

# CAMBODIA QUALITY OF EDUCATION

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# SDG trend in CAMBODIA



↑ On track or maintaining SDG achievement 
 ↗ Moderately improving 
 → Stagnating 
 ↓ Decreasing 
 ●● Trend information unavailable

# SDG achieved



- Helping children learn online
- Mounting a digital defence in the fight against coronavirus
- Justice and compassion for rape survivors
- Mission1.5 a game-changer will give them direct way to communicate to their government



- treating forest like family
- Transforming food and agriculture
- On earth day, harnessing the power of nature to heal
- Recycling waste and create opportunities for women



- biodiversity conservation
- Protection of forests
- Proper use and management
- Integrating ecosystem and biodiversity value into planning process
- Promote sustainable ecosystems management

## Situation on CSDG 4

The completion rate at primary, and secondary levels and the proportion of grade 1 students who passed through all ECE programmes has increased. Cambodia achieved gender parity in education sector, and is beginning to tilt in the favor of girls in recent years. Comparing to targets set in CSDG framework, except the completion rate at primary school, the data suggest that all other targets are being attained.



### Net primary enrollment rate

- Challenges remain
- ↓ Decreasing

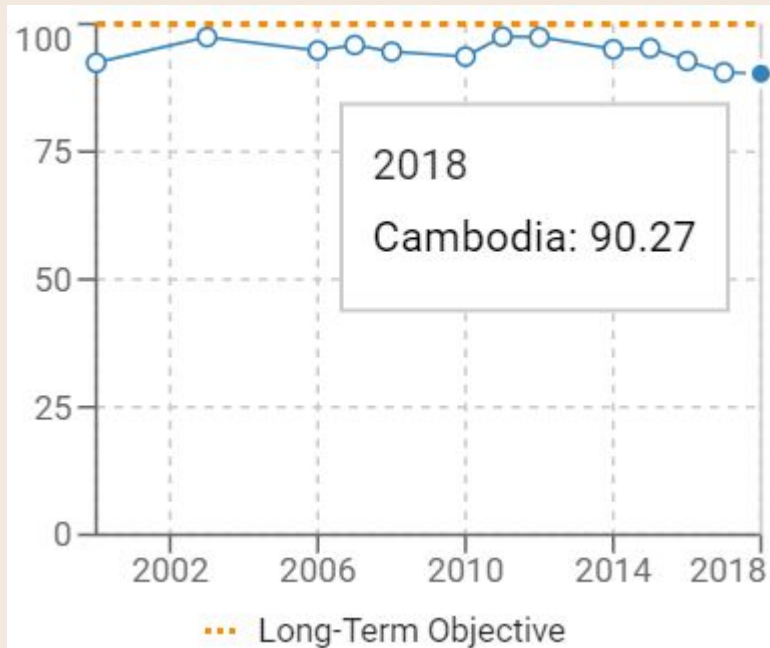
### Lower secondary completion rate

- Major challenges remain
- ↑ On Track or Increasing

### Literacy rate

- Challenges remain
- ↑ Ontrack or increasing

# Primary Enrollment Rate

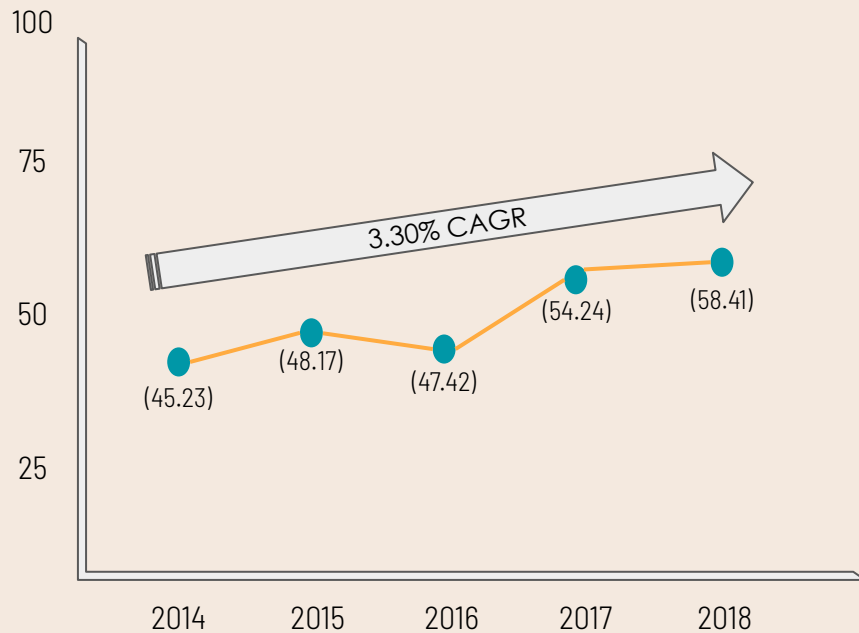


**The percentage of children of the official school age population who are enrolled in primary education**

- The RGC has initiated a number of key policy and strategic interventions for the period 2019-2023, which includes: Systematically increasing the coverage of early-childhood care and education to reach 82%, Primary completion to 91.1%

