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SCHOOL DROPOUT PREVENTION PILOT PROGRAM

INVENTORY OF POLICIES AND PROGRAMS RELATED TO DROPOUTS IN CAMBODIA, INDIA, TAJIKISTAN, AND TIMOR LESTE



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**Inventory of Policies and Programs
Related to Dropouts
in Cambodia, India, Tajikistan, and Timor Leste**

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Submitted by:

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Acronyms

ADB	Asian Development Bank
ADEPTS	Advancement of Education Performance Through Teacher Support
AFESIP	Agir pour les Femmes en Situation Precaire (Acting for Women in Distressing Situations)
AIE	Alternative and Innovative Education Program
AME	Asia and Middle East Bureau
APE	Association for the Protection of the Environment
ASK	Advanced Study of Khmer
BFD	Buddhism for Development
BPL	Basic Poverty Levels
BROK	<i>See PROK</i>
BSDA	Buddhism for Social Development Action
CCBO	Community Child Based Organization
CDRCP	Cambodia Development and Relief Center for the Poor
CEDAW	Committee on the Elimination of Discrimination Against Women
CFS	Child-Friendly School
CFSI	Child-Friendly School Initiative
CIDC	Cambodian Islamic Development Community
CINI	Child In Need Institute
COTR	Contracting Officer's Technical Representative (USAID)
DAC	Disability Action Council
DEC	Development Experience Clearinghouse
DTMT	Dual-tone multi-frequency signaling
DTP	Damnok Toek Poipet (Child Rights Protection)
EBEP	Expanded Basic Education Program
ECCE	Early Childhood Care and Education
EEQP	Enhancing Education Quality Project
EGS	Education Guarantee Scheme
ESSSUAP	Education Sector Support Scale up Action Plan
EFA	Education for All
EMIS	Education Management Information System

ESP	Education Strategic Plan
FTI	Fast Track Initiative
GCC	Girls Council Committee
GCE	Global Campaign for Education
GYK	Obrum Yu-weh!chun nung Kayla (Education of Youth and Sport)
HCEP	Highland Community Education Project
HEKS	Swiss Interchurch Aid
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IBEC	Improved Basic Education in Cambodia
ICC	International Cooperation Cambodia
ICDS	Integrated Child Development Services
IIP	Investing in People
ILO	International Labor Organization
INDMO	National Institute for Manpower Development
KAFDOC	Khmer Association for the Development of the Countryside
KAPE	Kampuchean Action for Primary Education
KCDI	Khmer Cultural Development Institute
KGBV	Kasturba Gandhi Balika Vidyalaya
KNKS	Kumar Ney Kdey Sangkheum
KPF	Komar Pikar Foundation (Foundation for Disabled Children)
KRY	Krousar Yoeung Association (Early Childhood and Parenting Association)
KT	Krousar Thmay
KYA	Khmer Youth Association
LCDI	Leadership and Character Development Institute
LGP	Learning Guarantee Program
MDM	Mid-Day Meal Scheme
MHRD	Ministry of Human Resource Development
MJP	Maddox Jolie Pitt Foundation
MOE	Ministry of Education
MoEYS	Ministry of Education, Youth and Sport
MoLVT	Ministry of Labor and Vocational Training
MORE	Minority Outreach in Education

MoSVY	Ministry of Social Affairs, Veterans and Youth Rehabilitation
MV	M. Venkatarangaiya Foundation
NCLP	National Child Labor Project
NEP	NGO Education Partnership
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NH	New Humanity
NIOS	National Institute for Open Schooling
NPEGEL	National Program for Education of Girls at Elementary Level
NRHM	National Rural Health Mission
OBC	Other Backward Castes
OEC	Operations Enfants du Cambodge
OVC	Orphans and Vulnerable Children
PKO	Puthi Komar Organization
POE	Provincial Office of Education
PROK	For Prokas/Prakas (proclamation)
PTA	Parent-Teacher Association
PTTC	Provincial Teacher Training College
PVT	Prom Vihear Thor Organization
RDTL	Democratic Republic of Timor Leste
REDA	Rural Economic Development Association
RGC	Royal Government of Cambodia
RMSA	Rastriya Madhyamik Shiksha Abhiyan (universalization of secondary education)
RT	Republic of Tajikistan
RTE	Right To Education – The Right of Children to Free and Compulsory Education (India)
RtR	Room to Read
SIDA	Swedish International Development Agency
SC/ST	Scheduled Castes/Scheduled Tribes
SCA	Sustainable Cambodia Australia
SCADT	Street Children Assistance and Development Program
SCN	Save the Children Norway

SDPP	School Dropout Prevention Pilot
SISCA	Integrated Community Health Services
SMC	School Management Committee
SNN	Sekorday Nay Noum (Guidelines)
SRNN	Sarachor Nay Nom (Guidelines)
SSA	Sarva Shiksha Abhiyaan (universalization of primary education)
TDMP	Teacher Development Master Plan
THR	Take Home Rations
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Children
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
UPWD	Urban Poor Women Development.
U.S.	United States
USAID	United States Agency for International Development
VFC PNKS	Vision Fund Cambodia/Ponleu Ney Kdey Sangkhum
VSO	Voluntary Service Overseas
WFC	Working for Children
WFP	World Food Program
WP	Wathnakpheap

EXECUTIVE SUMMARY

Each of the four countries involved in the USAID-funded *School Dropout Prevention Pilot (SDPP)* program – Cambodia, India, Tajikistan, and Timor Leste – has set policies for the education of its children, some more extensive than others. Each has local and international non-government organizations (NGOs) assisting in the provision of education services, though the number of such groups varies from a few in Tajikistan to well over 50 in Cambodia. SDPP is tasked with implementation of a project in each country to reduce the dropout rate, and in each case the intervention must fit within the policy context and supplement, but not duplicate, current efforts.

To create an inventory of policies and programs for each country, SDPP in-country staff completed a matrix to describe about 40 topics that have proved relevant to school dropout rates, describing the content of the relevant documents and programs, their target group, and the ground reality of the implementation of the policy or program and its reported effect on dropout. In general, these topics cover the legal context of education (e.g., requirements for free and compulsory education, services for at-risk children and girls, school calendar and class sizes), the school facilities (e.g., accessibility and female-friendly), teacher recruitment, training, and behavior in the classroom (e.g., special recruitment of minorities or women, use of mother tongue), support services offered at the school in addition to basic education (e.g., bridge courses, health services, or meals), and cultural practices that may lead to dropout (e.g., early marriage). Following a presentation of each country's policies and programs is a set of options for interventions that SDPP might use within the country, given the established educational context. It should be noted that the viability of these preliminary suggestions will be informed by the findings of the SDPP in-country situational analysis and discussions with the ministries of education and other key stakeholders.

Cambodia has a comprehensive set of education policies and is rich with NGOs actively involved in education, as exemplified by the count of 53 NGOs offering scholarship programs to students. The suggestions for SDPP interventions involve assessments of whether the policies are implemented as required and actively working to keep children in school and succeeding at their studies. Specifically, they involve:

- Analyze the effect of the requirement for semester tests on grade repetition and student dropout rate, and work with teachers or the examinations board to improve the use of assessment as a tool to increase student learning.
- Assess the consequences of an allowable class size of 59 children, explore options for teacher assistants, and provide special training for teachers in dealing with large class sizes to increase the level of child learning and reduce the dropout rate.
- Improve bilingual primary education by (a) assisting with translations of textbooks into ethnic languages, (b) using teachers and parents to produce short story books for children with ethnic characters, settings, and issues; and/or (c) working with teachers on strategies and tactics for use of multiple languages in the classroom.

India also has an extensive and elaborate set of education policies designed to offer the highest quality of education to all children. Through the Sarva Shiksha Abhiyan, which is Government of India's flagship and centrally-sponsored program in partnership with State Government, it works to ensure that all policies and programs are in place and functioning. It shows particular concern in its outreach and bridge programs to bring out-of-school children back to school, and in its requirements for child-friendly classrooms that are gender-sensitive and inclusive. SDPP may:

- Assess the impact of the government policies of automatic promotion, the assignment of entering children to a class according to their age rather than degree of learning, inclusion of children with disabilities, gender-sensitivity, use of the mother tongue, and in-service teacher training.

Alone among the four countries, Tajikistan has only a small problem of dropouts in the early grades; rather, their dropout rate increases in secondary school, particularly among girls. So, in proposing options for SDPP interventions, the focus is on possibilities for secondary school:

- Work with the Ministry of Education (MOE) to change policies that may be leading to children dropping out of school, such as the requirements for uniforms, consequences if children do not pass end-of-cycle exams, or lack of transport to those living far from schools.
- Implement a pilot program, likely in rural areas, to allow secondary schools to set alternative school schedules, working around agricultural calendars, and evaluate the effect on attendance and dropout rates.
- Work with the examinations board to change the nature of end-of-cycle and graduation exams from tests of knowledge to tests of comprehension and ability to put the information to use, help organize in-service training for teachers to alter pedagogy to prepare their students for such exams, and propose alternatives for students who fail, including such ideas as make-up tests and review courses that allow a second try.
- Implement a program (e.g., girls' clubs, life skills training, drama clubs) for secondary school girls to encourage them to stay in school.
- Evaluate the current program to mentor first-year teachers and/or the training program to encourage inclusive education, propose and implement ways to strengthen the program(s).
- To encourage girls' staying in school, enhance the work of parent-teacher associations (PTAs) in following up on girls whose attendance drops.

Timor Leste has a smaller set of education policies than the other SDPP countries. In some areas no policies exist (i.e., class size, transportation, school transfer); in other areas policies have been proposed but are not yet or fully implemented (i.e., automatic promotion for lower primary,

scholarships for girls, accessible and female-friendly facilities, female teacher recruitment, teacher training in Portuguese, use of mother tongue in the early grades); and in a few others only pilot projects have begun (i.e., child-friendly schools and supports for at-risk students). Many schools lack appropriate textbooks, follow a school calendar that is incongruent with the local agricultural seasons, use “filial” schools with volunteer teachers in many communities, and offer few support services to ensure students will attend. SDPP might:

- Support the MOE in its efforts to draft and implement additional policies that can help prevent children dropping out of school.
- Implement a Children’s Book Project to produce needed materials for primary classrooms through the efforts of current education personnel.
- Assist the MOE to improve the quality of the current textbooks for primary grades by either improving their translations into indigenous languages or updating them.
- Design and implement a pilot test to allow primary schools to set alternative school schedules, working around agricultural calendars, and evaluate the effect on attendance and dropout rates.
- Set up teacher clusters for those working in schools and implement a coaching or mentoring program to improve their skills.
- Empower PTAs or work with local leaders to monitor teacher and student attendance, develop and implement school improvement plans, and sensitize parents to the importance of education.
- Work with local stakeholders to build student clubs and introduce support for club members to stay in school.

I. INTRODUCTION

In order to make informed decisions about programs that may reduce the dropout rate in a country, it is important to fully understand the policy context of education within the country and the set of programs currently operating. Interventions need to fit within existing policies, rather than contravene them, they must not unwisely duplicate existing programs, and they must have evidence of success in similar contexts. The literature review¹ on dropout programs conducted under the *School Dropout Prevention Pilot* (SDPP) program provided a number of suggestions of potential approaches to address the problem of dropout. This inventory of existing policies and programs, completed under the same contract, serves as the next required step in the path of building successful dropout prevention programs in the project countries of Cambodia, India, Tajikistan, and Timor Leste.

This inventory is divided into four sections, one for each project country. Within each of these sections, we initially describe the *existing policies and programs* within the country, addressing more than 40 topics or areas that may affect student dropout. Then we translate the policies and programs into suggested *options for SDPP interventions* to address the specific policy context and existing programs in the country. It should be noted that the viability of these preliminary suggestions will be informed by the findings of the SDPP in-country situational analysis and discussions with the ministries of education and other key stakeholders.

An initial list of 42 policy topics was presented to in-country SDPP staff to research; edits reduced the number to 41; and staff in Cambodia and India each added one topic unique to the country. All topics were chosen because they have been shown to encourage parents to send their children to school (e.g., removing all fees for public schooling, forbidding child labor), support teachers in their provision of a quality education program (e.g., teacher code of conduct, use of mother tongue in the classroom), or help children stay in school (e.g., female-friendly facilities, provision of health care within schools). For the purposes of reporting and analysis, these topics have been grouped into five areas:

- (1) *Legal context of education.* This area specifies the education laws of the country and its rules of implementation, addressing both the ideas of free and compulsory education and the group of actions that, while unintentional, often exclude certain children from access (e.g., the cost of required uniforms or school supplies, entrance or leaving exams, gender policies, lack of services for at-risk children or those with disabilities, a school calendar out of synchrony with the agricultural season). In many cases, the laws state a philosophy or an approach to education, but inquiry into whether the law is fully implemented shows that it is more a goal than a current reality. An important issue to consider is whether the existing philosophy and curriculum provides a range of options in terms of what students are able to study, such as options for alternative or vocational education programs.
- (2) *School facilities.* Topics in this area include the provision of accessible and female-friendly facilities and dormitories or hostels. This is the “hardware” of education, the data on buildings that may or may not attract and hold children’s attention.

¹ *School Dropout Prevention Pilot Program Review of the Literature*, Creative Associates International, 2011.

- (3) *Teacher recruitment, training, and behavior in the classroom.* This area focuses on the process of delivery of education services within the classroom, beginning with each country's set of qualifications for teaching staff and the training they are offered and continuing with key aspects of their behavior in class: Do they use the children's mother tongue for instruction? Are they "child-friendly" in their teaching practices? How do they contend with misbehavior?
- (4) *School support services.* In addition to classroom teaching, many schools offer support services that can make a difference to a child attending or not. This area comprises such services as bridge courses for overage children, a noontime meal, health care, or life skills classes or clubs.
- (5) *Cultural practices.* This final area shows key cultural practices that may affect a child's continuance in school, such as the age children marry, the response to pregnancy, and any rites of passage that children must go through.

Following the main body of the report is Appendix A, which contains the full explanatory charts of policies and programs in each participating country and describes the resource documents, target group(s), comments on implementation, and the reported effects of the policies and programs on dropout rates. In most cases, formal evaluations of the effectiveness of various policies and programs in relation to dropout were not available. Instead, SDPP country staff met with MOE officials, funding or implementing agency representatives, and local education specialists to obtain their informed impressions of the effect on dropout.

II. CAMBODIA

A. Policies and Programs

1. Legal Context of Education

Table 1 shows the policy context in Cambodia with regard to the offering of compulsory and free education. The first five rows speak to the issue of the “compulsory” nature of education by describing whether the country supports education as a child’s right, has enacted laws to require schooling, has prohibited child labor (which is likely to keep children out of school), holds schools accountable for meeting state-imposed standards, and ensures that children attend classes. Cambodia’s Constitution, adopted in 1993 and amended in 1999, protects the right of children to education, and the country has accepted the United Nation’s (U.N.) Convention on the Rights of the Child, which includes a child’s right to education, but the country has not made elementary education *compulsory*. The Ministry of Education, Youth and Sport (MoEYS) is acting to ensure six-year-olds enter school, largely through advocacy campaigns. Cambodia does limit labor for children under 15, although SDPP staff commented that these limits do not cover the informal sector where most children are working, largely in family-run enterprises, such as farms in rural areas. Similarly, the country has national requirements for monitoring schools and ensuring regulations are met, but no specific programs to ensure that schools are held accountable for meeting all government-specified standards for education, and no equivalent of “truant officers” to check that children enroll, let alone remain in school. Thus, Cambodia could be said to *encourage* schooling but not require it, a practice that may create both an access issue in that some children may never attend school and an issue of retention as children may be removed from school with no consequences to the family.

Table 1: Cambodia’s Policies on Compulsory and Free Education

Policy Topic	Cambodia
1. Children’s rights	<ul style="list-style-type: none">• Includes the right to education in its constitution• Accepts the U.N. Convention on the Rights of the Child• Has adopted a child-friendly school policy that ensures all children have access to schooling• Supports community-driven advocacy initiatives, through UNICEF and various NGOs, to bring children into school
2. Compulsory education	Advocates for the enrollment of all 6-year-olds in grade 1, but education is not compulsory
3. Child labor laws	Forbids children under 15 from working in brick-making, fishing, garment and foot-wear sectors, specific hazardous enterprises; allows “light work” at age 12
4. School accountability	<ul style="list-style-type: none">• Sets national standards for education and requires monitoring• Uses funding from multiple donors to strengthen its management information system
5. Tracking/ follow-up of absent students	Requires documentation of student absences

Policy Topic	Cambodia
6. School tuition and/or fees	Prohibits fees for first 9 years of education
7. Tuition subsidies/scholarships	Through a Fast Track Initiative and 53 NGOs, provides scholarships for poor children
8. Uniform requirements	Requires uniforms; many NGO programs supply them as a part of their scholarship programs
9. Provision of school supplies, textbooks, etc.	Provides materials and supplies, often through NGO programs

Rows 6 to 9 on Table 1 show information regarding the costs of schooling, including the right to or prohibition from charging fees, the offering of scholarships to offset the costs for needy families, the requirement of uniforms (which may cost parents money and prohibit poor children from attending school) and the provision of books and supplies (another potential cost for parents). Cambodia prohibits fees for elementary school, and in 2010, 53 NGOs offered scholarships for poor children, regardless of grade in school. In general, the scholarships included the cost of the required uniforms, textbooks and school supplies. Such support certainly removes the bulk of the cost factors that might prohibit parents from sending a child to school or lead to a child’s dropping out, though, of course, such funds do not account totally for the opportunity cost to a family of a child attending school rather than working.

Tables 2 through 4 continue the review of the legal context in Cambodia by displaying a list of factors that are known to impede children’s *access* to and *retention* in school. Such factors include the country’s policies and practices regarding the following:

- *Examinations*, which may be required for children to enter a grade or new school cycle or graduate from grade to grade or cycle to cycle;
- *Promotion*, where schools may have a quota of children required to pass or a policy of automatically promoting children;
- *Age limits* for school cycles, so children may “age out” of a school, even though they have not completed the required work;
- *Gender*, which may encourage girls to enter and continue their education or form barriers for them;
- Services to *at-risk children* and those with disabilities, who may be excluded because of caste, tribe, language or physical/mental problem;
- *School calendar*, which may or may not adapt to the agricultural or fishing schedule of families;
- *Class size*, which may be so large that some children are “lost” in the crowd;
- School *distance from habitation*, which may be so long that parents do not feel it is safe or appropriate for children to make the trip;
- Provision of *transportation*, so that those relatively far from the school can easily make the trip; and
- *Transfer* requirements, which can facilitate a child whose family moves from place to place.

Table 2: Cambodia’s Policies on Examinations and Promotion

Policy Topic	Cambodia
10. School entrance exams	None
11. Promotion quota	None
12. Automatic promotion	Requires students to pass exams at the end of each semester to progress
13. Age limits for school cycles	None
14. School leaving exams	Requires exam at the end of grade 12

With regard to examinations and promotion requirements, as shown in Table 2, Cambodia has no entrance exams for primary or secondary school, no age limits for a grade or cycle, and no promotion quotas. It does, however, require students to pass exams at the end of each semester in order to be promoted, and it has implemented an end-of-cycle exam for secondary school to ensure students have learned the necessary material. The argument for such testing is that the MoEYS wants to ensure children are receiving a quality education and learning the material that is presented. Though this is an admirable goal, such requirements may lead to students dropping out, as the earlier SDPP literature review showed that children who are overage for a grade (often because they have repeated a grade) frequently choose to leave school.

Table 3 summarizes information on policies for equal access to and retention in school, regardless of gender, at-risk status (e.g., orphans, minorities), family income, or presence of disabilities. Cambodia has a number of programs to support girls, some operating through the government and some through NGOs: girls’ counselors, gender awareness training, scholarships, and girls’ council committees in remote areas. Support for at-risk students is also a significant part of its educational policies, and it offers a number of programs, largely through NGOs. An Inclusive Education Project expanded services to children with disabilities to 15 provinces, with 12 of them offering integrated classes for deaf and blind children. Their Alternative Care Policy, implemented in 2006, requires regular needs assessments of orphans and vulnerable children (OVC) and an increase in their access to services. NGOs are working on access and completion through counseling of those who have been absent, training to increase cultural sensitivity, training special education teachers, and delivering educational services to children with disabilities. It will be important to see the level of success of these endeavors, as few have yet been evaluated. One NGO², Voluntary Service Overseas (VSO), has assessed its effects, reporting that dropout rates generally decreased where their services have been implemented.

² It may be the case that other groups have evaluated such programs. However, the evaluation report may only be available at the presentation of the results, and thus difficult to locate.

Table 3: Cambodia’s Policies and Programs to Support Girls and At-Risk Students

Policy Topic	Cambodia
15. Gender-related policies	Provides girls’ counselors, gender awareness training for officials and teachers, equal access to course work, scholarships, and sports, and requires Girls Council Committees (GCCs) in remote areas, especially where girls’ dormitories are present, to follow up on absentees and check the quality of learning
16. Support for at-risk students	Requires equal rights to a quality education for children with disabilities and those at risk; trains teachers re: disabilities; and has NGO programs to counsel female dropouts, increase sensitivity toward minorities, and support children at risk with educational services

Table 4 summarizes Cambodia’s positions on other issues that have been associated in the literature with access and retention. The first is that of school calendar. Since many children are needed by their families to participate in agriculture or fishing, which have seasonal variations in the need for extra help, many may be absent for weeks during a school term. One result of their absence may be falling behind in their course work, leading to a need to repeat the grade. Cambodia has a strict school calendar, although it has permitted one NGO (Save the Children Norway, SCN) to pilot test the use of a flexible schedule. SCN reports that the flexibility has reduced the number of children needing to repeat classes.

Table 4: Cambodia’s Policies and Programs on Other Access/Retention Issues

Policy Topic	Cambodia
17. School calendar	Has policy to maintain a strict school calendar; one NGO program has piloted a flexible schedule
18. Class size	Limits class size in primary schools to 59
19. Access/distance to school	No limits
20. Transportation	Has NGO programs to supply bicycles or wheelchairs to those living at a distance
21. School transfer	Permits official transfer of secondary schools only in September and March

The other four items in Table 4 show that Cambodia has a mixture of rules, some of which enhance access, some quality, and some neither one. To enhance access, it has extended its approved class size to 59; relatively high, even among its counterparts in South Asia. Larger class sizes mean that children can become “lost,” with their needs unmet; thus, this size may lead to some children dropping out. Though they are working to “bring schools closer to where citizens reside,” there are currently no restrictions on the distance a child might need to travel to school. In consequence, the daily commute may become discouraging to children, and parents may view the distance as unsafe for their children (especially girls) to cover each day, leading to dropout. NGOs are working to minimize this issue through the provision of bicycles to children who live far away, generally as a part of their scholarship programs. Finally, Cambodia has a restrictive transfer policy: it is only possible to transfer at the beginning of the school term, so

children whose family changes location may have to wait nearly a year to re-enter school after the move. This policy, too, may contribute to children dropping out of school.

2. School Facilities

Table 5 discusses two major policies with regard to facilities. As the table reads, Cambodia is involved in considerable school construction and facility improvement to try to lower the distance children must travel to the nearest school and make the buildings more child-friendly. They are also engaged in building dormitories for girls to help increase the rate of female completion of basic education.

Table 5: Cambodia’s Policies and Programs Concerning Facilities

Policy Topic	Cambodia
22. Accessible and female-friendly facilities	<ul style="list-style-type: none"> • Is engaged in extensive construction of schools and classrooms • Is funding, through UNICEF, facility improvements by upgrading water and sanitation
23. Dorms/hostel for students	Is building dormitories for girls so they may finish basic education through grade 9

3. Teacher Recruitment, Training, and Behavior in the Classroom

Also out of concern for increasing enrollments in school, Cambodia is actively recruiting teachers from underserved areas and underrepresented population groups (see Table 6). They have lowered the number of years of education (from grade 12 to grade 9) required for teacher candidates in rural and remote areas, approved a special recruitment among the Cham minority, and used scholarships to locate trainees from remote areas and assist community teachers to upgrade their skills to qualify in the regular teaching pool. The MoEYS has high expectations for teachers but, as yet, there is little in the way of special training programs beyond the regular pre-service offerings.

Table 6: Cambodia’s Policies and Programs for Teacher Recruitment and Training

Policy Topic	Cambodia
24. Teacher recruitment	<ul style="list-style-type: none"> • Both male and female candidates from rural and remote areas take the entrance exam of the teacher training college to become teachers. Female candidates are encouraged to take part and as a result around 60% of the successful candidates are female • Through KAPE, recruits such trainees, especially from the Cham minority • Through World Education, uses scholarships to recruit trainees from remote areas and assist community teachers to become state teachers
25. Teacher professional development	Works to improve the quality and efficiency of education through equipping teachers with modern techniques of teaching and learning

One rigorous item in their laws regarding education is their teacher code of conduct, which comprises six chapters and 30 articles covering the gamut of teacher responsibilities (see Table 7). Corporal punishment is forbidden, and there is a special course for primary teachers in one of the teacher training colleges to equip new teachers with skills for preventing bullying of students with a disability or those who are different in some way from the majority. Clear goals are set in their policy documents to make schools child-friendly, and a large number of NGOs are implementing programs to ensure such factors as the use of inclusive education, healthy and secure environments, and gender-sensitivity. Aware of the language difficulties of children from minority groups, Cambodia has also set guidelines for the use of the mother tongue in primary classrooms. While they clearly set Khmer as the official language for education, teachers (especially those in community schools) are encouraged to use a bilingual curriculum. All these elements should come together to introduce a large number of children to an encouraging school climate. What is important now is to see if these rules are actually being implemented and whether they are having the desired effect on enrollment and dropout rates.

Table 7: Cambodia’s Policies and Programs on Teacher Behavior in the Classroom

Policy Topic	Cambodia
26. Teacher code of conduct	Defines teachers’ obligations, parents’ and students’ roles and responsibilities, the relationship between teachers and students, teachers’ professional work, and teacher punishment in case of abuse of students
27. Bullying/ harassment prevention	Has a program for primary school teachers in a teacher training college to help them prevent bullying of students because of disability or differences
28. Corporal punishment	Prohibits corporal punishment
29. Child-friendly schools	Implements child-friendly school programs at the primary level through 6 NGOs and at the secondary level through 4
30. Language of instruction	<ul style="list-style-type: none"> • Sets Khmer as the official language for education • Has developed guidelines for bilingual education for ethnic minorities • Encourages the organization of community schools with a bilingual education curriculum • Through ICC/CARE, offers a program to help indigenous people read and write Khmer and their own language

Table 8 extends the list of items relevant to activities in the classroom by addressing the structure of the material presented to students. In addition to the regular coursework, the strategic plan for the primary curriculum does include guidelines for implementation of an accelerated program for special groups of children. Educational institutions are also encouraged to offer vocational education, and many do through non-formal programs to promote reading, writing and professional skills among adults and overage children and to provide them with professional and computer skills. One measured outcome of these programs is that many young students taking literacy courses have been reintegrated into the public schools.

Table 8: Cambodia’s Policies and Programs on Curriculum

Policy Topic	Cambodia
31. Primary and secondary school curriculum	Offers an accelerated program for special groups in primary school
32. Vocational education professional development	<ul style="list-style-type: none">• Offers training that covers “all professions and skills”• Through at least 43 NGOs, implements activities in non-formal education, usually professional and computer skills, and often including literacy classes

4. School Support Services

Table 9 summarizes the additional services offered by schools or community institutions that may be of assistance to students and keep them in school. Specifically, in addition to the vocational and literacy programs discussed above, Cambodia has a number of remedial programs for children at risk of dropping out and a re-entrance plan to expand community facilities like libraries and the skills of non-formal education staff so that students at risk of dropping out or those who already have can be comfortable in school.

