



NGO EDUCATION PARTNERSHIP

Condensed Version of Education Sector Support Program (ESSP 2006-10)



Training Materials for ESP/ESSP Workshop

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This condensed version is used for training purposes only.

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EDUCATION SECTOR SUPPORT PROGRAM 2006-10

1. INTRODUCTION

The Education Sector Support Programme (ESSP) 2006-2010 is the implementation plan for the Education Strategic Plan (ESP) 2006-2010. The ESSP outlines the program activities, priorities needed to achieve the Cambodian Millennium Development Goals and the goals set out in the National EFA Plan.

The basic principle of the ESSP is that the programs will be planned and implemented through Government and Ministry systems rather than through other means. The management framework for the ESSP places the focus on strengthening MoEYS directorates and departments at central and provincial levels and delegates appropriate responsibilities to districts, clusters/communes and schools.

The Recurrent Program Priority Plan sets out clear priorities, objectives, targets and desired outcomes and outputs. It also proposes management and monitoring mechanisms to measure progress. (See Section 2)

The ESSP review process was designed to ensure understanding and partnership between key stakeholders. This process included consultation with individual MoEYS departments responsible for implementation and management, as well as with province and district level representatives in the form of four regional ESP/ESSP reviews. The preparation for this process has been governed by a special working group set up with officials from the MoEYS and representatives from donors and NGO communities.

2. RECURRENT PROGRAM PRIORITIES

Twelve (12) re-current program priorities were established to ensure the effective and efficient provision of education services to all Cambodian children. Each priority program has: objectives; targets; strategies; programs and activities; management and monitoring strategies; and financing plans. Each program area also identifies capacity development needs that will strengthen the delivery of services in that area.

2.1. EDUCATION SERVICE EFFICIENCY

Objectives

1. To ensure equal access to education services by eliminating informal payments from parents, and increasing the teacher salary and allowances (performance based incentive).
2. To make sure there are enough teachers in the remote and difficult circumstance areas through incentives.
3. To replace the retired and contract teachers by new graduates from TTCs.

Indicators and Targets

- Send 95% of new graduate teachers to remote areas by 2008
- Recruit 1,500 teacher trainees from remote areas from 2006 onwards.
- Recruit 5,000 new teachers every year starting in 2006.

Strategies

- The MoEYS will provide the remote/difficult posting allowances in order to encourage teachers to work in the remote areas.

- The ministry will also provide the performance-based incentive to teachers in order to encourage them to take more duties including double shift and multi-grade teaching.

Programs and Activities

- Provide performance-based incentives to key groups including: Directors and staff working in remote/difficult circumstances, double shift and multi-grade teachers.
- Match teacher supply to proposed education sector expansion.
- Finalize staff utilization plan and develop evaluation system on minimum level of staff performance.
- Prepare instruction for education planning and provinces and implement annual plan for staffing, teacher deployment and redeployment.
- Prepare budget allocation and set efficiency targets for each province.
- Implement plans for staff deployment.
- Review and monitor staff deployment plan.

Management, Monitoring, and Financing

The MoEYS has appointed the Director General of Administration and Finance and Personnel Department to oversee the program monitoring and coordination. The program itself will be managed the BMCs with the goal to decentralize management to District Education offices.

The total resources of this program for 5 year period are **93,700 million Riels**.

2.2. EARLY CHILDHOOD EDUCATION

Objectives

- To expand access to ECE in areas with low net admission rate and high repetition rate, through community- and home-based approach.
- To promote better quality and efficiency in primary education by addressing late entry in primary schooling, reducing levels of grade 1-2 repetition and grade 4-6 drop out, increasing completion rates and improving student performance.

Indicators and targets

- Increase ECE enrolment of five-year-olds from 20% in 2005 to 50% by 2010.
- Increase ECE enrolment of 3-5 year-olds from 10% in 2005 to 30% by 2010.
- Conduct mid-term assessment of ECE program during 2005/06.

