

**Kingdom of Cambodia  
Nation Religion King**



**Ministry of Education, Youth and Sport**



**Education Strategic Plan  
2006-2010**

**December 2005**

## Preface

The *Education Strategic Plan 2001-05* represented a key milestone in the work of Ministry of Education, Youth and Sport in enabling education reform in Cambodia. Over the past five-year of ESP implementation, the Ministry and its development partners have enabled significant improvements in broadening equity in coverage of education opportunities and improving the quality, standards and management of education services. At the same time, we have learned many important lessons on how to improve education services even further.

We recognize that the education reform process is still in the long journey and must be further accelerated. The *Education Strategic Plan 2006-10* has been designed to set out priority policies and strategies for next five years reform implementation.

In this phase the high priority of the Ministry intends to continue to give highest priority to equitable access and to high educational quality in the basic education services guided by the National EFA Plan strategies and targets. The ESP 2006-10 also gives greater emphasis to the expansion of early childhood education, non-formal education skills training for youth people, expanding upper secondary and post-secondary education opportunities through a well-regulated partnership between the Government, Development partners, private sector, NGOs, communities, and parents.

In addition, need to ensure that education expenditure will be to maximize the impact of education spending through clear measurement arrangements. Ensuring a highly motivated and well-trained education workforce is the central component of the ESP reforms. Strengthening education legislation, governance and accountability will also receive very high attention over next five years.

*Education Strategic Plan 2006-10* is a synthesis of a wide-range of strategy papers prepared by the Ministry's senior technical staff and international consultants of the ESWG. We are confident that this ESP 2006-10 will provide key signposts and the necessary impetus for quickly and effectively moving education development forward for the benefit of the people of Cambodia.

Ministry of Education, Youth and Sport and ESWG would like to express our sincerest thanks to all officials of the Government and Ministry of Education Youth and Sport, technical staff and international communities and consultants for their enormous contribution to this Strategic Plan.



.....  
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

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## 1. INTRODUCTION: EDUCATION SECTOR DEVELOPMENT PERSPECTIVES

### 1.1. Responding to Broader National Development Policies and Priorities

The formulation of the Education Strategic Plan 2006-10 (ESP 2006-10) reflects the high degree of responsibility the Ministry of Education Youth and Sport (MoEYS) takes in Cambodia's development through *capacity building and human resources development*. This ESP 2006-2010 has been drawn up based on the lessons learnt from the implementation of ESP 2001-05 as well as the recently revised results of ESP 2004-08 in order to build realism and applicability.

Capacity building and human resource development is one of the main strategies of the Rectangular Strategy of the Royal Government of Cambodia in the third mandate of the National Assembly. MoEYS continues to put emphasis on *education quality improvement* at all levels, Basic, Post Basic and Higher Education. The policies and strategies presented in the ESP 2006-10 are notable in order to accelerate the speed of education reform towards achieving all defined targets in the National Development Strategic Plan 2006-10, Cambodia Millennium Development Goals, and the Education for All National Plan 2003-2015. Emphasis is also put on strengthening the partnership between the public and private sectors for more effective resource mobilization and utilization.

### 1.2. Overarching Policies of the Education Sector

*The MoEYS vision is to establish and develop human resources of the very highest quality and ethics in order to develop a knowledge-based society within Cambodia.*

*The MoEYS mission: In order to achieve the above vision, MoEYS has the mission of leading, managing and developing the Education, Youth and Sport sector in Cambodia in responding to the socio-economic and cultural development needs and the reality of globalization.*

The Ministry's long-term mission is to ensure that all Cambodian children and youth have equal opportunity to access quality education consistent with the Constitution and the Royal Government's commitment to the U.N convention on the Rights of the Child, regardless of social status, geography, ethnicity, religion, language, gender and physical form. The Ministry envisages a time when graduates from all its institutions will meet international and regional standards and will be competitive in the job markets worldwide and act as engines for social and economic development in Cambodia.

An overarching objective of the MoEYS is to achieve the holistic development of Cambodia's young people for all sectors. In addition, the Ministry intends to engender a sense of national and civic pride, high standards of morals and ethics and a strong belief in being responsible for the country and its citizens.

Ministry of Education, Youth and Sport has defined three main policies as follows:

- Equitable Access to Education Services.
- Quality and Efficiency of Education Services.
- Institutional Development and Capacity Building for Decentralisation.

### **1.3. ESP 2006-10 Formulation and Consultation Process**

Experiences from the implementation of education reform through Sector Wide Approach (SWAp) have provided good results in the process of consultation between the Royal Government of Cambodia (RGC), donors, NGOs and other stakeholders in the ESP formulation. The shift from donorship to partnership and towards government ownership demonstrates good collaboration from all stakeholders. The Ministry has been successful in establishing partnerships in the context of harmonization of external assistance.

A clear and scheduled consultation mechanism has been established through the Joint Technical Working Group (JTWG) in Education, which consists of MoEYS officials, inter-ministerial officials and staff as well as Donors and NGOs represented in the Education Sector Working Group.

In order to establish and achieve the education policies and strategies for the future, MOEYS has initiated consultation processes:

- Within MoEYS itself and with its provincial offices to ensure that this ESP is formulated with the intention of achieving targets mentioned in the Education for All national plan 2003-2015.
- With line ministries, especially with the Ministry of Planning, to ensure that this ESP responds to the Rectangular Strategy of the Royal Government of Cambodia; contributes to the National Strategic Development Plan (NSDP) 2006-2010; and corresponds to the National Poverty Reduction Strategy (NPRS) as well as the Cambodia Millennium Development Goals (CMDGs).
- With the Ministry of Economy and Finance, to ensure that the budget envisaged in this ESP 2006-2010 will be realistic, sufficient and supported.
- With the Council for Administrative Reform (CAR), to ensure that the process of the education sector reform will actually respond to the public administrative reform objectives, both regarding educational staff employment and salary scale arrangements.
- With stakeholder ministries, to ensure that all related inter-ministerial issues will be strongly taken into account, especially HIV/AIDS, disability and Gender issues.
- With JTWG, to ensure that the views of donors and NGOs active in the field of education are heard.

Four regional meetings were conducted on the ESP (in combination with the ESSP) formulation to enable all levels to be informed of the key priority policies as well as to provide input to the programmes.

The ESP 2006-2010 will be officially approved and distributed nationally, produced as a CD in both Khmer and English and published on the MoEYS website ([www.moeys.gov.kh](http://www.moeys.gov.kh)).

## 2. EDUCATION SECTOR PERFORMANCE 2001-2005

This section summarizes what the Cambodian education sector has achieved in terms of access, quality and institutional/capacity development against the indicators and targets set out in the ESP 2004-2008.

### 2.1. *Equitable Access to Education Services*

Table 1 and Figure 1 below show that primary net enrolment ratio (NER) nearly achieved the set target of 92% for total and 91% for female. It is worth noting that the NER increases were especially significant in rural and remote areas. Comparing school year 2000-01 with school year 2004-05, nationally and in rural areas NER rose by more than 8 percentage points, in remote areas the rise was over 20 percentage points, while the increase in urban areas during the same period was around 5 percentage points.

The expansion in access to lower secondary has also been significant with over 66% more students being enrolled in 2004-05 than in 2000-01. However, this expansion has fallen short of the ambitious target of 40% NER by the 2004-05 school year (see Figure 1). An examination of student numbers in each primary grade leading up to lower secondary indicates that a more comprehensive assessment of expected primary completion and transition rates should be used to inform future lower secondary targets. That said, in remote areas NER remains low at 3.90%, i.e. that more than 95% of children aged 12-14 from these areas are not enrolled in secondary schools within their districts, which implies that there still exists an acute shortage of secondary school in these areas. Among 1,621 communes in the country, only 749 have lower secondary schools. At upper secondary level, expansion of access has been slow as well: NER there increased by only 1.6 percentage points in the past five years.

Access to non-formal and higher education has not reached the levels envisaged in the ESP 2004-08, as Table 1 indicates. It should be noted, however, that the number of students enrolled in private higher education institutions has been increasing rapidly: private enrolment more than doubled from 18,000 to nearly 39,000 in the past five years, while public institutions recorded less than 10% enrolment increase during the same period. In fact, the number of female fee-paying students in higher education surpassed the pre-defined target of 10,800 in the 2004-05 school year.

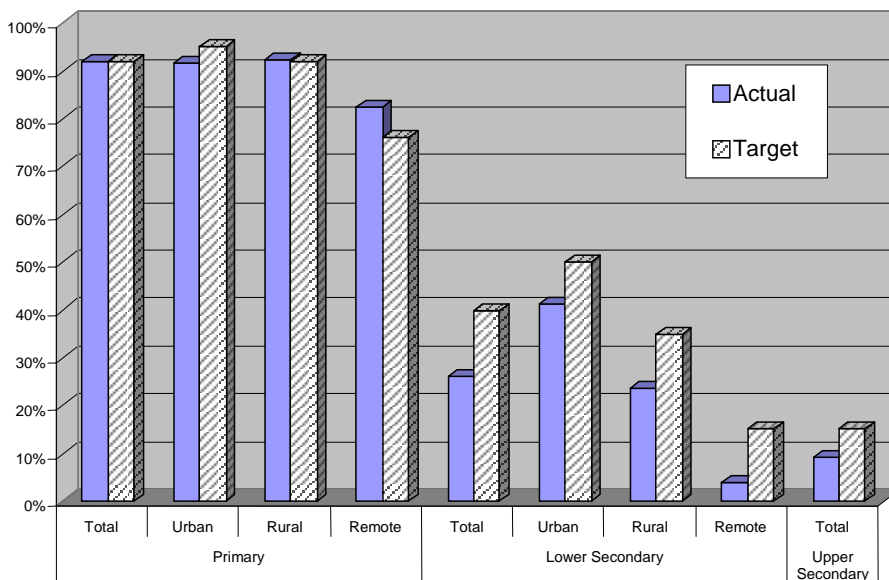
In order to achieve the yearly targets of the ESP and eventually meet the longer-term goals of CMDG and EFA, greater efforts are required, especially in further boosting coverage of and access to post-primary education.

**Table 1: Actual achievement against target on equitable access**

Indicator	Actual 2000-01		Actual 2004-05		Target 2004-05	
	Total	Female	Total	Female	Total	Female
Admission rate	76.4%	74.9%	81.0%	79.5%	90%	90%
Net enrolment ratio						
Primary: nationwide	83.8%	80.7%	91.9%	90.7%	92%	91%
Primary: urban area	86.4%	83.2%	91.6%	90.4%	95%	94%
Primary: rural area	84.1%	81.0%	92.4%	91.2%	92%	91%
Primary: remote area	62.3%	58.2%	82.5%	79.4%	76%	75%
Lower secondary: nationwide	16.6%	13.7%	26.1%	24.8%	40%	39%
Lower secondary: urban	29.5%	26.8%	41.3%	40.5%	50%	49%
Lower secondary: rural area	14.1%	11.0%	23.7%	22.2%	35%	34%
Lower secondary: remote area	1.2%	1.0%	3.9%	4.1%	15%	15%
Upper secondary	7.7%	5.4%	9.3%	7.9%	15%	14%

Transition rate						
To lower secondary	77.3%	71.1%	81.9%	79.6%	87%	85%
To upper secondary	56.2%	57.9%	56.1%	58.0%	64%	66%
Number of students in NFE/CLLC programs (full time equivalent)	-	-	141,561	80,171	220,000	132,000
Number of students in public higher education institutions	7,291	1,890	7,953	2,802	20,000	6,000
- Number of scholarship students	-	-	...	...	8,500	3,000
Number of private supported students in higher education	18,125	5,060	38,882	12,685	49,000	10,800
Number of students in teacher training	8,302	3,377	6,520	2,512	10,000	3,600

Figure 1: Actual achievement vs. target in NER in SY2004-05



## 2.2. Quality and Efficiency of Education Services

Table 2 below shows the achievement of several indicators related to quality and efficiency of education against the targets set out in the ESP 2004-2008. As a system for standardised learning assessment has yet to be established measuring actual achievement in quality and outcomes of teaching and learning is a challenge. However, some proxy indicators show that progress has fallen far short of the set targets. For instance, grade promotion rates are much lower than the target, especially in grade 1, and with the current pace of progress, achieving the long-term targets will not be viable (see Figure 2). Similarly, repetition rates continue to be high, again particularly in grade 1, and progress has been slow. During the past five years the rates decreased only by 4.9 percentage points, 1.5 percentage points and 2.8 percentage points in grade 1, grade 2, and grade 3 respectively. With this rate, meeting the long-term EFA goals is not possible.

On the other hand, significant improvement in the education level of teaching staff has occurred in the past five years, as Table 2 also shows. The proportion of teachers who have at least lower secondary diplomas increased from 26% in the 2000-01 school year to 36% in the 2004-05 school year. This advancement does not live up to the ESP target of 51% however.

