

Technical Review of EMIS and Statistical Analysis in Cambodia

REPORT

Submitted to

Secretary

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Abbreviations

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| DEO | District Education Office |
| DISE | District Information System for Education |
| DoP | Department of Planning |
| DRC | District Report Cards |
| ECCD | Early Childhood Care and Development |
| EFA | Education for All |
| EMIS | Education Management Information System |
| ESP | Education Strategic Plan |
| ESSP | Education Sector Support Program |
| ESWG | Education Sector Working Group |
| HRMIS | Human Resource Management Information System |
| ICR | Intelligent Character Reading |
| JICA | Japan International Cooperation Agency |
| MoEYS | Ministry of Education, Youth and Sport |
| NIE | National Institute of Education |
| NFE | Non formal education |
| NUEPA | National University of Educational Planning and Administration |
| NIS | National Institute of Statistics |
| PACO | Planning and Aid Coordination Office |
| PES | Provincial Education Services |
| PRC | Provincial Report Cards |
| SPSS | Statistical Packages for Social Sciences |
| TOR | Terms of Reference |

Technical Review of EMIS and Statistical Analysis in Cambodia*

Section I BACKGROUND

A Cambodian delegation led by Secretary, MoEYS visited India in July 2007. During their visit to India, the delegation visited the *National University of Educational Planning and Administration (NUEPA), New Delhi* and had interaction with its faculty on different aspects of educational planning and management. NUEPA has successfully developed *District Information System for Education (DISE)* which is in operational in all the districts of the country (<http://dpepmis.org>). Like other publications, the analysis of data produced in the form of Analytical Report was found impressive by the delegation. The delegation was of the view that NUEPA's expertise can be of great help in strengthening EMIS in Cambodia as well as in designing Capacity Building programmes for Cambodian Officers in the areas of EMIS and data analysis. Subsequently, the Secretary of State, Ministry of Education, Youth and Sport (MoEYS), Royal Cambodian Government requested NUEPA to depute its expert in the areas of EMIS and Data Analysis to help Cambodia in strengthening its EMIS. Accordingly, the Vice-Chancellor, NUEPA, New Delhi deputed Dr. Arun C. Mehta, Professor and Head, Department of EMIS to Cambodia. Japan International Cooperation Agency (JICA) provided all financial and logistical support to this mission. The MoEYS, Cambodia envisages long term association with NUEPA on different aspects of EMIS and Data Analysis. The main objectives (detailed TOR is annexed) of the visit were as follows:

- To review the current processes, functions and output of EMIS and identify the areas that needs further upgrading and improvement;
- To study and understand the current situation of the education sector in Cambodia with a particular focus on the EMIS and monitoring framework and indicators set out in the government's national strategies and plans;

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- To review the existing analysis indicators in terms of better EMIS/monitoring and to propose a possible framework as well as procedure for educational statistics analysis; and
- To develop a proposal for the strengthening of Cambodian EMIS and educational statistics analysis as well as capacity building in the areas of data analysis and EMIS

The present report is based on the discussions held with different Officers and presentations on EMIS made by the officers of the Department of Planning during December 17 to 25, 2007 details of which is annexed.

Section II

EMIS IN CAMBODIA

Educational data in Cambodia is being collected by the respective departments of Ministry of Education, Youth and Sport (MoEYS) such as Departments of ECCE, Primary education, Secondary education and Higher education but the same used to have time-lag in availability of statistics and the full set of data that is required for efficient planning was not available at all levels. In view of these limitations, a number of attempts were made to improve the coverage and quality of educational data amongst which the UNESCO, UNDP and UNICEF's joint initiative to strengthen EMIS in Cambodia is the most prominent and recent one.

In 1995, an EMIS Centre was established in the Department of Planning, MoEYS with the overall objective to develop a functional EMIS. The EMIS Centre was designated as the focal point for collecting and dissemination of the Official Statistics in Cambodia through a set of formats one each for ECCE, Primary and Secondary schools. In addition to schools formats, one form each was also developed for the Provincial/Municipal Education Services (PES) and District/Khan Education Offices (DEO). The frequency of data collection in case of all the formats is annual. A cursory look at the formats suggests that all the variables required for developing an efficient education plan are found place in the formats. All the schools are required to fill-up four copies; one to be kept in school for reference purposes, one each to be sent to DEO and PES and the last copy to be sent to EMIS Centre at the Central level in the Department of Planning for checking, editing, data entry and analysis.

EMIS centre located in the Department of Planning is doing excellent work and should be further strengthened both in terms of equipments (computer software and hardware) and professionals. Despite significant achievements, there is still further scope of reducing the time-lag as well as improving the quality, dissemination and use of educational statistics which are briefly presented below:

DATA CAPTURE FORMATS

Though the formats (under EMIS) in use are comprehensive ones and are developed by considering requirements of all the provinces, still there may be a few **province and district-specific variables which are required at the provincial level, provisions for which may be made in the software to tackle additional/supplementary variables both for data entry as well as for the report generation** (*for example if a province has a provision to provide scholarships/uniforms to its students and wants to know how many children received it, information on such variables is not being collected through the annual school census as it is specific to the province only and not applicable to other provinces. Such variables may be identified by the individual province and not at the central level*). Information on the supplementary variables need not be transmitted to the national level. **Wherever necessary items in the formats should be pre-coded and printed accordingly as presently the same are being coded manually at the provincial level** (*in the school format there are questions whose answers are either Yes or No and are accordingly tick-marked by the School Director but software does not support 'text' (Yes/No); therefore needs to be converted in to digits (1 or 2 or any number. Other example is education of Director of P/MES which is opened ended and is coded at the provincial level before the data entry commences*).

Information on physically challenged children was first time collected during the 2007-08 annual school census which is collected by the nature of disability. Depending upon the number of such children, inclusive education programmes would be required to design for which NUEPA may provide its expertise. During the field visit to Kandal province, it was

informed that so far no such programmes as such for physically challenged children have been developed and they are made to sit with other children in the school.

Section III

COVERAGE

For assessing the level of educational development and progress towards EFA goals, it is essential to analyze and present the overall picture. Though the publications brought out by the Department of Planning has separate publications for the Government and Private schools but most of the crucial indicators that have been presented are based on the data of only the Government schools. For example, presenting enrolment ratio separately for Government schools will be unable to present the complete coverage of child population unless enrolment in the Private schools are also considered in computing the enrolment ratio. This is also true in case of the other indicators such as promotion, drop-out and repetition rate. Therefore, **in all the forthcoming publications, it would be better to have published crucial indicators by considering data of both the Government and Private schools together** and wherever necessary, separately for Government and Private schools. In view of the small number of Private schools in Cambodia, collecting data annually as part of the School Census may not be difficult one. **So far as possible same format be used in case of both the Government as well as Private schools.**

In addition to Private Schools, **it has also been observed that a large number of Buddhist Schools are functioning under the Ministry of Culture and Religious which are not covered under the EMIS annual data collection. Efforts should be made to cover all such schools under EMIS so as to ensure complete coverage of schools.** For example, based upon the data of only Government schools, if the number of out-of-school children is estimated to be 10,000 possibilities of many of them being in the Private and Buddhist schools cannot be ruled out. All such children cannot be brought to the education system (government schools) as many of them are already enrolled either in Private or in Buddhist

schools. **The MoEYS may like to coordinate with the Ministry of Culture and Religious to ensure that all schools imparting school education are covered in the Annual School Census.** This should also be considered while setting targets under ESP which should not be confined only to data of Government Schools.

