



Kingdom of Cambodia
Nation Religion King

Ministry Of Education, Youth and Sport



Education Strategic Plan 2009-2013

September 2010



Ministry Of Education, Youth and Sport

Education Strategic Plan 2009-2013

September 2010

PREFACE

To ensure consistency in terms of hierarchy, role, substance, coherence and synchronization between the “Rectangular Strategy Phase 2”, the “National Strategic Development Plan update 2009-2013”, Education Strategic Plan (ESP) 2009-2013 was reviewed to make improvements in the education sector.

The ESP 2009-2013 review revealed changes and indicated that this was an important stage that the Ministry of Education, Youth and Sport shall continue reforming the education, youth and sport sector in Cambodia in line with other reforms of the Royal Government. In the five-year-period of ESP implementation, MOEYS and its development partners have made significant improvements in providing equitable access to education, improving quality and the efficiency of education and education management.

ESP 2009-2013 was formulated to ensure linkages between education policies and strategies with development programs and actions as well as between planning and budgeting. In this phase, the Ministry intends to continue to give highest priority to equitable access with high quality education, especially basic education, in order to realize the National Education For All (EFA) Plan by 2015. ESP 2009-13 also gives greater emphasis to expanding early childhood education, expanding non-formal education, technical and vocational training and expanding opportunities to access secondary education and post-secondary education through the continued and improved partnership among RGC, development partners, private sector, non-governmental organizations, communities and parents.

In addition, the ESP 2009-13 will ensure optimum impact from education expenditure, by putting in place clearly defined measures to ensure its efficiency, especially placing key emphasis on providing educational access to children and youth who have missed their educational opportunities. Other strong focal points include strengthening the implementation of the Education Law, the teachers’ code of conduct and good governance. At the same time, key components include the capacity development of educational staff at all levels and the encouragement of decentralization.

The ESP 2009-2013 was developed with clearly defined mechanisms, studies, consultation and broad participation from relevant stakeholders, especially the Education Sector Working Group (ESWG). The MOEYS strongly hopes that the ESP 2009-2013 will be a roadmap for the effective implementation of the acceleration of the education sector reform for the benefit of all Cambodians.

The MOEYS would like to extend its profound gratitude to all relevant educational staff and experts and development partners for contributing to the development of this ESP.

Phnom Penh, September 20, 2010



IM SETHY

Minister,
Ministry of Education, Youth and Sport

CONTENT

1. INTRODUCTION: EDUCATION SECTOR DEVELOPMENT PERSPECTIVES	1
1.1. Responding to Broader National Development Policies and Priorities	1
1.2. Vision and Mission of the Ministry of Education, Youth and Sport	1
1.3. ESP 2009-13 Formulation and Consultation Process	2
2. EDUCATION SECTOR PERFORMANCE 2006-2010	3
2.1. Ensuring Equitable Access to Education Services	3
2.2. Improving the Quality and Efficiency of Education Services	5
2.3. Institutional and Capacity Development for Educational Staff for Decentralization	8
3. STRATEGIC FRAMEWORK OF THE EDUCATION STRATEGIC PLAN 2009-2013	11
4. EDUCATION POLICIES, STRATEGIES, CORE INDICATORS AND TARGETS	13
4.1 Educational policies	13
4.2 Core breakthrough indicators	13
4.3 Priority strategies for 2009-2013	15
5. PROGRAMS AND SUB-PROGRAMS IN ESP 2009-2013	19
5.1 Program 1 : Development of General Education and Non-formal Education	19
Sub-program 1.1 : Expansion of Early Childhood Education	19
Sub-program 1.2 : Strengthening of Quality and Efficiency in Primary Education	22
Sub-program 1.3 : Strengthening of Quality and Efficiency in Secondary Education	26
Sub-program 1.4 : Equitable Access and Provision of Scholarships to the Poor and Disadvantaged students	29
Sub-program 1.5 : Expansion of Non-formal Education	31
Sub-program 1.6 : Strengthening and Expansion the School Health Promoting Program	34
Sub-program 1.7 : Technical and Vocational Education Expansion	36
5.2 Program 2 : Development of Education, Technical training, Higher Education and Science Research	39
Sub-program 2.1 : Strengthening of Quality and Efficiency in Higher Education	39
Sub-program 2.2 : Strengthening of Quality and Efficiency of Master and PhD degrees	43
5.3 Program 3 : Development of Physical Education and Sport	45
5.4 Program 4 : Development of Youth	48
5.5 Program 5 : Program Support, Education Management and Good Governance	51
Sub-program 5.1 : Policy Development and Strengthening of Education Planning System	51
Sub-program 5.2 : Development of Pre- and In-service Teacher Training	54
Sub-program 5.3 : Development of Instructional Materials and Textbooks	58
Sub-program 5.4 : Management and Strengthening the efficiency of Human Resource	61
Sub-program 5.5 : Capacity Development, Financial Management Planning and Basic Materials	64
Sub-program 5.6 : Strengthening of Internal Audit	66
Sub-program 5.7 : Monitoring and Evaluation of Educational Sector Performance	68
Sub-program 5.8 : Administrative and Financial Inspection	70
Sub-program 5.9 : Development of ICT usage	72
Sub-program 5.10 : Strengthening Legislation of the Education Sector	74
Sub-program 5.11 : Strengthening the Management of Educational Infrastructure	77
Sub-program 5.12 : Strengthening the Management of State Assets	79

Sub-program 5.13 : Developing and Strengthening the Efficiency of Education Administration	81
6. PRO-POOR FINANCIAL PLANNING AND MANAGEMENT	83
6.1. Budgetary Forecast for the Education Sector	83
6.2. Projected Total Financing Needs and Available Resources	85
6.3. Improved Financial Management and Monitoring Systems	86
7. RESULTS-ORIENTED SECTOR PERFORMANCE MONITORING/REVIEW	87
7.1. Improved Results-Focus in Sector Monitoring	87
7.2 Strengthening Joint Annual Sector Performance Review Processes	88
7.3. Enhancing Aid Effectiveness	91
ANNEX 1: POLICY-LED PROJECTIONS OF EDUCATION NEED	95
Table A : Policy-Led Projections for Enrolment, Teaching Staff and Classrooms	95
Table B : Total MOEYS Funding	97
Table C : Recurrent Unit Costs – MOEYS	100
Table D : Wage and Non-Wage Recurrent MOEYS Budget	101
Table E : ESP Financing Plan Against Macro Economic Projections	102
Table F: Projected PB budget for 2011-2013	103
ANNEX 2: EDUCATION PERFORMANCE INDICATORS FROM SY 2009-2010 TO SY 2013-2014	105
ANNEX 3- SECTOR WIDE POLICY ACTION MATRIX 2009-2013	108
List of Figures	
Figure 1 : NER in primary schools in SY2006-07 and SY2009-10	4
Figure 2 : Repetition rates in primary education in SY 2005-2006 and SY 2008-2009	6
Figure 3 : Dropout rates in primary education in SY 2005-2006 and SY 2008-2009	7
Figure 4 : Monitoring Structure of the ESP 2009-2013	90
List of Tables	
Table 1 : Actual achievements against targets on equitable access	5
Table 2 : Actual achievements against targets on quality and efficiency	7
Table 3 : Actual achievements against set targets - Institutional and Capacity Development	9
Table 4 : Core Breakthrough Indicators for Realizing Policies and Targets	14
Table 5 : Administrative Building and School Building Construction from 2011 to 2013	80
Table 6 : Budget Share for Education Sector and Projected Cost for 2011-2013 (in Million Riels)	83
Table 7 : Resource Requirements for ESP 2009 - 2013 (Million Riels)	84
Table 8 : Resource Requirements and Available Resources (in Million Riels)	85
Table 9 : Key Indicators for ESP 2009-2013	87

ABBREVIATIONS

ECED	-	Early Childhood Education Department
PED	-	Primary Education Department
GSED	-	General Secondary Education Department
NFED	-	Non Formal Education Department
SHD	-	School Health Department
HED	-	Higher Education Department
SRD	-	Science Research Department
DGPES	-	Directorate General of Physical Education and Sport
DGY	-	Directorate General of Youth
TTD	-	Teacher Training Department
CDD	-	Curriculum Development Department
PerD	-	Personnel Department
DOF	-	Department of Finance
IAD	-	Internal Audit Department
IAF	-	Inspectorate of Administration and Finance
DOC	-	Department of Construction
DOL	-	Department of Legislation
DMSA	-	Department of Materials and State Assets
IAAD	-	Information and ASEAN Affairs Department
DOA	-	Department of Administration
DOP	-	Department of Planning
VOD	-	Vocational Orientation Department
IG	-	Inspectorate General



**INTRODUCTION:
EDUCATION SECTOR DEVELOPMENT PERSPECTIVES**

1. INTRODUCTION: EDUCATION SECTOR DEVELOPMENT PERSPECTIVES

1.1. Responding to Broader National Development Policies and Priorities

In 2008, the Royal Government of the fourth legislature of the National Assembly fine-tuned the Rectangular Strategy to its Phase II and kept "Strengthening the quality of education" in the first angle of the fourth rectangle of "Capacity Building and Human Resource Development".

Samdech Aka Moha Sena Padei Techo **Hun Sen**, Prime Minister of the Kingdom of Cambodia, gave the following statement in the very first meeting of the Council of Ministers of the new government.

The Royal Government recognizes the need to ensure consistency in terms of hierarchy, role, substance, coherence and synchronization between the "Rectangular Strategy", the "National Strategic Development Plan" and the Sectoral Development Strategies as well as other policy documents, investment programs and the national budget. This calls for a review of the timeframe of the National Strategic Development Plan and Political Platform of the Royal Government which includes the Rectangular Strategy as its socio-economic agenda.

(Rectangular Strategy" Phase II, Paragraph 15, Page 13

To promote the effective implementation of the Rectangular Strategy Phase II, particular focus is placed in the education sector on the public financial reform, the public administration reform including the phased implementation of decentralization and de-concentration at sub-national levels, and strengthening partnership with development partners and non-governmental organizations to enhance aid effectiveness, among various reform agendas.

The MOEYS has been a pilot ministry for the Programme-Based Budgeting and the Medium-term Budget Strategic Plan, which has been demonstrating better performance year by year. Through the implementation of the ESP, the MOEYS has been strengthening its focus on the policy of institutional and capacity development for educational staff for decentralization. Efforts to enhance aid effectiveness have been a particular focus through the implementation of the Paris Declaration and the Accra Agenda for Action, which have supported the harmonization and alignment of development partners' resources with national development policies.

The National Strategic Development Plan updated 2009-2013 has responded to the needs of the Royal Government to promote Growth, Employment, Equity and Efficiency to catch up with recent global development trends. Responding to these national development policies and priorities, the Education Strategic Plan 2009-13 has been developed to gear up efforts in the education sector to meet the goals set in the Cambodian Millennium Development Goals and the Education for All National Plan 2003-15 and to contribute to alleviating the poverty of Cambodians.

1.2. Vision and Mission of the Ministry of Education, Youth and Sport

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.

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 of its people and the reality of regionalization and globalization.

A long-term 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 moral and ethical standards and a strong belief in young people's responsibility for the country and its citizens.

The MOEYS's immediate objective 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 UN Child Rights Convention, 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 regional and international standards and will be competitive in the job markets worldwide and act as engines for social and economic development in Cambodia.

To realize the above objectives and vision, MOEYS has defined three main policy priorities as follows:

- Ensuring Equitable Access to Education Services.
- Improving the Quality and Efficiency of Education Services.
- Institutional and Capacity Development for Educational Staff for Decentralization.

1.3. ESP 2009-2013 Formulation Process

Following the Royal Government's guidelines on the preparation and update of the National Strategic Development Plan 2009-2013 to ensure consistency with the Royal Government's mandate, the Ministry of Education, Youth and Sport formulated the Education Strategic Plan 2009-2013 in broad consultation with relevant ministries, development partners and Provincial Offices of Education, Youth and Sport.

In July 2009, the MOEYS, together with its development partners, prepared inputs for updating the National Strategic Development Plan that form the basis for updating the ESP.

The Joint Technical Working Group in Education plays a key role in strengthening the partnership between the government and development partners in the education sector. It has convened regular meetings, which are regarded as an important forum for education sector-related consultation and policy level decision making. It decided to organize a retreat for updating the ESP 2009-2013 between the senior MOEYS leadership and education development partners.

The ESP retreat decided to keep the current three policies and stipulated the road map for formulation of the ESP 2009-2013 and the scope of its targets up to 2015. The road map included the organization of regional and national consultation workshops and the establishment of sub-working groups on repetition and drop-out, projections of enrolment and needs in the education sector, technical education and vocational orientation, higher education, and aid effectiveness.

In the Consultative Workshop on ESP 2009-2013, the MOEYS invited not only representatives from its provincial offices, but also other line ministries such as the Ministry of Planning, Council of Development for Cambodia, the Ministry of Economics and Finance, the Council for Administrative Reform and development partners represented by the Education Sector Working Group, who actively participated in the discussions. Outcomes of these discussions have been crucial resources and inputs for the ESP 2009-2013.



EDUCATION SECTOR PERFORMANCE 2006-2010

2. EDUCATION SECTOR PERFORMANCE 2006-2010

This section summarizes the achievements made in the Cambodian education sector through the policies articulated in the ESP 2006-2010: 1) ensuring equitable access to education services; 2) improving the quality and efficiency of education services; and 3) institutional and capacity development for decentralization.

2.1. Ensuring Equitable Access to Education Services

The total number of primary schools, colleges and lycees has increased significantly from 8,628 in School Year (SY) 2005-2006 to 10,115 in SY2009-2010. The increases at different levels are as follows: primary schools from 6,277 in SY2005-2006 to 6,665 in SY2009-2010; lower secondary schools from 911 in SY2005-2006 to 1,172 in SY2009-2010; and upper secondary schools from 252 in SY2005-2006 to 383 in SY2009-2010.

This positive outcome is attributed to the Royal Government's leader's policy on nationwide school construction to bring schools closer to where citizens reside.

The MOEYS has encouraged the expansion of all forms of Early Childhood Education programs. According to the education congress report delivered in May 2010, the number of children aged zero to five years old enrolled in all types of pre-schools is 186,086, of whom 93,725 are girls. Total enrolment in ECE programs has increased from 120,098 (13.6% of the population aged three to five years old) in SY2005-2006 to 171,768 (20% of the population aged three to five years old) in SY2009-2010 for children aged three to five years old. Only 58% of 171,768 pre-school children enrolled in public pre-schools. In SY2009-2010, total enrolment of children aged five years old is 110,210, which accounts for 37.6% in comparison to the 50% target set in the ESP. Enrolment of five-year-old children has been observed to have improved gradually from one year to another since public pre-schools have prepared them for grade 1.

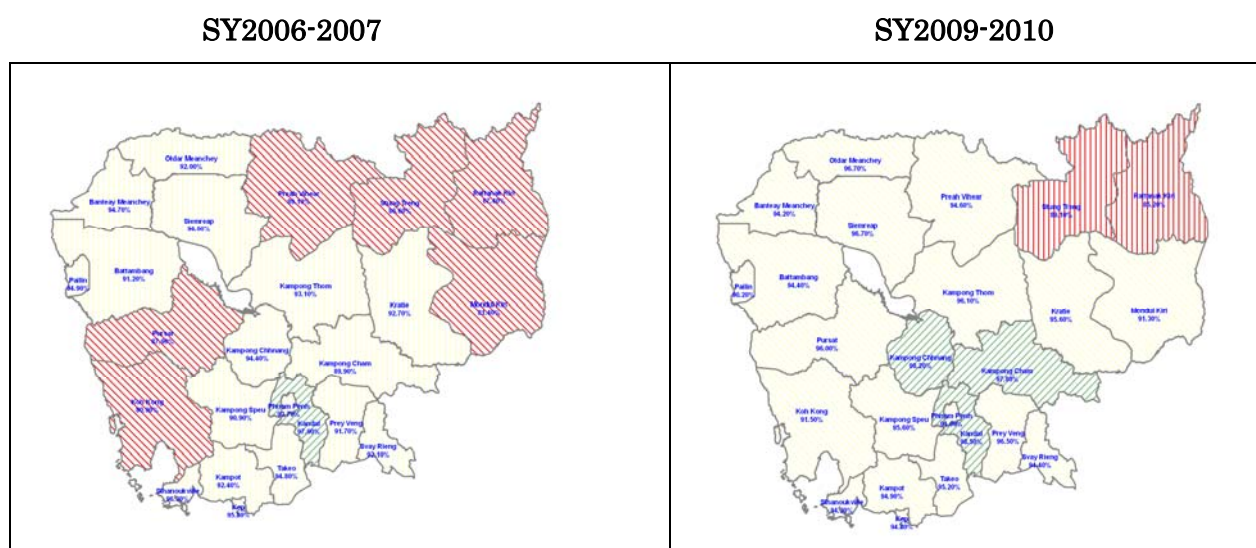
The total number of students in primary school has decreased from 2,558,467 in SY2005-2006 to 2,239,757 in SY2009-2010. This decrease is due to the decrease in the primary population age-group. The annual population growth rate has decreased from 2.8% to 1.54% (population census 2008). The total number of students in lower secondary school has decreased from 588,333 in SY2005-2006 to 585,115 in SY2009-2010. The total number of students in upper secondary school has increased from 204,925 in SY2005-2006 to 323,583 in SY2009-2010.

The net enrolment rates (NER) at the primary, and upper secondary school levels have improved significantly. At the primary school level the NER has increased from 91.3% in SY2005-2006 to 94.8% in SY2009-2010, and at the upper secondary school level from 11.3% in SY2005-2006 to 19.3% in SY2009-2010 and at the lower secondary school level, the NER increased from 31.3% in SY2005-2006 to 31.9% in SY2009-2010.

These achievements are attributed to the efforts made by the Royal Government in providing all forms of education and learning services, support provided by development partners and the participation of communities in enrolling their children and encouraging them to complete their education.

In comparison with the set target in ESP 2006-2010, the total NER in primary schools in SY2009-2010 is 94.8% (94.6% for female), which is similar to the set target. The MOEYS is seeking to take more appropriate actions to meet the set target. It is worth noting that there are eight provinces which have achieved more than the set target of 96% (*table 1 and figure 1 below*). NER increases were especially significant in the rural areas in 2006-2010. Comparing the figures in SY2005-2006 with SY2009-2010, the NER rose by 3.6% points in the rural areas, while the increase in urban areas during the same period was around 1% (*source: Education Management Information System*).

Figure 1: NER in primary schools in SY2006-2007 and SY2009-2010



Red: less than 90%, Yellow: 90-97%, Green: more than 97%

According to the Education Statistics Report for SY2009-2010, the total number of secondary students is 908,698, which is still lower than the set target in ESP 2006-2010 (see Figure 1). The NER increased by only 0.6% points from 31.3% in SY2005-2006 to 31.9% in SY2009-2010 for the lower secondary level over the past five years, lower than the target of 43% NER (source: *Midterm Review Report*). A similar minimal increase in the NER in the rural areas was recorded, rising from 28.6% in SY2005-2006 to 28.8% in SY2009-2010 over the period. Among the 1,621 communes in the country, only 1,172 have lower secondary schools. At the upper secondary level, expansion of access has made good progress: the NER increased by 8.1% over the past five years.

Non Formal Education has introduced a number of literacy programs, with an enrolment of 52,078 students, (34,328 of whom are female, which accounts for 66.0%). This program also supported the enrolment of 12,624 students (or 24%) through the support of some local and international organizations.

There were 197 Community Learning Centres with 4,397 participants (2,479 women) who attended the training, equalling 270 classes, with training in 12 skills.

The re-entry program was implemented with 1,441 classes and 26,649 students, 46.6% of whom were female. 23,845 of them (or 95.4%) were integrated into primary education. Comparing the figure in SY 2005-2006 with SY 2009-2010, the re-entry enrolment decreased by 14%.

There were 22 equivalency schools in which 904 students (27.8% of whom were girls) were at lower secondary level and 9,626 students (35.3% of whom were women) were at upper secondary levels. Primary education equivalent programs run by local and international organizations enrolled a total number of 6,569 students, 56.4% of whom were girls.

Demand for higher education has increased each year, with the increased number of graduates from secondary education schools. In SY 2009-2010, there were 76 higher education institutions (HEIs), of which 33 HEIs were public and 43 were private. 51 HEIs were under the supervision of the Ministry of Education, Youth and Sport, of which 8 HEIs were public.

In the academic year 2009-2010, the total enrolment was 145,596 students, of which 51,596 were female. Compared with the figures for SY 2005-2006, total enrolment had increased by 60 percent and by 80 percent for females. However, these enrolments are still below those

targeted, largely due to the limited finance for Higher Education. The Royal Government has been mobilizing additional resources to expand scholarships for poor and outstanding students to ensure equitable access to education services.

Table 1 outlines the achievements made by the MOEYS in SY2009-2010 against the performance indicators set in ESP 2006-2010.

Table 1: Actual achievements against targets for equitable access

Indicator	Actual		Target		Actual		
	SY2005-2006		SY2009-2010		SY2009-2010		
	Total	Female	Total	Female	Total	Female	
1	Longest distance between village centre and school (km):						
	Primary		n.a		n.a		11.1
	Lower secondary		n.a		n.a		10.5
2	ECE enrolment of five year olds in either a formal or informal setting	27.3%	27.9%	50.0%	50.0%	39.8%	40.5%
3	Net Admission rate	82.6%	81.8%	92.8%	94.0%	92.4%	92.7%
4	Net enrolment rates:						
	Nationwide	91.3%	89.7%	96%	96%	94.8%	94.6%
	Primary: urban area	91.2%	89.7%	97%	98%	92.2%	92.2%
	Primary: rural area	91.7%	90.1%	94%	95%	95.3%	95.0%
	Primary: remote area	83.7%	80.1%	94%	93%	n.a	n.a
	Lower secondary: nationwide	31.3%	30.4%	43%	45%	32.6%	34.6%
	Lower secondary: urban	50.1%	50.3%	69%	71%	49.1%	50.5%
	Lower secondary: rural area	28.6%	27.4%	40%	41%	29.4%	31.5%
	Lower secondary: remote area	6.0%	6.0%	15%	15%	n.a	n.a
	Upper secondary: nationwide	11.3%	9.9%	18%	17%	19.4%	19.4%
5	Number of students in public/private higher education institutions	90,607	29,000	162,000	57,700	145,265	51,596
6	% of student attendance in the poorest quintile at*:						
	Primary	n.a		n.a		77.2%	
	Lower secondary	n.a		n.a		16.9%	
	Upper secondary	n.a		n.a		7.3%	

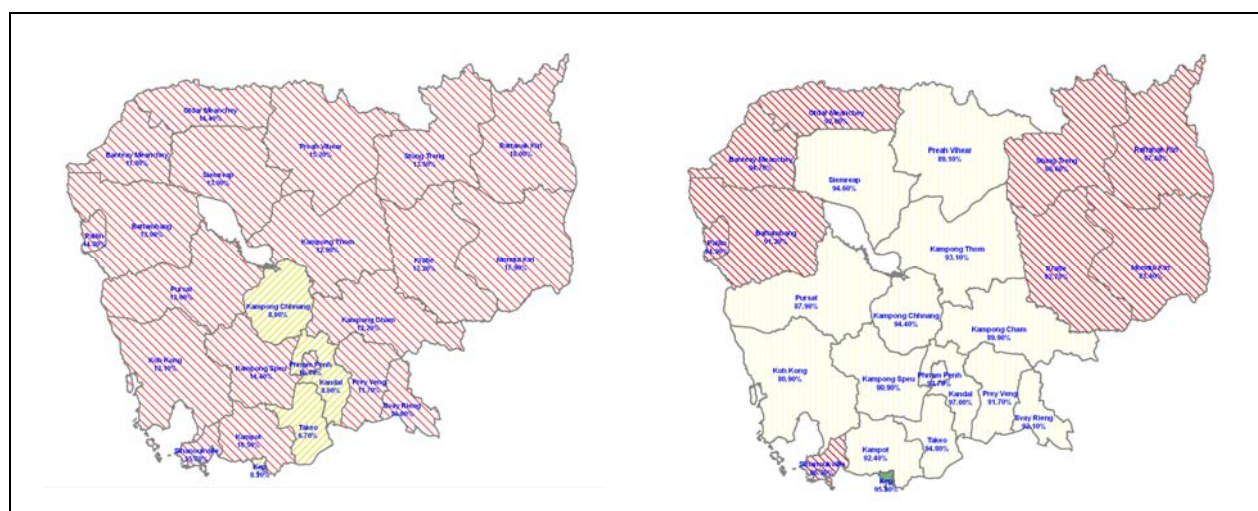
2.2. Improving the Quality and Efficiency of Education Services

Improving the quality and efficiency of education services is one of the main policies articulated in the ESP 2006-2010. The MOEYS has made efforts to improve education quality by using all forms of capacity development for teachers in learning and teaching methodologies at all education levels. The MOEYS has gradually improved and modernized the curriculum and textbooks and has exerted efforts to make textbooks available to around 50% of students following the standard of one pupil, one textbook per subject at the basic education level and around 30% following the standard of two pupils, one textbook per subject at upper secondary education level. The MOEYS has sought to provide textbooks to upper secondary students in rural and disadvantaged areas following the standard of one pupil, one textbook per subject at the basic education level. At the same time, the MOEYS has decentralized some functions to the sub-national level. For example, the MOEYS has

Figure 3: Dropout rates in primary education in SY 2005-2006 and SY 2008-2009

SY 2005-2006

SY 2008-2009



White: less than 5%, Yellow: 5-10%, Red: more than 10%

Table 2: Actual achievements against targets for quality and efficiency

	Indicator	Actual		Target		Actual	
		SY2005-06		SY2009-10		SY2009-10	
7 ¹	Pupil teacher ratio						
	Primary	50.8		45		49.2	
	Lower secondary	31.7		28.5		24.4	
	Upper secondary	29.5		28.5		32.2	
8	Repetition rate*	Total	Female	Total	Female	Total	Female
	Primary	11.0%	9.8%	2%	2%	8.9%	7.8%
	Lower secondary	2.5%	24.9%	1%	1%	2.3%	1.5%
	Upper secondary	3.3%	15.5%	2%	2%	2.8%	1.7%
9	Drop-out rate*						
	Primary	11.6%	11.9%	6%	5%	8.3%	7.9%
	Lower secondary	22.8%	24.9%	13%	14%	18.8%	19.4%
	Upper secondary	15.9%	15.5%	8%	7%	11.2%	10.8%
10	Survival rate						
	from G1 to G6	49.3%	48.9%	75%	76%	61.7%	63.8%
	from G1 to G9	26.3%	24.3%	54%	54%	37.2%	37.9%
11	Completion rate						
	Primary**	n.a	n.a	90%	90%	83.2%	83.6%
	Lower secondary***	n.a	n.a	51%	49%	48.7%	47.3%
	Upper secondary***	n.a	n.a	23%	20%	26.1%	22.5%
12	Number of students re-entering grades 3-6	27,796		30,000		23,845	
13	Number of incomplete primary schools	1,719		1,200		1,203	

¹ Numerical order in the table follows the sequence of performance indicators in ESP 2006-10

During the period of implementation of the plan, it has been observed that the education sector's share of the total government budget decreased from 18.5% in 2006 to 17.0% in 2009, although the actual budget amount increased each year. The PB expenditure rate was only 50% in 2007 when it was first introduced, but has steadily improved every year to reach 88.7% in 2009. Internal audit does not show encouraging progress due to the revision of internal audit regulations. Technical assistance has not been reduced as expected because of the launch of large-scale projects during the period. Indicators on female staff do not show good progress except at the top leader level.

