

Cambodia's Spotlight on Foundational Learning

Recognizing the foundational literacy and numeracy as urgent and necessary pre-requisite to learning

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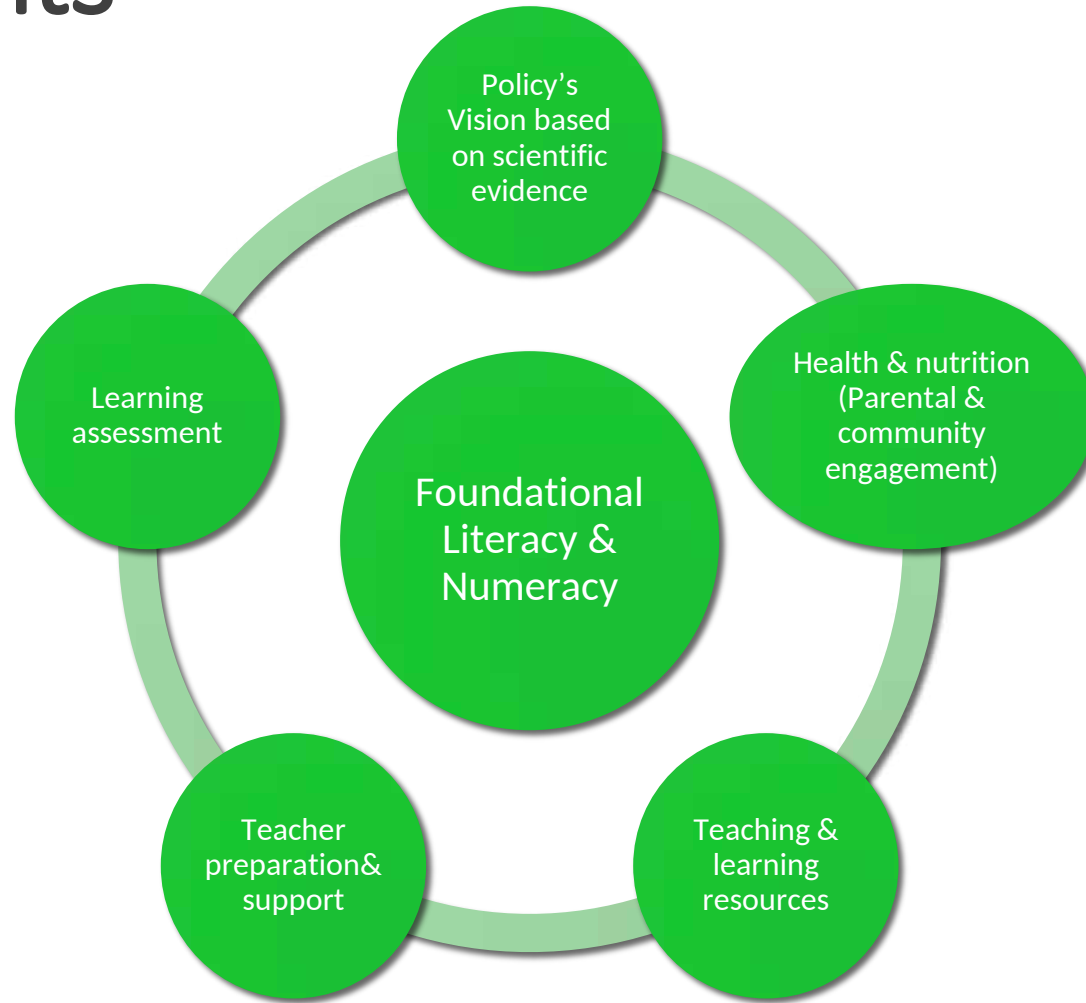
Director of Policy Department, MoEYS

