 255) | Expand measures to improve school attendance and retention in secondary schools, especially for disadvantaged groups (p. 36)  Strengthen and expand science subjects, STEM, and foreign languages to meet 21st century skills frameworks (p. 36)  Promote the effective implementation of the curriculum framework (p. 37)  Strengthen the school-based management approach at school level (p. 38)  Expand the implementation of the new-generation school model (p. 38) | Train school directors on leadership (p. 19) |
| **Department of Special Education** | | | | |
| * Develop policies and plans for actions to manage and develop special education * Develop infrastructure for special education * Promote and enable opportunities for persons with disability/ies and good learners with genius or high cognition levels * Develop special education curricula and documents for all levels of education * Monitor special education process * Prepare reports on work activities in a timely manner for the ministry leadership   Carry out any other tasks as assigned by the Director General | Tasks of Department of Special Education, Collection of students with disability  Inclusive education work for students with disabilities and preparation of integration class  Tasks for integration classes for students with severe disabilities  Management tasks for National Institute of Special Education  Implementation of special education programmes at special education high schools in Cambodia  Work and tasks relating to implementing a multilingual education programme for indigenous children’s education  Policies have been approved Inclusive education policies  The Inclusive Education Policy Action Plan has been approved for 2019–2023  Indigenous Multilingual Education Policy Action Plan (2019–2020)  Making an announcement on the roles and duties of special education work  Announcing multilingual education for indigenous people | Support special education by (p. 280):   * holding workshops on materials, inclusive education etc (p. 280); * developing and disseminating MENAP; * developing action plan; * providing training (p. 281); and * monitoring inclusive education (p. 281)   Build capacity (p. 281) |  |  |
| **Department of Teacher Training** | | | | |
| * Develop training plans for educational staff in collaboration with relevant units * Develop teacher training curricula * Manage regional teacher training centres, capital/provincial teacher training schools, and the Central Secondary Pre-School Teacher Training School * Monitor educational staff’s professional competency * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | Developing education staff training framework in collaboration with relevant organisations  Organising training programmes  Managing the teacher training centres, and provincial departments, secondary school teacher training, kindergarten, central, and all other teacher training institutes  Monitoring the professional competence of education staff  Reporting periodic activities to ministry leaders  Performing other duties assigned by the General Department | Recruit and train teachers at all levels (p. 121)  Upgrade the syllabus for 12+2 teachers and FastTrack Bachelor programme (p. 121)  Train pre-school and primary teachers, with secondary qualifications (p. 121)  Strengthen capacity of school directors at all levels (p. 121)  Provide training in science, maths, and English  Upgrade teacher trainers (p. 121) | Strengthen the quality of pre-service and in-service training of pre-school teachers to respond to standards (p. 23)  Improve pre-service teacher qualifications (p. 30)  Strengthen the quality of in-service training for primary teachers (p. 30)  Implementation of the Teacher Policy Action Plan (p. 55) |  |
| **Institution of Printing and Distribution** | | | | |
| * Design and publish curricula, textbooks, and pedagogy documents; produce teaching materials and any other ministry documents; and distribute for general education and non-formal education * Supervise use of textbooks, pedagogy documents, and teaching materials in compliance with the ministry’s guidelines   Act as a public enterprise in accordance with laws, sub-decrees, and general statutes of enterprises | Implementing production plan for basic books and general sale books for each school year  Proposing projects for materials and raw materials to be produced according to the plan for each month  Checking technical specifications in production  Monitoring the activities of the three offices (before print, printing, after print)  Publishing student books and teacher books in all subjects and at high quality for learning and teaching in primary and secondary education  Publishing more reading books and exercise books for students, as well as teacher training books and magazines relating to the education sector, public health, etc.  Providing book delivery service to schools  Organising all kinds of textbooks for all provinces and schools  Receiving printing services for the public interest | Print and deliver textbooks (p. 227)  Sell textbooks and teaching materials (p. 227) | Improve the supply and utilisation of core textbooks and other teaching and learning materials (p. 30) |  |

Directorate of Higher Education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Anukret | Interview | Ed. Congress | ESP | CDMP |
| **Department of Higher Education** | | | | |
| * Ensure comprehensive personality training and promote scientific, technical, cultural, and social research * Develop higher education development policies and plans * Manage and coordinate education in public and private higher educational institutions * Manage higher education data and higher education MIS of academy education, and supervise education advertisements * Select students for the basic academic year of higher education * Select and manage students in the country * Review requests for establishing, opening, closing, merging, new stills, separating, and transforming public higher educational institutions * Review requests for recognising, opening, closing, merging, new stills, separating, and transforming private higher educational institutions * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | * Developing policies and plans for higher education sector development   Managing and facilitating student works at state and private higher education institutions  Managing higher education data and information, in both state and private higher education institutions  Ensuring the checking and selecting of scholarships and students paid to study in either state or private higher education institutions  Ensuring the checking of state examinations or defences of theses to finish study in state or private higher education institutions  Studying requests for the recognition of the establishment, opening and combination, creating more new skills to separate, transform state and private higher education institutions  Boosting research on skills in science, culture, technique, and society  Checking certificates of students that have finished study abroad  Building tools for evaluating and monitoring training at state and private higher education institutions  Instructing state and private higher education institutions on curriculum design to comply with National Qualification Framework of Cambodia  Urging to organise internal quality assurance principle of education (IQA) in state and private higher education institutions  Administration work on HEIP project | Formulate prakas, develop guidelines (p. 216)  Conduct accreditation assessments (p. 216)  Develop quality assurance guidelines and mechanisms (p. 216)  Train assessment officers, facilitators etc (p. 216)  Database management for higher education MIS (p. 217)  Monitor and collect research papers (p. 217)  Produce M&E framework and manual (p. 217)  Promote equity in higher education by (p. 282):   * printing guides etc; * monitoring student scholarships and admissions (p. 282); * monitoring exam and thesis defence (p. 282); * running workshops on curriculum alignment with CNQF; and * constructing/developing farms, equipment, and workshops to promote research (p. 283)   Strengthen capacity by (p. 283):   * running workshops on monitoring, Annual Operating Plans etc (p. 284); * monitoring new subjects, locations, etc (p. 284); * developing five-year plan; * integrating monitoring with higher education MIS; * compiling, printing stats; * providing/paying for utilities and maintenance (p. 285); * supplying and installing equipment, furniture, lab equipment etc | * Increase results-based investment in prioritised higher education programmes (p. 41) * Improve capacity in teaching, learning and research through the development of higher education partnership programmes (p. 41) * Increase number of full-time academic staff with PhDs (p. 42) * Strengthen the financial and human resource management system at higher education institutions, towards full autonomy (p. 42) * Strengthen the quality assurance system in higher education (p. 42) * Higher education reform (p. 56) |  |
| **Department of Science Research** | | | | |
| * Promote and support scientific and technical research, development, innovation, and production * Develop policies and plans for developing scientific research and training * Review, monitor, and evaluate results of technical and scientific research * Prepare reports on work activities in a timely manner for the ministry leadership   Carry out any other tasks as assigned by the Director General | Promoting research work, especially at higher education level  Managing postgraduate training  Examining, following up, and evaluating the status of postgraduate training and research  Drawing up policy and plans for strengthening the training and research quality  Promoting STEM works, but STEM that was previously implemented in relation to secondary education  However, the Department shall implement the indicators of the higher education subsector  Promoting study clubs at high school  Building officers’ capacity on research, management work, and planning  There are a lot of unexpected activities and some activities are not related to higher education | Monitor quality and efficiency of graduate programmes by (p. 285):   * purchasing materials (p. 285); * maintaining networks, technical equipment etc (p. 285); * paying for utilities (p. 285); * strengthening public relations (p. 285); and * monitoring graduate student training and theses (p. 286)   Promote research in higher education and STEM (p. 286) by:   * conducting research (p. 286); * formulating manuals; * providing training workshops; * publishing documents, papers (p. 286); * purchasing books; and * organising clubs, festival (p. 286) |  |  |