Section IV

FLOW OF INFORMATION

As of now it seems that the EMIS activities developed under the Department of Planning is highly centralized in the nature. There is limited reverse flow of information from top to the bottom. The formats are printed at the Central level and through the provinces and districts, they reach to schools and through the same channel they reach back to the Central level for data entry and analysis. In most of the cases the provincial level data is not available at their level except in case of a few provinces that manages data entry at their level; thus minimizes chances of data utilization at the provincial level. Despite the data entry being decentralized from the year 2000 onwards, still it is being done at the Central level (in case of most provinces) in the Department of Planning which significantly causes delay in data dissemination. If decentralized to the provincial level, it can help significantly in reducing the time-lag in availability of educational statistics. In view of the above, **it is recommended that an EMIS unit with all the modern software and hardware and computer professionals exclusively for the work relating to EMIS be established in all the 24 provinces and municipalities of Cambodia which may be treated as the short term activity.** The EMIS unit at the provincial level should be located in the Planning Office. **The time has not yet arisen to further decentralize the data entry to the level of district but that should be treated as the ultimate (long-term) goal.** Ultimately, districts would own handle data entry and the filled-in formats would not be required to pass on to the higher levels (provincial level) for data entry; the EMIS software would also support to generate reports at the district level.

If planning exercises are decentralized to the level of provinces, the same would generate demand for data and that would eventually improve data utilization at all levels. Upon

decentralization, the Department of Planning will oversee the management and organization of EMIS operations at the Central level and would focus more on dissemination and analysis of data. It would also be actively involved in training of provincial level officers in the use of EMIS software and data analysis which is a continuing process. It would continue to make efforts that would help in improving the quality of EMIS data as quality of data cannot be improved in one go. The responsibility to provide technical and software support to EMIS Units in all the provinces would be exclusively taken up by the Department of Planning.

A field visit to neighboring provinces Kandal and Phnom Penh also helped a lot in understanding flow of information, data entry, use and dissemination of statistics under EMIS. Discussion with the Director, Provincial Education Service, Kandal reveals very interesting information. For example, for immediate requirements, they first collect information on priority basis and arrange its data entry (about 10 per cent of items in school census form) by using the EXCEL and generate information on number of schools, teachers and enrolment. The information so generated is immediately used at the provincial level and it is also sent to the Ministry of EYS (not to the Planning Department). Information on these variables is also being collected under the EMIS. Only upon the completion of this task, entry of data collected under the EMIS gets started in the Visual dbase; thus causing delay in making available information. The province does not extract data from the Visual dbase engine in the EXCEL form. It is of interest to note that because province wants to use the latest information on key indicators and is not sure about the entry of EMIS data, it first completes entry of the data which is collected for local consumption. It is also of interest to note that two parallel systems are going on but both are being handled by the same Department and Officers. Had the EMIS software supports both data entry and report generation, it would have avoided duplicity of efforts. Since the EMIS is scientific and official one, it should continue only. **The EMIS Centre should provide flexibility to provinces to first undertake the data entry of key variables to facilitate their urgent need; thereafter data entry of remaining variables can be undertaken as this would help them in avoiding duplicity of efforts.**

The other important point that has been observed is the manual coding in case of a few variables in the school format at the provincial level before the data entry actually takes place which is also time consuming and causing delay. In the light of the above **it is recommend that the existing formats be re-designed so as to make it complete in all sense** (DISE DCF can be seen in this direction). If duplicity is avoided and built-in codes are provided in the school formats, the same would help in reducing time-lag in the availability of data. It was unfortunate to know from the provincial officers that they use only data collected by themselves and EMIS data is being used only for the reporting purposes.

Section V

DISSEMINATION

As of now EMIS data is being disseminated and used mostly at the Central level by the Department of Planning. The EMIS Centre has come out with a variety of publications disseminating statistics on different aspects of pre-school and school education. It has also come out with the Year Book which is latest available for the school year 2006-07. The year book has two volumes, one each for the national and provincial level and presents comprehensive information on different aspects of school level. Through the EMIS initiatives, not only the time-lag in availability of educational statistics in Cambodia is reduced but the necessary statistics is also made available at the Central and Provincial levels which are significant achievements. There is a separate publication for each province which disseminates limited district-specific information.

In addition to the existing publications, the Department of Planning may also explore possibility to bring out Provincial Report Cards (PRCs) annually which may present information on all aspects of school education. Bringing out the Provincial Report Cards may be treated as the short term goal. Thus data concerning each province may be presented in one sheet details of indicators and variables which are to be disseminated through the Provincial Report Cards that may be identified by the Department of Planning in consultation with all the stakeholders and according to the planning needs. The Provincial

Report Cards may include information regarding ECCE, Primary as well as Secondary schools on one sheet. **NUEPA will be happy to provide expertise for bringing out the Provincial Report Cards and may depute one its technical experts to Cambodia.** Report Cards such as this need to be designed in such a manner so that they not only reflect progress towards achieving EFA goals but also provide a clear insight as to the emerging realities with respect to the planning and management of basic education in Cambodia. **Till the Provincial Report Cards are brought out, the Department of Planning should continue to bring out its existing publications which may be further strengthened by including new variables such as Retention Rate** *which presents information about the retaining capacity of the system which is calculated by using enrolment data over a period of 6 years. As of now only grade-to-grade promotion, repetition and drop-out rates are being disseminated through the EMIS publications which presents information regarding transition during two years but the same failed to present information about the retaining capacity of the system which can be known only if enrolment in Grade 6 (minus repeaters) is linked to enrolment in Grade 1 six years back. This is the standard method being used elsewhere and is different than the Survival Rate which is based upon a set of assumptions amongst which continuation of current promotion, repetition and drop-out rates throughout the evolution of cohort are the most crucial one. On the other hand, completion rate is being calculated by relating number of primary graduates to relevant single-age '11' population. However, the best way of obtaining information about completion rate would be to initiate child-tracking studies which allow tracking of students those who enter into the education system (Grade 1) in a year. These students are then tracked from year to year until they reach Grade 6 over a period of 6 years. Those who complete Grade 6 are termed as 'completers' and are linked to Students in Grade 1 through which true completion rate of students those who complete Primary level in 6 years can be obtained. However, the students be tracked until the last remained in the system. Through such analysis students who complete Primary level in 6 years as well as in 7, 8 and more years can be estimated. The completion rate through child-tracking can also be undertaken for the previous cohorts based upon the class registers available in the schools. Completion rates for different cohorts would be helpful in assessing progress towards retaining capacity of the system. Special formats can be designed for tracking students from one class to another. If*

approached, NUEPA may help in initiating Child-Tracking Studies by deputing one of its faculty members to Cambodia.

In addition to the educational indicators, basic data such as literacy rate, number of districts in province, number of villages, total population, percentage of rural and urban population, child population in different age groups, annual population growth rate, sex ratio etc. should also be presented as the background information in the Provincial Report Cards. Similarly, efforts should also be made to incorporate statistics made available through the other surveys such as the Human Resource MIS and Population Census. Information regarding out-of-school children should also be presented in report cards, if available. NUEPA's State Report Cards may be referred in identifying new variables a copy of which is annexed.

The Department of Planning used to generate School Sheets (school report cards) at the Central level and send it back to schools through provinces. This is significant achievement and should be further strengthened to ensure that all the schools (Government as well as Private schools) receive it on time which can be displayed in the schools. School Sheet presents raw data and indicators as well as a few charts. **In view of a few new variables such as grade-wise number of disabled children added to School Census Form recently, the Department of Planning may like to revise its existing School Sheets which may be treated as the short-term goal.** Other variables such as grade-wise examination results, teachers received in-service training etc. may also be presented in the School Report Cards. **It would be better to decentralized creation of school sheets to the provincial level as it would help in making available school sheets on time.** Efforts should also be made to make available school report cards on line. **As a mid-term goal, the Department of Planning may also explore possibility to bring out District Report Cards in the line of report cards brought out by the NUEPA.** Each district can have one page where information on all aspects of school education can be presented. NUEPA will be happy to provide expertise in this direction. The Programmers of the Department of Planning engaged in the EMIS activities will be playing an important role in designing and bringing out Provincial as well as District and Cards.