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

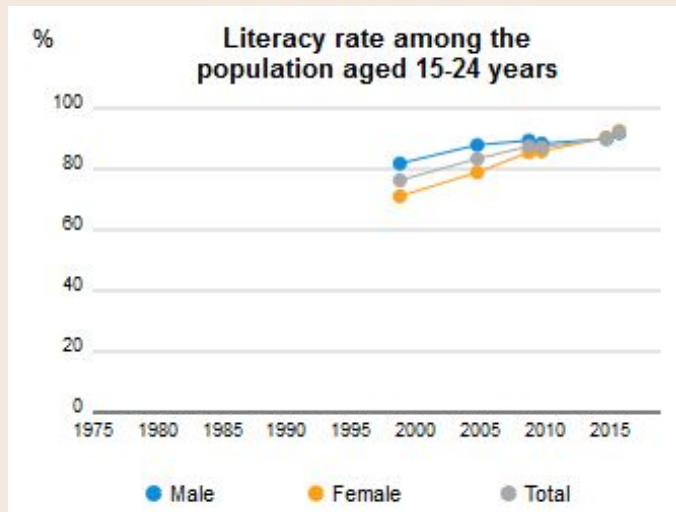
# Lower Secondary Completion rate



**Measured as the gross intake ratio to the last grade of lower secondary education. It is calculated as the number of new entrants in the last grade of lower secondary education divided by the population at the entrance age for the last grade of lower secondary education.**

Goal: By 2030, ensure that all girls and boys complete free, equitable and quality secondary education leading to relevant and effective learning outcomes

# Literacy Rate



Literacy rate (%)	Total	Male	Female	
15-24 years	92.21	91.86	92.57	(2015)

The Cambodia Socio-Economic Survey 2015 report shows that literacy rate of adult aged 15-24 has increased up to 92.2 percent

- Literacy in a digital world
- ICT-based Basic Education Equivalency Programed or BEEP
- The Literacy Project for Factory Workers

Goal :

- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- Cambodia be able to achieve a value of 100 literacy rate

# Framework Analysis

## Goals

Reduce numbers of dropped out rate of students

## Objective

### Motivate

→ Motivating children to have great experience and to increase better understanding on academic.

### Awareness

→ Increasing the awareness of academic to the parents for the benefit of sending children to school.

### Equality

→ Equally standard of school represent the use and create incentive for parents to let children attend school.

## Policy Recommendation

### Policy no.1

The policy emphasize on two mutual objective of the quality of education. motivating the children and create awareness to parents that while studying, children can works along to helps their parents.

### Policy no.2

The policy that brings these two objective, awareness and equality, together is government subsidy the academic fees, for 15 years, until finish secondary level.

## Impact

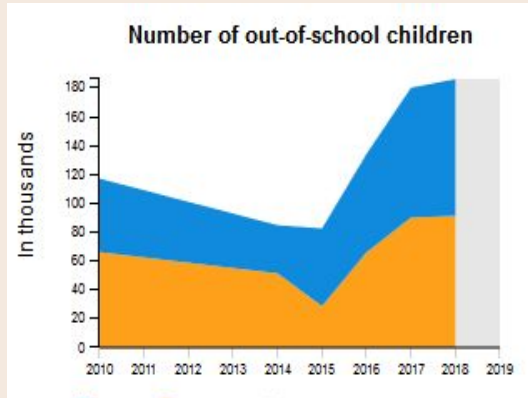
The students will be more satisfy on their academic performance, while on the other hand gets opportunity to work to reduce parents' load.

Increase awareness of important of academic would shape parents mindset about the schooling and allow their child to attend the the school.

If the quality of school are standardized throughout the country, this would reduce the important of choosing school that far from home.

# POLICY SUGGESTION

## Drop-out of school rate



“Those low rates result from the need for children to drop out of school to work and contribute to household income.”

