

KINGDOM OF CAMBODIA
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MINISTRY OF EDUCATION, YOUTH AND SPORT

Education Sector Performance Report 2005

December 2005



Education Sector Performance Report 2005

On behalf of the Ministry of Education, Youth and Sports
and the Education Sector Working Group, we the
undersigned representatives of the Joint Technical
Working Group formally endorse the Education Sector
Performance Report 2005 *kr*



Pok Than
HE Pok Than
Secretary of State, MoEYS
Chairperson JTWG

A handwritten signature in black ink, appearing to read "Teruo Jinnai".

HE Teruo JINNAI
UNESCO Representative in Cambodia
Co-Chair Joint Technical Working Group

Preface

Education Sector Performance Report 2005 is the essential report for the users including Ministry of Education Youth and Sport, Royal Government, National Assembly, and other related ministries and also development partners including National Organizations, International Organizations, and Non Government Organizations.

Ministry of Education Youth and Sport worked very hard to produce this report and it shows about the level of Education policy achievement and some essential aspects are being progress during the past academic year 2004-2005 on the areas:

1. Access at all levels from Pre-school to Higher Education
2. Education service and Quality Improvement
3. Capacity building and institutional development
4. Allocation and the use of Priority Action Plan
5. Recommendations for the future.

To accelerate education sector reform and ensure to achieve “Cambodia Millennium Development Goals” and “Goal of Education For All” the first essential factor is ensuring program reform and all priority action plan has maximize impact especially on the quality. Second factor has explored the possibility for policy development and other program strategy that accelerates reform and achieves goal has set.

Finally, I would like to thank all educational staff and Development partners that tried to overcome weakness to accelerate Education Sector Reform to reach objective, and also contributed for improvement and completion of Education Sector Performance Report 2005.

Phnom Penh, December, 2005

B.O. Senior Minister and Minister of Education, Youth and Sport &
Director General



CHEA OEUNG

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I. Introduction

The 2004-05 school year is the last year of implementing the Education Strategic Plan (ESP) 2001-05 and the first year of preparing ESP 2006-10 to be consistent with the National Development Strategic Plan (NDSP) 2006-10 of the Royal Government of Cambodia (RGC). The actual progress and further improvement of the education sector is a crucial and fundamental tool in education policy analysis and in decision making for future education strategies.

The objective of this report is to evaluate the progress made of the performance of the education sector based on the evaluation of all provincial education and technical department performance reports sent to the Ministry of Education Youth and Sport at the end of the 2004-05 school year. Provincial and technical department reports reflect the level of accountability in implementation and lead forward to achieve the education policy as set out in the ESP, the National Plan for Education for All (EFA) 2003-15 and the Global Millennium Development Goals and in particular the Cambodia Millennium Development Goals (CMDG).

This report is essential as a basis for analyzing the progress in the education sector in particular the impact of education sector reform. The agreed policy implementation between government and donors, including: the impact of the policy of transforming from donor-ship to partnership in the education sector and the positive impact of strengthening partnership as well as ownership of MoEYS/RGC through the adoption of the sector-wide approach on the education sector has had a significant impact

In addition, it reflects the impact of budget implementation, as set out in the education reform stages which is a bridge for designing education policy. It also reflects the result and impact of this policy implementation, including ensuring equitable access to education services for all Cambodian children, strengthening the quality and efficiency of the education services at all levels and the institutional development and capacity building for decentralization.

It is hoped that the MoEYS and its education development partners will learn from this report and use it as a tool for further implementation.

II. Education sector performance

1 Ensure equitable access to education service

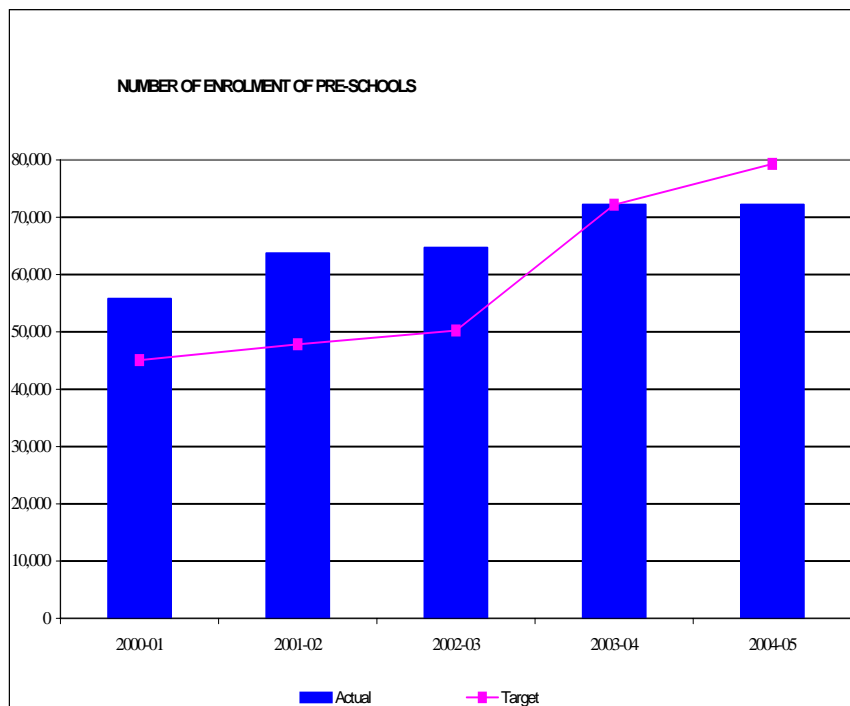
To achieve the policy of equitable access to education service, MoEYS put into action and efficiently implemented various strategies including:

- the abolition of unofficial contributions from parents,
- the provision of school operational budgets,
- the strengthening teaching and learning management,
- the provision core textbooks to students free of charge,
- redeployment and performance based incentives for teachers,
- continuous teacher development and
- Scholarships for poor student, especially girls, which is combined with re-entry and equivalency programs for drop-out students.

The achievements during the year are shown in detail below:

1.1 Early childhood education and pre-school

In 2004-05, there were 2,223 pre-schools, which included 1,365 public and 778 private pre-schools. Among the public pre-schools, only 129 are independent while the others are pre-school classrooms within primary schools. With efforts from pre-school teachers, parents and community members to improve access to pre-school, the total enrolment at the three levels of pre-school in 2004-05 grew to 72,214 students (36,151 girls).



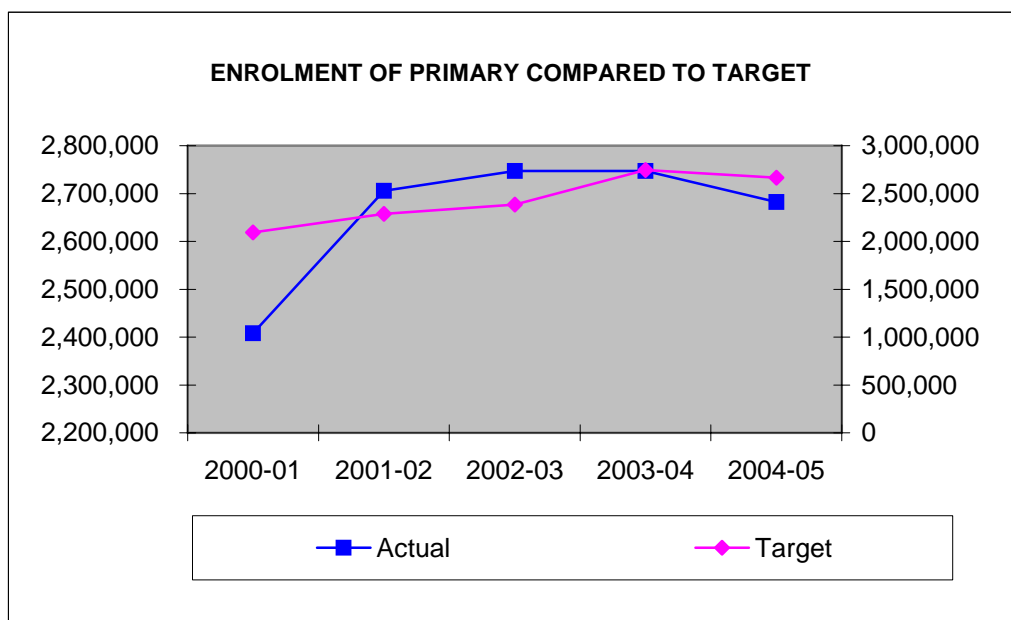
The total staff at pre-schools is 2,833 (2,788 female) with a teaching staff of 2,650 (2,624 female).

