reproductive age, mental health care, nutrition, prevention of HIV transmission from mother-to-child, child health care, integration of child diagnosis and treatment, birth spacing, adolescent reproductive health, abortion, care after abortion, infectious diseases (venereal disease, gynaecological disease, HIV, TB, Hansen, malaria, dengue fever, bird flu), non-infectious diseases (high blood pressure, diabetes, breast-uterus cancers, mental health, odonto-stomatological health, eye-care, minor surgery and dressing), health education and home-base care.

- There are 76 referral hospitals nationwide, excluding 8 national hospitals in Phnom Penh. These hospitals have to provide the patients with services such as diagnosis and treatment of women’s diseases, surgery, obstetric, gynaecological disease, venereal disease, AIDS, odonto-stomatological disease, infectious disease, and general disease, medical laboratory, especially any services the health centres cannot provide. Currently, the referral hospitals that operate large surgery (grades 2 and 3) increased from 24 in 2000 to 48 in 2008.

- In addition, there are national referral hospitals such as National Centre for Mother and Child Care, National Paediatric Hospital, Kantha Bopha Children’s Hospital, Angkor Hospital for Children, Javavarman VII Hospital. These hospitals are specialized in service delivery for pregnant women and children. In addition, there is a cardiology centre which is fully equipped. It has been operated since 2001 to provide services within the cooperation between the Kingdom of Cambodia and the Republic of France. The National TB Centre, built with Japanese government’s grant aid and fully equipped, has been officially opened since 23 March 2002.

130. In addition, the private sector is very active in providing health service and is expanding rapidly. In 2005 there were 234 private clinics with authorization from the MoH to deliver curative services. There were also 33 stomatological consultation and treatment services authorized by the MoH, while 8 private clinics and 3 clinics operating under cooperation with NGOs. In 2007, there were 1,000 general private clinics, 115 stomatological consultation services, 27 polyclinics, 6 maternity wards with authorization to operate privately.

131. In order to ensure equal access to public health services, equity fund has been established to exempt poor families from paying medical fees. The equity fund is being operated in all health facilities where the health financing system is implemented. This represents an effort to ensure the poor, particularly children, have access to qualitative public health services. The equity fund was implemented in 70 operational districts in 2003. Currently, this fund is being implemented in 56 operational districts, including 27 districts using the budget assistance of the development partners and other 9 districts using the national budget. The number of poor patients accessing the fund has increased from 5,254 in 2002 to 19,937 in 2003 and from 89,320 in 2006 to 152,213 in 2007 (MoH). Bed occupancy rates, especially among children, have increased significantly in hospitals where the equity fund is being implemented. At the same time, the number of community health insurance project has increased from one in 2003 to 9 in 2007.

E- Adolescent Health

Recommendations of the Committee:

- Comprehensive and multidisciplinary study to determine the scope of adolescent health problems, including mental health, as a basis for promoting adolescent health policies and strengthening reproductive health education

- Development of child-friendly counselling services as well as care and rehabilitation facilities for adolescents

132. MoEYS and other relevant ministries have been working closely with development partners to integrate issues of general and reproductive health, and AIDS into the school curriculum. In 2005, MoH worked with health development partners to integrate adolescent reproductive health service into the existing public health service system as well as the development of protocol and documents
for training health workers. There are 12 health centres that have provided adolescent reproductive health service since 2005.

133. Mental health programme has been strengthened and expanded to include diagnosis and treatment of paediatric psychiatry being provided in a hospital and 13 health centres. The mental health program has also provided a series of training for psychiatrists and nurses.

134. With regards to human resources, the number of students completing medical training increased from 109 (in 1998) to 559 (in 2003) and about 12,000 trainees have received in-service training on minimum package of activities24.

135. In 2005, 1.26 percent of gross domestic product (GDP) was allocated to the health sector. This allocation has been steadily increasing since 2002. The disbursement of the national budget to MoH increased from 6.6 percent (in 2000) to 10.5 percent (in 2006).

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total expense (in US$ Million) (thousand Million in riel)</td>
<td>401</td>
<td>437.6</td>
<td>486.6</td>
<td>551.75</td>
<td>513.3</td>
<td>533.1</td>
</tr>
<tr>
<td>Budget disbursed to MoH, (in US$ Million) (thousand Million in riel)</td>
<td>26.4</td>
<td>33.3</td>
<td>41.5</td>
<td>43.2</td>
<td>47.4</td>
<td>56.1</td>
</tr>
<tr>
<td>%</td>
<td>6.6</td>
<td>7.6</td>
<td>8.6</td>
<td>7.8</td>
<td>9.2</td>
<td>10.5</td>
</tr>
</tbody>
</table>

*Source: Statistical Yearbook 2006. NIS, MoP- December 2006*

136. Challenges exist in the health sector, including the following:

- There are currently limited number of health centres providing full minimum package of activities and referral hospitals providing third level of complementary package of activities to support health coverage plan;

- Some health centres do not have sufficient staff, particularly midwife and paediatric health service provider, and sometimes do not have sufficiently trained staff for maternal and child health care;

- There is a shortage of medicine, modern medical equipments, servicing rooms, particularly separate room for youth services;

- Limited people’s awareness, particularly among parents, on caring for young patients and seeking treatment at health facilities due to the lack of accurate information on services that can be accessed, information on places that can offer the needed services and the time when the services are provided, and on exemption from charge for the poor and children, and lack appropriate incentive for support from village/commune in promotion of awareness on health, warning sign, and accessing services at local health facility;

- Malnutrition remains a critical issue in the remote rural areas, particularly among children;

- Participation in health service utilization remains limited, particularly among the poor.

137. Following are key actions to address the above mentioned challenges:

- Building and expanding existing health facilities according to the health coverage plan;

- Ensuring sufficient provision of medicine and medical equipments on regular basis to meet practical needs.

