

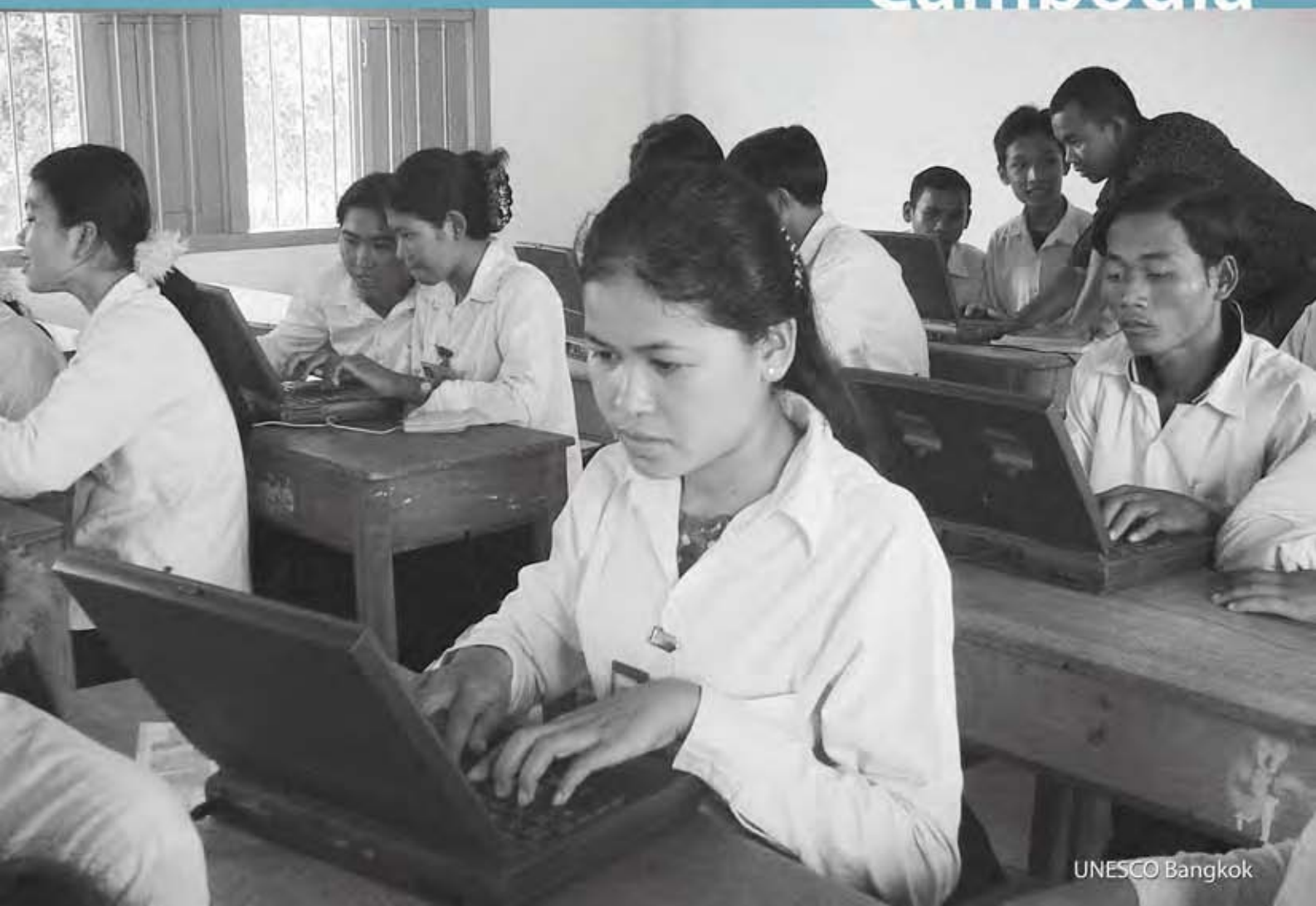


United Nations
Educational, Scientific and
Cultural Organization



Secondary Education Regional Information Base: Country Profile

Cambodia





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Educational, Scientific and
Cultural Organization



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Table of Contents

List of Tables and Figures

Acknowledgement

Reader's Guide

Abbreviations

1. Secondary Education at a Glance	1
1.1 Education System.	1
1.2 Size of Schooling Sector.	1
1.3 Access and Participation	2
1.4 Geographical Distribution of Access	3
1.5 Student Progression	3
1.6 PTR and Average Class Size	3
2. Institutional Context of Secondary Education	4
2.1 Education System.	4
2.2 Legislative Framework and Key Policy Documents	4
2.3 Administrative Structure	5
2.4 Financing.	7
3. General Secondary Education	8
3.1 Types of Schools	8
3.2 Admission Requirements	8
3.3 Student Assessment and Promotion.	9
3.4 Tuition	10
3.5 Curriculum	10
4. Private Education	12
5. Secondary-Level Technical and Vocational Education	13
6. Teachers in General Secondary Education	14
6.1 Teacher Management.	14
6.2 Qualifications and Pre-service Training.	14
6.3 In-service Training	14
7. Recent Reforms	15
8. Involvement of Development Agencies	16
9. Relevant Documents and Additional Resources	17
Reference	18
Background Statistics: Development Indicators	21

List of Tables and Figures

Table 1.	School-aged Population, 2006	1
Table 2.	Enrolment, 2006.	1
Table 3.	Number of Teaching Staff (full and part-time), 2006	1
Table 4.	GER in Secondary Education, 2006	2
Table 5.	NER in Secondary Education, 2006	2
Table 6.	Progression Indicators, 2006	3
Table 7.	Pupil-teacher Ratio, 2006	3
Table 8.	Average Class Size, 2007	3
Table 9.	Public Expenditure on Education, 2004.	7
Table 10.	Public Expenditure on Education as % of National Budget, 2000-2007	7
Table 11.	Types of Secondary Schools and Administrative Authority, 2005/06	8
Table 12.	Enrolment by Grade and Level, 2005/06	8
Table 13.	Percent of Repeaters by Grade and Sex, 2006	9
Table 14.	Percent of Repeaters by Grade and Geographical Areas, 2005/06	9
Table 15.	Progression of Graduates (Upper Secondary), 2005/06	9
Table 16.	Statutory School-opening Days and Teaching Weeks per Year, and Teaching Hours per Week	11
Table 17.	Percent of Private Enrolment, 2003-2005	12
Table 18.	Percent of Enrolment in TVE Programmes, 2000-2006	13
Table 19.	Number of Teachers and Key Indicators, 2006.	14
Table 20.	Minimum and Maximum Salary for Teachers	14
Figure 1.	Education Structure: Approximate Starting Age and Duration.	1
Figure 2.	Change in Number of Enrolment, 1980-2005	2
Figure 3.	Change in Number of Teaching Staff, 1980-2005	2
Figure 4.	Change in GER by Level, 1970-2005	2
Figure 5.	GER by Province, 2005/06	3
Figure 6.	GER by Geographical Areas and Sex, 2005/06.	3
Figure 7.	MOEYS's Organizational Chart	6
Figure 8.	Resource Allocation by Level as % of Total Education Expenditure, 2001	7
Figure 9.	Completion Rate for Grade 9 and 12 by Province, 2004/05	10

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This publication is part of a series of Secondary Education Regional Information Base Country Profiles developed by the Education Policy and Reform (EPR) Unit in collaboration with the Assessment, Information Systems, Monitoring and Statistics (AIMS) Unit and other relevant UNESCO Field Offices. Technical assistance was provided in particular by UNESCO Phnom Penh.

