



Cambodia

Education for All 2015 National Review

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KINGDOM OF CAMBODIA
Nation Religion King

Royal Government of Cambodia

**National Education For All
Committee**

**The National Education For All
2015 Review Report**

Preface

Ten years ago, governments of 164 countries together with all development partners jointly committed to expanding educational opportunities for all children, youth and adult by 2015.

Participants at the World Education Forum in Dakar, Senegal, endorsed a broad and comprehensive educational vision mainly focusing on human rights, affirming the importance of learning of all ages and emphasizing the special needs of the poorest, the most vulnerable and the most disadvantaged groups in the society.

Comprehensive education reform in Cambodia began in 2000. Many children have access to education, especially children of poor families and girls. The Royal Government and development partners have paid attention on supporting basic education for 9 years. Early childhood education has also been recognized as the foundation for general education and prioritized.

The Royal Government of Cambodia, under the wise leadership of **Samdech Akka Moha Sena Padei Techo HUN SEN**, Prime Minister of the Kingdom of Cambodia, has been internationally recognized for its firm commitment to education, its sound sector policy and the remarkable improvement achieved in expanding access from the preschool to higher education.

This education effort led to Cambodia being awarded two grants from the Global Partnership for Education Fund. The first grant was an amount of 57.4 million US dollars in 2008 and the second grant was an amount of 38.5 million US dollars in 2014. It has also received assistance from other development partners to continue developing education in response to the increased need for education.

Preparation of the National Education For All 2015 Reviews Report gave Cambodia an opportunity to understand more clearly the priorities for further implementation, and the means of comparing its educational situation with that of other countries in the region and around the world. Furthermore, this review enabled development partners and other stakeholders to reflect on their previous performance and the use of their aids cooperative financing in order to achieve Education For All by 2015 and also to think about the post-2015 period.

Phnom Penh,, 2014

Minister

Ministry of Education, Youth and Sport

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The National Education for All 2015 Review Report

1. Introduction

1.1 Development context and priority for the country

The development of skilled human resources with quality, ability and virtue is a key priority for Cambodia. The Royal Government envisages that Cambodia will step into lower–middle income country status by 2030 and attain developed country status by 2050. In working towards this goal the education sector continues to give priority to the improvement of education quality and relevance to the needs of the labor market.

The 2013 Central Intelligence Agency showed that the population of Cambodia was growing at an estimated rate of 1.67 %. The median age was 23.7 years. This is one of the youngest populations in the region. To reflect this demographic, the Ministry of Education Youth and Sport has invested heavily in education from pre-school to tertiary levels especially during the last decade 2004 – 2014. There has also been growth in non-formal education and opportunities for youths and adults to gain key technical skills to increase employment opportunities; The Royal Government is striving to harnessing all the potential of Cambodia's demographic dividend, to ensure a favorable environment for socio-economic development.

To support these initiatives continuing efforts are being made to achieve poverty reduction of around 1 percent per year and achieving the Millennium Development Goals (MDG) by 2015. The poverty rate has decreased from 47.8 percent in 2007 to 19.8 percent in 2011 (NSDP 2014-2018) and the net enrollment rate for female students in primary education achieved 97 % in school year 2012-2013. The literacy rate of those aged 15 or over in Cambodia has reached 79.7% in 2013. These growth rates are supporting the achievement of the MDGs and are making valuable contributions to achievement of developed country status. However, there are still many challenges to be overcome.

1.2 The context of education development and challenges

Education is a key to achievement of Cambodia's long-term vision to build a peaceful country with political stability, security and social order, long-term economic growth, sustainable development and equity, improved living standards and reduced poverty.

Human resource development through education is identified as one of the four Government priorities which will ensure competitiveness in an increasingly open regional labor market. This will be achieved through: (1) training of skilled and productive labor to meet market demand and increase added value; (2) developing regulatory frameworks, and improving educational and vocational training institutions; (3) encouraging private sector participation in education; (4) strengthening the quality of education, promoting scientific research, technology development and innovation.

The main challenge is to develop an education environment where each child is educated according to their age, aptitude and ability in order to create a highly skilled workforce.

To achieve this Cambodia first needs to focus on strengthening the quality of and access to a comprehensive nine year program of basic education for all school age children within the Education For All framework. The long-term education vision of Cambodia recognizes access to Early Childhood Education as a strong foundation for all further levels of education. There is also a focus on giving extra support in reading and mathematics to students in the early grades of primary education. Basic education graduates should have the opportunity for further learning through participation in secondary education followed by Higher or technical and vocational education.

The Education Strategic Plan 2014 – 18 recognises these challenges and the ways to address them. The quality of education will be strengthened by a focus on improving teaching, learning and student achievement. Qualifications of teachers will be upgraded from 12+2 to 12+4 by 2020. There will also be a focus on ensuring that the curriculum at general education and higher education levels meet the ASEAN quality standards.

1.3 Major policies, strategies and interventions for education and learning

Education in Cambodia follows three main strategies. These are:

- 1) Enabling equitable access for all to education services
- 2) Enhancing the quality and relevance of learning
- 3) Ensuring effective leadership and management of education staff at all levels

The objectives of enabling equitable access for all to education services are to ensure that all children have access to Early Childhood Education (ECE), primary and secondary education as well as opportunities to continue learning. Special attention is being paid to increase access for the most disadvantaged children and young people. This is supported by the Early Childhood Education and Development Policy which includes a focus on training parents to understand basic health and safety of their children as well the value of education.

The objectives of enhancing the quality and relevance of learning are to ensure that all children and young people have a relevant, high quality learning experience which enables them to contribute effectively to the growth of the Nation. This requires development of an effective quality framework that provides learners, parents, communities, teachers and managers with clear performance indicators which can be monitored, measured and reported.

The Child Friendly School Policy encourages the enrolment of all school age children, constant improvements in teaching, learning and school management as well as community participation to strengthen demand for improved student performance.

The objective of ensuring effective leadership and management of education staff at all levels aims to ensure education services are provided effectively and flexibly. Efficient and professional management provides best value (with a focus on results), timely and relevant monitoring and reporting of results with effective feedback, measures for accountability and mechanisms for adjustment to policy, strategy and programs at both national and sub-national level. Management of public education institutions can respond efficiently to emerging needs at school level.

1.4 The relevance of Education for All within the country context

Essentially the 6 goals of Education For All are aimed at creating a sustainable cycle for development of the key human resources which in turn leads to both social and economic growth. Since socio- economic growth is a key priority for the Government of Cambodia. The Government will continue to implement the principles of Education for All in order to ensure equitable access to education, improve the quality and efficiency of education services at all levels, and continue to improve institution and capacity of education staff. This is evidenced in the Education Strategic Plan 2014 – 18 which includes the following priorities, with a focus on:

- Promoting awareness and human capacity in the field of science and technology, especially the priority sectors such as agriculture, including agricultural crops, livestock, and aquaculture, industry, energy, construction,

and physical infrastructure sectors, information technology and communications sectors, health and environmental issues.

- Increasing equitable access to education services through the continued locating of primary schools in all the villages, ensuring at least one lower secondary school per commune, expanding the number of universities or branches to ensure one in each province, deploying teachers to ensure coverage includes disadvantaged areas increasing the number of dormitories, providing transportation, reducing parental payment for education, increasing school-based budgets as well as increasing the participation of the private sector and development partners in education development.
- Improving the quality and efficiency of education services at all levels and training in both technical and functional skills in public and private institutions in line with international standards and the country's development needs.
- Continuing improvement of technical and vocational training, education and youth development for technical and soft skills to work as a team, to enforce discipline and ensure professional ethics in the workplace.

Meanwhile, the reform initiatives of the Ministry of Education, Youth and Sport (MoEYS) in the context of EFA will be supported and strengthened through following the law and raising education standards. The constitution of Cambodia states that public schools must provide nine years of free education. The development of a comprehensive law on education will establish education standards with clear intention to work towards achieving a quality education service at all levels.

2. Tracking progress

2.1 Early Childhood Care and Development

Objective: Expanding and improving comprehensive early childhood care and development, especially for the most vulnerable and disadvantaged children.

In Cambodia, there are four Early Childhood Education (ECE) services for children aged 3 – 5... These are:

- 1) Formal preschools (FPS). These take place either in special pre-school classrooms located in primary schools or in other separate buildings. Teachers are normally fully qualified to teach at either primary or pre-primary level.
- 2) Private preschools (PPS). In the past these were usually well resourced. They catered for those who could afford to pay private fees and were often aimed at the international community. Teachers often held internationally recognized qualifications. However the rise in demand for pre – schools has led to a number of schools not meet the education standards yet. The MoEYS is currently preparing regulations to assure the quality and education standards of private pre-schools in both rural and urban areas.
- 3) Community preschools (CPS). Community pre- schools are commonly found in rural areas where access to formal pre-schooling is difficult. Community pre- school teachers are not normally qualified teachers but many have attended in –service training provided by the MoEYS. They are often paid by the Commune Council. Classes can take place under private homes or in shelters provided by the community. Some Community pre-schools are allocated space in local primary schools or pagodas.
- 4) Home based education programs (HBEP). Home based education programs are more focused on the parents than on the children. Such programs are organized by local mothers on a voluntary basis. Groups come together under the leadership of a Core Mother to discuss

how to care for the health, well being and education of their pre-school children from 0 – 6 years old. Core Mothers are trained and materials provided by the MoEYS and other NGOs.

2.1.1 Enrolment in ECE Services

Table 2.1.1 below shows that, the percentage of children enrolled at preschool level increased from 6.5% to 33% between school year 2000-2001 and 2012-2013. The reasons for the increase are mainly due to expansion of pre-school classes in primary schools which started in 2009; expansion of community preschools, and home based education programs in the remote and non-ECE serviced areas. These expanded rapidly between 2010 – 2012 as a result of the GPE program. The total number of children receiving ECE services increased by 4 percentage point between 2006-2007 and 2012-2013. The highest increase was at the level of 5 year olds. Enrolment of 5 year olds in pre-school rose by 38 percentage points over the same period rising to 56% in 2012-2013. This result exceeded the Education Strategic Plan 2009-2013 target of 55%.

Table 2.1.1 Number and percentage of children 0-5 Participating in ECE Services

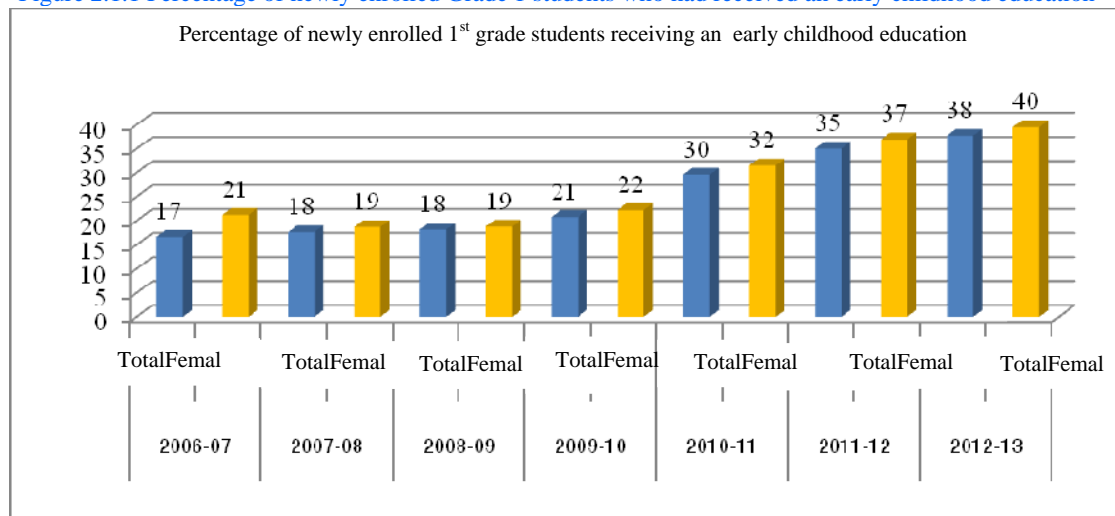
School Year	Total number of children 0 – 5 receiving ECE Services				Enrollment of ECE 3 to 5 Ys				Enrollment of ECE 5 Ys			
	Number		%		Number		%		Number		%	
	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Girl
2000-01	N/A	N/A	N/A	N/A	78,368	40,405	6.5	N/A	N/A	N/A	N/A	N/A
2001-02	N/A	N/A	N/A	N/A	89,299	44,577	8.27	N/A	N/A	N/A	N/A	N/A
2002-03	N/A	N/A	N/A	N/A	88,530	43,541	8.87	N/A	N/A	N/A	N/A	N/A
2003-04	N/A	N/A	N/A	N/A	88,470	48,962	10.72	N/A	N/A	N/A	N/A	N/A
2004-05	N/A	N/A	N/A	N/A	104,049	52,239	11.17	11	59,568	29,581	18	19
2005-06	N/A	N/A	N/A	N/A	119,893	60,541	11.97	12	68,639	34,283	21	22
2006-07	206,922	112,540	14	15	119,719	60,634	14	14	82,704	49,583	29	35
2007-08	226,348	113,531	17	17	129,853	65,414	16	16	88,911	44,407	31	31
2008-09	138,038	69,500	10	10	142,523	72,241	15	15	94,563	47,566	32	33
2009-10	212,321	106,767	15	15	189,476	95,384	22	16	116,328	58,228	42	33
2010-11	234,455	118,009	14	14	208,160	104,765	26	26	126,618	63,470	46	46
2011-12	275,844	138,258	15	15	245,825	123,429	29	29	146,071	72,781	53	52
2012-13	311,154	155,519	18	17	280,191	140,041	33	33	157,226	77,834	56	56

Source: EMIS and ECED, MoEYS

2.1.2 Newly Enrolled Grade 1

Figure 2.1.1 below shows the percentage of newly enrolled Grade 1 students who have received a pre-school education. The percentage increased significantly from 2012-2013 to 2011-2012. This was mainly due to implementation of the Global Partnership for education funded program which increased the total number of formal and informal pre-school classes. The largest increase was at formal pre-school level.

Figure 2.1.1 Percentage of newly enrolled Grade 1 students who had received an early childhood education



Source: EMIS and ECED, MoEYS

2.1.3 Enrolment in Private Pre-Schools

The Private sector also provides ECE, but enrollment is low because this service provision operates mainly in urban areas where there is easy access to state pre-schools. As rural areas are developing, there is a small rise in the number of private rural pre-schools. The Ministry of Education, Youth and Sport encourages provision of private pre-schools in rural areas.

Table 2.1.2 Percentage of Enrollment in Private Preschools

Indicator	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Children aged 3-5 receiving education	1.14	1.26	1.96	2.40	2.50	2.80	3.80
5-year-old children receiving education	1.63	1.87	1.41	2.00	3.00	3.10	4.70

Source: ECED, MoEYS

2.1.4 Enrolment in Community Pre-schools

Table 2.1.3 below shows that enrollment of children aged 3 to 5 years old in Community preschool increased from 2.77% in 2006-2007 to 6.6% in 2012-2013. Enrolment of 5 year old children increased from 4.04% to 8.9% during the same period. This increase was achieved mainly through collaboration of all stakeholders and development partners which increased access to community pre-schools by training pre-school teachers as well as providing materials and in-service training of community pre-school teachers. However, as the data shows, although there has been a steady increase in the number of children attending community pre-schools the percentage is still low. There is need for more community preschool services, particularly for children in remote areas, poor families, and ethnic minority groups. This concern has reflected in Education Strategic Plan (ESP) 2014-2018.

Table 2.1.3 Percentage Enrollment rate in Community Preschools

Indicators	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Children aged 3-5 receiving education	2.77	2.89	2.98	4.70	5.40	6.60	6.60
5-year-old children receiving education	4.04	4.97	4.01	6.60	7.60	9.50	8.90

Source: ECED, MoEYS

Expansion of Community Preschools

The KrousarYoeung Association, in collaboration with the Ministry of Education, Youth and Sport and stakeholders in the community, has increased the number of community preschools to 147 nationwide. The community preschool in Beng village, Danrun commune, Sot Nikum district, Siem Reap province was completed on November 10, 2008.



KrousarYoeung Association held discussions with every stakeholder in the community regarding the building of a community preschool in the heart of the village to make it easy for children to regularly attend school. A canteen and sanitary toilets were also built for children.

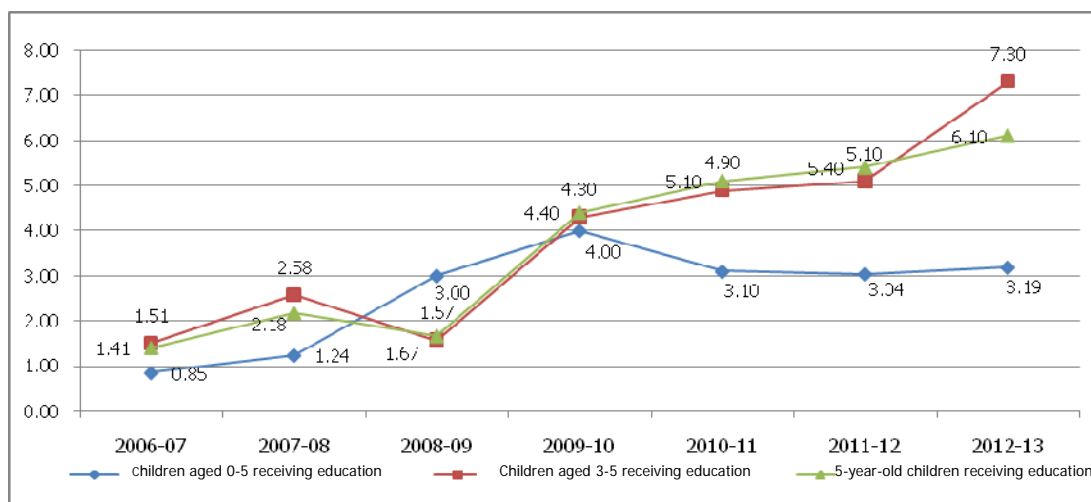
From School Year 2008-2009 to 2013, the community preschool in Beng commune has regularly enrolled 82% of children aged 3-5. In school year 2013 - 14 it expects to enroll 100% of children aged 3- 5. Every year since it began, 100% of 6-year old children enrolled in the pre- school successfully transferred to the 1st grade of LomProleng Primary School, located 1.5-2 km away. 65% of children currently studying at Beng Village community preschool were in the top ten of highest achievers at LomProleng Primary School.

Source: KrY. Association, Year 2008

2.1.5 Enrolment in Home Based Education Programs

The Home-based program is also one of the successful early childhood education services. The program operates mainly in rural and remote areas and focuses mainly on education services for mothers with children aged 0 – 3. The data in Figure 2.1.2 below, shows that expansion of this service is relatively low. Quality of provision is also often low and there are difficulties in reaching areas in need. The Ministry of Education, Youth, and Sport has prepared a set of quality standards for this service linking it with nutrition and health programs to ensure it covers both the physical and cognitive development of pre-school children.

Figure 2.1.2 Enrollment rate of Home-Based program



Source: ECED, MoEYS

2.1.6 Provision of Pre-school Teachers

The data in table 2.1.4 shows that the need for preschool teachers at both formal and community level is very high compared with the number of preschool teachers deployed annually. The shortage of teachers is due to the increased number of preschool classes which rises annually in response to demand. MoEYS has increased the number of teachers by constructing an additional pre-school teacher training building which allows it to double the number of trainees. However this is still insufficient to meet demand. In order to maintain quality of provision the MoEYS has prepared minimum standards Community Pre-school Teachers which are used as part of the CPS training.

Table 2.1.4 Percentage of Pre-school Teachers Needed Against Those Trained

Description	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13	
	No. Tea. need	% trained teacher	No. Tea. need	% trained teacher	No. Tea. need	% trained teacher	No. Tea. need	% trained teacher	No. Tea. need	% trained teacher	No. Tea. need	% trained teacher	No. Tea. need	% trained teacher
Public preschool	506	20	586	17	740	14	793	13	1026	10	1259	16	1633	12
Community preschool	1088	96	1130	86	1195	100	1439	100	1801	100	2469	98	2419	98

Source: ECED, MoEYS

2.1.7 Ratio Of Students to Teachers

Table 2.1.5 reveals that the ratio of students to teachers in public and community pre-schools is higher than the agreed national standard of 25: 1. This puts pressure on teachers and classrooms. The pressure is lower in private pre-schools as most operate in urban areas where there is more choice. The number of Core Parents trained to lead home-based programs is very limited, but many children and their Parents participate in the program. This creates challenges for provision of good quality programs.

Table 2.1.5: Ratio of Students to Teachers

Indicators	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Standard ratio of Public preschool students to teachers	25	25	25	25	25	25	25
Actual average ratio of Public preschool students to teachers	27.67	27.00	28.38	30.21	28.71	31.00	30.79
Standard Ratio of private preschool students to teachers	25	25	25	25	25	25	25
Actual average ratio of private preschool students to teachers	22	26	20.94	20.23	22.44	22.76	21.30
Standard ratio of community preschool students to teachers	20	20	20	20	20	20	20
Actual average ratio of community preschool students to teachers	23	26.5	22.22	23.31	26.19	23.11	23.77
Standard ratio of children in home based program to core parents	30	30	30	30	30	30	30
Actual ratio of children in home based programs to core parents	31	50.62	22.70	44.19	44.12	41.36	44.12

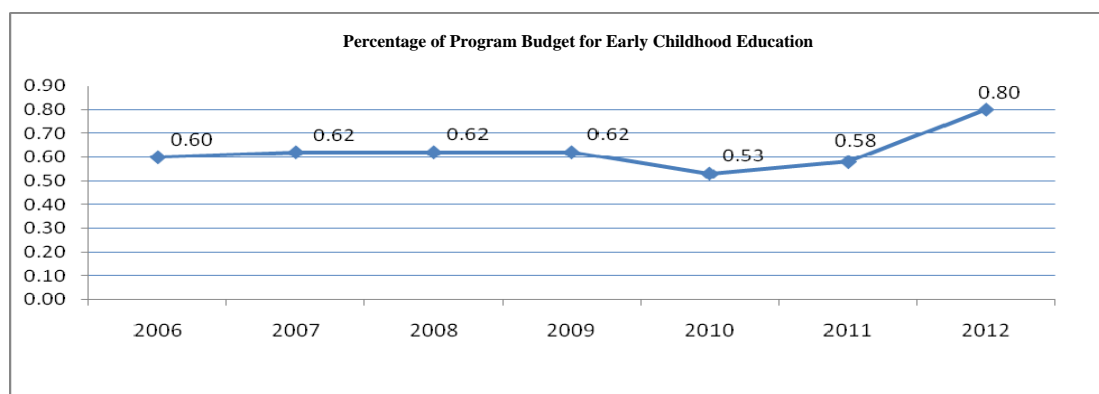
Source: EMIS and ECED, MoEYS

2.1.8 Program Budgeting for ECE

According to Figure 2.1.3\ the early childhood education share of the program budget was 0.60% in 2006 rising to 0.62% in 2007 after which it remained stable until it reached its lowest point of 0.53 in 2010. This decrease was mainly in funding for Home based Education programs. However the percentage share quickly rose again to 0.58 in 2011 to an all time high of 0.80% in 2012. . The reason for this unprecedented increase is due to the expansion of preschool classes in primary schools and increases in the school operating budget.

Expansion of ECE provision at all levels is high on the MoEYS development agenda as is clearly shown in the Education Strategic Plan 2014 – 2018.

Figure 2.1.3: Percentage of Program Budgeting for Early Childhood Education



Source: DoF, MoEYS

2.2 Universalization of Primary Education

Ensuring that by 2015, all Cambodian children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to complete free and compulsory education of good quality education.

The following policies, regulations and key achievements were developed by various Ministry of Education departments in collaboration with development partners and all stakeholders, the main achievements are as follows:

1) The number of schools reaching a medium level Child Friendly School status had increased from 29.60% to 39.45%. Those reaching advanced level increased from 28.77% to 33.26% between school year 2006-2007 and school year 2012-2013 respectively.