In view of the above, **the Department of Planning should develop a detailed plan** (*indicating titles of publication, coverage, level at which information would be presented,*

month by which it would be published, how many copies would be printed, to whom publications would be dispatched, when would it be made available on line) **on above lines and log-frame for regular and timely publication of data highlighting clearly types of publications**, their coverage and the level at which data will be disseminated. This should be done for both the Central as well as for Provincial level publications. **As a short term goal, it should make available its publications on line.**

Efforts should be made to present the data analysis (to begin with central and provincial analysis) **at the time of release of EMIS data in a function to be organized by the Department of Planning starting 2007-08.** All those who are interested in school education may be invited (including Government Officers, National Institute of Statistics, NGO's and Development Partners) to attend the release function.

Efforts should be made to bring out all the publications bi-lingual. With minor efforts, the existing publications can easily be made bi-lingual. Each table/statement should have captions both in English and Khmer and there is no need to have one page each for both languages. This will also help in saving resources and the existing size of publications would reduce to half of its present size.

Section VI

QUALITY & RELIBAILITY OF EMIS DATA

There are multiple data collecting agencies in Cambodia. In addition to Annual School Census under the EMIS, Department of ECCE, Primary and Secondary Education also collects statistics annually on different aspects of school education. In addition, through the household surveys such as Demographic and Health Survey, information on educational variables is also being collected from time to time but they generally do not matches well with the other sources of data; thus raises question about the reliability of educational data which is a major area of concern. **As the data respondents are primarily school directors/head teachers they also need intensive training** to better understand and comprehend the importance of EMIS and the ways and means for completing the several instructions of data collection. This would also be of great help in improving the quality of

data. Such type of training may be imparted through the District level officers as the central/provincial officers may not be able to devote sufficient time. The officers at the district level should also be exposed to use and analysis of EMIS data and its importance in educational planning. The EMIS formats should be translated into the local language and it be supported by providing written instructions.

The other major area of concern is the flow of information where all the filled-in formats reach back to the Central level in the Department of Planning; thus contributing a lot to delay in making available statistics to users. This is seriously affecting the quality of data as no thorough checking of filled-in formats is possible at the Central level where formats from all the 9000 and odd schools spread over 24 provinces are received. In many provinces, Clusters are functional and all such clusters have a Cluster Head. **On pilot basis, the responsibility of thorough checking of the filled-in formats should be entrusted to the Cluster Head as in view of a large number of schools at the district level, thorough checking of filled-in format is not possible.** *On the other hand, there are only 15-20 schools per cluster and it is the only level where thorough checking of formats can be ensured because of only a few schools. Distribution and collection of filled-in formats can also be handled efficiently, if cluster heads are involved in EMIS and made accountable.* In view of this, the **Government may like to make Cluster Heads accountable for ensuring the complete coverage of schools falling under his/her jurisdiction and also to ensure that formats are correctly filled-in and there are no missing values.** This may not overburden the Cluster Heads as it is only one time activity in a year. In case, if the formats are not correctly filled-in, the same may be sent back to the School Director for necessary corrections. The error free formats thus only be sent to the district level for further checking and onwards submission to provincial level for data feeding. This is expected to help in improving the quality of data as well as also in reducing the time-lag. **If the arrangement found effective, the same may be scaled-up in other districts.** Since Cambodia is having Statistics Law, the same may be optimally utilized in order to ensure complete coverage and also supply of timely information by all the respondents.

The way of improving the quality of EMIS data would be to have an element of sample checking of data for which independent agencies, like education faculty and research scholars in the Universities, NIS, NIE and other such institutions may be entrusted the task. Formats for sample checking and procedure for drawing sample be specifically outlined and developed and the agency engaged be asked to submit detailed report with regards to discrepancy in case of key indicators such as number of schools, enrolment and teachers.

Efforts should be made to involve the community in the data collection work at the lowest, village level as it would ensure timely and correct supply of data.

Every school covered under EMIS should display by any distinct means key indicators on regular basis preferably on its school boards.

Section VII

EMIS SOFTWARE

The Department of Planning may like to re-visit its EMIS software and if need be may like to modify the existing software or like to add additional features (*such as report module*) in the light of the requirements at different levels as presented above. This may be treated as a short term activity.

Over a period of time the number of schools covered under EMIS will increase so as the database itself with each passing year. The Department of Planning may like to use other alternatives such as Oracle at the back-end so as to handle the large database.

At present, the database engine for EMIS is Visual dbase which is being used for data entry purposes only and data processing and analysis is being carried out by using the SPSS software and the final outputs are prepared in the EXCEL which may not be treated as the user friendly.

In the light of the above, the Department of Planning may like to modify EMIS software so as to develop a comprehensive module which can handle all the aspects of EMIS at all levels

as a long-term goal. The software should have all necessary modules such as internal data consistency check, data feeding, graphic, analyzer, report, and other modules.

The software should have provision to add provincial-specific variables as supplementary variables. Not only it should facilitate data feeding but it should also support report generation. This will help provinces to add variables as per their requirements.

The schools containing inconsistent data should be highlighted.

The software so designed should have pre-defined codes presented in a drop-down menu. The software should be menu driven and user friendly and by supported by a user manual.

Top most priority should be given to built-in report generation at all levels. In the absence of built-in report module, it is not be possible for the province and district level officers to use the data collected under the EMIS and in most of the cases the Officers involved at these levels are not exposed to SPSS which is treated as highly technical software.

One of the important activities of EMIS is the transmission of data from the lower to the higher and the highest level. As the data entry will take place at the Provincial level, data can be transmitted either through a CD or an email. In view of small number of schools, it may not be difficult to transmit the data through the emails in the compressed/zip format.

Development of a web enabled EMIS software may be decided in view of the present availability of computers and internet connectivity. The software so developed should be flexible for any eventual modifications.

To reduce the time-lag, data entry through ICR technology may be initiated on pilot basis in a few select districts as it would avoid manual data entry. The Department of Planning itself may like to undertake this exercise. The formats will be required to be modified to meet the special requirements so as the software. Use of ICR as a substitute to manual data entry is expected to take less time and at the same time it would improve quality of data as it would avoid chances of human errors. If successful, the same may be extended to other districts in a phased manner.

Prior to the initiation of data collection process, attempts should be made to engage collectively all the officials in building their capacities in the use of the software. Training

materials and manuals should be provided on definitions, use, meaning, interpretation and methods and techniques of educational planning, analysis of different variables, terms, and the indicators used in the Data Capture Formats.

Section VIII

GENERAL SUGGESTIONS

Data should be disseminated in both print and electronic forms as well as through internet). Access to raw and processed data should be provided to users at all levels.

Across the country the data should be collected on a particular date and the record date (date of reference) should also be the same. The frequency of data obtained from the school may be annual.

EMIS Centre at the central level at the Department of Planning should also be strengthened adequately both in terms of manpower and equipments.

Section IX

ANALYSIS OF DATA

Despite a good number of publications brought out by the Department of Planning, the analysis of information collected under the EMIS is limited only. Practically no analysis is carried out at the provincial and district levels and whatever the limited analysis that has been undertaken is done by the Department of Planning only. **The Department of Planning should immediately initiate efforts to bring out Analytical Report which can present provincial level analysis** similar to the line of NUEPA's Analytical Report which should be given the top most priority. **For the time being there is no other agency at the Central level other than the Department of Planning who can handle the task of data analysis**

efficiently. Needless to mention that the collection of information without adequate analysis will not serve the purpose for which the EMIS is developed.

A team of five officers at the Central level in the Department of Planning may be constituted to prepare and undertake analysis of EMIS data on annual basis which should be published in the form of School Education in Cambodia: Analytical Report.

