

Country Report

Cambodia

EFA National Plans of Action
Prepared by Mr. Kuoch Kou Lom-A
Chief
Office of Curriculum and Material Development
Department of Non-formal Education
Ministry of Education, Youth and Sport

Introduction

Cambodia is a developing country whose economy is mainly characterized on subsistence agriculture, (National Literacy Survey, May 2002) and land areas of 181,035 square kilometres. The average-annual population growth rate is 2.4 percent, whereas the economical productive aged (18-60) group accounts for only 43%. The majority of the population lives on farming and settle in the rural and mountain areas. Ninety percent ethnic Khmer, Buddhists. Ethnic minorities constitute more than 30 groups living in the remote mountainous areas and in the northeastern highlands. The decentralized population and the inadequate rural infrastructure in the northern and northeastern provinces greatly increase the cost of the provision of education services.

About 85 percent of Cambodian people are farmers, the most of them are the illiterates aged 15 and over about 36.3%=2.41 millions, the semi-literates about 26.6%=1.7millions and the literate about 37.1%=2.41millions (the population aged 15 and over=6.54 millions). Statistic from EMIS of the Ministry of Education, Youth and Sport shows that there are about 38% of children aged 6 de not attend school. There are about 45% of children who are able to pursue their study at grade 5 primary school, therefore the remaining 55%, of which 58% are girls, are able to study at grades only 1-4 the public in 2000. It is one of the eight least developed countries in Asia.

Together with the activities of the Ministry of Education, Youth and Sport, some international organizations, local and international non-government organizations are actively conducting activities of non-formal education in some provinces and cities However, results achieved presently are not satisfactorily-we are able to reduce the number of illiterates aged over 15 about 1% a year (according to the report on Education For All in Cambodia in 2000). New illiterates emerge every year because the school-aged children do not attend formal schools and some other children quit their education or primary school.

In particular, the literacy ad continuing education, the NFE Dept. of EYS Ministry in cooperation with Ministries concerned and the 38 NGOs and IO that have many projects for implement ting the literacy/NFE programmes and 28 community Learning Centres in whole country in 2003.

PART I: Legal Framework

In accordance with the constitution of Cambodia, **article 65** states that “the government has to protect and to improve the right people to access to qualified education at all levels. And the government has to take step by step measure to deliver this education to every people,” and in **article 66** states that “the government develops a full education system and unified throughout the country in order to give equal chance to every people in building life.” The government policy on Human Resource Development states, “the main way of human resource development is to develop a healthy, an intelligent, and a highly qualified human...”And the world trend emphasizes the “**Education For All**,

All For Education.”**1. Policy of the Ministry of Education, Youth and Sport**

- i. Universalizing 9 years of basic education and developing opportunities for functional literacy.
- ii. Modernizing and improving the quality of education through effective reform.
- iii. Linking education/training with labour market and society.
- iv. Rehabilitating and developing Youth and Sport sub-sector.

2. Policy of Non-formal Education

Non-Formal Education provides different types of people with access to education, which will help to improve their living conditions and contribute to developing the country.

People of all races and both sexes living in Cambodia and who have no access to formal education, have aright to education through Non-Formal Education means.

- i. Non-Formal Education, must focus on both rural and minority areas, with respect for their dignity, identity and the environment, on remote areas with difficult access and on children and young people without access to the formal education system.
- ii. Non-Formal Education has to provide all types of knowledge and skills to all people and especially must meet vulnerable groups' needs, so that they can adapt themselves to society.
- iii. Factories, businesses and institutions must co-operate with the Non-Formal Education Department to prepare plans of action to train employees and workers in education in both terms of general knowledge and skills and technical skills through Non-Formal Education means, in order to raise both their efficiency and effectiveness and their capacities as employees or workers.

