



NGO EDUCATION PARTNERSHIP

Condensed Version of Education Strategic Plan (ESP 2006-10)



Training Materials for ESP/ESSP Workshop

Developed by NGO Education Partnership
with funding support from UNICEF and VSO



Phnom Penh
July 2006

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This condensed version is used for training purposes only.
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BACKGROUND

INTERNATIONAL DOCUMENTS

Education is a basic human right. Everyone in the world would like a better life for themselves and their children. Education makes a difference. Just learning to read and write can change things for the better. Because education is so important, government and international agencies decided to make it a joint priority. They believe that education is very important for international development. From the year 2000, two main initiatives were adopted so that countries could work together for development and education:

1. The Millennium Development Goals (MDGs)
2. Education for All (EFA)

A. Global Millennium Development Goals (MDGs)

The United Nations General Assembly adopted the Millennium Declaration in 2000. The document outlined **eight (8) MDGs**, which governments and international agencies agreed to work towards. The target date to achieve these goals is 2015. Those eight goals are :

- Goal 1 - Eradicate extreme poverty and hunger
- Goal 2 - Achieve universal primary education
- Goal 3 - Promote gender equality and empower women
- Goal 4 - Reduce child mortality
- Goal 5 - Improve maternal health
- Goal 6 - Combat HIV/AIDS, malaria and other diseases
- Goal 7 - Ensure environmental sustainability
- Goal 8 - Develop a global partnership for development

Goal 2 is about education, but only about basic schooling, up to grade six. It does not refer to adult literacy or non-formal education. Goal 3 is about equal opportunities for women and men, boys and girls – this also applies to education. When girls and boys have an equal opportunity to go to school and obtain a good quality education, then we will be well on the road to giving everyone the same rights. Good education contributes to the attainment of goals 1, 4, 5, 6 and 7, and is a basis for collaboration in pursuing goal 8.

B. Global Education For All (EFA)

The Education for All initiative started at the world conference in Jomtien, Thailand in 1990. Ten years later, at another conference in Dakar, Senegal, the countries of the world committed themselves to six education goals in the *Dakar Framework for Action* focusing on Basic Education. These goals are to:

1. Give more pre-school children the chance of good care and early learning;
2. Make sure that all children complete a good primary education, free of charge, by 2015;
3. Give young people and adults the chance to learn the skills they need
4. Make sure that 50% more people are literate before 2015;
5. Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015;
6. Improve the quality of education.

At this conference, two problems were identified that could prevent countries from realizing the EFA goals: 1) lack of funding, and 2) the need for the Education For All National Plan.

In response, to these identified problems, the World Bank launched the **Fast-Track Initiative** to raise funds for primary schooling in a number of countries. There has not yet been any similar initiative in relation to the other goals.

Over the next few years Cambodia developed its own EFA National Plan.

NATIONAL DOCUMENTS

A. Education For All National Plan for Cambodia(2003 2015)

The Education For All National Plan links education to poverty reduction, labor market and national economic growth, health/nutrition, gender equity and inclusive education.

1. Poverty Reduction

Almost half of the population of Cambodia is under the age of 20. The education of this large population of young people is an important national issue. As such, the Royal Government of Cambodia recognizes three key issues in education: 1) the need to make education available, especially lower secondary; 2) the alleviation of cost barriers to access to primary and secondary education; and 3) the need to increase spending on basic education for the poor in disadvantaged areas.

2. Labor Market/National Economic Growth

As the population of Cambodia grows, education becomes even more necessary because people need good education to get a good job. Most Cambodian people earn their living from the agriculture, but in order to develop, the country needs people with good technical skills in management, computing, accounting, foreign languages, etc.

3. Health/Nutrition

In order for children to learn, they need to be healthy and well-fed. Almost one-fifth of Cambodian children suffer from severe malnutrition. 70 per cent of the population has no access to safe water or proper sanitation. Also many people in Cambodia have HIV/AIDS. The government realizes that health is the fundamental factor in education.

4. Gender Equity and Inclusive Education

For cultural and economic reasons, the dropout rate for girls is higher than for boys. In order to have a balanced labor force, the government recognizes that it is important to provide an equal chance for education to both boys and girls.