Directorate of Policy and Planning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Anukret | Interview | Ed. Congress | ESP | CDMP |
| **Department of EMIS** | | | | |
| * Update education statistics, and analyse and produce education statistics and indicators, and publicise them * Develop educational maps and make them publicly available * Collaborate with ministries, institutions, and development partners to develop EMIS * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | Leading and facilitating the organisational work  Leading, studying, and researching advanced technology in the development of database system  Leading, collecting, producing, and analysing statistics and educational indicators from public and private educational institutions  Leading on the administrative work for this process  Leading and strengthening the capability for decentralisation to sub-national levels  Being responsible for the duties of the General Department and the ministry  Developing a school study map  In charge of researching advanced technology  Responsible for producing private education statistics and indicators  Facilitating the work of collecting and producing statistics of community pre-schools  Collecting data from relevant ministries related to education, schools, and the ministry  Responsible for other activities, as required by unit and ministry | Develop online EMIS (p. 118)  Support EMIS by (p. 318):   * adding new staff (p. 318); * hiring ITA for plan (p. 318); * providing equipment for DEMIS (p. 318); * providing technical support for QEMIS (p. 318).   Develop EMIS and statistics by (p. 318):   * developing capacity for statistics for public and private schools; * providing training on managing data; * developing EMIS software to add other databases (p. 318); * planning for decentralising EMIS; and * involving inspectors in verification | Improve the effectiveness and efficiency of non-formal education MIS (p. 45)  Improve EMIS by (p. 58):   * developing statistics structure; * promoting capacity for better data; * integrating other MIS; and * developing online systems | Training on EMIS s/b administration, user administration, report generation (p. 16)  Improve data quality (p. 16)  Training TOT on QEMIS (p. 16)  Training on MySQL for staff (p. 16)  Training on data analysis for EMIS staff at all levels (p. 16)  Training new school directors on ASDF and QEMIS |
| **Department of M&E** | | | | |
| * Monitor and evaluate the implementation of education, youth and sport policies, plans, programmes, and development projects * Develop mechanisms of M&E of the implementation of education, youth and sport policies, plans, programmes, and development projects * Prepare reports on education, youth, and sport achievements * Prepare reports on work activities in a timely manner for the ministry leadership   Carry out any other tasks as assigned by the Director General | Managing the department  Managing the administrative office  Educational convention report work  Achieving the achievement report for submission to the leaders of the ministry and the Ministry of Economy and Finance  Monitoring department reports  Leading and participating in periodic reports to leaders  Participating in subsector M&E  Monitoring the implementation of partner projects  Reporting on the implementation of the project to the leaders of the ministry  Leading and requesting the ministry to develop the capacity of officials in the department  Leading and conducting meetings of the department as necessary and according to the time frame  Leading and raising funding requests  Checking in and performing various tasks as necessary  Raising an officer's request | Develop M&E capacity of national and sub-national officers (p. 118)  Support M&E by (p. 320):   * conducting workshops (p. 320); * using M&E tools (p. 320); * mentoring on RBM for POE/DOE; * developing master plan, tools, and action plan (p. 320)   Develop capacity for M&E by:   * providing workshops (e.g. M&E, RBM reports at province level) (p. 321); * M&E on province congress (p. 321); and * implementation of Annual Operation Plan sub-nationally (p. 321) | Strengthen M&E (p. 62)  M&E for each subsector (p. 67)  Provide guidance on whole system (p. 68)  Monitor policy and programme implementation (p. 68)  Performance report on budget implementation of SOF (p. 68) | Manual on subsector M&E (p. 14)  Provide training on results-based M&E (p. 16)  Support JSRs (p. 16) |
| **Department of Planning** | | | | |
| * Develop and coordinate education, youth, and sport development plans * Update national and sub-national education plans * Coordinate and mobilise financial resources for development of the education, youth, and sport sector * Collaborate with relevant units in developing educational maps * Collaborate with national and international agencies to develop the capacity of institutions and technical staff on education plans * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | * Preparing and facilitating progressive education plan for MoEYS * Updating education plan at both national level and sub-national level * Facilitating and mobilising resources to enhance education quality * Collaborating with national institute and international institutes to develop organisations and human resources capacity * Collaborating with Department of EMIS to prepare study mapping * Prepare progressive report and other necessary tasks for education leaders | * Improve quality of Annual Operating Plan formulation (p. 118) * Improve budgeting by coordinating national and sub-national levels (p. 118) * Workshops on ASDSP, Annual Operation Plan, SDP, SAOP (p. 303 [147]) * Prepare QTWG meeting, retreat (p. 303) * Conduct training (p. 304) * Prepare reports (e.g. cooperation analysis) (p. 304) * Support planning (p. 304)   Develop SP and Annual Operational Reports by:   * disseminating roadmap (p. 304); * workshops on budget planning, Annual Operating Plan, capital SP (p. 305); * linking national and sub-national plans (p. 305) | * Align planning and budgeting (p. 57) * Coordinate subsectors (p. 68) | * Support sub-national planning (p. 14) * Develop modules on planning (p. 15) |
| **Department of Policy** | | | | |
| * Develop and coordinate policies on education, youth, and sport * Conduct studies and research, and monitor changes and trends in the region and the world in order to develop education policies * Collaborate with relevant department and educational institutions on research related to education policies * Strengthen collaboration with ministries, institutions, and development partners to update policies * Prepare reports on work activities in a timely manner for the ministry leadership   Carry out any other tasks as assigned by the Director General | * Leads, develops, and facilitates policies * Conducts research and monitors national, regional, and international trends related to education, as a basis for policy development * Leads updating and coordinating education policy * Leads the publication and dissemination of research reports and educational policies * Leads the organisation of policy forums and policy knowledge sharing sessions * Institutional and employee development * Facilitates cooperation with relevant parties | * Review and update policies (p. 118) * Develop primary and secondary scholarship policy (p. 319) * Research and monitor trends by: * monitoring implementation (p. 319); * researching global trends (p. 319); * process resource centre (p. 319); * research POEs, scholarships, mapping development partner support (p. 319) * Workshop on linking school leadership and student achievement (p. 320) * Communicate study results (p. 320) * Publish policies and research (p. 320) * Conduct research (p. 320) |  |  |