Lesson Learned: Child-Friendly School of Advanced Level

PrekEng Primary School is located nearby PsarPrekEng, KbalChroy village, SangkatPrekEng, Khan Mean Chey, Phnom Penh. It is one of the primary schools in Phnom Penh had implemented Child Friendly School program.

The school principal is very hardworking. He tries to fulfill his duties well by using collective workforces available at the school. He is good at attracting generous people, communities, local authorities and other stakeholders to contribute to the development of the school. The efforts of the school principal and every stakeholder during academic year 2011-2012 produced good results-enrolling children using school mapping achieved 100%, no students dropped out of school and 98.17% of students, 98.91% for girls, passing the average score to be promoted to next grade.

At the end of academic year 2011-2012, District Training and Monitoring Team together with working group of Phnom Penh Office of Education had evaluated PrekEng Primary School, and the result showed that this primary school is the only one to have achieved the advanced level of Child-Friendly School in Khan Mean Chey.



School yard viewed from the outside front, premise of PrekEng Primary School, SankatPrekEng, Khan Mean Chey, Phnom Penh

2) A Policy on education for children with disabilities has been approved and has been implemented since 2007. Modules on recognizing and referring children with hearing, vision and cognitive impairments are part of the national in service and pre-service training for teachers. The findings show that from a statistically correct representative sample, the most common disabilities of children aged 2-9 are as follows;

Cognition: 6.1% of children had a mild cognitive disability and 5.5% had a moderate or severe cognitive disability. This is a key reason for slow learning. Within the area of cognition, 1.4% to 1.2% of children had problems with speech (motor)

Hearing: 6.5% of children had a mild hearing disability and 2.5% had a moderate or severe hearing disability. This is sometimes difficult for teachers to see and is a key reason for poor learning performance. The most common problem was perforated ear drum.

Vision: 3% of children were found to have a visual impairment.

A major study on identifying the prevalence of disability in Cambodian children aged 3-17 was carried out during 2010-2012.

3) 50% of primary schools have hand-washing facilities, 80.20% have sanitary toilets and 58.50% have access to safe water. Meanwhile, some physical equipment, such as first-aid kits, water-filter containers and rubbish bins, has been provided to a number of primary schools.

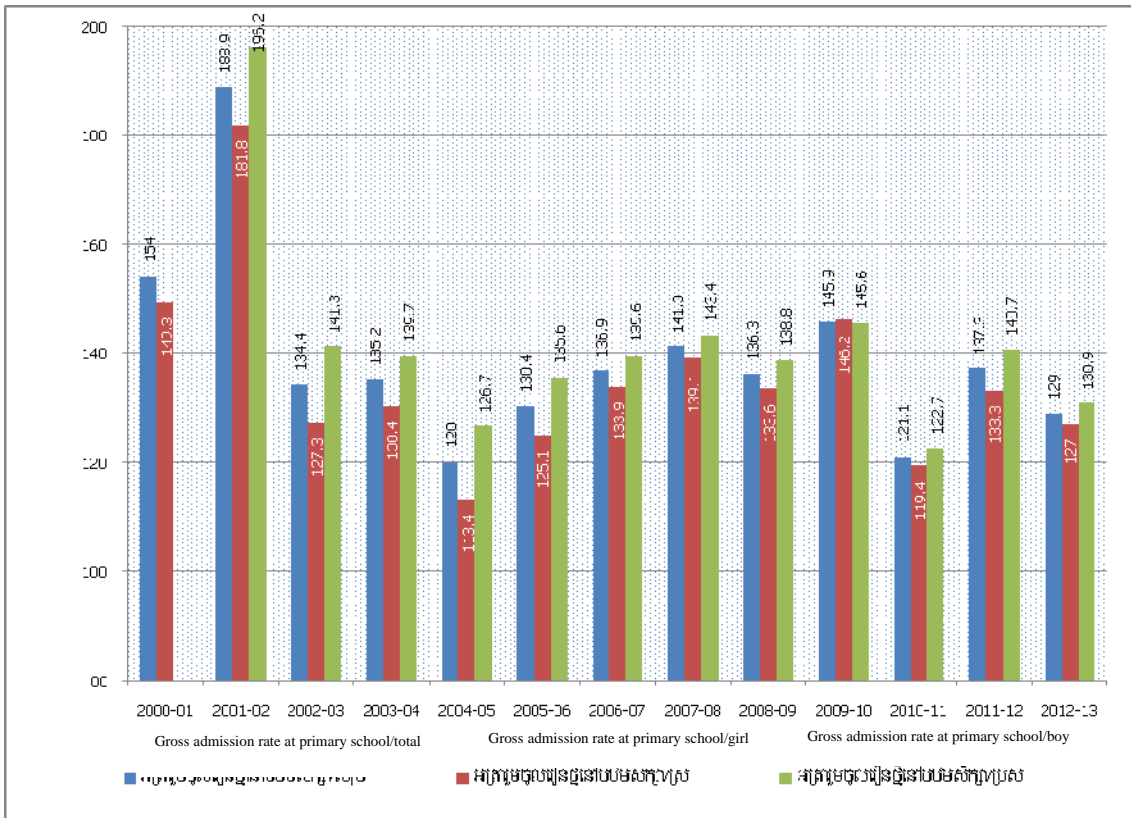
4) Furniture and books have been provided to libraries to promote reading.

5) National education review meetings with community have taken place annually to identify best practices and propose actions for further implementation and improvement.

2.2.1 Gross Admission Rate

Figure 2.2.1 shows that in the school year 2001-2002-, gross admission rate was 188.90%. This significantly high rate was due to the fact that the Royal Government of Cambodia began to offer free universal primary education. This rate decreased by 25 % between school year 2000-2001 and school year 2012-2013. This indicates improvement in right-age admission, implementation of the child-friendly school program, accelerated learning program, inclusive education, school mapping, scholarship and school meal programs, and construction of new primary schools nearby people's homes.

Figure 2.2.1: Gross Admission Rate

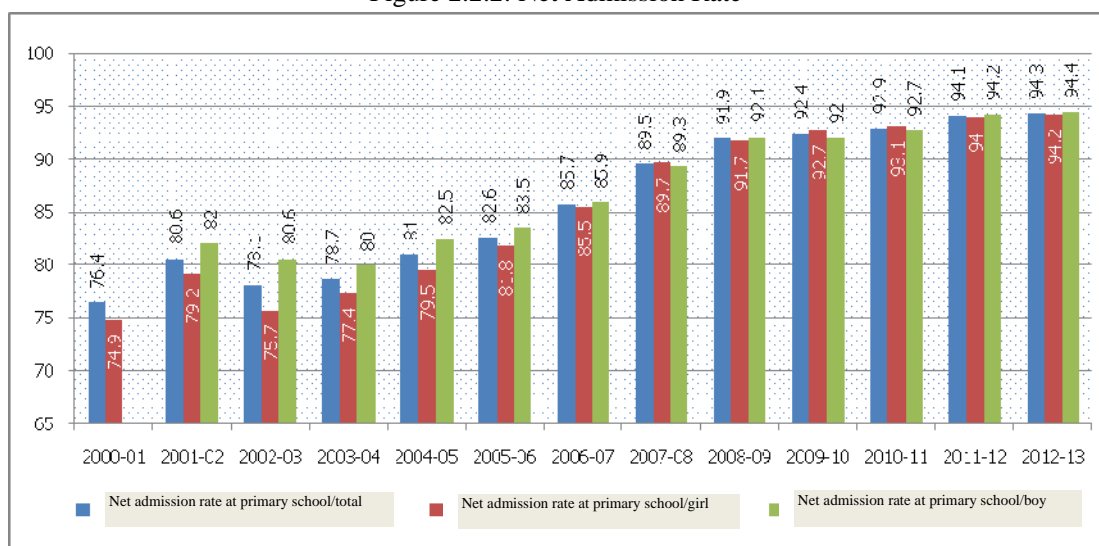


Source:EMIS, MoEYS

2.2.2 Net Admission Rate

Figure 2.2.2 shows that the net admission rate in the school year 2012-2013 had increased by 17.90 percentage points compared with the rate in the school years 2000-2001. This increase reflects the results of free enrollment, improved community participation, a comprehensive enrolment campaign, and establishment of new primary schools nearby people's homes, enabling most children to enroll at the right age. This provided a good foundation for improvements in equity and quality in primary education. Furthermore, the Ministry of Education, Youth and Sports introduced multilingual education programs for children from the major ethnic groups and launched an inclusive education initiative to encourage participation from children with disabilities.

Figure 2.2.2: Net Admission Rate

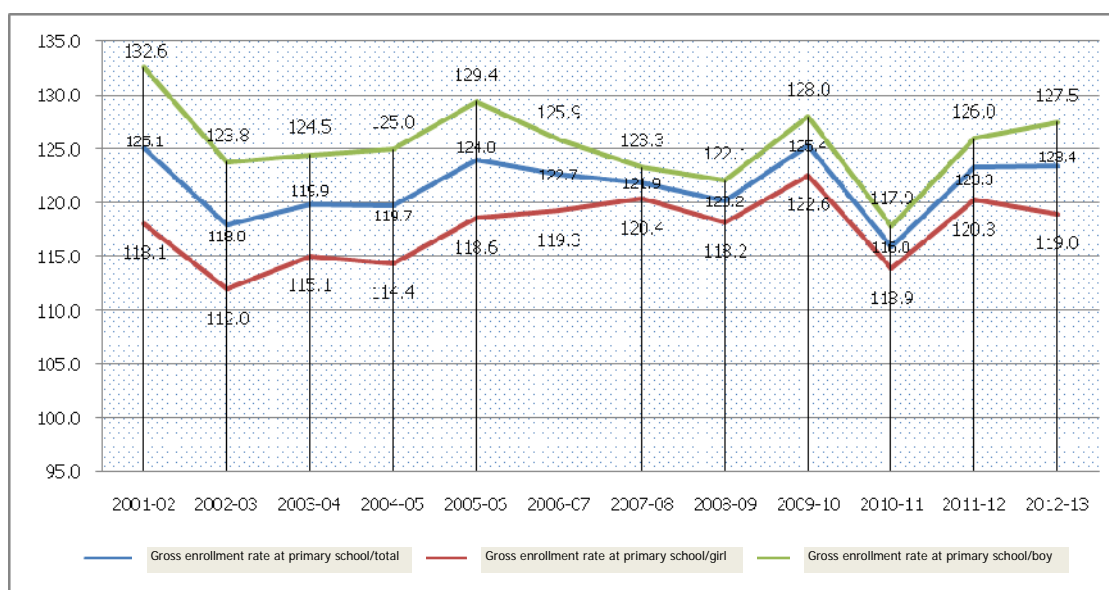


Source:EMIS, MoEYS

2.2.3 Gross Enrollment Rate

Figure 2.2.3 shows that the gross enrollment rate in the school year 2012-2013 decreased by 1.70 percentage points compared with that of the school year 2001-2002. The gross enrollment rate for boys decreased by 5.10 percentage points, during the same period. The decrease is mainly the result of a reduction in enrollment of over-age children. The number of over age children dropped because a) an increase in the number of school buildings resulted in easier access, b) implementation of the school mapping initiative helped schools to identify all school age children in the catchment area and encourage right age enrolment, c) introduction of accelerated learning programs helped over age students to re-enter schooling at an age-appropriate grade level d) strengthening and extension of education related physical facilities and infrastructure, especially an increase in the number of primary schools offering the whole six years of primary education.

Figure 2.2.3: Gross Enrollment Rate



Source:EMIS, MoEYS

2.2.4 Net Enrollment Rate

Figure 2.2.4 shows that the total net enrollment rate in the school years 2012-2013 had increased by 13.20 percentage points, compared with that of school year 2001-2002. This increase is due to the school readiness program for children aged 5, a health education program, accelerated learning program, community-based education program for parents, school meal program provision at primary schools, improved numbers of children of all ages enrolled in primary school and multilingual education program and particularly the promotion rate at primary school being better. (Figure 2.2.4; See annex 1)

2.2.5 Repetition Rate by Grade

Figure 2.2.5 shows that the repetition rate for all grades had decreased, especially for Grades 1 to 3. It is worth noting that the repetition rate for Grade 1 students was 28.50% in the school years 2000-2001 and 10.40% in the school years 2012-2013, suggesting a decrease of 18.10 percentage points during those 12 years. This means that there was decrease of 1.50 percentage points per year. The decrease in the repetition rate at Grade 1 was due to the implementation of school readiness program for children aged 5, the early grade reading assessment program, helping slow learners during teaching hours, scholarships and school meal programs, accelerated learning programs, and additional testing at the start of each new school year, for those students who had failed the promotion test at the end of the previous school years. (Figure 2.2.5; See annex 2)

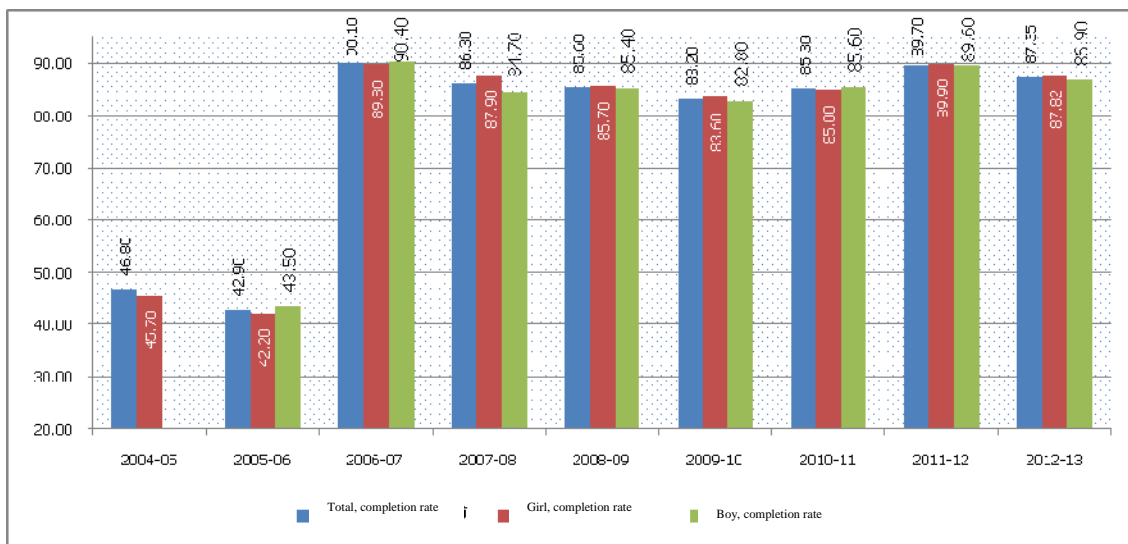
2.2.6 Dropout Rate by Grade

Figure 2.2.6 shows that during the period 2000- 2012 the dropout rate at each grade decreased, in grades 4 - 6. The dropout rate at grade 6, decreased by 5.20 percentage points. This decreased dropout rate resulted mainly from the following interventions such as implementation of a scholarship program which offered both cash and provision of food, provision of school meals, establishment of new primary schools, increased numbers of primary schools offering all six grades and increased participation from the community to help children facing all kinds of difficulties, especially girls, to return to school. Some schools had the additional benefit of student councils; peer to peer support groups and girls counselors. These all helped to reduce drop out. (Figure 2.2.6; See annex 3)

2.2.7 Completion Rate

Figure 2.2.7 shows that the completion rate had increased noticeably. The total completion rate was 46.80% in the school year 2004-2005 and 87.35% in school year 2012-2013. This means that there was a 40.55 percentage point increase. The increase reflects the implementation of the child-friendly school policy components on strengthening quality of learning and teaching, a strengthening the management of school principals to improve the effectiveness of learning and teaching processes, and encouraging community participation. The Ministry of Education, Youth and Sports also issued guidelines on roles and functions of the school support committees which focused on school and community collaboration in taking responsibility to support both leadership and management of the school.

Figure 2.2.7: Completion Rate

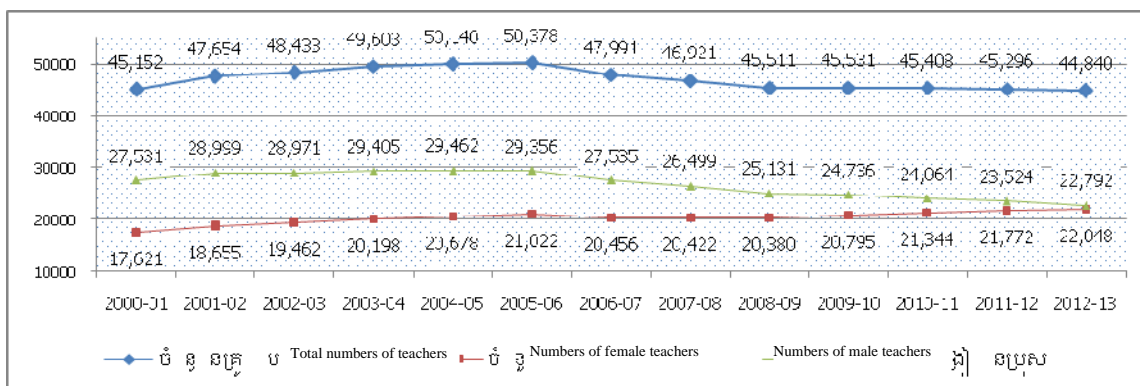


Source:EMIS, MoEYS

2.2.8 Number of Teachers by Level of Academic Qualification and National Standard

Figure 2.2.8 shows that the number of qualified female teachers has gradually increased from 17,621 in the school year 2000-2001 to 22,048 in the school year 2012-2013. This represents an increase of 4,427, equivalent to 25.10%. The number of qualified male teachers has decreased by 17.20 percentage points. This reflects the attention of the Royal Government of Cambodia on promoting women to work in the public sector.

Figure 2.2.8 Number of Qualified Teachers by Gender in Primary Schools

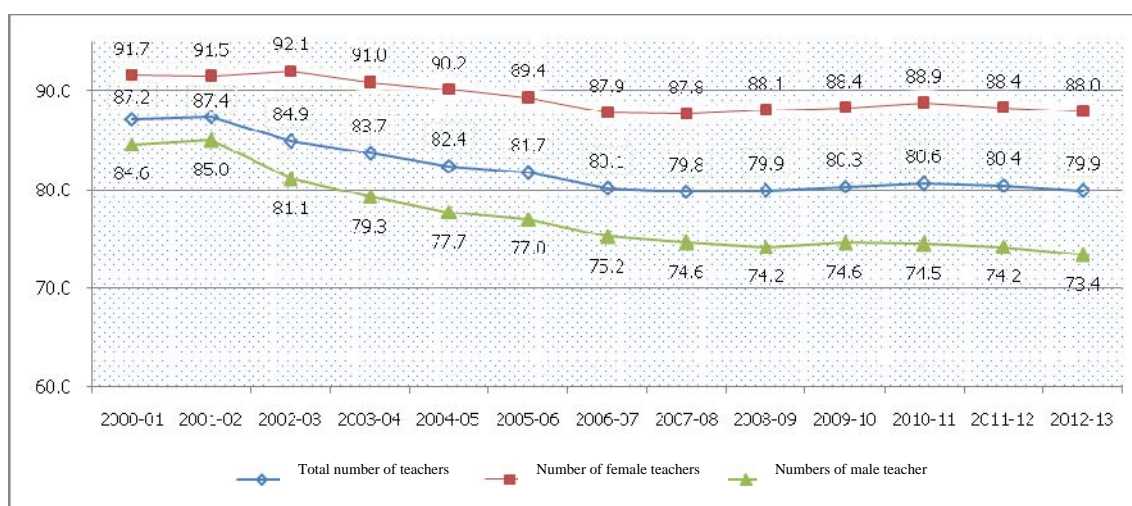


Source:EMIS, MoEYS

2.2.9 Percentage of Primary School Teachers

Figure 2.2.9 shows that the total percentage of primary school teachers has decreased over the 12 year period. This is because the Royal Government of Cambodia introduced a formula-based program for primary school teachers holding high school diplomas to upgrade their qualifications by training to become basic education teachers. In Cambodia attaining basic education teacher status means that teachers can teach at both primary and Lower Secondary level. They are classified as Lower Secondary teachers for salary and pension purposes. Basic education teacher status is seen as a promotion for qualified primary teachers. As a result of the basic education teacher training program 7.30 percentage points of primary school teachers changed their status to become basic education teachers or passed the exam to become Upper Secondary education teachers.

Figure 2.2.9 Percentage of Primary School Teachers

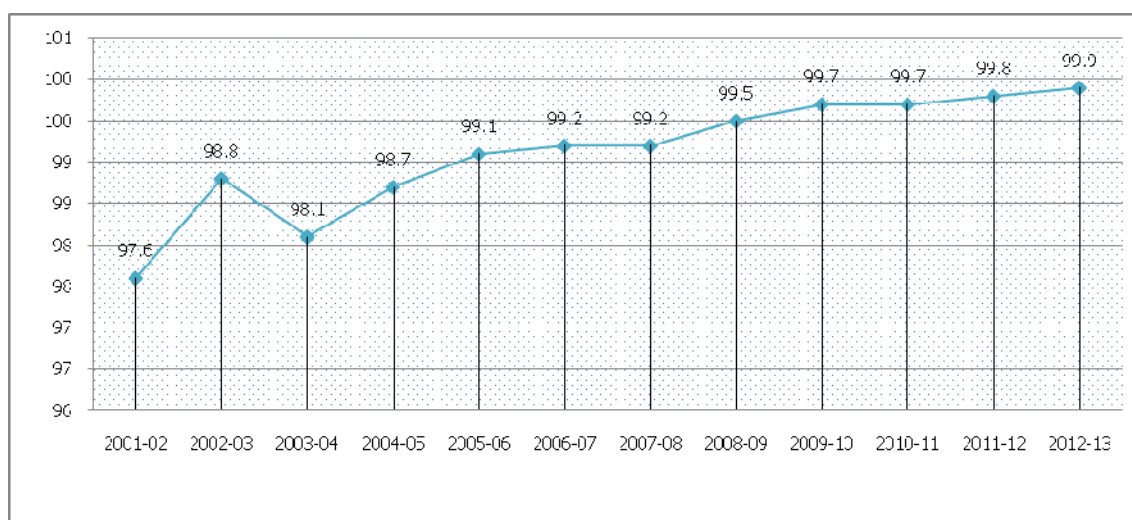


Source:EMIS, MoEYS

2.2.10 Percentage of Trained Teachers

Figure 2.2.10 shows that almost all primary school teachers have been formally trained. Byschool year 2012-2013, the percentage of primary school teachers receiving formal training was 99.90% compared with 97.60% in school year 2000-2001. This represents a 2.30 percentage point increase over the last 12 years. To date only 0.10% of primary school teachers have not been trained in a formal MoEYS teacher training center.

Figure 2.2.10 Percentage of Primary School Teachers Trained

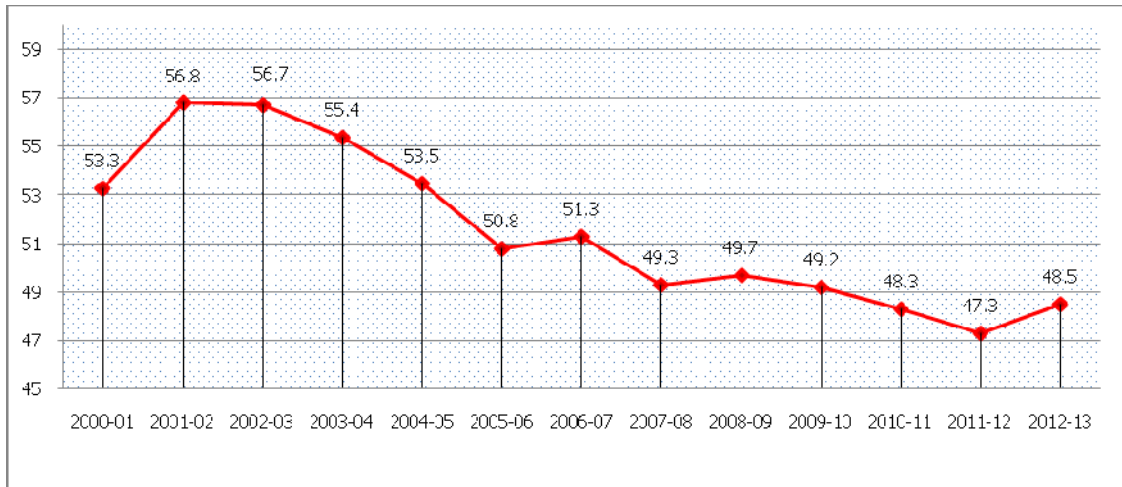


Source:EMIS, MoEYS

2.2.11 Pupil Teacher Ratio

Figure 2.2.11 shows that the pupil teacher ratio decreased from 53.3 in the school year 2000-2001 to 48.5 in the school year 2012-2013. The ratio started to decline in the school year 2002-2003 after the initial increase due to the introduction of free primary education. This gradually declined as over age students began to graduate.

