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## SCHOOL DROPOUT PREVENTION PILOT PROGRAM

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## DROPOUT TREND ANALYSIS: CAMBODIA



**Contract No. EDH-I-00-05-00029-00**  
**Task Order AID-OAA-TO-10-00010**

August 2011

This study was produced for review by the United States Agency for International Development. It was prepared by Creative Associates International.



# **School Dropout Prevention Pilot Program**

## **Dropout Trend Analysis: Cambodia**

**Submitted to:**

**United States Agency for International Development  
Washington, DC**

**Submitted by:**

**Creative Associates International, Inc.  
Washington, DC**

**August, 2011**

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### DEC Submission Requirements

a.	USAID Award Number	Contract No. EDH-I-00-05-00029-00 Task Order AID-OAA-TO-10-00010
b.	USAID Objective Title and Number	Investing in People (IIP)
c.	USAID Project Title and Number	USAID Asia and Middle East Regional School Dropout Prevention Pilot (SDPP) Program
d.	USAID Program Area and Program Element	Education (program area 3.2) Basic Education (program element 3.2.1)
e.	Descriptive Title	Dropout Trend Analysis for Cambodia – School Dropout Prevention
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h.	Sponsoring USAID Operating Unit and COTR	AME/ME/TS Rebecca Adams, COTR
i.	Date of Publication	August, 2011
j.	Language of Document	English, Khmer

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## Acronyms

ASER	Age Specific Enrollment Rates
CDB	Commune Database
DEC	Development Experience Clearinghouse
DHS	Demographic and Health Surveys
DoP	Department of Planning
EdStats	World Bank Education Statistics
EMIS	Education Management Information System
GPI	Gender Parity Index
IDEAL	Institute for Development, Education, and Learning
IIP	Investing in People
MAFF	Ministry of Agriculture, Forestry and Fisheries
KAPE	Kampuchean Action for Primary Education
MAFF	Ministry of Agriculture, Forestry and Fisheries
MoEYS	Ministry of Education, Youth and Sport
MoP	Ministry of Planning
N/A	Not Available
NAR	Net Attendance Rate
NER	Net Enrollment Rate
NIS	National Institute for Statistics
SDPP	School Dropout Prevention Pilot
UIS	UNESCO Institute of Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
U.S.	United States
USAID	United States Agency for International Development
WFP	World Food Program



## Executive Summary

Dropout prevention is a relatively new focus of concern in developing countries, which—during the past two decades—have typically paid more attention to children’s access to school and, more recently, the quality of schooling and learning outcomes. With larger numbers of vulnerable children and fewer resources per child, education systems have increasing difficulty in retaining students through completion of the basic education cycle. The goal of the School Dropout Prevention Pilot (SDPP) program is to pilot and test the effectiveness of programs to prevent school dropout in four countries: Cambodia, India, Tajikistan, and Timor Leste.

The purpose of the trend analysis is to identify the geographic locations and populations most acutely affected by dropout, as well as the grade level(s) at which children are likely to drop out, to target the site for SDPP interventions. The analysis was conducted by identifying and examining secondary data in each of the pilot country to assess dropout trends. The study is organized to answer the following key questions:

- Which cycle has the highest dropout?
- Which basic education grade(s) has the highest dropout?
- Which geographic area(s) has the highest dropout?
- Which population groups (sex, ethnicity, language, and religious groups) suffer most acutely from dropout?

Twenty indicators are used in the analysis, comprising four clusters—primary indicators, indicators of dropout “predictors”, contextual indicators for students, and education supply indicators. The primary analytic tool is the comparative analysis of key dropout and dropout related statistics for the cycle, grade, population and geographic areas in each country. Performance in the four primary indicators (dropout, promotion, survival, and transition) is compared, contrasted, and ranked. Data analysis takes place in a triage, starting with the highest administrative unit and proceeding to lower ones. At the national level the grade, cycle and/or group that have the highest dropout is identified. At lower administrative levels, the areas most acutely affected by dropout are selected.

In Cambodia, dropout rates from the Education Management Information System show that in-cycle dropout is most acute at the lower secondary level among male and female students with an average dropout rate of about 20 percent compared with an average dropout rate of 9 percent in primary and 12 percent in upper secondary. Comparing across grades, the rate spikes in key entry/exit points for the various educational levels—grades 7 (20 percent), grade 9 (21 percent) and grade 12 (15 percent). Using the dropout data to inform the grade selection process, SDPP will focus on the lower secondary cycle, which includes grades 7, 8, and 9.

The pattern of dropout at all educational levels varies among the provinces and municipalities, often dramatically. At the lower secondary cycle, Banteay Meanchey, Otdar Meanchy and Battambang scored worst among the 24 provinces on the composite ranking of the four key indicators (dropout, promotion, survival and transition). However, when coupled with practical considerations, the geographically-contiguous provinces of Banteay Meanchey (ranked 1<sup>st</sup>), Battambang (3<sup>rd</sup>), and Pursat (15<sup>th</sup>) were proposed as SDPP target provinces.



## **I. Introduction**

Dropout prevention is a relatively new focus of concern in developing countries, which—during the past two decades—have typically paid more attention to children’s access to school and, more recently, the quality of schooling and learning outcomes. Dropout and retention trends tend to be reported as secondary effects rather than the principal outcome of education programs. However, recently dropout has commanded more attention and emerged as a major education access issue. With the push for Universal Primary and Basic Education, enrollments have grown, pulling in students from disadvantaged backgrounds and marginalized groups who were previously excluded from school. With larger numbers of vulnerable children and fewer resources per child, education systems have increasing difficulty in retaining students through completion of the basic education cycle. Not only do many students leave school without acquiring basic skills and increasingly important diplomas, but their premature departure represents a significant waste of scarce education resources, raising the unit cost to produce a cycle completer.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute of Statistics (UIS), the overall number of out-of-school children has decreased by approximately 38 percent over a six year period—from 115 million in 2001/02 to 71 million in 2007. Of the 56 percent of children who do enter school, a high percentage is at-risk of leaving before completing an education cycle or not transitioning to the next cycle. In East, South, and West Asia and the Pacific only 20 to 30 percent of out-of-school are unlikely to enroll, but as many as 60 percent of those out-of-school children are dropouts. The prospects of staying in school are particularly low in India, Pakistan, Bangladesh and Nepal: 70 percent of out-of-school children in India have dropped out, 50 percent in Pakistan and 40 percent in Bangladesh and Nepal. In Central Asia, a greater percentage of the primary school age out-of-school population has dropped out (38 percent) than never enrolled (35 percent) or entered late (27 percent). Although the pattern of dropout varies by country, the result is the same: increasing numbers of under-educated and unemployable youth. Reducing dropout is key to improving access to basic education, particularly in countries with relatively high enrollment rates where most school-age children who do not currently attend school have previously been enrolled in school.

### **A. USAID School Dropout Prevention Pilot Program**

The School Dropout Prevention Pilot (SDPP) program is a three-year multi-country program, funded by the U.S. Agency for International Development (USAID), with the objective of mitigating student drop-out from primary and secondary school. It aims to provide evidence-based programming guidance on student dropout prevention to countries, USAID missions, and other development organizations in Asia and the Middle East by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan and Timor Leste. In order to examine and mitigate dropout in the four target countries, SDPP will use a three-stage process by (i) undertaking a literature review to identify international best practices in school dropout prevention, (ii) analyzing dropout trends and conducting a situational analysis to shed light on the risk factors and conditions affecting dropout, and (iii) designing, implementing, and evaluating interventions to keep at-risk students in school. SDPP is implemented by Creative Associates International, Inc. with international partners Mathematica Policy Research and School-to-School International, and local partners in

three of the target countries—KAPE in Cambodia, IDEAL/QUEST in India, and CARE in Timor Leste.

## **B. Report Purpose**

This report presents the analysis of dropout trends in Cambodia. The purpose of the trend analysis is to identify the geographic locations and populations most acutely affected by dropout, as well as the grade level(s) at which children are likely to drop out. The analysis was conducted by identifying and examining secondary data to assess dropout trends. The findings will be used to identify candidate sites for SDPP intervention activities and for discussion with the Ministry of Education Youth and Sport (MoEYS) on site selection. It—along with a country-specific analysis of existing policies and programs affecting dropout<sup>1</sup>—will contribute to the in-country situational analysis exploring the factors and conditions associated with dropout among populations with the highest dropout rates.

## **C. Report Organization**

The document is organized in eight sections. **Section II** presents the overall methodological approach used for trend analysis in the four SDPP countries. It defines the indicators that were used and describes the various types of data sources that were reviewed for analyzing trends. This section also describes the data analysis process and explains the procedures followed in order to determine target geographic areas as informed by statistic-based rankings and practical considerations.

The remaining sections present the process and results of the trend analysis that are specific to Cambodia. **Section III** provides a brief background on Cambodia, including an orientation to the education system. **Section IV** addresses country-specific data and methods, describing the data sources and how they were selected in each country, and specific methodological issues that arose. **Section V** provides the findings as shown by the primary indicators starting at the national level and proceeding to the lower administrative levels. **Section VI** presents the province rankings based on the indicators to determine candidate areas for SDPP interventions and additional criteria for their selection. **Sections VII** and **VIII** profile the selected locations and their educational status. Finally, **Section IX** concludes the report with a summary of the dropout trends in Cambodia and the selected target areas.

## **II. Approach and Methodology**

The trend analysis is based on secondary data available in the country. A common methodology is applied to all four countries. Depending on the availability of data, the depth of analysis may differ between the countries. The analysis uses a normative assessment to identify the most affected geographic area, grade, and group in the four pilot countries. The study is organized to answer the following key questions about each pilot country:

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<sup>1</sup> See “Inventory of Policies and Programs Related to Dropouts in Cambodia, India, Tajikistan, and Timor Leste”, USAID School Dropout Prevention Pilot Program, Creative Associates International, Inc., July 2011

- Which cycle has the highest dropout?
- Which basic education grade(s) has the highest dropout?
- Which geographic area(s) has the highest dropout?
- Which population groups (sex, ethnicity, language, and religious groups) suffer most acutely from dropout?

## A. Indicators for Analysis

The educational performance in each country is measured based on the most recent census data on the government schools.<sup>2</sup> Twenty indicators are divided into four clusters—primary indicators, indicators of dropout “predictors”, contextual indicators for students, and education supply indicators. Primary indicators are used to determine SDPP’s focus at the highest administrative unit along with the target cycle and grades. We will follow the UNESCO definitions for all the indicators. Table 1 provides a snapshot of the indicators.

**Primary indicators** are a direct measure of students staying in school, progressing in school, and completing school. The dropout rate shows the internal efficiency of educational systems and measures the phenomenon of students from a cohort who leave school without completion. Ideally, the rate should approach “0” percent. Similarly, the promotion rate is a core indicator to analyze and project student flows. It measures the performance of the education system in promoting students from a cohort from grade to grade. Survival rate measures the success in retaining students from one grade to the next and is considered a prerequisite for sustainable literacy. Finally, the transition rate conveys information on the degree of access or transition from one cycle to a higher one. High transition rates reflect the intake capacity of the higher level of education.

**“Predictor” indicators** help to identify students at high risk of falling off track in their schooling and not completing the basic education cycle. Internationally-recognized predictors include: multiple grade repetition, poor academic performance, overage-for-grade, and frequent absenteeism. Only two of these indicators were generally available—repetition and age-for-grade. The repetition rate measures the rate at which pupils from a cohort repeat a grade; high repetition shows problems in the internal efficiency and reflects a poor level of instruction. Age-specific enrollment rates (ASER) shows the extent of the educational participation of a specific age cohort and identifies the extent to which children are out of the age-for-grade range. Most countries do not report on student performance, but an inexact proxy for this is the promotion rate—assuming it is based on performance and not automatic—which is included as a primary indicator. Similarly, countries do not report on the rate of daily student attendance or absenteeism and an international definition was not available.<sup>3</sup>

**Contextual indicators** give a picture of the education status in the country and the context in which dropout takes place. Enrollment rates, first grade intake rate, number of out-of-school children, and gender parity index are included in this group. The gross enrollment rate shows the

<sup>2</sup> The trend analysis does not include private educational institutions and non-formal programs.

<sup>3</sup> The Net Attendance Rate (NAR) should not be confused with an average daily student attendance or absenteeism rate. The NAR—the percentage of official school age children attending school—is simply another measure of enrollment, with data obtained from household surveys rather than through official school records.

general level of participation in formal schooling regardless of age whereas net enrollment rate shows participation for official school-age. First grade intake rate (net) measures the level of access to primary education of the eligible population who are of primary school entrance age. The number of out-of-school children identifies the size of the population who are not enrolled in either primary or secondary schools. The Gender Parity Index (GPI) measures progress towards gender parity in education participation and learning opportunities available for females in relation to those available for males. Finally, youth literacy rate shows the accumulated achievement of primary education and literacy programs in imparting basic literacy skills to the population.

Finally, we look at the *education supply indicators* since research studies have consistently indicated that supply side factors play a role in student dropout. Indicators include number of schools, number of teachers, distance to school and three key ratios—pupil: teacher, pupil: classroom and textbook: pupil ratio.

**Table 1: List of Indicators**

No.	Indicator	Definition
<b>Group A: Primary Indicator</b>		
1	Enrollment by grade and cycle	Absolute number of students enrolled in the grade and cycle.
2	Dropout rate by grade and cycle	Proportion of students from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school.
3	Promotion rate by grade and cycle	Proportion of students from a cohort enrolled in a given grade who study in the next grade in the following school year.
4	Survival rate by cycle	Percentage of a cohort of students enrolled in the first grade of a given cycle who are expected to reach successive grades.
5	Transition rate from cycle to cycle	Number of students admitted to the first grade of a higher level of education in a given school year expressed as a percentage of the number of students enrolled in the final grade of the lower level in the previous year.
<b>Group B: Indicators of Dropout “Predictors”</b>		
6	Age specific enrollment rate by cycle and/or grade	Enrollment of a specific single age enrolled, irrespective of the level of education, as a percentage of the population of the same age.
7	Repetition rate by grade and cycle	Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year.
8	Completion rate by cycle	Ratio of the total number of students successfully completing or graduating from the last year of primary school in a given year to the total number of children of official graduation age in the population.
<b>Group C: Contextual Indicators for Students</b>		
9	Gross enrollment ratio by cycle	Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.
10	Net enrollment rate by cycle	Enrollment of the official age group for a given level of education expressed as a percentage of the corresponding population.
11	First grade intake rate (net)	New entrants in the first grade of primary education who are of official primary school entrance age expressed as a percentage of the population of the same age.
12	Out-of-school children	Children in the official primary school age range who are not enrolled in either primary or secondary schools.
13	Youth literacy rate	Number of persons aged 15 to 24 years who can read, write and understand a short simple statement on their everyday life divided by the population in that age group.

No.	Indicator	Definition
14	Gender Parity Index by cycle	Ratio of female-to-male values of a given indicator.
<b>Group D: Education Supply Indicators</b>		
15	Schools by cycle and provider	Number of schools
16	Teachers by cycle and provider	Number of teachers
17	Pupil: teacher ratio by cycle	Average number of students per teacher at a specific level of education in a given school year.
18	Pupil: classroom by cycle	Average number of students per classroom at a specific level of education in a given school year.
19	Textbook: pupil by cycle	Average number of textbook per student at a specific level of education in a given school year.
20	Distance to school	Average distance to school in km

Source: UNESCO Institute for Statistics, Technical Guidelines, (2009)

## B. Sources Reviewed

We have undertaken a systematic review of several data sources to identify and confirm the availability of the indicators including international databases, administrative surveys, ministry records, and sample surveys. Some of the international databases consulted include the World Bank Education Statistics (EdStats), World Development Indicators, UNICEF's TransMONEE indicators, Demographic and Health Surveys (DHS), and Multiple Indicator Cluster Surveys. However, most of these databases have limited utility for the SDPP purposes of identifying in-country variation as (i) the statistics provided were only for the national level; (ii) the databases did not provide statistics on all of the primary indicators; and (iii) the indicators covered different time periods. Therefore the trend analysis in all pilot countries is primarily based on the education management information system (EMIS) managed by the Ministry of Education or its equivalent. The EMIS provides grade-wise data (disaggregated by sex) at the sub-national level (regional and district).