The Ministry encourages all provinces to promote pre-school activities as they believe, based on research, that children who have attended pre-school are more likely and able to continue their studies further than the ones who have not.

Along with progress in establishing pre-schools, the Ministry also promotes early childhood education through the establishment of a new management structure as only 20% of children aged 5 have access to pre-schools. A program for parental home-based education for early childhood is provided. The program not only upholds the Rights of a Child but also aims to reduce family violence, child abuse, HIV/AIDS infection, drug addiction and other harmful activities in the society. For this program the Ministry mobilizes resources from all sources, including the local community, international organizations, non-governmental organizations supporting early childhood education activities in local community and households where it cannot provide proper pre-schools due to other priorities.

1.2 Primary school

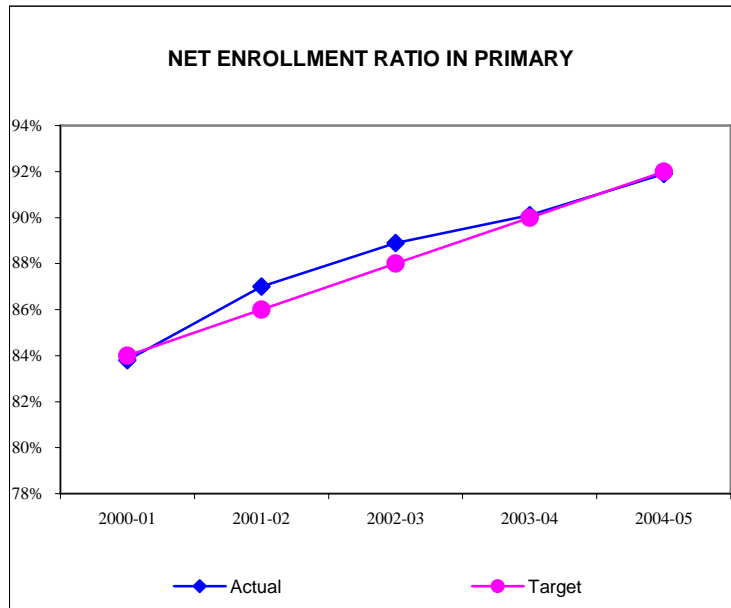
Statistical data for the 2004-05 school year shows the total number of primary school as 6,180 with 2,682,129 students. This includes 1,266,420 girls which is 47% of the total indicating that at this level the enrolment of boys and girls is similar with effectively no gender gap at primary school. The number of primary school staff is 60,841 (22,934 female) of which the teaching staff is 50,140 (20,678 female or 41.24%) MoEYS is seeking measures to ensure a better proportion of teaching to non-teaching staff.



Enrolment increased from 2.4 millions in 2000-01 to 2.7 millions in 2002-03, but has slightly decreased due to the declined population growth over the last 5-6 years.

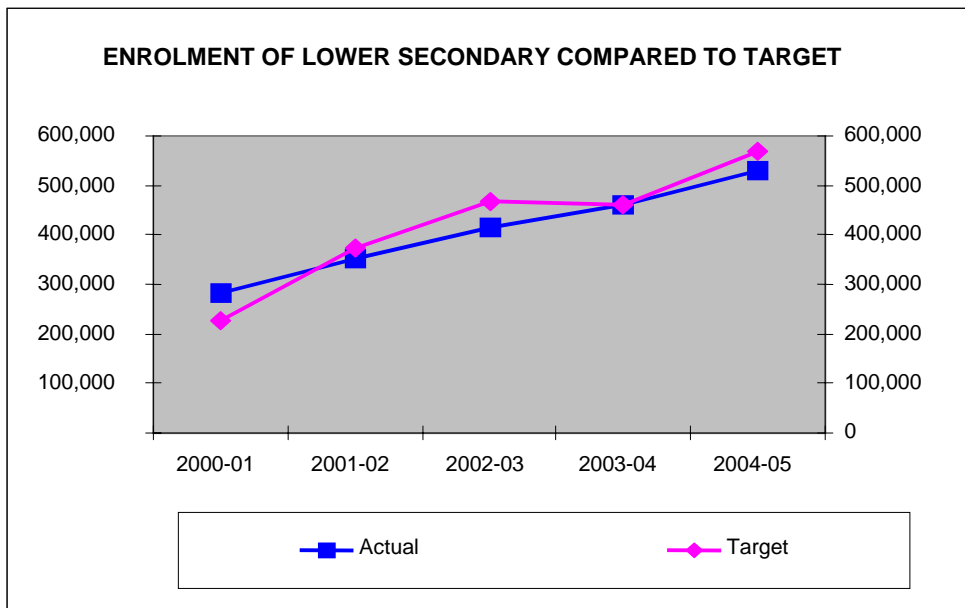
In the school year 2004-05, the net admission rate (NAR) for primary education was 81%, which is lower than the target set of 90%, and an area of significant concern as grade 1 provides the student cohort for all future grades. The NAR for girls was 79% compared to the target of 90%.

The net enrolment rate (NER) in 2004-05 of 91.9%, nearly reached the target of 92%, and for girls was 90.7% compared to a target of 91%. The targets of NER for primary education in the school year 2004-05 were 95% (urban), 92% (rural) and 76% (remote areas). The graphic below shows that schooling for primary education in rural and remote areas surpasses the target set, but is lower than the planned target for the urban areas. Comparing the school year 2000-01 with the school year 2004-05, NER rose by more than 20% in remote areas and by 8% in rural areas, while the increase in urban areas during the same period was around 5%.



1.3 Lower Secondary Education

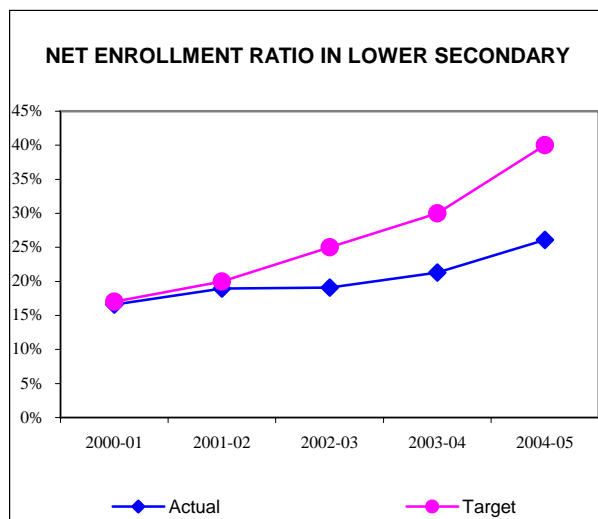
By similar policies and strategies as in primary education there has been an increase of 92 schools so that in 2004-05 there are 578 lower secondary schools. The total number of student enrolled was 528,940, including 230,048 girls.