Figure 2.2.11 Pupil Teacher Ratio

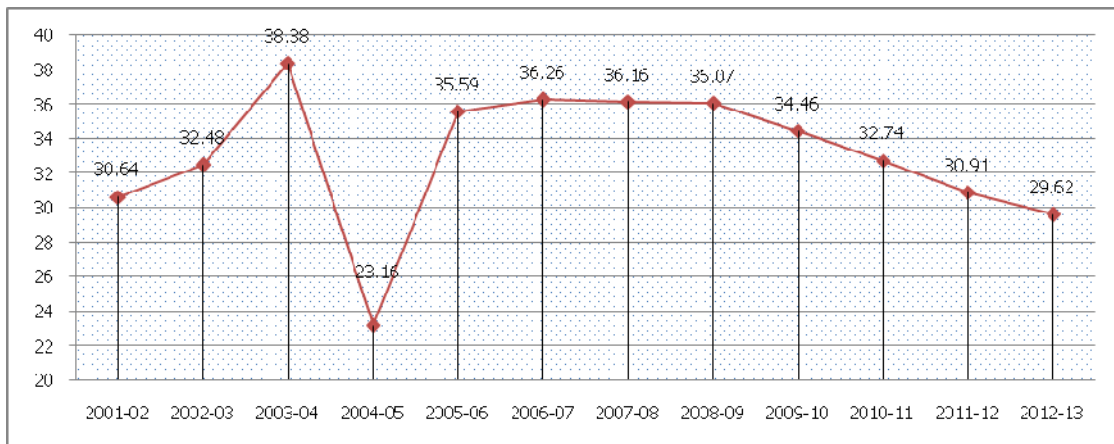


Source:EMIS, MoEYS

2.2.12 Percentage of Primary Education Program Budget Compared to the MoEYS Program Budget

Figure 2.2.12 shows that the total program budget for primary education significantly increased to 38.38% in school year 2003-2004, but sharply decreased to 23.13% in the school year 2004-2005 because of a global financial crisis. The program budget started to increase again in the school year 2005-2006 and has experienced slight variations since then reaching 29.62% in the school year 2012-2013

Figure 2.2.12 Percentage of Primary Education Program Budget Compared to the MoEYS Program Budget

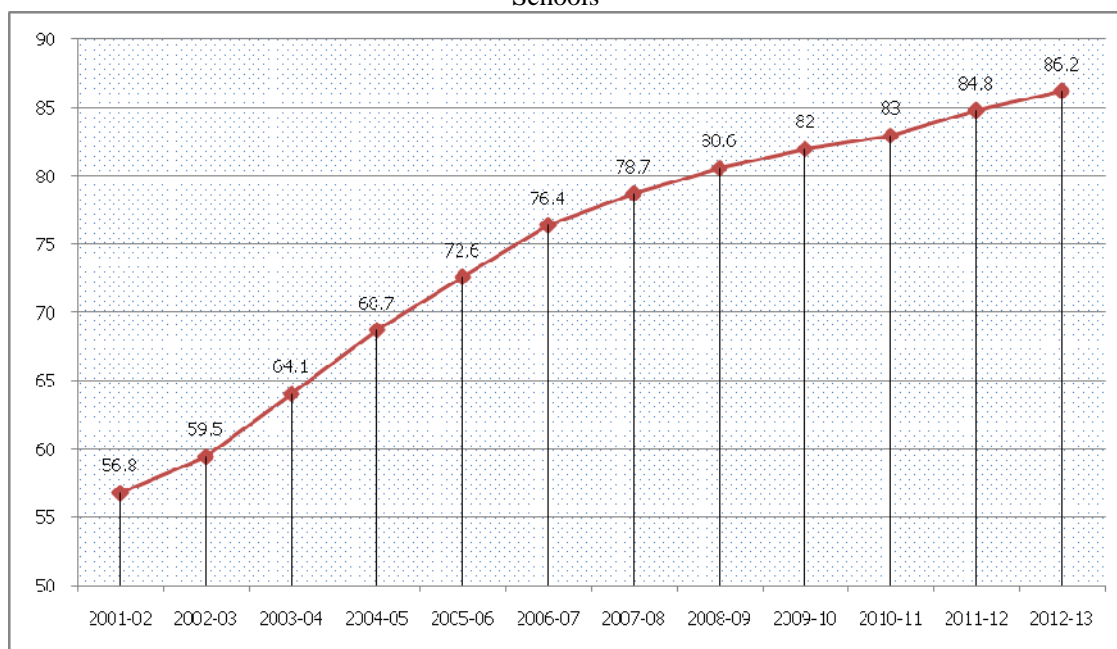


Source:PED, DOF, MoEYS

2.2.13 Percentage of Complete Schools

Figure 2.2.13 shows that the number of complete schools has increased by 29.40 percentage points within the last 12 years. In 2001-2002 only 56.80% of schools were complete. By the 2012-2013 academic years this had risen to 86.20%. This means that primary schools became complete at a rate equivalent to 2.45 percentage points per year. Only 13.80% of schools remain incomplete in the school year 2012-2013. (Please see comment on completed school in Annex 4)

Figure 2.2.13 Percentage of Complete Schools



Source:EMIS, MoEYS

Lesson Learned: The Early Grade Reading Assessment Project

The policy for the development of curriculum states that Grade 1 to Grade 3 pupils must have strong basic skills in Khmer language and mathematics. After returning from an international meeting on the issues of reading among students at early grade levels in many countries, the leaders of the Ministry of Education, Youth and Sports, sought resources and urgently established a technical team to develop and review the contents of study materials for first graders.

The leaders of the Ministry and the technical team have collected documents related to the learning of Khmer language at Grade 1 that were used in all eras in order to improve and compile them as a Khmer language text book. The Khmer language text book for Grade 1 was designed and integrated into only one book for teachers and students alike. It includes an introduction, with information on use of learning time, teaching methods, use of study materials, evaluation and homework assignments. It follows up with the contents of each lesson and the main skills that students must learn. This book has colorful illustrations and was color printed before being disseminated nationwide.

The technical team piloted the new book at target schools and made a series of improvements as requested by teachers in order to produce a final version. Principals, teachers, and stakeholders are satisfied with this program because in the first year of implementation grade 1 pupils with the ability to read had increased by 27.20% and those with the ability to write increased by 27.74% compared with previous years. Furthermore, pupils are able to spell even words that they find difficult to read. Parents and guardians of the pupils can read the instructions in the introduction and are able to teach their children at home. We all are very happy and not worried about the ability of our pupils in early grades in terms of gaining good skills in reading and writing Khmer as the national language.

Note: The photo shows Grade 1 children learning to read at PreahAng primary School in Phnom Penh.



Note: Test result (before program implementation in 2010 and after program implementation in 2012)

2.3 Learning and Life Skills for Youths and Adults

Ensure that the learning needs of every youth and adult are met through the provision of equal opportunity to participate in an appropriate learning program and life skills training.

2.3.1 Progress

1) Mainstream Technical Education and Vocational Training are conducted by the Ministry of labor and Vocational Training. See Table 2.3.4.3. The Ministry of Education Youth and Sport is responsible for Non-formal technical and vocational training. Collaboration with stakeholders has led to draft policies and a technical education and vocational orientation guide.

2) Technical education, vocational orientation and life skills programs are gaining support from Royal Government and development partners. This led to the establishment of a new department of vocational orientation in 2009.

3) Tools for monitoring technical education, vocational orientation and life skills have been developed.

4) Youths and adults receive education and other skills through community learning centers, libraries and reading rooms supported by Royal Government and UNESCO.

5) The number of community learning centers increased from 57 in 2006 to 321 in 2013 using the government program budget. See table 2.3.4.1 below.

6) Various skills training programs which are offered by private schools' have increased. These include computer, electronic repairs, and especially foreign languages for tourist guides.

2.3.2 Transition Rate from Primary to Lower Secondary Education

Table 2.3.1 indicates that the transition rate from primary to lower secondary education in the school year 2000–2001 reached 82.6%, but then fell to 76.8% in the school year 2012–2013. Because of that students find jobs to support their families and immigrated with their parents.

Table 2.3.1: Change in Transition Rate from Primary to Lower Secondary Education by Gender

School year	Total	Female
2000–2001	82.6	77.9
2001–2002	83.2	79.1
2002–2003	82.7	79.8
2003–2004	81.9	79.6
2004–2005	80.6	87.7
2005–2006	78.7	77.1
2006–2007	78.9	78.5
2007–2008	78.4	78.3
2008–2009	80.1	80.8
2009–2010	80.2	81.3
2010–2011	79.3	80.6
2011–2012	78.9	80.4
2012–2013	76.8	81.4

Source:EMIS, MoEYS

2.3.3 Transition Rate from Lower Secondary to Upper Secondary Education

Table 2.3.3 indicates that the transition rate from lower secondary to upper secondary education in the school year 2000-2001 achieved 63% and increased by 7.2% to 70.2% in the school year 2012-2013. Because of support from Royal Government such as scholarship, free registration in all schools and expansion of high schools to all districts in all provinces.

Table 2.3.3 Transition Rate from Lower Secondary to Upper Secondary Education by Gender

School year	Total	Female
2000–2001	63.0	66.1
2001–2002	59.2	62.8
2002–2003	60.1	62.6
2003–2004	56.1	58.0
2004–2005	67.4	68.3
2005–2006	66.2	65.8
2006–2007	71.5	71.5
2007–2008	71.3	71.2
2008–2009	72.8	73.2
2009–2010	71.6	71.6
2010–2011	69.8	70.3
2011–2012	74.0	76.3
2012–2013	70.2	71.4

Source:EMIS, MoEYS

2.3.4 Outcome of Life Skills Education in Community Learning Centers (CLCs) for Youths and Adults

Table 2.3.4.1 shows that the number of Community Learning Centers increased from 57 in 2006 to 348 in 2013. Skills classes also increased from 120 classes in 2006 to 631 classes in 2013. The reason for this increase was that communities found the centers a cost effective and enjoyable way of developing capacity. They therefore encouraged establishment of the centers and provided community support to keep them operational even at a time when Ministry of Education funding was limited. Skills training included tailoring, traditional music, hairdressing, beauty training, stone carving, weaving carpentry, use of computers, English, small scale agriculture and animal health. The number of females enrolled in community learning centers increased from 1,438 in 2006 to 6,217 in 2013. This increase was mainly because the skills offered were attractive to females and responded to the needs of the labor market demands. 295 more females than males graduated from community learning center courses in 2006. This rose to 1,973 in 2013.

Table 2.3.4.1: Outcome of Life Skills Education in Community Learning Centers (CLCs) for youth and Adults

Practice Year	Number of CLCs	Number of skill classes	Number of Teachers		Students enrolled		Students completed	
			Total	Female	Total	Female	Total	Female
2006	57	120	120	79	2,155	1,438	849	572
2007	85	176	176	73	3,884	1,783	N.A	N.A
2008	114	318	318	128	4,770	1,772	3,875	1,522
2009	154	270	270	126	4,397	2,479	4,038	2,285
2010	240	433	422	178	8,982	4,903	7,357	3,366
2011	298	608	559	242	10,466	5,591	9,122	4,819
2012	321	653	601	299	10,507	6,310	7,537	4,881
2013	348	631	649	301	10,661	6,217	7,649	4,811

Sources: NFE-MIS, MoEYS

Activities of Community Learning Centers (CLCs)



The Ministry of Education, Youth and Sport along with stakeholders in the community established a community learning center which is located in TbongKhmum village, Kong Pisey district, KompongSpeu province on June 01, 2011.. This centre is a good example of sustainable operation.

The community learning center is situated in Chrey Ho Phnov High School located in the center of the commune making it easy for students to attend regularly. The community helped with repairing and furnishing additional equipment for study in occupational skills such as tailoring, traditional music, and wedding planning.

Since 2011, the community learning center has accepted 141 students to study vocational skills. Of those, 72 are female. There are 133 students, 71 of whom are female, successfully completed their studies by 2013.

Source: KompongSpeu provincial office of Education Youths and Sport.

Table 2.3.4.2 summarizes the number and percentage of youths and adults enrolled by different types of life skills training, vocational training centers and other program Overall, 78.70% of the total number of participants completed their studies according to the program. The program was delivered using two methods. These were mobile life skills training and technical training at general and technical high schools. Mobile life skills' training is taught from a van which travels around rural and remote villages. The programs include information on health, prevention of domestic violence, child rights, child labor, human rights and human trafficking.

Table 2.3.4.2: Number of Participants by Different Programs 2006-2012

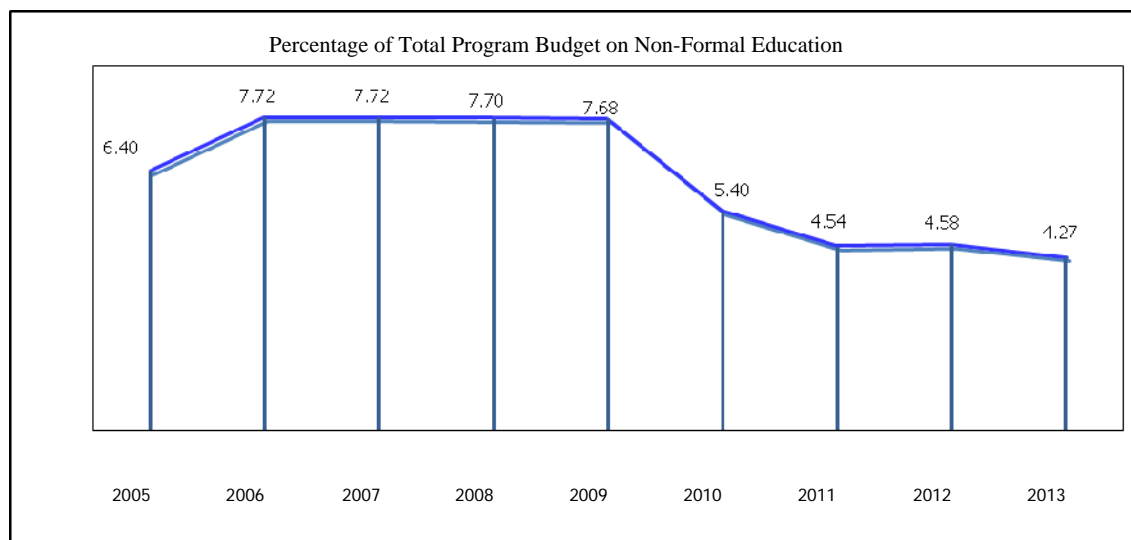
No.	Program	The number of Participants	Percentage of participation	The number of participants completed their course	Percentage of total participants who completed their course
1	Literacy	83,887	54.97	293,508	76.46
2	Re-entry	169,623	24.29	145,126	85.56
3	Complementary	55,963	8.01	35,283	63.05
4	Vocational training	52,239	7.48	39,036	74.73
5	Life skills education through mobile learning van	32,925	4.71	32,925	100.00
6	Careers training at public high school and technical schools	3,781	0.54	3,781	100.00
Total		698,418	100.00	549,659	78.70

Source: EMIS, MoEYS

Percentage of Non- Formal Program Budget Compared with the MoEYS Program Budget

The amount of program budget for non-formal education increased from 6.40% in 2005 to 7.68 % in 2009. However it steadily decreased from 7.68% in 2009 to 4.27% in 2013. This situation affected program implementation causing a reduction in the number of contract teachers and programs. However the number of community learning centers has increased. This is because community learning centers are supported by the community and development partners.

Figure 2.3.4.3: Percentage of Non-Formal Education Program Budget against MoEYS Program Budget



Source:EMIS, MoEYS

2.3.5 Statistics of Students who completed courses at The Institution of Technical Education and Vocational training.

Table: 2.3.4.3 Students completed courses at Technical Education and Vocational training Institutions.

Academic Year	Institution	Level of Training							
		Higher Education and Post graduate		Diploma of higher Technical Education/ Associated Degree		Diploma of long-term technical and Vocational Skill Training		Certificate of Short term Technical and Vocational Skill Training	
		Total	Female	Total	Female	Total	Female	Total	Female
2005-2006	Public	569	170	721	202	552	34	10 133	4 589
	Private	22	0	0	0	0	0	170	159
	Organization-Association	0	0	0	0	0	0	162	28
2006-2007	Public	714	145	1 288	260	576	44	22 349	10 908
	Private	0	0	163	50	0	0	742	310
	Organization-Association	0	0	0	0	0	0	460	170
2007-2008	Public	942	173	1 833	390	1 087	74	65 789	33 510
	Private	0	0	410	122	0	0	2 289	961

	Organization-Association	0	0	0	0	0	0	1 852	334
2008-2009	Public	864	155	1 440	274	697	52	113 900	64 722
	Private	117	65	128	27	0	0	7 455	2 824
	Organization-Association	0	0	631	293	0	0	1 283	504
2009-2010	Public	1 284	287	1 915	177	336	17	63 315	35 417
	Private	0	0	159	15	0	0	2 939	1 210
	Organization-Association	0	0	761	314	0	0	542	332
2010-2011	Public	1 583	289	1 721	253	860	84	34 521	19 726
	Private	0	0	3 269	823	0	0	13 908	4 690
	Organization-Association	29	12	1 202	535	174	92	2 458	1 263
2011-2012	Public	1 931	177	2 248	381	817	93	102 096	61 343
	Private	227	66	695	167	0	0	7 633	3 154
	Organization-Association	0	0	508	190	1 063	533	1 436	590
2012-2013	Public	2 792	537	2 730	381	1 255	213	70 940	41 486
	Private	121	37	443	140	0	0	7 075	3 121
	Organization-Association	20	13	446	128	964	554	874	484
Total		11215	2126	22711	5122	8381	1790	510120	291835

Source: Ministry of Labor and Vocational Training, 2013

Table 2.3.4.3. Shows that the number of students who graduated from Technical Education and Vocational Training Institutions increased from 11,215 to 291,835 between school year 2005-2006 and 2012-2013. This is because the labor market is more attractive and competitive at both national and international level. Based on feedback from Industry the education system need to put more focus on general knowledge and critical thinking as well as technical skills as the needs of the labour market are constantly changing and need a flexible workforce with transferrable skills.

2.4 Adult Literacy

To ensure the achievement of 50% growth in adult literacy by 2015, especially for women and equal opportunity to basic education as well as continuing education for all adults.

The improvement of adult literacy rate is a key factor to develop Adult Literacy Programs in the education sector. The Ministry of Education, Youth and Sport has strived to collaborate with all stakeholders including development partners, communities, and private sectors. Based on the Education Strategic Plan, Non-Formal Education Policy, National Plan of Non-formal Education, Policy of Non-Formal Education Equivalency Program, and Guidelines on the Implementation by Programs, together with the support from the Royal Government, these actions including the EFA 2003-2015 and the ESP 2009-2013 have been launched and respectively carried out over the years; the key activities include:

- 1) Community Learning Centers and libraries across the capital/province
- 2) Community Learning Centers and libraries separated from formal schools
- 3) Primary and Lower Secondary Equivalency Programs

- 4) The transfer of the dropout students to formal school
- 5) Quality NFE programs for children, out-of-school youths, and others illiterates
- 6) Improvement of the quality and efficiency of non-formal education programs through the guidelines on the Program Implementation and Minimum Standard.

2.4.1 Functional Literacy

Adult Literacy activities for the poor and women have been expanded across the country, especially the rural areas. According to the number of students and graduates from the Literacy, Equivalency and Complementary program from the population census carried out by the Ministry of Planning in 2008, in 1998 the literacy rate of adult aged 15 years and above in either gender was 67.34%, male of 79.48% and female of 59.99%. In 2008 adult literacy rate amounted to 77.59%, male of 85.08% and female of 70.86%.

According to the observation between the census in 2013, the latest report showed that literacy rate of adult aged 15 years and above in either gender consisted of 79.7%, male of 86.4% and female of 73.6%.

The population census in 1998 and the observation between the census in 2013 of the Ministry of Planning showed that during 15 years adult literacy rate has increased by 12.4%.

Figure 2.4.1 Adult Literacy Rate



Source: Ministry of Planning

2.4.2 Outcomes of Adult Literacy Program

Literacy and continuing education activities for adults have been changed from years to years. Below are the outcomes of Adult Literacy Programs from 2000 to 2013:

From 2000 to 2006, the outcomes that the target took the literacy classes improved continuously due to the more number of contracted teachers, one-teacher-two-class teaching, and the combination among the outcomes of the MoEYS, and implemented institutions, and various development partners. These activities declined while the number of contracted teachers was less and the participation of development partners decreased. These reasons required the studies and planning in depth. At the end of 2013, the National Literacy Acceleration Plan was approved and needed 1,621 teachers in 2014 to 1,949 in

2018 (ESP 2014-2018), and required all stakeholders and development partners to pay more attention in intervening in illiteracy so to achieve the EFA goals.

Table 2.4.1 Result of Adult Literacy Program

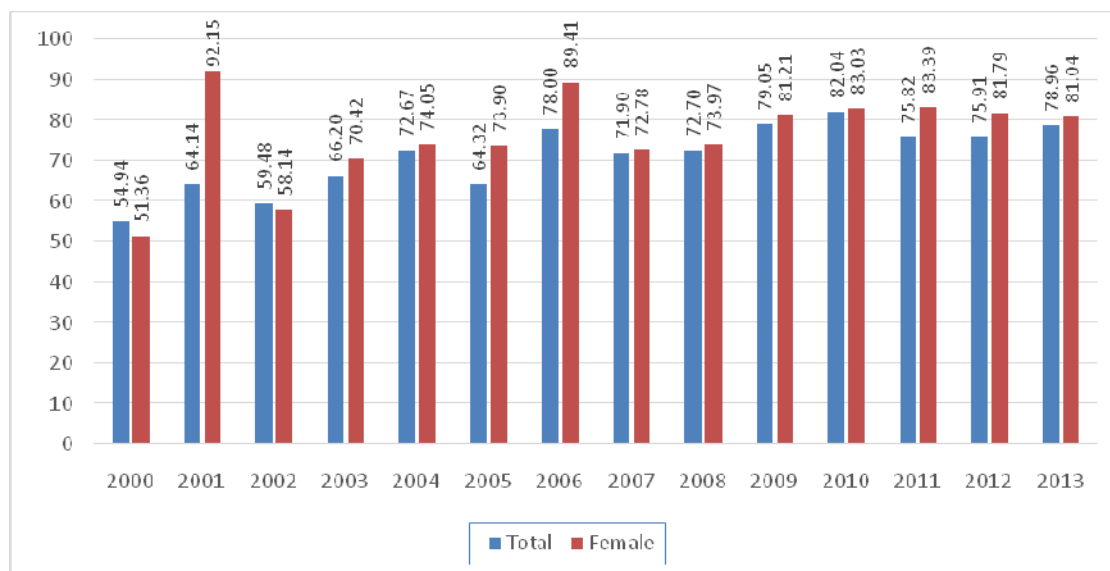
Year of Implementation	Number of Classes	Number of Teachers	Enrolled		Completed	
			Total	Female	Total	Female
2000	1,574	787	30,449	23,045	16,730	11,835
2001	2,673	1,337	59,855	32,102	38,391	29,582
2002	3,483	1,742	71,236	51,093	42,368	29,703
2003	5,039	2,520	105,034	71,484	69,533	50,339
2004	5,206	2,603	105,430	71,688	76,619	53,085
2005	5,410	2,705	119,686	70,394	76,984	52,021
2006	4,317	2,159	87,008	47,032	67,865	42,053
2007	2,364	2,364	55,379	37,668	39,816	27,415
2008	2,371	2,371	58,771	38,990	42,726	28,842
2009	2,141	2,141	52,078	34,328	41,169	27,879
2010	1,314	1,314	30,806	20,003	25,273	16,608
2011	1,500	1,500	34,964	21,867	26,510	18,234
2012	1,489	1,489	35,425	21,863	26,890	17,881
2013	1,277	1,312	29,456	19,633	23,259	15,910

Source: NFE-MIS, MoEYS

2.4.3 Percentage of Students Completed Literacy Program

Figure 2.4.2 shows that the evaluation over the percentage of students who completed literacy classes from 2006 to 2013 has gradually changed of approximately 70%.

