

**KINGDOM OF CAMBODIA
NATION RELIGION KING**



**Ministry of Education, Youth and Sport
Achievements in School Year 2015-2016**

Policies Stated in Education Strategic Plan (ESP):

1. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
2. Ensure effective Leadership and Management of education staff at all levels.

1. Achievements by Sub-Sectors

1.1 Sub Sector: Early Childhood Education

There are 7,241 pre-schools, of which 4,014 public, 393 private and 2,834 communities. 426,025 pupils aged 0 to 5 years old receiving education (50.29% female). 5 years old children, compared to population aged 5, receiving education 66.35% (49.38% female).

1.2 Sub Sector: Primary Education

There are 7,561 primary schools, of which 7,144 public (increased 59 schools), 417 private. There are 5,196 child friendly schools of medium and advanced levels (increased 19 schools), representing 72.7%. There are 598 incomplete primary schools (decreased 81 schools), representing 8.3%. There are 2,111,631 students, of which 1,018,326 (48.2% female): 2,022,061 in public schools (48.18% female); and 89,570 private (49.22% female). Net admission rate 95.1% (94% female): 91% public (90.1% female) and 4.1% private (3.9% female). Net enrollment rate 97.7% (98.2% female): 93.5% public (93.9% female) and 4.1% private (3.9% female).

77,654 students, of which 42,710 female (55%), received cash scholarships from Government.

1.3 Sub Sector: Secondary and Technical Education

There are 1,245 lower secondary schools: 1,245 public (decreased 6 schools), and 55 private. 608,955 students, of which 315,016 females (51.73%): 585,971 in public schools (51.18% females); and 22,984 private (49.47% females). Gross enrollment

rate in lower secondary 57.6% (61.5% females): 55.7% public (59.6% female) and 1.9% private (1.9% female).

There are 608 upper secondary schools: 486 public (increased 23 schools), and 122 private. 296,724 students (51.15% female): 279,480 in public schools (51.33% female); and 17,244 private (48.26% female). There are 36 resource schools. Gross enrollment rate in upper secondary 26.5% (28.1% female): 25.1% public (26.7% female) and 1.4% private (1.4% female).

There are 1,148 technical education students, of which 464 female (40.41%), studying on electricity, electronic, agronomy, and veterinary subjects.

There are 1,646 communes/sangkats nationwide, of which 138 communes, representing 8.5%, do not have lower secondary education institutions, and 5 districts out of 197 (2.5%) do not have upper secondary institutions; due to geographical, demographical factors especially island and mountainous areas which people living with large density are not suitable for such secondary school buildings.

The result for Examination at Lower Secondary Education is 93.72% (96.37% female), and Upper Secondary Education is 62.18% (65.46% female).

69,514 lower secondary students, of which 60% female; and 3,600 upper secondary students, of which 60% female; receiving scholarships from Government.

1.4 Sub Sector: Higher Education

There are 121 higher education institutions (HEIs), an increase of 3, of which 48 public and 73 private HEIs located in 20 provinces and Phnom Penh. There are 73 HEIs under Ministry of Education, Youth and Sport (13 public and 60 private). There are 23,746 students (47.94% female) attending Associate degree courses, and 174,142 students (46.05% female) attending Bachelor courses. There are 26,177 scholarship students (45.94% female). There are 18,723 students (21.78% female) attending Master degree courses, and 1,229 PhD students (5.13% female).

1.5 Sub Sector: Non-Formal Education

There are 22,652 learners attending functional literacy programs (69.38% female), of which 20,080 learners (69.64% female) managed by Ministry and 2,572 learners (67.34% female) supported by Development Partners. There are a total of 353 community learning centers with 9,949 learners (64.69% female). 5,161 students (50.96% female) attending equivalency programs at primary level. 12,582 students (45.54% female) attending re-entry program.

1.6 Sub Sector: Youth Development

There are 451 youth councils are formed with 296,362 members (47.7% female). There are 7,931 child councils with 1,471,542 members (49% female). 1,389 students (57.31% female) were trained for short training skills, and 3,100 students (33.25% female) were trained on volunteer activities.

1.7 Sub Sector: Physical Education and Sport

Attended Wrestling Southeast-Asia Champions, Cambodia received medals: 3 gold, 10 silver and 17 bronze. Attended taekwondo ITF for the 1st Southeast-Asia Champions in Phnom Penh winning 31 gold medal, 10 silver, and 11 bronze.

Totally, in 2016, international sport competitions winning 199 medals: 67 gold, 54 silver, and 78 bronze.

2. Achievements of Cross Cutting Sub-Sectors

2.1 Personnel and Teacher Training

The educational personnel consists of a total 116,457 staff (44.54% female). There are 3,082 educational officials working at national level (27.25% female), and 113,375 others working at the sub-national level (45.26% female). 8,783 contract staff and contract teachers for general education and literacy (41.26% Female). 3,488 new teachers were recruited and 27 were selected for lecturers at higher education, of which 4 females.