While forming the team, expertise available outside the Department of Planning such as in the Royal University of Phnom Penh and NIE should also be explored. **The Data Analysis team may be intensively oriented and exposed to data analysis tools and techniques in one week workshop which may be organized at NUEPA, New Delhi.** All the indicators falling under different components of universal school education such as universal access, enrolment/coverage, retention and universal quality of education, its analysis and implication for planning school education may be discussed in any such orientation and the officers would be required to work on real life data. EXCEL templates developed by the UNESCO can also be of great help in generating EFA and indicators of internal efficiency of education system. The members of Data Analysis team may also be exposed to enrolment and demographic projections, Cohort module, Sprague's multipliers and Ginni coefficient all which will help them in assessing the education development and also in measuring regional disparities. The exposure to planning tools and techniques would also help officers in fixing the scientific targets under the Education Sector Strategic Plans. During the meeting with the members of the Planning and Aid Coordination Office (PACO), it was realized that the targets under the strategic plans do not have scientific base. **Therefore, it is recommended that the PACO should also be represented in the Data Analysis Team.** Use of computers in data analysis in general and SPSS and EXCEL in particular may also be exposed to officers as the same would help them in undertaking disaggregated analysis of data. In addition, the officers will also be exposed to presentation of indicators in the form of tables, graphs and thematic maps for easy presentation.

For the time being, the Data Analysis Team may focus more on presenting provincial-specific analysis but later they may also like to present district-wise analysis on a few key indicators. *Provincial-specific analysis will help in knowing educational development in different provincials and eventually it would also help them in fixing provincial-specific*

targets. All the provincials are at different stage of educational development and as such there cannot be the same targets or all. In the absence of provincial-specific targets, it would be difficult to set national targets and monitoring of such targets would also be difficult one. Analytical Report can have one chapter each on ECCE, Primary and Secondary education. Within each of these chapters, different components of universalisation may be covered by analyzing and presenting disaggregated analysis of data by boys and girls, rural and urban areas, government and private schools, and by any other disaggregation which is important in view of the situation in Cambodia. In most of the cases, indicators both at the Central as well as Provincial level should be analyzed and presented. All key indicators such as GER, NER, drop-out, retention and completion rates etc should be presented over a period time as the same would be helpful in assessing the progress on different aspects of school education. A module on data analysis may be prepared which will help both the Central as well as Provincial level officers.

Later the National Institute of Education (NIE) may also be entrusted the task of dissemination and analysis of data. As of now NIE's activities focused around teacher training programmes only which are of both pre-service and in-service in nature. Though NIE has a Department of Planning and Management but in practice it is not functional except teaching in its ongoing teacher training programmes. **The Government should give the top most priority to fully develop NIE so that it can play the role like NUEPA is playing in India.** Eventually the NIE would take care of the capacity building needs of the entire country and would develop expertise in all the areas of educational planning and administration including EMIS and data analysis. It can have different academic units such as educational planning, educational administration/management, educational finance, EMIS, higher Education, school and non-formal education, inclusive education, educational policy unit, etc. The Government may like to carefully identify faculty for NIE for which the existing IIEP and NUEPA trained officers exposed to educational planning and management may be given preference. NUEPA was recently instrumental in establishing the State Institutes of Educational Management and Training and would be happy to provide its expertise to develop NIE as a fully functional institution in the area of educational planning and management.

Upon fully developed, the NIE will take care of the capacity building needs of all the provinces in the area of educational planning and administration. The Government may like to initiate efforts for the strengthening of NIE without delay. Side by side, it may also like to develop capacity building programme for its other Central level officers in the areas of educational planning and administration. Training facilities available in the region should be fully explored and utilized and officers identified for the orientation needs to be identified carefully.

Section X

EDUCATION STRATEGIC PLAN MONITORING INDICATORS

A comprehensive set of indicators have been identified under the Education Strategic Plan which are divided into the indicators of Equitable Access, Education Quality and Efficiency and Institutional Development & Capacity Building indicators.

Separate targets have been fixed for different levels of education as well as for boys and girls. The targets have been set out annually in 2004-05 for the period 2005-06 to 2009-10. However, details on the basis of which targets have been set are not presented.

During the discussions with the Officers of the Planning and Aid Coordination Office (PACO), it was informed that no scientific techniques have been utilized to set the targets. It was also mentioned that targets at the Country level only have been set and provincial-specific targets as such have not been set out. In the absence of provincial-specific targets, it is rather difficult to monitor country level targets and also equally difficult is to monitor progress made on different indicators and to initiate corrective measures. *One of the important objectives of monitoring is to identify limitations periodically to take corrective measures to improve the effectiveness of the programme when the programme is still on.*

Setting targets is not one time exercise. In between the process of monitoring, they can be revised depending upon the actual progress. Needless to mention that targets should be

realistic ones, they be based upon the immediate past and should also be achievable (see for example targets on promotion and repetition rate under ESP). So far as the target on the net enrolment rate is concerned, it should be set out on the basis of outcome of enrolment projection exercises.

A cursory look at the monitoring indicators under the ESP suggests that access to monitor availability of schooling facilities have not been included. Opening of schools is generally linked to population and distance from the habitation to school. In view of the norms of opening of school in Cambodia, indicators such as percentage of habitations/villages having accessed to primary, lower secondary and upper secondary schools should be developed and monitored. As a proxy, number of schools per thousand population can also be considered.

Similarly, retention rate should also be monitored at different levels of education. Correct method of computing Completion rate as described above should be adopted and monitored.

Similarly, Gender Parity Index (enrolment) may also be monitored as the same would highlight participation of girls in educational programmes. Though target on Promotion and Repetition rates have been set but no target as such on drop-out rate has been set. Further, it has been observed that only for Grades I, III and VI, targets have been set out but no targets are set for the remaining grades. It would also be better to compute average repetition and dropout rate for primary and other level of education and the progress be monitored over time.

Section XI

CAPACITY BUILDING EXERCISES

NUPEA would be happy to accommodate two officers from Cambodia (depending upon their qualifications and background) **each year in its ongoing International Diploma in Educational Planning and Administration (IDEPA)** which has already been attended by the Officers from more than 70 countries. However, it may not be possible for the provincial/district level officers (*in view of large number*) to undergo such orientation. For their requirement, special capacity building programmes in the area of **educational**

planning with focus on EMIS and Data Analysis can be developed by NUEPA in case any such request is received from the Royal Cambodia Government. Such capacity building exercises can be arranged either at NUEPA, New Delhi or a team of three faculty members from NUEPA may impart training in Cambodia. The following are the suggestive themes which can be exposed to officers during orientation on educational planning with emphasis on EMIS and Data Analysis:

- Educational Planning : Concept and Scope
- Types of Educational Planning
- Methodology of Planning
- Approaches to Educational Planning
- Issues involved in Planning for Education
- Educational Management Information System
- Use of Sample Survey Techniques in Education
- School Mapping: Concept and Methodology
- Micro-Level Planning: Concept and Methodology
- Stock and Flows Indicators
- Efficiency of Education System
- Concept & Measures of Inequalities in Education System
- Projection & Forecasting Techniques: Enrolment, Population and Teacher
- Projections and Scenario-Building and Simulation
- Target Setting

Section XII

SUMMING-UP

In view of the above, the following are the areas where NUEPA, if approached can provide its expertise and technical support. Exact modalities would however be decided by the Vice-Chancellor, NUEPA upon receiving such request from the Royal Cambodian Government. For better understanding of Cambodia's need and possible NUEPA's support to capacity-building exercises in the areas of educational planning with focus on EMIS and data analysis, Vice-Chancellor, NUEPA, New Delhi (India) may be invited to Phnom Penh for

detailed discussion with the Secretary, Ministry of Education, Youth and Sport, Royal Cambodian Government.

