

Management for Development Results: Experience of Cambodia Education Reform

Development Management Workshop

ADB Institute, Tokyo, Japan

4-8 April 2005

Presentation by:

H.E. Pok Than, Secretary of State
Ministry of Education, Youth and Sport
Royal Government of Cambodia

Cambodia Education System: Historical Perspectives

- ❑ From 1975 to end 1979 under the Khmer Rouge, the education system was completely destroyed
 - ❑ Since 1980, significant efforts to rebuild the education system, including 60,000 teachers received in-service training and production of new textbooks
 - ❑ The 1990's saw Cambodia move from emergency relief to rehabilitation and reconstruction with donor-led project interventions
 - ❑ EFA 2000 report showed that impact is somewhat below expectations and provided the impetus for policy-led reform
-

Cambodia Education System Today

- The Ministry's constitutional mandate is to provide nine year of free and quality basic education

 - The current education system consists of:
 - Over 2.75 million students enrolled in 6,000 primary schools
 - Over 600,00 students current enrolled in 900 secondary schools
 - Over 45,000 enrolled in higher education, 25,000 of which in public universities

 - Ensuring equitable access for girls and ethnic minority children remains a major constraint, especially in secondary and higher education

 - Persistent high repetition & drop out rates result in extra costs to Government & parents, especially poor families

 - Need to improve quality of education through strengthening education governance at all levels and student standard monitoring
-

Impetus for Education Reform

- ❑ Commitment to achieve of EFA and MDGs goals and targets
 - ❑ Need for respond to Government's National Poverty reduction Strategy (NPRS) and Socio-Economic Development Plan (SEDP)
 - ❑ Need to expand education and training opportunities for 3.3 million under-employed and out-of-school youth
 - ❑ Need to respond to demographic and labour force trends for education and training opportunities
 - ❑ Need to address national competitiveness in global and regional economies
-

ESP/ESSP Reform Priorities

- ❑ Improved equity in access, through reducing systemic cost barriers
 - ❑ Improved quality and efficiency, through institutional changes
 - ❑ Capacity building for decentralization, especially financial and human resource planning
 - ❑ Increased resource mobilization, including shift towards poorest communes
-

RBM Characteristics in Education Reform

- ❑ Formulation of joint *Common Policy Action Matrix*
 - ❑ Formulation of long and medium term sector indicators and targets for performance monitoring
 - ❑ A rolling programming approach with annual adjustments through sector performance review processes
 - ❑ Introduction of performance based staff remuneration schemes (e.g., remote area posting allowances)
 - ❑ Introduction of internal audit systems to strengthen financial accountability
 - ❑ A robust EMIS system providing reliable annual statistics
-

Resource Mobilization for RBM Reform

- ❑ Use Government results-oriented MTEF for medium term education expenditure planning
 - ❑ Increased MoEYS recurrent budget share from 14% to 20% over 2000-04 to allow for expanded services
 - ❑ Policy-led sector budget planning to secure improved budget disbursement and salary/non-salary share
 - ❑ Increased education spending in poorest communities and reduce cost burden for poor families
 - ❑ Ensure continued external assistance, including increased sector budget support
 - ❑ Demonstrate impact and *value for money* in use of Government education spending
-

Organization and Capacity Building for Decentralization

- ❑ Increased focus on education governance (e.g. new legislation & regulations)
 - ❑ Focus on school/community governance and accountability through improved school performance monitoring
 - ❑ Increased delegated authority for spending decisions (e.g. school operating budgets & spending guidelines)
 - ❑ Greater decentralization of program management (e.g. development of 190 budget management centers)
 - ❑ Greater emphasis on monitoring results (e.g. HQ poverty impact monitoring, strengthened provincial monitoring teams)
 - ❑ Greater transparency in budget allocation & accounting through new internal audit systems
-

Partnership Building and Consultative Processes

- ❑ Signing of "*Partnership Principles*" between MoEYS and its donor/NGO partners
 - ❑ Setting up formal monthly consultative mechanisms for education partners and stakeholders
 - ❑ Donors and NGOs establish formal coordination bodies (e.g. ESWG and NEP)
 - ❑ Joint Government, donors and NGOs planning and management of the annual sector performance review exercise
 - ❑ Annual presentation of performance reports by MoEYS, provincial offices and donors and NGOs
 - ❑ Strengthen grassroots feedback through regular Parental Satisfaction surveys and other operation researches
-

Key Achievements of RBM Reform

- ❑ Reducing cost barriers for the poor through abolition of the start-of-the-year registration fee and introduction of scholarships program
 - ❑ Primary enrolment increased by 0.7 million since 2000, mostly girls and children from the poorest communes
 - ❑ Secondary enrolment increased by 0.3 million since 2000
 - ❑ Rapid construction of new schools in under-served, remote/border and ethnic minority areas
 - ❑ Expanded higher education opportunities through strong public/private partnerships
 - ❑ More money spent on quality related programs including teacher training, instruction materials and textbooks and school operational budgets
-

Main Lessons Learned in RBM Reform

- ❑ High level of Government ownership and leadership is a pre-requisite
 - ❑ Need to adopt long-term vision in education reform, enabled by MDGs and EFA
 - ❑ Need to strengthen inter-ministerial strategic linkages, especially with finance and public service ministries
 - ❑ Need to support broader Government financial reform initiatives (e.g., MTEF, PFM) and strengthen financial planning, management and monitoring systems
 - ❑ Predictability in resource allocation and budget execution is a critical factor in implementing sustainable results-oriented performance management system.
-

Main Lessons Learned in RBM Reform (cont')

- ❑ Need for early assessment of institutional, technical and financial management systems in order to formulate realistic and achievable sector targets
 - ❑ Need for early assessment of the incentive structure for sector performance monitoring, focusing on institutional, financial and capacity building aspects.
 - ❑ Need for robust partnership building processes and consultative mechanisms, especially with parents and civil society
 - ❑ Donors need to demonstrate long-term commitment, including increased sector budget support
 - ❑ Donors/NGOs focus their assistance on capacity building for RBM implementation (e.g., sector-wide planning, management and performance monitoring)
-



Thank you.