Figure 2.4.2: Percentage of Students Who Completed Literacy Program

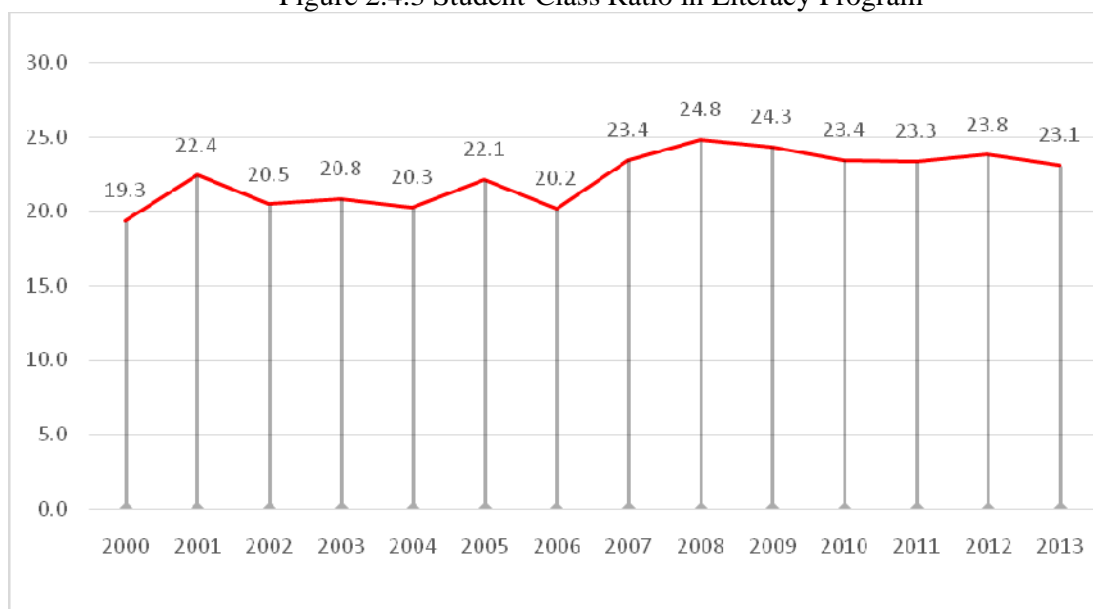


Source: NFE-MIS, MoEYS

2.4.4 Student-Class Ratio in Literacy Program

Student-class ratio in literacy program from 2000 to 2013 demonstrated a great change. In general, the ration is between 20.2 and 24.8 student-classes, except only in 2000 when there were only 19.3 student-classes. This was due to limited dissemination of program information and high levels of migration within the target groups.

Figure 2.4.3 Student-Class Ratio in Literacy Program



Source: NFE-MIS, MoEYS

2.4.5 Outcomes of the Use of Libraries in Post-Literacy Program

In order to fill the missing gap of literacy education as well as life skills for the target groups and to enhance the NFE, the ministry has created libraries and reading centers in 20 capital-provinces. Moreover, the ministry provided the training course to the librarians in library management in 2013.

As a result, the number of readers in the libraries increased from 9,082 in 2010 to 45,691 in 2011, among which, the number of female readers increased from 5,445 in 2010 to 23,983 in 2011 because the documents answered to the needs, the dissemination of NFE was widely spread, and the community understood the importance of reading, especially information was fully disseminated by various development partners.

Besides, the number of readers in reading centers increased from 43,845 in 2010 to 83,924 in 2013 due to the change in number of reading centers through the transfer from one development partner to another.

Table 2.4.2 Outcomes of the Use of Libraries in Post-Literacy Program

Year of Implementation	Libraries	Operated	Number of readers		Reading centers	Operated	Number of readers	
			Total	Female			Total	Female
2010	18	14	9,082	5,445	194	156	43,845	24,816
2011	64	59	45,691	23,983	245	220	51,920	28,780
2012	48	39	33,938	19,230	274	229	85,357	47,757
2013	39	35	31,013	20,428	295	279	83,924	47,638

Source: NFE-MIS, MoEYS

2.4.6 Continuing Education

A Non-formal Primary Equivalency Program was implemented by several organizations, yet the outcome of the program implementation was that the information collected was limited. The 2011-2013 outcomes which were a total of 161 classes, 8,548 students (3,731 females equaled to 43.65%) to enroll, and 7,828 students (3,275 females equaled to 41.84%) to complete the program were achieved only from Phnom Penh, Preah Sihanouk, and Seam Reap provinces.

Table 2.4.3 Outcomes of Primary Equivalency Program

Year of Implementation	Classes	Students enrolled		Students completed	
		Total	Female	Total	Female
2011	66	4,827	1,788	4,747	1,743
2012	80	2,962	1,559	2,322	1,148
2013	15	759	384	759	384
Total	161	8,548	3,731	7,828	3,275

Source:NFE-MIS, MoEYS

2.4.7 Complementary Education Program

Table 2.4.4 shows that this program attracts the adults' interest that they chose it for their own continuing education. The program helps target groups such as civil servants, private company employees, and people who don't have the opportunity to study in formal school to further their studies until the completion of basic education level and upper-secondary school. During the last 3 years, 2010-2011 to 2012-2013, the number of graduates was changing considerably. The results of the number of students who passed the lower secondary education were between 879 and 1,102 and the rate of female was between 21% and 22%, while in upper secondary level, the results of the number of students who passed were between 7,145 and 7,832 and the rate of female ranged from 34.74% to 37.61%.

Table 2.4.4 Outcomes of Continuing Education for Adults

Academic School year	Lower Secondary Education				Upper Secondary Education			
	Applied for exam		Passed exam		Applied for exam		Passed exam	
	Total	Female	Total	Female	Total	Female	Total	Female
2000-01	442	154	283	72	868	361	53	21
2001-02	388	105	317	83	860	148	70	44
2002-03	343	92	201	75	813	120	55	21
2003-04	381	112	287	65	554	68	94	33
2004-05	339	132	218	52	553	163	107	29
2005-06	467	115	383	105	656	148	174	42
2006-07	348	87	255	72	692	162	363	90
2007-08	517	133	445	121	1,684	491	718	225
2008-09	577	145	449	121	4,795	1,682	1,560	558
2009-10	388	89	328	78	8,562	3,074	5,311	2,022
2010-11	1,129	213	912	195	13,483	4,644	7,832	2,946
2011-12	1,223	249	1,102	232	10,041	3,271	7,427	2,700
2012-13	1,226	255	879	196	10,175	3,091	7,145	2,482

Source: NFE-MIS, MoEYS

2.5 Gender Parity and Equality

Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015 with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

2.5.1 Preschool Enrollment

The percentage of girls enrolled in Preschool has fluctuated over the last 13 years. Based on the data in Table 2.5.1, in 2000-01 more than 51% of pre- school enrollment were girls.

Numbers began to increase in 2010 when the Fast Track Initiative (FTI) program created Preschool opportunities in remote areas. Enrolment reached an all time high of 67.56% during the main implementation period of the FTI program in 2011- 12 and fell quite dramatically again to 50.28% in 2012-13 when the program finished.

Despite the fluctuations, the overall gender parity index has changed little during the last 13 years. It was 1.06 in 2000-01, peaked at 2.08 at the height of the FTI program activity in 2011-12 and returned to 1.05 in 2012-13.

This shows that over the whole 13 year period, Girls enrolment in pre- school has been consistently higher than Boys. This is seen as the result of implementing the Gender Mainstreaming Strategic Plan in Education, developing a sustainable network of home based pre-school, community pre- school provision and expanding formal Preschool provision in primary schools.

Table 2.5.1 Enrollments in Pre-schools of any Type

School year	Total	Girl	Percentage of girl	GPI
2000-01	78,368	40,405	51.55	1.06
2001-02	89,229	44,575	49.95	0.99
2002-03	88,530	43,541	49.18	0.96
2003-04	88,470	48,962	55.34	1.23
2004-05	104,049	52,239	50.20	1.008
2005-06	119,893	60,541	50.49	1.01
2006-07	120,723	60,795	50.35	1.05
2007-08	127,736	63,727	49.88	0.99
2008-09	139,288	63,272	45.42	0.83
2009-10	171,768	86,603	50.41	1.01
2010-11	208,160	104,767	50.33	1.05
2011-12	280,191	140,642	67.56	2.08
2012-13	260,883	131,184	50.28	1.05

Source: MoEYS

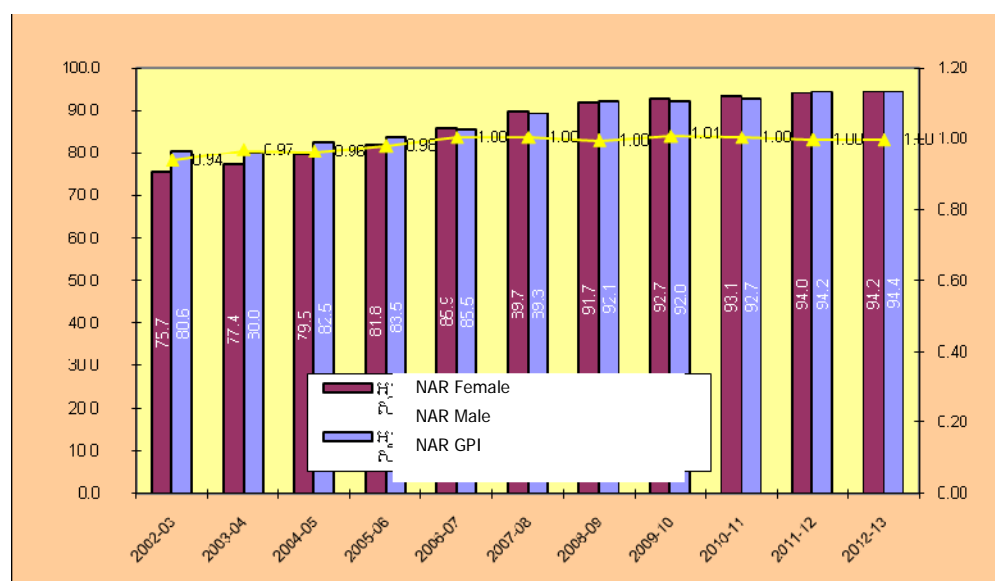
2.5.2 Primary School Enrollment

2.5.2.1 Net Admission Rate in Primary School

Figure 5.2.2.1 below shows that in school year 2002-2003 Net Admission Rate of girls in Primary School was almost 5% lower than boys. However this disparity had been eliminated by 2012-2013

The gender parity index of the net admission rate in primary schools over the last seven years is equal to 1. This means that the boys and girls have equal opportunity to access in primary school. This is mainly because the MoEYS has a policy of promoting enrollment of girls through the establishment of girls' counsellor in all primary schools.

Figure 2.5.2.1 Net Admission Rate and Parity Index at Primary Education Level

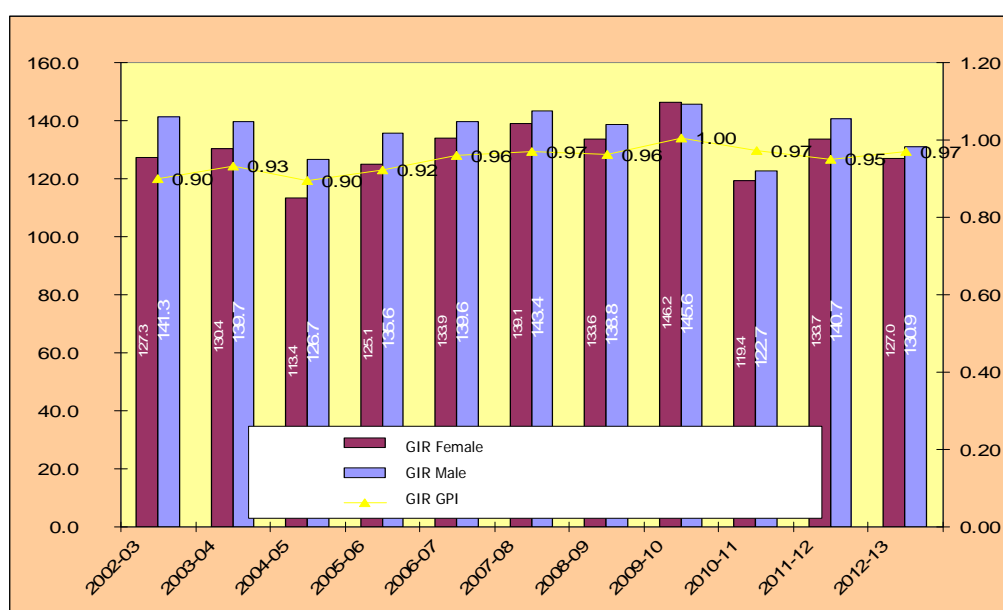


Source: EMIS, MoEYS

2.5.2.2 Net Enrollment Rate in Primary Schools

From academic years 2002-2003 to 2012-2013 the net enrollment rate of girls in primary school increased from 86.8% to 97.00%. The gender parity index of the net enrollment rate in primary school during the last six years is equal to 1. This means that the boys and girls are equally participating in primary Education. The ministry encourages all schools to implement the child-friendly school policy. One of the key priorities for child friendly schools is that all students should be given equal opportunity to learn. Girls are particularly encouraged to attend school through pro-active support from the community as well as provision of separate toilets and access to girls counseling services in school.

Figure 2.5.2.2: Gender Parity Index in Net Enrollment Rates in Primary Schools

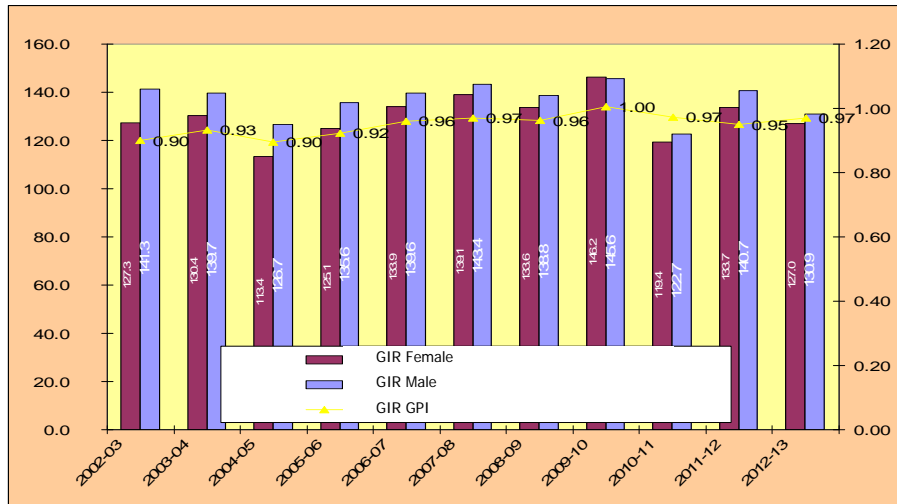


Source: EMIS, MoEYS

2.5.2.3 Gross Admission rate in Primary School

In school year 2002-2003 Gross Admission rate of girls in Primary School was 14% lower than boys. However this disparity decreased to 3.90% in 2012-2013. The gender parity index of the gross admission rate in primary -schools increased from 0.90 in 2002-2003 to 0.97 in 2012-2013. The means that in 2012-2013 the gross admission rate of students of both genders was about the same.

Figure 2.5.2.3 Gender Parity Index in Gross admission rate in Primary School

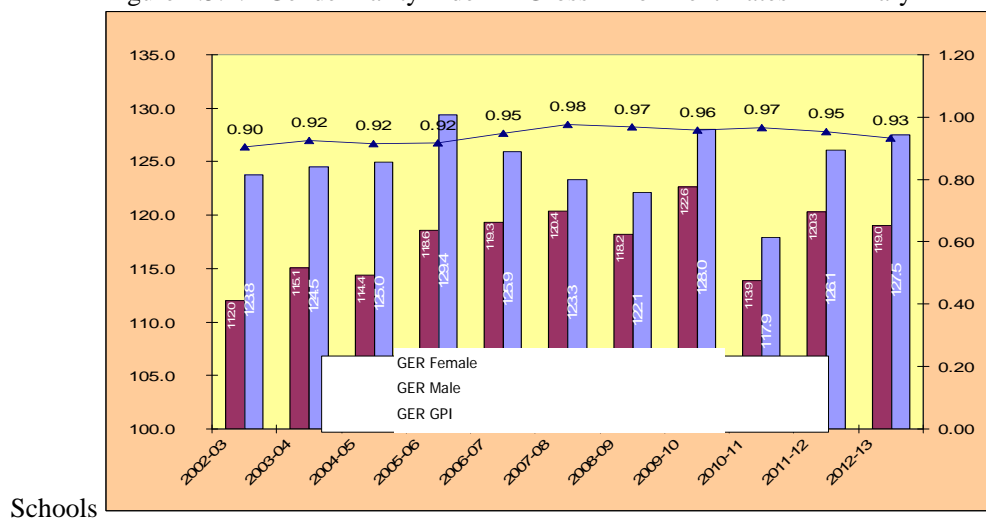


Source:EMIS, MoEYS

2.5.2.4 Gross Enrollment Rates in Primary School

In school year 2002-2003 the Gross Enrollment Rates of girls in Primary School was 11.80% lower than boys. This disparity was decreased to 8.00% in 2012-2013. The gender parity index in gross enrollment rates increase from 0.9 in 2002-2003 to 0.93 in 2012-2013. The MoEYS primary scholarships and re entry programs both contributed to the increase in girls enrollment rate.

Figure 2.5.2.4 Gender Parity Index in Gross Enrollment Rates in Primary



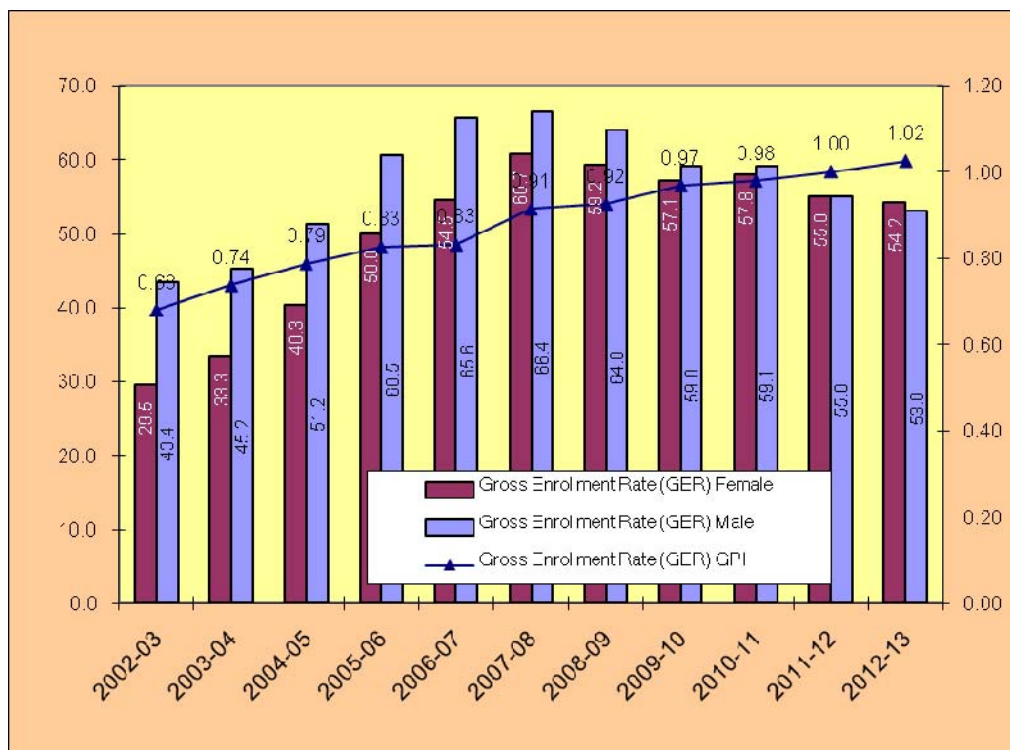
Source:EMIS, MoEYS

2.5.3 Secondary school Enrollment

2.5.3.1 Gross Enrollment Rate in Lower Secondary School

Figure 2.5.3 1 show that Gender Parity Index (GPI) of gross enrollment rate in lower secondary school increased every year between 2002-2003 and 2012-2013 rising from 0.68 in School Year 2002-2003 to 1.02 in 2012-2013. Significant contributions to this increase were the ministry provision of scholarships giving priority to female students, construction of student dormitories with a priority on accepting girls, and implementation of the policy on expanding lower secondary school provision to every commune.

Figure 2.5.3.1: GPI of Gross Enrollment Rate in Lower Secondary School

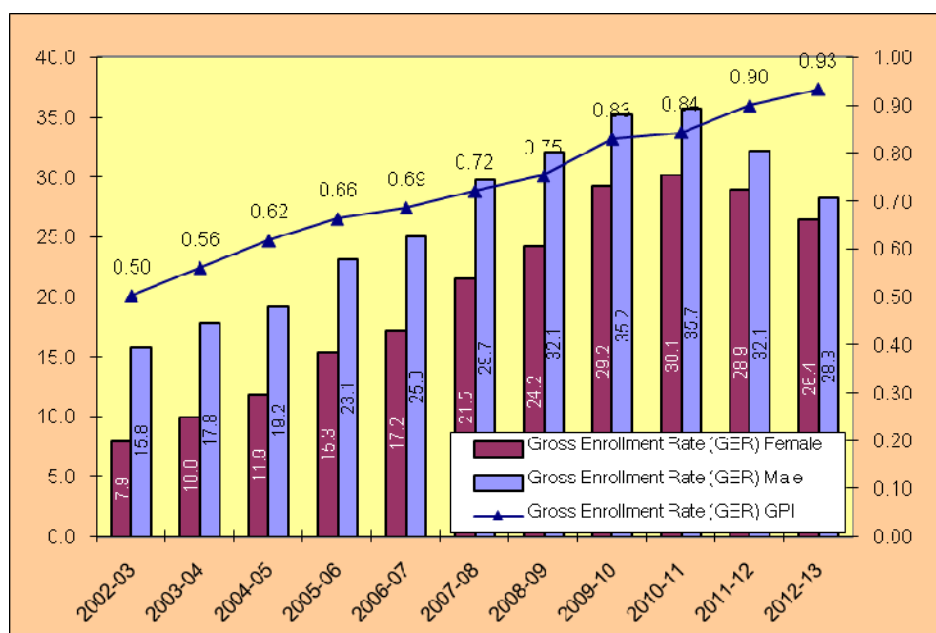


Source:EMIS, MoEYS

2.5.3.2 Gross Enrollment Rate of Upper Secondary School

Figure 2.5.3.2 show that GPI of gross enrollment rate in upper secondary school is rapidly increasing. The gender parity index increased from 0.50 in school year 2002-2003 to 0.93 in school year 2012-2013. This means that gap has been reduced at upper secondary school level, especial in school year 2012-2013. The increase is mainly due to the ministry provision of scholarships giving priority to female students, construction of student dormitories with a priority on accepting girls, separate toilets for girls and implementation of the policy on expanding upper secondary school provision to every district.

Figure 2.5.3.2 GPI of Gross Enrollment Rate in Upper Secondary School



Source:EMIS, MoEYS

2.5.3.3 Secondary School Students

Lower Secondary Education

1) The net enrollment rate of female students in lower secondary school increased from 33.8% to 37.4% while the enrollment rate of male students increased slightly from 30.2% to 30.6%. The figures show that the net enrollment rate of female students increased more than those of their male counterparts by in 2011-2012. This means that female students have lots of opportunity to get access to lower secondary education.