A variety of programs are available in Cambodia to serve student needs:

- Nutrition programs offered by 15 NGOs supplying breakfast for children in grades 1 to 6 or take-home rations for children in grades 4 to 6;
- Health care and school safety partnerships among ministries and NGOs, including such services as health check-ups, vaccinations, interventions when communicable diseases strike, health clubs, counseling, health and safety education;
- Life skills programs delivered in class and by NGOs on such topics as bicycle repair, agricultural skills, sewing, cooking, mushroom growing, and computer literacy; and
- Youth clubs, through which participants may get leadership training, do volunteer work, or attend literacy classes.

In addition, MoEYS encourages the formation and activity of Parent-Teacher Associations (PTAs) to support the school, doing such tasks as raising awareness in the community about the importance of education, supporting school construction, funding poor teachers, and following up on children’s studying.

Table 9: Cambodia’s Policies and Programs on School Support Services

Policy Topic	Cambodia
33. Remedial tutoring/ bridge programs	<ul style="list-style-type: none"> • Through at least 5 NGOs, offers remedial programs for children at risk of dropping out • Has a plan for re-entrance programs that will strengthen and expand community learning centers, libraries and reading centers and to upgrade the capacity of non-formal education staff
34. Provision of meals	Through 15 NGOs, delivers a morning meal for grades 1-6 in targeted schools and take-home rations for grades 4-6
35. Health care for students	<ul style="list-style-type: none"> • Mandates the “right” to health checks • Requires cooperation with public health services for vaccination coverage, timely interventions in regard to communicable disease control and emergency help; encourages health clubs, provides counseling, improves food nutrition, and improves oral health • Brings together several ministry departments for de-worming, iron supplements for girls over 15, oral health, road safety, and food safety • Through numerous NGOs, ensures safe and hygienic conditions in schools and health care for students
36. Life skills workshops/ classes	Calls for local partnerships to provide life skills programs; many NGOs do so
37. Extracurricular activities	Through NGOs, establishes youth clubs
38. Community participation	Encourages the formation of PTAs and the participation of families in the running of their local schools
39. Livelihood skills for parents	Through NGOs, supports livelihood projects to help parents earn extra income

5. Cultural Practices

Though not a part of ministry rules for education, some cultural practices may affect a child’s access to school and ability to stay in school. Such practices include the traditional age of marriage, traditional rites of passage that may interfere with a school schedule, and expectations if a girl falls pregnant. As shown in Table 10, Cambodia has a traditional women’s “law” called the Chbab Srey, which is taught in households across the country and lays down gender roles and rules for women. Although the country’s law says the legal age of marriage for men is 20 and women 18, Chbab Srey approves of girls marrying when they reach puberty, generally in grades 8 or 9. While the school has no policy to prevent a girl who has a baby from returning to school, Chbab Srey says she should be at home with the baby. Finally, though education is offered to all through grade 12, many parents do remove their children from school and put them to work long before the end of secondary school.

Table 10: Cambodia’s Cultural Practices

Policy Topic	Cambodia
40. Age of marriage	Sets the age at 20 for men and 18 for women; the age can be reduced in cases of pregnancy with consent of parents/guardians
41. Pregnancy	Has no policy that prevents a girl from reentering school after giving birth, but in practice this does not occur
42. Rites of passage	Commonly has poor families taking children out of school to earn money (usually girls)

B. Options for SDPP Interventions

Cambodia has a comprehensive set of education policies and is rich with NGOs actively involved in education, as exemplified by the count of 53 NGOs offering scholarship programs of one sort or another. Whereas in some countries, the suggestion of working with the education ministry to create policies is a valuable approach, in the case of Cambodia there are policies in place, and it is more relevant to help the MoEYS determine whether the policies are fully implemented and actively working to keep children in school and learning well. SDPP might profitably intervene in the following ways:

- (1) Analyze the effect of the requirement for semester tests on grade repetition and student dropout rate, and work with teachers or the examinations board to improve the use of assessment as a tool to increase student learning.**

End-of-semester tests are most likely required to ensure that students are learning the material in the curriculum and, perhaps, to see that teachers are offering the quality of education that they should. However, such tests can be discouraging to students, especially if they are rigorous enough that a lot of children fail. One of the strongest predictors of student dropout cited in the earlier SDPP literature review is having been retained in grade or being overage for grade. If these semester exams are prepared by teachers, SDPP staff might explore the contents of the tests at a variety of primary schools and the consequences for children, and then engage in training and mentoring about child assessment to help teachers use a continuous assessment process to measure not just student acquisition of facts but also comprehension of ideas and ability to use the knowledge. If these exams are standardized and implemented nationwide, then SDPP might work with the examinations council or board to broaden the kinds of questions and responses that are asked for, extending the set from the one-right-answer format.

- (2) Assess the consequences of an allowable class size of 59 children, explore options for teacher assistants, and provide special training for teachers in dealing with large class sizes to increase the level of child learning and reduce the dropout rate.**

Cambodia’s class size limits are higher than most other developing countries and may well mean that quiet children become lost – and eventually drop out – and few children receive the special attention they need to ensure their understanding of the material. SDPP might examine the current class sizes in primary schools (some might be small because of a small local population), talk with the MoEYS about possible interventions, and implement one. It may be that it is

possible for the MoEYS to hire teacher assistants who can work under a fully qualified teacher to help small groups or individual children, but at the least, SDPP could offer a training program to teachers on working with large classes to introduce guidelines for group work, use of older children to tutor younger, etc.

(3) Improve bilingual primary education by (a) assisting with translations of textbooks into ethnic languages, (b) using teachers and parents to produce short story books for children with ethnic characters, settings, and issues; and/or (c) working with teachers on strategies and tactics for use of multiple languages in the classroom.

Cambodia's education policies show considerable concern that children in ethnic minorities have access to education through a bilingual program that honors their mother tongue and introduces Khmer. However, the program is stalled because bilingual textbooks and curricula have not been developed and teachers are not yet skilled in bilingual education techniques. SDPP could potentially assist in the process of production of some bilingual texts, introduce them to teachers in training sessions concerned with the pedagogy of bilingual education, and support teachers in their first year of using the texts. Alternatively, SDPP could engage in a Children's Book Project, following the pattern for such projects set in Tanzania, where an NGO brings together members of the education community, largely primary school teachers, in workshops in which trainees are provided support and encouragement to write and illustrate a children's story. Such stories may be pieces about the history of their ethnic group, fiction that involves children and families like them, biographies of important tribal members, informative texts about local plants or animals, or personal stories. SDPP could "publish" the best of these stories in the sense of producing multiple copies, distributing them to the relevant primary schools, and working with teachers to incorporate the books into the curriculum.

III. INDIA

A. Policies and Programs

1. Legal Context of Education

Table 11 shows the policy context in India with regard to compulsory and free education. The first five rows speak to the issue of the “compulsory” nature of education by describing whether Indian law makes education a child’s right, requires schooling, prohibits child labor (which is likely to keep children out of school), holds schools accountable for meeting state-imposed standards, and ensures that children attend. India has accepted the U.N. Convention on the Rights of the Child, including the right to education, and has made elementary education (grades 1 through 8) compulsory. In 2010, it updated the *Sarva Shiksha Abhiyan (SSA) Framework of Implementation* which specifies how the nation’s laws shall be implemented and authorizes the SSA to oversee the implementation. India prohibits child labor for those under 14, with the exception of children working in family businesses. Education authorities must inquire into parental complaints about schooling and are legally required to ensure the admission, attendance and completion of children within their jurisdiction, but they do not engage the equivalent of “truant officers” to check that children enroll and remain in school through the required years.

Table 11: India’s Policies on Compulsory and Free Education

Policy Topic	India
1. Children’s rights	Accepts the Convention on the Rights of the Child
2. Compulsory education	Requires elementary education (grades 1-8)
3. Child labor laws	Prohibits employment of children under 14 (except in family businesses)
4. School accountability	Inquires into parental complaints
5. Tracking/follow-up of absent students	Says authorities must ensure admission, attendance and completion of grades 1-8
6. School tuition and/or fees	Prohibits fees for elementary schools and allows fees in secondary schools for extracurricular programs, examinations, and cultural events
7. Tuition subsidies/scholarships	Offers cash incentives for secondary school girls, poor children and minorities. Provision of scholarships funded under the state plan of SSA (limited to certain classes and is state subject)
8. Uniform requirements	Provides two uniforms to girls, poor children and minorities in elementary school. Provision of uniforms funded under the state plan of SSA
9. Provision of school supplies, textbooks, etc.	May defray expenses for books and supplies for girls, the poor and minorities

Rows 6 to 9 in Table 11 show information regarding the costs of schooling, including the right to or prohibition from charging fees, the offering of scholarships to offset the costs for needy families, the requirement of uniforms and the provision of books and supplies. India prohibits fees for elementary school, but allows secondary school fees for extracurricular programs, examinations, and cultural events. To offset such costs, it authorizes the SSA to provide

scholarships to girls, children belonging to scheduled castes (SC), scheduled tribes (ST), other backward castes (OBC), and educationally backward minorities, and other meritorious or needy students; this is funded under the state component. India allows its states to decide if uniforms are required, and where they are, authorizes SSA to provide two sets of uniforms to all girls, children from SC, ST, and those below the poverty line. SSA may also defray expenses such as textbooks for girls and socially disadvantaged students.

Tables 12 through 14 continue the review of the legal context of education in India by displaying a list of factors that are known to impede children’s *access* to and *retention* in school. Such factors include the country’s policies and practices regarding the following:

- *Examinations*, which may be required for children to enter a grade or new school cycle or graduate from grade to grade or cycle to cycle;
- *Promotion*, where schools may have a quota of children required to pass or a policy of automatically promoting children;
- *Gender*, which may encourage girls to enter and continue their education or form barriers for them;
- Services to *at-risk children* and those with disabilities, who may be excluded because of caste, tribe, language or physical/mental problem;
- *School calendar*, which may or may not adapt to the agricultural or fishing schedule of families;
- *Class size*, which may be so large that some children are “lost” in the crowd;
- *Age limits* for school cycles, so children may “age out” of a school, even though they have not completed the required work;
- *School distance from habitation*, which may be so long that parents do not feel it is safe or appropriate for children to make the trip;
- Provision of *transportation*, so that those relatively far from the school can easily make the trip; and
- *Transfer* requirements, which can facilitate a child whose family moves from place to place.

Table 12: India’s Policies on Examinations and Promotion

Policy Topic	India
10. School entrance exams	None
11. Promotion quota	None
12. Automatic promotion	Elementary school children are automatically promoted
13. Age limits for school cycles	None; overage children are to be admitted to a class appropriate for their age and provided supports to catch up
14. School leaving exams	None in elementary school; Board exams at the end of class 10

With regard to examinations and promotion requirements, as shown in Table 12, India strongly encourages children to stay in school. It prohibits entrance examinations, requires that all elementary school children be automatically promoted, and has no age limits for school cycles. If

a school-age child enters school late, that child must be admitted to the appropriate class for his/her grade and be provided with assistance to catch up academically. India prohibits school leaving examinations at the end of elementary school, but does have Board exams at the end of class 10.

Table 13 summarizes information on policies for equal access to and retention in school, regardless of gender, at-risk status (e.g., orphans, minorities), family income, or presence of disabilities. India is working toward equal access for all groups, with a stated policy of having 50 percent female teachers in elementary schools, and a number of programs provide (a) special assistance to areas of the country where female literacy is low, (b) non-formal education centers and bridge programs to encourage girls and other at-risk children to come to school, (c) upper primary residential schools where girls from disadvantaged groups might have difficulty attending an existing school regularly, and (d) cash, uniforms, and school books and materials to those in need.

Table 13: India’s Policies and Programs to Support Girls and At-Risk Students

Policy Topic	India
15. Gender-related policies	Requires 50% women teachers in elementary school; offers special assistance where female literacy is low; has non-formal education centers, programs to enroll and retain girls, and bridge programs; sets up residential schools at upper primary for girls; provides cash, uniforms, and supplies to at-risk secondary girls
16. Support for at-risk students	Requires inclusive education for at-risk children and those with disabilities; offers special assistance to at-risk students through non-formal education centers, bridge programs, and scholarships that may also include uniforms, books and supplies

Three particular examples of extensive programs for girls, administered by the SSA, include the National Program for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV) and the Mahila Samakhya (i.e., Women’s Groups) programs. NPEGEL aims to develop and promote facilities to provide access and facilitate retention of girls and ensure greater participation of women and girls in education, improve the quality of education, and empower girls. KGBV is a scheme for setting up residential schools at the upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and the gender gap in literacy is above the national average. The Mahila Samakhya (i.e., Women’s Groups) program has five objectives:

1. To provide women and adolescent girls with the necessary support structure and an informal learning environment to create opportunities for education;
2. To create an environment where women can seek knowledge and information and be empowered to play a positive role in their own development and the development of society;
3. To set in motion circumstances for greater participation of women and girls in formal and non-formal education programs;
4. To create an environment in which education can serve the objectives of women’s equality; and

5. To enable women's groups to actively assist and monitor education activities in the villages.

Table 14 summarizes India's positions on other issues that have been associated in the literature with access and retention. The first is that of school calendar. Since many children are needed by their families to participate in agriculture or fishing, which have seasonal variations in the need for extra help, many may be absent for weeks during a school term. One result of their absence may be falling behind in their course work, leading to a need to repeat the grade. In response to this issue, India has instituted a policy allowing local authorities to adjust the school schedule to allow the largest possible number of children to attend every day the school is open.

Table 14: India's Policies and Programs on Other Access/Retention Issues

Policy Topic	India
17. School calendar	Has policy for local authorities to adjust school timings to the convenience of children
18. Class size	Requires a pupil:teacher ratio of about 40:1 (differs by grade)
19. Access/ distance to school	Requires elementary schools within 1K of every habitation, secondary within 5K and higher secondary within 7-10K
20. Transportation	Provides transport for elementary school children with disabilities and those in remote rural locations or distant urban locations, and for rural secondary girls and socially disadvantaged children; covered and funded under the state specific plan.
21. School transfer	Permits transfer for completion of elementary education or when a family moves

India is very responsive to all of the remaining issues on Table 14 which may inhibit a child's ability to attend school. Since children in large classrooms can be ignored and fall behind, without the teacher even being aware there is a problem, India limits class size to approximately 40; where the number of children in a grade is large, its requirements include a head teacher. Every school must have at least two teachers. In classes 6 to 8, at least one teacher is required per class for science and mathematics, social studies, and languages; where enrollment exceeds 100, a full-time head teacher and part-time instructors must be employed for art education, health and physical education, and work education. In secondary schools, the pupil:teacher ratio should be 40:1.

Traveling a far distance to school can be discouraging to children, and parents may view distances as unsafe for their children (especially girls) to cover each day. India has responded by setting strict limits on the distance a school can be from children's habitation, requiring an elementary school to be within 1 kilometer of each habitation, a secondary school within 5 kilometers and higher secondary within 7-10 kilometers from every habitation. Some states have transportation policies to assist children with disabilities and those in areas far from schools to cover the distance to school each day. In addition, several states require that girls and socially disadvantaged children admitted to class 9 in a rural areas be given a bicycle (or a wheelchair, if required) for transportation or provided with a pass for public transportation.

The final issue in this section is that of transfer policies. In some countries, it is only possible to transfer at the beginning of the school year or a term, so that children whose family changes location may have to wait up to a year to re-enter school after the move. India generously gives children the right to seek transfer to any school for completion of his/her studies.

2. School Facilities

Table 15 discusses two major policies with regard to facilities. As the table reads, India is committed to accessible and child-friendly facilities for all children in need. All levels of schools must meet stringent infrastructure standards with separate toilets for boys and girls, barrier-free access for children with disabilities, safe and adequate drinking water, a kitchen for the preparation of a mid-day meal, a playground and boundary walls. In areas where it is difficult for children to get to school – and to ensure girls, disadvantaged students, and those with disabilities can attend – it authorizes the building of dormitories for upper primary and secondary students.

Table 15: India’s Policies and Programs Concerning Facilities

Policy Topic	India
22. Accessible and female-friendly facilities	Requires all schools to meet minimum infrastructure standards, including separate toilets for boys and girls, barrier-free access, safe and adequate drinking water, a kitchen for preparation of mid-day meals, playground and boundary wall
23. Dorms/hostel for students	<ul style="list-style-type: none"> • Authorizes residential facilities in (a) sparsely populated or hilly and forested areas with difficult terrain, (b) densely populated urban areas where it is difficult to get land for schools, or (c) urban areas where there are a number of deprived children who require lodging • Provides such facilities for upper primary and secondary school girls and students belonging to scheduled castes, scheduled tribes, other backward castes and minority communities

3. Teacher Recruitment, Training, and Behavior in the Classroom

Getting children into school is essential to education, and keeping them in their classroom depends upon governmental policies like those discussed above, the practices of teachers, and the contents of the curriculum. India is working hard to recruit a sufficient number of teachers to ensure their regulations on class size are met (see Table 16). In addition to qualified teachers, the country currently allows the recruitment of community members as “parateachers” who do not fully meet the required teacher qualifications but can assist in meeting the demand for basic education. The government, through SSA, has authorized in-service training, especially for those not fully qualified, and has set a requirement of five days per year of training for education staff at the secondary level to keep them fully up-to-date in their fields and in pedagogy. There is no document available that discusses the degree to which these training requirements are being followed.

Table 16: India’s Policies and Programs for Teacher Recruitment and Training

Policy Topic	India
24. Teacher recruitment	<ul style="list-style-type: none"> • Supports States to recruit an adequate number of qualified teachers • Limits teacher vacancies to 10% in each school • Allows the recruitment of parateachers for formal and alternative schools to meet the demand for basic education
25. Teacher professional development	<ul style="list-style-type: none"> • Authorizes in-service training to improve teacher performance in the classroom • Provides up to 10-days in-service training each year for elementary school teachers • Requires five days of in-service training a year for secondary and higher secondary teachers, principals and vice principals • Provides for 30 day induction training for newly recruited, trained teachers in order to orient them to their roles and responsibilities, the expectations of the SSA program and specific state/district priorities in quality education

India has a significant number of policies to ensure that elementary school classrooms are child-friendly (see Table 17). Its teacher code of conduct prohibits the use of physical punishment or mental harassment and bans teachers from earning extra money through private tuition, a practice which can mean students are required to pay fees to the teacher. Its child-friendly schools policy has set standards for teaching, which include learning through activities, discovery and exploration; use of the child’s mother tongue; and use of assessments that measure a child’s understanding and ability to use information rather than memorization. At this time, there is no completed evaluation to measure the degree to which these policies are implemented or the success of these policies and programs in changing teacher behaviors.

Table 17: India’s Policies and Programs on Teacher Behavior in the Classroom

Policy Topic	India
26. Teacher code of conduct	Prohibits elementary school teachers from using physical punishment and mental harassment and engaging in private tuition
27. Bullying/ harassment prevention	Forbids mental harassment by elementary school teachers
28. Corporal punishment	Bans physical punishment by elementary school teachers
29. Child-friendly schools	<ul style="list-style-type: none"> • Sets standards for elementary school teaching, including learning through activities, discovery and exploration, use of the child’s mother tongue, free of fear and trauma • Through UNICEF and Azim Premji Foundation, supports the Child-Friendly School Initiative to ensure a child-friendly environment and involve families and communities • Through Azim Premji and other NGOs, the Learning Guarantee Program moves teachers from rote learning tests to assessments of understanding and application of knowledge, builds accountability for child learning outcomes, provides feedback to schools and rewards outstanding school performance
30. Language of instruction	As far as practicable, primary school teachers should instruct in the child’s mother tongue

With regard to the curriculum in schools, there are no special requirements for the curriculum in regular schools that might affect dropout rates (see Table 18). There is, however, a distance learning option for students to access vocational courses through the National Institute for Open Schooling.

Table 18: India’s Policies and Programs on Curriculum

Policy Topic	India
31. Primary and secondary school curriculum	No special policies for dropouts
32. Vocational education professional development	Offers vocational courses at pre-secondary, secondary, senior secondary and post-senior secondary levels through distance learning by the National Institute for Open Schooling

4. School Support Services

Table 19 summarizes the additional services offered by schools or community institutions that may be of assistance to students and keep them in school. Specifically, in addition to the vocational program discussed above, India has a number of remedial or bridge programs for children at risk of dropping out:

- The Education Guarantee Scheme, under the SSA, ensures the availability of centers or schools to young children in remote areas where there are fewer children than justifies a regular elementary school;
- The Alternative and Innovative Education Program (AIE), also under the SSA, offers interventions for very deprived children (e.g., street children, migrating children, and working children) to bring them back to school; these may be residential, if needed;
- Special programs for students transitioning from elementary to secondary school; and
- Programs for out-of-school children from 15 to 18 years of age to bring them back into the formal education system.

The evaluation of the AIE program suggests that, because of its services, dropouts have returned to school, but no specific percentages of children are reported. The other programs do not have evaluations of the degree of their coverage or their impact.

Table 19: India’s Policies and Programs on School Support Services

Policy Topic	India
33. Remedial tutoring/bridge programs	<ul style="list-style-type: none"> • Offers the Education Guarantee Scheme, under SSA, to establish centers or schools in remote areas • Implements an Alternative and Innovative Education Program under SSA to serve the needs of out-of-school children and bring them back to school
34. Provision of meals	Funds the National Program of Nutritional Support to Primary Education to deliver a free mid-day meal to school children
35. Health care for students	Provides children with services such as de-worming and micro-nutrient supplements, health cards and referral services under the National Rural Health Mission funded under the state specific plan
36. Life skills workshops/classes	Offers secondary and higher secondary students the YUVA (“Youth”) School Life Skills Program to build critical thinking, social and negotiating skills, and promote health in Delhi government schools
37. Extracurricular activities	None
38. Community participation	<ul style="list-style-type: none"> • Mandates that all schools have School Management Committees (SMC) with 50% women and proportionate representation to disadvantaged groups and low-income families • Has sponsored the Lok Jumbish program in Rajasthan to train Village Education Committees to become actively involved in school matters • Implemented the Shiksha Karmi project, which has organized community mobilization activities and helped Village Education Committees to promote community involvement • Offers the Janshala Program to sustain community participation in school management, improve teachers’ use of child-centered learning, and enhance the attendance of children, mainly girls, in school
39. Early childhood care	Offers an early childhood program for children ages 3 to 6 in uncovered areas, develops materials, and promotes transitions to schools

Other support services for students include mid-day meals for elementary age children, health services for all students such as de-worming and micro-nutrient supplements, the provision of health cards and referral services, and life skills workshops for secondary and higher secondary students. In addition, schools are expected to organize SMCs with representation from parents in all cultural and income groups to aid in education management and assure that education services are of sufficient quality. Special programs, like Lok Jumbish, Shiksha Karmi, and the Janshala Program aid in the building of Village Education Committees to mobilize the community around education issues and promote involvement in their schools.

Alone among these services, the mid-day meal scheme has been reviewed in that each State must report on it. In general, these reports demonstrate that the scheme is functioning well in the provision of meals but do not incorporate statistics relevant to dropout. One report from Rajasthan states that class wise retention (classes 1 to 5) increased by 13% to 15% with the meal scheme in place, but an extensive study of the program across India suggests that increases in

enrollment, attendance, and retention are not due to the meal scheme but to SSA and the resulting increase in awareness of communities of the importance of education.

5. Cultural Practices

Though not a part of ministry rules for education, some cultural practices may affect a child’s access to school and ability to stay in school (see Table 20). Such practices include the traditional age of marriage, traditional rites of passage that may interfere with a school schedule, and expectations if a girl falls pregnant. India has set the legal age for marriage at 18 for females and 21 for males, but certain castes and ethnic groups, especially in rural areas, tend to marry their children at younger ages. Similarly, there is no law regarding pregnant girls attending school or returning once the child is born, but girls generally do not return to school.

Table 20: India’s Cultural Practices

Policy Topic	India
40. Age of marriage	Makes 18 the legal age of marriage for females and 21 for males, but certain castes and ethnic groups, especially in rural areas, tend to marry their children early
41. Pregnancy	Has no law regarding pregnant girls or mothers returning to school; generally girls prefer not to return
42. Rites of passage	None

B. Options for SDPP Interventions

India has extensive and elaborate education policies designed to offer the highest quality of education to all children, including special programs for at-risk children and those with disabilities. Through SSA, the state government works to ensure that all policies and programs are in place and functioning. It shows particular concern in its outreach and bridge programs to bring out-of-school children back to school, and in its requirements for child-friendly classrooms that are gender-sensitive and inclusive. Any education issues that SDPP might address are not due to a lack of policies but more likely to a failure to fully implement an existing policy or the chance that an implemented policy has not led to the favorable education situation it was intended to ensure.

In reviewing the policy and program context in India, it becomes clear that the government is actively working to establish good policy, and the SSA is pushing to accomplish all government aims. However, there is a lack of evaluation of these efforts, which leaves questions about the reality on the ground. Where there have been assessments (e.g., of the mid-day meal scheme and Kasturba Gandhi Balika Vidyalaya to establish residential schools for girls in disadvantaged groups), the country-wide results suggest that the programs are operating as they are supposed to, but not necessarily having the effect of lowering the dropout rate.

In designing an SDPP intervention for evaluation, it does not make sense for staff to “inspect” schools to see if specific requirements are met (e.g., that children have textbooks, schools have

separate toilets for boys and girls, classes meet the class size requirements, and children living far from the school have been given bicycles). But it may be possible for SDPP to assist the ministry in evaluating key SSA programs to assess their implementation and relationship to student dropout. The following policies may benefit from such an evaluation:

- *Automatic promotion:* Has the policy of promoting all children in elementary school led to children staying in school? Has it also reduced teachers' commitment to child learning and the quality of their instruction?
- *Assignment of new children to a class by age:* Has the policy of placing children in a class according to their age rather than their skill level – and providing them with additional help to catch up – led to these children staying in school? As much as anything, this is an evaluation of the bridge courses designed to bring the children into school and the supplemental courses they are offered once in a regular classroom.
- *Inclusion:* Are children with disabilities, those of low caste and high risk staying in school?
- *Gender-sensitivity:* Does the behavior of teachers in classrooms show the appropriate gender-sensitivity? Where gender sensitivity is high, are girls staying in school more than in places where it is low?
- *In-service training:* Are the authorized in-service courses occurring and are teachers attending? Is this training increasing student interest in their classes and in staying in school?
- *Use of the mother tongue:* How is the mother tongue used in lower primary classrooms? Is it phased out appropriately as children age? Is it affecting the rate of student dropout?

To begin any of these assessments, it is critical to have the approval and encouragement of ministry officials. They may have priorities for topic areas and requirements for cooperation with their staff, and they may not support efforts made by non-government bodies to evaluate their programs. In that case, entering into dialogue with them (and with SSA staff) is the best way to define a solid SDPP intervention.

IV. TAJIKISTAN

A. Policies and Programs

1. Legal Context of Education

Table 21 shows elements of the policy context in Tajikistan with regard to the offering of compulsory and free education. The first six rows speak to the issue of the “compulsory” nature of education by describing whether the country sets education as a child’s right, has enacted laws to require schooling, prohibits child labor (which is likely to keep children out of school), holds schools accountable for meeting state-imposed standards, delineates parental responsibilities for a child’s education, and ensures that children attend. Tajikistan accepts a child’s right to education through acceptance of the U.N. Convention on the Rights of the Child, and it has made elementary education compulsory from grades 1 to 9. It limits labor for children under 15, although SDPP staff commented that children from poor families often begin working in the bazaar at age nine or ten. Tajikistan makes parents responsible for their children’s attendance in school, and if a child has an unexcused absence, the teacher will discuss this with the parents at a PTA meeting. Though this may encourage retention in school, there is no equivalent of “truant officers” to follow up on such absences.