## C. Data Analysis Process

Data analysis takes place in a triage, starting with the highest administrative unit and proceeding to lower ones. At the national level we identify the grade or cycle that has the highest dropout. Then we rank the administrative units based on each primary indicator for the target grade. This involves ranking of provinces in Cambodia, states in India, and districts in both Tajikistan and Timor Leste. The depth of data analysis after the first administrative level will depend on availability of data and number of schools in the targeted cycle.<sup>4</sup> Once the target grade, group, and the administrative unit of intervention are determined the remaining indicators—indicators of dropout “predictors”, contextual indicators, and education supply indicators—are presented.

## D. Composite Ranking

The primary analytic tool is the comparative analysis of the geographic area of intervention in each country. Performance in the four primary indicators (dropout, promotion, survival, and transition) is compared, contrasted, and ranked. Each geographic area is ranked in ascending

<sup>4</sup> Based on preliminary statistical power calculations, we estimate that SDPP needs at least 140 schools in each pilot country allowing us to have 70 intervention and 70 comparison schools.



order, such that the lower the score, the greater the problem of dropout. For dropout rate, the worst performing area (i.e., the one with the highest dropout rate) gets the lowest point. Similarly, areas with the lowest promotion, survival, and transition rates get the lowest point. For example, in Cambodia, the province with the highest dropout rate gets “1” point and the province with the lowest promotion gets “1” point. These points are then tallied to come up with the final ranking. In addition to the statistical ranking, a number of practical considerations will be considered for the evaluation of possible SDPP intervention sites. These include (i) accessibility, (ii) presence of civil unrest, (iii) receptivity of the local government to the project design and randomized control trial, (iv) migratory population to ensure low attrition during implementation, and (v) presence of other donors/programs.

### **III. Country Background**

Cambodia, officially known as the Kingdom of Cambodia, is a country located in the southern portion of the Indochina Peninsula in Southeast Asia. It is bordered by Thailand to the northwest, Laos to the northeast, Vietnam to the east, and the Gulf of Thailand to the southwest. The provinces and the municipalities are the first-level administrative divisions. There are 20 provinces and four municipalities. Provinces are divided into districts (*srok*) and the districts into communes (*khum*), whereas municipalities are divided into municipal districts (*khans*) and the districts into municipal communes (*sangkats*). Communes are further divided into villages (*phum*).

The current education system comprises primary (grades 1–6), lower secondary (grades 7–9), and upper secondary (grades 10–12). Basic education is defined as grades 1–9. Entry to upper secondary level is regulated by a national examination at the end of grade 9. Technical and vocational education programs run parallel to upper secondary programs and are the responsibility of the Ministry of Labor and Vocational Training.

### **IV. Country-Specific Data**

#### **A. Data**

Five sources of data are available for the Cambodia trend analysis—EMIS, UNICEF out-of-school data, commune database, DHS, and the 2008 Census data.

***Education Management Information System:*** The EMIS data, most relevant for our purpose, is collected annually by the Department of Planning (DoP) of the MoEYS at the province and district levels and covers the entire country. The EMIS follows the UNESCO definition and formulae to calculate the indicators. It focuses on pre-school, primary and secondary education and includes information on students, staff, textbooks, school facilities, and community participation and financing. We have five years’ of EMIS data from 2005/06 to 2009/10. The DoP uses the "Annual School Census Forms" to collect the data. The forms are distributed to all the schools through the provincial and district education services. The school administrators complete the forms while the district and provincial offices manually check and collate the forms before forwarding them to the Ministry.



**UNICEF Out-of-School Database:** The UNICEF out-of-school database, extrapolated from the census, was used for data triangulation. The database is part of the Global Initiative on Out-of-School Children that aims to improve statistical information and analysis on out-of-school children and to look at factors of exclusion from schooling. The database provides information on total number of children at the district level, children with disabilities, migrant children, literate/illiterate children, and number of children by first language. Indicators that are most useful for SDPP analysis are: (i) net attendance rate of children and (ii) dropout rate of children.

**Commune Database (CDB):** The commune database, which is updated annually, contains information on demographics, socio-economics, and physical assets of each commune. Data is collected by the Village Chiefs and Commune Clerks and compiled at the commune level. The CDB is maintained by the Ministry of Planning (MoP), with data collection taking place at the end of the year, and is used to support the development of a commune development plan and the investment program. Four indicators—(i) Number of males and females between 6-14 years; (ii) Number of males and females between 6-14 years who go to school; (iii) Number of primary and secondary schools in the commune; and (iv) Number of primary and secondary school teachers in the commune—will be useful for the trend analysis.

**Demographic and Health Survey:** The 2005 DHS survey is a nationally-representative household survey that provides data in the areas of population, health, and nutrition.<sup>5</sup> The survey is conducted by the National Institute of Public Health and National Institute of Statistics (NIS). While the DHS is focused more on the health indicators, some education indicators (such as attendance rates, school attendance by age, repetition, dropout, and promotion rates) are helpful to understand household education attainment and literacy. DHS asks two questions to determine if a child is a dropout—(i) Did the child attend school at any time this year? and (ii) Did the child attend school at any time in the past year? Considering both questions, DHS measures dropout that occurs during a school year or between two grades.

**2008 Census:** The General Population Census of Cambodia was conducted in 2008.<sup>6</sup> The NIS and MoP are responsible for conducting and publishing the results of the Census. The 2008 Census provides benchmark data for monitoring and assessing the National Strategic Development Plan and the Cambodia Millennium Development Goals. It provides updated and comparative population and development indicators with reference to the 1998 Census. The census collects basic demographic information, such as age, sex, marital status, and key information on household economy, employment, education and health. Of particular use to the trend analysis is the youth literacy rate.

**Table 2: Data Sources by Indicator**

Indicator	Data Sources				
	EMIS	UNICEF	Commune	DHS	Census
<b>Group A: Primary Indicator</b>					
Enrollment by grade and cycle	X				
Dropout rate by grade and cycle	X	X		X	

<sup>5</sup> The 2010 DHS survey is currently ongoing in Cambodia. The final report is expected to be published in Sept.-Oct., 2011.

<sup>6</sup> The census is conducted once every 10 years although there was a census gap of 36 years between 1962 and 1998.

Indicator	Data Sources				
	EMIS	UNICEF	Commune	DHS	Census
Promotion rate by grade and cycle	X			X	
Survival rate by cycle	X				
Transition rate from cycle to cycle	X				
<b>Group B: Indicators of Dropout “Predictors”</b>					
Age specific enrollment rate by cycle and/or grade	X				
Repetition rate by grade and cycle	X			X	
Completion rate	X				
<b>Group C: Contextual Indicators for Students</b>					
Gross enrollment ratio by cycle	X				
Net enrollment rate by cycle	X				
First grade intake rate (Net)	X				
Out-of-school children		X	X		
Youth literacy rate					X
Gender Parity Index by cycle	X				
<b>Group D: Education Supply Indicators</b>					
Schools by cycle and provider	X				
Teachers by cycle and provider	X		X		
Pupil: teacher ratio by cycle	X				
Pupil: classroom ratio by cycle	X				
Textbook: student by cycle					
Distance to school	X				

## B. Data Source Limitations

Each data source exhibits certain limitations. There is inconsistency in the coverage of the EMIS resulting in negative dropout rates in a few provinces. Further, there is concern among some education stakeholders that school reporting may not reflect true levels of student dropout. The UNICEF database, on the other hand, does not provide statistics for all primary indicators. Although the net attendance and dropout rates would be useful these are disaggregated by age rather than grade as required for our purposes. Similarly, the CDB and the Census have limited statistics on education indicators. These will be useful to inform the situational analysis and subsequent design of the interventions. Finally, although the DHS calculates three key indicators (dropout, promotion, and repetition), caution must be exercised in using the data as the survey was conducted in 2005 and therefore may not capture the current situation.

## C. Data Source Selection

Based on the availability of data and advice from local partners who consulted school personnel and Ministry staff, EMIS data was selected to be used for the purpose of the trend analysis. Considering the limitations of EMIS, we have triangulated the findings of our analysis by vetting with key stakeholders including the Ministry and key donors.

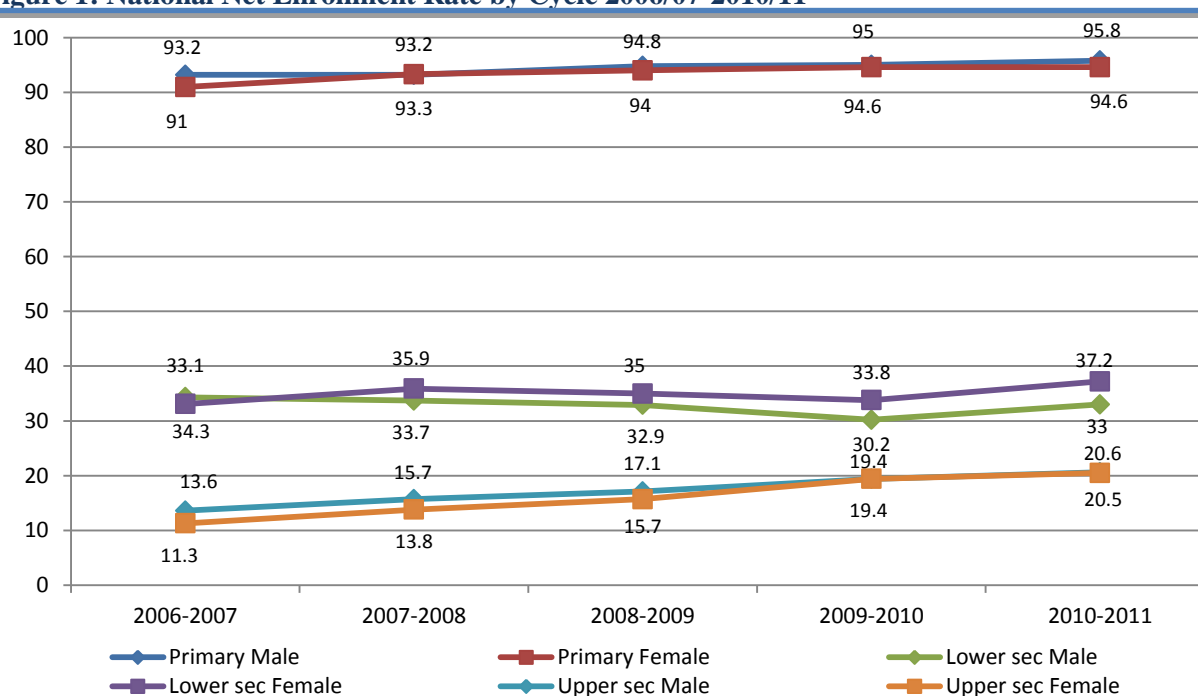
## V. National Level Trends and Cycle/Grade Selection

### A. Net Enrollment Rate (NER) by Cycle

The net enrollment data at the national level show a steady increase in student enrollment over time in all cycles (See Figure 1 below). Enrollment rates have increased for both male and female students. However, the enrollment rate between the primary and lower secondary cycle drops precipitously from about 95 percent to about 35 percent, suggesting that a high percentage of primary students do not enroll in lower secondary school—in other words, a high between-cycle dropout rate.<sup>7</sup> The major observations include:

- The difference in enrollment rate between primary and lower secondary level has remained relatively steady at about 60 percentage points over the last five years, which could indicate that up to two-thirds of primary students do not progress to lower secondary school.
- The difference in enrollment rate between primary and upper secondary level has been about 75 percentage points over the last five years.
- Both the primary and upper secondary cycle have low disparity in enrollment numbers between the sexes. Overall, at the lower secondary cycle, female students have a higher NER.
- Between 2006/07 and 2010/11, enrollment has increased the most among female students at upper secondary. Enrollment in 2010/11 is 20.5 percent compared to 11.3 percent in 2006/07.

**Figure 1: National Net Enrollment Rate by Cycle 2006/07-2010/11**



Source: Education Management Information System, 2010/11

<sup>7</sup> Caution must be taken when comparing NERs. The differences in the NERs between the education cycles cannot exclusively be attributed to dropout. Because of repetition, some percentage of students may have not yet made the transition from one cycle to another. Further, NERs focus on students of appropriate age for the cycle. Overage and underage children are making the transition to the next cycle, but are not captured in the NER measure.

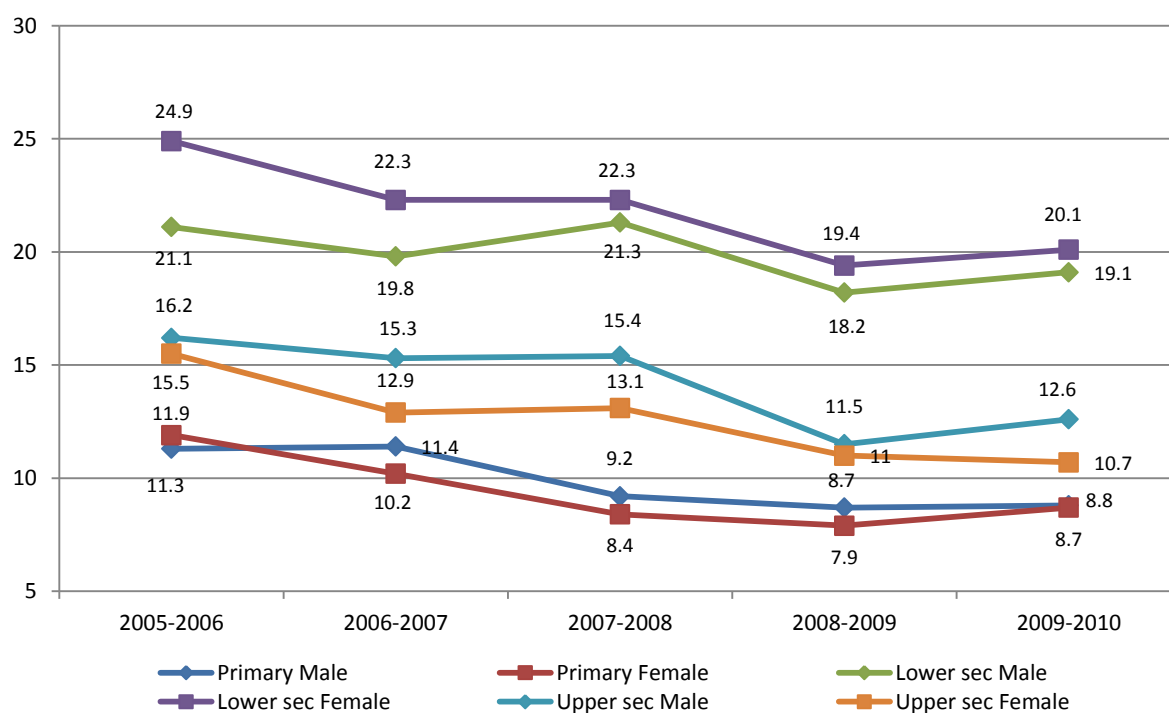
## B. Dropout Rate by Cycle

Dropout rates from EMIS were first analyzed by cycle at the national level in order to determine the most affected level (Figure 2). The cycle dropout rate for each academic year shows the percentage of pupils in a grade during the school year who no longer attend school the following school year. Based on this analysis, the major finding is that in-cycle dropout is most acute at the lower secondary level among male and female students with an average dropout rate of about 20 percent compared with an average dropout rate of 9 percent in primary and 12 percent in upper secondary.