BangkoK, 30 March 2023



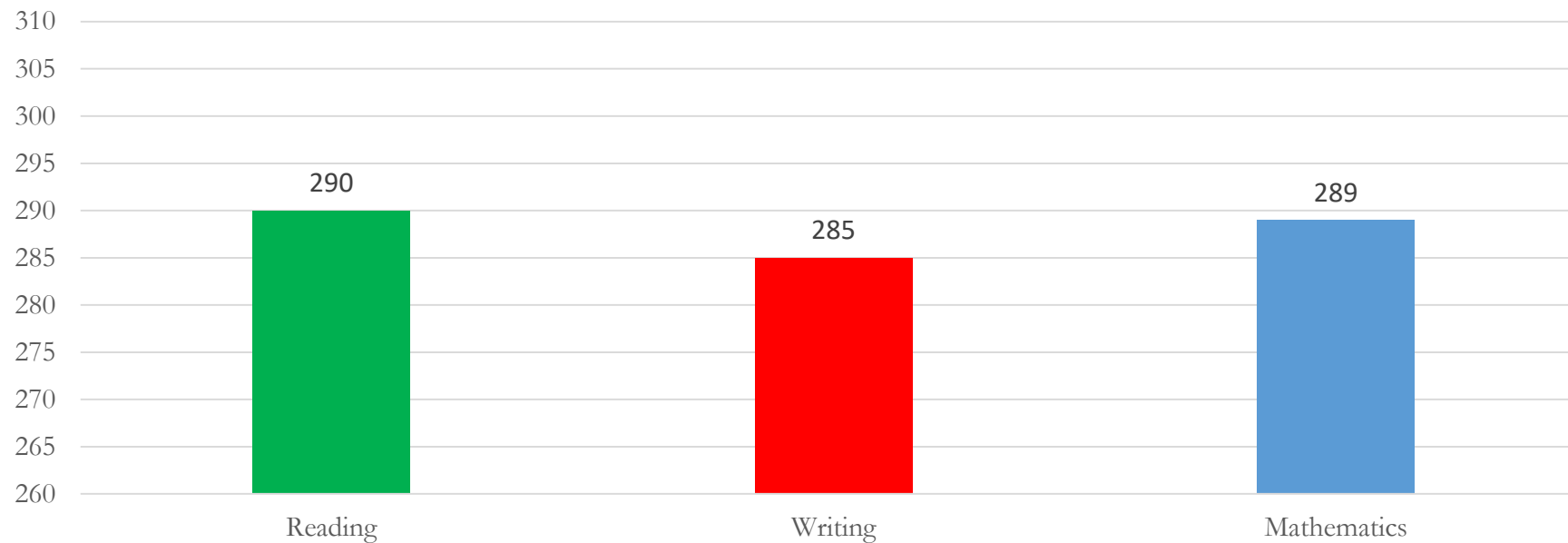


Action Points





Foundational learning outcomes in Cambodia-SEAPLM

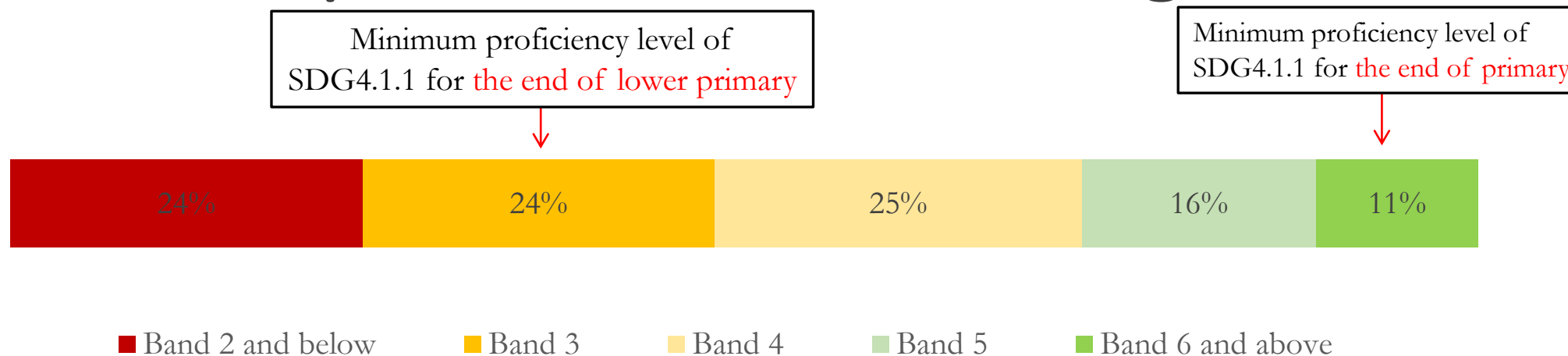


- Students scored 290 in Reading (in Band 4)
- Students scored 285 in Writing (in Band 1 and below)
- Students scored 289 Mathematics (in Band 4)





Student performance in reading

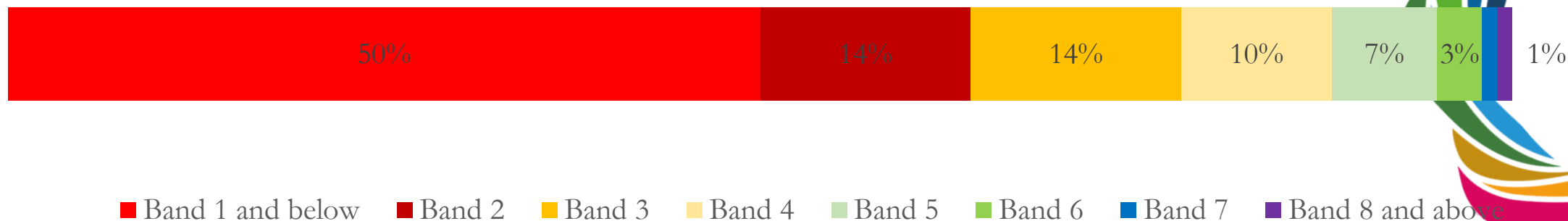


Source: Authors' own calculations from SEA-PLM 2019 Database