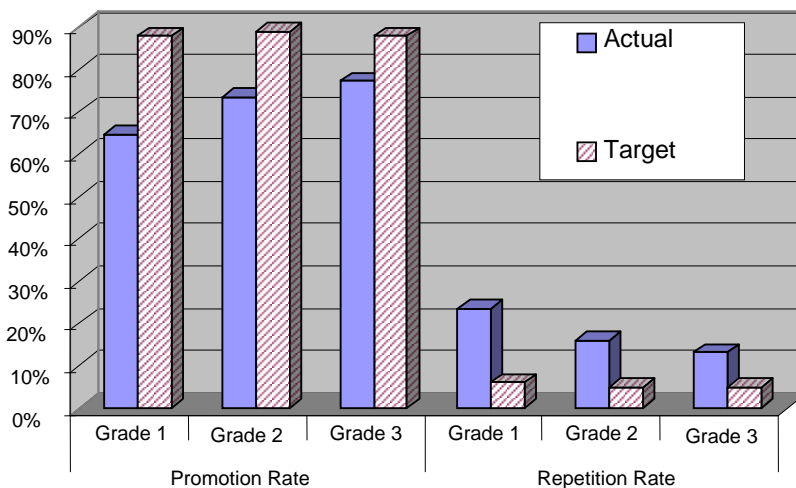
In any event, in order to measure systematically the progress in quality and efficiency of education services, it is necessary to develop and collect better sets of indicators and data. Introduction of a standardized student learning assessment system as well as school report cards is expected to enable more rigorous and systematic monitoring of the quality of education services from the 2006-07 school year onwards.



Table 2: Actual achievement against target on quality and efficiency

Indicator	Actual 2000-01		Actual 2004-05		Target 2004-05	
	Total	Female	Total	Female	Total	Female
Pupil teacher ratio						
- Primary	53.3		53.5		51.0	
- Lower secondary	18.3		27.7		26.0	
- Upper secondary	25.3		29.4		28.0	
Promotion rate	Total	Female	Total	Female	Total	Female
Grade 1	(1999-00)		(2003-04)			
Grade 2	60.9%	60.9%	64.8%	65.4%	88%	88%
Grade 3	71.5%	72.4%	73.4%	74.8%	89%	89%
	73.9%	75.0%	77.3%	78.9%	88%	89%
Repetition rate	Total	Female	Total	Female	Total	Female
Grade 1	(1999-00)		(2003-04)			
Grade 2	28.5%	27.5%	23.6%	22.4%	6%	6%
Grade 3	17.6%	16.4%	16.1%	14.4%	5%	4%
	15.0%	13.5%	13.2%	11.3%	5%	5%
Expenditure on core instructional materials per pupil (Riels)		-		-		5,800
Number of incomplete primary schools		2,484		1,934		1,800
% of teachers attending grades 10-12 or above		26.0%		36.0%		51%
Number of new remote/difficult teacher postings		-		...		4,500
Number of students passing grade 12 examination		17,713		18,883		25,000
Number of students re-entering grades 3-9		...		...		30,000
% of accredited public/private HE institutions		-		...		15%
No. of schools/TTCs with new science and ICT facilities		-		...		10

FIGURE 2: ACTUAL ACHIEVEMENT VS. TARGET IN PROMOTION AND REPETITION RATES



### **2.3. Institutional Development and Capacity Building for Decentralisation**

In terms of institutional development and capacity building, the following are major achievements in the past five years:

- A cohesive planning and implementation mechanism of capacity building activities established through the Capacity Building Coordination Groups (CBCGs) under both DGE and DGAF
- Education Law drafted and submitted for approval to the National Assembly
- Capacity building programs expanded to decentralized levels (provinces, districts, and schools) in financial reporting, program monitoring, and information management
- The use of ICT extended through MOEYS website, advocacy campaigns, and management information systems (MISs)
- Functions of the Internal Audit Department strengthened and sample audits for provincial, district and school BMCs conducted
- Development of ECE, basic education, and life skills indicators standards for monitoring and evaluating the quality.
- Results-based sector performance monitoring strengthened based on EMIS and other data
- Regulations for budget management and execution under preparation
- Consultative meetings with province and districts especially on PAP management and implementation regularly organized
- Technical capacity in developing and implementing new curriculum strengthened at central and provincial levels
- Planning and management skills and knowledge enhanced among school principals and school cluster staff
- Capacity in examination administration and management strengthened
- Understanding of the concept and practice of child-friendly schools extended at central, provincial, district and school levels
- The management system of some PAPs revised
- Coordination between the Government and donors and NGOs strengthened through regular meetings of the Joint Technical Working Group (JTWG) for Education

Table 3 below shows some quantitative results related to institutional development and capacity building against targets set out in the ESP 2004-08, mostly concerning financial performance. Firstly, the education sector share of total government budget substantially increased from 13.9% in 2000-01 to 17.3% in 2004-05, although the share is still short of the ESP target of 19.5%. The PAP share within total education budget also increased rapidly in the past five years from 5.5% to 27.9%. The share has nearly reached the ESP target. Another indicator for which data is available is staff share of total education staff. It shows no decreasing trend in the past five years, however.

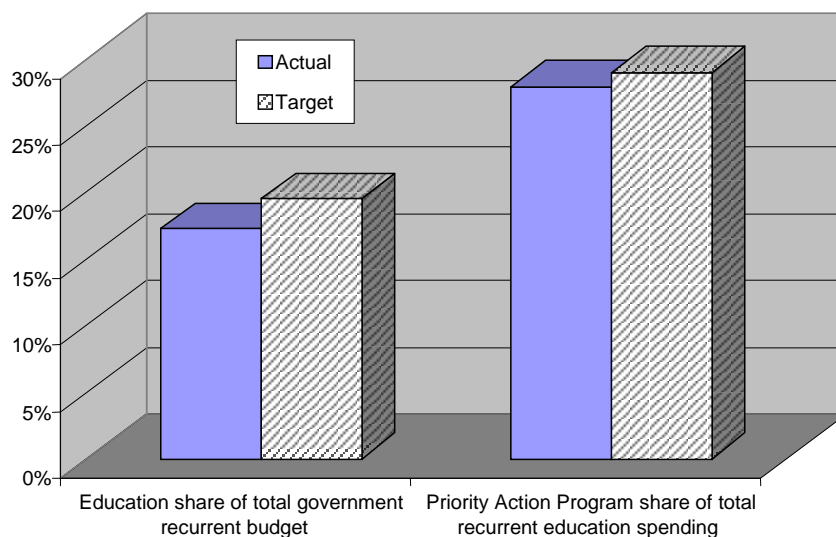
In order to assess the results of sector-wide capacity and institutional development efforts more systematically it will again be essential to identify additional sets of indicators. The ESP 2006-2010 and the ESSP 2006-2010 should provide an improved monitoring framework that enables more rigorous and regular assessment of individual, organizational and institutional capacity of the education sector as the indicators have been revised.

Table 3: Actual achievement against target on institutional development and capacity building

Indicator	Actual 2000-01	Actual 2004-05	Target 2004-05
Education share of total government recurrent budget	13.9%	17.3%	19.5%
Non personnel share of total recurrent spending	...	43%	40%
Priority Action Program share of total education budget	5.5%	27.9%	29%
Expenditure on monitoring of PAP in billion Riels	...	3.6	6.8
Disbursement rate for recurrent priority programs	...	69%	93%
Number of operational BMCs	64	194	230
- % of BMCs with trained accountancy staff	...	...	20%
- % of BMCs with ICT-based MIS	...	...	40%
Number of BMCs subject to internal audit annually	...	...	60
- % of schools/institutions audited annually	...	...	5%
Non teaching staff share of total education sector workforce*	18.1%	18.8%	16%

\* Excluding central staff

Figure 3: Actual achievement vs. target on education sector financing



### **3. STRATEGIC FRAMEWORK OF THE EDUCATION STRATEGIC PLAN 2006/10**

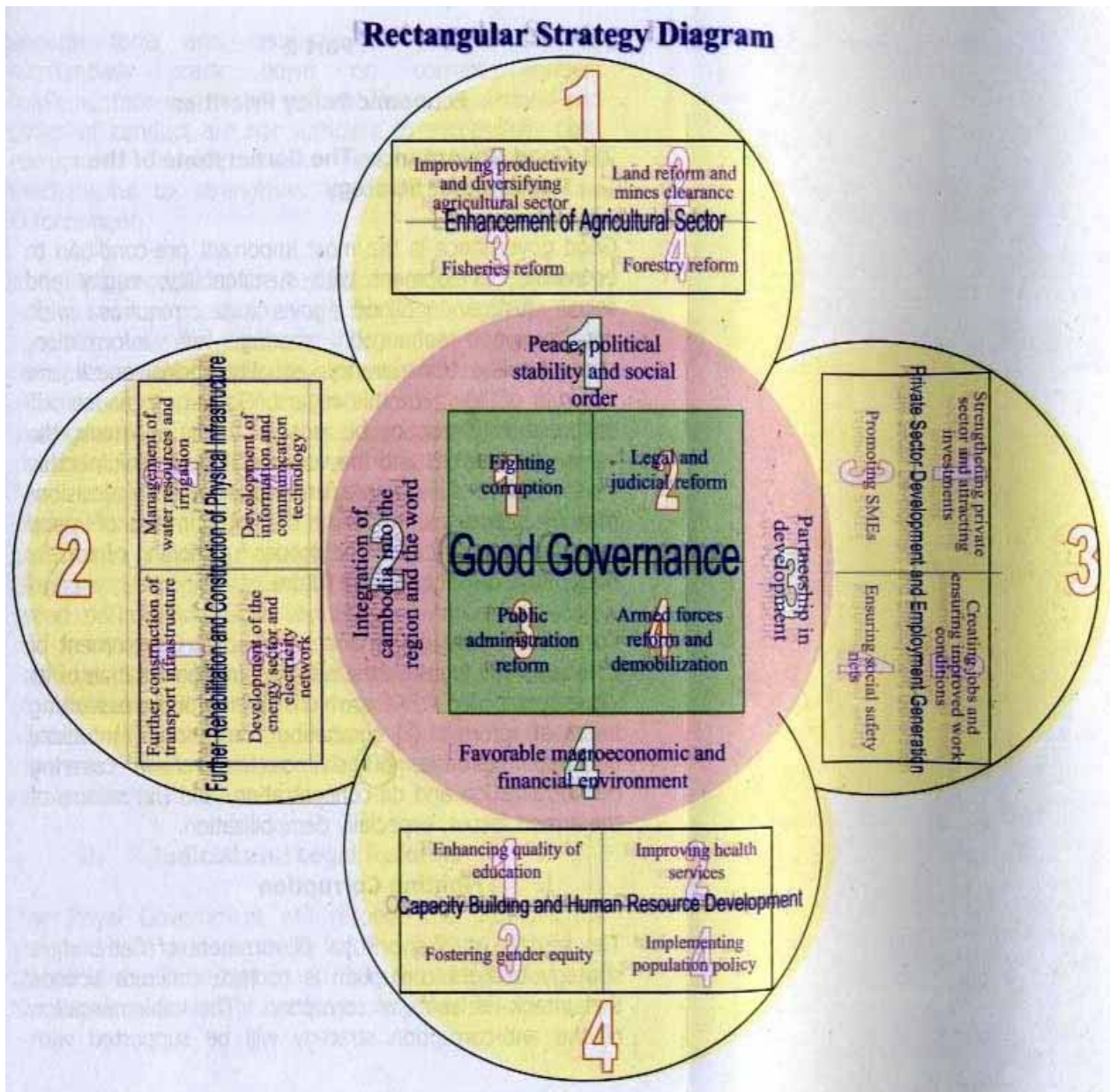
#### **3.1. *Institutional Framework and the Strategies of the Royal Government of Cambodia***

The Rectangular Strategy of the Royal Government of Cambodia plays an important role in supporting the implementation of the political platform of the Royal Government in the third legislature of the National Assembly. The Rectangular Strategy is an integrated structure of interlocking rectangles, as follows: 1) enhancement of agricultural sector; 2) further rehabilitation and construction of physical infrastructure; 3) private sector development and employment generation; and 4) capacity building and human resource development. The Royal Government regards good governance as the core of the Rectangular Strategy.

The MoEYS is in particular involved with the rectangle's fourth part concerning Capacity Building and Human Resources Development: Enhancing capacity of human resources with high technical and scientific skills that effectively respond to labour market needs in term of entrepreneurship, high creativity, responsibility, discipline, morality, virtue, professional ethics, and honesty in an effort to promote development. In addition, the first rectangle on improving the agricultural sector includes life skills development which is also of concern for the Ministry.

The successful implementation of the strategies laid out in this paper is dependent on the larger ongoing reforms within the public administration. The Public Financial Management Reform aims at achieving higher standards of management and accountability in government spending and revenue collection. MoEYS is committed to improving its financial management and monitoring systems of ESP programs and it anticipates being a pilot ministry for the PFM reform.

The Public Administrative Reform focuses on delivering public services to the people with quality and effectiveness and on creating a neutral, transparent, professional, responsive and responsible civil service. Special attention will be on moving public administration closer to the people consistent with strategy of decentralization and de-concentration and with the transfer of authority from upper to lower levels of the bureaucracy. This measure shall be facilitated by a clear definition of the roles, powers and responsibilities of the various authorities at the levels of the province, city, district and commune, as well as the introduction of information technology. Another aspect of this reform is to gradually raise the salaries of all civil servants by 10 to 15 per cent per year.



These general reforms are essential in order for the MoEYS to achieve its ambitious goals set out in the ESP/ESSP 2006-10, as for example increasing staff remuneration and improving performance monitoring and accountability of operational budgets.

