

Chapter 5

Cambodia and the PISA for Development system-level questionnaire

This chapter provides a detailed assessment of the current state of data collection and availability, in terms of quality and completeness, at the level of the national education system in Cambodia. Cambodia successfully provided data to UIS on education stratification, assessment and examination at lower and upper secondary levels, instruction time in public institutions, and number of students; but challenges included providing data on education expenditure, teacher salaries and teacher training, and national accounts. Data requested on tertiary entrance examinations is not applicable in Cambodia.

Cambodia assessment results

There were no UIS site visits scheduled to this country. Nonetheless, we carried out a desk-based review in order to fill in the system-level questionnaire and provide some insights into the quality and availability of data.

The institution responsible for implementing PISA-D in Cambodia is the Quality Assurance Department at the Ministry of Education, Youth and Sports. It acts as the PISA-D NC and is the respondent for the system-level questionnaire. Due to the structure of this questionnaire and the variety of topics covered, the data are obtained from different sources (see Table 5.1).

Table 5.1 Cambodia’s data providers for the system-level questionnaire

Number	Table	Data provider
1	Education stratification	For general programmes: Ministry of Education, Youth and Sports For technical and vocational programmes: Technical and Vocational Education and Training (TVET) Department, Ministry of Labour and Vocational Training
2-1	Assessments and examinations	Education Quality Assurance Department Examination Office of the General Secondary Education Department (Ministry of Education)
2-2	Tertiary entrance examinations	Not applicable
3	Number of class sessions per year	Department of Planning
4	Annual teacher salaries	Personnel Department (Ministry of Education) Department of Finance (Ministry of Education)
5	Requirements for pre-service teacher training	Teachers Department (Ministry of Education) Personnel Department (Ministry of Education)
6	National accounts	National Institute of Statistics of Cambodia
7-1	Education expenditure	Department of Finance, (Ministry of Education)
7-2	Number of students	Department of Planning (Ministry of Education)

Questionnaire table 1: Stratification

Two ministries are responsible for maintaining the structure of the education system: the Ministry of Education, Youth and Sports for general programmes, and the Technical and Vocational Education and Training (TVET) Department, at the Ministry of Labour and Vocational Training, for technical programmes.

Table 5.2 Quality assessment: Stratification

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country

Table 5.3 Availability assessment: Stratification

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country

Questionnaire table 2.1: Assessments and examinations at lower and upper secondary level

The Education Quality Assurance Department at the Ministry of Education, Youth and Sports manages assessments at the lower secondary level, while the Examination Office at the General Secondary Education Department (attached to the Ministry of Education, Youth and Sports) is in charge of examinations at upper secondary level.

The Education Quality Assurance Department responded to the UIS questionnaires for the Observatory of Learning Outcomes programme.¹

Table 5.4 Quality assessment: Secondary-level assessments and examinations

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country

Table 5.5 Availability assessment: Secondary-level assessments and examinations

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country

Questionnaire table 2.2: Tertiary entrance examinations

There are no standardised tertiary entrance examinations in Cambodia.

Table 5.6 Quality assessment: Tertiary entrance examinations

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Characteristics	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Justification	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Table 5.7 Availability assessment: Tertiary entrance examinations

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Not applicable	Not applicable	Not applicable	Not applicable
Characteristics	Not applicable	Not applicable	Not applicable	Not applicable
Justification	Not applicable	Not applicable	Not applicable	Not applicable

Questionnaire table 3: Instruction time in public institutions by age of student

The Department of Planning of the Ministry of Education, Youth and Sports has responded to the UIS questionnaire on instruction time for the school year 2012.

Table 5.8 Quality assessment: Instruction time in public institutions by age of student

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country

Table 5.9 Availability assessment: Instruction time in public institutions by age of student

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country	This item is evaluated as advanced, based on the UIS relationship with the country

Questionnaire table 4: Annual teacher salaries (statutory) by level of education and number of years and level of teaching experience

UIS data collection on teacher salaries is starting in Cambodia in 2015, so the first results will come later this year.

At the national level, the unit in charge of teacher salaries are the Personnel Department and the Department of Finance at the Ministry of Education, Youth and Sports. The Personnel Department keeps data on teachers and their grades and salaries, and the Department of Finance decides the salary scales.

Since UIS and the Cambodia NPM could not meet, this section has not been evaluated.

