



***Royal Government of Cambodia***

**MINISTRY OF EDUCATION, YOUTH AND SPORT  
UNITED NATIONS CHILDREN'S FUND**



**Expanded Basic Education Programme  
(EBEP)  
(Phase II) 2006-2010**



**A Joint MoEYS/UNICEF Proposal**

**Submitted to Sida**

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## Abbreviations

|          |  |
|----------|--|
| ADB      | Asian Development Bank   |
| AMIS     | Aid Management Information System                                |
| BTC      | Belgian Technical Cooperation                                    |
| BMC      | Budget Management Centre   |
| CAR      | Council for Administrative Reform                                |
| CESSP    | Cambodian Education Sector Support Project                       |
| CFS      | Child-Friendly School  |
| Cluster  | Refers to MoEYS grouping of schools in working units             |
| CMDG     | Cambodian Millennium Development Goal                            |
| CPS      | Community Pre-Schools  |
| CRC      | Convention on the Rights of the Child                            |
| DAC      | Disability Action Council  |
| DGE      | Directorate of General Education                                 |
| DfID     | Department for International Development                         |
| DOE      | District Office of Education                                     |
| DoP      | Department of Planning   |
| DR       | Decentralization Reform  |
| EBEP     | Expanded Basic Education Programme                               |
| EBEP-CC  | Expanded Basic Education Programme Coordinating Committee        |
| ECCD     | Early Childhood Care and Development                             |
| EDUCAM   | Education Forum for Cambodia                                     |
| EFA      | Education For All  |
| EMIS     | Education Management Information System                          |
| ESP      | Education Strategic Plan   |
| ESSP     | Education Sector Support Program                                 |
| ESWG     | Education Sector Working Group                                   |
| EU       | European Union   |
| GC       | Girls' Counsellor  |
| HIV/AIDS | Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome |
| HRMIS    | Human Resources Management Information System                    |
| ICC      | International Cooperation Cambodia                               |
| JICA     | Japan International Cooperation Agency                           |
| JTWG     | Joint Technical Working Group                                    |
| KAPE     | Kampuchean Action for Primary Education                          |
| KS       | Kampong Speu Province  |
| KT       | Kampong Thom Province  |
| LCSC     | Local Cluster School Committee                                   |
| LFM      | Logical Framework Matrix   |
| MCBT     | Mobile Capacity Building Unit                                    |
| MoEF     | Ministry of Economy and Finance                                  |
| MoEYS    | Ministry of Education, Youth and Sports                          |
| NEP      | NGO Education Partnership  |
| NER      | Net Enrollment Ratio   |
| NFE      | Non-Formal Education   |
| NGO      | Non Government Organisations                                     |
| NSDP     | National Strategic Development Plan                              |
| OC       | Otdar Meanchey Province  |

|           |   |
|-----------|---|
| PAP       | Priority Action Programme   |
| PAR       | Public Administration Reform  |
| PED       | Primary Education Department, MoEYS                                 |
| PFMIS     | Public Finance Management Information System                        |
| PFMR      | Public Finance Management Reform                                    |
| POE       | Provincial Office of Education                                      |
| POE -PWG  | POE- Provincial Working Group                                       |
| PRD       | Pedagogical Research Department                                     |
| PRDC      | Provincial Rural Development Committee                              |
| PRSP      | Poverty Reduction Strategy Paper                                    |
| PTA       | Parent Teacher Association  |
| PTTC      | Provincial Teacher Training College                                 |
| PV        | Prey Veng Province  |
| RGoC      | Royal Government of Cambodia  |
| RTTC/PTTC | Regional Teacher Training Centre/Provincial Teacher Training Centre |
| RTI       | Research Triangle Institute   |
| SESDP     | Second Education Sector Development Program                         |
| Sida      | Swedish International Development Agency                            |
| SCN       | Save the Children Norway  |
| SMIS      | School Management Information System                                |
| SRP       | School Readiness Program  |
| SSC       | School Support Committee  |
| SSD       | Secondary School Department, MoEYS                                  |
| SSWG      | Social Sector Working Group   |
| ST        | Steung Treng Province   |
| SV        | Svay Rieng Province   |
| SWAp      | Sector-Wide Approach  |
| SY        | School Year   |
| TA        | Technical Assistance  |
| TGL       | Technical Grade Leader  |
| TOP       | Teacher Orientation Programme                                       |
| TTC       | Teacher Training College  |
| TTD       | Teacher Training Department   |
| UNDAF     | United Nations Development Assistance Framework                     |
| UNDP      | United Nations Development Programme                                |
| UNESCO    | United Nations Educational, Scientific and Cultural Organization    |
| UNICEF    | United Nations Children's Fund                                      |
| USAID     | United States Agency for International Development                  |
| USD       | United States Dollars   |
| VDC       | Village development Committee                                       |
| WB        | World Bank  |
| WE        | World Education   |
| WFP       | World Food Programme  |
| WG        | Working Group   |

## Executive Summary

The Royal Government of Cambodia (RGoC) has adopted the four-pronged development agenda outlined in the document “Rectangular Strategy for Growth, Employment, Equity and Efficiency”. Capacity building and human resource development is one of four pillars of the rectangular strategy, which is in turn supported by the twin strategies of enhancing quality of education and fostering gender equity.

There is a general consensus that education sector reform has been progressing satisfactorily over the last five years and major strides forward were noted in key areas. **First**, access to basic education continues to improve with continuing growth in overall enrolment at primary and secondary levels—with the highest growth noted among the poorest quintile groups and girls. **Second**, the Government continues to accord high priority to education sector as shown by the steadily increasing recurrent budget allocations to the sector. **Third**, there is increasing recognition and attention by the Ministry to the issues of quality improvement of basic education. **Finally**, the MoEYS has been demonstrating increasing confidence and leadership in implementing education reform.

Despite being on track with education sector reform, the country continues to face serious challenges. Universal access to primary education remains elusive. System inefficiencies marked by high drop-out and repetition rates have persisted at primary level with serious consequences for secondary education. The quality of education is only beginning to be seriously addressed with curriculum reform, learning standards and child-centered teaching and learning under the Child-Friendly Schools approach. Overcoming serious inequalities in education through pro-poor policies has narrowed the enrollment gaps, but the gap between the richest and poorest groups still remains significant, especially in secondary education.

With support from Sida and in collaboration with other partners, UNICEF has been supporting the implementation of education reform through the Sector-wide Approach (SWAp) during the period 2001-2005. Although it is not simple to attribute achievements of sector results to specific donor contributions and actions under the SWAp, it is nevertheless possible to pinpoint areas where substantial support and action have been provided by UNICEF/Sida, and hence establish its contributions to sector outcomes. These include: increased public spending on education, strengthened Ministry ownership and capacities, increased access to primary education with narrowing gender gap, development of draft Education Law, increased attention to early child development and pre-school, and strengthened capacity in decentralized planning, management and monitoring.

The present UNICEF/Sida agreement expires on 31 December 2005, coinciding with the end of the current five-year Country Programme of Cooperation between the Royal Government of Cambodia and UNICEF. A new five-year programme of cooperation has been developed that includes the second phase of the Expanded Basic Education Programme ( EBEP- II ). This joint proposal by the Ministry of Education Youth and

Sports (MoEYS) and UNICEF with a programme budget of approximately USD 21 million is submitted to Sida for funding consideration.

The EBEP- II (2006-2010) will consolidate and build upon the gains achieved in education sector reform under the 2001-2005 programme of cooperation. It will ensure that the achievements of the first five years of SWAp under EBEP- I will deepen into lasting institutional changes and accelerate the pace of implementation both in substantive and geographic coverage.

Consistent with the education reform objectives and targets established under the Ministry's Education Strategic Plan (ESP) and the Education Sector Support Programme (ESSP), EBEP-II will support the MoEYS to achieve the following objectives by 2010:

- Enhance national and local capacities to manage, coordinate, and communicate education sector reforms with decreasing dependence on external technical assistance in support of tangible improvements in access and quality of basic education.
- Contribute to improving quality and achieving universal primary education in six provinces with key results as follows: at least 96 per cent of primary school age children are enrolled in primary schools, 75 per cent of pupils complete primary education, and 50 per cent reduction in the percentage of pupils who do not achieve established learning standards.
- Contribute to expanded early learning opportunities for young children with key results as follows: at least 100 per cent increased from baseline levels of percentage of 3-5 years old children attending organized early learning activities, 95 per cent of six-year-olds enter Grade1, and repetition and dropout rates in Grade1 reduced by 50 per cent.

The above objectives are to be achieved through implementation of three complementary projects under EBEP-II that have clear synergies between the different components and between activities within each of the components. Likewise, the three projects were designed to also complement the education programmes of other donors operating under SWAp.

The first project, ***Capacity-Building for Sector-Wide Education Reform and Decentralization***, will assist national and provincial counterparts to effectively manage sector-wide education reform with decreasing reliance on external technical assistance. Consistent with the Ministry's strategic priorities outlined in the current Education Strategic Plan ( ESP 2004-2008 and draft ESP 2006-2010 ), capacity development under this project will be pursued through the twin strategies of i) professional training of staff in areas critical to the implementation of sector-wide reform; and ii) strengthening of mechanisms and development of institutional frameworks to support the long-term sustainability of decentralized education reforms with increased participation of civil society at all levels. EBEP will strongly advocate the adoption of positive discrimination policy to increase the role and participation of women in sector-wide education reform. There are two sub-projects under Project 1, namely i) Capacity Building for Sector-wide

Educational Management; and ii) Capacity Building for Effective Priority Action Program (PAP) Implementation and Management.

The second project, ***Improving Equitable Access and Quality of Basic Education***, will improve the quality of education in primary schools in six priority provinces and in 18 teacher training colleges nationwide. It will promote rapid expansion in six provinces of whole school child-friendly teaching and learning methods through both pre-service and in-service teacher training; provide a regular teacher-support mechanism through the cluster school system; and promote skills-based health and hygiene and gender responsiveness. It will support the national mainstreaming of Child-Friendly School (CFS) approach. Special emphasis will be placed on ensuring child-friendly Grade 1 classes through a school readiness programme. Five sub-projects make up Project 2, namely i) Expansion of CFS in six provinces; ii) School readiness in Grade 1; iii) Mainstreaming CFS in teacher training; iv) Skills based health and hygiene promotion; and v) National mainstreaming of CFS approach.

The third project, ***Expanded Learning Opportunities for Disadvantaged Children and Youth***, will address the specific needs of disadvantaged children without access to formal pre-schools or basic education. The project will support community pre-schools; home-based early learning activities; life skills education for in-school and out-of-school youth; multi-grade teaching and bilingual education for hard-to-reach remote and ethnic minority areas; accelerated learning for over-aged children; and development of an inclusive education policy and national programme framework. There are five sub-projects that make up Project 3, namely i) Community-based pre-school and home-based parenting programme; ii) Life skills education; iii) Multi-grade and bilingual education; iv) Inclusive education; and v) Accelerated classes for over-aged children.

EBEP-II is fully in line with Government priorities as articulated in the ESP/ESSP and builds on what has already been achieved under the current programme of cooperation among MoEYS, Sida and UNICEF. With its implementation in the next five years, MoEYS and UNICEF are confident that the EBEP-II would significantly contribute to realizing the rights of all Cambodian children to quality basic education. Moreover, it also envisioned that through inputs from EBEP-II, the Ministry's capacities and institutional mechanisms for ensuring children's right would be strengthened and institutionalized.

**Joint MoEYS and UNICEF Proposal to Sida  
Expanded Basic Education Programme II (2006-2010)  
(25 October 2005)**

**Section 1- Education Sector in Cambodia**

**1.1 National Education Context**

*National Development Strategy*--The Royal Government of Cambodia (RGoC) has adopted the four-pronged development agenda outlined in the document “Rectangular Strategy for Growth, Employment, Equity and Efficiency”. The RGoC recognizes that capacity building and human resource development is one of four pillars of the rectangular strategy. The rectangular strategy further reiterates that enhancing the quality of education and fostering gender equity are two of the key strategies for achieving human resource development.

In 2003, the Ministry of Education Youth and Sports (MoEYS) developed a national plan of action to achieve Education For All (EFA) by 2015. The EFA is an important policy and strategy document that outlines the government’s vision and commitment to ensuring that all Cambodian children and youth have equal opportunity to access education. The Government’s commitment to EFA was further strengthened through the formulation of the Cambodian Millennium Development Goal (CMDG) in 2000. The CMDG reiterates the country’s commitment to achieve universal completion of nine-year basic education by 2015 and to eliminate gender disparity in basic schooling by 2010.

The education sector has been designated as one of the priority sectors by the RGoC. It has achieved satisfactory progress since year 2000 when education sector reform was first initiated using the sector-wide approach (SWAp). Through the implementation of the Education Strategic Plan (ESP 2001-2005) the MoEYS has been developing capable human resources with assistance from the donor community and NGOs. The first ESP 2001-2005 was updated into ESP 2004-2008 in 2004. The MoEYS is currently preparing the new ESP 2006-2010 to harmonize with the National Strategic Development Plan 2006-2010.

The yearly rolling Education Sector Support Programme (ESSP) complements the ESP and contains programme details to meet the ESP priorities and targets. Since 2001 the ESSP has been jointly reviewed by government, donors and NGOs every year. The ESSP 2006-2010 is also under preparation and will be completed by October/November 2005.

*Sector-wide Approach (SWAp) Towards Education Reform-* Since 2000, Cambodia has adopted a sector-wide approach (SWAp) to pursue education reform. This approach calls for a high level of Government commitment and strong leadership by the Ministry. SWAp also demands clear and integrated sector policy, programme and financial frameworks, and a broad understanding of overall government reforms and the complex interactions among stakeholders—all taking place in a decentralizing context.



In Cambodia, SWAp is defined as “all significant funding in the sector supports a single sector policy and expenditure programme, under Government leadership, adopting common approaches across sector, and progressing towards relying on Government procedures to disburse and account for all funds”.<sup>1</sup> Like many other developing countries which now implement SWAp, donors introduced and endorsed the idea of SWAp in Cambodia and convinced the Government to adopt it. A SWAp seminar was organized by the MoEYS and donors in year 2000 to address the uncertainties and misunderstanding surrounding SWAp. Five years later, a follow-up SWAp seminar was held in June 2005 to assess what had been achieved and what lessons had been learned and to apply these lessons to improve education SWAp in Cambodia. The seminar participants gave good recommendations to improve dialogue, openness and transparency; enhance the effectiveness of the ESP/ESSP processes; reduce the transactional cost of SWAp operations; and develop the institutional mechanisms and processes to support education reform using SWAp. Specific recommendations to develop Ministry staff capacities were also provided by the seminar participants from MoEYS, NGOs and donors.

Within a few weeks after the SWAp seminar, the Joint Technical Working Group for Education reviewed the seminar recommendations for decision and action. A few of recommendations have been quickly adopted. To cite an example, the forthcoming regional consultations which are part of the ESSP review process will include district representatives from government and NGOs—a response to the recommendation to involve lower levels of the education system in the ESP/ESSP review.

***On Track with Education Reform-*** In 2004, the Ministry of Economy and Finance (MoEF) and the Council for Administrative Reform (CAR) announced that the Ministry of Education Youth and Sport (MoEYS) would be a lead ministry to implement broader institutional reforms and would be one of two pilot ministries to implement the Public Financial Management Reform Program.<sup>2</sup> The recognition gave the MoEYS renewed confidence that its leadership of the education reform is on the right track and contributing to achievements in equitable access, efficiency, and quality especially targeted to benefit the most vulnerable groups in Cambodian society.

There is a general consensus that the MoEYS has been performing satisfactorily in implementing education sector reform<sup>3</sup> and major strides forward were noted in key areas. **First**, access to basic education continues to improve with continuing growth in overall enrolment at primary and secondary levels—with the highest growth noted among the poorest quintile groups and girls. However, despite these improvements, significant inequity in access to secondary education remains. **Second**, the Government continues to

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<sup>1</sup> Nak Sar, Jongsma, Desiree and Ratcliffe, Mike. “Evolving Sector Wide Approach to Education in Cambodia and the Role of Strategic Planning Process” paper presented at the UNESCO/IIEP Workshop in Paris, Dec 2002.

<sup>2</sup> Education Sector Support Program (ESSP) Review Summary Report, December 2004.

<sup>3</sup> Based on conclusions articulated in the Education Sector Support Program (ESSP) Review Summary Report dated December 2004 and the Cambodia Education Sector Donor Report dated December 2004. For specific details, refer to these 2 reports.

accord high priority to education sector as shown by the steadily increasing recurrent budget allocations to the sector from 184 billion Riel (roughly 14 per cent of total government expenditure) in 2000 to 355 billion Riel (roughly 19 per cent) in 2004.<sup>4</sup> These percentages are among the highest in the various sectors. Sustaining these levels in the face of slower economic growth and competing demands from other sectors will be a big challenge for MoEYS. **Third**, there is increasing recognition and attention by the Ministry to the issues of quality improvement of basic education. The promulgation of the new curriculum policy in December 2004 that includes learning standards is an important concrete action to improve quality. The MoEYS will also establish a learning assessment system to annually assess competencies of sample Grade 3, 6 and 9 pupils against learning standards in Mathematics and Language. This testing, to be supported by the World Bank, will begin in 2006/2007. **Finally**, the MoEYS has been demonstrating increasing confidence and leadership of education reform through the Joint Technical Working Group (JTWG) for education—one of 18 mandated JTWGs to strengthen Government/NGO/donor partnership in development and government reforms. The JTWG for Education is chaired by the Education Senior Minister, with the Secretary of State for Education taking over in the Minister's absence.

During 2004 to 2005 the MoEYS had successfully negotiated and processed two major development bank-assisted education programmes for secondary education.<sup>5</sup> These new loan/grant programmes will address the long-standing problem of low access to secondary education in Cambodia which is among the lowest in the region. Cambodia needs to raise the quality of its human resources through secondary education to increase the country's competitiveness and achieve economic development. The two new programme will significantly contribute to achieve the country's MDG goal of universal completion of nine-year basic education by 2015.

## **1.2 Major Challenges that Prevent Full Realization of Cambodian Children's Rights to Quality Basic Education**

The 1993 Constitution of Cambodia mandates the obligation of the state to provide nine years of free and compulsory education to all its citizens<sup>6</sup>—an obligation repeatedly affirmed by the Royal Government of Cambodia (RGoC) when it ratified the Convention on the Right of the Child (CRC) and signed the Education For All Framework for Action. Despite considerable progress achieved by the country after only 10 years of relative peace and political stability and five years of educational reform, key challenges remain that prevent the full realization of Cambodian children's rights to quality basic education.

***Unrealized Universal Access to Primary Education***—Cambodia has achieved good success in getting more children into primary schools, both boys and girls. Primary

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<sup>4</sup> Education Strategic Plan 2004-2008, September 2004.

<sup>5</sup> "Cambodian Education Sector Support Project"- a US\$ 28.0 million World Bank-financed credit and grants project, and the "Education Sector Development Programme"-a USD 45 million ADB-financed budget support and project loan programme.

<sup>6</sup> Office of the High Commissioner for Human Rights in Cambodia. "The International Human Rights Framework for Education in Cambodia (seminar paper 2005).

education net enrollment ratio (NER) increased from 86 per cent in 1999-2000 to 92 per cent in 2004-2005, with gender gap reduced by more than half from 7.4 to 2.4 percentage points. An estimated 181,000 "hard-to-reach" primary school age children remain out of schools— nearly 60 per cent are girls. These include children with disabilities, from ethnic minorities, live in remote areas, are orphans, and are sick or trafficked. Poverty often underpins the vulnerable conditions of these children.

Although children are entering primary schools in ever greater numbers, majority of them drop out and are not able to complete their schooling. According to the EMIS data, only 45 per cent of children who start primary school will eventually reach Grade 6 and only 38 per cent will make it to lower secondary. In Cambodia, it takes an average of 10.8 years for a child to complete the six-year primary education cycle.<sup>7</sup> This partly explains the slow progress in increasing access to lower secondary education.

A 2004 World Bank study<sup>8</sup> identified major contributing supply and demand-side factors that affect enrolment and eventually school completion. The factors include: i) widespread child labor that starts at early age; ii) late school entry; iii) lack of school readiness; iv) significant number of incomplete primary schools; v) low quality of teachers; and vi) lack of health-related facilities such as water and latrines and learning facilities such as library.

***Persistently High drop Out and Repetition Rates--*** A significant proportion of Cambodian children enter school late, repeat several grades and eventually drop out without completing primary cycle of six years. Poverty is the foremost factor that predisposes children to drop out of school. Poor families are unable to pay the cost of schooling that could be as high of 79 per cent of the per capita non-food expenditure of the poorest 20 per cent of the population.<sup>9</sup> Children's lack of school readiness—often a result of malnutrition and lack of preschool experiences—is another factor that especially impacts negatively on Grade 1 repetition and drop-out. According to a 2004 World Bank study, late school entry is another predisposing factor that has serious repercussions on drop out rate especially for girls—a 10 percentage point increase in over-aged children would increase the drop-out by 0.5 per cent per grade.<sup>10</sup> The study also noted that delay in initiating schooling has substantial impact on learning, especially for girls. For each additional year that a Cambodian girl delays school entry, her chances of remaining in school are reduced by 6 per cent, her chances of completing primary education are 60 per cent lower and her total number of completed years of schooling is reduced by three years.

***Very Low Access To Secondary Education Especially Among the Poor, Ethnic Minorities and Girls-*** Only 26 per cent of children aged 12-14 years attend lower secondary, and only 9 per cent attend upper secondary schools from the age group 15-17 years. These are among the lowest secondary education access rates in the region. In

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<sup>7</sup> MoEYS. Education Sector Performance Report 2004. p 13.

<sup>8</sup> World Bank, Cambodia: Quality Basic Education for All. November 2004.

<sup>9</sup> UNDP. A Fair Share for Women. April 2004, p.78.

<sup>10</sup> World Bank, Cambodia: Quality Basic Education for All. November 2004.

Cambodia, the fastest rate of increase in secondary enrolment occurs among girls from the poorest communes.<sup>11</sup> Some of the major access barriers to lower secondary education enrolment include; high direct cost of schooling for poor families; considerable distance of secondary schools to children's homes; lack of school toilets and water facilities; and high opportunity cost to families of children's domestic labor, especially girls.<sup>12</sup>

Based on EMIS data for SY 2004-2005, an estimated 853,000 adolescent children age 12-14 years are not enrolled in lower secondary schools, with nearly 623,600 of them still in primary schools. This means that nearly 229,400 out-of-school youth are without access to useful knowledge and skills gained through secondary schooling. This could potentially render these youth more vulnerable to risks of smoking, drugs use, and early sexual initiation compared to their peers in school.<sup>13</sup> Cambodian children face other risks that include domestic violence, neglect, HIV/AIDS, trafficking and sexual exploitation especially for girls, and accidents and injuries. Education is seen as a key factor to mitigate these risks by providing children with necessary life-coping skills.

**Low Quality of Education-** Quality education requires **quality learners** (healthy and ready-to-learn children), **quality learning environments** (conducive classrooms), **quality content** (appropriate curriculum relevant to children's lives), **quality processes** (child-centered pedagogy and active learning of children), and **quality outcomes** (pupils meet established learning standards).<sup>14</sup> As learners, Cambodian children enter school already handicapped by years of malnutrition and lack of school readiness. They come into classrooms that are often inadequately equipped resulting from a chronically under-resourced system. The learning content prescribed in the curriculum is perceived to be too heavy for children to master given the short learning hours in Cambodian schools. The teaching-learning process is often based on rote approach with very little opportunities for active learning by children. All these invariably result in poor quality education that predisposes children to enter school late, repeat several years, or drop out altogether.

Cambodia for several years pursued improvement of primary education and focused mainly on "access". This resulted in substantial increase in net enrolment ratios in primary schools for both boys and girls with diminishing gender and socio-economic disparities. This is a positive development. At the same time, improvement in retention rates has been slow and many children repeat the same grade or leave schools without completing basic education. Poor quality is one of the main factors that contribute to high repetition and drop-out.

The ultimate measure of the success of education reform is how much children actually learn. There is no national data on student learning achievement based on standardized tests, which makes it difficult to objectively assess education quality in Cambodia. The situation would be addressed by the adoption of a national curriculum policy with set

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<sup>11</sup> MoWVA. *A Fair Share for Women: Cambodia Gender Assessment*. April 2004

<sup>12</sup> Ibid.

<sup>13</sup> UNICEF, UNESCO, MOEYS. *National Youth Risk Behavior Survey*, 2003.

<sup>14</sup> UNICEF. *Defining Quality in Education* June 2000

learning standards in core subjects for Grades 3, 6 and 9. Standardized testing based on new learning standards is planned for 2006/2007, with World Bank support. EBEP-II will support in-depth analysis of test results in the six UNICEF priority provinces.

***Serious Inequality in Education-*** Cambodia has made consistent, albeit slow, strides towards increasing the participation of poorest children, girls and ethnic minorities in basic education through pro-poor policies and programmes targeted to disadvantaged groups. Cambodia however remains one of the countries in the Southeast Asian region with the highest inequality of education distribution across the population.<sup>15</sup> The urban population has an average of 5 years of schooling, while the rural population has 2.94 years. The male population has an average schooling of 4.17 years in contrast to females with 2.54 years. The male-female distribution is even greater when urban-rural data are taken into account. The urban-male population has the highest access to education with an average of 6.04 years of schooling; while the rural-female has the least access with of 2.25 years. Inequality is also evident across provinces—the population of Ratanakiri province has on average access to 1.26 years of schooling; while Phnom Penh has 5.73 years.

In terms of income groups, a 2002 MoEYS study shows that access to education among the poor is indeed increasing.<sup>16</sup> The study looked into enrolment trend analysis from 1999 to 2001 and the findings showed that the fastest enrolment growth rates at primary and secondary levels occurred among the poorest quintiles of the population. The study also showed that the enrolment gaps between the poorest and richest quintiles are decreasing, both in primary and lower secondary. However, despite the narrowing gap, the difference remains significant especially at lower and upper secondary levels.

***Low Capacity, Motivation and Pay of Teachers***— Teachers comprise 51 per cent of the civil service in the country and Cambodian teachers generally have low educational qualification. Data from 2004 provided by the Teacher Training Department indicate that only 32 per cent of primary school teachers meet the required 12 years of education plus 2 years of teacher training diploma. In addition, teachers' job satisfaction is also an important issue in Cambodia that impacts on the overall low quality of education. A 2003 qualitative study cited by the WB<sup>17</sup> indicates that the sources of teachers' dissatisfaction were low pay, poor supply of instructional materials and the lack of cooperation and communication between teachers and pupils/parents. This poor relationship between teachers and the community is partly due to the collection of "illegal" fees from pupil by teachers, which is in turn a reaction to low teacher salaries. The same WB report further mentioned that based on interview of stakeholders, low pay also emerged as the main contributor to poor teaching quality, which is in turn a major factor explaining the poor learning achievement of children. Although the Ministry issued a policy banning collection of school fees and contributions, anecdotal reports indicate the practice still continues in some schools.

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<sup>15</sup> Holsinger, D et al. Education Inequality in the Cambodian Labor Force: Measurements and Implications. August 2, 2004

<sup>16</sup> MoEYS. Poverty Analysis of Education Access Trends (discussion paper). August 2002.

<sup>17</sup> World Bank paper. Civil Service Reform for Teachers (a concept note), 2005.

### ***Unpredictable and Low Disbursement of Priority Action Programmes (PAP) Budget—***

The MoEYS since 2001 has been a recipient of priority action programme (PAP) budget allocations to secure funding commitments for 12 priority programmes outlined in the ESP/ESSP. Actual annual PAP disbursement however has been low and unpredictable. A report from the MoEYS Finance Department show that percentage of PAP disbursements at the end of the fiscal year against PAP allocation for the same fiscal year have declined from 61 per cent in 2001 to 15 per cent in 2004. The report also shows that the carry-over disbursement into the next fiscal year had increased from 37 per cent in 2001 to 83 per cent in 2003. The year-long delay in PAP disbursement had caused confusion as school directors and teachers were not always clear whether the funds they were receiving were from current or last year's PAP budget. A WB study also concluded that delays in receipt of operational budget led to schools' inability to implement existing plans and to resort to credit purchases which increase costs or to postpone spending—with deleterious effect on operational efficiency.<sup>18</sup> In some instances payment delays from the provincial treasury caused some of the schools to start collecting fees again in order to survive.<sup>19</sup> The Ministry of Economy and Finance cites cash flow as the main cause of low and unpredictable PAP disbursement.<sup>20</sup> With the planned implementation of "no carry-over disbursement policy" beginning fiscal year 2006, MoEYS faces the risk of "losing" part of the 2005 PAP budget unless decisive actions are taken to accelerate disbursement in the remaining months of 2005. The 2005 PAP disbursement level stands at 51 per cent as of end of September 2005.

### **1.3 Future Strategic Development in the Sector (2006-2010)<sup>21</sup>**

The MoEYS, in discussion and consultation with donors and NGOs, is currently updating the ESP 2004-2008 into the ESP 2006-2010 to harmonize with the government's National Strategic Development Plan (NSDP) for 2006-2010. The ESP 2006-2010 is also expected to better harmonize with the longer-term Cambodia Millennium Development Goals (CMDGs) and the National Education for All Action (EFA) Plan by 2015. The NSDP 2006-2010, still in draft form, affirms the education sector priorities and targets that have been articulated in both CMDGs and EFA. In parallel, the ESSP 2004-2008 is also going through the same updating process into ESSP 2006-2010. **Annex 1** illustrates the close links between the ESP, ESSP and the various development plans such as EFA, CMDGs and National Strategic Development Plan (NSDP). It also highlights the links of ESP/ESSP with the broader national development reforms such as, Public Administration Reform (PAR), Public Finance Management Reform (PFMR) and Decentralization Reforms (DR).

Continuing with the unfinished business of the ESP/ESSP 2004-2008, the updated ESP/ESSP 2006-2010 will implement education reform driven by the same three priority policies, namely, i) equitable access to education, ii) quality and efficiency of education

<sup>18</sup> World Bank. Cambodia-Public Expenditure Tracking Survey (PETS) in Primary Education (Draft report). June 2005.

<sup>19</sup> World Bank. Quality Basic Education for All. November 2004.

<sup>20</sup> UNICEF. EBEP Progress Report to Sida, April 2004.

<sup>21</sup> Based on preliminary draft of the ESP 2006-2010 dated August 2005. Some of the targets may change slightly as the ESP 2006-2010 is finalized, but the overall strategies will likely remain.

services, and iii) institutional development and capacity building for decentralization. The following discussions will focus only on the strategic directions of the sub-sectors that are most relevant to the UNICEF/Sida assistance.