The lower secondary education NER set in ESP 2004-08 for the school year 2004-05 was 50% for urban areas (49% girls), 35% for rural areas (35% girls) and 15% for remote areas (15% girl). The sector performance results show that the planned target has not been reached.

There have been significant increases in the numbers of students in Lower secondary schools, with enrolments increasing from 233,278 students in 1999-2000 to 528,940 in 2004-05 a 126% increase over the period. This has led to an improved NER of 26.10% (girls 9.30%), which is higher than 2003-04, but lower than the ambitious target set of 40%.

Although in the recent years, school facilities have been expanded for grades 7-9, it is not enough to respond to the demand. There are only 749 communes from a total of 1,621, with lower secondary schools. In remote areas NER is lowest at 3.9%, i.e. more than 95% of children aged 12-14 are not enrolled in lower secondary schools, which implies that there still exists an acute shortage of secondary school in these areas.



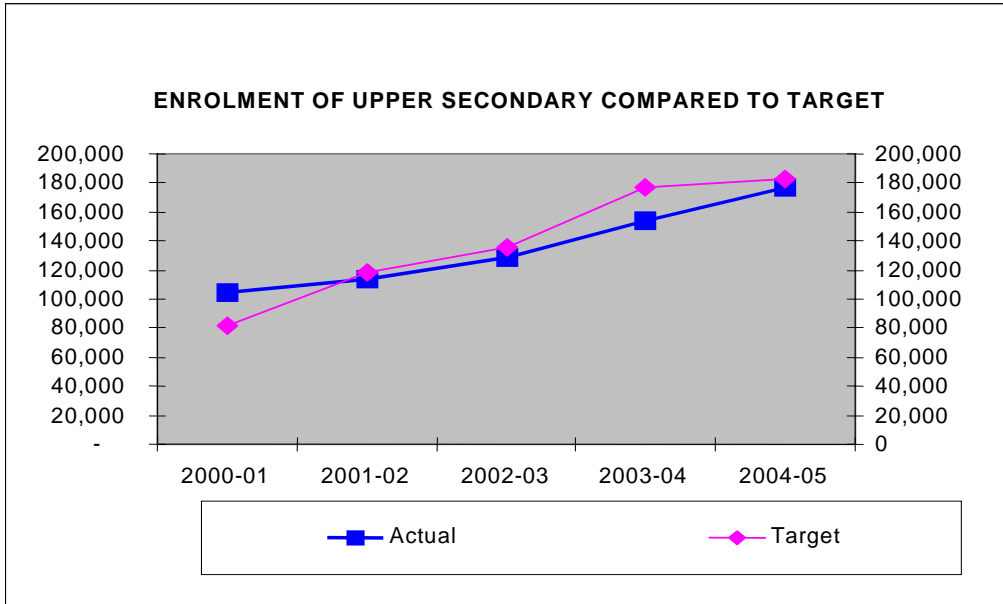
Education at the lower secondary level functions smoothly even though there is a shortage of specialized teachers in some schools in disadvantaged areas usually rural and remote provinces.

Mainly school management is effective due to community participation. However, 20% of new schools still have a problem because of the lack of experience of untrained school principals. The student-centered approach is not well implemented in most schools due to overcrowded classes, a shortage of core textbooks, learning/teaching materials and libraries.

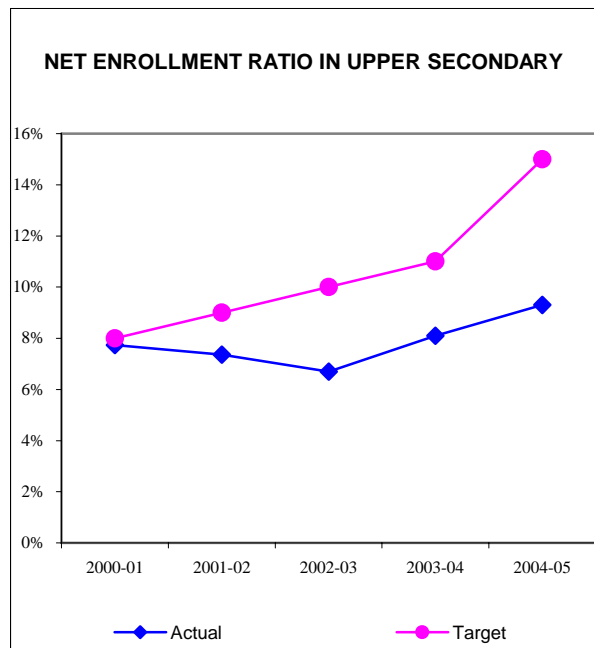
The significant growth in quantity is causing the quality in lower secondary education to drop and there is an unbalance between quantity and quality development. According to the 2004-05 school year statistics shown that 871 communes among the total of 1,621 communes, did not have Lower Secondary schools

1.4 Upper Secondary Education

In 2004-05 there are 232 upper secondary schools compared to 212 in 2003-04. The total number of student is 177,129, including 66324 girls.



The NER is 9.3% (7.9% girls), which is higher than the previous school year and lower than the target set 15% (14% girls). The enrolment has only slightly increased when comparing it to 2003-04, because of poverty, labor market needs and few dormitories for girls from remote areas. At present, 45 out of 185 districts have no upper secondary schools. Up to 2004-05 school year there are 46 districts did not have Upper Secondary schools.



1.5 Non-Formal Education

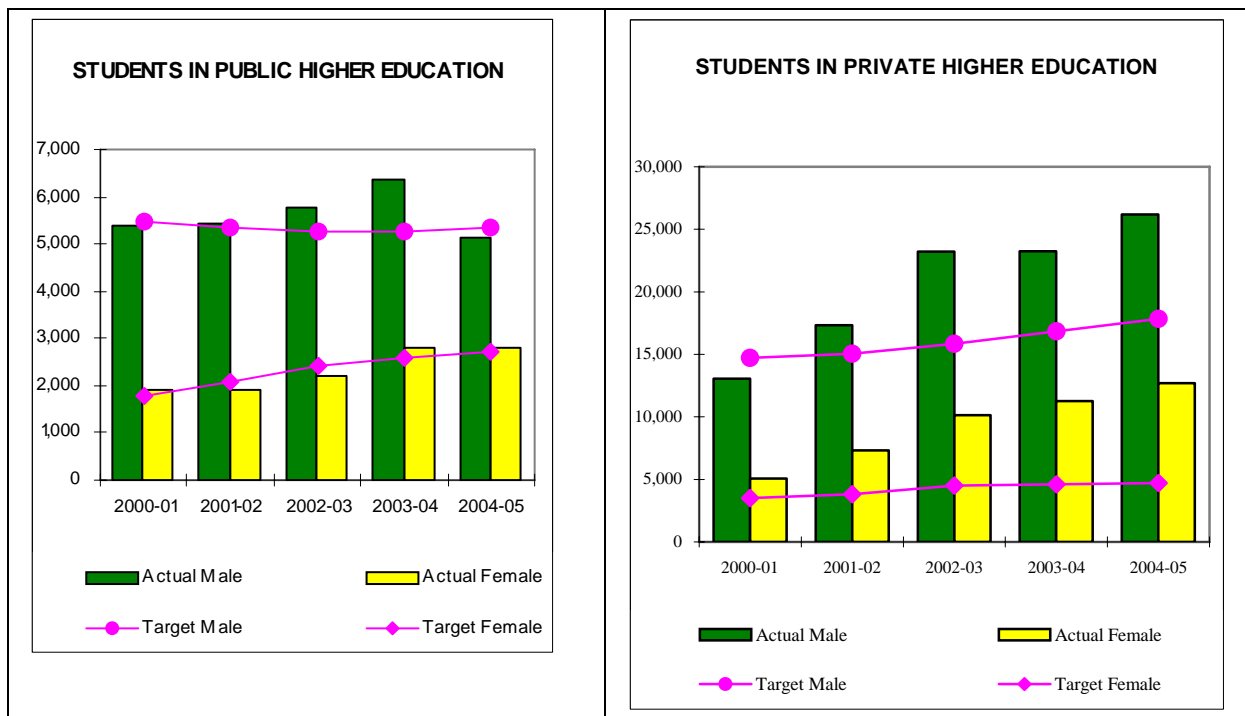
The MoEYS has used all aspects of non-formal education activities by promoting re-entry and equivalency programs for out of school children so they can re-enter the formal system. The object is to have all children who have been out of school for 1-3 years enter the general education system.