The project receives a generous financial contribution from the Japanese Government.

Reader's Guide

The following symbols are used in the statistical tables:

...	No data available
na	Not applicable
*	National estimation
**	UIS estimation
-	Magnitude nil or negligible
+n	Data refers to the school or financial year (or period) after the reference year (or period)
-n	Data refers to the school or financial year (or period) before the reference year (or period)

General Notes:

The Secondary Education Information Base: Country Profile uses statistics from the UNESCO Institute for Statistics (UIS) and national sources. Although, in principle, UIS statistics are used as the primary data source to facilitate comparison with other countries, nationally available statistics are used extensively where specific data is not available from UIS.

All data indicated as UIS data was retrieved from the UIS Data Centre (<http://www.uis.unesco.org>) on June 3, 2008. Please consult the database directly for the most recent data.

Statistics from national sources were collected through questionnaires, and the original sources are indicated under each table/figure.

All tables and figures have been compiled by UNESCO Bangkok.

Definitions:

A comprehensive list of education indicators, including their definition, purpose, calculation method, and formulas used in their calculation, is available from the UIS Glossary of [Education Indicators](#).

Levels of education in UIS statistics are defined according to the International Standard Classification of Education ([ISCED97](#)).

The year cited in tables and figures refers to the year in which the academic or financial year ends. Therefore, wherever the given year is spread across two calendar years, the year is cited according to the later year (e.g. academic year 2003/04 is presented as 2004). As for the statistics retrieved from national sources, the reference year is reserved as presented in the original source.

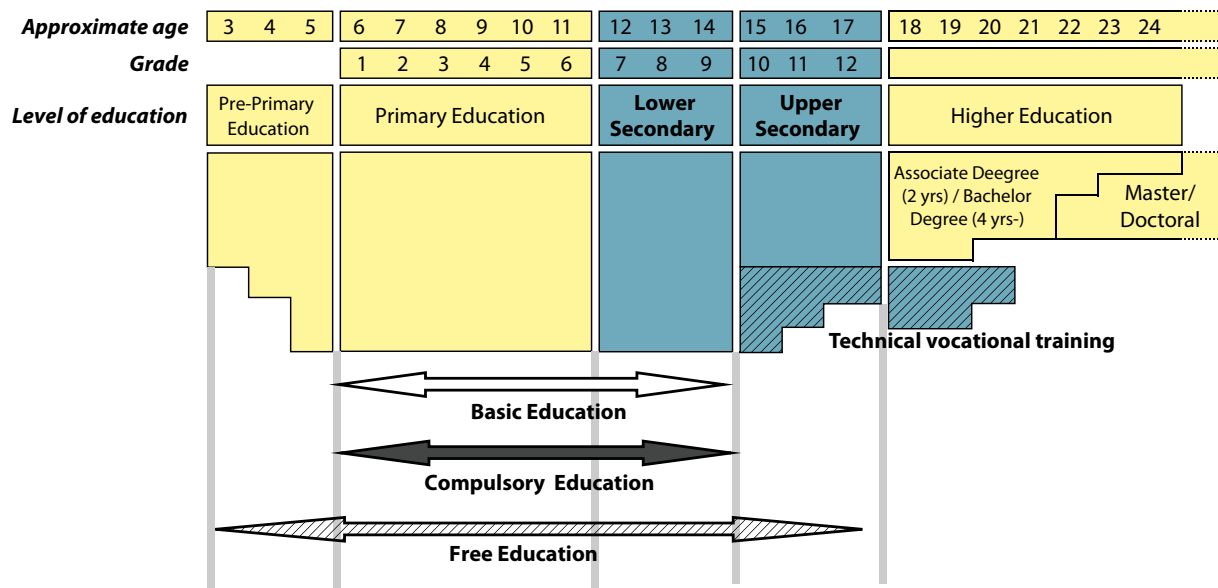
Abbreviations

ACC	Accreditation Committee of Cambodia
ADB	Asian Development Bank
BTC	Belgian Technical Cooperation
CIA	Central Intelligence Agency
EFA	Education for All
EMIS	Education Management and Information System
ESP	Education Strategic Plan
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
GSED	General Secondary Education Department
IBE	International Bureau of Education
IIEP	International Institute for Educational Planning
JICA	Japan International Cooperation Agency
KHR	Cambodian Riel
MOEYS	Ministry of Education, Youth and Sport
MOLVT	Ministry of Labour and Vocational Training
NGO	Non-governmental Organization
PAP	Priority Action Program
PPP	Purchasing Power Parity
RTI	Research Triangle Institute
SIDA	Swedish International Development Cooperation Agency
TA	Technical Assistance
TPR	Teacher-pupil Ratio
TVE	Technical and Vocational Education
UIS	UNESCO Institute for Statistics
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USAID	United States Agency for International Development
USD	United States Dollar (currency)
WB	World Bank

1. Secondary Education at a Glance

1.1 Education System

Figure 1. Education Structure: Approximate Starting Age and Duration



1.2 Size of Schooling Sector

Table 1. School-aged Population, 2006

	School-aged population	Ave. Annual Growth Rate, 2001-2006
Primary	2,113,463	-0.88%
Secondary	2,162,048	1.19%
Lower secondary	1,124,012	1.98%
Upper secondary	1,038,036	0.38%

Source: UNESCO Institute for Statistics. 2008.

Table 2. Enrolment, 2006

	Enrolment	Ave. Annual Growth Rate, 2001-2006
Primary	2,582,250	1.21%
Secondary	824,883	14.63%
Lower secondary	608,678	15.26%
Upper secondary	216,205	12.97%

Source: UNESCO Institute for Statistics. 2008.

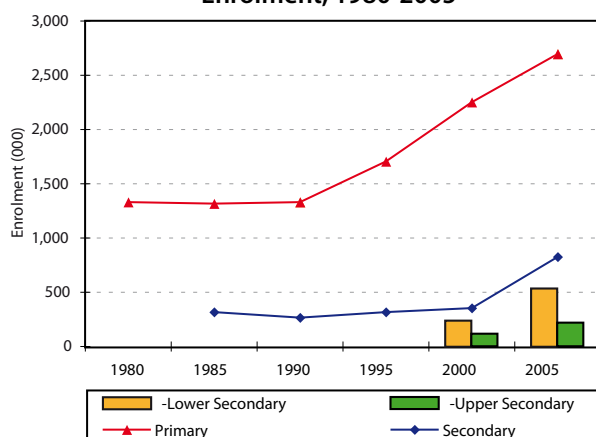
Table 3. Number of Teaching Staff (full and part-time), 2006

	Number of teaching staff	Ave. Annual Growth Rate 2001-2006
Primary	51,212	2.18%
Secondary	29,237	7.31%
Lower secondary	20,538	5.56%
Upper secondary	8,699	12.16%

Source: UNESCO Institute for Statistics. 2008.

Note: Average annual growth rate was calculated by UNESCO Bangkok on the basis of UIS statistics.

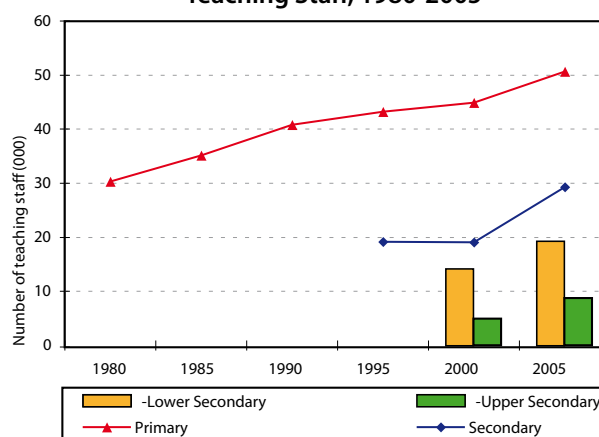
Figure 2. Change in Number of Enrolment, 1980-2005



Source: UNESCO Institute for Statistics. 2008.