The Royal Government recognizes that moving authority closer to the people can improve the quality of public services and increase participation. Key priorities in local governance are to build local management capacity, to provide reasonable levels of financial resources to the communes.

#### 4. EDUCATION POLICIES AND STRATEGIES 2006- 2010

The Ministry of Education, Youth and Sport recognizes that although there were significant efforts in the last few years, education sector performance could not reach the policy targets set in ESP 2001-05 as well as in ESP 2004-08. In the period of ESP 2006-10 the Ministry commits itself to achieving the existing priority policies, which are consistent with EFA 2003-15, the Cambodia Millennium Development Goals 2015 and the National Strategic Development Plan 2006-2010.

The priority policies in the ESP 2006-10 are as follows: 1) ensuring equitable access to education; 2) increasing quality and efficiency of the education services; and 3) institutional development and capacity building for decentralization.

##### 4.1 *Equitable Access to Education Services*

The second Cambodian Millennium Development Goal is to achieve universal 9 year basic education with the three targets set at 1) ensuring all children complete primary schooling by 2010 and basic schooling by 2015 2) eliminating gender inequality in 9 year basic education by 2010 3) reducing significantly gender inequality and disparity between urban and rural areas in upper secondary education and tertiary education.

Further the Royal Government is committed to achieving the goals of “Education for All” ensuring nine years of basic education for all children. It will expand access to further education to youth from poor families by providing scholarships to students from poor families and constructing school buildings. The focus of these goals is on access to education and this is one of the major challenges for the Royal Government.

Another priority of the ESSP 2006-2010 is to take early and urgent action to expand education and training opportunities for the number of young people aged between 12 and 24 years who currently are school drop-outs or have limited access to post- primary education and training opportunities.

##### **Strategies to achieve the outcome and targets of the Equitable Access policy:**

- \* *Expand access to ECE programmes for 5 year olds* targeted on those communes with low new admission rates and high repetition rates in primary schools.
  - ***Target: Progress review of effectiveness of ECE strategy in 2008.***
- \* *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.
  - ***Target: Decree and guidelines issued for 6 years as age of entry into primary school, linked with expanded ECE for 5 year olds in 2006.***
  - ***Target: Impact survey of new decree and implications for ECE strategy in 2010.***
- \* *Reduce parental costs barriers* (such as informal payments) by increasing operational budgets for schools and teachers’ salaries.
  - ***Target: Abolish informal payments in grade 1-9 nationwide by the end of 2008.***
  - ***Target: Regulations and guidelines issued for the management and accounting of any contributions from parents by 2008.***
  - ***Target: Review of overall primary and secondary school budget outturns 2006-10 in 2010.***

- \* *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.
  - **Target: Guidelines and action plan issued for grades 3-9 school re-entry programs for school dropouts in 2006.**
  - **Target: Progress review of grades 3-9 re-entry programs in 2008.**
  - **Target: Impact study on re-entry program and implications for future expansion and targeting in 2010.**
- \* *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.
  - **Target: Study on the involvement of commune councils and parent committees in school activities in 2008.**
- \* *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.
  - **Target: Facilities development plan for primary schools, including incomplete schools in 2006.**
  - **Target: Progress review of facilities coverage in 2008.**
  - **Target: Impact study of the effectiveness of the facilities development in 2010.**
- \* *Increase enrolment of students in grades 7-9* by constructing lower secondary school facilities in currently under-served areas.
  - **Target: Facilities development plan for grades 7-9 in 2006.**
  - **Target: Progress review on grades 7-9 expansion, including review of targeting criteria, in 2008.**
  - **Target: Impact review on grades 7-9 expansion in 2010.**
- \* *Increase enrolment of students in grades 10-12* by constructing upper secondary school facilities in currently under-served areas.
  - **Target: Facilities development plan for grades 10-12 in 2006.**
  - **Target: Progress review on grades 10-12 expansion, including review of targeting criteria, in 2008.**
  - **Target: Impact review on grades 10-12 expansion in 2010.**
- \* *Ensure teacher provision in remote and disadvantaged areas* by recruiting teacher trainees from these areas through particular recruitment criteria. Improve the efficiency of staff deployment by provision of additional incentives for teachers working in disadvantaged, remote or ethnic minority areas, for example by constructing teachers' houses.

- **Target: Action plan for introduction of multi-grade teaching and other strategies in border, remote and/or ethnic minority areas in 2006.**
- **Target: Action plan for deployment and redeployment, including appropriate incentives, of teaching and non-teaching staff to understaffed and new schools, in 2006.**
- **Target: Progress review on the staff deployment strategy in 2008.**
- \* *Ensure widely expanded provision of quality upper secondary education based on merit and result of grade 9 examinations, in response to the needs for national development, and local, regional and global labour market.*
  - **Target: Impact review of post-secondary admissions in 2010.**
- \* *Increase the number of scholarships for youth from poor families, especially girls, to ensure their access to primary, secondary and post-secondary schools and introduce new 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.*
  - **Target: MoEYS/MoEF agreement on Government contributions for scholarship programs for grades 1-12 in 2006.**
  - **Target: Report on the amount of money given to each HEI against the number of non-fee paying students accepted in 2006.**
  - **Target: Expansion of scholarship program for secondary and post-secondary students in 2008.**
  - **Target: Impact study of program in 2010 by poverty/gender enrolment patterns.**
- \* *Expand provision of quality higher education with equity through promoting public/private partnerships and through institutional and financial reforms that allow reforms for greater operational autonomy and income generating authority for higher education institutions.*
  - **Target: Plan for phased expansion of higher education institutions in 2008.**
  - **Target: All public higher education institutions transferred to become Public Administrative Institutions by 2008.**
  - **Target: Impact study of HEI expansion programs including expansion of provincial HEIs in 2010.**
- \* *Expand public/NGO/ community partnerships in non-formal education in border, remote and disadvantaged areas as well as increased support for provision of local life skills and vocational training and basic/required professional skills responsive to the needs of the social and labour market.*
  - **Target: Progress review of youth skills training in 2008.**
  - **Target: Progress review of NFE programs in 2008.**
  - **Target: Impact study of the NFE programs in 2010.**



## 4.2. *Quality and Efficiency of Education Services*

As important as improving access to education is improving the quality and efficiency of the education services provided. In order to do this an accountable and effective institutional and governance framework that ensures standards improvement and quality services needs to be put in place at central, provincial, and district and school level.

Previous ESP reviews have put focus on the importance of teacher remuneration. The ESP 2006-2010 proposes increases in teacher remuneration and quality oriented priority programs (e.g. instructional materials, teacher development and service efficiency). These programs will be linked to a range of measures that demand stronger accountability (e.g. staff performance appraisal), improved transparency and a greater focus on achieving results.

### **Strategies to achieve the outcome and targets of the policy:**

- ✳ *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.*

  - ***Target: Agreed plan with MoEF and CAR on yearly increases in classroom teacher salary/allowances against agreed criteria and responsibilities in 2006.***
  - ***Target: Joint MoEYS/CAR/MoEF review of the effectiveness of remuneration reform and agreed follow-up actions in 2008.***
  - ***Target: Impact study of the impact of educational staff remuneration reform on service quality and effectiveness in 2010.***
- ✳ *Improve the quality of teaching and learning through nationwide implementation of child-friendly school 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.*

  - ***Target: Child-friendly school policy and national CFS operational plan formulated and adopted in 2006.***
  - ***Target: 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.*

  - ***Target: Revised guidelines and performance indicators for use of operational budgets, including budgets in 2006.***
  - ***Target: Progress review on the effect of increased budget allocations on school and institutional performance in 2008.***

- ✱ *Implement the new Curriculum Policy, including Primary and Lower Secondary education curriculum, with a focus on learning achievement standards at Grades 3 and 6 and 9 and the introduction of Local Life Skills Programs.*
  - ***Target: Full implementation by 2007.***
  - ***Target: 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.*
  - ***Target: Action plan for expanding INSET provision, including delegating greater authority to provinces for INSET planning in 2006.***
  - ***Target: Finalize revised teacher supply and demand strategy, including revised roles of TTCs and measures to improve TTC staff and facilities efficiency in 2006.***
  - ***Target: Progress review of INSET programs, including impact on teacher effectiveness and need for additional TTCs in currently under-served provinces in 2008.***
- ✱ *Strengthening teaching and learning quality to ensure primary and secondary teachers with pedagogy and ICT awareness.*
  - ***Target: Train 5,000 teachers at all levels per annum, with ICT training included in their training from 2006.***
  - ***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.***
- ✱ *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.*
  - ***Target: Public dissemination of the results of the standard testing from 2005-06.***
  - ***Public dissemination of the results of the yearly standard testing by mid 2008 onward.***
- ✱ *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 inspectors at central, provincial and district levels. The role of commune councils in school performance monitoring and oversight should be promoted.*
  - ***Target: Action plan for introducing improved performance monitoring systems with instructions on oversight responsibilities in 2006.***
  - ***Target: Public dissemination of the status of HEI standards met in public and private institutions in 2008.***

- **Target: Development of education quality standards for all aspects to ensure effective performance in 2006.**
- **Target: Report to National Assembly on progress in improving education standards at all levels including MoEYS' role in quality assurance in 2010.**
- **Target: Enforcement of the criteria for establishing HEIs and the accreditation of all HEIs gradually by 2010 for quality assurance.**

#### **4.3. Institutional Development and Capacity Building for Decentralization**

Improving the performance of all stakeholders involved in providing education services is essential in order to achieve the targets set out in ESP. The Ministry's on-going policy priority is to enable greater delegation of authority and responsibilities to provincial, district, commune and school level. Central MoEYS departments will increasingly implement policy and strategy development and sector and program performance monitoring. A priority for ESP 2006-10 is to consolidate and extend measures that build up capacity for decentralized education service management at province, district and school level.

The proposed broadening and deepening of public/private partnership will also necessitate systematic institution and capacity building. Another strategic priority will be to secure predictability of program financing from public, private, community and external sources. In order to re-assure these various stakeholders, the Ministry will give priority to strengthening governance, accounting and internal audit systems.

#### **Strategies to achieve the outcome and targets of the policy:**

- \* *Provide a clearly defined legislative, regulatory framework to the sector and the sub-sectors through the adoption of the Education Law by end of 2006.*
  - **Target: Adoption of Education law by end of 2006.**
- \* *Improved predictability for Medium term financial planning and decentralized management and improved Governance and Regulatory Systems by increasing transparency and accountability of resources, including external assistance.*
  - **Target: 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 the Joint Government-Donor Working Group in every three months.**
  - **Target: Progress review on the financial performance by government/MoEYS in 2008.**
  - **Target: Progress review on donor budget support to assist financial predictability in 2008.**
- \* *Strengthening education system performance monitoring and impact systems, including ESP-ESSP review processes.*
  - **Target: Annual action plan for each PAP drawn up by each technical department made available to stakeholders.**
  - **Target: 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.
  - **Target: 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.**
  - **Target: Central, provincial and district BMCs produce comprehensive program- and financial reports as a basis for internal audit in 2006.**
  - **Target: 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.*
  - **Target: Prepare training programme for provincial, district and school levels in management in 2006.**
  - **Target: Preparation of revised guidelines for district BMCs and schools in management responsibilities in 2006.**
- \* *Strengthen personnel management and monitoring systems.*
  - **Target: Implementing ICT based central and provincial personnel MIS, in co-ordination with CAR, in 2006.**
  - **Target: Develop action plan for ICT based information management at all levels in 2006.**
- \* *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.*
  - **Target: A strategic plan for Higher Education developed by 2008, including capacity building for HE Department and the management of information systems.**

#### 4.4. Strategies for Addressing Crosscutting Issues

When implementing the policies and strategies in this ESP special attention needs to be given to certain issues in order to assure that the measures reach also the weaker groups in society. Therefore, additional measures to provide education and training in the border areas, including measures to address the vulnerability of out-of-school youth to cross-border social problems, including HIV/AIDS and child labour and trafficking, and to ethnic minorities, need to be incorporated. An equal balance of gender at all levels of MoEYS management is encouraged. A strategy of affirmative action will be utilized when it comes to promotion and training opportunities within the Ministry. In the same way, MoEYS strives for increasing the number of girl students at all levels of schooling, in conformity with the CMDGs.

Table 1: Crosscutting Issues and Strategies of the ESP

Cross-Cutting Issues	ESP Strategy and Interventions
Gender	Specific gender policies and strategies, drawing on MoEYS gender mainstreaming committee recommendations, guided by MDG equity targets
Ethnic minorities	Targeted facilities programs and curriculum reform for ethnic minorities; special incentives for minority area staff deployment

Disabled learners	Formulation of national policy and strategies to assure equitable access to education opportunities including specific program interventions e.g. school buildings designs, specialized teaching/ learning materials
HIV/AIDS	Specific HIV/ AIDS policy and strategy paper, incorporating targeted interventions for HIV/AIDS, sexual health and reproductive care, and drugs awareness raising for in-school and out-of-school youth and for vulnerable groups (e.g., cross-border areas)
Environment/Sanitation	Rigorous environmental impact assessment as part of facilities planning program; inclusion in Life Skills curriculum for schools and teacher training colleges
Information Communication Technology (ICT)	New MoEYS ICT policy and strategy framework, focusing on initial interventions in upper secondary schools and TTCs and partnership with private ICT providers
Border Areas	Specific border areas education strategy being developed, including service expansion as means of reducing vulnerability (e.g., HIV/AIDS, drugs, infectious disease, child labour, and trafficking)

Part of the Ministry's crosscutting strategy is to carefully integrate education, youth development, physical education and sports strategies as part of ESP and ESSP. Key strategies will include: 1) expansion of civics and moral education in the curriculum; 2) extension of student volunteer contributions, such as peer tutoring, village literacy tutoring; 3) student part-time assistance for village health care support, kindergarten class support, and helping the aged, 4) promotion of volunteers campaigns from the universities, teachers colleges and upper secondary schools to offer their skills to rural and remote areas, particularly in non-formal education and literacy; and 5) expansion of physical education programs and community sports facilities nationwide. As part of this strategy, MoEYS intends to forge new partnerships with the private sector, community groups and international community.