Table 3 below shows some quantitative results related to institutional development and capacity building against the targets set out in the ESP 2006-2010, mostly concerning financial performance.

Table 3: Actual Achievements Against Targets for Institutional and Capacity Development

	Indicator	Actual 2006	Target 2009	Actual 2009
17 ²	Education share of total government recurrent budget	18.5%	20%	17.0%
18	% of actual PB expenditure vs total PB budget	105%	100%	88.7%
19	% of PB implementing bodies subject to internal audit annually	42.4%	45%	16.7%
20	% of schools/institutions audited annually	9%	5%	1.1%
21	Technical assistance (person-month) (national/international combined)	576	382.5	516
22	% of female education staff:			
	Teaching staff	40.6%	50%	43.4%
	Middle management (Chief and vice-chief office, directors & deputy directors of provincial and central departments)	23.3%	n.a	17.59%
	Top leaders (deputy director general and positions above)	1.0%	n.a	7.7%

Overall, through the implementation of the three major policies, the education sector has been transformed in the area of equitable access to education services, which contributes to achieving the Cambodian Millennium Development Goals and the Education for All Plan by 2015 though current achievements, to some extent, are falling short of the set targets. Education quality and efficiency have been gradually improved, especially the primary education completion rate, which has experienced a positive trend during the implementation of the ESP. Institutional and capacity development have already yielded positive outcomes, especially in the area of regulation strengthening, while capacity of education staff at all levels has also been increased.

² Numerical order in the table follows the sequence of performance indicators in ESP 2006-10



**STRATEGIC FRAMEWORK OF
THE EDUCATION STRATEGIC PLAN 2009-2013**

3. STRATEGIC FRAMEWORK OF THE EDUCATION STRATEGIC PLAN 2009-2013

In the Fourth Legislature, the Royal Government will continue to implement the *Education Strategic Plan*, placing emphasis on ensuring that all Cambodian children and youth have equal opportunity for access to basic education, both formal and informal, without discrimination on grounds of race, skin colour, gender, languages, religion, political affiliations of parents, place of birth or social status. Equally, the implementation of the Strategic Plan is linked to imparting a culture of peace, respect for human rights and dignity, respect for the principles of freedom, democracy and justice, and instilling a culture against violence, drug use, child and women trafficking and social discrimination.

The Royal Government will pay attention to improve the quality of education by: providing incentives to teachers; improving curriculum; encouraging outstanding students; training teachers and upgrading teaching methodologies; improving classroom conditions and learning materials; and, establishing libraries and laboratories. In order to ensure equitable opportunity, the government will continue to establish dormitories for students, especially female students; to build schools for all levels, particularly in rural and remote areas; and to increase scholarships for poor students. As well, the government will continue to train qualified teachers in adequate numbers and effectively implement its teacher deployment policy. The government will encourage teachers who work at primary and lower secondary schools and who have obtained bachelor degrees at any age to take an exam to become high school teachers; and allow primary teachers who have not completed high school to take an exam to obtain certificates of equivalency of high school graduation. It will provide them with the opportunity to study at bachelor as well as post-graduate levels and will thus increase their basic salaries.

The Royal Government will continue to strengthen its partnership with the private sector and the national and international community to enhance and improve the quality of education services, putting increased emphasis on information and foreign language training at all levels of general education, technical and vocational training, and in higher education, consistent with international standards and the country's development needs. Equally importantly, the government will expand technician and engineer training through technical and vocational training schools and higher education to address market demand and the country's development needs.

The Royal Government will continue to expand informal education through literacy and vocational programs, the establishment of community learning centers and the implementation of equity programs. The Royal Government will increase its budget allocation for education and mobilize more financing to enable clear and strategic steps to improve the overall quality of education. In higher education, there is an ever-increasing need for tertiary graduates who will become the scientists, workers and citizens of the future, people who can think critically and make evidence-based decisions which will impact Cambodia's short and long-term future.



EDUCATION POLICIES, STRATEGIES, CORE INDICATORS AND TARGETS

4. EDUCATION POLICIES, STRATEGIES, CORE INDICATORS AND TARGETS

4.1 Educational policies

To achieve the goals of the prioritized policies, the MOEYS will take appropriate measures within the three policy areas that are aimed at:

- ***Ensuring Equitable Access to Education Services*** by building schools as close as possible to residences, reducing the number of incomplete primary schools, increasing operational budgets to schools, increasing the supply of teachers, providing houses to teachers and building dormitories for students in disadvantaged areas, especially girls. Access will also be expanded for children in early childhood education, as well as those with disabilities and those from minority groups. Ensuring community/private engagement in this process is crucial for long-term success.
- ***Improving the Quality and Efficiency of Education Services*** by increasing the provision of school instructional materials, libraries and laboratories, continuing to further develop the curriculum, increasing learning hours and providing scholarships (cash and food) to poor students, enhancing teaching and management capacities, strengthening the teachers' code of conduct, improving schools' environment (supply of clean water and latrines), expanding vocational orientation, increasing inspection of administration, finance and educational quality assurance. Strengthening PRESET and INSET systems, and management training and linking them with career paths and promotion will enhance the motivation of teachers and management staff.
- ***Institutional and Capacity Development for Educational Staff for Decentralization*** by re-structuring working procedures, developing legislative instruments, and training education officers at all levels in technical skills. The continued emphasis on PFM, internal audit systems, planning, monitoring and evaluation systems will enhance institutional development and increase capacity to manage these systems.

4.2 Core breakthrough indicators

The Ministry of Education, Youth and Sport and its development partners have agreed on a set of core breakthrough indicators to be realized during the ESP 2009-13. Some performance indicators were selected to measure the overall performance of the education sector and to evaluate plan implementation at each stage.

CBI demonstrates to what extent the primary cause of underperformance in the sector has been addressed and how far specified efforts have triggered significant improvement in the current stagnated situation. CBIs should not be process indicators but result indicators at the outcome level. Process indicators can be included in the details of sub-programs.

It is suggested that two CBIs are to be selected for each of the three main policy areas of the ESP while around 20 indicators are selected for the ESP key indicators as a whole.

Table 4 presents the current status and the target indicators to be realized in the three policy areas.

Table 4: Core Breakthrough Indicators for Achieving the Policy Goals and Targets

Policy areas	Name of CBI	Current status 2009	Target in 2013
Policy 1: <i>Ensuring Equitable Access to Education Services</i>			
	Percentage of five year old children in all aspects of ECE	39.8	60
	Number of districts achieving a Primary Completion Rate of at least 80%	106	121
Policy 2: <i>Improving the Quality and Efficiency of Education Services</i>			
	Number of complete primary schools with repetition rates below 10%	3,444 out of 5,462	4,464 out of 5,462
	Standardized national assessment on student achievements at		
	Grade 3	n.a	70%
	Grade 6	n.a	80%
	Grade 9	n.a	90%
Policy 3: <i>Institutional and Capacity Development for Educational Staff for Decentralization</i>			
	Timely disbursement of PB to school	95%	95%
	Provincial Annual Operational Plans produced	n.a	24

To ensure that policy implementation is on the right track towards achieving the set targets, the MOEYS will undertake regular evaluation and periodically report the progress made on the CBIs to realize the goals of each policy area. These indicators will be reviewed in the Joint Technical Working Group - Education, the Annual Education Congress and the Mid-term Review of the ESP 2009-13.

4.3 Priority strategies for 2009-2013

Strategies to achieve the outcomes and targets of the policy areas include:

Policy 1: Ensuring Equitable Access to Education Services

- Expand access to ECE programs for 3 to under 6 year olds targeted on those communes with low net admission rates and high repetition rates in primary schools.
- Ensure entry of all 6 year olds into primary school including marginalized groups³ such as children with disabilities, ethnic minorities, and so on.
- Reduce parental cost barriers of all aspects such as informal payments.
- Increase the number of scholarships (cash or food) for students from poor families, especially girls, to ensure their access to primary and secondary schools. Ensure strengthened support to better poverty/food security targeted at primary school feeding and grade 7-9 incentive programs.
- Provide technical and vocational education, life-skill education and vocational orientation in general schools.
- Expand access to youth development programs for marginalized youth.
- Increase opportunities for equitable access to education in higher education through increasing the number of scholarships for prioritized students (merit students, students from poor families, female students and students from remote areas) and promote partnerships between the public and private sectors and development partners.
- Ensure the rationalization of the numbers of educational staff in remote and disadvantaged areas.
- Continue the provision of new schools and community learning centers or additional facilities to incomplete primary schools.
- Strengthen and expand all kinds of sport infrastructure at all levels.
- Enhance parent/community involvement in all stages of schooling, especially by commune councils.
- Expand public/NGO/ community partnerships in formal and non-formal education in border, remote and disadvantaged areas as well as increase support for the provision of local life skills and vocational training and basic/required professional skills responsive to the needs of the social and labor market.

Policy 2: Improving the Quality and Efficiency of Education Services

- Reduce repetition and drop-out rates at all grades.
- Improve the quality of teaching, learning and research at all levels nationwide.
- Implement the new Curriculum Policy, including the Primary and Lower Secondary education curriculum with focus on the number of teaching hours.
- Create learning standards for students at grade 3, 6 and 9 nationwide.
- Improve pre-service and in-service teacher development.

³ Marginalized include: children from poor families, child labor, children in disadvantaged areas, children with disabilities, children affected by HIV/AIDS and other communicable diseases, etc.

- Increase service remuneration and incentives linked to teacher performance and standards.
- Increase public financial accountability and educational institutions' responsibility regarding operational budgets and decisions on programs.
- Increase transparency and improve performance monitoring and accountability of teachers, schools and higher education institutions.
- Improve the quality and efficiency of technical and vocational education, life skill education and vocational orientation.
- Strengthen and expand school health programs at all schools/institutions and at all levels.
- Improve the quality and efficiency of physical education and sport programs.
- Increase awareness of and support for the importance of physical education and sport.
- Increase the quality and efficiency of youth development programs leading to socio-economic development.

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- Improve the quality and efficiency of planning, monitoring and evaluation of sector plan performance at national and sub-national levels.
- Strengthen the alignment, harmonization and coordination of education capacity development led by the MOEYS in partnership with its development partners.
- Develop clear regulations for all sector and sub-sectors based on the Education Law.
- Strengthen the delivery of public services in the education sector.
- Improve the basis for medium-term financial planning and decentralized financial management and improve Governance and Regulatory Systems.
- Assure that all schools/institutions become operational and effective in managing and using budgets.
- Improve the application of information technology to modernize and decentralize the administration and inspection system, which reaches the school level.
- Increase the quality and efficiency of administration management.
- Increase the quality and efficiency of education infrastructure management.
- Strengthen financial and state asset monitoring systems at national and sub-national levels.
- Strengthen good governance in management processes, compliance and performance.
- Strengthen HR-MIS, EMIS, HE-MIS, F-MIS and NFE-EMIS.
- Build capacity and improve the management of higher education institutions through providing training and incentives, carrying out institutional and financial management reforms to provide more operational autonomy to higher education institutions.
- Develop a management structure for TVE and capacity development for TVE staff at all levels.

- Strengthen the management capacity of youth development programs responding to the needs of youth in the region.
- Strengthen the management and leadership capacity at both national and sub-national levels.
- Strengthen the education sector performance and impact monitoring system.
- Reduce gender disparities in management positions at national and sub-national levels.

The implementation of the above strategies can be measured through the progress of the Sector Wide Policy Action Matrix (SWPAM) as presented in Annex 3.



**PROGRAMS AND SUB-PROGRAMS
IN THE ESP 2009-2013**

5 PROGRAMS AND SUB-PROGRAMS IN THE ESP 2009-13

5.1 Program 1: Development of General Education and Non-formal Education

Sub-program 1.1: Expansion of Early Childhood Education

Responsible Department: Early Childhood Education Department

1. Objectives

The early childhood education (ECE) program objective is to expand early child education services for children aged from 0 to under 6 years, especially children from poor families, ethnic minorities and disabled children and with priority given to community and home-based pre-schools. Another objective is to improve the quality and provide more equitable access to these services.

2. Responding to ESP Strategies and Policies

Policy 1: Ensuring Equitable Access to Education Services

- * Expand access to ECE programs for 3 to below 6 year olds targeted on those communes with low net admission rates and high repetition rates in primary schools.

Policy action:

- Guidelines formulated in 2010 on the establishment of community pre-schools by using the ECE budget and cooperating with the Ministry of Interior.
- Action plan for implementing a national policy on early child care and development formulated in 2011.
- Action plan for expanding community, home-based pre-schools and home-based groups in 2011.
- Action plan for increasing ECE classes in primary schools formulated in 2011.
- Guidelines on the management of private pre-schools developed in 2011.
- Study on the process of decentralization in improving services and ECCD policy formulated in 2011.
- Pilot programs on inclusive and bilingual education implemented in 2012.
- * Enhancing private/parent/community involvement in all stages of schooling, especially by commune councils.

Policy action:

- Enrolment campaign in ECE starting from 2011.

Policy 2: Improving the Quality and Efficiency of Education Services

- * Improve the quality of teaching and learning at all levels nationwide.

Policy action:

- Guidelines on efficient and effective management of early child education formulated in 2010.
- Curriculum for 3 and 4 year-old children's education based on learning standards revised in 2011.

- Principles for providing merit-based incentives for teachers of public pre-schools, community ECE, home-based ECE, and home-based ECE network groups formulated in 2012.

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- ✱ Strengthen the capacities of education management staff in management and leadership at national and sub-national levels.

Policy action:

- Capacity development plan for ECE staff at all levels and programs in line with MOEYS's capacity development strategy developed in 2012

3. Indicators and Targets

- Increase ECE enrolment of five-year olds in either a formal or informal setting from 39.8% in SY 2009-2010 to 60% in SY 2013-2014.
- Increase ECE enrolment of 3-4 years old in either a formal or informal setting from 15% in SY 2009-2010 to 30% in SY 2013-2014.
- 70% of pre-school teachers completed and received quality training on early child development in SY 2013-2014.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Expand and stimulate the enrolment of 3 to under 6 years-old pupils, especially 5 year-old pupils, to enable them to study in grade 1 with quality and efficiency, with a focus on training pre-school teachers and updating the curriculum according to ECE learning standards.
- Provide school operational budgets for incomplete pre-schools and ECE classes for 3 and 4 year old children to ensure sustainability.
- Expand community children development and care programs to provide holistic early childhood interventions, especially in disadvantaged environments, by parents/care workers, drawing upon activities in and around the community and the home.
- Provide operational budgets for officials at national and sub-national levels in order to support planning, management and monitoring activities through developing a list or monitoring table to ensure the quality of ECE.
- Provide budgets for capacity development for ECE staff at all levels and primary teachers who teach pre-school classes.

4.2) Capital programs

Investment

- Provide adequate facilities according to children's ages and needs especially disabled children, at public and community pre-schools with the cooperation of local authority, charity or development partners.

Technical Cooperation

- Train technical staff at all levels on administrative and technical skills and how to improve relationships and cooperation with sub-national level staff and community-based ECE network groups.
- Support ECE officials at national and sub-national levels in upgrading qualifications in relevant areas and subjects.

5. Program Management and Monitoring

The Department of Early Childhood Education will be responsible for the management and monitoring of the Program. MOEYS will review the responsibilities at sub-national levels, and coordination with other relevant bodies including the national committees, EFA Secretariat and Committee, and ECCD Coordination Committee.

The MOEYS will coordinate with the Ministry of Women's Affairs and the Ministry of Health in order to strengthen early child care and education initiatives through home-based and parental education. The MOEYS will also coordinate with the Ministry of Interior and the Ministry of Women's Affairs on the decentralization of community pre-school expansion.

6. Financing Plan (million Riels)

Activity	2009	2010	2011	2012	2013
1. Recurrent Program	5,982.0	6,553.0	7,130.0	7,700.0	8,267.0
- Pre-school for 3-5 year old pupil	2,742.0	2,945.0	3,149.0	3,345.0	3,539.0
- Community/home based ECE	712.0	799.0	919.0	1039.0	1159.0
- Strengthening Program Monitoring and Support	150.0	191.0	210.0	229.0	248.0
- Expansion of ECCD Program	2,378.0	2,618.0	2,852.0	3,087.0	3,321.0
2. Capital Program	3,462.0	1,3548.0	9,784.0	6,795.0	6,214.0
- Investment	0	9,742.0	5,517.0	2,070.0	1,030.0
- Technical Cooperation	3,462.0	3,806.0	4,267.0	4,725.0	5,184.0
Resources: Total	9,444.0	2,0101.0	1,6914.0	1,4495.0	1,4481.0

Sub-program 1.2: Strengthening of Quality and Efficiency in Primary Education

Responsible Department: Primary Education Department

1. Objectives

The objectives of the program are: 1) to ensure that all school-age children go to primary school; 2) provided with quality primary education; and 3) ensured their retention until they finish primary education and continue to the next educational level.

2. Responding to ESP Strategies and Policies

Policy 1: Ensuring Equitable Access to Education Services

- * Ensure entry of all 6 year olds into primary school including marginalized groups such as children with disabilities, ethnic minorities, those engaged in child labor and so on.

Policy action:

- Guidelines on the implementation of accelerated learning for special target groups developed in 2010.
- Guidelines on the implementation of bilingual education for ethnic minorities developed in 2010.
- Guidelines on a children's census in villages and their school catchment areas that have been mapped - developed by 2011.
- Guidelines on creating study environments in response to children's protection, school health and gender developed in 2012.

- * Reduce parental cost barriers of all aspects, such as informal payments.

Policy action:

- Guidelines on transparent management and utilization of school operational budgets and donations from charitable people and parents developed in 2010.

- * Enhance greater private/parent/community involvement in all stages of schooling, especially commune councils.

Policy action:

- Guidelines on and action plan for community involvement in education sector development revised and developed in 2011.
- Implementation of sub-decree and directive on providing licenses to private primary educational institutions reviewed and strengthened in 2012.

- * Continue providing new schools and community learning centers or additional facilities to incomplete primary schools.

Policy action:

- Guidelines on efficient and sustainable establishment and utilization of schools, particularly incomplete schools, developed in 2012.
- Assessment of new schools needed in villages which don't as yet have schools, and areas in which schools are far away from residents' homes, in 2012.

- * Increase the number of scholarships (cash or food) for students from poor families, especially girls, to ensure their access to primary and secondary school. Ensure

strengthened support to better poverty/food security-targeted primary school feeding and grade 4-6 incentive programs.

Policy action:

- Guidelines and action plan to provide nutritional food to students from poor families and vulnerable groups in primary education, developed in 2012.
- Assessment of demand for services in specific border areas in 15 provinces, in 2012.
- National scholarship policy, particularly for primary education students from poor families and vulnerable groups, developed in 2013.
- Guidelines on the provision of scholarships to students in grades 4-6 in specific border areas in 15 provinces, developed in 2013.

Policy 2: Improving the Quality and Efficiency of Education Services

- * Reduce repetition and drop-out rates at all grades.

Policy action:

- Guidelines on the implementation of the Prakas on the internal regulation of public primary education institutions in Article 16 on a promotion test in the beginning and ending of school year developed by 2010.
- Guideline on strengthening and ensuring the implementation of teaching hours from 850-1000 hours developed in 2011.

- * Improve the quality of teaching and learning in all grades nationwide.

Policy action:

- Guidelines on the implementation of CFS categorization levels developed in 2010.
- Cluster schools master plan revised in 2010.
- Guidelines on, and dissemination of implementation of teachers' code of conduct developed in 2011.
- Guidelines on strengthening CFS, accelerated learning program and bilingual education program developed in 2011.
- CFS master plan, which covers education for children with disabilities, revised in 2012.

- * Increase educational institutions' operational autonomy and accountability for operational budgets and program decision making.

Policy action:

- Guideline on the implementation of bilingual education, inclusive education, accelerated learning programs, use of community teachers and uses of monitoring lists at school or educational institutions developed by 2011.

- * Increase transparency and improve performance monitoring and accountability of primary teachers and schools.

Policy action:

- Guidelines on the dissemination of student achievement results to improve learning and self-learning developed by 2012.

- Impact study on performance of District Training and Monitoring Team (DTMT) carried out by 2012.

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Strengthen education system performance monitoring and impact systems.

Policy action:

- Guidelines for DTMT on primary education performance developed by 2012.

3. Indicators and Targets

- Net admission ratio (NAR) increased from 91.9% in SY2008-2009 to 100% in SY2013-2014
- Primary net enrolment ratio (NER) increased from 94.4% in SY2008-2009 to 98% in SY2013-2014
- Primary completion rate increased from 85.5% in SY2008-2009 to 100% in SY2013-2014
- Repetition rate decreased from 8.9% in SY2008-2009 to 5% in SY2013-2014.
- Dropout rate decreased from 8.3% in SY 2008-2009 to 5% in SY 2013-2014.
- At least 75% of primary schools are child friendly schools by SY2013-2014

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Provide school operational budgets nationwide, annually, based on agreed block grants, increased and per capita spending formula, especially for disadvantaged schools.
- Strengthen and expand the child friendly school program that has activities of providing capacity development training to DTMT and library programs.
- Merit-based incentives for teachers and schools.
- Monitoring school operations.

4.2) Capital programs

Investment

- Construct latrines, wells, resource rooms and libraries in primary schools, especially in remote areas.
- Construct teachers' houses in remote areas.
- Provide classrooms for incomplete schools, crowded schools and three-shift schools
- Provide assistance tools to disabled children in response to needs, such as glasses, pushcarts and earphones from 2009.

Technical Cooperation

- Strengthen capacities of staff in central, provincial, district and cluster school levels to promote planning, management and monitoring of activities and operational costs to promote the implementation of the CFS program.
- Provide support to the establishment of DTMT which will be responsible for providing support to cluster schools in implementing decentralized monitoring on school performance.

- Strengthen and expand CFS programs with activities such as effective learning and teaching, social emotional learning, special education, inclusive education, multi-grade teaching, bilingual education, minimum curriculum standards, library programs, local life-skills, HIV/AIDS prevention, health issues, scholarships, school feeding and block grants for school improvement, especially in border and triangle areas.
- Enhance and disseminate annually the importance of education to communities and local authorities to ensure participatory development at local levels with sustainability and ownership.

5. Program Management and Monitoring

The Department of Primary Education will manage this program. Progress review of this program will be the responsibility of national teacher trainers and the DTMT in accordance with agreed planning and school development plans. DEOs will manage the budgets of this program and disburse funds to schools. Each DEO is required to submit a report on technical issues and the financial situation of this program to the PEO. The budget for this program will be provided.

The PEO will be responsible for monitoring the overall progress and outcome of technical activities, distributing program finance, correcting mistakes when necessary and ensuring timely monthly report submissions. The PEO will be responsible for submitting quarterly reports to the Department of Primary Education on both technical and financial issues.

6. Financing Plan (million Riels)

Activity	2009	2010	2011	2012	2013
1. Recurrent Program	45,038.1	43,775.4	44,330.9	54,269.5	60,456.2
- School Operational Budget	22,641.1	23,139.3	23,259.6	24,499.7	24,499.7
- Strengthening teaching and learning activities	18,128.2	17,666.2	16,944.7	18,411.4	18,411.4
- Strengthening program monitoring	4,268.8	2,969.9	4,126.6	11,358.4	17,545.1
2. Capital Program	4,268.8	2,969.9	4,126.6	11,358.4	17,545.1
Investment	11.8	12.0	12.0	16.0	18.0
Technical Cooperation	4,257.0	2,957.9	4,114.6	11,342.4	17,527.1
Resources: Total	49,306.9	46,745.3	48,457.5	65,627.9	78,001.3

Sub-program 1.3: Strengthening of Quality and Efficiency in Secondary Education

Responsible Department: Department of General Secondary Education

1. Objectives

The program objectives for lower secondary education are: 1) to reduce access barriers for students; and 2) to improve the quality and efficiency of educational services in order to increase grade 7-9 survival and grade 9-10 transition rates.

