



Ministry of Education, Youth and Sport



United Nations  
Educational, Scientific and  
Cultural Organization

# Cambodia National Launch of EFA Global Monitoring Report 2015

**with** Cambodia EFA Achievements



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# I. Introduction

In April 2000 the international community met in Dakar, Senegal and agreed to six major goals to ensure Education for All by 2015. Since then these goals are commonly referred to and known as the EFA Goals. The Dakar resolution made it clear that all stakeholders –governments, development partners, and civil society organizations— shall be accountable for the commitments they’ve made. The national governments agreed to dedicate themselves to reforming policy agendas while the international community pledged that no country committed to these goals shall be prevented from achieving the goals due to lack of resources. The EFA Goals are following.

## EFA Goals

### **Goal 1. Early Childhood Care and Education**

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

### **Goal 2. Universal Basic Education**

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

### **Goal 3. Life Skills and Lifelong Learning**

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

### **Goal 4. Literacy**

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

### **Goal 5. Gender Equality in Education**

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.

### **Goal 6. Quality of Education**

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

UNESCO was tasked to monitor the implementation of these pledges and commitments, and to keep the world community informed. Accordingly, the EFA-Global Monitoring Report (GMR) was established by UNESCO on behalf of the international community. The 2015 publication, “Education for All 2000–2015: Achievements and Challenges” is the final edition for the period 2000 – 2015, providing a summary of the EFA experience across the globe, for all actors from including the national governments, international community and the civil society to consider their own progress. This report was released internationally on 9th April 2015. This report formed the basis for framing the World Education Forum Declaration in Incheon Republic of Korea and for the education goal and targets under post-2015 Sustainable Development Goals.

The EFA-GMR 2015 was launched in Cambodia on 10th June 2015 jointly by the Ministry of Education, Youth and Sports (MOEYS), NGO Education Partnership (NEP) and UNESCO. This publication is the report of the launch showing the programs. On the launch, UNESCO exhibited standing posters on Cambodia national and provincial achievements on the six EFA Goals, which are a part of this publication.

- Link to download <Education for All 2000–2015: Achievements and Challenges>:  
<http://en.unesco.org/gem-report/>

## II. Overview of the EFA-GMR National Launch

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The EFA-GMR 2015 was launched in Cambodia on 10th June 2015 at the National Institute of Education (NIE). The national launch event was presided over by H.E. Hang Chuon Naron, Minister of Education, Youth and Sports. The launch was attended by over 400 participants from the Ministry of Education, Youth and Sport, Development Partners, NGOs, and the teacher trainees of the National Institute of Education. Participants received a Khmer language translation of the Executive Summary of the GMR 2015.

The Launch program started with “Gallery Walk” by all participants observing Poster Presentation of EFA achievements by each of the 25 provinces during 2000 – 2015.

In the Welcoming remarks, Anne Lemaistre, UNESCO Representative in Cambodia, informed that that GMR is prepared by an independent team of experts. The GMR 2015 formed the basis for discussions and the Incheon Declarations from the World Education Forum discussions in Korea. She noted that EFA remains an unfinished agenda, and there is more to be done in Cambodia and internationally. Only a third of countries had reached the global education goals of EFA, and that only half had achieved universal primary enrolment. However there had still been a substantial increase in primary and secondary school enrolment, and an increasing focus on quality of education internationally. Challenges remained on early childhood education, disability and inclusion, right-age enrolment and ensuring that education is free, especially for those that face barriers to access. The quality of education needs to continue to be a focus through improving teaching methodologies, and teacher training. Ms. Lemaistre concluded by stating that “We all know what these challenges are and have relevant policies and action plans in place. Our focus in the next fifteen years will be to implement and closely monitor implementation of these policies and action plans, so that on 10 June 2030, when the Sustainable Development Goal 4 Report on Education is launched here at NIE, Cambodia is recognized as a “Global Champion of Education”.

In the Introductory remark, H.E. Dr. Nath Bunroeun, Secretary of State and EFA Coordinator shared highlights of Cambodia’s EFA Journey from 2000 – 2015. He highlighted that the despite the challenges, the Royal Government maintained its commitments to the EFA agenda. He also appreciated the support of the development partners in MoEYS efforts to realize the EFA goals.

H.E Hang Chuon Naron, Minister of Education, Youth and Sports delivered the Opening Keynote address. In his Keynote, H.E. Minister, highlighted the progresses made during the last 15 years. During 2001-2005, MoEYS has focused on expanding access for public school especially for primary school. Cambodia has eliminated barriers in accessing school by providing school program based budget as well as building new schools. In 2004, MoEYS has established ECCD department. In the meantime, Non-Formal Education program has contributed to promoting literacy and numeracy and brought out of school children back to school. In 2006-2010, MoEYS has focused on expanding access at lower secondary school by building more schools and provide scholarships for poor students. In 2009-2013, MoEYS has focused internal efficiency particularly preventing drop outs. Ministry has also focused on capacity and institutional building for implementing decentralization. ESP 2014-2018 has moved another step towards strengthening quality of education and response through different measures and develop quality assurance framework for schools. To improve quality of education and its relevance, MoEYS has revised curriculum, provide textbooks and technical equipment to equip teaching and learning and research.

MoEYS has adopted long term priorities such as ensure children and youths receive 12 years free equitable and quality of education for primary and secondary including one year pre-primary and provide other opportunities for out of school children and youths to go back to school. Ensure that equity is one of the important education agenda through abolishing all forms of discrimination, gaps and inequity, disability in receiving education services. Ensure gender equity in receiving education service for all by developing policy, planning and preparing environment to respond to gender, gender mainstreaming in curriculum and teacher training and eliminating all forms of discrimination and violence in school. Improve quality of education and student learning outcomes through focusing on quality of teachers, literacy and math, critical thinking, problem solving and global citizenship. Provide life-long learning opportunity for all including technical education, higher education and research particularly ensuring that youths and adults has functioning literacy and numeracy and life skills. Promote science, technology particularly the use of ICT in strengthening education system.

Following the opening sessions, The audience then received a presentation on the key findings of the GMR 2015 by Mr. Santosh Khatri, Chief of Education, UNESCO Phnom Penh. This presentation highlighted the progress achieved across the world in many areas, including Cambodia, but stressed those issues that still require greater efforts, and the long-term challenges of ensuring that all children have an equal opportunity to access high quality basic education.

A panel discussion, “Cambodia’s EFA achievements and priorities for next 2016 – 2030” moderated by H.E. Mey Kalyan, allowed the participants to reflect upon what Cambodia did well, what remains unfinished and the educational priorities for next 15 years to realize the goal of upper-middle income Cambodia in 2030. The panel members included:

- H.E Hang Chuon Naron, Minister of Education, Youth and Sports
- H.E. Dr. Nath Bunroeun, Secretary of State and National EFA Coordinator
- Ms. Anne Lemaistre, Representative, UNESCO
- Dr. Chhinh Sitha, Vice-Rector of the Royal University of Phnom Penh
- Mr. John Friend-Perriera, Education Specialist, UNICEF
- Mr. Chin Chanveasna, Executive Director, NEP

The panel discussion focused on quality improvements as the key issue for coming years. The panelists highlighted the need to move toward mandatory basic education. The panelists and the audience interaction emphasized the need for continue efforts to reach the out-of-school children, reduce drop-out rates at all levels, better transition from primary to lower-secondary and to upper secondary levels and enhance teacher support to improve education quality.

H.E Dr. Nath Bunroeun gave closing remarks, celebrating EFA successes in Cambodia and highlighted challenges to be addressed in coming years. The issues of reaching and engaging poor children in education, adapting the curriculum to respond to the job market, the need to continue efforts on Adult Literacy. He highlighted a range of activity currently taking place led by MoEYS, including the National Literacy Campaign, the Teacher Policy Action Plan, and increasing the budget with a target on improving quality and reducing inequality.

### III. Speeches of UNESCO and MoEYS

#### ❑ Welcome Remarks

#### Ms. Anne Lemaistre Representative of UNESCO in Cambodia



It is an honor and privilege for me to welcome you all to the launch of 2015 UNESCO Education for All Global Monitoring Report “Education for all 2000 – 2015: achievements and challenges”. In welcoming you, I would like to thank His Excellency Minister Dr. Hang Chuon Naron for being with us today to preside over the launch of the report and reflect on priorities and actions for us to consider in coming years.

To start with, please allow me to say a few words about the UNESCO Education for All Global Monitoring Report, as commonly known as the EFA-GMR. It was 15 years ago, the international community met together in Dakar Senegal in April 2000 and agreed to six major goals to ensure Education for All by 2015. The Dakar resolution made it clear that all stakeholders -governments, development partners, and civil society organizations- shall be accountable for these six EFA goals they have

committed to implement. The national governments agreed to dedicate themselves to reforming policy agendas while the international community pledged that no country committed to these goals shall be prevented from achieving the goals due to lack of resources.

UNESCO was tasked to monitor the implementation of these pledges and commitments, and to keep the world community informed. This is how the EFA-GMR was established. The GMR is an independent publication commissioned by UNESCO on behalf of the international community. This is the final edition for the period 2000 – 2015 and was released internationally before the World Education Forum in Incheon (Republic of Korea, 19-22 May 2015) to which 130 Ministers of Education, including HE Minister of Education of Cambodia with his delegation participated. As you know, it is always an historical moment as this Forum is organized once every 15 years. The findings were widely discussed in the forum and its recommendations were instrumental in framing the World Education Forum Declaration (copy in your folders) as well as for the education goals and targets under post-2015 Sustainable Development Goals.

From the Global Monitoring Report, we learn that only a third of countries reached global education goals and only half of all countries have achieved the most **watched goal of universal primary enrolment**. In this regard, let me share a story. A group of people in room were shown a sheet of white paper with a dot in the middle with a question “what do you see?” All said the “dot”. Then the person asked, “what about the remaining white space in the paper?” The participants smiled and said they now see the blank portion too. It is easy to see what is missing or not accomplished. Though the world couldn’t achieve the goals, nearly two-thirds more children were enrolled in early childhood education than in 1999, 50 million more children are enrolled in school now than were in 1999, lower secondary education increased by 27% and more than doubled in sub-Saharan Africa, Gender parity at primary and secondary level continues to improve, there is increasing attention on quality, teachers and learning assessments.

These are positive stories, but far too many dots do exist in the paper that needs to be addressed. Some of these dots we are familiar and struggling to address are, early childhood care and development,

age specific enrolments, accessibility for disabled learners, textbooks and learning materials, trained, motivated and well supported teachers, adult literacy, parental engagements and most important adequate investments in education and training. Madame Irina Bokova, UNESCO-Director General notes this to sum-up the progress and challenges, “*The world has made tremendous progress towards Education for All. Despite not meeting the 2015 deadline, millions more children are in school than would not have been had the trends of the 1990s persisted. However, the agenda is far from finished. We need to see specific, well-funded strategies that prioritize the poorest especially girls, improve the quality of learning and reduce the literacy gap so that education becomes meaningful and universal.*”

The Education for All remains an unfinished agenda. The GMR recommends the following actions to be considered in the post-2015 agenda for education. There recommendations I am sure will resonate with our ongoing efforts in Cambodia:

**Completing the EFA agenda:** Currently, globally, 58 million children remain out of primary school – most of them are girls. In addition 250 million children are not learning basic skills, even though half of them have spent at least four years in school. To remedy to this situation, Governments should make at least one year of pre-primary education compulsory. Education must be free for all children: fees for tuition, textbooks, school uniforms and transport must be abolished. Policy makers should identify and prioritize skills to be acquired by the end of each stage of schooling. Literacy policies should link up with the needs of communities. Teacher training should be improved to include gender-focused strategies. Teaching styles should better reflect student needs and the diversity of classroom contexts.

**Equity:** Governments, donors and civil society must develop programmes and target funding to meet the needs of the most disadvantaged so no child is left behind. Governments should close critical data gaps in order to be able to direct resources to those most in need.

**Post-2015:** The new Post 2015 vision discussed at the World Education Forum is fully captured by the proposed Sustainable Development Goal 4 related to Education: “*Ensure inclusive and equitable quality education and promote life-long learning opportunities for all*”. Future education targets for education must be specific, relevant and realistic. At current rates, only half of all children in low-income countries are expected to complete lower secondary education by 2030. In many countries even the core goal of achieving universal primary education will remain out of reach without concerted efforts. Incheon’s Declaration demonstrates that Education is essential to achieving all of the new Sustainable Development Goals to be adopted next September during the UN General Assembly in New York. Education is necessary to eradicate poverty, boost shared prosperity and broad-based economic growth, and build peaceful, tolerant societies. Incheon’s Declaration demonstrates the common commitment from all countries to deliver this vision. It shows how education can transform lives.

We need to discuss this morning how this global vision can be translated into the Cambodian context. **Close the finance gap:** The international community, in partnership with countries, must find the means to bridge the US\$22 billion annual finance gap for quality pre-primary and basic education for all by 2030 which represents 4,5 days of military funding.

The Panels displayed today in the room demonstrate the achievements of Cambodia in terms of EFA commitments, nation-wide as well by provinces. I would like to congratulate the Royal Government of Cambodia for the commitment to EFA agenda, and to the Leadership of the Ministry of Education, Youth and Sports for your continued and sustained efforts to translate the Government commitments to concrete actions to ensure education for all. Also I would like to acknowledge the role of international and national community in supporting these efforts.

We all know what these challenges are and have relevant policies and action plans in place. Our focus in the next fifteen years will be to implement and closely monitor implementation of these policies and action plans, so that on 10 June 2030, when the Sustainable Development Goal 4 Report on Education is launched here at NIE, Cambodia is recognized as a “Global Champion of Education”.

I would like to welcome all of you once again, especially the Chair of this event, Excellency Minister of Education, Youth, and Sport, Excellencies Secretaries of State, Excellencies, Ladies and Gentlemen. I invite you to read the 2015 EFA-GMR Report and the Summary in Khmer, English and French. I look forward to our conversations on further strengthening the quality of education and training for all learners in Cambodia. Thank you for your attention



## □ Introductory Remarks (Unofficial Translation)

### Speech of H.E. Nath Bunroeun Secretary of State and EFA Coordinator



I have a great pleasure to participate with Your Excellency Minister, Excellency, Lok Chumteav, Ladies and Gentlemen in this Launching Seminar of 2015 Education for All Global Monitoring Report. On behalf of ministry leader, and the Country Coordinator for Education for All (EFA), I am pleased to inform the whole Seminar on background, progress, and the step forwards to 2030 education vision as following:

Since the last 15 years, the Governments of 164 countries together with development partners from all over the world have committed jointly in expanding education opportunities to all children, youth and adults by 2015. At that time, participants to the World Education Forum in Dakar, Senegal, have agreed on a wider education vision which focused importantly on human rights identifying clearly on the learning advantages

of human at all ages, and the special needs of the deprived people, vulnerable and disadvantaged groups.

At the same time, in Cambodia from the year 2000 the widely education sector reforms has started by giving opportunities for children's access, especially for children and girls from the poor families. The Royal Government of Cambodia and development partners pay more attention and give priority to the universal primary education achievements and the possibility for a 9- year basic education.

The Royal Government of Cambodian under the ideally intellectual leadership of Samdech Akek Moha Senapadey Techo HUN Sen, Prime Minister of the Kingdom of Cambodia, and as the Honorary Chairman of the National Education for All Committee, has committed and well-assured on education through setting up a reliable policy and noticeable achieving results in expanding access from pre-school education until higher education.

Education for All National Plan 2003-2015 and the Education Sector Strategic Plan 2001-2005 were established. The 6 Goals of the Education for All National Plan are:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
2. Ensuring that by 2015 all Cambodian children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
5. 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
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

As the followings, these plans were reviewed and updated, especially for the Education Sector Strategic Plan 2014-2018 was established in accordance with the 3rd process Rectangular Strategies of the Royal Government that set to implement through National Development Strategic Plan (NDSP: 2014-2018), and the reforms at important work sites towards ensuring the possibility in obtaining equally education services, improving the quality and responsibly and also to ensure effectively leadership and management of education officials at all levels.

The implementation of Education for All National Action Plan 2003-2015, Cambodia received noticeable positive progresses on the objectives of Childhood Care and Development, the universal primary education, the era and gender equality; these objectives appeared to be achieved by 2015. Adjacently, Cambodia should pay more attention on the learnings and life-skills for youth and adults, adults' literacy, especially for education quality. Obviously, Cambodia has achieved the 6 Education for All Goals as below:

- Goal 1 Expanding and improving early childhood care and education: The percentage of children aged 5, enrolments increased from 6% in 1999 to 61.4% in the academic year 2014-2015; the target point is 75%.
- Goal 2 Ensuring all Cambodian children have access to primary education: The actual rate of study at primary education, increased from 87% in 2001 to 97.9% in the academic year 2014-2015; the target point is 100%
- Goals 3 and 4 Improvement in levels of adult literacy and life skills training programmes for youth: The literacy rate for youth aged 15 to 24, increased 76% in 1998 to 93% in 2013. The adults' literacy rate increased to 80% in 2013.
- Goal 5 Eliminating gender disparities: The gender parity index of actual rate of study at primary education increased 0.87% in 2001 to 1.01% in the academic year 2014-2015.
- Goal 6 Improving all aspects of the quality of education: The ministry made all efforts to improve the qualification and quality of teachers at all levels, through training and re-training, review match up students-grades, pay attention on improving budget to offer cored textbooks to students as rules, manage cleaned water, toilets and sanitation in schools, improve learning hours, improve internal effectiveness and students' learning outcomes, and newly set up to implement the declaration on education quality assurances and to strengthen the education inspections.

In the process towards 2030 which has turned Goal 3 of the Millennium Development Goal to Goal 4 of the Sustainable Development Goal "Ensure equitable prospectus and quality of education and promote opportunities for life-long learning for all", Cambodia will provide key priorities for education development on:

1. Give opportunities for lifelong learning education through providing the possibilities to equitable education access and prospectus and with quality for all citizens.
2. Ensure equity and equality through resolving at all images of disparity and inequality for groups of children with disadvantages, disabilities, gender etc.,
3. Provide skills for livings and works through skills training to link with the innovative, thought, communicate, problem solving, and global citizenship.
4. Promote teachers' quality, teaching and learning, through the improvement of working conditions, training and re-training, selection criteria, and encouragement.
5. Use of Information and Communications Technology (ICT) in education.
6. Promote governance and increase budget expenditures in education.

All efforts on Education for All, led Cambodia obtained Partnership Funding Awards for Education twice; first award comprised of 57.4 million United States Dollars in 2008, and second award comprised of 38.5 million United States Dollars in 2014 along with the support from the Development Partners to further develop education sector and in responses to the needs more and more in education.

Currently, Cambodia has also prepared 2015 Education for All Reviews Report and inputs through the Regional Report before integrated into the Global Report to be launching at this time.

The contents of this 2015 Education for All Global Monitoring Report will give the opportunities for Cambodia to understand more clearly on the priorities to further implement and possibilities for comparing its education situation with the education situation of other countries in the region and in the world. In addition, this report will also provide Development Partners and other relevancies to reflect on its project outcomes and the used of financial co-operation in the past and as well as to identify the hopes in the post 2015. Thank you.

## □ Keynote Speech (Unofficial Translation)

### H.E. Dr. Hang Chuon Naron Minister of MoEYS



First of all, I would deeply thanks for the presents of Your Excellency, Lok Chumteav, Ladies and Gentlemen in this Launching Seminar of 2015 Education for All Global Monitoring Report.

Since 2000 up to now, Cambodia has been implementing its commitment to achieve all six goals set in National Plan for Education for All. We are very proud to see the progress, especially for most of children and youth who have received educational services at all levels starting from pre-school up to higher education, and also another educational opportunity. The progress we made, come from the widely reform in 2000 through the establishment of Education Sector Strategic Plan (ESSP-2001-2005), and paying attention on prioritized area of every step.

I wish to recall some experiences about the progress of education in the last period of time.

At the beginning of education sector reform in 2001-2005, we have focused on prioritizing and expanding the access for children in public school, especially for primary school. At that time, we have eliminated the barriers for children accessing primary school on schools' fees through supporting school operational budget. Along with this, the expanding of primary schools' construction was also taken up. In 2004, by seeing the advantages of early childhood education in encouraging the primary schools enrolment and the effectiveness of learning of students, the ministry has pushed this work especially for the establishment of early childhood department and its structure at all over provincials-towns. At the same time, the implementation of Non-formal Education (NFE) programmes was also taking part in promoting the reading, calculating, and delivering dropped-out children return to the formal schools. In the next process in 2006-2010, the ministry has focused on paying attention on expanding education services at lower secondary level through the construction of more secondary schools and providing scholarship to students from poor families in order to help them to be able to continue their study and to graduate at grade 9. By seeing the interventions within the last periods of time, it is enabled to resolve the needs of increasing in obtaining education services in the period of 2009-2013 the ministry has focused on paying attention on the review of internal effectiveness, especially for obstructing the dropped-out students. The ministry has also started to observe on institutional and capacity development in order to be ready to implement decentralization. We can see on the arrangement of structure and letters of judicial norms, especially on the activities of professional capacity building development for education officials, starting from management and leadership to teaching and learning. Currently, the Education Strategic Plan (ESP-2014-2018) has a step forward to figure out the improvement of education quality and in response to education system through various measures and the education quality management frameworks.

In this academic year 2014-2015, the Ministry of Education, Youth and Sport has constructed many schools' buildings through-out the country, especially in the bordering areas and disadvantaged areas, in order to get education service comes closer to the areas where many people are living around. There are 12,863 pre-schools and general schools, both public and private, including 3,678 pre-schools, 7,348 primary schools, 1,295 lower secondary schools, and 542 upper secondary schools. Through the enrollment campaigns, the construction of schools' buildings, teachers' recruitment, salary provision, schools' process, the provision of scholarship for students from poor families, especially for the girls' students, those are led to the possibilities of more children's access.

The net admission rate at primary education (Public and private primary education) is equally to 97.9%, 94.4% are girls. The total students at all levels, both public and private from pre-schools till

secondary schools are comprised of 3,112,969 students, 1,520,311 are girls equally to 48.8%. The total of education personnel is 113,986, 48,342 are girls equally to 42.4%. There are 110 higher education institutions, including 43 public institutions and 67 privates, are located in 19 provincials-towns. These higher education institutions were under the management of different 14 ministries which comprised of 249,092 total students, 103,661 are girls, equally to 41.6% were enrolled in from Bachelors to Doctorates

In order to review the qualities and relevancies, the Ministry of Education, Youth and Sport has reviewed the education curriculums and supported the textbooks and technical materials to serve learning and teaching, and conducting research within education institutions as well as focusing on the vocational orientations at general and technical high schools. The Ministry of Education, Youth and Sport has regularly promoted teachers' capacity through training and re-training that played important role in offering the knowledge, skills, and morals for youth generation, based on the four pillows of education; learn to know, learn to do, learn to become good civics and learn to live together. At the same time, staff management at all levels are improved to promote good governance in education sector. Education quality assurances mechanism is set to implement step by step to evaluate the learnings, to fill up the works and tasks, and the management in education institutions throughout the country.

However, we still see the challenges and prioritize of education sector that should look into measures to carefully and effectively resolve in front and long-terms towards the achievements of education visions in 2030.

As Cambodia has newly participated in the 2015 World Education Forum held in Incheon city, Republic of Korea, Cambodia will focus on paying its attention in preserving the achievements that achieved from year 2000 and will monitor on the challenges that still have left and study on the 2030 education agenda in order to identify the framework for action as well as priority and strategy for future implementation.

The long-terms prioritize of Cambodia are as follows:

1. To ensure Cambodian children and youth obtain 12 years of education with free of charge with quality and equitable access at primary and secondary levels which as the children have gone through providing care service and developing early childhood at least 1 year, and offering chances for out-of-school children and youth group to obtain school access.
2. To ensure that prospectus and equity factors will consider as important angle of the education agenda through resolving all forms of discrimination, gaps and inequality, and disability, in obtaining education services, knowledge, and learning possibilities.
3. To ensure gender equality in obtaining education for all services through building policies, planning, the management of education environment that responded to gender, gender mainstreaming in learning curriculums and training of teachers, and the elimination of discrimination and violence in schools.
4. To improve education quality and students' learning outcomes through paying attention on quality teachers, learning literatures, numeracies, analysis, consideration, problems solving, building consciousness of global citizen.
5. To provide opportunity for lifelong learning for all including the provisional of technical education, higher education and researches, especially to ensure that youth and adults obtain functional literacy, numeracy and life skills.
6. To promote the learning on subject of sciences, technology, and innovation, especially for the uses of Information and Communication Technologies (ICTs) in strengthening the education system, sharing knowledge, obtaining information, teaching and learning quality, and the provision of other services.

In the near future,, the Ministry of Education, Youth and Sport will continue to prioritise offering the basic education services with equitability and high quality of education. 5 main priorities will be paying most attention on 1) The implementation of teacher policies action plan, 2) Monitoring and reviewing curriculum, cored textbooks, and review of learning environment, 3) Setting up the implementation of inspectorate, 4) Improvement of learning evaluation, and 5) Higher education reforms.

Once again, I would kindly request Your Excellency, Lok Chumteav, Ladies and Gentlemen to draw your attention in listening carefully to the reports' contents which will be presented to you after this, especially to actively participate in the discussion by reflecting on the achievements of education for all in educational contexts and the priority for the years 2016-2030.

In conclusion, I wish to express deeply thanks to Your Excellency Ministers, Excellency, Lok Chumteav, Ladies and Gentlemen, and all Development Partners who are participating in the Seminar at this time, and also wish the process of the Seminar today receiving with success and fruitful result.

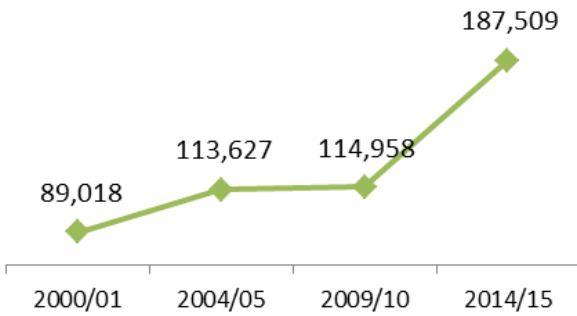
I am pleased to announce the opening of the Seminar at this time.

# Cambodia Nationwide

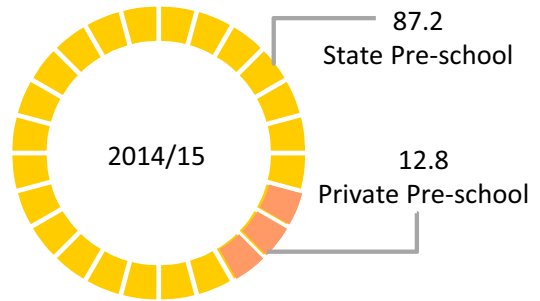
## Goal 1

### Early Childhood Care and Education

➤ Pre-school Enrolment Number



➤ Percentage of Pre-school Providers

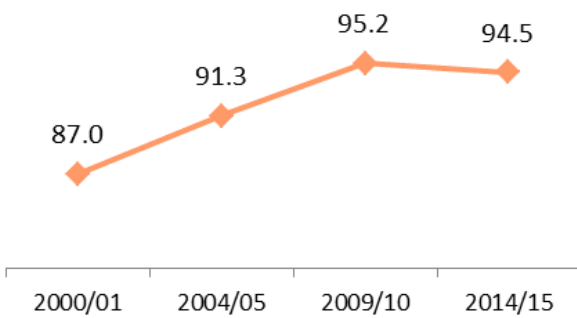


- The number of pre-school enrolment was 89,018 in 2000/01 and 187,509 in 2014/15.
- While the private provision of pre-school exists, state continues to be the major provider.

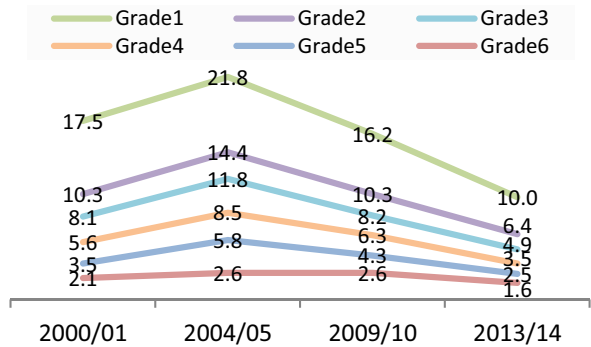
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



➤ Primary Repetition Rate, by grade

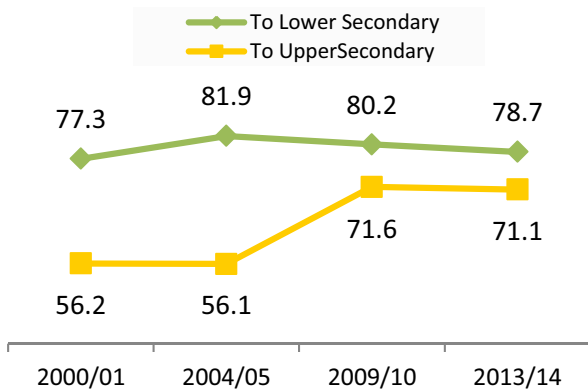


- Primary NER has significantly improved since 2000/01 reaching approximately 95% in 2014/15.
- The system efficiency of primary education has improved and the repetition rate has decreased for all primary grades since 2004.

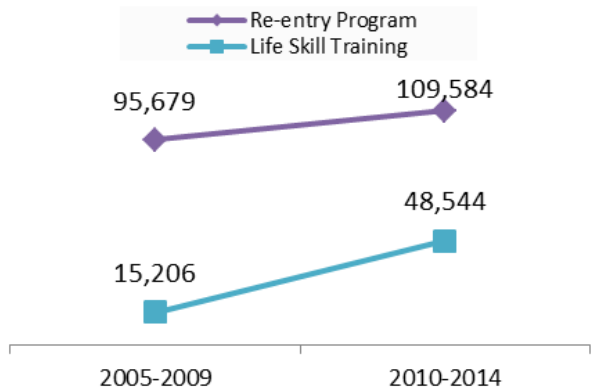
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate



➤ Enrolment Number in Lifelong Learning Program

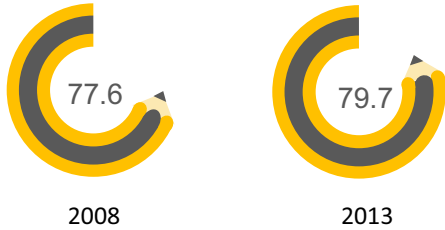


- Transition rate to lower secondary school has slightly decreased but one to upper secondary has increased from 56% to 71%.
- Lifelong learning programs such as re-entry and life skill training have provided more people with benefits.

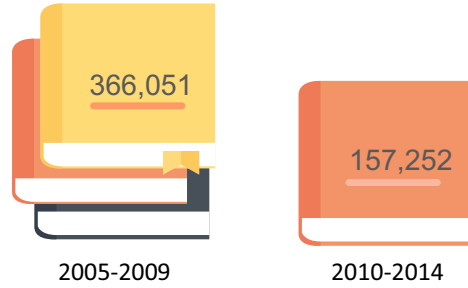
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



➤ Enrolment Number in Literacy Programs

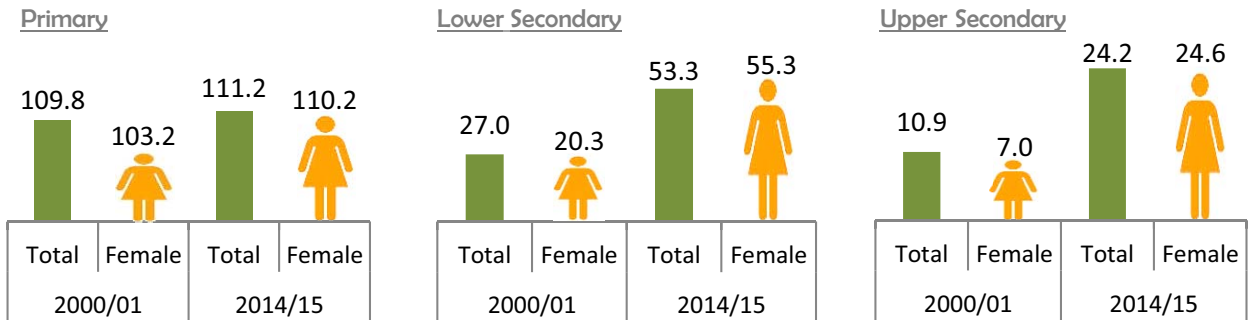


- Literacy rate has slightly increased from 77.6% in 2008 to 79.7% in 2013, but needs to reach 84.4% by 2015 to achieve the goal.
- The enrolment number in adult literacy programs has decreased.

**Goal 5**

**Gender Equality in Education**

➤ Gross Enrolment Rate

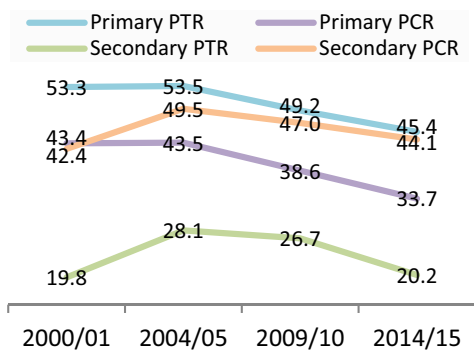


- For all school levels, the gross enrolment rate of female reached or surpassed the rate of both male and female.

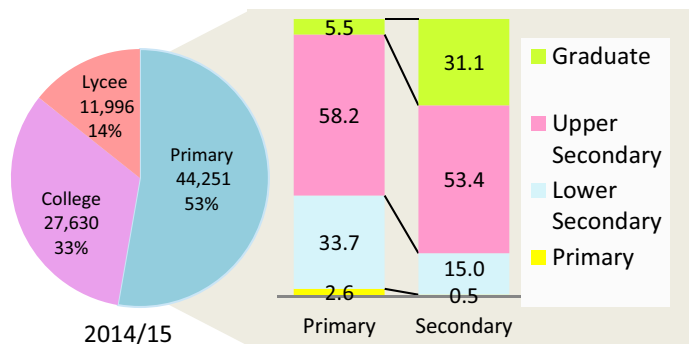
**Goal 6**

**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree



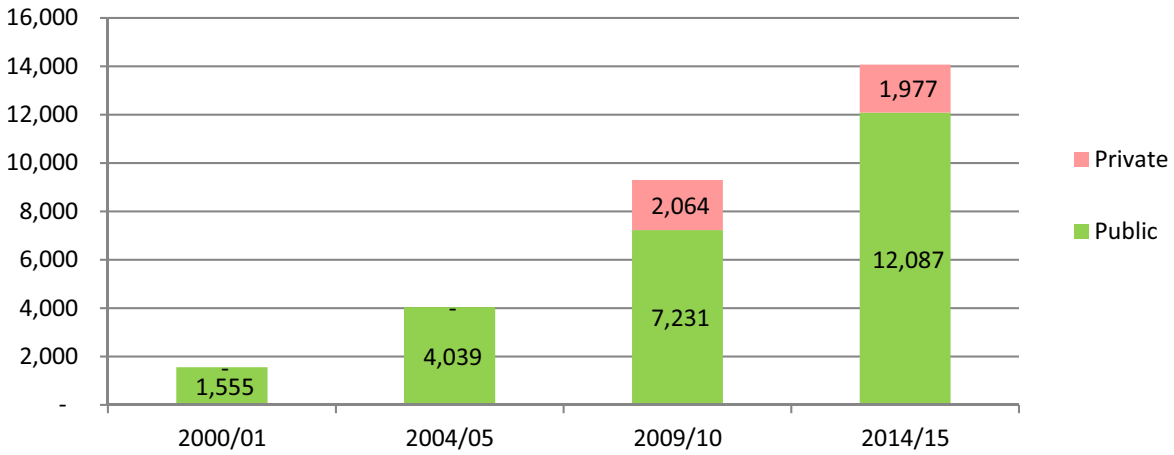
- The pupil-teacher and pupil-class ratio have decreased since 2004, but remain high.
- 5.5% of primary school teachers and 31.1% of secondary school teachers are graduates.