In Cambodia, the adult literacy rate of aged-15 and over is 67.3% and so the MoEYS has also established literacy classes in order to improve this. They have created Community Life Long Learning Centers with good cooperation with NGOs and other international organizations. These aim to provide programs which strengthen knowledge and life skills which lead to income growth and the acquisition of basic skills. Also there are non-formal education programs to enable unskillful adults, especially illiterate people and out of school children, to access functional literacy programs.

MoEYS with good cooperation with NGOs has tried to strengthen the NFE sector both quantitatively and qualitatively by establishing the Non Formal Education Management Information System to ensure the effectiveness of the programs which help out of school children, youths and adults in the local community who do not have simple skills to be able to work in order to increase the income for their families.

1.6 Higher Education

In 2004-05, the total number of higher education institutions is 44, in which 13 are public and another 31 are private institutions. These spread over 11 provinces/municipalities and provide an opportunity for local students to continue their studies in higher education.

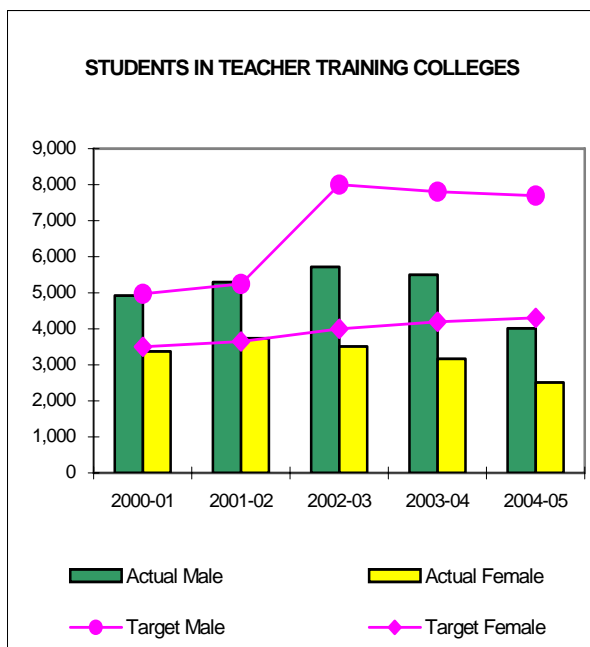


The Royal Government of Cambodia has set out a privatization policy which effects positively on higher education. For the last recent years, private institutions have reduced the student load into public higher education. In 2004-05, the total number of fee-paying students in higher education institutions is 38,722.

At the same time, MoEYS tries to make possible for people to access higher education in order to strengthen the human resource development for the future of the country. MoEYS has provided scholarship to elite students, poor students, female students and students from the remote area and has built dormitories especially for the poor students and also for female students.

1.7 Teacher Training

In 2003-04, the number of students at Central Pre-School Teacher Training Center, the Provincial Teacher Training Centers (PTTC) and Regional Teacher Training Centers (RTTC) was 8,671. In 2004-05, the total number of students decreased to 6,520. The number of student has decreased by 24.8%. It is necessary to solve this problem as soon as possible in order to achieve the target of EFA by 2015.



The table below shows the status of student in the 18 PTTCs, 6 RTTCs, the Central Pre-School Teacher Training Center.

Table 1: Number of trainees in Teacher Training Center

<i>Institutions</i>	<i>Actual 2003-04</i>		<i>Actual 2004-05</i>		<i>Target 2004-05</i>		<i>Percentage of target achieved</i>	
	<i>Total</i>	<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>	<i>Female</i>
Total	8,671	3,171	6,520	2,512	12,000	4,300	54.33%	58.42%

2 Increased quality and efficiency of the education sector

As well as increasing student enrolment, Ministry has paid attention on strengthening the quality and efficiency of the education sector. MoEYS is revising the curriculum to respond to the educational situation in the country, region and worldwide. This includes improving student learning achievement standards, teacher and staff performance, teaching time, core textbooks, the pupil-teacher ratio and the pupil-class ratio.

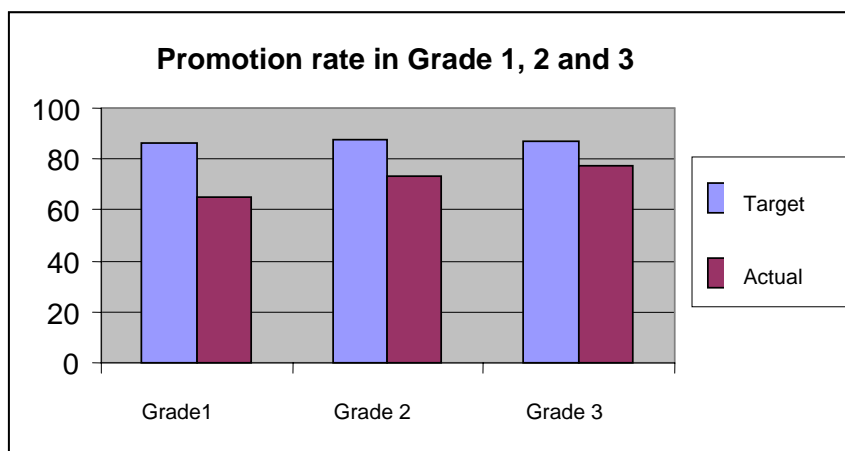
There is also a policy to improve student flow rate an increased promotion rate with consequent reduced repetition and dropout rate and an improved transition rate from one level of education to another level, thus maintaining students in the system through more effective teaching and non-teaching staff deployment and through re-deployment of teachers.

2.1 Primary education

Ministry's policy has paid attention to improving quality and efficiency in primary education, the base of accessing to secondary. In 2003-04, the promotion rates were as follows:

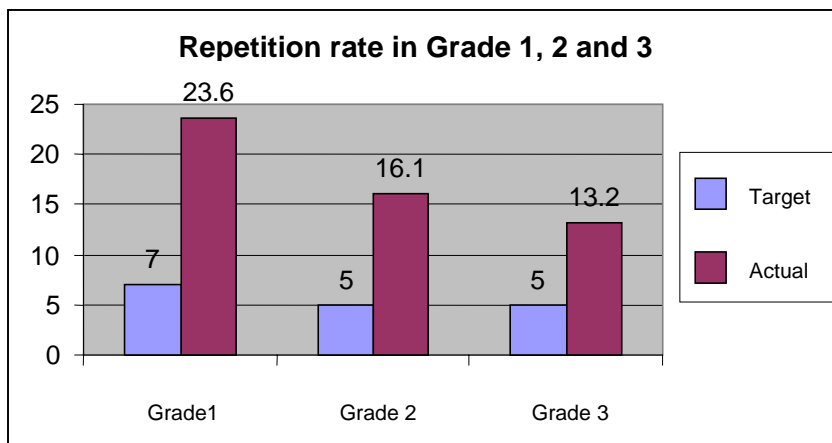
- Grade1: 64.8% (girls 65.4%) compared to the target of 86% (girls 86%),
- Grade2: 73.4% (girls 74.8%) compared to the target of 88% (girls 88%)
- Grade3: 77.3% (girls 78.9%) compared to the target of 87% (girls 88%).