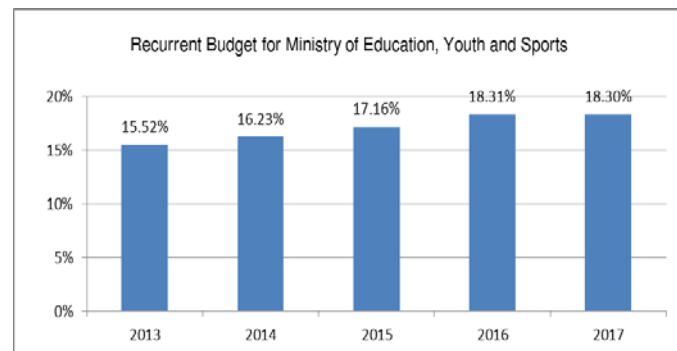
2.2 School Construction

Constructed buildings 60 with 129 classrooms and 2 buildings in RUPP and ITC, and repaired lower secondary school buildings 33 within 14 communes without lower secondary. As of February, 2017 there are 3,932 school buildings with 22,250 rooms built by the precious and kind donation of **Samdech Akkak Moha Sena Padei Techo Hun Sen, Prime Minister of the Kingdom of Cambodia** and **Samdech Kittiprittbandit**.

2.3 Education Planning-Statistics and Budget

Cambodia has achieved Universal Primary Education and significantly reduced gender disparities at Pre-School and General Education, as embedded within the Cambodia's Millennium Development Goals (MDGs) implementation. Cambodia commits to concentrating efforts on education efficiency and quality while implementing Sustainable Development Goals (SDGs) in order to “*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030*” as well

as development of human resource, as aligned with “*Industrial Development Policy 2015-2025*”, which guides Cambodia to realize Cambodia's vision of becoming an Upper Middle Income country by 2030 and a Developed country by 2050.



2.4 Aid provided by Development Partners

No.	10 DPs (USD thousand)	Dish.Own Resource 2016	Plan 2017	Plan 2018
1	Euroupean Union	24 149	28 615	316
2	World Food Program	14 910	N/A	N/A
3	UNICEF	9 065	6 560	3 375
4	Asian Development Bank	4 600	5 200	3 200
5	Sweden	3 975	139	N/A
6	World Bank	3 888	9 171	10 801
7	Japan	3 714	2 834	2 719
8	Republic of Korea	2 649	2 800	N/A
9	New Zealand	2 635	550	852
10	USA	2 233	N/A	N/A
Total for the 10 DPs		71 820	55 871	21 310
Total for all DPs		90 484	58 484	21 624

Source: CDC, ODA Database (As of January 30, 2017)

3. Progress of Core Breakthrough Indicators (CBIs)

CBIs	Status 2015-16	Status 2016-17	Actual 2016-17	Target 2019-20
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning for all.				
1.Percentage of five year old children enrolled in all aspects of ECE	64.1%	66%	66.34%	72%
2.Number of districts with Primary education Repetition rate less than or equal to 10%	171	176	173	193
3.Number of provinces with lower	8	9	11	14

secondary Completion rate at least 40%				
4.Adult Literacy rate (Age 15-Above)	78.1% (2014)	79.8%	78.1%* (2015)	85%
5.National learning assessment of students at Grade 3 in Khmer and Math subjects.				
Reading	42.7		35.2 (2014-15)	5 points Increase
Math	43.4		41.0 (2014-15)	5 Points Increase
6.Number of higher education institutions evaluated	10	30	38	90
7.Percentage of Primary Teacher with Upper Secondary education certificate +2	57%	58%	69,62%	61%
8.Percentage of Teacher Educators (P/RTTC and NIE) with Master degree	10%	15%	20,2%	24%
Policy 2: Ensure effective leadership and management of education staff all levels				
9.Number of School Principas trained on School Based Management (Primary and Secondary)	N/A	500	948	500
10.Percentage of Liquidation rate	94.3% (2015)	95%	94%**	95%

Source: *Social-Economic Survey 2015, ** Temporary figure

4. Progress of reform implementation

The Ministry has set out 15 reform priorities, as based on five pillars: 1). Implementing teacher policy action plan, 2).Reviewing curriculum and textbook, and improving school environment, 3).Implementating inspection 4).Strengthening learning assessment, and 5).Reforming higher education.

Reform Pillars	Key Progress in 2016
1. Implementing teacher policy action plan	<ul style="list-style-type: none"> - Training 700 basic education teachers to become BA teachers - Developing Phnom Penh and Battambang Regional Teacher Training Centers to become Teacher Education Colleges (12+4) - Adopted Teacher Training Institutions and School Principal Standards, - Developing Teacher Standard and Teachers Career Pathway.
2. Reviewing curriculum and textbook, and improve school environment	<ul style="list-style-type: none"> - Adopted and disseminated general and technical education curriculum framework - Implementing New Generation School within Preah Sisovath High School - Adopted and disseminated minimum conditions on clean water and sanitation within schools

	<ul style="list-style-type: none"> - Adopted for implementation of clean school competition - Constructed buildings for community pre-schools, resource pre-schools, primary, dormitory for teachers, and District Education Offices - Repaired and renovated upper 47 secondary examination centers.
3.Implementing inspection	<ul style="list-style-type: none"> - Adopted concept on education quality assurance for pre-school and general education - Developed inspection tools, guide books for inspections and reporting format - Trained 31 inspectors (3 women) - Training 73 inspectors (9 women).
4.Strengthening learning assessment	<ul style="list-style-type: none"> - Trained 395 technical staff (77 women) on assessment test for national, regional, and international levels - Tested speed reading at grade 1-3 of primary school level - Conducted regional assessment for primary and prepared international assessment test for development.
5. Reforming higher education	<ul style="list-style-type: none"> - Improving procedure and process of accreditation for higher education institutions (HEIs) and piloted assessment on 38 HEIs - Drafting standard of accreditation for doctoral degree - Strengthening and expending studies in STEM subjects at RUPP and ITC - Preparing Cambodia's Research and Ph.D education committee and Establishment of Ph.D programs.