# Banteay Meanchey

## Goal 1

### Early Childhood Care and Education

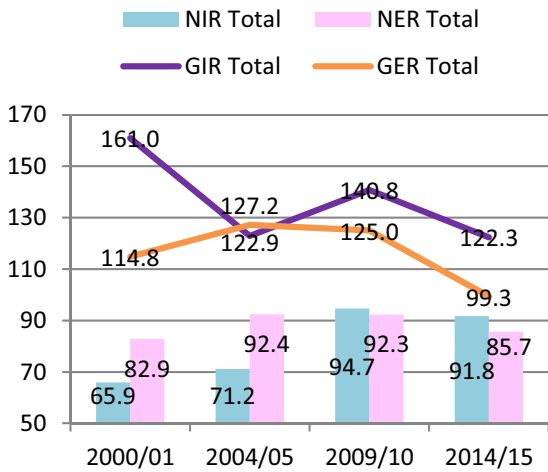
➤ Pre-school Enrolment Number by Provider



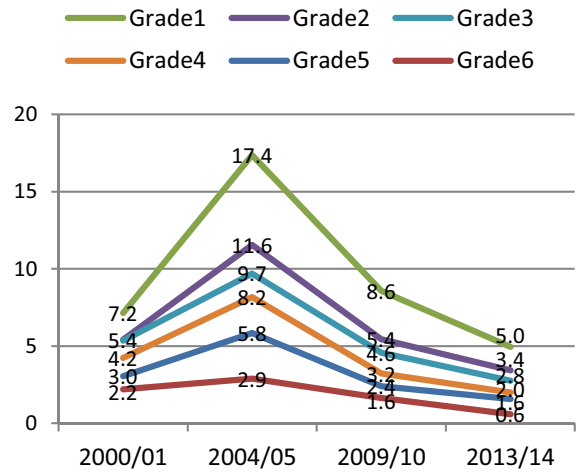
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



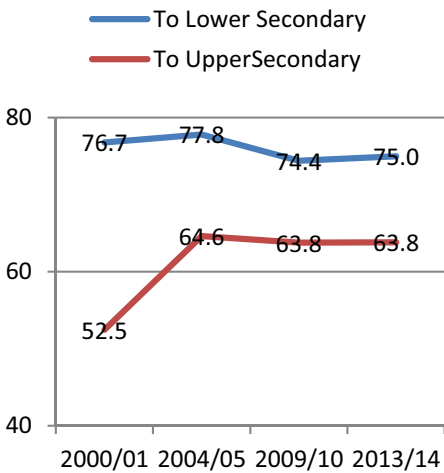
➤ Primary Repetition Rate, by grade



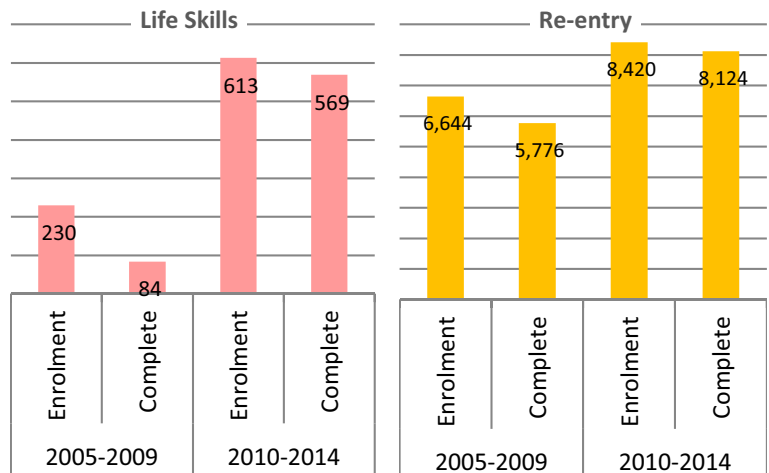
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate

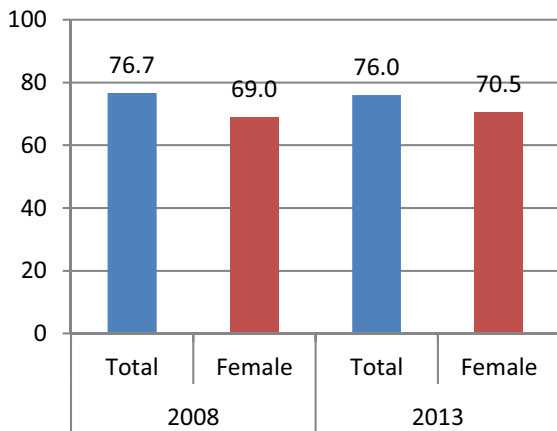


➤ Enrolment Number in Lifelong Learning Program

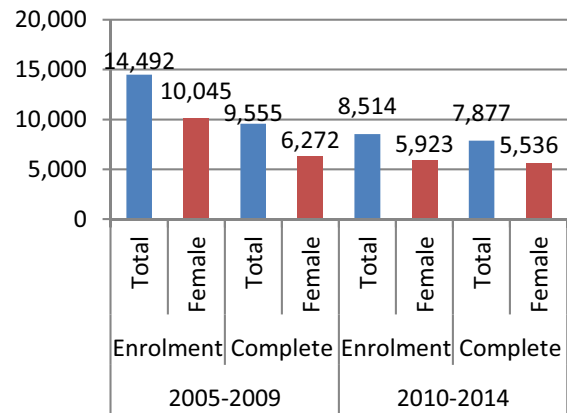


**Goal 4 Literacy**

➤ Youth and Adult Literacy Rate

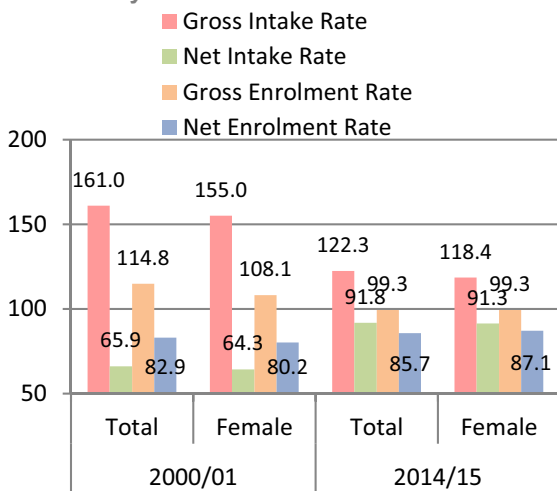


➤ Enrolment Number in Literacy Programs

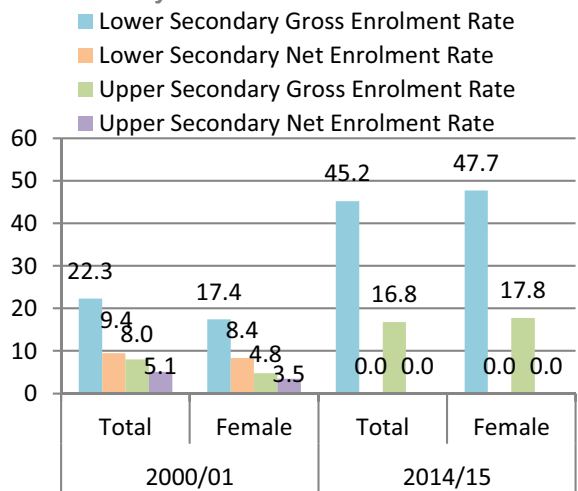


**Goal 5 Gender Equality in Education**

➤ Primary Intake & Enrolment Rate

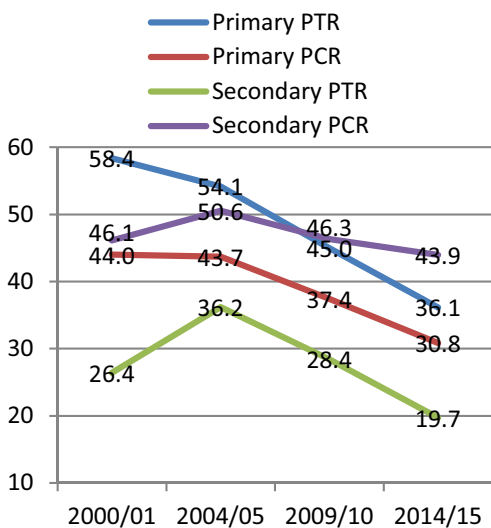


➤ Secondary Intake & Enrolment Rate

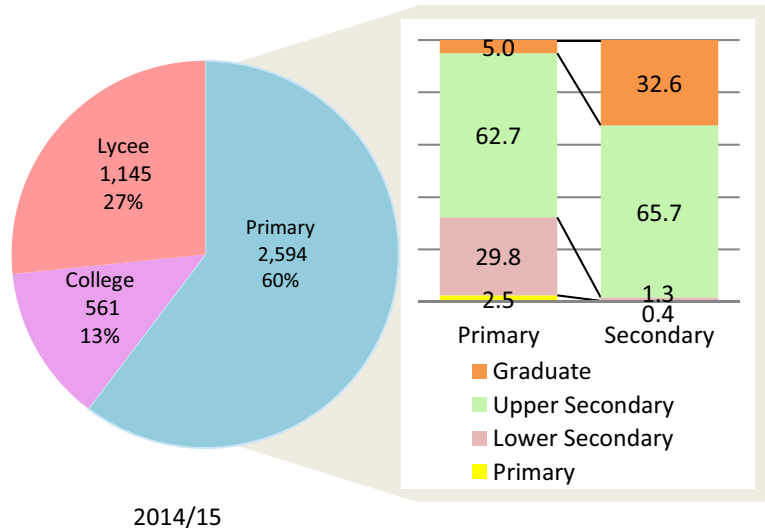


**Goal 6 Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree



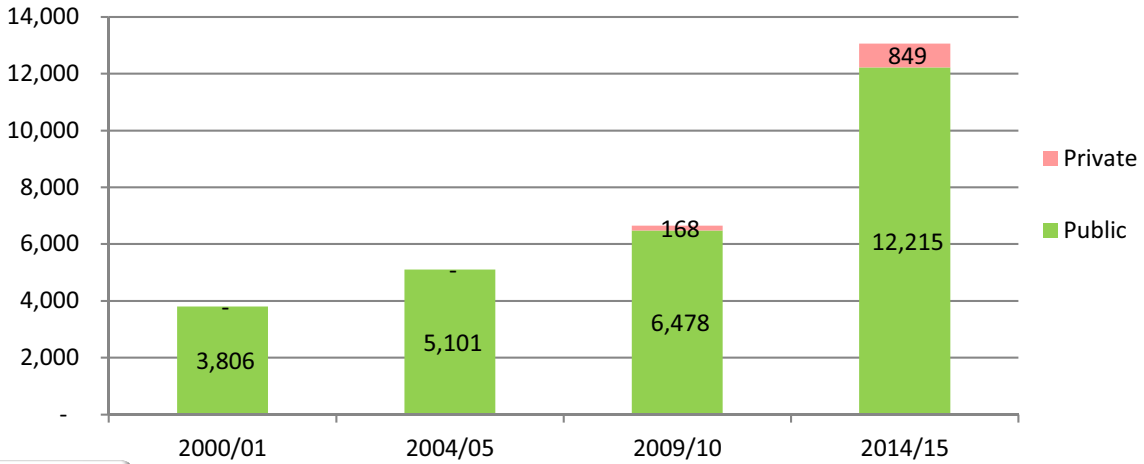


# Battambang

## Goal 1

### Early Childhood Care and Education

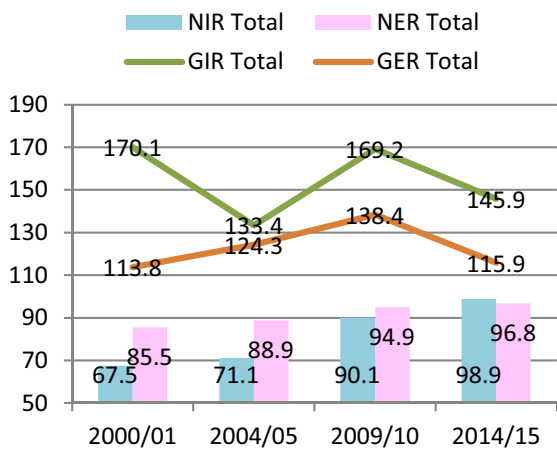
➤ Pre-school Enrolment Number by Provider



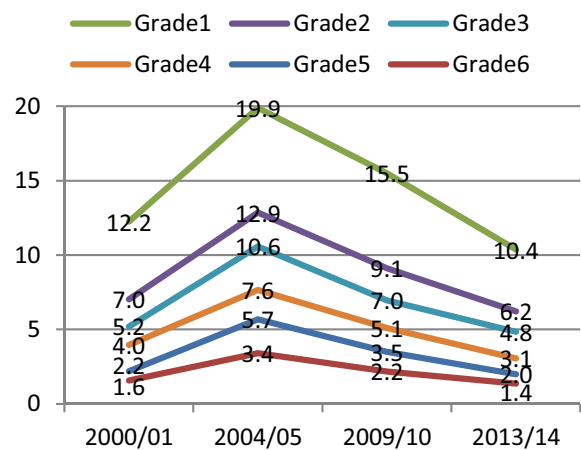
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



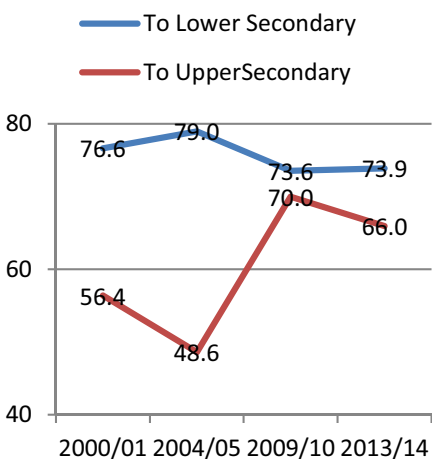
➤ Primary Repetition Rate, by grade



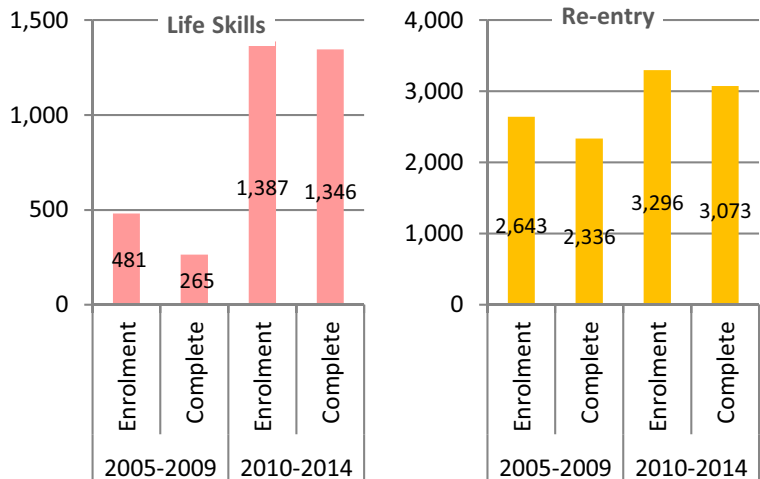
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate

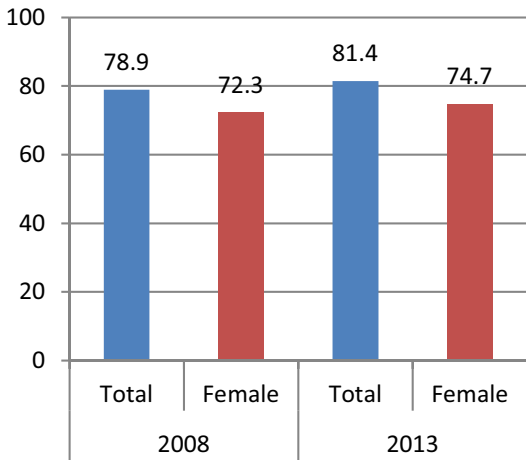


➤ Enrolment Number in Lifelong Learning Program

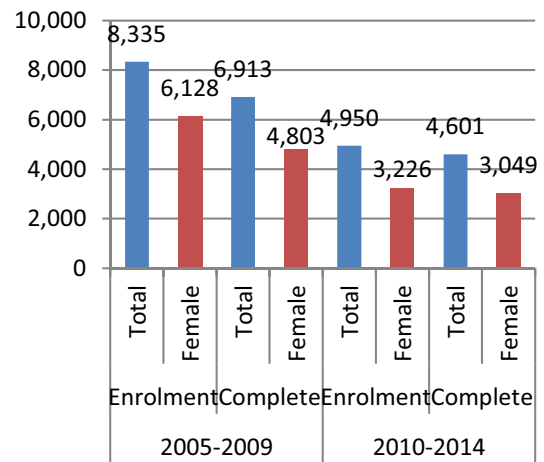


**Goal 4 Literacy**

➤ Youth and Adult Literacy Rate

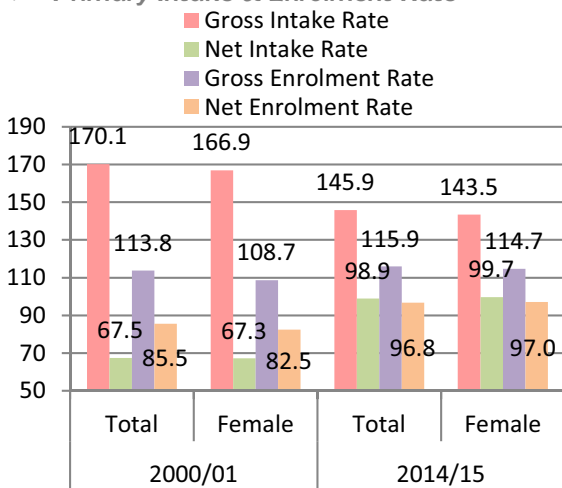


➤ Enrolment Number in Literacy Programs

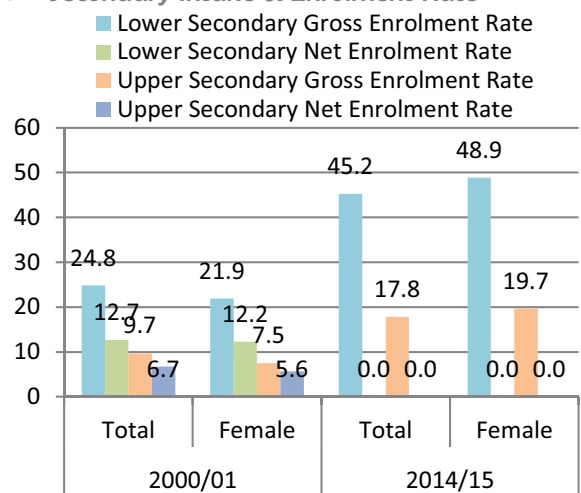


**Goal 5 Gender Equality in Education**

➤ Primary Intake & Enrolment Rate

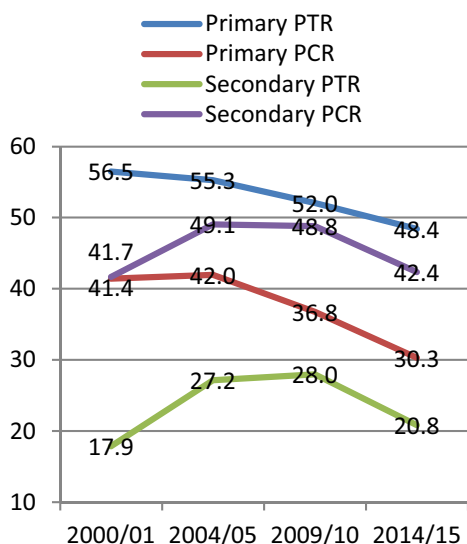


➤ Secondary Intake & Enrolment Rate

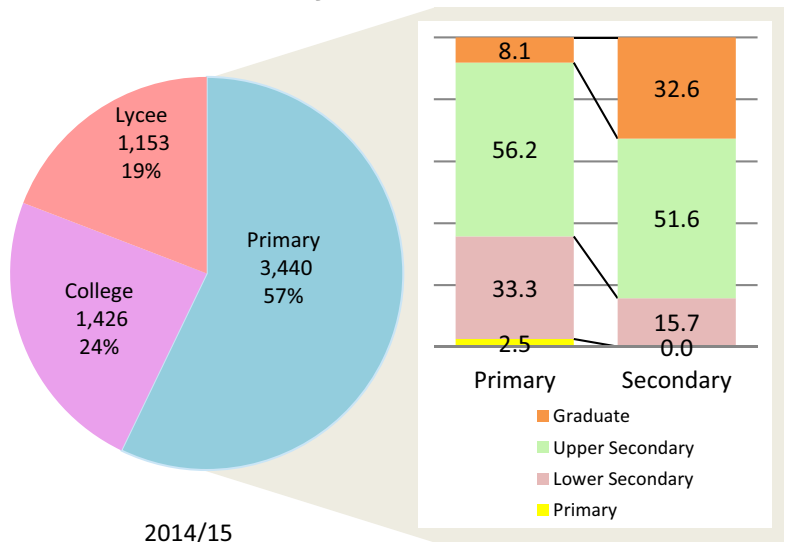


**Goal 6 Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree

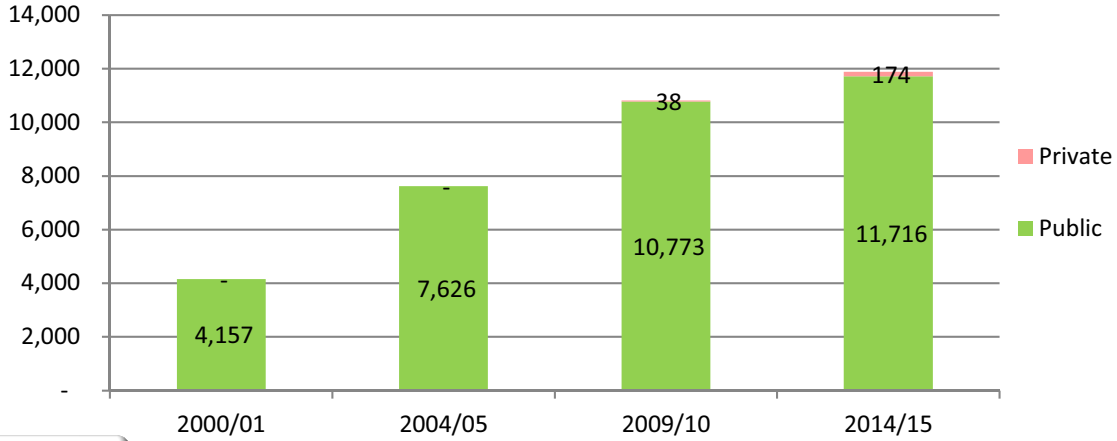


# Kampong Cham\*

## Goal 1

### Early Childhood Care and Education

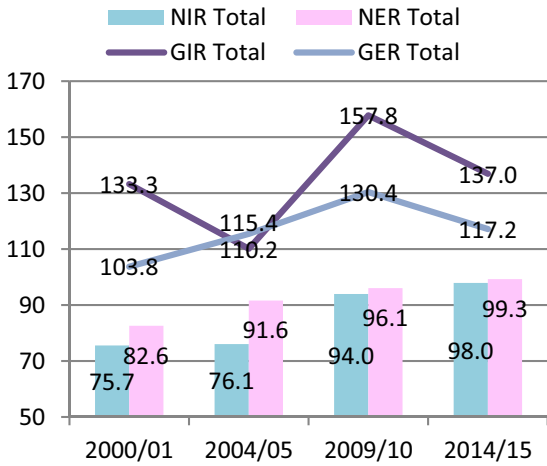
➤ Pre-school Enrolment Number by Provider



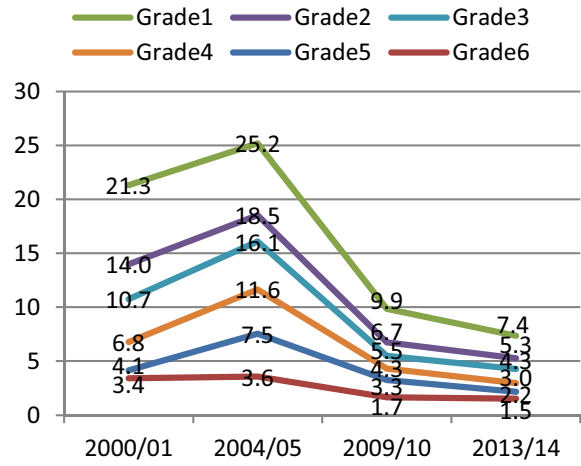
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



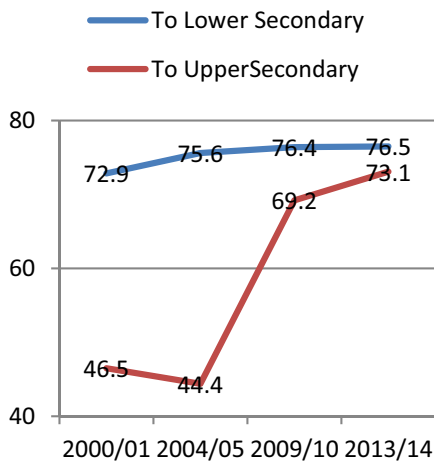
➤ Primary Repetition Rate, by grade



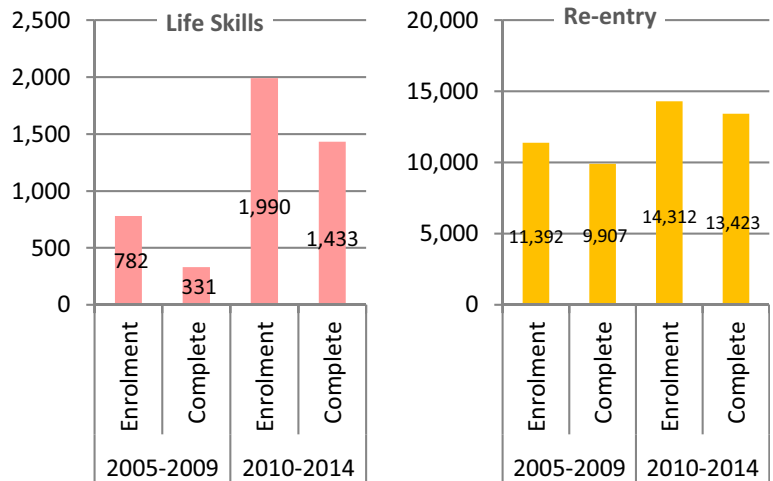
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate



➤ Enrolment Number in Lifelong Learning Program

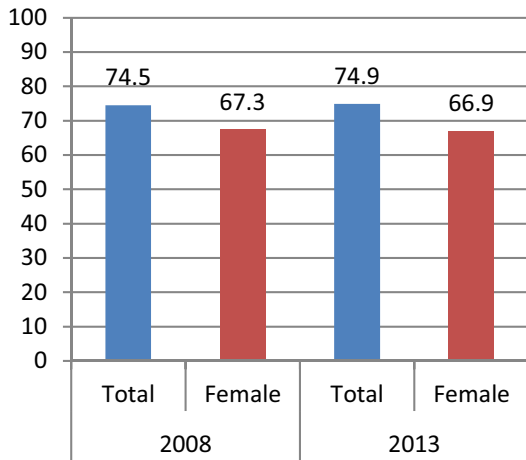


\* As Kampong Cham was divided into two provinces, Kampong Cham and Tbaung Khmum, the 2014/15 trends may not be consistent.

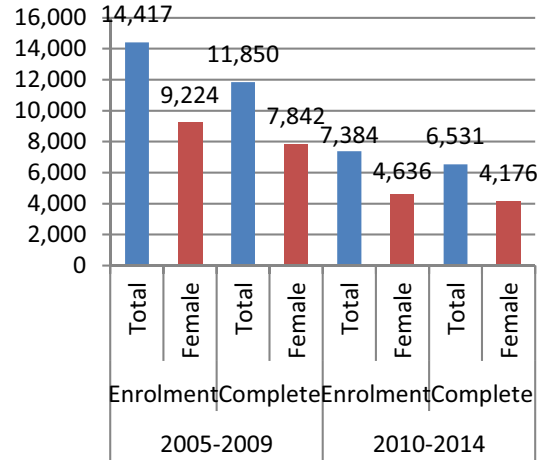
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



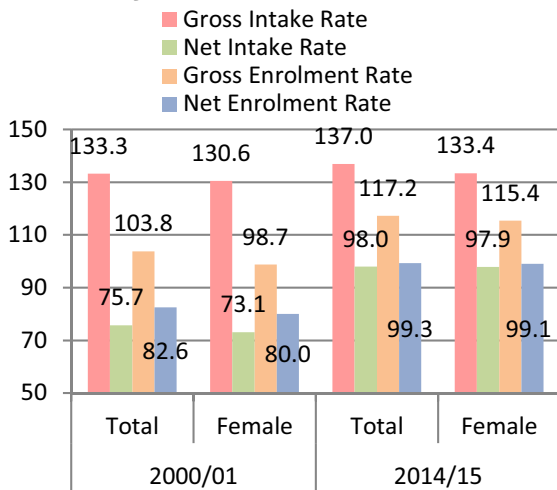
➤ Enrolment Number in Literacy Programs



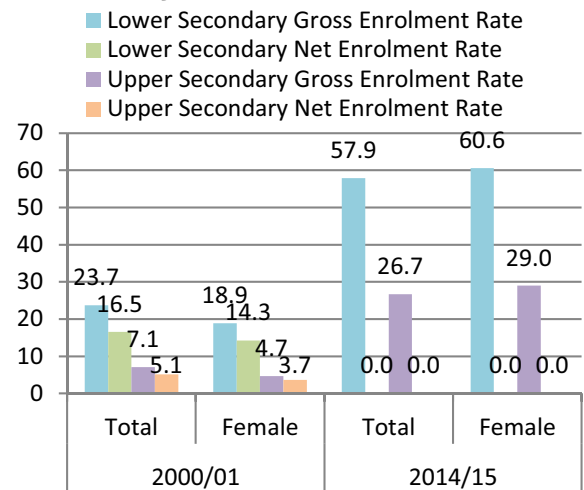
**Goal 5**

**Gender Equality in Education**

➤ Primary Intake & Enrolment Rate



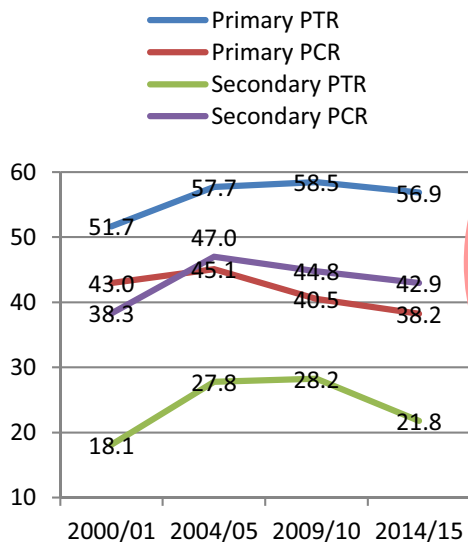
➤ Secondary Intake & Enrolment Rate



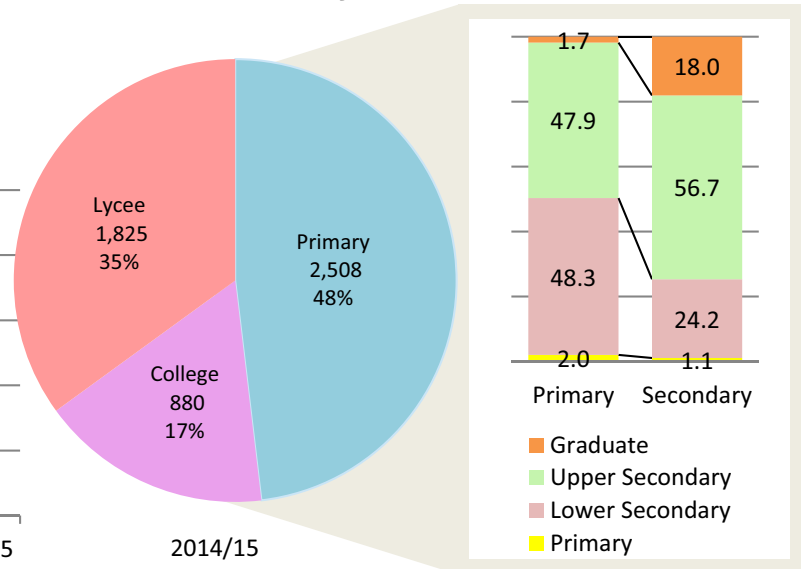
**Goal 6**

**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree

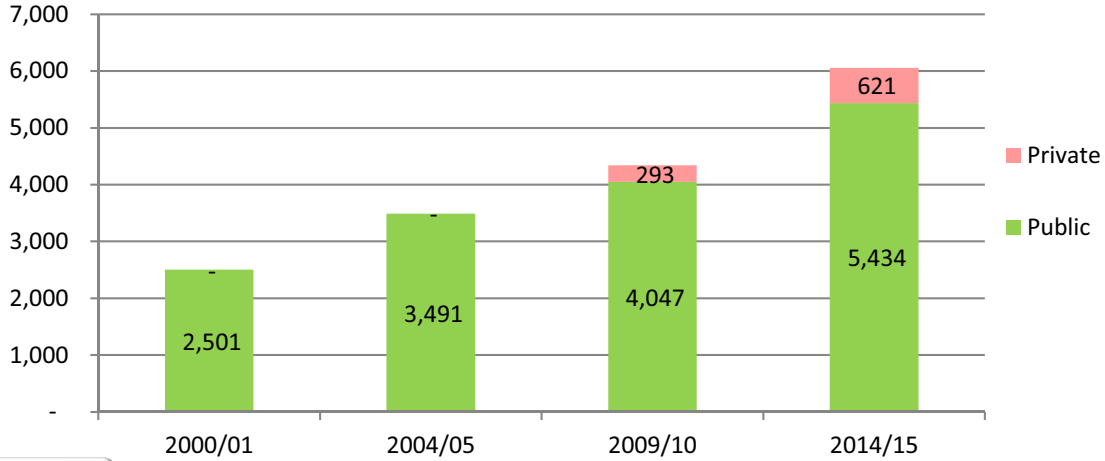


# Kampong Chhnang

## Goal 1

### Early Childhood Care and Education

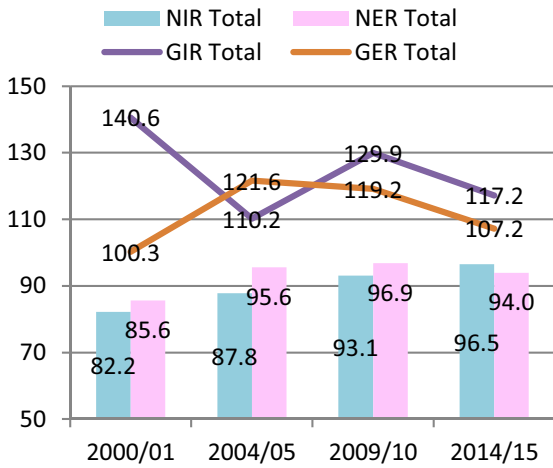
➤ Pre-school Enrolment Number by Provider



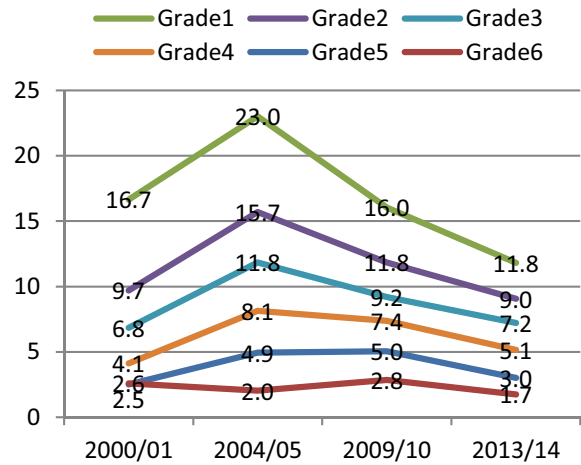
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



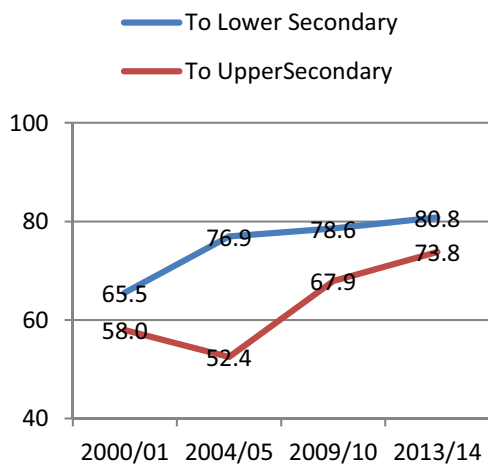
➤ Primary Repetition Rate, by grade



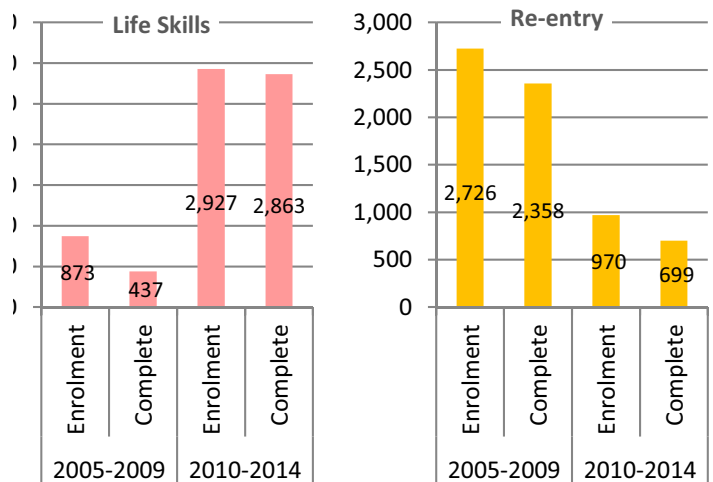
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate

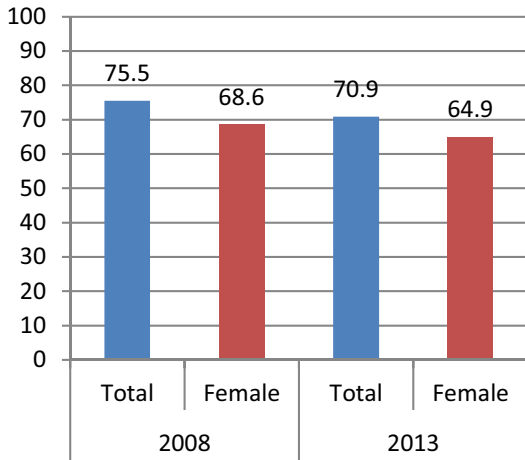


➤ Enrolment Number in Lifelong Learning Program

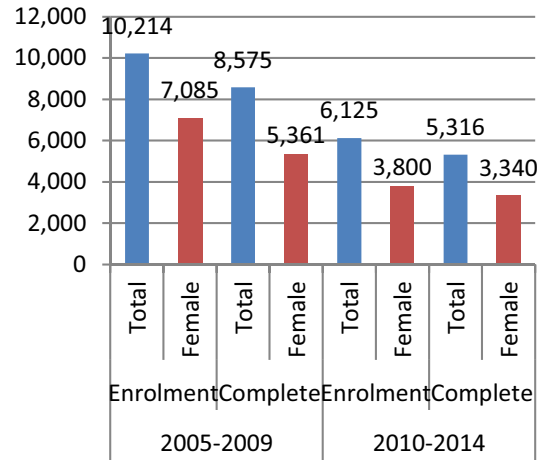


**Goal 4 Literacy**

➤ Youth and Adult Literacy Rate

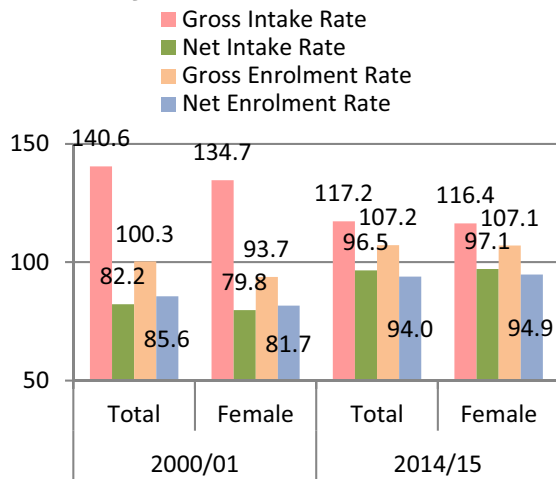


➤ Enrolment Number in Literacy Programs

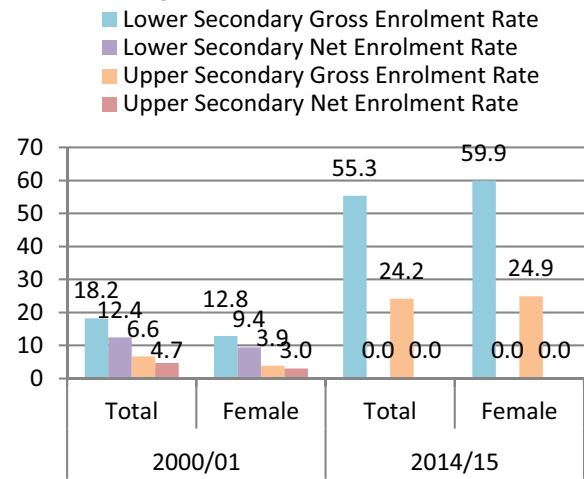


**Goal 5 Gender Equality in Education**

➤ Primary Intake & Enrolment Rate

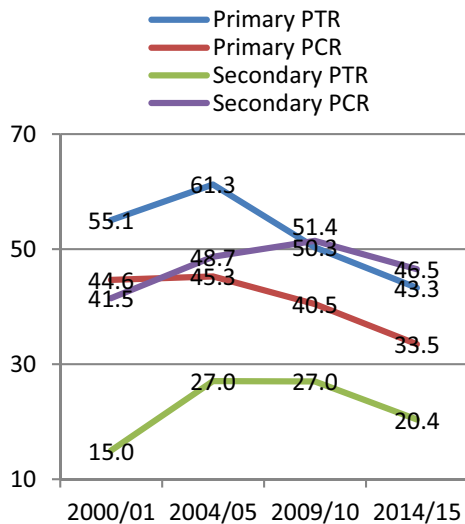


➤ Secondary Intake & Enrolment Rate

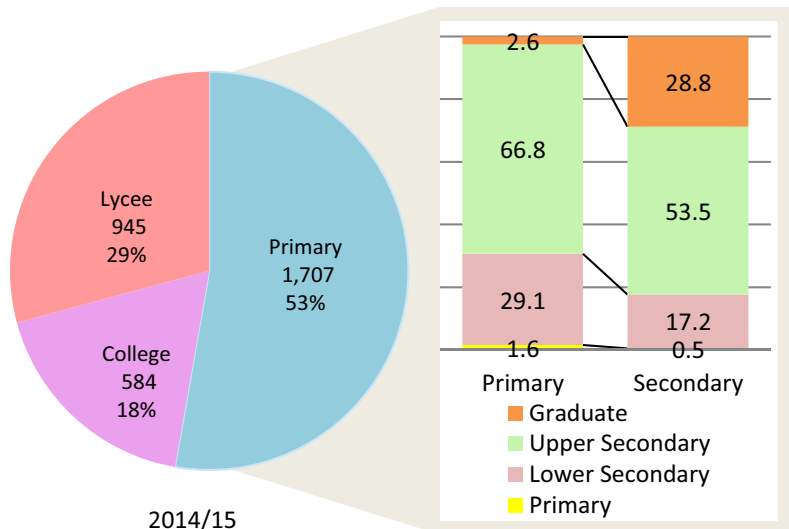


**Goal 6 Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree

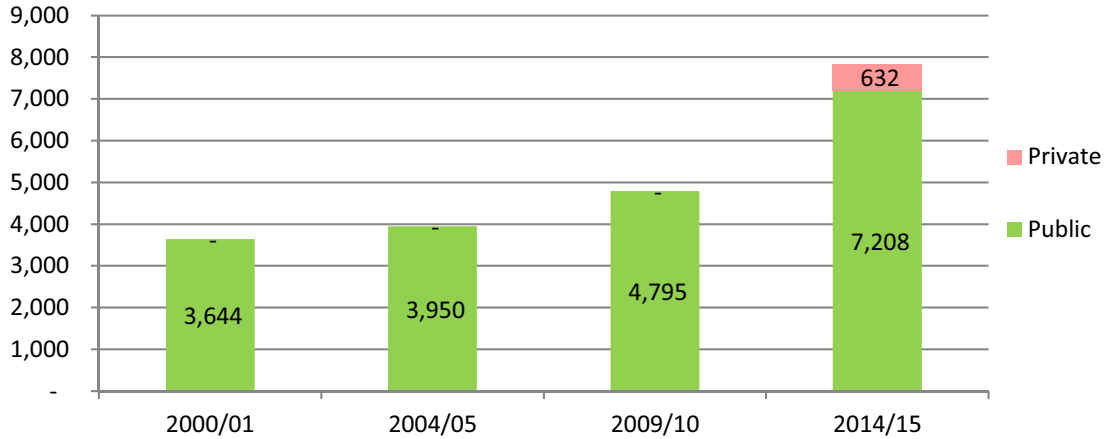


# Kampong Speu

## Goal 1

### Early Childhood Care and Education

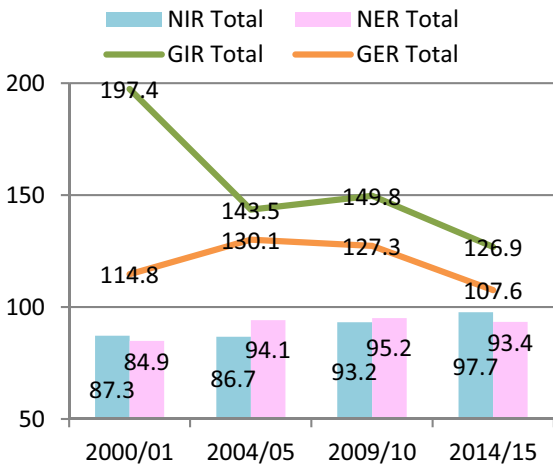
➤ Pre-school Enrolment Number by Provider