***Equitable Access to Education*** – The long term mission of the MoEYS is to ensure that all Cambodian children have equal opportunity to quality education at all levels, regardless of economic status, gender, geography, ethnicity, and physical disability consistent with the RGoC’s commitment to the UN Convention on the Rights of the Child (CRC).<sup>22</sup> The Ministry remains committed to providing universal coverage of nine years of basic education and expanding access opportunities for vulnerable groups. Special attention will be given to ensure that vulnerable children including poor, girls, disabled, orphans or from ethnic minorities and border and reconciliation areas in Cambodia will have as much chance of getting basic education as all other children in Cambodia. The Ministry has outlined key strategies in the ESP/ESSP to achieve equitable access. The strategies include: i) reduce cost barriers to basic education through abolition of start-of-the-year registration fee and other illegal contributions at schools; ii) implement effective enrolment campaigns; iii) provide need- and merit-based and merit scholarships for secondary education that target poor children and girls; iv) construct additional primary and secondary classrooms to eliminate incomplete primary schools and expand lower secondary schools in under-served areas; v) provide school operational budget linked to enrolment size and through pro-poor block grant; vi) reduce repetition and drop-out with priority focused on Grades 1 to 6; vii) provide school readiness programme for children age five; viii) provide opportunity for school re-entry for children out of school; ix) institute equivalency programme for out-of-school youth; x) expand adult literacy programme; and xi) active recruitment of teachers from remote and ethnic minority areas.

***Quality and Efficiency of Education Services***— Although the concept of quality in education may have different meanings, there is consensus among educators that quality is ultimately seen by how effectively and efficiently children are learning. A good quality and highly efficient education ultimately translates into high student learning achievements. Education researches have shown that student learning is influenced by a number of factors. The first key factor is children’s time-on-task which is in turn determined by the quality of the curriculum, teaching process, materials and supervision. A second key factor is “teachability” of children, which is often influenced by the family background, language and culture.

A new curriculum policy with standards is the core of the Ministry’s efforts to improve the quality of basic education. Curriculum standards define what are essential for all students to know and to be able to do for their own well-being, and for them to become effective contributing members to Cambodian society.<sup>23</sup> With World Bank support, the Ministry will develop a learning assessment system linked to the curriculum standards. The system is expected to be operational by school year 2006-2007.

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<sup>22</sup> MoEYS. Education Strategic Plan 2004-2008, p11.

<sup>23</sup> MoEYS. Introduction to Basic Education Curriculum Standards (draft). 2005

An integrated approach of interlocking strategies to address quality often works better than a single strategy, and simultaneous interventions are more likely to create impact. The Ministry has identified a number of strategies to improve the quality and efficiency of educations. In addition to curriculum reform and learning assessment system, continuous teacher development through decentralized in-service and pre-service training is also another key strategy of the Ministry. The Ministry also implements an expanded pilot of Child-Friendly Schools (CFS) aimed at improving teaching-learning practices, creating a conducive and protective learning environment in schools and classrooms, and enabling communities and parents to support children's education. The Ministry adopts CFS as a strategy to change teaching-learning practice in Cambodia—from rote learning and teacher-centered pedagogy using “talk and chalk” to one that is child-centered, curriculum-based and learning standards-driven and where children are engaged and actively learning. Under the CFS, special attention will be given to expand School Readiness Programme (SRP) in Grade 1 after a very successful try out and evaluation that showed the programme interventions appear to lead to improved learning performance of SRP pupils in reading and mathematics compared with a control group who did not undergo the programme.<sup>24</sup>

Other complementary “quality” strategies that will be pursued by the Ministry include: i) provision of instructional materials; ii) decentralized teacher development and management; iii) improvement of school performance monitoring and redefinition of roles of inspection services at all levels; v) increase teaching hours; and vi) remedial classes throughout the school year to assist weak pupils who are unable to cope with the curriculum.

***Institutional Development and Capacity Building for Decentralization—***

Decentralization reform in the country was launched in 2001 as a means to strengthen a democratic society, promote participatory development and reduce poverty.<sup>25</sup> Within this framework, a number of ministries including the MoEYS began to establish organizational and financial mechanisms and to develop their staff capacity to respond to decentralization. The Ministry's long-term policy priority is to enable greater decentralization of authority and responsibilities to provincial, district, commune and school level—with central Ministry's role focused on policy and strategy development and sector and programme monitoring.<sup>26</sup>

The passage of the enabling Education Law will be a top priority for the MoEYS in the next two years. The Ministry will likewise pursue good governance and increase accountability for service delivery and financial management across all levels of the system. Introduction of staff performance appraisal system with appropriate reporting and incentive mechanisms will also be considered. Broadening the participation of non-MoEYS stakeholders such as NGOs, civil society, local government officials, national Assembly in monitoring the education sector performance is another key strategy to

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<sup>24</sup> KAPE. School Readiness Program Evaluation Follow-up: Terminal Achievement Testing, July 2005.

<sup>25</sup> Cambodia Development Resource Institute (CDRI). The Challenges of the Decentralization Design in Cambodia, ( monograph), February 2004.

<sup>26</sup> MoEYS. Educations Strategic Plan 2004-2008. p14.



increase the transparency and accountability of the Ministry. This in turn will support quickening the pace of decentralization.

## **Section 2- Background**

### **2.1 Key Achievements in Past UNICEF/Sida Support to Education Sector**

The education sector partnership among the MoEYS, Sida and UNICEF started during the emergency rehabilitation period of the country in the late 1980s. The partnership that has now spanned more than two decades is anchored on the common objective of realizing the right of all Cambodian children to quality basic education. During the last five years between 2001 to 2005, the UNICEF/Sida technical and funding assistance has supported the Ministry's implementation of a comprehensive education reform following the principles of a sector-wide approach (SWAp).

The multi-year funding support from Sida has enabled UNICEF to provide strategic and sustained support to the MoEYS. Sida's assistance through UNICEF has been instrumental in setting national policies, building Ministry capacities, developing innovative models to improve quality of primary education, and providing intensive education service delivery support to six of Cambodia's 24 provinces. UNICEF's flexible programming and funding modalities—through five-year country programme process, joint annual work plans and cash and supply assistance—have enabled the MoEYS to respond with the same flexibility to requirements of a fast-moving education reform under SWAp.

Good progress has been achieved under the UNICEF/Sida-supported Expanded Basic Education Programme (EBEP) from 2001 to 2005 despite several constraints, both sector-wide and within the programme. Although it not so simple to attribute achievements of sector results to specific donor contributions and actions under the SWAp, it is nevertheless possible to pinpoint areas where substantial support and action has been provided by UNICEF/Sida, and hence establish its contributions to specific sector outcomes. This includes the following.

***Increased public spending on education through a sector-wide approach to education reform*** - The sector-wide approach has contributed to higher prioritization of education sector in Cambodia. The education budget increased from 13.6 per cent in year 2000 to 19.5 per cent of the government budget in 2004. Moreover, the non-salary ratio of the recurrent budget has increased, making more resources available to improve education. This positive trend notwithstanding, the education budget of Cambodia, remains one of the lowest in the region.<sup>27</sup> Teachers' salaries remain below a living wage—with adverse effects on quality of education and the learning outcomes. Support from UNICEF/Sida played a key role in facilitating the SWAp process and in strengthening the Ministry's

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<sup>27</sup>The total public expenditure on education of Cambodia in 2001 is 1.4 % of GDP. This is much lower than the regional average for East Asia of 3.6%, and of developing countries at 4.2%. (Source: UNESCO, Global Monitoring Report, 2005).

capacity to lead and coordinate sector reform, but serious challenges remain to address the interrelated fiscal issues of low and unpredictable disbursement of Priority Action Programme (PAP) and low salaries of teachers.

***Strengthened MoEYS ownership and capacities to implement education reform under SWAp*** - In 2001, the Ministry with extensive inputs from donors and expatriate technical advisors formulated the ESP/ESSP 2001-2005. Since then, the Ministry together with donors and NGOs has jointly reviewed the ESSP, and in 2004 updated the ESP to cover the period of 2004-2008. Over the years, MoEYS has increasingly taken a clear leadership role in the ESP/ESSP processes and has become less dependent on external technical advisors. For instance, for the first time in 2003, the ESP/ESSP documents were initially drafted in Khmer by the Ministry staff—in contrast to previous years' practice where English versions were first drafted by external consultants. The Ministry in 2005 likewise successfully led the SWAp seminar to assess the lessons learned from nearly four years of SWAp implementation in the country. With increasing confidence, the Ministry is also leading the formulation of the ESP/ESSP 2006-2010 without external technical advisors and with minimal technical support from a group of donor staff.

***Increased Access to Primary Education with Narrowing Gender Gap*** - Net enrollment ratio (NER) has steadily increased from 87 per cent in school year (SY) 2001-2002 to 92 per cent in SY 2004-2005 and gender gap in enrolment was reduced by more than half during the same period. The fastest rate of enrollment increase from 1999 to 2001 occurred among girls and poorest quintile groups. This indicates that the Ministry's implementation of pro-poor policies in the first three years of the education reform is on track.

***Development of an enabling Education Law*** - With strengthened technical capacity of the Legislation Unit from UNICEF/Sida support, the MOEYS completed the draft Education Law in 2003— after a comprehensive consultative process involving MoEYS officials at all levels, the NGO sector and donors. The draft law was further reviewed in 2004 and will be submitted to the Council of Ministers by the end of 2005. The delayed formation of the Government in 2004 contributed to the slowdown of the review and finalization process.

***Increased attention to quality issues in primary education*** - The EBEP support enabled the Ministry to implement a number of initiatives to improve the quality of both the learners and the teaching-learning process. Innovations introduced through this approach include Community-based Pre-school, Home-based Early Learning, Child-Friendly Schools (CFS) and School Readiness Programme (SRP) in Grade 1. Through them implementation assumptions were tested and effectiveness of innovations was assessed. Following a successful pilot implementation, CFS and SRP are now poised for nationwide implementation.

***Increased awareness and attention to Early Child Care and Development (ECCD)***- ECCD is a relatively new concept in Cambodia and is not yet accorded a high priority in the current education reform. With support from UNICEF/Sida a national policy on

Early Childhood Education was developed by MoEYS and a separate Early Childhood Education Department was established in 2000. Notwithstanding these encouraging start-ups, access to ECCD services remains very limited and the target of 30 per cent ECCD coverage envisaged in EFA National Plan is unlikely to be achieved by 2005. In addition, the draft National ECD Policy has yet to be approved.

***Strengthened capacities in decentralized planning, management and monitoring -*** UNICEF/Sida supported the MoEYS to establish decentralized mechanisms and train provincial/district staff to implement Educational Management Information System (EMIS), Financial Management Information System (FMIS), Human Resource Management Information System (HRMIS) and Budget Management Centers (BMC). Development planning was decentralized all the way down to schools through the school cluster system and was supported with school operational budget.

## **2.2 Lessons Learned from Past Sida-UNICEF Cooperation in Education**

***SWAp Lessons--*** The experiences of SWAp in Cambodia show that improved coordination does not necessarily mean pooling of resources but can be achieved through active participation by all the key stakeholders in the process of comprehensive needs assessment and joint strategic planning for the sector as a whole.<sup>28</sup> The phasing and sequencing of sector-wide coordination needs to go hand-in-hand with the development of the government's capacity to manage the process at all levels. Key SWAp challenges remain that need to be considered in the next Programme of Cooperation for the period 2006-2010, namely i) accelerated capacity building of the MoEYS to cope with considerable expansion of its workload, fast pace of complex reforms, and its multiple programme partners; ii) the need for a consistently clear message from the MoEYS on key policy issues; and iii) the need for an even stronger Government capacity and initiative in the management of the SWAp process and lesser reliance on external technical advisers, especially in taking the lead in fiscal and policy analyses and formulation in an increasingly decentralizing context.

***Technical Assistance--*** While the extensive use of external technical assistance in the early phase of SWAp has helped achieved implementation of education reform in a relatively short period, it has resulted to limited capacity development of Ministry staff. The Ministry will adopt a gradual decrease of technical assistance and focus on capacity building of its staff at all levels.

***Participation of Lower Levels in SWAp processes--*** It has been recognized that the planning of reform agenda through the ESP/ESSP processes have been pursued mostly in a top-down and centralized manner, and Ministry staff at lower levels have been implementing reform initiatives without full awareness of the rationale for reforms — particularly at districts, communes, school clusters and schools. This concern was articulated during the SWAp seminar in June 2005 with concrete recommendations to address this problem.

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<sup>28</sup> Mid-Term Review Report, RGoC-UNICEF Programme of Cooperation, October 2003.

**Transactional Cost** — In the last four years, Education SWAp in Cambodia has come a long way towards clearly setting the key priorities of the sector; mobilizing the technical and financial resources of all those concerned towards their achievement; and setting common standards/indicators and process by which both the government and its partners can jointly assess the progress made. At the same time, like any human endeavor, there are certain “transactional costs” incurred—in terms of time and resources necessary for interaction and coordination – which are often substantial. Needless to say, it is not a matter of whether coordination is necessary or not. The question to be addressed is how to manage the process most effectively and efficiently, keeping in mind the trade-off in time spent for different priorities and activities.

**Attribution of Results under SWAp--** With the sector-wide approach, results are achieved through concerted and complementary interventions and actions by the Ministry supported by various donors following a single policy, financial and programme framework. Thus, it has become increasingly difficult to attribute achievement of sector results to specific donor contributions and actions—often a challenge to donors who are accountable to their Boards or Governments to deliver clear and specific results. Although it is difficult to precisely attribute specific result to a particular donor, it is nevertheless possible to pinpoint areas where substantial support and action had been provided by specific donors within the ESP/ESSP priorities. Thus it is still possible for donors—albeit imprecisely—to “claim” some contributions to specific outcomes and results achieved. The focus of SWAp is placed on achieving sector results and outcomes rather than inputs of individual donors—this was the message emphasized by the Sida resource person during the seminar to review SWAp experiences in Cambodia.<sup>29</sup>

**Multiple dimensions of education reform--** Education reform needs to focus simultaneously on improving access and quality since achieving access without quality is a clearly a wasted investment<sup>30</sup>. Cambodia for many years focused on expansion of access to primary education with less attention to quality. Like a number of other countries in the region ( e.g., Indonesia) that adopted this approach, Cambodia is now faced with the big challenge to rapidly improve the quality of its basic education to meet the demands of the country’s development. Although at present, the demand for high quality skills is still low and adequately met; an inadequate supply may pose a serious constraint to future economic growth of Cambodia.<sup>31</sup>

## **2.3 Donor Environment in Cambodian SWAp**

**Major Partnership and Alliances** --The development assistance arena in Cambodia has many players consisting of multilateral and bilateral agencies, and international and local NGOs. The education Aid Management Information System (AMIS) database of

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<sup>29</sup> MoEYS-ESWG-NEP. Draft SWAp Semnar Report. June 2005.

<sup>30</sup> Ibid.

<sup>31</sup> World Bank. Cristobal Ridao-Cano. *Cambodia: Skills and Growth*, May 2004.

MoEYS lists 113 organizations supporting 233 education projects in Cambodia in 2004 at an estimated cost of US\$ 225 million from 2003-2008.

The education donors in Cambodia have organized themselves into the Education Sector Working Group, and the NGOs into the NGO Education Partnership (NEP) to engage the MoEYS in the coordinated implementation of sector-wide reform. The Joint Technical Working Group for Education (JTWG-Education) provides the regular forum for the Ministry, donors and NGOs to come together for dialogue and to reach consensus on reform issues.

The two **development banks**, World Bank (WB) and Asian Development Bank (ADB) are major donors with a combined basic education portfolio of nearly US\$ 73.0 million for the period of 2005-2010. The ADB provides US\$ 20.0 million budget support and US\$ 25.0 million in project loan, while the WB contributes US\$ 8.0 M in credits and US\$ 20.0 million in grants. These two banks will jointly contribute to the expansion of access to lower secondary education by supporting the construction of 800 lower secondary schools in communes without these facilities. ADB will also support the establishment of upper secondary model schools.

At present, UNICEF has been collaborating with both the WB and ADB on a scholarship programme for lower secondary students, especially girls. UNICEF will collaborate with ADB in completing incomplete schools in remote provinces. In addition, UNICEF will work with the WB to develop the assessment system and the adoption of child-friendly schools approach in lower secondary schools in ten WB priority provinces.

***Bilateral donors*** also play key roles in assisting the MoEYS to improve quality and access to basic education. The Swedish International Development Cooperation Agency (Sida) supports basic education through UNICEF-EBEP. The European Commission contributes targeted budget support to improve the quality and efficiency of primary and secondary education, expand non-formal education, and support the strengthening of the Ministry's capacity for financial management and audit. The United States Agency for International Development (USAID) provides assistance through NGOs to revise the curriculum and develop learning standards. The Japan International Cooperation Agency (JICA) focuses on improving the quality of science and mathematics education at the upper secondary level through curriculum and textbook development. The Belgian Technical Cooperation (BTC) is implementing a four-year programme that includes school construction, teacher training, and scholarships for the poor and girls in three provinces. The Department for International Development (DfID) supports the MoEYS to implement life skills for HIV/AIDS education programme targeted at primary and secondary pupils and out-of-school youth.

At present, there is no major donor supporting the early childhood development sub-sector other than UNICEF and UNESCO. UNICEF will explore the possibility of working with ADB to develop models of community-managed pre-schools and home-based early learning programmes as less costly alternatives to formal pre-schools within

the context of ADB's budget support programme for ECD. UNICEF also works with DfID and USAID on life skills education.

### **Section 3- Proposed UNICEF/Sida Support Programme (2006-2010)**

#### **3.1 Framework of the Expanded Basic Education Programme Phase II ( EBEP- II) 2006-2010**

The EBEP- II (2006-2010) will consolidate and build upon the gains achieved in education sector reform under the 2001-2005 Programme of Cooperation. It will ensure that the achievements of the first five years of sector-wide approach (SWAp) under EBEP- I will deepen into lasting institutional changes and accelerate the pace of implementation both in substantive and geographic coverage.

The Programme will enable the MoEYS to manage sector-wide education reform at the national level. At the same time, the programme will provide intensive support to Provincial Offices of Education (POE) in six selected priority provinces to improve quality and contribute to Universal Primary Education. The MoEYS will implement innovative education interventions for reaching disadvantaged young children and youth and advocate for wider adoption when interventions prove effective. The programme will also contribute to substantial expansion of coverage of early childhood development at homes, communities, and schools to facilitate children's psychosocial development and timely entry into primary school, which in turn, will support improved learning outcomes in the early grades.

The EBEP- II logical framework is presented as **Annex 4**.

#### **3.2 Expected Results and Strategies under EBEP-II**

Consistent with the overall education reform objectives and targets established under the Ministry's ESP 2006-2010<sup>32</sup> and the ESSP 2004-2008, EBEP- II will support the MoEYS to formulate national policies and programmes and substantially expand the coverage of concerned interventions in six priority provinces with a view to achieving the following specific objectives by year 2010:

1. Enhance national and local capacities to manage, coordinate, and communicate education sector reforms for the achievement of tangible improvements in access and quality of basic education and with decreasing dependence on external technical assistance support.
2. Contribute to Universal Primary Education with quality in six provinces with the following key results

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<sup>32</sup> The current ESP/ESSP 2004-2008 are being updated into the ESP/ESSP 2006-2010 and would be aligned with the Government's National Strategic Development Plan 2006-2010. Initial draft of ESP 2006-2010 is available, while the ESSP draft is expected in September 2005.

- at least 96 per cent of primary school age children are enrolled in primary schools
  - at least 75 per cent of pupils complete primary education,
  - at least 50 per cent reduction in the percentage of pupils who do not meet established learning standards
3. Contribute to expansion of early learning opportunities for young children with the following key results
- at least 100 per cent increase from baseline levels of percentage of 3-5 years old children attending organized early learning activities
  - at least 95 per cent of six-year-olds enter Grade1 at the right age
  - repetition and dropout rates in Grade1 are reduced by 50 per cent.

Table 1 below outlines the key results to be achieved by the EBEP- II by year 2010.

**Table 1: Planned Key Results to be Achieved under EBEP-II**

| No.  | Planned Key Results   | Indicators  | Baseline  | Targets   | Geographical Area                                    |
|--|---|---|---|---|--|
| At the national level and in six priority provinces implementing the Expanded Basic Education Programme ( Kampong Speu, Svay Rieng, Prey Veng, Kampong Thom, Stung Treng, and Otdar Meanchey), the following results will be achieved to contribute towards universal basic education in accordance with Cambodian Millennium Development Goal (CMDG) and Education Strategic Plan ( ESP 2004-2008). |   |   |   |   |  |
| 1  | <b>Project 1</b><br>Enhanced national capacity to manage, coordinate and communicate to stakeholders the education sector-wide reform with gradual decrease in external technical assistance (TA) | Percentage of sector-wide policy actions identified in the ESP 2004-2008 implemented as planned | To be determined at the September 2005 ESSP review                  | At least 80% of planned policy actions for 2006, 2008 and 2010 implemented.                                       | National   |
|  |   | Total number of person-months of external TA  | To be determined at the ESSP review in September 2005               | At least 10% reduction per year of total person months of external TA. ( Still to be confirmed by MoEYS and ESWG) | National   |
| 2  | <b>Project 2</b><br>At least 50% reduction in the percentage of Grade 1 pupils repeating the grade with no disparity between boys and girls   | Repetition rate in Grade 1  | <b>SY 2004-2005</b><br>KS-24.5%<br>KT-20.0%<br>OM-27.2%<br>PV-27.5% | 50% reduction by SY 2009-2010   | 70% of all primary schools in six priority provinces |

| No. | Planned Key Results  | Indicators   | Baseline  | Targets  | Geographical Area                                    |
|-----|--|--|---|--|--|
|     |  |  | ST-32.9%<br>SV-28.2%  |  |  |
| 3   | <b>Project 2</b><br>At least 50% reduction in percentage of Grade 1 pupils dropping out during the school year with no disparity between boys and girls  | Drop out rate in Grade 1   | <b>SY 2004-2005</b><br>KS-14.0%<br>KT-16.0%<br>OM-11.4%<br>PV-9.4%<br>ST-14.0%<br>SV-8.9%   | 50% reduction by SY 2009-2010  | 70% of all primary schools in six priority provinces |
| 4   | <b>Project 2</b><br>At least 96% of children aged 6 -11 years enrolled in primary schools with no disparity between boys and girls   | Net Enrollment Ratio (NER) at primary education level  | <b>SY 2004-05</b><br>KS-94.1%<br>KT-89.9%<br>OM-88.2%<br>PV-93.5%<br>ST-89.8%<br>SV-92.1%   | At least 96% by 2010-2011  | Six priority provinces                               |
| 5   | <b>Project 2</b><br>At least 75% of Grade 1 children complete six years of primary schooling, with no disparity between boys and girls   | Percentage of Grade 1 children in primary school who are expected to complete Grade 6  | <b>SY 2004-2005</b><br>KS-46.6%<br>KT-34.9%<br>OM-30.1%<br>PV-50.7%<br>ST-35.0%<br>SV-52.3% | At least 75 % by SY 2009-2010  | Six priority provinces                               |
| 6   | <b>Project 2</b><br>MoEYS has set-up the learning assessment system by SY 2006-2007. Use of standardized sample-based testing to assess pupils' learning achievement against established learning standards in Grades 3 and 6 in Mathematics and Khmer Language. | Presence /Absence of the learning assessment system  | Absent  | Standard-ized testing in place and applied to Grades 3 and 6 by SY 2006-2007, using the new curriculum | National   |
| 7   | <b>Project 2</b><br>Compared with baseline at least 50 per cent decrease in the percentage of Grades 3 and 6 pupils who do not meet learning standards in Khmer language and Mathematics with no disparity between boys and girls                                | Percentage of pupils unable to meet established learning standards in Khmer and Mathematics based on standardized sample-based testing | To be established by SY 2006-2007 once first testing is conducted                           | Decrease by at least 50 per cent from baseline levels by SY 2009-2010                                  | 70% of all primary schools in six priority provinces |



| No. | Planned Key Results  | Indicators   | Baseline  | Targets  | Geographical Area                         |
|-----|--|--|---|--|---|
| 8   | <b>Project 3</b><br>At least 100% increase from baseline levels in the percentage of children aged 3-5 years attending early child development (ECD) programme organized at home, community or school with no disparity between boys and girls | Percentage of children attending home, school and community-based ECD programmes                     | <b>SY 2003-2004</b><br>KS-9.8%<br>KT-11.7%<br>OM-27.0%<br>PV-7.8%<br>ST-16.3%<br>SV-13.3%   | At least 100 per cent increase compared with baseline levels by SY 2009-2010 | 75% of communes in six priority provinces |
| 9   | <b>Project 3</b><br>At least 95% of children aged six years enrolled in Grade 1 with no disparity between boys and girls   | Net intake rate in Grade 1 or percentage of children entering Grade 1 at the age of six              | <b>SY 2004-2005</b><br>KS-86.7%<br>KT-82.8%<br>OM-84.6%<br>PV-86.8%<br>ST-83.4%<br>SV-86.0% | At least 95 % by SY 2009-2010  | 75% of communes in six priority provinces |
| 10  | <b>Project 3</b><br>Successful implementation of six innovative approaches to expand primary school access of disadvantaged children and youth   | Presence/ Absence of policy to adopt the six innovative approaches outside of six priority provinces | Absent  | national policies in place by 2010   | National                                  |

### 3.3 Programme Components of EBEP-II

The EBEP-II consists of three projects, each with clear and specific strategies to support the achievement of the above outlined key results.

The first project, *Capacity-Building for Sector-Wide Education Reform and Decentralization*, will assist national and provincial counterparts to effectively manage sector-wide education reform with decreasing reliance on external technical assistance. Consistent with the Ministry's strategic priorities outlined in the current ESP 2004-2008 and draft ESP 2006-2010, capacity development under this project will be pursued through the twin strategies of i) professional training of staff in areas critical to the implementation of sector-wide reform; and ii) strengthening of mechanisms and development of institutional frameworks to support the long-term sustainability of decentralized education reforms with increased participation of civil society at all levels. EBEP-II will strongly advocate the adoption of positive discrimination policy to increase the role and participation of women in sector-wide education reform.

The second project, *Improving Equitable Access and Quality of Basic Education*, will improve the quality of education in primary schools in six priority provinces and in 18 teacher training colleges nationwide. It will promote rapid expansion in six provinces of whole school child-friendly teaching and learning methods through both pre-service and in-service teacher training; provide a regular teacher-support mechanism through the cluster school system; and promote skills-based health and hygiene and gender responsiveness. It will support the national mainstreaming of CFS approach. Special emphasis will be placed on ensuring child-friendly Grade 1 classes through a school readiness programme.

The third project, *Expanded Learning Opportunities for Disadvantaged Children and Youth*, will address the specific needs of disadvantaged children without access to formal pre-schools or basic education. The project will support community pre-schools, home-based early learning activities, life skills education for in-school and out-of-school youth, multi-grade teaching and bilingual education for hard-to-reach remote and ethnic minority areas, accelerated learning for over-aged children, and development of an inclusive education policy and national programme framework

The 3 projects under EBEP-II were designed to complement the following education programmes of other donors:

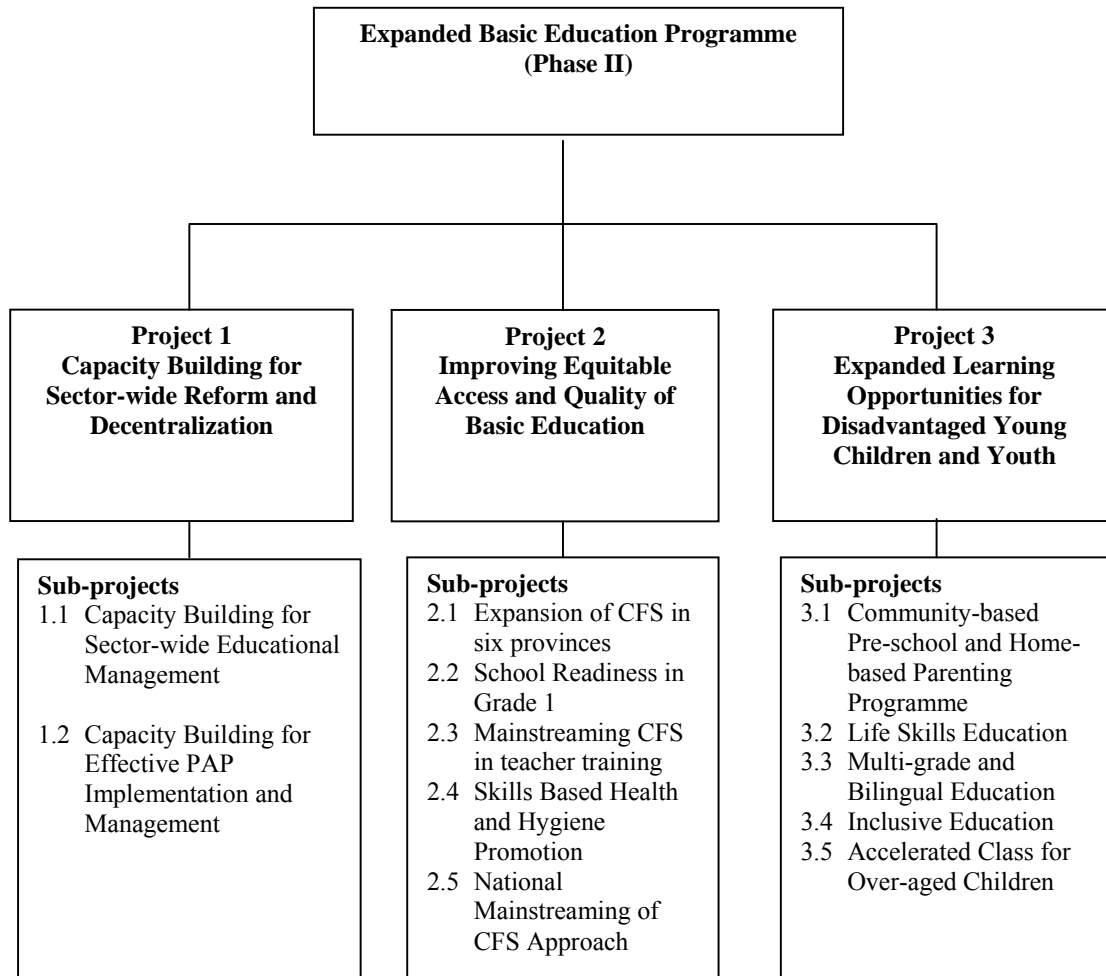
- i) Cambodian Education Sector Support Project (CESSP) by the World Bank;
- ii) Second Education Sector Development Program (SESDP) of the Asian Development Bank (ADB);
- iii) Targeted Support to Pro-poor Basic Education Reform by the European Commission (EC);
- iv) Long-term Capacity Building in Education Planning and Management proposed by UNESCO/International Institute for Educational Planning with funding support from the Swedish International Development Cooperation Agency (Sida);
- v) Cambodian Basic Education Project implemented through the Research Triangle Institute with funds from the U.S. Agency for International Development (USAID);
- vi) Basic Education and Teacher Training of Programme by the Belgian Technical Cooperation in Cambodia; and
- vii) Science and Mathematics Education Improvement by the Japan International Cooperation Agency (JICA).

The EBEP-II will also focus on areas where gaps in capacity development have not been adequately addressed so far and external assistance has not been adequate most notably on early child care and development, advocacy and social mobilization, gender analysis and mainstreaming and textbook diversification and commercialization policy and textbook development following the new curriculum.

The EBEP-II will continue its collaboration with NGOs, such as Save the Children Norway (SCN) and Kampuchean Action for Primary Education (KAPE) to complement

the support to the Ministry’s child-friendly school initiatives. In addition, existing programme partnerships with CARE Cambodia, Voluntary Service Overseas (VSO) and Maryknoll will be strengthened to reach disadvantaged children and youth. The EBEP-II programme structure is presented in Figure 1 below.

