

TA COMPLETION REPORT

Division: AWEH

TA No/Name: TA No. 1889--CAM: Emergency Training of Teachers				TA AMOUNT APPROVED: \$1,300,000	SOURCE: Sida
				REVISED AMOUNT:	
EXECUTING AGENCIES: Ministry of Education				TA AMOUNT UNDISB: \$271,968.67	TA AMOUNT UTILIZED: \$1,149,993.44
DATE:	APPROVAL: 14 May 1993	SIGNING: 13 Sept. 1993	FIELD: November 1993	CLOSING: ORIGINAL: 14 Dec. 1994	ACTUAL: 30 June 1995

TA DESCRIPTION:

During the mid-1970s, the formal education system in Cambodia was destroyed because of civil war. Schools were closed, and teachers fled the country. Books were destroyed and educational buildings left without maintenance. Since 1979 the education system has been reconstructed and in operation, however, there was no framework to set policy directions and carry out planning, budgeting and control of expenditures; teachers qualifications were very low; dropout and repetition rates were high; and facilities were poorly maintained. The Bank decided to address some of these deficiencies through TA.

TA OBJECTIVES AND SCOPE:

The objectives were to (i) carry out an analysis of the education sector, and (ii) improve the capability of teacher trainers in primary and lower secondary teacher colleges. The sector analysis included (i) analysis of the education sector, (ii) identification of needs for information and data in the sector and the development of methodologies for collection and utilization of such data for planning, (iii) review of financial and budgeting arrangements in education and the methodology for estimating unit costs at all levels; and (iv) establishment of a policy framework for curriculum development. The training of teacher trainers involved (i) analysis of the organization and management of the teacher training system, (ii) development and presentation of training programs, particularly in science and mathematics, at teacher training institutions, (iii) development of innovative and cost-effective methods of teaching to provide an integrated approach to basic education, and (iv) identification of appropriate alternative models of preservice, retraining and in-service teacher education.

TA INPUTS EVALUATION:

The Swedish International Development Cooperation Agency provided \$1.3 million for the TA. Forty-five person-months of international consultants and 19 person-months of domestic consultants were provided for TA implementation. Short-term regional fellowships were provided for seven senior educationists and workshops for teacher trainers. Two vehicles, four computers and printers, and one photocopier were other TA inputs. The Government provided counterparts and office accommodation. The consulting firm's performance was generally satisfactory in terms of consultants' expertise, management of the TA and working relationships with the Executing Agency and donors.

TA OUTPUTS EVALUATION:

The following reports were produced: (i) System Analysis: Education Management and Resource Management, (ii) Financing Education in Cambodia, (iii) Education Sector Review (four volumes), (iv) Women and Education in Cambodia, (v) Primary Education and Pre-schooling in Cambodia,

(vi) Teacher Training Colleges in Cambodia: A Situational Analysis, (vii) Secondary Education in Cambodia, (viii) School Mapping and Building Conditions Audit, and (ix) Management and Organization of Teacher Education. The combined reports provide the most detailed and comprehensive study of education in Cambodia at this stage. The Education Sector Review will be published by the Bank. Fifteen Khmer master trainers were trained in pedagogy, curriculum and preparation of training materials and manuals. A teacher training manual was developed and reproduced in English and Khmer to be used at provincial and regional colleges. A two-week workshop was held for 54 regional teacher trainers. The study tour raised awareness of many aspects of other education systems which can be applied in Cambodia. The number of teacher trainers to be trained was about half of that anticipated because of Government change and merger of three education ministries into one ministry caused delay in the start-up of the training program; the limited number of master trainers nominated by the Government; and the need for reassessment of teacher training policy as an outcome of the sector review. The Government's priority, after endorsing the Education Sector Review, was the need for an education sector investment plan. The Bank's mid-term review therefore redirected the TA towards further research and data collection, e.g. in education of females and minorities and school mapping, to assist identification of program priorities and the development of phased and costed investment plans.

TA OVERALL ASSESSMENT:

The TA was successful. The Education Sector Review, including analysis and recommendations for teacher training, is recognized as a key document for investments in education, both for the Government and donors. The document was used as the basis for the development of an education investment plan, subsequently presented at a Round Table Meeting for donors in December 1994. All representatives of the Round Table endorsed the investment plan and committed to support different parts of the plan. While the number of trained teacher trainers was not very large, it is anticipated that they will play a catalytic role in future teacher training, and the training manual with emphasis on "khmerization" of educational concepts will be a useful tool for future teacher training.

MAJOR LESSONS LEARNED:

TAs for sector analysis are extremely important to establish an analytical basis for policy dialogue and prioritization of investments. In a country like Cambodia which has urgent needs to be addressed in most subsectors and which is relatively new to external assistance, a sectoral analysis will assist the Government to formulate policies, and plan and prioritize programs and investments from the start. Furthermore, the success of a sector analysis is dependent upon the full commitment of the leadership of the ministry concerned as well as the close involvement of national staff in the conduct of the study.

FOLLOW-UP ACTION AND RECOMMENDATIONS:

The Education Sector Review and complementing reports are already being used by the Government and donors in Cambodia as source documents for policy, strategy, and investment formulation in education. Future Bank programming and project preparation for the education sector should draw upon this resource.