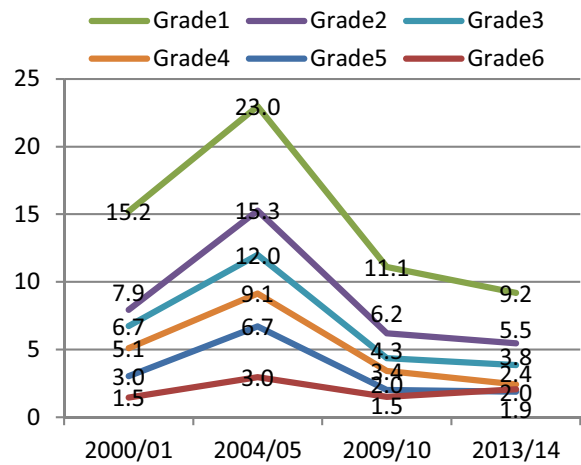
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



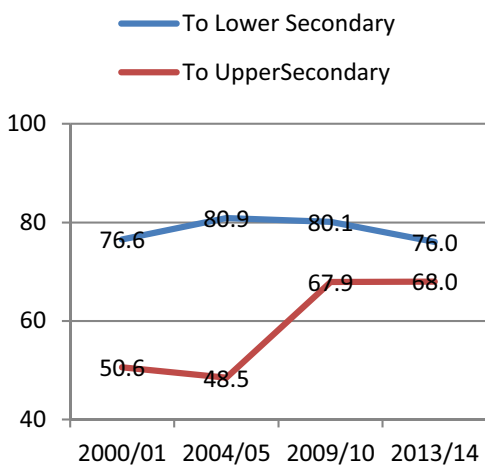
➤ Primary Repetition Rate, by grade



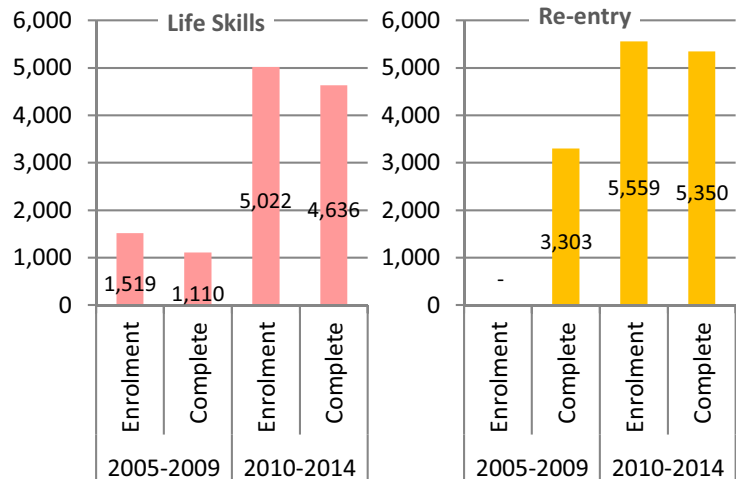
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate



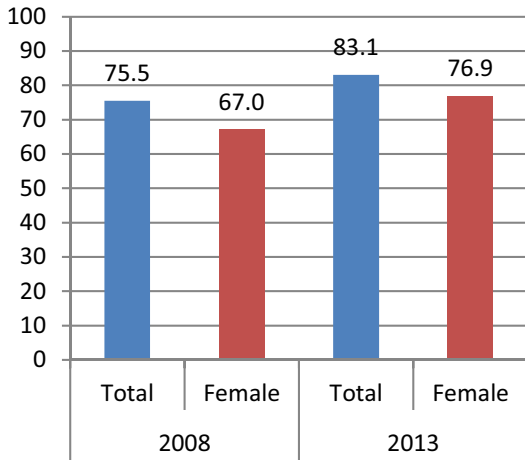
➤ Enrolment Number in Lifelong Learning Program



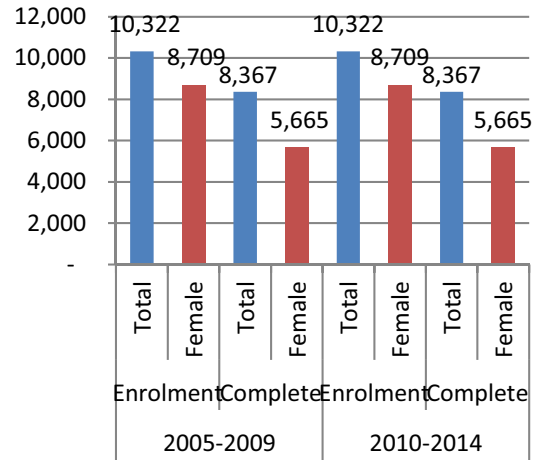
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



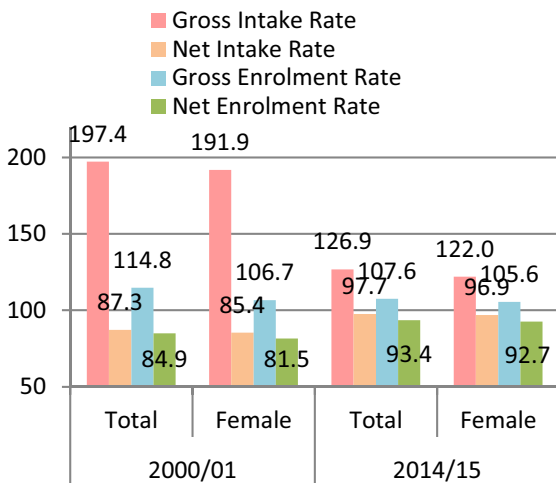
➤ Enrolment Number in Literacy Programs



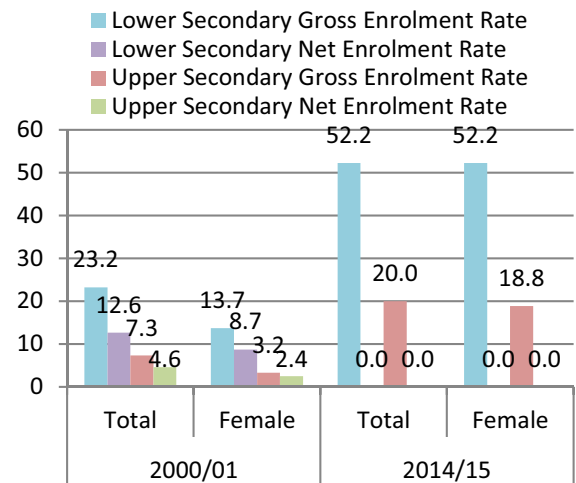
**Goal 5**

**Gender Equality in Education**

➤ Primary Intake & Enrolment Rate



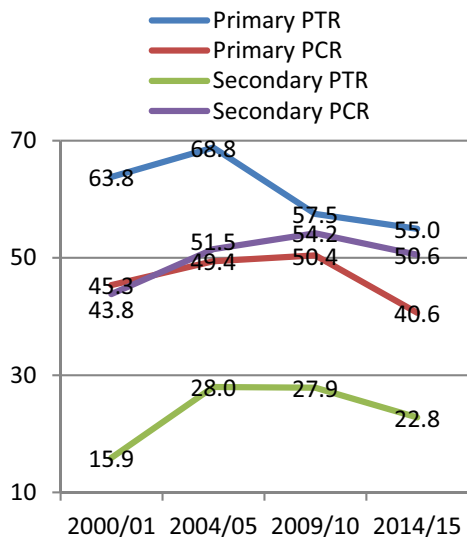
➤ Secondary Intake & Enrolment Rate



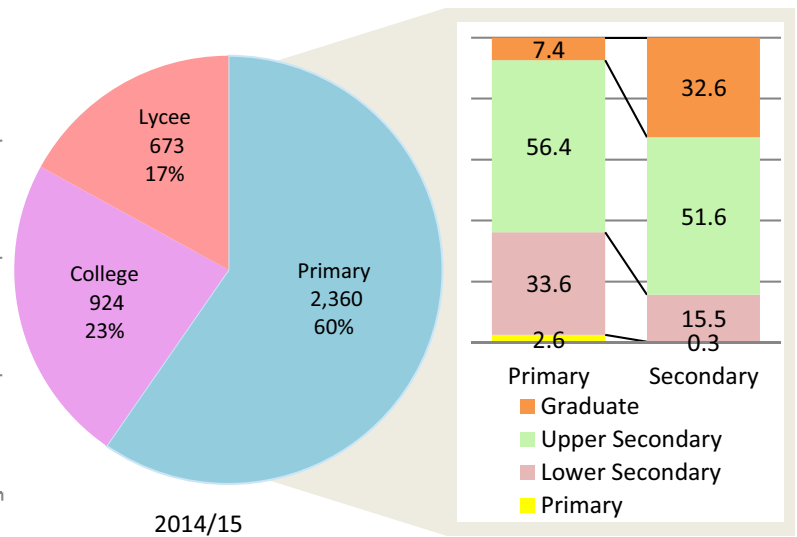
**Goal 6**

**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree



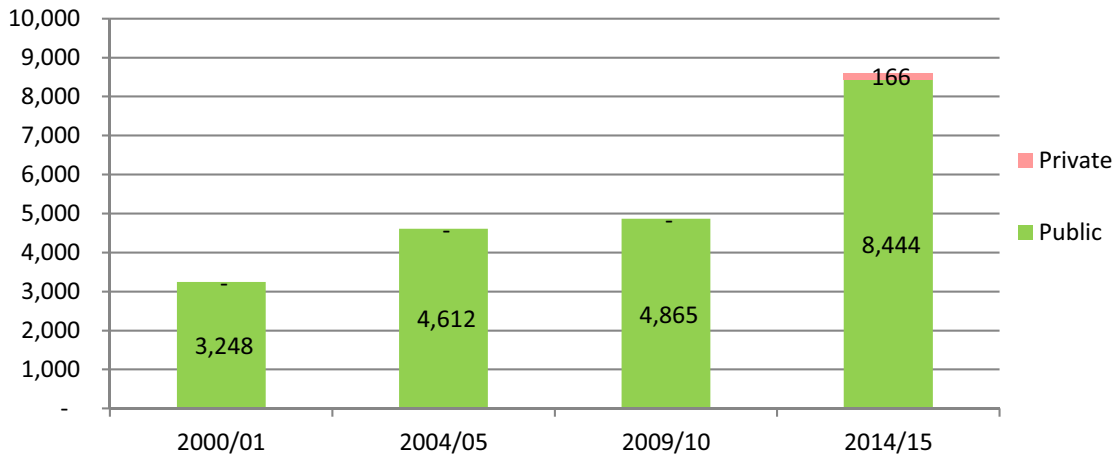


# Kampong Thom

## Goal 1

### Early Childhood Care and Education

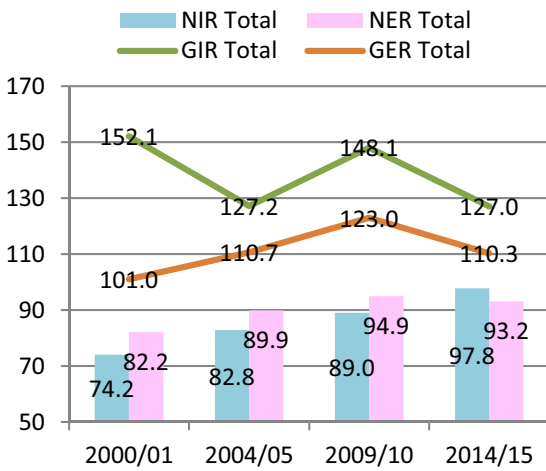
➤ Pre-school Enrolment Number by Provider



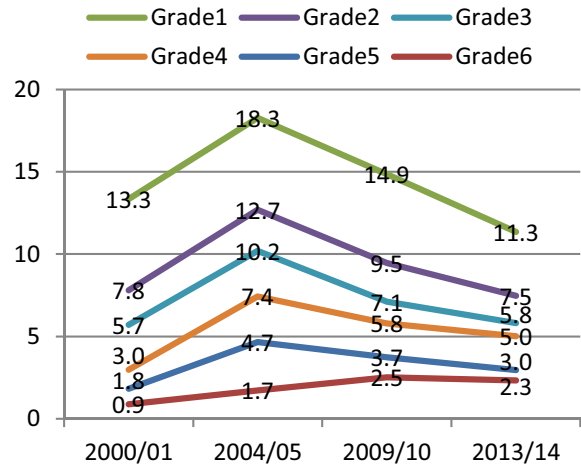
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



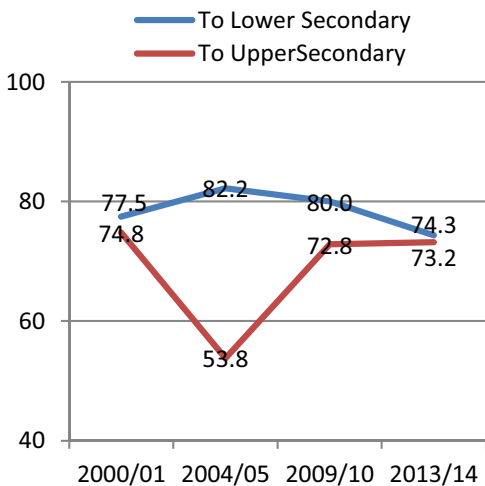
➤ Primary Repetition Rate, by grade



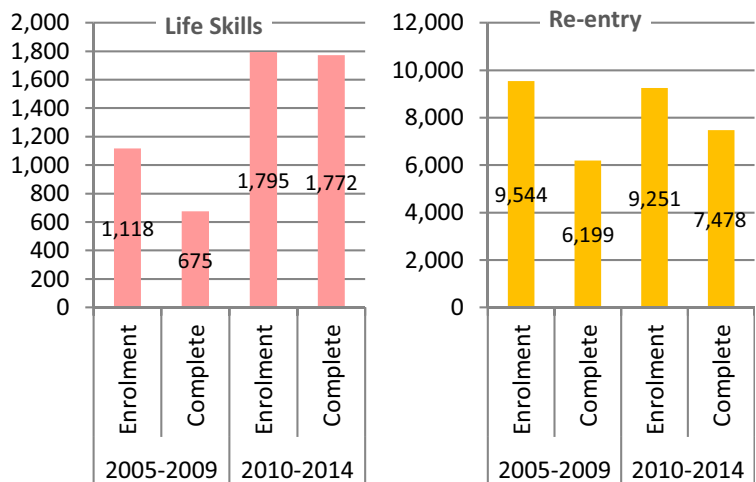
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate



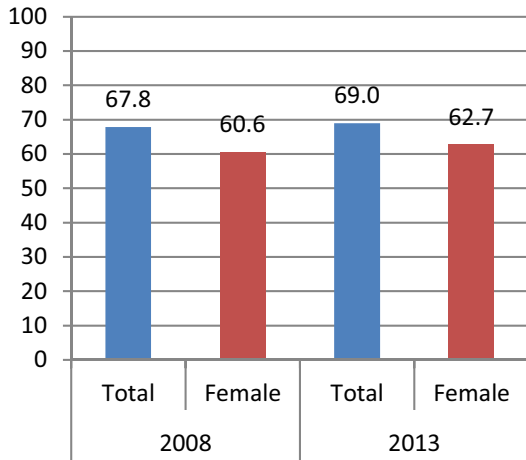
➤ Enrolment Number in Lifelong Learning Program



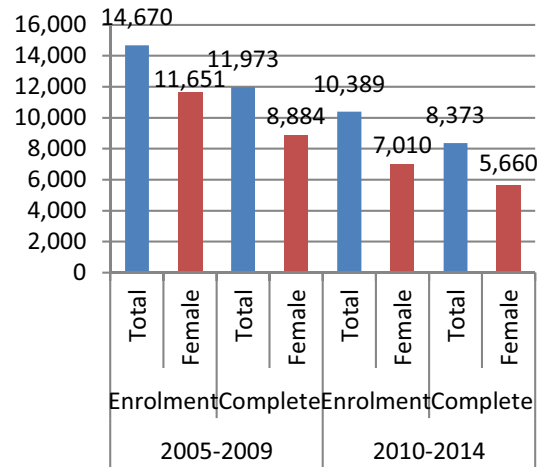
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



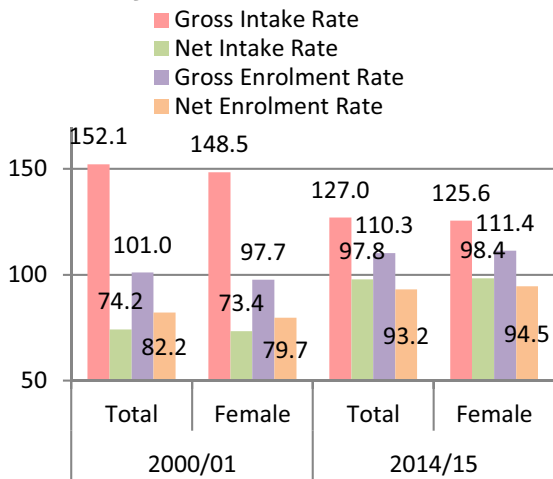
➤ Enrolment Number in Literacy Programs



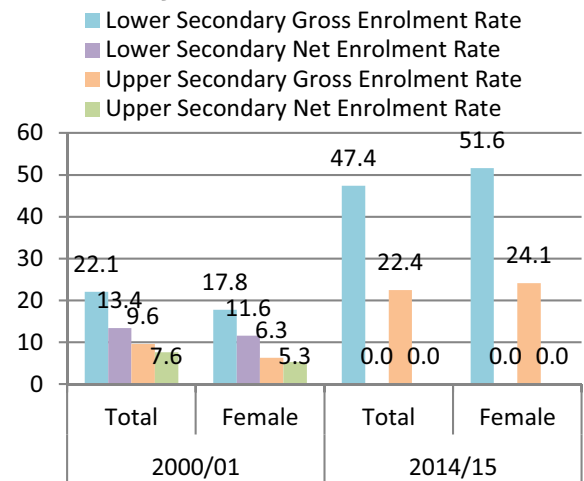
**Goal 5**

**Gender Equality in Education**

➤ Primary Intake & Enrolment Rate



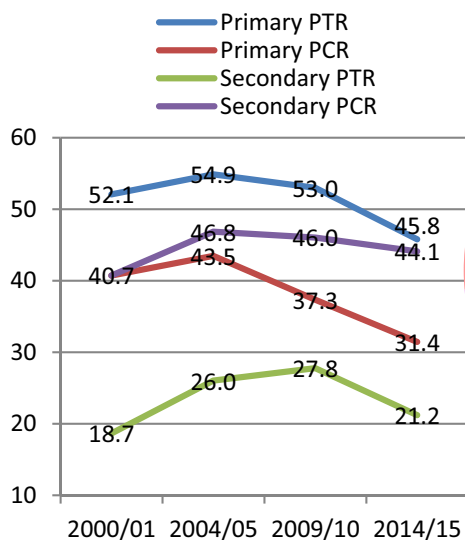
➤ Secondary Intake & Enrolment Rate



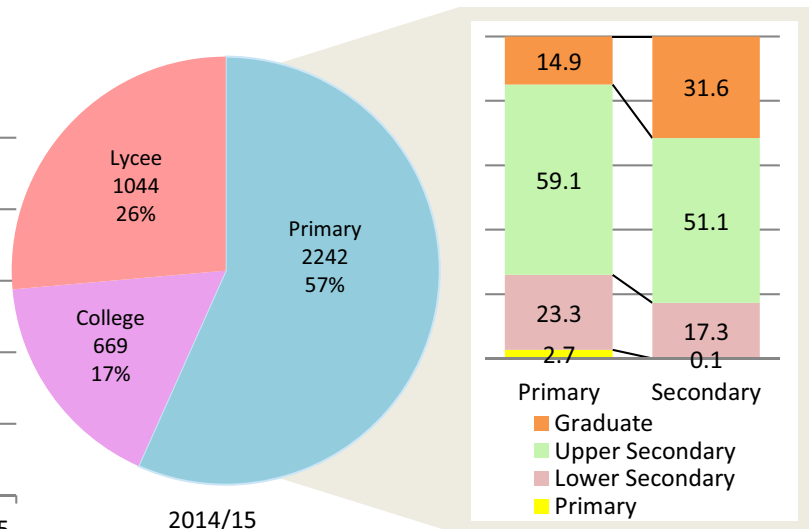
**Goal 6**

**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



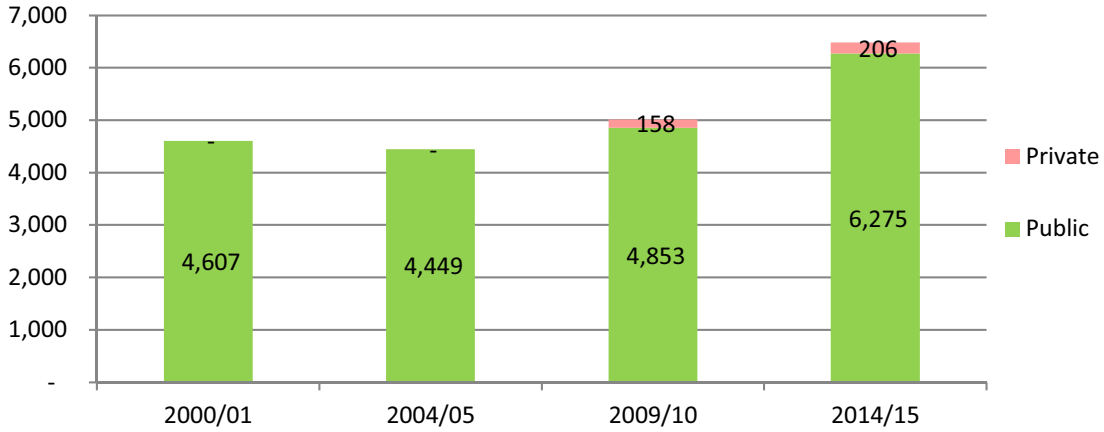
➤ Teacher Certified by the National Standard and Degree



**Goal 1**

**Early Childhood Care and Education**

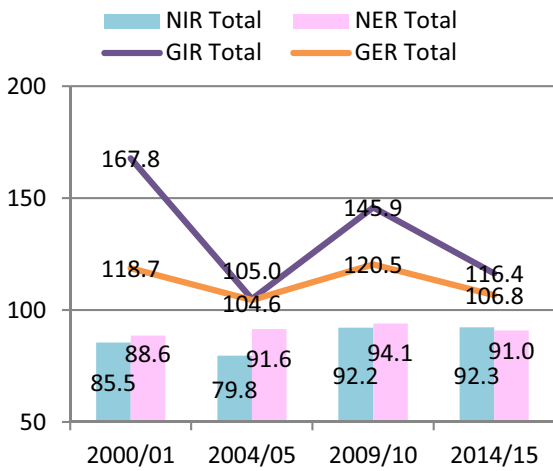
➤ Pre-school Enrolment Number by Provider



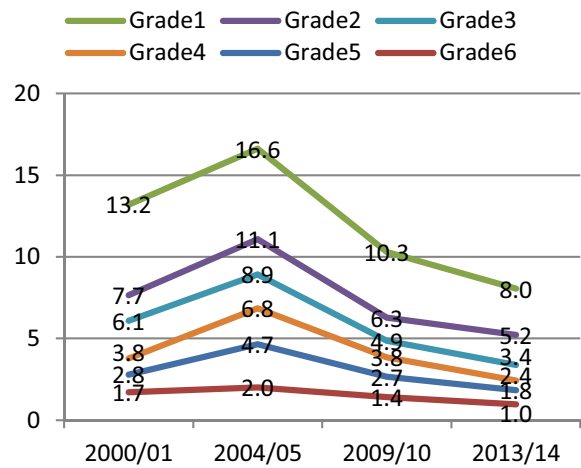
**Goal 2**

**Universal Basic Education**

➤ Primary Net Enrolment Rate



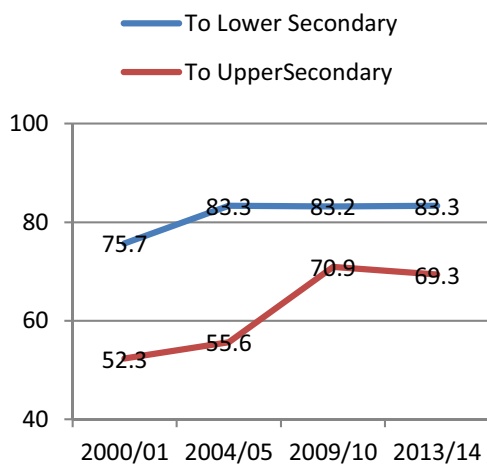
➤ Primary Repetition Rate, by grade



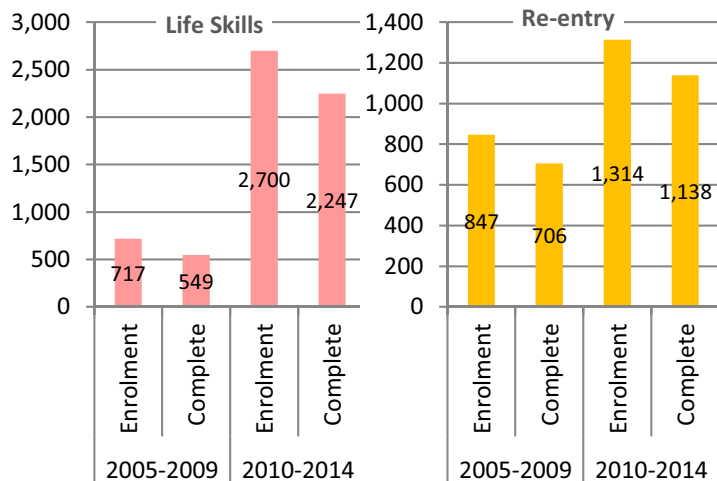
**Goal 3**

**Life Skills and Lifelong Learning**

➤ Transition Rate



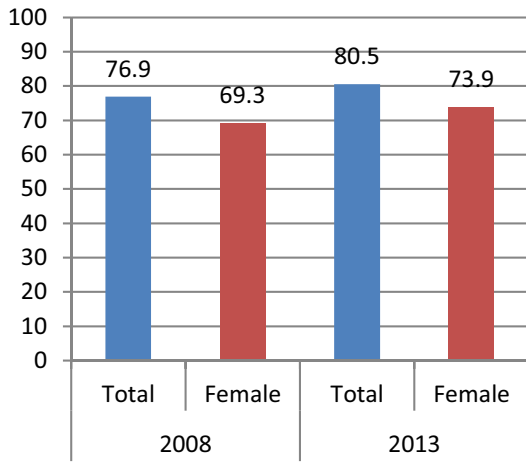
➤ Enrolment Number in Lifelong Learning Program



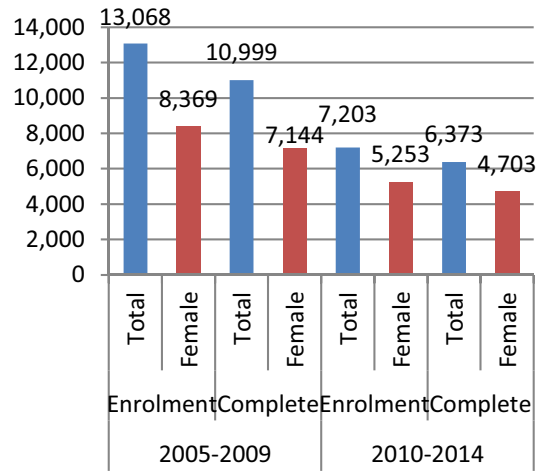
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



➤ Enrolment Number in Literacy Programs

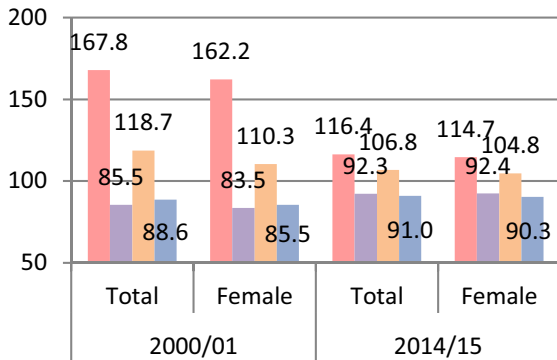


**Goal 5**

**Gender Equality in Education**

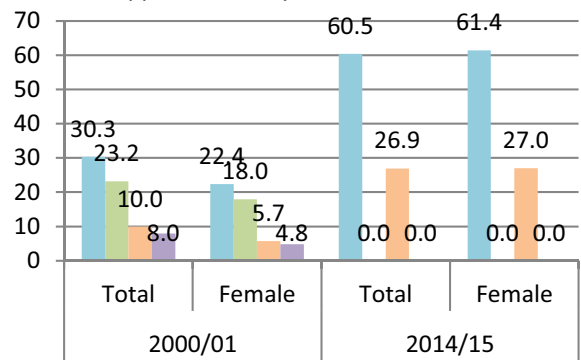
➤ Primary Intake & Enrolment Rate

- Gross Intake Rate
- Net Intake Rate
- Gross Enrolment Rate
- Net Enrolment Rate



➤ Secondary Intake & Enrolment Rate

- Lower Secondary Gross Enrolment Rate
- Lower Secondary Net Enrolment Rate
- Upper Secondary Gross Enrolment Rate
- Upper Secondary Net Enrolment Rate

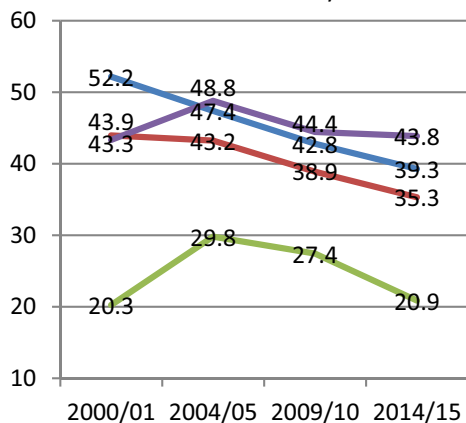


**Goal 6**

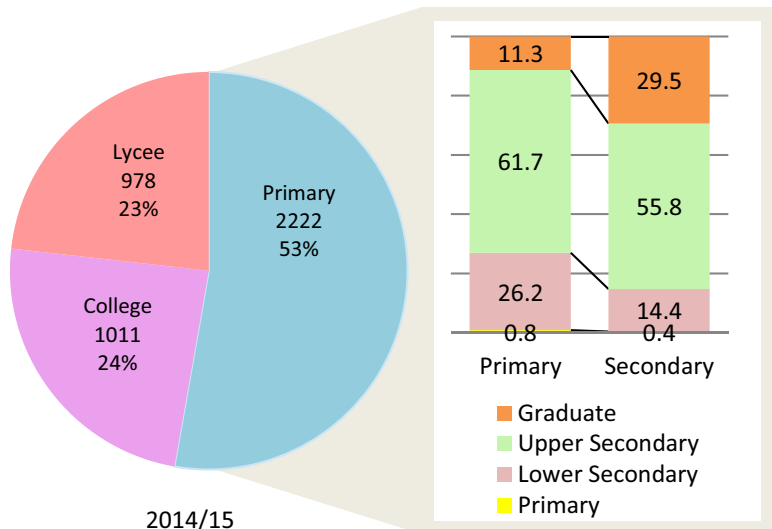
**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio

- Primary PTR
- Primary PCR
- Secondary PTR
- Secondary PCR



➤ Teacher Certified by the National Standard and Degree

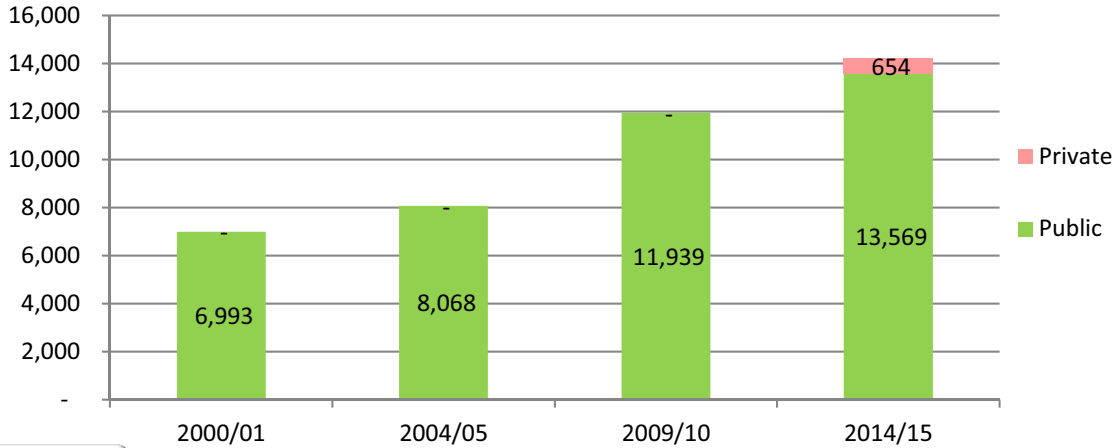


# Kandal

## Goal 1

### Early Childhood Care and Education

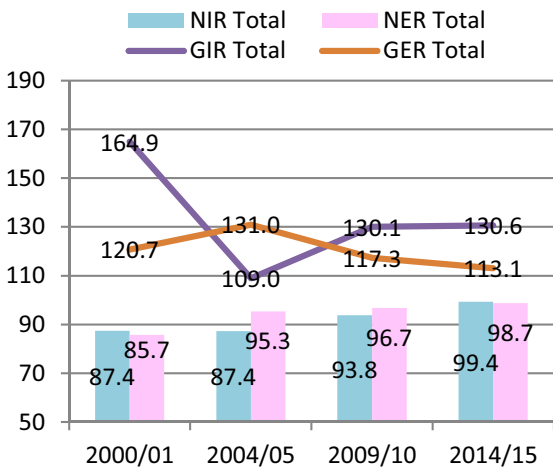
➤ Pre-school Enrolment Number by Provider



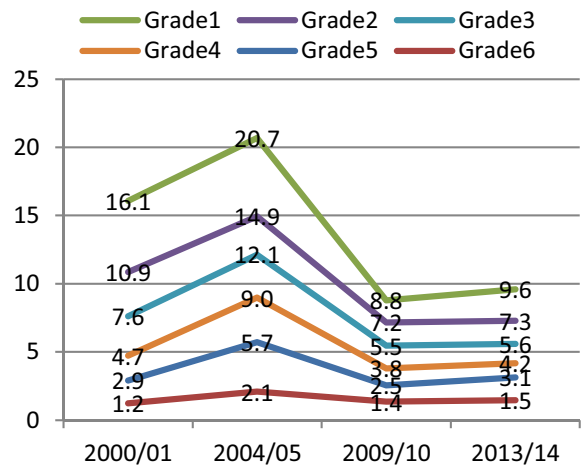
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