| Sl. No. | Activity | Possible Support from NUEPA | Nature of the Activity |
|---------|---|---|--|
| 1 | Information on physically challenged children was first time collected during 2007-08 annual school census which is collected by nature of disability. Depending upon the number of such children, inclusive education programmes would be required to design. | NUEPA may provide technical support in designing programmes for physically challenged children in Cambodia | Short-term |
| 2 | The Department of Planning may explore possibility in bringing out Provincial Report Cards (PRCs) annually which may present information on all aspects of school education. | NUEPA may provide expertise for bringing out Provincial Report Cards and may depute one technical expert to Cambodia. | Bringing out Provincial Report Cards may be treated as the short term goal |
| 3 | Efforts should be made to initiate child-tracking studies so that estimates on completion rates can be generated | If approached, NUEPA may help initiating Child-Tracking Studies by deputing one of its faculty members to Cambodia, if any such request is received | Short-term |
| 4 | Department of Planning may explore possibility to bring out District Report Cards | NUEPA may provide expertise for bringing out District Report Cards | Mid-term |
| 5 | A team of five officers at the Central level in the Department of Planning may be constituted to prepare and undertake analysis of EMIS data on annual basis which should be published in the form of School Education in Cambodia: Analytical Report . The team may be intensively oriented and exposed to data analysis tools and techniques | One week workshop may be organized at NUEPA, New Delhi upon receiving such request from royal Cambodian Government. | Short-term |

| Sl. No. | Activity | Possible Support from NUEPA | Nature of the Activity |
|---------|--|---|------------------------|
| 6 | The Government should attain the top most priority in fully developing NIE so that it can play the role like NUEPA is playing in India. | NUEPA was instrumental in establishing State Institutes of Educational Management and Training and would happy to provide expertise to develop NIE as a fully functional institution in the areas of educational planning and management. | Long-term |
| 7 | Two officers from Cambodia each year may be nominated for International Diploma in Educational Planning and Administration (IDEPA) | NUPEA would accommodate Cambodian officers depending upon their qualifications and background. | Short-term |
| 8 | Special capacity building programmes for provincial level officers in the area of educational planning with focus on EMIS and Data Analysis should be arranged | May be developed by NUEPA in case any such request is received from the Royal Cambodian Government | Mid-term |

MINISTRY OF EDUCATION, YOUTH AND SPORT
Department of Planning

Terms of Reference

Technical review of EMIS and Statistical Analysis in Cambodia

1. Background

In 2006 the Ministry of Education, Youth and Sport (MOYES) requested Japanese Government to send an expert on educational statistics analysis to strengthen their analytical performance on those statistics, which is one of the weakest areas in the MOEYS. The TOR for this consultancy is attached. JICA has been seeking a suitable consultant for this task since then, but it is not successful so far.

Meanwhile, when a Cambodian delegation headed by H.E. Mr. Mak Vann visited in July 2007 the National University of Educational Planning and Administration (NUEPA) in India, which is one of the most prominent institutes for educational planning and administration in the World, Vice-Chancellor and the faculty of NUEPA, kindly offered that they can support Cambodian MOEYS to strengthen its performance on educational statistics analysis, as well as to strengthen Cambodian EMIS itself. **A presentation on DISE was made before the delegation. NUEPA has successfully developed DISE which is in operational in more than 600 districts of the country** (<http://dpepmis.org>). District and State Report Cards as well as Analytical Reports based on DISE data has become the regular source of data on elementary education in India. Even school report cards in case of 1.12 million schools have also been made available on internet (<http://schoolreportcards.in>). The analysis of DISE data produced in the form of Analytical Report is very impressive. DISE has completely eliminated time-lag in availability of educational statistics in India and there are no more data gaps. **The expertise that NUEPA has developed over time in the areas of EMIS and data analysis can be of great help in strengthening EMIS in Cambodia.** It can also be of great help in designing Capacity Building of Cambodian Education Officers in the areas of EMIS and data analysis. In view of a relatively small number of schools in Cambodia and the existence of fairly developed EMIS, intensive technical support could bring about tangible improvements in both EMIS and data analysis in a short span.

UNICEF Cambodia Office, that has been supporting the MOEYS to operate and improve the EMIS, is also interested in possible useful and constructive advices from the Expert from NUEPA, which has established a web-based highly advanced EMIS in India (<http://schoolreportcards.in>).

MOEYS has therefore requested JICA Education Planning Advisor to support them by inviting initially one of the EMIS/DISE experts from NUEPA to help Cambodia in strengthening its EMIS. The visit of EMIS/DISE expert may be followed by other experts from NUEPA after the need for EMIS and capacity building in data analysis is assessed. JICA envisages long term association with NUEPA in different aspects of EMIS and data analysis.

2. Objectives

The NUEPA Expert is expected to conduct the following tasks:

- 1) To review the current processes, functions and output of EMIS and identify the areas that needs further upgrading and improvement;
- 2) To study and understand the current situation of the education sector in Cambodia with a particular focus on the EMIS and monitoring framework and indicators set out in the government's national strategies and plans;
- 3) To review the existing analysis indicators in terms of better EMIS/monitoring and to propose a possible framework as well as procedure for educational statistics analysis; and

4) To develop a proposal for the strengthening of Cambodian EMIS and educational statistics analysis as well as capacity building in the areas of data analysis and EMIS

3. Expected output

The expert from NUEPA will develop a proposal to strengthen performance of educational statistics analysis and the EMIS in Cambodia. The proposal should include situation analysis on the EMIS and educational statistics analysis in Cambodia, identifications of the areas that need further upgrading in terms of both EMIS and educational statistics analysis, possible support that the Expert and NUEPA can provide to address the needs.

4. Schedule

It is expected that the EMIS Expert from NUEPA conducts the study on mutually agreeable dates preferably in the fifth week of August/first week of September 2007. Initially the expert will be required to visit Cambodia for about 7 to 10 days. All the above expected outputs will be submitted to Mr. Sam Sereyath and Mr. Daisuke Kanazawa through e-mail within two months from the date of visit.

.5. Contact information

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Education Planning Advisor/JICA Expert

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Annexure II**Technical Review of EMIS and Statistical Analysis in Cambodia
(15-25 December 2007)****Agenda**

| Day | Time | Activity |
|------------------------|---------------|--|
| Saturday 15/12/07 | 19:10 | - Arrival at Phnom Penh Airport by PG 935 |
| Sunday 16/12/07 | | - Document Reading |
| Monday 17/12/07 | 8:30 - 9:30 | - Meeting with Mr. Sam Sereyrath, Director, Department of Planning |
| | 9:30 - 11:30 | - Meeting with Mr. Put Samit and Officers of Planning and Aid Coordination Office |
| | 14:30 - 16:30 | - Meeting with Mrs. Kuy Phala, Deputy Director and EMIS Staff |
| Tuesday 18/12/07 | 9:00 - 10:00 | - Courtesy call to H.E Mr. Nat Bun Roeun, Under Secretary of State, Ministry of Education, Youth & Sport |
| | 10:00 - 11:00 | - Courtesy call to H.E Mr. Mak Vann, Secretary of State, Ministry of Education, Youth & Sport |
| | 14:30 - 15:30 | - Meeting with Mr. Im Koch, Director, National Institute of Education |
| | 15:30 - 17:30 | - Work in Department of Planning |
| Wednesday. 19/12/07 | 8:30 - 10:30 | - Meeting with Mr. Hiro Hattachi and Mr. Chea Huot, UNICEF Education Phnom Penh |
| | 14:30 - 17:00 | - Presentation on DISE by Dr. Arun C. Mehta, Department of Planning |
| Thursday 20/12/07 | 8:30 - 9:30 | - Visit to PES Kandar |
| | 14:30 - 17:30 | - Visit to PES Phnom Penh - Visit to in Phnom Penh: 1 Primary and Secondary Schools in Phnom Penh |
| Friday 21/12/07 | 8:30 - 10:30 | - Meeting with ESWG members of Education Sector Working Group |
| | 15:00 - 16:00 | - Meeting with H.E Mr. San Sithan – Director General, National Institute of Statistics, Ministry of Planning |
| Saturday 22/12/07 | 8:30 - 11:30 | - National Museum, Royal Palace |
| Sunday 23/12/07 | | - Report Writing |
| Monday 24/12/07 | 8:30 - 11:30 | - Debriefing. Presentation of Report by Dr. Arun C. Mehta in the DoP Meeting Room |
| | 15:00 - 16:00 | - Farewell call to H.E Mr. Nat Bun Roeun, Under Secretary, Ministry of Education, Youth & Sport |
| Tuesday 25/12/07 | 8:30 - 11:30 | - Final Discussion with Director and Deputy Directors of Department of Planning |
| | 14:30 - 17:30 | - Wrap up - Leave Phnom Penh at 20:00 |