PARTII: NFE Components of National Plan of Action**1. Overall review of the literacy/NFE components of EFA National Plans of Action (NPA)**

- i. Prime Minister..... Honorary Chairman
- ii. Minister of Minister of Education, Youth and Sports..... Chairman
- iii. Secretary of State of Minister of Interior..... Vice Chairman
- iv. Secretary of State of Minister of Education, Youth and Sports..... Vice Chairman
- v. Representative of Ministry of Economy and Finance..... Member
- vi. Representative of Ministry of Planning Member
- vii. Representative of the Council of Ministers..... Member
- viii. Representative of Ministry of National Defense..... Member
- ix. Representative of Ministry of Rural Development..... Member
- x. Representative of Ministry of Woman's and Veteran's Affairs..... Member
- xi. Representative of Ministry of Health..... Member
- xii. Representative of Ministry of Agriculture, Fisheries and Forestry.. Member
- xiii. Representative of Ministry of Social Affairs, Labours, Vocational Training and Youth Rehabilitation..... Member
- xiv. Representative of Ministry of Cults and Religious Affairs..... Member
- xv. Representative of Ministry of Information..... Member
- xvi. Representative of the council for the Development of Cambodia... Member
- xvii. The national institutions concerned have to designate their officers with the title of Under-Secretary of State or Director General to be representatives, respectively.

The National Education For All Commission may invite representative from other national institutions to attend its meeting as needed to make suggestions.

National and International Agencies may also be invited to make recommendations, but have no decision-making power.

1-1. Article8-Education For All Commissions will be established at provincial, district and commune levels

- i. The Provincial Commission for Education For All is made up of Provincial Governor as Chairman, a Deputy Provincial Governor as Vice Chairman, Director of Provincial Department of Education, Youth and Sports as Vice Chairman, Directors of Departments concerned as members, and a Deputy Director of Provincial Department of Education, Youth and Sports as permanent Secretary
- ii. The District Commission for Education For All is made up of District Governor as Chairman, Deputy District Governor as Vice Chairman, Education Office Chief as Vice Chairman, concerned Education Office Chiefs as Members, and Deputy Education Office Chief as Permanent Secretary
- iii. The Commune Commission for Education For All is made up of Commune Chief as Chairman, an Education Officer as Vice Chairman, and School Directors and Village Chief as Members

The Commissions at three levels may respectively invite representatives from local national institutions to attend their meetings to make suggestions.

Local National and International Agencies may also be invited to make recommendations, but have no decision-making power.

In Particular, 9 official of Department of Non-Formal Education are the member of the national EFA forum.

Non-Formal Education Action Plan covers the period from 2003 to 2015. The timeframe is divided into three rough categories: the short-term (to 2005); the medium-term (to 2010); and the long-term (to 2015). In general terms, the short-term is characterized by some expansion of current activities but will be focused primarily on development and adaptation of programs, curricula, materials and training and expansion of capacity to deliver all non-formal education programs. The medium term is characterized by a large expansion of all program activities and the implementation of the lower secondary equivalency program. The long-term focuses on achieving full EFA goals for non-formal education.

NFE programs are focused on several key groups of people. Particular emphasis is placed on women and girls and the disadvantaged (the poor, the disabled; rural people; and ethnic minorities). The National EFA Plan also identifies needs for resettled Khmer Rouge communities; adolescents in urban slums; and demobilized soldiers and their families.

- i. The community must participate and create opportunities to open literacy, post-literacy, vocational classes and community learning centres.
- ii. Authorities at all levels, village development committees and women's associations must participate in awareness raising, supporting, advising and facilitating Non-formal Education activities.
- iii. Ministry or sectors concerned (the Ministries of the Interior; National Defense; Planning; Economy and Finance; Rural Development; Woman's and Veteran's Affairs; Health; Agriculture, Forestry and Fisheries; Social Affairs, Labour, Vocational Training and Youth Rehabilitation; Industries, Mine and Energy; Environment, Culture and Fine Arts; Information and Cult and Religion) must co-operate and be responsible for implementing activities to achieve the EDUCATION FOR ALL goals.
- iv. Co-operate well with international and non-government agencies.
- v. Establish relationships between the formal education programmes at a; grades and levels, that is, relationships in planning, certificate recognition, educational transfer and sharing of facilities, staff and resources.

- vi. Strengthen, expand and sustain community learning centres for providing functional literacy skills, and continuing education in order to increase incomes thereby contributing to improvement in living conditions and reducing the poverty of rural people and encouraging and helping the community to create and sustain Non-Formal Education activities.
- vii. Strengthen and expand the programme of education parents in early childcare and development by establishing relationships between pre-school and primary formal education and Non-Formal Education.
- viii. Establish and strengthen management structures at all levels (make sure that both the National Non-Formal Education, Co-ordinating committee network and the education network are both efficient and effective).
- ix. The Ministry of Education, Youth and Sports must have meeting every four months, every six months and once a year with relevant sectors and national and international agencies and the community to share experiences and assess Non-Formal Education activities thoroughly.
- x. Strengthen Non-Formal Education capacity in planning, management, data collection, supervision and evaluation and in development of curricula and textbooks at all grades and levels.
- xi. Increase the partnership with government's sectors and national, international and non-governmental agencies so that they can help promote literacy and vocational skills to contribute to improving people's living conditions.
- xii. Strengthen the co-operation with local authorities at all levels, including village and commune development committees, pagodas, mosques, religious agencies, the private sector and business people to mobilize resources for the implementation of literacy and continuing education programmes.