Strategies

- The government will not provide all pre-school services alone, but will mobilize alternative programs including community- and home-based approaches, private sector, and partnership with NGOs in disadvantaged areas. Also the inter-ministerial responsibility for ECE will also be encouraged.

Programs and Activities

- Stimulate the enrollment of 3-5 year-olds.
- Introduce and implement the School Readiness Program for under 6 year-olds.
- Expand community and home based education programs, especially in disadvantaged areas.
- Strengthen monitoring by providing money to support central and provincial planning and monitoring activities.
- Focus on training preschool teachers to be more professional.

Management, Monitoring, and Financing

The department of Early Childhood and Education is responsible for the planning and monitoring of the program.

Given limited budget of the government for the ECE program, non-government contribution will be mobilized. The budget for 2006-10 for government activity is **4,900 million Riels**.

2.3. PRIMARY EDUCATION ACCESS, QUALITY AND EFFICIENCY**Objectives**

- To enhance quality and efficiency by increasing government spending on school operational cost.
- To provide primary instructional material (PAP 8).
- To expand Child-Friendly Schooling.

Indicators and Targets

- Net Admission Rate (NAR) increases from 81%. (2004-05) to 95% by 2010.
- Primary Net Enrolment Rate (NER) increases from 91.9% (2004-05) to 96% by 2010.
- Primary Completion Rate increases from 46.77% (2004-05) to 100% by 2010.
- At least 70% of primary schools are child friendly schools by 2010.

Strategies

- Increase transparency and accountability of schools by introducing school performance monitoring and provincial and district report systems.
- Provide equitable access, especially for girls in disadvantaged areas.

Programs and Activities

- Provide nationwide pro-poor operating budget.
- Strengthen and expand Child-Friendly School programs.
- Provide classroom based Life-Skills for HIV/AIDS programs in cooperation with NGOs.

- Strengthen/improve primary education at border, remote and disadvantaged areas.
- Revised remedial class programs and implement School Readiness Programs.
- Make sure there is money for each child to have their own textbooks.
- Strengthen and improve data collection at all levels.

Management, Monitoring, and Financing

The Department of Primary Education will manage the monitoring of the program. Regular progress monitoring will be the responsibility of district and provincial primary school inspectors and supervisors against agreed work plans and school development plans. 185 districts BMCs will manage program funds channeled to schools.

The financing plan over the 5 years is **222,500 million Riels**.

2.4. LOWER SECONDARY ACCESS, QUALITY AND EFFICIENCY

Objectives

- To reduce access barriers
- To improve the quality and efficiency of education services in order to increase the survival rate and the transitional rate.

Indicators and Targets

- Increase net enrolment rate (NER) in grades 7-9 from 26.1% in 2004/05 to 39% in 2008
- Reduce gender gap in net enrolment rate (NER) at lower secondary from 2.5% in 2004/05 to effectively 0.0% in 2010
- Increase grade 9-10 transition rate from 56.1% in 2004/05 to 78% in 2010
- Introduce minimum learning standards in all schools.

Strategies

- Increase government spending for pro-school operational budget.
- Reduce cost barriers for poor families.
- Provide scholarship/incentive program (PAP 12) for grades 7-9 students from poor families.
- Introduce various quality improvement initiatives including grade 9 examination system, minimum standards for student assessment, introduction of school performance monitoring and report card system.

Programs and Activities

- Nationwide pro-poor operational budget.
- Better financial planning and accountability system for school budget.
- Make more primary schools into Basic Cycle grades 1-9 schools.
- Scholarship for poor students, particularly girls.

- Peer education for Life-Skills in HIV/AIDS programs in cooperation with NGOs.

Management, Monitoring, and Financing

The Department of Secondary Education will manage the monitoring of the program. Regular progress monitoring will be the responsibility of district and provincial primary school inspectors and supervisors against agreed work plans and school development plans. 185 districts BMCs will manage program funds channeled to schools.