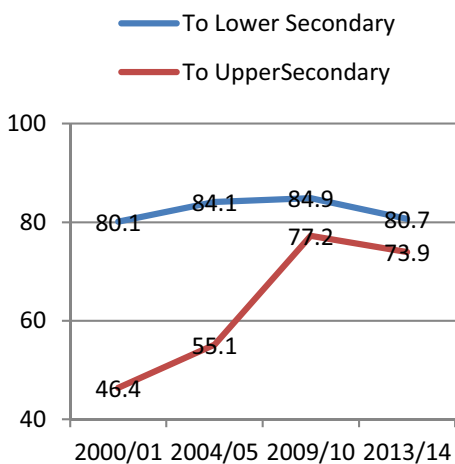
➤ Primary Repetition Rate, by grade



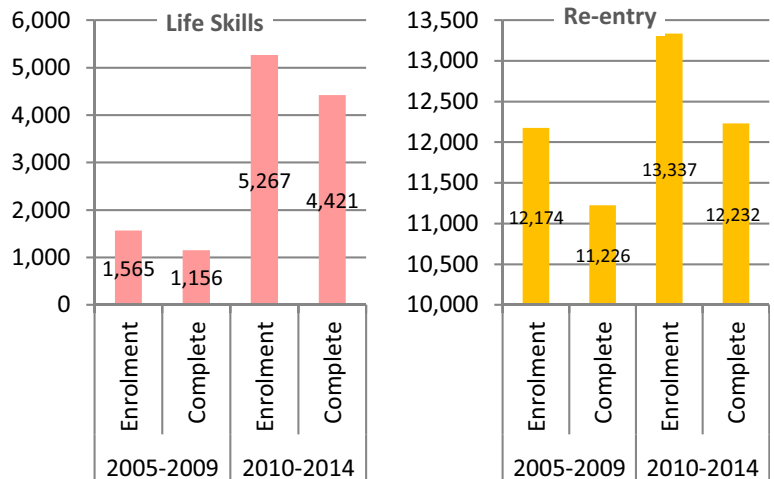
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate



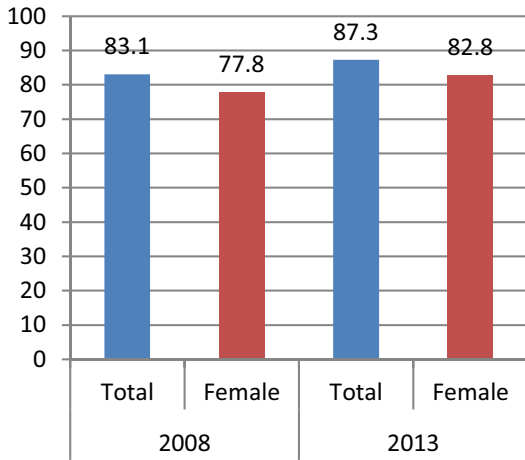
➤ Enrolment Number in Lifelong Learning Program



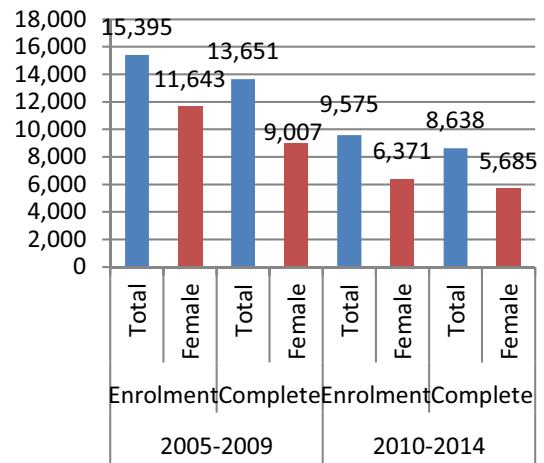
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



➤ Enrolment Number in Literacy Programs

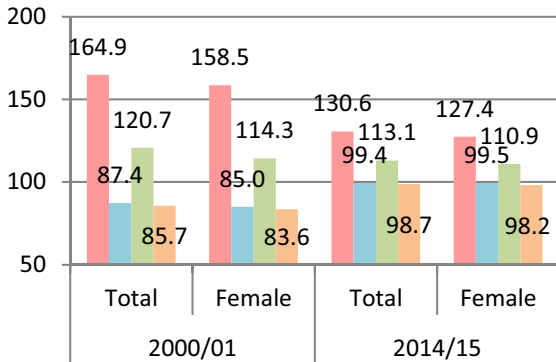


**Goal 5**

**Gender Equality in Education**

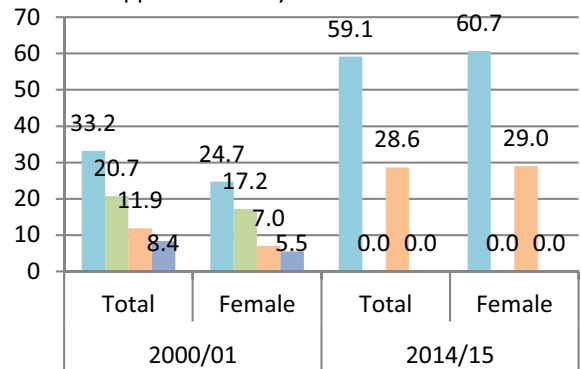
➤ Primary Intake & Enrolment Rate

- Gross Intake Rate
- Net Intake Rate
- Gross Enrolment Rate
- Net Enrolment Rate



➤ Secondary Intake & Enrolment Rate

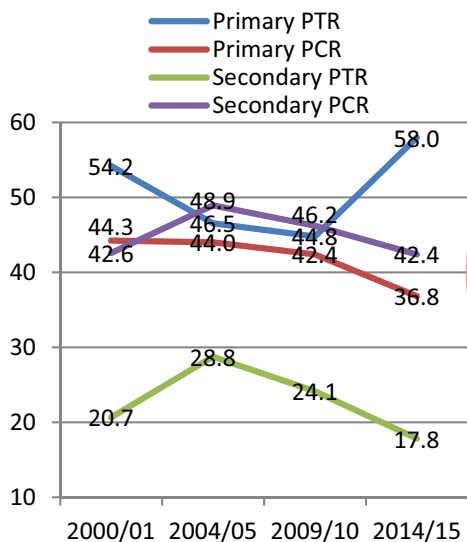
- Lower Secondary Gross Enrolment Rate
- Lower Secondary Net Enrolment Rate
- Upper Secondary Gross Enrolment Rate
- Upper Secondary Net Enrolment Rate



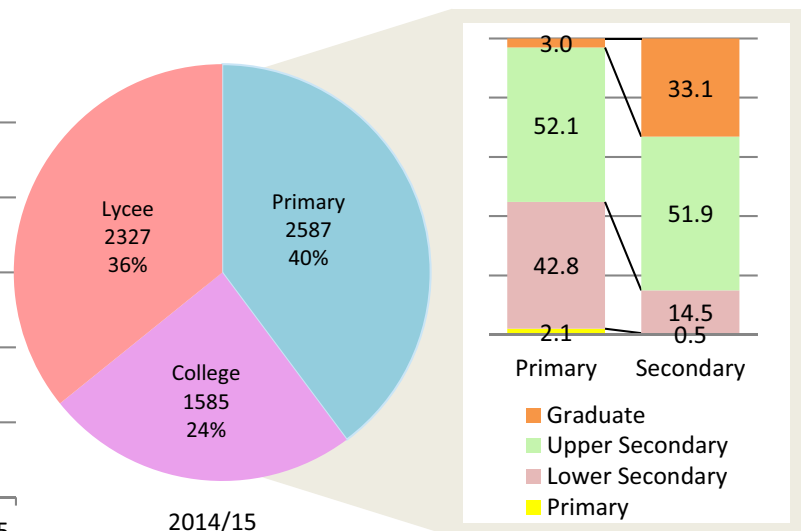
**Goal 6**

**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



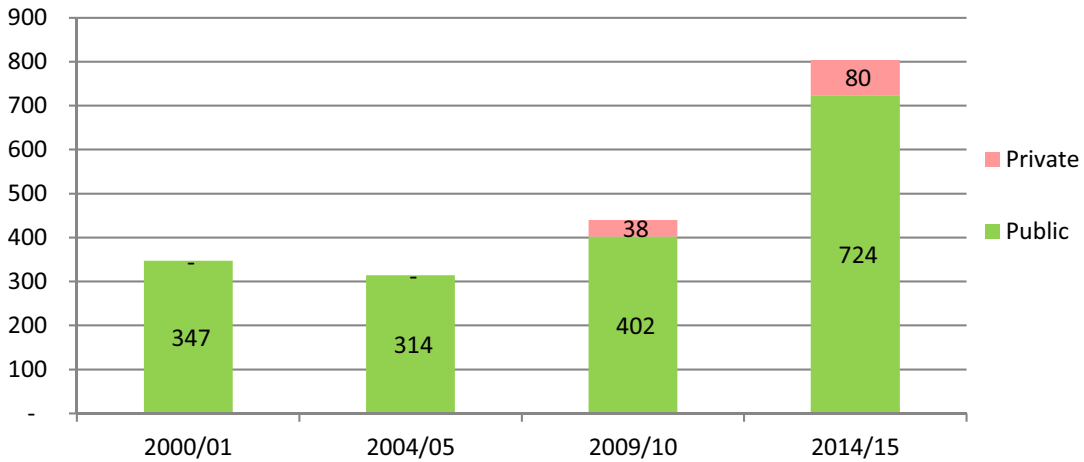
➤ Teacher Certified by the National Standard and Degree



**Goal 1**

**Early Childhood Care and Education**

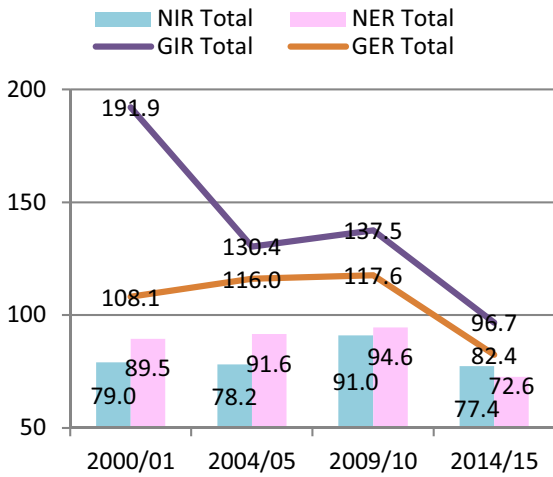
➤ Pre-school Enrolment Number by Provider



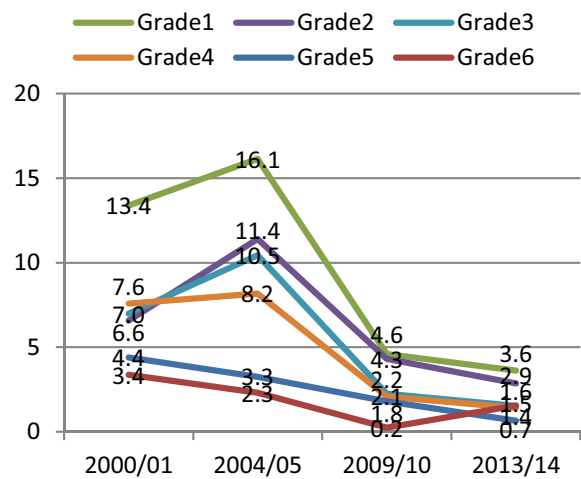
**Goal 2**

**Universal Basic Education**

➤ Primary Net Enrolment Rate



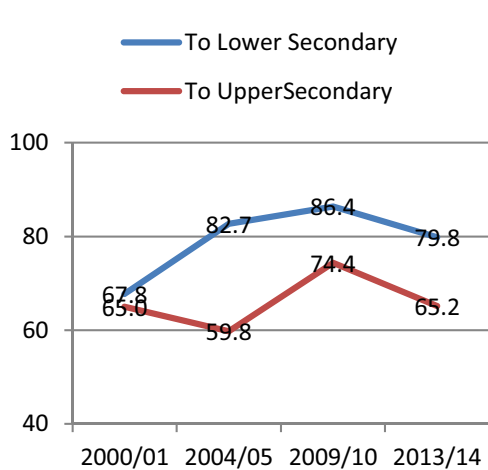
➤ Primary Repetition Rate, by grade



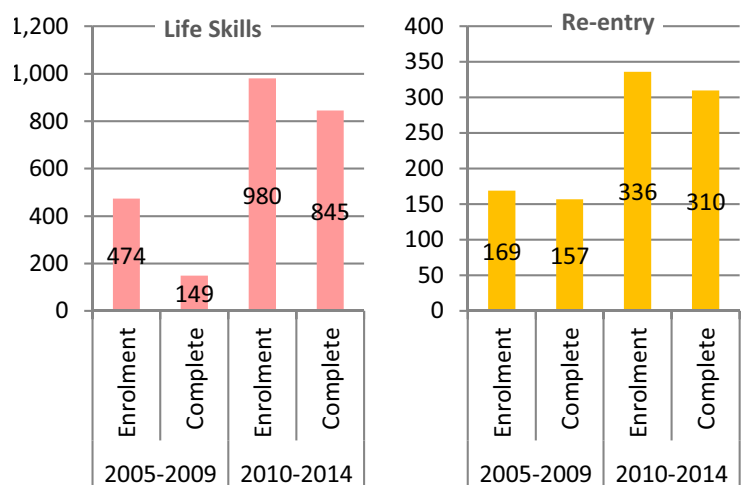
**Goal 3**

**Life Skills and Lifelong Learning**

➤ Transition Rate

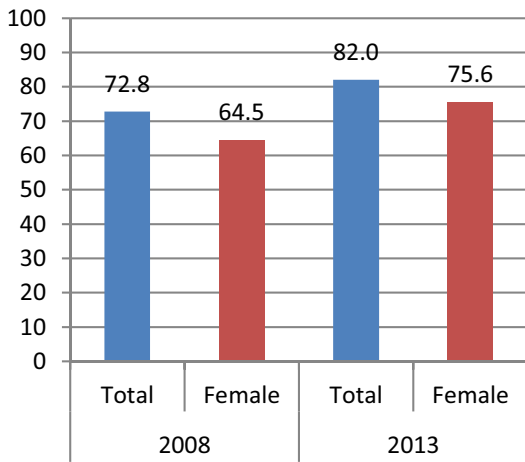


➤ Enrolment Number in Lifelong Learning Program

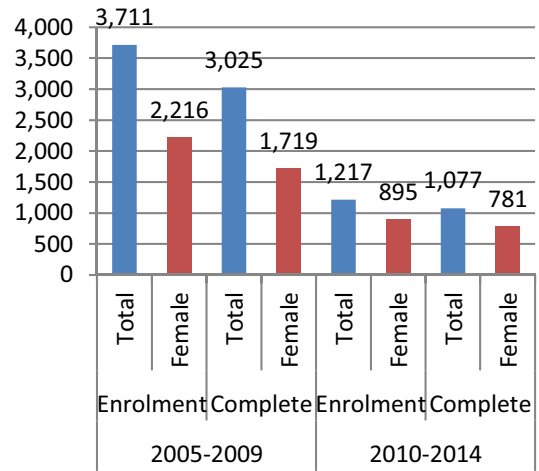


**Goal 4 Literacy**

➤ Youth and Adult Literacy Rate

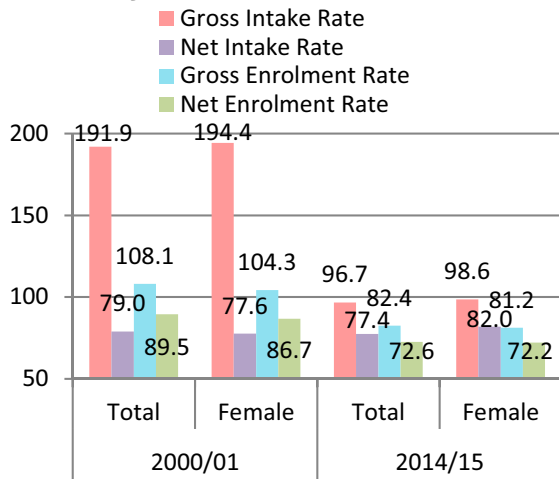


➤ Enrolment Number in Literacy Programs

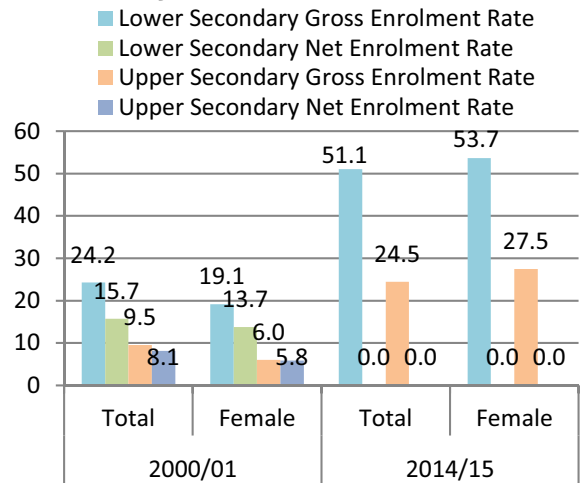


**Goal 5 Gender Equality in Education**

➤ Primary Intake & Enrolment Rate

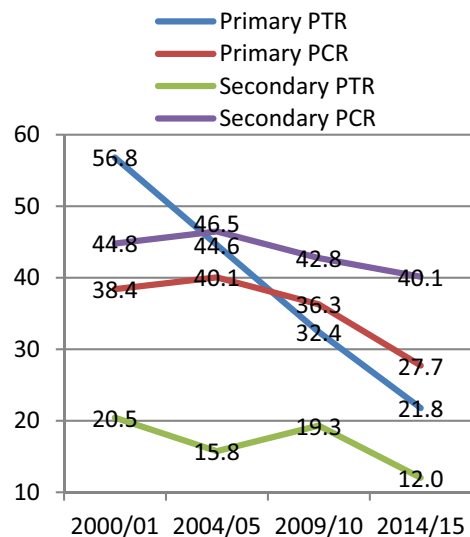


➤ Secondary Intake & Enrolment Rate

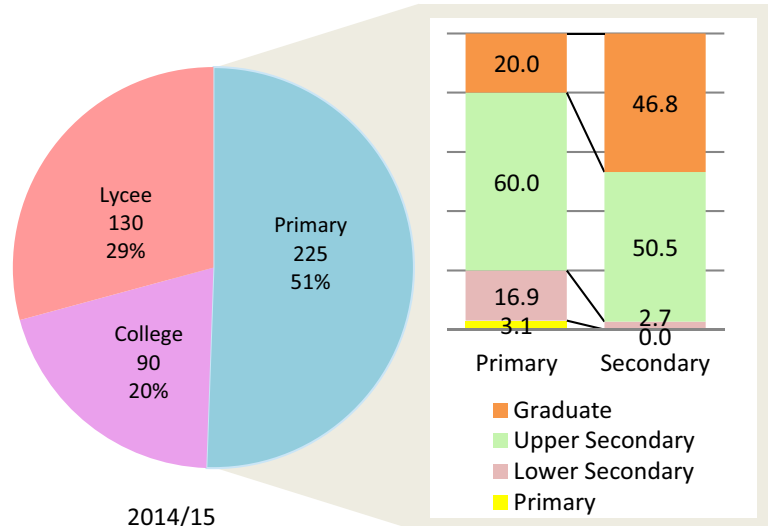


**Goal 6 Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree



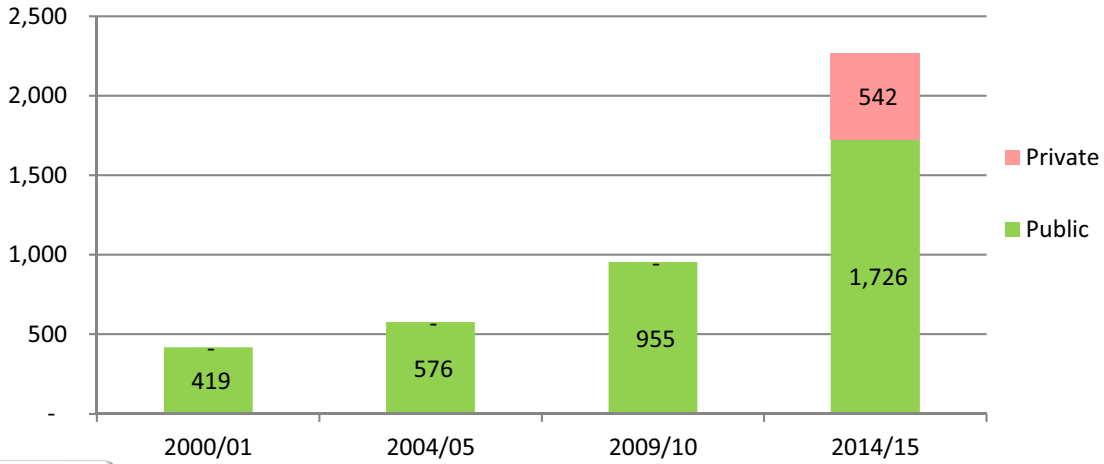


# Koh Kong

## Goal 1

### Early Childhood Care and Education

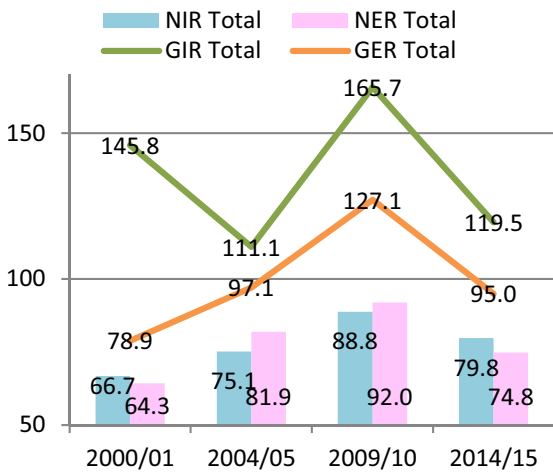
➤ Pre-school Enrolment Number by Provider



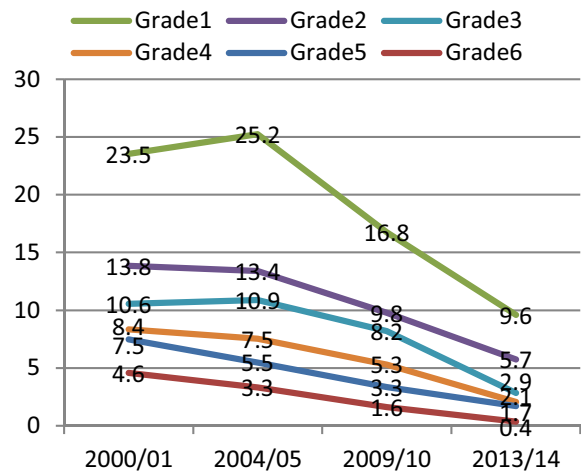
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



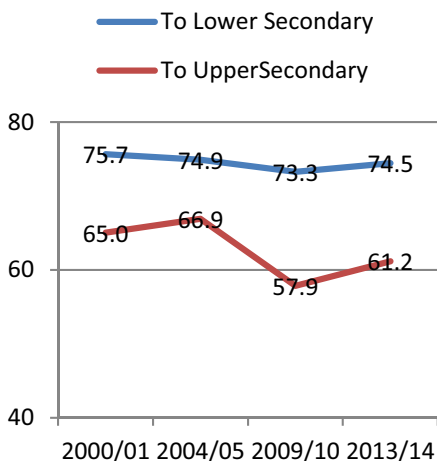
➤ Primary Repetition Rate, by grade



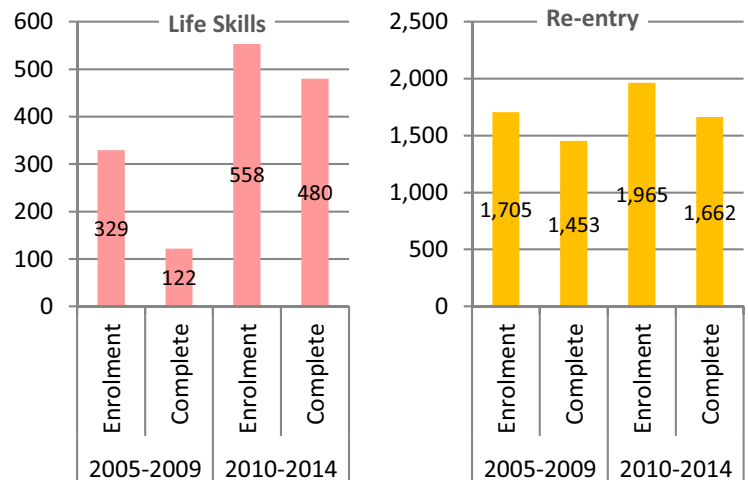
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate

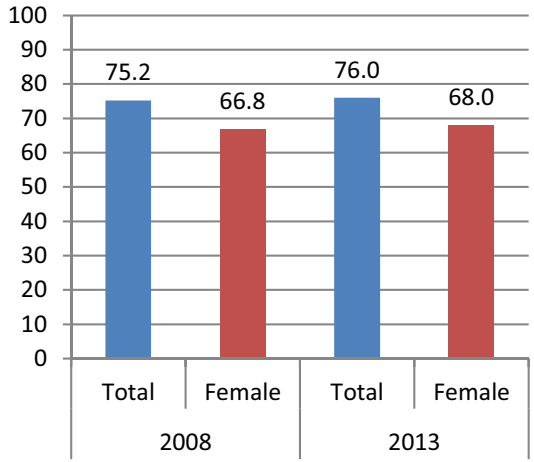


➤ Enrolment Number in Lifelong Learning Program

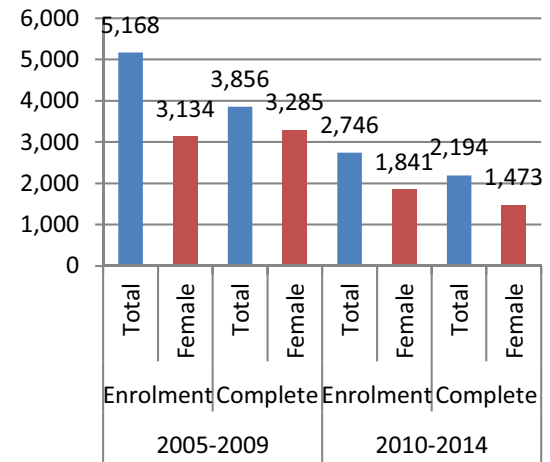


**Goal 4 Literacy**

➤ Youth and Adult Literacy Rate



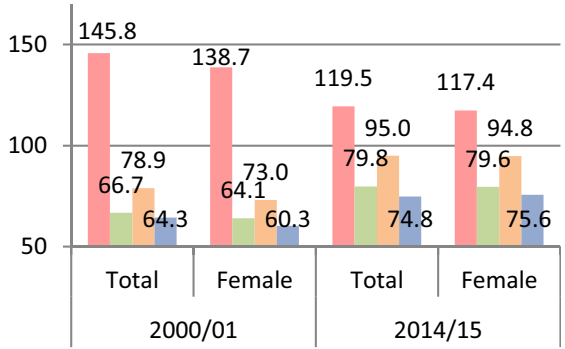
➤ Enrolment Number in Literacy Programs



**Goal 5 Gender Equality in Education**

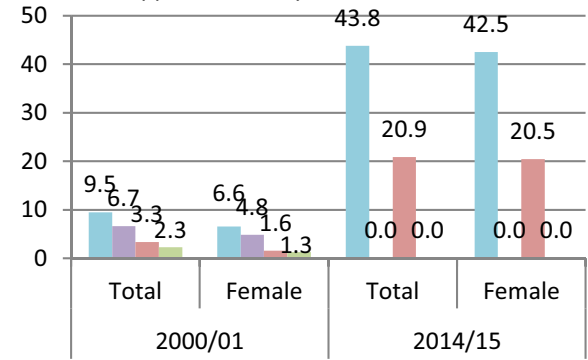
➤ Primary Intake & Enrolment Rate

- Gross Intake Rate
- Net Intake Rate
- Gross Enrolment Rate
- Net Enrolment Rate



➤ Secondary Intake & Enrolment Rate

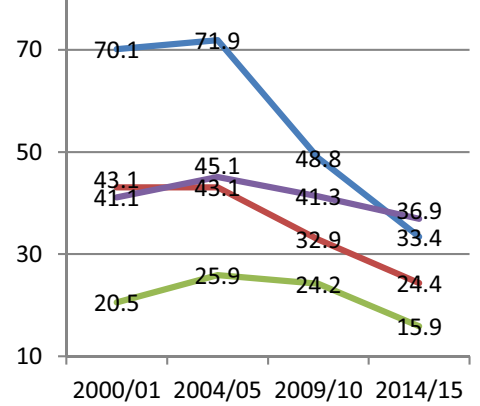
- Lower Secondary Gross Enrolment Rate
- Lower Secondary Net Enrolment Rate
- Upper Secondary Gross Enrolment Rate
- Upper Secondary Net Enrolment Rate



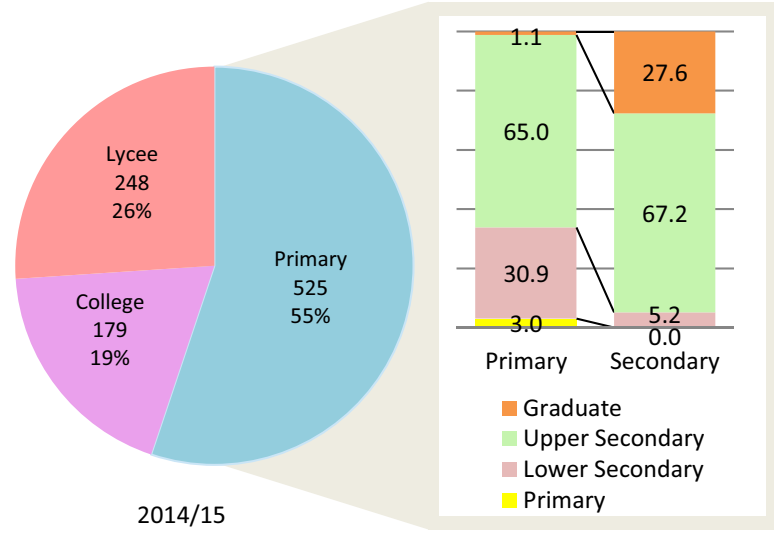
**Goal 6 Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio

- Primary PTR
- Primary PCR
- Secondary PTR
- Secondary PCR



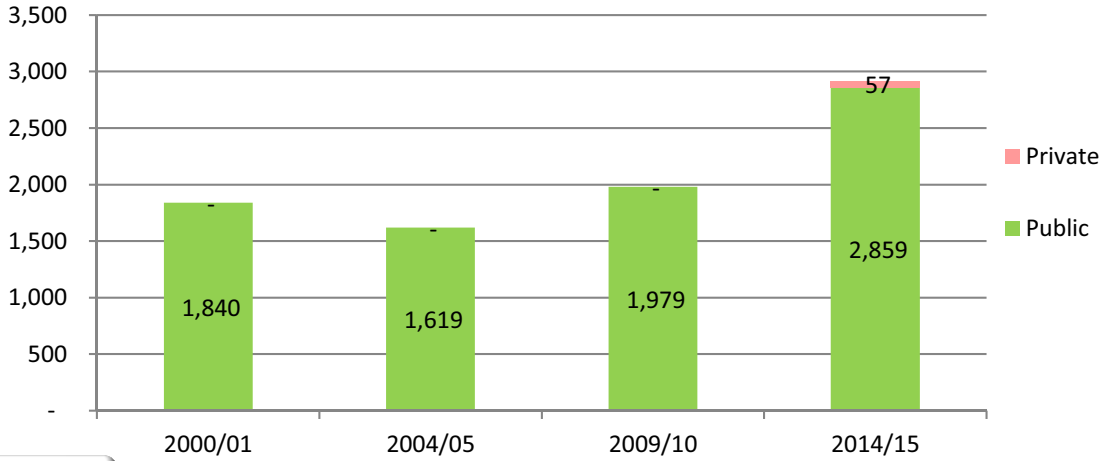
➤ Teacher Certified by the National Standard and Degree



**Goal 1**

**Early Childhood Care and Education**

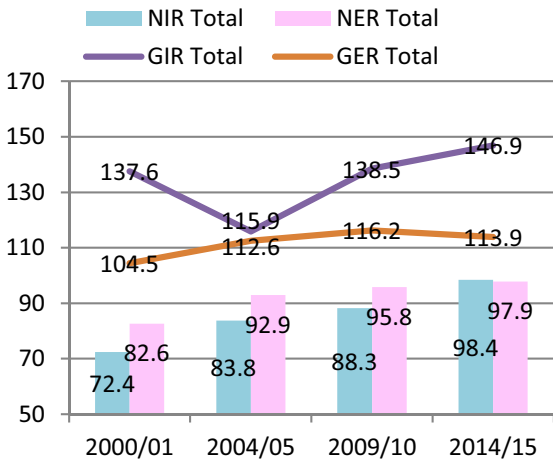
➤ Pre-school Enrolment Number by Provider



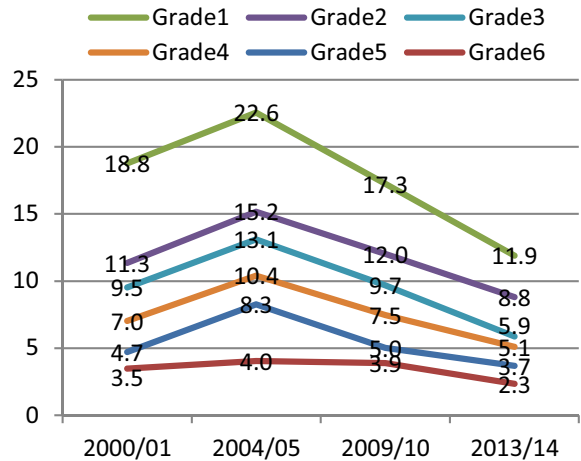
**Goal 2**

**Universal Basic Education**

➤ Primary Net Enrolment Rate



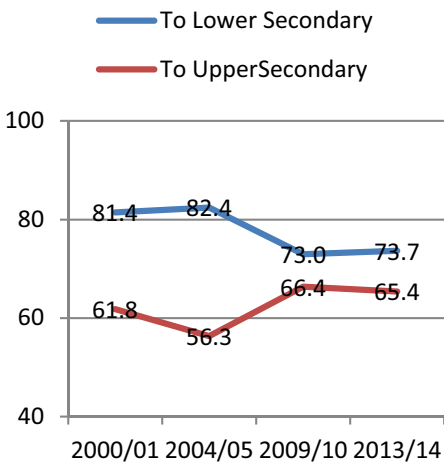
➤ Primary Repetition Rate, by grade



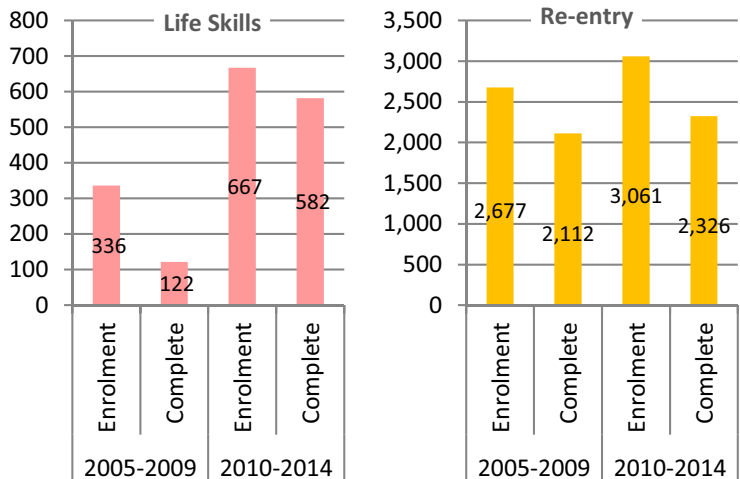
**Goal 3**

**Life Skills and Lifelong Learning**

➤ Transition Rate



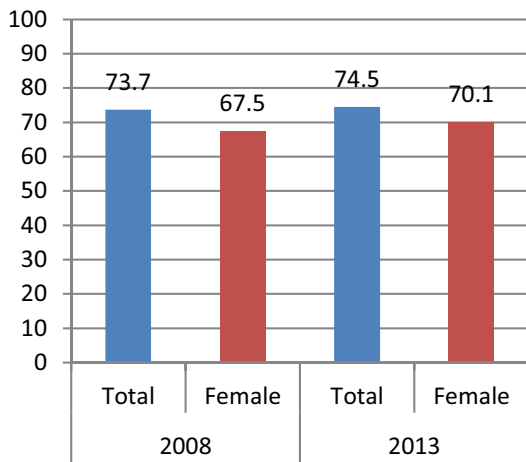
➤ Enrolment Number in Lifelong Learning Program



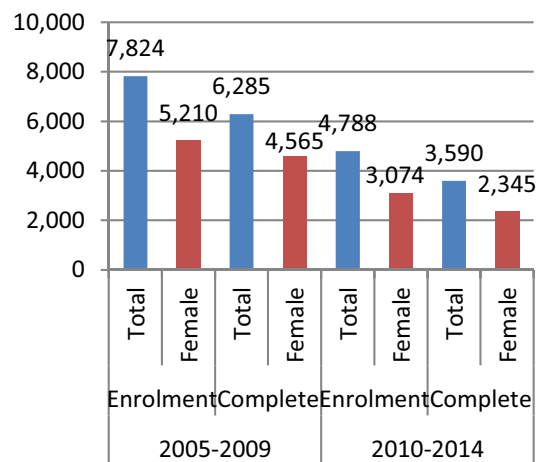
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



