Kingdom of Cambodia
Nation Religion King

Ministry of Education, Youth and Sport

Education Sector Support Program
2006-2010

December 2005

Foreword

This Education Sector Support Program 2006-2010 (ESSP 2006-2010) represents another important milestone in the Ministry's education reform process. The ESSP 2006-2010 is designed to outline how Ministry systems, programs and resources will actively contribute to strengthen education quality, which is mentioned in the first angle of the fourth rectangular on capacity building and human resource development of the of the Royal Government's Rectangular Strategy for the third mandate of Parliament.

In the condition that the implementation is conducted along with drawing the lesson learnt and the capacity has been built, Ministry of Education Youth and Sport (MoEYS) will continue to dialogue broadly and openly the above problem in detail with concerned Ministries, Development partners and NGOs. Previously, the dialogue is actively contributed the revised ESSP 2006-2010.

The ESSP 2006/10 has highlighted the program priorities and resource allocations needed to implement the next phase of education reform. The development process has also provided an opportunity to reflect on strengthening institution and capacity building needs, in consultation with our development partners.

We would like to take this opportunity to express my profound gratitude to Prime Minister, Samdech Hun Sen, head of the Royal Government, for his vision and strong support on strengthening Cambodia Education Sector. We would also wish to offer our appreciations to all officials and technical staff of the Ministry of Education Youth and Sport and related Ministries/Institutions, the representative of international communities and advisors who have devoted their efforts and energies to develop this valuable document.

Chair of Education Sector Working Group

Kol Pheng, Ph.D
Senior Minister and Minister of
Education, Youth and Sport

Abbreviations

AIDS	Acquired Immune Deficiency syndrome
BMC	Budget Management Centre
CAR	Council for Administrative Reform
CBCG	Capacity Building Coordination Group
CAR	Council for Administrative Reform
CG	Consultative Group
CLLC	Community Lifelong Learning Centre
CDP	Cambodia Development Plan
DGAF	Directorate General of Administration and Finance
DGE	Directorate General of Education
DGHE/TVET	Directorate General of Higher Education and TVET
ECCD	Early Childhood Care and Development
EFA	Education for All
EFMC	Education Finance Management Committee
EMIS	Education Management Information System
ESP	Education Strategic Plan
ESSP	Education Sector Support Program
ESWG	Education Sector Working Group
FTI	Fast-Track Initiative
HEI	Higher education institutions
HIV	Human immunodeficiency virus
ICT	Information Communication Technology
IEC	Information, Education, Communication
IFAPER	Integrated Fiduciary Assessment Public Expenditure Review
IG	Inspectorate General
INSET	In-service training
MDG	Millennium Development Goals
MoEF	Ministry of Economics and Finance
MoEYS	Ministry of Education, Youth and Sports
MoH	Ministry of Health
MoI	Ministry of the Interior
MoP	Ministry of Planning
MoWA	Ministry of Women's Affairs
MoLVT	Ministry of Labour and Vocational Training
NIE	National Institute of Education
MTEF	Medium Term Expenditure Framework
MTEP	Medium Term Expenditure Plan [for education]
NCSC	National Council for Support for Communes
NFE	Non formal education
NEP	NGO Education Partnership
NPAR	National Program for Administrative Reform
NPRS	National Poverty Reduction Strategy
PAI	Public Administrative Institution
PAP	Priority Action Program
PEEC	Public enterprise with economic characteristics
PDH	Publishing and Distribution House
PFM	Public Financial Management
PNTR	Pupil/Non teaching staff ratio
PRESET	Pre-service teacher training
PSTTC	Pre-school teacher training college
PTR	Pupil teacher ratio
PTC	Provincial Training Center
PTTC	Provincial teacher training College
RTTC	Regional Teacher Training College
SEDP	Socio-Economic Development Plan
TTD	Teacher training department [MoEYS]
TTC	Teacher Training College
WTO	World Trade Organization

Contents

1 Introduction

1.1 Responding to ESP 2006-2010

The aim of the Education Sector Support Programme (ESSP) 2006-2010 is to outline how the policies and strategies laid out in the Education Strategic Plan (ESP) 2006-2010 will be put into practice. The ESSP identifies the necessary program activities and priorities in reaching the Cambodian Millennium Development Goals and the goals set out in the National EFA Plan.

The basic principle adopted in the ESSP is that the programs will be planned and implemented through Government and Ministry systems rather than through parallel modalities. The management framework for ESSP places the focus on strengthening appropriate MoEYS directorates and departments at central and provincial levels, including delegation of responsibilities to districts, clusters/communes and schools.

The priority recurrent program plan sets out clear priorities, objectives, targets and measurable outcomes and outputs, alongside proposed management and monitoring mechanisms. In other words, the principle behind the recurrent priority programs is achieving concrete and verifiable results. These recurrent programs are detailed in *Section 2*.

MoEYS is determined that the education facilities capital investment program is also designed to ensure policy implementation and achievement of education access and quality improvement targets. This revised ESSP features accelerated provision of lower and upper secondary education facilities in currently under-served or un-served districts and communes. The facilities program therefore sets out the overall requirements, costs and medium term priorities. The education facilities program is presented in *Section3*.

MoEYS recognises that an effective sector wide management and monitoring approach will necessitate collaborative planning with other key stakeholders, including the Ministry of Economy and Finance (MoEF), Ministry of Interior (MoI), Ministry of Planning (MoP) and the Council for Administrative Reform (CAR). The ESP and ESSP also emphasise the need for strategic negotiation and consultation with other development partners, including donors, NGOs and civil society. Proposals for building up the capacities and partnerships for strengthened sector wide management and monitoring, alongside the capacity building required for improved planning and management of the priority programs is set out in *Section3.2*.

Previous ESSP Reviews reaffirmed the importance of a well-defined sector monitoring and reporting system, which is critical for implementing a rolling program of reforms. The monitoring framework and guidelines are summarised in S*ection4.* It is also recognised that joint agreement with donors and NGOs on key policy actions and performance indicators will facilitate both on-going sector performance monitoring and the annual ESSP Review process. The agreed sector performance indicators are set out in *Annex A* and an indicative common policy action matrix in *Annex B.*

It should be noted that the programs detailed in *Section 2, 3* and *3.2* are intended to provide outlines of program activity rather than detailed implementation plans and budgets. These detailed implementation plans for priority action programs, facilities development and capacity development will be prepared by designated MoEYS departments or taskforces.

1.2 The ESSP Planning and Review Process

This ESSP revision process has been designed to ensure broad understanding and ownership between key stakeholders. Key activities have included consultation with individual MoEYS departments responsible for implementation and management and with province and district level representatives in the form of four regional ESP/ESSP reviews. The preparation process has been governed by a special working group set up with officials from the MoEYS and representatives from donors and NGO communities.

2 Recurrent Budget Program Priorities

2.1 Education Service Efficiency

Objectives and Justification

The education service efficiency program outcome will be to ensure equitable access to education services through eliminating informal payments by parents especially in grades 1-9, in conjunction with improved and performance based staff remuneration. Another outcome will be the improved equity and efficiency in the deployment of teaching and non-teaching staff, responding to targeted expansion of primary and secondary education opportunities to under-served and difficult/remote communes, as well as a more equitable deployment of subject specialists. An associated objective is to also contribute to improved quality of education by replacing the retiring and contract teaching staff with better-qualified staff and new teachers from TTCs.

Indicators and targets:

- *95% of new graduates from TTCs will be assigned to work in disadvantage and remote areas by 2008.*

- *From the beginning of 2006 onward, 1,500 student teachers will be recruited from the remote areas sources and then assigned back to work at the source areas after they finish at teacher training.*

- *Based on present projections from 2006 onwards MoEYS needs to recruit 5,000 new teachers per annum for 5 years.*

Strategies and Coverage

The program will increasingly focus on deployment of new teachers, rather than re-deployment of existing ones which has proven to be difficult over the past years. When teachers and administrators retire from over-staffed schools, they may not be replaced in order to minimize disparity between over-staffed and under-staffed schools. All existing teachers and non-teaching staff in remote/difficult areas will be provided with **remote/difficult posting allowances**. This program component will be complemented by the teacher housing program in the facilities development program to enhance staff retention. It is proposed that all new teachers posted to remote or difficult areas should also receive a special posting allowance.

A comprehensive program of performance-based allowances is in place and will be strengthened in the medium term, through the introduction of a nation-wide staff performance appraisal system and regulation of minimum standards of performance and workloads. The **performance-based pay reforms** will be extended to encourage teachers to take on additional duties, including double shift and multi-grade teaching. In the medium term it is intended that the program will expand to provide the basis for performance related promotions. The performance allowances will also be extended to school directors in incomplete primary schools to enable them to arrange multi-grade or double-shift teaching so that the school can offer the full range of grades 1 to 6.

Main Programmes and Activities

- Provide Performance-based incentives to key groups, including school directors, staff working in remote and difficult circumstances and double shift and multi grade teachers. The MoEYS will review guidelines for targeting and allocation of these allowances.

- Match teacher supply to the proposed education sector expansion, keeping in mind especially the balance between primary and secondary teacher needs. Planning process will take into account the projected fall in primary enrolment and the subsequent expansion of secondary enrolment. MoEYS will also set more rigorous targeting criteria and mapping of under and over staffed schools.

- Finalize the staff utilization plan and develop an evaluation system according to the proposed action plan based on minimum level of staff performance and responsibility.

- Prepare instructions for education planning components in the provinces and implement a detailed annual plan for the use of staff, newly trained teacher deployment and re-deployment;

- Prepare budget allocations for the provinces and set minimum efficiency targets for each province (e.g. The number of staff to be deployed and re-deployed at minimum level);

- Prepare implementation plans for staff deployment in the ministry, PDE and DEO and post-secondary and higher education institutions;
- Review and monitor staff deployment plans, in particular at the provincial level and for newly trained teachers.

Program Management and Monitoring

The Director General of Administration and Finance and Personnel Department of the MoEYS will be responsible for all projects, program monitoring and coordination. The program will be managed through provincial BMCs based on agreed staffing regulations and norms with monitoring by HQ Personnel Department with phased delegation to District Education offices. MoEYS will review guidelines for targeting and allocation of remote and difficult areas allowances as part of the proposed salary reform initiative. The Directorate of General Administration and Finance (DGAF) will arrange sample technical audits and Inspectorate General (IG) will arrange sample internal financial audits. The Ministry will review the role of BMCs for PAP 1 to consider further decentralized management, including use of provincial staffing committees to coordinate staffing of newly constructed schools.

Financing Plan

Table 1: Education Service Efficiency And Performance Financing Plan

Activities	Costs in Riels millions				
	2006	**2007**	**2008**	**2009**	**2010**
1. Management and technical support program	1,500	1,520	1,550	1,580	1,600
2. Teacher re-deployment and *new trained teacher deployment support program*	2,200	2,900	2,800	2,700	2,600
3. Performance-based and remote/ difficult areas posting allowances	12,000	13,000	14,000	15,000	16,000
4. Orientation and monitoring material support Program	500	520	550	580	600
Resources: Total	**16,200**	**17,940**	**18,900**	**19,860**	**20,800**

Capacity development needs:

- *Support towards strengthening program budget management*: through reviewing and revising the guidelines and performance indicators for school operational budget execution and assessing the efficiency of the priority action program budget allocation mechanism.

- *Support towards strengthening the planning and management system at central, provincial and district levels* through: 1) Preparing the guidelines on management and responsibilities of district and school BMCs 2) strengthening the transformation and information management system based on ICT and support to the operation of district BMCs; 3) Conducting an evaluation of the impact of capacity building strategies to district BMCs and schools. 4) provision of technical support to provincial and district authorities

- *Support towards strengthening Human resource management and monitoring systems* through a) conducting an initial analysis of the roles and responsibilities of MoEYS departments as a basis for broader functional analysis b) issuing new staffing guidelines for teaching and non-teaching staff in education institutions, c) action plan for implementing ICT-based central and provincial personnel MIS, d) an action plan for delegating personnel management responsibilities to provinces and districts, e) progress reports on operational effectiveness of greater delegated authority, including capacity building needs and MIS, and f) an impact report on operational effectiveness of greater delegated authority and staffing guidelines. Capacity building for the Department of Personnel, especially for human resource information management, will be a priority.

2.2 Early Childhood Education (ECE) Expansion

Objectives and Justification

The early childhood education (ECE) programme outcome will be to expand equitable access to ECE programs for 5 years-old children, targeting those communes with high new enrolment rates and high repetition rates in primary schools. The broad strategic direction will be moving towards a more community-based and child-centered approach, which offers better prospects of increased coverage and affordability than the current pre-school system. It is anticipated that this program will be complemented by other donor and NGO financed pilot innovations, including Commune Council managed ECE initiatives and alternative parental home-based approaches. The Department of Early Childhood Education will have responsibility for strategic oversight and quality assurance.

The expansion of early childhood education is a key strategy in addressing late entry into primary schooling, reducing levels of grade 1-2 repetition and grade 4-6 drop out, increasing completion rates and improving student performance. Early childhood education (ECE) provision for 5 year olds will provide better preparation for students upon entry to primary education and help to encourage entry at 6 years of age.

Indicators and targets:

- *Increase ECE enrolment of five-year old in either a formal or community-based setting from 20% in 2005 to 50% by 2010 and*

- *Increase ECE enrolment of 3-5 years old in either a formal or community-based from 10% in 2005 to 30% by 2010.*

- *Conduct mid-term assessment of implementation of ECE program during 2005/06.*

Strategy and Coverage

The target coverage for EFA cannot be met through the provision of formal pre-school services alone. To overcome this, the ECE department will prioritise supporting the mobilisation of alternative programs through an increasing focus on demand-side interventions including community and home based approaches, private sector involvement and partnerships with NGOs, particularly in disadvantaged and under-served areas, and through encouraging greater inter-ministerial responsibility for ECE services.

Main Programmes and Activities

- Expand and stimulate the enrolment of 3 to 5 years-old pupils, especially 5 year-old pupils to have enough capability to study in grade 1 with quality and efficiency. Implement and pilot school readiness program for under-6 year old pupils before enrolment in grade 1 of primary education. This program will focus on training preschool teacher on teaching and learning methods and standard test preparation on student learning by the Dept of ECE.

- Expanding community and home based education programs*,* including community-based information campaigns, to provide holistic early childhood interventions, especially in disadvantaged environments, by parents/care workers, drawing upon activities in and around the community and the home.

- Strengthening monitoring through operational expenditure for central and provincial officials in order to support planning, management and monitoring activities.

Management and Monitoring Arrangements

The Department of Early Childhood Education will be responsible for the management and monitoring of the Program. MoEYS will review other appropriate institutional arrangements including responsibilities at provincial and district levels, and coordination with other relevant bodies including the EFA Secretariat and Committee, and Commune Councils.