The financing plan for over the 5 years is **124, 563 million Riels.**

2.5. UPPER SECONDARY ACCESS AND EQUITY

Objectives

- To ensure equitable access to upper secondary education and to ensure the proposed user charges, if adopted, are no barriers to promising grade 9, especially those from disadvantaged population.
- To increase the number of grade 12 graduates from rural and remote areas to be qualified for Teacher Training Colleges and higher education.
- To improve the transparency in school financial management by establishing the governing body.

Indicators and Targets

- Increase enrolment in grades 10-12 from 177,129 in 2004/05 to 300,000 in 2010.
- Reduce gender gap in net enrolment rate (NER) at upper secondary lower than 2% in 2010.
- Increase survival rates from grade 10-12 from 86% in 2004-05 to 95% in 2010.
- Increase grade 12 completion rate from 8.92% in 2004/05 to 20% in 2010.
- Decrease upper secondary drop-out in grade 10 from 13.2% in 2003-04 to 3% by 2010.

Strategies

- Provide pro-poor operational budget to upper secondary schools.
- Implement the Academically Gifted Student program.
- Develop and establish model school programs to achieve academic excellence.

Programs and Activities

- Provide pro-poor school operating budget.
- Separate financing for model schools.
- Improve quality initiatives like strengthening grades 9 and 12 examinations, introducing minimum achievement standard.

- Expand special programs for academically gifted, minority, and students with disability.
- Strengthen planning management, monitoring capacity.
- Peer education for Life-Skills in HIV/AIDS programs in cooperation with NGOs.

Management, Monitoring, and Financing

The central BMC has been established in the Secondary Education Department for monitoring the program. Program funds will be managed through new school/community governing bodies, channeled through provincial BMCs.

The financing plan over the 5 years is **35,460 million Riels**.

2.6. HIGHER EDUCATION QUALITY, EFFICIENCY AND EQUITY

Objectives

- To provide and expand access to higher education.
- To ensure high quality of human resources to meet the Cambodia's economic, social, and labour market needs.
- To provide merit driven scholarships for higher education to poor students, especially for girls.
- To promote scholarships to the enrollment for socially beneficial programs: education, health, agriculture, science, and mathematics.

Indicators and Targets

- Increase overall enrolment in higher education institutions (HEIs) from 46,845 in 2004-05 to 90,000 with 40% female by 2010
- Increase overall enrolment in public HEIs 7,963 in 2004-05 to 36,000 with 33% female by 2010.
- Increase enrolment in Science, Technology and Mathematics in public and private HEIs to 20,000 by 2010.
- Develop detailed basic criteria for establishment of an HEI by 2006
- Review of HEIs to ensure compliance with the basic criteria for establishment of an HEI, by 2007.

Strategies

The main strategy is to expand and strengthen public and private partnership to achieve equitable access and improve quality in the management and delivery of higher education services, and to increase the number of teachers of Science and Technology in the public HEIs.

Programs and Activities

- To meet labor market demand, the MoEYS and other ministries will provide budget for institutional operation and research activities to HEIs.

- Increase the number of scholarship students (poor, girls, and disables), particularly in socially beneficial programs in public higher education institutions.
- Improve quality of teaching and learning aids to expand Science, Technology and Maths programs in private and public HEIs.
- Construct dormitories for students from remote/disadvantaged areas, especially female students.
- Provide credit loan scheme for students.
- Establish regional public HEIs phase by phase.
- Advocate to use core textbooks in Khmer language.
- Monitor and review and assess the curriculum framework.
- Develop criteria for the quality of lecturers based on their qualifications, skills, and experience s.
- Strengthen the admission process based on grade-12 examination result.
- Review selection criteria and funding formula for each HEIs.
- Increase opportunity for students to transfer between private and public institutions through complementary accreditation and credit transfer arrangement.

Management, Monitoring, and Financing

- The Department of Higher Education will be responsible for quality assurance and monitoring of fund for institutional support and operation through selected HEIs.
- The Department of Higher Education will be responsible for preparing an annual planning framework, including scholarship expenditure priorities and budget allocations to individual HEIs.
- Individual HEIs will prepare an annual work plan, including improvement targets, action plans and budget for use of these funds across individual faculties and departments.

