

## **DOAG Annex 2: Education Amplified Description**

### **I. Introduction**

This annex describes the education activities to be undertaken and the results to be achieved with the funds obligated under this Agreement.

USAID/Cambodia has developed a Country Development Cooperation Strategy (CDCS) 2014-2018<sup>1</sup> Programs under USAID's Development Objective 2 of this strategy (Improved Health and Education of Vulnerable Populations) aim to support the Royal Government of Cambodia (RGC) goals to improve reading comprehension among children and lower school dropout rates. Ultimately, USAID hopes to help Cambodians attain increased readiness to enter the work force.

### **II. Background**

Cambodia's education system has improved substantially in the last decade. The Ministry of Education, Youth and Sport (MOEYS) has been successful in increasing net enrolment in basic education to 98.2 percent in the 2013-14 school year and worked to build nearly 1,000 new schools in the last ten years. Additionally, in 2010-2014, the Royal Government of Cambodia revised the national curriculum and corresponding student learning materials with the goal to improve learning. Other achievements include declines in grade repetition and student dropout rates. Building upon these successes, the Royal Government of Cambodia seeks to improve the quality of education.

Literacy is a core indicator of education quality, as the ability to read and understand text are some of the most fundamental skills a child learns. The World Bank's Early Grade Assessment in 2010 revealed that one-third of Cambodian children could not read, and nearly half (46.6 percent) of those who could read did not understand what they had read. This is especially concerning since research has shown that students who do not learn to read in the early grades are more likely to fall behind in studies, repeat grades, and eventually drop out of school. In recognition of the relationship between quality of education and literacy rates, the MOEYS has made it a national priority to improve the quality of education to improve literacy rates.

#### **A. Strategic Alignment with Government Strategies**

The Royal Government of Cambodia seeks to achieve higher middle-income status by 2030. To support the Cambodian government's efforts toward this goal, USAID plans to assist Cambodia to achieve measureable improvements in education. The RGC has developed an overarching policy framework to support these efforts. The RGC commits to ensuring a better quality of life for its people, and in building a democratic, rule-based society, with equitable rights and opportunities for the population in economic, political, cultural and other spheres. The Royal Government of Cambodia produced a Development Cooperation and Partnerships Strategy (DCPS) to support implementation of the 2014-2018 NSDP, with the objective of promoting development effectiveness in Cambodia through a wide range of partnerships.

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<sup>1</sup> [https://www.usaid.gov/sites/default/files/documents/1861/CDCS%20Cambodia%20Public%20Version%20\(approved\).pdf](https://www.usaid.gov/sites/default/files/documents/1861/CDCS%20Cambodia%20Public%20Version%20(approved).pdf)

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In support of the NSDP and DCPS, the MOEYS also developed its own development plan, Education Strategic Plan for 2014-18, (ESP 2014-18). The ESP 2014-18 aims to improve three areas: 1). Ensuring equitable access to education services; 2). Enhancing the quality and relevance of learning; and 3) Ensuring effective leadership and management of education staff at all levels.. This ESP 2014-18 with ten core breakthrough indicators ambitiously aims to achieve numerous goals including placing 80% of five-year old children in early childcare education, achieving a 97% adult literacy rate, and liquidating 95% of the program budget by 2018. USAID’s programs in education will help advance the goals of the ESP wherever possible.

**B. Support of Technical Working Groups**

In support of coordination with the RGC and other donors on education issues, USAID/Cambodia participates in the following Technical Working Groups (TWGs) related to education:

- Technical Working Group on Education
- Education Sector Working Group

As appropriate, USAID will participate in additional TWGs and other aid coordination architecture throughout the life of this DOAG.

**III. Funding**

USAID investments of approximately \$6,985,000 in new basic education funds are planned for the 2015-2017 timeframe to achieve this Development Objective. If additional education funds become available, USAID Cambodia will consider expanding program activities. Currently, education fund earmarks for USAID Cambodia limit support to early grade reading only.

The RGC contribution reflects the MOEYS’s in-kind contributions to the shared objectives of the program. The contribution will equal up to twenty-five percent of the total program costs used to support activities that substantially benefit the Grantee or entail direct and substantial involvement of the Royal Government of Cambodia in the administration, management, or control of the activities hereunder. The dollar equivalent amount of this contribution shall be U.S. \$961,667 for FY 2015.

Changes may be made to the financial plan by representatives of the Parties without formal amendment of the Agreement if such changes do not cause USAID’s contribution to exceed the amount specified in Section 3.1 of the Agreement.

The financial plan for this program is set forth in the below table.