Coordinators: Mr. Uy Sathya and Mr. Pong Pitin

Elementary Education: State Report Cards

| Apparent survival rate upto grade V | | | | | 59.0 | Retention rate | | | A & N ISLANDS | | | |
|--|---------------------|---------------------|-------------------|-------------------|-------------------------|---------------------|--|--------------------|------------------|--|-----------------------|----------------|
| Enrolment* 2005-06 | | | | | Repe- tition rate | Drop out rate | SC/ST/OBC enrolment | | | School category | Average classrooms | |
| Grade | Total | Girls enrolment | With disability | | | | | Primary | U. Pry. | | | |
| | | | Boys | Girls | | | | | | | | |
| I | 905,290 | 447,400 | 3,200 | 2,447 | 16.3 | 11.7 | % SC enrolment | 14.3 | 13.4 | Pry. only | 2.3 | |
| II | 705,309 | 346,047 | 2,354 | 1,839 | 11.5 | 3.6 | % SC girls enr. | 48.9 | 46.0 | Pry + U.Pry | 3.7 | |
| III | 661,741 | 318,436 | 2,322 | 1,707 | 12.2 | 7.0 | % ST enrolment | 34.1 | 28.9 | P+UP+Sec | 9.2 | |
| IV | 603,743 | 290,164 | 2,308 | 1,556 | 10.7 | 7.0 | % ST girls enr. | 48.2 | 45.8 | U. Pry. only | 2.4 | |
| V | 534,475 | 255,692 | 1,906 | 1,375 | 7.8 | 20.5 | % OBC enr. | 45.3 | 49.4 | U.P. + Sec | 4.7 | |
| VI | 515,072 | 240,093 | 1,890 | 1,099 | 9.3 | 18.7 | % OBC girls enr. | 48.9 | 46.1 | All schools | 2.7 | |
| VII | 446,378 | 206,067 | 1,480 | 1,035 | 7.5 | 10.5 | Average number of days | | | Enrolment ratio | | |
| VIII | 435,502 | 197,687 | 1,583 | 1,073 | 10.8 | | Number of instructional days | | | 201 | GER Primary | 131.48 |
| Pry (I-V) | 3,410,558 | 1,657,739 | 12,090 | 8,924 | 12.1 | 9.7 | | | | Days spent on non- teaching assignments | | |
| U.Pry. | 1,396,952 | 643,847 | 4,953 | 3,207 | | | | | | | | |
| Classrooms/Other rooms | | | | | Other rooms | | Number of schools by type of building* | | | | | |
| School category | Total classrooms | % good condition | % minor repair | % major repair | | | Pucca | Partially pucca | Kuchcha | Tent | Multiple type | No building |
| Pry. only | 82,317 | 64.1 | 22.5 | 13.3 | 27,125 | | 19,488 | 5,508 | 591 | 48 | 3,157 | 4,566 |
| Pry + U.Pry | 11,983 | 79.8 | 14.2 | 6.0 | 3,077 | | 1,580 | 396 | 77 | 9 | 317 | 495 |
| P+UP+Sec | 10,431 | 91.5 | 6.9 | 1.6 | 3,106 | | 733 | 121 | 14 | 0 | 81 | 52 |
| U. Pry. only | 22,023 | 73.3 | 17.4 | 9.4 | 8,547 | | 5,077 | 780 | 68 | 7 | 573 | 2,383 |
| U.P. + Sec | 9,499 | 71.6 | 17.9 | 10.5 | 3,985 | | 1,091 | 234 | 22 | 2 | 220 | 300 |
| Teachers by educational qualification (other than para teachers) | | | | | | | | | | | | |
| School category | | | | | Below secondary | Secondary | Higher secondary | Graduate | Post graduate | M. Phil. | Others | No response |
| Primary only | | | | | 1,843 | 3,258 | 28,189 | 15,279 | 16,169 | 129 | 36 | 1,588 |
| Primary with Upper Primary | | | | | 302 | 571 | 4,032 | 3,888 | 3,805 | 54 | 13 | 699 |
| Primary with Upper P. & Sec/Higher | | | | | 159 | 342 | 1,511 | 3,254 | 4,234 | 55 | 10 | 1,207 |
| Upper Primary only | | | | | 221 | 592 | 4,367 | 8,465 | 11,406 | 77 | 14 | 464 |
| Upper Primary with Sec./Higher Sec. | | | | | 123 | 230 | 1,108 | 2,825 | 5,139 | 67 | 9 | 362 |
| Para teachers | | | | | 804 | 1,192 | 16,563 | 12,431 | 11,513 | 137 | 29 | 164 |
| Teachers by gender & caste | | | Regular teachers | | | Para teachers | | | SC teachers | | ST teachers | |
| School category | Total | Male | Female | No res | Male | Female | No res | Male | Female | Male | Female | |
| Primary only | 95,258 | 47,393 | 17,715 | 1,383 | 18,497 | 10,252 | 18 | 6,325 | 2,161 | 15,386 | 4,837 | |
| Primary + U.Pry | 16,846 | 7,141 | 5,687 | 536 | 2,057 | 1,418 | 7 | 799 | 470 | 1,490 | 953 | |
| P + UP+Sec/HS | 11,625 | 4,746 | 5,032 | 994 | 383 | 466 | 4 | 456 | 299 | 413 | 338 | |
| Upper Pry. only | 33,498 | 20,055 | 5,182 | 369 | 5,136 | 2,752 | 4 | 2,777 | 594 | 5,858 | 1,641 | |
| U.P. + Sec/HS | 11,583 | 6,955 | 2,580 | 328 | 1,249 | 471 | 0 | 851 | 273 | 1,275 | 385 | |

Elementary Education in India - Where do we stand ?

