



KINGDOM OF CAMBODIA
NATION RELIGION KING

MINISTRY OF EDUCATION, YOUTH AND SPORT



EDUCATION STRATEGIC PLAN

2014-2018

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Education Strategic Plan 2014-2018

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Preface

The Royal Government of Cambodia has the ambition to transition from a lower-middle income country to being an upper-middle income country by 2030 and a developed country by 2050. The immediate and future economic growth and competitiveness of the nation to realize the ambitions depends on our people having the right knowledge and relevant skills, reflecting our cultural and ethical heritage.

The education sector plays an important role in the national development. The children, youth and adults will receive education and lifelong learning services with high quality, which are relevant and responsive to the labor market demand. In order to realize in full the benefits of Cambodia's demographic dividend there has to be a focus on building skills for learning and providing opportunities for access to technical and specialized skills for all.

The Education Strategic Plan (ESP) 2014-2018 has been designed to respond to these demands and makes clear the relationship between national policy and the education policy. The Plan demonstrates a logical relationship between the strategic framework, programs, activities and both human and financial resources. There is provision for strong monitoring and evaluation, feedback and adjustment to the plan if needed.

The Ministry of Education, Youth and Sport (MoEYS) will continue to give a high priority to equitable access for high quality basic education services. The ESP 2014-2018 has an increasing focus on the expansion of Early Childhood Education, expanding access to quality secondary and post-secondary education and Non-Formal Education, Technical and Vocational Education. Specific measures will be taken to assure the education for marginalized children and youth. In order to provide focus, accountability and clear outcomes the ESP builds around seven key sub-sectors: Early Childhood Education, Primary Education, Secondary and Technical Education, Higher Education, Non-Formal Education, Youth Development and Physical Education and Sport.

Within the context of decentralization, providing the education system with the right resources and the mechanisms to account transparently is crucial to improving the outcomes and impact of the education activities. The ESP 2014-2018 includes measures to improve the budget management and to better linking results to financial resources. Rigorous implementation of the Teacher Code of Conduct, developing the capacity of staff at all levels for effective implementation against clear standards will lead to better governance. In order to support this, we will continue to implement the strengthening of the partnership between the Government and communities and parents, the development partners, the private sector and non-governmental organizations.

The ESP 2014-2018 has been developed in the context of the National Strategic Development Plan and as an evidence-based response to the sector responsibility, taking account of the reviews and analysis of the previous ESP. There has been a rigorous design process led by a High Level Task Force and there have been wide national and sub national consultations with the participation of many stakeholders.

The Ministry of Education, Youth and Sport would like to express appreciation to education staff from all levels for their efforts in overcoming the challenges and contributing so fully to the implementation of education reform. Also, thanks to all Development Partners for their continuing technical and financial support in the development and improvement of education in Cambodia.

Phnom Penh, 07 March 2014



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Minister

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Table of abbreviation

AOP	Annual Operation Plan
ASEAN	Association of Southeast Asian Nations
CDMP	Capacity Development Master Plan
CFS	Child Friendly School
CLC	Community Learning Centre
DGHE	Directorate General of Higher Education
DHE	Department of Higher Education
DOE	District Office of Education
DPs	Development Partners
DSR	Department of Science Research
DTMT	District Training and Monitoring Teams
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESP	Education Strategic Plan
EU	European Union
EVEP	Elective Vocational Education Program
FMIS	Financial Management Information System
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GTHS	General and Technical High School
HEI	Higher Education Institution
ICT	Information and Communication Technology
JTWG	Joint Technical Working Group
LS	Lower Secondary
LSSC	Local School Support Committee
MAP	Ministry Action Plan
MoEYS	Ministry of Education Youth and Sport
NCDD	National Committee for Democratic Development
NER	Net Enrolment Rate
NFE	Non Formal Education
NIE	National Institute of Education
NP-SNDD	National Program for Sub-National Democratic Development
NSDP	National Strategic Development Plan
PB	Program Budget
PEC	Provincial Education Congresses
PESP	Provincial Education Strategic Plan
PFMR	Public Finance Management Reform
PISA	Program for International Student Assessment
POE	Provincial Office of Education
PTTC	Provincial Teacher Training College
RTTC	Regional Teacher Training College
RUPP	Royal University of Phnom Penh
SEAMEO	Southeast Asian Ministers of Education Organization
SIDA	Swedish International Development Agency

SNA	Sub-national Administration
STEAM	Science, Technology, Engineering, Arts and Mathematics
SY	School Year
TIMSS	Trends in International Mathematics and Science Study
TTC	Teacher Training College
US	Upper Secondary
WASH	Water, Sanitation, Hygiene
WFP	World Food Program



Chapter 1

Introduction and Analysis on performance in 2009-2013

1.1 Introduction: Education Sector Performance 2009-2013

Over the period of the implementation of Education Strategic Plan (ESP) 2009-2013, Ministry of Education, Youth and Sport (MoEYS) has made considerable progress in improving the opportunities all Cambodian children have to access education, in enhancing the quality of the children's learning experiences and becoming an efficient and effective deliverer of education services.

The ESP 2009-2013 identified 3 Policy areas for strategic focus:

- Policy 1: Ensuring equitable access to education services
- Policy 2: Improving quality and efficiency of educational services
- Policy 3: Institutional and capacity development for educational staff for decentralization

The following sections summarize the achievements under the current ESP 2009-2013 and identify where the focus for the work of the next 5 year strategic plan will be. The section analysis draws on the ESP Mid Term Review completed in 2012, the outcome of the Annual Joint Technical Working Group-Education Retreats and the sub-sector reviews carried out in 2012 and 2013.

In order to monitor these policy areas 6 Core Breakthrough Indicators were identified, the indicators and progress are given in Table 1.

Table 1: Progress in Core Breakthrough Indicators

Core breakthrough indicators	2009 Baseline	2012 Actual	2013 Target
Policy Area 1: Ensuring equitable access to education services			
- Percentage of five-year-old children enrolled in all aspects of early childhood education programs	39.8%	52.7%	60%
- Number of districts achieving primary education completion rate of at least 80%	106	131	121
Policy Area 2: Improving quality and efficiency of educational services			
- Number of complete primary schools with repetition rate of less than 10%	3444 of 5462	4675 of 5462	4967 of 5462
National standardized assessment on students' learning achievement			
Grade 3	n.a.	In progress	Completed
Grade 6	n.a.	Not yet	Completed
Grade 8	n.a.	Not yet	Completed
Policy Area 3: Institutional and capacity development for educational staff for decentralization			
- Timely disbursement of program budget	95%	93.72%	95%
- Number of sub-national annual operation plans formulated	n.a.	24	24

Five of the ESP 2009-2013 Core Breakthrough Indicators show significant progress. For the indicator of the National Standardized Assessments the first Grade 3 assessment has been completed; Grade 6 will be completed by early 2014 and Grade 8 in 2015.

To monitor the progress of the ESP 2009-2013 programs a set of 24 key performance indicators and targets were used. These indicators and the progress made to targets progresses of these indicators are given in the tables below.

Table 2: Progress of performance indicators and targets

Policy 1: Ensuring Equitable Access to Education Services

N°	Indicators	Actual		Actual		Actual		Actual		Targets		
		2009-2010		2010-2011		2011-2012		2012-2013		2012-2013		
		T	F	T	F	T	F	T	F	T	F	
1	% of five-year-old children enrolled in all aspects of early childhood education programs	39.8%	40.5%	46.0%	51.0%	52.7%	49.8%	56.5%	49.5%	55.0%	55.0%	↑
2	Net admission rate	93.8%	93.5%	93.4%	94.2%	94.1%	94.0%	94.3%	94.2%	98.0%	98.0%	→
3	Net enrollment rate in primary education	95.8%	95.5%	96.1%	94.4%	96.4%	96.1%	97.0%	97.0%	97.0%	97.0%	↑
4	Gross enrollment rate in lower secondary education	58.1%	57.1%	56.6%	56.1%	55.0%	55.0%	53.6%	54.2%			↓
	Net enrollment rate in lower secondary education	31.9%	33.7%	33.9%	36.1%	35.1%	37.4%	37.8%	40.2%	47.0%	47.0%	↓
5	Gross enrollment rate in upper secondary education	32.3%	29.2%	33.2%	31.0%	30.6%	28.9%	27.4%	26.4%			→
	Net enrollment rate in upper secondary education	19.3%	19.3%	20.8%	21.1%	19.6%	20.1%	18.1%	18.8%	23.0%	23.0%	→
6	Number of students in public and private higher education institutions	145,265	51,596	173,264	70,954	207,666*	83,463	216,506*	86,235	199,006	89,086	↑
7	Literacy rate among 15-24 year-old people	87.5%**		88.8%***		89.0%		91.5%***		91.0%		→

↑ Achieved

→ Fairly achieved

↓ Not achieved

* This figure does not include students of associate degree

** Figure from 2008 national census (Ministry of Planning)

*** National Institute of Statistics, Ministry of Planning (2012): Cambodia-Socio-Economic Survey 2010

Policy 2: Improving quality and efficiency in education service

No	Indicators	Actual		Actual		Actual		Actual		Target		
		2009-2010		2010-2011		2011-2012		2012-2013		2012-2013		
		T	F	T	F	T	F	T	F	T	F	
8	Pupil - class ratio at primary education	38.6		38.0		36.6		36.9		45.5		↑
9	Teacher - class ratio at primary education	0.78		0.78		0.77		0.76		0.95		↑
10	Repetition rates											
	Primary education	8.9%	7.8%	7.1%	6.2%	5.8%	5.0%	5.3%	4.5%	6.0%	6.0%	↑
	Lower secondary education	2.3%	1.5%	2.0%	1.3%	1.8%	1.2%	1.5%	1.0%	1.4%	1.2%	↑
	Upper secondary education	2.8%	1.7%	1.8%	1.1%	2.2%	1.5%	1.7%	1.1%	2.2%	1.2%	↑
11	Dropout rates											
	Primary education	8.3%	7.8%	8.7%	8.7%	8.3%	7.8%	3.7%	4.7%	6.0%	6.0%	↑
	Lower secondary education	18.8%	19.4%	19.6%	20.2%	21.7%	21.9%	20.0%	18.7%	13.0%	15.0%	↓
	Upper secondary education	11.2%	10.8%	11.8%	10.7%	13.7%	13.1%	10.1%	9.8%	9.0%	8.0%	→
12	Completion rates											
	Primary education	83.1%	83.7%	85.3%	85.0%	89.7%	89.9%	87.3%	87.8%	95.0%	95.0%	→
	Lower secondary education	48.6%	44.2%	44.4%	44.2%	42.1%	41.6%	40.6%	40.3%	52.0%	51.0%	→
	Upper secondary education	25.9%	22.4%	28.5%	25.2%	27.8%	26.1%	27.0%	25.2%	30.0%	28.0%	→
13	The number of students re-entering grade 3 to grade 6	23,845		28,195		21,366		21,189		22,000		↑
14	The number of incomplete primary schools	1,203				1,041		952		TBD		↑
15	Textbook - pupil ratio in grade 1-3 (1 set of 3 books)	n.a		2.8		2.70		2.99		3.00		↑
	Textbook - pupil ratio in grade 4-6 (1 set of 4 books)	n.a		3.6		3.50		3.85		4.00		↑

16	% of students achieving learning standard of Khmer subject based on test at						
	Grade 3		n.a	69%*	Conducting	Completed	→
	Grade 6		n.a	n.a	Not yet	Completed	↓
17	% of students achieving learning standard of Math subject based on test at *						
	Grade 3		n.a	62%	Conducting	Completed	→
	Grade 6		n.a	n.a	Not yet	Completed	↓
18	% of public and private HEIs complying with requirements on the establishment		70%	70%	70%	85%	→

Policy 3: Institutional and capacity development for educational staff for decentralization

N°	Indicators	Actual	Actual	Actual	Actual	Target	
		2009	2010	2011	2012	2012	
19	Recurrent budget for education sector (public and other budget) compared to national budget	17.0%	16.4 %	16.6%*	15.92%*	20.0%	↓
20	Percentage of actual program budget compared to the total program budget	88.7%	91.3%	91.69%	86.71%	95.0%	→
21	% of budget implementation entities subject to internal audit per year	16.7%	33.2%	64.8%	76.1%	TBD	→
22	% of schools and education institutions subject to internal audit per year	1.1%	6.1%	7.2%	7.1%	TBD	↑
23	National and international technical assistants (persons-month)	516	323.43	257	212	400	↑
24	Percentage of female education staffs	n.a	38.88%	39.73%	41%		↑
	Teaching staff	43.4%	39.82%	43.54%	44%		↑
	Middle management (directors and deputy directors of departments and municipality/provincial offices of education, youth and sport)	10.3%	11.88%	10.5%	10%		↓
	Leadership (from Deputy Director General up)	7.7%	10%	7.89%	7%		↓

↑ Achieved → Fairly achieved ↓ Not achieved

*Recurrent budget for the Ministry of Education, Youth and Sport

Overall good progress has been made. However, there remain several areas where progress has been less than anticipated and which remain to be addressed. These challenges become more specific when the data is disaggregated by Province and by District. Some Provinces, despite having made good progress from a very low base are still falling below the expected norms. Of particular concern are the outcomes for secondary education where enrolment and completion rates for lower secondary are markedly less than expected. Over the period of the ESP 2009-2013, the data collection capacity and analysis has continued to improve and with the increasingly reliable and detailed data it has been and will be possible to better target specific interventions to specific challenges.

1.2 Analysis on Access to Education

Figure 1 shows the population of school age children for lower secondary and upper secondary levels, has remained fairly constant between 2008-2009 and 2012-2013 around 1 million population. There has been a decline in primary aged children in the population from 1,895,209 to 1,761,825.

The population trend is reflected in the Gross Enrolment Rate (GER) in primary education, which has also remained relatively constant between 2009-2010 and 2012-2013 (figure 1). NER has increased marginally at all levels of education. Primary NER has reached 97.0% and should not be expected to increase significantly in future years as it progresses towards 100% (figure 2). At the primary level, there has likely been a gradual correction over time

whereby the number of correctly school aged children gradually increased towards full participation whilst the number of incorrectly aged children has likely decreased.

Figure 1: Population by age bracket for each level of education (2008-2009 to 2012-2013)

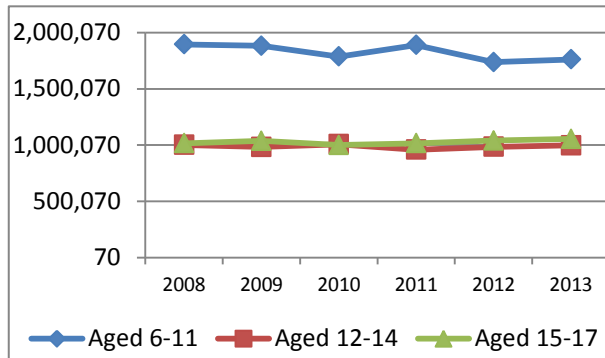
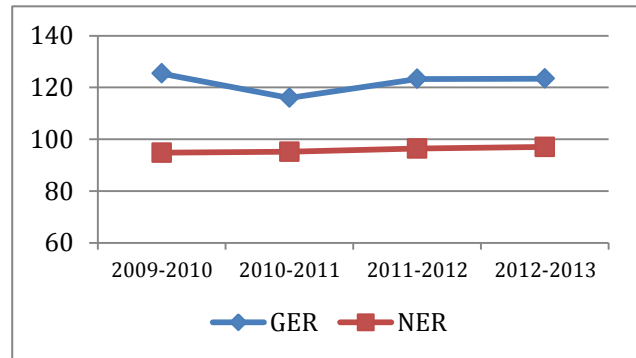


Figure 2: Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) 2009-2010 to 2012-2013



As the maps below show, NER in primary education has improved across the provinces. In SY 2012-2013, all provinces showing above 90% NER and ten Provinces with more than 97% NER.

Figure 3: NER in primary education in SY 2009-2010 and SY 2012-2013

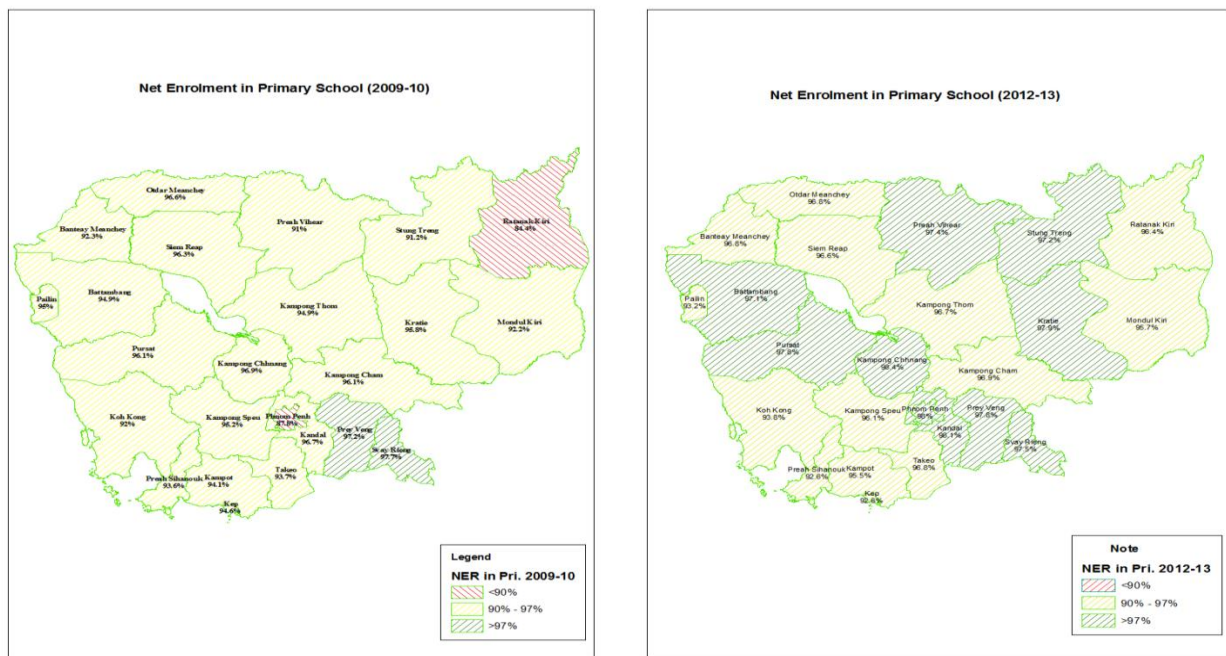


Figure 3 shows the distribution of primary urban and rural GER and NER between 2009-2010 and 2012-2013. Both GER and NER have declined significantly in urban areas. In line with the trends for total GER and NER, GER has marginally increased in rural areas while NER has significantly increased which may indicate greater access to education in rural areas as well as an improvement in the efficiency of the system with more children of the correct age enrolled.

Figure 4: Primary Gross Enrolment Rate (GER) by urban rural 2009-2010 to 2012-2013

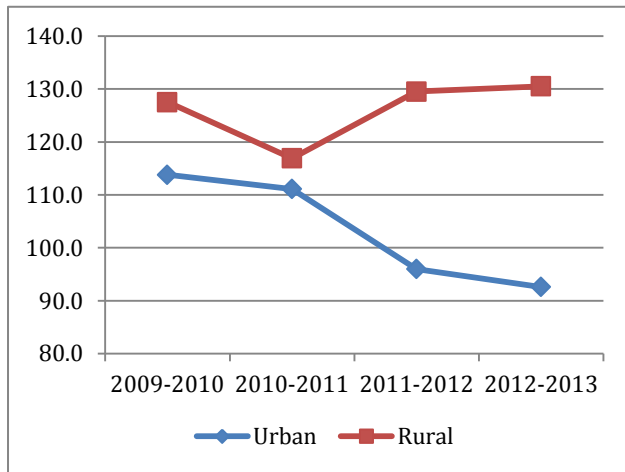
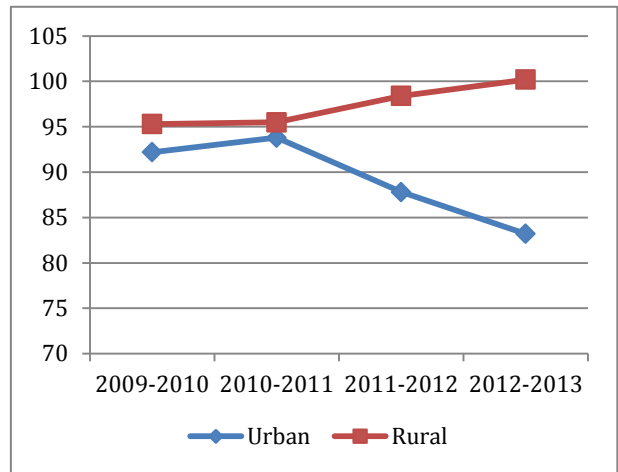


Figure 5: Primary Net Enrolment Rate (NER) by urban rural 2009-2010 to 2012-2013



As the maps below show, gross enrolment rate in lower secondary has not increased as had been hoped but decreased in some provinces.

Figure 6: GER in Lower Secondary Education in SY 2009-2010 and SY 2012-2013

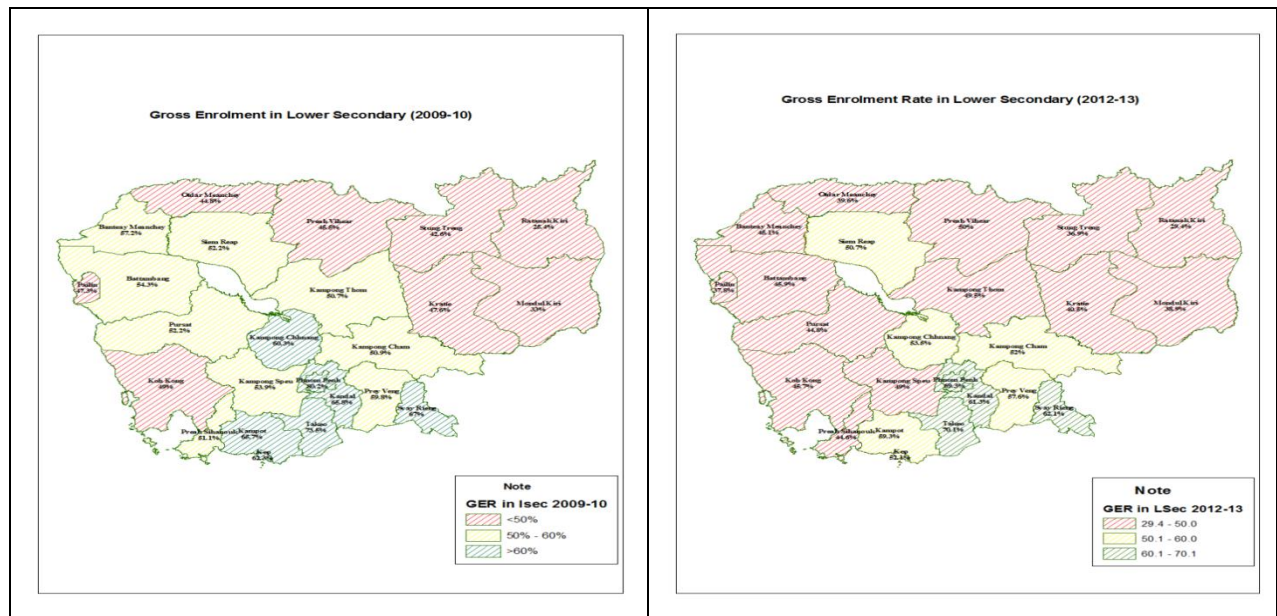


Figure 6 shows lower secondary urban and rural GER have declined. Urban Lower Secondary GER has declined while rural lower secondary GER has slightly decreased during the same period perhaps reflecting a greater number of rural schools.