**Figure 1: EBEP-II Programme Structure**



**3.3.1. Project 01- Capacity Building for Sector-wide Education Reform and Decentralization**

This Project would support comprehensive capacity building needs essential for long-term, sustainable, equitable, and results-oriented sector-wide education reform. A two-pronged strategy will be pursued.

***Firs strategy-- increasing the professional capacity of MoEYS staff with decreasing dependence on external technical assistance will be pursued.*** MoEYS staff will be supported to enhance their capacity in key technical areas of gender analysis and mainstreaming; evidence-based sector performance review and monitoring; advocacy and social mobilization to create public awareness and support for education reform; and development of updated textbook policies and standards to meet the requirements of the new curriculum and promote textbook diversification through private sector textbook publishing. Professional training will also be provided to improve the capacities of different technical departments to analyze issues and policies relevant to their departments, respond with appropriate strategies and policies, and effectively deliver quality education services--in both content and process.

With enhanced professional capacity of MoEYS staff, dependence on external technical assistance is expected to be reduced significantly. An annual reduction of at least 10 per cent in person-months is expected to be achieved resulting in at least 50 per cent total reduction of external technical assistance by 2010 compared with 2005 baseline.<sup>33</sup>

***Second strategy—strengthening organizational mechanisms and institutions to implement education reform effectively—***EBEP-II will strengthen existing institutions and mechanisms to promote wider participation, better coordination and greater decentralization of reforms, at the same time promoting greater civil society participation. With strengthened capacity and system of the Ministry, it is expected that at least 80 per cent of planned policy actions identified in the ESP 2006-2010 are successfully coordinated and implemented.

### **Project 1 has two mutually reinforcing sub-projects.**

***Sub-project 1.1: Capacity Building for Sector-wide Coordination and Implementation of Education Reform--*** This component addresses the needs for overarching capacity building essential for long-term, sustainable, equitable and results-oriented reform processes. This includes:

- i) mainstreaming of gender perspectives into reform processes;
- ii) strengthening of the personnel and its monitoring system;
- iii) continued support for a comprehensive SWAp preparation including donor coordination and harmonization;
- iv) enhancement of legal and regulatory framework in education;
- v) strengthening of sector performance monitoring and evaluation of the overall reform processes including annual ESP/ESSP review; and
- vi) support to EFA secretariat in EFA monitoring, reporting and mid-term review.

This component will also support activities aimed at strengthening the planning and management capacity at school level particularly in conjunction with the introduction of school operational budget at both primary and lower secondary levels. This focus area

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<sup>33</sup> The MoEYS, donors and NGOs will need to confirm the suggested technical assistance reduction target during the ESSP review scheduled in September 2005.

will also involve various initiatives aimed to raise awareness and participation on sector-wide reform process among civil society organizations such as commune councils, community organizations and school support committees (SSCs).

EBEP-II will support a positive discrimination policy in the selection of training beneficiaries to ensure that female staff benefit from the professional training programme and increase their leadership roles in education reform. Specific targets include increasing the percentage of female teachers to at least 50 per cent, female school directors to at least 30 per cent, and female senior managers to at least 10 per cent by 2010. Currently, women make up 40 per cent of the teachers, 10 per cent of school directors, 18 per cent of middle managers, and five per cent of senior managers.

The capacity building activities would be carried out through the most effective mix of interventions, that is, local training (short-term/long-term, formal/informal, and on-the-job/off-the-job), study visits and conferences (in-country/abroad), workshops and seminars, mentoring and coaching from senior colleagues and external consultants, and hands-on work on specific discrete work assignments such as action research, evaluation studies, and social mobilization and awareness-raising campaigns.

***Sub-project 1.2: Capacity Building for Quality Education Services through Effective PAP Implementation***--This component will address capacity development to improve the quality of education services through the effective management of PAPs. Key support areas will include:

- i) implementation of the new curriculum master plan;
- ii) development of student learning assessment systems;
- iii) mainstreaming of 'child-friendly school' standards into school and teacher performance appraisal systems;
- iv) assessment of teacher training supply and demand to meet the anticipated increased demand of an expanding secondary education system;
- v) assessment of in-service training and development of a comprehensive action plan; and
- vi) development of textbook policy and new Grades 1-3 textbooks to meet the requirements of the new curriculum and consistent with the MoEYS policy of introducing private sector publishing and wider textbook choice

These activities are expected to be implemented through the relevant technical departments of the MOEYS as well as through the strengthening of the newly established National Institute of Education (NIE).

Towards this end EBEP-II support will be directed to:

- i) formulate pro-poor education financing strategies guided by Medium Term Expenditure Framework (MTEF) and Priority Action Programme (PAP);
- ii) coordinate capacity building needs assessment and planning;

- iii) enact the draft Education Law with implementing guidelines that clearly define authorities, responsibilities and accountabilities within the education system;
- iv) mainstream gender analysis in the formulation of the Education Strategic Plan (ESP) and the annual review processes of the Education Sector Support Programme (ESSP);
- v) formulate a comprehensive teacher recruitment and in-service training plan with affirmative action strategies to increase the proportion of female teachers, school directors and managers;
- vi) develop a harmonized system of school performance monitoring and inspection using a common tool based on established quality standards;
- vii) streamline ESP/ESSP reviews and EFA monitoring and reporting led by the MoEYS with minimal assistance from external consultants; and
- viii) encourage more effective school planning and management and efficient use of the school operational budget to support improved learning outcomes.

The EBEP-II will likewise promote wider civil society participation in education reform by creating awareness through communication and social mobilization strategies. NGOs, Commune Councils, community members, parents and children themselves will be reached through media campaigns and encouraged to support the reform. At least 80 per cent of target parents are expected to have knowledge of the broad education reform themes and children’s rights to quality basic education particularly, right-age school entry at six years of age and completion of nine years of basic education especially for girls.

### **3.3.2. Project 02- Improving Equitable Access and Quality of Basic Education**

The Child-Friendly Schools (CFS) Core Package presented in **Annex 2** describes how Project 02 will contribute to improve the quality of teaching-learning processes in classrooms. Project 02 is composed of five sub-projects.

***Sub-project 2.1: Child-Friendly Schools (CFS) Expansion in Six Provinces***— EBEP will assist to improve teaching-learning processes through the child-friendly school (CFS) approach. A child-friendly school exhibits characteristics related to the five core dimensions, namely:

- Inclusive of all children and pro-actively seeks to enroll all school-age children
- Effective academically and relevant to children’s lives
- Healthy, safe and protective of children
- Gender responsive
- Strengthen the sense of responsibility and actions of families and communities towards educating children

The sixth CFS dimension—supportive and enabling education system—highlights the need for schools to be supported by enabling education policies and overarching

mechanisms to develop, deepen and institutionalize child-friendly culture and ethos in schools and communities.

Going to scale with the CFS approach will follow two simultaneous strategies, namely: a) expansion within the six UNICEF priority provinces, and b) national mainstreaming and gradual extension of the same approach to all provinces in the country. Following the “whole school approach,”<sup>34</sup> the project will support the expansion of CFS to cover at least 70 per cent of all the schools in six provinces to achieve the “critical mass” required for sustaining longer-term impact and institutionalization of changes initiated by CFS. The programme will support nearly 1,200<sup>35</sup> primary schools for three years to become progressively child-friendly.

The key project activities will include

- i) CFS orientation for teachers, school directors, clusters, district/provincial officials and communities;
- ii) training of teachers on child-centered pedagogy supported by a core supply of materials for teacher-made learning/teaching aids;
- iii) continued peer support for teachers through Thursday meetings;
- iv) training of central/provincial mobile CFS teams to provide technical and implementation support to districts and clusters;
- v) central monitoring and evaluation to feed into policy implementation guidelines and formulation of national CFS policies; and
- vi) provincial/district coordination and monitoring by Provincial/District Office of Education (POE/DOE).

A mid-term evaluation of the CFS will be conducted in 2008 to look into: i) schooling outcomes (right-age entry and enrolment, repetition, drop out, completion) of CFS and non-CFS schools, ii) assessment of learning achievements against the established learning standards in Grades 3 and 6, and iii) qualitative evaluation of results and changes in school teaching-learning practices and management processes.

Working together with another UNICEF programme *Seth Koma* (Community Action for Child Rights), EBEP will support stronger collaboration among the Provincial and District Office of Education, provincial administrations, Commune Councils, school clusters and schools to improve overall access to primary education with gender parity. Through concerted planning, complementary activities will be designed and implemented to strengthen the sense of responsibility and actions of families, community leaders and Commune Council members towards educating children. At the same time, activities will be implemented in EBEP II to strengthen the transparency and accountability of CFS

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<sup>34</sup> The “whole school approach” targets all classes in CFS schools to adopt child-centered teaching-learning processes as opposed to the previous approach where participation was voluntary resulting in only one or two CFS demonstration classes in the whole school. This approach also calls for schools to develop and promote child-friendly culture and ethos underlined by respect for children’s rights to express their opinions and participate in decisions that affect them.

<sup>35</sup> This represents about 70 per cent of 1,688 total primary schools in six UNICEF priority provinces (EMIS data for SY 2003-2004).

schools to parents and communities through joint planning and monitoring of school resources including PAP and EBEP II budget.

The successful implementation of the planned expansion in the six priority provinces of Kampong Speu, Kampong Thom, Prey Veng, Svay Rieng, Otdar Meanchey and Stung Treng is expected to result to the following outputs:

- i) at least 96 per cent of children aged six to eleven years are enrolled in primary school;
- ii) at least 75 per cent complete the six years of primary education cycle; and
- iii) at least 50 per cent decrease in the percentage of Grades 3 and 6 pupils who do not meet established learning standards in Khmer language and Mathematics with no disparity between boys and girls.

***Sub-project 2.2: School Readiness Programme (SRP) in Grade 1--*** A special focus will be given to support child-friendly Grade 1 classes to reduce the persistent high drop-out and repetition rates in Grade 1. Through the ***School Readiness in Grade 1 Initiative*** that has now been expanded to cover the 36-week school year, Grade 1 teachers in CFS schools will be trained to introduce and assist children to learn pre-reading and pre-numeracy skills in child-friendly pre-school like classroom environment. Unlike regular Grade 1 classes where children are immediately introduced to a rigorous Grade 1 curriculum, school readiness programme helps ease children's transition from home to school environment and makes children's first encounter with formal learning a pleasant and non-threatening experience. Given that nine out of every ten Grade 1 pupils in Cambodia do not attend pre-school, school readiness in Grade 1 intends to help children cope better with the demands of formal learning.

The project will support expansion of School Readiness in Grade 1 in at least 3,600 Grade 1 classes (about 80 per cent of total Grade 1 classes) in six provinces. In addition, expansion into 18 provinces not directly supported by UNICEF will be pursued through training of core SRP provincial trainers under the coordination of the Primary Education Department in cooperation with Early Education Department and Teacher Training Department. It is expected that PAP or regular MoEYS budget will be used to eventually roll out full implementation into primary schools in the 18 provinces. These expansion initiatives will be coordinated with the overall CFS expansion to save on scarce human resources in provinces and in the central Ministry. The expansion activities will include:

- i) further upgrading of the School Readiness Training package based on good practices from the first two years pilot experiences;
- ii) strengthening the cadre of trainers from national and provincial levels;
- iii) training of Grade 1 teachers; orienting MoEYS officials from provinces, districts, clusters and schools;
- iv) providing manuals and prototype teaching aids to all participating schools; coordinating and monitoring by central/provincial offices;
- v) evaluating implementation to feed into national policies, and
- vi) training of provincial school readiness trainers in additional 18 provinces



***Sub-project 2.3: Mainstreaming CFS in Pre-service and In-service Teacher Training--***

Together with the Teacher Training Department (TTD) the project will support the 18 Provincial Teacher Training Colleges (PTTC) across the country to mainstream CFS, including school readiness in Grade 1, into the pre-service teacher training curriculum and training. This will ensure that future teachers have knowledge and skills to implement child-centered pedagogy and apply CFS and school readiness principles and practices. The project will assist to develop the pre-service teacher training CFS package and train a core of CFS trainers in all 18 PTTCs. At the same time, TTD will develop the CFS in-service training package that will be disseminated to teachers through the Technical Grade Leaders in the school cluster system. The project envisions achieving the following key results by 2010:

- i) CFS including school readiness in Grade 1 is integrated into the PTTC training curriculum by SY 2007-2008; and
- ii) at least 75 per cent of trained CFS trainers from the 18 PTTCs have knowledge of the CFS dimensions and could demonstrate skills to integrate CFS and school readiness concepts and principles into their teaching practices.

***Sub-project 2.4: Skills-based Health and Hygiene Promotion in CFS--***Quality education also requires quality learners who are healthy and fit to take advantage of available learning opportunities. Cambodia has one of the highest under-five malnutrition rates in the region that severely affects the learning capacity of children when they enter school. A child-friendly school is a health-promoting school, and the CFS programme will also introduce skills-based health and hygiene education. In coordination with another UNICEF-supported programme called Seth Koma (Community Action for Child Rights) all primary and lower secondary schools without access to safe drinking water and toilets will be provided these facilities by year 2010. As of SY 2003-2004, 619 primary and 67 lower secondary schools in the six priority provinces are without water facilities. An additional, 585 primary and 46 lower secondary schools do not have toilets. The project will also coordinate with the World Food Programme (WFP) to expand support for school breakfast programme in CFS schools located in food-insecure areas prioritized by WFP.

In close interface with Project 03 (Life Skills Education) and in collaboration with the HIV/AIDS Programme of UNICEF, the CFS will also promote life skills education to reduce children's vulnerabilities to HIV/AIDS, substance abuse, gang and violence and early sexual initiation. Life skills modules on these four key topics will be developed and advocated for integration into the teaching of local life skills education at upper grades of primary nationwide. The teaching of 2-5 local life skills lessons per week is mandated under the new curriculum policy issued by the MoEYS in December 2004. In addition, EBEP II will also integrate into CFS teacher training component HIV/AIDS lessons to help teachers effectively teach so that pupils will in turn meet the HIV/AIDS-specific learning standards in Science for Grades 3 and 6.

Likewise, life skills related to protection issues of violence, corporal punishment and trafficking will also be addressed in the CFS schools especially in provinces where these are major risks faced by children. This initiative will be pursued in collaboration with the Child Protection Programme of UNICEF. Life skills lessons on these protection areas will be developed collaboratively with other programmes and mainstreamed for use in CFS teacher training, both at pre-service and in-service.

***Sub-project 2.5: National Mainstreaming of CFS Approach***—A momentum in favor of national adoption of the CFS approach has gained ground with the successful pilot implementation in the UNICEF’s six priority provinces, and the Ministry is eager to expand beyond the six provinces as soon as possible.<sup>36</sup> The Ministry is presently developing a national CFS policy and programme package that already integrates school readiness in Grade 1.

***Mainstreaming in School clusters--*** Existing structures and mechanisms of the MoEYS will be used to mainstream CFS including school cluster system. Primary school clusters have been introduced in Cambodia since 1991 and have since then evolved to perform a number of functions that include: resource allocation and sharing mechanism; informal support mechanism for school development planning; and a vehicle for continuing in-service training of teachers. The project will promote school clusters to support and sustain improvements in teaching-learning initiated through the CFS programme including special emphasis on Grade 1 through the school readiness initiative. Activities will include CFS orientation training of cluster directors; cluster development planning using the simplified logical framework approach (LFA); training of Technical Grade Leaders on the CFS in-service teacher package; and school development planning linked to the utilization of the school recurrent budget to support CFS activities.

***National CFS operational plan***—The project will support the Ministry to develop a CFS operational plan with precise indication of implementation modalities, funding estimates and time frame for implementation. The preparation of such a plan could be used as a mobilizing instrument which could lead to a distribution of roles, on a functional and/or territorial basis, between different development partners interested in making the CFS approach a success.<sup>37</sup> By 2010, it is expected that the MoEYS will have adopted a national policy and implemented a CFS operational plan supported with government budget to cover CFS implementation nationwide.

### **3.3.3. Project 03: Expanded Learning Opportunities for Disadvantaged Young Children and Youth**

Project 3 will address the specific needs of disadvantaged children who do not have access to formal pre-school and primary education and life skills opportunities. The Project will collaborate with other donors and NGOs to implement within the Ministry

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<sup>36</sup> Sida Advisory Team (SAT). Report on Review Mission to Cambodia 15 June to 1 July 2005. 2005, p.18.

<sup>37</sup> Ibid.

system a limited number of innovative education approaches for disadvantaged groups. These groups include children with disability; trafficked and marginalized children; and children from ethnic minority communities, remote areas, and poor families who could not afford basic schooling. Project 3 is made up of five sub-projects.

***Sub-project 3.1: Community-based Pre-schools and Home-based Parenting Programme--*** Young children who go through formal pre-school or non-formal community-based early learning programmes can tackle the demands of formal schooling more readily. In Cambodia, very few children, mostly from affluent families in urban centers, receive formal pre-schooling before entering primary school. The project will provide expanded access to non-formal pre-school opportunities for disadvantaged young children in the six provinces through community-based and home-based pre-schools.

Community pre-schools (CPS) are non-formal pre-schools organized and managed by the community and designed to provide early childhood development and learning experiences to children three to five years old. They are a less costly alternative to formal pre-schools with about 25 to 30 children under the care of one community pre-school “volunteer” teacher who receives a nominal incentive from Commune Councils. Community pre-schools evolved from childcare classes initially established to meet the child-minding needs of parents attending literacy classes or working outside their homes. Today, community pre-schools provide a more structured educational environment for young children promoting child development, school readiness, and right-age school entry.

Project support to community pre-school activities will include: provision of technical assistance and logistics support to the MoEYS for policy and programme development; development of a training package for community pre-school “teachers” contracted by Commune Councils; development of an orientation and advocacy package for community and Commune Councils; and implementation in six provinces with rapid expansion based on availability of additional donor funding.

Another alternative to the formal pre-school is the home-based parenting programme designed to create awareness among parents and caregivers about the importance of early stimulation and development on children’s readiness to learn. Parents will be trained to create a stimulating learning environment to support children’s early learning at home. At present, the home-based project covers only 51 villages in four provinces, but it has the potential to reach disadvantaged villages on a larger scale. At least 50 per cent of children between three and five years of age are expected to participate in early child development programmes in six UNICEF priority provinces through the combined reach of formal pre-schools, community-based pre-schools and home-based early learning initiatives.

***Sub-project 3.2: Life Skills Education--*** The MoEYS recognizes that life skills education enables children to cope with the demands of a fast-changing and increasingly complex environment. Its curriculum policy for 2005-2009 defines life skills as “the intellectual, personal, interpersonal, and vocational skills that enable informed decision-making,

effective communication and coping and self-management skills that contribute to a healthy and productive life.” The new curriculum policy mandates an average of two to five local life skills lessons per week for primary and upper secondary school pupils.

Life skills education in Cambodia has received significant donor support in the area of HIV/AIDS prevention. Specific knowledge about HIV/AIDS prevention had been integrated into the Science curriculum standards for Grades 5 and 6 that are expected to be approved shortly.

EBEP-II will coordinate with the HIV/AIDS Prevention and Care Programme (another UNICEF programme) to jointly develop life skills delivery strategies and materials that will provide out-of-school youth with comprehensive knowledge of HIV/AIDS<sup>38</sup>. EBEP will advocate that these materials will be used by the Youth Department of the MoEYS for its regular outreach activities with out-of-school youth groups in the age range of 10-24 years.

With the new life skills education policy under development, EBEP-II will have the opportunity to support the MoEYS broaden the focus and application of life skills and increase the capacity of primary schools to deliver life skills education. Life skills education will emphasize the development of positive attitudes and behaviors to prevent high-risk behaviors associated with HIV/AIDS, drug abuse, early sexual initiation, and pregnancy (reproductive health) within the framework of local life skills in the new curriculum. Moreover, in collaboration with the Ministry of Labor, EBEP II will advocate the integration of these life skills modules into community-based vocational skills training programme supported by ADB under the Second Education Sector Development Programme.

***Sub-project 3.3: Multi-grade Teaching and Bilingual Education-*** An estimated 26 per cent (441 schools) of the primary schools in the six UNICEF priority provinces are incomplete schools which do not offer the full Grades 1-6. Schools remain incomplete mainly for two reasons, namely, insufficient number of classrooms and teachers and insufficient number of pupils especially in thinly populated remote communities. Multi-grade teaching provides access to a complete primary education of six years. The ESP 2004-2008 listed multi-grade teaching as one of the strategies to promote equitable access to primary education. At present, the MoEYS still needs to develop a coherent multi-grade teaching policy and programme framework and build upon earlier training conducted by the Teacher Training Department in 2003. An evaluation of the 2003 multi-grade initiative by the MoEYS identified the following issues: i) lack of pre-service capacity on multi-grade teaching; ii) inadequate quality and quantity of multi-grade materials such as teacher guides, handbooks and guidelines; iii) multi-grade model and demonstration schools in urban areas which show a different working environment than remote schools; and iv) limited understanding of the application of child centered pedagogy in multi-grade context.

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<sup>38</sup> Comprehensive knowledge defined as follows in the MDG indicators: “Correct identification of the two major ways of preventing the sexual transmission of HIV (using condoms and limiting sexual to one faithful, uninfected partner), rejection of the two most common local misconceptions, and knowledge of the fact that a healthy looking person can transmit HIV”.

The project will assist the MoEYS:

- i) develop an appropriate model of multi-grade teaching;
- ii) develop a pre-service and in-service teacher training module with support materials and resources for teachers;
- iii) train multi-grade teachers; and
- iv) develop standards for multi-grade teaching, evaluation and inspection.

Through multi-grade teaching, at least 70 per cent of incomplete schools in the six priority provinces will be completed by SY 2009-2010. UNICEF's support to multi-grade teaching has been coordinated with another project on disadvantaged communes, funded by the Japan Fund for Poverty Reduction (JFPR) to ensure adoption of complementary approaches.

In addition, bilingual education for ethnic minority children will be implemented on a pilot basis in the five provinces of Otdar Meanchey, Stung Treng, Ratanakiri, Prey Vihear, and Mondolkiri. The project will assist the Provincial Offices of Education in the five provinces to implement bilingual education in collaboration with NGOs already implementing bilingual formal and non-formal education, such as CARE Cambodia and International Cooperation Cambodia (ICC).

***Sub-project 3.4: Inclusive Education-*** Inclusive Education was initiated in 1999 under the programme called "Development of Educational Opportunities to Meet the Specific Needs of Children with Disabilities in Cambodia". The programme was formulated in response to awareness by the MoEYS, the Disability Action Council (DAC), NGOs and other concerned parties of the lack of educational opportunities for children with disabilities in Cambodia. Core funding for the initial programme was provided by UNICEF, UNESCO and Nippon Company. An evaluation of the pilot programme will be completed in 2005, after which a national policy formulation process will commence. The project will help develop an inclusive education policy and programme framework at the national level, and develop training modules for Inclusive Education use in CFS schools in six UNICEF priority provinces and in 18 PTTCs.

***Sub-project 3.5: Accelerated Classes for Over-aged Children-*** This project will assist primary school children who are at least three years over-aged for their grade level and at greatest risk of dropping out. The MoEYS will work closely with the Maryknoll which is implementing this initiative on a pilot basis in three classes in Phnom Penh. MoEYS will adopt an expanded pilot in the provinces of Kampong Speu and Prey Veng. Special classes covering two academic years in one school year will be tried out for over-age children who will attend school full day. In Cambodia, primary school students attend school for only half a day.

The programme will also cater to children who have completed the basic literacy class and wish to re-enter primary school after two to three years of absence. Recently, the no-entrance fee mandate of the government has widened access to primary school for many poor children who tend to be over-aged for their class. While this is a welcome

development, it has also resulted in significant number of over-age children enrolling and eventually dropping out. The likelihood that these over-aged children will stay and complete Grade 6 is very little unless some means of support through accelerated learning could be provided.

### 3.4 Indicative Budget

The full cost of implementing EBEP-II programme at national level and in six priority provinces for five years is estimated at USD 25.700 million as shown in Table 2. The total EBEP-II programme budget is planned to be covered as follows:

- USD 2.200 million (9 per cent) by UNICEF regular resources
- USD 2.317 million (9 per cent) by other donors including UNICEF National Committees
- USD 21.183 million (82 per cent) by Sida contribution

Table 3 presents the detailed project cost proposed for Sida funding estimated at a total cost of USD 23.278 million which consists of USD 21.183 million programme budget and USD 2.095 million cost recovery. The cost recovery contribution was computed based on the applicable rate of nine per cent of total donor contribution according to the policy set by the UNICEF Executive Board in June 2003. A copy of this policy document is attached as **Annex 3**.

The programme budget proposed to be funded by Sida is allocated to three projects with Project 2 receiving the highest allocation at 52.5 per cent to support the expansion of Child-Friendly School and School Readiness Programme. Project 1 and Project 3 are allocated 31.0 per cent and 16.5 per cent of the total programme budget, respectively.

Project 3 has the smallest budget allocation since many of the innovative projects are initially planned for small scale implementation with a gradual expansion as initiatives prove successful. Funds for such expansion will be sourced through contributions from other donors and UNICEF National Committees at an estimated total of USD 2.3 million beginning in year 2008.

Table 3 also shows the annual projected budget requirement from Sida contribution during the period 2006-2010. Fifty-five per cent of the required budget is planned to be disbursed during the first two years of the Country Programme. This is a result of the quick expansion of the Child-Friendly School in the six provinces according to the plans developed by the six Provincial Offices of Education. The required annual EBEP-II budget will gradually decrease from 2008 until 2010. This is based on the assumption that direct budget support from Sida to the MoEYS will start from year 2009, a part of which can be utilized by the government to improve the quality of education including nation-wide expansion of the CFS.

Table 4 also shows the budget proposed for Sida's consideration by implementation level. Roughly 28 per cent of the total budget is allocated for implementation of national

level activities; while 46 per cent is for sub-national (province/district/schools) activities. The rest are allocated for national level technical assistance (11 per cent) and programme support (16 per cent) to cover salaries of national and provincial level staff of UNICEF.

**Table 2: Full Cost of Implementing EBEP-II Programme (in 000' US\$)**

| Project Component  |   | 2006         | 2007         | 2008         | 2009         | 2010         | Total         | As % of Total |
|--|---|--------------|--------------|--------------|--------------|--------------|---------------|---------------|
| <b>1. Capacity Building for Sector-wide Reform and Decentralization</b>              |   |              |              |              |              |              |               |               |
| 1-1  | Capacity Building for Sector-wide Educational Management          | 650          | 750          | 400          | 200          | 180          | 2,180         | 8.5%          |
| 1-2  | Capacity Building for Effective PAP Implementation and Management | 500          | 600          | 450          | 400          | 300          | 2,250         | 8.8%          |
| 1-3  | Technical Assistance  | 359          | 463          | 279          | 78           | 48           | 1,685         | 6.6%          |
| 1-4  | Programme Support   | 337          | 337          | 337          | 337          | 337          | 1,227         | 4.8%          |
| <b>Sub-Total</b>   |   | <b>1,846</b> | <b>2,150</b> | <b>1,466</b> | <b>1,015</b> | <b>865</b>   | <b>7,342</b>  | <b>28.6%</b>  |
| <b>2. Improving Equitable Access and Quality of Basic Education</b>                  |   |              |              |              |              |              |               |               |
| 2-1  | Expansion of CFS in 6 provinces                                   | 1,894        | 2,254        | 1,384        | 509          | 279          | 6,320         | 24.6%         |
| 2-2  | School Readiness in Grade 1                                       | 300          | 330          | 240          | 140          | 50           | 1,060         | 4.1%          |
| 2-3  | Mainstreaming CFS in teacher training                             | 72           | 71           | 70           | 60           | 60           | 333           | 1.3%          |
| 2-4  | Skills Based Health and Hygiene                                   | 56           | 57           | 38           | 30           | 30           | 211           | 0.8%          |
| 2-5  | National Mainstreaming of CFS Approach                            | 143          | 143          | 223          | 263          | 300          | 1,072         | 4.2%          |
| 2-6  | Technical Assistance  | 227          | 227          | 167          | 132          | 95           | 848           | 3.3%          |
| 2-7  | Programme Support   | 414          | 422          | 313          | 313          | 313          | 1,775         | 6.9%          |
| <b>Sub-Total</b>   |   | <b>3,106</b> | <b>3,504</b> | <b>2,435</b> | <b>1,447</b> | <b>1,127</b> | <b>11,619</b> | <b>45.2%</b>  |
| <b>3. Expanded Learning Opportunities for Disadvantaged Young Children and Youth</b> |   |              |              |              |              |              |               |               |
| 3-1  | Community-based Pre-school and Home-based Parenting Programme     | 302          | 332          | 769          | 655          | 678          | 2,736         | 10.6%         |
| 3-2  | Life Skills Education   | 61           | 62           | 93           | 94           | 81           | 391           | 1.5%          |
| 3-3  | Multi-grade Education/Bilingual Education                         | 158          | 131          | 367          | 234          | 138          | 1,028         | 4.0%          |
| 3-4  | Inclusive Education (Disable Children)                            | 72           | 53           | 98           | 94           | 95           | 412           | 1.6%          |
| 3-5  | Accelerated Class for Over-aged Children                          | 73           | 46           | 85           | 121          | 14           | 339           | 1.3%          |
| 3-6  | Technical Assistance  | 129          | 73           | 52           | 73           | 76           | 403           | 1.6%          |
| 3-7  | Programme Support   | 286          | 286          | 286          | 286          | 286          | 1,430         | 5.6%          |
| <b>Sub-Total</b>   |   | <b>1,081</b> | <b>983</b>   | <b>1,750</b> | <b>1,557</b> | <b>1,368</b> | <b>6,739</b>  | <b>26.2%</b>  |
| <b>Total Programme Budget</b>  |   | <b>6,033</b> | <b>6,637</b> | <b>5,651</b> | <b>4,019</b> | <b>3,360</b> | <b>25,700</b> | <b>100%</b>   |
| <b>UNICEF Cost Recovery ( 9%) *</b>  |   | <b>597</b>   | <b>656</b>   | <b>559</b>   | <b>397</b>   | <b>332</b>   | <b>2,542</b>  |               |
| <b>Grand Total</b>   |   | <b>6,630</b> | <b>7,293</b> | <b>6,210</b> | <b>4,416</b> | <b>3,692</b> | <b>28,242</b> |               |

\* Exact amount to be determined according to the Executive Board decision 2003/9 "The UNICEF Recovery Policy" dated 5th June 2003.

