



Improved Basic Education in Cambodia (IBEC) Project



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B A C K G R O U N D

Despite improvements in Cambodia's education system - due largely to reforms and increased government spending since 2001 - significant challenges remain, in particular a lack of access and low quality. These problems are felt most acutely in remote and rural areas, and by marginalized groups such as the poor, ethnic minorities, and girls. USAID's Improved Basic Education in Cambodia Project seeks to address these issues of access and quality through an approach that emphasizes holistic programming, stakeholder-driven development, and improved educational relevance and management. This project builds upon the solid experience gained by USAID and implementing partner World Education over the past five years, through the successful Educational Support for Children in Underserved Populations program and the Schools for Life program.



P R O J E C T D E S I G N

The Improved Basic Education in Cambodia Project has been designed with the goal of promoting better educated youth with increased access to a quality and relevant basic education. The development hypothesis underlying the project's technical approach is that in order to increase access to a high-quality, relevant education, one must simultaneously address a myriad of both demand and supply-side factors in a way that empowers local stakeholders and builds ownership. These factors are often linked and vary according to local context. Therefore, programming must take a holistic approach that is flexible enough to respond to evolving needs identified by stakeholders at the local level as well as within the national policy context.

USAID, through World Education and its partners, will implement the project in a way that enhances the effectiveness of the policy

framework of the Cambodian government. Key government policies include the National Education for All Plan (2003), the Child Friendly School Policy (2008) and the Life Skills Education Policy (2005). Increased access will be addressed through a combination of scholarships, school latrines and safe water, and other enrollment-boosting activities mediated by school grants. The objective of improved educational quality will be achieved through activities focusing on improved curricula in life skills, teacher education, and school management. The project will concentrate on schools in a mix of geographic areas, including urban, rural, and remote. The project also seeks to strengthen the capacity of civil society and local government. As part of its programming, local partners will receive extensive capacity building in order to better enable them to seek direct funding from multilateral and bilateral donors.

THE PROJECT AT A GLANCE



Objective: Better educated youth through increased access to a quality and relevant basic education

Duration: Five years (October 2009 - September 2014)

Total U.S. Budget: \$10 million

Provinces: Kampong Cham, Kratie, and Siem Reap

Target Groups:

202 primary schools, 89,221 children

101 lower secondary schools, 46,274 children

Key Approaches:

1. Holistic programming
2. Multi-tiered approach/key focus on good governance
3. Stakeholder-driven development and local empowerment
4. Connection of implementation to local context
5. Public-private partnerships
6. Advocacy and dissemination for wider and sustainable impact





P A R T N E R S

Schools and communities will play the central role in implementing the Improved Basic Education in Cambodia Project, as they best know the needs and realities of the areas in which the project will work. USAID, through implementing partner World Education, will collaborate with long-standing partners the Ministry of Education, Youth, and Sport and Kampuchean Action for Primary Education to provide the support that schools and communities need to effectively implement the project. Additional local partners will also have a key role to play. Activities are coordinated through a working-group structure known as Provincial

Working Groups, which include community and school representatives as well as District and Provincial Offices of Education counterparts. A Consultative Group at the national level will ensure the involvement of the Ministry of Education, Youth, and Sport's central-level departments in project implementation. In addition, USAID, through World Education, has established partnerships with two international NGOs, Equal Access and the American Institute for Research, and a local organization, NGO Education Partnership, for specific program elements related to communication and information dissemination.



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WORLD EDUCATION



C O N T A C T I N F O R M A T I O N

Kurt Bredenberg
World Education
Chief of Party
Email: kbredenberg@worlded.org.kh

Heng Sieng
United States Agency for
International Development (USAID)
Agreement Officer's Technical
Representative (AOTR)
Email: sheng@usaid.gov

World Education Office: House # 20, Street 222, Phnom Penh, Cambodia
Tel: (855-23) 216 854 / Fax: 218 369 / E-mail: worldedcam@worlded.org.kh
IBEC website: www.ibec.worlded.org