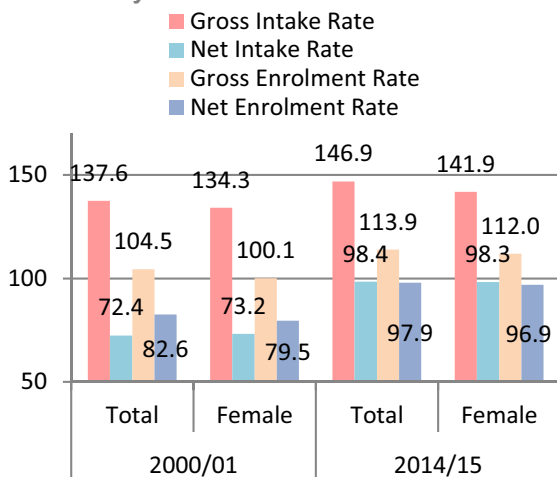
➤ Enrolment Number in Literacy Programs



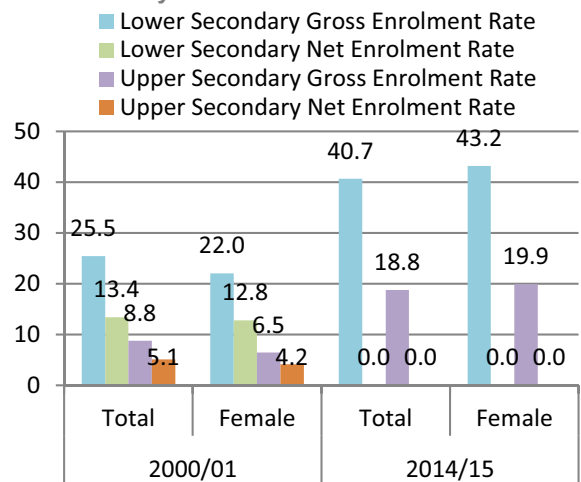
**Goal 5**

**Gender Equality in Education**

➤ Primary Intake & Enrolment Rate



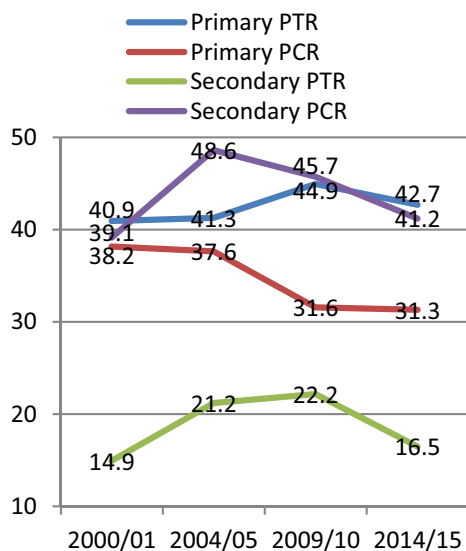
➤ Secondary Intake & Enrolment Rate



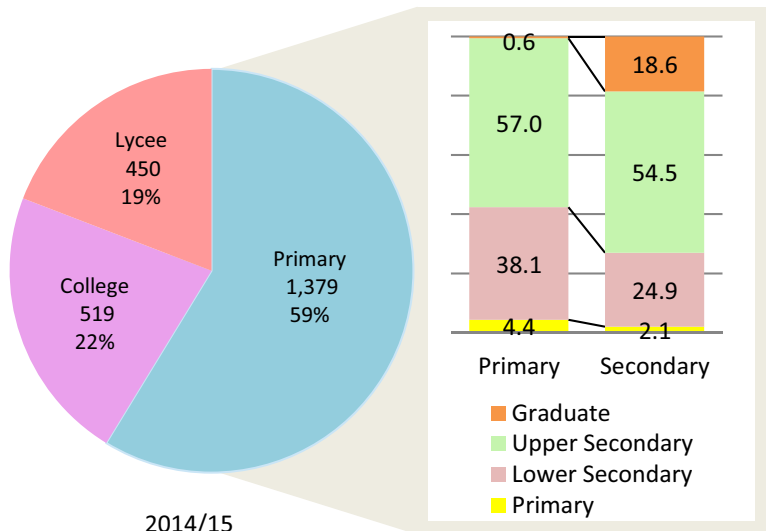
**Goal 6**

**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree

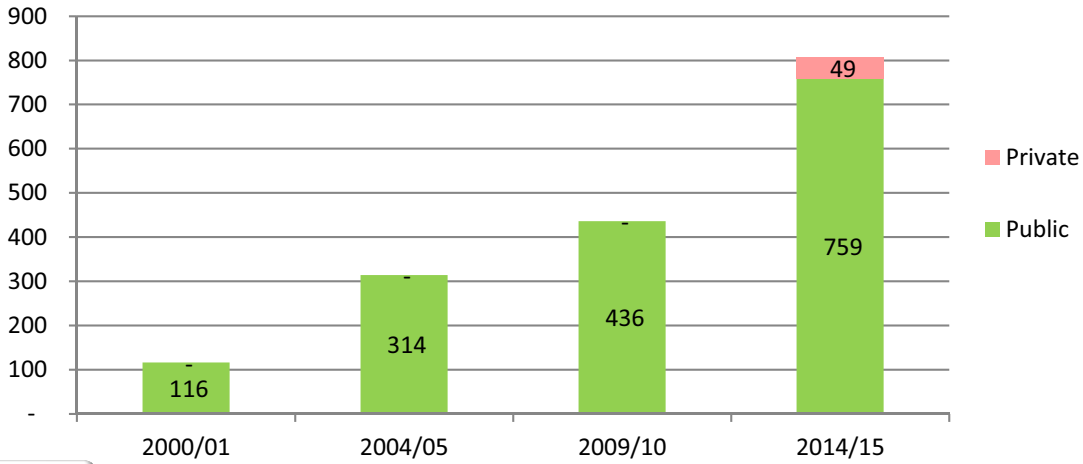


# Mondul Kiri

## Goal 1

### Early Childhood Care and Education

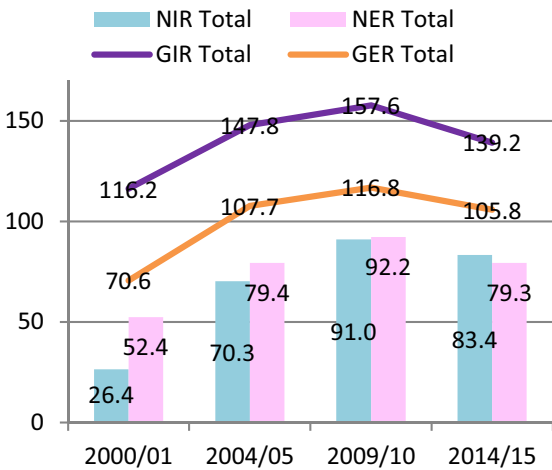
➤ Pre-school Enrolment Number by Provider



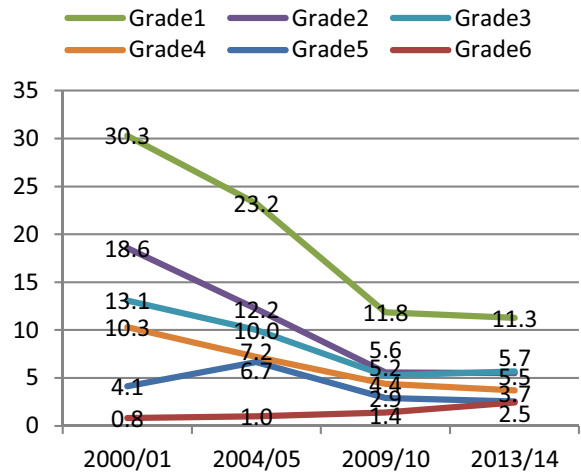
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



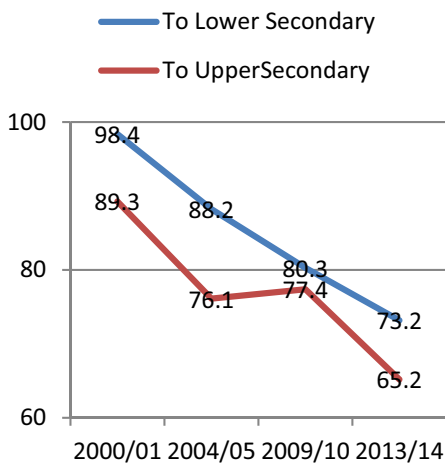
➤ Primary Repetition Rate, by grade



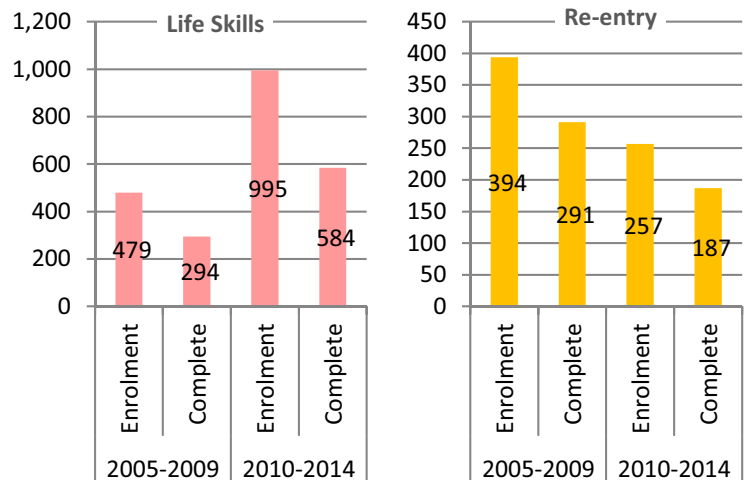
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate

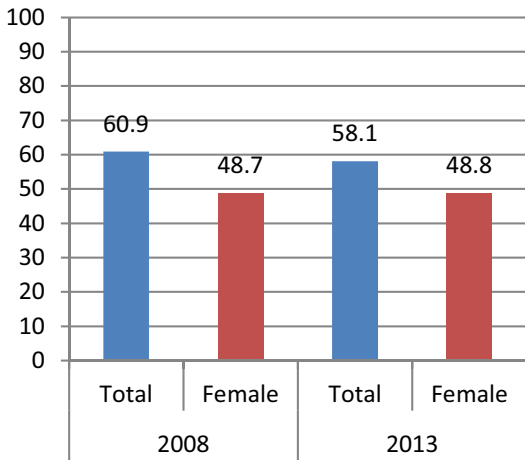


➤ Enrolment Number in Lifelong Learning Program

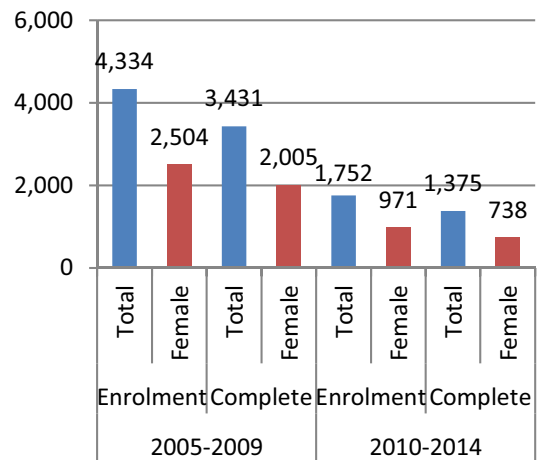


**Goal 4 Literacy**

➤ Youth and Adult Literacy Rate

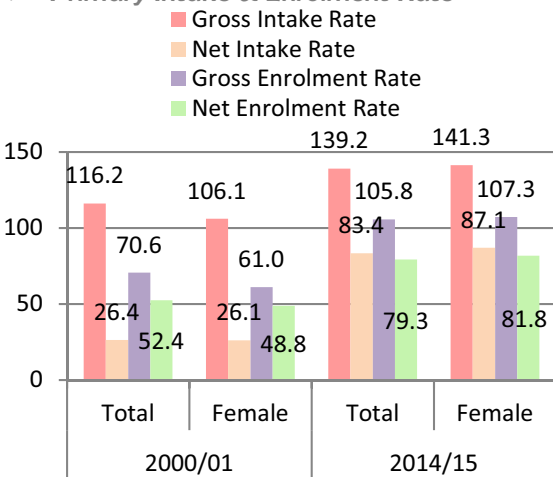


➤ Enrolment Number in Literacy Programs

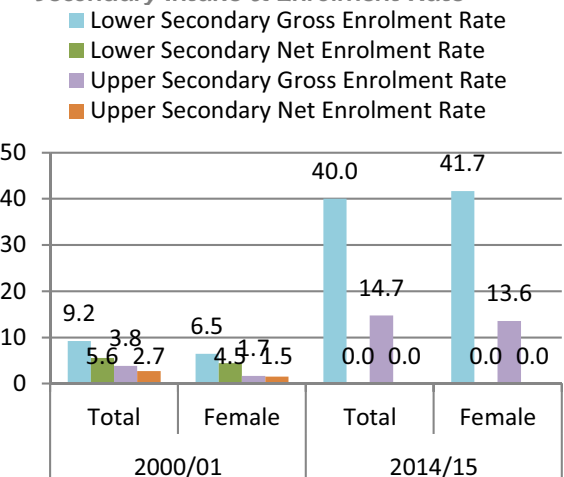


**Goal 5 Gender Equality in Education**

➤ Primary Intake & Enrolment Rate

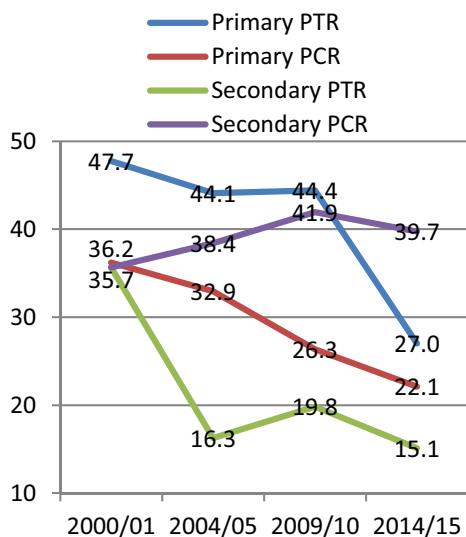


➤ Secondary Intake & Enrolment Rate

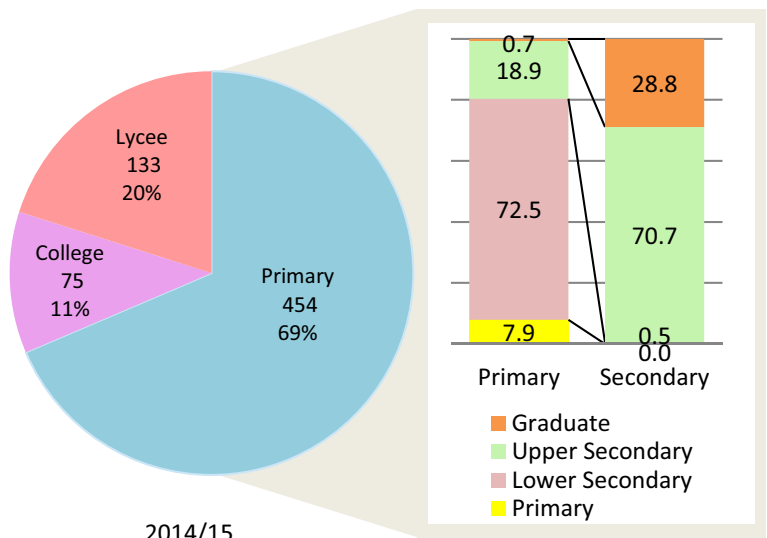


**Goal 6 Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree

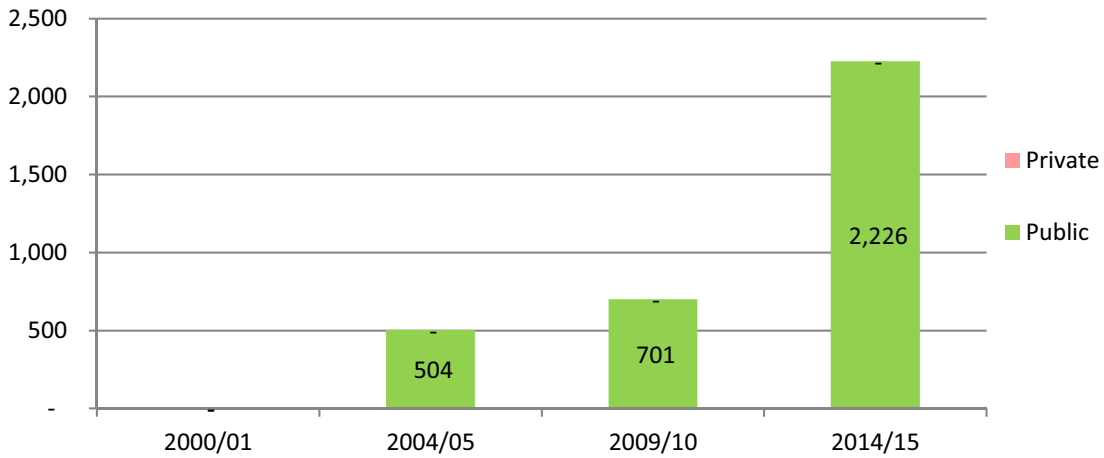


# Otdor Meanchey

## Goal 1

### Early Childhood Care and Education

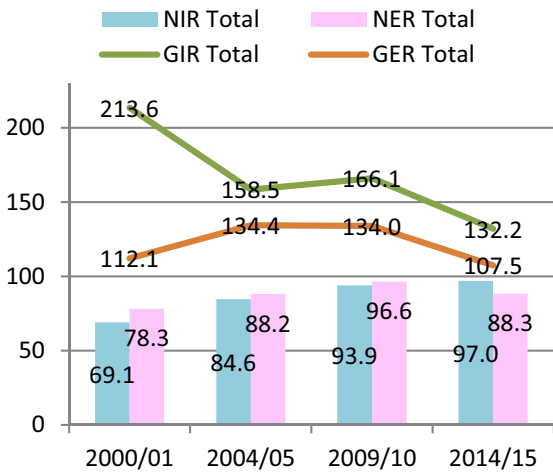
➤ Pre-school Enrolment Number by Provider



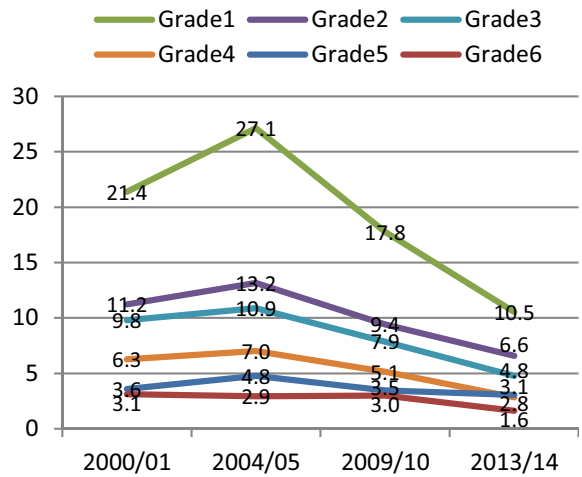
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



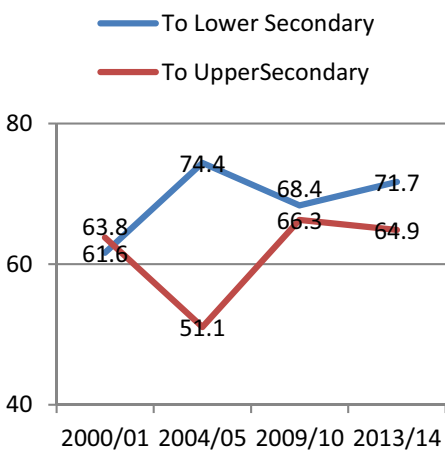
➤ Primary Repetition Rate, by grade



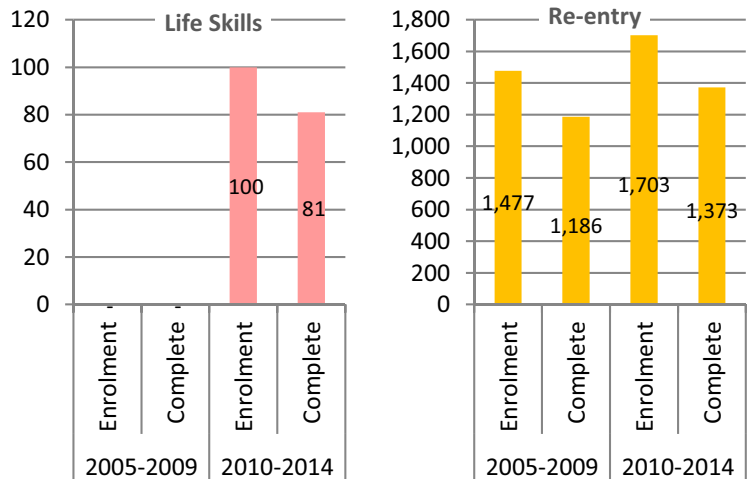
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate



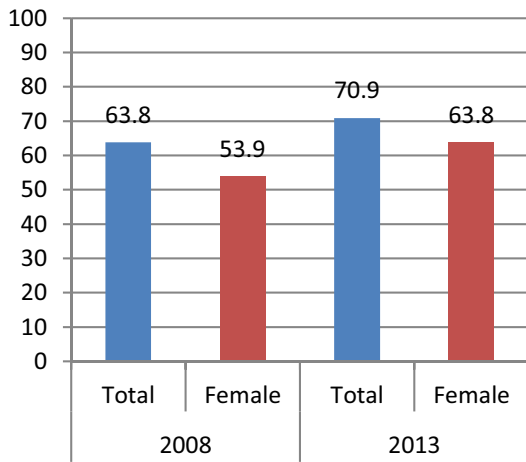
➤ Enrolment Number in Lifelong Learning Program



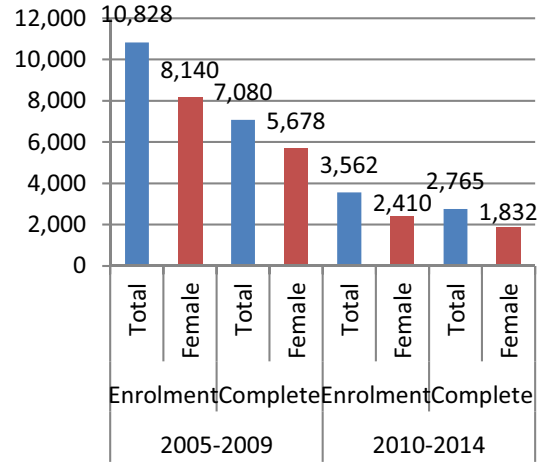
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



➤ Enrolment Number in Literacy Programs

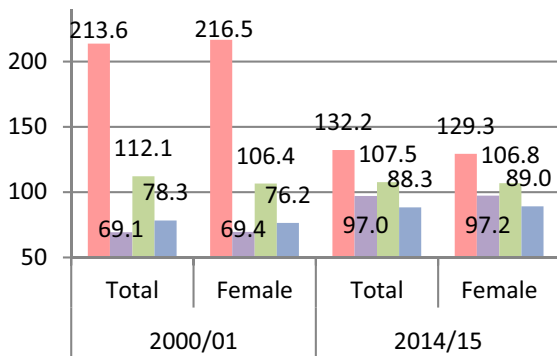


**Goal 5**

**Gender Equality in Education**

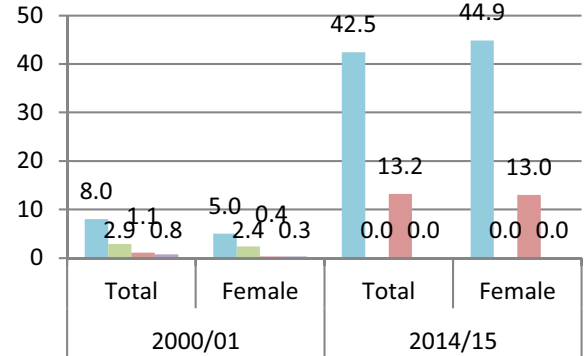
➤ Primary Intake & Enrolment Rate

- Gross Intake Rate
- Net Intake Rate
- Gross Enrolment Rate
- Net Enrolment Rate



➤ Secondary Intake & Enrolment Rate

- Lower Secondary Gross Enrolment Rate
- Lower Secondary Net Enrolment Rate
- Upper Secondary Gross Enrolment Rate
- Upper Secondary Net Enrolment Rate

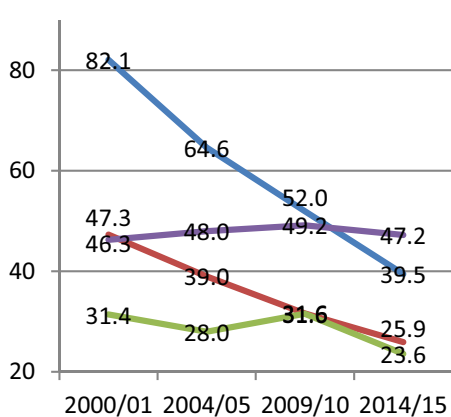


**Goal 6**

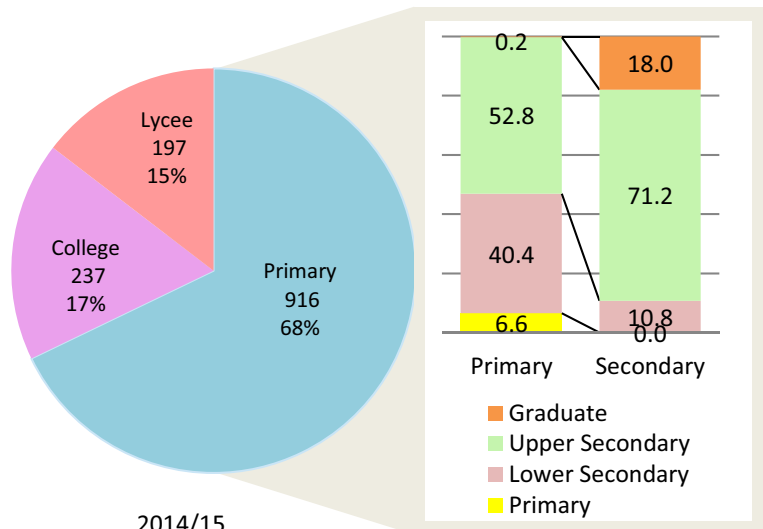
**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio

- Primary PTR
- Primary PCR
- Secondary PTR
- Secondary PCR



➤ Teacher Certified by the National Standard and Degree



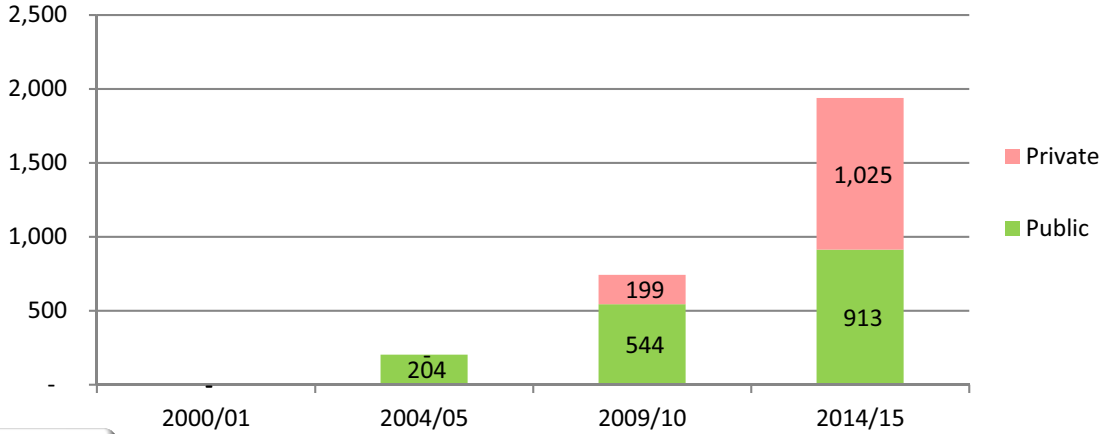


Pailin

**Goal 1**

**Early Childhood Care and Education**

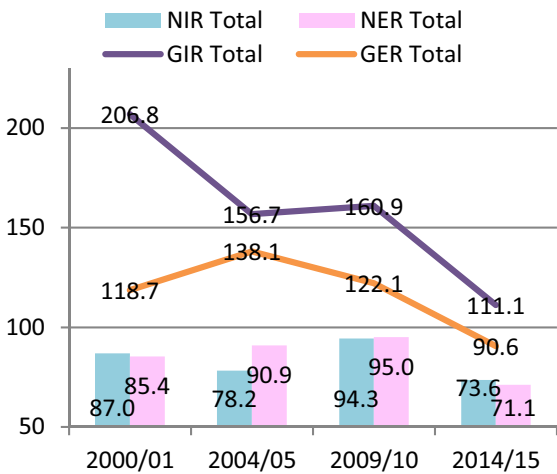
➤ Pre-school Enrolment Number by Provider



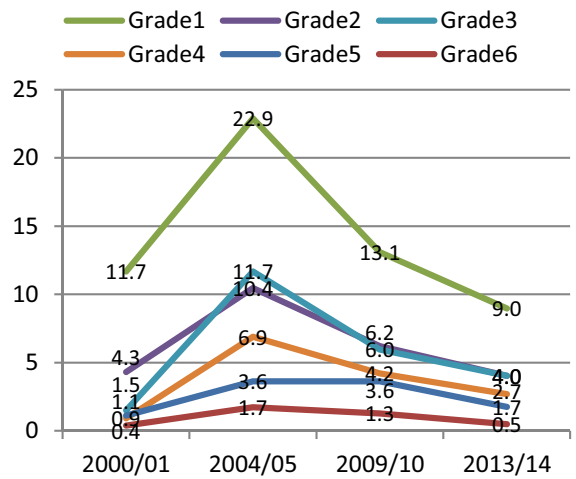
**Goal 2**

**Universal Basic Education**

➤ Primary Net Enrolment Rate



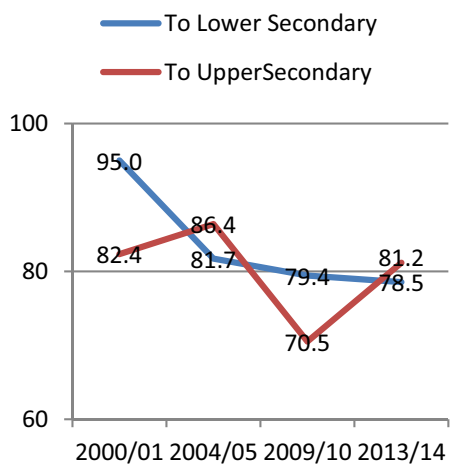
➤ Primary Repetition Rate, by grade



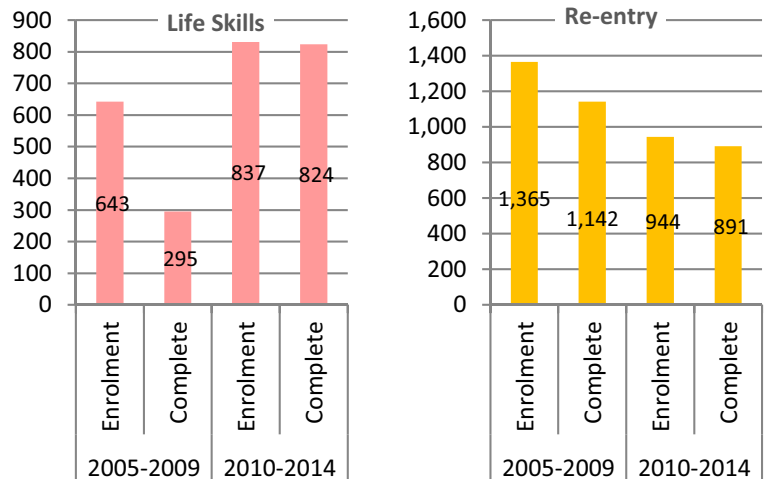
**Goal 3**

**Life Skills and Lifelong Learning**

➤ Transition Rate

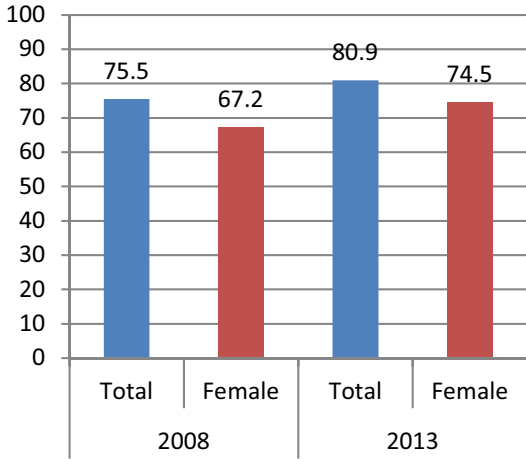


➤ Enrolment Number in Lifelong Learning Program

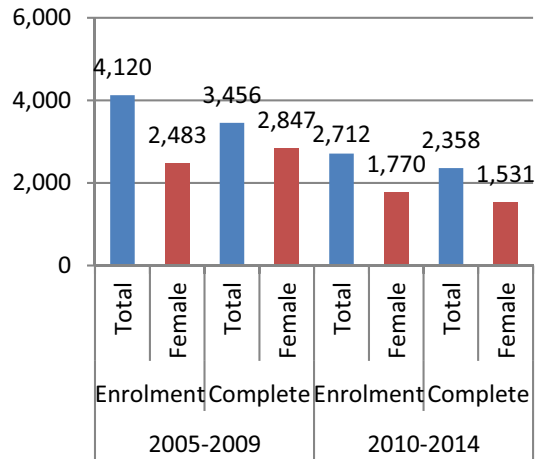


**Goal 4 Literacy**

➤ Youth and Adult Literacy Rate

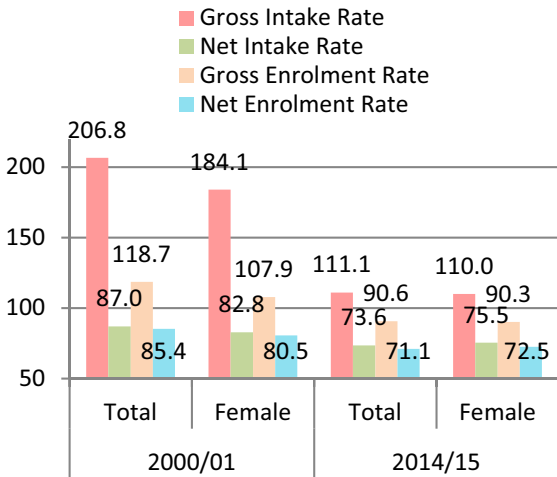


➤ Enrolment Number in Literacy Programs

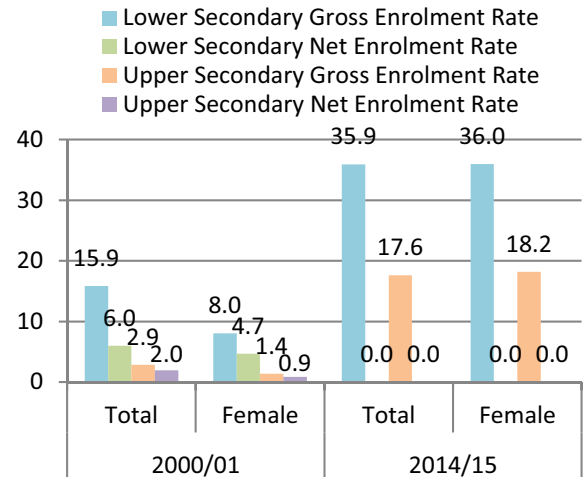


**Goal 5 Gender Equality in Education**

➤ Primary Intake & Enrolment Rate

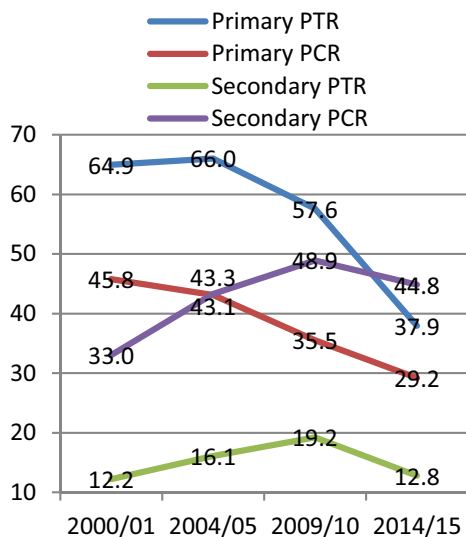


➤ Secondary Intake & Enrolment Rate

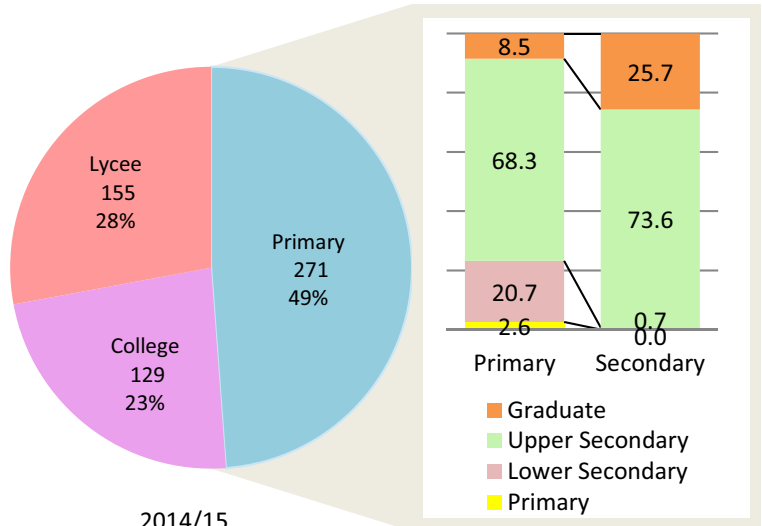


**Goal 6 Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree

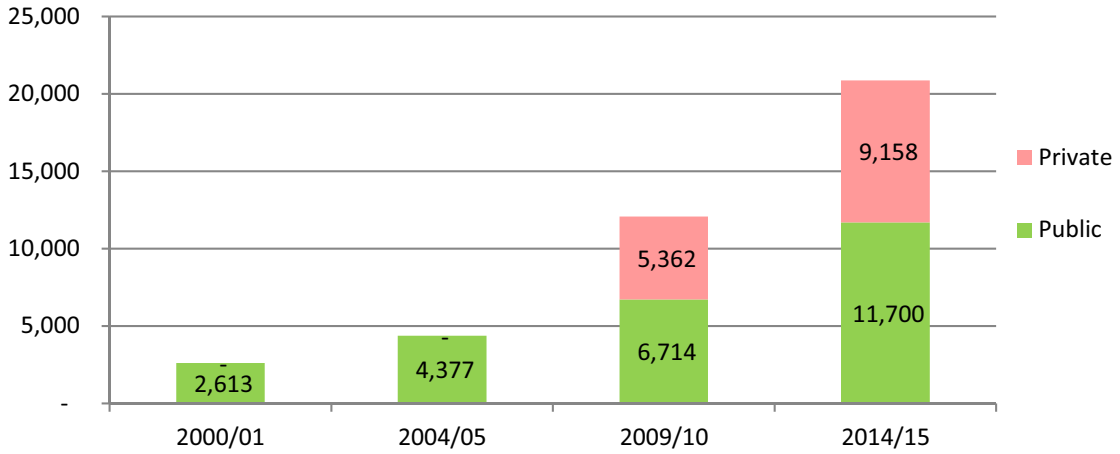


# Phnom Penh

## Goal 1

### Early Childhood Care and Education

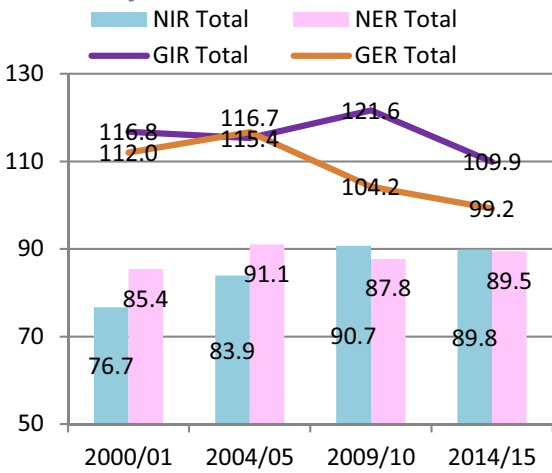
➤ Pre-school Enrolment Number by Provider



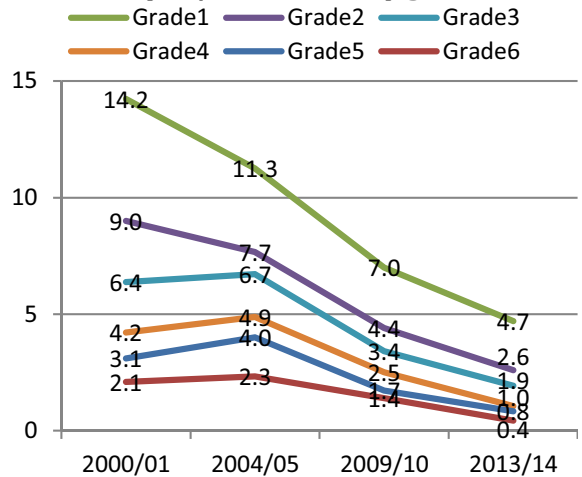
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