Non-Formal Education (NFE) programs in Cambodia are implemented by a wide range of governmental, non-governmental, and community organizations. National authorities will focus on setting overall objectives and methodology in addition to training, facilitating and supporting provincial authorities. Actual detailed planning, selection and training of teachers and instructors, and implementation will take place at the provincial, district and commune level, often in cooperation with non-governmental organizations. This Non-Formal Education Action Plan is, therefore, programmatic and indicative in nature, setting out overall goals, objectives and methodologies, rather than providing specific project details.

The basic purpose of the action plan is twofold:

- i. to provide a coherent framework for governmental, non-governmental and community organizations to plan, organize, monitor and evaluate non-formal education programs; and
- ii. to provide a framework for defining non-formal education policies and structures.

The planning and monitoring of the ESP and ESSP, building on the EFA Assessment 2000 findings has provided momentum for a growing partnership between concerned Government ministries, donors, NGOs and civil society. The monthly MoEYS/NGO consultative meetings, the annual ESSP joint review and agreed Partnership Principles, performance target and common policy matrix provide the key mechanisms for partnership development.

The EFA planning process has provided a vehicle for further broadening and deepening of partnerships process have included:

- i. Active involvement of other Government ministries, NGO advisors, United Nations agencies and selected MoEYS technical advisors in the EFA writing groups and consultations.

- ii. Liaison with the inter-ministerial IECD Sub-Committee of the CNCC, formed in 2002 to facilitate, monitor and coordinate actions of all ministries concerned with child health, growth and development.
- iii. Integration of EFA plan directions in the ESSP forward work plan presented to Government, donors and NGOs as part of the ESSP 2002 joint review.
- iv. Liaison with the donor Education Sector Working Group (ESWG) and the NGO Education Partnership (NEP) for EFA plan appraisal and review in 2002/03.

These partnerships will be extended for the coordination of the implementation and financing of the EFA strategies and programmes, especially for the ECCD, non-formal education, literacy and informal skills training components. It is envisaged the while MoEYS will broadly set policy directions and targets for formal basic education, ECE and specific components of non-formal education, other Government ministries will play a similar role for components that are under their mandate. Line Ministries, NGOs and community groups will lead on implementation, management and financing of these components. A summary matrix of key providers is shown below.

EFA Programme Dimensions	Key partners
1. Non-Formal Education/Literacy	Ministry of Education, Youth and Sport Ministry of Rural Development Ministry of Social Affairs, Labour & Vocational Training Ministry of Woman's Affairs Donors & NGOs, Ministry of National Defense
2. Informal Skills Training	Ministry of Rural Development Ministry of Social Affairs, Labour & Vocational Training Ministry of Woman's Affairs Donors & NGOs,

Seven key non-formal education priorities have been identified. The first five priorities are specific programs focused on targeted populations:

- i. Functional literacy for youth and adults;
- ii. Primary and lower secondary equivalency programs for out-of-school children, youth and young adults.
- iii. Short-term income generation skills training for youth and adults;
- iv. Post-literacy programs which sustain and expand levels of literacy; and
- v. Family education for early childhood development.

The sixth and seventh priorities cut across and support all programs:

- vi. An integrated community-based learning approach; and;
- vii. Capacity building for effective management.