Table 21: Tajikistan’s Policies on Compulsory and Free Education

Policy Topic	Tajikistan
1. Children’s rights	Accepts the Convention on the Rights of the Child
2. Compulsory education	Requires elementary education (grades 1-9)
3. Child labor laws	Prohibits work for children under 14; only “easy” work allowed until 15
4. School accountability	Asks schools to meet all education requirements
5. Parental responsibility	Assigns parental responsibility for children’s education
6. Tracking/ follow-up of absent students	Gives parents responsibility for child attendance
7. School tuition and/or fees	Allows schools to charge a fee
8. Tuition subsidies/ scholarships	Provides scholarships to some secondary students with excellent achievements and behavior
9. Uniform requirements	Requires uniforms for secondary school
10. Provision of school supplies, textbooks, etc.	Asks parents to provide all school supplies. However, the Ministry of Labor and Social Welfare also provides some incentive/compensation to the children from poor families to cover the budget for textbooks, supplies etc.

Rows 7 to 10 in Table 21 show information regarding the costs of schooling, including the right to or prohibition from charging fees, the offering of scholarships to offset the costs for needy families, the requirement of uniforms and the provision of books and supplies. Tajikistan allows schools to charge fees, which generally cover teaching and learning resources, and it does provide scholarships to some secondary students to offset education costs. All the students must

wear uniforms, and parents must pay for school supplies for children at all levels of schooling, making clear that there are these additional costs to keep a child in school.

Tables 22 through 24 continue the review of the legal context for Tajikistan by displaying a list of factors that are known to impede children’s *access* to and *retention* in school. Such factors include the country’s policies and practices regarding the following:

- *Examinations*, which may be required for children to enter a grade or new school cycle or graduate from grade to grade or cycle to cycle;
- *Promotion*, where schools may have a quota of children required to pass or a policy of automatically promoting children;
- *Age limits* for school cycles, so children may “age out” of a school, even though they have not completed the required work;
- *Gender*, which may encourage girls to enter and continue their education or form barriers for them;
- Services to *at-risk children* and those with disabilities, who may be excluded because of caste, tribe, language or physical/mental problems;
- *School calendar*, which may or may not adapt to the agricultural schedule of families;
- *Class size*, which may be so large that some children are “lost” in the crowd;
- School *distance from habitation*, which may be so long that parents do not feel it is safe or appropriate for children to make the trip;
- Provision of *transportation*, so that those relatively far from the school can easily make the trip; and
- *Transfer* requirements, which can facilitate or inhibit a child whose family moves from place to place.

Table 22: Tajikistan’s Policies on Examinations and Promotion

Policy Topic	Tajikistan
11. School entrance exams	None
12. Promotion quota	None
13. Automatic promotion	None
14. Age limits for school cycles	None
15. Exams	Requires exams at the end of grades 4-8 and 10 (for cycle transition) and 9 and 11 for graduation

With regard to examinations and promotion requirements, as shown in Table 22, Tajikistan has few restrictions. It has no entrance exams and no age limits for school cycles; children are supposed to be promoted when they have learned the appropriate material, which includes passing examinations at the end of grades 4-8 and 10 (for cycle transition) and graduation exams at the end of grades 9 and 11. However, it is difficult to understand the actual situation on promotion and dropouts as the accuracy of the information provided by districts to the Ministry is questionable.

Table 23 summarizes information on policies for equal access to and retention in school, regardless of gender, at-risk status (e.g., orphans, minorities), family income, or presence of disabilities. Tajikistan has a national strategy with objectives for equal access for girls, children with special needs, orphans, children from poor families and children with limited opportunities, which includes the development of comprehensive programs to ensure girls' equal access, using radio and TV to promote gender equity, and checking the contents of the curriculum and examination system to ensure equal access. However, there seem to be few programs to support the policies.

Table 23: Tajikistan's Policies and Programs to Support Girls and At-Risk Students

Policy Topic	Tajikistan
16. Gender-related policies	Promises gender equity through access to all educational programs, all subjects in the curriculum, and teacher gender-sensitivity
17. Support for at-risk students	Requires education of poor, orphans, children with disabilities, and those with limited opportunities

Table 24 summarizes the country's positions on other issues that have been associated in the literature with access and retention. The first is that of school calendar. Since many children may be needed by their families to participate in agriculture, which has seasonal variations in the need for extra help, they may be absent for weeks during a school term. One result of their absence may be falling behind in course work, leading to a need to repeat the grade. The second is class size, as children in large classrooms can be ignored and fall behind, without the teacher even being aware there is a problem. Traveling a far distance to school can be discouraging to children, and parents may view distances as unsafe for their children (especially girls) to cover each day. Finally, in some countries it is only possible to transfer at the beginning of the school year or a term, so that children whose family changes location may have to wait up to a year to re-enter school after the move.

Table 24: Tajikistan's Policies and Programs on Other Access/Retention Issues

Policy Topic	Tajikistan
18. School calendar	Prohibits disruption of school for "agricultural events"
19. Class size	Requires 25-30; division of classes over 44
20. Access/ distance to school	No limits
21. Transportation	None
22. School transfer	There is no restriction for the child to join another school at any time of the academic year. Only the students of grade 11 cannot leave their school after winter vacations.

In two of these areas, Tajikistan has policies that encourage students staying in school: a relatively small class size requirement of 25-30; which should keep all children well under the teacher's eye; and a liberal transfer policy in granting students their choice of a secondary school. Its strict school calendar, which prohibits disruption of school for work in the fields, could work to encourage parents and children to stay in school, but since it is not backed by

strong enforcement rules, the requirement may be ignored. And the lack of limitation on the distance a child must travel to school and lack of provision of transportation for students may discourage attendance.

2. School Facilities

Table 25 discusses two major policies with regard to facilities. In Tajikistan, all schools are required to have separate toilet facilities for boys and girls, and hostels are provided for students at boarding schools, who are largely orphans. Thus, the country provides at least the minimum facilities to encourage attendance.

Table 25: Tajikistan’s Policies and Programs Concerning Facilities

Policy Topic	Tajikistan
23. Accessible and female-friendly facilities	Requires all schools to have separate toilets for boys and girls
24. Dorms/hostel for students	Provides hostels for students at boarding schools, mainly orphans

3. Teacher Recruitment, Training, and Behavior in the Classroom

Getting children into school is essential to education, and keeping them in their classroom depends upon governmental policies like those discussed above, the practices of teachers, and the contents of the curriculum. Table 26 summarizes Tajikistan’s policies and programs for teacher recruitment and training. As a part of their national strategy, they are planning recruitment of young specialists into the teaching profession. To upgrade teachers’ skills, they offer mentoring to new teachers and are providing pre-service and in-service training on inclusive education. These strategies, should they be successful, can improve the profession and offer students a more enticing and comfortable environment.

Table 26: Tajikistan’s Policies and Programs for Teacher Recruitment and Training

Policy Topic	Tajikistan
25. Teacher recruitment	Has a national strategy to attract young specialists into education through an incentive system
26. Teacher professional development	<ul style="list-style-type: none"> • Requires teachers to meet standards for knowledge, skills and performance • Provides new teachers with supervisors or mentors to support them • Has a national strategy to incorporate inclusive education into pre-service and in-service training

Tajikistan has a significant number of policies to ensure that classrooms are child-friendly (see Table 27). Its teacher code of conduct requires teachers to “respect” children’s rights and maintain “good behavior and a good attitude toward children;” it prohibits the use of corporal

punishment, and it calls for schools to be safe, healthy and sanitary environments. It also has a generous policy on language of instruction which permits communities to decide whether their school will use the national language or a local language for instruction. The country is still working on preparing textbooks in the local languages of large geographic areas, so this strategy may take some time to come to fruition.

Table 27: Tajikistan’s Policies and Programs on Teacher Behavior in the Classroom

Policy Topic	Tajikistan
27. Teacher code of conduct	Requires teachers to respect children’s rights and maintain “good behavior and a good attitude toward children”
28. Bullying/ harassment prevention	Calls for teachers to “respect” students
29. Corporal punishment	Prohibits the use of corporal punishment
30. Child-friendly schools	As part of its national strategy, establishes schools that are safe for the health of children and provide good learning environments (light, heat, drinking water, sanitary-hygienic services)
31. Language of instruction	<ul style="list-style-type: none"> • Allows parents and students to choose the language of instruction, either the national language or a local language spoken in a large area • Is making a plan to publish textbooks and teaching manuals addressing all languages of instruction, mainly Tajik, Russian, and Uzbek.

As shown on Table 28, Tajikistan’s National Strategy also includes the development of secondary school curricula to be more responsive to the diversity of characteristics of its people. It does offer vocational education to those who have completed grade 9. With no evaluations of the degree of implementation of the national strategy or the success of vocational courses, it is difficult to see if these offerings are in place, let alone encouraging students to stay in school.

Table 28: Tajikistan’s Policies and Programs on Curriculum

Policy Topic	Tajikistan
32. Primary and secondary school curriculum	Has a national strategy to develop secondary education curricula to be more responsive to national, social, cultural and demographic characteristics
33. Vocational education	Authorizes vocational education at secondary schools, vocational schools, educational factories, centers, or other educational institutions for those who have completed grade 9

4. School Support Services

Table 29 summarizes the additional services offered by schools or community institutions that may be of assistance to students and keep them in school. Tajikistan offers only a few:

- When a child has a health problem, his/her teachers or classmates may work with him/her at home;
- Secondary schools have cafeterias and offer lunch for all the students (primary, basic and secondary) but it is not free. However in a few schools the World Food Program (WFP) provides food for the primary grade students.
- Medical services are provided at each school, and such services may increase in the future;
- Secondary schools are supposed to offer life-skills classes with practical experience in home economics, housekeeping, tailoring, and handicrafts and they do, if they have the facilities;
- Some schools offer extracurricular activities like language clubs; and
- All schools must have a PTA to help with school/home issues.

Table 29: Tajikistan’s Policies and Programs on School Support Services

Policy Topic	Tajikistan
34. Remedial tutoring/ bridge programs	Has many schools that offer assistance at home to students with health problems
35. Provision of meals	Offers meals to students
36. Health care for students	<ul style="list-style-type: none"> • Provides medical services through in-school medical staff • Has a strategy to include programs on safe technologies for health in schools, regular energy supply and heating, mobilizing extra-budgetary resources for a more favorable learning environment, and HIV/AIDS prevention
37. Life skills workshops/ classes	Asks secondary schools to provide life skills classes
38. Extracurricular activities	Few schools offer extracurricular activities
39. Community participation	Requires all schools to have a PTA to support teachers and help resolve school/home issues

5. Cultural Practices

Though not a part of ministry rules for education, some cultural practices may affect a child’s access to school and ability to stay in school. Such practices include the traditional age of marriage, traditional rites of passage that may interfere with a school schedule, and expectations if a girl falls pregnant (see Table 30). Tajikistan has set the legal age for marriage at 18 for both females and males, but early marriages do occur in some rural and remote areas. SDPP staff commented that based on the amendment to the family code made by the President on 21 June 2010, if a girl is pregnant she is allowed to get married at age 17. Similarly, there is no law regarding pregnant girls attending school or returning once the child is born, but girls generally do not return to school.

Table 30: Tajikistan’s Cultural Practices

Policy Topic	Tajikistan
40. Age of marriage	Sets the legal age for marriage at 18 for both boys and girls
41. Pregnancy	Has no restrictions on pregnant girls attending school or returning after giving birth, but girls generally stay at home
42. Rites of passage	None

B. Options for SDPP Interventions

Alone among these four countries, Tajikistan has only a small problem of dropouts in the early grades; rather, their dropout rate increases in secondary school, particularly among girls. So, in proposing options for the country for SDPP interventions, the focus is on possibilities for secondary schools.

The following six options seem plausible:

(1) Work with the MOE to change policies that may be leading to children dropping out of school.

Alterations to current policies might involve restricting the fees that secondary schools may charge, removing the requirement of uniforms for secondary school, reducing the burden on parents for the provision of books and school materials, building an enforcement unit to keep children attending, reviewing what happens if children do not pass end-of-cycle exams (e.g., taking a “make-up” test, offering a summer review course and second exam), or supplying transport to those living far from schools. An SDPP intervention might involve the creation of a National Dropout Task Force of stakeholders which meets regularly to propose options, prepare official documents, advocate for passage, and help oversee implementation.

(2) Implement a pilot program, likely in rural areas, to allow secondary schools to set alternative school schedules, working around agricultural calendars, and evaluate the effect on attendance and dropout rates.

Because school schedules are rigidly enforced and some children do miss days, if not weeks, for the autumn harvest, these children may fall behind and drop out. A pilot program in a small number of secondary schools, where the PTA and other stakeholders (e.g., any agricultural cooperative, teachers’ union) agree on an alternate schedule, could test whether such a policy change could make a significant difference.

(3) Work with the examinations board to change the nature of end-of-cycle and graduation exams from tests of knowledge to tests of comprehension and ability to put the information to use, help organize in-service training for teachers to alter pedagogy to prepare their students for such exams, and propose alternatives for students who fail, including such ideas as make-up tests and review courses that allow a second try.

Tajikistan has required exams at the end of grades 4-8 and 10 for cycle transition and grades 9 and 11 for graduation. Though it is not clear in the information we have that such exams are “high stakes,” meaning that students who do not pass cannot move to the next cycle and must repeat the grade, this is generally the intent of such exams. A failure leads inexorably to the need to repeat a grade, and the literature is quite clear that repeating and being overage for grade are factors often related to dropping out. SDPP could help change the nature of the exam, the pedagogy teachers must use to prepare students, and the responses to children who fail. All of these may succeed in lowering the dropout rate.

(4) Implement a program for secondary school girls to encourage them to stay in school.

Because dropout is a more significant problem for girls in Tajikistan, who are needed to help out in the household and, in rural areas, may be married early, it seems helpful to propose some sort of program to entice them to stay in school. A group of in-country stakeholders may decide the form of such a program, including such ideas as a Girls’ Club to discuss topics of interest, volunteer in the community, or engage in an entrepreneurial activity; a Life Skills Club to introduce them to the home economics skills of cooking, sewing, family budgeting, and balancing work outside the home with that needed inside; or a Drama Club, performing skits to introduce girls’ issues or HIV/AIDS issues to the community. The opportunities are wide open, depending on the interests of the girls and needs within their community context. With the approval of the MOE, SDPP could convene local stakeholders, provide seed money to help start their program, prepare materials (when asked), and advise the groups as they develop.

(5) Evaluate the current program to mentor first-year teachers and/or the training program to encourage inclusive education, and propose and implement ways to strengthen the program(s).

Tajikistan is the only country among these four with a mentoring program for beginning teachers, and its description suggested it was something teachers organized for themselves rather than a ministry-driven program. Such programs have proved useful in other countries, and providing a fledgling program with support seems a good way of bolstering the teaching profession (and especially women teachers). By working in primary and secondary schools with such programs, SDPP could describe current best practices, share the practices with the ministry and local school authorities, hold a conference for education professionals on the topic, obtain agreement on ways to strengthen the program across the country, and assist in the implementation of these suggestions.

(6) To encourage girls’ staying in school, enhance the work of PTAs in areas where there is considerable dropout.

The PTAs in Tajikistan appear to have a very limited role to “support” teachers and schools and help resolve school/home issues. Unlike the idea of SMCs, there does not seem to be a role for these groups in decision-making about the school, and it might be interesting to explore with the MOE such an option. If a pilot group of PTAs, for example, was empowered to design a School Improvement Plan and then put parts of the plan into action, the group may choose to effect change in a number of a school’s problem areas – enforcing attendance, improving facilities,

offering more vocational classes, obtaining additional training for teachers in pedagogy or subject knowledge, or starting a “uniform closet” where parents could leave outgrown uniforms and pick up ones in appropriate sizes. SDPP could prepare PTA training materials, engage in the training, and mentor these empowered groups (perhaps with small grants) as they aid the school.

V. TIMOR-LESTE

A. Policies and Programs

1. Legal Context of Education

Table 31 shows the policy context in Timor Leste with regard to the offering of compulsory and free education. The first five rows speak to the issue of the “compulsory” nature of education by describing whether the country believes education is a child’s right, has enacted laws to require schooling, has prohibited child labor (which is likely to keep children out of school), holds schools accountable for meeting state-imposed standards, and ensures that children attend. Timor Leste accepts a child’s right to education, through a national commission set up to ensure such rights, and has made elementary education (grades 1 through 9) compulsory. It officially limits the work of children under 15. A U.S. Department of Labor study (2008) indicated that 85 percent of Timorese children between 10 and 14 years of age were working, 91 percent of them in agriculture. There are no laws holding schools or local educational authorities accountable for ensuring children are in school, and no equivalent of “truant officers” to follow-up on absent students, so that the “compulsory” nature of basic education may not be uniformly enforced.

Table 31: Timor Leste’s Policies on Compulsory and Free Education

Policy Topic	Timor Leste
1. Children’s rights	A National Commission on Child Rights promotes such rights
2. Compulsory education	Requires “basic” education (grades 1-9)
3. Child labor laws	Prohibits work for children under 15
4. School accountability	None
5. Tracking/follow-up of absent students	None
6. School tuition and/or fees	Prohibits fees through grade 12
7. Tuition subsidies/ scholarships	Provides “mother’s grants” for poor/ single/widowed mothers to keep children in school
8. Uniform requirements	Does not require uniforms
9. Provision of school supplies, textbooks, etc.	Has had NGO programs offering grants to schools or books/supplies

Rows 6 to 9 in Table 31 show information regarding the costs of schooling, including the right to or prohibition from charging fees, the offering of scholarships to offset the costs for needy families, the requirement of uniforms and the provision of books and supplies. Timor Leste prohibits fees for both elementary and secondary school, but many primary schools, particularly in remote locations, use volunteer teachers, whom parents are expected to pay or provide in-kind contributions to. Also, parents must pay for some school supplies. The government does offer “mother’s grants,” dependent on children’s attendance in school, for single mothers, widows and those from impoverished households. The country does not require uniforms for school children, which eliminates that potential cost, and is working to supply teaching and learning materials to schools. It has worked with the World Bank to offer grants for primary schools which may be

used for supplies and free textbooks in Portuguese, although the program has experienced some challenges with the irregular distribution of grants and difficulty on the part of some children and teachers in understanding the textbooks³. The government has also supported the production of Lafaek magazines for students and teachers, which provide articles, games and lesson plans grounded in the local context and in a bilingual format--a progressive introduction of Portuguese.

Tables 32 through 34 continue the review of the legal context for Timor Leste by displaying a list of factors that are known to impede children’s *access* to and *retention* in school. Such factors include the country’s policies and practices regarding the following:

- *Examinations*, which may be required for children to enter a grade or new school cycle or graduate from grade to grade or cycle to cycle;
- *Promotion*, where schools may have a quota of children required to pass or a policy of automatically promoting children;
- *Age limits* for school cycles, so children may “age out” of a school, even though they have not completed the required work;
- *Gender*, which may encourage girls to enter and continue their education or form barriers for them;
- Services to *at-risk children* and those with disabilities, who may be excluded because of caste, tribe, language or physical/mental problem;
- *School calendar*, which may or may not adapt to the agricultural schedule of families;
- *Class size*, which may be so large that some children are “lost” in the crowd;
- *School distance from habitation*, which may be so long that parents do not feel it is safe or appropriate for children to make the trip;
- Provision of *transportation*, so that those relatively far from the school can easily make the trip; and
- *Transfer* requirements, which can facilitate a child whose family moves from place to place.

Table 32: Timor Leste’s Policies on Examinations and Promotion

Policy Topic	Timor Leste
10. School entrance exams	None
11. Promotion quota	None
12. Automatic promotion	Has proposed automatic promotion for grades 1-3, is not yet implemented
13. Age limits for school cycles	None
14. School leaving exams	Required at end of cycles (grades 6, 9 and 12)

With regard to examinations and promotion requirements, as shown in Table 32, Timor Leste is, in some ways, encouraging of students’ progression through school: it has no entrance examinations, no age limits for school cycles, and only requires end-of-cycle exams (grades 6, 9 and 12). Having found massive repetition and failure in early grades, often resulting in older

³ Evaluation of the World Bank Group Program: Timor Leste Country Program Evaluation, 2000-2010. Independent Evaluation Group, 2011.

students dropping out of school, the ministry has proposed automatic promotion for grades 1 to 3, but the policy has not yet been implemented.

Table 33 summarizes information on policies for equal access to and retention in school, regardless of gender, at-risk status (e.g., orphans, minorities), family income, or presence of disabilities. Timor Leste has a policy for girls’ scholarships but no budget to support such a program and has approved only a pilot program from CARE to advocate for girls’ education. Similarly, it has formed a Department for Inclusive Education, which is just beginning its work using a support center for children with special needs in the capital.

Table 33: Timor Leste’s Policies and Programs to Support Girls and At-Risk Students

Policy Topic	Timor Leste
15. Gender-related policies	Suggests scholarships; has one pilot program operating to advocate for girls’ education
16. Support for at-risk students	Has organized a support center for children with disabilities in the capital

Table 34 summarizes the positions of Timor Leste on other issues that have been associated in the literature with access and retention. The first is that of school calendar. Since many children are needed by their families to participate in agriculture, which has seasonal variations in the need for extra help, many may be absent for weeks during a school term. One result of their absence may be falling behind in their course work, leading to a need to repeat the grade. The second is class size, as children in large classrooms can be ignored and fall behind, without the teacher even being aware there is a problem. Traveling a far distance to school can be discouraging to children, and parents may view distances as unsafe for their children (especially girls) to cover each day. Finally, in some countries it is only possible to transfer at the beginning of the school year or a term, so that children whose family changes location may have to wait up to a year to re-enter school after the move.

Table 34: Timor Leste’s Policies and Programs on Other Access/Retention Issues

Policy Topic	Timor Leste
17. School calendar	Maintains a strict school calendar
18. Class size	No restrictions
19. Access/distance to school	Has set up “filial” schools for grades 1-3 to increase access; is trying to integrate them into regular government schools
20. Transportation	None
21. School transfer	None

In one of these areas, Timor Leste has a policy that may encourage students to attend school. When the country was a part of Indonesia, many “filial” schools were created for grades 1 to 3 to increase children’s access to schooling, and the number of such schools has continued to increase. Unfortunately, the filial schools have not tended to offer a quality education, as most of the teachers are untrained volunteers and the schools are open irregularly. The goal of the current

ministry is to integrate such schools into the regular government system, but it remains to be seen if children actually move from filial schools to regular schools to finish basic education. Its other policies may discourage attendance: a strict school calendar, which in some locales is incongruent with the local agricultural seasons; the lack of limitation on the distance a child must travel to school; the lack of provision of transportation for students; and the lack of a policy to ease student transfer of schools.

2. School Facilities

Table 35 discusses two major policies with regard to facilities. In Timor Leste, some schools do not yet have separate toilet facilities for boys and girls, and though construction of toilets in certain locations has been proposed, matching budget allocations were not made. In general, children are expected to get to school on their own, and dormitories are only provided for students at secondary level, and only in some schools. The education system has not had the funding to expand its facilities to reach a level of quality in many schools that is likely to be inviting to children.

Table 35: Timor Leste’s Policies and Programs Concerning Facilities

Policy Topic	Timor Leste
22. Accessible and female-friendly facilities	Has proposed the construction of separate toilets for girls in some primary schools, but there is not yet a budget provision for these ⁴
23. Dorms/hostel for students	Some schools offers dorms for secondary school students

3. Teacher Recruitment, Training, and Behavior in the Classroom

Getting children into school is essential to education, and keeping them in their classroom depends upon governmental policies like those discussed above, the practices of teachers, and the contents of the curriculum. Table 36 summarizes Timor Leste’s policies and programs for teacher recruitment and training. In addition to the regular pre-service teacher training, the MOE has proposed two relevant policies. First, to increase the number of female teachers and work toward a gender balance, they have proposed giving scholarships to undergraduate women in education. Second, training in Portuguese and pedagogic skills has been provided to teachers, mostly to primary school teachers. These strategies may improve the number of role models for girls in school and increase the ability of teachers to handle the curriculum. They may also make school more attractive to students.

⁴ MoE Gender Unit Work Plan FY2011

Table 36: Timor Leste’s Policies and Programs for Teacher Recruitment and Training

Policy Topic	Timor Leste
24. Teacher recruitment	Has proposed a policy (supported by UNIFEM) to increase the gender balance among teachers by giving scholarships to female undergraduates and give further professional training to female staff at the MOE
25. Teacher professional development	A considerable number of teachers have received training in Portuguese through the Portuguese Cooperation, most of them primary school teachers

As shown on Table 37, Timor Leste has begun the work of ensuring that classrooms are child-friendly:

- Its teacher code of conduct is based on a competency framework which includes fluency in the official languages of Portuguese and Tetun and good pedagogic skills;
- It has approved a pilot project by UNICEF to create 30 child-friendly schools;
- It has recently approved a policy to encourage the use of the children’s mother tongue in the early grades and gradually introduce the official languages; and
- It prohibits the use of corporal punishment.

All of these initiatives are steps in the child-friendly direction and need to be fully implemented and monitored to ensure they have the appropriate effect of increased retention of children.

Table 37: Timor Leste’s Policies and Programs on Teacher Behavior in the Classroom

Policy Topic	Timor Leste
26. Teacher code of conduct	Has adopted a competency framework for teachers in the four key areas of professionalism, technical knowledge, fluency in the official languages, and pedagogic skills, which will be used to evaluate their performance
27. Bullying/ harassment prevention	None
28. Corporal punishment	Forbids corporal punishment, though reportedly it is still widespread
29. Child-friendly schools	Has a pilot project in 30 schools, conducted by UNICEF, which includes 1-week recurrent training sessions for teachers on child-centered pedagogy, school management and community participation
30. Language of instruction	<ul style="list-style-type: none"> • Defines Portuguese as the official language of instruction and allows Tetun as an auxiliary language, to be phased out by grade 4 • Recently approved a policy to use mother tongues in the early grades with a progressive implementation of Tetun and later, Portuguese

Table 38 displays information on the current curriculum in public schools and the options for vocational education. Because the primary curriculum is largely based on the Portuguese curriculum, which was not well translated or well understood by teachers, it is unlikely to be

“friendly” for students⁵. However, for those who have dropped out or at least completed pre-secondary school, there are schools and alternative programs to develop technical and vocational skills.

Table 38: Timor Leste’s Policies and Programs on Curriculum

Policy Topic	Timor Leste
31. Primary and secondary school curriculum	Developed a primary school curriculum largely based on the former Portuguese curriculum, which is not universally relevant and requires skilled teachers; its translation into the vernacular has presented challenges, and some teachers do not fully understand it or are able to deliver it
32. Vocational education	Provides support to technical-vocational schools for graduates of pre-secondary schools and centers for alternative programs for students who dropped out of school

4. School Support Services

Table 39 summarizes the additional services offered by schools or community institutions that may be of assistance to students and keep them in school. Timor Leste offers only a few:

- A primary school feeding program (whose implementation has become erratic);
- Outreach to communities by health professionals to monitor health and promote good nutrition and healthy behavior;
- Some life skills integrated into the pre-secondary curriculum; and
- The development of PTAs in some schools.

In general, schools in Timor Leste are institutions for the delivery of an educational curriculum to children and offer only very limited additional services.

Table 39: Timor Leste’s Policies and Programs on School Support Services

Policy Topic	Timor Leste
33. Remedial tutoring/ bridge programs	None
34. Provision of meals	Offers a primary school feeding program by giving schools a monthly supply of rice, beans, oil and gas, but distribution was disrupted by the 2010 transition from the WFP to the MOE; previous implementation was also irregular and not supplying the necessary caloric intake to students, due to a sudden expansion of a program initially designed to cover only six districts ⁶

⁵ Early Response and Early Warning System Policy Brief: Access and Opportunity in Education. BELUN & Center for International Conflict Resolution, Columbia University, August 2010; Shah, R. Goodbye Conflict, Hello Development? Curriculum Reform in Timor-Leste. *Int. J. Educ. Dev.* (2011), doi: 10.1016/j.ijedudev.2011.04.005

⁶ Evaluation of WFP Timor Leste PRRO10388.1 – Assistance to Vulnerable Populations – Final Report – November 2009.