2) The Lower Secondary repetition rate of female students decreased from 1.30% to 0.90%, while that of male students decreased from 2.60% to 2.00%. This reveals a lower repetition rate for female students than for male students.

3) The drop-out rate of female students in lower secondary increased from 20.10% to 29.70%, while the rate of male students increased from 19.10% to 21.50%. These numbers indicate that the drop-out rate for both female and male students is higher, so as to reduce to lowest rate, attention should be strongly paid.

Upper secondary Education

1) The transition rate of female student's to upper secondary decreased from 71.60% in school year 2001-2002 to 71.40% in school year 2012-2013 while the rate of male students decreased from 71.60 to 69.10% over the same period. The gender parity index increased from 1.00 to 1.03 indicating that the transition rate for upper secondary school students has a good gender parity index.

2) The net enrollment rate of female students in upper secondary school increased from 19.40% to 30.60%, between the school year 2001-2002 and school year 2012-2013 while the enrollment rate of male students increased from 19.40% to 30.60%. The Table shows that the net enrollment rate of both male and female students significantly increased in school year 2011-2012. The gender parity index increased from 1.00 to 1.02 indicating that both males and females have equal opportunity to attend upper secondary education.

3) Over the same period the repetition rate for upper secondary female students decreased from 1.10% to 1.00%, while the rate of male students decreased from 2.40% to 2.10% indicating that achievement rates of female students were better than those of male students.

4) The drop-out rate of female students at upper secondary level increased from 10.70% to 12.20% between school year 2009-2010 and school year 2012-2013. The drop-out rate of male students increased from 12.60% to 15.60%, This indicates that the promotion rate of both female and male students remains stable, so as to reduce the rate, attention should be strongly paid.

Table 2.5.3.3: Enrollment of Upper and Lower Secondary School Students

Indicator	Lower secondary school								Upper secondary school							
	2009-2010		2010-2011		2011-2012		2012-2013		2009-2010		2010-2011		2011-2012		2012-2013	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Net enrollment rate	33.8	30.2	37.2	33.0	37.4	30.6	NA	NA	19.4	19.4	20.5	20.6	90.8	88.8	NA	NA
Transition rate	81.3	79.2	80.6	78.0	80.6	78.9	81.1	72.7	71.6	71.6	70.3	69.4	76.3	74.0	71.4	69.1
Promotion rate	78.6	78.3	76.9	76.6	80.3	78.5	78.3	76.5	88.2	85.1	85.4	83.0	89.1	88.2	86.8	82.3
Repetition rate	1.3	2.6	1.2	2.3	1.0	1.5	0.9	2.0	1.1	2.4	1.5	2.8	1.1	1.7	1.0	2.1
Drop-out rate	20.1	19.1	21.9	21.6	18.7	20.0	20.9	21.5	10.7	12.6	13.1	14.2	9.8	10.1	12.2	15.6

Source: MoEYS

2.5.3.4 Secondary Enrollment of Students in Urban and Rural areas

Lower Secondary Education

1) The transition rate lower secondary education for female students in urban areas increased from 81.30% to 83.60% between 2009 and 2011 and the transition rate in rural areas increased from 71.60% to 73.50% over the same period. Transition rates in urban areas have an overall gender parity index increase from 1.02 to 1.04. The gender parity index in rural areas has increased from 1.00 to 1.04. However overall the gender parity index slightly favors female students.

2) Between 2009 and 2011 the promotion rate of female students in urban areas increased from 78.60% to 78.90%, and the promotion rate in rural areas increased from 88.20% to 89.20%. The gender parity index in urban areas increased from 1.00 to 1.03, and the index in rural areas increased from 1.03 to 1.04. The promotion rate of female students in urban areas was lower than the rate in rural areas ranging from 9.60 to 10.3 percentage points. The gender parity index in both urban and rural areas slightly favored female students. This indicates that the achievement rates of female students are better than male students.

3) Over the period 2009 -2011 the repetition rate of female students in urban areas decreased from 1.30% to 1.00%, and the rate in rural areas decreased from 1.10% to 1.00%. The gender parity index in urban areas decreased from 0.50 to 0.38, while the gender parity index in rural areas decreased from 0.45 to 0.28. This data indicates that the achievement rates of female students were better than those of male students.

4) Between the 2009 and 2011, the drop-out rate of female students in urban areas decreased from 22.30% to 20.10%, and the rate in rural areas decreased from 16.30% to 10.70%. However an analysis of the gender parity index reveals that the drop-out rate of female students in both urban and rural areas was lower than that of male students in the school year 2011–2012.

Upper Secondary Education

1) Between 2009 and 2012 the net enrollment rate of female students in urban areas increased from 38.50% to 50.30%, and the rate in rural areas decreased from 14.30% to 12%. This was for three main reasons. Firstly there is limited access to upper secondary education in rural areas and many villages still lacked upper secondary schools. Secondly rural families are generally poor and girls are encouraged to enter the labor market early. Thirdly rural girls marry when they are very young. The gender parity index in urban areas increased from 0.90 to 1.10, while the gender parity index in rural areas decreased from 1.01 to 0.89. An analysis of these numbers reveals that the net enrollment rate of female students in urban areas is higher than in rural areas. This is because access to schools in urban areas is easier than in rural areas. To increase female student enrollment at upper secondary level in rural areas the MoEYS has a policy to construct at least one upper secondary school per district and dormitories for female students.

2) The gender parity index in urban areas has been stable at 1.04 between 2009 and 2012 while it has increased from 0.98 to 1.00 in rural areas. This indicates that in the academic year 2011-2012— both male and female students, in urban and rural areas had an equal opportunity to learn in secondary education.

3) The promotion rate of female students in urban areas increased from 93.80% to 95.80%, between 2009 and 2012, while the rate in rural areas increased from 84.40% to 85.80%. The gender parity index in urban areas increased from 1.03 to 1.05, while the index in rural areas increased from 1.02 to 1.03.

4) The repetition rate of female students in urban areas increased from 0.80% to 1.50%, while the rate in rural areas increased from 1.30% to 3.50%. This means that the repetition rate of female students increased in both urban and rural areas. This was most likely the result of over-age enrolment in upper secondary education.

5) The drop-out rate of female students in urban areas decreased from 7.90% to 5.40%, while the rate in rural areas increased from 14.20% to 19.50%. This was likely caused by an increase in labor market opportunities which were more attractive to girls and they marry when they are very young.

Table 2.5.3.4 Upper and Lower Secondary Schools Student Indicators in Urban and Rural Areas

Indicator	2009-2010				2010-2011				2011-2012			
	Lower secondary school											
	Urban areas		Rural areas		Urban areas		Rural areas		Urban areas		Rural areas	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Net enrollment rate	33.8	30.2	19.4	19.4	37.2	33.0	20.5	20.6	38.5	35.0	24.5	22.6
Transition rate	81.3	79.2	71.6	71.6	80.6	78.0	70.3	69.4	83.6	80.0	73.5	70.4
Promotion rate	78.6	78.3	88.2	85.1	76.9	76.6	85.4	83.0	78.9	76.6	89.2	86.0
Repetition rate	1.3	2.6	1.1	2.4	1.2	2.3	1.5	2.8	1.0	2.6	1.0	3.5
Dropout rate	22.3	19.1	16.3	12.6	21.9	21.6	13.1	14.2	20.1	23.9	10.7	16.4

Indicator	2009-2010				2010-2011				2011-2012			
	Upper secondary school											
	Urban areas		Rural areas		Urban areas		Rural areas		Urban areas		Rural areas	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Net enrollment rate	38.5	42.7	14.3	14.1	45.2	48.4	15.0	14.9	50.3	45.4	12.0	13.4
Transition rate	94.3	90.6	64.0	65.0	95.5	90.9	62.3	62.4	96.3	92.5	68.5	67.9
Promotion rate	93.8	90.5	84.4	81.7	91.8	89.2	81.7	79.6	95.8	91.2	85.8	81.3
Repetition rate	0.8	1.8	1.3	2.7	1.1	2.4	1.7	3.1	1.5	2.5	3.5	4.8
Dropout rate	7.9	7.7	14.2	15.6	7.1	8.4	16.6	17.3	5.4	8.9	19.5	18.9

Source: EMIS, MoEY

2.5.4 Literacy Program

2.5.4.1 Outcomes of Adult Literacy

Percentage of Enrolments in the female adult literacy program rose steadily. Enrolments began a fairly rapid decline from 2001 with a low of 53.63%. These issues caused by enrolment rate increased in formal education. However, Percentage Enrolments of female enrolments was consistently higher than male enrolments throughout these periods.

And the percentage of female adults graduating from the literacy program decreased from 70.74% to 68.40% over the period 2000 – 2013; but this number still shows that the female are graduated more than male.

Table 2.5.4.1: The Results of Adult Literacy

Year of Implementation	Enrolment in Adult Literacy program		Graduated Students	
	Total	Female percentage	Total	Female percentage
2000	30,449	75.68	16,730	70.74
2001	59,855	53.63	38,391	77.05
2002	71,236	71.72	42,368	70.10
2003	105,034	68.05	69,533	72.39
2004	105,430	67.96	76,619	69.28
2005	119,686	58.81	76,984	67.57
2006	87,008	54.05	67,865	61.96
2007	55,379	68.01	39,816	68.85
2008	58,771	66.34	42,726	67.50
2009	52,078	65.91	41,169	67.71
2010	30,806	65.02	25,273	65.71
2011	34,964	62.54	26,510	68.78
2012	35,425	61.71	26,890	66.49
2013	29,456	66.65	23,259	68.40

Source: Ministry of Education, Youth and Sports

2.5.4.2 Re-entry Program

From 2006 to 2013, the percentage of female students attending the re-entry program decreased from 47.29% to 45.90%. And, the percentage of female students continuing also decreased from 48.21% to 45.94%. This means that female students have less opportunity than the male students to attend the re-entry program. This was likely caused by increasing of labor market which more attractive to girls.

Table 2.5.4.2 Re-entry Program

Academic Year	Trained Students		Continuing Students	
	Total	Female percentage	Total	Female percentage
2006-2007	28,918	47.29	24,314	48.21
2007-2008	12,741	45.03	10,031	44.08
2008-2009	26,176	46.55	22,915	46.46
2009-2010	28,195	44.89	28,195	44.89
2010-2011	21,366	46.34	21,366	46.34
2011-2012	24,383	45.67	24,383	45.67
2012-2013	17,397	45.90	15,052	45.94

Source: NFE-MIS, MoEYS

2.5.4.3 Income Generating Program Through Community Learning Centers

The Gender Mainstreaming Strategic Plan included an Income Generating Program held in community learning centers. It was designed to help both males and females skills to improve their income. The focus was on encouraging females to participate. The percentage of female students attending the program increased from 17.91% in the 2007-2008 to 60.92% in 2012-2013, meaning that more women attended this program than men.

The percentage of women who graduated from the program increased from 39.27 in 2007-2008 to 85.31 in 2012-2013. Therefore, overall, more women successfully completed the program than men and the program met its objectives.

Table 2.5.4.3 Income Generating Program through Community Learning Centers

School year	Students attending			Students who Graduated		
	Total	Female	Female percentage	Total	Female	Female percentage
2007-2008	6,542	1,172	17.91	3,875	1,522	39.27
2008-2009	6,876	2,479	36.05	4,038	2,285	56.58
2009-2010	8,982	4,903	54.58	7,357	4,000	54.36
2010-2011	10,456	5,591	53.47	9,122	4,819	52.82
2011-2012	10,507	6,310	60.05	7,137	4,881	68.39
2012-2013	8,783	5,351	60.92	7,208	4,565	68.39

Source: NFE-MIS, MoEYS

2.5.5 Teachers

2.5.5.1 Teacher Training

The number of females graduating as teachers each year from 2000 – 2013 is as follows:

- 1) Pre-school teachers: the percentage of female teachers being trained increased from 94% to 98.04%.
- 2) Primary school teachers: the percentage of female teachers increased from 45% to 65.50%.
- 3) Lower secondary school teachers: the percentage of female teachers increased from 40% to 55.44%.
- 4) Higher education teachers : the percentage of female teachers increased from 32% to 38.16%, this indicates that the Royal Government gives priority and encourages females to follow a professional teaching career.

Table 2.5.5.1: Results of Pre School and Primary teacher training graduation exams

Year of graduation exam	Preschool teacher		Primary school teacher	
	Total	% Female	Total	% Female
2000-01	108	94	2,781	45.0
2001-02	99	96	2,900	42.0
2002-03	102	97	3,001	36.0
2003-04	100	95	3,003	38.0
2004-05	193	98	2,913	38.0
2005-06	99	98	1,376	41.2
2006-07	102	97	2,176	45.0
2007-08	100	95	2,162	49.0
2008-09	96	97	2,052	53.0
2009-10	199	96.4	1,936	56.0
2010-11	200	96.0	1,962	58.04
2011-12	200	98.5	2,000	69.35
2012-13	205	98.04	1,948	65.50

Results of Lower Secondary and Higher school teacher training graduation exams

Year of graduation exam	Lower secondary school teacher		Upper Secondary school teacher	
	Total	% female	Total	% Female
2000-01	1,096	40	249	32
2001-02	1,131	45	253	33
2002-03	1,959	39	318	28
2003-04	1,312	40	331	24
2004-05	1,263	33	358	25
2005-06	888	33	491	25
2006-07	1,942	39	550	29
2007-08	1,645	45	488	27
2008-09	1,431	53.3	500	27
2009-10	1,390	49.4	685	33
2010-11	1,492	54.8	969	34
2011-12	1,500	54.93	1,000	28
2012-13	1,423	55.44	1,022	38.16

Source: MoEYS

2.5.5.2 Nationwide situation of Preschool Teachers

From 2000 to 2013, the number of female Preschool teachers increased from 2,181 to 4,309, while over the same period, the percentage of female Preschool teachers decreased from 99.08% to 96.75%. These figures show that the number of female preschool teachers is higher than males while at the same time males are encouraged to become preschool teachers.

Table 2.5.5.3 Number of Preschool teachers

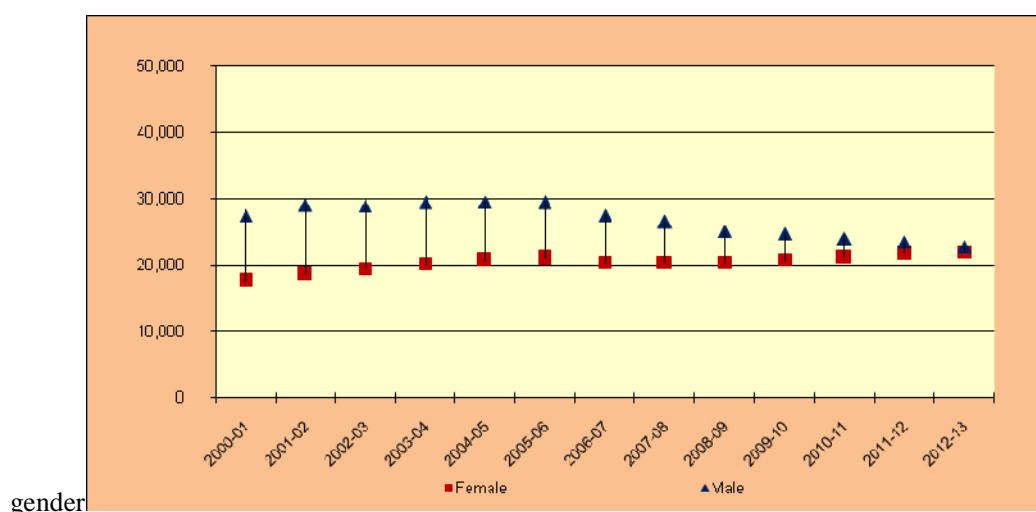
School year	Total	Female	%Female
2000-01	2,181	2,161	99.08
2001-02	2,346	2,321	98.93
2002-03	2,538	2,502	98.58
2003-04	2,697	2,658	98.55
2004-05	2,833	2,788	98.41
2005-06	2,882	2,827	98.09
2006-07	2,978	2,917	97.95
2007-08	3,130	3,073	98.17
2008-09	3,247	3,182	97.99
2009-10	3,353	3,267	97.43
2010-11	3,711	3,593	96.82
2011-12	4,032	3,844	95.33
2012-13	4,309	4,169	96.75

Source:EMIS, MoEYS

2.5.5.3 Nationwide situation of Primary School Teachers

In the school year 2006-2007, 42.62% of primary school teachers were female. This number increased to 49.34 in the school year 2012-2013, meaning that percentage of female of primary school teachers has increased significantly and women have more opportunities in teaching professional career.

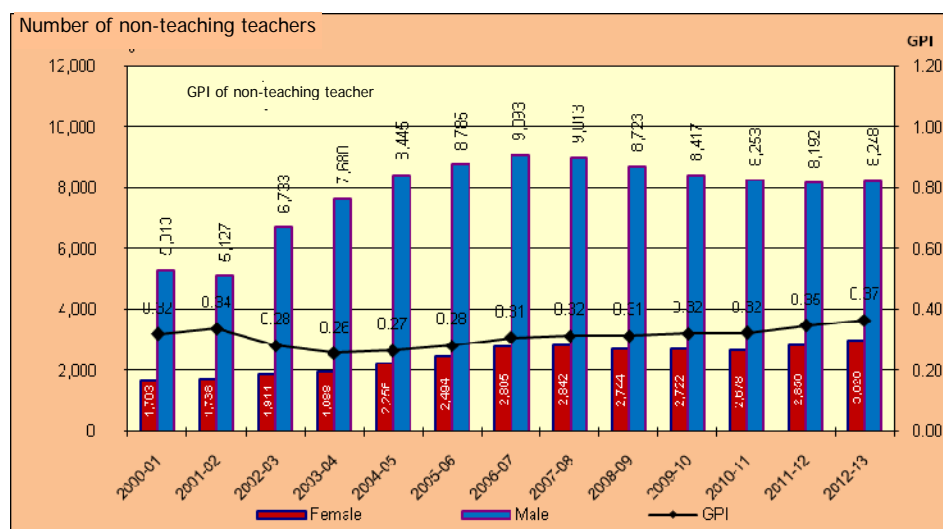
Figure 2.5.5.3.1: Number of primary school teachers by gender



Source:EMIS, MoEYS

The number of non-teaching staff increased between the school year 2000-2001 and 2006-2007 and steadily decreased. This indicates that the Ministry of Education, Youth and Sport puts emphasis on the deployment and use of non-teaching staff. In particular, female non-teaching staff steadily increased, but is still low compared with male non-teaching staff.

Figure 2.5.5.3.2: Non-teaching primary schoolteachersbygender



Source:EMIS, MoEYS

2.5.5.4 Nationwide situation of Lower Secondary School Teachers

From school year 2000-2001 to 2012-2013, the percentage of lower secondary school female teachers increased from 29.06% to 39.26%. This means that more females gained access to post-basic education which then allowed them to be trained as Lower Secondary School Teachers.

Table 2.5.5.4: Lower secondary school teachers

School year	Total	Female	%Female
2000-01	18,952	5,508	29.06
2001-02	19,650	5,903	30.04
2002-03	19,841	6,109	30.78
2003-04	21,307	6,710	31.49
2004-05	21,985	6,897	31.37
2005-06	21,729	6,681	30.74
2006-07	24,052	7,568	31.46
2007-08	27,240	8,893	32.64
2008-09	27,784	9,384	33.77
2009-10	28,252	9,582	33.91
2010-11	30,012	10,757	35.84
2011-12	31,698	11,778	37.15
2012-13	31,815	12,492	39.26

Source:EMIS, MoEYS

2.5.5.5 Nationwide situation of Upper Secondary School Teachers

From school year 2000-2001 to 2012-2013, the percentage of upper secondary school female teachers increased from 24.60% to 27.05%. This is likely the percentage of females in higher education is still limited and the labor market is more attractive to women than men.

Table 2.5.5.5: Upper secondary school teachers

School year	Total	Female	%Female
2000-01	5,000	1,230	24.60
2001-02	5,234	1,224	23.38
2002-03	6,070	1,486	24.48
2003-04	6,341	1,590	25.07
2004-05	6,829	1,853	27.13
2005-06	7,981	2,422	30.34
2006-07	7,722	2,207	28.58
2007-08	7,857	2,162	27.51
2008-09	10,681	3,036	28.42
2009-10	11,680	3,626	31.04
2010-11	11,686	3,401	29.10
2011-12	11,706	3,374	28.82
2012-13	12,880	3,485	27.05

Source:EMIS, MoEYS

2.5.6 Higher Education

From school year 2000-2001 to 2012-2013, the percentage of higher education female students in public institutions increased from 21.00% to 38.81% and the percentage of higher education female students in private institutions increased from 23.53% to 40.79%. This means that female students have increasingly more access to higher education.

Table 2.5.6: Bachelor degree students in Higher Education

Bachelor Degree Students in Public Institutions				Bachelor Degree Students in Private Institutions		
School year	Total	Female	%Female	Total	Female	%Female
2000-01	26,361	5,538	21.00	5,579	1,313	23.53
2001-02	23,340	7,071	30.29	8,400	2,080	24.76
2002-03	23,481	7,288	31.03	17,828	5,178	29.04
2003-04	25,201	8,335	33.07	19,654	5,751	29.26
2004-05	22,433	7,725	34.43	25,098	7,515	29.94
2005-06	31,241	10,883	34.83	43,622	13,748	31.51
2006-07	38,373	13,714	35.73	53,967	18,776	34.79
2007-08	46,375	16,900	36.44	63,695	23,304	36.58
2008-09	55,576	21,381	38.47	81,677	31,426	38.47
2009-10	67,183	26,201	38.99	94,333	37,461	39.71
2010-11	80,606	31,609	39.21	105,312	42,216	40.09
2011-12	90,171	36,711	40.71	117,495	46,752	39.79
2012-13	96,460	37,444	38.81	119,593	48,791	40.79

Source:EMIS, MoEYS

2.5.7 Program Budget for Gender

Before 2007, the program budget for the gender program was allocated by sub-sector. Since 2007, the Ministry of Education, Youth and Sport has allocated a specific program budget for gender mainstreaming. Gender promotion is conducted through the use of program budget and additional assistance from development partners.

Table 2.5.7: Program Budget for Gender Work

Schoolyear	Budgetof the Ministry of Education, Youth and Sports	Genderbudget	Percentage
2007-2008	126,281,000,000	230,800,000	0.18
2008-2009	126,585,000,000	172,200,000	0.13
2009-2010	127,032,000,000	102,800,000	0.08
2010-2011	137,575,100,000	115,000,000	0.08
2011-2012	141,537,700,000	110,100,000	0.07
2012-2013	150,238,500,000	111,900,000	0.07

Source:MoEYS

2.6 Quality of Education

Improve all aspects of education quality and ensure best practice in all sectors so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

2.6.1 Number of Pre-school Teachers by Academic Qualification

Table 2.6.1 shows that in the school year1999-2009,160 preschool teachers completed upper secondary education (155 female). In the school year2012-2013, this number had increased to 2,104 (2,018 female) within the 14-year period. In the school year1999-2000, no preschool teacher had completed a bachelor degree, but this increased to 64 (63 female) by school year2012-2013.