The data also show that:

- The decrease in the rate, in the last five years, is most notable at the upper secondary level with 22 percent decrease for males and 31 percent decrease for females.
- At the lower secondary level the decrease was only 9.5 percent for males and 19 percent for females.
- Dropout rates for rural populations are consistently above the national average whereas dropout rates for urban populations are found to be below. In the rural areas, dropout is 9.1 percent at the primary, 22 percent at the lower secondary, and 15 percent at the upper secondary level. The rate among the urban population is 6.5 percent at the primary, 11 percent at the lower secondary, and 6.7 percent at the upper secondary level (Appendix A-3).

**Figure 2: National Dropout Rate by Cycle 2005/06- 2009/10**



Source: Education Management Information System, 2010/11

### C. Dropout Rate by Grade

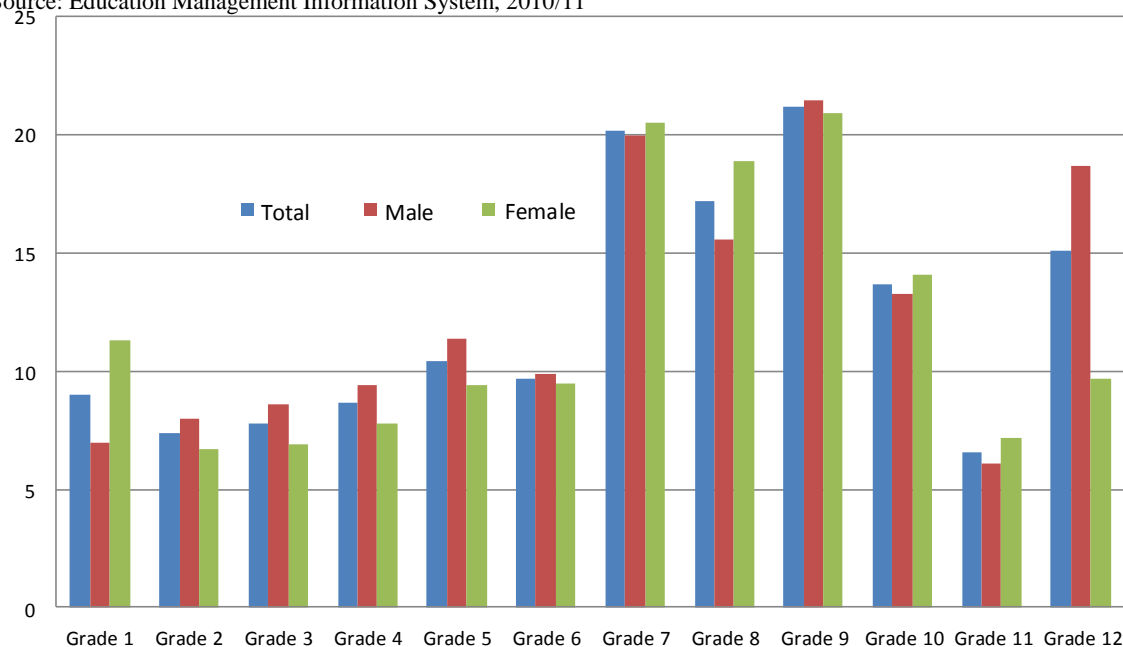
Dropout rates by grade were also examined to determine the most affected grade(s). According to the EMIS data presented in Figure 3 (details in Appendix A, Table A-4), the rate spikes in key entry/exit points for the various educational levels—grades 7 (20 percent), grade 9 (21 percent) and grade 12 (15 percent). Comparing across the grades, dropout is highest in grade 9 with 22 percent for males and 21 percent for females.

Overall, the national dropout data reveal that:

- The nationwide average dropout rate for both sexes is around 12 percent.
- Except for grade 11, dropout is higher than the national average in all grades of the secondary cycle.
- At the primary level, dropout is the highest in grade 5 (10.4 percent) and lowest in grade 2 (7.4 percent).
- Dropout for females is lower in all primary grades except grade 1.
- Females have a higher dropout rate in every grade of the secondary level except grades 9 and 12.
- The gender gap is highest in grade 12 at 9.0 percentage points (males 18.7 percent; females 9.7 percent) followed by grade 1 at 4.3 percentage points (males 7 percent; females 11.3 percent). The disparity in dropout between male and female students is least in grade 6. Both have a dropout rate of around 9 percent.
- Dropout in grade 1 (9 percent) can be explained by high underage enrollment, which results in students under the official entrance age dropping out and re-enrolling at a later time.

**Figure 3: National Dropout Rate by Grade, 2009/10**

Source: Education Management Information System, 2010/11

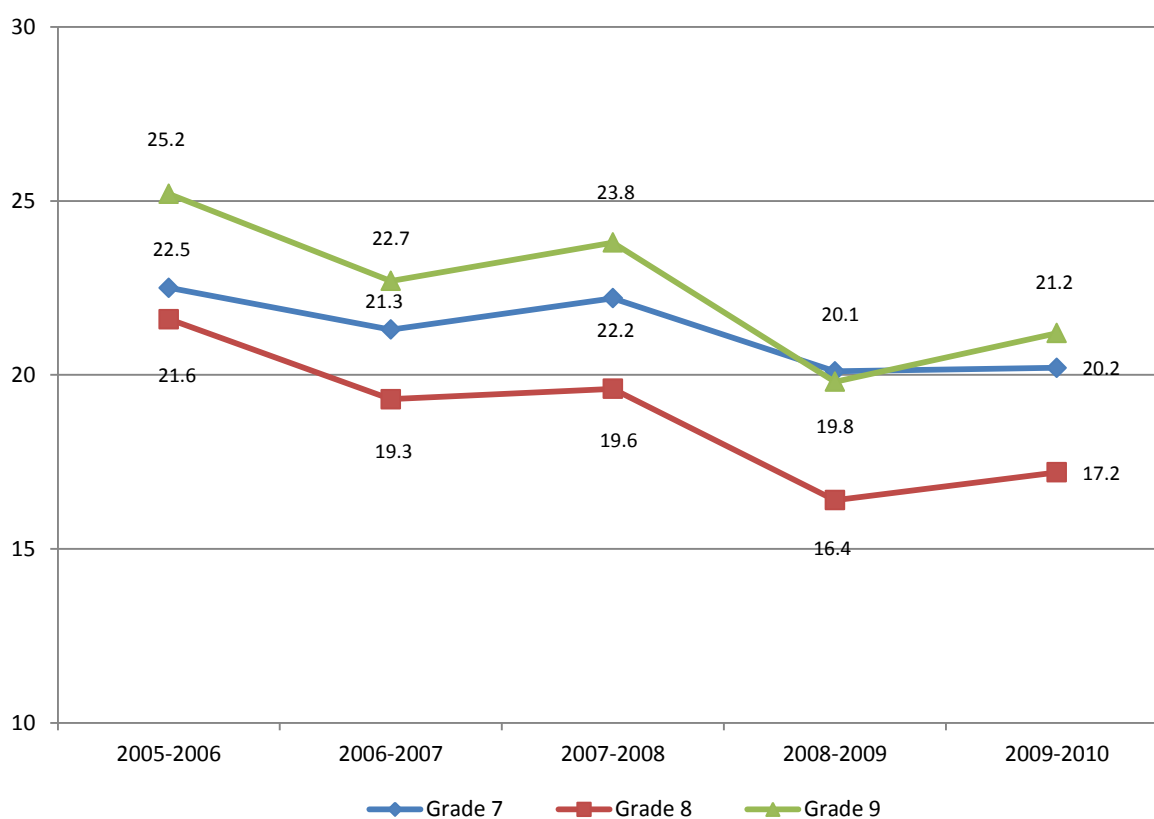


## D. Target Grade/Cycle Selection

Because every indicator may provide a different view of dropout, SDPP used the dropout rate as the final determinant in its selection of the target cycle and grade(s). Using the dropout data to inform the grade selection process, SDPP will focus on the lower secondary cycle, which includes grades 7, 8, and 9. Although a larger number of children do not make the transition from primary to lower secondary, a proportionately higher percentage of children do not progress through and complete lower secondary school. Practical considerations also factor into this decision. The low transition rate between primary and lower secondary is reportedly due to the increasing opportunity cost for overage children to stay in school and the lack of close-by, easily accessible lower secondary schools, both of which require interventions precluded by the scope of the SDPP contract.

The national dropout trend for grades in the SDPP target cycle is presented in Figure 4. Overall, dropout trends for all grades show a steady decrease over time. Grade 8 has the largest reduction in the dropout rate with a decrease of 4.4 percentage points between 2005/06 and 2009/10.

**Figure 4: National Dropout Trend for SDPP Target Grade, 2005/06-2009/10**



Source: Education Management Information System, 2010/11

## VI. Province Level Trends and Province Selection

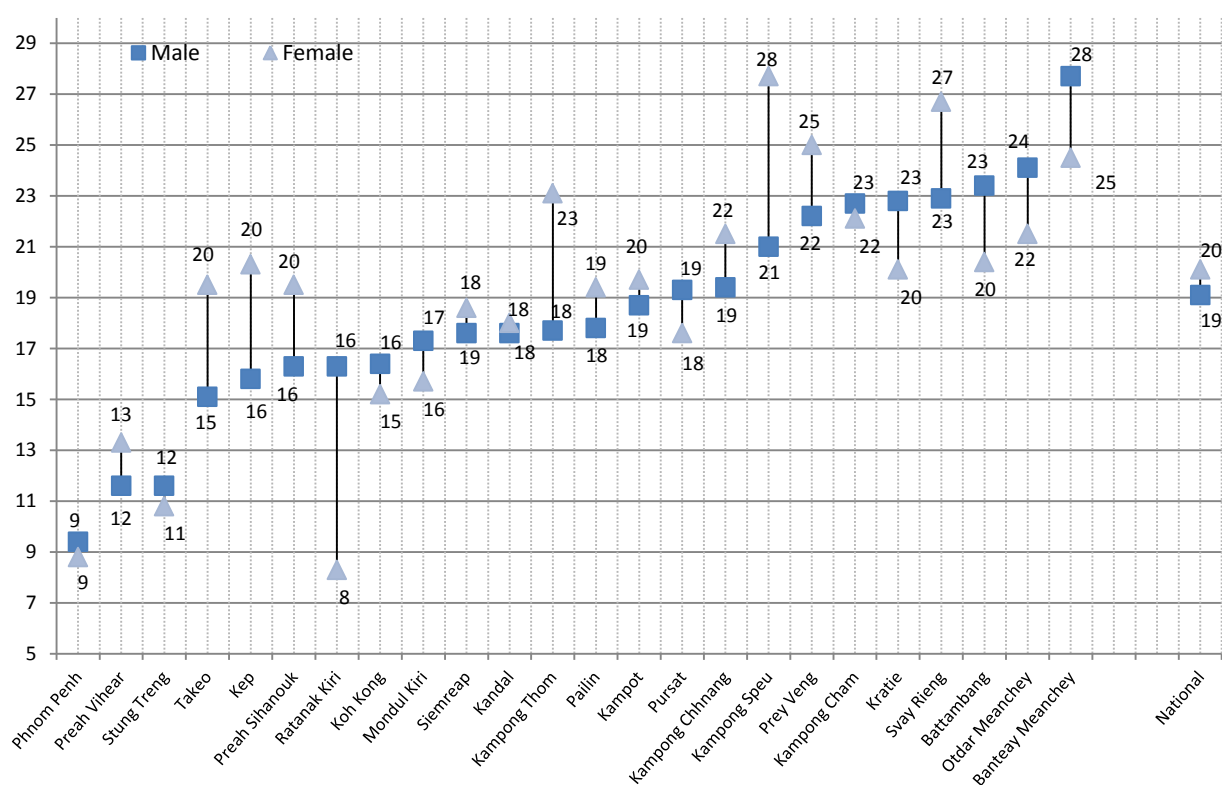
Once the target grades were selected, the primary indicators were analyzed by province to determine the geographic areas most affected by dropout (See Appendix A for details). The analysis was carried out at the province level—rather than lower administrative levels—in order to have sufficient number of schools from which to gather data for the SDPP situational analysis (30 schools) and to implement and evaluate interventions (70 treatment and 70 control schools).

### A. Dropout Rate

The data shows that the national dropout rate at the lower secondary level is 19.1 percent for males and 20.1 percent for females (Figure 5). In the figure, each vertical line emphasizes the range in rate between the sexes showing the disparity between male and female dropouts in the respective province. Based on this analysis, Banteay Meanchey exhibits the highest dropout for males and Kampong Speu has the highest dropout for females both at 27.7 percent. Additionally:

- Phnom Penh has the lowest dropout rate for males (9.4 percent) while Ratanak Kiri has the lowest rate for females (8.3 percent).
- Ratanak Kiri has the highest gender gap at 8 percentage points (16.3 percent males and 8.3 percent females) followed by Kampong Speu (21 percent males and 27.7 percent females).
- Dropout rates for male and female students are higher than the national average in 10 out of 24 provinces/municipalities.

**Figure 5: Dropout Rate by Province—Lower Secondary Level, 2009/10**



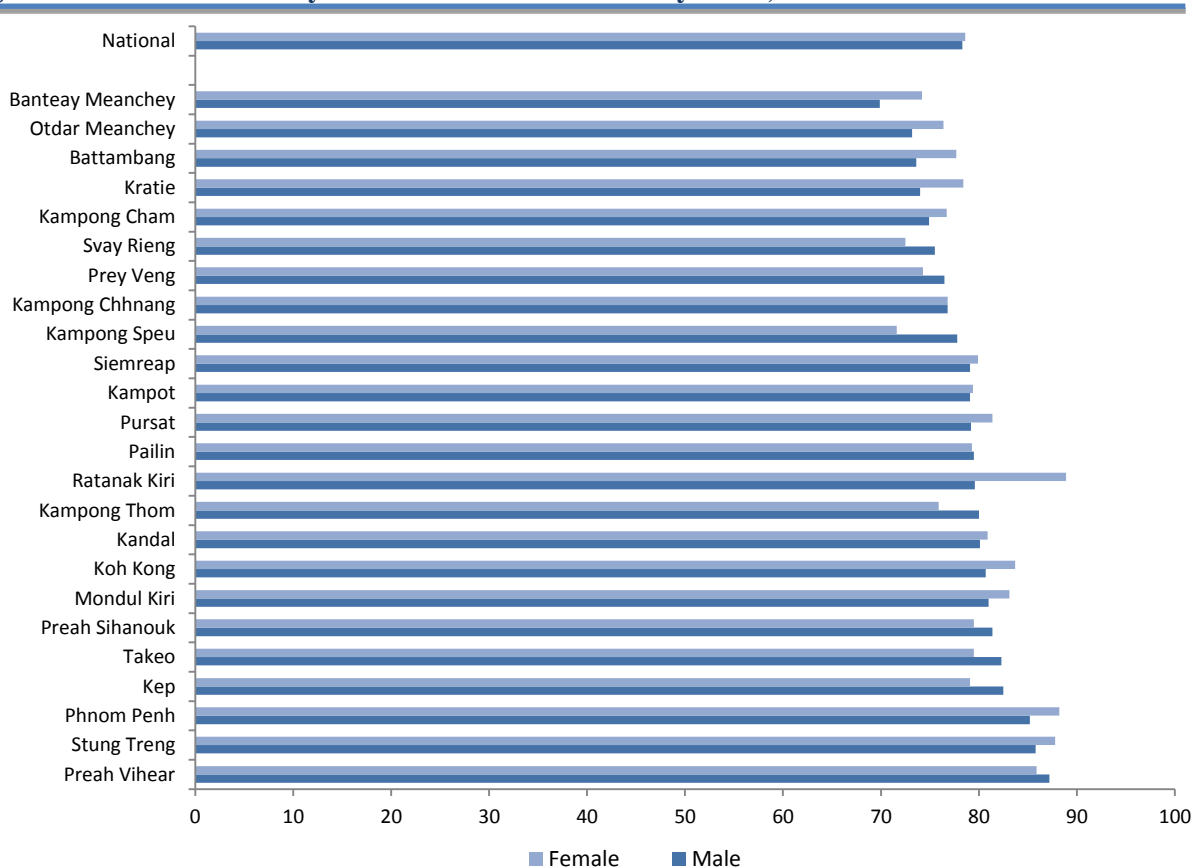
Source: Education Management Information System, 2010/11

## B. Promotion Rate

The national promotion rate for both sexes is comparable at around 78 percent (Figure 6). Banteay Meanchey (69.9 percent) and Otdar Meanchey (73.2 percent) have the lowest rates for males while Kampong Speu (71.6 percent) and Svay Rieng (72.5 percent) have the lowest rates for females. Specifically:

- In about 60 percent of the provinces/municipalities, a greater proportion of female students are progressing to the next grade than male students.
- Promotion rates in ten provinces are lower than the national average for both the sexes.
- The promotion rate for both sexes in the urban communities is 85.6 percent compared to 76.4 percent for rural communities (See Appendix A-5 for details).
- The promotion rate between male and female students in the rural areas is comparable—76.5 percent for males and 76.2 percent for females. However in urban areas, females have a higher promotion rate at 87.1 percent compared to 84.3 percent for males (See Appendix A-5 for details).