These figures show that promotion rates are improving and that female promotion rates are now better than male promotion rates. However, the improvements are not sufficient to reach the targets.



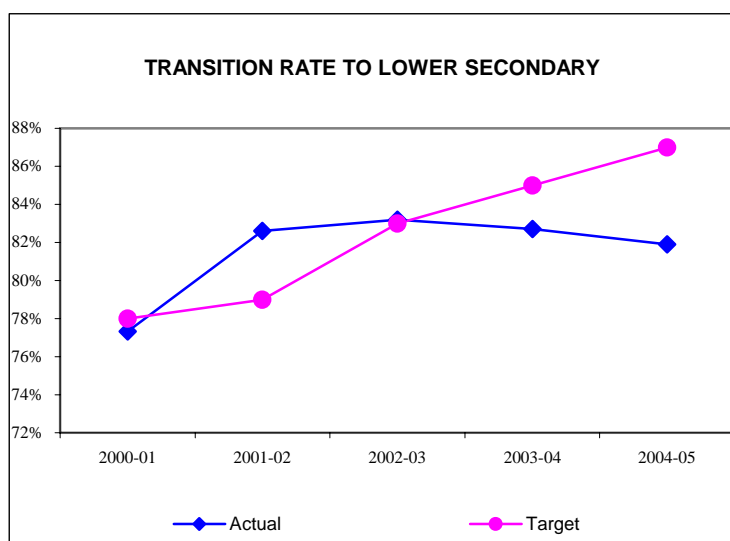
In 2003-04, the repetition rates were also not achieving their targets as shown:

- Grade1: 23.6% (girls 22.4%) compared to the target of 7%,
- Grade2: 16.1% (girls 14.4%) compared to the target of 5%
- Grade3: 13.2% (girls 11.3%) compared to the target of 5%.



In the last five years, the transition rate to lower secondary has increased overall but this mainly due to a big increase in the year 2001-2002. It has been decreasing for the past two years. This is due to many students dropping out in grade 5 and grade 6, especially girls, students in disadvantaged, remote areas. In 2004-05, the transition rate to lower secondary was about 82%.

Primary school completion rate provides an indication of quality and efficiency as it measures the overall output of the primary cycle¹. Between 1999-2000 and 2003-04 the rate increased from 40.9% to 46.7%.



2.2 Lower secondary education

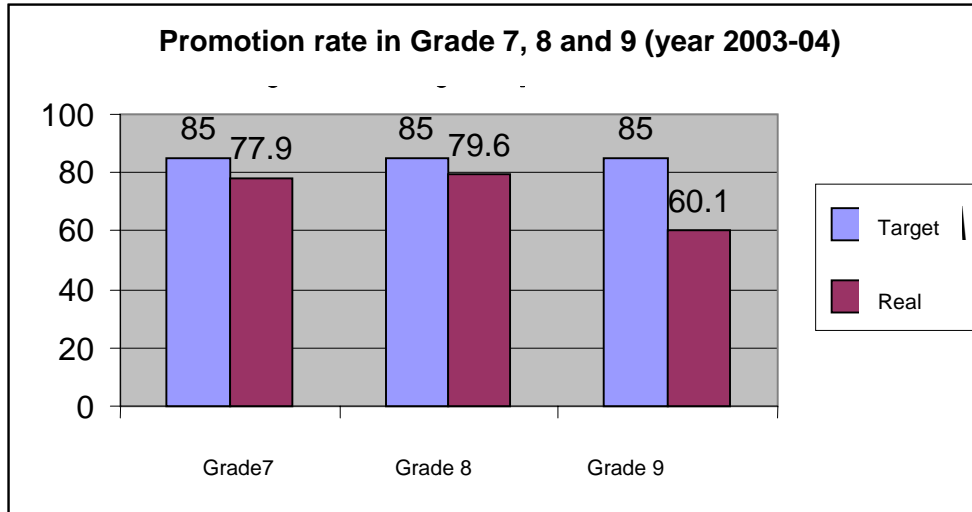
The efficiency of lower secondary education in this period again indicates that the MoEYS must ensure better student learning if the country is to achieve the targets set out in EFA 2015.

Again the promotion rates are lower than the targets set with the promotion rates for 2003-2004 being:

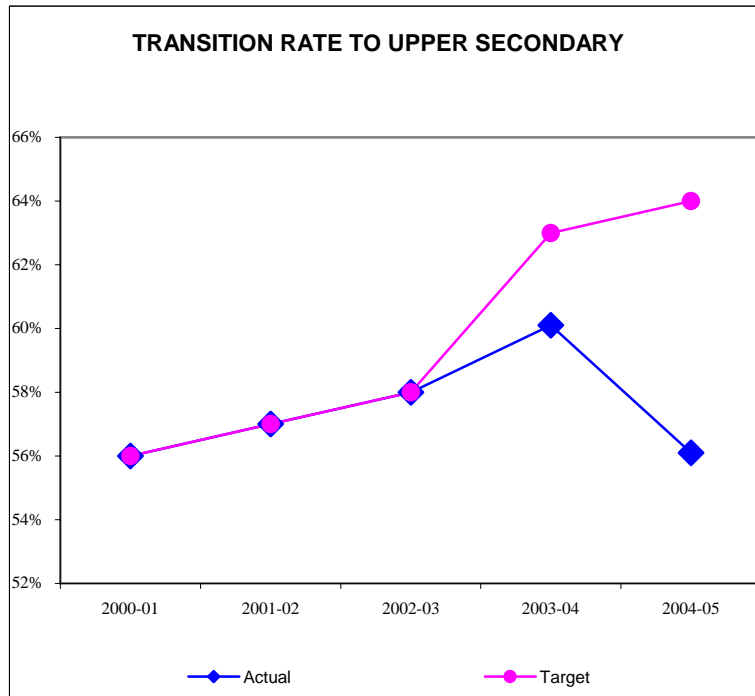
¹ This indicator can hide the impact of repetition and so should be used in conjunction with indicators for repetition and average length of time to complete primary cycle.

- Grade 7: 77.9% (girls 77.1%) compare to the target of 85%,
- Grade 8: 79.6% (girls 78.4%) compare to the target of 85%
- Grade 9: 60.1% (girls 63.8%) compare to the target of 85%.

In addition, the dropout rates in lower secondary did not achieve the targets set out in the ESP.



In the last five years, the transition rate to upper secondary increase until 2003-04.but in 2004-05 this rate decreased to about 56%.

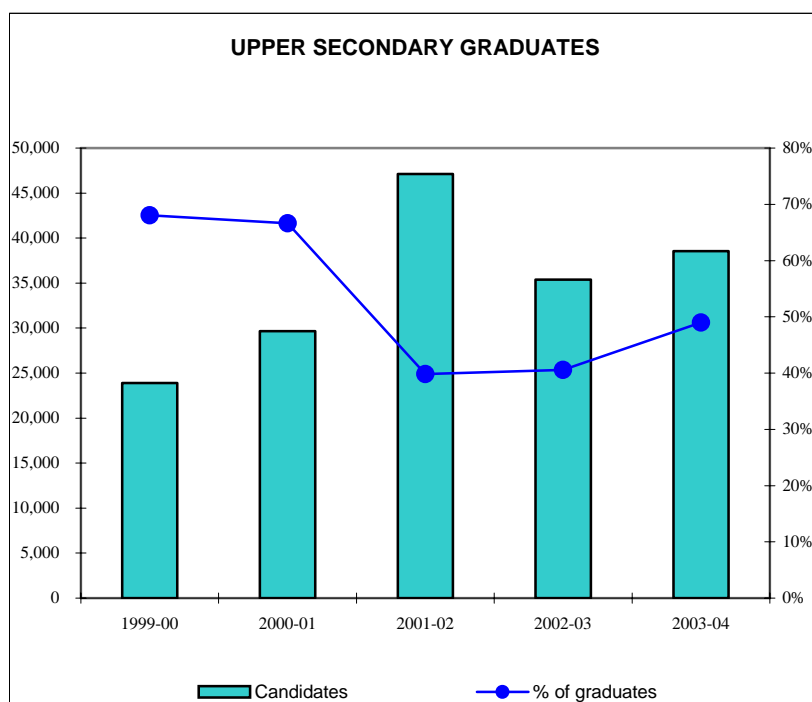


The targets for transition are ambitious and the Ministry must consider whether these are realistic and applicable.