B. Cambodian Millennium Development Goals (2003)

As a result of the Millennium Summit in New York City, the Royal Government of Cambodia has translated the resolutions, taken at the Summit, into its national context using 9 goals. These nine (9) Millennium Development goals are:

- Goal 1: Eradicate Extreme Poverty and Hunger
- Goal 2: Achieve Universal Nine -year Basic Education
- Goal 3: Promote Gender Equality and Empower Women
- Goal 4: Reduce Child Mortality
- Goal 5: Improve Maternal Health
- Goal 6: Combat HIV/AIDS, Malaria and other Diseases
- Goal 7: Ensure Environmental Sustainability
- Goal 8: Forge a Global Partnership for Development
- Goal 9: De-mining, UXS and Victim Assistance

C. National Strategic Development Plan (NSDP) - 2006-2010

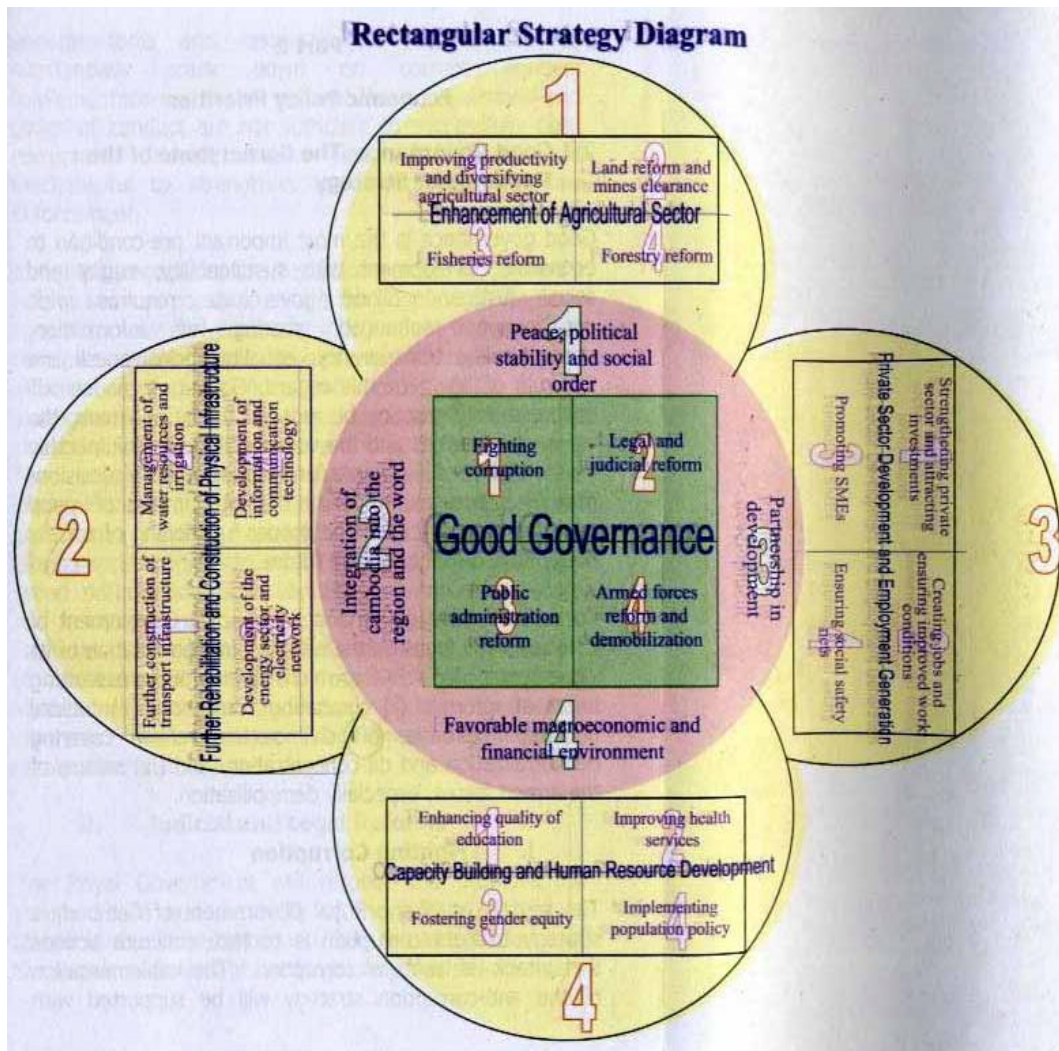
The NSDP is the further result of the National Poverty Reduction Plan (2003-05).

In the NSDP, the Royal Government of Cambodia highlights poverty reduction and human development as its highest priorities.

A main feature of the NSDP is the Rectangular Strategy, which is an integrated structure of four (4) interlocking components:

1. Enhancement of agricultural sector;
2. Further rehabilitation and construction of physical infrastructure;
3. Private sector development and employment generation; and
4. Capacity building and human resource development.

The concept of good governance is regarded as the core of the Rectangular Strategy. This suggests that only with good government systems in place can Cambodia move forward toward development. Good governance includes: legal and judicial reform; armed forces reform and de-mobilization; public administrative reform and fighting corruption



The most important growth rectangle of the RGC’s Rectangular Strategy focuses on Capacity Building and Human Resource Development. This includes improving health services, implementing population policy, fostering gender equity, and enhancing quality of education. “All development goals indeed converge towards enhancement of the human condition.” (NSDP page 22)

Education is a crucial factor in human development and contributes in many ways to poverty reduction. Therefore, education is a high priority in RGC’s development agenda.

The MoEYS’ Education Strategic Plan was developed to complement the goals of NSDP and translate the general education goals into an action plan.