-Phnom Penh Post

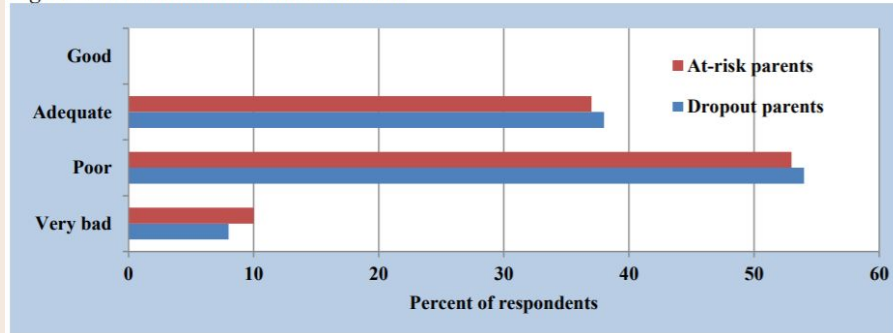
## Policy NO.1

The suggested policy no.1 is to offer internship opportunity for children by create incentive on both side, student and employer. Such benefit that student does receive experience from working and also income to reduce burden of parents. While the benefit that employer would receive could be reduction of tax payment. This would re-create the awareness of studying in parents mindset such action of letting children enroll for academic does not have to wait for long time for like 15 years before they work.

## POLICY SUGGESTION

### Drop-out of school rate

Figure 3: Household Economic Condition



Economic status. In Cambodia, most at-risk students and dropouts reported living in stable home environments. Their parents described their economic situation as “poor” or “adequate” (Figure 3)

### Policy NO.2

Extends free education from 9 to 15 years to help cover cost related to school to reduce burden on parents, and to equalize basic education throughout the country. This policy suggestion is align with goal of SDG4 which is inclusive education.



Q & A

# APPENDIX

Targets & Indicators	Unit	CSDG target				Actual			Progress
		2015	2016	2017	2018	2016	2017	2018	
<b>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</b>									<b>Ahead</b>
4.1.1.1 Completion rate at primary school	%	80.0	81.2	82.6	83.9	82.5	82.8	86.1	On track
4.1.1.2 Completion rate at lower secondary school	%	39.0	40.7	42.1	43.6	44.5	46.5	47.6	Ahead
<b>4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</b>									<b>Ahead</b>
4.2.1 Proportion of grade 1 students passed through all ECE programs (sex aggregate)	%	62.0	64.1	66.3	68.5	64.0	65.0	72.0	On track
4.2.2 Percentage of children attended all aspects of ECE (aged 3-5 years old)	%	21.0	22.9	24.9	26.8	41.0	43.1	39.9	Ahead
<b>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</b>									<b>No data</b>
<b>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</b>									<b>Ahead</b>
4.5.1 The Gender Parity Index (GPI) of gross enrollment rate at lower secondary education	Index	1.1	1.1	1.1	1.1	1.1	1.2	1.2	Ahead
4.5.2 The Gender Parity Index (GPI) of Gross Enrollment Rate at Upper Secondary Education	Index	1.1	1.1	1.1	1.1	1.1	1.2	1.2	Ahead
<b>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</b>									<b>Ahead</b>
4.6.1 Adult literacy rate (15+year)	%	78.0	79.6	81.0	82.5	84.4	82.5	-	Ahead

<b>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</b>										<b>Ahead</b>
4.a.1 Proportion of pre, primary and secondary school with basic drinking water facilities	%	27.0	30.5	34.1	37.6	47.9	48.2	46.7	Ahead	
4.a.2 Proportion of pre, primary school and secondary schools with basic sanitation facilities	%	57.0	60.2	63.1	65.9	62.5	69.0	68.7	On track	
<b>4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</b>									<b>Ahead</b>	
4.c.1 Proportion of teachers in pre-primary, primary, lower secondary, and upper secondary education who have received pre-service or in service training	%	99.0	99.0	99.0	99.1	98.7	98.4	99.3	On track	
4.c.2 Percentage of pre-school teachers qualified according to national standards	%	56.0	57.6	59.2	60.8	62.1	63.6	64.0	On track	
4.c.3 Percentage of primary teachers qualified according to national standards	%	61.0	62.9	64.9	66.8	70.2	72.1	73.0	Ahead	
4.c.4 Percentage of secondary teachers qualified according national standards	%	32.0	34.5	37.1	39.6	85.8	85.0	86.0	Ahead	

Sources: CSDG Framework and EMIS/MOEYS