Table 2.6.1 Number of Pre-School Teachers by Academic Qualification

SchoolYear	Academic Qualification											
	Primary		Lower secondary		Upper secondary		Bachelor		Master		Ph.D.	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1999-2000	172	168	1,593	1,588	160	155	0	0	0	0	0	0
2000-2001	155	154	1,613	1,613	219	209	5	5	0	0	0	0
2001-2002	155	154	1,716	1,713	273	263	4	4	0	0	0	0
2002-2003	156	155	1,876	1,870	345	331	2	2	0	0	0	0
2003-2004	170	170	1,995	1,986	362	345	1	1	0	0	0	0
2004-2005	177	177	2,059	2,049	413	397	1	1	0	0	0	0
2005-2006	171	169	2,168	2,146	369	356	0	0	0	0	0	0
2006-2007	54	54	1,969	1,944	782	764	5	4	0	0	0	0
2007-2008	81	80	1,971	1,951	903	878	5	5	0	0	0	0
2008-2009	83	77	1,994	1,971	991	965	23	22	0	0	0	0
2009-2010	76	73	1,957	1,921	1,152	1,118	26	24	0	0	0	0
2010-2011	86	80	1,918	1,878	1,510	1,452	35	32	0	0	0	0
2011-2012	63	57	1,842	1,776	1,916	1,813	59	56	1	1	0	0
2012-2013	57	55	1,767	1,724	2,264	2,173	64	63	0	0	0	0

Source:EMIS, MoEYS

2.6.2 Percentage of Pre-school Teachers and Female Teachers by Academic Qualification

Table 2.6.2 shows that the percentage of pre-school teachers who completed only primary education decreased from 8.94% to 1.37% between school year 1999-2000 and school year 2012-2013. Meanwhile, over the same period, the number of pre-school teachers who had completed only lower secondary education decreased from 82.8% to 42.6% between school year 1999-2000 and school year 2012-2013. This was a 40.2 percentage points decrease over the 14-year period. Also, there was a significant increase in the percentage of pre-school teachers who completed upper secondary education. This rose from 8.31% to 54.5% between school year 1999-2000 and school year 2012-2013. This was an increase of 46.2 percentage points over the 14-year period was in part due to increased access to schools, particularly in rural areas, and in part due to teachers pro-actively improving their own education level. Meanwhile, there was also a small increase in the percentage of pre-school teachers who completed a bachelor degree, from 0.0% to 1.54% between school year 1999-2000 and school year 2012-2013. These results illustrate the increased capacity of pre-school teachers to improve their capacity which in turn led to improvement in learning and teaching quality.

Female pre-school teachers who completed only lower secondary education decreased from 83.10% to 42.94% between school year 1999-2000 and school year 2012-2013. This was a decrease of 40.16 percentage points over the 14-year period. Furthermore, female pre-school teachers who completed an upper secondary education increased from 8.11% to 54.12% between school year 1999-2000 and school year 2012-2013. No female preschool teachers who have completed higher education in the school year 1999-2000 but there was 1.57% in the school year 2012-2013.

Table 2.6.2: Percentage of Pre-school Teachers and Female Teachers by Academic Qualification

School Year	Academic Qualification											
	Primary		Lower secondary		Upper secondary		Bachelor		Master		Ph.D.	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1999-2000	8.94	8.79	82.75	83.10	8.31	8.11	0.00	0.00	0.00	0.00	0.00	0.00
2000-2001	7.78	7.77	80.97	81.42	10.99	10.55	0.25	0.25	0.00	0.00	0.00	0.00
2001-2002	7.22	7.22	79.89	80.27	12.71	12.32	0.19	0.19	0.00	0.00	0.00	0.00
2002-2003	6.56	6.57	78.86	79.30	14.50	14.04	0.08	0.08	0.00	0.00	0.00	0.00
2003-2004	6.72	6.79	78.92	79.38	14.32	13.79	0.04	0.04	0.00	0.00	0.00	0.00
2004-2005	6.68	6.75	77.70	78.09	15.58	15.13	0.04	0.04	0.00	0.00	0.00	0.00
2005-2006	6.31	6.33	80.06	80.34	13.63	13.33	0.00	0.00	0.00	0.00	0.00	0.00
2006-2007	1.92	1.95	70.07	70.28	27.83	27.62	0.18	0.14	0.00	0.00	0.00	0.00
2007-2008	2.74	2.75	66.59	66.95	30.51	30.13	0.17	0.17	0.00	0.00	0.00	0.00
2008-2009	2.69	2.54	64.51	64.94	32.06	31.80	0.74	0.72	0.00	0.00	0.00	0.00
2009-2010	2.37	2.33	60.95	61.26	35.88	35.65	0.81	0.77	0.00	0.00	0.00	0.00
2010-2011	2.42	2.32	54.04	54.56	42.55	42.18	0.99	0.93	0.00	0.00	0.00	0.00
2011-2012	1.62	1.54	47.46	47.96	49.37	48.96	1.52	1.51	0.03	0.03	0.00	0.00
2012-2013	1.37	1.37	42.56	42.94	54.53	54.12	1.54	1.57	0.00	0.00	0.00	0.00

Source: EMIS, MoEYS

2.6.3 Number of Primary School Teachers by Academic Qualification and Gender

Table 2.6.3: Number of Primary School Teachers by Academic Qualification and Gender

School Year	Academic Qualification											
	Primary		Lower secondary		Upper secondary		Bachelor		Master		Ph.D.	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1999-2000	172	168	1,593	1,588	160	155	0	0	0	0	0	0
2000-2001	3,751	948	34,043	13,662	7,183	2,965	175	46	0	0	0	0
2001-2002	3,431	874	35,038	13,892	9,023	3,832	162	57	0	0	0	0
2002-2003	3,558	944	34,342	14,028	10,425	4,447	108	43	0	0	0	0
2003-2004	3,521	987	34,562	14,395	11,419	4,775	101	42	0	0	0	0
2004-2005	3,404	985	34,531	14,491	12,098	5,160	107	42	0	0	0	0
2005-2006	3,276	1,070	34,154	14,479	12,864	5,440	84	33	0	0	0	0
2006-2007	1,299	373	26,233	11,506	20,211	8,474	248	103	0	0	0	0
2007-2008	1,330	402	25,332	11,334	19,907	8,528	351	158	0	0	0	0
2008-2009	1,110	331	24,206	11,058	19,606	8,723	587	267	0	0	0	0
2009-2010	1,041	325	22,109	10,268	21,570	9,865	808	334	0	0	0	0
2010-2011	853	275	19,534	9,294	23,598	11,175	1,406	590	13	8	0	0
2011-2012	721	225	17,094	8,233	25,841	12,656	1,623	651	17	7	1	0
2012-2013	588	190	14,893	7,246	27,105	13,675	2,226	927	28	10	1	0

Source:EMIS, MoEYS

2.6.4 Percentage of Primary School Teachers and Female Teachers by Academic Qualification

Table 2.6.4 shows that the total percentage of primary school teachers who only achieved a primary level education decreased from 8.54% to 1.31% between school year 1999-2000 and school year 2012-2013. This means that there was a decrease of 7.2 percentage points over the 14-year period. This was mainly due to a) the introduction of the basic education teacher training program in 2006 b) increased recruitment for replacement of retired teachers, and c) internal examinations for upgrading teachers' salary scales and cadre. The number of teachers who completed lower secondary education also decreased from 77.0% to 33.2% between school year 1999-2000 and school year 2012-2013, giving a decrease of 43.8 percentage points. Meanwhile, there was a significant increase in the number of teachers who completed an upper secondary education. This rose from 14.1% to 60.4% between school year 1999-2000 and school year 2012-2013. This means increasing by 46.3% in the period of 14 years. Teachers gaining bachelor degrees increased from 0.35% to 4.96% between school year 1999-2000 and school year 2012-2013, i.e. increased by 4.6 percentage points. These indicators show that by 2012-2013 most primary school teachers had completed an upper secondary education, and some of them had completed a bachelor degree. This capacity building of primary school teachers contributed to the improvement of education quality.

The number of female primary school teachers who only completed a lower secondary education decreased from 79.69% to 32.86% between school year 1999-2000 and school year 2012-2013. Female teachers who completed an upper secondary education increased from 14.46% to 62.02% between school year 1999-2000 and school year 2012-2013. This means there was an increase of 47.56 percentage points over the 14-year period. Female teachers who completed bachelor degrees increased from 0.27% to 4.20% between school year 1999-2000 and school year 2012-2013, meaning there was an increase of 3.93 percentage points.

Table 2.6.4 Percentage of Primary School Teachers and Female Teachers by Academic Qualification

School Year	Academic Qualification											
	Primary		Lower secondary		Upper Secondary		Bachelor		Master		Ph.D.	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1999-2000	8.54	5.58	77.00	79.69	14.12	14.46	0.35	0.27	0.00	0.00	0.00	0.00
2000-2001	8.31	5.38	75.40	77.53	15.91	16.83	0.39	0.26	0.00	0.00	0.00	0.00
2001-2002	7.20	4.69	73.53	74.47	18.93	20.54	0.34	0.31	0.00	0.00	0.00	0.00
2002-2003	7.35	4.85	70.91	72.08	21.52	22.85	0.22	0.22	0.00	0.00	0.00	0.00
2003-2004	7.10	4.89	69.68	71.27	23.02	23.64	0.20	0.21	0.00	0.00	0.00	0.00
2004-2005	6.79	4.76	68.87	70.08	24.13	24.95	0.21	0.20	0.00	0.00	0.00	0.00
2005-2006	6.50	5.09	67.80	68.88	25.53	25.88	0.17	0.16	0.00	0.00	0.00	0.00
2006-2007	2.71	1.82	54.66	56.25	42.11	41.43	0.52	0.50	0.00	0.00	0.00	0.00
2007-2008	2.83	1.97	53.99	55.50	42.43	41.76	0.75	0.77	0.00	0.00	0.00	0.00
2008-2009	2.44	1.62	53.19	54.26	43.08	42.80	1.29	1.31	0.00	0.00	0.00	0.00
2009-2010	2.29	1.56	48.56	49.38	47.38	47.45	1.77	1.61	0.00	0.00	0.00	0.00
2010-2011	1.88	1.29	43.02	43.55	51.97	52.36	3.10	2.76	0.03	0.04	0.00	0.00
2011-2012	1.59	1.03	37.74	37.81	57.05	58.13	3.58	2.99	0.04	0.03	0.00	0.00
2012-2013	1.31	0.86	33.21	32.86	60.45	62.02	4.96	4.20	0.06	0.05	0.00	0.00

Source:EMIS, MoEYS

2.6.5 Number of Secondary School Teachers by Academic Qualification and Gender

Table 2.6.5: Number of Secondary School Teachers by Academic Qualification and Gender

School Year	Academic Qualification											
	Primary		Lower secondary		Upper secondary		Bachelor		Master		Ph.D.	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1999-2000	175	34	9,381	2,627	4,756	1,370	3,597	763	0	0	0	0
2000-2001	154	30	9,711	2,844	5,732	1,867	4,071	917	0	0	0	0
2001-2002	101	22	9,582	2,764	7,132	2,451	3,991	894	0	0	0	0
2002-2003	185	58	10,279	3,058	8,207	2,922	4,156	960	0	0	0	0
2003-2004	226	76	9,534	2,836	10,028	3,612	4,431	1,075	0	0	0	0
2004-2005	166	52	9,489	2,825	11,037	4,010	4,415	1,077	0	0	0	0
2005-2006	228	65	9,209	2,768	11,945	4,379	4,138	1,033	0	0	0	0
2006-2007	64	21	6,580	2,101	15,574	5,418	4,955	1,306	0	0	0	0
2007-2008	141	50	6,255	2,036	18,187	6,463	5,273	1,439	0	0	0	0
2008-2009	99	27	5,842	1,954	20,239	7,459	6,283	1,681	0	0	0	0
2009-2010	58	23	5,657	1,989	20,965	7,840	7,081	2,027	0	0	0	0
2010-2011	27	9	5,371	1,973	21,049	8,220	8,612	2,541	421	88	0	0
2011-2012	64	27	5,198	1,959	21,671	8,785	9,867	2,997	427	56	0	0
2012-2013	87	36	4,582	1,724	21,772	9,173	11,278	3,447	492	86	0	0

Source:EMIS, MoEYS

2.6.6 Percentage of Secondary School Teachers and Female Teachers by Academic Qualification

Figure 2.6.6 shows that the total number of secondary school teachers who completed only lower secondary education decreased from 52.38% to 11.99% between school year 1999-2000 and school year 2012-2013, meaning that there was a decrease of 40.39 percentage points. Secondary school teachers who completed upper secondary education increased from 26.56% to 56.98% between school year 1999-2000 and school year 2012-2013, meaning that there was an increase of 30.42 percentage points over the 14-year period. The percentage of teachers who gained a bachelor degree increased from 20.08% to 29.52% between school year 1999-2000 and school year 2012-2013, meaning that there was an increase of 9.44 percentage points.

The number of female secondary school teachers who only completed lower secondary education decreased from 54.80% to 11.92% between school year 1999-2000 and school year 2012-2013, resulting in a decrease of 42.88 percentage points. Female secondary school teachers who completed an upper secondary education also increased. The number rose from 28.58% to 63.41% between school year 1999-2000 and school year 2012-2013, meaning that was an increase of 34.83 percentage points over the 14-year period. This increase was mainly due to the introduction of the basic education teacher training program for primary school teachers, and the increased qualifications required for newly recruited teachers to replace retired teachers and internal examinations for upgrading teacher's cadre. Female teachers who completed BA degree increased from 15.92% to 23.83% between school year 1999-2000 and school year 2012-2013, meaning that there was an increase of 7.91 percentage points.

Table 2.6.6: Percentage of Secondary School Teachers and Female Teacher by Academic Qualification

SchoolYear	Academic Qualification											
	Primary		Lower secondary		Upper secondary		Bachelor		Master		Ph.D.	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1999-2000	0.98	0.71	52.38	54.80	26.56	28.58	20.08	15.92	0.00	0.00	0.00	0.00
2000-2001	0.78	0.53	49.37	50.27	29.14	33.00	20.70	16.21	0.00	0.00	0.00	0.00
2001-2002	0.49	0.36	46.05	45.08	34.28	39.98	19.18	14.58	0.00	0.00	0.00	0.00
2002-2003	0.81	0.83	45.03	43.70	35.95	41.75	18.21	13.72	0.00	0.00	0.00	0.00
2003-2004	0.93	1.00	39.37	37.32	41.41	47.53	18.30	14.15	0.00	0.00	0.00	0.00
2004-2005	0.66	0.65	37.79	35.47	43.96	50.35	17.58	13.52	0.00	0.00	0.00	0.00
2005-2006	0.89	0.79	36.09	33.57	46.81	53.11	16.21	12.53	0.00	0.00	0.00	0.00
2006-2007	0.24	0.24	24.22	23.75	57.31	61.25	18.24	14.76	0.00	0.00	0.00	0.00
2007-2008	0.47	0.50	20.95	20.38	60.92	64.71	17.66	14.41	0.00	0.00	0.00	0.00
2008-2009	0.30	0.24	18.00	17.57	62.34	67.07	19.35	15.12	0.00	0.00	0.00	0.00
2009-2010	0.17	0.19	16.76	16.74	62.10	66.00	20.97	17.06	0.00	0.00	0.00	0.00
2010-2011	0.08	0.07	15.14	15.38	59.33	64.06	24.27	19.80	1.19	0.69	0.00	0.00
2011-2012	0.17	0.20	13.96	14.17	58.21	63.55	26.50	21.68	1.15	0.41	0.00	0.00
2012-2013	0.23	0.25	11.99	11.92	56.98	63.41	29.52	23.83	1.29	0.59	0.00	0.00

Source:EMIS, MoEYS

2.6.7 Percentage of Trained Teachers by Education Level

The data in Table 2.6.7 shows that by school year 2012-2013 almost all teachers at all educational levels were qualified in which preschool teachers were 98.00%, primary school teachers increased from 96.2% to 99.3% between school year 1999–2000 and school year 2012-2013. Meanwhile, the number of qualified secondary school teachers was 99.3% in the same period.

Table 2.6.7: Percentage of Trained Teachers by Education Level

Education level	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Preschool	97.2	98.4	98.3	98.6	98.5	98.9	99.4	99.5	99.0	98.6	98.5	98.3	98.5	98.0
Primary	96.2	96.2	96.3	96.4	96.5	97.7	98.6	98.7	98.6	98.8	99.1	99.1	99.1	99.3
Secondary	99.6	99.7	99.7	99.7	99.8	99.8	99.7	99.3	99.1	99.5	99.5	99.3	99.3	99.3

Source:EMIS, MoEYS

2.6.8 Pupil Teacher Ratio by Education Level

Table 2.6.8 shows that the pupil teacher ratio for pre-school increased from 26.3 to 30.9 between school year 1999-2000 and school year 2012-2013. The pupil teacher ratio in primary school decreased from 50.6 to 48.5 between school year 1999-2000 and school year 2012-2013. This was mainly due to increasing the number of teachers and school buildings. The pupil teacher ratio in lower secondary schools slightly increased from 16.7 to 19.8 between school year 1999-2000 and school year 2012-2013, as more children completed the full nine years of education. Meanwhile, the pupil teacher ratio in upper secondary school also changed slightly from 27.5 to 25.9 between school year 1999-2000 and school year 2012-2013, as increased number of teachers upgraded their qualifications and began to teach at upper secondary education.

Table 2.6.8: Pupilteacher ratio by Education Level

Education level	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Preschool	26.3	28.0	29.7	27.2	28.6	27.3	27.9	27.7	26.9	29.1	30.9	29.1	31.3	30.9
Primary	50.6	53.3	56.8	56.7	55.4	53.5	50.8	51.3	49.3	49.7	49.2	48.3	47.3	48.5
Lower secondary	16.7	18.3	21.4	23.9	24.7	27.7	31.7	30.6	27.5	25.7	24.4	22.1	20.0	19.8
Upper secondary	27.5	25.3	25.8	23.7	27.3	29.4	29.5	33.2	38.5	31.9	32.2	33.3	31.3	25.9

Source:EMIS, MoEYS

2.6.9 Pupil-Class Ratio by Education Level

Table 2.6.9 shows that the pupil class ratio in pre-school slightly decreased from 33.2 to 30.2 between school year 1999-2000 and school year 2012-2013. The pupil-class ratio in primary school over the same 14-year period decreased by 6.5 from 43.4 to 36.9 between school year 1999-2000 and school year 2012-2013. This was mainly due to increasing the number of school buildings and teachers. Meanwhile, the pupil class ratio in lower secondary school increased from 39.2 to 43.9 between school year 1999-2000 and school year 2012-2013, meaning that there was an increase of 4.7 over the 14-year period. The pupil class ratio in upper secondary school over the 14-year period decreased by 2.4, from 47.8 to 45.4 between school year 1999-2000 and school year 2012-2013. This was also due to an increase in the number of qualified teachers entering the upper secondary school system.

Table 2.6.9: Pupilclass ratio by Education Level

Education level	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Preschool	33.2	34.8	36.0	31.7	32.8	31.2	31.4	30.6	29.7	30.9	31.9	30.9	30.3	30.2
Primary	43.4	43.4	44.6	45.9	45.0	43.5	41.3	40.2	38.3	37.6	38.6	38.0	36.6	36.9
Lower secondary	39.2	41.3	45.1	47.2	48.1	49.2	49.9	47.8	45.8	45.6	44.9	44.9	44.2	43.9
Upper secondary	47.8	45.7	46.4	47.1	48.6	50.4	51.3	51.8	51.7	52.2	51.3	49.3	47.1	45.4

Source:EMIS, MoEYS

2.6.10 Textbook-Pupil Ratio in Primary School

Table 2.6.10 shows that the Royal Government has focused attention on increasing the budget for free textbooks to all primary school students according to the ratio: three textbooks per pupil for grades 1 to 3, and four textbooks per pupil for grades 4 to 6.

In 2013-2014 the Royal Government has focused increased attention on providing foreign language teaching to primary school students from Grade 4 and above. This is mainly in preparation for the integration of Cambodia into ASEAN which is due to take place in 2015.

Table 2.6.10: TextbookPupil Ratio in Primary School

Grade	2010-11	2011-12	2012-13
Grade1-3	2.8	2.7	2.99
Grade 4-6	3.6	3.5	3.85

Source: Ministry of Education, Youth and Sports

2.6.11 Percentage of Schools with Drinking Water by Education Level

Access to clean water is unevenly distributed in schools across the country, with only 35.2% of preschools, 59.0% of primary schools, 38.7% of lower secondary schools, and 63.5% of upper secondary schools having access to clean water.

Table 2.6.11 shows that water shortages are more acute at the lower levels of education than at the higher levels. This is often because upper secondary schools tend to be located in more populated areas where access to water is not such a problem.

Table 2.6.11: Percentage of schools with access to clean water by education level

Education level	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Preschool	31.4	33.8	36.7	32.5	31.7	30.2	33.7	41.2	43.3	42.9	43.9	40.5	37.2	35.2
Primary	19.6	20.8	22.8	28.4	32.6	38.8	43.5	64.9	64.2	65.2	66.1	60.2	58.5	59.0
Lower secondary	34.4	32.7	34.6	34.3	31.5	32.9	35.1	44.8	46.4	45.8	49.0	39.8	38.9	38.7
Upper secondary	42.1	46.4	49.7	51.4	56.1	54.7	57.9	79.5	79.0	77.7	77.5	65.4	63.4	63.5

Source:EMIS, MoEYS

2.6.12 Percentage of Schools with Toilets by Education Level

Table 2.6.12 shows that access to toilets in primary schools increased significantly from 30.9% to 82.5% between school year 1999-2000 and school year 2012-2013, yielding an increase of 51.6 percentage point over the 14-year period. Meanwhile, upper secondary schools saw an increase from 85.0% to 97.9% over the same period, representing an increase of 12.9 percentage points.

Table 2.6.12: Percentage of Schools with Toilets by Education Level

Educational level	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Preschool	35.9	37.7	43.3	43.9	40.3	41.5	44.9	47.2	46.8	45.3	46.3	26.7	24.9	24.7
Primary	30.9	34.6	40.3	48.3	58.6	65.7	69.4	75.3	75.7	77.6	79.3	78.0	80.2	82.5
Lower secondary	63.4	62.9	65.2	56.0	47.5	69.9	68.4	54.7	61.2	60.9	64.2	63.0	63.2	63.0
Upper secondary	85.0	87.4	90.2	93.4	92.5	93.1	93.7	93.6	96.5	94.8	94.0	95.8	97.7	97.9

Source:EMIS, MoEYS

2.6.13 Percentage of Education Budget Expenditure Against National Budget

In 2014, percentage of the national budget for the Ministry of Education, Youth and Sport rose to 16.20%, compared with the 2013 allocation of 15.52%. This represented a 20% increase in the amount of money and a 22% increase for personnel expenditure. The Royal Government reform aims to improve the living standards of teachers in order to encourage quality improvements in education.

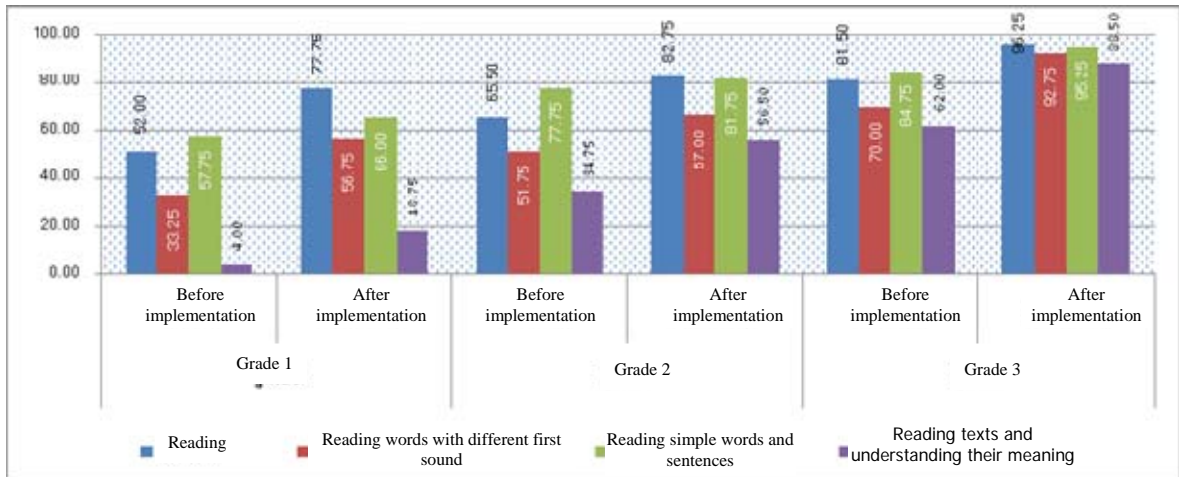
Approximately 75% of the education budget is normally spent on salaries and about 82% of that amount is spent at provincial levels. Approximately 63% is spent on primary schools. The additional operating cost budget for disadvantaged schools has been increased.