**Figure 6: Promotion Rate by Province—Lower Secondary Level, 2009/10**



Source: Education Management Information System, 2010/11

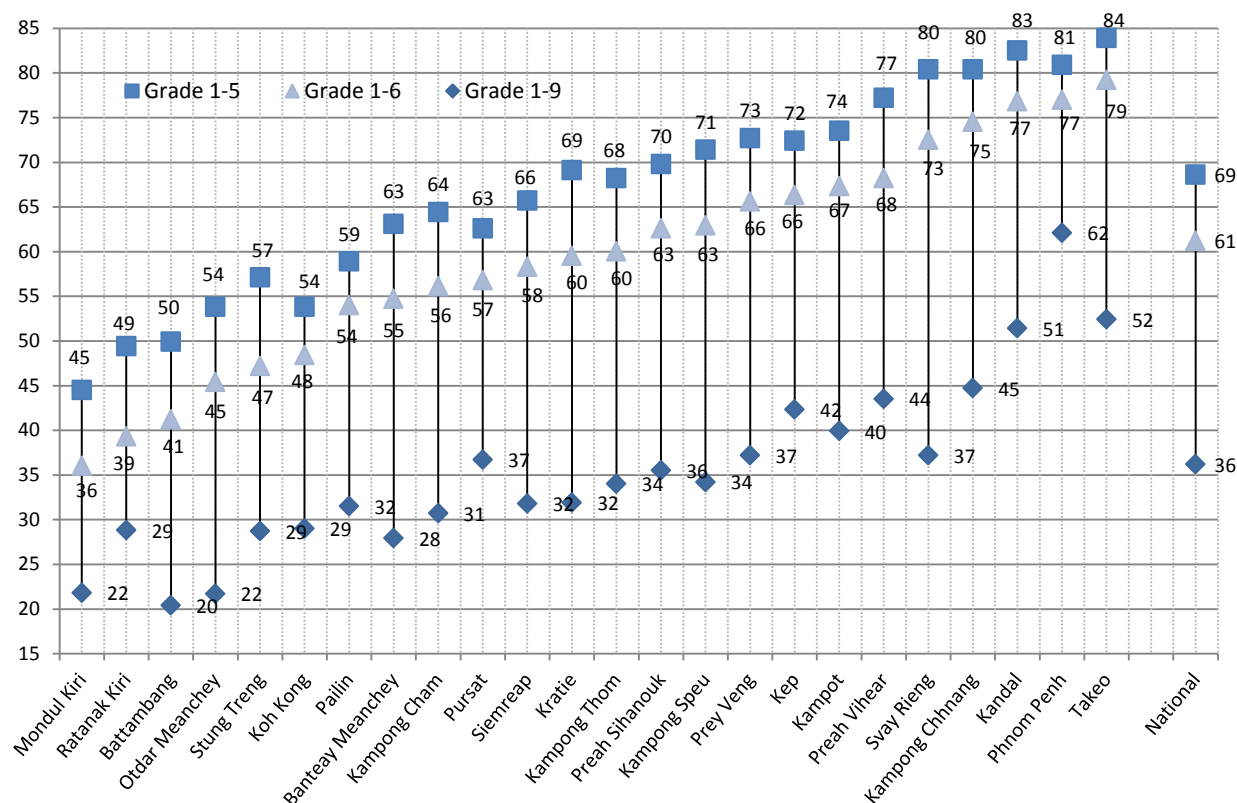


## C. Survival Rate

The survival rate reflects the retention capacity of the education system. Survival rates approaching 100 percent indicate a high level of retention and low incidence of dropout. The line for each province in Figure 7 illustrates the prospect of a cohort of 100 children reaching grade 5, grade 6 (the final year of primary education) and grade 9 (the final year of lower secondary education). Battambang has the lowest survival to grade 9 while Mondul Kiri has the lowest survival rate to grade 5 and grade 6. According to the data:

- The national survival rate for grade 5, 6 and 9 is 68.6 percent, 61.2 percent, and 36.2 percent respectively, with a gender gap of less than 2 percent.
- Eleven provinces have survival rates to grades 5, 6, and 9 higher than the national average with Takeo in the lead.
- As with the dropout rates, rural communities are not as successful in retaining students as urban communities. Survival rates for grades 1-9 for both sexes are 52.9 percent for urban areas and 33 percent for rural areas (See Appendix A-7 for details).

**Figure 7: Survival Rate to Grade 5, Grade 6, and Grade 9 by Province, 2009/10**



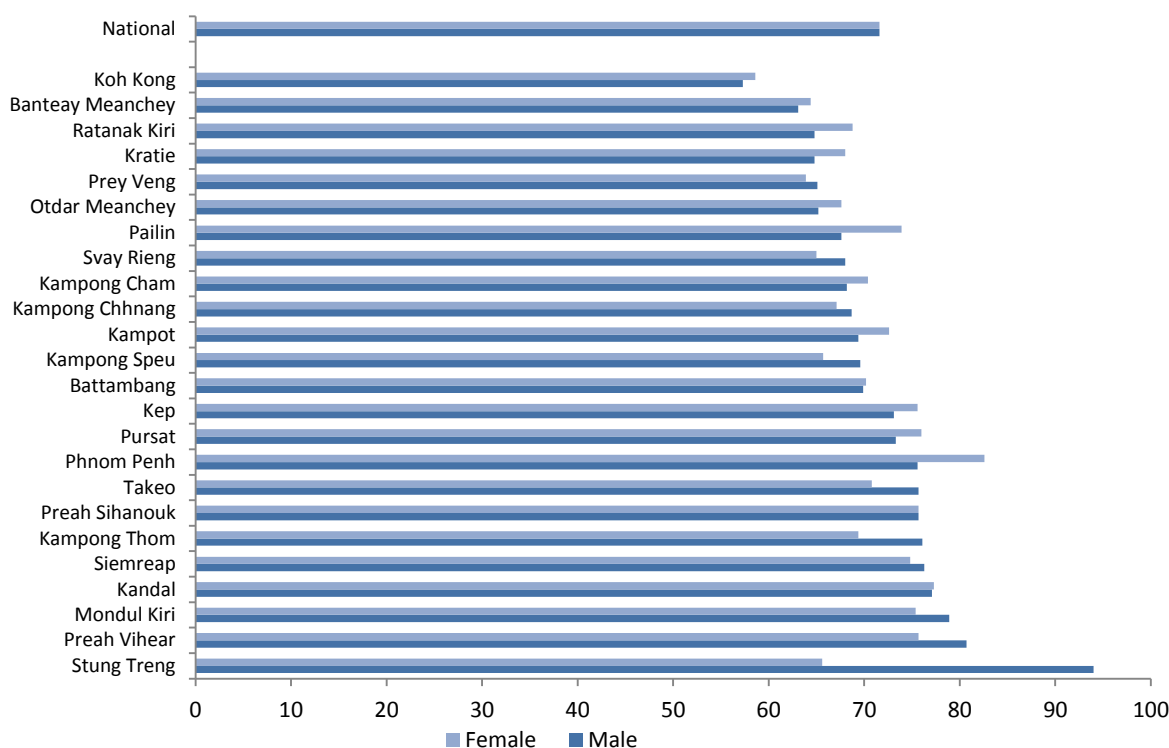
Source: Education Management Information System, 2010/11

## D. Transition Rate

The transition rate to upper secondary shows the proportion of students progressing from grade 9 to grade 10 (Figure 8). The national rate for transition to grade 10 (the entry grade at the upper secondary cycle) is 71.6 percent for both males and females. Koh Kong has the lowest rate for both the sexes at about 57 percent. Other findings include:

- Stung Treng has the highest transition for males (94 percent) while Phnom Penh has the highest rate for females (82.6 percent).
- Less than fifty percent of the provinces have transition rates (for both sexes) higher than the national average.
- The difference in the rates between urban and rural areas is quite high—64.5 percent in rural areas and 92.3 percent in the urban areas (See Appendix A-8 for details).

**Figure 8: Transition Rate by Province—Lower Secondary to Upper Secondary, 2009/10**



Source: Education Management Information System, 2010/11

## E. Province Selection

### 1. Statistical Ranking

The provinces were ranked according to the four primary indicators as shown in Table 3. The ranking is based on each province's performance at the lower secondary level as SDPP will be focusing on grades in this cycle. As described in Section II, each province was given a point value based on its rank, with the most affected province in each category getting a "1". Provinces

with the same rate were given the same rank and subsequently the same point value for that indicator. The points for each indicator were added to get the total point value. Based on the total points, the provinces were given a cumulative rank that represents its overall performance. The lower the rank, the worse the province performed as measured by the primary indicators.

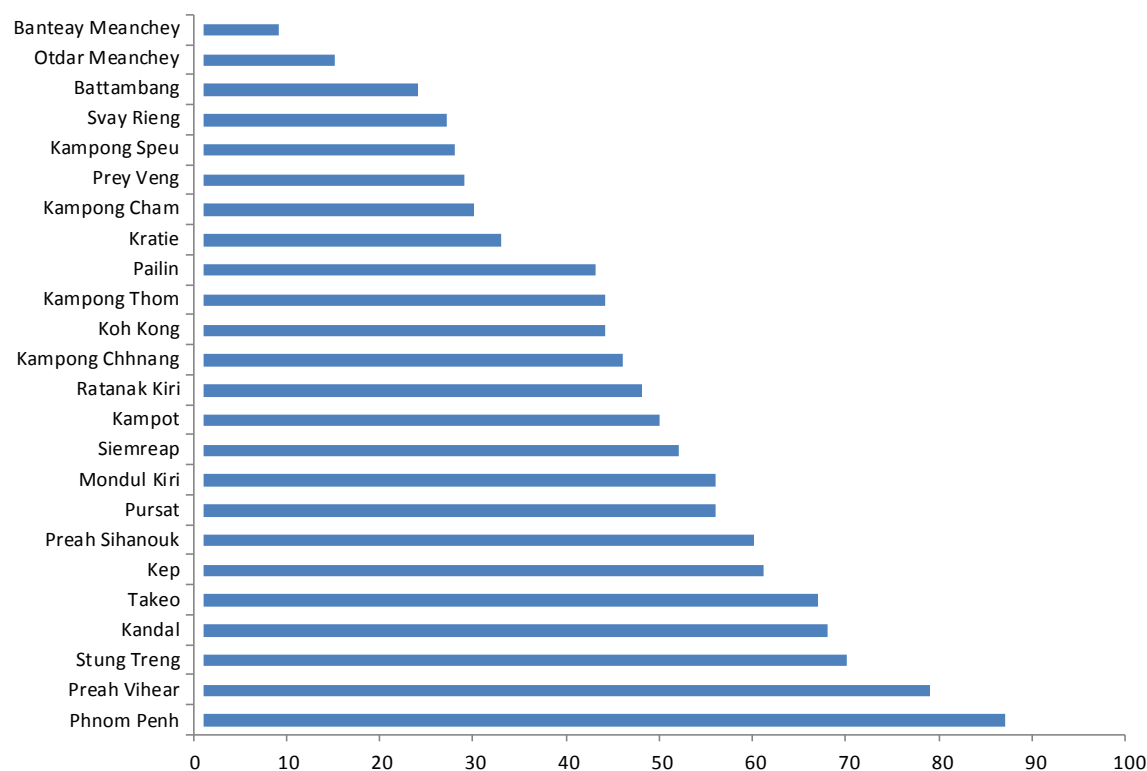
The average number of points for all provinces is 46 (ranging from 8 to 86 points)—12 provinces scored below the average and 12 above. Banteay Meanchey is the most affected province with a score of only 8 points followed by Otdar Meanchey with 14 points and Battambang with 23 points. Phnom Penh got the highest total points (86 points) followed by Preah Vihear with 78 points.

**Table 3: Province Ranking**

Province	Dropout		Promotion		Survival (1-9)		Transition to upper sec.		TOTAL POINTS	RANK
	Rate	Point	Rate	Point	Rate	Point	Total	Point		
Banteay Meanchey	26.20	1	72.00	1	27.90	4	63.80	2	8	1
Otdar Meanchey	22.80	5	74.80	3	21.70	2	66.30	4	14	2
Battambang	21.90	7	75.60	6	20.40	1	70.00	9	23	3
Svay Rieng	24.60	2	74.20	2	37.20	16	66.70	6	26	4
Kampong Cham	22.40	6	75.80	7	30.70	8	69.20	7	27	5
Prey Veng	23.50	4	75.50	5	37.20	16	64.60	3	28	6
Kratie	21.50	8	76.20	8	31.90	11	66.40	8	29	7
Kampong Speu	24.10	3	75.00	4	34.20	13	67.90	5	32	8
Pailin	18.50	11	79.40	12	31.50	9	70.50	10	42	9
Koh Kong	15.80	16	82.10	19	29.00	7	57.90	1	43	10
Ratanak Kiri	13.30	17	83.10	20	28.80	6	66.30	12	43	10
Kampong Chhnang	20.40	9	76.80	9	44.70	20	67.90	7	45	11
Kampong Thom	20.40	9	77.90	10	34.00	12	72.80	4	47	12
Kampot	19.20	10	79.20	11	39.90	17	70.90	11	49	13
Siemreap	18.10	12	79.50	13	31.80	10	75.60	16	51	14
Pursat	18.50	11	80.30	14	36.70	15	74.70	15	55	15
Mondul Kiri	16.60	15	82.00	18	21.80	3	77.40	19	55	15
Preah Sihanouk	17.80	13	80.50	15	35.50	14	75.70	17	59	16
Kep	18.10	12	80.70	16	42.30	18	74.40	14	60	17
Kandal	17.80	13	80.50	15	51.40	21	77.20	13	66	18
Stung Treng	11.20	19	86.70	23	28.70	5	80.00	18	67	19
Takeo	17.10	14	81.00	17	52.40	22	73.60	22	69	20
Preah Vihear	12.50	18	86.50	21	43.50	19	78.30	20	78	21
Phnom Penh	9.10	20	86.60	22	62.10	23	78.70	21	86	22

The cumulative points for each province based on the four primary indicators are presented below.