Note: Secondary and upper secondary data from year 2006.

Figure 3. Change in Number of Teaching Staff, 1980-2005

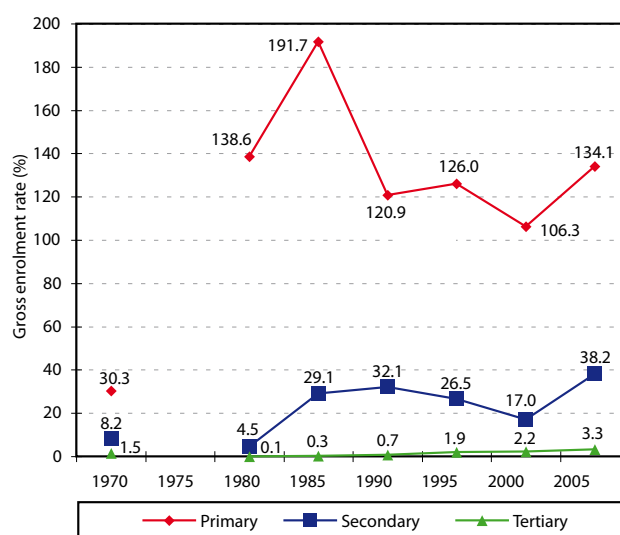


Source: UNESCO Institute for Statistics. 2008.

Note: Secondary and upper secondary data from year 2006.

1.3 Access and Participation

Figure 4. Change in GER by Level, 1970-2005



Source: UNESCO Institute for Statistics. 2008.

Note: Secondary data from year 2006.

Table 4. GER in Secondary Education, 2006

	Total	Male	Female	GPI
Secondary	38.2%	42.6%	33.6%	0.69
Lower secondary	54.2%	58.7%	49.5%	0.84
Upper secondary	20.8%	25.2%	16.4%	0.65

Source: UNESCO Institute for Statistics. 2008.

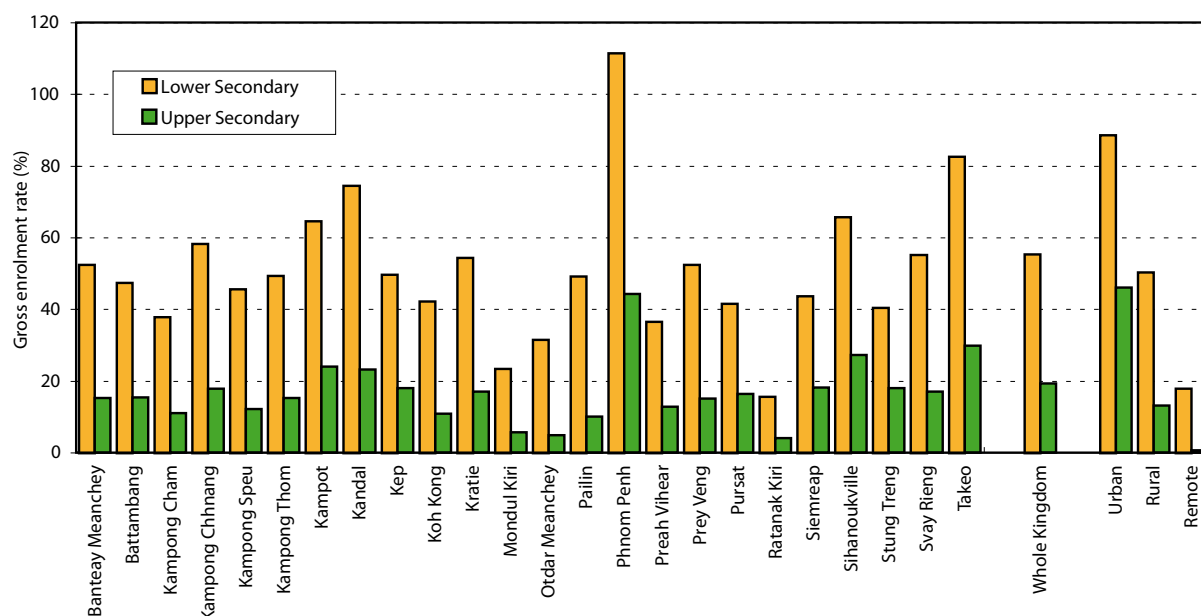
Table 5. NER in Secondary Education, 2006

	Total	Male	Female	GPI
Secondary	30.8%**	33.2%**	28.3%**	0.85**

Source: UNESCO Institute for Statistics. 2008.

1.4 Geographical Distribution of Access

Figure 5. GER by Province, 2005/06



Source: EMIS, 2006

Figure 6. GER by Geographical Areas and Sex, 2005/06

	Lower secondary		Upper secondary	
	Total	Female	Total	Female
Urban area	88.5%	81.3%	46.0%	40.9%
Rural area	50.2%	45.2%	13.1%	6.9%
Remote area	17.8%	16.0%	0.7%	0.5%

Source: EMIS, 2006

Note: EMIS defines urban as the area where large towns and cities are located, remote as the area where communication with and transportation to the schools are difficult, and rural as the area categorized as neither.

1.5 Student Progression

Table 6. Progression Indicators, 2006

Gross Primary Graduation Ratio ⁽¹⁾	75.9%
Transition rate from Primary to Secondary (General) ⁽¹⁾	81.2%
Gross Enrolment Ratio in Total Secondary ⁽¹⁾	38.2%
Percentage of Repeaters in Total Secondary ⁽¹⁾	2.6%
Upper Secondary Gross Graduation Ratio ⁽²⁾	77.6%

Source: ⁽¹⁾ UNESCO Institute for Statistics. 2008. ⁽²⁾ MOEYS.

1.6 PTR and Average Class Size

Table 7. Pupil-teacher Ratio, 2006

Lower secondary	29.6
Upper secondary	24.9

Source: UNESCO Institute for Statistics. 2008.

Table 8. Average Class Size, 2007

Lower secondary	49.9
Upper secondary	51.3

Source: EMIS, 2007

2. Institutional Context of Secondary Education

2.1 Education System

The education system in Cambodia is divided into four levels: pre-school education, primary education, secondary education (lower and upper), and higher education. Pre-school education and early childhood programmes cater to children, generally, from the age of three to five years old. They are provided on an ad-hoc basis where space and staff are available. Six years of primary education and three years of lower secondary education make up the country's basic education provision. After the completion of lower secondary education, students have the option of continuing to upper secondary education or of entering secondary-level vocational training programmes offered by the Ministry of Labor and Vocational Training (MOLVT). After completing upper secondary education, students can either enter vocational training (which lasts for one to three years depending on the programmes) or universities (which offer two-year associate degree programmes, four-year bachelor's degree programmes, and seven-year medical programmes). The Non-formal Education Department of the MOEYS plays an important role in providing literacy and life skill programmes, as well as short-term vocational training to school dropouts and adults. The department provides such programmes all over the country in cooperation with both local and international organizations.

Although there are no official documents defining compulsory education in Cambodia, the Constitution stipulates that the State has the duty to provide primary and secondary education to all citizens. This stipulation has been referred to in a number of policy documents with some modifications, most remarkably the inclusion of the word "free".

