

Informed Education Sector Planning and Decision Making in Cambodia



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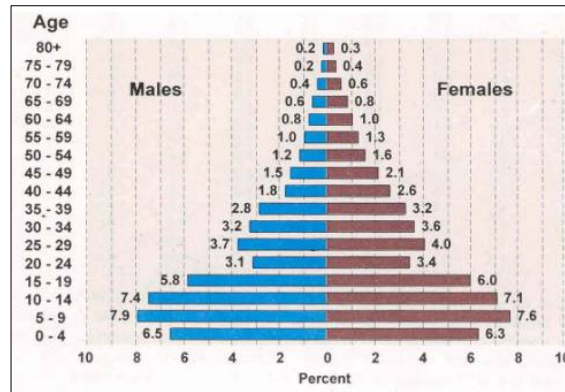
Structure of the presentation

- Preparing the Education Strategic Plan (2001) and EFA Plan
- Selected Performance Indicators (Access / Quality)
- EFA Mid Decade Assessment
- Sub-national analysis – focusing on equity
- Preparing the new ESP
- Some Key Lessons Learned
- Opportunities to strengthen informed sector planning

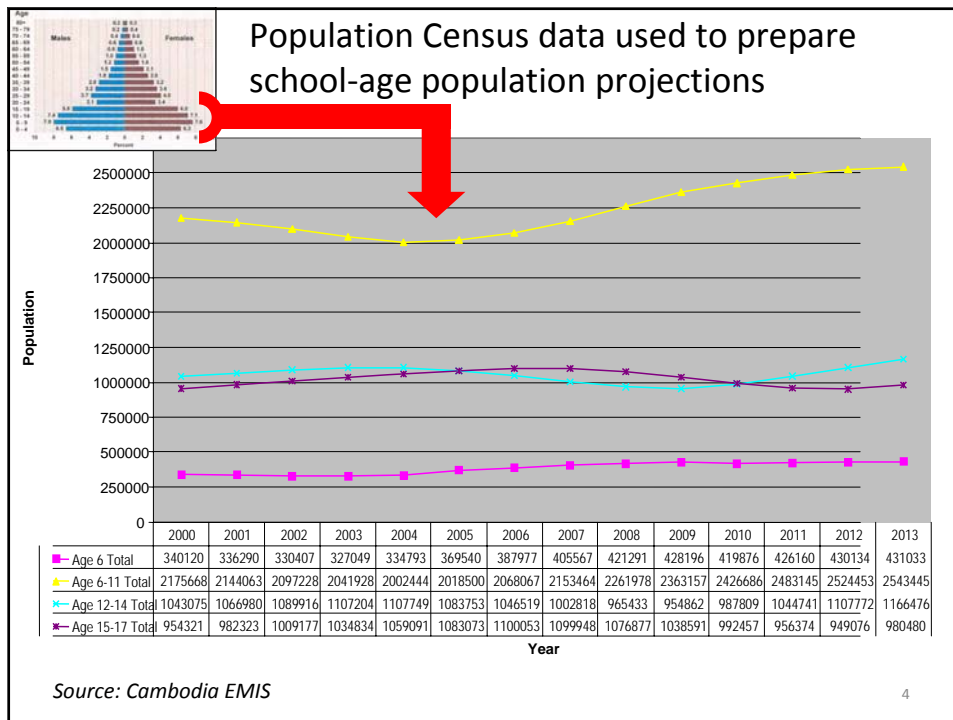
Informing the ESP (2001) and EFA Plan

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Population Census 1998 provides demographic information, including age distribution and fertility rates
Demographic data feeds into population projections and school-age population projections