**Figure 9: Province Ranking with Total Points**



## 2. Practical Considerations

In addition to the statistic-based rankings, practical considerations were taken into account when determining the target areas. For Cambodia, the practical considerations were:

- Receptivity of the local government
- Accessibility of the region
- Low migration patterns
- Limited donor and NGO interventions in education
- Security issues (presence of insurgency and/or civil unrest).

Further, a statistically representative sample of schools (at least 140) would be needed to implement the planned randomized control trial for the SDPP interventions. Depending on the number of government schools with the targeted lower secondary grades, meeting this criteria could require the selection of more than one province. In this situation, contiguity between provinces would be a factor in order to maximize effective management of the pilot projects.

### 3. Target Province Selection

The province with the worst ranking—Banteay Meanchey—had only 51 eligible schools with lower secondary grades, less than half of what is required, so other provinces were considered. Using the composite ranking and also taking into account practical considerations, Battambang (3<sup>rd</sup> worst ranking) and Pursat (15<sup>th</sup> worst ranking) were also selected to ensure that the number of schools for the SDPP

interventions were sufficient. The target population in all three provinces will be male and female students currently enrolled in government schools and at-risk of dropping out from the lower secondary level (grades 7, 8, and 9). Table 4 provides a breakdown of the schools disaggregated by the type of community<sup>8</sup>.

**Table 4: Number of Schools in Target Provinces**

	<b>Battambang</b>	<b>Banteay Meanchey</b>	<b>Pursat</b>
Urban/Large	8	3	4
Urban/Small	3	1	6
Rural/Large	32	22	21
Rural /Small	40	25	20
<b>Total</b>	<b>83</b>	<b>51</b>	<b>51</b>

Source: Education Management Information System, 2010/11

The following are the justification for the target province selection:

- Battambang and Banteay Meanchey are ranked within the top three provinces and are obvious choices for SDPP intervention.
- Banteay Meanchey borders Battambang.
- Pursat borders and has a similar socio-economic profile as Battambang and Banteay Meanchey. Between the three provinces, we have a sufficient number of schools (185) for the pilot project.
- Local authorities in the three provinces are willing to collaborate with the project and level of prioritization to reduce dropout is high.
- There are limited education projects currently being implemented in these provinces.

## VII. Profile of the Selected Provinces

### A. Battambang

Battambang is a province in the northwestern Cambodia. It is bordered to the north with Banteay Meanchey, to the west with Thailand, and to the east and south with Pursat. The province is subdivided into 13 districts, 96 communes, and 741 villages. The province has a strong agricultural economy—80 percent of the families are involved in agriculture and 58 percent focus on rice farming. The population is a little over one million with 13 percent between age 0-5 years, 32 percent between age 6-17, 49 percent between age 18-60, and the remaining 6 percent age 61 or above. The average household size is 5.2 persons (MAFF 2004). The population

<sup>8</sup> Two schools in Pursat, 28 in Battambang, and 29 in Banteay Meanchey were not included as they are in the Cambodian-Thai border and are subject to high migration and conflict.

density is 84 persons/km<sup>2</sup> compared to a national average of 75 persons/km<sup>2</sup>. Twenty seven percent of the households live below the consumption poverty line compared to a national average of 32 percent.<sup>9</sup> The literacy rate of the population 15 years or older is higher than the national average—74 percent compared to the national rate of 67 percent.



Source: General Population Census, 2008 (Ministry of Planning, Cambodia)

## B. Banteay Meanchey

Banteay Meanchey, a rural province, is in the northwest region of the country. Its capital is Serei Saophoan. There is an international border crossing to Thailand located within the province. The province is subdivided into eight districts which are further subdivided into 64 communes and 634 villages. About 70 percent of the families are involved in agriculture and rice farming and 13 percent of the families are involved in services. The estimated population is about 850 thousand with distribution similar to Battambang—50 percent of the population between age 18-60 followed by 31 percent of population in the 6-17 age groups. The average household size is five persons with a population density of 113 persons/km<sup>2</sup>. Thirty-four percent of households are below the consumption poverty line. The literacy rate for the population 15 years or older is 68 percent.

<sup>9</sup> Consumption poverty line shows insufficient cash income (or its equivalent) to meet basic livelihood needs.

## C. Pursat

Pursat province is the fourth largest province in Cambodia. It is located in the western part of the country and borders clockwise from the north with Battambang, the Tonlé Sap, Kampong Chhnang, Kampong Speu Province, Koh Kong, and Thailand. The capital, Pursat town, lies 174 km north west of Phnom Penh by road and 106 km south east of Battambang. The province is subdivided into six districts. The provincial population is around 430 thousand. As with the other provinces, the majority of the population (52 percent) is between the ages 18-60. The household size is 5.1 persons and the population density is only 33 persons/km<sup>2</sup>. Thirty-nine percent of households fall into the poorest two national quintiles of consumption while 34 percent of the households live below the poverty line. The literacy rate for the total population (age 15 years or older) is the least compared to the three provinces at 64 percent.

## VIII. Selected Education Indicators in SDPP Provinces

Data on indicators of dropout “predictors”, contextual indicators, and education supply indicators are presented below for the three selected provinces at the lower secondary level/target grades. National level data is provided, where appropriate, for comparison purposes. An “n/a” in a cell indicates that the data is not available while an “\*” means the national level information is not relevant for the particular indicator.

### A. Indicators of Dropout “Predictors”

Table 5 presents the data on the “predictor” group of indicators, which help identify students who are at-risk of not completing the basic education cycle.

**Table 5: Indicators of Dropout “Predictors”, 2010/11**

Indicators			National	Battambang	Banteay Meanchey	Pursat
Percentage of overage and underage students	Grade 7/8/9	Male	n/a	n/a	n/a	n/a
		Female	n/a	n/a	n/a	n/a
Percentage of overage students	Lower Secondary	Male	44.1	47.4	42	48.7
		Female	35.7	40.3	35.1	44
Repetition rate by grade (2009/10)	Grade 7	Male	1.9	2.4	1.2	0.7
		Female	1.0	1.3	0.6	0.5
	Grade 8	Male	1.4	2.0	1.9	0.8
		Female	0.8	1.4	1.1	0.7
	Grade 9	Male	4.8	4.7	4.7	3.2
		Female	2.4	3.2	2.3	1.5
Repetition rate by cycle, (2009/10)	Lower Secondary	Male	2.6	3.0	2.4	1.5
		Female	1.3	1.9	1.2	0.9
Completion rate by cycle	Lower Secondary	Male	49.2	43	50.4	44.5
		Female	44.3	41.6	51.4	46.6



## B. Contextual Indicators for Students

Table 6 presents the contextual indicators, which give a snapshot of the province's educational status relative to the national performance. The national youth literacy rate is from the World Bank's EdStats while the provincial data is from the 2008 census data. The number of out-of-school children has been calculated from the 2008 census/UNICEF data, taking the difference between the total population in the province and those currently attending school.

**Table 6: Contextual Indicators for Students, 2010/11**

Indicators			National	Battambang	Banteay Meanchey	Pursat
Gross enrollment ratio by cycle	Lower Secondary	Male	59.1	54.8	63.7	57.5
		Female	57.8	50.6	66.8	57.3
Net enrollment rate by cycle	Lower Secondary	Male	33	28.9	37	29.5
		Female	37.2	30.2	43.3	32.0
First grade intake rate		Male	92.7	91.9	96.1	94.1
		Female	93.1	92.4	96.9	96.1
Number of out-of-school children (2008)	Age 12	Male	n/a	1502	843	906
		Female	n/a	1283	688	800
	Age 13	Male	n/a	1982	1231	943
		Female	n/a	1684	1044	933
	Age 14	Male	n/a	2670	1762	1237
		Female	n/a	2897	2016	1335
Youth literacy rate (2008)		Male	87.5	89.3	89	86.9
		Female	87.5	86.7	85.1	82
Gender Parity Index <sup>10</sup>	GER	Lower Secondary	0.9	0.9	1.1	1.0
	NER	Lower Secondary	1.1	1.1	1.8	1.1
	Dropout rate	Lower Secondary	1.1	0.9	0.9	0.9
	Survival rate	Lower Secondary	0.9	1.4	1.2	1.2
	Promotion rate	Lower Secondary	1.0	1.1	1.1	1.0

## C. Education Supply Indicators

Lastly, the supply indicators, which capture the availability of and access to education resources, are presented in Table 7. All statistics are taken from the EMIS.

**Table 7: Education Supply Indicators, 2010/11**

Indicators		National	Battambang	Banteay Meanchey	Pursat
Number of schools by cycle	Lower secondary	*	113	84	52
Number of schools by provider	Government	*	113	80	52
	Private <sup>11</sup>	*	0	4	0

<sup>10</sup> A value of less than 1 indicates disparity in favor of males and a value greater than 1 indicates disparity in favor of females. However, the interpretation should be the other way round for indicators that should ideally approach 0%. In these cases, a GPI of less than 1 indicates disparity in favor of females and a value greater than 1 indicates a disparity in favor of males.

<sup>11</sup> MoEYS Education statistics on private schools 2009/10.



Indicators		National	Battambang	Banteay Meanchey	Pursat
Number of teachers by cycle	Lower secondary	*	2433	1658 <sup>12</sup>	1182
Number of teachers by provider	Government	*	2433	1658	1182
	Private	*	n/a	n/a	n/a
	Community	*	n/a	n/a	n/a
Pupil: teacher ratio by cycle	Lower secondary	25.2	26.5	25.1	21.8
Pupil: classroom ratio by cycle	Lower secondary	50.5	55.3	50.0	48.2
Textbook: student by cycle	Lower secondary	n/a	n/a	n/a	n/a
Average distance to school in km		*	3.7	3.3	3.9

## IX. Conclusion

Cambodia has made considerable progress in the provision of education. Between 2000 and 2010, the primary cycle NER grew from 87 percent to 95 percent. The high level of enrollment at the primary level has contributed to increased enrollment at the secondary levels. Although still low, the lower and upper secondary NERs grew from 16 percent to 35 percent and 21 percent, respectively, over the past decade.

However, despite the growing demand for secondary education, the vast majority of children of secondary school age are not completing the basic cycle. Wastage is particularly acute at the lower secondary level. The national survival rate to grade 9 was less than 40 percent in 2009/10, compared with the national survival rate of 61 percent for Grade 6. Dropout is also more severe at the lower secondary level: in 2009/10, the dropout rate for lower secondary school was 19.6 percent, in contrast to the primary school dropout rate of 8.7 percent and upper secondary school dropout rate of 11.8 percent. Dropout rates for each grade in the lower secondary cycle exceed those in every other grade at the primary and upper secondary levels. The gender differences are minor. The high dropout particularly at the lower secondary level reveals problems in the internal efficiency of the educational system. This high wastage rate results in many young people who are unable to progress further with their schooling, leaving them unskilled and reducing their chances for employment.

The pattern of dropout at all educational levels varies among the provinces and municipalities, often dramatically. For example, at the primary level, Takeo has the lowest dropout with 4.5 percent while Mondul Kiri has the highest at 17.7 percent. Similarly at the lower secondary level, Phnom Penh has the lowest dropout (9.1 percent) and Banteay Meanchey has the highest rate (26.2 percent). Finally, at the upper secondary level, Phnom Penh again has the lowest dropout at 5.4 percent while Otdar Meanchey has the highest dropout at 23.3 percent.

At the lower secondary cycle, Banteay Meanchey, Otdar Meanchy and Battambang scored worst on the composite ranking of the four key indicators (dropout, promotion, survival and transition). However, when coupled with practical considerations, the geographically-contiguous

<sup>12</sup> Only includes teachers from the government schools.

provinces of Banteay Meanchey (ranked 1<sup>st</sup>), Battambang (3<sup>rd</sup>), and Pursat (15<sup>th</sup>) were proposed as SDPP target provinces.

Focusing its efforts on male and female students at the lower secondary cycle—motivated enough and able to continue their education this far—in these provinces will allow SDPP to work with a population of students most at-risk of leaving school.

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## **Appendix A: Primary Indicators**

Table A-1: Enrollment by Cycle, 2010/11

Table A-2: Enrollment by Grade, 2010/11

Table A-3: Dropout Rate by Cycle, 2009/10

Table A-4: Dropout Rate by Grade, 2009/10

Table A-5: Promotion Rate by Cycle, 2009/10

Table A-6: Promotion Rate by Grade, 2009/10

Table A-7: Survival Rate to Grade 5, Grade 6, and Grade 9, 2009/10

Table A-8: Transition Rate from Cycle to Cycle, 2009-10

**Table A-1: Enrollment by Cycle, 2010/11**

Province	Primary (Grade 1-6)			Lower Sec (Grade 7-9)			Upper Sec (Grade 10-12)			Total Enrollment
	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Banteay Meanchey	106,607	55,151	51,456	26,721	13,330	13,391	14,877	7,694	7,183	148,205
Battambang	179,838	93,911	85,927	40,595	20,036	20,559	23,995	12,257	11,738	244,428
Kampong Cham	292,247	152,368	139,879	65,358	33,290	32,068	32,099	16,809	15,290	389,704
Kampong Chhnang	79,590	41,120	38,470	21,586	10,710	10,876	12,393	6,734	5,659	113,569
Kampong Speu	131,262	68,730	62,532	30,665	16,699	13,966	14,057	8,611	5,446	175,984
Kampong Thom	114,461	59,069	55,392	26,154	13,149	13,005	15,219	8,236	6,983	155,834
Kampot	99,450	52,710	46,740	29,296	15,372	13,924	17,173	9,401	7,772	145,919
Kandal	157,052	83,428	73,624	48,776	25,598	23,178	34,786	19,132	15,654	240,614
Kep	6,115	3,292	2,823	1,857	905	952	1,113	569	544	9,085
Koh Kong	20,994	11,005	9,989	4,763	2,495	2,268	2,285	1,287	998	28,042
Kratie	56,235	29,002	27,233	11,160	5,614	5,546	5,863	2,976	2,887	73,258
Mondul Kiri	11,399	5,994	5,405	1,781	977	804	679	389	290	13,859
Otdar Meanchey	37,253	19,501	17,752	6,618	3,430	3,188	2,955	1,646	1,309	46,826
Pailin	10,869	5,758	5,111	2,304	1,248	1,056	1,447	777	670	14,620
Phnom Penh	133,113	70,209	62,904	52,404	27,943	24,461	48,942	26,313	22,629	234,459
Preah Sihanouk	29,911	15,663	14,248	7,942	4,201	3,741	5,518	3,086	2,432	43,371
Preah Vihear	37,508	19,305	18,203	6,484	3,153	3,331	3,315	1,803	1,512	47,307
Prey Veng	169,861	89,887	79,974	44,511	23,530	20,981	20,402	12,053	8,349	234,774
Pursat	67,445	35,117	32,328	16,088	7,963	8,125	9,730	5,102	4,628	93,263
Ratanak Kiri	31,417	17,753	13,664	3,310	1,911	1,399	1,314	802	512	36,041
Siemreap	171,485	88,873	82,612	35,571	17,463	18,108	19,726	10,521	9,205	226,782
Stung Treng	19,607	9,975	9,632	3,740	1,847	1,893	2,480	1,427	1,053	25,827
Svay Rieng	80,142	42,017	38,125	24,309	13,394	10,915	12,333	7,545	4,788	116,784
Takeo	147,331	77,972	69,359	48,875	26,152	22,723	32,033	19,092	12,941	228,239
• Urban	334,772	175,332	159,440	122,961	65,090	57,871	122,914	66,760	56,154	580,647
• Rural	1,856,420	972,478	883,942	437,907	225,320	212,587	211,820	117,502	94,318	2,506,147
<b>National</b>	<b>2,191,192</b>	<b>1,147,810</b>	<b>1,043,382</b>	<b>560,868</b>	<b>290,410</b>	<b>270,458</b>	<b>334,734</b>	<b>184,262</b>	<b>150,472</b>	<b>3,086,794</b>