2. Major Literacy/NFE programmes of NPA

Name of the program	Duration/ Objective	Beneficiaries /target group	Funding sources and amount	Implement- ing partners	Supporting external agencies
1. Adult functional literacy	<p>- Long-term objective: To increase the functional literacy rate from 63% (36% literate and 27% semi-literate) to 82% fully literate adults over 15 years of age and eliminate all gender disparities by 2015.</p> <p>- Medium-term objectives:</p> <ol style="list-style-type: none"> 1. To increase the functional literacy rate among the priority 15 to 24 years old group to 90%, and eliminate all gender disparities for this group by 2010; 2. To ensure that 50% of all literacy trainers and instructors are female by 2010. <p>- Short-term objectives: In partnership between all relevant ministries and NGO:</p> <ol style="list-style-type: none"> 1. To double expansion of annual instructional capacity to 100,000 persons by 2005, with priority on the critical 15 to 24 years old age group; 2. To ensure at least 70% of those trained from 2003 to 2005 are women; 3. To achieve a high-quality revision of the full adult functional literacy curriculum and all instructional materials by 2005; 4. To achieve a high-quality revision of trainer/instructor selection and training systems; 5. To ensure at least 40% of instructors are female by 2005 	<ul style="list-style-type: none"> - Adult literacy - Ethnic group - Poor people - Disadvantaged group 	GO, NGO, IO	24 Municipal-provincial level, NGO, UNESCO, UNICEF	NGO, NESCO, UNICEF
2. Primary and Secondary equivalent- cy education	<p>- Long-term objective: 1. To ensure that all children and youth who cannot attend the formal education system, have access to, and complete, free non-formal equivalency education of good quality at the primary level by 2015. 2. To ensure that fifty percent of youth, aged 12 to 18, sixty percent of whom must be girls, who cannot attend the formal education system, have access to and complete, free non-formal equivalency education of good quality at the lower secondary level by 2015</p> <p>- Medium-term objective: 1. To ensure that 90% of children, aged 6 to 14, who cannot attend the formal primary education system, have access to and complete, free non-formal equivalency education of good quality at the primary level by 2010. 2. To ensure that 25% of youth, aged 12 to 18, sixty percent of whom are girls, who cannot attend the formal lower secondary system, have access to and complete, free non-formal equivalency education of good quality at the lower secondary level by 2010. 3. To ensure that 50% of all equivalency instructors are female by 2010.</p> <p>- Short-term objectives: In cooperation between all relevant departments and NGOs:</p> <ol style="list-style-type: none"> 1. To ensure re-entry of 110,000 primary school drop-outs back into the formal school system through the end of 2005, 70% or more of whom must be girls; 2. To complete development 	<ul style="list-style-type: none"> - Children out of school - Youth - Adult learner 	GO, IO	-Municipal-provincial level, NGO,	UNESCO, ILO/IPEC

	and pilot testing of a high-quality primary equivalency program through the sixth grade by 2005. This program will have a targeted initial capacity of 50,000 students per year commencing 2006. 3. To ensure a total of 25,000 children aged 6 to 14, seventy percent or more of whom will be girls, enrol and stay in the primary equivalency pilot program by 2005. 4. To complete development and begin pilot testing of a high-quality lower secondary equivalency program through the ninth grade by 2005. 5. To ensure at least 50% of primary and 40% of lower secondary trainers and teachers are female by 2005.				
3. Short-term income generation skills	<ul style="list-style-type: none"> - Long-term objective: By 2015, to ensure that the employment needs of 8000,000 unemployed and under-employed youth and adults, in the 15 to 45 year age range, with an emphasis on the poorest communities and a majority of women, are met through equitable access to relevant short-term income generation skills training. - Medium-term objective: By 2010, to ensure that the employment needs of 3000,000 unemployed and under-employed youth and adults, in the priority 15 to 24 year age range, are met through equitable access to relevant short-term income generation skills training and eliminate all gender disparities. - Short-term objective: In partnership between all relevant ministries and NGOs: 1. To expand annual instructional capacity to 50,000 persons by 2005, with priority on the critical 15 to 24 year old age group; 2. To ensure at least 70% of those trained from 2003 to 2005 are women; 3. To achieve high-quality development of 200 new instructional materials by 2005; 4. To achieve high-quality revision/development of trainer/instructor selection and training systems; 5. To ensure at least 50% of instructors are female by 2005. 	<ul style="list-style-type: none"> - Adult literate - Poorest community - Housewife 	- GO, NGO	- NGO, Municipal-provincial	UNESCO
4. Adult post- literacy	<ul style="list-style-type: none"> - Long-term objective: By 2015, to ensure the attainment and sustainability of functional literacy skills of all literate youth and adults (an estimated 82% of those over 15 years of age), especially women, the poor and other disadvantaged people, and also ensure access to information on continued learning opportunities - Medium-term objective: 1. To ensure that 500,000 semi-literate people have become functionally literate, 70% women, by 2010; 2. To ensure that all functionally literate people have access to continuing education opportunities through their commune community learning centres by 2010; 3. To ensure that 50% of post-literacy facilitators and instructors are female by 2010. - Short-term objective; In partnership between all relevant ministries and NGOs: 1. To complete development and pilot testing of a remedial functional literacy curriculum and all instructional materials by the end of 2004; 2. To ensure an initial capacity of 50,000 persons by 2005, expanding to 100,000 persons by 2007, with priority on the critical 15 to 24 years old age group; 3. To ensure at least 70% of those trained from 2003 to 2007 are women; 4. To ensure at least 40% of trainers, facilitators and instructors are female by 2005. 	<ul style="list-style-type: none"> - Youth and adult literate - Semi-literate people 	- GO, NGO	- NGO, Municipal-provincial	