## 5. PRO-POOR FINANCIAL PLANNING AND MANAGEMENT

### 5.1. Budgetary Forecast for the Education Sector

The long-term policy goal for education financing is that no potential students will be excluded from access to education and training opportunities due to inability to pay formal or informal charges or contributions. A fair and equitable financing mechanism must therefore be put in place taking account of affordability to Government, parents and other potential contributors. It is also important to ensure sufficient information to all contributors to education costs in order for them to effectively judge on the value of current and future investments in the sector. An associated objective is to forge accountability on Government, parents, private sector and individual service users in the financing of education at all levels.

The ESP 2006-10 is based on an analysis of recurrent and capital unit costs as well as on projections of total operational recurrent and capital costs designed in order to optimize the use of public and non-public education resources.

Table 2: Medium Term ESP Financing Plan, 2006-2010

(million riels)	2005	2006	2007	2008	2009	2010
<b>Total Recurrent Expenditures</b>	<b>399,487</b>	<b>449,423</b>	<b>550,872</b>	<b>600,260</b>	<b>667,826</b>	<b>717,895</b>
- Personnel costs	244,294	280,988	369,345	401,996	461,984	504,712
- Non personnel costs	155,193	168,435	181,528	198,264	205,842	213,184
<b>Total Capital Expenditures</b>		<b>113,400</b>	<b>98,920</b>	<b>91,440</b>	<b>84,000</b>	<b>82,000</b>
<b>Grand Total</b>		<b>562,823</b>	<b>649,792</b>	<b>691,700</b>	<b>751,826</b>	<b>799,895</b>

The overriding principle within the ESP is that the education budget will be a pro-poor instrument targeting an increased share and volume of recurrent and capital expenditure on the poorest communes and for areas where there is under-enrolment, particularly of girls. *Key financing tables are attached in Tables A-E.*

#### The key features are:

1) *Increased Government spending on basic education* with the percentage of recurrent spending on basic education, where the participation of the poorest is the greatest, increasing from 68% to 71% over the period (from Riels 306 billion in 2006 to around Riels 507 billion by 2010, mainly for increasing school operational budgets.)

*Target: 20.85% share of discretionary recurrent spending with 70% share for basic education.*

2) *Sustained capital spending on basic education facilities development and selective capital spending on post-basic facilities development.* Building additional primary and secondary schools for the poorest, underserved areas, amounts to around 2/3 of projected capital spending. The capital budget for these programs is over Riels 470 billion (around Riels 93 billion/year). (see Table B). *Target: around Riels 100 billion per annum, including basic education share of around 75%.*

3) *Reduction/elimination of parental contributions to basic education costs, Table C.* The share of spending by parents for basic education is projected to fall from the current estimated level of 14.8% to 12.5% especially, on uniform, tuition fees and transportation over the period. Increase in per student spending by Government on basic education projected from 251,000 Riels/student/year to 335,000 Riels by 2010. This significant increase in overall per student spending will also help implement quality improvement strategies, despite the proposed enrolment expansion. The overall projections in enrolment growth, which underpinned the financial analysis, are shown in Table A.

4) *Phased performance-based pay reform*, linked to access and quality improvements, *Table D*. The elimination of informal contributions, offset by improved performance-based teacher salaries and allowances is designed to create a climate within which Government and communities are prepared to hold school directors and teaching and non-teaching staff accountable. The priority is to substantially increase classroom teacher remuneration and allowances, including the expanded priority action program, guided by broader Government pay reform, in order to create a more effective institutional framework for pro-poor access, as well as quality improvement. Personnel costs are projected to increase from Riels 281 billion in 2006 to around Riels 504 billion by 2010, alongside continuation of special incentives under a priority action program. The projected decrease in non-personnel cost share from 37% in 2006 to 30% by 2010 is designed to enable a more balanced and effective financing strategy. To assure optimum impact of the projected remuneration strategy, pay rises will be rigorously linked to more efficient deployment, introduction of annual staff performance appraisal as a basis for pay rises and promotion and strengthened teacher supervision at the school level.

5) *Increased non-Government/private spending share on higher education*, alongside targeted Government scholarships and waivers for the poor. *Target: minimum 40% non-public spending shares by 2008, including Government contributions to salaries and scholarships from 2006.*

6) The plan for external assistance is to *extend the mix of modalities* including recurrent budget support, capital investment and technical assistance. Appropriate modalities will be negotiated on the basis of effectiveness in implementing ESP policies. The high transitional recurrent costs of the proposed reforms argue for a greater share of budget support within the external assistance program. *Target: 50% of external assistance for education in budget support ranged Riels 75-125 billion per annum.*

7) Demand-led development funds for higher education and MoEYS staff accommodation through greater public/private partnerships. Capital spending on upper secondary and higher education facilities expansion is estimated Riels 170 billion over the next five years. The MoEYS recognizes that implementing the strategies for higher education will require a continued contribution from parents, communities and the private sector. The financing plan projects an increasing share of spending by parents at this level, but with scholarships provided for successful students from poor families. The Ministry will regulate user charges for post-secondary education. *Target: 25% of capital spending through such facilities.)*

The Ministry's policy for capital spending on education will be to strengthen policy linkage through an increasingly demand side approach to investment, especially for post-basic education services. An associated policy is, on the other hand, to enable equitable access to capital development to both public and private providers, with eligibility criteria based on agreed policy priorities.

## **5.2. Projected Total Financing Needs and Available Resources**

The Ministry recognizes that effective implementation of ESP policy and strategy will require predictability of available resources. The Ministry will therefore continue to work closely with the Ministry of Economy and Finance and CAR to ensure that medium term expenditure planning for education is consistent with the broader MTEF process and ongoing public financial management reform. Strengthening both MoEYS and inter-ministerial collaborative mechanisms, in particular between MoEYS and MoEF through the Education Finance Management Committee (EFMC) at both policy and technical levels will also be a focus.

The Ministry will make every effort to ensure that the projected recurrent budget requirements are derived from Government revenues and other resources. The Government commitment to increase spending on education is evidenced by the increased education share of recurrent expenditure, which is currently around 17.3% in 2004/05. In order to assess the realism and sustainability of the ESP financing plan, the Ministry has drawn on broad macro-economic and MTEF projections shown in *Table E*. *It is projected that the education share of recurrent spending will need to be immediately increased and sustained at around 20.85% over the ESP 2006-10 period*, primarily to facilitate front-loaded increases in performance based teacher remuneration. As part of the ESP design, the Ministry has prepared an alternative scenario, which is based on stagnation in the education budget at 17.74% up to 2010 (*see table 3*).

*Table 3: ESP Financing Scenarios*

<i>(Riels Billions)</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>
<b>Projected Current Expenditures</b>	<b>2,534</b>	<b>2,866</b>	<b>3,047</b>	<b>3,238</b>	<b>3,443</b>
ESP Projection % Education Share	17.74%	19.22%	19.70%	20.62%	20.85%
Alternative Scenario: % Education Share	17.74%	17.74%	17.74%	17.74%	17.74%
<b>Alternative Scenario: Potential Shortfall</b>	<b>0</b>	<b>43</b>	<b>60</b>	<b>93</b>	<b>107</b>

On this basis, the alternative scenario projects a potential recurrent budget shortfall of around 303 billion Riels over the next five years. The Ministry would therefore seek an increase in policy-led recurrent budget support from the international community in order to mitigate any risk of financing shortfalls in order to secure a predictable financial base for the sustained ESP reforms.

The projected overall capital budget requirements amount to around 470 billion Riels over the next five years. Once again, the Ministry will make every effort to secure increased capital expenditure from Government while recognizing the current financial constraints. The Ministry would anticipate significant support from the donor community to fill this potential shortfall with a broad target of 50% external assistance for budget support and 50% for facilities development and capacity building.

Overall, against the alternative Government financing scenario, the potential total financing gap could amount to around 773 billion Riels (US\$ 193 million) over the ESP 2006-10 implementation period. In other words, the total potential financing gap could amount to around 155 billion Riels per annum (US\$39 million). In order to ensure greater predictability of external assistance, the Ministry proposes a number of measures including: a) confirmation from donors and NGOs on budget providing for the current programming implementation; b) early negotiation on additional assistance as part of the ESP/ESSP review process; and c) negotiation on greater flexibility in the mix of external assistance modality to cover transitional costs of reform. As part of the process, the Ministry will seek the further cooperation and commitment from the ESWG and NEP for attaining EFA FTI status.

### **5.3. Improved Financial Management and Monitoring Systems**

The current Government financial systems will be consolidated and extended as part of ESP 2006-10, with particular emphasis on further improvements in financial management, accounting and audit procedures. The Ministry will ensure transparency and accountability of all sources of



financial support for education, including external assistance, and will closely monitor and report on expenditures, as well as on releases and disbursements.

The Ministry proposes that the following recurrent financial planning management mechanisms are used for the various priority programs, including:

- ❑ Education service pay reform programs and performance incentive schemes.
- ❑ Improved guidelines on budget use for Provincial and district education service monitoring.
- ❑ That central MoEYS department and post secondary institutions operational budgets be managed through specific and delegated budget allocations.
- ❑ Majority of priority action programs of sub-sectoral, institutions and provincial budget allocations?
- ❑ Budget allocations to provincial and sub-sectoral of scholarship programs implementation for the poor, alongside additional support under the capital budget framework.

The Ministry recognizes that the proposed financial management/monitoring system for ESP 2006-10 may have to be adjusted over the next five years and anticipates a gradual shift to broader program-based budgeting and management systems. As a designated priority ministry, MoEYS anticipates being a pilot ministry for any PFM reforms related to line ministries. The details of both recurrent and capital priority programs are outlined in Section 6.

The Ministry has gained significant experience and capability in managing capital programs, especially for school construction and capacity building technical assistance. It is anticipated that the management of these programs will be designed on a case-by-case basis, including greater decentralization of facilities development finance to the provinces. The Ministry will also investigate with potential donors the scope for developing pooled funding and management arrangements for facilities programs in order to optimise existing facilities management capacity within MoEYS.

The Ministry proposes significant expansion of capacity building in financial monitoring systems and procedures as part of ESP 2006-10. Focus will be on strengthening provincial and district accounting and reporting systems through the new PFMIS; improving coordination and consolidation of program financial reports within central MoEYS directorates and departments; and on expanding internal audit operations for BMCs and programs, with a target of annual audit of around 200 units. Financial management, including audit and accounting, of these capacity building programs will continue to be designed on a case-by-case basis, depending on the scale and complexity of the programs, in negotiation with donors and NGOs. Once again, the Ministry's guiding principle will be to use Government financial planning and management systems. MoEYS' Finance Department and, in some instances, individual MoEYS departments will have increased use of dedicated accounts in the Government Treasury.

The Ministry intends to broaden the scope of the financial performance report prepared as part of the ESSP review process. The target will be to provide up-to-date information on disbursement and spending for all recurrent/capital priority programs, including provincial disaggregating. In addition, the performance report will incorporate key features including: a) a summary of recommendations and internal audit findings; and b) an analysis of trends and impact related to pro-poor and pro-gender equity expenditures.

## 6. INDICATIVE ESSP 2006-2010 FRAMEWORK

### 6.1. Recurrent Program Priorities

The five years of ESP implementation achieved significant success in directly linking policy and strategic priorities with a number of recurrent priority programs and budget allocations. These priority programs also set out results and performance indicators as a basis for policy and program monitoring. Some support from donors/NGOs for various activities supporting the ESP/ESSP plan are not included in the funds budgeted below.

The Ministry recognizes that a number of medium term crosscutting strategies need to be implemented and expanded depending on resources available. It is proposed that the important HIV/AIDS, infectious diseases and drug addiction prevention, sanitation, and nutrition awareness program will be managed through the capital budget mechanism in collaboration with other stakeholder ministries. It is envisaged that the ECE and scholarships for the poor program could be further expanded through parallel capital budget support.

***The education service efficiency program*** outcome will be to ensure equitable access to education services through eliminating informal payments by parents in grades 1-9, offset by 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. The main activities include 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. The program will be initially managed through provincial BMCs based on agreed staffing regulations with monitoring by Head Quarter Personnel Department with phased delegation to district education offices.

***The early childhood education (ECE)*** program outcome will be to expand equitable access to ECE programs especially for 5 year-old children, targeted on those communes with low net admission rates and high repetition rates in primary schools. The broad strategic direction will be to expand community-based and home-based 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 primary education access, quality and efficiency improvement program*** outcome will be to enhance access, quality and efficiency through continuing to increase Government support for school operational costs, alongside the provision of remedial classes and the expansion of child-friendly schooling. The first component will be to gradually expand provision of school operating budgets for primary schools nation wide. The second component will be the development of child-friendly schools in all provinces, thirdly strengthening the quality of teaching-learning through remedial classes every Thursday and constantly helping the students during class, especially those who didn't have reception class. The Department of Primary Education will manage the overall monitoring of the program.