(See *Figure 1 Education Structure: Approximate Starting Age and Duration* on page 1.)

2.2 Legislative Framework and Key Policy Documents

The Constitution of the Kingdom of Cambodia (1993)

The Constitution of the Kingdom of Cambodia, adopted in 1993, includes a number of articles regarding education. Article 68 of the Constitution reads "the State shall provide Primary and Secondary Education to all citizens in public school", recognizing the rights of citizens to opportunity of education and education of quality through a provision of standardized system. Furthermore, the implementing agencies have rights to adjust contents, pedagogy and foreign languages to maximize the quality of the education delivered. Article 68 also mandates the State to control public and private schools at all levels.

Policy of the Ministry of Education, Youth and Sport (1996)

The policy of the Ministry of Education, Youth and Sport (MOEYS) focuses on four broad policies from which several other sub-policies or strategies have been developed in order to achieve these broad policies. These key policies were first published in 1996 and have been republished every year in the Chart of Education Indicators, an annual publication by the Department of Planning, MOEYS, which presents a summary of education statistics and indicators. While the format and content of the chart are modified every year, the section on MOEYS's policy has remained unchanged since 1996: (1) to universalize nine years of basic education and develop opportunities for functional literacy; (2) to modernize and improve the quality of education through effective reform; (3) to link education/training with the labour market and society; and (4) to rehabilitate and develop the youth and sport sub-sector.

Education for All: National Plan 2003-2015 (2003)

The National Plan of Education for All spells out comprehensive technical and financial plans focusing on (a) gender responsive strategies, (b) early childhood care and development, (c) formal basic education, and (4) non-formal education and adult literacy. The plan focuses on both quantity expansion and quality/relevance of the programmes.

Specific to lower secondary education, which is considered the last stage of Cambodia's basic education programme, the plan focuses on coverage, quality and efficiency. Some of the strategies include scholarship schemes for the rural poor to increase the transitional rate from primary to lower secondary; capacity-building

of both teaching and non-teaching staff through pre-service and in-service training, and monitoring of learning outcomes.

Education Strategic Plan 2006-2010 (2005)

The Education Strategic Plan (ESP) was developed as part of the National Development Policies and Priority. A number of key messages are spelled out in the plan, including (1) the MOEYS vision to establish and develop Cambodia's human resources (emphasizing high quality and ethics) in order to develop a knowledge-based society within the country; and (2) the mission of MOEYS to lead, manage, and develop the education, youth and sport sector, responding to the socio-economic and cultural decentralization.

This working document focuses on three areas, namely, equitable access to education services; quality and efficiency of education services; and institutional development that accentuates capacity-building for decentralization.

Specific to lower secondary education, the ESP identifies the following objectives: (1) reduce access barriers for students, (2) improve quality and efficiency (3) increase Grade 7-9 survival rates and Grade 10 transition rates through scholarship programmes, strengthened teaching/learning capacity and an examination system, and (4) introduce minimum standards for student performance. As for upper secondary education, similar policies are applied to ensure that an increased number of students (especially those from rural poor areas) have access to upper secondary education and beyond.

The ESP also sets detailed quantified targets for selected indicators. In terms of access, it aims to achieve by 2009/10 the GER of 50% for lower secondary education nationwide (60% for urban areas, 50% for rural areas, and 40% for remote areas) and a completion rate of 75%. As for upper secondary, it sets 28% GER by the same period as a target. The transition rate from primary to lower secondary education should reach 97%, and from lower secondary to upper secondary achieve 98%.

2.3 Administrative Structure

As in many other countries throughout the region, the education system in Cambodia is organized hierarchically.

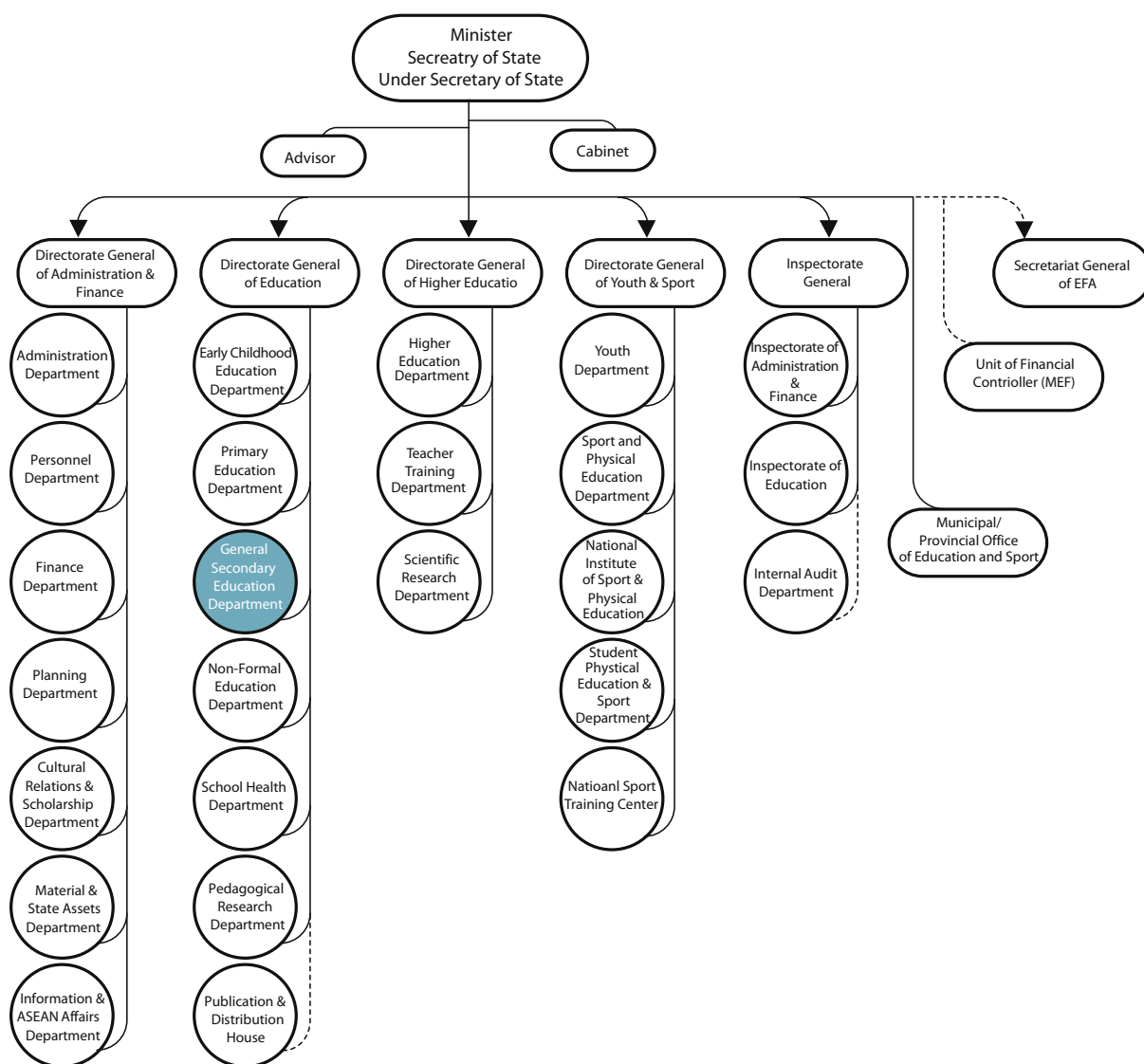
Ministry of Education, Youth and Sport (MOEYS): is at the highest level of government in terms of governing, delivering, monitoring and deciding educational services/issues. In terms of secondary education, the General Secondary Education Department (GSED) of MOEYS fulfills its role through its specialized departments, provincial departments of education, district offices of education, and research and training centers. The GSED also has several technical offices to oversee the smooth flow and function of secondary education.