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- Provide additional training for midwife and health workers currently working on critical sections, such as in supporting women, and children;

- Continue implementation of all health programs, particularly on health education and awareness raising and changing people’s behaviour as prescribed in the National Health Strategic Plan;

- Provide incentives for staff working in remote rural areas by increasing allowances on night duty, travel, and accommodation on the actual basis;

- Encourage midwife, who are skilled health workers, to help delivery in the health centre.

- Expand health financing system to all health centres and referral hospitals, implementation of equitable fund, and move toward health insurance for all people including children in the future;

- Implement the National Strategy on child survival in order to reduce child mortality and to achieve the Cambodia’s Millennium Development Goals;

- Implement national policy on Nutrition, and the national policy on Infant and Young Child Feeding in order to promote maternal and child nutrition;

- Implement National Strategy on Reproductive and Sexual Health, including youth reproductive health from 2006 to 2010;

- Mobilize support from communities to participate in local health promotion so that they learn on warning sign and timely transfer of patients to health facilities;

- Continue communicating extensively the issues related to health, caring, protection, treatment and prevention from epidemic of communicable diseases, including HIV/AIDS;

- Continue providing services at the local level, especially remote village/commune;

- Enhance the roles and responsibilities of medical doctors, midwives, and nurses for the local people;

- Build confidence in the children with disabilities and children living with HIV/AIDS;

- Increase national budget to cover for maternal and child health care;

- Increase collaboration with all funding and health development partners to promote the provision of maternal and child health services, particularly for financial and technical support.

138. While almost all health-related indicators have shown a positive trend in recent years, the remaining challenges include the ability to attain easier and affordable access to services for the poor in order to bridge the gaps between urban and rural areas as well as between different socio-economic groups, and better rural roads and higher wages for civil servants would facilitate solving some aspects that contribute to narrowing the gaps.

F- Social Security and Childcare Services and Facilities (art. 26 and 18[3])

139. Article 36 of the Constitution stipulates the rights of citizens to access to social insurance and economic interests described in law. Article 46 guarantee the rights of women to take leave with pays during delivery of baby. It requires State to facilitate women, especially ones in rural area, without support to get support, making them access to medical treatment, and their children access to education and decent standard of living. Law on Social Security Schemes for Persons Defined by the Provisions of the Labour Law was adopted by the National Assembly, and promulgated by the king in 2002. The purpose of this law is to create the system of social security, by providing allowance, including one for health and social sectors and for labour-related risk, such as danger resulting from labour and occupational risk. The law contains provision on granting national security fund and pension for survivors of the victim. Children are also considered survivors.

G- Standard of Living (art. 27, paras. 1-3)

140. Cambodia takes much attention to improving standard of living of its people. This is reflected in existing legal framework, such as in the Constitution, articles 52 and 63. Drawing from this, measures putting into effect the relevant laws or policy have been taken to reduce poverty and to improve standard of living. Consequently, poverty is reduced and health and welfare of people have seen improvement. However, poverty is still major concern, and achieving decent living standard is a long way to go.
VIII. EDUCATION, LEISURE AND CULTURAL ACTIVITIES

Recommendations of the Committee:

- Effective measures to:
  (a) Make primary education free and compulsory for all children
  (b) Increase enrolment rates and decrease drop-out and repetition rates
  (c) Increase access to schools, in particular for poor children, girls, children belonging to minority groups and children living in remote areas

- Measures to improve education system by:
  (d) Increasing budget allocation for the education sector
  (e) Providing training to upgrade teachers’ skills
  (f) Making the school curricula more relevant to children’s needs
  (g) Expanding opportunities for vocational training and non-formal education including at secondary level.
  (h) Establishing an evaluation system to measure the quality and effectiveness of the education system

A- Education

1. Ensuring Access to Equitable Educational Services

141. The Government embarked on a pro-poor education sector-wide reform to achieve more equitable access to basic education, as embodied in the Education Strategic Plan and Education Sector Support Programme (ESP/ESSP). Pro-poor policies to reduce barriers to universal enrolment and completion of primary education have been implemented, including abolition of school fees in 2001, provision of lower secondary scholarships for poor and ethnic minorities starting in 2002, and completion of incomplete primary schools.

142. New initiatives to improve the quality of basic education have been implemented, including:
- Revision of the curriculum from Grades 1-12 and adoption of new curriculum policy in 2005.
- Pilot implementation of child-friendly schools in 2000 and expansion beginning in 2001. Basing on the Education Strategy Plan (2006-1010) MoEYS outlines target to expand the coverage of Child-Friendly School (CFS) to 70% of the primary schools in the country.

1. CFS national policy and operational plan formulated and was adopted in 2007.

2. CFS is implemented in primary schools for helping all children to learn better, includes interventions in six dimensions:
   a. Schools seeking out excluded children
   b. Schools which ensure that all children learn well and achieve their best potential.
   c. Schools promoting safety, health, hygiene and child protection.
   d. Schools becoming gender responsive
   e. Schools involving students, families and communities members
   f. Schools which have sufficient resources

Child-Friendly School Policy and Master Plan, together with other four CFS implementation documents, was developed and adopted by Ministry of Education, Youth and Sport in 2007. Also, MoEYS has been developing other CFS supporting documents for all schools to start using from 2007. Those documents are:
- School mapping: for the implementation of Dimension 1 on Inclusive Education;
- Student-centred approach: for the facilitators and for teacher records of the implementation of Dimension 2 on Effective Teaching and Learning;
- Healthy food, drink, and living: for the implementation of Dimension 3 on Health, Safety, and Child Protection;

- Students' Council: for promoting and increasing the participation from children, families, and community which is the Dimension 5 of CFS.

3. Pilot implementation of school readiness in Grade 1 to facilitate children’s transition from home to school and strengthen the foundation of learning. In 2006-2007, CFS training was delivered to 373 trainers of Teacher Training Colleges to learn methods of CFS and 428 trainers in School Readiness Program (SRP) for grade 1, including Application Schools.