Financing Plan

Given the limited scope for Government provision of ECE, it will be important to mobilize non-Government contributions including in-kind community contributions, private sector partnership financing, and complementary donor and NGO support.

Table 2: Early Childhood Education Financing Plan

Activities	Costs in Riels millions				
	2006	**2007**	**2008**	**2009**	**2010**
1. Pre-school for 5 year old pupil	600	645	790	835	920
2. Community/home based ECE	100	135	145	200	210
3. Strengthening Program Monitoring and Support	55	65	65	65	70
Resources: Total	**755**	**845**	**1,000**	**1,100**	**1,200**

Capacity building needs:

- *Train technical staff of all levels on administrative and technical skills and how to improve, relationships and cooperation especially among district level, Commune Council and community-based care group leader, or "core mothers"*

- *Support for ECE officials at central and provincial levels in upgrading qualifications in relevant areas and subjects.*

2.3   Primary Education Access Quality and Efficiency

Objectives and Justification

The program outcome will be to enhance access quality and efficiency through continuing to increase Government support for school operational costs, alongside the provision of primary instruction materials (PAP 8) and the expansion of child-friendly schooling.

Indicators and Targets:

- *Net admission ratio (NAR) increase from 81%. (2004-05) to 95% by 2010.*

- *Primary Net enrolment ratio (NER) increase from 91.9% (2004-05) to 96% by 2010*

- *Primary completion rate increase from 46.77% (2004-05) to 100% by 2010*

- *At least 70% of primary schools are child friendly schools by 2010*

Strategies and Coverage

The program will contribute to increased transparency and accountability of schools through introduction of the school performance monitoring and provincial and district performance report system, alongside strengthening the mechanism for coordinated inspection and support, and strengthening inclusive education program policies to ensure equitable access.

The program will also focus on providing equitable access to education for especially girls and for children that are disadvantaged for example by disability, by belonging to an ethnic minority or by living in disadvantaged areas such as border or remote areas.

Main Programmes and Activities

- Nationwide provision of **pro-poor school operating budgets**, at increased levels based on annually agreed modifications to the block grant and per capita spending formula.

- Strengthen and expand the child friendly school program with improved school management, inclusive education and special education, multi grade teaching, bilingual education, revised curriculum and minimum learning standards, libraries and local life skills programs, such as prevention of HIV/AIDS and other health problems.

- Provision of MoEYS classroom based Life-skills for HIV/AIDS program, in cooperation with selected NGOs[1]

- Strengthen/improve quality of primary education at border, remote and disadvantage areas through prioritising the provision of equipment, provision of higher teacher allowances and more frequent monitoring of schools in these areas.

- Revise the remedial class program to provide remedial support for weaker students throughout the school year, regularly assist in class and implement school readiness program to help the pupils in grade 1 who did not attend pre-school, strengthen teaching activities in assisting the student.

- Provide budget allocation to schools for instructional materials procurement to maintain a student/textbook ratio 1:1

- Strengthen monitoring through operational costs for provincial, district and cluster staff to support planning, management and monitoring activities.

- Improve data collection and report system of primary education from school to central and central to school level.

Program Management and Monitoring

The HQ Department of Primary Education will manage the monitoring of the program. Regular progress monitoring will be the responsibility of district and provincial primary school inspectors and supervisors against agreed work plans and school development plans.

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[1] Supported through Inter-Departmental Committee on HIV/AIDS (ICHA)

185 districts BMCs will manage program funds channelled to schools. Financial expenditure progress monitoring will be the responsibility of a designated staff member within each budget management centre. Each District BMC will be required to report monthly to the Provincial BMC on program technical activities and financial situation. Program allocations should be provided to cluster schools where appropriate for their assistance in monitoring and school support.

The BMC at the Provincial Education office will be responsible for broader progress and output monitoring of the program technical activities and financing, troubleshooting where needed, and ensuring timely reports are submitted monthly from district BMCs. The provincial BMC will report quarterly to the Primary Education Department BMC on both technical and financial issues for the PAP Primary Education.

Financing Plan

Table 3: Primary Education Quality And Efficiency Financing Plan

Activities	Costs in Riels millions				
	2006	**2007**	**2008**	**2009**	**2010**
1. School Operational Budget	*24,500*	*25,500*	*27,000*	*28,000*	*28,000*
2. Strengthen teaching and learning activities	*14,500*	*14,500*	*14,600*	*15,600*	*15,600*
3. Strengthening Program Monitoring	*2,600*	*2,600*	*2,500*	*3,500*	*3,500*
Resources: Total	*41,600*	*42,600*	*44,100*	*47,100*	*47,100*

Capacity development needs:

- Support towards strengthening the capacity of central, provincial, district and cluster staff to improve planning, management and monitoring of activities and operational costs

- Support the establishment and strengthening of district coordination teams, which will be responsible for assisting cluster schools in performing the decentralized monitoring of school performance.

- Support for strengthening the inspection system at all levels, including strengthening the capacity of inspectors to conduct inspections, strengthening the reporting and feedback systems to allow schools and teachers to respond to the inspection reports, strengthening the information collation and analysis to support provincial and central assessments.

- Strengthen the capacity building for teaching and learning improvement at school level especially in remote, border and disadvantage areas.

- Strengthen the capacity building for collecting data, reporting and analyzing data at all levels.

- Strengthen the quality of school performance monitoring through increased community participation

2.4 Lower Secondary Education Access, Quality and Efficiency

Objectives and Justification

The lower secondary education program objectives are to reduce access barriers for students, and improve quality and efficiency in order to increase grades 7-9 survival and grade 9-10 transition rates.

Indicators and Targets

- *Increase net enrolment rate (NER) in grades 7-9 from 26.1% in 2004/05 to 39% in 2008*

- *Reduce gender gap in net enrolment rate (NER) at lower secondary from 2.5% in 2004/05 to effectively 0.0% in 2010*

- *Increase grade 9-10 transition rate from 56.1% in 2004/05 to 78% in 2010*

- *Introduce minimum learning standards in all schools*

Strategies and Coverage

The Ministry's strategy to assure equitable access is through increased Government funding for pro-poor school operational budgets to reduce cost barriers for poor families. This program will be complemented by the scholarships/incentives program (PAP 12) to provide poverty-targeted scholarships for grades 7 to 9 students to further reduce the cost burden on poor families. It will be linked to the planned expansion of lower secondary facilities and teacher deployment and training reforms, to ensure sufficient supplies of qualified teachers for the new facilities.

In addition to reducing costing barriers achieving the objectives will also be done through various quality improvement initiatives, including 1) strengthening of the grade 9 examination systems, 2) introduction of minimum standards on student assessment to improve the quality of teaching and learning, 3) increased transparency and accountability of schools through introduction of the school performance monitoring and report card system.

Main Programmes and Activities

- Nationwide provision of **pro-poor school operating budgets**, at increased levels based on annually agreed modifications to the block grant and per capita spending formula.

- Implementation of the new financial planning and accountability system for school operating budgets through involvement of parents and community management.

- Extension of existing primary schools to become basic cycle grades 1-9 schools (covered by capital program).

- Nationwide provision of scholarships for poor students, particularly girls, to reduce cost barrier of entering lower secondary.

- Provision of MoEYS peer-education Life-skills for HIV/AIDS program, in cooperation with selected NGOs[2]

Program Management and Monitoring

The HQ Department of Secondary Education will manage the monitoring of the program. Regular progress monitoring will be the responsibility of district and provincial secondary school inspectors and supervisors against agreed work plans and school development plans.

185 districts BMCs will manage program funds channelled to schools. Financial expenditure progress monitoring will be the responsibility of a designated staff member within each budget management centre. Each District BMC will be required to report monthly to the Provincial BMC on program technical activities and financial situation. Program allocations should be provided to cluster schools where appropriate for their assistance in monitoring and school support.

The BMC at the Provincial Education office will be responsible for broader progress and output monitoring of the program technical activities and financing, troubleshooting where needed, and

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[2] Supported through Inter-Departmental Committee on HIV/AIDS (ICHA)

ensuring timely reports are submitted monthly from district BMCs. The provincial BMC will report quarterly to the Secondary Education Department BMC on both technical and financial issues for the PAP Secondary Education.

Financing Plan

Table 4: Lower Secondary Education Access, Quality And Efficiency Financing Plan

Activities	Costs in Riels millions				
	2006	**2007**	**2008**	**2009**	**2010**
1. School Operating Budgets	13,500	17,000	22,100	26,400	30,700
2. Strengthen capacity in management and teaching	2,000	2,000	2,000	2,000	2,000
3. Strengthening Monitoring	800	870	965	1,048	1,130
Resources: Total	**16,350**	**19,870**	**25,065**	**29,448**	**33,830**

Capacity building needs:

- Strengthen MoEYS capacity for school inspection and financial monitoring and reporting at all levels, linked to the introduction of a school performance monitoring system to increase transparency and accountability in school management.

- Support the strengthening of school directors and teachers' performance, focussing particularly on strengthening of school management, teaching-learning methodology and school development planning.

- Support the implementation of the life skills, HIV/AIDS and reproductive health policies, and programs through the provision of Life Skills textbooks, resources and specific life skills teacher training.

- Develop strategies and programs to further strengthen community participation in education and school management to support school development, reduce drop out.

- Support the strengthening of the management and implementation of semester examinations in all grades and national examination grade 9 and grade 12. In particular through issuing examination guidelines, regulations and developing stronger examination mechanisms to ensure quality and efficiency of the exam system.

- Support the development of clear guidelines and mandates on the roles, responsibilities and procedures related to the management of lower secondary activities at central head quarter, provincial / district offices and school levels

- Support for the strengthening of monitoring and reporting systems and procedures at central, provincial, district and school level. Together with support for the strengthening of data collection and analysis at all levels.

2.5 Upper Secondary Education Access and Equity

Objectives and Justification

The upper secondary program's primary objective/outcome will be to assure equitable access to upper secondary education and ensure that proposed user charges, if adopted, are no barrier to academically promising grade 9 graduates from disadvantaged populations.

The programme aims at equitable access and quality of upper secondary education through increased and pro-poor school operating budgets nationwide. A second objective is to increase the number of grade 12 graduates from rural/remote areas to be qualified for teacher training colleges or higher education opportunities. The final objective is to improve transparency in school financial management through establishment of a governing body to regulate voluntary and legal contributions from students and families.

Targets and Indicators

- *Increase enrolment in grades 10-12 from 177,129 in 2004/05 to 300,000 in 2010*

- *Reduce gender gap in net enrolment rate (NER) at upper secondary lower than 2% in 2010*

- *Increase survival from grade 10-12 from 86% in 2004-05 to 95% in 2010*

- *Increase grade 12 completion rate from 8.92% in 2004/05 to 20% in 2010*

- *Decrease upper secondary drop-out in grade 10 from 13.2% in 2003-04 to 3% by 2010*

Strategy and Coverage

The first component of this program will be to provide **pro-poor school operating budget** to upper secondary schools primarily for instructional materials and school maintenance against agreed guidelines. The second component will be implementation of an **Academically Gifted Students** program through specific subjects teaching and instructional material procurement. The third component is the development and establishment of a **model school** program that will provide the most gifted students with the opportunities to achieve academic excellence. The model schools will use the grade 9 exam and other selection criteria for admission.

This programme will be complemented by the scholarships/incentives program to provide merit-driven scholarships for academically gifted children to reduce cost burdens on poor families.

Main Programmes and Activities

- Nationwide provision of **pro-poor school operating budgets**, at increased levels based on annually agreed modifications to the block grant and per capita spending formula.

- Separate financing formulae will be devised for **model** upper secondary schools and the remaining upper secondary schools. The **model schools** will receive differential budgets in order to sustain high quality. Spending guidelines will be revised in order to respond to the circumstances of individual schools and provide more flexibility in spending[3]

- Improved quality initiatives, including strengthening the grade 9 and 12 examination system and introduction of minimum standards on student achievement.

- Gradually expand special programs for academically gifted students, minorities and students with disabilities through special teaching methodologies and instructional materials.

- Strengthen planning, management and monitoring capacity in response to rapid projected expansion. This includes strengthening secondary education MIS to help identify facilities and staffing priorities and to strengthen linkages with other quality assurance initiatives, especially for examinations, inspection services and teacher development.

- Provision of MoEYS peer-education Life-skills for HIV/AIDS program, in cooperation with selected NGOs[4]

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[3] An initial financing formula for the model schools will be developed in 2006. This will be reviewed and refined as the program is rolled out

[4] Supported through Inter-Departmental Committee on HIV/AIDS (ICHA)

Program Management and Monitoring

The central BMC has been established in the Secondary Education Department for the program. Program funds will be manage through new school/community governing bodies, channelled through provincial BMCs. The HQ BMC will be responsible for overall management and monitoring of the program. Technical and financial management and monitoring will be on a quarterly basis using agreed MoEYS pro-forma, and in line with the proposed disbursement of trenches. A small BMC will be set up in the Department of Secondary Education for the gifted students program.

Regular progress monitoring will be the responsibility of district and provincial secondary school inspectors and supervisors against agreed work plans and school development plans. Financial expenditure progress monitoring will be the responsibility of a designated staff member within each budget management centre. A new financial planning and accountability system for school operating budgets will be introduced in 2005-06 with guidelines for involvement of parents and community management. However, MoEYS sees it as critical that schools find an effective balance in spending on school supplies, teaching/library resources, improvements to school infrastructure (furniture, hygiene and environment), and sports/arts/agricultural activities and focus on life-skills for preventing HIV/AIDS and other health issues.

The provincial BMC also will be responsible for broader progress and output monitoring of the program technical activities and financing, troubleshooting where needed. MoEYS will review whether more delegated responsibility should be provided to district BMCs to further decentralize the program operation. The DGE will arrange sample technical monitoring and Internal Audit Department (IAD) will arrange sample internal financial audits.

Financing Plan

The significant expansion of this financing plan is based on projected enrolment expansion, alongside increased per pupil spending for quality dividends. Table below summarizes indicative costing for the program.

Table 5: Upper Secondary Education Quality And Efficiency Financing Plan

Activities	Costs in Riels millions				
	2006	**2007**	**2008**	**2009**	**2010**
1. US school operational budget	3,900	4,700	5,900	7,100	8,300
2. Academically gifted students program	600	700	800	900	1,000
2. Strengthening Monitoring	275	280	315	335	355
Resources: Total	**4,775**	**5,680**	**7,015**	**8,335**	**9,655**

Capacity building needs

- Increase capacity of Provincial and District Education officials in program planning, management and monitoring capacity in order to improve services especially in currently under-served areas.
- Strengthen capacity of central and provincial staff responsible for programs aimed at: improving enrolment and participation of students in grade 10-12, reducing direct cost barriers to students, and providing support for academically gifted students.
- Strengthen provincial / district officers and school directors to plan and implement operating budget guidelines, through HQ guidelines and capacity building.
- Strengthen central HQ/ provincial / district capacity on technical and financial monitoring to improve timely an impact / progress report of program efficiency.
- Strengthen capacity of central and provincial staff responsible for improving nationwide dissemination and implementation of student scholarship program for poorest families.