**Table 3: EBEP-II Programme Budget Proposed for Sida Funding: By Project (in 000' US\$)**

| Project Component  |   | 2006         | 2007         | 2008         | 2009         | 2010         | Total         | As % of Total |
|--|---|--------------|--------------|--------------|--------------|--------------|---------------|---------------|
| <b>1. Capacity Building for Sector-wide Reform and Decentralization</b>              |   |              |              |              |              |              |               |               |
| 1-1  | Capacity Building for Sector-wide Educational Management          | 650          | 750          | 400          | 200          | 180          | 2,180         | 10.3%         |
| 1-2  | Capacity Building for Effective PAP Implementation and Management | 500          | 600          | 450          | 400          | 300          | 2,250         | 10.6%         |
| 1-3  | Technical Assistance  | 359          | 463          | 279          | 78           | 48           | 900           | 4.2%          |
| 1-4  | Programme Support   | 180          | 180          | 180          | 180          | 180          | 1,227         | 5.8%          |
| <b>Sub-Total</b>   |   | <b>1,689</b> | <b>1,993</b> | <b>1,309</b> | <b>858</b>   | <b>708</b>   | <b>6,557</b>  | <b>31.0%</b>  |
| <b>2. Improving Equitable Access and Quality of Basic Education</b>                  |   |              |              |              |              |              |               |               |
| 2-1  | Expansion of CFS in 6 provinces                                   | 1,829        | 2,189        | 1,384        | 509          | 279          | 6,190         | 29.2%         |
| 2-2  | School Readiness in Grade 1                                       | 250          | 280          | 190          | 140          | 50           | 910           | 4.3%          |
| 2-3  | Mainstreaming CFS in teacher training                             | 72           | 71           | 70           | 60           | 60           | 333           | 1.6%          |
| 2-4  | Skills Based Health and Hygiene                                   | 56           | 57           | 38           | 30           | 30           | 211           | 1.0%          |
| 2-5  | National Mainstreaming of CFS Approach                            | 143          | 143          | 223          | 263          | 300          | 1,072         | 5.1%          |
| 2-6  | Technical Assistance  | 227          | 227          | 167          | 132          | 95           | 848           | 4.0%          |
| 2-7  | Programme Support   | 313          | 313          | 313          | 313          | 313          | 1,565         | 7.4%          |
| <b>Sub-Total</b>   |   | <b>2,890</b> | <b>3,280</b> | <b>2,385</b> | <b>1,447</b> | <b>1,127</b> | <b>11,129</b> | <b>52.5%</b>  |
| <b>3. Expanded Learning Opportunities for Disadvantaged Young Children and Youth</b> |   |              |              |              |              |              |               |               |
| 3-1  | Community-based Pre-school and Home-based Parenting Programme     | 182          | 212          | 267          | 250          | 250          | 1,161         | 5.5%          |
| 3-2  | Life Skills Education   | 61           | 62           | 36           | 36           | 30           | 225           | 1.1%          |
| 3-3  | Multi-grade Education/Bilingual Education                         | 158          | 131          | 142          | 89           | 51           | 571           | 2.7%          |
| 3-4  | Inclusive Education (Disable Children)                            | 72           | 53           | 38           | 36           | 35           | 234           | 1.1%          |
| 3-5  | Accelerated Class for Over-aged Children                          | 73           | 46           | 33           | 46           | 5            | 203           | 1.0%          |
| 3-6  | Technical Assistance  | 129          | 73           | 20           | 28           | 28           | 278           | 1.3%          |
| 3-7  | Programme Support   | 165          | 165          | 165          | 165          | 165          | 825           | 3.9%          |
| <b>Sub-Total</b>   |   | <b>840</b>   | <b>742</b>   | <b>701</b>   | <b>650</b>   | <b>564</b>   | <b>3,497</b>  | <b>16.5%</b>  |
| <b>Total Programme Budget</b>  |   | <b>5,419</b> | <b>6,015</b> | <b>4,395</b> | <b>2,955</b> | <b>2,399</b> | <b>21,183</b> | <b>100%</b>   |
| <b>UNICEF Cost Recovery ( 9%) *</b>  |   | <b>536</b>   | <b>595</b>   | <b>435</b>   | <b>292</b>   | <b>237</b>   | <b>2,095</b>  |               |
| <b>Grand Total</b>   |   | <b>5,955</b> | <b>6,610</b> | <b>4,830</b> | <b>3,247</b> | <b>2,636</b> | <b>23,278</b> |               |

\* Exact amount to be determined according to the Executive Board decision 2003/9 "The UNICEF Recovery Policy" dated 5th June 2003.



**Table 4: EBEP-II Programme Budget Proposed for Sida Funding: By Implementation Level (in 000' US\$)**

| Project Component  | 2006         | 2007         | 2008         | 2009         | 2010         | Total         | As % of total project budget |
|--|--------------|--------------|--------------|--------------|--------------|---------------|------------------------------|
| <b>1. Capacity Building for Sector-wide Reform and Decentralization</b>              |              |              |              |              |              |               |                              |
| National Level Implementation  | 805          | 945          | 595          | 420          | 336          | 3,101         | 47.3%                        |
| Provincial Level Implementation  | 345          | 405          | 255          | 180          | 144          | 1,329         | 20.3%                        |
| Technical Assistance   | 359          | 463          | 279          | 78           | 48           | 1,227         | 18.7%                        |
| Programme Support  | 180          | 180          | 180          | 180          | 180          | 900           | 13.7%                        |
| <b>Sub-Total</b>   | <b>1,689</b> | <b>1,993</b> | <b>1,309</b> | <b>858</b>   | <b>708</b>   | <b>6,557</b>  | <b>100.0%</b>                |
| <b>2. Improving Equitable Access and Quality of Basic Education</b>                  |              |              |              |              |              |               |                              |
| National Level Implementation  | 271          | 271          | 331          | 353          | 390          | 1,616         | 14.5%                        |
| Provincial Level Implementation  | 2,079        | 2,469        | 1,574        | 649          | 329          | 7,100         | 63.8%                        |
| Technical Assistance   | 227          | 227          | 167          | 132          | 95           | 848           | 7.6%                         |
| Programme Support  | 313          | 313          | 313          | 313          | 313          | 1,565         | 14.1%                        |
| <b>Sub-Total</b>   | <b>2,890</b> | <b>3,280</b> | <b>2,385</b> | <b>1,447</b> | <b>1,127</b> | <b>11,129</b> | <b>100.0%</b>                |
| <b>3. Expanded Learning Opportunities for Disadvantaged Young Children and Youth</b> |              |              |              |              |              |               |                              |
| National Level Implementation  | 324          | 282          | 246          | 203          | 127          | 1,182         | 33.8%                        |
| Provincial Level Implementation  | 222          | 222          | 270          | 254          | 244          | 1,212         | 34.7%                        |
| Technical Assistance   | 129          | 73           | 20           | 28           | 28           | 278           | 7.9%                         |
| Programme Support  | 165          | 165          | 165          | 165          | 165          | 825           | 23.6%                        |
| <b>Sub-Total</b>   | <b>840</b>   | <b>742</b>   | <b>701</b>   | <b>650</b>   | <b>564</b>   | <b>3,497</b>  | <b>100.0%</b>                |
| <b>Total Budget by Implementation Level</b>  |              |              |              |              |              |               |                              |
| National Level Implementation  | 1,400        | 1,498        | 1,172        | 976          | 853          | <b>5,899</b>  | 28%                          |
| Provincial Level Implementation  | 2,646        | 3,096        | 2,099        | 1,083        | 717          | <b>9,641</b>  | 46%                          |
| Technical Assistance   | 715          | 763          | 466          | 238          | 171          | <b>2,353</b>  | 11%                          |
| Programme Support  | 658          | 658          | 658          | 658          | 658          | <b>3,290</b>  | 16%                          |
| <b>Sub-Total</b>   | <b>5,419</b> | <b>6,015</b> | <b>4,395</b> | <b>2,955</b> | <b>2,399</b> | <b>21,183</b> | <b>100%</b>                  |

### 3.5 Overall Programme Coordination

The implementation of EBEP-I involved three directorates and 15 departments/offices within the central Ministry. The EBEP-II will be continue to work with and support these directorates and departments at national level. At the provincial level, partnerships with the six Provincial Offices of Education through the Provincial Working Groups (PWG) will continue to be supported and strengthened. Existing coordination mechanisms under the Directorates of General Education and Directorate of Administration and Finance will be further linked to an overarching EBEP-II Coordinating Committee (EBEP-CC) to be headed by the Secretary of State. The EBEP-CC will provide a much broader overall coordination mechanism within the MoEYS to ensure that implementation of activities under each of the three EBEP-II projects are well coordinated and that information exchange is facilitated to achieve programme synergy. The EFA Secretariat will also provide secretariat support to the EBEP-CC.

### **3.6 Project Risks and Assumptions**

The MoEYS and UNICEF utilized the lessons learned from the previous EBEP- I (2001-2005) to design EBEP-II. Recognizing the need to design a well integrated programme and create synergy between the different projects and the between the sub-project within each project, a Logical Framework Matrix ( LFM) was prepared by UNICEF in close consultation with key partners in the MoEYS. The first draft of a simpler LFM was shared and discussed with key partners in November 2004, and during several consultations in 2005 as the fuller LFM version evolved. The LFM was also presented to donors through the Education Sector Working Group and to NGOs through the EDUCAM forum, for comments and reactions. The comments received, including those from Sida Advisory Team, were incorporated into the current final version presented in **Annex 4**.

The LFM clearly spells out the specific outputs expected and the activities to achieve these outputs. Each output is further accompanied by comments about project risks and assumptions and by precise indicators with corresponding baseline data and target figures. The Sida Advisory Team (SAT) during its most recent June 2005 mission appreciated the preparation of the detailed LFM with well-selected indicators as a major step forward that will allow for a thorough yearly planning and monitoring.<sup>39</sup> A clear and coherently articulated programme design minimizes the risks of confusion during implementation. Also defining project risks and assumptions at the beginning of programme design and within the context of a clear LFM allows all stakeholders to anticipate and address risks. Please refer to **Annex 4** for the detailed project assumptions and risks.

The EBEP-II deliberately builds upon the effective strategies and project interventions that were successfully implemented during the previous EBEP-I. This “pilot-testing” approach has mitigated the risks associated with rapid scale-up of innovative programmes.

### **Section 4- Monitoring and Evaluation**

The programme will be systematically and rigorously monitored to ensure that planned activities are implemented, inputs are provided as scheduled, and expected results are achieved. The EBEP-II monitoring and evaluation plan will be developed to feed into the Integrated Monitoring and Evaluation Plan (IMEP) of the whole country programme. A comprehensive EBEP logical framework presented as **Annex 4** has been developed identifying results to be achieved, indicators, baselines, targets, means of verification, geographical focus, and risks and assumptions.

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<sup>39</sup> Sida Advisory Team. EBEP-Report on Review Mission to Cambodia 15 June to 1 July 2005. July 2005.

#### 4.1 Programme Monitoring

A number of data collection activities will be initiated during the first year of the five-year programme to establish baseline benchmarks, especially those that are related to capacity building, learning assessment, and awareness of sector-wide education reforms. The EBEP will develop simple and easy to use monitoring tools and system to track project inputs, implementation activities and expected results. The programme will use EMIS data and existing national survey data (e.g. Socio-Economic Survey, Demographic and Health Survey) whenever these are available. The programme will also support small-scale sample-based surveys and evaluation studies to fill in baseline data gaps—especially those related to changes in knowledge, awareness, attitude, and teaching-learning practices in child-friendly schools. Annual EMIS data will be used to track the following key indicators at national level and in six provinces:

- ECCD coverage among 3-5 year-old children
- Net intake rate (percentage of six-year-olds who enter Grade 1)
- Repetition and drop-out rates in Grade 1
- Net enrolment ratio (NER) in primary and lower secondary levels ( boys/girls)
- Gender gaps in NER
- Percentage of over-aged children in primary schools (boys/girls)
- Primary education student flow rates (completion, dropout and repetition) for boys/girls
- Survival rate from Grade 1-6 (boys/girls)

The Programme will support special efforts to collect baseline data on indicators not yet routinely collected by the EMIS. These could include data on the following:

- learning achievement in Khmer language and Mathematics at Grades 3 and 6
- public awareness and support of education reform before and after advocacy campaigns and social mobilization
- participation and support for education by the community and parents
- pupils' school readiness in Grade 1

Annual work planning of EBEP II will utilize existing Ministry planning system and will avoid creating a parallel planning process for EBEP alone. Comprehensive annual work plans of the partner Departments will include activities to be supported by UNICEF/Sida, other donors and government budget. This will make it easier to comprehend the overall annual plan of each partner department and to view the strategic contribution of the EBEP support to the achievement of the planned yearly results. Advocacy will be pursued for the MoEYS to consistently adopt the Logical Framework Approach in its regular planning process beginning in 2006 for the 2007 annual plans.

Routine monitoring of project activities and results identified in the annual work plan will be undertaken by the implementing partner and UNICEF staff as activities are taking place. At national level and in six provinces, activities are monitored through actual participation of UNICEF staff in activities supported by EBEP funds. To continue the

same practice under EBEP 1, submission of written activity report for every activity completed will be required to support liquidation of cash advances made to partners.

The partner departments responsible for coordinating EBEP implementation at the central Ministry (e.g., Department of Primary Education, Teacher Training Department, Department Early Childhood Education and Department of Planning, etc) will conduct **joint quarterly monitoring visits** to the six provinces to assess on-the-ground implementation. Findings and results will be discussed immediately with Provincial Working Group of POE for immediate feedback and action. At the same time, the consolidated monitoring results from the joint monitoring visits will be reported during the twice-a-year meetings of EBEP Coordinating Committee for appropriate policy decision and action. The joint monitoring is foreseen to encourage better flow of information and strengthen coordination across the various EBEP projects. It could also potentially decrease transactional cost by minimizing POE work load and disruption of routine office and classroom activities during field visits. A guideline to conduct joint monitoring visit under EBEP II will be developed to put the system in operation by 2006.

#### **4.2 Programme Evaluation and Studies**

External evaluation will be conducted at mid-term of the implementation period to assess the effectiveness of innovations introduced and the feasibility of scaling-up different component projects/sub-projects such as bilingual education, accelerated learning, community-based preschools, and home-based programmes. Moreover, the external evaluation of the child-friendly schools programme that started in 2005 will be continued at mid-term and at the end of the project to track and document qualitative changes in community, school and classroom practices and processes engendered by the CFS. The CFS evaluation will also include a cost effectiveness analysis.

Special studies and action research will also be undertaken in 2005 and 2006 to support future EBEP implementation, namely, PAP implementation impact survey, costing models for achieving EFA under the fast track initiative, child rearing attitudes and practices in Cambodia, compatibility of the various management information systems within the MoEYS, and accuracy and reliability of EMIS data, effectiveness of the mass-media-based campaign approach among others.

#### **4.3 Links with the Sector-wide Monitoring and Review**

The ESP/ESSP affirms the MoEYS's leadership in conducting a transparent joint sector performance monitoring and reporting through the annual ESSP review process. The main objective of the ESSP review process is to collect and synthesize lessons learnt from program implementation in the current year and to make necessary policy and strategic adjustments for future programming through collaborative appraisal and work planning by the Government, donors, NGOs and other stakeholders. UNICEF has been one of the major supporters of the ESSP review process, providing both technical and

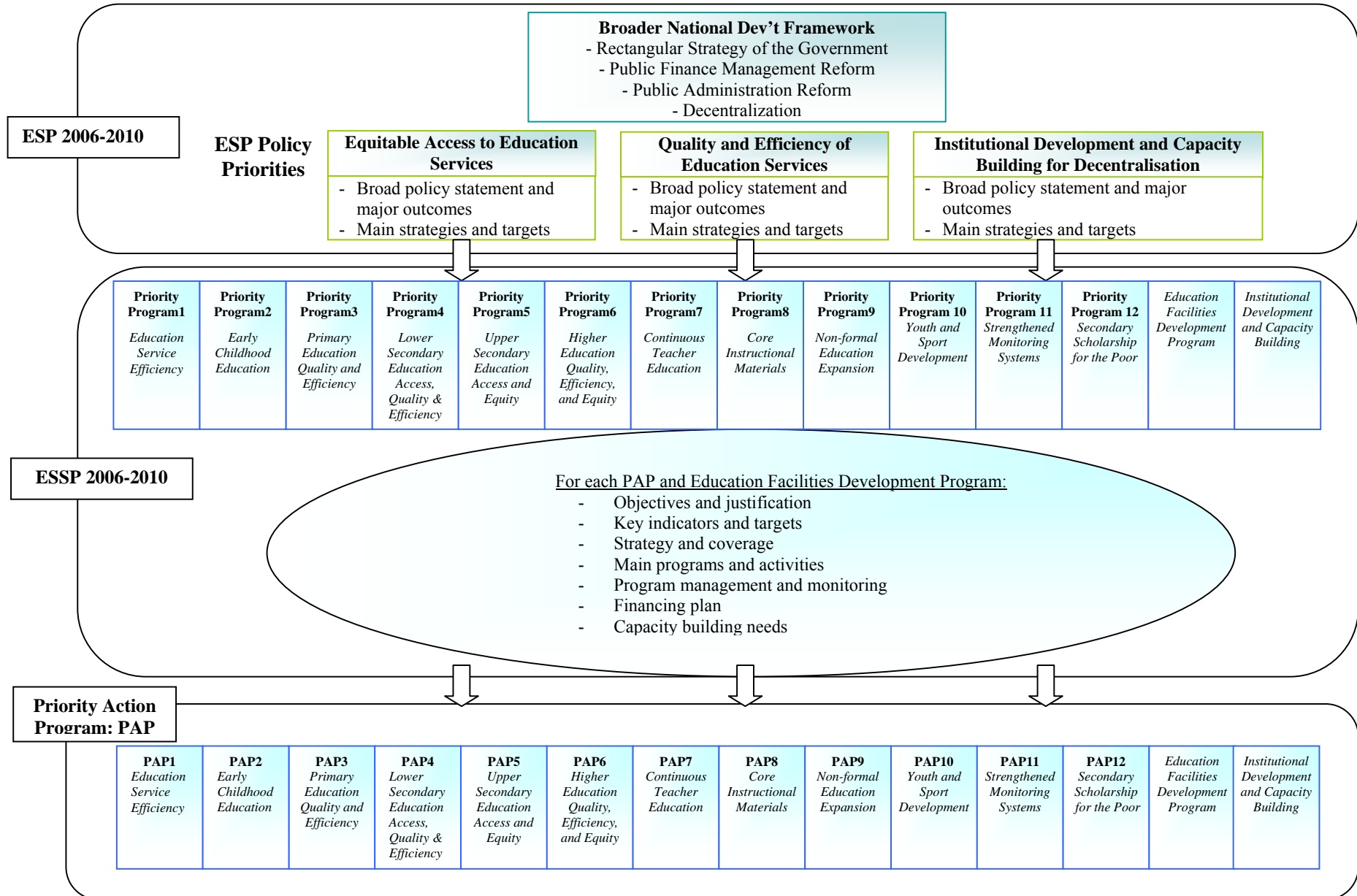
logistical assistance to the ESSP Review Secretariat for the preparation of the review as well as to the ESSP Appraisal and Review Team for the actual appraisal and finalization of the rolling program of reform.

The goals, objectives and strategies of the EBEP-II are fully coherent and consistent with the ESP/ESSP targets and strategies. Hence, the ESSP review process along with its supporting documents such as the annual MoEYS Sector Performance Report and the annual donor report will partly satisfy monitoring and evaluation needs of the EBEP II. A fully harmonized appraisal and review process between ESP/ESSP and EBEP-II resulting to a single reporting document is a long-term goal. If achieved, this harmonized process will significantly reduce the workload of the MoEYS as well as transaction costs both on Government and UNICEF sides. However it will take a few more years to achieve this goal given current limitations and constraints of the annual ESSP review process. Therefore, it has been agreed that UNICEF will continue to prepare an annual progress report to be submitted to Sida by end of March each year. The progress report will be analytical and will highlight results achieved against plans as outlined in the Logical Framework Matrix attached to this proposal as Annex 4.

For more in-depth and specific monitoring and evaluation necessities particularly on the progress and outcomes of project activities in the six target provinces, an EBEP-II monitoring database will be developed and utilized, which will enable easy storage and retrieval of information on supported activities and key indicators in target provinces, districts, school clusters, and schools. The development and maintenance of the database will be carried out in close collaboration with provincial and district offices in the six provinces as well as with the EMIS centre at the central level. **Annex 5** presents the baseline basic education data for each of the six provinces.

# **ANNEXES**

## Annex 1: ESP/ESSP Diagram



## **Annex 2: Child-Friendly School Core Package**

### **1. Brief CFS Background**

#### **1.1 CFS History and Definition in Cambodia**

This document has been developed in consultation with key partners and key departments of Ministry of Education, Youth and Sports (MoEYS) to map out the future direction of the Child Friendly School Program (CFS) in Cambodia. The CFS program began as a pilot in 2001/2 as a tripartite agreement among UNICEF, MoEYS, and KAPE (Kampuchean Action for Primary Education) to develop a programme model in support of quality improvement of the Cambodian educational system at primary level. This joint venture to promote CFS development models was renewed in 2002/3 and 2003/4-2004/2005. During the last 4 years of program planning and implementation, considerable progress has been made and the program structure, content, and technical approach have evolved to support the initiative at decentralised levels. This document aims to synthesize these experiences gained and to map out the future direction of content, partnerships, and processes for CFS and how this links to MoEYS medium and long term policy documents.

Simultaneously as piloting took place in Cambodia, other countries in the region have pursued similar quality interventions towards increasing quality of primary education systems. Through interactions between actors in Cambodia, including key staff from MoEYS, and regional counterparts and agencies, a synthesis of what a child friendly school constitutes has been derived. During the 2004 review of UNICEF/Sida support to MoEYS, Sida Advisory Team (SAT)<sup>40</sup> endorsed CFS and the cluster mechanism as strategies to improve quality in Cambodian primary schools.

A recent regional CFS review summarized and reconfirmed the 5 dimensions of Child Friendly Schools<sup>41</sup>. These dimensions are considered relevant and a useful framework for which to analyze and conceptualize quality aspects of education development in Cambodia. This document includes a sixth dimension highlighting the necessary supporting mechanisms that enable the educational system to develop toward more child friendly teaching and learning environments.

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<sup>40</sup> Expanded Basic Education Program (EBEP) Review Report for the Period January- December 2003, Sida Advisory Team (SAT) - International Institute for Educational Planning (IIEP), Paris, June 2004

<sup>41</sup> Child Friendly Schools in East Asia and the Pacific: "How Friendly Can They Be?", A. Bernard, UNICEF/UNESCO Regional Office, Bangkok



***6 Dimensions of Child Friendly Schools in Cambodia:***

- 1. Inclusive of All Children*
- 2. Effective Academically and Relevant for Children*
- 3. Healthy, Safe, and Protective*
- 4. Gender Responsive*
- 5. Involving Families and Communities*
- 6. Supportive and Enabling Education System*

## **1.2 Future Development of CFS in Cambodia**

Evaluations and impact assessments<sup>42</sup> of the Child Friendly School Programme over the last four years indicate that the program can promote innovative practices in primary and lower secondary schools, which lead to improvements in both quality and access. Apart from positive experiences integrating CFS into in-service primary teacher training and primary school performance, development during the last two years has also demonstrated CFS applicability in lower-secondary education and pre-service teacher training. The assessments made include systematic program monitoring reports based on standardized evaluation tools as well as research components within the program that have looked closely at children's learning using achievement testing methods. These internal assessments will be complemented by a major external evaluation of the program in mid 2005. With substantial experiences gained from the pilot phase, there is now an opportunity to consolidate processes and content for an accelerated geographical expansion over the coming years. This is a strategic option to achieve medium and longer terms education goals outlined by the MoEYS.

## **1.3 CFS and Linkage to MoEYS Medium and Long Term Policy Priorities**

The Child Friendly School framework offers approaches towards improving quality of education in Cambodia. There are a number of unique features of the CFS approach, as adopted in Cambodia, that make CFS an attractive strategy. The program uses the Ministry's cluster school network as an important implementation tool. Implementing the program in this way builds on previous investments made by donors and government, and strengthens key government policy mechanisms. This enables far reaching support to rural areas more than might otherwise be possible if the program worked with schools individually. In this respect, Local Cluster School Committees (LCSC) help to implement these interventions in a coordinated way to link with children's rights agenda. The program has further developed impressive synergies with other on-going programs such as World Food Program's (WFP) School Feeding Program, Research Triangle Institute's

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<sup>42</sup> Various evaluations and impact assessments undertaken by Kurt Bredenberg, Kampuchean Action for Primary Education, Kampong. Cham

(RTI) Local Life Skills Program, and the Girls' Lower Secondary School Scholarship Program.

Current planning documents such as the Education Sector Support Program (ESSP) and the Cambodia EFA National Plan place a strong emphasis on promoting access and quality to basic education. Important interventions to promote access in this context include infrastructure development, scholarships, and the abolition of school fees. Efforts to promote quality issues have focused on interventions that increase retention and promotion such as increased provision of textbooks, teacher education, and remedial support for slow learners. There has, however, been an increased interest within the Ministry to expand the scope of quality improvement to move beyond a narrow focus on efficiency issues such as retention and promotion. This refers in particular to increased emphasis of the teaching-learning process.

Although the CFS programme was initiated through UNICEF's advocacy, the MoEYS is increasingly demonstrating ownership by making references to CFS models in strategic planning documents. Increased government ownership of strategic planning processes and outcomes relating to CFS has led to a significant acceleration in the pace of adoption and change within the program, including expansion to new sites and new sectors, such as secondary education. More effort has also been made to link CFS activities with other national programs such as the Poverty Reduction Strategic Plan where attention was given towards inclusive aspects of education services. The MoEYS is currently developing CFS policies and guidelines to facilitate an expansion of CFS in Cambodia, including formulating a clear definition of elements of a child-friendly school and the content of capacity building interventions that propel school development in this direction. To embrace schools nationwide, a foundational starting point is being agreed upon. This benchmark will constitute suggested activities to be undertaken to improve school performance and be based on the current situation of participating schools and regularly tracked through the use of agreed CFS teacher and school monitoring tools.

## ***2. CFS Programme Development***

### **2.1 Objectives and Indicators**

The overall objective for UNICEF's support to educational development in 6 provinces is to support institutionalisation of access and quality improvement interventions through the emerging CFS framework in Cambodia. This results in supporting the realisation of universal primary education by 2015 as outlined in the Cambodian National EFA Plan and corresponding to the Millennium Development Goals. Current net enrolment rates are approximately 90% in 2003/2004 academic year and the programme targets an increase to at least 96% by 2010. Another major problem of the current education system is the low completion rates in primary school. Subsequently the program objectives include providing support towards increasing the completion rate from 49% in 2003/2004

academic year to at least 75% by 2010. A key strategy to achieve these objectives is to improve quality of primary education delivery which is a main output of promoting Child Friendly Schools in Cambodia.

The project objective of child friendly school development is to contribute towards reaching the programme objectives by supporting improvements in a range of areas related to increased school performance. The project takes a medium term outlook which spans over five years. Programmatically the identified interventions will be front loaded resulting in major investments for expansion taking place during the first three years of the period. The latter part of support will be provided to maintain the achieved standards as well as to include a series of informative assessments for future policy development.

The project takes a rights based approach to education quality improvement where interventions in all CFS dimensions will be pursued. This approach focuses on identification and action taken by all duty bearers to ensure that the basic educational rights of rights holders are being met. Activities in the different dimensions are interlinked and mutually reinforcing each other to meet the basic needs of the right holders with regard to education services. Due to different standards in different geographical areas, expansion modalities will respond to local variations in the UNICEF supported provinces. Similarly phasing of activities within the dimensions will vary based on previous experiences of quality interventions, geographical viability, availability of qualified human resources, and commitment of stakeholders. The following key indicators and targets will be used to measure progress throughout the duration of the project:

- ❖ At least 96% of children aged 6-11 are enrolled in primary school by 2010
- ❖ At least 75% of children complete the primary cycle (grade 1-6) by 2010
- ❖ At least 70% of primary schools have adopted the CFS approach by 2010

## **2.2 Key Assumptions**

- ❖ The CFS package is basic enough to be introduced to previously UNICEF unsupported schools and clusters.
- ❖ The CFS package is comprehensive enough to address a multitude of in- and out-of –school factors.
- ❖ There exist a critical mass of CFS trained human resources at national and provincial levels to support planned capacity building activities including monitoring and progress reporting.
- ❖ MoEYS ownership and commitment to expansion of CFS remains high.
- ❖ Other donor and MoEYS resources will be made available for implementation of related activities in other provinces

## 2.3 Systematic Monitoring Framework for CFS

An external evaluation of CFS in Cambodia is currently being undertaken as a measure to assess progress of the program implemented by UNICEF, MoEYS, and KAPE over the last three years. The findings will be available by July 2005 and is anticipated to provide valuable input towards establishing a monitoring framework for the expansion of CFS in Cambodia.

To ensure systematic monitoring of progress and assessment of impact, the expansion of child friendly school activities includes a further development of previous monitoring practices incorporating recommendations made by the Sida/SAT mission in June 2004<sup>43</sup>. These recommendations outlined a systematic monitoring and evaluation scheme to monitor progress and assess impact of child friendly school activities in the 6 UNICEF supported provinces. To bring experiences from implementing expansion models and content of capacity building activities at decentralised levels require regular monitoring and documentation of good practices. This will be achieved through simplifying and using the standardised monitoring tools developed for assessing child friendliness at school, community, and cluster levels. All progress monitoring will be guided by baseline data for selected indicators to be measured from 2005/2006 academic year onwards.

At school and community levels, the monitoring system will use the school self assessment forms to assess involvement of stakeholders and progress with regards to implementation of the CFS package. A more elaborate form for assessing the outcomes of training activities will be used by cluster and district offices of education on a monthly basis. Similarly, the provincial offices of education will monitor progress partly by conducting monitoring activities but mainly through reviewing cluster and district progress reporting on a monthly basis. This includes training of inspectors at provincial level to assist in monitoring and supporting related school development activities. UNICEF provincial based education staff will provide assistance to the provincial counterparts in assessing progress and trouble shooting. Through this systematic monitoring scheme, the provincial offices of education will assess progress and regularly report to the CFS Steering Committee for review, assessment, and provision of recommendations for future development of the program. The committee will also be able collect relevant information on progress by its members conducting monitoring visits and from consulting MoEYS staff appointed to serve in the Mobile Capacity Building Teams as well as proposed externally conducted studies. UNICEF education section will provide technical assistance towards setting up and maintaining the monitoring system both at decentralised levels in the supported provinces as well as in interpretation of findings for the CFS Steering Committee.

Systematic evaluation of impact is proposed to be obtained through external support partly in form of Sida/SAT reviews and partly through studies specifically designed to provide information to program implementers and the CFS Steering Committee. The

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<sup>43</sup> Extended Basic Education Program (EBEP) Review Report for the Period January- December 2003, Sida Advisory Team (SAT) - International Institute for Educational Planning (IIEP), Paris, June 2004

following areas are proposed for obtaining specific understanding on key results of CFS interventions:

### **3. Implementation Mechanisms**

#### **3.1 CFS Steering Committee and Mobile Capacity Building Teams (MCBTs)**

The Steering Committee formed at national level has overall responsibility for CFS program coordination. The MoEYS indicated its commitment towards the CFS program and its importance within their overall EFA strategy by including senior officials from each of the major departments as well as the appointment of representatives from UNICEF, KAPE and Save the Children Norway (SCN). The role of this committee is to provide overall direction to the program in line with current Ministry policies. The committee will promote performance accountability among program implementers, particularly provincial CFS implementation teams. They also have the responsibility to endorse, coordinate and organise reviews of all CFS related activities including related documents, manuals, and guidelines. The committee meets on a quarterly basis to discuss and review progress of implementation and make recommendations for future directions and institutionalise suitable elements in the MoEYS policy development process. The Steering Committee itself has no direct involvement in program implementation. However, selected members of the committee appointed by MoEYS are regularly involved in several aspect of the program at field level in their capacities of trainers and monitors of the two Mobile Capacity Building Teams (MCBTs). These teams have consisted of both KAPE staff and MoEYS officials and they are involved in trainings, conducting cluster needs assessments, and facilitating trouble-shooting sessions at cluster and provincial level as the need arises. Involvement of MoEYS staff in this manner has facilitated the formulation of policies based on field experience and it further assists in keeping all members of the Steering Committee informed about content and progress of the program.