Directorate of Sport

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Anukret | Interview | Ed. Congress | ESP | CDMP |
| **Department of Physical Education and Sport** | | | | |
| * Develop professional sport in collaboration with the National Sport Federation * Conduct research on the development of physical education and sport * Collaborate with the National Sport Federation, the Cambodian National Olympic Committee, and relevant units on sport technicalities for domestic and international competition * Co-organise, with the Sport Federation, national championship competitions * Collaborate with relevant units in research, management, and the dissemination of statistics, data, and the information system of the physical education and sport sector * Promote physical education and sport activities for people’s health * Manage and develop professional sport and mass sport infrastructure across the country * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | * Developing all kinds of sport federations   Studying the development of physical education and sports  Collaborating with National Sports Federation, National Olympic Committee of Cambodia, relevant units on sports technique for national and international competition  Organising available sport federation competition to select an official national champion  Collaborate with relevant units on research, management, and dissemination of physical education and sports information systems  Promoting physical exercise for the health of the masses  To promote, revive, and develop the national traditional sport  Managing and developing infrastructure of mass sports in the country  Organising national sports every two years  Organising ASEAN Sports Day  Organising a fitness day  Planning a sports day for all  Researching and compiling modern sport documents (regulation)  M&E of the National Sports Federation  Monitoring the national and international sporting activities of national and international sports federations  Collaborating with the National Sports Federation to train technical officials, referees, judges  Leading the management of the officials in sports office of tradition and planning action plan | Monitoring physical education (p. 296)  Develop human resources, infrastructure and competition (p. 296) by:   * providing workshops on administration, rules, policy, budgets, Physical Education Manual, body testing, (pp. 296–7); * capacity building for physical education teachers and trainees (p. 297); * training national and youth players; * training on planning, anti-doping, shooting, rugby, body building; * providing scholarships for trainee teachers; and * organising exams for trainee teachers * Provide and maintain equipment (p. 300) * Organise games, annual championships (p. 300) * Subsidise National Federations [31] (p. 300) | * Develop physical education facilities and infrastructure (p. 52) * Promote physical education and sports in communities (p. 52) * Promote the dissemination of sports to the public (p. 52) * Develop advanced sports (p. 53) * Getting to the Southeast Asian Games in 2023 (p. 53) * Develop institutional capacities of the physical education and sport subsector (p. 53) * Develop the capacity of coaches, referees, judges, and technical sport staff (p. 53) * Promote high-quality competition for all sports (p. 53) |  |
| **Department of Physical Education and Sport Students** | | | | |
| * Manage students’ physical education and sport at all educational institutions * Promote and develop physical education and sport activities at educational institutions, both in and out of study time * Collaborate with the Students’ Sport Federation in order for students to take part in international competitions * Develop physical education and sport curricula * Organise students’ sport competition, and monitor physical education and sport subjects * Prepare reports on work activities in a timely manner for the ministry leadership   Carry out any other tasks as assigned by the Director General | Responsible for the Primary School Office  Responsible for the Office of Technical Secondary Education and Higher Education  Designing curriculum of physical education and sport (primary schools)  Organising physical education and sports curriculum (secondary school)  Organising for Sport and High School Education Programme  Physical Education Day Book  Organising a physical education programme and sports at pedagogical institutes  Physical education and sport works in academic institutions throughout the country  Sport Federation work of students, university students, in collaboration with National Sports Federation to participate in competition  Coordinating curriculum for physical education and sport (Heart of Gold Org.)  Conducting workshops on the implementation of the curriculum for physical education and sports  Construction, maintenance, and following up of the Capital Sports Complex and the Jica and FFC  Monitoring of student/university students sport competitions, and physical education and sport | See above | Strengthen the implementation of physical education and sports in schools (p. 52) |  |