5. Family Education for Early Childhood Development	<ul style="list-style-type: none"> - Long-term objective: To ensure that one million parents who live under the poverty line will have become more effective care-givers and their children will have benefited from better nutrition and health by 2015. - Medium-term objective: To ensure that 350,000 parents who live under the poverty line will have become more effective care-givers and their children will have benefited from better nutrition and health by 2010. - Short-term objective: In partnership between all relevant ministries, departments and NGOs, to ensure that 50,000 parents who live under the poverty line will have become more effective care-givers and their children will have benefited from better nutrition and health by 2005; 	<ul style="list-style-type: none"> - Parents and early childhood - Poor community 	- IO, GO, NGO	-Municipal-provincial -Community people	UNESCO, UNICEF, GO
6. Community-based learning centres:	<ul style="list-style-type: none"> - Long-term objective: To ensure the establishment and effective operation of one or more community learning centres in all communes, with balanced gender staffing and management, by 2015 - Medium-term objective: <i>1.</i> To ensure the establishment and effective operation of community learning centres in at least 800 communes by 2010. <i>2.</i> To ensure that 50% of all centre facilitators are female by 2010. - Short-term objectives: In partnership between all relevant ministries and NGOs; <i>1.</i> To ensure the establishment and effective operation of community learning centres in 100 communes by 2005; <i>2.</i> To ensure at least 40% of centre facilitators are female by 2005. 	<ul style="list-style-type: none"> - People around the community - Poor community 	- GO, IO, NGO	-Municipal-provincial -Community	-UNESCO, NFUAJ
7. Capacity building for effective management	<ul style="list-style-type: none"> - Long-term objective: To ensure that governmental, non-governmental and community organizations have sufficient management capacity in order to effectively and efficiently achieve the long-term non-formal education objectives for all programs by 2015 - Medium-term objective: To ensure that governmental, non-governmental and community organizations have sufficient management capacity in order to effectively and efficiently achieve the medium-term non-formal education objectives for all programs by 2015 - Short-term objectives: <i>1.</i> To ensure establishment of functioning inter-agency teams for planning and community mapping, training and materials development by the end of 2003; <i>2.</i> To ensure a functioning management information system for non-formal education by the end of 2004; <i>3.</i> Effective inter-agency coordination mechanisms (representing relevant ministries, departments and NGOs) will have been established for non-formal education, at national and provincial levels, by the end of 2003. 	- NFE personnel at all level	-GO, IO	-DNFE -Municipal-provincial	-UNESCO, UNICEF

3. Specific programmes/activities planned for the promotion of the United Nations Literacy Decade (UNLD) which link to NPA

- Adult literacy programmes
- Post-literacy programmes

4. In connection to the Section 2 and 3 above,

- Which activities can be implemented within the government's budget?
 - Functional literacy for youth and adults;
 - Primary and lower secondary equivalency programs for out-of-school children, youth and young adults.
 - Post-literacy programs which sustain and expand levels of literacy and;
 - An integrated community-based learning approach and;
 - Capacity building for effective management.
- Which activities need external support and how?
 - Short-term income generation skills training for youth and adults;
 - Family education for early childhood development.
- What kind of inter-country activities would be useful?
 - Meeting/workshop
 - Study visit
- Which international agencies support literacy/NFE programmes of NPA?
 - UNESCO, UNICEF, NFUAJ

5. What are the remaining key issues that are not included in NPA?

- Information Communication and Technology (ICT) for Non-Formal Education
- District level NFE personnel training on the Preparation of Continuing Education Material in rural areas