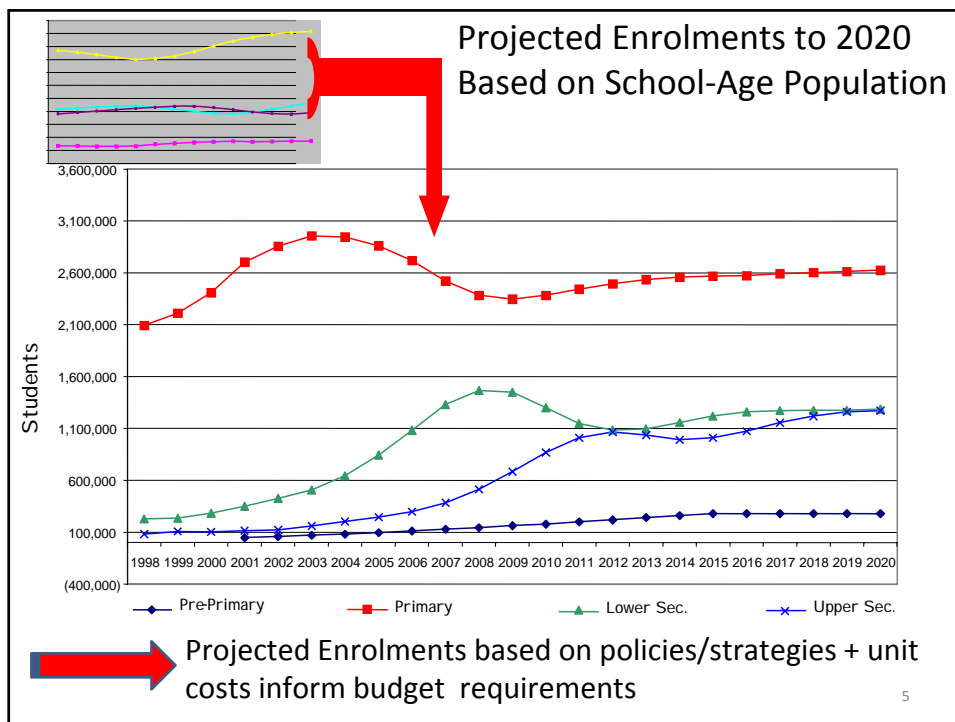


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Source: Cambodia EMIS

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Performance Measurement

Access: Good Progress

	Baseline 2003/4	Target 2008/9	Actual 2008/9
EMIS			
Net Admission Rate	81.0	94	91.9
PNER Total	91.9	95	94.4
PNER Female	90.7	95	94.0
PNER Remote Areas	82.5	90	90.3
Population Census Data	1998	2008	
School Attendance 6-14	59.6	80.2	
School Attendance 6-14 F	57.8	80.4	
Literacy	62.8	78.3	
Literacy F	55.3	73.1	

All indicators: reduced disparities by sex / area / socio-economic

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Performance Measurement

Quality: Limited progress

	Baseline	Target	Actual
	2003/4	2008/9	2008/9
Promotion Rate Grade 1	64.8	95	72.9
Repetition Grade 1	23.6	4	18.7
Primary Completion	46.8	90	85.6

Notes:

- No nationwide system in place to measure learning outcomes
- No quality outcome indicators available in EMIS or Population Census, only proxies
- But also: these are national averages What about sub-national level?

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EFA Mid Decade Assessment

- National EFA Plan 2003-2015:
 - Early Childhood Care and Development, Basic Formal Education, Life Skills, Adult Literacy & NFE, Gender Equity, Quality
- MDA undertaken by NEFA Committee and Six Working Groups: (1) Evaluate progress towards attainment of EFA Goals, (2) Identify enabling & constraining aspects, (3) Revise & modify plans and strategies
- Consultative process using a wide variety of data and information sources with 45 EFA core indicators
- Analytical approach resulted in a wealth of lessons learned
 - what works and what has not worked
- MDA findings influenced national policies and strategies

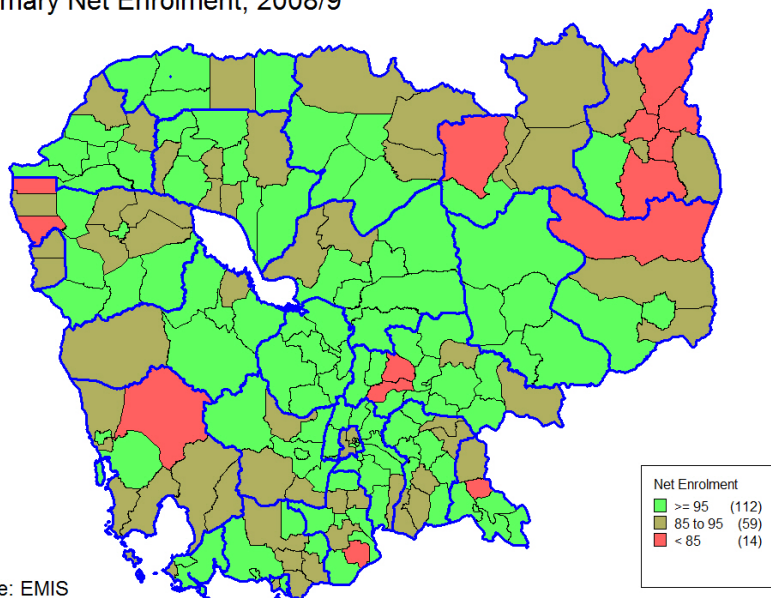
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Selected MDA findings related to data and information systems and tools