D. ESP/ESSP (2006- 2010)

The Education Strategic Plan (ESP) and the Education Sector Support Program (ESSP) are very important policy documents that were developed by the MoEYS to speed up the education reform and meet the goals and targets set in the NSDP, CMDGs, and the Education for All National Plan.

The Education Strategic Plan (ESP) is the overall plan for education for Cambodia. It includes all those things the government would like to do over the five years. The plan has both general and specific targets that will be reviewed every year at the ESSP review. The Education Sector Support Program (ESSP) sets out the implementation and monitoring strategy for the education sector. The policies and plans outlined in both documents make up the ESP/ESSP Framework for education in Cambodia.

EDUCATION STRATEGIC PLAN 2006-10

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

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

A. Education Policies and Strategies 2006-10 (Ref: Section 4 of ESP)

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

1. Equitable Access to Education Services

This goal is to provide education services to all Cambodian children regardless of their economic status, gender, physical ability, ethnic background etc.

2. Quality and Efficiency of Education Services

This goal is to ensure that good quality of education will be provided to all Cambodian children with the proper use of the available resources.

3. Institutional Development and Capacity Building for Decentralization

This goal is to mainly ensure that good management systems are in place with trained administrative staff working well at all levels, especially the local level.

Each policy area outlines a number of strategies for realizing the desired goal and identifies targets for each strategy. Some targets are simply reviews of the strategy at the mid-way point. In this condensed version only targets with tangible outcomes and deadlines will be mentioned.

1. Equitable Access to Education Services

STRATEGIES:

- *Expand access to Early Childhood Education programs for 5 year olds*, particularly in communes with low new admission rates and high repetition rates in primary schools.
- *Ensure entry of all 6 year olds into primary school* by doing population census and making guidelines that 6 years is the age to enter primary schools.
- *Reduce parental costs barriers* (such as informal payments) by increasing operational budgets for schools and teachers' salaries.

Target: Abolish informal payments in grade 1-9 by 2008.

- *Reduce repetition and drop-outs levels in all grades*, particularly in grade 1-6.

- **Enable Greater Private/Community involvement in all stages of schooling** in order to increase transparency and accountability in the structures.
- **Build new schools or additional facilities** to make sure that schools are available right in the communities.
- **Increase enrolment of students in grades 7-9** by building lower secondary schools in under-served areas.
- **Increase enrolment of students in grades 10-12** by building upper secondary schools in under-served areas.
- **Ensure teacher provision in remote and disadvantaged areas** by providing teachers incentives like teacher housing.
- **Ensure provision of quality upper secondary education** by making sure that all the students have fulfill all the requirements and passed the grade 9 examination.
- **Increase scholarships for youth from poor families, especially girls**, to ensure poor children have access to primary, secondary and post-secondary schools.

Target: MoEYS/MoEF agree on the Government contributions for scholarship programs for grades 1-12 in 2006.

Target: Expansion of scholarship program for secondary and post-secondary students by 2008.

- **Expand provision of quality higher education with equity** by promoting public/private partnerships, institutional and financial reforms for greater operational autonomy for higher education institutions.
- **Expand public/NGO/ community partnerships in non-formal education** in disadvantaged areas, and **increase support for relevant life-skills and vocational training**.

2. Quality and Efficiency of Education Services

STRATEGIES:

- **Increase teacher's salary based on performance**

Target: by 2006, the MoEYS will have a plan for yearly increases based on teacher's performance.

- **Improve the quality of teaching and learning** through **child-friendly school initiatives and school readiness programs** with special emphasis on inclusion of girls and special need children.

Target: Child-friendly school policy and plan adopted in 2006.

Target: CFS programs initiated in all provinces by 2007-08.

- **Increase the schools' and training institutions' operational autonomy** by decentralizing the financial planning and management to community level.

- ***Implement the new Curriculum Policy*** in Primary and Lower Secondary Schools, with a focus on monitoring achievement at Grades 3, 6, and 9 and Local Life Skills Programs.

Target: fully implemented by 2007.

- ***Improve pre-service and in-service teacher development*** by introducing staff performance appraisal systems and appropriate reporting procedures.
- ***Strengthening teaching and learning quality*** by making sure that all the primary and secondary teachers get good training and ICT awareness.

Target: train 5,000 existing teachers per year, including ICT training from 2006.

Target: 10,000 new teachers trained from 2006, including ICT training.

Target: 10,000 new teachers trained from 2008.

- ***Increase transparency and improve performance monitoring and accountability of teachers and schools*** by publicizing students' results at all levels, and clearly defining the roles and responsibilities of government inspectors and commune councils in monitoring school performance.

Target: publicize the status of Higher Education Institution standards in public and private institutions in 2008.

Target: develop education quality standards to ensure effective performance in 2006.

Target: enforcement of standards for establishing HEIs and the accreditation of all HEIs gradually by 2010.