Directorate of Youth

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Anukret | Interview | Ed. Congress | ESP | CDMP |
| **Department of Youth** | | | | |
| * Develop policies, plans, and regulations to develop youth and child work * Collaborate with relevant organisations and development partners on youth and child work * Foster cognition and spirit, and motivate youth and children to have dignity and morals, paying attention to their own personal issues as well as those of their families, society, and the nation * Promote ‘three-good’ contest – good children, good students, and good friends – for youth and children * Prepare reports on work activities in a timely manner for the ministry leadership * Carry out any other tasks as assigned by the Director General | Developing the youth and children programmes  Developing an updated Youth and Child Labour Standards letter  Making an annual execution plan, a budget strategic plan, an achievement report  Developing a Youth and Child Assessment Framework and Monitoring Tool (developing subsector framework)  Developing a national policy on the development of Cambodian youth  Developing a national action plan on the development of Cambodian youth  Managing staff and state assets in the department and cooperating  Coordinating with development partners and civil society on the work of youth and children  Monitoring and evaluating the work of youth and children  Foreign relationship exchange (ASEAN and outside ASEAN)  Organising national and international youth and children’s events | Monitor provincial Councils for Children and Youth (p. 301)  Develop youth policies and expertise by (p. 301):   * holding consultative meetings (p. 301); * organising celebrations (p. 301); * producing radio programmes (p. 301); * providing workshops (p. 301); * publishing print magazines (p. 301); and * meeting international visitors (p. 301) | Enhance digital skills and promote the application of knowledge on STEM for youth in response to the fourth industrial revolution (p. 47)  Enhance creative and innovative thinking habits through entrepreneurial spirit, promotion of self-employment, access to employment and business-oriented services, and labour-market information (p. 48)  Develop young people holistically and educate them to live in peace and harmony, to be patriotic and have a love of people, self-confidence, self-esteem, leadership, and a broad understanding of society (p. 48)  Increase youth participation in community development and society (p. 48) |  |
| **Department of Centre Management** | | | | |
| * Provide guidance on establishment and operationalisation of capital/provincial youth centres * Collaborate with relevant organisations in order to guide and educate out-of-school youth to receive short courses of skills training for their livelihoods and work skills * Encourage youth’s volunteerism to help with work in local communities * Conduct studies and research and plan the operation of national, capital, and provincial youth centres * Prepare reports on work activities in a timely manner for the ministry leadership   Carry out any other tasks as assigned by the Director General |  | * Renovate National Centre (p. 302) * Monitor Youth Policy Councils and Centres (p. 302) * Develop policies, capacity, infrastructure by (p. 302): * holding celebrations; * holding forums; * holding workshops; * providing information; * holding training; * capacity building on planning, volunteering | * Develop a model for youth centres (p. 48) * Strengthen institutional capacity for youth development programme implementation (p. 48) * Mobilise efforts from all relevant ministries, institutions, development partners, civil society organisations, communities, parents, or guardians to develop youth (p. 48) |  |

Inspector General

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Anukret | Interview | Ed. Congress | ESP | CDMP |
| **Department of Educational Quality Assurance** | | | | |
| * Study, research, analyse, and evaluate the quality and effectiveness of the education sector * Monitor curriculum implementation and use of school materials at all state and private educational institutions * Monitor and evaluate implementation or compliance with national education standards by state and private educational institutions * Assure appraisal of equivalent competency levels * Monitor implementation of youth and sport skills * Monitor and suggest solutions for irregularities related to education techniques * Prepare reports on work activities in a timely manner for the ministry leadership   Carry out any other tasks as assigned by the Inspector General | Monitor inspection at a set schedule (capital/provinces)  Implement inspection by topic at secondary level  Total inspection results by at a set schedule  Coach inspectors (POE) how to inspect  Create tools for inspection report  Capacity training for inspection officers (not inspector)  Evaluate school with technology (EFS dash board)  Attend the national test  Complete tasks assigned by unit manager | Improve educational outcomes by (p. 308)   * conducting Year 11 test on Khmer, maths, physics (p. 308); * capacity building for maths trial, questions analysis (p. 308); * administering PISA test (p. 308); and * disseminating prakas on equivalency (p. 309)   Inspection and research by (p. 309):   * quality inspection for subjects (p. 309); * monitor inspection in all provinces (p. 309); * train trainers, provincial inspectors, budget planners, DTMT (p. 309); * implementing IIS target (p. 309); * workshops on baseline G3 (p. 309) * study on report writing (p. 309); * consultation on reducing learning disparities (p. 310); * update e-assessment, software and train (p. 310); * pilot QEMIS reports (p. 310); * develop assessment syllabus; and * train on coding, data analysis, report writing | * Conduct studies, research, analysis, and evaluation on the quality and effectiveness of the education sector (p. 68) * Monitor the implementation of curricula and the use of learning materials in all public and private education institutions (p. 69) * Monitor and evaluate the implementation or fulfilment of national education standards by education institutions (p. 69) * Measure equivalency levels and capacity (p. 69) * Develop a school quality assurance framework in secondary education (p. 38) * Monitor youth- and sport-related skills application (p. 69) * Monitor and propose solutions to irregularities related to education (p. 69)   Strengthen the inspection and assessment system for ECE services (p. 24)  Strengthen the implementation of internal, external, and thematic inspections (p. 31)  Strengthen the roles and responsibilities of DTMTs to monitor and evaluate the performance of school management committees, teachers, and students using the results of inspections, M&E (p. 31)  Strengthen the M&E system for school inspection (p. 39)  Enforcement of inspection (p. 56)  Improve learning evaluations to meet national, regional, and international levels (p. 56) |  |
| **Department of Examination Affairs** | | | | |
| * Plan, conduct research, analyse, evaluate, and collate all kinds of examination affairs * Develop mechanisms and regulations related to all kinds of examination affairs * Manage preparation for and conduct of general and technical education examinations, and national and international selection examinations for outstanding students * Collaborate for, and coordinate selection examinations for, national and overseas scholarship recipients, selection examinations, and graduation examinations for teachers of all kinds and all levels, internal examinations for changing a civil service status, and any other examinations * Coordinate and communicate with ministries/agencies related to all kinds of examinations * Prepare reports on work activities in a timely manner for the ministry leadership | Prepare senior high school exam  Prepare country outstanding student exam  Prepare junior high school exam  Prepare APMO exam at Royal University of Phnom Penh  Prepare outstanding student training for APMO exam in five foreign countries  Prepare research plan, analyse, evaluate, and total exam task  Cooperate with other units | Departmental administration (p. 322)  Improve examination quality by:   * providing workshops; * providing study tours; * operating exams; and * preparing examiners (p. 322) | * Develop regulations and mechanisms on the preparation and function of examinations at secondary schools and technical institutions (p. 35) * Implement an assessment framework for the national examination system of Grades 9 and 12, and the assessment of Grades 3, 6, 8 and 11 (p. 57) * Improve guidelines on standards and M&E systems for national examinations (p. 57) * Build capacity and decentralise the responsibility for Grade 9 examinations to sub-national level (p. 57) * Improve guidelines, marking standards, and monitoring system of national examinations (p. 85) * Develop regulation and mechanism on preparation and function of examinations at secondary and technical institutions (p. 115) |  |
| **Inspectorate of Administration and Finance** | | | | |
| * Inspect personnel management processes, administration, finance, and state assets at public and private education units and institutions * Inspect and suggest solutions for cases related to administrative and financial matters   Prepare reports on work activities in a timely manner for the ministry leadership | Inspect the processes of administrative and financial staff management and state property in the organisation and public and private educational institution management  Review and propose solutions to any cases related to administrative and financial affairs  Report periodic activities to ministry leaders  Perform other duties assigned by ministry leaders | * Train inspectors (p. 311) * Conduct regular and random inspections (p. 311) | * Strengthen inspection by conducting formal inspections (p. 64) * Monitor and respond to cases (p. 64) * Strengthening administration and financial inspection (p. 64) |  |

