



Kingdom of Cambodia
Nation Religion King

Ministry Of Education, Youth and Sport



Education Strategic Plan 2009-2013

September 2010



Ministry Of Education, Youth and Sport

Education Strategic Plan 2009-2013

September 2010

PREFACE

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

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

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

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

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

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

Phnom Penh, September 20, 2010



IM SETHY

Minister,
Ministry of Education, Youth and Sport

CONTENT

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

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

ABBREVIATIONS

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



**INTRODUCTION:
EDUCATION SECTOR DEVELOPMENT PERSPECTIVES**

1. INTRODUCTION: EDUCATION SECTOR DEVELOPMENT PERSPECTIVES

1.1. Responding to Broader National Development Policies and Priorities

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

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

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

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

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

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

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

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

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

In order to achieve the above vision, MOEYS has the mission of leading, managing and developing the Education, Youth and Sport sector in Cambodia in responding to the socio-economic and cultural development needs of its people and the reality of regionalization and globalization.

A long-term objective of the MOEYS is to achieve the holistic development of Cambodia's young people for all sectors. In addition, the Ministry intends to engender a sense of national and civic pride, high moral and ethical standards and a strong belief in young people's responsibility for the country and its citizens.

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

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

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

1.3. ESP 2009-2013 Formulation Process

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

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

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

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

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



EDUCATION SECTOR PERFORMANCE 2006-2010

2. EDUCATION SECTOR PERFORMANCE 2006-2010

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

2.1. Ensuring Equitable Access to Education Services

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

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

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

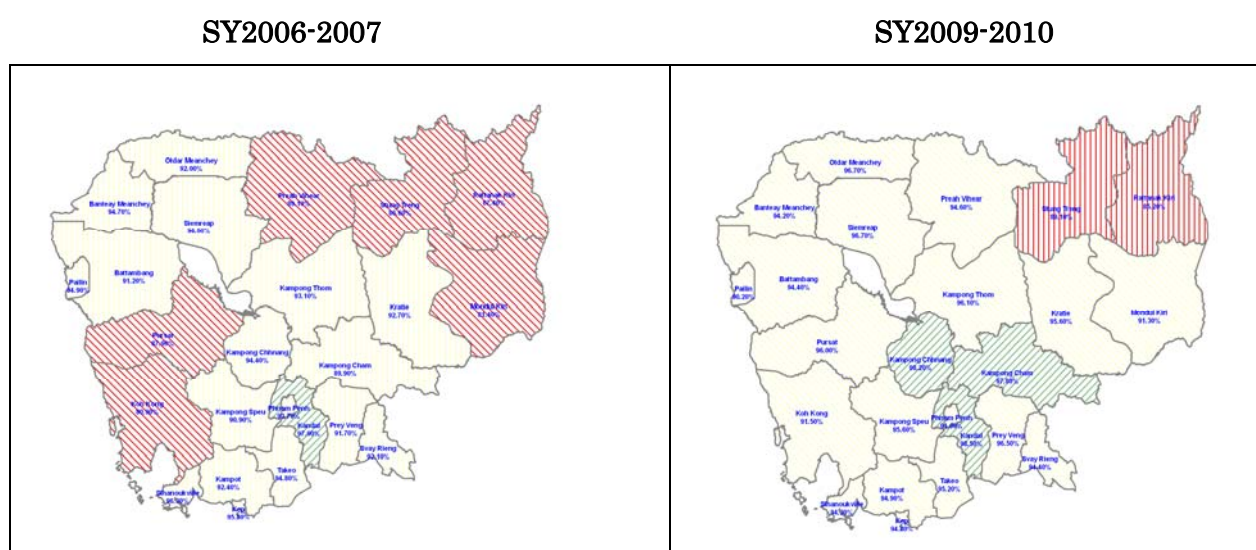
The total number of students in primary school has decreased from 2,558,467 in SY2005-2006 to 2,239,757 in SY2009-2010. This decrease is due to the decrease in the primary population age-group. The annual population growth rate has decreased from 2.8% to 1.54% (population census 2008). The total number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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

Table 1: Actual achievements against targets for equitable access

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

2.2. Improving the Quality and Efficiency of Education Services

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