***The lower secondary education access, quality and efficiency improvement program*** objectives will be to reduce access barriers for students, and improve quality and efficiency through increased grades 7-9 survival and grade 10 transition rates. The first component will be to further offset direct costs to families through increased school operating budgets for lower secondary schools nation-wide. This component 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. The second component will be to strengthen teaching/learning capacity through strengthening of the grade 9 examination systems, introduction of minimum standards on student assessment, introduction of the school performance monitoring and report card system, and remedial classes for under-performing students. This program will be linked to planned expansion of lower secondary facilities and teacher deployment and training reforms. Program funds will be managed and channelled to schools by over 185 district BMCs. The HQ Department of Secondary Education will manage the monitoring of the program.

***The upper secondary access and equity program's*** primary objectives will be to assure equitable access to upper secondary education and to ensure that proposed user charges are no barriers for academically promising grade 9 graduates from poor families. The first component of this program will be to provide poverty indexed operating grants to upper secondary schools primarily for instructional materials and school maintenance against agreed guidelines. The second component will be continuous extension of Academically Gifted Students program through specific subjects teaching and instructional material procurement. Funds will be managed through new school /community governing bodies, channelled through provincial BMCs. The HQ Department of Secondary Education will manage the monitoring of the program.

***The higher education access and equity program*** objective will be to enable increased participation in higher education by highly motivated students from poor families through the use of government-funded merit driven scholarships. Priority target groups will be poor students graduating from the model and rural secondary schools qualifying for admission into Phnom Penh-based universities. Some priorities will be given to students enrolling for less market oriented and more socially beneficial programs, especially education, health, agriculture, science and mathematics education (RUPP/NIE). This program will be linked to the proposed higher education capital development fund and possible introduction of a higher education student loan scheme. The funds will be directly managed through selected higher education institutions, against agreed annual scholarship allocations. Department of Higher Education will be responsible for accreditation quality assurance and monitoring<sup>1</sup>.

***The teacher development program*** objective will be to ensure an efficient supply of basic cycle and upper secondary school teachers for system expansion and to upgrade TTC trainers, school directors and other key MoEYS personnel. A second objective will be ensuring that TTC intakes and subsequent trained teacher deployment respond to growing demands in rural/remote and disadvantaged areas, especially by recruiting teacher trainees from remote and ethnic minority areas. A third objective will be to provide in-service teacher training. The first component will be to provide annual operational budgets to the Centre of Preschool and Pedagogic, 18 PTTCs, 6 RTTCs, and six new resource centres. The second component will be TTC staff development. The third component will be capacity building of primary and secondary school directors and the fourth will be continuous teacher development through various in-service training programs. Operational budgets of individual institutions channelled appropriately through provincial BMCs and central Teacher Training Department. The Department of Teacher Training will be responsible for quality assurance and monitoring.

***The sustainable supply of core instructional materials program*** aims to ensure adequate provision of textbooks nationwide and to offer schools a choice of textbooks in each subject. The program contributes to the achievement of policy objectives on the improvement of the quality of primary and secondary education through ensuring timely and sufficient provision of quality learning materials. This will enable the implementation of the new learning standards in grade 3, 6 and 9

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<sup>1</sup> Department of Higher Education will collaborate with ACC for accreditation.

based on the Policy for General Education Curriculum Development 2005-09. The program aims to provide budget allocations to primary and lower secondary schools for instructional materials procurement to maintain a student/textbook ratio of 1:1. Program funds will be managed and channelled to schools by over 185 district BMCs. The Pedagogical Research Department (PRD) will manage the monitoring of the program.

***The non-formal education expansion program*** outcome will be to provide cost efficient re-entry and targeted complementary schooling and programs and selected non-formal community literacy and skills development programs. The primary target group will be students who have dropped out of school for less than three years, alongside severely vulnerable groups in remote, minority and border areas. The first component will be operational budget support for expansion of re-entry programs for school dropouts and update curriculum and textbook. The second component will be operational funding for expanded complementary education and life skills. The Department of Non Formal Education will be responsible for program quality assurance and monitoring.

***The youth and sport development program*** objective is to ensure the development of healthy youth by ensuring access to the development of socio-economics and culture. The first activity will be to prepare of detailed youth policy, strategy and programs including partnership and institutional arrangements. The second activity will be to continue training programs for specialist physical education staff and coaches/referees. The third activity will be to continue identifying priorities for new and upgraded sports playing fields, especially in under-served rural areas. A further activity will be to facilitate cooperation with the private sector in funding international, regional and national sports competitions. The departments under Directorate General of Youth and Sport will be responsible for this program through each BMC.

***The strengthened monitoring systems program's*** first objective will be to improve technical and financial monitoring at all levels for strengthened policy, strategy and program development, management and evaluation. A priority activity over the period will be to strengthen capacity for financial management, accounting and internal audit. In addition, the program aims to enhance sector performance monitoring through strengthening the quality assurance standard, sector efficiency and stakeholders' participation. The program will be managed through central BMCs in the Finance, Planning and Internal Audit departments/offices. Program monitoring and quality assurance will be a joint responsibility of Directorate General of Administration and Finance and Inspectorate General.

***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 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 poverty indexes with higher stipends for model school admission. The Directorate General of Education will delegate this work to HQ departments in charge of planning, management and accounting. The Provincial Education Offices will form student scholarship management teams to manage and monitor their activities with technical support to schools and communities.

## **6.2. Capital Program Priorities**

The key Ministry objective will be to strengthen the linkage between recurrent and capital budget programs through review of planning preparation and management and monitoring.

The capital investment programs for 2006-10 are detailed in the table below, including facilities development and logistical support with equipment for experiments and ICT and staff development and capacity building. In addition, the Ministry expected additional support from donors, NGOs to fulfil the shortage such as ECCD, HIV/AIDS awareness, infected disease, drug abuse, hygiene, nutrition, and incentive and scholarship program for the poor.

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 meet the access and quality improvement at upper secondary through facilities investment against the needs. Another key feature is to enable demand led growth of Higher Education by strengthened public-private partnership.

Table 4: Projected Capital Investment Budget, 2006-2010

Component	Riels (Million)	US\$ (US Million)
01 Incomplete School Expansion	11,000	2.8
02 Lower Secondary Expansion	125,000	31.3
03 Upper Secondary Expansion	100,000	25.0
04 Science, Technology and ICT Facilities Expansion	21,960	5.5
05 Education Staff Development	32,800	8.2
06 Education Staff Accommodation	20,000	5.0
07 HE Facilities Development Fund	49,000	12.3
08 Capacity Building Program	110,000	27.5
- Program Management and Monitoring	55,000	13.8
- Sector Wide Management	55,000	13.8
<b>Total:</b>	<b>469,760</b>	<b>117.4</b>

**The incomplete school expansion program** outcome will be to reduce drop out and to improve progression in incomplete primary schools, especially annex schools and those in remote and disadvantage areas. The main activities will be to construct 1, 2 or 3 classroom blocks and provide furniture. The program will be linked to strategies including staff deployment and incentives, targeted programs for poor students (e.g. school feeding), use of multi-grade or double-shift teaching and strategies for expanding equitable access throughout basic education. The indicative costs will be *Riels 11 billion* over the 5-year period.

**The lower secondary school expansion program** outcome will be to enable sufficient grade 7-9 capacities for projected demand increases over the 5-year period. 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. The final component will be to provide dormitory and grade 7-9 facilities in areas with low or sparse populations (e.g. ethnic minority areas). The broad strategy of facilities provision will be to provide around 50% of the ministry's standard classroom designs in urban areas and around 50% of mini-school designs in rural and remote and disadvantage areas. The indicative costs will be *Riels 125 billion* over the 5-year period.

**The upper secondary school expansion program** outcome will be to enable sufficient grade 10-12 capacity for projected demand increases over the 5-year period. The first component will be to establish 30 model schools through upgrading existing upper secondary schools covering all 24 provinces. These model schools would provide high standard 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. The indicative costs will be *Riels 100 billion* over the 5-year period.

***The science, technology and ICT facilities expansion 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. The indicative costs will be *Riels 22 billion* over the 5-year period.

***The education staff development program*** will have the main outcomes of enabling increased quality of teaching, greater responsiveness to changing sub-sector teacher demand and improved education strategic and financial planning and management. 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, RTTCs and PTTCs to more flexible response to MoEYS staff development and teacher training needs, alongside addition of specialist facilities and classrooms (e.g. science, maths, technology/ICT and foreign languages). The indicative costs will be *Riels 33 billion* over the 5-year period.

***The education staff accommodation program*** will have the outcome of facilitating increased deployment and retention of staff, particularly in remote or difficult areas, through the provision of incentives, including a housing loan scheme and highly selective MoEYS provided accommodation possibly focusing on housing for transferable provincial directors of education. The indicative costs will be *Riels 20 billion* over the 5-year period.

***The HE facilities development fund program*** will have the main outcome of expanding nationwide access to public and private higher education institutions. This program will be to create a HE development financing facility for access by both public and private institutions, alongside development of eligibility criteria. The indicative costs will be *Riels 49 billion* over the 5-year period.

***The program management/monitoring capacity building program*** will have the main outcome of continuing to strengthen MoEYS capability at HQ and provincial levels to monitor and evaluate the progress and impact of education reforms. 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. The estimated cost is around *Riels 55 billion* over the 5-year period.

***The sector wide management capacity building program*** will have the main outcome of continuing to strengthen planning, management and monitoring systems for the various priority programs. Capacity building will include organizational development, equipment, other logistical support, advisory services and training programs for MoEYS departments, provincial and district authorities and schools. The budget management centre for the capacity building programs will be the Capacity Building Coordination Groups (CBCGs) within the respective directorates. The cost of the program is an estimated *Riels 55 billion* over the 5-year period.

## 7. RESULTS-ORIENTED SECTOR PERFORMANCE MONITORING/REVIEW

### 7.1. Improved Results-Focus in Sector Monitoring

A key lesson learned from the past ESP implementation is the need to prioritize and simplify the policy action matrix and targets in order to enhance the focus of the reform agenda. It is also hard to predict the time needed for policy actions to translate into outcomes in a yearly basis. Policy and strategic targets setting therefore should be seen as an articulation of the spirit and ambition of education reform and should be used as targets for evaluation on trends in sector performance.

ESP 2001-05 and ESP 2004-08, incorporated performance indicators and policies as measures for achieving equitable access, quality improvement and effectiveness of education service and institutional development and capacity building for decentralization. The revised performance monitoring framework in ESP 2006-10 is incorporated some changes such as (i) indicator of access to non-formal training, (ii) quality and efficiency indicator of re-entry program, teacher merit and deployment, institutional and student learning performance, (iii) institutional development indicator related to accounting and auditing at BMCs including staff development. The revised ESP policy monitoring matrix lay out in the table below.

Table 5 : ESP Policy Monitoring Matrix

Dimensions	Key Indicators
<b>1. Equitable Access</b> <i>(with gender targets)</i>	<ul style="list-style-type: none"> <li>➤ National, provincial and district enrolment trends</li> <li>➤ Gender and urban/rural enrolment balance</li> <li>➤ Representation of students from poorest families</li> <li>➤ Number of incomplete primary schools</li> <li>➤ Basic education student progression rates</li> <li>➤ Basic education student repetition rates</li> <li>➤ Net intake of age 6 in primary grade 1</li> <li>➤ Higher education enrolment patterns</li> <li>➤ Pre-service teacher training enrolment</li> </ul>
<b>2. Education Quality and Efficiency</b>	<ul style="list-style-type: none"> <li>➤ Student performance standards in primary grades 3 and 6, lower secondary grade 9 and upper secondary grade 12</li> <li>➤ Availability of instructional materials and trained teachers</li> <li>➤ Pupil-Teacher Ratio</li> <li>➤ CFS coverage by province</li> <li>➤ Quality standards available for all levels of education</li> <li>➤ Remote difficult school teacher postings</li> <li>➤ Number of students re-entering grades 3-9</li> <li>➤ Proportion/Number of teachers with grades 10-12 or above</li> <li>➤ Coverage of science, technology and ICT facilities</li> </ul>
<b>3. Institutional Development and Capacity Building</b>	<ul style="list-style-type: none"> <li>➤ Education budget volume and share</li> <li>➤ Basic education spending share</li> <li>➤ Priority programs spending patterns and disbursement</li> <li>➤ Coverage of internal audit system</li> <li>➤ Salary and non-salary allocations and spending ratios</li> <li>➤ Percentage of teachers qualifying for merit payments</li> <li>➤ Teaching and non-teaching staff deployment rates</li> <li>➤ Operational capacity of budget management centres</li> <li>➤ MoEYS output from various training programs</li> <li>➤ Number of accredited public/private higher education institutions</li> <li>➤ Enrolment in public/private accredited HEI</li> </ul>

Selected performance targets are defined in the sector performance matrix showing key milestones over the period 2006-2010 (*see Annex 2*).