4. In 2006-2007, training 18,000 student teachers from 6 provinces on CFS methods using the existing CFS modules. MoEYS has integrated terminology and technical pedagogy on child-friendly and school readiness program in teacher pre-service training, and has trained 582 teacher trainers from Teacher Training Colleges in 18 provinces and municipalities.

5. 100% of grade 1 teachers in 6 provinces have been trained on SRP.

6. In 2007, MoEYS provides pilot training to district trainers, teachers and school principal on the program on Effective Teaching and Learning as dimension 2 of CFS in 6 provinces in order to develop skills of teachers and support every Thursday technical meeting. MoEYS has provided training to 1,555 school directors and deputy directors (279 females), 2,392 basic education teachers (889 females) in two phases, 692 contracted teachers (203 females) in two phases, 303 multi-grade teachers (26 females) from remote and disadvantaged areas. The training focused on the implementation of CFS program, Information and Communication Technology (ICT), and short-course on key skills.

143. Law on Education was promulgated on December 8, 2007. Moreover, MoEYS has been developing sub-decree on Teacher Professional Ethics and amending some regulations in response to Institutional Development Policy. The ministry has also prepared and adopted long-term Education for All National Action Plan 2003-2015.

1.1 Pre-school Education

144. In 2000, the MoEYS, for the first time formally articulated a “Policy on Early Childhood Education” which may constitute the first step towards a national Early Childhood Care and Education (ECCE). ECCE is focused primarily on children aged 3 to compulsory school entry, technically aged 6. ECCE is under auspices of the MoEYS which increasingly now recognizes the importance of early childhood education for the 0-3 as well as the 3-5 years old.

145. Section 4.1 of the Education Strategic Plan 2006-2010 supports early childhood development. Providing education to children from an early age would allow them to learn better at a later stage, and help reduce the chances of repetition and dropping that would enable them to pursue higher level of study at the primary level. The target for 2010 is to have 50 percent of children to have attended pre-school before entering primary education.

146. In the school year 2006-2007, there were a total of 2,641 pre-schools consisting of 1,524 public, 100 private and 1017 community pre-schools. Through mobilization by pre-school teachers and the participation of the parents and community, 130,288 children aged 3-5 registered in state pre-school classes, including 65,768 girls. From the school year 2000-2001 to 2006-2007, the number of children who attended pre-school increased from 55,798 to 130,288, of which 65,454 were girls. There was 4,923 pre-school staff, of which 4,680 were female in the school year 2006-2007. 5-year-old children who have gone through the upper level of pre-school and admitted in grade 1 in primary school increased to 3,013 children, which is 3.65 percent.

MoEYS encourages all provinces and municipalities throughout the country to promote pre-school education as research and experiences show that children who had attended pre-school classes are more likely to be able to pursue higher education than those did not attend pre-school. Only 15 percent of children aged 3-5 had access to early child development services in 2006-2007 school year. Through home based education programmes, children can now receive children with sufficient support and care, and parents are provided with parenting education to offer care and guidance to their children.
The Ministry of Education, Youth, and Sports (MoEYS) recognizes the importance of pre-school opportunities for young children. However, given its limited resources, it is unable to provide these. The Education Sector Strategic Plan calls for increased support from the private sector, communities, Non-Governmental Organizations (NGOs) and International Developmental Agencies to enable more children to benefit from early learning opportunities. The Ministry envisions sharing responsibility for the early childhood sub-sector with communes to determine standards for regulating preschools. Ministry offices, at all administrative levels, have provided policy guidance and technical support to Communes for early childhood programmes. This is in line with the National Plan for Education for All which calls for increased participation of Communes in community-supported services for 3-5 year olds.

Since late 2004, some 163 communes with the supports from the Ministry of Women’s Affairs (MoWA), the Ministry of Education Youth and Sport (MoEYS), and the Ministry of Interior (MoI) have initiated the Early Childhood Development services for small children. This process also supports the current strategy of decentralization by the Royal Government of Cambodia, to help the Commune Councils to claim and deliver social services for children.

1.2 Primary Education

Section 4.2 of the education strategic plan (2006-2010) focuses on the enhancement of enrolment in all grades of primary education (from grade 1 to 6) and the continuation of attendance until the end of the primary level, and ensuring quality of teaching. MoEYS is endeavouring to ensure equitable enrolment in primary education through filling the gap in gender, social situation, urban and rural, and to focus also on health care, hygiene, and environment, through child friendly schools.

In the school year 2006-2007, there were 6,365 primary schools nationwide and nearly 2.5 million students were enrolled, of which 47 percent were girls. The total number of education staff was 59,889 of which 23,261 were female. Of the total number of education, staff, only 20 percent were non-teaching staff. MoEYS is exploring an approach to improve the ratio of teaching staff to non-teaching staff.

Primary school enrolment rates have improved substantially and show diminishing gender disparity. In school year 2006-2007, the net enrolment ratio in primary school was 92.1 percent, compared to 87 percent in 2001-2002. The completion rate of primary education is 90.08 percent of children (89.75 percent for girls and 90.41 percent for boys) reaching the final year of primary education in school year 2006-2007.

The net admission rate, which compares actual to potential admissions to Grade 1, has increased from 81 percent in 2001-2002 to 85.7 percent in 2006-2007. The survival rates from grade 1 to grade 5 and to grade 6 have only improved marginally. Between 2003 and 2006, the average repetition rate for grade 1 was 24 percent (22 percent for girls), and 13 percent for grade 3 (11 percent for girls). While some improvements have been observed between 2000 and 2005, low promotion rates and high drop out rates in grade one to three in primary education continues to be a serious issue, as seen below:
152. The average age of entry into primary school was as late as 7.6 years in 2001 compared with the proper age of entry of six years, which, coupled with the high repetition rate, makes the completion of the full cycle of primary education very difficult for children, particularly for girls.

