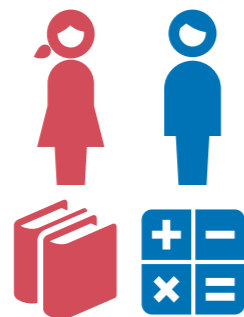




In Cambodia, **8%** of students achieve the **minimum level of proficiency** in reading and **10%** of students achieve the minimum level of proficiency in mathematics.



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).



A small proportion of students report having **missed school for more than 3 months in a row** [7.5%], with health problems and household responsibilities being often cited as the reason. Yet, 50% of students report arriving **late at school**.



Only 42% of students report that they regularly **discuss with their parents** how well they are doing at school.



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.



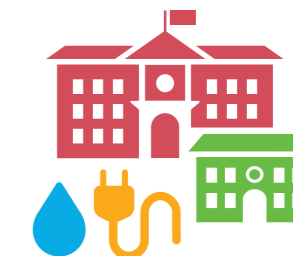
The percentage of the Cambodia's population that has attained **at least Grade 7** by age 15 in 2017 was 28%. The remaining 72% of 15-year-olds in 2017 were either in grades below 7 or out of school.



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**...



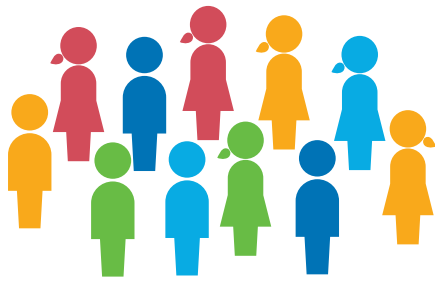
... but **poor or fair health, especially among disadvantaged students**.



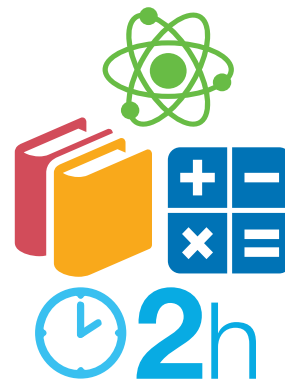
In Cambodia, a large majority of students [94%] feel that they **belong at school**.

The bottom line...

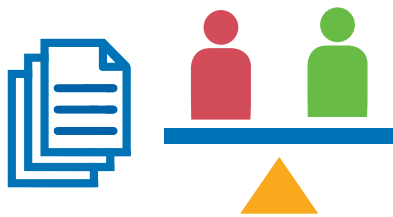
- Reduce grade repetition particularly among boys by supporting those who fall behind.
- Ensure quality learning time by preventing tardiness through strengthening school management and by increasing learning opportunities through supplementing students with extra competency-based practices—homework 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.



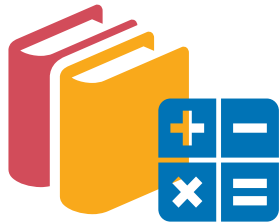
Results are a product of the **cumulative effects** of family, community and school resources over the student's life.



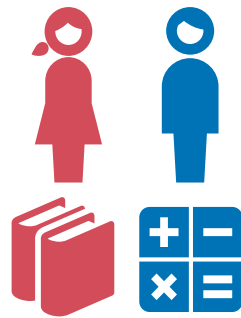
In Cambodia, most 15-year-olds are starting upper secondary school at **grade 10**, and some are finishing lower secondary education at **grade 9**.



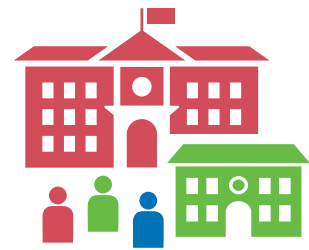
9 countries participated in **PISA-D** and have results comparable to the **80+** countries that have participated in **PISA**.



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.



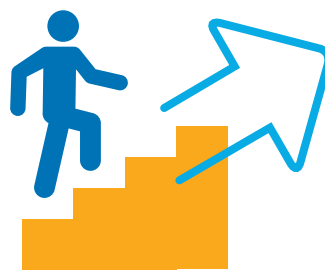
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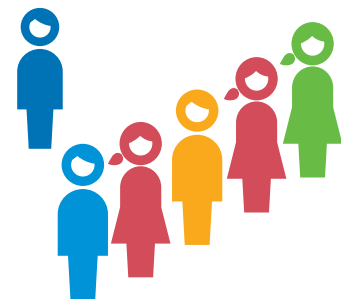
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The percentage of the Cambodia's population that has attained **at least Grade 7** by age 15 in 2017 was 28%. The remaining 72% of 15-year-olds in 2017 were either in grades below 7 or out of school.



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).



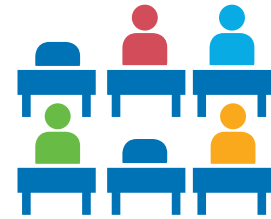
34% of students report **feeling hungry**, because there was not enough food, at least once over a 1-month period.



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).



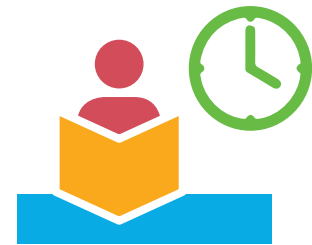
A small proportion of students report having **missed school for more than 3 months in a row** [7.5%], with health problems (their own or those of family members) and household responsibilities being often cited as the reason.



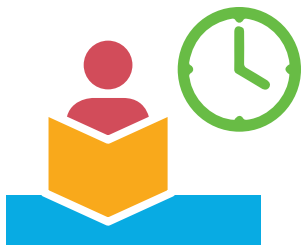
Most of the 15-year-old students in Cambodia reported **positive views about their teachers**: 87% felt that their teachers are interested in their well-being.



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.



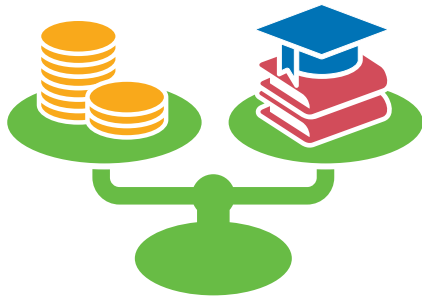
50% of students reported that they had **arrived late for school** at least once in the two weeks prior to the test.



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.



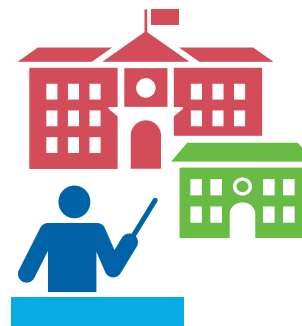
Cambodia allocates 2.7% of **GDP** and 18.3% of **public expenditure to education**.



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.