- Quality of information, data AND analysis is crucial (garbage in = garbage out)
- Need for better information and data on community-based, home-based and private education providers
- Measuring learning outcomes and quality is challenging: often a lack of standards, instruments and tools. Where learning outcomes are measured it is often on a pilot/project basis. This often requires resources that are not available for implementation at national scale.
- Census data strengthens analysis, e.g. CDHS on malnutrition and Vitamin A consumption
- Analysing expenditures against agreed priority areas showed that some priorities received little funding (e.g. ECE expansion)
- Reconfirmation of the need for analysis of disaggregated data. Only looking at national averages is not very meaningful (see examples in next slides)

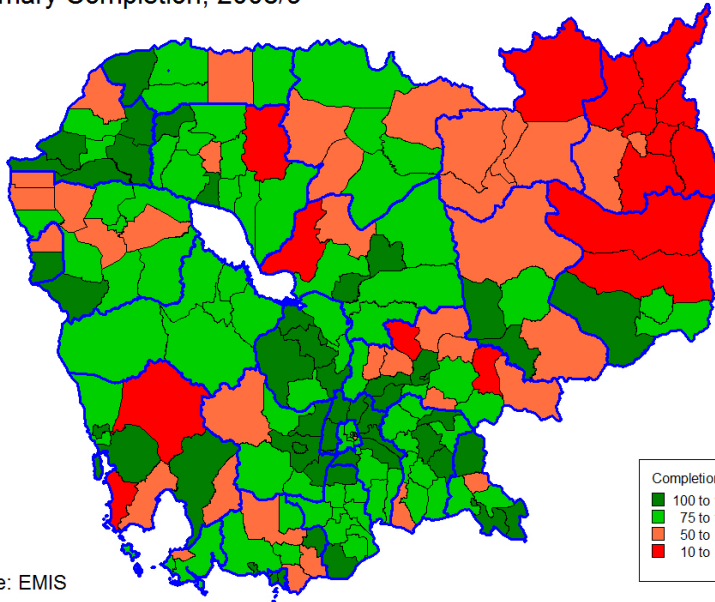
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Primary Net Enrolment, 2008/9



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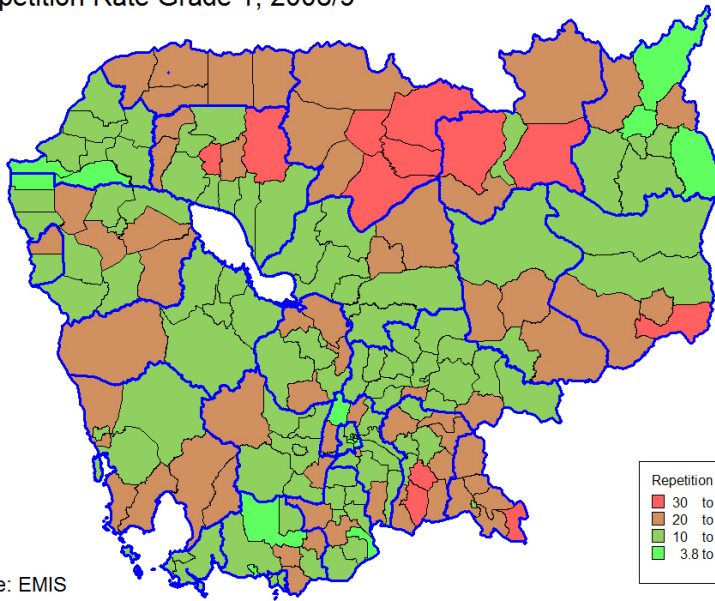
Primary Completion, 2008/9