Source: Education Management Information System 2010/11

**Table A-2: Enrollment by Grade, 2010/11**

Province	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Banteay Meanchey	20,671	10,774	9,897	19,478	10,129	9,349	18,742	9,705	9,037	17,217	8,926	8,291	16,316	8,361	7,955
Battambang	40,753	21,630	19,123	35,570	18,818	16,752	31,288	16,417	14,871	27,280	14,267	13,013	24,450	12,531	11,919
Kampong Cham	61,243	32,226	29,017	55,849	29,240	26,609	51,768	27,328	24,440	45,372	23,804	21,568	42,420	21,982	20,438
Kampong Chhnang	15,110	7,834	7,276	15,115	8,016	7,099	13,851	7,218	6,633	12,897	6,601	6,296	11,829	5,998	5,831
Kampong Speu	24,996	13,115	11,881	24,820	13,147	11,673	23,546	12,433	11,113	21,284	11,046	10,238	19,457	10,089	9,368
Kampong Thom	25,352	13,386	11,966	21,819	11,408	10,411	19,840	10,282	9,558	17,509	9,028	8,481	16,226	8,327	7,899
Kampot	19,057	10,180	8,877	18,888	10,158	8,730	17,437	9,259	8,178	16,049	8,463	7,586	14,913	7,784	7,129
Kandal	28,909	15,377	13,532	29,634	15,909	13,725	28,370	15,168	13,202	24,886	13,114	11,772	24,037	12,634	11,403
Kep	1,007	536	471	948	517	431	1,255	676	579	1,033	554	479	964	516	448
Koh Kong	4,760	2,508	2,252	4,228	2,210	2,018	3,584	1,987	1,597	3,233	1,665	1,568	2,812	1,449	1,363
Kratie	13,204	6,865	6,339	11,294	5,844	5,450	10,173	5,276	4,897	8,202	4,230	3,972	7,203	3,629	3,574
Mondul Kiri	2,870	1,523	1,347	2,294	1,224	1,070	2,180	1,126	1,054	1,552	832	720	1,462	746	716
Otdar Meanchey	8,744	4,663	4,081	7,300	3,895	3,405	6,500	3,356	3,144	5,667	2,977	2,690	4,914	2,527	2,387
Pailin	2,599	1,362	1,237	2,276	1,219	1,057	1,888	1,023	865	1,691	906	785	1,302	662	640
Phnom Penh	25,884	13,865	12,019	24,061	12,778	11,283	22,354	11,710	10,644	20,830	11,033	9,797	21,487	11,221	10,266
Preah Sihanouk	6,504	3,365	3,139	5,459	2,803	2,656	5,236	2,804	2,432	4,651	3,392	2,159	4,326	2,233	2,093
Preah Vihear	9,745	4,999	4,746	7,477	3,982	3,495	6,364	3,378	2,986	5,099	2,595	2,504	4,749	2,387	2,362
Prey Veng	34,191	18,136	16,055	31,249	16,651	14,598	29,246	15,561	13,685	27,038	14,231	12,807	25,812	13,551	12,261
Pursat	15,396	8,140	7,256	12,944	6,833	6,111	11,979	6,237	5,742	10,113	5,266	4,847	8,962	4,543	4,419
Ratanak Kiri	9,690	5,362	4,328	7,348	4,165	3,183	5,353	3,051	2,302	4,095	2,366	1,729	2,846	1,592	1,254
Siemreap	37,671	19,880	17,791	32,814	17,223	15,591	31,232	16,270	14,962	26,668	13,901	12,767	23,458	11,920	11,538
Stung Treng	5,077	2,623	2,454	3,979	2,035	1,944	3,380	1,695	1,685	2,822	1,466	1,356	2,352	1,200	1,152
Svay Rieng	15,283	7,961	7,322	14,170	7,506	6,664	13,773	7,202	6,571	13,129	6,911	6,218	12,516	6,541	5,975
Takeo	25,620	13,591	12,029	25,913	13,795	12,118	25,615	13,563	12,052	24,578	13,016	11,562	24,014	12,516	11,498
• Urban	67,005	35,597	31,408	61,172	32,313	28,859	57,101	29,877	27,224	52,366	27,432	24,934	51,322	26,429	24,893
• Rural	387,331	204,304	183,027	353,755	187,192	166,563	327,853	172,848	155,005	290,529	152,258	138,271	267,505	138,510	128,995
<b>National</b>	<b>454,336</b>	<b>239,901</b>	<b>214,435</b>	<b>414,927</b>	<b>219,505</b>	<b>195,422</b>	<b>384,954</b>	<b>202,725</b>	<b>182,229</b>	<b>342,895</b>	<b>180,590</b>	<b>163,205</b>	<b>318,827</b>	<b>164,939</b>	<b>153,888</b>

Source: Education Management Information System 2010/11

**Table A-2: Enrollment by Grade, 2010/11**

Province	Grade 6			Grade 7			Grade 8			Grade 9			Grade 10		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Banteay Meanchey	14,183	7,256	6,927	10,967	5,402	5,565	8,422	4,188	4,234	7,332	3,740	3,592	5,312	2,677	2,635
Battambang	20,497	10,248	10,249	16,278	8,002	8,276	12,771	6,240	6,531	11,546	5,794	5,752	9,278	4,716	4,562
Kampong Cham	35,595	17,788	17,807	27,213	13,750	13,463	20,919	10,469	10,450	17,226	9,071	8,155	12,779	6,524	6,255
Kampong Chhnang	10,788	5,453	5,335	8,607	4,234	4,373	6,853	3,432	3,421	6,126	3,044	3,082	4,677	2,488	2,189
Kampong Speu	17,159	8,900	8,259	13,400	6,927	6,473	9,770	5,441	4,329	7,495	4,331	3,164	5,673	3,326	2,347
Kampong Thom	13,715	6,638	7,077	10,725	5,256	5,469	8,196	4,090	4,106	7,233	3,803	3,430	5,458	2,886	2,572
Kampot	13,106	6,866	6,240	11,324	5,930	5,394	9,517	4,853	4,664	8,455	4,589	3,866	6,492	3,390	3,102
Kandal	21,216	11,226	9,990	18,565	9,675	8,890	15,598	8,051	7,547	14,613	7,872	6,741	12,487	6,760	5,727
Kep	908	493	415	730	352	378	624	296	328	503	257	246	435	215	220
Koh Kong	2,377	1,186	1,191	1,773	945	828	1,509	756	753	1,481	794	687	793	418	375
Kratie	6,159	3,158	3,001	4,488	2,273	2,215	3,515	1,746	1,769	3,157	1,595	1,562	2,245	1,107	1,138
Mondul Kiri	1,041	543	498	758	411	347	545	288	257	478	278	200	313	181	132
Otdar Meanchey	4,128	2,083	2,045	2,736	1,424	1,312	2,101	1,059	1,042	1,781	947	834	1,256	639	617
Pailin	1,113	586	527	947	493	454	717	379	338	640	376	264	583	302	281
Phnom Penh	18,497	9,602	8,895	18,014	9,459	8,555	16,434	8,780	7,654	17,956	9,704	8,252	15,997	8,487	7,510
Preah Sihanouk	3,735	1,966	1,769	3,055	1,553	1,502	2,508	1,308	1,200	2,379	1,340	1,039	1,877	1,059	818
Preah Vihear	4,074	1,964	2,110	2,578	1,242	1,336	2,012	957	1,055	1,894	954	940	1,346	726	620
Prey Veng	22,325	11,757	10,568	18,413	9,414	8,999	14,689	7,713	6,976	11,409	6,403	5,006	8,069	4,644	3,425
Pursat	8,051	4,098	3,953	6,470	3,193	3,277	5,079	2,514	2,565	4,539	2,256	2,283	3,902	1,949	1,953
Ratanak Kiri	2,085	1,217	868	1,339	745	594	1,010	592	418	961	574	387	581	352	229
Siemreap	19,642	9,679	9,963	14,775	7,239	7,536	11,291	5,507	5,784	9,505	4,717	4,788	7,728	3,980	3,748
Stung Treng	1,997	956	1,041	1,406	661	745	1,237	610	627	1,097	576	521	930	558	372
Svay Rieng	11,271	5,896	5,375	10,176	5,380	4,796	7,758	4,256	3,502	6,375	3,758	2,617	4,765	2,823	1,942
Takeo	21,591	11,491	10,100	18,753	9,810	8,943	15,975	8,501	7,474	14,147	7,841	6,306	11,844	6,917	4,927
• Urban	45,806	23,684	22,122	44,083	22,945	21,138	38,686	20,437	18,249	40,192	21,708	18,484	41,116	22,002	19,114
• Rural	229,447	117,366	112,081	179,407	90,825	88,582	140,364	71,589	68,775	118,136	62,906	55,230	83,704	45,122	38,582
<b>National</b>	<b>275,253</b>	<b>141,050</b>	<b>134,203</b>	<b>223,490</b>	<b>113,770</b>	<b>109,720</b>	<b>179,050</b>	<b>92,026</b>	<b>87,024</b>	<b>158,328</b>	<b>84,614</b>	<b>73,714</b>	<b>124,820</b>	<b>67,124</b>	<b>57,696</b>

Source: Education Management Information System 2010/11



**Table A-2: Enrollment by Grade, 2010/11**

Province	Grade 11			Grade 12		
	Total	Male	Female	Total	Male	Female
Banteay Meanchey	4,994	2,545	2,449	4,571	2,472	2,099
Battambang	7,844	3,927	3,917	6,873	3,614	3,259
Kampong Cham	10,396	5,404	4,992	8,924	4,881	4,043
Kampong Chhnang	3,660	1,945	1,715	4,056	2,301	1,755
Kampong Speu	4,237	2,652	1,585	4,147	2,633	1,514
Kampong Thom	5,165	2,772	2,393	4,596	2,578	2,018
Kampot	5,400	2,972	2,428	5,281	3,039	2,242
Kandal	11,512	6,241	5,271	10,787	6,131	4,656
Kep	352	185	167	326	169	157
Koh Kong	805	459	346	687	410	277
Kratie	1,821	964	857	1,797	905	892
Mondul Kiri	200	107	93	166	101	65
Otdar Meanchey	1,017	576	441	682	431	251
Pailin	500	266	234	364	209	155
Phnom Penh	15,157	7,839	7,318	17,788	9,987	7,801
Preah Sihanouk	1,894	1,004	890	1,747	1,023	724
Preah Vihear	1,032	512	520	937	565	372
Prey Veng	6,242	3,660	2,582	6,091	3,749	2,342
Pursat	3,164	1,686	1,478	2,664	1,467	1,197
Ratanak Kiri	398	250	148	335	200	135
Siemreap	6,393	3,284	3,109	5,605	3,257	2,348
Stung Treng	818	454	364	732	415	317
Svay Rieng	3,886	2,389	1,497	3,682	2,333	1,349
Takeo	10,361	6,091	4,270	9,828	6,084	3,744
• Urban	39,105	20,610	18,495	42,693	24,148	18,545
• Rural	68,143	37,574	30,569	59,973	34,806	25,167
<b>National</b>	<b>107,248</b>	<b>58,184</b>	<b>49,064</b>	<b>102,666</b>	<b>58,954</b>	<b>43,712</b>

Source: Education Management Information System 2010/11

**Table A-3: Dropout Rate by Cycle, 2009/10**

Province	Primary (Grade 1-6)			Lower Secondary (Grade 7-9)			Upper Secondary (Grade 10-12)		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Banteay Meanchey	10.3	11.1	9.6	26.2	27.7	24.5	14.1	15.0	13.0
Battambang	15.3	16.4	14.1	21.9	23.4	20.4	11.1	12.1	10.0
Kampong Cham	10.1	9.9	10.3	22.4	22.7	22.1	13.0	14.1	11.7
Kampong Chhnang	5.2	5.6	4.8	20.4	19.4	21.5	15.4	16.2	14.4
Kampong Speu	7.7	7.5	8.0	24.1	21.0	27.7	15.9	16.2	15.4
Kampong Thom	9.2	8.9	9.5	20.4	17.7	23.1	11.4	12.0	10.7
Kampot	7.4	7.2	7.6	19.2	18.7	19.7	13.6	13.4	13.9
Kandal	4.6	4.2	5.1	17.8	17.6	18.0	12.4	13.3	11.2
Kep	7.3	6.0	8.6	18.1	15.8	20.3	15.3	17.1	13.3
Koh Kong	13.9	15.8	11.7	15.8	16.4	15.2	14.2	16.0	11.7
Kratie	9.2	9.1	9.3	21.5	22.8	20.1	15.2	16.7	13.5
Mondul Kiri	17.7	18.1	17.3	16.6	17.3	15.7	21.5	22.4	20.1
Otdar Meanchey	14.1	14.7	13.4	22.8	24.1	21.5	23.3	22.5	24.6
Pailin	11.5	11.5	11.5	18.5	17.8	19.4	14.7	15.0	14.3
Phnom Penh	5.2	5.1	5.4	9.1	9.4	8.8	5.4	6.5	4.1
Preah Sihanouk	9.1	9.1	9.2	17.8	16.3	19.5	6.8	7.7	5.7
Preah Vihear	7.0	5.9	8.2	12.5	11.6	13.3	19.1	21.3	16.4
Prey Veng	7.0	7.1	6.8	23.5	22.2	25.0	15.5	17.5	12.2
Pursat	9.4	10.1	8.6	18.5	19.3	17.6	10.7	11.7	9.6
Ratanak Kiri	13.0	12.4	13.8	13.3	16.3	8.3	19.6	21.6	16.4
Siemreap	10.2	10.4	10.0	18.1	17.6	18.6	12.7	11.3	14.3
Stung Treng	12.5	12.4	12.7	11.2	11.6	10.8	16.0	22.5	6.0
Svay Rieng	6.3	6.3	6.3	24.6	22.9	26.7	15.7	15.7	15.7
Takeo	4.5	4.2	4.9	17.1	15.1	19.5	9.2	9.4	
• Urban	6.5	6.7	6.2	11.1	11.4	10.7	6.7	7.7	5.4
• Rural	9.1	9.2	9.1	22.0	21.3	22.7	15.0	15.6	14.2
<b>National</b>	<b>8.7</b>	<b>8.8</b>	<b>8.7</b>	<b>19.6</b>	<b>19.1</b>	<b>20.1</b>	<b>11.8</b>	<b>12.6</b>	<b>8.80</b>