Part III: Review of 2002-2003 Regional Literacy/NFE Programme**Table for Review of Major ACCU/APPEAL Regional Literacy/NFE Programmes/Projects (2002-2003)**

Programme/Project Title	Main Activities	Strength	Weakness	Suggestions
1. Meeting/Workshop Organized by ACCU and APPEAL				
- Asia-Pacific Forum for UNESCO-Future of our Culture and Education (29-31 July 2003, Tokyo, Japan) --- ACCU	- Multi-language literacy programmes.	- Bilingual literacy language programmes upgrade gradually in the Rattanakiri and Mondulkiri.	- This programme has only the process in the two provinces.	- Project expansion.
- National EFA Coordinators Meeting, 10-12 September 2003, Bangkok, Thailand --- APPEAL	- Revising and Making EFA National Plan 2003-2015	- Sharing experience on NPA among the participating countries	- Some countries have not finalized and printed	
- Regional Workshop on Capacity Building for Trainers of NFE Facilitators in Asia and the Pacific (Yangon, Myanmar, 3-12 December 2002), including the follow-up activities at nation/district levels ---ACCU&APPEAL	- Making the follow-up activity	- Organizing National/district workshops - Know how to prepare literacy and continuing education materials	- Short time for doing this lack of illustrators	- Regional Workshop should be organized in Cambodia - District workshops should be organized very often
2. Regional Network				
- Activities of LRC in Cambodia	-Good cooperation	- Monthly meeting with NGO at CWDA - Quarterly meeting with NGO at DNFE - Distribute the literacy/NFE materials to CWDA - Personnel training	- Lack of DNFE-LRC coordinator	- Cooperation expansion

3. Materials Developed				
- Asia/Pacific Joint Production Programme of Materials for Neo-Literature in Rural Areas (AJP) --- ACCU&APPEAL (especially "Savings Groups" and its dissemination scheme)	- Teaching partners to make savings groups	- Contents involved in the learners' needs - Increase the learners' knowledge - Distributed freely to GO, NGOs Agencies concerned	- Inadequate printing number	- Two booklets or a booklet and poster per year for printing - Mass printing
- Handbook for Adult Learning Materials Development at Community Level -APPEAL NFE Facilitator Handbook---APPEAL	- Preparing NFE materials - Capacity building on NFE personnel	- Easier contents in terms of the CLC/NFE facilitators' needs	- Lack of application	- District workshops - Mass printing
- PLANET 1 Water - PLANET 2 Forest	- Keeping the water clean - Keeping and planting the forest and the tree	- Raising awareness of the importance of the water and forest for all living creatures	- Lack of broadcasting on TV & Radio	- Budget for broadcasting on media

<p>- Workshop on Development of PLANET 3 “Waste Management” (26-30 August 2003, Ahmedabad, India</p>	<p>-Revise the draft materials of PLANET3:booklet,facilitator guide, posters, script of the video to meet the learners’ need and make sure that they are appropriate and useful for the target learners and users - Discuss strategies on effective use and dissemination package of the PLANET 3 at the grass root level (community level) - Develop the action Plan of the dissemination and utilization in participating countries including resource arrangement and schedule of activities of the promotion of PLANET 3</p>	<p>- Active and participatory manner in the significant sharing the ideas on the PLANET 3 to suit the regional and specific local in the effective dissemination toward the community as well as the target learners and users. - Lesson learn from each other, especially the experience and strategy sharing of the participants countries on implementation and sponsorship the environment education by the implemented agencies in the government, IO, and civil society such NGO, CLC, Community People or Persons concerning.</p>	<p>- Short time in doing the revision of the draft materials, PLANET 3</p>	<p>- Should have more time in doing the revision</p>
<p>- APPEAL manual on small scale enterprise for neo-literates --- APPEAL</p>	<p>- Action research on implementing small scale enterprise</p>	<p>- Participants attending the workshop on small-scale enterprise, especially neo-literate are very interested in starting questionnaire for market survey, making plan, how to mobilize capital and equipment, pricing goods, etc. - All of the enterprises/business they operate are legal and respect the community</p>	<p>- Some implementers don’t know how to start the enterprise. - National disaster like dry weather, flood</p>	<p>- Propose project expansion on small scale enterprise for neo literate through CLC to other provinces by using a manual we wrote for workshop activities.</p>