153. Other factors contributing to high drop-out rates include the high percentage of incomplete primary schools, with approximately 23.6% of primary schools not offering the full six grades in school year 2006-2007.

1.3 Lower Secondary Education

154. Section 4.3 of the Education Strategic Plan (2006-2010) promotes enrolment at all levels in the lower secondary education (from grade 7 to 9) and encourages pupils to pursue higher education to the upper secondary education. The target for year 2010 is to increase the number of students enrolled in lower secondary school to 1.2 million students (783,910 students in 2006), of which 45 percent should be girls, 80 percent from the rural areas and 15 percent from poor families. The target is also to increase the net attendance in lower secondary education to 75 percent and survival rate to 76 percent.

155. While the net enrolment ratio and the gender gap in lower secondary improved from 17 percent (13.7 percent for girls and 19.5 percent for boys) in 2000-2001 to 33.7 percent in 2006-2007 (33.1 percent for girls and 34.3 percent for boys), children graduating from primary school to enter
secondary education still remains low. The number of lower secondary schools increased from 486 in 2003-2004 to 846 in 2006-2007. However, regardless of the expansion of physical infrastructure for grade 7 to 9 in recent years, it remains unable to respond adequately to the need for learning in lower secondary education because out of 1,621 communes only 811 (2006-2007) have lower secondary schools.

156. The efficiency of lower secondary school education requires greater effort to ensure improved learning outcome in order to meet the goals of education-for-all by 2015. The promotion rate for grades 7-9 made a little difference between 1999-2000 and 2005-2006 school years, and so did the drop out rate during the same period. The promotion rates for all grades in lower secondary education are still below target. While the drop out rates decreased substantially between the 1999-2000 school years and the 2001-2002 school year, the trend reversed between 2002-2003 and 2000-2006.

157. Six national outstanding students for lower secondary education have been sent by the ministry to join the International Young Scientist Championship; all of whom received medals (two silver and 4 bronze medals). In 2006-2007, the result of national Lower Secondary Leaving Examination was also very good; the passing rate was at 94.07 percent.

Student Flow Rates (Grades 7-9) for Both Sex

<table>
<thead>
<tr>
<th>School Year</th>
<th>Promotion Rate</th>
<th></th>
<th>Drop Out Rate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 7</td>
<td>Grade 8</td>
<td>Grade 9</td>
<td>Grade 7</td>
</tr>
<tr>
<td>1999-2000</td>
<td>77.2</td>
<td>78.7</td>
<td>62.7</td>
<td>21.1</td>
</tr>
<tr>
<td>2000-2001</td>
<td>82.9</td>
<td>85.7</td>
<td>65.5</td>
<td>15.0</td>
</tr>
<tr>
<td>2001-2002</td>
<td>80.4</td>
<td>84.0</td>
<td>60.1</td>
<td>17.1</td>
</tr>
<tr>
<td>2002-2003</td>
<td>76.7</td>
<td>80.6</td>
<td>62.6</td>
<td>20.9</td>
</tr>
<tr>
<td>2003-2004</td>
<td>77.9</td>
<td>79.6</td>
<td>60.1</td>
<td>19.9</td>
</tr>
<tr>
<td>2004-2005</td>
<td>76.4</td>
<td>77.8</td>
<td>69.0</td>
<td>21.6</td>
</tr>
<tr>
<td>2005-2006</td>
<td>75.5</td>
<td>77.0</td>
<td>69.7</td>
<td>22.5</td>
</tr>
</tbody>
</table>


1.4 Upper Secondary Education

158. Section 4.4 of the Education Strategic Plan 2006-2010 on upper secondary education states that efforts will be stepped up to increase enrolment in grade 10 to 12, particular poor children and girls, by providing scholarships based on merit and learning achievement, and other appropriate admission criteria for upper secondary education, in all provinces and municipalities. The total targeted enrolment at upper secondary education for 2010 is 300,000 (241,503 students in 2006), with 40 percent enrolment of girls, 20 percent of students from extremely poor families, to increase the net enrolment rate of upper secondary education to 25 percent, and to provide scholarships to 1,000 students in upper secondary education. 60 per cent of the recipients of the scholarships should be girls.

159. The net enrolment rate in upper secondary education increased from 7.7 per cent in 2000-2001 (5.4 percent for girls, 10 percent for boys) to 12.5 percent in 2006-2007 (11.3 percent for girls, 13.6 percent for boys), but remains below the targeted rate of 15 percent, and the gender gap remains a challenge. Poverty, lack of dormitories for girls from rural areas, and the demand in the labour market such as in garment factories, contribute to the low enrolment rate of girls in upper secondary education. Till 2006-2007, 152 out of 185 districts in Cambodia have upper secondary schools.

160. Increasing the pass rate of the final examination in grade 12, particularly for students from rural and remote areas, is one of the priorities of the education strategic plan in improving efficiency in upper secondary education. Promotion rate for upper secondary education, particularly for Grade 12, has
been following a negative trend between 1999-2000 to 2005-2006. For example, the promotion rate in Grade 12 decreased from 76 percent in 1999-2000 to 71.6 percent in 2005-2006, although improvements have been seen between 2003-2004 and 2005-2006 (Promotion rate in Grade 12 increased from 45 percent to 71.6 percent during this period, respectively). (EMIS: 2006-2007). The drop out rate decreased from 36.6 percent in 2003-2004 to 19.5 percent in 2005-2006 (15.1 percent for female students). In the 2000-2001 school year, the number of students taking the final upper secondary school examination increased significantly, although the pass rate remained low, at 40 percent. In the 2006-2007 school years, the pass rate increased to 72.76 percent which is 41,964 students (Report for the King, 2006-2007).