Source: Education Management Information System 2010/11

**Table A-4: Dropout Rate by Grade, 2009/10**

Province	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Banteay Meanchey	10.3	10.1	10.5	8.6	8.7	8.5	10.7	12.0	9.3	11.4	12.3	10.5	12.9	14.8	10.8
Battambang	13.2	12.6	13.9	14.1	15.1	13.1	15.9	18.3	13.0	14.7	16.1	13.2	17.0	19.2	14.6
Kampong Cham	9.5	6.8	12.4	9.7	10.2	9.1	9.4	10.2	8.4	10.4	11.8	8.8	12.5	14.4	10.4
Kampong Chhnang	3.8	2.1	5.5	3.7	4.5	2.8	5.0	6.3	3.6	6.6	7.7	5.3	6.9	7.7	6.1
Kampong Speu	9.9	8.3	11.7	6.1	6.8	5.3	7.9	8.3	7.4	6.1	5.6	6.6	11.6	12.3	10.9
Kampong Thom	8.5	4.9	12.1	7.4	7.7	7.1	9.2	10.4	7.8	8.0	7.2	8.9	11.6	12.9	10.3
Kampot	8.8	7.1	10.8	6.3	6.9	5.6	4.8	4.6	4.9	7.6	8.0	7.3	8.2	8.1	8.4
Kandal	4.5	1.2	8.1	3.7	3.8	3.5	4.5	5.3	3.7	4.8	5.2	4.4	6.8	7.2	6.4
Kep	26.5	20.1	32.7	-16.9	16.6	-17.4	7.0	4.9	9.3	8.2	9.9	6.0	8.2	10.5	5.4
Koh Kong	15.2	13.9	16.6	15.5	15.2	15.9	9.4	8.0	10.8	10.8	10.6	11.0	9.8	10.8	8.8
Kratie	11.2	9.3	13.1	2.0	2.1	1.9	7.1	9.3	4.7	10.3	10.5	10.1	13.3	13.5	13.0
Mondul Kiri	23.8	20.7	27.0	13.4	15.0	11.6	17.2	17.5	16.9	12.6	15.2	9.8	18.6	21.8	14.6
Otdar Meanchey	14.1	12.6	15.7	12.5	15.4	9.3	10.4	10.0	10.8	14.3	15.2	13.4	15.1	16.0	14.2
Pailin	15.6	13.7	17.7	13.3	13.8	12.8	4.2	6.1	1.9	11.9	13.1	10.5	8.0	6.2	9.8
Phnom Penh	7.2	5.1	9.5	5.0	6.1	3.7	3.2	2.8	3.6	4.2	4.5	3.8	4.8	4.1	5.5
Preah Sihanouk	13.5	14.0	12.9	3.4	1.6	5.5	5.6	6.4	4.7	8.7	8.8	8.7	10.1	9.2	11.0
Preah Vihear	2.2	-1.4	6.1	3.8	1.6	6.2	7.3	8.6	5.9	8.5	9.3	7.7	11.2	12.5	10.1
Prey Veng	7.2	4.6	9.9	5.0	6.4	3.4	7.8	8.4	7.0	7.2	7.7	6.7	9.4	10.6	8.0
Pursat	12.8	12.9	12.7	8.1	9.6	6.4	6.9	7.3	6.6	11.5	12.4	10.4	8.8	8.9	8.8
Ratanak Kiri	6.6	5.7	7.6	12.8	11.5	14.5	10.7	6.7	15.6	27.3	29.9	23.6	19.5	22.2	15.5
Siemreap	9.8	6.7	13.0	9.6	10.3	8.8	7.6	8.9	6.2	9.1	10.9	7.1	10.8	11.8	9.7
Stung Treng	8.8	4.9	12.6	10.2	11.0	9.3	11.4	13.3	9.3	12.6	13.6	11.5	16.2	18.3	14.1
Svay Rieng	5.5	3.7	7.5	4.8	5.9	3.4	2.9	3.3	2.4	5.7	6.4	4.8	9.5	10.2	8.6
Takeo	6.1	3.2	9.2	2.6	2.7	2.6	3.1	3.7	2.4	4.2	4.9	3.4	5.5	5.8	5.1
Location															
• Urban	7.7	6.7	8.8	5.7	6.7	4.7	4.9	5.3	4.4	5.7	6.4	5.0	5.6	5.2	6.1
• Rural	9.3	7.0	11.7	7.7	8.2	7.1	8.3	9.2	7.3	9.2	10.0	8.3	11.3	12.5	10.0
<b>National</b>	<b>9</b>	<b>7</b>	<b>11.3</b>	<b>7.40</b>	<b>8.00</b>	<b>6.70</b>	<b>7.80</b>	<b>8.60</b>	<b>6.90</b>	<b>8.70</b>	<b>9.40</b>	<b>7.80</b>	<b>10.40</b>	<b>11.40</b>	<b>9.40</b>

Source: Education Management Information System 2010/11

**Table A-4: Dropout Rate by Grade, 2009/10**

Province	Grade 6			Grade 7			Grade 8			Grade 9			Grade 10		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Banteay Meanchey	8.0	8.6	7.5	27.3	30.3	24.2	23.1	23.3	23.0	28.0	29.1	26.8	17.5	18.3	16.7
Battambang	20.0	21.2	18.7	22.6	25.0	20.1	18.9	19.4	18.4	24.4	25.8	23.0	13.2	13.3	13.1
Kampong Cham	9.7	7.0	12.5	21.9	23.0	20.8	21.6	20.4	22.8	24.1	24.7	23.3	15.4	15.3	15.6
Kampong Chhnang	6.2	6.8	5.6	19.9	17.7	21.9	19.2	17.8	20.6	22.5	22.9	21.9	15.0	13.1	17.0
Kampong Speu	3.4	2.4	4.5	27.5	23.2	32.3	21.9	16.4	28.2	21.0	22.7	18.8	16.6	13.9	20.9
Kampong Thom	12.3	13.8	10.8	22.5	20.5	24.5	16.0	10.8	20.9	22.5	21.4	23.6	12.8	11.9	13.8
Kampot	8.6	8.9	8.3	19.2	19.8	18.5	19.3	17.8	21.0	19.0	18.5	19.7	14.2	12.6	16.1
Kandal	3.5	3.2	3.8	17.3	17.1	17.5	15.6	14.6	16.8	20.7	21.3	19.9	15.4	15.3	15.5
Kep	6.9	6.2	7.5	16.1	16.9	15.3	18.3	11.2	24.4	20.5	18.7	22.3	13.9	17.0	10.2
Koh Kong	23.8	40.1	-5.6	17.8	18.3	17.3	3.7	3.5	3.9	26.4	27.9	24.6	19.4	20.1	18.4
Kratie	14.1	13.8	14.4	21.6	22.8	20.4	19.3	20.0	18.6	23.7	25.9	21.5	19.4	20.0	18.8
Mondul Kiri	17.3	18.7	15.7	18.9	22.2	14.8	9.0	6.8	11.9	22.6	22.9	22.3	31.8	36.6	25.0
Otdar Meanchey	21.5	23.8	18.9	24.6	26.4	22.6	18.1	17.5	18.7	25.5	28.0	22.9	18.9	16.9	21.4
Pailin	12.4	13.6	11.1	21.0	18.9	23.3	15.5	12.3	18.6	18.7	21.5	15.6	17.1	18.8	14.9
Phnom Penh	6.8	8.1	5.5	11.0	10.0	12.0	2.2	1.8	2.6	13.4	15.1	11.3	4.2	5.7	2.5
Preah Sihanouk	14.0	15.6	12.3	21.8	21.3	22.4	15.0	12.6	17.9	15.5	14.3	17.1	10.4	11.5	9.1
Preah Vihear	17.7	16.9	18.5	14.8	15.0	14.7	8.0	5.0	10.8	14.5	14.5	14.5	21.8	26.2	17.1
Prey Veng	5.3	5.6	5.0	21.6	20.4	23.0	23.1	20.0	26.7	26.7	27.2	26.1	15.2	14.1	16.7
Pursat	5.7	7.3	4.0	18.4	18.5	18.3	15.7	17.1	14.3	21.3	22.4	20.2	12.1	10.3	14.0
Ratanak Kiri	8.7	5.6	12.9	19.4	24.3	11.2	-0.3	3.0	-5.6	19.1	19.0	19.4	19.7	17.7	22.9
Siemreap	17.2	18.5	15.8	20.7	21.7	19.8	15.8	15.4	16.2	16.9	14.3	19.6	16.6	15.1	18.0
Stung Treng	24.1	24.8	23.5	7.8	5.3	10.2	11.2	16.6	4.4	15.2	12.9	17.6	17.4	17.2	17.8
Svay Rieng	10.6	9.7	11.5	23.8	22.6	25.1	24.2	20.5	28.8	26.2	25.8	26.6	21.3	20.1	23.2
Takeo	5.6	5.2	6.1	15.6	13.9	17.4	16.4	13.2	19.8	19.7	18.2	21.7	10.0	8.5	12.2
Location															
• Urban	9.6	10.9	8.1	14.0	14.2	13.8	5.2	4.7	5.9	13.5	14.8	12.0	7.4	8.5	6.1
• Rural	9.7	9.7	9.8	21.8	21.5	22.1	20.5	18.7	22.5	23.9	23.9	23.9	16.9	15.7	18.3
<b>National</b>	<b>9.7</b>	<b>9.9</b>	<b>9.5</b>	<b>20.2</b>	<b>20.0</b>	<b>20.5</b>	<b>17.2</b>	<b>15.6</b>	<b>18.9</b>	<b>21.2</b>	<b>21.5</b>	<b>20.9</b>	<b>13.7</b>	<b>13.3</b>	<b>14.1</b>

Source: Education Management Information System 2010/11

**Table A-4: Dropout Rate by Grade, 2009/10**

Province	Grade 11			Grade 12		
	Total	Male	Female	Total	Male	Female
Banteay Meanchey	9.1	9.8	8.3	14.6	16.2	12.6
Battambang	7.2	8.3	5.9	12.6	14.7	10.0
Kampong Cham	10.2	10.8	9.4	12.5	16.3	7.6
Kampong Chhnang	8.5	9.7	6.9	24.6	27.7	20.4
Kampong Speu	11.7	12.8	9.9	20.1	23.7	13.8
Kampong Thom	5.0	4.8	5.2	17.0	20.4	12.1
Kampot	9.6	8.6	10.9	17.8	20.0	14.5
Kandal	7.6	5.9	9.7	14.0	19.2	6.0
Kep	9.1	6.1	12.0	23.8	27.2	19.1
Koh Kong	4.0	2.9	5.6	17.4	23.5	6.5
Kratie	12.1	12.9	11.4	13.1	16.6	8.9
Mondul Kiri	4.7	-4.3	15.6	20.0	22.7	15.1
Otdar Meanchey	18.3	17.3	19.8	39.7	38.6	42.1
Pailin	9.4	5.4	14.3	17.0	19.2	13.0
Phnom Penh	-2.1	-4.4	0.7	13.2	16.3	8.9
Preah Sihanouk	3.2	3.0	3.4	6.1	8.1	3.4
Preah Vihear	0.8	-1.5	4.0	36.3	39.8	30.7
Prey Veng	7.8	9.4	5.5	24.6	30.6	13.2
Pursat	7.0	5.5	8.8	12.9	19.9	3.0
Ratanak Kiri	15.8	20.2	9.1	23.9	29.1	14.3
Siemreap	6.9	1.6	13.2	13.4	16.7	8.8
Stung Treng	8.8	16.3	-3.7	21.7	34.5	-3.1
Svay Rieng	10.0	9.8	10.3	14.3	16.7	9.4
Takeo	7.5	7.7	7.3	10.0	12.5	5.4
Location						
• Urban	-0.4	-2.0	1.6	13.0	16.2	8.5
• Rural	11.1	11.2	11.0	16.9	20.7	10.9
<b>National</b>	<b>6.6</b>	<b>6.1</b>	<b>7.2</b>	<b>15.1</b>	<b>18.7</b>	<b>9.7</b>

Source: Education Management Information System 2010/11

**Table A-5: Promotion Rate by Cycle, 2009/10**

Province	Primary (Grades 1-6)			Lower Secondary (Grades 7-9)			Upper Secondary (Grades 10-12)		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Banteay Meanchey	85.0	83.7	86.5	72.0	69.9	74.2	83.3	81.4	85.5
Battambang	76.6	74.7	78.6	75.6	73.6	77.7	86.4	84.6	88.4
Kampong Cham	84.2	83.8	84.6	75.8	74.9	76.7	85.8	84.3	87.6
Kampong Chhnang	85.5	83.9	87.2	76.8	76.8	76.8	80.9	78.6	83.8
Kampong Speu	87.0	86.6	87.4	75.0	77.8	71.6	82.4	81.5	83.9
Kampong Thom	82.7	81.9	83.5	77.9	80.0	75.9	86.7	85.9	87.8
Kampot	87.3	86.5	88.1	79.2	79.1	79.4	84.5	84.1	85.0
Kandal	90.2	89.9	90.5	80.5	80.1	80.9	86.5	85.4	88.1
Kep	90.0	90.9	89.1	80.7	82.5	79.1	83.1	80.4	86.1
Koh Kong	77.1	74.9	79.7	82.1	80.7	83.7	84.2	82.4	86.9
Kratie	80.3	79.5	81.3	76.2	74.0	78.4	83.9	82.0	86.0
Mondul Kiri	75.8	74.9	76.7	82.0	81.0	83.1	76.9	74.9	79.9
Otdar Meanchey	76.8	75.6	78.0	74.8	73.2	76.4	72.0	71.6	72.7
Pailin	81.5	80.3	82.9	79.4	79.5	79.3	84.0	83.0	85.3
Phnom Penh	91.1	90.6	91.7	86.6	85.2	88.2	93.5	92.3	95.0
Preah Sihanouk	85.0	84.2	86.0	80.5	81.4	79.5	92.5	91.2	94.1
Preah Vihear	79.2	79.0	79.3	86.5	87.2	85.9	78.9	76.3	82.4
Prey Veng	83.6	82.5	84.9	75.5	76.5	74.3	81.3	78.6	85.5
Pursat	81.8	80.2	83.7	80.3	79.2	81.4	87.6	86.1	89.4
Ratanak Kiri	76.7	77.7	75.3	83.1	79.6	88.9	76.0	72.9	81.1
Siemreap	81.4	80.3	82.7	79.5	79.1	79.9	85.6	86.2	84.9
Stung Treng	71.0	69.7	72.2	86.7	85.8	87.8	81.1	74.8	90.8
Svay Rieng	85.4	84.4	86.4	74.2	75.5	72.5	83.3	83.0	83.8
Takeo	90.3	89.9	90.8	81.0	82.3	79.5	88.3	87.4	89.7
Location									
• Urban	88.5	87.4	89.7	85.6	84.3	87.1	92	90.5	93.8
• Rural	83.4	82.6	84.3	76.4	76.5	76.2	82.8	81.7	84.4
<b>National</b>	<b>84.2</b>	<b>83.4</b>	<b>85.1</b>	<b>78.4</b>	<b>78.3</b>	<b>78.6</b>	<b>86.4</b>	<b>85.1</b>	<b>88.2</b>