- About **76%** of grade 5 students in Cambodia have met the minimum proficiency level suggested by SDG 4.1.1 for *the end of lower primary*.
- About **11%** of them have met minimum proficiency level for *the end of primary* as setting in the goal (minimum level of proficiency) of SDG 4.1.1.



Student performance in writing

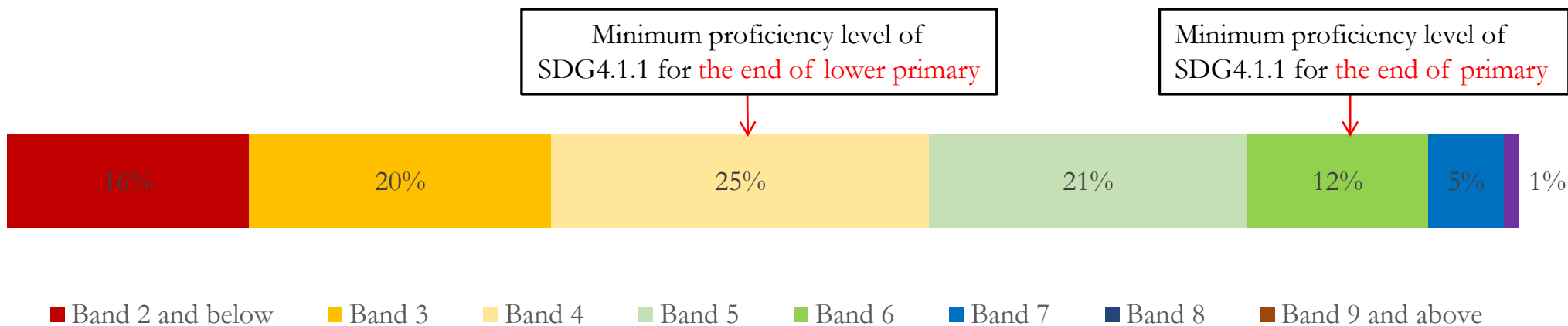


About half of grade 5 students were placed in band 1 and below. Only about 2% of them were in the highest bands, bands 7 and band 8 and above.