2.6.14 Internal Efficiency and Learning Achievement of Primary School and Lower Secondary School Students

The flow rate in primary school students has experienced positive fluctuation, but requires additional efforts to reduce the repetition rate to below 10% and the dropout rate to below 5%. An analysis of the flow of Grade 1 to Grade 6 students shows that primary school students spend about 8.6 pupil years to complete primary school. This figure is still higher than the average of six years in which students are expected to complete primary school.

Results of the early grade reading assessment program for Grade 1 shown in figure 2.6.1 shows that the number students who were able to read syllables and texts with understanding increased at all grades over the period 2010-2012. The program began in 2011 at Grade 1, 2012 and 2013 at Grade 3. The results show that Grade 1 students ability to read with understanding increased by 14.75 percentage points. Similarly, improvements occurred for Grade 2 students, who increased their ability by 21.75 percentage points, and Grade 3 students, who increased by 26.50 percentage points. These results are beginning to show that student performance is improving due to the introduction of the early grade reading program. Meanwhile, the Ministry is trying out a diagnostic national assessment tool to gather representative data on students' learning achievement.

Figure 2.6.1: Percentage result of literacy program for early grade in Primary



Note: Test result (before program implementation in 2010 and after program implementation in 2012)

Source: Ministry of Education, Youth and Sport

2.6.15 Implementation of Teaching Hours in Primary School

In 2005, to improve the quality of education, reduce disconnects between the curriculum, the textbooks and the teaching hours available, the Ministry of Education, Youth and Sport, approved a new primary education curriculum. The number of teaching hours was standardized at 950 per school year. This is within the international standard of 850 – 1,000 hours per year.(UNESCO).

The new clear curriculum standards setting out what students are expected to know by the end of each grade level, helped to strengthen local inspections by the District training and monitoring team (DTMT) and also facilitate development of national diagnostic assessments. The first national assessment at grade 3 was carried out as a base line in 2012. A country wide grade 6 assessment was carried out in 210 schools covering 6,300 students in 2013 and the results are currently being analyzed.

A recent observation of actual teaching time delivered in a survey of three provinces showed that the average actual teaching time in all the school surveyed was only of 720 hours per academic year (Curriculum Development Department). Reducing in teaching time often occur due to adverse weather condition affecting poor rural areas where infrastructure is weak. This will improve over time as the Royal Governments expands infrastructure projects such as roads, health centres, flood relief barriers and provision of schools in each commune to enable all children to complete the basic education.

2.7 Summary

The Education for All National Plan is a baseline for measuring the progress of Cambodia toward education for all. The process of developing this plan is an opportunity for reflecting on the evaluation of Education for All in 2000 and reviewing the Education for All strategy in the context of national and international development work related to current information. This process also provides the Royal Government with an opportunity to consider the scenarios for resource infrastructure reform and partnership policy.

The Mid-decade Review of the Progress of Education for All in 2005 and the 2000 Report on the Assessment of Education for All in Cambodia shows the situational achievements and challenges to be resolved within the 6 EFA goals in the context of the history and progress of Cambodia. The 2000 Report on the Assessment of Education for All also includes data collected by the Ministry of Education, Youth and Sports mostly from the

education management information system. The significant results of the report on the assessment of Education for All are summarized as follows:

1. Progress towards achieving the goal of education for all is slow, particularly at the early childhood education formal preschool level. The program for 0-3 year-old pupils was not specifically defined and constitutes only a very small scale.
2. Normally, rural areas gain few benefits from education and the educational index is relatively low. Learning achievement is low particularly in remote areas; the rate of female students dropping out of school is higher than for male students.
3. Literacy and non-formal education is not fully focused on. Moreover, the existing program is still limited in terms of both contents and coverage.
4. Education and vocational training are only provided in urban areas. The training currently provided is not always attractive to young people. The skills acquired through training do not always meet labor market needs.
5. The gender parity index meets the regional standard due to the efforts of the Royal Government and support from development partners and other stakeholders.
6. The quality of basic education is generally low and access to quality education is limited. Those who live in remote and mountainous areas, the poor and indigenous people, as well as persons with disabilities still have limited educational opportunities.

3. The EFA Strategy Review and Sector Management

3.1 Assessment of Education for All Strategy

3.1.1 Early Childhood Care and Development (ECCD)

As shown in the section on Early Childhood Education, participation in both formal and non-formal early childhood activities has increased steadily from 2000–2013 especially during the period 2010–2011. Early childhood education plays a fundamental role in the Government plan to improve the quality and effectiveness of its education system. The importance of ECCD is highlighted in a number of key documents including The Education for All National Action Plan 2003–2015, the Education Strategic Plan, and the National ECED policy. Other key documents and institutionalized activities underlying the importance of ECED to the education sector include the following:

Governance

1. National policy on Early Childhood Care and Development
2. Prakas on the rules and regulations for public preschool
3. Instructions on the operation of public preschools and primary schools
4. Drafted result-based monitoring and evaluation system for the early childhood education subsector
5. Drafted principles and instructions on the operation of preschool resource centers, community preschools, home-based programs, parental education manual on care, nutrition education, child protection, using health services, pregnant women and children under 2 years of age.

Coordination

6. Royal Decree on the Organization and Functioning of the National Committee for Early Childhood Care and Development (NCECCD) which is an inter-ministerial coordination mechanism for ECCD.

7. Instruction on the implementation of the functions of the commune/sangkat committee in charge of women's and children's affairs in developing maternal health, community preschools, hygiene, gender equality and child protection in communes/sangkats (in cooperation with National Commission for D&D).

Quality assurance

8. Early learning development standards (ELDS) for children aged 3, 4 and 5 and Curriculum for 5-year-old children.
9. ECD Resource book.
10. 8-week education program for children who did not attend preschool.

Financing Program

11. Expanded early childhood education services in all forms and in all places, particularly in areas where school attendance and the achievement rate is low, the dropout rate is high, and where nutrition levels, child protection and using health services are low.
12. Strengthened and expanded community bilingual preschools for indigenous areas.
13. Expanded the integrated study program for children with disabilities in formal and community preschools.
14. Provided information on nutrition and increase information on health in the preschool sub-sector.
15. Provided quality inputs and technical support to public and community preschools and standard home based education programs (skills improvement for teachers, study programs, physical and health education programs, teaching and learning materials).
16. Developed pre-school teacher training standards to be used as the basis of the pre-school teacher training system.

3.1.2 Universalization of Primary Education

The Ministry of Education, Youth and Sports has made every effort to collaborate with all relevant stakeholders, including development partners, communities and the private sector in the development of its primary education system. The National Child Friendly School policy, (2007)The Education Strategic Plan (2014 – 2018), the National Education for All Action Plan 2003 – 2015, other key documents and institutionalized activities underlying the importance of primary education to the education sector include the following:

Governance

1. Improved the effective implementation of the duties and responsibilities of schools, teachers and students through the monitoring and evaluation of students' learning achievements and the provision of timely support.
2. Increased public financial accountability and the responsibility of educational institutions in the use of budget and decisions about programs.
3. Strengthened leadership and management at school level to ensure professionalism and responsibility in school operation.

Coordination

4. Promoted the involvement of the private sector and communities in the development of education and physical education and sport at all levels of education, particularly all sub-national administration committees and councils.

5. Strengthened management, the development of planning, implementation, monitoring, and reporting based on the results and in accordance with good governance and sub-national democratic development policy.

Quality assurance

6. Developed a Policy and master plan to use the child friendly school program for basic education.
7. Developed Documents supporting the implementation of all six child friendly school program components.
8. Implementation of early grade reading assessment.
9. Initiated a promotion test at the start of the school year for students who failed the test at the end of the previous year.
10. Decentralized the delivery of the curriculum to comply with real situations at local level.
11. Improved the curriculum for primary schools by making it standards based so that it is easier to assess learning achievement.
12. Prepared a school quality assurance framework.
13. Improved the quality of teacher training.

Financing program

14. Implemented a scholarship and school meal programs.

Experimental Lesson: School Meal Program

The Ministry of Education, Youth and Sports, in cooperation with the World Food Program and stakeholders in the community Provided school meal to pupils at Samraong primary school in Samraong Kang Rei village, KompongLeng district, KompongChhnang province. The schools has received the breakfast program since school year 2007-2008. The program provided breakfast to students according to the nutritional standards of the World Food Program. The provision, includes rice, canned fish, vegetable cooking oil with added Vitamin A, bean nutrient and iodized salt. The local community also helped with the construction of the kitchen and provided the kitchenware, firewood, coal, vegetables and other ingredients to facilitate the program.



*Little girl ChhoeungSaren:
"School meal helps me to think well and
learn quickly in class."*

From the 2007-2008 academic year to the present Samraong Primary School has enrolled 95.24% of 6-year-old children, has a 1.95% absentee rate, a 3.50% drop-out rate, and a 90.05% class promotion rate. The community, teachers and children in the local area are very happy with the program because it is really helping children to attend school regularly, and to do well at school as well as help reduce the expenses of poor families.

15. Implemented the school improvement grant program. This program allows schools to access additional funds to spend on items which are justified in their annual school improvement plans.
16. Implemented in-service and pre-service teacher training programs to identify and assist children with disabilities.
17. Provided bilingual education for children in ethnic communities.
18. Provided accelerated learning programs to assist over-age students to complete their nine years of basic education.
19. Increased the mobilization of children to attend primary school, particularly disadvantaged children (by means of providing poor pupils with scholarships and nutrition at primary school).
20. Developed infrastructure, by completing incomplete schools, establishing new schools, and providing more materials.
21. Increased the use of health services to improve all health education services in primary schools.

3.1.3 Learning and Life skills for youth and adults

Quality assurance

1. Developed a technical education curriculum for secondary education.
2. Increased skills education, entrepreneurship and leadership skills for youth.
3. Updated curriculum standards in local life skills, alternative vocational training, and foreign language programs to be ready to enter into the ASEAN socioeconomic integration in 2015.

Financing program

4. Developed youth management centers.
5. Provided reproductive health education, HIV/AIDS prevention and other infectious diseases.
6. Promoted social and personal safety skills.
7. Promoted voluntary activities among the youth.
8. Raised awareness of the dangers of drug abuses, mines, and explosives.
9. Provided education and training which helped to prevent from human trafficking and smuggling.
10. Raised awareness of climate change.
11. Provided scholarships for students and vocational skill learners.
12. Equipped schools and community learning centers with facilities and materials in accordance with the standards.

3.1.4 Adult Literacy

Governance

1. Improved efficiency of private school management.
2. Developed a non-formal education information management system.

Coordination

3. Provided mechanisms for supporting non-formal education programs in factories, enterprises and farms.

Financing program

4. Expanded the coverage of the literacy program, particularly in areas where there are many illiterate people and in disadvantaged areas.
5. Expanded and strengthened the operation of community learning centers, re-entry programs, non-formal education equivalency and post-literacy programs.
6. Accelerated literacy programs in cooperation with development partners.

3.1.5 Gender Equality and Equity

Coordination

1. Increased awareness of gender among the community and relevant parties.
2. Strengthened cooperation with development partners and line ministries/institutions.

Quality assurance

3. Improved methods of encouraging children to attend schools with a focus on girls.
4. Increased numbers of female leaders at all levels in the education system.
5. Strengthened and expanded Girl counseling programs in schools and educational institutions.

Financing program

6. Built dormitories and provided health services for female students.
7. Increased the number of scholarships for female students and teacher trainees from poor, disadvantaged and remote areas.
8. Improved and updated the general education curriculum and teacher training curriculum focusing on gender equality and equity.

Girl Counseling Activities

Snay Pol Primary School is located in the Pea Raing district, Prey Veng province. This school established a Girl counseling program in 2010-2011. The Girl counseling program was developed to help with problems in both the school environment and in teaching and learning. All issues pertaining to females, such as violence, grade repetition, and the school drop-out rate have subsequently been reduced to a minimum. This is due to cooperation, the attention of management, local authorities, and other committees, particularly through the Girl counseling program:



- *There is clear plan and direction for implementation.*
- *Defined targets and causes of children, particularly girls, dropping out of school.*
- *A meeting program with school principal and disadvantaged girls on a regular basis.*
- *There is good relationship with teachers, community and guardians of disadvantaged students.*
- *Information on the needs of girls is collected at the beginning of each year.*
- *Guardians of disadvantaged girls are visited regularly to ask after them and help resolve problems.*
- *Consultations take place with all disadvantaged children.*
- *Peer support is in place to help with initial problem solving.*
- *Visits to disadvantaged girls at their houses at least twice a year to understand their challenges and help them with solutions.*
- *Monthly reporting to the school principal and local authority on the activities, results achieved by Girl counseling, particularly the challenges of girls to request assistance to solve problems as required.*

Learning achievement

No.	Grade	Learning effectiveness	Before the existence of girls counseling		After the existence of girls counseling			
			2009-2010		2010-2011		2011-2012	
			Total	Female	Total	Female	Total	Female
1	1 st	Number of students	162	69	124	51	142	51
		Promotion rate	80.24	86.95	83.87	100.00	92.25	86.27
		Repetition rate	19.75	13.04	16.12	0.00	20.42	13.72
		Drop-out rate	0.00	0.00	0.00	0.00	0.00	0.00
2	2 nd	Number of students	156	82	137	62	130	64
		Promotion rate	76.92	81.70	83.21	80.64	78.46	90.62
		Repetition rate	16.66	10.97	16.78	19.35	20.00	9.37
		Drop-out rate	6.41	7.31	0.00	0.00	0.00	0.00
3	3 rd	Number of students	130	66	134	72	120	51
		Promotion rate	93.84	95.45	92.53	93.05	97.50	100.00
		Repetition rate	6.15	4.54	7.46	6.94	2.50	0.00
		Drop-out rate	0.00	0.00	7.46	4.16	0.00	0.00
4	4 th	Number of students	120	55	127	65	127	69
		Promotion rate	93.33	92.72	95.27	98.46	94.48	97.10
		Repetition rate	5.00	5.45	0.78	0.00	5.51	2.89
		Drop-out rate	1.66	1.81	3.93	1.53	0.00	0.00
5	5 th	Number of students	127	54	121	51	128	66
		Promotion rate	88.97	85.18	90.08	96.07	96.87	100.00
		Repetition rate	7.08	9.25	9.09	7.84	3.12	0.00
		Drop-out rate	3.93	5.55	0.82	1.96	0.00	0.00
6	6 th	Number of students	103	51	106	44	104	45
		Promotion rate	100.00	100.00	100.00	100.00	94.23	95.55
		Repetition rate	0.00	0.00	0.00	0.00	3.84	0.00
		Drop-out rate	0.00	0.00	0.00	0.00	0.00	0.00

Source: Pea Raing District Education, Youth and Sports office

3.1.6 Education Quality

Governance

1. Developed a monitoring and evaluating system to measure outcomes of the education sector
2. Improved task implementation and responsibility of schools, teachers, and students through the monitoring and evaluation of student's learning achievement, and providing timely support

Quality assurance

3. Developed education quality assurance and quality standards in teacher training institutions.
4. Improved curriculum at all levels and provided textbooks.
5. Developed the capacity of teachers and school principals by providing training.
6. Promoted quality improvements in reading and writing at Grades 1, 2 and 3 through provision of an early grade reading program.

Financing program

7. Supported technical assistance to schools by the district training and monitoring teams.
8. Used information technology to promote education and life-long learning.
9. Piloted full day teaching and learning programs in target primary schools.

3.2 Enabling Factors and Constraints

3.2.1 Early Childhood Care and Development

3.2.1.1 Enabling Factors

However despite the excellent progress as detailed in the sections above, there are a number of bottlenecks and challenges which need to be resolved and overcome; Key EFA policies and strategies have been reflected in the Education Strategic Plan 2001-2005 and following plan. All policies, strategies, policy actions, programs and sub-programs are linked to form a comprehensive approach to the development of the sector.

1. National Policy on Early Childhood Care and Development.
2. Prepared a parental education manual, linked to all early childhood education services (nutrition, care giving, and using health services, care of pregnant women, and families with children under the age of two).
3. Increased participation of communities, parents or guardians of children through the expansion of early childhood education services in all forms, particularly in rural areas.
4. Provided national budget to primary schools as a priority.
5. Provided program budget to schools to help eliminate obstacles to school attendance.
6. Implemented a scholarship and nutrition program in cooperation with development partners.
7. Cooperation with the community and local authorities in education.
8. New communication infrastructure creates easier access to schooling.
9. Skills required by the labor market.
10. NearyRattanak Strategic Plan, focusing on the expansion of opportunities for women is in place.
11. There is a gender mainstreaming strategic plan in education.
12. Access to Global initiatives which focus on quality of education.
13. The will of the Royal Government to reform quality of education.

3.2.1.2 Bottlenecks

3.2.1 Early Childhood Care and Development

Enabling factors early childhood care and development have been increasing but the sector is has yet to meet all the needs because:

1. Early childhood education services do not yet cover the entire country. This leads to low participation of children especially children in remote areas, indigenous children, children from poor family and children with disabilities.
2. Expansion of ECCD programs has not yet been regarded as an investment priority despite the fact that it is the foundation for ensuring children enrolls in subsequent educational grades.
3. A private sector service is only available for children from rich family in urban areas.
4. Limited ability to include pre-school education for five-year-old children in primary schools.

5. Ability to provide training on early childhood care, nutrition education, and using health services has not yet been considered as priority.
6. Cooperation between relevant institutions has not yet been effective enough to expand the sector.

3.2.2 Universalization of Primary Education

1. Migration of parents to seek job opportunities means that children often drop out early.
2. Annual flooding renders some primary schools unable to start promptly according to schedule and planned study programs.
3. Children live far away from school and incomplete schools are likely available in remote and disadvantaged areas.
4. Poverty, malnutrition, health problems, and disability are prevalent among school age children particularly in remote or disadvantaged areas.

3.2.3 Learning and Life Skills of Youth and Adult and Adult Literacy

1. Most learners are from remote and disadvantaged areas and do not have the ability and capacity to earn a living. Even when they are trained it is difficult to find a job.
2. There is a lack of competent vocational teachers.
3. Competent vocational teachers often expect remuneration exceeding the standards provided by the program budget.
4. Many People in rural/ remote areas, those from disadvantaged and indigenous groups have poor literacy skills.
5. Some programs do not attract people who might most benefit from them.
6. Limited capacity of officials at both national and sub-national levels in developing plans for implementation and monitoring activities in non-formal education.
7. Lack of resources and mechanisms to facilitate relevant partners to carry out non-formal education activities.

3.2.4 Gender Parity and Equity in Education

1. Traditional views of the role of girls.
2. Negative behavior toward gender equity.
3. Lack of gender responsive physical resources.
4. Poverty and long distances to upper and higher education affect learning opportunities for rural girls.

3.2.5 Quality of Education

1. The dropout rate is still high.
2. Limited investment in education quality reform.
3. Limited qualifications of teachers.
4. General lack of attention of parents and guardians to the students' learning.

3.3 Lesson learned

1. Most public preschools are available only in urban areas, but community preschools take part in mobilizing children in areas where schools are unavailable or located far from public preschools. Class and teacher preparation is responsible by the communities. In the future, the commune council will play a role to increase expenditure on ECCD as share of commune investment fund and other sources.
2. The Early Childhood home-based education program is not costly and produces good results for educating parents or guardians along with their small children at home. This program has support from and cooperation with institutions, communities, and local authorities. The regular training, monitoring and evaluation exercises will contribute to increasing of quality of home-care giver and at home-based activities. Seeking support from Ministry of Health and the World Food Program to provide nutrition support at nursery's and food security and nutrition supported at preschool level.
3. Students from poor family who are provided with scholarships come to school more regularly than when they were not granted scholarships. An experimental Scholarships program for primary students provided to a target group with scholarships based on either merit or poverty according to the poverty index. The MoEYS has to decide whether the tradeoff between poor and merit based students will continue in the next phase. In the future, scholarship program will extend to upper secondary and students from grade 4 to 6 of primary education.

Cash Scholarship Program Testing Lesson

Since the 2011–12 school year, the Ministry of Education, Youth and Sports, and the World Food Program established a cash scholarship program for primary school students from grade 4 to grade 6, particularly boys and girls from poor families in areas with high rates of school absenteeism and poor study results due to the fact that they go to work with their parents for money to support their daily lives.

To thank the World Food Program, the management of the Ministry of Education Youth and Sports, and relevant parties went to talk with a group who were granted cash scholarships at primary schools in Kompong Svay district, Kompong Thom province.

This program provided 50 US dollars in cash to each student and paid them in three phases each school year through the bank in their local area.

Children receiving the scholarships went to school regularly and did well in school compared with other students. The community, teachers, and students' parents were very satisfied with this program because it helped reduce the expenses for their families, especially poor families, and encouraged the children to go to school regularly and to do well at school.



H.E Minister of Education, Youth and Sports:
"How do you feel receiving this money?"

4. Teachers pay more attention to their teaching when a system is put in place to measure student performance. A system has been developed using questionnaires related to the students' studies and questionnaires for interviewing relevant parties related to the students' studies, which will facilitate relevant parties in assisting teachers' teaching and students' learning.
5. Schools gaining the full support of communities are able to achieve rapid development and ensure full enrollment, as well as effective teaching and learning.
6. All educational strategies and programs that focus on and prioritize women have contributed to promoting gender equality in education.
7. All relevant parties, particularly the management of the Ministry of Education, Youth and Sports have made great efforts to help schools in time of crisis such as flood, and this is a driving factor that continues to encourage staff to perform their duties well.

Lesson Learned: Intervention during Emergency

ChbarAmpov Primary School is located in ChbarAmpov village, ChbarAmpov commune, Batheay district, Kompong Cham province. It is one of the primary schools in the Kingdom of Cambodia that is almost always flooded at the beginning of the school year when the river overflows. As a result, the Ministry of Education, Youth and Sports disseminated a document on the minimum study program during the event of emergency situation, flood and chronic crisis. His Excellency the Minister of Education, Youth and Sports, accompanied by many people in the ministry's management, went to inspect the temporary teaching and learning location in ChbarAmpov village in the above commune, district, and province, meeting with the officials of Save the Children International, the local education authority, school principal, teacher community, students' guardians, and students who were studying under a villager's house that was a safe location for study.



His Excellency the Minister of Education, Youth and Sports and management team on their visit to inspect a temporary teaching and learning location .

This kind gesture of the management of the Minister of Education, Youth and Sports and their colleagues in visiting the location and talking with the principal, community teachers and students in the emergency situation motivated the education officials and relevant parties to perform their respective duties more effectively and with a high sense of responsibility.

8. Having documents on the minimum study program during the emergency, flood and chronic state of crisis has inspired the teachers and relevant parties to actively take part in providing a location, materials and means to enable students to have a temporary learning space during floods in their local area.

Lesson Learned: Organizing Classes during a Flood

ChbarAmpov Primary School is located in ChbarAmpov village, ChbarAmpov commune, Batheay district, Kompong Cham province. It is one of the schools located near the Mekong River which always suffers from the Mekong flood at the beginning of the school year. This incident is a concern to the Royal Government of Cambodia, especially the Ministry of Education, Youth and Sports, which is seeking partners to provide resources and technical support to enable schools like this to stay open, just like other primary schools in the Kingdom of Cambodia.

In the 2007–2008 school year, the Ministry of Education, Youth and Sports, in cooperation with UNICEF, developed a minimum study program during the events of emergency, flood and chronic crisis, and disseminated this document to education officials of all levels and relevant partners, so that they understand and are able to implement it during flood incidents to facilitate the study of the students, enabling them to continue to learn just like those in other schools that are not suffering from any crisis. Understanding this problem, at the beginning of most school years, nearly all schools located adjacent to the river make preparations to identify safe places for the students to study in temporarily, while waiting until the water recedes to return to study in their usual classes.



Picture of teaching and learning activities at temporary location because their school is flooded.

The implementations of the above strategies have made a significant contribution to progress towards achievement of EFA goals. The valuable lessons learned will support future progress.

Key progresses include the increase awareness of education importance and child rights. The provision of school meal, improvement of in and outside classroom environment to improve enrolment, the focus on inclusive education for children with disabilities, student from poor families, orphan and bilingual education for ethnic minorities, have contributed to improvement of access to education, The focus on dissemination, community movement and capacity development for community, local authority, parents, guardians, early child care giver also contributed to successful education development.