Policy Topic	Timor Leste
35. Health care for students	The Ministry of Health provides outreach to communities and brings practitioners to monitor health and promote good nutrition and healthy behavior in monthly community meetings
36. Life skills workshops/ classes	Has incorporated aspects of a UNICEF life skills program for youth into the pre-secondary curriculum
37. Extracurricular activities	None
38. Community participation	Has supported the implementation of PTAs with the support of UNICEF ⁷

5. Cultural Practices

Though not a part of ministry rules for education, some cultural practices may affect a child's access to school and ability to stay in school. Such practices include the traditional age of marriage, traditional rites of passage that may interfere with a school schedule, and expectations if a girl falls pregnant (see Table 40). Timor Leste has no legal age for marriage, and some groups do practice early marriage. Similarly, there is a high teen pregnancy rate of nearly 20 percent and no law regarding pregnant girls attending school or returning once the child is born, but girls generally do not return to school.

Table 40: Timor Leste's Cultural Practices

Policy Topic	Timor Leste
39. Age of marriage	Has no legal age for marriage; early marriage is common among some groups, including Baikeno speakers ⁸
40. Pregnancy	<ul style="list-style-type: none"> Has no policy on pregnant girls attending school or returning after the baby is born, but most schools do not accept teen mothers Has a teen pregnancy rate that reaches nearly 20%⁸ Commissioned a study of the effect of teen pregnancy on dropout
41. Rites of passage	None

B. Options for SDPP Interventions

Timor Leste has a smaller set of education policies than the other countries within the SDPP project. In some areas, no policies currently exist (i.e., class size, transportation, simple school transfer); in other areas policies have been proposed but are not yet implemented (i.e., automatic promotion for lower primary, scholarships for girls, accessible and female-friendly facilities, female teacher recruitment, use of mother tongue in early grades); and in a few others only pilot projects have begun with no promise yet of their becoming policy (i.e., child-friendly schools and supports for at-risk students). These issues suggest the first option for an SDPP program:

⁷ Evaluation of the UNICEF Education Programme in Timor Leste (2003-2009). UNICEF Evaluation Office, July 2010.

⁸ Timor-Leste Demographic and Health Survey 2009-2010. National Statistics Directorate, November 2010

(1) Support the MOE in its efforts to draft and implement policies that can help prevent children dropping out of school.

Such support may require SDPP staff to become adjunct staff members of the ministry, ones who can assist committees working on policies, help advocate for the appropriate funding, bring potential donors to the table to discuss their programs, evaluate the effects of current policies on child attendance and continuance in school, and prepare briefs in support of new policies and programs. Staff could put together a Primary Education Task Force, for example, which would bring stakeholders together to advise the ministry.

The next two options come from the lack of quality textbooks for children. The first proposes production of supplemental materials, somewhat akin to the issues of Lafaek magazine, and the second proposes an upgrade of the textbooks themselves.

(2) Implement a Children’s Book Project to produce needed materials for primary classrooms through the efforts of current education personnel.

In other countries with a lack of reading material for children (e.g., Tanzania), NGOs have brought together members of the education community, largely primary school teachers, in workshops in which trainees are provided support and encouragement to write and illustrate a children’s story. Such stories may be pieces about the history of the country, fiction that involves young children, biographies of important people, science books that describe native flora and fauna, or personal stories. With ministry approval, SDPP could “publish” the best of these stories in the sense of producing multiple copies and distributing them to primary schools.

(3) Organize a project to improve the quality of the current textbooks for primary grades by either improving their translations into indigenous languages or updating them completely.

Because of the challenges faced in the use of Portuguese textbooks, it would also be possible for SDPP staff to coordinate improved translations of primary textbooks and, upon ministry approval, hand them over to the ministry to publish and distribute them. Because the books were produced a few years ago, it may be possible to update their contents as well. We assume that, as these translations are occurring, the ministry will also be implementing its policy on the use of the mother tongue, so that in addition to improving the materials, SDPP could assist in organizing teacher training in the use of bilingual education in the classroom.

The next option for SDPP responds to the strict school calendar:

(4) Design and implement a pilot test to allow primary schools to set alternative school schedules, working around agricultural calendars, and evaluate the effect on attendance and dropout rates.

We know that many children are taken out of school to share in the family’s agricultural tasks, and that they may fall behind in their studies. A pilot program in a small number of primary

schools, where stakeholders decide on a schedule that provides time for farm work, could test whether such flexibility enhances attendance and lowers the dropout rate.

The following two options provide assistance in filial schools, where volunteer teachers do not have quality training for their positions and the school has only limited government support.

(5) Set up teacher clusters and implement a coaching or mentoring program to improve their skills.

To improve the quality of instruction, SDPP could help teachers to join together in clusters that would meet monthly and provide opportunities for them to discuss common issues, improve their subject matter knowledge and hone their pedagogical skills. The project would not be paying teachers – this would still be left to communities – but could instill pride in their work and enhance the quality of the education they bring to the students.

(6) Empower PTAs or local leaders to monitor teacher and student attendance, develop and implement school improvement plans, and sensitize parents to the importance of education.

Another way for SDPP to improve the quality of filial schools would be to ensure they have operating PTAs and that these groups act in helpful ways to improve the quality of the school. The PTAs could be trained in their jobs, asked to develop school improvement plans, and supported (perhaps with small grants) to implement key items in the plan.

SDPP might also tackle the issue of student motivation to get to school every day through enhancing the regular curriculum with clubs and helping children with transportation.

(7) Work with local stakeholders to build student clubs and introduce supports for club members to stay in school.

Many countries have used student clubs to encourage attendance and spread important information. SDPP could work with a pilot group of schools to build clubs, find out what gets in the way of members coming to school each day, and help solve the difficulties, where possible. A club might organize skits for the community on the importance of education, give children the opportunity to learn important skills or crafts, or make a product where the proceeds benefit the school. If children have trouble getting to school, it may be possible to provide them with bicycles, to be “owned” by the club and passed along to others when the child graduates.

Appendix A: Country Charts of Policies and Programs

A-1: Cambodia

A-2: India

A-3: Tajikistan

A-4: Timor Leste

Table A-1: Cambodia Policies and Programs That May Affect Student Dropout

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
LEGAL CONTEXT OF EDUCATION				
1. Children's rights	<p>Cambodian Constitution 1999⁹, Article 48: The State shall protect the rights of children as stipulated in the Convention on Children, in particular, the right to life, education, protection during wartime, and from economic or sexual exploitation. The State shall protect children from acts that are injurious to their educational opportunities, health and welfare.</p>	Children	Of particular concern is that the Labor Law 1997 does not cover the informal sector, where more than 90% of 'working children' are employed. ¹⁰	
	<p>UN Convention on the Rights of the Child, ratified by the Royal Government of Cambodia (RGC) in 1992, Articles 23, 28-32 recognize the right of the child to education ... progressively and on the basis of equal opportunity; and (a) ensure disabled children have effective access to and receive education; (b) make primary education free and compulsory; (c) encourage the development of different forms of secondary education, including general and vocational education, that are available and accessible to every child; (d) take appropriate measures such as the introduction of free education and offering financial assistance in case of need; (e) make educational and vocational information and guidance available and</p>	Children	The government and NGOs have made a great deal of effort to follow the UNCRC and ensure that policies and programs are supporting the rights to be realized (e.g., disability law to support children with disabilities to access school, abolishing of school registration fees since 2000, provision of vocational education, provision of scholarships, policies on child labor).	

⁹ Adopted 1993, amended 1999

¹⁰ ILO, UNICEF and the World Bank. (2006). *Children's Work in Cambodia: A Challenge for Growth and Poverty Reduction*, p. ii and v.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	accessible to all children;(e) take measures to encourage regular attendance at schools and the reduction of dropout rates, (f) promote the development of the child to its fullest ability, (g) promote the rights of children of ethnic, religious, linguistic minority groups to enjoy their own culture, religion and language, (h) ensure equal opportunities for cultural, artistic, recreational and leisure activity, and (i) protect the child from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education.			
	Child Friendly Schools Policy, 2007, Dimension 1: To ensure and support all children, especially children in difficult circumstances (children of poor families, girls, orphan children, child victims of domestic violence, disabled children, ethnic minority children, children affected by drugs, children affected by HIV/AIDS and other diseases), to have access to schooling with equity.	All children		A comparative analysis of UNICEF supported CFS schools versus non CFS schools in 2008 did not measure impact in terms of drop out but indicated some positive changes including that schools were more welcoming to the disabled and had greater gender responsiveness ¹¹
	UNICEF's Seth Koma Child Rights Program protects the rights of children and women and improves their lives through community-driven initiatives to improve health, nutrition, education, and water and sanitation services, while also opening new economic opportunities for vulnerable households and communities, as well as	Children, mainly those under 5 years of age	The program provides: <ul style="list-style-type: none"> • Support in the development of village action plans focusing on challenges facing women and children and determination of the best activities to address them; • Health, hygiene and nutrition education activities, combined with functional literacy classes targeted towards out-of-school 	

¹¹ Expanded Basic Education Program (EBEP) Phase II: 2006-2010; Review report of year 2009, Mission to Cambodia 12-26 March 2010, SIDA Advisory Team, p19

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	providing preventive and psychosocial care.		<p>children, youth and women; and</p> <ul style="list-style-type: none"> • Community awareness-raising on domestic violence, behavior change toward children and child care. <p>To date, UNICEF has</p> <ul style="list-style-type: none"> • Developed training modules on child rights, health, education and protection benefiting local commune council members in 130 communes; • Reached 42,000 people through advocacy efforts in health promotion, women and children's rights; and • Supported 598 community pre-school classes with over 12,000 children enrolled.¹² 	
	Many NGOs offer programs that advocate for child rights.	Communities and authorities	As above	
2. Compulsory education	Education Law 2007, Article 32: Enrolment of children for grade 1 shall be set at an age of 6 (six) years or at least 70 (seventy) months on the date of the beginning of the school year.	Children aged 6 years or at least 70 months	Compulsory education is not specified, only the right to education, and there are no punitive measures if a child is not enrolled. In consequence, there is no pressure on parents to ensure the child goes to school.	The lack of sanctions could have an effect on access and dropout. Children who enter school on time have a lower dropout rate. ¹³
	MoEYS Guideline No. 24 GYK/SNN, Process of Public Primary Education and Pre-School Establishment, 2010	Children aged 6 years or at	Implementation of this guideline has included enrolment campaigns, TV spots before the beginning of the new academic year; banners	These campaigns have resulted in a decrease in late enrolment and reduction in the dropout

¹² United Nations, "Seth Koma"-Survival and Development of Children in Rural Cambodia (2007). Available at <http://ochaonline.un.org/TrustFund/ProjectProfiles/SethKomaChildrightsCambodia/tabid/2119/language/en-US/Default.aspx>

¹³ Interview with Mr. Pech Bunna, Chief of MoEYS Primary Education Department, Phnom Penh, 11 February 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	encourages parents/guardians of children of school age to enroll on time and to allow children to continue their study (depending on family acceptance, standard of living, or the child's willingness). ¹⁴	least 70 months	and posters, and radio talk shows on enrolment.	rate (as reported in the national report ESP 2006-2010). ¹⁵
	<p>Education Strategic Plan 2009-13, Policy 1: Ensure entry of all 6 year olds into primary school including marginalized groups¹⁶ such as children with disabilities, ethnic minorities, and so on.</p> <p>Policy Action, 2011: The Primary Education Dept. (PED) developed a guideline on conducting a child census in villages and home mapping.</p>	Children aged 6 years		Not yet measured.
3. Child labor laws	<p>The Ministry of Social Affairs, Labor, Vocational Training and Youth Rehabilitation (MoSALVY)¹⁷ Prakas on Working and Living Conditions in Brick-Making Enterprises, Item 6: Children under 15 years of age shall not be employed to work in any brick-making sites even though helping their parent work; and</p> <p>Item 8: Those guilty of violating the provision of the present <i>Prakas</i>, referred to in Chapter XVI of the Labor Law, shall be</p>	Children under 15 years old		

¹⁴ Interview with Mr. Pech Bunna, Chief of MoEYS Primary Education Department, Phnom Penh, 11 February 2011.

¹⁵ Interview with Mr. Ung Nghok, Director of MoEYS Secondary Department, Phnom Penh, 4 February 2011 - informed by MoEYS project funded by UNICEF.

¹⁶ Marginalized include: children from poor families, child labor, children in disadvantaged areas, children with disabilities, children affected by HIV/AIDS and other communicable diseases, etc.

¹⁷ MoSALVY was separated in 2004 into two ministries, namely – the Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY) and the Ministry of Labor and Vocational Training (MoLVT)

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	fined or imprisoned.			
	MoSALVY Prakas on Fishing Work, Item 6: Children under 15 years of age shall be prohibited from working in fishing.	Children under 15 years old		
	MoSALVY Prakas on Working Conditions in Garment and Foot-Wear Sectors, Article 7: Children aged less than 15 years of age shall not be allowed to work in garment or shoe manufacturing enterprises, factories or as artisans; and Article 9: Those guilty of violating the provision of the present <i>Prakas</i> , referred to in Chapter XVI of the Labor Law, shall be fined or imprisoned.	Children under 15 years old		
	MoSALVY Prakas on The Prohibition Of Hazardous Child Labor, Item 1: Employers of enterprises or establishments referred to in Article 1 of the Labor Law shall be prohibited from using a child who has not attained 18 years of age in any type of work referred to in Item 2 of the present <i>Prakas</i> .	Children under 18 years old	If working children are not correctly certified to prove their age by official documents or the Labor Inspector has reason to believe that the official documents of such age certifying are fraudulent, a physician in the public service is chosen to clarify the children's ages.	
	MoSALVY Prakas on Determination of Types of Light Work and Employment That Children Who Have Attained 12 Years of Age May Be Hired, Item 1: Employers of enterprises or establishments referred to in Article 1 of the Labor Law shall be allowed to employ children who have attained 12 years of age in the types of light work listed in Item 2 of the present <i>Prakas</i> ... Children who perform work as part of their vocational training may be employed	Children under 15 years old	The types of light work referred to in the condition of Item 1 are: 1) Light feeding work in agriculture, caring for small domestic animals (however, not catching and killing those animals), planting work, collecting agro-product, fruit picking (however, not climbing), and cleaning; 2) Weeding and hoeing; 3) Routine work for the marking of goods; 4) Work in certain shops, such as fruit and vegetable businesses or newsstands and	

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	<p>for the types of work listed in Item 2 of the present <i>Prakas</i>;</p> <p>Item 2: Light work is the type of work that is not hazardous to the health or mental and physical development of children and does not affect regular school attendance, the child's participation in guidance programs or vocational training approved by a competent authority;</p> <p>Item 3: Employers shall, when employing children between 12 and 15 years of age, ensure that the child's parents or guardians are familiar with the conditions of employment, including the length of working hours, school hours, risks of accidents and diseases which may be connected to the work, and occupational health and safety measures which have been adopted. Employers shall encourage working children to attend school, if possible; and</p> <p>Item 4: Daily working hours shall not exceed 4 hours on school days and 7 hours on days other than school days. The total actual working time shall not exceed 12 hours a week during weeks which include school days, and 35 hours a week during weeks other than school weeks.</p>		<p>similar products;</p> <p>5) Receiving, packing, selecting, sorting out and assembling light goods and empty packaging;</p> <p>6) Light cleaning, clearing and table setting such as plate, spoons, forks, knives, etc.;</p> <p>7) Easy manual assembling (however, not soldering, welding or work with dangerous adhesive products);</p> <p>8) Painting work with protective gear, but not spray-painting;</p> <p>9) Easy work, such as sewing, filling bags, folding cartons and polishing ceramic and glass products, cutting off the ends of fabric, or reassembling other parts of clothes, or clearing an oil sediment on clothing products, or putting on a trademark and price of clothes;</p> <p>10) Marking and sorting out clothes for laundry;</p> <p>11) Checking and inspecting products;</p> <p>12) Internal messenger work;</p> <p>13) Light letter or message carrying, including delivering newspapers and other documents;</p> <p>14) Putting up books in libraries; and</p> <p>15) Lifting, shouldering, carrying, or handing light goods.</p>	
4. School accountability	<p>Education Law 2007, Article 21, Quality and Efficiency of Education: The state shall promote the quality of education to satisfy the basic education and professional needs for the careers of the learners to better improve their capacity and to enable the</p>	Educa-tional institu-tions		

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	<p>learners to efficiently participate in the development of the country. The state shall pay attention to equip appropriate and modern techniques of teaching and learning to ensure its quality and efficiency. National Education Standards, National Training Standards and/or National Capacity Standards shall be set by the Ministry in charge of Education in line with the policies of the Supreme National Council of Education; and</p> <p>Article 22, Assessment Mechanism to Ensure the Quality of Education: Educational institutions shall fulfill the National Education Standards, National Training Standards and/or National Capacity Standards to improve the quality of education. Either public or private educational institutions shall establish internal assessment mechanisms to monitor and assess the quality of education themselves and recommend measures for continuing to undertake monitoring and assessment. The internal assessment mechanisms shall be widely open for public participation. The Ministry in charge of Education shall establish external assessment of mechanisms for the implementation or the fulfillment of the requirements of the National Education Standards for educational institutions. The Ministry in charge of Education and the concerned ministries and institutions shall establish monitoring</p>			

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	systems on implementation or the fulfillment of the requirement of the capacity standard of the educational establishment's incompliance with the policy of the Supreme National Council of Education to evaluate the education quality. The Ministry in charge of Education shall issue the guidelines on procedures for the processes of the monitoring and assessment mechanisms.			
	MoEYS Guideline No. 4 GYK/SRNN, 2009: The Role and Responsibility of the School Inspector. To promote good school governance, the school inspector should: <ul style="list-style-type: none"> • Set up a District Teacher Management Team to follow up on the implementation of the child-friendly school policy and to address MoEYS' EFA policy; • Develop a checklist for school inspections, and-report quarterly on each school's quality of teaching and student learning; and Conduct a midterm review of quality of teaching and learning.	Schools and education institutions	During 2009 a team of National Core Trainers in charge of training DTMT members and acting as a pool of resource persons for CFS implementation nationwide was created. The DTMT have an inspection and advisory role when visiting schools and an extensive checklist has been developed for school visits. Training and support from VSO and UNICEF has built capacity of DTMT members across 24 provinces of Cambodia.	As this is still a new initiative, it may be too early to see any result.
	Cambodia's Capacity Development for EFA Program, 2010-2011 uses funding from multiple donors to strengthen education policy development, and mainstream literacy and non-formal education (NFE) in Education Sector-Wide Planning.	Public school system	This program should strengthen the NFE management information system and increase the capacity of NFE planners to use it, and increase the capacity of NFE stakeholders to use data to advocate and mobilize for their program.	Not yet measured.
5. Tracking/ follow-up on absent	MoEYS Prakas No.1258 GYK/BROK: Internal Regulation for Public Primary Education Institutions, 2009, Chapter IV,	Primary	The local SDPP team observed that schools with a strong administration are more likely to follow up with students and families	

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
students	Article 14: Permission Letter: All child absences must have an official permission letter for class inspection by the responsible teacher. The permission letter must be provided from half day absenteeism up to 1day. Parents or guardians have the right to ask for verbal permission. The teacher or the school director has full authorization to accept the permission letter.		regarding absenteeism.	
6. School tuition and/or fees	Cambodian Constitution, 1993, Chapter VI: Education, Culture, Social Affairs, Article 65: The State shall protect and upgrade citizens' rights to quality education at all levels and shall take necessary steps for quality education to reach all citizens, and Article 68: The State shall provide free primary and secondary education to all citizens in public schools. Citizens shall receive education for at least 9 years.	Citizens	In practice, in many schools unofficial fees for an hour extra teaching or for copies of the lesson are paid to teachers who receive a low income. This practice is seen as a necessary supplement to support their families.	Payment of unofficial school fees can preclude children from poor families from accessing or completing school. ¹⁸
	MoEYS Guideline No. 1094 GYK/SRNN, 2006, Article 1: Prohibition of collecting or raising funds from any students at primary or secondary school.	Primary and secondary teachers	If schools or teachers lack the capacity to produce materials or textbooks, they must consult with the school PTA.	Payment of unofficial school fees can preclude children from poor families from accessing or completing school. ¹⁹
	Education Strategic Plan 2009-2013, Policy 1: -Reduce parental cost barriers of all sorts such as informal payments; and Policy Action, 2010: Guideline on transparent management and utilization of school	Schools, teachers	It was not ascertained from MoEYS if this had yet been developed.	

¹⁸ Interview with Mr. In Samrithy, NEP Coordinator, Phnom Penh, 9 February 2011.

¹⁹ Interview with Mr. In Samrithy, NEP Coordinator, Phnom Penh, 9 February 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	operational budget and donations from charitable people and parents.			
	KAPE programs (IBEC, Girls Education Initiative, MORE, Rewrite the Future) to help poorest students stay in school.	Poorest lower secondary students (especially girls)	The program pays no official fees, but can pay for extra lessons that require fees.	Not yet measured.
7. Tuition subsidies/ scholarships	Education Law 2007, Article 30, Scholarships and Subsidies: The state shall determine a policy on provision of scholarships, subsidies and credits for learners. The state shall encourage the provision of scholarships and subsidies for learners.	Primary and secondary students	The RGC has been mobilizing additional resources to expand scholarships for poor and outstanding students to ensure equitable access to education services (see NGO programs below).	Not yet measured.
	Education Strategic Plan 2009-2013,²⁰ Improving Access to Education: Policy 1: Increase the number of scholarships (cash or food) for students from poor families, especially girls, to ensure their access to primary and secondary schools. Ensure strengthened support to better poverty/food security targeted at primary school feeding and grade 7-9 incentive programs.	Students from poor families (especially girls)		Not yet measured.
	Fast Track Initiative (Catalytic Fund), Education Sector Support Scale up Action Plan (ESSSUAP), 2008-2012, funded by the World Bank, is helping children complete a full cycle of primary education.	Students from poor families and outstand-	3,459 4 th graders from three provinces received either a merit- or poverty-based scholarship in 2009-2010. The merit-based scholarship is awarded to top students after successful completion of an examination. The	In the eastern part of Mondulkiri province, approximately 900 fourth-grade students received one of the types of scholarships,

²⁰ Ministry of Education, Youth and Sport, Education Strategic Plan 2009-2013 (September 2010). Available at [http://www.nepcambodia.org/userfiles/ESP_2009_2013_Final_en\(1\).pdf](http://www.nepcambodia.org/userfiles/ESP_2009_2013_Final_en(1).pdf).

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
		ing students	<p>poverty-based scholarship program helps to keep students from poor families in school.</p> <p>The inclusion of this small "pilot" follows several earlier programs. The new scholarships are aimed at earlier grades than most previous programs, and dropout remains a serious problem during primary schooling.²¹</p>	<p>which has helped keep children of several ethnic minorities in the province in school.²²</p> <p>A report from the World Bank supports the conclusion that the scholarship program has had a large positive effect on school enrolment and attendance, particularly of girls, especially so for girls from the poorest families.²³</p>
	<p>A total of 53 NGOs offered scholarship programs in 2009: Plan, KrY, SCA, Maryknoll, MJP, OEC, PKO, RDA, SCADP, UPWD, SC, ASF, BFD, Hagar, KAPE, CARE, CIDC, HEKS, CCBO, Don Bosco, Damnok Toek Prey Veng, PTEA, VI, WFC, KCDI, RtR, WI, SCD, NH, WP, L.CDI, WVC, COWS, KYA, KAFDOC, WE, DYCFE, KWWA, YRDP, CORDE, APS, WRCD, SDCC, APESCA, REDA, Krousar Thmey, PVT, MVI, CWDC, Mode, BSDA, KNKS, and KCTO.</p>	School children	<p>In 2009, 53 NGOs provided in-kind scholarships that included study materials, bicycles, clothes and other non-financial support for children and youth attending school. Some NGOs only provided a package of study materials at the beginning of the school year. Others provided a means of transportation (bicycle) to allow poor children who live very far to have access to schooling. Nineteen NGOs granted scholarships in the form of cash for children to spend on their study, food and living costs. Eleven NGOs provided assistance in other forms such as food, accommodation at shelters and</p>	<p>Progress mentioned by surveyed NGOs includes: (a) a decrease in dropout and repetition rates, and (b) many scholarship children who have passed exams and attended class regularly. In addition, scholarships helped children finish primary school and continue to lower secondary school. Some difficulties are that some students drop out of school after receiving a scholarship, and short-term</p>

²¹ Purcell, R., Riddell, A., Taylor, G., Vicheanon, K., *Mid-term Evaluation of the EFA Fast Track Initiative; Country Case Study: Cambodia*, February 2010, 5.17, p. 33, http://www.camb-ed.com/fasttrackinitiative/download/FTI_CR_Cambodia%28February2010y%29.pdf accessed 22 February 2011.

²² Kalyanpur, M., FTI presentation to NEP meeting, *Advocacy and Inclusive Education: The Role of FTI*. October 2010, <http://www.nepcambodia.org/pages.php?mainid=44&key3=Fifth%20Membership%20Meeting>

²³ The World Bank: *Getting Girls Into School: Evidence from a scholarship program*, 2006, p. 18.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
			subsidized extra classes.	scholarships cannot cover long-term studies (e.g., a 2- or 3-year scholarship for six years in primary). ²⁴
8. Uniform requirements	To improve good hygiene, child health and school discipline, and to promote school security and quality of education, MoEYS Prakas No. 2786 GYK/PROK, 2009, Internal Regulations for General Education, Chapters 1 and 3 require that children wear uniforms. Students' Obligations, Article 7 requires that children's hygiene and school uniforms be well prepared before going to school.	Primary and secondary students	Girls have to wear a blue skirt and white blouse; boys have to wear blue trousers and a white shirt. Boys' and girls' shirts must show the name of the school, the grade and the name of child embroidered onto the pocket.	Poor families often cannot afford school uniforms and the cost of sewing the child's name onto the shirt, so they attach a piece of paper with the details onto the shirt. This identifies the child as coming from a poor family and <u>could</u> affect his/her willingness to stay in school.
	In 2009, 47 NGOs of the 53 NGOs that provide in-kind scholarships included clothes/ uniforms as part of the scholarship. ²⁵	Primary and secondary students	NGOs generally provided 2 sets of uniforms per year for the poorest students.	
9. Provision of school supplies, textbooks, other learning materials	Materials and supplies are required by the Education Strategic Plan 2009-13 and provided through development partners, NGOs and the government budget to improve the quality of learning and complete the annual curriculum schedule.	Primary and secondary schools	MoEYS produces textbooks every year and then the PoE delivers them to each school. ²⁶ MoEYS has gradually improved and modernized the curriculum and textbooks and has exerted efforts to make textbooks available to around 50% of students at the basic education level and around 30% at upper secondary education level. ²⁷	

²⁴ 2009 Education NGO Report, NGO Education Partnership, August 2010, p19,

<http://www.nepcambodia.org/userfiles/2009%20Education%20NGO%20Report%20August%2023%202010-%20Final.pdf> accessed 9 February 2011.

²⁵ 2009 Education NGO Report, NEP, August 2010, p. 18, <http://www.nepcambodia.org/userfiles/2009%20Education%20NGO%20Report%20August%2023%202010-%20Final.pdf> accessed 9 February 2011.

²⁶ Anecdotal from Mr. Pech Bunna, Chief of MoEYS Primary Department, Phnom Penh 11 February 2011.