#### **3.2 Provincial and District Education Staff (POE and DOE Working Groups)**

The Primary Education Department is currently reviewing the roles and responsibilities of provincial and district working groups in support of quality interventions funded by donor agencies and MoEYS funds through the Priority Action Program (PAP). The intention is to provide nationwide official guidelines to these administrative layers. In UNICEF supported provinces, working groups at provincial level have been functioning for several years with increased links to district level working groups during the recent two years. Provincial and district offices of education are the primary implementers of CFS activities and their ability to provide technical support and to monitor progress is essential for the accelerated expansion of coverage in respective province. During the

expansion phase, the provincial working group will be responsible for providing training to district working groups and clusters on the processes and content of the CFS package. The provincial working group will also be responsible for reviewing progress and identifying constraints and trouble shooting to remove barriers and suggest course of action. Based on progress reviews, the provincial working group will likewise provide additional support to district offices of education to enable them to become pro-actively engaged in implementing CFS activities.

### **3.3 Local Cluster School Committees (LCSCs) and School Support Committees (PTAs)**

The LCSC is a decision making body with responsibility for planning, implementation, monitoring and evaluation of activities at cluster and school levels. The LCSC is composed of all primary school directors in the cluster, all cluster technical grade leaders (TGL's), community representatives from each school in the cluster, the chief of the commune where the school is located and the secretary from the core school. The LCSC provides technical support to annual school planning based on the Logical Framework Analysis (LFA) approach and regularly meets during the academic year to review progress and provide technical support to management of the cluster schools. Based on official MoEYS guidelines, the role of cluster schools is to improve cost effectiveness of technical support to schools, improving pedagogical practices through exchange of ideas and best practices, improve planning, monitoring, and supervision, and to facilitate community development through strengthened relationships with stakeholders by giving access to cluster facilities to support home support for their children's education. As mentioned, the school support committees (SSC) are represented in the LCSC and encouraged to participate in school development activities. The role of SSCs in pursuing child friendly schools is towards establishing stronger links between the community and schools by providing activities that focus on strengthening interactions revolving around students learning and the local community. The role of the SSC will increasingly be as a key stakeholder in planning and support of school development activities rather than only as a financial contributor to development.

### **3.4 School Management and Thursday Workshops and Peer Support Networks**

Experiences from Cambodia and other countries in the region demonstrate the importance of school directors as key agents of change. School directors play a key role in pursuing quality improvement activities at local level will be responsible for the school self assessment, school management and transparency, and advocate for changes in teaching and learning practices towards child centred and active learning approaches. The school directors will be provided with introduction training on CFS to ensure understanding of processes and content ahead of any new training of teachers in the school.

As a part of the MoEYS strategy to ensure increased number of teaching hours for students, a proposal has been made to convert some of the Thursday's workshop into normal teaching hours. This would provide, on average, three additional teaching days per month and reduce the Thursday's workshop to once a month. The CFS program will contribute towards developing content and support mechanisms to ensure that these workshops are being used to discuss and address issues and concerns in relation to implementing CFS activities. Technical Grade Leaders (TGLs) will be continue to be used as facilitators, but content of this peer support network will increasingly focus on issues arising from implementation of CFS related activities. Progress monitoring of these workshops will be conducted to assure that the technical support to demonstrate and provide solutions to problems faced by teachers is adequately addressed.

#### **4. Content of CFS Package**

The content of the CFS Package has been developed in consultation with stakeholders and implementers at national and decentralised levels. The aim has been to identify and promote relevant and effective activities based primarily on experiences gained from the last 5 years of various quality improvement initiatives and programmes including UNICEF supported activities. The major thrust of the outlined content relate to advancing the teaching and learning processes with the expectation of increased learning outcomes resulting in increased promotion rates and subsequent reduction in repetition and drop-out rates.

The SAT mission in June 2004<sup>44</sup> provided comments on the large number of activities carried out by UNICEF and the risk of spreading the support too thinly. Development of the CFS package has taken this into account and strives towards increased consolidation of content and processes for the expansion phase of the program. Experiences gained from the pilot phase have identified core activities addressing access and quality of education based on realities of the majority of the primary schools being assisted. The package was compiled based on the CFS dimensions mentioned above, and targets addressing key issues in the corresponding technical areas. Activities focusing on improvements of teaching and learning processes are for e.g. being reinforced by activities targeting improved school management and increased collaboration with communities in school development activities. Dimension 4.6 relates to capacity building activities targeting key areas of the education system at various levels, including effectively assessing progress towards increased synergies of various access and quality improvement programmes initiated by MoEYS and/or other donors and NGOs in pursuit of CFS.

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<sup>44</sup> Extended Basic Education Program (EBEP) Review Report for the Period January- December 2003, Sida Advisory Team (SAT) - International Institute for Educational Planning (IIEP), Paris, June 2004

## 4.1 Inclusive of All Children

Regional experiences from implementation of CFS, including Cambodia, highlight the important role of school directors in the area of school performance. To increase school directors' understanding of the child friendly school activities and enable them to support the implementation of an effective CFS approach, a specific training module is being developed. This module is based on the school director training delivered by MoEYS and reinforces selected management techniques relating to enabling increased stakeholder consultation and involvement in increasing access to education. The training module contains three main topics:

### *1. Introduction to CFS – visioning and goal setting School Directors training:*

This module concentrates on the objective of the CFS programme, the relation between MoEYS policies and guidelines such as EFA, ESP and ESSP and the characteristics of an inclusive school. This introduction to CFS also includes a basic orientation on the 5 dimensions and the accompanying core activities. Implementation guidelines are also an important feature of the training.

### *2. School self assessment, planning and management:*

School Self Assessments with stakeholder consultation is the basis for preparing the school's participation in the cluster based LFA planning process. Use of indicators is discussed in relation to regular progress monitoring of the implemented activities from the core package with emphasis on the number of school aged children in the school's coverage area that are currently not enrolled in school.

### *3. Child seeking focus in enrolment campaigns*

This activity strives to mobilise stakeholders such as parents, school support committees, commune council members, and district education officials in support of the nationwide enrolment campaigns. Information and methods to better understand and map out the disadvantaged groups is included. Through this component, school directors will be exposed to different approaches and experiences of reaching out-of-school children and how to include them in education.

## 4.2 Academically Effective and Relevant to Children's Lives

Analysis of current UNICEF/Sida support to primary school development, demonstrate a strong focus on improvement of teaching and learning processes towards more child-centred methodologies. This area of intervention is essential when striving towards increased learning achievement and promotion rates. Studies undertaken during current programme period<sup>45</sup> also verify that the use of child centred teaching methodologies has positive outcomes in children's creative and critical thinking skills. The results also

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<sup>45</sup> The Child Friendly Schools Movement and Impacts on Children's Learning: Practical Applications in Cambodia, Kurt Bredenberg and Cheat You Heeyit, Phnom Penh, Cambodia, July 2004.



indicate that these children learn more in core subject areas. A focus on diverse teaching and learning methods, including group work and student research, further strengthens links between subjects taught and the realities of children's lives in their local communities. Given the persistent high drop-out rates in grade 1 over the past years, increased focus was given to school readiness activities during 2004. Positive results of learning achievement was observed from the first year's implementation<sup>46</sup> and the activity now features as core component to achieve increased learning outcomes of CFS. Training content of the following activities is based on selected parts of previously piloted activities under both the CFS and the cluster school development programmes supported by UNICEF/Sida. The technical support will mainly rely on MoEYS trainers at both central and decentralised levels.

*1. Child centred teaching and learning methodologies including classroom management*

This module is based on selected activities from the UNICEF/MoEYS Technical Grade Leaders training package and from various piloted CFS activities documented in the CFS service menus developed by UNICEF/MoEYS/KAPE. The content offer teachers a variety of techniques to stimulate increased interactions between students and teachers through promoting active participation in the learning process.

*2. Supporting children's learning through group work and questioning techniques*

This module introduces methods to increase interactions between students through the use of various group work techniques. This teaching method also encourages a more problem based approach to learning subject matters and can additionally be used to create learning opportunities with related to real life experiences of the students. The questioning techniques discuss the impact of using different types of questions as a basic tool to support children's learning process.

*3. School readiness methodologies for grade 1 teachers*

Analysis of pre-school coverage in Cambodia indicates that the vast majority, especially in rural areas, do not have access to these services. Subsequently these children enter primary school without being adequately prepared for schooling. This module is also based on child-centered methodologies and focuses on pre-literacy and pre-numeracy content. The training activities start with language development through discussion activities followed by questioning techniques related to mathematics and science. The module aims at delivering a more joyful and interesting learning experience for grade 1 students through permitting the children to observe and inquire about the subject without compelling the child to memorize. The use of colored flash cards with large images is a method with low cost teaching aids associated with the training. The focus of the training is to ensure trainers and teachers ability to be creative through understanding the principle behind how children learn.

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<sup>46</sup> School Readiness Program Report, Kurt Bredenberg, December 2004.

#### *4. CFS pre-service teacher training course for PTTCs*

To increase synergies with in-service teacher training and as a method to scale up quality interventions an in-service teacher training module was developed and implemented since 2003. This module was further improved during following year containing content for both year 1 and 2 at the PTTCs. The pre-service teacher training component has become a regular feature of CFS in several provinces and offers synergies with other on-going in-service teacher training programmes. The module was developed and refined in close collaboration with Teacher Training Department and includes training of both PTTC trainers and students. The PTTC trainers also provide support to primary school teachers in the practice schools where the PTTC students conduct their teaching practice.

### **4.3 Healthy, Safe, and Protective**

This dimension concentrates on nutritional and health activities and their role in fostering a nurturing environment for children. The current efforts by World Food Program include provision of school breakfasts to children in food insecure areas supports which is in line with the thrust of this dimension. Implementation of school feeding activities during the past years has demonstrated the potential of this program also in terms of increasing community participation for other school development activities as communities has an important role in managing the activities at school level.

#### *1. School feeding activities in food insecure areas*

In collaboration with World Food Programme, support will be provided to CFS schools to manage and monitor the school feeding activities in selected food insecure areas. The related training activities will be undertaken by World Food Programme and be managed by the provincial office of education. UNICEF/Sida support will be provided to further integrate the related activities in regular progress monitoring undertaken by provincial, district, and cluster officials.

#### *2. Hygiene and health promoting schools*

In collaboration with Health section of UNICEF, support will be provided for improvement of health and hygiene practices in schools. Teacher training and information materials on hygiene practices and diarrhoea prevention are included. In collaboration with Health section, awareness raising will be conducted on iodised salt through available materials and training modules on “magic salt” lessons.

#### *3. Water and sanitation facilities*

Through resources made available from several different donors, considerable improvements have been made during the past 5 years in UNICEF supported provinces. With the envisaged expansion, an initial assessment indicates the need for further resources to improve related facilities in the 6 supported provinces. Resource

mobilisation will be undertaken jointly with Seth Koma section of UNICEF to ensure the availability of adequate facilities in the expanded geographical coverage from 2006-2010.

#### *4. Support to school based de-worming twice yearly*

Twice yearly de-worming activities have been supported through an inter-ministerial mechanism based at the National Malaria Centre under the authority of Ministry of Health. Provision of medicines and distribution of medicines, including initial training, was provided by several donors in 2003. Activities in this area will focus on strengthening progress monitoring to identify shortcomings and addressing related issues. Support is also planned to include de-worming in the annual data collection of the EMIS centre to enable the MoEYS to improve performance in this area.

### **4.4 Gender Responsive**

Gender responsiveness is central to establishing child friendly school environments. A recent regional review of CFS approaches suggested that gender should not simply be treated as part of an inclusive education theme within a child friendly school model but as a theme in its own. Training modules are developed to ensure that all CFS schools implement specific activities to address gender disparities. The gender mini-menu responds offers several entry points to start discussing and finding solutions to reduce gender imbalances at school level. The specific activity to be implemented will be chosen by local planners in response to an issue identified as a priority by national planners and donors alike. The approach envisaged includes activities that focus on raising awareness through demonstrating positive examples as well as practical activities to reduce drop-out among girls within a single school year.

#### *1. Separate sanitation facilities for girls and boys*

Experience from different innovative programs to increase access to schools, demonstrate the importance of toilet blocks being separated for boys and girls

#### *2. Girls' counsellors*

The appointment of a Girls' Counsellor (GC) in every school will support the female students in confidentially approaching a female member of staff to raise various problems. A training programme has been designed to train selected female teachers to become Girls' Counsellors. The GC will monitor attendance, establish relationships with girls at risk and visits girls' homes with a view to encouraging parents to allow girls to continue their study.

#### *3. Community role models*

An important feature of a child friendly and gender sensitive school is sensitizing children towards the experiences of others and developing a sense of empathy as well as respect for others. This activity outlines an approach that CFS facilitators may use to assist teachers in organizing their students to interview people in society who faced

particular difficulties and obstacles in their lives and how they managed to overcome these barriers. As outlined below, School Support Committees will also be encouraged to assure gender representation of its members.

## **4.5 Involvement with Families and Communities**

The main aim of activities in this dimension is strengthen the links between the community and the classroom by encouraging parents and community members to better understand what is taught and learnt at school. Activities focus on both encouraging community members to take a more active role in school matters as well as provide training to enable school and cluster directors to embrace parents and communities to participate. A key area of intervention will be the school self assessment, where community members are involved in visioning and goal setting for school and cluster development plans. The parental and community involvement also focus on strengthening school and cluster governance towards becoming more responsive to the communities it serves. It is also expected to increase transparency in financial management, improve communication about and understanding of teaching and learning issues which will encourage greater involvement from the community in school development. The three main interventions are as follows.

### *1. School visits by parents and community members*

Schools will be encouraged to organize activities such as open days for parents and community members. This gives opportunities for parents and the community to gain a greater understanding of their children's educational experience by observing teaching at classrooms and children's study forms, libraries, talking to teachers on children's performance, watching sports and/or cultural events performed by the children.

### *2. Active and gender balanced school support committees*

The Parent Teacher Association, also called the School Support Committee, is a formal channel for parents and community members to evaluate and make informed decisions about the effectiveness of the school. It is important to have an equal representation of men and women in the committee as this can function as a role model but also ensures a fair balance in opinions from both groups.

### *3. Participatory planning at school and cluster level through the LFA approach*

This section encourages school and cluster directors to pro-actively seek participation from parents and community members to assist with the planning at school and cluster level. The parental and community involvement will strengthen school and cluster governance to make school management more responsive and responsible to the community it serves. It is also expected to increase transparency in financial management and thus encouraging greater involvement from the community

## **4.6 Supportive and Enabling Education System**

- 1. Peer support through Thursday's workshop*
- 2. Annual planning and progress assessment by LCSC*
- 3. Technical support through DOE including regular monitoring and progress review*
- 4. Technical support through POE including regular monitoring and progress review*
- 5. Technical support through MoEYS established mechanisms including regular monitoring and progress review*
- 6. Vision and strategic guidance through MoEYS CFS Steering Committee*

## **5. CFS Cost Assumptions and Budget Requirement 2006-2010**

The annual planning process for CFS will follow the academic years and where the bulk of budget being utilized during mid of the calendar year. The majority of training activities will take place during the summer holiday when schools are closed to ensure that valuable teaching hours for students are not compromised. Similarly the majority of school based supply will be during May to September to be in place at the start of the new academic years. The provincial expansion plans are based on academic years with a finalised expansion strategy for 2005/2006 already in place and financial resources available through the 2005 financial/calendar year.

### **5.1 Cost Assumptions**

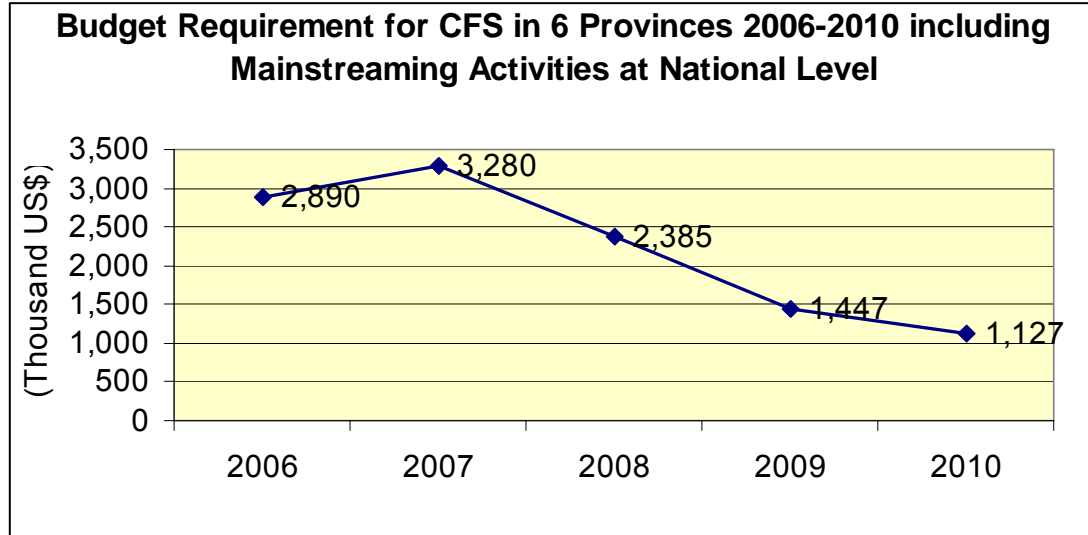
- Costs are based on phased expansion as outlined in the 6 provincial expansion plans. Activity costs are correlated to numbers of classes and schools and aggregated from number of classes and schools as outlined in the provincial expansion plans.
- Expansion plans follow the academic year and correlate to financial year according to following:  
2005/2006AY=2005FY, 2006/2007AY=2006FY, 2007/2008AY=2007FY,  
2008/2009AY=2008FY, 2009/2010AY=2009FY
- First year's implementation 2005/2006 is financed through available resources in 2005FY.
- 3 year school support is based on phase in/phase out details outlined in the provincial expansion plans.
- Resource allocation will decline in the 2009 and 2010 financial years.
- Enabling education system includes costs at decentralised levels including:

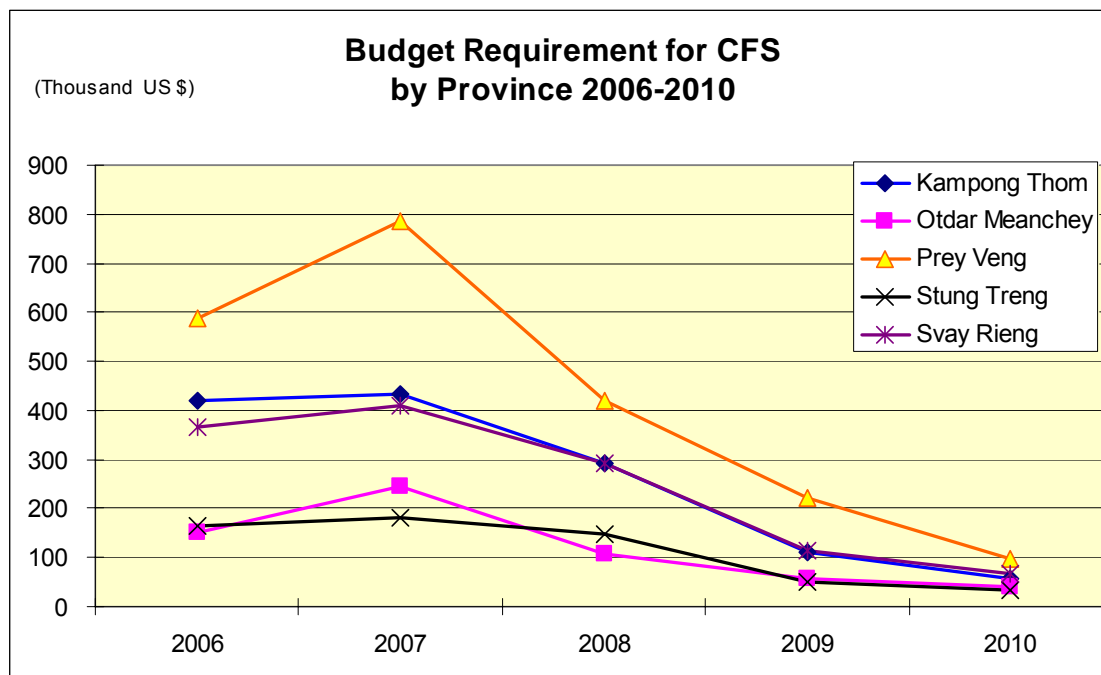
Technical Grade Leaders Monthly Workshop, monitoring and technical support by LCSC, monitoring and technical support by DOE, monitoring and technical/training support by POE, monitoring and technical support/training by MCBT, monitoring and review by CFS Steering Committee.

## 5.2 Three Year Support Package per School

The three years expansion plan is a part of a five year country programme cycle and intends to commit resources for all participating schools on a 3 year basis. The outline subsequently assumes that support will be provided by a minimum of three years support of CFS development for each participating school. Since some of these schools will be involved in the program from the 2007/2008 academic year, support will be provided for these schools until the 2009/2010 academic year. As the CFS expansion plan envisages a rapid increase in coverage from 2005/2006, a lower level of support is envisaged to maintain the related school development activities is for 2009 and 2010. Cost for equipping classrooms and schools are based on an initial supply package containing classroom supplies estimated at \$100 per unit and a annual recurrent supply package estimated at \$50 per unit.

## 5.3 Budget Requirement by Implementation Year





## 6. Expansion Strategies and Implementation Plans in 6 Provinces

The expansion strategies and implementation plans in UNICEF supported provinces were guided by recommendations made by the SAT review in June 2004. The report explicitly recommended moving away from developing activities and support mechanisms focusing on a limited number of teachers and schools<sup>47</sup>. Rather, the focus would be on developing cost effective and workable models based on whole school approaches including scaling up the programme to increase coverage in the UNICEF supported provinces. The SAT report also suggested that different expansion strategies and methodology could be pursued in different provinces to gain experiences from going to scale.

The expansion strategies outlined below are based on the SAT recommendations and guided by a district survey<sup>48</sup> which was finalised in March 2005. The survey mapped out availability of human resources and management capacities at cluster, district, and provincial levels in UNICEF supported provinces. Overall findings include a limited number of districts being identified as high potential while the majority of districts being identified as medium or low potential districts. The result of the survey has guided the provincial offices of education in the planning process of scaling up CFS activities within various districts and clusters. The survey was useful to assess where geographically to

<sup>47</sup> Extended Basic Education Program (EBEP) Review Report for the Period January- December 2003, Sida Advisory Team (SAT) - International Institute for Educational Planning (IIEP), Paris, June 2004

<sup>48</sup> Child-Friendly School Expansion Initiative – District Management Survey, KAPE, Jimmy Chan, March 2005

start expansion but also as a guiding document during the compilation of a CFS package that can be implemented in the majority of the surveyed districts and clusters.

| <b>District Survey Results on Management Potential in UNICEF Supported Provinces</b> |                                 |                                   |                                |
|--|---------------------------------|-----------------------------------|--------------------------------|
| <i>Province</i>  | <i>High Potential Districts</i> | <i>Medium Potential Districts</i> | <i>Low Potential Districts</i> |
| 1. <i>Kampong Speu</i>   | Oudong                          | Samrong Torng                     | Chbar Morn                     |
|  |                                 | Thporng                           | Barset                         |
|  |                                 | Phnom Sruoch                      | Oral                           |
|  |                                 | Korng Pisei                       |                                |
| 2. <i>Svay Rieng</i>   | Kampong Ro                      | Svay Chrum                        | Chantrea                       |
|  | Rumduol                         | Svay Teap                         | Romeas Hek                     |
| 3. <i>Kampong Thom</i>   | Stung Sen                       | Prasat Sambo                      | Baray                          |
|  |                                 | Santouk                           | Prasat Bailang                 |
|  |                                 |                                   | Staung                         |
| 4. <i>Prey Veng</i>  | Pearaing                        | Preah Sdech                       | Mesang                         |
|  |                                 | Peam Ror                          | Sithor Kandal                  |
|  |                                 | Prey Veng                         | Kamchay Mear                   |
|  |                                 | Peam Chor                         | Kampong Leav                   |
| 5. <i>Stung Treng</i>  | Not surveyed                    | Not surveyed                      | Not surveyed                   |
| 6. <i>Otdor Meanchey</i>   | Not surveyed                    | Not surveyed                      | Not surveyed                   |

The expansion plan for the 6 provinces is based on different models that incorporate previous experiences of externally supported education interventions in the different provinces especially with focus on functioning of clusters within the province. However, all provinces use the whole school approach and the cluster mechanism for providing technical support towards school improvement. The expansion is guided by firstly increasing the coverage in currently supported districts and clusters and thereafter new geographical areas will be incorporated in a three year expansion phase. The provincial expansion plans are based on academic years with a finalised expansion strategy for 2005/2006 already in place and expansion plans formulated for 2006/2007, 2007/2008, and 2008/2009 academic years. The CFS expansion plan is part of the five year country programme cycle but commits resources for all participating schools on a 3 year cycle. The outline assumes support provided for a minimum of three years support of CFS development for each participating school. Since some of these schools will be covered from the 2007/2008 academic year, support will be provided for these schools during three academic years i.e. until the 2009/2010 academic year. As the CFS expansion plan envisages a rapid increase in coverage from 2005/2006, limited support to maintain the related school development activities is envisaged for 2009 and 2010 financial years as outlined in cost assumptions under chapter 5.

## **Kampong Speu**

### *Current situation:*

The POE in Kampong Speu province has been implementing the CFS programme since 2002 in collaboration with and support from UNICEF and KAPE. Currently, the CFS

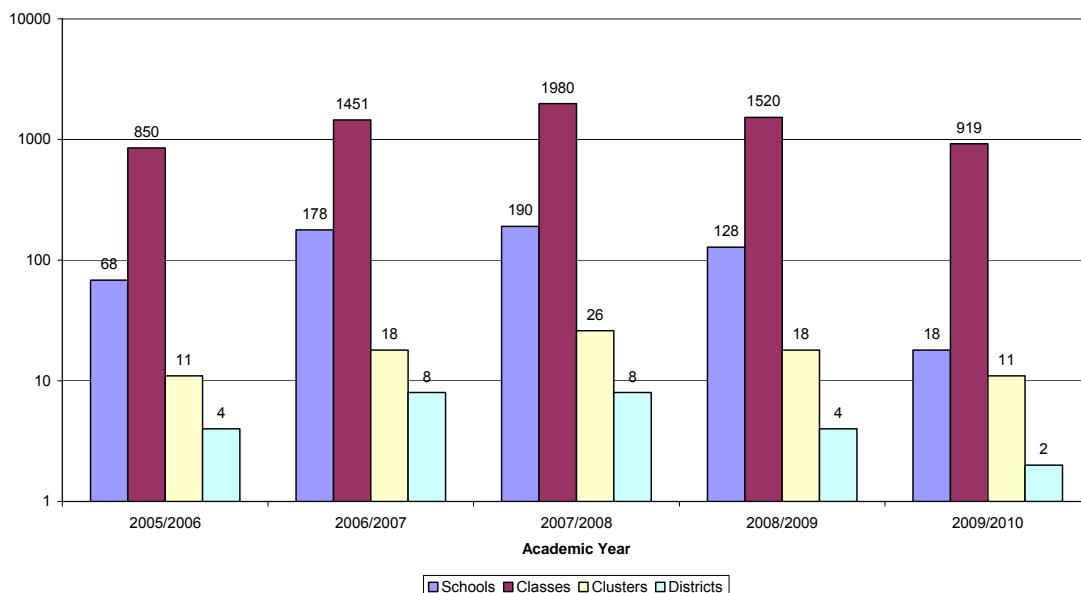


activities in Kampong Speu are implemented in 4 districts, covering 438 classes in 68 schools in 11 clusters.

Since the introduction of the CFS initiative, a wide range of activities from the service menu have been implemented in the UNICEF supported schools. The POE revised and reformed its working group structure at all levels in order to respond to the project implementation in terms of project management, planning and evaluation, technical support, strengthening the supervision and monitoring activities and identifying CFS focal points for better collaboration. Meanwhile, all key members and concerned stakeholders of the POE working group (including TTC trainers), DOE working groups, cluster heads, school directors, TGL's/core groups and teachers have received specific training on the CFS concept and guidelines. In addition, study visits to other provinces who implement CFS activities have been conducted and creatively applied by the POE Kampong Speu.

*Kampong Speu expansion plan:*

**CFS Expansion in Kampong Speu 2005/2006-2009/2010**



*Expansion strategy:*

The CFS programme will gradually expand to 70 percent coverage in the province based on a whole school approach and will build on lessons learned from implementation in the previous years. In 2005-06 the focus will be on expanding the activities to all classes in the currently supported schools. From 2006-2007, 4 new districts will be included. In order to implement the CFS programme in these new target areas, the POE working group has identified planning activities which will be focused on activities in the core areas of the CFS package related to the 6 CFS dimensions. The POE will conduct and facilitate training for DOE staff, TGL's and teachers each year. The POE will establish DOE WG's in the new district as well as strengthen the existing DOE working groups to ensure the provision of regular technical and managerial support to the clusters and

schools. In addition to this, the POE will increase the number of members in the POE working group to be able to support and guide the expansion to new districts.

## **Kampong Thom**

### *Current situation:*

Up to the academic year 2004-05, UNICEF in Kampong Thom province has supported 4 districts out of 8 districts. Twenty clusters have been implementing the CFS programme. Out of 133 schools in the 20 UNICEF supported clusters, there are 69 schools implementing the CFS programme.

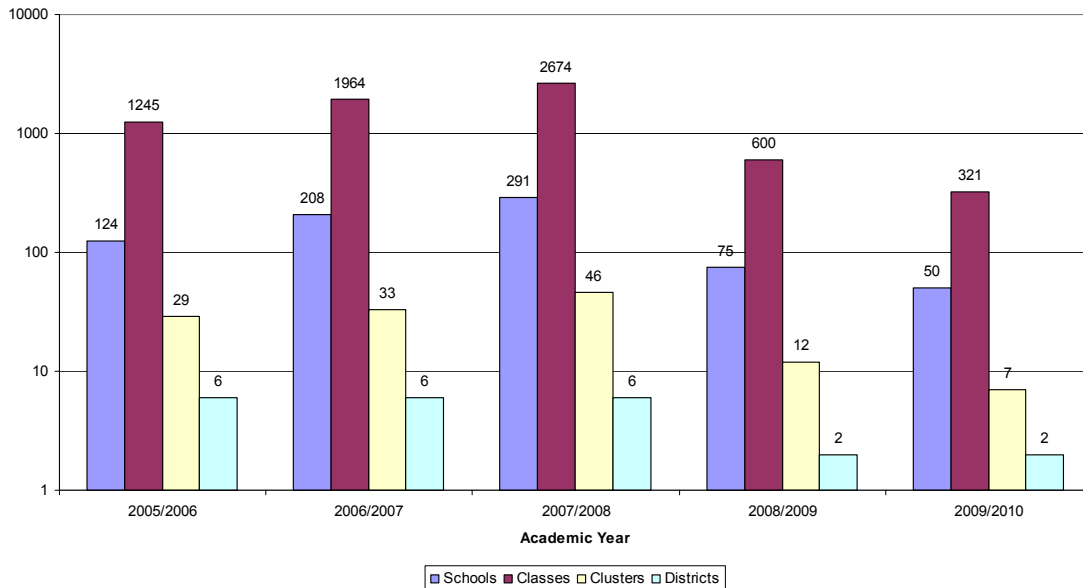
To implement the CFS programme in the UNICEF supported clusters, the POE/DOE Working Group mechanism was set up, which consists of 10 important resource people from the POE and DOE's. The POE Director chairs the CFS Working Group while managing the day- to- day activities of the CFS programme is directly headed by the chief of primary education office. The main tasks of the working group are to provide training, facilitate various technical meetings and monitor and supervise the implementation of CFS activities in the field. The members meet every month to review the supported activities and discuss important issues arising from the actual implementation. At the end of each quarter, a review takes place at provincial level for all CFS implementers at the cluster level to report about achievements and constraints in implementing the activities at the schools.