Table 5.10 Quality assessment: Annual teacher salaries (statutory)

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Not evaluated	Not evaluated	Not evaluated	Not evaluated	Not evaluated
Characteristics	Not evaluated	Not evaluated	Not evaluated	Not evaluated	Not evaluated
Justification	Not evaluated	Not evaluated	Not evaluated	Not evaluated	Not evaluated

Table 5.11 Availability assessment: Annual teacher salaries (statutory)

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Not evaluated	Not evaluated	Not evaluated	Not evaluated
Characteristics	Not evaluated	Not evaluated	Not evaluated	Not evaluated
Justification	Not evaluated	Not evaluated	Not evaluated	Not evaluated

Questionnaire table 5: Teacher training and professional development requirements

UIS data collection on teacher training is starting in Cambodia in 2015, so the first results will come later this year. Two units of the Ministry of Education, Youth and Sports are in charge of setting and applying the standards – the Teachers Department and the Personnel Department.

All pedagogical trainings for teachers at pre-primary to lower secondary level last for two years. These are ISCED 4 programmes and students can enter after upper secondary. Almost all teachers have this pedagogical training; only older teachers might not. In addition, there is a vocational course for teachers who have low ISCED levels, spanning several years and taking three months per year.

The partial information available at UIS has been deemed of relatively good quality and availability. Nevertheless, since UIS has not visited the country for the project, this section has been only partially evaluated.

Table 5.12 Quality assessment: Teacher training and professional development requirements

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Emerging	Emerging	Emerging	Emerging	Emerging
Characteristics	The initial education system, general primary and secondary, is covered, and technical and professional programmes in both public and private sectors	The system produces some data and statistics periodically	The system produces some information, data and statistics in a timely manner	Basic components of a framework or informal mechanisms are in place	Some specific teams are identified, but no platform for collaboration
Justification	Further to UIS partial evaluation of teacher training, it seems that this item can be graded as emerging	Further to UIS partial evaluation of teacher training, it seems that this item can be graded as emerging	Further to UIS partial evaluation of teacher training, it seems that this item can be graded as emerging	Further to UIS partial evaluation of teacher training, it seems that this item can be graded as emerging	Further to UIS partial evaluation of teacher training, it seems that this item can be graded as emerging

Table 5.13 Availability assessment: Teacher training and professional development requirements

Category	Government officers	Outside users	Global community	
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Emerging	Emerging	Emerging	Emerging
Characteristics	There are some official channels through which national officers can access the information	There are some mechanisms in place in order to make sure the documents or results are used in order to improve the system	Some information is publicly available, either online, at documentation centres, or in other ways	Some information in some areas is sent to the UIS/UN, with some gaps in data and timeline
Justification	Further to UIS partial evaluation of teacher training, it seems that this item can be graded as emerging	Further to UIS partial evaluation of teacher training, it seems that this item can be graded as emerging	Further to UIS partial evaluation of teacher training, it seems that this item can be graded as emerging	Further to UIS partial evaluation of teacher training, it seems that this item can be graded as emerging

Questionnaire table 6: National accounts

The National Institute of Statistics of Cambodia is responsible for producing national accounts data. Some provisional data is published up until 2012 on its website.²

Table 5.14 Quality assessment: National accounts

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Emerging	Emerging	Emerging	Emerging	Emerging
Characteristics	The initial education system is covered, general primary and secondary, and technical and professional programmes in both public and private sectors	The system produces some data and statistics periodically	The system produces some information, data and statistics in a timely manner	Basic components of a framework or informal mechanisms are in place	Some specific teams are identified, but no platform for collaboration
Justification	Some information could be assessed; UIS relies on World Bank, IMF and UNPD data	Some information could be assessed; UIS relies on World Bank, IMF and UNPD data	Some information could be assessed; UIS relies on World Bank, IMF and UNPD data	Some information could be assessed; UIS relies on World Bank, IMF and UNPD data	Some information could be assessed; UIS relies on World Bank, IMF and UNPD data

Table 5.15 Availability assessment: National accounts

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Emerging	Emerging	Emerging	Emerging
Characteristics	There are some official channels through which national officers can access the information	There are some mechanisms in place in order to make sure the documents or results are used in order to improve the system	Some information is publicly available, either online, at documentation centres, or in other ways	Some information in some areas is sent to the UIS/UN, with some gaps in data and timeline
Justification	Some information could be assessed; UIS relies on World Bank, IMF and UNPD data	Some information could be assessed; UIS relies on World Bank, IMF and UNPD data	Some information could be assessed; UIS relies on World Bank, IMF and UNPD data	Some information could be assessed; UIS relies on World Bank, IMF and UNPD data

Questionnaire table 7-1: Education expenditure by type of institution and level of education

The Department of Finance of the Ministry of Education, Youth and Sports is in charge of producing these data. Currently, it reports public expenditure by source and destination, not by nature or type of institution as requested in the system-level questionnaire.