Minister

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Anukret | Interview | Ed. Congress | ESP | CDMP |
| **Department of Internal Audit** | | | | |
| * Identify appropriateness, sufficiency, and good results of an internal control system for accounting, administration, and operation of units * Review the credibility, timeliness, and accuracy of financial information and transactions, as well as methodologies applied in accordance with guidelines, plans, and legal procedures * Review management, maintenance, and preservation of assets, and verify assets properly * Evaluate thrift, efficiency, and positive results from resource use; provide recommendations on shortcomings, for appropriate solutions * Review operations of development capital expenditure programmes and projects to ensure that results are consistent with defined objectives and goals * Carry out computer audits according to deadlines, and evaluate key data operation systems after installation to ensure they respond to defined goals and objectives * Coordinate internal audits with the National Audit Authority to ensure adequate work volume and to reduce overlapping work * Evaluate plans or actions for improvement of findings by internal audits * Prepare reports on work activities in a timely manner for the ministry leadership   Carry out any other tasks as assigned by the Director General | Review and evaluate the management processes of all departments under the ministry to ensure the effectiveness and achieve the objectives (auditorium)  Review and monitor internal audit recommendations provided to the auditorium  Develop a three-year rolling internal audit strategy and an annual audit plan  Develop an audit programme  Perform an audit  Prepare internal audit reports  Develop an internal audit training plan  Study the policies and the Department’s plan to prioritise audit  Prepare summary reports and briefings to the minister and the National Audit Authority | Conduct audits (p. 41)  Develop audit manual (p. 41)  Train audit officers (p. 41)  Review ESP etc with DoF and DoP (p. 308)  Train auditors in POE, DOE and schools (p. 308)  Conduct annual review (p. 308)  Mentor auditees (p. 308) | Strengthen internal audit by:   * developing a three-year strategic plan (p. 64); * developing a manual (p. 64); * conducting exercises (p. 64); * revising regulations and norms (p. 64); and * training auditors (p. 64)   Review reliability, timeliness, and clarity of financial information and cooperation, and methodologies used to ensure their compliance with planning principles and legal procedures (p. 69)  Review the management, maintenance, and protection of properties, and properly verify properties (p. 69)  Assess the efficiency of economic methods, and the positive impacts of the use of resources (p. 69)  Provide recommendations on gaps to properly address problems (p. 69)  Review programme operation and capital expenditure projects to ensure the achievement of results against set objectives and targets (p. 69)  Periodically audit computer systems and evaluate key databases after installation to ensure that these systems address expected goals and objectives (p. 69)  Assess the planning of improvement activities identified through internal audits (p. 69) |  |