2.6   Quality, Efficiency and Equitable Access in Higher Education

Objectives and Justification

The higher education sub-sector will continue to provide and expand to access to higher education while at the same time safeguarding quality to ensure that Cambodia's economic, social and market needs are met in the areas of intellectual development and human resource provision. Pro-poor access will be addressed through merit driven scholarships, especially for girls. Some priority will be given to students enrolling for less market oriented and more socially beneficial programs, especially education, health, agriculture, science and mathematics.

Key Indicators and Targets

- *Increase overall enrolment in higher education institutions (HEIs) from 46,845 in 2004-05 to 90,000 with 40% female by 2010*

- *Increase overall enrolment in public HEIs 7,963 in 2004-05 to 36,000 with 33% female by 2010.*

- *Increase enrolment in Science, Technology and Mathematics in public and private HEIs to 20,000 by 2010.*

- *Develop detail basic criteria for establishment of an HEI by 2006*

- *Review of HEIs to ensure compliance with the basic criteria for establishment of an HEI, by 2007.*

Strategy and Coverage

MoEYS strategy for higher education is to expand and strengthen a growing public/private partnership[5] to achieve equitable access and improved quality in the management and delivery of higher education. The main role of the public provider, the MoEYS, is twofold. Firstly, to ensure equitable access through the provision of selected courses in public institutions and merit-based scholarships to selected students. Secondly, in liaison with the Accreditation Committee of Cambodia (ACC), to monitor and ensure acceptable levels of quality are provided by both the public and private higher education institutions[6]. This program will be linked to the proposed higher education capital development fund and possible introduction of a higher education student loan scheme. The ministry also aims to expand the teaching of science and technology by increasing the teaching force at selected public HEIs.

Main Programs and Activities

- Enhance quality of higher education to meet the labour markets demands through providing budget for institutional operation and research activities to HEIs governed by the Ministry of Education, Youth and Sport and other ministries not funded by the PAP mechanism. These budgets are based on the number of scholarship students and cost of the programs.

- Increased number of scholarships particularly for female students*,* students from poor families, disabled and students from remote areas/undeserved areas to study at HEIs through the supporting and operating budget provided to the HEIs. The main priority group will be public HEIs providing socially beneficial programs, especially related to education, health, agriculture, sciences and mathematics.

- Improve quality of teaching and learning aids, and expand science, technology and mathematics programs in all public and private HEIs. These programs will be linked to the proposed higher education facilities development fund in the capital program.

- Construct dormitories for students from provinces, especially female students.

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[5] The Public contribution to the partnership is the provision of selected courses, student scholarships and quality assurance and institutional accreditation. The private contribution is primarily the provision of private courses, but may also extend to support and collaboration in areas such as private scholarships, work-based sandwich courses, departmental or institutional sponsorships, research sponsorships, and asset sharing (conference centres, dormitories, labs) and so on

[6] The exact roles and responsibilities of the two bodies is under negotiation at present

- Establish credit loan scheme for students.

- Establish regional public HEIs phase by phase.

- Advocate for use of core textbooks in Khmer language in HEI.

- Monitor, review and assess curriculum framework for HEI.

- Develop criteria for university teachers' status/title based on qualifications, experience, and capacity.

- Strengthen the admissions process based on performance in grade 12 examinations.

- Review the selection criteria and financing formula for each HEI, taking account of fee levels and demand and improve governance and management of HEIs through increased transparency and accountability of all financing of higher education, including Government contributions, student fees and private sector contributions in cash and in kind

- Increase opportunities for student transfer and progression between private and public institutions through accreditation and credit transfer arrangements

Program Management and Monitoring

The funds for the institutional support and operation will be directly managed through selected higher education institutions, against agreed annual scholarship allocations. Department of Higher Education will be responsible for quality assurance and monitoring.

The Department of Higher Education will be responsible for preparing an annual planning framework, including scholarship expenditure priorities and budget allocations to individual HEIs. Individual HEIs will prepare an annual work plan, including improvement targets, action plans and budget for use of these funds across individual faculties and departments. They will submit for approval through BMC of Department of Higher Education (DHE). The program funds will be directly managed through HEIs.

The Department of Higher Education will conduct progress and impact monitoring focusing on student attendance; performance and other related scholarship funding and undertake technical monitoring of institutional BMCs and efficiency of performance of HEIs through half-yearly visits. A monitoring report will be presented to Ministry leaders through BMC of Department of Higher Education. The annual report will contain performance measures submitted by institutions for improvement targets in their work plan. MoEYS will arrange sample technical audits and sample internal financial audits.

Ministry of Education, Youth and Sport (MoEYS) will continue to adopt decentralized policy in administering higher education (HE) sub-sector through encouraging each HEI to set up its system of governance and management with transparency and accountability. The expected features are: creation of governing board in each HEI and review of DHE's responsibilities in policy and planning formulation, and monitoring in order to ensure the quality, efficiency and equitable access in higher education. Within this direction, MoEYS will develop a vision and action plan for HE sub-sector. It is anticipated that the vision and action plan will be finalized by 2006.

Financing Plan

Financing plan for increasing enrolment in higher education is based on budget of institutional support and operation for individual HEIs.

Table 6: Improving Quality, Efficiency and Equitable Access in Higher Education

Activities	Costs in Riels millions				
	2006	**2007**	**2008**	**2009**	**2010**
1. Institutional support and operation	5,340	*5,810*	*6,300*	*6,770*	7,240
2. Strengthening of monitoring system and quality in HE	160	190	200	230	*260*
Resources: total	**5,500**	*6,000*	*6,500*	*7,000*	*7,500*

Capacity development needs

- Improve capacity of university teachers to include in-country training and research activities.

- Build capacity for strategic leadership and performance monitoring within the Department of Higher Education.

- Support the further strengthening of planning, accounting and financial management systems together with provision of information system equipment and materials.

- Operational support for Department of Higher Education in policy analysis and formulation and monitoring to improve access equity, quality and institutional management linked to the establishment of a Higher Education Management Information System.

2.7 Continuous Teacher Development

Objectives and Justification

The teacher development program objective will be to ensure an efficient supply of basic cycle teachers and teachers with a bachelor degree to accommodate for system expansion including, training and upgrading of TTC and education managers, National Institute of Education (NIE) trainers, school directors and other key MoEYS personnel. A second objective will be to ensure that TTC and NIE intakes and subsequent trained teacher deployment respond to growing demands in rural/remote and difficult areas by recruiting new teacher trainees from these areas and ethnic minority areas. A third objective is to improve the quality of teaching through expansion of in-service teacher training provision.

Key Targets and Indicators

- Recruit 5,000 new trainees at TTC recruits per annum, of which at least 30% from rural, remote and disadvantaged areas.

- 3,000 primary teachers upgraded to become basic education teachers at 6 RTTCs by 2010.

Strategies and Coverage

A flexible and responsive pre-service and in-service teacher development system is critical for assuring equitable access to primary and secondary education. Matching the supply and demand for trained and qualified teachers will require close collaboration with the Departments of Personnel and provincial/district education offices. The Teacher Training Department will also review TTC rationalization strategy (e.g. the proposed merging of 6 RTTC/PTTC) and consider level of operational budget for these institutions.

The pre-service program will cover eighteen PTTCs, six RTTCs, one Pre-School TTC (PSTTC) and NIE. The continuous teacher development/in-service program will cover targeted groups of the current teaching service, with emphasis on re-training of primary teachers, basic cycle teacher for lower secondary schools. The management-training component will continue to focus on school directors, but also extended to education managers at all levels. This programme will pay for costs related to providing ongoing in-service teacher training, increasingly delegating management authority to provinces.

Main Programs and Activities

1- Operation budget for 25 TTCs

- Provide annual operational budgets to the Pre-school Teacher Training Centre, 18 PTTCs, 6 RTTCs, six new resource centres and to improve quality and efficiency of the pre-service teacher education programs. A new priority for TTC is training of basic cycle teachers to enable more flexible response to changing enrolment patterns in the coming years

- Introduce the principles of Child Friendly School (CFS) and School Readiness Program (SRP) into Pre service Teacher Training Curriculum and implement in all Provincial Teacher Training Colleges.

- Delivery of HIV/AIDS awareness courses and supporting textbooks and manuals to all newly teacher training students[7]

2- TTC Staff Development

- Establish common levels of competence for all TTC staff, including training of trainers through the TTC staff Development Program. The program will provide formal certification as a foundation for the rapid development of the national teacher education system.

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[7] Supported through Inter-Departmental Committee on HIV/AIDS (ICHA)

3- Education management development program

- Equip primary and secondary school directors with skills to take up active leadership in their schools and be responsible for implementing quality and efficiency measures and managing resources through the Education Management Training Program. The training is delivered through a modular program during school year through a combination of distance learning and residential workshop. The potential for offering professional certification linked to the program is under review. This component will be considered to extend to other education personnel.

4- Continuous teacher development/ In-service program

- Focus on multi-grade teaching, especially for remote/incomplete schools, priority for teacher currently receiving multi grade teaching incentives.

- Upgrade primary school teachers become lower secondary/basic teacher to meet the projected lower secondary enrolment increases.

- Training on use of new textbook, new curriculum and minimum learning standard for teacher at all levels.

- Provide ICT training to all Teachers Trainers and Secondary School Teachers.

- Provide In Service Training to teacher on CFS and SRP

- Delivery of in-service child friendly HIV/AIDS life skills training, supporting improved teaching approaches[8]

Program Management and Monitoring

The aim is to decentralise the monitoring and evaluation to the TTCs from centralized planning and control to monitoring and support of the national teacher education system. Monitoring will identify examples of innovation and good practice which regional monitoring teams from TTD will collect, share and disseminate. The strategic objective is to enable greater delegated authority and operational autonomy to provincial and regional teacher training colleges.

Operational budgets of individual institutions will be channelled appropriately through provincial BMCs and central Teacher Training Department. The Teacher Training Department will be responsible for quality assurance and monitoring. The **Committee on Continuous Teacher Development (CCTD)**, within the TTD will be responsible for overall planning and monitoring, including providing allocations under agreed guidelines. CCTD will be linked to PTTC/RTTC planning committees at provincial levels. Each PTTC/RTTC will be required to prepare an annual development plan and quarterly progress reports each year for review and approval by CCTD.

Funds allocated to PTTCs and RTTCs will be managed by BMCs set up in the Provincial Education offices. The institution BMCs will plan allocations and be responsible for accounting reporting on the use of funds. Commissions entitled to make use of funds at PTTCs will consist of the Director, Deputy Directors, two staff representatives, two student representatives.

Program monitoring activities will be the responsibility of the TTD, including financial monitoring. The TTD BMC also will be responsible for the design and management of any specialist surveys and audits contracted out to other MoEYS departments or private organizations. PDEs will assist with progress monitoring and financial reporting. The DGE will arrange sample technical audits and IG will arrange sample internal financial audits.

Financing Plan

The financing plan below is only indicative and specific allocation for each activity will be based on an annual needs assessment by TTD, including adjustment on specific target groups.

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[8] Supported through Inter-Departmental Committee on HIV/AIDS (ICHA)

Table 7: Continuous Teacher Development Financing Plan

Activities	Costs in Riels millions				
	2006	**2007**	**2008**	**2009**	**2010**
1. Operation budget for 25 TTCs	4,650	4,700	5,200	5,200	5,200
2. TTC staff development program	500	500	500	500	500
3. Education management develop program	2,500	2,500	2,500	2,500	2,500
4. Continuous teacher development/INSET program	2,820	2,845	3,250	3,250	3,250
5. Monitoring and Evaluation	300	300	300	300	300
Resources: Total	**10,770**	**10,845**	**11,750**	**11,750**	**11,750**

Capacity development needs:

- In co-operation with the Department of Personnel, support the development of a management system to more effectively assess teacher supply and demand patterns, in support of improved recruitment and promotion procedures.

- Strengthen management capacities of all TTCs

- Train Teacher Trainers at all TTCs on the use of Math and Science Laboratory equipment.

- Train Teacher Trainers at TTCs on development and use of teaching aid materials

- Strengthen TTDs capacity to identify priority activities to enable more effective delivery of services through the following activities:

  o In co-operation with the Department of Personnel, support the development of action plan for pre-service and in-service training for teachers to be deployed to school in rural, remote, and disadvantage areas.

  o Develop action plan for in-service training expansion

  o Conduct assessment on Pre-service and In-service program including impact of teacher training programs for rural, remote and disadvantaged areas

- Train all teacher trainers at TTCs on CFS and SRP pre-service teacher training modules

2.8   Sustainable Supply of Core Instructional Materials

Objectives and Justification

The two main objectives of this program are: 1) To ensure adequate provision of textbooks nationwide; 2) to offer schools a choice of textbooks in each subject.

The program is to contribute to the achievement of ESSP policy objectives by improving quality of primary and secondary education through ensuring sustainable provision of quality textbooks. This will enable the implementation of new minimum standard in grade 3, 6 and 9 and the re-revised national basic education curriculum 2006-10. The program approach is also in support of the broader MoEYS decentralization strategy.

Key Targets and Indicators

- Secure approval for the new system of textbook development printing and distribution based on policy of more diversified textbook supply through market competition by MEF by 2006.

- Fully achieve the target of pupil textbook ratio of 1:1 (grades 1-9) in the first year of implementing the new curriculum for each grade.

- Achieve the target of pupil textbook ratio of 2:1 for grades 10-12 in urban and accessible schools, and 1:1 in remote areas and remote provinces

Strategies and Coverage

In order to ensure sustainable provision of textbook, MoEYS with MoEF will review and define the clear role and status of PDH, other publishers, PEOs, DEOs, and of schools in the textbook production and procurement process. In addition, MoEYS will review the further role of the Pedagogical Research Department focused on transformation from textbook development role into textbook and learning materials monitor and evaluation.

Main Programs and Activities

- Secure approval for the new textbook policy and commitment from MoEF on the timely release of funds.

- Implement new textbook policy in all primary and secondary schools.

- Finalize, dissemenate and implement minimum learning standard and new curriculum in general education

- Define a textbook management and usage policy to support more effective planning in relation to textbook lifespan and potential unit costs for textbook provision.

- Strengthen library network nationwide through a rolling program of establishing and strengthening decentralised document centres. Initial focus is on strengthening document centres in TTCs and assessing the potential for expansion to secondary school level.

Program Management and Monitoring

The financial management of the programme will shift from the Primary and Secondary Education Departments to the PRD from January 2006.