²⁷ ESP 2009-2013, Education Sector Performance 2006-2010, p. 5.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
10. School entrance exams				
11. Promotion quota				
12. Automatic promotion	MoEYS Guideline No 24 GYK/SNN, Process of Public Primary Education and Pre-School Establishment, 2010 , aims to monitor student learning to encourage students to work hard and to ensure educational learning standards and EFA education goals are met. There is no entrance exam for primary school. However, students must pass semester exams to be promoted.	Primary students	Article 3.1.2 of the prakas: Beginning in 2010, primary school students will take a test at the end of each semester. Any student who fails the test must attend an end-of-year test before the start of the new academic year in his choice of subject. The 10 options are: Khmer, Mathematics, Physics, Chemistry, Biology, Astronomy, History, Geography, Morality & Art. ²⁸	
13. Age limits for school cycles	MoEYS Guideline No. 24 GYK/SNN, 2010 , encourages parents with children 6 years old or at least 70 months to register for grade 1 on time. It provides no limitation on the upper age for any grade.	Parents of school age children		
14. School leaving exams	Education Law 2007, Chapter III, Administration and Management of Education, Article 14: Issuance of Certificates and Diplomas: A certificate or diploma shall be awarded to a learner who has fulfilled all the requirements of the studies set by the educational establishments. A certificate or diploma shall be withdrawn or rejected by the responsible Ministry or educational establishments that issued the certificate or diploma if an inspection	Primary and secondary schools	Grade 12 certificates are issued by the Ministry of Education at national level. Students have to pass the national Grade 12 exam set by the MoEYS and approved by the MoEYS. Students who leave school before Grade 12 may receive a notation from the Provincial Office of Education of the grade completed, that is, having passed the 2 nd semester exam for that grade.	

²⁸ Interviews with H.E Ou Eng, General Deputy Director of Education Department; Chum Sophal, Deputy Director of Primary Education, Ung Nghok, Director of Secondary Education, at General Education Department, Phnom Penh, 3February 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	discovers the incorrectness of the educational process of the learner or the incorrectness of the decision to award the certificate or diploma to the learner.			
	MoEYS Guideline No. 01 GYK/SRNN, 2010, The National Exam for Secondary & Post Literacy. Exams shall be given at the end of cycle for grades 9 and 12 in order to monitor learning and teaching results and ensure education learning standards and guarantee EFA education goals are met.	Students in grades 9 and 12	Grade 9 and 12 exams are set by the MoEYS. Teachers are moved to other schools within the provinces to invigilate the exams. Grade 9 exams are marked in the province and Grade 12 exam papers are sent to Phnom Penh to be marked.	NGOs noted that students who were at risk of failing the grade 9 test often dropped out of school. Their hope is that this national Grade 9 exam may be abolished in order to decrease this type of dropout. ²⁹
15. Gender-related policies	Child Friendly Policy, 2007, Dimension 4, Gender Responsiveness: To promote awareness in schools, families and communities of their roles and responsibilities for providing equal and equitable education and educational opportunity for both girls and boys so that they can participate equally in all activities in school, family and society.	Schools, families, communities	Gender activities are mainstreamed in all dimensions of this policy. One central feature is the provision of girls' counselors because they can make a practical contribution to gender equity by providing support to girls and raising the profile of women teachers and offering them opportunities for recognition and professional development. ³⁰	The girls' counsellor scheme, originally designed by World Education and introduced in UNICEF-supported schools in 2007, appears to be an effective mechanism for reducing dropout, according to several reports reviewed by the MoEYS.
	A new MoEYS Gender Mainstreaming Strategic Plan in Education (not yet disseminated) tries to reshape social attitudes and values that impede girls' education and gender equality.	Female students, teachers, school staff	This new policy includes the training of women in leadership positions, development of a <i>Girl's Counsellor Manual</i> ³¹ , and gender awareness training for directors, deputies, provincial and district level staff, school directors and teachers.	Statistics show that the total enrolment rates of both boys and girls have increased in the past few years, and achievements have been made in reducing the gender gap. ³²

²⁹ Interview with Mr. In Samrithy, NEP Coordinator, Phnom Penh, 9 February 2011.

³⁰ Macro International Inc., Final evaluation of World Education OPTIONS program in Prey Veng Province, Cambodia, 2003-2007.

³¹ Developed by World Education project and adopted by MoEYS in 2010.

³² Net enrolment at primary school level from 87% to 92% between 2002 and 2007, girls' enrolment rate increased from 84% to 91% during the same period, Ministry of Women's Affairs: *A Fair Share for Women: Cambodia Gender Assessment*, 2008, p. 75.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
				Consequently, girls counselling manuals have been prepared and the scheme has been included in the MoEYS Child Friendly School set of core activities for rolling out nationwide. ³³
	<p>Committee on the Elimination of Discrimination Against Women (CEDAW) convention, ratified by the RGC in 1992, Article 10: Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women: (a) the same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training; (b) access to the same curricula, the same</p>	Citizens, education institutions	<p>Attention to the implementation of the Convention has only surfaced in the last few years.³⁴ CEDAW submits Shadow Reports on the implementation of the Convention to the RGC (last report 2005) which highlight areas such as dropout and provide recommendations to the RGC for resolution.</p> <p>The Cambodian National Council for Women prepares regular reports on its activities including the implementation of CEDAW in Cambodia. In its 2010 report, it commented on the actions taken by MoEYS to improve access for girls through school construction, girl dormitories and that the Ministry of Education, Youth and Sport had mainstreamed gender into all levels of teacher training program, general education</p>	No real evidence on dropout; mainly shows gender gap where it exists

³³ One of the activities scheduled under the EBEP work plan for 2010 includes strengthening the capacity of the Gender Working Group to manage a national roll out of girl counselling activities. Moreover, the expansion of the girl counsellor scheme will continue in all UNICEF supported provinces and POEs will be requested to produce an analysis of the number of girls that have remained in school because of the support provided by girl counsellors. *Expanded Basic Education Program (EBEP) Phase II: 2006-2010 Review report of year 2009*, April 2010, SIDA/ International Institute for Educational Planning/UNESCO, p. 17-18, http://www.iiep.unesco.org/fileadmin/user_upload/News_And_Events/pdf/2010/SATReviewreport2009.pdf

³⁴ http://cedaw-seasia.org/cambodia_cedaw_implementation.html accessed 23 February 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	<p>examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality; (c) the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programs and the adaptation of teaching methods; (d) the same opportunities to benefit from scholarships and other study grants; (e) the same opportunities for access to programs of continuing education, including adult and functional literacy programs, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women; (f) the reduction of female student dropout rates and the organization of programs for girls and women who have left school prematurely; (g) the same opportunities to participate actively in sports and physical education; and (h) access to specific educational information to help ensure the health and well-being of families, including information and advice on family planning.</p>		<p>curriculum, remedial program for all levels of steering officials and non-formal education program. In the selection of primary teachers, the Ministry of Education, Youth and Sport prioritizes for candidates from disadvantaged and remote areas by decreasing formula from 12+2 to 9+2 and in case of equal scores, female candidates are prioritized³⁵</p>	
	<p>MoEYS Gender and Girls' Education Secretariat (2006/7), Girls Council Committees (GCC): To encourage girls to</p>	<p>Girls in grades 1-9</p>		<p>GCCs started in 2007/8, and since the percentage of girls continuing in education has</p>

³⁵ Final Summary Report on Activities of the Cambodian National Council for Women (CNCW) in 2010 and Directives for 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	complete 9 years of education, GCCs shall be formed in schools in remote areas, especially where girls' dormitories have been constructed. Each GCC shall follow up absentees, check quality of learning and support girls reaching puberty.			increased, the RGC is assuming that this strategy has proved successful. ³⁶
16. Support for at-risk students and those with disabilities	<p>Education Law 2007, Article 38, Special Education: The state encourages and promotes access to special education for disabled persons; and</p> <p>Article 39, Rights of Disabled Learners: Disabled learners have the same rights as able learners and have separate special rights as follows:</p> <ul style="list-style-type: none"> • Disabled learners of either sex have the right to study with able learners if there is sufficient facilitation in the study process for the disabled learner to fulfill the educational program of the educational institutions; • Disabled learners with special needs have the right to receive additional teaching in the regular educational program, which is not a particularly special educational program; and • Disabled learners who are not able to learn with able learners have the right to receive special education in separate special classes. These disabled learners can study at community schools in their locality. 	Children and youth with disabilities	<p>The government has made inroads to implementing Article 39:</p> <ul style="list-style-type: none"> • Improved accessibility in new school construction such as including ramps • School authorities are seen as more welcoming to students with disabilities • Within MoEYS is the Department of Special Education which focuses on support for children with disabilities, minorities and vulnerable groups 	
	MoEYS Policy on Education for Children with Disabilities, 2008 , has several goals:	Children and youth	This policy is aligned with 6 dimensions of child-friendly schools:	

³⁶ RGC, National and Subnational Reports on Committee for Upholding Social Morality, Khmer Women and Family Values, for the year 2010 and objectives for 2011, presented 8 February 2011, Phnom Penh.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	<ul style="list-style-type: none"> • Increase awareness and acceptance of disabilities among communities, relevant institutions and stakeholders; • Provide early identification and intervention through rehabilitation services, such as physiotherapy, and health services, such as immunization, to all children with disabilities from birth to age 5; • Provide quality education, life skills or vocational training to children and youth with disabilities equitably and effectively; and • Increase enrolment, promotion and survival rates in the schools. <p>In 2000, MoEYS set up the Special Education office in the Primary Education Department, giving it responsibility for the educational development of children with disabilities, ethnic minority children, poor children, girls and other disadvantaged children.</p>	with disabilities	<ul style="list-style-type: none"> • Identify and enroll children with disabilities, • Implement early intervention and other services to children with disabilities, • Provide the opportunity and implement an inclusive education program, • Increase the enrolment of girls with disabilities, • Raise awareness and understanding of disability, and • Support programs from the education system. 	
	With the collaboration of the Disability Action Council (DAC) and funded by UNICEF, in 2000-2001, the MoEYS implemented the Inclusive Education Pilot Project for children with disabilities in one cluster school in Svay Rieng province.	Children and youth with disabilities and teachers	The Inclusive Education Project has expanded to 15 provinces, 15 districts, 14 cluster schools and 80 schools, with training of 824 teachers (341 females). In addition, there are 42 integrated classes in 12 provinces for deaf and for blind children.	
	Because of the MoEYS Policy on Education for Children with Disabilities, the PTTC	Teachers	The DAC and UNICEF have assisted MoEYS in the development of a manual for teacher	

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	offers a 10-day special education course for qualified teachers during their vacation time on support for children with disabilities, child victims of domestic violence, children with mental health issues, and orphans and vulnerable children.		training on Inclusive Education for Children with Disabilities. ³⁷ All stakeholders involved in training teachers for inclusive education are encouraged to use this in-service manual.	
	<p>MoSVY Alternative Care Policy, 2006: The general objectives of this policy are to protect the rights of the child and to ensure the physical and psychosocial long-term development of orphans and other vulnerable children (which include abandoned children, children infected or affected by HIV/AIDS, abused children whether sexually, physically or emotionally, street children, children in conflict with the law, child victims of exploitation whether sexually or any forms of harmful labor, children with disabilities, children addicted to drugs, and children whose basic physical needs are not being met). It includes the specific objective of ensuring these children access to health services, free education and psychosocial support for the child's survival and development.</p>	Children at risk	<p>Strategies to implement the policy include:</p> <ul style="list-style-type: none"> • Conducting regular needs assessments of sectors affecting orphans and other vulnerable children; • Developing a child rights focussed policy framework regulating and formalising programs and services that promote the wellbeing of orphans and other vulnerable children; • Increasing orphans and other vulnerable children's access to basic services; and • Undertaking regular monitoring and evaluation to ensure that programs targeting orphans and other vulnerable children meet their needs and that program development is an on-going process. <p>The Multi-Sectoral National OVC Task Force is mandated with this task and monitoring the implementation of the policy and has developed an action plan to implement the policy. Many NGOs are working with OVC to ensure their access to education through various strategies (e.g., scholarships, provision of materials, income generating</p>	Not yet measured.

³⁷ NEP, 2009 Education NGO report: <http://www.nepcambodia.org/userfiles/2009%20Education%20NGO%20Report%20August%202010-%20Final.pdf>

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
			activities for families/guardians.	
	<p>UNESCO Policy on Inclusive Education – Epic Arts/VSO/MoEYS Initiative, 2010: The partnership between Epic Arts and the PTTC/VSO supports the goals of having more understanding teachers equipped with methods of including all students in their classrooms. It aims to</p> <ul style="list-style-type: none"> • Increase trainees’ understanding about students with disabilities, • Teach trainees games and activities that are inclusive of all students, • Allow trainees to talk with students with disabilities in order to understand how exclusion impacts them, • Provide trainees with some experience of what it is like to be disabled, and • Encourage trainees to feel responsible for preventing bullying of students because of disability or difference. 	Teacher trainees	<p>Kampot Teacher Training College has 200 trainees in the two-year program for primary school teachers who will work in rural districts. Epic Arts trains students to be performing artists and does community performances to help people understand disability and inclusion.</p> <p>Trainee teachers were given a pre-session questionnaire about their attitudes towards students with disabilities, about their attitudes towards bullying, and about their confidence in including all students in their classrooms. They were also asked to list specific things they could do to include all students. During the activities, a reflection session was led by the Deputy Director of the College and the VSO education advisor. Trainees completed a second questionnaire and were asked to compare their responses.³⁸</p>	
	World Education/KAPE – IBEC provides counseling of girls who have been absent to encourage them to return to school.	At risk girls		Not yet measured.
	KAPE - MORE aims to increase cultural sensitivity toward Cham students by providing bilingual classroom assistants for grades 1 & 2 and multicultural teaching.	Cham students in grades 1-2		Not yet measured.
	Komar Pikar Foundation trains special education teachers.	Special education teachers		Not yet measured.

³⁸ Inclusive Education in Action project, <http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=113>

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	<p>To ensure access and completion of education for children at risk, the following NGOs support programs for children at risk:</p> <p>Primary: Winrock International, Shanti Volunteer Association, and KAPE.</p> <p>Secondary: Winrock International, Khmer Cultural Development Institute, Maddox Jolie-Pitt Foundation, Maryknoll, Shanti Volunteer Association, and KAPE.</p>	Children at risk	Most program support focuses on the needs of the child and his/her family to sustain the child's education. Different services are provided according to the needs of the child and family.	Voluntary Service Overseas (VSO), one NGO focusing on children at risk, reports that enrolment and promotion rates, especially of the target groups (girls, children with disabilities, ethnic minority children) have increased. Dropout rates generally decreased in schools, districts, and provinces with VSO interventions. ³⁹
	Other NGOs have provided educational services to children with disabilities. For example, Krousar Thmey (KT) has established special schools for deaf and blind children, and has trained government teachers in Sign Language and Braille to teach in integrated classes in public schools. ⁴⁰	Children with disabilities and teachers		
17. School calendar	The MoEYS Guideline No 2138 GYK/SNN, 2008, Implementation of the School Calendar for Public General	Public schools	In practice SDPP staff has been told (by NGO education practitioners) and have witnessed that during planting and harvesting many	

³⁹ 2009 Education NGO Report, NGO Education Partnership, August 2010, p. 16,

<http://www.nepcambodia.org/userfiles/2009%20Education%20NGO%20Report%20August%2023%202010-%20Final.pdf> accessed 9 February 2011.

⁴⁰ MOEYS, Policy on Education for Children with Disabilities, March 2008, p. 2, <http://nepcambodia.org/pdf/Disability%20Policy%20-%20English%2001-03-08.pdf>

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	<p>Education (copy of policy not available to SDPP) aims to enforce the implementation of the academic calendar at schools by introducing the calendar to all local districts, school clusters and schools, and requiring follow-up and field visits to any schools that do not properly comply with the academic calendar by, for example, closing school without permission.</p>		<p>children are removed from school to support the family in this work. Some return after the period.</p>	
	<p>Flexible Learning Schedule – Save the Children Norway (SCN), 1998 to present, now a part of MoEYS guidelines, coming under Dimension 6 of the Child Friendly Policy. The purpose is to increase education accessibility because during harvesting or fishing seasons, children (and teachers) are often absent. Fish fermentation (prahok) is relied on as a major source of food for rural families. Fishing villages, floating or on shore, fish according to the tide of the river.</p>	<p>Primary schools</p>	<p>To change a school’s schedule, there must first be agreement amongst head and teachers in the school, then between the school and local authorities, and finally among all parents/guardians of school children. The school informs the DOE; sometimes the DOE requests papers of agreement to ensure the schools have discussed this seriously and thoroughly with the community.</p> <p>According to SCN, there are currently 123 schools that have a flexible learning schedule in Siem Reap, Kampong Chhnang, Preah Vihear, Kampong Cham and Koh Kong.</p>	<p>This system has reduced the number of children who have to repeat classes, which can be a factor for dropout.</p>
<p>18. Class size/ student: teacher ratio</p>	<p>MoEYS Guideline No. 04 GYK/SRNN, 2009, states that, in case the school does not have enough room (class standard size is limited to 50), the school director can allow the class size to be increased but to no more than 59.⁴¹</p>	<p>Primary schools</p>	<p>In the past many schools had more classes than classrooms, leading to excessive overcrowding; however, with school construction programs, this problem is slowly diminishing.</p> <p>SDPP staff understands the upper limit for class size to be 45 for lower secondary and 40</p>	

⁴¹ Interview with Ms. Kuy Phalla, Deputy Director of EMIS/Planning Department, MoEYS, Phnom Penh, 4 February 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
			for upper secondary, but formal guidelines regarding class size have not yet been received from the Ministry.	
19. Access/distance to school	Education Strategic Plan 2009-2013, Policy 1: Equitable Access: There should be nationwide school construction to bring schools closer to where citizens reside. (N.B. There is no stated maximum number of kilometers from a community within the policy.)	Primary and secondary schools	The total number of primary schools, colleges and lycees has increased significantly from 8,628 in 2005/6 to 10,115 in 2009/10. The increases at different levels are as follows: primary schools from 6,277 in 2005/6 to 6,665 in 2009/10; lower secondary schools from 911 in 2005/6 to 1,172 in 2009/10; and upper secondary schools from 252 in 2005/6 to 383 in 2009/10. ⁴²	
20. Transportation	NGO provision of bicycles is commonly a part of scholarship programs.	Children living far from the nearest school	The provision of a bicycle enables the child to ride to and from school, easily covering the distance and travelling safely.	
21. School transfer	MoEYS Prakas No. 1258 GYK/BROK, 2009, Article 4: School Transfer Guidelines clarify the documents required for students transferring to another school	Students in grades 1-9	Parents are required to submit the student's scoring certificates, a student notebook, the child's record, yearly results of study and a birth certificate.	
	MoEYS Guideline No. 1560, 2000: Guideline on School Transfer of Secondary Education Students covers the dates of approved school transfer (permitted twice a year in September and March), the School Transfer Application Form, preparation of the application form, and the hierarchy of school transfer (between rural and urban and province and satellite schools).	Secondary students	In special or necessary cases, the ministry will accept transfer if the students need to be transferred alongside their parents or guardians. The Application Form is completed, verifying details from the family book and/or birth certificate. Applications are passed through the various education departments	

⁴² Interview with Ms. Kuy Phalla, Deputy Director of EMIS/Planning Department, MoEYS, Phnom Penh, 4 February 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
SCHOOL FACILITIES				
22. Accessible and female-friendly facilities	Fast Track Initiative, ESSSUAP, 2008-2012: 60% of the budget (\$42 million) has been allocated for new school construction in rural and remote areas and to complete existing schools.	School children	The program did not really begin until 2009. The funds disbursed as of March 2010 represented only 10% of the total amount. However, a 2-year extension of the closing date has been given till June 2012.	The successful implementation of ESSSUAP will be particularly important since the program is explicitly targeted at integrating the most vulnerable groups of children into the education system. ⁴³
	CTB – BTC (Coopération Technique Belge - Belgian Technical Cooperation) - Basic Education and Teacher Training, 2003-2011 is designed to improve access to education in targeted areas in Siem Reap, Otdar Meanchey and Kampong Cham.	School children	522 classrooms (representing 106 buildings at 85 sites) have been built during the first phase of the project (from October 2003 through June 2007). During the consolidation phase (July 2007 to present) another 110 classrooms (representing 26 buildings) have been constructed.	No impact report was provided on this project; however, it is assumed that new facilities will offer opportunities to increase access and reduce dropout.
	The Seth Koma Child Rights Program , initiated by UNICEF, improves facilities by upgrading water and environmental sanitation through the construction of wells, school latrines, and water-quality testing.	Communities and schools	Such improvements benefit more than 4,000 families and 10,000 primary school children. ⁴⁴	
23. Dorms/hostels for students	The Education Strategic Plan 2009-2013 contains a government initiative for cooperation among 4 ministries (MoEYS, Ministry of Justice, Ministry of Women’s Affairs & Ministry of Culture) to provide accommodation for girls to finish basic education to at least grade 9.	Poor girls in grades 1-9	The government program has constructed dormitories in 4 provincial town high schools in Siem Reap, Kampong Thom, Kampong Chhoeu Till (Kg Thom), and Ratanakiri and Mondulkiri. 80% of girls in these schools are from ethnic minorities. The Gender Secretariat implemented Girls’ Education Councils in each school to keep	

⁴³ *Expanded Basic Education Program (EBEP) Phase II: 2006-2010 Review report of year 2009*, April 2010, SIDA/ International Institute for Educational Planning/UNESCO, p. 10 http://www.iiep.unesco.org/fileadmin/user_upload/News_And_Events/pdf/2010/SATReviewreport2009.pdf

⁴⁴ <http://ochaonline.un.org/TrustFund/ProjectProfiles/SethKomaChildrightsincambodia/tabid/2119/language/en-US/Default.aspx> (Seth Koma “Child Rights” program).

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
			good harmonization within the dormitories. ⁴⁵	
TEACHER RECRUITMENT, TRAINING, AND BEHAVIOR IN THE CLASSROOM				
24. Teacher recruitment	The Ministry of Education, Youth and Sport (MoEYS) Teacher Development Master Plan (TDMP) 2010-2014, 2010 ⁴⁶ aims to prevent girls from dropping out from school by providing female teachers (who may also serve as counselors for girls).	Primary and secondary teachers	<ul style="list-style-type: none"> Since 2005, candidates for teacher training had to have completed at least grade 12. However, TDMP, Strategy 1.2 /4.1 encourages female teacher candidates in remote rural areas who have completed grade 9. Therefore around 60% of the successful candidates are female <p>MoEYS will also provide allowances for teachers living in remote and disadvantaged areas.</p>	This practice is expected to help reduce female dropout.
	World Education/KAPE – IBEC project aims to reduce teacher shortages by recruiting trainees from remote areas and giving them scholarships.	Potential teachers from remote areas	120 individuals from remote and high priority areas received scholarships in 2009/10.	Since the deployment of community teachers appears to have reduced overcrowding, kept pupil-teacher ratios at a manageable level, and helped reduce repetition rates, ⁴⁷ it is expected IBEC will do the same.
	The KAPE - Re-Write the Future project addresses teacher shortages by recruiting trainees from remote areas with 9 years of schooling rather than 12.	Grade 9 students from remote areas	This project recruits grade 9 students and also helps contract and community teachers become state teachers by providing training to them before they take the teachers' entrance examination.	The program is ongoing; it has identified a low level of skills in its trainees. ⁴⁸
	The KAPE - MORE program has the goal	Teacher	Two female Cham student trainees have been	Not yet measured. ⁴⁹

⁴⁵ Interview with H.E Nhim Vanchacorn, President of Gender and Girls Education Secretariat and Deputy of the Inspectors Department, MoEYS, 9 February 2011.

⁴⁶ MoEYS Policy on "Teacher Development Master Plan 2010-2014", 16 August 2010.

⁴⁷ World Education, IBEC Annual Report, October 2010.

⁴⁸ Re-write the Future project report, KAPE, 2009-10.

⁴⁹ MORE Annual Report, Year 2 of implementation, KAPE, January 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	of increasing the number of Cham teachers in minority areas.	trainees from Cham communities	sponsored to study in a Provincial Teacher Training College (PTTC) since December 2009. These students successfully completed their first year and are enrolled in year 2. Three additional candidates (1 female) passed the examination to study at a PTTC in 2010-11.	
25. Teacher professional development	<p>Education Law 2007, Article 20, Educational personnel training: The state shall train educational personnel prior to and/or in service. ... The Ministry in charge of education shall determine the fundamental programs for educational personnel training... and</p> <p>Article 21: Quality and efficiency of education: The state shall promote the quality of education ... The state shall pay attention to equip appropriate and modern techniques of teaching and learning to ensure its quality and efficiency. National Education Standards, National Training Standards and/or National Capacity Standards shall be set by the Ministry in charge of education in line with the policies of the Supreme National Council of Education.</p>	Primary and secondary teachers	<p>Pre-service training: Includes training in the major subject of teaching as well as methodology, general knowledge, and other trainings including child rights, women's rights and culture.</p> <p>Primary teacher training: Due to teacher shortages in remote areas MoEYS allows Grade 9 graduates to enroll for primary teacher training at the Provincial Teacher Training Colleges, as part of the 9+2 strategy.</p> <p>Lower Secondary teacher training</p> <ul style="list-style-type: none"> ○ Eligibility: A certificate of general secondary and a two-year pre-service training at one of the six regional teacher training centers - in Phnom Penh, Battambang, Prey Veng, Takeo, Kampong Cham, and Kandal provinces.. ○ Training: Fourteen weeks of practical training (six weeks in the first year and eight weeks in the second year) ○ Completion: Graduates are awarded a certificate of pedagogical training, qualifying them to be lower secondary school teachers. 	

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
			<p>Upper secondary teacher training</p> <ul style="list-style-type: none"> ○ Eligibility: A bachelor's degree followed by a one-year pre-service training at the National Institute of Education (formerly, the Faculty of Pedagogy) ○ Training: Four weeks of practical training is required of all students Completion: Graduates are awarded with a certificate of pedagogical training. They then become government employees and are posted to schools all over the country. Certificates are issued by the MOEYS and, once obtained, they are valid for life. <p>In-service training: The same regional teacher training centers described above also provide in-service training for lower secondary teachers. Similarly, the National Institute of Education provides in-service training for upper secondary school teachers. Although regular participation in the training is not required of in-service teachers, participation is taken into consideration for teachers' career development such as promotion and salary upgrading¹. In-service training takes place during school vacation and focuses on methodology and technical.</p>	
26. Teacher code of conduct	<p>Royal Government of Cambodia (RGC), Anukret (Sub-decree) No. 126 GNRK/BK, 2008, Professional Teacher Code of Conduct works to improve the morality, dignity and quality of teaching for all teachers in Cambodia.</p>	School staff	Six chapters and 30 articles define teachers' obligations, parents' and students' roles and responsibilities, the relationship between teachers and students, teachers' professional work, and punishment in the case of abuse/corporal punishment of students.	The Teacher Code of Conduct is seen as one tool to reduce student dropout. Before this code of conduct, teachers applied a hard approach to push students to study and some children, in fear of their

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
				teachers, dropped out of school. ⁵⁰
27. Bullying/harassment prevention	UNESCO Policy on Inclusive Education – Epic Arts/VSO/MoEYS initiative, 2010: This initiative supports the goal of having more understanding teachers equipped with methods of including all students in their classrooms. One of its aims is to encourage trainees to feel responsible for preventing bullying of students because of disability or difference.		Kampot Teacher Training College has 200 trainees in the 2-year program for primary school teachers who will work in rural districts. Among other activities, they discuss bullying prevention.	
28. Corporal punishment	MoEYS Guideline No 1258 GYK/BROK, 2009, Article 11, Punishment Statement: Any corporal punishment, both physical and mental, or violence against children is prohibited in any school institution. In case any student has bad behavior or breaks school rules, the School Director must apply to the School Council Committee for advice on how to deal with the student’s wrongdoing.	School directors, education officials, teachers	In practice, corporal punishment is still happening in schools, although often not reported. Children mention the ‘long cake’ from the teacher, a euphemism for corporal punishment. The SDPP education team is unaware of any official punishment or action against a teacher who uses corporal punishment.	
29. Child-friendly schools	MoEYS Child Friendly School (CFS) Policy, 2007 , has several objectives: <ul style="list-style-type: none"> • Implementation of Child Rights which are universally recognized, • Strengthening the quality and effectiveness of basic education, • Applying successfully a decentralization system, • Achieving the Millennium Development Goals, the targets of the National Plan for 	Primary and secondary students	A CFS recognizes and nurtures the achievement of children’s basic rights, works with all commitment-holders, especially parents/guardians of students, and values the many kinds of contributions they can make in (a) assuring that all children go to school, and (b) developing an effective learning environment for children. These learning environments are characterized by equity, balance, freedom, solidarity, non-violence and	The CFS strategy has rolled out to 50% of state schools.