The ESP 2006-2010 monitoring process is designed to strengthen linkages with broader governance and accountability strategy. Therefore MoEYS will provide a range of more specific reports to various stakeholders, including: a) an annual report to the National Assembly; b) provincial education performance reports; c) individual program progress reports; d) departmental activity reports; e) specially commissioned operational research; and f) annual internal audit reports on BMCs, schools and programs.

MoEYS recognizes that a limitation of the past ESP monitoring processes has been insufficient evidence of school and student performance standards. The proposed introduction of nationwide school report cards and nationwide student testing at selected grades will address this issue. The Ministry will publicly disseminate information on school/student standards in order to inform parents and other decision makers as well as strengthened stakeholders.

The organization of the ESP monitoring system will be based on the following levels of responsibility:

- ❑ *Sector Implementation Monitoring:* by the District Education Office officers, School Support Committee, and Commune National EFA Committee.
- ❑ *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.
- ❑ *Sector Performance Monitoring:* by Education Inspectorate in cooperation with Planning Department, National EFA Committee, Technical Departments and Concerned Organizations within MoEYS.
- ❑ *Program Impact Monitoring:* by Planning Department in cooperation with individual central MoEYS departments, and Concerned Organizations.
- ❑ *System Performance Audit:* by Administration and Finance Inspectorate, Audit Department and National Audit Authority.

*The finding during ESSP 2005-09 review are capacity in planning, information management on limited performance. In other hand, performance reporting is not on time and incomplete, especially financial report. So that, the priority is to strengthen and expend capacity building in planning, information management based information technology at all level, especially at district level, school, and remote, border, disadvantaged areas.*

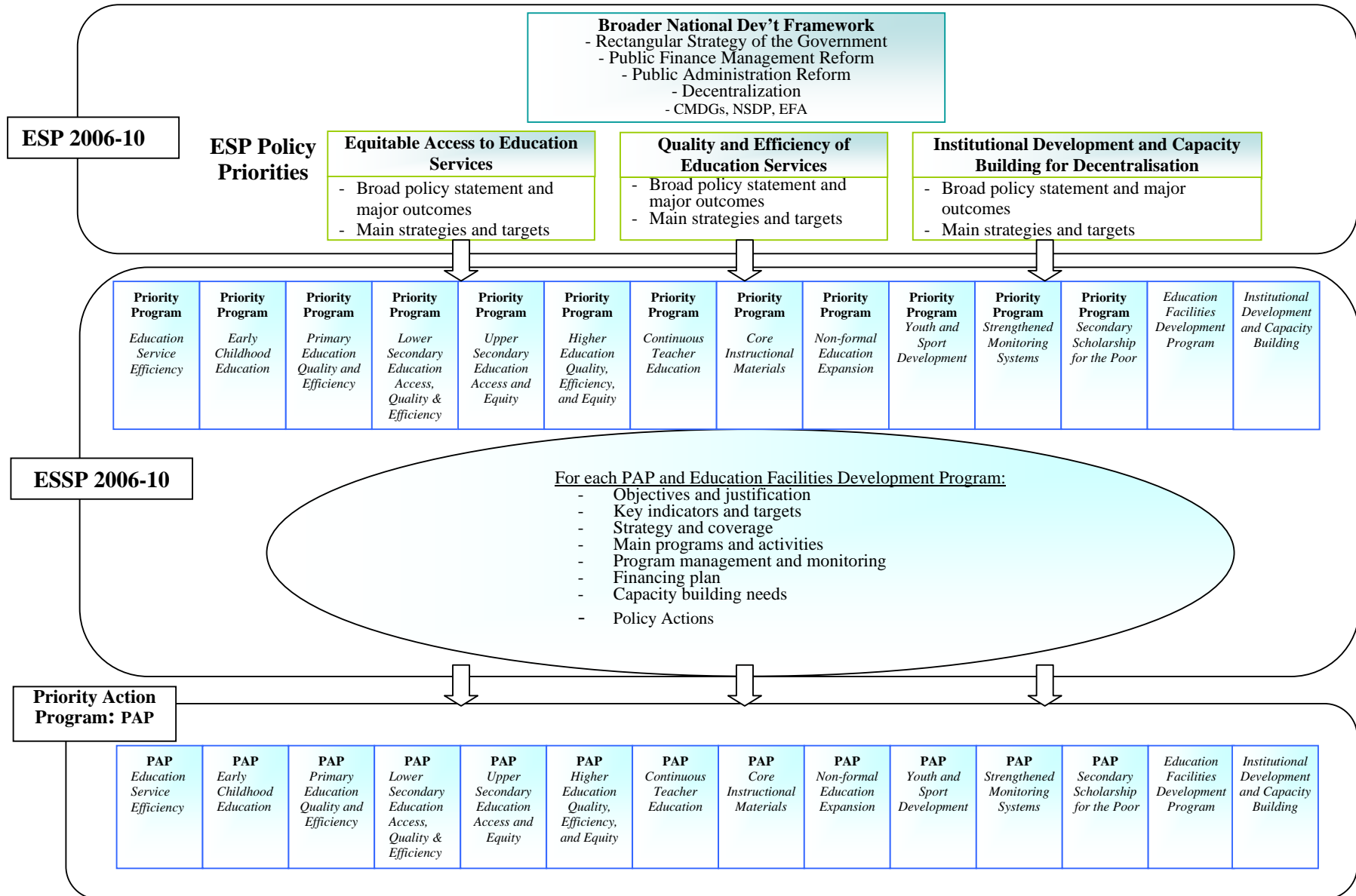
## **7.2. Strengthening Joint Annual Sector Performance Review Processes**

Before the annual ESSP and ESP review, Ministry commits to leading a transparent joint sector performance monitoring and reporting. The prime objective of the ESSP review process is to report on the annual progress to achieve the targets set out in the ESP/ESSP strategies. It is also an opportunity to learn lessons for policy- and strategic adjustments if needed and a forum for collaborative work planning with donors, NGOs and other stakeholders. The Ministry is therefore committed to strengthen ongoing consultative mechanisms with donors, NGOs and other stakeholders. So that ESP review will continue coordinating approaches in the flexible rolling program reform. In addition to the education sector review, the Ministry continue strengthening other consolations including the following:



- The Joint Technical Working Group (JTWG): meet every 2 months with donors and NGO representatives to provide progress monitoring reports on key issues and agree on necessary actions.
- Strengthening coordination arrangements with high level Government and donor groups, through progress reports and meetings with the Social Sector Working Group and National Council for Social Development as part of Consultative Group preparation.
- Strengthened Capacity building for Planning Department is the most important especially in reporting such as 1) annual education performance report 2) annual donors report and 3) annual NGOs report.
- National EFA committee is also one of organization in strengthened education performance monitoring. National EFA committee needs to prepare annual EFA report focusing on inter-coordination for each program such as ECCD, and the committee activities in all levels. This report will be included in inter-ministries planning and governance report. Ministry will review the schedule for and annual provincial and national meeting in order to link with the ESSP review.

Experience gained from ESSP review in past years gave the good opportunity for discussion and negotiation with donors and NGOs on external assistance now and in future. So that, ministry of education proposed the use ESP review for the forum for coordination and smooth to the program formulation, and evaluation of the donors and individual NGOs. Such implementation will reduce important transactional cost of the various program implementations of the donors and NGOs.



# *Annexes*

## Tables

Table A: Policy Led Projections for Enrolment, Teaching Staff & Classrooms

### Enrolment

	2005	2006	2007	2008	2009	2010
<b>Pre-primary</b>	86,498	93,666	100,833	108,000	115,167	122,334
<b>Primary</b>	2,634,267	2,579,844	2,506,241	2,442,269	2,442,293	2,472,301
<b>Lower Secondary</b>	675,865	783,910	891,955	1,000,000	1,108,045	1,216,090
<b>Basic Education</b>	<b>3,310,132</b>	<b>3,363,754</b>	<b>3,398,196</b>	<b>3,442,269</b>	<b>3,550,338</b>	<b>3,688,391</b>
<b>Non-Formal Education</b>	310,000	310,000	278,333	246,667	215,000	183,333
<b>Teacher Training</b>	10,000	10,000	10,000	10,000	10,000	10,000
<b>Upper Secondary</b>	212,255	241,503	270,752	300,000	329,248	358,497
<b>Higher Education (Public Institutions)</b>	24,000	28,000	32,000	36,000	40,000	44,000
<b>Higher Education (Private Institutions)</b>	50,050	51,367	52,683	54,000	55,317	56,633
<b>Public Post Basic (Not Inc. NFE)</b>	<b>246,255</b>	<b>279,503</b>	<b>312,752</b>	<b>346,000</b>	<b>379,248</b>	<b>412,497</b>
<b>Public Post Secondary (Not Inc. NFE)</b>	<b>34,000</b>	<b>38,000</b>	<b>42,000</b>	<b>46,000</b>	<b>50,000</b>	<b>54,000</b>

### Number of Teaching Posts Required

	2005	2006	2007	2008	2009	2010
<b>Primary</b>	49,703	49,612	49,142	48,845	48,846	49,446
<i>PTR (Pupil Teacher Ratio)</i>	53	52	51	50	50	50
<b>LS</b>	20,667	21,301	21,808	22,222	24,623	27,024
<i>PTR (Pupil Teacher Ratio)</i>	33	37	41	45	45	45
<b>US</b>	6,471	6,861	7,201	7,500	8,231	8,962
<i>PTR (Pupil Teacher Ratio)</i>	33	35	38	40	40	40

### Number of Classrooms Required

	2005	2006	2007	2008	2009	2010
<b>Primary</b>	39,514	39,535	39,207	38,972	38,973	39,452
<i>PCR (Average class size)</i>	46	46	47	47	47	47
<i>Double shift rate</i>	63%	58%	54%	50%	50%	50%
<b>LS</b>	9,989	11,039	11,886	12,500	13,851	15,201
<i>PCR</i>	45	44	42	40	40	40
<i>Double shift rate</i>	66%	77%	89%	100%	100%	100%
<b>US</b>	4,542	5,458	6,444	7,500	8,231	8,962
<i>PCR</i>	40	40	40	40	40	40
<i>Double shift rate</i>	29%	19%	10%	0%	0%	0%

**Notes:** 1. Enrolment projections: updated EFA Plan projections with 2002 baseline, consistent with extension of ESP 2004-208  
2. Primary PTR not-adjusted for double-shift/multi-grade teachers

Table B: Total MoEYS Funding

<i>(Riels Millions)</i>	2006	2007	2008	2009	2010
<b>Total Recurrent</b>	<b>449,423</b>	<b>550,872</b>	<b>600,260</b>	<b>667,826</b>	<b>717,895</b>
<i>Administration</i>	<i>70,069</i>	<i>71,795</i>	<i>74,455</i>	<i>76,176</i>	<i>78,060</i>
Centre	30,822	27,298	23,959	24,593	25,292
Provinces	16,975	18,699	20,685	21,155	21,669
Districts	22,272	25,798	29,811	30,428	31,099
<b>Broad sub-sectors</b>	<b>379,354</b>	<b>479,077</b>	<b>525,805</b>	<b>591,649</b>	<b>639,835</b>
Pre-primary	7,137	9,722	11,269	12,999	14,394
Basic Education	306,474	386,562	421,825	471,744	507,983
Non Formal Education	10,760	11,609	13,205	13,751	12,771
Teacher Training	11,742	12,686	13,227	13,421	13,499
Post Basic (US & HE)	43,240	58,498	66,279	79,734	91,188
<b>Recurrent Shares</b>					
Pre-primary	2%	2%	2%	2%	2%
Basic Education	68%	70%	70%	71%	71%
Non Formal Education	2%	2%	2%	2%	2%
Teacher Training	3%	2%	2%	2%	2%
Post Basic (US & HE)	10%	11%	11%	12%	13%
Total admin	16%	13%	12%	11%	11%
<i>Admin HQ</i>	<i>7%</i>	<i>5%</i>	<i>4%</i>	<i>4%</i>	<i>4%</i>
<i>Admin Provinces</i>	<i>4%</i>	<i>3%</i>	<i>3%</i>	<i>3%</i>	<i>3%</i>
<i>Admin Provinces</i>	<i>5%</i>	<i>5%</i>	<i>5%</i>	<i>5%</i>	<i>4%</i>

<i>(Riels Millions)</i>	2006	2007	2008	2009	2010
<b>Total Capital</b>	<b>113,400</b>	<b>98,920</b>	<b>91,440</b>	<b>84,000</b>	<b>82,000</b>
<i>Administration</i>	<i>30,000</i>	<i>20,000</i>	<i>20,000</i>	<i>20,000</i>	<i>20,000</i>
Centre	7,500	5,000	5,000	5,000	5,000
Provinces	22,500	15,000	15,000	15,000	15,000
<b>Broad sub-sectors</b>	<b>83,400</b>	<b>78,920</b>	<b>71,440</b>	<b>64,000</b>	<b>62,000</b>
Basic Education	30,000	29,000	27,000	25,000	25,000
Education Staff Development	13,500	11,600	9,700	9,000	9,000
Post Basic (US & HE)	39,900	38,320	34,740	30,000	28,000
<b>Broad programmes</b>	<b>113,400</b>	<b>98,920</b>	<b>91,440</b>	<b>84,000</b>	<b>82,000</b>
Expansion	83,400	78,920	71,440	64,000	62,000
Capacity building	30,000	20,000	20,000	20,000	20,000
<b>Programme Shares</b>					
Expansion	74%	80%	78%	76%	76%
Capacity building	26%	20%	22%	24%	24%