The financing plan over the 5 years is **32,500 million Riels**.

2.7. CONTINUOUS TEACHER EDUCATION

Objectives

- To ensure there are enough basic cycle teachers to carry out the system expansion.
- To make sure there are enough teachers to work in the remote/disadvantaged areas by recruiting teacher trainees in those areas.
- To improve the teacher quality by providing in-service training opportunity.

Indicators and Targets

- Recruit 5,000 new teacher trainees per annum, at least 30% from rural, remote and disadvantaged areas.

- Upgrade 3,000 primary teachers to become basic cycle teachers at 6 RTTCs by 2010.

Strategies

- Develop flexible and responsive pre-service and in-service training systems that will ensure that continuous teacher development/in-service training will match demand for training qualified teachers.

Programs and Activities

1. Operation budget for 25 TTCs

- Provide annual operational budgets to the Pre-school TTC, 18 PTTCs, 6 RTTCs, and six new resource centres and to improve quality and efficiency of the pre-service teacher education programs.
- Introduce and implement the principles of Child Friendly School (CFS) and School Readiness Program (SRP) into Pre-service Teacher Training Curriculum in all PTTCs.
- Deliver HIV/AIDS awareness courses, textbooks and manuals to all newly teacher training students.

2. TTC Staff Development

- Establish common levels of skills for all TTC staff, including training of trainers.

3. Education management development program

- Provide Leadership Skills training to improve quality and efficiency in managing school system.

4. Continuous Teacher Development/In-service Training

- Improve potential for multi-grade teaching in remote/incomplete schools.
- Upgrade primary school teachers to become lower secondary/basic teachers.
- Train teachers to use new textbooks, new curriculum and incorporate minimum learning standard at all levels.
- Provide ICT trainings to all Teachers Trainers and Secondary School Teachers.
- Provide In Service Training to teacher on CFS and SRP.
- Delivery of in-service child friendly HIV/AIDS life skills training.

Management, Monitoring, Financing

- The aim is to decentralise the monitoring and evaluation to the TTCs from planning and control to monitoring and support of the national teacher education system.
- Operational budgets of individual institutions will be channelled through provincial BMCs and central Teacher Training Department.
- Fund allocation to PTTCs and RTTCs will be managed by BMCs set up in the Provincial Education offices.

- Program monitoring activities will be the responsibility of the TTD, including financial monitoring.

The financing plan over the 5 years is **56,865 million Riels**.

2.8. CORE INSTRUCTIONAL MATERIALS

Objectives

- To ensure adequate provision of textbooks nationwide.
- To offer schools a choice of textbooks

Key Indicators and Targets

- Secure approval for new system of textbook development, printing, and distribution by 2006.
- Pupil textbook ratio 1:1 (grades 1-9) in the first year new curriculum for each grade.
- Pupil textbook ratio 2:1 for grades 10-12 in urban and accessible schools, and 1:1 in remote areas.

Strategies

In order to ensure sustainable provision of textbook, MoEYS with MoEF will review how textbooks are produced and acquired.

Programs and Activities

- Get approval and commitment from MoEF for new textbook policy and timely release of funds.
- Implement new textbook policy in all primary and secondary schools.
- Finalize, disseminate and implement minimum learning standard and new curriculum in general education.
- Develop textbook management and usage policy.
- Strengthen library network nationwide.

Management, Monitoring, and Financing

- The financial management of the programme will shift from the Primary and Secondary Education Departments to the PRD from January 2006.
- Pedagogical Research Department will also be responsible for implementation and monitoring of textbook policy, minimum learning standard, library network and policy for curriculum development 2006-10. PEOs will monitor textbook supply and allocation to schools.
- Directorate General of Education and Inspectorate General will audit programs

The financing plan over the 5 years is **140,010 million Riels**.

