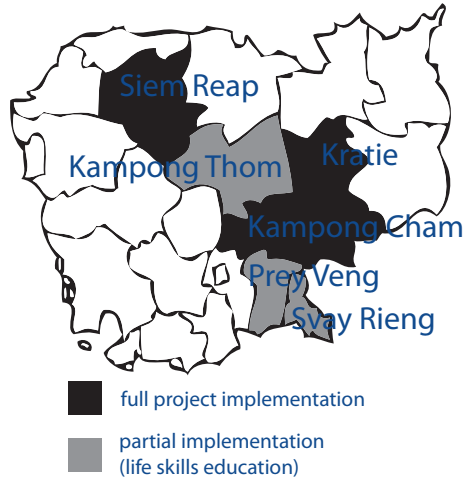


Improved Basic Education in Cambodia (IBEC) Project (2009-2014)

IBEC Project Sites



Project Impact



301 schools improved (and an additional 30 introduced lifeskills education)



24 in-school science labs constructed



126,458 people given access to improved drinking water



136,383 primary and secondary students provided improved basic education



232,860 textbooks and other teaching materials distributed



300 schools given improved WASH facilities



602 school directors trained on school management and leadership



1,904 teachers trained



398 community teachers recruited and trained

Need and Approach

The Cambodian school system faces significant challenges related to access and quality, particularly for students residing in remote and rural areas, and those marginalized by poverty, ethnic minority status, or gender. To meet those challenges, the IBEC Project took a holistic approach, recognizing that in order to achieve access to quality of education for all, one has to work closely with local stakeholders to build the capacity of both schools and local communities, while at the same time addressing current economic and social needs.

Program Objective:
 Increased Relevance,
 Quality,
 and Access
 in Basic Education



Component 1
Capacity Building



Component 2
More Equitable School Access

- Scholarships
- School Grants



Component 3
Improved School Management and Community Engagement



Component 4
Educational Relevance

- Workforce Development through Life Skills Education
- Educational Innovation for Science & Technology
- Teacher Education



USAID
FROM THE AMERICAN PEOPLE



WORLD EDUCATION



The IBEC Project was implemented by World Education with funding from USAID and support from our local partner Kampuchean Action for Primary Education. For more information about IBEC, contact Estelle Day at estelle_day@worlded.org

Improved Basic Education in Cambodia (IBEC) Project

The IBEC Project, implemented by World Education and funded by USAID, focused heavily on youth, with many interventions aimed at the secondary school level. The project also supported interventions at the primary level to promote transition to Grade 7, and focused heavily on interventions at Grades 4, 5, and 6, where dropout rates start to accelerate.

A major project focus was on life skills education, school management, and school water and sanitation systems. Another major new element in the IBEC Project related to its focus on institution-building, especially local NGO partners and government. NGO partners whose capacity was built through the IBEC Project include Kampuchean Action for Primary Education (KAPE) and Buddhist Social Development Association (BSDA). An accreditation process for those partners was initiated in Year 3 (2012) through the NGO Good Practices Program (GPP) operated by Committee for Cooperation in Cambodia (CCC), leading to the eventual accreditation of both agencies, a major achievement.

Key Innovations of the IBEC Project

1. Successful Life Skills Curriculum Development and National Adoption: The project developed a structured life skills curriculum for lower secondary schools that responded to many of the problems that had undermined earlier efforts to implement the MoEYS' 2006 Life Skills Education policy.

2. Strengthening Civil Society: Institution-building efforts resulted in the accreditation of two civil society partners by CCC including Kampuchean Action for Primary Education and Buddhist Social Development Association.

3. Innovations in Public-Private Partnership: IBEC assisted KAPE in setting up a social enterprise: Thunthean Seksa or TTS. This enterprise became fully independent of the project in 2012 and is now ensuring sustained access to innovative teaching and learning aids to all of Cambodia's schools.

4. Developing Innovative School Selection Approaches: The project was able to establish new methods of school selection based on structured surveys of interest and motivation among candidate schools that helped to ensure greater commitment to the project's goal structure.

5. Innovations in ICT Access: IBEC also successfully mainstreamed revolutionary innovations in technology in rural Cambodian secondary schools using what are known as thin client devices that have successfully addressed many of the technological challenges undermining other donor investments in ICT labs. These devices were able to reduce costs, save energy, and lower maintenance needs for all computer labs.

6. Career Counseling Innovations: IBEC is the first project to develop a hands-on manual on school-based career counseling that was successfully piloted in collaboration with the Vocational Orientation Department. While significant challenges remain for replicating such services, an important first step has been taken with useful protocols for implementation and clear documentation designed to help youth plan their futures.

7. Additional Innovations in Educational Quality: Other key achievements of IBEC in the area of educational quality include the introduction of (i) subject classrooms, (ii) provisions to maximize science lab utilization, and (iii) the use of Student Councils and Subject Clubs to amplify student learning.

8. Solving Teacher Shortages: Another major success of the IBEC project related to its strategy to address teacher shortages. This approach relies heavily on local teacher recruitment, PTTC-level scholarships, and the use of Community Teachers on an interim basis. The strategic recruitment and placement of teachers in this way has helped to reduce PTR levels by 8% in target areas and field 360 locally recruited teachers.

9. Massive Expansion in Access to WASH Facilities: Investments in WASH facilities have been a key area of support for IBEC since Year 1. The project completed its investments in Water & Sanitation facilities during Year 4 implementation, followed by some repairs and small additional investments in Year 5. Over the five-year period of its implementation, the project invested approximately \$1 million in WASH systems in 290 schools benefiting about 133,580 children and teachers (67,054). Many of these investments have introduced new designed in WASH facilities such as Wash Stations and Toilet Blocks with aesthetic designs to blend into the school environment.

10. Strong Ministry Buy-in: It should be noted that for each of the achievements mentioned above, IBEC achieved a high level of project 'buy-in' by MoEYS stakeholders at the highest levels, especially by the Minister of Education himself, and the Director General of the Directorate of General Education, who chaired IBEC's oversight committee (known as the Consultative Group).

Impact on both educational access (e.g., declines in dropout) and quality (e.g., improved promotion rates among failing students, reductions in teacher shortages, Life Skills Education Curricula) is evidence that holistic educational designs are both feasible and effective.



The IBEC Project was implemented by World Education with funding from USAID and support from our local partner Kampuchean Action for Primary Education.

For more information about IBEC, contact Estelle Day at estelle_day@worlded.org