(There is no reference for writing literacy against the SDG 4.1.1 indicator).

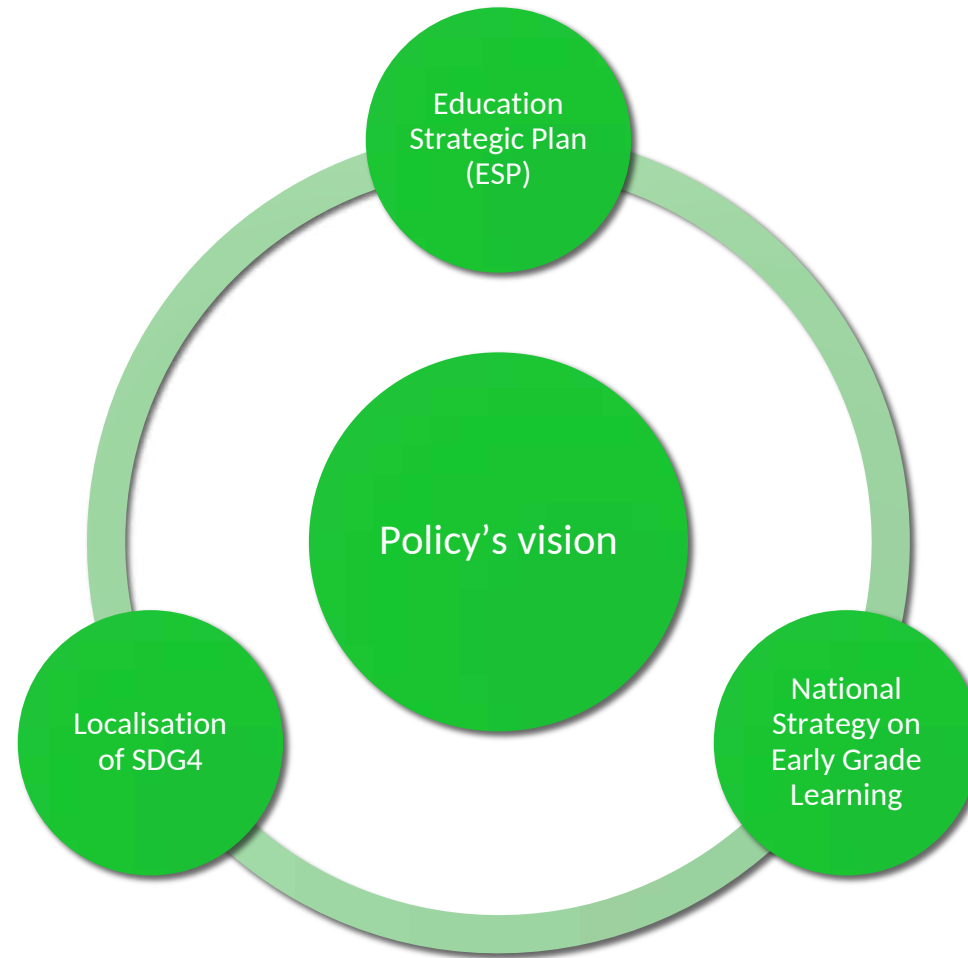


Student performance in mathematics

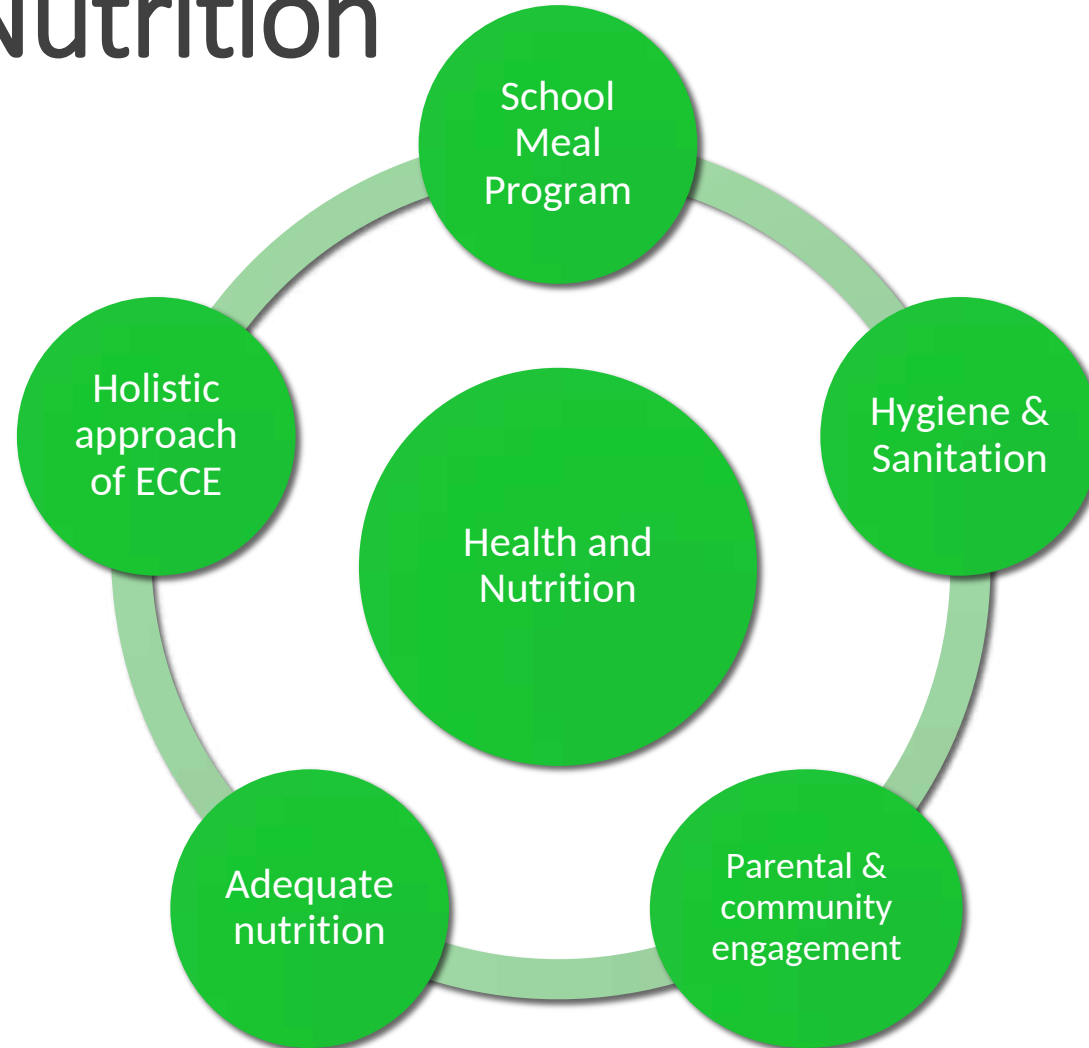


- About **64%** of grade 5 students in Cambodia have met the minimum proficiency level for *the end of lower primary*.
- About **18%** of them have met the minimum proficiency level for *the end of primary* as setting in the goal (minimum level of proficiency) of SDG 4.1.1.