The CFS working group is fully functional with knowledge and skills to fulfil their task as resource people for CFS activities. Currently, all members have received various technical training courses which include the TGL package, basic concepts of CFS, classroom management and child-centred learning, cooperative learning, supportive supervision, and school management information systems.

Thus far, the following activities have been implemented in Kampong Thom province: participatory planning at local level in 2004-05 academic year, Thursday technical meetings, study visits, classroom management training, school self-assessment/CFS evaluation, child centred teaching and learning, cooperative learning, School Management Information System (SMIS), supportive supervision, school readiness programme, inclusive education, CFS training for year 2 students at TTC, girl councillors, gender training, school feeding activities, eco-club activities, sanitation education and well construction. In regard to teacher training, 774 teachers in 69 schools have been trained on CFS. These teachers are implementing CFS activities in their classroom. Some other teachers in the UNICEF supported schools who have not been officially trained on CFS also acquired some basic concept from the trained teachers through the Thursday technical meetings. These untrained teachers have therefore already been introduced to CFS teaching techniques and therefore receive priority for further training in the coming year.

### *Kampong Thom expansion plan:*

### CFS Expansion in Kampong Thom 2005/2006-2009/2010



#### *Expansion strategy:*

The positive accomplishment for Kampong Thom in terms of implementing the CFS programme in the past few years is the increasing number of teachers, classrooms and students participating in this programme. This accomplishment will be used as a good basis to lay foundation for CFS expansion. To expand CFS to at least 70% coverage in the province, the expansion starts with whole school approach, ensuring CFS trained teachers in all classes. In AY 2004-05, there are 69 schools in the province practicing CFS programme. As mentioned earlier in the current situation, out of these schools only 47 schools are practicing the whole schools approach. Therefore, based on the resource available, the CFS whole school approach will be gradually expanded from UNICEF supported schools to new districts. From 2005-06 onwards, 2 new districts will be included in the programme and identification of these districts is based on KAPE's district survey.

In AY 2005-06, expansion will take place to 118 schools in 6 districts, which is 28% of all schools in the province. This means that 298 more CFS teachers will have been trained by the end of AY 2004-05. At the end of AY 2005-06, approximately 463 more CFS teachers will be trained. This number makes 50 percent coverage. To ensure 70 percent coverage by AY 2008-09, new clusters, schools and teachers will be gradually included in the programme.

### **Otdor Meanchey**

#### *Current situation:*

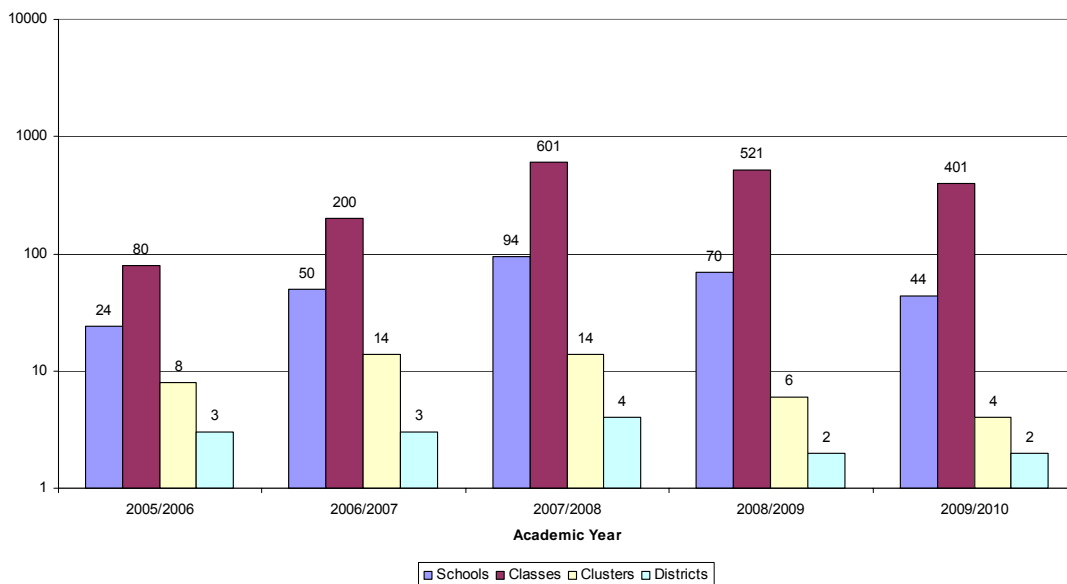
UNICEF has supported capacity building and cluster school development in Otdar Meanchey Province since 2000. Firstly, from 2000 to 2002 the project covered 2 districts

namely Anlung Veng and Trapeang Prasat district. In 2003, UNICEF added one more district to the target area, Chong Kal district. Currently, UNICEF supports 59 schools in 9 clusters in 3 districts while the total number of schools in the province is 134 in 20 clusters in 5 districts. The CFS programme has not yet been formally introduced in Otdar Meanchey but preparation activities are taking place to build the foundation for implementation of the CFS programme in 2005-06.

A POE and DOE working group was set up when UNICEF started its support to the province. The POE working group consists of 11 people and is chaired by the vice - director of the POE. The Working Group has 2 vice chairmen; the chief of primary section and the head of the inspectorate. The other members are technical staff from the POE. The POE established DOE working groups to assist in the implementation of activities in the 3 districts. The main task of the working group is to facilitate trainings, Thursday technical meetings, supervising and monitoring of activities. The Working Groups meet on a monthly basis to discuss implementation of activities, progress and planning. All members have been trained in a variety of topics such as TGL package, Cluster school development, LFA planning, Cluster school management, teacher supervision, School readiness, Library management. Child centred teaching and learning, and teaching aid production. The teachers in the 59 supported schools received training on the TGL package, Child centred teaching and learning methodologies, teaching aid production and school readiness (for grade 1 teachers).

*Otdor Meanchey expansion plan:*

**CFS Expansion in Otdor Meanchey 2005/2006-2009/2010**



*Expansion strategy:*

The introduction of the CFS programme to POE/DOE WG's and school management will take place in the current academic year to increase the understanding of the context and its objectives, The first implementation of CFS activities is planned for 2005-2006 in 80 classes in 24 schools in 8 clusters. There will not yet be an expansion to other districts as

it was decided to first build models of good practise and a supporting network for CFS activities before expanding to new areas. It has to be noted that the general situation in regard to education in Otdar Meanchey is very challenging. There is a high percentage of incomplete schools and schools often lack basic facilities. The province also faces a shortage of trained teachers and therefore contract teachers are being appointed to assist the schools. From this point of view, the whole school expansion approach may be very challenging. Nevertheless, a whole school approach is aimed for as much as the situation allows.

## **Prey Veng**

### *Current situation:*

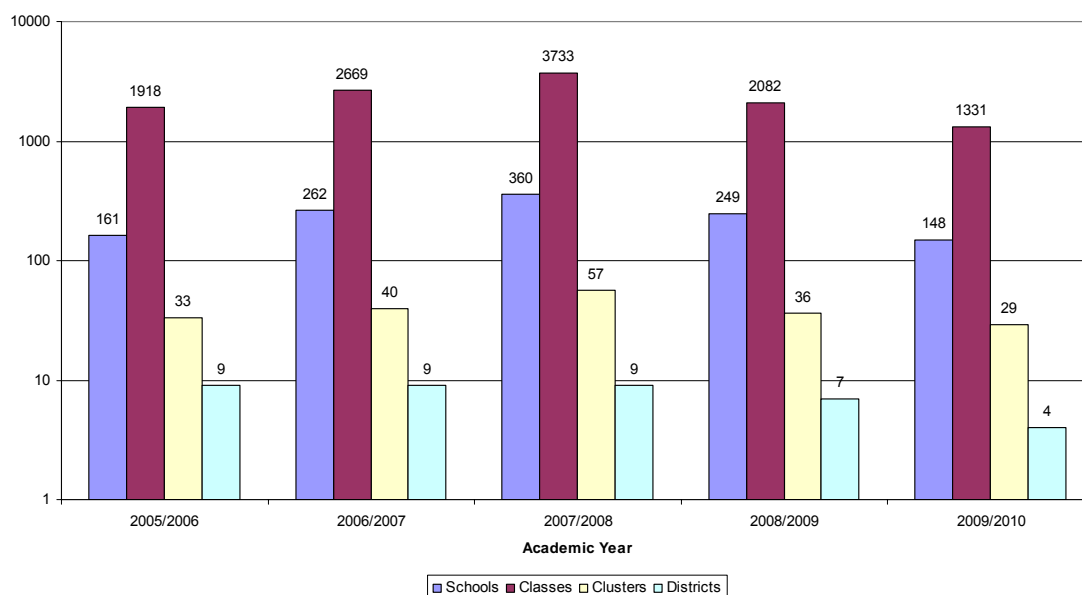
The support of UNICEF to Prey Veng started in January 2001. The province has a total of 12 districts, 82 cluster and 503 schools and UNICEF supports 3 districts, 21 clusters and 128 schools. Since 2003-2004, additional support has been provided to 6 practice and cooperative schools from the Teacher Training College, which are located in a different district. UNICEF support includes over 25 percent of all schools in the province and this will gradually expand to 70 percent in the coming three years. There is an active POE Working Group (WG) in Prey Veng with 24 members of different departments as well as representatives of the 3 supported districts and the PTTC. All members are appointed for specific tasks and have received training on various CFS modules, evaluation of CFS activities and facilitation of the planning process.

There are also DOE Working Groups established to support the schools with the implementation of CFS activities. The size of the DOE WG's is based on the number of schools in the districts and all members are trained for this purpose.

There are 1476 teachers in Prey Veng, who currently implement CFS activities. These teachers have received training on the following topics: TGL package, workshop on Child Rights, CFS dimensions, Classroom management, Student portfolios, 7 main ideas for lesson planning, Taxonomy and creative/critical thinking, Study Games, Organisation of Class Team Leaders, evaluation and testing,

### *Prey Veng expansion plan:*

### CFS Expansion in Prey Veng 2005/2006-2009/2010



*Expansion strategy:*

The implementation of CFS activities in the past three years has resulted in a solid foundation for expansion of the programme as there is a critical mass of trained teachers and facilitators to support the expansion process. To gradually expand CFS to at least 70 percent coverage in the province, a whole school approach is adopted. By the end of the academic year 2004-05, the province will have 134 fully Child Friendly Schools with 1476 CFS teachers, which is more than 90 percent of the currently supported districts. In 2005-06, six new districts will be included in the programme. Selection of these districts is based on the district potential survey conducted by KAPE. In 2006-07 and 2007-08, more schools will gradually be included in the programme to be able to reach the target of coverage of at least 70 percent.

### Stung Treng

*Current situation:*

In Stung Treng province, UNICEF supports 4 districts out of a total of 5 districts in the province. The CFS programme has been introduced to the province in 2003-2004, when Stung Treng’s PTTC started with the implementation of the pre-service component. There are currently 6 schools implementing the CFS programme, 3 UNICEF supported clusters and 3 practise-cooperative schools of the PTTC.

As preparation activities for the implementation of the CFS programme in other UNICEF supported schools in the province are being carried out in the current academic year, the POE and DOE Working Group mechanism was re-organized and POE and DOE staff, teacher trainers, supervisors and cluster directors have been introduced to the CFS

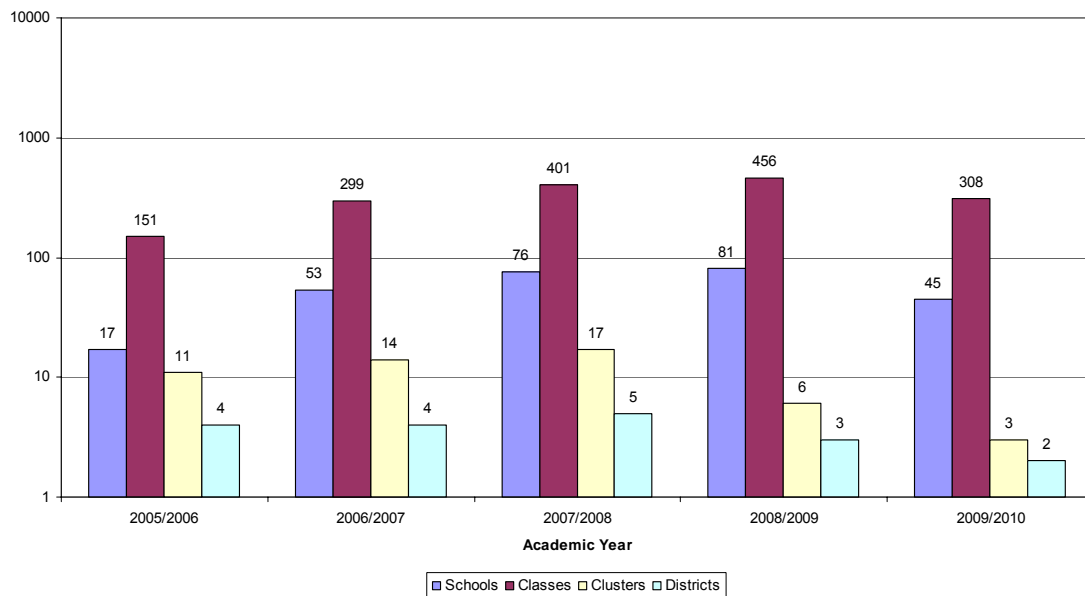
concept and programme. The POE deputy director chairs the CFS Working Group and the chief of primary office managing the day to day activities of the CFS programme.

The working group members' responsibilities are training, facilitating various technical meetings, supervising and monitoring the activities in the field. The members meet every month to review the supported activities, discuss some important issues arising from the actual implementation and plan the next month activities. At the end of each semester, the Chief of the Provincial Working Group invites all CFS implementers at the cluster level to report on the results and lessons learned.

Currently, 50 teachers in 6 schools have been trained on CFS concept and methodologies. Other teachers in the UNICEF supported schools have been introduced to the basics of CFS from the trained teachers through the Thursday technical meetings but more substantial training is needed.

*Stung Treng expansion plan:*

**CFS Expansion in Stung Treng 2005/2006-2009/2010**



*Expansion strategy:*

The experience from implementation of the CFS programme in the 6 schools is that it is effective to create a peer supporting system for teachers to work together to share their understanding and experience of CFS. Technical Grade Leaders who have received specific training will be valuable resource people in the school, playing an important role in initiating new activities and facilitating improved teaching practices. In 2005-06 more than 100 new teachers in the current UNICEF supported areas will be trained on child friendly teaching methodologies. Geographical expansion is planned for 2006-07 onwards by gradually adding new clusters as well as the remaining unsupported district.

## **Svay Rieng**

### *Current situation:*

Svay Rieng province is situated in the south-east of the country, in which most of its borders are next to Vietnam country. It has 7 districts, 35 clusters and 248 schools. Currently, UNICEF is supporting 114 selected schools in all 7 districts in 15 clusters. However, CFS is currently implemented in 48 selected schools with 379 classes, in which 13 schools are fully CFS.

In order to support the implementation of CFS activities at cluster level, working groups have been established at provincial and district level. The POE WG has nine members, who are representatives of the different departments in the office such as inspection, primary and preschool, finance, and non-formal education. All members have the responsibility for certain districts and clusters. At district level, district working groups have been established. The numbers of DOE WG members vary and are based on the number of supported clusters within the districts. In general, 2 DOE WG members are responsible for one cluster and all DOE directors are included in DOE WG's. Recently, some good TGL's were included in the DOE WG. Currently, there are 33 members in DOE WG's.

In Svay Rieng, the POE WG has established a special CFS working group with 12 members from POE WG, DOE WG's and PTTC. Their role is to support all CFS activities, which include facilitating a meeting, involving in planning processes, monitoring the implementation of CFS activities at schools, training CFS teachers and school directors, providing on-the-job training to teachers during Thursday workshop, and conducting school evaluations when needed.

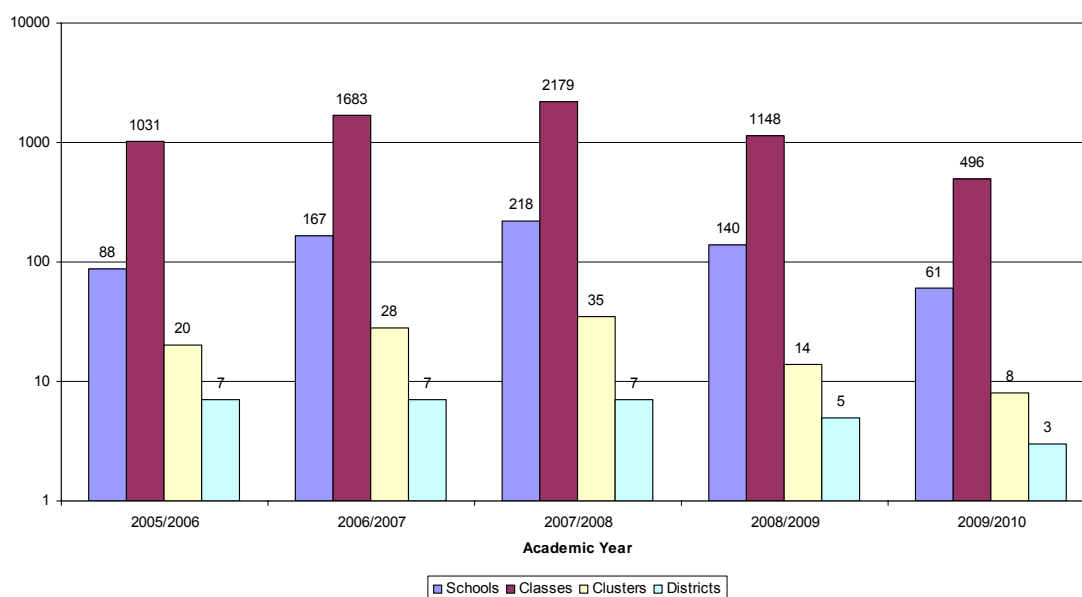
All of POE WG and DOE WG members received most of the basic training to enable them to support clusters with CFS implementation. Those included TGL package, school director training, maitre formateur, and inspection, which were conducted by MoEYS. Other trainings, such as, CFS concepts, classroom management, cooperative learning, using Taxonomy questions, life skill training using community teachers, girl friendly school & gender related issues, were conducted by KAPE. Some training conducted by UNICEF staff, such as, LFA planning, leadership, observing a lesson & giving feedback, and self-evaluation.

So far, 268 teachers have been trained on CFS and 379 child friendly classes are operating in 48 schools.

### *Svay Rieng expansion plan:*



### CFS Expansion in Svay Rieng 2005/2006-2009/2010



#### *Expansion strategy:*

The expansion plan is based on the district survey and group discussion of the POE WG. The strategy is a whole school approach, but geographical expansion is also considered to be a model for the new areas. This means that every year, apart from the expansion of child friendly classes to the whole school, one school in one new cluster will be selected in districts with potential as identified in the district survey of KAPE.

In school year 2005-06, the expansion will focus on the schools currently supported by UNICEF. It is expected that at the end of year 2005-06, 58 schools out of a total of 143 supported schools will be fully child friendly. This also results in 2 fully child friendly clusters as well as one fully child friendly district. At the same time, 5 new clusters will be selected and one school in each cluster will receive support for CFS activities, totalling 63 schools in 20 supported clusters in all 7 districts.

From 2006-07 onwards, the expansion will focus more on new areas as supporting networks and examples of good practise have been established in all districts.

### **Annex 3: The UNICEF Recovery Policy (2003/9)**

*The Executive Board,*

*Having reviewed* the UNICEF recovery policy, as contained in document E/ICEF/2003/AB/L.1, and the document E/ICEF/2003/AB/L.5 submitted at the present session,

1. *Stresses* that regular resources, *inter alia*, because of their untied nature, are the bedrock of the operational activities of UNICEF and, in this regard, *notes* with serious concern the stagnation of regular resources available to UNICEF;

2. *Requests* that all donors strive to increase contributions to regular resources and *requests* the Executive Director to hold consultations to encourage donors to increase the proportion of contributions to regular resources;

3. *Endorses* the objectives that other resources support the medium-term strategic plan (MTSP) priorities and that regular resources should not subsidize the support costs for other resources programmes, and *encourages* UNICEF to apply procedures that reduce transaction costs for other resources programmes;

4. *Endorses* the aim of eliminating, in the medium term, the subsidy of support costs for other resources programmes by regular resources;

5. *Calls* on those donors contributing to other resources to consider directing these contributions to thematic areas<sup>1</sup>;

6. *Calls* further on all donors to simplify their administrative and reporting requirements to significantly reduce the administrative costs of their contributions to other resources;

7. *Decides* to apply, as an interim measure, the methodology as described in paragraph 13 of document E/ICEF/2003/AB/L.1 and in its annex II. The methodology will be reviewed by the Executive Board in light of the harmonization discussion among the United Nations agencies;

8. *Authorizes* the Executive Director to apply the following rates<sup>2</sup> to all new agreements to be signed after Executive Board approval of the revised policy on an interim basis:

(a) 5 per cent for all resources raised from the private sector in the programme countries;

(b) For other private sector resources, 5 per cent for thematic contributions and 7 per cent for non-thematic contributions;

(c) For other contributions to thematic areas, 8 per cent, and an additional reduction of 1 per cent for 90 per cent up-front payments;

(d) For non-thematic contributions, 12 per cent and additional reductions of 1 per cent for 90 per cent up-front payment, 1 per cent for contributions over \$500,000, 2 per cent for contributions over \$2 million, 3 per cent for contributions over \$10 million, and, as a transitional arrangement through 2004, 4 per cent for contributions over \$40 million;

9. *Recognizes* that the rates approved above constitute a step towards the reduction of the subsidy of the support costs of other resources programmes by regular resources;

10. *Requests* the Executive Director to bring the issue of the recovery policy to the attention of the working group on harmonization and simplification of the United Nations Development Group (UNDG) with a view to harmonizing the methodology used by the UNDG members in devising their recovery policies;

11. *Requests* the Executive Director to report to the Executive Board on the experiences of the recovery policy, especially on actual cost recovery achieved and recovery rates applied to projects during this period, on its effects on the regular resources, as well as on the harmonization efforts undertaken, and to submit proposals for further steps towards the elimination of any remaining subsidy of support costs of other resources programmes by regular resources at the second regular session of the Executive Board in 2005 for a review of this interim policy.

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<sup>1</sup> The thematic areas are the five MTSP priority areas (immunization plus, girls' education, child protection, HIV/AIDS, early childhood development) and humanitarian assistance.

<sup>2</sup> All incentive reductions are applicable to annual contributions.

Annual session  
5 June 2003

**Annex 4: Programme Logical Framework  
Expanded Basic Education Programme- Phase 2 (EBEP-II)**

| #  | Level   | Indicators   | Baselines   | Targets   | MOV  | Geogr. Focus | Risks and Assumptions   |
|--|---|--|---|---|--|--------------|---|
| <b>Project 01 Strategic Result Statement:</b>  |   |  |   |   |  |              |   |
| By 2010, the sector-wide education reform will be implemented with full ownership and leadership by the Government through SWAp and with decentralized service delivery mechanism. |   |  |   |   |  |              |   |
| 1  | <b>Outcome Statement :</b><br>Enhanced national capacity and confidence to manage, coordinate and communicate to stakeholders the education sector reform through SWAp, with a gradual decrease of external assistance, contributing to tangible improvement in access to and quality of basic education in line with the goals set in the Education Strategic Plan 2006-2010 | Percentage of sector wide policy actions identified in ESP 2006-10 implemented as planned                | To be obtained at the ESSP review in 2006                     | At least 80% of planned 2006, 2008 and 2010 policy actions implemented by the end of relevant years | Annual review of policy action matrix during the ESSP review       | National     | <b>Assumptions:</b><br>- The long-term capacity building programme on education planning and management will be implemented from 2005-10 with substantial funding support from Sida through UNESCO/IIEP.<br>- MoEYS, NGOs and donors will jointly develop by end of 2005 criteria for assessing MoEYS SWAp readiness following the SWAp Review Seminar in June 2005<br>- MoEYS will formulate a clear capacity building plan for 2006-2010 to meet the criteria for SWAp readiness within the ESP/ESSP 2006-2010 framework, and that donors will increase support towards building capacity and confidence of MoEYS staff and decrease support to external consultants.<br>- Beginning in 2005 serious annual review of Policy Action Matrix takes place as part of ESP/ESSP review.<br>- Education sector will continue to receive priority call on government recurrent budget from 2006-2010.<br>- On-going survey of external TAs provided to MoEYS by all education donors is successfully undertaken by the Donor Coordination Advisor (DCA) from |
|  |   | Percentage of sector performance targets set out in ESP 2006-10 achieved as planned                      | To be obtained at the ESSP review in 2006                     | At least 80% of targets achieved by 2010  | Annual review of sector performance targets during the ESSP review | National     |   |
|  |   | Percentage share of the government recurrent budget allocated for education                              | 19% in 2005   | At least 23.2% by 2008  | Medium-term Public Expenditure Framework (MTEF)                    | National     |   |
|  |   | Expenditure rate of annual education recurrent budget at the end of the fiscal year.                     | Data to be obtained from the MoEYS                            | At least 95 % by 2010   | Annual Budget Report of the MoEYS                                  | National     |   |
|  |   | Percentage reduction of total number of person-months of external technical assistance provided to MoEYS | Data under collection by MoEYS and Donor Coordination Advisor | 10% reduction every year (Proposed target to be confirmed by  | Annual ESSP review   | National     |   |

| #                                       | Level   | Indicators  | Baselines | Targets  | MOV   | Geogr. Focus | Risks and Assumptions   |
|---|---|---|-----------|--|---|--------------|---|
|   |   |   | (DCA)     | the Education Joint tech Working Group   |   |              | <p>June to September 2005 and MoEYS continue to collect TA statistics annually</p> <p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>- MoEYS may continue to implement training programmes which have unclear impact on building capacity.</li> <li>- Donors which have tight implementation period and target disbursement of loan/grant funds, may again resort to hiring too many expatriate consultants to hasten implementation and meet targets.</li> </ul> |
| <b>Output Statements:</b>               |   |   |           |  |   |              |   |
| Output 1.1                              | Strengthened evidence-based sector performance review and monitoring with particular focus on quality results that include students' retention and learning achievements.   | Presence/absence of research and evaluation agenda focused on quality issues to support the ESSP review             | Absent    | Research and evaluation agendas developed by 2006 and updated annually during the ESSP review through 2010 | Annual ESSP review  | National     | <p><b>Assumption:</b></p> <ul style="list-style-type: none"> <li>- Government continues to pursue evidence-based sector monitoring of education quality results</li> </ul>  |
|   |   | Presence/absence of framework and tools for educational quality monitoring ( standards, indicators, baselines, etc) | Absent    | Quality monitoring framework and tools available and in use by 2006  | Quality monitoring framework and tools and annual sector performance report | National     |   |
| <b>Activities to achieve output 1.1</b> |   |   |           |  |   |              |   |
| 1.1.1                                   | Provide technical and logistical support to the Department of Planning, Department of Pedagogical Research and other relevant departments of MoEYS to develop key research and evaluation agenda, quality monitoring tools, and sector performance reports. |   |           |  |   |              |   |
| 1.1.2                                   | Provide technical support to the Department of Planning to improve the accuracy and reliability of EMIS and AMIS data and to enhance data analysis skills of key officials for impact monitoring and evaluation.  |   |           |  |   |              |   |
| 1.1.3                                   | Provide technical and logistical support to the annual ESSP review processes in coordination with EFA monitoring and EFA-FTI preparation.   |   |           |  |   |              |   |

| #                                       | Level  | Indicators  | Baselines  | Targets   | MOV   | Geogr. Focus | Risks and Assumptions   |
|---|--|---|--|---|---|--------------|---|
| 1.1.4                                   | Conduct of EFA mid-decade review and assessment in 2006 with special focus on quality issues and provide support to EFA secretariat.   |   |  |   |   |              |   |
| 1.1.5                                   | Conduct joint monitoring visits to the 6 provinces by a team composed of representatives from the different EBEP partner Departments in the Ministry.  |   |  |   |   |              |   |
| 1.1.6                                   | Support the twice a year meeting of the EBEP Coordinating Committee to review implementation progress and take policy decision and actions.  |   |  |   |   |              |   |
| <b>Output 1.2</b>                       | Strengthened sector-wide financial planning and management within the framework of the Government's public financial management reform   | Annual PAP budget allocation and execution            | <b>Actual PAP budget execution data to be obtained at the end of fiscal year 2005 from the Dept of Finance</b> | At least 90% of PAP budget allocated and executed as planned annually from 2007 onwards   | Annual ESSP review                                | National     | <b>Assumption:</b><br>- Forthcoming IIEP/Sida supported skills development project will not cover this specific area. |
| <b>Activities to achieve output 1.2</b> |  |   |  |   |   |              |   |
| 1.2.1                                   | Provide technical and logistical support to the Department of Finance and other relevant departments to develop timely and feasible budget plans in accordance with the medium-term expenditure framework and to monitor the implementation of the planned budget. |   |  |   |   |              |   |
| 1.2.2                                   | Provide technical support to the Department of Finance to upgrade the functions and utility of PFMIS.  |   |  |   |   |              |   |
| 1.2.3                                   | Provide technical and logistic support to the Dept of Finance to improve PAP planning, implementation and monitoring.  |   |  |   |   |              |   |
| 1.2.4                                   | Provide support to Dept of Planning to include rigorous analyses of PAP disbursement and utilization as part of the annual Sector Performance Report.  |   |  |   |   |              |   |
| <b>Output 1.3</b>                       | Increased MoEYS capacity to assess institutional development requirements in accordance with the needs and demands of education reforms  | Conduct of an institutional capacity assessment (Y/N) | NO   | Institutional capacity assessment conducted by each department under the coordination of DGE, DGAF and DGI and an institutional development plan prepared by 2007 | Assessment report, Institutional development plan | National     | <b>Assumption:</b><br>- No other donor provides technical support to this area.                                       |