2.3 Upper Secondary education

The policy objectives of the ESP are to improve access, quality and efficiency in upper secondary education, especially by increasing the number of Grade 12 graduates in rural and remote areas.

In general, the promotion rates in upper secondary have increased. In grade 12 they have increased from 36.3% to 45.5% with girls increasing from 42% to 54%. The dropout rates have decreased from 46% to 17.9% with girls decreasing from 44% to 31%.

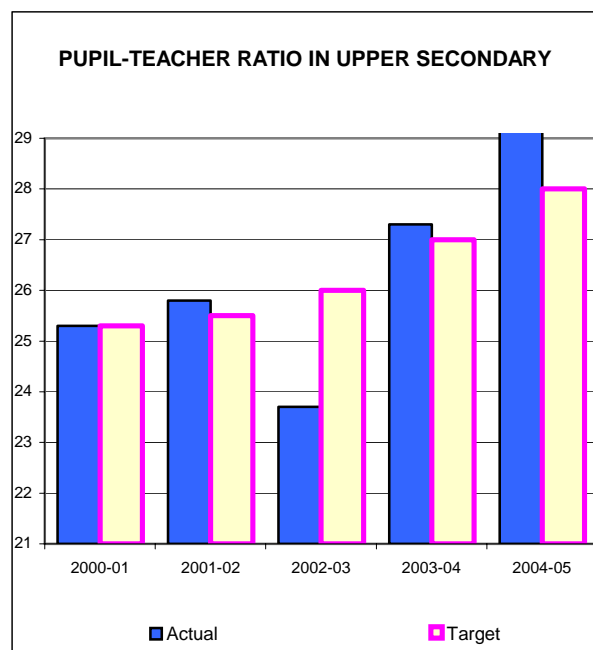
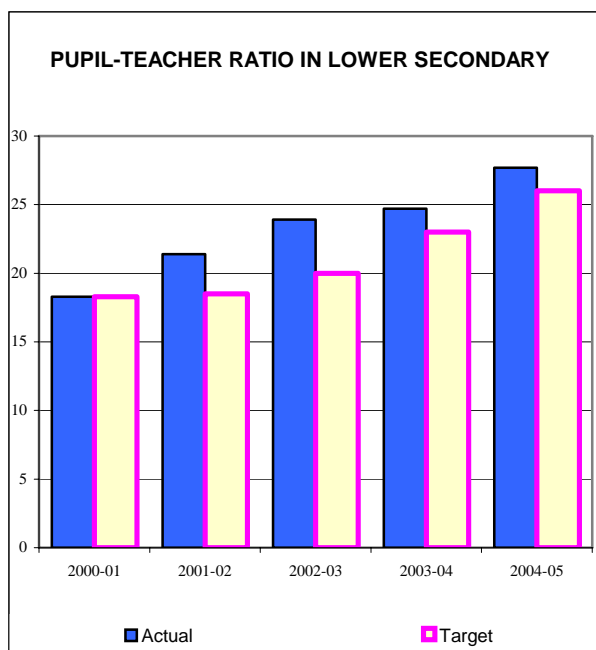


Between 2000-01 and 2001-02 the number of grade 12 candidates increased significantly from 29,645 to 47,122. However the pass rate fell from 66.6% to 39.8% over the same period. Over the period 2002-03 to 2003-04 both the number of candidates and the pass rate have resumed a gradual increase with the number of candidates reaching 38,552 and the pass rate increasing to 49% resulting in 18,883 graduates.

2.4 Staff and teacher development

In 2004-05, the pupil-teacher ratio in primary education is 53.5 compared to the target of 51 with the pupil-teacher ratio in urban areas being 40.3, in rural areas 56.9 and in remote areas 58.1. Inappropriate teacher deployment; a shortage of teacher and a shortage of facilities are the main factors.

In secondary education, the pupil-teacher ratio is also higher than the target. In lower secondary it is 27.7 compared to the target of 26 and in upper secondary 29.4 compared to the target of 28.



Some primary teachers have had no training with 4% in the remote areas, 3% in the rural areas and in the urban areas 1%. The most affected areas are Kampong Cham, Siem Reap, Battambang, Kampong Speu and Otdar Meanchey provinces. Many teachers also have only primary education: in remote areas 34.5%, rural areas 6.4% and urban areas 4.2%

Ministry will pay more attention to unqualified teachers to improve their capacity, qualifications, and teaching methodology so they can provide an education service to all children with quality and efficiency.

2.5 Textbook provision

The Ministry is also instigating the provision of free textbooks to children against the following norms:

- 1:1 in primary education,
- 2:1 in secondary education with 1:1 in remote and disadvantaged areas.

The Ministry also provides 1:1 core textbooks for teachers.

However, textbook provision and management is poor with in 2004-05, primary schools, apart from those in Kep which have not received any so far, receiving new textbooks as follows:

- 175,359 for grade 1,
- 139,672 for grade 2,
- 145,485 for grade 3,
- 116,899 for grade 4,
- 57,608 for grade 5
- 39,382 for grade 6..

Textbooks are collected from student for re-use with 87.1% collected in primary schools and 89.4% in secondary schools. Only 24.5% of primary school teachers received Teachers Guides for grades 1-6 and 2.6% of lower secondary schools. Schools at all levels face the problem of a shortage of Teacher's Guides

2.6 Education facility development in 2004-05

The strategic objectives set out in the ESP are to ensure there is a primary school with 6 grades close to all people's houses and to reduce the number of incomplete schools. As a result, in 2004-05, the number of incomplete primary school is down from that of 2003-2004 with 1,934 (31.3%) against 2,179 (35.9%).

Overall the figures are

- 6.5% with only grade1:
- 19.8% with only grade2:
- 21.9% with only grade3:
- 26.3% with only grade 4:
- 29.6% with only grade 5:

The situation with incomplete schools is worse in remote and rural areas with remote areas having 66.0% and rural areas 29.6%. Particularly bad are the following provinces: Rattanakiri: 81.0%, Mondulakiri: 77.1%, Preah Vihear: 61.7%, Steung Treng: 58.4%, Koh Kong: 54.6%, OtdarMeanChey: 52.2%, Kampong Thom: 51.2%, Kampong Cham: 46.3% and Kratie: 43.5%.

The Ministry has also worked towards providing more classrooms and facilities for grades 7-9 and grades 10-12 in under-served or overcrowded areas.

The Ministry has gained significant experience and capability in managing capital programs, especially for school construction and capacity building technical assistance. It is anticipated that the management of these programs will be designed on a case-by-case basis, including greater decentralization of facilities development finance to the provinces. The Ministry will also investigate with potential donors the scope for developing pooled funding and management arrangements for facilities programs in order to optimize existing facilities management capacity within MoEYS.