3. Institutional Development and Capacity Building for Decentralization

STRATEGIES:

- ***Provide clearly defined legislative and regulatory framework*** to the education sector and the sub-sectors through the *adoption of the Education Law by end of 2006*.
- ***Ensure better predictability for medium term financial planning and decentralized management and improved Governance and Regulatory Systems*** by increasing transparency and accountability of resources, including external assistance.
- ***Strengthen monitoring system of education performance and impact***, including ESP-ESSP review processes.
- ***Strengthen Financial Monitoring Systems*** at the Central, Provincial and District levels by providing trainings for BMC staff.
- ***Ensure that all Budget Management Centres (BMC) become operational and effective***.
- ***Strengthen personnel management and monitoring systems***

- **Improve Higher Education Institutional Development and Capacity** by decentralizing institutional and financial independence.

STRATEGIES for Addressing Cross-cutting Issues

In order to ensure that the implementation of the ESP will benefit all groups in society, especially the disadvantaged groups, more attention needs to be paid to several cross-cutting issues: gender; ethnic minorities; HIV/AIDS; environment and sanitation; child labour exploitation; child and women trafficking, ICT; and border areas.

These cross-cutting issues require additional thought and attention in order to make the education system accessible to all children and youth. Additionally these strategies ensure that the education is relevant to the needs of society as a whole.

Crosscutting Issues and Strategies of the ESP

Cross-Cutting Issues	ESP Strategy and Interventions
Gender	Specific gender policies and strategies, drawing on MoEYS gender mainstreaming committee recommendations, guided by MDG equity targets
Ethnic minorities	Facilities programs and curriculum reform; special incentives for staff deployment
Disabled learners	Formulation of national policy and strategies to assure equitable access to education opportunities including specific program interventions e.g. school buildings designs, specialized teaching/ learning materials
HIV/AIDS	Specific HIV/ AIDS policy and strategy paper, incorporating targeted interventions for HIV/AIDS, sexual health and reproductive care, and drugs awareness raising for in-school and out-of-school youth and for vulnerable groups (e.g., cross-border areas)
Environment/Sanitation	Rigorous environmental impact assessment as part of facilities planning program; inclusion in Life Skills curriculum for schools and teacher training colleges
Information Communication Technology (ICT)	New MoEYS ICT policy and strategy framework, focusing on initial interventions in upper secondary schools and TTCs and partnership with private ICT providers
Border Areas	Specific border areas education strategy being developed, including service expansion as means of reducing vulnerability (e.g., HIV/AIDS, drugs, infectious disease, child labour, and trafficking)

B. Pro-poor Financial Planning and Management (Ref: Section 5 of ESP)

In order to achieve the equitable access to education services policy as outlined in the ESP and, the Education for All documents, the Ministry of Education Youth and Sport has the pro-poor financing initiative to target spending in the poorest communes, particularly the areas with under-enrolment of girls.

The seven (7) key features of the pro-poor financing initiative are:

1. **Increased Government spending on basic education**, particularly in areas where representation of the poor is high.

2. ***Continued capital spending on basic education and post-basic facilities*** by building more primary and secondary schools for the poorest and most underserved areas.
3. ***Reduction/elimination of parental contributions to basic education cost***, especially on uniform, tuition fees and transportation.
4. ***Performance-based pay reform***, which will increase the classroom teacher salary and allowances and help get rid of informal payments.
5. ***Increase non-Government/private spending share*** on higher education with government scholarships and fee waivers ***for the poor***.
6. ***Increase of external assistance for extending the mix of modalities*** which means that donors will continue to support the education system in a number of different ways including giving money to support the operational education budget, building schools and providing technical assistance. What the ESP argues is that the government wants a greater share of the budget support to be provided by donors. Their target is that 50% of external assistance for education be in the area of budget support.
7. ***Demand-led development funds for higher education and MoEYS staff accommodation*** through greater public/private partnerships. This means that more money will come from the parents of university students, the community, and the private sector. Scholarships will still be available for poor students and the ministry of education will regulate tuition fees.

C. Indicative ESSP 2006-10 Framework (Ref: Section 6 of ESP)

The implementation framework of the ESP (as outlined in the ESSP) was developed in response to the recognized need to focus resources in a number of key areas of education. The 3 policy priority areas:

1. **Equitable Access to Education Services;**
2. **Quality and Efficiency of Education Services**
3. **Institutional Development and Capacity building for Decentralization, are translated into 14 program priorities**

Twelve (12) of these are considered re-current priority areas called Priority Action Programs (PAP). The other 2 are capital programs which are focused on improving school facilities and public administration.

Recurrent Program Priorities

The re-current program priorities have been formalized into 12 program areas all seen to be key to the success of the Cambodian educational system. These re-current program priorities are as follows:

1. **Education Service Efficiency**
 - Ensure education services are available to all children by eliminating informal payments from parents. This will be achieved by increasing the teacher salary and allowances (performance-based incentive).
 - Encourage more teachers to go to remote and difficult circumstance areas through incentives.