Provincial Departments of Education: act as the MOEYS secretariat and are responsible for the following tasks: (1) to support the Ministry in implementing education policies, (2) to provide reports of all implemented activities, (3) to prepare and submit plans for further development of secondary education, such as school renovation/construction, (4) to provide statistics and indicators of schools, staff and students, (5) to manage educational staff issues and deployment within the province and (6) to provide technical support in teaching, preparing materials and effecting inspections. The General Secondary Office of the Department plays a role in bridging secondary education schools and the General Secondary Education Department at the ministry level.

District Offices of Education: are technical implementing bodies. Their main role is to make sure that education policy and strategy intervention are implemented at the school level. Staff members at the district levels coordinate the flow and delivery of education from national and provincial levels to the school level. As concerns secondary education, the District Office of Education is responsible mainly for administrative issues and the coordination of work.

Schools also play very important roles, especially in making school development plans and school annual plans. These roles reflect the country's decentralization reform in education.

Figure 7. MOEYS's Organizational Chart



The following governmental offices/departments are responsible for different functions of secondary education management:

Functions	Responsible body
General secondary education	Office of Secondary Education, GSED, MOEYS
TVE at the secondary level	Office of Technical and Vocational Training, Ministry of Labor and Vocational Training
Private education	Office of Secondary Education, GSED, MOEYS
Personnel management and development	Personnel Department, MOEYS; General Secondary Education Department, MOEYS
Teacher development and training	Department of Teacher Training, MOEYS
Curriculum development and research	Pedagogical Research Department, MOEYS
Learning assessment	General Secondary Education Department, MOEYS
Examination	Office of Examination, GSED, MOEYS
Material/textbook distribution	Material and State Assets Department, MOEYS
Planning and financing	Office of Planning, GSED, MOEYS
Budgeting	Office of Finance, GSED, MOEYS
EMIS	Department of Planning Office of Planning of the Department of Secondary Education

2.4 Financing

The national education budget derives from several different sources, including central government funding; non-governmental (private) funding and investment; foreign loans, technical assistance and grants; and local revenues generated by each school and community. While the budget from the central government is mainly used for wage-related recurrent expenses, other operational budget support called Programme-based Budgeting is used to provide financial support to secondary school students. The fund for the programme is mostly financed by external donors, although a small portion is covered by governmental and community contributions.

Fiscal year is January 1 – December 31.

School year is October 1 – July 31.

Table 9. Public Expenditure on Education, 2004

As % of GDP	1.74%
As % of total govt. expenditure	...
Per pupil as % of GDP per capita	
Primary education	6.88% ⁻³
Secondary education	6.37% ⁻³
Tertiary education	43.79% ⁻³

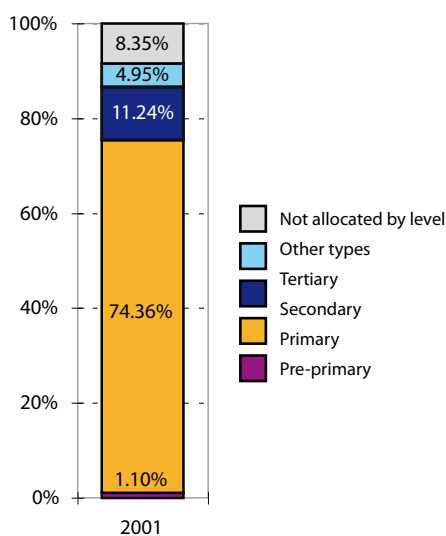
Source: UNESCO Institute for Statistics. 2008.

Table 10. Public Expenditure on Education as % of National Budget, 2000-2007

2000	2001	2002	2003	2004	2005	2006	2007
13.9%	17.6%	18.2%	18.3%	19.8%	18.5%	18.3%	19.2%

Source: MOEYS. 2001, 2002, 2003, 2004, 2005, 2006 and 2007.

Figure 8. Resource Allocation by Level as % of Total Education Expenditure, 2001



Source: UNESCO Institute for Statistics. 2008.

3. General Secondary Education

3.1 Types of Schools

In Cambodia, there are general lower and upper secondary schools under the authority of the Ministry of Education, Youth and Sports, and Buddhist lower and upper secondary schools under the authority of the Ministry of Cult and Religious Affairs. As for general secondary education, the provincial offices of education take charge of upper secondary schools, while the district offices of education oversee the lower secondary schools. In terms of types of institutions within general secondary schools, two broad types exist: colleges and lycées. While the majority of colleges cater only to lower secondary education separately and independently from upper secondary education, and lycées cater to upper secondary education, the distinction between the two types by levels or grades offered cannot be clearly made. Some colleges offer lower and upper secondary education together under the same institutional setting and share both physical and human resources.

Table 11. Types of Secondary Schools and Administrative Authority, 2005/06

	Grade								Administrative authority	Number of Institutions
	6	7	8	9	10	11	12	13		
Lower secondary schools									DOE	670
Buddhist lower secondary schools									MOCRA	26
Upper secondary schools									POE	911
Buddhist upper secondary schools									MOCRA	10

Source: EMIS, 2006.

Note: MOCRA = Ministry of Cult and Religious Affairs; POE = Provincial Office of Education; DOE = District Office of Education

Table 12. Enrolment by Grade and Level, 2005/06

	Institutions other than the Buddhist schools	Buddhist schools
Grade 7	268,087	1,493
Grade 8	186,223	1,279
Grade 9	134,023	1,054
Lower secondary level total	588,333	3,822
Grade 10	89,383	761
Grade 11	57,536	628
Grade 12	58,006	474
Upper secondary level total	204,925	1,423

Source: EMIS, 2006.

3.2 Admission Requirements

Decisions regarding admission to lower secondary education are made by the provincial and district offices of education, based on an assessment of a student's performance in the last grade of primary schooling (Grade 6). Performances are assessed through monthly tests and two semester examinations, and students are required to score a minimum of 50% in order to be admitted into lower secondary schools.

As for admission to upper secondary education, students are required to take the national entrance examination. The contents of the examination papers and the schedule are decided at the ministry level, and the provincial office makes the necessary arrangements, including the mobilization of invigilators, preparation of examination rooms, administration, and marking of the examination. The offices also make pass/fail decisions based on MOEYS criteria.

3.3 Student Assessment and Promotion

Annual Promotion

Student promotion from a lower to higher grade in secondary education, except for Grade 9 and 12, is based on the results of a series of assessments conducted throughout a year. Teachers conduct quizzes, oral tests, monthly tests, and semester exams, and students must gain at least 50% out of the maximum performance of 100%. Attendance is also used as promotion criteria. Students must not be absent for more than 20 days without reported leaves or 60 days with reported leaves. The provincial offices of education make final decisions regarding a student's promotion.

Table 13. Percent of Repeaters by Grade and Sex, 2006

	Lower Secondary			Upper Secondary		
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Both sexes	1.76%	1.58%	5.06%	1.08%	0.84%	8.83%
-male	2.32%	1.97%	6.29%	1.38%	1.04%	10.52%
-female	1.13%	1.11%	3.35%	0.63%	-	6.08%

Source: UNESCO Institute for Statistics. 2008.