1. Consolidated legal and implied competencies by department

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Dir | Department | Individual–technical | Individual–non-technical | Organisational–procedural | Organisational–environmental | Capacity needs |
| Directorate of Administration and Finance | | | | | | |
|  | Department of Administration | * Manage document system | * Manage documents * Write reports * Manage time * Meet deadlines * Manage information flows | * Communication between organisational units * Plan and implement large meetings * Coordinate management reform * Build administrative capacity | * Manage infrastructure | * Computer training (ICT). * Legal |
| Department of Construction | * Prepare building standards * Prepare blueprints * Supervise construction and renovation | * Write reports * Manage administration * Collect and manage data * Understand learning needs | * Communicate with other organisations |  | * Office administration * Computer training (ICT) * Auto CAD 3D design * Planning skills * Interpersonal skills * Foreign languages |
| Department of Cultural Relations and Scholarships | * Manage statistics | * Prepare documentation and protocols * Manage scholarship holders in Cambodia and overseas * Monitor education projects * Support students | * Coordinate external affairs * Strengthen cooperation with partners and international organisations |  | * Public administration work * Foreign languages * Monitoring policy implementation * Computer training (ICT) * Planning skills |
| Department of Finance | * Financial planning * Budgeting * Accounting * Monitor expenditure * IFMIS | * Writing skills for guidelines, manuals, prakas * Conduct training and workshops * Develop regulations | * Manage financial reforms * Work with other departments and sub-national units for budgeting and spending * Build capacity for financial management |  | * Foreign languages * Research skills * Teaching and coaching |
| Department of ICT | * Plan IT system expansion * Digital education skills * Manage webpages * Develop apps * Produce videos | * Policy writing * Report writing * Action planning * Training * Monitor ICT training | * Coordinate administration and finance for department * Manage staff effectively * Collaborate with educators to develop e-learning * Organisational support | * Manage IT and systems in ministry | * Consistent and firm leadership * Foreign languages * Self-study * Ability to motivate staff * Study, develop, and manage new software, new tools, techniques |
| Department of Information and Asian Affairs |  | * Collect and disseminate information * Produce educational materials * Write reports * Workshop and training skills | * Communicate with national ministries |  | * Teaching and coaching * Office administration |
| Department of Legislation | * Legal skills * Draft, revise, comment on laws, regulations * Review legal documents * Manage legislative data * Manage staff conflicts | * Training and workshop skills * Monitoring law and regulation implementation * Survey skills * Prepare reports | * Conduct departmental meetings * Coordinate D&D, transfer of functions |  | * Office administration * Foreign languages * Jurisprudence * Computer training (ICT) * Research skills |
| Department of Material and State Property | * Manage mobile and fixed assets and their maintenance * Financial skills (manage revenue) * Manage and maintain vehicles | * Manage inventories * Prepare reports * Programme and planning skills * Training skills | * Maintain relations with all departments and units with state assets | * Distribute equipment | * Ability to analyse information and information technology briefs * Teaching and coaching |
| Department of Personnel | * Personnel management skills * HR skills * MIS skills * IT/MIS skills * Functional analysis * Salaries and payments * TNA preparation | * Procedural development skills * Gender mainstreaming * Write reports * Statistics * Prepare forms and prakas * Training skills | * Strengthen managers’ capacity |  | * Encourage officers to be consistent and firm * Computer training (ICT) |
| **Directorate of Education** | | | | | | |
|  | Department of Curriculum Development | * Develop national curricula * Research curricula needs * Standards setting * Review textbooks, learning materials * Strengthen STEM curricula | * Disseminate national curricula * Prepare documents * Monitor materials for teaching * Monitor libraries * Prepare reports * Training and workshop skills * Writing skills for manuals, textbooks, guidelines | * Organise annual events * Review use of Khmer in MoEYS documents | * Supply study/text books to schools | * Motivate staff * Curriculum capacity development |
| Department of ECE | * Manage ECE classes * Promote development of ECE * Manage ECE system * WASH and health promotion in ECE * Expand inclusive education in ECE | * Planning skills * Policy writing * Report, guidelines writing * Monitor implementation of curricula and pedagogy * Training and workshops skills * Write reports | * Enforce prakas on community management |  | * Further training ECE and WASH * Motivate staff |
| Department of Health Education | * Manage health curricula * Manage first aid rooms and kits * Provide health checks * Prevent/manage epidemics * WASH and health promotion * Food safety and welfare | * Planning skills * Policy writing * Report writing * Information sharing * Training and workshops skills * Monitor health programmes * Procure health supplies |  |  | * Research skills * Administration * Planning skills * Motivate staff |
| Department of Non-Formal Education | * Manage literacy and post-literacy programmes * Develop, update curricula * Primary and secondary equivalency * Develop NFMIS * Provide vocational training | * Planning skills * Policy writing * Report writing * Information sharing * Training and workshops skills * Monitor learning | * Disseminate information * Promote partner, NGO etc. support for non-formal education |  | * Foreign languages * Computer training (ICT) * Planning skills * Design training (in Photoshop) * Management and leadership * Administration |
| Department of Primary Education | * Provide basic education skills * Manage primary school techniques * Review requests on schools * Reading, maths programmes * Improve teaching effectiveness * Implement programmes – SBM, CFS, NGS * Improve scholarship procedures * Expand enrolment etc. for disadvantaged | * Planning skills * Policy writing * Report, guidelines, regulation writing * Funds disbursement * Training and workshops skills * Monitor learning and progress | * Organise opening of school year * Cooperate with others to mobilise resources * Information sharing | * Evaluate principals, teachers, schools * Construct school toilets | * On-the-job training * Teaching and coaching * Strengthen the willingness to work more |
| Department of Vocational Orientation | * Provide and expand technical education in secondary schools * Develop implement life skills | * Planning skills * Policy writing * Report, guidelines, regulation, legal framework writing * Training and workshops skills * Monitor learning and progress | * Expand partnerships with private sector for technical education, life skills |  | * Foreign languages * Report writing * Computer training (ICT) * Communication * Professional technical skills |
| Department of Secondary Education | * Provide and expand secondary education, improve retention * Manage public and private secondary schools * Develop curriculum and school standards * Promote STEM, languages * Manage continuous assessment * Implement programmes – SBM, CFS, NGS * Determine teaching standards, materials * Data entry * Review requests on school opening, closing etc. * Scholarship programme | * Planning skills * Policy writing * Report, guidelines, regulation, legal framework writing * Data entry * Training and workshops skills * Monitor regulations, learning and progress |  | * Train school directors on leadership | * Foreign languages * Staff motivation * Computer training (ICT) |
| Department of Special Education | * Develop infrastructure for special education * Develop curricula and documents * Develop integration classes | * Planning skills * Policy writing * Report, guidelines, regulation, legal framework writing * Training and workshops skills * Monitor regulations, learning and progress |  | * Promote opportunities for persons with disability | * Foreign languages * Excellent writing and document development skills * Teaching and coaching * Technical expertise in disability |
| Department of Teacher Training | * Develop curricula and training framework * Upgrade teacher trainers * Strengthen pre-service and in-service training | * Planning skills * Policy writing * Report, guidelines, regulation, legal framework writing * Training and workshops skills * Monitor regulations, learning, staff competency and progress | * Manage teacher training centres * Collaborate with others to develop training framework * Recruit teachers | * Strengthen school directors | * Self-study * Accredited qualifications |
| Institution of Printing and Distribution | * Design printed material * Print materials such as textbooks * Sell and distribute printed materials * Supervise use of printed materials | * Planning skills | * Manage all aspects of business |  | * Experience and techniques in equipment for manufacturing * Publishing business skills |
| **Directorate of Higher Education** | | | | | | |
|  | Department of Higher Education | * Manage and enter data in higher education MIS * Tertiary student selection | * Review requests on higher education institutions opening, closing etc. * Manage and coordinate public and private higher education institutions * Planning skills * Policy writing * Report, guidelines, regulation, legal framework writing * Prepare for printing * Training and workshops skills * Monitor regulations, learning, staff competency and progress |  |  | * Computer skills (ICT) * English language training * How to write and analyse reports |
| Department of Science Research |  | * Planning skills * Policy writing * Report, guidelines, regulation, legal framework writing * Maintain networks, equipment utilities for research * Manage and monitor postgraduate training | * Promotional skills for research | * Strengthen public relations | * Computer training (ICT) * Research skills * Writing a proposal or research project * Computerised data analysis skills * Requesting to join professional development programmes and workshops |
| **Directorate of Policy and Planning** | | | | | | |
|  | Department of EMIS | * Maintain and update education statistics and databases * Education mapping * IT and database skills * Data analysis skills * Integrate other MIS | * Planning skills * Report writing * Training and workshops skills * Monitor data entry | * Decentralise EMIS and data | * Collaborate to develop MIS * Collecting data from other ministries, agencies | * Foreign languages * Staff motivation * Computer training (ICT) |
| Department of M&E | * Monitoring skills * Evaluation skills | * Planning skills * Mentoring on RBM * Report writing * Training and workshops skills * Monitor policy, department reports | * Implement Annual Operational Plan sub-nationally | * Support JSRs |  |
| Department of Planning | * Planning skills * Develop and coordinate plans across all sectors * Coordinate financial resources * Mapping skills | * Policy writing * Report, guidelines writing * Training and workshops skills * Monitor regulations | * Cooperate with EMIS, on mapping * Organise and lead policy forums |  | * Foreign languages * Enhance data management, education, computer use |
| Department of Policy | * Policy review and writing * Research and study skills | * Lead facilitate policy * Planning skills * Report, guidelines, regulation, legal framework writing * Training and workshops skills * Monitor international trends | * Lead policy forums | * Collaborate with other institutions on policy research | * Foreign languages * Develop research capacity * Develop capacity for monitoring of policy implementation * Computerised data analysis skills * How to write and analyse reports * Writing other policy documents |
| **Directorate of Sport** | | | | | | |
|  | Department of Physical Education and Sport | * Develop professional sport * Research skills * Data management MIS skills * Develop sport infrastructure | * Planning skills * Policy writing * Organise events * Improve institutional capacity * Training and workshops skills * Report, guidelines, regulation writing * Monitoring NSF |  | * Collaborate with other institutions on sporting competitions * Promote physical education and sport | * Stimulating willingness to work |
| Department of Physical Education and Sport students | * Develop physical education and student sports * Curriculum development | * Planning skills * Policy writing * Organise events * Improve institutional capacity * Training and workshops skills * Report, guidelines, regulation writing * Monitoring student sport |  | * Promote sport in education institutions * Collaborate with SSF | * Computer training (ICT) * Further training in technical skills * Staff motivation |
| **Directorate of Youth** | | | | | | |
|  | Department of Youth | * Foster and motivate children and youth for personal, family, and society * Develop child and youth programmes * Manage assets | * Planning skills * Policy writing * Develop child and youth labour standards * Organise events * Develop media for promotion * Training and workshops skills * Report, guidelines, regulation writing * Monitoring tools, provincial councils |  | * Collaborate with other institutions on youth work * Promote ‘three goods’ * Increase youth participation in community development | * Teaching and coaching * Strengthening the willingness to work more * Needs to strengthen management and implementation mechanisms |
| Department of Centre Management | * Guide establishment and operation of youth centres * Encourage volunteering * Research and study on youth centres | * Planning skills * Policy writing * Organise events * Develop institutional capacity * Training and workshops skills * Report, guidelines, regulation writing * Monitoring councils and centres |  | * Collaborate with other institutions on guiding youth to enrol in short courses * Mobilise other organisations to develop youth |  |
| **Inspector General** | | | | | | |
|  | Department of Assurance Educational Quality | * Study and research quality in sector * Appraise competency equivalence * Propose solutions for education irregularities * Monitor inspections regularly * Coach provincial inspectors * Develop quality assurance framework * IT skills for QEMIS, analysis | * Planning skills * Policy writing * Organise events * Training and workshops skills * Report, guidelines, regulation writing * Monitoring curriculum implementation, standards and use of materials | * Disseminate prakas | * Conduct PISA tests | * Foreign languages * Legal knowledge |
| Department of Examination Affairs | * Prepare, manage, and conduct examinations of all kinds * Research examination issues | * Planning skills * Develop standards for assessment, marking * Training and workshops skills * Report, guidelines, regulation writing * Monitoring examinations |  | * Coordinate and communicate with ministries/agencies related to all kinds of examinations | * Foreign languages * Coordinating documentation and administrative work * Computer training (ICT) |
| Inspectorate of Administration and Finance | * Inspect personnel, finance, administration processes and state assets regularly and randomly * Problem-solving | * Planning skills * Training and workshops skills * Report, guidelines, regulation writing * Monitoring standards |  |  | * Computer training (ICT) |
| **The Minister** | | | | | | |
|  | Department of Internal Audit | * Maintain internal control system for audits * Conduct audits and review credibility, timeliness, and accuracy of financial information and verify assets * Evaluate thrift, efficiency, and positive results * Audit operation of capital expenditure * Computer audits | * Planning skills * Policy writing * Training and workshops skills * Report, guidelines, regulation writing * Monitoring |  |  | * Administrative work * Ability to analyse information and information technology briefs |