Policy's vision



Health and Nutrition

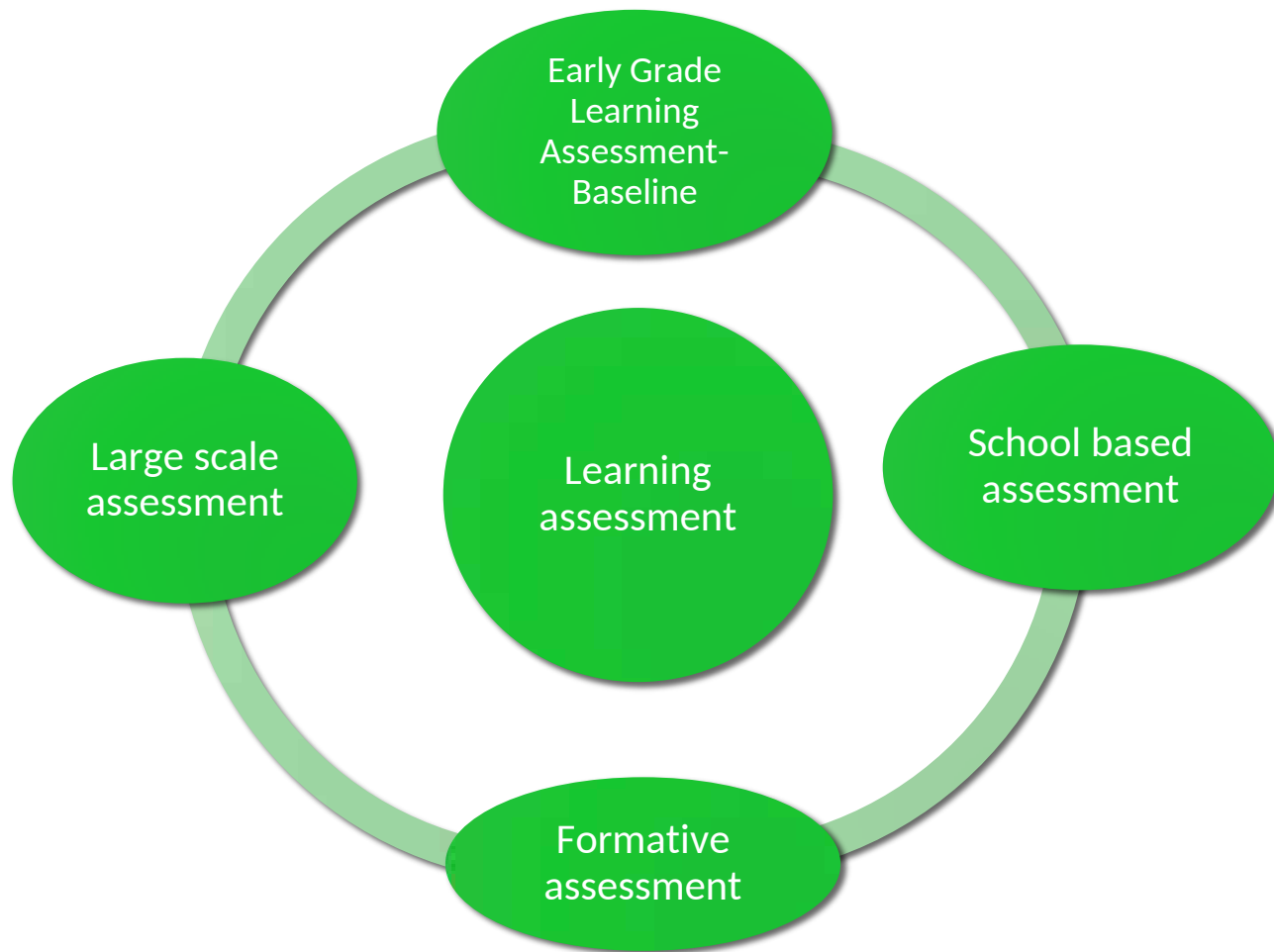


Teacher preparation and support





Learning assessment





What do we need to do next?

- Continuation and strengthening of remedial teaching and learning
- Systematic learning assessments required for early grades to understand the current learning level of students after COVID-19
- Disadvantaged children continue to show lower learning performance – targeted, tailored interventions required to address their specific needs
- Student engagement (e.g. regular attendance and homework completion) is key for learning success – school-based management further strengthened
- Expansion of early grade learning- Literacy and numeracy to all schools in the country.
- Teacher quality affects students learning performance – continued teacher development reform is crucial
- Distance education/digital education needs to be further strengthened
 - Teachers' skills development on conducting effective distance learning including regular assignments and monitoring of student progress
 - Expansion and enhancement of digital learning platforms, activities and resources