2.9. NON-FORMAL EDUCATION EXPANSION

Objectives

- To provide cost-efficient and high quality re-entry and complementary schooling for the most poor and marginalized groups of society who experienced difficulty accessing formal education programs.

Indicators and Targets

- Expand re-entry programs for out-of school youth from 2006 onwards with the focus on girls.
- Working with the NGOs, significantly expand equivalency programs from grade 3-12 with the focus on girls.
- Expand enrolment in literacy, life-skills, and income generation programs for marginalized and excluded youth and adults.

Strategies

- The focus of the program is to get out-of-school students, or extremely vulnerable students into re-entry and equivalency programs. This will be accomplished through public/NGOs/community partnership utilizing flexible teaching and facilities.

Programs and Activities

- Provide operational budget support for expansion of re-entry programs for school dropouts, develop equivalency and re-entry programs and testing based on minimum standards, and enhance curriculum and learning materials.
- Expand literacy/life-skills, and bilingual programs for minority through Government/NGO/community partnerships.
- Strengthen and provide support for community learning centres, libraries, and reading centres.
- Upgrade the capacity for NFE staff.
- Strengthening NFE structure from central to community level.
- Provide peer-education of Life-skills for HIV/AIDS program, in cooperation with NGOs.

Management, Monitoring, and Financing

The Department for Non-Formal Education will be responsible for overall program management. The emphasis will be on collaboration with other departments, provincial and district offices, other ministries and community organisations/NGOs.

The financing plan over the 5 years is **37,250 million Riels**.

2.10. YOUTH AND SPORT DEVELOPMENT

Objectives

- The objective of the Youth and Sport Development program is the development of healthy youth (*aged 15-24 years old in line with UN guidelines*) by ensuring access to high quality sports and physical education possibilities.

Indicators and Targets

- Youth policy in place by January 2008

- Sport policy in place by January 2008

Strategies

- Programs will expand opportunities for participation in youth and sports activities nationwide with particular emphasis on community based initiatives in rural and under-served areas.
- An important part of the program will be to develop new institutional and partnership arrangements with the international community, NGOs, the private sector, civil society and community groups to stimulate youth and sports development initiatives.

Programs and Activities

- Youth Development will include preparing new policy, strategy and programs, developing civics and morals education through school clubs, sports days etc, programs for student volunteering contributions.
- Sports Development will include preparing sports policy, strategy and programs, implementing training programs for physical education staff/coaches/referees, upgrading sports fields and facilities, especially in under-served rural areas.

Management, Monitoring, and Financing

The youth program will be managed and monitored through a BMC established in the Youth Department, and the sports program through a BMC in the Sports Department.

The financing plan over the 5 years is **6,100 million Riels**.

2.11. STRENGTHENED MONITORING SYSTEMS

Objectives

- To improve the technical and financial monitoring at all levels.
- To strengthen quality assurance, sector efficiency, and stakeholder participation.
- To enhance the sector performance monitoring and evaluation systems.

Indicators and Targets

- All BMCs will be provided with ICT-based MIS by 2008
- All BMCs will have staff trained in accounting by 2009.
- 100% BMCs and 20% of schools/institutions will be audited annually by Department of Internal Audit by 2010.
- Disbursement rate for PAP will be 100% from 2007.
- PAP impact survey will be done in late 2007
- Education statistic and indicator books/pamphlet/ yearbooks will be produced annually.
- Education sector performance report will be produced every year

Strategies

A key priority is to increase the scope and quality of stakeholder and partner involvement in monitoring for improved accountability and transparency. This will include strengthening the annual performance review process, doing external audit, involving Commune Councils, and EFA Committees and Secretariat.

Programs and Activities

- Improve data collection, analysis and monitoring of central BMCs, including Department of Finance, Department of Planning, Department of Internal Audit and Inspectorate of Education in all 24 provincial, 185 DEOs.
- Strengthen Financial Monitoring at all levels.
- Strengthen Internal Audit Department and procedures
- Strengthen Impact Monitoring.
- Strengthen quality/standards monitoring and audit.