Pedagogical Research Department will also be responsible for implementation and monitoring of textbook policy, minimum learning standard, library network and policy for curriculum development 2006-10. PEOs will continue to respond to monitoring progress on textbook supply and allocation to schools. Directorate General of Education will coordinate sample of technical audit and Inspectorate General will coordinate sample of financial audit

Financing plan

The significant increase in financing is due to the recent expansion in primary school enrolment and the projected rapid increase in secondary enrolment. Both trends will require additional textbook spending and teacher's guides.

Table 8: Sustainable Provision Of Core Instructional Materials Financing Plan

Activities	Costs in Riels millions				
	2006	**2007**	**2008**	**2009**	**2010**
1 Provision in primary schools	**18,152**	**17,922**	**18,072**	**10,572**	**10,572**
1.1 Textbook provision	17,872	17,722	17,872	10,372	10,372
1.2 System development	130	50	50	50	50
1.3 Monitoring	150	150	150	150	150
2 Provision in secondary schools	**15,135**	**15,185**	**15,930**	**9,235**	**9,235**
2.1 Textbook provision	14,995	15,045	15,785	9,095	9,095
2.2 System development	50	50	50	50	50
2.3 Monitoring	90	90	95	90	90
Resources: Total	**33,287**	**33,107**	**34,002**	**19,807**	**19,807**

Capacity building needs

- Develop capacity for selected staff at central level on the implementation of new policy on textbook development and introduction of minimum standards and new curriculum for general education.

- Strengthen monitoring capacity in central and provincial levels in order to ensure timely, efficient and efficient textbook provision to districts and schools.

- Strengthen the technical and management capacity of librarians at document centre, RTTC and PTTC

2.9 Non−Formal Education Expansion

Objectives and Justification

Non-formal education programs will help to ensure that all children and adults realize their right to a basic education. Non-formal education programs are by their nature targeted towards, and accessed by, the most poor and marginalized groups of society who face difficulties accessing formal education provision. In light of this, they are highly pro-poor.

The major program outcome will be to provide cost efficient and high quality re-entry and targeted complementary schooling and selected non-formal community skills assessment programs

Facilitating re-entry into the formal system alongside provision of complementary programs will better equip Cambodians to participate in social and economic development, and is an important means for reducing poverty.

Key Targets and Indicators

- Expand Re-entry opportunities for out-of-school youths from 19,476 students (45% female) supported (with an estimated 75% success rate[9]) in 2004-05, to 25,000 students supported each year (with a target of 60% female) in grades 3-6 from 2006 onwards and an additional 5,000 students supported each year in grades 7-9 from 2008 onwards.

- In co-operation with NGO providers, expand equivalency programs from around 5,000 students in 2004-05 to 30,000 per annum from 2006 (grades 3-6 - 15,000, grades 7-9 - 10,000, grades 10-12 - 5,000). The target groups will be 60% females

- Expand enrolment in literacy, life-skills, and income generation programs for marginalized and excluded youth and adults from 112,557 students (63% female) in 2004-05 to reach 120,000 students per annum, with at least 60% female.

Strategy scope and Coverage

The primary target group will be students who have dropped out of school less than three years, alongside extremely vulnerable groups in remote, minority and border areas. The main priority of the program will focus on re-entry and equivalency programs for out-of-school youth. A key objective will be to extend collaboration with other Government and non-Government actors, including NGOs and civil society, particularly at community level. With limited financial resources, MoEYS will review the scope and feasibility of literacy and life-skills initiatives as a means for marginalized and excluded youth and adults to strengthen basic capacities for income generation, agricultural innovation and socio-economic development and focus on life-skills for preventing HIV/AIDS and other health issues. These programs will increasingly be resourced through public/NGO/community partnerships, and will need to use flexible strategies for teaching and facilities support.

Main Programs and Activities

1- Expansion of re-entry and equivalency programs. Activities will include, a) operational budget support for expansion of re-entry programs for school dropouts, b) development of equivalency and re-entry programs and testing based on minimum standards, and c) enhancing curriculum and learning materials.

2- Expansion of literacy/life-skills programs. Activities will focus on reviewing options for enabling sustainable provision of complementary literacy/life-skills strategies including linkages with non-formal skills training and community learning centres, and facilitating Government/NGO/community partnerships. Bilingual program for minority.

3- Strengthen and expand community learning centres, libraries, and reading centres to enhance knowledge and provide support for newly literate learners.

4- Upgrading of capacity for NFE staff. Activities will include, a) strengthening capacity at central, provincial and community levels for the targeting, planning and management of NFE

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[9] Based on success rate of re-entry program in 2003-04

programs, b) strengthening NFE information systems as a basic for better analysis of learning needs, poverty targeting, assessment of cost effectiveness, program monitoring and improved coordination non-Government initiatives.

5- Strengthening NFE structure from central to community level.

6- Facilitate program for operational support to NFE departments and provinces/districts to monitor the program, including any impact reports.

7- Provision to out-of-school youth of MoEYS peer-education Life-skills for HIV/AIDS program, in cooperation with selected NGOs[10]

Management and Monitoring Arrangements

The Department for Non-Formal Education will be responsible for overall program management, including design of interventions, targeting, planning, quality assurance and monitoring, but with emphasis on collaboration with other departments, provincial and district offices, other ministries and community organisations/NGOs. DNFE is the designated budget management centre (BMC) for the NFE programs. It will also provide provinces with an annual budget allocation and assistance for the planning of programs. The DNFE will produce an annual report on its program progress and impact, drawing on data from the provinces.

Financial management arrangements will be reviewed. Options include a demand-driven NFE fund or use of provincial and district BMCs. A guiding principle will be to optimise flexibility and responsiveness to priority needs and diversify program delivery to community groups and NGOs.

Financing Plan

The financing plan reflects the growing emphasis on re-entry programs to address the school drop out problem. Mobilizing non-Government contributions including from the community, private sector partnerships, and complementary donor and NGO support will be critical, particularly for literacy/life-skills initiatives.

Table 9: Expansion Of Non Formal Education Financing Plan

Activities	Costs in Riels millions				
	2006	**2007**	**2008**	**2009**	**2010**
1. Expansion of re-entry/equivalency program	5,000	4,600	5,800	6,000	6,200
2. Expansion of professional/ life skills literacy program	1,000	1,000	1,000	1,500	1,500
3. Upgrading capacity for non-formal education staff	200	200	200	250	300
4. Program Monitoring and Evaluation	500	500	500	600	600
Resources: Total	**6,700**	**6,300**	**7,500**	**8,350**	**8,400**

Capacity building needs

- Strengthen capacity at central, provincial and community levels for the targeting, planning and management of NFE programs.

- Strengthen NFE information systems as a basis for better analysis of learning needs, poverty targeting, and assessment of cost effectiveness, program monitoring and improved coordination with non-Government initiatives.

- Support form developing institutional and management strategies to strengthen NFE structure from central to community level.

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[10] Supported through Inter-Departmental Committee on HIV/AIDS (ICHA)

2.10 Youth and Sport Development

Objectives and Justification

The youth and sport development program outcome/objective is to place the holistic development of Cambodia's young people (*aged 15-24 years old in line with UN guidelines*) at the centre of the reform process and to ensure the development of healthy youth by ensuring access to high quality sports and physical education possibilities. It is important not only to provide Cambodians with better education and technical skills but also to engender a sense of national and civic pride, high standards of morals and ethics and a strong belief in being responsible for their own future. Youth and sports are critical in ensuring the health, well-being and development of the next generations of Cambodians to make their full contribution to social, economic and cultural development.

A key objective is to increase national capacity to plan and manage youth and sports development programs that are both effective and sustainable. The primary role of MoEYS will be to set out principles and help create a conductive environment for youth and sports development.

Key targets and indicators

- *Youth policy in place by January 2008*

- *Sport policy in place by January 2008*

Strategies and Coverage

Programs will expand opportunities for participation in youth and sports activities nationwide with particular emphasis on community based initiatives in rural and under-served areas. Through the medium of sporting and youth activities the strategic scope of programs will include contributing to a) economic growth and job creation, b) expanding formal education and skills training opportunities particularly for out of school youth, c) expansion of information communications technology (ICT) skills, d) cultural and environmental protection programs and agri-tourism initiatives, e) protecting young people from the dangers of HIV-AIDS, drug abuse, health and other social problems and f) enabling high quality sports and physical education programs and competitions. An important part of the program will be to develop new institutional and partnership arrangements with the international community, NGOs, the private sector, civil society and community groups to stimulate youth and sports development initiatives.

Summary of Main Activities

- Youth Development. Activities will include, a) preparation of detailed youth policy, strategy and programs including partnership and institutional arrangements, b) development and expansion of civics and morals education within specific activities including, school clubs, sports days and camping, c) extension of programs for student volunteer contributions, such as peer tutoring, village literacy tutoring, d) programs for student part-time assistance for village health care support, kindergarten class support, and helping the aged and infirm and e) campaigns promoting student volunteers from the universities, teachers colleges and upper secondary schools to offer their skills to rural and remote areas.

- Sports Development. Activities will include, a) preparation of detailed sports policy, strategy and programs including partnerships for funding international, regional and national sports competitions and a review of the institutional arrangements for sports planning, management and promotion, b) further implementation of training programs for specialist physical education staff and coaches/ referees and c) identification of priorities and opportunities for new and upgraded sports fields and facilities, especially in under-served rural areas.

Management and Monitoring Arrangements

The youth program will be managed and monitored through a BMC established in the Youth Department, and the sports program through a BMC in the Sports Department. There will be close coordination between the two BMC's and other departments to ensure effective integration of strategies and programs within the overall mandate of the Ministry. Program monitoring will include cooperation with relevant youth and sports institutions, and will use parental, youth and community

group surveys and follow up analysis on social development impact on young people. A key priority will be to develop a monitoring framework including targets, systems and responsibilities.

Financing Plan

For both programs, it will be important to mobilize and monitor partnership contributions, including in-kind community contributions, international community assistance and private sector financing and sponsorship.

Table 10: Youth and Sport Development Financing Plan

Activities	Costs in Riels millions				
	2006	**2007**	**2008**	**2009**	**2010**
1. Youth Development Program	400	500	550	550	800
2. Youth Development Program Monitoring	50	50	50	50	50
3. Sports Development Program	400	500	550	550	800
4. Sports Development Program Monitoring	50	50	50	50	50
Resources: Total	**900**	**1,100**	**1,200**	**1,200**	**1,700**

Capacity building needs

- Capacity building for central department to support the development of the national youth policy and national sports policy

- Support for the development of strategies to increase understanding on ASEAN and cooperation with youth among ASEAN countries

- Strengthen capacity of department to develop sports programs in and out of formal school setting alongside support for strengthening monitoring procedures to assess program impact.

2.11 Strengthened Monitoring Systems

Objectives and Justification

The strengthened monitoring systems program has two key outcome objectives of (1) improving technical and financial monitoring at all levels for strengthened policy, strategy and program development, management and evaluation. Further sector performance and impact monitoring will be enhanced through (2) strengthening the quality assurance standard, sector efficiency and stakeholders' participation.

Strengthened capacity for financial management, accounting and audit within the context of the Government Public Finance Management reform agenda is essential for improved sector performance and efficiency. Another key objective is to strengthen all aspects of sector performance monitoring and evaluation with transparency and accountability through enhanced reference to education quality and efficiency standards and stakeholder participation in the education reform process.

Key Targets and Indicators

- *All BMCs will be provided with ICT-based MIS by 2008*

- *All BMCs will have staff trained in accounting by 2009.*

- *100% BMCs and 20% of schools/institutions will be audited annually by Department of Internal Audit by 2010.*

- *Disbursement rate for PAP will be 100% from 2007.*

- *PAP impact survey will be done in late 2007*

- *Education statistic and indicator books/pamphlet/ yearbooks will be produced annually.*

- *Education sector performance report will be produced every year*

Strategy and Coverage

The program will further strengthen the provincial and district monitoring teams with clearly delegated responsibilities for individual or groups of PAPs. An important aspect of this will be regular visits to BMCs and institutions/schools, against agreed targets, and timely technical and financial reports from Provincial Education Offices to MoEYS HQ, according to an agreed monthly, quarterly or annual schedule. The program will support further system development including monitoring and reporting guidelines at various levels within the education system.

A key priority is to increase the scope and quality of stakeholder and partner involvement in monitoring for improved accountability and transparency. This will include further strengthening the annual joint performance review process, the use of external audit through the National Audit Authority, and seeking to engage more strongly and effectively with Commune Councils, and Commune EFA Committees and Secretariat, particularly focussing on expanding and strengthening their role in supporting planning and financial and technical monitoring at the school level.

Summary of Main Activities

- Improve data collection, analysis and monitoring of central BMCs, including Department of Finance, Department of Planning, Department of Internal Audit and Inspectorate of Education and in all 24 provincial, 185 DEOs.

- Strengthen Financial Monitoring at all levels. Department of Finance play importance role to monitor (See capacity building needs below for detail)

- Strengthen Internal Audit Department and procedures. (See capacity building needs below for detail).

- Strengthen Impact Monitoring. Key activities will include development of a strategy and priorities for operational research, development of district level citizen/community monitoring strategies and programs and capacity building activities.

- Strengthen quality/standards monitoring and audit: Key activities will include a) sample monitoring of overall school performance, b) sample assessments of education manager and teacher performance and c) sample reviews of other classroom teaching and learning activities. MoEYS will develop a suitable framework including identification of quality indicators and verifiable measures.

Management and Monitoring Arrangements

The Department of Finance is the BMC responsible for financial monitoring. The Director as head of the BMC will be responsible for work planning and implementing of the monitoring and coordination of financial management team. Funds will be transferred to provincial BMCs for monitoring activities.

Inspectorate of Education will be the BMC for sector performance including quality monitoring and evaluation components.
The Department of Planning will be the BMC for impact monitoring including quantitative performance and operational research. The broad responsibilities of the provincial monitoring teams, chaired by the Provincial Director of Education will be to ensure that monitoring work plans and reports are consistent with agreed guidelines and targets, and submitted according to agreed schedules.

MoEYS will allocate dedicated funds for the internal audit function, through the BMC of the Internal Audit Department. Audit reports will be presented to the Internal Audit Department (IAD), MoEYS as a basis for appropriate action.

Inspectorate of finance and administration will be the BMC for overall monitoring the process of management system of institutions, on personnel, administration, planning, finance, facilities and state asset managements. MoEYS will allocate fund for the overall monitoring process of management system of institutions through the BMC of Inspectorate of Finance and Administration. Inspection reports will be presented to Inspectorate of Finance and Administration as a basis for appropriate action.

Financing Plan

The financing plan gives priority to the strengthening and expansion of financial monitoring, inspection and audit. Individual allocations will be made to provinces and districts, taking account of the number of districts, schools and BMCs in each province. This financing plan also covers the increased scope of education quality monitoring.