1.5 Non-Formal Education

161. Section 4.5 of the education strategic plan (2006-2010) on non-formal education and vocational training focuses on assisting students for grades 3 to 9 who have dropped out from classes to re-enter schools and non-formal education, and expanding partnerships with NGOs and communities in implementing adult literacy programmes along borders and rural areas. By 2010, it targets reintegrate 120,000 children into the formal educational system, 150,000 children who have not attended school for 3 years to be referred to non-formal programmes, and 400,000 children to be enrolled into literacy programmes.

162. The literacy rate of people 15 years and above increased from 67 percent in 1998 (57 percent for females and 80 percent for males) to 74 percent (64 percent for females and 85 percent for males) in 2004, and 83 percent in 2005, which is short of the target of 90 percent (2005). In 2006-2007, 392,904 persons (251,432 are female) enrolled in vocational literacy program and the gender gap in literacy changed slightly over the years.

163. MoEYS has been implemented different forms of non-formal education, including programmes to reintegrate children in non-formal schools into formal schools through re-education and catch up programmes for children who have been out of school for less than three years. MoEYS has also been promoting increase in literacy through literacy classes and post literacy programmes, including the establishment of community learning centres to help maintain literacy levels and to strengthen life skills through vocational training. The non-formal education program has also enabled unskilled adults, particularly out-of-school youths, to be trained under the vocational training programmes. MoEYS has collaborated with international organizations to assist in ensuring quality and quantity of non-formal education. The ministry is making effort to establish information management system on non-formal education in order to ensure effective implementation of various programs which help non-formal education children, youth and local adults who have yet to gain simple skills, generating income to support their family.

1.6 Staffing and Development of Teaching Staff

164. In 2006-2007 school year, the pupil to teacher ratio in primary education was 51.3% (37.3% for urban, 54.8% for rural and 61.6% for remote areas), higher than the target of 50%. This may be the result of disproportionate distribution as well as the lack of teachers. In secondary education, the pupil to teacher ratio was 30.6% in lower secondary education, and 33.2% in upper secondary education. Around 4 percent of teachers in primary schools in remote areas and 3 percent in rural areas did not receive teacher training (1 percent in urban areas). Teachers who gained only primary education were 32% percent in remote, 7.2% percent in rural and 6% percent in urban areas, respectively. MoEYS continues to focus on assisting disadvantaged teachers in terms of educational capacity and teaching skills to ensure that education services for each Cambodian child are of good quality and are effective.

1.7 Provision of Textbooks

165. MoEYS provides textbooks for principal subjects to each primary school student for free. In secondary schools, one textbook was provided to every two students; although children in more vulnerable areas and remote areas were provide one textbook each. MoEYS has also provided one teaching material per subject for each teacher. Textbooks were widely distributed around the
country in the 2006-2007 school years. In the same school year, 24 percent of primary schools and 3 percent of lower secondary schools received teaching materials.

1.8 Development of Learning Spaces

166. The objective of the education strategic plan is to ensure that each village has a primary school from grade 1 to 6 located close to the communities and thus reduce the number of incomplete primary schools without full grades and to add classrooms and provide learning spaces for secondary education in areas where education services are insufficient, or in overpopulated schools. As a result, the number of incomplete primary schools decreased from 2,484 in 2000-2001 to 1,719 in 2005-2006, and remains 1,499 in 2006-2007.

1.9 Budget

167. The education strategic plan (2006-2010) has been implemented to reform the education sector, improve the quality of education and expand the scope of the activities of the sector. Government's financial disbursement to the sector which is one of priority action programs had increased from 17.3 percent of the overall national budget in 2004 to 18.3 percent in 2006 and will reach 20 percent in 2009. The approved budget for 2007 is 19.2%. About 60 percent of the allocated budget was for basic education with particular focus given on pro-poor expenses. Nevertheless, the timely and sufficient financial disbursement remains an issue and need to be addressed urgently.

2. Gender Mainstreaming and Progress

168. The enrolment rate of girls in primary education increased from 82 percent in 1999-2000 to 91% percent in 2006-2007. In lower secondary and upper secondary education, the enrolment rate of girls increased from 11.6 percent and 6.8 percent in 1999-2000 to 33.1 percent and 11.3 percent in 2006-2007, respectively. The gender gap of enrolment rate is -0.1% in 2006-2007 in lower secondary schools in both urban and remote areas. Also, only 0.6 percent of schoolgirls and 0.7 percent of schoolboys from remote areas continued their study in upper secondary education. The issue of bridging the gender gap in basic education remains a challenge, especially in lower secondary education. The ratio of boys to girls in primary education increased from 87 percent in 2001 to 89 percent in 2005. In lower secondary education, the ratio of girls to boys increased from 63 percent to 72 percent over the same period. The gender ratio at the upper secondary level has increased from 48 percent in 2001 to 57 percent in 2005.

Table 3: Gender disparity of net enrolment in all areas

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Lower secondary</th>
<th>Upper secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Girls</td>
<td>Boy</td>
<td>Gap</td>
</tr>
<tr>
<td>1999-2000</td>
<td>87.1</td>
<td>94.7</td>
<td>7.6</td>
</tr>
<tr>
<td>Urban</td>
<td>81.6</td>
<td>89.0</td>
<td>7.4</td>
</tr>
<tr>
<td>Rural</td>
<td>49.3</td>
<td>56.4</td>
<td>7.1</td>
</tr>
<tr>
<td>Remote</td>
<td>81.7</td>
<td>89.1</td>
<td>7.4</td>
</tr>
<tr>
<td>National</td>
<td>92.6</td>
<td>93.3</td>
<td>1.2</td>
</tr>
<tr>
<td>2006-2007</td>
<td>91.1</td>
<td>93.2</td>
<td>2.1</td>
</tr>
<tr>
<td>Urban</td>
<td>82.8</td>
<td>89.0</td>
<td>6.2</td>
</tr>
<tr>
<td>Rural</td>
<td>91.0</td>
<td>93.2</td>
<td>2.2</td>
</tr>
<tr>
<td>Remote</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4: Completion Rate (EMIS, 2006-2007)