		<p>traditions.</p> <ul style="list-style-type: none"> - Community people support and welcome the project activities. 		
4. Projects				
- Functional Literacy for Indigenous People ---APPEAL	- Develop curriculum and textbook.	- Curriculum and textbook address to the needs of the target groups	- Curriculum and textbook have been developed not in time.	<ul style="list-style-type: none"> - Mass printing of the textbook. - Project expansion.
- Community Learning Centres (CLC) --- APPEAL	<ul style="list-style-type: none"> - Opening literacy classes - Training courses such as motor repairing, sewing, traditional music, etc. 	<ul style="list-style-type: none"> - CLC train clever learners who have qualification and selection as vocational training teachers in stead of their teachers in order to reduce the support to teachers. - Coordination to vocational learners learnt and practiced additionally skills at vocational teachers' houses and at market, is a factor picked the experiences in expanding new knowledge. - Literacy programmes alleviated over 50% of illiteracy rates in each community. And vocational activities increased more than last year both kinds of skills and teachers/learners. - Learners who trained completely have possibility to find out the jobs by own self and get incomes approximately 65%. - Credit programme is 	<ul style="list-style-type: none"> - Local communities do not use the locally available resources in CLC development yet. - Democracy in Cambodia is not strong, Community people have the vision to take one's political party side, make solidarity is not strengthened. - Communities want to have skills or occupations that received immediately results such as send their children to learn tailoring skills in the purpose of sending them to work in the factories or companies and earn immediately profits. - Impact of some NGOs have bad effect on CLC activities, because these NGOs activities supported more finance and materials to managers, teachers and budget support project of UNESCO decrease. 	<ul style="list-style-type: none"> - CLC project expansion.

		<p>learners' occupation supporting programme to provide opportunity and possibility for vocational training graduates to generate incomes for their family.</p> <p>- Government budget supports 8 new CLC and continues to sustain processing CLC that UNESCO has not supported them.</p>		
<p>5. Tokyo Statement- (adopted at the 2001 ACCU-APPEAL Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific)</p>	<p>- Local version and delivery in the sum-up meeting on education, youth and sport, and quarterly meeting with NGOs</p>	<p>- Contents of the Tokyo statement on NFE have been congratulated by the joint participants.</p>	<p>- Tokyo statement media is not widely.</p>	<p>- Project for broadcasting.</p>

Conclusion

As mentioned above the majority of Cambodian people depend on the agricultural product.

In order to achieve the EFA goals we established the six working groups:

- (1) Early Childhood Care and Education,
- (2) Primary Education,
- (3) Life Skill of All Young People and Adults,
- (4) Literacy for Youth and Adults,
- (5) Eliminating Gender Disparities in Basic Education,
- (6) Improving the Quality of Education for Better Life.

These working groups have been implementing on their duties. Based on the above six working groups, we made the Education Strategic Plan (ESP) for 2001-2005 and the Education Sector Support Programmes (ESSP) for 2001-2005.

According to the ESP and the ESSP 2001-2005 the MoEYS has considered the Non-formal Education of the Priority Action Programmes (PAP) for 2002-2005. As a result, in 2003 the Non-formal Education has subsisted on a budget Riel 4000,000,000 up to USD 1,000,000 supported by the Royal Government of Cambodia for implementing the following programmes:

- i. Strengthening System Capacity for NFE Personnel;
- ii. Assessment, Expansion, Delivery and Progress Monitoring of Functional Literacy and Life-skills Programmes;
- iii. Development, Delivery and Progress Monitoring of re-entry Programmes;
- iv. ESP-level Results-based programmes Monitoring.
- v. Post-literacy programmes.
- vi. Community learning centres.

At present, we have been establishing NFEMIS of DNFE, in cooperation with EMIS of Department of Planning, is being supported technique, equipment and finance by UNESCO and UNICEF.

In 2002-2003, the DNFE has sent personnel to participant in the meeting, regional workshop and sub-regional workshop were organized by UNESCO and ACCU in particular. Meanwhile, we have been preparing curricular and textbooks of primary and lower secondary education for Non-formal Education sponsored by UNESCO and government.

Cambodia has a 37.1 percent of adult literacy rate. In 2015, Cambodia will achieve a 57 percent improvement in levels of adult (both children who do not go to school, drop out-of school) literacy.