2. **Early Childhood Education**
 - Make sure more children have access to ECE, especially in areas with low admission and high repetition rates, through a community and home-based approach.
3. **Primary Education Access, Quality and Efficiency**
 - Increase Government spending on school operating costs
 - Expand Child-Friendly Schools in all provinces.
 - Provide remedial classes every Thursday
4. **Lower Secondary Access, Quality and Efficiency**
 - Increase Grade 7-9 survival rates by reducing costs to parents, increase government spending on school operating budget, and scholarships for the poor.
 - Increase the Lower Secondary transitional rates and improve the quality of teaching-learning by strengthening the Grade-9 examination system, introducing of student assessment minimum standard, implementing school performance monitoring and report card system, and remedial classes.
5. **Upper Secondary Access and Equity**
 - Reduce barriers to education costs for Grade 9 graduates, especially ones from poor families by providing operating grants based on poverty index.
 - Extend Academically Gifted Students program (special programs for outstanding students) by providing specific subjects teaching and instructional materials.
6. **Higher Education Quality, Efficiency and Equity**
 - Increase government scholarships for poor students from model and rural upper secondary schools.
7. **Continuous Teacher Education**
 - Ensure sufficient supply of basic cycle and upper secondary school teachers.
 - Recruit teacher trainees from remote and ethnic minority areas to ensure the teacher deployment that responds to the growing demand.
 - Provide in-service teacher training.
8. **Core Instructional Materials**
 - Ensure that textbooks and instructional materials are adequately provided nationwide.
 - Make sure that there is enough money at the local level to ensure that every child in primary and lower secondary schools has their own textbooks.
9. **Non-formal Education Expansion**

- Provide cost-efficient programs to get the out-of-school children back to school, or make sure they receive some other types of schooling.
- Provide community literacy and skills development programs.

10. Youth and Sport Development

- Ensure the development of healthy youth in the society for socio-economic development.

11. Strengthened Monitoring Systems

- Improve the technical and financial monitoring at all levels.
- Enhance the sector performance monitoring system.

12. Secondary Scholarship for the Poor

- Give scholarships to improve education opportunities to high academic merit students from the poorest families, especially girls, and ethnic minorities.

Capital Program Priorities

To expand its efforts to accommodate the growing demand for education, to reduce dropout rates and increase survival rates of students, the Government needs to invest more money in the sector. To ensure better quality education for Cambodian children the following programs will receive ongoing financial support.

1. Education Facilities Development

- ***Incomplete Primary School Expansion program:*** to construct one, two, or three classroom blocks and provide furniture in remote areas. (11 billion Riels over 5 years)
- ***Lower Secondary School program:*** to provide more classrooms for grade 7-9 based on demands and student accommodation in remote areas (125 billion Riels over 5 years).
- ***Upper Secondary School Expansion program:*** to establish 30 model schools by upgrading existing upper secondary schools in all 24 provinces (100 billion Riels over 5 years)
- ***Science, Technology and ICT Facilities Expansion:*** to provide appropriate specialist teaching and learning facilities in upper secondary and higher education (22 billion Riels over 5 years).
- ***Education Staff Development program:*** to increase quality of teaching by introducing MINI training facilities in six provinces; to retrain and upgrade teachers' skills (33 billion Riels over 5 years)
- ***Education Staff Accommodation program:*** to provide money to help teachers secure accommodation in the remote areas (20 billion Riels over 5 years)
- ***Higher Education Facilities Development Fund program:*** to expand access to public and private higher education institutions (49 billion Riels over 5 years).

2. Institutional Development and Capacity Building

- **Program Management/Monitoring Capacity Building Program:** to strengthen MoEYS ability to monitor and evaluate the progress of education reform (55 billion Riels over 5 years)
- **Sector Wide Management Capacity Building Program:** to strengthen planning, management and monitoring of the priority program (55 billion Riels over 5 years).