Management, Monitoring, and Financing

- The BMCs of the Department of Finance is responsible for financial monitoring.
- The BMCs of the Inspectorate of Education will be responsible for the sector performance including quality monitoring and evaluation components.
- The BMCs of the Department of Planning will be responsible for impact monitoring including quantitative performance and operational research.
- MoEYS will allocate dedicated funds for the internal audit function.
- The BMCs of the Inspectorate of finance and administration will be responsible for overall monitoring the process of management system of institutions, on personnel, administration, planning, finance, facilities and state asset managements.

The financing plan over the 5 years **is 24,100 million Riels**.

2.12. SECONDARY SCHOLARSHIP FOR THE POOR

Objectives

- To ensure increased education opportunities for students with high academic merit from the poorest and disadvantaged families, especially girls and ethnic minorities, through a gradual increase in the number of targeted scholarships for the poor.

Indicators and Targets

- Award scholarships to 20,000 poor students per annum, 60% of which will be to girls.
- Mobilization of donor funding to further support scholarship program

Strategies

- The program strategy is to help pay school fees and compensate the family for the lost of the student labour.

- The program was introduced in 215 lower secondary schools in 17 provinces in 2003/04. The program will be expanded to upper secondary level in 2006/07, covering **all model** upper secondary schools and selected rural upper secondary schools.

Programs and Activities

- Lower Secondary Scholarships for grades 7 to 9 students from the poorest families and most disadvantaged families, including girls (60%) and ethnic minorities.
- Upper Secondary Scholarships for grades 10 to 12 students will be mainly merit-driven. Girls will receive 60% of all scholarships.
- School Based Committees will be provided with operational budget to plan, implement and monitor the scholarship program.

Management, Monitoring, and Financing

- The program management will be highly decentralized with schools/communities assuming key management responsibilities. In the short-term, DGE will be the designated central BMC for the program, responsible for policy and strategic planning and management and accounting for funds.
- The Provincial Education Departments will set up a Scholarship Management Team (SMT), providing technical support to schools and communities.
- At the school/community level, a Local Management Committee (LMC) will be set up at the selected schools, chaired by the school directors.

The financing plan over the 5 years is **45,500 million Riels**.

Each of these priority areas has a financing plan that needs to be managed and monitored. In each area has identified Program Management and Monitoring, and Capacity Development Needs.

3. CAPITAL PROGRAM PRIORITIES

In order to accommodate the increasing demand for education, reduce the dropout rate, increase the survival, and ensure better quality education for Cambodian children, the Government plans to investment in the long-term development of the education sector. The two main programs to ensure this result are: Education Facilities Development and Institutional Development and Capacity Building.

3.1. EDUCATION FACILITIES DEVELOPMENT

Objectives

- Every commune in Cambodia will be assured equitable access to 9 years of high quality basic education through nationwide provision of primary and lower secondary education facilities
- All villages will have a school for Grade 1–6 that is no more than 3 km away.
- Under-served and over-crowded areas will be provided adequate education facilities for Grade 7–12.

Indicators and Targets

Asian Development Bank (ADB) will support school construction as follows:

- Phase I+II 106 lower secondary schools constructed by 2005-2006.
- Phase III+IV 106 lower secondary schools and 19 model upper secondary schools constructed by 2006-07.
- Phase V+VI 91 lower secondary schools and 25 new upper secondary schools constructed by 2007-08.
- Phase VII+VIII 98 lower secondary schools constructed and 25 upper secondary schools will be refurbished.

World Bank (WB) will support construction of 300 new lower secondary school buildings which will be started in 2006.

Scope and Coverage

The nationwide facilities program for primary and secondary education has the following priorities:

- Every primary-age pupils should be within 3 km of a school.
- Every school should have at least three serviceable classrooms.
- Where class size exceeds 60 or a triple-shift system is needed due to classroom shortages, additional facilities will be considered.
- All new constructions will have clean water and latrines.
- Every commune should have a lower secondary school.
- Every district should have a combined Upper- and Lower secondary school.