Table 11: Strengthened Monitoring Systems Financing Plan

Activities	Costs in Riels millions				
	2006	**2007**	**2008**	**2009**	**2010**
A. Strengthen financial monitoring	5,400	3,000	1,600	1,600	2,100
B. Strengthen sector performance monitoring	400	500	500	500	500
C. Strengthen performance and impact monitoring	500	500	500	500	500
D. Strengthen internal audit	1000	800	500	500	625
E. Strengthen administration and finance inspection	600	500	300	300	375
Resources: Total	**7,900**	**5,300**	**3,400**	**3,400**	**4,100**

Capacity Building needs:

- Strengthen the capacity of the central HQ Finance Department to monitor and report on the financial releases and flows for the various PAPs through central/ provincial treasuries, BMCs and schools/ institutions

- Strengthen the financial security systems at all levels, especially provincial and district levels, including the use of the provincial/district banking system

- Strengthen the capacity of the Provincial and District Education Offices to provide regular technical support to BMCs and schools in order to ensure timely actions on spending and reporting

- Train staff in the development of accounting systems including consistency with new regulations arising from Public Financial Management reforms

- Strengthen the capacity of Provincial and District Education offices to undertake data collection, analysis, progress monitoring and reporting on the various PAPs

- Expand and strengthen audit capacity at central and provincial levels through a comprehensive training and skills development program, through finalization of internal audit guidelines and audit manual and strengthening Department of Internal Audit.

2.12 Secondary Scholarships for the Poor Program

Objective and Justification

The secondary schools scholarships program objectives will be to ensure increased education opportunities for students with high academic merit from the poorest and disadvantaged families, especially girls and ethnic minorities, through a gradual increase in the number of targeted scholarships for the poor.

The long-term strategic objective of this program is to increase enrolment, retention and progression of students from the poorest families in secondary education.

Key Targets and Objectives

- *Award of scholarships to 20,000 poor students per annum, of which 60% will be to girls*

- *Mobilization of donor funding to further support scholarship program*

Strategies and Coverage

The program strategy is to offset the direct costs of attending secondary school and the perceived and real opportunity cost for poor families. The first component will be to provide scholarships for disadvantaged poor groups for grades 7-9.The second component will be to provide merit driven scholarships for the poor in both urban and rural schools, based on the poor indexes with higher stipends for model school admission.

School selection is based on WFP poverty index, targeting the poorest communes. The program was introduced in 215 lower secondary schools in 17 provinces in 2003/04. The program will be expanded to upper secondary level in 2006/07, covering **all model** upper secondary schools and selected rural upper secondary schools. MoEYS will review the financial feasibility of broadening the coverage to include donor-supported scholarship schools (e.g., JFPR, BETT) after project completion.

The program will provide cash incentives for selected scholarship students. In order to support improved gender equity and equitable access to secondary education,

Against agreed allocations and criteria, school/community organizations and village councils will be responsible for undertaking the final selection of beneficiaries. This program will be linked to the lower secondary and upper secondary expansion and model schools investment programs.

Main Programs and Activities

- Lower Secondary Scholarships provide cash incentives to students for grades 7 to 9 selected as being children from the poorest families and various other disadvantaged groups, including girls and ethnic minorities. Girls will represent a minimum of 60% of all scholarships students in the selected schools.

- Upper Secondary Scholarships for grades 10 to 12 scholarships will be mainly merit-driven, but also poverty-indexed, based on grade 9 examination scores and other selection criteria for students attending in both model and rural upper secondary schools with possible higher stipends for model school students. Girls will represent a minimum of 60% of all scholarships students in the selected schools.

- School Based Committees Operational Budgets provides operational budgets for local management committee to plan implement and monitor the scholarship program at the school/community level.

Program Management and Monitoring

The program management will be highly decentralized with schools/communities assuming key management responsibilities. In the short-term, DGE will be the designated central BMC for the program, responsible for policy and strategic planning and management and accounting for funds. In addition, the central BMC will be responsible for: (i) formulating targeting criteria and coverage of the program using EMIS and other poverty surveys; (ii) prepare operational guidelines and indicative

provincial and school allocations; and (iii) overall program progress monitoring and impact assessment.

The Provincial Education Departments will set up a Scholarship Management Team (SMT) for provincial-level management and monitoring, and providing technical support to schools and communities. At the school/community level, a Local Management Committee (LMC) will be set up at the selected schools, chaired by the school directors, for the day-to-day operations of the program. LMCs will be responsible for student selection, scholarship funds disbursement, progress monitoring and financial management and accounting. The DGE will arrange sample technical audits with Gender Mainstreaming Team participation and IG will arrange sample internal financial audits.

Financing Plan

The financing plan focuses on the recurrent budget of the scholarships program. Additional funds from some donors (e.g. JFPR, BETT) will be reflected in the capital budget, but managed through the same MoEYS management operation in DGE.

Table 12: Scholarships/Incentives For Equitable Access Financing Plan

Activities	Costs in Riels millions				
	2006	**2007**	**2008**	**2009**	**2010**
1. Lower secondary scholarship/incentives	4,000	4,000	4,000	4,000	4,000
2. Upper secondary scholarships/incentives	600	2,200	4,500	6800	9400
3. School based committee operation	200	200	200	200	200
4. Monitoring & management	200	200	200	200	200
Resources: Total	**5,000**	**6,600**	**8,900**	**11,200**	**13,800**

Capacity building needs

- Enhance the capacity of school/community organizations in operational planning and implementation of the scholarship program.

- Build capacity for central and provincial MoEYS planners and managers in poverty targeted program planning and budget allocation. This activity also aims to strengthen MoEYS monitoring, evaluation and operational research capacity in assessing poverty impact of the program.

3   Capital program priorities

3.1   Education Facilities Development Program

Objectives and Justification

The medium-term priority strategic objective for facilities development is to assure equitable access to 9 years of high quality basic education through nationwide coverage of primary and lower secondary facilities in every commune in Cambodia. A related objective will be to ensure that all villages have a complete Grade 1 – 6 education provision within as reasonable a proximity as possible (present target is within 3 km for primary level), taking account of the location and cost benefit analysis of village-based provision. Another associated objective will be to provide Grade 7 – 9 and Grade 10 – 12 education facilities in under-served and over-crowded areas and schools.

Provincial, district and commune level inequity in access to basic education has been identified as a significant constraint on the ability of the work force to develop the skills needed to reduce poverty nationwide. The present scale and distribution of lower secondary education facilities is seen as a bottleneck to development and to access to further education and training. At primary level the continued existence of a large number of incomplete primary schools is a constraint on primary completion and therefore on transition to lower secondary school. At upper secondary level growth has been restricted by the provincial and district inequity in the availability of Grade 10 places and entrants, so limiting provincial shares in access to further and higher education.

Key strategic issues addressed through the facilities development program will include a) the balance of public and private investment in post-basic education facilities, especially, higher education b) appropriate strategies for reducing incomplete primary schools using a mix of additional facilities and institutional reforms c) the institutionalisation of Basic Education schools and assessment of the balance between using basic cycle grade 1-9 schools and stand alone secondary schools to accommodate secondary enrolment expansion d) the planning of strategies to assure the availability of adequate numbers of teachers to staff the new LSS and e) the assessment of facility needs for long-term CLLC operations alongside with maximized use of existing resources.

Key indicators and targets

Asian Development Bank (ADB) will support school construction as follows:

-   Phase I+II 106 lower secondary schools will be constructed by 2005-2006.

-   Phase III+IV 106 lower secondary schools and 19 model upper secondary schools will be constructed by 2006-07.

-   Phase V+VI 91 lower secondary schools and 25 new upper secondary schools will be constructed by 2007-08.

-   Phase VII+VIII 98 lower secondary schools will be constructed and 25 upper secondary schools will be refurbished.

World Bank (WB) will support construction of 300 new lower secondary school buildings which will be started in 2006.

Scope and Coverage

For primary and secondary education, the facilities programs will be nationwide, with priorities selected against a number of criteria and targets. For primary education, the target is that every primary age pupil should be within 3 km of a school to ensure that all children have easy access without incurring transport costs. To address the problem of **incomplete cycle schools**, every school should have a minimum of three serviceable classrooms, including selective use of double-shifts and multi-grade classes. To assure the quality of education, provision of additional facilities will be considered where class sizes exceed 60 or a triple shift system is needed due to classroom shortages. All new constructions also ensure that there is appropriate provision of clean water and latrines.

For secondary education, it is proposed that every commune should have a lower secondary school and every district should have a combined school offering upper secondary grades. Exceptions may be made in remote areas where student numbers are low, instead transport and accommodation subsidies

would be provided. For post secondary education, the medium-term facility development program may cover all public HE institutions and some private institutions, depending on proposals meeting eligibility criteria.

Main programs and activities

The education facilities development programs 2006-2010 are detailed in the table below. A key feature of this investment is the expansion and efficient use of basic education facilities in order to meet growing demand and enable Education for All. Another key feature is to enable both expanded access and quality improvement in upper secondary education through demand led facilities investment. A further key feature is to enable demand led growth of higher education and other post-secondary opportunities within a growing public/private partnership.

Program 1: Incomplete School Expansion Program (US$ 5.0 million)

The main outcome of this program will be to reduce drop out and to improve progression and transition rates in over 2,000 incomplete primary schools, especially annex schools and those in remote areas. A second outcome is to largely eliminate the number of incomplete schools, ensuring they offer full grade 1-6 range or selectively be expanded to grades 1-9. The main activities will be to construct 1, 2 or 3 classroom blocks and provide furniture, especially in schools with highest grade 4 and 5. In schools with highest grade less than 4, it is anticipated that a combination of community managed school development grants and selective use of private contractors will enable classroom construction.

Program 2: Lower Secondary School Expansion Program (US$ 25.0 million)

The main outcome of this program will be to enable sufficient grade 7-9 capacity for projected demand increases over the 5-year period, enabling projected enrolment growth of at least 0.55 million by 2008. The priority will be to provide commune-based grade 7-9 provision in at least 800-900 communes currently without lower secondary facilities. A second priority will be to selectively convert incomplete schools into basic education schools offering grades 1-9. A third priority will be to selectively expand grade 7-9 classrooms in over-crowded schools. A mix of appropriate and cost efficient construction modalities will be adopted in urban, rural and remote areas.

The first component of this program will be to create basic education schools offering grades 1-9 in existing primary schools with under-utilized facilities. The second component will be to provide new grade 7-9 facilities in un-served communes at existing primary school sites. The third component of the program will be demand-based expansion of existing grade 7-9 facilities. In some cases, classroom construction will be supplemented by new or upgraded water and sanitation systems.

Program 3: Upper Secondary School Expansion Program (US$ 20.0 million)

The main outcome of this program will be to expand access through expansion of upper secondary classroom facilities, enabling a projected enrolment growth of at least 0.3 million by 2010. The priorities will be to combine access expansion in 53 districts without grade 10-12 provision, with new and upgraded facilities in existing or new schools. Targeting criteria will include use of new school sites or extension of existing grade 7-9 facilities.

The first component will be to establish at least 24-30 model schools through upgrading existing upper secondary schools in urban areas, covering all 24 provinces. These model schools would provide a high standard of facilities and teaching staff. The second component will be to gradually expand the number of rural upper secondary facilities through a mix of expanding existing schools and provision of additional schools in underserved areas with high potential demand.

Program 4: Science, Technology and ICT Facilities Expansion Program (US$ 7.9 million)

This program has the main objective of enhancing quality education outcomes through provision of appropriate specialist teaching and learning facilities. The program will provide these facilities in upper secondary schools and higher education institutions. First priority will be to provide science, technology and ICT blocks in all the provincial and regional training institutes and the proposed upper secondary model schools. A second priority will be to provide more limited computing/ICT facilities in selected urban and rural upper secondary schools. The program will be linked to appropriate science/ICT teacher upgrading and deployment to institutions benefiting under this program.

Program 5: Education Staff Development Program (US$ 9.5 million)

This program will have the main outcome of enabling increased quality of teaching, greater responsiveness to changing sub-sector teacher demand and improved education strategic and financial planning and management. The priority will be to provide new or upgraded teacher training facilities, in response to proposed curriculum reform. A second priority will be to selectively provide other staff training facilities for education management, planning, accounting, audit and administration.

The first component of this program will be the introduction of mini teacher training facilities in the six provinces without PTTCs in order to accommodate any re-training of basic cycle teachers needed. The second component will be to upgrade NIE, PTTCs and RTTCs to more flexibility respond to MoEYS staff development and teacher training needs, alongside addition of specialist facilities and classrooms (e.g. science, maths, technology/ICT and foreign languages). A third component will be to provide additional staff training facilities in selected central and Provincial Education departments.

Program 6: Education Staff Accommodation Program (US$ 5.0 million)

The main outcome of this program will be to facilitate increased deployment and retention of staff, particularly in remote or difficult areas, through the provision of incentives. The priority will be to provide accommodation incentives in remote and difficult areas, especially linked to the lower secondary and incomplete school expansion programs. A combination of strategies are being considered including a) a housing loan scheme, b) selective MoEYS provided teacher hostel accommodation and c) housing for transferable provincial directors of education. The balance of these approaches will be more clearly defined in 2006.

Program 7: Higher Education Facilities Development Fund Program (US$ 15.0 million)

This program will have the main outcome of expanding nationwide access to public and private higher education institutions. The priority will be to enable further growth of high demand programs, including a) agriculture, b) health, c) mathematics, d) science, technology and ICT. The outcome will be to expand both bachelor degree and masters degree provision, alongside enabling establishment of university foundation courses in selected universities.

The main component will be to create a higher education development financing facility for access by both public and private institutions, alongside development of eligibility criteria. A second component will be to selectively provide library, laboratory, foreign language and other teaching and learning facilities in priority public universities. The program will be linked to technical assistance for curriculum and staff development as part of broader quality assurance and governance strengthening.

Management and Monitoring Arrangements

A key feature will be to gradually decentralize the prioritisation and planning of education facilities programs to provincial authorities and institutions. For primary and secondary schools, provinces will be given an annual facilities budget allocation and required to formulate an annual education facilities plan through a provincial facilities planning committee chaired by the Governor. Facilities budget management has been introduced on a pilot basis in four provinces in 2002/3 and is being further expanded. For post-basic institutions, senior management committees in these institutions will be required to present annual facilities development plans. In addition, central MoEYS authorities will be further strengthened to screen and review annual provincial/institutional facilities development plans and budgets against agreed eligibility and screening guidelines.

The Department of Materials and State Properties (DMSP), MoEYS, will be responsible for facilities development and be in charge of a) overall program monitoring, progress and quality control, and approval of provincial level activities, b) capacity building, c) financial management, accounting and audit compliance responsibilities delegated by the Steering Committee, d) overseeing regularity of procurements, and e) reporting to the Steering Committee. The operations will be coordinated by the Director of DMSP, who will ensure that the program is coordinated with other ongoing school building programs, that duplication of beneficiary schools and operational costs are avoided, that targeting criteria and unit costs are consistent with ESSP.