D. Results-Oriented Sector Performance Monitoring/Review (Ref: Section 7 of ESP)

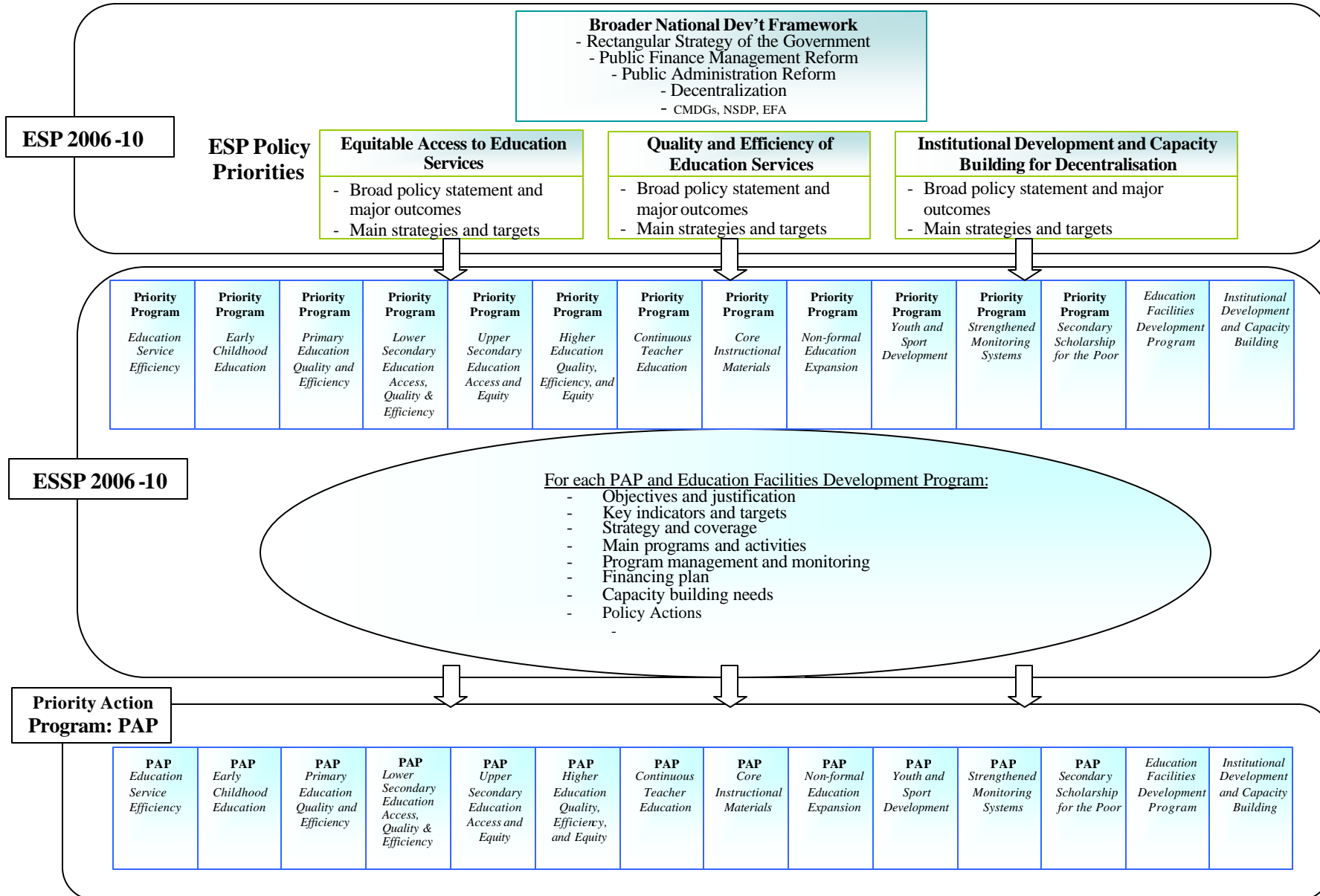
In order to monitor the implementation of the ESP, a Policy Monitoring Matrix was developed as a tool to examine the progress made. Specific indicators were identified to assess the three dimensions of the ESP Policy. The government is responsible to collect data on each of the key indicators so that progress can be measured over time.

Each year the Ministry of Education conduct the ESP/ESSP Review Process to monitor and evaluate the implementation and the progress made over the previous year. Key stakeholders including strategic government ministries, donors, NGOs, and civil society work together to improve the effectiveness of the education system in Cambodia.

ESP Policy Monitoring Matrix

Dimensions	Key Indicators
1. Equitable Access <i>(with gender targets)</i>	<ol style="list-style-type: none"> 1. National, provincial and district enrolment trends 2. Gender and urban/rural enrolment balance 3. Representation of students from poorest families 4. Number of incomplete primary schools 5. Basic education student progression rates 6. Basic education student repetition rates 7. Net intake of age 6 in primary grade 1 8. Higher education enrolment patterns 9. Pre-service teacher training enrolment
2. Education Quality and Efficiency	<ol style="list-style-type: none"> 1. Student performance standards in primary grades 3 and 6, lower secondary grade 9 and upper secondary grade 12 2. Availability of instructional materials and trained teachers 3. Pupil-Teacher Ratio 4. CFS coverage by province 5. Quality standards available for all levels of education 6. Remote difficult school teacher postings 7. Number of students re-entering grades 3-9 8. Proportion/Number of teachers with grades 10-12 or above 9. Coverage of science, technology and ICT facilities
3. Institutional Development and Capacity Building	<ol style="list-style-type: none"> 1. Education budget volume and share 2. Basic education spending share 3. Priority programs spending patterns and disbursement 4. Coverage of internal audit system 5. Salary and non-salary allocations and spending ratios 6. Percentage of teachers qualifying for merit payments 7. Teaching and non-teaching staff deployment rates 8. Operational capacity of budget management centres 9. MoEYS output from various training programs 10. Number of accredited public/private higher education institutions 11. Enrolment in public/private accredited HEI