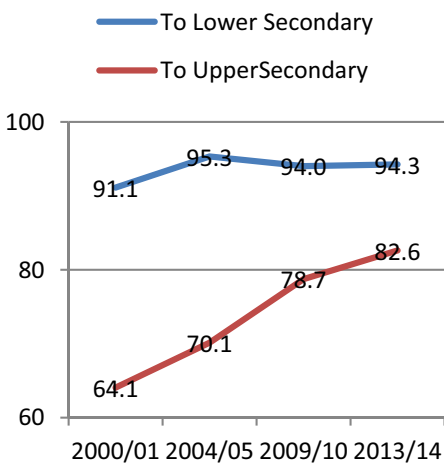
➤ Primary Repetition Rate, by grade



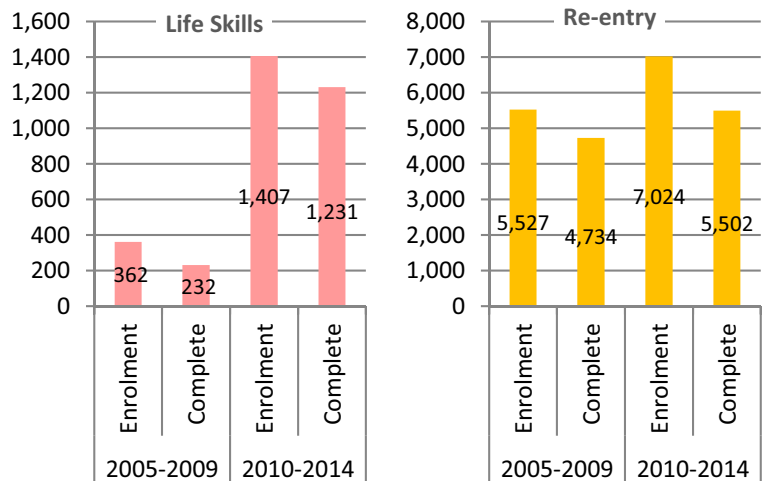
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate

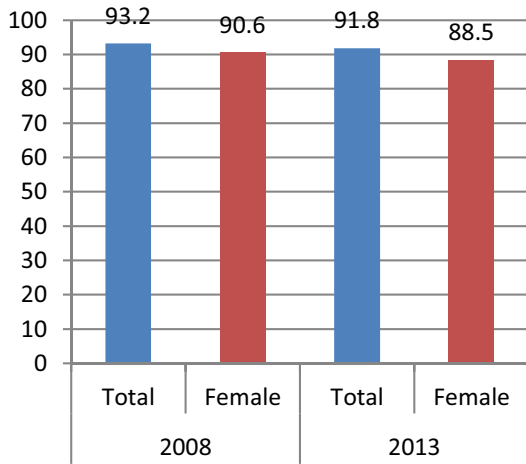


➤ Enrolment Number in Lifelong Learning Program

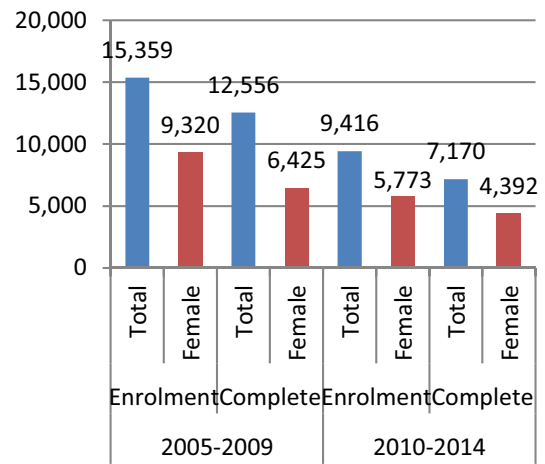


**Goal 4 Literacy**

➤ Youth and Adult Literacy Rate

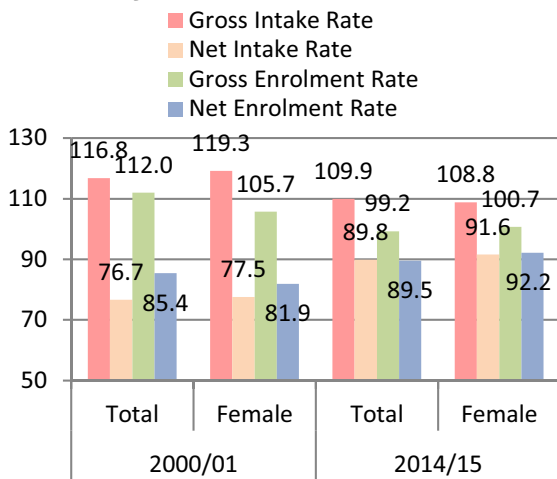


➤ Enrolment Number in Literacy Programs

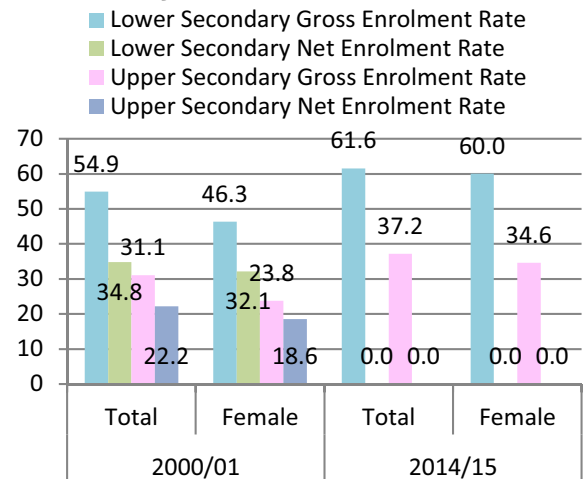


**Goal 5 Gender Equality in Education**

➤ Primary Intake & Enrolment Rate

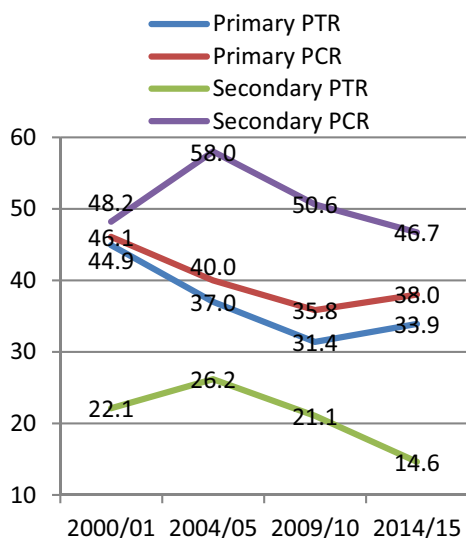


➤ Secondary Intake & Enrolment Rate

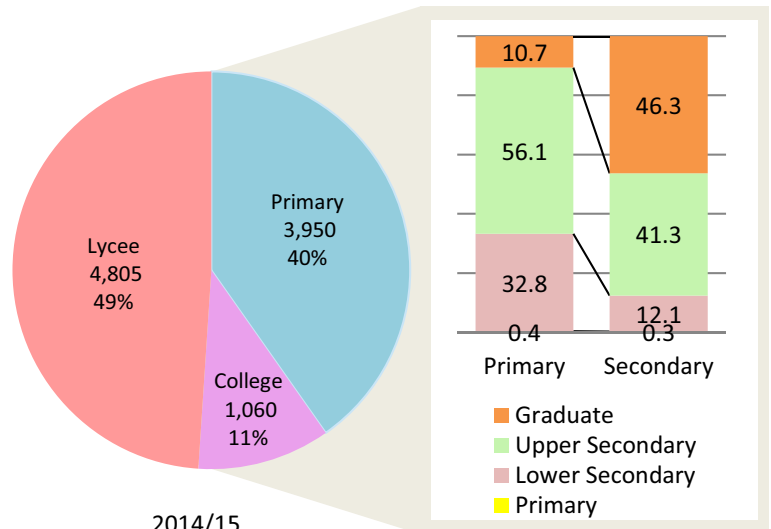


**Goal 6 Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree

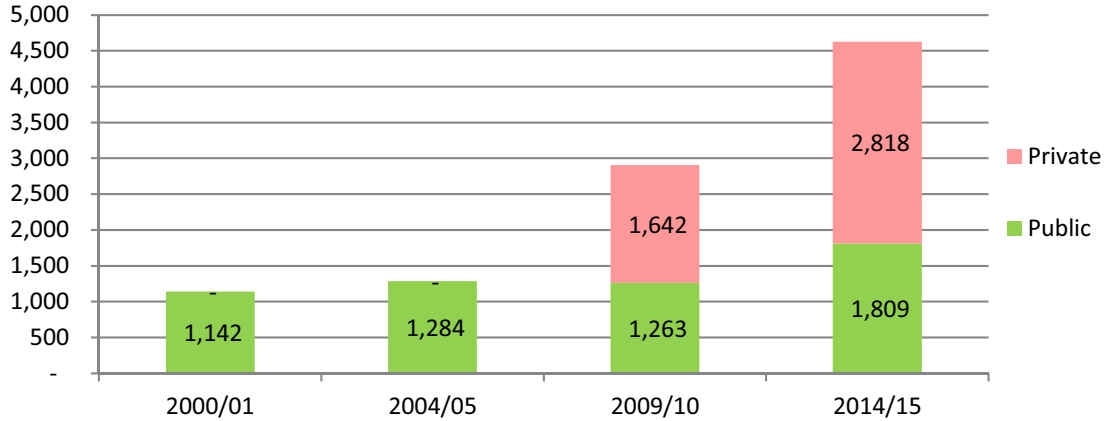


# Preah Sihanouk

## Goal 1

### Early Childhood Care and Education

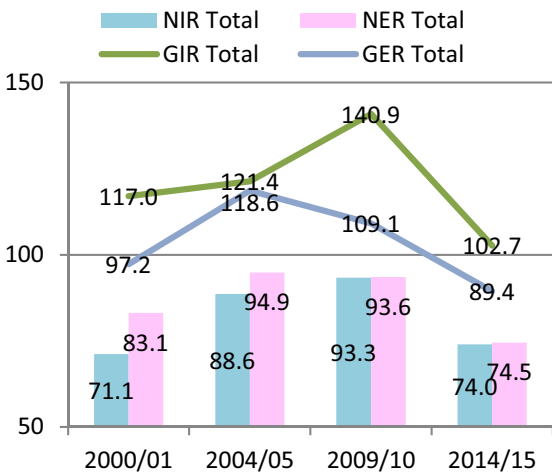
➤ Pre-school Enrolment Number by Provider



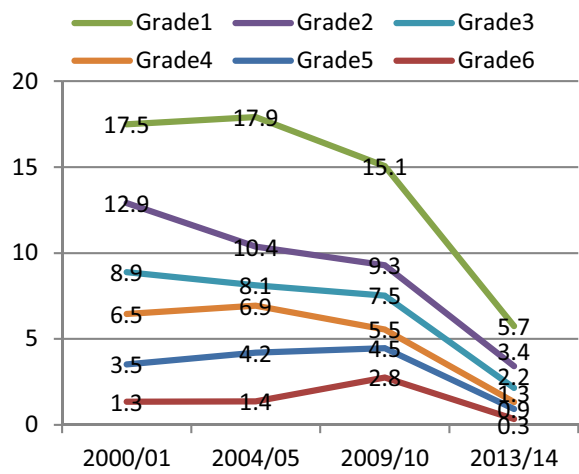
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



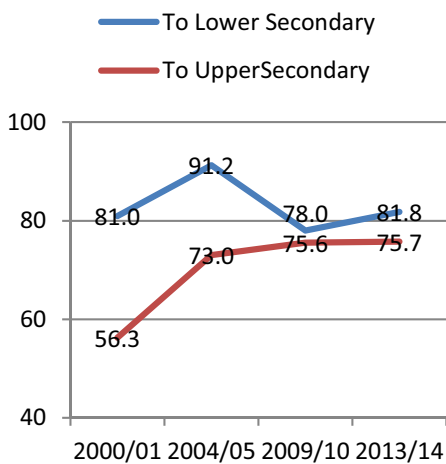
➤ Primary Repetition Rate, by grade



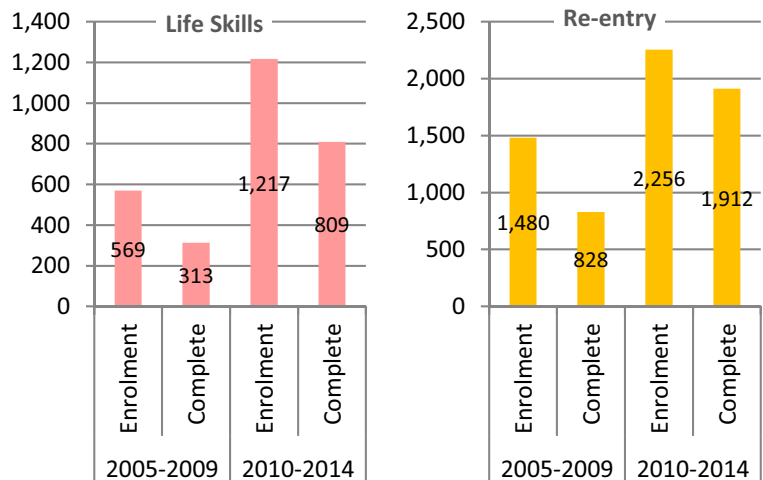
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate

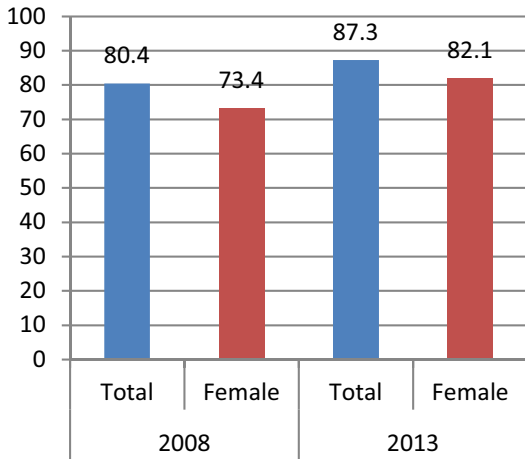


➤ Enrolment Number in Lifelong Learning Program

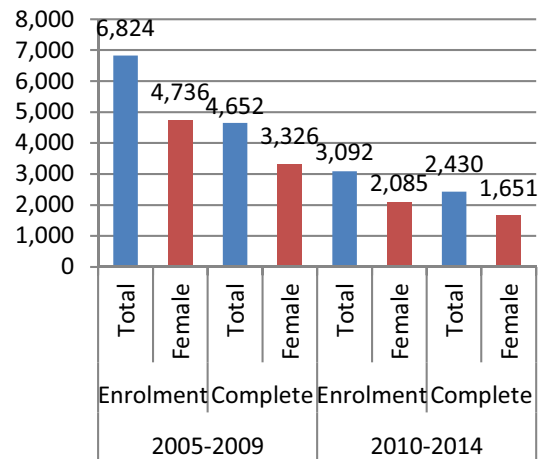


**Goal 4 Literacy**

➤ Youth and Adult Literacy Rate

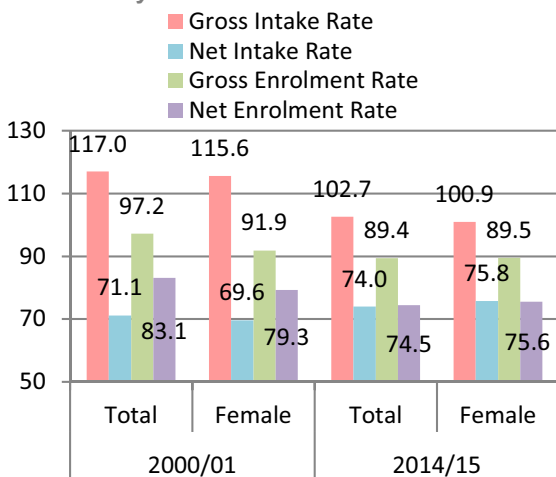


➤ Enrolment Number in Literacy Programs

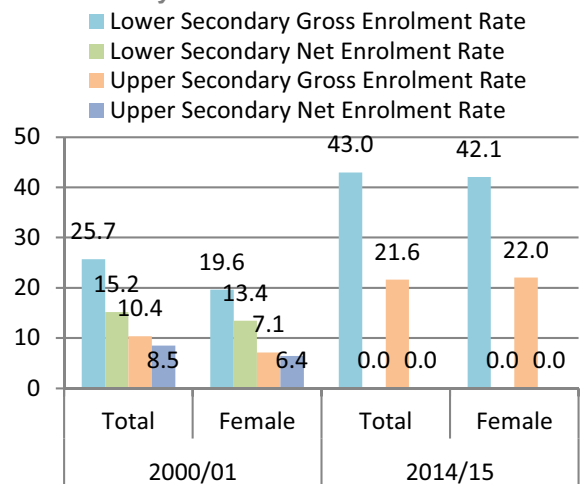


**Goal 5 Gender Equality in Education**

➤ Primary Intake & Enrolment Rate

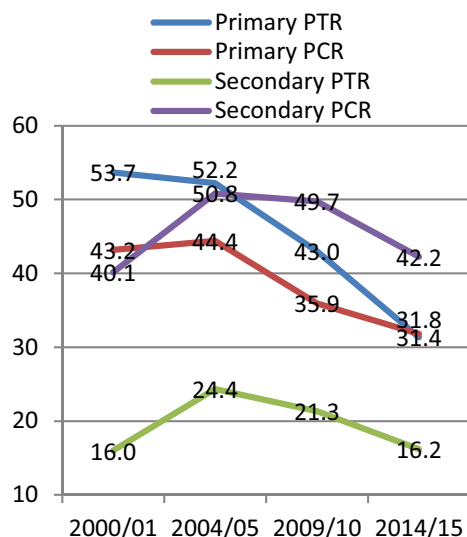


➤ Secondary Intake & Enrolment Rate

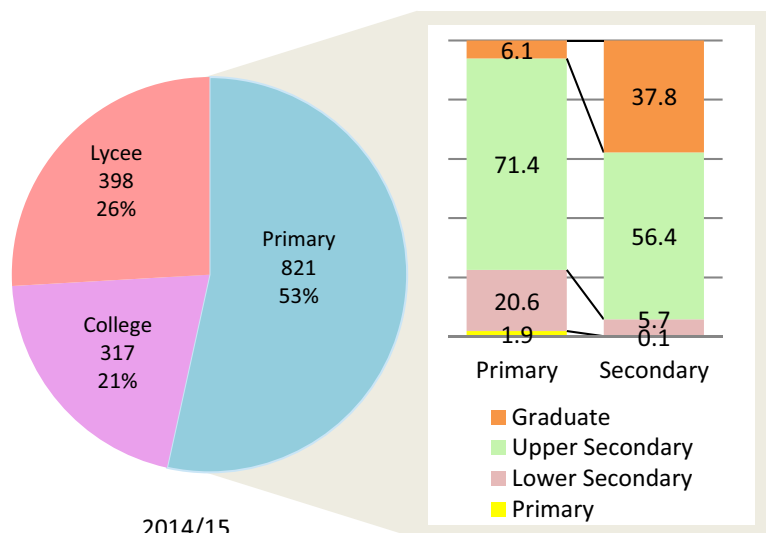


**Goal 6 Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree

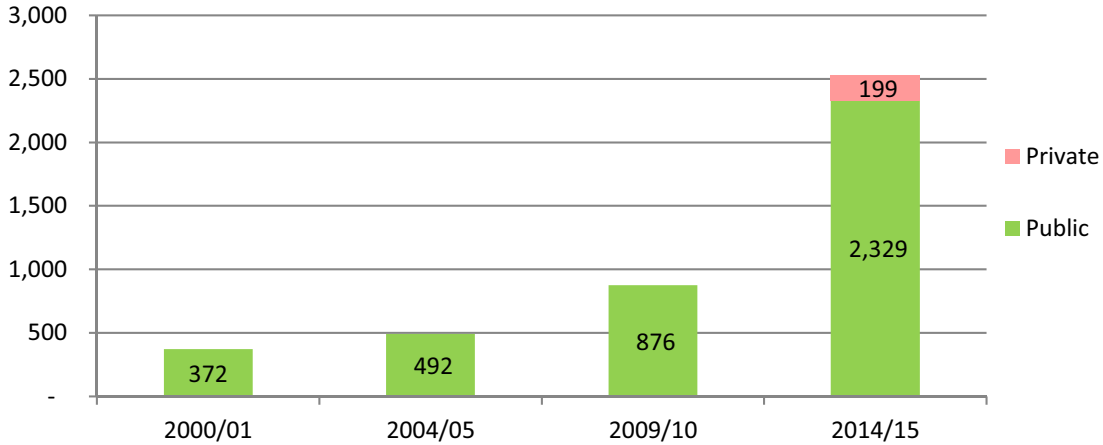


# Preah Vihear

## Goal 1

### Early Childhood Care and Education

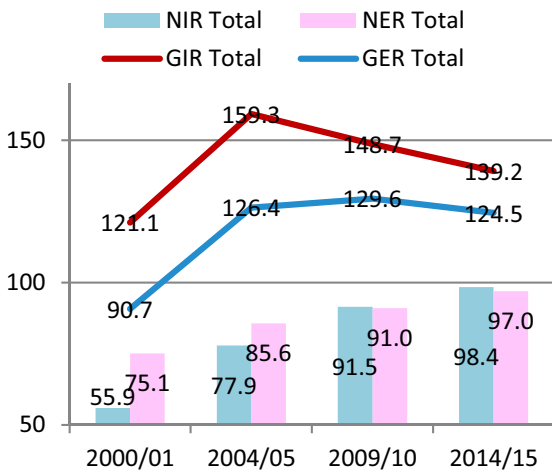
➤ Pre-school Enrolment Number by Provider



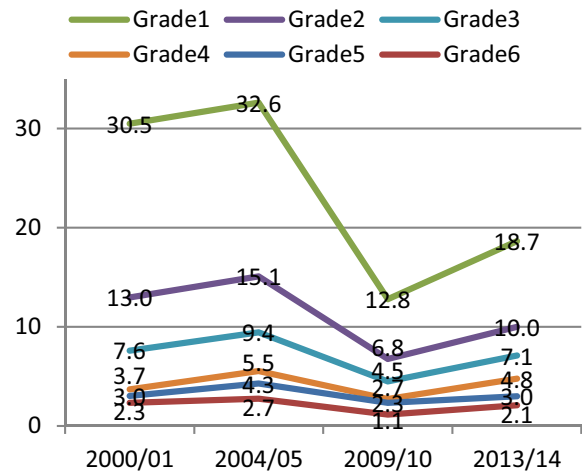
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



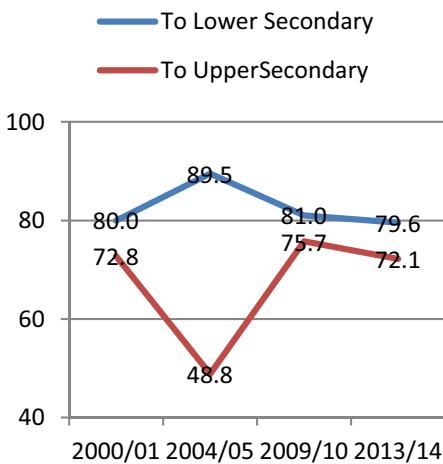
➤ Primary Repetition Rate, by grade



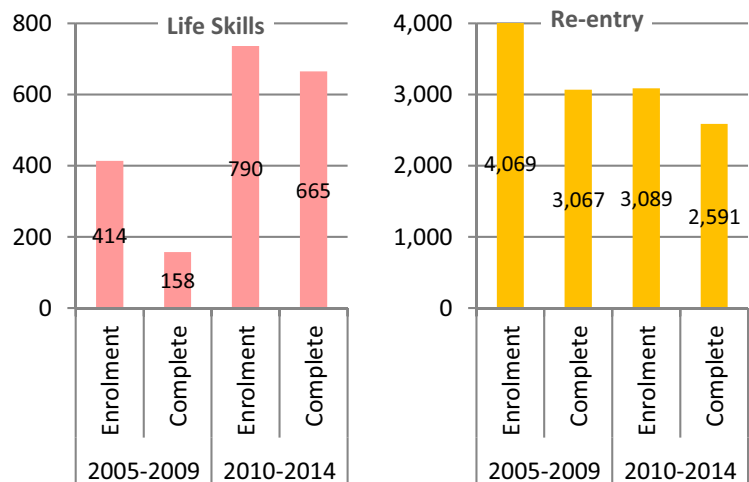
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate



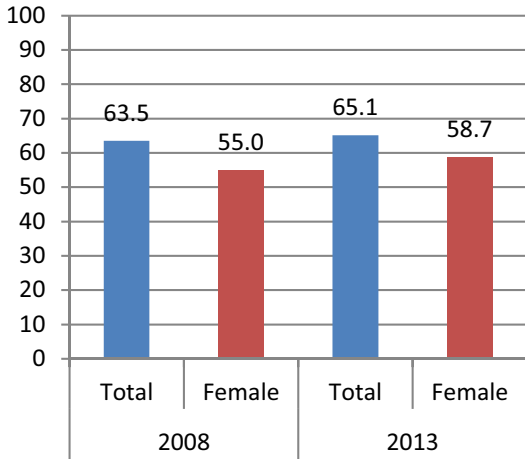
➤ Enrolment Number in Lifelong Learning Program



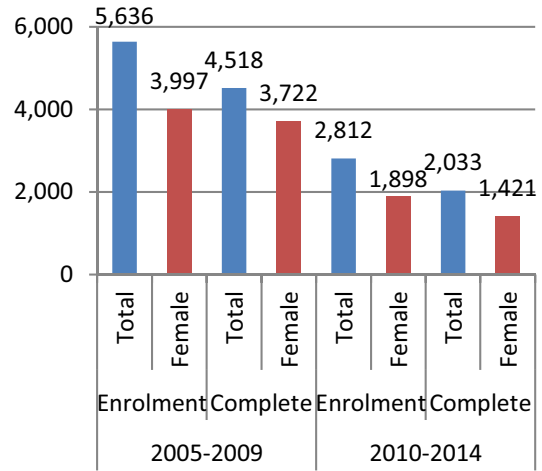
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



➤ Enrolment Number in Literacy Programs

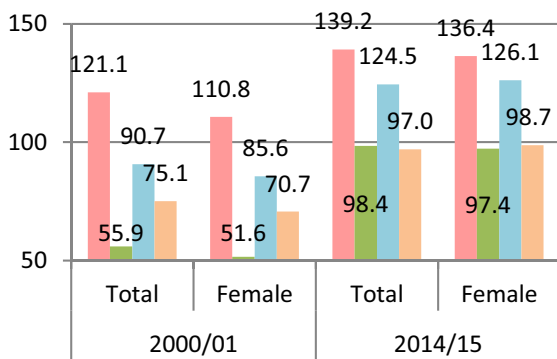


**Goal 5**

**Gender Equality in Education**

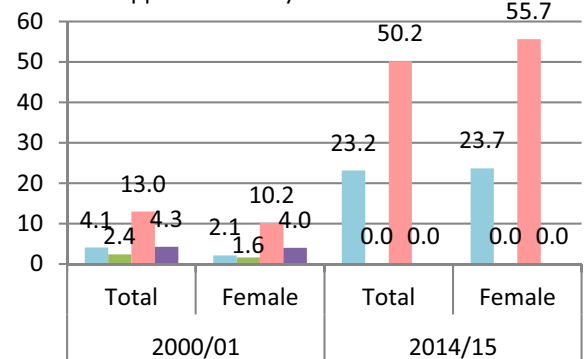
➤ Primary Intake & Enrolment Rate

- Gross Intake Rate
- Net Intake Rate
- Gross Enrolment Rate
- Net Enrolment Rate



➤ Secondary Intake & Enrolment Rate

- Lower Secondary Gross Enrolment Rate
- Lower Secondary Net Enrolment Rate
- Upper Secondary Gross Enrolment Rate
- Upper Secondary Net Enrolment Rate

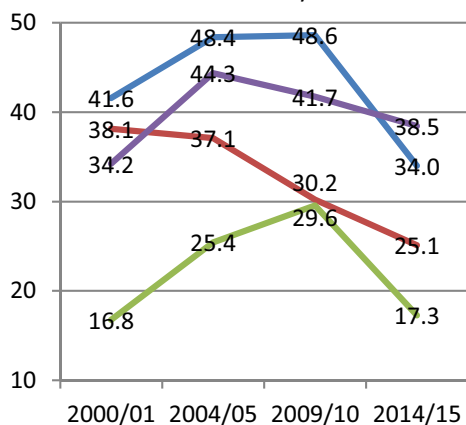


**Goal 6**

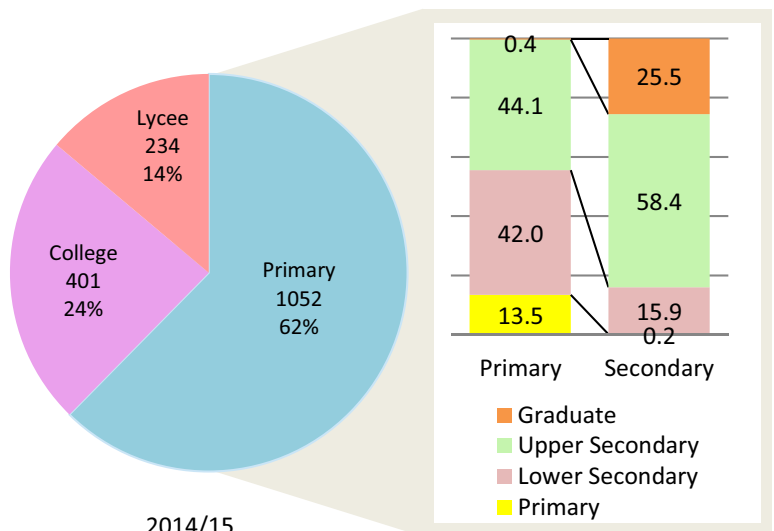
**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio

- Primary PTR
- Primary PCR
- Secondary PTR
- Secondary PCR



➤ Teacher Certified by the National Standard and Degree



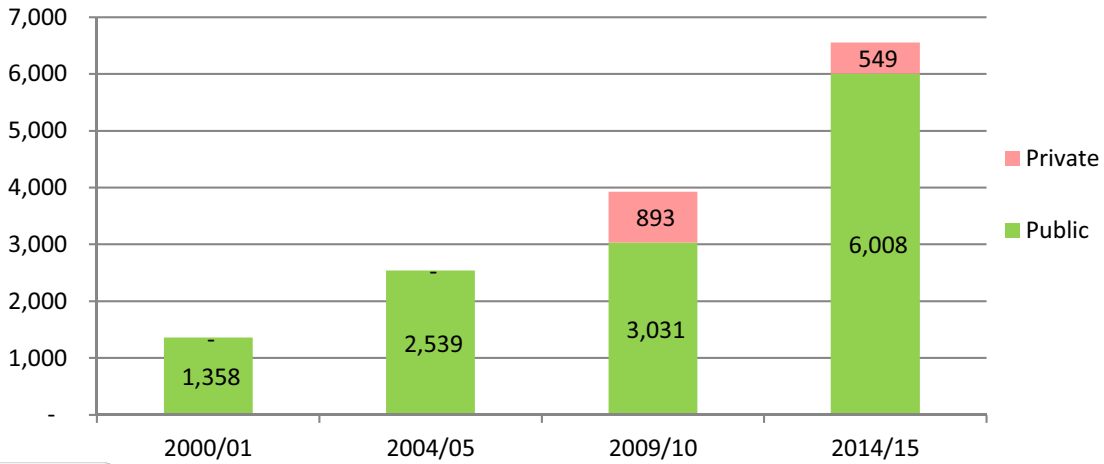


Pursat

**Goal 1**

**Early Childhood Care and Education**

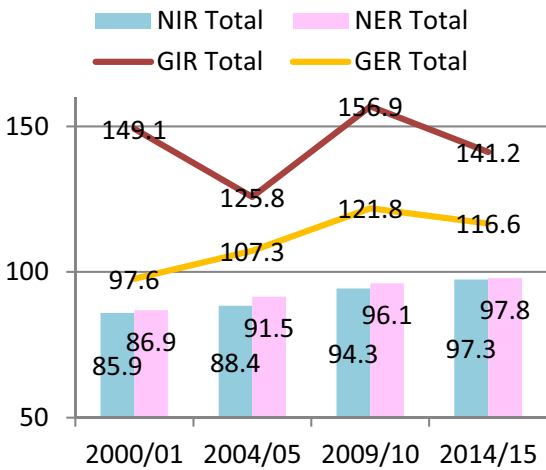
➤ Pre-school Enrolment Number by Provider



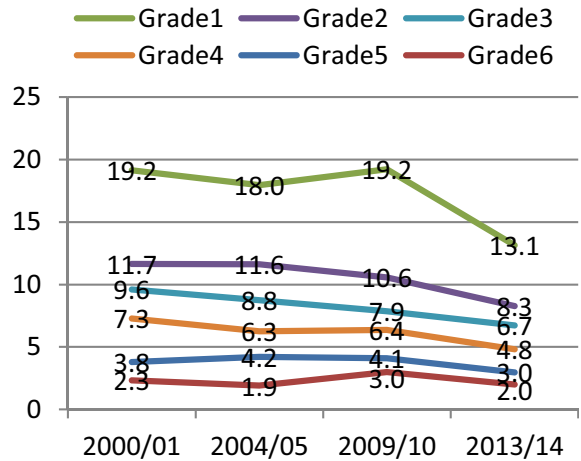
**Goal 2**

**Universal Basic Education**

➤ Primary Net Enrolment Rate



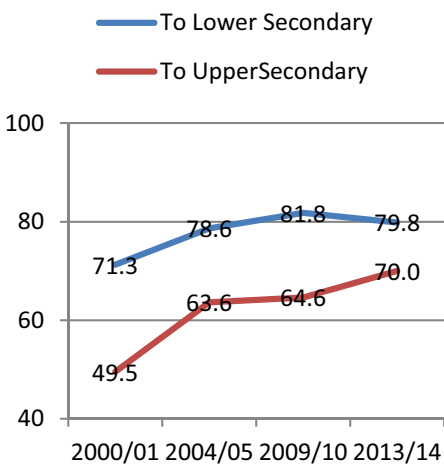
➤ Primary Repetition Rate, by grade



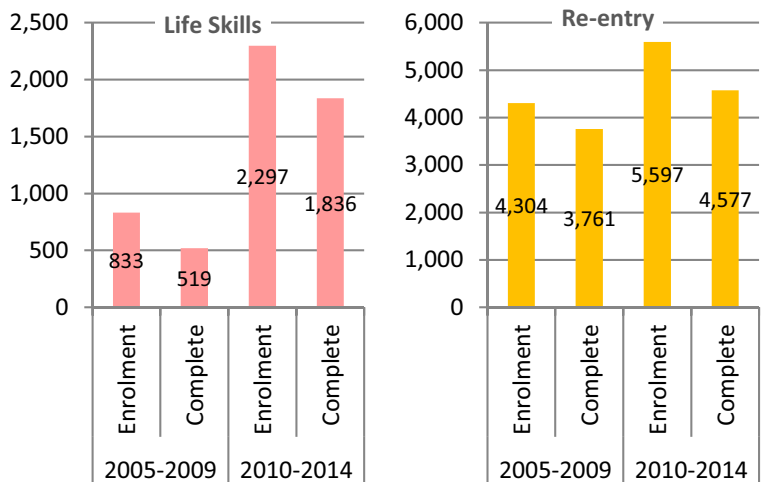
**Goal 3**

**Life Skills and Lifelong Learning**

➤ Transition Rate



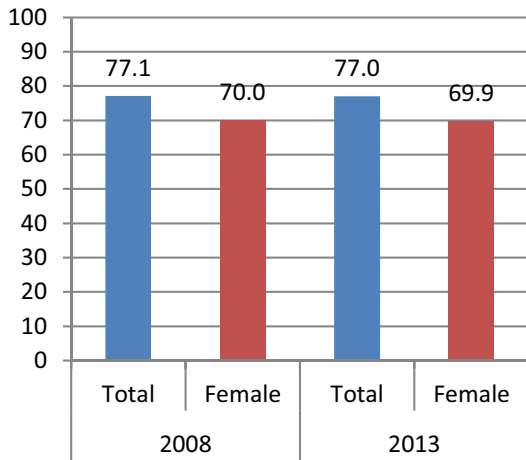
➤ Enrolment Number in Lifelong Learning Program



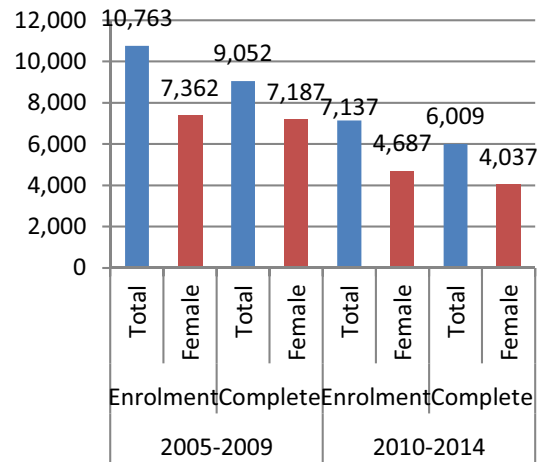
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



➤ Enrolment Number in Literacy Programs

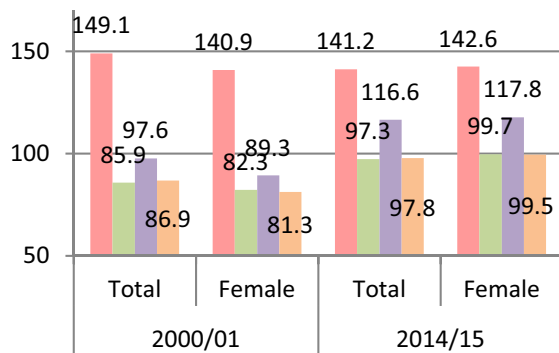


**Goal 5**

**Gender Equality in Education**

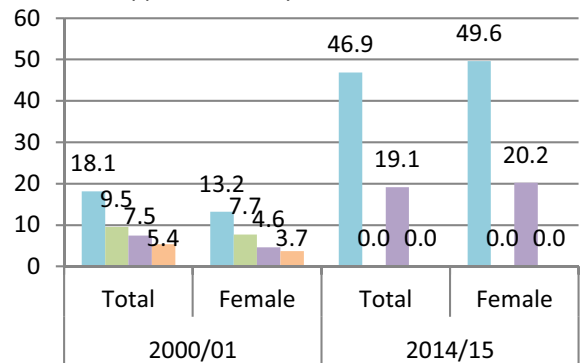
➤ Primary Intake & Enrolment Rate

- Gross Intake Rate
- Net Intake Rate
- Gross Enrolment Rate
- Net Enrolment Rate



➤ Secondary Intake & Enrolment Rate

- Lower Secondary Gross Enrolment Rate
- Lower Secondary Net Enrolment Rate
- Upper Secondary Gross Enrolment Rate
- Upper Secondary Net Enrolment Rate

