

GENDER SECRETARIAT REPORT ON ACTION GENDER'S MAIN STREAMING IN EDUCATION

Ministry of Education Youth and Sport the highest focuses on equity in education. MoEYS decided from the commitment toward actual activities:

I-The ACTIVITIES to be done

1-Form gender's working group structure of MoEYS which has 3 levels:

- The committee of Gender Management working (12 persons 4 females) led by HE Im Sethy, Secretary of State, MoEYS which gender secretariat is assistant by gender secretariat.
- Gender working group is located at head quarter (36 persons 24 females) that representative from some departments for considerable research, setting policies, strategies and request to approve from the committee of gender working management leading through the round table meeting.
- Provincial/city gender committee, 192 persons include 41 females district and school gender committee 110 persons and their roles motivated implementers in gender planning.
- Created support teams include UNICEF, UNESCO, World Education, Gad, CARE and KAPE.

2-Training: Organizing training

- MoEYS's gender working groups.
- National and provincial lecturers.
- EFA working groups.
- Directors/Deputy Directors of departments, Directors/deputy Directors of PESs and chiefs/deputy chiefs are 596 female 158.

3-Prepare the documents: Profile

- Gender main streaming of strategy plan 2002-2006.
- Action plan 2003.
- Drafting gender policy in education sector.
- ESSP review in gender.
- Experience in preparing the girls' scholarships transition in Leukdek district.
- Translate the documents of Kenya is experiences on the girl education.

4-Cooperation

- Cooperate with UNICEEF, UNESCO, World Education, GAD, KAPE and CARE.
- Collect human resource, budget and technology and prepare the test project.

Based on EFA goal, the Ministry of Education Youth and Sport committed to achieve the educational equity by 2005. Through ESSP we can see that the primary enrolment gender's gaps are decreased around 7.7% in 1999-2000 to 4.2% in 2002-2003 so in 2005 we strongly expect to finish this gap. The facing problems are repetition rate, and drop out rate are still high. Moreover, the completion rate and transmission rate still low as well.

II. The Concept of Gender Mainstreaming Plan 2002-2006

a) There are 3 main objectives:

- Ensure the full access and equality of female to the quality basic education
- Increase gender equity in management and provision of education service
- Strengthen the MoEYS's staff and leader capacity on gender equity mainstreaming issue in any projects, planning activities and policies of the Ministry.

b) There are 3 components/targets:

- *Component 1:* The equality of female access to education is to enhance the female student performance achievements especially female from the poor families, ethnic minority, disable and female and children who out of the education system. Parents, community and school have to involve and responsible in the female education. Furthermore, they have to assist in improving their school environment and increasing the opportunity in research activities on general information and educating female in Cambodia.
- *Component 2:* Increase gender equity in management and provision of education service mean that to increase female accessibilities into teaching services at all education levels in both formal and non-formal education and train them to become the manager, planner in the way of promoting their role and responsibilities in education sector.
- *Component 3:* Strengthen the Ministry's staff capacity on gender mainstreaming issue in any project and program preparations and education policy formulation is to build up the knowledge and awareness of MoEYS's staff at all levels about the gender issue in education including the gender data entry and the analysis of gender data and gender concept for planning preparation in the program planning of the Ministry of Education Youth and Sport. In addition, encourage them to share their view/idea and setup the gender equity principles in the education policy and revise the management on dissemination, sharing and participating in monitoring activities and the use of gender education statistics and indicators of the Ministry.

III. The Results of Gender Mainstreaming Review

The Gender Mainstreaming Committee has received training course. As the result of this, most of the committee members understood of constrains and advantages of educating female as well as the key points that can support the female education. They also committed to involve in all kind of activities relating to reducing the inequity of female education such as involve in training and disseminating activities and compiling any relevant document to female education equity. UNICEF assisted in organizing the structure and provided budget for training of all levels. UNESCO participated in delivering training to resource persons for gender. World Education Organization sets up a pilot project on sexual trafficking prevention through school dropout prevention. He also taught about tips against cheating. KAPE and CARE launch a pilot project on scholarship for girl in Kampong Cham and Kandal provinces.

After examining Priority Action Program (PAP) and Education Sector Support Program (ESSP), we can see that girl education have been significantly increased. Through educational indicators, over the 2 years only, enrollment have been considerably increased. Particularly, in the school year 2002-03, girl enrollment is 60% for primary education. Enrolment have been increased, including: primary, lower secondary, upper secondary and higher education. The transition rate is also increased, particularly for girl because of some measures namely: informal school fee reduction, remedial class, teacher and smart student allowance. It is also got from organizing other activities such as: child friendly school, morning school feeding, using of child centered methodology etc.

In the secondary education, the girls enrolment were increased, but gender gap still high especially in the upper secondary education.

The number of girls in higher education was increased, that show the efforts to solve the education inequity. On the other hand we see that many important problems remained like: the access of the girls in high school level, regional teacher training colleges/provincial teacher training center, and technical and vocational education training are decreased.

The gender disparities are bigger, and the girls' literacy still higher. The number of the girls are learning in the community center are still low. The out school students are 270,000 included females 170,000 and the reentry program for the drop out students are still low as well. So the ESSP document should add more activities related the gender to reduce this gap. Gender disparity of the teachers: preschool teachers (85%), primary school teachers (40%), lower secondary school teachers (26%), and upper secondary teachers (24%). The nationwide, the school lady directors have only 9% and then this number is increased by 13% in 2002-03. All the trainings we can see that the lady teachers participated are low. The lake of lady teachers and lady school directors are the lake of good modality for the girl students followed especially in the rural and remote areas. If we overview the genders we can see that they have been depressed as lady participated in the meeting are low. Moreover, the lady participated in all different committee building up, and training activities are small components as well. That is the vision and attitude should be changed to show the real equity supports.

Reconsidering the Education For All plan, during 10 to 15 years next, do the Ministry of Education Youth and Sport can reach the plan as he committed in reducing the gender disparity?

Recommendations

- Gender secretariat office has been strongly built up by assigning the permanent staffs, and supporting budget for operation as well.
- Gender working group should be participated in the educational gender activities through some department likes PAPI,2,3,6,8,12 etc,...
- Train staffs for all levels on gender analysis by each activities, and educational planning from the central to school level, especially on gender analysis materials use in the PAP, ESSP, and EFA to increase the gender disparity reduction, in particularly for the commune councils to know about the advantages of gender and support the girls.
- Prepare the departmental gendered working group of MoEYS.
- Continues the national and international cooperation in preparing the pilot project implementation or perform some activities to reduce the gender gap

Conclusion

Human resource development for Cambodia, if we correctly consideration, 52% of female people are the resources have not been forgotten. In the period of year 2003-04, all departments have to take the gender disparity reduction to take more consideration to support the girl education in participation of poverty reduction.