1. Most commonly reported competencies by department

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Directorate | Staff needing extra capacity | Most common response | Second most common response | Third most common response | Fourth most common response | Fifth most common response |
| Directorate of Education | 229 | Foreign languages (English, French, Chinese, Japanese, Korean, Thai, Lao, Vietnamese) | Skills training in or outside the workplace | Suited to the individual staff member | Motivation. Stimulating willingness to work | Planning skills |
| Directorate of Administration and Finance | 78 | Skills training in or outside the workplace | Foreign languages (English, French, Chinese, Japanese, Korean, Thai, Lao, Vietnamese) | Continued study through teaching and coaching | Suited to the individual staff member | Ability to analyse information and information technology briefs. Develop information technology-related capabilities |
| Inspector General | 47 | Skills training in or outside the workplace | Foreign languages (English, French, Chinese, Japanese, Korean, Thai, Lao, Vietnamese) | Suited to the individual staff member | Increased legal and general knowledge | Administrative work. Administrative assistant. Public administration work |
| Directorate of Policy and Planning | 41 | Skills training in or outside the workplace | Foreign languages (English, French, Chinese, Japanese, Korean, Thai, Lao, Vietnamese) | Suited to the individual staff member | Develop research capacity. Research skills | Continued study through teaching and coaching |
| Directorate of Youth | 37 | Skills training in or outside the workplace | Continued study through teaching and coaching | Analytical skills. Analysing data. Computerised data analysis skills | Administrative work. Administrative assistant. Public administration work | Report writing, analysis and coordination |
| Directorate of Higher Education | 37 | Computer and English training | Analytical skills. Analysing data. Computerised data analysis skills | Foreign languages (English, French, Chinese, Japanese, Korean, Thai, Lao, Vietnamese) | Suited to the individual staff member | Report writing, analysis and coordination |
| Directorate of Sport | 30 | Suited to the individual staff member | Further training in the implementation of duties, functions and roles, duties or obligations of civil servants | Skills training in or outside the workplace | Foreign languages (English, French, Chinese, Japanese, Korean, Thai, Lao, Vietnamese) | Administrative work. Administrative assistant. Public administration work |

1. Summary of studies on coaching and mentorship

The following table is adapted from Lawrence (2017).