Education Facilities Planning and Management Systems

MoEYS will continue to adopt a gradual approach to decentralisation of facilities planning and management, based on ongoing review of available capacity and recent decentralisation in selected provinces, where a Provincial Education Facilities Committee (PEFC) has been constituted as part of Provincial Rural Development Committee (PRDC).

Central MoEYS responsibilities will continue to be a) approval of annual programs and budget allocations, b) overseeing progress and compliance with agreed guidelines, c) commissioning and approving program-required accounts and reports, and d) ensuring that agreed audit requirements are satisfied. MoEYS technical departments will be responsible for overall facilities selection and targeting criteria. MoEYS DMSP will be responsible for managing and supervising implementation through private contracting and community groups.

Financial planning

Table13: Projected Capital Investment Budget, 2006-2010

Component	Riels (Million)	US$ (Million)
01 Incomplete Primary School Expansion	20,000	5.0
02 Lower Secondary Expansion	100,000	25.0
03 Upper Secondary Expansion	80,000	20.0
04 Science, Technology and ICT Facilities Expansion	31,600	7.9
05 Education Staff Development	38,000	9.5
06 Education Staff Accommodation	20,000	5.0
07 HE Facilities Development Fund	60,000	15.0
Total:	**349,600**	**87.4**

3.2 Institutional Development and Capacity Building Program

In the ESSP 2006-2010 relevant capacity building needs have been included under each of the twelve priority action programmes. Time did not allow for this section of the program to be subsequently edited to ensure consistency. It will be necessary during 2006 to align this section both with the capacity building needs in the earlier parts of the programme and with the overall capacity development plan being developed by the ministry.

Introduction

The ESSP institutional development and capacity building programs are broken down into 2 main components:

Component 1: The mainly technical and professional institutional development and capacity building requirements for effective planning, management and monitoring of the 11 recurrent budget financed priority action programs (PAP).

Component 2: The broader crosscutting and system wide institution and capacity building needs for planning, management and monitoring of the education reforms, focusing on requirements at HQ, provincial, district, cluster/commune and school levels.

These inputs will include, but not be limited to, technical assistance support in specific areas. Other inputs will be training programs, operational budgets for seminars, meetings, surveys, provincial missions etc. There will also be need for selective provision of equipment (vehicles, computers etc.) that will enable trained staff and re-organized/ strengthened structures to perform their tasks effectively. Staff who participate in capacity building activities are encouraged to share their understanding with other staff, particularly in their own departments, as a method of strengthening what is learned and institutionalising the information.

3.2.1   Strengthening Program Management Systems

The main program outcome will be to further strengthen MoEYS capability at HQ and provincial levels to monitor and evaluate the progress and impact of education reforms, especially for assuring cross-cutting quality and efficiency improvements. The main activities will be to continue improving processes, training and other capacities (e.g. increased use of ICT) of HQ and provincial level staff in

monitoring and evaluation techniques. The monitoring programs will be managed through a number of departmental BMCs for various programs.

Improve capacity in gender analysis and gender integration through: a) annual review of gender issues in all programs, b) prepare action plan for increasing the proportion of women in management positions in the education sector, and c) strengthen the capacity of MoEYS gender mainstreaming teams.

3.2.2   Strengthening Sector-Wide Management Systems

Revision of financial planning and implementation of decentralization and monitoring: through 1) Establishment of recurrent and capital budget framework for education sector for 5 years in MTEF; 2) Action plan to link the ESP to PFM reforms, with MoEYS acting as the pilot ministry; 3) Review of the progress of PFM coverage in accelerated education reform; 4) Review of the financial performance focused on annual achievement in the ministry; 5) Review of the impact of PFM reform on ESP reform. This will be part of revision of institutional development and capacity building coordination that will be guided by institutional audit in this period.

Revision and expansion of standard monitoring: through 1) Development of minimum standard of student achievement in grade 1-12; 2) Action plan for testing in selected grade in primary education; 3) Action plan for strengthening of grade 9 and grade 12 national examinations[11]; 4) Action plan to re-assign the responsibilities of central department in examination and testing; 5) Standard testing in selected grades in primary education and strengthening of grade 9 and grade 12 national examinations including public dissemination of the results; 6) Revision of remedial class in school year with links to incentive provision and to ensure sustainability of school performance; 7) Review of the progress of institutional reform in MoEYS for standard monitoring.

Institutional and Change Management Processes

This ESSP gives increased attention to the need for more fundamental institution building and change management processes. The ESSP recognises that a narrow focus on improved operational support and staff training may not be sufficient to reform institutions. The ESSP gives increased priority to a) leadership development at various levels, b) greater definition of powers, authority and responsibility through the anticipated Education Law and c) processes which can facilitate changes in staff deployment patterns, work planning processes and incentive and reward systems.

Key implementation processes will consist of a) an initial analysis of the roles and responsibilities of MoEYS departments as a basis for broader functional analysis, b) revisions to staff job descriptions and work priorities, c) further delegated authority to departments and institutions, including increased flexibility in the use of operational budgets, d) selective changes in institutional status, including establishment of all public higher education institutions as Public Administration Institutions[12] (PAIs) and e) early issue of specific regulations and operational guidelines related to the Education Law, once approved.

The main program outcome will be to further strengthen planning, management and monitoring systems for the various priority programs. One aspect of this will be to establish a process by which each department will produce an annual action plan to be reviewed against progress every six months[13]. Capacity building will include organizational development, equipment, other logistical support, advisory services and training programs for MoEYS departments, provincial and district authorities, HE institutions and schools. The operational management and co-ordination for the capacity building programs will be the Capacity Building Coordination Groups (CBCGs) within the respective directorates. Support is required to strengthen these bodies in the following areas:

- Strengthen the capacity of Capacity Building Coordination Groups (CBCG) under Directorate General Education (DGE) and Directorate General Administration and Finance (DGAF) for sector wide monitoring and management.

- Strengthen the capacity of CBCGs for sector wide monitoring and coordination (DGAF)

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[11] The Action Plan will address any implications for the timing of the two national examinations
[12] Excluding TTCs
[13] This process will be established over 2006-07 as it is recognised that some departments will require external support

- Support the establishment and capacity strengthening of, a single institution with overall responsibility for all technical and educational inspections conducted at primary and secondary school levels.

Central and Provincial Planning and Monitoring Systems

The focus of central and provincial planning and monitoring system development will be to strengthen capacity at the sector level. Key principles and outcomes will include a) extension of medium-term expenditure planning and budgeting through a revised **MTEF 2004-08** and a shift towards policy and results led program budgeting[14], b) completion of an organisational audit and capacity building action plan by 2006, c) selective strengthening of financial accounting and monitoring systems through a provincial financial MIS and ensuring all BMCs have trained accountancy staff at various levels, d) selective institutional development for improved financial management (e.g. some higher education institutions) and e) the envisaged development of a strengthened institution responsible for the provision of training of education managers and planners. Individual reviews and action plans for these developments will take place in 2005/06.

This ESSP will further extend the current education sector performance and impact monitoring systems through a number of measures including a) broadening the scope of the EMIS, incorporating data from decentralised personnel, financial information systems, b) extending the range of stakeholders participating in ESSP reviews (e.g. private sector higher education providers), c) improving consultative arrangements with ESWG and the NEP and d) an annual program of operational research and pilot studies. It is anticipated that work programs in these areas will be finalised as part of the ESSP 2006-10 review in late 2005. A key focus will be strengthening provincial performance monitoring systems through preparation of annual Provincial Education development plans.

Strengthening education performance monitoring and impact systems through a) review of ESSP monitoring processes, including expanded stakeholder participation and coordination with EFA monitoring, b) an action plan for EFA FTI progress review and c) publication of EFA mid-decade review report as a basis for EFA FTI implementation and resource mobilization.

District and School/Institutional Management Systems

The broad principle will be to enable district and school/institution levels to manage day-to-day operational activities and budgets. Anticipated system outcomes will include a) capacity building action plans for district BMCs, clusters and schools, especially improved guidelines for better information flow, analysis and reporting, b) revised guidelines to assist MoEYS training institutions in more closely matching human resource needs to staff development programs, including facilities upgrading, staff training and curriculum development, c) expansion of education planning, management and accounting training programs through MoEYS and other providers and d) strengthening provincial and district personnel deployment, planning and management systems through central and provincial technical committees. These systems will be facilitated through revised guidelines, especially for staffing norms at provincial, district and school levels. These guidelines will draw on a **District Education Office functional analysis conducted in late 2004**.

Strengthening monitoring systems for school development planning, including a) annual target setting, b) improved information systems, c) coordinated school/community monitoring, and d) training programs in school development planning.

Financial Planning and Management Systems

ESSP financial planning and management systems will be extended to ensure effective pro-poor budgeting through system and program interventions. MoEYS systems will be upgraded to respond to a) parental contributions to basic education costs, b) planning for increased non-Government/private spending on post-basic education alongside poverty targeted subsidies, c) improved targeting systems for pro-poor capital spending on education facilities development and d) improved accounting and audit of Government, parental and donor support for education.

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[14] This shift will build upon and strengthen the program budgeting approach initiated through the PAP budget planning system

ESSP will extend measures to improve resource predictability through a) active engagement in the MTEF process, b) strengthened consultative processes with MoEF and CAR through review of Education Management Finance Committee (EFMC) arrangements, c) review of existing inter-ministerial *Prakas* and sub-decrees in response to the revised PAP framework and d) active engagement in other inter-ministerial financial planning arrangements (e.g. the PAP cash management taskforce). In the medium-term, it is anticipated that MoEYS will play a lead role in implementing program based budgeting, consistent with revised PFM guidelines, which it is anticipated, will build upon and strengthen the financial management and budgeting reforms developed under the PAP system particularly within the education sector.

The initial ESSP program budget allocations are shown in Table 14 These allocations will be reviewed annually, based on a) agreement of levels of Government recurrent and capital budget allocations, b) projections of annual external assistance for facilities investment, recurrent budget support and capacity building and c) review of program cost-effectiveness and impact.

Table 14: Proposed ESSP 2006-10 Program Allocations

(Million Riels)	2006	2007	2008	2009	2010
Pap Recurrent Program Priorities	*149,537*	*155,987*	*169,132*	*168,350*	*179,642*
01 Education Service Efficiency	16,200	17,940	18,900	19,860	20,800
02 Early Childhood Education (ECE)	755	845	1,000	1,100	1,200
03 Primary Education Quality And Efficiency	*41,600*	*42,600*	*44,100*	*47,100*	*47,100*
04 Lower Secondary Education Access, Quality And Efficiency	16,350	19,870	25,065	29,448	33,830
05 Upper Secondary Education Access And Equity	4,775	5,680	7,015	8,335	9,655
06 Higher Education Quality, Efficiency and Equitable Access	5,500	*6,000*	*6,500*	*7,000*	*7,500*
07 Continuous Teacher Education	10,770	10,845	11,750	11,750	11,750
08 Core Instructional Materials	33,287	33,107	34,002	19,807	19,807
09 Non-Formal Education Expansion	6,700	6,300	7,500	8,350	8,400
10 Youth And Sport Development	900	1,100	1,200	1,200	1,700
11 Strengthened Monitoring Systems	7,700	5,100	3,200	3,200	4,100
12 Secondary Scholarships For The Poor	5,000	6,600	8,900	11,200	13,800
Capital Program Priorities	*113,400*	*98,920*	*91,440*	*84,000*	*82,000*
Facilities Expansion	83,400	78,920	71,440	64,000	62,000
Capacity Building	30,000	20,000	20,000	20,000	20,000
Capital And Recurrent Total	*262,937*	*254,907*	*260,572*	*252,350*	*261,642*

The recurrent program priorities, through the PAP mechanism are consistent with ESP 2006-10 priorities. Key features consist of a) an increase in per-student expenditure at primary level for quality improvement, b) increased secondary program allocations in accordance with enrolment growth and quality improvement, c) increased higher education program allocations in accordance with enrolment growth and quality improvement, d) growth of NFE re-entry programs, e) expansion of youth and sport activities, especially school physical education and f) need for more lower and upper secondary scholarships for the poor, as more schools are provided in poor communes. These allocations may be supplemented by discrete donor/NGO support, and capacity strengthening especially for the mainstreamed HIV/AIDS awareness and scholarships for the poor.

It is recognised that effective ESSP implementation will require a review and action-plan for procurement system development, in consultation with MoEF. Key anticipated features will include a) agreed guidelines for instructional materials procurement, b) more flexibility at the school level for procurement of basic supplies and c) agreement with MoEF on procurement systems which allow for effective internal and external audit. It is anticipated that these guidelines will be finalised by Department of Finance by mid 2006.

Education Facilities Planning and Management Systems

MoEYS will continue to adopt a gradual approach to decentralisation of facilities planning and management, based on ongoing review of available capacity and recent decentralisation in selected provinces, where a Provincial Education Facilities Committee (PEFC) has been constituted.

Higher Education Planning and Management Systems

Higher education planning and management systems have yet to be finalised. Anticipated features are likely to consist of a) **PAI status for all public Higher Education Institutions (HEIs)[15]**, including establishment of a board of governors, b) establishment of criteria for staff qualifications, experience, capability and expected performance outputs, c) revised guidelines for Department of Higher Education responsibilities for enabling public/private partnerships, quality assurance and associated information systems development and d) agreed working arrangements with the ACC and HEIs on performance management monitoring and reporting systems. At present 4 public HEIs have been established with PAI status, the remaining public HEIs will produce action plans outlining their process and timetable for adopting the new status. This process will be carried out incrementally.

Legislation, Governance and Regulatory Framework

The ESSP implementation will be underpinned by new legislation and regulations, set out in an Education Law expected to be approved in 2006. Key features will include a) guidelines on use of parental and private contributions to schools and other institutions, b) guidelines on governance of schools and post secondary institutions and c) issue of selective new regulations and administrative guidelines to new powers and responsibilities of education authorities, parents and community associations.

The work program will include formulation of selected pieces of education regulatory reform which will include a) rights and obligation of education personnel, b) an agreement on the roles and responsibilities of Commune Sangkat Council in education[16] c) signing of contract and responsibilities of public school managers, d) private participation in education service delivery and e) transferable educational credits and evaluation mechanisms or quality assurance.

Further regulations will be issued in relation to a) grade 9 and grade 12 national examinations and tests of general education and equivalency testing, b) structure of administrative hierarchy and educational management, c) education management and governance at public and private education establishments, d) the responsibility for supervision and management of the internal financial audit committee, e) public school internal budget and financial monitoring committee and f) violation of the rights of learners, educational personnel, parents/guardians.

Enabling legislation and regulation for increased decentralization of education services through a) presentation of Education Law for adoption by the National Assembly, b) preparation of an action plan for key regulations related to decentralized authority and responsibilities, c) progress review on the effectiveness of implementation of the legislation and early regulations and d) an impact review on the effectiveness of legislation and regulatory guidelines, including necessary institutional development.