| #                                       | Level  | Indicators  | Baselines | Targets   | MOV  | Geogr. Focus             | Risks and Assumptions   |
|---|--|---|-----------|---|--|--------------------------|---|
| <b>Activities to achieve output 1.3</b> |  |   |           |   |  |                          |   |
| 1.3.1                                   | Provide technical and logistical support to the Directorates General of Education, Administration and Finance, and Inspectorate to coordinate an assessment of institutional capacity of departments under each Directorate and to make a medium-term action plan for institutional development. |   |           |   |  |                          |   |
| <b>Output 1.4</b>                       | Strengthened institutions and capabilities at province, district, cluster and school levels to effectively plan and manage education programmes, working in close collaboration with local government system at province, district and commune.  | Presence/absence of clear education decentralization policy and guidelines in the ESP/ESSP that set out responsibilities of education authorities, parents and community associations | Absent    | <i>Prakas</i> on Education decentralization policy and guidelines available by 2007 | Education decentralization policy and guidelines | National                 | <b>Assumption:</b><br>- Government continues to seriously pursue decentralization and de-concentration administrative reforms.<br><br>-Commune Councils will increasingly develop capacity to dialogue and engage the MoEYS at district, cluster and school levels to demand better education services. |
|   |  | Adoption of new Education Law (Y/N)   | NO        | New Education Law adopted by the National Assembly by 2007                          | Education Law                                    | National                 |   |
|   |  | Fulfillment of revised roles and responsibilities at province, district and school levels (Y/N)   | NO        | Revised roles and responsibilities in operation by 2008                             | Annual ESSP review; Provincial monitoring report | National and 6 provinces |   |
| <b>Activities to achieve output 1.4</b> |  |   |           |   |  |                          |   |
| 1.4.1                                   | Provide technical support to assess institutional capacities at central, province, district, cluster and school levels to implement decentralized education service delivery.  |   |           |   |  |                          |   |
| 1.4.2                                   | Provide technical support to develop and implement education decentralization policy and guidelines.   |   |           |   |  |                          |   |
| 1.4.3                                   | Based on the education decentralization policy and guidelines, train provincial/district/commune staff in their respective functions and responsibilities, particularly in personnel management systems.   |   |           |   |  |                          |   |
| 1.4.4                                   | In collaboration with Seth Koma programme ( Community Action for Children's Rights) provide technical support to develop training materials to create education awareness and develop skills of Commune Councils on educational analysis and planning.   |   |           |   |  |                          |   |
| <b>Output 1.5</b>                       | Increased MoEYS capacity to conduct strategic advocacy and social mobilization campaigns on key education issues to  | Presence/absence of an over-all communication strategy and operational plan to disseminate education reform agenda to all levels  | Absent    | Communication strategy and operational plan available by 2007                       | Communication strategy and operational plan      | National                 | <b>Assumption:</b><br>- Government appreciates the importance and efficacy of advocacy and social mobilization campaigns.<br><br>- Mass media is based education  |

| #   | Level   | Indicators  | Baselines                               | Targets   | MOV                             | Geogr. Focus          | Risks and Assumptions  |
|---|---|---|---|---|---------------------------------|-----------------------|--|
|   | support the achievement of education reform related to equitable access and improved quality of basic education | Conduct of annual media-based education campaign on various priority themes of the education reform (Y/N)           | YES                                     | National media campaigns conducted and evaluated annually from 2006 onwards   | MoEYS project monitoring report | National              | campaigns will be complemented by social mobilization activities in communities and schools.   |
|   |   | Results and impact of media-campaign rigorously evaluated (Y/N)   | NO                                      |   |                                 |                       |  |
|   |   | Conduct of social mobilization campaigns by commune councils in conjunction with the national media campaigns (Y/N) | NO                                      | At least 80% of District Education Offices have initiated social mobilization campaigns with Commune Councils by 2008 | Provincial monitoring report    | 6 provinces           |  |
| <b>Activities to achieve output 1.5</b>   |   |   |   |   |                                 |                       |  |
| 1.5.1 Provide technical support to the Department of Information to develop a communication strategy and operational plan for dissemination of important reform initiatives.  |   |   |   |   |                                 |                       |  |
| 1.5.2 Provide technical and logistical support in the development and implementation of annual media-based education campaigns on such issues as school readiness, right age entry especially for girls, completion of 9 years of basic education, and abolition of illegal collection of school registration fees, and other issues that may be deemed priority. |   |   |   |   |                                 |                       |  |
| 1.5.3 Train province, district, cluster and commune council officials to plan and implement effective social mobilization education campaigns to generate public awareness and support for education reforms.   |   |   |   |   |                                 |                       |  |
| 1.5.4 Conduct of impact evaluation of the media-based education communication campaigns.  |   |   |   |   |                                 |                       |  |
| <b>Output 1.6</b>   | Increased civil society capacity to effectively participate in education reform processes.                      | Financial viability of the NGO Education Partnerships (NEP)   | Financially dependent on UNICEF support | 50 % financially self-reliant by 2007 and 100% by 2010  | NEP annual report               | National              | <b>Assumption:</b><br>- Government continues to promote partnership with and participation of civil society in implementing education reforms. |
|   |   | Presence/absence of mechanisms to link Commune Councils and parent-teacher associations in schools                  | NO                                      | Commune Council and PTA   | Provincial monitoring report    | National, 6 provinces |  |



| #                                       | Level  | Indicators  | Baselines   | Targets   | MOV  | Geogr. Focus | Risks and Assumptions  |
|---|--|---|---|---|--|--------------|--|
|   |  | (Y/N)   |   | partnership mechanism in place by 2007                                    |  |              |  |
| <b>Activities to achieve output 1.6</b> |  |   |   |   |  |              |  |
| 1.6.1                                   | Provide technical support in the development of a strategy and operational plan for dissemination of important reform initiatives.   |   |   |   |  |              |  |
| 1.6.2                                   | Support NGOs and civil society organizations ( e.g. NEP, Parent Teachers Associations, Kampuchean Teachers Association, etc) to conduct policy related studies and pilot implementation to explore alternative strategies for education reform, including strategies for increased participation of community and parents in education and for improved retention of students in school. |   |   |   |  |              |  |
| <b>Output 1.7</b>                       | Increased capacity of the Pedagogical Research Department (PRD) to develop a textbook policy and standards for quality control and to encourage private sector publishing in all aspect of textbook provision.   | Presence/absence of a complete policy framework on textbook development and distribution with redefined roles and functions of the PRD, Educational Materials Approval Board (EMAB) and Publishing and Distribution House (PDH) . | Textbook Policy framework exists but needs updating | Textbook development and distribution policy is updated by SY 2006 - 2007 | Textbook development and distribution policy document                    | National     | <b>Assumption:</b><br>- Government will pursue a policy of private sector publishing and public/private sector partnership in all other aspects of textbook provision.<br><br>- Publishing market provide favorable conditions for privatization of textbook development.<br><br><b>Risk:</b><br>-Undeveloped market and uncertain private sector interest in textbook publishing in Cambodia. |
|   |  | Implementation of privatization strategies for textbook publishing and distribution (Y/N)   | No  | Privatization strategies implemented from 2008 onwards                    | PRD project reports and MoEYS Annual Education Sector Performance Report |              |  |
|   |  | Camera-ready copies of new Grades 1-3 textbooks in core subjects available for printing by the MoEYS as a temporary measure (Yes/No)  | No  | -Grade 1 by SY 2006-07<br>-Grade 2-3 by SY 2007-08                        | MoEYS Annual Education Sector Performance Report                         |              |  |
| <b>Activities to achieve output 1.7</b> |  |   |   |   |  |              |  |
| 1.7.1                                   | Provide technical and logistical support to PRD for the development and implementation of textbook publishing and distribution policy and strategies based on privatization principles.  |   |   |   |  |              |  |
| 1.7.2                                   | Provide support to MoEYS to develop textbooks in core subjects in Grades 1-3 based on the new curriculum, with MOEYS' commitment to print and distribute using government funds.   |   |   |   |  |              |  |
| <b>Output 1.8</b>                       | Increased capacity of the Gender Working Group and other MoEYS functionaries (e.g., Department of Personnel) to conduct gender analysis and  | Presence/absence of a revised framework and tools for gender analysis   | Absent  | Gender analysis framework and tools reviewed and revised by 2006.         | Revised gender analysis framework and tools                              | National     | <b>Assumption:</b><br>- The political environment is supportive of gender mainstreaming in education.  |

| #  | Level   | Indicators   | Baselines  | Targets   | MOV   | Geogr. Focus             | Risks and Assumptions  |
|--|---|--|--|---|---|--------------------------|--|
|  | mainstream gender perspectives into education reform processes. | Presence/absence of a gender review in education report prepared as input to ESP update and ESSP annual review   | Absent in 2004   | Gender review report developed and incorporated into the ESSP review annually from 2006 onwards                   | Gender review report and ESP annual review report | National                 | <b>Assumptions:</b><br>-The MoEYS will implement a policy of positive discrimination in favor of women in order to recruit more women teachers, principals and managers. |
|  |   | Presence/absence of a staff deployment and recruitment plan with affirmative action strategies to increase the proportion of female education leaders and teachers | Absent   | Staff deployment and recruitment plan available by 2006.  | Staff deployment and recruitment plan             | National                 |  |
|  |   | The proportion of female teachers, school directors, and senior leaders  | <b>2004 Data</b><br>Teachers: 40%;<br>principals: 10%;<br>provincial directors:8%<br>; middle managers: 18%;<br>top managers: 5% | The proportion of female officials and teachers increased by at least 10 percentage points in all levels by 2010. | MoEYS report, HRMIS                               | National                 |  |
| <b>Activities to achieve output 1.8</b><br>1.8.1 Provide technical support for the development of framework and tools for gender analysis and the implementation of a gender review as part of the annual ESP/ESSP review.<br>1.8.2 Provide technical support for the development of a gender-responsive staff deployment and recruitment plan.<br>1.8.3 Conduct gender sensitization training for senior education leaders at central, provincial and district levels to strengthen MoEYS' political commitment to gender equality.<br>1.8.4 Support to the Dept of Personnel and Gender WG to conduct assessment of status of women personnel in MoEYS and develop a policy instrument and operational plan to increase proportion of women teachers, principals and managers. |   |  |  |   |   |                          |  |
| <b>Output 1.9</b>  | Increased capacity of the Inspectorate of Education and the     | Presence/absence of a school performance monitoring system using School Report Cards   | Absent   | School performance monitoring   | Provincial monitoring report                      | National and 6 provinces | <b>Assumption:</b><br>- School Report Cards will be developed with EU support by the end of 2005.  |

| #                                       | Level  | Indicators  | Baselines | Targets  | MOV                                      | Geogr. Focus                 | Risks and Assumptions   |
|---|--|---|-----------|--|--|------------------------------|---|
|   | Primary and Secondary Education Departments to develop and implement a school performance monitoring system incorporating child-friendly school principles.  |   |           | system using School Report Cards (CFS-based dimensions) in place and functioning by 2006 |  |                              |   |
|   |  | Implementation of quality assessment of child-friendly schools (CFS) using School Report Cards (Y/N)        | NO        | CFS quality assessment conducted in 6 UNICEF supported provinces from 2006 onwards       | CFS assessment report                    | 6 provinces                  |   |
| <b>Activities to achieve output 1.9</b> |  |   |           |  |  |                              |   |
| 1.9.1                                   | Provide technical and logistical support to the Inspectorate General and Dept of Primary Educ for the implementation of a school performance monitoring system using School Report Cards that integrate the Child-friendly School (CFS) dimension for improving quality of teaching-learning in primary schools. |   |           |  |  |                              |   |
| 1.9.2                                   | Train provincial/district/school cluster education staff, school directors and teachers in the use of School Report Cards for the monitoring of educational quality in child-friendly schools in 6 provinces.  |   |           |  |  |                              |   |
| <b>Output 1.10</b>                      | Increased capacity of the Teacher Training Department and Teacher Training Colleges to expand systematic needs-based in-service teacher training provision.  | Conduct of a teacher training needs assessment (Y/N)  | NO        | Teacher training needs assessment conducted by 2006                                      | Teacher training needs assessment report | National                     | <b>Assumption:</b><br>- Government pursues a decentralized in-service teacher training policy.<br><br>-The World Bank will undertake a study on teachers in Cambodia in 2005/2006 to inform policy. |
|   |  | Presence/absence of an action plan for expanding in-service teacher training                                | Absent    | In-service teacher training action plan available by 2007                                | In-service teacher training action plan  | National                     |   |
|   |  | Implementation of effective in-service training mechanisms run by local teacher training institutions (Y/N) | NO        | TTI led in-service teacher training programs in  | TTI report                               | Provincial monitoring report |   |

| #   | Level   | Indicators   | Baselines               | Targets   | MOV                | Geogr. Focus | Risks and Assumptions  |
|---|---|--|-------------------------|---|--------------------|--------------|--|
|   |   |  |                         | place and functioning by 2008.  |                    |              |  |
| <b>Activities to achieve output 1.10</b>  |   |  |                         |   |                    |              |  |
| 1.10.1 Provide technical support for the assessment of in-service teacher training needs and the development of an action plan for expanding in-service teacher training  |   |  |                         |   |                    |              |  |
| 1.10.2 Provide technical and logistical support to local teacher training institutions for planning and implementation of in-service teacher training programmes based on local needs and demands   |   |  |                         |   |                    |              |  |
| <b>Output 1.11</b>  | Increased capacity of different technical departments (e.g., PRD, TTD etc.) to effectively plan, implement, and evaluate relevant PAPs (e.g., minimum standards and examination, teacher deployment strategy etc.) in accordance with targets and strategies set out in ESP/ESSP. | Percentage of institutional and capacity development action requirements set out in ESSP achieved as planned | <b>To be determined</b> | At least 90 percent of institutional and capacity development action requirements achieved through collaborative support by all donors by 2008. | Annual ESSP review | National     | <b>Assumption:</b><br>- All donors' capacity building support is consistent with ESP/ESSP framework and priorities |
| <b>Activities to achieve output 1.11</b>  |   |  |                         |   |                    |              |  |
| 1.11.1 Provide technical and logistical support to the Capacity Building Coordination Group (CBCG) for the development of a medium-term capacity building plan and for the annual progress review of capacity building programs with identification of new priorities |   |  |                         |   |                    |              |  |
| 1.11.2 Provide necessary technical and logistical support to the areas where capacity building need is high but other donors' assistance is limited   |   |  |                         |   |                    |              |  |

| #   | Level   | Indicators   | Baselines | Targets | MOV   | Geogr. Focus | Risks and Assumptions   |
|---|---|--|-----------|---------|---|--------------|---|
| <b>Output 1.12</b>  | Strengthened partnership of MoEYS, NGOs and donors to support implementation and monitoring of education reform under the ESP /ESSP framework | Effective partnership mechanisms ( e.g., Education Sector Working Group (ESWG), Joint Technical Working Group for Education) would continue to function as the forum for regular dialogue and information exchange. (Yes/No) | Yes       | Yes     | Minutes of meeting and JTWG –Educ report to the Government Donor Coordination Committee | National     | <b>Assumption:</b><br>- Government and donors would continue to pursue education reforms through a sector-wide approach<br><br>-Donors would collectively support the partnership mechanisms and cost share the maintenance of the Donor Coordination Advisor post to support the ESWG. |
|   |   | Annual ESSP review exercises would continue to be conducted under strong Government leadership and with full participation of key MoEYS stakeholders, donors and NGOs at lower levels ( Yes/ No)                             | Yes       | Yes     | ESSP review report and rolling ESSP document  | National     |   |
| <b>Activities to achieve output 1.12</b><br>1.12.1 Provide technical and logistical support to the ESSP secretariat in preparing and implementing the annual ESSP joint review through ESWG.<br>1.12.2 Provide technical and logistical contributions to important policy dialogues among donors and between donors and the Government through ESWG and JTWG. |   |  |           |         |   |              |   |

| #   | Level  | Indicators   | Baselines   | Targets   | MOV   | Geogr. Focus           | Risks and Assumptions   |
|---|--|--|---|---|---|------------------------|---|
| <b>Project 02: Strategic Result Statement</b>   |  |  |   |   |   |                        |   |
| By 2010 in 6 UNICEF provinces implementing EBEP, achieve significant progress towards the realization of children's rights to 9 years of quality basic education, especially for the rural, poor and vulnerable groups, with gender equality, and with focus on primary school level. |  |  |   |   |   |                        |   |
| 2   | <b>Outcome Statement :</b><br>By 2010 in six provinces implementing EBEP ( Kampong Speu, Svay Rieng, Prey Veng, Kampong Thom, Stung Treng, Otdar Meanchey):<br>- at least 50 per cent reduction of Grade 1 repetition and drop out rates.<br>- at least 96 per cent of children age 6-11 are enrolled in primary school, -at least 75 per cent complete the six years primary education cycle, -pupils achieve at least 70 per cent of established learning standards, with no disparity between boys and girls. | Percentage of children aged six to eleven enrolled in primary schools  | <b>SY 03-04</b><br>KS-94.1%<br>KT-89.9%<br>OM-88.2%<br>PV-93.5%<br>ST-89.8%<br>SV-92.1%             | 96%   | Net Enrolment Ratio (NER) in Education Management Information System (EMIS) | Six priority provinces | <b>Assumptions:</b><br>-Minimum learning standards developed in 2005 will be adopted for implementation beginning SY 2005-06.<br>-Learning assessment system will be in place by 2006 using the minimum learning standards to test Grade 3 and 6 pupils learning levels in Science, Khmer and Mathematics (funded under a World Bank project).<br><br><b>Risks:</b><br>Change of key staff at MoEYS could delay policy discussions and formulation. |
|   |  | Percentage of Grade 1 children in primary school who are expected to complete Grade 6  | <b>SY 03-04</b><br>KS-46.6%<br>KT-34.9%<br>OM-30.1%<br>PV-50.7%<br>ST-35.0%<br>SV-52.3%             | 75%   | EMIS & Studies  | Six priority provinces |   |
|   |  | Presence/Absence of learning assessment system by SY 2006-2007   | Absent  | In place and functioning by SY 2006-2006                                | Learning assessment system policy document                                  | National               |   |
|   |  | Percentage of Grades 3 and 6 pupils who do not meet the established learning standards in Khmer and Mathematics with no gender disparity | <b>Baseline will be established by SY 2006-2007 when the first standardized test is implemented</b> | At least 50 per cent reduction by SY 2009-2010 with no gender disparity | Learning assessment system  | Six priority provinces |   |

| #                         | Level  | Indicators  | Baselines  | Targets  | MOV   | Geogr. Focus           | Risks and Assumptions   |
|---------------------------|--|---|--|--|---|------------------------|---|
|                           |  | Percentage of children repeating Grade 1  | SY 2004-05<br>KS-24.5%<br>KT-20.0%<br>OM-27.2%<br>PV-27.5%<br>ST-32.9%<br>SV-28.2% | 50% reduction by 2010  | EMIS data   | Six priority provinces |   |
|                           |  | Percentage of children dropping out in Grade 1  | SY 2004-05<br>KS-14.0%<br>KT-16.0%<br>OM-11.4%<br>PV-9.4%<br>ST-14.0%<br>SV-8.9%   | 50% reduction by 2010  | EMIS data   | Six priority provinces |   |
| <b>Output Statements:</b> |  |   |  |  |   |                        |   |
| <b>Output 2.1</b>         | By SY 2006-2007, central MOEYS has formulated policies to mainstream national implementation of Child-Friendly Schools that integrates school readiness in Grade One and life skills education.<br><br>The policy must articulate: :<br>- guidelines on nationwide | Presence/absence of national policies on:<br><br>-school readiness in Grade 1<br><br>-Child-friendly school<br><br>-life skills education | -absent<br><br>-absent<br><br>-absent  | Policy in place by:<br><br>-SY 2006-2007<br><br>-SY 2006-2007<br><br>-SY 2006-2007 | MoEYS policy documents and medium term strategic planning documents such as ESP and ESSP<br><br>Approved CFS Operational Plan | National               | <b>Assumptions:</b><br>-MoEYS ownership and commitment to improve quality of primary education through the expansion of CFS related activities remains high.<br><br>-MoEYS will support the expansion of the CFS in provinces that are currently not supported by UNICEF, KAPE and Save the Children Norway.<br><br>-Other donors such as the World Bank will adopt the CFS approach in their quality improvement programmes thereby providing another avenue for expansion |
|                           |  | Presence/absence of MoEYS national CFS operational plan to extend CFS implementation in all 24 provinces in the country.                  | Absent   | Formulated and adopted by 2006   |   | National               |   |

| #  | Level  | Indicators   | Baselines  | Targets                       | MOV             | Geogr. Focus     | Risks and Assumptions  |
|--|--|--|--|-------------------------------|-----------------|------------------|--|
|  | programme implementation and monitoring;<br>- assessment of programme results versus targets, including measurement of outcomes on children against set standards; and<br>-government resources and funds committed to support national implementation | Presence/absence of annual national seminar to exchange best practices to improve the quality of primary education, including CFS experiences. | Absent   | Annual seminar beginning 2006 | Seminar Reports | National         | <b>Risks:</b><br>Limitation of capacities, conflicting priorities and inadequate government funds can delay nationwide implementation of CFS in provinces with no donor support. |
|  |  | Number of provinces with trained Provincial Working Group as CFS trainers  | Total of 12 provinces with donor support as follows:<br><br>6- UNICEF<br>6- SC Norway<br>1-UNICEF-KAPE<br>( N.B. there is overlap in 1 province) | All 24 provinces by 2010      | MOEYS Reports   | All 24 provinces |  |
| <b>Activities to achieve Output 2.1</b><br>2.1.1- Technical and funding support for central level policy formulation and monitoring of policy implementation.<br>2.1.2- Assist MoEYS CFS Steering committee to review and formulate relevant policies/guidelines for nation-wide implementation of whole school approach to Child-Friendly Schools (CFS)<br>2.1.3- Technical assistance provided by both UNICEF and KAPE for MoEYS to assess and plan the resource requirements for nation-wide CFS implementation.<br>2.1.4- Support to the annual national review of CFS experiences to draw lessons and update CFS operational implementation plan and programme materials. |  |  |  |                               |                 |                  |  |



| #          | Level   | Indicators   | Baselines  | Targets                                     | MOV   | Geogr. Focus           | Risks and Assumptions   |
|------------|---|--|--|---|---|------------------------|---|
| Output 2.2 | By 2010, at least 70 per cent of schools in 6 provinces are implementing the whole school approach to Child-Friendly School (CFS) resulting in improved retention and learning achievement. A core CFS package will be implemented in all CFS schools that includes interventions along the 5 five core CFS dimensions:<br>i) inclusive and proactively child seeking<br>ii) effective academically and relevant for children<br>iii) health promoting, safe and protective for children<br>iv) involving families and community participation<br>v) gender responsive<br><br>A sixth overarching dimension, i.e., supportive and enabling education mechanism and system will be implemented to sustain CFS. | CFS Core Package that contains activities for each of the 5 CFS dimensions is formulated and adopted as national policy by the MoEYS: Yes/No | No   | Yes by 2006                                 | Policy document of MoEYS                    | National               | <p><b>Assumption:</b><br/>-MoEYS ownership and commitment to improve quality of primary education through the expansion of CFS related activities remains high.</p> <p><b>Risk:</b><br/>CFS interventions may not all address the multitude of factors affecting dropout and learning performance, especially the factors related to household poverty and attitudes and practices about education.</p> |
|            |   | - Number and percentage of primary schools in 6 provinces implementing whole school CFS.   | <p><b>SY 2004-05</b><br/>Number and per cent of <u>whole school CFS</u> out of total primary schools per province:</p> <p>KS- 2/280= 0%<br/>KT-47/416= 12%<br/>OM-0/138= 0%<br/>PV124/503= 5%<br/>ST- 2/125= 2%<br/>SR 13/249= 6%</p> <p><b>Total</b><br/>188/1711=11%</p> | About 1,200 schools or 70 % by SY 2008-2009 | Provincial and district reporting (POE/DOE) | Six priority provinces |   |

| #   | Level  | Indicators   | Baselines   | Targets  | MOV   | Geogr. Focus           | Risks and Assumptions  |
|---|--|--|---|--|---|------------------------|--|
| <b>Activities to achieve Output 2.2</b><br>2.2.1- Technical assistance and training to develop capacity of POE/DOE to plan and implement CFS according to the priorities as outlined in the Child-Friendly School package.<br>2.2.2- MoEYS to develop the CFS implementation manual for national adoption and dissemination by SY 2005-2006.<br>2.2.3- Financial and technical support to 6 provinces to develop and implement a 5-year CFS expansion plan expansion plan.<br>2.2.4- Technical assistance to support MoEYS to implement and monitor CFS to ensure that implementation plans are being met and to evaluate CFS results and impact on pupil learning. |  |  |   |  |   |                        |  |
| <b>Output 2.3</b>   | Sample-based pupil achievement in national standardized test show that percentage of CFS pupils who do not meet the established learning standards in Khmer and Mathematics is reduced by 50 per cent compared with baseline levels.           | Percentage of Grades 3 and 6 pupils who do not meet the established learning standards in Khmer and Mathematics with no gender disparity | <b>Baseline data to be established after first testing in SY 2006-2007</b>                            | At least 50 per cent reduction compared with baseline levels in all 6 provinces with no gender disparity | Testing outcomes by Examination Center under the Pedagogical Research Department of MoEYS | Six priority provinces | <b>Risk:</b><br>-CFS interventions do not address the multitude of factors affecting dropout and learning achievement, , especially the factors related to household poverty and attitudes and practices about education   |
| <b>Activities to achieve Outputs 2.3</b><br>2.3.1- Support the PRD to establish the learning assessment system, jointly with World Bank.<br>2.3.2- Review and revise the current CFS tools and to integrate existing monitoring tools into an overall assessment tool for activities supported in the 6 provinces.<br>2.3.3- CFS assessment tools adopted and teachers and staff in the 6 provinces trained on its use.   |  |  |   |  |   |                        |  |
| <b>Output 2.4</b>   | At least 5 CFS core trainers trained in each of the 18 Provincial Teacher Training College (PTTCs) across the country and that all core trainers could adequately implement the CFS training and school readiness Grade 1 pre-service modules. | Average number of CFS trained PTTC trainers per PTTC   | -At least 5 CFS trainers in 5 PTTCs in UNICEF-assisted 6 provinces<br><br>-None in all other 13 PTTCs | At least 5 staff per PTTC in all 18 PTTCs by SY 2006-2007  | Progress report from POEs and Teacher Training Department                                 | 18 provinces           | <b>Assumption:</b><br>-MoEYS remains committed to integrate CFS teaching principles and practice into the teacher training curriculum and to mainstream CFS practices to all the PTTCs nationwide, and to evaluate the results of integration.<br><br><b>Risk:</b><br>-The PTTC curriculum may be too full |
|   |  | Per cent of PTTC trainers who could implement CFS training and Grade 1 School Readiness in pre-service modules                           | <b>To be determined</b>   | At least 90 per cent per PTTC  | Progress report from POEs   | 18 provinces           |  |

| # | Level | Indicators  | Baselines  | Targets   | MOV | Geogr. Focus | Risks and Assumptions   |
|---|-------|---|------------|---|-----|--------------|---|
|   |       | Per cent of PTTC teacher trainees who can adequately implement CFS approach in their practice teaching in their second year | 0 per cent | <p><b>Teacher Trainers</b><br/>           -At least 75 per cent of CFS trained teacher trainers have the knowledge and understanding of the CFS core dimensions and school readiness principles by SY 2006-2007</p> <p>-At least 50 per cent of observed CFS teacher trainers are able to demonstrate skills to integrate CFS and school readiness concepts and practice by SY 2007-2008</p> <p><b>Teacher Trainees</b><br/>           At least 75 per cent of teacher trainees</p> |     |              | to integrate CFS and school readiness or that PTTC trainers will not develop sufficient understanding on how to integrate CFS and school readiness in the curriculum and their teaching practice. |

| #  | Level | Indicators | Baselines | Targets   | MOV | Geogr. Focus | Risks and Assumptions |
|--|-------|------------|-----------|---|-----|--------------|-----------------------|
|  |       |            |           | <p>trained on CFS has the knowledge and understanding of the CFS core dimensions and school readiness by SY 2007-2008</p> <p>-At least 50 per cent of teacher trainees observed are able to implement CFS pedagogy during their 2<sup>nd</sup> year practice teaching by SY 2007-2008</p> |     |              |                       |
| <p><b>Activities to achieve Output 2.4</b></p> <p>2.4.1- CFS orientation and training for PTTC trainers in 2005 and 2006.</p> <p>2.4.2- Support TTD to develop a class observation checklist and a system to assess PTTC trainers'/teacher trainees knowledge of CFS and Grade 1 school readiness and application in classroom teaching.</p> <p>2.4.3- Annual meeting of trainers from 18 PTTCs to share lessons learnt and to receive further refresher training from 2007-2010.</p> <p>2.4.4- Technical and logistic support to Teacher Training Department to mainstream CFS including Grade 1 school readiness into the 18 PTTCs all over the country.</p> |       |            |           |   |     |              |                       |

| #                 | Level   | Indicators  | Baselines  | Targets   | MOV                                   | Geogr. Focus           | Risks and Assumptions   |
|-------------------|---|---|--|---|---------------------------------------|------------------------|---|
| <b>Output 2.5</b> | CFS has expanded to include specific initiatives to promote inclusion, learning achievement, health and protection, gender-responsiveness, and community participation. | <p>Number and per cent of primary and lower secondary schools in 6 provinces without latrines and water systems are provided these facilities.</p> <p><b>Baselines</b><br/> <u>Primary schools (SY04-05)</u><br/> <b>No Water No Toilet</b><br/> KS- 82 (30%) 42 (15%)<br/> KT- 187 (45%) 163 (40%)<br/> OM- 94 (68%) 91 (66%)<br/> PV- 135 (27%) 149 (30%)<br/> ST- 71 (57%) 76 (61%)<br/> SR- 50 (20%) 64 (26%)<br/> <b>Total: 619(37%) 585 (35%)</b></p> <p><u>Lower Secondary (SY04-05)</u><br/> <b>No Water No Toilet</b><br/> KS- 11 (34%) 9 (28%)<br/> KT- 27 (63%) 16 (37%)<br/> OM- 2 (40%) 2 (40%)<br/> PV- 18( 33%) 13(24%)<br/> ST- 5 ( 71%) 4 (57%)<br/> SR- 4( 17%) 2 (9 %)<br/> <b>Total: 67 (41%) 46(28%)</b></p> | Please see the data on the immediate left column for baseline status | By 2010 all lower secondary schools (46 and 67) and primary schools (585 and 619) in the 6 provinces that are without toilet and water facilities will be provided these facilities with funding and technical support from Seth Koma programme | EMIS and Progress report from POE/DOE | Six priority provinces | <p><b>Assumption:</b></p> <p>-The Seth Koma programme of UNICEF will be able to raise enough funds to support provision of latrines and water facilities in lower secondary and primary schools in 6 provinces.</p> |