Annex 1: ESP/ESSP Framework



Annex 2: Revised Sector Performance Milestones and Targets: 2006 - 2010

Table I: Equitable Access

Indicator	Actual			Target			Target		Target		Target		Target		Source of Data
	2004-05			2005-06			2006-07		2007-08		2008-09		2009-10		
	Total	Female	Male	Total	Female	Male	Total	Female	Total	Female	Total	Female	Total	Female	
Net Admission rate	81.0%	79.5%	82.5%	90%	90%	90%	92%	92%	93%	93%	94%	94%	95%	95%	EMIS
Net enrolment ratio:															
Primary: nationwide	91.9%	90.7%	93.1%	92%	91%	93%	93%	92%	94%	94%	95%	95%	96%	96%	EMIS
Primary: urban area	91.6%	90.4%	92.8%	95%	94%	96%	97%	96%	98%	98%	99%	98%	100%	100%	
Primary: rural area	92.4%	91.2%	93.5%	92%	91%	93%	93%	92%	94%	94%	95%	95%	96%	96%	
Primary: remote area	82.5%	79.4%	85.4%	84%	81%	86%	85%	83%	87%	85%	90%	89%	92%	92%	
Lower secondary: nationwide	26.1%	24.8%	27.3%	29.0%	27.7%	30.2%	33%	31%	39%	38%	44%	43%	50%	50%	
Lower secondary: urban	41.3%	40.5%	42.1%	45.0%	44.4%	45.7%	48.8%	48.3%	52.5%	52.2%	56.3%	56.1%	60%	60%	
Lower secondary: rural area	23.7%	22.2%	25.1%	29.0%	27.8%	30.2%	34.2%	33.3%	39.5%	38.9%	44.7%	44.4%	50%	50%	
Lower secondary: remote area	3.9%	4.1%	3.8%	11.1%	11.3%	11.0%	18.3%	18.5%	25.6%	25.6%	32.8%	32.8%	40%	40%	
Upper secondary	9.30%	7.90%	10.60%	10.0%	8.6%	11.4%	14.0%	11.0%	18.0%	15.0%	23.0%	20.0%	28%	25%	
Transition rate (03-04)															
To lower secondary	81.9%	79.6%	83.9%	87%	85%	89%	90%	88%	93%	90%	95%	93%	97%	95%	EMIS
To upper secondary	56.1%	58.0%	54.9%	64%	66%	62%	65%	67%	71%	71%	75%	74%	78%	76%	
Number of students in public higher education institutions	7,963	2,802	5,161	20,000	6,000	14,000	24,000	7,500	28,000	9,000	32,000	10,500	36,000	12,000	Higher Ed. Dep.
Number of scholarship students	8,500	3,000	5,500	9,000	3,500	10,000	4,000	12,000	6,000	15,000	7,500	
Number of private supported students in higher education	38,882	12,685	26,197	49,000	10,800	5,500	50,000	14,000	51,400	21,000	52,700	24,000	54,000	24,000	Higher Ed. Dep.
Number of students in	6,520	2,512	4,008	10,000	3,600	6,400	10,000	3,700	10,000	3,800	10,000	3,900	10,000	4,000	TTD

teacher training															
Proportion of 6-14 years old out of school	12.1%	16.1%	8.2%	11.24	13.88	7.5	10.2	10.5	9.4	9.2	8.6	8.4	8	7.6	EMIS
Number of students enrolled in re-entry program in grades 3-9	19,476			25,000			25,000			30,000			30,000		NFE
Number of students enrolled in equivalency program	5,000			30,000			30,000			30,000			30,000		NFE
Number of students enrolled in literacy, life-skills and income generation programs	112,557			120,000			120,000			120,000			120,000		NFE

Table II: Quality and Efficiency (Promotion and repetition 2003-04 rate are used for baseline 2004-05)