Planning, management and monitoring arrangements

The Director Generals will ensure a first level of coordination for program components falling under their responsibility. In particular, they will receive regular reports on capacity building activities and will review such things as terms of reference for TA support, plans for training programs and other specifications.

These capacity building frameworks will be used by MoEYS and supporting partners as a tool for continuous monitoring of the program activities and outputs. This will enable MoEYS to adjust detailed designs and plans as would be required by changes within and outside the ESP/ ESSP management framework. The ESP/ ESSP annual review will be an appropriate time and forum to appraise progress made in strengthening the sector management, and assessing the changes that are being proposed for further planning and implementation.

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[15] Excluding TTCs

[16] developed through negotiation with Ministry of Interior,

Financing plan

The capacity building program financing plan will be finalised following further definition of needs and detailed designs for each component. The table below presents broad indicative envelops for each component that reflect overall priorities as identified by the Ministry.

Table15: Indicative Capacity Building Financing Plan

(Million Riels)	2006	2007	2008	2009	2010
Component 1: Program Management and Monitoring	15,000	10,000	10,000	10,000	10,000
Component 2: Sector Wide Management	15,000	10,000	10,000	10,000	10,000
Total	**30,000**	**20,000**	**20,000**	**20,000**	**20,000**

4   Sector Monitoring/Evaluation and Reporting Systems

Introduction

The ESP/ESSP monitoring and review process focuses on the extent to which policy objectives and targets have been achieved on an annual basis. This represents a major shift from traditional approaches to monitoring, which have concentrated on monitoring progress on individual activities and accounting for discreet project and program inputs. The agreed sector performance indicators and targets for 2006-10 are provided in Annex A. The progress monitoring on actions needed to achieve these objectives is guided by a revised common policy action matrix provided in Annex B. This matrix will be subject to further joint review by MoEYS, donors and NGOs and regularly updated.

4.1   Organisation of Sector Performance Monitoring/Evaluation

The organization of the ESSP monitoring system is based on the following levels of responsibility. This organization will incorporate expansion of sector and program quality and standards monitoring systems through appropriate directorates and departments.

   A. *Sector Implementation Monitoring:* by the District Education officers, School Support Committee, and Commune National EFA Committee.

   B. *Program Progress Monitoring:* by Provincial Education officers, especially planning office and inspection office, and Provincial Finance Office, and technical departments within MoEYS for priorities program and its other program.

   C. *Sector Performance Monitoring:* by Education Inspectorate, Planning Department, and National EFA Committee and Technical Departments within MOEYS.

   D. *Program Impact Monitoring:* by Planning Department in cooperation with individual central MoEYS departments, and Concerned Organizations.

   E. *System Performance Audit:* by Administration and Finance Inspectorate, Inspectorate of Education, Internal Audit Department, MoEF Audit and National Audit Authority.

Operational guidelines for each of these levels have been prepared and implemented and are subject to ongoing review and development. This framework also forms the basis for the proposed capacity building under Section 3.2.1.

4.2   Management of Sector Performance Monitoring/Evaluation

MoEYS leaders will lead high level review missions, to identify particular policy and strategy issues that may affect the implementation of overall MoEYS reforms and specific priority programs. The Inspectorate General will organise these missions and coordinate circulation of mission reports within the Ministry. The Director Generals will coordinate progress and impact monitoring by departments within their directorate. Director Generals will also conduct regular review missions with their senior management staff.

The Department of Finance will coordinate overall financial performance monitoring, including tracking the release and disbursement of program funds. The Department of Finance will also conduct follow up surveys to ensure that Government financial procedures are followed correctly.

The Department of Planning will coordinate sector performance monitoring, drawing on impact and progress reports of the various programs, reports on specific donor/NGO pilot programs, and other sources of information. The Department of Planning will also conduct specific impact surveys and research as required.

The Inspectorate of Education will coordinate pedagogical aspects of sector performance monitoring, prepare reports on all aspects of education quality and efficiency improvements, prepare reports on education quality and efficiency and prepare other information related to education quality and efficiency for learners, learning environment, content, curriculum, documentation, teaching and learning methods, facilities, instructional materials, governance and management with community participation.

Individual departments will organise monitoring of specific programs under their responsibility with the coordination by the DG. Departments will ensure that monitoring activities cover all provinces and all activities within each program. On receipt of provincial reports, which will be circulated by the Director General of Administration and Finance, individual departments will be expected to compile

consolidated technical and financial progress reports on each program. Individual departments in charge of specific programs will also produce an annual impact report on these programs. These reports will be used as part of the annual sector performance report to be presented at the annual ESSP Review.

Headquarters departments with monitoring budgets for specific programs will allocate funds to other departments/units where appropriate, to ensure that all aspects of program monitoring are effectively covered. Monitoring work plans will include allocation of funds for the Inspectorate General, Pedagogical Research Department and Planning Department as appropriate.

Provincial education offices will monitor the progress of activities for each program, checking that activities are completed effectively and on time. These monitoring teams will also track the flow of program funds to schools/institutions. Provincial Education departments will ensure that District Education Offices have allocated funds for monitoring and that they conduct regular monitoring and support at school level. These teams will provide technical support and guidance, especially through district and cluster levels.

4.3   Strengthened Monitoring Information Systems

The Planning Department will take the lead in the coordination of the necessary broad sector performance information gathering and its analysis. The exact nature and timing of information gathering and analysis will need to take account of the various Government/MoEYS planning and review activities. Key activities will include:

a. Collection and analysis of core data and indicators by the Planning Department three times per year,

b. Annual school census and publication of annual education statistics handbook by the Planning Department, based on EMIS and

c. Preparation of central and provincial Sector Performance Reports, coordinated by Planning Department, ahead of the annual joint MoEYS/donor/NGO ESSP Review

d. Co-ordination and management of internal quarterly technical and financial PAP progress reports

e. Selected surveys on client/parent satisfaction, cross cutting studies (e.g. poverty and gender), and impact of previous or on-going pilot projects by MoEYS and

f. Annual revision of the ESSP, taking account of overall sector performance, which may include adjusting existing priority programs, introducing new programs, or phasing out others.

The Department of State Assets will be responsible for coordination of monitoring and reporting on facilities programs. The co-location of facilities project units in this department will be used to standardise monitoring information systems and reports, both technical and financial. MoEYS will standardise project-reporting channels to appropriate Director Generals, consistent with their coordination role. The respective roles of MoEYS officials, technical staff and dedicated project staff will also be clarified. The same procedures will be introduced for smaller scale pilot programs being implemented by NGOs.

The General Directorate of Administration and Finance will be responsible for ensuring that sector and program monitoring information, both technical and financial, is regularly circulated to other key users, both within and outside the Ministry, including

a) Review mechanisms to ensure that medium term ESSP planning issues are included in the longer term EFA action plan

b) National Education Congress to ensure that central departments and Provincial Education Offices are consulted and can feed information from the field into sector performance discussions and

c) Civil society on providing parents, Commune Councils, and other community groups with information on how well policies are progressing and what they can do to help.

The Planning Department and EFA Secretariat will coordinate joint activities to ensure that there is regular review of medium term ESP/ESSP policies, strategies and programs.

ANNEX

Broader National Dev't Framework
- Rectangular Strategy of the Government
- Public Finance Management Reform
- Public Administration Reform
- Decentralization
- CMDGs, NSDP, EFA

ESP 2006-2010

ESP Policy Priorities

Equitable Access to Education Services	Quality and Efficiency of Education Services	Institutional Development and Capacity Building for Decentralisation
- Broad policy statement and major outcomes - Main strategies and	Broad policy statement and major outcomes Main strategies and targets	- Broad policy statement and major outcomes - Main strategies and targets

ESSP 2006-2010

Priority Program *Education Service Efficiency*	Priority Program *Early Childhood Education*	Priority Program *Primary Education Quality and Efficiency*	Priority Program *Lower Secondary Education Access, Quality & Efficiency*	Priority Program *Upper Secondary Education Access and Equity*	Priority Program *Higher Education Quality, Efficiency, and Equity*	Priority Program *Continuous Teacher Education*	Priority Program *Core Instructional Materials*	Priority Program *Non-formal Education Expansion*	Priority Program *Youth and Sport Development*	Priority Program *Strengthened Monitoring Systems*	Priority Program *Secondary Scholarship for the Poor*	*Education Facilities Development Program*	*Institutional Development and Capacity Building*

For each PAP and Education Facilities Development Program:
- Objectives and justification
- Key indicators and targets
- Strategy and coverage
- Main programs and activities
- Program management and monitoring
- Financing plan
- Capacity building needs
- Policy Actions

Priority Action Program: PAP

PAP *Education Service Efficiency*	PAP *Early Childhood Education*	PAP *Primary Education Quality and Efficiency*	PAP *Lower Secondary Education Access, Quality & Efficiency*	PAP *Upper Secondary Education Access and Equity*	PAP *Higher Education Quality, Efficiency, and Equity*	PAP *Continuous Teacher Education*	PAP *Core Instructional Materials*	PAP *Non-formal Education Expansion*	PAP *Youth and Sport Development*	PAP *Strengthened Monitoring Systems*	PAP *Secondary Scholarship for the Poor*	*Education Facilities Development Program*	*Institutional Development and Capacity Building*

Annex 1- Equitable Access: Sector Wide Policy Action Matrix 2006-2010

POLICY AND STRATEGY DIMENSIONS	ACTIONS (IN 2006)	ACTIONS (IN 2008)	ACTIONS (IN 2010)
Expand access to ECE programmes for 5 year olds targeted on those comments with high enrolment rates and high repetition rates in primary schools. *Ensure entry of all 6 year olds into primary school* by performing regular population census and by issuing a decree and guidelines for 6 years as age of entry to primary school	• Decree and guidelines issued for 6 years as age of entry into primary school, linked to expanded ECE for 5 year olds.	Progress review of effectiveness of ECE strategy.	Impact survey of new decree and implications for ECE strategy.
Reduce parental costs barriers (such as informal payments) by increasing operational budgets for schools and teachers' salaries.		• Abolish informal payments in grade 1-9 nationwide by the end of 2008. • Regulations and guidelines issued for the management and accounting of any contributions from parents by 2008.	Review of overall primary and secondary school budget outturns 2006-10.
Reduce repetition and drop-outs levels in all grades, with the priority for improvements in grades 1–6 by improved and more relevant school curriculum, expanded and more effective remedial classes during the school year, alongside periodic and continuous student assessment and standards monitoring.	Guidelines and action plan issued for grades 3-9 school re-entry programs for school dropouts.	Progress review of grades 3-9 re-entry programs.	Impact study on re-entry program and implications for future expansion and targeting.
Enable greater private/community involvement in all stages of schooling in order to increase understanding of importance of education as well as achieving greater transparency and accountability in the structures.		Study on the involvement of commune councils and parent committees in school activities.	
Continued provision of new schools or additional facilities to incomplete primary schools as well as locating school facilities closer to home thus reducing direct and opportunity costs for families.	Facilities development plan for primary schools, including incomplete schools.	Progress review of facilities coverage.	Impact study of the effectiveness of the facilities development.
Increase enrolment of students in grades 7-9 by constructing lower secondary school facilities in currently under-served areas.		Progress review on grades 7-9 expansion, including review of targeting criteria.	Impact review on grades 7-9 expansions.

POLICY AND STRATEGY DIMENSIONS	ACTIONS (IN 2006)	ACTIONS (IN 2008)	ACTIONS (IN 2010)
Increase enrolment of students in grades 10-12 by constructing lower secondary school facilities in currently under-served areas.	Facilities development plan for grades 10-12	Progress review on grades 10-12 expansion, including review of targeting criteria.	Impact review on grades 10-12 expansions.
Ensure teacher provision in remote and disadvantaged areas by recruiting teacher trainees from these areas through particular recruitment criteria, and by recruiting as formal education staff teaching staff in these areas that have been trained by NGOs. *Improve the efficiency of staff deployment* by provision of additional incentives for teachers working in disadvantaged, remote or ethnic minority areas.	• Action plan for introduction of multi-grade teaching and other strategies in border, remote and/or ethnic minority areas. • Action plan for deployment and redeployment, including appropriate incentives, of teaching and non-teaching staff to understaffed and new schools, as well as introduction of new teacher training.	Progress review on staff deployment strategy in 2008.	
Ensure widely expanded provision of quality upper secondary education based on merit and result of grade 9 examinations			Impact review of post-secondary admissions.
Increase the number of scholarships for students from poor families, especially girls, to ensure their access to primary, secondary and post secondary schools and introduce merit-driven support programs for post-basic students from poor families, girls, ethnic minorities and other disadvantaged groups. Ensure better poverty targeted primary school feeding and grades 7-9 incentives programs.	MoEYS/MoEF agreement on Government contributions for grades 1–12. Report on the amount of money given to each HEI against the number of non-fee paying students accepted.	Expansion of program for secondary and post-secondary students.	Impact study of program by poverty/gender indexed enrolment patterns.
Expand provision of quality higher education with equity through promoting public/private partnerships and through institutional and financial reforms that allow for greater operational autonomy and income generating authority for higher educational institutions.		Plan for phased expansion of higher education institutions. All public higher education institutions transferred to become Public Administrative Institutions by 2008.	Impact study of HEI expansion programs, including expansion of provincial HEIs
Expand public/NGO/community partnerships in non-formal education in border and remote areas as well as increase support for provision of local skills and vocational training and basic/required professional skills responsive to the needs of the social and labour market.		• Progress review of youth skills training. • Progress review on NFE programs.	Impact study of NFE programs.