Seven Main Programs and Financing

Projected Capital Investment Budget 2006-2010

Component	Riels (Million)	US\$ (Million)
01 Incomplete Primary School Expansion	20,000	5.0
02 Lower Secondary School Expansion	100,000	25.0
03 Upper Secondary School Expansion	80,000	20.0
04 Science, Technology and ICT Facilities Expansion	31,600	7.9
05 Education Staff Development	38,000	9.5
06 Education Staff Accommodation	20,000	5.0
07 HE Facilities Development Fund	60,000	15.0
Total:	349,600	87.4

3.2. INSTITUTIONAL DEVELOPMENT AND CAPACITY BUILDING

In order to properly plan, manage, and monitor the 11 recurrent budgets of priority action programs (PAP), the government recognizes the need to develop both institutional and individual capacity within the ministries involved in providing education services.

3.2.1. Strengthening Program Management Systems

The main activities will be to:

- 1) continue improving processes, training and other capacities (e.g. increased use of ICT) of HQ, and provincial level staff in monitoring and evaluation techniques.
- 2) improve capacity in gender analysis and gender integration

3.2.2. Strengthening Sector-wide Management Systems

The main priorities will be to:

- 1) revise financial planning and implementation of decentralization and monitoring
- 2) revise and expand standard monitoring.

The government will develop and employ various strategies to strengthen Sector-wide Management System in the following areas:

- Institutional and Change Management Processes
- Central and Provincial Planning and Monitoring Systems
- District and School/Institutional Management Systems
- Financial Planning and Management Systems
- Education Facilities Planning and Management Systems
- Higher Education Planning and Management Systems
- Legislation, Governance and Regulatory Framework
- Planning, Management and Monitoring Arrangements

New Education Law

The **new Education Law**, expected to be approved in 2006, will be underpinned the ESSP implementation process. The key features of this new legislation and regulations will include:

- a. guidelines on the use of parental and private contributions to schools and other institutions,
- b. guidelines on governance of schools and post secondary institutions and
- c. issues of selective new regulations and administrative guidelines to new powers and responsibilities of education authorities, parents and community associations.

Planning, management and monitoring

The Director Generals will ensure a first level of coordination for program components falling under their responsibility.

Financing plan

Indicative Capacity Building Financing Plan

(Million Riels)	2006	2007	2008	2009	2010
Component 1: Program Management and Monitoring	15,000	10,000	10,000	10,000	10,000
Component 2: Sector Wide Management	15,000	10,000	10,000	10,000	10,000
Total	30,000	20,000	20,000	20,000	20,000

4. SECTOR MONITORING/EVALUATION AND REPORTING SYSTEMS

The ESP/ESSP monitoring and review process focuses on the extent to which policy objectives and targets have been achieved on an annual basis.

This monitoring matrix will be jointly reviewed by MoEYS, donors and NGOs and regularly updated.

ORGANIZATION OF SECTOR PERFORMANCE MONITORING/EVALUATION

The organization of the ESSP monitoring system is based on the following levels of responsibility:

- a) ***Sector Implementation Monitoring***: by the District Education officers, School Support Committee, and Commune National EFA Committee.
- b) ***Program Progress Monitoring***: by Provincial Education officers, especially planning office and inspection office, and Provincial Finance Office, and technical departments within MoEYS for priorities program and its other program.
- c) ***Sector Performance Monitoring***: by Education Inspectorate, Planning Department, and National EFA Committee and Technical Departments within MOEYS.
- d) ***Program Impact Monitoring***: by Planning Department in cooperation with individual central MoEYS departments, and Concerned Organizations.
- e) ***System Performance Audit***: by Administration and Finance Inspectorate, Inspectorate of Education, Internal Audit Department, MoEF Audit and National Audit Authority.

4.1. MANAGEMENT OF SECTOR PERFORMANCE MONITORING/EVALUATION

The Inspectorate General will organize reviews missions to identify particular policy and strategy issues that may affect implementation of MoEYS reforms and programs.