Table 14. Percent of Repeaters by Grade and Geographical Areas, 2005/06

	Lower Secondary			Upper Secondary		
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Urban area	3.63%	2.54%	5.93%	1.42%	1.13%	5.08%
Rural area	1.24%	1.27%	4.71%	0.80%	0.65%	12.03%
Remote area	0.56%	1.54%	3.18%	3.40%	1.15%	na
Total	1.77%	1.59%	5.09%	1.08%	0.88%	8.37%

Source: EMIS, 2006.

Graduation

Procedure to graduate from lower secondary education is the same as that to enter the first grade of upper secondary education. When students pass the lower secondary school leaving examination, they are automatically granted a certificate that allows them to enter into upper secondary school (Grade 10). Those who do not wish to continue to upper secondary education can also use the certificate to enter vocational training, which requires the successful completion of lower secondary schooling.

In order to graduate from upper secondary schools, students are assessed based on the scores earned at Grade 12, the final grade of upper secondary education, and the score of the national examination. Generally, the score for Grade 12 is marked on a 0-100 point scale, whereas the national examination ranges from 0-575. Students need to score a minimum of 337 points (50% of the total) in order to be considered eligible for graduation.

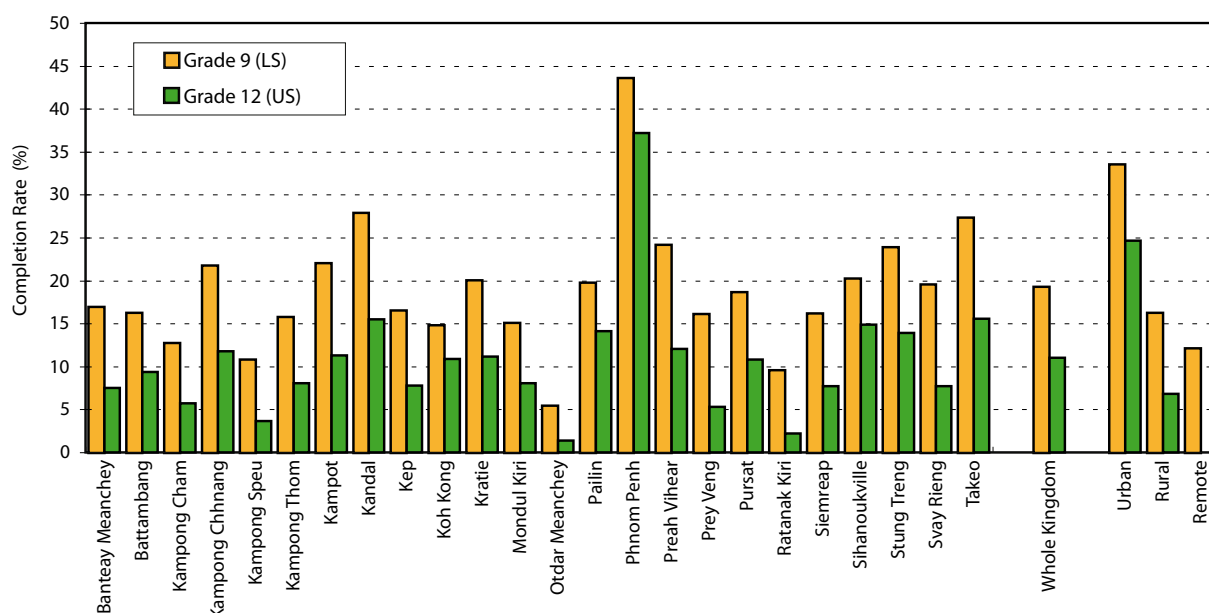
The two school leaving examinations at the end of Grade 9 and 12 are administered by the Office of Examination, GSED. However, all decisions regarding the preparation of the examination are made at the departmental level.

Table 15. Progression of Graduates (Upper Secondary), 2005/06

Higher education institutions	85%
-Public institutions	9%
-Private institutions	76%

Source: EMIS, 2006.

Figure 9. Completion Rate for Grade 9 and 12 by Province, 2004/05



Source: EMIS, 2005.

3.4 Tuition

Although free schooling is not stated in the law, both lower and upper secondary education are provided free of charge throughout the country. In order to ensure that disadvantaged groups have access to education, start-up fees (which used to be charged for each student) were cancelled when the Priority Action Programme (PAP) was introduced.

Support Programmes

The Priority Action Programme was introduced in 2000 as a pilot project in the primary schools of 10 provinces. In 2001, PAP expanded its coverage to all provinces/towns and all levels of education in order to lessen the financial burden on families and to ensure access to secondary schooling. Upon introducing the programme, the government cancelled start-up fees, which used to be “the norm” for secondary level institutions. The PAP fund also provides operational funds to schools and scholarships to poor students, especially those from rural areas. The PAP was shifted to PB (programme-based budget) from 2007/08 academic year.

In addition, there are a number of international development agencies that provide scholarships, especially to lower secondary schools. The Japan Fund for Poverty Reduction, in conjunction with the Asian Development Bank (ADB), provides scholarships to lower secondary students, especially to girls. Belgium Technical Cooperation also provides scholarships that give preference to girls.

Local NGOs operating in certain provinces offer scholarship support, as well.

3.5 Curriculum

The current curriculum for both lower and upper secondary education was developed and approved by the MOEYS in 1997. Textbooks are prepared and published at the central level, and distributed to schools all over the country free of charge. In order to increase the curriculum’s relevance, a life skills subject has been designed, covering a broad range of skills. The local district office of education and relevant school(s) can work together to choose which topics to cover and to teach within the subject, depending on the needs of the school in each area.

The objectives of the lower secondary curriculum are to provide all students with a breadth of knowledge and skills: Khmer language, mathematics, sciences, social studies, life skills, learning skills, and vocational education. The curriculum also addresses personal development necessary to enable students to contribute as productive members of Cambodian society and be able to either study further in upper grades or participate in vocational and technical training.

The upper secondary curriculum aims to provide students with: more advanced knowledge of Khmer literature and mathematics; a deeper knowledge of national identity and more complex understanding of morality and civic responsibility; everyday life skills that enable participation in community life and society; a broader understanding of the natural world and scientific principles; and high communicative competence in foreign languages.

Table 16. Statutory School-opening Days and Teaching Weeks per Year, and Teaching Hours per Week

	School opening days per year	Teaching weeks per year	Teaching hours per week
Lower secondary	231 days	38 weeks	16 hours
Upper secondary	231 days	38 weeks	16 hours

More comprehensive and detailed description of the curriculum is available from IBE's World Data on Education database at: <http://www.ibe.unesco.org/countries/WDE/WorldDataE.htm>

4. Private Education

Although private schools have been expanded progressively in recent years in Cambodia, the majority of them only offer education at the primary level, and private provision of education at the secondary level is still very limited.

In order to maintain equivalency with public schools in terms of issuance of certificates, MOEYS regulations require private schools to conform to certain requirements, including nationally standardized curriculums, teacher recruitment, assessment and examination. However, the use of nationally developed textbooks can vary from school to school, and teachers are paid independently from the salary scale set forth by the government. Although the Education Law (in draft as of June 2007) stipulates that it is the State's duty to support the involvement of both public and private institutions in the provision of education, private schools do not receive any governmental subsidies or in-kind contributions at present.

Table 17. Percent of Private Enrolment, 2003-2005

	2003		2004		2005	
	General	TVE	General	TVE	General	TVE
Lower secondary	0.36	-	0.41	-	0.31	-
Upper secondary	0.22	-	0.28	-	0.43	...