The program objective for upper secondary education is to assure equitable access to upper secondary education after students have successfully completed lower secondary education, especially in rural and disadvantaged areas. These students will comprise the human resource for enrolment in technical and vocational education and higher education.

2. Responding to ESP Strategies and Policies

Policy 1: Ensuring Equitable Access to Education Services

- * Expand participation of the private sector and communities, especially commune councils in all levels of education.

Policy action:

- Guidelines on community involvement in the management of secondary educational institutions developed in 2011.
- * Continue constructing new schools and community learning centers and provide additional facilities to incomplete primary schools.

Policy action:

- Guidelines on roles and responsibilities of fully resourced lycees developed in 2010.
- Guidelines on the management of lycees and the increase in the number of fully resourced lycees developed in 2010.
- Prakas on recognition of such fully resourced lycees developed in 2011.

Policy 2: Improving the Quality and Efficiency of Education Services

- * Improve the quality of teaching and learning nationwide.

Policy action:

- Legal document for retired teacher utilization by offering them extra teaching hour remuneration developed in 2010.
- Guidelines on the implementation of the new curriculum in secondary education revised in 2010.
- Internal regulations for secondary schools revised by 2010.
- Regulations on establishing and managing libraries developed by 2013.
- * Implement the new curriculum policy, including the Primary and Lower Secondary education curriculum with a focus on teaching hours.

Policy action:

- Guidelines on the dissemination to stakeholders of standardized test results in grade 3, 6, and 9 developed in 2012.

3. Indicators and Targets

- Net enrolment rate (NER) in grades 7-9 increased from 32% in SY 2009-2010 to 51% in SY 2013-2014.
- Transition rate in grade 9-10 increased from 73% in SY 2009-2010 to 85% in SY 2013-2014.
- Student achievement in standard curriculum on grade 9 Khmer literature increased from 62% in SY 2009-2010 to 80% in SY 2013-2014.
- Student achievement in standard curriculum on grade 9 mathematics increased from 32% in SY 2009-2010 to 70% in SY 2013-2014.
- There are 45 fully resourced lycees in SY 2013-2014.
- Growth enrolment rate in grade 10-12 increased from 32% in SY 2009-2010 to 40% in SY 2013-2014.
- Completion rate in grade 10-12 increased from 70% in SY 2009-2010 to 80% in SY 2013-2014.

4. Main Programs and Activities

4.1 Recurrent programs (Program based budgeting and others budgeting)

- Nationwide provision of **school operating budgets**, based on annually agreed modifications to the block grant and per capita spending formula.
- Provide merit-based incentives for students annually.
- Monitoring of curriculum implementation, learning and teaching, management, planning, examination and student learning achievement.
- Strengthening staff capacity on school development plan formulation, library management, teaching, management and examination.
- Nationwide outstanding student selection exam on subjects of mathematics, Khmer literature and physics.

4.2) Capital programs

Investment:

- Provide means of communication at national and sub-national levels such as electronic equipment and experimental tools and equipment.
- Provide operational budgets for fully resourced lycees in the first two years and after that transfer the responsibility to the MOEYS.
- Provide operational budgets for ECE schools.

Technical Cooperation:

- Prepare training document on management and teaching in fully resourced lycees and networked secondary education schools.
- Carry out impact study on CFS program implementation.
- Conduct standardized test to measure student learning achievement in grades 3, 6 and 9 nationwide annually by educational level and through sample selection.

5. Program Management and Monitoring

The Department of Secondary Education will manage the whole sub-sector development by focusing on planning, monitoring, evaluation, resource utilization and capacity development. The Department of Secondary Education will provide technical and management assistance to sub-national levels to implement their roles and responsibilities. The Provincial Education Office will be responsible for AOP formulation for the sub-sector, implementing national level guidelines and providing support to schools on technical, administrative, management and financial issues. 193 DEOs will be responsible for administrative facilitation. Each secondary school will be responsible for the formulation and implementation of its school development plan with the full participation of the community according to national guidelines. The school will also be responsible for managing and implementing every national program set at national level, strengthening good governance and school management. Each school will have to ask for permission from the national level for every activity implemented by an NGO or another organization that could influence student learning achievement.

6. Financing Plan (million Riels)

Activity	2009	2010	2011	2012	2013
1- Recurrent	23,900.0	26,660.0	36,139.0	40,247.0	45,076.0
- Lower Secondary School	15,700.0	16,960.0	22,147.0	24,822.0	27,959.0
School operational budget	12,700.0	13,200.0	14,053.0	15,911.0	17,793.0
Improve management capacity	2,500.0	3,010.0	4,047.0	4,456.0	4,901.0
Monitoring	500.0	750.0	1,094.0	1,204.0	1,325.0
- Upper Secondary School	8,200.0	9,700.0	13,992.0	15,425.0	17,117.0
School operational budget	7,100.0	8,500.0	9,618.0	10,609.0	11,820.0
Merit-based incentive for student	650.0	700.0	1,249.0	1,375.0	1,512.0
Monitoring	450.0	500.0	3,126.0	3,441.0	3,785.0
Resources: Total	23,900.0	26,660.0	36,139.0	40,247.0	45,076.0

Sub-program 1.4: Equitable Access and Provision of Scholarships to the Poor and Disadvantaged students

Responsible Department: Department of General Secondary Education

1. Objectives

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

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

2. Responding to ESP Strategies and Policies

Policy 1: Ensuring Equitable Access to Education Services

- * Increase the number of scholarships (cash or food) for students from poor families, especially girls, to ensure their access to primary and secondary school. Ensure their strengthened support in better poverty/food security-targeted primary school feeding and grade 7-9 incentive programs.

Policy action:

- National scholarship program developed by 2011.
- Sub-decree on the provision of scholarships to students from poor families at upper secondary education level adopted in 2011.

3. Indicators and Targets

- Scholarships for 10% of enrollment per year for lower secondary schools including 60% for females.
- Scholarships for 3% of enrollment per year for upper secondary schools including 60% for females.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Provide scholarships to students in grades 7-9 selected from the poorest families and other disadvantaged groups including girls and children from minority groups. Girls will represent a minimum of 60% of all scholarship students in the selected schools.
- Upper Secondary Scholarships for grades 10 to 12 students will be mainly merit-driven, but also poverty-indexed, based on grade 9 examination scores. Girls will represent a minimum of 60% of all scholarship students in the selected schools.
- Provide operational budgets for local management committee for monitoring, recruitment and meetings.
- Monitoring of the implementation of national and sub-national scholarship programs.

4.2) Capital programs

Investment

- Provide facilities for the management of the scholarship program.

Technical Cooperation

- Carry out an impact study on the scholarship program in lower secondary education.
- Collect data on students from poorest families in local schools and communities.
- Build capacity for national and sub-national technical experts and managers in the formulation of program plans for targeting the poorest, budget distribution, monitoring, evaluation and carrying out research.

5. Program Management and Monitoring

Program management will be highly decentralized at the level of schools/communities. DGE will be the designated body for the program, responsible for policy and strategic planning and the management and accounting for funds.

Capital-provincial scholarship management committees will be responsible for program management and monitoring and providing technical support to schools and communities. Local management committees in schools and at community level will be responsible for daily scholarship program management in accordance with the scholarship execution guidebook.

6. Financing Plan (million Riels)

Activity	2009	2010	2011	2012	2013
1. Recurrent Program	6,917.0	8,230.0	9,280.0	10,342.0	11,497.0
- Scholarship for lower secondary education	6,172.0	7,375.0	8,306.0	9,152.0	10,197.0
- Scholarship for upper secondary education	0	0	0	0	0
- Operation of LMCs	240.0	290.0	327.0	460.0	500.0
- Monitoring	505.0	575.0	647.0	730.0	800.0
Resources: Total	6,917.0	8,230.0	9,280.0	10,342.0	11,497.0

Sub-program 1.5: Expansion of Non-formal Education

Responsible Department: Department of Non-Formal Education

1. Objectives

Non-formal education aims to ensure that all children, youth, adults, poor people and those with disabilities realize their rights to a basic education and lifelong learning. Another objective is to provide opportunities for youth and adults to access life skills and become literate.

2. Responding to ESP Strategies and Policies

Policy 1: Ensuring Equitable Access to Education Services

- * Expand public/NGO/community partnerships in formal and non-formal education in border, remote and disadvantaged areas as well as increase support for the provision of local life skills and vocational training and basic/required professional skills responsive to the needs of the social and labor market.

Policy action:

- Guidelines on education partnerships in Non-formal education based on non-formal education management information system developed in 2011.
- Plan for Non-formal education management information system developed in 2013.

Policy 2: Improving the Quality and Efficiency of Education Services

- * Reduce repetition and drop out at all education levels.

Policy action:

- Guidelines on equivalency programs developed in 2011.
- Re-entry, equivalency programs and community learning centres reviewed in 2013.

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Strengthen the management and leadership capacities of educational staff at national and sub-national levels.

Policy action:

- Medium term capacity development plan for provincial NFE staff developed in 2012

3. Indicators and Targets

- 90% students graduated from re-entry programs enter the formal education.
- The literacy rate of the 15 - 45 year old age group will have increased by 2% every year.
- The number of students in equivalency programs will have increased from 10,530 to 15,000 annually from SY 2009-2010 to SY 2013-2014.
- The number of youths and adults in literacy, life skill and income-generating programs is maintained at 60,000 annually until SY 2013-2014.
- The number of Community Learning Centers will have increased from 40 in SY 2009-2010 to 90 in SY 2013-2014.

- The number of Reading Centers will have increased by 24 annually.
- The NFE-MIS is fully operational at national and sub-national level with linkages built with the EMIS.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Expansion of re-entry and equivalency programs. Activities include:
 - a) Operational budget support for the expansion of re-entry programs for school dropouts.
 - b) Development of equivalency and re-entry programs and testing based on minimum standards.
 - c) Enhancing curriculum and learning materials.
- Expansion of literacy/life-skills programs. Activities focus on reviewing options for enabling sustainable provision of complementary literacy/life-skills strategies including linkages with non-formal skills training and community learning centers, and facilitating Government/Development Partner /NGO / community partnerships and bilingual programs for minority groups.
- Strengthen and expand community learning centers and reading centers to enhance knowledge and provide support for newly literate learners.
- Upgrade the capacities of NFE staff. Activities include:
 - a) Developing NFE capacity assessment and NFE capacity development plans
 - b) Strengthening capacity at central, provincial and community levels for the targeting, planning and management of NFE programs
 - c) Strengthening NFE information systems as a basis for better analysis of learning needs, poverty targeting, assessment of cost effectiveness, program monitoring and improved coordination of non-Government initiatives.
- Strengthening the NFE system from central to local levels.
- Facilitating program support for process monitoring including NFE reports based on the results of the Department of Non Formal Education and provincial and district NFE offices.
- Providing out-of-school youth with NFE MOEYS peer-education, life-skills for HIV/AIDS/Bird Flu, in cooperation with Development Partners and related NGOs.
- Expanding promotional activities through state and private media.

4.2) Capital programs

Investment

- Construct CLC buildings and reading rooms.
- Conduct a survey into adult literacy of the 15 to 45 year old age group.

Technical Cooperation

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

- Strengthen NFE information systems as a basis for better analysis of learning needs, poverty targeting, and the assessment of cost effectiveness, program monitoring and improved coordination with non-Government initiatives.
- Support to institutional development and of management strategies to strengthen NFE structures from central to community level.

5. Program Management and Monitoring

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

Financial management arrangements will be reviewed. Options include a demand-driven NFE fund or use of provincial and district PB. Guideline will be developed to optimize flexibility and responsiveness to priority needs and diversity of program delivery to community groups and NGOs.

6. Financing Plan (million Riels)

Activity	2009	2010	2011	2012	2013
1. Recurrent Program	9,721.0	6,860.0	7,724.4	8,504.5	9,471.0
1) Expansion of re-entry/ equivalency program	1,907.6	1,385.9	1,426.8	1,570.9	1,749.9
2) Expansion of professional/ life skills literacy program	5,256.8	5,184.0	5,598.7	6,164.2	6,866.9
3) Upgrading capacities of non-formal education staff	278.6	0	400.0	440.4	490.6
4) Program monitoring and evaluation	791.9	290.1	298.8	329.0	366.6
2. Capital Program	0	100.8	3,342.3	3,486.0	3,696.0
Investment	0	0	1,196.0	1,196.0	1,414.0
Technical Cooperation	0	100.8	2,146.3	2,290.0	2,282.0
Resources: Total	9,721.0	6,960.8	11,066.7	11,990.5	13,167.0

Sub-program 1.6: Strengthening and Expansion the School Health Promotion Program

Responsible Department: Department of School Health

1. Objectives

The main objective of this program is to improve the health status of education staff and students through enhanced awareness of school-based health education, sanitation, communicable disease prevention, non-communicable disease prevention, food safety and nutrition and improving basic health care services and physical hygiene facilities including health checks, first aid, vaccination, and emergency intervention in the case of disease out-breaks.

2. Responding to ESP Strategies and Policies

Policy 2: Improving the Quality and Efficiency of Education Services

- Strengthen and expand school health education at all schools/institutions and at all levels.

Policy action:

- Guidelines on the implementation of School Health Policy at national and sub-national levels prepared by 2011.
- Circular on the structure and TOR of school health at sub-national levels revised by 2011.
- Inter-ministerial Prakas on health checks for educational staff and learners developed by 2012.
- Sub-decree No. 25 on school sanitation revised by 2013.

3. Indicators and Targets

- 60% of educational institutions will have implemented the life skills program on HIV/AIDS and relevant topics in SY 2013-2014.
- 15% of educational institutions per year will have implemented the school-based health education program on sanitation, food safety and nutrition.
- 15% of educational institutions per year will have implemented first-aid techniques and received first-aid kits.
- 70% of educational institutions will have sanitary toilets and water supplies.

4. Main Programs and Activities

4.1. Recurrent Programs (Program based budgeting and others budgeting)

- Development of a policy and plan for school health education at national and sub-national levels.
- Development of facilities and documents on school health education.
- Monitoring the implementation of school health program at schools and emergency interventions in out-breaks of disease.
- Provision of health checks for all educational staff, trainees and learners.

4.2. Capital Programs

Technical Cooperation

- Training for sub-national staff on sexual, reproductive health, HIV/AIDS, awareness on violence, gender, drug and relevant topics.
- Training for sub-national staff on health education, sanitation, communicable disease prevention, non-communicable disease prevention, food safety and nutrition.

5. Program Management and Monitoring

The Department of School Health is an implementing body responsible for school health including monitoring and evaluation. Monitoring and evaluation of school health promotion programs will be carried out at national and sub-national levels using existing structures. Monitoring and evaluation tools will be prepared as a standard for all implementing partners. In case of disease out-break or of any school accidents, the interventions should be taken urgently in collaboration with the relevant partners.

6. Financial Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program					
1.1. Enabling a policy environment on school health	650.0	520.0	600.0	600.0	600.0
1.2. Enhancing awareness on school-based health education, sanitation, communicable disease prevention, non-communicable disease prevention, food safety and nutrition.	300.0	1,200.0	900.0	900.0	900.0
1.3. Enhancing awareness health education focus on sexual, reproductive health and right including HIV/AIDS, STI, Drug and Relevant topics.	2,500.0	2,240.0	7,200.0	7,200.0	7,600.0
1.4. Improving basic health care services and physical facilities at schools.	160.0	5,800.0	6,500.0	6,500.0	6,500.0
2. Capital Program:	192.0	192.0	990.0	2,170.0	2,170.0
Investment	0	0	0	1,180.0	1,180.0
Technical Cooperation	192.0	192.0	990.0	990.0	990.0
Resources: Total	3,802.0	9,952.0	16,190.0	17,370.0	17,770.0

Sub-program 1.7: Technical and Vocational Education Expansion

Responsible Department: Vocational Orientation Department

1. Objectives

The objective of this sub-program is to offer Technical Vocational Education (TVE) in the medium and short term, to expand the Vocational Orientation Service, and to strengthen the Life Skills program and EVEP operation in schools at all levels. It is also to ensure that students are able to consult vocational orientation services, equipped with basic knowledge and skills for them to work in the labor market or pursue further education.

2. Responding to ESP Strategies and Policies

Policy 1: Ensuring Equitable Access to Education Services

- * Provide technical vocational education (TVE) services, life skills program (LSP) and vocational orientation (VO) services in primary schools and secondary schools.

Policy action:

- Vocational orientation policy for secondary school developed by 2011.
- Directives on additional TVE subjects and EVEP in upper secondary school developed by 2011.
- TVE development plan developed by 2011.
- Regulations and criteria developed by 2012 to broaden upper secondary schools to become TVE upper secondary schools.
- Guidelines on TVE developed by 2012.
- Guidelines on training in skill-subjects in lycees by initiating the ICT subject in the curriculum from 2011 onward.
- Life skills policy improved in 2011.

Policy 2: Improving the Quality and Efficiency of Education Services

- * Improve the quality and efficiency of technical and vocational training, life skills training and vocational orientation

Policy action:

- Additional guidelines on life skills developed by 2011
- A TVE quality framework developed by 2012
- Plan for facility development and train people in the field of technical and vocational education by 2010.
- Procedure of budget package for elective vocational education program operation prepared by 2010.

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Formulate the managerial structure of TVE and develop the capacity of TVE providers at all levels.

Policy action:

- Regulations on the roles and responsibilities for carrying out TVE management prepared by 2011.

- Capacity development plan for TVE officials developed by 2012

3. Indicators and target

- About 5% of upper secondary schools in urban and rural areas will implement TVE programs or EVEP from SY 2011/12.
- 5 upper secondary schools will be expanded to become TVE-high schools in SY 2013-2014.
- 2000 students in upper secondary school will be provided with TVE services in SY 2012/13.
- 20% of general schools will implement the LSP as per the guidelines in SY 2012/13.

4. Main program and Activities

4.1) Recurrent program (Program Based Budgeting)

- Collect the necessary documentation and prepare a policy and strategic plan of VO.
- Organize consultations on TVE strategy and policy at provincial level
- Develop a decentralized management structure for TVE.
- Conduct the capacity building of TVE officials including provincial department officials, school directors and life skills teachers.
- Prepare the quality framework documents for TVE services.
- Compile and disseminate a VO guidebook and provide VO consultation to students in upper secondary schools.
- Provide operational budgets to support TVE services in general secondary schools.
- Monitor and evaluate TVE programs, LSP and VO implementation.

4.2) Capital program

Investment

- Prepare and equip classes to expand general upper secondary schools into TVE high schools.

Technical Cooperation

- Conduct study visits and exchanges on VO to countries in the region and developed countries.
- Prepare and equip classes to support the TVE or EVEP implementation in urban and rural high schools.
- Build capacity of TVE staff, principals and TVE teachers on VO.
- Organize vocational orientation exhibition to gain the interest of students in upper secondary schools and communities.

5. Program management and monitoring

TVE Program operation will be carried out in cooperation with various stakeholders such as: relevant departments, sub-national officials, relevant ministries, communities, national and international organizations, and development partners.

The managerial structure of this program will be created at national and sub-national levels to manage the information and budget. The Department of Vocational Orientation will report on the progress and impact of this program based on sub-national reports.

6. Financing plan (million Riels)

Activity	2009	2010	2011	2012	2013
1. Recurrent Program	0	0	2,100.0	2,450.0	2,700.0
Supported fund	0	0	50.0	250.0	350.0
Capacity development	0	0	1,800.0	1,900.0	2,000.0
Monitoring	0	0	250.0	300.0	350.0
2. Capital Program	0	0	8,206.2	9,854.1	10,840.6
- Investment	0	0	6,652.2	7,702.9	8,689.4
- Technical Cooperation	0	0	1,554.0	2,151.2	2,151.2
Resources: Total	0	0	10,306.2	12,304.1	13,540.6

5.2 Program 2: Development of Education, Technical training, Higher Education and Science Research

Sub-program 2.1: Strengthening of Quality and Efficiency in Higher Education

Responsible Department: Department of Higher Education

1. Objectives

The higher education sub-sector will continue to expand access to higher education while at the same time safeguarding quality to ensure that Cambodia's economic, social and market needs are met in the areas of intellectual development and human resource provision. Equitable access will be addressed through scholarship programs for priority students (outstanding students, students from the poorest families, students from remote areas and female students). Some priority will be given to students enrolling for less market-oriented and more socially beneficial programs, especially education, health, agriculture, technology, engineering, science and mathematics.

2. Responding to ESP Strategies and Policies

Policy 1: Ensuring Equitable Access to Education Services

- * Increase opportunities for equitable access to higher education through increasing scholarship numbers for prioritized students (poor students, female students, students from remote areas and outstanding students) and promoting partnerships between the public and private sector, and development partners.

Policy actions:

- Develop an Annual Expenditure Report on scholarship students enrolled in public higher educational institutions from 2010 onward.
- Develop a Plan for the phased expansion of higher education institutions and prioritized professional programs such as education, healthcare, arts-humanities, agriculture, engineering, technology, science, and mathematics in 2011.
- Develop an Agreement between MOEYS and MEF to expand the scholarship program in higher education to 15% of the number of students who graduate from upper secondary education from 2011 onward. The Agreement will include additional reasonable stipends for student support.
- Develop a basic facilities development policy in higher education including infrastructure and dormitories from 2012.

Policy 2: Improving the Quality and Efficiency of Education Services

- * Improve the quality of teaching, learning and research in higher education through implementing updated teaching methodologies, developing curricula and equipping higher education institutions with facilities.

Policy actions:

- Develop a curriculum development framework taking into consideration the capacity of Cambodian higher education lecturers, the job market, and national needs by 2012.
- Develop a qualification framework for higher education in 2012.

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Improve staff capacity and institutional management in higher education institutions through training and incentives, and institutional and financial reforms that enable the greater operational autonomy of higher education institutions.

Policy actions:

- Develop a policy and vision for 2020 higher education development by 2010.
- Develop a monitoring policy, tools and mechanisms and evaluate the achievement of higher education institutions in 2010.
- Develop standards for higher education institutions to review current higher education institution management structures in accordance with the Educational Law by 2011.
- Develop a capacity development plan for administrative staff and lecturers in higher education in 2011.
- Develop guidelines for formulating higher education institution strategic development plans by linking with HEMIS in 2011.
- Develop principles for governance and financial management of higher education institutions in 2012.
- Organize two comprehensive universities in 2013.

3. Indicators and Targets

- Increase overall enrolment in higher education institutions (HEIs) from 137,000 in SY 2008-2009 to 195,617 in SY 2013-2014 with 40% female.
- Increase overall enrolment in public HEIs from 46,395 in SY 2008-2009 to 84,035 in SY 2013-2014.
- Increase enrolment in Science, Technology and Mathematics in public and private HEIs to 25% from SY 2008-2009 to SY 2013-2014.
- HEI staff profiles improved annually by the addition of staff returning from overseas study. Report on number of credible MA/MSc and PhD degrees.
- HE-MIS will be in operation in SY 2011/12.
- Two comprehensive universities will be in operation in SY 2013-2014.

4. Main Programs and Activities

4.1. Recurrent programs (Program based budgeting and others budgeting)

- Provide budgets for operational and research activities of higher education institutions under the management of MOEYS. The budget provision is based on the number of scholarships and study fees per student for each program.
- Carry out monitoring and evaluation of the management of training and the quality strengthening of higher education institutions.
- Provide budgets for strengthening enrolment systems, MIS and research activities.
- Continue transferring Public Higher Education Institutions operating under the MOEYS to become Public Administrative Institutions.

4.2. Capital programs

Investment

- Provide basic facilities teaching and learning activities to expand science, technology and mathematics programs in higher education institutions.
- Develop HEMIS including finance and computer programs.
- Construct dormitories for students from provinces, especially for female students

Technical Cooperation

- Conduct a study on the employment of graduates.
- Study and evaluate the possibility of establishing a high level comprehensive university in accordance with the Cambodian higher education context through developing a conceptual document and study on universities in the region and in the world.
- Develop staff capacity and expand programs to pilot the implementation of two comprehensive universities.
- Study the possibility of implementing a credit loan scheme in cooperation with local credit agents.
- Provide block grants to higher education institutions in accordance with the number of government scholarships, especially for priority students (female students, students from the poorest families and students from disadvantaged areas) with a focus on socially beneficial programs such as education, healthcare, agriculture, technology, engineering, science and mathematics which will be implemented from 2011 onward.
- Develop the capacities of higher education lecturers through providing scholarships for them to continue their study in local and foreign countries and to conduct research activities.
- Provide technical assistance for the process of higher education sector development.
- Send students to study abroad within bilateral and multilateral cooperation programs.

5. Program Management and Monitoring

The funds for institutional support and operation will be directly managed through selected higher education institutions. The Department of Higher Education will be responsible for quality assurance and monitoring.

The Department of Higher Education will be responsible for preparing a sub-sector strategic plan, an annual planning framework, including scholarship expenditure priorities and budget allocations to individual HEIs. Individual HEIs will prepare annual work plans, including improvement targets, action plans and budget plans.

The Department of Higher Education will monitor the progress of student learning achievement, the efficiency of performance of higher education institutions and other relevant issues. Monitoring reports will be submitted to ministry leadership in charge of high education. Annual reports will include performance measures requested by higher education institutions for improvement of their workplans.

Ministry of Education, Youth and Sport (MOEYS) will continue to adopt a decentralized policy in administering the higher education (HE) sub-sector through encouraging each HEI to set up its own system of governance and management linked with transparency and

accountability. The expected features are: creation of competent governing boards, publishing of documents of finance and academic efforts, and clear job descriptions for each person in management.