| STATE ELEMENTARY EDUCATION REPORT CARD : 2005-06 | | | | | | | | | | | | | |
|--|--------------|----------------------------|----------------------------|--------------------------------------|----------------------------|--|--------------------|--------------------|-----------------|---|-------|--|-----|
| Total districts | 2 | Dist. covered | 2 | State code | 35 | A & N ISLANDS | | | |  | | | |
| Primary cycle | 1 - 5 | Upper primary cycle | 6 - 8 | Ratio of P. to U.P. schools/sections | | | 2.20 | | | | | | |
| Initialised entities | | | | Number of schools | | | 287 | | | | | | |
| No. of blocks/taluks | 9 | | Number of CRC's | | 40 | | Number of villages | | | | | | 242 |
| Basic data : 2001 | | | | | | | | | | | | | |
| Total population in (000's) | | 356 | | % Urban population | | 32.70 | | % 0 - 6 Population | | 12.57 | | | |
| Decadal growth rate | 26.94 | Sex ratio | 846 | % SC population | | 0.00 | | % ST population | | 8.30 | | | |
| Overall literacy rate | 81.3 | Male literacy rate | 86.3 | | | Female literacy rate | | 75.2 | | | 8,249 | | |
| Key data: Elementary education | | | | | | | | | | | | | |
| | Primary only | Primary with Upper Primary | Prim. with U. P. & Sec./H. | Upper Primary only | U. P. with Sec./H. Sec. | No response | Total | | | | | | |
| Government schools | 160 | 47 | 54 | 2 | 15 | 6 | 284 | | | | | | |
| Private schools | 1 | 1 | 1 | 0 | 0 | 0 | 3 | | | | | | |
| Govt. schools: Rural | 154 | 43 | 43 | 2 | 12 | 0 | 254 | | | | | | |
| Private schools: Rural | 1 | 1 | 0 | 0 | 0 | 0 | 2 | | | | | | |
| Enrolment in Govt. sch. | 11,726 | 9,955 | 21,713 | 400 | 3,167 | 0 | 46,961 | | | | | | |
| Enrolment in Pvt. sch. | 64 | 645 | 628 | 0 | 0 | 0 | 1,337 | | | | | | |
| Enr. in Govt. sch. : Rural | 9,933 | 8,897 | 13,570 | 400 | 1,843 | 0 | 34,643 | | | | | | |
| Enr. in Pvt. sch. : Rural | 64 | 645 | 0 | 0 | 0 | 0 | 709 | | | | | | |
| Government teachers | 669 | 644 | 1,383 | 28 | 183 | 0 | 2,907 | | | | | | |
| Private teachers | 8 | 24 | 28 | 0 | 0 | 0 | 60 | | | | | | |
| Performance indicators | Primary only | Pry. with U.Pry | P+UP+Sec/HS | Upper P. only | U.P. + Sec/HS | All Schools | | | | | | | |
| | 04-05 | 05-06 | 04-05 | 05-06 | 04-05 | 05-06 | 04-05 | 05-06 | | | | | |
| % Single-classroom schools | | 5.0 | 2.1 | 0.0 | 0.0 | 0.0 | 3.1 | | | | | | |
| % Single-teacher schools | | 9.9 | 2.1 | 0.0 | 0.0 | 0.0 | 5.9 | | | | | | |
| % Schools with SCR > 60 | | 0.0 | 4.2 | 0.0 | 0.0 | 0.0 | 0.7 | | | | | | |
| % Schools with pre-primary | | 22.4 | 35.4 | 38.2 | 0.0 | 0.0 | 26.5 | | | | | | |
| % Schools with common toilets | | 37.9 | 29.2 | 40.0 | 0.0 | 40.0 | 35.9 | | | | | | |
| % Schools with girls toilets | | 55.9 | 62.5 | 90.9 | 50.0 | 80.0 | 63.8 | | | | | | |
| % Sch. with drinking water facility | | 79.5 | 81.3 | 98.2 | 100.0 | 80.0 | 81.9 | | | | | | |
| % Schools with ramp | | 6.2 | 2.1 | 7.3 | 0.0 | 6.7 | 5.6 | | | | | | |
| % Enr. in single-teacher schools | | 2.8 | 0.1 | 0.0 | 0.0 | 0.0 | 0.7 | | | | | | |
| % No female tch. schools (tch>=2) | | 24.2 | 6.3 | 1.8 | 0.0 | 6.7 | 15.3 | | | | | | |
| % Enr. in schools without building | | 0.6 | 0.1 | 0.0 | 0.0 | 1.9 | 0.3 | | | | | | |
| %Enr. in sch. without blackboard | | 10.8 | 20.4 | 16.8 | 0.0 | 3.1 | 15.1 | | | | | | |
| Avg. no. of teachers per school | | 4.2 | 13.9 | 25.7 | 14.0 | 12.2 | 10.3 | | | | | | |
| % Enrolment in Govt. schools | | 99.5 | 93.9 | 97.2 | 100.0 | 100.0 | 97.2 | | | | | | |
| % Girls enrolment | | 48.9 | 48.2 | 48.1 | 49.5 | 47.6 | 48.3 | | | | | | |
| Pupil-teacher ratio (PTR) | | 17 | 16 | 16 | 14 | 17 | 16 | | | | | | |
| Student-classroom ratio (SCR) | | 19 | 25 | 22 | 31 | 19 | 22 | | | | | | |
| % Schools with <=50 students | | 53.4 | 8.3 | 0.0 | 0.0 | 20.0 | 34.5 | | | | | | |
| % Schools with PTR > 100 | | 0.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | | | | | | |
| % Female teachers | | 52.2 | 49.7 | 54.0 | 42.9 | 51.4 | 52.4 | | | | | | |
| % Schools established since 1994 | | 25.5 | 8.3 | 3.6 | 0.0 | 13.3 | 17.1 | | | | | | |
| Incentives: Number of beneficiaries (Previous academic year) | | | | | | Examination results (Previous academic year) | | | | | | | |
| Type of Incentive | Primary | | Upper Primary | | | | V Boys | V Girls | VIII Boys | VIII Girls | | | |
| | Boys | Girls | Boys | Girls | % Passed | | | | | | | | |
| Text books | 9657 | 10541 | 5625 | 6019 | % Passed with > 60% | | 32.59 | 37.00 | 14.66 | 18.27 | | | |
| Uniform | 1590 | 1417 | 1005 | 866 | Transition rate P. to U.P. | | | | Total grossness | | | | |
| Attendance | 428 | 374 | 351 | 280 | GPI : Primary grades | | 0.97 | | Primary | 21.81 | | | |
| Stationery | 1036 | 954 | 799 | 653 | Enrolment in pre-primary | | 2,030 | | U. Primary | 33.57 | | | |