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Lower secondary</th>
<th>Upper secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gap</td>
<td>Gap</td>
<td>Gap</td>
</tr>
<tr>
<td>2005-2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>94.86</td>
<td>103.17</td>
<td>8.31</td>
</tr>
<tr>
<td>Rural</td>
<td>90.47</td>
<td>89.62</td>
<td>-0.85</td>
</tr>
<tr>
<td>Remote</td>
<td>52.15</td>
<td>52.66</td>
<td>0.51</td>
</tr>
<tr>
<td>National</td>
<td>89.75</td>
<td>90.41</td>
<td>0.66</td>
</tr>
</tbody>
</table>
2.1 Impact on Poor, Disadvantaged and Ethnic Minority Children

169. Scholarships for students in grade 7-9 have focused on children from extremely poor families and disadvantaged groups such as girls and students from minority groups. This has been implemented in agreement with the schools, communities and commune councillors in respective areas. So far there are two major sources of scholarships, including Japan Fund for Poverty Reduction (JFPR), implemented in 21 provinces and municipalities. The Government of Belgium support the remaining three provinces.

170. Between 2003-2004 and 2005-2006, MoEYS provided scholarships through the Priority Action Plan (PAP) to a total of 21575 students from poor households and disadvantaged groups. JFPR provided two-year scholarships to 15087 students from 2003 and 2006 school years. 3 percent of 6535 students received JFPR scholarship between 2003-2004 and 2004-2005 dropped out from their classes. Update data on drop out is not available yet.

171. Improvement of access to quality and equitable educational service for minority ethnic groups remains an important element in the development of education strategic plan and support program. In 2006-2007, the net primary admission rate of girls in Mondulkiri province was 8.6 percent lower than that of boys.

172. Net primary enrolment rates in Ratanakiri and Mondulkiri provinces, where the concentration of ethnic minorities are the highest, were below the national average in 2006-2007 (See table 5). Net enrolment in primary education in Ratanakiri was 59.9 percent for girls and 74.1 percent for boys in 2006-2007. The net enrolment rate was also low due to the failure to comply with right age entry, particularly for girls. Specific strategies are therefore needed to ensure equitable access to education among ethnic minority groups, such as bilingual education, scholarships and training for teachers in areas with ethnic minorities.

Table 5: Main indicators for primary education in provinces with minority populations, 2006-2007

<table>
<thead>
<tr>
<th>Province</th>
<th>Net Admission rate</th>
<th>Net Enrolment rate</th>
<th>Ratio of students to Grade</th>
<th>Ratio of students to classroom</th>
<th>Ratio of students to teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Girl</td>
<td>Boy</td>
<td>Gap</td>
<td>Girl</td>
<td>Boy</td>
</tr>
<tr>
<td>Mondulkiri</td>
<td>74.2</td>
<td>82.8</td>
<td>8.6</td>
<td>78.6</td>
<td>84.0</td>
</tr>
<tr>
<td>Preah Vihear</td>
<td>82.1</td>
<td>82.6</td>
<td>0.5</td>
<td>90.0</td>
<td>88.2</td>
</tr>
<tr>
<td>Ratanakiri</td>
<td>52.4</td>
<td>55.2</td>
<td>2.8</td>
<td>59.9</td>
<td>74.1</td>
</tr>
<tr>
<td>Stung Treng</td>
<td>85.7</td>
<td>86.4</td>
<td>0.7</td>
<td>85.0</td>
<td>88.1</td>
</tr>
<tr>
<td>National</td>
<td>85.5</td>
<td>85.9</td>
<td>0.4</td>
<td>91.0</td>
<td>93.2</td>
</tr>
</tbody>
</table>

B- Vocational and cultural activities

1. Sports

173. Provincial and Municipal Department of Education, Youth and Sport has organized annual sport events for school children and the public. The department of education has helped establish sport facilities at schools, mobilized communities to participate in the development of soccer fields, basketball and volleyball courts, and facilities for athletics. Provincial and Municipal DoEYS has paid regular visit to monitor physical and sport activities at primary and lower and upper secondary schools under their respective supervision and MoEYS, in collaboration with sport organizations and associations, has been organizing annual national sporting events for students and has selected regional champion across the country as well as organized other public sport tournaments for friendship, health, and excitement. MoEYS is currently in the process of integrating sports programs into the final exams of lower and upper secondary schools.
174. In all provinces and municipalities, there is a shortage of skilled sports mentor to train athletes as well as specialists in physical education in primary schools. DoEYS also faces difficulties in finding the means to transport sports teams participating in national tournaments. There is also a lack of sport equipments and limited number of skilled officials in the area of sports.

2. **The Arts**

175. MoEYS supports annual contests: drawing/painting, supporting and promoting traditional and modern singing and traditional dance at primary and secondary schools at provincial/municipal levels. The ministry has collaborated with Ministry of Culture and Fine Arts in coaching dancing to students at schools, and with JICA in training arts teachers of Youth Centre of the MoEYS.

3. **Challenges**

176. Despite progress in the education sector, there still remain a number of challenges, as below:

- Nationwide shortage of school buildings in some areas (remote and disadvantaged areas);
- The process of education reform is slow;
- Lack of teachers (for remote and disadvantaged areas);
- Some teachers teach subjects different from their specialty and some are lack of teaching methodology;
- There is no dormitory for teachers assigned to work particularly in remote and disadvantaged areas;
- Pre-schools have been increased only in cities, with most children in remote rural areas not having access to preschools;
- Repetition and drop out remain unacceptably high;
- Scholarship provision to poor children has not been done widely;
- Teaching using child-friendly methods remains limited due to the lack of teaching materials, the fact that CFS program has not been implemented and disseminated widely to parents and students yet;
- Literacy education remains an issue due to the lack of participation by the illiterate population and lack of cooperation by local authorities;
- Redeployment of excess education staff to teaching jobs remains to be done in accordance with MoEYS's plan and certain conditions relating to redeployment shall be revised;
- In highland areas, most schools are located far apart and access is difficult, making the process of communication and gathering information slow and difficult.
IX. SPECIAL PROTECTION MEASURES

A- Children in Emergencies

1. Refugee Children (art. 22)

Recommendations of the Committee:

- Introduce legislation for the protection of the rights of refugee children in line with the relevant international standards.
- Develop a family reunification procedure to assist refugee children who might be separated from their families.