Annex 2- Quality and Efficiency: Sector Wide Policy Action Matrix 2006-2010

POLICY AND STRATEGY DIMENSIONS	ACTIONS (BY EARLY 2006)	ACTIONS (BY MID 2008)	ACTIONS (BY EARLY 2010)
Increase service remuneration and incentives linked to performance by agreeing on a reform plan for teacher salary/allowances against performances and responsibilities in co-operation with MoEF.	- Agreed plan with MoEF and CAR on yearly increases in classroom teacher salary/allowances against agreed criteria and responsibilities.	- Joint MoEYS/CAR/MoEF review of the effectiveness of remuneration reform and agreed follow-up actions.	- Impact study of the impact of educational staff remuneration reform on service quality and effectiveness.
Improve the quality of teaching and learning through nationwide implementation of child-friendly schools, and school readiness programs aimed at holistic development of schools including inclusive education, child-centred teaching and learning, conducive and gender-responsive learning environment, family/community participation and effective education management systems.	- Child-friendly school policy and national CFS operational plan formulated and adopted.	- CFS programs initiated in all 24 provinces by school year 2007-08.	
Increase the schools' and training institutions' operational autonomy and accountability regarding operational budgets and decisions on programs by establishing new financial planning and accountability mechanisms for school operating budgets in primary and secondary schools, with guidelines for involvement of joint school, parents and community management as well as expanding internal audit operations to cover selected departments.	- Revised guidelines and performance indicators for use of operational budgets, including budgets.	- Progress review on the effect of increased budget allocations on school and institutional performance.	
- *Implement the new Curriculum Policy*, including implementation of Primary and Lower Secondary component of new basic education curriculum, with a focus on learning achievement standards at Grades 3 and 6 and 9 and the introduction of Local Life Skills Programs.	- Full implementation by 2007.		- Progress review on the new curriculum policy in 2010.
- *Improve pre-service and in-service teacher development* and introduce staff performance appraisal systems at every level of the education system, including appropriate reporting procedures.	- Action plan for expanding INSET provision, including delegating greater authority to provinces for INSET planning. - Finalize revised teacher supply and demand strategy, including revised roles of TTCs and measures to improve TTC staff and facilities efficiency.	- Progress review of INSET programs, including impact on teacher effectiveness and need for additional TTCs in currently under-served provinces.	
- *Strengthening teaching and learning quality* to ensure primary and secondary teachers with pedagogy and ICT awareness.	5,000 teachers trained at all levels per annum, with ICT training included in their training.	10,000 new teachers trained at all levels since 2006, with ICT training included in their training.	10,000 new teachers trained at all levels since 2008.

POLICY AND STRATEGY DIMENSIONS	ACTIONS (BY EARLY 2006)	ACTIONS (BY MID 2008)	ACTIONS (BY EARLY 2010)
Implement the minimum standards of student achievement for grades 3, 6 and 9 nationwide, assure a shared understanding of minimum standards amongst teachers, parents and other stakeholders and follow up on the results of the tests in the nationwide school report cards.	- Public dissemination of the results of the standard testing from 2005-06.	- Public dissemination of the results of the yearly standard testing.	- Public dissemination of the results of the yearly standard testing.
Increase transparency and improve performance monitoring and accountability of teachers, schools and post-secondary institutions by disseminating the result of students' achievements to the public and education authorities at all levels, and through a clear definition of the roles and responsibility of education inspection and other departments at central, provincial and district inspectors. The role of commune councils in school performance monitoring and oversight should be promoted.	- Action plan for introducing improved performance-monitoring systems with instructions on oversight responsibilities. - Setting up the detailed criteria for establishing HEI.	- Public dissemination of HE standards in public and private institutions.	- Report to National Assembly on progress in improving education standards at all levels including MoEYS' role in quality assurance. - Enforcement of the criteria for establishing HEIs and the accreditation of all HEIs gradually by 2010.

Annex 3: Institution and Capacity Building: Sector Wide Policy Action Matrix, 2006-2010

POLICY AND STRATEGY DIMENSIONS	ACTIONS (BY EARLY 2006)	ACTIONS (BY MID 2008)	ACTIONS (BY EARLY 2010)
Provide a clearly defined legislative, regulatory framework to the sector and the sub-sectors through the adoption of the Education Law.	- Adoption of Education law by end of 2006.		
Improved predictability for Medium term financial planning and decentralized management and monitoring and improved Governance and Regulatory Systems by increasing transparency and accountability of resources, including external assistance.	- Council of Ministers and MoEF approve a five-year recurrent and capital expenditure framework for education within MTEF by 2006. Update on budget execution in JTWG-Ed every three months.	- Progress review on the financial performance by government/MoEYS. - Progress review on donor budget support to assist financial predictability. - Update on budget execution in JTWG-Ed every three months.	Update on budget execution in JTWG-Ed every three months.
Strengthening education system performance monitoring and impact systems, including ESP-ESSP review processes.	- Annual action plan for each PAP drawn up by each technical department made available to stakeholders. - Follow-up of policy actions throughout the year through reporting on progress in the JTWG-Ed every 6 months.	- Annual action plan for each PAP drawn up by each technical department made available to stakeholders. - Follow-up of policy actions throughout the year through reporting on progress in the JTWG-Ed every 6 months.	- Annual action plan for each PAP drawn up by each technical department made available to stakeholders. - Follow-up of policy actions throughout the year through reporting on progress in the JTWG-Ed every 6 months.
Strengthening Central, Provincial and District Financial Monitoring Systems by increased access to training for BMCs.	- Prepare comprehensive capacity building programme for all BMCs in 2006 to strengthen their program and financial planning, monitoring and audit skills, especially in public accounting. - Central, provincial and district BMCs produce comprehensive financial reports as a basis for internal audit.	- Enabling Ministry-wide system of public accounting of Government funds for education by 2008.	
Assuring that all designated Budget Management Centres (BMC) become operational and effective, and that District and School/Institutional Management Systems are enhanced to ensure quality education.	- Prepare training programme for provincial, district and school levels in management. - Preparation of revised guidelines for district BMCs and schools in management responsibilities.		

POLICY AND STRATEGY DIMENSIONS	ACTIONS (BY EARLY 2006)	ACTIONS (BY MID 2008)	ACTIONS (BY EARLY 2010)
Strengthened personnel management and monitoring systems.	- Implementing ICT based central and provincial personnel MIS, in co-ordination with CAR. - Develop action plan for ICT based information management at all levels.		
Improved Higher Education Institutional Development and Capacity through institutional and financial reforms that allow greater operational autonomy and income generating authority for higher education institutions.		- A strategic plan for Higher Education developed by 2008, including capacity building for HE department and the management of information systems.	

Annex 4: Revised Sector Performance Milestones and Targets: 2006 - 2010

Table I: Equitable Access

Indicator	Actual			Target			Target		Target		Target		Target		Source of Data
	2004-05			**2005-06**			**2006-07**		**2007-08**		**2008-09**		**2009-10**		
	Total	Female	Male	Total	Female	Male	Total	Female	Total	Female	Total	Female	Total	Female	
Net Admission rate	81.0%	79.5%	82.5%	90%	90%	90%	92%	92%	93%	93%	94%	94%	95%	95%	EMIS
Net enrolment ratio:															
Primary: nationwide	91.9%	90.7%	93.1%	92%	91%	93%	93%	92%	94%	94%	95%	95%	96%	96%	EMIS
Primary: urban area	91.6%	90.4%	92.8%	95%	94%	96%	97%	96%	98%	98%	99%	98%	100%	100%	
Primary: rural area	92.4%	91.2%	93.5%	92%	91%	93%	93%	92%	94%	94%	95%	95%	96%	96%	
Primary: remote area	82.5%	79.4%	85.4%	84%	81%	86%	85%	83%	87%	85%	90%	89%	92%	92%	
Lower secondary: nationwide	26.1%	24.8%	27.3%	29.0%	27.7%	30.2%	33%	31%	39%	38%	44%	43%	50%	50%	
Lower secondary: urban	41.3%	40.5%	42.1%	45.0%	44.4%	45.7%	48.8%	48.3%	52.5%	52.2%	56.3%	56.1%	60%	60%	
Lower secondary: rural area	23.7%	22.2%	25.1%	29.0%	27.8%	30.2%	34.2%	33.3%	39.5%	38.9%	44.7%	44.4%	50%	50%	
Lower secondary: remote area	3.9%	4.1%	3.8%	11.1%	11.3%	11.0%	18.3%	18.5%	25.6%	25.6%	32.8%	32.8%	40%	40%	
Upper secondary	9.30%	7.90%	10.60%	10.0%	8.6%	11.4%	14.0%	11.0%	18.0%	15.0%	23.0%	20.0%	28%	25%	
Transition rate (03-04)															
To lower secondary	81.9%	79.6%	83.9%	87%	85%	89%	90%	88%	93%	90%	95%	93%	97%	95%	EMIS
To upper secondary.	56.1%	58.0%	54.9%	64%	66%	62%	65%	67%	71%	71%	75%	74%	78%	76%	
Number of students in public higher education institutions	7,963	2,802	5,161	20,000	6,000	14,000	24,000	7,500	28,000	9,000	32,000	10,500	36,000	12,000	Higher Ed. Dep.
Number of scholarship students	…	…	…	8,500	3,000	5500	9,000	3,500	10,000	4,000	12,000	6,000	15,000	7,500	
Number of private supported students in higher education	38,882	12,685	26,197	49,000	10,800	5,500	50,000	14,000	51,400	21,000	52,700	24,000	54,000	24,000	Higher Ed. Dep.
Number of students in teacher training	6,520	2,512	4,008	10,000	3,600	6,400	10,000	3,700	10,000	3,800	10,000	3,900	10,000	4,000	TTD
Proportion of 6-14 years old out of school	12.1%	16.1%	8.2%	11.24	13.88	7.5	10.2	10.5	9.4	9.2	8.6	8.4	8	7.6	EMIS

Number of students enrolled in re-entry program in grades 3-9	19,476	25,000	25,000	30,000	30,000	30,000	NFE
Number of students enrolled in equivalency program	5,000	30,000	30,000	30,000	30,000	30,000	NFE
Number of students enrolled in literacy, life-skills and income generation programs	112,557	120,000	120,000	120,000	120,000	120,000	NFE

Table II: Quality and Efficiency

Indicator	**Baseline 2004-05**			**Target 2005-06**			**Target 2006-07**		**Target 2007-08**		**Target 2008-09**		**Target 2009-10**		**Source:**
Pupil teacher ratio - Primary	52.0			51.0			50.0		50.0		50.0		50.0		EMIS
Promotion rate (2003-04)	Total	Female	Male	Total	Female	Male	Total	Female	Total	Female	Total	Female	Total	Female	EMIS
- Grade 1	64.8%	65.4%	64.2%	92%	92%	92%	93%	93%	94%	94%	95%	95%	95%	95%	
- Grade 3	77.3%	78.9%	75.7%	93%	93%	93%	93%	93%	94%	94%	95%	95%	95%	95%	
- Grade 6	86.6%	86.3%	86.9%	93%	93%	93%	93%	93%	94%	94%	95%	95%	95%	95%	
Repetition rate	Total	Female	Male	Total	Female	Male	Total	Female	Total	Female	Total	Female	Total	Female	EMIS
- Grade 1	23.6%	22.4%	24.9%	6%	6%	6%	5%	5%	4%	4%	4%	4%	4%	4%	
- Grade 3	13.2%	11.3%	15.4%	6%	6%	6%	5%	5%	4%	4%	4%	4%	4%	4%	
- Grade 6	2.6%	2.2%	3.1%	2%	2%	2%	2%	2%	2%	2%	1%	1%	1%	1%	
Completion rate	Total	Female	Male	Total	Female	Male	Total	Female	Total	Female	Total	Female	Total	Female	EMIS
- Primary	46.8%	45.7%	47.9%	60%	60%	60%	70%	70%	80%	80%	90%	90%	100%	100%	
- Lower secondary	20.6%	20.0%	21.2%	30%	30%	30%	40%	40%	50%	50%	60%	60%	75%	75%	
Literacy rate	67.1%	60.3%	74.7%	70%	67%	73.1%	75%	73%	80%	78%	85%	84%	90%	90%	
Expenditure on core instructional materials per pupil (Riels)	…			5,800			6,300		6,800		7,000		7,200		
Textbook pupil ratio in primary (total textbooks of all subjects/pupil)	2.7			3.0			3.2		3.5		3.8		4.0		EMIS
Number of incomplete primary schools	1,934			1,800 (donor support required)			1,500 (donor support required)		1,000 (donor support required)		500 (donor support required)		0		EMIS
% of primary teachers completed lower secondary	93.2			93.4			93.6		93.9		94.1		94.3		HRMIS
Number of new remote/difficult teacher postings as percentage of new postings	-			70%			70%		95%		95%		95%		HRMIS
Number of students passing grade 12 examination	33,834			37,500			40,000		50,000		60,000		70,000		EMIS

% of students meeting curriculum standards in Khmer Language based on standardized test at:							PRD/DGE
- Grade 3		to be determined	to be determined	to be determined	to be determined	to be determined	
- Grade 6		to be determined	to be determined	to be determined	to be determined	to be determined	
- Grade 9		to be determined	to be determined	to be determined	to be determined	to be determined	
% of students meeting curriculum standards in Mathematics based on standardized test at:							PRD/DGE
- Grade 3		to be determined	to be determined	to be determined	to be determined	to be determined	
- Grade 6		to be determined	to be determined	to be determined	to be determined	to be determined	
- Grade 9		to be determined	to be determined	to be determined	to be determined	to be determined	
% of accredited public/private HE institutions	…	15%	30%	45%	65%	80%	
No. of schools/TTCs with new science and ICT facilities	…	10	25	50	75	100	

Table III: Institutional Development and Capacity Building

Indicator	Baseline	Target	Target	Target	Target	Target	Target	Source:
	2004	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	
Education share of total government recurrent budget	17.49%	19.5%	18.5%	18.5%	19.0%	20.0%	20.0%	
Non personnel share of total recurrent spending	43.25%	40.0%	38.8%	37.5%	33.0%	33.0%	30.8%	FMIS
% of actual education expenditure vs total education budget allocation	26.91%	29.0%	33.26%	28.32%	28.18%	25.21%	25.02%	FMIS
% of actual PAP expenditure vs total PAP budget		93%	95%	100%	100%	100%	100%	FMIS
Expenditure on monitoring of PAP in billion Riels	3.6	6.8	7	7	7	7	7	
Disbursement rate for recurrent priority programs	96%	93%	95%	100%	100%	100%	100%	
Number of operational BMCs	194							PFMIS
- % of BMCs with trained accountancy staff		20%	40%	60%	80%	100%	100%	
- % of BMCs with ICT-based MIS		40%	60%	80%	100%	100%	100%	
- % of BMCs subject to internal audit annually		30%	40%	50%	66%	80%	100%	PFMIS

- % of schools/institutions audited annually		5%	8%	10%	10%	15%	20%	
Non teaching staff share of total education sector workforce		16%	15%	15%	13%	12%	12%	HRMIS
No. of remote teachers with housing assistance		1,000	2,000	3,000	4,000	5,000	6,000	HRMIS
% of remote teachers with housing assistance		%	%	%	%	%	%	
Technical assistance (person-month)								AMIS
- National		(national/int'l combined) 542*	487.8	at least 10% reduction from previous year	at least 10% reduction from previous year	at least 10% reduction from previous year	at least 10% reduction from previous year	Donors' report
- International								
% of female education staff:								HRMIS
- Teaching staff		40.1%	42.1%	44.1%	46.0%	48.0%	50%	EMIS
- Middle management (directors & deputy directors of provincial and central departments)		10.4%	TBD	TBD	TBD	TBD	TBD	
- Top leaders (deputy director general and above positions)**		3.0%	TBD	TBD	TBD	TBD	TBD	

* The total person-months of newly committed TA in 2004. Source: Donors' Report 2005.

** Concrete targets will be determined in the Gender Mainstreaming Action Plan 2006-10 to be developed in 2006.