Figure 7 and 8 show the same trend in declining both GER at upper secondary education in urban and rural schools.

Figure 7: Lower Secondary Gross Enrolment Rate (GER) by urban rural 2009-2010 to 2012-2013

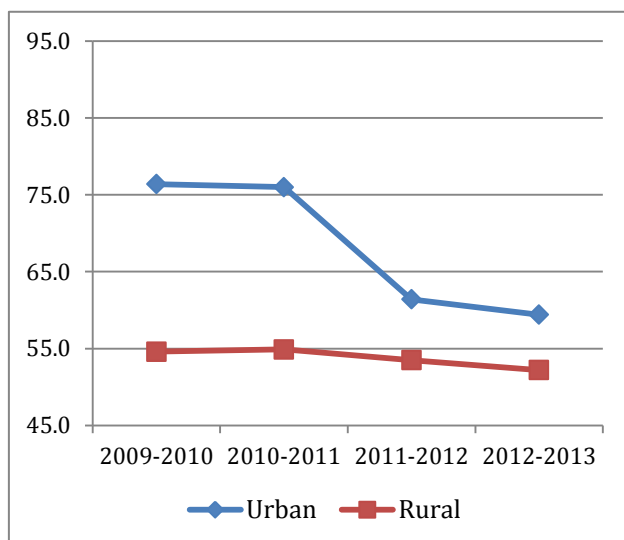
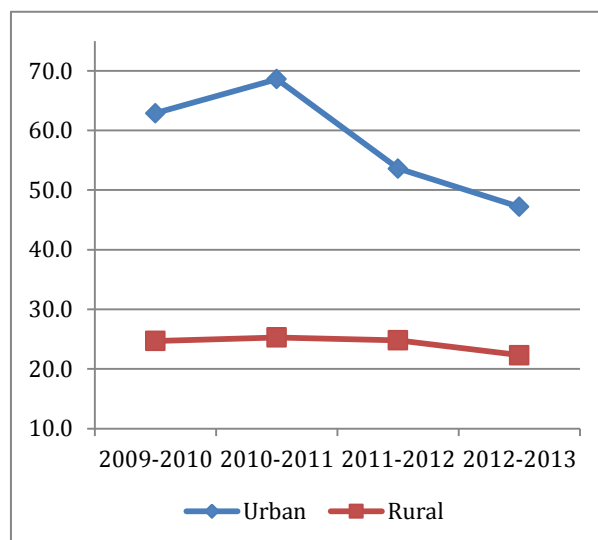


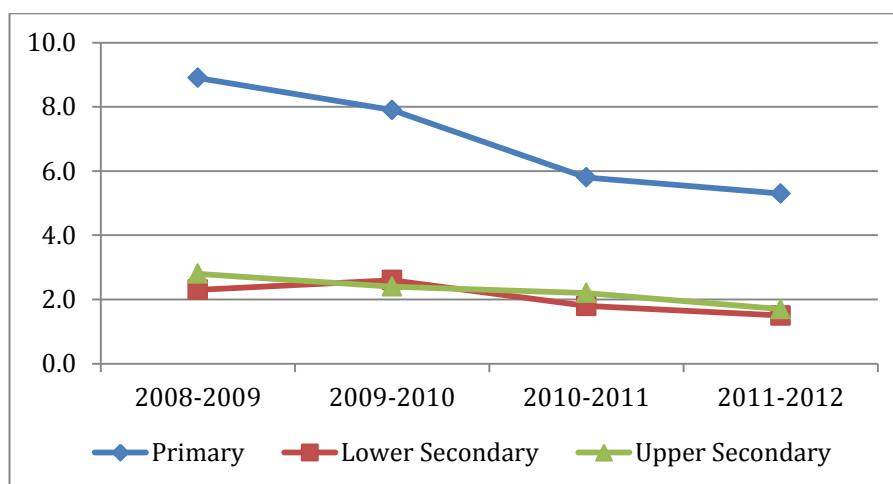
Figure 8: Upper Secondary Gross Enrolment Rate (GER) by urban rural 2009-2010 to 2012-2013



1.3 Analysis on Internal Efficiency

Repetition rates at all levels have decreased, especially in primary education has decreased from 9.0% in SY 2008-2009 to 5.3% in SY 2011-2012. In lower and upper secondary education, repetition rates have slightly decreased down to 1.5% and 1.7% in SY 2011-2012.

Figure 9: Repetition rate by level of education 2008-2009 to 2011-2012



As the maps show Repetition rates have decreased significantly with all but one Province having rates higher than 10%. Figure 9 shows that for primary level rates have more than halved between 2008-2009 and 2011-2012 from 8.9% to 5.3%. Nevertheless, as seen in the maps and figures in the next section the numbers of dropouts remain high which results in considerable wastage at all levels of the education system.

1.4 Challenges

As a result of the continuous monitoring a number of challenges were identified and varieties of responses were identified. The key challenges and the responses which will need to be taken forward in the current ESP are given below.

- Challenge: Expanding early childhood education - Improving access to early childhood education programs for the right age groups for all children from ages 0 to 5 years old, building the capacity of pre-school teachers through better pre and in service training of and increasing the awareness of the parents and communities of the value of early childhood care and education.
- Response: Increase the access to home-based and community ECE programs along with training programs for core mothers and community teachers.
- Challenge: Expanding equitable access to primary education in the most remote areas and to the most disadvantaged groups.
- Response: Expand bilingual education, scholarship and nutrition programs and accelerated learning and re-entry programs through non-formal education and increasing inclusive education at all levels.
- Challenge: Access and quality of secondary education.
- Response: Expanding secondary education and a focus on reducing gender gap and ensuring the completion of lower secondary education. Increase number of scholarships for students from poor families especially girls. Expand the number of lower secondary schools through primary school expansion to account for population growth.
- Challenge: Collecting out-of-school children and building the non-formal education.
- Response: Measures to reduce the number children out of school with a specific focus on indigenous children, children with disabilities and children from poor families, with targeted programs.
- Challenge: The education system does not yet provide a sufficiently high quality and relevant learning for children and youth.
- Response: Initiate the development of a national framework to ensure quality monitoring and response mechanisms are in place. Amongst these: that can assessing student achievement through regular classroom testing and initiate student assessment in Grade 3 with a view to expanding to Grades 6 and 8; enhance the quality and relevance of learning through regular and systematic curriculum, textbook and learning materials review.
- Challenge: The supply of core textbooks and learning materials
- Response: Review and improve the distribution and management of textbooks. Ensure the supply of new textbooks, curriculum and teacher guides in disadvantaged areas.
- Challenge: The supply and deployment of qualified teachers.
- Response: Deploy teachers to the newly established upper and lower secondary schools, especially in disadvantaged areas. Increase the knowledge and skills for teachers of mathematics and science through in-service training and initiate a staff performance appraisal system.

- Challenge: Strengthening the education management system and preparation for Decentralization and Deconcentration.
- Response: Training to develop the capacity of the school principal, officials at the Provincial Office of Education, and the District Office of Education. Strengthen the capacity of District Training and Monitoring Teams for supporting and monitoring schools.

- Challenge: Improving financial management and state property management.
- Response: effective use of available resources and mobilizing more financing from abroad and development partners.

- Challenge: strengthening staff management.
- Response: implement public function reform, increase regular salary scale, ensure civil servant appointment based on performance,

- Challenge: strengthening all kinds of examinations processes
- Response: strengthening the examination quality by applying the 4 principles: the principles of law, justice, transparency and results.

- Challenge: Create a think tank for the education sector.
- Response: strengthen the institutional capacity and set the education reform measures.

- Challenge: higher education reform.
- Response: strengthen the management of public institutions of higher education and control private higher education institutions to develop high-skilled human resources to respond to the trends of economic development and better link public and private university institutions with industry.

- Challenge: need for hard and soft skill development for youth.
- Response: increase the enrolment on technical education and technology science. Skill competition, being ready to participate in ASEAN integration in 2015 and respond to labor market needs and increase job opportunities

- Challenge: physical and sports education development to be ready to participate in the SEA Game in 2023
- Response: prepare a robust strategic plan for sports development and implement mechanism.



Chapter 2

National Development Priority and Educational Policy 2014-2018

2.1 The National Development Context

Vision 2030: Building a Sustainable, Competitive and Harmonious Economy

The Royal Government's vision is to build a Cambodian society which is peaceful, with political stability, security and social order; a prosperous nation with long-term economic growth, sustainable and equitable development, enhanced livelihoods of people, and reduced poverty incidence; a society which is committed to environmental protection, enhanced culture and national identity which firmly adheres to the principles of multi-party democracy and shows respect for human rights and dignity; and an advanced society with well-connected social fabrics and well-educated and culturally advanced population who enjoy a good standard of living and live in harmony both within the society and family; and a noble nation with high reputation in international for a and a full-fledged member of the international community.

Cambodia aspires to reach the status of an upper-middle income country by 2030 and a high-income country by 2050. The Royal Government has set out four strategic objectives 1) ensuring an average annual economic growth of 7%; 2) creating more jobs for people especially the youth; 3) achieving more than 1 percentage point reduction in poverty incidence annually and 4) further strengthening institutional capacity and governance at both national and sub-national levels.

The Royal Government will focus on human resource development to ensure competitiveness in an increasingly open regional labor market through 1) training of skilled and productive labor to meet market demand and increase value added; 2) building educational and vocational training institutions and developing regulatory frameworks; 3) encouraging private sector participation; 4) strengthening the quality of education and promoting scientific research, technology development and innovation.

2.2 National Development Policies and Priorities

In response to the National Vision, the National Strategic Development Plan (NSDP) 2014 – 2018 makes clear how Cambodia will respond to ASEAN integration in 2015 and lay the foundations for becoming a middle income country in 2030. In order to promote public service delivery and local development, the Government is committed to transfer roles and responsibilities to sub-national councils. In the long term, these unified administrations will coordinate all administrative activities, including those of the Ministries' line offices. The process to gradually transfer roles and responsibilities is reflected in the MoEYS policy on decentralization and de-concentration reform.

The development of human resources with quality, ability and virtue is a key factor to support economic growth and the country's competitiveness in the future especially as Cambodia is a low middle income country and aims to be a high average income country in 2030 and a developed country in 2050. To this purpose, human resource development as the building of knowledge, competence, entrepreneurship, skills, creativity and innovation in all sectors but especially science and technology and the ability to manage research and development is essential. At the same time the aim is to enhance in the population the quality of the health, moral and spiritual responsibility, patriotic and professional consciousness with zero gender discrimination.

Development of high quality and capable human resources to meet the immediate and long-term needs of economic growth and improving competitiveness during Cambodia's socio-economic development remains a challenge for the Royal Government. In education, it is required to particularly focus on strengthening the quality and responsiveness to labor market demand and the development of technical skills for youth to increase their job

opportunities and to realize in full the benefits of Cambodia's demographic dividend as well as to ensure continuity in the country's leadership development for the future.

2.3 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 ethically sound 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. 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.

Cambodia has passed into new development stage of education with a need to focus on strengthening basic education and quality within a comprehensive national economic framework. Long-term education vision of Cambodia will focus on all aspects of ECE, to provide a strong foundation for other levels of education. It will focus on students at early grades of primary education especially building reading and mathematics skills. The education sector will expand its scope of Education for All from primary education 6 years to 9 years basic education. Graduates from basic education will be traced upon their strength to select general secondary education or technical and vocational education. The strengthening of quality will focus on the quality of inputs, teaching and learning processes and student achievement. There will also be a focus on the qualification of teachers who will be upgraded from 12+2 to 12+4 in 2020. And focus on the quality of curriculum at general education and higher education according to the ASEAN quality standards.

2.4 Approach for the ESP 2014-2018

The fact of ASEAN integration in 2015 and the desire of Cambodia to be a middle income country by 2030 require considerable investment in education. Both professional and well qualified human resources and financial resources are required (highly successful ASEAN countries have grown in part as a result of the high level of education investment often in excess of 5% of gross domestic product GDP).

MoEYS recognizes the importance of making the whole of the sector work together in order to respond to the social and economic demands. The focus of the ESP 2014 - 2018 is on consolidating the gains already made in the previous ESP periods, reaching out to the most disadvantaged, providing learning that is of a high quality and relevant to the national development. Education services are delivered professionally and accountably in order to lay a foundation for knowledge and skills based economy. The sector will develop its sector wide quality assurance framework based on learning and service delivery standards that respond to the needs of children, communities and the labor market.

The ESP will focus on results in the 7 key sub-sectors of early childhood education, primary education, secondary and technical education, higher education, non-formal education, youth development and physical education and sport.

The tasks of these sub-sectors, including the development of teachers, improving the curriculum and learning and teaching materials, preparing quality assurance framework, decentralization and deconcentration will be supported by the human resources and financial management systems.

2.5 Educational policies, strategies, core breakthrough indicators and target

2.5.1 Education policies

Policy 1: Ensuring equitable access for all to education services

All children have access to all type of ECE services, primary schools, secondary schools and then opportunities to continue learning. For children who are unable to access formal education alternatives will be provided.

Increase the number of children and youth that have access to all education levels with a focused attention on equity and access for the most disadvantaged areas and groups of children. Increase opportunities for children to finish 12 years education with a good knowledge and reasoning and logic skills who can build these skills and knowledge through technical training, higher education and other means.

Policy 2: Enhancing the quality and relevance of learning

All children and youth have a relevant and quality learning experience enabling them to contribute effectively to the growth of the nation.

Ensure learning is of high quality and relates learning to socio-economic goals of the country and of local contexts; a quality framework that provides learners, parents, communities, teachers and managers with outcome standards and monitoring and reporting against these.

Policy 3: Ensuring effective leadership and management of education staff at all levels

Education services are provided effectively and flexibly. Efficient and professional management provides best value (with a focus on results), timely and relevant monitoring and reporting of results with effective feedback, measures for accountability and mechanisms for adjustment to policy, strategy and programs at both national and sub-national level. Management of public education institutions can respond efficiently to emerging needs at school level.

2.5.2 Core breakthrough indicators

Name of CBI	Current status	Target
	2012-2013	2017-2018
Policy 1 Ensuring equitable access for all to education services		
1- Percentage of five year old children in all aspects of ECE	56.5%	80%
2- Number of districts achieving a Primary Completion Rate of at least 80%	119	144
3- Number of provinces achieving a Lower Secondary Completion Rate of at least 40%	7	17
Policy 2 Enhancing the quality and relevance of learning		
4- Youth Literacy rate (15-24)	91.5%	97.5%

5-	Adult Literacy rate (15-45)	87.05%	90.5%
6-	National assessment on students learning achievement Grade 3, Grade 6 and Grade 8 in Khmer and Mathematics	Being implemented grade 3	implement grade 8
7-	Number of HE lecturers holding Master Degree	6311	7311
8-	Number of HE lecturers holding PhD	808	1058
Policy 3 Ensuring effective leadership and management of education staff at all levels			
9-	Share of Program Budget to total MoEYS budget	13.69% (2013)	100%
10-	Percentage of Program Budget liquidation	86.7%	95%

2.5.3 Principles of the Education Strategic Plan 2014-2018

The Strategic framework of ESP focuses on continuing, extending and sustaining the improvements already made in access and equity, building a relevant and quality learning experience for children and youth delivered professionally, transparently and accountably.

In order to achieve these policy objectives, programs will work with the following principles:

- Connect with the National Program for Sub-National Democratic Development (NP-SNDD) and contribute to process of installing unified and sub-national administrations (SNA) under the guidance of the National Committee for Democratic Development (NCDD).
- Prepare mechanism of internal and external institutional operational arrangements and clear vertical and horizontal management, information, and operational functioning reflecting the sub sector approach and the objectives of the Ministry's policy on the decentralization and deconcentration reform.
- Actively respond to the framework for result based planning, budgeting, monitoring and evaluation
- Based on rights and equity
- Provide a holistic quality accountability framework that will include student learning assessment (and connect with regional and international assessments), curriculum and learning materials, teaching knowledge and skills, facilities, and management, service standards
- Improve financial sustainability built on needs based projections
- Mobilize the involvement of all stakeholders and development partners

2.5.4 Priority programs

- *Early childhood care and education (ECCE) expansion program* - as the foundation for providing the next generation of healthy, skilled and knowledgeable citizens able to contribute to the socio-economic development through increasing the enrolment up to 80% at public pre-schools, private pre-schools, community pre-schools, and home-based education.
- *School establishment and development program* - assuring all children access primary learning and significantly increasing access to secondary education – school construction (particularly a substantial increase in the number of lower secondary schools through primary school expansion to account for population growth); teacher

training and provision; textbooks and library packages provision; school principal training; labs for science, computer and foreign languages; workshops for apprentice learning and sport fields.

- *School quality system and quality assurance program* – for preschool, primary and secondary schools. Developing quality framework and tools, building the capacity to help schools and teachers to meet service standards where quality and relevance are guaranteed through a responsive curriculum, adequate learning materials and advantage in teaching.
- *National and international student assessment systems strengthening program* – strengthening regular classroom tests and national assessment tests; reforming national examinations, and preparing to participate in Program for International Student Assessment (PISA).
- *Scholarship program* – expanding in primary and secondary education and targeting, monitoring and evaluating the program
- *Technical and Vocational Education program* - implement the national qualifications framework to improve the quality of technical and vocational education, and to institutionalize effective coordination among and between all stakeholders.
- *Teacher performance management and appraisal program* for quality teaching – assessment, appraisal, promotion and professional development.
- *Higher education development program* – undertake systematic reform of the higher education system to bring higher education into line with regional and international standards, enforce the quality implementation of the system; teaching and research in science, technology, engineering, arts and mathematics (STEAM) subjects
- *Result based management system development program* – develop, build capacity and change culture of work for an evidence and outcome based planning, budgeting and monitoring system at national and sub national levels.
- *Education financial management reform and financing program* – build capacity for budget formulation and execution, procurement, decentralize budget to schools, improve financial management and strengthen auditing.
- *Literacy and lifelong learning program* – equivalency programs and clearly defined mechanisms for literacy and lifelong learning to enable the country’s human capital to continuously adapt to and benefit from emerging opportunities in the social, cultural and economic environment.
- *Cross-sector and sector coordination program* – establish cohesive and coherent operating mechanisms for all sub-sectors.
- *Cross-cutting issues*: MoEYS will continue to address specific cross cutting issues. Firstly, gender with a focus on all levels of education, especially targeted through the use of scholarships and capacity development for female. Secondly, disaster-risk reduction. Thirdly, the environment by ensuring that issues are reflected in all areas of the curriculum and finally public finance management by working closely with the MEF to implement the national reform program over the plan period.



Chapter 3
Sub-sector Planning
2014-2018

3.1 Early Childhood Education

3.1.1 Background

There has been some progress in access to ECE services with 56.49% of five years old accessing services in SY 2012-2013 (35% in SY 2008-2009) and 21.23 % of 3–4 years old accessing in 2012. Little attention has so far been paid to the 0– below 3 years old age group which is 3.19%.

The expansion of community preschools, preschool within primary school, private preschool and home based care programs has supported this progress, but coverage remains limited due to scarce physical and financial resources and limited capacity. The quality of and demand for services remain low and there remains a large gap in coverage for those geographical areas where there is low admission and enrolment and high dropout rates in primary schools. The sub-sector has provided little focus on nutrition, care and health.

Currently there is no quality assurance framework and only public preschool teachers teaching 5 year olds have received in-service training in teaching to the current curriculum; there has been limited training provided to community preschool teachers and ‘core mothers’ for the Home Based Care program; learning and teaching materials are limited and developing community preschool facilities has not been a priority.

The policy interventions during the 2009-2013 period have laid a strong foundation for a quality expansion of ECE to 2018. These are the development of Early Childhood Care and Development Policy, the National ECCD Action Plan, the ECCD National Committee, a Prakas for managing private preschools and a Prakas for recognition of ECCD national core trainers and sub-national core trainers. Operational Manuals for community pre-school parental education including care for pregnant women, parents with children aged less than 2 years old and operational manual for pre-school resource center have been prepared.

3.1.2 Policy objectives

- Increased enrolment of children from 0 to 6 years old, especially for poor, ethnic minorities, and children with disabilities with priority to community pre-school and home based care services.
- Improved quality of ECE, care, nutrition and increased health care services.
- Ensure result-based management system fully functioning to support ECCD.

3.1.3 Policy Actions

- Prepare national action plan for early childhood care and development by 2014.
- Introduce a result-based monitoring and evaluation system of early childhood education sub-sector in 2014.
- Prepare guidelines for parents and guardians education on nutrition, care, child protection and use of health services in 2014.
- Prepare guidelines on the management and operation of resource pre-schools in 2014.
- Revise the public preschool curriculum, community pre-school and home-based program in 2014.
- Revise the functions of Department of Early Childhood Education, responding to the policy of decentralization and de-concentration in 2014.
- Prepare principles to expand the framework of pre-school teacher training in 2014.
- Revise the term of reference, function of early childhood education at sub-national

level in 2014.

- Prepare annual work plan of the National Committee for early childhood care and development in 2015.
- Prepare guidelines on the management and operation of community preschool and home-based education program in 2015.
- Prepare guidelines enabling the private sector, farm and big enterprises to be engaged responsibly in early childhood education in 2015.
- Prepare good governance principles for pre-schools in 2014.
- Prepare action plan for implementing teacher policy in 2015.

3.1.4 Strategies

- Expand nationwide all aspects of ECCD services and in particular to geographical areas where education admission and enrolment rates are low and dropout rate is high and areas with nutrition, children care, prevention, and health services are low.
- Strengthen and expand bilingual community pre-schools for ethnic minorities.
- Expand inclusive program for disabled children in public pre-schools and community pre-schools.
- Provide nutrition and improved health services for early childhood education in all aspects.
- Provide quality inputs and technical support to public pre-schools, community pre-schools, and home-based education programs in accordance with the standards (teacher training, curriculum, and physical education, health, learning and teaching materials both in and out of the class).
- Develop the teacher training system through preparation of teacher training system standard by stopping training formula 9+2 and train teacher for public and private schools.
- Strengthen the quality of pre-school teacher training and in-service training.
- Strengthen the management, planning, performance, monitoring based on result, and report.
- Strengthen cooperation with stakeholders of early childhood care and development.
- Strengthen good governance and democratic development at sub-national level and modernization of legal framework.

3.1.5 Outcome indicators (public, private, and community)

- The percentage of 5-year-old children attended at all aspects of ECE programs increased from 56.49% in 2012-2013 to 80% in school year 2017-2018.
- The percentage of 4-year-old children attended at all aspects of ECE programs increased from 21.5% in 2012-2013 to 45% in school year 2017-2018.
- The percentage of 3-year-old children attended at all aspects of ECE programs increased from 21.1% in 2012-2013 to 40% in school year 2017-2018.
- The percentage of ECE services achieving agreed quality standards is 90% in school year 2017-2018.

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- The percentage of early childhood's education services tested to measure the ability of 5-year-old children regularly, increased to 80% in school year 2017-2018.
 - The percentage of children in early childhood's care and development with an acceptable nutritional status increases to 90% in school year 2017-2018.
 - The percentage of children in public pre-school at least 90% receive deworming medicine in SY 2017-18.

