In Cambodia, 8% of students achieve the minimum level of proficiency in reading and 10% of students achieve the minimum level of proficiency in mathematics.

Girls outperform boys in reading by 17 points. Boys and girls perform similarly in mathematics.

Students of urban schools outperform students of rural schools in reading with a performance difference of 42 score points, the equivalent of more than a year of schooling.

While 96% of students report that they feel safe at school, only 69% feel safe on the way home from school. At school, the most frequent threats to safety are theft and physical violence (threats and fights).

Advantaged students are about 4 times more likely than disadvantaged students to attain the baseline level of proficiency in mathematics.

Boys are more than 1.4 times more likely than girls to have repeated a grade in Cambodia. Retention is strongly associated with lower levels of student performance.

The percentage of the Cambodia’s population that has attained at least Grade 7 by age 15 in 2017 was 28%. The remaining 72% of 15-year-olds in 2017 were either in grades below 7 or out of school.

Cambodia allocates 2.7% of GDP and 18.3% of public expenditure to education.

Disadvantaged schools tend to have fewer teachers, and less experienced teachers, than advantaged schools.

Rural or disadvantaged or public schools tend to have school facilities in worse condition than urban or advantaged or private schools.

In Cambodia, both advantaged and disadvantaged students report high life satisfaction...

... but poor or fair health, especially among disadvantaged students.

In Cambodia, a large majority of students [94%] feel that they belong at school.

The bottom line...

• Reduce grade repetition particularly among boys by supporting those who fall behind.

• Ensure quality learning time by preventing tardiness through strengthening school management and by increasing learning opportunities through supplementing students with extra competency-based practices—homework or tasks—and engaging parents in their learning process.

• Improve resource allocation by strengthening “school standard” and use this as a benchmark for decisions on budgets and human resources to help disadvantaged schools.

• Improve the quality of instruction by increasing teacher education and strengthening the concept- and competency-based curriculum in teacher education and teaching methods (inductive and competency-based teaching).

• Improve universal basic skills among students by investing more in basic education (K-9)—implementing “concept- and competency-based education” and aligning teacher education with classroom teaching and assessment.
In December 2017, **5162 students** in 170 schools, representing **370,856 15-year-olds** in Cambodia... took a **2-hour test** in reading, mathematics and science.

3 questionnaires collect background information on students, teachers and schools to help explain the factors associated with the test scores, especially those related to equity and equality.

Results are a product of the **cumulative effects** of family, community and school resources over the student’s life.

In Cambodia, most 15-year-olds are starting upper secondary school at **grade 10**, and some are finishing lower secondary education at **grade 9**.

9 countries participated in **PISA-D** and have results comparable to the **80+ countries** that have participated in **PISA**.
In Cambodia, 8% of students achieve the minimum level of proficiency in reading and 10% of students achieve the minimum level of proficiency in mathematics.

Girls outperform boys in reading by 17 points. Boys and girls perform similarly in mathematics.

Students of urban schools outperform students of rural schools in reading with a performance difference of 42 score points, the equivalent of more than a year of schooling.

Advantaged students are about 4 times more likely than disadvantaged students to attain the baseline level of proficiency in mathematics.

The percentage of the Cambodia's population that has attained at least Grade 7 by age 15 in 2017 was 28%. The remaining 72% of 15-year-olds in 2017 were either in grades below 7 or out of school.

Boys are more than 1.4 times more likely than girls to have repeated a grade in Cambodia. Retention is strongly associated with lower levels of student performance.

10% best-performing students in Cambodia are comparable to 10% best-performing students in PISA-D on average in mathematics.

Students who speak Khmer at home perform better in reading than students who do not speak Khmer at home with a performance difference of 23 score points.
In Cambodia, 64% of students report that they are both satisfied with life and in good health.

98% of students agree that trying hard at school will help them get a good job.

In Cambodia, both advantaged and disadvantaged students report high life satisfaction…

… but poor or fair health, especially among disadvantaged students.

Girls are more likely than boys to report feeling sad or depressed at least once a week (46% of girls so reported, compared to only 37% of boys).

34% of students report feeling hungry, because there was not enough food, at least once over a 1-month period.
In Cambodia, a large majority of students [94%] feel that they belong at school.

While 96% of students report that they feel safe at school, only 69% feel safe on the way home from school. At school, the most frequent threats to safety are theft and physical violence (threats and fights).

A small proportion of students report having missed school for more than 3 months in a row [7.5%], with health problems (their own or those of family members) and household responsibilities being often cited as the reason.

Most of the 15-year-old students in Cambodia reported positive views about their teachers: 87% felt that their teachers are interested in their well-being.

61% of students are in schools where more than one in five students reported that a teacher did not come for class during the two weeks prior to the PISA test.

Quality and quantity of instruction is impaired due to a poor climate of discipline in the classroom but in Cambodia only 12% of students report that students don’t start working for a long time after the lesson begins.

50% of students reported that they had arrived late for school at least once in the two weeks prior to the test.

36% of students are in schools that organise remedial classes at school to help students who lack basic reading skills.

Only 42% of students report that they regularly discuss with their parents how well they are doing at school.
Cambodia allocates 2.7% of GDP and 18.3% of public expenditure to education.

25% of students are in schools where there are more than 33 students per teacher.

Disadvantaged schools tend to have fewer and less experienced teachers, than advantaged schools.

Rural or public schools tend to have fewer and less qualified teachers than urban or advantaged or private schools.

Rural or disadvantaged or public schools tend to have school facilities in worse condition than urban or advantaged or private schools.

Rural or disadvantaged or public schools tend to have fewer instructional materials than urban or advantaged or private schools.