|  |  |  |  |
| --- | --- | --- | --- |
| Country | Authors | Methodology | Outcomes |
| United States | Ellinger, Ellinger and Keller (2003) | Surveys administered to 438 employees and 67 supervisors from 18 distribution centres and six organisations in the US | Managerial coaching behaviour associated with employee job satisfaction and employee performance |
| United Kingdom | Hannah (2004) | Case study using soft systems methodology in the UK | Managerial coaching behaviour associated with enhanced competence in role and customer satisfaction |
| United States | Elmadag, Ellinger and Franke (2008) | Surveys administered to 310 frontline staff and 161 line managers from 81 logistics firms in the US. | Managerial coaching behaviour associated with frontline staff commitment to service quality, job satisfaction, and commitment to the organisation |
| Malaysia | Har (2008) | Questionnaires distributed by e-mail to 208 MBA students, HR practitioners, and ‘other workers’ in Malaysia | Managerial coaching behaviour associated with enhanced organisational commitment and lower turnover intentions |
| United States | Park, Yang and McLean (2008) | Online survey administered to 187 employees of US technology company | Managerial coaching behaviour associated with personal learning, organisational commitment, and turnover intentions |
| China | Zhang (2008) | Survey administered to 340 employees from 38 organisations in China | Encouraging self-awareness, psychological support, vocational development, and role-modelling associated with enhanced non-job-specific performance. Encouraging self- awareness and role-modelling associated with enhanced job-specific performance |
| United States | Agarwal, Angst and Magni (2009) | Surveys administered to 328 sales staff and 93 sales managers in US organisation three months after attending coaching skills training | Coaching effects stronger at middle manager level than at senior manager level |
| United States | Liu and Batt (2010) | Survey administered to 666 workers and 110 supervisors at a US call centre | Managerial coaching associated with reduced call-handling time |
| Iran | Ahmadi, Jalalian, Salamzadeh, Daraei and Tadayon (2011) | Surveys administered to 110 executives in 10 organisations in Iran | Managerial coaching behaviour associated with quality of work life |
| United Kingdom | Wheeler (2011) | Unstructured interviews and semi-structured questionnaires. Six line managers and seven frontline staff in UK visitor attraction organisation | Providing information, transferring ownership, role-modelling, and dialogue led to enhancements in performance |
| United States | Hagen and Aguilar (2012) | Online surveys administered to 212 team members and 167 team leaders from five US organisations | Both behaviours associated with enhanced team learning outcomes |
| South Korea | Kim, Egan, Kim and Kim (2013) | Online questionnaire administered to 482 South Korean employees of a public organisation | Managerial coaching behaviour associated with role clarity, work satisfaction, career commitment, job performance, and organisation commitment |
| Taiwan | Wang (2013) | Surveys administered to 127 senior research and development project team members and 23 research and development managers from 23 hi-tech firms in Taiwan | Managerial coaching behaviour positively moderated the relationship between employee characteristics and innovative behaviours |
| South Korea | Kim (2014) | Paper and pencil questionnaire administered to 234 South Korean employees of a conglomerate organisation | Managerial coaching behaviour associated with role clarity, work satisfaction, commitment to the organisation, and job performance |
| South Korea | Kim, Egan and Moon (2014) | Online questionnaire administered to 534 US employees of two public service organisations, and 270 South Korean students in public administration and education graduate programmes | Managerial coaching behaviour associated with role clarity, work satisfaction, and job performance |
| Taiwan | Huang and Hsieh (2015) | Online survey administered to 324 manager/direct report dyads from 11 hotel service companies in Taiwan | Managerial coaching behaviour associated with in-role behaviour and proactive career behaviour |
| Taiwan | Kim and Kuo (2015) | Paper/pencil survey administered to 280 manager/direct report dyads from unspecified number of life insurance companies in Taiwan | Managerial coaching behaviour directly associated with organisational citizenship behaviour towards individuals, and organisational citizenship behaviour towards the organisation. Managerial coaching only indirectly influenced employee in-role performance |
| Canada | Pousa and Mathieu (2015) | Online survey administered to 122 financial advisers working for a large Canadian bank | Managerial coaching behaviour increases employee self-efficacy, which in turn mediates the effects of coaching on results and behavioural performance |
| United States | Dahling, Ritchie Taylor, Chau and Dwight (2016) | 136 district managers and 1,246 sales representatives working in a US-based global pharmaceutical company. Study conducted over 12 months | Managerial coaching skill directly related to the sales performance, with effect partially mediated by team-level role clarity. Coaching skill also had cross-level moderating effect on the relationship between coaching frequency and sales performance |
| International | Weer, DiRenzo and Shipper (2016) | Online survey administered to 714 middle management team leaders and reports in a multinational technology firm, three times over 54 months | Facilitative coaching had an indirect effect on team effectiveness by fostering greater commitment among team members, which then translated into increasing team effectiveness. Pressure-based coaching had a direct negative effect on changes in team effectiveness over time |
| Taiwan | Lin, Lin and Chang (2017) | Survey distributed to 119 employees of a petrochemicals organisation in Taiwan | ‘Promotion’ goal orientation associated with employee performance |
| South Korea | Woo (2017) | Survey distributed to 247 employees from 17 companies in South Korea | Managerial coaching associated with enhanced organisational commitment, its impact being moderated by separate mentoring relationships |

1. Based on interviews with CDPF donors European Union, the Swedish International Development Agency (Sida), and the United States Agency for International Development (USAID). [↑](#footnote-ref-2)
2. ‘Unit’ refers to the actual part of the organisation being assessed. In the case of the central MoEYS it is the department and/or its offices, or the POE or DOE at sub-national level [↑](#footnote-ref-3)
3. Curriculum Development (36 female staff out of 111), Primary Education (29 out of 79), Printing and Distribution (22 out of 75), Physical Education and Sport (25 out of 75), and Higher Education (18 out of 64). [↑](#footnote-ref-4)
4. Staff were asked to answer in terms of their position in the department or office. [↑](#footnote-ref-5)
5. This shows a problem in the training. It should have emphasised that it was important to provide specific skills, rather than a general response to this question. The use of a pilot may have been instrumental in alerting the trainers to this weakness. [↑](#footnote-ref-6)
6. Administration and Finance Inspectorate, Department of EMIS, Department of Science Research, Department of Material and State Property, and Department of Youth. [↑](#footnote-ref-7)
7. Nonetheless, many MOOC providers, such as Coursera, do offer licensing options. Further information has been requested on licensing procedures and costs. [↑](#footnote-ref-8)