3.1.6 Programs and activities

- ***Enrolling children to public pre-school:*** provide adequate funds to purchase teaching and learning materials, repairs, electricity, office equipment, technical meetings on Thursday.
- ***Pre-service and in-service training for pre-school teacher:***
 - Train and supply 200 to 300 pre-school teachers every year.
 - Provide annual operational budget for Pre-school Teacher Training Center to train public pre-service teacher, in-service training for preschool teachers and updating on teaching techniques and content including inclusive education, bilingual education.
 - Develop training curriculum and modules for pre-school teachers according to the standard of teacher training.
 - Develop capacity for manager and leader of pre-schools.
 - Pre-training and continuous training for public and community teachers.
- ***Home / home-based early childhood education programs:*** training and providing equipment to the core mother, supporting core mother meetings, developing study visits and ECE awareness campaign.
- ***Curriculum development:*** reviewing and modifying curriculum and instructional materials for teaching and learning based on the standard studying by relate countries' curriculum in the region.
- ***Parental and guardian education:*** providing education to parents on the opportunities with the public preschools, community preschools and expanding home-based early childhood programs to pregnant mothers and mothers with children under 2 years of age.
- ***National and sub-national assessment:*** develop capacity on monitoring and management system development, develop and implement preschool quality assurance system.
- ***Capacity development for staff at national and sub-national levels:*** develop capacity for staff at national and sub-national levels especially on technical and support for sub-national core trainers for local ECE development and encourage the school and teacher with best performance.
- ***Health check-up of children before school start:*** check the health and nutrition status of children at the beginning of the school year in preschools, and providing vaccination, preventative medicine, de-worming two time per year and provide food with macro-elements to children and education staff and learners and physical test by cooperating with Ministry of Health.

- ***Infrastructure development:***
 - Build and expand public, community and resource preschools with quality standard, providing sanitation and access to water, washing-hand space, first aid box and space for playground.
 - Renew the facilities and infrastructures of Pre-school TTC.
- ***Develop legal framework, strengthen norms, good governance and democratic development at sub-national level:*** law and policy modernization, functional transfer to administration at sub-national level, strengthening effectiveness of public educational services, improve response to anti human-trafficking campaign and child labor, gender discrimination, anti-corruption, developing a capacity to strengthen resolution of educational conflicts.

3.2 Primary Education

3.2.1 Background

Children's access to primary school has improved, with the net enrollment rate improving from 94.8% in SY 2008-2009 to 97% in SY 2012-2013 with no gender disparity, repetition rates have fallen and student drop out has declined. A number of incomplete primary schools have been completed. Disability screening and out of school children studies have been conducted. Thousands of schools in 12 provinces implement school feeding programs. 50% of primary schools have the washing hand space. 80.2% have toilets and 58.5% have water using. Moreover, some materials such as the first aids box, barrel, clean water, trash, have provided to some of primary schools.

Most primary schools operate using the child friendly school policy. Tools to assess learning achievement have been developed and show that student learning has improved, especially for Khmer language in the early grades. Bilingual education is being expanded as are accelerated learning classes and the multi-grade teaching approach. 15,000 scholarships have been provided to poor children in primary schools. The development of 600 schools has been supported using school improvement grants (a program that will be expanded nationwide in school year 2013-2014) and thousands of teachers have been trained in effective teaching and learning.

The role of District Education Office is now key to supporting the effective functioning of service delivery and the District Training and Monitoring Teams (DTMT) modality has been established to provide timely support to schools with National Core Trainers being formally assigned to provide supports to DTMT and schools.

Geographical disparity and incomplete primary schools still limits the access of children to schools and prevents right age access to school where overage students learning achievements are known to be lower than that for the right age students.

There remains considerable work to be done to increase the capacity of District Education Officers and DTMT. Many schools require better quality inputs, especially schools in rural areas where the role of communities and parents has to be deepened to address cross-cutting social and economic issues at community and household levels. Teacher performance needs to be regularly monitored and assessed and particularly in rural areas, there remains a gap in the number of qualified teachers needed. Many more school principals need support in leadership and management. Improving data accuracy requires further work and better harmonization between EMIS and a school quality assurance system needs to be developed.

Primary education has been considered as a priority and the large percentage of MoEYS budget allocated to this area needs to be maintained. Good public financial management requires the demonstration of a strong linkage between resources and results.

Several development partners will continue to provide financial and technical support for development of the sub sector: the GPE will develop a program, SIDA provides support through a school improvement grant to every school and EU provides budget support which creates the possibility to increase the school operating budget through PB. The multi donor funded Capacity Development Partnership Fund provides opportunities to strengthen capacity at all levels. WFP will continue the school feeding program. And other DPs and NGOs implement initiative programs which provide input to policy discussion and possible scale up.

3.2.2 Policy objectives

- Ensure all school-age-children and at age-of-enrollment are enrolled and retained to the end of the school year and cycle.
- Ensure all children gain knowledge, skills, good health and ethics to agreed standards.
- Primary Education Result Based Management Systems are fully functioning.

3.2.3 Policy Actions

- Revise sub-decree on scholarships for primary schools in 2014.
- Revise the regulations on the use of the school operational budget for primary education by 2014.
- Prepare a statute on the establishment of public and private primary schools in 2015.
- Revise regulation on school construction and facility equipment according to the quality standard for primary schools in 2015.
- Prepare instructional guideline to implement the nutritional programs at primary school in 2014.
- Revise master plan to help children with disabilities from 2014.
- Revise curriculum in primary education in 2015.
- Prepare a guideline on the use of questionnaires related to the student learning in 2014.
- Revise staffing norm by 2014.
- Prepare regulations on the teaching of foreign language from grade 4 in 2014.
- Prepare a framework on school quality assurance by 2014.
- Pilot the full day teaching and learning at primary education from 2014.
- Revise teacher training system and program for primary education in 2016.
- Prepare action plans for implementing teachers' policy in 2015.
- Disseminate and implement teacher training quality assurance system in 2014.
- Prepare the ToR and action plan of the Child Friendly School committee by 2014.
- Revise and prepare regulations related to school health by 2016.
- Pilot the staff performance appraisal in 2014 and officially implement in 2016.
- Prepare result-based monitoring system for primary education by 2014.
- Prepare EMIS development master plan according to the Ministry's ICT policy in 2014.

3.2.4 Strategies

- Increase enrolment in primary schools including marginalized groups¹ through providing scholarship for poor students and nutrition in primary.
- Increase possibilities of private sector and community participation in the development of education and physical education and sport at all levels, especially all committees and councils at sub-national level.
- Develop infrastructure through reducing number of incomplete primary school level, establish new school and equip more facilities.
- Provide quality inputs and technical support to schools in accordance with the standard (newly recruited teachers, core textbook and teaching materials).
- Revise curriculum in primary education.
- Set up a school quality assurance framework (information, leadership and management equipment teaching and learning, health, learning and teaching materials, financial management, physical education and sport and the participation of parents and the community).
- Develop the teacher training system through preparation of teacher training system standard by stopping the training formula 9+2 and train teacher for public and private schools.
- Strengthen the quality of teacher training for primary education.
- Improve the performance and responsibilities of schools, teachers, and students through monitoring and evaluation on student achievement and provide support on time.
- Increase public financial accountability and the responsibility of the institution in the use of funds and the decision making in the programs.
- Strengthen the leadership and management at school level to ensure that schools operate with professionalism and responsibility.
- Strengthen result-based management, planning, implementation, monitoring and reporting according to the good governance and democratic development at sub-national level.
- Enhance health services to heighten educational health services in primary education.

3.2.5 Outcome indicators for public and private schools

- Percentage of primary schools with medium and developed CFS status increase from 72.71% in SY 2012-2013 to 100% in SY 2017-2018.
- Net Admission Rate increases from 94.3% in SY 2012-2013 to 100% in SY 2017-2018.
- Net Enrolment Rate increases from 97.0% in SY 2012-2013 to 100% in SY 2017-2018.
- Dropout Rate decreases from 3.7% in SY 2011-2012 to 1% in SY 2016-2017.

¹ Marginalized include: children from disadvantaged areas, over age children, poor families, ethnic minority children, and immigrated children etc.

- Repetition Rate decreases from 5.3% in SY 2011-2012 to 2.0% in SY 2016-2017.
- Completion Rate increases from 87.4% in SY 2012-2013 to 100% in SY 2017-2018.
- Percentage of new grade 1 student who passed ECE program increases from 80% in SY 2012-2013 to 100% in SY 2017-2018.
- Transition rate from primary to lower secondary education increases from 78.9% in SY 2011-2012 to 100% in SY 2017-2018.
- Percentage of primary school has toilets and clean water with 87%, washing hand space with 60% and the first aid box with 70% in SY 2018.

3.2.6 Programs and activities

- ***Enrolling student to primary schools:*** providing school operational budget, school plan implementation, school improvement, scholarship for poor student and school feeding programs.
 - **Provide School operational budget:** Operational budget for primary schools, meetings of cluster school committee, training for teachers and relevant partners on teaching and learning techniques and monitoring, reward for the outstanding teachers and schools.
 - **School Improvement Plan:** improve school information system. Improve school plan in response to quality standard needs
 - **Scholarship for poor student and school feeding program:** provide scholarship as cash and food for poor student from grade 4 to 6 and provide school feeding program for primary school.
- ***Teaching and learning materials development program:*** through curriculum development, providing teaching and learning materials.
 - **Curriculum Development:** Update the curriculum, curriculum standards by subject matter. Instruct on curriculum implementation, monitoring and evaluating. Develop teaching and learning materials. Develop core textbooks for all subjects, publish and distribute to general schools.
 - **Provision of teaching and learning materials:** Provide textbooks, teacher guides for teachers in disadvantaged areas, teaching materials and prepare classrooms according to the CFS facility environment guidelines.
- ***Pre-Service and In-service Teacher Training Program:*** quality training for new teachers, teacher in-service training, teacher deployment to disadvantaged areas and induction program for new teachers.
 - **Teacher pre-service and in-service training:** provide the operational budget to Provincial Teacher Training Colleges (PTTC), capacity development for PTTC staff, upgrading the capacity of primary school teachers to become basic education teachers, training in the use of curriculum, curriculum standards, physical education and sport, inclusive education and on gender mainstreaming for MoEYS staff of all levels. Develop curriculum and program for primary teacher training. Train and supply 2000 to 2500 primary teachers per school year.

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- **Teacher supply and demand:** encourage teachers to teach in disadvantaged areas. Conduct full-day learning in some selected schools. Teacher accommodations in disadvantaged areas are provided.
 - Strengthen the implementation of the teacher code of conduct, TTC standards and teacher training quality assurance system.
 - **Induction program for newly recruited teacher:** develop induction program for newly recruited teachers at primary education.
 - ***Quality improvement program:*** through EGRA and EGMA program, teaching foreign language from Grade 4, student achievement assessment, and national assessment test.
 - **EGRA and EGMA:** prepare document, train teachers and stakeholders on the usage of documentation, printing of documents, conducting student tests, monitoring and updating.
 - **Teaching foreign languages from Grade 4:** develop documents and methodology; strengthen teacher capacity on foreign languages and IT. Promote the implementation of international languages for regional and international integration.
 - **Student achievement assessment:** train DTMT, school principals and teachers on how to prepare and use the tools to conduct assessment and interview, and prepare the report. Incentives for merit students in primary school are provided.
 - Improve national assessment test: review test questionnaires for Grade 3 and 6 on Khmer & Math and include English for Grade 6.
 - ***Special education program:*** accelerated classes, multi-grade classes, and bilingual education services.
 - **Accelerated Classes:** conduct accelerated classes and teacher training.
 - **Multi-Grade Classes:** conduct multi-grade classes and teacher training.
 - **Bilingual Education Services:** conduct bilingual education and teacher training. Transform the community schools into public schools.
 - **Support for student with hearing and listening problems:** support to disabled children, training on how to test children with hearing and sight problems, provide glasses and hearing aids and monitoring.
 - ***Sanitation and Environment Education Program:*** improving school safety, health education, health-check, and equip the sanitation facilities.
 - **School safety:** training DTMT, teachers, community and stakeholders on accident prevention, dangers of waste from the war (UXO) and from natural disasters
 - **Health check at the beginning of school year:** Health check at the beginning of the school year of grade 1. Provision of vaccination, prevention, multi-vitamin and intestinal deworming bi-annually to education staff and student.
 - **Health education Services:** educate about reproductive health, sexual health including AIDS/HIV prevention, drug, health and hygiene
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- education, food safety and nutrition, first aid, alcohol, cigarettes, eyes and dental health, disease prevention and other infectious diseases, malaria, worms and dengue fever.
- **Water, Sanitation, Hygiene (WASH) Service:** supply clean water, toilet, cleaning facilities, first aid kits and reserved materials and liquid and solid waste management and maintain student health record at all levels.
 - **Social and environmental education:** train teachers, students and stakeholders about the preventive measures to prevent disaster, other risks, climate change, tree planting and environment.
 - **Life skills Development:** train teachers, students about the control scheme of crops program, implementation, and evaluation. Train school principals and teachers on organic vegetables, environment, arts, painting, housing and workshop.
 - **Capacity Development and Support Program:** through support low performance districts, capacity development for core trainers, library development, strengthening of cluster schools, school mapping and household mapping, and functional transfer to sub-national level
 - **Support low performing districts:** DTMTs conduct check on low performance school. Encouraged community to participate in the development and the performance of CFS standards. Provide support to DTMTs in teacher capacity improvement during vacation and in Thursday meetings.
 - **Capacity development for core trainers:** update curriculum, library equipped with facilities, and update internship program.
 - **Library Development:** install libraries and fully function. Train school librarian, school principal, DTMT, study tour and annual meetings.
 - **Strengthening of Cluster School:** train council and committee of Cluster School. Exchange visits and monitoring. Publish instructions and principles of Cluster school policy. Partnership meetings between parents and teachers.
 - **School mapping and household mapping:** train data collector, conduct data collection and update household mapping.
 - **Develop capacity for trainers at TTCs and primary teachers** on teaching methodology, gender mainstreaming and inclusive education.
 - **Improve knowledge of primary teachers** according to the teacher training standard especially primary teacher without upper secondary certificate.
 - Develop capacity for manager and primary school principals.
 - **Functional transfer to sub-national level:** strengthen the efficiency of public education services; prepare procedures of the request and protest, procedures of problem solving, educational regulation, legal framework documents, preventing and combating human trafficking and smuggling. Function survey, collection of information, dissemination and transfer of functions to the sub-national level.
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- Strengthen capacity of D&D working group so as to have in place the necessary legal and regulatory procedures.
- **Development of Education Information System:** develop the education information system through facility equipment, training; EMIS decentralization to PoEs and collect information/data from line ministries and institutions.
 - **Primary Sub-Sector Support Program:** through strengthening of management of state assets, efficient administrative management, and strengthen roles and responsibilities of School Support Committee.
 - **Strengthening of management of state assets:** promote the preparation of land titles of organization's ownership, capacity development and organizational operational process. School inventory checking, real estate information and monitoring.
 - **Development and strengthening the education administrative management:** Capacity development on administrative management, reporting and performance competition. Prepare information services at the national administration and local level. Preparation of data for administrative archives and related documents.
 - **Promote the implementation of roles and responsibilities of School Support Committee:** disseminate guideline on establishment and process of school support committee in the in-depth manner. Strengthen the capacity of school support committee on administrative management, report and relation.
 - **Develop legal framework, strengthen norms, good governance and democratic development at sub-national level:** law and policy modernization, functional transfer to administration at sub-national level, strengthening effectiveness of public educational services, improve response to human-trafficking and child labor, gender discrimination, anti-corruption, developing a, capacity to strengthen resolution of educational conflicts.
 - **Infrastructure development for Primary Education:** through constructing complete school and development of teacher training centers.
 - **Provide Complete Primary Schools:** study the specific needs for education services in selected provinces, construction of new primary schools with complete grades and teachers deployed to disadvantaged and remote areas and incomplete primary schools.
 - **Development of Teacher Training Centers:** construct and renew the environment, buildings, dormitories, toilets, laboratories and equipment.

3.3 Secondary and Technical Education

3.3.1 Background

During the 2009-2013 period, a number of policy actions have been taken. The Master Plan for Secondary Education development and the operational manual for Secondary Education Resource School are approved, a Child Friendly School Policy for basic education, and changes in curriculum development. The in-service training systems for math and sciences were developed. The local life skills, ICT, tourism curriculum are approved and library standards for secondary school have been drafted.

The enrolment and the quality of secondary education have improved a little. The repetition rate has decreased slightly but the dropout rate has not changed. More students have selected science subjects at grade 11 and 12; however, the quality of student learning in these subjects is unclear as there is no national assessment test conducted at Grade 12. Scholarships were provided annually. Students achieved Math and Sciences medals from SEAMEO Olympiad and International Olympiad competitions.

National assessment system has been institutionalized and is budgeted for. National examinations for grade 9 and 12 have been regularly conducted.

The number of lower secondary schools and upper secondary schools increased. 50% of lower secondary schools have been upgraded to upper secondary school status. Secondary education resource blocks are established in each province. 141 lower secondary schools in 8 provinces have computer labs. Regional Teacher Training Colleges and National Institute of Education offer pre-service teacher training opportunities and formal in-service basic education teacher training system is being expanded. An in-service training system for math and sciences is ready for expansion. All upper secondary school principals and some lower secondary school principals have participated in leadership and management training. Technical group leaders of Secondary Education Resource School and its networks received training on curriculum standards. The Child Friendly School Policy has been implemented in 823 (50.7%) lower secondary schools. 84.4% of lower secondary school has toilets, 52.9% has clean water usage and 97.7% of upper secondary school has toilets and 64.4% has clean water usage.

The critical challenge for the next ESP is to improve equitable access to secondary education by increasing the number of communes with lower secondary school and so all districts have upper secondary schools. In terms of quality, students graduating from grade 12 need to be improved and relevant knowledge and skills for technical, vocational, and higher education. Many secondary schools, especially schools in rural areas, lack of quality inputs and in some subject areas teachers, teaching materials and equipment, textbooks, sciences labs, computer and language labs and library packages. Teaching style currently characterized by formal lecturing, copying, recitation and memorization will be shifted to encourage thinking and reasoning skills; teacher standards will be implemented to better monitor, appraise and develop teacher performance.

Technical Education is a relatively newly established function in MoEYS and a policy on Technical Education had been approved. This policy mentions the establishment of General Secondary Education and Technical Education High School (GTHS). There are currently 3 GTHSs, which implement four programs. All graduates from the programs can find jobs.

The current technical education program lacks both of strong quality framework and quality inputs. There is neither an accreditation system nor a school quality assurance system and links between the school system and labour market are very limited. A school administrative and financial management system is yet to be developed. Technical education service will

learn from other countries. More development partners are becoming interested in these programs.

3.3.2 Policy Objectives

- Ensure equitable and expanded access to general secondary education schools which meet all quality standards in general and technical education and inspire physical and sports activity including the enhancement of school health.
- Ensure graduates students from secondary schools and general and technical secondary education high schools are equipped with right and employable skills or able to enter into technical training and higher education.
- Ensure result-based management system of the general and technical secondary education in fully functioning manner.

3.3.3 Policy Actions

- Prepare national policy on scholarship, subsidy and loan scheme in 2014.
- Prepare a sub-decree on increasing incentives for teachers in disadvantaged and remote areas in 2014.
- Revise a guideline on national exam by 2015.
- Prepare policy framework and guidelines on child-friendly schools at secondary education by 2014.
- Update the curriculum policy for general secondary education by 2018.
- Prepare standardized equipment supply to serve to school administration by 2014.
- Prepare action plan to implement the teacher policy by 2015.
- Prepare school quality assurance system by 2016.
- Prepare result-based planning, monitoring and evaluation system at secondary education by 2014.
- Prepare a master plan on Technical Education development in 2014.
- Prepare Technical Education curriculum and curriculum standard according to the community needs by 2016.
- Revise teacher training system and program in Secondary Education in 2017.
- Implement teacher training quality assurance system in 2014.
- Prepare teacher framework for technical education teacher who teaching in GTHS by 2014.
- Prepare the regulation on management of private secondary education institutions in 2014.
- Prepare a guideline on autonomy and responsibility of secondary schools by 2014.
- Revise and prepare the regulation relates to the school health by 2016.
- Prepare the good governance principles for general secondary education and GTHS by 2014.
- Update policy on ICT in education in 2014.
- Update master plan on the implementation of ICT in education in 2015.

- Prepare a prakas on revised TOR of Technical and Vocational Orientation Department in 2014.
- Prepare a guideline on the strengthening of management and implementation of technical education at secondary schools in 2015.
- Prepare a guideline on the examination of technical education student in 2014.
- Prepare a regulation and mechanism on career counseling at schools in 2015.
- Prepare a standard for GTHS in 2015.
- Prepare a regulation and mechanism on the expansion of GTHS in 2015.
- Prepare a regulation, mechanism and framework on vocational training for dropout student at secondary education in 2015.
- Prepare a guideline on result-base management for general and technical secondary education in 2015.

3.3.4 Strategies

- Increase enrolment in secondary education especially girl students, marginalized groups through providing scholarship and nutrition for students from poor families.
- Promote the community's participation in the development of education in secondary schools especially all committees and Administrative Councils at the sub-national levels.
- Develop infrastructure through constructing new schools and expanding the grades as well as equipping the physical facilities (library, laboratory, ICT, audiovisual room, sport field, toilets, clean water, hand washing space, the first aid room, workshop and dormitory).
- Provide quality inputs and technical support to schools in accordance with the standards (teachers from teacher training centers, textbooks, and learning and teaching materials).
- Promote the implementation of CFS policy at secondary education and reduce informal payment.
- Improve the quality of teaching and learning (science and mathematics, ICT and foreign language, health education, technical education, EVEP and life skills).
- Develop curriculum for technical education and revise the curriculum for general secondary education.
- Set up a school quality assurance framework (leadership and management equipment teaching and learning, health, learning and teaching materials, financial management, physical education and sport and the participation of parents and the community).
- Develop the standardized teacher training system through setting standard of teacher training system and train teachers for public and private institutions.
- Improve the quality of teacher training at secondary education.
- Develop action plan on capacity development for secondary teacher.
- Improve the performance and responsibilities of schools, teachers, and students through monitoring and evaluation on student achievement and provide support on time.

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- Increase public financial accountability and the responsibility of the institution in the use of funds and the decision making in the program.
 - Strengthen the leadership and management at school level to ensure that schools operate with professionalism and responsibility.
 - Strengthen the management, planning, implementation, monitoring and reporting according to the good governance and democratic development at sub-national level.
 - Strengthen the implementation of the framework of technical education for secondary education students.
 - Enhance the implementation of technical education policy.

3.3.5 Outcome Indicators (Public and private)

- Dropout Rate at Lower Secondary education decreased from 20% in SY 2011-2012 to 3% in SY 2016-2017.
- Gross Enrolment Rate at Lower Secondary education increased from 53.6% in SY 2012-2013 to 87.0% in SY 2017-2018.
- Gross Enrolment Rate at Upper Secondary education increased from 27.4% in SY 2012-2013 to 45% in SY 2017-2018.
- Transition Rate from Lower Secondary to Upper Secondary education increased from 74.0% in SY 2012-2013 to 83.0% in SY 2017-2018.
- Completion Rate at Lower Secondary education increased from 40.6% in SY 2012-2013 to 76.4% in SY 2017-2018.
- 9 % of students at Lower Secondary at least education receive a scholarship annually.
- Number of secondary schools implements CFS increase from 50.7% in SY 2012-2013 to 75% in SY 2017-2018.
- 90% of lower secondary school has toilets and clean water and 100% of upper secondary school has toilets and clean water in 2018.
- Number of GTHS will have 7 by 2018.
- Number of student enrollment in GTHS increases from 610 in SY 2012-2013 to 2000 in SY 2017-2018.
- 30% of secondary schools have implemented the life skill program in 2018.