Source: EMIS

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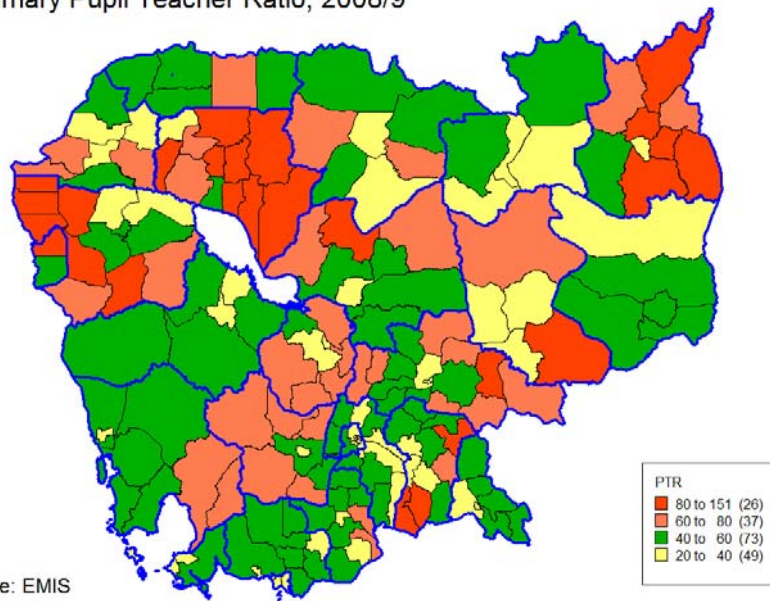
Repetition Rate Grade 1, 2008/9



Source: EMIS

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Primary Pupil Teacher Ratio, 2008/9



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Informing the new ESP

- National Development Agenda, e.g. NSDP, CMDGs
- EMIS (incl. move towards school mapping)
- New Population Census 2008
- Annual Sector Reviews / Reflection on what has worked and what has not worked
- EFA Mid Decade Assessment
- Qualitative studies
- Consultative process
- Possibly: mapping tools (Devinfo / EFA Info)
- Changing sector environment
 - D&D process
 - Aid Effectiveness agenda, incl. Harmonization and Alignment
 - Need for sustained government budget allocations

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Some Key Lessons Learned....

- **Internal efficiency** needs to be addressed urgently. Repetition and Dropout remains high and leads to a waste of investment. Strategies so far have not lead to desired results.
- Need for increased focus on **quality** and related performance measurement tools and delivering as a package (in combination with innovative strategies to address repetition and dropout)
- Need for a continued **pro-poor** approach and promoting equity
- Need for **coordinated capacity development** approach (not only related to data analysis and planning but also responding to D&D process).

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Some Key Lessons Learned....

- Setting the right priorities: **low cost, high impact strategies** that are **easy to implement** and impact on key sector outcomes, but also
- Recognizing that addressing disparities and **focus on the most disadvantaged** often requires targeted interventions that sometimes require higher investment (**rights based** and pro-poor remains at the core of the ESP)
- Need to set **sub-national priorities** / strategies and related targets
- **Scaling up of innovation** is possible if initial design allows for replication (dependency on input resources, including unit costs and technical support in pilots). Example: Child Friendly Schools – adopted as a national policy

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Opportunities to strengthen informed sector planning

- Strengthen in-depth sector analysis using raw Census data:
 - Not limited to formal education
 - Understanding the out-of-school: where are they? How many are there? Possibly understand the reasons for not being in school
 - More reliable information on attendance by age by grade
 - Better understanding of existing disparities
 - Mapping: helps to bring the message across and visualize geographical differences
- Update school-aged population data / projections in EMIS based on Census 2008

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Opportunities to strengthen informed sector planning

- Strengthen **linkages and coordination** between line ministries and 'census data owners' (MoEYS / MoP&NIS but also between National / Sub-national levels)
- Assess and strengthen existing **resources and capacities** to use census data and mapping, esp. at sub-national levels
- Strengthen **evaluation** systems and capacities
- Move towards systematic, nationwide **measurement of learning outcomes**
- Ensure new tools are being **USED** – not only for inputs, also for strategic analysis – and feed into policy and strategy development

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