Description	Year (FY15)	Year (FY16)	Year (FY17)	Total
Education	2,885,000	1,860,000	1,860,000	6,605,000
<b>Sub-total:</b>	<b>2,885,000</b>	<b>1,860,000</b>	<b>1,860,000</b>	<b>6,605,000</b>

<b>Administration Cost:</b>	<b>100,000</b>	<b>140,000</b>	<b>140,000</b>	<b>380,000</b>
<b>Total Estimated USG Contribution</b>	<b>2,985,000</b>	<b>2,000,000</b>	<b>2,000,000</b>	<b>6,985,000</b>
<b>Total Estimated RGC Contribution</b>	<b>961,667</b>	<b>620,000</b>	<b>620,000</b>	<b>2,201,667</b>

#### **IV. Results to be Achieved**

In order to support the RGC's goal in basic education, USAID activities will contribute to Joint Monitoring Indicators (JMI) such as:

- Completion rate of students in primary education increased.
- Improved use of textbooks for both students and teachers at primary schools; and
- Improved reading skills in early grades.

Relevant illustrative indicators are:

- Proportion of students who, by the end of two years of primary schooling demonstrate that they can read and understand the meaning of grade level text;
- Percent change in early grade reading assessment scores;
- Number of learners receiving reading interventions at the early grade level;
- Number of teachers receiving USG assistance to implement effective instructional practices;
- Number of parents or caregivers who report reading to their children or listening to their children read to them daily; and
- Number of teaching and learning materials, policies revised or developed and distributed.

#### **V. Activities**

All activities will align with the following technical area:

##### **A. Improved literacy skills of children**

Although Cambodia's literacy rate is high, reading comprehension is low as a result of poor quality teaching instruction and schools. Reading achievement scores on a national test revealed that 54 percent of children tested were not able to demonstrate the expected reading skills at grade 1. USAID programs will enhance the quality of Cambodia's reading programs by improving teacher training, teaching tools, and curricula. Specific activities are currently being designed in consultation with the MOEYS.

##### **B. Additional Support**

This Amplified Description may be changed upon written consent between MOEYS and USAID to, among other things, add additional activities without formal amendment of this Agreement, provided that such changes are within the limits of the definition of the Objective in Section 2.1.

## **VI. Program Management**

All activities will be designed in coordination with the relevant RGC counterparts and with appropriate consultations with stakeholders. Program design will include a provision for a management structure, chaired by MoEYS or co-chaired by MoEYS and USAID that will, inter alia, endorse an annual work plan and budget and monitoring of the program activities.

## **VII. Roles and Responsibilities of the Parties**

### **A. Ministry of Education, Youth and Sports**

MOEYS serves as the RGC lead partner in the implementation of the Agreement, including, but not limited to the inter-ministerial and inter-departmental coordination, provision of competent technical staff and provision of workplace for the staff. Consistent with the Laws of the Kingdom of Cambodia and the policies and procedures of the Royal Government of Cambodia, MOEYS will:

1. Facilitate the official approval at all levels necessary within the RGC for implementing program activities.
2. Facilitate the necessary documentation, if required, for USAID implementing partners to carry out the work described herein.
3. Coordinate communications with the appropriate RGC authorities that the activities of USAID implementing organizations should receive support to carry out the work described herein.
4. Oversee program activities and participate in the site visits from time to time.
5. Participate in the monitoring and evaluation of the projects.
6. Facilitate the official permits, visas, and any other permissions described in Article 6 of the Agreement.
7. Facilitate the exemptions described in Section B.4 of Annex 3.
8. Undertake other activities as required by the program.

### **B. The U.S. Agency for International Development (USAID):** In achieving this Development Objective and results of this Agreement, USAID will:

1. Provide, through USAID implementing organizations, appropriate technical assistance to implement the program;
2. Contribute towards the achievement of the National Education Strategic Plan;
3. Ensure that USAID implementing organizations provide reports on program activities to the MOEYS as appropriate and that other relevant documents and information produced by the program be provided to the MOEYS on a timely basis;
4. Consult with the MOEYS at regular, mutually agreed upon intervals, or at the request of the MOEYS, on progress towards the achievement of the: a) program's objective; b) performance of obligations under this Agreement; and

- c) performance of USAID implementing organizations, and other matters related to this Agreement; and
- 5. Participate and contribute to the education Technical Working Group and its sub-Technical Working Groups and all other TWGs as appropriate.

### **VIII. Monitoring and Evaluation**

Routine monitoring will focus largely at the implementing mechanism level and track required basic education indicators. USAID's implementing partners will use their own monitoring and evaluation systems to regularly collect data against these indicators. Should there be multiple implementing mechanisms under this Development Objective, USAID will ensure that all are working to achieve the complementary objectives and contribute to both USAID's Intermediate Results and the RGC's Joint Monitoring Indicators. Indicators, baselines and targets should, as far as possible, be drawn directly from RGC's own results frameworks and policy objectives.

### **X. 1994 Framework Bilateral**

All assistance provided under this Agreement by USAID and its implementing organizations shall be entitled to all diplomatic, tax and other privileges and benefits set forth in the Economic, Technical and Related Assistance Agreement between the Government of the Kingdom of Cambodia and the Government of the United States of America dated October 25, 1994.