Table 5.16 Quality assessment: Education expenditure by type of institution and level of education

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Emerging	Emerging	Emerging	Emerging	Emerging
Characteristics	The initial education system, general primary and secondary, is covered, and technical and professional programmes in both public and private sectors	The system produces some data and statistics periodically	The system produces some information, data and statistics in a timely manner	Basic components of a framework or informal mechanisms are in place	Some specific teams are identified, but no platform for collaboration
Justification	The country is able to report expenditure by source and destination, not by nature or type of institution	The country is able to report expenditure by source and destination, not by nature or type of institution	The country is able to report expenditure by source and destination, not by nature or type of institution	The country is able to report expenditure by source and destination, not by nature or type of institution	The country is able to report expenditure by source and destination, not by nature or type of institution

Table 5.17 Availability assessment: Education expenditure by type of institution and level of education

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Emerging	Emerging	Emerging	Latent
Characteristics	There are some official channels through which national officers can access the information	There are some mechanisms in place in order to make sure the documents or results are used in order to improve the system	Some information is publicly available, either online, at documentation centres, or in other ways	No data has recently been shared with the UIS/JUN and other international partners
Justification	Country is able to report expenditure by source and destination, not by nature or type of institution	Country is able to report expenditure by source and destination, not by nature or type of institution	Country is able to report expenditure by source and destination, not by nature or type of institution	Country is able to report expenditure by source and destination, not by nature or type of institution. Latest data sent in 2010

Questionnaire table 7-2: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance

The Department of Planning at the Ministry of Education, Youth and Sports is in charge of producing general programme information; and the TVET Department at the Ministry of Labour and Vocational Training is responsible for the same in its area. Unfortunately, it seems that there are some communication difficulties between the two, resulting in misclassification and under-representation of TVET data in the international database.

Table 5.18 Quality assessment: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance

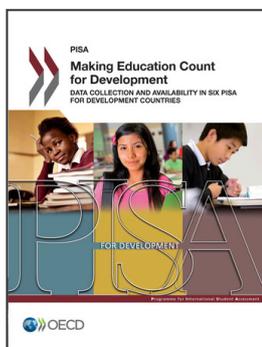
Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Emerging	Advanced	Advanced	Advanced	Advanced
Characteristics	The initial education system is covered, general primary and secondary, and technical and professional programmes in both public and private sectors	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	There seems to be issues with the classification of TVET programmes	Based on the UIS relationship with the country, this item is evaluated as advanced	Based on the UIS relationship with the country, this item is evaluated as advanced	Based on the UIS relationship with the country, this item is evaluated as advanced	Based on the UIS relationship with the country, this item is evaluated as advanced

Table 5.19 Availability assessment: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Emerging	Emerging
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	Some information is publicly available, either online, at documentation centres, or in other ways	Some information in some areas is sent to the UIS/UN, with some gaps in data and timeline
Justification	Based on the UIS relationship with the country, this item is evaluated as advanced	Based on the UIS relationship with the country, this item is evaluated as advanced	Only some information is available online	Information on TVET is missing or misclassified

Notes

- For more information see www.uis.unesco.org/Education/Pages/learning-outcomes.aspx and www.uis.unesco.org/Education/Documents/catalogue-learning-outcomes-questionnaire.xlsm
- See www.nis.gov.kh/nis/NA/NA2012.html.



From:

Making Education Count for Development

Data Collection and Availability in Six PISA for Development Countries

Access the complete publication at:

<https://doi.org/10.1787/9789264255449-en>

Please cite this chapter as:

UNESCO Institute for Statistics (2016), "Cambodia and the PISA for Development system-level questionnaire", in *Making Education Count for Development: Data Collection and Availability in Six PISA for Development Countries*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264255449-8-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.