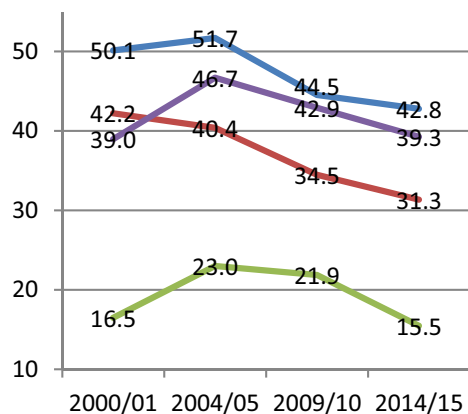


**Goal 6**

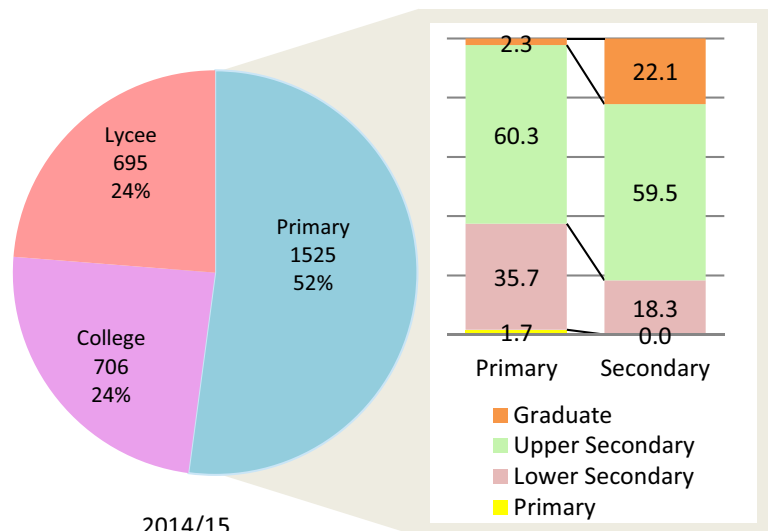
**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio

- Primary PTR
- Primary PCR
- Secondary PTR
- Secondary PCR



➤ Teacher Certified by the National Standard and Degree

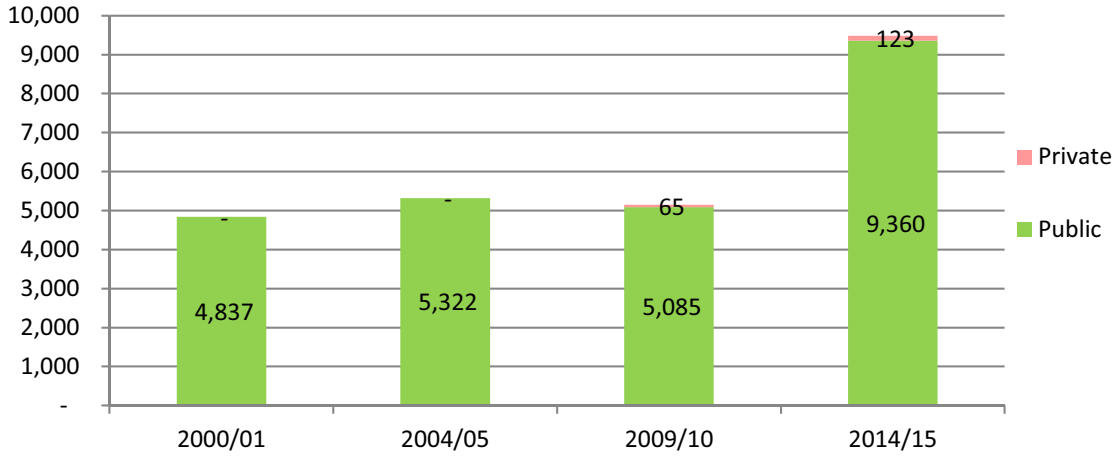


# Prey Veng

## Goal 1

### Early Childhood Care and Education

➤ Pre-school Enrolment Number by Provider

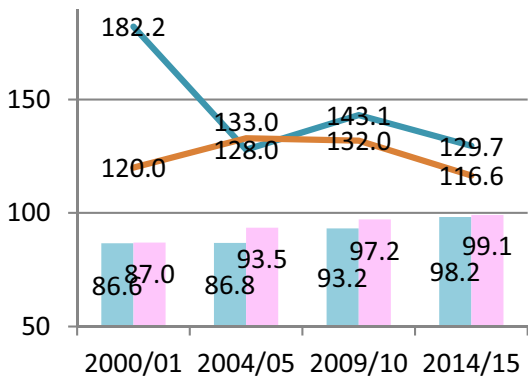


## Goal 2

### Universal Basic Education

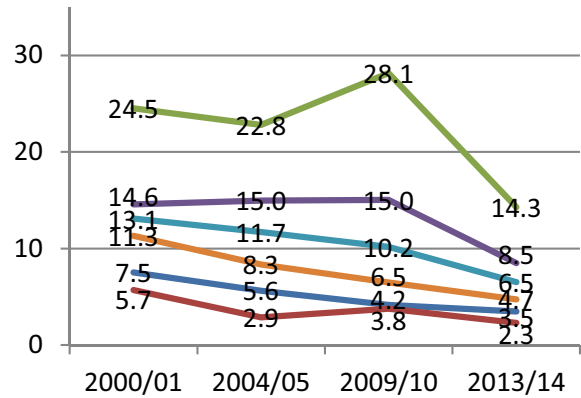
➤ Primary Net Enrolment Rate

■ NIR Total    ■ NER Total  
■ GIR Total    ■ GER Total



➤ Primary Repetition Rate, by grade

■ Grade1    ■ Grade2    ■ Grade3  
■ Grade4    ■ Grade5    ■ Grade6

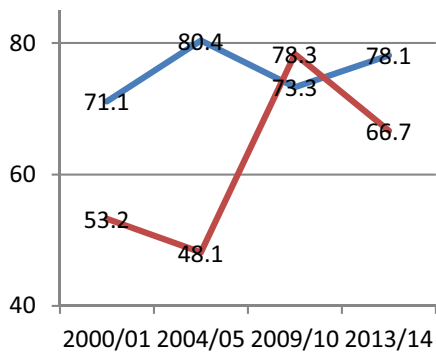


## Goal 3

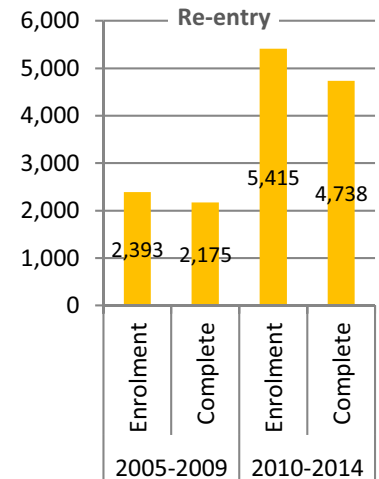
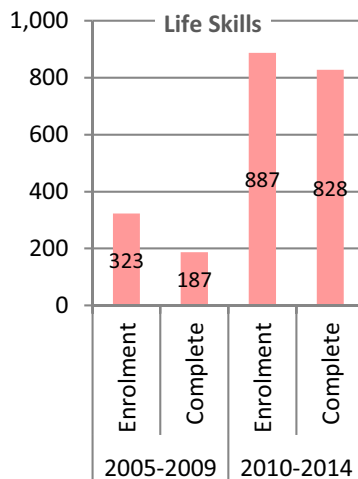
### Life Skills and Lifelong Learning

➤ Transition Rate

■ To Lower Secondary  
■ To UpperSecondary



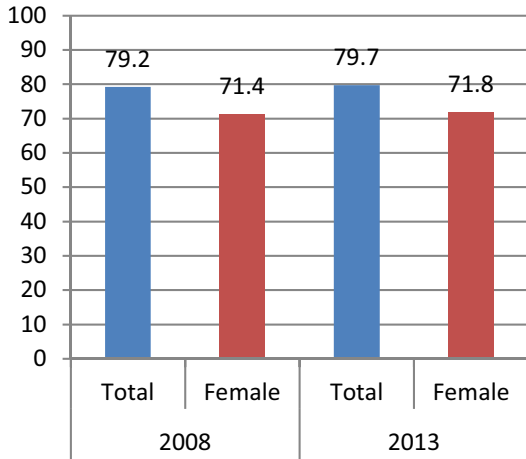
➤ Enrolment Number in Lifelong Learning Program



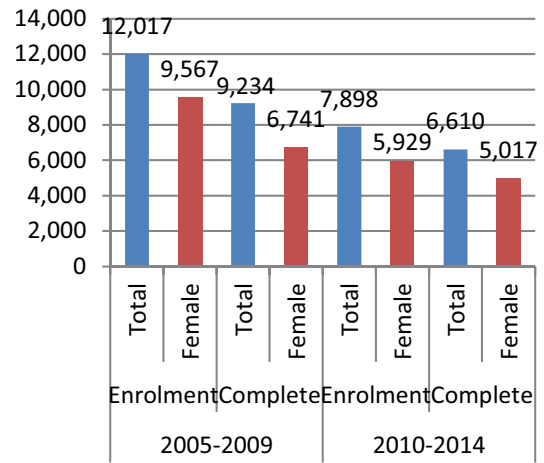
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



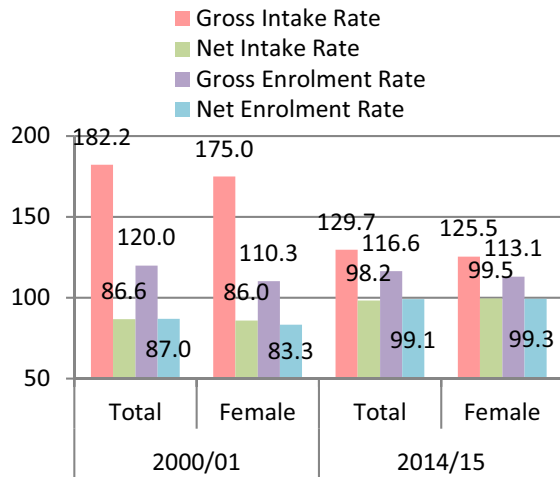
➤ Enrolment Number in Literacy Programs



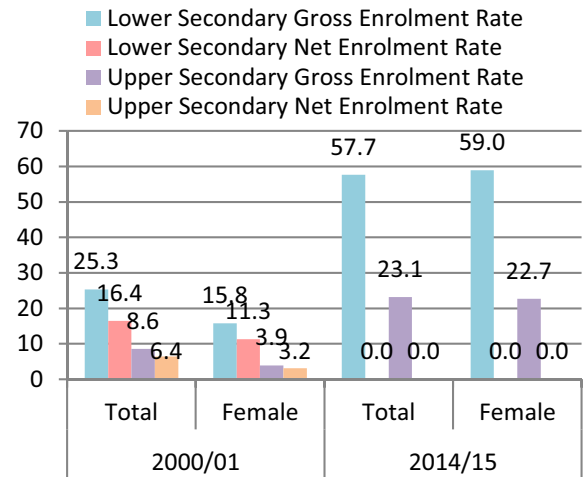
**Goal 5**

**Gender Equality in Education**

➤ Primary Intake & Enrolment Rate



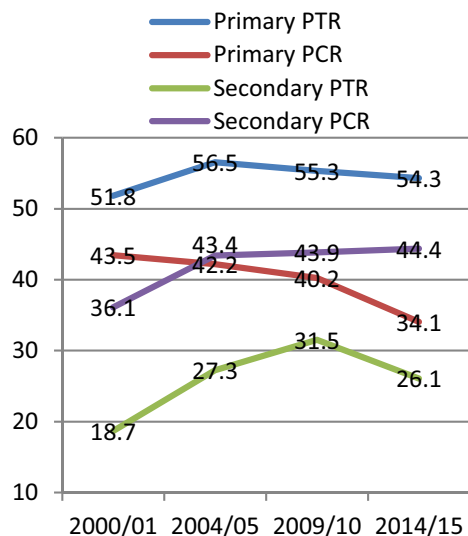
➤ Secondary Intake & Enrolment Rate



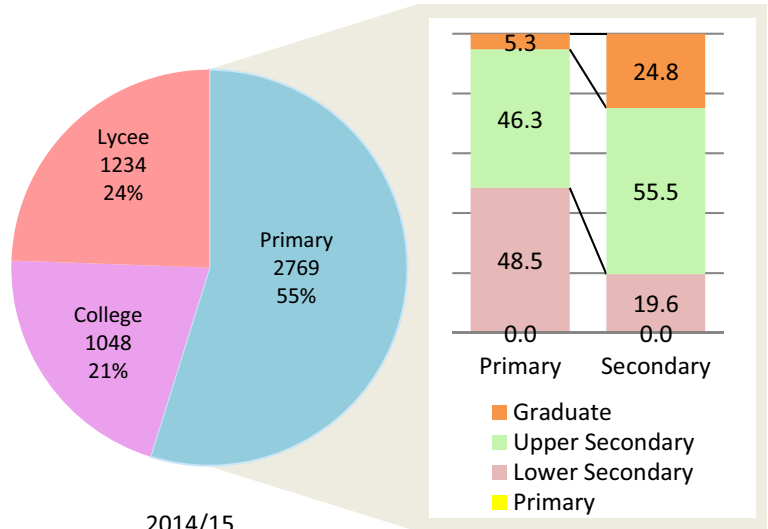
**Goal 6**

**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree

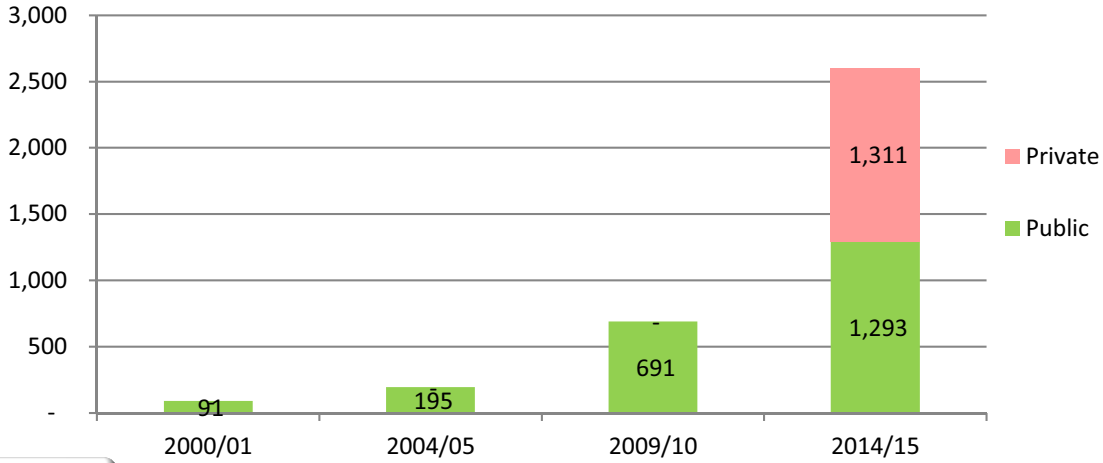


# Ratanakiri

## Goal 1

### Early Childhood Care and Education

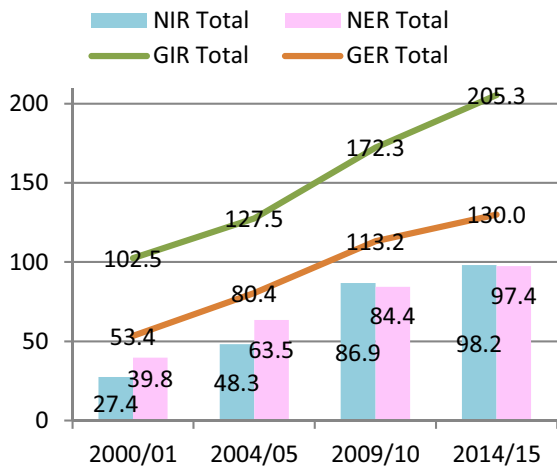
➤ Pre-school Enrolment Number by Provider



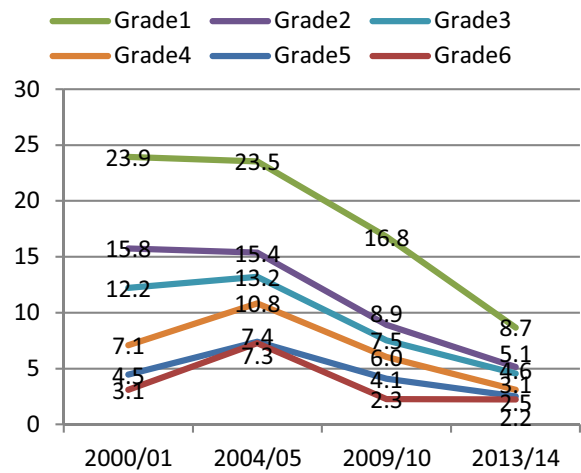
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



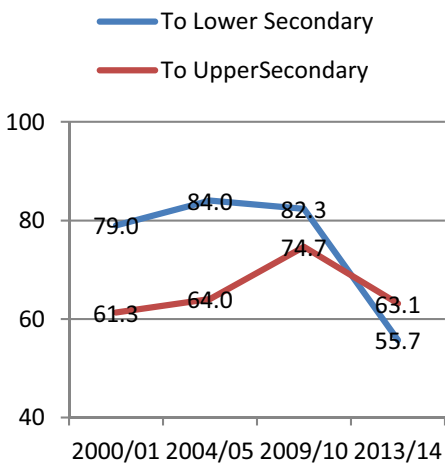
➤ Primary Repetition Rate, by grade



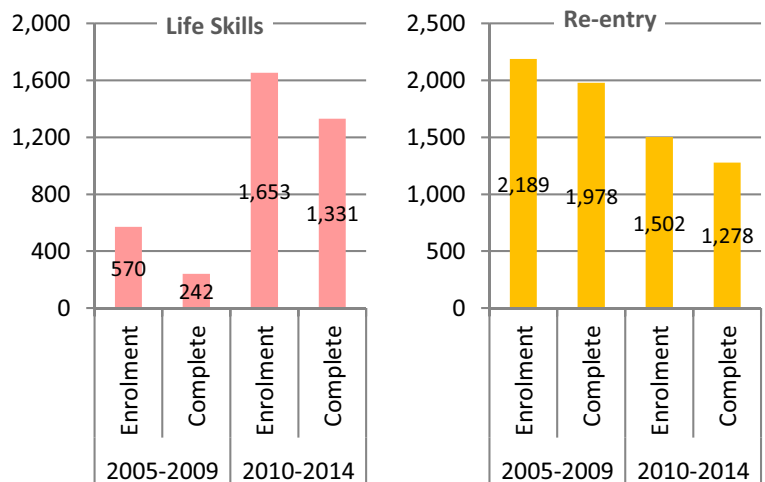
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate



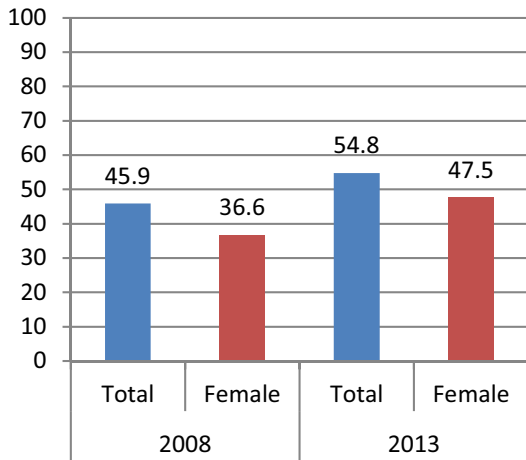
➤ Enrolment Number in Lifelong Learning Program



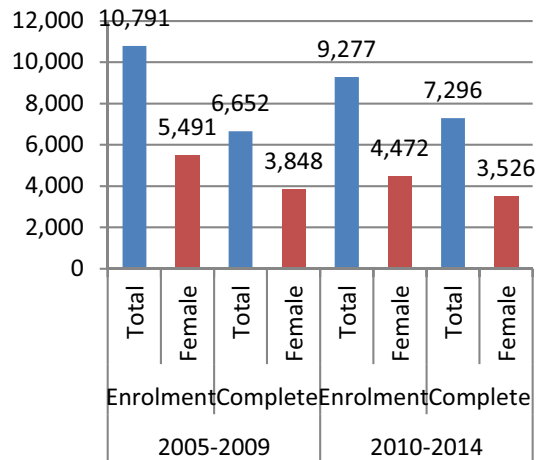
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



➤ Enrolment Number in Literacy Programs

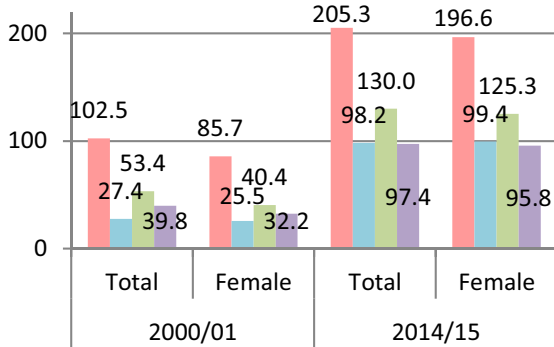


**Goal 5**

**Gender Equality in Education**

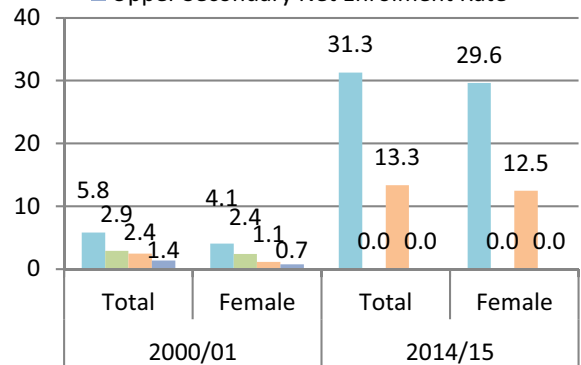
➤ Primary Intake & Enrolment Rate

- Gross Intake Rate
- Net Intake Rate
- Gross Enrolment Rate
- Net Enrolment Rate



➤ Secondary Intake & Enrolment Rate

- Lower Secondary Gross Enrolment Rate
- Lower Secondary Net Enrolment Rate
- Upper Secondary Gross Enrolment Rate
- Upper Secondary Net Enrolment Rate

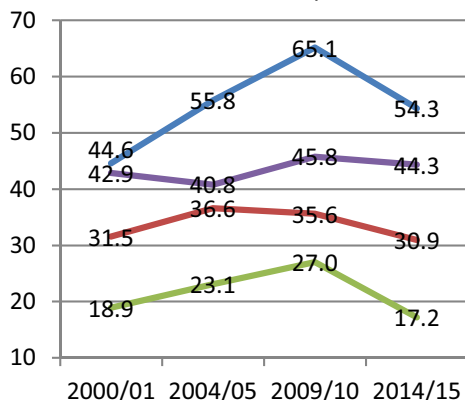


**Goal 6**

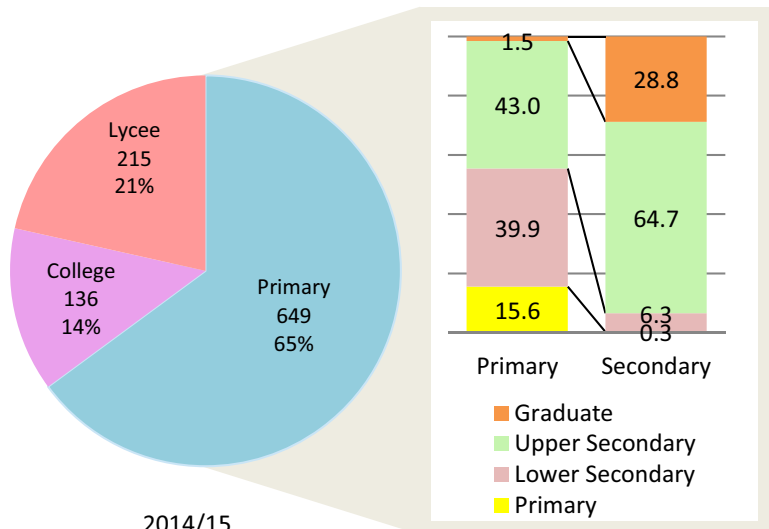
**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio

- Primary PTR
- Primary PCR
- Secondary PTR
- Secondary PCR



➤ Teacher Certified by the National Standard and Degree

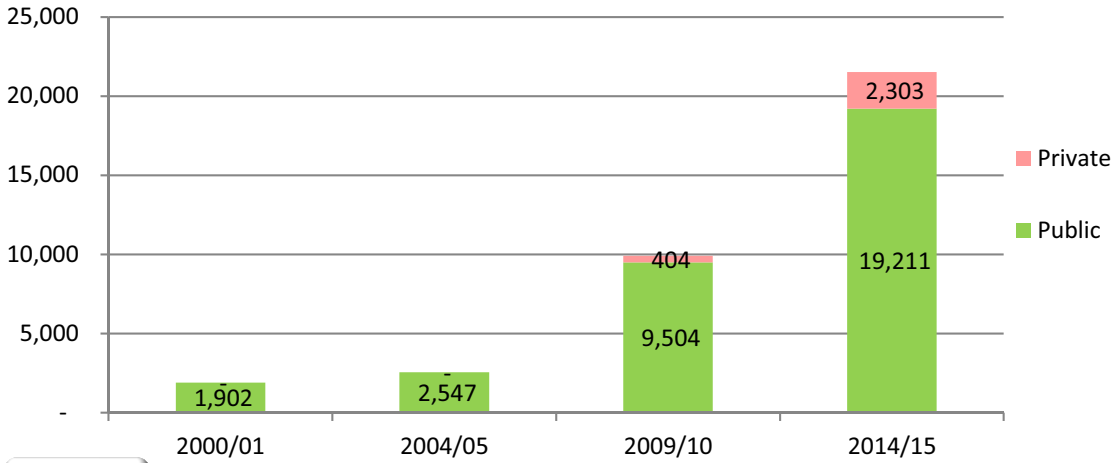


# Siem Reap

## Goal 1

### Early Childhood Care and Education

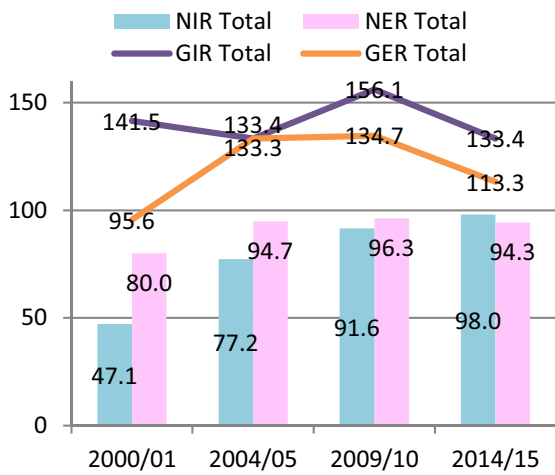
➤ Pre-school Enrolment Number by Provider



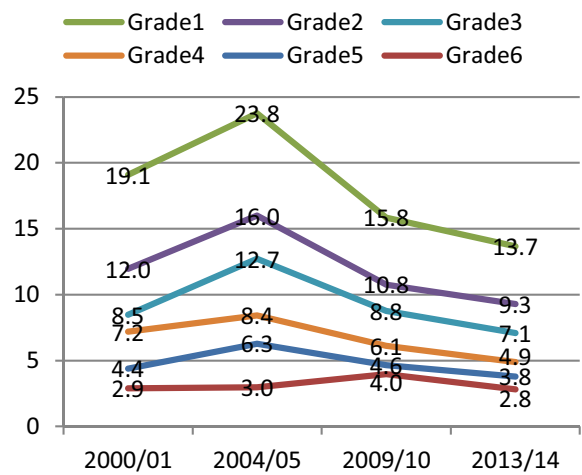
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



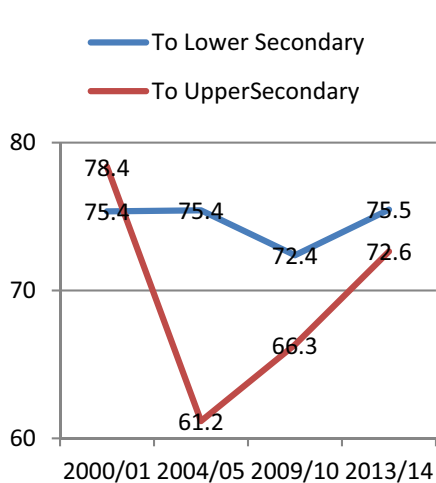
➤ Primary Repetition Rate, by grade



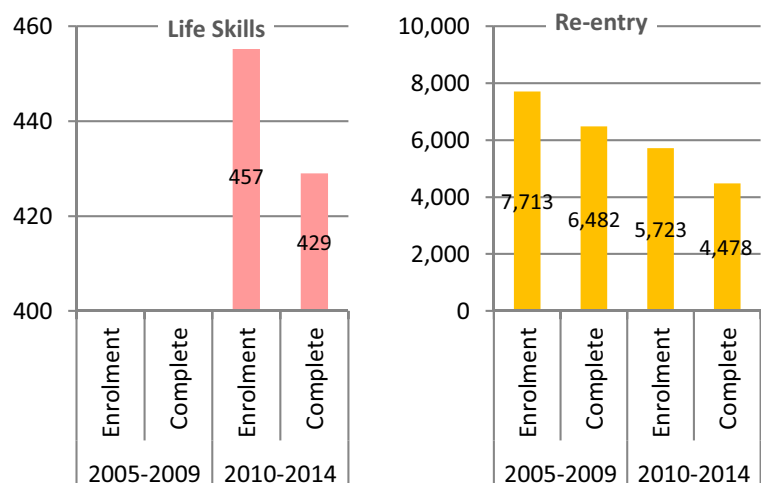
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate



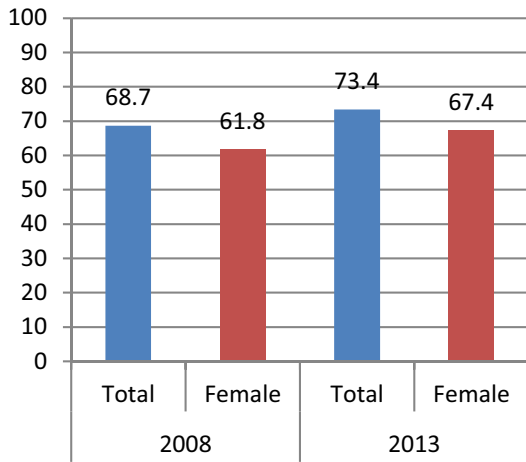
➤ Enrolment Number in Lifelong Learning Program



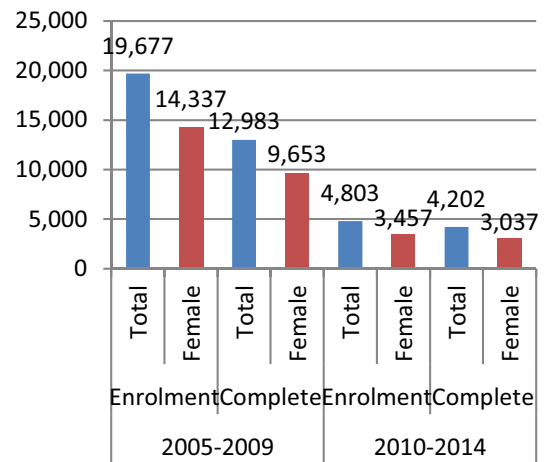
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



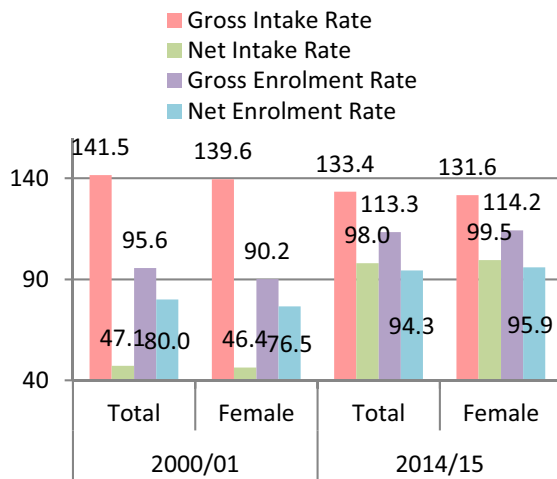
➤ Enrolment Number in Literacy Programs



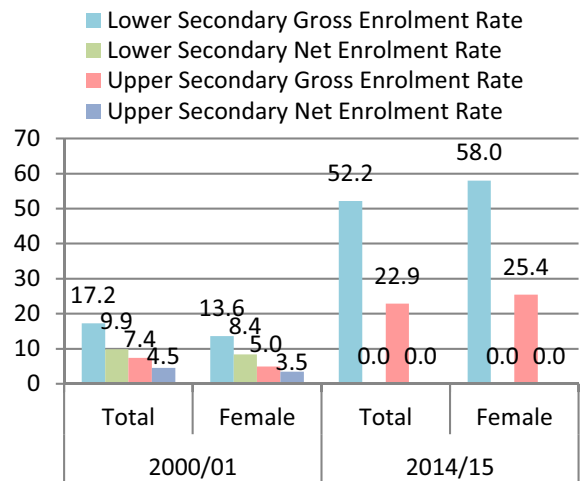
**Goal 5**

**Gender Equality in Education**

➤ Primary Intake & Enrolment Rate



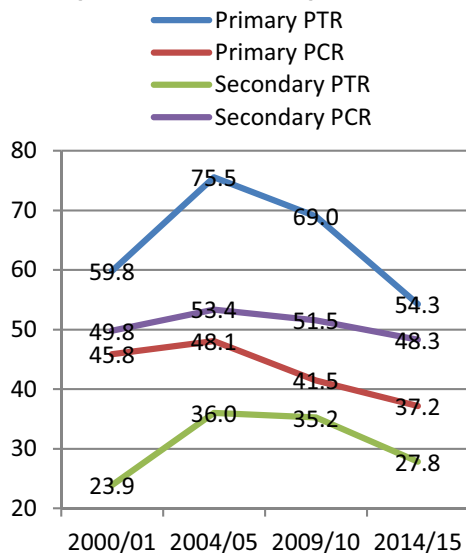
➤ Secondary Intake & Enrolment Rate



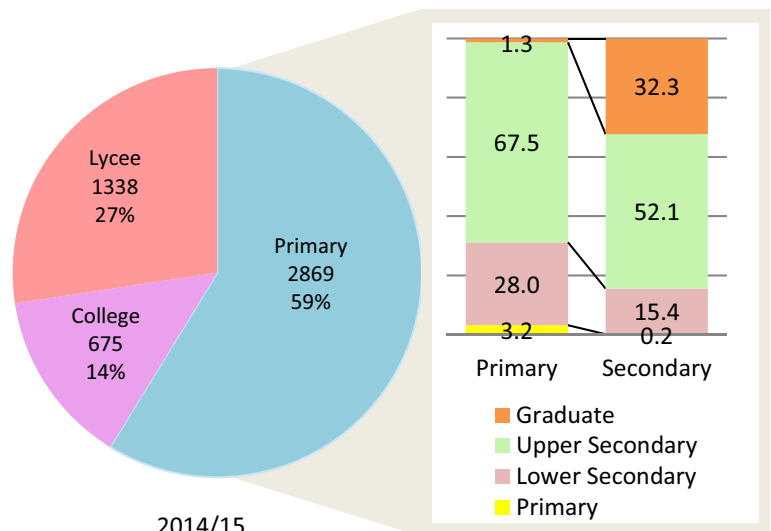
**Goal 6**

**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree



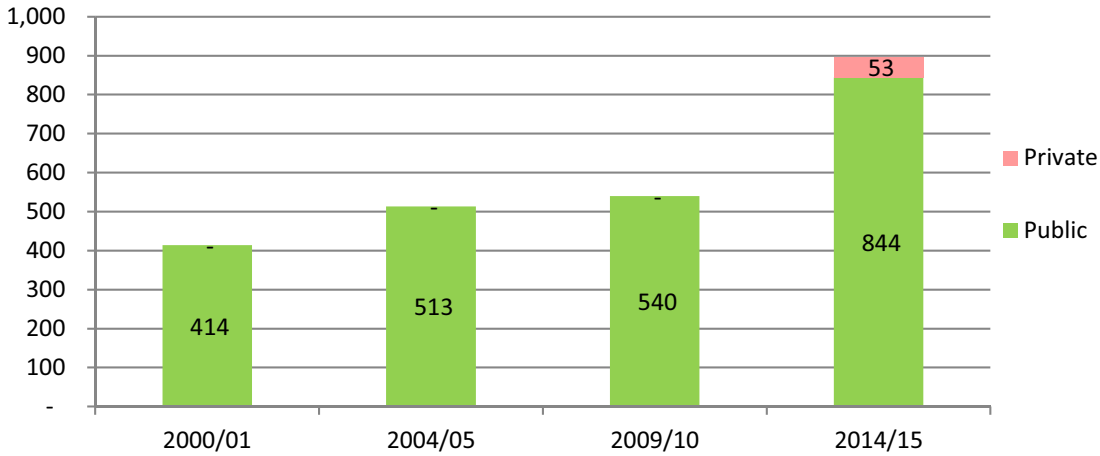


# Steung Treng

## Goal 1

### Early Childhood Care and Education

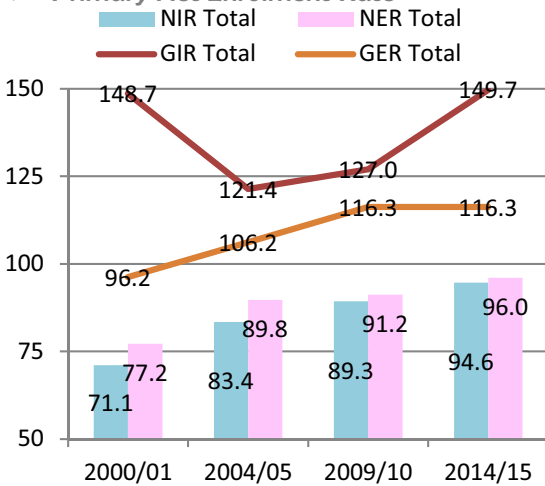
➤ Pre-school Enrolment Number by Provider



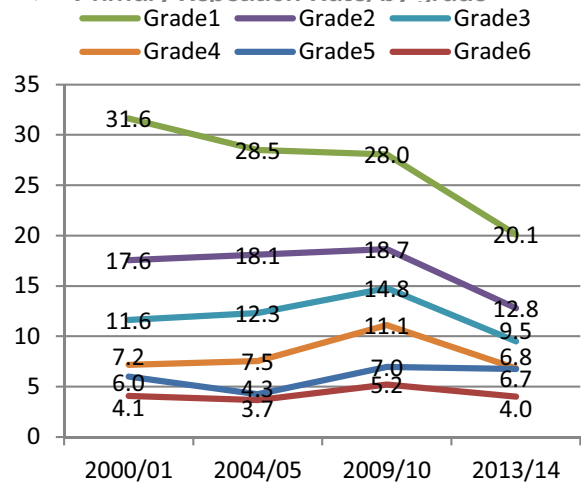
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