3.3.6 Programs and Activities

Main programs and activities to increase enrollment with equity in lower and upper secondary educations:

- **Increase enrolment in secondary education:** through providing school operational budget, construct school, and provide scholarship.
 - **School establishment and program development:** construct and provide teachers for basic education schools, and establish new lower and upper secondary schools.
 - **Scholarship program:** scholarships provided for lower and upper secondary education students.

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- **Teaching and learning materials development program:** through curriculum development, providing teaching and learning materials and health education.
 - **Curriculum Development:** update the curriculum, curriculum standard by subjects. Develop documents by disseminating, instructing curriculum implementation, monitoring and evaluating. Develop teaching and learning materials. Develop core textbooks with all subjects, publishing and distributing to general schools.
 - **Development and distribution of textbooks:** publications of textbooks for Grade 7 to Grade 12.
 - **Health education Services:** Education about reproductive health, sexual health including AIDS prevention, drug, health and hygiene education, food safety and nutrition, first aid, alcohol, cigarettes, eyes, disease prevention and other infectious diseases, malaria, dengue fever and worms at all levels.
 - **Pre-Service and In-service Teacher Training Program:** through train teachers, teacher deployment, capacity development for education management and school principals and induction program for new teachers.
 - **Development of Training and teacher deployment:** provide the annual operational budget to Regional Teacher Training Colleges (RTTC). Upgrading the capacity of primary school teachers to become basic education teachers in response to increasing enrolment of secondary students. Train the mathematics and science teachers to cover the gap between schools in urban and rural. Develop the capacity of National Institute of Education and National Institute of physical education and sport. Update curriculum for teacher training, librarians, and teaching and learning materials, lab, computer, and science with standards. Develop program and content for secondary teacher training. 2500 to 3000 secondary teachers trained and supplied every year.
 - **Capacity development for management staff:** provide skills to secondary school principals that enable active and responsible leadership and efficient and effective management of resource through education management capacity development program. Disseminate and strengthen the implementation of teacher code of conduct, TTC standard and teacher training quality assurance system.
 - **Development and expansion of in-service system:** expand the role of RTTC to train basic education teachers and deploy teachers in the new lower secondary schools. Develop capacity for trainers at RTTC and secondary teachers on the teaching methodologies, gender mainstreaming and CFS implementation at secondary education.
 - **Induction program for new teachers:** guidelines to be established in lower and upper secondary education in rural areas. Establish DTMTs for secondary education.
 - **Development of school principals:** training for new school principals on leadership and management and procedures to manage and execute at the secondary education.
 - **Private school cooperation program:** through cooperating with private school and recognition of national and international quality schools.
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- **General secondary and technical Education:** through providing school operational budget for GTHS, curriculum development, life skill, EVEP, vocational orientation service and career counseling.
 - **Operations of general and technical high school:** operational budget, teaching and learning activities, internship.
 - **Development of General secondary and technical Education Curriculum:** establish and develop of curriculum (technical skills and know-how) for general secondary and technical education. Develop GTHS with quality standards for facilities (classroom and workshops), the principals have capacity, and teachers have ability in accordance with standards and curriculum. Monitor and evaluate the implementation of technical education program and examination.
 - **Improving life skill:** Research and study visit, develop teacher guide, train school principals and life skill teachers on teaching method and related skills such as agriculture, home economics, workshop, arts, working skills, ICT, awareness on climate change, first aid, prevention and fight against disaster. Monitor and evaluate the implementation of life skill program at secondary schools.
 - **Improving vocational orientation:** establish and operate vocational orientation committee at secondary schools. Provide training for relevant staff and conduct practicum for student and monitor the implementation at school level.
 - **EVEP:** develop capacity for EVEP teachers, monitor and evaluate the implementation.
 - **Career counselling:** provide career counselling for secondary students. Develop modules and train teacher who are career counsellor at secondary schools, provide operational budget and monitor and evaluate career counselling at secondary schools.
 - **Learning assessment and test:** through regular classroom test, national test subjects of Khmer and Mathematics, national examination system reform, preparation international test, and development of school quality assurance system.
 - **Improve the quality and implementation of the regular classroom tests:** the standard classroom to monitor the progress of each student learning outcomes at the technical meeting regular weekly.
 - **Promote national assessment:** review the national questionnaire assessment test including the life skills subject. National test subjects of Khmer and Mathematics in Grade 9 and mathematics and science in Grade 11.
 - **National examination system reform:** review the national examination system for Grade 9 and 12
 - **International test development:** prepare for TIMSS and PISA (test questionnaires, administrative test sample, data entry, reports and distributions and actions to improve the teaching)
 - **Development of school quality assurance system:** set up a system to ensure the quality of the school. Test and finalize the quality of the school system.
 - **Develop facility infrastructure:** through constructing and repairing school buildings, library, lab, computer room, dormitory for teachers in remote area and sanitation
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facility for schools.

- **School construction:** repair old classrooms, and construct new classroom and dormitory for students.
- **Library development:** preparation of library for lower and upper secondary education to approved standards (teaching and learning materials, connection to the Internet and fully operational).
- **Laboratory development program for upper secondary education:** prepare standard of science laboratory (lab for scientific experiment with fully implemented and updated at the National Institute of Education).
- **Computer rooms for secondary educations:** computer rooms in lower and upper secondary education and ICT teacher recruited and trained.
- **Physical facilities for teachers in rural schools:** dormitory for teachers, connection of solar system for schools without electricity, computers for teachers and prepare the contract for teachers.
- **Water, Sanitation, Hygiene (WASH) Service:** Clean water supply, toilet, cleaning facilities, first aid kits and reserved materials and liquid and solid waste management and maintain student health record at all levels.
- **TTC infrastructure development:** build and renew the environment, buildings, dormitories, toilets, laboratories, and equipment at RTTC.
- ***Develop legal framework, strengthen norms, good governance and democratic development at sub-national level.*** law and policy modernization, functional transfer to administration at sub-national level, strengthening effectiveness of public educational services, improve the anti-human-trafficking campaign and child labor, gender discrimination, anti-corruption, developing a, capacity to strengthen resolution of educational conflicts.
- **Cooperation:**
 - **National level:** cooperate with national and international organizations, civil society and development partners in improving education quality and efficiency and capacity development for staff.
 - **Regional and international level:** implement the agreements, bilateral and multilateral cooperation in education sector.

3.4 Higher Education

3.4.1 Background

Considerable progress has been made in Higher Education between 2009 and 2013 with 57% increase in student enrolment from 137,253 to 216,053. The number of students in public higher education institutions (HEIs) who received scholarships has doubled from 9,097 to 18,906. However, the share of all scholarships in the total enrolments in public HEIs is actually modest: 16.4% in 2009 and 18.7% in 2013 (an increase of 2.3%). The Directorate General for Higher Education team and HEIs have built their capacity to strengthen planning and monitoring, manage research grants and scholarships and so absorb more funds for programs expansion. A research culture has begun to emerge through the implementation of an innovative research grant program and there is now stronger regional cooperation, collaboration and jointly implemented activities. A number of key policy actions have been taken including the approval of the Research Policy Master Plan, a Royal Decree on Professor ranking and the preparation of the Higher Education Vision 2030. The establishment of the Higher Education Technical Working Group has been an important milestone in establishing a forum for debate and discussion on higher education issues.

A major challenge for the coming years will be to address the mismatch between the needs of the labor market in terms of skills, critical thinking ability and knowledge and the current products on the market. This will require better understanding of the labor market, better coordination and links with industry and better information for students so they can select appropriate courses. Maintaining high quality programs, internationally acceptable certification within an affordable pricing structure is also a challenge. Further work and increased resources will be required to ensure that more talented students from disadvantaged backgrounds can access higher education through scholarship programs or possibly student loan schemes.

The Government has recognized the importance of providing opportunities in higher education and the importance to assuring relevance and quality. ASEAN integration will provide opportunities for collaboration between institutions, joint research and quality standard setting.

3.4.2 Policy objectives

- Increased percentage of scholarship and opportunity for eligible students, especially disadvantaged group, to access to HE.
- Improving the quality and relevance of higher education
- Higher education systems are fully functional to support HEIs to meet national and regional standards by 2018.

3.4.3 Policy actions

- Prepare national policy on scholarship, subsidy and loan scheme at higher education in 2014.
- Prepare a plan for increasing number of student at science, technology, engineering, creative arts and mathematics in 2014.
- Prepare a plan for expanding regional HEI services and resources in 2016.
- Prepare a policy on human resource development at higher education in 2015.
- Prepare guideline for entrance and exit exams by 2015.

- Prepare a guideline on minimum learning cost by subjects at higher education in 2017.
- Prepare a guideline on curriculum development in 2016.
- Prepare a guideline on regular class room evaluation in 2015.
- Establish faculty of education at RUPP in 2014.
- Prepare operational manual for research proposal by 2015.
- Prepare operational manual for Library Management by 2014.
- Prepare operational manual for Laboratory Management by 2014.
- Prepare guideline for Practicum Program Development by 2015.
- Prepare guideline on Tracer Study by 2014.
- Prepare a mechanism to implement Royal decree on professor status in 2015.
- Prepare a structure and mechanism to implement a policy on research and development in 2014.
- Prepare a standard and guideline on internal quality assurance in 2015.
- Prepare a result-based HE plan in 2014.
- Prepare a guideline on result-base monitoring and evaluation system in 2015.
- Improve accreditation system for the establishment of HEI in 2014.
- Prepare a sample of Development Plan and Business Plan by 2016.
- Prepare a regulation on the HEI autonomy in 2014.
- Prepare a policy on governance and financial management at higher education in 2016.
- Prepare a master plan on establishment of national university in 2018.

3.4.4 Strategies

- Increase scholarships and opportunities for poor and merit students.
- Strengthen capacity absorption of student at regional HE.
- Strengthen capacity absorption of student on science, technology, engineering, creative arts and mathematics at higher education.
- Develop capacity for teaching and administrative staff at higher education.
- Improve the quality of learning, teaching and research at higher education.
- Enhance curriculum diversification and priority programs with ASEAN standards (engineering, architecture, medicine, dentist, nursery, accountant, tourism and profession).
- Increase financial supports to Higher Education sub-sector and especially priority programs.
- Strengthen HEI's Internal Quality Assurance System and accreditation system performance.
- Strengthen autonomy accountability and transparency in Higher Education Financing Program.

- Strengthen HE result based planning, budgeting, implementation, monitoring, review and reporting.
- Strengthen health education program at HEIs.

3.4.5 Outcome indicators for public and private institutions

- Number of HE qualification professors increase 1000 Master degree and 250 PhD by 2018.
- Percentage of public student scholarship in first year to increase from 5% in 2012 to 15% in 2018.
- Gross enrolment rate at HE increase from 13% in 2012 to 23% in 2018.
- Percentage of graduates in between 75% to 85%.
- Percentage of graduates with employment increase in between 5% to 10% in 2018 against prime data found in 2014.
- 80% of HEIs prepared annual budget plan in 2018.
- 50% of HEIs complied with internal quality assurance standards in 2018.
- Budget for HE sub-sector increase from 4% to 20% in 2018.
- HE result-based management will proceed in 2018.

3.4.6 Programs and activities

- ***Increase Enrolment in Higher Education:***
 - **Fully funded and expanded scholarship program:** expand and fully fund scholarship program through increase in government budget and non-government budget. Staff at DGHE and HEI and DPs attend workshop and study visit on scholarship.
 - **Loan Scheme program:** DHE in partnership with HEIs and other stakeholders design and implement the loan scheme program. Staff at DGHE and DHE and DPs attend workshop and study visit on Loan Scheme program.
 - **Learning services:** Provide academic support to disadvantaged students in the foundation year such as counseling services.
 - **Health education program:** cooperate with stakeholders in health sector to improve student and staff welfare.
 - **Investment program:** develop human resource, finance and infrastructure to expand priority program such as science, technology, engineering, creative arts and mathematics and to improve quality of higher education.
- ***Quality Improvement Program and Expand Relevant to Labor Market:*** through curriculum development and instructional design and high quality priority sector programs
 - **Curriculum development and instructional design:** develop curriculum based on labor market needs and focus on analytical skills, problem solving, group work, communication, etc. And indicators for ASEAN priority curriculum standard. Improve foreign language program at all HEIs to strengthen students' ability to understand foreign language. Develop competency framework for HE. Staffs of DGHE, DHE and DPs attend national and

international workshop, training program and study visit on curriculum development.

- **Improving teaching and learning program:** introduce creative pedagogy for learning and teaching through research and modernization of learning materials including classrooms, laboratories and libraries. Staffs of DGHE and HEIs attend national and international workshop, training program and study visit on learning and teaching methodology.
- **Research and publication program:** Create a Higher Education Research Fund. Increase research resources through translating publications by prominent authors in each field of study into Khmer language, buying national and international articles and publishing research papers in Khmer language. Establish a research framework for student. Provide professional development programs for thesis supervisors. Establish effective thesis supervision process. Staffs of DGHE, DHE and DPs attend national and international workshop, training program and study visit on research and development.
- **Internal Quality Assurance program:** encourage establishment of structure and standard of internal quality assurance among HEIs. Encourage establishment of mechanism and self-evaluation process among HEIs based on defined standard especially ASEAN priority programs. Staffs of DGHE, DHE and DPs attend national and international workshop, training program and study visit on higher education quality assurance.
- **Establishment of Faculty of Education:** establish faculty of education at RUPP. Staffs of DGHE and RUPP attend workshop and study visit on establishment of faculty of education.
- **Establishment of National University:** conduct feasibility study on establishment of National University. Staffs of DGHE, HEIs and stakeholders attend workshop and study visit on establishment of National University.
- **Tracer Study program:** conduct tracer study to evaluate the education efficiency related to employment, unemployment and working status. Staffs of DGHE and HEIs attend workshop and training program on tracer study.
- **Entry and exit exam:** strengthen student selection and student graduation based on the defined principles. Staffs of DGHE and HEIs attend workshop on entry and exit exam.
- **Higher education capacity and system development program:**
 - **Public Policy Development Program:** update regulations according to Education Law and improve existing regulation related to establishment, management, and HEI autonomy. Establish an annual higher education forum. Establish a national coordination mechanism for development of higher education with efficiency and quality. Staffs of DGHE and HEIs attend national and international workshop, training program and study visit on public policy development. Develop a framework of characteristics and capacity of graduate according to labor market and national development
 - **Capacity development program:** establish scholarship fund for post-graduate through government and DP contribution. Rigorously improve foreign language proficiency of DHE and DSR staff. Continue to build DHE and DSR staff's capacity through graduate studies in-country and overseas. HEIs

upgrade their lecturer's qualifications. Improve salary structure of HEIs to ensure sufficient support for qualified teachers to work at the HEIs. Create a brain-gain platform to more actively involve Cambodian graduates from foreign HEIs in higher education. Staffs of DGHE and HEIs attend workshop and study visit on capacity development for higher education.

- **HE-MIS development program:** develop HE-MIS and fully operate in order to support the planning process. Staffs of DGHE and HEIs attend national and international workshop, training program and study visit on HE-MIS.
- In and out country cooperation: through exchange experiences, student, professor, researcher, and programs. Strengthen the management of students in and out of country (dormitories).
- **Physical infrastructure development:** improve physical infrastructure of HEIs including facility equipment, laboratory and library installment to support learning, teaching and research activities.
- **HE Result Based Management System Program:** develop result-based planning and monitoring. Develop, pilot, and implement HE Result Based Monitoring System 2014-2018. Strengthen result-based monitoring and evaluation for improving partnership between DGHE and HEIs. Prepare annual result-based monitoring and evaluation plan. Staffs of DGHE and HEIs attend national and international workshop and training program on result-based planning and monitoring.

3.5 Non Formal Education

3.5.1 Background

In the period 2009 – 2013, Non-Formal Education sub-sector has seen development with the literacy rate for the age group 15 to 24 increasing to 91.5% in 2011.

The number of literacy classes has decreased from 2,141 in 2009 to 1,500 in 2011 (a drop of 30%) and the number of literacy learners has decreased from 52,078 to 34,964 (decreased 32%) with a participation rate of only 2.8% of the illiterate population in 2011. The number of Community Learning Centers increased from 154 in 2009 to 321 in 2012 although a number are not functioning. The number of skill training classes has increased markedly from 154 to 667 with the skills being handicraft (35.8%), hairdressing/make-up (19.5%), dance/music (15.1%), machine (12.7%) and other skills. Re-entry class learners decreased from 26,176 to 21,366 slightly below the current ESP target of 22,000 learners per year.

The policy and institutional framework has been strengthened with a NFE policy review and a NFE sub-technical working group established with clear terms of reference. A NFE capacity assessment and mapping exercise was completed as was a review of the re-entry program and guidelines prepared for the NFE-MIS and EP.

3.5.2 Policy objectives

- Increase the number of literates through access to NFE programs for the children and youth who are out-of-school and illiterates.
- Out-of-school children and youth and the illiterate access knowledge and life skills responding to the need of learner and community in order to improve their quality of life.
- Ensure the NFE result-based management systems fully function.

3.5.3 Policy Actions

- Prepare Country Literacy Acceleration Plan by 2014.
- Revise guideline on Re-entry program guideline by 2014.
- Revise guideline on Functional Literacy Program by 2014.
- Prepare guideline on Equivalency program for Lower Secondary education by 2014.
- Prepare guideline on Equivalency program for Upper Secondary education by 2016.
- Revise guideline on the Management and Leadership of CLCs by 2014.
- Prepare guideline on Post-literacy program by 2018.
- Prepare NFE result-based management system by 2015.
- Revise guideline on the usage of NFE-MIS by 2014.
- Prepare Community Learning Center standard by 2016.
- NFE Sub-technical working group work plan is approved every year.
- Prepare guideline on the separate examination for lower secondary equivalency program by 2016.
- Revise guideline on management of private school in 2014.
- Prepare guideline on scholarship for NFE learners in 2014.

3.5.4 Strategies

- Scale up the literacy program in areas where there are the largest numbers of illiterates and disadvantaged.
- Expand and strengthen the process of CLC, re-entry program, NEF equivalent program, and post-literacy program.
- Strengthen the NFE result-based management.
- Provide supporting mechanism for NFE program within the factories, enterprises, farms.
- Improve efficiency of private school management.
- Strengthen data, information and statistics collection and illiterates.

3.5.5 Outcome indicators for public and private schools

- Adult literacy rate 15-45 years old increases from 87.05% to 90.55% by 2018.
- Percentage of illiterate population completed literacy program increase to 80.0% by 2018.
- The number of participants who completed skill trainings increase from 9,000 in 2013 to 12,000 in 2018.
- 95% of the drop out children completed re-entry Program and continue learning in the formal system by 2018.
- The number of student study in equivalency program increase from 5,000 in 2013 to 7300 in 2018.
- All 24 provinces establish NFE-MIS in 2014 and produce annual analytical reports by 2017.
- Number of CLCs increase from 371 to 471 and libraries increase from 57 to 73 by 2018.
- 30% of CLCs have standards in 2018.

3.5.6 Program and activity

- **Functional Literacy Program:** Teaching and Learning document improvement, Teacher capacity development, material support, and contracted teacher. Functional literacy assessment. Bilingual literacy education for minority groups.
- **Post-literacy program:** budget for supporting library and reading center, documenting of post-literacy program. Testing on post-literacy program graduated students.
- **Supplementary Program:** Issue the certificate and degree.
- **Re-entry program:** Increase budget for teacher support, support committee to collect student, classroom material support, teaching and learning document improvement, and teacher capacity development.
- **Equivalency Program:** Curriculum development, dissemination, material support, contracted teacher (for primary school), teaching fee (for secondary level) and capacity development for equivalency teachers.
- **Community Learning Center:** Operation budget, trainer hiring, Committee support budget. Assess the skills needed annually. Providing fund to graduated student.

Prepare team network and coordinate with stakeholder. Curriculum development for skill training. Dissemination on CLC guideline and operational book.

- ***NFE capacity development program***: through NFE staff capacity development program and provide scholarships as cash and food for NFE learners.
 - **NFE staff capacity development program**: through staff training, NFE-MIS system development for national and sub-national.
 - **Capacity development for NFE management**: Conduct study visit on NFE programs (in-and out-province). Expand NFE media system. Provide incentives to library management, NFE (post literacy). Organize quarterly meeting for CLC management. Provide training for CLC trainer on teaching methodology. Organize meeting between NFE committee and stakeholders. Provide additional supplementary cost for contracted teachers of equivalency programs.
 - **Life skills quality improvement program**: Mobile library, NFE dissemination. Education about productive health, sexual health including education of AIDS, drug prevention, health sanitations, food safety, nutrition, cigarette, drunk water, communicable disease prevention, non-communicable disease prevention, and other NEF programs.
 - **Provide scholarships as cash and food for NFE learners**: provide opportunity and encouragement for learners.
- ***Facility development***: construct and equip facility for CLC, Library and Studio including the equipment, toilets, water and hand washing place.

3.6 Youth Development

3.6.1 Background

Cambodia considers youth as a key resource and the most valuable for the economic, social, cultural, environmental and peacekeeping development for both current and future. In the social, cultural and political context of Cambodia, the "youth" refer to men and women with Khmer nationality, aged from 15 to 30 years, single or married. According to the general census of the people of Cambodia in 2008, youth have 33 percent of the total number of Cambodian people.

Royal decree on the organization and functioning of the National Council for Youth Development and sub-decree on the organization and functioning of the National Council General Secretariat for Youth Development has been approved and go on preparing the national action plan on Cambodian youth development.

The Ministry has prepared the Youth and Children Councils in the schools of General Education, consisting of 6,978 Children Councils with 1,461,027 members (49% female) from Grade 4 to 9, and 416 Youth Councils with 274,974 members; 49% of those are female from Grade 10 to 12.

Youth Centers of 9 provinces of Education, Youth and Sports have processed and facilitated short-training courses on the subjects of sewing, rock carving, mushroom seeding, Khmer music, musical script, mobile phone and computer repairing with 1,195 trainees (61.5% female).

The government mainly focuses on youth, the pillars of the country, by providing quality education and ability to access to the labor market easily. Among those, some youth have not received the opportunity to get a job appropriately yet. Whereas, the youth have little knowledge (knowledge and skills to think), they obtain low payment, and those of whom women rarely have jobs with high payment. Moreover, they face difficulties or fall into the disadvantaged situations, including dropouts, loss of options, drug use, alcohol drinking and injures at workplace, etc.

3.6.2 Policy Objectives

- Provide opportunities for youth to access to educational and vocational training with quality and equity.
- Develop youth to be healthy both physical and emotion.
- Encourage youth to take initiatives and be creative with the spirit of entrepreneurship and leadership.

3.6.3 Policy actions

- Prepare national action plan on youth development in 2014.
- Prepare national council for youth development and youth development councils of the ministry, institutions, provinces, and districts in 2014.
- Prepare strategic plan for the national council for youth development in 2014.
- Prepare a mechanism for monitoring and evaluating the implementation in 2014.
- Prepare regulations on strengthening the mechanisms for children and youth council and prepare concerning documents in 2014.
- Prepare professional orientation services and study orientation in 2014.