⁵⁰ Interview with Mr. Ung Nghok , Director of Secondary Education Department, 10 February 2011, MoEYS office , Phnom Penh.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	Education for All, and the objectives of the Education Sector Plan for national education.		a concern for children’s physical, mental and emotional health. These characteristics of a school contribute to children’s development of knowledge, skills, attitudes, values, and morals so that they can live together in a harmonious way. A child friendly school nurtures a school-friendly child, supports child development and a school-friendly community.	
	<p>NGOs implementing CFS programs:</p> <p>Primary</p> <ul style="list-style-type: none"> • Save the Children Australia • Kampuchean Action For Primary Education • Care International in Cambodia • Puthi Komar Organization • World Vision Cambodia • Voluntary Service Overseas <p>Secondary</p> <ul style="list-style-type: none"> • Plan International • Kampuchean Action For Primary Education • Care International in Cambodia • Voluntary Service Overseas 	School children	CFS programs have the following dimensions: 1: Inclusive education 2: Psychosocial learning environments 3: Health, nutrition, and security 4: Gender-sensitive learning environments 5: Community & parental engagement 6: Enabling school environments (school governance)	In order to further explore the impact of the CFS approach, a comparative analysis of UNICEF supported CFS schools versus non-CFS schools was undertaken. Unfortunately, the research has been rather hastily completed and is weak in terms of overall design, sampling and data collection methods. The study does not really measure the impact of the CFS implementation in terms of its effect on certain key outcome indicators (such as percentage of 6-year-olds in grade 1, repetition and dropout rate, learner achievement), but intermediate changes that have occurred in the school environment and certain school practices. In spite of its limitations, the report does

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
				provide some interesting information and indicates that a number of positive changes are taking place in the CFS schools: improved school environment (more welcoming to the disabled, availability of water filter, more frequent use of household mapping, etc.), greater gender responsiveness (i.e., separate toilet facilities for girls, more equal representation of girls in student clubs), stronger focus on teaching/learning practices (but no less teacher absenteeism), better participation of children, parents and communities in school functioning. ⁵¹
30. Language of instruction	Education Law 2007, Article 24, Languages of Teaching and Learning: The Khmer Language is the official language and a fundamental subject of the curriculum at public schools providing general education. The language for Khmer learners of minority origin shall be determined by Prakas of the Ministry in charge of Education.	Public schools		Potential learners who do not have Khmer as a first language are at risk of dropout or not accessing school if the government schools don't act to support bilingual education.
	Education Strategic Plan 2009-13, Policy 1: Ensure entry of all 6 year olds into	Children aged 6		Not yet measured.

⁵¹ *Expanded Basic Education Program (EBEP) Phase II: 2006-2010 Review report of year 2009*, April 2010, SIDA/ International Institute for Educational Planning/UNESCO, p. 19, http://www.iiep.unesco.org/fileadmin/user_upload/News_And_Events/pdf/2010/SATReviewreport2009.pdf

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	primary school including marginalized groups such as children with disabilities, ethnic minorities, and so on; and Policy Action, 2010: The Primary Education Dept. developed guidelines on the implementation of bilingual education for ethnic minorities.	years		
	To motivate children to attend school and show support from the national level, the Special Education Policy on Bilingual Education, 2008, Provision of Equal Education to Indigenous Children (policy not available to SDPP) requires: <ul style="list-style-type: none"> • Organization of community schools to carry out a bilingual education curriculum, • Recruitment and training for teachers for bilingual education programs, • Monitoring and follow-up, • Assessment, and • Dissemination of information on bilingual education programs to parents, communities, relevant departments and ministries. 	Indigenous children in highland areas	Textbooks and curricula in all ethnic languages have not yet been developed; therefore, the bilingual education program implementation is not yet adequate and comprehensive. ⁵²	
	The ICC/CARE Bilingual Education Program aims to enable indigenous people to read and write Khmer plus their own (indigenous) language.	Indigenous communities	CARE has established community-run schools, where students learn in both their own language and Khmer. Since 2002, CARE's Highland Community Education Project (HCEP) has put considerable effort into advocacy within the Ministry at the national level for bilingual education for ethnic minority children. HCEP has its own	

⁵² Interview with Nhean Sarouen, MoEYS Special Education Office, Primary Education Department, Phnom Penh, 11 February 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
			resource production unit and have written and produced more than 25 bilingual textbooks	
31. Curriculum	Education Strategic Plan 2009-13. Policy Action, 2010: The Primary Education Dept. developed guidelines on the implementation of accelerated learning for special groups	Primary level		Not yet measured.
32. Vocational education or school-to-work programs	Education Law 2007, Article 19, Technical and Vocational Education and Training: Technical and vocational education and training cover all professions and skills provided by public and private technical and vocational education and training institutions, enterprises, communities, families or in co-operation between technical and vocational education and training institutions and enterprises and/or communities and families.	Public and private institutions	Non-formal education is one of MoEYS' priority programs to promote reading, writing and professional skills among adult and overage children. According to the 2009 Human Development Index Report of the United Nations Development Program, the adult literacy rate among Cambodians aged 15 and above was 76.3% in 2007, showing the need for such programs.	
	A large number of NGOs provide vocational training programs, including World Education, CARE KAPE, KNKS, KPF, MJP, MVI, RDA, SK, PIO, MODE, ICC, PVT, CIDC, DTP, FESIP, NLF, CCBO, Don Bosco, Damnok, Toek Prey Veng, FDCC, Wattanapheap, WFC, SCD, WI, L.CDI, WDA, and Hagar.		At least 43 NGOs implement program activities in non-formal education. They are implementing different activities aiming to build the capacity of poor and vulnerable groups to improve their living conditions. The majority of these NGOs provide training on professional and computer skills to make sure that their target group learns specific skills that will help them to improve their livelihood options. Sixteen (16) NGOs implement literacy classes to improve reading and writing skills of adult and overage children.	There is no information available to reveal how these NFE programs have affected the living conditions of their beneficiaries. However, two main areas of progress have been identified by NGOs: 1) adult literacy participants have improved their reading and writing skills; and 2) young literacy students have been reintegrated into the public schools. ⁵³

⁵³ 2009 Education NGO Report, NGO Education Partnership, August 2010, p. 21,

<http://www.nepcambodia.org/userfiles/2009%20Education%20NGO%20Report%20August%2023%202010-%20Final.pdf> accessed 9 February 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
SCHOOL SUPPORT SERVICES				
33. Remedial tutoring/ bridge courses	Several NGOs, including KAPE, SCN, Komar Pikar Foundation, Sustainable Cambodia, and the Puthi Komar Organization provide remedial programs . SC also provides enrichment courses (Math, Khmer and English).	Primary and lower secondary school students	For example, KAPE's remedial program for children with special learning needs offers support for village-based learning groups for those children who are in danger of failing and at risk of dropping out.	
	The Education Strategic Plan includes Re-entrance Programs aimed at giving primary-level dropouts the possibility of re-entering at grades three to six.	Primary school dropouts	Programs will strengthen and expand community learning centres, libraries and reading centres and upgrade the capacity of NFE staff.	Between 2005 and 2008, over 68 000 children successfully re-entered primary school, of whom 61.6% were girls. ⁵⁴
34. Provision of meals	World Food Program – School Feeding Program (SFP) and Take Home Rations (THR), 2009. Working with five international NGOs and 10 local NGOs, ⁵⁵ these programs aimed-to enhance the resilience and coping capacity of vulnerable households through targeted food aid interventions.	Primary students	The SFP includes an early morning meal for grades 1-6 served to all students at the targeted school. The THR targets students in grades 4-6, as these are the most vulnerable in terms of dropout or irregular attendance. A total of 482,961 children benefited from the programs in 2009, reduced from 610,000 due to lack of funding (commodities) and increased food prices.	School feeding does reduce dropout, especially for grades two through four where effects on boys and girls were significant – between 1.8% and 2.7%. The dropout rate for girls follows similar trends, but is only significant in grades four and five, in both cases more marked than the general tendency. This is an essential indicator, and the result reveals that school feeding positively influences pupils and parents' willingness

⁵⁴ Ministry of Education, Youth and Sport, *Mid-term Review Report of the Education Strategic Plan and Education Sector Support Program 2006-2010 Implementation*, 2009, p. 23, http://www.moeys.gov.kh/DownLoads/Publications/MTR_Report_finalDraft120109_en.pdf

⁵⁵ WFP intends to work closer with education authorities from the MoEYS national level through to provincial and district education administrations. The purpose of such collaboration is to enhance both national capacity through training of provincial and district staff in school feeding management and ownership of the SFP through direct involvement in management and implementation of the program (selection of schools, control of commodities and monitoring). – Ref: WFP Cambodia School Feeding 2000-2010: A Mixed Method Impact Evaluation, November 2010, DARA/WFP.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
				(and capacity) to stay in school. ⁵⁶
35. Health care for students	Education Law, 2007, Article 41, Right of Learners and Educational Personnel to Health Checks: Learners and educational personnel in educational institutions with proper educational licenses have the right to access to health checks. The guidelines for health checks shall be determined in the Joint-Prakas by the Ministry in charge of Education and Ministry of Health.	Students, teachers, school staff	Health checks in schools only tend to be happening with NGO support	
	MoEYS School Health Policy, 2006 has the following goals: (a) to improve the health status of school children, students, lower and upper pre-service teacher trainees and education staff in all public and private educational institutions and communities; (b) to improve the capacity and necessary skills of school children, students, lower and upper pre-service teacher trainees and education staff in all public and private educational institutions and the communities in regard of the prevention of diseases and incidental dangers in everyday life; (c) to encourage and provide opportunities to all relevant stakeholders, especially communities, to get more involved in school health promotion; and (d) to enhance focus on the equitable access of all concerned stakeholders to health education services.	Students, teachers in public and private educational institutions	The school health policy has many requirements: <ul style="list-style-type: none"> • Provide health care services through cooperation with public health services, • Enhance vaccination coverage to school children, • Enhance timely interventions in regard to communicable disease control and emergency help, • Encourage the establishment of health clubs in public and private educational institutions, • Enhance control of psychological pressure and provide counseling services to students, • Improve the provision of food nutrition to school children through school feeding programs and encouraging students to take safe and healthy food choices, and 	

⁵⁶ WFP Cambodia School Feeding 2000-2010: A Mixed Method Impact Evaluation, November 2010 , p18, also accessed from <http://documents.wfp.org/stellent/groups/public/documents/reports/wfp230142.pdf>

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
			<ul style="list-style-type: none"> • Improve and expand the oral health program. <p>The school health and nutrition subcomponent of MoEYS is managed by its School Health Department with technical support from several Departments of the Ministry of Health. In terms of health and nutrition services there are numerous programs, each with a separate implementing partner, which together comprise the national school health and nutrition program:</p> <ul style="list-style-type: none"> • The national deworming program is coordinated by the National Malaria Centre. • All secondary school girls >15yr are intended to be beneficiaries of a national program to provide weekly iron folate supplements to all women of reproductive age. The tablets are provided by the National Nutrition Program and delivered by teachers in 10 provinces. • The Dept. of Preventive Medicine coordinates two programs directly with schools: (1) a program of oral health promotion supported by the private sector, and (2) a road safety program in collaboration with the traffic police. Both these activities are largely confined to Phnom Penh and other urban centers. • The Dept. of Health Promotion works with schools in four provinces to promote food hygiene and the safety of food provided 	

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	<p>Child Friendly School Policy 2007, Dimension 3, Health, Safety and Protection of Children: To ensure that all children participating in education are cared for and supported by all concerned people and institutions to keep them healthy and safe and protect them from violence at school, in the family and in society. Many NGOs support this policy (e.g., SCA, MJP, OEC, UPWD, Nomad, ICC, MODE, COES, KYA, CDRCP, VFC, PNKS, KAFDOC, REDA, SCD) in Kg Cham, Battambang, Rattanakiri, Phnom Penh, Mondolkiri, Kg Thom, Siem Reap, Kampot, Kratie, and Svay Rieng.⁵⁸</p>	Primary and secondary students	<p>through food vendors.⁵⁷</p> <p>The policy ensures the following: safe food, safe water and hygienic conditions in school, control of food sales in school, health care for children, and a safe school environment.</p>	
36. Life skills workshops/ classes	<p>MoEYS Policy for Curriculum Development 2005-2009, (unclear if has been updated and hence still valid), Chapter 4, calls for incorporation of life skills into each subject for 2-5 hours per week and includes</p> <p>4.2 The most fundamental of all life skills are Khmer literacy and numeracy, and the teaching of these skills is the main purpose of primary education in the first three years of schooling; and</p>	Public schools	<p>Local life skills are included in the curriculum for primary and secondary level education.</p> <p>EEQP/ADB developed a guideline for life skills of around 200 topics including health, social and vocational, which has been accepted by MoEYS. A manual will be developed for the topics</p>	

⁵⁷ Ministry of Education, Youth and Sport, Summary Report on Strengthening the Education Sector Response to School Health, Nutrition, and HIV&AIDS Programs Workshop, <http://www.moeys.gov.kh/Includes/Contents/Icha/Summary%20Report%20on%20Strengthening%20the%20education%20sector%20response.pdf> accessed 24 February 2011.

⁵⁸ 2009 Education NGO Report, NEP, August 2010, p. 24, <http://www.nepcambodia.org/userfiles/2009%20Education%20NGO%20Report%20August%202010-%20Final.pdf> accessed 9 February 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	<p>4.4 Consistent with EFA policy, schools are expected to develop partnerships with parents, their local community, community organizations and NGOs to provide additional local life skills programs that will equip students with specialized skills, including, where appropriate, local vocational training.</p>			
	<p>Many NGO programs (e.g., AFESIP, CARE, Khmer Ahimsa, RAO, APESCA, BSDA, WE, Hagar, and KAPE) offer life skills activities to improve educational relevance using empowerment as a key principle and allowing children to choose what they want to learn.</p>	Youth	<p>Topics can include bicycle repair, agricultural skills, sewing, cooking, mushroom growing, computer literacy, etc.</p>	
37. Extra-curricular activities	<p>Many NGOs have established child and youth clubs (e.g., Save the Children, World Vision, Winrock, Childfund Cambodia) to continue a child's learning outside of the classroom and empower children with small grants to improve their school and community.</p>	Children in grades 1-12	<p>Youth-focused NGOs teach skills to young people as they contribute as volunteers to their communities. In 2006, 84 children and youth-led clubs and organizations were identified across the 24 provinces and municipalities of the country. Since that time, many more NGOs have supported children and youth to establish new clubs. The activities of these associations include leadership training, home-based care (for people living with HIV/AIDS), primary health care and child rights promotion, monitoring child abuse, capacity building for club members and holding literacy classes.</p>	
38. Community participation	<p>Education Law 2007, Article 36, Rights and Obligations of Parents and Community specified the roles and responsibilities of the PTA to:</p>	Primary and secondary schools,	<p>It tends to be schools supported by NGOs that have active PTAs. Activities focus on fundraising to develop school construction Membership often includes local officials and</p>	

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	<ul style="list-style-type: none"> • Support school construction and maintenance, • Raise funds, • Secure school facilities, • Provide funds for poor teachers, • Conduct a school enrolment campaign, • Encourage 6-year-old children to enroll in school on time , • Follow up on children’s studying, • Raise awareness in the community on the value of education, and • Strengthen the relationship between the school and the community.⁵⁹ 	communities	active community members	
	<p>Child Friendly Policy 2007, Dimension 5, The Participation of Children, Families and Communities in the Running of their Local School. Participation includes:</p> <ul style="list-style-type: none"> • Collection of children's work for student portfolios and community exhibitions, • Arrangement of social or mobilization activities to interest the community in the school, • Organization of a Student Council, and • Development of strategies by which the school can help families and communities. 	Children, families, communities	Community participation tends to be more apparent in NGO supported schools	
	<p>Global Campaign for Education, a program jointly sponsored by MoEYS and NEP Cambodia (GCE Cambodia, Aide et Action, VSO, World Vision, RAO, DAC, Hagar, Plan, Dycfec and UNESCO) works to</p>	Communities, school-age children	<p>GCE started worldwide in 1999 Cambodia became a member 2007 working towards EFA 2015.</p> <p>GCE holds an annual campaign event. For</p>	In 2009 5,000 people participated in GCE Cambodia events.

⁵⁹ Interview Mr. Pech Bunna, Chief of MoEYS Primary Education Department, Phnom Penh, 11 February 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	inform communities about their rights and EFA, reduce the risk to children's wellbeing and thus foster positive changes in the community, reduce girls dropout, and to liberate women's and girls' voices.		2010 it focused on education financing, and workshops across many provinces provided information about public financing to stakeholders. In 2011 the GCE will focus on women's and girls' education. Various storytelling activities will take place to promote EFA.	
CULTURAL PRACTICES				
39. Age of marriage	Marriage & Family Law , passed by the National Assembly of the State of Cambodia on July 17, 1989, ⁶⁰ aims to protect and ensure the equality of spouses in marriage. Article 5 says that a marriage may be allowed for a man whose age is 20 years or more and a woman whose age is 18 years or more. In a special case where a man is under 20 and/or a woman is under 18, a marriage may be legitimized, upon the consent by the parents or guardians, if the woman becomes pregnant. ⁶¹	Citizens	In theory and according to the law, marriage should not have any effect on dropout unless the student is overage or pregnant. However, when girls reach puberty, generally in grades 8 or 9, parents often arrange for them to marry.	Because it is common practice to arrange marriages for younger girls, marriage does have an effect on dropout, although actual data on this could not be located.
40. Pregnancy	The Seth Koma Child Rights Program ensures the rights of the child and support for the mother.	Women of reproductive age, with especially vulnerable families, children in	This program has led to the establishment of 130 Commune Committees for Women and Children (CCWC). Their members are trained in social, women and children's issues. ⁶² There is no policy which prevents a girl from reentering school after giving birth, but in practice she tends to drop out. The	CCWCs are newly established, and it is not known if they have any effective means to support female students.

⁶⁰ From *The Compendium of Cambodian Laws*, Council for the Development of Cambodia, UNDP Project CMB96-005 website http://bno.com.kh/Cambodia%20Laws/100_LAW_Marriage%20and%20Family%20Law.%20Eng.pdf accessed 15 February 2011.

⁶¹ http://bno.com.kh/Cambodia%20Laws/100_LAW_Marriage%20and%20Family%20Law.%20Eng.pdf

⁶² <http://ochaonline.un.org/TrustFund/ProjectProfiles/SethKomaChildRightsinCambodia/tabid/2119/language/en-US/Default.aspx> (Seth Koma "Child Rights" program).

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
		need of special protection, and people living with HIV/AIDS	Cambodian 'Women's Law' <i>Chbab Srey</i> , taught in households across the country, lays down gender roles and rules for women. SDPP is not aware of any programs to encourage girls to return to school, and it is most likely they would not return to primary or secondary, but they might return to a tertiary program.	
41. Rites of passage/cultural rituals	A very common occurrence in Cambodia is for poor families to decide to take their children from school to earn a living to add to the family income. This is particularly the case for girls. Chbab Srey , ⁶³ otherwise known as 'women's law,' reinforces attitudes to take girls out of school for family support as it is not seen as important for them to receive an education.	Out of school children, particularly girls	NGOs often implement enrolment campaigns and school mapping exercises to locate out-of-school children, using funds from such programs as Child Friendly Schools.	The inequities of enrolment and completion are diminishing, so it could be assumed that such actions as gender responsiveness, school mapping and enrolment campaigns have helped to address the cultural tradition. ⁶⁴
OTHER				
42. Livelihood skills for parents	NGOs support livelihood projects to help parents earn extra income so they do not send a child to work instead of school.	Parents		

⁶³ Translation of Chbab Srey or women's law <http://carpediemilia.over-blog.com/article-21656482-6.html>

⁶⁴ *Labor and Social Trends in Cambodia 2010*, National Institute of Statistics/Ministry of Planning/International Labor Organization, September 2010, p. 52 (PDF).

Table A-2: India Policies and Programs That May Affect Student Dropout

Policy or Program Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
LEGAL CONTEXT OF EDUCATION				
1. Children's rights	The Government of India ratified the Convention on the Rights of the Child on 12 November 1992 and reviewed national and state laws to bring them in line with the provisions of the Convention.	Children under 18 years		
2. Compulsory education	RTE Act, Section 3(1) specifies the right of children to free and compulsory primary education in a neighborhood school; and Section 13(1) prohibits screening procedures for admission of children.	Children from 6-14 years	Screening procedures would be likely to exclude some children who did not meet screening criteria.	
	The Sarva Shiksha Abhiyan Framework of Implementation (SSA), 2010 , ⁶⁵ focuses on the provision of primary education of satisfactory quality with emphasis on education for life and works to bridge all gender and social category gaps.	Children from 6-14 years		
	The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) calls for universalisation of secondary education, but does not make it compulsory.	Children from 15-18 years		
3. Child labor laws	Child Labor (Prohibition and regulation) Act, 1986; National Child Labor Policy, 1987; National Child Labor Project (NCLP) Scheme: The law states that employment of children below 14 is illegal, except in family	Children under 14	To make sure children under 14 are not working but attending school, the MV Foundation runs residential bridge courses to prepare dropouts, out-of-school children and erstwhile working children for entry into the formal school system	As many as 92% of children taken out of work reported that they have not yet joined any school to pursue study, though most

⁶⁵ Ministry of Human Resource Development. (December 16, 2010). *Sarva Shiksha Abhiyan Framework of Implementation*. Available at http://www.cips.org.in/public-sector-systems-government-innovations/documents/articles/draft_ssa_framework.pdf, accessed 5/6/2011.

Policy or Program Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
	owned enterprises. In pursuance of National Child Labor Policy, the NCLP Scheme was started in 1988 to rehabilitate child labor. The Scheme seeks to adopt a sequential approach with a focus on rehabilitation of children working in hazardous occupations and processes. Under the Scheme, after a survey of children engaged in hazardous occupations and processes has been conducted, children are to be withdrawn from these occupations and processes and put into special schools in order to enable them to eventually be mainstreamed into the formal schooling system.		in the class appropriate to their age. This has proved to be a very successful strategy in easing the transition of working children into the educational system and has been adopted by the Andhra Pradesh government as well as by NGOs such as Pratham, CINI-Asha, Lok Jumbish & many others.	of them said that they would love to go to school and study like other children. ⁶⁶
4. School accountability	RTE Act, Sections 31 and 32: The National Commission for Protection of Child Rights ... shall inquire into complaints relating to any child's right to free and compulsory education and take necessary steps for the protection of these rights. Any person having any grievance relating to the right of a child under this Act may make a written complaint to the local authority having jurisdiction. The local authority shall decide the matter within a period of 3 months after affording a reasonable opportunity of being heard to the parties concerned.	Primary schools		
5. Tracking/ follow-up on absent students	RTE Act, Sections 8 and 9: The central government and local authorities must ensure compulsory admission, attendance and	Children from 6-14 years		

⁶⁶ People's Council for Social Welfare. (No date provided). *Research Report on Status of Child Labour after Implementation of New Legislation banning child labours in all commercial activities*. Available at <http://pcswindia.org/reports/child%20labour.pdf>.

Policy or Program Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
	completion of primary education for all children ages 6 to 14.			
6. School tuition and/or fees	RTE, Section 3(2): No child shall be obligated to pay any kind of fee or expenses which may prevent him or her from pursuing and completing primary education. Section 13(1): No school or person shall, while admitting a child, collect any capitation fee. Section 28: No teacher shall engage in private tuition.	Children from 6-14 years	Teachers engaging in private tuition usually charge for this tutoring, which is now prohibited.	
	Secondary schools charge a small fee for extracurricular programs, examinations, and cultural events. As discussed below, subsidization is available for students in need.	Secondary school students		
7. Tuition subsidies/scholarships	Under RMSA, 2.1.3 , there shall be cash incentives for girls and children belonging to SC/ST/Other Backward Castes (OBC)/ educationally backward minorities to attend secondary school, and scholarships will be provided to meritorious/needy students.	Secondary school students		
	Centrally sponsored national means-cum-merit scholarship scheme: scholarships will be provided to regular students in class 9 in government, local body and government-aided schools. The scholarships will be paid from class 9 to class 12 for a maximum period of four years.	Secondary school students	Under this proposed scheme, 100,000 scholarships will be awarded to gifted or meritorious students from low-income families.	
8. Uniform requirements	SSA will provide two sets of uniforms to all girls, children from Scheduled Castes (SC), Scheduled Tribes (ST), and those below the poverty line (BPL) wherever State governments have incorporated provision of	Primary school students	The purpose of school uniforms is to inspire a sense of belonging and ownership for the children using a school's services. It is not to instill a sense of regimented, homogenized order. Thus, it is suggested by SSA that the decisions	

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	school uniforms as a child entitlement and are not already providing uniforms from the State budgets.		on design of uniforms and procurement are local rather than centralized.	
	Under RMSA, 2.1.3, 6.1, and 6.2 , girls and socially disadvantaged students shall receive free uniforms.	Secondary school students		
9. Provision of school supplies, textbooks, other learning materials	SSA may defray expenses such as textbooks, unless these are already being provided under any other scheme of State governments. This is encouraged for all girls, SC and ST children.	Children from 6-14 years		
	Under RMSA, 2.1.3, 6.1, and 6.2 , girls and socially disadvantaged students shall receive free books.	Secondary school students		
10. School entrance exams	RTE, Section 13(1) : No school or person shall, while admitting a child, ... subject the child ... to any screening procedure. Section 30(1) : No child shall be required to pass any Board examination until completion of primary school.	Children from 6-14 years		
	The RMSA , in its goal of universalisation of secondary education, implies no entrance exam, though the document is not explicit on this issue.	Children entering class 9		
11. Promotion quota				
12. Automatic promotion	The RTA Act, Section 16 : No child admitted in a school shall be held back in any class or expelled from school until the completion of primary education.	Children from 6-14 years		
	The SSA program follows this policy of automatic promotion to encourage children to	Children from 6-14	The no detention policy has consequences (Aggarwal, 2001; Azim Premji Foundation,	Children who fall far behind, especially in

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	continue their education to at least Grade 8, whilst minimizing repetition and dropout.	years	2004; Majumdar, 2006; Ramachandran et al, 2004; Thomas, 2001). ⁶⁷ Children may get pushed from one grade to another irrespective of their mastery of content. Of particular concern is the inability to master reading skills, which places the child at increasing disadvantage as he/she moves up to higher classes since the transmission of curriculum is heavily dependent on the printed word (Bhattacharjea, 2007). ⁶⁸ This policy may also have adverse consequences for teachers as they might become complacent knowing that all children will be promoted, regardless of their teaching.	reading skills, may well drop out of school.
13. Age limits for school cycles	RTE Act, Section 4: Where a child above six years of age has not been admitted in any school or, though admitted, could not complete his or her primary education, then he or she shall be admitted in a class appropriate to his or her age. Upon admission, this child shall have a right to receive special training and shall be entitled to free education until he or she has completed primary school, even if the	Primary school children		

⁶⁷ Aggarwal, Yash. (2001). *Quality Concerns in Primary Education in India – Where is the Problem?* New Delhi: National Institute of Educational Planning and Administration. <http://www.dise.in/Downloads/Reports&Studies/Quality%20Concerns%20in%20Primary%20Education.pdf>; Azim Premji Foundation. (2004). *Status of Learning Achievements in India: A Review of Empirical Research*. Available at www.azimpremjifoundation.org, accessed 11 May, 2011; Majumdar, Manabi. (2006). Primary Education: Debating Quality and Quantity. *Economic and Political Weekly*, 41 (9), 785-88; Ramachandran, Vimala and ERU Research Team. (2004). *Snakes and Ladders: Factors Influencing Successful Primary School Completion for Children in Poverty Contexts, South Asia Human Development Sector Report #6*. New Delhi: World Bank; Thomas, Joseph. (2001). Dynamics of Educational Deprivation: A Case Study of Selected Backward Villages in Kerala, in A. Vaidyanathan & P.R. Gopinathan Nair (Eds.), *Elementary Education in Rural India: A Grassroots View*, pp. 166-216. New Delhi: Sage Publications.