6. Financing Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	3,249.0	3,493.0	15,121.9	27,310.0	40,568.0
Scholarship program for HEIs	2,895.0	3,163.0	13,610.0	24,579.0	36,544.0
Capacity Building program for enrolment	88.5	75.9	347.7	628.1	933.8
Printing textbooks	9.2	20.5	105.8	191.2	248.2
Monitoring and evaluation and quality strengthening	256.3	233.6	1,058.4	1,911.7	2,842.0
2. Capital Program	0	1,207.8	6,630.0	6,332.5	6,332.5
Investment	0	0	297.5	0	0
Technical Cooperation	0	1,207.8	6,332.5	6,332.5	6,332.5
Resources: Total	3,249.0	4,700.8	21,751.9	33,642.5	46,900.5

Sub-program 2.2: Strengthening the quality and efficiency of Master's and PhD degrees

Responsible Department: Department of Science Research

1. Objectives

The objective of this sub program is to develop human resources at Master's and PhD degree levels and the quality and efficiency of research responding to social and economic development.

2. Responding to ESP Strategies and Policies

Policy 1: Ensuring Equitable Access to Education Services

- * Increase opportunities for equitable access to university

Policy action:

- Plan for human resource development at Master's and PhD level developed by 2012.

Policy 2: Improving the Quality and Efficiency of Education Services

- * Improve the quality of learning-teaching and research at Master's and PhD level through up-to-date teaching methodologies and curriculum development as well as the provision of facilities to address teaching, learning and research needs.

Policy actions:

- Policy for research development in education developed by 2010.
- Framework for level, rank and tasks of teacher at university developed by 2011.
- * Increase the transparency and improve the performance monitoring of teachers and higher education institutions.

Policy actions:

- Regulations on Master's training improved by 2010.
- Regulations on PhD training prepared by 2011.

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Strengthen HR-MIS, EMIS, HE-MIS and NFE-EMIS.

Policy action:

- Education Research MIS developed in 2011.

3. Indicators and Targets

- 15 % to 20% of student researchers are specialized in science in SY 2013-2014.
- Research Management Information System in education sector is put in place in SY 2012/13.
- Specialized skills, for which there has been no training at Master's level, will be offered with such specialized skills training increasing from 20% to 30% in SY 2013-2014.
- Cambodian Science Research Magazines will be published in two volumes per year from SY 2011/12.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Implement research development activities in the education sector such as science research magazine preparing, consultation and exchange experience.
- Conduct monitoring of activities designed to improve the quality and efficiency of Master's and PhD training such as of recruitment, examination and thesis defense.

4.2) Capital programs

Investment

- Develop a research management information system in the education sector to manage student-teacher statistics and information on Master's and PhD training.

Technical Cooperation

- Build the capacity of staff in research and development.
- Provide technical assistance in research and development

5. Program Management and Monitoring

The department of science and research will monitor on progress focusing on the attendance and achievement of students and other related issues as well as also conduct technical monitoring of Higher Education Institutions and their performance effectiveness. Monitoring report will be submitted to MOEYS leaders who are responsible for Higher Education Institutions. The annual report will include those actions required by Higher Education Institutions to improve their work plans.

6. Financial Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	0	0	316.7	597.6	767.2
Implementation of Research policy in education	0	0	102.5	286.8	368.3
Training in levels of Master degree and PhD	0	0	214.2	310.8	398.9
2. Capital Program	0	0	1,218.7	1,286.4	1,431.4
Investment	0	0	451	344.4	332.1
Technical Cooperation	0	0	767.7	942.0	1,099.3
Resources: Total	0	0	1,535.4	1,884.0	2,198.6

5.3 Program 3: Development of Physical Education and Sport

Responsible Department: Directorate General of Sport

1. Objectives

The objective of the physical education and sport development program is to develop physical education and sport and promote health, physical and sport education competence of pupils, youths, people with quality and effectiveness in national and international competitions and contribute to social, cultural and economic development.

2. Responding to ESP Strategies and Policies

Policy 1: Ensuring Equitable Access to Education Services

- * Strengthen and expand sport infrastructure of any type at all levels.

Policy actions:

- Sport infrastructure development plan developed by 2011.
- Guidelines on school sport field preparation improved by 2011.
- Circular on the establishment of sport clubs and community sport prepared by 2011.
- Regulations on the establishment of fitness consultation centers for health developed by 2012.
- Training programs for sport trainers at basic level improved by 2012.
- Sport programs for primary school and secondary school developed by 2012.
- Guidelines on community sport development in primary schools and secondary schools developed by 2012.
- Documents on identity of traditional Khmer boxing prepared by 2013.

Policy 2: Improving the Quality and Efficiency of Education Services

- * Promote the quality and efficiency of physical education and sport programs.

Policy action:

- Levels of support and meals for national sportsmen identified by 2012.
 - Sport training program improved by 2012.
 - Regulations for the creation of a sport medical program formulated by 2013.
 - All sports competitions reformed at all level prepared by 2013.
- * Promote understanding and support for the importance of physical education and sport.

Policy action:

- National policy on sport developed by 2011.

3. Indicators and Targets

- 250-300 sport associations or clubs participate in competitions every year.
- 20 sport fields are upgraded by 2013.

- 165 sport fields in primary schools and secondary schools are renovated and upgraded by SY 2013-2014.
- 125 student sport associations are developed by SY 2013-2014.
- 150 sport trainers are trained per year.
- 350 national sportsmen are collected a year.
- Sport magazine is published every month.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

Sport community development

- Improve sport fields.
- Monitor sport field improvement and community development sport.
- Provide training to management staff, trainers, magistrates, arbitrators at national level, in communities in and out of the country.
- Equip communities and sport clubs with sport facilities and instruments.
- Develop a community sport policy
- Organize sport competitions to select regional and national champions.
- Research and document modern sport, traditional sport and data on “sport for all for health”.

Community development of student sport

- Repaired sport fields in primary and secondary schools.
- Develop community sport among students.
- Build the capacities of sport trainers and secondary school teachers, who are responsible for physical education and sport upper secondary schools and PTCC and RTCC.
- Conduct monitoring and evaluation of sport field repairing, community sport development and capacity training of sport trainers.
- Develop organizations, federations, and community and school sport clubs.
- Develop a school sport policy.
- Organize student sport competitions at all education levels.
- Organize training programs for student athletes (in-country and overseas).
- Provide schools with facilities and instruments.
- Conduct research on appropriate physical tests for primary and secondary schools.
- Organize sport programs for primary and secondary schools.

Sport research and training

- Organize training for sport teachers at cluster, PTCC, RTCC and organize training for megastars and arbitrators.
- Provide training to physical education and sport trainers at basic level.
- Research, translate, document and maintain documents on youth & sport science.

- Control and monitor physical education and sport training tactics
- Improve sport training program.

High level of sport development

- Collect and train trainers, arbitrators and national sportsmen for international competitions.
- Build the capacities of trainers, arbitrators and national sportsmen.
- Provide facilities and technical instruments for muscle exercises to make bodies fit, increase energy, stay strong and acquire good techniques to increase achievements.
- Prepare regulations and documents for all sports and maintain them in the library.
- Prepare and publish sport magazine and distribute copies to capital/provinces.

4.2) Capital programs

Investment

- Build hall for volley ball training and build artificial athlete sport field in Olympic stadium.
- Construct school building, dormitory and sport training hall at National Institute of Sport Education.
- Build sport field at school (Basketball and football).
- Construct sport training centre by following technical rule and develop regional centres.

5. Program Management and Monitoring

The sport program will be managed and monitored through each sub program such as Department of Sport, Department of Student Sport, National Institute of Sport Education and Sport Training Centre. There will be coordination between the sub program directors of related departments to ensure transparency and effectiveness in monitoring. Program monitoring will be done in cooperation with relevant sport-related departments in terms of the technical and budget aspects to intervene in all sport development at all levels.

6. Financing Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	1,243.0	1,315.4	1,446.2	1,530.1	1,673.8
Public sport association organization	350.0	300.0	337.8	371.9	414.6
Student sport association organization	300.7	303.0	341.2	340.8	379.6
Physical education and sport training and research	298.0	420.0	473.0	521.0	581.0
Advanced sport development	294.3	292.4	294.2	296.4	298.6
Resources: Total	1,243.0	1,315.4	1,446.2	1,530.1	1,673.8

5.4 Program 4: Development of Youth

Responsible Department: Directorate General of Youth

1. Objectives

The objective of the program is to ensure that all Cambodian youths know their personal and national identity and the importance of knowledge by striving to develop their capacities, sense of responsibility, good morals, mutual assistance, vocational skills, science competency, information technology competency and positive attitudes, through the provision of good examples at work and in society, by possessing a deep understanding of evolution and social norms and by contributing equally to national development.

2. Related ESP strategies

Policy 1: Ensuring Equitable Access to Education Services

- * Expand services from the youth development program to youths that have lost their educational opportunities.

Policy action:

- National policy for Cambodian Youth developed by 2010.
- Cambodian Council for Youth Development organized in 2011.
- Plan to expand youth centers at provincial level developed by 2012.
- Principles on national education equity fund for the poorest youth (nutrition program and dormitories) developed by 2013.

Policy 2: Improving the Quality and Efficiency of Education Services

- * Increase the quality and efficiency of the youth development program in support of social and economic development.

Policy action:

- Support a document on youth council implementation prepared by 2011.
- Develop standards for skill training in youth centers by 2012.

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Strengthen the management capacity of the youth development program to address youth demands in the region.

Policy action:

- Develop a regulation to create a youth and child journal prepared by 2011.

3. Indicators and targets

- Number of Youth Councils increased from 92% at secondary school in SY 2009-2010 to 100% in SY 2013-2014.
- Number of Children Councils increased from 78% at primary school in SY 2009-2010 to 100% in SY 2013-2014.
- The number of youths who are aware of HIV/AIDS increased from 5800 in SY 2009-2010 to 9000 in SY 2013-2014.
- The number of trainees in vocational skill training will increase from 850 to 3950 in SY 2013-2014.

- The number of volunteers will reach 4,800 in SY 2013-2014.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

Budget for youth development program

- Awareness workshop on HIV/AIDS.
- Strengthening youth and child councils.
- Youth and child education through the media.
- Experience sharing through study visits, camping and other meetings.
- Training in volunteer work and short training in vocational skills for youths.
- Organization support and youth centre development.
- Dissemination workshops.
- Supporting processes.

Capacity strengthening

- Capacity training in management and leadership to youth management staff.

Monitoring and evaluation

- Monitoring and evaluation of youth development program.

4.2) Capital programs

Investment

- Build and supply equipment to 9 youth centres.
- Renovate and supply equipment to 4 youth centres.

Technical Cooperation

- Develop policy on Cambodian youth.
- Organize capacity development for vocational training for youth management officials.

5. Program Management and Monitoring

The youth program will be managed and monitored by the Directorate General of Youth through the Department of Youth and the Department of Youth Centre Management. There will be close coordination between the two departments and other departments to ensure the effective integration of strategies and programs within the overall mandate of the Ministry. Program monitoring will include cooperation with youth institutions and relevant institutions, and will use parental, youth and community group surveys and follow up analysis on the social development impact on young people. A key priority will be to develop a monitoring framework including targets, systems and responsibilities.

6. Financing Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	877.0	1,101.6	1,550.0	1,860.0	2,210.0
Youth development program	699.3	868.9	117.0	1,405.0	1,660.0
Capacity strengthening	0	89.3	180.0	240.0	300.0
Monitoring and evaluation	117.7	143.4	200.0	215.0	250.0
2. Capital Program	25.0	25.0	1,409.6	2,159.4	2,269.4
Investment	0	0	1,279.6	1,919.4	1,919.4
Technical Cooperation	25.0	25.0	130.0	240.0	350.0
Resources: Total	902.0	1,126.6	2,959.6	4,019.4	4,479.4

5.5 Program 5: Program Support, Education Management and Good Governance

Sub-program 5.1: Policy Development and Strengthening of Education Planning System

Responsible Department: Department of Planning

1. Objectives

The objectives of this sub-program are: 1) to ensure the clarity and consistency of planning systems at all levels; 2) to ensure the development of the management information and statistics system with quality and timeliness; and 3) to ensure aid effectiveness at all levels.

2. Responding to ESP Strategies and Policies

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Enhance the quality and efficiency of planning, monitoring, review and evaluation of sector plan performance at national and sub-national levels.

Policy action:

- Guidelines for 2011 AOP developed in 2010.
 - Guidelines on the establishment of working groups to strengthen planning, statistics and aid management at sub-national level developed in 2011.
 - Capacity development plan on planning, monitoring and evaluation developed by 2011.
 - Guidelines to develop a Provincial ESP developed in 2011.
 - Guidelines for the next ESP 2014-18 formulation developed by 2012.
- * Strengthen alignment, harmonization and coordination in building capacity in the education sector under the leadership of MOEYS and in partnership with development partners.

Policy action:

- Partnership Principles between the MOEYS and development partners agreed by 2010.
- Joint monitoring indicators on aid effectiveness in education sector developed in 2010.
- Guidelines to set up provincial TWGs developed in 2011.

3. Indicators and Targets

- Improved quality of Education Congress Report assessed against evaluation criteria agreed in JTWG.
- Improved quality of AOP assessed against evaluation criteria agreed in JTWG.
- Partnership Principles will be jointly agreed by the MOEYS and DPs in 2010 together with indicators and actions on aid effectiveness monitored annually.
- PEOs' plans will be developed from 2012 onward.
- All PEOs will have AOP in 2013.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Strengthen the process of formulation, monitoring, review and evaluation of the Education Strategic Plan through improving the Annual Education Congress, the Mid-Term Review of the ESP, and the next ESP formulation process and conducting impact surveys on ESP implementation.
- Strengthen the process of formulation, monitoring, review and evaluation of the Annual Operation Plan at national and sub-national levels, Programme-based Budgeting, the Budget Strategic Plan and the Public Investment Program in accordance with the ESP, to establish a closer link between planning and budgeting.
- Improve aid management in the education sector through strengthening its Aid Management Information System (AMIS) and aid effectiveness analysis including JMI monitoring and through strengthening the Joint Technical Working Group including establishment of provincial TWGs.
- Compile and disseminate all types of statistics and indicators to all education levels and improve the quality of student data inputs through the school Geographic Information System (GIS), updated annually.
- Strengthen capacity on planning and aid management at national and sub-national levels.

4.2) Capital programs

Investment

- Upgrade the EMIS including the addition of computer-based reporting modules at national and sub-national levels to improve the efficiency and effectiveness of the system.

Technical Cooperation

- Provide long/medium term training opportunities for educational planning and management staff.
- Provide training opportunities in planning, data analysis, monitoring and evaluation and aid effectiveness at national and sub-national levels.

5. Program Management and Monitoring

The Department of Planning will take overall responsibility for the implementation of this sub-program. Provincial and district offices will implement the activities at the sub-national level which will be periodically monitored by the DOP. All program components will be translated into annual actions with clear targets in the Annual Operation Plan at national and sub-national levels. Overall monitoring and evaluation of this sub-program will be incorporated into the annual Education Congress report and the ESP MTR report.

6. Financing Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	558.0	600.0	603.5	744.0	819.0
EMIS Development	0	62.0	66.5	86.0	100.0
Planning system development	0	483.6	483.6	584.6	619.0
Monitoring of effectiveness and impacts of planning performance	0	54.4	53.4	73.4	100.0
2. Capital Program	5,496.0	6,908.0	11,753.0	10,349.0	7,876.0
Investment	0	0	410.0	0	0
Technical Cooperation	5,496.0	6,908.0	11,343.0	10,349.0	7,876.0
Resources: Total	6,054.0	7,508.0	12,428.0	11,093.0	8,695.0

Sub-program 5.2: Development of Pre-service and In-service Teacher Training

Responsible Department: Department of Teacher Training

1. Objectives

The primary objective of this program is to ensure an effective supply of teachers for all education levels so as to respond to the education system expansion through upgrading the competencies of TTC managers and education administrators, teacher trainers, school principals and other key staff of the MOEYS.

The second objective is to ensure that the number of new intakes of all TTCs and the NIE and the subsequent deployment of new teachers should favorably respond to the growing demand for teachers in rural/remote and disadvantaged areas through the recruitment and training of teacher trainees from these targeted areas as well as from the areas inhabited by ethnic minority people.

The third objective is to improve the quality of teaching through expansion of in-service teacher training.

2. Responding to ESP Strategies and Policies

Policy 1: Ensuring Equitable Access to Education Services

- * Ensuring teacher provision in remote and disadvantaged areas.

Policy action:

- An action plan on multi-grade teaching in border and remote areas and/or areas populated by ethnic minority groups developed annually.

Policy 2: Improving the Quality and Efficiency of Education Services

- * Improve pre-service and in-service teacher development.

Policy action:

- An action plan for the capacity development of teaching staff developed annually.
- A report on the needs assessment for upgrading trainers' competencies and an action plan for teacher trainer capacity development to be completed in 2010.
- Master Plan for Teacher Development finalized in 2010.
- Report on the needs assessment for facilities in all teacher training centers finalized in 2010
- A plan for upgrading the competencies of secondary-school teachers with limited teaching capacity developed in 2011.
- ICT documents in teacher training curriculum revised in 2011.
- Modules of gender sensitiveness will be officially integrated into the teacher training curriculum in 2011.
- Teacher training curriculum review to be completed by 2012.
- Modules for inclusive education in teacher training curriculum revised in 2012.

3. Indicators and Targets

- 5,000 new trainees will be recruited annually to enroll in all TTCs, in which priority will be given to at least 40% of teacher trainees from rural, remote and disadvantaged areas and those with ethnic minority backgrounds.
- 3,000 primary-school teachers will be trained at the six RTTCs by the SY 2013-2014 with a view to upgrading their competencies to become basic education teachers.
- 90 primary-school inspectors and 120 secondary-school inspectors will be recruited and trained at the national Institute of Education (NIE) by SY 2013-2014.
- 1,500 new trainees from disadvantaged areas will be recruited annually and assigned to work in their indigenous areas after completing their education.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

i) Operational budget of 25 TTCs

- Disburse the annual operational budgets to the Pre-school Teacher Training Center, 18 PTTCs, six RTTCs, and six resource centers so as to improve the quality and efficiency of the pre-service and in-service teacher education programs. One of the main priorities for TTCs is to train basic cycle teachers to anticipate flexibility in meeting growing enrolments in the coming years.

ii) Capacity development program for education management

- Under the above program, primary-and-secondary school principals are to be equipped with various types of skills so that they can take more active leadership roles in their respective schools and take the necessary measures to ensure efficient and effective management of human resources at school levels.

iii) Continuous teacher development (in-service training)

- Upgrading staff competencies in various forms of training for all TTCs, including staff development programs for teacher trainers to be conducted at the TTC level.
- Paying attention to the training of multi-grade teaching methodology for teachers in remote and incomplete schools. Training priority is given to those who actually have to teach multi-grade classes.
- Upgrading the capacity of primary-school teachers by training them to become basic education teachers so as to meet the projected growing enrolment of lower-secondary pupils in the years to come.
- Providing training on the use of new curricula and curriculum standards and on inclusive education for school teachers of all education levels.
- Providing training on ICT skills for all teacher trainers and secondary-school teachers.
- Providing training on gender mainstreaming for MOEYS staff of all levels.

4.2) Capital programs

Investment

- Procure ICT tools for TTCs in 2011.

Technical Cooperation

- Strengthening the management capacities of all TTC leaders.

- Strengthen the capacity of teacher trainers at all TTCs on teaching methodology such as lesson study and inquiry-based learning.
- Provide training to teacher trainers on the development and use of teaching aids.
- Provide training to teacher trainers on the use of laboratory equipment and devices.
- Upgrade the competencies of TTD staff in the identification of priority activities so as to make education services more efficient through the following activities:
 - Cooperate with the Personnel Department, develop a pre-service and in-service training action plan for better deployment of teachers in rural, remote, and disadvantaged areas;
 - Develop an action plan for in-service training, strengthening and expansion;
 - Conduct an assessment of pre-service and in-service program implementation, including the impact of teacher training programs on teachers teaching in rural, remote and disadvantaged areas.

5. Program Management and Monitoring

The sub-program aim is to decentralize the responsibility for monitoring and evaluation to the TTCs, specifically to move from a centralized planning “controlling” approach to one of monitoring and support rendered by the teacher education system at the national level. The strategic objective of this sub-program is to favor a possibility of delegating authority to the TTCs so that the latter could enjoy larger role of responsibility and greater autonomy in their daily operations.

Operational budget of each individual institution will be disbursed through the PEO and the Teacher Training Department. The TTD will be responsible for monitoring and quality assurance. The TTD will also be responsible for overall planning and monitoring, including budget allocation under the already agreed guidelines. Each TTC is required to prepare its annual development plan and its quarterly progress reports.

Funds allocated to TTCs should be managed by the PEO. Each PEO should prepare its own plan of budget allocation and be responsible for the preparation of a financial statement and a report on budget execution. Each TTC’s fund-execution commission should be comprised of the TTC director, a deputy director, two staff representatives and two representatives of teacher trainees.

The TTD is responsible for monitoring all program activities, including financial monitoring. The TTD is also responsible for project design and supervision and monitoring the quality and efficiency of budget utilization for this sub-program. Each PEO should prepare its monitoring progress report and submission to the MOEYS through the TTD.

6. Financial Plan (in million riels)

Activity	2009	2010	2011	2012	2013
1. Recurrent Program	3,898.0	4,030.2	4,538.0	4,996.3	5,565.9
i) Operation budget of 25 TTCs	1,704.5	1,743.5	1,963.2	2,161.5	2,407.9
ii) Education management development program	496.7	414.3	466.0	513.1	571.6
iii) Continuous teacher development program/INSET	1,552.4	1,752.4	1,973.6	2,172.8	2,420.5
iv) Monitoring and Evaluation	144.4	120.0	135.2	148.9	165.9
2. Capital Program	3,235.2	3,200.0	3,056.0	1,600.0	0
ii) Capacity Development	3,235.2	3,200.0	3,056.0	1,600.0	0
Resources: Total	7,133.2	7,230.2	7,594.0	6,596.3	5,565.9

Sub-program 5.3: Development of Instructional Materials and Textbooks

Responsible Department: Department of Curriculum Development

1. Objectives

The two main objectives of this sub-program are: 1) to develop curricula of a universal nature consistent with regional educational progress and in the world; and 2) to ensure the adequate provision of textbooks nationwide.

2. Responding to ESP Strategies and Policies

Policy 2: Improving the Quality and Efficiency of Education Services

- * Improve the quality of teaching, learning and research at all levels nationwide.

Policy action:

- Textbook distribution mechanism revised in 2010.
- Documents on pedagogy, library techniques and teaching aids developed in 2011.

- * Implement the new Curriculum Policy, including Primary and Lower Secondary education curriculum, with a focus on teaching hours.

Policy action:

- Progress on the new curriculum policy reviewed in 2011.
- New curriculum fully implemented by 2011.

- * Develop learning standards for grades 3, 6 and 9 nationwide.

Policy action:

- Public dissemination of the results of the yearly standard testing from 2010 onward.

- * Improve the quality and efficiency of technical and vocational training, life skills training and vocational orientation.

Policy action:

- Technical and vocational education curriculum developed by 2010.
- Build facilities and train people in the field of technical and vocational education by 2010.
- Supporting budget package for elective vocational education program operation prepared by 2010.

3. Indicators and Targets

- Secure approval for the new system of textbook development printing and distribution by 2013.
- Pupil textbook ratio of 1:1 for grades 1-9
- Pupil textbook ratio of 1:1 for grades 10-12 for urban schools
- Pupil textbook ratio of 1:1 for grades 10-12 for rural and remote schools

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Secure approval for the new textbook policy and commitment from the MoEF on the timely release of funds.
- Implement the new textbook policy in all primary and secondary schools.
- Disseminate and implement the curriculum standards and the new curriculum in general education including the implementation of local life skills program.
- Monitor writing, dissemination and import of learning materials, textbooks and teaching and learning related-documents.
- Monitor the implementation of the curriculum standards, library management and life skills programs.
- Procure textbooks.
- Strengthen the library network nationwide through a rolling program of establishing and strengthening decentralized documentation centers. The initial focus is on strengthening documentation centers in TTCs and assessing the potential for expansion to secondary school level.

4.2) Capital programs

Technical Cooperation

- Research on national and international curriculum.
- Develop capacities of selected staff at central level on the implementation of a new policy on textbook development and the introduction of curriculum standards and a new curriculum for general education.
- Strengthen monitoring capacity at central and provincial levels in order to ensure timely, efficient and effective textbook provision to districts and schools.
- Strengthen the technical and management capacity of librarians at documentation centres, RTTCs and PTTCs.

5. Program Management and Monitoring

The Curriculum Development Department will also be responsible for the implementation and monitoring of textbook policy, curriculum standards, the library network and the policy for curriculum development 2009-14. PEOs will continue to monitor progress in textbook supply and distribution to schools.