<i>(Riels Millions)</i>	2006	2007	2008	2009	2010
<b>Total Recurrent and Capital MoEYS Funding</b>					
<b>Resource requirements</b>					
<b>Recurrent</b>	<b>449,423</b>	<b>550,872</b>	<b>600,260</b>	<b>667,826</b>	<b>717,895</b>
<b>Capital</b>	<b>113,400</b>	<b>98,920</b>	<b>91,440</b>	<b>84,000</b>	<b>82,000</b>
<i>Ratio capital/ recurrent</i>	<i>25%</i>	<i>18%</i>	<i>15%</i>	<i>13%</i>	<i>11%</i>
<b>Grand Total Public</b>	<b>562,823</b>	<b>649,792</b>	<b>691,700</b>	<b>751,826</b>	<b>799,895</b>

Table C: Recurrent Unit Costs - MoEYS/Non-MoEYS Shares By Sub-Sector

<b>Broad Sub-Sectors</b>					
<b>(Riels)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Unit Cost Pre-primary</b>					
<i>Enrolment</i>	93,666	100,833	108,000	115,167	122,334
MoEYS	76,200	96,417	104,339	112,874	117,659
Non MoEYS	32,155	51,364	69,091	92,050	117,659
Total	108,355	147,781	173,430	204,924	235,319
<b>Share Non-MoEYS</b>	<b>29.7%</b>	<b>34.8%</b>	<b>39.8%</b>	<b>44.9%</b>	<b>50.0%</b>
<b>Unit Cost Basic Education</b>					
<i>Enrolment</i>	3,363,754	3,398,196	3,442,269	3,550,338	3,688,391
MoEYS	214,341	256,271	267,056	285,987	293,875
Non MoEYS	37,229	38,346	39,496	40,681	41,902
Total	251,570	294,617	306,552	326,668	335,776
<b>Share Non-MoEYS</b>	<b>14.8%</b>	<b>13.0%</b>	<b>12.9%</b>	<b>12.5%</b>	<b>12.5%</b>
<b>Unit Cost Non Formal Education</b>					
<i>Enrolment</i>	310,000	278,333	246,667	215,000	183,333
MoEYS	34,708	41,709	53,533	63,960	69,660
Non MoEYS	52,062	41,709	43,800	42,640	37,509
Total	86,770	83,418	97,333	106,601	107,169
<b>Share Non-MoEYS</b>	<b>60.0%</b>	<b>50.0%</b>	<b>45.0%</b>	<b>40.0%</b>	<b>35.0%</b>
<b>Unit Cost Teacher Training</b>					
<i>Enrolment</i>	10,000	10,000	10,000	10,000	10,000
MoEYS	1,174,239	1,268,632	1,322,697	1,342,121	1,349,921
Non MoEYS	27,529	28,355	29,206	30,082	30,984
Total	1,201,768	1,296,987	1,351,902	1,372,203	1,380,906
<b>Share Non-MoEYS</b>	<b>2.3%</b>	<b>2.2%</b>	<b>2.2%</b>	<b>2.2%</b>	<b>2.2%</b>
<b>Unit Cost Post Basic (Includes Upper Secondary and HE)</b>					
<i>Enrolment</i>	269,503	302,752	336,000	369,248	402,497
MoEYS	416,905	466,576	460,131	486,553	504,823
Non MoEYS	589,872	706,806	846,742	865,563	895,735
Total	1,006,777	1,173,382	1,306,873	1,352,116	1,400,557
<b>Share Non-MoEYS</b>	<b>58.6%</b>	<b>60.2%</b>	<b>64.8%</b>	<b>64.0%</b>	<b>64.0%</b>

**Detailed Sub-Sectors**

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Unit Cost Pre-primary</b>					
<i>Enrolment</i>	93,666	100,833	108,000	115,167	122,334
MoEYS	76,200	96,417	104,339	112,874	117,659
Non MoEYS	32,155	51,364	69,091	92,050	117,659
Total	108,355	147,781	173,430	204,924	235,319
<b>Share Non-MoEYS</b>	<b>29.7%</b>	<b>34.8%</b>	<b>39.8%</b>	<b>44.9%</b>	<b>50.0%</b>
<b>Unit Cost Primary Education</b>					
<i>Enrolment</i>	2,579,844	2,506,241	2,442,269	2,442,293	2,472,301
MoEYS	77,091	97,863	107,310	116,064	119,889
Non MoEYS	2,669	13,049	13,440	13,843	
Total	89,391	110,532	120,359	129,504	133,732
<b>Share Non-MoEYS</b>	<b>13.8%</b>	<b>11.5%</b>	<b>10.8%</b>	<b>10.4%</b>	<b>10.4%</b>
<b>Unit Cost Lower Secondary Education</b>					
<i>Enrolment</i>	783,910	891,955	1,000,000	1,108,045	1,216,090
MoEYS	137,250	158,407	159,746	169,923	173,986
Non MoEYS	24,929	25,677	26,448	27,241	28,058
Total	162,179	184,085	186,194	197,164	202,044
<b>Share Non-MoEYS</b>	<b>15.4%</b>	<b>13.9%</b>	<b>14.2%</b>	<b>13.8%</b>	<b>13.9%</b>

<b>Unit Cost Non Formal Education</b>					
<i>Enrolment</i>	310,000	278,333	246,667	215,000	183,333
MoEYS	34,708	41,709	53,533	63,960	69,660
Non MoEYS	52,062	41,709	43,800	42,640	37,509
Total	86,770	83,418	97,333	106,601	107,169
<b>Share Non-MoEYS</b>	<b>60.0%</b>	<b>50.0%</b>	<b>45.0%</b>	<b>40.0%</b>	<b>35.0%</b>
<b>Unit Cost Teacher Training</b>					
<i>Enrolment</i>	10,000	10,000	10,000	10,000	10,000
MoEYS	1,174,239	1,268,632	1,322,697	1,342,121	1,349,921
Non MoEYS	27,529	28,355	29,206	30,082	30,984
Total	1,201,768	1,296,987	1,351,902	1,372,203	1,380,906
<b>Share Non-MoEYS</b>	<b>2.3%</b>	<b>2.2%</b>	<b>2.2%</b>	<b>2.2%</b>	<b>2.2%</b>
<b>Unit Cost Upper Secondary Education</b>					
<i>Enrolment</i>	241,503	270,752	300,000	329,248	358,497
MoEYS	147,853	182,480	188,313	208,372	219,320
Non MoEYS	214,948	199,326	212,500	216,475	229,562
Total	362,800	381,807	400,813	424,848	448,883
<b>Share Non-MoEYS</b>	<b>59.2%</b>	<b>52.2%</b>	<b>53.0%</b>	<b>51.0%</b>	<b>51.1%</b>
<b>Unit Cost Higher Education</b>					
<i>Enrolment</i>	28,000	32,000	36,000	40,000	44,000
MoEYS	269,052	284,096	271,818	278,180	285,502
Non MoEYS	374,924	507,479	634,242	649,088	666,172
Total	643,976	791,575	906,061	927,268	951,675
<b>Share Non-MoEYS</b>	<b>58.2%</b>	<b>64.1%</b>	<b>70.0%</b>	<b>70.0%</b>	<b>70.0%</b>

**Notes:**

1. Unit costs given for public sector institutions only

Table D: Wage and Non-Wage in Recurrent MoEYS Funding

**Administration**

<i>(Riels Millions)</i>	2006	2007	2008	2009	2010
<b>Central admin</b>	<b>30,822</b>	<b>27,298</b>	<b>23,959</b>	<b>24,593</b>	<b>25,292</b>
Salary costs	5,671	6,000	6,489	6,961	7,496
Non wage	25,152	21,298	17,469	17,632	17,796
<i>Ratio non wage/ total</i>	82%	78%	73%	72%	70%
<b>Provincial admin</b>	<b>16,975</b>	<b>18,699</b>	<b>20,685</b>	<b>21,155</b>	<b>21,669</b>
Salary costs	4,678	4,500	4,380	4,699	5,060
Non wage	12,296	14,199	16,305	16,456	16,610
<i>Ratio non wage/ total</i>	72%	76%	79%	78%	77%
<b>District Admin</b>	<b>22,272</b>	<b>25,798</b>	<b>29,811</b>	<b>30,428</b>	<b>31,099</b>
Salary costs	3,828	4,500	5,354	5,743	6,184
Non wage	18,445	21,298	24,457	24,685	24,914
<i>Ratio non wage/ total</i>	83%	83%	82%	81%	80%

**Broad Sub-Sectors**

<i>(Riels Millions)</i>	2006	2007	2008	2009	2010
<b>Pre-primary</b>	<b>7,137</b>	<b>9,722</b>	<b>11,269</b>	<b>12,999</b>	<b>14,394</b>
Salary costs	6,337	8,922	10,269	11,999	13,194
Non wage	800	800	1,000	1,000	1,200
<i>Ratio non wage/ total</i>	11%	8%	9%	8%	8%
<b>Basic Education</b>	<b>306,474</b>	<b>386,562</b>	<b>421,825</b>	<b>471,744</b>	<b>507,983</b>
Salary costs	222,152	291,550	314,663	358,385	387,800
Non wage	84,322	95,012	107,162	113,359	120,183
<i>Ratio non wage/ total</i>	28%	25%	25%	24%	24%
<b>Non Formal Education</b>	<b>10,760</b>	<b>11,609</b>	<b>13,205</b>	<b>13,751</b>	<b>12,771</b>
Salary costs	4,060	5,309	5,705	6,251	6,471
Non wage	6,700	6,300	7,500	7,500	6,300
<i>Ratio non wage/ total</i>	62%	54%	57%	55%	49%
<b>Teacher Training</b>	<b>11,742</b>	<b>12,686</b>	<b>13,227</b>	<b>13,421</b>	<b>13,499</b>
Salary costs	1,442	1,886	2,027	2,221	2,299
Non wage	10,300	10,800	11,200	11,200	11,200
<i>Ratio non wage/ total</i>	88%	85%	85%	83%	83%
<b>Post Basic (US and HE)</b>	<b>43,240</b>	<b>58,498</b>	<b>66,279</b>	<b>79,734</b>	<b>91,188</b>
Salary costs	32,820	46,678	53,109	65,724	76,207
Non wage	10,420	11,820	13,170	14,010	14,981
<i>Ratio non wage/ total</i>	24%	20%	20%	18%	16%

**Detailed Sub-Sectors**

<i>(Riels Millions)</i>	2006	2007	2008	2009	2010
<b>Pre-primary</b>	<b>7,137</b>	<b>9,722</b>	<b>11,269</b>	<b>12,999</b>	<b>14,394</b>
Salary costs	6,337	8,922	10,269	11,999	13,194
Non wage	800	800	1,000	1,000	1,200
<i>Ratio non wage/ total</i>	11%	8%	9%	8%	8%
<b>Primary Education</b>	<b>198,883</b>	<b>245,269</b>	<b>262,079</b>	<b>283,461</b>	<b>296,401</b>
Salary costs	145,037	187,610	200,095	219,272	229,761
Non wage	53,845	57,659	61,984	64,189	66,639
<i>Ratio non wage/ total</i>	27%	24%	24%	23%	22%
<b>Lower Secondary Education</b>	<b>107,591</b>	<b>141,292</b>	<b>159,746</b>	<b>188,282</b>	<b>211,583</b>
Salary costs	77,115	103,939	114,568	139,112	158,039
Non wage	30,477	37,353	45,178	49,170	53,544
<i>Ratio non wage/ total</i>	28%	26%	28%	26%	25%



<b>Non Formal Education</b>	<b>10,760</b>	<b>11,609</b>	<b>13,205</b>	<b>13,751</b>	<b>12,771</b>
Salary costs	4,060	5,309	5,705	6,251	6,471
Non wage	6,700	6,300	7,500	7,500	6,300
<i>Ratio non wage/ total</i>	<i>62%</i>	<i>54%</i>	<i>57%</i>	<i>55%</i>	<i>49%</i>
<b>Teacher Training</b>	<b>11,742</b>	<b>12,686</b>	<b>13,227</b>	<b>13,421</b>	<b>13,499</b>
Salary costs	1,442	1,886	2,027	2,221	2,299
Non wage	10,300	10,800	11,200	11,200	11,200
<i>Ratio non wage/ total</i>	<i>88%</i>	<i>85%</i>	<i>85%</i>	<i>83%</i>	<i>83%</i>
<b>Upper Secondary Education</b>	<b>35,707</b>	<b>49,407</b>	<b>56,494</b>	<b>68,606</b>	<b>78,626</b>
Salary costs	30,787	43,587	49,324	60,596	69,645
Non wage	4,920	5,820	7,170	8,010	8,981
<i>Ratio non wage/ total</i>	<i>14%</i>	<i>12%</i>	<i>13%</i>	<i>12%</i>	<i>11%</i>
<b>Higher Education</b>	<b>7,533</b>	<b>9,091</b>	<b>9,785</b>	<b>11,127</b>	<b>12,562</b>
Salary costs	2,033	3,091	3,785	5,127	6,562
Non wage	5,500	6,000	6,000	6,000	6,000
<i>Ratio non wage/ total</i>	<i>73%</i>	<i>66%</i>	<i>61%</i>	<i>54%</i>	<i>48%</i>