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- Prepare infrastructure development plan of youth centers in 2014.
 - Revise guideline on the preparation and functioning of youth center in 2014.
 - Prepare plan on the participation of youth in voluntary activities in 2014.
 - Prepare minimum norm for vocational training in 2015.
 - Prepare national action plan on the development of the national scout in 2014.

3.6.4 Strategies

- Develop legal framework regulations and mechanisms.
- Heighten skill training and capacity development.
- Increase soft skills education, spirits of youth's entrepreneurship and leadership.
- Heighten the participation of youth sports.
- Improve the awareness of art, culture, environment, agriculture, and tourism to youth at the national and regional levels.
- Promote youth volunteer.
- Promote life skills education on the individual and social security.

3.6.5 Outcome Indicators (Public and Private)

- The number of youth receiving a short-training increase from 2,700 in 2013 to 3,300 in 2018.
- The number of youth receiving leadership and entrepreneurship training is 300 per year.
- The number of youth created their own jobs with 10 people in each center per year.
- The number of youth who receive training on volunteer increased from 2,500 in 2013 to 3,600 in 2018.
- The number of Youth Centers increased from 9 in 2013 to 24 in 2018.
- 100 percent of pupils from Grade 4 to 9 participated in the children council in 2018.
- 100 percent of pupils from Grade 10 to 12 who participate in the youth council in 2018.

3.6.6 Programs and Activities

- **Technical skill development program:**
 - **Development of facilities:** repairing, equipping and building youth centers
 - **Skills Training:** through the provincial youth centers and coordination with non-formal education
 - Short training, such as foreign languages, computer, Information Technology and telecommunications, agriculture, handicrafts, entrepreneurship, leadership, etc.
 - Education programs for youth losing opportunities: education of Khmer literature, math and skills in line with the actual living to the youth who are illiterate and lost opportunities.

- Training programs in public and private institutions: study visit coordination to youth received trainings.
- Information programs about careers and jobs: coordinating with lined ministries and institutions to provide information to youth.
- Support programs for creating self-employment: counseling and capital for creating employment.
- **Soft skill development program**
 - Study clubs for children and youth's council: Khmer literature, math, life skills, self-study, etc.
 - Camping programs: teamwork, leadership, experience exchanges, sharing knowledge from each other, explorative skills, secretary skills, community work, self-ownership, work environment, and living with nature, etc.
 - Study-tour programs: experience exchanges, sharing knowledge from each other, understanding the national culture, civilization and tradition.
 - Scout movement development: learn by doing and self-development, such as seeding ideas to participate in social work, group work, group living, development of basic rescued skills and humanitarian work, etc.
- **Children and youth's council work:** promoting awareness of the employment and vocational technical education, developing self-playing sports and physical, creating pupil cooperatives in schools, preparing programs for carrying out three good works and mainstreaming entrepreneurship.
- **Friend to Friend Programs:** awareness about AIDS, reproductive health, sanitation, family health, drug awareness, traffic accidents deduction, etc.
- **Youth volunteer program:** training and mainstreaming volunteer spirits and creating networks of youth volunteers, etc.
- **Strengthening activities of student association:** creating forums between youth and industries, mainstreaming entrepreneurship, promoting Information Technology, cultural science and sport, promoting awareness and preparing for the 2015 ASEAN integration, national and international cooperation, and building youth networks.

3.7 Physical Education and Sport

3.7.1 Background

Physical education and sport is a main element in the education sector to improve health and contribute to learning improvement, and country development.

The ministry has prepared a guideline for physical education and sport in and out of school time, sport competitions at provincial level, national sport champion competitions at all levels, public sport competitions at provincial, regional, national, and international levels. To construct and repair sport infrastructure inside and outside of schools and train on physical education and sport.

Development of physical education and sport aims to raise people's welfare, strengthen high level of sport solidarity and be well ready to join and arrange main sport events internationally.

The current challenges are lack of human resources in management, leadership, and organization for national and international champion competitions. There is a lack of infrastructure, sport physical materials and equipment to train and national and international competitions, legislative letter for managing and developing the physical education and sport. The structures of competitions are not responding to actual needs and regional sport competition context. The practice of physical education and sport activities at public and private schools are not yet complete and good. In general participation of Cambodian sport in international competitions does not yet get good results.

3.7.2 Policy Objectives

- Improve rights, provide opportunity, and to train on the culture of physical education and sport to all people.
- Increase athlete's performance to success in international tournament.
- Promote governance and management on physical education and sport.

3.7.3 Policy Actions

- Prepare guideline on preparation of physical education and sport fields in 2014.
- Prepare guideline on technical activities of physical education and sports in 2014.
- Prepare guideline on physical education and sport activities in and out of learning time in 2014.
- Prepare guideline on sport competitions in education institutions in 2014.
- Prepare national policy on physical education and sport development in 2014.
- Prepare the law on the national sport management in 2016.
- Prepare master plan on sport development toward year 2023 in 2014.
- Prepare the legal letters related to transfer the physical education and sport tasks to sub-national level in 2015.
- Prepare guideline on protecting values of ethics and profession in physical education and sport activity in 2015.
- Revise guideline on establishment of sport club, association and federation in 2015.
- Prepare guideline on decentralization of sport tasks to national sport federation in 2015.

3.7.4 Strategies

- Develop physical infrastructure, sport equipment and materials.
- Research and compile documents on physical education and sports.
- Strengthen the sport information media.
- Promote ethical and professional values of physical education sport for all.
- Strengthen cooperation in sports with both national and international sport organization.
- Promote training, coaching and capacity development.
- Develop the framework of law, regulation, legal and mechanism.

3.7.5 Outcome Indicators (public and private)

- 150 physical education and sport teachers are trained per year.
- 4 sport fields (National Stadium, Royal University of Phnom Penh, National Institute of Education, Siem Reap Stadium) are revised by 2018.
- 10 secondary schools have football fields; 15 have basketball fields and 20 have volley ball fields by 2018.
- SEA GAME medals increase from 4 to 20 in 2018.

3.7.6 Program and Activities

- **Develop physical infrastructure, and sport equipment and material:** repair and build sport physical infrastructure, provide sport equipment and materials at education institutions and provinces.
- **Develop documents and curriculum of physical education and sports:**
 - **Sport activities in educational institution:** prepare, research and compile books, documents and curriculum on physical education and sports for students and teachers. Teacher guiding books in Provincial and Regional Teacher Training Centers.
 - **Sport activity for all:** prepare, research and compile documents on regulation of sport competition in all kinds, manual on exercises for health and compile documents on traditional sports.
 - **Training of high level sport:** prepare, research, and compile documents on sport science manuals for training and train national champion team and operate sport libraries.
 - **Teacher Training:** prepare, research and compile books of physical education and sport for teachers and training program for physical education and sports.
- **Disseminate the sport information:** produce sport magazine, create website, media network program and annual meeting on physical education and sport day.
- **Cooperation:**
 - **National level:** Cooperate with sport social organization to train coaches, judges, referees, core staff, administrative and technical staff in and out of country and competitions in and out of country.
 - **International level:** make memorandum of understanding to send athletes and

officials to train abroad, share experience and sport scientific information. Invite foreign coaches to coach local national champion athletes.

- **Training, coaching and capacity development:**

- Train the physical education and sport activities in education institutions: train teachers in charge of physical education and sport.
- Train the physical education and sport teachers: train the physical education and sport teachers.
- Train capacity of sport officers: train capacity of core trainers of physical education and sports, administrative staff, management staff, technical staff both in the country and abroad.
- Develop high level sport: train athletes in high level to be possible better performance and other staff in response to needs in region.

Chapter 4

Financing Plan 2014-2018

4.1 Public Financial Management Reform

4.1.1 Background

Over the ESP 2009-2013 period, Education Sector PFM development has taken place within the context of the broad Public Finance Management Reform (PFMR) program that is led by the Ministry of Economy and Finance. MOEYS activity has included preparation of a detailed PFMR Ministry Action Plan (MAP); training on Budget Classification and Bookkeeping to all POEs, DOEs and schools and training on fixed asset inventory management to all POEs and selected DOEs and schools.

MOEYS has introduced the Annual Operational Planning process at the national and the provincial levels and continues to refine and improve the content and the process. Program-based budgeting has been effective in providing education establishments with budget resources to be used linked to results. MOEYS has been successful in negotiating an increase in the PB through Prakas 508.

The PFMR Program Phase 3 aimed to improve the relationship between the budget allocation and policies and improved accounting practices by strengthening and expanding the scope of the programme budget preparation and improving the preparation of the budget strategic plan as well as improving the budget implementation and cash management.

Public financial management in the education sector continues to face some challenges - the link between the budget and policy is weak, the overall budget expenditure for the education sector has been very much lower than neighbours countries but despite this some of the annual budget remains unused; the system process are not well-articulated in the context of the structures.

In 2014, public expenditure for MOEYS is in the regions of Riel 1,342 billion (USD 335 million) which represents 16.2% of the Government's current budget. Salary costs account for approximately 75% of total current expenditure. The program budget of approximately Riel 172 billion represents 13% of the current budget. Based on the spending in the 2012 budget, 82% of the education budget is provided to the Provincial level with 18% used at the national level.

In 2014 and in order to improve the mechanisms, particularly in the context of moving to sub sector programing and a stronger focus on results MOEYS will with the strong support of the MEF pilot and initiate a wide range of reforms aimed at building systems and developing the capacity to fully implement medium and long term changes. Amongst these are the implementation of the planned budget by sub - sector focusing on results and on the priority investment program; ensuring reliability and timeliness of cash withdrawal for implementation through units; decentralization of budget following the transfer of functions to local governments; Budget Department quarterly monitoring of budget implementation in order to make amendments to the budget, reviewing the salary levels for managers and administrative officer and capacity building of district education officers; reviewing financial management mechanism and unit prices in the school budget process program.

4.1.2 Policy Objectives

- Adequate resources are available to fully implement the ESP.
- Program outcomes are linked to efficient and effective use of available resources.
- Ensure that education is both affordable and of a high quality.

4.1.3 Strategies

- Strengthen results based planning and budget formulation process at all levels.

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- Expand the scope of the computerised FMIS at all levels.
 - Expand and institutionalize the use of the banking system.
 - Improve efficiency and effectiveness in financial accountability and reporting.

4.1.4 Policy actions

- Inclusion of all activities supported by the budget in 2015.
- Budget entities will be established at departmental level in 2016.
- Pilot the PB audit procedures in 2014 and fully implemented in 2015.
- Inspection procedures introduced in 2014

4.1.5 Outcome indicators

- Integration of result-based planning into the revision of MAP and in the preparation of AOP.
- Annual credible and realistic budget responsive to ESP approved.
- Minimal budget underspend.
- Financial reports are timely prepared and include information and analysis for management's decision-making.

4.1.6 Programs and activities

- ***The financial management capacity development:*** The aim is to develop the capacity in result-based planning, operation of the FMIS, improving the participation of Department of Finance in the budgeting process at sub-national levels; improving accounting and reporting autonomy at national and sub-national levels; conducting regular monitoring within all sub-sector and sub-national level on the financial accountability and outcome indicators.
 - Strengthening the relationship between policy and budget by including the non-program budgeting into program budgeting. All technical departments will prepare and account for their own budget following the program budgeting approach. Strengthening the finance management, accounting system and FMIS. Preparation of budgetary forecast system for education sector which includes the anticipated current and capital costs.
 - Strengthening the FMIS by developing a model of budgetary projection and allocation for the education sector. Developing the expenditure calculation model base on results by sub sector.
 - Strengthening the basis for projection and usage of education budget by improving expenditure guidelines and budget regulation. Improving the disbursement and liquidation guidelines. Improving the information system for expenditure projection and analysis.
 - Strengthening the budget planning mechanism and finance report system by developing the capacity and resource at DoEs. Improving the salary of administrative staff including school principles.
- ***Strengthening internal audit:*** Conduct regular internal audit exercise at national and sub-national levels. Review and revise regulations, principles and norms related to internal audit and management information system development in line with the MEF guidelines and procedures. Pilot and then finalize the internal audit program.

- **Strengthening administration and financial inspection:** Conduct formal inspection on personnel, administration and financial management, and state properties at national and sub-national levels and in public and private schools. Monitor and make proposals in response to cases related to administration and finance difficulties.

4.2 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. That the education provided will be relevant to the socio economic and cultural aspirations of the country and of a quality as good as in the best ASEAN countries. 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 2014-2018, the projected overall budget requirement for the education sector increase from 2014 to 2018 up to 3,015 billion Riels in 2018.

Table 3: Budget Share for Education Sector and Projected Cost for 2014-2018 (in Million Riels)

Available resource estimate	2014	2015	2016	2017	2018
IMF GDP growth	7.2%	7.4%	7.4%	7.5%	7.5%
IMF US\$ dollars	17,288	19,090	21,078	23,294	25,628
in riels (x 4000)	69,152,000	76,360,000	84,312,000	93,176,000	102,512,000
GDP at constant 2000 price (million riels)	68,618,000	75,636,000	83,422,000	92,143,000	101,548,000
<i>in dollars</i>	<i>16,943</i>	<i>18,676</i>	<i>20,598</i>	<i>22,474</i>	<i>24,768</i>
Total Gov't expenditures	8,258,703	8,833,509	9,708,630	10,684,753	11,729,804
MoEYS share as % of GDP	2.0%	2.2%	2.4%	2.7%	3.0%
MoEYS share as % of Gov't expenditure	16.3%	18.6%	20.7%	23.1%	25.7%
MoEYS share (NSDP 2014-2018 estimates)	1,342,049	1,642,042	2,010,286	2,464,679	3,015,043
<i>in million dollars</i>	<i>336</i>	<i>411</i>	<i>503</i>	<i>616</i>	<i>754</i>
Education PIP (2014-2016)	430,093	462,371	261,821	0	0
On-going (2014-2016) in riels	201,703	200,069	95,399	0	0
<i>in million dollars</i>	<i>50</i>	<i>50</i>	<i>24</i>	<i>0</i>	<i>0</i>
Planned (2014-2016) in riels	228,390	262,302	166,422	0	0
<i>in million dollars</i>	<i>57</i>	<i>66</i>	<i>42</i>	<i>0</i>	<i>0</i>

Source: National Strategic Development Plan 2014-2018

ESP 2014-2018 categorizes all development activities into 7 sub-sectors. The overall resource requirement for implementing the ESP 2014-2018 increases from 1,780 billion Riels in 2014 to 3,330 billion Riels in 2018. In the same period, the overall recurrent budget requirement increases from 1,545 billion Riels to 2,924 billion Riels. The capital budget requirement increases from 233 billion Riels in 2014 to 406 billion Riels in 2018. There is a

significant increase in the capital budget requirement in the ESP 2014-2018. The capital budget committed by development partners in the Public Investment Program 2014-2016 will decrease from 430 billion Riels in 2014 to just 260 billion Riels in 2016. Such a decrease is due to the reduced support from DPs for existing projects, which are planned to finish in 2015. However, the government budget, especially the recurrent budget, will continue to account for the budget needs.

Table 4: Resource Requirement for ESP 2014-2018 (Million Riels)

Sub-Sector (Recurrent and Capital)	2014	2015	2016	2017	2018
Early Childhood Education	128,571	145,149	164,549	187,547	213,911
Primary Education	840,341	943,513	1,091,687	1,285,246	1,523,921
Secondary Education	525,029	650,973	764,245	924,643	1,121,084
Lower secondary	377,340	467,031	519,781	596,247	662,918
Upper secondary	147,689	183,942	244,464	328,396	458,166
Higher Education	210,050	246,560	272,469	313,997	392,636
Non-formal Education	20,937	22,207	23,458	24,610	25,739
Youth Development	10,343	11,941	12,253	12,573	13,018
Sport	47,558	27,584	26,462	28,974	44,322
Total Budget	1,782,828	2,047,928	2,355,123	2,777,590	3,334,631

4.3 Projected Total Financing Needs and Available Resources

To effectively implement policies and strategies in ESP 2014-2018, MOEYS will continue to work closely with the Ministry of Economy and Finance and Council of Administrative Reform to ensure that medium term expenditure planning for education is consistent with the broader Medium Term Expenditure Framework process and ongoing public financial management reform.

Table 5: Resource Requirement and Available Resources (in Million Riels)

GAP (in million riels)	2014	2015	2016	2017	2018
Total resource available	1,772,142	2,104,413	2,272,107	2,464,679	3,015,043
<i>in million dollars</i>	<i>443</i>	<i>526</i>	<i>568</i>	<i>616</i>	<i>754</i>
ESP financial requirement	1,782,828	2,047,928	2,355,123	2,777,590	3,334,631
<i>in million dollars</i>	<i>446</i>	<i>512</i>	<i>589</i>	<i>694</i>	<i>834</i>
Shortage	-10,687	56,485	-83,016	-312,911	-319,588
<i>in million dollars</i>	<i>-3</i>	<i>14</i>	<i>-21</i>	<i>-78</i>	<i>-80</i>

On this basis, the alternative scenario projects a potential recurrent budget shortfall of around 650 billion Riels from 2014 to 2018. 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 650 billion Riels (US\$ 163 million).

Chapter 5

Managing and Monitoring the ESP 2014-2018

5.1 Managing and Implementing the ESP

The national program for sub-national development (NPSNDD), led by the national committee for democratic development (NCDD) will continue to provide the framework for the decentralization and deconcentration activities. During the period ESP 2014 – 2018, sub national change will accelerate, with further transfer of management and cross-sectorial functions to the provincial, municipal, district, community, and school levels. In 2014 there will be pilots in a number of provinces and districts to transfer several functions to local governments. These pilots will assess how the decentralization process can be best implemented country-wide during the following years.

5.1.1 Personnel management

MoEYS is one of the priority Ministries in the overall government reform process covering financial management and human resources management. MoEYS manages around 60% of civil servants. There remains a need to increase the staff establishment. The present restrictions on annual recruitment do not meet all agreed staffing norms. On the other hand, there are disparities in teacher distribution between urban and rural areas, especially disadvantaged areas.

5.1.1.1 Strategy

- Improve the standard of living of education staff by increasing remuneration, revising and rationalizing incentives, using bank transfers
- Review the demand and supply needs for teachers at national and sub-national levels and strengthen the procedures for staff transfer.
- Improve career path development by providing a clear career structure, merit based promotion and agreed salary scales.
- Revise regulations on staff performance evaluation, develop criteria for promotion of officials at management level using a credit and performance appraisal system and assuring performance of staff evaluation committee.
- Develop capacity for management staff through using credit system.

5.1.1.2 Policy action

- Implement medium-term salary reform for 2015-2018 in 2014.
- Revise sub-decree on allowance for extra-hours in 2015.
- Implement new guideline on staffing norm (administrative and teaching staff) in 2015.
- Revise guideline on staff performance management in 2014.
- Revise principle on criteria for promotion of management staff in 2014.
- Implement principle on staff performance appraisal system for education staff in 2015.
- Implement a credit system for the capacity assessment of education staff in 2015.
- Develop a system and a plan for developing capacity of management staff in 2014.
- Implement a work contract system for management staff in 2018.

5.1.1.3 Outcome indicator

- Staff's salary for both national and sub-national levels is transferred through bank in 2014.
- Percentage of schools with pupil-teacher ratio 5% less or more than defined norm.
- 1000 management staff (from school principal up to director general) received training every year.
- At least 10% of females hold position (from vice school principal up).

5.1.1.4 Program and activities

- **Salary reform:** increase basic salary to a minimum 400,000 riels. Increase other allowances such as extra hour allowance, two shift and double shift allowances. Increase salary for contracted teachers to 180,000 riels. Study the principles of salary and allowances for education staff. All education staff will receive salary through the banking system.
- **Teacher need and supply:** revise staffing norms (administrative and teaching staff). Review and revise principle of teacher deployment (existing and newly recruited teachers) and principle for staff transfer in municipalities and provinces, as well as across the municipal and provincial boundaries. Study on number of teachers needed per year.
- **Staff performance appraisal:** prepare and revise criteria for promotion of management staff and implement staff performance appraisal system.
- **Career path development:** Promote on grades and steps according to selection and seniority and automatically promote on grade for those with 2 years seniority. Organize internal examination to upgrade (A and B status). Disseminate and implement guideline on staff promotion. Organize and implement a credit rating system for education staff.
- **Capacity development for education management staff:** develop capacity programs for management and technical officials in various departments and for staff who are eligible to be managers and education managers from school principal up to director general.

5.1.2 Teacher pre- and in-service training and capacity development for management level

5.1.2.1 Background

Teachers at pre-service level are trained by using a formula including short and long-term training based on projected need.

- Pre-school and primary school teachers are being trained for 2 years using formula 12+2. Candidates are being selected from students with or without grade 12 certificate and formula 9+2 for student with grade 9 certificate from rural and disadvantaged areas.
- Lower secondary teachers are being trained for 2 years using formula 12+2 and being selected from students with at least grade 12 certificate.
- Higher education teachers are being trained using formula bachelor + 1.

Teacher in-service trainings are conducted in three ways: the teacher in-service training on site (technical meeting is held every Thursday), unplanned and short-term teacher in-service training as required by MoEYS and organized teacher in-

service training (program plan is clearly defined at TTC). These trainings have not been clearly and systematically implemented.

5.1.2.2 Policy objectives

- Pre-service training for pre-school and primary school teachers using formula 9+2 will be replaced by 12+2 by selecting candidates with at least grade 12 certificate. Pre-service training for lower secondary school teachers will keep existing formula 12+2. Pre-service training for upper secondary school teachers will continue with formula bachelor +1.
- From 2020, pre-service training for pre-school, primary school, and lower secondary school teachers will follow formula 12+4 or bachelor +1. Pre-service training for higher education teachers will be changed from bachelor+1 to Master degree +1.
- From 2020, all newly recruited teacher holding at least bachelor degree.

5.1.2.3 Strategies

- Improve teacher training framework.
- Develop capacity of teachers.
- Develop capacity of trainers.
- Develop infrastructure for training and capacity development.

5.1.2.4 Policy actions

- Prepare a pre- and in-service teacher training system in 2015.
- Prepare a teacher training management and appraisal system in 2014.

5.1.2.5 Outcome indicators

- Percentage of trained teachers (12+2) at pre-school and primary school increases to 100% in 2018.
- Every year 5% of teachers at all level received in-service training from 2016.

5.1.2.6 Program and activities

- ***Development of pre-service training for teachers at all levels:*** pre-service training for pre-school and primary school teachers will be carried out following formula 12+2. Pre-service training for lower and upper secondary school teachers will follow the same formula. Training program and syllabus will be improved.
- ***Development of in-service training for teachers at all levels:*** prepare regular in-service plan to improve teacher capacity. 5 year after graduation from TTCs, teachers at all levels will receive in-service training at TTCs.
- ***Development of in-service and pre-service teacher training center:*** Training institutions should be transformed into in-service and pre-service teacher training centers following standards of teacher training institution. Develop capacity for NIE and TTC trainers in accordance with defined criteria. Prepare a system to manage and evaluate the teacher training performance.

5.1.3 Financial management and budgeting

In 2014 the preparation of the Budget Strategic Plan 2015 - 2017 will have two policy areas (access and quality) and will have 7 programs (one for each of the sub sectors). The indicators for each program will be the Core Breakthrough Indicator for that program. The

present Program Based budget will change to include all expenditure except for capital costs that is it will become the complete recurrent budget of remuneration and other expenditure. The level of responsibility at each administrative level will depend on the speed of application of the D&D process.

5.1.4 Program management

ESP 2014-2018 will be implemented in accordance with the policy and strategy of the Rectangular Strategy stage III with functional, human and financial resources transferred gradually to provinces, districts, communes and schools. This will be guided by an organic law, D&D strategy the National Program for Democratic Development and specific D&D policy in the education sector.

