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

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BangkoK, 30 March 2023
Action Points

- Policy's Vision based on scientific evidence
- Health & nutrition (Parental & community engagement)
- Teacher preparation & support
- Teaching & learning resources
- Foundational Literacy & Numeracy
- Learning assessment
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)
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.

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

- Education Strategic Plan (ESP)
- National Strategy on Early Grade Learning
- Localisation of SDG4

Policy’s vision
Health and Nutrition

- School Meal Program
- Holistic approach of ECCE
- Adequate nutrition
- Hygiene & Sanitation
- Parental & community engagement
- Health and Nutrition

Special Event | Transforming Education Now and for the Future We Want: TES National Follow-up Actions to Move towards the Achievement of SDG 4
Teacher preparation and support

- Training of Trainers
- Innovative teaching methods
- Teaching and learning resources
- Integration into Teacher Education
- Mentoring

Special Event | Transforming Education Now and for the Future We Want: TES
National Follow-up Actions to Move towards the Achievement of SDG 4
Learning assessment

- Early Grade Learning Assessment - Baseline
- Large scale assessment
- School based assessment
- Formative assessment

Transforming Education Now and for the Future We Want: TES National Follow-up Actions to Move towards the Achievement of SDG 4
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