4. Emerging Challenges and Priorities of the Royal Government

4.1 Challenges

4.1.1 Early Childhood Care and Development

1. Expansion of education and child care for children age 0 to under 6, especially children from poor families, indigenous groups and children with disabilities, by provide priority to community and home-based ECE.
2. The expansion of community-based preschools faces difficulties in rural areas due to a lack of teachers and physical infrastructure.
3. Improve quality of early childhood education, care and nutrition program and increase usage of health services for children aged 1 – 6 years.

4.1.2. Universalization of Primary Education

1. Ensure access to schools and completion of the basic education for all.
2. Equipping primary and secondary students with life skills according to competency framework for 21st century.
3. Raising education quality to compete with ASEAN and international standards especially in the teaching of Mathematics, Science, Languages and ICT.

4. Providing all necessary equipment and materials to all public and private primary schools.
5. Improvement of Management and Leadership at school level.
6. Development of primary schools to become advanced CFS schools.

4.1.3 Learning and Life Skills for Youth and Adults

1. Ensuring that youths and adults have the specific technical and critical thinking skills needed to respond to the labor market.
2. Ensure measurable improvements in learning outcomes in literacy, numeracy and life skills.
3. Development of fully operated CLCs and provision of life-long learning services based on the CLC management and leadership manuals.
4. Ensuring all citizens have access to life-long learning services.

4.1.4 Adult Literacy

1. Creation of distance learning programs to increase of teaching professional careerdevelopment.
2. Strengthening the NFE network to ensure that all adults have access to literacy services.
3. Encouraging teachers and students in NFE programs.
4. Strengthening monitoring, evaluation and performance capacity of NFE programs.

4.1.5 Gender Parity and Equality

1. Encouraging girls to access to education .
2. Reducing gender gap between girls and boys by means of their schooling Empowering women in decision-making.

4.1.6 Quality of Education

1. Development of education quality assurance framework.
2. Development of school standards at all levels and TTCs.
3. Development of teacher professional standards.
4. Improve efficiency of school principals and teachers' performance.
5. Development of student assessment standards.

4.2. New National Policy Direction in Socio-economic Development in Light of the Recent Development and Emerging Challenges

The Royal Government focuses attention on development of human capital that will ensure competitiveness in a more open regional labor market through: 1) Investing in Education to equip workers with skills and high productivity to meet market demands and increase added value. 2) Developing legal instruments to ensure good governance 3) Increasing the number of school buildings and vocational institutions to increase access from pre-school to tertiary levels. Encouraging the private sector to develop public/ private partnerships, especially at Higher Education level. 4) Strengthening the focus on improving scientific research, technology, and innovation in education. Support for the teaching of Science Technology Engineering Arts and Mathematics.

4.3. Implications for Future Education Development

1. Raising awareness of the benefits of parental education and the value of ECED has led to an Early Childhood Care and Development Expansion Program. This has resulted in an 80% increase in participation / enrollment rates in early childhood education including community-based preschools, home-based and public and private preschools.
2. Building new schools and upgrading primary schools to enable them to offer all 6 grades has increased access to basic education. This has led to a Basic Education Expansion Program that encourages all children to attend primary school and then transfer to secondary. In order to meet the needs of the increased number of students the new basic education teacher status has been mainstreamed and more money is being planned to, provide support for teachers, text books and library facilities, training for school principals, science laboratories, computer rooms, foreign language study rooms and workshops.
3. An Education and School Quality Assurance System Development Program is being initiated for pre- school, primary schools and secondary schools. A quality framework and tools; capacity development for supporting schools and teachers to achieve the quality standards; development of a responsive curriculum with sufficient study materials, and excellent teaching are all ongoing.
4. A National and International Students Performance Evaluation System Strengthening Program, will be needed in order to measure student performance to ASEAN and international standards in the future. The evaluation system requires continuous improvement in class tests and national exams; national exam reform and preparedness for participation in the international students' performance evaluation program.
5. Scholarships extension to all primary, lower and upper secondary school children who need them, focusing on the determination of target groups, program monitoring and evaluation.
6. A Technical and Vocational Education Expansion Programs to improve the quality of technical and vocational education.
7. For the Literacy and Life-long Learning Program, initiate the implementation of a non-formal education equivalency program in order to ensure students at all level receive the critical thinking and other fundamental, transferrable skills which are vital to a fast growing and diverse economy.

4.4 New Visions of Education toward and Beyond 2015

4.4.1 Early Childhood Care and Development

1. Increase school enrollment in all aspects of ECE programs from 6% in 1999 to 75% in 2015.
2. Increase the participation of children in community health programs, nutrition, quality development and education of children from birth until school age.
3. Promote the readiness of Cambodian children to attend school at the age of 6.
4. Develop a national action plan on early childhood care and development in 2014
5. Develop guidelines on the management and operation of preschool resources centers in 2014.

6. Review curriculum for public preschool, community-based preschools and home-based program in 2014.
7. Develop principles for increasing the preschool teacher training framework for 2104.
8. Review roles and functioning of early childhood education at sub-national level for 2014.
9. Develop a good governance policy for preschool institutions for 2014.
10. Develop guidelines on the management and operation of community-based preschools and home based programs in 2015.
11. Develop instructions for the private sector, farms, and large enterprises, encouraging them to participate in all forms of early childhood education.

4.4.2 Universalization of Basic Education

1. Ensure that by 2030, all children, particularly girls and boys living in disadvantaged circumstances, and children of indigenous groups receive and achieve a full 9 years of basic education in free and quality primary schools.
2. Eliminate gender disparity at primary and secondary schools by 2015, focusing attention on ensuring that girls have full and equal access to education, and achieve quality basic education.
3. Improve education quality, especially in terms of literacy, mathematics and skills necessary for earning a living.
4. Improve internal efficiency of basic education through reducing repetition rates at early grades of primary education, dropout rates at higher grades of primary education and lower secondary education.
5. Expand the scope of school meal program at primary schools.
6. Encourage teaching of foreign languages for primary schools from grade 4
7. Develop an education quality assurance framework at school level.
8. Pilot full day teaching and learning.
9. Improve construction and equipment of facilities at education institutions to meet the primary school quality standard.
10. Revise the primary curriculum and conduct regular review.
11. Develop an action plan for the implementation of the teacher policy.

4.4.3 Learning and Life Skills for Youths and Adults

1. Ensure that the learning needs of all youth and adults are met through equitable access to appropriate learning and vocational skill trainings (life skills).
2. Improve all aspects of education quality and ensure an excellent quality at all aspects for all citizens with measurable and recognized learning achievement especially literacy, number and life-skills.
3. Disseminate the policy on life skills and life-long learning.
4. Increase dissemination and cooperation with development partners, line ministries, and relevant stakeholders.
5. Build sufficient school buildings and community learning centers for remote areas.

6. Increase the transfer of power to cities/provinces/districts/khans to manage life skill services.
7. Revise guidelines on the leadership and management of community learning centers.
8. Ensure quality study for youths and adults enabling them to acquire specific life skills in response to labor market demands.
9. Promote community learning centers to operate fully and provide lifelong education.
10. Promote the rights of every person to access continuing education.

4.4.4 Adult Literacy

1. Strengthen and improve non-formal education activities and programs.
2. Increase youth voluntary activities into NFE program and community development
3. Update curriculum and text books to suit the target groups.
4. Strengthen the implementation of instructions on non-formal education.
5. Strengthen monitoring, evaluation and capacity to carry out non-formal education work effectively.

4.4.5 Gender Parity and Equality

1. Encourage female students to participate in education equally with males.
2. Reduce gender disparity between male and female students through supporting the gender programs provided by relevant parties.
3. Inspire women to participate in decision-making.

4.4.6 Quality Education and relevance

1. Improve teaching and learning activities through the implementation of CFS policy at primary and secondary school for quality improvement and implementation of student dropout prevention program.
2. Improve learning environment through revising staffing norm at primary and secondary education.
3. Assess student achievement through conducting a sustainable national standard test for grades 3, 6, and 8.
4. Increase more investment in education sector for improving quality inputs and implement school self-assessment as a strategy to improve education quality. The schools may reflect on their performance through an annual self-assessment report.
5. Develop result-based monitoring and evaluation system.
6. Implement the Child Friendly School Program Policy at primary and secondary level to improve education quality.
7. Encourage primary school teachers holding upper secondary certificates with significant experience to attend training courses at RTTC to become lower secondary teachers.
8. Build capacity for school principals and technical team leaders to improve efficiency and quality education.

4.5 Post-2015 New Vision

To define the post-2015 education agenda, we must look at what has been achieved since 2000, and try to finish the incomplete tasks.

The following principles will be applied in future education agendas:

1. Education is the foundation of human rights and is linked to other rights.
2. Education is public goods. In principle, the state maintains education as a public service. Meanwhile, civil society, community, parents and other relevant stakeholders are also key actors in providing a quality educational service.
3. Education is the foundation for full humanity, peace, sustainable development, gender equality and is the responsibility of people in general.
4. Education is a key factor contributing to the reduction of gender inequality and poverty through the provision of enabling factors and opportunities leading to improved lives and sustainable development.

To successfully implement the above principles, the future priorities of the Royal Government are as follows:

1. Develop early childhood education to build the foundations of education.
2. Promote youth and adult literacy.
3. Recognize the key roles of the teachers in improving the quality of education.
4. Pay more attention to life skills and to the promotion of education for sustainable development and citizenship in general.

5. Conclusion and Recommendations

Through implementation of EFA National Action Plan, positive and remarkable progress has been made on Early Childhood Care and Development, Universalization of Primary Education, Gender Parity and Equality goals, which are likely to be achieved by 2015. Meanwhile, more focus is needed on learning opportunities for youths and adults life skills, adult literacy, and improving quality goals for Education.

The Royal Government of Cambodia values “human capital” development greatly. This is demonstrated by increasing the budget for education in 2014 to motivate and develop teachers’ capacity and to ensure equitable access to good quality education. With help from the private sector, support from development partners, and funding from the Global Partnership for Education will be used effectively in order to contribute to achievement of EFA goals. At the same time, the MoEYS needs to prepare young people to enable them to take full benefit from both ASEAN integration and global opportunities by focusing on development of key skills which include literacy, numeracy, science, arts and critical thinking.

5.1 Recapitulation of Major Findings and Conclusions

Key priorities for the development of Cambodia’s future education will focus on:

- 1) Improving equitable access to education for all children, youth, and adults from ECE to higher education levels.
- 2) Promoting the quality of education at all levels which have been included in the post-2015 education agenda.
- 3) Providing equitable opportunity and special attention to marginalized children.

- 4) Focus on Gender equality.
- 5) Life-long learning is a key principle for the post-2015 education agenda, providing opportunities for broad and flexible life-long education opportunities, whether formal or non-formal, through the use of information, communication and technology (ICT) to build a new life-long learning culture.

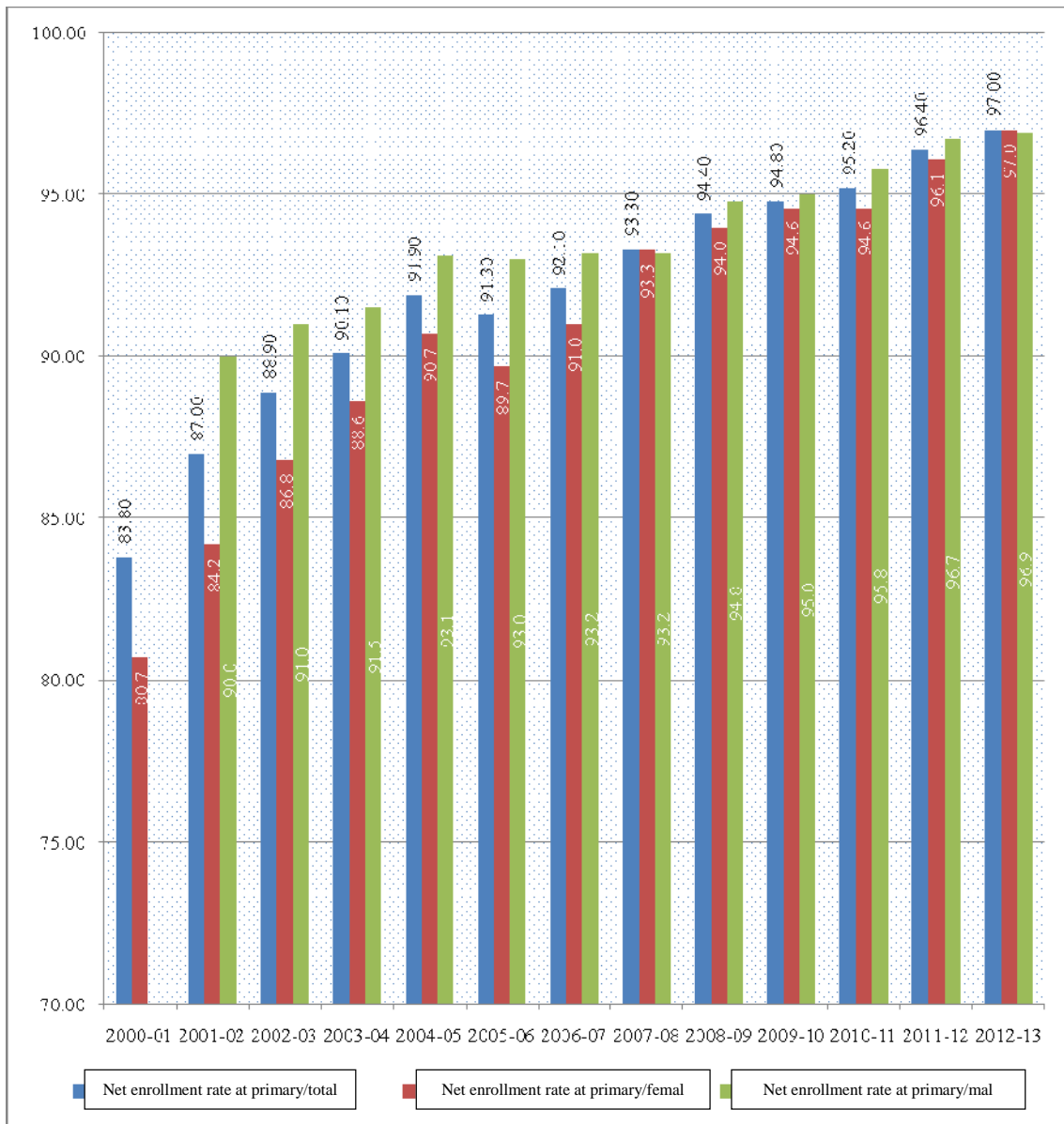
5.2 Key Directions and Recommendations for the Future Education Development

- 1) Increase access to pre-school education services in rural and remote areas.
- 2) Encourage support for and cooperation with institutions, communities, and local authorities to expand Home-based education programs as they are not costly and produce good results by educating parents or guardians at home along with their children. Create a national basic education scholarships policy to ensure that all children have equal access to basic education. Students who received scholarships attended school more regularly than those who were not scholarship recipients.
- 3) Introduce a national diagnostic assessment program; teachers pay greater attention to teaching students when they know that the student's results will be carefully monitored and performance will be measured.
- 4) Continue to encourage community and parental support to schools. Schools which gain the full support of their communities are able to achieve rapid development and ensure full enrollment, as well as effective teaching and learning.
- 5) Maintain and develop initiatives and interventions to reinforce the need for gender balance and equality all levels of education. All educational strategies and programs focusing on and prioritizing women have contributed to promoting gender equality in education.

5.3 New Directions for the International Community for the Education Development and Cooperation

- 1) Enhance inclusive education.
- 2) Strengthen the roles of all stakeholders in achieving each goal of EFA.
- 3) Link the achievement of EFA goals to MDGs.
- 4) Implement pro-active dialogue on strategy and program design in order to define mutual supportive and collective approaches.
- 5) Solve resourcing issues through local co-operation or with UNESCO combined resources.

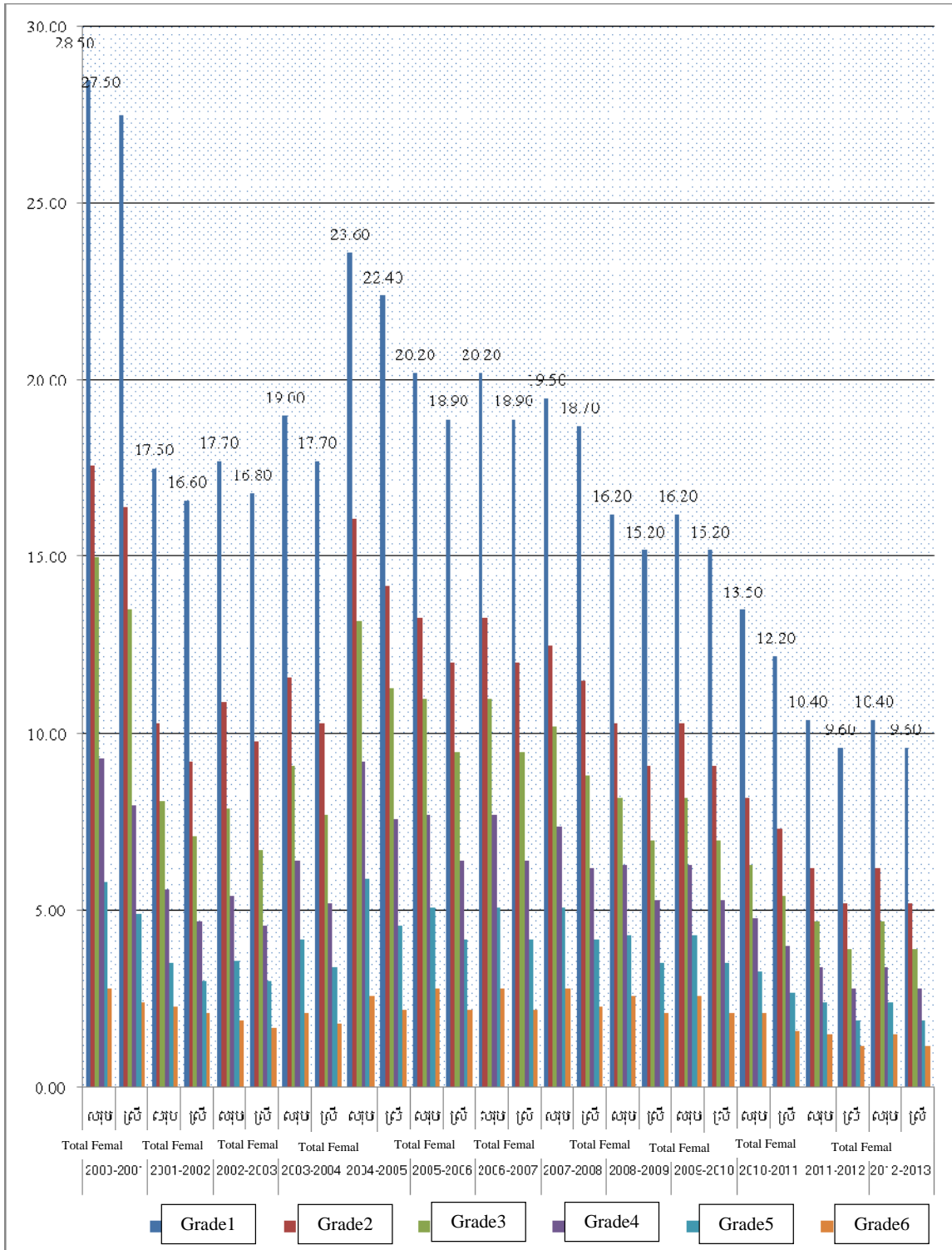
Figure2.2.4 Net Enrollment Rate



Source:EMIS , MoEYS

Annex2

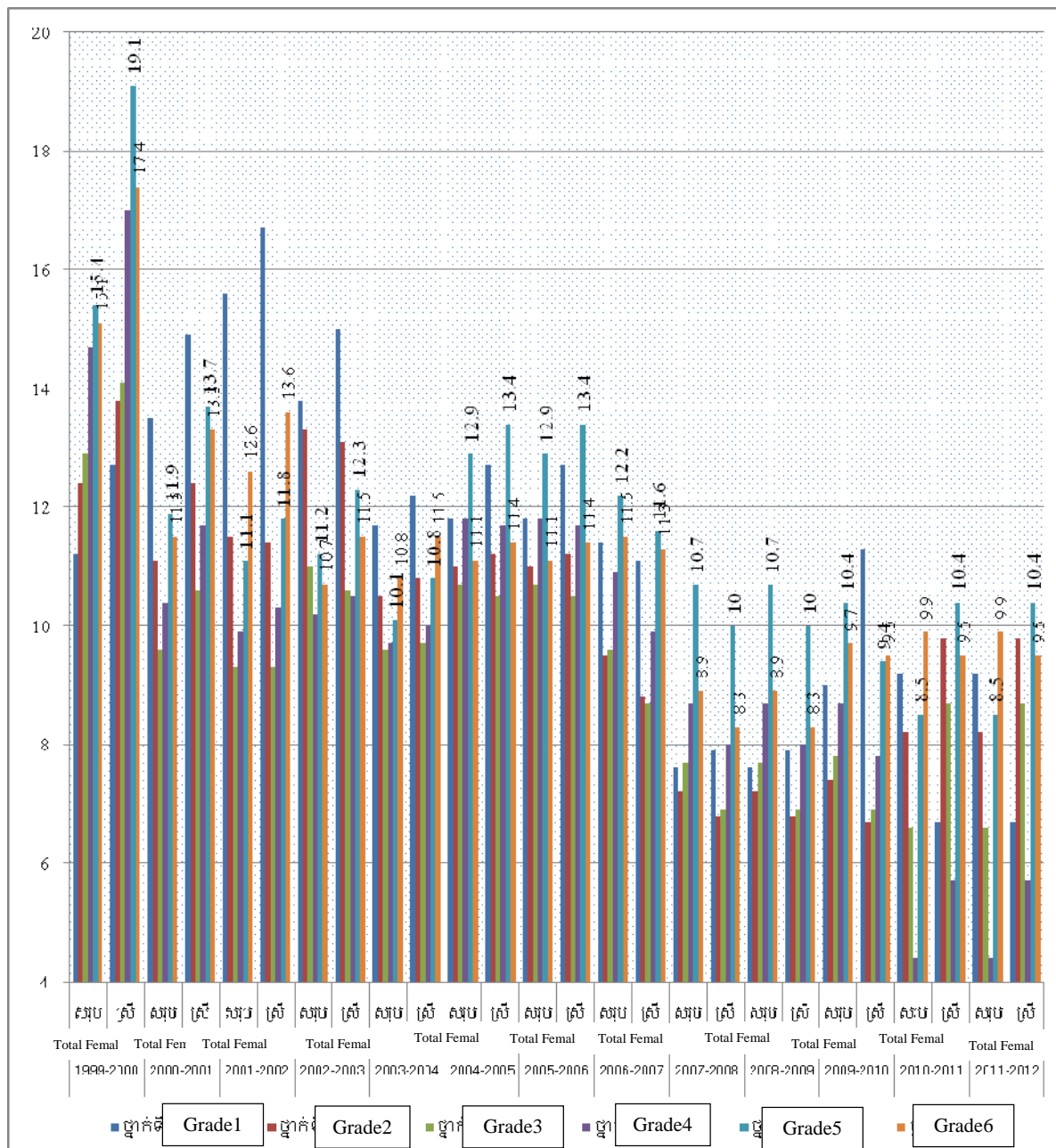
Figure2.2.5 Repetition Rate by Grade



Source: EMIS , MoEYS

Annex3

Figure 2.2.6 Dropout Rate by Grade



Source: EMIS, MoEYS

Annex4

Note: A complete primary school is a school consists of 6 grades i.e from grade 1 to grade 6. The school has library and toilets, and suitable-size way for disabled children. Moreover, the complete school is equipped with appropriate tables and chairs for students. Since 2010, pre-school class has been attached to a new-built complete primary school. Whereas, incomplete school is a school consists of less grades than 6 grades and the school has no library and toilet or if there is, the toilet is not appropriate to use.