- **The MOEYS:** The MOEYS has responsibility and oversight of the technical aspects of the ESP implementation and monitoring. The Minister and MOEYS senior management meet regularly at the PMC to review the sector progress and present an annual report to the Education Congress. The report to the Congress may propose changes to the ESP or to the monitoring framework.
- **Sub-sector:** Each of the sub-sectors is accountable to a Secretary of State or an Undersecretary of State. The Secretary or Undersecretary of State is supported by a contact point who is a Director General or Deputy Director General. The sub-sector will be operated through a sub-sector working group that will include all the Technical Departments that are instrumental in the implementation of the policy and strategic framework. The organization and roles within the sub sector may change in the light of ESP implementation experience. Each working group will prepare terms of reference. They will prepare a multi-year and annual operational plan. The Department of Planning will act as a formal facilitator of sub sector organization.
- **The Technical Departments:** also provide support to the provincial and district staff in the implementation, monitoring and reporting of the ESP Programs and in the preparation of the Provincial ESP.
- **The Provincial Education Office:** The Province Education Office prepares and monitors the Provincial Education Strategic Plan. The progress in the Provincial ESP (which will be prepared following guidelines from MoEYS) is reported during the Provincial Congress. The Province will manage secondary education institutions and Teacher Training Institutions, and this will include assignment under decentralization. The governor of provincial governing board chairs the Provincial Education for All Committee. The PEO prepares the Provincial Education Budget for presentation to the provincial governor.
- **The District Education Office:** The District Education Office prepares an annual work plan based on the provincial ESP and prepares quarterly progress reports. The District will manage primary education institutions and this will include assignment under decentralization. The DEO prepares the District Education Budget for presentation to the PEO. The governor of District Governing Board chairs the District EFA Committee. The DTMT supports implementation, monitoring and reporting of the District Plan at the school level.
- **The Commune Council:** The Commune Council manages and finances the early childhood care and education programs (Community Preschool and Home Based Learning). The Commune Council President chairs the Commune EFA Committee.

- **The Local School Support Committee (LSSC):** The school, with the support of the Local School Support Committee (LSSC), prepares the School Development Plan and prepares, expends and accounts for the budget for school level funding (Program Budget {PB} and other sources of funds for example School Improvement Grant), monitors progress and prepares reports for the District Education Office.

5.2 Monitoring and Evaluating

In order for the monitoring and evaluation of the ESP to be effective MOEYS has considered the following as the purpose of M&E and agreed a set of principles:

- **Impact Monitoring:** The ESP will have a mid-term review in 2016 and a final review in 2018 to assess the impact of the overall program. The mid-term and the final review will be informed by an independently prepared assessment report. The assessments will be managed by the Senior Management of the MOEYS and will review how effectively and efficiently the program is contributing to the outcomes of the NSDP and the National Vision 2030.
- **ESP Performance Monitoring:**
 - **The Annual National Education Congress**
 - **Timing and participants:** The Education Congress is held annually in February or March of each year. The participants are drawn from the whole of the education sector and from all levels – central, provincial, district and schools, from other government ministries and agencies, the private sector, DPs and NEP.
 - **Purpose:** The congress participants review the performance made by the education sector against the outcomes/ outputs and processes in the strategic plan and those specific areas agreed the previous year and identifies the key directions, focus and activity for the following year. The Congress provides an opportunity for the MOEYS national, sub national staff, other Ministries and agencies, the private sector and the development partners to debate performance, identify challenges and to identify areas of specific focus for the coming year and to agree the actions necessary to ensure these can be achieved. The Congress provides input to adjust the ESP, action which may be taken by the leadership of MoEYS.
 - **Inputs and outcome:** Each sub-sector provides a detailed analytical input on the sector performance to the Congress Report. These background documents critically review the performance of each of the sub sectors' policies, strategies and programs against the agreed targets given in the ESP performance and policy matrix, the Annual Operational Plans and other work plans at the national and the sub national levels. The analysis takes account of school and District inputs provided for the Provincial Congresses, EMIS and QEMIS data, research and studies, outcomes of learning assessments, monitoring report and any other relevant data or information. The outcome of the Congress is any adjustments to the ESP and expected outputs for the next academic period.
 - The M&E process, management and preparation of tools are the responsibility of the Department of Planning, the sub sectors will provide reports based on these.

- **The Provincial Education Congresses (PEC)**
 - **In January** The Provincial Education Congresses (PEC) are held for one or two days prior to the national Congress.
 - From 2014 each Province will begin preparing a Provincial Education Strategic Plan (PESP), structured as the national ESP, around the sub sectors; the report to the PEC will include the sub sector reports. The Provincial Congress analyses the Provincial level data and reports on the performance of the sub sector programs and sub programs of the Province against Province Strategic Plan, the AOP and the District Office reports. It includes a report on the budget (PB and non PB), any fund flows to schools and the support to the District offices of Education.
 - The Provincial reports provide the basis for changes and adjustments to the annual work plans and input to the National Congress.
- **Progress Monitoring:**
 - **District:** 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.
 - **School and Local School Support Committees (LSSC):** The schools, with the support of the LSSC, prepare and implement and monitor the progress of the School Development Plan and provide reports on school progress and PB expenditure to the DEOs. In the second week after the opening of the school year the schools complete and forward the detailed school census to the national EMIS office. Brief census data on enrollment, dropout, and transfers is collected mid-year and at the end of the year and forwarded to the national EMIS office. Monitoring, feedback and assistance is provided by the DTMT.

Types of Monitoring	Timeline	Responsibility
Mid-term review	2016	ESP working group
Final review	2018	
Annual Education Congress (National and provincial levels)	Every year	Committee for Education Congress
Sub-sector progress monitoring	Twice per year	Sub-sector working group
Program/sub-program progress monitoring	4 times per year	Directorate General

5.3 Consultation Procedures

5.3.1 The Annual Education Retreat – Between October and January

The annual education retreat brings together, under the Chair of the Minister, MOEYS, senior staff from MOEYS the Development Partners and a representative of the non-governmental organizations. The Retreat provides an opportunity for reflection on the progress made in the education sector and for consideration of focal areas for the coming year. The Retreat considers documents that have been prepared prior to the meeting by the different Education sector Technical Working Groups, research papers prepared by the sub

sectors and/ or departments as agreed by the JTWG. The outcome of the Retreat will be a report that informs the preparation of the Education Congress Report.

5.3.2 The Joint Technical Working Group in Education

The overall objective of the JTWG-Ed is to promote aid effectiveness and partnership in support of achievement of the Education Strategic Plan and the Annual Operational Plan of the Ministry of Education Youth and Sport in accordance with the rectangular strategy – Phase III and associated reform programs of the Royal Government of Cambodia. The role of the JTWG-Ed are to promote the alignment of development cooperation with the NSDP and ESP, provide information on partner funding and support the budget processes including public finance reform; ensure coherence of capacity development programs with the Capacity Development Master Plan; review and report on aid effectiveness in the Congress and Retreat.

5.3.3 Provincial JTWG

The PJTWG supports the planning, budgeting and reporting of Provincial activity in the framework of the PESP. Specifically providing input to the preparation of the Provincial AOP, BSP (specifically on the PB expenditure), and annual work plan based on the PESP and to preparing the annual sub sector and final PEC documents.

5.4 Developing Leadership and Management for the education sector

5.4.1 Introduction

The ESP 2014-2018 highlighted the importance of building the human resources in MOEYS to deliver learning to Cambodian children efficiently and effectively in the context of decentralization and deconcentration. It was agreed that effective capacity development underpinned the strategies to achieve equitable access to quality learning for all children and should be focused on schools, districts and provinces, especially those that were disadvantaged or under achieving.

MOEYS prepared a Capacity Development Master Plan (CDMP) to cover the period 2013 – 2015. The CDMP envisages a fully capable and coherent education sector supported by effective mechanisms for collaboration, functional systems for planning and management and competent human resources.

The CDMP has identified 7 strategic outcomes as follow:

- Strategic outcome 1 - Strengthen the capacity of senior managers and directors at the national and sub-national levels and deliver the agreed sector goals and outcomes with strong coherent and coordinated work of PEOs, DEOs and Sub National Administrations (SNAs)
- Strategic outcome 2 – Strengthen human capacity and systems for analysis, planning, monitoring, review and evaluation at all levels
- Strategic outcome 3 – Strengthen capacity to support and implement Legislation and SNDD reform supported and implemented in the education sector
- Strategic outcome 4 – Strengthen capacity and systems to manage, develop and incentivize human resources operating effectively, efficiently and equitably; and for effective administration, ICT and information management
- Strategic outcome 5 – Strengthen capacity and systems for financial management and audit systems functioning efficiently
- Strategic outcome 6 – Strengthen good governance and ensure quality of all education

programs, especially women's empowerment in management roles and decision making

- Strategic outcome 7 – Strengthen the capacity of National Institute of Education and relevant higher education institutions by conducting education management training and providing relevant, high quality research and learning across the education sector.

5.4.2 Policy Objectives

- MOEYS has a culture of leadership and management that inspires and challenges staff to provide a learning experience for all Cambodian children that is of a high quality and relevant to the aspirations of the nation.
- The institutional architecture promotes efficient and effective service delivery management
- The quality of leadership and management is developed and adjusted as a result of effective monitoring and evaluation

5.4.3 Strategies

- Provide a program of specific leadership training and mentorship for senior staff;
- Continue to develop NIE to effectively deliver quality and relevant management and administrative training to the national, provincial and district education staff;
- Strengthen the capacity of RTTC and PTTC to institutionalize and develop school based management;
- Utilize national and international specialist inputs to build specific specialist skills to contribute to new initiatives and annual program development.
- Promote the implementation of the staff performance appraisal and staff development policy
- Implement programs that will contribute to the CDMP outcomes

5.4.4 Programs and activities

- A study to identify the management and leadership culture and the most appropriate ways to develop and sustain this. A review of the institutional arrangements that are needed in the emerging context of D&D and the changes and change management needed to put this in place.
- NIE staff development, training of trainers programs continues and extend.
- A school based management development program within RTTC and PTTC.
- Establish a staff performance appraisal system and staff development program including the development of the annual capacity development programs and incorporating all current CDPF and other externally funded activity within MOEYS structures.
- Use the CDMP as the guide for capacity programming and make operational the M&E framework. Capacity development policy review and capacity development master plan extension.



ANNEX

Annex 1: Enrolment and Educational Need Projection

Table 1: Student Projection

School-age population	2014	2015	2016	2017	2018
3 - 5 yrs old	872,820	892,657	915,159	937,999	957,554
<i>Female</i>	<i>428,443</i>	<i>438,346</i>	<i>449,714</i>	<i>461,312</i>	<i>471,157</i>
6-11 yrs old	1,709,710	1,719,119	1,736,598	1,759,925	1,785,697
<i>Female</i>	<i>837,521</i>	<i>843,254</i>	<i>852,852</i>	<i>865,162</i>	<i>878,399</i>
12-14 yrs old	925,431	893,709	864,127	839,885	826,214
<i>Female</i>	<i>452,197</i>	<i>437,086</i>	<i>422,670</i>	<i>410,646</i>	<i>403,920</i>
15-17 yrs ol	1,015,726	991,113	960,989	928,609	897,659
<i>Female</i>	<i>494,572</i>	<i>483,661</i>	<i>469,668</i>	<i>454,292</i>	<i>439,513</i>
18-22 yrs old	2,491,571	2,519,607	2,534,077	2,692,285	2,678,733
<i>Female</i>	<i>1,137,145</i>	<i>1,145,962</i>	<i>1,150,285</i>	<i>1,307,673</i>	<i>1,302,729</i>

Table 2: Student projection by level

Student Projection	2014	2015	2016	2017	2018
Pre childhood education	327,257	373,764	423,281	474,880	526,437
Public	143,434	156,935	171,387	186,341	200,926
Private	28,914	31,847	34,985	38,252	41,488
Community	95,179	116,848	139,833	163,886	188,268
Home-based	59,729	68,135	77,076	86,401	95,755
Primary Education	2,038,602	2,015,409	2,011,538	2,028,462	2,063,189
<i>Female</i>	<i>985,896</i>	<i>979,742</i>	<i>982,338</i>	<i>994,748</i>	<i>1,016,145</i>
Urban	312,086	320,944	335,678	356,273	383,253
Rural	1,726,516	1,694,464	1,675,861	1,672,189	1,679,936
Lower secondary Education	558,572	597,616	637,605	682,713	722,144
<i>Female</i>	<i>272,765</i>	<i>290,588</i>	<i>309,086</i>	<i>329,984</i>	<i>346,891</i>
Urban	113,233	115,701	117,408	121,112	123,852
Rural	445,339	481,915	520,197	561,601	598,292
Upper secondary Education	299,435	305,627	325,822	357,087	406,875
<i>Female</i>	<i>134,481</i>	<i>137,453</i>	<i>148,172</i>	<i>161,881</i>	<i>184,340</i>
Urban	94,951	91,215	91,400	91,439	93,801
Rural	204,484	214,411	234,422	265,648	313,074
Higher Education	262,091	289,947	318,143	346,548	375,160
<i>Female</i>	<i>106,787</i>	<i>119,499</i>	<i>132,985</i>	<i>147,162</i>	<i>161,879</i>
Of which: scholarship students	5,733	7,226	8,610	10,899	15,036
Non-formal Education					
Functional literacy	42,306	46,537	51,191	56,310	61,941
<i>Female</i>	<i>26,459</i>	<i>29,105</i>	<i>32,015</i>	<i>35,217</i>	<i>38,739</i>
Post-literacy	100,394	101,848	103,346	104,888	106,477
CLC	13,841	15,917	18,305	21,051	24,208
<i>Female</i>	<i>7,236</i>	<i>8,231</i>	<i>9,361</i>	<i>10,645</i>	<i>12,104</i>
Primary re-entry	28,564	29,881	28,486	24,085	15,906
<i>Female</i>	<i>13,684</i>	<i>14,367</i>	<i>13,728</i>	<i>11,604</i>	<i>7,620</i>
Equivalency	5,648	5,561	5,078	4,167	2,700
<i>Female</i>	<i>2,280</i>	<i>2,365</i>	<i>2,267</i>	<i>1,943</i>	<i>1,308</i>

Table 3: School and class projection

Number of schools	2014	2015	2016	2017	2018
Pre-primary	5,785	6,278	6,788	7,305	7,804
Public	2,668	2,739	2,815	2,890	2,955
Community	3,117	3,538	3,973	4,415	4,850
Primary	6,902	6,951	7,073	7,302	7,606
Urban	680	729	797	887	1,003
Rural	6,222	6,222	6,276	6,415	6,603
Lower secondary	1,630	1,735	1,844	1,966	2,069
Urban	207	207	207	212	215
Rural	1,423	1,528	1,637	1,754	1,854
Upper secondary	432	451	498	566	668
NFE classes					
Functional literacy (public)	1,371	1,510	1,663	1,831	2,017
Post-literacy					
Libraries	56	61	65	71	76
Reading rooms	229	229	229	229	229
CLCs	361	381	401	421	441
Primary re-entry (public)	1,678	1,706	1,581	1,301	837
Equivalency (public)	390	425	462	486	522

Table 4: Teacher projection by level

Number of teachers	2014	2015	2016	2017	2018
Pre-primary					
<i>New teacher requirement (public)</i>	<i>450</i>	<i>499</i>	<i>539</i>	<i>564</i>	<i>562</i>
Public	4,653	5,126	5,636	6,169	6,698
Community	4,065	4,908	5,777	6,661	7,531
Primary	47,232	47,760	48,637	50,497	52,948
<i>New teacher requirement</i>	<i>1,503</i>	<i>1,961</i>	<i>2,336</i>	<i>3,375</i>	<i>4,040</i>
Urban	9,619	9,619	9,619	10,179	10,950
Rural	37,613	38,141	39,018	40,318	41,998
Lower secondary	27,067	27,067	27,067	27,451	27,824
<i>New teacher requirement</i>	<i>909</i>	<i>909</i>	<i>909</i>	<i>1,306</i>	<i>1,309</i>
Urban	7,715	7,715	7,715	7,715	7,715
Rural	19,352	19,352	19,352	19,736	20,109
Upper secondary	10,160	10,629	11,684	13,264	15,668
<i>New teacher requirement</i>	<i>203</i>	<i>681</i>	<i>1,289</i>	<i>1,845</i>	<i>2,717</i>

Annex 2: Sub-sector indicators

	ECE	2013/14	2014/15	2015/16	2016/17	2017/18
1	Percentage of 5-year-old children attending school	62%	66%	71%	75%	80%
2	Percentage of 4-year-old children attending school	28%	33%	37%	41%	45%
3	Percentage of 3-year-old children attending school	23%	27%	32%	36%	40%
4	Percentage of ECE services meet quality standards	20%	40%	60%	80%	90%
5	Percentage of ECE service of 5 yr learning capacity tested	20%	40%	60%	70%	80%
6	Percentage of children with an acceptable nutritional status	20%	40%	60%	80%	90%
7	% children in public pre-school get de-worming	90%	90%	90%	90%	90%
	Primary Education	2013/14	2014/15	2015/16	2016/17	2017/18
1	Percentage of primary school with medium and developed CFS status	80%	85%	90%	95%	100%
2	Net Admission Rate	98%	100%	100%	100%	100%
	<i>Female</i>	<i>98%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>
3	Net Enrolment Rate	97%	98%	99%	99%	100%
	<i>Female</i>	<i>97%</i>	<i>98%</i>	<i>99%</i>	<i>99%</i>	<i>100%</i>
4	Dropout Rate	5%	4%	3%	2%	1%
	<i>Female</i>	<i>5%</i>	<i>4%</i>	<i>3%</i>	<i>2%</i>	<i>1%</i>
5	Repetition Rate	4%	3%	3%	3%	2%
	<i>Female</i>	<i>4%</i>	<i>3%</i>	<i>3%</i>	<i>3%</i>	<i>2%</i>
6	Completion Rate	98.4%	100%	100%	100%	100%
	<i>Female</i>	<i>98.1%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>
7	% of new entrance to grade 1 passed ECE program	80%	85%	90%	95%	100%
8	Transition rate from primary to lower secondary	89%	90%	91%	93%	94%
	<i>Female</i>	<i>89%</i>	<i>90%</i>	<i>92%</i>	<i>93%</i>	<i>94%</i>
9	Percentage of primary school has					
	toilet and clean water	87%	87%	87%	87%	87%
	washing hand space	60%	60%	60%	60%	60%
	first aid box	70%	70%	70%	70%	70%
	Secondary Education	2013/14	2014/15	2015/16	2016/17	2017/18
1	Dropout rate at lower secondary education	13%	11%	8%	6%	3%
	<i>Female</i>	<i>13%</i>	<i>11%</i>	<i>8%</i>	<i>6%</i>	<i>3%</i>
2	Gross enrolment rate at lower secondary education	60%	67%	74%	81%	87%
	<i>Female</i>	<i>60%</i>	<i>66%</i>	<i>73%</i>	<i>80%</i>	<i>86%</i>
3	Gross enrolment rate at upper secondary	29%	31%	34%	38%	45%

	education					
	<i>Female</i>	27%	28%	32%	36%	42%
4	Transition rate from lower secondary to upper secondary	81%	83%	84%	86%	88%
	<i>Female</i>	82%	83%	85%	86%	88%
5	Completion rate at lower secondary education	44%	52%	57%	67%	76%
	<i>Female</i>	45%	52%	57%	67%	76%
6	Percentage of scholarship student at lower secondary education	9%	9%	9%	9%	9%
7	Number of secondary schools implement CFS	55%	60%	65%	70%	75%
8	% lower secondary schools have toilet and water					
	LS school	90%	90%	90%	90%	90%
	US school	100%	100%	100%	100%	100%
9	Number of general and technical secondary schools	3	4	5	6	7
10	Number of student in technical education	984	1,238	1,492	1,746	2,000
	<i>Female</i>	316	387	458	529	600
	Higher Education	2013/14	2014/15	2015/16	2016/17	2017/18
1	Percentage of public student scholarship in first year	5%	8%	11%	13%	15%
2	Gross enrolment rate (18-22)	13%	15%	17%	20%	23%
3	Number of HE qualification professors increase 1000 Master degree and 250 PhD by 2018					
	Local Master degree	50	70	80	100	200
	Local PhD	20	30	30	30	40
	Oversea Master degree	50	70	80	100	200
	Oversea PhD	20	20	20	20	20
4	Percentage of graduates for ASEAN priority program	87%	88%	89%	91%	92%
5	Percentage of graduates with employment	70%	72%	74%	77%	80%
6	Percentage of HEIs prepared annual budget	10%	20%	40%	60%	80%
7	Percentage of HEIs complied with internal quality assurance standards	10%	20%	30%	40%	50%
8	Budget for HE sub-sector	4%	8%	12%	16%	20%
	Non Formal Education	2013/14	2014/15	2015/16	2016/17	2017/18
1	Adult literacy rate 15-45 years old	87.05%	88.45%	89.15%	89.85%	90.55%
2	Percentage of illiterate population completed literacy program	69%	72%	74%	77%	80%
3	Number of participants completed skill trainings	13,841	15,917	18,305	21,051	24,208
4	% of the drop out children completed Re-entry Program and continues learning in the formal system	95%	95%	95%	95%	95%
5	Number of students studying in equivalency program	5,709	6,243	6,692	7,076	7,317
6	provinces established NFE-MIS	5	10	15	20	24

7	Number of CLCs	371	391	421	441	471
8	CLCs have standards	5%	10%	15%	20%	30%
Youth Development		2013/14	2014/15	2015/16	2016/17	2017/18
1	Number of youth received a short-training	2700	2900	3000	3100	3300
2	Number of youth received leadership and entrepreneurship training	300	300	300	300	300
3	Number of youth created their own jobs per year for each center	10	10	10	10	10
4	Number of youth received training on volunteer	2500	2700	3000	3300	3600
5	Number of Youth Center	9	15	18	20	24
6	Percentage of Grade 4 to 9 children participated in the children council	99%	99%	100%	100%	100%
7	Percentage of Grade 10 to 12 student participated in the youth council	89%	94%	96%	98%	100%
Physical Education and Sport		2013/14	2014/15	2015/16	2016/17	2017/18
1	Number of physical education and sport teachers trained per year	150	150	150	150	150
2	4 sport fields (National Stadium, Royal University of Phnom Penh, National Institute of Education, Siem Reap Stadium) are improved					
3	10 secondary schools have football fields, 15 have basketball fields and 20 have volley ball fields					
4	Number of medals in SEA GAME	4	8	12	16	20

Annex 3: Projected Budget

Table 1: Cost projection for implementing ESP 2014-2018 (Recurrent and Capital)

