

# KINGDOM OF CAMBODIA

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## Achieving Universal "Primary" Education

Presentation by Louis-George Arsenault, Representative, UNICEF Cambodia  
to the Forum on MDGs in Asia and the Pacific  
8-10 October 2002, Vientiane, Lao PDR

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## MAIN ISSUES

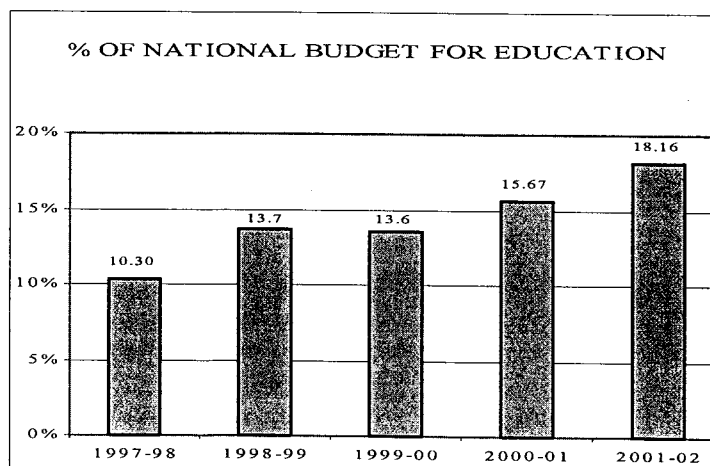
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- ◆ Education Context
- ◆ Comparing Education Targets
- ◆ Measuring Progress: Access, Quality, Gender
- ◆ Performance against Targets
- ◆ Points to Consideration

## EDUCATION CONTEXT

- ◆ Embarking on Education Reforms (ESSP)
- ◆ Focus on reaching the poor
- ◆ Strong Donor Coordination and Cooperation
- ◆ Integrated Medium and Long-term Planning (PRSP / SEDP / EFA)
- ◆ Increased Government Commitment to Education

## GOVERNMENT'S COMMITMENT



## EDUCATION TARGETS

	ESPSSP	EFA	YPTC	MDG
ACCESS	By 2005, achieve a net enrolment rate of 95% for primary and of 50% for lower secondary education (Provide universal, inclusive, quality education to Grade Nine for all children by 2010; and EFA by 2015)	Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.	Reduce the number of primary school-age children who are out of school by 50% and increase net primary enrolment or participation in alternative good quality primary education programmes to at least 90% by 2010.	Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
GENDER	By 2005, gender, socio-economic and urban/rural parity in primary education enrolment, alongside improved gender, socio-economic and geographical balance in Grades 7-9.	Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality	Eliminate gender disparities in primary and secondary education by 2005; and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.	Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015.
QUALITY	Survival rates across Grades 1-6 and Grades 7-9 reach 90 % for new and current age cohorts and significant improvement in the quality of performance and standards of primary and lower secondary students to be	Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.	Improve all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life	

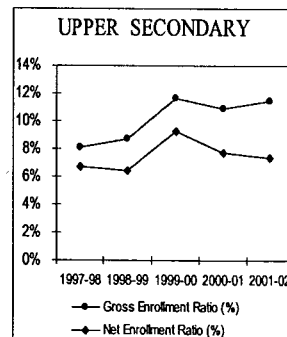
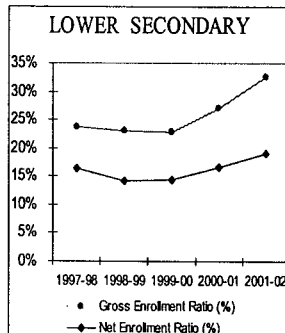
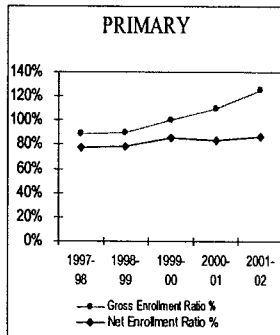
## MEASURING TARGETS

- ◆ Established EMIS system in place
- ◆ National Capacity Built
- ◆ Responsiveness of Data Collection System
- ◆ Emphasis on Access and Infrastructure Data
- ◆ Measuring Quality is Challenging
- ◆ NER/GER below Provincial Level less Accurate

# PERFORMANCE AGAINST TARGETS

## ACCESS

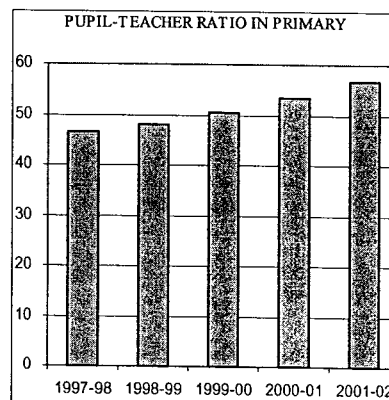
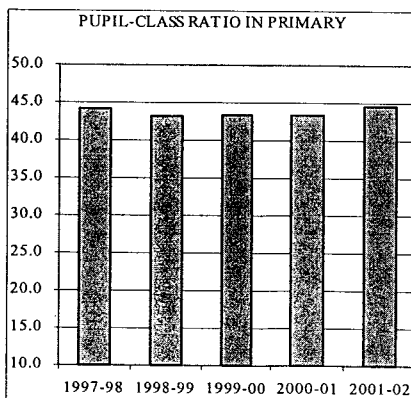
Trends in Gross and Net Enrolment Rates 97/98 - 01/02



# PERFORMANCE AGAINST TARGETS

## QUALITY

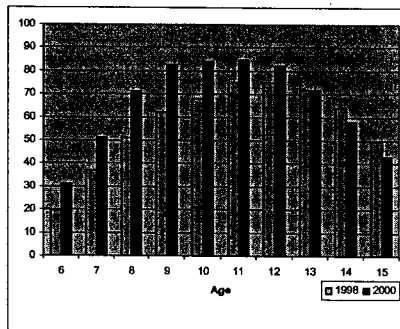
Pupil Class and Pupil Teacher Ratios in Primary



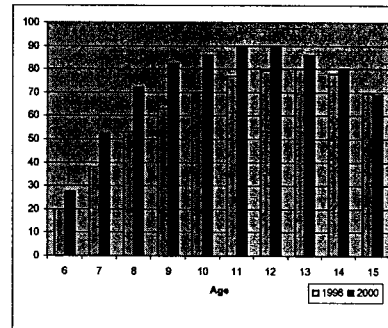
## PERFORMANCE AGAINST TARGETS

### GENDER

Attendance Primary School by Gender 1998-2000



GIRLS



BOYS

## POINTS TO CONSIDER



- ✦ Goal Fatigue - more emphasis needed on how goals will be implemented
  - ✦ MDGs not as comprehensive or ambitious as other education targets for Cambodia
  - ✦ Relationship between MDGs and other frameworks (PRSP/ SEDP/ EFA/ ESSP): essential to build on existing plans / programmes. Avoid duplication of efforts.
  - ✦ Effective coordination between all partners in education is essential for success
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- ✦ Measuring quality of basic education remains a challenge
  - ✦ Population projections affect accuracy of education indicators