
Education Policy Making and Implementation in the Aid Dependent Country of Cambodia

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Policy Papers

- National EFA Plan
 - ESP
 - ESSP
 - PAP
 - Features: Focus on primary education; Fee abolition, provision of operational budget to schools
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Impact: On Access to Primary Education

Figure 5.1: Gross Enrolment Rates from 1996/97 to 2004/05 by Geographical Settings

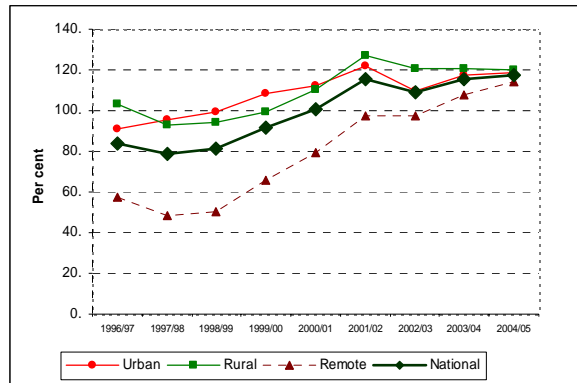


Figure 5.2: Net Enrolment Rates from 1996/07 to 2004/05 by Geographical Settings

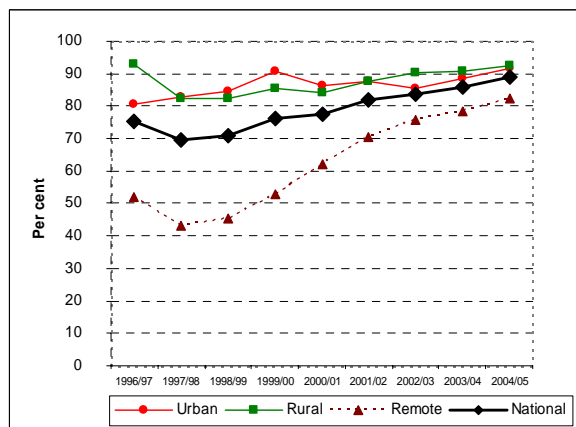
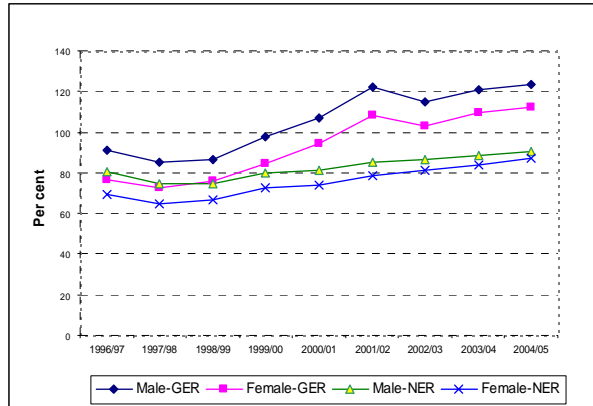


Figure 5.3 Gross and Net Enrolment Rate from 1996/7 to 2004/05 by Gender



On Efficiency of Primary Education

Figure 5.4 Grade 5 Survival Rate from 1996/7 to 2004/05 by Urban/rural/remote settings

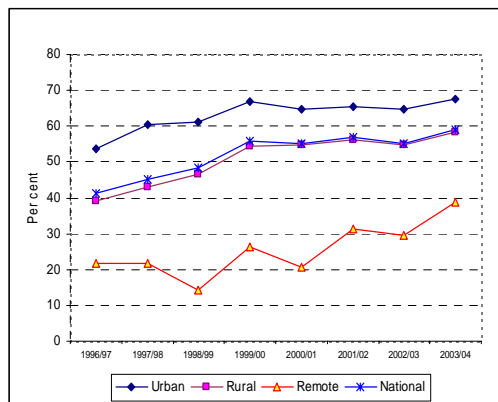


Figure 5.4 Grade 5 Survival Rate from 1996-7 to 2003-04 by Gender

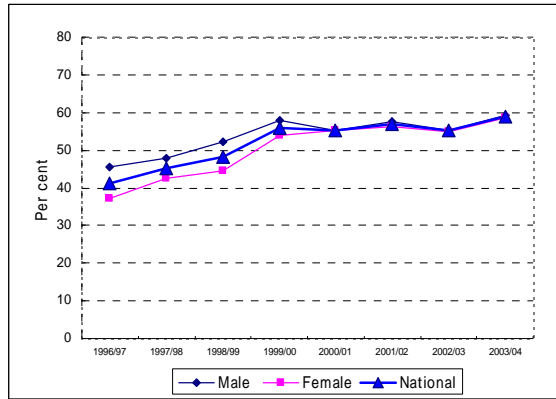
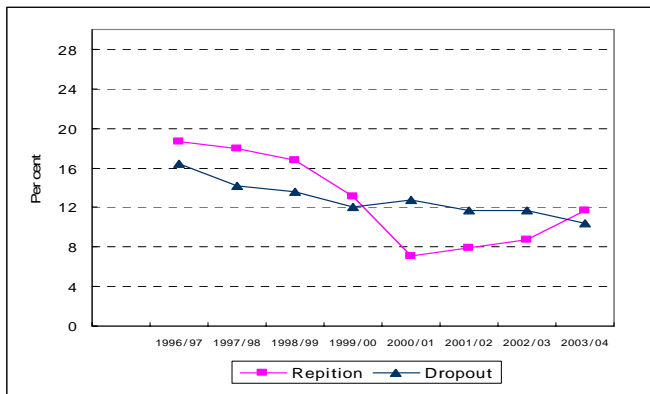


Figure 5.6: Repetition and Dropout Rate 1996/97 to 2003/04



Problems in Reform Implementation

- Real quality issue is not addressed (Teachers)
 - Instructional hours lost to teachers' unpunctuality, extended holiday, seasonal absence, teachers' carelessness,
 - Little innovation in teaching
 - Low remuneration for teachers
 - Low teachers' commitment to change
 - Lack of motivation
 - Low commitment to professionalism
- Too much too soon (school management)
 - Complicated and unfamiliar financial management system
 - Heavy workload
 - Lack of attention to teaching and learning
 - Lack of Ownership, Schools continue to perceive PAP as foreign aid programs
 - Rigid guidelines
- Unable to hold schools accountable (Community)
 - Lack of capacity to understand the government policy
 - Culture of "teachers are always right"

Why???

- Top-down policy making
- Lack of dialogue with local implementers (DOEs, Principals, Teachers, Parents)
- Ignoring local knowledge, not encouraging innovation