6. Financing Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	14,473.0	15,782.7	17,369.1	18,903.2	20,954.1
Provision of services to primary and secondary schools	14,473.0	14,526.7	16,357.1	18,009.2	20,062.1
Dissemination of curriculum development policy	0	381.0	0	0	0
Life skills	0	140.0	0	0	0
Curriculum standards (grade 3, 6, 9 and 12)	0	317.0	0	0	0
Curriculum standards/detailed curriculum for English subject	0	272.0	0	100.0	0
Research and evaluation	0	0	173.0	175.0	346.0
Monitoring	0	146.0	419.0	419.0	346.0
Library	0	0	320.0	100.0	100.0
Optional vocational training curriculum development	0	0	100.0	100.0	100.0
Resources: Total	14,473.0	15,782.7	17,369.1	18,903.2	20,954.1

Sub-program 5.4: Management and strengthening the efficiency of Human Resource

Responsible Department: Department of Personnel

1. Objectives

The objectives of this sub-program are: 1) to improve efficient and equitable teaching and non-teaching staff deployment to expand enrolment opportunities in primary and secondary education, especially in disadvantaged, remote and under-served areas, and to deploy specialized teachers equitably; 2) to contribute to improving education quality through the replacement of retired and contract teachers with qualified, newly recruited teachers; and 3) to provide incentives to educational staff to promote their willingness to work in remote and disadvantaged areas.

2. Responding to ESP Strategies and Policies

Policy 1: Ensuring Equitable Access to Education Services

- * Ensure the rationalization of educational staff in remote and disadvantaged areas.

Policy Action:

- Progress on the staff deployment strategy reviewed in 2010.
- Staff utilization standards, particularly in over-staffed schools, reviewed in 2011.
- Teacher demand and supply strategies revised in 2011.

Policy 2: Improving the Quality and Efficiency of Education Services

- * Increase service remuneration and incentives linked to teacher performance and standards.

Policy Action:

- Result-based management (RBM) such as staff performance evaluation developed in 2011.

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Strengthen HR-MIS, EMIS, HE-MIS, F-MIS, and NFE-EMIS.

Policy Action:

- Action plan for reviewing the personnel management information system at all levels developed in 2010.
 - Job specialization and job descriptions of ministry staff finalized in 2010.
 - Medium term capacity building plan for MOEYS developed in 2011.
- * Reduce gender disparity in management positions at national and sub-national level.
- ##### *Policy Action:*
- Principle of prioritizing women as designated management staff reviewed in 2011.

3. Indicators and Targets

- 95% of new graduates from TTCs to be assigned to under-staffed schools, disadvantaged and remote areas every year.
- Recruit 4,800 to 5,000 new teachers every year.
- Female staff at middle management (directors, and deputy directors at provincial and central departments) increased to 15% by 2013; and at highest position (deputy director general and above position) to 10% by 2014.
- Medium-term capacity development plan is developed by 2010.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Provide supporting budget to teachers working in disadvantaged and remote areas.
- Provide once-off supporting budgets to educational staff deployed from over-staffed schools to under-staffed schools.
- Review and monitor the staff deployment plan, especially at the provincial level and for newly recruited teachers.

4.2) Capital programs

Technical Cooperation

- Develop a staff utilization plan and evaluation system in accordance with responsibilities and a performance-based work plan.
- Develop job descriptions and job specializations.
- Strengthen HR-MIS and support DEO operation.
- Evaluate the impact of the capacity development strategy in DEOs and at schools.
- Provide technical support to education authorities at the sub-national level.
- Conduct study on the teaching staff norms and non-teaching staff utilization in educational institutions.
- Develop a medium term capacity for educational staff.

5. Program Management and Monitoring

The Personnel Department will be responsible for all projects, program monitoring and coordination. The program will be managed by the POEs and will be periodically delegated to DOEs based on the defined regulations and norms for staff utilization. Monitoring the different entities' role revisions will be conducted in order to implement decentralized management.

6. Financing Plan (million Riels)

Activity	2009	2010	2011	2012	2013
1. Recurrent Program	16,701.4	17,954.0	20,216.0	22,258.0	24,506.0
Management and technical support program	704.5	0	0	0	0
Teacher re-deployment and new trained teacher deployment support program	2,011.4	368.0	414.4	456.2	508.2
Performance-based and remote/difficult areas posting allowances	12,886.5	15,258.0	171,780.5	18,195.7	21,072.1
Orientation and monitoring material support program	1,099.0	403.0	453.8	499.6	556.6
2. Capital Program	535,544.0	486,527.0	546,920.0	576,775.0	606,630.0
Investment	0	0	0	0	0
Technical Cooperation	535,544.0	486,527.0	546,920.0	576,775.0	606,630.0
Resources: Total	552,245.4	504,481.0	567,136.0	599,033.0	631,136.0

Sub-program 5.5: Capacity Development, Financial Management Planning and Basic Materials

Responsible Department: Department of Finance

1. Objectives

The objective of the sub-program is: 1) to ensure budget management and utilization at national and sub-national levels for transparency, accountability, effectiveness and efficiency; and 2) to ensure timely and appropriate expenditure and liquidation reporting correspondent with the public financial management reform.

2. Responding to ESP Strategies and Policies

Policy 2: Improving the Quality and Efficiency of Education Services

- * Increase public financial accountability and educational institution responsibilities for operational budgets and program decision making.

Policy action:

- Regulations and expenditure principles for the implementation of program budgeting, such as school operational budgets, scholarships, personnel expenditure and other incentives for efficiency, revised by 2013.

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Improve the predictability for medium-term financial planning, decentralized management and improve regulatory systems and good governance.

Policy action:

- MOEYS's action plan on the public financial reform program (PFMR) revised in 2012.
- Guidelines related to the public financial reform program such as budget strategic plans and annual operational plan developed in 2012.
- * Assuring that all departments and educational institutions become operational departments with higher efficiency in budget management and implementation

Policy action:

- Guidelines on budget management and implementation prepared every year.

3. Indicators and Targets

- Percentage of annual program budgeting compared with the total budget in the education sector increased from 17% in year 2009 to 18% in year 2013.
- Percentage of annual program budgeting expenditure increased from 90% in 2009 to 95% in 2013.

4. Main Programs and Activities

4.1. Recurrent Budget (Program based budgeting and others budgeting)

- Monitor budget management and its implementation by strengthening capacity building of specific staff to manage and implement the budget more efficiently.
- Provide support to departmental processes.
- Materials supplies: Printing, construction, maintenance and safety boxes.

4.2. Capital programs

Technical Cooperation

- Strengthen the capacity of Finance Department staff to monitor and report on financial releases and budget flows for the PB.
- Process the financial management information systems.
- Strengthen the financial security systems at all levels, especially at provincial and district levels, including the use of the provincial/district banking system.
- Strengthen the capacity of the Provincial and District Education Offices to provide regular technical support to schools in order to ensure timely actions on spending and reporting.
- Train staff in the development of accounting systems to consist with new regulations that have arisen from the Public Financial Management Reform.

5. Program Management and Monitoring

The Department of Finance is responsible for financial monitoring and preparing work plans by monitoring implementation and coordination with the financial management team.

6. Financial Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	1,838.6	4,695.2	26,434.0	29,103.8	32,411.6
Monitoring Budget Implementation	1,290.4	1,271.9	7,160.8	7,884.0	8,782.8
Capacity Building of Technical Staff	0	0	0	0	0
Supporting Departmental Processes	548.2	584.4	3,290.2	3,622.5	4,025.4
Materials Supplies: Printing, Construction, Maintenance and Safety Boxes.	0	2,838.9	15,983.0	17,597.3	19,603.4
Resources: Total	1,838.6	4,695.2	26,434.0	29,103.8	32,411.6

Sub-program 5.6: Strengthening of Internal Audit

Responsible Department: Department of Internal Audit

1. Objectives

The objective of the sub-program is to improve the quality and efficiency of internal audit through audit management, compliance and performance.

2. Responding to ESP Strategies and Policies

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Strengthening good governance on management process, compliance and performance

Policy action:

- Audit procedure revised in 2011.
- Capacity development plan for auditing officials developed in 2011.
- Procedure to nominate focal point on auditing information at provincial level developed in 2013.

3. Indicators and Targets

- Central offices audited increased from 23% in 2010 to 42% in 2013.
- 100% of POEs are audited annually.
- DOEs audited increased from 33.7% in 2010 to 70% in 2013.
- Schools and public education institutions audited increased from 5.2% in 2010 to 8.4% in 2013.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Train core persons on internal audit regulations, as per the Ministry of Economics and Finance and the national audit authorities.
- Collect information and analyze the audited institution.
- Carry out audits at institutions at national and sub-national levels.
- Prepare reports and provide recommendations on internal audit to the audited institutions.
- Monitor improvements by recommendations of IAD and line departments.

4.2) Capital programs

- Train internal audit staff on internal audit regulations, as per the Ministry of Economics and Finance (MEF) and national audit authorities.
- Organize study tours to learn about internal auditing procedures at other auditing institutions at national and sub-national levels under MOEYS by expanding the audit scope to the management and utilization of program-based budgeting, non-program-based budgeting and DP budget.
- Monitor and adjust internal audit works, policies, processes and other regulations related to the preparation of internal audit management systems.

- Prepare pilot programs for internal audit implementation and internal audit management systems as per the Ministry of Economics and Finance (MEF).

5. Program Management and Monitoring

The Department of Internal Audit prepares the two main activities including: (1) supporting the internal audit process; and (2) the internal audit operation of management, compliance and performance as follows:

- Prepare the information collection and situation analysis of the audited institutions.
- Formulate the plan and perform the audit in the audited institutions at national and sub-national level.
- Prepare reports and provide recommendations on internal audit in the audited institutions.
- Monitor improvement through the recommendations of IAD and the line departments.

6. Financing Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	0	317.5	464.0	510.9	569.1
Support for auditing process	0	0	142.5	156.9	174.8
Capacity Building of Technical Staff	0	317.5	321.5	354.0	394.3
Resources: Total	0	317.5	462.0	510.9	569.1

Sub-program 5.7: Monitoring and Evaluation of Educational Sector Performance

Responsible Department: Department of Quality Assurance

1. Objectives

The objective of this sub-program is to strengthen the monitoring and output-based evaluation of educational performance to ensure educational quality and to enhance quality improvement at all schools nationwide.

2. Responding to ESP Strategies and Policies

Policy 2: Improving the Quality and Efficiency of Education Services

- * Increase transparency and improve the performance monitoring and responsibilities of teachers, schools and higher education institutions

Policy action:

- Documents on educational quality at the school level developed by 2011
- Policy and framework of quality assurance developed by 2012.
- Regulations for upgrading the inspectorate offices in POEs on quality assurance developed in 2012.
- Principles on mechanisms to measure equivalency levels developed in 2012.
- National standards on education quality assurance finalized in 2013.

3. Indicators and Targets

- The reports of monitoring and evaluation of quality assurance at schools level will be distributed every year.
- Output-based performance by sub-sector for all provinces will be increased to 50% in year 2013.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Share experiences on implementation to improve educational quality at school level.
- Strengthen capacity of educational quality assurance at national and sub-national levels.
- Monitor output-based performance evaluation to ensure quality assurance at all levels.

5. Program Management and Monitoring

The Department of Quality Assurance will be responsible for this sub-program. In future, the budget will be allocated to sub-national level.

6. Financing Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	157.0	220.2	247.9	593.5	677.8
Strengthening the capacity of the monitoring system	76.5	69.9	78.7	156.8	179.0
Monitoring output-based performance	80.5	150.3	169.2	436.7	498.8
Resources: Total	157.0	220.2	247.9	593.5	677.8

Sub-program 5.8: Administrative and Financial Inspection

Responsible Department: Inspectorate of Administration and Finance

1. Objectives

The objective of this sub-program is to strengthen the administrative and financial management system at the central level and to ensure the transparency and accountability of all educational institutions.

2. Responding to ESP Strategies and Policies

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Strengthen good governance on management, guidelines and implementation.

Policy action:

- A progressive inspection and review program for improvement to be updated in 2010 and 2013.

3. Indicators and Targets

- Administrative and financial inspection reports will be disseminated every year.
- 370 units will improve their standing based on the inspectorate's recommendations.
- 1,547 units will be inspected.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Conduct inspections and review recommendations for improvement.
- Enhance the capacity development of those staff which are inspected.

4.2) Capital programs

Technical Cooperation

- Monitor and evaluate inspection performance.

5. Program Management and Monitoring

The Inspectorate of Administration and Finance is responsible for inspecting the progress of administration, personnel, finance, and state properties in organizations and public and private institutions. It is also in charge of monitoring and making requests for addressing all cases concerning administration and finance. The MOEYS provides funds for inspection through the sub-program of the Inspectorate of Administration and Finance. Inspection reports will be submitted to the leaders of MOEYS and the relevant sectors for their activities.

6. Financing Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	157.0	169.0	202.1	222.3	244.5
1) Capacity building	38.8	25.2	30.0	33.0	36.3
2) Monitoring	118.2	143.3	172.1	189.3	208.2
2. Capital Program	0	0	0	100.0	0
Technical Cooperation	0	0	0	100.0	0
Resources : Total	157.0	169.0	202.1	322.3	244.5

Sub-program 5.9: Development of ICT usage

Responsible Department: Department of Information and ASEAN Affairs

1. Objectives

The objective of this sub-program is to ensure that the technology used or developed by MOEYS will be appropriate to address the needs to update the ministry's administration and flexible with its decentralization policy. Another objective is to promote and conduct monitoring on the standardization of information and computers used in the ministry.

2. Responding to ESP Strategies and Policies

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- ✳ Improve the use of information technology to update and decentralize administration and inspection systems, which can reach school level.

Policy action:

- Security, stability and standardization of the updating and integration of MIS such as EMIS, HRMIS and FMIS and the general information system of MOEYS assured in 2010.
- Computer-based school management is operational in 2010.
- Standardization and electronic communication with MOEYS at national, sub-national and school levels strengthened in 2011.

3. Indicators and Targets

- MOEYS's central departments, POEs and DOEs are able to communicate with one another through electronic means in 2011.
- New database for EMIS, HRMIS and FMIS will be linked and considered as secure and stable in 2011.
- Management software properly piloted and addressing the needs of schools in Cambodia is operational in 2010.
- All MOEYS's departments, POEs, DOEs, schools and HEIs use Open Document Format (ODF) and Portable Document Format (PDF) at the end of 2010.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Provide training to officials at central, provincial and district levels on how to use school management software and productivity software developed by MOEYS.

4.2) Capital programs

Technical Cooperation:

- MIS strategy development
- Check MIS updating process to ensure that technical aspects of security, standardization and decentralization are incorporated.
- Prepare and pilot school management by using computer-based automation software and data exchange software among schools and MOEYS's database.

5. Program Management and Monitoring

Department of Information and ASEAN Affairs is responsible for organizing and monitoring these activities and coordinating with development partners. Performance evaluation will be done for this area as pointed out in the master plan and action plan on Information and Communication Technology.

6. Financing Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	0	118.3	144.4	157.7	150.0
Capacity Development	0	118.3	144.4	157.7	150.0
2. Capital Program	0	909.6	932.0	1,122.1	669.7
Investment	0	770.0	790.4	972.0	531.6
Technical cooperation	0	139.6	142.6	150.1	138.1
Total	0	1,027.9	1,077.4	1,279.8	819.7

Sub-program 5.10: Strengthening Legislation in the Education Sector

Responsible Department: Department of Legislation

1. Objectives

The objectives of this program are the preparation of legal frameworks, legal documents and other regulations for implementation in the education sector. Another objective is the strengthening of good governance.

2. Responding to ESP Strategies and Policies

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Prepare legal documents clearly in the education sector as a whole and for all its sub-sectors based on the Education Law in 2013.

Policy Action:

- Rules and regulations will be prepared and adapted every year to correspond to the Education Law.

- * Strengthen public services in the education sector.

Policy Action:

- Legal documents to guarantee public service delivery in the education sector developed every year.
- Education related public service information improved every year.
- Public service improvement plan for the education sector developed every three years.
- Structure, roles and duties at administrative level adapted to decentralization and de-concentration in the education sector developed in 2013.
- Legal frameworks and legal documents for decentralized HR management developed in 2013.
- Action plan on transferring of functions, human and financial resources to sub-national level improved in 2013.

3. Indicators and Targets

- 29 legal documents will be prepared and disseminated by 2013.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Develop and disseminate documents on strengthening the efficiency of public service delivery in the education sector, documents on procedures for requesting or complaining and procedures for resolution, books of education-related legislation and regulations and documents on the legal framework, protection and anti-human trafficking.
- Strengthen the capacity of education officials on the guidelines, strengthen the efficiency of public service delivery in the education sector and disseminate works related to stopping human trafficking and exploitation, especially of women and children.

- Conduct monitoring and evaluation of program implementation, public service delivery in the education sector, the enforcement of education-related laws and regulations and works related to stopping human trafficking and exploitation, especially of women and children.

4.2) Capital programs

Technical Cooperation

- Disseminate education-related regulations to educational officials.
- Develop the capacities of educational officials on regulation preparation.
- Conduct monitoring on the implementation of regulations and develop a regulation database.
- Conduct surveys, collect information and prepare and disseminate regulations on the establishment of sub-national organizations.
- Develop capacities of education management on decentralization and de-concentration principles for the education sector.
- Conduct functional reviews, conduct surveys, collect information, disseminate and prepare for the functional transfer to sub-national levels.
- Conduct studies on financial and human resource needs at sub-national levels in order to transfer operational functions from the national level.
- Strengthen the capacities of the working group on decentralization and de-concentration in national program management.
- Conduct monitoring of conflicts among educational officials.
- Disseminate the book on procedures for requests and complaints and resolution procedures to educational officials.

5. Program Management and Monitoring

The Department of Legislation is responsible for the sub-program through the working group on budget and project management established in the department to ensure transparent and highly efficient monitoring. Program monitoring is carried out in cooperation with legislation-related departments, in terms of both technical and financial aspects, in order to contribute to the development of all types of legislation work at all levels. A strategic plan and action plan is developed for the implementation of the project. Program-based budgeting is applied in accordance with the guidelines and procedures of the Royal Government at both national and sub-national levels. Development partners' budget is used by following a separate financial procedure, jointly agreed by MOEYS and development partners.

6. Financing Plan (million Riels)

Activity	2009	2010	2011	2012	2013
1. Recurrent Program	0	0	512.2	673.7	761.7
Development and Disseminate Documents	0	0	36.2	59.8	77.8
Strengthening Capacities of Educational Staff	0	0	363.8	491.7	564.7
Monitoring and Evaluation	0	0	112.2	122.2	119.2
2. Capital Program	0	677.14	1,105.1	1,105.1	1,317.5
Investment	0	0	0	0	0
Technical Cooperation	0	677.14	1,105.1	1,105.1	1,317.5
Resources: Total	0	677.14	1,617.3	1,778.8	2,079.2

Sub-program 5.11: Strengthening the Management of Educational Infrastructure

Responsible Department: Department of Construction

1. Objectives

The objective of this program is to strengthen the management of materials and state assets at different levels from village, commune, district, education institution to provincial level and to identify needs for building and physical infrastructure in a transparent manner.

2. Responding to ESP Strategies and Policies

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Improve the quality and efficiency of education infrastructure management

Policy action:

- Construction and renovation MIS needs at national and sub-national levels developed in 2011.
- Medium term master plan on education infrastructure construction developed in 2011.
- Disaster preparedness plan (typhoon, flooding,...) developed in 2011.
- Construction quality M&E system developed in 2012.

3. Indicators and Targets

- Construction and renovation needs MIS will be operational in 2013.
- MOEYS will have sufficient information and a master plan for constructing administrative buildings at central, provincial and district levels in 2013.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Collect data to design and study the needs for building and physical infrastructure.
- Capacity development and departmental process.
- Training staff at national and sub-national levels on the management of state assets.
- Supply of equipment in the department.
- Monitor and survey different projects.
- Survey construction projects, renovation projects at central and provincial levels.
- Monitor education infrastructure management and maintenance at central and provincial level.

4.2) Capital programs

Investment

- Develop construction and renovation needs management information system and construction quality M&E system.

Technical Cooperation

- Provide training to staff at central, provincial and district levels on MIS and how to develop a master plan for education infrastructure construction and renovation.

Table 5: Administrative Building and School Building Construction from 2011 to 2013

Types of building	No.	2011	2012	2013
Fully Resourced Pre-schools	185	60	60	65
Primary Schools	600	200	200	200
Community Learning Centers	150	50	50	50
Lower Secondary Schools (Commune level)	186	62	62	62
Upper Secondary School (District level)	14	5	5	4
Sports fields in lower and upper secondary schools	240	80	80	80
Teachers' houses	480	160	160	160
Fully Resourced Lycees	48	16	16	16
Dormitories	72	24	24	24
Sport center renovation and maintenance	24	8	8	8
Youth meeting halls	24	8	8	8
Total	2023	673	673	677

5. Program Management and Monitoring

Recurrent budget will be directly managed by the Department of Materials and State Assets in 2011 and 2012. From 2013, 60% of the monitoring budget will be transferred to the POEs. The capital budget will be managed by MOEYS.

6. Financing Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	0	0	442	827	1064
Capacity Development and Institutional Operation	0	0	294	383	472
Monitoring	0	0	148	444	592
2. Capital Program	0	0	353,406	353,406	355,431
Investment	0	0	287,073	286,957	288,564
Construction	0	0	287,033	286,957	288,564
MIS	0	0	40	0	0
Technical cooperation	0	0	66,333	66,449	66,867
Total	0	0	353,848	354,233	356,495

Sub-program 5.12: Strengthening the Management of State Assets

Responsible Department: Department of Materials and State Assets

1. Objectives

The objective of this sub-program is to strengthen the management of materials and state assets at national and sub-national levels and educational institutions with transparency, efficiency and accountability and prepare accurate and on time inventory lists for state assets.

2. Responding to ESP Strategies and Policies

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- ✳ Strengthen the financial and state asset monitoring system at national and sub-national levels.

Policy action:

- Materials and state assets management information system developed by 2011.

3. Indicators and Targets

- Institutions and POEs with proper state assets inventory lists increased from 50% in 2009 to 100% in 2013.
- State asset management information system developed by 2013.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

Capacity development and institutional operation

- Training staff at national and sub-national levels on the management of state assets.
- Supply of equipment in the department.

Monitoring

- Verify the inventory list of property and monitoring management of state assets at schools.

4.2) Capital programs

Investment

- Develop materials and state assets management information system.
- Provide training to staff responsible for management of materials and state assets on MIS.

5. Program Management and Monitoring

The Department of Materials and State Assets will take overall responsibilities for managing the budget of this sub-program in 2011 and 2012. In 2013, 70% of monitoring budget of this sub-program will be allocated to provincial level.

6. Financing Plan (million Riels)

Activities	2009	2010	2011	2012	2013
1. Recurrent Program	0	0	346.0	382.0	420.0
Capacity Development and institutional operation	0	0	287.0	301.0	317.0
Monitoring	0	0	59.0	81.0	103.0
2. Capital Program	0	0	1,948.4	841.6	722.0
Investment	0	0	576.4	109.6	0
Technical cooperation	0	0	1,372.0	732.0	722.0
Total	0	0	2,294.4	1,223.6	1,142.0

Sub-program 5.13: Developing and Strengthening the Efficiency Education Administration

Responsible Department: Department of Administration

1. Objectives

The objective of this sub-program is to ensure administrative work following specific administrative norms through the strengthening of the administrative network from national to sub-national level. Another objective is to prepare education service provision and receive education information in order to ensure the promotion of smooth and highly efficient performance in all operations.

2. Responding to ESP Strategies and Policies

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

- * Improve the quality and efficiency of administration management

Policy action:

- Strategic plan on administration strengthening developed in 2012.
- Guidelines on one-stop service developed in 2012.
- Guidelines on administration and filing procedures developed in 2012.
- Performance-based management mechanism revised in 2012.
- Guidelines on administration information provision and receiving from national to school level developed in 2013.

3. Indicators and Targets

- All education sectors are reviewed through annual education congress.
- One-stop service is established in the administration section at national and sub-national levels.
- Administrative document database is developed in early 2012.

4. Main Programs and Activities

4.1) Recurrent programs (Program based budgeting and others budgeting)

- Strengthening administrative and reporting capacity.
- Performance-based management.
- Organizing information on the provision and receipt of administration at national and sub-national levels.
- Preparing data for filing administrative documents and relevant documents.
- Regular monitoring and evaluation on performance.

4.2) Capital programs

Investment:

- Provide supplies and facilities for administrative functioning of the administration section at POEs and DOEs

Technical Cooperation:

- Strengthening the capacity of administrative officials within the education sector

- Monitoring and evaluation of administrative management
- Organizing annual education congress

5. Program Management and Monitoring

Department of Administration takes overall responsibilities for this sub-program. Administration offices or units at national and sub-national levels will implement these activities with guidance and regular monitoring from the Department of Administration. Administration is a support service to enable the technical functioning of work to proceed smoothly. A good administrative system will enable MOEYS leadership and relevant stakeholders to find it easy to lead and prepare different programs.

6. Financing Plan (million Riels)

Activities	2010	2011	2012	2013
1. Recurrent Program	936.0	700.0	793.0	585.0
Strengthening administrative network from national to school level	45.0	60.0	85.0	120.0
Organizing information on the provision and receipt of administrative services at national and sub-national levels	50.0	65.0	85.0	125.0
Strengthening the monitoring system	135.0	102.0	76.0	50.0
Encouraging performance-based management	46.0	33.0	32.0	25.0
Preparing data for filing administrative documents and relevant documents	45.0	50.0	175.0	65.0
Conducting regular performance monitoring	65.00	55.0	50.0	45.0
Strengthening administrative and reporting capacity	215.0	215.0	215.0	120.0
Strategic plan on administrative strengthening	335.0	120.0	75.0	35.0
2. Capital Program	170.0	130.0	130.0	130.0
Technical cooperation	170.0	130.0	130.0	130.0
Total	1106.0	830.0	923.0	715.0



PRO-POOR FINANCIAL PLANNING AND MANAGEMENT

6. PRO-POOR FINANCIAL PLANNING AND MANAGEMENT

6.1. 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 that sufficient information is available to all on education costs in order for stakeholders to effectively judge the value of current and future investments in the sector. An associated objective is to forge the accountability of Government, parents, the private sector and individual service users in the financing of education at all levels.