Source: Education Management Information System 2010/11

**Table A-6: Promotion Rate by Grade, 2009/10**

Province	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Banteay Meanchey	81.1	80.4	81.8	85.9	85.1	86.8	84.7	82.9	86.7	85.3	83.9	86.9	84.7	82.2	87.4
Battambang	71.3	70.9	71.8	76.7	75.1	78.7	77.2	74.0	81.0	80.2	78.1	82.5	79.5	76.7	82.5
Kampong Cham	80.6	82.3	78.8	83.6	82.6	84.7	85.2	83.7	86.8	85.3	83.5	87.3	84.3	81.8	86.9
Kampong Chhnang	80.2	80.9	79.4	84.5	82.2	87.0	85.8	83.4	88.4	86.1	83.6	88.7	88.1	86.1	90.1
Kampong Speu	78.9	79.6	78.2	87.7	86.6	89.0	87.8	86.5	89.1	90.5	90.6	90.4	86.4	85.4	87.5
Kampong Thom	76.6	78.5	74.7	83.1	81.6	84.9	83.7	81.3	86.4	86.2	85.9	86.5	84.7	82.8	86.5
Kampot	80.9	81.4	80.2	87.4	85.6	89.5	90.4	89.5	91.4	88.5	87.3	89.9	89.1	88.7	89.6
Kandal	86.7	89.1	84.1	89.2	87.8	90.8	90.0	88.5	91.8	91.4	90.5	92.4	90.6	89.9	91.5
Kep	68.9	75.1	62.9	112.6	111.3	114.2	90.8	92.0	89.3	89.8	88.0	91.9	90.0	87.5	93.0
Koh Kong	68.1	68.5	67.6	74.7	75.6	73.6	82.4	82.6	82.2	83.9	83.4	84.4	86.9	85.4	88.4
Kratie	71.6	72.0	71.2	85.9	84.7	87.3	83.2	80.2	86.5	82.2	81.1	83.3	81.7	81.0	82.5
Mondul Kiri	64.4	66.4	62.2	81.0	78.9	83.4	77.5	77.3	77.9	83.0	79.9	86.4	78.5	74.6	83.2
Otdar Meanchey	68.1	69.1	67.1	78.1	74.9	81.7	81.7	81.7	81.8	80.5	78.6	82.6	81.4	79.7	83.2
Pailin	71.3	71.1	71.5	80.5	78.8	82.5	89.8	87.0	93.3	83.9	81.3	86.8	88.4	89.9	86.9
Phnom Penh	85.8	86.8	84.6	90.6	88.8	92.7	93.4	93.2	93.7	93.3	92.4	94.2	93.5	93.7	93.3
Preah Sihanouk	73.7	71.5	76.1	89.8	90.3	89.3	89.9	88.7	91.4	88.6	87.8	89.4	87.6	88.0	87.1
Preah Vihear	69.6	71.7	67.5	81.2	82.2	80.1	82.5	79.6	85.7	85.0	83.9	86.1	84.6	82.6	86.6
Prey Veng	73.6	74.5	72.7	84.4	82.4	86.7	84.4	82.7	86.3	86.4	84.9	88.1	86.5	84.8	88.5
Pursat	70.4	69.4	71.6	83.0	80.7	85.7	85.5	84.3	86.9	82.5	80.5	84.6	87.1	86.1	88.1
Ratanak Kiri	77.6	79.8	74.9	76.4	77.9	74.5	80.5	84.2	76.0	66.6	63.8	70.6	75.8	73.6	79.2
Siemreap	75.2	76.8	73.5	81.2	79.8	82.6	84.9	82.7	87.4	85.4	82.6	88.4	84.8	82.9	86.6
Stung Treng	63.2	63.9	62.5	71.2	69.4	72.9	73.8	71.7	76.1	76.3	74.2	78.5	76.9	74.0	79.6
Svay Rieng	74.8	75.3	74.2	85.8	83.8	88.0	90.2	88.7	92.0	89.4	87.6	91.4	87.2	85.8	88.9
Takeo	85.0	87.0	83.0	90.9	89.9	92.0	92.1	90.8	93.5	91.6	90.1	93.3	91.1	90.2	92.3
• Urban	82.3	82.1	82.5	88.1	86.3	90.1	90.4	89.1	91.8	91.1	89.8	92.6	92.3	92.1	92.4
• Rural	76.7	77.8	75.5	83.8	82.5	85.3	85.1	83.4	87.0	85.7	84.2	87.4	85.1	83.4	87.1
<b>National</b>	<b>77.5</b>	<b>78.4</b>	<b>76.5</b>	<b>84.4</b>	<b>83</b>	<b>85.9</b>	<b>85.9</b>	<b>84.3</b>	<b>87.7</b>	<b>86.6</b>	<b>85.1</b>	<b>88.2</b>	<b>86.3</b>	<b>84.7</b>	<b>87.9</b>

Source: Education Management Information System 2010/11

**Table A-6: Promotion Rate by Grade, 2009/10**

Province	Grade 6			Grade 7			Grade 8			Grade 9			Grade 10		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Banteay Meanchey	90.3	89.4	91.3	71.8	68.6	75.2	75.4	74.8	76.0	68.5	66.2	70.9	81.3	80.2	82.4
Battambang	77.9	76.3	79.4	75.5	72.6	78.5	79.4	78.6	80.2	71.7	69.5	73.9	85.7	85.2	86.1
Kampong Cham	88.7	91.1	86.1	76.6	75.1	78.3	77.4	78.3	76.6	72.6	70.7	74.6	83.9	83.9	84.0
Kampong Chhnang	90.9	89.4	92.5	77.9	79.0	76.7	79.4	80.3	78.6	72.6	70.6	74.7	83.7	84.8	82.6
Kampong Speu	95.1	95.7	94.4	71.4	75.6	66.7	77.8	83.1	71.6	77.7	75.6	80.4	83.2	85.8	79.1
Kampong Thom	85.2	83.6	86.7	76.5	78.3	74.7	83.2	88.1	78.5	74.0	73.5	74.6	86.7	87.5	85.8
Kampot	90.0	89.3	90.8	80.0	79.1	81.0	80.1	81.5	78.5	77.3	76.3	78.4	84.9	86.2	83.4
Kandal	95.2	95.2	95.2	81.1	80.6	81.6	83.4	84.2	82.5	76.7	75.3	78.2	84.0	83.9	84.1
Kep	92.9	93.3	92.5	83.9	83.1	84.7	81.2	88.0	75.3	76.2	76.5	75.9	86.1	83.0	89.8
Koh Kong	74.6	58.2	104.1	81.6	81.0	82.2	95.8	95.6	96.0	68.2	64.5	72.4	80.0	79.2	81.2
Kratie	82.0	81.8	82.2	76.8	74.7	78.9	79.8	79.0	80.6	71.5	67.6	75.5	79.4	78.3	80.7
Mondul Kiri	81.3	79.3	83.6	79.3	75.7	83.9	90.2	92.5	87.2	75.6	74.9	76.6	66.6	60.6	75.0
Otdar Meanchey	75.5	73.3	78.0	74.2	72.2	76.3	81.3	81.5	81.0	68.4	65.3	71.7	79.0	80.6	77.0
Pailin	86.3	84.8	88.0	77.7	79.2	76.1	84.4	86.9	81.1	77.0	73.1	81.5	81.8	79.3	84.7
Phnom Penh	91.8	90.1	93.6	85.4	85.6	85.2	95.4	95.1	95.7	80.0	76.5	84.4	94.8	93.2	96.6
Preah Sihanouk	84.8	83.0	86.9	76.6	76.3	77.0	84.6	87.0	81.6	81.2	81.8	80.5	89.3	87.9	90.8
Preah Vihear	78.5	78.6	78.4	84.7	84.1	85.3	91.7	94.6	88.9	83.0	83.0	83.0	78.1	73.7	82.9
Prey Veng	91.7	90.5	93.0	77.9	79.1	76.7	76.4	79.4	72.8	70.9	69.8	72.3	84.4	85.4	82.9
Pursat	92.1	90.0	94.2	80.9	80.8	81.1	83.6	82.2	85.0	76.3	74.4	78.3	87.1	88.5	85.6
Ratanak Kiri	87.4	89.9	83.8	78.4	73.3	86.9	97.1	93.2	103.3	74.9	74.1	76.1	79.1	81.0	76.0
Siemreap	80.1	78.1	82.1	77.3	75.6	78.9	82.5	82.2	82.9	79.3	80.8	77.8	82.6	83.6	81.5
Stung Treng	70.7	69.4	71.8	91.3	93.6	89.3	87.6	81.6	95.1	80.5	81.9	79.0	80.9	80.7	81.3
Svay Rieng	87.9	88.3	87.5	75.2	76.2	74.0	75.3	78.8	70.9	71.3	70.8	72.0	78.1	79.2	76.4
Takeo	92.0	91.8	92.3	83.3	84.6	81.8	82.4	85.4	79.2	76.7	76.6	76.7	88.7	89.9	87.1
• Urban	89.2	87.4	91.1	83.1	82.2	84.3	92.8	92.8	92.8	81.5	78.7	84.8	91.7	90.3	93.3
• Rural	88	87.6	88.4	77.1	77	77.1	78.5	80.2	76.8	72.9	71.9	74.0	82.3	83.3	81.1
<b>National</b>	<b>88.2</b>	<b>87.6</b>	<b>88.8</b>	<b>78.3</b>	<b>78.1</b>	<b>78.5</b>	<b>81.7</b>	<b>83</b>	<b>80.3</b>	<b>75.1</b>	<b>73.6</b>	<b>76.7</b>	<b>85.5</b>	<b>85.6</b>	<b>85.3</b>

Source: Education Management Information System 2010/11



**Table A-6: Promotion Rate by Grade, 2009/10**

Province	Grade 11			Grade 12		
	Total	Male	Female	Total	Male	Female
Banteay Meanchey	90.5	89.7	91.4	77.8	73.6	83.1
Battambang	91.8	90.3	93.5	81.1	77.3	85.8
Kampong Cham	89.5	88.7	90.4	84.1	79.3	90.3
Kampong Chhnang	91.1	89.5	93.0	64.7	58.3	73.5
Kampong Speu	88.2	87.1	90.1	73.7	68.2	83.5
Kampong Thom	94.7	94.7	94.7	77.1	73.4	82.4
Kampot	90.0	90.8	89.1	76.9	73.4	82.0
Kandal	91.7	93.4	89.7	83.8	78.1	92.5
Kep	90.9	93.9	88.0	70.9	65.2	78.7
Koh Kong	95.4	96.3	94.0	78.3	72.4	88.8
Kratie	87.4	86.6	88.2	85.7	81.7	90.5
Mondul Kiri	94.7	103.2	84.4	77.3	73.2	84.9
Otdar Meanchey	79.9	80.1	79.5	46.6	46.0	48.1
Pailin	89.1	92.3	85.2	81.7	78.8	87.0
Phnom Penh	100.9	103.2	98.2	85.8	82.3	90.5
Preah Sihanouk	96.8	97.0	96.6	91.8	88.9	96.0
Preah Vihear	99.0	101.2	96.0	56.5	51.9	63.8
Prey Veng	91.7	90.1	94.2	64.8	57.6	78.5
Pursat	92.2	93.9	90.3	83.1	75.0	94.6
Ratanak Kiri	81.7	76.7	89.5	64.1	56.1	79.0
Siemreap	92.3	97.3	86.4	82.4	77.4	89.3
Stung Treng	88.6	81.2	101.0	73.4	62.0	95.4
Svay Rieng	89.7	89.8	89.6	83.1	80.0	89.3
Takeo	91.6	91.2	92.3	83.8	80.1	90.5
• Urban	99.5	100.9	97.7	84.9	80.9	90.3
• Rural	88.3	88.1	88.6	76.6	71.5	84.8
<b>National</b>	<b>92.7</b>	<b>93.1</b>	<b>92.3</b>	<b>80.4</b>	<b>75.7</b>	<b>87.4</b>

Source: Education Management Information System 2010/11

**Table A-7: Survival Rate to Grade 5, Grade 6, and Grade 9, 2009/10**

Province	Grade 1-5			Grade 1-6			Grade 1-9		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Banteay Meanchey	63.1	61.3	65.0	54.7	51.9	57.9	27.9	25.1	31.1
Battambang	49.9	47.0	53.4	41.2	37.6	45.3	20.4	17.6	23.8
Kampong Cham	64.4	64.2	64.6	56.1	54.6	57.7	30.7	30.8	30.7
Kampong Chhnang	80.4	78.6	82.2	74.5	72.2	77.0	44.7	44.9	44.7
Kampong Speu	71.4	72.1	70.6	62.9	63.1	62.8	34.2	39.3	28.9
Kampong Thom	68.2	70.3	66.0	60.0	60.8	59.0	34.0	36.9	31.2
Kampot	73.5	74.2	72.8	67.3	67.9	66.6	39.9	40.6	39.2
Kandal	82.5	84.4	80.6	76.8	78.2	75.3	51.4	53.2	49.6
Kep	72.4	79.1	65.9	66.3	70.6	62.3	42.3	48.8	36.9
Koh Kong	53.8	56.0	51.6	48.4	49.7	47.0	29.0	23.2	39.4
Kratie	69.1	68.5	69.9	59.5	58.7	60.4	31.9	30.7	33.2
Mondul Kiri	44.5	43.9	45.1	36.0	34.0	38.4	21.8	19.8	24.2
Otdar Meanchey	53.8	52.4	55.3	45.4	43.7	47.3	21.7	19.9	23.8
Pailin	58.9	57.4	60.6	54.0	53.7	54.5	31.5	32.7	30.1
Phnom Penh	80.9	81.8	80.0	77.0	78.4	75.6	62.1	63.2	60.9
Preah Sihanouk	69.8	69.7	69.8	62.6	63.1	62.0	35.5	36.3	34.5
Preah Vihear	77.2	81.3	73.0	68.2	70.7	65.4	43.5	46.9	40.2
Prey Veng	72.7	72.7	72.8	65.6	64.6	66.8	37.2	38.6	35.7
Pursat	62.6	60.1	65.4	56.8	54.5	59.5	36.7	34.0	39.8
Ratanak Kiri	49.4	51.3	47.3	39.3	39.4	39.5	28.8	27.0	32.1
Siemreap	65.7	65.0	66.5	58.3	56.9	59.7	31.8	30.1	33.5
Stung Treng	57.1	57.1	57.3	47.2	45.8	48.7	28.7	26.5	31.5
Svay Rieng	80.4	79.9	80.9	72.5	71.4	73.7	37.2	39.4	34.6
Takeo	83.9	85.4	82.3	79.2	80.3	78.0	52.4	56.5	48.3
• Urban	76.7	75.7	77.8	72.3	71.7	73.0	52.9	51.7	54.1
• Rural	67.3	67.2	67.4	59.4	58.4	60.4	33.0	33.3	32.7
<b>National</b>	<b>68.6</b>	<b>68.4</b>	<b>68.9</b>	<b>61.2</b>	<b>60.3</b>	<b>62.2</b>	<b>36.2</b>	<b>36.4</b>	<b>36.1</b>

Source: Education Management Information System 2010/11

**Table A-8: Transition Rate from Cycle to Cycle, 2009-10**

Province	To Lower Secondary			To Upper Secondary		
	Total	Male	Female	Total	Male	Female
Banteay Meanchey	74.4	72.7	76.1	63.8	63.1	64.4
Battambang	73.6	71.6	75.6	70.0	69.9	70.2
Kampong Cham	76.4	74.9	78.0	69.2	68.2	70.4
Kampong Chhnang	78.6	77.0	80.1	67.9	68.7	67.1
Kampong Speu	80.1	81.9	78.3	67.9	69.6	65.7
Kampong Thom	80.0	78.7	81.3	72.8	76.1	69.4
Kampot	83.2	82.8	83.7	70.9	69.4	72.6
Kandal	84.9	84.0	85.9	77.2	77.1	77.3
Kep	86.4	87.1	85.7	74.4	73.1	75.6
Koh Kong	73.3	60.6	96.1	57.9	57.3	58.6
Kratie	73.0	72.7	73.2	66.4	64.8	68.0
Mondul Kiri	80.3	80.3	80.3	77.4	78.9	75.4
Otdar Meanchey	68.4	66.8	70.1	66.3	65.2	67.6
Pailin	79.4	79.3	79.5	70.5	67.6	73.9
Phnom Penh	94.0	94.1	94.0	78.7	75.6	82.6
Preah Sihanouk	81.0	77.5	84.9	75.7	75.7	75.7
Preah Vihear	73.3	71.9	74.7	78.3	80.7	75.7
Prey Veng	81.8	80.7	83.0	64.6	65.1	63.9
Pursat	82.3	80.8	83.9	74.7	73.3	76.0
Ratanak Kiri	72.4	69.5	76.3	66.3	64.8	68.8
Siemreap	78.0	75.6	80.4	75.6	76.3	74.8
Stung Treng	68.6	69.8	67.6	80.0	94.0	65.6
Svay Rieng	84.1	85.6	82.5	66.7	68.0	65.0
Takeo	84.7	84.3	85.1	73.6	75.7	70.8
• Urban	94.7	93.9	95.6	92.3	90.6	94.3
• Rural	77.4	76.3	78.5	64.5	65.0	64.0
<b>National</b>	<b>80.2</b>	<b>79.2</b>	<b>81.3</b>	<b>71.6</b>	<b>71.6</b>	<b>71.6</b>

Source: Education Management Information System 2010/11