⁶⁸ Bhattacharjea, Suman. (2007). In School But Not Reading, in *ASER Discussion Series: Learning to Read*. Mumbai: Pratham Resource Centre. Available at <http://www.dise.in/Downloads/Use%20of%20Dise%20Data/Krishna%20Narayan.pdf>, accessed 4/28/2011.

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	child is older than 14.			
14. School leaving exams	RTE, Section 30(1): No child shall be required to pass any Board examination until completion of primary school.	Children from 6-14 years		
	The RMSA, 5.9 , suggests adoption of continuous assessment through building student portfolios of work, a reduction in the use of short-answer questions, and the development of a National Evaluation organization to create nation-wide tests for comparability of performance.	Secondary school students	Board examinations are currently required at the end of class 10.	
15. Gender-related policies	Under SSA , 50% women teachers are to be recruited to support gender and social inclusion.	Female teachers		
	The National Program for Education of Girls at Elementary Level (NPEGEL) , a part of SSA, aims to (a) develop and promote facilities to provide access and to facilitate retention of girls and to ensure greater participation of women and girls in the field of education, (b) improve the quality of education through various interventions and stress upon the relevance and quality of girls' education for their empowerment.	Disadvantaged girls from class 1 to class 8	NPEGEL provides support in educationally backward blocks where the level of rural female literacy is less than the national average of 46% and the gender gap is greater than the national average of 22%; in other blocks with at least 5% SC/ST population and where SC/ST female literacy is below 10%; and also in selected urban slums. Evaluations have shown it to be of uneven quality, a fragmented approach, with weak local planning, and an "add-on."	This program has been quite popular and is perceived as an intervention to improve attendance.
	The Mahila Samakhya program, under SSA, was started nearly 20 years ago to: (a) provide women and adolescent girls with the necessary support structure and an informal learning environment to create opportunities for education; (b) create an environment where women can seek knowledge and information and be empowered to play a positive role in	Poor women	Mahila Samakhya has adopted an innovative approach that emphasizes process rather than the mere fulfillment of targets. Education is understood not merely as acquiring basic literacy skills but as a process of learning to question, critically analyzing issues and problems and seeking solutions. Their strategy has four parts: (a) run non-formal education centers; (b) change	

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	<p>their own development and the development of society; (c) set in motion circumstances for greater participation of women and girls in formal and non-formal education programs, (d) create an environment in which education can serve the objectives of women's equality; and (e) enable Mahila Sanghas (women's groups) to actively assist and monitor educational activities in the villages.</p>		<p>popular perceptions of the status of girls in the family, (c) actively work to enroll girls and retain them; and (d) run "bridge schools" for adolescents. They also monitor local schools.</p>	
	<p>The Kasturba Gandhi Balika Vidyalaya (KGBV) program, under SSA, aims to ensure access and quality education to girls in disadvantaged groups by setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities.</p>	<p>Primary school girls and SC, ST, OBC and minorities in difficult areas</p>	<p>KGBV is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and the gender gap in literacy is above the national average.</p>	<p>The national evaluation report⁶⁹ says that the states do not collate information on drop out. During field visits almost all the teams reported that girls had dropped out, though the proportion of dropouts is not high.</p>
	<p>RMSA, 2.1.3, 6.1.5, 6.1.6, and 6.1.10.2, hostels/residential schools, cash incentives, uniforms, books, and separate toilets shall be provided to girls.</p>	<p>Secondary school girls</p>		
<p>16. Support for at-risk students and those with disabilities</p>	<p>RTE Act, Section 3(2): A child suffering from disability shall have the right to pursue free and compulsory primary education...; Sections 8(c) and 9(c): The appropriate government shall ensure that children from low-income families and those belonging to disadvantaged groups are not discriminated</p>	<p>Primary school children</p>		

⁶⁹ Ministry of Human Resource Development. (9 February 2008). *National Evaluation II, Kasturba Gandhi Balika Vidhyalaya.*, Available at <http://ssa.nic.in/research-studies/KGBV%20-%20NPEGEL%20Evaluation%20Report%20Feb%2008.zip/view>, accessed 5/2/2011.

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	against and prevented from pursuing and completing primary education on any grounds.			
	Under RMSA, 2.1.3, 6.1.5, 6.1.6, 6.1.10.2 and 6.3 , inclusive education will be the hallmark of all activities. Hostels/residential schools, cash incentives, uniforms, books, and separate toilets shall be provided to children at risk, and efforts will be made to provide all necessary facilities for differently abled children in all schools.	Secondary school students		
17. School calendar	The National Policy on Education 1986/92 states that “school timings should be adjusted to the convenience of children.”	Public schools		
	SSA affirms that the school calendar is a “matter of social access” and that local authorities should consider flexible academic cycles and school timings to accommodate the requirements for children’s chores.	Public schools		
18. Class size/student: teacher ratio	RTE Act, Section 25 and the Schedule: Within six months from the date of commencement of this Act, the appropriate government and the local authority shall ensure that the Pupil-Teacher ratio, as specified in the Schedule, is maintained in each school.	Primary schools	The schedule specifies, for Classes I-V, that up to 60 children will have 2 teachers; 61 to 90 children, 3; 91 to 120, 4; 121-200, 5; above 150, 5+ a head teacher; above 200, ratio shall not exceed 40. For Classes VI-VIII, at least 1 teacher per class for (a) science and mathematics, (b) social studies, and (c) languages; at least 1 teacher for every 35 children; where enrollment exceeds 100, a full-time head teacher and part-time instructors for art education, health and physical education, and work education.	
	The SSA Program will provide for primary and upper primary school teachers to ensure that there is no single teacher school. Overall,	Primary schools	The SSA has been revised to meet the requirements of the RTE Act, making provisions for teachers in accordance with the requirements	

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	the effort will be to meet the required pupil teacher ratio.		for pupil teacher ratio.	
	Under RMSA, 4.6 , the pupil:teacher ratio for secondary schools should be 30:1.	Secondary schools		
19. Access/distance to school	The SSA will assure that there is a school or alternative schooling facility within 1 kilometer of every habitation.	Children from 6-14 years		
	The RMSA, 1.3 , assures that secondary schools will be within 5 kilometers and higher secondary schools within 7 -10 kilometers of habitation.	Children from 15-18 years		
20. Transportation	To ensure access for all children, the SSA follows the Central RTE Rules, which provide for transportation of children with disabilities and those in remote habitations with sparse populations or in urban areas where availability of land is a problem and schools are therefore far from children's homes. This is covered under state specific plan.	Primary school students		
	The RMSA, 6.1.6 and 6.2.8 , requires that a girl or socially disadvantaged child admitted to class 9 in a rural area be given a bicycle/ wheelchair or that state transportation or a pass be made available.	Secondary school students		
21. School transfer guidelines	RTE Act, Section 5 (1) and 5(2): Where in a school, there is no provision for completion of primary education; a child shall have a right to seek transfer to any other school ... for completing his or her primary education. Where a child is required to move from one school to another, either within a State or outside, for any reasons whatsoever, such child	Primary schools		

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	shall have a right to seek transfer to any other school ... for completing his or her primary education.			
	These transfer stipulations hold also for secondary schools.	Secondary schools		
SCHOOL FACILITIES				
22. Accessible and female-friendly facilities	RTE Act, Section 19 and the Schedule: All schools must meet minimum infrastructure standards.	Primary schools	These standards include separate toilets for boys and girls, barrier-free access, safe and adequate drinking water, a kitchen for preparation of mid-day meals, playground, and boundary wall.	
	The RMSA, 2.1.3, 6.1-6.3 , continues the requirements for secondary school.	Secondary schools		
23. Dorms/ hostels for students	Under SSA , residential facilities may be set up in (a) sparsely populated or hilly and densely forested areas with difficult geographical terrains, (b) densely populated urban areas where it is difficult to get land for establishing schools, or (c) urban areas where there are a number of deprived children who also require lodging facilities.. KGBV authorizes residential schools for upper primary girls and those from SC, ST, OBC and minority communities.	Primary schools		
	The RMSA, 2.1.3, 6.1 and 6.2 , assures residential facilities for girls and students belonging to SC, ST, OBC and minority communities.	Secondary schools		
TEACHER RECRUITMENT, TRAINING, AND BEHAVIOR IN THE CLASSROOM				
24. Teacher recruitment	Recruitment of teachers. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 requires the	Primary school teachers	The RTE Act went into effect April 1, 2010. The revision of its framework for implementation, the SSA, has been drafted and is presented in this	

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	<p>provision of quality education to all children, which includes the provision of qualified teachers and limited pupil teacher ratios (40:1). Under SSA, states will be supported in recruiting an adequate number of qualified teachers in the new schools sanctioned under the program as well as additional qualified teachers to meet the requirements of the specified pupil: teacher ratios. No school shall have more than a 10% vacancy rate. Rational redeployment of teachers is expected.</p>		document.	
	<p>Recruitment of parateachers. In the meantime, parateachers (contract teachers) are recruited, usually by the community, at less than the regular teacher pay scale, for formal as well as alternative schools, to meet the demand for basic education within the limited financial resources available, in the shortest possible time.</p> <p>The Shiksha Karmi project was the first to make popular the concept of parateachers, working in Rajasthan. Now, a variety of similar projects are going on in different states.</p>	Primary school teachers	There are three reasons to recruit parateachers: (1) to provide education to children in small hamlets in remote and tribal areas which do not qualify for formal primary schools within the state government norms; (2) to ensure a minimum of two teachers in regular government schools; and (3) to address a high pupil teacher ratio.	The Shiksha Karmi project ⁷⁰ significantly improved enrolment, attendance and retention rates in Rajasthan. Similarly, the Amartya Sen's Pratichi Trust ⁷¹ found that in West Bengal, alternative schools taught by parateachers had higher child attendance rates, lower teacher absenteeism rates, and higher parental satisfaction levels with teachers, than regular schools.
25. Teacher	RTE Act, Section 23 sets minimum teacher	Primary	SSA will support the training of untrained	

⁷⁰ Ramachandran, V. & Sethi, H. (2000). *Rajasthan Shiksha Karmi Project: An Overall Appraisal*. Desk Study commissioned by SIDA, Embassy of Sweden, New Delhi.

⁷¹ Rana, K., Rafique, A., & Sengupta, A. (2002). *The Pratichi Education Report 1*. New Delhi: TLM Books and Pratichi Trust.

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professional development	qualifications and requires that all teachers hired in the future meet such qualifications. Teachers hired before September 3, 2001 need not meet the qualifications. All teachers hired since that date have 5 years to meet the qualifications.	school teachers	teachers.	
	Advancement of Educational Performance through Teacher Support (ADEPTS) aims to Improve teacher performance in the classroom and improve the capacity of training institutions to help teachers improve.	Primary school teachers	ADEPTS is designed to encompass and build upon on-going classroom activities, sharpen their focus in achieving specific outcomes, and improve their effectiveness. It is expected that the outcomes of recurrent in-service teacher training under SSA will be teachers meeting performance benchmarks. This would require that all those providing in-service training themselves attain benchmarks as trainers. ADEPTS specifies these clearly.	
	The RMSA, 4.6 , a scheme for the universalisation of access to and improvement of quality at the secondary and higher secondary stage, calls for 5 days of in-service training for all secondary teachers, principals and vice principals each year.	Secondary school teachers		
26. Teacher code of conduct	RTE Act, Section 17(1) and 28: Teachers are prohibited from using physical punishment and mental harassment or engaging in private tuition.	Primary school teachers		
27. Bullying/ harassment prevention	RTE Act, Section 17(1): No child shall be subjected to physical punishment or mental harassment.	Primary schools		
28. Corporal punishment	RTE Act, Section 17(1): No child shall be subjected to physical punishment or mental harassment.	Primary schools		

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29. Child-friendly schools	<p>RTE Act, Section 25 and the Schedule set clear pupil teacher ratios, and requirements for facilities to ensure children’s comfort in all weather, barrier-free access, a playground, security, and play material, games and sports equipment.</p> <p>Section 29(2) sets standards for teaching, including learning through activities, discovery and exploration, use of the child’s mother tongue, making the child free of fear, trauma and anxiety and helping the child express views freely.</p>	Primary schools		
	<p>The Child-Friendly School Initiative (CFSI) of the Government of Karnataka, UNICEF and Azim Premji Foundation has multiple aims: (a) to get children excited about enrolling in and attending school; (b) to address all children irrespective of gender and socio-economic status; (c) to ensure cleanliness of the school and its surroundings; (d) to create a school / classroom culture that is conducive to a child’s learning; (e) to encourage the active involvement of children, families and communities in the child’s learning and in school management; (f) to facilitate the holistic development of the child including habits, attitudes, values and life skills; and (g) to ensure successful completion of school at least up to class 5.</p>	Children from 6-14 years	CFSI is an experiment to demonstrate a process of providing quality education in a sustained and child-friendly manner in partnership with all stakeholders by building capacity and accountability in the system.	
	<p>The Learning Guarantee Program (LGP) of NGOs including Azim Premji Foundation has several objectives: (a) reform in the assessment</p>	Children from 6-14 years	LGP has involved significant communication about the program to schools, community members and education functionaries; the	School community networking emerged as a critical factor in ensuring

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	of children's learning outcomes by moving from traditional rote learning tests to assessments of understanding, analysis and application of knowledge;(b) reform in teaching learning practices and in teacher training, through reform in assessment processes;(c) building of accountability among schools, teachers and education functionaries for the learning outcomes of every child in school;(d) provision of a platform for such focus through voluntary school participation and visible recognition for performing schools and their communities; and (e) provision of detailed feedback and analysis to schools on their performance , encouragement to seek academic support, and encouragement of education functionaries to evolve or introduce relevant interventions and actions that will transform classroom practices.		development of new evaluation tools; extensive training of independent evaluators to evaluate schools and children on learning outcomes (both written and oral); and lengthy discussions to evolve plans and strategies to take cognizance of the assessment results and implement interventions to enhance the quality of education for all children.	the attendance of children and providing necessary facilities to promote their active participation. ⁷²
30. Language of instruction	RTE Act, Section 29(2f): The academic authority, while laying down the curriculum ... shall take into consideration the following: medium of instruction shall, as far as practicable, be in the child's mother tongue.	Primary schools		
31. Curriculum				
32. Vocational education or school-to-work	The National Institute for Open Schooling (NIOS) offers vocational courses at pre-secondary, secondary, senior secondary and	SC/STs, women, rural	NIOS imparts vocational education through distance learning using a media mix of self-instructional print materials, audio, video and	

⁷² Azim Premji Foundation. (No date provided). *Learning Guarantee Programme: A Learning Journey: 2002 – 2005*. Available at <http://www.azimpremjifoundation.org/downloads/LGPconcept.pdf>, accessed 5/2/2011.

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	post-senior secondary levels. These courses are functional, useful in daily life, and set the pathway to the world of work and to further studies. Most courses have an entrepreneurship component to give students information and confidence about jobs and business opportunities.	people, semi-literate, disabled and disadvantaged, unemployed youths over 14 years	CDROM supported by personal contacts and practical training sessions. These are further supplemented by radio broadcasts and TV programs.	
SCHOOL SUPPORT SERVICES				
33. Remedial tutoring/ Bridge courses	The Education Guarantee Scheme (EGS) under the SSA ensures the availability of EGS schools/centers in remote areas with at least 15-25 children between 6 and 14 years of age. In exceptional cases, schools can be opened in remote habitations in hilly areas for 10 children.	Children from 6-15 years	The EGS brings education to remote areas that have heretofore been without a school. They may have begun by establishing a “center,” which must be upgraded to a full primary school within 2 years of passage of the RTE Act.	
	The Alternative and Innovative Education Program (AIE) under SSA: Alternative education interventions are designed for specific categories of very deprived children (e.g., child labor, street children, migrating children, working children, children living in difficult circumstances and older children in the 9+ age group, especially adolescent girls).	Children from 6-15 years	A sizeable number of out-of-school children live near a school but either have not enrolled or dropped out before completing their schooling. To bring such children back to school; school camps and bridge strategies have been implemented. These can be residential or non-residential, depending upon the needs of children.	In Andhra Pradesh the percent of out-of-school children decreased from 5.9% to 4.1% due to these interventions. ⁷³
	The RMSA, 6.4 , promises bridge courses and/or alternative education programs for	Children 15-18 years		

⁷³ Ministry of Human Resource Development. (no date provided). *Sarva Shiksha Abhiyan Alternative and Innovative Education*. Available at <http://ssa.ap.nic.in/Alternative%20schooling.pdf>, accessed 5/5/2011.

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	students transitioning from primary to secondary school (from class 8 to 9) and to bring out-of-school children back into the formal education system.	old		
34. Provision of meals	The National Program of Nutritional Support to Primary Education , commonly known as the Mid-Day Meal Scheme (MDM), was launched on the 15th August, 1995 on a nationwide scale by the Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India. It involves provision of lunch free of cost to school children on all school days. The key objectives of the program are: protecting children from classroom hunger, increasing school enrolment and attendance, improved socialization among children belonging to all castes, addressing malnutrition, and social empowerment through provision of employment to women.	Primary school students in government (and government-aided) schools, centers run under the Education Guarantee Scheme, and Alternative & Innovating Education		According to the Phase III report of SIERT regarding Rajasthan (quoted in Kaushal, 2008), class wise retention (I-V) increased by almost 13%-15% from 2003-07. ⁷⁴ The author attributes this increase to mid-day meals. However, an extensive study of the meal program across India suggests that increases in enrolment, attendance, and retention are not due to the MDM scheme but to SSA and its resulting increase in awareness of the importance of education. ⁷⁵
35. Health care for students	Programs under the National Rural Health Mission include school health programs such as de-worming and micro-nutrient supplementation, with special attention to	School children	Referral services and health cards under NRHM are being provided to children. NRHM extends intensive and extensive health services to	

⁷⁴ Kaushal, Savita. (2008). *A Study of Best Practices in the Implementation of Mid-Day-Meal Programme in Rajasthan*. Available at <http://www.educationforallindia.com/mid-day-meal.html>, accessed 4/29/2011.

⁷⁵ Planning Commission, Government of India. (2010). *Performance Evaluation of Cooked Mid-Day Meal*. Available at http://education.nic.in/Elementary/mdm/data/peo_cdm0106.pdf, accessed 4/29/2011.

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	vulnerable groups, especially girls approaching adolescence. It is covered under state specific plan.		schools.	
36. Life skills workshops/ classes	The State Council of Education and Training, Delhi, has opened the YUVA School Life Skills Program , which uses a combination of life skills to address emerging issues that have an impact on society. Such skills will help build students' thinking, social and negotiating skills, learning capacities, personality, effective relationships and promote their health. It is a state specific initiative for Delhi school students	Secondary and higher secondary students		
37. Extracurricular activities				
38. Community participation	The 73rd and 74th Constitutional Amendments provide for decentralization of governmental activities and facilitate transfer of power and participation of the local self-government institutions in education. Local persons are expected to participate in education management and in assuring that basic education services are of satisfactory quality.	Primary schools, local bodies, parents, teachers	These amendments resulted in the formation of Village Education Committees with the objective of enhancing education in their locality. They try to ensure that no child is left out of school and those who did not complete their education attend adult education centers.	
	The RTE Act, Section 21 states that all primary schools shall have SMC, consisting of the school representatives of the local authority, parents or guardians of children admitted to the school and teachers, where at least ¾ of members are parents/guardians and there is proportionate representation given to parents/guardians of children in disadvantaged	Primary schools, parents, teachers, students	It has been established that major impediments to universal access, enrolment, retention and quality of education are the ignorance of the community and their non-involvement in the entire process. Empowered and professionally equipped SMCs are crucial for anchoring community awareness and participation efforts.	

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	groups or from low-income families. Fifty percent of members shall be women. SMCs must monitor the working of the school, prepare a school development plan and apply for grants to implement the plan, and monitor the utilization of the grants received.			
	To ensure effective implementation of the RTE, SSA aims to bring grassroots organizations with proven experience in to monitor implementation.	Primary schools, parents, teachers, students	The potential areas of partnership include social mapping; social audit; mobilization and awareness building; resource support; training of SMCs; training of people on their rights; specialized support such as design of new buildings, gender training, publication of books and journals, and working with children with special needs; ensuring equity, quality and non-discrimination; and development of curriculum and pedagogy.	
	The Lok Jumbish program in Rajasthan forms and trains Village Education Committees, which become actively involved in school matters.	Primary schools, parents, teachers, students	Lok Jumbish has had a positive effect on the empowerment of locally elected people, especially on female representatives at village level, who are often active members of the core teams or women's groups.	
	Community participation is also a part of the Shiksha Karmi (parateacher) project. The implementing agency, Sarva Shiksha Mission, organizes community mobilization activities to generate awareness in the community and ensure participation in the implementation of universal primary education. It helps communities form Village Education Committees in rural areas and Ward Education Committees in urban areas to promote community involvement in primary education	Children from 6-14 years		

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	and encourage village level planning. Committee roles include mobilizing resources for maintenance, repair and construction of school infrastructure and helping determine the school calendar and school timings.			
	The Janshala Program has three goals: (a) to enhance and sustain community participation in effective school management; (b) to improve the performance of teachers in the use of interactive child-centered and gender-sensitive methods of teaching, especially in multi-grade classrooms; and (c) to redress social constraints which affect the attendance and performance of children (mainly girls).	Children from 6-14 years	The approach of the program is to promote educational planning and management through existing structures at block level on the basis of village-based micro-planning. States are expected to build on indigenous talent and expertise and learn from the experience of existing national, state and internationally assisted programs of primary education. The endeavor would be to achieve UEE in selected blocks through additional interventions, convergence and integration of education, health and allied sectors.	
	The RMSA, 7.1 and 8.3 , mandates that each secondary school have a School Management and Development Committee, headed by the principal, to improve school facilities. The committee includes education personnel, 2 parents, a member from a SC/ST, 1 from an educationally backward group, 1 from a women's group, and 1 from the educational development committee of each village to which the school caters. In addition, each school must have a PTA to address school/parent concerns.	Secondary schools		
CULTURAL PRACTICES				
39. Age of marriage	The legal age for marriage is 18 years for females and 21 years for males under The	Students	Certain castes and ethnic groups, especially in rural India tend to marry their children early. But	

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	Child Marriage Restraint Act, 1929.		with greater awareness and exposure the trend is gradually declining.	
40. Pregnancy	There is no law regarding pregnant girls attending school or returning after giving birth.	Citizens	If a girl falls pregnant, she generally prefers not to go to school and drops out. She may enroll in an open or distance learning program.	
41. Rites of passage/ cultural rituals				
OTHER				
42. Early Childhood Care	The Early Childhood Care and Education (ECCE) has the following objectives: (a) strengthening the pre-school component in the Integrated Child Development Services (ICDS) by need-based training of Anganwadi sevika and provision of additional personnel, learning material, etc.; (b) setting up Balwadis as pre-school centers in uncovered areas; generating awareness of the importance of early child development through advocacy programs; (c) organizing training programs for community leaders; (d) development of materials for ECCE-related activities; and (e) promoting convergence between the school system and ECCE arrangement	Children in the age-group of 3-6	ECCE serves to compensate for early childhood deprivations at home by providing an appropriately stimulating environment for meeting children's education needs and ensuring they receive health services. ICDS is the largest ECCE program, at present, in the country.	Research studies conducted by the National Council for Educational Research and Training and other institutions in the country have demonstrated a significantly positive impact of early childhood programs on retention rates in primary grades. ⁷⁶

⁷⁶ Kaul, Venita & Sankar, Deepa. (2009). *Early Childhood Care and Education in India*. Available at <http://www.educationforallinindia.com/early-childhood-care-and-education-in-india.pdf>, accessed 4/25/2011

Table A-3: Tajikistan Policies and Programs That May Affect Student Dropout

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
LEGAL CONTEXT OF EDUCATION				
1. Children's rights	The rights of children are specified in the <i>UN Convention on the Rights of the Child</i> .	Parents, teachers, children		
2. Compulsory education	The Law "On Education," Article 4: ⁷⁷ The main principal of State education policy is that basic education is compulsory; and Article 17: It is compulsory to enroll all children aged 7 in grade 1. Education is required from grade one (age 7) to grade 9 (age 15).	Children aged 7 to 15	Many girls do not enroll in grade 10 or in a vocational school; they stay at home to support their mothers.	
	Constitution of RT, Article 41: ⁷⁸ "Everyone has the right to education. Basic education is compulsory."	Children aged 7 to 15		
	National Strategy, Objective 4.3: ⁷⁹ Reinforce the articles in the Criminal Code and Civil Code on the responsibility of parents for implementation of the Law of RT "On Education" related to compulsory education.	Children aged 7 to 15		
3. Child labor laws	The Code of Labor, ⁸⁰ RT, Article 174: Children under 15 are not allowed to work. To prepare youth for work it is permissible to employ school children, vocational students, and special high school children in their free time in easy work that is not harmful to their health and does not interfere with their learning, if they are 14 years old and have the agreement of one of their parents or their guardian	Children under 15	In practice, children from poor families starting from age 9-10 reportedly support their parents by working at the bazaars.	
4. School accountability	Law "On Education," Article 33 Schools are accountable for meeting all MOE requirements	Public schools		
5. Parental	Draft government bill, Parents' responsibilities for the upbringing and	Parents,		

⁷⁷ Law of the Republic of Tajikistan "On Education," available (in Russian) at <http://cis.rudn.ru/document/show.action;jsessionid=632C79C9369F23BCC239EDD822967419?document.id=263>

⁷⁸ The Constitution of the Republic of Tajikistan (RT), available at <http://unpan1.un.org/intradoc/groups/public/documents/untc/unpan003670.htm>

⁷⁹ National Strategy for Education Development RT, available at <http://planipolis.iiep.unesco.org/upload/Tajikistan/Tajikistan%20Education%20Plan%202006-2015.pdf>

⁸⁰ Labor Code of 15 May, 1997, available at <http://www.ilo.org/dyn/natlex/docs/WEBTEXT/48035/65091/E97TJK01.htm>

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
Responsibility	education of their children: Outlines parental responsibilities to ensure that their children receive an education.	children		
6. Tracking/ follow-up on absent students	Parents are responsible for their children’s attendance.	Teachers	Each class has a register, and attendance is checked daily at every lesson. If a student has an unexcused absence, the teacher will discuss the issue at the PTA meeting.	
7. School tuition and/or fees	Law “On Education,” Article 10: According to their organizational rights, structures and ownership, educational institutions can be free of fee or with fee. The amount of fee will be decided with the agreement of government education departments and other related departments, and Article 17: Government secondary schools can be free or can charge tuition with the agreement of parents/guardians and the school/partner.	Students	The fee is used for the procurement of teaching and learning resources and to motivate student learning.	
8. Tuition subsidies/ scholarships	The Regulation of Secondary Schools, RT from 01.08. 2005 # 253 “On paying stipends/ scholarships to secondary school students, lycées, gymnasiums, vocational schools and colleges.”	Secondary school students	Stipends/scholarships are paid to students to ensure their successful performance and motivation.	
9. Uniform requirements	Decision of the Education Board at MOE RT July 3, 2007 # 14/3: Guidance about student uniforms at secondary schools	Secondary school students	All secondary school students must wear the same uniform. It is often financially difficult for families to buy uniforms.	
10. Provision of school supplies, textbooks, other learning materials	National Strategy, Objective 5.2: Develop regional programs to provide school seats for students with regard to demographic specification of each region, involvement of communities and the private sector.	Primary and secondary students	Asks parents to provide all school supplies. However, the Ministry of Labor and Social Welfare also provides some incentives/ compensations to the children from poor families to cover the budget for the textbooks, supplies etc.	