Indicator	Baseline 2004-05			Target 2005-06			Target 2006-07		Target 2007-08		Target 2008-09		Target 2009-10		Source:
	Total	Female	Male	Total	Female	Male	Total	Female	Total	Female	Total	Female	Total	Female	
Pupil teacher ratio															EMIS
- Primary	53.5			51.0			50.0		50.0		50.0		50.0		
- Lower Secondary	27.7			37			41		45		45		45		
- Upper Secondary	29.4			35			38		40		40		40		
Promotion rate															EMIS
- Grade 1	64.8%	65.4%	64.2%	92%	92%	92%	93%	93%	94%	94%	95%	95%	95%	95%	
- Grade 3	77.3%	78.9%	75.7%	93%	93%	93%	93%	93%	94%	94%	95%	95%	95%	95%	
- Grade 6	86.6%	86.3%	86.9%	93%	93%	93%	93%	93%	94%	94%	95%	95%	95%	95%	
Repetition rate															EMIS
- Grade 1	23.6%	22.4%	24.9%	6%	6%	6%	5%	5%	4%	4%	4%	4%	4%	4%	
- Grade 3	13.2%	11.3%	15.4%	6%	6%	6%	5%	5%	4%	4%	4%	4%	4%	4%	
- Grade 6	2.6%	2.2%	3.1%	2%	2%	2%	2%	2%	2%	2%	1%	1%	1%	1%	
Completion rate															EMIS
- Primary	46.8%	45.7%	47.9%	60%	60%	60%	70%	70%	80%	80%	90%	90%	100%	100%	
- Lower secondary	20.6%	20.0%	21.2%	30%	30%	30%	40%	40%	50%	50%	60%	60%	75%	75%	
Literacy rate	67.1%	60.3%	74.7%	70%	67%	73.1%	75%	73%	80%	78%	85%	84%	90%	90%	
Expenditure on core instructional materials per pupil (Riels)	...			5,800			6,300		6,800		7,000		7,200		

Textbook pupil ratio in primary (total textbooks of all subjects/pupil)	2.7	3.0	3.2	3.5	3.8	4.0	EMIS
Number of incomplete primary schools	1,934	1,800 (donor support required)	1,500 (donor support required)	1,000 (donor support required)	500 (donor support required)	0	EMIS
% of primary teachers completed lower secondary	93.2	93.4	93.6	93.9	94.1	94.3	HRMIS
Number of new remote/difficult teacher postings as percentage of new postings	-	70%	70%	95%	95%	95%	HRMIS
Number of students passing grade 12 examination	33,834	37,500	40,000	50,000	60,000	70,000	EMIS
% of students meeting curriculum standards in Khmer Language based on standardized test at: - Grade 3 - Grade 6 - Grade 9		to be determined to be determined to be determined	to be determined to be determined to be determined	to be determined to be determined to be determined	to be determined to be determined to be determined	to be determined to be determined to be determined	PRD/DGE
% of students meeting curriculum standards in Mathematics based on standardized test at: - Grade 3 - Grade 6 - Grade 9		to be determined to be determined to be determined	to be determined to be determined to be determined	to be determined to be determined to be determined	to be determined to be determined to be determined	to be determined to be determined to be determined	PRD/DGE
% of accredited public/private HE institutions	...	15%	30%	45%	65%	80%	
No. of schools/TTCs with new science and ICT facilities	...	10	25	50	75	100	

Table III: Institutional Development and Capacity Building

Indicator	Baseline	Target	Target	Target	Target	Target	Target	Source:
	2004	2005	2006	2007	2008	2009	2010	

Education share of total government recurrent budget	17.49%	19.5%	18.5%	18.5%	19.0%	20.0%	20.0%	
Non personnel share of total recurrent spending	43.25%	40.0%	38.8%	37.5%	33.0%	33.0%	30.8%	FMIS
% of actual education expenditure vs total education budget allocation	26.91%	29.0%	33.26%	28.32%	28.18%	25.21%	25.02%	FMIS
% of actual PAP expenditure vs total PAP budget		93%	95%	100%	100%	100%	100%	FMIS
Expenditure on monitoring of PAP in billion Riels	3.6	6.8	7	7	7	7	7	
Disbursement rate for recurrent priority programs	96%	93%	95%	100%	100%	100%	100%	
Number of operational BMCs	194							PFMIS
- % of BMCs with trained accountancy staff		20%	40%	60%	80%	100%	100%	
- % of BMCs with ICT-based MIS		40%	60%	80%	100%	100%	100%	
- % of BMCs subject to internal audit annually		30%	40%	50%	66%	80%	100%	PFMIS
- % of schools/institutions audited annually		5%	8%	10%	10%	15%	20%	
Non teaching staff share of total education sector workforce		16%	15%	15%	13%	12%	12%	HRMIS
No. of remote teachers with housing assistance		1,000	2,000	3,000	4,000	5,000	6,000	HRMIS
% of remote teachers with housing assistance		%	%	%	%	%	%	
Technical assistance (person-month)		(national/ international combined) 542*	487.8	at least 10% reduction from previous year	at least 10% reduction from previous year	at least 10% reduction from previous year	at least 10% reduction from previous year	AMIS Donors' report
- National								
- International								
% of female education staff:								HRMIS
- Teaching staff		40.1%	42.1%	44.1%	46.0%	48.0%	50%	EMIS
- Middle management (directors & deputy directors of provincial and central departments) **		10.4%	TBD	TBD	TBD	TBD	TBD	
- Top leaders (deputy director general and above positions) **		3.0%	TBD	TBD	TBD	TBD	TBD	

* The total person-months of newly committed TA in 2004. Source: Donors' report 2005.

** Concrete target will be determined in the Gender Mainstream Action Plan 2006-2010 to be developed in 2006.