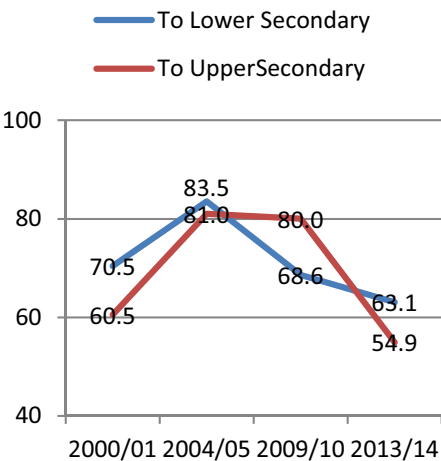
➤ Primary Repetition Rate, by grade



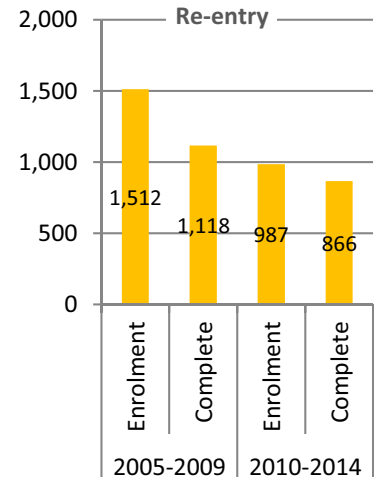
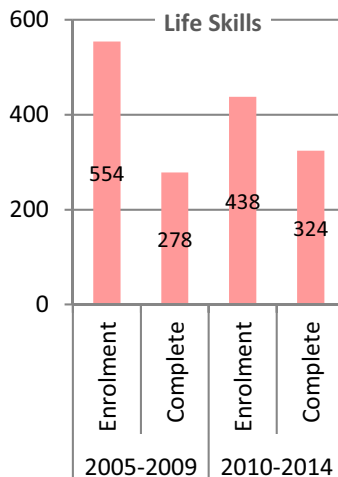
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate



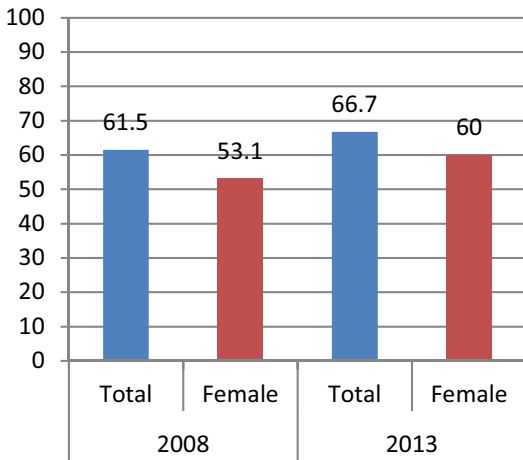
➤ Enrolment Number in Lifelong Learning Program



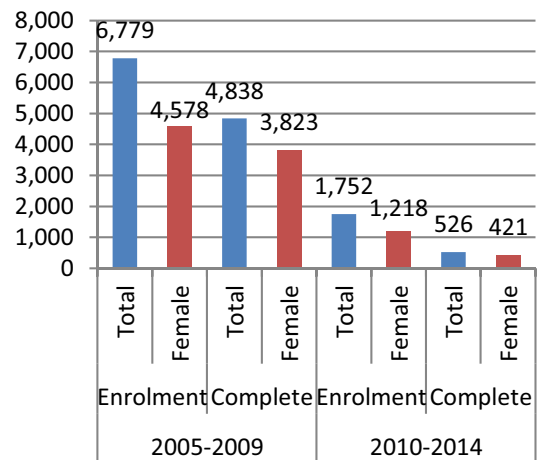
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



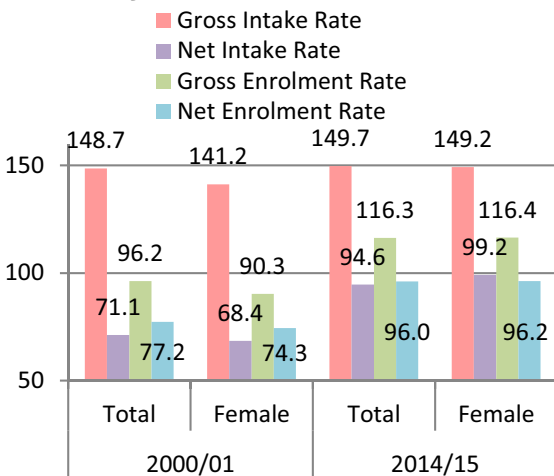
➤ Enrolment Number in Literacy Programs



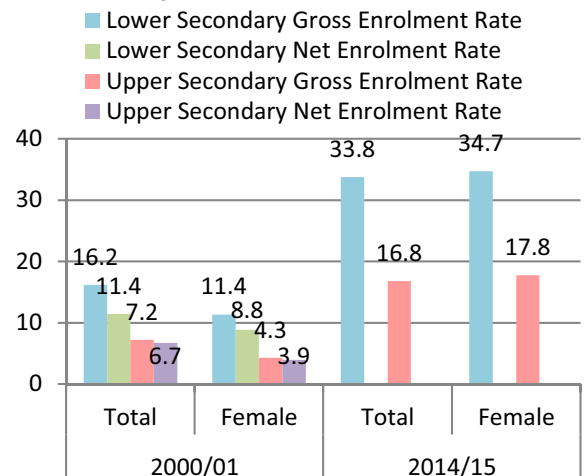
**Goal 5**

**Gender Equality in Education**

➤ Primary Intake & Enrolment Rate



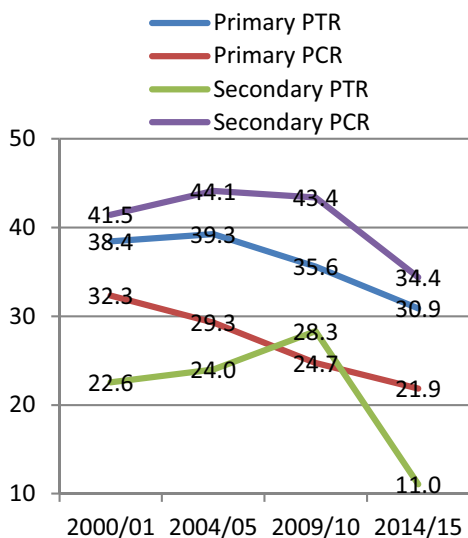
➤ Secondary Intake & Enrolment Rate



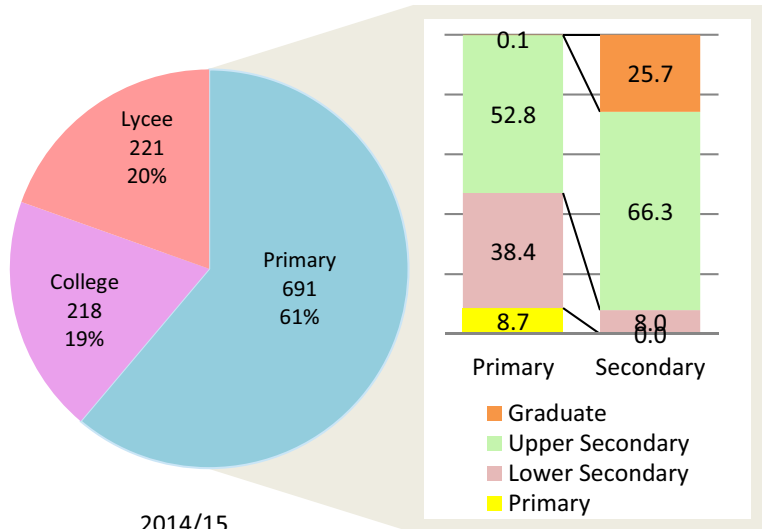
**Goal 6**

**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree

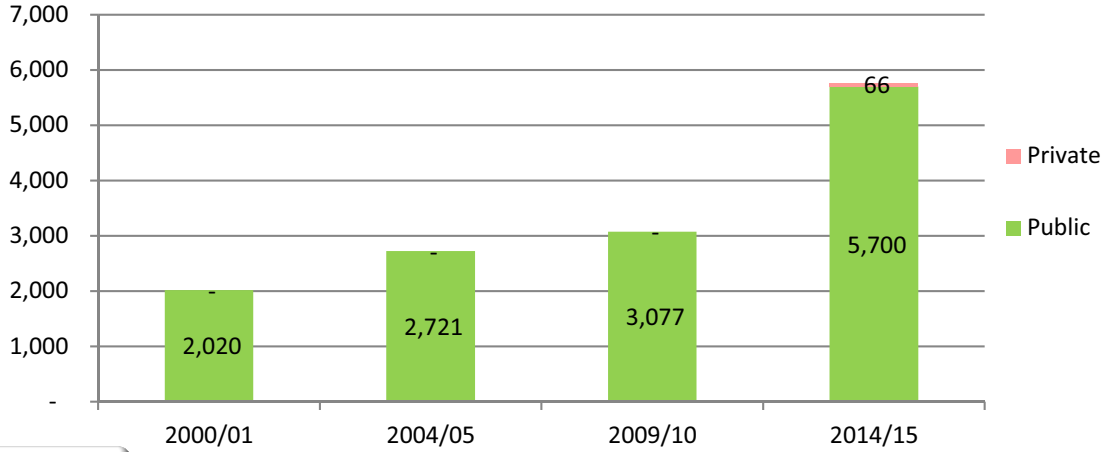


# Svay Rieng

## Goal 1

### Early Childhood Care and Education

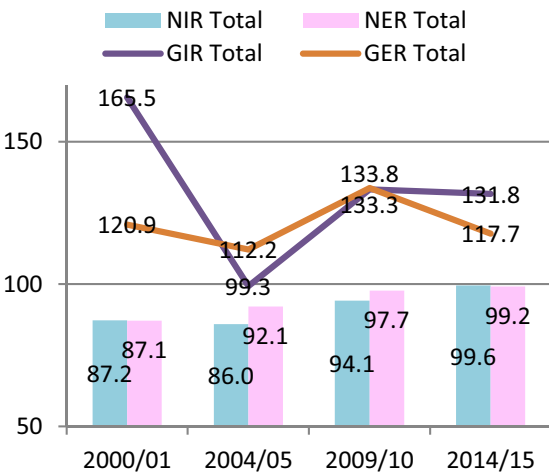
➤ Pre-school Enrolment Number by Provider



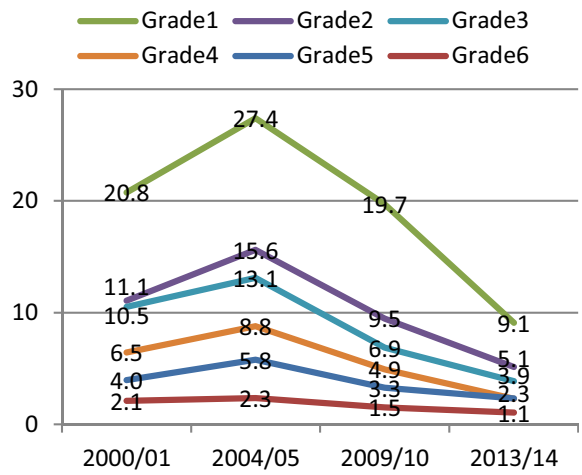
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



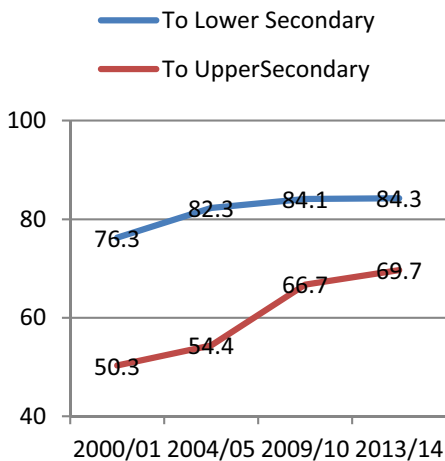
➤ Primary Repetition Rate, by grade



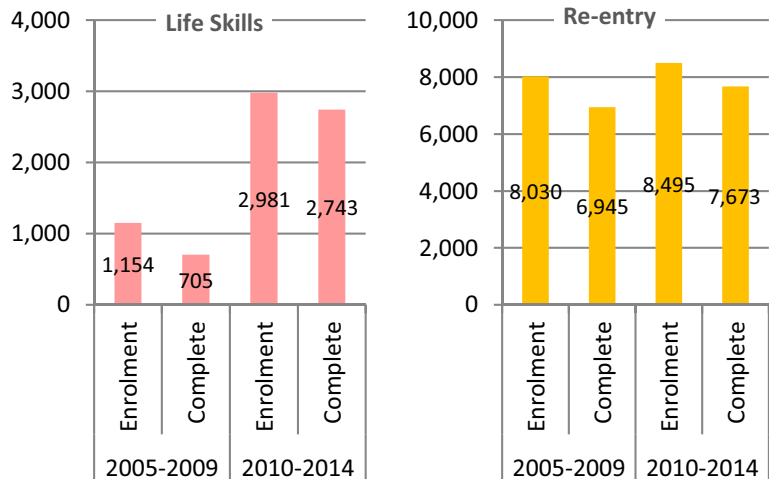
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate



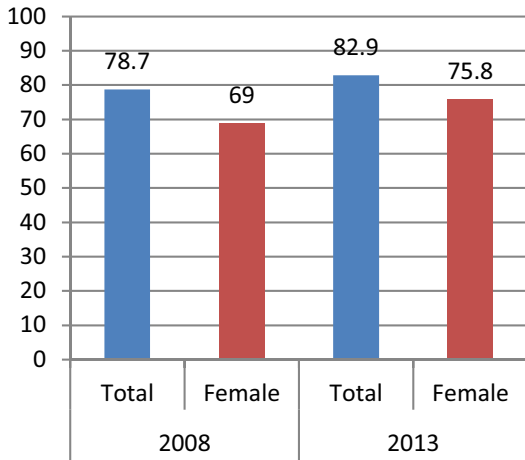
➤ Enrolment Number in Lifelong Learning Program



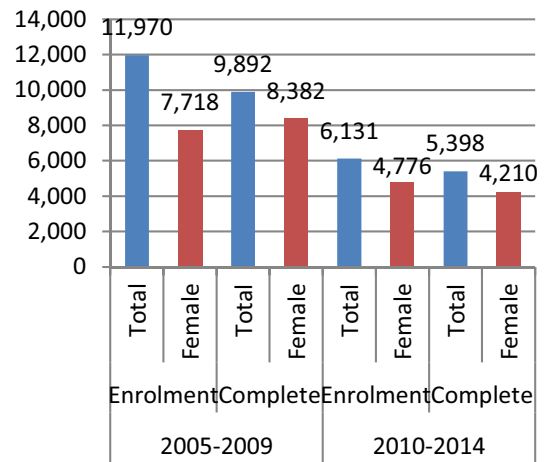
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



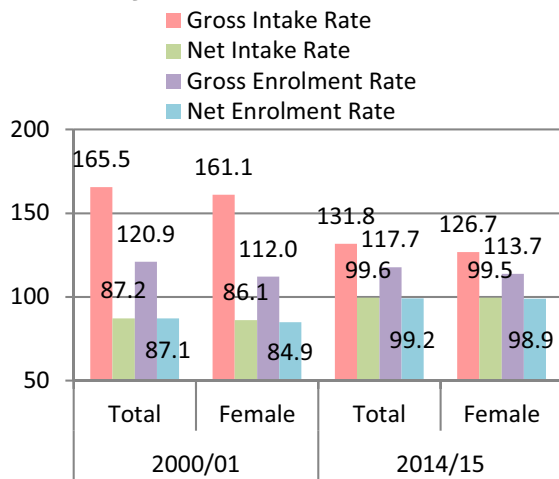
➤ Enrolment Number in Literacy Programs



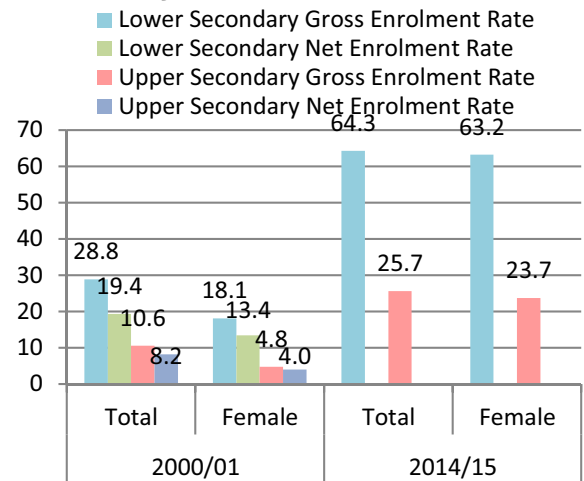
**Goal 5**

**Gender Equality in Education**

➤ Primary Intake & Enrolment Rate



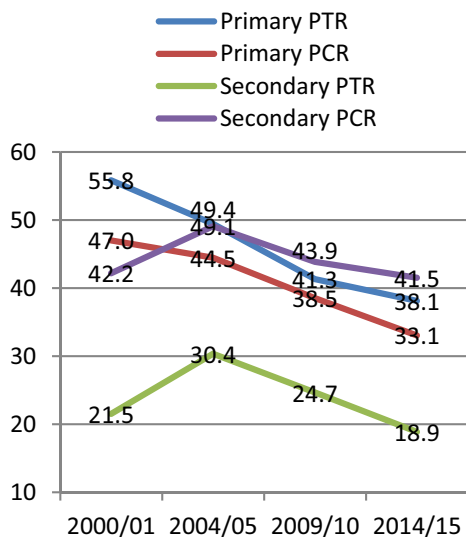
➤ Secondary Intake & Enrolment Rate



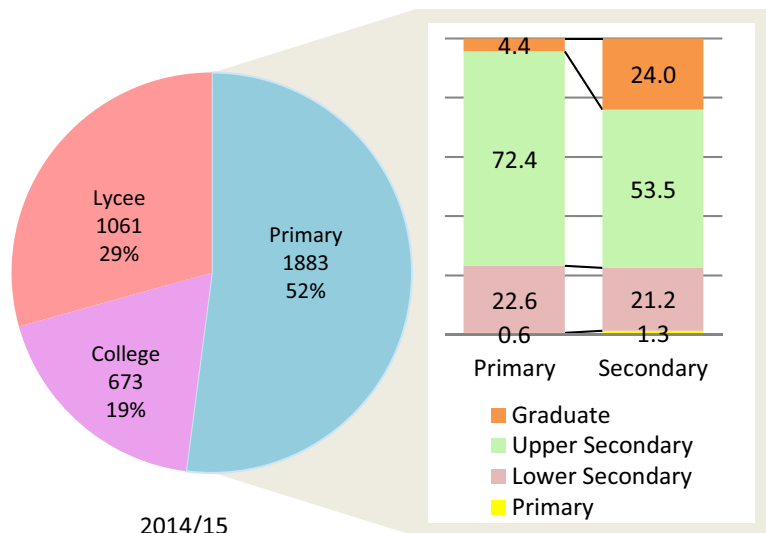
**Goal 6**

**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree

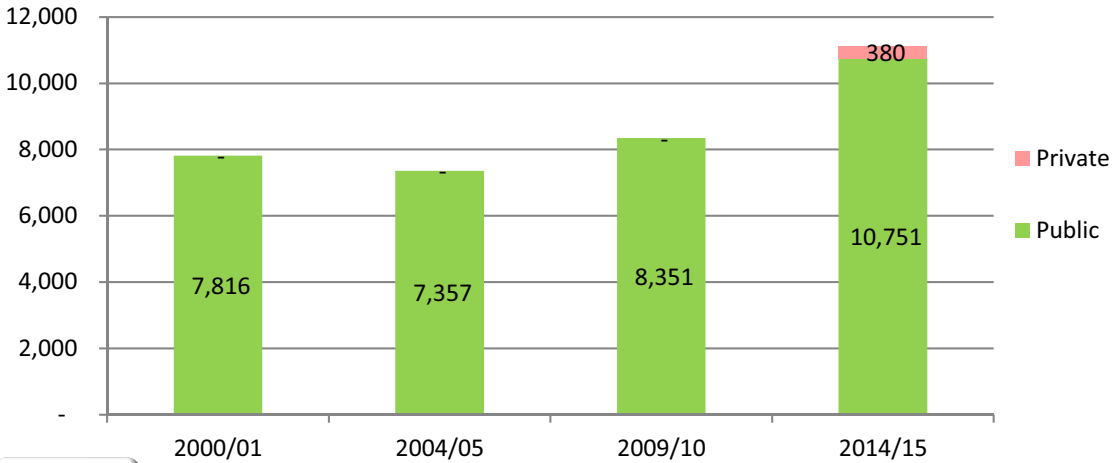


Takeo

Goal 1

Early Childhood Care and Education

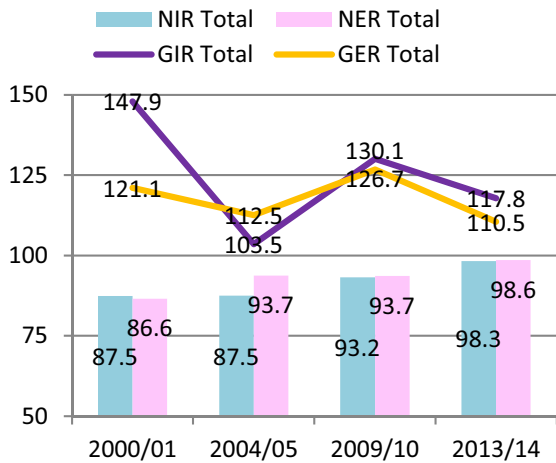
➤ Pre-school Enrolment Number by Provider



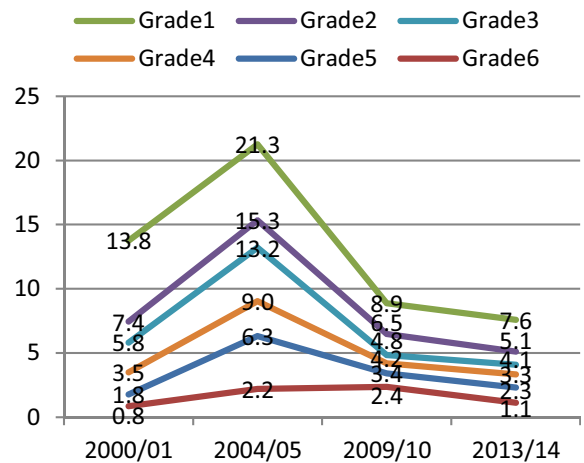
Goal 2

Universal Basic Education

➤ Primary Net Enrolment Rate



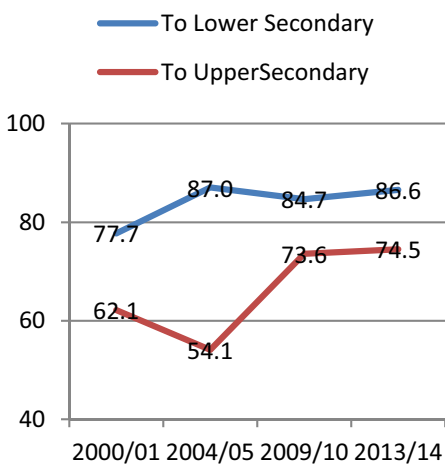
➤ Primary Repetition Rate, by grade



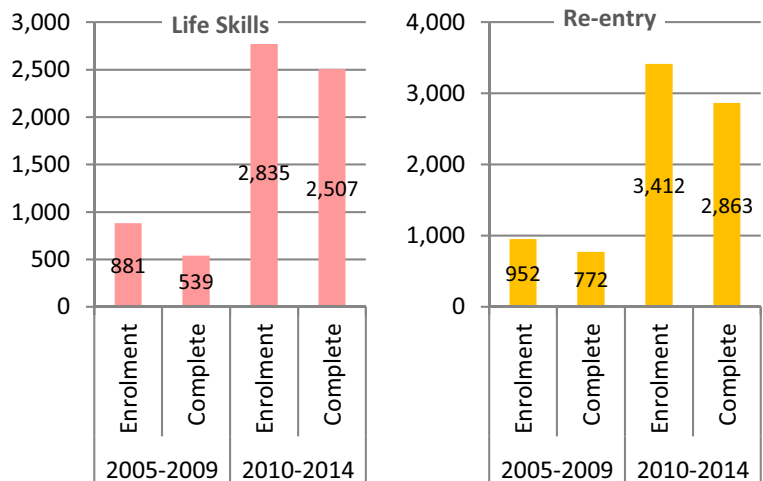
Goal 3

Life Skills and Lifelong Learning

➤ Transition Rate



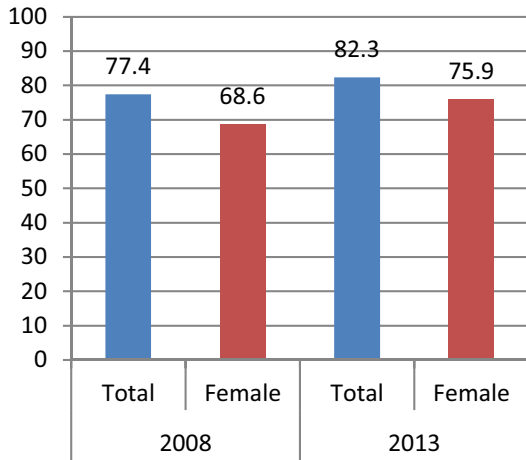
➤ Enrolment Number in Lifelong Learning Program



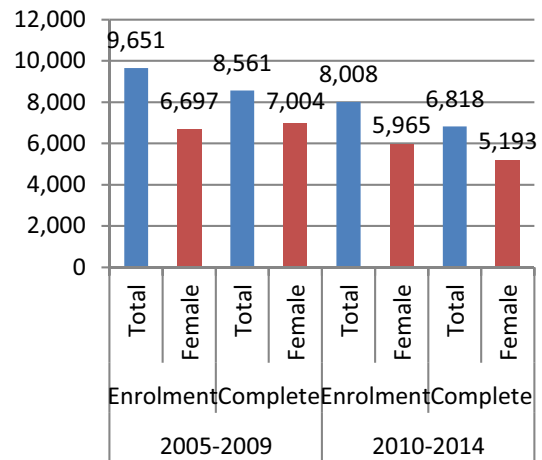
**Goal 4**

**Literacy**

➤ Youth and Adult Literacy Rate



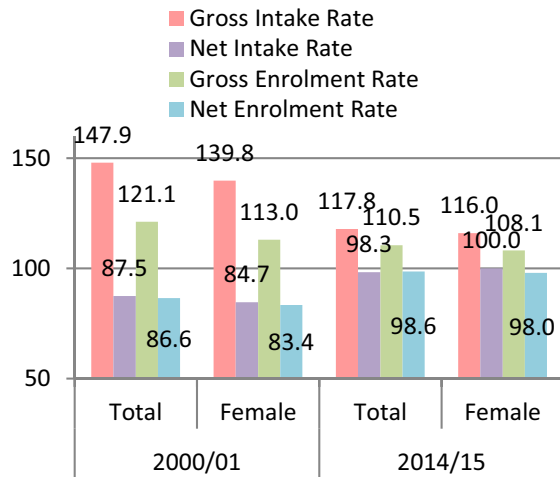
➤ Enrolment Number in Literacy Programs



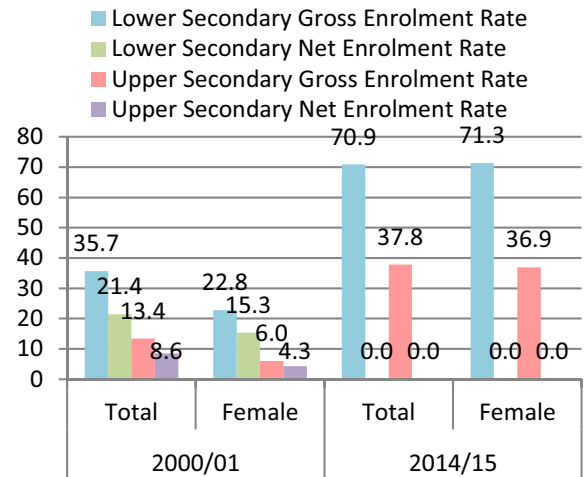
**Goal 5**

**Gender Equality in Education**

➤ Primary Intake & Enrolment Rate



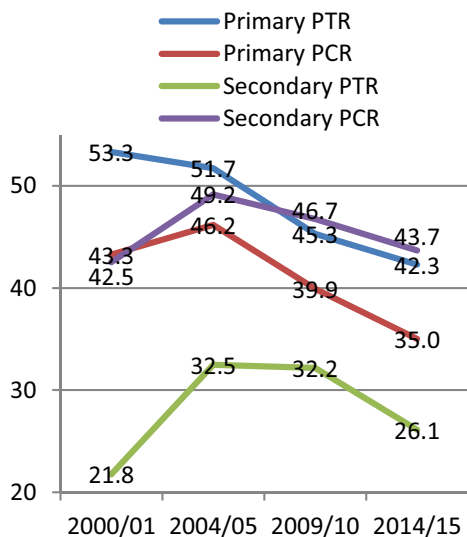
➤ Secondary Intake & Enrolment Rate



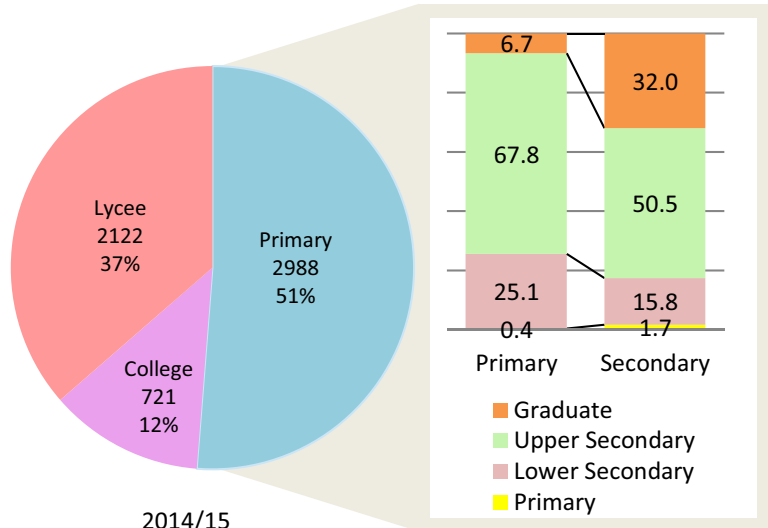
**Goal 6**

**Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree

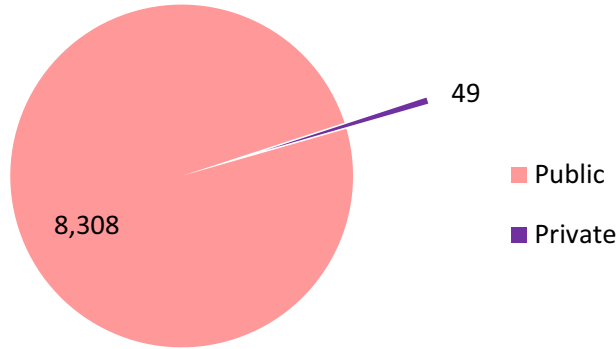


# Tbaung Khmum\*

## Goal 1

### Early Childhood Care and Education

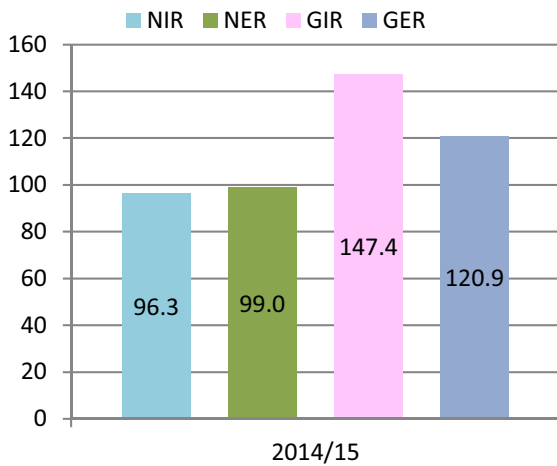
➤ Pre-school Enrolment Number by Provider



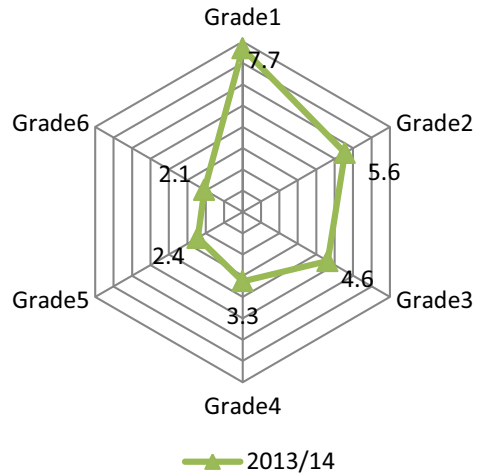
## Goal 2

### Universal Basic Education

➤ Primary Net Enrolment Rate



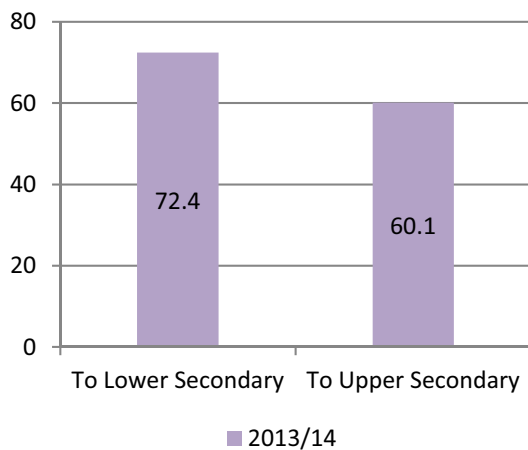
➤ Primary Repetition Rate, by grade



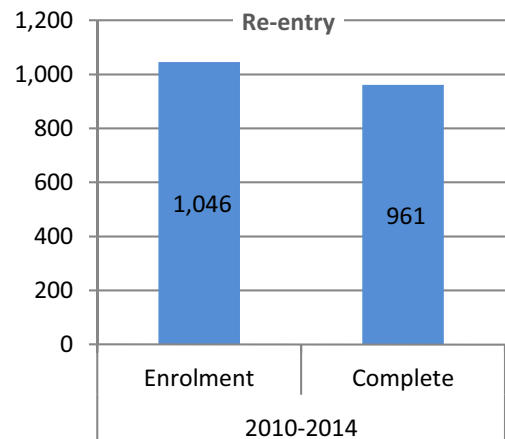
## Goal 3

### Life Skills and Lifelong Learning

➤ Transition Rate



➤ Enrolment Number in Lifelong Learning Program



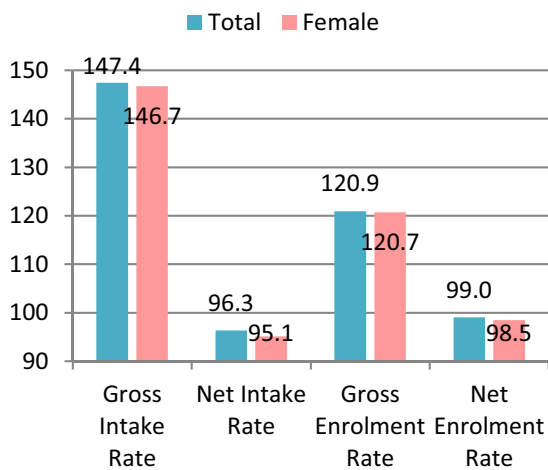
\* As a newly created province, the presentation of Tbaung Khmum is different from the other forms.

**Goal 4 Literacy**

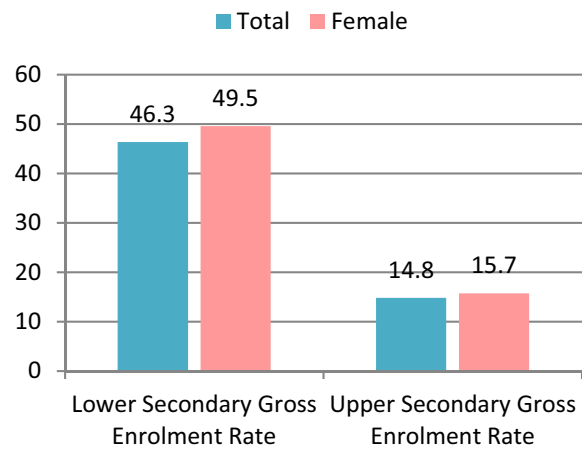
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**Goal 5 Gender Equality in Education**

➤ Primary Intake & Enrolment Rate

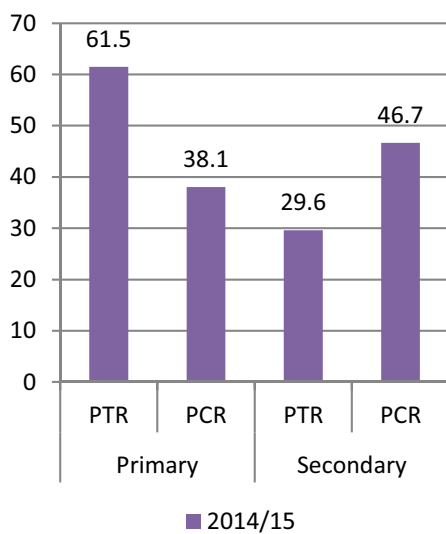


➤ Secondary Enrolment Rate

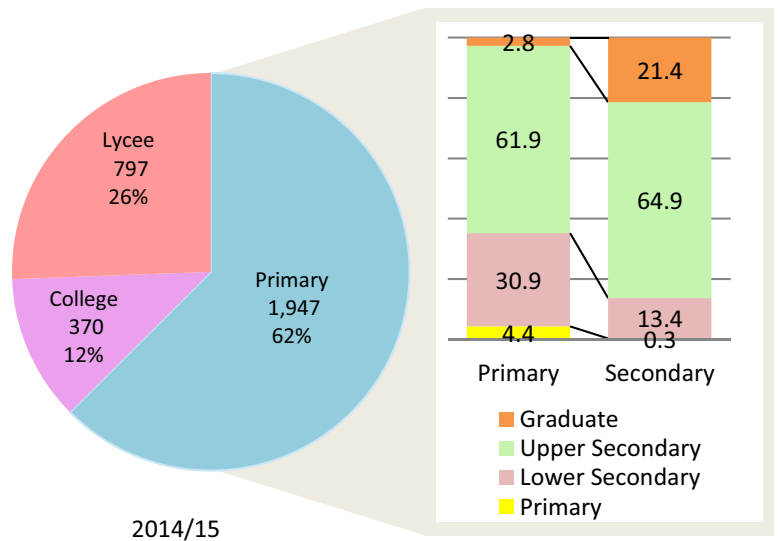


**Goal 6 Quality of Education**

➤ Pupil-Teacher and Pupil-Class Ratio



➤ Teacher Certified by the National Standard and Degree





## V. Photo Gallery



△ Opening ceremony in the launch of the EFA Global Monitoring Report 2015



△ Group photo with Khmer version of the EFA Global Monitoring Report 2015



△ Media interview to Ms. Anne Lemaistre, Representative of UNESCO



△ Media interview to H.E. Dr. Hang Chuon Naron, Minister of MoEYS



△ Presentation on EFA Global Monitoring Report 2015 by Mr. Santosh Khatri, Education Specialist of UNESCO.



△ Panel discussion moderated by Dr. Mey Kalyan, Advisor, SNEC and Chair of RUPP Board of Directors



△ Gallery walk for EFA achievements 2000-2015 by province



△ Audience in the launch event of EFA Global Monitoring Report 2015

A graphic titled 'UNESCO's Educational Objectives' featuring a large dark blue circle on the left containing the title in white. To its right, a vertical line with four circular nodes (numbered 1 to 4) connects four corresponding objective statements. The background is a light blue grid pattern.

*UNESCO's  
Educational  
Objectives*

1

**To support the achievement of Education for All (EFA)**

2

**To provide global and regional leadership in education**

3

**To strengthen education systems worldwide from early childhood to the adult years**

4

**To respond to contemporary global challenges through education**