| #   | Level | Indicators  | Baselines   | Targets  | MOV   | Geogr. Focus           | Risks and Assumptions   |
|---|-------|---|---|--|---|------------------------|---|
|   |       | Expanded implementation of School Feeding Programme (SFP) in CFS schools in collaboration with the World Food Programme as measured by the number of schools implementing school breakfast programme and the number of children beneficiaries in the six provinces: | Per cent of Schools with School Feeding Programme<br><br>KS-<br>KT-<br>OM-<br>PV-<br>ST-<br>SV- | To be established with MoEYS and World Food Programme  | Quarterly report of POEs to WFP on school feeding programme | Six priority provinces |   |
|   |       | Per cent of CFS schools in 6 provinces where Local School Support Committee (LSSC) are participating in school development planning and implementation  | Still to be determined<br><br>KS-<br>KT-<br>OM-<br>PV-<br>ST-<br>SR-<br>Total=                  | By 2010 at least 50 per cent of CFS schools have support in planning and implementation from active and functioning LSSC | Provincial and district reporting (POE/DOE)                 | Six priority provinces | <b>Risk:</b><br>- The high opportunity cost of missing work/jobs for LSSC members to participate in schools development planning may hamper adequate participation. |
| <b>Activities to achieve Output 2.5</b><br>2.5.1- CFS orientation for school directors, district officials, community leaders and LSSC members.<br>2.5.2- Provision of supplies for production of teacher-made learning/teaching aids that address the 5 core dimensions of CFS, including hygiene education on proper use of toilet and water facilities.<br>2.5.3 -Training of central/provincial mobile CFS team to provide technical support to districts, clusters and communities implementing all 5 core dimensions of CFS, including the overarching 6 <sup>th</sup> dimension to create enabling school policy and mechanisms to institutionalize changes engendered by CFS.<br>2.5.4- In collaboration with and with funds support from Seth Koma, provide technical and logistic support to the six POEs for the construction of latrines and water facilities.<br>2.5.5- Development of school hygiene and sanitation programme in CFS schools and orientation of all teachers and community leaders on sanitation and hygiene practices.<br>2.5.6- Support to the six POEs/DOEs to monitor and evaluate the school feeding programme.<br>2.5.7- Support to baseline data collection on participation of LSSC in school development planning. |       |   |   |  |   |                        |   |

| #  | Level  | Indicators   | Baselines  | Targets  | MOV   | Geogr. Focus           | Risks and Assumptions   |
|--|--|--|--|--|---|------------------------|---|
| <b>Output 2.6</b>  | Increased percentage of primary school children completing primary education continue to lower secondary schools | Number of new lower secondary schools (LSS) allocated in underserved communes in the 6 provinces | <b>World Bank funded:</b><br>KS- 19<br>KT- 17<br>OM- 6<br>PV- 19<br>ST- 7<br>SR- 23<br>Total: 91 new LSS<br><br><b>ADB-funded:</b><br>KS-<br>KT-<br>OM-<br>PV-<br>ST-<br>SR-<br>Total: | To be determined   | WB and ADB Project Management Unit implementation plans/reports | Six priority provinces | <b>Assumptions:</b><br>-ADB and WB deliver according to their plans to build 800 new lower secondary schools from 2005-2009 in selected communes without lower secondary schools, including the 6 UNICEF – assisted provinces.<br><br><b>Risks:</b><br>-Some of the communes without lower secondary schools in the 6 provinces may not be prioritized for provision of LS schools. |
|  |  | Transition rate from Grade 6 to Grade 7  | <b>SY 2004-2005</b><br>KS- 80.9<br>KT- 82.2<br>OM- 74.4<br>PV- 80.4<br>ST- 83.5<br>SR- 82.3<br>National- 81.9  | At least 97 per cent by 2010 (roughly extrapolated from ESP 04-08) | EMIS  | Six priority provinces |   |
|  |  | Completion rate up to Grade 7  | <b>To be determined by MoEYS-EMIS</b>  | At least 50 % increase from baseline level                         | EMIS and POE report   | Six priority provinces |   |
| <b>Activities to achieve Output 2.6</b><br>2.6.1- Advocacy with concerned donor partners to include disadvantaged communes in the 6 UNICEF- assisted provinces in the provision of lower secondary schools.<br>2.6.2- Assess the need to complete incomplete primary schools in 6 provinces through multi-grade teaching (refer to section 3.3 below). |  |  |  |  |   |                        |   |

| #   | Level   | Indicators   | Baselines   | Targets  | MOV                           | Geogr. Focus           | Risks and Assumptions  |
|---|---|--|---|--|-------------------------------|------------------------|--|
| <b>Output 2.7</b>   | Grade 1 school readiness mainstreamed across the country and at least 80 per cent of Grade 1 classes in the 6 provinces are implementing the 36-week school readiness programme (SRP) within the framework of Child-Friendly School | Per cent of Grade 1 classes in 6 provinces implementing School Readiness programme (SRP) throughout the 36 weeks of the school year. | <b>SY 04-05</b><br>Number and per cent of Grade 1 classes implementing SRP.<br><br>KS- 33/828<br>KT-227 /685<br>OM-28/220<br>PV-311/1137<br>ST- 90/151<br>SR- 47/429<br><b>Total=736/ 3450 or 22%</b> | At least 80% Grade 1 classes are implementing SRP by SY 2009-2010. | SRP programme monitoring data | Six priority provinces | <b>Assumption:</b><br>-Training mechanisms/ materials in place and teachers trained before the new school year starts.<br>-Save the Children Norway will continue to support SRP implementation in 6 provinces.<br><br><b>Risk:</b><br>-Timely implementation hampered by numerous holidays at the beginning of the academic year. |
|   |   | Number of provinces with CFS core of trainers also trained on Grade 1 School Readiness   | 12 provinces  | 24 provinces by school year 2007-2008                              | CFS and SRP programme reports | nationwide             | <b>Risk:</b><br>-The Provinces not directly supported by UNICEF and Save the Children Norway may not have adequate budget to implement the SRP even after core trainers have been trained.   |
| <b>Activities to achieve Output 2.7</b><br>2.7.1 Workshops for upgrading and integrating School Readiness Training package within the CFS package, based on the first 2 years pilot experiences.<br>2.7.2 Annual refresher training of trainers in 6 provinces.<br>2.7.3 Training of Grade 1 teachers in the new project areas on SRP;<br>2.7.4 Orientation training for officials from new districts, clusters and schools<br>2.7.5 Central/ provincial coordination and monitoring and integration into the Child-Friendly Schools programme.<br>2.7.6 Training of core SRP trainers in 12 provinces not directly supported by UNICEF and Save the Children Norway.<br>2.7.7 Continuous evaluation of results and impact of the SRP for scaling-up. |   |  |   |  |                               |                        |  |



| #  | Level  | Indicators   | Baselines   | Targets  | MOV  | Geogr. Focus  | Risks and Assumptions  |
|--|--|--|---|--|--|---|--|
| <b>Project 03: Strategic Result Statement</b>  |  |  |   |  |  |   |  |
| <b>By 2010 achieve significant expansion of learning opportunities for disadvantaged young children and youth.</b> |  |  |   |  |  |   |  |
| 3  | <p><b>Outcome statement:</b><br/>By 2010 in six provinces, at least 50 per cent of children age 3-5 years of age are participating in early child development programmes organized either at home, community or schools; and at least 95 per cent of six year old children enter Grade 1.<br/>By 2010 policies and programmes are in place to expand access of disadvantaged children and youth to primary education</p> | <p>Percentage of children aged three to five years attending early child development programmes organized either at home, community or schools</p> <p>Percentage of children entering Grade 1 at the age of six</p> <p>Presence/Absence of specific policies and programmes to expand access to primary education of disadvantaged out-of-school children and youth from poor families, remote communes and ethnic minority communities.</p> | <p><b>SY 2003-04</b><br/>KS-9.8%<br/>KT-11.7%<br/>OC-27.0%<br/>PV-7.8%<br/>ST-16.3%<br/>SV-13.3%</p> <p><b>SY 2004-05</b><br/>KS-86.7%<br/>KT-82.8%<br/>OM-84.6%<br/>PV-86.8%<br/>ST-83.4%<br/>SV-86.0%</p> <p>Absent</p> | <p>50%<br/>95%<br/>By 2010, national policies and programmes are in place related to:<br/>-Community-based and home-based pre-schools<br/>-Life Skills education<br/>-Multi-grade teaching<br/>-Bilingual Education<br/>-Inclusive Education<br/>-Accelerated Classes for over-aged children</p> | <p>EMIS and Studies<br/>EMIS (Net Admission Ratio)</p> | <p>Six priority Six priority provinces<br/>ESSP documents and MoEYS <i>Prakas</i> (sub-decree)<br/>National provinces</p> | <p><b>Assumptions:</b><br/>- Political will to support expansion becomes greater. There would be continued support from donors for early childhood development initiatives.</p> <p>- Commune councils would use commune budget to hire community-based pre-school teachers</p> <p><b>Assumption:</b><br/>-Schools are available within walking distance from homes. Commune councils ensure that all 6 year olds would be enrolled.</p> <p><b>Risk:</b><br/>-Increased enrolments in Grade I with insufficient infrastructure could increase the drop out rate.</p> <p><b>Assumption:</b><br/>- The MoEYS remains committed to universal primary education and will create the policies and programmes to.</p> |

| #          | Level  | Indicators   | Baselines  | Targets                               | MOV  | Geogr. Focus           | Risks and Assumptions  |
|------------|--|--|--|---------------------------------------|--|------------------------|--|
| Output 3.1 | Expansion of community pre-schools and home based early learning programmes in 6 provinces and contributing to at least 100 per cent increase (from baseline levels) in the percentage of children 3-5 year old attending organized early child development initiatives in schools, homes and communities. | Number of fully functioning community pre-schools and home-based programmes in 6 provinces                           | <b>Community Pre-schools (SY 04-05)</b><br>KT- 84<br>ST- 48<br>KSP- 88<br>PV -99<br>SRG -195<br>OM -88<br><b>Total-602</b><br><br><b>Home Based Programme (2005)</b><br>51 HB early learning programmes in 4 provinces (detailed data to be collected) | At least 50 per cent increase by 2010 | EMIS data & Govt reports, Provincial reports | Six priority provinces | <b>Assumption:</b><br>- Political will to support expansion becomes greater. There would be continued support from donors for early childhood development initiatives.<br><br><b>Risk:</b><br>- Commune councils would use commune budget to hire community-based pre-school teachers. |
|            |  | Number and percentage of 3-5 years old children attending the community pre-schools in 6 provinces                   | Baseline data to be collected  | To be established                     |  |                        |  |
|            |  | Number and percentage of 3-5 years old children receiving home based early learning interventions in the 6 provinces | Baseline data to be collected  | To be established                     |  |                        |  |

| #   | Level   | Indicators   | Baselines   | Targets   | MOV   | Geogr. Focus           | Risks and Assumptions  |
|---|---|--|---|---|---|------------------------|--|
| <b>Activities to achieve Output 3.1</b>   |   |  |   |   |   |                        |  |
| 3.1.1 Advocacy with Commune Councils to create demand from communities.   |   |  |   |   |   |                        |  |
| 3.1.2 Selection of Teachers and supervisors   |   |  |   |   |   |                        |  |
| 3.1.3 Training of Teachers and parents.   |   |  |   |   |   |                        |  |
| 3.1.4 Building and upgrading community pre-school shelters.   |   |  |   |   |   |                        |  |
| 3.1.5 Develop teaching and learning materials.  |   |  |   |   |   |                        |  |
| 3.1.6 Develop administrative system to monitor and supervise the community pre-schools and home based early learning programmes with support from Commune Councils. |   |  |   |   |   |                        |  |
| 3.1.7 Supervision and continued training  |   |  |   |   |   |                        |  |
| 3.1.8 Development of school readiness standards for Cambodia.   |   |  |   |   |   |                        |  |
| 3.1.9 Support to baseline data collection, continuous evaluation of results and external evaluation at mid-term.  |   |  |   |   |   |                        |  |
| <b>Output 3.2</b>   | Life skills education policy is in place with implementing guidelines that clearly spell out modalities of implementation   | Presence/absence of national life skills policy and guidelines   | Absent  | In place by SY 2006-2007  | MoEYS Prakas (sub-decree)   | National               | <b>Assumptions:</b><br>- Sufficient resources would be available in terms of teachers, materials & training to deliver the local life skills programme.<br><br>-MoEYS will provide PAP budget to implement Local Life Skills nation-wide as mandated by the new curriculum policy. |
|   | Increased capacity of primary schools to deliver life skills education with emphasis on prevention of high risk behaviors associated with HIV/AIDS , drug abuse, early sex initiation and pregnancy ( reproductive health) within the framework of the local life skills of the new curriculum. | Percentage of CFS schools implementing local life skills related to HIV/AIDS, drug use and reproductive health based on new curriculum | None of the CFS schools are implementing Local Life Skills under in the framework of the new curriculum | At least 70 per cent of CFS schools in 6 provinces implementing local life skills initiatives by 2010 | Evaluations/ Studies. Data collected by the Provincial Office of Education of the MoEYS | Six priority provinces |  |
|   |   | Percentage of children in primary schools who acquire relevant knowledge on HIV/AIDS, drug abuse & reproductive health                 | <b>To be determined through sample based</b>  | At least 70 per cent of Grade 6 pupils in CFS   | Evaluations/ Studies and data from Provincial Office of Education                       | Six priority provinces |  |

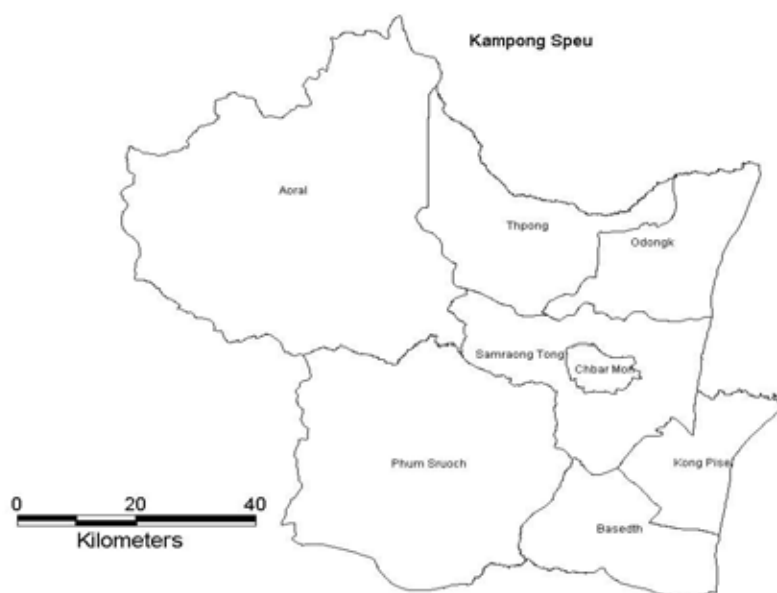
| #   | Level   | Indicators   | Baselines               | Targets  | MOV                          | Geogr. Focus   | Risks and Assumptions  |
|---|---|--|-------------------------|--|------------------------------|--|--|
|   |   |  | survey in CFS schools   | schools have the knowledge and skills on the 3 key risk behaviors by 2010      |                              |  |  |
| <b>Activities to achieve Output 3.2</b><br>3.2.1 Pre-service: training of 18 Provincial and 6 Regional Teacher Training Colleges trainers on life skills education ( refer to 2.4).<br>3.2.2 Integrating the 3 key risk factors for youth in the in-service training of teachers in CFS schools.<br>3.2.3 IEC materials developed & distributed on the 3 key risk behaviors for use by teachers in upper primary and lower secondary classes.<br>3.2.4 Assessment tools developed and administered to evaluate behavior change over time. |   |  |                         |  |                              |  |  |
| <b>Output 3.3</b>   | Incomplete primary schools ( those that do not offer the complete 6 grades) adopt the multi-grade teaching approach to ensure that children have access to 6 years of compulsory primary schooling.<br>Number of incomplete schools in 6 provinces (SY 2003-2004):<br>KS-12/270<br>KT-195/413<br>OM-73/134<br>PV-62/492<br>ST-60/120<br>SR-39/243<br>Total: 441 / 1,672 | Number of incomplete schools implementing multi-grade teaching   | <b>To be determined</b> | By 2010, 70 % of incomplete schools would be implementing multi-grade teaching | Evaluation research and EMIS | Six priority provinces   | <b>Assumption;</b><br>-MoEYS while awaiting provision of additional facilities and teachers develops Multi grade materials.<br>-Additional teachers are recruited by MoEYS<br><br><b>Assumptions:</b><br>- The MoEYS will give priority to meet the education rights of ethnic minority population<br><br>- MOEYS will continue to collaborate with NGOs to implement bi-lingual education in 5 provinces selected for pilot implementation<br><br><b>Risk :</b><br>-Presently only Steung Treang has assured funds from JFPR-2 to complete incomplete schools with facilities |
|   |   | Number of incomplete schools completed.  | none                    | By 2010, 70 % of incomplete schools would be completed                         | EMIS                         | Six priority provinces   |  |
|   |   | Percentage of districts in 5 provinces with ethnic minority population are implementing pilot bilingual education in at least 1 cluster per district | 0 per cent              | 20% of primary schools districts where ethnic communities live are             | Studies and evaluation       | <b>5 pilot provinces</b><br>-Otdar Meanchey<br>-Stung Treang<br>-Ratanakiri<br>-Prey Vihear<br>-Mondolkiri |  |

| #  | Level  | Indicators   | Baselines  | Targets  | MOV  | Geogr. Focus | Risks and Assumptions   |
|--|--|--|--|--|--|--------------|---|
|  |  |  |  | implementing a pilot bilingual education (in at least one school cluster per district) |  |              |   |
| <b>Activities to achieve Output 3.3</b><br>3.3.1 Technical assistance to conduct Situation Analysis of incomplete schools and use of Multi-grade teaching as strategy to complete incomplete schools in remote areas in the 6 UNICEF-assisted provinces.<br>3.3.2 Review of existing multigrade materials/teacher training strategies jointly by the Teacher Training Dept and the Primary Education Dept.<br>3.3.3 Development of appropriate teaching- learning materials adopted for multi-grade teaching.<br>3.3.4 Development of training strategies and training of POE trainers for pilot multi-grade classes in the CFS incomplete schools.<br>3.3.5 Continuous monitoring and evaluation of the pilot for lessons learnt towards scaling up.<br>3.3.6 Pilot implementation of bilingual education for ethnic communities. |  |  |  |  |  |              |   |
| <b>Output 3.4</b>  | A national inclusive education policy and programme framework is formulated and integrated in the Child-friendly school programme to address needs of children with disabilities | Presence/absence of Inclusive Education national policy  | Absent   | Inclusive education policy formulated and adopted by SY 2006-2007                      | ESP/ESSP document and Prakas   | National     | <b>Assumptions:</b><br>-MoEYS has adequate funds and appropriate structures in place for implementing disability programmes as recommended by the external evaluation of the DAC project<br><br><b>Risk:</b><br>-donor funds insufficient to implement expanded pilot of inclusive education initiative |
|  |  | a) The experiences of the pilot Inclusive Education (IE) project in 6 provinces (including 4 UNICEF-convergence provinces) are evaluated.<br>b) Evaluation findings used to develop a national programme IE framework for nation-wide adoption. Yes/No<br>c) Evaluation findings used to review existing IE module in the CFS package and to develop new | a) Evaluation planned for 2005<br><br>b) No<br><br>c) No | a) Yes by 2006<br><br>b) Yes by 2006<br><br>c) Yes by 2006-2007                        | a) Evaluation report<br><br>b) IE Programme framework in MOEYS<br><br>c) CFS evaluation report | National     |   |

| #  | Level  | Indicators   | Baselines   | Targets   | MOV   | Geogr. Focus                                     | Risks and Assumptions  |
|--|--|--|---|---|---|--|--|
|  |  | CFS- IE module Yes/No<br><br>d) All CFS trainers in 6 provinces and 18 PTTCs are familiar with IE policy and programme framework and can integrate IE in their CFS work. | d) No   | d) Yes by 2007  | d) CFS evaluation reports from MoEYS , POE and TTD. |  |  |
| <p><b>Activities to achieve Output 3.4</b></p> <p>3.5.1 National technical assistance to conduct Situation analysis and needs assessment of education for children with disabilities and for ethnic minorities conducted and findings presented in a policy dialogue to decision makers.</p> <p>3.5.2 Deliberations &amp; consultations with all partners and stakeholders for the adoption of national IE policy.</p> <p>3.5.3 Formulation and adoption of national programme framework for IE.</p> <p>3.5.4 Pilot implementation of inclusive education ( IE) initiatives : special education</p> <p>3.5.5 Review/development/production of programme materials</p> <p>3.5.6 Training of implementers of the pilot Inclusive education intervention, including teachers.</p> <p>3.5.7 Integration of the Inclusive education materials into the CFS training ( in 6 provinces and 18 PTTCs ( refer to section 2.4)</p> <p>3.5.8 Continuous monitoring and evaluation of the pilot for lessons learnt towards scaling up.</p> |  |  |   |   |   |  |  |
| <b>Output 3.5</b>  | Accelerated learning programme is piloted in two provinces (Kampong Speu and Prey Veng) to provide learning opportunities for over aged children to complete 6 years of primary education. The accelerated programme will entail over-aged pupils to complete 2 grade levels in one school year through whole day classes. | % of over age children in selected pilot districts in the 2 provinces.   | <b>SY 2004-05</b><br>Prov. level<br>-KS- 45,681 (27.6%)<br><br>-PV- 66,620 (29.7%)<br><br><b>District baselines will be determined once pilot districts have been selected.</b> | At least 25 % reduction in percentage of over-aged children in selected pilot districts by 2010 | EMIS data   | 2 priority provinces of Kampong Speu & Prey Veng | <p><b>Assumption:</b></p> <p>-The govt. would adopt strategy for addressing the problem of over age children and will work with NGOs (Maryknoll and Save the Children Norway ) that had pilot-tested this initiative in Phnom Penh and K. Chhanang</p> <p><b>Risk:</b></p> <p>-The availability of committed teachers to run the programme</p> |

| #  | Level | Indicators | Baselines | Targets | MOV | Geogr. Focus | Risks and Assumptions |
|--|-------|------------|-----------|---------|-----|--------------|-----------------------|
| <p><b>Activities to achieve Output 3.5</b></p> <p>3.5.1 Development of strategies for pilot implementation in 2 provinces, including careful selection of 5 % of primary schools with the highest number of over-aged pupils in the 2 provinces.</p> <p>3.5.2 Development of Teaching learning materials according to the standard curriculum.</p> <p>3.5.3 Workshops for orienting and training trainers.</p> <p>3.5.4 Workshops for training of teachers.</p> <p>3.5.6 Continuous monitoring and evaluation of the pilot for lessons learnt towards scaling up the initiative.</p> |       |            |           |         |     |              |                       |

## Annex 5: Provincial Data (6 provinces)



KAMPONG SPEU PROVINCE – BASIC EDUCATION DATA, 2004-2005  
(source: EMIS)

|  | Total   | Girls  |
|--|---------|--------|
| - No. of primary schools                       | 280     |        |
| - No. of primary schools teaching upto Grade 6 | 257     |        |
| - No. of lower secondary schools               | 40      |        |
| - No. of upper secondary schools               | 10      |        |
| - School aged population (6-11)                | 127,139 | 63,903 |
| - No. of children enrolled (all ages)          | 165,376 | 78,315 |
| - No. of children enrolled (6-11)              | 119,695 | 58,943 |
| - No. of children (6-11) out of school         | 7,498   | 4,960  |
| - Net Enrolment Rate *                         | 94.1    | 92.2   |
| - Intake Grade 1 ratio at correct age (6) **   | 86.7    | 86.7   |
| - Repetition Rate Grade 1                      | 24.5    | 23.6   |
| - Repetition Rate Grade 2                      | 17.2    | 15.4   |
| - Promotion Rate Grade 1                       | 61.5    | 62.0   |
| - Promotion Rate Grade 2                       | 72.8    | 73.6   |
| - Survival Rate to Grade 5                     | 58.2    | 56.9   |
| - Transition rate to Grade 7 (lower sec)       | 80.9    | 76.7   |
| - Adult Literacy Rate (Source CIPS 2004)***    | 70.8    | 60.0   |

\* Gender gap: 3.9

\*\* Gender gap: 0.1

\*\*\* Gender gap: 23.7





KAMPONG THOM PROVINCE – BASIC EDUCATION DATA, 2004-2005  
(source: EMIS)

|  | Total   | Girls  |
|--|---------|--------|
| - No. of primary schools                       | 416     |        |
| - No. of primary schools teaching upto Grade 6 | 203     |        |
| - No. of lower secondary schools               | 58      |        |
| - No. of upper secondary schools               | 15      |        |
| - School aged population (6-11)                | 120,828 | 58,961 |
| - No. of children enrolled (all ages)          | 133,701 | 65,259 |
| - No. of children enrolled (6-11)              | 108,626 | 53,864 |
| - No. of children (6-11) out of school         | 12,202  | 5,097  |
| - Net Enrolment Rate*                          | 89.9    | 91.4   |
| - Intake Grade 1 ratio at correct age (6)**    | 82.8    | 82.9   |
| - Repetition Rate Grade 1                      | 20.0    | 18.8   |
| - Repetition Rate Grade 2                      | 13.8    | 12.5   |
| - Promotion Rate Grade 1                       | 64.0    | 64.7   |
| - Promotion Rate Grade 2                       | 70.6    | 71.3   |
| - Survival Rate to Grade 5                     | 46.3    | 47.3   |
| - Transition rate to Grade 7 (lower sec)       | 82.2    | 81.2   |
| - Adult Literacy Rate (Source CIPS 2004)***    | 70.8    | 63.0   |

\* Gender gap: -2.9

\*\* Gender gap: -0.2

\*\*\* Gender gap: 16.7



OTDAR MEANCHEY PROVINCE – BASIC EDUCATION DATA, 2004-2005 (source: EMIS)

|  | Total  | Girls  |
|--|--------|--------|
| - No. of primary schools                                   | 138    |        |
| - No. of primary schools teaching upto Grade 6             | 66     |        |
| - No. of lower secondary schools                           | 7      |        |
| - No. of upper secondary schools                           | 2      |        |
| - School aged population (6-11)                            | 26,587 | 12,801 |
| - No. of children enrolled (all ages)                      | 35,729 | 16,776 |
| - No. of children enrolled (6-11)                          | 23,441 | 11,610 |
| - No. of children (6-11) out of school                     | 3,146  | 1,191  |
| - Net Enrolment Rate*                                      | 88.2   | 90.7   |
| - Intake Grade 1 ratio at correct age (6)**                | 84.6   | 84.1   |
| - Repetition Rate Grade 1                                  | 27.2   | 26.4   |
| - Repetition Rate Grade 2                                  | 13.6   | 11.2   |
| - Promotion Rate Grade 1                                   | 61.4   | 59.4   |
| - Promotion Rate Grade 2                                   | 71.2   | 70.3   |
| - Survival Rate to Grade 5                                 | 50.8   | 45.7   |
| - Transition rate to Grade 7 (lower sec)                   | 74.4   | 72.9   |
| - Adult Literacy Rate <sup>1</sup> (Source: CIPS 2004) *** | 72.3   | 61.6   |

<sup>1</sup> Data is for the following combined provinces: Ot Dar Meanchey and Banteay Meanchey

\* Gender gap: -4.9

\*\* Gender gap: 1.1

\*\*\* Gender gap: 22.3



PREY VENG PROVINCE– BASIC EDUCATION DATA, 2004-2005 (source: EMIS)

|  | Total   | Girls   |
|--|---------|---------|
| - No. of primary schools                       | 503     |         |
| - No. of primary schools teaching upto Grade 6 | 402     |         |
| - No. of lower secondary schools               | 73      |         |
| - No. of upper secondary schools               | 19      |         |
| - School aged population (6-11)                | 168,765 | 82,951  |
| - No. of children enrolled (all ages)          | 224,481 | 104,168 |
| - No. of children enrolled (6-11)              | 157,861 | 77,003  |
| - No. of children (6-11) out of school         | 10,904  | 5,948   |
| - Net Enrolment Rate*                          | 93.5    | 92.8    |
| - Intake Grade 1 ratio at correct age (6)**    | 86.8    | 86.4    |
| - Repetition Rate Grade 1                      | 27.5    | 25.7    |
| - Repetition Rate Grade 2                      | 16.0    | 14.2    |
| - Promotion Rate Grade 1                       | 63.1    | 63.4    |
| - Promotion Rate Grade 2                       | 75.3    | 76.3    |
| - Survival Rate to Grade 5                     | 63.3    | 60.6    |
| - Transition rate to Grade 7 (lower sec)       | 80.4    | 77.6    |
| - Adult Literacy Rate (Source CIPS 2004)***    | 73.5    | 61.7    |

\* Gender gap: 1.4

\*\* Gender gap: 0.9

\*\*\* Gender gap: 25.9



STUNG TRENG PROVINCE – BASIC EDUCATION DATA, 2004-2005 (source: EMIS)

|  | Total  | Girls |
|--|--------|-------|
| - No. of primary schools                                 | 125    |       |
| - No. of primary schools teaching upto Grade 6           | 52     |       |
| - No. of lower secondary schools                         | 9      |       |
| - No. of upper secondary schools                         | 2      |       |
| - School aged population (6-11)                          | 18,483 | 9,198 |
| - No. of children enrolled (all ages)                    | 19,634 | 9,257 |
| - No. of children enrolled (6-11)                        | 16,590 | 7,993 |
| - No. of children (6-11) out of school                   | 1,893  | 1,205 |
| - Net Enrolment Rate*                                    | 89.8   | 86.9  |
| - Intake Grade 1 ratio at correct age (6)**              | 83.4   | 81.2  |
| - Repetition Rate Grade 1                                | 32.9   | 32.4  |
| - Repetition Rate Grade 2                                | 19.4   | 19.3  |
| - Promotion Rate Grade 1                                 | 53.1   | 54.3  |
| - Promotion Rate Grade 2                                 | 60.9   | 63.4  |
| - Survival Rate to Grade 5                               | 42.5   | 43.5  |
| - Transition rate to Grade 7 (lower sec)                 | 83.5   | 79.2  |
| - Adult Literacy Rate <sup>2</sup> (Source CIPS 2004)*** | 61.1   | 53.2  |

<sup>2</sup> Data is for the following combined provinces: Kratie, Mondul Kiri, Preah Vihear, Ratanakiri, Stung Treng

- \* Gender gap: 5.7
- \*\* Gender gap: 4.3
- \*\*\* Gender gap: 16.6



SVAY RIENG PROVINCE – BASIC EDUCATION DATA, 2004-2005 (source: EMIS)

|  | Total   | Girls  |
|--|---------|--------|
| - No. of primary schools                       | 249     |        |
| - No. of primary schools teaching upto Grade 6 | 209     |        |
| - No. of lower secondary schools               | 32      |        |
| - No. of upper secondary schools               | 9       |        |
| - School aged population (6-11)                | 102,499 | 52,003 |
| - No. of children enrolled (all ages)          | 115,012 | 54,249 |
| - No. of children enrolled (6-11)              | 94,423  | 46,869 |
| - No. of children (6-11) out of school         | 8,076   | 5,134  |
| - Net Enrolment Rate*                          | 92.1    | 90.1   |
| - Intake Grade 1 ratio at correct age (6)**    | 86.0    | 83.2   |
| - Repetition Rate Grade 1                      | 28.2    | 26.8   |
| - Repetition Rate Grade 2                      | 19.3    | 17.0   |
| - Promotion Rate Grade 1                       | 62.9    | 64.0   |
| - Promotion Rate Grade 2                       | 71.2    | 72.4   |
| - Survival Rate to Grade 5                     | 64.9    | 65.5   |
| - Transition rate to Grade 7 (lower sec)       | 82.3    | 78.9   |
| - Adult Literacy Rate (Source CIPS 2004)***    | 79.5    | 68.2   |

\* Gender gap: 4.1

\*\* Gender gap: 5.5

\*\*\* Gender gap: 25.0