In the National Strategic Development Plan updated 2009-2013, the projected overall budget requirement for the education sector from 2009 to 2013 amount to 1,207 billion Riels in 2013. In terms of the projected budget requirement for the education sector in the Medium Term Expenditure Framework 2011-2013 and the Budget Strategic Plan 2011-2-13, recurrent cost increases from 824 billion Riels in 2010 to 1,165 billion Riels in 2013. Personnel costs account for 74% of the recurrent costs and decreases to only 72% in 2013. Program-based budgeting costs increase from 127 billion Riels in 2010 to 201 billion Riels in 2013. The percentage of program-based budgeting costs relative to overall recurrent costs increases from 15.4% to 17.3% (Table 6).

Table 6: Budget Share for Education Sector and Projected Cost for 2011-2013
(in Million Riels)

Program	2010	2011	2012	2013
Recurrent budget for education Sector	824,879.0	935,737.0	1,064,039.0	1,207,989.0
Overall recurrent budget**	824,879.0	950,184.7	1,046,418.6	1,165,414.9
Personnel cost	609,960.0	686,815.0	756,448.8	842,388.1
Non-personnel cost	214,919.0	263,369.7	289,969.8	323,026.8
Program-based budget**	127,032.0	164,409.0	181,014.1	201,649.9
Percentage of program-based budget/overall recurrent budget	15.4%	17.3%	17.3%	17.3%

* NSDP updated 2011-2013

** Budget Strategic Plan 2011-2013

ESP 2009-2013 categorizes all development activities into 5 major programs and 28 sub-programs (see Table B in Annex). From 2009-2013, MOEYS continues with existing reforms and adds some more development activities to realize the three ESP policies. Therefore, the overall resource requirement for implementing the ESP 2009 - 2013 increases from 855 billion Riels in 2010 to 1,795 billion Riels in 2013. In the same period, the overall recurrent budget requirement increases from 824 billion Riels to 1,377 billion Riels. The overall program-based budget requirement increases from 162 billion Riels to 304 billion Riels. The percentage of the program-based budget relative to the recurrent budget is expected to increase from 19.7% to 22.1%.

The overall capital budget requirement increases from 30 billion Riels in 2010 to 417 billion Riels in 2013. From 2010 to 2013, 862 billion Riels will be spent on construction. With a

significant increase in the capital budget requirement in the ESP 2009-2013, the capital budget committed by Development Partners in the Public Investment Program 2011-2013 will decrease from 334 billion Riels in 2011 to only 253 billion Riels in 2013. Such a decrease is due to the reduced support from DPs for existing projects, which plan to finish in 2013. However, the government's budget, especially the recurrent budget, continues to increase.

Table 7: Resource Requirement for ESP 2009 - 2013 (Million Riels)

Program	2010	2011	2012	2013
Overall Recurrent Budget	824,879.0	1,020,033.0	1,184,656.0	1,377,956.0
Overall program-based budget	162,271.5	226,550.3	265,601.1	304,131.9
Ratio program-based / overall recurrent	19.67%	22.21%	22.42%	22.07%
Overall Capital Budget	30,395.0	408,585.0	412,672.0	417,252.0
Ratio capital / recurrent	4%	40%	35%	30%
Total Requirement for Education Sector	855,273.0	1,428,616.0	1,597,328.0	1,795,208.0

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.

The key features are:

1) *Assured Government spending on basic education* with the percentage of recurrent spending on basic education, where the participation of the poorest is the greatest, around 38% over the period (from Riels 80 billion in 2010 to around Riels 105 billion by 2013, mainly for increasing school operational budgets.)

2) *Sustained capital spending on basic education facilities development and selective capital spending on post-basic facilities development.* Build additional primary and secondary schools for the poorest, underserved areas, amounting to around 30% of projected capital spending. The capital budget for these programs is around Riels 860 billion (around Riels 287 billion/year).

3) *Performance-based pay reform*, linked to access and quality improvements, (*Table D in Annex*). The elimination of informal contributions, offset by improved performance-based teacher salaries and allowances is in accordance with the Government's policy. 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 610 billion in 2010 to around Riels 842 billion by 2013. The projected non-personnel cost share will remain at 27%, 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.

6.2. Projected Total Financing Needs and Available Resources

To effectively implement policies and strategies in ESP 2009-2013, MOEYS will 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.

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 17.8% in 2010 and expected to increase to 22.3% in 2013 (Table E in the Annex).

Table 8: Resource Requirement and Available Resources (in Million Riels)

Program	2010	2011	2012	2013
Recurrent Budget for Education*	824,879.0	935,737.0	1,064,039.0	1,207,989.0
Overall Recurrent Budget Requirement	824,879.0	1,020,032.8	1,184,656.2	1,377,956.3
Recurrent Budget Gap	0.0	-84,295.8	-120,617.2	-169,967.3
DP Budget**	334,485.9	416,320.2	310,847.1	253,729.4
Overall Capital Budget	30,394.7	408,584.8	412,672.3	417,251.8
Capital Budget Gap	304,091.2	7,735.4	-101,825.2	-163,522.4
Overall Budget Gap	304,091.2	-76,560.4	-222,442.4	-333,489.7

* NSDP updated 2011-2013

** Budget Strategic Plan 2011-2013

On this basis, the alternative scenario projects a potential recurrent budget shortfall of around 328 billion Riels from 2010 to 2013. The Ministry would therefore seek an increase in policy-led recurrent budget support from Development Partners or other stakeholders in order to mitigate any risk of financing shortfalls in order to secure a predictable financial base for the sustained ESP reforms.

Overall, the potential total financing gap could amount to around 328 billion Riels (US\$ 82 million).

In order to ensure greater predictability of external assistance, the Ministry proposes a number of measures including:

- a) Confirmation and pooling of funds from education-related development partners and NGOs for the implementation of ESP 2009-2013.
- b) Annual resource availability review through MOEYS' AOP and annual education congress; and
- c) Greater flexibility of external assistance modalities by applying the principles of partnership and aid effectiveness.

6.3. Improved Financial Management and Monitoring Systems

The current Government financial systems will be consolidated and extended as part of ESP 2009-2013, 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 the following recurrent financial planning management mechanisms:

- Education service pay reform programs and performance incentive schemes to realize the policies of ESP 2009-2013.
- Improved guidelines on budget use and monitoring at all levels.
- That central MOEYS department and post secondary institutions' operational budgets be managed through specific and delegated budget allocations.
- Allocation of PB budget by sub-sector to institutions and POEs.

The Ministry proposes significant expansion of capacity building in financial monitoring systems and procedures as part of ESP 2009-2013. 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 and programs.



**RESULTS-ORIENTED SECTOR PERFORMANCE
MONITORING / REVIEW**

7. RESULTS-ORIENTED SECTOR PERFORMANCE MONITORING/REVIEW

7.1. Improved Results-Focus in Sector Monitoring

ESP 2009-2013 monitoring and review are carried out in parallel with the monitoring and review framework of NSDP updated 2009-2013. Therefore, key indicators used for monitoring the progress of ESP also reflect the progress of NSDP in the education sector. ESP 2009-2013 indicators are reviewed by retaining some indicators and adding some other key indicators. Overall, 24 indicators are identified, in which 7 indicators are for policy 1; 10 indicators for policy 2 and 7 indicators for policy 3.

Indicators identified for policy 1 focus on equitable access to education with different features such as the number of incomplete primary schools, which achieve more than 95% of new NAR and NER. At secondary education level, NER at lower and upper secondary education levels are added. Literacy for 15-24 years of age are also identified though the data sources of this indicator are from Ministry of Planning's survey.

The pupil-teacher ratio indicator is replaced by the pupil-class ratio and the pupil-teacher ratio to reflect the actual utilization of teachers at school level. Repetition rate, dropout rate and completion rate indicators are retained to measure the internal efficiency of education. The pupil-textbook ratio indicator and percentage points of students meeting the learning standards in Khmer and Maths subjects based on testing at grade 3 and 6 are identified to provide a basis for measuring the quality of education.

Indicators in Policy 3 are retained following the findings of MTR of ESP 2006-2010. These indicators put emphasis on the recurrent budget for the education sector, program-based budgeting and audit operations.

Table 9: Key indicators for ESP 2009-2013

Policy 1: Ensuring Equitable Access to Education Services

1. Enrollment of five-year-old children in both formal and informal ECE programs: Total/Female
2. NAR: Nationwide/Total/Female - The number of incomplete schools achieving > 95%
3. NER at primary school: Nationwide - The number of incomplete schools achieving > 95%
4. GER and NER at lower secondary schools: Nationwide/Total/Female
5. GER and NER at upper secondary schools: Nationwide/Total/Female
6. Number of students at both public and private higher education institutions: Total/Female
7. Literacy rate of 15-24 years of age

Policy 2: Improving the Quality and Efficiency of Education Services

8. Pupil-class ratio at primary education
9. Teacher-class ratio at primary education
10. Repetition rates: Primary/LS/US/Total/Female
11. Dropout rates: Primary/LS/US/Total/Female
12. Completion rates: Primary/LS/US/Total/Female
13. Number of students re-entering grade 3 to 9
14. Number of incomplete primary schools
15. Pupil-textbook ratio at primary education (1 sets: 4 books)

16. % of students meeting curriculum standard for Khmer subject based on testing at grade 3 and 6
17. % of students meeting curriculum standard for Maths subject based on testing at grade 3 and 6
18. % of public and private HEIs meeting establishment criteria

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

19. Education share of total government recurrent budget
20. % of actual PB expenditure/total PB budget
21. % of PB implementing bodies subject to internal audit annually
22. % of schools/institutions subject to internal audit annually
23. Technical assistance (person-month): National/International
24. % of female education staff: teaching staff/ middle management/ top leaders

Progress of these indicators will be reviewed at the annual education congress.

7.2 Strengthening Joint Annual Sector Performance Review Processes

7.2.1 The sub-program expected outputs and Annual Operation Plan

Currently the indicators and targets of each sub-program of the recurrent program are mostly the expected outcomes of the sub-programs but not the expected outputs that enable the measurement of progress of the main activities. This makes it difficult to monitor properly the main activities. It is for this reason that the expected outputs of all main activities in the sub-programs of the recurrent program have been set.

Over the past two years, the Annual Operation Plan (AOP) of the MOEYS has compiled sub-program annual operation plans including activity plans of the MOEYS as well as of the development partners. The AOP is expected to be prepared annually.

7.2.2 Monitoring organisation of the ESP 2009-2013

The current description of the sector monitoring/evaluation and reporting system does not clearly define a monitoring structure nor the roles and responsibilities of stakeholders. The monitoring structure simply maintains current roles and responsibilities of the offices and departments as they are, in order to clarify them.

a. District program monitoring

Regular monitoring is conducted of the support at school level on the implementation of policy actions as well as of daily activities of the respective sub-programs. District Education Offices are responsible for this level of monitoring in cooperation with School Support Committees and Commune EFA Committees.

b. Provincial program monitoring

Progress monitoring is conducted of the outputs of each program at the provincial level including tracking the flow of program funds to schools/institutions and providing support to district offices for their monitoring, taking into consideration the effectiveness and efficiency of those programs. The POEs are responsible for this level of monitoring in cooperation with provincial finance offices and the related technical departments at the central level. Progress reports of the respective sub-programs including technical and financial aspects of progress as well as target-achievement analysis on key ESP indicators at the provincial level are developed through the respective annual provincial Education Congresses and the provincial progress reports are sent to the responsible technical departments at central level to be used

as part of the annual congress report.

c. National program monitoring

Progress monitoring of outcomes and outputs of each program is conducted at the national level including tracking the flow of program funds from central level to schools/institutions and providing support to provincial offices for their monitoring taking into consideration the effectiveness and efficiency of those programs. Reviews of achievements against planned national level targets of the program key indicators are also conducted.

Annual reviews are conducted based on the performance targets and financial plans of the Annual Operation Plan of the MOEYS including activities implemented by development partners. Individual technical departments are responsible for this level of monitoring of the sub-programs for which they are responsible, under the coordination of their respective Directorate Generals with support of the concerned development partners.

Technical departments with their own monitoring budgets will allocate the budget to other levels accordingly in order to ensure that all aspects of program monitoring can be carried out efficiently. Work plans for monitoring include budget allocation to IG, CDD and DoP.

d. Quality and efficiency monitoring/inspection

Quality and efficiency monitoring is conducted of all activities related to education quality and efficiency improvements for learners, the learning environment, the content, curriculum, documentation, teaching and learning methods, facilities, instructional materials, and school management with community participation. The Department of Quality Assurance is responsible for this level of monitoring.

e. System performance audit/inspection

Administrative and financial systems are inspected and audited at this level of monitoring. The Inspectorate of Administration and Finance, the Internal Audit Department and the MoEF Audit and National Audit Authority are the concerned agencies.

f. ESP progress/impact monitoring

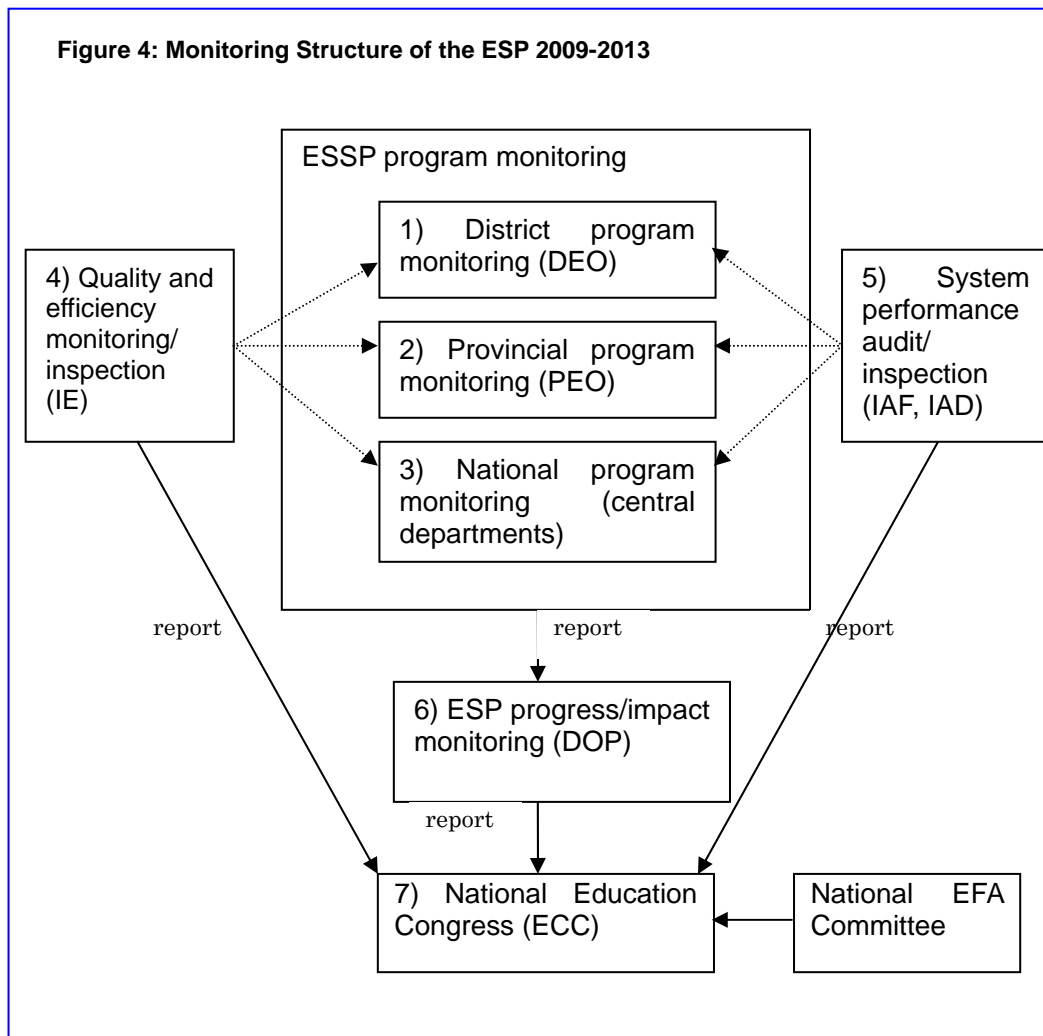
Overall progress is regularly monitored by the Department of Planning of the implementation of the ESP including the progress made against the policy action matrix, the ESP key indicators at national level, and the ESP financing plan. An annual ESP progress report is developed by analysing the results of the annual School Census, the sub-program progress reports, the provincial progress reports, inspection reports on education quality and efficiency, inspection reports on administration and finance, and internal audit reports. Analysis of aid effectiveness in the education sector is also included in the annual ESP progress report in cooperation with development partners and NGOs. Surveys of client/parent satisfaction, cross-cutting issues and the impact of pilot projects are also carried out.

g. National Education Congress

The overall annual performance of the education sector is reviewed through the annual National Education Congress by the MOEYS, provincial representatives, development partners, NGOs and civil society. The Education Congress Report is developed through the compilation of the ESP progress report, sub-program progress reports, provincial progress reports, inspection reports on education quality and efficiency and an inspection report on administration and finance. The National EFA Committee monitors progress toward achieving the EFA goals and reports to the Education Congress. The Education Congress Committee (ECC) consists of selected MOEYS and ESWG members to manage the Education Congress and take responsibility for this level of monitoring/review.

A donor performance report and an NGO performance report are integrated in the sub-program progress reports and the ESP progress report as these are no longer done separately. Development partners are requested to support responsible departments to produce the required reports.

The re-defined monitoring structure is illustrated below.



7.3. Enhancing Aid Effectiveness

Background:

Cambodia's education sector received support from donors for the first time in 1995 with the formulation of an education sector investment framework 1995-1999. However, the rapid progress made in moving from donor coordination to aid effectiveness predates the Paris Declaration on Aid Effectiveness (2005) by several years with the Partnership Principles between the MOEYS and DPs being signed in 2000; the formation of the Education Sector Working Group (ESWG), the official forum of development partners in 2001; and the NGO Education Partnership as a representative body in 2002. The trajectory from aid effectiveness in support of the ultimate objective of education development effectiveness has been similarly rapid, with the consolidation of policy dialogue, sector-wide education planning and the increased use of new aid modalities reflective of meeting the identified challenges underlined in the Paris Declaration: ownership, alignment, harmonization, management for results and mutual accountability.

Further key landmarks comprise the establishment of the Joint Technical Working Group in Education in 2004, comprising the main partnership policy dialogue forum between members of the senior leadership of the MOEYS and other relevant ministries, DP and NGO representatives; the Annual Education Congress, merged in 2006 with the annual sector performance reviews and in 2009 with the ESSP review; and the first production of an Annual Operations Plan that consolidated DP, NGO and RGC investments in the education sector in 2009.

Program Management

Building upon the positive relationships that have developed over the decade between the MOEYS and the DPs, revised Partnership Principles are intended to ensure that remaining sector challenges are achieved in a spirit of partnership and mutual accountability to results. The aid effectiveness agenda is cross-departmental as well as encompassing all levels of the education sector. In order to establish coherent program management, a cross-departmental senior management group will be established, with the support of the development partners for pursuing the aid effectiveness agenda in all areas of their sectoral support. Technical Working Groups at provincial level will encompass the aid effectiveness agenda amongst their other responsibilities.

Opportunities and Next Steps:

Ownership

- MOEYS leadership and its ownership of the sector reform and development partnership processes will be further strengthened through the dialogue surrounding the formulation, implementation and monitoring of the new ESP 2009-2013 which has received support from all the DPs.
- Redrafted, revised Education Partnership Principles and Aid Effectiveness Indicators will detail more specifically the goals of aid effectiveness in support of education development effectiveness underlying increased practical commitments of the DPs and the MOEYS. The MOEYS will coordinate and manage a medium-term capacity development plan, with the support of the DPs, who will align their activities accordingly.
- The MOEYS will coordinate investment activities (facilities and capacity development) through its own ESP investment strategies and Ministry-led PIP.

- In order to strengthen sector partnership arrangements, key next steps include: (i) to ensure that all partners are committed to the revised set of partnership principles and their monitoring; (ii) to ensure that all DP projects have MoUs with the MOEYS; (iii) to review and update (if needed) the ToRs for the JTWG, ESWG, and PMC; and (iv) to continue promoting dialogue, enhanced mutual understanding, and practical actions of MOEYS and DPs through various mechanisms such as joint retreats and/or workshops.

Alignment

- Enhanced ODA alignment will be brought about by the strengthening of MOEYS financial management and auditing capacity for enhanced efficiency and effectiveness in PFM/PBB implementation at all levels, on the one hand; on the other hand DPs will utilize RGC finance, procurement, audit and monitoring systems and if unable to do so, will state the baseline conditions of utilizing them and ensure alternative systems do not undermine RGC systems but contribute to them. DPs will link their funding to an agreed, unified framework of conditions derived from the ESP.
- DPs will reduce the number of projects and programmes and support the ESP through a programme-based approach which enables greater resource allocation decision making by the MOEYS.
- The improved alignment of ODA with the AOP at national and provincial levels will be achieved by 2011.

Harmonization

- Aid harmonization will be strengthened through Annual Operational Plan processes with the aim of shifting the AOP from donor coordination/monitoring mechanism to a realistic budgeting/planning process.
- MOEYS leadership will provide a vision and roadmap of its capacity development priorities for implementing the next phase of sector reforms and in relation to management for results and mutual accountability. Harmonized capacity development support of such a roadmap will be expected from the currently fragmented DP support.
- In order to strengthen capacity development planning and implementation, the key next steps will include: (i) formulation of a comprehensive medium term CD strategy plan that will entail skill needs assessment, matching of supply and demand; (iii) ensuring that DPs align all their CD activities in accordance with the MOEYS CD plan; and (iv) strengthening HR management systems and support of staff day-to-day working in a sustainable way.

Mutual Accountability and Management for Results

- The priority will be on strengthening decentralized management systems, particularly at the school and district levels and an enhanced results-based approach to managing the sector. Strengthening the Education Congress and AoP processes to be more analytical and results/outcomes oriented – together with this ESP – will provide the basis of such an enhanced results focus. At the school level, there will be: strengthened capacity and mandates for school management committees (SMCs) in their oversight role in order to enhance service efficiency and accountability to education service recipients; increased mandate over the allocation of school budgets; systemic and accredited school management training for all directors; alongside targeted inspection services based upon school performance.
- At the district level, there will be clearer mandates of roles and responsibilities in terms of T-L support and in terms of administrative and managerial responsibility. In addition, there will be increased decision-making authority, instead of being given responsibility

but limited discretion to make decisions. An increasing shift away from managing activities, to managing results will be evident.

- There will be increased decentralized planning mandates from the school level upwards in order to ensure that operational strategies and targets reflect regional situations, but collectively maintain alignment with national goals. In particular provincial sector targets will be established, alongside the development of accountability structures with provincial Governors and district councils.
- Monitoring the agreed indicators from the revised Partnership Principles will contribute to the Annual Education Congress report.