**Overall Totals**

<i>(Riels Millions)</i>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Total sub-sectors</b>	<b>379,354</b>	<b>479,077</b>	<b>525,805</b>	<b>591,649</b>	<b>639,835</b>
Salary costs	266,812	354,345	385,773	444,580	485,971
Non wage	112,542	124,732	140,032	147,069	153,864
<i>Ratio non wage/ total</i>	<i>30%</i>	<i>26%</i>	<i>27%</i>	<i>25%</i>	<i>24%</i>
<b>Grand total</b>	<b>449,423</b>	<b>550,872</b>	<b>600,260</b>	<b>667,826</b>	<b>717,895</b>
Salary costs	280,988	369,345	401,996	461,984	504,712
Non wage	168,435	181,528	198,264	205,842	213,184
<i>Ratio non wage/ total</i>	<i>37%</i>	<i>33%</i>	<i>33%</i>	<i>31%</i>	<i>30%</i>

**Notes:** 1. HE total recurrent funding includes scholarships for students in public sector institutions

Table E: ESP Financing Plan Against Macro Economic Projections

<i>(Riels Billions)</i>	2006	2007	2008	2009	2010
<b>Nominal GDP</b>	<b>21,294</b>	<b>23,301</b>	<b>24,769</b>	<b>26,329</b>	<b>27,988</b>
% Change	8.5%	9.4%	6.3%	6.3%	6.3%
<b>Total Expenditures</b>	<b>3,961</b>	<b>4,450</b>	<b>4,706</b>	<b>5,003</b>	<b>5,318</b>
% GDP	18.6%	19.1%	19.0%	19.0%	19.0%
<b><u>Current</u></b>	<b><u>2,534</u></b>	<b><u>2,866</u></b>	<b><u>3,047</u></b>	<b><u>3,238</u></b>	<b><u>3,443</u></b>
% GDP	11.9%	12.3%	12.3%	12.3%	12.3%
<b><u>Current (Discretionary)</u></b>	<b><u>2,194</u></b>	<b><u>2,465</u></b>	-	-	-
<i>Education</i>	<i>449</i>	<i>551</i>	<i>600</i>	<i>668</i>	<i>718</i>
% GDP	2.1%	2.4%	2.4%	2.5%	2.6%
% Total Current	17.7%	19.2%	19.7%	20.6%	20.9%
% Current Discretionary	20.5%	22.3%	-	-	-
<b><u>Capital</u></b>	<b><u>1,427</u></b>	<b><u>1,561</u></b>	<b><u>1,660</u></b>	<b><u>1,764</u></b>	<b><u>1,875</u></b>
% GDP	6.7%	6.7%	6.7%	6.7%	6.7%
<i>Education</i>	<i>113</i>	<i>99</i>	<i>91</i>	<i>84</i>	<i>82</i>
% GDP	0.53%	0.42%	0.37%	0.32%	0.29%
% Total Capital	7.95%	6.34%	5.51%	4.76%	4.37%
<b>Total Education</b>	<b>563</b>	<b>650</b>	<b>692</b>	<b>752</b>	<b>800</b>
% Total Expenditures	14.21%	14.60%	14.70%	15.03%	15.04%

**Notes:**

1. 2006-2007 GDP Estimates and Shares Based on Draft MTEF, January 2004
2. 2008-2010 macro estimates based on 2007 shares and growth

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

POLICY AND STRATEGY DIMENSIONS	ACTIONS (IN 2006)	ACTIONS (IN 2008)	ACTIONS (IN 2010)
<p><i>Expand access to ECE programmes for 5 year olds targeted on those comments with high enrolment rates and high repetition rates in primary schools.</i></p> <p><i>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</i></p>	<ul style="list-style-type: none"> <li>Decree and guidelines issued for 6 years as age of entry into primary school, linked to expanded ECE for 5 year olds.</li> </ul>	<ul style="list-style-type: none"> <li>Progress review of effectiveness of ECE strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Impact survey of new decree and implications for ECE strategy.</li> </ul>
<p><i>Reduce parental costs barriers (such as informal payments) by increasing operational budgets for schools and teachers' salaries.</i></p>		<ul style="list-style-type: none"> <li>Abolish informal payments in grade 1-9 nationwide by the end of 2008.</li> <li>Regulations and guidelines issued for the management and accounting of any contributions from parents by 2008.</li> </ul>	<ul style="list-style-type: none"> <li>Review of overall primary and secondary school budget outturns 2006-10.</li> </ul>
<p><i>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.</i></p>	<p>- Guidelines and action plan issued for grades 3-9 school re-entry programs for school dropouts.</p>	<p>- Progress review of grades 3-9 re-entry programs.</p>	<p>- Impact study on re-entry program and implications for future expansion and targeting.</p>
<p><i>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.</i></p>		<p>- Study on the involvement of commune councils and parent committees in school activities.</p>	
<p><i>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.</i></p>	<p>- Facilities development plan for primary schools, including incomplete schools.</p>	<p>- Progress review of facilities coverage.</p>	<p>- Impact study of the effectiveness of the facilities development.</p>
<p>Increase enrolment of students in grades 7-9 by constructing lower secondary school facilities in currently under-served areas.</p>	<p>Facilities development plan for grades 7-9.</p>	<p>Progress review on grades 7-9 expansion, including review of targeting criteria.</p>	<p>Impact review on grades 7-9 expansion.</p>
<p>Increase enrolment of students in grades 10-12 by</p>	<p>Facilities development plan for grades 10-12</p>	<p>Progress review on grades 10-12 expansion,</p>	<p>Impact review on grades 10-12</p>

POLICY AND STRATEGY DIMENSIONS	ACTIONS (IN 2006)	ACTIONS (IN 2008)	ACTIONS (IN 2010)
constructing lower secondary school facilities in currently under-served areas.		including review of targeting criteria.	expansion.
<p><i>Ensure teacher provision in remote and disadvantaged areas</i> 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.</p> <p><i>Improve the efficiency of staff deployment</i> by provision of additional incentives for teachers working in disadvantaged, remote or ethnic minority areas.</p>	<ul style="list-style-type: none"> <li>- Action plan for introduction of multi-grade teaching and other strategies in border, remote and/or ethnic minority areas.</li> <li>- 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.</li> </ul>	Progress review on staff deployment strategy in 2008.	
<p><i>Ensure widely expanded provision of quality upper secondary education</i> based on merit and result of grade 9 examinations</p>			Impact review of post-secondary admissions.
<p><i>Increase the number of scholarships for students from poor families</i>, 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.</p>	<p>MoEYS/MoEF agreement on Government contributions for grades 1–12.</p> <p>Report on the amount of money given to each HEI against the number of non-fee paying students accepted.</p>	<ul style="list-style-type: none"> <li>• Expansion of program for secondary and post-secondary students.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact study of program by poverty/gender indexed enrolment patterns.</li> </ul>
<p><i>Expand provision of quality higher education</i> 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.</p>		<p>Plan for phased expansion of higher education institutions.</p> <p>All public higher education institutions transferred to become Public Administrative Institutions by 2008.</p>	Impact study of HEI expansion programs, including expansion of provincial HEIs
<p><i>Expand public/NGO/community partnerships in non-formal education in border and remote areas</i> 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.</p>		<ul style="list-style-type: none"> <li>• Progress review of youth skills training.</li> <li>• Progress review on NFE programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact study of NFE programs.</li> </ul>

## 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)
<i>Increase service remuneration and incentives linked to performance</i> 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.
<i>Improve the quality of teaching and learning through nationwide implementation of child-friendly schools</i> , 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.	
<i>Increase the schools' and training institutions' operational autonomy and accountability regarding operational budgets and decisions on programs</i> 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.	
- <i>Implement the new Curriculum Policy</i> , 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.
- <i>Improve pre-service and in-service teacher development</i> 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.	

POLICY AND STRATEGY DIMENSIONS	ACTIONS (BY EARLY 2006)	ACTIONS (BY MID 2008)	ACTIONS (BY EARLY 2010)
- <i>Strengthening teaching and learning quality</i> 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.
<i>Implement the minimum standards of student achievement for grades 3, 6 and 9 nationwide</i> , 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.
<i>Increase transparency and improve performance monitoring and accountability of teachers, schools and post-secondary institutions</i> 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)
<i>Provide a clearly defined legislative, regulatory framework to the sector and the sub-sectors through the adoption of the Education Law.</i>	- Adoption of Education law by end of 2006.		
<i>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.</i>	- 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.
<i>Strengthening education system performance monitoring and impact systems, including ESP-ESSP review processes.</i>	- 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.
<i>Strengthening Central, Provincial and District Financial Monitoring Systems by increased access to training for BMCs.</i>	- 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.	
<i>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.</i>	- Prepare training programme for provincial, district and school levels in management.  - Preparation of revised guidelines for district BMCs and schools in management		

POLICY AND STRATEGY DIMENSIONS	ACTIONS (BY EARLY 2006)	ACTIONS (BY MID 2008)	ACTIONS (BY EARLY 2010)
	responsibilities.		
<i>Strengthened personnel management and monitoring systems.</i>	<ul style="list-style-type: none"> <li>- Implementing ICT based central and provincial personnel MIS, in co-ordination with CAR.</li> <li>- Develop action plan for ICT based information management at all levels.</li> </ul>		
<i>Improved Higher Education Institutional Development and Capacity</i> through institutional and financial reforms that allow greater operational autonomy and income generating authority for higher education institutions.		<ul style="list-style-type: none"> <li>- A strategic plan for Higher Education developed by 2008, including capacity building for HE department and the management of information systems.</li> </ul>	



## 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	
<b>Net Admission rate</b>	81.0%	79.5%	82.5%	90%	90%	90%	92%	92%	93%	93%	94%	94%	95%	95%	EMIS
<b>Net enrolment ratio:</b>															
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	26.10%	24.80%	27.30%	29.00%	27.70%	30.20%	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%	
<b>Transition rate (03-04)</b>															
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%	
<b>Number of students in public higher education institutions</b>	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.
<b>Number of scholarship students</b>	...	...	...	8,500	3,000	5,500	9,000	3,500	10,000	4,000	12,000	6,000	15,000	7,500	
<b>Number of private supported students in higher education</b>	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.
<b>Number of students in teacher training</b>	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
<b>Proportion of 6-14 years old out of school</b>	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
<b>Number of students enrolled in re-entry program in grades 3-9</b>	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** (Promotion and repetition 2003-04 rate are used for baseline 2004-05)

Indicator	Baseline 2004-05			Target 2005-06			Target 2006-07		Target 2007-08		Target 2008-09		Target 2009-10		Source:
<b>Pupil teacher ratio</b>															EMIS
- Primary	53.5			51.0			50.0		50.0		50.0		50.0		
- Lower Secondary	27.7			37			41		45		45		45		
- Upper Secondary	29.4			35			38		40		40		40		EMIS
<b>Promotion rate</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Total</b>	<b>Female</b>	<b>Total</b>	<b>Female</b>	<b>Total</b>	<b>Female</b>	
- 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%	
<b>Repetition rate</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Total</b>	<b>Female</b>	<b>Total</b>	<b>Female</b>	<b>Total</b>	<b>Female</b>	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%	
<b>Completion rate</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Total</b>	<b>Female</b>	<b>Total</b>	<b>Female</b>	<b>Total</b>	<b>Female</b>	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%	
<b>Expenditure on core instructional materials per pupil (Riels)</b>	...			5,800			6,300		6,800		7,000		7,200		
<b>Textbook pupil ratio in primary (total textbooks of all subjects/pupil)</b>	2.7			3.0			3.2		3.5		3.8		4.0		EMIS
<b>Number of incomplete primary schools</b>	1,934			1,800 (donor support required)			1,500 (donor support required)		1,000 (donor support required)		500 (donor support required)		0		EMIS
<b>% of primary teachers completed lower secondary</b>	93.2			93.4			93.6		93.9		94.1		94.3		HRMIS
<b>Number of new remote/difficult teacher postings as percentage of new postings</b>	-			70%			70%		95%		95%		95%		HRMIS

<b>Number of students passing grade 12 examination</b>	33,834	37,500	40,000	50,000	60,000	70,000	EMIS
<b>% of students meeting curriculum standards in Khmer Language based on standardized test at:</b> - Grade 3 - Grade 6 - Grade 9		to be determined to be determined to be determined	to be determined to be determined to be determined	to be determined to be determined to be determined	to be determined to be determined to be determined	to be determined to be determined to be determined	PRD/DGE
<b>% of students meeting curriculum standards in Mathematics based on standardized test at:</b> - Grade 3 - Grade 6 - Grade 9		to be determined to be determined to be determined	to be determined to be determined to be determined	to be determined to be determined to be determined	to be determined to be determined to be determined	to be determined to be determined to be determined	PRD/DGE
<b>% of accredited public/private HE institutions</b>	...	15%	30%	45%	65%	80%	
<b>No. of schools/TTCs with new science and ICT facilities</b>	...	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)		(national/ international 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	AMIS Donors' report
- National								
- International								
% of female education staff:								HRMIS EMIS
- Teaching staff		40.1%	42.1%	44.1%	46.0%	48.0%	50%	
- 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 target will be determined in the Gender Mainstream Action Plan 2006-2010 to be developed in 2006.