177. In 1992 Cambodia ratified the Convention relating to the Status of Refugees and its Protocol, but no law has yet been adopted to protect the rights of refugee children in line with the relevant international standards. Cambodia, however, has complied with and enforced provisions as stated in the Convention on the Rights of the Child and collaborated with the UN High Commissioner for Refugees (UNHCR) to protect refugees. In 2004, there were 698 refugees and asylum seekers in Cambodia, among whom 184 were children under the protection of UNHCR. Those people were groups of people from mountainous, asylum seekers, and refugees from Vietnam, China, Afghanistan, Sudan, Sri Lanka, Algeria, Somalia, Bourandy, Cameroon, and Congo. In 2006, there were 187 refugee children who sought asylum in Cambodia. Of them, 162 were resettled to third countries, and 25 are still in Cambodia (UNHCR sites and rural areas). In 2007, there were 57 refugee children of 179 refugees.

178. UNHCR has collaborated with its partners such as UNICEF and Jesuit Refugee Service (JRS) to provide English language classes, knowledge of the rights of the child and facilitated their attendance at schools located close to their shelters.

2. Children Affected by Armed Conflicts (art. 38)

Recommendations of the Committee:

- Effective measures for the identification, demobilization and psychological rehabilitation and reintegration in society of child soldiers.
- Undertake awareness-raising campaigns for army officials to prevent the further recruitment of child soldiers.

179. Law on Obligation to Defend the Motherland (1985) and Law on Military Service (2006) provide that the age to serve the army and age to be obliged to military service is from 18 to 30. The first stage of the DDR of soldiers was conducted in mid 2000, with 1,500 soldiers demobilized in four provinces. There were, however, no data on demobilized soldier aged below 18 years old.

3. Mine Action

180. Cambodia is one of the most severely affected landmine and unexploded ordnances (UXO)-affected countries in the world. Cambodia has adopted a target to complete mine clearance in all target affected areas by 2012. Regardless of significant progress made, the target has not been met. The Cambodia Mine Action and Victim Relief Authority had redefined the target to be achieved by 2015.

181. The Cambodia Mine Action Centre (CMAC) has been working to raise awareness on the risks of landmines and to reduce accidents related to landmines and unexploded ordnances. Mobile teams have been established to promote awareness among the population living in high risk areas, and de-
mining efforts have been ongoing to clear minefields and destroy landmines UXOs. Incidences of mine-and UXO related accidents have not decreased in the last five years, with an average of around 800 people victimized each year. In 2000, of the victims, there were 242 children (189 boys, 53 girls) and 267 (215 boys and 52 girls) in 2005. However, the numbers of children victims decrease drastically to 140 (109 boys, 31 girls) in 2006 and 138 (119 boys, 19 girls) in 2007.

182. One of the factors that are responsible for this persistently high rate of mine and UXO victims is the close proximity of people’s homes to mine fields. Other main, emerging issue is the tampering of UXOs, particularly by children, to collect and sell scraps metals.

B- Juvenile Justice

1. Administration of Juvenile Justice (art.40)

Recommendations of the Committee:

- Establish a juvenile justice system, taking into account the principles and provisions of the Convention, in particular articles 5, 37, 39 and 40 and other relevant United Nations standards in this field.
- Develop a comprehensive policy and programmes regarding the situation of children in conflict with the law with particular attention to the situation of children deprived of their liberty and to the prevention of juvenile delinquency.

183. Article 31 of the Constitution of the Kingdom of Cambodia states that the country recognize and respect human rights as prescribed in the United Nations Charter, the Universal Declaration on Human Rights and Covenants and Conventions relating to human rights, women’s and child rights. At present, Cambodia has established and is strengthening its legal mechanism as appropriate to protect the citizens, especially the rights of the child.

184. The Cambodian law applicable to children in conflict with the law has been prepared to meet the standards stipulated in the CRC, UN Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Resolution), UN Standards for the Protection of Juveniles Deprived of their Liberty; and UN Minimum Rules for the Administration of Juvenile Justice (Beijing Rules).

185. Criminal Procedural Code 2007:

- Article 100 indicates juveniles who shall be arrested.
- Articles 213 and 214 indicate the time limits for pre-trial detention of minor aged from 14 to 18 years old for commission of felony and misdemeanour.

186. Points made in draft of Juvenile Justice Law and Penal Code include:

- The minimum age for criminal responsibility;
- Special law on juvenile justice;
- Law on separate punishment which gives alternative to institutionalize the minors;
- Diversion of children from court system before proceedings;
- Conditions for placement of children in detention;
- Independent investigation on complaints; and
- Services after being released to freedom.

187. The Ministry of Justice created an inter-ministerial working group on Child Justice in October 2006. This specialised working group comprises of officials from the Ministry of Justice, Ministry of Interior, (Anti-Human Trafficking and Juvenile Protection Department and the Prison Department and Legislative Council ); MoSVY, MoEYS, and MoH. The working group has been tasked with the following duties:

- To develop guidelines on child-friendly handling of child victims’ cases or child offender’s cases;
- To develop joint protocols among relevant ministries on legal and social supports for children;
- To organize the review of the draft law on Juvenile Justice;
- To develop other policies concerning child justice and continue to monitor and assess all adopted policies.

188. A database on children in prisons has been established, with the data collection managed by the General Department of Prison of the Ministry of Interior. Information of 25 prisons throughout the country is collected at the end of every month and processed by the Ministry. The data enables regular monitoring of all prisoners in Cambodia including their gender, age, location and their legal status. As of 2007, there were 630 children (11 girls), among whom 190 were pre-trial detainees and 440 (11 girls) were convicted.

