



KINGDOM OF CAMBODIA  
NATION RELIGION KING

MINISTRY OF EDUCATION, YOUTH AND SPORT



# EDUCATION STRATEGIC PLAN

## 2014-2018

MARCH, 2014



# **Education Strategic Plan 2014-2018**

**March 2014**



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