Cost projection (in million Riels)	2014	2015	2016	2017	2018
Early Childhood Education	128,571	145,149	164,549	187,547	213,911
Primary Education	840,341	943,513	1,091,687	1,285,246	1,523,921
Secondary Education	525,029	650,973	764,245	924,643	1,121,084
<i>Lower Secondary Education</i>	<i>377,340</i>	<i>467,031</i>	<i>519,781</i>	<i>596,247</i>	<i>662,918</i>
<i>Upper Secondary Education</i>	<i>147,689</i>	<i>183,942</i>	<i>244,464</i>	<i>328,396</i>	<i>458,166</i>
Higher Education	210,050	246,560	272,469	313,997	392,636
Non-formal Education	20,937	22,207	23,458	24,610	25,739
Youth development	10,343	11,941	12,253	12,573	13,018
Physical Education and Sport	47,558	27,584	26,462	28,974	44,322
Total	1,782,828	2,047,928	2,355,123	2,777,590	3,334,631
Cost projection (in million USD)	2014	2015	2016	2017	2018
Early Childhood Education	32	36	41	47	53
Primary Education	210	236	273	321	381
Secondary Education	131	163	191	231	280
<i>Lower Secondary Education</i>	<i>94</i>	<i>117</i>	<i>130</i>	<i>149</i>	<i>166</i>
<i>Upper Secondary Education</i>	<i>37</i>	<i>46</i>	<i>61</i>	<i>82</i>	<i>115</i>
Higher Education	53	62	68	78	98
Non-formal Education	5	6	6	6	6
Youth development	3	3	3	3	3
Physical Education and Sport	12	7	7	7	11
Total	446	512	589	694	834

Table 2: Resource allocation by sub-sector

In Percentage	2014	2015	2016	2017	2018
Early Childhood Education	7.2%	7.1%	7.0%	6.8%	6.4%
Primary Education	47.1%	46.1%	46.4%	46.3%	45.7%
Secondary Education	29.4%	31.8%	32.5%	33.3%	33.6%
<i>Lower Secondary Education</i>	<i>21.2%</i>	<i>22.8%</i>	<i>22.1%</i>	<i>21.5%</i>	<i>19.9%</i>
<i>Upper Secondary Education</i>	<i>8.3%</i>	<i>9.0%</i>	<i>10.4%</i>	<i>11.8%</i>	<i>13.7%</i>
Higher Education	11.8%	12.0%	11.6%	11.3%	11.8%
Non-formal Education	1.2%	1.1%	1.0%	0.9%	0.8%
Youth development	0.6%	0.6%	0.5%	0.5%	0.4%
Physical Education and Sport	2.7%	1.3%	1.1%	1.0%	1.3%
Total	100%	100%	100%	100%	100%

Table 3: Available resource estimation

Available resource estimate	2014	2015	2016	2017	2018
IMF GDP growth	7.2%	7.4%	7.4%	7.5%	7.5%
IMF US\$ dollars	17,288	19,090	21,078	23,294	25,628
in riels (x 4000)	69,152,000	76,360,000	84,312,000	93,176,000	102,512,000
GDP at constant 2000 price (million riels)	68,618,000	75,636,000	83,422,000	92,143,000	101,548,000
<i>in dollars</i>	<i>16,943</i>	<i>18,676</i>	<i>20,598</i>	<i>22,474</i>	<i>24,768</i>
Total Gov't expenditures	8,258,703	8,833,509	9,708,630	10,684,753	11,729,804
MoEYS share as % of GDP	2.0%	2.2%	2.4%	2.7%	3.0%
MoEYS share as % of Gov't expenditure	16.3%	18.6%	20.7%	23.1%	25.7%
MoEYS share (NSDP 2014- 2018 estimates)	1,342,049	1,642,042	2,010,286	2,464,679	3,015,043
<i>in dollars</i>	<i>336</i>	<i>411</i>	<i>503</i>	<i>616</i>	<i>754</i>
Education PIP (2014-2016)	430,093	462,371	261,821	0	0
On-going (2014-2016) in riels	201,703	200,069	95,399	0	0
<i>in dollars</i>	<i>50</i>	<i>50</i>	<i>24</i>	<i>0</i>	<i>0</i>
Planned (2014-2016) in riels	228,390	262,302	166,422	0	0
<i>in dollars</i>	<i>57</i>	<i>66</i>	<i>42</i>	<i>0</i>	<i>0</i>

Table 4: Budget gap estimation

GAP (in million riels)	2014	2015	2016	2017	2018
Total resource available	1,772,142	2,104,413	2,272,107	2,464,679	3,015,043
<i>in dollars</i>	<i>443</i>	<i>526</i>	<i>568</i>	<i>616</i>	<i>754</i>
ESP financial requirement	1,782,828	2,047,928	2,355,123	2,777,590	3,334,631
<i>in dollars</i>	<i>446</i>	<i>512</i>	<i>589</i>	<i>694</i>	<i>834</i>
Shortage	-10,687	56,485	-83,016	-312,911	-319,588
<i>in dollars</i>	<i>-3</i>	<i>14</i>	<i>-21</i>	<i>-78</i>	<i>-80</i>

Annex 4: Policy Action Matrix 2014-2018

Sub-Sector	2014	2015	2016	2017	2018
Early Childhood Education					
Policy 1: Ensuring equitable access for all to education services	<ul style="list-style-type: none"> • Prepare national action plan for early childhood care and development by 2014 • Prepare guidelines on the management and operation of resource pre-schools in 2014 	<ul style="list-style-type: none"> • Prepare annual work plan of the National Committee for early childhood care and development in 2015. 			
Policy 2: Enhancing the quality and relevance of learning	<ul style="list-style-type: none"> • Revise the public preschool curriculum, community pre-school and home-based program in 2014 • Prepare principles to expand the framework of pre-school teacher training in 2014 • Prepare guidelines for parents and guardians education on nutrition, care, child protection and use of health services in 2014 	<ul style="list-style-type: none"> • Prepare action plan for implementing teacher policy in 2015. 			
Policy 3: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> • Introduce a result-based monitoring and evaluation system of early childhood education sub-sector 	<ul style="list-style-type: none"> • Prepare guidelines enabling the private sector, farm and big enterprises to be engaged responsibly in early childhood 			

Sub-Sector	2014	2015	2016	2017	2018
	<p>in 2014.</p> <ul style="list-style-type: none"> • Revise the functions for the Early Childhood Department of Education, responding to the policy of decentralization and deconcentration in 2014. • Revise the term of reference, function of early childhood education at sub-national level in 2014. • Prepare good governance principles for pre-schools in 2014. 	<p>education in 2015.</p> <ul style="list-style-type: none"> • Prepare guidelines on the management and operation of community preschool and home-based education program in 2015. 			
Primary Education					
Policy 1: Ensuring equitable access for all to education services	<ul style="list-style-type: none"> • Revise master plan to help children with disabilities from 2014. • Revise sub-decree on scholarships for primary schools in 2014. • Revise the regulations on the use of the school operational budget for primary education by 2014. 				

Sub-Sector	2014	2015	2016	2017	2018
Policy 2: Enhancing the quality and relevance of learning	<ul style="list-style-type: none"> • Prepare a guideline on the use of questionnaires related to the student learning in 2014. • Prepare the regulations on the teaching of Foreign language from grade 4 in 2014. • Prepare a framework on school quality assurance by 2014. • Pilot the full day teaching and learning at primary education from 2014. • Disseminate and implement teacher training quality assurance system in 2014 • Revise staffing norm by 2014 	<ul style="list-style-type: none"> • Revise the regulation on school construction and facility equipment according to the quality standard for primary schools in 2015. • Revise curriculum of primary education in 2015 	<ul style="list-style-type: none"> • Revise teacher training system and program for primary education in 2016 • Revise and prepare regulations related to school health by 2016. 		
Policy 3: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> • Prepare instructional guideline to implement the nutritional programs at primary school in 2014. • Prepare the ToR and action plan of the 	<ul style="list-style-type: none"> • Prepare action plans for implementing teacher policy in 2015 • Prepare a statute on the establishment of public and private primary schools in 			

Sub-Sector	2014	2015	2016	2017	2018
	<p>Child Friendly School committee by 2014.</p> <ul style="list-style-type: none"> • Pilot the staff performance appraisal in 2014 and officially implement in 2016. • Prepare result-based monitoring system for primary education by 2014. • Prepare EMIS development master plan according to the Ministry's ICT policy in 2014. 	2015.			
Secondary and Technical Education					
Policy 1: Ensuring equitable access for all to education services	<ul style="list-style-type: none"> • Prepare national policy on scholarship, subsidy and loan scheme in 2014 • Prepare a sub-decree on increasing incentives for teachers in disadvantaged and remote areas in 2014 • Prepare a master plan on Technical Education development in 2014. 	<ul style="list-style-type: none"> • Prepare a regulation and mechanism on the expansion of GTHS in 2015. • Prepare a regulation, mechanism and framework on vocational training for dropout student at secondary education in 2015. 			
Policy 2: Enhancing the quality and	<ul style="list-style-type: none"> • Prepare policy framework and guidelines on child- 	<ul style="list-style-type: none"> • Revise a guideline on national exam by 2015 	<ul style="list-style-type: none"> • Prepare Technical Education curriculum and curriculum 	<ul style="list-style-type: none"> • Revise teacher training system and program in Secondary 	<ul style="list-style-type: none"> • Update the curriculum policy for general secondary

Sub-Sector	2014	2015	2016	2017	2018
relevance of learning	<p>friendly schools at secondary education by 2014</p> <ul style="list-style-type: none"> • Implement teacher training quality assurance system in 2014. • Prepare a guideline on the examination of technical education student in 2014. 	<ul style="list-style-type: none"> • Update master plan on the implementation of ICT in education in 2015. • Prepare action plan to implement the teacher policy by 2015. • Prepare a standard for GTHS in 2015. 	<p>standard according to the community needs by 2016.</p> <ul style="list-style-type: none"> • Prepare school quality assurance system by 2016. • Revise and prepare the regulation relates to the school health by 2016. 	Education in 2017.	education by 2018.
Policy 3: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> • Prepare standardized equipment supply to serve to school administration by 2014. • Prepare result-based planning, monitoring and evaluation system at secondary education by 2014. • Prepare teacher framework for technical education teacher who teaching in GTHS by 2014. • Prepare the regulation on management of private secondary education institutions in 2014. • Prepare a guideline on 	<ul style="list-style-type: none"> • Prepare a guideline on the strengthening of management and implementation of technical education at secondary schools in 2015. • Prepare a regulation and mechanism on career counseling at schools in 2015. • Prepare a guideline on result-base management for general and technical secondary education in 2015. 			

Sub-Sector	2014	2015	2016	2017	2018
	<p>autonomy and responsibility of secondary schools by 2014</p> <ul style="list-style-type: none"> • Prepare the good governance principles for general secondary education and GTHS by 2014. • Update policy on ICT in education in 2014. • Prepare a prakas on revised TOR of Technical and Vocational Orientation Department in 2014. 				
Higher Education					
Policy 1: Ensuring equitable access for all to education services	<ul style="list-style-type: none"> • Prepare national policy on scholarship, subsidy and loan scheme at higher education in 2014. • Prepare a plan for increasing student at science, technology, engineering, creative arts and mathematics in 2014. • Prepare guideline for entrance and exit exams by 2014. 		<ul style="list-style-type: none"> • Prepare a plan for increasing regional HEI services and resources in 2016. 		

Sub-Sector	2014	2015	2016	2017	2018
Policy 2: Enhancing the quality and relevance of learning	<ul style="list-style-type: none"> • Prepare guideline on Tracer Study by 2014. 	<ul style="list-style-type: none"> • Prepare operational manual for research proposal by 2015. • Prepare a guideline on regular class room evaluation in 2015. • Prepare a policy on human resource development at higher education in 2015. • Prepare guideline for Practicum Program Development by 2015. • Prepare a standard and guideline on internal quality assurance in 2015. 	<ul style="list-style-type: none"> • Prepare a guideline on curriculum development in 2016. 		
Policy 3: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> • Establish faculty of education at RUPP in 2014. • Prepare operational manual for Library Management by 2014. • Prepare operational manual for Laboratory Management by 2014. • Prepare a structure and mechanism to implement a policy on research and development in 2014. 	<ul style="list-style-type: none"> • Prepare a mechanism to implement Royal decree on professor status in 2015. • Prepare a guideline on result-base monitoring and evaluation system in 2015. 	<ul style="list-style-type: none"> • Prepare a sample of Development Plan and Business Plan by 2016. • Prepare a policy on governance and financial management at higher education in 2016. 	<ul style="list-style-type: none"> • Prepare a guideline on minimum learning cost by subjects at higher education in 2017. 	<ul style="list-style-type: none"> • Prepare a master plan on establishment of national university in 2018.

Sub-Sector	2014	2015	2016	2017	2018
	<ul style="list-style-type: none"> • Prepare a result-base HE plan in 2014. • Improve accreditation system for the establishment of HEI in 2014. • Prepare a regulation on the HEI autonomy in 2014. 				
Non Formal Education					
Policy 1: Ensuring equitable access for all to education services	<ul style="list-style-type: none"> • Prepare Country Literacy Acceleration Plan by 2014. • Revise guideline on re-entry program by 2014. • Revise guideline on Functional Literacy Program by 2014. • Prepare guideline on Equivalency program for Lower Secondary education by 2014. • Prepare guideline on scholarship for NFE learners by 2014. 		<ul style="list-style-type: none"> • Prepare guideline on Equivalency program for Upper Secondary education by 2016. • Prepare guideline on the separate examination for lower secondary equivalency program by 2016 		<ul style="list-style-type: none"> • Prepare guideline on Post-literacy program by 2018.
Policy 2: Enhancing the quality and relevance of learning					

Sub-Sector	2014	2015	2016	2017	2018
Policy 3: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> • Revise guideline on the Management and Leadership of CLCs by 2014. • Revise guideline on the usage of NFE-MIS by 2014 • NFE Sub-technical working group work plan is approved every year. • Revise guideline on management of private school in 2014. 	<ul style="list-style-type: none"> • Prepare NFE result-based management system by 2015 	<ul style="list-style-type: none"> • Prepare CLC standard by 2016 		
Youth Development					
Policy 1: Ensuring equitable access for all to education services	<ul style="list-style-type: none"> • Prepare national action plan on youth development in 2014 • Prepare national council for youth development and youth development councils of the Ministry, institutions, provinces, and districts in 2014 • Prepare strategic plan for the national council for youth development in 2014 • Prepare professional orientation services 				

Sub-Sector	2014	2015	2016	2017	2018
	<ul style="list-style-type: none"> and study orientation in 2014 • Prepare plan on the participation of youth in volunteer activities in 2014 • Prepare national action plan on the development of the national scout in 2014 				
Policy 2: Enhancing the quality and relevance of learning	<ul style="list-style-type: none"> • Prepare regulations on strengthening the mechanisms for children and youth council and prepare concerning documents in 2014 	<ul style="list-style-type: none"> • Prepare minimum norm for vocational training in 2015 			
Policy 3: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> • Set up a mechanism for monitoring and evaluating the implementation in 2014 • Prepare infrastructure development plan of youth centers in 2014 • Revise guideline on the preparation and functioning of youth center in 2014 				

Sub-Sector	2014	2015	2016	2017	2018
Physical Education and Sport					
Policy 1: Ensuring equitable access for all to education services	<ul style="list-style-type: none"> • Prepare guideline on preparation of physical education and sport fields in 2014. • Prepare guideline on technical activities of physical education and sports in 2014. • Prepare guideline on physical education and sport activities in and out of learning time in 2014. 				
Policy 2: Enhancing the quality and relevance of learning	<ul style="list-style-type: none"> • Prepare national policy on physical education and sport development in 2014 • Prepare master plan on sport development toward year 2023 in 2014 • Prepare guideline on sport competitions in education institutions in 2014 				
Policy 3: Ensuring effective leadership and management of education staff at all		<ul style="list-style-type: none"> • Prepare the legal letters related to transfer the physical education and sport tasks to sub-national 	<ul style="list-style-type: none"> • Prepare the law for national sport management in 2016 		

Sub-Sector	2014	2015	2016	2017	2018
levels		<p>level in 2015.</p> <ul style="list-style-type: none"> • Prepare guideline on protecting of ethics and profession in physical education and sport activity in 2015. • Revise guideline on establishment of sport club, association and federation in 2015. • Prepare guideline for decentralization of sport tasks to national sport federation in 2015. 			

Annex 5: ESP log frame

Early Childhood Education sub-sector

Policy	Strategies	Outcome	Program
Increase enrolment of children age 0 to under 6 years old, especially for poor, ethnic minorities, and children with disabilities and provide priority to community preschool and home based care services	<ul style="list-style-type: none"> Expand nationwide all aspects of ECCD services and in particular to geographical areas where primary education admission and enrolment rates are low and dropout rate is high and areas with nutrition, children care, prevention, and health services are low. Strengthen and expand bilingual community pre-schools for ethnic minorities Expand inclusive program for children with disabilities in public pre-schools and community pre-schools. Provide nutrition and increased health services for early childhood education in all aspects. 	<ul style="list-style-type: none"> The percentage of 5-year-old children attended at all aspects of ECE programs increased from 56.49% in 2012-2013 to 80 % in school year 2017-2018 The percentage of 4-year-old children attended at all aspects of ECE programs increased from 21.5% in 2012-2013 to 45% in school year 2017-2018 The percentage of children 3 years of age attended at all aspects of ECE programs increased from 21.1% in 2012-2013 to 40% in school year 2017-2018 	<ul style="list-style-type: none"> Enrolling children to public pre-school Health check-up of children before school start
Improved quality of ECE, care, nutrition and increased health care services	<ul style="list-style-type: none"> Provide quality inputs and technical support to public pre-schools, community pre-schools, and home-based education programs in accordance with the standards (teacher training, curriculum, physical education, health, learning and teaching materials both in and out of the class). Develop the teacher training system through preparation of teacher training system standard by stopping training formula 9+2 and train teacher for public and private schools. Strengthen the quality of pre-school teacher training and in-service training. 	<ul style="list-style-type: none"> The percentage of ECE services achieving agreed quality standards increase to 90% in school year 2017-2018 The percentage of ECE services tested to measure the ability of 5-year-old children regularly, increased to 80% in school year 2017-2018 The percentage of children in early childhood's care and development with an acceptable nutritional status rises to 90% in school year 2017-2018 The percentage of children in public pre-school at least 90% receive deworming medicine in SY 2017-2018. 	<ul style="list-style-type: none"> Pre-service and in-service training for pre-school teacher Home / home-based early childhood education programs Curriculum development Parental and guardian education National and sub-national assessment

Policy	Strategies	Outcome	Program
Results based management systems operating	<ul style="list-style-type: none"> Strengthen the management, planning, performance, monitoring based on result, and report. Strengthen cooperation with stakeholders for early childhood care and development. Strengthen good governance and democratic development at sub-national level and modernization of legal framework 		<ul style="list-style-type: none"> Capacity development for staff at national and sub-national level Develop laws framework, strengthen norm, good governance and democratic development at sub-national level

Primary Education sub-sector

Policy	Strategies	Outcome	Program
Ensure all school-age-children and at age-of-enrollment are enrolled and retained to the end of the school year and cycle	<ul style="list-style-type: none"> Increase entry olds into primary school including marginalized group through providing scholarship for poor students and nutrition in primary school. Increase possibilities of private sector and community participation in the development of education and physical education and sport at all levels, especially all committees and councils at sub-national level. Provide infrastructure through reducing number of incomplete primary school level, establish new school and equip more facilities. Enhance health services to heighten educational health services in primary education 	<ul style="list-style-type: none"> Percentage of primary schools with medium and developed CFS status increased from 72.71% in SY 2012-2013 to 100% in SY 2017-2018 Net Admission Rate increases from 94.3% in SY 2012-2013 to 100% in SY 2017-2018 Net Enrolment Rate increases from 97.0% in SY 2012-2013 to 100% in SY 2017-2018 Percentage of primary school has toilets and clean water with 87%, washing hand space with 60% and the first aid box with 70% in SY 2018. 	<ul style="list-style-type: none"> Infrastructure development for Primary Education Enrolling student to primary schools <ul style="list-style-type: none"> Provide School operational budget School Improvement Plan Scholarship for poor student and school feeding program Special education program <ul style="list-style-type: none"> Accelerate Classes Multi-Grade Classes

Policy	Strategies	Outcome	Program
			<ul style="list-style-type: none"> ○ Bilingual Education Services ○ Support for student with hearing and listening problems ● Sanitation and Environment Education Program <ul style="list-style-type: none"> ○ School safety ○ Health check at the beginning of school year ○ Health education Services ○ Water, Sanitation, Hygiene (WASH) Service ○ Social and environmental education ○ Life skills Development
<p>Ensure all children gain knowledge, skills, good health and ethics to agreed standards</p>	<ul style="list-style-type: none"> ● Provide quality inputs and technical support to schools in accordance with the standard (newly recruited teachers, core textbook and learning and teaching materials). ● Revise curriculum in primary education. ● Set up a school quality assurance framework (information, leadership and management equipment teaching and learning, health, learning and teaching materials, financial management, physical education and sport and 	<ul style="list-style-type: none"> ● Dropout Rate decreases from 3.7% in SY 2011-2012 to 1% in SY 2016-2017 ● Repetition Rate decreases from 5.3% in SY 2011-2012 to 2.0% in SY 2016-2017 ● Completion Rate increases from 87.4% in SY 2012-2013 to 100% in SY 2017-2018 ● Percentage of new grade 1 student who passed ECE program increases from 80% in SY 2012-2013 to 100% in SY 2017-2018 	<ul style="list-style-type: none"> ● Teaching and learning materials development program <ul style="list-style-type: none"> ○ Curriculum Development ○ Provision of teaching and learning materials ● Pre-Service and In-service Teacher

Policy	Strategies	Outcome	Program
	<p>the participation of parents and the community).</p> <ul style="list-style-type: none"> • Develop the teacher training system through preparation of teacher training system standard by stop training formula 9+2 and train teacher for public and private schools. • Strengthen the quality of teacher training for primary education • Improve the performance and responsibilities of schools, teachers, and students through monitoring and evaluation on student achievement and provide support on time. 	<ul style="list-style-type: none"> • Transition rate from primary to lower secondary education increases from 78.9% in SY 2011-2012 to 100% in SY 2016-2017 	<p>Training Program:</p> <ul style="list-style-type: none"> ○ Teacher pre-service and in-service training ○ Teacher supply and demand ○ Induction program for newly recruited teacher <p>• Quality improvement program:</p> <ul style="list-style-type: none"> ○ EGRA and EGMA ○ Teaching foreign languages from Grade 4 ○ Student achievement assessment
<p>Ensure Primary Education Result Based Management Systems are fully functioning.</p>	<ul style="list-style-type: none"> • Increase public financial accountability and the responsibility of the institution in the use of funds and the decision making in the programs. • Strengthen the leadership and management at school level to ensure that schools operate with professionalism and responsibility. • Strengthen result-based management, planning, implementation, monitoring and reporting according to the good governance and democratic development at sub-national level. 		<ul style="list-style-type: none"> • Strengthening of management of state assets ○ Development and strengthening the education administrative management ○ Promote the implementation of roles and responsibilities of School Support Committee: ○ Develop laws

Policy	Strategies	Outcome	Program
			framework, strengthen norm, good governance and democratic development at sub-national level: <ul style="list-style-type: none"> • Capacity Development and Support Program <ul style="list-style-type: none"> ○ Support low performance districts ○ Capacity development for core trainer ○ Library Development ○ Strengthening of Cluster School ○ School mapping and household mapping ○ Develop capacity for trainers at TTCs ○ Improve knowledge of primary teachers ○ Develop capacity for manager and primary school principals. ○ Functional transfer to sub-national level:

Policy	Strategies	Outcome	Program
			<ul style="list-style-type: none"> ○ Development of Education Management Information System:

Secondary Education sub-sector

Policy	Strategies	Outcome	Program
<p>Ensure equitable and expanded access to general secondary education schools which meet all quality standards in general and technical education and inspire physical and sports activity including the enhancement of school health.</p>	<ul style="list-style-type: none"> • Increase enrolment in secondary education especially girl students marginalized groups through providing scholarship and nutrition for students from poor families. • Promote the private and community's participation in the development of education in secondary education especially all kinds of committees and Administrative Councils at the sub-national levels. • Develop infrastructure through construct new schools and expand the grades as well as equipping the physical facilities (library, laboratory, ICT, audiovisual room, sport field, toilets, clean water, hand washing space, the first aid room, workshop and dormitory for students). 	<ul style="list-style-type: none"> • Dropout Rate at Lower Secondary education decreased from 20% in SY 2011-2012 to 3% in SY 2016-2017 • Gross Enrolment Rate at Lower Secondary education increased from 53.6% in SY 2012-2013 to 87.0% in SY 2017-2018 • Gross Enrolment Rate at Upper Secondary education increased from 27.4% in SY 2012-2013 to 45% in SY 2017-2018 • 90% of lower secondary school has toilets and clean water and 100% of upper secondary school has toilets and clean water in 2018 	<ul style="list-style-type: none"> • Increase enrolment in secondary education: <ul style="list-style-type: none"> ○ School establishment and program development ○ Scholarship program • Develop facility infrastructure <ul style="list-style-type: none"> ○ School construction ○ Library development ○ Laboratory development program for upper secondary education ○ Computer rooms for secondary educations ○ Physical facilities

Policy	Strategies	Outcome	Program
			for teachers in rural schools <ul style="list-style-type: none"> ○ Water, Sanitation, Hygiene (WASH) Service ○ TTC infrastructure development
Ensure graduates students from secondary schools and general and technical secondary education high schools are equipped with right and employable skills or to enter into technical training and higher education	<ul style="list-style-type: none"> • Provide quality inputs and technical support to schools in accordance with the standards (teachers from teacher training centers, textbooks, and learning and teaching materials). • Promote the implementation of CFS policy at secondary education and reduce informal payment. • Improve the quality of teaching and learning (science and mathematics, ICT and foreign language, health education, technical education, EVEP and life skills). • Develop curriculum for technical education and revise the curriculum for general secondary education. • Set up a school quality assurance framework (leadership and management equipment teaching and learning, health, learning and teaching materials, financial management, physical education and sport and the participation of parents and the community). • Develop the standardized teacher training system through set standard of teacher training system and train teachers for public and private 	<ul style="list-style-type: none"> • Transition Rate from Lower Secondary to Upper Secondary education increased from 74.0% in SY 2012-2013 to 83.0% in SY 2017-2018 • Completion Rate at Lower Secondary education increased from 40.6% in SY 2012-2013 to 76.4% in SY 2017-2018 • 9 % of students at Lower Secondary at least education receive a scholarship annually • Number of Secondary schools implement CFS increase from 50.7% in SY 2012-2013 to 75% in SY 2017-2018 • Number of GTHS will have 7 by 2018 • Number of student enrollment in GTHS increases from 610 in SY 2012-2013 to 2000 in SY 2017-2018. • 30% of secondary schools have implemented the life skill program in 2018. 	<ul style="list-style-type: none"> • Teaching and learning materials development program <ul style="list-style-type: none"> ○ Curriculum Development ○ Development and distribution of textbooks ○ Health education Services • Pre-Service and In-service Teacher Training Program <ul style="list-style-type: none"> ○ Development of Training and teacher deployment • Capacity development for management staff <ul style="list-style-type: none"> ○ Development and expansion of in-service system ○ Induction

Policy	Strategies	Outcome	Program
	<p>institutions.</p> <ul style="list-style-type: none"> • Improve the quality of teacher training at secondary education. • Develop action plan on capacity development for secondary teacher • Improve the performance and responsibilities of schools, teachers, and students through monitoring and evaluation on student achievement and provide support on time. • Strengthen the implementation on the framework of technical education for secondary education students. • Enhance the implementation on technical education policy 		<p>program for new teachers</p> <ul style="list-style-type: none"> ○ Development of school principals • Private school cooperation program • General secondary and technical Education <ul style="list-style-type: none"> ○ Operations of general and technical high school ○ Development of General secondary and technical Education Curriculum ○ Improving life skill ○ Improving vocational orientation ○ EVEP ○ Career counselling • Learning assessment and test <ul style="list-style-type: none"> ○ Improve the quality and implementation of the regular classroom tests ○ Promote national assessment test.

Policy	Strategies	Outcome	Program
			<ul style="list-style-type: none"> ○ National examination system reform ○ International test development ○ Development of school quality assurance system
Ensure result-based management system of the general and technical secondary education in fully functioning manner.	<ul style="list-style-type: none"> • Increase public financial accountability and the responsibility of the institution in the use of funds and the decision making in the program. • Strengthen the leadership and management at school level to ensure that schools operate with professionalism and responsibility. • Strengthen the management, planning, implementation, monitoring and reporting according to the good governance and democratic development at sub-national level. 		<ul style="list-style-type: none"> • Develop laws framework, strengthen norm, good governance and democratic development at sub-national level • Cooperation: <ul style="list-style-type: none"> ○ National level ○ Regional and international level

Higher Education sub-sector

Policy	Strategies	Outcome	Program
Increased percentage of scholarship and opportunity for eligible students, especially disadvantaged group, to access to HE	<ul style="list-style-type: none"> • Increase scholarships and opportunities for poor, girls and merit students • Strengthen capacity absorption of student at regional HE • Strengthen capacity absorption of student on science, technology, engineering, creative arts 	<ul style="list-style-type: none"> • Percentage of public student scholarship in first year to increase from 5% in 2012 to 15% in 2018. • Gross enrolment rate at HE increase from 13% in 2012 to 23% in 2018. 	<ul style="list-style-type: none"> • Increase Enrolment in Higher Education: <ul style="list-style-type: none"> ○ Fully funded and expanded scholarship program ○ Loan Scheme

Policy	Strategies	Outcome	Program
	and mathematics at higher education.		<ul style="list-style-type: none"> ○ program ○ Learning services ○ Health education program ○ Investment program
Improving the quality and relevance of higher education	<ul style="list-style-type: none"> • Develop capacity for teaching and administrative staff at higher education. • Improve the quality of learning, teaching and research at higher education. • Enhance curriculum diversification and priority programs with ASEAN standards (engineering, architecture, medicine, dentist, nursery, accountant, tourism and profession) • Increase financial supports to Higher Education sub-sector and priority programs. • Strengthen HEI's Internal Quality Assurance System to meet the accreditation system of HE. • Strengthen accountability and transparency in Higher Education Financing Program 	<ul style="list-style-type: none"> • Number of HE qualification professors increase 1000 Master degree and 250 PhD by 2018. • Percentage of graduates with employment increase in between 5% to 10% in 2018 	<ul style="list-style-type: none"> • Quality Improvement Program and Expand Relevant to Labor Market: <ul style="list-style-type: none"> ○ Curriculum development and instructional design ○ Improving teaching and learning program ○ Research and publication program ○ Internal Quality Assurance program ○ Establishment of Faculty of Education ○ Establishment of National University ○ Tracer Study program ○ Entry and exit exam
Higher education systems	<ul style="list-style-type: none"> • Strengthen HE result based planning, budgeting, implementation, monitoring, 	<ul style="list-style-type: none"> • 80% of HEIs prepared annual budget in 	<ul style="list-style-type: none"> • Higher education capacity and system

Policy	Strategies	Outcome	Program
are fully functional to support HEIs to meet national and regional standards by 2018	review and reporting	<p>2018.</p> <ul style="list-style-type: none"> • 50% of HEIs complied with internal quality assurance standards in 2018. • Budget for HE sub-sector increase from 4% to 20% in 2018. • HE result-based management system will proceed in 2018 	<p>development program:</p> <ul style="list-style-type: none"> ○ Public Policy Development Program ○ Capacity development program ○ HE-MIS development program ○ In and out country cooperation ○ HE Result Based Management System Program

Non formal Education sub-sector

Policy	Strategies	Outcome	Program
Increase the number of literates and access to NFE programs for the children and youth who are out-of-school and illiterates.	<ul style="list-style-type: none"> • Scale up the literacy program in areas where there are the largest numbers of illiterates and disadvantaged. • Expand and strengthen the process of CLC, re-entry program, NEF equivalent program, and post-literacy program. 	<ul style="list-style-type: none"> • Percentage of illiterate population completed literacy program increase to 80.0% by 2018. • The number of student study in equivalency program increase from 5,000 in 2013 to 7300 in 2018 • Number of CLCs increase from 371 to 471 and libraries increase from 57 to 73 by 2018 	<ul style="list-style-type: none"> • Re-entry program • Community Learning Center • Facility development
Out-of-school children and youth and the illiterate access knowledge and life skills responding to the need of learner and	<ul style="list-style-type: none"> • Provide supporting mechanism for NFE program within the factories, enterprises, farms • Improve efficiency of private school 	<ul style="list-style-type: none"> • Adult literacy rate 15-45 years old increases from 87.75% to 90.55% by 2018. • The number of participants who completed skill trainings increase from 	<ul style="list-style-type: none"> • Functional Literacy Program • Post-literacy program: • Supplementary

Policy	Strategies	Outcome	Program
community in order to improve their quality of life.	management	<p>9,000 in 2013 to 12,000 in 2018.</p> <ul style="list-style-type: none"> 95% of the drop out children completed re-entry Program and continue learning in the formal system by 2018. 30% of CLCs have standards in 2018. 	<p>Program</p> <ul style="list-style-type: none"> NEF capacity development program <ul style="list-style-type: none"> NFE staff capacity development program Capacity development for NFE management Life skill quality improvement program Provide scholarships as cash and food for NFE learners
Ensure the NFE result-based management systems fully function.	<ul style="list-style-type: none"> Strengthen the NFE result-based management 	<ul style="list-style-type: none"> All 24 provinces establish NFE-MIS in 2014 and produce annual analytical reports by 2017. 	

Youth Development sub-sector

Policy	Strategies	Outcome	Program
Provide opportunities for youth to access to education and vocational training with quality and equity.		<ul style="list-style-type: none"> The number of youth received a short-training increased from 2,700 in 2013 to 3,300 in 2018 The number of youth received training on volunteer increased from 2,500 in 2013 to 3,600 in 2018 The number of Youth Center increased 	<ul style="list-style-type: none"> Development of facilities

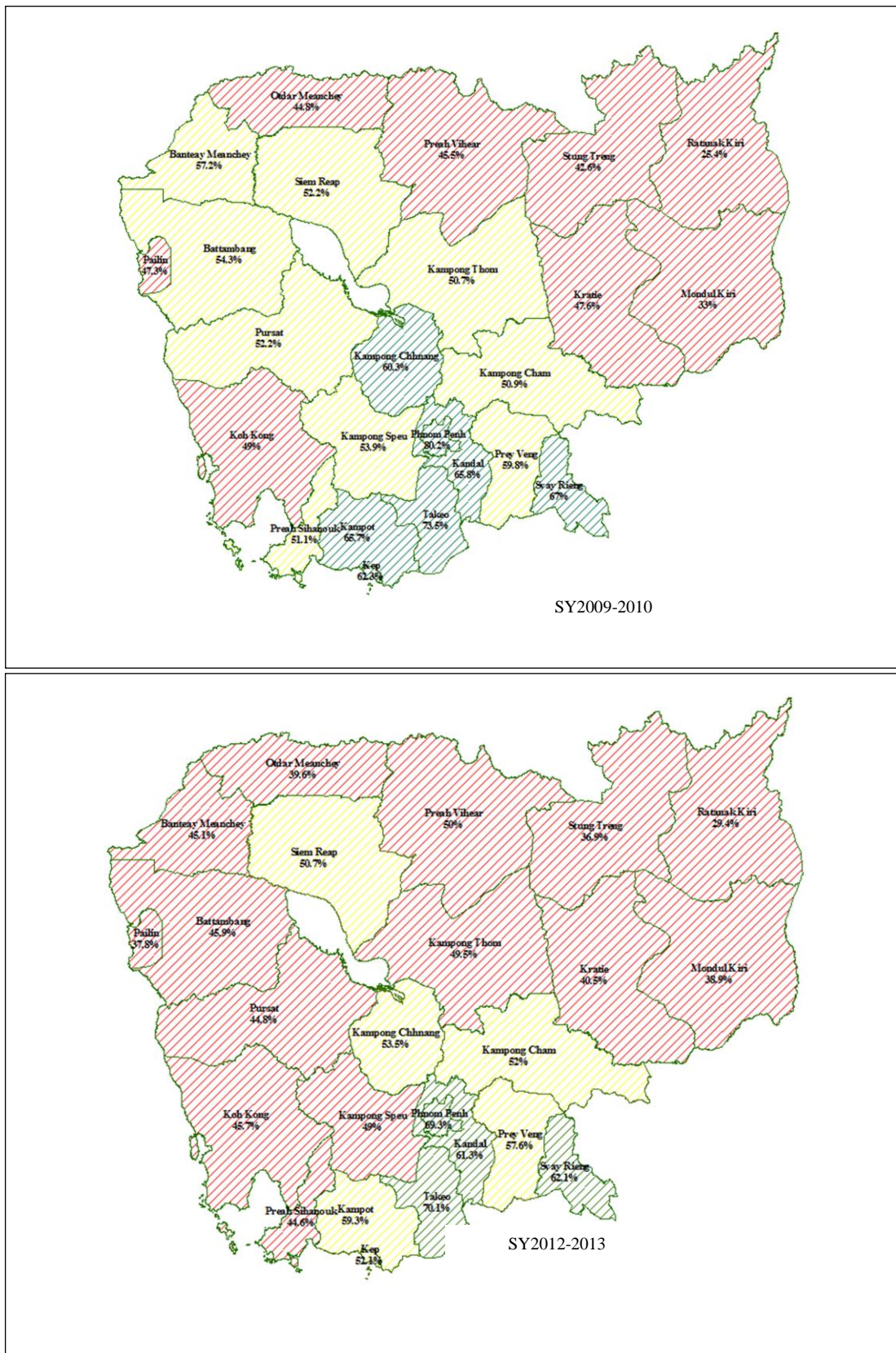
Policy	Strategies	Outcome	Program
		<p>from 9 in 2013 to 24 in 2018</p> <ul style="list-style-type: none"> Pupils from Grade 4 to 9 participated in the children council of 100 percent in 2018 Pupils from Grade 10 to 12 participated in the youth council of 100 percent in 2018 	
<p>Develop youth to be healthy for both physically and emotionally.</p> <p>Encourage youth to be initiative and creative with the spirit of entrepreneurship and leadership.</p>	<ul style="list-style-type: none"> Develop legal framework regulations and mechanisms Enhance skill training and capacity development Increase soft skills education, spirits of youth's entrepreneurship and leadership Enhance the participation of youth sports Promote the awareness of art, culture, environment, agriculture, tourism to youth at the national and regional levels Promote youth volunteer Promote life skills education on the individual and social security 	<ul style="list-style-type: none"> The number of youth created their own jobs of 10 people in each center per year The number of youth received leadership and entrepreneurship training for 300 people per year 	<ul style="list-style-type: none"> Skills Training Soft-Skill Program Development Children and youth's council work Peer to peer Programs Strengthening activities of student association Youth volunteer program

Physical Education and Sports sub-sector

Policy	Strategies	Outcome	Program
<p>Promote the right and, provide opportunity for training in physical education and sport for all people.</p>	<ul style="list-style-type: none"> Develop physical infrastructure, sport equipment and materials 	<ul style="list-style-type: none"> 4 sport fields (National Stadium, Royal University of Phnom Penh, National Institute of Education, Siem Reap Stadium) are revised by 2018 10 secondary schools have football fields, 	<ul style="list-style-type: none"> Develop physical infrastructure, and sport equipment and material

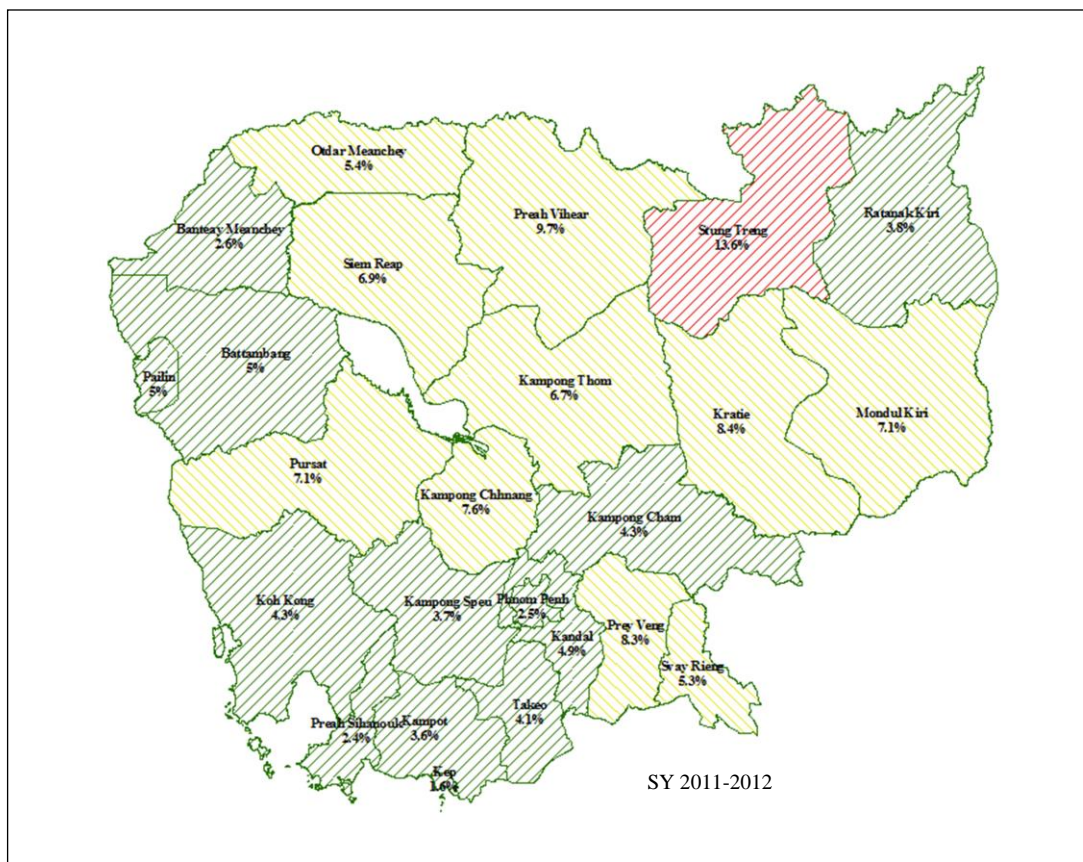
Policy	Strategies	Outcome	Program
		15 have basketball fields and 20 have volley ball fields by 2018	
Increase athlete's performance to success in international tournament	<ul style="list-style-type: none"> • Research and compile documents related to physical education and sports • Strengthen the sport information media • Promote ethic and professionalism of physical education sport for all people • Strengthen cooperation in sports with other national and international sport organization • Promote training, coaching and capacity development 	<ul style="list-style-type: none"> • 150 physical education and sport teachers are trained per year • SEA GAME medals increase from 4 to 20 in 2018 	<ul style="list-style-type: none"> • Training, coaching and capacity development • Cooperation • National and International levels • Disseminate sport information • Develop documents and curriculum of physical education and sports
Promote governance and management on physical education and sport.	<ul style="list-style-type: none"> • Develop the framework of law, regulation, legal and procedure 		

Figure 6: GER in Lower Secondary Education in SY 2009-2010 and SY 2012-2013



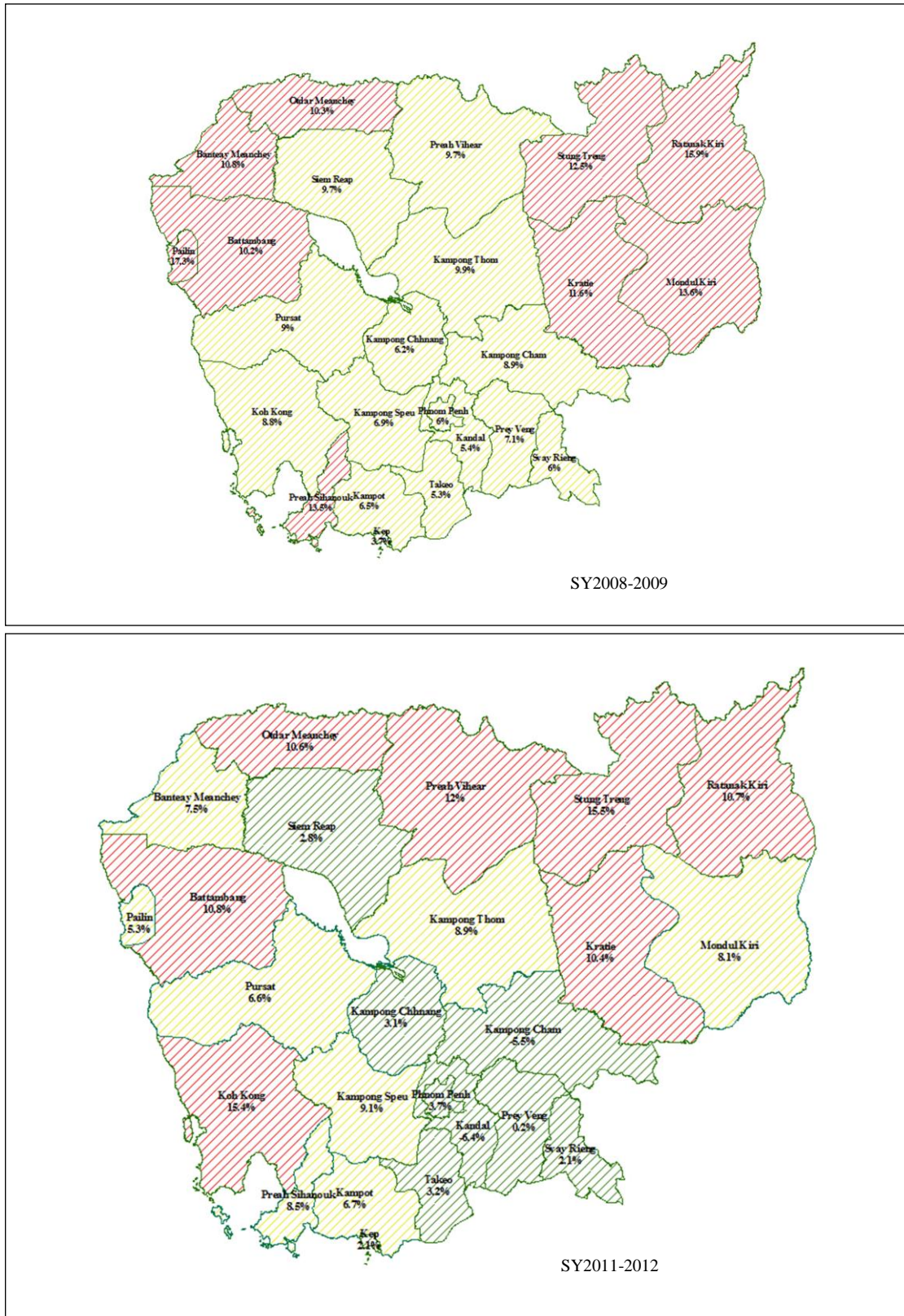
Red: Less than 50%, Yellow: 50% - 60%, Green: more than 60%

Figure 10: Repetition rates in primary education in SY 2008-2009 and SY 2011-2012



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

Figure 11: Dropout rates in Primary education by provinces in SY 2008-2009 and SY 2011-2012



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