189. The attention of legal protection for children in conflict with the law (CICL) has been seen on increase. It is, however, found to have weakness and in many cases this kind of protection does not respond to the norm defined in the Convention on the Rights of the Child, UN Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Resolution), UN Standards for the Protection of Juveniles Deprived of their Liberty; and UN Minimum Rules for the Administration of Juvenile Justice (Beijing Rules). Establishment of juvenile justice with the judicial system for adolescents, and special law for trial and particular system for child detention is an important issue that government has paid attention to. At present, Ministry of Justice established a child justice working group comprising of members of relevant ministries. This working group is reviewing the draft Law on Juvenile Justice and drafting legal documents concerning juvenile justice proceedings. At the same time, Ministry of Justice has equipped video for interview the child in 5 provincial/municipal courts (Kandal, Battambang, Banteay Meanchey, Siem Reap, and Sihanoukville) in the pilot program of child cases. Unfortunately, the lawyer and the judge have not yet been specially assigned to work on the child case.

2. Children Deprived of Their Liberty, including Any Form of Detention, Imprisonment or Placement in Custodial Settings (art. 37)

- Children’s Status in the Prison

190. In the second Correctional Centre (Prey Sar), girls stayed with adult female but boys stayed separately. As a result of lack of buildings in a number of provincial prisons, children are forced to stay with adults.

191. In collaboration with the Youth Rehabilitation Department of MoSVY NGOs and NIOs, the General Department of Prison of the Ministry of Interior has provided training on literature, language, skills on motorbike repair, hair-cutting, traditional music, mushroom planting, painting, flower making, sewing, and construction for adolescents in detention in a number of prisons such as the second Correctional Centre, prisons in Battambang, Siem Reap, and Kandal. At the same time, Ministry of Interior has cooperated with MoH, International Red Cross to provide the adolescents with health education and hygiene.

192. MoSVY, Ministry of Interior and a number of NGOs are implementing nutritional programmes for children living with convicted mothers in the correctional centre II at Prey Sar and in the prisons in 3 provinces. Milk, noodle, canned sardine, clothing and soap are provided every month. MoSVY with the support from UNICEF has also been running a preschool in the neighbourhoods of Correctional Centre II at Prey Sar and Siem Reap prison to offer education to children living with their mothers.

193. MoL, MoSVY and the Ministry of Labour and Vocational Training (MoLVT), have been implementing inter-ministerial Prakas No 863 dated August 9, 2001 on education, correction and vocational training for convicted persons. MoSVY has also implemented a project on Rehabilitation and Reintegration of children in conflict with the law in four prisons covering 605 convicted children and pre-trial child detainees (2007) by providing them with vocational training such as hair-cutting, Khmer traditional music as well as recreational facilities.
3. The Sentencing of Children, with Particular Reference to the Prohibition of Capital Punishment and Life Imprisonment (art. 37)

194. Article 32 of the Constitution provides that the death penalty shall be abolished. All forms of coercion, torture or treatment that aggravates the penalty imposed on a convicted prisoner or the detention conditions of an accused shall be strictly prohibited. The perpetrator, co-perpetrator and accomplice shall be punished by law.

C. Children in Situations of Economic Exploitation

1. Economic Exploitation (art. 32)

<table>
<thead>
<tr>
<th>Recommendations of the Committee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Enforce the provision of the Labour regarding the minimum age for access to employment.</td>
</tr>
<tr>
<td>- Train and provide labour inspectors with the means to monitor child labour</td>
</tr>
<tr>
<td>- Appropriate sanctions to be applied to violators.</td>
</tr>
<tr>
<td>- Enact legislation protecting children from hazardous forms of labour</td>
</tr>
<tr>
<td>- Ratification of the new ILO Convention No. 182 concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour, 1999</td>
</tr>
</tbody>
</table>

195. Poverty is the major factor leading children to participate in the labour force. Poor livelihood forces families to involve children in earning additional income. In 2001, there were 1.5 million working children aged between 5 and 14 years old in Cambodia, of whom 250,000 were engaged in severe working conditions.

196. Elimination of child labour is one of the government’s major works in building the country and promoting people’s living standard, especially developing human resources and economy. Moreover, the Royal Government of Cambodia is committed to reducing working children from 16.5 percent in 1999 to 13 percent in 2005 and to 8 percent before 2015. Such determination is reflected in Cambodian Millennium Development Goals and National Poverty Reduction Strategy (NPRS). Ministry of Labour and Vocational Training (MoLVT), however, has established Child Labour Department to focus on the following key issues:

1. Eliminate the worst forms of child labour and reduce child labour by removing children from hazardous works, provide vocational training, and integrate them into the society;

2. Collaborate with civil society organizations to combat trafficking of women and children.

With the financial support from ILO/IPEC, the Child Labour Department has drafted a National Plan of Action on Eradication of the Worst Forms of Child Labour (2008-2012). This national plan of action will be used as a joint policy framework to initiate a programme and a project to eradicate worst forms of child labour in Cambodia. The draft was already finalized by the inter-ministerial meeting of the Council of Ministers. In addition, the Department has implemented a pilot project supported by the U.S. Labour Department through ILO/IPEC. Since the project was implemented, the Ministry had withdrawn 4,275 children from hazardous works in the sectors of fishing, salt production, and rubber plantation from 2001 to 2004. Moreover, the Department has continued to implement a time-bound programme 2004-2008 to eliminate immediately the worst form of child labour. This program focus on child labour in certain sectors and regions as follows:

- Children working as domestic helper in Phnom Penh;
- Children working in fisheries sector (Kampot, Kep, Sihanoukville);
- Children working in salt production (in Kampot);
- Children working in rubber plantation (Kampong Cham);
- Children working in brick production (Siem Reap, Kampong Cham);

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