Source: UNESCO Institute for Statistics.

5. Secondary-Level Technical and Vocational Education

Technical and vocational education and training (TVET) programmes, which used to be under the authority of MOEYS, were transferred to the Ministry of Labour and Vocational Training (MOLVT) when the Ministry was established in 2004. Strategies for TVET were developed in 1999, which encouraged private sector participation in providing a large range of programmes and activities.

Programmes are offered at different levels (see Levels of TVE below) in a wide variety of areas, including Vehicle Repairing, General Mechanics, Computer Technology, Agricultural Mechanics, Electricity, Electronics, Repairing of Cooling Mechanics, and Civil Engineering.

For the 2005/06 academic year, a total of 42,212 students (of which 15,826 or 37.5% were female) was enrolled in TVET under 40 public and 170 private technical and vocational training institutions (MOLVT. 2006).

Table 18. Percent of Enrolment in TVE Programmes, 2000-2006

	2000	2001	2002	2003	2004	2005	2006
Secondary education	2.3%	2.0%	1.9%	2.6%	2.4%**	...	3.2%
- Lower secondary	-	-	-	-	-	-	2.8%
- Upper secondary	6.9%	6.9%	7.2%	10.2%	9.1%**	...	4.2%

Source: UNESCO Institute for Statistics. 2008.

Levels of TVE

While private sector businesses provide vocational training ranging from a few months to three years, the public programmes offer training programmes at three distinctive levels for the upper secondary level: Level 1 (one year), Level 2 (two years), and Level 3 (three years). In order to be admitted to these programmes, students must hold a lower secondary certificate, which is granted if a student successfully passes the lower secondary education examination at Grade 9. Level 3 TVE programmes are considered equivalent to upper secondary education, and students are granted a certificate equivalent to baccalaureate (Grade 12) issued by the MOEYS. With this certificate, students can enter TVE schools for undergraduate degrees: of two years duration for an associate degrees or four years for a Bachelor of Technology degree. They can also go to related universities with approval from the Accreditation Committee of Cambodia (ACC).

6. Teachers in General Secondary Education

Table 19. Number of Teachers and Key Indicators, 2006

	Number of teachers	Percent of female teachers	Percent of trained teachers	Teacher-pupil ratio
Secondary education	25,695	32.0%	95.2%	28.2%
- Lower secondary	18,689	32.7%	97.1%	29.6%
- Upper secondary	7,006	30.6%	90.6%	24.9%

Source: UNESCO Institute for Statistics. 2008.

Table 20. Minimum and Maximum Salary for Teachers

	Minimum salary		Maximum salary	
	Amount per month	% to GDP pc	Amount per month	% to GDP pc
Lower secondary	KHR 111,200	72.72%	KHR 196,300	128.4%
Upper secondary	KHR 162,900	106.56%	KHR 287,700	188.28%

Source: Royal Government of Cambodia; National Institute of Statistics, 2006

Note: Minimum and maximum salary in the table refers to the amount at the lowest and highest ends of the official salary scale. Additional subsidies are often provided by the Government in addition to the basic salary above.

% to GDP per capita was calculated by Chhinh, S. on the basis of economic data presented in the Statistical Year Book 2006 (National Institute of Statistics. 2006).

6.1 Teacher Management

Three departments are responsible for the management of teachers. The Department of Teacher Training under the Directorate General of Higher Education is responsible for recruitment and training. Once student teachers successfully complete the training, they become government employees and are posted to schools/ institutions that need them. The Department of Teacher Training also provides in-service training for teachers. Once they are in service at school, the Department of General Secondary Education (DGSE) is responsible for the utilization of teachers. Some other aspects of management such as promotion and transfer are the responsibility of the Department of Personnel, under the Directorate General of Administration and Finance.

6.2 Qualifications and Pre-service Training

To be eligible to become a lower secondary school teacher, one must hold a certificate of general secondary education and undertake a two-year pre-service training at one of the six regional teacher training centres, which are located in Phnom Penh, Battambang, Prey Veng, Takeo, Kampong Cham, and Kandala provinces. Upon successful completion, graduates are awarded a certificate of pedagogical training, qualifying them to be lower secondary school teachers. As part of pre-service training, fourteen weeks of practical training in total (six weeks in the first year and eight weeks in the second year) is conducted.

As for upper secondary school teachers, a bachelor's degree followed by a one-year pre-service training at the National Institute of Education (formerly, the Faculty of Pedagogy) is an eligibility prerequisite. The National Institute of Education is the only institution that qualifies university graduates to be upper secondary school teachers. Upon successful completion, graduates are awarded with a certificate of pedagogical training. They then become government employees and are posted to schools all over the country. Four weeks of practical training are required of all students as part of pre-service training.

Certificates are issued by the MOEYS and, once obtained, they are valid for life.

6.3 In-service Training

The same regional teacher training centres described above also provide in-service training for lower secondary teachers. Similarly, the National Institute of Education provides in-service training for upper secondary school teachers. Although regular participation in the training is not required of in-service teachers, participation is taken into consideration for teachers' career development such as promotion and salary upgrading.

7. Recent Reforms

Budget Management, 2006-2010

The current Government's financial system will be consolidated and extended as part of the Education Strategic Plan 2006-2010, with particular emphasis on further improvements in financial management, accounting and audit procedures. The MOEYS will ensure transparency and accountability of all sources of financial support for education, including external assistance, and will closely monitor and report on expenditures as well as on releases and disbursements. The Ministry proposes that the following recurrent financial planning management mechanisms are used for the various priority programmes, including: (1) education service pay reform programme and performance incentive schemes; (2) improved guidelines on budget use for provincial and district education service monitoring; (3) central MOEYS departments and post-secondary institutions' operational budgets managed through specific and delegated budget allocations; (4) majority of priority action programmes of sub-sectoral, institutional and provincial budget allocations; and (5) budget allocations to provincial and sub-sectoral scholarship programme implementation for the poor, alongside additional support under the capital budget framework.

Curriculum Reform, 2005-2009

The new curriculum is currently being implemented on a pilot basis to update the current curriculum, which was published in 1997 by the MOEYS. The revised curriculum is expected to be introduced nationwide in the 2007/08 academic year for the basic education level (Standard 1 for Grade 1-3; Standard 2 for Grade 4-6; and Standard 3 for Grade 7-9). The introduction of new curriculum for the post-basic level (Grade 10-12) is still not decided.

The focus of the curriculum reform is on the introduction of a tracking system, where students are given the option to specialize in either science or social science. In this way, students may focus on a particular area of interest and deepen their knowledge through expanded lesson times and practices.

Another feature of the new curriculum is the provision of a comprehensive set of learning/teaching materials. The set includes: (i) curriculum policy for basic education; (ii) detailed syllabi for every subject; (iii) models of student's assessment; (iv) student books; and (v) teacher manuals. Students are assessed in accordance with the criteria and models set forth in the material for all lessons and subjects.

In terms of localization of the curriculum content, the revised curriculum is composed of the nationally-standardized component and the local life skill component. The national curriculum takes 30 hours of instruction per week, while the localized life skill curriculum takes 2-5 hours per week for the Standard 3 level (lower secondary).

