

IMPROVED BASIC EDUCATION IN CAMBODIA PROJECT (IBEC)

BACKGROUND

Despite improvements and achievements in Cambodia's education system brought about by reforms and increased government spending since 2001, significant challenges persist related to access and quality. This is particularly the case for those residing in remote and rural areas, and those marginalized by poverty, ethnic minority status or gender. The USAID-funded *Improved Basic Education in Cambodia Project* (IBEC) 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 program builds upon the solid experience gained by World Education over the past five years of implementation of the USAID-funded Educational Support for Children in Underserved Populations (ESCUP) Program and the Schools for Life (SfL) Program.



The IBEC began in October 2009 and is expected to continue through September 2014.



PROJECT GOALS AND OBJECTIVES

IBEC has been designed with the goal of promoting "Better educated youth" and "Increased relevance, quality, and access in basic education". Increased access will be addressed through a combination of scholarships, school latrines and safe water, and other enrolment boosting activities mediated by school grants. The objective of Improved Educational Quality have been addressing through interventions focusing on improved curricula in life skills, teacher education, and school management. IBEC concentrated on schools from a mix of demographic backgrounds including

IBEC also seeks to strengthen the capacity of civil society, local government, and local NGOs. As part of its programming, local partners received extensive capacity building in order to achieve formal accreditation from relevant bodies that will better enable them to seek direct funding from multi-lateral and bilateral donors such as USAID.

PROJECT PARTNERS

IBEC partner with long-standing partner Kampuchean Action for Primary Education (KAPE) and the Ministry of Education, Youth, and Sport. World Education has long relied on intensive involvement of counterparts and local partners (including local NGOs such as M1, WCRD, BDSA and EDA) through a working group structure known as *Provincial Working Groups*. These include representatives from school clusters, school directors, and both district and provincial level offices of education. A *Consultative Group* at national level will ensure involvement of central level departments in program implementation. In addition, World Education has established partnerships with one International NGOs, American Institute for Research



TARGET AREA AND BENEFICIARIES

World Education and its partners work in the six provinces of Kampong Cham, Kratie, Siem Reap (year1 to year5) and Prey Veng, Svay Rieng, Kompong Thom (Year4 to year5). Target schools include urban, rural and remote areas. IBEC will also seek to nearly double the number of children assisted by the program with a target of over 100,000 at primary and lower secondary school levels.



STRATEGY

The development hypothesis underlying IBEC's technical approach is that in order to achieve access to a relevant basic education of quality, one has to simultaneously address a myriad of both demand and supply side constraints in a way that both empowers local stakeholders and builds ownership. These constraints are often inter-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 the national policy context.

PROJECT STRUCTURE AND INTERVENTIONS

In designing the IBEC Project, World Education has developed a project structure with four technical components and a number of subcomponents. This includes components for: (i) Local NGO/Government Capacity Building & Advocacy for Sustainability; (ii) More Equitable School Access; (iii) Improved School Management and Community Engagement; and (iv) Educational Relevance. Component 2 has two subcomponents: Scholarships and School Grants. Component 4 also has two components: Life Skills Development and Teacher Education. The latter Component supports activities at both local and national level as it develops a Life Skills Curriculum Menu that is being field tested in schools and widely disseminated after it is revised.

Specific interventions coordinated by each section are listed in the box to the right.

Capacity Building & Advocacy for Sustainability

- Accreditation for all local partners by recognized governance bodies
- Radio programming
- National workshops for dissemination of life skills curricula

More Equitable School Access

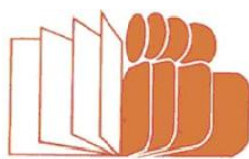
- School Grants (e.g., remediation, library support, minority outreach, school mapping, etc.)
- Scholarships for Children at Risk
- Local Teacher Recruitment & Scholarship support at PTTCs
- Community Teacher Support
- Health Referral
- Water Systems, Toilets, and Infrastructure support (Classrooms, wells, toilets, playgrounds)

Life Skills and Teacher Education Interventions

- Practical Livelihood Skills
- Economic and Workplace Readiness Skills
- Civics and Cultural Life Skills
- Cross-curricular teaching/learning skills (Effective Teaching & Learning or ETL)
- Health Education
- Establishing Thin Client Computer Labs & Science/Life Skills Labs
- Integrating IT Capabilities into Everyday Teaching and Learning



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