Elementary Education: Report Card - ANDAMANS

| DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06 | | | | | | | | | | | | | | |
|---|------------------|------------------|------------------------------|--------------------|------------------|-------------------------------------|---------------------------|---|--|---------------------------------------|---------------|-------------------|-----------------------|-------|
| District | ANDAMANS | | | | | State | ANDAMAN & NICOBAR ISLANDS | | | | Primary cycle | 1 - 5 | U. primary cycle | 6 - 8 |
| Data reported from | | | | | | | | | | | | | | |
| Number of blocks/taluku | 6 | | | Number of Clusters | 32 | | | Number of villages | 195 | | | Number of schools | 243 | |
| Basic Data, 2001 | | | | | | | | | | | | | | |
| Total population (in 000's) | 314 | | | % 0 - 6 population | 12.5 | | | % Urban population | 37.0 | | | Sex ratio | 844 | |
| Decadal growth rate | 30.1 | | | % SC population | na | | | % ST population | 0.9 | | | Overall literacy | 82.5 | |
| Female literacy | | | | | | | | | | | | | | 76.6 |
| Key data: Elementary Education | | | | | | | | | | | | | | |
| School category | Total schools* | | Rural schools* | | Total enrolment* | | Rural enrolment* | | Teachers* | | | | | |
| | Govt. | Private | Govt. | Private | Govt. | Private | Govt. | Private | Govt. | Private | | | | |
| Primary only | 140 | 1 | 134 | 1 | 10,215 | 64 | 8,422 | 64 | 600 | 8 | | | | |
| Primary with upper primary | 37 | 1 | 33 | 1 | 8,634 | 645 | 7,576 | 645 | 538 | 24 | | | | |
| Primary with upper primary & sec/higher sec. | 47 | 1 | 36 | 0 | 20,247 | 628 | 12,104 | 0 | 1,297 | 28 | | | | |
| Upper primary only | 1 | 0 | 1 | 0 | 218 | 0 | 218 | 0 | 13 | 0 | | | | |
| Upper primary with sec./higher secondary | 11 | 0 | 8 | 0 | 2,725 | 0 | 1,401 | 0 | 152 | 0 | | | | |
| No response in school category | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| Performance indicators | | | | | | | | | | | | | | |
| | School category | | | | | Enrolment* | | | | | | | | |
| | P. only | P + UP | P+sec/hs | U.P. only | UP+sec | Grade | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | | | |
| % Single classroom schools | 5.0 | 0.0 | 0.0 | 0.0 | 0.0 | I | | | | | 5,083 | | | |
| % Single teacher schools | 9.2 | 2.6 | 0.0 | 0.0 | 0.0 | II | | | | | 5,033 | | | |
| % Schools with SCR > 60 | 0.0 | 2.6 | 0.0 | 0.0 | 0.0 | III | | | | | 5,565 | | | |
| % Schools with pre-primary sections | 22.7 | 42.1 | 37.5 | 0.0 | 9.1 | IV | | | | | 5,188 | | | |
| % Schools with common toilets | 40.4 | 34.2 | 37.5 | 0.0 | 54.5 | V | | | | | 5,306 | | | |
| % Schools with girls toilets | 60.3 | 78.9 | 97.9 | 100.0 | 100.0 | VI | | | | | 5,659 | | | |
| % Schools with drinking water facility | 85.1 | 92.1 | 100.0 | 100.0 | 100.0 | VII | | | | | 5,966 | | | |
| % Schools with blackboard | 87.2 | 86.8 | 85.4 | 100.0 | 100.0 | VIII | | | | | 5,576 | | | |
| % Enrolment in Govt. schools | 99.4 | 93.0 | 97.0 | 100.0 | 100.0 | Total Pr. | | | | | 26,175 | | | |
| % Enrolment in single-teacher schools | 2.7 | 0.1 | 0.0 | 0.0 | 0.0 | Total U.P. | | | | | 17,201 | | | |
| % No female teacher schools (tch>=2) | 23.4 | 5.3 | 0.0 | 0.0 | 0.0 | Transition rate | GER / NER | | | | | | | |
| % Enrolment in schools without building | 0.4 | 0.1 | 0.0 | 0.0 | 0.0 | Prim. to U. Prim | | 2003-04 | 2004-05 | 2005-06 | | | | |
| % Enrolment in schools without blackboard | 9.6 | 18.1 | 16.1 | 0.0 | 0.0 | Primary Level | | | | 71.4 | | | | |
| SC/ST Enrolment | | | | | | | | | | | | | | |
| | Primary | Upper primary | OBC Enrolment | | Retention rate | NER (Primary) | | GPI | NER(U.Prim) | | | | | |
| | | | Primary | U. Primary | | NER (Primary) | NER(U.Prim) | | | | | | | |
| % SC enrolment | 0.046 | 0.006 | % OBC Enrolment | 0.000 | 0.000 | | | | | 46.0 | | | | |
| % SC girls to SC enrolment | 58.3 | 0.0 | % OBC girls to OBC Enrolment | 0.0 | 0.0 | Flow rates | | Enrolment of children | | | | | | |
| % ST enrolment | 0.963 | 0.866 | | | | Grade | R.R. | D.O.R. | P.R. | Grade | All Girls | Boys | With disability Girls | |
| % ST girls to ST enrolment | 53.6 | 47.0 | | | | I | | | | I | 2,514 | 25 | 21 | |
| Indicators | | | | | | | | | | | | | | |
| | School category | | | | | No. of schools by type of building* | | | | | | | | |
| | P. only | P + UP | P+sec/hs | U.P. only | UP+sec | Pucca | Partially Pucca | Kuccha | Tent | Multiple Type | No Building | | | |
| % Girls | 49.2 | 48.2 | 48.4 | 49.5 | 48.7 | II | | | | II | 2,515 | 29 | 17 | |
| Pupil-teacher ratio (PTR) | 17 | 17 | 16 | 17 | 18 | III | | | | III | 2,774 | 34 | 33 | |
| Student-classroom ratio (SCR) | 19 | 25 | 22 | 36 | 20 | IV | | | | IV | 2,561 | 36 | 18 | |
| % Schools with <= 50 students | 51.8 | 7.9 | 0.0 | 0.0 | 18.2 | V | | | | V | 2,583 | 32 | 23 | |
| % Schools with PTR > 100 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | I - V | | | | VI | 2,666 | 44 | 22 | |
| % Female teachers | 52.8 | 51.4 | 51.1 | 46.2 | 53.3 | VI | | | | VII | 2,834 | 28 | 19 | |
| % Schools established since 1995 | 24.1 | 2.6 | 2.1 | 0.0 | 18.2 | VII | | | | VIII | 2,624 | 19 | 23 | |
| | | | | | | VIII | | # | # | Total | 21,071 | 247 | 176 | |
| Classrooms/Other rooms | | | | | | | | | | | | | | |
| School category | Classrooms | | | | Other rooms | No. of schools by type of building* | | | | | | | | |
| | Total classrooms | % good condition | % minor repairs | % major repairs | | Pucca | Partially Pucca | Kuccha | Tent | Multiple Type | No Building | | | |
| Primary only | 541 | 51.6 | 29.6 | 18.9 | 201 | 70 | 33 | 22 | 0 | 14 | 2 | | | |
| Primary with upper primary | 377 | 38.5 | 40.2 | 21.3 | 113 | 10 | 0 | 2 | 0 | 22 | 2 | | | |
| Primary with U.P. & sec/higher | 950 | 64.5 | 30.3 | 5.2 | 360 | 25 | 1 | 0 | 0 | 21 | 0 | | | |
| Upper primary only | 6 | 100.0 | 0.0 | 0.0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | | | |
| Upper primary with sec./higher sec | 136 | 54.4 | 26.5 | 19.1 | 74 | 8 | 1 | 0 | 0 | 2 | 0 | | | |
| Position of teachers by educational qualification (other than para teacher) | | | | | | | | | | | | | | |
| School category | Below secondary | Secondary | Higher secondary | Graduate | Post graduate | M. Phil. | Others | No response | Examination results (Previous academic year) | | | | | |
| | | | | | | | | | Terminal grade | % Passed | % with >60% | | | |
| Primary only | 12 | 56 | 389 | 114 | 28 | 1 | 1 | 5 | 14 | V boys | 98.7 | 34.5 | | |
| Primary with upper primary | 0 | 26 | 207 | 223 | 82 | 1 | 0 | 14 | V girls | 99.6 | 38.2 | | | |
| Primary with Upper primary & sec/higher | 10 | 71 | 351 | 564 | 199 | 7 | 20 | 95 | VIII boys | 92.4 | 14.7 | | | |
| Upper primary only | 0 | 0 | 0 | 8 | 1 | 0 | 0 | 0 | VIII girls | 93.6 | 17.9 | | | |
| Upper primary with sec./higher secondary | 2 | 11 | 16 | 81 | 36 | 0 | 2 | 2 | 2 | VIII girls | | | | |
| Para-teachers | 1 | 0 | 7 | 8 | 8 | 0 | 0 | 0 | | % Teachers recvd. in-service training | | | | |
| Gender and caste distribution of teachers* | | | | | | | | | | | | | | |
| School category | Avg. No. of Tch. | Total | Regular teachers | | | Para-teachers | | | SC teachers | | ST teachers | | | |
| | | | Male | Female | No res | Male | Female | No res | Male | Female | Male | Female | | |
| Primary only | 4.3 | 608 | 283 | 319 | 4 | 0 | 2 | 0 | 0 | 2 | 3 | 7 | 41.7 | 32.7 |
| Primary with upper prim. | 14.8 | 562 | 258 | 285 | 10 | 5 | 4 | 0 | 0 | 2 | 3 | 2 | 24.0 | 24.6 |
| Prim.with U.P.&Sec./H.S | 27.6 | 1325 | 566 | 673 | 78 | 4 | 4 | 0 | 1 | 2 | 4 | 7 | 18.4 | 13.9 |
| Upper Primary only | 13.0 | 13 | 5 | 4 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 28.6 | 50.0 |
| U. Primary with Sec./H.S. | 13.8 | 152 | 69 | 79 | 2 | 0 | 2 | 0 | 0 | 1 | 1 | 1 | 18.8 | 4.9 |
| Enrolment by medium of instructions | | | | | | | | | | | | | | |
| Category | Hindi | Bengali | English | Tamil | Telugu | % Total Grossness | | Incentives : Number of beneficiaries (Previous academic year) | | | | | | |
| | | | | | | Primary | Upper Primary | School dev. grant | T L M grant | Incentive Type | Primary | Upper primary | | |
| P. only | 3026 | 3490 | 2774 | 530 | 384 | 90.1 | 75.2 | Text books | 8961 | 9936 | 4985 | 5521 | | |
| P + UP | 3311 | 4044 | 1341 | 298 | 284 | 78.9 | 65.8 | Uniform | 928 | 847 | 457 | 419 | | |
| P+sec/hs | 8123 | 3627 | 5944 | 2340 | 841 | 85.4 | 60.4 | Attendance | 18 | 16 | 6 | 8 | | |
| U.P. only | 137 | 81 | 0 | 0 | 0 | 100.0 | 100.0 | Stationery | 278 | 292 | 165 | 165 | | |
| UP+sec | 1115 | 276 | 740 | 165 | 429 | 72.7 | 45.5 | | | | | | | |

= not applicable

na = not available

* Some totals may not match due to no response in classificatory data items