Annex

ANNEX 1: POLICY LED PROJECTIONS OF EDUCATION NEED

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

Enrolment

	2008	2009	2010	2011	2012	2013	2014	2015
ECE	152,026	186,086	206,763	230,786	254,809	278,832	302,855	326,878
Primary	2,262,834	2,210,841	2,167,694	2,128,993	2,086,693	2,044,927	1,984,432	1,947,491
Lower Secondary	605,707	576,824	564,142	572,946	597,396	620,442	654,305	682,231
Basic Education	2,868,541	2,787,665	2,731,836	2,701,938	2,684,088	2,665,369	2,638,737	2,629,723
Non-formal Education	67,222	83,425	87,426	88,326	90,905	92,900	94,795	96,690
Teacher Training	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Upper Secondary	292,423	322,721	340,300	343,244	344,935	354,105	377,106	412,613
Higher Education (Public)	55,987	67,262	74,664	83,447	87,437	91,458	91,274	89,952
Higher Education (Private)	81,266	94,254	100,249	107,960	111,569	114,745	113,154	108,518
Public Post Basic (Not Inc. NFE)	358,410	399,983	424,964	436,691	442,372	455,563	478,379	512,565
Public Post Secondary (Not Inc. NFE)	65,987	77,262	84,664	93,447	97,437	101,458	101,274	99,952

Number of Teaching Posts Required

	2008	2009	2010	2011	2012	2013	2014	2015
Primary School Teachers	45,511	45,540	45,628	45,705	45,611	45,443	44,098	43,278
<i>Teacher-Class Ratio</i>	<i>0.76</i>	<i>0.80</i>	<i>0.85</i>	<i>0.90</i>	<i>0.95</i>	<i>1.00</i>	<i>1.00</i>	<i>1.00</i>
<i>Pupil Teacher Ratio</i>	<i>49.7</i>	<i>48.5</i>	<i>47.5</i>	<i>46.6</i>	<i>45.8</i>	<i>45.0</i>	<i>45.0</i>	<i>45.0</i>
Lower Secondary School Teachers	23,576	22,321	21,702	21,909	22,707	23,439	24,718	25,773
<i>Teacher-Class Ratio</i>	<i>1.78</i>	<i>1.76</i>	<i>1.75</i>	<i>1.73</i>	<i>1.72</i>	<i>1.70</i>	<i>1.70</i>	<i>1.70</i>
<i>Pupil Teacher Ratio</i>	<i>25.7</i>	<i>25.8</i>	<i>26.0</i>	<i>26.2</i>	<i>26.3</i>	<i>26.5</i>	<i>26.5</i>	<i>26.5</i>
Upper Secondary School Teachers	9,171	11,089	12,818	14,186	15,666	17,705	18,855	20,631

<i>Teacher-Class Ratio</i>	1.64	1.71	1.78	1.85	1.93	2.00	2.00	2.00
<i>Pupil Teacher Ratio</i>	31.9	29.1	26.5	24.2	22.0	20.0	20.0	20.0

Number of Classrooms Required

	2008	2009	2010	2011	2012	2013	2014	2015
Primary	40,572	40,503	40,793	41,393	42,180	43,279	42,402	42,017
<i>PCR (Average class size)</i>	37.6	39.1	40.5	42.0	43.5	45.0	45.0	45.0
<i>Double shift rate</i>	48.4%	39.8%	31.1%	22.4%	13.7%	5.0%	4.0%	3.0%
Lower Secondary	11,076	10,574	10,368	10,556	11,035	11,490	12,115	12,630
<i>PCR</i>	45.6	45.5	45.4	45.2	45.1	45.0	45.0	45.0
<i>Double shift rate</i>	20%	20%	20%	20%	20%	20%	20%	20%
Upper Secondary	4,440	5,140	5,699	6,060	6,440	7,082	7,542	8,252
<i>PCR</i>	52.2	49.7	47.3	44.9	42.4	40.0	40.0	40.0
<i>Double shift rate</i>	26%	26%	26%	26%	26%	25%	25%	25%

Source: Projections in CANPRO

Figure in 2008: Actual 2009: Estimated 2010-2013: Projected

Table B: Total MOEYS Funding

<i>(Riels Millions)</i>	2009	2010	2011	2012	2013
Total Recurrent	742,546	824,879	1,020,033	1,184,656	1,377,956
General Education	177,729	189,548	279,417	312,960	346,674
Higher Education	33,163	41,489	46,717	51,435	57,299
Youth & Sport	18,185	18,085	20,364	22,420	24,976
Provinces	513,469	575,757	673,536	797,841	949,007
Program Based Budgeting (PB): Total	146,520	162,272	226,550	265,601	304,132
I. Education and NFE Development	103,368	111,538	135,896	154,138	170,184
Expanding ECE	5,982	6,553	7,130	7,700	8,267
Strengthening quality and efficiency of education at primary level	45,038	43,775	44,331	54,270	60,456
Strengthening quality and efficiency of education at secondary level	32,100	36,360	50,131	55,672	62,193
Equitable access to education and scholarships for disadvantaged and poor students	6,917	8,230	9,280	10,342	11,497
Expanding non-formal education	9,721	6,860	7,724	8,505	9,471
Strengthening and expanding school health promotion	3,610	9,760	15,200	15,200	15,600
Improving quality and efficiency of life skill training and vocational orientation	-	-	2,100	2,450	2,700
II. Technical Training, Higher Education and Research Development	3,249	3,493	15,439	27,908	41,335
Strengthening quality and efficiency of higher education	3,249	3,493	15,122	27,310	40,568
Strengthening quality and efficiency of Master and Ph.D education	-	-	317	598	767
III. Physical Education and Sport Development	1,243	1,315	1,446	1,530	1,674
IV. Youth Development	877	1,102	1,550	1,860	2,210
V. Education Support and Management and Good Governance	37,783	44,823	72,219	80,165	88,729
Policy Development and Educational Planning System	558	600	604	744	819
Development of Pre- and In-service Teacher Training	3,898	4,030	4,538	4,996	5,566

Core materials and textbook development	14,473	15,783	17,369	18,903	20,954
Human resource management and efficiency strengthening	16,701	17,954	20,216	22,258	24,506
Capacity development for management, finance, planning and material base	1,839	4,695	26,434	29,104	32,412
Strengthening internal audit	-	318	464	511	569
Monitoring and Evaluation - Education Sector Performance	157	220	248	594	678
Administration and finance inspection	157	169	202	222	245
Information technology and communication	-	-	442	827	1,064
Strengthening education legislation	-	-	512	674	762
Strengthening education infrastructure management	-	-	346	382	420
Strengthening state property management	-	118	144	158	150
Administration	-	936	700	793	585

<i>(Riels Millions)</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>
Total Capital	17,215	30,395	408,585	412,672	417,252
<i>By program</i>					
1. General education and NFE development	7,923	16,811	26,449	33,664	40,466
2. Higher education, vocational education and research development	0	1,208	7,849	7,619	7,764
3. Physical education and Sports development	0	0	0	0	0
4. Youth development	25	25	1,410	2,159	2,269
5. Education service support and management and good governance	9,267	12,351	372,877	369,230	366,753
<i>Broad program</i>					
Construction	0	0	287,033	286,957	288,564
Capacity building	12	10,524	304,255	302,467	303,679
Technical cooperation	17,203	19,871	104,331	110,205	113,573
<i>Program Shares</i>					
Construction	0.0%	0.0%	70.3%	69.5%	69.2%

Capacity building	0.1%	34.6%	74.5%	73.3%	72.8%
Technical cooperation	99.9%	65.4%	25.5%	26.7%	27.2%

<i>(Riels Millions)</i>	2009	2010	2011	2012	2013
Total Recurrent and Capital MOEYS Funding					
<i>Resource requirements</i>					
Recurrent	742,546	824,879	1,020,033	1,184,656	1,377,956
Capital	17,215	30,395	408,585	412,672	417,252
<i>Ratio capital/ recurrent</i>	2.3%	3.7%	40.1%	34.8%	30.3%
Grand Total Public	759,761	855,274	1,428,618	1,597,328	1,795,208

Source: Projections in ESP and CANPRO

Figure in 2008: Actual 2009: Estimated 2010-2013: Projected

Table C: Recurrent Unit Costs – MOEYS

<i>(Riels)</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>
Early Childhood Education (public)	148,478	175,735	206,544	243,798	289,104
<i>Enrolment</i>	<i>186,086</i>	<i>206,763</i>	<i>230,786</i>	<i>254,809</i>	<i>278,832</i>
Primary Education	116,162	134,745	160,414	189,058	223,522
<i>Enrolment</i>	<i>2,210,841</i>	<i>2,167,694</i>	<i>2,128,993</i>	<i>2,086,693</i>	<i>2,044,927</i>
Lower Secondary Education	257,155	297,604	340,660	385,480	436,684
<i>Enrolment</i>	<i>576,824</i>	<i>564,142</i>	<i>572,946</i>	<i>597,396</i>	<i>620,442</i>
Upper Secondary Education	319,373	377,375	450,503	540,798	649,553
<i>Enrolment</i>	<i>322,721</i>	<i>340,300</i>	<i>343,244</i>	<i>344,935</i>	<i>354,105</i>
Higher Education (public)	493,042	555,676	559,835	588,255	626,502
<i>Enrolment (public)</i>	<i>67,262</i>	<i>74,664</i>	<i>83,447</i>	<i>87,437</i>	<i>91,458</i>

Source: Projections in ESP and CANPRO

Table D: Wage and Non-Wage in Recurrent MOEYS funding

<i>(Riels Millions)</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>
Total Recurrent	824,879.0	950,184.7	1,046,418.6	1,165,414.9
Personnel cost	609,960.0	686,815.0	756,448.8	842,388.1
Non-personnel cost	214,919.0	263,369.7	289,969.8	323,026.8
General Education	189,548.0	234,802.0	258,516.9	287,987.9
Personnel cost	61,946.0	69,751.2	76,796.2	85,551.0
Non-personnel cost	127,602.0	165,050.8	181,720.7	202,436.9
Higher Education	41,489.0	46,716.6	51,435.1	57,298.6
Personnel cost	14,054.0	15,824.8	17,423.2	19,409.3
Non-personnel cost	27,435.0	30,891.8	34,011.9	37,889.3
Youth and Sport	18,085.0	20,363.7	22,420.3	24,976.4
Personnel cost	3,861.0	4,347.5	4,786.5	5,332.1
Non-personnel cost	14,224.0	16,016.2	17,633.8	19,644.3
Provinces	575,757.0	648,302.4	713,780.9	795,151.9
Personnel cost	530,099.0	596,891.5	657,177.5	732,095.7
Non-personnel cost	45,658.0	51,410.9	56,603.4	63,056.2

Source: MTEF 2011-2013

Table E: ESP Financing Plan Against Macro Economic Projection

<i>(Riels Billions)</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>
Nominal GDP	43,080	47,442	51,769	56,573	61,777
% of Change	2.6%	10.1%	9.1%	9.3%	9.2%
Total Expenditure	7,260	8,300	9,078	9,827	10,678
% of GDP	16.9%	17.5%	17.5%	17.4%	17.3%
Recurrent Budget	4,361	5,029	5,539	5,940	6,425
% of GDP	10.1%	10.6%	10.7%	10.5%	10.4%
Recurrent budget for education sector	743	825	1,006	1,169	1,361
% of GDP	1.7%	1.7%	1.9%	2.1%	2.2%
% of total recurrent budget	17.0%	16.4%	18.2%	19.7%	21.2%
Capital Budget	2,899	3,271	3,539	3,887	4,253
% of GDP	6.7%	6.9%	6.8%	6.9%	6.9%
Education sector	552	516	953	988	1023
% of GDP	1.3%	1.1%	1.8%	1.7%	1.7%
% of total capital budget	19.1%	15.8%	26.9%	25.4%	24.0%
Total budget for education sector	1,295	1,341	1,959	2,157	2,383
% of grand budget	17.84%	16.16%	21.58%	21.95%	22.32%

Source: MTEF 2011-2013

Table F: Projected PB budget for 2011-2013 (in million Riels)

PB programs/sub-programs	Financial law	Projection		
	2010	2011	2012	2013
Total MoEYS	127,032.0	164,409.0	181,014.1	201,649.9
Program 1 : Development of General Education and Non-formal Education	80,920.4	91,233.7	100,448.3	111,899.4
Sub-program 1.1 : Expansion of Early Childhood Education	674.4	876.7	965.2	1,075.3
Sub-program 1.2 : Strengthening of Quality and Efficiency in Primary Education	43,775.4	49,291.1	54,269.5	60,456.2
Sub-program 1.3 : Strengthening of Quality and Efficiency in Secondary Education	21,370.0	24,062.6	26,492.9	29,513.1
Sub-program 1.4 : Equitable Access and Provision of Scholarships to the Poor and Disadvantaged students	8,240.6	9,278.9	10,216.1	11,380.7
Sub-program 1.5 : Expansion of Non-formal Education	6,860.0	7,724.4	8,504.5	9,474.0
Program 2 : Development of Education, Technical training, Higher Education and Science Research	3,404.0	3,832.9	4,220.1	4,701.1
Sub-program 2.1 : Strengthening of Quality and Efficiency in Higher Education	3,404.0	3,832.9	4,220.1	4,701.1
Program 3 : Development of Physical Education and Sport	1,315.4	1,481.2	1,630.7	1,816.7
Sub-program 3.1 : Development of Sport community	300.0	337.8	371.9	414.3
Sub-program 3.2 : Development of student sport community	303.0	341.2	375.6	418.5
Sub-program 3.3 : Training and Research on physical education and sport	420.0	472.9	520.7	580.1
Sub-program 3.4 : Development of high level of sports	292.4	329.2	362.5	403.8
Program 4 : Development of Youth	634.6	714.5	786.6	876.4
Sub-program 4.1 : HIV/AIDS awareness for youth and strengthening youth activities	334.6	376.7	414.7	462.0
Sub-program 4.2 : Capacity development and development of youth centers	300.0	337.8	371.9	414.4
Program 5 : Program Support, Education Management and Good Governance	40,757.6	67,146.7	73,928.4	82,356.3
Sub-program 5.1 : Policy Development and Strengthening of Education Planning System	584.0	657.6	724.0	806.5
Sub-program 5.2 : Development of Pre- and In-service Teacher Training	4,030.2	4,538.0	4,996.3	5,565.9
Sub-program 5.3 : Development of Instructional Materials and Textbooks	14,526.7	16,357.1	18,009.1	20,062.2
Sub-program 5.4 : Management and Strengthening the efficiency of Human Resource	16,029.0	18,048.7	19,871.5	22,136.9

Sub-program 5.5 : Capacity Development, Financial Management Planning and Basic Materials	4,695.2	26,434.0	29,103.8	32,421.6
Sub-program 5.6 : Strengthening of Internal Audit	317.5	464.0	510.9	569.1
Sub-program 5.7 : Monitoring and Evaluation of Educational Sector Performance	220.2	247.9	273.0	304.1
Sub-program 5.8 : Administrative and Financial Inspection	169.0	190.3	209.5	233.4
Sub-program 5.9 : Development of ICT usage	185.8	209.2	230.3	256.6

Source: BSP 2011-2013

ANNEX 2: EDUCATION PERFORMANCE INDICATOR FROM SY 2009-2010 TO SY 2013-2014

Policy 1: Ensuring Equitable Access to Education Services

	Indicators	Actual		Target		Target		Target		Target	
		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
		Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1	Enrollment of five-year-old children in both formal and informal ECE programs	39.8%	40.5%	45.0%	45.0%	50.0%	50.0%	55.0%	55.0%	60.0%	60.0%
2	NAR: Nationwide	92.4%	92.7%	94.0%	94.0%	96.0%	96.0%	98.0%	98.0%	100.0%	100.0%
	The number of incomplete schools achieving NAR > 95%	n.a	n.a	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
3	NER at primary school: Nationwide	94.8%	94.6%	95.0%	95.0%	96.0%	96.0%	97.0%	97.0%	98.0%	98.0%
	The number of incomplete schools achieving NER > 95%	n.a	n.a	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
4	GER at lower secondary schools	58.1%	57.1%	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	NER at lower secondary schools	32.6%	34.6%	37.0%	37.0%	42.0%	42.0%	47.0%	47.0%	52.0%	52.0%
5	GER at upper secondary schools	32.3%	29.2%	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	NER at upper secondary schools	19.4%	19.4%	21.0%	21.0%	22.0%	22.0%	23.0%	23.0%	24.0%	24.0%
6	Number of students at both public and private higher education institutions	145265	51596	174913	71962	191407	81633	199006	89086	206203	96423
7	Literacy rate of 15-24 years of age	87.5%	n.a	89.0%	TBD	90.0%	TBD	91.0%	TBD	92.0%	TBD

Policy 2: Improving the Quality and Efficiency of Education Services

	Indicators	Actual		Target		Target		Target		Target	
		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
		Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
8	Pupil-class ratio at primary education	47.0		46.5		46.0		45.5		45.0	
9	Teacher-class ratio at primary education	0.78		0.85		0.90		0.95		1.0	
10	Repetition rates										
	Primary	8.9%	7.8%	8.0%	8.0%	7.0%	7.0%	6.0%	6.0%	5.0%	5.0%
	Lower Secondary	2.3%	1.5%	2.0%	1.4%	1.8%	1.3%	1.4%	1.2%	1.0%	1.0%
	Upper Secondary	2.8%	1.7%	2.6%	1.5%	2.4%	1.4%	2.2%	1.2%	2.0%	1.0%
11	Dropout rates										
	Primary	8.3%	7.9%	8.0%	8.0%	7.0%	7.0%	6.0%	6.0%	5.0%	5.0%
	Lower Secondary	18.8%	19.4%	17.0%	18.0%	15.0%	17.0%	13.0%	15.0%	12%	14%
	Upper Secondary	11.2%	10.8%	11.0%	10.0%	10.0%	9.0%	9.0%	8.0%	8.0%	7.0%
12	Completion rates										
	Primary	83.2%	83.6%	85.0%	85.0%	90.0%	90.0%	95.0%	95.0%	100%	100%
	Lower Secondary	48.7%	47.3%	50.0%	49.0%	51.0%	50.0%	52.0%	51.0%	54.0%	53.0%
	Upper Secondary	26.1%	22.5%	28.0%	24.0%	29.0%	26.0%	30.0%	28.0%	31.0%	29.0%
13	Number of students re-entering grade 3 to 9	23845		22000		22000		22000		22000	
14	Number of incomplete primary schools	1203		TBD		TBD		TBD		TBD	
15	Pupil-textbook ratio at primary education (1 sets: 4 books)	3.3		3.5		3.7		3.9		4.0	
16	% of students meeting curriculum standard for Khmer subject based on testing at										
	Grade 3	n.a		70%		70%		70%		70%	
	Grade 6	n.a		80%		80%		80%		80%	
17	% of students meeting curriculum standard for Maths subject based on testing at										
	Grade 3	n.a		70%		70%		70%		70%	
	Grade 6	n.a		80%		80%		80%		80%	

18	% of public and private HEIs meeting establishment criteria	55%	65%	75%	85%	95%
----	---	-----	-----	-----	-----	-----

Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization

	Indicators	Actual	Target	Target	Target	Target
		2009	2010	2011	2012	2013
19	Education share of total government recurrent budget compare to government budget	17.0%	18.0%	19.0%	20.0%	21%
20	% of actual PB expenditure/total PB budget	88.7%	95.0%	95.0%	95.0%	95%
21	% of PB implementing bodies subject to internal audit annually	16.7%	TBD	TBD	TBD	TBD
22	% of schools/institutions subject to internal audit annually	1.1%	TBD	TBD	TBD	TBD
23	Technical assistance (person-month): National/International	516	500	450	400	339
24	% of female education staff:					
	Teaching staff	43.4%	TBD	TBD	TBD	TBD
	Middle management (Director and Deputy Director of Department and Provincial Office)	17.59%	TBD	TBD	TBD	TBD
	top leaders (from Deputy Director General up)	7.7%	TBD	TBD	TBD	TBD

ANNEX 3- SECTOR WIDE POLICY ACTION MATRIX 2010-2013

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
<i>Policy 1: Ensuring Equitable Access to Education Services</i>				
Expand access to ECE programs for 3 to under 6 year olds targeted on those communes with low net admission rates and high repetition rates in primary schools.		<ul style="list-style-type: none"> Action plan for implementing national policy on early child care and development formulated in 2011. (ECED) Action plan for expanding community and home-based pre-schools formulated in 2011. (ECED) Action plan for increasing ECE class in primary schools formulated in 2011. (ECE) Guideline on management of private pre-schools developed in 2011. (ECED) Process of decentralization in improving service and ECCD policy studied in 2011. (ECED) 	<ul style="list-style-type: none"> Pilot program on inclusive and bilingual education implemented in 2012. (ECED) 	

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
Ensure entry of all 6 year olds into primary school including marginalized groups such as child with disability, ethnic minority, and so on.	<ul style="list-style-type: none"> Guidelines on the implementation of accelerate learning for special groups developed in 2010 (PED). Guideline on implementation of bilingual education for ethnic minorities developed in 2010. (PED) 	<ul style="list-style-type: none"> Guideline on children census in villages under school territory and home mapping developed in 2011. (PED) 	<ul style="list-style-type: none"> Guideline on creating study environment in response to children protection, school health and gender developed in 2012. (PED) 	
Reduce parental cost barriers of all aspects such as informal payments	<ul style="list-style-type: none"> Guideline on transparent management and utilization of school operational budget and donation from charitable people and parents developed in 2010. (PED) 			
Increase the number of scholarships (cash or food) for student from poor families, especially girls, to ensure their access to primary and secondary. Ensure strengthened support to better poverty/food security targeted primary school feeding and grades 7-9 incentives programs.		<ul style="list-style-type: none"> National scholarship program developed in 2011. (GSED) Sub-decree on scholarship provision to poor students at upper secondary education level adopted in 2011. (GSED) 	<ul style="list-style-type: none"> Guideline and action plan to provide nutrition food to students from poor family and vulnerable group in primary education grade 4-6 developed in 2012. (PED) 	<ul style="list-style-type: none"> National scholarship policy particularly for students from poor family and vulnerable group in primary education formulated in 2013. (PED) Guideline on provision of scholarship to

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
			<ul style="list-style-type: none"> • Demand for services in specific border areas in 15 provinces assessed in 2012. (PED) 	students grade 4-6 in specific border areas in 15 provinces developed in 2013. (PED)
Provide the technical vocational education (TVE) services, life skill program (LSP) and vocational orientation (VO) services in primary schools and secondary schools.		<ul style="list-style-type: none"> • Vocational orientation policy for secondary school developed by 2011. (VOD) • Guideline on additional TVE subjects and EVEP in upper secondary school developed by 2011. (VOD) • TVE development plan developed by 2011. (VOD) • Guideline on specialized subjects in upper secondary school starting with ICT developed and gradually started from 2011. (VOD) • Life skill policy improved in 2011. (VOD) 	<ul style="list-style-type: none"> • Legal letters and criteria to widen upper secondary school to be TVE upper secondary school prepared by 2012. (VOD) • Guideline on implementation of Vocational Orientation developed by 2012. (VOD) 	
Expand service from youth development program to youth that lost their opportunity.	<ul style="list-style-type: none"> • National policy for Cambodian Youth developed by 2010. (DGY) 	<ul style="list-style-type: none"> • Cambodian Council for Youth Development organized in 2011. (DGY) 	<ul style="list-style-type: none"> • Plan to expand youth centers at provincial level developed by 2012. 	<ul style="list-style-type: none"> • Principles on national education equity fund for poorest youth

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
			(DGY)	(nutrition program and dormitory) developed by 2013. (DGY)
Increase opportunities for equitable access to higher education through increasing scholarship numbers for prioritized students (poor students, female students, students from remote area and outstanding students) and promoting partnerships among public and private sector, and development partners.	<ul style="list-style-type: none"> Develop an Annual Expenditure Report on scholarship students enrolled in public higher educational institutions from 2010 onward. (HED) 	<ul style="list-style-type: none"> Develop a Plan for phased expansion of higher education institutions and prioritized professional programs such as education, healthcare, arts-humanities, agriculture, engineering, technology, science, and mathematics in 2011. (HED) Develop an Agreement between MOEYS and MEF to expand scholarship program in higher education to 15% of the number of students who graduate from upper secondary education from 2011 onward. The Agreement will include the additional reasonable stipends for student support. (HED) 	<ul style="list-style-type: none"> Develop basic facilities development policy in higher education including infrastructures and dormitories from 2012. (HED) Plan for human resource training at master and Ph.D degrees developed in 2012. (SRD) 	
Ensure rationalization of educational staff in remote and	<ul style="list-style-type: none"> Action plan for introduction of 	<ul style="list-style-type: none"> Staff utilization standard particularly 		

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
disadvantaged areas.	<p>multi-grade teaching for teachers in border, remote and/or ethnic minority areas developed annually. (TTD)</p> <ul style="list-style-type: none"> Progress on the staff deployment strategy reviewed in 2010. (PerD) 	<p>in over-staff schools reviewed in 2011. (PerD)</p> <ul style="list-style-type: none"> Teacher supply and need strategy revised in 2011. (PerD) 		
Continue providing new schools and community learning centers or additional facilities to incomplete primary schools.	<ul style="list-style-type: none"> Guideline on roles and responsibilities of resource lycees developed in 2010. (GSED) Guideline on the management of lycees and resource building developed in 2010. (GSED) 	<ul style="list-style-type: none"> Prakas on recognition of resource lycees developed in 2011. (GSED) 	<ul style="list-style-type: none"> Guideline on efficient and sustainable establishment and utilization of schools particularly incomplete schools developed in 2012. (PED) New school need in villages which don't have school yet and areas that have schools far away from the resident home assessed in 2012. (PED) 	
Strengthen and expand sport infrastructure in any types at all level		<ul style="list-style-type: none"> Sport infrastructure development plan developed by 2011. (DGPES) Guideline on school sport field preparation 	<ul style="list-style-type: none"> Regulation on the establishment of fitness consultation centers for health purpose developed by 2012. (DGPES) 	<ul style="list-style-type: none"> Documents on identity of traditional Khmer boxing prepared by 2013. (DGPES)

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
		<p>improved by 2011. (DGPES)</p> <ul style="list-style-type: none"> • Circular on sport club and sport community creation prepared by 2011. (DGPES) 	<ul style="list-style-type: none"> • Training program for sport trainers at basic level improved by 2012. (DGPES) • Sport program for primary school and secondary school developed by 2012. (DGPES) • Guideline on sport community development in primary school and secondary school developed by 2012. (DGPES) 	
<p>Expand participation of private sector and communities, especially commune councils in all levels of education.</p>		<ul style="list-style-type: none"> • Enrolment campaign for young children started from 2011. (ECED) • Guideline on and action plan for community involvement in education sector development revised and developed in 2011. (PED) • Guideline on community involvement in the management of secondary educational 	<ul style="list-style-type: none"> • Implementation of sub-degree and directive on providing license to private primary educational institution reviewed and strengthened in 2012. (PED) 	

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
		institutions developed in 2011. (GSED)		
Expand public/NGO/community partnerships in formal and 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 labor market.		<ul style="list-style-type: none"> Guideline on education partnership in Non-formal education based on non-formal information management system developed in 2011. (NFED) 		<ul style="list-style-type: none"> Plan for information management system for Non-formal education developed in 2013. (NFED)
<i>Policy 2: Improving the Quality and Efficiency of Education Services</i>				
Reduce repetition and drop out at all education level.	<ul style="list-style-type: none"> Guideline on the implementation of the Prakas on the internal regulation of public primary education institutions in article 16 on promotion test in the beginning and ending of school year developed by 2010. (PED) 	<ul style="list-style-type: none"> Guideline on strengthening and ensuring the implementation of teaching hours from 850-1000 hours developed in 2011. (PED) Guideline on equivalency program developed in 2011. (NFED) 		<ul style="list-style-type: none"> Re-entry, equivalency programs and community learning centre reviewed in 2013. (NFED)
Improve the quality of teaching and learning in all grades nationwide.	<ul style="list-style-type: none"> Guidelines on efficient and effective management of early child education program formulated 	<ul style="list-style-type: none"> Curriculum for 3 and 4 year-old child education base on learning standards revised in 2011. (ECED) 	<ul style="list-style-type: none"> Principles for providing merit-based incentives for teachers of public pre-schools, community ECE, 	<ul style="list-style-type: none"> Regulation on establishing and managing library developed by 2013. (GSED)