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
11. School entrance exams	There are no entrance exams for government schools. ⁸¹ However, there are exams for entrance into vocational schools per the Decision of the Education Board at the MOE RT March 30, 2010 #5/2.	Vocational students	The aim of the entry exams for vocational schools is to evaluate students' knowledge and readiness to study at these schools.	
12. Promotion quota	The Regulation of Secondary Schools, RT, Guideline for Promotion: ⁸² Students at secondary schools who complete grades 9 to 11 with all excellent marks receive a special Certificate of Honor and Gold Medal. Students who have excellent results for an individual school year and at the end of the year exams also are acknowledged and their parents receive a letter of appreciation.	Secondary schools		
13. Automatic promotion			SDPP staff commented that it is difficult to understand the real situation on promotion and dropouts as the Ministry may not receive accurate information from the districts.	
14. Age limits for school cycles	Law "On Education," Article 17: Age limits to study are ages 7 to 17. There are three school cycles: primary grades 1 to 4 (ages 7-10); basic secondary grades 5 to 9 (ages 11-15); and higher secondary grades 10-11 (age 16-17). No age limits are specified for each specific school cycle.	Children aged 7 to 17	In practice, children repeat a grade twice but not more. Secondary education for adults is offered in the evenings and as external and correspondence courses.	
15. Exams	Decision of the Education Board at the MOE RT, May 28, 2007: After the end of the academic year in grades 4-8, 10 there will be exams for the transition into the next grade/level; and in grades 9 and 11 there will be graduation exams. Also see the Guidebook for Transition and Graduation Exams in Secondary Schools of the RT.	Students in grades 4-8 and 10	The aim for the transition exams is to evaluate the knowledge and skills of students and their readiness to study in the next grade. The aim for the graduation	

⁸¹ Ministry of Education, The Guidebook of Rights and Regulations in Education (in Tajik)

⁸² Ministry of Education, The Regulation of Secondary Schools of the Republic of Tajikistan (01.08.2005 #253) (in Tajik)

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
			exams is to evaluate the knowledge and skills the students obtained from secondary school.	
	National Strategy, Objective 3.4: Identify learning outcomes at all levels for all courses; and establish an independent National Center for Evaluation of the Quality of Education (Testing Center); and Objective 4.2: Develop a program of phased introduction of standard state test for school graduates.	Students in grades 4-8 and 10		
16. Gender-related policies	National Strategy. Objective 4.3: Ensure gender equity in the education system by (a) developing comprehensive programs for access of girls from rural areas to primary, secondary, and higher professional education; (b) preparing jointly with the State TV and Radio Broadcasting Committee programs on gender equity and the importance of getting education; and (c) ensuring that the content of the curricula and the attitude of teachers are gender sensitive; and Objective 4.5: Develop indicators for qualitative and quantitative evaluation of equal access to education...; and develop a system of monitoring access...	Girls	There is coeducation in all educational institutions except vocational schools where girls learn only traditionally female professions	
	Develop a mechanism of implementation in the education sector of the Law of RT “On State guarantees of equal rights of men and women and equal opportunities for their realization” (#89 as of 01.08.2005) ⁸³ .	Girls		
17. Support for at-risk students and those with disabilities	Law “On Education,” Article 17: Education of orphans is required either in secondary schools, boarding schools, or orphanages.	At-risk students		
	National Strategy. Objective 4.1: Improve the State program of social support to children with special needs, ... so that a similar amount of resources is available to educate all ...	At-risk students		
18. School	Law “On Education,” Article 26: In educational institutions, no matter	Public	Although it is prohibited, in	

⁸³ Law of the Republic of Tajikistan “On State guarantees of equal rights for men and women and equal opportunities in the exercise of such rights,” available at http://www.abanet.org/ceeli/publications/assessments/tajikistan/tajikistan_gender_equality_law_11.2005.pdf.

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
calendar	what the structure of their rights and ownership, it is prohibited to disrupt the education staff, students, and aspirants and involve them in agricultural events.	schools	the rural areas students and teachers reportedly are involved in agricultural activities in the autumn, during the harvest.	
19. Class size/student: teacher ratio	Law “On Education,” Article 25: Class size in schools depends on the number of the students enrolled in each grade and the number of the classrooms available. The required class size is 25-30 children, but there are schools that have up to 45 students in a class. If the school has more than 44 students in a class and the school has the space, this class will be divided into two.	Public schools	When class size is very high, attendance is not regular.	
20. Access/distance to school	Only primary schools are in close proximity to children’s houses. In rural areas, all schools may be relatively far from a child’s house.	Public schools	In rural areas, attendance is low, especially for girls.	
21. Transportation		Public schools	No transportation is provided for government schools.	
22. School transfer	The Regulation of Secondary Schools: Students or their parents/guardians can select an educational institution.	Secondary school students	Parents and students can choose the secondary school that they desire.	
SCHOOL FACILITIES				
23. Accessible and female-friendly facilities		Girls	All schools have separate latrines for males and females.	
24. Dorms/hostels for students	National Strategy, Objective 5.3: Estimate the cost for a phased rehabilitation and improvement of the living conditions in students’ dorms.	Orphans	There are hostels for the students at boarding schools, mainly for orphans; all are co-educational.	
TEACHER RECRUITMENT, TRAINING AND BEHAVIOR IN THE CLASSROOM				
25. Teacher recruitment	National Strategy, Objective 3.2: Develop a system of incentives for attracting young specialists into education; and Objective 4.3: Ensure gender equality in the education system.	Primary and secondary	There are no specific requirements for female or minority teachers to be hired.	

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
		teachers		
26. Teacher professional development	<p>The Law “On Education,” Article 40: Teachers must have graduated from a vocational school, institute, or university and have the required qualifications, skills and behavior.; and</p> <p>Article 41: Teachers must develop the knowledge and skills of students, masters and others up to the required national standards and improve their knowledge, skills and performance to become professionals.</p>	Primary and secondary teachers	There are Institutes for Professional Development in all regions that are providing training courses on content and pedagogy. Some international NGOs (Soros, UNICEF, Aga Khan Foundation, Counterpart consortium, Red Cross) also support teachers with training on child-centered approaches.	
			It is the tradition in schools to provide newly graduated teachers with supervisors and/or mentors who support them in their teaching.	
	<p>National Strategy, Objective 3.1: Develop a program of inclusive education and include it in the curricula for teacher training;</p> <p>Objective 3.2: Ensure pre-service and in-service training for pedagogical staff, and training of personnel in the education system according to the new requirements; and</p> <p>Objective 4.4: Develop a program on primary professional education by 2015 with regard to specific regional conditions.</p>	Primary and secondary teachers		
27. Teacher code of conduct	The Law “On Education,” Article 41: Personnel in the education system must maintain good behavior and a good attitude towards children; respecting children’s rights and developing children’s respect for national and social structures, traditions, and environment.	Teachers		
28. Bullying/	Law “On Education,” Article 26: In educational institutions, behavior shows respect for students and teachers.	Teachers		

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
harassment prevention	A new “Code of honor/behavior of teachers” ⁸⁴ is under discussion at the MOE RT.	Teachers		
29. Corporal punishment	Law “On Education,” Article 26: In educational institutions, behavior shows respect for students and teachers. Corporal punishment is not allowed; and Article 40. Teaching staff with a bad reputation or showing bad behavior will not be allowed to teach and will be fired.	Teachers		
30. Child-friendly schools	National Strategy, Objective 5.3: Establish child-friendly schools that are safe for the health of children and provide good learning environments (provision of lighting, heating, drinking water, and sanitary-hygienic services).	Primary and secondary schools		
31. Language of instruction	Law “On Education,” Article 7: The State gives its citizens the right to choose the language of instruction and provides students with the opportunity to study the national language and the languages of areas with a large population.	Public schools	The language of instruction at school is chosen by the parents and the students, but students will study the national language no matter which stream they have chosen.	
	National Strategy, Objective 3.1: Create a plan for publishing textbooks and teaching manuals ... addressing all languages of instruction, mainly Tajik, Russian, and Uzbek.	Public schools		
32. Primary and secondary curriculum	National Strategy, Objective 4.1: Design regional programs for the development of general secondary education by 2010 with regard to national, social, cultural, and demographic characteristics, including development of local components in curricula.	Secondary school students		
33. Vocational education	Law “On Education,” Article 18: Citizens can receive vocational education at secondary schools, vocational schools, educational factories, centers, or other educational institutions.	Citizens who have completed grade 9	Vocational education is for children who have graduated from grade 9 (age 15).	
SCHOOL SUPPORT SERVICES				

⁸⁴ Ethnic Code of Teachers (22 March, 2011).

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
34. Remedial tutoring/bridge programs		Public schools	When the child has a health problem, his/her teachers or classmates work with him/her at home. This happens mainly in the cities and depends on the school culture.	
35. Provision of meals	The Regulation of Secondary Schools, RT: Provision of meals in educational institutions in agreement with the self-government institutions in the community will be required of educational institutions. The educational institutions have to have a dining room, storage areas for food and a kitchen.	Secondary school	For the healthy growth and development of children, it is necessary to serve lunch in schools. However, not all schools do so. In few schools the WFP provides food for the primary grade students.	
36. Health care for students	The Regulation of Secondary Schools, RT: Provide medical services to students through medical staff assigned by medical institutions to schools. Along with the school administration and the pedagogical staff, the medical staff will conduct activities on health protection/prevention of diseases, hygiene and cleanliness, and quality timing for food.	Primary and secondary students		
	National Strategy, Objective 5.3: Develop a program on safe technologies for health in educational institutions; develop a program on regular energy supply and heating in educational facilities; develop a mechanism for mobilizing and using extra-budgetary resources (private and public) for creating a favorable learning environment; and formulate and implement a program on HIV/AIDS prevention.	Primary and secondary students		
37. Life skills workshops/ classes		Secondary school students	In all secondary schools there are supposed to be classes on life skills where students get practical experience in home economics, housekeeping, tailoring, and handicrafts (if the school has the facilities).	

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
38. Extra-curricular activities			Few schools offer extracurricular activities e.g. language clubs.	
39. Community participation	All schools have PTAs to encourage parent and community participation in the school.	Public schools	PTAs support teachers and can be helpful in resolving issues between school and home.	
CULTURAL PRACTICES				
40. Age of marriage	Family Code. ⁸⁵ The legal age of marriage was 17 for both females and males until 01.01.2011 when it became 18. The only exception is that the court has the right to lower the age at the request of the marrying partners by not more than one year.	Students	Early marriages occur in some rural and remote areas although the legal age is 18.	
41. Pregnancy		Girls	If a girl is pregnant or gives birth to a baby, she does not return to school.	
42. Rites of passage				

⁸⁵ Family Code of the Republic of Tajikistan (29 April, 2006).

Table A-4: Timor Leste Policies and Programs That May Affect Student Dropout

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
LEGAL CONTEXT OF EDUCATION				
1. Children's rights	The National Commission on Child Rights was established in 2008 under the Ministry of Justice to advocate for child rights and support policy implementation to promote child rights.	Parents, teachers, children	The Commission has promoted campaigns against domestic violence, supported children movements and promoted education and health at the community level.	There has been an assessment of violence against children, but results have not yet been released.
2. Compulsory education	The Basic Education Act (2009) states that education is mandatory from grades 1 to 9. Starting in 2009, these grades will be called "Basic Education."	Children aged 6-14	250 "Basic Schools" are being created/ constructed by the MoE; smaller schools will be linked to "Basic Schools," and it is expected that children will move from smaller schools to Basic Schools as they progress through more advanced grades. The government is also seeking an increase in the number of children enrolling at the appropriate age for grade 1 (6 years) and a decrease in repetition in the early grades (1 st cycle).	EMIS preliminary data show an increase in enrollment at the early grades, but this might be associated with an increase in population. Enrollment in the early grades increased during the years previous to the introduction of this policy, presumably as a result of population increase, abolition of school fees, introduction of school feeding and an increase in the number of filial schools (smaller rural schools, close to the hamlets).
3. Child labor laws	Timor Leste has ratified the first ILO convention and theoretically children under 15 are prohibited to work.	Children under 15		Implementation is yet to occur. A U.S. Dept. of Labor study ⁸⁶ indicated that 85% of Timorese children between 10-14 years of age were working, 91% of them

⁸⁶ United States Department of Labor (27 August 2008). *2007 Findings on the Worst Forms of Child Labor - East Timor*. Available at: <http://www.unhcr.org/refworld/docid/48caa46cc.html>.

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
				in agriculture. Anecdotal reports and observation indicate that children are still widely engaged in agricultural work and informal commerce.
4. School accountability				
5. Tracking/ follow-up on absent students				
6. School tuition and/or fees	School fees were abolished in 2006 as part of an effort to increase enrollment and prevent drop out.	Students from grades 1 to 12 in public schools	Many expenses are still associated with schooling. Many primary schools, particularly in remote locations, use volunteer teachers due to the lack of hired teachers, which parents are expected to support. Also, parents must pay for notebooks, pens, pencils, erasers, etc. The government is seeking to integrate volunteer teachers in the workforce, but the process is likely to be slow due to: (a) the need to properly train those teachers; and (b) budget constraints.	Not formally analyzed. However, the abolition of school fees is likely to have had a limited effect because of the continuing costs to parents of education.
7. Tuition subsidies/ scholarships	The Ministry of Social Solidarity implemented a system of “ mothers’ grants ” to enable single mothers, widows and mothers from impoverished households to provide minimum support for their children and increase enrollment in school. Mothers are required to keep children in school and provide them with health care in order to receive financial support.	School-aged children from female-headed and/or poor house-	The program is being redesigned after problems were identified with the initial implementation. A new approach, including a monitoring network, is being piloted.	No data available yet regarding the impact on dropout.

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
		holds		
8. Uniform requirements	Uniforms are not required.		There is some pressure in urban areas toward requiring uniforms.	
9. Provision of school supplies, textbooks, other learning materials	From 2005/6 to 2008/9, the MoE implemented a program of grants for primary schools , funded by the World Bank. Grants could be used for school improvement and/or to buy school supplies for the classroom and for the poorest students.	Primary schools	Anecdotal reports from teachers and MoE officers indicate irregular distribution of grants and poor compliance, with limited results, especially in rural areas.	
	Launched in 2006, the Fundamental School Quality Project of the MoE, supported by the World Bank, offered free textbooks in Portuguese for primary schools.	Primary school students	Due to technical and logistic issues, the books were stored for a long period and only distributed in 2010. Distribution did not cover all schools, students or subjects. Anecdotal reports from teachers suggest that many teachers and students have challenges in understanding the content due to language issues.	
	Lafaek magazines were produced in three formats for students, plus a teachers magazine, to support the implementation of the primary school curriculum and later (2010) of the new pre-secondary curriculum. The magazines provided articles, games and lesson plans completely grounded on the local context, published in a semi-bilingual format (progressive introduction of Portuguese as a language of instruction).	Students and teachers from kindergarten to grade 9	The final report indicated that Lafaek magazines were the most recognized curriculum resource and reading material available to students, with over 96% of students reporting knowing the magazine, 86% reporting use of the magazines at school, and 93% using the magazine at home to study. 96% of teachers used the magazine to teach.	No direct effect on dropout was measured.
10. School entrance exams	There are no entrance exams.			
11. Promotion quota				
12. Automatic promotion	A policy on automatic promotion for grades 1-3 was proposed in 2009, but has not been implemented.	Students in grades	Massive repetition and failure in early grades often resulted in older students	

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
		1-3	dropping out of school. Parallel mechanisms for student support (tutoring, extracurricular activities, formative evaluation) are not a part of the proposal.	
13. Age limits for school cycles	There are no age limits.			
14. School leaving exams	To ensure that students have acquired minimum competencies and skills to proceed to higher levels of education, school leaving exams are designed by a central MoE team.	Students in grades 6, 9 and 12	A recent reinforcement of standards of quality resulted in fewer students passing the exam, and students in some schools staged violent demonstrations in response (2009-2010). Even so, anecdotal reports consider the national exams to be much below the level of requirement really demanded by the national curriculum.	Anecdotal reports indicate that most of the students who fail the exam (around 10% of the enrolled students in those grades) are likely to drop out of school. No comprehensive study of the effect of the national exams has been conducted.
15. Gender-related policies	Seeking to increase the number of female students, the Gender Unit of the MoE has suggested a policy of providing scholarships, advocating at the community level using drama and road shows, and working with the curriculum division.	Girls	Implementation of the policy is dependent on budget provision not allocated in 2010. The advocacy component is being implemented on a pilot scale through CARE's "Educating Young Women in a Young Nation" project.	Not yet measured.
16. Support for at-risk students and those with disabilities	A Department for Inclusive Education was created at the MoE in 2008, promoting initiatives (trainings, workshops, provision of material) and advocating for inclusive education with support from UNICEF and NGOs.	School-aged children with disabilities	A support center for children with special needs has been created and supported in the capital Dili.	Not yet measured.
17. School calendar	A new school year from January to December was implemented in 2010 to realign teacher training cycles. There is no alignment with agricultural	Public schools		Anecdotal reports suggest that students' and teachers' attendance is negatively

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
	seasons (corn/rice/coffee planting or harvest).			affected by agricultural chores and traditional events. No comprehensive study conducted.
18. Class size/student: teacher ratio				
19. Access/distance to school	During the Indonesian occupation, small “ filial schools ” up to grade 3 were created to serve the population in remote areas.	Children aged 6-10	Given population increase, abolition of school fees, provision of school feeding, deterioration of infrastructure and a number of other factors, the number of filial schools has expanded considerably, particularly from 2007 onwards. The MoE has provided support to filial schools through FTI funding (school materials and training) but is seeking to decrease the number of filial schools by prohibiting the opening of new schools and integrating them into Basic Schools.	Although filial schools have been responsible for a sharp increase in enrollment from 2007-2010, it is clear that the quality of those schools is considerably below acceptable standards. Most teachers are untrained volunteers and the provision of services is irregular. It remains to be studied if children actually move from filial schools to main schools in order to finish Basic Education.
20. Transportation				
21. School transfer				
SCHOOL FACILITIES				
22. Accessible and female-friendly facilities	The Gender Unit of the MoE has suggested construction of toilets in schools to strengthen female attendance.	Students in primary school	There is not yet any budget provision for this effort.	Not yet measured.
23. Dorms/	Dorms are provided, at times, only for secondary	Secondary		

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
hostels for students	students in government schools.	schools		
TEACHER RECRUITMENT, TRAINING, AND BEHAVIOR IN THE CLASSROOM				
24. Teacher recruitment	MoE Female Staff Promotion Policy: The Gender Unit of the MoE, supported by UNIFEM, has proposed a policy (not yet implemented) to promote hiring female teachers to increase gender balance in the workforce and provide girls with positive role models. The policy will initially be implemented by conceding scholarships to female students at the Faculty of Education, encouraging them to finish undergraduate studies. Additionally, the policy proposes professional development for female staff working in the MoE central and regional offices, promoted through training and meetings.	Primary and secondary teachers	It is currently estimated that more than 70% of the teachers in Timor Leste are male. Percentages are higher for cycle 2 onwards (grade 5 and above). This situation reduces the availability of role models to female students and might result in biased gender attitudes in the classroom.	
25. Teacher professional development	MoE Teacher Training Policy: The MoE has proposed a new policy (not yet fully implemented) for teacher training, focusing on additional Portuguese language training. A course sponsored by the Portuguese Cooperation, named 'Bacharelato,' provides the training, which includes language, basic pedagogy and options for a 1-month follow-up course on Math, Physics and Biology. Additional trainings, mainly on language, have been provided by MoE in three 3-week breaks during the year.	Primary and secondary teachers	This training has been offered to a restricted number of teachers, most of them from primary schools.	
26. Teacher code of conduct	Competency Framework for Teachers in Timor Leste (September 2008): To improve the quality of education professionals, a teacher competency framework was initially developed in 2005-2006, when four competency domains were identified as key characteristics of a competent teacher (professionalism, technical knowledge, fluency in the official languages, pedagogic skills). Although there is	Registered teachers	The competency framework is expected to form the base for the evaluation of teachers' performance through the inspectorate's actions and the National Teacher Evaluation Exam. Teachers who do not demonstrate the necessary skills in the four domains will not be hired or	There has been no formal evaluation of the policy's effects. However, results from a training on the competencies in 2010 by NRC, in partnership with the MoE, in 30 remote schools reported an

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
	no official code of conduct from the Ministry, the competencies are expected to guide teachers' behavior and attitude.		promoted from 2009 onwards.	increase in the number of students due to the return of dropouts to school. ⁸⁷
27. Bullying/harassment prevention				
28. Corporal punishment	An MoE resolution on “ zero tolerance for corporal punishment ” was passed by the Minister of Education and published in the Lafaek teachers' magazine in 2009.	Teachers	Teacher training reinforced aspects of positive discipline and reinforcement of students. However, the policy has not been extensively reinforced and corporal punishment is still widely practiced in Timorese schools.	
29. Child-friendly schools	Implemented by UNICEF as a pilot in 30 schools in peri-urban areas, the Eskola Foun project consists of 1-week trainings for teachers and directors on child-centered pedagogy, school management and community participation, followed by ongoing monitoring and support.	Primary schools		Evaluation to be conducted in 2011.
30. Language of instruction	The Education Act, 2008 and 2010 , and the National Policy on Language of Instruction, 2007 , state that Portuguese is the official language of instruction, and Tetun can be used as an auxiliary language (oral only). A communication from the MoE (2008) considers it appropriate to progressively increase the use of Portuguese up to full implementation of Portuguese as the language of instruction in the 4 th grade. A new national policy was developed by the UNESCO National Commission and a working group specially convened for this purpose and was launched in March 2011. ⁸⁸	All schools	The 2004 census indicated that most of the population is not fluent in the language of instruction (Portuguese). A 2007 study carried out by UNICEF ⁸⁹ indicated that the level of understanding of Portuguese by students was not sufficient for most of them to reach minimum scores in language tests constructed per curriculum standards. Anecdotal reports are unanimous in indicate that neither teachers nor students have	Although no comprehensive research was performed, there is plenty of evidence to suggest that language comprehension plays a major role in students' repetition and is likely to be a major factor for dropout.

⁸⁷ Shah, R. & Leneman, B. Moving Beyond the Temporary? Evaluation of the NRC's School Rehabilitation and Compact Teacher Training Program in Timor Leste. October 2010.

⁸⁸ Komisaun Nasional Edukasaun and Ministry of Education. (Draft, 2010). *Mother Tongue-Based Multilingual Education for Timor Leste: National Policy*.

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
	The new policy will implement the use of mother tongues in early grades, with progressive implementation of Tetun and later on, of Portuguese.		enough fluency in Portuguese to use it as a language of instruction ⁹⁰⁹¹ ; additionally, there is clear indication that students and teachers in the districts of Lautem and Oecussi face difficulties in understanding Tetun as well. In the final evaluation of the Lafaek Curriculum Support Project, 30% of the students reported having difficulties in understanding Portuguese (even if the content was presented in a bilingual format).	
31. Curriculum			The official primary curriculum, released in 2006, is poorly understood by teachers, despite their having received some training on it. It is strongly linked to the Portuguese curriculum with limited local relevance, requires skills that are beyond the grasp of most teachers and the translation of the curriculum guides into the vernacular is of poor quality ⁹⁰ . Official textbooks are in Portuguese, and teachers have limited fluency in this language.	
32. Vocation-al education or school-to-work programs	INDMO (national framework for qualification of training) provides support to technical-vocational schools (for graduates of pre-secondary schools) and centers for alternative programs for students who	Graduates of pre-secondary schools	The Secretariat for Professional Training and Employment provided massive support to technical-vocational centers for maintenance,	Not yet measured. INDMO is likely to have an effect on drop out by

⁸⁹ Vine, Ken. (2007). *Pilot Study of Learning and Achievement in Grades 3 and 5 in Mathematics, Tetun and Portuguese*.

⁹⁰ Early Response and Early Warning System Policy Brief: Access and Opportunity in Education. BELUN & Center for International Conflict Resolution, Columbia University, August 2010;

⁹¹ Evaluation of the World Bank Group Program: Timor Leste Country Program Evaluation, 2000-2010. Independent Evaluation Group, 2011.

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
	dropped out of school.	and dropouts	equipment and scholarships, working in partnership with the Church, NGOs and bilateral cooperation programs, with AusAID and ILO support. A national qualification framework was established in partnership with the MoE for the accreditation of the supported courses and alignment to the formal education system.	aligning qualifications obtained in technical-vocational courses to the formal education system.
SCHOOL SUPPORT SERVICES				
33. Remedial tutoring				
34. Provision of meals	A school feeding program was implemented by the MoE in partnership with WFP between 2006-2009 as a monthly supply of rice, beans, oil and gas to primary schools, and an implementation package of gas stoves, cooking facilities and plates/cutlery. In 2010, MoE took responsibility for food distribution.	Children in grades 1-6	The distribution of food became erratic or non-existent in 2010 after the MoE took responsibility for logistical arrangements.	EMIS data shows a sharp increase in enrollment in the early grades from 2007 onwards. Anecdotal reports from teachers and parents identify school feeding as a major incentive for enrollment. When distribution of food became erratic in 2010, a number of teachers complained of the negative effect on attendance. A study conducted by WFP in 2009 ⁹² describes irregular delivery and implementation issues, and did not find quantitative evidence of impact in

⁹² Evaluation of WFP Timor Leste PRRO10388.1 – Assistance to Vulnerable Populations – Final Report – November 2009

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
				enrolment or attention level of students.
35. Health care for students	SISCA (Integrated Community Health Services) is an outreach program implemented by the Ministry of Health in partnership with NGOs. The program organizes periodic community meetings, bringing health practitioners and volunteers to monitor health standards. It also promotes improved nutrition and healthy behavior.	All community members, but targeting particularly children under 5 and pregnant mothers	Many students live too far away from clinics and hospitals to have access to regular health care.	There have been no studies linking SISCA to improved retention or decreased dropout, but the program is likely to have a positive effect, particularly for students in rural and remote areas. CARE's research on girls' dropout (2010) found that illness among students and parents is one of the causes.
36. Life skills workshops/ classes	UNICEF implemented a life skills training program for youth in partnership with the MoE. Components of the program were later included in the pre-secondary school curriculum.	Children and youth		Not yet measured.
37. Extra-curricular activities				
38. Community participation	UNICEF and MoE have supported the implementation of PTAs through the child friendly schools program since 2006, through trainings, workshops and monitoring.	Primary schools		The program will be evaluated in 2011.
CULTURAL PRACTICES				
39. Age of marriage	There is no legal requirement.		Early marriage is common among some groups, such as Baikeno speakers ⁹³ . 'Marriage' is also a loose concept. Teenage pregnancy reaches 20%, but does not necessarily lead to	

⁹³ Timor-Leste Demographic and Health Survey 2009-2010. National Statistics Directorate, November 2010.

Policy Topic	Document(s)	Target Group	Description/Comments	Reported Effect on Dropout
			marriage. A couple can live together for 15 years and then marry, once the man has amassed enough resources to pay the full bride-price. However, an agreement among families and sacred houses, named 'fetosa'a-umane' must take place before a relationship is fully accepted.	
40. Pregnancy	A study has been conducted by the Gender Unit of the MoE, in partnership with the Ministries of Health and Social Solidarity and the Secretariat for Promotion of Women, to identify the impact of teenage pregnancy on dropout in secondary schools.	Secondary school students	Per guidance of the Minister, no students in previous grades or out-of-school students were included. The study is supposed to inform policy for reintegration of young mothers in secondary schools.	To be assessed after policy implementation.
41. Rites of passage				

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