The Director Generals will coordinate progress and impact monitoring by departments within their directorate.

The Department of Finance will coordinate overall financial performance monitoring, including tracking the release and disbursement of program funds.

The Department of Planning will also conduct specific impact surveys and research as required.

The Inspectorate of Education will coordinate pedagogical aspects of sector performance monitoring

Individual Departments will organize monitoring of specific programs under their responsibility with the coordination by the DG.

Provincial Education Offices will monitor the progress of activities for each program, checking that activities are completed effectively and on time.

Provincial Education Departments will ensure that **District Education Offices** have allocated funds for monitoring and that they conduct regular monitoring and support at school level.

4.2. STRENGTHENED MONITORING INFORMATION SYSTEMS

The Planning Department will coordinate the collection of broad sector performance information and its analysis. Key activities will include:

- a) Collection and analysis of core data and indicators three (3) times per year
- b) Annual school census and publication of annual education statistics handbook based on EMIS
- c) Preparation of central and provincial Sector Performance Reports, in advance of the annual joint MoEYS/donor/NGO ESSP Review

- d) Co-ordination/management of internal quarterly technical and financial PAP progress reports
- e) Surveys on client/parent satisfaction, cross cutting studies and impact of previous or on-going pilot projects
- f) Annual revision of the ESSP, which may include adjusting existing priority programs, introducing new programs, or phasing out others.

The Department of State assets will be responsible for monitoring and reporting on facilities programs. The General Directorate of Administration and Finance will be responsible for ensuring that sector performance and program monitoring information, is regularly circulated to other key users, both within and outside the Ministry, including:

- a) Review mechanisms to ensure that medium term ESSP planning issues are included in the longer term EFA action plan
- b) National Education Congress to ensure that central departments and Provincial Education Offices are consulted and can feed information from the field into sector performance discussions
- c) Civil society including providing parents, Commune Councils, and community groups with information on progress being made and how they can help.

Annex: Proposed ESSP 2006-10 Program Allocations

(Million Riels)	2006	2007	2008	2009	2010
<i>Pap Recurrent Program Priorities</i>	<i>149,537</i>	<i>155,987</i>	<i>169,132</i>	<i>168,350</i>	<i>179,642</i>
01 Education Service Efficiency	16,200	17,940	18,900	19,860	20,800
02 Early Childhood Education (ECE)	755	845	1,000	1,100	1,200
03 Primary Education Quality And Efficiency	<i>41,600</i>	<i>42,600</i>	<i>44,100</i>	<i>47,100</i>	<i>47,100</i>
04 Lower Secondary Education Access, Quality And Efficiency	16,350	19,870	25,065	29,448	33,830
05 Upper Secondary Education Access And Equity	4,775	5,680	7,015	8,335	9,655
06 Higher Education Quality, Efficiency and Equitable Access	5,500	<i>6,000</i>	<i>6,500</i>	<i>7,000</i>	<i>7,500</i>
07 Continuous Teacher Education	10,770	10,845	11,750	11,750	11,750
08 Core Instructional Materials	33,287	33,107	34,002	19,807	19,807
09 Non-Formal Education Expansion	6,700	6,300	7,500	8,350	8,400
10 Youth And Sport Development	900	1,100	1,200	1,200	1,700
11 Strengthened Monitoring Systems	7,700	5,100	3,200	3,200	4,100
12 Secondary Scholarships For The Poor	5,000	6,600	8,900	11,200	13,800
<i>Capital Program Priorities</i>	<i>113,400</i>	<i>98,920</i>	<i>91,440</i>	<i>84,000</i>	<i>82,000</i>
Facilities Expansion	83,400	78,920	71,440	64,000	62,000
Capacity Building	30,000	20,000	20,000	20,000	20,000
<i>Capital And Recurrent Total</i>	<i>262,937</i>	<i>254,907</i>	<i>260,572</i>	<i>252,350</i>	<i>261,642</i>