8. Involvement of Development Agencies

Below is the list of major secondary education-related projects (recently completed or on-going) that receive support from external development agencies (as of June 2007):

Project Title	Agency (type of assistance)	Level of Education	Implementation Period	Links
Second Education Sector Development Program (SESDP)	ADB (TA/Loan)	LS + US	2003/ 2004-2009	www.adb.org/Projects/project.asp?id=34388
Education Quality Improvement (Enhancing Secondary Education)	ADB (TA/Loan)	LS + US	2006/ 2007-(proposed)	www.adb.org/Projects/project.asp?id=38559
Targeted Assistance for Education of Poor Girls and Indigenous Children	ADB (Grant)	LS	2002-2005	http://www.adb.org/Projects/project.asp?id=36152
Cambodian Education Sector Support Project (CESSP)	WB (Loan/Grant)	Sector-wide	2005-2010	...
Capacity Building in Education Planning and Management	UNESCO/IIEP/SIDA	LS+US+HS	...	...
Capacity Building for Sector-Wide Education Reform and Decentralization	UNICEF (Grant)	PE + LS	2005-2010	...
Expanded Basic Education Programme (EBEP) Phase II	UNICEF/SIDA (Grant)	PE + LS	2006-2010	www.moeys.gov.kh/en/education/ebep06-10/index.htm
Cambodia Basic Education	USAID (Grant)	PE + LS	2005-2010	...
Science and Mathematics Education Improvement	JICA (Grant)	US	2005-2010	...
Basic Education and Teacher Training Programme	BTC (Grant)	LS	2005-2010	...
Equal Opportunity of the Study for All Children	Room to Read	LS	2005-2010	...
Targeted EC Budget Support to Pro-Poor Basic Education	EC (Grant)	PE + LS	2003-2008	...

TA = Technical Assistance; PE = Primary education; LS = Lower secondary; US = Upper secondary

Note: For ADB and WB projects, the implementation period refers to the period between the year of project approval and the [estimated] project completion year as stipulated on each project website. For other projects, it is based on the data/information provided by Chhinh, S.

9. Relevant Documents and Additional Resources

Listed below are documents and websites that provide country-specific information on education or the secondary education sub-sector.

Publications

Bray, M. & Bunly, S. 2005. *Balancing the Books: Household financing of basic education in Cambodia*. (CERC Monograph Series No. 4) Hong Kong, Comparative Education Research Centre. ([CERC website](#))

Documents

Kingdom of Cambodia

The Constitution of the Kingdom of Cambodia

Ministry of Education, Youth and Sports:

Policy for Curriculum Development 2005-2009. www.moeys.gov.kh/en/education/cur/curriculum_policy_en.zip (PDF; 170kb)

Education Strategic Plan 2006-2010. www.moeys.gov.kh/en/education/esp06-10/esp06-10.pdf (PDF; 814kb)

Education for All National Plan 2003-2015. www.moeys.gov.kh/en/education/efa/index.htm (Access to full text is also available)

Education Sector Support Program 2006-2010. www.moeys.gov.kh/en/education/essp06-10/essp06-10.pdf (PDF; 551kb)

Education Sector Performance Report 2005. www.moeys.gov.kh/en/education/espr05/espr05.pdf (PDF; 410kb)

Expanded Basic Education Programme Phase II 2006-2010. www.moeys.gov.kh/en/education/ebep06-10/ebep06-10.pdf (PDF; 810kb)

Education Aid Project Database in Cambodia 2006

Education Statistics and Indicators (various years)

Education Law (draft)

Websites

Asian Development Bank: www.adb.org (English)

Key Indicators : www.adb.org/Documents/Books/Key_indicators/2006/pdf/CAM.pdf

International Bureau of Education: www.ibe.unesco.org (English)

World Data on Education: www.ibe.unesco.org/countries/WDE/WorldDataE.htm -Education system in Cambodia, 2003: http://nt5.scbbs.com/cgi-bin/om_isapi.dll?clientID=208889269&depth=3&infobase=iwde.info&record=%7b7D95873C%7d&softpage=PL_frame

Country-specific website: www.ibe.unesco.org/countries/Cambodia.htm

Ministry of Education and Training: www.moeys.gov.kh/ (Khmer; English)

Education Statistics and Indicators: www.moeys.gov.kh/en/about_moeys/statistic.htm

UNESCO Institute for Statistics: www.uis.unesco.org (English)

Education Database: <http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx>

Literacy Database: <http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx>

Country/Regional Profiles: www.uis.unesco.org/profiles/selectCountry_en.aspx

World Bank: www.worldbank.org/ (English)

Country website: <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/EASTASIAPACIFICEXT/CAMBODIAEXTN/0,,menuPK:293861~pagePK:141159~piPK:141110~theSitePK:293856,00.html> (English) ; <http://www.worldbank.org.kh/> (Khmer)

Data and Statistics: <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/EASTASIAPACIFICEXT/VIETNAMEXTN/0,,menuPK:387591~pagePK:141132~piPK:141109~theSitePK:387565,00.html>

Reference

Central Intelligence Agency. 2008. *The World Fact Book*. www.cia.gov/cia/publications/factbook/ (Accessed 3 June 2008)

Ministry of Education, Youth and Sports. 2001. *Education Statistics and Indicators 2001*.

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Ministry of Labour and Vocational Training. 2006. *Annual Report* (draft).

UNDP. 2007. *Human Development Report 2007/2008 database*. <http://hdr.undp.org/> (Accessed 3 June 2008)

UNESCO. 2007. *Global Monitoring Report 2008*. Paris, UNESCO.

UNESCO Institute for Statistics. 2008. *Data Centre*. <http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx> (Accessed 3 June 2008)

UNPD 2007. *World Population Prospects: The 2006 Revision Population database*. <http://esa.un.org/unpp/> (Accessed 3 June 2008)

Country profiles are updated on a regular basis. Visit the *Secondary Education Regional Information Base* website to access the latest version or to check the status of updates. Other country profiles are also available from the website (<http://www.unescobkk.org/education/epr/sepra/infobase>).



UNESCO Bangkok
Education Policy and Reform (EPR)
Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road, Prakanong, Kongtoey
Bangkok 10110
Thailand
Tel: (66-2) 391 0577
Email: epr@unescobkk.org
<http://www.unescobkk.org>

Background Statistics: Development Indicators

Geography

1	Area	176,520 sq km2 (land)
		4,520 sq km2 (water)

Source: Central Intelligence Agency. 2008.

Demography

2	Total population, 2005	14.0 million
3	Population growth rate, 2000-2005	1.76%
5	Life expectancy at birth, 2000-2005	56.8 years (total)
		53.7 years (male)
		59.5 years (female)
6	Total fertility rate, 2000-2005	3.64

Source: UNPD. 2007.

Social and Economic Indicators

7	Population below the national poverty line, 1990-2005	35.0%
8	Population below the absolute poverty line, 1990-2005	34.1%
9	GDP, 2005	USD 6.2 billion
		USD 38.4 billion (PPP)
10	GDP per capita, 2005	USD 440
		USD 2,727 (PPP)
11	GDP per capita annual growth rate, 1990-2005	5.5%
12	Human Development Index, 2005	0.598

Source: UNDP. 2007.

Education Indicators

13	Adult literacy rate (ages 15 and above), 2007 ⁽¹⁾	73.6%**
14	Youth literacy rate (ages 15-24), 2007 ⁽¹⁾	86.2%**
15	School life expectancy, 2006 ⁽¹⁾	9.8 years (total)**
		10.5 years (male)**
		9.2 years (female)**
16	EFA Development Index, 2005 ⁽²⁾	0.807

Source: (1) UNESCO Institute for Statistics. 2008. (2) UNESCO. 2007.



United Nations
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Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road, Prakanong, Klongtoey
Bangkok 10110, Thailand
www.unescobkk.org