3 Capacity building and institutional development

3.1 *Main capacity building activities:*

MoEYS has taken actions that comply with the recommendations proposed in the ESP 2003 such as:

- Carrying out wide and coordinated approaches for capacity building action plans and program implementation through CBCG in DGE and DGA. This is progressing well.
- Finalizing the draft of the education law and regulations and requesting approval from the beginning of 2005. It is expected that there will be approval from National Assembly in the coming year.
- Expanding capacity building programs for central, provincial, district levels and school principals on: a) their financial reports; b) their program monitoring; c) information management and other reports.
- Expanding ICT through: a) an improved MoEYS's website; b) expanded coverage of an admission campaign that focused on girls and ethnic minorities; c) focusing on result based management.
- Strengthening the internal audit department and conducting sample audits at provincial, district and school BMCs.
- Strengthening and expanding sector performance monitoring, especially on the quality and efficiency of the education sector.
- Preparing regulations for budget management and execution on all items.
- Meeting consultatively, changing experiences and providing recommendations on recent work and budget execution, especially PAP work in provinces and districts.
- Training technical staff to implement curriculum in central and provincial levels.

In addition, MoEYS has expanded its own capacity building on management and monitoring such as:

- 1) training for school principals, trainers and coordinators at cluster schools;
- 2) improving administration and examination management;
- 3) introducing child-friendly school, inclusive education and school environment;
- 4) revising the management of some PAPs;
- 5) training for administrative work at all levels;
- 6) strengthening the relationship among donors and NGOs through the establishment of Joint Technical Working Group for Education sector with regular meetings.

3.2 *Sustainability of capacity building for decentralization*

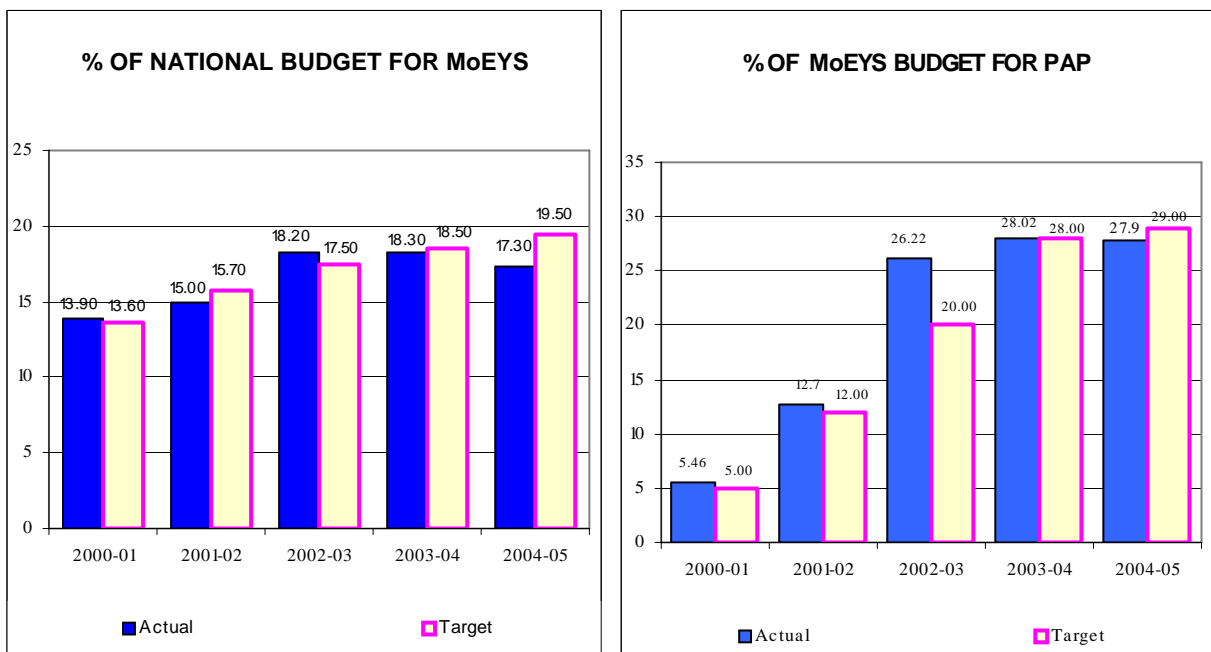
The delegation of authority and responsibilities is part of the capacity building exercise together with the on-the-job training program through cluster schools and the official training programs. These programs show that effective implementation of authority delegation requires confidence and sustainability for operational budgets and financing.

In this context, MoEYS is implementing 4 main strategies for institutional development and capacity building programs for decentralization, these are:

- 1) strengthening the planning and monitoring system at central, provincial, district, cluster and school levels;
- 2) enhancing management system at districts and schools;
- 3) improving good governance and legislation framework and
- 4) improving HEIs capacity building.

4 Financial performance

MoEYS has received budget provision for the prioritized policies proposed in ESP/ ESSP. From 2000-01, the share for the education sector in the government budget has increased from 13.9% to 17.3% in 2004-05. This figure shows that RGC is paying more attention to the education sector. The share for the education sector is up to the level of the target of 19.5%.



The percentage of MoEYS budget for PAP has increased from 5.5% in 2000-01 to 27.9% in 2004-05. This indicates that in the last five years, the PAP budget has increased 4.4 times annually.

III Impact analysis

The proposed policies in ESP 2004-08 are to ensure a pro-poor policy for children and youth so that there is universal access to education. The results from the past years are in the following areas:

1 Progress and impact on gender

The number of girls in primary education has increased from 88.6% in 2003-04 to 90.7% in 2004-05. In lower secondary, the number of girls increased by 5% compared to 2003-04 from 19.8% to 24.8%. In upper secondary, the number of girls increased by 1.3%. However, in 2004-2005 there is still a 2.5% gender gap overall with more boys than girls but in lower secondary schools in remote area the number of girls is more than that of boys with a gender gap 0.3%. In remote areas only 0.1% of girls and 0.2% of boys have access to upper secondary school.

Table 2: Gender gap of net enrolment rate by region

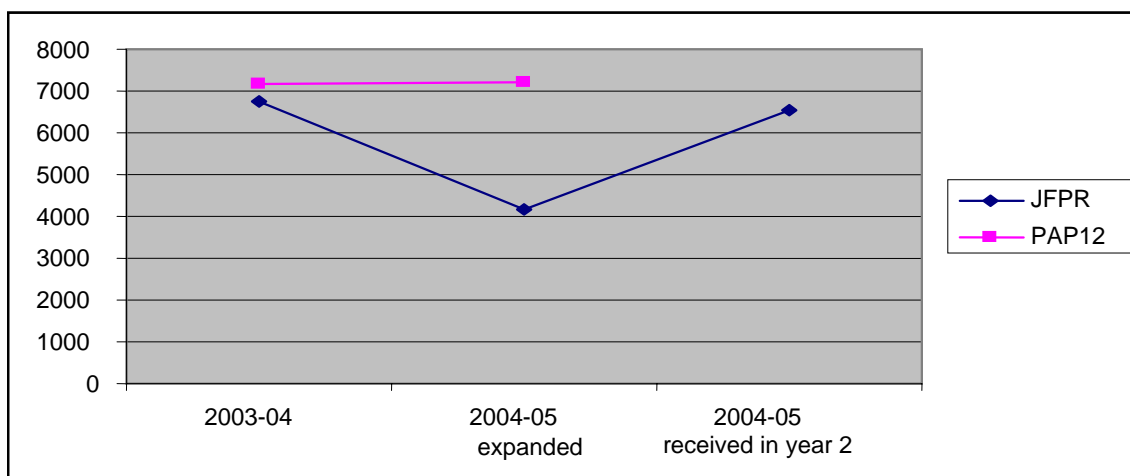
2003-04	Primary			Lower secondary			Upper secondary		
	F	M	Gap	F	M	Gap	F	M	Gap
Urban	86.9	90.1	3.2	33.0	35.5	2.5	17.8	22.0	4.2
Rural	89.5	92.1	2.6	17.4	20.5	3.1	3.9	6.8	2.9
Remote	74.7	82.3	7.6	2.5	2.1	-0.4	0.0	0.0	0.0
Nation	88.6	91.5	2.9	19.8	22.7	2.9	6.6	9.6	3.0
2004-05									
Urban	90.4	92.8	2.4	40.5	42.1	1.6	21.1	24.3	3.2
Rural	91.2	93.5	2.3	22.2	25.1	2.9	4.7	7.5	2.8
Remote	79.4	85.4	6.0	4.1	3.8	-0.3	0.1	0.2	0.1
Nation	90.7	93.1	2.4	24.8	27.3	2.5	7.9	10.6	2.7

