Analysis of the Non-formal Education Policy in Cambodia
- Focusing on the Educational Outcome

Nozomi Shiraishi
Graduate School of International Cooperation Studies (GSICS),
Kobe University, Japan
October 14, 2015
1. Background

Non-formal Education

• Definition: A systematic, structured type of education for certain group of students which is operated outside of formal school. (Coombs & Ahmed, 1974)

• Role/ Expectation
  • Non-formal education system can adapt to the situation of the participants due to the flexible education approach (Hoppers, 2008; Rogers, 2005; Rose, 2009)
  • Due to the specific target group of non-formal education, non-formal education is cost effective (Rose 2009)

• Criticism/ Reality
  • Failed to provide education for the most unreached (Rogers, 2005)
  • Failed to adapt unique approaches to meet the needs of the participants (Rogers, 2005)
  • Low cost-effectiveness (Rogers, 2005)
  • Succeeding non-formal education programs are mostly done by famous, huge NGOs (Hoppers, 2008; Rose, 2009)
  • Difficulty of implementing large-scale study (Rogers, 2005)
1. Background

Context of Cambodia

• Number of dropout children in grade 3 to 6 in 2014: 129,599
  (Ministry of Education, Youth and Sport, 2014)

• Policy on non-formal education
  • Target: “All people of both sexes and all races living in the Royal Kingdom of Cambodia who don't have access to public school (the formal education system): Poor people and those living in difficult circumstances, working children and youths and the out-of-school, ethnic minority children and youths, adults aged 15 to 45 years”
  (Royal Government of Cambodia, 2002)
1. Background

Non-formal Education Program

• Re-entry Program
  • Aim: transfer primary school drop-outs of grade 3, 4, 5, and 6 back to the formal primary school at the grade 4, 5, 6, and 7.
  • Target group: children between age 10 to 14, who recently dropped out from formal primary school
  • Description of the course:
    • Term: 2 months course
    • Curriculum: Khmer language and mathematic
    • Total school hours: 180-200 hours
    • Class size: no more than 25 students
2. Literature Review

• Education Policy of Cambodia
  • Kim and Rouse (2011) states that the quality of teacher is a key issue in achieving EFA in Cambodia
  • School Readiness Program, the program to provide two months special education for first year primary school students in order to improve the student achievement is proven to be effective (Nonoyama-Tarumi and Brendenberg, 2008)

• Non-formal education in Cambodia
  • Open distant learning is proven to be effective education method for farmers who live in the remote area in Cambodia (Granfeld and Ng, 2013).
  • Non-formal adult professional development activities were effective to enhance the capacity of the ministerial staffs (Berkvens, 2012).

➤ Despite the role non-formal education have for achieving EFA, there are scarce research on non-formal education in Cambodia
3. Research Question

How does the policy of non-formal education in Cambodia ensure the educational performance of re-entry program participants?
4. Objective of the Study

• To identify the role of non-formal education policy in ensuring the improvement of educational performance of the re-entry program participants

• To understand the relationship between the teachers (schools) and the officers (government) in evaluating the student achievement in re-entry program
5. Methodology

Target area: Preyveng province and Takeo province

Interview (Individual, Semi-structured)

• Interviewee:
  • 1 officer of the Department of Non-formal Education, Ministry of Education, Youth and Sports, Cambodia
  • 2 provincial officers of the Department of Non-formal Education, Ministry of Education, Youth and Sports, Cambodia
  • 1 district officer of the Department of Non-formal Education, Ministry of Education, Youth and Sports, Cambodia
  • 4 teachers of Re-entry program - two teachers from each province

• Document Analysis
  • Report on Non-Formal Education
6. Findings

Role of offices and school for evaluation of student’s achievement

- Establishment of policy: No policy on student’s achievement
  - MOE

- Provision of teacher training course, provision of class materials
  - POE

- Support the implementation
  - DOE

- Implementation of evaluation
  - School
6. Findings

• Methodological differences between the teachers in evaluation of student achievement

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Province</th>
<th>Evaluation Methodology</th>
<th>Recording</th>
<th>Report to the Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Takeo</td>
<td>Pre-test and Post-test</td>
<td>Keep test score data</td>
<td>Test score data</td>
</tr>
<tr>
<td>B</td>
<td>Takeo</td>
<td>Observation of class activities</td>
<td>Record attendance, homework</td>
<td>Attendance and homework</td>
</tr>
<tr>
<td>C</td>
<td>Preyveng</td>
<td>Monthly evaluation of each class activity</td>
<td>Student Record Book</td>
<td>Student Record Book</td>
</tr>
<tr>
<td>D</td>
<td>Preyveng</td>
<td>Observation of class activities, regular tests, student achievement</td>
<td>Record attendance and student achievement</td>
<td>Attendance and student achievement</td>
</tr>
</tbody>
</table>
6. Findings

• Officer of Ministry of Education, Youth and Sports
  “We do not prepare tests to evaluate the improvement in knowledge, but if there are (any tests), it is prepared by teachers.”

• Takeo Provincial Officer
  “Provincial office only collect the data of the age, the grade each students dropped out from, the grade students re-entered to. We do collect data about student achievement.”

• Takeo District Officer
  “Teachers and the district officer prepare the tests for each school since the level of students differ in each school.”

• Preyveng Provincial Officer
  “Provincial office do not collect data about student achievement since there are no tests to evaluate student achievement. It is same with other province.”
6. Findings

• Teacher A
  “I give out pre-test and post-test during the program. The content of the problem are the same for the two tests, but the problem is different.”

• Teacher B
  “There are no test for the students, but I evaluate their improvement through classroom activities, using books and chalkboards.”

• Teacher C
  “There are no section to write the exact test score in the student report book. We record the student achievement level of each month, and we decide which grade the student will re-enter”

• Teacher D
  “I evaluate the student achievement in many ways, such as using chalk and black board for calculation and writing, many exercise, and regular tests”
7. Discussion

• Autonomy of the teachers
  • Teachers decide the evaluation methodology of student achievement
    ➢ Flexible approach

• No inconsistent data on student achievement
  • Government cannot evaluate the student achievement since the evaluation methodology differ by the teachers
  • There are no policy for evaluating student achievement in provincial, or district level
    ➢ Non-formal education as case study
7. Discussion

- Requirement for teacher support
  - Teachers required for more support from the government
    “We need more guideline to conduct class. I decide all of the class schedule, but it is difficult.”
  - Provincial and district officers also want to give more support for the teachers, but the budget is insufficient to implement further support
    “If there are more budget, we (provincial office) want to provide more support to the teachers, such as increasing teacher salary and give more training program”
8. Conclusion

It is the role of teachers to both plan and implement evaluation for student achievement since there are no policy for student achievement in re-entry program.

Since there are large autonomy for the teachers for evaluating student achievement, they can flexibly adapt the best evaluation methodology to their students. However, insufficient teacher education may cause the disparity of the quality on evaluation among the teachers.

More budget is needed in order to implement sufficient teacher training course and other supports.


References