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
	<p>in 2010. (ECED)</p> <ul style="list-style-type: none"> • Guideline on the implementation of CFS level categorizing developed in 2010. (PED) • CFS master plan revised in 2010. (PED) • Legal document for retired teacher utilization by offering them extra teaching hour remuneration developed in 2010. (DGSE) • Guideline on new curriculum implementation in secondary education revised in 2010. (DGSE) • Internal regulation of secondary school revised by 2010. (DGSE) • Policy for research development in education developed by 2010. (SRD) 	<ul style="list-style-type: none"> • Guideline on and dissemination of teacher's code of conduct implementation developed in 2011. (PED) • Guideline on strengthening CFS, accelerated learning program and bilingual education program developed in 2011. (PED) • Documents on pedagogy, library techniques and teaching aids developed in 2011. (CDD) 	<p>home-base ECE, and home-base ECE network group formulated in 2012. (ECED)</p> <ul style="list-style-type: none"> • CFS master plan, which covers education for children with disabilities, revised in 2012. (PED) • Curriculum development framework taking into consideration the capacity of Cambodian higher education lecturers, the job markets, and national needs developed by 2012. (HED) • Qualification framework for higher education developed in 2012. (HED) • Framework for level, rank and task of teacher at university developed by 2011. (SRD) 	

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
	<ul style="list-style-type: none"> Textbook distribution mechanism revised in 2010. (CDD) 			
Implement the new curriculum policy, including Primary and Lower Secondary education curriculum with a focus on teaching hours.		<ul style="list-style-type: none"> Progress on the new curriculum policy reviewed in 2011. (CDD) General education curriculum improved in 2011. (CDD) 	<ul style="list-style-type: none"> Guideline on test standard result dissemination in grade 3, 6, and 9 to stakeholders developed in 2012. (GSED) 	
Develop learning standards for grade 3, 6 and 9 nationwide.	<ul style="list-style-type: none"> Public dissemination of the results of the yearly standard testing from 2010 onward. (CDD) 			
Improve pre-service and in-service teacher development	<ul style="list-style-type: none"> A report on assessment of needs of upgrading trainers' competencies and its action plan for teacher trainer capacity development to be completed in 2010. (TTD) Master Plan for Teacher Development finalized in 2010. 	<ul style="list-style-type: none"> An action plan for capacity development of teaching staff developed annually. (TTD) A plan for upgrading competencies of secondary-school teachers with limited teaching capacity developed in 2011. (TTD) ICT documents in teacher training 	<ul style="list-style-type: none"> Teacher training curriculum review to be completed by 2012. (TTD) Modules for inclusive education in teacher training curriculum revised in 2012. (TTD) 	

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
	(TTD) <ul style="list-style-type: none"> Report on assessment of facility needs in all teacher training centers finalized in 2010. (TTD) 	curriculum revised in 2011. (TTD) <ul style="list-style-type: none"> Modules of gender sensitiveness will be officially integrated into teacher training curriculum in 2011. (TTD) 		
Increase service remuneration and incentives linked to teacher performance and standards.		<ul style="list-style-type: none"> Result-based management (RBM) such as staff performance evaluation developed in 2011. (PerD) 		
Increase public financial accountability and educational institutional responsibilities regarding operational budgets and decisions on programs.		<ul style="list-style-type: none"> Guideline on the implementation of bilingual education, inclusive education, accelerated learning programs, use of community teachers and uses of monitoring lists at school or educational institution developed by 2011. (PED) 		<ul style="list-style-type: none"> Regulation and principles on expenditure for the implementation of program budgeting such as school operational budget, scholarship, personnel expenditure and other incentives for efficiency revised by 2013. (DOF)
Increase transparency and improve the monitoring of performance of teachers and higher education institutions.	<ul style="list-style-type: none"> Principle on Master training improved by 2010. (SRD) 	<ul style="list-style-type: none"> Principle on PhD training prepared by 2011. (SRD) Documents of educational quality at 	<ul style="list-style-type: none"> Guideline on the disseminating of student achievement results to improve learning and self- 	<ul style="list-style-type: none"> National standard on education quality assurance finalized in 2013. (QAD)

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
		schools level developed by 2011. (QAD)	learning developed by 2012. (PED) <ul style="list-style-type: none"> • Impact study on performance of DTMT carried out by 2012. (PED) • Policy and framework of quality assurance developed by 2012. (QAD) • Regulations for upgrading the inspectorate offices in Provincial Department of Education, Youth and Sports to be office of quality assurance developed in 2012. (QAD) • Principles on mechanisms to measure equivalency level developed in 2012. (QAD) 	
Improve quality and efficiency of technical and vocational training, life skill training and vocational orientation.	<ul style="list-style-type: none"> • Technical and vocational education curriculum developed by 2010. (CDD) • Plan of facility development and train people in the 	<ul style="list-style-type: none"> • Additional guideline on life skill program developed in 2011. (VOD) 	<ul style="list-style-type: none"> • Vocational education quality assurance framework developed in 2012. (VOD) 	

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
	<p>field of technical and vocational education by 2010. (VOD)</p> <ul style="list-style-type: none"> • Procedure for budget package for elective vocational education program operation prepared by 2010. (VOD) 			
Strengthen and expand school health education at all schools/institutions and at all levels.		<ul style="list-style-type: none"> • Guideline on the implementation of School Health Policy at national and sub-national levels prepared by 2011. (SHD) • Circular on structure and TOR of school health at sub-national levels revised by 2011. (SHD) 	<ul style="list-style-type: none"> • Inter-ministerial Prakas on health check for educational staff and learners developed by 2012. (SHD) 	<ul style="list-style-type: none"> • Sub-decree No. 25 on school sanitation revised by 2013. (SHD)
Promote quality and efficiency of physical education and sport program			<ul style="list-style-type: none"> • Levels of support and food for national sportsmen identified by 2012. (DGPES) • Sport training program improved by 2012. (DGPES) 	<ul style="list-style-type: none"> • Regulation for creation sport medical program formulated by 2013. (DGPES) • All sports competition reform at all level prepared by 2013. (DGPES)
Promote the understanding and support on the importance of		<ul style="list-style-type: none"> • National policy on sport developed by 		

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
physical education and sport		2011. (DGPES)		
Increase quality and efficiency of youth development program towards social and economic development.		<ul style="list-style-type: none"> Supported document on youth council implementation prepared by 2011. (DGY) 	<ul style="list-style-type: none"> Standards for skill training in youth centers developed by 2012. (DGY) 	
<i>Policy 3: Institutional and Capacity Development for Educational Staff for Decentralization</i>				
Enhance quality and efficiency of planning, monitoring, review and evaluation of sector plan performance at the national and sub-national levels.	<ul style="list-style-type: none"> Guidelines for 2011 AOP developed in 2010. (DOP) 		<ul style="list-style-type: none"> Guidelines on the establishment of working groups to strengthen planning, statistics and aid management at sub-national level developed in 2011. (DOP) Capacity development plan on planning, monitoring and evaluation developed by 2011. (DOP) Guidelines to develop Provincial ESP developed in 2011. (DOP) 	<ul style="list-style-type: none"> Guidelines for next ESP 2014-18 formulation developed by 2012. (DOP)
Strengthen alignment, harmonization and coordination in building capacity in education sector under the leadership of MOEYS and with partnership		<ul style="list-style-type: none"> Partnership Principle between the MOEYS and development partners agreed by 		

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
with development partners.		2010. (DOP) <ul style="list-style-type: none"> • Joint monitoring indicators on aid effectiveness in education sector developed in 2010. (DOP) • Guidelines to set up provincial TWGs developed in 2011. (DOP) 		
Prepare legal documents clearly in all education sectors and sub-sectors based on education law in 2013.		<ul style="list-style-type: none"> • Rules and conditions to be adapted to education law prepared every year. (DOL) 		
Strengthen public civil services for education sectors.		<ul style="list-style-type: none"> • Legal documents to guarantee public service delivery in education sectors developed every year. (DOL) • Education related public service information improved every year. (DOL) • Public service improvement plan for education sector developed every three years. (DOL) 		<ul style="list-style-type: none"> • Structure, roles and duties at administrative level adapted to decentralization and de-concentration in education sectors developed in 2013. (DOL) • Legal frameworks and legal documents for decentralized HR management developed in 2013. (DOL) • Action plan on

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
				transferring of functions, human and financial resources to sub-national level improved in 2013. (DOL)
Improve predictability for medium-term financial planning, decentralized management and improve regulatory systems and good governance.			<ul style="list-style-type: none"> • MOEYS's action plan on public financial reform program (PFMR) revised in 2012. (DOF) • Guidelines related to public financial reform program such as budget strategic plans and annual operational plan developed in 2012. (DOF) 	
Assuring that all departments and educational institutions become operational departments higher efficiency of budget management and implementation		<ul style="list-style-type: none"> • Guidelines on budget management and implementation prepared every year. (DOF) 		
Improve the use of information technology to update and decentralize administration and inspection systems, which can reach school level.	<ul style="list-style-type: none"> • Security, stability and standardization of the updating and integration of MIS such as EMIS, HRMIS and FMIS 	<ul style="list-style-type: none"> • Standardization and electronic communication with MOEYS at national, sub-national and school levels 		

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
	<p>and the general information system of MOEYS assured in 2010. (IAAD)</p> <ul style="list-style-type: none"> • Computer-based school management is operational in 2010. (IAAD) 	<p>strengthened in 2011. (IAAD)</p>		
<p>Improve quality and efficiency of administration management</p>			<ul style="list-style-type: none"> • Strategic plan on administration strengthening developed in 2012. (DOA) • Guideline on one-stop service developed in 2012. (DOA) • Guideline on administration and filing procedures developed in 2012. (DOA) • Competition mechanism revised in 2012. (DOA) 	<ul style="list-style-type: none"> • Guideline on administration information provision and receiving from national to school level developed in 2013. (DOA)
<p>Improve quality and efficiency of education infrastructure management</p>		<ul style="list-style-type: none"> • Construction and renovation MIS need at national and sub-national levels developed in 2011. (DOC) 	<ul style="list-style-type: none"> • Construction quality M&E system developed in 2012. (DOC) 	

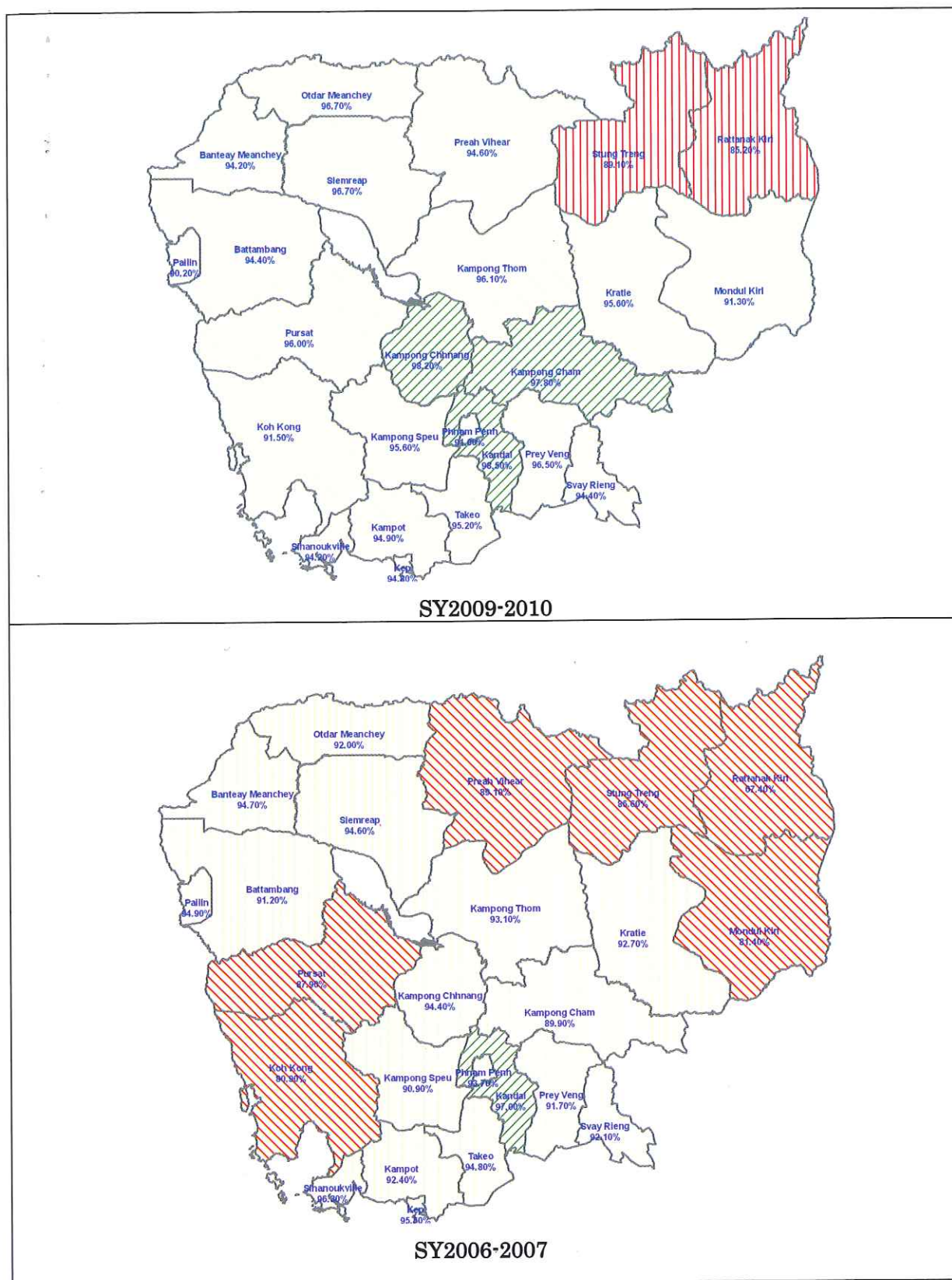
Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
		<ul style="list-style-type: none"> • Medium term master plan on education infrastructure construction developed in 2011. (DOC) • Disaster preparedness plan (typhoon, flooding,...) developed in 2011. (DOC) 		
Strengthen financial and state asset monitoring system at national and sub-national levels.		<ul style="list-style-type: none"> • Materials and state assets management information system developed by 2011. (DMSA) 		
Strengthening good governance on management process, compliance and performance		<ul style="list-style-type: none"> • Audit procedure revised in 2011. (IAD) • Capacity development plan for auditing officials developed in 2011. (IAD) 		<ul style="list-style-type: none"> • Procedure to nominate focal point on auditing information at provincial level developed in 2013. (IAD) • Inspection progressive program and reviewing for improvement program updated in 2010 and 2013. (IAF)
Strengthen HR-MIS, EMIS, HE-MIS and NFE-EMIS	<ul style="list-style-type: none"> • Action plan for reviewing personnel management information system 	<ul style="list-style-type: none"> • Education Research MIS developed in 2011. (SRD) 		

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
	<p>in all levels developed in 2010. (PerD)</p> <ul style="list-style-type: none"> Job specialization and job description of ministry staff finalized in 2010. (PerD) 	<ul style="list-style-type: none"> Medium term capacity building plan for MOEYS developed in 2011. (PerD) 		
<p>Improve staff capacity and institutional management in higher education institutions through training and incentive, and institutional and financial reforms that allow greater operational autonomy for higher education institutions.</p>	<ul style="list-style-type: none"> Develop a policy and vision for 2020 higher education development by 2010. (HED) Develop a monitoring policy, tools, mechanism and evaluate the accomplishment of higher education institutions in 2010. (HED) 	<ul style="list-style-type: none"> Develop standards for higher education institutions to review current management structure higher education institution in accordance with the educational law by 2011. (HED) Develop a capacity development plan for administrative staff and lecturers in higher education in 2011. (HED) Develop guideline for formulating higher education institution strategic development plan by linking with HEMIS in 2011. (HED) 	<ul style="list-style-type: none"> Develop principle for governance and financial management of higher education institutions in 2012. (HED) 	<ul style="list-style-type: none"> Organize two comprehensive universities in 2013. (HED)
<p>Formulate the managerial structure of TVE and develop the capacity of TVE provider at</p>		<ul style="list-style-type: none"> Legal official letter of position and TVE management burden 	<ul style="list-style-type: none"> Capacity development plan of TVE officials 	

Policy Dimensions/Strategies	Policy action 2010	Policy action 2011	Policy action 2012	Policy action 2013
all levels.		prepared by 2011. (VOD)	developed by 2012. (VOD)	
Strengthen management capacity of youth development program to address demand of youth in the region.		<ul style="list-style-type: none"> Regulation to create youth and child journal prepared by 2011. (DGY) 		
Strengthen capacity of education management staff on management and leadership at national and sub-national levels.			<ul style="list-style-type: none"> Capacity development plan for ECE staff at all levels and programs in the line with MOEYS's capacity development strategy developed in 2012. (ECED) Medium term capacities building plan for provincial NFE staffs developed in 2012. (NFED) 	
Strengthen education system performance monitoring and impact systems.			<ul style="list-style-type: none"> Guideline for DTMT on primary education performance developed by 2012. (PED) 	
Reduce gender disparity in management position at national and sub-national level.		<ul style="list-style-type: none"> Principle of designating management staff by prioritizing women in reviewed in 2011. (PerD) 		

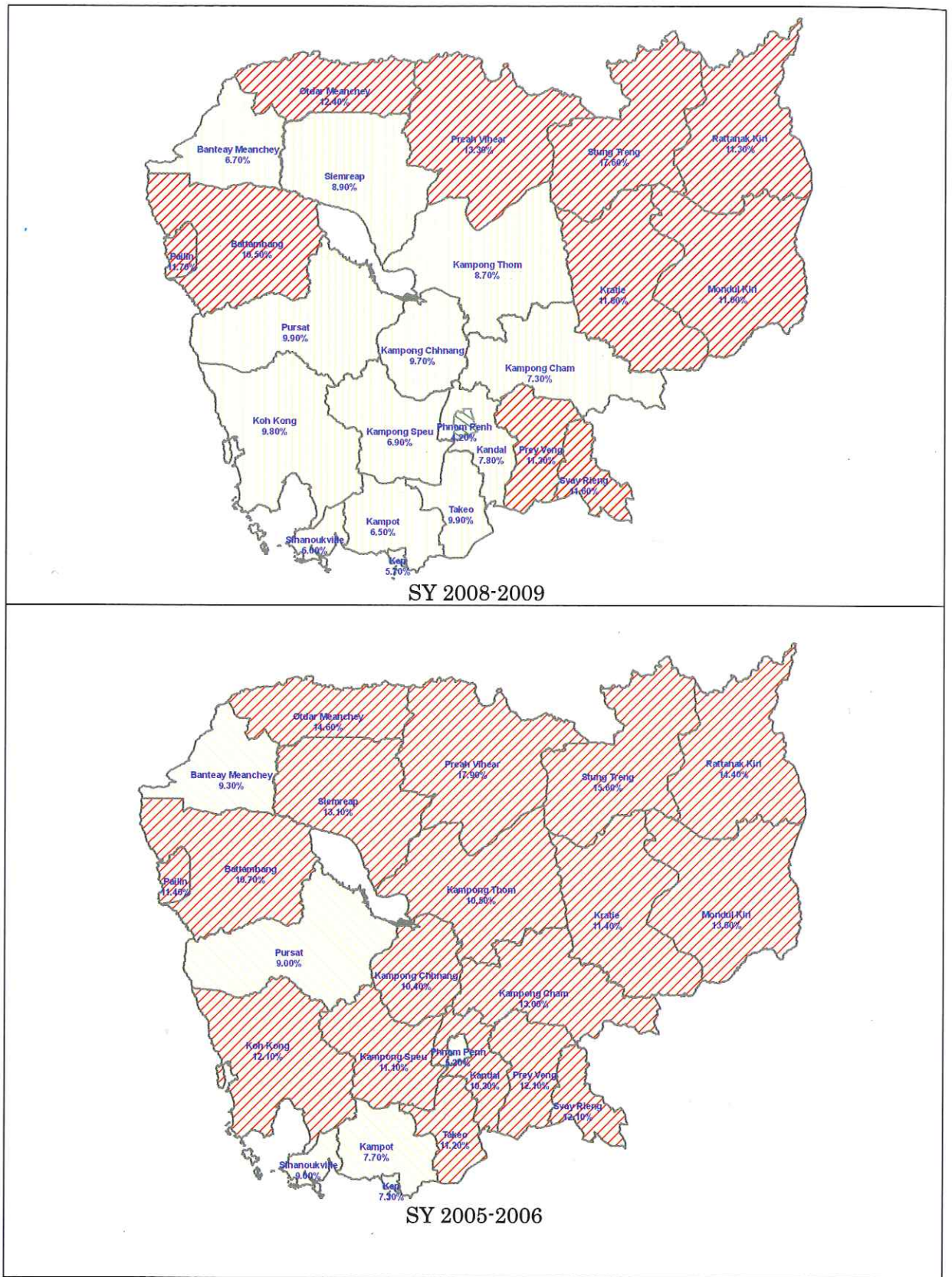


Figure 1: NER in primary schools in SY2006-2007 and SY2009-2010



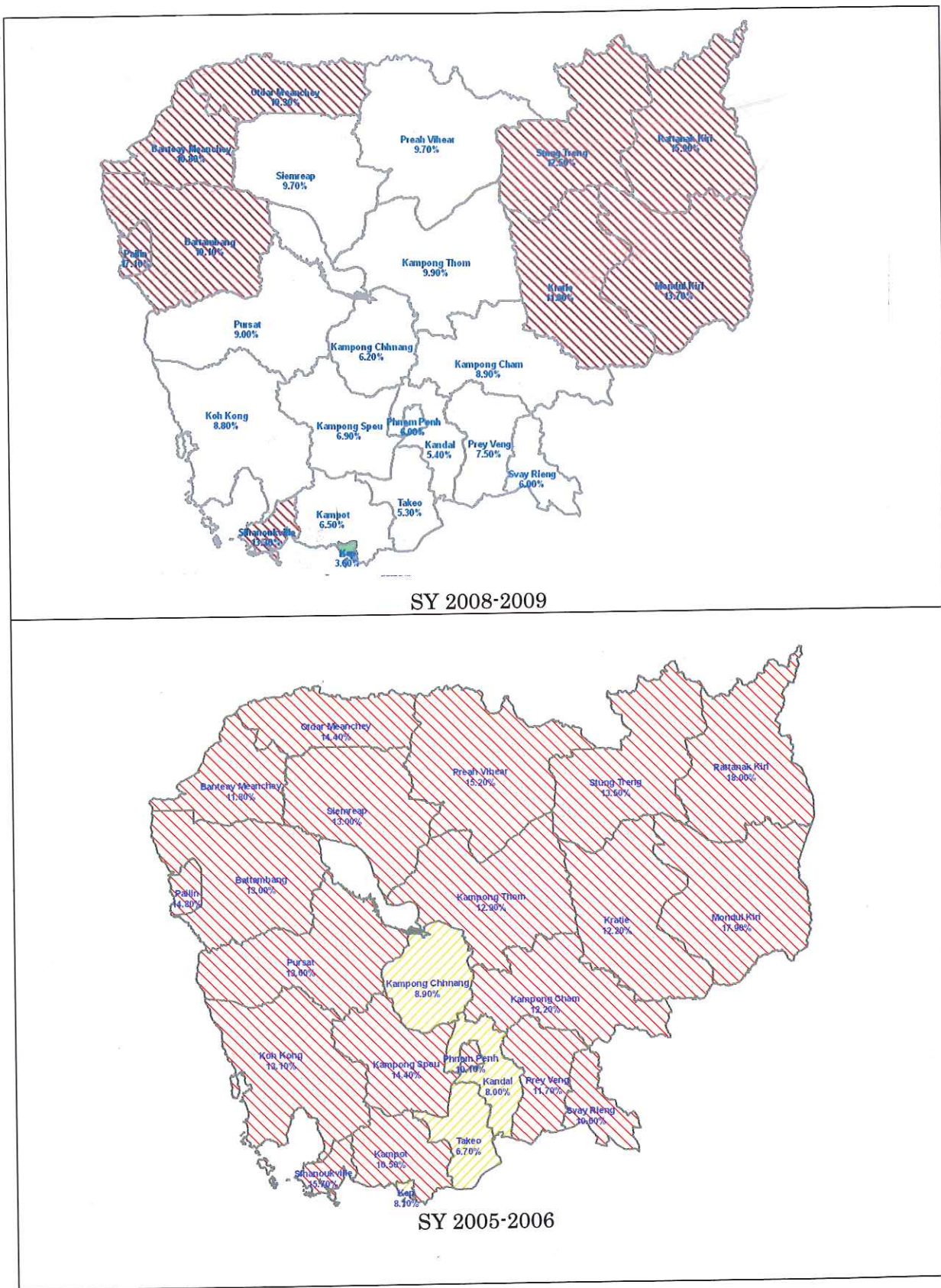
Red: less than 90%, Yellow: 90-97%, Green: more than 97%

Figure 2: Repetition rates in primary education in SY 2005-2006 and SY 2008-2009



Green: less than 5%, Yellow: 5-10%, Red: more than 10%

Figure 3: Dropout rates in primary education in SY 2005-2006 and SY 2008-2009



Green: less than 5%, Yellow: 5-10%, Red: more than 10%