2 Impact on poor and disadvantaged children through scholarship provision

The selection of scholarship students of grade 7-9 is focused on children from the poorest and disadvantaged families and is especially targeted for girls and minorities,. The children to receive scholarships are agreed at school, community and village council levels.

Two scholarship programs – Japan's Fund for Poverty Reduction (JFPR) and the PAP 12, provided by the government, are operated in 21 provinces/municipalities. In three other provinces – Odor Mean Chey, Kampong Cham and Siem Reap, scholarships are supported by the Royal Government of Belgium.

The number of PAP12 and JFPR scholarship students



In 2003-04, through PAP 12, the Ministry provided scholarship to 7,183 of the poorest and most disadvantaged students. In 2004-05, this number increased to 7,196 with the total for these 2 years of 14,379 students.

JFPR in 2003-04, provided scholarships for 6,755 poor students and increased this by 4,152 students in 2004-05. It has also continued to support the 6,535 previous students for the second year in 2004-05. Even when a scholarship is provided to poor and disadvantaged students there were still drop-outs numbering 220 or 3.26% of the 6,755.

3 Progressions and Impact on Minority Group

The improvement of qualitative and equitable access to education services for minority groups is still an important component of ESP/ESSP. Net enrolment and net new intake rates in Preh Vihear, Ratanakiri and Mondul Kiri do not meet the target when compared with national figures (see table 4). In Ratanakiri, female NER in primary education was 54.6% and male NER was 71.6% for 2004-2005 and the net new intake rate is also low, especially for girls, due to under- school-aged children being allowed to enroll. It is necessary to set specific strategies to solve the difficulty for minority regions such as the establishment of Early Childhood Education, a bilingual curriculum, scholarship programs and the training of minority native teachers to help in their regions.

Table 3: Significant Indicators in Primary Education for Minority Provinces, 2004-05

Province	NAR			NER			Pupil / class	Pupil / classroom	Pupil / teacher
	F	M	Gap	F	M	Gap			
Mondulkiri	62.4	77.6	15.2	75.1	83.3	8.2	32.9	46.0	41.1
Preah Vihear	79.1	76.9	-2.2	84.5	86.7	2.2	37.1	61.2	48.4
Rattanakiri	42.7	53.7	11.0	54.6	71.6	17.0	36.6	51.6	55.8
Steung Treng	81.2	85.5	4.3	86.9	92.6	5.7	29.3	51.3	39.3
National	79.5	82.5	3.0	90.7	93.1	2.4	43.5	67.6	53.5

The problems encountered in Secondary Education are more serious than in Primary Education and the achievement in this sub-sector is low when compared to the target set in the ESP with the secondary education service in minority regions still insufficient. The net enrolment rate for lower secondary education in the three provinces is below 9%, except Steung Treng at 17.4%, and is well below the national figure of 26.1%. Similarly for upper secondary education, the net enrolment is low when compared to the national figure of 9.3%.

4 The processes of consultation and formulation of ESP 2006-10

Experience received from education sector reform implementation through the Sector Wide Approach provided satisfactory results in a consultation process between RGC and donors and in the formulation of ESP. The shift from donor ship to partnership and to the government ownership showed good cooperation between the MoEYS and all stakeholders. The MoEYS has clear consultation mechanism with donors through the Joint Technical Working Group in education (JTWG), which has its membership as educational officers and related ministry officers, donor and non-governmental organization representatives in education with clearly agreed meeting dates.

IV Recommendations

To accelerate education reform to achieve EFA, the main factors for MoEYS are:

- Ensuring the education reform program and prioritized actions provide maximum positive impact, especially quality and efficiency of education service.
- Strengthening education sector management, including strengthening work discipline and efficient working time management, especially at school level with regard to teaching hours, holidays and vacation
- Enhancing staff employment conditions to promote more effective work practices, including improved salaries, merit-based promotions, performance based bonuses and support for housing and/or other incentives in remote and disadvantaged areas.
- In order to achieve medium term EFA targets MoEYS must continue to prioritise the emphasis on further improving Net Admission Rates into primary grade 1 and promotion rates throughout the primary cycle, as this cycle provides the basis and the students for the whole system.
- Providing good opportunities and appropriate information for improving performance in provincial, district and school levels through capacity building and institutional development.
- Studying on the conditions and defining clear criteria of student dropout, including other research in the education system, for effective decision-making, especially program financing.
- Reviewing and improving statistic recording and data collection and education management information systems in all sectors in order to avoid fraud, which will affect the results of education sector performance.
- Ensuring the effectiveness of educational policy set out in the ESP, to ensure EFA the CMDG and MoEYS should review the target setting in these plans in order to ensure democracy, realism and applicability, in strategic planning formulation in order not to discourage the implementers in the education sector at the central, provincial, district and school levels.

V Conclusion

The Education Sector Performance Report 2005 shows that performance in the education sector has improved during academic year 2004-05 and that significant improvements have been made over the medium term since 1999-2000 and the beginning of the education sector reform process, as outlined in the Education Strategic Plan (ESP) 2001-05.

In particular, the sector has continued to experience year on year growth in the numbers of students accessing basic education through attendance in primary and lower secondary schools, as well as increasing enrolments at the pre-school, upper secondary, and higher education levels. These increasing numbers have translated into improved Net Admission, Net Enrolment and primary to secondary transition rates.

In addition, the enrolment growth has been accompanied by a narrowing gender gap particularly at primary level and some reduction in regional inequality as the growth in enrolment rates has been highest in remote and rural areas.

However, these improvements have not been sufficient to meet the MoEYS's targets in some key areas, particularly lower secondary net enrolment rates and promotion rates in primary education. These two areas are closely linked as improvements in primary promotion will lead to greater student numbers able to gain access to the lower secondary level. This is clearly a priority area for further strengthening as present rates of improvement are not sufficient to reach the Cambodian Millennium Development Goal (CMDG) in 2010 nor the Education For All (EFA) targets for 2015.

An additional area for focus in 2006 will be the further development and introduction of Assessment Standards. These will, for the first time, provide a basis for making a national assessment of the quality of education in Cambodian schools. This important development will assist MoEYS's in planning for and providing improved education quality and efficiency and will assist in strengthening the engagement of parents and students in the education process.

In conclusion, 2005 saw further improvements in the performance of the education sector, and the on-going reforms in the education sector will continue to offer further opportunities for improvement.

However, the MoEYS is responsible for preparing the children of Cambodia to be good and productive members of our society, contributing to their personal improvement and our shared national development in a rapidly changing and globalizing world. This remains a great challenge and one that can only be overcome through the collective and concerted efforts of the MoEYS, students, parents, community leaders and our many local and international partners.

Moreover, this important goal can only be achieved with the unwavering support of our political leaders of all parties and the continued prioritization of education as a national goal.